

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

Name Jennifer Groman Date February 15, 2021 Year Reviewed 4 years/Spring 2020-Fall, 2020

Department Chairpersons Amy Klinger

A. Teaching (copy as needed) Most recent first.

1. Student Evaluations Fall Semester, 2020

Course Number/Section EDIS 654 OLS

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

Excellent Fair
 Good Poor

Comments:

7/13 students evaluated this course.

I sense that students were feeling overwhelmed during this semester, but otherwise the comments were all over the map, and it is hard to use them to evaluate the course or my teaching. One said the content was a bit too slow, another said they felt overwhelmed, one said it was not intellectually stimulating, two said it did stretch their thinking. One student commented that they learned a lot from classmates' presentations, which is the purpose for the Padlet discussion and sharing board, so I am glad to see that. One student commented that the textbooks were not used enough to make the cost worth it, so I will revisit that, as well.

Course Number/Section EDIS 654 ACLU

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

Excellent Fair
 Good Poor

Comments:

11/17 students evaluated this course.

Again, comments seem to run the gamut. What this means, and considering that the other 654 section also had a wide variety of comments, is that it appears this course is very different for different people. Most seem to engage in and get something out of the course activities, but it is interesting how varied their experiences appear to be, based on these comments.

The readings and assignments/projects seem to contribute most toward learning. One said the meditations were most useful, another said they did not enjoy the meditations. One student commented that they did not like posting creative assignments to the Padlet for others to see "because I'm not creative and having to see what others made in comparison to my own." I am actually glad to see this from a student – it used to be that I assigned creative work to open them up to expressing themselves in a different way and using their intuition to "read" them together. But the more I do this work, the more I realize that teachers (especially like the one who is complaining about posting creative work for others to see) need to experience this sense of vulnerability, and experience sharing their lack of prowess to their colleagues. Our students experience this every single day of their lives – and we/teachers do not always recognize how very challenging this is, especially for gifted students. I wish this teacher had realized the purpose of the assignment in this respect, but having experienced this vulnerability might just stay in their psyche for a while and may apply itself later. I hope so.

Overwhelmingly I see that students view this as a very applicable course, that they are using what they learn in the classroom. One student commented on the feedback they received as being helpful, and another commented on the structure and support provided as a positive aspect of the course.

Teacher created Post-Assessment review and comments:

My first semester using a Pre- and Post-Assessment instead of Reflection Journals for 654.

All students responded, both sections together.

Through student ratings all outcome statements appear to show improvement, the most being “I can see creativity in the world around me” and “I can articulate a rationale for including creativity in my teaching, especially as it pertains to gifted students” and the outcome pertaining to assessment of creativity and their understanding of it.

As for their comments on how/where they have grown the most from the course, the most comments came from the two areas I hope this course will impact in teachers: the application to their classroom (12 positive responses) and insight and exploration into their personal creativity (10 positive responses). Other responses include their own risk-taking and flexibility. Responses to this course a few years ago showed that students found insights into their own creativity from the course, but it did not necessarily transfer to application to their classroom work. The changes I have made in the course over the past few years has been toward that end – applicability. I am pleased to read that students are seeing this now as the most growth they have found from the course. I am also very happy to read that the next most-often shared comment is that their personal creativity has also grown. A few of their own words:

“Before this course, I did not see myself as ‘creative,’ but I felt as though I was good at encouraging creativity in my students. After this course, I feel that meditating on and daily reflection about creativity has made me more of a creative person and teacher. We can’t lead students to a place we have never been. This course has taught me that I need to be intentional about my creativity if I want to encourage my students to be creative.”

And a student who commented in the AU evaluations about posting creative work to Padlet: “I was so concerned about it because I knew it was going to be shared with others and then I would be judged by it. I think this might be why I don't try things out of my comfort zone because I am worried about failing or what others will think of my creation.” This may just show that they truly gained a sense of vulnerability and saw its impact on them!

