

Before 653: 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. 41 responses

1. Categories, definitions, and requirements: I feel that I have worked within social and emotional needs for years as an IB Coordinator and the Head of the Theatre Program at our school, but having a working knowledge of the names, terms, and specifics will help me in my new role in the coming year. 2. WEPs and Social and Emotional Needs: Most of the WEPs that have been sent my way from predecessors have been standardized and not personalized at all for students, including social and emotional needs has never been a priority for my district with high schools students. I want to know how to write WEPs that meet specific student needs. 5. Research Based Response and Accommodations: As I stated above, I have done a lot of this work, but never had the working knowledge to apply the names and practices to my work with students. I look forward to building my capabilities in this area for the benefits of the students I will serve. 7. Underrepresented populations: Most of my work as IB Coordinator has been with those students in our program, a few may come from underrepresented populations, but in a program that only represents 1-3% of our populations, means that I will have to work harder to reach those students as Secondary Gifted Coordinator. Also, most of my work has been with connecting them with colleges and resources for post-secondary success. In my new role I will have to implement ideas and practices to help them be more successful on a day to day basis over a number of years. I need to know more than I do. 3 and 4: I have been connected with Meyers-Briggs test for years as I took my first test when I was an RA as an undergrad. I found this test to be a huge assist in me learning how I work and work with others. Since that time I have learned how to embrace my attributes and work with them and proudly embrace who I am, even at times challenging some of my practices. I use the Meyers-Briggs with my IB students and IB Theatre students, but am open and excited about what I can learn beyond what I do and how to apply the indicators to gifted middle and high school students that I will work with.

The social and emotional needs and guidance and counseling issues are an area where I have less knowledge than I would like to have and yet I recognize how important these areas are. I am looking forward to learning more about all outcomes but the following are the ones that I feel are most relevant/important to me: #8: I think facilitating dialogue is such an important skill and one that I am always looking to improve, especially in the area of processing and managing social and emotional skills and guidance and counseling issues. I feel like this is an area where I have limited knowledge and I am looking forward to learning the skills and strategies required to successfully facilitate these types of discussions. #7: I have spent my career teaching in a district that has many students from traditionally underrepresented populations so I have some knowledge in this area already. However, our gifted identification has traditionally been low in my district, because of our small size, and I am looking forward to learning how to best serve these types of students as we work to identify more students moving forward. #5: This is another area where I feel like I have limited knowledge and am always looking for more information. Every student has different social and emotional needs and it is so important to be aware of those

needs and have strategies and accommodations on hand to meet each student where they are during the time they are in your classroom. #4: I am aware of how my preferences can affect my teaching but have not spent time looking at it through the lens of the Myers-Briggs Type Indicator. I am very interested to delve into this topic more and use that knowledge to better serve gifted learners moving forward.

9. Developing a philosophy statement to support gifted students and their social, emotional, and counseling needs. I think that this will be critical because it will serve as a sort of umbrella over how I work with gifted students. It will be a sort of vision and mission statement of where my heart is in working with gifted students. 5. (I know the variety and types of social and emotional characteristics and needs of students who are gifted and utilize research-based responses and accommodations for those needs.) This outcome will be also be critical because it is important for teachers to support students in the classroom, not only academically, but also socially and emotionally. Learning more about the social and emotional characteristics of gifted students will help me teach and support them more effectively. 1. (I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues.) This is an important area to learn more about in this course because it will provide me a good picture of the expectations of how teachers are supposed to support gifted learners, especially in the area of social and emotional needs.

Outcome #2: I have knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues.- I have very little knowledge of how to write a WEP or how to meet the social and emotional needs of the student. Outcome #3: I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world.- I am not yet aware of my own preferences which will be interesting to learn about myself! Outcome #4: I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners.- It will be interesting to learn about my own preference and see how that influences my own teaching and planning. This may also be something good to do with students to obtain a better understanding of their preferences to guide my planning.

3. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world. 4. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners. 8. I know the structures, formats, and skills needed to facilitate a dialogue discussion with a group of gifted students for the purpose of processing and managing social and emotional

skill, and guidance and counseling issues. I am interested in learning more about how the different preferences can be used more intentionally to support the social/emotional needs of gifted students. I would also like to develop my own understanding in a way that I could facilitate opportunities for students to understand their own needs and feel comfortable discussing them with others through peer support.

3 and 4 - I took the Meyers-Briggs several years ago but not for the purposes of instruction. I feel that I could gain a better, deeper understanding of social and emotional needs not only for my students but myself as well. This would definitely help me become a better educator and individual all around. 10 - Typically in math, SEL is not given a high priority as it seems to be an "extra". With already a lack of time to cover all the standards, the SEL tends to get pushed aside. I want to learn how to tie SEL into math, not necessarily into specific topics but into the environment as a whole to where I can address the needs but it doesn't take time from our standards. 8 - I have not had many opportunities to discuss SEL issues with students. It has mainly been as a whole class activity but something that is broad and basic. I feel learning dialogue strategies will help me develop a deeper connection to students so that I can help them manage and deal with their issues.

