

**Department of Doctoral Studies and Advanced Programs**  
**Annual Faculty Review**  
**Self-Evaluation**

Name Jennifer Groman Date February 2, 2022 Year Reviewed 2021-2022

Department Chairpersons Dr. Amy Klinger

Attachments:

-Mentor Award Groman

-JBellis\_PeerReview\_EDUC710\_Nov2021

-Groman\_LibertyUnion\_DistrictLetter

**A. Teaching**

NOTE: November, 2021, I was notified that I received the 2021-2022 Academic Mentor Award. The award letter is included in my Annual Review packet.

**1. Student Evaluations      Fall Semester 2021**

*COVID restrictions have increased again due to the new strain, which is putting a New Strain on my students, I think. The Menlo Park group is finishing up their coursework, I am happy about that, and we might even be able to have another cohort begin. I had intended to go to MP campus for final observations, but this just did not work out.*

Course Number/Section EDIS 654 OLS

Overall, how would you rate the student evaluations for this course?

       Excellent

       Fair

  X   Good

       Poor

Comments:

16/20 students evaluated this course. These comments are quite varied, but overall, I see recurring comments that students are stepping outside their comfort zone and enjoy working on their own creativity and personal learning. A couple of students stated that they see themselves as creative now – compared to the beginning of the semester. Some also talk about seeing themselves and their teaching in a new way. Some of them struggled with the timeline of the course alongside teaching, and trying to juggle weekly and longer-term assignments.

Course Number/Section EDIS 654 ACLU

Overall, how would you rate the student evaluations for this course?

  X   Excellent

       Fair

       Good

       Poor

Comments:

15/15 students evaluated this course.

A few comments about the offering of the in-person Meditation Day (I was glad to see – I was able to hold the Columbus field trip, but not the other two). Some see a direct connection to the classroom, and a shift in how they view creativity and their own work with students, and some only see the assignments that we put on the collaborative document as applicable in the classroom.

The thoughtlog still lacks supporters in this course – the daily practice. They do, however, appreciate the videos with meditations and ways to incorporate the weeks’ ideas into their lives and teaching.

<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b> EDIS 654 OLS and ACLU
<b>40 responses</b> The analytics suggest that the three student outcomes that show the most growth are: 2) I can articulate a rationale for including creativity in my teaching, especially as it pertains to gifted students. 6) I know and can apply divergent thinking strategies in the classroom. 11) I am comfortable creating a classroom environment that supports motivation and creativity. 13) I can apply core attitudes and other aspects of the creative process to my personal life and to the creative process and performances of others. 14) I know the areas in which I am creative and am comfortable exploring my own creativity and creative process.  One interesting comment was “ <i>At first I felt annoyed that we had to actually do the creativity but I realized that was what helped the most.</i> ” This made me smile – and a few other comments were made toward being forced to step outside their comfort zone during this class, and seeing it as necessary to their field of creativity and challenging themselves. I am still seeing comments that show a need for assignments that connect directly to work with gifted students. Despite every assignment having this as a focus, with some type of practical reflection, they still do not seem to see this.

Course Number/Section EDIS 710 OL

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

2/4 students evaluated this course

Varied comments – one believes this course should be a 3-hour course (inclusion of the Resource Notebook and Log give the students course more to do). They appreciate the feedback with ideas and suggestions, and especially appreciate how fully integrated into their school lives this course is.

Course Number/Section EDIS 781 OL

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

Course enrolment too small for anonymous evaluations.

Course Number/Section EDIS 796 OL

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

22/22 students evaluated this course.

This is the largest single 796 course I have ever had, and the logistics of observing in synchronous sessions and making time to view asynchronous videos during Weeks 7-10 and see all of these students for 30-minute Resource Notebook meetings – all very crazy-busy.

I have updated the organization for the course with Roman numerals and a checklist in the syllabus to help them stay organized. One student mentioned that “no due dates” made it so they procrastinated. I made videos at least every other week overviewing what they should have been doing/working on/submitting. Their lack of planning, really, is not my problem.

A few said that the notebook was the most challenging – and that this could possibly be collaborative or periodic submissions should be required throughout the coursework/sequence so they can keep up to date with it. I had one student say “sometimes it was difficult to know what exactly the instructor was looking for” – but since I have samples of most of the written work (the lesson plan, the log, etc.), I’m not sure what they mean.

## **2. Student Evaluations Summer Term 2021**

*COVID was waning as the Summer session began, but we quickly saw an uptick in cases of the Delta variant. I think this added to the stress of the Summer, but it was not as challenging as last summer in that regard. Essex@Ashland internship offered to students in Summer A, and an optional face-to-face session offered in August for Summer B.*

*This summer also saw the Great Gifted Growth of 2021 – where a few days prior to the first week of Summer A session we suddenly experienced enormous numbers of students joining the program. 650 was not impacted enough to add another course (I think the Founders School PD has something to do with that), but 651 doubled in size, we had to add another section and hire Janet to teach it, and we had to extend the caps of all courses. In Summer B, we added an extra section of 652 (Janet teaching both) and 653 (I taught both).*

*To determine why students were entering the program in such large numbers, I added two questions to my 650 and 651 Pre-Assessment. They are below with the most often repeated responses:*

*1) What was the reason for you to pursue your GIS endorsement/MEd right now?*

*Possible new job, or a current job change to gifted, should have done it long ago, passion for gifted, felt unable to meet the needs of gifted or wanted to do it better.*

*2) Why did you choose Ashland for your endorsement/degree program?*

*Past AU experience (former student or from our PD), fully online offerings, the Summer Institute (cost, time/fast, during the summer), referral or recommendation (by ESC or coworker).*

*I forwarded these comments to Troy Miller, GOAS, and Kendra Wisdom.*

*The online coursework went smoothly this summer. I have reached a good balance, as far as I can see from student comments, in providing structure and choice, video overviews of the week’s work, responding to students, including weekly office hours and grading responses.*

*Surprises to me this summer – not one student in Summer A mentioned the Essex School internship option in the evaluation – four graduate students participated. There was not much interest in this, which also surprised me. Something to consider in the future, because it is a great way for students to get time logged with gifted students over the summer, and for elementary teachers to experience high school gifted students.*

*The Face-to-Face option in Summer B was just devastated by COVID. We started with 16*

interested, then to 8, and finally ended up with 4 students.

