

EDIS 796 Pre- and Post-Assessment

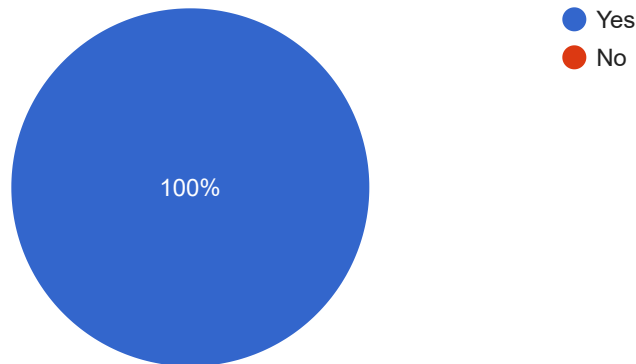
18 responses

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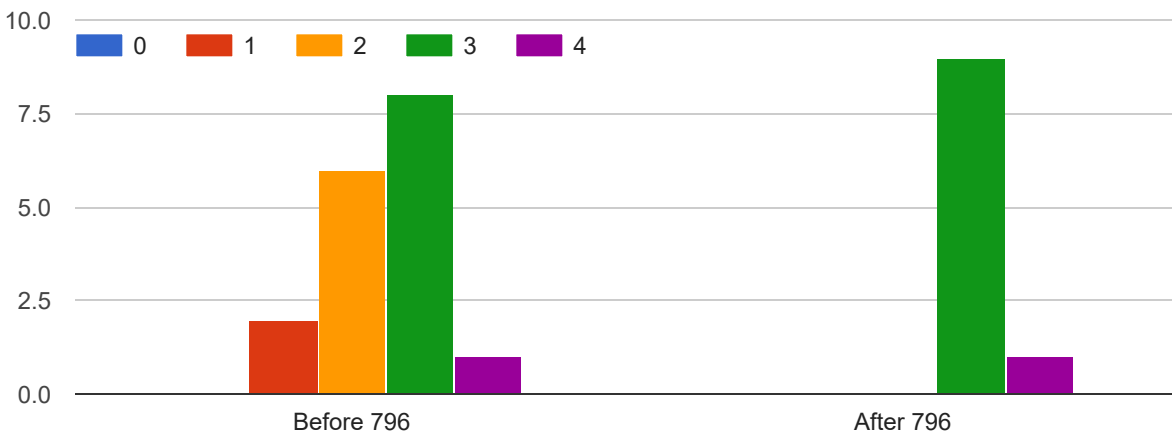
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18 responses

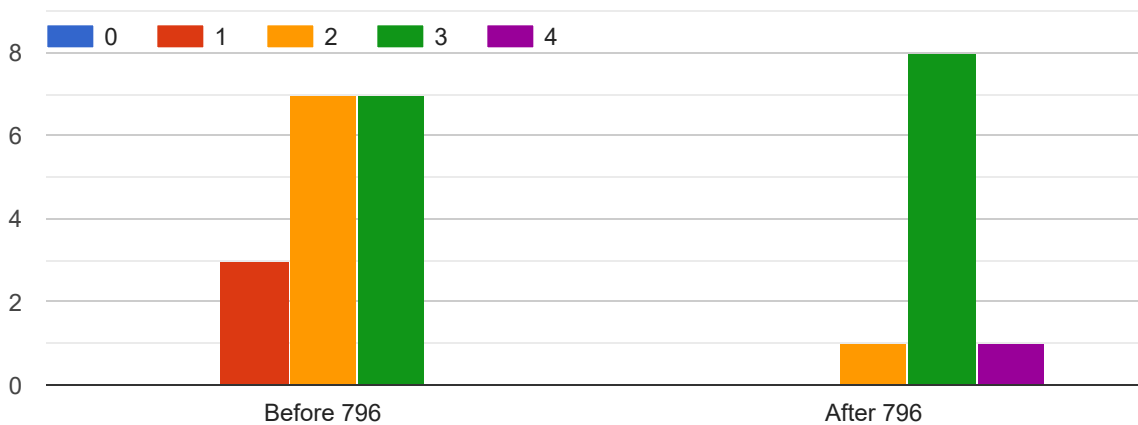


1. I know and can explain the identification and Written Education Plan (WEP) goals for gifted individuals in my classroom and I use ID information and WEP goals to plan accommodations for gifted.

