

---

---

## PEER REVIEW

---

---

**TO:** DR. JENNIFER GROMAN  
**FROM:** DR. LINDA BILLMAN, CO-CHAIR, DEPARTMENT OF DOCTORAL STUDIES & ADVANCED PROGRAMS  
**DATE:** APRIL 23, 2018

On Wednesday, April 18, I observed you teach a session of the *Guidance and Counseling for the Gifted* (EDIS 653) course to students enrolled in the Gifted Intervention Specialist endorsement program held at Northwestern School District's high school located in Wayne County. Four school districts are represented among the students. Nine students attended class on the 23<sup>rd</sup>. This is an informal classroom setting; you and the students are seated around a long table.

You requested that within the class period that I focus my observations on the following.

- ✓ Are you engaging the group as a whole and individuals?
- ✓ How do you connect content, ideas, and topics to practical application
- ✓ Are you encouraging students to form their own beliefs about what is important to them regarding the social and emotional needs of the gifted?

During that part of the class session I observed (1.5 hours), you reviewed the texts required for the upcoming EDIS 654 class, *Creativity Studies for Teachers of the Gifted*, which you will teach during the summer term, discussed the OAE licensure test for Gifted Intervention which is in its draft form, encouraged students to share "good news" in their lives, and participated in one dialogue and two project shares facilitated by the students.

### **Are you engaging the group as a whole and individuals?**

In general, this group of students is highly engaged and highly motivated. They easily talk among themselves and are very engaged when you are leading the conversation.

- The relationships that you have with the students promote individual engagement. When students were concerned about the extensive reading required for the upcoming EDIS 654 class, you responded to their individual concerns. Initially, you encouraged Zac to share his insights as he has already taken the class. You then made recommendations about how they could begin preparing now for the course and invited them to e-mail you with book selections to meet the required assignments. Additionally, you encouraged students to share personal and professional "good news" that occurred since the last class session. Sharing your own experiences enabled them to learn more about you.
- While completing the Scamper Graphic Organizer with Katie, you worked as equals. She did not look to you for the answers.

- As the class session progressed, I noted the following regarding student engagement. Zac, Katie, and Beth frequently shared with the class – all are seated near or very near to you. Brent, Stephanie, Kathy, Jill, and Theresa contributed less frequently than their peers did during the class conversations.

### **How do you connect content, ideas, and topics to practical application?**

Throughout the class session, you connected the course-related content to the practical application.

- During Beth's dialogue on the Scamper Graphic Organizer, you encouraged the students to think beyond how the organizer is typically used and determine how it could be applied to students' socio-emotions. Students gave numerous examples. You then noted its relationship to resilience and began a short discussion about the difference between "not helping" and "backing off" – using classroom examples.
- When discussing the Myers-Briggs assessment, you described the J and P preferences associated with it. You took the concepts to the classroom and asked students how to create spaces in the classroom that support students with those preferences. What about twice-exceptional students? Use the test as a tool when working with students.

### **Are you encouraging students to form their own beliefs about what is important to them regarding the social and emotional needs of the gifted?**

- I believe that your approach to the class underscores this theme. Throughout the class session, I observed you routinely asked students how their examples related to the social and/or emotional needs of students.
- The two project shares provided by Zac and Kathy conveyed additional information that related to the two areas. Zac shared a literature review focusing on females in mathematics. The conversation went to male/female achievement, self-esteem, and self-concepts. Using ODE guidelines, Kathy developed and shared Early Entry to Kindergarten research-based procedures that she developed for her school district.

### **Overall:**

You have created a positive and welcoming classroom that promotes student enthusiasm, motivation, and learning. You connect complex theories to practical applications that are grounded in classroom experiences. Well done! Thank you for allowing me to observe and participate in your class.