



SuB2021_653_Pre/Post

Questions **Responses** 49

49 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

Who has responded?

Email

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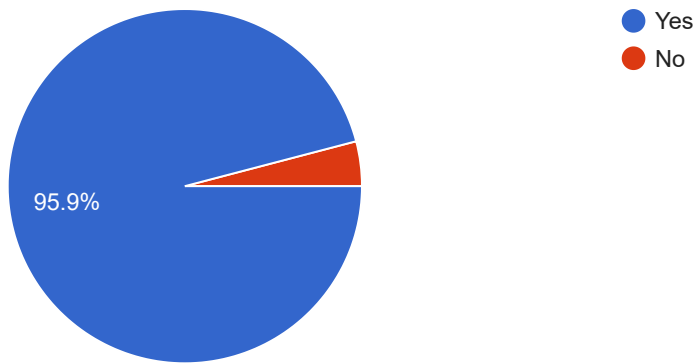
kristin.barnes@menloparkacademy.com

kkacic@ashland.edu

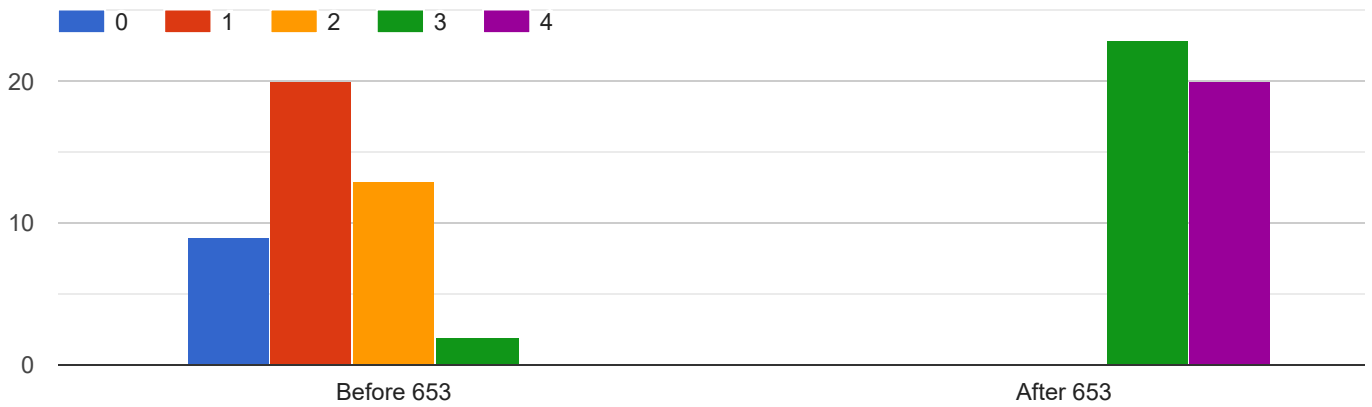
jhoelsc2@ashland.edu (1)

