



SuA2020_650_Pre/Post-Assessment

Questions Responses 25

25 responses



Accepting responses

Summary

Question

Individual

Who has responded?

Email

mwidman2@ashland.edu

rwatson9@ashland.edu

kmcritch@ashland.edu

rrayborn@ashland.edu

emilyeicher9938@gmail.com

sestep2@ashland.edu

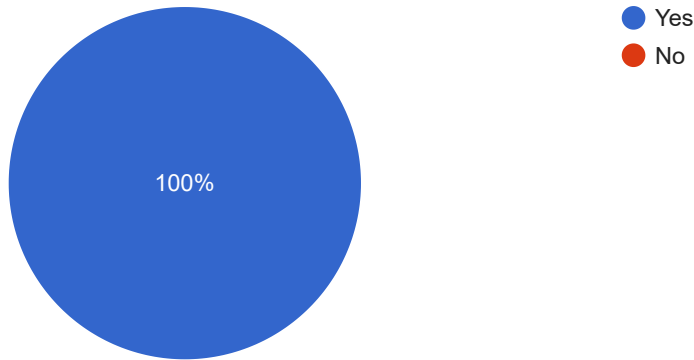
allisonccrouse@gmail.com

mlsprague@gmail.com

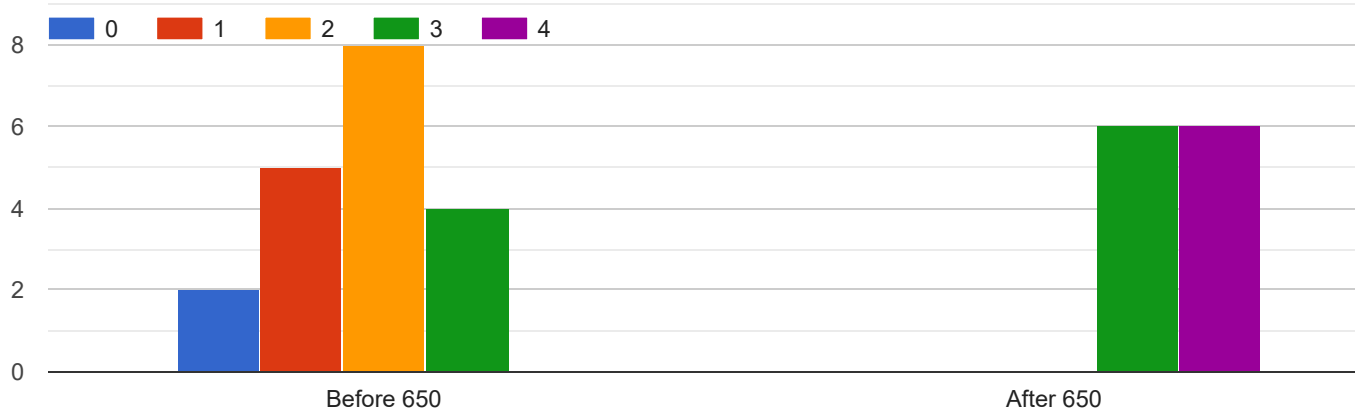
clawrence@herbertschools.org

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

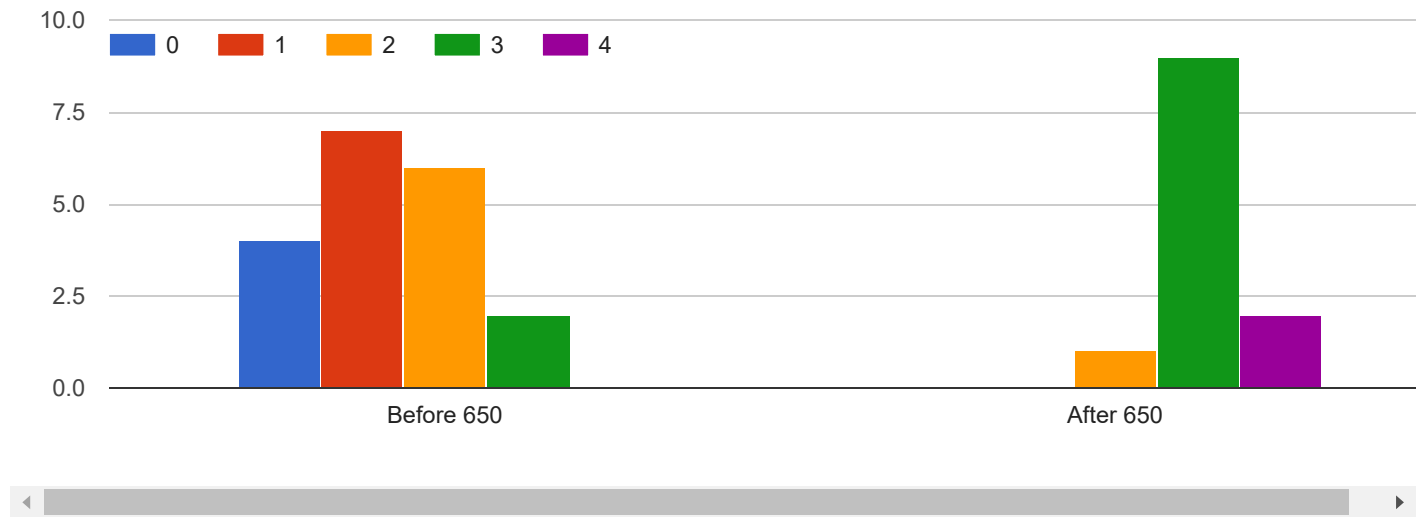
25 responses



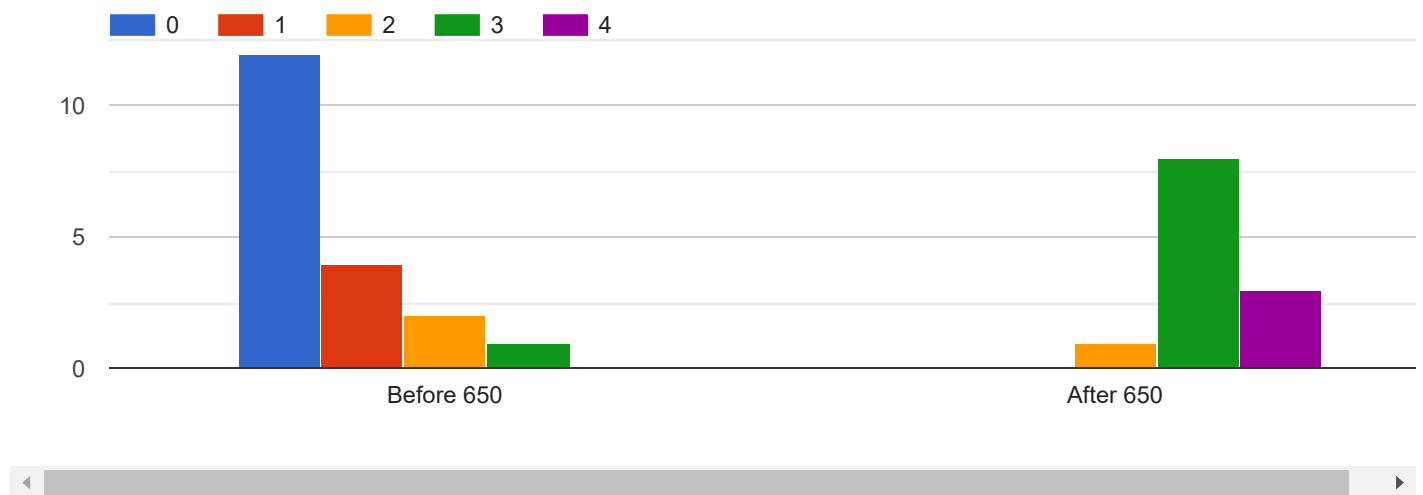
1. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.



