

BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

ACTION: **Approve Addition of Supplemental Endorsement in High Ability Education within MSE-Special Education for Wayne State College**

Per Board Policy 4200, which requires all new academic programs to be submitted to the Board for approval, Wayne State College seeks approval to add the following supplemental endorsement, beginning Fall 2023:

- High Ability Education Supplemental Endorsement

The System Office and Wayne State College recommend approval of the Addition of Supplemental Endorsement in High Ability Education within MSE-Special Education for WSC.

ATTACHMENTS:

- WSC High Ability Learner Supplemental Endorsement March 2023 Final (PDF)

Wayne State College
Proposal to Add High Ability Education Supplemental Endorsement
MSE - Special Education

1. Descriptive Information

A. Name of Institution: Wayne State College

B. Name of Program: MSE - Special Education

C. Degrees/credentials to be awarded graduates of the program:
High Ability Education Supplemental Endorsement

D. Other programs offered in this field by the institution:

Undergraduate programs:

- Special Education Generalist K-12 (field endorsement),
- Special Education K-6 (subject endorsement),
- Special Education 7-12 (subject endorsement);

Graduate Programs:

- MSE in Special Education Initial Certification K-12 (field endorsement),
- MSE in Special Education Generalist (either K-6 and/or 7-12 subject endorsement),
- MSE in Special Education Advanced Study,
- Special Education Endorsement only at the graduate level, and
- Special Education Supervisor Focus Area within the MSE in School Administration/Educational Leadership Program PK-12.

E. CIP code: 13.1001

F. Administrative units for the program: 18 credits.

G. Proposed delivery site(s) and type(s) of delivery, if applicable: Online.

H. Proposed date (term/year) the program will be initiated: Summer 2023, pending approvals

I. Description of Program:

In collaboration with ESU 2 and their Restore Grant, WSC will be adding six (6) courses for the High Ability Education endorsement. This grant's intention is to improve the instruction for high ability learners in Nebraska by providing multiple professional development opportunities to improve Multi-Tiered Systems of Support (MTSS)/differentiated lesson development and delivery. The identified teachers will receive instructional coaching and the opportunity to earn the supplemental high ability education endorsement through WSC. A focus will be on rural K-12 students who may be particularly at risk for under-identification by the application of historically accepted criteria for gifted on traditional gifted assessments.

Catalog Description of New Program:

High Ability Education Supplemental Endorsement: 18 hours

This is for graduate students who hold a current teaching certification and want to add a K-12 high ability education endorsement. This endorsement option does not lead to an MSE.

- SPD 510 Introduction to High Ability Learners (3)
- SPD 600 Supporting the Social, Emotional, and Guidance Needs of the High Ability Learners (3)
- SPD 605 Identification and Assessment of High Ability Learners (3)
- SPD 612 Curriculum Design and Methods for High Ability Learners (3)
- SPD 622 Program Design for High Ability Learners (3)
- SPD 633 Practicum in High Ability Learners (3)

Catalog Description of New Courses:

SPD 510 Introduction to High Ability Learners (3) An introduction to the characteristics and education of high ability learners. Candidates will understand the cognitive, social, emotional, and physical characteristics of high ability learners along with their unique learning needs. Topics will include a history of gifted education, conceptual frameworks, gifted standards, methods of identification, programming options, twice-exceptionality, second language, underachievement, best practices, and family involvement.

SPD 600 Supporting the Social, Emotional, and Guidance Needs of the High Ability Learners (3) Candidates will explore research on the social and emotional needs of high ability learners. Topics will include characteristics, theories, gender differences, perfectionism, peer relationships, identity development, talent development, and practical implications for the classroom. Current issues related to their career guidance will also be addressed.

SPD 605 Identification and Assessment of High Ability Learners (3) This course will explore issues associated with building an effective identification system for high ability learners. Candidates will understand and apply quantitative and qualitative assessment tools for identification of high ability learners in elementary and secondary settings. Topics will include comparing validity of assessment measures, domain specific, curriculum-based, performance-based, and learning progress assessments. Candidates will be introduced to tools to assess high ability programs as well as district model case studies to examine.

SPD 612 Curriculum Design and Methods for High Ability Learners (3) Candidates will learn how to design cognitively complex learning experiences for high ability learners across grade levels based on their unique developmental characteristics to meet both cognitive and affective needs. Instructional methods, models, and materials will be presented. Candidates will create lesson plans to enhance creativity and critical thinking skills. The concepts of incorporating career, ethical, multicultural, and service-learning opportunities into instruction as well as differentiation, acceleration, enrichment, compacting, grouping, mentoring/shadowing, affective curriculum, and specialized counseling are addressed.

