Student Evaluations and Reflections on Teaching
2018-2019

You will see my overall reflection of the school year first.
Then follows a semester review for Spring, 2019, with Positive Aspects and Points for Improvement, followed by a grid with sections for each individual course that contains a summary of the University evaluation information and my reflections on student comments. After the Spring, 2018, semester review there appears a Fall, 2018, semester review in the same format.

2018-2019 School Year Reflection

Jane Piirto's syllabi were always straightforward. Focus Questions, reading them out during face-to-face classes and using them to anchor the chapter/topic discussion. Every course, every chapter. Other assignments like the Case Study or the Curriculum Project were more spelled out for students, but I sometimes feel that I go too far trying to give students structure. Reading these student evaluations, my syllabi now feel too complex, as if there are too many different types of assignments, and I detail out too much in my descriptions. Giving a framework and expectations is good, but in doing so I need to make sure that I do not muddle the foundational goal of the assignment and allow get lost in the details. They should be required to 1) show that they read/understand the material and 2) connect it to their teaching or parenting lives in some way. Revisit the syllabi with a trusted colleague and get some feedback. Also, have a Quality Matters reviewer look over one of the online courses. That kind of feedback is always helpful.

The move online was better than I expected. I found a routine of planning my teaching videos on Tuesdays, making and posting them on Wednesdays the week before. This allowed me to double-check due dates on Blackboard for each course, each week, as well. I notice that comments about the alignment of Blackboard and syllabus dates were negligible for Spring semester. I do not feel that Kaltura is at all conducive to the type of videos I want to do, so I need to look for other platforms. It is also not user-friendly for students who want to make and post video responses. They do not know where to find the Kaltura video once they make it. I gave them Kaltura how-to guides and videos, but to no avail. Something simpler must be found.

With my three-hour course release, I spent most of the Fall semester planning the change to online coursework and beginning my thoughts on how to provide teachers a way to archive their work to help them prepare for the Ohio Assessments for Educators. It was announced that the test would be expected for anyone wishing to gain GIS endorsement after December 21, 2018. The Synchrosium I teacher meeting I held in Fall 2017, gave me the idea to have students compile a Program Portfolio or Resource Notebook as they progressed. I began working on this idea, which would need to be introduced in EDIS 650 in the Spring, so that those teachers would be prepared. This transition also aligns with the adoption of the new program textbook, which is more recent and will be invaluable in their preparation.

To learn more about online teaching models, I purchased professional development materials/modules from Doug Neill's Verbal2Visual website, have completed the basic "Introduction to Basic Notetaking" and have started the "Sketchnoting in the Classroom" course. I am looking forward to the "How to Make Sketchnote Videos" course in the future so I can begin using this format to increase interest and depth of my weekly videos. I used this format to make a short video we used to advertise the Summer Institute "Life Calling Seminar" *(See the Service tab for a link to and explanation of this video).*

I began the semester planning the EDFN 202 course with the lead instructor, who has been teaching it for many years. At first I found this to be exhilarating, but over time I felt that my voice was not being recognized. My suggestions and ideas were never taken. It is not that they were rarely taken – it is that they were *never* taken. It was difficult to finally make the decision to work on my own, one that he did not take well. I felt it ruined our professional relationship early in the semester, but that seemed to dissipate as the semester went on. My focus on having students continually reflect on their teaching philosophy and my disdain for group projects were not compatible with his. I feel that group projects do not give everyone a true chance to contribute equally. One person's voice, the strongest voice, is usually the only one heard, and differing opinions mean that someone does not get to explore an avenue of interest to them. I do not use group projects as a rule, especially for grade-based projects. In-class discussions and activities are different, and I can structure them so no one takes over. But my work on 202 with this colleague shows me just what can happen in a group project – one voice takes over. I learned about standing firm, being professional in my dealings with colleagues, and being sensitive to the collegial relationship, and also in trusting my intuition. I wanted to – and should have – spoken up much sooner, which would have ameliorated the situation.