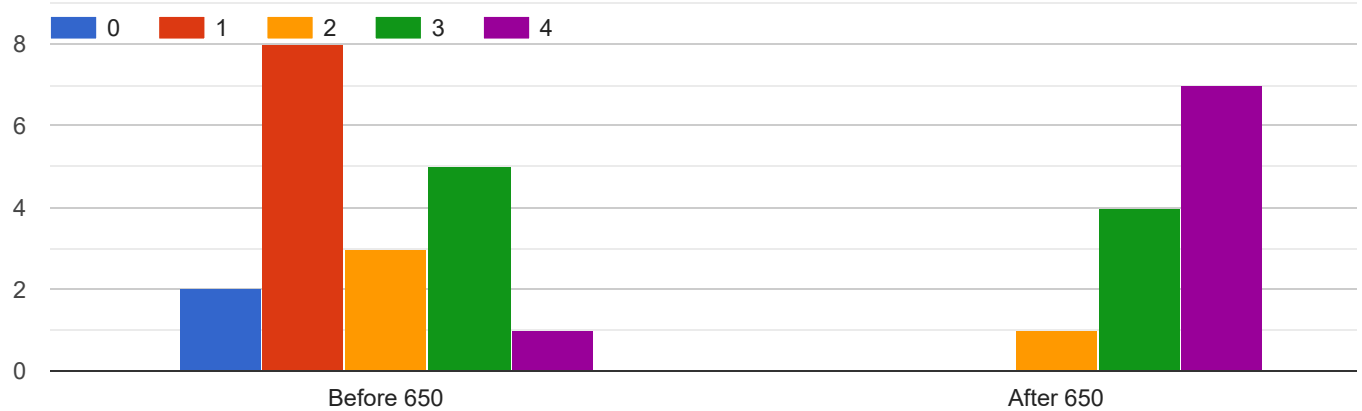
2. I know and can interpret the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule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



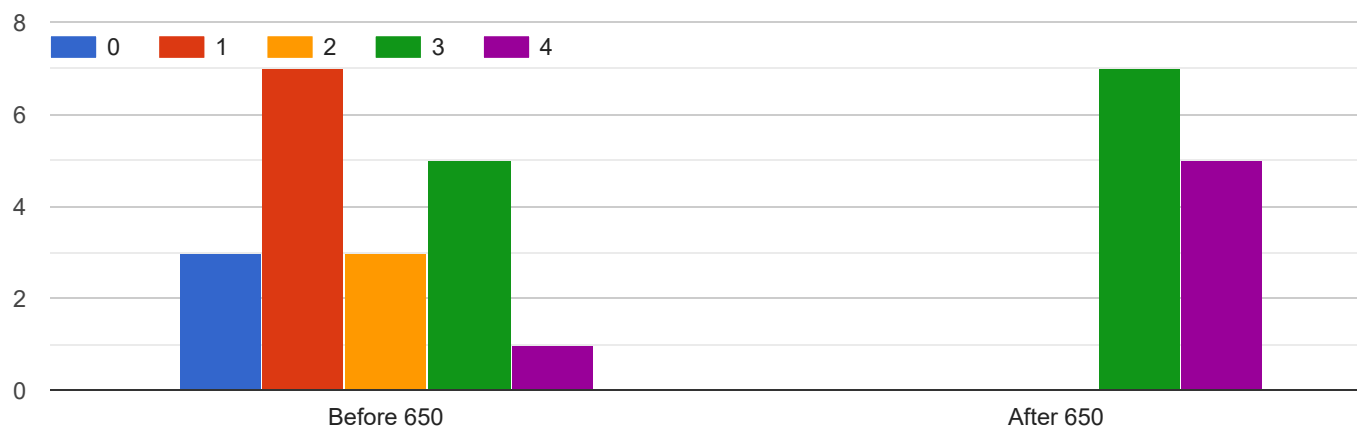
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.



