

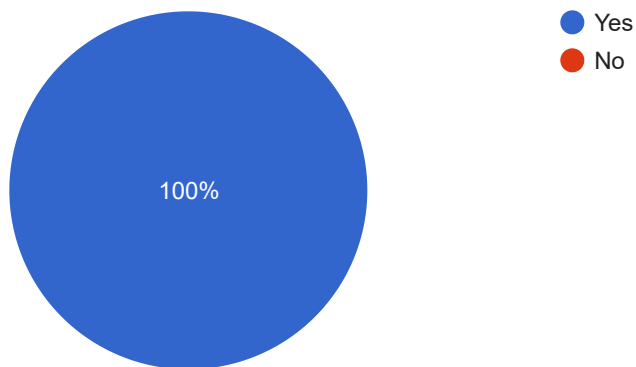
EDIS 650 Pre- and Post-Assessment

23 responses

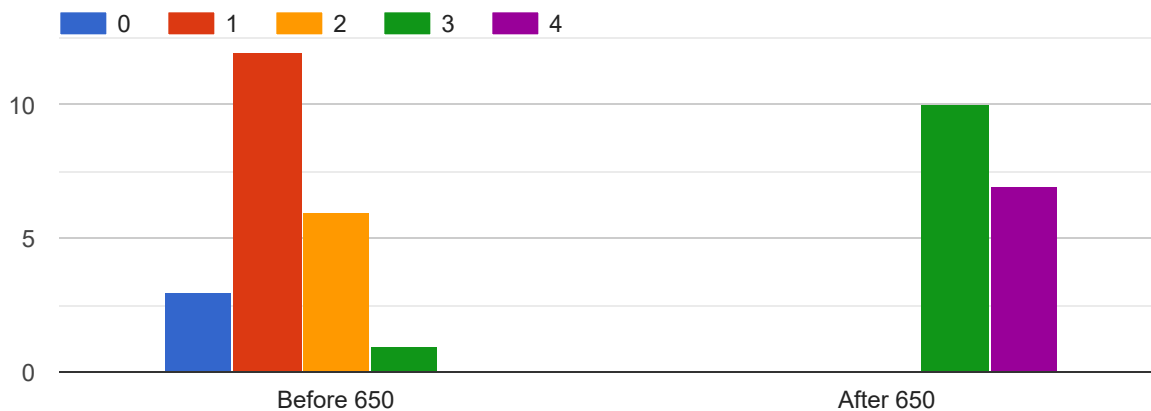
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Would you allow me to use your comments for research and reporting purposes?

