

Pre- and Post-Assessment form for EDIS 651

Complete your pre-assessment responses (blue section) at the beginning of the semester and submit to the dropbox for that week. In the last two weeks open this same document and complete your post-assessment responses (yellow section) and submit to the dropbox. Answer as honestly and completely as possible. There are no right or wrong answers. I use your initials to track the document, but no identifying information will be used in our data collection except your program.

The boxes will expand as you type into them.

Some response require the “ability level” scale, some require the “comfort” scale. Both are 0-4.

The ability level scale			
Unable	Somewhat able	Quite able, Proficient	Very able, Expert
0	1	3	4
Very uncomfortable	Somewhat uncomfortable	Comfortable	Very comfortable
The comfort level scale			

Your Name:	Pre-Assessment		Post-Assessment	
	Date:		Date:	
Outcome	Rate	Comments	Rate	Comments
Would you allow me to use your comments for research and reporting purposes?		Check here for Yes		Check here for No
1. I know and can interpret the general categories, definitions, and requirements for Ohio gifted education and service, as outlined by the Ohio Law and Ohio Operating Standards for Identifying and Serving Students Who Are Gifted.				
2. I know and can interpret the impact of the historical foundations of the curriculum on the field today; relate the ideas of the major researchers, curriculum designers, and advocacy organizations in the field to their specific curricular needs and those of their district.				

<p>3. I know and can interpret the service portion of the WEP according to the Ohio Rule; explain and critique my home/local district WEP and service options for students who are gifted; support the writing of WEP goals.</p>				
<p>4. I know and can apply processes for differentiating instruction based on student readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractions.</p>				
<p>5. I can select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; critique my and others' differentiation plans.</p>				
<p>6. I can provide an extension or replacement of the general education curricula, modify the learning process through strategies such as curriculum compacting, and select alternative assignments and projects based on individual and student needs; critique my and others' curricular plans.</p>				
<p>7. I can recognize and respond to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted; create safe and culturally responsive learning environments.</p>				
<p>8. I can effectively identify the need for and incorporate strategies to support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>				

9. I can effectively incorporate a variety of sources to measure and monitor gifted students' growth; effectively incorporate processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.				
10. I can construct plans that integrate technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.				
11. I can justify my personal and professional learning goals for EDIS 651, apply course learning to my current and developing educational philosophy for teaching, especially for teaching gifted students in my context.				
12. I know and can effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within my teaching context and home school/district.				
13. I can write, speak, and give presentations with graduate level professionalism according to Ashland University's Accent on Writing and The Publication Manual of the American Psychological Association 6th Edition.				
Reflection Prompts	Pre-Assessment Comments:		Post-Assessment Comments:	
Pre-Assessment Reflection: 1. Circle up to five of the above outcomes that you feel are most critical to you to learn in this course				

<p>as they pertain to your gifted students and your teaching. Comment on them here.</p> <p>Post-Assessment Reflection: 1. Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?</p>		
<p>Post-Assessment Course 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:</p>		