



# 650\_Pre/Post-Assessment\_Sp2021

Questions **Responses** 7

## 7 responses



Not accepting responses



### Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

## Who has responded?

### Email

cguerin2@ashland.edu

scallaha@ashland.edu

cayers@ashland.edu

cguerin2@ashland.edu (1)

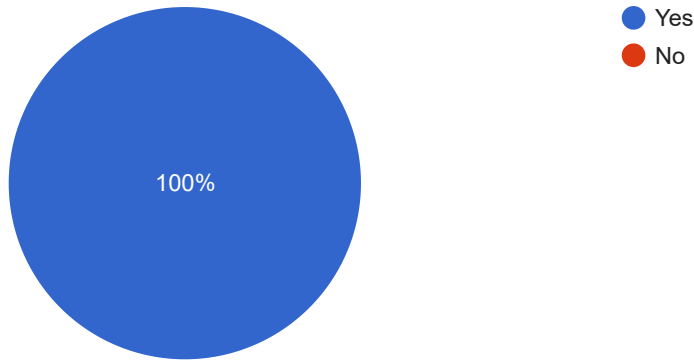
jmccrear@ashland.edu

amefford@ashland.edu

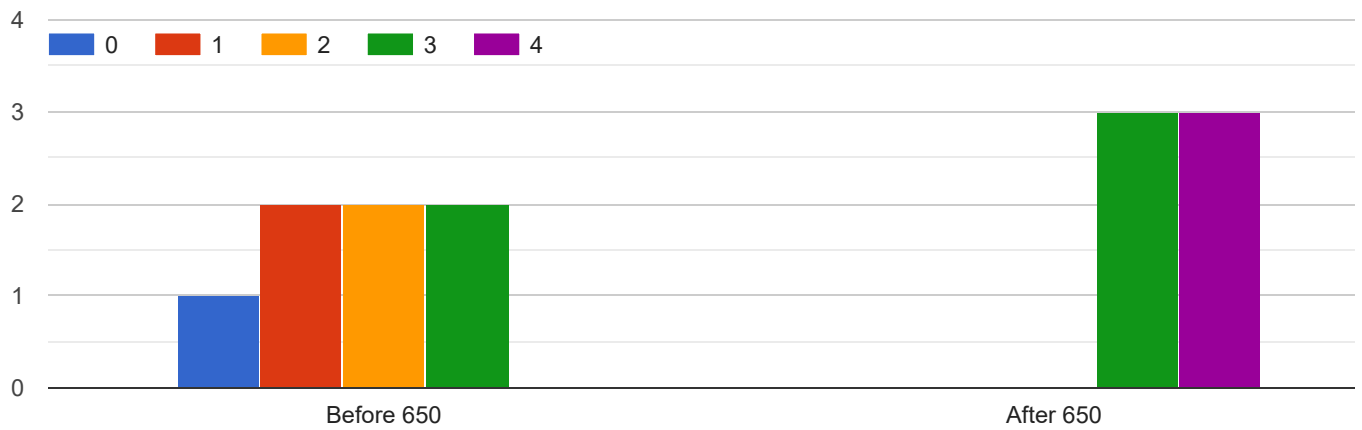
jjohnst9@ashland.edu

Would you allow me to use your comments for research and reporting purposes?

