

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 my 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 gifted and utilize research-based responses and accommodations for those needs: I am particularly interested in early intervention and prevention of some of the issues we have learned about this course. I want to be actively teaching growth mindset and mastery goal orientation so that students understand that effort can matter as much as, or more than, intelligence, and that the process can be more important than the outcome itself.

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: I am now very comfortable facilitating a dialogue with a group of gifted students. I have done two very structured ones so far, and have also had a great deal of less formal conversation with students regarding social and emotional learning needs. These conversations need to begin at a very early age.

2,3,5,7, 8 I am only a little familiar with Myers Briggs. I feel I need more knowledge of social emotional needs of gifted students and how to use the knowledge in writing WEPs

7, 4, 8, 3, 6

1, 2, 5, 7, 9

1. It's important for me to learn the categories, definitions, and requirements for providing appropriate social and emotional instruction for gifted learners. 2. Learning how to appropriately address social/emotional issues in a WEP critical. 3/4. Become familiar with the Myers-Briggs Type Indicator and how to analyze the results in order to best help gifted students who are

struggling socially and emotionally. 6. Delve deeper into the district/county method of identifying talented learners. I know a little bit about this, but would like to learn more. 10. Taking information from this class and merging it into my classroom is so important. Social/emotional health is something that is a vital part of how I teach, and it's important to me to learn as much as I can to reach those who are struggling.

1, 2, 5, 6, 7 A majority of the students that I teach fall into the gifted category. Advanced content has always been the way that I provide services for those students. More recently I have taken an interest in helping my gifted underachievers, both at the high and low levels. Previously my remediation for these students has focused academic supports. I now feel like I have gained some tools to help attack the underlying causes of underachievement. Additionally I have perceived an uptick in the incidence of anxiety and stress amongst my students and I am better equipped to understand their problems and provide for some solutions.

The area I feel like I need to learn most are practical skills to help my gifted students overcome their specific social/emotional needs.

During this course, I hope to gain knowledge and skills to support the social and emotional needs of my gifted students. Several items above refer to research-based practices, which I feel is critical to successfully supporting gifted learners. To begin, I must learn items 1 and 5, which introduce the needs of gifted learners, my responsibilities in providing guidance and counseling, and relevant research-based accommodations. Mastery of items 2 and 4 enables me to support individual social and emotional needs of diverse gifted learners while also providing methods of counseling. Finally, item 4 allows me to recognize my own social strengths and preferences as well as those of my students. In doing so, I can reflect on my own interactions with gifted learners and better plan instruction to meet their social and emotional needs.

1, 5, 6, 7, 8 These seem foundational to providing gifted students with the resources they need to thrive in the education system.

I think that all are important and I don't want to single out any of the options because I want to succeed in all of them.

The area I feel like I need to learn most are practical skills to help my gifted students overcome their specific social/emotional needs.

3 & 4 - I am aware of the Myers-Briggs Type Indicator but I do not know a lot about it. I am wondering about its application to the social emotional needs of gifted students. 5, 7, & 8 - I am wondering how my experience with SEL with students with disabilities differs from SEL with gifted students and their needs.

1, 2, 3, 7, 10

#2, I need to know how to write a WEP goal to help meet students' emotional and social needs.

#6, I need to have knowledge of various curricular and placement options for talented students and know how this will impact everyone involved. #5, I need to know the various types of social and emotional characteristics and ways to help my students, so they can focus on learning. #1, It will be beneficial to know the general categories, definitions, and requirements for gifted education and service for social and emotional needs to better help my students. #4, learning about the Myers-Briggs Type Indicator and using it to help with the impact of teaching and learning.

#4, #5, #6, #7, #8

1) Categories, definitions, & requirements for gifted ed and service 2) Variety and types of social and emotional characteristics and needs of students who are gifted and utilize research 3) Know counseling issues specific to gifted students from traditionally underrepresented population and utilize research 4) Facilitate dialogue 5) Knowledge & integration of WEP

5. There are always a few kids that I feel I am not reaching adequately. Research based responses to some of their social/emotional needs might help me crack those cases. 8. Dialogue is the heart and soul of a classroom. I am always trying to find ways to improve the various forms of dialogue within my classroom.

