EDIS 650 Pre- and Post-Assessment
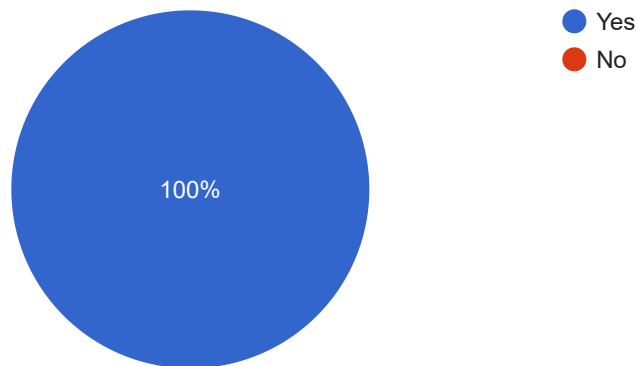
10 responses

Publish analytics

Would you allow me to use your comments for research and reporting purposes? All responses remain anonymous.

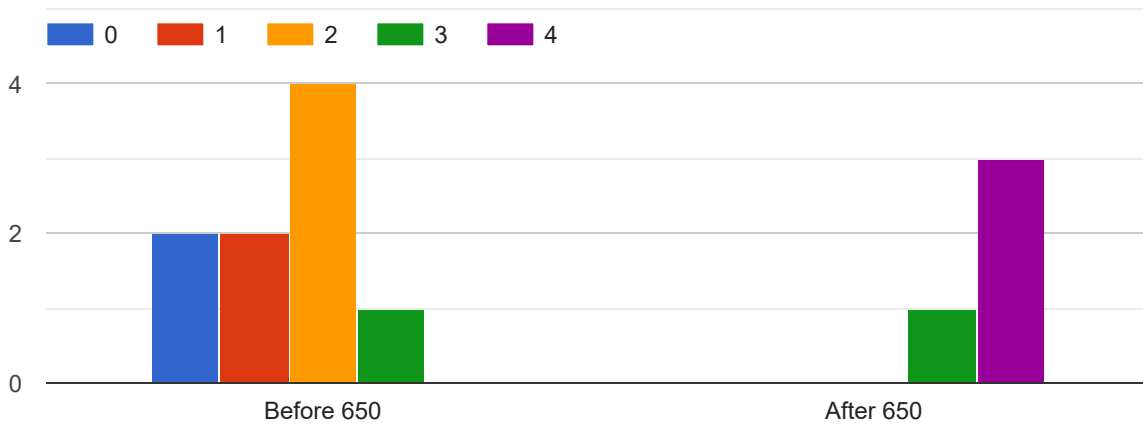Copy

