

EDIS 653 Pre- and Post-Assessment

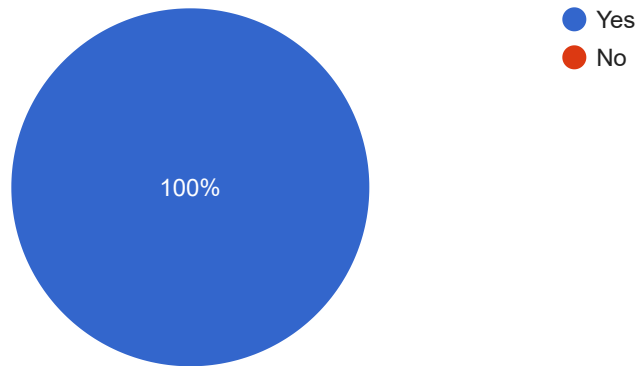
8 responses

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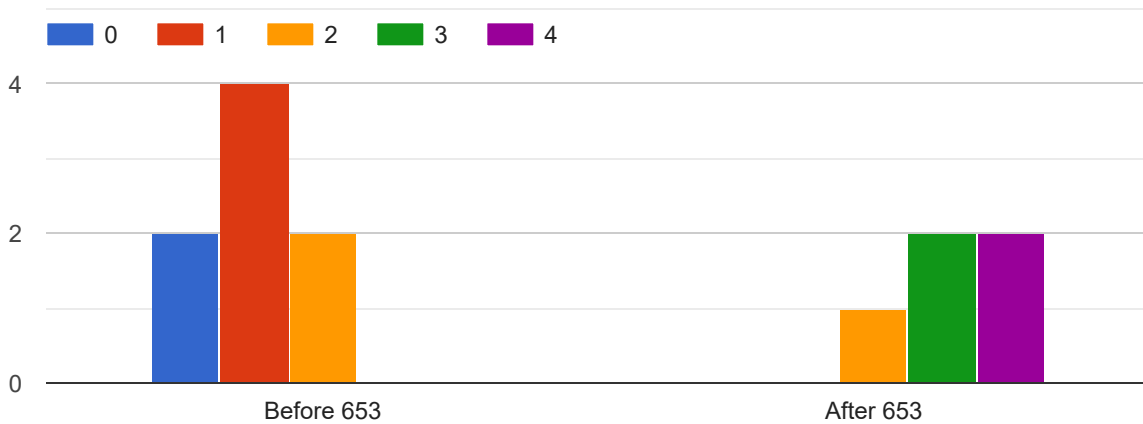
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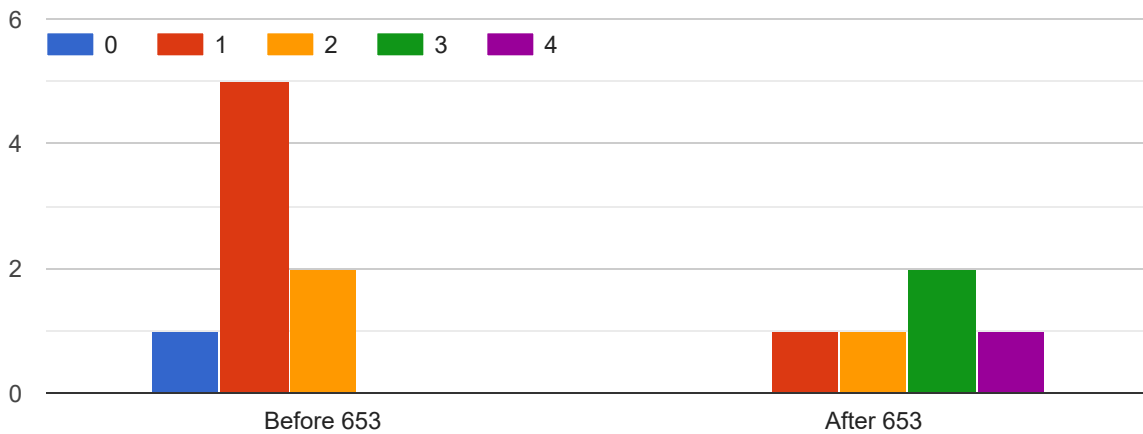