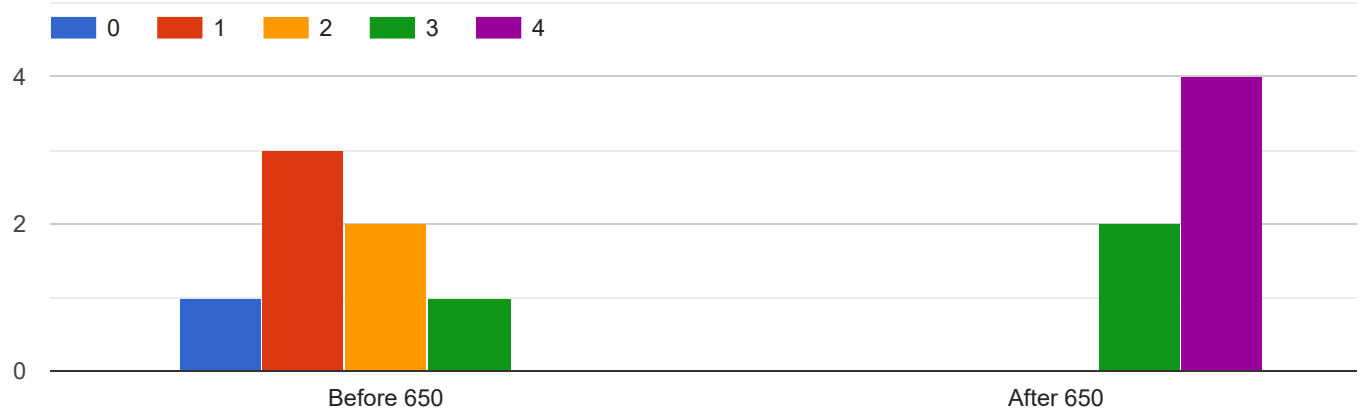
7 responses



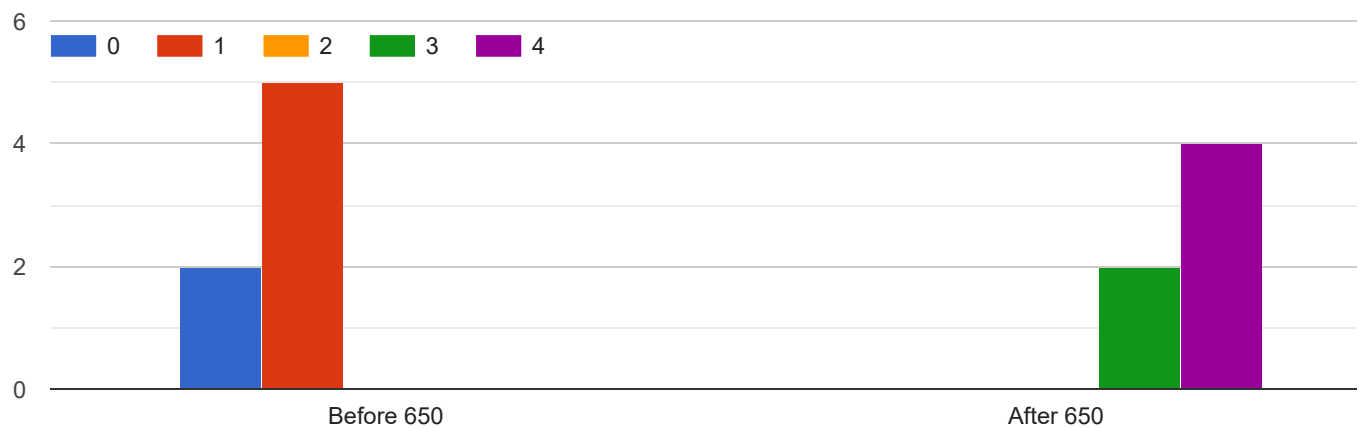
1. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.



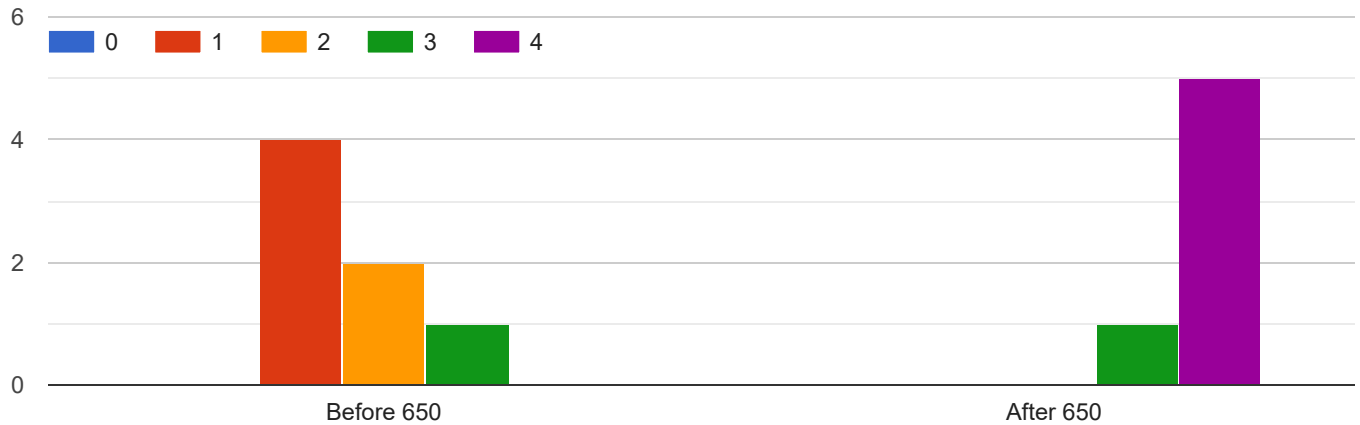
2. I know and can interpret the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule and WEP.