I now have a prompt in the Pre- and Post-Assessment for 654 where I am gathering teacher beliefs for my current research project on creative self-efficacy. Here is the prompt and a few student replies:

Comment on this phrase: "A teacher who explores their own personal creativity is better prepared to support creativity in the classroom." [This is the foundation of my current Creativity Project research on creative self-efficacy and its impact on the classroom]

*“I still believe that experience results in greater empathy, which applies to creativity, as well. And perhaps it's more than just a leg up for supporting it in the classroom. Some, or really *all* of those core attitudes really need to be in place for an environment to truly be supportive of creativity.”*

"I think I lived this statement this semester. Thank you so much!"

"Truth! I have seen this in my own classroom this year. This is such a great year to add this as well. I feel a stronger connection to students. They see me as more than a math teacher!"

*And I want to finish with a statement that echoes my own thoughts after taking this course in 1997.
"This course has changed my outlook on creativity for my entire future of teaching."*

Course Number/Section EDIS 796 OLS

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

Excellent Fair
 Good Poor

Comments:

3/9 students evaluated this course.

Overwhelmingly I see that students view this as a very applicable course, that they are using what they learn in the classroom. One student commented on the feedback they received as being helpful, and another commented on the structure and support provided as a positive aspect of the course.

Course Number/Section EDIS 781 OL

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

Excellent Fair
 Good Poor

Comments:

1 student in this course, their capstone thesis is currently in-progress, no evaluations

2. Student Evaluations Summer Term 2020

Course Number/Section EDIS 650 OLSA and EDD

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

Excellent Fair
 Good Poor

Comments:

6/12 students evaluated this course

I feel as though I received great feedback, criticism, and suggestions for this course. Students feel stimulated and engaged, they appreciate the detail of the syllabus and videos, the value of choice throughout, and the application of the ideas to the case study.

Some students struggled with the presentation formats – slideshow and video. I should consider offering the case study presentation as a choice – video presentation or formal paper. I do this in 710, there is no reason I cannot offer it here. And the "choice activity" – which was an option for the cancelled face-to-face session – was an outlier and not useful. I have to agree with that.

Teacher created Post-Assessment review and comments:

The graphs of their ratings of the outcomes pre- and post- show a great deal of growth! Areas of most growth:

Categories of gifted, special concerns of TD, knowledge of standards/competencies

Area of least growth or most varied growth:

Knowledge of professional organizations, 2e populations, and (surprise!) APA.

Their comments show that they appreciated learning about the models and philosophies of gifted/intelligence. Students seem to want to know more about WEPs, gaining more information and experience with differentiation. They appreciated the organization and structure of the course, the text, choices in presenting what they learned.

My favorite quote I can honestly say, is “there is not one thing I would change about this course. YOU as a professor put so much more life into this material. It is refreshing to see an educator at the collegiate level show as much passion and excitement as you have these last 7 weeks. When you get to this level, it seems that most professors just go through the motions. I absolutely loved being in your class! I look forward to working with you in future courses.”

Course Number/Section EDIS 654 OLA

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

Excellent

Fair

Good

Poor

Comments:

7/11 students evaluated this course.

I am so glad to read that students feel that creativity is more than divergent thinking or visual and performing arts! My work here is done. (Okay, not really). Students are also seeing more applicability in the course, which has been a point of growth for me in 654 and something I continually work on improving.

One student commented on being put in the role of learner – experiencing the risks and emotions of creativity that her students experience. This is also something I worked on more this semester. “The most effective online course I have ever taken.” “I walked away enlightened and with a handful of useful activities.”

And a great suggestion – “include even more interviews or guest speakers who have worked both as artists and teachers of the gifted and talented.”

Final Reflection Journals

I have not updated the KSD statements, which act as a foundation for the Pre- and Post-Assessments, so no pre/post information. These are Final reflection journals.

Some students love the Piirto books and their overlap, some felt like there was too much overlap between the books. Students overwhelming loved the creative assignments – the sculpture and the creativity monster! More than one student mentioned that this course frightened them more than any other because they were worried about “not being creative,” yet I hear that they feel more comfortable with their own creativity afterward.