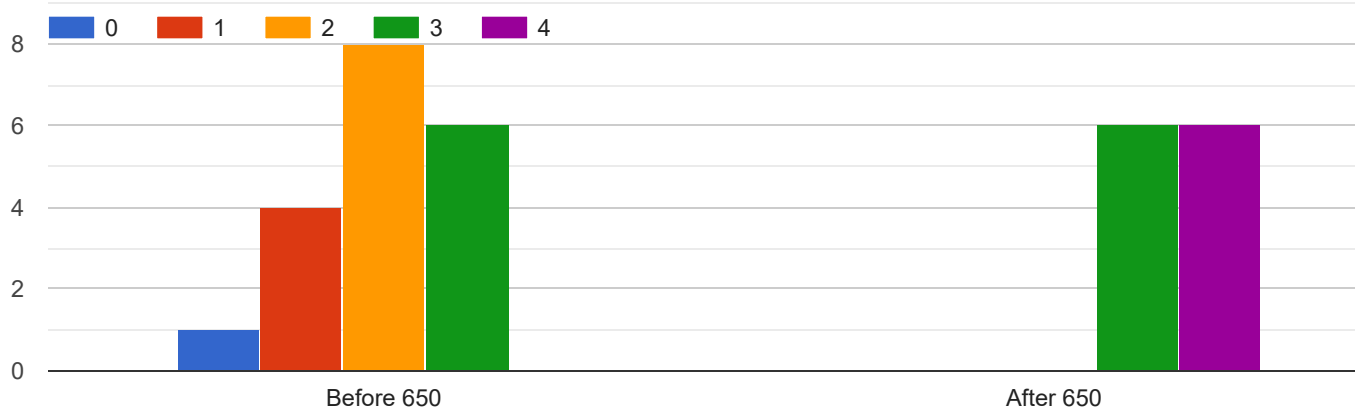
4. I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge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



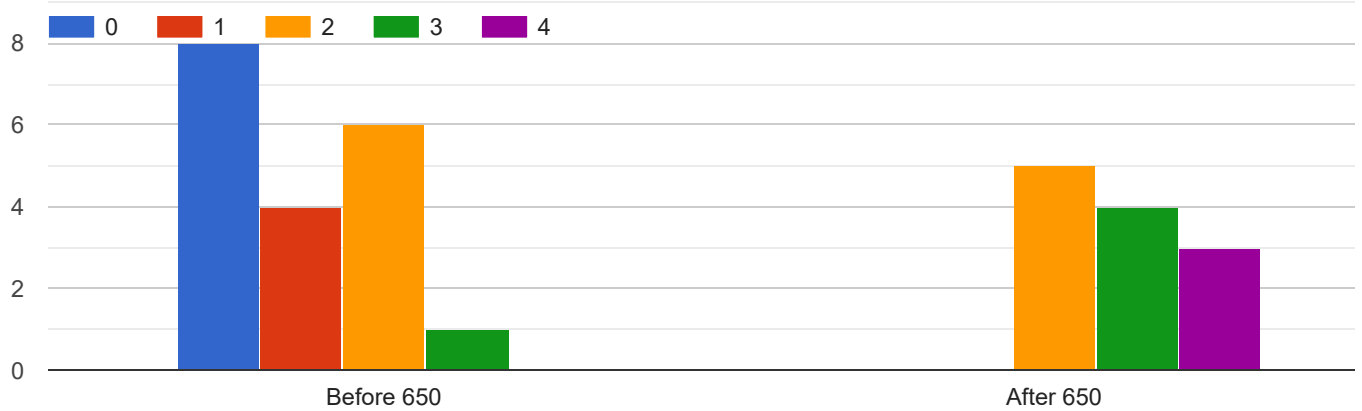
5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).



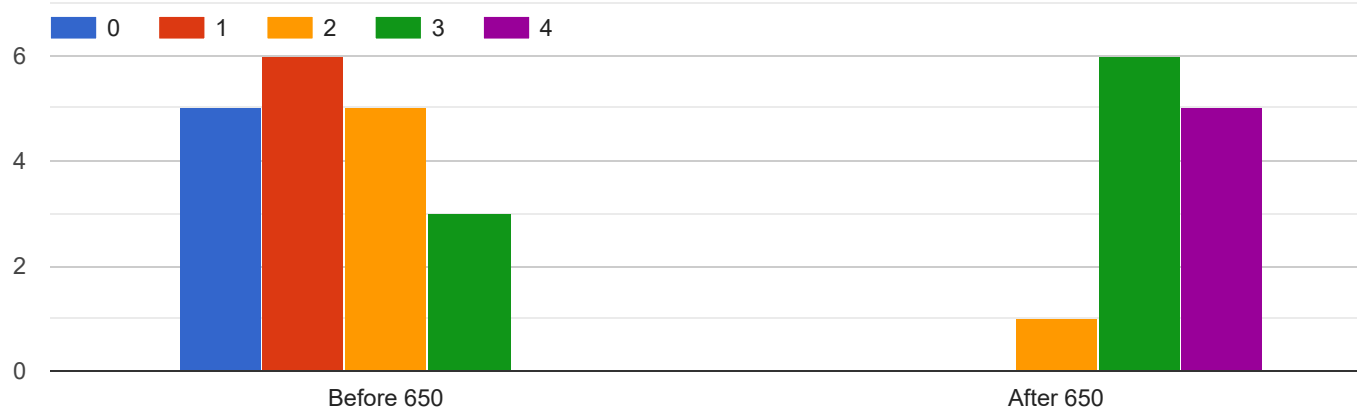
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



