

EDIS 653 Pre- and Post-Assessment

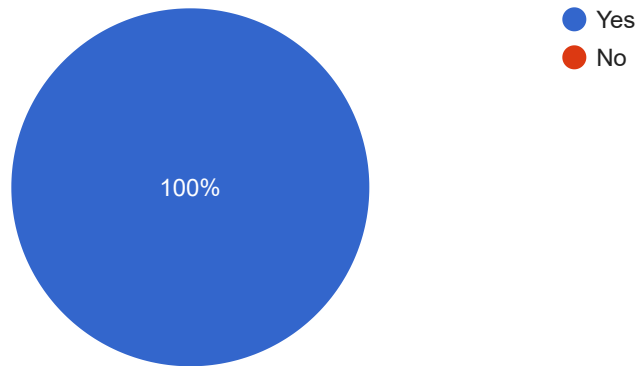
22 responses

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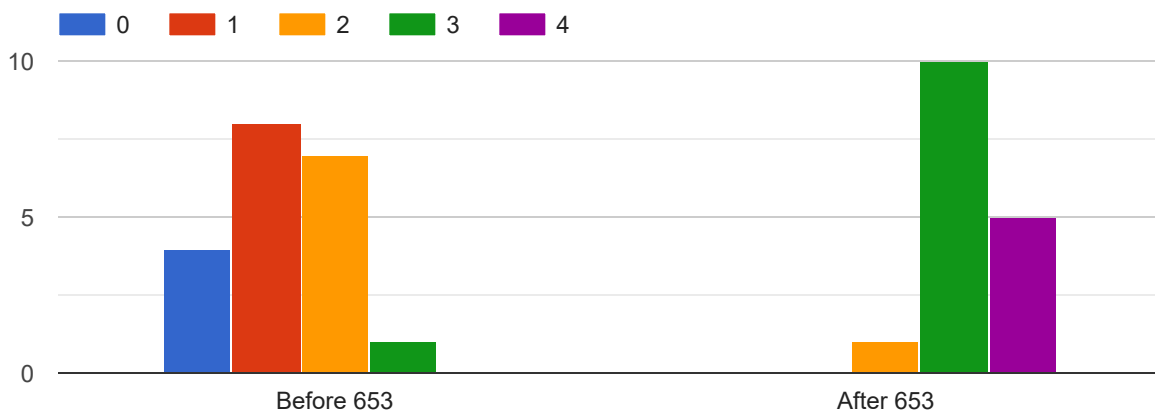
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22 responses