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

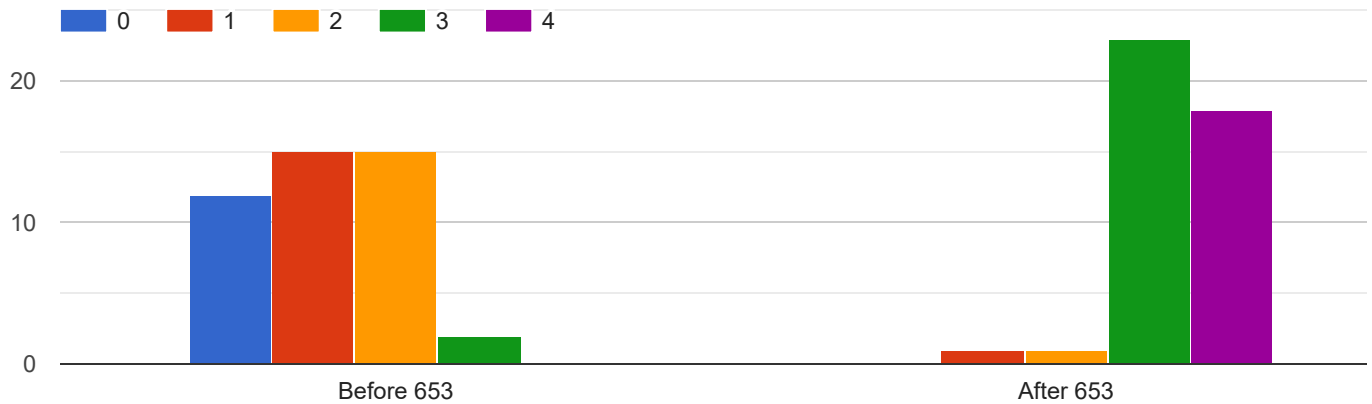
49 responses



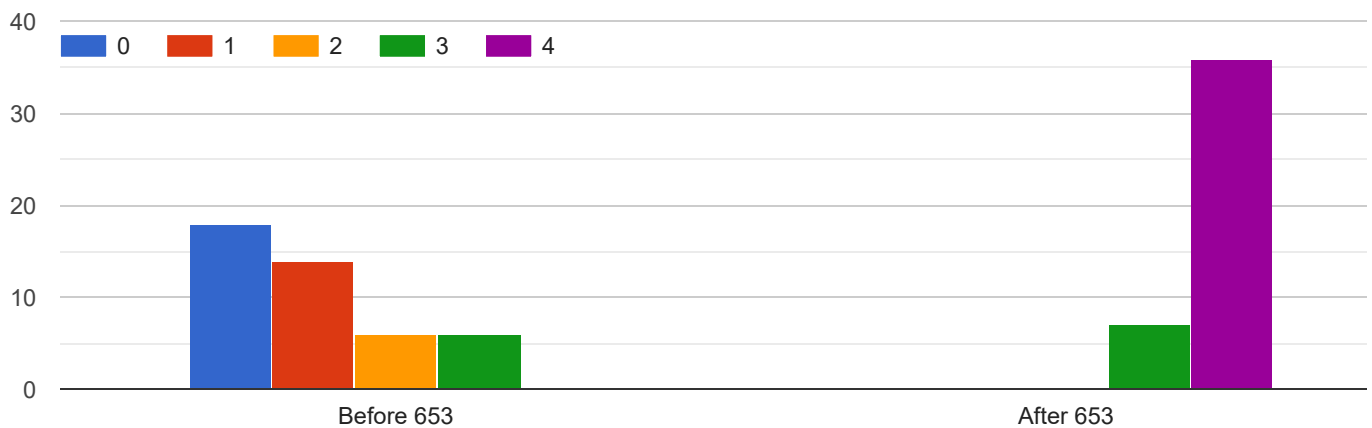
1. I know and can explain the general categories, definitions, and requirements for gifted education and service as related to the social and emotional needs, guidance and counseling issues.