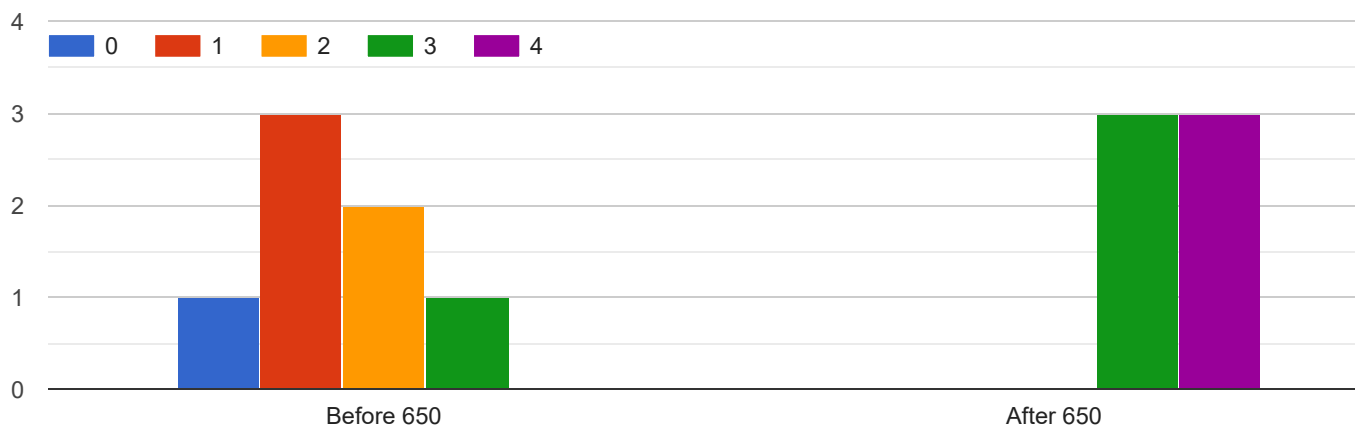
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.



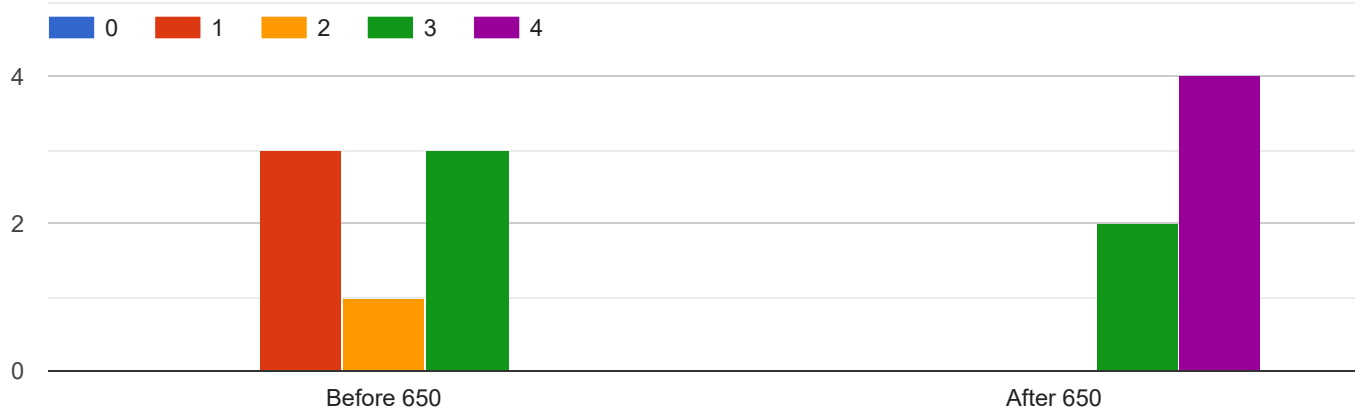
4. I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge to my own school situation.



