

Pre- and Post-Assessment form for EDIS 650

Complete your pre-assessment responses (blue section) at the beginning of the semester and submit to the dropbox for that week. In the last two weeks open this same document and complete your post-assessment responses (yellow section) and submit to the dropbox. Answer as honestly and completely as possible. There are no right or wrong answers. I use your initials to track the document, but no identifying information will be used in our data collection except your program.

The boxes will expand as you type into them.

Some response require the “ability level” scale, some require the “comfort” scale. Both are 0-4.

The ability level scale			
Unable	Somewhat able	Quite able, Proficient	Very able, Expert
0	1	3	4
Very uncomfortable	Somewhat uncomfortable	Comfortable	Very comfortable
The comfort level scale			

Your Name: Erin Torrie	Pre-Assessment		Post-Assessment	
	Date: 5-11-19		Date:	
Outcome	Rate	Comments	Rate	Comments
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.	0		2	
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.	0		2	
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the	0		3	

growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.				
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.	1		3	
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).	0		3	
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.	1		3	
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.	1		3	
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.	0		3	

9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.	1		2	
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.	0		3	
11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.	0		3	
12. I know the various applicable standards and competencies in the field of gifted education, including.	1		3	
13. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 6th Edition.	1		4	
Reflection Prompts	Pre-Assessment Comments:		Post-Assessment Comments:	
<p>Pre-Assessment Reflection:</p> <p>1. Circle up to five of the above outcomes that you feel are most critical to you to learn in this course as they pertain to your gifted students and your teaching. Comment on them here.</p> <p>1. How comfortable are you (use the rating scale above) working with, teaching, and accommodating for gifted learners?</p> <p>Post-Assessment Reflection:</p> <p>1. Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?</p>	<p><i>Part 1:</i></p> <p>5: In my school, I see the social-emotional challenges gifted students face; because of this, I want to be well-versed in the needs of the gifted so I can help students navigate their schooling career.</p> <p>8: I think is important to know how gifted students are identified so I can be more prepared to look for indicators in my diverse community of students.</p> <p>9: Several of the students in my</p>		<p><i>Part 1:</i></p> <p>I feel that I made the most growth in my theoretical knowledge of giftedness (goal 3). I have learned a lot about the various theories surrounding gifted education and it has helped me to better understand where the program has come from as well as the diverse needs of our learners.</p> <p>I still would like to grow in goal 9. Twice-exceptional learners are a population we have at our building and it would be</p>	

<p>2. How comfortable are you (use the rating scale above) working with, teaching, and accommodating for gifted learners?</p>	<p>classroom are identified as twice-exceptional. I think this population of students has unique needs that I need to be better equipped to address.</p> <p><i>Part 2:</i> 1: Somewhat comfortable working with, teaching, and accommodating for gifted learners.</p>	<p>beneficial to know more about meeting their specific needs.</p> <p><i>Part 2:</i> 3-I feel comfortable working with and teaching gifted learners.</p>
<p>Post-Assessment Course 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:</p>		

Pre Assessment Submission Confirmation #: [419fb89f-13f4-47ca-96e1-68d7452eeb39](#).