

EDIS 650 Pre- and Post-Assessment

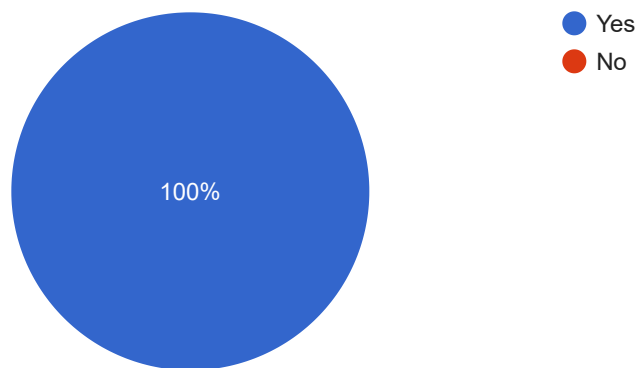
20 responses

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Would you allow me to use your comments for research and reporting purposes? All identifying information is removed from responses to ensure anonymity. I do research on gifted education, and also use data and comments to make updates to the courses and report to the College of Education and the University on program changes.

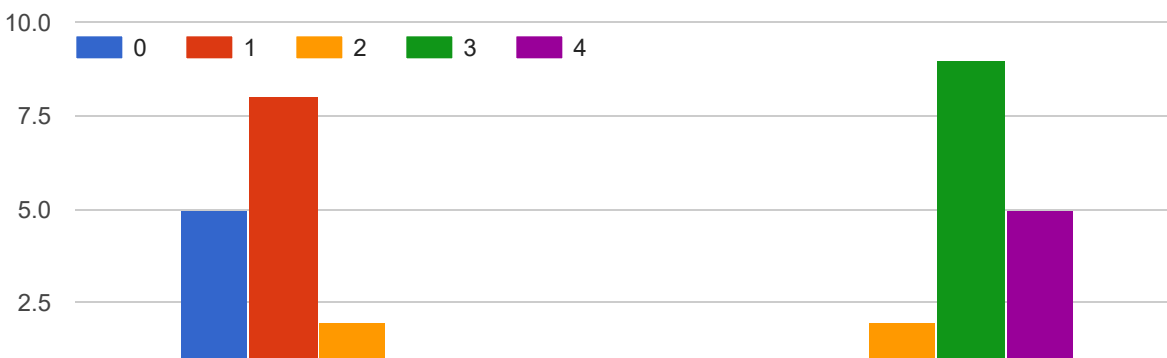
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20 responses



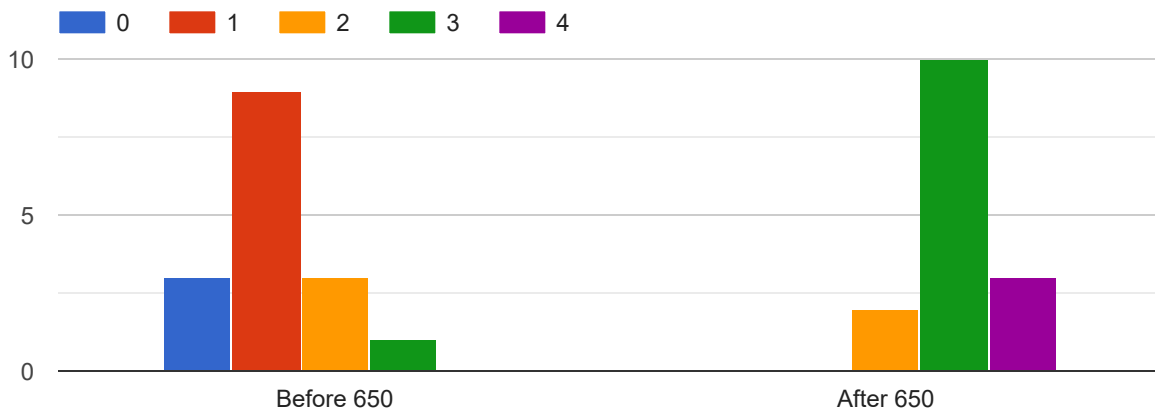
1. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.

