

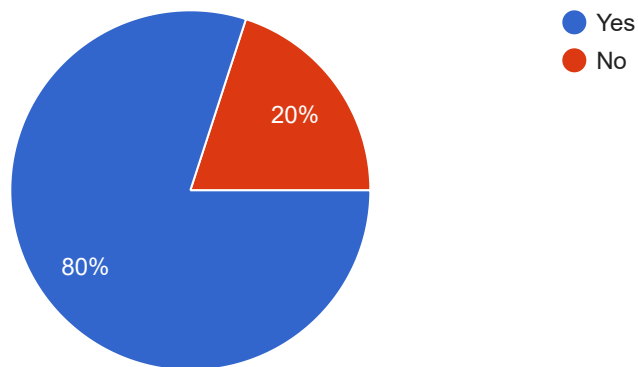
# EDIS 651 Pre- and Post-Assessment

10 responses

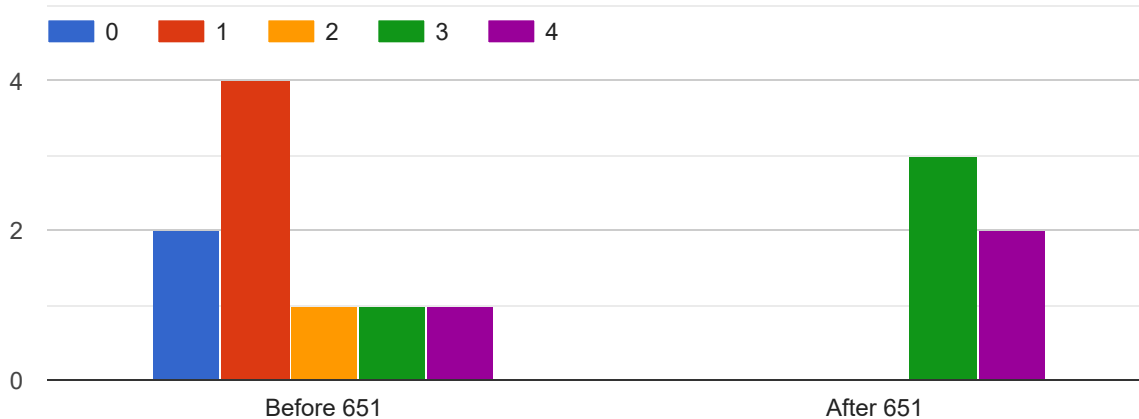
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Would you allow me to use your comments for research and reporting purposes?