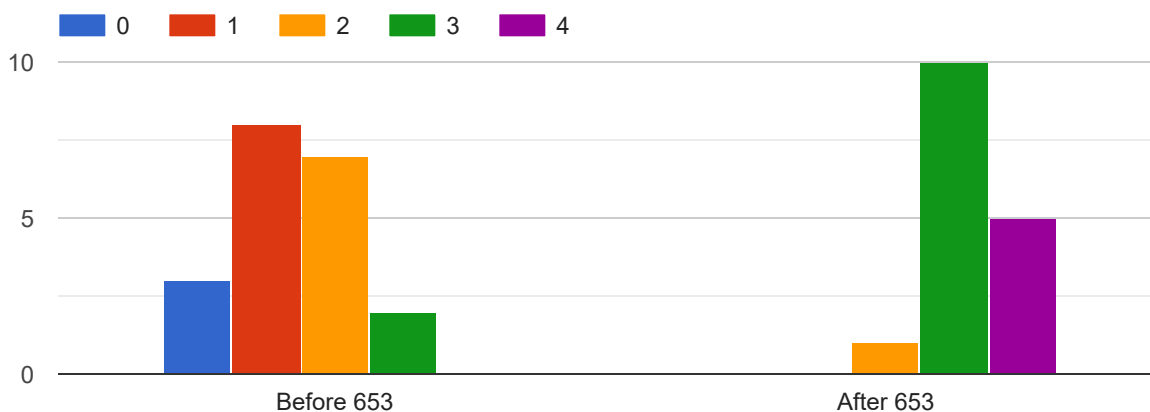


1. I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues.

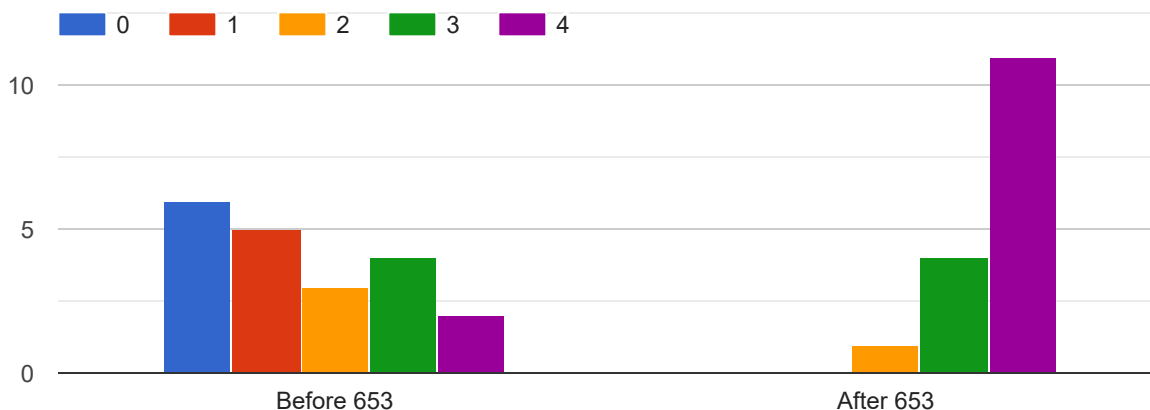
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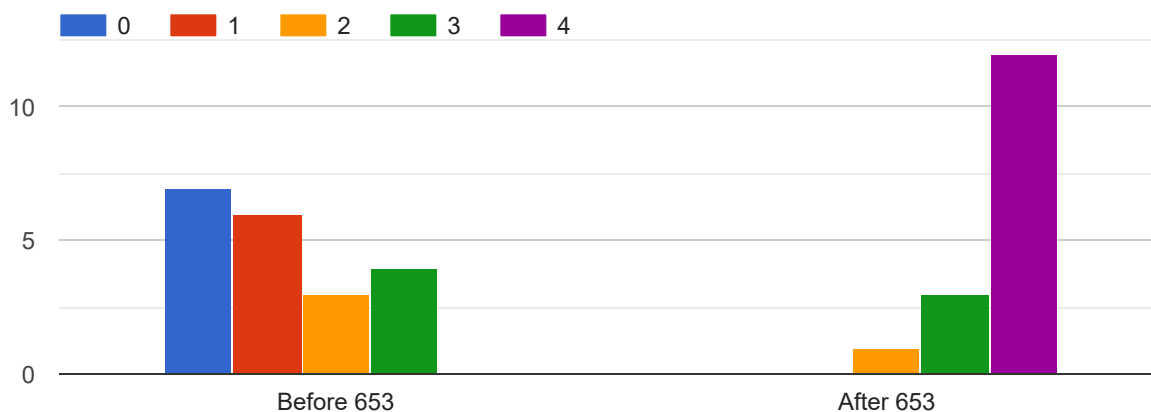
2. I have knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues.