I also hear in these students’ reflections an excitement and energy to try new things, an increased understanding of themselves. It might just be my personal bias. A few student comments:

“I was scared to death about taking this course because I felt that I lacked in the creativity part of being a teacher. But I was wrong.”

“Thank you so much for this experience. It was probably one of my most useful classes.”

“Overall, this class was fantastic and it really made a difference in the way I think about and see creativity in and out of the classroom.”

“After initial apprehension, I enjoyed the [personal creativity activities]. These assignments are important because their expectations are different from other college assignments regarding teaching and learning. They place me in the role of a learner, experiencing the risks of creativity like my own students.”

Course Number/Section EDIS 653 ACLUB

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

Excellent

Fair

Good

Poor

Comments:

9/17 students evaluated this course.

One student disliked the text as boring and not useful, even noting that they had to do side research due to its lack of substance. They appreciate the options for products and saw this as differentiation (why it is one of my lowest ratings is a mystery), and a number of them like the inclusion of the MBTI. A couple commented that too many submissions were due in Week 6, and another that the lengthy syllabus is a challenge to navigate.

Course Number/Section EDIS 653 OLSB

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

Excellent

Fair

Good

Poor

Comments:

11/18 students evaluated this course.

Students seem most held back by the short time span and depth of work. A number of them mentioned that they wanted to dig more deeply, but the shortened course time made it impossible.

These students see and appreciate the Dialogue project, and the comments about the text were positive. Many comment on the choice aspect of topics and more presentations/fewer papers as modeling good gifted teaching, and they recognize and appreciate that modeling.

Students miss face-to-face learning so much.

Teacher created Post-Assessment review and comments:

35/35 students completed this pre- and post-assessment (combined classes) and left comments

Student growth is apparent in the pre- and post-assessment graphs. The most gains:

Knowing the variety and types of social and emotional characteristics and needs of gifted and using research to accommodate the needs

Knowing and applying the MBTI – personally and professionally

The ability to articulate their philosophy for teaching and supporting s/e needs of the gifted

The least gains (though these gains are still high)

APA, S/E needs of underrepresented populations, WEPs, Facilitating a dialogue discussion

Comments focus on the MBTI and the dialogue project as very useful, and the dialogue as a necessity to forward the growth of gifted students.

Their comments show that their growth in s/e needs and guidance/counseling is specific to their interest and topics they chose to learn about – LGBT (student telling me that this article is severely outdated and needs to be replaced), perfectionism, underachievement, etc.

I received from a student a very welcome step-by-step suggestion for including WEPs in a discussion board

in a more practical way!

I divided these students into two Padlets (Primary and Secondary age) so they would have less to interact with and it would be more specific to their teaching age level. I still received comments that the Padlet became unwieldy, but overall the Padlet appears to be effective in allowing them to interact with one another. They still overwhelmingly appreciate face-to-face more, and a few suggested I return to one F2F session a semester as I used to.

Course Number/Section EDUC 710 OL

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

Excellent

Fair

Good

Poor

Comments:

3/10 students evaluated this course. No responses to the open-ended questions.

3. Student Evaluations Spring Semester 2020

Course Number/Section EDIS 651 OL

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

Excellent

Fair

Good

Poor

Comments:

1/7 students evaluated this course.

This student appreciated the jigsaw review of various differentiation strategies, which is a new component, to give them a chance to see more models applied.

Teacher created Post-Assessment review and comments:

All students responded.

From the Google Form data charts I can see that student growth is excellent, I am very pleased about that. Most growth in the area of reading and using the WEP, and knowledge of the ODE competencies. Least growth in the area of diversity and special populations.

Their comments show that they have gained a number of differentiation strategies, and one “refined [their] view of differentiation.” One stated that they know more about the standards and various enrichment models. They also commented that they did not think their district was in compliance with the Ohio Revised Code. This happens in 650 and 651, mostly through classroom discussions we have over a few of the focus questions. I am pleased to see them looking critically at their programs.