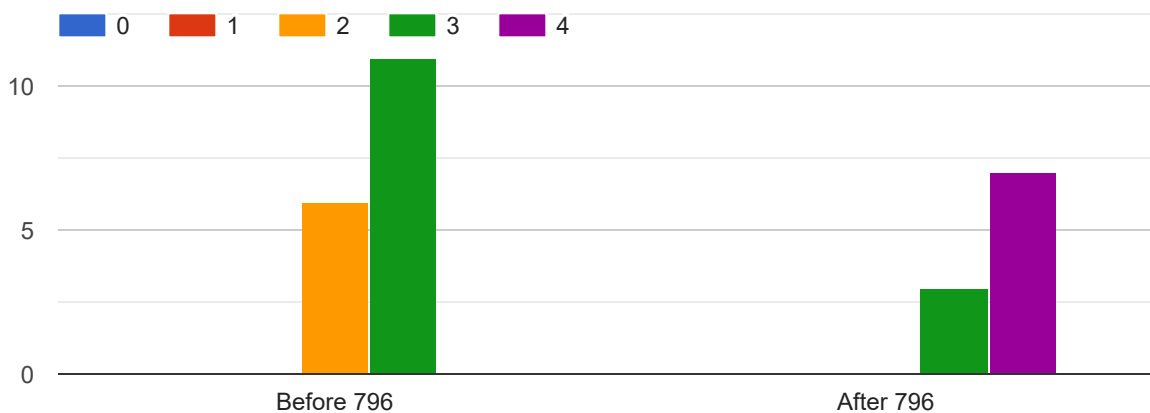
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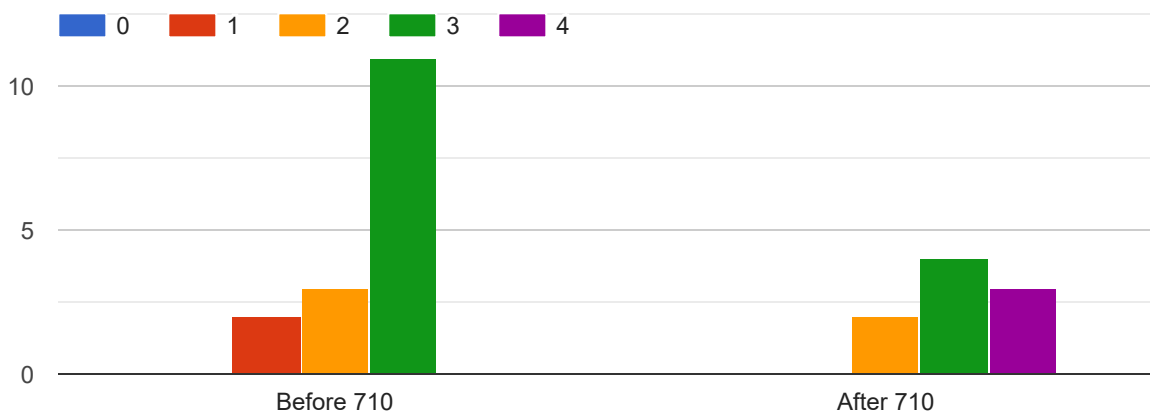
2. I know the purpose for and the components of my district's Written Education Plan (WEP) and can write strong WEP goals and I communicate those goals with stakeholders (parents, colleagues, administrators).