10 responses

- Yes
- No

100%

1. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.
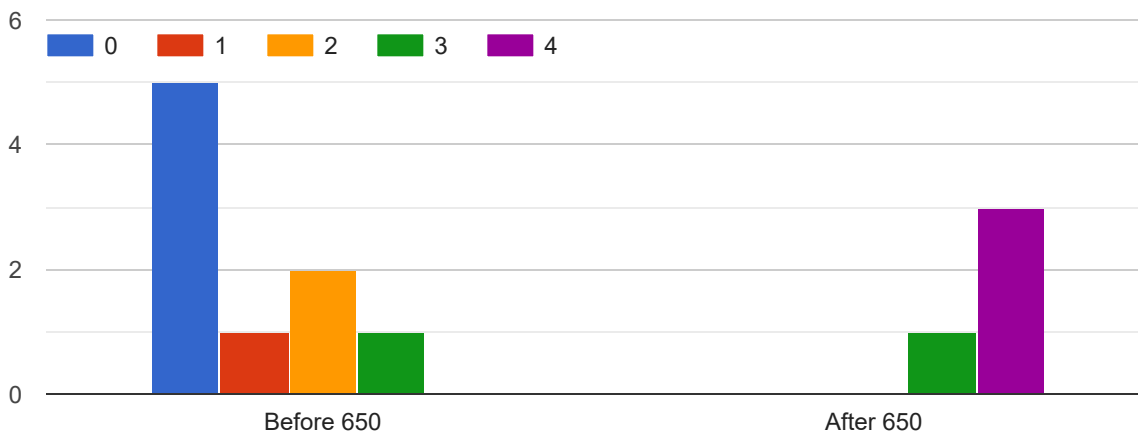
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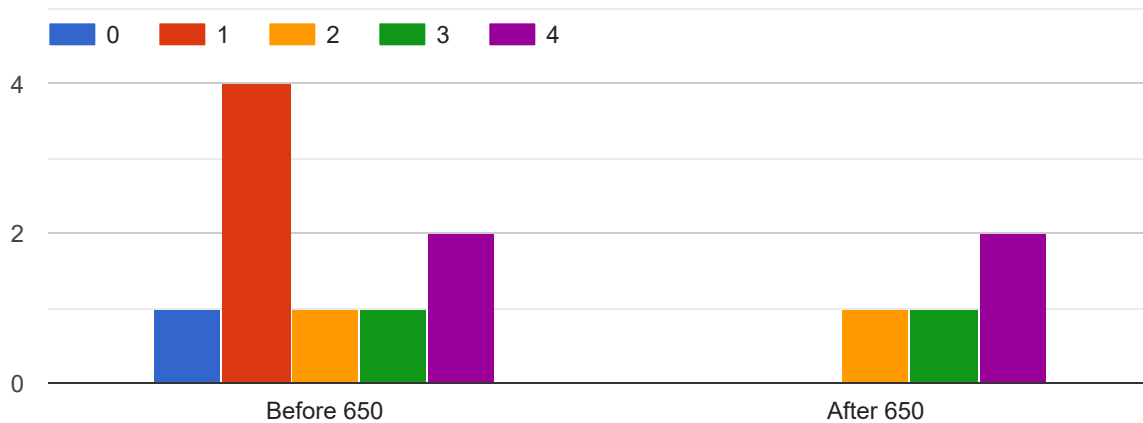
Before 650 / After 650

