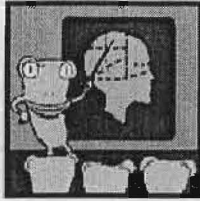


**Manchester College**  
**Individual Presentation Skills**



Name: Mary Jane Dickey  
Date: 1/1/30

Teacher: Mrs. Gust  
Title of Work: Art/ Talents

	Criteria				Points
	1	2	3	4	
<b>Eye Contact</b>	No eye contact with audience.	Displayed minimal eye contact with audience.	Consistent use of direct eye contact with audience.	Holds attention of entire audience with the use of direct eye contact.	<u>3</u>
<b>Poise</b>	Tension and nervousness is obvious; has trouble recovering from mistakes.	Displays mild tension; has trouble recovering from mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Student displays relaxed, self-confident nature about self, with no mistakes.	<u>4</u>
<b>Voice</b>	Consistently uses a monotone voice.	Displays some level of inflection throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech.	Use of fluid speech and inflection maintains the interest of the audience.	<u>4</u>
<b>Preparation</b>	Student does not appear prepared.	Student appears to be somewhat prepared.	Student appears to be prepared.	Student appears to be well prepared and enthusiastic to present.	<u>4</u>
				<b>Total----&gt;</b>	<u>15/16</u>

**Teacher Comments:**

Using note cards was good - but  
be careful not to read

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Your voice was stronger than I  
expected given how quiet you  
are in class.

Good intro that you don't need to write this out - only what is underlined - Full powerpoint will be on Blackboard under course information

## Learners With Special Gifts and Talents

Lindsey Anderson, Mary Jane Dickey, Brady Jones, Brandon Minglin, Adam Welcher

## Definition

The term gifted has no clear cut definition. Rather, the disagreements about the definition are caused by differing opinions on the following questions:

## In What Ways Do Students with Special Talents Excel?

Do they excel in all aspects of general intelligence, or in just a valued line of work, moral judgments, or in a combination of all subject areas?

What kind of giftedness is most important? What kind of giftedness should be encouraged?

## How is Giftedness Measured?

Is it measured by standardized tests, teacher judgments, or past performances in school or everyday life?

If measured in this way, unavoidable that some students will be overlooked.

What techniques are valid and reliable?

What techniques will be able to measure the potential of a student?

## To What Degree Must a Student Excel To Be Considered to Have a Special Gift or Talent?

What percentile must the student score to in comparison to his/her group?

Numbers will vary depending on the criterion for giftedness.

What percentage should be considered gifted or talented?

## Who Should Make Up the Comparison Group?

Should it be students of the same age? Students in the same school? Students of the same racial or ethnic origin? Or some other grouping?

Almost everyone is brightest or most capable in some group.

Which of these groups should set the standard?

awkward sentence

### Why Should Students With Special Gifts Be Identified?

What good is expected from them being identified?  
Is identification important to meet their educational needs?  
Are economic and security issues at stake?  
Does the identification of these students make them superior in some way?  
Will others reap benefits, either socially or personally from these students receiving special ed?  
How will teachers and administrators be able to tell if the special education is paying off?

### No Real Definition?

Our personal definition depends to a large extent on what our culture believes is the most useful or necessary.

### Different Terms for Gifted and Talented

**Precocity**- refers to remarkable early development. Gifts are developed in areas such as music, language or math at a very young age.  
**Insight**- the ability to separate relevant from irrelevant information, or the ability to relate new and old information in productive ways.  
**Genius**- a particularly high aptitude or capacity for learning in a particular area.  
**Talent**- generally used to indicate a special ability, aptitude or accomplishment.  
**Giftedness**- generally refers to superiority in cognitive (intellectual), creativity, and motivation in combination that sets the student apart from the vast majority of age similar peers.

### State Definitions

1. General Intellectual Ability
2. Specific Academic Aptitude
3. Creative Thinking Ability
4. Advanced ability in the fine arts and performing arts.
5. Leadership ability

*> These are not the same*

*Current statute is for identifying high ability students*

### Sternberg's Levels of Giftedness:

1. **Analytic Giftedness:** The ability to take apart a problem, or the ability to understand how parts of a problem are interrelated. Generally mastered by conventional intelligence tests.
2. **Synthetic Giftedness:** Involves insight, intuition, creativity, or adeptness, at coping with unique situations. Generally excel in art and science.
3. **Practical Giftedness:** Ability to apply exceptional abilities to solving of everyday problems. These kind of skills are generally associated with people that have successful careers.

### Sternberg and Zang's Theory on Identification of Giftedness.

**Excellence**- the individual must be superior to the peer group.  
**Rarity**- very few members of the peer group exhibit the characteristic or characteristics.  
**Demonstrability**- the person must be able to actually exhibit the excellent and rare ability.  
**Productivity**- the person's performance must lead to or have the potential to lead to producing something.  
**Value**- the person's performance is highly valued by society.



your description was of this was vague

### Identification of Giftedness

Assessments go beyond a narrow conception of talent. Separate and appropriate strategies are used to identify all aspects of giftedness. Reliable and valid instruments and strategies are used to assess talent. Appropriate instruments are employed for underserved populations.

