

**Student Evaluations and Reflections on Teaching  
Summer, 2021**

*You will see my overall reflection of the Summer session first.*

*Then follows a review for Summer, 2019,*

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

**Summer, 2021, Reflection**

*COVID was waning as the Summer session began, but we quickly saw an uptick in cases of the Delta variant. I think this added to the stress of the Summer, but it was not as challenging as last summer in that regard.*

*This summer also saw the Great Gifted Growth of 2021 – where a few days prior to the first week of Summer A session we suddenly experienced enormous numbers of students joining the program. 650 was not impacted enough to add another course (I think the Founders School PD has something to do with that), but 651 doubled in size, we had to add another section and hire Janet to teach it, and we had to extend the caps of all courses. In Summer B, we added an extra section of 652 (Janet teaching both) and 653 (I taught both).*

*To determine why students were entering the program in such large numbers, I added two questions to my 650 and 651 Pre-Assessment. They are below with the most often repeated responses:*

- 1) *What was the reason for you to pursue your GIS endorsement/MEd right now?*  
*Possible new job, or a current job change to gifted, should have done it long ago, passion for gifted, felt unable to meet the needs of gifted or wanted to do it better.*
- 2) *Why did you choose Ashland for your endorsement/degree program?*  
*Past AU experience (former student or from our PD), fully online offerings, the Summer Institute (cost, time/fast, during the summer), referral or recommendation (by ESC or coworker).*

*I forwarded these comments to Troy Miller, GOAS, and Kendra Wisdom, lead COE Advisor.*

*The online coursework went smoothly this summer. I have reached a good balance, as far as I can see from student comments, in providing structure and choice, video overviews of the week's work, responding to students, including weekly office hours and grading responses.*

*Surprises to me this summer – not one student in Summer A mentioned the Essex School internship option – four graduate students participated. There was not much interest in this, which also surprised me. Something to consider in the future, because it is a great way for students to get time logged with gifted students over the summer, and for elementary teachers to experience high school gifted students.*

*The Face-to-Face option in Summer B was just devastated by COVID. We started with 16 interested, then to 8, and finally ended up with 4 students.*

*The EDUC 710 syllabus was a challenge – how to have them collect data on a project over the summer. So I instructed them to completely plan their project, including how they would*

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*pre- and post-assess for content, comfort, learning, other outcomes. They created their outcomes – not just for students for the lesson/unit they were creating, but outcomes for their own learning - and they assessed themselves on how much they learned. I also had them share their presentation with a couple of colleagues, something I have not really had students do in the past here. I wanted them to experience some kind of interaction with others – and get feedback, establish and maintain collegial relationships. Their presentations to the 710 class were fantastic – showed great learning and interaction and growth. I really loved teaching this class this summer. I would like to find ways to introduce this kind of collegial sharing in other courses.*

**Review  
 Summer, 2021**

*COVID restrictions are almost back to normal as Summer A starts. Summer B sees another increase in cases of the Delta variant. Essex@Ashland internship offered to students in Summer A, and an optional face-to-face session offered in August for Summer B.*

<b>Positive Aspects</b>	<b>Points for Improvement</b>
<p>-Overall, I see that offering choice in 653 and 654 are received well, and (I hope) offer a model for differentiating by interest and by product.</p> <p>-Videos are well received, and, overall, seem to add to the organization and structure of the course.</p> <p>-I sometimes feel my syllabi are too long, too detailed, and I coddle students too much. But what I am seeing this summer is that structures are necessary in these situations, when I am also offering flexibility in the topics they choose and the ways they respond. The structure actually helps me to maintain that flexible nature.</p> <p>-This was a rough semester for student struggles (one lost a husband unexpectedly right before the semester began, one lost a mother-in-law two weeks into Summer B, one received a cancer diagnosis, one had a husband go through major surgery). Janet and I felt like students kept us informed well, but it was notable how many had major issues.</p>	<p>-Use a Google sheet instead of Google doc for the 653 chart</p> <p>-Find a way to have students look into the Fonseca and Peterson texts more deeply. Perhaps a podcast or PD video by each?</p> <p>-Perhaps I might include a video example of a dialogue. I've heard this before, but am not sure how to do this</p> <p>-I might consider offering an advanced course extending EDIS 653, I am also in the process of writing up an advanced creativity course/inquiry seminar. When I took these courses, they were combined "Creativity and Counseling for teachers of the talented." Perhaps that might be the answer?</p> <p>-Adding my Bloom's Taxonomy reference to the 653 syllabus might have helped my single student who did not realize she had to apply the material</p> <p>-I need to keep connected to Janet (651, and two sections of 652) and Pat (651) throughout, just checking in. They do well, but I need to support them more.</p> <p>-I wish I had offered a museum option face-to-face for 654.</p>