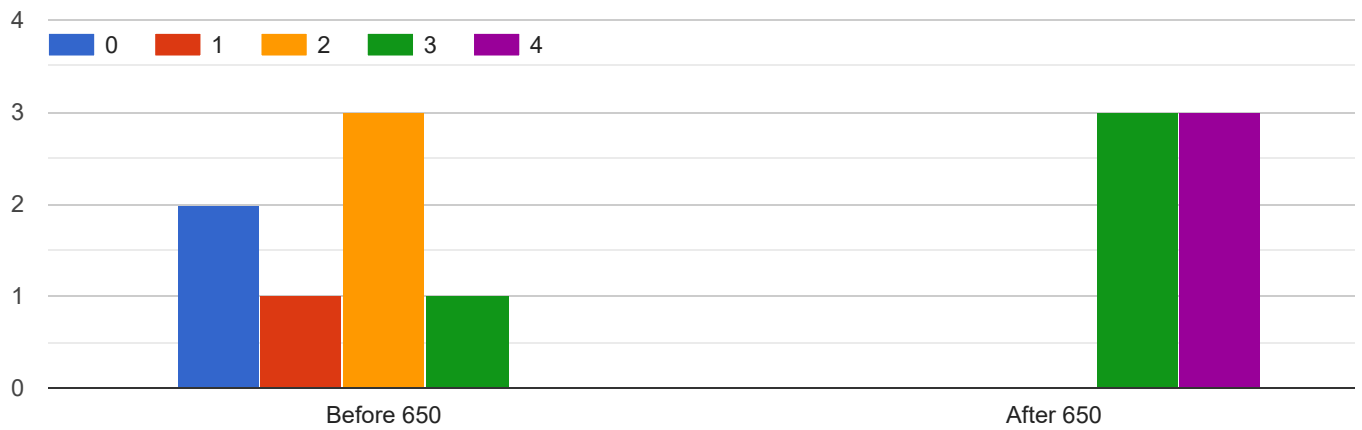
5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).



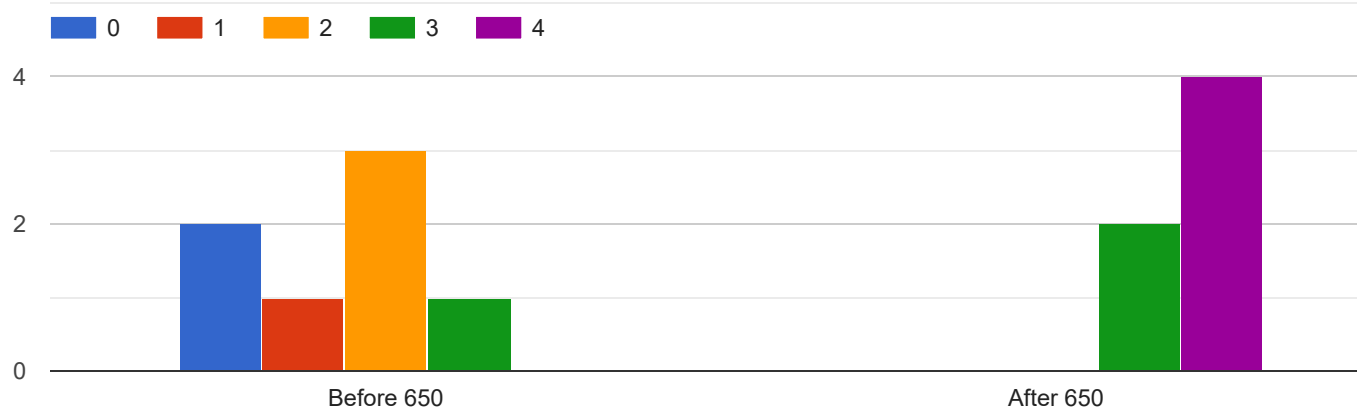
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