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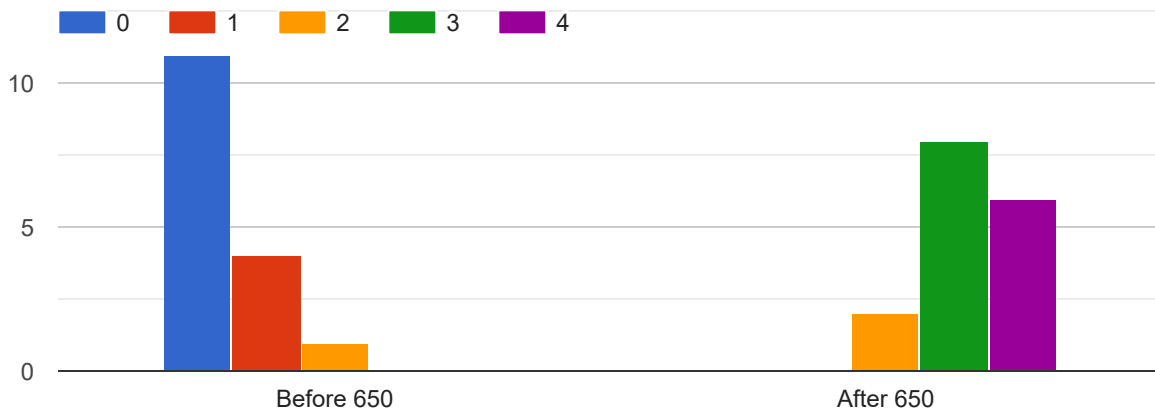




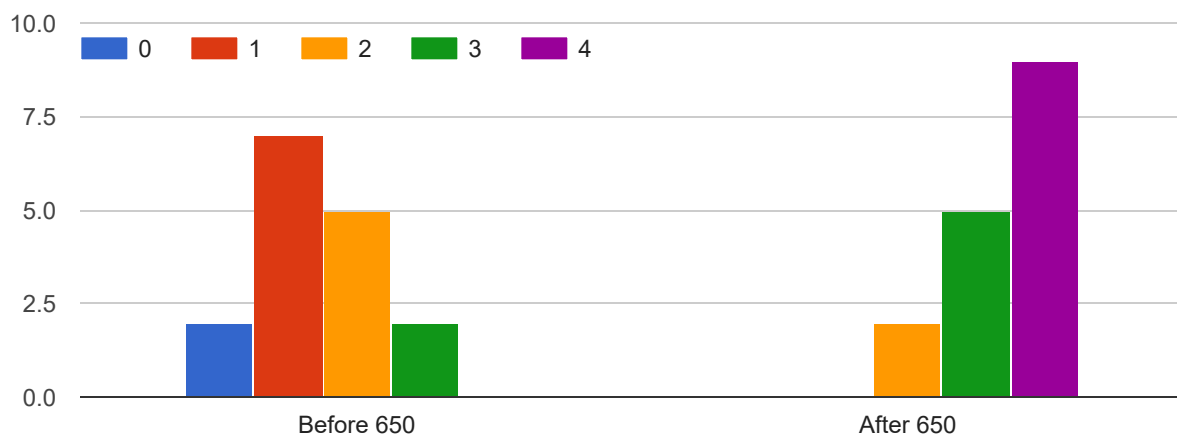
2. I know and can interpret the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule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



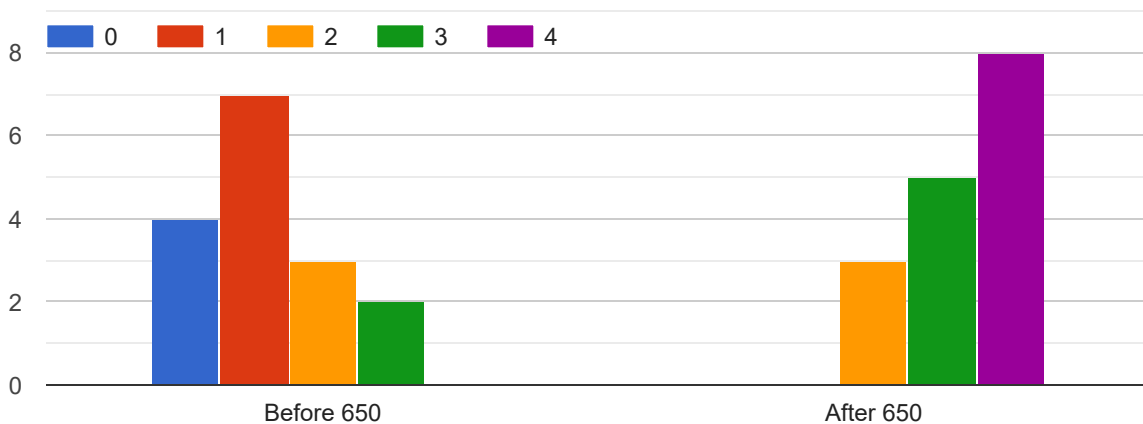
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.



