

Department of Doctoral Studies and Advanced Programs
Annual Faculty Review
Self-Evaluation

Name Jennifer L. Groman Date February 28, 2018 Year Reviewed 2017-2018

Department Chairpersons Dr. Linda Billman, Dr. James Olive

A. Teaching (copy as needed)

EDIS 650, CT1
Nature and Needs of the Talented
Columbus Center

Overall, how would you rate the student evaluations for this course?

<u> X </u> Excellent	<u> </u> Fair
<u> </u> Good	<u> </u> Poor

AU Evaluations

I am pleased to see that everyone in this class responded to the evaluations.

I believe that one of the highlights of this course is the student option to attend the Ohio Association for Gifted Children (OAGC) Fall Conference and report on it for one assignment. For new teachers of the gifted this is invaluable to help them feel part of the bigger picture of gifted education. The support and like-minded individuals they meet, and the sessions they attend goes well beyond the course content and discussion. It helps students feel less alone. This is the reason I wish to keep these classes hybrid; students need the interaction. Two students commented on the second qualitative question that the class discussions were important, and the text, while older now (2007), is still an extremely valuable resource for them. This is important for me to consider as I update the course and finding a way to keep aspects of the current text in place while incorporating new research.

Instructor requested Final Journal Reflections (See Attached as Appendix A)

In addition to the University evaluations, I also ask students to give me feedback through a journal on Blackboard. Initially I started doing this because the evaluations came back to me after I had planned the next semester, and these types of comments are valuable in planning. I find that students write much more in these journals than they do for the University evaluations.

I am glad to see that students (Jeannine) see that I try to differentiate, something I want to be able to do more of, especially in the next course in the sequence, to model what we want teachers to do with children. I am also glad to see another's (Margaret) deep questioning of the case studies – this is something that makes me appreciate her, I would be interested in having her as an adjunct for this program after she has a few years as a teacher of the gifted.

I can see that students dread the case study, but they also learn so much from it that it is an assignment I cannot consider taking out of this course. I see ways to continue to make it more meaningful in the future by adjusting it a bit more with suggestions from adjuncts, but it will stay in the course as the final assignment.

EDIS 653, ACST
Guidance and Counseling for the Talented
Stow Cohort

Overall, how would you rate the student evaluations for this course?

 X Excellent

 Fair

 Good

 Poor

AU Evaluations

I am pleased to see that almost everyone in this class responded to the evaluations. One student emailed me late saying he had forgotten to respond while the response window was open.

Initially I am surprised at the number of hours students took preparing for this course. I may need to revisit the courseload. I do not wish to give more work, but perhaps to deepen the challenge of the work so students are working a graduate level, which I believe should be a little more than 6 hours a week. However, they do believe that those hours were valuable in advancing their knowledge and skills.

I have opened the type of responses expected in this course to go beyond APA styled “focus question” papers, to include practical applications, PowerPoints or Prezi, sharing strategies and ideas. I can see this reflected in their responses to the open-ended questions. I believe that writing is important at this level, and I want to prepare them for publishing, but they are teachers first, not researchers or scholars, and they like having practical applications and responses, as well as the discussions, which I are strengths of the hybrid model over fully online coursework.

Instructor requested Final Journal Reflections

The responses I receive in this final journal go well beyond what I read in the AU online evaluations, and in this case it gives a strong indication of the life-changing and practice-changing nature of this course. Lori has told me repeatedly that she is a different teacher as a result of this course. She learned skills and practical ways of working with the social and emotional needs of her gifted – something she stated was a major issue in her self-contained gifted classroom from the first day of 650.

Using Kelli’s response (as well as other feedback I have received) I am giving the option to my Spring, 2018 Northwestern cohort of choosing the Peterson text (for teachers of teenagers) or the Christine Fonseca I’m not just gifted text that is more suited to elementary students. I look forward to seeing how that works.

Mary reminds me that I might want to bring in a representative of SENG, Supporting the Emotional Needs of the Gifted, to a class meeting to talk about the support they offer. I am beginning to realize that my being out of the K-8 classroom for so long, I need to connect them with teachers who are working firsthand with these students. It is important. My adjuncts are all working in the schools, so they have that firsthand experience right now, it is not as important an issue with them as it is for me.

EDIS 710 OL1
Field Practicum for Talent Development in Education
Online Course

Overall, how would you rate the student evaluations for this course?

Excellent Fair
 Good Poor

AU Evaluations

This student's evaluation (there was only one student in this section) is honest and her comments are helpful. The workload looks positive, I think that grad students who are working in their classrooms as part of a job-embedded course like this do not notice longer working times because the work is so much a part of what they are doing anyway, and hopefully act to improve their practice.

I am surprised that this graduate student made her way through the entire masters program without doing a research project in her classroom. I assumed that was part of the qualitative and/or quantitative research coursework. Perhaps this course could be an Action Research project, with a solid text to guide their research and ongoing support from the instructor. In this way students would have a format or progression to work through. I taught an online Action Research course elsewhere using Craig Mertler's Action Research: Improving Schools and Empowering Educators. I might look at this for future EDIS 710 classes, or even a research text specific to gifted classes.

Instructor requested Final Journal Reflections

I did not have the student(s) in this course complete an online journal.

EDUC 710 OL1
Field Practicum in Education
Online

Overall, how would you rate the student evaluations for this course?

Excellent Fair
 Good Poor

AU Evaluations

I am very pleased with these evaluations, though I wish more students had responded. I have not taught this course before, and adapted another instructor's syllabus and course just a week before class started. I added an annotated bibliography assignment, with an expectation of professional writing and to support their inclusions of research into their projects, very important at this level. They seem to feel as though their learning was excellent/good, and the effectiveness of the online format was excellent/good.

As for the Student Engagement section, the students who responded were very engaged and felt challenged. There is a wide range in the number of hours spent on the project, and as this is a project they select, design and work through, that seems to make sense, they self-challenge (just like K-8 students) as they are motivated to do so.

The vague and short open-ended responses make me wish I had required a final reflection journal. However, I compiled and reviewed their final discussion posts on their projects. For many of them the idea of tracking data from the beginning of their project to the end was not only new to them, but a few of them fought against the idea of doing it. They are used to tracking Ohio test score data, and I tried to open them up to using other types of data like surveys, teacher-created assessments and pre- and post-tests. I also reminded them that their projects were not going to make an enormous impact in such a short amount of time, but it was the practice of data gathering, reviewing and moving forward with the new knowledge that was the key to this course.

When I am ready to teach this class again, I would upload more videos of myself explaining aspects of the research process, the APA portion of the annotated bibliography, and using pre- and post-assessments. My thought here is that it would alleviate some stress students have about the process itself, and to make myself more accessible, as they would see me and hear my voice. I think that helps connect me to students, even in a small way.

I also had a mid-semester journal check-in, but would probably have one more just to make sure that students were progressing well.

EDIS 796 CT
Internship in Talent Development Education
Online - Columbus Center

Overall, how would you rate the student evaluations for this course?

 X Excellent
 Good

 Fair
 Poor

AU Evaluations

The responses for this internship were as I expected. With only three students, these two responses reflect that the course does what it is meant to do.

This is a course, however, that I will probably be working the most on. I find the observation format to be cumbersome and outside the Ohio Standards for the Gifted Endorsement, the National Association for Gifted Children (NAGC) Standards and the Ohio Competencies. It is time to revisit those to align them all with our course and observation expectations.

I solidified the final reflection paper format and expectations for this course. Upon reading the three final papers, I see students revisiting their teaching philosophies and reflecting on the changes that have occurred because of their time in the program. They also seem to see themselves as good advocates for gifted students.

In addition, I see a suggestion from Mary that we support our program graduates with workshops and follow-up classes. This is something I think would be a wonderful addition to the program, and the National Association for Gifted Children has Advanced Professional Development Standards that would be an excellent framework. It also supports my goal of finding a way to follow-up and keep track of program graduates.

EIS 654 CT1
Creativity Studies for Teachers of the Talented
Columbus Center

Overall, how would you rate the student evaluations for this course?