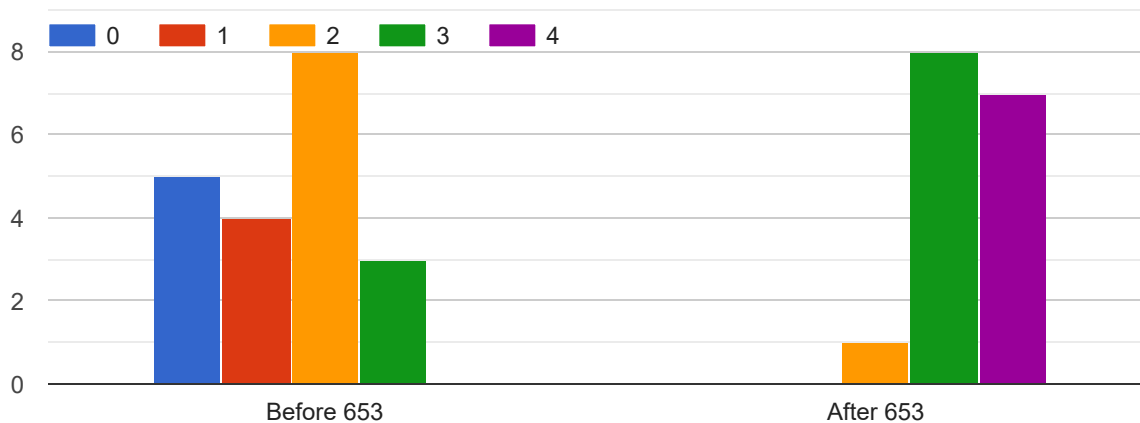
3. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world.



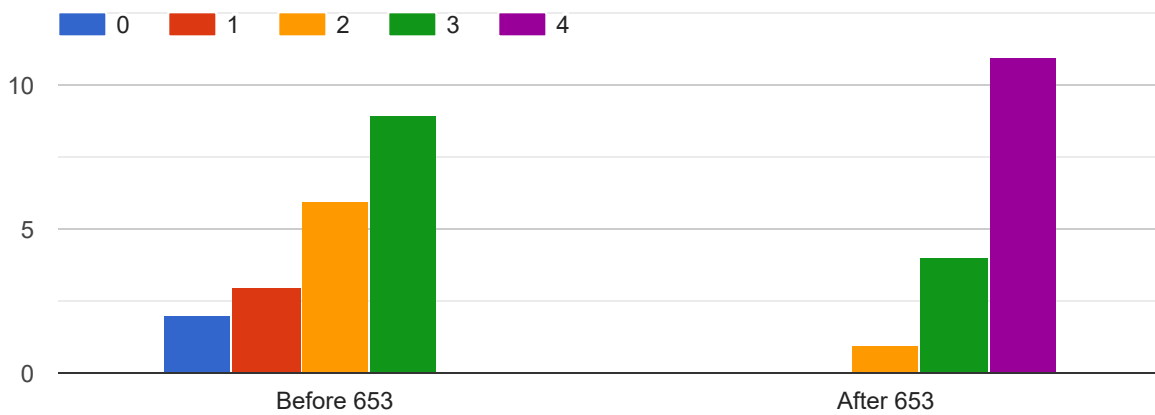
4. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners.



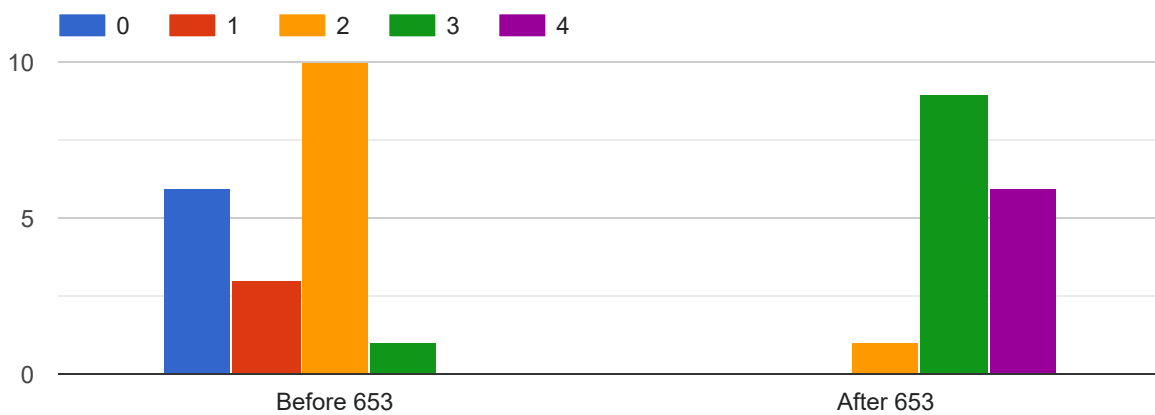
5. I know the variety and types of social and emotional characteristics and needs of students who are gifted and utilize research-based responses and accommodations for those needs.



