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Promotion and Tenure Documentation
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**Student Evaluations and Reflections on Teaching
2021-2022**

You will see my overall reflection of the school year first.

Then the Spring, 2022 review appears, and includes:

- *Positive Aspects and Points for Improvement*
- *A grid with sections for each individual course that contains a summary of the University evaluations information and my reflections on student comments*
- *Some of the reviews reflect instructor Pre- and Post-Assessment information and comments.*

Then the Fall, 2021 review appears, and includes:

- *Positive Aspects and Points for Improvement*
- *A grid with sections for each individual course that contain a summary of the University evaluation information and my reflections on student comments*
- *Some of the reviews reflect instructor Pre- and Post-Assessment information and comments*

2021-2022 School Year Reflection

Giving bonus points if everyone completes the AU evaluation has given me more official comments to work with. As for the courses 653 and 654, these seem to be running smoothly, and the pre- and post-assessments are giving me strong insight into their learning that the AU evaluations do not give. Plus – students can see their own learning, too, by looking at their pre-assessments when they complete the post-assessments. It was a good year for these two courses.

The capstone courses (710, 781, and 796) need an overhaul in terms of Knowledge, Skills, and Disposition statements. They are, overall, much too broad, are not aligned with ODE anymore, and we are not able to see growth from them. I think in all of the capstones it would benefit students to write three or four goal or objective statements for themselves, for their own projects. I need to watch 710, as a 2-hour course, I don't want to add too much.

Also, when the new Dean for the COE has a chance to settle in, I want to talk to her about budgeting some funds for site visits for 796. Virtual/video visits are not useful and may do more harm than good in the long run, as to our relationship with districts.

Spring was a refreshing break from grading and a good focus on scholarship in my creativity work and close work with two former graduate students.

**Semester Review
Spring, 2022**

Positive Aspects	Points for Improvement
<i>+This was a very “light” semester for teaching, as I had a three hour course release for researching and writing. +653 and 796 courses seem to be flowing well. I know we are moving to 16 week classes in Spring,</i>	<i>-I need to update the capstone courses (710, 781, and 796) with Knowledge, Skills, and Disposition statements so that I have something to pre- and post-assess. There must be a way to show growth or learning in these courses, especially as they are so</i>

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<p>2023, something I am very much looking forward to! This will give me a chance to work on some of the suggestions they provided to me.</p>	<p>individualized. It might be possible to have general KSD statements, but also have students write their own statements as they move into their projects, and self-rate those as well.</p> <p>-653 students want and need to be able to select more topics to read and learn about, so expanding to 16 weeks will allow for that.</p> <p>-Received a great comment about supporting students in the OAE and with ODE endorsement paperwork. Moving to 16 weeks will allow for that and for more time with the Resource Notebook.</p> <p>-It is important that I begin to travel to observe students again. Trying to observe virtually is a virtual pain – bad sound, it is hard or impossible to hear students, and I just do not feel part of their teaching world like I did when I saw them in person.</p>
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Mid-Semester Check-in

These reveal that students are progressing well for the most part. Two seem to be struggling, and one has been checking in often, as they are experiencing “growth pains” in their district as they learn more about gifted and see how poorly gifted are treated and served in the district. They ended up taking a medical leave and were hospitalized for a short time. I’m glad they keep me informed, and I worry for their future. Other students feel supported, one indicated that more interaction with classmates would be welcome.

**Summary of Course Evaluations
 Spring, 2022**

Course: EDIS 653 OL	Hours: 3		Course: EDIS 710	Hours: 2
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]		
Instructor’s enthusiasm [5.0]		All items rated [5.0]		
Quality/helpfulness of instructor feedback [4.9]				
Student confidence in instructor’s knowledge [4.9]				
Encouragement given students to express themselves [4.9]				
Relevance and usefulness of course content [4.9]				
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]		
Tailoring of instruction to varying student skill levels [4.3]				

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Usefulness of written assignments in understanding content [4.4]			
Clarity of student responsibilities and requirements [4.4]			
Comments on Formal Evaluations		Comments on Formal Evaluations	
<p>7/7 students evaluated this course. The most positive comments are on the dialogue project, which is the long-term practical application assignment. One student commented on the diversity in the readings (variety of topics) and they wished they had more time to go through the others. This is good to read, as I just found out we are moving to 16-week courses in Spring, 2023, providing students time to dig into more topics.</p>		<p>1/1 student evaluated this course. This student felt encouraged to try something new. The check-ins were useful, helping them to stay on track with the project.</p>	
Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)		Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)	
<p>A couple of students commented that they want more live interaction with one another beyond the Padlet. What I hear most is that they feel more equipped and more comfortable in meeting the social and emotional needs of the gifted, and that is what I really want for them. They appreciate the videos and the constructive feedback they receive on assignments.</p>		<p>No instructor pre/post for this course yet.</p>	
Course: EDIS 796 OL	Hours: 3	Course: EDIS 781	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Quality/helpfulness of instructor feedback [5.0]		Only one student in this course, no evaluation given.	
Timeliness of instructor feedback [4.9]			
Student confidence in instructor's knowledge [4.9]			
Instructor's enthusiasm [4.9]			
Encouragement given for students to express themselves [4.9]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Usefulness of written assignments in understanding content [4.5]			