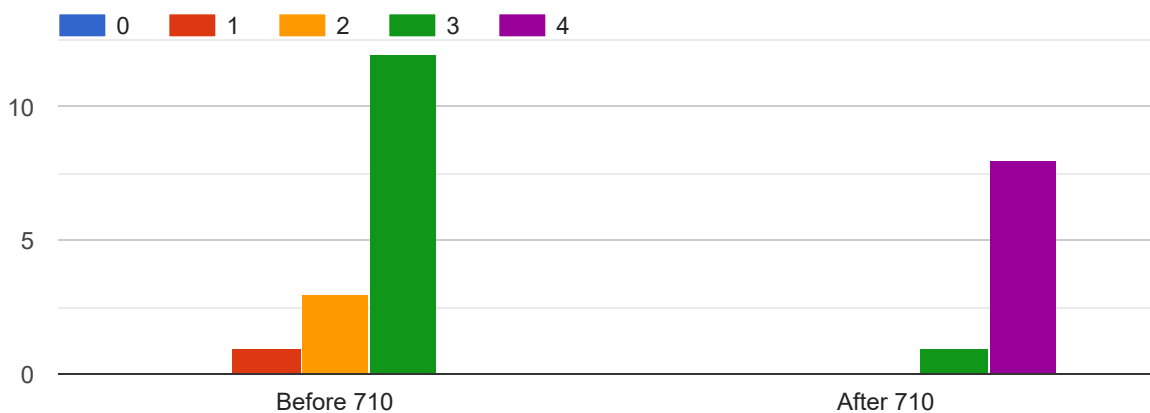
3. I know and can use demographic information (cultural and other diversities, socio-economic levels, etc) from my teaching context (classroom, building, district) to plan lessons that responding to the needs of gifted demonstrated by those demographics.



4. I know the professional journals and major theorists in the field of talent development and can find and utilize research in planning instruction that accommodated the needs of gifted students.

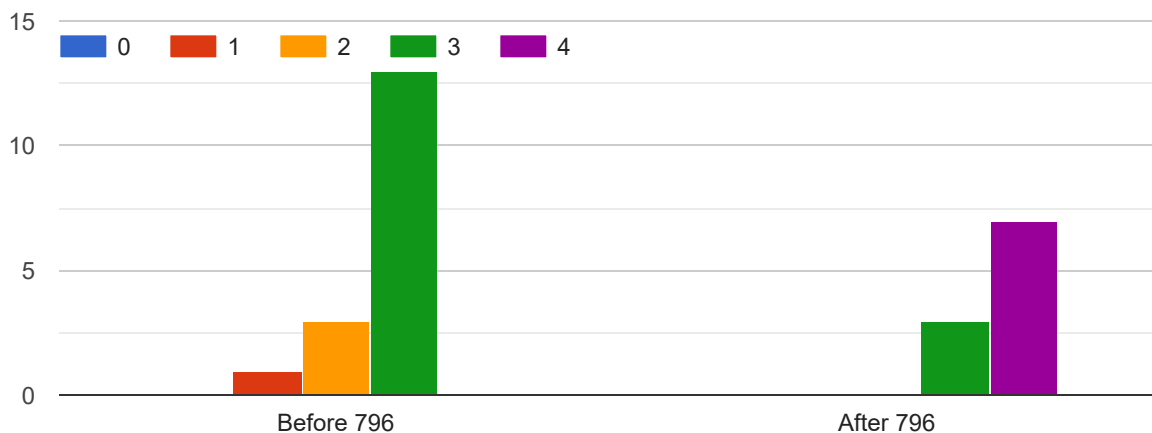


5. I know and can use lesson planning processes to support differentiation/accommodation of gifted students in my classroom, including (but not limited to) learning profiles, use of standards, differentiated work and assessments, deliberate grouping, and active learning.