The EDUC 710 syllabus was a challenge – how to have them collect data on a project over the summer. So I instructed them to completely plan their project, including how they would pre- and post-assess for content, comfort, learning, other outcomes. They created their outcomes – not just for students for the lesson/unit they were creating, but outcomes for their own learning - and they assessed themselves on how much they learned. I also had them share their presentation with a couple of colleagues, something I have not really had students do in the past here. I wanted them to experience some kind of interaction with others – and get feedback, establish and maintain collegial relationships. Their presentations to the 710 class were fantastic – showed great learning and interaction and growth. I really loved teaching this class this summer. I would like to find ways to introduce this kind of collegial sharing in other courses.

Course Number/Section EDIS 650 OLSA

Overall, how would you rate the student evaluations for this course?

  X   Excellent

       Fair

       Good

       Poor

Comments:

19/21 students evaluated this course

Favorite aspects – They seem to like my teaching organization, style and feedback and find it helpful, feel I am approachable and responsive. One responded that the work “actually changed my perspective related to gifted education,” another that it caused them to “reflect upon my own personal beliefs and biases. I now have a different point of view after reading the research.” They like the EGT text, and the case study comes up quite a bit as important to their learning.

Detrimental aspects – APA, Blackboard structure (different for each professor, confusing), Bb not getting notifications to them in a timely manner.

I focused this semester on telling student to aim for as high a level on Bloom’s Taxonomy in their responses as possible, because I tend to get repetition of the material instead of integration and reflection on it. This helped a lot – and a couple of students mentioned it. Overall good comments that they appreciate the videos, which keep them up to date and in the know about expectations, Padlet and the discussions there. They like how the Focus Questions contributed to the final Case Study (fairly new change in the course), one wanted me to make that connection more obvious early on in the course.

**Comments on teacher created informal evaluations  
(Pre- and Post-Assessments and Comments)  
EDIS 650 OLSA**

Analytics on Outcomes:

Student self-ratings increased the most in:

Outcome 2, on their knowledge of the Ohio Operating Standards and WEPs

Outcome 8, on the assessment instruments,

Outcome 11, on their educational philosophy as applies to gifted.

Comments:

Students comment on instructor videos, flexibility, and the motivational nature of feedback received. They appreciate the three-day grace period on assignment submission, especially in the first three weeks, when they are still teaching.

They overwhelmingly approve of the Case Study and how the Focus Questions become part of it to apply the readings and information.

A few stated that the syllabus and assignments looked overwhelming at first, but the videos each week help to organize and structure it so it feels less stressful.

I must admit that I love reading these comments – the hard work, time, and energy I put into weekly videos is really paying off.

Course Number/Section EDIS 654 OLS

Overall, how would you rate the student evaluations for this course?

  X   Excellent

       Fair

       Good

       Poor

Comments:

9/11 students evaluated this course

Favorite aspects – Video posts, organized syllabus, readings and how the projects connected to the reading, a number of students mentioned that the course showed them how creative they themselves were, felt it stretched them outside their comfort.

Detrimental aspects – One student complained that it was busy, surface level work, the course should have been adapted, not condensed.

All positive comments, except one student complaining about the amount of work in a short time. I feel like I have reached a good balance in this course, although I regret not being able to have our in-person Meditation Day.

**Comments on teacher created informal evaluations  
(Pre- and Post-Assessments and Comments)  
EDIS 654 OLS**

Analytics on Outcomes

Student self-ratings increased the most in Outcome 2: I can articulate a rationale for including creativity in my teaching, especially as it pertains to gifted students

Outcome 3: I can articulate two or more models of the creative process

Outcome 5: Characteristics of creativity

Outcome 12: I know two or more creativity assessment instruments

Comments: What strikes me most is not that they all comment on the same learning outcomes (to show a trend) but that everyone has different foci to their learning – what this tells me is that because I not only offer choice in how students respond to the readings, but also choice of specific topics and content they read and learn about. They still get information about content they aren't reading about through the Padlet posts, but they are able to study content that is meaningful to them and useful for their specific needs.

One student mentioned that the creativity project should be shared periodically throughout the semester – which is actually a great idea! It would make the final presentation less stressful and more a process-oriented application of the material.

There is a pre/post question that relates to my research on creative identity – and students overwhelmingly agree that a teacher who explores their own creativity is better prepared to support creativity in the classroom. I think even just asking this question makes them think about how their own creative exploration is important and perhaps they will value it more highly in the future.

Course Number/Section EDUC 710 OL

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

My first reaction is joy that all 5 of these students honored me with an evaluation! This means a lot to me. I took a lot of time to adapt this syllabus to summer work and requiring students to present to a small group of colleagues, and am glad to read their comments and suggestions.

First off, this was simply a great group of teachers and students. Conscientious, informed, passionate, and they chose something they knew would be useful to them.

I spend a great deal of time on feedback, so hearing that this was helpful is meaningful. One student commented on presenting to peers and how helpful and encouraging it was. They appreciate putting a lot of time and research into planning something they can use right away.

Course Number/Section EDIS 653 OLSB

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

22/25 students evaluated this course

I recently added a “Big Five” response to the response choices – expand on four ideas from the reading that interests you and include one application idea. They can also respond with a traditional written response or an application, and can use PPT or a written essay. They appreciate the choices on assignments – many comments on this! One commented that the PPT choice is something easy to share on Padlet, easy to access later for their own information, and easy to share with others.

One commented that they wanted to delve more into the dialogue books (Peterson, Fonseca). I wonder if finding a video or podcast on or by these two authors might be a possibility?

