



653_Su2020_Pre-Post-Assessment

Questions Responses 68

68 responses



Accepting responses



Summary

Question

Individual

Who has responded?

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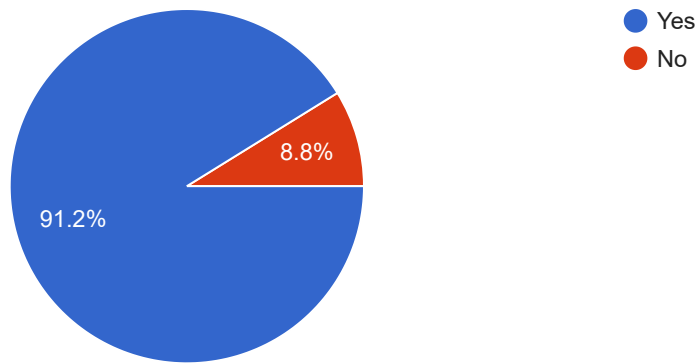
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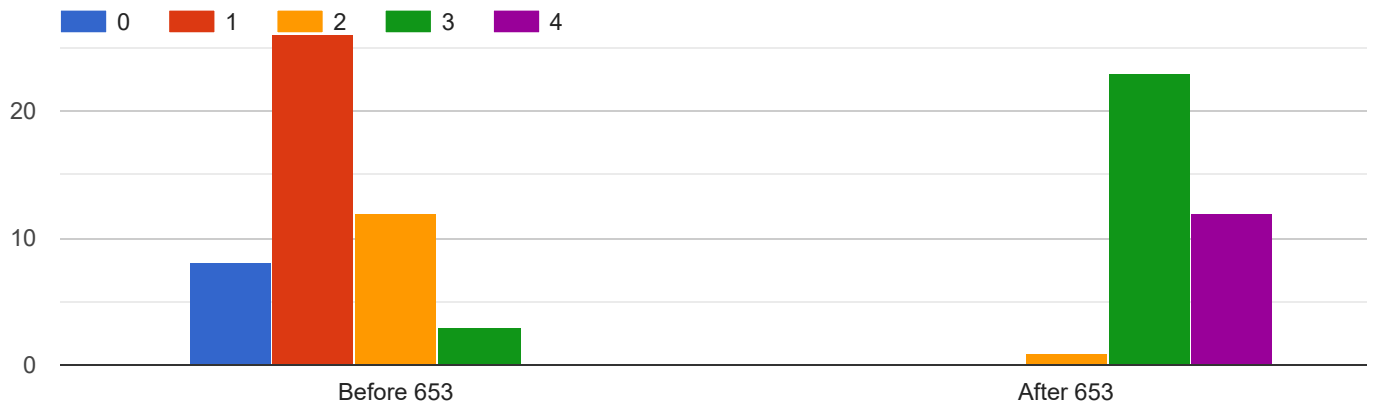
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Would you allow me to use your comments for research and reporting purposes?