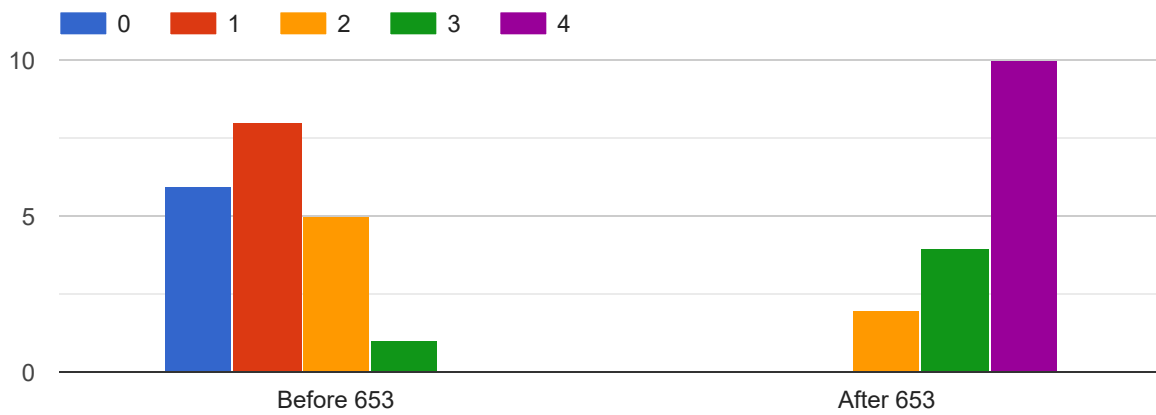
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



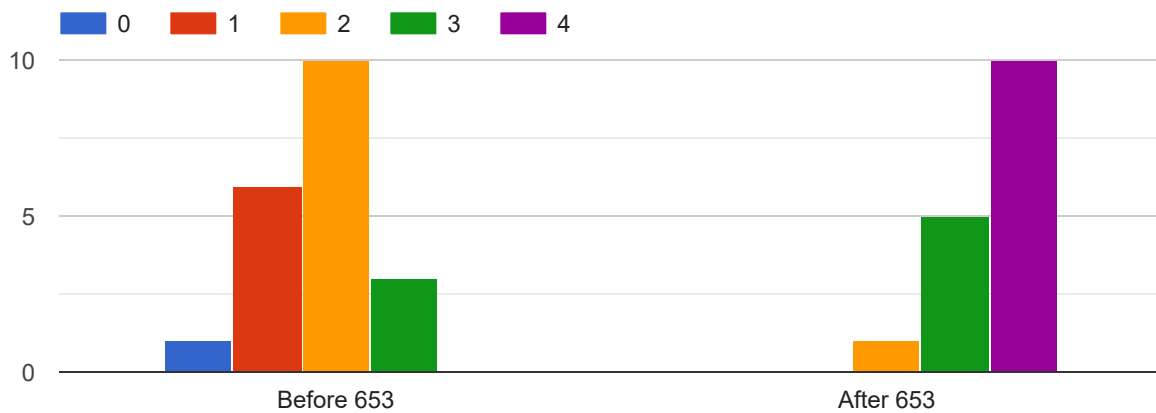
7. I have knowledge of the variety and types of social and emotional needs, and guidance and counseling issues specific to gifted students from traditionally underrepresented population (as found in my teaching situation) and utilize research-based responses for them.