2. I know and can interpret the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule and WEP.
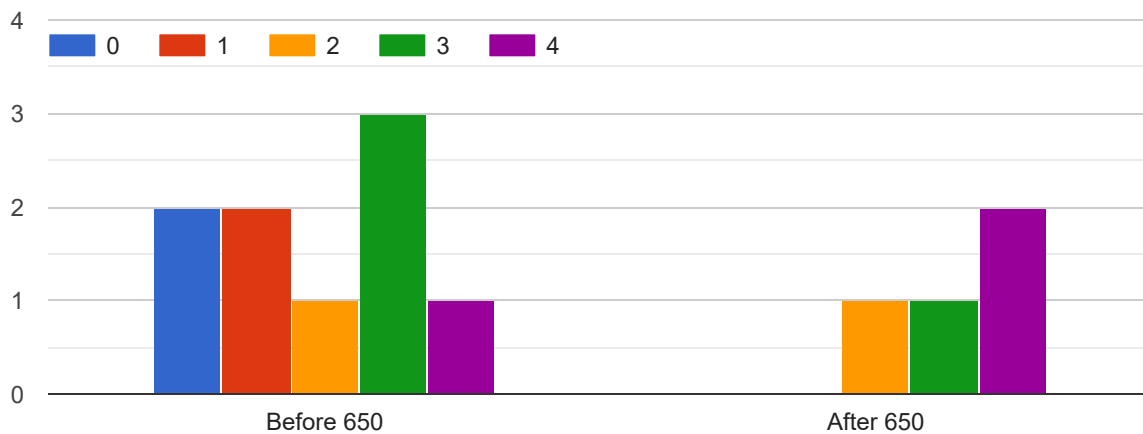
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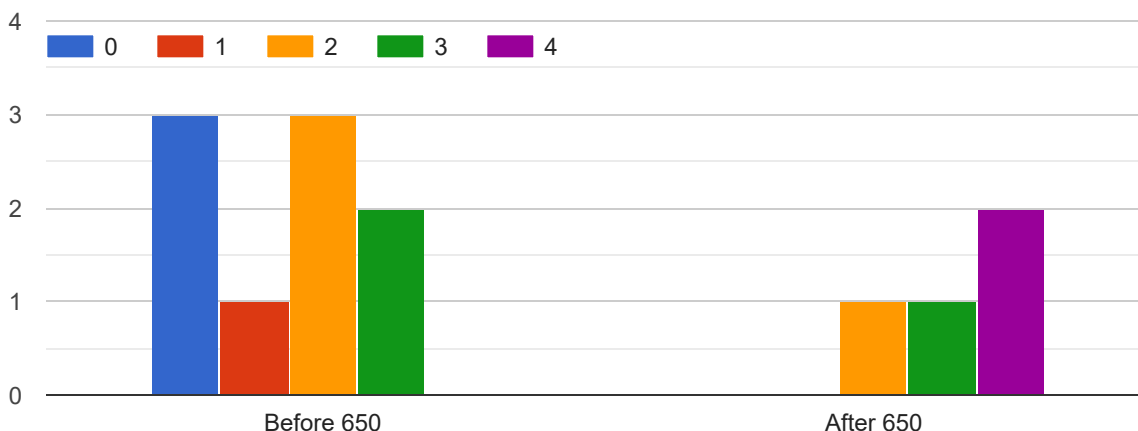
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.
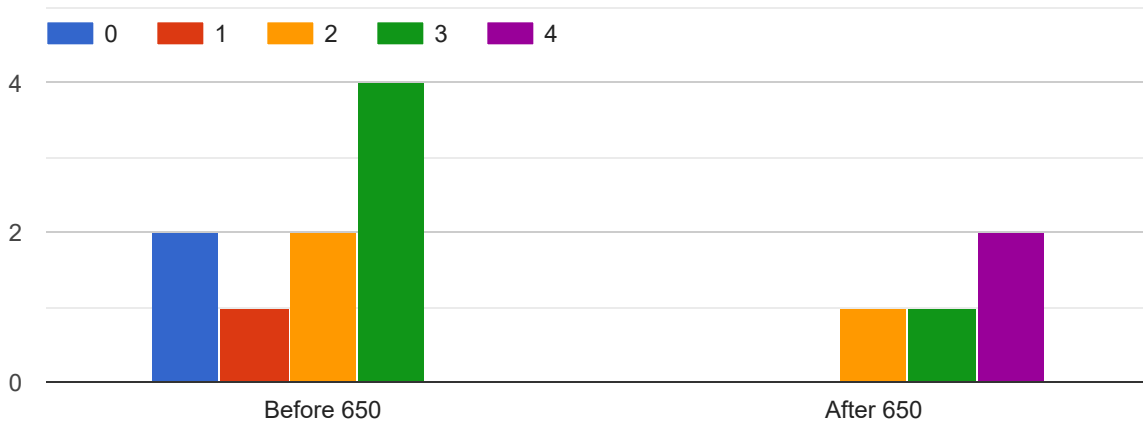
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4. I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge to my own school situation.

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Before 650: 0 = 1, 1 = 4, 2 = 1, 3 = 1, 4 = 2
After 650: 2 = 1, 3 = 1, 4 = 2

5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).

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Before 650: 0 = 2, 1 = 2, 2 = 1, 3 = 3, 4 = 1
After 650: 2 = 1, 3 = 1, 4 = 2

6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.

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7. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.