I see throughout that students appreciate the variety of content, too. They like being able to choose a chapter based on their interest, but they also like seeing other students’ focus question responses on other chapters, too. Like a jigsaw activity, they get a lot of information each week.

The suggestion of making the Social/Emotional Needs Chart into a Google sheet is something I’ll look into.

One student did not benefit from the dialogue project – and I remember that from the Post-Assessments, too. I’m not sure how to address this, as the other 40-something students in both classes seemed to get a great deal from it. Perhaps in my explanation, be more precise about the purpose of the project, and how to adapt to adult participants.

I appreciate hearing that the expectations were clear, and the videos thoroughly explained every assignment. Students also stated that the final project broken down into small weekly tasks helped them to spread out the work, and that weekly folders on Blackboard were well organized.

Course Number/Section EDIS 653 OLSB1

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

19/20 students evaluated this course

Many positive responses about the course being stimulating, that they appreciated the choice in chapters and types of responses.

One sore student commented it was busy work and she (yes, I know who it is) didn't realize she was supposed to apply the content to her classroom. She also commented on my "negative attitude" (though, thankfully, she seems to be in the distinct minority on that) and my inability to support her learning. To explain: as a mastery teacher, I give students multiple chances to learn the material \*and\* get the grade they want. This student submitted an annotated bibliography once with only blog posts as sources, I gave her instructions and helped her find sources. The second submission paid no attention to APA, and the third also paid no attention to APA (though I have a folder with videos, PPTs from OWL and me, and cheat sheet documents) the third I realized she had a source that was only in Korean. I gave her half points and said I would not take any more submissions. Did I need to explain all that to you? Probably not – but I feel better. I do all I can for students – for some even \*that\* isn't enough.

The videos, texts, and choices were mentioned the most as contributing to learning. I try to post the weekly video the previous Friday – one student mentioned that this allowed for 'maximum learning' – I appreciate this.

One student mentioned the Big Five assignment – and viewing colleagues' posts on the Padlet helped them get more information out of the course.

**Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)  
EDIS 653 OLSB and OLSB1**

The analytics suggest that the student outcomes that show the most growth are:

- 3) Know and apply the MBTI for my own world
- 4) Know and apply the MBTI to instructional planning
- 8) Can facilitate a dialogue for managing social/emotional, guidance/counseling skills and issues
- 9) Can articulate their philosophy of gifted social/emotional, guidance/counseling

The Pre-Assessment question where students consider the most critical outcomes and the Post-Assessment where students reflect on where they made the most growth, I hope, are powerful in to students as they respond to the Post-Assessment and see their own growth. I had one student years ago comment that this type of pre/post assessment was really powerful for them. I see that many students take a lot of time with these two questions, truly reflecting prior to their learning, which sets them up for the types of content they are most interested in and need, AND truly reflecting after the course on where they grew and where they still need more information.

I love reading that students get a great deal out of the MBTI. It is something I added depth to when I took the program over, and I am training to be certified to give and interpret the child-version, the MMTIC. They are considering it as one more factor in accommodating students, which I think is powerful.

Many students commented on their growth in facilitating a dialogue, which is so very different from the teaching we normally do. They may even shift their teaching style to accommodate

facilitation over direct teaching, which is always good.

Students feel they grew in knowledge and awareness in the social and emotional needs/issues gifted children face, and feel more prepared to identify behaviors (something I saw in their responses a lot!).

Issues that may still need attention in this course, as well as in other courses in the sequence are WEPs and the needs of diverse students. These are both fairly new to the program courses, and still need to be improved.

Comments about the course and its structures.

Students like and appreciate my weekly videos (17 responses). I'm glad to hear this, because of everything I do (besides grading), these feel the most time-consuming, especially planning and editing. The videos were connected with positive comments regarding the clarity of expectations (9 mentions) and the organization of the course (6 mentions).

The texts are a hit (14 positive mentions)! I worry about offering a choice of text, I thought it would be confusing, but students love the books, especially the Neihart.

Positive comments about the pacing (12, which is especially important considering that this is a 7-week course and most students are taking 652 concurrently!) and the good level of challenge in the readings and content (11). Sixteen (16) students mentioned choice or flexibility as a plus in the course, within those comments eight (8) appreciated choice in Focus Question response style, and three (3) mentioned choice in chapter/topic, and six (6) mentioned choice/flexibility as a general positive of the course. Some of my favorite comments:

*Texts and assigned readings - these are comprehensive and summarize the research out there. Instructor - Dr. Groman is the absolute best professor and teacher I have ever had. Format - I see her formatting as a model and I plan to use Padlet, videos, and the way she lays out directions with my gifted cluster. I also will use some of the focus question formatting. Level of challenge - This class asks me develop myself, not just learn some new stuff. Absolutely life changing on a personal level and as a teacher. Just keep being you.*

*I felt that this course was well-paced over the summer session, with assignments that challenged my thinking appropriately. I appreciated the weekly online videos and interactions to help clarify expectations, provide feedback, and keep me on track.*

### **3. Student Evaluations Spring Term 2021**

*COVID restrictions are lessening, though still fully online, so I did not offer the optional Face-to-Face. Graduate students' K-12 schools are in various levels of F2F, online, and hybrid.*

Course Number/Section EDIS 650 OL\_\_\_\_\_

Overall, how would you rate the student evaluations for this course?

  X   Excellent

       Fair

       Good

       Poor

Comments:

7/7 students evaluated this course



Students appreciated the variety of reading and the organization of the syllabus and expectations and the explanations in the weekly videos. The time and energy I spend every week seems to be time well spent.

They also appreciate the feedback they receive “significant and meaningful,” which is another thing I spend loads of time on each week. One student suggested 1-2 group meetings.

“*this was by far the most meaningful and well planned graduate level course that I have taken at Ashland and Cleveland State.*” I love reading that!