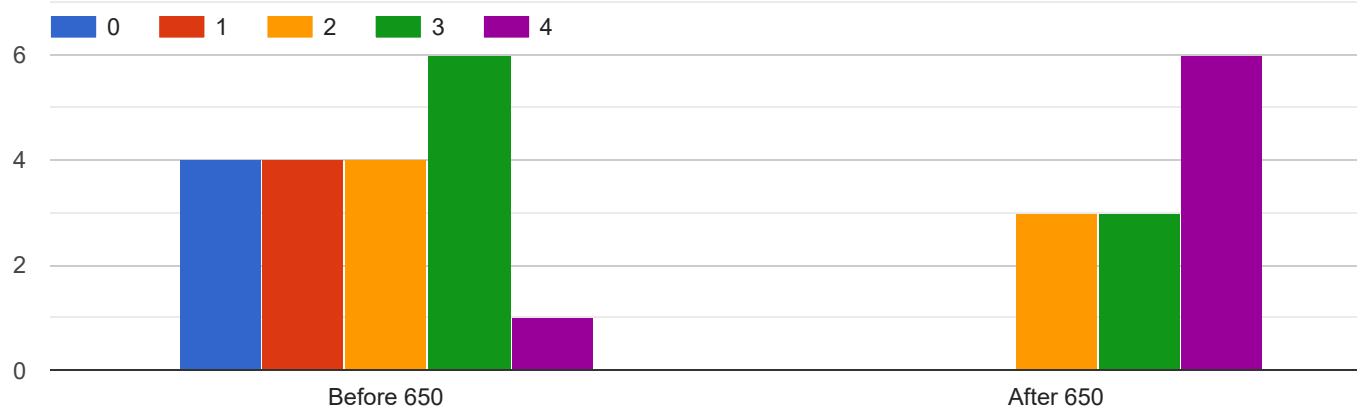
7. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.



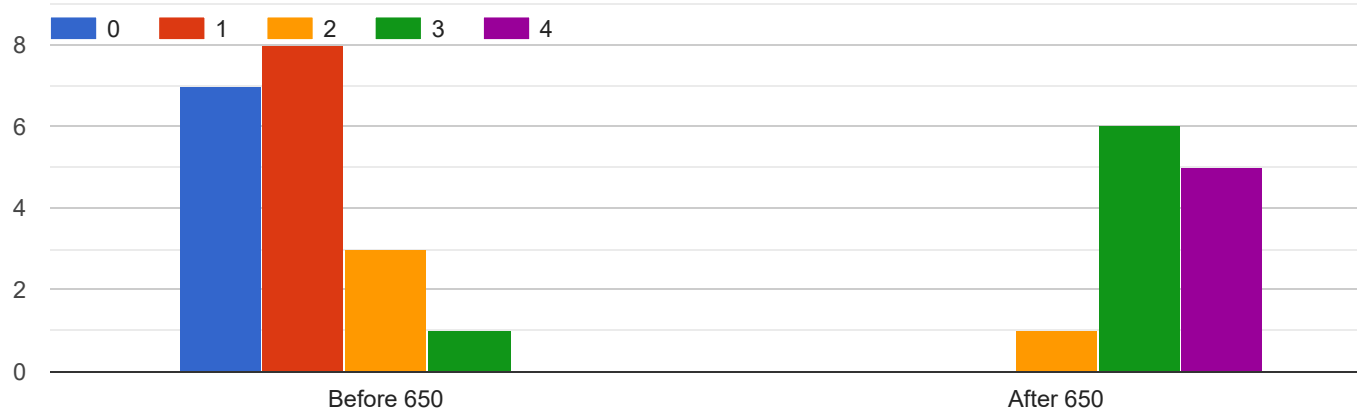
8. I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.