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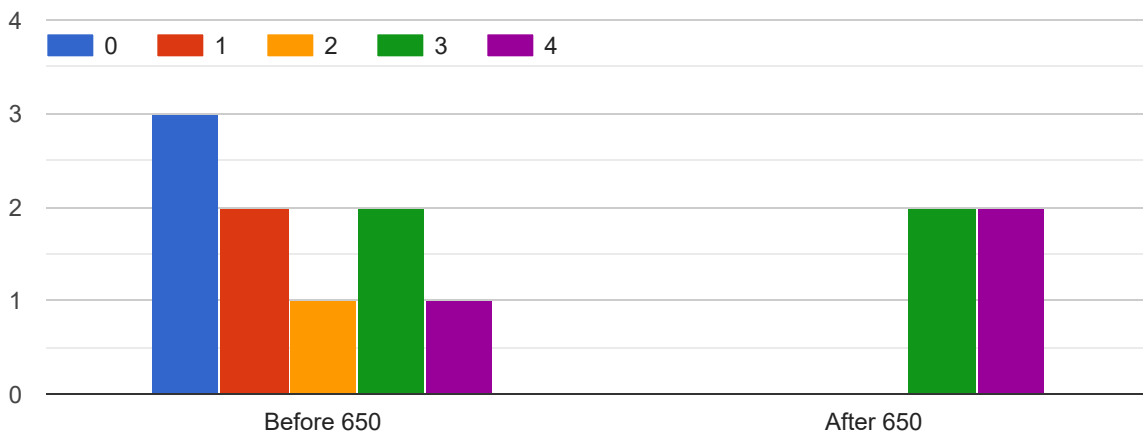
8. I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.

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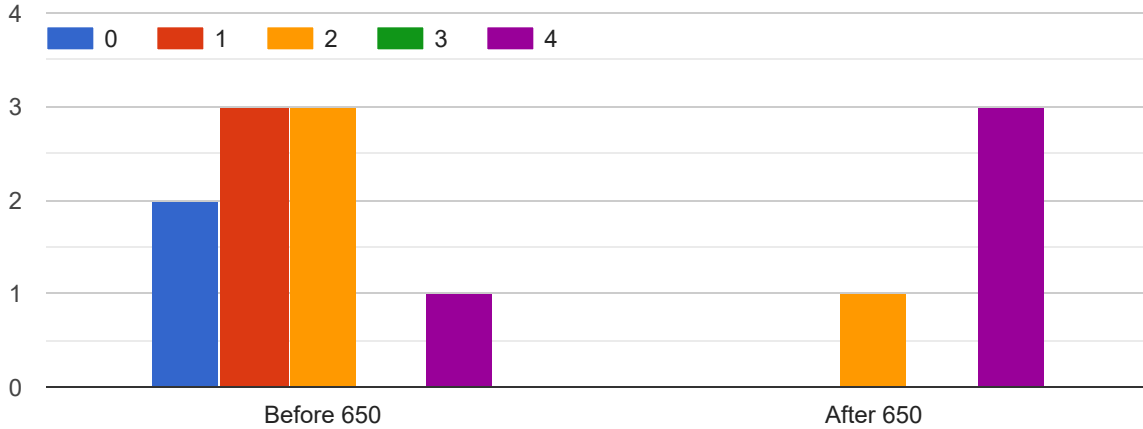
9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.

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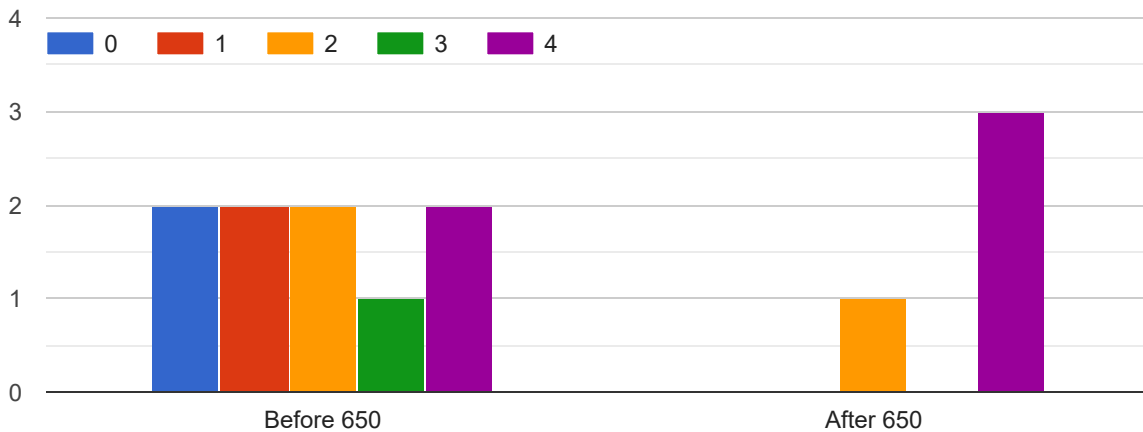
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.   Copy