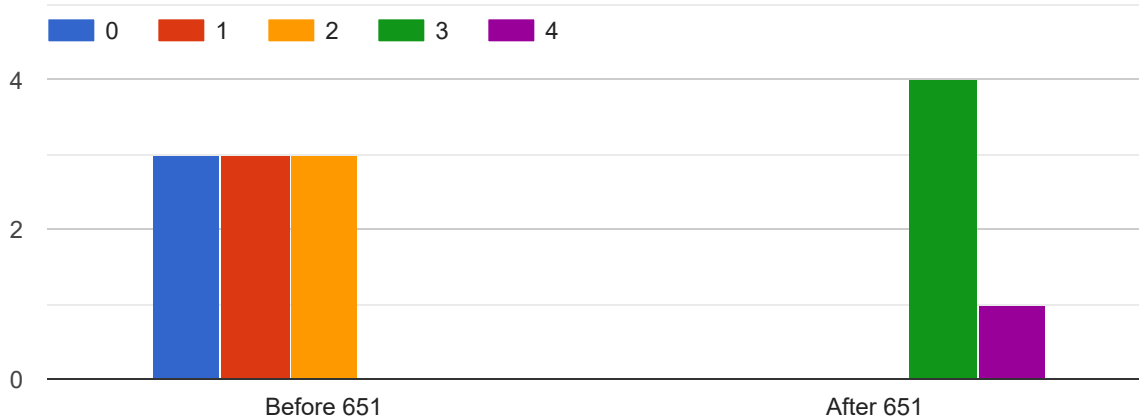
10 responses



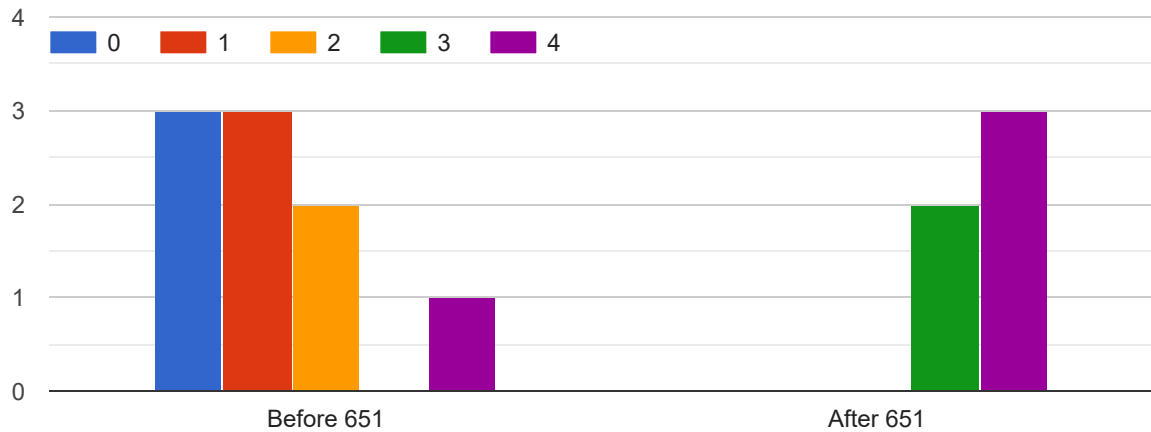
1. I know and can interpret the general categories, definitions, and requirements for Ohio gifted education and service, as outlined by the Ohio Law and Ohio Operating Standards for Identifying and Serving Students Who Are Gifted.



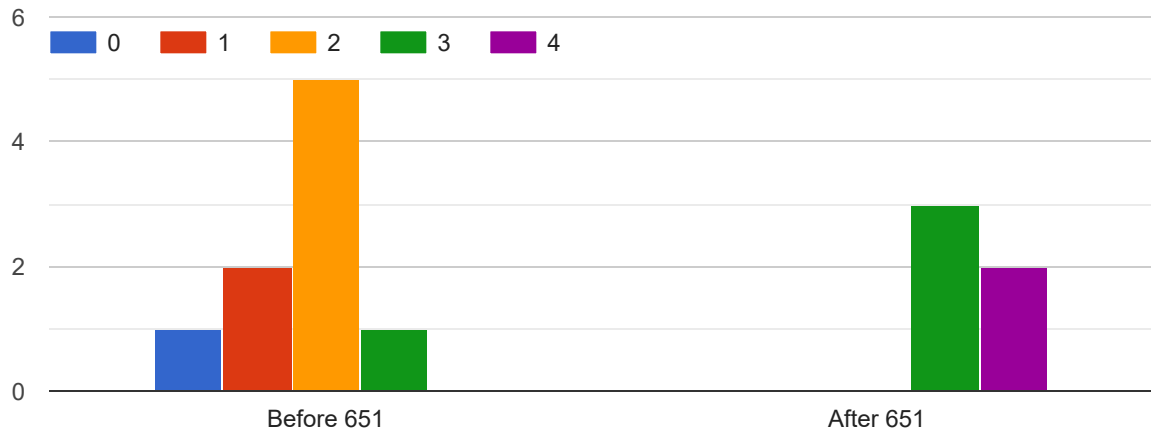
2. I know and can interpret the impact of the historical foundations of the curriculum on the field today; relate the ideas of the major researchers, curriculum designers, and advocacy organizations in the field to my specific curricular needs and those of their district.



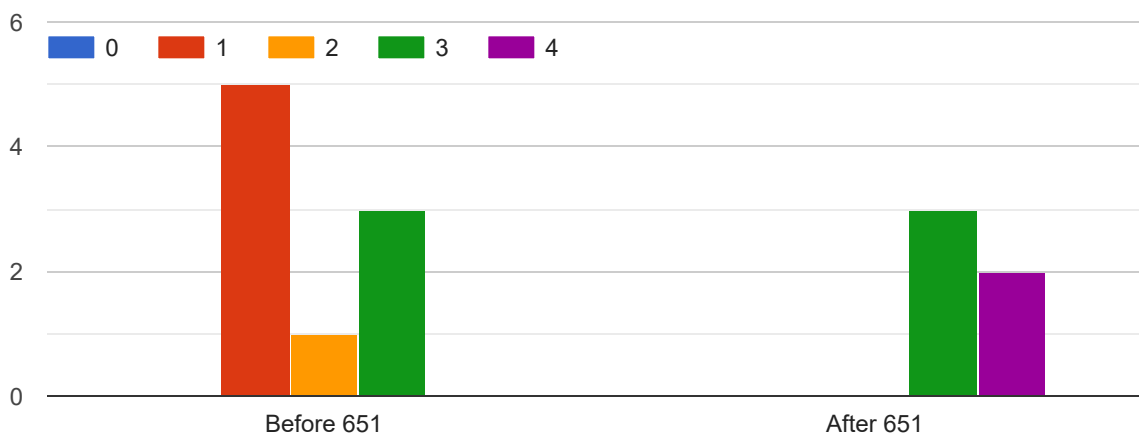
3. I know and can interpret the service portion of the WEP according to the Ohio Rule; explain and critique my home/local district WEP and service options for students who are gifted; support the writing of WEP goals.