<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b> <b>EDIS 650 OL</b>
<p>The most distinct difference in pre- and post-assessment scores are in outcome #3, on historical foundations, and #10, on theoretical foundations of giftedness and intelligence. These both are also evident in the comments about what they learned the most. I am so pleased – these are two areas that will benefit them for the OAE exam, and two areas I have been working toward making more accessible for students. I feel like these are two aspects of gifted education I did not get when I went through the program.</p> <p>Student comments about the course are glowing this time! They appreciate and like the text (I do, too), and the online format seems to work well for them. No one mentioned the lack of Face to Face this time, which is interesting.</p>

Course Number/Section EDIS 796 OLS

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

6/7 students evaluated this course

Overall, I see that students would like more interaction of some kind with one another. As an internship AND fully online, it would be interesting finding a way to do that. Something to consider. Students appreciate the individualization of the course, the flexibility of choosing their own class, lesson, time, etc. They also appreciate having the ability to meet with me on a weekly basis through office hours if they need any assistance.

Students see this course as a good “*culmination of coursework that will yield for me a certification,*” and “*served as a way to tie everything I have learned together in a meaningful way.*”

Course Number/Section EDIS 781 OL

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

Student enrollment was too low to allow for an anonymous evaluation

Course Number/Section EDIS 796 ACLU

Overall, how would you rate the student evaluations for this course?

Excellent

Fair

Good

Poor

Comments:

8/17 students evaluated this course, which is disappointing, and the comments were even more so, as they were very sparse and not very insightful. I am disappointed because I spent a lot of time and energy working with the Liberty Union administration to individualize this course for them. We had students choose one of five topic areas, form small groups, and meet at least three times through the semester to evaluate the district on that topic (Assessment, Communication, Services, Social/Emotional Needs, Professional Development), and plan the district's next steps.

These students would prefer face-to-face meetings.

One student commented that the reflection assignment "contributed most to my learning because I was able to see the growth I have gone through over the course of my gifted classes."

Course Number/Section EDIS/EDUC 710 OL

Overall, how would you rate the student evaluations for this course?

       Excellent

       Fair

       Good

       Poor

Comments:

EDIS 710 was too small to allow for an anonymous evaluation.

EDUC 710 - 11/15 students evaluated this course

Students are so engaged in this course because it is self-created, self-paced, and everything is immediately applicable. They mention that they look critically at data in their district and they also mention the flexibility of the project design and presentation as a plus, as well as comments I make to them to help them with their project.

My only thought moving forward is that since the project is self-created, then their goals/outcome statements, at least some of them, should come from the students themselves. Consider this for a pre-and post-assessment.

*"I think the class was the best graduate class I have had. It was the one that I know I gained the most knowledge and the one that I know I will use in the future"*

**2. Peer Evaluations**

Peer Reviewer Dr. Jason Ellis Date of Review EDUC 710 (Fa2021)

(Please attach copy(ies) of peer review(s).)

Overall, how would you rate the achievement of your objectives for the lesson (s)?

       Excellent

       Partly achieved

  X   Achieved

       Not achieved

Comments:

I am pleased with Jason's comments on this course for two reasons. The first is that I used his course shell when I first started teaching the course five years ago and have adapted it quite a bit since – I appreciate hearing his comments on the course as I teach it now. The second is because I do not interact very much with him throughout the year and I respect his professional knowledge and opinion – especially in a fully online asynchronous course. I am glad for an excuse for some interaction with him.

He offers a great suggestion to make sure that there is consistency in each module, from the initial video to the final submission and grading. I think the phrase I cling to most is his comment at the end of the letter of my “ethic of care” in preparing the course. This puts a name to the time and energy I invest in my courses – planning and in implementing and interacting with students. I am a fan of Nel Noddings and believe that there is a spiritual aspect to the work we do in this profession. Online coursework makes this so much more challenging. I am pleased that this care comes through to an outside observer.

Peer Reviewer Dr. Peter Ghazarian Date of Review EDIS 796 Fall, 2021  
(Please attach copy(ies) of peer review(s).)

Overall, how would you rate the achievement of your objectives for the lesson (s)?

Excellent  Partly achieved  
 Achieved  Not achieved

Comments:

*This review is in progress.*

**\*Cohort Evaluation – Liberty Union Cohort (17 students)**

Reviewer Sara Hayes, Director of Student Services for Liberty Union

(Please attach copy(ies) of review(s).)

Overall, how would you rate the achievement of your objectives for the lesson(s)?

Excellent  Partly achieved  
 Achieved  Not achieved

Comments:

I am including this review because I worked closely with two Liberty Union administrators to completely rewrite EDIS 796/Internship to accommodate this cohort. In EDIS 653 and 654, teachers in this cohort showed a high level of integration of gifted accommodations in their classrooms across the board. It felt redundant to have them follow the traditional 796 path of writing, implementing, and being observed showing these accommodations. Instead, these students selected one of five committees related to gifted education in their district (Curriculum, Communication, Service Model, Identification/Assessment, and Professional Development), and spent the semester gathering data and collaboratively working to write goals and move forward with improvements in the district gifted environment. My observations centered on committee work and their district leadership activities. Their Coordinator Sara Hayes, also a graduate student in this cohort, was observed in her leadership position, collaborating with each committee and making her final presentation to the Liberty Union Board of Education at the end of the semester. Sara Hayes’ letter outlining the adapted EDIS 796 course and how it has impacted the district is attached as the review.

### 3. Reflection of Teaching

Include curriculum/program development, creative instructional activities, or other work related to the improvement of the learning experiences of your students.