4. I know about the Myers-Briggs test and have taken it for myself before but have never considered giving it to my students and/or how to utilize this to better my instruction, also considering my own MBTI preferences. 6. I know curricular placement options but have not considered how these impact the students, teachers, and district. 7. My school has very few students from underrepresented populations in general and to see them in gifted programs is even more rare. This is an area that does not get a lot of attention at my school and I would like to get some better training and gather a more complete understanding of these students and their needs. 8. Social/emotional dialogues are not given value (or a dedicated time) at the administrative level. I have tried to work these areas into my lessons to make sure they are still being covered but as far as outright conversations and having them directly targeted for gifted students is something I am unfamiliar with.

2. I feel it is important to increase my knowledge of the WEP as it is required by the ODE. Additionally, I want this document to be useful for the teachers of the student and beneficial for the student, not just another paper to be added to the student's file. 3. The Myers-Briggs Type Indicator is an absolute unknown to me, therefore I feel it is important to learn about it. 5. To best understand and plan for my students I need to be knowledgeable of the variety and types of social and emotional characteristics and needs. Additionally, knowing the appropriate research-based responses and accommodations will ensure that those needs are being met to the best of my ability. 7. Due to my current level of experience with traditionally underrepresented populations I feel it is important to learn more about the proper responses. 8. Being able to help assist gifted students with being able to manage social situations and develop emotional skills with peers and adults.

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#5 - Although I have a basic understanding of the socio-emotional needs of gifted learners, I am not familiar with the research-based accommodations for those needs. #9 - I need work to be able to articulate my philosophy for teaching and supporting gifted students' social and emotional skills, and guidance and counseling issues. #4 - I am a firm believer in honoring individual differences in students, family, and peers. I am excited use the MBTI to further understand different personal types. I haven't worked with the MBTI in over 20 years and definitely need a refresher! #7 - My school does not have much diversity, making it that much more important for teachers to really understand the needs of underserved populations for the handful of students that fall into this category. #1 - I do not have any background n the guidance and counseling needs/issues of gifted learners. This will be a new area of learning for me that I am excited to explore!

1-While I have gained much knowledge about gifted and talented programs and students, I do not have a lot of knowledge about their social/emotional needs. I feel this knowledge is important to help them grow as learners. 4-I know a little about the MBTI, but I lack knowledge on how this impacts teaching and learning. This is important to help me understand my students and how to differentiate learning. 5-I want to learn more about research-based accommodations as this is important in education. 7-It is important that I reach all of my students, including those who are underrepresented. 8-It is often difficult to find the right words to help students who are having social/emotional difficulties. I am excited to learn about facilitating dialogue in this course so I have knowledge to pull from when a student needs help.

11. As this is my first graduate course, and first real experience with APA, this will be a crucial and foundational topic I need to learn quickly. 2. I have seen very basic WEPs, but do not have any experience writing them or implementing specific strategies to meet goals. If I move to the gifted position in 2022, this will be an important skill to be comfortable with. 7. I teach in a very rural district with little to know diversity other than economical. Through this course I hope to learn more about underrepresented populations, so that I can be equipped when I do come across these students. 8. I can generally relate to gifted students because of me personal experience, but I hope this course will help me build my arsenal of tools and topics to better serve these students when needs or concerns arise.

#2 WEPs - this is the area I would like to improve with my students, I want to address social and emotional issues and not just create academic goals #5 I want to learn research-based responses and accommodations for social and emotional needs - I think I do a great job with my students, but I feel as if I'm flying by the seat of my pants and this connects with #10 #7 Need more information about students living in poverty and students identifying as LGBTQ+ and learn researched best responses (I think I'm sensitive to students and they know I care, but I would like to feel more confident in knowing that I'm doing what is recommended) #6 I want to thoroughly know placement options #4 I want to better understand my students and how to best teach according to personality preferences

10. I'm not familiar enough with the standards and competencies to say at all how they relate to the social emotional skills of my gifted students. 9. My philosophy, specifically regarding social and emotional concepts, is not something I have directly thought about in a long time. I think focusing on this and putting it into words will greatly help my instruction. 8. I can have a conversation with my students about the social emotional skills, but it's not really a discussion. I don't have as much input from the students as I would like, so this is an area where I really need to grow. 3&4. I have heard of the Myers-Briggs tests, I may have even worked with them in the past, but I just don't know. Hopefully these will greatly help me understand myself and my students better.

3. I am familiar with the MBTI assessments--I recently did this myself through 16personalities.com going through a staff summer book talk. I know that I am a Protagonist (ENFJ-A). I'm very curious how this applies to my practice as a teacher and professional. 4. I am curious how the MBTI can be used with students, particularly our youngest ones in K-2. In my experience, we have done personality and SEL assessments with kids, but rarely know what to do moving forward with the data and information. More training and time to reflect and plan is needed! 8. I'm very eager to gain skill in this area. It is a challenge to navigate while being a classroom teacher at the same time. Where do we provide opportunities and how do we make the most of the time we do have?

#1 - I want to make sure I have a solid foundation of all categories and signs to look for with my gifted students, and understand how best to meet their needs. #2 - I have a basic understanding of a WEP but would also like to know how to best write goals to meet those social emotional needs. #3 - I am interested do take the Myers Briggs test to see what my preferences are and how I can use that information to best teach my students. I've done this in previous years but am curious to see if this has changed over the years. #5 - refresh my knowledge in this area so that I can best meet the needs of all of my students. #8 - I would like to continue to refresh and advance my skills in dialogue and processing with my students to meet their needs and best help them.

