**ST. 1 Learner Development and Individual Learner Differences:**
Gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Activities/Experiences directly address Standard</th>
<th>Clear Description of key learnings, applications</th>
<th>Artifact(s)/Evidence provided</th>
<th>Best Work example from coursework connected to Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST. 1</td>
<td>E Extremely clear and very thorough M Clear and thorough D Unclear and/or incomplete</td>
<td>E Extremely clear and very thorough M Clear and thorough D Unclear and/or incomplete</td>
<td>E Excellent examples and clear alignment M Good examples and clear alignment D Poor examples and/or misalignment</td>
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</tr>
</tbody>
</table>

**ST. 2 Learning Environments:** Gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

| ST. 2    | E Extremely clear and very thorough M Clear and thorough D Unclear and/or incomplete | E Excellent examples and clear alignment M Good examples and clear alignment D Poor examples and/or misalignment | E Excellent examples and clear alignment M Good examples and clear alignment D Poor examples and/or misalignment |

**ST. 3 Curricular Content Knowledge:**
Gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents and differentiate for individuals with gifts and talents. (Central concepts, tools of inquiry, creativity, depth and complexity, specialized curricula)

**ST. 4 Assessment:**
Gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and other factors related to diversity.

| ST. 4    | E Extremely clear and very thorough M Clear and thorough D Unclear and/or incomplete | E Excellent examples and clear alignment M Good examples and clear alignment D Poor examples and/or misalignment | E Excellent examples and clear alignment M Good examples and clear alignment D Poor examples and/or misalignment |

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ELP – Electronic portfolio presentation rubric

Revised March, 2013

VITERBO UNIVERSITY – IOWA CENTER
Talented and Gifted Endorsement PROGRAM
PORTFOLIO PRESENTATION RUBRIC

E – Exemplary 5 points M – Meets Expectations 3 points D – Does Not Meet Expectations 1 point
### ST. 5 Instructional Planning and Strategies:
Gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

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### ST. 6 Professional Learning and Ethical Practice:
Gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

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### ST. 7 Collaboration:
Gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

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**Total Score:** _______  **Minimum Required:** 133/140

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ELP – Electronic portfolio presentation rubric
Revised March, 2013

COMMENTS: ____________________________________________________________

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________________________________________________________________________

CANDIDATE NAME: _______________________________________________________

The above-named candidate has demonstrated to this evaluation team that he/she possesses the knowledge and associated experiences to satisfy the National Association for Gifted Education (NAGE) Standards and is hereby recommended by Viterbo University-Iowa Center for a Talented and Gifted Endorsement.

Evaluator__________________________________________Date___________________