It is gratifying to read that students see the differentiation modeling I am trying to do in my own teaching. I know it is challenging to see what differentiation looks like in the classroom sometimes – so modeling it gives them a sense of what it can look like in Real Time. A couple also mentioned my adaptations of the curriculum responding to COVID.

Course Number/Section EDIS 653 OL

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

Excellent

Fair

Good

Poor

Comments:

4/6 students evaluated this course.

2 students commented deeply about the accommodations I had made to the curriculum and calendar after COVID took over our lives. "There was no question as to what was expected, and for that, I'm very grateful. Dr. Groman extended nothing but grace and understanding when everything changed due to the virus. There was a lot to juggle, and she made adjustments and reworked the syllabus because she knew how much we had on our plates." I also love reading that students feel they are able to reflect on their teaching and see how the different pieces of the course apply.

Teacher created Post-Assessment review and comments:

I forgot to include the Pre- and Post- Assessment for this course. How frustrating. Using it for 653 is new. I missed adding it to the syllabus.

Course Number/Section EDIS 781 OL

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

Excellent

Fair

Good

Poor

Comments:

4/6 students evaluated this course.

Students appreciate the flexible and self-directed nature of this course. Students also commented on the time and space to allow them stretch out and research a topic of interest to them more deeply. One student wanted more clarification on the final submission process.

Course Number/Section EDIS 710 OL

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

Excellent

Fair

Good

Poor

Comments:

0/2 evaluated this course

2. Peer Evaluation

Fall, 2020, I had two evaluators explore and review the same course. I chose them both specifically for their expertise in technology, and I chose a course that is the most challenging to teach remotely – the creativity course, EDIS 654. I wanted them to explore the same course so that I could get two separate perspectives on the same course. I was not disappointed! Their comments and critiques were varied and smart, and their suggestions will give me a great deal to work toward improving – this course as well as my other online offerings.

Peer Reviewer Pidge Bannon Date of Review EDIS 654 OLA (Su2020)

(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:

I really appreciated Pidge's comments about my use of Padlet, and the variety of assignments and postings that students can interact with there. I find Padlet more engaging visually and intellectually, as well, than a discussion board. She asked a good reflection question – on how I decide what information is discussed and which information is simply posted. She also asked about how I create a culture of community in a short time. I realize that I am very intentional about these two areas. I choose posting assignments if I think students will gain by reading and downloading peer work (students give permission to download automatically for Padlet, and I invite them to refrain from posting anything they do not want shared or downloaded by colleagues in the class). These are especially in terms of identification of creativity and visual/performing arts in their districts, and their district WEP/Written Education Plan. Also, any lesson plans or ideas are posted and shared. As for assignments that require responses, I choose those that require risk-taking, because I have seen how teachers support one another when they take on work that scares them – and are honest about this.

I want to find more ways that students can be self-reflective, as Pidge suggests, or make that self-reflection more apparent through their thoughtlog.

Peer Reviewer Erik Kormos Date of Review EDIS 654 OLA (Su2020)

(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:

Erik's comments were also very helpful, and gave me a good sense that I was doing a few things right! When coursework first moved online I met with Pidge Bannon and with Jason Ellis to get a few ideas and suggestions, and have been trying to improve courses every semester. Erik's comments that I was offering a variety of technologies to help students interact with the content and one another was very satisfying. Erik also offered a glimpse into one of his courses where he used Flipgrid as a video interaction tool as an example. I have responded since by updating my introductions for a couple of my courses from simple slides to an actual video, with or without slides, but requiring them to show themselves in their "natural habitat," which has been fun to watch and I feel as though I know them better this way and can picture them when I grade or interact with them by email. I see students responding to one another in a more personal way already!

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.

The most challenging part of the previous year's teaching was Spring, 2020, and adapting very quickly to the COVID situation, knowing that 1) my students' lives were also uprooted very quickly, 2) my student projects are based in their interaction with their own students in the classroom, which had suddenly become very different or even non-existent, 3) I wanted to maintain rigorous content and activities, and 4) I know that graduate students who are teachers easily stress over changes and anything unclear.