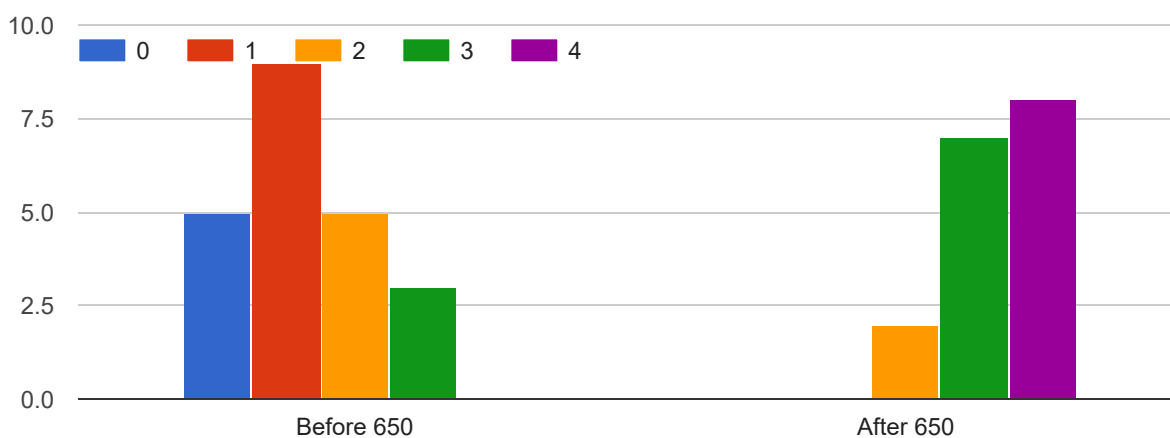
23 responses



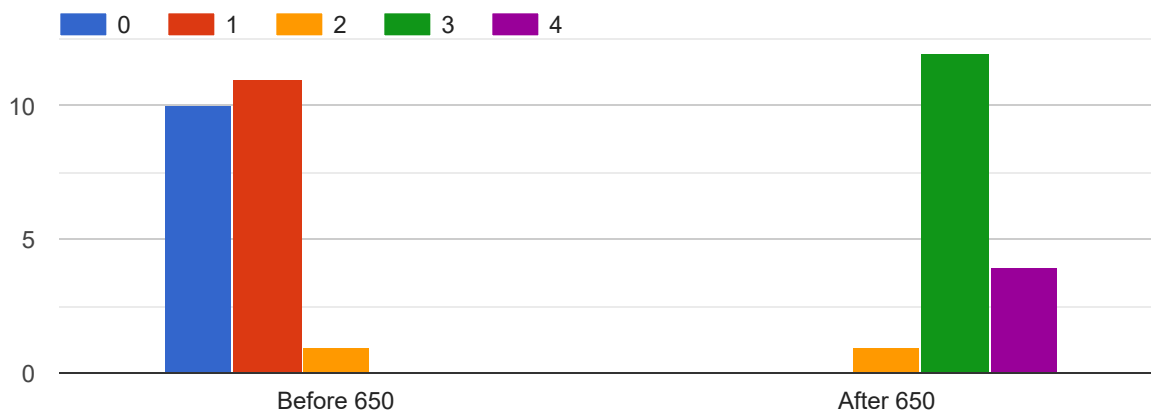
1. I know and can explain the general categories, definitions, and descriptions of giftedness and talent. I know identification best practices as defined by researchers and federal entities.



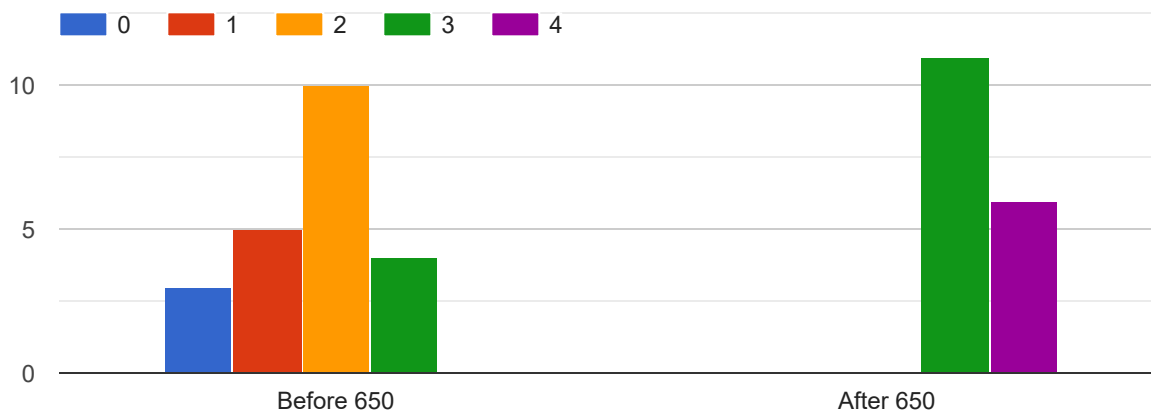
2. I know and can interpret the general categories, definitions, descriptions, and requirements for Ohio gifted education as outlined by the Ohio Law and Ohio Rule. I know the purposes for and components of the Written Education Plan (WEP). I know my home/local district interpretation of the Ohio Rule and WEP.