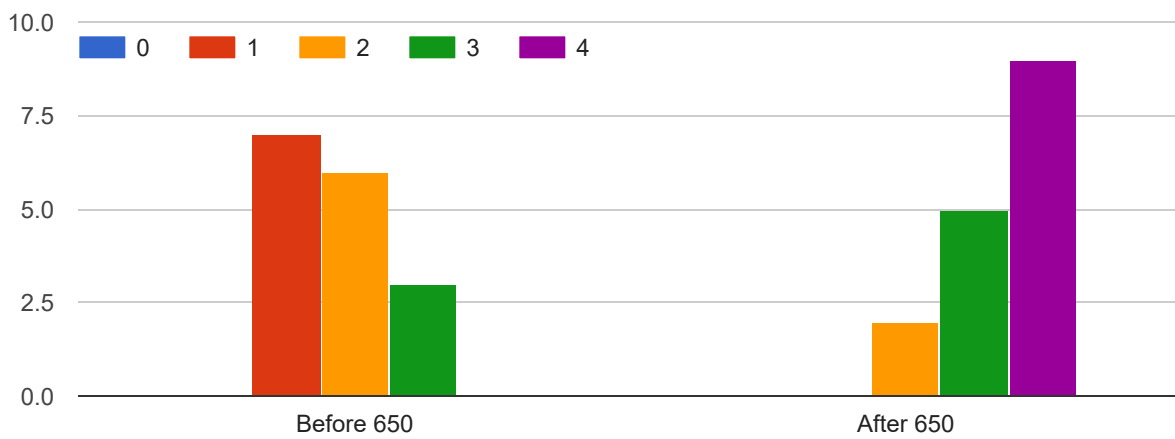
4. I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge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



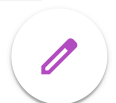
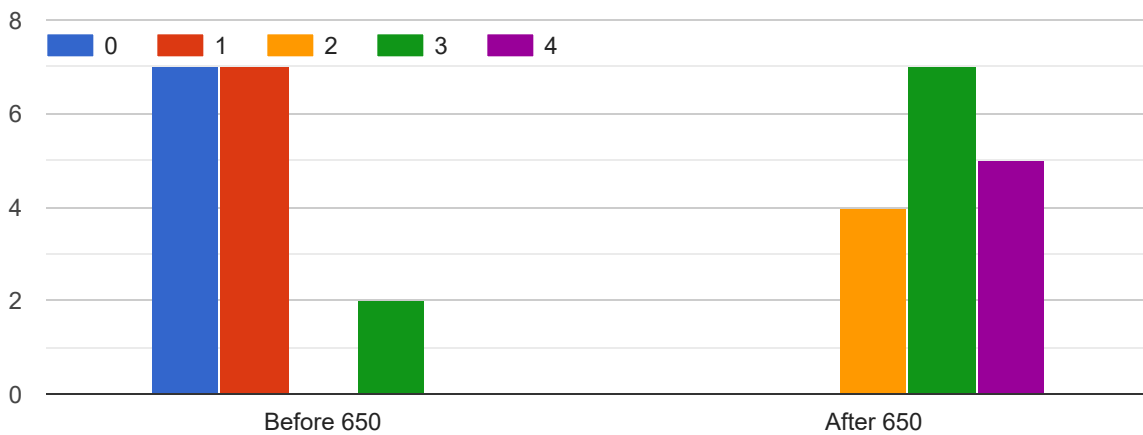
5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).



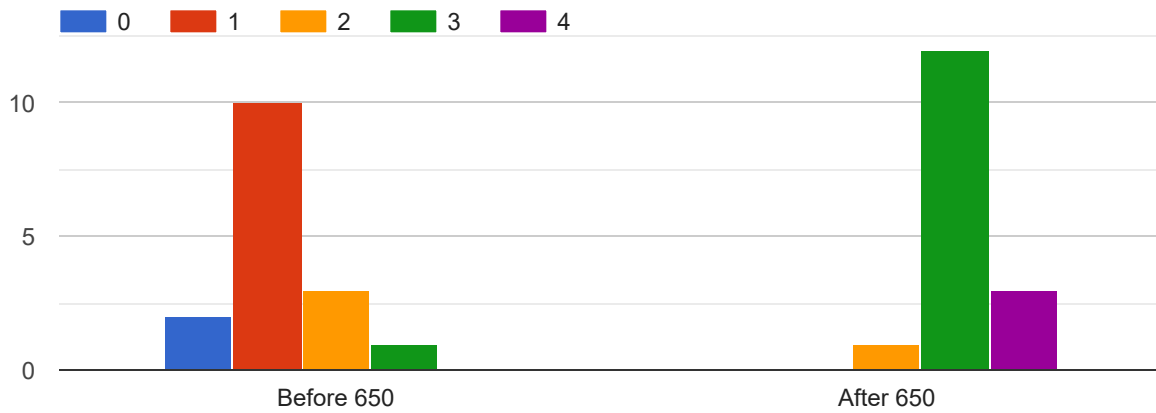
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