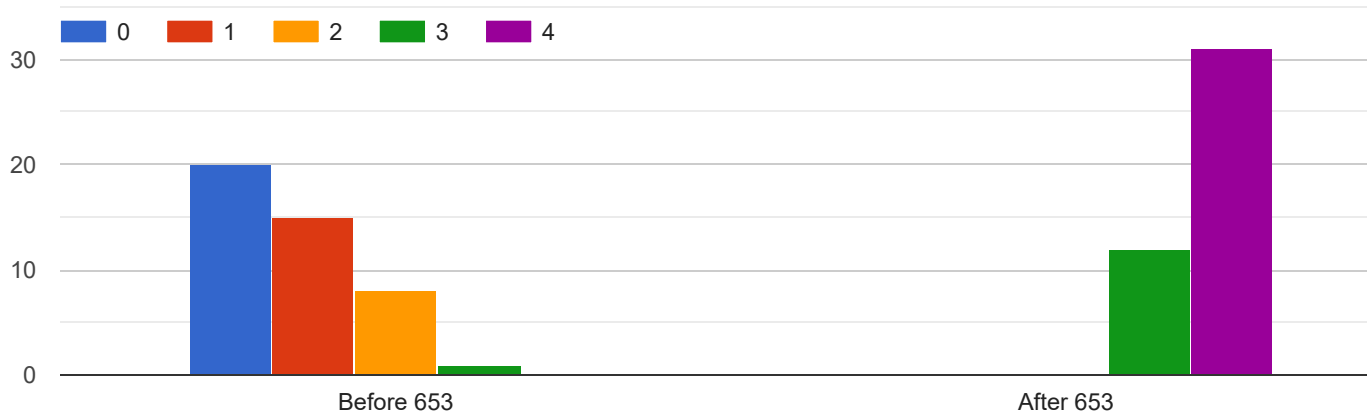
2. I have knowledge of the integration of the Written Education Plan (WEP) as required by ODE for understanding and meeting the social and emotional needs, and the guidance and counseling issues of the gifted and can write differentiated goals for these needs and issues.



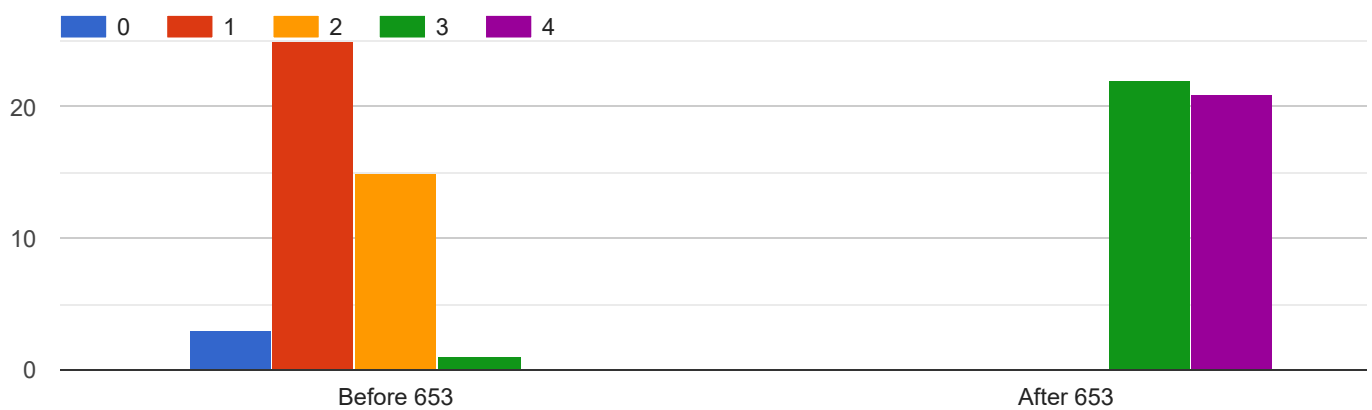
3. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator and am aware of my own preferences and can use the MBTI to understand my source of energy, social interactions, decision-making, behavior, and how I organize my world.