4.) I enjoy learning about MBTI theory and have taken several versions of the assessment myself, but I really want to focus more on using this theory to improve my instruction for gifted (and all) learners. 7.) I do not have much experience teaching underrepresented gifted students, but I think this is a critically important area so that I can recognize talent in students from these groups who may demonstrate their talent in novel ways. 8.) I am both excited and anxious about the dialogue project for this class. I very much want to learn more about facilitating social emotional

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dialogue with gifted students. 10.) I feel like using all of the knowledge and skills I gain in this course in my teaching context is the whole point of this course.

#2 - I want to become more comfortable with the WEP process. I want to be more intentional with identifying the social/emotional and guidance/counseling needs of my gifted students both in my lessons and within the WEP goals. #3 - I have very little knowledge of the MBTI. #5 - I want to be more intentional with using research-based responses to address the social/emotional needs of my gifted students. #7 - I need to learn more and read more about underrepresented populations that I serve. Admittedly, I don't think I have really thought about this aspect of gifted education. #8 - I have never had "dialogues" with my gifted students. I am looking forward to learning more about this and implementing this in the upcoming school year.

All of the above outcomes are critical to learn as we approach teaching our gifted students. I think 8, 9, and 10 are particularly important. Outcome 8 will help us facilitate discussions with our gifted students and help them within more than just academics. That goes hand in hand with outcome 10 as we learn the social and emotional skills for gifted students. I also think outcome 9 is particularly important. As I am in a gifted classroom, I need to know and be able to articulate my own philosophy for gifted education and know what is important to me in the classroom and why I make the choices that I do.

1.9. These two outcomes seem to go together to me. I have no working knowledge of the categories or requirements for GE and therefore have no teaching philosophy on the subject. Yet, both are vitally important to develop in order to pursue and advocate for GT students. 6. I think this outcome will be particularly interesting to me as I teach for a private Catholic school that does not always coincide with the resources or opportunities of the public district. However, knowing what options and resources that are available to either outsource or refer to my students will be hugely important.

8-Communicating and interacting with students in ways that support their social and emotional growth is of utmost importance; educating the whole child is necessary for academic growth to occur 7-Being aware of and responsive to emotional and social issues specific to underrepresented populations in the field of gifted education is important for an equitable and culturally responsive learning community 5- Providing appropriate accommodations for gifted students based on their needs is the foundation of gifted education

I believe it is really important to consider students social and emotional needs. For gifted students, these are critical to understand and provide the proper counseling and services to them. Most importantly in this course, I want to be able to learn the skills to have an affective dialogue with a gifted individual who is having a difficult time processing their emotions, so I can be an adult they trust and believe is on their side advocating for them and their success.

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I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world. I know and can effectively use the various standards and competencies in the field of gifted education as related to the social and emotional skills, and guidance and counseling issues within my teaching context.

10. I know and can effectively use the various standards and competencies in the field of gifted education as related to the social and emotional skills, and guidance and counseling issues within my teaching context. These standards and competencies are the most critical to learn. I have to work on gaining more knowledge about these social and emotional skills so I can be a better guide to my students.

1, Truly knowing the general categories and requirements for gifted programs is needed to review my school's program and making sure it is implemented properly. 3/4 I am really interested in applying the Myers-Briggs information and implementing them to make more connections with students. 5, I am eager to learn more ways to enhance conversations and responses in enriched appropriate methods.

#5 - I feel that I am fairly knowledgeable about many of the difficulties and needs gifted children face, but I do not know any research-based strategies to help accommodate those needs. #7 - I will be working with a large number of underrepresented youth at my new school, so I really need to know how to best help these students.

3- I feel this will help me become a better teacher in all my interactions 4- I feel this will help me plan curriculum for my gifted learners 5- Social and emotional needs are a high priority to develop as a teacher 8- Creating better dialogue will help develop better relationships and growth with students

1., 5, 6, 7, 8 These are areas that are so important for our gifted students, but usually come after the curriculum. Gifted students are very complex and in order for me to help them reach their full potential I need to understand their S&E needs and be able to implement strategies when teaching.

3 & 4: Utilizing the MB test to better understand my students and identify their needs in my classroom to best reach them. 8: I am intrigued at using dialogue more effectively to better know my students and their needs and make my classroom more specific to those needs.

5 -- social/emotional characteristics and needs: This seems most applicable to my classroom teaching, especially since my school does not identify gifted students. If I'm more aware of the issues and needs my gifted students face, I can notice them and help them more.

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1, 5, 6, 7, & 8 - I find these most important because I feel knowing my students is most important. If I, as the teacher, don't understand the way my students function or how to assist them in their development, then how can I teach them effectively?

Outcomes #5 and 7 are critical for me to learn because knowing the best research-based ways to help my students will help them overcome any social and emotional difficulties they face.

1,2,5,7,8 At this moment I feel that these five are the most important for me to truly understand to create a better learning environment for my gifted students.

I hope to learn social and emotional challenges, strategies for overcoming challenges, and how using these strategies can make me a better teacher.