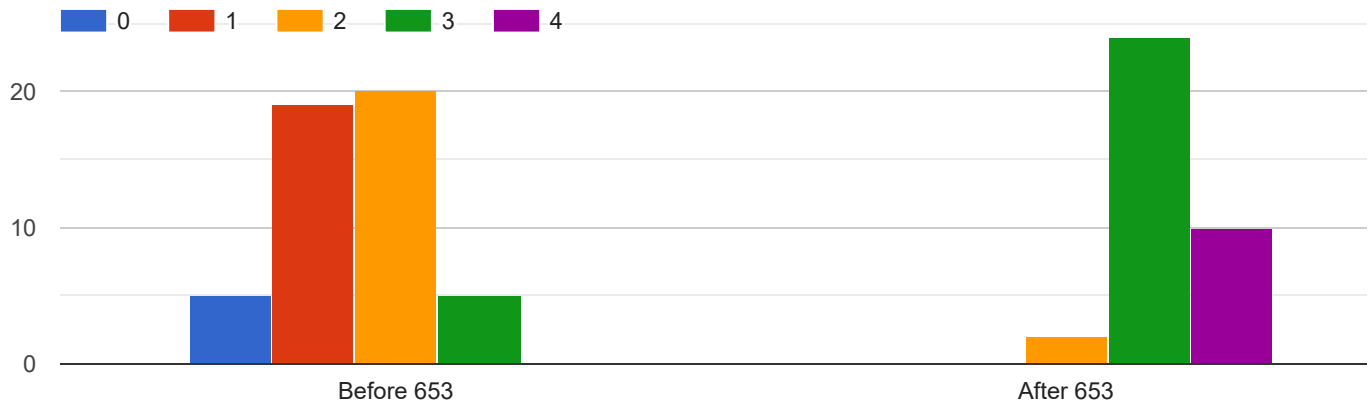
68 responses



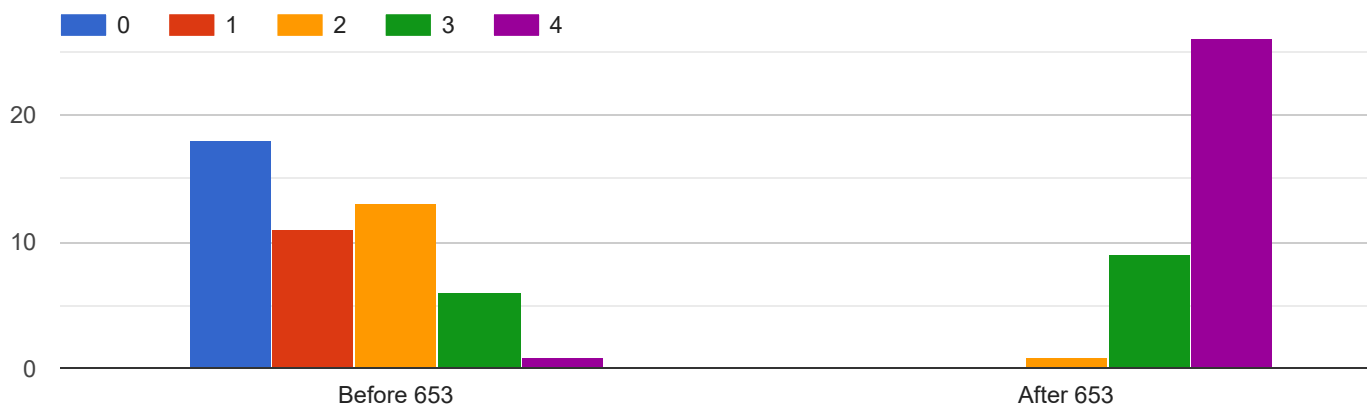
1. I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues.



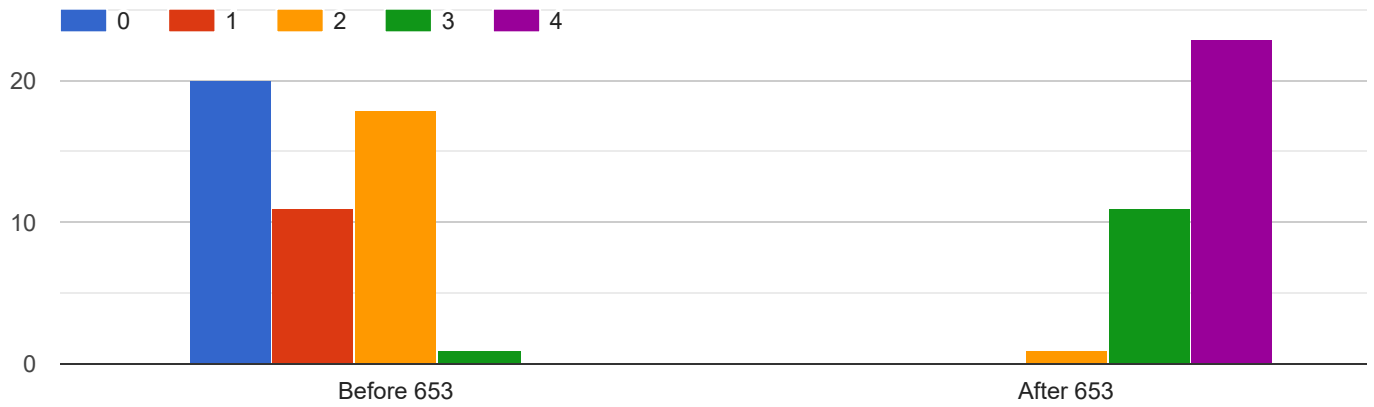
2. I have knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues.