One of the 202 students contested her C grade. She neglected to turn in a few assignments, which took her grade to a B, and she never contributed or spoke in class, to lower her grade to a C. The subsequent emails and letters to the Dean and the department chair, as well as meetings and gathering support documents were emotionally frustrating, and ultimately, professionally damaging. In my emails to the student, sharing a document in which I tracked participation in class, I sent her a document that contained all student names on it. Immediately after the email was sent, I realized my FERPA error. I emailed the student telling her of my mistake and asking her to delete the document and email. She agreed to do so. But she did not. Further into the grade dispute her mother shared my error with the Dean, threatening to take the matter further. I received a letter of from the College of Education dean, and the matter was taken to the Provost. This was my first interaction with the Provost in his new post. There are many lessons learned from this situation, and I must admit (as this is a reflection, which by its very nature is professional AND personal) it will most likely keep me from considering teaching this course in the future. I am embarrassed for remembering too late to create a FERPA sensitive document before sending it to the student. I am angry that the parent who complained about the document actually *used that document* to contact students to ask them about the participation grade they received, comparing it to my participation tracking document for discrepancies. These are most difficult lessons learned:

*keep all student information sacred and confidential

*think twice before sending anything that contains student information or grades

*create and maintain a strong two-pronged system for tracking participation: one that comes from student self-reflection every class session and one that comes from me

*being transparent throughout the semester, giving students opportunities to know what their grade is, and how to improve and increase their participation in class, especially for non-engaging, shy, or introverted students.

Despite the time it took from program planning and the FERPA debacle, I enjoyed teaching 202 and would eventually like to teach it again. But honestly, I am very glad to see the end of this semester.

Semester Review
Spring, 2019
First Semester of the Revised, Fully Online Gifted Coursework

Positive Aspects	Points for Improvement
*Instructor enthusiasm *Quality of my feedback *I feel that my responsiveness in 202 was a positive aspect.	*Timeliness of instructor feedback. This may involve a change in format of some of the assignments. Possibly Padlet for some of the discussions or sharing out presentations of the gifted models or lesson ideas via video to share with all instead of a written assignments. Or fewer small assignments and more projects. More 650 Focus Questions could lead directly into sections of the Case Study – the readings on identification, readings on gifted at the different age levels, etc. *Some students seem to want more face to face time. Consider incorporating and optional hybrid model or more periodic Bb Collaborate check-in sessions or drop-in online office hours. *In my 650 videos, make a point of justifying the use of older articles, if a case can be made. If a case cannot be made, find a newer article! *202 – I need to determine a better format for noting and informing students about their participation grade. Perhaps making this a self-reflective grade that I correlate with my own comments to them. *202 planning and prep took entirely too much time away from my gifted program work and teaching. I may reconsider if I want to take on this course again. Now that I have activities and a good

	calendar in place, it might be easier in future.

Summary of Course Evaluations
Spring, 2019

Course: EDIS/EDD 796	Hours: 3	Course: EDUC 710 OL2	Hours: 2
Highest Ratings in Formative Items [Median out of 5]		**Highest Ratings in Formative Items [Median out of 5]**	
Instructor's enthusiasm (5)		Student confidence in instructor's knowledge (4.9)	
		Instructor's enthusiasm (4.9)	
		Encouragement enthusiasm (4.9)	
Lowest Ratings in Formative Items [Median out of 5]		**Lowest Ratings in Formative Items [Median out of 5]**	
Quality of questions/problems raised by instructor (4.5)		Timeliness of instructor response to assignments (4.0)	
Usefulness of reading assignments in understanding content (4.5)		Tailoring of instruction to varying student skill levels (4.0)	
Usefulness of video/audio media in understanding course content (4.5)			
Comments on Formal Evaluations		**Comments on Formal Evaluations**	
Few comments. The ability to use the information they have gained through the coursework seems to be the most recurring idea. One mentioned that the coursework overall should stay in face-to-face format.		These students appreciate the focused look at data to drive instruction and show growth. That said, these students did not do as well with the format and syllabus as the EDUC students last semester, so I will need to revisit the syllabus and tighten up my instructions. One student seemed utterly confused by the syllabus, saying that I *"spoke of weeks and I would prefer she used dates. I had to keep going back and counting weeks"* – I put the week number AND the date on the syllabus for each week, whether there is a module due or not. I might be able to blame a little on her inability to follow or read a syllabus, but I need to address clarity (it appeared in other comments) and the simple fact that she did not feel comfortable coming to me – email, phone – to ask for clarity.	

	I was woefully behind in grading this semester, as my first fully online. I apologized in my Announcements on Blackboard, but I need to address this as I move forward.
Comments on In-Course Final Journal Reflections	**Comments on In-Course Final Journal Reflections**
Did not use.	Did not use.