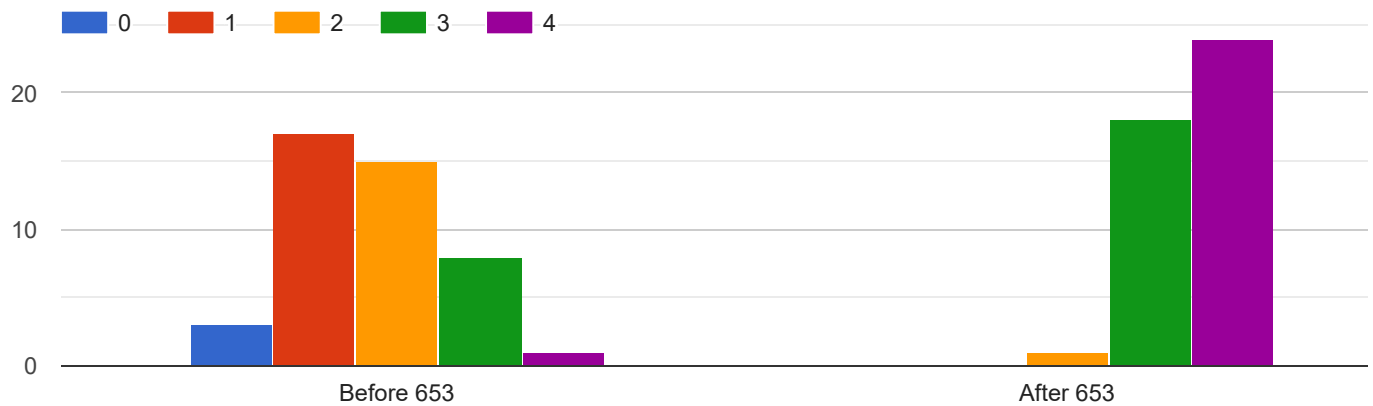
4. I know and can apply the four preference pairs of the Myers-Briggs Type Indicator to teaching and learning, and am aware of how student and teacher preferences can impact instructional planning for gifted learners.



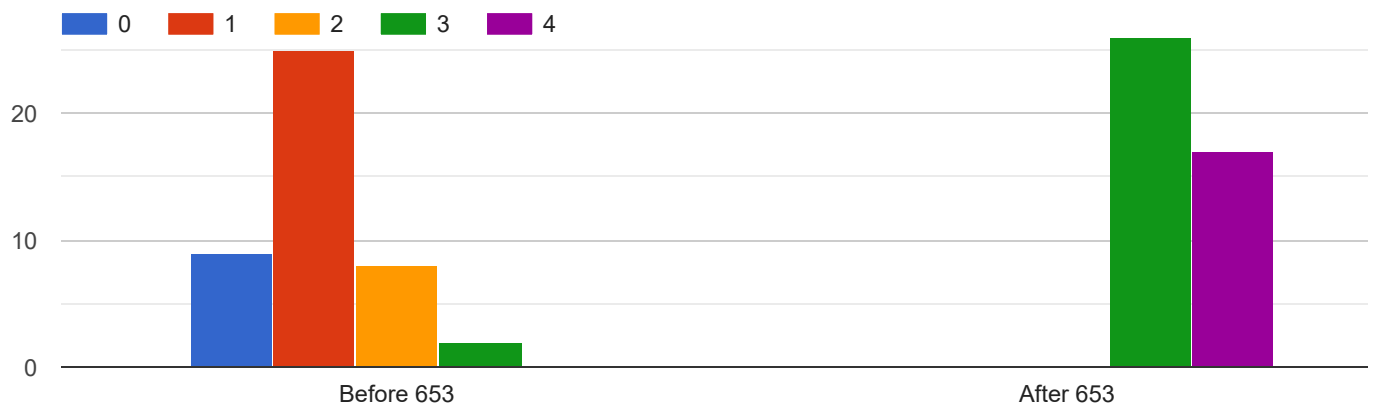
5. I know the variety and types of social and emotional characteristics and needs of students who are gifted and utilize research-based responses and accommodations for those needs.