Legend: ■ 0 ■ 1 ■ 2 ■ 3 ■ 4

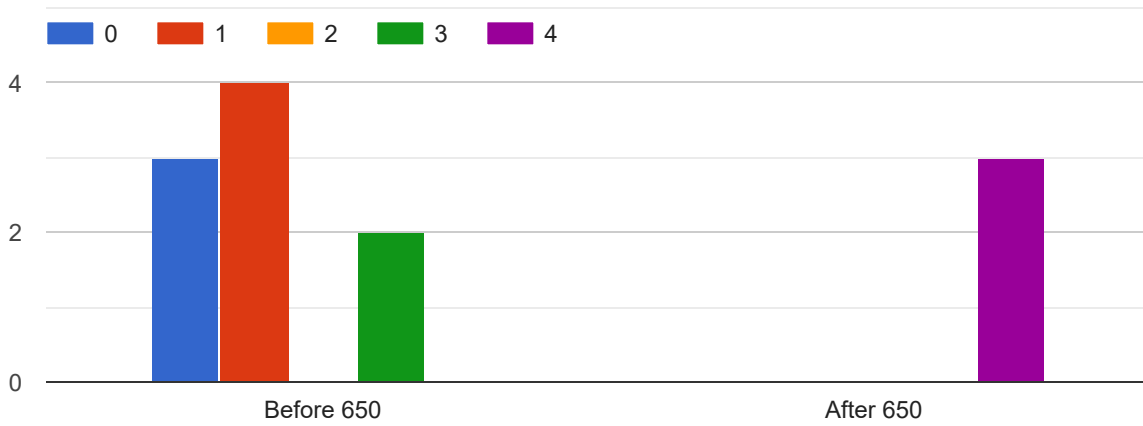|	Before 650	After 650
0 (blue)	3	
1 (red)	4	
2 (orange)		
3 (green)	2	
4 (purple)		3

11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.   Copy

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	Before 650	After 650
0 (blue)	1	
1 (red)	3	
2 (orange)	2	1
3 (green)	3	
4 (purple)		3