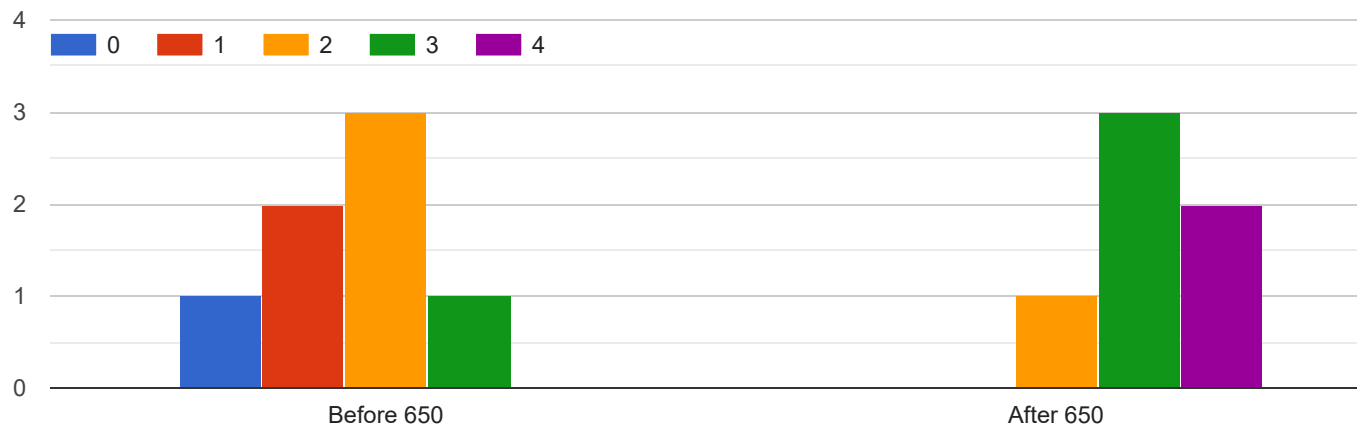
7. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.



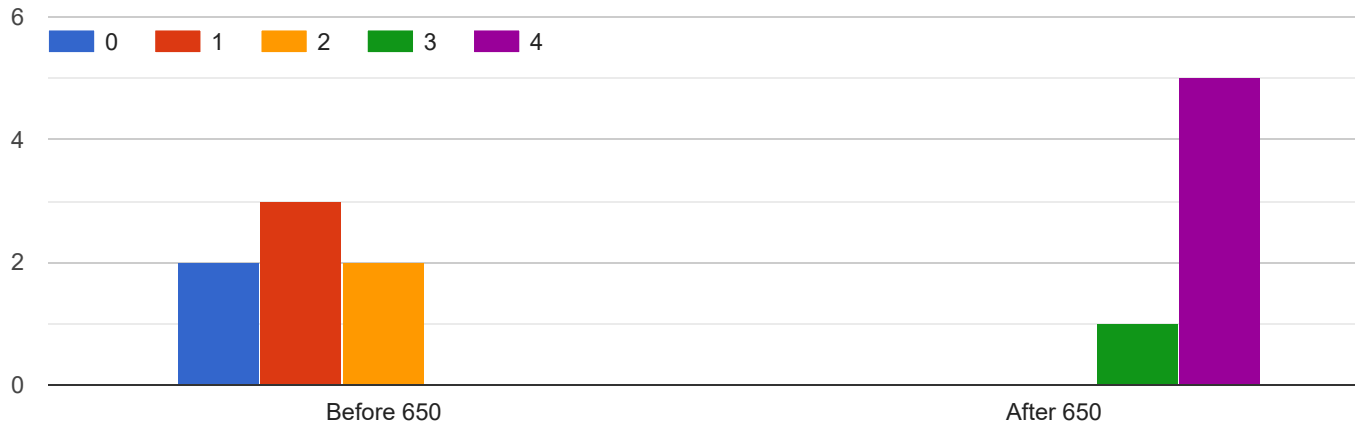
8. I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.



