

**Department of Initial Licensure
Annual Faculty Review
Self-Evaluation**

Name Jennifer Groman Date February 18, 2019 Year Reviewed Spring, 2018-Spring, 2019

Department Chairpersons Amy Klinger, James Olive

A. Teaching

1. Student Evaluations

Spring Semester 2018

EDIS 654 (Lakota), EDIS 653 (NW2), EDIS 781 (Taylor and Julia), EDIS 796 (Lakota),
EDIS 651 (Columbus)

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

Excellent
 Good

Fair
 Poor

Comments:

Positive Comments	To Improve Comments
Independence and choices offered My feedback via their assignments My Big Three 1) student confidence in instructor knowledge 2) instructor enthusiasm 3) encouragement given students to express themselves	Reasonable work load Need more application assignments

These courses are all so unique, each has their specific format based on the content. In addition, I have created more choice activities, not only to get more material covered (via jigsaw-type activities) but to model differentiation. I was glad to see that students commented specifically on this positively. Every class showed my highest comments on My Big Three, and those are behaviors I believe make these courses most effective, since there is so much risk in expression and learning new ideas about gifted. I have added more application assignments in 654 (Creativity) but am seeing my students need more applications.

Summer Semester 2018

EDIS 650 (Main), EDIS 654 (NW2), EDIS 653 (Columbus)

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

Excellent
 Good

Fair
 Poor

Comments:

Positive Comments	To Improve Comments
Took them outside their comfort zone Face to Face discussions and analysis Variety of assignments Differentiation of assignments/choice My Big Three 1) student confidence in instructor knowledge 2) instructor enthusiasm 3) encouragement given students to express themselves	Clarity of the syllabus More concrete strategies/application

Differentiation of the assignments was repeated very often, as are My Big Three. Two of these courses (EDIS 653 and EDIS 654) require lots of risk-taking, sharing from their practice, trying creative activities, facilitating counseling dialogues with the group, so these are very important to that end. I know that the NW2 students struggled with the open-ended nature of the syllabus, since the summer meant that our meeting times were spaced oddly, and the assignment due dates were more fluid. We missed our first class so I had to record the overview of the course for them, and I don't think many of them really viewed it for its details. This group was also not able to apply the material on their own using the Piirto text, but wanted me to teach them strategies. This is odd, considering that the Piirto text has bulleted lists of strategies for each chapter. Perhaps in the future I should review these during a discussion and share how I've used one of the suggestions and ask them how they might use one of them.

Fall Semester 2018 _____

EDIS 654 (Columbus), EDIS 650 (Columbus), EDUC 710 (OL) and EDIS 710 (OL)

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

 X Excellent

 Fair

 Good

 Poor

Comments:

Positive Comments	To Improve Comments
My enthusiasm Exposure to a lot of ideas Choice and autonomy Pushed beyond their comfort zone Texts Discussions and analysis were essential	Reasonable expectations

I always like reading that students are pushed beyond their comfort zone, especially during a semester I teach 654 (Creativity). This is such a risk-taking course all the way through. I seem to see quite a bit that the expectations for the gifted coursework are not reasonable (although, to be fair, students do not rate this overall lower than "Good," it is just always the lowest rated item in the list). I find that the gifted coursework is rigorous and covers a wide range of content. I don't want to compromise on that rigor. To compensate I leave the dropboxes open a week after the due date, I give more choices so they can adapt the course to meet their interests and district needs. But I won't make it easier.

2. Peer Evaluation

Peer Reviewer Dr. Catherine Chappell Date of Review: November 9, 2018

(Please attach copy(ies) of peer review(s).)

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

Excellent Partly achieved
 Achieved Not achieved

Comments:

The course that Dr. Chappell observed, EDIS 650, was completely revamped with a new textbook and activities and this is the first time I have taught with the new syllabus. I have been pleased with the level of discussion with the more up-to-date information, the wide variety of topics this text covers in each chapter, the interaction we have creating a group glossary of terms, and sharing progress through the Case Study assignment each class period. Dr. Chappell commented that there was no agenda for the evening, and actually it is my practice to start the class with an overview of what we will do during that class period (after our Good News). I know that adult learners want to know what is ahead, and I want to make sure that the time is balanced and used well. In addition, the syllabus lists the agenda for the evening.

