

## Interviews with Intellectually and Creatively Gifted Individuals

### NAGC/CEC Standards:

- 1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
- 5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

### Kentucky Teacher Performance Standards:

- **Standard 1. Learner Development.** *The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.*
- **Standard 4.a. Content knowledge.** *The teacher shall understand the concepts, tools of inquiry, and structures of the discipline he or she teaches.*

### TASK:

#### Description:

This project will give you an opportunity to interview gifted and talented individuals and reflect within the context of what you have learned in this course. Based on the interview of four gifted learners, you will write a reflective essay centered on characteristics in cognitive, social, and affective dimensions. This reflection goes beyond the specifics of the interviewees to generalize to the academically gifted and creative population. What have you learned about the characteristics of individuals who are gifted intellectually and highly creative? How have their various backgrounds affected their learning or expressions of creativity? What are the implications for you as you teach children and young people or work with them in a different setting?

The paper should be in APA (7th edition) format. The Interview Rubric will guide you in the creation of the interview and essay as well as be used to assess them.

### Details:

The assignment has three main tasks:

- A) **Interview two individuals you consider to be intellectually gifted.** They may be students (if you teach at the middle school or high school levels) or individuals you know otherwise. You must get parental permission if interviewees are underage. Please use the following questions then add your own questions to probe the academic and social-emotional needs of intellectually gifted individuals.
- What are/were your experiences in and outside of school?
  - How did your background (such as language, culture, economic status, and/or area of disability) influence your learning?
  - What are your interests?
  - What motivates (or motivated) you to work hard or not to work hard in school?
  - What kinds of books do you prefer to read?

These questions are only your starting point as you will add questions you think will enhance your understanding of intellectually gifted individuals and add depth to your interviews.

- B) **Interview two high school students or adults whom you consider to be very creative in their thinking** (don't just think about those who are gifted in the visual and performing arts). Here are questions to get you started (but add your own):

- Define creativity.
- What were the effects of your being very creative during elementary, middle, and high school?
- How did your background (such as language, culture, economic status, and/or area of disability) affect your expression of creativity?
- How has being very creative helped or hurt you?

This is not the full list of questions as you are to add to the questions.

C) Reflect on what you learned from these interviews (not specifics about the four interviewees but rather what you can generalize from the interviews). Using the rubric to guide you, **write a reflective paper in essay form including the following sections:**

1. A **brief introduction** to the topic/assignment
2. A **brief introduction to interviewees** that includes demographics, education, career (if applicable), and any other pertinent details
3. **Synthesis** of (a) cognitive characteristics of giftedness, (b) affective characteristics of giftedness, and (c) social characteristics of giftedness. The discussion indicates a clear understanding of the individuals' characteristics as related to giftedness. The description is detailed, insightful, and coherent. The ideas are supported well by examples from the interviews, class information, and readings. Comparisons of creatively and intellectually gifted people should be embedded.
4. **Analysis** of how their backgrounds (i.e., language, culture, economic status, and/or area of disability) may have affected their giftedness and/or expressions of creativity (i.e., NAGC-CEC TPSGE 1.1). Analysis of how the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan may have led to creative, productive careers in a multicultural society. The discussion is detailed, insightful, and coherent. The ideas are supported well by examples from the interviews, class information, and readings.
5. Any **additional information** from the interviews that relates to what we have discussed or read
6. **Implications** for you as an educator: a strong synthesis links interviews clearly and logically to implications across various contexts
7. **Appendix A:** Transcripts of interview or process to access recording.
8. **Appendix B:** Reflection of Assignment. Reflect on what you've learned, the products you created (i.e., interviews and essay), and yourself as a learner. Use these questions as guidelines:
  - **Content:** How do the concepts and content relate to previous things you have studied? What connections can you make to other content areas or issues in the real world? What questions have this content raised for you? Is there some aspect of the content you want to learn more about?
  - **Product:** If you have ever created this product before, how does this one compare? How is it better? How is it worse? What improvements could you make next time to have an even better product? Why is that important?
  - **Learning:** What have you realized about yourself as a learner? How much effort did you put into learning the content and developing the product? How could that be improved? Describe your work habits that were successful and those that were not. Describe your thought processes as you learned the content and created the product.

