

Student Evaluations and Reflections on Teaching 2020-2021

You will see my overall reflection of the school year first.

Then follows a Semester Review for [Spring, 2021](#),

- *Positive Aspects and Points for Improvement*
- *A grid with sections for each individual course that contain a summary of the University evaluation information and my reflections on student comments*
- *Some of the reviews reflect instructor created Pre- and Post-Assessment information and comments*

After the Spring, 2021, review there is a [Fall, 2020](#), semester review in the same format.

2020-2021 School Year Reflection

This school year flowed well. I banked two classes over the summer and used one in each semester, which allowed me a little breathing space. I not only kept up with my research and writing (which was significant!), but I was able to keep up with grading and getting feedback to students in a timely manner. In addition, Pat and Janet get to teach more, and that means students are getting a variety of voices in their gifted coursework, which I think is very valuable to them. I will continue to use summer banked courses this way.

I am fine-tuning the course pre- and post-assessment reporting – using analytics of responses to student outcomes, their perception of growth, at least, and comments on where they learned the most and how I might improve the course. These are not anonymous, but I like the way they are connected, pre- to post- so individual student growth can also be determined. I have this completed for EDIS 650, 651, 653, and 654 (which still needs work), and need to create this for EDIS 652.

I think that the Knowledge, Skill, and Disposition statements the way I have organized them, and aligned them with so many different standards in the field, could be a model for the College. I tried bringing this up in a department meeting, but it was met with silence, and one colleague said that I had too many Outcomes, despite the fact that I have assignments that support them all. I will keep trying. I believe in this format – and how it lends itself to a pre- and post-assessment that truly shows growth. (or at least perception of growth).

Weekly videos have become a fun (but intense!) part of my week. I don't remember what it was like to plan a teaching session and teach in-person anymore. This is how I teach now. I am always considering ways to improve – thought questions, meditations, stories from the field, internet "finds." My "teaching" (recording and editing) and prep work take my Thursdays – that is how I teach now, and that is how much time I spend "teaching."

Drop-in office hours are no longer effective use of my time, waiting by the computer and not knowing who is coming. I am using office hour sign-ups, 15 minutes each. Capstone students sometimes use 30 minutes. These are good – I can prepare for the session by looking up the student's name and work, so I can remember specifics about them.

My focus in the future should be on finding ways to pre- and post-assess capstone students, and determining some synchronous options for capstone students.

Semester Review

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Spring, 2021

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

Positive Aspects	Points for Improvement
-Weekly videos get good reviews, helpful in reviewing assignments, clarifications -Feedback to students seems to get good comments. They appreciate the individualization, it's just important that I keep the feedback timely. I did a better job this semester than in previous ones. -I have updated the final projects in all courses to incorporate an APA-formatted slideshow and video explanation. These feel more meaningful – and can be used elsewhere (for PD with colleagues, with administration to show their graduate work) if they wish. I wonder if I should still allow students to write a paper, if they prefer? (650 Case Study) -I thought the Liberty Union cohort ended strong! Working with the gifted coordinator on changes to the course so that they could form peer groups to forward gifted education in their district worked well.	-EDIS 796 might benefit from one or two synchronous online session or even a Saturday Face to Face early in the semester. -Consider a self-evaluation/pre- and post-assessment for EDIS/EDUC 710 that allows students to create goals for themselves and self-rate on those goals. -EDIS 710 and 781 need a format for commenting and evaluating the course that is nonthreatening but gives me information to improve these courses.

**Summary of Course Evaluations
 Spring, 2021**

Course: EDIS 650 OL	Hours: 3	Course: EDIS 796 Liberty Union	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Student confidence in instructor's knowledge [5.0]		Student confidence in instructor's knowledge [4.9]	
Instructor's enthusiasm [5.0]		Instructor's enthusiasm [4.9]	
Encouragement given students to express themselves [5.0]			
Usefulness of reading assignments in understanding content [5.0]			
Relevance and usefulness of course content [5.0]			
Evaluative and grading techniques [5.0]			
Reasonableness of assigned work [5.0]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
The helpfulness of the distance learning staff overall [4.9]		Clarity of student responsibilities and requirements [4.6]	

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<p>Tailoring of instruction to varying student skill levels [4.9]</p>	<p>Usefulness of video media in understanding course content [4.6]</p>
	<p>Relevance and usefulness of course content [4.6]</p>
Comments on Formal Evaluations	Comments on Formal Evaluations
<p>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!</p>	<p>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. This 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 “<i>contributed most to my learning because I was able to see the growth I have gone through over the course of my gifted classes.</i>”</p>
Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)	
<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. 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:	Hours:
Course:	Hours:

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EDIS 796 OL	3	EDIS 710	2
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Timeliness of instructor response to assignments [4.9]			
Quality/helpfulness of instructor feedback [4.9]			
Tailoring of instruction to varying student skill levels [4.9]			
Quality of questions or problems raised by instructor [4.9]			
Student confidence in instructor's knowledge [4.9]			
Encouragement given students to express themselves [4.9]			
Relevance and usefulness of course content [4.9]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Usefulness of reading assignments in understanding content [4.8]			
Usefulness of on-line resources in understanding content [4.8]			
Reasonableness of assigned work [4.8]			
Comments on Formal Evaluations		Comments on Formal Evaluations	
<p>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.</p> <p>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.</p> <p>Students see this course as a good <i>“culmination of coursework that will yield for me a license/certification,”</i> and <i>“served as a way to tie everything I have learned together in a meaningful way.”</i></p>		<p>Student enrollment too small to allow for an anonymous evaluation.</p>	
Course:	Hours:	Course:	Hours:

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EDUC 710 OL	2	EDIS 781 OL	3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Student confidence in instructor's knowledge [4.9]			
Instructor's enthusiasm [4.9]			
Usefulness of video media in understanding course content [4.9]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Clarity of student responsibilities and requirements was [4.4]			
Timeliness of instructor response to assignments [4.7]			
Quality of questions or problems raised by instructor [4.7]			
Usefulness of online media in understanding course content [4.7]			
Comments on Formal Evaluations		Comments on Formal Evaluations	
<p>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.</p> <p>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.</p> <p><i>"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"</i></p>		<p>Student enrollment too small to allow for an anonymous evaluation.</p>	

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Semester Review
Fall, 2020

Due to COVID restrictions, fully online, no optional Face-to-Face. Students are emerging from lockdown as we moved through the semester.

Positive Aspects	Points for Improvement
-The wide variety of comments might show that students are being differentiated for, each seeing a different piece as most impactful -My enthusiasm and student confidence in my knowledge continues to be rated highest -Students in 654 show that they are gaining applicable content and skills for their classroom -Students in 654 also show that they are gaining confidence and insight into their own creative selves, and are seeing how this might impact their classrooms	-I would like to find a pre- and post-assessment rating format that is more easily translated into quantitative data to show growth on the outcomes and student confidence in the content -I need to continue to improve my feedback to students, where they receive it, how often, how personalized, and how productive it is

Summary of Course Evaluations
Fall, 2020

Course: EDIS 654 OLS	Hours: 3	Course: EDIS 654 ACLU	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Instructor enthusiasm [4.9]		Student confidence in instructor knowledge [4.9]	
Quality/helpfulness of instructor feedback [4.6]		Instructor enthusiasm [4.9]	
		Quality/helpfulness of instructor feedback [4.9]	
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Usefulness of written assignments in understanding content [4.1]		Timeliness of instructor response to assignments [4.4]	
Usefulness of online resources in understanding content [4.1]		Usefulness of audio/video media in understanding course content [4.4]	
Relevance and usefulness of course content [4.0]		Relevance and usefulness of course content [4.4]	
		Clarity of student responsibilities and requirements [4.4]	
Comments on Formal Evaluations		Comments on Formal Evaluations	
7/13 students evaluated this course		11/17 students evaluated this course	

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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 make changes in the course or consider updates to the format. 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 stretched 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.

Again, comments seem to run the gambit. 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 enjoy 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 held those assignments as 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.

Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)

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).

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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 happy 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. From 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 through 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.

I made the most growth in the class in the area of confidence with my own creativity. Now that I feel confident, I feel like I can help my students unlock their own.

I feel I made the most growth in gaining an awareness of how understanding my own creativity will help me to understand my gifted students and their need to explore and participate in creative activities. This knowledge will help me to create a learning environment where students are motivated and explore their creativity.

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

It was such a great class to take during a pandemic, and I learned a lot about both myself and my field.

And (possibly) the 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 its impact on them!

I did learn that once I was able to learn how to manage some of the stress, my thoughts that leaned more toward creativity began to evoke new possibilities and I actually looked forward to creative pursuits as an escape.

Truly, this was a class I will remember and think about for years to come both personally and professionally.

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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: EDIS 796 OLS	Hours: 3	Course: EDIS 781 OL	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Instructor enthusiasm [4.8]			
Encouragement given students to express themselves [4.8]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Helpfulness of the distance learning staff overall [4.0]			
Quality/helpfulness of instructor feedback [4.0]			
Comments on Formal Evaluations		Comments on Formal Evaluations	
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		Students enrollment too small to allow for an anonymous evaluation	

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structure and support provided as a positive
aspect of the course.