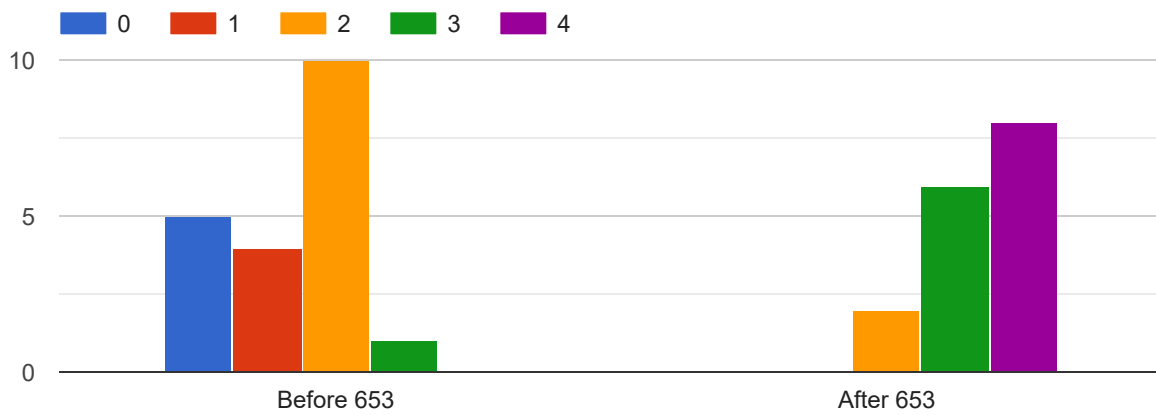
8. I know the structures, formats, and skills needed to facilitate a dialogue discussion with a group of gifted students for the purpose of processing and managing social and emotional skill, and guidance and counseling issues.



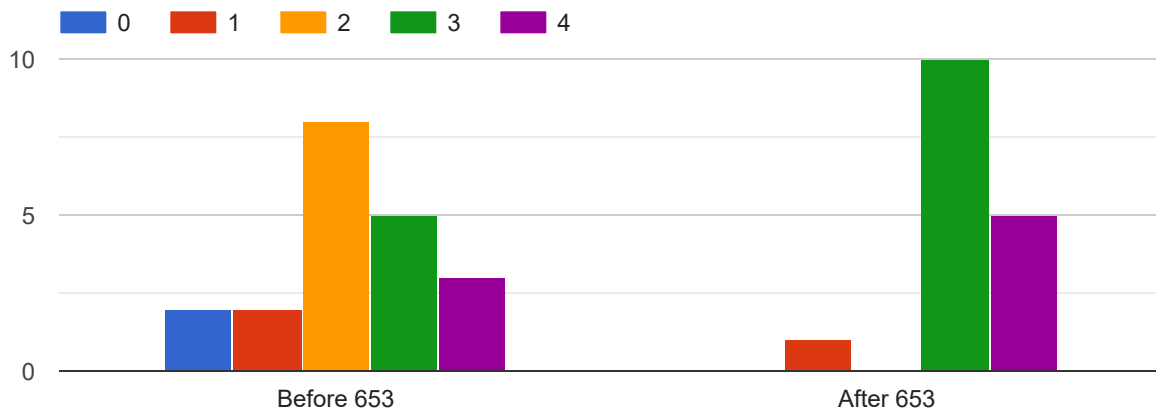
9. I can articulate my philosophy for teaching and supporting gifted students' social and emotional skills, and guidance and counseling issues.



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.

20 responses

I think #1 and #8 are the most critical for me to learn during this course. I select these items as I think it is important to be fluent in proper categories and requirements for my students and also be able to facilitate conversations about the social and emotional needs of my students.

#5: I believe it will be essential to understand the social and emotional needs of our gifted students as well as research-based ways to accommodate those needs in order to provide the best education possible.

#2: Writing a WEP is so important so that we can provide gifted students with the services needed and I believe too often we overlook their social/emotional needs. The WEP is a great place to incorporate these needs and ensure our students are getting the services needed.

#3: Understanding my personality will make me a better teacher for each and every one of my students.

#4: Understanding my students will help me help them.

2, 7, 10

1 - how to help my students with their social/emotional needs 2 -learn how their social/emotional needs impacts their learning 3 - learn all the social emotional needs my gifted students may be faced with

2 - I believe I should understand how to incorporate social and emotional needs for students on their WEP. In a previous course we looked at the WEP our districts use, and I found that my district doesn't include information about social and emotional needs. I feel like this is something that should be changed so I am interested in learning more to consider ways I can help improve my district. 5 - I feel it is critical for me to learn about strategies and accommodations to use in the classroom to support the social and emotional needs of gifted students.