SPD 622 Program Design for High Ability Learners (3) This course will focus on design, implementation, and evaluation of comprehensive, high-quality programs for high ability learners in K-12 settings, including developing local district policies. Topics will include identifying adequate funding, identifying and developing qualified personnel, organizing advocacy efforts, evaluating and selecting materials, collaborating with stakeholders, and communicating the legal and professional issues in the field. A focus on the evaluation of program effectiveness in meeting program intended goals, including being able to use formative and summative evaluation strategies for substantive program improvement and development to meet the needs and interests of diverse groups will be addressed.

SPD 633 Practicum in High Ability Learners (3) The course is a 90-hour supervised practicum designed to provide candidates the opportunity to teach high ability learners in both elementary and secondary levels. Candidates will plan, develop, implement, and evaluate cognitively complex learning experiences for high ability learners. They will collaborate, design, and deliver tiered staff development. Candidates will be expected to implement the knowledge and skills from their prior coursework.

2. Centrality to Role and Mission

MISSION STATEMENT

- Wayne State **inspires** students through access to affordable, high quality academic programs, personalized support services, and a culture committed to diversity, sustainability, and creativity.
- The College **strengthens** communities by engaging students in experiential learning and leadership opportunities.
- Wayne State **serves** the region through cultural opportunities, strategic partnerships, and innovative economic development programs.

CORE VALUES

1. Culture and Community
2. Diversity
3. Engaged Learning
4. Innovation and Agility
5. Partnership
6. Sustainability

VISION STATEMENT

Wayne State creates an environment of rigorous teaching, active learning, and meaningful service that engages students on a path to transformational leadership.

Alignment with Wayne State College's Mission, Core Values and Vision Statements

The School of Education and Behavioral Sciences and ESU 2 created a strategic partnership to develop the High Ability Education endorsement program, which aligns to WSC's mission and Core Value #5. The High Ability Education endorsement is part of a larger grant, which ESU received to develop new and improved tools to support improved methods of identification of talented and gifted (TAG) students, most especially students who have been previously underrepresented including low socioeconomic status (SES) English language learners (ELL), and twice-exceptional students. This part of the grant focus aligns with WSC's mission of a culture committed to diversity and personalized support services along with Core Value #2.

A second focus of this grant, awarded to ESU 2, will be improving instruction to TAG students by providing multiple professional development opportunities to improve multi-tiered systems of support (MTSS)/ differentiated lesson development and delivery to teachers who are earning the High Ability Education endorsement through Wayne State College. This aligned to WSC's mission to inspire students through access to affordable, high quality academic programs and personalized support services. WSC will provide access to an affordable, high quality academic program. ESU 2 will provide personalized support services through their multiple professional development opportunities. The partnership with ESU 2 aligns with Core Value #4 because this is an innovative way meet the challenge of servicing TAG students, especially in rural areas, and those who have been underrepresented in the past.

External Stakeholders

The School of Education and Behavioral Sciences consulted with the Nebraska Department of Education (NDE), specifically, the High Ability Learning Specialist, when developing the courses and the course descriptions to ensure Rule 24 requirements would be met. We wanted to ensure they knew this was coming for approval after the NSCS board meeting.

3. Evidence of Need and Demand

Need for the program:

“...rural students may be particularly at risk for under-identification by the application of historically accepted criteria for gifted on traditional gifted assessments. Traditional assessments may not be nuanced enough to capture concepts of giftedness of rural or culturally diverse gifted students, leading to underrepresentation.”¹

Educational Service Unit 2 (ESU 2) is a regional service center and serves predominantly rural and small school districts in eastern Nebraska. Fifteen public school districts and two private school organizations completed a survey to measure the need for improving services to talented and gifted students in their districts. Nebraska’s Rule 3 law requires public school districts to submit a High Ability Learner plan to the state on an annual basis. Seven of the districts did not complete the required plan. From the districts that completed the plan, they indicated that resources, funding, and staff skills to support talented and gifted students were lacking. Not one single district’s plans provided information on supporting twice-exceptional students, nor did they provide any information about ensuring students of low socioeconomic status (SES) minority, English language learners, English language learners, or other under-represented groups were being identified. In most cases, the plans indicated that teachers were responsible to support TAG students through MTSS and differentiated lessons.