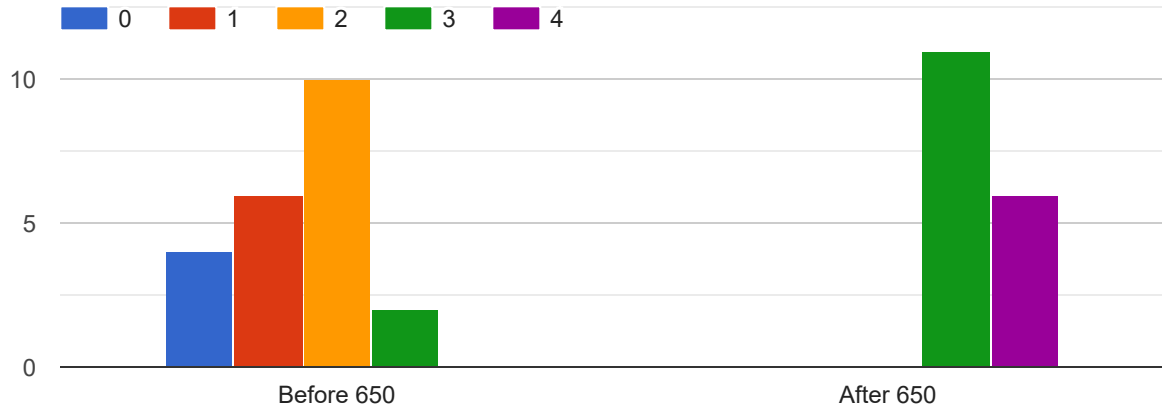
3. I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. My teaching philosophy considers this knowledge.



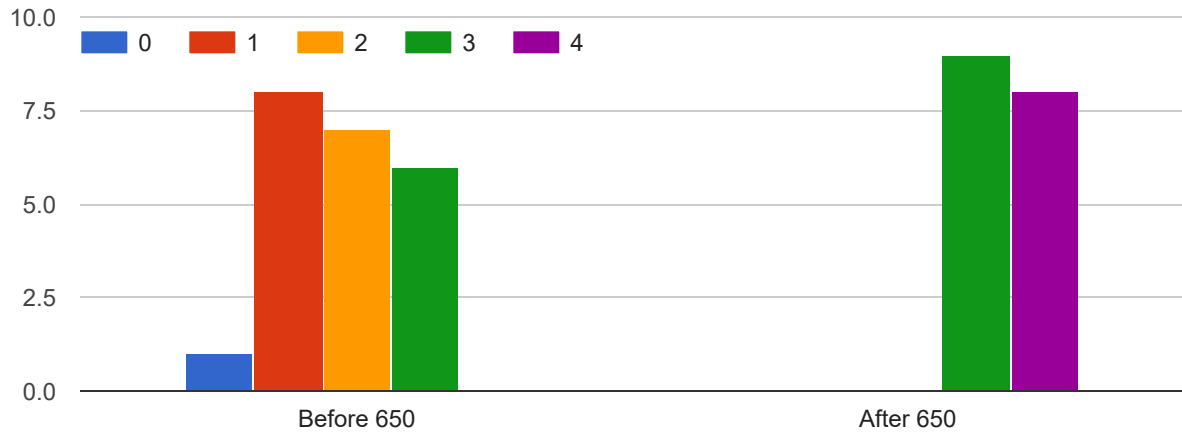
4. I know and can apply to my own school context the interaction of the characteristics of gifted individuals with various social and cultural forces and the impact of this interaction on individual differences, learning, and development of the gifted individual. I am comfortable applying this knowledge to my own school situation.