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**Summary of Course Evaluations  
 Summer, 2021**

<b>Course: EDIS 653 OLSB</b>	<b>Hours: 3</b>	<b>Course: EDIS 653 OLSB1</b>	<b>Hours: 3</b>
<b>Highest Ratings in Formative Items [Median out of 5]</b>		<b>Highest Ratings in Formative Items [Median out of 5]</b>	
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 video media in understanding course content [4.9]	
Quality/helpfulness of instructor feedback [4.9]			
Usefulness of video media in understanding content [4.9]			
Relevance and usefulness of course content [4.9]			
Clarity of student responsibilities [4.9]			
<b>Lowest Ratings in Formative Items [Median out of 5]</b>		<b>Lowest Ratings in Formative Items [Median out of 5]</b>	
Usefulness of written assignments in understanding content [4.7]		Tailoring of instruction to varying student skill levels [4.5]	
Timeliness of instructor response to assignments [4.7]		Timeliness of instructor response to assignments [4.7]	
<b>Comments on Formal Evaluations</b>		<b>Comments on Formal Evaluations</b>	
<p>22/25 students evaluated this course (I offered 10 points if everyone completed it)            I recently added a "Big Five" response to the response choices – expand on four ideas from the reading that interests you and include one application idea. They can also respond with a traditional written response or an application, and can use PPT or a written essay.            They appreciate the choices on assignments – many comments on this! One commented that the PPT choice is something easy to share on Padlet, easy to access later for their own information, and easy to share with others.            One commented that they wanted to delve more into the dialogue books (Peterson, Fonseca). I wonder if finding a video or podcast on or by these two authors might be a possibility?</p>		<p>19/20 students evaluated this course (I offered 10 points if everyone completed it. This course earned those points, one student had dropped but was still listed in the roster)            Many positive responses about the course being stimulating, that they appreciated the choice in chapters and types of responses.            One sore student commented it was busy work and she (yes, I know who it is) didn't realize she was supposed to apply the content to her classroom. She also commented on my "negative attitude" (though, thankfully, she seems to be in the distinct minority on that) and my inability to support her learning.            As a mastery teacher, I give students multiple chances to learn the material *and* get the grade they want. This student submitted an annotated bibliography once with only blog posts as</p>	

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I see throughout that students appreciate the variety of content, too. They like being able to choose a chapter based on their interest, but they also like seeing other students' focus question responses on other chapters, too. Like a jigsaw activity, they get a lot of information each week. The suggestion of making the Social/Emotional Needs Chart into a Google sheet is something I'll look into.

One student did not benefit from the dialogue project – and I remember that from the Post-Assessments, too. I'm not sure how to address this, as the other 40-something students in both classes seemed to get a great deal from it. Perhaps in my explanation, be more precise about the purpose of the project, and how to adapt to adult participants.

I appreciate hearing that the expectations were clear, and the videos thoroughly explained every assignment. Students also stated that the final project broken down into small weekly tasks helped them to spread out the work, and that weekly folders on Blackboard were well organized.

sources, I gave her instructions and helped her find sources. The second paid no attention to APA, and the third also paid no attention to APA (though I have a folder with videos, PPTs from OWL and me, and cheat sheet documents) the third I realized she had a source that was only in Korean. I gave her half points and said I would not take any more submissions. Did I need to explain all that to you? Probably not – but I feel better. I do all I can for students – for some even \*that\* isn't enough.

The videos, texts, and choices were mentioned the most as contributing to learning. I try to post the weekly video the previous Friday – one student mentioned that this allowed for 'maximum learning' – I appreciate this.

One student mentioned the Big Five assignment – and viewing colleagues' posts on the Padlet helped them get more information out of the course.