	Beginning	Developing	Proficient	Exemplary
<b>Content: Analysis and Synthesis of Characteristics</b>	Essay contains one or more of the following: Little to no discussion of cognitive, social, and/or emotional characteristics; inaccurate or incomplete information; shallow understanding of topic; no or incorrect generalizations made	Some discussion of cognitive, social, and /or emotional characteristics; makes few generalizations of findings without support; mostly correct information; lacks depth and/or complexity of thought	Detailed exploration of cognitive, social, and emotional characteristics; attempts generalization of findings via sources; accurate and complete; complex and deep thinking	Robust discussion of cognitive, social, and emotional characteristics; generalizes findings using sources; accurate and thoroughly detailed; complex understanding and manipulation of content to support thesis; deep probing of content
<b>Content: Analysis of learner development and individual learning differences</b>	Essay contains one or more of the following: Little to no analysis of learner development and individual learning differences; inaccurate or incomplete information; shallow understanding of topic; no or incorrect support made	Some analysis of learner development and individual learning differences; makes claims without support; mostly correct information; lacks depth and/or complexity of thought	Detailed analysis of learner development and individual learning differences; support via sources; accurate and complete; complex and deep thinking	Robust analysis of learner development and individual learning differences; accurate and thoroughly detailed; strong support via sources; complex understanding and manipulation of content to support thesis; deep probing of content
<b>Content: Implications for Teaching</b>	Essay contains one or more of the following: Little to no discussion of implications for teaching or school-role; inaccurate or incomplete information; shallow understanding of topic; no or incorrect support made	Describes some implications for teaching or school-role; makes claims without support; mostly correct information; lacks depth and/or complexity of thought	Discusses important implications for teaching or school-role; support via sources; accurate and complete; complex and deep thinking	Robust discussion of implications for teaching or school-role; accurate and thoroughly detailed; strong support via sources; complex understanding and manipulation of content to support thesis; deep probing of content
<b>Standard 1.1</b> Understands how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents	Little to no mention of how language, culture, economic status, family background, and/or disability influenced the learning of interviewees	Describes one or two ways that language, culture, economic status, family background, and/or disability influenced the learning of interviewees	Robust discussion describing multiple ways that language, culture, economic status, family background, and/or disability influenced the learning of interviewees	Robust discussion describing multiple ways that language, culture, economic status, family background, and/or disability influenced the learning of interviewees; included additional examples gathered from reading about eminent individuals and/or insights gained and implications for teaching
Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.	Little to no mention of the development, practice and transfer of advanced knowledge and skills may have led to the creative productive career of the interviewees.	Describes one or two ways that the development, practice and transfer of advanced knowledge and skills may have led to the creative productive career of the interviewees.	Robust discussion describing multiple ways that the development, practice and transfer of advanced knowledge and skills may have led to the creative productive career of the interviewees.	Robust discussion describing multiple ways that the development, practice and transfer of advanced knowledge and skills may have led to the creative productive career of the interviewees; included additional examples gathered from reading about eminent individuals and/or insights gained and implications for teaching.
<b>Interview as a Product</b>	Interview includes at least one of the following: Unclear purpose; inappropriate selection of interviewees; inappropriate, unclear, incomplete, or misleading questions; grammar issues; missing audio, video, and written transcript in appendix	Purpose mentioned; majority of interviewees appropriate for the purpose, or, if less than four, interviewees clearly represent gifted individuals; majority of open ended questions; some questions draw out information/ experience; grammatically correct and clear questions; and/or incomplete or confusing inclusion of audio, video, or written transcript in appendix.	Very clear purpose; all interviewees clearly represent gifted individuals; pointed, open-ended, appropriate, and grammatically correct questions; all main concepts addressed; and complete audio, video, or written transcript included in appendix.	Purpose woven throughout each interview exchange; ideal examples of gifted individuals interviewed; exact, probing, open ended, and grammatically correct questions; all main aspects of the topic skillfully addressed; interviewee's experiences and expertise highlighted; and complete audio, video, or written transcript included in appendix.
<b>Essay as a Product</b> -structure -elaboration	-Includes at least one of the following: Unclear or confusing title and main	-Simplistic title; attempt at appropriate attention-getting device; unclear or	-Appropriate title for purpose; effective attention-getting device; clear and well-developed	-Purpose reflected in title; clever and highly effective attention-getting device; original and

-mechanics	idea/thesis; no or inappropriate attention-device; confusing organization; underdeveloped paragraphs lacking examples and details or unrelated to topic; lacking transitions; ineffective or no closing -Undeveloped and/or extemporaneous ideas; little or no balance between general ideas and specific details; and/or poor use of quotations and sources -Incorrect and/or ineffective syntax, diction, APA, and/or punctuation; many grammatical mistakes	misplaced thesis; attempt at logical organization either incorrect or confusing; underdeveloped paragraphs; incorrect or no use of transitions between paragraphs and sections; attempt made at closure -Emphasis on general ideas or specific details; incorrect or ineffective use of sources to support points -Some issues with syntax, diction, APA, and punctuation; multiple grammatical mistakes	thesis; strong transition between paragraphs and sections; clear, easy-to-follow organization; well-developed paragraphs; thesis-linked conclusion -Fully developed ideas linking to thesis; balance of general ideas and specific details; sources support or elaborate ideas; fluid discussion -Purposeful syntax, diction, and punctuation; mostly error-free from grammatical mistakes; overall, correct use of APA	creative thesis guiding essay; sophisticated transitions between paragraphs and sections; cohesive and clear organization through effective use of headings or transitions; fully developed paragraphs with key concepts or ideas critical to the purpose; effective conclusion linking to thesis; satisfying closure -- Thoroughly substantiated ideas through pertinent detail or analyzed support; well-selected sources fully support or elaborate ideas; seamless inclusion of sources; anticipates possible misunderstandings of readers; handles complex ideas clearly. -Complex syntax, diction, and punctuation; error-free from grammatical mistakes; correct, effective use of APA
<b>Reflection</b>	Little to no mention of connections between this product and previous learning; no discussion of ways to improve product; and/or no analysis of self as learner	Describes connections to previous learning; discusses ways to improve product; analyzes effect of effort on learning content and creating product	Connects to previous learning and questions raised for future learning; describes improvements made over previous creation of product; discusses suggestions for improvements; includes analysis of self as a learner, including effort, work habits, and thought processes.	Analyzes and evaluates connections to previous learning and project insightful future connections; analyzes and evaluates the product components in light of past and future creations of same product; and includes analysis of self as a learner and projects how changes to the process would increase capacity as a learner.

	<b>Design a Multimedia Presentation of the Content to Present your Findings</b>	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the 1-2 parts from the assignment. Use one tool. Errors in presentation.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use one tool. No errors in access.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use a combination of two media tools. No errors in access.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use a combination of two media tools. No errors in access. Share the presentation with the district coordinator and have a conversation about your findings.
<b>Comments:</b>					