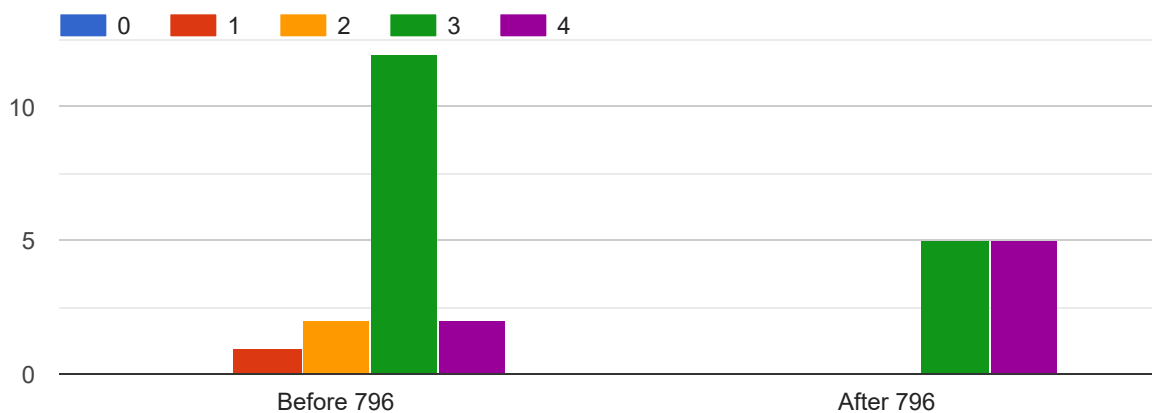




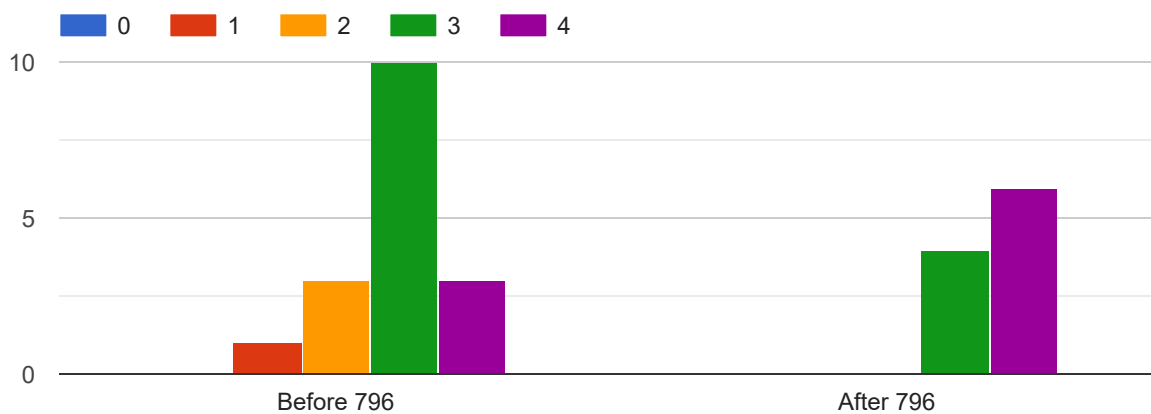
6. I know and can use various strategies to accommodate for gifted learners in my teaching context. Consider these examples - differentiating instruction, selecting, adapting, or creating differentiated curricula, providing extension or replacement of general education curricula, or incorporating creativity theory.