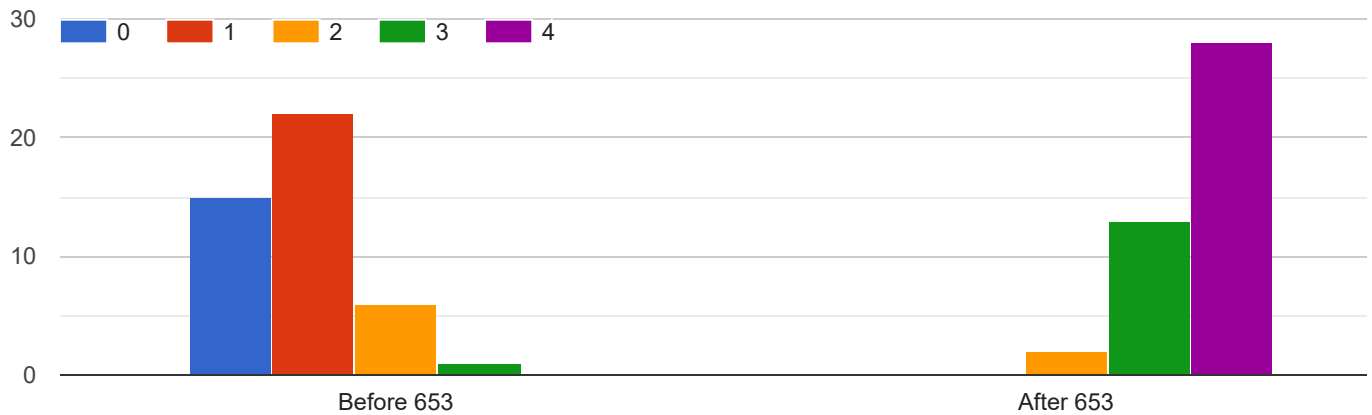
6. I have an introductory knowledge of various curricular and placement options for talented students and the impact of those educational placement options on students, teachers, and the district.



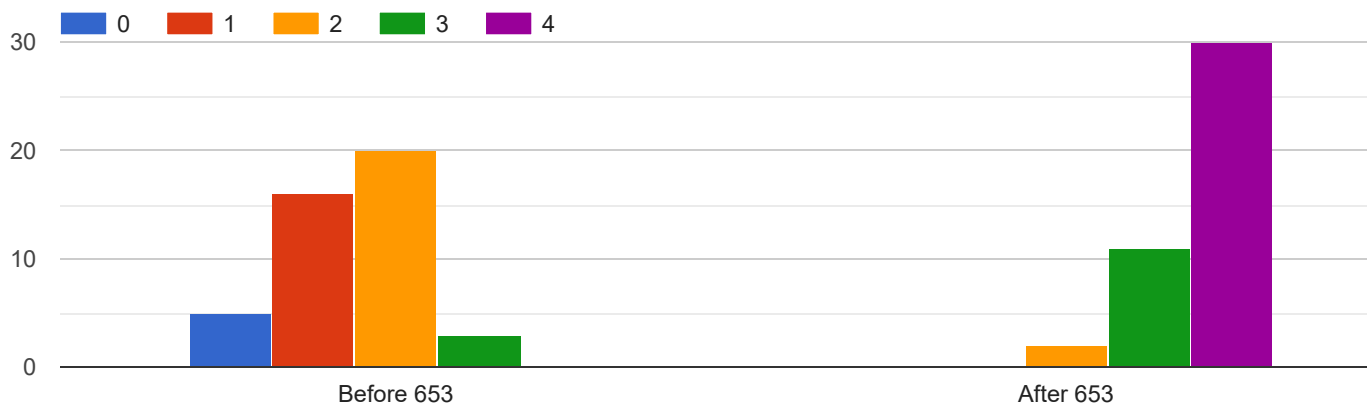
7. I have knowledge of the variety and types of social and emotional needs, and guidance and counseling issues specific to gifted students from traditionally underrepresented population (as found in my teaching situation) and utilize research-based responses for them.