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



This is the aspect of gifted and talented programs that led me to this program. While I feel I have a handle on the curricular needs of gifted students, I need more information and techniques to use for students and their social/emotional needs.

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.

This is another angle to look at what led me to the program.

- 1.) Define social and emotional needs and help support gifted students
- 2.) Identify how to support gifted students with social and emotional needs
- 3.) Define Myers-Briggs Type Indicator.
- 4.) Use the Myers-Briggs Type Indicator to help support my gifted students
- 5.) Obtain more knowledge about a WEP

5 - I have only learned how to help my students generally with social-emotional learning. I teach middle school and there are a lot of things happening at this age that will require help. Students are focused on peer perception and gifted students have that label to add an extra stressor to their lives. I want to learn what I can do as a teacher to help with SEL for my gifted students.

7 - I would like to better support the students who are marginalized and underserved in the gifted classroom. Even though I cannot relate to these students backgrounds and lives outside of school, I would like to learn how to help and support them.

#2 - I need to gain more knowledge of WEPs and what they entail for gifted students

#8 - I look forward to developing the skills to facilitate dialogue with students regarding their social and emotional needs

I am so excited for this course!

#5: I am interested in the various social/emotional needs of my students, I love looking at the ways we interact/react and why we function the way we do, and I have some knowledge of MBTI. I would love to incorporate research-based methods to address those different needs. But I have NO IDEA how to do that, or what methods those would be!

#7: In my teaching situation I believe an underrepresented population in our school includes gifted children who come from low-income families. I would like to have some knowledge of appropriate responses to this group of individuals, and hope that I can make a difference in their education experience.

1- While I am generally familiar with the categories of gifted students, I do not know how they correspond to social and emotional needs. 5 - Since I am just beginning my career as an educator of gifted students and they will be middle schoolers, I am aware that this can be a challenging time. I want to do all I can to support students successfully. 8. I am excited about this part of the course because I anticipate practical applications.

Developing a better understanding of the social and emotional characteristics and needs of gifted students and developing a toolkit of research-based accommodations and strategies for those needs.



2, 5, 6, 7 I feel that in order for me to properly serve my students and ensure they have access to the resources and support they need, I need to fully understand their needs and the challenges they face as well as being prepared with a variety of responses.

1- Continuing to learn more information about working with students who are gifted will help strengthen my teaching practice!

3 and 4- Understanding the Myers Briggs Type personality identifier will be helpful to not only understand myself and how I can be helpful to students who are gifted, but also understanding students who are gifted learners better too.

7-Understanding the variety and different types of social and emotional needs for students who are gifted will make identifying their needs easier.

8-Knowing how to facilitate dialogue with students who are gifted and talented to help them understand their emotions and learn how to properly cope with them is important.

1. Knowing the categories, requirements and guidelines of social-emotional needs of gifted students will help to support the social-emotional needs of gifted students.

3 & 4. Using MBTI to help plan for students different personalities and understand my personality type to help make my instruction and connection to my students stronger.

#3: I think that it is important for me to have an understanding of my own personality type and interests and traits to understand myself as an educator and how I approach teaching situations. #4: Taking personality types of myself and my students into consideration is vital to create experiences which they will find valuable and tailored to who they are individually. #5: I look forward to learning research-based responses and interventions when guiding and counseling gifted students so that I can best support them with proven practices that are effective. #7: I'd like to learn more about the issues related specifically to underrepresented populations of gifted students as I am not directly teaching gifted courses or involved in identifying students for placement gifted courses. #8: It will be valuable to learn how to properly lead a dialogue with gifted students in which I sit back and facilitate the discussion and add important points which they can build off of and consider to learn from one another.

1, 2, 5, 6, 10

#1 & #3 (I am not sure if I know what the Myers-Briggs thing is or not...)