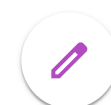
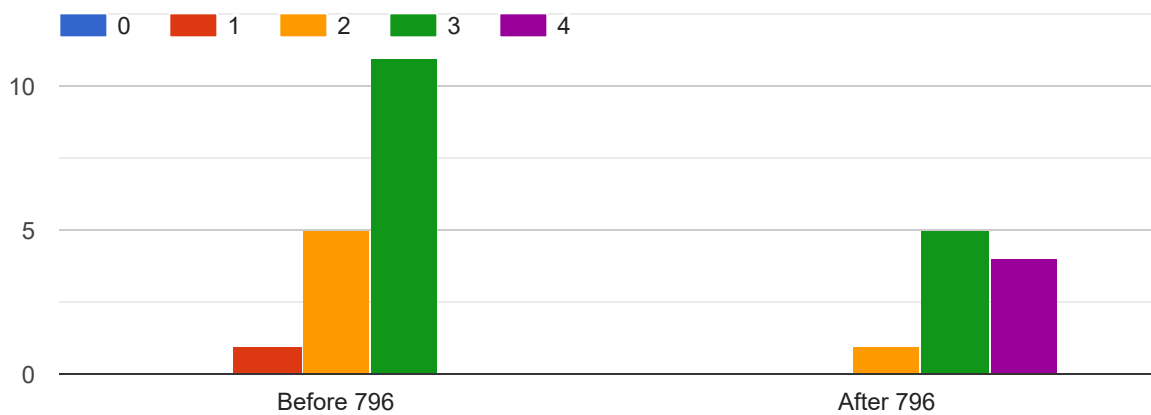
7. I know and can use a variety of assessments strategies for instructional planning, intervention or differentiation, and to show student growth, including student self-assessment and self-reflection.



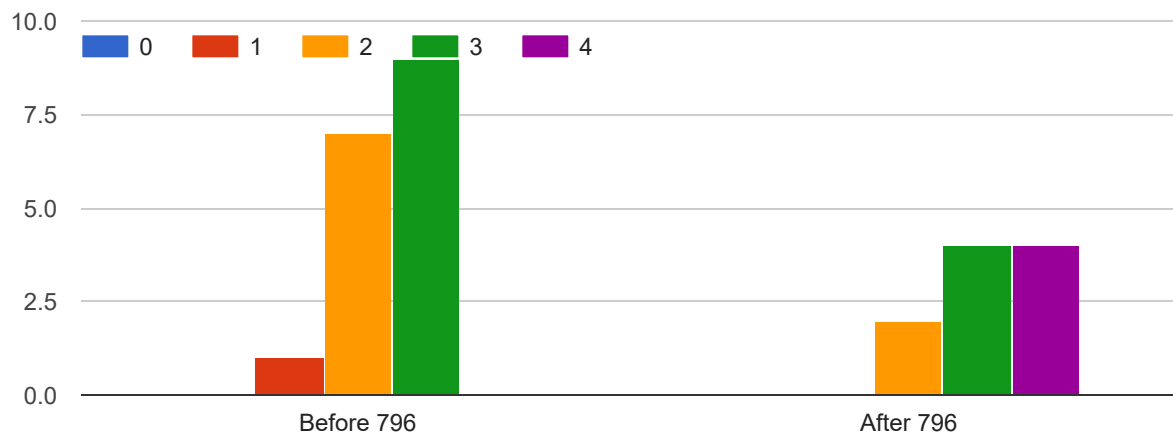
8. I know and can use technology for instructional planning for gifted learning, including management of teaching and learning environments, and differentiation record-keeping.



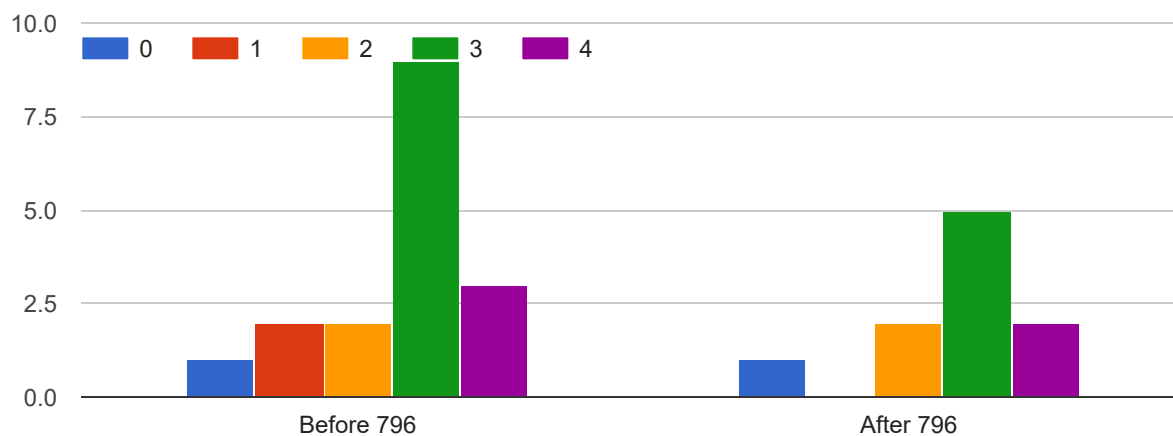
9. I know and can consider specific characteristics and needs of gifted students of diverse backgrounds, especially those in my teaching context. These might include minority populations, twice-exceptionalities, cultural or economic diversity.