- Indicate your strengths and areas of challenge in regards to this year's teaching:

*I continue to update and improve curriculum and courses throughout the program. The section of my 2021-2022 Promotion application titled "Updates to Individual Courses" outlined details of these changes [here](#). A few notable examples include:*

*-creating Google Form pre- and post-assessments aligned with the KSD statements and using these results in my course reflections and updates, and ask students to chose the areas they feel are most important for them;*

*-creating collaborative document glossaries and charts in 650, 653, and 654, utilizing the collective work of the entire class so students have powerful support documents as they move forward;*

*-adapting final projects so that they are usable in other contexts, i.e. presentations that can be shared with parents, students, administration, and colleagues to inform, teach, and provide PD.*

*-tightening up the structure of my syllabi and allowing for student choice in some weekly topic readings and choice in style of response, therefore modeling differentiation.*

*I feel as though my areas of strength include my use of Screencast-o-matic videos, which continue to garner positive comments in my evaluations, some students watch these multiple times to solidify their knowledge of expectations. These videos include assignment details as well as prompts for reflections and stories from my own practice. While student writing in the thesis course (EDIS 781) continues to frustrate me, I am stepping in to require them to use the Writing Center early and often to work toward a high-quality end product. In Fall, 2021 I had a 781 student use her (undocumented) dyslexia as an excuse to ask me to pass her paper rather than rewrite it to graduate standards. She pushed back a number of times on this until I gave her an ultimatum – visit the Writing Center and rewrite or fail. The Writing Center was able to slowly move her forward, and in the end she submitted an excellent and graduate level piece of writing on twice exceptionality. In the past I feel like I have been a bit of a washrag – so standing firm here feels like an enormous win. She was incredibly proud of her final submission.*

*I have continued to work toward good work/life balance with my small AURWC support group, and by applying a banked summer course every semester to lighten my load a bit. This has improved my grading return time immensely, allows more time for office hours, observations, and student meetings, and gives more work to the program adjunct. I also am happy with the high rate of student response for AU evaluations, and how my pre- and post-evaluations note growth on specific outcomes.*

*I feel as though my areas of challenge include supporting thesis students in 781. I know that as a rule I tend to "baby" students a bit too much, but perhaps there needs to be a more structured look at the specifications of this type of paper, weekly supports in various topics -how to find a topic, state a thesis, write a proposal, find sources, organize reading and notating, reference list, outlining and writing a lit review, conclusion, checking APA. I think with more structure students might enjoy the research part of this work more. As I rewrite/rework the Graduate Thesis Handbook, I will include these topics.*

*I also feel as though I need to gather data from EDIS 796 (Internship), 710 (Practicum), and 781 (Thesis Capstone) in a nonthreatening way (as course enrollment is too small for University*

evaluations) to gauge their needs, their specific goals for the work, and to assess their learning on those goals. A pre- and post-assessment is a challenge on these, as their learning is very individualized. Seeing how the 710 personalized goal-writing and assessment goes during Spring. 2022 might give me some ideas on this. I want to focus not only on gauging their learning, but also improving the course.

## **B. Scholarship**

1. List publications of scholarly or creative materials submitted and/or published; include proposals of presentations submitted and/or given.

### Publications

Groman, J. L. (2022, Spring). Higher Education Division Update. *OAGC Review*.

Groman, J. L. (2022, Spring). Essex @ Ashland University. *OAGC Review*.

Groman, J. L. (2022, Spring). Creative Underachievers. *OAGC Review*

Groman, J. L. (2022). Victim and Bully: The two sides of bullying in gifted children. In H. R. Piske & K. H. Collins (Eds.), *Identifying, preventing, and combating bullying in gifted education*. (pp. 77-97). Information Age Publishing.

Groman, J. L. (2021). Considering the Long-Term Transformative Impact of Creativity Training on the Work and Lives of Teachers. *Journal for Advanced Academics* (33)1, 43-68.

Groman, J. L. (Spring, 2021). Higher Education Division update. *OAGC Review*.

Groman, J. L. (Spring, 2021). Gifted children: Both bullies and victims. *OAGC Review*.

Groman, J. L. (Spring, 2021). OAGC Review Conversations: Ask Dr. Ford. *OAGC Review*.

### Submitted Scholarly Writing

Groman, J. L. (2022, Summer). Higher Education Division Update. *OAGC Review*. In press.

Groman, J. L. (2022, Summer). Essex @ Ashland University. *OAGC Review*. In press.

Groman, J. L. (2021). The challenge and promise of creative underachievers. [Invited book chapter accepted for publication]. In F. H. Piske (editor) currently untitled book on underachievement in gifted children. Routledge.

Lavinia, K. N. & May, J. (2021, November). *Case studies in leadership and adult development: Applying theoretical perspectives to real world challenges*. [Invited testimonial accepted for publication]. Routledge.

### Presentations

Groman, J. L. (2021, August 6). *Designing Your Next: Collaborative Planning for Tomorrow*. [Conference Presentation]. Oberlin Creativity Symposium. Virtual.

### Grants Received

Groman, J. L. (Spring 2022). Ashland University/CITE Teaching Load Reassignment Grant received. For *The Creativity Project 3*.

Farrenkopf, P. & Groman, J. L. (2021). Martha Holden Jennings Deep Learning Grant of \$10,000. For the *Essex@Ashland* summer program.

Farrenkopf, P. & Groman, J. L. (2020-2021). CITE Innovative Teaching and Learning Grant Proposal. For *Moving Essex School from Otterbein to Ashland*. \$3,000 with a second year \$3,000 extension for \$6,000 total.

### Grants– Proposals in progress

Farrenkopf, P. & Groman, J. L. (2022). Martha Holden Jennings Deep Learning Grant proposal. For the *Essex@Ashland 2022* summer program. Requesting \$10,000 total.

Farrenkopf, P. & Groman, J. L. (2021-2022). Ashland University/CITE Grant proposal. For *Essex@Ashland 2022*. Requesting \$6,000 total.

#### 2. Continued Graduate Study

List formal course work completed or in progress.

N/A

#### 3. Professional Growth and Development.

List attendance at conferences, workshops, appropriate guest lectures, or other professional development opportunities.