1 2 4 5 6

Numbers 1,2,5,7,8 - Looking forward to learning more about the social and emotional development of the gifted students I work with at my school.

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. - I had a student group that met last year. It would be good to have more PD in this area to make better use of the group to support the needs of the learners that I work with. 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. - I wrote my first ILP - Extension last year which is our version of a WEP. I did not include any social, emotional goals, however, I would like to know what constitutes an effective goal because I have a student this year who may need a goal in this area. 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 would like better general knowledge in this area because I rarely look at the social, emotional needs of my learners. Also, my new principal has an M.Ed in Counseling so I believe that I can leverage the social-emotional needs of students to get more support for them.

2- I do not feel that confident in writing a WEP at this point, but I know that eventually I will need to. 3- I have never heard of the MBTI concept, but I do feel that it could be beneficial to use in my classroom as I am assisting these types of learners. 5- At this point, I am aware of the common social challenges, but I want to continue to learn and practice accommodating for those needs. It will be helpful to find research and strategies to help in those situations. 8- I do not have a lot of experience with leading a group of social-emotional help, but I did hear about my GIS experience of groups that she leads for my students. I want to learn more so I can begin to lead those groups with my GIS. 10- I want to become more familiar with the gifted standards for social and emotional skills so I can be more proactive and aware of the needs of my learners.

7 - I really want to make sure I am meeting the social-emotional needs of all students, specifically those who are part of underrepresented populations.

9, 6,1,2

2. As someone who WEPs were thrown on to last year with no idea what I was doing, this objective appeals to me. 3. This sounds incredibly interesting to me - will benefit both myself and my students. 5. I know my gifted student population can struggle at times, so I'm looking forward to having a better understanding of those signs and how I can help them. 8. I would love to have a deeper understanding and connection with my gifted students - being able to have "tough" conversations with them about their social and emotional well-being is crucial. 9. My educational philosophy is always evolving, so I'm eager to see how what I learn in 653 changes my perspective.

1,2,8,10-I have devoted a lot of time exploring social and emotional learning strategies for our gifted students. I want to be confident and capable and effective in addressing their needs and incorporate SEL topics in my daily/weekly classroom activities. I feel this is vitally important to help the gifted students address the anxiety and stress they experience during these unprecedented time. I fully believe that these students are not able to reach their full academic potential when hindered by SEL concerns.

4,5,6,7,8, Knowing Standards and WEPS

1. Applying the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning
2. Being aware of how student and teacher preferences can impact instructional planning for gifted learners

The outcomes I feel are the most critical to me are 10, 2, 7, 5, and 1. Being able to explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues, using 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, and knowing 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 will impact my teaching of gifted students in a positive way.

1,2, 5, 7

1, 4, 5, 7, 8

1, 3, 4, 5, 8

1 - knowing the social/emotional needs of my students (especially during this trying time in the world) is important for me to be able to support their learning. 2 - I have experience with the WEP, but writing goals is something that I need practice with to best suit the student's needs. 3/4 - It is beneficial to learn my own personality traits and how to use them effectively to reach all students, no matter what their personality traits are. 8 - I would like to find a way for me to be able to have dialogue with students before they are able to talk to a counselor; I want them to be comfortable to talk to me.

2 Writing the WEP with clear social emotional needs; 3,4 integration of personality tests; 11 I think this is where I faulted on my case study; 8 a lot of my gifted students come to me for advice or just to talk and I want to be better equipped for it.