10. I know and can utilize various applicable standards and competencies in the field of gifted education (NAGC/CEC Programming Standards, ODE Gifted Competencies, OAE Assessment Framework). I can use some of these to structure, clarify goals and provide accountability in my teaching context.



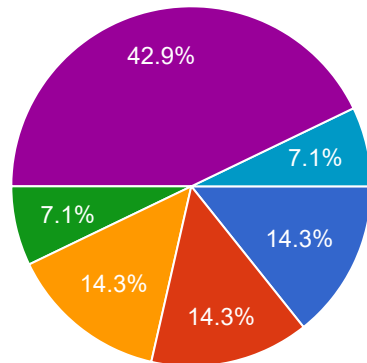
11. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 7th Edition.



Before 796: I will be offering Zoom meetings early in the semester to go over requirements and answer questions. What day/time works best for you?



14 responses



- Tuesday, September 27 from 5pm - 6pm
- Tuesday September 27 from 7pm - 8pm
- Thursday, September 29, from 5pm - 6pm
- Thursday, September 30, from 7pm - 8pm.
- None of these days/times wor...
- Any we can connect



Before 796: What specific goal would you set for yourself for this semester in the Internship? What do you want to know, be able to do, or improve your confidence in? Write it here and rate yourself on this goal.

16 responses

My goal is to use a variety of assessments strategies for instructional planning, intervention or differentiation, and to show student growth. I also want to include student self-assessment and self-reflection.

I would like to be able to focus more on the individual needs of my gifted students when planning lessons and content in the classroom. I would rate myself a 2 at the moment because I find myself viewing them as a cluster group vs. individual students with individual needs.

I would like to continue to build positive relationships with my cluster teachers and their departmentalized grade-level colleagues. There was a major setback in the working relationship between my assigned location and my employer. In the interview the superintendent informed me I was among the "ambassadors of experts" in their department.

I will improve my ability to differentiate language arts instruction, providing extension activities and selecting differentiated curricula. My rating is 2/4 (neutral) because I have experience in differentiating science and social studies instruction for gifted students, but this is my first year to teach a gifted cluster in language arts class.

I would like to improve my knowledge of the WEP process and how to communicate this to families.

Improve my confidence in meeting the needs of so many different types of gifted students.

I would like to become better at differentiating my lessons to accommodate the needs of my gifted students in my mixed ability classes.

This semester, I want to be able to provide more differentiated instruction for my gifted students to keep them engaged and working. On the 0-4 scale, I would rate myself a 1.

I would like to better serve twice-exceptional students with knowledge of proper accommodations and enrichment. I'd currently rate myself at 2.

I would like to improve my organization in my lesson presentation for my gifted students; I have a tendency to let my gifted students lead us off my original plans to follow what interests them. Rating: 5

This is my current Professional Growth Goal: By the end of the 2022-23 school year, I will implement at least one differentiated activity to challenge my high ability and especially the gifted identified students.



So far I would give myself a 2/5. I have done occasional small groups to differentiate, but have a very hard time consistently challenging my high achieving students.

I want to strengthen my skills on using assessment data to plan instruction; using flexible grouping strategies, and incorporating active learning.