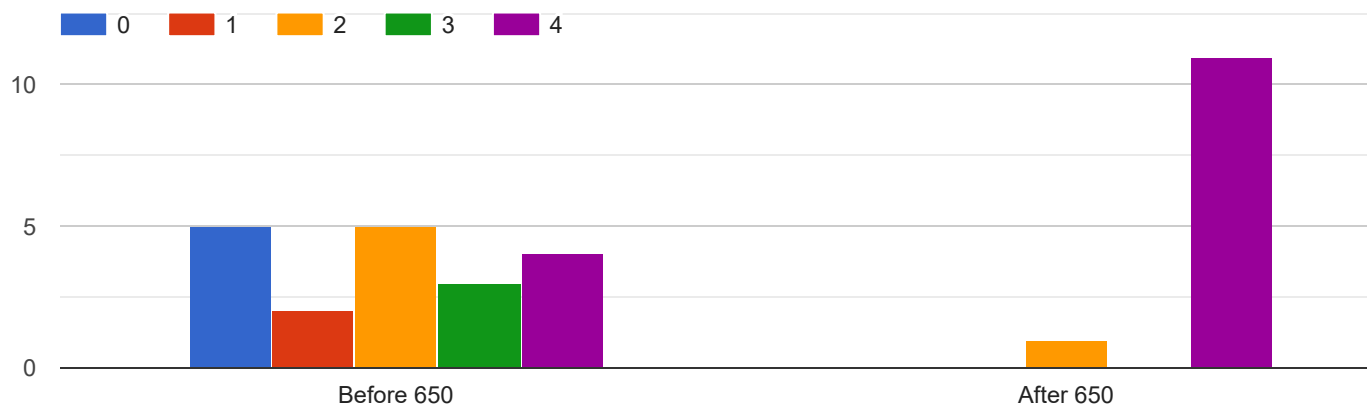
9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.



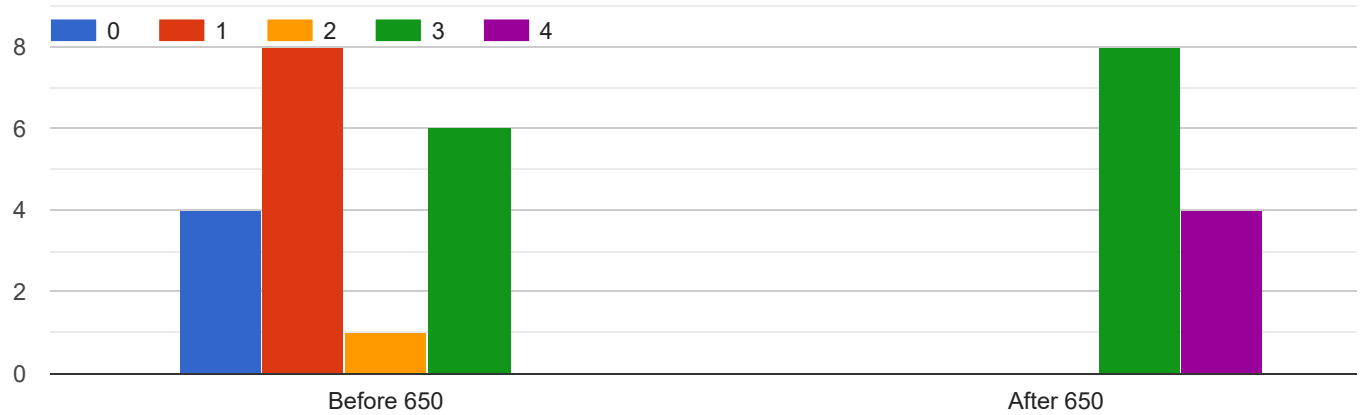
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.