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. Without doing much research beforehand, I am unclear of what the Myers-Briggs Type Indicators are. The test sounds familiar to me, but I look forward to learning more about it and how I am able to utilize this in my classroom. I feel this will be an incredibly useful tool to add to my teacher toolkit. 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. I know of some of the social and emotional needs of my special education population, but I am unfamiliar with the gifted population. I am curious to learn and know more about these needs. I also spend a great deal of time with my coteacher on teaching Social and Emotional growth, as this is becoming more and more of a need to be something that needs to be taught. We are concerned by the number of students that are coming into the classroom without the proper skills to handle their emotions. As stated in the last comment, I am curious to learn and know more so I am able to add more to my teacher toolkit. 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. My curiosity here lies in the fact that I know some special education students are put on IEPs to handle their behaviors and have strictly social and emotional goals. Could there be a similar case for gifted students on WEPs? Could a WEP be strictly social and emotional goals for a gifted student? And if so, how would those goals be written and what would those goals look like? 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. I feel it is very important to know the variety and types of social and emotional characteristics and needs of gifted individuals. I feel this is the goal and purpose of this class. If I want to better serve the gifted population, I need to understand the characteristics and needs to instruct these students.

Numbers 3 and 4, those that deal with the Myers-Briggs Type Indicator. This is something I've never heard of and so I feel that I have a great deal to learn here.

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. 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. I chose #1 and #6 because they were the two lowest scoring outcomes in scoring zero. I feel that I don't have enough knowledge about these two outcomes to be effective. 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. I chose #7 because this is the population of students that I work with in my current position. By having this knowledge, I can help the students and teachers that I work with. 9. I can articulate my philosophy for teaching and supporting gifted students' social and emotional skills, and guidance and counseling issues. I chose #9 because by knowing and articulating my philosophy for teaching and supporting gifted students social and emotional skills, and guidance and counseling issues I can become an advocate for the gifted learner.

3,4,7. I want to gain more in depth knowledge to deal with the unique social/emotional needs of gifted students.

#1, adequately speaking and writing for the gifted student. # 5, Understanding the social and emotional needs of the gifted student. #6 Knowledge of various curricular and placement options.

1- this information will help me be able to define students and know more about what they need to be successful 2- WEPs are important for students, teachers, and parents because they give us common, concrete goals for students. Measuring these goals and reporting progress holds everyone accountable and is a way to involve parents in their child's education 5- I know some of the characteristics, but not all, and I will need to know all to make appropriate recommendations for students. 8- dialog with students about social and emotional behaviors and responses are important to teach students to be aware of and manage these things. a student is not truly successful if they cannot manage their emotions. 9- knowing my philosophy and ideas on teaching and counseling gifted students will be important to my development as an educator and will inform decisions I make.

Knowing and applying the Myers-Briggs Type Indicator to teaching and learning. Being aware of how student and teacher preferences can impact instructional planning for gifted learners. I can use MBTI to understand my source of energy, social interactions, decision making, behavior and how I organize my world. Knowing 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. Having 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.

#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 am fascinated with personality typing and have found it very helpful to understand myself and my relationships with others better, but I want to know how to use this with my students to help them throughout their lives as well. #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. I want to have research based strategies for helping my students work through their needs as gifted students.

This course gave me so many opportunities to add creativity into my lesson plans, which has been vital to this entire year!

2- I would like to learn about WEP goals for social and emotional concerns. 3- I am interested in revisiting the Meyers-Briggs type pairs and how it applies to gifted students and myself. 8. I want to learn more about the issues that my students face and how to help them to deal with the social an emotional issues of giftedness, particularly twice exceptional, organization, perfectionism, and anxiety.

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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

4 and 7-most growth; would still like to work more on 8

Understanding and being able to apply teaching strategies to address the emotional needs of the students.

I feel I have learned the major categories of gifted & talented student social / emotional needs & how to address them.

Growth: Understanding the social and emotional needs of gifted students in regards to perfectionism and underachievement. Need: Deep dive into differentiation in a science context.

I feel like I better understand the importance of being sensitive to a student's social and emotional needs and how it directly affects a student's academic performance.

I learned a lot during the dialogue project and about Meyers-Briggs. I still think I need to improve my knowledge to encompass even more ideas pertaining to social-emotional needs for my gifted students, but this course was helpful getting me started and helping me to realize where I need to go from here.

I feel I made the most growth with knowing the different social and emotional needs of students and useful strategies to use with my gifted students I still want to improve on facilitating dialogues.

I feel like I grew in all areas listed in this survey. I feel like I have a good base of research and tools to provide some service to gifted students.