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 year's teaching:

Strengths:

Student confidence in my knowledge; my enthusiasm; they feel encouraged and safe to express themselves; they feel they are being exposed to a lot of material; they feel pushed beyond their comfort zone (and this is stated as a positive); they feel the material is being differentiated for their needs using choice; and they appreciate the powerful discussions.

Challenges:

Students always want more more more application of the material, and more differentiation. I also see that since they get so much out of the discussions, transferring these courses to a totally online format will present a challenge – I want them to get just as much out of discussions and interaction with one another so we do not lose the power of interaction. My syllabi tend to be wordy (especially now that we have moved online) so as to precisely outline assignments, but wordy might be construed as unclear. This is an increased concern now that we have moved the courses online. Another of my challenges is keeping up with current research and directions in gifted education. Students seem concerned with the expectations of the coursework, especially since they are all working professionals in the field.

- Describe how you are addressing the challenges:

-To address the lack of clarity I have weekly videos outlining assignments and expectations for the week. These also include videos discussing points from the chapters, ODE documents (the Ohio

Rule, a Written Education Plan powerpoint), stories from my practice that apply to the material. I am trying to make it more personal, and clearer.

-To address the need for more application activities, I have given students the option of writing a focus question response OR an essay describing an application they might have for a topic from the reading. This is not as appropriate for EDIS 650, where they are learning so many basics about the field, but I do have these students discuss how they see the ideas manifested in their own teaching and personal (children at home) lives.

-To address the challenge of continuing the current level of interaction/discussion I have done the following:

I set aside daily time for grading assignments, since this is the bulk of my interaction with students now.

I have added one required Synchronous Online Meeting at the beginning of the semester for introductions and one deep discussion. I may add a second of these in the future.

I have implemented an optional Face-to-Face Meeting close to the end of the semester for all students in the gifted coursework. I have a speaker planned, small group discussions, and sharing out from their work during the semester. This will focus on practical applications from the coursework.

Two of my in-progress challenges:

-I am looking for ways that students can interact more with one another online. I have discussion boards, but need to fine-tune these to offer engaging discussion points.

-I am training in Sketchnoting and hope to include these creative videos as lectures and discussion starters.

B. Scholarship

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

Article Submitted for Publication:

January, 2018 - Submitted "Narrative Inquiry and the Transpersonal Experience: Telling the Story Gives It Wings" to *Journal for Transpersonal Psychology*.

December, 2018, I pulled this article as they had not moved on it.

December, 2018, I submitted it to *Journal for Transformative Education* and pulled this article two weeks later, as the editor and I determined that this journal was not the best fit.

January, 2019, I submitted it to *International Journal for Transpersonal Psychology*, and am awaiting a reply

Conference Presentation:

August, 2018, SENG Mini Conference (Serving the Emotional Needs of the Gifted), Two Sessions

"Can We Talk? Facilitating Dialogues With Gifted Children"

"Using Creativity As A Window"

Conference Presentation:

August, 2018, Oberlin Creativity Symposium, Two Sessions

"Creativity: Core Attitudes"

"Creativity: The Seven I's"

<p>Conference Presentation: October, 2018, OAGC Fall Conference (Ohio Association for Gifted Children), One session proposal submitted, accepted, presented: “Creativity: The Seven I’s”</p> <p>One session proposal submitted and denied: “Creativity: Core Attitudes”</p>
<p>Conference Presentation: November, 2018, NAGC Fall Convention (National Association for Gifted Children), Minneapolis, MN One session proposal submitted, accepted, presented: “Sketchnoting: Fun and Creative Notetaking”</p> <p>One session proposal submitted and denied: “Creating Safe Havens for Teachers”</p>
<p>Conference Presentation: November 29, 2018, Parenting The Gifted Child Open House, Mid-Ohio Educational Service Center, Mansfield, OH. “Parenting Your Gifted Child” presentation and discussion facilitation</p>
<p>Journal Article Published: December, 2018, <i>Gifted Child Today</i>, “The Bully’s Face: Using Art to Understand Bullying in Gifted Children”</p>
<p>Journal Article Proposal Accepted: January, 2019, <i>Gifted and Talented International</i>, (Creativity Edition), Working Title: “Considering the long-term transformative impact of creativity training on the work and lives of teachers,” due February 28, 2019.</p>
<p>Workshop Presentation: March, 2019, Ashland University’s Summer Institute “Life Calling Seminar” with Kaelin Lee.</p>

2. Continued Graduate Study

List formal course work completed or in progress.