My first inclination was that I needed time to adjust, too, and make changes to the syllabi. So I

immediately emailed students to tell them to take a week off from their studies to focus on their own situations, at home and at school. Then I worked to update the syllabi.

For all of my classes, I gave two options: students could continue their final projects as usual, if they still had access to students in some way (650 Case Study, 653 Dialogue Project, 710 Practical Application of a new strategy, and 796 lesson plan and observation), or I adapted the project to allow them to complete it without student interaction. In all of my classes, I had students add a component to their final project, basically titled “And then this happened” – reporting out on the work they had been doing, and showing how it had been interrupted. I had them share out how their districts handled the communication, change in format for school, and how they were moving forward. It gave them a chance to reflect on the process, and mark it for their own posterity (it is now part of their course final product!) and when they viewed one another’s projects, they were able to see how other schools handled the situation.

In addition, I expanded my weekly office hours, and took more time in my videos to make sure students felt they could come to me as things happened in their personal and professional world that might impact them.

In Summer and Fall, 2020, I added a minute silent meditation at the beginning of my weekly videos, as a small way for students to simply calm and refocus their energies on their studies. Especially in the creativity course, this supports a few of the creative Core Attitudes we study.

- Indicate your strengths and areas of challenge in regards to this years teaching:

Strengths – my responsiveness felt like a strength, despite being fairly stressed myself. I felt compelled to keep it together for students’ sakes. Also, I felt I maintained a sense of clarity about student issues – yet not allowing so much leeway that I was taken advantage of. One student, after simply neglecting the course for the first four weeks for no apparent reason, accepted that I would not take his late assignments, since he had not communicated with me until I sought him out in Week 3. I feel I have made some growth in this area.

Areas of challenge – I experienced a real energy and mental power dip in the Fall semester. I had not taken time between Summer and Fall, and was moving house, as well. Also, keeping up with grading and videos can be very challenging.

- Describe how you are addressing the challenges:

I am maintaining a specific time period of work, and then I close the computer and avoid technology into the evening and on weekends. I am more present when I am not working, more present with the people I love.

In Spring, 2021, I created a grid of all of my courses (It feels like I have an especially tough work load this semester) and have noted for each week throughout the semester which courses need videos, need past videos checked over for accuracy or to re-make, and what is submitted each week (a dropbox item or a Padlet item) so that I can make sure to keep up with grading. So far, it’s Week 2, and it seems to be helpful. I don’t feel as stressed about forgetting something important for my classes.

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. (2021, Winter). Want to improve student creativity? Start here. *OAGC Review*.

Farrenkopf, P. & Groman, J. L. (2021, Winter). Essex School @ Ashland University. *OAGC Review*.

Groman, J. L. (2021, Winter). OAGC Higher Education Division Update. *OAGC Review*.

Groman, J. L. (2021). 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*. Information Age Publishing. (In press).

Lee, K. E., & Groman, J. L. (2020). *Adventures in Education: Launchpad to Your Next Workbook*. Self-published. [Available here](#)

Groman, J.L. (2020, Spring). Higher education chair update: Regular people. Submitted February 14, 2020 to *OAGC Review*. Rejected.

Groman, J. L. (2020, Spring). Teaching as a vocation. *OAGC Review*. [Available here](#).

Submitted Scholarly Writing

Groman, J. L. (2021, February). Considering the long-term transformative impact of creativity training on the work and lives of teachers. *Journal of Advanced Academics*. Invited to revise and resubmit. Revision 2 to be re-submitted by February 27, 2021.

Groman, J. L. (2020, April 9). Capturing transformation: Narrative inquiry and the transpersonal experience. Re-submission to *Journal for Transpersonal Psychology*. Invited to revise and resubmit. (Under second review).

Groman, J. L. (2020, May 1). Weaving transformative theories into teacher training for talent development. Article proposal submitted to *Gifted and Talented International* special issue. Not accepted.

Presentations

Groman, J. L. (2020, November 11-19). The bully's face: Using art to understand bullying in gifted children. [Virtual Breakout Session]. National Association for Gifted Children Fall Convention. Online.