I feel like I grew the most in learning how to have conversations with gifted students about their social emotional needs. I can't wait to put this to use! I am still working on applying this to my specific teaching context, but that will come with time.

I think I made the most growth in my awareness of varieties of services and interventions available to help gifted students grow academically and with their social-emotional skills.

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.



I had never done the MBTI, and wasn't really familiar with it at all, so that was a really interesting component for me. I really enjoyed this course's content overall.

This was the first time I had been introduced to the MBTI. This was an extremely beneficial tool to utilize in order to see what strengths I can bring to the classroom, as well as, reflecting on what I can do to compensate for areas I may have weaknesses in. I learned a lot about myself and truly felt validated knowing they are others out there similar to me!

I loved this class! I grew so much in understanding more about the social and emotional understanding of gifted students.

Social emotional needs are so complex, yet I feel more comfortable with the needs of different groups such as boys and girls, twice exceptional, etc. I understand how to better facilitate a dialogue. I feel that I still need to work on creating specific WEP goals for social emotional needs. After looking back at the goals I set in the previous question before taking this course, I can say that I have met those goals. Now I would like to explore more strategies for facilitating group dialogues. I would also like to continue reading research in some of the areas that I explored in this class - overexcitabilities, twice-exceptionality, identity in gifted adolescents, and gifted students from diverse backgrounds.

I feel the dialogue project helped me better understand how to help students with social emotional issues beyond emotional regulation and coping skills. I would also say that is the area where I want and need to improve.

I feel I made the most growth in recognizing social and emotional needs and knowing how to facilitate dialogue about those needs. I need to get better at expressing my feelings in order to facilitate some of the dialogue.

5, 6, 7, are questions that I felt I had no experience in. I would need to improve in these areas in order to be a more effective resource for gifted students.

I feel that I have grown in my understanding of my personality and the importance that a personality type can play on day-to-day interactions in the classroom. I realize the significance of knowing my students' personalities as it can help drive the learning experience.

Learning about the MBIT, and use of technology, being able to navigate through a power point.

I felt I made the most growth in gaining an understanding about dialogue groups and the impact they can have on students and their growth. I would like to improve and gather more ideas around teaching in ways that benefits my students when it comes to the Myers Briggs Indicators. The readings were great at putting the issues and techniques and strategies in plain English to understand instead of research wording. This helped me grow with seeing the issues and

complications that gifted students may come to my classroom with and also gave me techniques and dialogues that I can use with them to help them.

I feel that I have a better understanding of the Myer's Briggs personality test and how to use my personality strengths to make the classroom setting a safe and successful place. Finding the appropriate time to address those controversial issues is something I need more work on. Implementing and writing WEPs for CCP students is where I have had major growth! Thank YOU!!!! I need to improve on implementing differentiation in my CCP courses.

The Meyers-Briggs Personality Type Indicator and implementing it into my classroom. Learning more about the social and emotional needs of gifted students and the Myers-Briggs Type Indicators.

I feel like I understand more about gifted students needs and the support they need. I still trying to see where physical education plays a role in identifying gifted students in sports.

I feel I made the most growth in understanding the MBTI personality types and have done research on my own to learn how to incorporate these types into my teaching. I feel that I need to improve my understanding of underrepresented populations and WEP writing-although I am working with a colleague to better understand that process.

Learning new things and being open to new things.

I feel that I made the most growth in using dialogues and differentiation to meet social and emotional needs of gifted learners. I feel comfortable using Fonseca's text to locate lessons I can lead with gifted learners on various topics. I have also gained more comfort in designing whole class and small group lessons for students in my context, focusing on topics such as promoting a growth mindset, reducing perfectionism, improving intrinsic motivation, differentiating for twice-exceptional learners, and accommodating gender differences among gifted learners. I would like to continue to improve my ability to write effective WEP goals and to locate additional resources and research-based strategies for topics such as underachievement and cultural differences among gifted learners. In addition, I hope to collaborate with my school guidance counselor to further develop my skills at engaging in dialogues with gifted learners.

I feel like I really understand underachievement , perfectionism, and twice exceptional learners more fully. I have many practical strategies that I can implement with my gifted students starting at the beginning of the school year. I found the Meyers-Briggs pairs to be fascinating!!