Each child is viewed as an individual, recognizing the limits of a single score on any measure. A multiple measure/multiple criteria approach is followed. Appreciation is shown for the value of the individual case study and the limitations of combinations of scores. Identification and placement are based on individual students' needs and abilities rather than on the numbers who can be served.

under-served  
not under-served

Through out history, many societies stereotyped individuals with special gifts in one of two ways:

1. They are physically weak, socially inept, narrow in interests, and prone to emotional instability and early discipline
2. They are superior in intelligence, physique, social attractiveness, achievement, emotional stability, and moral character.

Another common misperception is that genius predisposes one to mental illness.

Ex. *A Beautiful Mind*



Students with special gifts tend to be far ahead of their peers in specific areas of performance.

Giftedness includes a wide variety of abilities and degrees of difference from the average.

Students with special gifts and talents appear to make internal as well as external comparisons of their performance.

They are also often acutely sensitive to their own feelings and those of others and highly concerned about interpersonal relationships, intrapersonal states, and moral issues.

Using their advanced cognitive abilities appears to help many of these children develop at a young age the social and emotional adjustment strategies that are used by most adults.

Many, but not all, students with high intellectual gifts are self-aware, and self-assured.

## FEMALES

- Largest group of neglected students
- Second to males
  - *Was given no motivation or equal opportunities*
  - *Do not have simple easy or easy solutions*
- Encourage with risk and challenges
- Break stereotypical female roles

## EDUCATIONAL CONSIDERATIONS

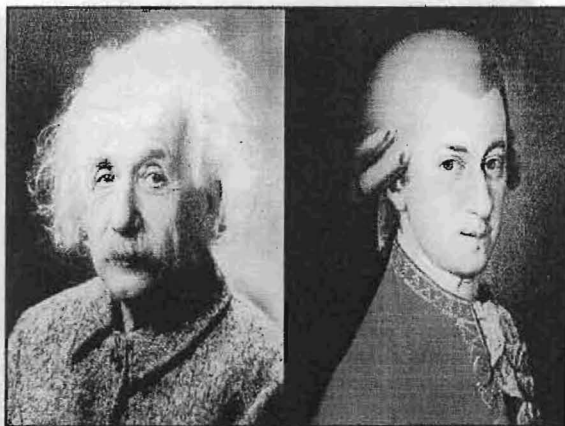
- Three characteristics:
  - A curriculum designed to accommodate the students' cognitive skills
  - Instructional strategies consistent with the learning styles of students with extraordinary abilities in the particular content areas of the curriculum
  - Administrative arrangements facilitating appropriate grouping of students for instruction

## ACCELERATION & ENRICHMENT

- Acceleration:
  - An approach in which students with special gifts or talents are placed in grade levels ahead of their peers in one or more academic subjects.
- Enrichment:
  - An approach in which additional learning experiences are provided for students with special gifts or talents while the students remain in the grade levels appropriate for

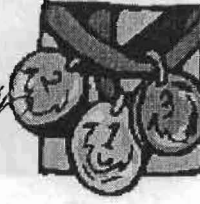


*part of slide missing*



**Manchester College**  
**Differentiated Instruction Activity**

*Mary Jane Dickey*  
*Lindsay Anderson*  
*Brady Jones*  
*Brandon Mignin*



Name: Adam Loucher

Teacher: Mrs. Gust

Date: 11/30

Title of Work: Gifts/Talents

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because presentation jumps around.	Group presents information in logical sequence which audience can follow.	Group presents information in logical, interesting sequence which audience can follow.	<u>4</u>
<b>Content Knowledge</b>	Each member of the group does not have grasp of information; each member cannot answer questions about subject.	Each member of the group is uncomfortable with information and is able to answer only rudimentary questions.	Each member of the group is at ease with content, but fails to elaborate.	Each member of the group demonstrates full knowledge (more than required) with explanations and elaboration.	<u>2</u>
<b>Multiple Means of Expression</b>	Group does not provide options for multiple means of expression.	Group provides very limited options for multiple means of expression.	Group provides good options for multiple means of expression.	Group provides excellent options for multiple means of expression.	<u>3</u>
<b>Effective Teaching Strategies</b>	Group does not utilize effective teaching strategies based on Universal Design.	Group uses few effective teaching strategies based on Universal Design.	Group attempts to use effective teaching strategies based on Universal Design.	Group uses effective teaching strategies based on Universal Design.	<u>4</u>
<b>Level of Audience Engagement</b>	Audience is not expected or encouraged to be engaged.	Audience is not expected or encouraged to be engaged most of the time.	Audience is expected, but not encouraged to be engaged most of the time.	Audience is expected and encouraged to be engaged throughout the activity.	<u>3</u>
				<b>Total----&gt;</b>	<u>16/20</u>

**Teacher Comments:**

*It appeared that the Powerpoint was put together by individuals, instead of as a team. The font change/size was one issue.*

*Sharing of information did not appear equitable*

