

GATE Advisory Board Meeting/Minutes

5/10/23

1. Revised courses
 - a. Introduction to Gifted
 - i. Field- work with not identified student and begin a [case study](#)
 - b. Curriculum/Practicum (10-Week Course)
 - i. Field-Design curriculum with case study participant in mind and teach one lesson to 2-3 students
 - ii. Observation-[TESS Gifted Coordinator Rubric](#)
 - c. Creativity and Trends
 - i. Field: Administer and Score Williams Test of Divergent Thinking to Case Study Participant
 - d. Assessment (new course)
 - i. Field
 1. Give student identification assessments
 2. Create an identification plan to increase underrepresented students
 - e. Affective Needs
 - i. Field
 1. Lesson Plan and Analysis
 2. Class profile (diversity profile)
 3. Annotated video teaching lesson
2. Key Assessments
 - a. Case Study (program long)
 - b. Curriculum unit- GATE 6355
 - c. Summative Final TESS Observation-GATE 6355
 - d. Affective Lesson Plan-GATE 6358
 - e. Program Evaluation-Self Study Checklist - GATE 6359
 - f. PRAXIS-Program Completion
3. Any other concerns or suggestions?

Discussed the benefits of the changes and specifically the case study. Members commented on the practicality of implementing assessments and following an identification protocol. The secondary person was concerned about how the assessments would work for secondary students, and Dr. Cotabish added that the assessments are appropriate across ages and the selection of the assessments was in line with local school districts. We also discussed the guest speakers invited to speak in 3 of the 5 courses. We did express that this is a pilot and we are excited to share our findings next year.

Members Present:

Whitney Thornton

Tim Sisk

Alicia Cotabish

Debbie Dailey

Rachelle Miller