OAGC Fall Conference, 2021 (October, 2021)

Oberlin Creativity Symposium (August 6, 2021)

Torrance Center Creativity Workshop (January 26 and February 8, 2022)

#### 4. Research Related to One's Discipline.

List independent study in one's teaching field, action research in the classroom on campus or public school setting and/or other formal research projects.

[Previous Research] The Creativity Project 1 was my study of ODE's Operating Standards as they relate to identification and service of gifted children in the area of creative thinking ability. This project culminated in a presentation at the OAGC Fall 2019 Conference. The Creativity

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Project 2 is a study of the long-term impact of AU's form of creativity training on teachers. For this research I surveyed 17 program alumni and interviewed 12 program alumni to determine the concepts and ideas that stayed with them, and any shifts in their teaching and personal creative exploration. This research culminated in a journal article published in *The Journal of Advanced Academics*, titled "Considering the long-term transformative impact of creativity training on the work and lives of teachers."

[Current Research] In my reading for the above journal article I found promising research in the area of self-efficacy as it impacts creativity and the teaching of creativity, which moved me into my current study, in conjunction with a CITE Load Reassignment Grant proposal, providing creativity training in a [Founders School professional development](#) course with area educators to create a workbook of practical application of Piirto's creativity theory. In addition, I am using this professional development course to begin a pilot study on the impact of creativity training on teachers and their students.

#### 5. Reflection of Scholarship

Indicate your strengths and areas of challenge. Describe how you will address the areas of challenge.

*You can see from my scholarship lists that I have taken a step away from presenting at conferences this past year. COVID, fewer University funds to support conference travel, and a focus on scholarly writing means that I have been to fewer conferences and conference submissions in my fifth year.*

*The strengths of my scholarship are my discipline, my support system, and passion for my research and writing areas. I write 30-60 minutes daily. I have a new AURWC writing group this year, and appreciate and enjoy our weekly support and check in meetings. My research continues to guide me to new projects and writing – this semester I am taking my research into the classroom, working with teachers on a pilot project to create a series of practical lessons integrating creativity, which is something I want to continue working on.*

*The challenges of my scholarly work include a slow start to my next project, lack of balance in my research capabilities, and patience. The publishing process is very (very!) slow – I am waiting for publication of a couple of book chapters, and for editor responses, especially from one particular journal that accepted a piece at least a year ago – and is still sitting on it.*

*My Creativity Project 3 research study has morphed from a full study (I was hoping for at least 10 participants) to a pilot, as the response has been lackluster – only two (wonderful!) teachers accepted my invitation to participate in the professional development, lesson writing, and data gathering. This has been a waiting game – for them to select students and gain permission from parents, and begin organizing their implementation lessons. We met in January on campus for creativity training and a great discussion on the protocols, and they even suggested we meet again in February for a half-day to continue the discussion! This project is a little less structured than I like – which has been a point of challenge for me. But listening to*

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*their expertise gives me a new perspective, which will be vital as we create something usable for future teachers, and gather data that gives me/us insight into creativity.*

*I have a strong handle on qualitative research, and am improving my skills, but my knowledge and skills in quantitative terminology and processes are, well, pitiful. I have decided to add to my weekly writing schedule time to read the text *Statistics for People who (Think They) Hate Statistics* (Salkind & Frey, 2020), an updated version of the text from my doctoral course in research statistics. It was very accessible at the time, and when I want to learn something the first thing I do is buy a book – it just arrived this week and I will begin reading before the week is out.*

*The last challenge I mention – the slow publication process - is out of my hands. I just need to trust the process, always keep a couple of projects going, and not be afraid to check in with editors. I hope soon to have one established work in the field of transpersonal psychology, and have joined the Association for Transpersonal Psychology (ATP). I now have a peer group that gives me a unique perspective and voice in the fields of education and gifted education.*

### **C. Service to the University at all Levels (Department, College, & University)**

#### 1. List and describe leadership/membership in professional organizations.

- OAGC Member, Higher Education Division Chair, Board Member
- NAGC Member, NAGC Creativity Division
- Columbus Museum of Art, Member
- Cleveland Museum of Art, Patron
- Cincinnati Shakespeare Company, Patron

#### 2. Describe participation in departmental, school, university and professional committees and program planning.

- Invited Graduate Student Marshall for Commencement, December, 2021
- Peer Review of Peter Ghazarian, EDLS 9860, Fall, 2021
- Currently updating COE Graduate Handbook for Theses and Capstones
- Faculty Senate COE Representative (Year 4)
- Faculty Welfare COE Representative (Year 4)
- Faculty Welfare Secretary (Year 2)
- Faculty Senate Curriculum Committee (Year 1)
- Talent Development Program Planning
- AURWC Small Group Coach (Fall, 2021, Year 3)
- Essex School for the Gifted at Ashland University, Co-Director w/Dr. Pat Farrenkopf (Year 2)
- Rigor and Relevance Continuous Improvement Committee
- Excellence in Scholarship Award Selection Committee COE Representative (Spring, 2022)

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3. Advising of students and student organizations.  
(Include: number of undergraduate advisees; number of capstones; work with student organizations and/or activities).

-Faculty Mentor: Yolonda Sanders, Kelly Sundberg

-Thesis Capstones: Margaret Robinson, Rhonda Kosta (Summer, 2021); Emily Eicher, Rachael Keefe, Jamie Neal, Joseph Palmer (Fall, 2021); Sharon Scott, Rachel Rayborn, Kristin Telecan (In Progress)

-Dissertation Committee: Dr. Kaelin E. Lee (Fall, 2021), Dr. Soraya Hall (Spring, 2021)

-Dissertation Committee In-Progress: Robert Watson (AU), Jennifer Lambert Berry (Aspen University)

4. List/describe professional and/or personal services beyond the university community.

-Invited contributor to Study.com's page "Teaching Students with Disabilities in an Inclusive Classroom." <https://study.com/resources/inclusive-special-education-classroom#jennifer-groman>

-Wayne County Elections Poll Worker (Year 3)

5. Reflection on Service

Indicate your strengths and areas of challenge. Describe how you will address the challenges.