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Usefulness of reading assignments in understanding content [4.5]	
Comments on Formal Evaluations	Comments on Formal Evaluations
8/12 students evaluated this course Overall students find the application of materials into the classroom to be very useful to their learning. Comments are quite varied, but one struggled with videotaping themselves, and two commented on the Resource notebook, one negative, one positive – but a reminder to continue to keep students accountable throughout the courses so that they aren't doing this last minute. A great suggestion about supporting them with the OAE and ODE application would be a good use of time. Great idea.	No evaluations.
Comments on Informal Evaluations (Pre- and Post-Assessments and Comments	Comments on Informal Evaluations (Pre- and Post-Assessments and Comments
There is no teacher created pre/post for this course yet.	No teacher created pre/post for this course yet.

**Semester Review
 Fall, 2021**

Positive Aspects	Points for Improvement
+EDIS 654. I sense real life- and practice-transforming realizations through this course. I think it is the shift in the weekly videos to more meditative, thoughtlog centered prompts and activities. The Padlets allow smaller group interaction, too. I've hit the sweet spot – for now. +EDIS 710. Good Resource Notebook meetings. +EDIS 781. Made good use of the writing center. One student from Summer 2021 who extended her time fought me on using the writing center. I issued an ultimatum: the writing center or an F. Two months and 4 submissions to them later, she finalized a stupendous paper – and got her passing grade. This was a tough one. +EDIS 796. Enormous group this semester – 24 - from Summer Institute. Choice – type of observation. Synchronous observations – 7. +I felt a very good work/life balance this semester. I used a 3 hour banked course from summer to give myself some breathing room, which really helps. Continue doing this.	-EDIS 654. Two very big classes. This course needs to be officially updated through the curriculum process. -EDIS 710. This felt quite leaden, heavy, this semester. I lose track of them, as the modules are so far apart and there is no check-in document. Consider how to improve interaction – between the and between them and me. Over the summer, presenting to colleagues was a strong aspect – how to do that during the year? -EDIS 781. Student writing is poor, the basics of organization and style. Maybe have students read/review one or two good papers before they start planning, and identify the structure, the writing style, the APA conventions. Possibly tutorials throughout the semester: identifying aspects of a good thesis paper, finding a topic, stating a thesis, writing the proposal, finding sources, organizing reading and notetaking and ref list, outlining and writing a lit review (!), the conclusion, checking APA. Yikes. Shouldn't they

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<p>+I feel as though my organization – especially for the Internship/796 course – has improved, not only for them (addition of Roman numerals that correspond to the files on Blackboard and a syllabus checklist) but for me, as well, using Google calendar to schedule around my commitments. I’m getting better at Google calendar.</p> <p>+Good, specific growth points for 654 students based on my pre/post assessments.</p> <p>+High rate of response for University evaluations. I gave bonus points for sections where everyone completed the evaluations.</p>	<p>know how to do this by 781?</p> <p>-EDIS 796. Some of the video observations were very difficult to hear.</p> <p>-EDIS 796. Challenging to get in all of the Resource Notebook meetings, but those are well worth the time. I liked Elizabeth’s video overview, but still want to meet with them in Real Time.</p> <p>-Resource Notebook. A very strong suggestion that they start collecting and organizing their work early, and reminders before and after every course. Janet has them turn something in/651 and 652. Maybe that is an option?</p> <p>-For 796, is it time to re-instate the Site Supervisor observation? Having someone on their site observe them and write something up? I eliminated this because of the uncertainty of COVID. Now that things are returning to normal, I might want to consider this.</p> <p>-End of program students sometimes complain that the Resource Notebook is not a focus of early courses. I have begun to improve this – posting lots of overview vids and examples of virtual notebooks.</p>
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Mid-Semester Check-in

I started doing these mid-semester check-in surveys in a more formal way this semester. Students overall seem to be progressing well. A couple of students indicate that they are struggling to keep up, and I sense some mental and physical fatigue. They appreciate the grace period given them, I think it gives them time to breathe a bit. I did check in on the one student who indicated that they were struggling and gave their name (how glad I am that they did this!). Just feeling supported, I think, is helpful to them all.

**Summary of Course Evaluations
 Fall, 2021**

COVID restrictions have increased again due to the new strain, which is putting a New Strain on my students, I think. The Menlo Park group is finishing up their coursework, I am happy about that, and we might even be able to have another cohort begin. I had intended to go to MP campus for final observations, but this just did not work out. Same with the 654 Meditation Day field trip – I was able to do the Columbus trip, but the Cincinnati and Cleveland did not run. It was nice to do a face-to-face trip with students again! And the Museum was very accommodating.