12. I know the various applicable standards and competencies in the field of gifted education.

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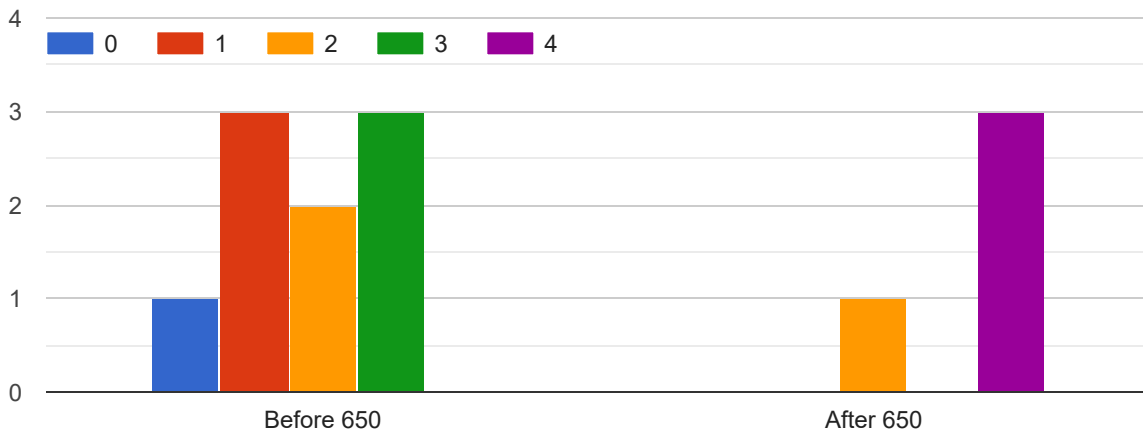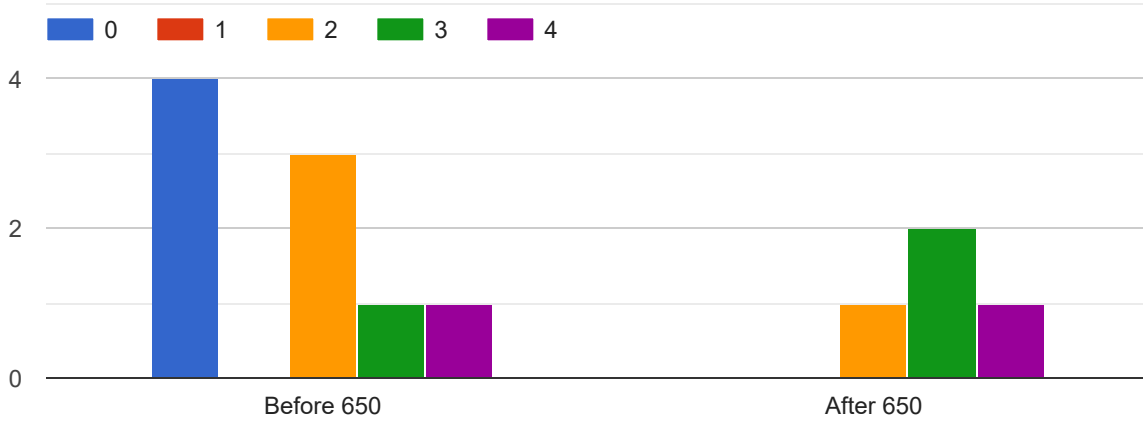
13. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 7th Edition.

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Before 650: 0 = 3, 2 = 1, 3 = 3, 4 = 2
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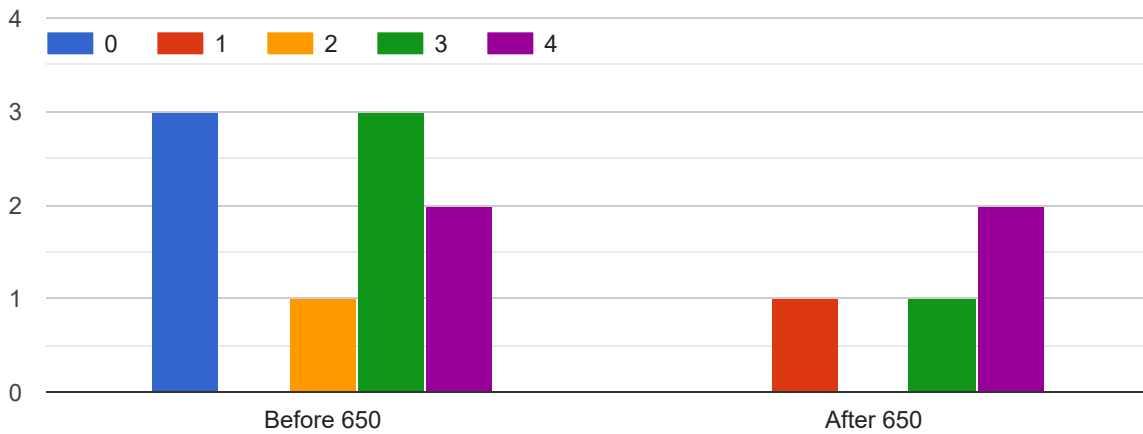
Before 650: We are offering an optional Face-to-Face session on Saturday, December 3, 2022, from 9:30-3:30 at Schar College of Education on Ashland's Main Campus in Ashland Ohio. Expect information on gifted education, strategies, lunch on campus, and time to share from your coursework and to collaborate Are you interested in attending?