#7 (I have a lot of students from underrepresented groups at Menlo), #5, #4, #2 (We write WEPs annually but they are focused on academics), #1

2, 5, 6, 7, and 8 are the most critical for me. Making connections between my learning and my students is the most important.

5,7,8, 10,9- i do not know what Myer Briggs type is YET.

2, 3, 4, 8, 10 because I marked zero for all of them.

10, 8, 7, and 6.

8, 5, 2, 10

5. 7. 10.

After 653: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve? 43 responses

I feel like I have made the most growth in the area of understanding the needs of different types of learners. This is from the study of the Myers-Briggs Type Indicator. This was very interesting as a way for me to think about myself, what my strengths are, as well as a way to consider my students who are the exact opposite. What a discovery this is, that we as teachers can do more self-reflection and growth which will lead to better teaching practices in the future. I am now more interested in psychology and I want everyone to take this Myers-Briggs so I can understand them better. This will be a great way for me to get to know my middle school students, if they choose to share their outcomes with me. I may add it to an intro pretest. thanks.

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I made the most growth learning about the MBTI personality types as well as how the different theorists impacted the gifted community. I'd like to explore more of the subtypes of giftedness.

I have grown in confidence on facilitating dialogue with colleagues, parents, and students about social and emotional health. My awareness of emotional issues of gifted students has grown, which in turn will allow me to recognize issues in my classroom. I want to improve our program at my school, facilitate opportunities for student to share and build meaningful relationships with peers.

Understanding all the different aspects of social emotional learning

Outcome #3: I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world. - I learned so much about myself over this course and how my preferences determine how I handle my everyday life. I also just learned so much about the social and emotional needs of the gifted student!

I feel I have grown the most in this class by having knowledge of the social and emotional struggles of gifted and talented students. I did not realize they have an entirely different set of issues than students not identified as gifted and talented have.

I feel I made the most growth my understanding of the 16 personality types from the MBTI and how I can accommodate various personality types in my classroom. I also have grown in my understanding of the social-emotional needs and guidance and counseling issues specific to gifted students from traditionally underrepresented population and can utilize research-based responses for them. My overall understanding of the importance of addressing the social-emotional needs of gifted learners has grown.

More I read the more I knew

I feel I made the most growth in my understanding of what gifted students face. Mainly with respect to the dialogue project, realizing just how much stress and the level of the stress was a learning experience. I realized before that students experience stress but I learned that the intensity of that stress is pretty high for some students. I feel that I still have room to grow in feeling comfortable enough to discuss personal thoughts and feelings with students especially with minority students. I will need to learn more about being culturally sensitive to students when discussing SEL needs so that I do not offend anyone.

I really learned a lot about myself and the different personality types, and so much about the social and emotional needs of gifted students. I do feel like I focused in our my discussion topic/chart topic a little too much, and that I should have perhaps been more rounded by looking at other topics more, especially for the weekly assignments. I did look at the information on

Padlet and commented, but it's not the same for me. I will keep the book as a reference and will eventually read it completely through.

I've gained an understanding of intersectionality between struggles of gifted kids and other marginalized kids, especially with concern to not recognizing gifted struggles as they are layered with other struggles and therefore compounded. I want to continue to consider ways to recognize struggles in my classroom.

I see the most growth in my knowledge of the social and emotional issues that gifted students face and in my working knowledge of strategies to help students deal with those issues. I would like to improve in the actual practices of counseling -- what my role should be and when I need to refer students to a professional in that area.

I had no idea what it looked like to lead a dialogue on social-emotional issues with gifted students so I definitely think I made the most growth in this area as I went from not knowing what it meant to lead a dialogue to actually leading and analyzing a dialogue. I would love to spend more time on finding ways to assist underrepresented groups and ways to come across resources for individual students. I definitely have a strong base for this but I think I need some more practice and time to improve how we serve the social-emotional needs of minority groups at my school. I have a time scheduled to talk with our gifted coordinator about this and a few other areas of concern next week.

I believe I made the most growth in understanding that our gifted students experience the same mental health struggles as our general education students, and sometimes even more so. I have a better understanding of perfectionism and career counseling as this was my focus for my larger projects within the class. I also know and can use the Myer Briggs Type Indicator with my staff and students to help teachers align lessons with their needs and the needs of their students.

I learned a great deal about the specific social and emotional needs of gifted learners, as well as several interventions and accommodations that can be provided to students to help them work through issues that may be associated with perfectionism, underachievement, motivation, talent development, etc.

Through this course, I believe that I truly grew in awareness of social and emotional issues that gifted students face. I learned that there are a wide variety of social and emotional concerns and issues affecting gifted learners. I want to grow in incorporating more social and emotional learning into my classroom.

I feel I made the most growth in understanding what the specific social and emotional needs of the gifted are, and looking out for specific behaviors in my students. I feel strongly that I could lead a dialogue and process with my students on their needs. This is an area that I would really want to make a difference with students. I also feel I have good resources to help with these

needs and leading the dialogues (Fonseca book). I also understand that WEP goals can have social and emotional goals attached to them. I am most aware of my Myer Briggs preferences but feel I need to keep looking into the other personality types to better understand how to meet my students' needs.