Excellent
 Good

Fair
 Poor

AU Evaluations

I am pleased with the quantitative data, it shows that the work is challenging.

Standard Open-Ended Questions

I am thrilled with these responses. It is heartening to see that these teachers, who come to class after a long day at school, and often exhausted physically as well as emotionally, were able to open up to the experience of exploring their own creativity as an avenue to supporting their students' creativity. This is vital, in my opinion. The only true way to understand that creative student is to step into his shoes, to learn something new, to see that you have something you thought you lost years ago: personal creativity. This class changed me as a teacher when I took it, and I love seeing from the comments that the tradition is continuing. That is my goal and my desire and my reward.

2. Peer Evaluation

Peer Reviewer _____ Date of Review _____
(Please attach copy(ies) of peer review(s).)

Overall, how would you rate the achievement of your objectives for the lesson (s)?

Excellent
 Achieved

Partly achieved
 Not achieved

Comments:

3. Reflection of Teaching

Include curriculum/program development, creative instructional activities, or other work related to the improvement of the learning experiences of your students.

- Indicate your strengths and areas of challenge in regards to this years teaching. Describe how you are addressing the challenges:

My strengths: This semester (Spring, 2018) I have focused on adding interactive strategies into my courses, using a textbook of ideas for active learning. I have included partnering activities, small group interactions, and idea-shares.

I also notice an improved ability to guide discussions in my classes. I know the text well and have read students' responses prior to class discussions, and can connect student discussions – even those that go off on personal tangents – back to the text, to their teaching lives, and ultimately to what they believe

about teaching and learning in their situation. I feel a continued and deepening focus on making students cognizant of their teaching philosophy and beliefs. I am moving toward having students test their beliefs against research, against those things they are forced into beyond their better judgment (over-standardization and a push toward test scores as the only way of viewing student growth), and giving them a voice to balance those things they are required to do and those things they believe strongly in. I have improved my productivity, planning, and organization, and I think this is improving my ability to be mindful when I teach. I feel well planned and calm.

The Spring, 2018 addition of the choice of texts for EDIS 653, Guidance and Counseling for the Talented, has already proven beneficial. Two students in the Northwestern cohort chose Hillbilly Elegy, four students (one from an urban district, the rest from rural districts) chose the urban case study book, And still we rise, and the rest chose the new edited book on rural populations by Stambaugh and Wood. I used a fishbowl strategy so the group “listened in” as each small group discussed their specific text and its main points, the discussions were varied and in-depth.

In addition, I added Christine Fonseca’s I’m Not Just gifted, an elementary/middle grades version of Peterson’s The essential guide to talking with gifted teens to teach students how to form and facilitate dialogue groups with their gifted students. I believe that allowing teachers a choice of one of these books provides a more differentiated experience.

My areas of challenge: I spend a great deal of time grading. I comment deeply, and while I know that students appreciate these comments, I may in future consider fewer, deeper assignments rather than many short assignments.

I take on too much. I am just on the edge of being able to handle teaching with writing, service, cohort development and program development. I will continue to work to balance my time.

I am still trying to balance having two school offices and one home office, making sure the right books are where I need them when I need them. I keep copies of course texts at each office, and have a bag for each course with my materials, but am still working through this challenge.

B. Scholarship

My current areas of research, presentations and writing are:

- *using the arts in teaching to facilitate deeper learning and awareness of social/emotional needs of graduate students and gifted K-12 learners;*
- *integrating transpersonal psychology in teaching and learning, especially with graduate students and gifted K-12 learners; and*
- *empathy and teaching and learning, especially in the lives of graduate student/teachers and gifted K-12 learners.*

1. List publications of scholarly or creative materials submitted and/or published; include proposals of presentations submitted and/or given.

Presentations and Conferences:

Ohio Association for Gifted Children. (Fall, 2017). Organized and facilitated an Ashland University Vendor Booth. Columbus, OH. October 15-17, 2017.

Groman, J.L. (2017). *Mandalas for Meditation and Mathematics*. National Association for Gifted Children Fall Convention, Creativity Network Presentation. Charlotte, NC. November 9-12, 2017.

Submissions and presentations proposed and rejected

Groman, J.L. (2018). *Mandalas for Meditation and Mathematics*. Presentation proposal for Ohio Association for Gifted Children Teacher Academy. Columbus, OH. February 26-27, 2018. Rejected due to space constraints.

Groman, J.L. (2018). *The Empathy Project*. Book Proposal to Prufrock Press. March 22, 2018. Rejected.

Submissions and presentation proposed and in-progress:

Groman, J.L. (2018). *Understanding Creativity I: The Pyramid and the Suns*. Presentation Proposal for Oberlin Center for the Arts Creativity Symposium. Oberlin, OH. August 11, 2018. Accepted.

Groman, J.L. (2018). *Understanding Creativity II: The Seven Is*. Presentation Proposal for Oberlin Center for the Arts Creativity Symposium. Oberlin, OH. August 11, 2018. Accepted.

Groman, J.L. (2018). *Can We Talk? Facilitating Dialogues with Gifted Students*. Presentation Proposal for the Supporting the Emotional Needs of the Gifted (SENG) Summer Workshop. Columbus, OH. August 15, 2018. Accepted.

Groman, J.L. (2018). *Using Creativity as a Window*. Presentation Proposal for the Supporting the Emotional Needs of the Gifted (SENG) Summer Workshop. Columbus, OH. August 15, 2018. Accepted.

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Groman, J.L. (2018). *The Empathy Project*. Research proposal submitted to Esther Rosen Katz Grant Foundation. March 1, 2018. Pending.

Groman, J.L. (2018). Overview of AU cohort program. *OAGC Review*. Submitted February 21, 2018. Accepted.

Groman, J.L. (2018). Narrative Inquiry and the Transpersonal Experience: Telling the Story Gives it Wings. Submitted to *Journal of Transpersonal Psychology* January 29, 2018. Pending.

Groman, J.L. (2018). The Bully's Face: Using Art to Understand Bullying in Gifted Children. Submitted to *Gifted Child Today* January 15, 2018. Pending.

2. Continued Graduate Study

List formal course work completed or in progress.

N/A

3. Professional Growth and Development.

Ohio State University, EHE Research Methodology Center, Ohio University. (Spring, 2018). Interpreting and Using Ohio's Value Added Reports: A Workshop for Higher Education Faculty. Dublin, OH. April 6, 2018.

Ashland University Research and Writing Community [AURWC]. (Spring, 2018). Daily writing 60 minutes, weekly meeting with small group. January, 2018 – April, 2018. Ashland University Main Campus. Ongoing.

National Association for Gifted Children Fall Convention. (Fall, 2017). Attended keynotes, small group sessions and networking events. Charlotte, NC. November 9-12, 2017.

Ohio Association for Gifted Children. (Fall, 2017). Attended keynotes, small group sessions and networking events. Columbus, OH. October 15-17, 2017.

4. Research Related to One's Discipline.

The Empathy Project is my current research project. This is a research and development partnership between Ashland University and up to 20 Gifted Intervention Specialists (GIS) and GIS-endorsed General Education teachers in school districts throughout Ohio. The purpose of this project is to discover through surveys, personality questionnaires, student narratives, observation of student behavior by teachers, as well as teacher and researcher narratives, the lived experience of empathy in gifted children, teachers, and the researcher. The goal is *The Empathy Project*, an edited book. The Lead Researcher will be the author of Section I and III, and editor of the chapters in Section II. The section foci are below.

- Section I: Three to four literature review chapters and previous studies connecting empathy to giftedness, overexcitabilities, and Personality Type. One chapter outlining Lead Researcher and teacher participants' entry compositions.

Revised 2018

- Section II: Fourteen to 20 chapters of practical activities, lessons and strategies written by teacher participants.
- Section III: Three chapters reviewing the participating teacher data and findings as relates to the lived experience of empathy in students, in teachers and in the researchers.

The project, written as a practical text, will ultimately provide teachers with a literature review, new strategies to engage students in conversations about empathy and support its development, and present findings that explore the lived experience of empathy in gifted children and their teachers. The grant proposal is attached as Appendix B.