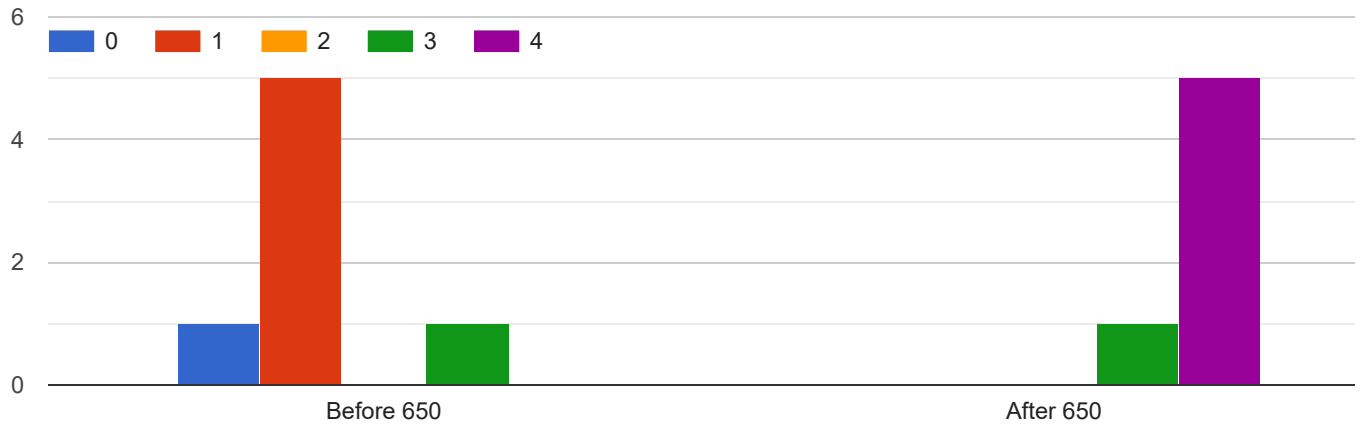
9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.



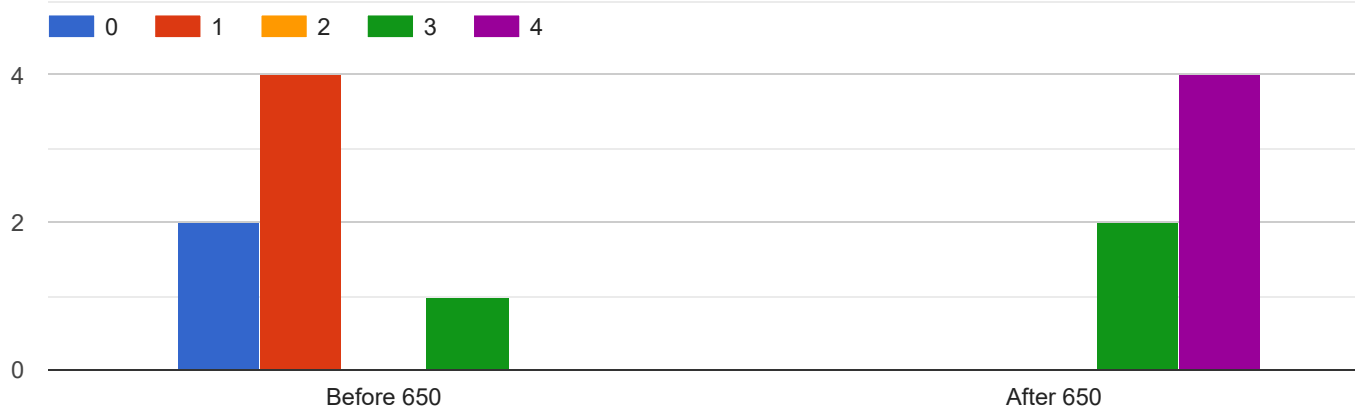
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.