I made the most growth in the area of facilitating a dialogue that focuses on the social and emotional needs of gifted students. The dialogue project was enormously helpful in this. Reading Peterson's book helped dialogues seem like something within my grasp, but being required to actually conduct one made me understand that this is a helpful, doable, and enjoyable strategy for reaching small groups of gifted students. I liked making a presentation on the dialogue rather than a paper (even though I generally prefer papers); being able to share my dialogue on the Padlet and at the face-to-face session was satisfying. I do think that this class helped me in all of the outcomes listed on this form. Dr. Groman, your feedback on APA style was so valuable and empathetic. I'm an MLA girl, so this was an adjustment, but I think with all of the time you took to correct and explain, I am much better than when I started the semester. Thank you!

I feel my growth was exponential since this was my first term in the gifted program. I learned to view student issues/concerns from a different standpoint, and the importance of looking for a cause rather than assuming the student just does not want to work. Having grown up gifted, I feel I was aware of the concerns students face, but I learned so much more about how to recognize and address social and emotional needs. The biggest area where I still need to improve is the more technical side of things with WEPs and legalities. I'm sure this is something I will pick up quicker once I am working with them on a regular basis.

I felt I made the most growth understanding the terminology, learning about social and emotional development of the gifted and talented students, I didn't realize how much was involved in this. I still want to improve my techniques and strategies to use with them in the classroom but I do have a better understanding of underlying needs and behaviors of the talented and gifted students.

I feel I made the most growth in regards to having dialogue in regards to socioemotional learning. I am able to incorporate speaking techniques and learning strategies in the Peterson and Fonseca books that I can use throughout my teaching practices. The areas I need to improve in are incorporating culture and diversity into socioemotional learning talks. I want to be able to improve and work together with my team to incorporate daily dialogue.

I think I made the most growth regarding my general knowledge of the wide variety of social and emotional and guidance counseling needs of gifted students and the research surrounding those needs. Even areas where I felt like I had knowledge from my own personal experiences, like perfectionism, I still felt like I gained a better understanding of how unique these needs are to gifted students specifically. I also felt like I made a lot of progress regarding dialogues and the Myers-Briggs Type Indicator. Both were areas that I did not have a lot, if any, knowledge of when I started the course at the beginning of July. I feel much more confident about dialogues after our

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project and see them as an excellent tool to use in my classroom moving forward. I will still need some practice using them with actual students but feel like I could make that transition pretty seamlessly at this point. Similarly, I have already noticed myself being more aware of my MBTI results as I start teaching this year and how I can adjust as I get to know a new group of students. Despite having gained such a large body of knowledge on social and emotional and guidance counseling needs, I still feel like there is room to grow. It was clear throughout this course that these needs are varied and many and it is difficult to become an expert when this range and variety exists. It is one thing to read about the different needs and another to assist students in the classroom who are dealing with those needs in real time. While I have a better understanding of how to write those needs/goals into a WEP, the actual execution of strategies to help students is an area where I have room for continued growth as I have yet to address specific social and emotional goals for a gifted student in my classroom.

I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues...by far the area I've seen the most growth. Being my first class in the gifted program, I really feel that I not have a general working knowledge that allows me to be comfortable talking and gives me a general sense of what else I need to learn. I don't feel I have a good, articulate philosophy of gifted education yet.

I learned an incredible amount about perfectionism in gifted students, along with motivation, underachievement, and how to reverse the negative consequences of these issues. I can and will implement many plans and procedures I put into my FQs and dialogue project in this class into place in my classroom. I am excited about implementing what I learned this school year!

I made the most growth in my overall understanding of student social and emotional needs. I now feel like I can facilitate an effective dialogue and help guide my students toward better mental health.

My knowledge and understanding of gifted issues grew significantly. I really need to improve my professional writing and citing of reading materials.

I learned the most about myself using the Myers Briggs Type Indicator. Reflection is a powerful tool. After studying the results of the MBTI, I would like to use the results to improve my lessons/interactions with students. I need to make sure that I am considering all types of learners and personalities within my plans.

I learned quite a bit about MBTI, and I am excited to incorporate this in my class. I still need to work on learning more about underrepresented populations. I would also like to continue to learn more about WEPs and have a more hands on experience with the process.

I think I made a great deal of strides in lessons for social emotional learning. I think I want to improve more in using the social-emotional aspects in the students WEP.

I feel I made the most growth in understanding the various social-emotional needs of gifted students and various strategies and dialogues that can be used to help these students. I would like to continue to improve in my understanding of how to incorporate knowledge about my students' MBTI preferences to differentiate learning in my classroom.

I feel I made the most growth in understanding the personality types and how to present a dialogue. I was intrigued in my results as a teacher and to see why/how I do certain things based on that. I can tell it has already made an impact on my teaching this year! I feel that I still need to grow in my overall knowledge of social and emotional needs. While I did grow and improve my knowledge, I believe I could keep reading more research and learn/grow even more to feel even more comfortable with it.

I loved this course and learned a great amount on the different social and emotional needs of gifted students. I learned the adversity they must meet from their talent, gender and culture background. I feel I can truly advocate the needs of students displaying different emotional needs and provide assistance and resources that were not tools of mine prior to this course. This is the first course I have had that actually truly teaches the needs of students. I am still continuing to improve my ways as a graduate level student. I want to find ways to continue to advocate with research on why we need to make change in our district and throughout the education system for our talented students.