5. Reflection of Scholarship

Indicate your strengths and areas of challenge. Describe how you will address the areas of challenge.

I write and research an hour every weekday. I have specific goals for my current writing projects and keep a cadre of future writing ideas. I have embraced the AURWC motto of the BDS – the Brief Daily Session – and my productivity in research and writing has improved dramatically since January.

I am learning to outline project tasks when I start a new project, which is invaluable. I am still learning to estimate the amount of time certain tasks take me, which is something my AURWC small group is working on. I believe that it is simply a matter of practice – and over time I will learn this skill.

I am happier at this time than I ever thought I would be in my scholarship life. The AURWC has been a great learning and support system. My Empathy Project has truly engaged me - I look forward to seeing this project through, as well as working with former graduate students from the cohorts in Bexley, Chagrin Falls, and Northwestern School District. I am not discouraged that Prufrock Press has rejected the proposal. I plan to continue the work, writing two to three chapters during the summer of 2018 to submit to a new publisher, and moving forward with the project.

C. Service to the University at all Levels (Department, College, & University)

1. List and describe leadership/membership in professional organizations.

Member Ohio Association for Gifted Children [OAGC], and Higher Learning Division (assistant to the Chair)

Member National Association for Gifted Children [NAGC], Higher Learning, Creativity Divisions

Member Cleveland Museum of Art [EDIS 654 field trip destination for Ashland/Cleveland area cohorts]

Member Columbus Museum of Art [EDIS 654 field trip destination for Columbus area cohorts]

2. Describe participation in departmental, school, university and professional committees and program planning.

Service to the College of Education

Adjunct observation and review, Teresa Scherzinger, Lakota cohort (November 20, 2018)

Service to the University

Vendor Booth, Ohio Association for Gifted Children Fall Conference (October 15-17, 2017)

Faculty Senate Committee, College of Education Representative (from January, 2018)

Life Calling Committee, College of Education Representative (from February, 2018)

Peer review for Dr. David Aune, Associate Professor, Religion Department (November 3, 2017)

Program Development

Gifted Synchronium. One of my 5-year goals is to update the coursework for the entire gifted sequence. Through a Provost Innovative Education Grant of \$500.00, I held a Gifted Synchronium (February 24 and 26, 2018), meeting and collaborating with six adjuncts to update EDIS 650 and EDIS 651. We determined alignment with Ohio competencies, to solidify main ideas and themes, assignments and activities, and ensuring that each course is consistent in number of assignments and points. We have chosen a prospective new textbook to take the place of the 2007 Piirto text (which will still be valuable as a resource), and are discussing the creation of a Resource Notebook throughout the course sequence. I plan on holding a second Synchronium during the summer to outline EDIS 652 and 653, then a third Synchronium in the Fall of 2017 to update EDIS 654 and 796 and the Resource Notebook.

Documentation is included in Appendix C

3. Advising of students and student organizations.

N/A

4. List/describe professional and/or personal services beyond the university community.

Professional Committees

Ohio Gifted Standard Setting Committee/Conference (May, 2018)

Ohio Assessments for Educators/Pearson Test Pilot Session, Columbus Campus (April 26, 2018)

Ohio Gifted Advisory Committee, University Representative (since September, 2017)

Ohio Assessments for Educators/Pearson Test Development Committee/Conference, University Representative (January, 2018)

5. Reflection on Service

Indicate your strengths and areas of challenge. Describe how you will address the challenges.

My goals for University service my first year are to use committee membership and involvement as a way of getting to know the University "system." The Faculty Senate Committee and Life Calling Committee have been invaluable for this. Not only am I making connections outside the College of Education, but watching University leaders in action and learning the process of higher learning has opened doors for me.

In my service outside the university, my goals are to be part of the changing landscape of Ohio's Gifted Endorsement and Licensure process, and helping guide the State of Ohio's Innovative Programs protocol for 2018-2019. This service has connected me to strong leaders in the field, in Ohio (coordinators, other Universities and their program Directors), and the US (publishers, researchers in the field, writers).

Ashland University is one of the sites selected for the Ohio Assessments for Educators Gifted Licensure Exam Test Pilot. This puts the University in the eyes of Ohio as a leader and guiding force in the field of gifted education.

Future challenges include updating EDIS 650 and EDIS 651, the first two courses in the gifted sequence, while considering all of the new directives, competencies, state and national standards and guidelines, and keeping the flexibility to adapt our coursework to the needs of individual students and cohort districts. As I work through this task, I will connect with colleagues and peers inside the University as well as stakeholders, previous and present students in the program, to ensure viability and continued strength of the program.

D. Annual Goals

My Professional 5-Year Goals:

1. *Writing and Scholarly Goals:*

a. Complete The Empathy Project

- i. Research and write chapters 1-3, gain IRB approval (Summer, 2018)**
- ii. Submit to new publisher**
- iii. Begin teacher/practical portion of the research (August, 2018)**
- iv. Collect and analyze teacher data (December, 2018 – March, 2019)**
- v. Write the last 3 chapters, edit teacher chapters (March-June, 2019)**
- vi. Submit completed manuscript to publisher**
- b. Prepare for Oberlin Creativity Symposium (August, 2018), two sessions**
- c. Prepare for SENG Conference (August, 2018) session**
- d. OAGC Conference involvement (vendor booth, Creativity session)**
- e. NAGC Conference involvement (Creativity Night session)**
- f. Write a short essay on Doodling as a Spiritual Practice**
Researched, written and submitted to The Braided Way or UUWorld
- g. Plan out future research and writing work (The Creativity Project)**

2. *Service Goals:*

Revised 2018

- a. **Develop and improve the Talent Development Program**
 - i. **Update EDIS 650 Nature and Needs of the Talented with the new chosen textbook**
 - ii. **Update EDIS 651 Curriculum Development for Education of the Talented**
 - iii. **Schedule and facilitate Gifted Synchronism II, for EDIS 652 and 653 (Summer, 2018)**
 - iv. *Write a syllabus/research focus calendar for EDIS 788, Capstone Inquiry Seminar*
 - v. *Update the Observation Form for EDIS 796, and begin updating the syllabus to include a Resource Notebook component and two unique logs for contact hours.*
 - vi. *Update EDIS 681 to include face to face or cyber-meetings, a support Google site like AURWC, and revisit the handbook and see what needs to be updated*
- b. **Develop a Program Handbook**
 - i. **Gather examples of program handbooks**
 - ii. **Sketch out table of contents/necessary sections for handbook**
 - iii. *Begin writing*
- c. **Serve on committees and with organizations that:**
 - i. **Forward my knowledge of the University system**
 - ii. **Allow me to take on a leadership role in Gifted Education in Ohio**
 - iii. **Further my research agenda**

3. *Teaching Goals:*

- a. **Develop a Fast-Track Gifted Endorsement Program (similar to the EdD program, two weekends a month) to begin January, 2019 at the Columbus campus**
- b. **Improve my technology integration. Take CultOfPedagogy.com's JumpStart program**
- c. *Add one new teaching strategy/activity to each course I teach: 650, 651, 653, and 654*
- d. *Add Teaching Goals as I receive Peer Reviews and Student Evaluations*

1. **Next Year's Goals**

List goals for next year and describe the strategies you will use to obtain these goals, the resources needed, and the means of accountability or demonstration that these goals have been met.

*My immediate one-year goals are **in bold** above. I use BDS – Brief Daily Sessions – to meet my goals. This means I break down the project into small increments, identifying each specific task within the goals and assigning those tasks an approximate time it might take to complete it.*

My goal and task lists are in Appendix D.

E. Additional Comments

Please Identify any concerns you would like to see the department and/or college address during the coming year.

I would like the department and College to address the communication issues within the College. The retreat in the fall should make a ground-level beginning.

Ashland University
College of Education
Professional Development Plan
Department of Initial Licensure

To be completed in conjunction with the annual evaluation.

- A. **Personal Professional Mission Statement:** Describe how your professional contributions support the mission of the department.