1. I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues.

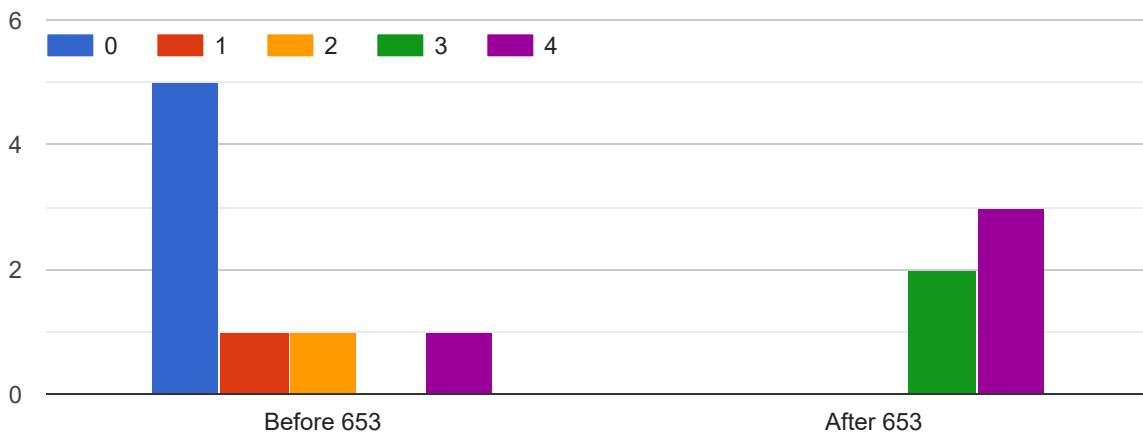
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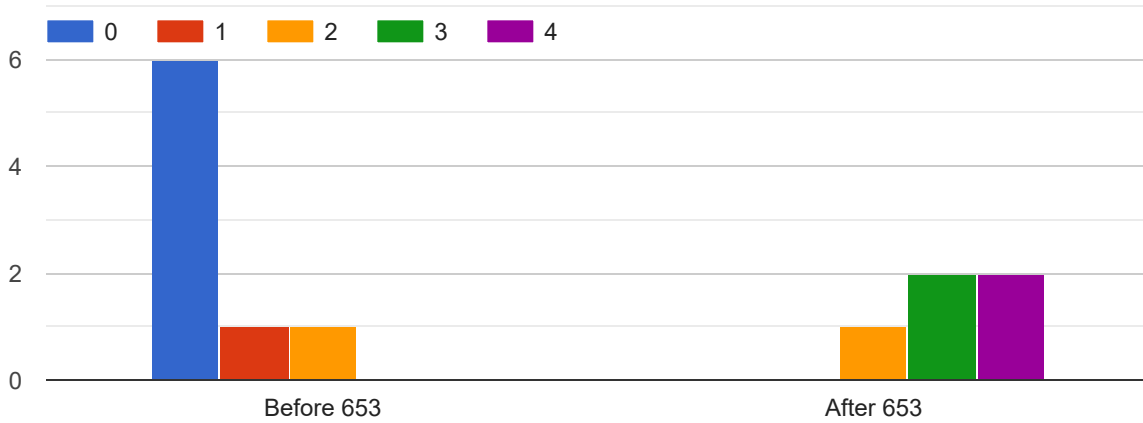
2. I have knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues.



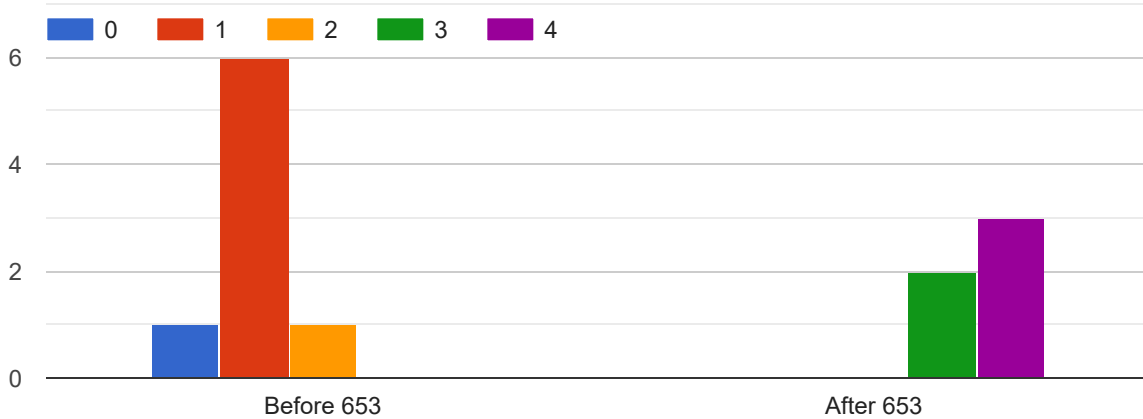
3. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world.



