

Pre-Assessment comments

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 needs do 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 teaching practice. #12 To become an effective gifted teacher I need to know and follow the standards and competencies in this field.

1, 2, 3, and 4. I think these are some of the most critical outcomes to learn in this course as they provide the basic understanding of gifted education including definitions, research and studies, and how to suit the needs of your students, all of which can be used in your classroom.

2. I do not have a lot of experience writing a WEP, so it would be beneficial to learn more about the purposes and components of this document. 4. This year was my first year working with the gifted population and I had a lot to learn in regards to their social interaction and individual differences. I do feel like I can become more educated on how the gifted mind works in this area. 5. I have learned this year that these students do place a lot of pressure on themselves to be correct. These students can be afraid to take risks because they do not want to be wrong. On the other hand, when these students take risks and they are incorrect, they can have some pretty hard mental breakdowns.

6. I had a student in my class for a couple weeks as we were going through the process of grade acceleration. I learned how it is critical to place students in a classroom that will challenge them and enrich their learning process. There are key things to look for in students that are candidates for grade acceleration or even subject acceleration.

7. I do not have any background in this area, but I do feel like this can be a helpful resource to offer to my students and their families as well as for myself.

#3 I feel that it's essential to gain an understanding of the background/historical perspective of a given topic. # 7 I need to be more aware of the professional organizations and the support/professional development opportunities that are offered. # 9 We have language in our contract that forbids identified gifted students and identified special education students from being placed in the same class together. I'd like to review/get this language changed as it's possible the identified special education student is an identified gifted student.

12. I know the various applicable standards and competencies in the field of gifted education. In general, I would like to have a better and more solid understanding of the gifted field. I have studied and learned about the Special Education field. I would like to understand the other side of the spectrum as well. Additionally, I have had twice-exceptional students in my room. I would like to have the tools needed to further assist and help them. This knowledge will help me grow as a teacher and become a more efficient teacher for my student population.

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. Understanding the assessment instruments and protocol would be extremely beneficial for me. As a fourth grade teacher, we administer the gifted test each year. I would like to further understand the assessment and the scores so I can make educated choices and recommendations for my students and their parents.

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). I would like to learn and know more about the specific characteristics and needs for giftedness. Additionally, I would like to know more about the social and emotional issues pertaining to gifted/advanced students. In my classroom, I notice every year the students are coming in with more and more social and emotional needs. I would like to be fully equipped to handle these situations and have multiple tools in my toolbox ready for use.

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. My ultimate goal and dream is to have gifted students within my inclusion classroom. Additionally, I typically have one or two new students identified each year in my room and I want to make sure I am servicing them properly. Finally, even if I don't have a student identified as gifted but shows signs of mastery or advancement, I would like to have the skills and knowledge to best challenge them in my classroom.

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 feel it is very important for me to understand and know the categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by Ohio Law. My reasoning for this is I recall from my Special Education courses, understanding the law is very important and critical. I want to make sure I'm within the correct guidelines and following the law correctly. This way I do not make mistakes or risk my school district having a lawsuit for errors on

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Pre/Post

my part. I also want to make sure I am writing WEPs correctly and efficiently. My hope is WEPs are similar to IEPs, as I have some knowledge and background with writing and understanding those already.

1,2,4,5,7

3, 7, 10 I am especially interested in learning more about the information in #3.

#7 Organizations that pertain to gifted support. These would be ongoing beneficial resources that I could give to parents of students who are identified as gifted. They may also have cutting edge information that is being discussed and groups of individuals who are interested in promoting education for the gifted. #3 Historical background on giftedness would be very important. History shows us the development of certain things, it shows us where the pathway was and what direction it has already been. What things influenced the pathway for gifted learning up to today would help to see why or where it may go tomorrow.

Need more info concerning: assessment instruments and my role with assessment, law and regulations for gifted education, history and theory behind gifted education

2,3,4,5 all these will best help me in my new position

3. It is interesting to note the different researchers and their understandings of giftedness.

1, 4, 5, 9, 10

3, 6, 9, 11, 13

7. I would like to join a professional organization that supports gifted education. 2. Writing WEP's and understanding Ohio rule for identification is important for me to learn. 1. I would also like to become more familiar with best practices for identification. 11. I hope to gain a clearer understanding of the standards and competencies and applying them to my teaching practice. 4. I am concerned with the social emotional factors of my gifted students especially as we are learning at home at this time.