Course: EDIS 650 OL	Hours: 3	Course: EDIS/EDD 653	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		**Highest Ratings in Formative Items [Median out of 5]**	
Instructor's enthusiasm (4.8)		Usefulness of audio media in understanding course content (4.8)	
Student confidence in instructor's knowledge (4.6)			
Encouragement given students to express themselves (4.6)			
Quality/helpfulness of instructor feedback (4.2)			
Lowest Ratings in Formative Items [Median out of 5]		**Lowest Ratings in Formative Items [Median out of 5]**	
Usefulness of online resources in understanding content (3.3)		Timeliness of instructor response to assignments (4.0)	
Usefulness of audio media in understanding course content (3.5)			
Reasonableness of assigned work (3.6)			
Timeliness of instructor response to assignments (3.7)			
Comments on Formal Evaluations		**Comments on Formal Evaluations**	
Many very helpful (and sometimes painful) comments from this group. Overall these students found the content interesting and engaging (with one dissenter) and applicable. One student found the Focus Question format to be tedious and repetitive. (S)he could have a point, perhaps more choices in how they respond, not just a paper. One mentioned that some of the readings are dated, so I will need to talk in my weekly video about the importance of seminal research in the		The optional face-to-face session was lauded, and students overall want to have the option of more of these, offering other assignments to students who cannot make the trip. I want to consider less obvious, more non-traditional options for communication and interaction in these courses. This is definitely an area I need to research and ask colleagues about improving. Students found the focus questions and the dialogue project to be the most useful. This	

field – Rimm, Renzulli, Bettes, the historical US documents are foundational. Especially if this OAE exam becomes a reality in January, as ODE predicts/threatens, they will need to know the history as well as the current research and future directions. I could find more updated articles on Talent Development.

For my first online course, I feel I failed miserably. Many complaints about organization, clarity, and Blackboard discrepancies. I will ask someone to peer review my online course to get suggestions. And my feedback was up to three weeks late, when I have always prided myself on getting student work returned to them with in-depth comments within the week (that said, it was nice to hear that the time I take to comment is not wasted, one truly appreciated the feedback). Discussion boards became almost impossible to keep up with. I will need to revisit the syllabus with these problems in mind before summer session.

Three students mentioned that the face-to-face Saturday session was beneficial, with the logic games activity Janet James did. One mentioned that periodic online video-conferencing sessions would be beneficial.

semester I added an assignment that is a chart with 10 social/emotional or guidance/counseling needs of their choice. As they read they make notes in various columns on the causes/contributing factors, identifying behaviors, outcomes if left unsupported, possible interventions/strategies or even websites or important researchers. This is filled in weekly throughout the semester, reflected on, and turned in close to the end of the course. I don't see comments in these evaluations about needing more strategies, as I have seen in the past. It may appear that these charts were useful. Their reflections within the charts would make it appear so.

These students appreciated choosing specific chapters in the Niehart text relevant to them.

Two of these student mention my inability to respond to them in a timely manner. They know that this is unusual for me – one sounded so supportive while (s)he said it, *"I'm not sure what load of courses Dr. Groman had this semester, but from my perspective, she did not have the time to respond effectively to us and our work."* Could (s)he have been kinder, while still relaying that I should have been more timely in my grading? This makes me smile.

Comments on In-Course Final Journal Reflections
Did not use.

Comments on In-Course Final Journal Reflections
Did not use.

Course: EDIS/EDD 651	Hours: 3
Highest Ratings in Formative Items [Median out of 5]	
Instructor's enthusiasm (4.9)	
Student confidence instructor's knowledge (4.7)	
Encouragement given students to express themselves (4.7)	

Course: EDFN 202	Hours: 3
Highest Ratings in Formative Items [Median out of 5]	
Conduciveness of class atmosphere to student learning (5)	
Encouragement given students to express themselves (5)	
Course organization (4.9)	
Student confidence instructor's knowledge (4.9)	
Availability of extra help when needed (4.9)	
Instructor's enthusiasm (4.9)	