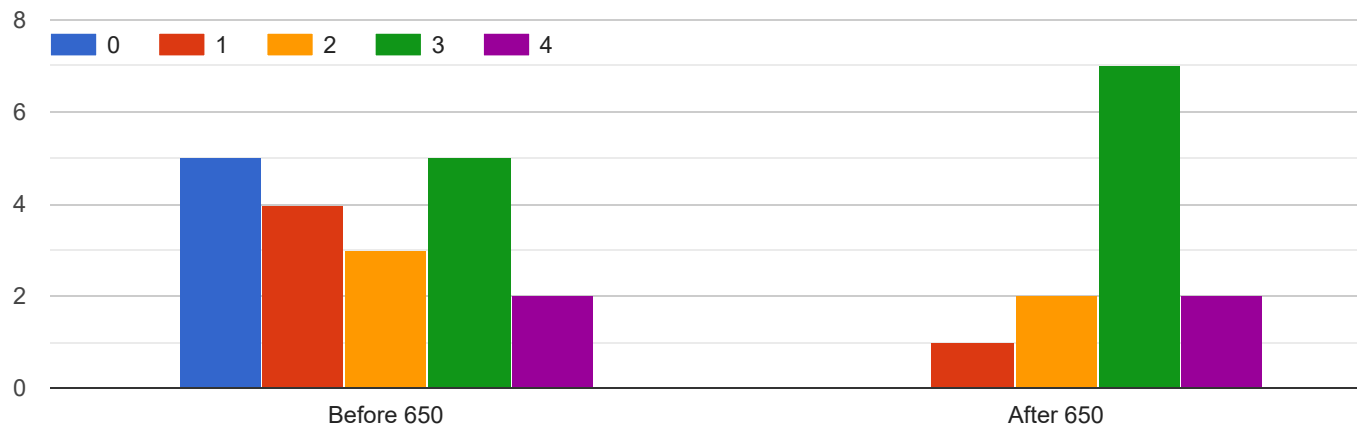
11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.



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.

16 responses

- 1) Assessment Criteria & Management
- 2) Laws / Policies
- 3) Big Picture (District-Wide)
- 4) Influential Individuals in Field
- 5) Most Current Theories / Practices

1. What is the definition of a gifted and talented student. I hear the term bantered around the school, but when pressed, each person has their own definition. I would like to know what it means and why there is so much confusion.

2. How is a student identified. I know there is a test but it is unclear how the results are quantified.

3. What need to the gifted students have that I am not aware of.

#2 I am familiar with the basic requirements for Ohio Gifted Education, but need to learn how to interpret and analyze student performance, data and WEP development.

#3 I am very interested in the historical background, studies and research into the field of gifted and talented.

#10 It is very important for me to learn about, as well as understand, the theoretical studies that form the framework for gifted education.

#11 I would like to develop a strong and informed gifted education philosophy statement for my

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?

14 responses

N/A

2, 4, 5, 7, 11

I think these are the places I want to most improve

I feel I most learned about the theories and models of giftedness and how to notice and analyze giftedness in students of a certain age group. I still feel overwhelmed with all the assessment details and identification protocols. I do not feel I know much about under-represented populations. Laws, rules, and publications are a bit muddy for me as well. Studying my notes will likely help, but I also feel like I have much work to do on my own.

I think the case study truly allowed me to delve into the concept of gifted education and helped me grow in the area of how to identify gifted students and how to meet their needs in the classroom or school setting. I still want to know how to best meet the needs of all students, including students who may not have support at home.

I feel like I have a much stronger background knowledge of how gifted education has evolved over time. I am more familiar with the philosophies behind a lot of the research in gifted education. I am much more familiar with the philosophers that influenced the development of gifted education today and

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:

13 responses

N/A

Course: It seems like a survey course that brushes over much information. I feel I've heard about many important people, terms, concepts, etc. but know only a few fairly well.

Texts: Education of the Gifted and Talented + supplemental articles. The large amount of information seems necessary, but it's hard for me to gather what I really need to know.

Instructor: Dr. Groman is lovely. She seems open to answering questions and learning as an educator, researcher, and person. I appreciate her honesty and knowledge. She seems to care about people.

Format: I think the format works well for a fast-pace class like this. I like seeing the whole "semester" at once, though it is much to process upon first inspection. I also appreciate being able to work ahead which gives me flexibility around my life.

Challenge: The course isn't really challenging, but the sheer amount of information can be tricky to process. I also spend too much time on PowerPoints and re-recording versions of presentations with Screencast-o-matic. I do find the information very interesting and applicable to teaching.