- B. **List career goals beyond next year.** This may be for a 3-5 year term or longer if appropriate. Indicate how these goals might support or enhance your development as a professional educator. Teaching, scholarship and service should be considered.

- C. **Professional or personal considerations.** If there are additional professional/personal considerations that may impact on your professional development that you choose to include, please do so.

APPENDIX A

EDIS 650, Columbus Site

This was a very interesting class. It was great to learn about the requirements and how students are identified as gifted. As a new teacher, and I am not a current gifted teacher, this class at times became very challenging for me. I do work with gifted individuals because I am the only 8th grade science teacher, however, I am not aware of any students being identified as gifted in science in my district. From the research I have been able to find, they offer programs in math and language arts for gifted individuals until they get into high school.

I do like the idea of a case study in the program, however, I am not sure that doing it in the course that is supposed to be the initial course in the program is the right time. I found it difficult to do this with the restrictions that were placed on the case study. I understand why the restrictions are put in place, but it made it much more challenging. I also know this is on me, but I was not able to locate the examples of previous case studies that were posted because I would have never thought that they would of been posted under the APA file. I never looked there because I felt comfortable using APA as I have taken a number of classes at Ashland and even with Dr. Piirto. The readings were very relevant and gave a great insight into what to look for in identifying those individuals. Again these are only my opinion and I honestly think you did an excellent job with the material and content.

You are extremely knowledgeable and communicate the material very well. I am looking forward to continue this program and continue to learn more about gifted and talented individuals and how we can continue to help and challenge them to reach their full potential.

Alan

Overall, this class was one of the more enjoyable ones (My favorite being the creativity class). As one who has been through all of the coursework and various professors, it is refreshing to have a teacher that creates a positive learning environment where all can share their views and ideas and they do not have to fear their ideas will be put down or ridiculed.

The content in the book, I felt was relevant to our profession. The only chapter that I had the most difficulty in developing a paper for was chapter 8, which I was glad that there was a different format for the paper. I also liked the fact that you gave us an option of only having to attend OAGC one day instead of both days. That was so incredibly convenient for those of us not permitted to go due to funding.

Thank you for a wonderful class!

Elizabeth

EDIS 650 was a powerful introduction to the requirements of a gifted endorsement. It seemed to have a good balance between philosophies, practices, and law.

As far as reading the text and responding though the focus questions, I felt that it gave students not only the essential basic knowledge located in the text, but also allowed us to explore areas of interest more deeply and make applications to our teaching.

The case study, while very time consuming and difficult to arrange while working, was also a way for the students of 650 to explore areas of interest and see firsthand how our philosophies and practices directly affect the students we service every day.

While there are many things I really like about the text book used including creating continuity between classes (which can prevent holes in learning) and the expertise of the author, I also can see how much of it could be viewed as somewhat outdated.

The instructor created an environment where students could feel free to share ideas, ask questions, and seek help if needed. She also differentiated instruction by encouraging students to make applications to their own instructional position and by taking assignments in a personal direction.

Jeannine

Dr. Groman,

What a great starting course for me! The topics, readings and information were so useful. I always went back to school knowing a little bit more that would help me do a better job as Clear Fork's Gifted Coordinator. With the long drive, I really appreciated having class every other week. It gave me more time to read in depth and apply my learning to my job. Class discussions were interesting and I enjoyed getting to know the people in class.

Dr. Piirto's book is a wonderful resource that I will be constantly referring to over the course of my career. I especially enjoyed the section on program options which included ways to ability group the gifted and how it affects all learners. I am currently planning a meeting with the principals of Clear Fork's elementary schools to discuss cluster grouping. The knowledge I've gained through this class is already creating possibilities for changing how our gifted students are reached. I am really excited about that possible change.

I also think your recommendation of attending the OAGC was a great idea. I found so much information that I could use right away at school and also for my case study. It was a fun two days full of learning and I look forward to going next year.

Researching and planning for my case study student was very valuable. At first, I really dreaded doing it because it seemed like such a large project. However once I started, I found that it was manageable. I learned a lot and it was a good experience that will help prepare me for my job.

Lastly, I want to thank you for being so warm and approachable. From the first class, I felt very comfortable asking questions and sharing. I really enjoyed class and look forward to the next one.

Have a Merry Christmas!
Kathy

Dear Dr. Groman -

Revised 2018

I want to share with you how much I enjoyed both classes this semester. I took this class out of the recommended order, so 650 class should have been my first! Fortunately, I had already read a little bit from the main text book for prior classes, but this time I was able to look at those chapters in a broader sense. The chapters are very long! I appreciated the assignment of choosing one focus question. That did help to frame up the reading and make it not quite as overwhelming.

Does it bother you that the case study examples this semester were all children from families where education is valued AND that the families appeared to have resources to help their children? Was that typical? As I listened to the case study presentations, it occurred to me that these students profiled may not have had as many obstacles to overcome as children from low income families or families who do not supplement education at home with reading and life experiences. I wonder if there could be some sort of assignment where there is a focus on obstacles that students have to overcome. Maybe it was just the makeup of this particular class - that we came from districts where gifted students frequently come from these types of families. Anyway - that was the main thing I wondered about at the end of the class.

I was also aware of the level of community I felt in these two classes. Being hybrid classes where we don't meet frequently, there is less opportunity to build community. However, the way you structured the classes encouraged community. That was a large part of what made these classes enjoyable. I felt respected by you and the other class members, and I trusted and respected my classmates. Kudos to you for creating this welcoming atmosphere. Keep doing that!

I look forward to next semester and participating in your class once again. Have a wonderful holiday!

Warmly, Margaret

I learned so much from this course. I felt that the hybrid format worked very well. The in-class discussions were great, and the instructor was excellent. I did feel that the first half of the semester was at a very fast pace, but it did allow time for the case study project once we had a good foundation. This was the first time I had used Blackboard, and for the most part, it was easy to navigate. A few items were harder to find; for example, the sample case studies were in a folder labeled APA. The textbook was a good one, and I am glad to know we will read other chapters in future courses. I regret that I have to take the next semester off, as I learned a lot from the other students, and I look forward to resuming the program in the summer.

Melissa

EDIS 653, Stow Cohort

Thank you for a great semester. I appreciate your passion for the topic and your organization. Most importantly, I appreciate your understanding of all the difficult obstacles teachers face. I learned a lot, and I look forward to another great course next spring. See attached below.

Ed 650 might be one of the most organized classes I have taken at the graduate level. The

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knowledge of gifted the you had was impressive. I learned a lot. I did not really know that much about gifted when I started the course, and I have learned about the subject. More importantly, I am gaining insight into the students I teach. Some behaviors that honestly annoyed me out of students are more tolerable since I understand them. In addition, some behaviors I had found fascinating over the year, like the student who wants to change the assignment. I was always curious what they might create, and almost always it was better. Those students were probably gifted, and I hadn't a clue.

The idea of going to the gifted conference was a great idea to encourage to learn professionally. I really enjoyed hearing Dr. Webb speak, and I learned from hearing about the gifted child from a parent's perspective. I think I will look him up to read more of his professional work.

The Talented Children and Adults text was good with lots of good research, particularly psychology. I thought writing the focus papers was a good idea to help focus our thoughts and ideas.

The case study was something I dreaded doing, but I found I enjoyed doing it. Learning about the personal story and background of a student helped to make the whole thing seem more personal. The work wasn't just scientific data but something real with recommendations for the future. Hearing everyone else's case study was really good stuff.

The amount of work in the course was extensive. At times, I was overloaded. Your understanding of the workload of teachers was greatly appreciated. However, just because the course load was a lot, I believe you have designed an excellent course.

Thank you for an excellent fall quarter, and I look forward to the spring. Of course, after some much needed rest.

Mike

I think that the pacing and the content that was taught in this class was exactly what I thought it would be. Being the first course for the licensure, I thought it would be very broad scoped, and allow us to see a little bit of everything. I would say that I got the most out of the conversations in class about our journal entries. Hearing what other people wrote about, whom chose the same focus question as you was very helpful, as it gave another view to the reading. Not only was it beneficial to hear from others who wrote about the same question as you, but it was good to hear other responses about focus questions that you specifically did not answer. I know for me personally I brainstormed a few of the focus questions, and then chose the one that I was feeling the most at that particular time. This allowed me to always have something to add to other student's focus question responses.