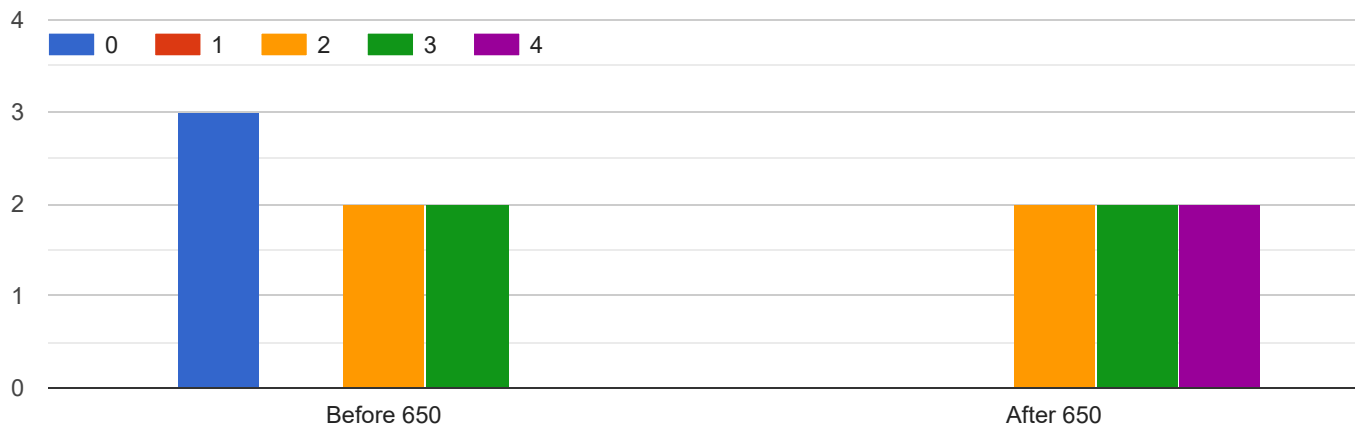
11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.



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



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.





Before 650: Consider 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. List their numbers and comment on them here.

7 responses

1. #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). I

\*I want to learn more about and understand the components of the Written Education Plan and how my local district interprets it. I feel that this is a very critical piece in serving Gifted and talented students, and I want to feel confident in writing/understanding Written Education Plans from this course/program.

2. #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.)

\*I want to feel completely confident and be able to apply this knowledge in my own classroom! I feel that this is at the heart of teaching gifted and talented students.

3. #7. (I have knowledge of the national, state, and local professional organizations and publications,

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

I feel that I made the most growth in:

1. #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). I

\*I learned a lot about and understand the components of the Written Education Plan and how my local district interprets it. I feel that this is a very critical piece in serving Gifted and talented students, and I now feel confident in at least understanding Written Education Plans from this course/program.

2. #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.)

\*I feel more confident and better able to apply this knowledge in my own classroom!

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.)

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:

6 responses

I loved this course and the instructor! It was a great introduction into the Gifted and Talented Master's Program. I felt comfortable reaching out to the instructor and felt that she was a fair grader and gave helpful feedback.

I liked the text book. I think it is going to be a great tool to use to study for the licensure exam.

I really enjoyed the course. The pace and challenge presented were just fine. The text is filled with valuable information and is quite easily read. I really loved learning about the various philosophies of education, Dr. Piirto's in particular.

- loved the course. It gave me so much information about gifted and talented students with their development.
- the specific feedback on assignments makes the experience amazing. I look forward to reading the feedback each time.
- pace is perfect. Each assignment is specific for the outcome.

I truly enjoyed this course and learned a great amount of new knowledge. Thank you, Dr. Groman!

I do like the main text we used! It is a challenging and very thorough read! I thought that the challenge