Lowest Ratings in Formative Items [Median out of 5]	Lowest Ratings in Formative Items [Median out of 5]
Timeliness of instructor response to assignments (3.6)	Instructor's preparation for class (4.7)
Tailoring of instruction to varying student skill levels (3.8)	Quality of question/problems raised by instructor (4.7)
Reasonableness of assigned work (3.8)	Reasonableness of assigned work (4.7)
Comments on Formal Evaluations	**Comments on Formal Evaluations**
I find the various perspectives on these courses so interesting. This group provided a great deal of quality feedback – but even between students they seen things so differently. One says the assignments are just right, another says there are too many. One says the syllabus is unclear, another says that there is too much information about the assignments in the syllabus and that these should be in the weekly folders instead. A theme I see, however, is that by varying how they respond to readings, and the option of choosing models to try (in a jigsaw format) in a practical way has been a good update to this course. One student mentions that I may be trying to adjust to the online format by asking more of students, and this could very well be the case. It may be an instance of finding ways to have them work smarter, not do more work. This is something I talk about in terms of gifted education, too – teachers who ask students to simply do more problems rather than to give them more challenging or deeper work. This is hard to read, but by listening to these students' ideas I think I can truly improve these courses.	I think the most refreshing comments on these evaluations are the ones that show their connection to the philosophy charts (every 5 weeks turning in their thoughts, reflections, and philosophies on various aspects of teaching – their philosophy of the learner's role, the teacher's role, the classroom environment, etc) and their final philosophy statements. I believe that the elimination of philosophy from this course and 130 leaves them ungrounded. This allowed them to take the ideas (Piaget, Bronfenbrenner, Vygotsky, constructivism, etc), and determine what they believe to be true and useful for their future classroom. Many commented on the carousel and gallery walk activities (basically, learning stations with different ways to interact with the material in the chapter). These are labor intensive for me, so I am glad that they showed students an alternate way of having students show what they learned. In this class, I probably did the most responsive teaching I've done in a while. I learned in the first two weeks that they had absolutely no experience (with the exception of two students who had taken a literacy course) with the Lesson Plan format. I was not expecting this. So I took pictures of my own planning of 202 – graphic organizer, grids of assignments and alignment with the course goals and chapters and previous course instructor ideas – and I walked them through the process I took to get to the syllabus they held in their hands. *See 202 Lesson Planning Presentation.*

	To further support them, I also decided to add a visit by two of my former 130 students, one who had recently graduated, and one who was student teaching. They brought an example of two lesson plans and walked students through their process, and answered questions about the different AU Lesson Plan sections. It was wonderful to see these young former students suddenly (three years after I had them, but it seemed like suddenly to me!) poised and knowledgeable and vibrant *teachers.* *See 202 Activity Overview PowerPoint.* In a January College meeting, I learned about the COE Multi-Sensory Room and asked to schedule a tour of the room with Dr. Jason Ellis when we started our work/chapters on Exceptionalities. Students had never experienced such a room – and the challenges of sensory sensitive students were also unknown. *See 202 Activity Overview PowerPoint for photos and videos of this experience.* Hearing mid-semester that students were stymied by the idea of managing a classroom, and knowing, too, that they may not have the opportunity to explore this topic, I completely updated the final five weeks of the semester, adding a classroom management project that involved finding scholarly articles, and writing an annotated bibliography of five articles (the first one we did together). As a group we determined the style and format of the final project, which was to create and show their personal classroom management plan, including areas of Student Responsibilities, Behavior Management, Communication, Use of Classroom Space, etc. *See 202 Activity Overview PowerPoint.*
Comments on In-Course Final Journal Reflections	**Comments on In-Course Final Journal Reflections**

Course:	Hours:	Course:	Hours:

EDIS 788	3	EDIS 710	2
Highest Ratings in Formative Items [Median out of 5]		**Highest Ratings in Formative Items [Median out of 5]**	
All items have a rating of 5		All items have a rating of 4 or 5	
Lowest Ratings in Formative Items [Median out of 5]		**Lowest Ratings in Formative Items [Median out of 5]**	
		Timeliness of instructor response to assignments (3.0)	
Comments on Formal Evaluations		**Comments on Formal Evaluations**	
Few comments, but this student appreciated the research-based work and commented that it stretched her thinking.		Few comments, but this student found the demographic chart (Module 1, which asks them to report out on their teaching context, which includes demographics information about their district and classroom). She appreciated the time problem solving an issue in her classroom.	
Comments on In-Course Final Journal Reflections		**Comments on In-Course Final Journal Reflections**	
Did not use.		Did not use.	

Semester Review
Fall, 2018

It is not usual that I include a mid-year reflection here, I normally wait until the end of the school year and reflect on both semesters together. This has been a particularly trying and emotional semester. My dean and department chair met in October and I learned that the dreaded and inevitable has happened: the Talent Development Program is to be moved online. Everything I read in these evaluations shows me that this is a step backward, but for enrollment sake, I can see why it is a necessity.