If I were to change anything about this class, I would have to say it would be in regards to the law aspect that we talked about in class. I think that it was good to talk about the law aspect as that is very important, but it might be better if we were able to possibly have a summarized version in addition to the actual laws themselves. I am not sure how I would change this part, because honestly reading educational law can only be so much fun, right?

I think that overall taking these classes while teaching at the same time has been extremely

helpful, as I see some of the things that we talk about in class on a daily basis in my own classroom. This alone has been the most helpful part for me over this last semester.

Zac

EDIS 650 was a great course to introduce me to the topic of gifted and talented education. I have not taken many courses that have challenged me in the way that this one has because so much of the information was brand new to me. I found this course to be more challenging to balance with my teaching commitments than past classes I've taken, but I also recognize that it is my first class that applies directly to my major/endorsement for gifted and talented development; I am willing to work a little harder to get so much more from the class.

I enjoyed the accessible Piirto text, and I think that it was broken into well-paced chunks for the syllabus. Sometimes the amount of research was overwhelming, but I like how Piirto also makes clear claims about what she believes is best so that I can still take away meaningful recommendations for the future. It was often hard to select a topic for the focus questions and then to synthesize all of the information into a meaningful response; again, I think that these exercises were really good for me. I also enjoyed the supplemental readings that we did, perhaps even more than the textbook. I see that there are many other resources on Blackboard that we didn't even get to. Perhaps just giving us a brief overview of what other links are published in the course and how they'd be useful could make students more inclined to investigate them.

I did find our in-class activities to be meaningful, though I think that small group discussions of the focus questions may have been more valuable than the "share with the class what you wrote about" method. I know that we did that during one of our meetings, and it was the most meaningful sharing I remember. That being said, if your goal is to assess our completion and comprehension of the chapters, I'm not sure if this strategy would be as good for *you*.

I really appreciate the laid-back but productive atmosphere you created with our little cohort. You made the class interesting and enjoyable, and you did a nice job of explaining content, answering questions, and providing feedback. I'm looking forward to taking 651 with you next term. Thanks for a great semester!

Zach

EDIS 653, Stow Cohort

This was one of my favorite courses that I have taken in the cohort. I really spent a great deal of time thinking about my student's personalities and why they behave the way they do. I think that this course has given me a new perspective on teaching the gifted and the talented. Ultimately, I believe that going forward I will be much more empathetic to the challenges that my students face outside of the normal academics.

I thought the reading in this class was very interesting and thought provoking. I especially liked *And still we rise*. It really gave me an appreciation for the struggles that gifted students face in the inner cities. Reading this book reaffirmed my belief that gifted education is especially important for bright students that do not have the support at home. The book was both heart-breaking and inspiring, I felt emotionally connected to all of the students outlined in

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Corwin's case studies but especially Sadi. I really saw Sadi as a good example of the struggles that smart boys face in a culture that celebrates masculinity and violence but not intelligence. Even though the boys I teach have a very different background, I still see them downplay their intelligence and work ethic to ensure that their peers do not label them as "try-hards". This phenomenon was also described in my reading of the *Smart Boys* selection.

Finally, I thought the class itself was very interesting. I really liked that this cohort was smaller, which gave more time for each person to interact with the group. I thought that we had some great discussions facilitated by the effectively designed classroom activities. The classes were engaging and often the class was over before I even realized that 3 hours had gone by. It was great getting to know a new group of teachers and it was enlightening to get the perspectives of people from a different school district. I really enjoyed the experience.

Josh

Jennifer, I really, really enjoyed this class and I learned soooooo much! I am truly a different teacher today than I was a year ago all due to trying to REALLY understand the social and emotional needs of my classes. I enjoyed everything we did. I plan to read the books this summer (*Smart Girls* and *Smart Boys*). I like how we jigsawed them, but I feel I would benefit from reading the entire book. For the case study, although I liked the book A LOT, maybe offer choices with characters that are more relatable to the teacher's environment. I also thought the spacing of online and face to face classes was perfect. Thank you very much for a wonderful semester!

Lori

I really thought the books we read were beneficial, except for the Piirto chapter. I think the Peterson dialogues are wonderful for guiding discussions with students. We should have the opportunity to use a "dialogue" book that matches our grade level. Definitely check out the podcast from Sincerely X. It's awesome!

Kelli

APPENDIX B

Abstract

The Empathy Project is a research and development partnership between Ashland University and up to 20 Gifted Intervention Specialists (GIS) and GIS-endorsed General Education teachers in school districts throughout Ohio. The purpose of this project is to discover through surveys, personality questionnaires, student narratives, observation of student behavior by teachers, as well as teacher and researcher narratives, the lived experience of empathy in gifted children, teachers, and the researcher. The goal is *The Empathy Project*, an edited book. The Lead Researcher will be the author of Section I and III, and editor of the chapters in Section II. The section foci are below.

- Section I: Three to four literature review chapters and previous studies connecting empathy to giftedness, overexcitabilities, and Personality Type. One chapter outlining Lead Researcher and teacher participants' entry compositions.
- Section II: Fourteen to 20 chapters of practical activities, lessons and strategies written by teacher participants.
- Section III: Three chapters reviewing the participating teacher data and findings as relates to the lived experience of empathy in students, in teachers and in the researchers.

The project, written as a practical text, will ultimately provide teachers with a literature review, new strategies to engage students in conversations about empathy and support its development, and present findings that explore the lived experience of empathy in gifted children and their teachers.

Research Questions

- What is the lived experience of empathy in gifted children, teachers and the researcher?
- What is the relationship between and among the concepts of giftedness, empathy, overexcitabilities and personality type?

Project Narrative

Phase One – gathering research, creating protocol (Two-three months)

The project begins with a compilation of research, theoretical and practical, on the concept of empathy as it relates to gifted children K-12. The Lead Researcher drafts book Section I. Special focus on Dabrowski's Emotional Overexcitabilities, as Silverman (2014) asserts that empathy is "the heart of Dabrowski's theory." Also of focus is the concept of Personality Typology using the Myers-Briggs Type Indicator (MBTI) and the Murphy-Meisgeier Type Indicator for Children (MMTIC) to determine any interrelated components.

As part of Phase One, the Lead Researcher will solidify the data gathering protocol for teachers, including one of the EmQue surveys (Emotional Questionnaire), the OEQ-II (Overexcitabilities Questionnaire-II) and OIP-II (Overexcitabilities Inventory for Parents-II), and the MMTIC. Journal prompts for the teachers and their students, focus group protocols are created and the process designed with the concepts and themes from the literature review in mind. Summary of Phase One.

The Lead Researcher will:

- a. create an entry point composition (written essay or other representation) on the theme of empathy as it relates to her life and work;
- b. draft Section I (literature review) to distribute to participating teachers;
- c. create model narrative protocols;
- d. compile these documents for Human Subjects Review;

- e. query potential participants and obtain potential approval;
- f. submit the research/grant proposal for Ashland University Human Subjects Review;
- g. obtain Ashland University Human Subjects approval;
- h. select an Assistant Researcher, who creates an entry point composition;
- i. with the Assistant Researcher, be trained in the administration of the (MMTIC).

Phase Two – gathering teachers, creating process (One day)

As of February 28, 2018, fourteen working K-12 teachers and a counselor have agreed to participate (up to 20 are possible). The compilation of research, Section I, will be shared with them. A group meeting will be held to discuss the research and its impact on their work with students. The teachers will be assessed for the MBTI typology, which is discussed as it relates to the concept of Empathy. The teachers will be trained in the data gathering protocols, and will be set to the task of gathering preliminary data using the determined protocol, creating one or more original lessons or units based on the data, presenting the lesson or unit, and gathering in-progress data and post-data to gauge students' experience and interaction with the material. The teachers will also keep ongoing reflection logs of their observations and experiences. Summary of Phase Two.