2 - As Gifted Coordinator for my district I will be in charge of ensuring that WEPs are complete and effective

5 - I will need to guide teachers in placement of gifted students and meeting their learning needs

8: It is important for me to learn more about how to facilitate a dialogue discussion with my gifted students. This could help with their social/emotional skills.

6: I would like to learn more about the different placement options for my gifted students. This will give me a better understanding when I teach gifted students.



4: I am aware of the Myers-Briggs types. I need to have a better understanding how to bring this into my teaching with gifted students.

5: I understand the different characteristics for social and emotional gifted students. I need to understand the research-based responses for these characteristics.

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?

16 responses

Understanding the Myers-Briggs Type Indicator. After completing this course, taking the 16 personalities test, and watching the videos provided I feel I can better support my gifted students because of my knowledge of my different personality types. I am excited to explore these examples with my students.

I learned about myself with the MBTI and could reflect on how this affects my classroom and lessons. I had limited knowledge on helping gifted students with their social and emotional needs. My most growth would be in learning of the social and emotional needs of gifted students and ways to support them. I would like to learn more on supporting the gifted students from traditionally underrepresented backgrounds.

I feel that I made the growth in understanding the different social and emotional needs of gifted students and strategies to help support them. I feel much more comfortable with conducting a dialogue session with students! I am still not completely comfortable with writing a WEP or a WAP, but I am sure that will come with experience.

I grew the most in my knowledge of the different types of socio-emotional needs of gifted students (so basically EGT Chapter 17). Identifying, trusting my intuition on student behavior and whether they might need support of some kind, and being attentive to my students' emotional well-being are all areas that I feel much better about after taking this course. I want to improve on - or at least consider - ways to incorporate these types of topics into my classroom. If I learned one thing from hosting the dialogue, it's that these students want to be heard. How can I attend to that while still getting in all of the academic content? This question is pertinent to my teaching philosophy because I truly value the student as an individual not just an academic learning. So I'll be keeping this in mind as I teach!

I learned that gifted students are often more resilient than watching television might have one imagine! I learned that they have unique social and emotional needs. With the current political climate, I am honestly more worried for them.

I have a much better understanding of how/why gifted students have unique needs. I have a much better understanding of underachievement, but would like to still investigate more strategies and interventions.



I feel I improved the most at facilitating a dialogue discussion with a group of students. I feel like I could use the Fonseca text and what we learned to help my students immediately. I would like to continue to improve at integrated SEL needs into the writing of a WEP. I think I still need to improve at APA style writing since I made a mistake in my citations on my annotated bibliography.

3 and 4- I feel I made the most growth in understanding the Myers Briggs Type personality identifier with myself and how I can be helpful to students who are gifted, but also understanding students who are gifted learners better too! It is very interesting! I can still improve by thinking about this while preparing for dialogues or lessons for gifted students.

I think I have more awareness of social and emotional needs of my students as it relates to guidance and counseling. I want to continue to learn more about the WEP process.

The variety of needs other than the few that I had in mind prior to this course. Having a toolbox of ways to identify and address the needs a gifted students might have. Personality characteristics and how they may play into the classroom dynamics and what a student might need. Twice-exceptional students has become an interest and how to meet their needs and maximize their potential. I still also need to work on APA format.

I made the most growth in learning about the variety of social and emotional needs that gifted students may have. I studied these in depth through research and reflection posts. I still want to improve upon figuring out ways to incorporate discussion of guidance and counseling issues in my math classroom on a more frequent basis.

A deeper understanding of how important and impactful SEL is for our gifted learners. I still need to work more on my APA formatting.

I LOVED learning about the MBTI categories!!! I had never done that type of survey! (not sure how that slipped by me in my life experiences) It really opened my eyes up to all the "opposite" preferences from my own! I still need to improve my philosophy statement.

During this course I feel that I made a lot of growth in understanding different types of social and emotional needs gifted students may have and how to support them. I gained a better understanding of the role a GIS can have as a counselor for gifted students.

I feel that I have a much better understanding of the emotional needs of gifted students. I thought I knew them before, but after this class I know the underlying causes in a more concrete way. I still feel I need more growth in how to address some of the more complex emotional issues of gifted students.