I know very little about teaching fully online. When I received my graduate degree in 2000 from AU, it did not include a tech course, nor did my doctoral work at UA (University of Akron). With my second masters at Sofia, and it being fully online during the year with four weeks residency over two summers, I have a few ideas and models to work on, and I spent the rest of the semester reading, viewing videos, and talking to AU colleagues about this process, and ideas for how to do it. I have learned through Sofia and my work at McNeese State University (in Lake Charles, Louisiana. I am in charge of their very tiny gifted graduate certification program to subsidize my less-than-adequate income) that using video – talking to students via video weekly or every other week – truly helps students understand expectations.

That said, the discussion/glossary work that went so well this semester will require a different format. I hope that my enthusiasm – which has always carried me through weeks where I drove many hours and graded many assignments and attended many meetings – can see me through this challenge.

Positive Aspects	Points for Improvement
*My enthusiasm, and creating a positive learning atmosphere *Clarity of assignments (710, which is one of my newer courses to teach, so I am glad of this)	*The 650 vocabulary glossary is well received, but best planned to do in-class. The discussions are what make this aspect most impactful.

Summary of Course Evaluations
Fall, 2018

Course: EDIS 654 CT1 Columbus	Hours: 3		Course: EDIS 650 CT1 Columbus	Hours: 3
Highest Ratings in Formative Items **[Median out of 5]**			**Highest Ratings in Formative Items** **[Median out of 5]**	
Instructor's enthusiasm (4.8)			Instructor's ability to present alternative explanations when needed (5)	
[All others 4.5]			Conduciveness of class atmosphere to student learning (5)	
Lowest Ratings in Formative Items **[Median out of 5]**			**Lowest Ratings in Formative Items** **[Median out of 5]**	
			Reasonableness of assigned work (4.5)	
Comments on Formal Evaluations			**Comments on Formal Evaluations**	
Not many comments, but I see a focus on meeting face to face, even suggesting more meetings for discussion and sharing. They feel it is necessary when *"exploring new approaches to learning and develop group trust."* Can I say how happy I am to read this use of a piece of the creativity model we use – "group trust?"			Few comments. I implemented more theories of others (expanding beyond Piirto's model to many others) to give them a wider variety of ideas, and I see that they appreciate knowing about more of the researchers. I also instigated vocabulary/glossary work, and one good comment suggested that their in-class discussion on this glossary and putting it together was very good, and there really was not any need to have them do more on their own. In fact, I felt that the work with the glossary in class was some of the best discussion I have ever experienced in a class. It was exhausting – a great deal of thinking

	on my feet, but this is definitely something to keep and enhance.		
Comments on In-Course Final Journal Reflections		**Comments on In-Course Final Journal Reflections**	
Did not use.		Did not use.	

Course: **EDUC 710 OL3**	Hours: **2**	Course: **EDIS 710 OL**	Hours: **2**
Highest Ratings in Formative Items [Median out of 5]		**Small enrolment Evaluations not offered**	
Quality/helpfulness of instructor feedback (5)			
Instructor's enthusiasm (5)			
Clarity of student responsibilities (5)			
Lowest Ratings in Formative Items [Median out of 5]			
Timeliness of instructor response to assignments (3.5)			
Comments on Formal Evaluations		**Comments on Formal Evaluations**	
This is the General C&I version of the EDIS 710 I do with gifted. I am pleased that I picked up this course, it gave me so much experience and ideas to improve my module work for 710, and including discussion boards. Often my gifted 710 classes are too small to implement discussion boards. Few comments. I read that it stretched their thinking, and *"having so much autonomy and choice to create and manage our own project paired with a thorough support of our professor made for a good passion project and intellectually stimulating course."* This shows me that perhaps they are reading my assignment feedback after all!		N/A	

Comments on In-Course Final Journal Reflections	**Comments on In-Course Final Journal Reflections**
Did not use.	Did not use.

Course: **EDIS 796**	**Hours:** **3**
Enrolment too small **Evaluations not offered**	
Lowest Ratings in Formative Items **[Median out of 5]**	
Comments on Formal Evaluations	
N/A	
Comments on In-Course Final Journal Reflections	
Did not use.	

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Promotion and Tenure Documentation
IV. Teaching Evidence