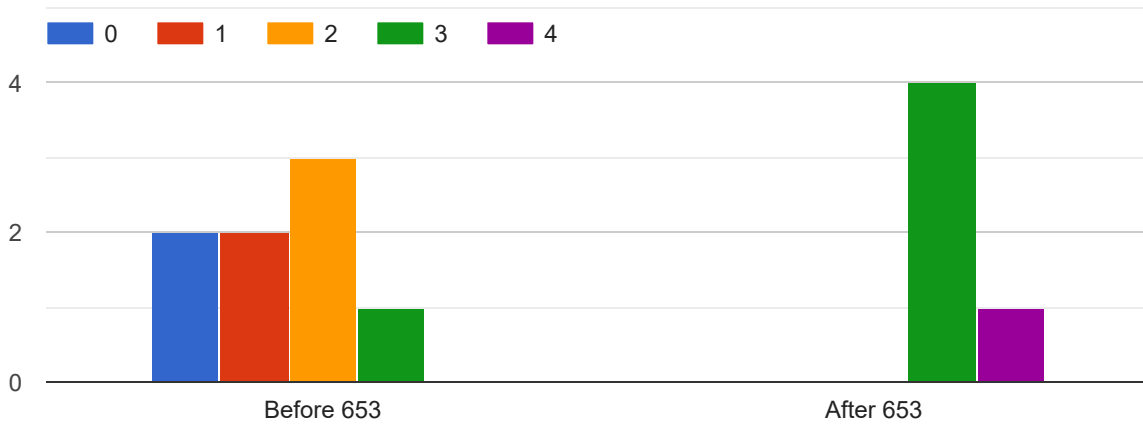
4. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners.



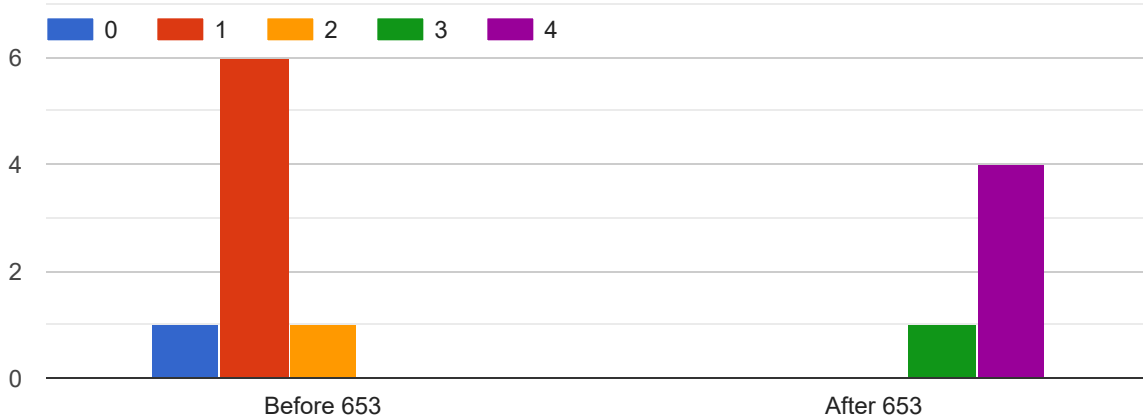
5. I know the variety and types of social and emotional characteristics and needs of students who are gifted and utilize research-based responses and accommodations for those needs.