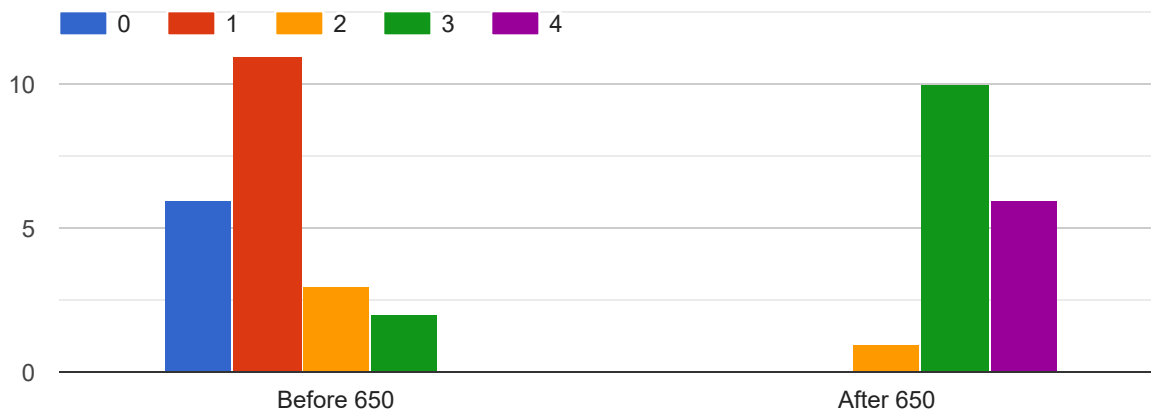
5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues).



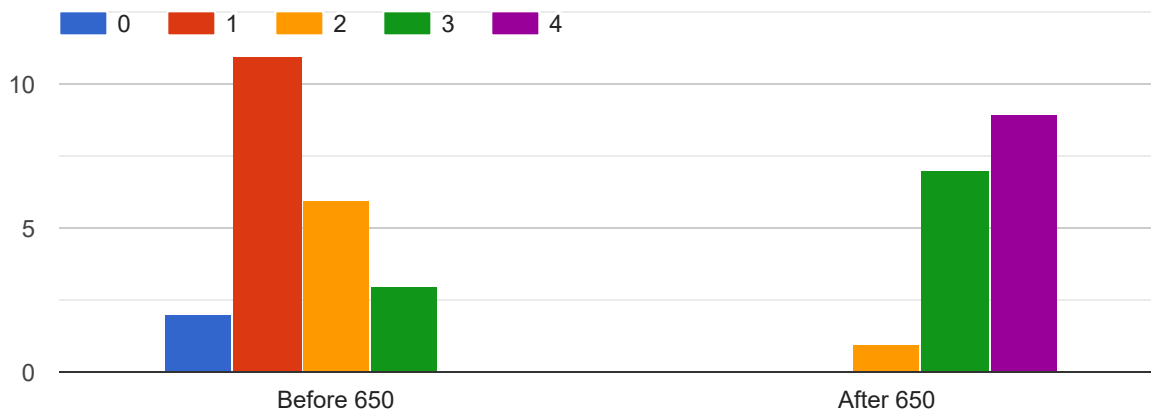
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



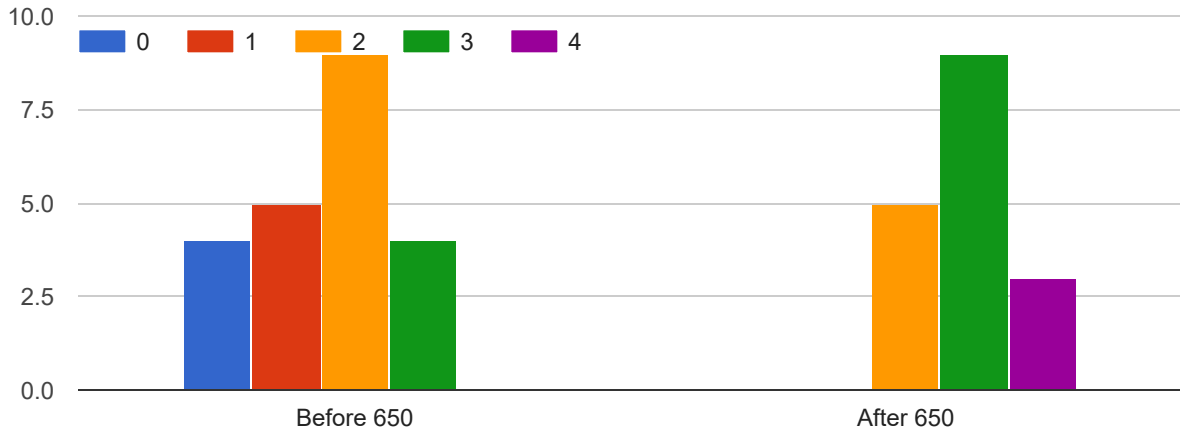
7. I have knowledge of the national, state, and local professional organizations and publications, support and advocacy groups for teachers and parents of with gifts and talents.