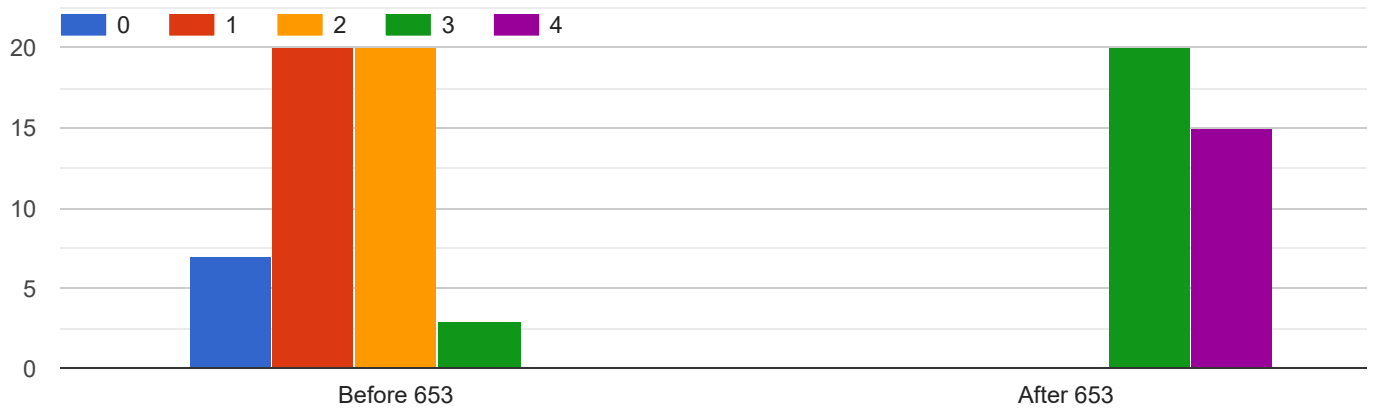
3. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world.



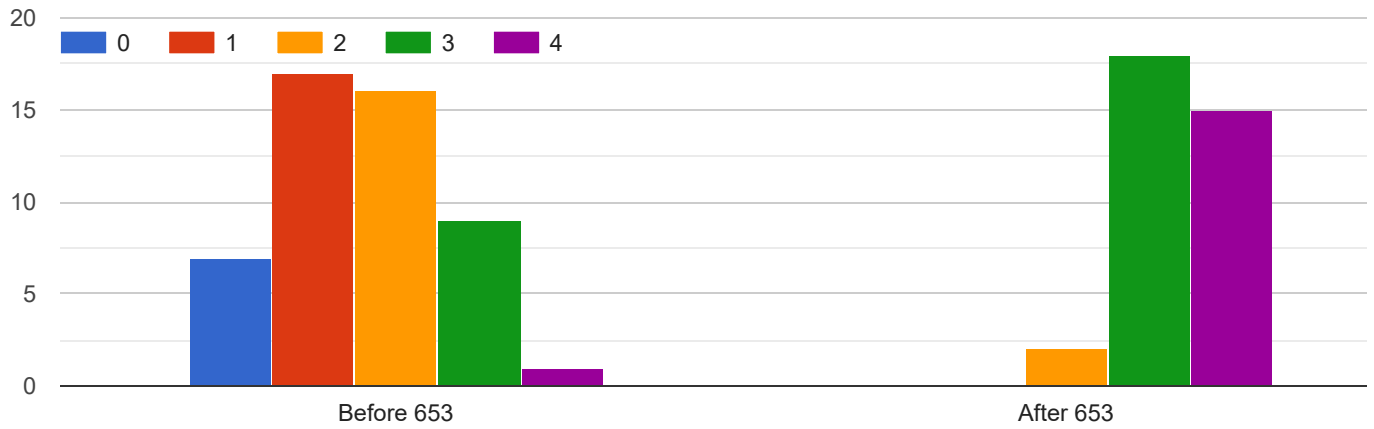
4. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners.