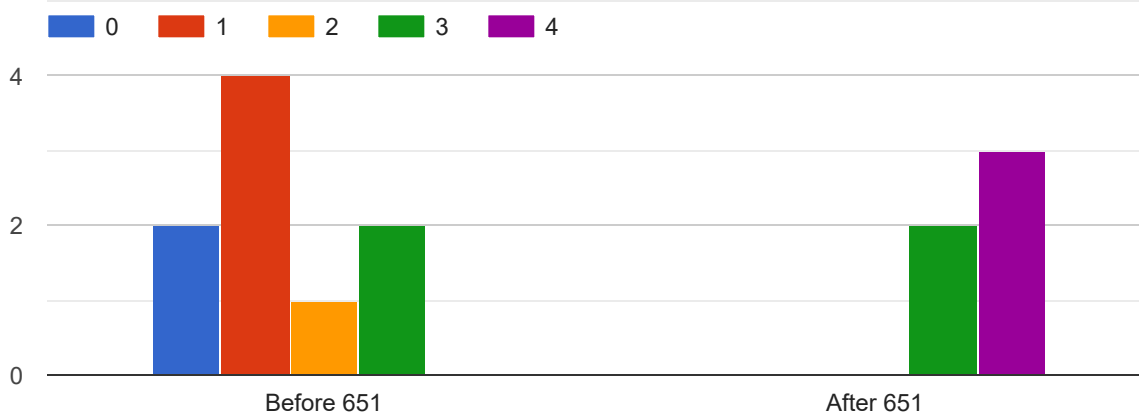
4. I know and can apply processes for differentiating instruction based on student readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractions.



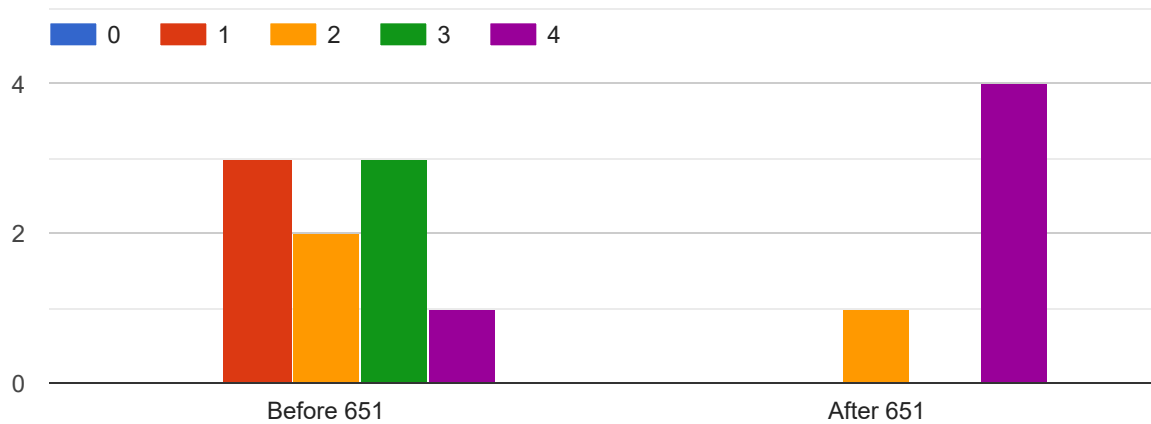
5. I can select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; critique my and others' differentiation plans.