I would like to have a gifted differentiation option for at least 1 lesson per week by the end of this semester.

I want to be able to write a lesson plan that has an appropriate level of rigor and engagement for my students.

I want to work on writing more individualized and personalized WEP goals for my students. We have always been encouraged to just use the prompts so that is easy to complete. I am hoping to make my goals much more personalized to each student this year.

To apply the knowledge gained from the other course work to my classroom and school. I want to purposefully acknowledge and address the needs of the gifted students in my classroom.



After 796: For the above specific goal, comment on your growth, include a post-assessment rating for this goal.

11 responses

It has been almost 6 weeks since I began working "regularly" in my assignment. In that time, some teachers have opened up a little about their experience last year. Post-assessment? They will allow me to stay at the two buildings next year.

For the above goal, I would change my rating from a 1 to a 3. Now, I am more aware and have been differentiating based on depth and complexity for my gifted students. Also, I am doing a better job of meeting the needs of my gifted students.

I feel like I have made a lot of growth with this not only from classwork, but from following the identification and services of a twice-exceptional student in my classroom this year. I feel like I have especially grown in finding proper accommodations while still encouraging challenge and enrichment. I would rate myself at 3.5.

I think this is still something I need to work on. Dr. Groman's feedback on my observation was helpful for this goal.

This goal is still very much a work in progress. I am doing a little more on a consistent basis, but I know that I have a long way to go before I am truly reaching some of these students at their level. I have been adding various types of differentiation (creativity, questioning, small groups, pacing) and am trying to add more each unit. One struggle, especially with this year's group is that most the students can not be trusted with independent work because they get distracted or lack the basic skills needed to complete the assignment. I am still trying to find a way around this.

I would currently give myself a 4/5 for effort and a 3/5 for execution.

This will always be an evolving goal and area for growth, but I feel much more comfortable.

I would rate myself a 3/5 for this goal. I did make strides in differentiating for gifted students, but it was probably more along the lines of doing a lesson every other week. Still, this is growth for me, and I think my gifted students this year are more engaged than in any past year!

My second goal (below) to set aside time for gifted differentiation would also be a 3/5. I feel like I'm doing alright with collaborating with my willing colleagues, but have not really been able to maintain a weekly set time to do so.

I feel that I have been able to do this with my group and while my lessons are fluid based on the previous lesson, I seem to be able to keep up the rigor and challenge them each time.

The gifted coordinator came to my room to help student select goals for themselves for the WEP. I feel more confident in helping students select goals now. The district just sent home



letters to families so I was not directly in charge of that. I would still not say I'm competent yet, but I'm sure each year I will gain more experience.

My ability to write more individualized WEP goals for my students has improved tremendously. I now feel confident in gathering information about the students that is relevant but also extremely important to include as well as writing the goals for students to be challenged yet feel they can accomplish those goals. I now feel that I am at a 4.

I think I've done okay at meeting the needs to the different ability levels of students in my classroom. With out my exposure to the content of the gifted coursework I would not be able to meet the needs as well as I have this semester.

Before 796: If you have a second specific goal you would you set for yourself for this semester, write it here. What do you want to to know, be able to do, or improve your confidence in? Write it here and rate yourself on this goal.

8 responses

My second goal is to use technology and create a gifted learning page on Clever for my gifted students.

I would like to improve my confidence and knowledge on the identification process. I feel like I am a 3 out of 4 in this area but if looking ahead to getting a GIS position in the future, I'd like to round out my knowledge in this area.

I will improve my ability to write WEP goals. I rate myself as 2/4 (neutral). I have learned about WEP goals in my Ashland coursework, but this will be my first year to apply this skill in my classroom.

To become more strategic about differentiating for students, specifically in small group instruction.

I am really focusing on trying to differentiate my lessons and add more small group teaching (same as first goal).

I would like to make a practice of setting aside 1 hour per week for gifted differentiation planning, either on my own or with a colleague.

I want to improve my confidence in being able to help my staff with ideas to enhance the rigor and complexity for their students.