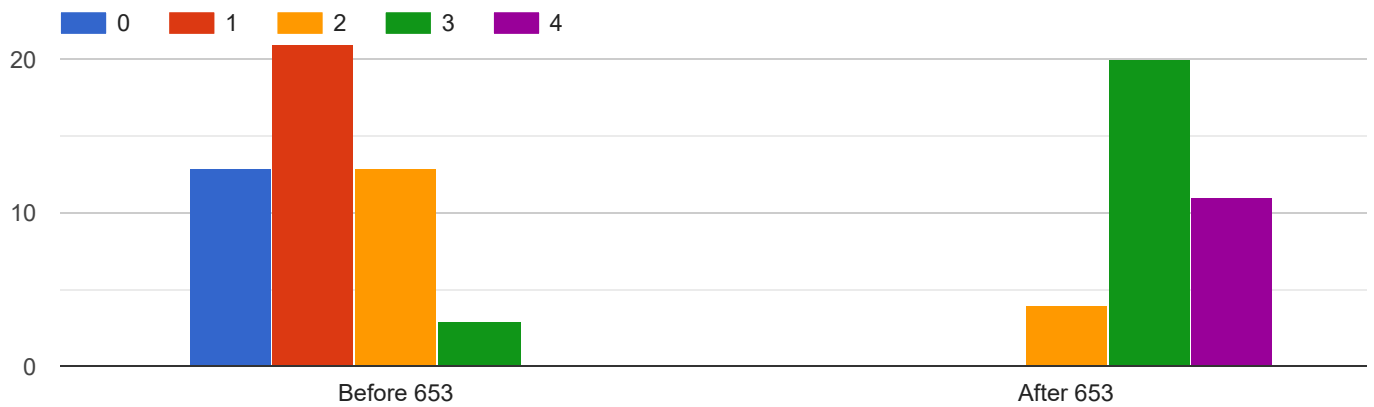
5. I know the variety and types of social and emotional characteristics and needs of students who are gifted and utilize research-based responses and accommodations for those needs.



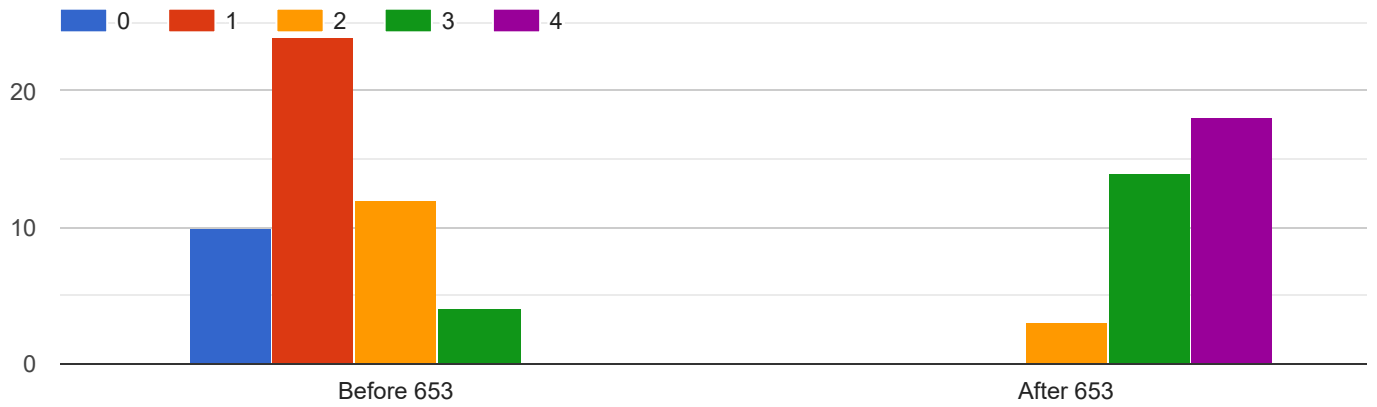
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