District	HAL Plan Submitted	K-12 Student Enrollment	TAG identification other than academic achievement	TAG programming other than honor society	Way to identify twice-exceptional students?
Ashland-Greenwood	Yes	1,016	No	No	No
Bancroft-Rosalie	Yes	283	No	No	No
Cedar Bluffs	Yes	429	No	No	No
Logan View	No	572	N/A	N/A	No
Lyons-Decatur	No	254	N/A	N/A	No
Mead	No	255	N/A	N/A	No
Oakland-Craig	Yes	371	No	No	No
Raymond Central	No	691	N/A	N/A	No
Scribner-Snyder	No	172	N/A	N/A	No
Tekamah-Herman	No	499	N/A	N/A	No
Wahoo	Yes	1,055	Yes	Limited	No
West Point-Beemer	Yes	642	No	No	No
Wisner-Pilger	Yes	396	No	No	No
Yutan	Yes	503	No	No	No
Bishop Newmann	No	589	No	No	No
Total		7,727			

¹ Bevan-Brown, J. (2011). Indigenous conceptions of giftedness. In W. Vialle (Ed.), Giftedness from an Indigenous perspective (pp.10–23). Australian Association for the Education of the Gifted and Talented. Retrieved from <http://www.aegt.net.au/DEEWR%20Books/02%20Indig.pdf>

By having access to the High Ability Education Endorsement program at Wayne State College, teachers will have the training they need to serve high ability learners. They will learn how to identify high ability learners among diverse, atypical groups using a wide variety of current assessment instruments. They will demonstrate an understanding of the unique socio-emotional development of high ability learners and be able to apply the information when designing cognitively complex learning experiences to meet the needs of all learners, including those with second language, twice exceptional (LD, ADHD, Asperger's, etc.), at-risk, and underachieving high ability learners. They will learn principles of consultation, program management/evaluation and be able to develop professional development to a wide variety of audiences. Teachers will end their program with a 90-hour practicum where they will apply the knowledge of their coursework in a K-6 and a 7-12 setting.

Teachers who complete the High Ability Education Endorsement program at Wayne State College will support high ability learners in Nebraska districts. These newly training teachers will improve the identification and services of high ability learners, most especially those students who have been previously underrepresented including low socioeconomic, minority, English language learners, and twice exceptional students. They will improve instruction and programming in Nebraska school districts, especially the rural districts.

Demand for the Program:

The project goals of the ESU 2 grant (based on the survey and research in previous section) and collaboration with WSC, the High Ability Education endorsement courses will be ready Summer of 2023, pending necessary approvals. Up to ten teachers will be ready and enrolled in the WSC High Ability Education endorsement program for each cohort year of the grant. Additionally, any other student who wants to enroll in the program can enroll as well. It is not limited to only ESU 2 cohort students. ESU 2 intends to recruit 10 students per year into the program for the life of the grant.

The minimum number of students required to make the program viable:

As with any other program, the courses will be taught by current faculty and qualified adjuncts.

Total student enrollment:

Summer 2023: 10 (ESU 2 students to begin)

Summer 2024: 13

Summer 2025: 16

Summer 2026: 19

Summer 2027: 25

4. Adequacy of Resources

Faculty and Staff Resources:

The courses will be taught by current faculty and qualified adjuncts. Faculty loads will remain in compliance with Rule 24, and a robust adjunct pool is available for course schedule additions or substitutions. WSC has a positive relationship with professionals in the state who are experts in this field. Courses will be delivered online and supported through our Center for Academic Technologies.

Rotation of Courses:

SPD 510 Introduction to High Ability Learners - June Course

SPD 600 Supporting the Social, Emotional, and Guidance Needs of the High Ability Learners - July Course

SPD 605 Identification and Assessment of High Ability Learners - Fall Course

SPD 612 Curriculum Design and Methods for High Ability Learners - Fall Course

SPD 622 Program Design for High Ability Learners - Spring Course

SPD 633 Practicum in High Ability Learners – Spring Course

Physical Facilities:

Current physical facilities are satisfactory; however, the courses will be delivered online.

Instructional Equipment and Informational Resources:

Current instructional equipment and informational resources will be available through the Service Center and Center for Faculty Development and Innovation

Budget Projections for the first five years of program:

The six courses for the endorsement have already been developed, so there will be no additional cost outside of instruction. The grant will cover the cost of tuition for 10 students each year of the grant, thus incentivizing enrollment in the courses. All new courses, at the time they are offered, will be scrutinized according to existing WSC processes to ensure that course enrollments are sufficient to offset the cost associated with instructor compensation. Anticipated enrollments will exceed the existing minimum threshold enrollment required for a course to run.

5. Avoidance of Unnecessary Duplication

The University of Nebraska-Kearney and Midland University offers the High Ability Education Endorsement program at the graduate level; however because of the affordability and the location, ESU 2 chose to partner with Wayne State College with this grant.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

This program is a natural extension of on-going Special Education work at Wayne State College. A statewide goal included in this Statewide Plan is:

- *Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.*

The partnership between WSC and ESU 2 in the development of the High Ability Education endorsement program specifically aligns to this partnership and collaboration goal to meet the educational needs of Nebraska residents.