I want to be more confident in creating lessons that are differentiated to meet the needs of my gifted learners that allow them more freedom in creating work that is meaningful to them but addresses the standards and goals/objectives of my lessons.



Before 796: What concerns or questions do you have about the internship? If you want Dr. Groman to respond to these questions via email, give your first and last name.

12 responses

No questions or concerns at this time.

None at this time concerning internship

I am concerned that my typical method of differentiating for gifted students, which is through the use of extension choice boards, may not be rigorous enough for my students and this course. How do I know the appropriate amount of differentiation to provide?

I asked a few questions at the Zoom meeting a few weeks ago. :)

Time is always a concern for me, however I do not have any questions.

In the internship log, is there a requirement for time spent working on WEPs or being involved in WEP meetings?

I do not have any questions right now.

none

I will be emailing you soon with these questions, but I wanted to discuss your observation times with you and also just touch base. I feel like the syllabus and your videos have done a nice job of clarifying expectations.

I am concerned about getting my hours in with my new position

I am just mostly concerned about reaching the number of hours, otherwise I am feeling pretty good.

None



After 796: How well do you feel your concerns and questions were managed during the course?

10 responses

Very helpful :)

When I emailed Dr. Groman I always received a quick response which I really appreciated!

I thought Dr. Groman was easy to communicate with and helpful. She was also very kind!

All of my questions were answered in a timely and thorough manner.

My questions and concerns were very well managed in a timely manner. Thank you!

Very well

Very well! Thanks for always responding to my emails.

Dr. Groman was extremely helpful and very approachable. I always felt comfortable asking questions if needed.

All concerns were handled swiftly and with discretion when needed.

Great, any questions I had were answered quickly!



After 796: What concerns or questions do you have after the course as you move forward? If you want Dr. Groman to respond to these questions via email, give your first and last name.

6 responses

My only concern now is finding a testing site that will fit my schedule for my OAE. It seems like all the testing site hours are the same as school work hours which makes scheduling the exam difficult.

Nothing at this time

I would be interested in course sequence information for the gifted masters degree from Ashland. I'm not sure this is feasible for me, but I would love to consider it! Lisa MacAleese, scalley.4@gmail.com

Just personal ones in developing the program but Dr. Groman assured me she would be there to assist as needed.

I am hoping that the process goes smoothly between OAE and Ashland for licensure. I will be in touch if it doesn't go well.

None at this time.



After 796 Reflection: Please comment on the course itself, the instructor, the format, pace, level of challenge, anything you wish to share so that I can improve the course. Do you have any thoughts on writing your own goal for this course?

7 responses

I wish we had practiced with WEP's more. I still feel a little nervous about how to write proper goals.

Dr. Groman is phenomenal. She is always more than willing to help, is incredibly knowledgeable, and provides great feedback.

This course was a great capstone for the endorsement program. The self-paced format was nice after the weekly requirements of previous courses, and everything felt very doable. The reflection paper was a meaningful conclusion to the program.

It was great that the observation could be in person and I can't compliment Dr. Groman enough as an educator.

The course was on the easy side for me because in my current teaching position, it was not hard to get enough contact hours since it was my usual work day. It seemed like so much less writing than the previous courses, but I suppose that's because a lot of the work was supposed to come from our contact hours. I felt like I was double dipping with doing my actual job and having it count for this class. Writing my own goal is good practice for the work that we should be doing with gifted students.

The internship experience was helpful in forcing me to try some of the strategies that we had learned throughout the coursework. I wish there was an opportunity to work with someone who was in a gifted and talented position. If not work with them, the ability to see what they were doing in their position. I know all positions are different but it would be nice to see a glimpse of a G/T teacher, especially being from a small district where there isn't anyone focusing on this area.

I felt this was a great opportunity to apply the content covered in the rest of the courses. Even though there were not weekly assignments, just thinking about the course work and how I can apply it in my classroom was awesome.

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