I feel I made major growth in this class. I learned a lot about personality types. I also feel I learned a lot about the social and emotional needs of gifted students. For instance, students asynchronous development and perfectionism within gifted students.



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:

15 responses

The level of challenge in 653 was perfect for me. The pace of the class was perfect. The amount of work seemed just right each week.

I was able to learn so much about the gifted and talented child and their social/emotional needs. I even learned a lot about myself these past seven weeks.

Thank you for your support and guidance throughout 653. You make learning enjoyable and I am happy I took the opportunity this summer to learn more about the gifted child.

I think this course had just the right amount of challenge. I was never exceptionally overwhelmed with content or tasks. Each week had a similar course load, so I knew what to expect. The description videos were helpful each week. It was also nice to see Dr. G and hear words of encouragement that would not have translated the same in a Blackboard update or email. Padlet is also a favorite of mine, and I can access it when I need it. Dr. G was a wonderful instructor, and I would gladly take another class she taught.

I really enjoyed this course and learned a lot of useful information. The texts were spot on with each lesson, and the instruction was knowledgeable, helpful, and entertaining on her videos! The level of challenge and pace were what I expected. Thank you for this fantastic learning experience!

MBTI - love looking at that. It was interesting to learn about other teacher types in our reflections, but it would be more helpful to hear specific suggestions about how to meet the needs of students who are those different personality types. It would be great if we were all so motivated, but at some point I would probably benefit from taking a look at each of the 16 (eek! 32 with the added letter??) and just getting a quick overview of how the combinations play out. But then seven weeks...

Thanks for mapping out the course so well. It's convenient to follow, the assignments don't feel like busy work, and the Fonseca text is one I think I truly will use (you know, not like that bridesmaid dress about which the bride always says "you can wear this again!")

I would have preferred to comment in Blackboard rather than the public Padlet. I felt I had to be forthcoming with the parents of the children I worked with and they were not comfortable with pictures of their children being posted publicly. I also found the Padlet challenging to navigate



pictures of their children being posted publicly. I also found the Pallet challenging to navigate.

I really enjoyed this course. The assignments were useful and practical.

I really enjoyed this course and especially liked the Fonseca text since it's applicable to a wide range of classroom situations.

Again, another great course! Thank you!

The pace was nice, I liked how the dialogue project had little parts throughout and the focus was on the reflection of the discussion rather than the actual dialogue discussion.

Also, being able to choose the chapters to do for the FQ's and multiple formats and questions for the FQ's allowed me to apply them to my situation and interests.

The course itself was laid out fantastically. This is my second course with Dr. Groman, and she organizes the materials very clearly. I don't find the amount of work overwhelming or unnecessary. This course was very interesting to me, and I actually would love to go further into the content and have the course be even longer than 7 weeks.

Fabulous instructor! The weekly videos were incredibly helpful to elaborate on what was found in the syllabus. Dr. Groman was incredibly professional and timely in her responses. She is a wealth of information, a true asset to our profession. I enjoyed this class and learned so much about our gifted learners and their social emotional needs.

I enjoyed the class very much! I gained so much to think about regarding my gifted population in my fourth grade class! I thought the dialogue project was super and appreciated the Fonseca text. I read the whole SEDGC text because it was interesting :)

I really enjoyed the course text and the assignments were very relevant and reasonable. I think Dr. Groman is wonderful. She is so enthusiastic and knowledgeable. She feels personable even through a computer. I have really enjoyed all the courses I've taken with her. I think her passion rubs off on me.

I thought your weekly videos were very informative and gave the online course a more personal touch. I liked how you gave us a lot of choices in the weekly Free Response Questions so that we could shape the course to our specific learning needs. I thought the pacing was manageable, particularly on the Dialogue Project. Also, as an administrator working through the summer, the weekly grace period was a lifesaver!

I really enjoyed the texts. I felt that I learned a lot about the social and emotional needs of gifted students. I felt that it did have challenge, but a good amount. I learned a lot with each focus question that I completed. I think there is nothing that needs to change to improve the course. I think that the instructor was very helpful and effective.