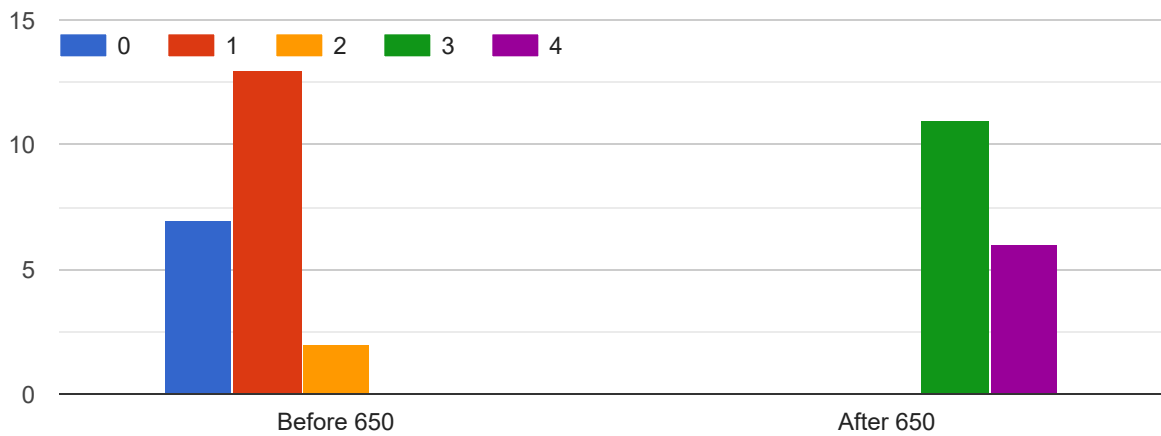
8. I have an introductory knowledge of commonly used assessment instruments and protocol for the purpose of gifted identification, placement, and decision making, especially for under-identified and under-served populations of gifted and talented students.



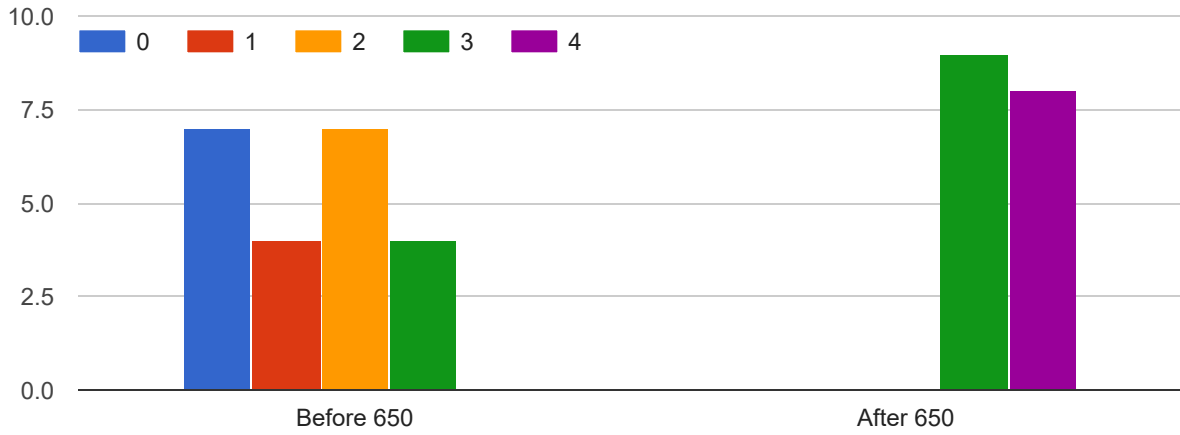
9. I have some knowledge of the unique needs of twice-exceptional special populations of gifted learners.