N/A

3. Professional Growth and Development.

List attendance at conferences, workshops, appropriate guest lectures, or other
professional development opportunities.

SENG Mini-Conference, August 11, 2018, Columbus, Ohio
Oberlin Creativity Symposium, August 15, 2018, Oberlin, Ohio
OAGC Fall Conference, October 14 - 16, 2018, Columbus, Ohio
NAGC Fall Convention, November 14-18, 2018, Minneapolis, MN
CITE Professional Development – faculty college, animated videos with GoAnimate/Vyond, CITE Writing Retreat, Doug Neill “Sketchnoting” Professional Development

4. Research Related to One’s Discipline.

List independent study in one’s teaching field, action research in the classroom on campus or public school setting and/or other formal research projects.

I currently have a multi-faceted research project called: The Creativity Project:

Phase One Initial Survey (Survey 1):

This survey primarily targets Ohio K-12 teachers and gifted coordinators, but also includes Ohio K-12 school counselors and school psychologists, as well as school administrators (principals and other). The objectives of this research are to gain foundational knowledge:

- 1) As to school personnel’s general understanding of Ohio’s identification of gifted K-12 students in Creative Thinking Ability;
- 2) Of how Ohio schools serve identified gifted K-12 students in Creative Thinking Ability;
- 3) Of how Ohio schools incorporate Written Education Plan goals to show growth of identified gifted K-12 students in Creative Thinking Ability; and
- 4) Regarding school personnel’s beliefs of their own creativity and the creativity of their students.
- 5) is to determine the needs of K-12 personnel in the service of identified gifted K-12 students in Creative Thinking Ability.

Phase One Alumni Impact Survey (Survey 2):

In this project I investigate the long term personal and professional impact of EDIS 654 “Creativity for Teachers of the Talented” and its undergraduate counterpart on alumni. This course is unique in its scope, and is based on Dr. Jane Piirto’s model of Creative Training. It is holistic in nature, and integrates personal creativity alongside application activities for the classroom in creativity. I am interested to know if teachers believe their own creative enhancement is related to their use of these creativity principles in the classroom. This survey primarily targets past Ashland University graduate students from the Talent Development (Gifted Endorsement and MEd) program who completed EDIS 654, “Creativity for Teachers of the Talented” in the past 20 years. The objectives of this research are to gain knowledge:

- 1) As to the lasting-term impact of AU’s model of creativity training on graduate students’ personal lives.
- 2) As to the lasting-term impact of AU’s model of creativity training on the graduate students’ teaching lives.

Phase Two: Survey results and literature review to be written up and submitted to Gifted and Talented International for the article “Considering the long-term transformative impact of

creativity training on the work and lives of teachers,” due February 28, 2019.

In addition, I will analyze quantitative answers to Survey 1 for trends and determine themes within the qualitative responses. This analysis will frame the second phase of The Creativity Project, the literature and research review.

Phase Three:

This phase invites up to 20 Gifted Intervention Specialists in Ohio districts to participate. They will read the literature review and research findings and write applications of the ideas for their classroom to support the needs of students identified gifted in Creative Thinking Ability. The Literature Review/Research and teacher-written chapters will be submitted for publication in an edited book of teaching strategies for Creative Thinking Ability.

I plan to write an AU Study/Writing Grant to fund this project.

5. Reflection of Scholarship

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

Strengths:

My work with the Ashland University Research and Writing Community has given me the support and structure to consistently work on this for an hour every day.

I feel that my areas of research are unique

Areas of Challenge:

Biting Off More Than I Might Be Able To Chew. The *GTI* article proposal, when accepted, had an extremely fast turnaround, and I had not done any of the research yet on AU’s creativity course. I am still not certain I will be able to get this article written by February 28, but I am working hard on it. If I do not get it finished, I will still submit it to *GTI* at a later date, not for this special edition on Creativity.

I don’t know anything about using grant funds, and I am a bit overwhelmed trying to figure out how I will manage 20 teachers on this project. I do have a few volunteers who have come forward and are interested in being a strong part of the project. It’s hard for me to delegate, but I think this might be the perfect time to do it.

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 is a great learning and support system.

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.