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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 struggle with keeping facts straight as I prefer to be able to apply more directly to classroom and real life aspects. Highly recommend Mindset by Carol Dweck as a recommendation for students.

The information was very helpful, and the pace was appropriate for the amount of material given. I would have enjoyed it better if it were spread out over 12 weeks rather than a summer course. There were a couple weeks of heavy reading & assignments which required many hours to accomplish. Overall, I enjoyed the course. Thank you!

I miss the rich discussions with other studetns and the instructor. Discussion boards seem like homework and fail to capture the diversity of interactions. Perhaps some sychronous sessions could help in this area.

Fantastic! Clear expectations, student interest taken into consideration, quick and thorough responses from professor, very applicable assignments!

I enjoyed the texts used. Pacing was good until week 6, but it was still manageable. Overall, great class!

I did not find the SEDGC book very useful and it was boring to read. I really liked how we could choose the format for our FQ responses. This made me realize that it is important to give my own students choices for completing their assignments. Pace was pretty good for me until the last two weeks, I felt a little overwhelmed, but I think it had to do with us starting back at school.

I liked the ability to choose a text that would be more reliant to my personal teaching as well as interest. I really appreciate being able to pace myself; there are days when I am totally alone and able to accomplish much more than other days. Being able to work ahead when I am able to really is a benefit for me.

I really liked how this course was set up - specifically for an online summer class. I learned a lot, but I wasn't overwhelmed by the amount of reading or other work. The weekly videos were particularly helpful!

I really enjoyed the pacing and texts presented in the course. The text "The Essential Guide to Talking with Gifted Teens" will be a resource that I keep with me for a long time. It is something that I'm sure I will be referring to a lot this year as I check in with students during this stressful time.

I appreciate so much your flexibility during these difficult times. We are ALL first year teachers again, and practically everything we do has to be redone. Thank you.

The section on being gifted and gay in the EGT text is seriously outdated. As a queer person, I was cringing hard at that section. Otherwise, I really enjoyed the course overall.

I enjoyed the course. I appreciated taking the time to dive into the social and emotional aspect of teaching. Especially with teaching at the high school level. The more information and resources I can equip myself with in order to serve my students, the better!

I enjoyed the layout of the class. I felt that the curriculum was rigorous and challenging but was paced at a manageable rate. I liked having the option of answering the focus questions in a few different ways, so I could decide which worked best for my learning style. I enjoyed the main project, the dialogue project, where I put my studies into action.

The pacing was great, even with all the work week 6 needed. I appreciate the videos and organization of the Blackboard. Plus, Dr. Groman is simply so down to earth and passionate about gifted education that it makes this course so wonderful.

I would to suggest you continue two practices that I really enjoyed in the course. First, I liked to selection of focus questions and the options to turn them into presentations. I have started some quality presentations that I hope to share with the staff at my school. Next, I really enjoyed the format of the dialogue project. I could make it practical and use it as a springboard for PD and research.

I struggled the most with the last 2 weeks of the course. There was too much due in week 6. It did not help that it coincided with the first week back at school. I can only focus on one assignment at a time. Trying to juggle each assignment and my need to read IEPs and ETRs to prepare for my

new students was overwhelming. I love the idea behind the collective chart, but the amount of information in one document is way too much. I feel it would be more beneficial to have the same assignment but each need has its own document. It would be easier to manage and easier to refer back to at a later time.

I enjoyed this class. I was happy that I got to dive deeper into the issues surrounding girls in science and math. I did get the two books that you suggested, See Jane Win and Smart Girls. I have leafed through them but with school starting have not had a chance to dive in. I am anxious to read both. I appreciate your encouragement and feedback on our assignments.

I am very fond of this session with Dr. Groman. She is very insightful of the content and also passionate with her work. She makes learning fun and meaningful. I felt that she assigned the perfect amount of work that was enriching but not overwhelming. I am overall very pleased with this course and how we have a lot of choice to go the direction that applies to our content area/grade.