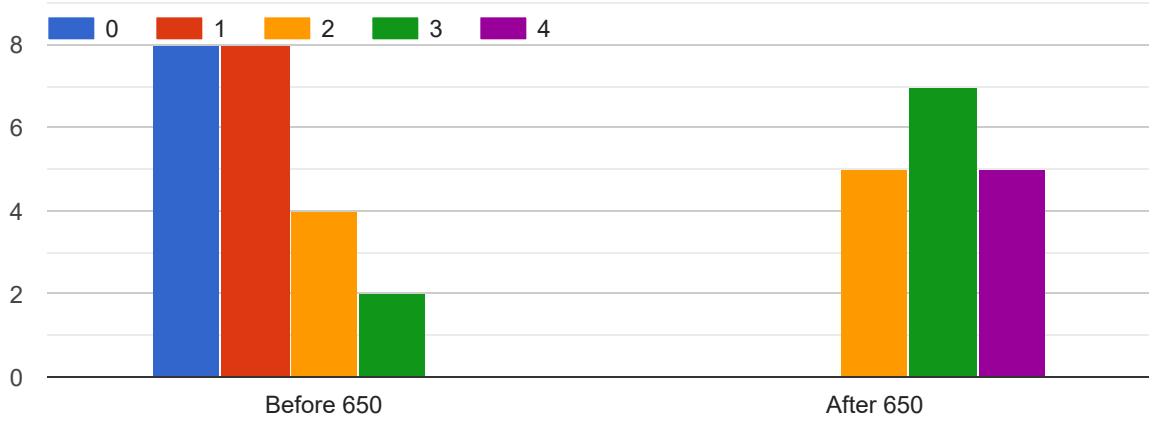
10. I know various theoretical studies of intelligence, giftedness, talent development, and related concepts that frame the field of gifted education.



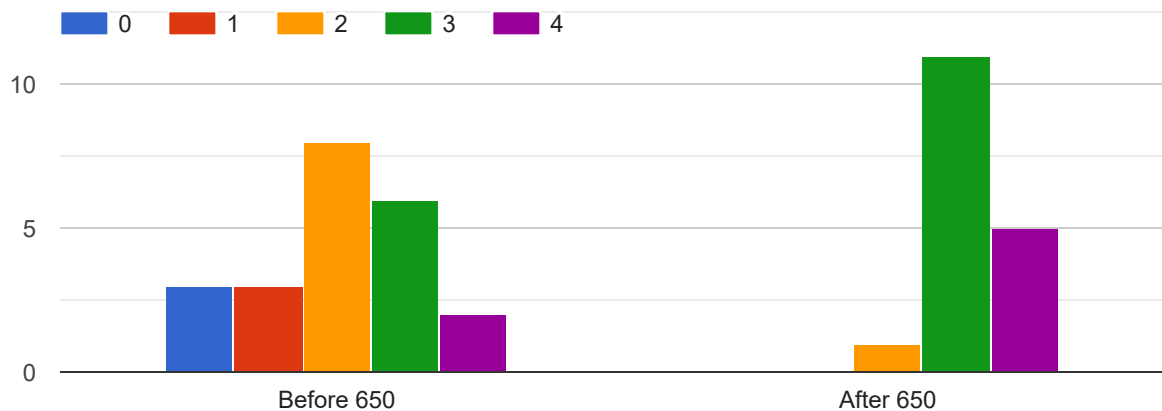
11. I have an educational philosophy statement that applies to or includes the teaching of gifted students.



12. I know the various applicable standards and competencies in the field of gifted education.



13. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 6th Edition.



Before 650: What was the reason for you to pursue your GIS endorsement/MEd right now?

23 responses

I have had various gifted students throughout my career and have a passion for teaching them. I would like to learn best how to service their needs and help them make the most growth.

This year I was honored to take on a gifted cluster in my 4th grade classroom. It is also my first year teaching 4th grade. I completed the 15 hours of PD this year, and learned a lot, but recognize I have a lot more to learn! I want to earn my GIS endorsement so I can better serve the gifted population in my community.