The Lead Researcher will conduct a workshop (Meeting I) at Ashland University for participating teachers who agree to be co-researchers on the grant and;

- a. will send Section I to participating teachers two weeks before the workshop;
- b. will have participating teachers create an entry point composition (written essay or other representation) on the theme of empathy as it relates to their life and work;
- c. will conduct a discussion forum on the Section I research on empathy and gifted children with a focus on how participating teachers might use the research to create activities, lessons or strategies;
- d. with participating teachers and Section I research in mind, will create an (approximately) informal 10-scale observational checklist of behaviors associated with empathy;
- e. will administer personality assessment instruments to the participants;
- f. will train participating teachers in the administration of the EmQue and the Overexcitabilities Questionnaire and Inventory for Parents;
- g. will outline the teachers' task of gathering data and creating lessons, activities, or strategies.

Phase Three – Creating and facilitating lessons, gathering data (Three months)

The Lead Researcher or Assistant Researcher administer the MMTIC with participating teachers' students. Participating teachers are working on their data gathering and lesson planning task. Summary of Phase Three.

The participating teachers will:

- a. co-create and facilitate lessons and activities with the input of the Lead Researcher;
- b. gather common survey, observation and narrative data as well as specific data they determine (artifacts such as student-created work) based on their created activity;
- c. write up their lesson plan and narratives about the process;
- d. confer with the Lead Researcher and Assistant Researcher regularly.

Phase Four – Gathering teachers, sharing data and lessons (1 day)

The Lead Researcher will conduct a workshop (Meeting II) at Ashland University with participating teachers and Assistant Researcher and:

- a. participating teachers will share their activities and lessons;
- b. participating teachers will share from their gathered research;
- c. the group will determine a common format for book chapters written by participating teachers;

- d. the group will determine book chapter submission due date;
- e. the Lead and Assistant Researcher will conduct an exit focus group;
- f. the Lead Researcher will collect participating teachers' research data.

Phase Five – Writing Section II, Analyzing data, Writing Section III (Four to five months)

Two processes are going on during Phase Five. The Lead Researcher and Assistant Researcher collect and analyze the quantitative data for trends regarding empathy and identified gifted students, and will collect, organize, and analyze narrative data. Field texts (narrative data) will be organized and analyzed for themes using Narrative Inquiry, and the inclusion of the MBTI coordinates of Feeling, Thinking, Sensing and Intuition, as well as transformational aspects (using Organic Inquiry) in the students, teachers and the researchers analyzing the field texts. See Methodology section for details.

Summary of Phase Five.

The Lead Researcher and Assistant Researcher will analyze separately student data and artifacts, teacher data and reflections, and researcher data and reflections thus:

- a. analyze observational and narrative data using narrative inquiry protocols (What is the lived experience of empathy in gifted children, teachers, and the researcher?);
- b. analyze narrative data using organic inquiry protocols (What is the lived experience of empathy in gifted children, teachers, and the researcher?);
- c. work with statistical consultant to analyze quantitative data and correlations (What is the relationship between and among the concepts of giftedness, empathy, overexcitabilities and Personality Type?);
- d. analyze the intersection of the statistical data with the qualitative data for possible relationships;
- e. write three chapters for Section III of the book, on the research findings as they relate to the students, the teachers and the researchers;

While the Lead and Assistant Researcher are analyzing data, participating teachers will:

- a. be writing their lesson, activity or strategy in the established format;
- b. be creating an exit point composition (written essay or other representation);

submit their chapter and exit point composition by the due date.

The Lead Researcher will:

- a. review teacher participant chapters;
- b. request revisions as needed;

Phase Six – Submitting the manuscript, gathering the team, celebrating the work

The Lead Researcher will submit the manuscript for publication.

The Lead Researcher will conduct a half-day workshop (Meeting III) with participating teachers. The entire team gathers to share research, chapters, celebrate the end of the project, and bless the work as it (hopefully!) finds its way to a publisher and finally into book form.

Methodology

Quantitative data includes

- Identification information for identified gifted students participating in the research. In Ohio this includes nationally normed assessments, approved checklists, and audition/portfolio rubrics.
- Survey data from the EmQue family of questionnaires for all students:
 - EmQue (Empathy Questionnaire, ages 1-6), parents complete this 20-item questionnaire for Kindergarten students who fall within this age range.

- EmQue-CA (Empathy Questionnaire for Children and Adolescents ages 9-16 years), children complete this 18-item self-report that surveys empathy in three domains (Affective empathy, Cognitive Empathy, and Prosocial Motivation).
- EmQue Teacher Report. (For any teachers who so desire), the teacher will complete this 20-item questionnaire.
- MBTI data from the participating teachers;
 - The research protocol for organic inquiry asks teachers to interact with the research using multi-factored responses, including Thinking, Feeling, Sensing and Intuitive coordinates.
 - Teachers will be aware of their preferred type and be more apt to make a concerted effort to collect and respond to qualitative data using their preferred and non-preferred type.
- MMTIC data from all children
 - Data from the MMTIC will be compared with data from the EmQue to determine any correlations between typology and empathy.
- Overexcitability Inventory for Parents II(OIP-II), The Overexcitability Questionnaire II(OEQ-II) for all students.
 - The teachers will choose which instrument is best suited to their students' age and needs and administer.
 - Data from the IOP-II and OEQ-II will be compared with data from the EmQue to determine any correlations between overexcitabilities and empathy.

Qualitative data

The defining feature of **narrative inquiry** as it is presented by Clandinin, Connelly and colleagues is “the study of experience as it is lived (Clandinin & Rosiek, 2007, p. 69), encompassing a Deweyan view of experience. Narrative inquirers privilege lived experience in that it not only provides insight into the person herself, but also to social science as a wider field. Lived and told stories of experience are at the beginning of all narrative inquiry, and are interwoven with and informed by theoretical literature that informs the experience under study (Clandinin, 2016; Clandinin, 2013; Clandinin & Connelly, 2000).

Organic inquiry is a qualitative research methodology that draws from the following traditions:

- Feminist spirituality values capacities that are little used in the masculine culture. It respects non-rational responses such as those from the body, those via intuition and feeling, and creative forms (Clements, 2003; Clements, Ettlting, Jenett, & Shields, 1999; Curry & Wells, 2006).
- Transpersonal psychology offers a balance of masculine (rational) and feminine (non-rational) ways of knowing. It respects phenomena that take the individual beyond the ego, holistic psychology that include the mind/body/spirit integration, mindfulness practices and transformation (Anderson & Braud, 2011; Braud & Anderson, 1998; Assagioli, 1993; Hartelius, Caplan, & Rardin, 2007; James, 1950; Jung, 1969/1989; Maslow, 1968; Walsh & Vaughan. 1993)
- Feminist research advances respect for the individual experience, including diverse and little-heard voices of minorities, women, and children.

Organic inquiry requires the researcher to be open to the experience of the participants and the topic to such a degree that she is willing to allow herself to be changed by it (Clements, 2003). The narrative inquiry will be straightforward thematic analysis, although flexibility in how data are organized and analyzed is expected. Organic inquiry includes the researcher's story as the point of entry into the study. In addition, the point of entry for each of the participating teachers becomes part of Section I, introducing the strategy portion of the book. Both narrative and organic research attend to the researchers' growth and transformation through the research process. Transpersonal ways of knowing

respect multi-faceted aspects of experience, including thinking and logical means (the “T” personality type in the MBTI) as well as sensing, feeling and intuitive means (the “S”, “F” and “N” typologies in the MBTI). Within this frame, the reader will view the researcher, teachers and student participants through their reflective journal writings, dreams, and creative work such as poetry and visual artwork. This leaves the teachers open to incorporating multiple means of expression in their students and their personal reflections.