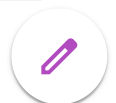
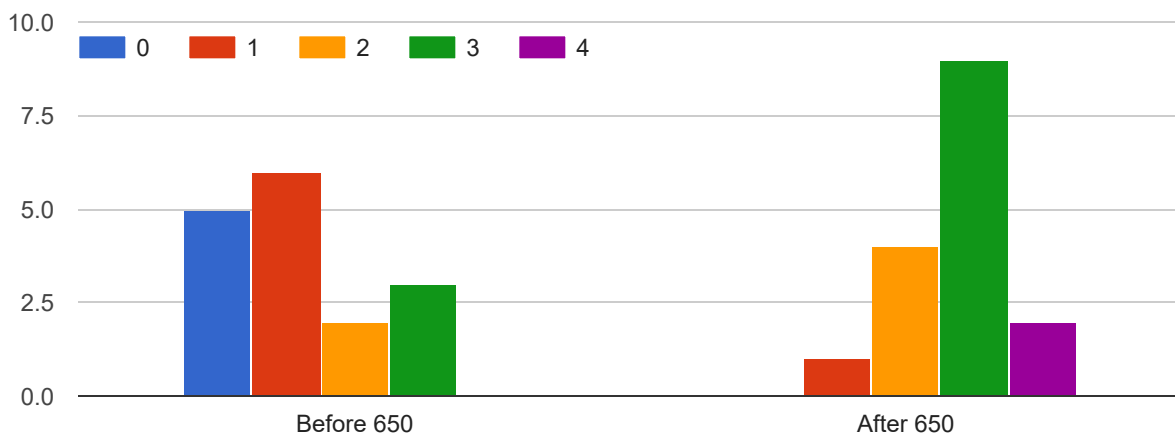
7. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.



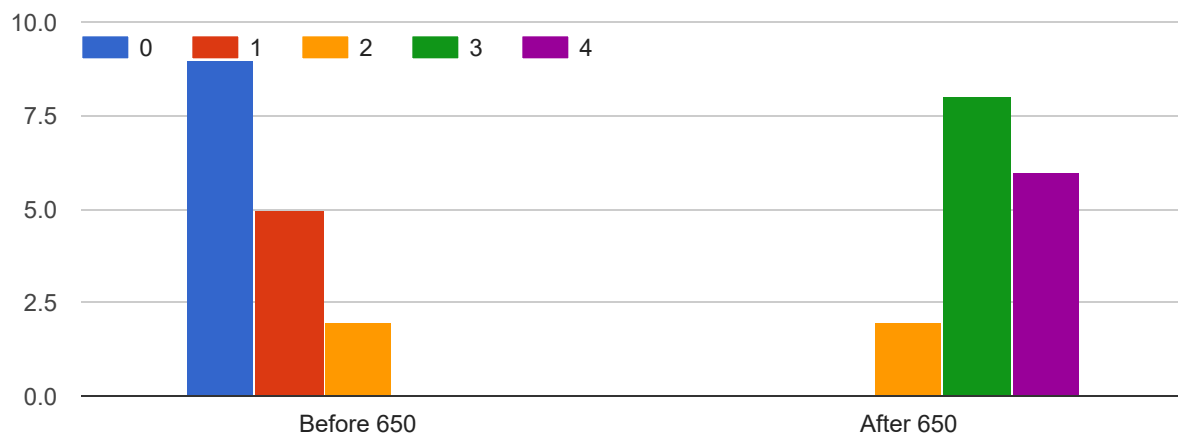
8. I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.



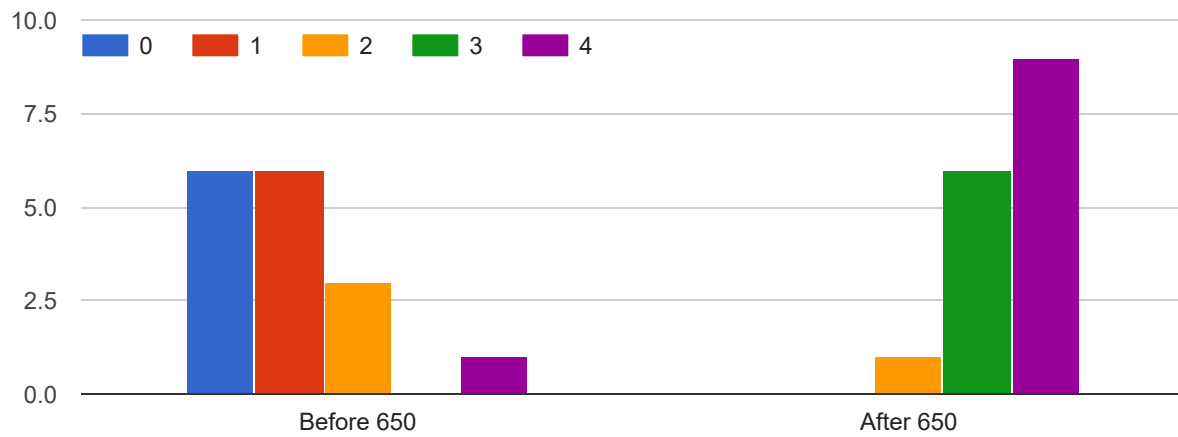
9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.