Lee, K. E., & Groman, J. L. (2020, August 26). Launchpad to your next. [Breakout Session]. Ashland University Faculty College. Ashland, Ohio.

Groman, J. L. (2020, August 24). New Faculty Orientation. [Panelist]. Ashland University Faculty College.

Lee, K. E., & Groman, J. L. (2020, June). Adventures in education: Launchpad to your next. [Online Workshop]. Ashland University Founders School. Ashland, Ohio.

Revised 2021

Groman, J. L. (2020, February 25). Can we talk? Facilitating dialogues with gifted students. [Break-out Session Presentation]. Ohio Association for Gifted Children Spring Teacher Academy. Columbus, OH.

Submitted/Pending Presentation Proposals

None.

Grants

CITE Teaching Load Reassignment Grant. The Creativity project practical workbook. (Under consideration).

CITE Innovative Teaching and Learning Grant Proposal. Moving Essex School from Otterbein to Ashland. With Dr. Patricia Farrenkopf. May 8, 2020. Awarded.

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.

Conferences

-OAGC Fall 2020 Conference. October 17-19, 2020. Virtual. (Self-funded)

-NAGC Fall 2020 Convention Reimagined. November 12-17, 2020. Presenter. (Self-funded)

Training

-Murphy-Meisgeier Type Indicator for Children (MMTIC) certification training (in progress)

-ScholarOne Manuscripts Reviewer Training (1/28, 2021)

-QPR Gatekeeper Training for Suicide Prevention (2/1/2021)

-WHOVA training (Summer, 2020)

-CITE FERPA online training, (Spring, 2020)

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 I 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,

Revised 2021

culminating in a presentation at the OAGC Fall 2019 Conference.

[Current Research] The Creativity 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 has culminated in a journal article, "Considering the long-term transformative impact of creativity training on the work and lives of teachers," which has been accepted to the Journal for Advanced Academics with a few APA revisions. I am revising the article at this time.

[Future 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 is moving me into my next study. This would be a deep study requiring looking into assessment types (self-efficacy) and a longer term study HSRB.

[Future Research] In addition, I wrote a CITE Load Reassignment Grant proposal to work with area educators to create a workbook style practical application of the creativity theory.

5. Reflection of Scholarship

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

The strengths of my scholarship are in my consistency, my support system, and a sheer passion for what my research and writing areas. I write between 30-60 minutes daily, consistently. I am accountable to my AURWC writing group, which that has met weekly all semester, having been together for two years. Their support is invaluable. In addition, I love reading about and studying creativity and am getting to know not only the historical researchers, but also the current research names and the emerging names in creativity studies. I hope to be seen in that realm of "emerging voices" in the field.

The challenges of my scholarly work include patience, collaboration, and my lack of experience as a researcher. I am feeling frustrated at the very slow response time I have experienced with publishers. My creativity article has been more than a year bouncing from one publisher (who approved the article proposal but refused the manuscript), and the current revision and now re-revision. I love the article, but it feels like it is taking forever to get this published. My transpersonal article has been in limbo for a year, as well, with the editor not getting emails properly at the journal address. I have been waiting since April, 2020 for a response to my revision. As for collaboration, this has always been my challenge – I work well with others, but have not tried writing with someone else, with the exception of small articles for the OAGC article with Pat Farrenkopf. Those just fell together. I feel as though I should be better at networking and making connections to improve my scholarship and collaboration with others in the field. Finally, after the last revision of my creativity article, I could see glaring holes in my research capability, especially in admitting and countering bias as I gathered and

Revised 2021

analyzed my data. Even my research question appears now to be biased, as if I already knew what I would find. I always remind 781 students about this, but need to make sure I practice what I preach to them!