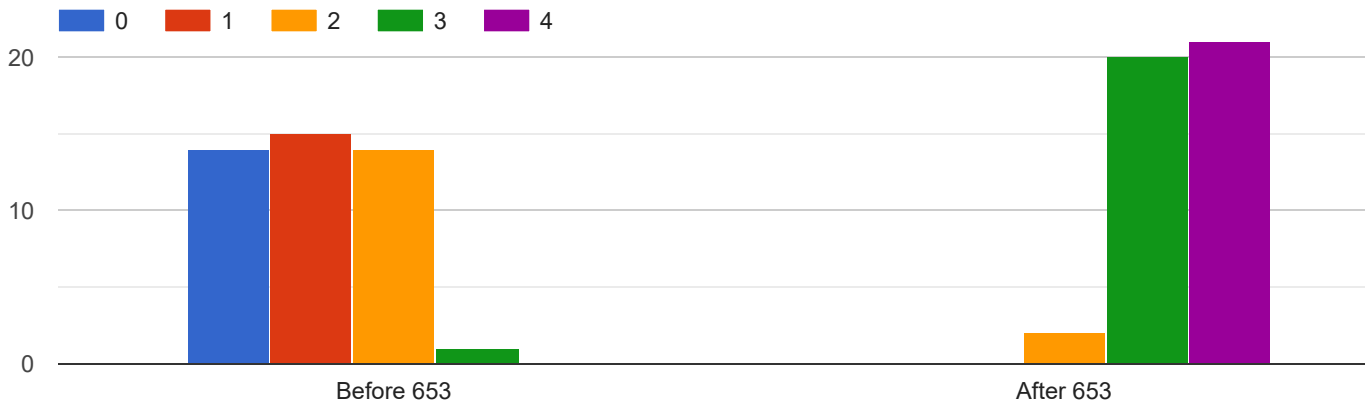
8. I know the structures, formats, and skills needed to facilitate a dialogue discussion with a group of gifted students for the purpose of processing and managing social and emotional skill, and guidance and counseling issues.



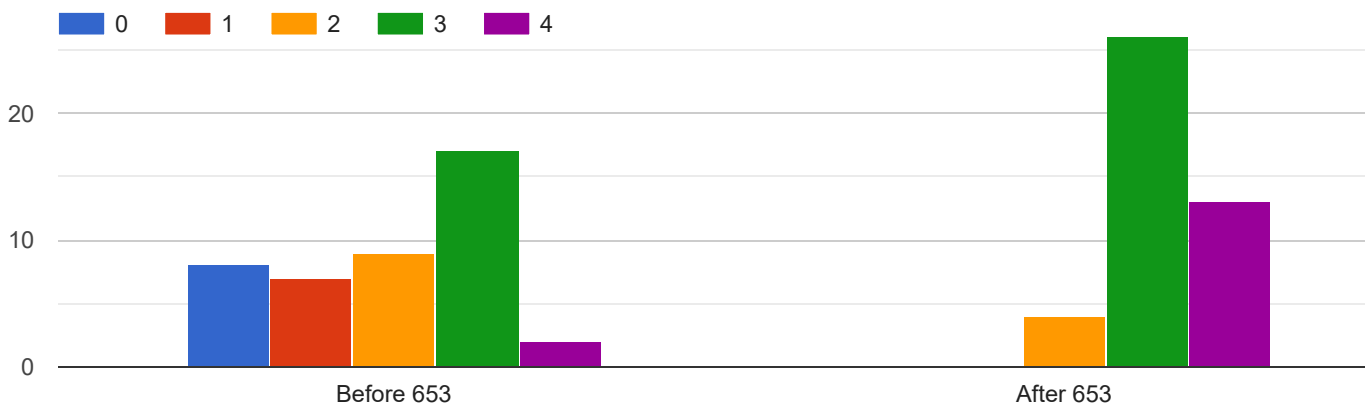
9. I can articulate my philosophy for teaching and supporting gifted students' social and emotional skills, and guidance and counseling issues.



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.



11. I know and am comfortable writing, speaking and presenting at the graduate level according to the Publication Manual of the American Psychological Association 7th Edition.



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

#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.

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

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 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 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 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.

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 mv

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

I had a great time! Thank you so much!

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 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!

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. I have also gained new insights and perspectives. I look forward to implementing dialogues and strengthening my