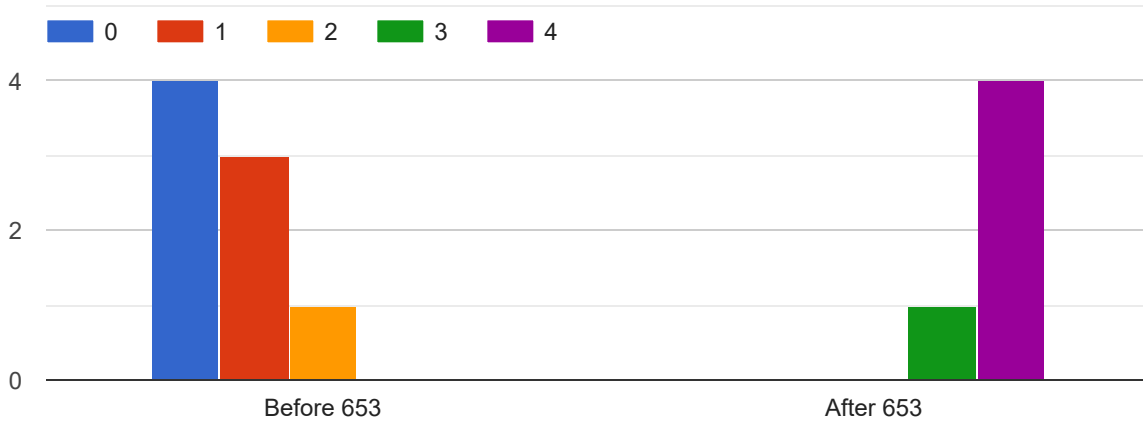
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



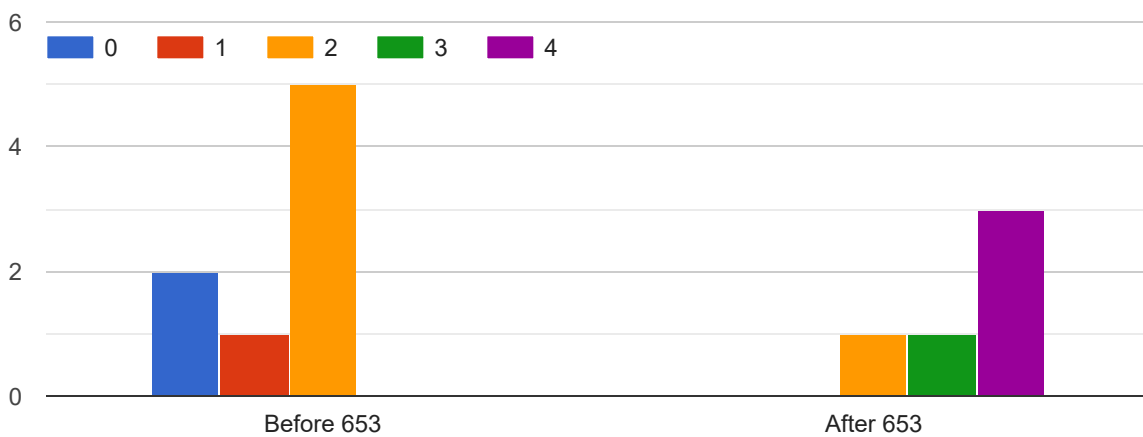
7. I have knowledge of the variety and types of social and emotional needs, and guidance and counseling issues specific to gifted students from traditionally underrepresented population (as found in my teaching situation) and utilize research-based responses for them.



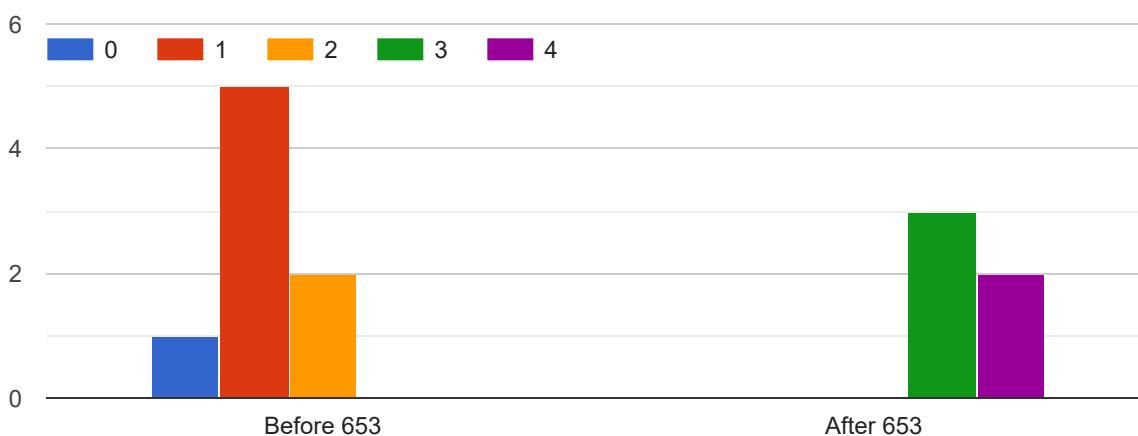
8. I know the structures, formats, and skills needed to facilitate a dialogue discussion with a group of gifted students for the purpose of processing and managing social and emotional skill, and guidance and counseling issues.