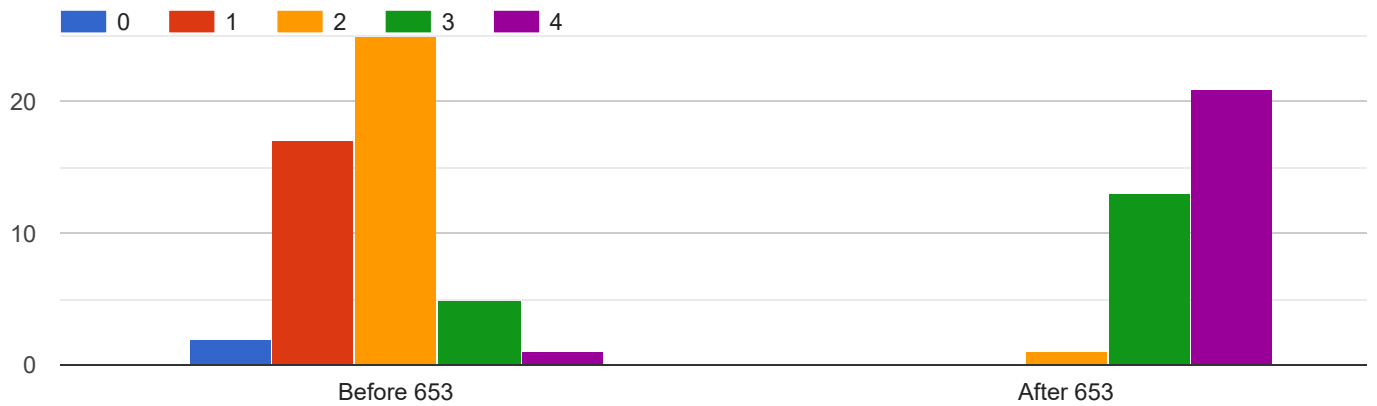
7. I have knowledge of the variety and types of social and emotional needs, and guidance and counseling issues specific to gifted students from traditionally underrepresented population (as found in my teaching situation) and utilize research-based responses for them.



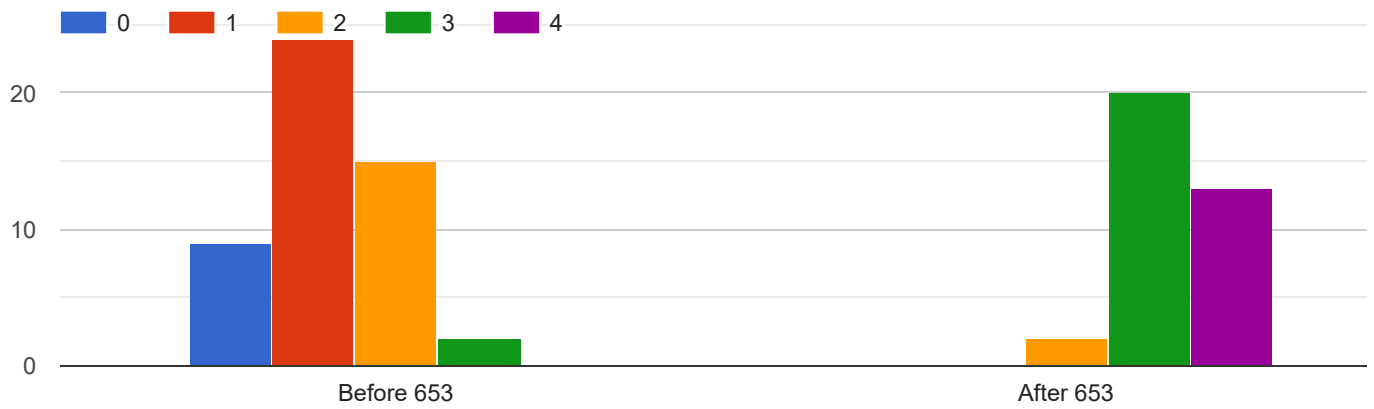
8. I know the structures, formats, and sills needed to facilitate a dialogue discussion with a group of gifted students for the purpose of processing and managing social and emotional skill, and guidance and counseling issues.