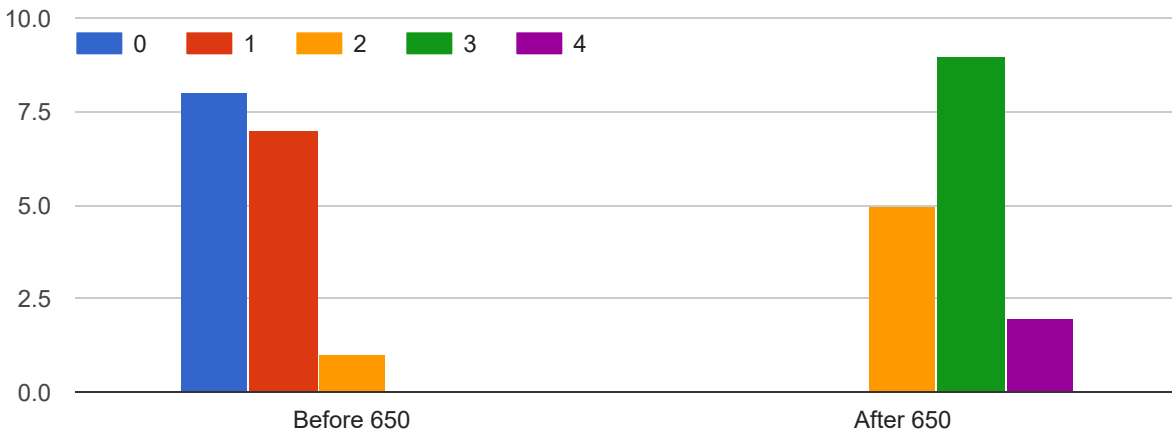
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.



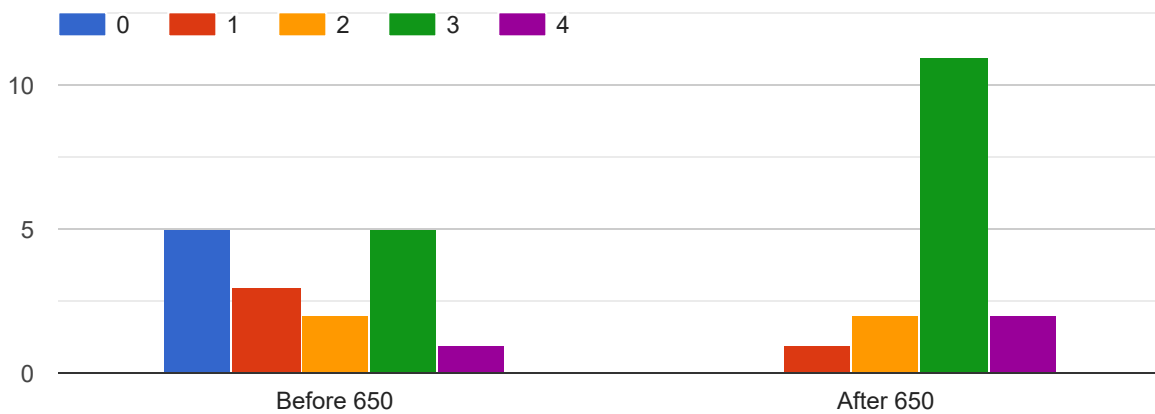
11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.



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.

15 responses

While all the learning outcomes listed are important, I think item four and five (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) are the most critical for me to learn as I take this course.

8 - I have applied for a position to be the facilitator of a gifted program, so I would like to be more well-versed in these instruments.

3 - I am aware of some of the foundational literature as well as current research.

1 & 2: Being able to explain and interpret the categories, definitions, etc. of gifted learners will be a crucial foundation to working with gifted and talented students. I believe having a solid foundation with this knowledge will be a key to my success in this class and in my own classroom.

8: I also feel it will be critical to know the process of identifying students, especially for underrepresented populations so that I have a better knowledge and understanding of how students are identified but also how students can be missed.

12: Another critical piece of my foundation in this endorsement program will be knowing the applicable standards and competencies in the field of gifted education. Without these key pieces, it will be difficult to build curriculum for our gifted students.