Addressing these challenges – I keep a couple of pieces in the works so I don't fret over the waiting on submissions. I do need to, however, keep track of the pieces and where and when I have submitted. Perhaps I also should not be afraid to thank the editor, but un-submit an article if I feel they are taking too long. As for collaboration, this is something I need to reflect on and consider. I don't have an easy answer to this right now. And finally, toward my lack of research skills, I am reading up on bias right now, and re-reading some of my graduate school texts on research. I am also more cognizant as I read research to pay attention to those details and gather ideas for my own research process.

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

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

- OAGC Member, Higher Education Chair
- NAGC Member, NAGC Creativity Division, NAGC Higher Education 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.

- AURWC Small Group Coach
- Faculty Welfare Committee, Secretary
- Faculty Senate
- Talent Development Program Planning
- Essex School for the Gifted at Ashland, Co-Director (with Pat Farrenkopf)
- Rigor and Relevance Continuous Improvement Committee

3. Advising of students and student organizations.

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

	781 Capstones completed/In-progress	EDUC 710	EDIS 710	Dissertations
Spring, 2020	Five student capstones completed	18 student capstones completed	2 students capstones completed	-
Summer, 2020	Two capstones completed	10 student capstone completed	None	-

Fall, 2020	One capstone in-progress	None	None	Soraya Hall
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4. List/describe professional and/or personal services beyond the university community.

- Reviewer for *Journal of Advanced Academics*
- Reviewer for SAGE, *Gifted Child Today*
- Reviewer of case study textbook for Routledge.
- Wayne County Elections Poll worker

5. Reflection on Service

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

My strengths in service include my growing sense of voice in my work with the Faculty Welfare committee - so much so that I volunteered to be secretary this year, which helps give me confidence in my role in this committee. Not a strength, exactly, but a point where I have grown. Also growing is my reputation with a few scholarly journals and institutions, who have been reaching out more to ask me to review or write for the field. I am pleased with this.

As for areas of challenge in my service work at AU, and as one of the COE representative on Faculty Senate, I still struggle with many of the processes and inner workings of the University, and I lack knowledge in the area of financials and budget reports. This sincerely makes me feel as though I am not representing COE faculty well there. In Faculty Welfare Committee this lack does not feel as apparent or hindering to me. I also feel lack of confidence in my role as Higher Education Chair of OAGC, and my projects in that role are very slow to move forward. In the Essex School committee, I do not have a clear picture in my mind of what this is going to look like, and so I am unsure how to move forward. And for all of these, right now I am feeling crushed by lack of time. Even as structured and organized as I am, it is still a struggle to find time to do the consistent work these committees require.

For my areas of challenge:

Faculty Senate – I suppose I just need to keep at it. I could look online for videos to help me read and understand a budget, or I could sit down (virtually) with someone who might be able to walk me through the system. The rest will, hopefully, just come out of time and energy spent in Senate.

OAGC – I need to schedule at least an hour every few days to keep up with this work. And find out how much longer my term as division chair is.

Essex – For this I think touching base with Pat more often, every other week or so, would move me along and help me see my way forward.

For all of my Service – making sure that each has a slot of time during the week to work on projects related to these various groups.

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.**

Goal: to improve the depth and variety of technology integration in my online courses.	I purchased Padlet in Spring, 2020, and use it in most of my classes for sharing work, interaction and discussion boards, and now for introduction videos where students get to know one another in a more personal way at the beginning of the course. I also use a collaborative spreadsheet in 650 for a glossary, and in 654 for classroom ideas pertaining to the Piirto model. I use a spreadsheet in 781 for students (if I have more than one capstone student) to interact and check in with one another weekly to give and get support, and to improve their sense of accountability. I got that idea from the AURWC week support spreadsheet.
Goal: to improve the applicability of course content to teachers' classroom and their lives	Toward this goal I initiated options within 651, 653, 654, and 710 to allow students to create videos or presentations they could use with colleagues in their buildings to inform them as to topics and content in gifted education, share their research, or share their work with administration. The quality of the presentations are better, having a broader and more professional and personal audience in mind.
Goal: to improve my connection to students without compromising my authority, and to be more no-nonsense about due dates and submissions and excuses without compromising my connection with students.	Toward this goal I simply made myself more intentional in my interactions with students in terms of late submissions, requests for extensions within courses, and extended regular invitations to students to keep me informed about any challenges in their lives that might keep them from prompt submissions. I included stronger language in my syllabi about my 3-day grace period, and not taking work after that time. I also made a point to call and email students if I noticed an absence. As a result, I feel that students engaged me quickly when something was going on (usually a COVID diagnosis in their immediate family or themselves) that took them away from their studies. For three semesters now I had had no panicked students (or instructor! Me!) in the last week of class as regards extending the semester for late work. I learned my lesson, and it my firmness has not negatively impacted my relationships with students.
Goal: To expand my research and writing output to include national and	I made a point of writing and submitting to two major, national journals –in the field of gifted (<i>Gifted and Talented International</i> and the <i>Journal of Advanced Academics</i>) and in transpersonal