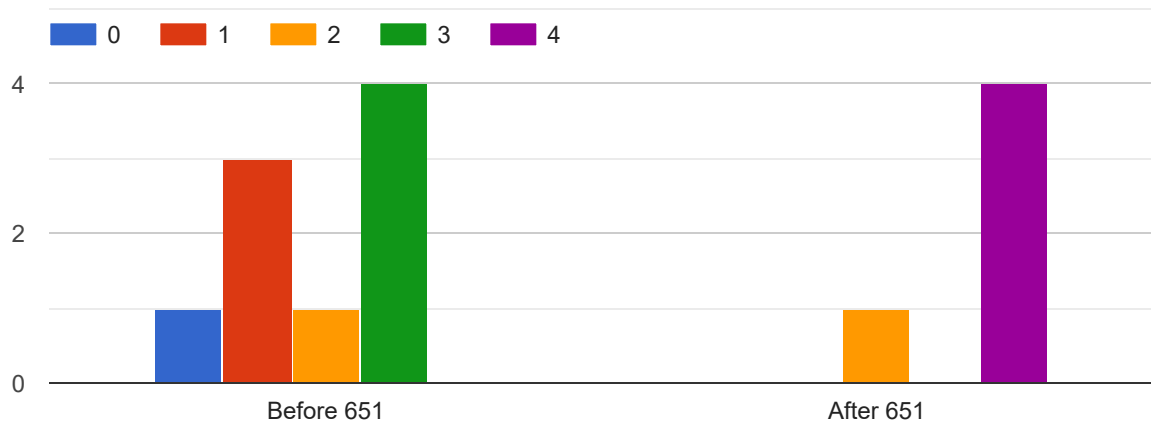
6. I can provide an extension or replacement of the general education curricula, modify the learning process through strategies such as curriculum compacting, and select alternative assignments and projects based on individual and student needs; critique my and others' curricular plans.



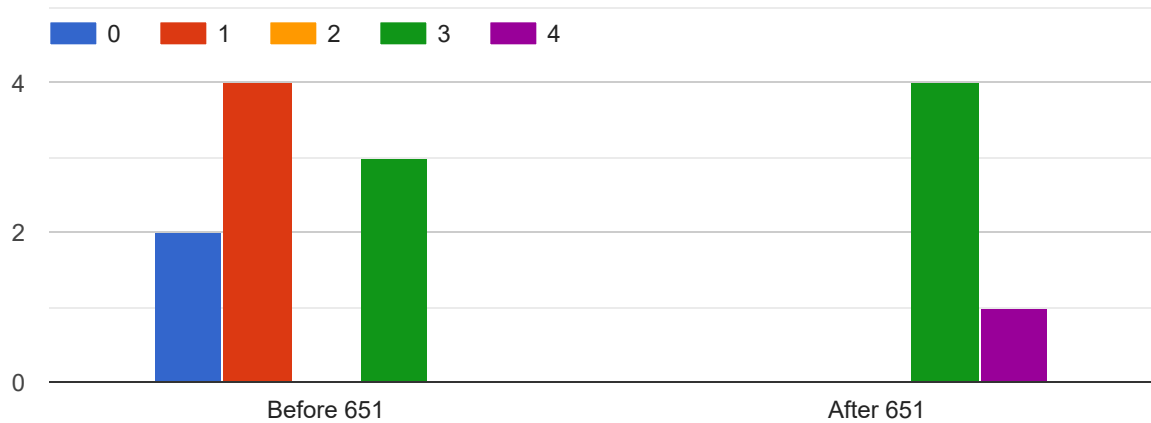
7. I can recognize and respond to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted; create safe and culturally responsive learning environments.



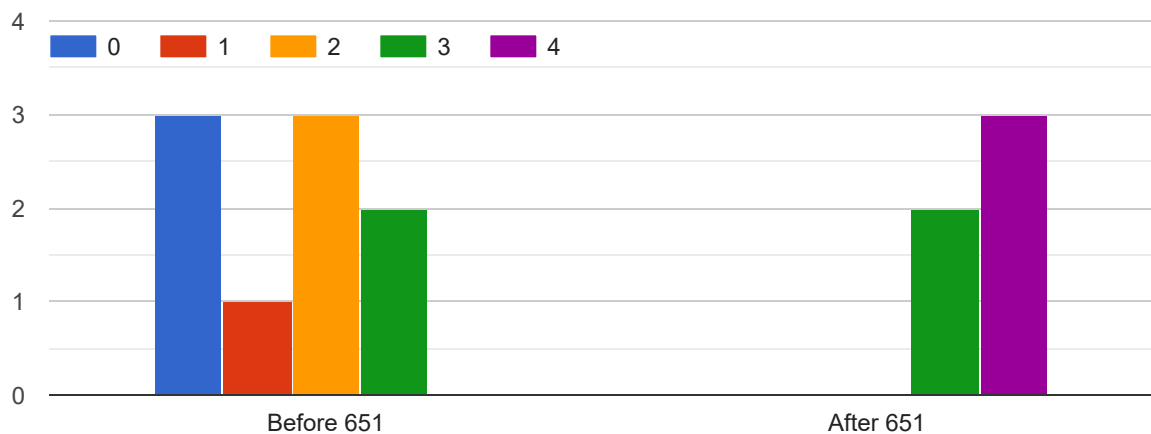
8. I can effectively identify the need for and incorporate strategies to support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.