1 - types of gifted learners, 2 - appropriate differentiation 3 - gifted within the classroom - meeting needs

2, 4, 7, 8, 9 I feel these outcomes are most critical because they will form the foundation for me to be the best advocate possible for my students. I need to know the laws and regulations and familiarize myself with advocacy groups for students and parents to ensure the best learning environment for each child I am responsible for. I also think it's important to be aware of the unique challenges gifted students face and look at how to best serve the whole child.



#4 - I believe knowing how gifted students learn compared to their classmates will help me serve them. I would need to be aware of their learning journey. In my experience with gifted students, they struggle with having a fixed mindset. This tends to cause more challenges since they are used to getting the answer quickly.

#5 - I currently teach in a junior high, so my students go through a rollercoaster of emotions daily. Being able to support my students socially and emotionally is one of my main priorities as an educator.

#8 - Assessments are central in any classroom. Understanding how gifted students are assessed can help me reason why certain students are identified as gifted compared to others. Also, this can help me see characteristics of gifted learners in students who may have been overlooked in my classroom.

11- As my school is currently developing better gifted courses, I find it extremely important that I also develop a philosophy of teaching gifted students to the best of my ability.

8- I would like to know more about the process of how gifted students are identified and placed.

2- I know the basic laws of gifted students in Ohio from my current gifted coordinator, however, I feel like I need more education to fully understand why certain things are placed in students WEP's.

Numbers 4-8 feel most critical for me to learn in this course as they pertain to my gifted students and my teaching. I am interested in number 4 because it deals with social and cultural forces on gifted individuals. I want to know more about how these forces influence the perception that gifted students have of themselves and their own abilities. Number 5 considers special concerns including negative impacts on students. I myself was a gifted student, and I'd like to hear more about how gifted programs and expectations may have negatively impacted me and my peers. As a newer teacher, number 7 would give me more knowledge on placement and program options for gifted students within my own district and around the state/nation to allow me to reflect on what a "perfect" program in my eyes may look like. Number 8 would allow me as an educator to direct students, parents, and community members to organizations which specifically work with and advocate for gifted populations. I'd like to know more about number 8 because I work with 8th graders and have not noticed any assessment for gifted students in my district during my first year. I wonder when in a child's education a student is typically assessed for gifted talents.

3- Understanding the historical foundations, the classic studies, and major researchers in the field of giftedness and talent is important because having that background knowledge will help me better understand my students.

5- Having knowledge in the special concerns areas for gifted students is important because I do work with the gifted cluster at my school and I do find that majority of the gifted students I work with also have social and emotional issues. Learning about the balance between the two, gifted and social emotional issues, can help to better serve and understand the gifted population.

7- Having the knowledge of support and advocacy groups to communicate to parents is important to help guide families to support their gifted learners from home and to have the



important to help guide families to support their gifted learners from home and to have the tools to successfully do that.

8- Having the knowledge of assessment tools to identify gifted students, especially in under served and under identified populations is critical because it pertains to the population I serve and teach in. This will be vital information for me to help identify students I work with so they can reach their potential.

9- Learning about twice exceptional students and understanding how to identify them is important because their exceptional ability may go unnoticed because of their disability.

11. Coming back into the field of teaching full-time, my philosophy (at least the written one) is lacking in acknowledgment of differentiation in my classroom, I am interested in updating that philosophy formally and in practice, and look forward to implementing practices that will attend to the gifted students I teach in the general classroom.

6. I have only limited experience with possible placement of gifted students, primarily my own children rather than experience as a teacher. In both cases, however, the WEP seems to be on paper and not necessarily playing out in real life. In my teaching I would like to better meet the needs of these gifted students.

10. I am interested in studies and research and applying those ideas and results in my classroom, but I have never studied in this area.

While I feel all of the above outcomes are important, I found the topics of identification (#1), support and advocacy (#7), special concerns (#5), and the needs of twice exceptional students (#9) to be the most critical. As a homeschooling parent of a twice exceptional child, my overall drive in this class to better understand and put into practice the very best teaching strategies and techniques for my child to succeed. As the parent of a gifted child, I know many of the special concerns associated with raising the gifted and talented however as a teacher I found my basis of knowledge acquired in my undergraduate studies to be severely lacking. Therefore, my goal is to equip myself to better serve my child and, in the future, other gifted students I may have in a classroom setting.

1) Learn the general categories, definitions, and descriptions of giftedness and talent. 2) Learn the requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. 3) Outline the special concerns in the area of talent development 4) Obtain knowledge of the unique needs of twice-exceptional special populations of gifted learners. 5) Obtain an introductory knowledge of various curricular and placement options for talented students.

7 - I have no knowledge of any support groups. I am involved with several local and national for special needs and would like to involve myself with gifted as well.

8 - I have knowledge of my home district's identification process but am unaware of how other districts identify.

9 - I have never heard of the term "twice exceptional" therefor likely have no knowledge of the population.