*My strengths in service this past year include improved knowledge of the processes of the University and increased capacity for collaboration on large-scale projects like Essex@Ashland.*

*This year I joined the Faculty Senate Undergraduate Curriculum Committee, which is actually a very intense committee with weekly meetings. Through this committee I have met more colleagues from outside the College of Education and have learned a great deal about curriculum and curriculum processes at the University. One of my teaching challenges has been my inability to move forward getting updated syllabi and course descriptions submitted to the Graduate Curriculum Committee, because I have had such little knowledge of the processes. Through FSUCC, as well as my work with one of my mentees who has inherited a program in need of updates and curriculum submissions, I am slowly learning what is needed and how the process works.*

*I am extremely pleased with the Essex@Ashland summer experience from last year, despite low enrollment (11 students) and the challenge of being fully virtual. Enrollment was such that I could work through the processes without being overwhelmed, and we – the steering committee – could address challenges quickly and relatively easily. I feel as though Pat Farrenkopf and I divided the work well, and each had our distinct areas of work and expertise that helped the week with students and faculty go smoothly. The keys to making this work were consistent meetings, delegating to team members with lots of expertise in many areas, keeping good notes and to-do lists, and staying organized. On February 15 (as I write this!) I just*

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*completed the Martha Holden Jennings Grant request for this year's Essex camp. Essex 2022 will be virtual again, so we have one more year to work out major challenges before we add one more – using AU's campus, dorms, and food service with a face-to-face camp when COVID allows. As it is we have planned for an October campus visit for Essex students, a little time for speakers, activities, college discussions and planning, and time discussing personality types and their impact on students' future.*

*Challenges this past year include staying consistent in carving out weekly time for service commitments – the OAGC Higher Education Division work stalled a bit, and my attempts to involve other division members fell on deaf ears. Another challenge is the Essex October face-to-face session, just that it is an unknown at this time, which is wonderful because we have a lot of freedom at our disposal to plan the day, and which is terrifying because we have a lot of unknowns at our disposal from which chaos could ensue. I would love to get more COE and AU faculty involved in this day and in the Essex week itself.*

**D. Annual Goals**

1. Goals listed from last year should be described in relationship to the strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.

<p>Goal: To plan and manage the Essex School in Summer, 2021, evaluate it, and begin the process again for Summer, 2022.</p>	<p>We held a successful – albeit small – Essex School @ Ashland during the Summer of 2021. 11 students participated, and all of the participant, faculty, and intern evaluations were positive. Martha Holden Jennings (\$10,000 grant) reviewer gave great suggestions for improvements. We also received \$6,000 from AU/CITE. Our main goal for Summer, 2022, is to increase our student enrollment to at least double last year's enrollment. <a href="#">The 2021 Essex@AU final report is here.</a></p>
<p>Goal: To improve my confidence and capability in qualitative research, especially as regards my process and write-up of the methodology.</p>	<p>I submitted an HSRB for research related to my Creativity Project 3 Professional Development course with an eye toward acknowledging and mitigating bias with weekly reflections and member checking with my participants on a monthly basis. This is an ongoing goal as I collect data and reflect on my current creativity project and professional development.</p>
<p>Goal: Complete my Murphy Meisgeier Type Indicator for Children [MMTIC] training</p>	<p>I am a bit dismayed that I have not completed this training yet! And I only have one more module to complete – and I would like to have this certification done by the summer so I could use the MMTIC with Essex students. I would like to continue on to take either the Myers-Briggs Type Indicator full training or the Torrance Test of Creativity training next, so I will make finishing the MMTIC training a priority in the next month.</p>

<p>Goal: To submit a curriculum memo for EDIS 651 and 653 changes. The changes are done, I just need to write up the memo and get it into the process.</p>	<p>I have not moved forward on this goal, either. After reflection I know that this is because the process/system for submitting and tracking these changes remains a mystery. After submitting a memo for EDIS 650 last year, I was frustrated by the process, lack of communication. That frustration led to my simply putting this aside rather than facing it head-on and tackling the unknown.</p> <p>I will also make this part of my Goals for the next year.</p>
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I met two of my long-term career goals from my 2021 Annual Review:

<p>Goal: To create a format and structure for communicating with and allowing networking between program alumni.</p>	<p>This past year I initiated an Ashland University Gifted Grad Alumni Page on Facebook, currently with 24 members. I also initiated a Google Form to collect email addresses from alumni following EDIS 796 (for endorsement students), and 710 and 781 (for MEd students), currently with 30 names and email addresses. I use the Facebook platform and email addresses to inform alumni of job opportunities and professional development.</p>
<p>Goal: I hope to be promoted to Associate Professor by 2023.</p>	<p>I met this goal! I received my letter from the Provost informing me that I had been promoted on February 1, 2022. I am thrilled.</p> <p>Onward to a Tenure application in Fall, 2022.</p>

## 2. Next Year's Goals

List goals for next year and describe the strategies you will use to obtain these goals, the resources needed, and the means of accountability or demonstration that these goals have been met.