international markets	psychology (<i>Journal of Transpersonal Psychology</i>). I also received a surprise invitation to write a book chapter on bullying in gifted populations for an international editor of books on topics in gifted education, which will give me a chance to see my name alongside some of my gifted education “heroes” as a scholarly writer.
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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.

Goal: To plan and manage the Essex School in Summer, 2021, evaluate it, and begin the process again for Summer, 2022. This is a major undertaking, which also requires me to collaborate deeply with a group, which can sometimes be a challenge to me.	Strategies: Write up a project plan for each semester, setting goals and plans to meet them. Scheduling (at least) 2 hour long check-ins a week with the project to work through the project plan. Bi-weekly meetings with Pat, monthly meetings with the steering committee for accountability. Resources: Time. Organization. Consistency. Communication with all factions of the steering committee. Goal will be met if Essex 2021 goes smoothly – recruitment, hiring faculty, the schedule, technology, the week itself, assessment, financial aspects and reporting – and we note improvements for Essex 2022.
Goal: To improve my confidence and capability in qualitative research, especially as regards my process and write-up of the methodology.	Strategies: Gather and read qualitative articles – especially in gifted ed - and note methodology and trustworthiness. Note Jean Peterson’s work. Next research study – intentionally plan to acknowledge and mitigate bias throughout. Resources: Colleagues here at AU – Peter, Rick, Judy, Jason, AURWC. Access to journals and texts. Time. Goal will be met if my next research study, in its write-up, is accepted to a journal with fewer revisions to the methodology section than my JAA article.
Goal: Complete my Murphy Meisgeier Type Indicator for Children [MMTIC] training	Strategies: Plan two – three hours every week to read through Module 4 and take the quiz. Resources: Time. Readings. Goal will be met if I get my MMTIC certificate!
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.	Strategies: Plan one afternoon a week to check over each course in turn, and write up the memo. Keep a record of when I submit, changes requested and when, and resubmissions. Resources: Time. Portal. And understanding of the curriculum memo process. Goal will be met if I have updated syllabi for 651 and 653 accepted by May, 2020.

E. Additional Comments

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

I would love to see an 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. Building capacity in their buildings! Is there recruitment money for this?

Ashland University
College of Education
Professional Development Plan
Department of Teacher Education

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.

To gain the title of Director of the Talent Development.

I work so hard. I have seen Director positions created and filled with people hired after me. I have more than my 4 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 be promoted to Associate Professor by 2023.

Revised 2021

This goal 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. I love the work in and of itself, but promotion would be a much-needed reward for my hard work and encourage me to continue in a time when discouragement is sometimes my companion.

To write an advanced course in creativity for teachers.

This has been on my long term goal list for a while, and may include a study-abroad component. 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. 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.

To create a format and structure for communicating with and allowing networking between program alumni.

In my research I have often wished I had contact information in one place for program alumni as far back as the beginning of the program. This would enhance my research, allow students a sense of continued belonging to the University and the College, and provide students with excellent collegial support after they matriculate.

To write a Talent Development Program Handbook and/or update the Handbook for Graduate Thesis and Capstones

These have also been on my long-term goal list for a while. They are both too unclear in my mind to expand on the ideas here. Besides, you've read enough, haven't you?

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