11 - I have never developed an official educational philosophy (written statement). I have discussed my thoughts and ideas but have not written or altered anything since my undergraduate experience in general education.



13 - My professional goal is to be a director of gifted education in the future. The skills listed are essential to achieving this goal.

5. One of my biggest concerns--and reasons for wanting to take these classes--is the special needs of gifted students, specifically social-emotional issues.

6. Another concern is educational options/placement for gifted students. At my school, "we" actively "push" gifted kids out of the school and have them take CCP courses. To me it seems

that we do this because "we" don't want to or don't know how to deal with their needs. The general belief seems to be that "anyone can teach gifted students," which is simply not true.

2. I want to know the law surrounding gifted education. I also want to learn more about WEPS and how they can be truly individualized for each student. I would like to see students have choice in their WEP goals and hope to institute that in my own classroom and, perhaps, help other teachers do the same.

3. Historical foundations: I always like the "why":

4. applying gifted in my school: I don't get much say in who's in my classes and gifted services aren't offered above grade 6

5. special concerns of talent development: gifted students are different and gifted students have different needs

10. Theoretical studies: I like the "why" and seeing examples

11. Educational Philosophy that incorporates gifted: hadn't thought about targeting and addressing the top end of the students as much as the bottom end.



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?

16 responses

I feel that I made the most growth with the historical aspect of gifted children. I found it fascinating to learn the different theories of gifted education and why schools structure their programs the way they do. I still want to improve on implementing some of these gifted strategies to my classroom. I am excited to try some of this information in the fall.

I feel I made the most growth in understanding the Ohio Rule surrounding gifted and talented education as well as understanding the characteristics of gifted students. I want to improve on my basic knowledge of legislature and professional organizations surrounding gifted and talented students.

I think I made the most growth in understanding the unique challenges gifted students face and how we can help them within the classroom setting. While I think I learned a lot about the identification process, I think I still need to learn more about underrepresented populations and how best to identify and serve them.

I think I know much more about the history and philosophies that uphold the field of gifted education. I feel more familiar with WEPs and characteristics of gifted learners.

I think I made the most growth in understanding gifted services. I did not know what my district had to offer gifted students. I was unaware of standards, placement options and assessments used for gifted children. Also, I learned about the characteristics and theories to back up those characteristics of gifted people. Most of my understanding before this class was of the stereotypical gifted person. I would like to learn more about twice-exceptional children and how to address their needs.

I feel that I made the most growth in understanding the history of gifted education and prominent studies in the field. I also grew a lot in my knowledge of common gifted and talented student characteristics and how aspects of a student's environment like home life, school district, and community can affect their success and ability to thrive and grow. I still want to improve in my ability to connect literature to my own ideas and weave thoughts together into clear and coherent pieces of writing. I'd also like to learn more about twice-exceptional gifted students since I have an interest in disability studies as well.



I have made the most growth of understanding the various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education. I am still learning and continuing to apply what I have learned to my own teaching and making connections with the students I have taught and will teach!

I believe I made the most growth in understanding the history of gifted education, the implications of different federal-level decisions and how those have played out at the school level, and in figuring out (?) why gifted education in my school has looked the way it has. I

would like to improve on my knowledge or maybe just experience in actually noticing and honoring gifted behaviors in my classroom - paying attention to areas where a student may benefit from some attention and challenge.

This class has allowed me to grow tremendously in my ability to not only teach, but to parent a gifted child. I have made the most growth in my understanding of the theories of giftedness. Prior to this course, I was unaware of any of the theories or theorists (Renzulli, Piirto, Gagne, etc.). I feel that I need to improve on the actual application of strategies to better reach my gifted students. However, I'm sure these skill will come as I continue with the endorsement program.

I believe I made the most growth in EDIS 650 through the Piirto Pyramid and the different characteristics that a gifted and talented child may have. Also, I learned a lot of names and studies that helped grow the gifted education industry. I still need to work on understanding the laws and I hope to be able to find ways to better support my gifted students.

I have developed a better understanding of the commonly used assessment instruments and the protocols for identifying and placing gifted students. I also better understand who is often under-identified and under-served.

I feel I have made the most growth in my knowledge of historical foundations, classic studies and major researchers. Prior to the course I had never heard of the majority of the researchers and the studies they conducted. I feel I have gravitated towards some of the readings as they felt the most applicable in my classroom and school setting. I want to improve upon my knowledge of identifying twice-exceptional students. Misunderstanding or misdiagnosing a student causes myself anxiety and I believe the more I can learn, the more likely I will be able to notice and identify these students so they can receive the needed supports.

My growth and what I would like to improve are the same. I came into the two current classes I am taking with limited knowledge on talented and gifted education and have learned so much in these 7 weeks. I can't wait to continue to learn more.