I feel I made the most growth in facilitating a dialogue discussion and understanding how my Myers-Briggs type affects my students. I want to improve with understanding how the laws/requirements for SE needs of gifted students can/should be implemented legally (WEP/WAPs).

I made the most growth in being able to identify social and emotional needs of my students and to address those on a student-teacher level and in WEPs. I also do not feel that I am "flying by the seat of my pants" when it comes to accommodations. I know where to get information about topics such as underachievement, perfectionism, gay and gifted, and if it's not on the top of my mind I know where to look.

I made significant growth using the MBTI test and letters to describe my preferences as well as how they affect how I see and operate my classroom. I plan to make use of this information by either directly referencing it, or using it as a lens through which to view conversations and expectations. I still want to grow and learn my student population and the issues that face them directly with the many different possibilities that we have discussed and charted about.

I think I made the most growth in understanding that counseling and guiding gifted students is not necessarily about teaching skills...its about developing a learning and personality profile and being responsive to those needs. Sometimes it is going to just be about acceptance and is not about being in control of "molding" an individual, but guiding them with ways to process through life using the strengths they come with. I still want to work on improving my insights and being more accepting and patient with the time it takes to develop personality and emotional competency. It takes experience and making mistakes and reflection. There is not as much focus on mastery, but on making progress on a personal level.

I feel like I became more aware of the wide range of social and emotional needs that can accompany a gifted identification. I feel like I used to fall into the belief that meeting academic needs was the top priority, but I have a much greater sense of the impact that social and emotional needs can have on the overall achievement and well-being of a child.

I believe I made the most growth with my knowledge of the Myers-Briggs information and how to apply it to my classroom. I would be curious to complete a child-friendly version of the assessment with my students to get to know them in a different way than I have in the past. I want to improve more on facilitating open dialogues with my students. As I explained in my project, I take on too much of a teaching role and want to get better at facilitating.

I grew in understanding and articulating my own philosophy of teaching gifted students. I also grew in understanding various needs of our gifted students as well as how to identify those needs, outcomes of those needs, and intervention for those needs. I want to continue to grow in knowing and effectively using the various standards and competencies in the field of gifted education as related to the social and emotional skills, and guidance and counseling issues within my teaching context.

I feel that I made the most growth in understanding Myers-Briggs Type Indicator and how these personality traits can strongly impact a learner. Also, I feel I have a better understanding of the WEP and how social and emotional skills can be added. Finally, that including discussion groups provides students to focus on a skill and allows them to openly discuss how the topic impacts them in or out of school.

I feel I made the most growth learning about the many social/emotional needs and guidance/counseling needs of gifted learners. I feel I've gained an ample amount of research and explanation on each trait as well as strategies and interventions to try out in order to positively influence each trait. I need to become more familiar with my district's WEP and writing specific goals regarding social and emotional needs and guidance and counseling issues.

I think I have made strides in the scope and depth of issues, how the signs may indicate something more specific, and the steps to take to intervene. The classroom community that was created helped me to learn more about the topics that interested me and I was able to consult

others and their learning to help me to understand many of the counseling issues I was not as familiar with. I think I am more aware of and confident in my skills to lead, interact, and talk with others. I think in situations where I might not exactly know what is bothering a student, I can ask enough questions and now I have some great resources to consult. For growth, I think I need to work on the issues regarding learning, processing information, and the roadblocks associated with learning disabilities. I feel absolutely fine handling any of the social/emotional issues, I just need to be more confident with issues beyond that.

I think I made the most growth when it comes to knowing the different social and emotional needs of gifted students and some of what the research says about these needs. I would still like more information about the WEP. I know what it is and why we have it, but I still don't know how to complete one.

After 653 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:42 responses

This course was great, I learned all about social and emotional interactions and considerations. In the past I have not felt supported by our SEL staff but I am going to make it a point to seek out more input and assistance this year. We have some very challenging students and I need to get them to gain more self-control, insight about their own behavior and intrinsic motivation to be able to help themselves. I enjoyed the practical information, stuff I can really use as the new year starts really soon. I also enjoyed Dr. Groman's personality, great attitude, and knowledge of the subject. Her videos were helpful, interesting, and dare I say, fun. I also love the kitty and the various sound effects. Dr. Groman has used this video format to her advantage and as a benefit to her students!

I truly enjoyed having the option of choosing a different type of focus question every week or simply reflecting on my choice of chapter. If I had to suggest one thing, it would be to be more specific with the focus question directions. I lost a couple of points because I didn't realize you wanted me to apply the chapter/question to my classroom.

I have enjoyed this course- very informational and easily to implement this into my gifted clusters Amazing! Dr. Groman does such a great job to make her expectations very clear and her weekly videos are beyond helpful!!

I very much enjoyed this class. I feel like getting to know my personality traits will help me cater my class to accommodate the needs of gifted and talented students. I found the texts very accessible. Dr. Groman is fabulous! Her videos were very helpful, and she responded to my emails efficiently. I liked the format and pace, and I was challenged in the course. I appreciate the clarity of her syllabus. I could follow it easily and always knew her expectations.