I really enjoyed the Myers Briggs testing and the Dialogue Project

I have really enjoyed this class. I really made a connection with understanding the components of the Myers Briggs and the relationship with your personality and the delivery of instruction. Week 6 was a challenge to get through as there was so much to complete, however I liked the way week seven was more relaxed.

I loved the fact that I was able to see my MBTI characteristics. That was so beneficial because as I was going through the assignments I would remember my personality and try to suggest ways that I would be able to do based on my personality to help students. This was a great class! Thank you.

This course was challenging in the amount of time it took to complete the lessons, however, it was time well-spent. I realize that over the years, I have done a lot of things right in the classroom, especially when it comes to emotional health of my students. I have always been the "safe place" for students to land. My biggest concern is that teachers are not certified to provide counseling, and some of the issues on the counseling chart most certainly require qualified professionals. As our union president, I see things differently at times. This is definitely an area that I'd caution my members to tread lightly. Maybe it'd be helpful to add some discussion about the legalities of teachers in providing too much "guidance" to avoid getting too close to being looked upon as an actual counselor. Overall, I really enjoyed studying how parental influence can either help or hinder gifted or high achieving students or athletes.

I thought the course was set up very well! I love the dialogue project, especially the incorporation of the annotated bibliography! This helped me grow so much as an educator. I like being able to choose the topic that was applicable to my teaching!

I was personally let down by the two texts that contained lesson plans. I felt like they were superficial and not as easily to integrate into the normal classroom as I had wished.

I felt the textbooks were very useful and informative. I enjoyed all the activities we did for the course. The instructor was very helpful. Her weekly videos were very informative and she explained all required assignments thoroughly. I really learned a lot through this course.

I think that this course taught me a lot of great ideas on how to help gifted students and how to support them.

The content of this course was very interesting but I found it very difficult to allocate my time between online learning as a grad student, preparing for a new teaching position, studying for the OAE, setting up a new classroom, and preparing myself to teach gifted students (both remotely and in a hybrid mode) as a first year teacher in that area. It is overwhelming.

I loved this course, everything was so much fun.

I appreciated all of the texts in this course. The SEDGC text is easy-to-understand and easy-to-reference in the future. Fonseca's text is practical and ready-to-use in my context. These two texts have found a permanent home on my educational resource bookshelf. The options for selecting relevant readings and choosing a focus question response type are greatly appreciated. Not only does this make the content of my learning relevant, but I have already developed lessons and presentations that I can use with my students or for leading future professional development opportunities in my district. The pace of the course is appropriate for a shortened summer term. I appreciate your understanding and modification of existing assignments to meet our needs as a cohort of teachers with many responsibilities, especially during a remote learning environment. The very first week of the course felt busier than the rest for me. While there were not a lot of assignments from that week, it felt like there were many readings and videos to learn from. Your suggestions for completing the dialogue project were very beneficial in helping me pace and complete that project. The Padlet and video submissions were effective substitutes for in-person meetings given the health restrictions; however, I do hope that you will continue to offer an in-person session in the future (because that was certainly beneficial during your previous courses). My only other suggestion is we find a way to write sample WEP goals. I really appreciate your slideshow with sample goals for given students, and I am wondering if a Padlet assignment could be developed to give us experience with this (WEPs may be incorporated into your 651 or 652 course, but I completed it with a different instructor last summer, so I apologize if you already do something like this). Perhaps the assignment could be two-fold: 1. In week 1, make 2 posts, each describing a challenge posed by a previous (anonymous) gifted learner (this could be a copy-and-paste from our FQ1 slideshow). 2. In week 4, reply to 1-2 colleague's posts with a sample WEP goal for that student. Overall, I enjoyed the challenge and content of this course. It is very applicable and relevant to classroom instruction. Thank you.

One thing that I really appreciate is the professor using the techniques of evaluation, organization, and teaching that are being introduced. This is a great model for me as a teacher and it also gives me the sense of how it is helpful for my students. Using padlet and having students comment on each others work makes peer evaluation and editing possible in a virtual classroom. I found that I really relied on seeing an example of an assignment or looking at a completed project. I want to apply this with my students because it gave me confidence that I was on the right track and helped me to know what was expected.