Growth: Identification of gifted students

Improvement Needed: Social-emotional

I made the most growth in connecting all the pieces of gifted education and applying it to my current teaching situation as well as an individual child. Doing the case study allowed me to apply the information I was reading and connect it back to a real student instead of just thinking about things hypothetically. I will take this back and when I have students the in the



fall I will be able to apply what I've learned. I think I still need to work on my APA and proofreading, but also looking at the whole student and how being gifted may not always be a good thing that there's the thorn aspect too and watch for those thorns with students.

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:

16 responses

I greatly appreciate your weekly videos going over the information for the week. It was a tremendous help in understanding the requirements for work. I think it helped to keep my anxiety in check. I wish Dr. James did the same. Thank you!

I really liked the weekly instructional video. I think it made expectations clear and helped me plan and prioritize my time for the week.

I think this course challenged me as a student, it was rigorous but manageable. The hardest part for me was juggling the end of the school year and the course work at the same time (while also being a Mom to two small children). Dr. Groman is very organized. Her weekly videos are very helpful.

Overall, I think the course was well-dispersed. There was never any exceptionally overpowering weeks. I like the use of a Padlet compared to typical discussion boards. Padlets make it very easy to find information quickly instead of looking through multiple boards.

I completely enjoyed this class! I originally wanted to take an introduction course because I felt like I needed to learn more about teaching gifted if I am expected to have these students in my classroom. After taking this course I am excited to say that I would like to continue my education with the gifted and talented program at Ashland.

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I felt like this course was a great introduction to the field of gifted and talented education, and it made sense to take during my first term as a graduate student. The course was organized clearly and the weekly workload was not intimidating or overwhelming at any point. I appreciated the recommendation for skimming long texts and using the glossary as a way to summarize important works, people, theories, and organizations. Dr. Groman has a calming and caring demeanor even through the screen. I did not feel penalized or treated differently for



not taking advantage of virtual office hours. The assignments had purpose in preparing us for further studies as we learned about APA guidelines, research practices, and compiling our resources for the OAE test and endorsement. Thanks for everything you do for students! Ashland is lucky to have you!

I loved the format and pace of your class. Directions were clear and well organized. I liked the assignments and I felt that this course really gave me a solid foundation on what "gifted"

means and the theories that surround gifted and talented children. Thank you for sharing your knowledge! I am looking forward to your next course.

I appreciated how the assignments were structured to help achieve the end Case Study (which felt completely overwhelming from the front end!). Also helpful was that the Content/Start Here were combined, and the information organized by week on your Blackboard; it was relatively easy to find things even for a new user. Your numerous feedback comments were helpful, indicating that we aren't just out here floating alone as it can feel with online courses. My wish-it-were thoughts are primarily about the speed of the course, as it hasn't seemed there is time to read any of the extra/FYI materials. But a jumping off place, I guess. I appreciate the time you put into this, the weekly videos and grading and pulling together assignments and information. Thanks!

I very much enjoyed the personal connection offered by Dr. Groman. She shared anecdotes and insight on a teacher to teacher level, instead of a professor to student level. I found the class to be appropriately challenging and very informative. The text reads in a way that is easy to comprehend. The pace of the class was fast (as to be expected) but not unmanageable.

Thank you for this introductory course. You were an amazing professor. I learned a great deal in a short amount of time. The videos you made helped me on my journey. Thanks!

The format was perfect. The texts and assignments made sense. The case study was a practical and useful application of content.

This course was my first class all online. I have never taken a class where face to face meetings were not included. This proved difficult for me as I am a collaborator and love having live discussion to understand new material and concepts. I remember you mentioning in your first video why you do not do zooms, etc as a class. I didn't realize that peer verbal discussion (not just videos and comments) was as important to me as it proved to be. My suggestion would be one single zoom or video meeting to maybe connect with a classmate. This can lead to finding a peer to touch base with and share ideas via email, text or even phone call. I enjoyed the readings and topics very much. The pace felt fine.

Everything was great. It was hard keeping up at times but that was due to personal life and also taking two classes at once. I think it was fairly paced and I was impressed with your accessibility. I really appreciated being about to reach out to you at any time and receiving a quick response.

This course was interesting. I enjoyed the readings and felt the textbook was helpful. Thank



you for giving so many choices. The course is extremely well organized. Thank you for opening the course a week early. That was very helpful to me (and my anxiety over making sure I knew what to do and when to do it.) The grace period was MUCH appreciated. This was not an easy 7 weeks for me personally and that was extremely helpful. Hopefully I will be able to be more engaged (and more engaged in a timelier fashion) for the remainder of the classes.

Very supportive and reachable instructor. The weekly videos made it clear what the expectations were each week. It was helpful to have parts of the Case Study dispersed throughout the course and it was something concrete to connect the reading back to.

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