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I honestly cannot say enough wonderful things about Dr. Groman! She is extremely organized! Her weekly videos are thorough and provide all the information we need to be successful throughout the week. Dr. Groman puts everything (assignments, dropbox links, resources, etc) into weekly folders. It is so helpful and a time saver to have everything needed throughout the week in one folder. The assignments were all very relevant to course content and helped to further our learning and apply it to our own classroom situations. Dr. Groman also did a wonderful job of pacing our final dialogue project requirements throughout the course, making the project manageable and organized. I especially liked how Dr. Groman gave us choice in how we could turn in our weekly assignments (formal paper, big 5, powerpoint presentation, etc). I personally found the powerpoint presentations to be my preferred way of completing assignments. The powerpoint will be easy to go back into as needed throughout my career for reference. The final project was extremely beneficial and I will be using it with my students this year.

Pace was fast pace but doable, it was challenging but I learned a lot.

This course was very well outlined. The assignments, and choices for response, were very informative. The weekly videos helped clarify the expectations of the course.

I loved your videos! They were so fun and helpful. I thought the texts and Stanley's book *When Smart Kids Underachieve* were very helpful. The pace was super fast, and with both 652 and 653, I felt like I was always behind and that I really didn't have a summer (with all four classes). I appreciated your flexibility with deadlines when I really needed it. I have enjoyed all my classes in this program immensely and am now considering getting a second master's degree in this field. Ten years ago, I thought about a Phd. in English, but then I realized that I would never earn enough extra to pay for the additional expense since I have no intention of leaving 7-12 or my school district at this point. Our pay scale ends at Master's plus 30--these classes easily bumped me to the top.

I thought the choice in class materials was wonderful. Likewise, the pace was appropriate for the time allowed in class.

I really enjoyed the readings and assignments for this class. I appreciate the clarity of each task and the emphasis on choice and reflection; assignments have all been meaningful for me and my teaching. Thank you!

I really liked the Fonseca text (and the Peterson introduction). It is a great resource to have. As a perfectionist myself, I still feel a bit underqualified to serve my students in the area of social-emotional and counseling needs, just because there is so much content to cover and really grasp; especially considering each student is unique. What I really appreciate is the collaborative document so that I have somewhere to go when I need to know more about a specific area for the sake of one of my students. I think the pace and level of challenge was appropriate for the length of time for this course, though honestly, I could take a part 1 and part 2 of this course and

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learn all the way through both courses. I loved having so many people to engage with and learn from. This was a really fun course for me and an area that I will continue to study and learn from so that I can work to most completely address the needs of my gifted and talented students.

The instructor was prompt in responses. She created weekly videos that further explained assignments and helped clarify any confusion. The pace of the class was as I expected and it was challenging and rigorous as I would expect my teachers to set for my students- at a higher level for this class of course- The assignments were applicable to our current situations and I feel as though I have tools to implement immediately for the new school year.

I thoroughly enjoyed this class! I learned a lot about various social, emotional, and counseling topics and was able to choose specific topics of interest. I thought that some of the material was challenging (depth psychology), but most content was very accessible. I found the weekly videos to be very helpful (and entertaining). I would recommend eliminating the EGT text for 653; it doesn't quite provide the depth needed for this course. It seems fitting for 650 as an overview text to start this program though. The pace of the course was appropriate for the summer session. I felt that I had plenty of time to complete my dialogue project and engage in meaningful analysis and reflection. Thank you for a great experience!

I think that the course moved at an appropriate pace with an appropriate pace and level of challenged. I appreciated that we had choice in our type of focus question responses and also in what topic we wanted to read more about.

I really enjoyed this course and Dr. Groman! I always enjoy your videos and feel they are very informative and help me follow your instructions for the week. I felt the texts were good. The Neihart book was informative and I most enjoyed the implications part of each chapter. The Fonseca book will be a great resource for future discussions with my gifted students. Having format choices for our FQ was awesome for me!

I loved this course and will recommend it to any colleague who will listen. Dr. Groman's passion really shined through the videos, which is really amazing. The variety of choice we had when tackling focus questions was lovely. I especially loved the pieces on depth psychology in the last week, and I wish I could take a whole class on that! This course was challenging for me, but I really enjoyed it. The focus questions really helped me better comprehend the reading material. I appreciated how the assignments, especially the dialogue project, were chunked into smaller due dates, and how this course's busy weeks were offset from 652's busy weeks. Dr. Groman was always quick with feedback, always kind in her comments, and has been generally inspiring to me as an educator and a human. Thank you!

I honestly have no complaints. I was overwhelmed with taking my first two graduate classes, but I think most of this was simply because I have been out of school so long. Both texts were valuable and the reading assignments were manageable. I also appreciated the weekly videos and how

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many opportunities there were to share our personal thoughts and feelings. I hope the face to face meet up will continue to be an option in future terms as well.

I really enjoyed your course. It was a little hard to take this course first, and out of order because I felt I was missing things that everyone else knew. It was also hard because I had two vacations scheduled before I registered for this class and time management was killing me. (not your problem but I would never do that again.) I really did learn a lot and loved your insight and the things you shared with us on the video. I thought you were very knowledgeable and had our best interests at heart. Thank you for that. I am looking forward to using what I learned this school year and to your next class.

This course was set at an appropriate pace and fit in well to start the school year off on a great start.