⎘ Copy

10 responses

● Yes
● No
● I might be, but will decide later.
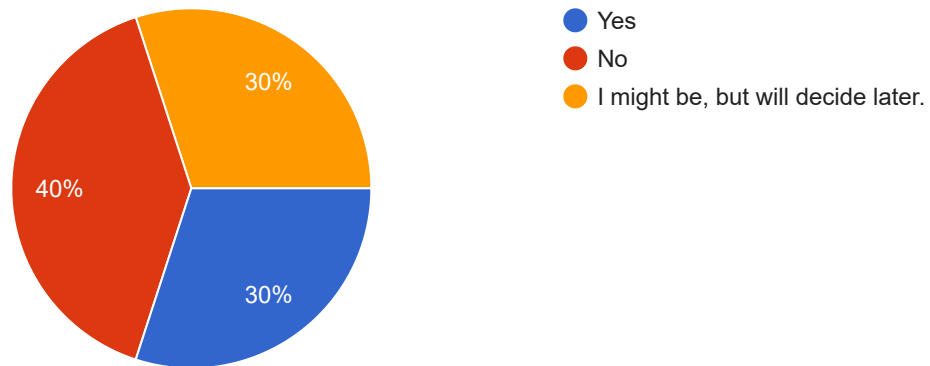
Before 650: Consider three of the above areas that you feel are most critical to you to learn in this course as they pertain to your gifted students and your teaching. List those areas and comment on them here.

9 responses

1. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.

2. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.

3. I know the various applicable standards and competencies in the field of gifted education.

As an administrator, I feel it's important for me to know, articulate and understand the areas above to help support my teachers, students and parents.

"I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge to my own school situation." I want to learn more about how gifted interventionists meet the needs of their students in different settings. I am starting a new position at my school with a lot of political background that has impacted the history of services, and I would like to know how I can get past such challenges to focus on meeting the needs of students.

"I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students." I know a lot about assessment tools, but I would like to know more about how each district chooses its assessment tools and how they can lead to such differences in identification. I would also like to learn more about assessing students at the secondary level and how we can assess students equitably.

"I have an educational philosophy statement that applies to or includes the teaching of gifted students." I want to revisit my educational philosophy statement and tailor it to gifted students since I am now working with this population of students. I want to focus on how I can meet the needs of all high-achieving students, as that is the role of my position as an enrichment specialist at my school.

1. Categories & Identification best practices & the federal mandates associated with the process of serving students with giftedness; I am interested in curriculum director and student services positions that include services for students that are exceptional and even atypical.
2. Support and advocacy groups for teachers and parents of students who are gifted; my own children and grandchildren as well as students I have worked with & will work with will benefit from my improved understanding and access to these organizations that have better knowledge of how to meet the needs of students in a way that would improve overall academic

success and district level improvement goals.
3. Under-served & under- identified giftedness is an issue with our rural settings with high incidences of students who perform at risk or well below standard objectives and are served in low income settings; in this region where I teach & many neighboring areas of Ohio, many students go through school disengaged & underwhelmed but have the capacity to thrive. My own daughter and granddaughter are each cognitive superior yet underperform in their skilled areas due to low opportunities. I'd love to find ways to address this gap for others in the area.