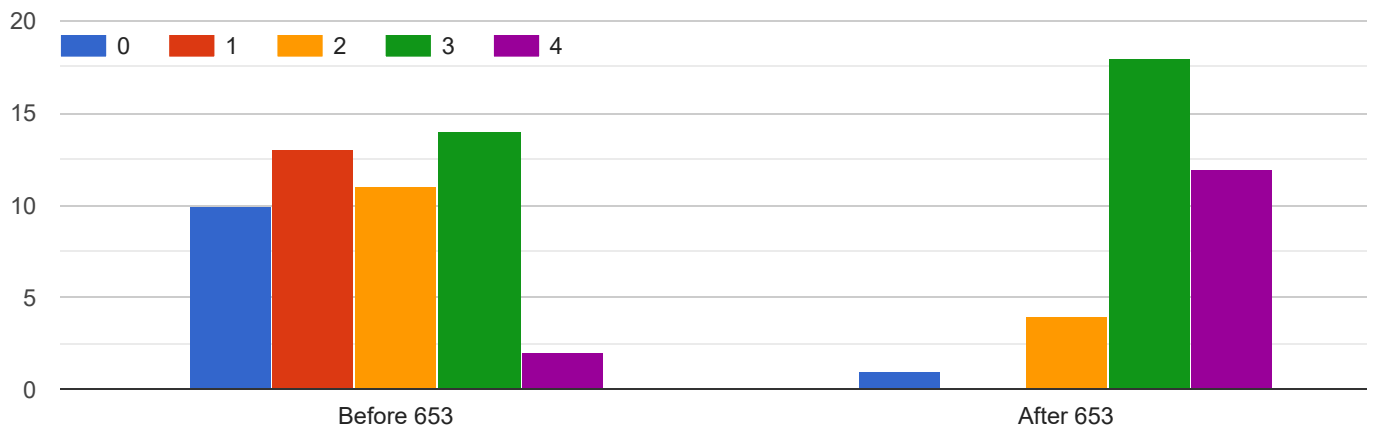
9. I can articulate my philosophy for teaching and supporting gifted students' social and emtional skills, and guidance and counseling issues.



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 6th 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.

43 responses

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: I have learned and studied extensively about the general SEL needs of gifted students through this class. I have become much more aware of difficulties gifted students face and how to support and advocate for them, and how to help them advocate for themselves.

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: Although I have been interested in this for many years, this has given me a new perspective as I relate it to my teaching. It has helped me recognize my own weaknesses and strengths as a teacher.

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: I have learned in particular that I must not let me own preferences impact my teaching style too much, and have to keep the extroverted students in mind just as much as the ones who are more introverted like myself.

5. I know the variety and types of social and emotional characteristics and needs of students who are

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?

35 responses

I feel that I made the most growth in understanding how to prevent maladaptive perfectionism from taking hold in students and teaching a growth mindset rather than a fixed mindset. I still need to improve on understanding how to teach a growth mindset once those maladaptive perfectionist tendencies have already taken a strong hold on a student, preventing him or her from fully participating in choir or vocal music activities to the full potential.

I feel I made the most growth in learning new and other social emotional issues that gifted children may face. I did not realize that I only knew the tip of the iceberg. There are so many concerns and issues a gifted child may face. Between sexual orientation, underachievement, boredom, high pressures that could lead to high levels of stress and anxiety that could lead to depression, self-harm, or suicide. The list goes on and on. I knew some of these but I never thought about how so much could weigh on a student. It boils down to we need to meet the physical and mental needs of the student before we can teach the academics. Academics mean nothing if students do not feel safe, comfortable, respected, and loved first. I know there is more I can learn. There are additional chapters in our required texts that I have already marked that I would like to read. I need a short break first as I'm feeling a little burned out at the moment, but I am excited to return and read more after I re-energize myself.

personality indicator types. I had no experience with them prior to this

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:

34 responses

I think this has been my favorite course so far. The texts were helpful and I can see myself continuing to use them in the future. The pace and level of challenge is appropriate. I like the flexibility in the focus question formats. It was nice to have an option besides a formally written paper when there is one each week.

I thoroughly enjoyed this course and I look forward to further learning and exploring the required texts after a short break that I requiring for myself. I started out excited and feeling great. But in the past couple of weeks, I struggled. I do not feel that has anything to do with the course, materials, assignments, or the professor. This was a personal battle I faced. Given the current events that are ever changing, worries about school restarting, and motivating myself to keep going strong while venturing into the unknown, I started to feel burned out. Additionally, in the beginning I thought completing this program on a fast-paced track would be ok. After further reflection, it was tougher than I initially thought. Again, please do not feel this is a reflection on the course or the professor. The materials were spot on. The texts were great and very resourceful. The professor was available at any time I needed her. I appreciated and loved the course completely. Thank you for everything this session.

These summer courses are intense but well worth the time, effort, and energy

I really enjoy the dialogue project and the Fonseca book. I didn't care as much for the SEDGC. but I