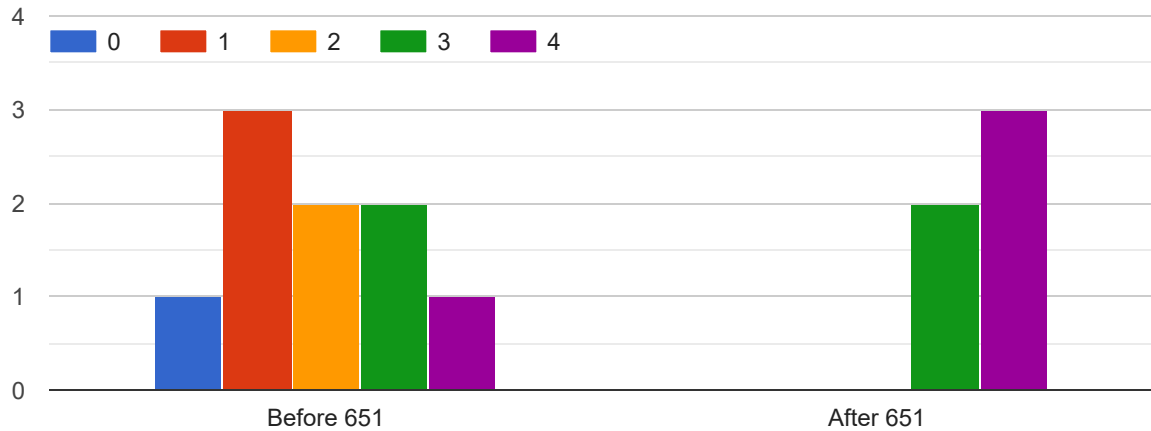
9. I can effectively incorporate a variety of sources to measure and monitor gifted students' growth; effectively incorporate processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.



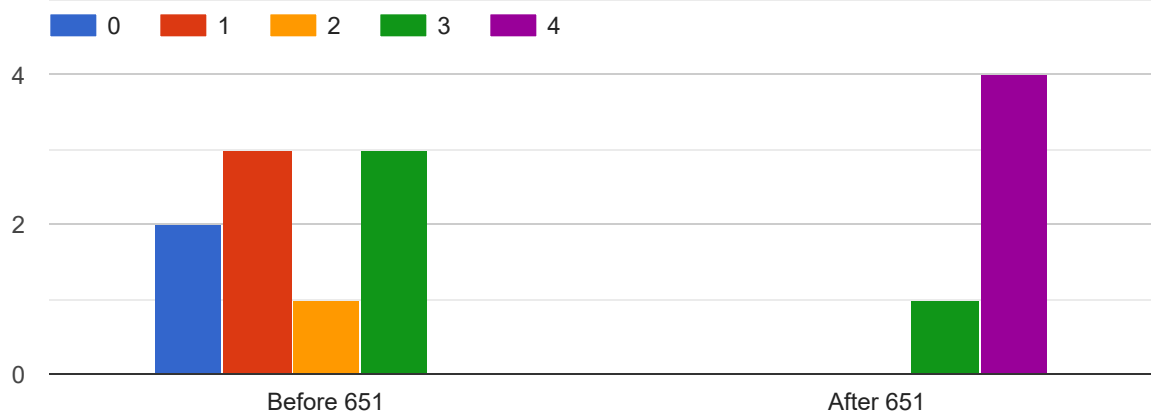
10. I can construct plans that integrate technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.