I completed 15 hours of professional development on gifted learners this year. I found the research fascinating. I'm always looking for ways to improve my teaching, strengthen my ability to differentiate, and further my own education. I've been thinking about going back to school for quite some time. I finally just decided to go for it!

I have been a cluster teacher in second grade for the last four years. I want a more solid background knowledge of gifted teaching and learning. I may use the endorsement in the future to seek employment in another district.

I chose to earn my GIS endorsement because I felt as if I was unable to help to gifted

Before 650: Why did you choose Ashland for your endorsement/degree program?

20 responses

I got my masters degree in education from Ashland--in educational technology in 2015. I had a good experience! And, I like that I can get the program completed by Christmas.

It was recommended to me by my ESC leader.

I chose Ashland because there was a full online option and I have heard great things about their programs.

My district has used Ashland prior to this for PD and have always been happy with the instruction. I like the ease of online with my busy schedule.

In looking at programs I liked that the timing of the courses matched the needs of my new position and I also liked how the courses were tiered and the offerings available. The staff was very helpful and friendly as I began exploring my interests.

The summer institute opportunity and the asynchronous online classes both appealed to me.



Before 650: 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.

23 responses

#1: I feel its important to have a foundational knowledge of gifted students and best practices to identify those students.

#2: I would like to better understand WEP and how they apply to my students.

#4: Understanding my gifted students better and how their differences play out.

#5: Understanding what is appropriate for gifted identification with students that I work with when they are first identified at the elementary level

#6: What would be best placements for students in the elementary and intermediate setting.

3. I wish I could say that I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field, but sadly, am not as well informed as I would like to be. I had monthly PD from my GIS this year, but adopting a new grade level, curriculum, and teaching through a pandemic made it a little difficult to absorb everything. It is my hope to revise my teaching philosophy to not only adopt the diverse learners in terms of literacy and technology, but also the diverse learners of the gifted and talented population, which often goes under-identified and/or underserved.



After 650: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve?

17 responses

I grew the most in general knowledge about the history, theories, and models of gifted education. I enjoyed the case study task, going through the process of analyzing all the aspects that make up a learner. The Piirto Pyramid is a fascinating lens, and it will continue to be a tool for me to create learner profiles in the future. I want to continue to learn and grow in the area of twice-exceptional students, especially EL kids. I'm moving into a K-2 EL teaching position next year, and would love to play a role in providing some gifted support to those twice exceptional students.

I feel like I've made a huge growth in overall knowledge in understanding giftedness, and identifying characteristics of these students. The case study really helped support this. I need to spend more time going back and understanding the history aspect.

I feel I know a lot more of the terminology and specifics of the research in gifted ed. I focused a lot on talent development and the methods related to the study in this area. I feel more equipped to talk about students and their identification. I still need to study more of the names and learn more about the specific routes of Identification. I also need to spend more time on the guidelines for the state of Ohio.



After 650 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:

17 responses

I really enjoyed the book review choice assignment, and look forward to enjoying some books reviewed by others in the course. I love leaving PLC book talks at work, so I like coming away with books I can share with others. The Rimm text and Piirto chapters taught me a lot. I wouldn't say they were thrilling--but your standard text book flood of facts and information is expected in a grad level course. Thank you, Dr. Groman, for being such a positive and supportive energy during this course. I look forward to continuing forward with this program with you!

The text is sound and gives a great overview of all aspects of giftedness. I really enjoyed this course and the instructor. The funny yet informative videos got me through the initial first 4 weeks, which was a struggle for me during the time when I was still teaching. The video's were helpful with organizing the content. I also appreciated the "warmth" of the instructor and understanding she shared. It was helpful that the case study was incorporated into the early FQ assignments so they counted as double duty. I have to admit it was challenging for me with the amount of work but also understandable since it was a condensed course.

I enjoyed all of it. This work has engaged my interests and my learning more than I thought it would. The pacing is great for a teacher trying to refuel from this year with

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