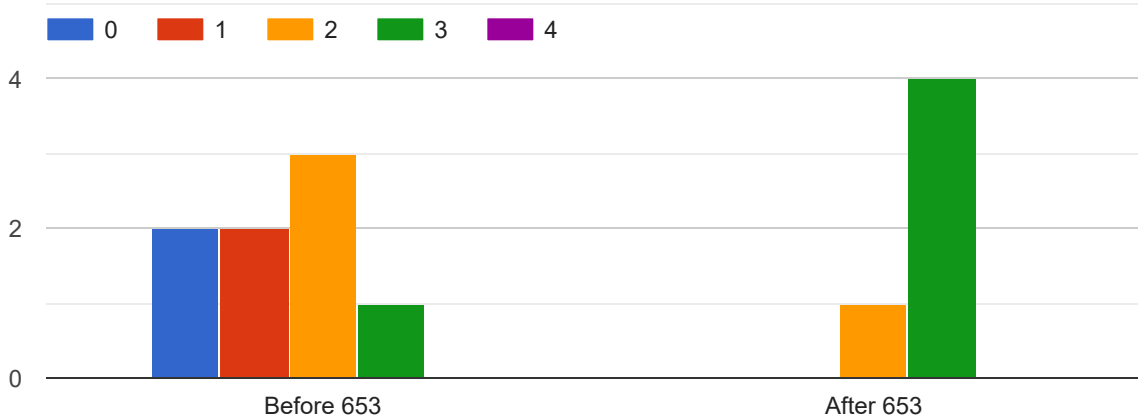
9. I can articulate my philosophy for teaching and supporting gifted students' social and emotional skills, and guidance and counseling issues.



10. I know and can effectively use the various standards and competencies in the field of gifted education as related to the social and emotional skills, and guidance and counseling issues within my teaching context.



11. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 7th Edition.



Before 653: 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.

8 responses

#1 and #7

I want to have a through understanding of these supports to help my students, families and colleagues.

#4

I believe if the students better understand themselves, I can more effectively and efficiently understand their unique learning and developmental needs. I am convinced my students do NOT necessarily NEED me to stimulate their Intellectual OEs, they really need a constant support system they can rely on to help them enhances the gifts given and the ones yet discovered.

#8

I have the perfect small group opportunity this year in which to practice this skill.

#10 and #11

I know that I CAN do these things once I learn HOW.

Social emotional needs are important in all groups of students. With this being an area of focus and concern for all students, I think it is imperative to learn how these needs cam affect students who are identified as gifted and how I can use this information to help serve these students.

1-4, 8

7. Supporting the needs of underrepresented populations applies directly to my school and the SES and diversity there.

8. I am interested in learning about and conducting dialogues. Our school has an emphasis on mindfulness and social skills and I'm curious if/how this will compliment those other goals.

Through this course I hope to develop an understanding of dialogue discussions, Myer's-Briggs and ways to best support the social and emotional needs of gifted students. Perfectionism is an oft occurring trait amongst the students I work with and would also like to learn much more about this trait and how to potentially harness this energy and utilize it in a positive way.

The only other course I have taken towards my gifted endorsement is 650. This is also my first



year teaching gifted classes so I feel like I have a lot to learn.

#2 and #8 stuck out to me the most. I am very familiar and experienced with working closely with students who have social/emotional needs - although I have limited knowledge regarding specific accommodations that might apply to Gifted Learners. Functionally, the logistics and process of WEP's will be essential for me as I manage our Gifted population. Furthermore, getting my philosophy in writing will be very helpful to me as I continue to design all the related documents and policies for our program.

11. I have terrible anxiety when it comes to public speaking and presenting my own thoughts and ideas. I learned in 650 that fear (perfectionism) applies to speaking for videos as well. I know I must overcome this issue in order to enhance my professionalism as an educator and scholar. It became painfully obvious after the shutdown of 2020 that online education is the way of the future and I need to be competent to reach and teach students by any delivery method possible.