Course: EDIS 654 OLS	Hours: 3		Course: EDIS 654 ACLU	Hours: 3
Highest Ratings in Formative Items		Highest Ratings in Formative Items		

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[Median out of 5]	[Median out of 5]
Instructor enthusiasm [5.0]	Student confidence in instructor knowledge. [5.0]
Quality/Helpfulness of instructor feedback [4.9]	Instructor enthusiasm [5.0]
Encouragement given students to express themselves [4.9]	Encouragement given students to express themselves [5.0]
Lowest Ratings in Formative Items [Median out of 5]	Lowest Ratings in Formative Items [Median out of 5]
Timeliness of instructor response to assignments [4.6]	Reasonableness of assigned work [4.8]
	Timeliness of instructor response to assignments [4.8]
	Reasonableness of assigned work [4.8]
Comments on Formal Evaluations	Comments on Formal Evaluations
<p>16/20 students evaluated this course. These comments are quite varied, but overall I see recurring comments that students are stepping outside their comfort zone and enjoy working on their own creativity and personal learning. A couple of students stated that they see themselves as creative now – compared to the beginning of the semester. Some also talk about seeing themselves and their teaching in a new way. Some of them struggled with the timeline of the course alongside teaching, and trying to juggle weekly and longer-term assignments.</p>	<p>15/15 students evaluated this course. A few comments about the offering of the in-person Meditation Day (I was glad to see – I was able to hold the Columbus field trip, but not the other two). Some see a direct connection to the classroom, and a shift in how they view creativity and their own work with students, and some only see the assignments that we put on the collaborative document as applicable in the classroom. The thoughtlog still lacks supporters in this course – the daily practice. They do, however, appreciate the videos with meditations and ways to incorporate the weeks’ ideas into their lives and teaching.</p>
Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)	
<p>40 responses</p> <p>The analytics suggest that the three student outcomes showing the most growth are.</p> <p>2) I can articulate a rationale for including creativity in my teaching, especially as it pertains to gifted students.</p> <p>6) I know and can apply divergent thinking strategies in the classroom.</p> <p>11) I am comfortable creating a classroom environment that supports motivation and creativity.</p> <p>13) I can apply core attitudes and other aspects of the creative process to my personal life and to the creative process and performances of others.</p> <p>14) I know the areas in which I am creative and am comfortable exploring my own creativity and creative process.</p> <p>One interesting comment was “At first I felt annoyed that we had to actually do the creativity but I realized that was what helped the most.” This made me smile – and a few other comments were made</p>	

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<p>toward being forced to step outside their comfort zone during this class, and seeing it as necessary to their field of creativity and challenging themselves. I am still seeing comments that show a need for assignments that connect directly to work with gifted students. Despite every assignment having this as a focus, some type of practical reflection, they still don't see this.</p>			
Course: EDIS 710 OL1	Hours: 2	Course: EDIS 796	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
All items except the one listed below rated all [5.0]		Student confidence in instructor's knowledge [4.9]	
		Instructor enthusiasm [4.9]	
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Reasonableness of assigned work [4.0]		Timeliness of instructor response to assignments [4.7]	
		Clarity of student responsibilities and requirements [4.7]	
Comments on Formal Evaluations		Comments on Formal Evaluations	
<p>2/4 students evaluated this course Varied comments – one believes this course should be a 3-hour course (inclusion of the Resource Notebook and Log give the students course more to do). They appreciate the feedback with ideas and suggestions, and especially appreciate how fully integrated into their school lives this course is.</p>		<p>22/22 students evaluated this course. This is the largest single 796 course I have ever had, and the logistics of observing in synchronous sessions and making time to view asynchronous videos during Weeks 7-10 and see all of these students for 30 minute Resource Notebook meetings – all very crazy-busy. I have updated the organization for the course with Roman numerals and a checklist in the syllabus to help them stay organized. One student mentioned that “no due dates” made it so they procrastinated. I made videos at least every other week overviewing what they should have been doing/working on/submitting. Their lack of planning, really, is not my problem. A few said that the notebook was the most challenging – and that this could possibly be collaborative or periodic submissions should be required throughout the coursework/sequence so they can keep up to date with it. I had one student say “sometimes it was difficult to know what exactly the instructor was looking for” – but since I have samples of most of the written work (the lesson plan, the log, etc), I'm not sure what they mean.</p>	

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Course: EDIS 781	Hours: 3
Highest Ratings in Formative Items [Median out of 5]	
N/A	
Lowest Ratings in Formative Items [Median out of 5]	
N/A	
Comments on Formal Evaluations	
Course enrolment too small for anonymous evaluations	