Qualitative Data include:

- Observational data from teachers.
 - During Meeting I, the Lead Researcher and participating teachers will create and informal 10-item observational scale of empathy behaviors from the research. The EmQue Teacher Report will be considered.
 - Teachers will use the informal observation scale and their reflections throughout the research period to report on empathy behaviors in children.
 - Data will be analyzed thematically to determine the empathy behaviors of gifted and non-gifted children.
- Reflective/Narrative data from children in a format commensurate with their age.
 - Data will be analyzed via narrative and organic protocols for themes and outliers.
 - Direct quotations and products will be gleaned from this data for inclusion in the Section III book chapter on children and empathy.
- Reflective/Narrative data from teachers.
 - Data will be analyzed via narrative and organic protocols for themes and outliers.
 - Direct quotations and products will be gleaned from this data for inclusion in the Section III book chapter on teachers and empathy.
- Reflective/Narrative data from the Lead Researcher and Assistant Researcher.
 - Data will be analyzed via narrative and organic protocols for themes.
 - Direct quotations and products will be gleaned from this data for inclusion in the Section III book chapter on the researchers and empathy.

Questionnaires referenced in the proposal (samples attached):

- The Empathy Questionnaire (EmQue), a parent questionnaire for young children ages 1 – 6.
- EmQue Teacher Report. (For children ages 7 and 8, and any teachers who so desire), the teacher will complete this 20-item questionnaire.
- The Empathy Questionnaire for Children and Adolescents (EmQue-CA), an 18 item self-report questionnaire that examines the level of empathy as reported by the child (9-16 years) in three domains: Affective empathy, Cognitive empathy, and Prosocial Motivation.
- Overexcitabilities Questionnaire II – OEQ-II is a 50 item self-report questionnaire designed to measure the strength of five overexcitabilities: psychomotor, sensual, imaginal, intellectual, and emotional.
- Overexcitabilities Inventory for Parents II – OIP-II is a 28 item, six-factor scale designed to measure the strength of five overexcitabilities.

Participants

Teacher Participants

Teacher participants represent:

- Urban district “A”: A Gifted Intervention Specialist, grades 4-6

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- Suburban district “B”: Nine teachers K-7, including Visual Arts and Kindergarten, all endorsed as Gifted Intervention Specialists
- Suburban district “C”: Three teachers, grades 6-12, including teachers in Foreign Language and high school English/Language Arts, all endorsed as Gifted Intervention Specialists
- Rural district “N”: A K-12 school counselor who has the coursework for Gifted Intervention Specialist endorsement (no such endorsement exists for counselors or administrators in Ohio).

Student Participants

Intended student participants represent identified gifted children (which may include twice-exceptional students) in grades Kindergarten through grade 12. Gifted students may be in self-contained gifted classrooms, may be cluster grouped within the general education classroom, may be part of a pull-out resource room setting, or served by their teacher in a general education setting. Also included in this research are general education students, special education students, and high achieving students who are learning alongside identified gifted learners. The research may yield comparative differences in empathy between these populations, or it may not. The resources (activities, lessons, strategies) teachers create may focus on the characteristics, learning rates, sensitivities and other aspects specifically directed to the gifted, but all children within participant teachers’ influence are considered and can benefit.

Budget and justification

		Approximate Cost
Materials	Books and Materials for teachers to support their lesson creation (\$100 per teacher X 20 teachers)	\$2000.00
	Books and Materials for Lead Researcher	\$500.00
	Office supplies (To include reflection journals, zip drives for safe transfer of data, copies, office supplies, binders and training materials)	\$800.00
Total Materials and Office		\$3,200.00
Assessment	Overexcitabilities Inventory for Parents-Two (OIP-II) and Overexcitabilities Questionnaire II – (OEQ-II)	\$50.00
	Murphy-Meisgeier Type Indicator for Children (MMTIC) Training for Leader Researcher and Assistant Researcher from CAPT (Center for Applications of Psychological Type)	\$400.00
	Statistical consultant	\$1,000.00
Total Assessment		\$1,450.00
Teacher and Researcher Stipends	Meeting I - Stipends for teachers (\$100 X 20)	\$2000.00
	Meeting II – Stipends for teachers (\$100 X 20)	\$2000.00
	Meeting III – Stipends for teachers (\$100 X 20)	\$2000.00
	Researcher Stipend	\$1500.00
	Assistant Researcher Stipend	\$1000.00
Administrative Assistant	Administrative Assistant time	\$1,000.00

Total stipends		\$9,500.00
Meeting support	Lunch for all meetings (Ashland University Catering Box Lunches are \$10.00 X 20 people X 3 meetings)	\$600.00
	Coffee, juice and fruit for 3 meetings	\$250.00
Total Meeting Support		\$850.00
Total funds requested		\$15,000.00

My qualifications

Grant facilitation:

- Ohio Department of Education, Javits Grant, I-GET-GTEd Project, facilitator, researcher, compiled and wrote the final report (2006-2010)
- Richland Academy of the Arts, JPMorgan/Chase grant for “Young Voices,” writing and theatre skills workshops for local schools (2008-9)

Teacher training and gifted education:

- Assistant Professor, Director of the Talent Development Program at Ashland University (20017-present)
- Adjunct instructor, Ashland University in the Talent Development Program, twice named a Professional Fellow (2001-2017)
- District Gifted Coordinator, Reynoldsburg City Schools (2016-2017)
- Gifted Consultant, Ohio Javits Project, I-GET-GTEd. (2006-2010)
- Assistant Director and Dorm Director, Summer Honors Institute, Ashland University(1997-2009)
- Teacher of the gifted, K-8. Crestview Local Schools (1995-2002); Plain Local Schools (2002-2004)

Narrative and organic research:

- Doctoral dissertation research a combination of Narrative and Organic research similar to that described in this grant proposal.

Groman, J. L. (2015). *From calling to crisis: The growth process of teachers through crisis-like incidents*. (Doctoral dissertation). Retrieved from <https://etd.ohiolink.edu/>

Transpersonal Psychology:

- Doctorate of Philosophy from the University of Akron is in Curriculum and Instruction, with a concentration in Transpersonal Psychology. August, 2015.
- Masters of Transpersonal Psychology (MATP) from the Institute for Transpersonal Psychology (ITP), Palo Alto, California. May, 2015.

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APPENDIX C
Gifted Synchronism I Informal Grant Report



The Gifted Synchronism gave me time to work with adjuncts to update EDIS 650 and 651.

Main Campus - Saturday, February 24
In attendance: Janet James, Doug Germann, Linda Michael, Kevin Spooner, Misty Swanger
Columbus Site - Monday, February 26
In attendance: Pat Farrenkopf

Grant funds were spent on sumptuous box lunches from Ashland University catering (everyone loved the broccoli salad!) and small stipends (\$68.45) for their time traveling and working. We were able to spend about two hours on each course, discussing current practices, new goals and expectations, alignment with the new OAE assessment and ODE competencies, and choosing new



We decided that students would create a Resource Notebook, either in hard copy or electronic form that would draw together the best of each course and be a repository for test preparation materials. In EDIS 796, the Internship course, students would compile this notebook from their coursework and submit it as part of their final practicum.

What's Next: I will take the summer of 2018 re-tooling EDIS 650 and EDIS 651 with the new textbook, expectations and Resource Notebook requirements. At the end of the Summer, 2018, I will hold Synchronism II to discuss EDIS 652 and 653.