<p>Goal: To plan and manage the Essex School in Summer, 2022, evaluate it, and begin the process again for Summer, 2023. This is a major undertaking, which also requires me to collaborate deeply with a group, which can sometimes be a challenge to me.</p>	<p>At the time of this writing (February, 2022), we are ahead of last year's progress in terms of hiring Intensive and Plenary faculty, which gives prospective students early choices for their involvement. Recruitment efforts include more social media presence, a short article in the January 2021 <i>OAGC Review</i>, direct mailings and emailings to schools, working with AU's high school recruitment personnel, and more. The Essex@AU website and application process have been streamlined. Pat and I just submitted, with AU's grant writers, an \$11,000 grant request from the Martha Holden Jennings foundation.</p> <p>Strategies: Continue meeting bi-weekly with Pat, monthly with the steering committee for accountability, and keep a running</p>
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	<p>document of agendas and notes of meetings, tasks, deadlines, and goals.</p> <p>Resources: Time. Organization. Consistency. Communication with all factions of the steering committee.</p> <p>Goal will be met if Essex 2022 has 22 (double the number from last year) or more participants, the week goes smoothly – recruitment, hiring faculty, the schedule, technology, the week itself, assessment, financial aspects and reporting – and we note improvements for Essex 2023.</p>
<p>Goal: Complete my Murphy Meisgeier Type Indicator for Children [MMTIC] training</p>	<p>Strategies: Plan two – three hours every week to read through Module 4 and take the quiz.</p> <p>Resources: Time. Readings.</p> <p>Goal will be met if I get my MMTIC certificate by March 1, 2022.</p>
<p>Goal: To submit a curriculum memo for EDIS 651 and 653 changes. The changes are done, I just need to write up the memo and get it into the process.</p>	<p>Strategies: Check in initially with the Graduate Curriculum Committee on EDIS 650.</p> <p>Plan one afternoon a week to check over each course in turn, and write up the memo. I need to be more organized in keeping a record of when I submit, changes requested and when, and resubmissions.</p> <p>Resources: Time. Portal. And understanding of the curriculum memo process.</p> <p>Goal will be met if I have updated syllabi for 651 accepted by May, 2022.</p>
<p>Goal: To update the Graduate Thesis and Capstone Handbook (This is one of my long term career goals from my 2021 Annual Review)</p>	<p>I have started working on this goal as of October, 2021.</p> <p>Strategies: I have created timeline of updates to be made and have connected to a few DSAP colleagues about this handbook. Follow that timeline to work on updates weekly (approximately 1-2 hours weekly).</p> <p>Resources: Time. OWL and online writing support, colleagues to read through and make suggestions and updates.</p> <p>Goal will be met if I can get the Handbook to DSAP to look over and approve by August, 2022.</p>

**E. Additional Comments**

Please Identify any concerns you would like to see the department and/or college address during the coming year.

*I appreciate the department's focus this past year on getting accurate COE graduate enrollment numbers, and hope that this continues to be a priority for the University. I would love to see the*

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*University administration acknowledge the Summer Institute initiative and how it has brought students to the College.*

*I will reiterate that I would love to see an Two-Fer initiative in COE to offer graduate students who are working teachers to find a colleague in their building to take classes with, for a reduction in fees or tuition, or even some AU swag. I think this builds capacity in their buildings.*

*I have two questions:*

*-I complete my fifth year at Ashland University, and was promoted to Associate Professor for the 2022-2023 school year. Is it too soon after promotion to apply for tenure in September, 2022?*

*-Are there comments or suggestions that come out of the promotion process? I would like to move forward with a Tenure application in Fall, 2022, but would love to hear from any P&T committee members if there are any improvements I could make. Is that a thing, or does it just go through each successive level without comments?*

**Ashland University  
College of Education  
Professional Development Plan  
Department of Initial Licensure**

To be completed in conjunction with the annual evaluation.

- A. **Personal Professional Mission Statement:** Describe how your professional contributions support the mission of the department.

*My Philosophy/Mission Statement: My Purpose is to encourage others – individuals, groups, communities - to develop their mind, their gifts and their self-awareness, to draw out their true talents. I hope to use the arts and creativity as a catalyst for positive change, boundless enjoyment and a unifying presence in my community. I wish to be part of a creative, challenging work environment that is a vibrant part of the community in which I live.*

**College of Education Mission:** The Dwight Schar College of Education guides all students through innovative and diverse field- based experiences that are grounded in theory and result in skilled and responsive practitioners, well-prepared to meet tomorrow's challenges.

*My professional contributions to the College through the coursework I teach and develop are evident in:*

- The applicability of course content to students' teaching and personal lives;*
- The theoretical foundations in gifted education that permeate all aspects of the coursework and assessments; and*
- My own modeling of teacher responsiveness to student interests, needs, and applicability of content to their teaching lives.*

*These themes are also evident throughout the Teaching section of this Annual Review document.*

- B. **List career goals beyond next year.** This may be for a 3-5 year term or longer if appropriate. Indicate how these goals might support or enhance your development as a professional educator. Teaching, scholarship and service should be considered.

*I hope to gain Tenure by the end of 2023. I will submit Tenure materials in September of 2022 for consideration.*

*This means that I need to maintain my scholarship, program updates, innovations in teaching, and continue to expand my service to the College, University, the field, and my community. Tenure would allow me to take on more leadership roles in committees, especially Faculty Welfare.*

*I hope to gain the title of Director of the Talent Development.*

*I continue to work hard. I watch Director positions created and filled with people hired after me. I have more than my 5 years with Ashland University – I've been working at Ashland for 20 years. The updates I have made in the program, texts, content, assessments, and in the platform itself in the last four years feel monumental and innovative, especially following in the footsteps of Jane Piirto. It would give me a strong sense that my work is seen and appreciated and do a lot toward keeping me focused on continuing to move the program forward.*

*To write two advanced courses: one in creativity and one in guidance and counseling for GIS endorsed teachers.*

*I would like to take Piirto's creativity studies to a higher level, continue AU's name in gifted education and creativity studies, and return AU's work in creativity back to teachers' practice and renewal. I would also like to include a travel abroad component eventually. My development as an educator is enhanced by my own creativity studies – both personally (creative work, songwriting and poetry, drawing, knitting) and professionally (research and scholarly writing in the field of creativity). A course where I am able to utilize more advanced creativity theory in teaching and learning and transpersonal work with teachers simply takes my work to the next level. In recent semesters I have also realized that GIS endorsed graduate students are in need of intense study of social and emotional/guidance and counseling needs, especially in an independent study format.*

- C. Professional or personal considerations.** If there are additional professional/personal considerations that may impact on your professional development that you choose to include, please do so.

N/A