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 realize that again, just like students, one size does not necessarily fit all.

I feel that I made the most growth in this class in learning about various models of giftedness or strategies in serving these types of students. Also, I have learned a lot about the characteristics of these types of learners and how to better serve them day-to-day in the classroom. I do feel that I need more time to improve on how to write a WEP, knowing the gifted standards, or how to evaluate students that are gifted through the specific assessment tools.

I feel I made the most growth in understanding characteristics that identify gifted and talented individuals. While I feel there is still much to learn and know, I feel more confident in my abilities to begin teaching these amazing and unique individuals. I look forward to returning in the fall to apply my new found knowledge and share with my colleagues what I have learned.

I grew tremendously in understanding some of the major researchers in the field of gifted education. I feel like I can still improve in the areas of social emotional learning.

I think the place I made the most growth was in understanding the different theoretical theories, and learning about all the different learning strategies for intelligence. I still need to grow when it comes to APA, and understanding how identification works.

Being able to identify what 'gifted' is and understand what to look. I would like to know more about the gap between high SES students and low SES underprivileged and underrepresented minority gifted students and what is contributing to the gap.

I feel I made the growth in competences and standards. I feel I need to make improvement in twice exceptional learners

Learning to present learning through screencastify and pdf mergy. I understand the use of "padlet" and will be able to apply this to my classroom. I have a better understanding of my districts policies for identification and how acceleration is handled. I would like to gain more experience in writing WEP's.

My basic foundations and understandings of gifted education. Due to when I started the program, I was allowed to take 651, 652, and 653 prior to 650. Although I did quite fine in those courses, there was still some information I was missing in order to be confident about obtaining a gifted teaching position.

I feel that I have developed a solid foundation of gifted education theorists and learning models. This is information I was not comfortable with before and now I will be able to continue building on that knowledge in future courses.

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.

I truly enjoyed the course and the requirements within the class. The way the course was set up did a great job of helping us start our case study and choice projects early so that we were not overwhelmed at the end of the course. The readings were interesting and informative.

So much reading that is necessary, but extremely difficult to thoroughly absorb in such a short time. Not much time to absorb and contemplate on one thing before moving onto another.

Excellent texts offered with a variety of insights. I used the extra pallet often to help my with my APA formatting. Helpful instructor, very flexible, very knowledgable.

I have been very pleased with this course as a whole. It was the perfect class to start off my grad school experience. The text was very interesting and easy to read as well as the supplemental materials provided. I was very thankful to have you, Dr. Groman, as my first professor as you made this experience enjoyable yet manageable. You have the perfect personality for working

with us as you are very encouraging yet very professional. I felt that the pace of this course was perfect and I did feel challenged often. One thing that I especially liked about this course was how much choice you gave in how we presented our information. I think that is very important because we are all different. I was also extremely grateful for your feedback on assignments. I was blown away by the extent to your comments and how meaningful that they were. I valued that feedback and use it moving forward. I commend you for a wonderful semester! Thanks for everything you did for us!

I appreciated and enjoy all aspects of the course. I know the course moved at a much faster pace than typical as this is a summer course, but I felt I was able to keep up and manage my time appropriately to meet all the requirements for the course.

Dr. Groman was a delight. She was welcoming, informative and passionate about the course. I felt that my needs were met and she understood and adjusted the needs for the participants of the course.

Thank you Dr. Groman! I appreciate your support this summer.

The text was interesting and an easy read, filled with a lot of information. The course is what I needed to learn to begin to meet the needs of my gifted students. The pace and level of the course was fine for a summer class. The instructor and her videos were awesome; I reviewed them multiple times and they were helpful. The changes I would want to see have nothing to do with the teacher; I like a FF format and this is a COVID-19 era course. Thank you for the help. I thoroughly enjoy this course and felt it was an excellent introduction to adding my gifted endorsement to my license.

I found the instructor to be very supportive and appreciated the weekly video guidance. This along with the organization of the blackboard assignments into weekly folders was very helpful. Great course! I learned a lot! I think it would be helpful to have the choice activities for any summer course overlap. With everything else involved in the completion of these courses in such a short time, it would really help!

I can honestly say, there is not one thing I would change about this course. YOU as a professor put so much more life into this material. It is refreshing to see an educator at the collegiate level show as much passion and excitement as you have these last 7 weeks. When you get to this level, it seems that most professors just go through the motions. I absolutely loved being in your class! I look forward to working with you in future courses.