6. I still feel relatively new to Ohio and have little knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district. This is extremely important to me because professional and personal reasons. I want to ensure that the brightest minds won't be dimmed and their full potential can be reached. I am currently struggling with my daughters' educational journey. My elder scored a 134 on the CogAT which identified her gifted. Having been home schooled most of her life and unfamiliar with standardized testing, her NWEA MAP score in reading placed her in the 81st percentile and the 76th percentile. What does Ohio do with half gifted students?

10. I do not yet know the various standards and competencies in the field of gifted education as related to the social and emotional skills, and guidance and counseling issues within my teaching context. This is critical in order to be a highly effective instructor for their individual needs. I am looking forward to the day that I will have a classroom full of unique and exceptional children who still need emotional, social, and sometimes behavioral guidance.

2. I have limited knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues. Having spent the majority of my career as a special educator in Florida, I have unique experience with social, emotional, and behavioral disorders and am eager to compare notes. I was surprised to find that the WEP for my case study student was only one page and not nearly as detailed as the IEPs I am so used to writing. I continue to wonder why ETRs are not conducted for gifted students. Gifted students in my home state were encompassed under the umbrella of special education and each student had to undergo a psychological evaluation with IQ testing which determined the gifted label. As a special educator those reports give me specific and information for each student which drives my instruction and method of delivery. It's hard to imagine teaching with so little information.

1-awareness of SFI for students

1-greater awareness of SEL for students

2-address SE concerns via curriculum

3-creating a safe space to share struggles

4-greater awareness of myself as an educator for the Myers-Briggs results

5-professor modeling

After 653: 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

3-5

I feel I made the most growth in getting practical ideas to support students with different needs. Now I need to implement them more! (improve)

I learned a great deal about the social and emotional needs of gifted students. I learned about the wide range of issues that gifted students face. It was truly eye opening. Many seem to assume that being gifted provides a certain amount of insulation from social and emotional difficulties but the opposite can be true. While embarrassing to admit, I had spent little time thinking about the affective needs of my gifted students. I have always tried to be understanding and do small things like extend deadlines but this course has highlighted the need for me to be more responsive to affective needs and to integrate affective curriculum into my class.

Understanding specifically how the socioemotional needs of gifted students present themselves and play out. I still need to continue my development in becoming comfortable using a variety of effective strategies.

I really enjoyed and improved on research and writing an annotated bibliography as well as responding to weekly focus questions. I need to improve my technology and video making skills. This has been an area of anxiety and uncomfotability for decades and I am grateful to have the opportunity to confront this in my middle ages. I also want to improve on my academic research and writing skills, especially using in text citations and references.

I believe I now understand how important SEL standards are to our academic curriculums.



After 653 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

I enjoyed the course, especially the Myers Briggs and the Fonseca book!

I thought the demands of this course were a lot less than the creativity course (although maybe by now I'm just more used to the conventions of coursework again). I felt that the most of the work happened in the first two-thirds of the course but then it was an easy-ish final third.

Please keep the dialogue project. I learned a great deal from it and the kids that participated seemed very happy to be given an opportunity to talk and share. I know this is an online course and not everyone feels the way I do or has my personality, but I love to interact with other students in the course and discuss ideas. If this component could be increased beyond just the Padlet and somehow facilitate live, online meetings (zoom?), it would be something I would really appreciate and learn from.

Thanks Dr. Groman! I appreciated this course so much and feel like it has equipped me to better meet the needs of the students I will be working with in the future. I really have no complaints. I very much appreciated the 3 day grace period on assignments as I tried to juggle 2 grad courses, a substantial workload at my job, and a young/large family. The videos are so helpful to keep me on track. Thanks for your guidance and constructive feedback.

I loved everything about this course other than never seeing my professor and colleagues face to face. I appreciated the diversity of the coursework and the freedom to choose topics of interest from the required readings in the curriculum. I had a challenging semester health wise, but under normal circumstances, this class is perfectly spread over 12 weeks. It felt like 6 classes in 1 with between the readings, focus questions, research, Dialogue Project, adding to my personal philosophy, and the Myers Briggs Type Indicator introduction and energized my mind, motivation, and spirit. Thank YOU!

I really appreciated the scaffolding of the dialogue project in which you presented. It was very helpful to organize that massive project.

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