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

The analytics suggest that the three student outcomes that show the most growth are:

- 3) Know and apply the MBTI for my own world
- 4) Know and apply the MBTI to instructional planning
- 8) Can facilitate a dialogue for managing social/emotional, guidance/counseling skills and issues
- 9) Can articulate their philosophy of gifted social/emotional, guidance/counseling

The Pre-Assessment question where students consider the most critical outcomes and the Post-Assessment where students reflect on where they made the most growth, I hope, are powerful in to students as they respond to the Post-Assessment and see their own growth. I had one student years ago comment that this type of pre/post assessment was really powerful for them. I see that many students take a lot of time with these two questions, truly reflecting prior to their learning, which sets them up for the types of content they are most interested in and need, AND truly reflecting after the course on where they grew and where they still need more information.

I love reading that students get a great deal out of the MBTI. It is something I added depth to when I took the program over, and I am training to be certified to give and interpret the child-version, the MMTIC. They are considering it as one more factor in accommodating students, which I think is powerful.

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Many students commented on their growth in facilitating a dialogue, which is so very different from the teaching we normally do. They may even shift their teaching style to accommodate facilitation over direct teaching, which is always good.

Students feel they grew in knowledge and awareness in the social and emotional needs/issues gifted children face, and feel more prepared to identify behaviors (something I saw in their responses a lot!).

Issues that may still need attention in this course, as well as in other courses in the sequence are WEPs and the needs of diverse students. These are both fairly new to the program courses, and still need to be improved.

Comments about the course and its structures.

Students like and appreciate my weekly videos (17 responses). I'm glad to hear this, because of everything I do (besides grading), these feel the most time-consuming, especially planning and editing. The videos were connected with positive comments regarding the clarity of expectations (9 mentions) and the organization of the course (6 mentions).

The texts are a hit (14 positive mentions)! I worry about offering a choice of text, I thought it would be confusing, but students love the books, especially the Neihart.

Positive comments about the pacing (12, which is especially important considering that this is a 7-week course and most students are taking 652 concurrently!) and the good level of challenge in the readings and content (11). Sixteen (16) students mentioned choice or flexibility as a plus in the course, within those comments eight (8) appreciated choice in Focus Question response style, and three (3) mentioned choice in chapter/topic, and six (6) mentioned choice/flexibility as a general positive of the course. Some of my favorite comments:

*Texts and assigned readings - these are comprehensive and summarize the research out there. Instructor - Dr. Groman is the absolute best professor and teacher I have ever had. Format - I see her formatting as a model and I plan to use Padlet, videos, and the way she lays out directions with my gifted cluster. I also will use some of the focus question formatting. Level of challenge - This class asks me develop myself, not just learn some new stuff. Absolutely life changing on a personal level and as a teacher. Just keep being you.*

*I felt that this course was well-paced over the summer session, with assignments that challenged my thinking appropriately. I appreciated the weekly online videos and interactions to help clarify expectations, provide feedback, and keep me on track.*

<b>Course:</b> EDIS 654 OLS	<b>Hours:</b> 3	<b>Course:</b> EDIS 650 OLSA	<b>Hours:</b> 3
<b>Highest Ratings in Formative Items</b> [Median out of 5]		<b>Highest Ratings in Formative Items</b> [Median out of 5]	
Student confidence in instructor knowledge [5.0]		Student confidence in instructor knowledge [5.0]	
Instructor Enthusiasm [5.0]			
Encouragement given students to express themselves [5.0]			

