

**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. (6 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 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, support and advocacy groups for teachers and parents of with gifts and talents.)

\*I want to be a leader in my district and help support other staff members with knowledge about gifted and talented students. I also want to be able to help other teachers and parents of gifted and talented students find support and advocacy groups.

4. #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.) I have some previous experience with commonly used assessment instruments and protocol for the purpose of gifted identification, but I want to deepen my knowledge and understanding about this topic.

5. #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.) I want to be comfortable writing, speaking and presenting at the graduate level. This is my very first master's class, and I want to be a successful student in this program!

2 - While I have a good understanding of Ohio's gifted requirements and laws, there is room for improvement, as I am accountable for abiding by them, which would also allow better service to gifted students. 4 - Recognizing characteristics of gifted individuals is crucial, and although I have a good understanding of them, more education would be beneficial. There are so many social and cultural forces that affect students, and teachers need to be able to meet the needs that go along with those forces, or at least recognize them so appropriate help may be sought. 5 - I have a good foundation of the special concerns of gifted students, however this is such a crucial area for many students. Continual education/PD should sought by or required of gifted teachers. Four and five both ultimately deal with student mental health, which is so important, and I believe the more education teachers have in these areas, the better.

1. Educational Philosophy statement
2. Theoretical Studies
3. Support and advocacy groups for students and parents
4. Major researchers in the field of giftedness
5. protocol for assessment and placement for gifted students

#5 Needs for Gifted Students - Learning how to best serve in their needs including emotional support with a Written Education Plan.

#9 Twice exceptional and the unique needs - I have not had much exposure to this in my current classroom so would love to learn more about it.

#7 Advocacy Groups - Especially locally in Delaware county and supports for families with gifted children.

#6 Placement Options - This is very much disorganized in our current school program so would love to learn more about best practice for Gifted students in the regular education classroom with limited resources (we do not have GIS in our district.)

#2 WEP - True purpose and who should contribute/complete and monitoring progress for annual goals.

I feel I would grow if I could extend my knowledge regarding questions #3, 4, and 5 during this class.

1,2,4,5,9

**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.) I feel

much more comfortable writing, speaking and presenting at the graduate level. This was my very first master's class, and I feel that I has set me up to be a successful student in this program! I feel that I want to still improve:

1. #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.)

I feel that I now have more experience with commonly used assessment instruments and protocol for the purpose of gifted identification, but I still want to deepen my knowledge more and become more familiar with different assessment instruments.

2. #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.)

\*I feel that I can now start to become a leader in my district and help support other staff members with knowledge about gifted and talented students. However, I do feel that I need to become more familiar with other advocacy groups and publications in order to be able to help other teachers and parents of gifted and talented students.

Much knowledge was gained about the historical foundations, classic studies, and major researchers in giftedness. Along with that, studying the philosophies of giftedness was of great interest, and helped me form a deeper belief that giftedness is so much more than test scores.

Overall, I feel like my growth in my philosophy of education grew. I knew my philosophy, but I grew in my understanding of the whole child and the unique development about gifted and talented students. The specific needs of students will shape their education, so as an educator I need to meet those needs on a daily basis.

I want to grow in my understanding of how to test students in the identification process. I want to understand the meaning of the numbers in the results in the identification tests.

I feel I have made growth in all 5 of the above. I still would like to continue growing in Advocacy Groups and Twice Exceptional students.

My overall background knowledge about gifted and talented was heightened! This was a great base/foundation course. I still do not feel confident in my Philosophy essay.

I feel I made the most growth in the areas of #2 and #4, as well as the standards. I could still use a lot of growth in the areas or twice exceptional students and I am also interested in knowing a lot more about placement options and curriculum for the gifted programs within schools.

**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)**

EDIS 650, Spring, 2021  
Student Pre/Post Comments

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 level was right on the mark. Thank you for opening my eyes to so many new things and I look forward to the other classes in the series.

I loved this course as an introduction course. It has really encouraged me to dive deeper into the area of gifted education. I can't wait to learn more! Dr. Groman, I appreciated the format of the class and the flexibility of the schedule, as well as your availability with email and office hours! Thank you so much for all of your hard work.