Faculty Welfare Committee

Faculty Senate

Faculty Senate Executive Committee

Life Calling Committee

AURWC (Ashland University Research/Writing Community) Member and Small Group Leader

Currently updating EDIS 652 and EDIS 654, and preparing to put them online

3. Advising of students and student organizations.

(Include: number of undergraduate advisees; number of capstones; work with student organizations and/or activities).

Have advised 5 capstone (EDIS 788/781) students since my last review.

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

-Ohio Department of Education Gifted Advisory Council, meets monthly for 3 hours.

-Member Unitarian Universalist Fellowship of Wayne County and provide special music and am a speaker

5. Reflection on Service

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

Strengths:

-The variety and content of the service for the University.

- I have learned a lot (almost too much) about the way the University processes work.
- I have made great connections with colleagues outside the College of Education.

Areas of Challenge:

- Another instance of “Biting Off A Bit More Than I Can Chew.” Committees and meetings, especially being intensely involved and engaged, can be a challenge to navigate and plan around.
- The updates to EDIS 652 promise to be a challenge, as I have never taught this course. I have observed this course in-progress last semester, and have scheduled a meeting with the adjunct who is an expert on this course for her assistance. I would love to find a way to compensate her beyond taking her to lunch at Convo.
- The updates to the courses as they move online has been a challenge, just finding the time to get these done before summer.

D. Annual Goals

1. Goals listed from last review should be described in relationship to the strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.

Writing Goals	Strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.
The Empathy Project - yearlong literature review, teacher involvement, research, practical application	This has turned into The Creativity Project and is in-progress.
Short writing piece on Doodling as spiritual practice	This project is in the draft stage and is on hold while I concentrate on the Creativity Project.
Book review article submitted to an appropriate journal	This project has been deleted.
Sofia or UA writing made into an article for publication	This became the article I submitted titled “Telling the Story Gives it Wings”
Conferences: OAGC, NAGC	Completed these proposals and presentations. I also added two presentations with SENG and the Oberlin Creativity Symposium.

Professional Goals	Strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.
Update all courses in the Gifted Sequence	EDIS 650 is completed and in the process of being approved. EDIS 651 is finished, and ready to go into the approval pipeline process. EDIS 653 is almost completed, the alignment of Knowledge, Skills, and Dispositions statements still needs to be done. EDIS 652 and EDIS 654 will be completed by May, 2019. EDIS 796 will be updated this summer.
Create Gifted Program Handbook	Project plan has been outlined, other handbooks have been gathered.
Work toward a successful 3 year review. -Determine format	Always in-progress! -One Hour weekly on Promotion and Tenure Notebook

2. 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.

Amy – this is where I ran out of steam. I usually write up my goals and project plans for my AURWC/Writing Group Application at the end of every semester. These will have more details then.

2019 – 2020 Goals	Strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.
Narrative and Transpersonal Research article submission to <i>International Journal of Transpersonal Studies</i>	Done!
The Creativity Project – A. Survey 1—get this out to former students, OAGC blast. Survey ends Jan. 31, 2019	I use detailed project plans and Brief Daily Sessions (one hour per day) to move forward on this project.

<p>B. Survey 2 for Alumni — out by February 15, 2019.</p> <p>C. Analyze this data</p> <p>D. Interview 12 alumni</p> <p>E. Interview Jane</p> <p>F. Literature review</p> <p>G. Write article for <i>Gifted and Talented International</i> by February 28</p> <p>H. Write a Study/Writing grant for <i>The Creativity Project</i></p>	
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Service and Program Development Goals:	Strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.
Recruitment and PR as needed	
Summer Institute for Summer, 2019 Prepare syllabi, Keep track of this work for Release Time Prepare Life Calling Seminar, materials, syllabus, readings	
Faculty Wellness Committee (1 hour/month) LPDC Committee (?/month) Executive Committee (Senate) Senate AURWC Leader Ohio Gifted Advisory Committee (5.5 hours/month)	

Teaching Goals	Strategies used to meet those goals, resources provided and means of demonstrating that the goals have been met.
Continuous attention to 650, 651, and 653 online courses throughout the semester.	

EDFN 202 Teaching, Grading, Continuous Attention	
Ask a colleague to do a peer review Spring, 2019	

E. Additional Comments

1. Please Identify any concerns you would like to see the department and/or college address during the coming year.
2. If there are additional professional/personal considerations that may impact on your professional development that you choose to include, please do so.