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<b>Lowest Ratings in Formative Items [Median out of 5]</b>	<b>Lowest Ratings in Formative Items [Median out of 5]</b>
Tailoring of instruction to varying student skill levels [4.8]	Tailoring of instruction to varying student skill levels [4.8]
Quality of questions or problems raised by the instructor [4.8]	
Relevance and usefulness of course content [4.8]	
<b>Comments on Formal Evaluations</b>	<b>Comments on Formal Evaluations</b>
<p>9/11 students evaluated this course, the last 2 had dropped (I gave them 10 points if everyone did the eval)</p> <p>Favorite aspects – Video posts, organized syllabus, readings and how the projects connected to the reading, a number of students mentioned that the course showed them how creative they themselves were, felt it stretched them outside their comfort.</p> <p>Detrimental aspects – One student complained that it was busy, surface level work, the course should have been adapted, not condensed.</p> <p>-All positive comments, except one student complaining about the amount of work in a short time. I feel like I have reached a good balance in this course, although I regret not being able to have our in-person Meditation Day.</p>	<p>19/21 students evaluated this course, the last two had dropped (I gave them 10 points if everyone did the evaluation)</p> <p>Favorite aspects – They seem to like my teaching organization, style and feedback and find it helpful, feel I am approachable and responsive. One responded that the work “actually changed my perspective related to gifted education,” another that it caused them to “reflect upon my own personal beliefs and biases. I now have a different point of view after reading the research.” They like the EGT text, and the case study comes up quite a bit as important to their learning.</p> <p>Detrimental aspects – APA, Blackboard structure (different for each professor, confusing), Bb not getting notifications to them in a timely manner.</p> <p>-I focused this semester on telling student to aim for as high a level on Bloom’s Taxonomy in their responses as possible, because I tend to get repetition of the material instead of integration and reflection on it. This helped a lot – and a couple of students mentioned it. Overall good comments that they appreciate the videos, which keep them up to date and in the know about expectations, Padlet and the discussions there. They like how the Focus Questions contributed to the final Case Study (fairly new change in the course), one wanted me to make that connection more obvious early on in the course.</p>

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<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b>	<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b>
<p>Analytics on Outcomes Student self-ratings increased the most in Outcome 2: I can articulate a rationale for including creativity in my teaching, especially as it pertains to gifted students Outcome 3: I can articulate two or more models of the creative process Outcome 5: Characteristics of creativity Outcome 12: I know two or more creativity assessment instruments Comments: What strikes me most is not that they all comment on the same learning outcomes (to show a trend) but that everyone has different foci to their learning – what this tells me is that because I not only offer choice in how students respond to the readings, but also choice of specific topics and content they read and learn about. They still get information about content they aren't reading about through the Padlet posts, but they are able to study content that is meaningful to them and useful for their specific needs. One student mentioned that the creativity project should be shared periodically throughout the semester – which is actually a great idea! It would make the final presentation less stressful and more a process-oriented application of the material. There is a pre/post question that relates to my research on creative identity – and students overwhelmingly agree that a teacher who explores their own creativity is better prepared to support creativity in the classroom. I think even just asking this question makes them think about how their own creative exploration is important and perhaps they will value it more highly in the future.</p>	<p>Analytics on Outcomes Student self-ratings increased the most in Outcome 2, on their knowledge of the Ohio Operating Standards and WEPs Outcome 8, on the assessment instruments, Outcome 11, on their educational philosophy as applies to gifted. Comments: I added two questions because the summer program grew so quickly in the course of one weeks' time that we added sections of 651, 652, 653 and Fall, 2021, 796 and 654! I shared these comments with GOAS and advisors for recruitment purposes. Students comment on instructor videos, flexibility, and the motivational nature of feedback received. They appreciate the three-day grace period on assignment submission, especially in the first three weeks, when they are still teaching. They overwhelmingly approve of the Case Study and how the Focus Questions become part of it to apply the readings and information. A few stated that the syllabus and assignments looked overwhelming at first, but the videos each week help to organize and structure it so it feels less stressful. I must admit that I love reading these comments – the hard work, time, and energy I put into weekly videos is really paying off.</p>

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<b>Course:</b> EDUC 710	<b>Hours:</b> 2	
<b>Highest Ratings in Formative Items</b> [Median out of 5]		
9 of 17 items were rated 100% (5)		
<b>Lowest Ratings in Formative Items</b> [Median out of 5]		
Usefulness of reading assignments in understanding content [4.7]		
Usefulness of written assignments in understanding content [4.7]		
Usefulness of online resources in understanding content [4.7]		
Relevance and usefulness of course content [4.7]		
<b>Comments on Formal Evaluations</b>		
5/5 students evaluated this course		
<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b>		
<p>My first reaction is joy that all 5 of these students honored me with an evaluation! This means a lot to me. I took a lot of time to adapt this syllabus to summer work and requiring students to present to a small group of colleagues, and am glad to read their comments and suggestions.</p> <p>First off, this was simply a great group of teachers and students. Conscientious, informed, passionate, and they chose something they knew would be useful to them.</p> <p>I spend a great deal of time on feedback, so hearing that this was helpful is meaningful. One student commented on presenting to peers and how helpful and encouraging it was. They appreciate putting a lot of time and research into planning something they can use right away.</p>		