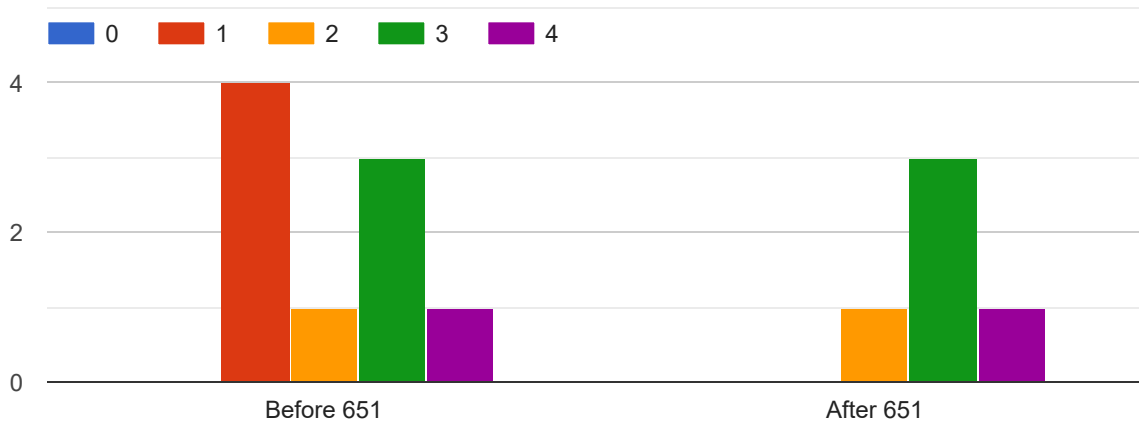
11. I can justify my personal and professional learning goals for EDIS 651, apply course learning to my current and developing educational philosophy for teaching, especially for teaching gifted students in my context.



12. I know and can effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within my teaching context and home school/district.



13. I can write, speak, and give presentations with graduate level professionalism according to Ashland University's Accent on Writing and The Publication Manual of the American Psychological Association 6th Edition.





Before 651: Consider up to five of the above outcomes that you feel are most critical to you to learn in this course as they pertain to your gifted students and your teaching. List their numbers and comment on them here.

8 responses

12 (aligning standards is a non negotiable for all students)

8 (addressing needs and using strategies were covered thoroughly in this course)

7 (imperative to create environments where gifted students feel free to learn and grow)

5 (incorporation of in-depth curriculum that is adapted for gifted through differentiation)

9 ( measuring growth through a variety of assessments is needed for a multifaceted lease on the learner)

4,5,6,8,10

1-Ohio Law and Operating Standards

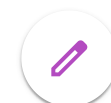
3-WEP

4-Differentiation in terms of acceleration as opposed to remediation

7-Traditionally under represented students

10-Technology integration

9. I think it's very important to document growth. 12. It's hard not to find the standards critical. 8. I want to learn strategies that can help my gifted students succeed.



After 651: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?

5 responses

I know so much more about the curriculum standards, the enrichment models offered and adopted by districts. I think I recognize how my district is and is not in compliance with the state in servicing gifted students. The Ohio revised code is something I am much more familiar with. I think that I could improve on implications and strategies with gifted students, as there are so many to use with so many different students. I have also not had much of an opportunity to use some techniques directly yet with my gifted students.

It was most helpful to be exposed to materials and tools for differentiation. I would like to improve my use of technology in differentiation.

I feel as though I have refined my view of differentiation and added a number of tools to my repertoire. I feel more prepared to differentiate my class for gifted and high achieving students, as opposed to just for my special education students. I feel like I need to learn more about the standards for gifted education. I don't feel quite ready to take the test for my endorsement yet.

Differentiation methods and how to enrich my teaching to support my gifted students. I want to improve on using more documentation to show growth in my students.



After 651 Reflection: Please comment on the course itself, the texts, the instructor, the format, pace, level of challenge, anything you wish to share so that I can improve the course:

5 responses

I thought the material was well laid out, I enjoyed the format of the videos and I thought they were extremely helpful. Dr. G was available for questions at all times and was very accommodating and understanding when I became sick. This course was all new information, very challenging to absorb it all in such a short time but very informative. I feel like I am building some strong foundational blocks in this gifted program.

I love the inclusion of Padlet (even with hurdles with uploading). I also like how you model differentiation in your design of the course- choice of projects, various ways to present and demonstrate knowledge. Thank you especially for such graciousness and patience with our delays posting due to the stay at home order. Adapting the curriculum project to our current situation was a great example of how we might sometimes have to retool students' final projects to meet their needs and match their interests/reality.

I really enjoyed this course. It was nice to experience an Ashland course outside of a summer session; the pace is much more manageable. Obviously, COVID caused some changes in the course. I really appreciate Dr. Groman's flexibility during this time.

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