APPENDIX D

My Professional 5-Year Goals:

1. *Writing and Scholarly Goals:*

a. Complete The Empathy Project

- i. Research and write chapters 1-3, gain IRB approval (Summer, 2018)*
 - ii. Submit to new publisher*
 - iii. Begin teacher/practical portion of the research (August, 2018)*
 - iv. Collect and analyze teacher data (December, 2018 – March, 2019)*
 - v. Write the last 3 chapters, edit teacher chapters (March-June, 2019)*
 - vi. Submit completed manuscript to publisher*
- b. Prepare for Oberlin Creativity Symposium (August, 2018), two sessions*
 - c. Prepare for SENG Conference (August, 2018) session*
 - d. OAGC Conference involvement (vendor booth, Creativity session)*
 - e. NAGC Conference involvement (Creativity Night session)*
 - f. Write a short essay on Doodling as a Spiritual Practice
Researched, written and submitted to The Braided Way or UUWorld*
 - g. Plan out future research and writing work (The Creativity Project)*

2. *Service Goals:*

a. Develop and improve the Talent Development Program

- i. Update EDIS 650 Nature and Needs of the Talented with the new chosen textbook*
- ii. Update EDIS 651 Curriculum Development for Education of the Talented*
- iii. Schedule and facilitate Gifted Synchronism II, for EDIS 652 and 653 (Summer, 2018)*
- iv. Write a syllabus/research focus calendar for EDIS 788, Capstone Inquiry Seminar*
- v. Update the Observation Form for EDIS 796, and begin updating the syllabus to include a Resource Notebook component and two unique logs for contact hours.*
- vi. Update EDIS 681 to include face to face or cyber-meetings, a support Google site like AURWC, and revisit the handbook and see what needs to be updated*

b. Develop a Program Handbook

- i. *Gather examples of program handbooks*
- ii. *Sketch out table of contents/necessary sections for handbook*
- iii. *Begin writing*
- c. *Serve on committees and with organizations that:*
 - i. *Forward my knowledge of the University system*
 - ii. *Allow me to take on a leadership role in Gifted Education in Ohio*
 - iii. *Further my research agenda*

3. *Teaching Goals:*

- a. *Develop a Fast-Track Gifted Endorsement Program (similar to the EdD program, two weekends a month) to begin January, 2019 at the Columbus campus*
- b. *Improve my technology integration. Take CultOfPedagogy.com’s JumpStart program*
- c. *Add one new teaching strategy/activity to each course I teach: 650, 651, 653, and 654*
- d. *Add Teaching Goals as I receive Peer Reviews and Student Evaluations*

4. Have a successful 3 year review and 5 year review

1. Writing Goals

Writing Goal A The Empathy Project	Projects	Tasks	Est. Time	Reality Rule
Summer, 2018	Research and write chapters 1-3	Find research articles and related books Read and note-take Determine when I’m “done” (saturation) Submit to Great Potential Press?	1	
Summer, 2018	Do Murphy-Meisgeier Type Indicator for Children Training	Registration complete Pay for the course Take course Complete course		

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Summer, 2018	IRB Approval	Find IRB Paperwork on the Portal and print Review IRB Paperwork Complete research protocol Complete IRB approval paperwork Submit IRB paperwork Approval or resubmit as needed		
Summer, 2018	Prepare for teacher involvement	What day? Send out “save the date” emails Outline teacher protocol Write out what training teachers will need Activities, videos, assessments Timeline Secure a room Make copies Get assistance Prepare for the day We need a repository for documents and protocol. Where?		
August or September, 2018	The Empathy Project teacher training day (think of a better name for this!)	<i>This document is in-progress, I am still writing up these tasks.</i>		
September – December 2018	Training day follow-up			
September – December 2018	Ongoing check-ins with teachers			
December 2018 OR January 2019	Teacher Work Day and Data dump			
January – March 2019	Teacher support as they write their lesson plans			

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January – March 2019	Data analysis and writing last section			
April, 2019	Teachers submit their plans I/Assistant Editor edit lesson plans			
May, 2019	Submit final manuscript to publisher			

Writing Goal B Doodling	Projects	Tasks	Est. Time	Reality Rule
Write article about doodling as a spiritual practice for <i>The Braided Way</i> or <i>UU Words</i>	1. Research	1. Research doodling As a spiritual practice, history of, famous doodlers, brain research, my own experience with, doodling and gifted (12) 2. Research submission guidelines for these two journals (2) and choose 1	14 hrs	28 hrs
	2. Write	1. Paper Purpose 2. Outline structure of the paper (3 hrs) 3. Write (10 hrs) 4. Revise	13 hrs	26 hrs
	3. Vet and revise	1. Have a trusted friend from the UU read, or Michael Olin-Hitt (2 hrs) 2. Consider comments and revise (3 hrs)	5 hrs	10 hrs
	4. Submit			
	5. Revise as needed	3 hrs	3 hrs	6 hrs
Total			35 hrs	70 hrs

Conference	Projects	Tasks	Est. Time	Reality Rule
Oberlin Conference (August)	Creativity – I			
	Creativity – II			
SENG Conference (August)	Dialogues			
OAGC Fall Conference (October)	Creativity – I			
	Creativity – II			
NAGC Fall Convention (November)	Creativity Night			

Goal 2) Update all courses in the Gifted Sequence (Program Development)

a. Develop and improve the Talent Development Program

- i. Update EDIS 650 Nature and Needs of the Talented with the new chosen textbook
- ii. Update EDIS 651 Curriculum Development for Education of the Talented
- iii. Schedule and facilitate Gifted Synchronism II, for EDIS 652 and 653 (Summer, 2018)
- iv. Write a syllabus/research focus calendar for EDIS 788, Capstone Inquiry Seminar
- v. Update the Observation Form for EDIS 796, and begin updating the syllabus to include a Resource Notebook component and two unique logs for contact hours.
- vi. Update EDIS 681 to include face to face or cyber-meetings, a support Google site like AURWC, and revisit the handbook and see what needs to be updated

EDIS 650 Projects	Tasks	Est. Time	Reality Rule
Begin with 650	Collect relevant docs: book(s), ODE Rule, NAGC Standards, Northwestern U's	2	4

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	syllabi, other programs (2)		
	Take Synchrosium information and sketch out usable pieces (2)	2	4
	Determine goals for the course, culled from Jane's and considering the new Rule. (4)	4	8
	Review chosen text(s). (4)	4	8
	Keep a few teaching texts nearby for teaching and activity ideas. For each Goal, determine: (10-15) -how to teach, what material support is needed? (readings, videos) -how to practice/make practical (assignments) -how to assess that assignment	15	30
	Determine Portfolio items	1	2
	Review Bibliography and update.	4	8
		32	64

EDIS 651 Updates	Tasks	Est Time	Real Time
	Collect relevant docs: book(s), ODE Rule, NAGC Standards, Northwestern U's syllabi, other programs (2)	2	4
	Take Synchrosium information and sketch out usable pieces (2)	2	4
	Pull together what teachers need to know/be able to do		

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	Determine goals for the course, culled from Jane's and considering the new Rule. (4)	4	8
	Review chosen text(s). (4)	4	8
	Keep a few teaching texts nearby for teaching and activity ideas. For each Goal, determine: (10-15) -how to teach, what material support is needed? (readings, videos) -how to practice/make practical (assignments) -how to assess that assignment	15	30
	Determine Portfolio items	1	2
	Review Bibliography and update.	4	8
	Gain approval by appropriate committee.		
		32	64

Goal 3) Create a Gifted Program Handbook

Projects	Tasks	Est. Time	Reality Rule
Let's see what else is out there	Collect handbooks from other campus groups and programs		
	Collect handbooks from other gifted programs		
	Compile a list of necessary items and desirable items		
Compose the Handbook – outline	Ask/email a few former students and administrators (including Gene) to ask opinions		
	Outline the structure of the handbook		
	Determine table of contents and sections included		
For each section	Research the information for that section		
	Compile and revise		
	Have a colleague/grad student read and review		
Unknown number of sections			

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Finalizing	Compile the book		
	Format the handbook		
	Determine which pages/information will need to be updated yearly (names, etc) and keep a list		
	Edit and revise		
	Vet the handbook through a colleague, grad student and dept chair/dean		
	Can print services spice it up a bit for online publication?		
Post to the website			
Update as needed			

Goal 4) Have a successful 3-year review and a successful 7-year review

	Projects	Tasks	Est. Time	Reality Rule
Successful 1-year review	Preliminary Paperwork	Write up Linda's goal sheet	5	10
	Revise goal sheet	Review notes from meeting with Linda List of to-do's Rewrite/update Submit to Linda	5	10
Successful 3 year review	Get a good model	Find a colleague with a good 3 year review notebook and peruse it		
	Keep tenure notebook up to date	All pertinent information goes in Inbox At least one hour weekly spent updating, writing, editing notebook contents		
Successful 7 year review	Pre 6 year review of notebook	At 5.5 years, find a trusted colleague to read and review tenure notebook		

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		Revise as needed		
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