I really enjoyed this course and felt that Dr. Groman did an excellent job with pacing, level of challenge and format. I appreciated the weekly videos and detailed syllabus, both of which made expectations very clear and made it easy for me to structure and complete assignments. I struggled with the condensed, 7-week course, especially since I was taking two classes at the same time and since my district started back extremely early this year, on August 9th. This made me appreciate the detail and structure to this course even more! I felt the texts were also very informative on the social and emotional and guidance counseling needs of gifted students and will be a good resource in the future. I truly do not have any suggestions for improvement! :)

I really enjoyed this class. I was nervous starting these courses because I felt I didn't even have a working background knowledge. But, I really enjoyed how open and free the projects and assignments were, yet they were equally structured and monitored - not sure how you did that, but I found it a very comfortable way to learn.

The course and texts were great. The pacing of 653 was about what I expected for a 7-week summer course. The workload was high but not overwhelmingly so. We already "talked" about the one text I had an issue with. I liked the format and the use of padlet to communicate with my colleagues. Overall I think this was a successful class.

I found this course very educational and entertaining (especially the weekly videos). The course readings were interesting and the written responses helped me reflect on my classroom practices. I loved that we delved into the MBTI and can't wait to use that with my students. I really enjoyed the course and feel like I learned a lot, but am not overly confident as I haven't had much opportunity to apply my new skills and understandings yet.

Meeting a child's social/emotional needs is a strong passion of mine. This has been my favorite class in the program thus far. I feel as if many of my thoughts have been solidified with research.

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I have also gained new insights and perspectives. I look forward to implementing dialogues and strengthening my social emotional connections in my lessons.

I had a great time! Thank you so much!

I think this course was very helpful especially with our gifted students who need a great deal of social and emotional support. Thank you Dr. Groman!

I really enjoy Padlet! It is nice to have that as a resource to refer back to. I always appreciate Dr. Groman's feedback and insight on assignments and topics.

The course gave me more knowledge, tools and confidence in teaching gifted education. It was well planned and organized. Each week flowed with the next and was not too overloaded for the short summer session. The Fonseca book will be a great asset for me in the future! SEDGC was also great. It had many chapters that were of interest to me and it was often hard to choose just one from the section. It will come in handy in the future as well. I felt challenged but also comfortable with the many options in which to complete work. I have always struggled writing papers, so to be given the option to do a slideshow with bullet points eased my anxiety about all the focus questions. Instructor feedback on all work was direct and helpful! Overall, this course was great and I have no complaints.

The course was great. Dr. Groman makes me want to continue on the path of being an advocate for our talented students. The text in this course are a fabulous resource and easy reads with purpose.

I REALLY enjoyed the format of this course. I greatly appreciated the flexibility in the weekly writing assignments and opportunities to earn points back. I was surprised by the SEDGC difficulty and definitely enjoyed the challenge. Another part of your class that I liked were the weekly videos. At first I was surprised by how long they were but grew to appreciate how much clarity they provided. Thanks!

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.

This course was well organized and easy to follow along. No changes necessary!

The content of this course was excellent! It clearly has been refined over time, and I cannot even think of anything to offer as constructive criticism. Thanks for everything, Dr. Groman!

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.

I enjoyed this course and all the choices available. This allowed me to learn more about the topics of interest and impact my class the most.

I honestly enjoyed the course. I think it has the perfect amount of challenge and has a good pace to keep us engaged in our learning experience.

I really enjoyed this course and felt that I personally made a lot of growth. I thought the assignments were appropriate and valuable to my growth. Plus, I enjoy weekly videos that go over the content for the week. They are very helpful.

I enjoyed the required text readings. Each chapter was short and an easy read. I also enjoyed the Dialogue Presentation Project and learned a lot about how to incorporate a social-emotional curriculum for gifted children. I enjoyed writing the annotated bibliography and finding my own research to further a self-selected topic. The summer pace was, at times, a struggle to keep up with, especially for those taking the Summer Learning Academy with the workload of two courses at one time. Overall, I enjoyed the course and the feedback the instructor provided!

I enjoyed everything related to this course. Assignments were timed well and doable amid a busy schedule. I also liked how applicable I was able to make most of the work to the job I am currently undertaking. I enjoyed both texts, especially the Peterson texts and the transferable ideas within. The chapters of the Neihart text were organized well and it was easy to skim when trying to decide the chapter to read for Focus Questions. The glossary is so valuable and I'm glad you made us hold the discussion. It was stressful at first, but once I found an audience, it was great. My only recommendation would be trying to find more ways for us to interact with each other, as they are available. I really appreciate your thoughtfulness, your passion and intellect in the field and the encouragement and direction you provide. Thank you!

I loved that we were allowed to mix up our focus question responses this time! Some of the chapters didn't leave me with too much to say so a Big 5 fit well, while other chapters sparked a lot of ideas and were better handled with a written response. :) I do not feel like the dialogue project really did very much for me personally. Maybe that's because I had to complete it with adults? I also don't want to be a counselor and can't really see myself ever doing something like this in a class - it felt too forced. It just didn't work well for me and in the summer it was not possible for me to work with a group of students/children, let alone gifted students/children. Perhaps this project could be replaced with something else in the future?