1.) Learning Strategies / Differentiation that are Gifted Best Practices: I would like to be able to train my teachers. 2.) WEP writing and differences in services / models that work best for specific gifted and talented students including 2e students

historical foundations, the classic studies, and major researchers in the field of giftedness and talent
identification best practices
national, state, and local professional organizations and publications, support and advocacy groups

(done in PRE)

1. Characteristics of Gifted Individuals is critical for me to learn about so I have a better knowledge of my students. This will help me connect and understand them and how they think.
2. The purposes and components of WEPS will be critical as well so I can better service my gifted students. I want to be able to stretch and enrich their knowledge.
3. Placement options will be important when helping schedule my gifted students for next year. I will also be able to help my colleagues with this.

1) Historical foundations, classical studies, and researchers in the field of giftedness and the talented
2) The unique needs of twice-exceptional special populations of gifted students
3) Commonly used assessments and placement

1. Knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.

2. Knowledge of historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field.

3. Knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).

After 650: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?

6 responses

N/A Post

I made the most growth in knowing or understanding commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.

I would like to continue my growth in the area of interpreting the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule and WEP since at some point in my career I'd like to utilize the administration license training and take on roles that would potentially improve my district's gifted and talented program. I am working on my G/T endorsement.

I think I definitely understand characteristics of gifted students better, but I am still working on my knowledge or WEPs and how to best enrich my class for my gifted students.

I made the most growth in understanding the characteristics of gifted students. I want to learn more about writing WEPs.

I feel that I have grown the most in understanding the frameworks around identification of gifted students in the different areas of talent and intelligence. I feel I need further growth in the understanding the laws and regulations, as well as how to procure funding.

I feel that I made the most growth in my knowledge base of understanding the unique variety of different levels of giftedness as they manifest across students. I also feel that I have a much greater understanding of the nature/process of servicing gifted students as far as Identifying effective learning styles goes.

I believe that I could improve my understanding of the way our nation/individual states handle defining gifted education as well as the fine print and red tape that comes with working to provide gifted programming to students. I find that aspect of the course really boring and just hard to retain due to lack of interest. My interest lies more with the theory and instructional practices used to service students who have been ID'd.

After 650 Reflection: Please comment on the course itself, the texts, the instructor, the format, pace, level of challenge, anything you wish to share so that I can improve the course:

5 responses

N/A Post, Samantha Shaffner

The text(s) and articles as well as the use of the Padlet to discuss work with colleagues was highly beneficial to my understanding of the topics associated with G/T instruction. The level of challenge was spot on ! I felt the case study, and creation of a collaborative glossary deepened my understanding of how to address gaps in the classrooms of my district when it comes to differentiation of lessons to extend learning. Currently we all do a phenomenal job of accommodating for students at risk who are behind typical peers. The are of enrichment and encouragement of deeper thought processes associated with higher level problem solving skills is an area we could grow in as a middle school staff where I currently teach. This course helps me to bring a new approach with deepened interests in ways to think "bloom level's of thinking".

The weekly videos helped me stay organized and understand what was due when. Obviously I could look at the syllabus, but it helped me to have the video as another format.

Putting each focus question in the corresponding weekly folder on Blackboard would be helpful. I enjoyed the weekly videos and appreciated the light workload the week of Thanksgiving. Thank you!

First, I cannot commend Dr. Groman enough for how much work she has put in to make this course as painless as possible. Her video instructions are incredible and show an amazing attention to student concern as she answered many of the questions I had leading into assignments all within her verbal explanations. Not only that, but she provides great insight as to what improvements can be made in our work through specific and direct feedback on each of our FQ assignments. Dr. Groman made this course very enjoyable and shows a true passion for fostering student success.

The readings of the course including articles and the course text all felt relevant, however they were a bit lengthy, which I know is likely not to change. I think that providing students with a few other resources in different formats could be a way to spice things up a bit. Maybe find a video every one in a while that explains some of the more difficult concepts or highlights an example that will aid in student understanding. I would've appreciated more variety than just having to read the entire semester.

Beyond this the online format was very easy to follow. As a student who dislikes online classes in general, this class felt very manageable and easy to navigate. I'm pleased with my experience overall!

Google Forms