

**CASE STUDY - GIFTED AND TALENTED**

Name: Josie Robertson  
Grade: 4  
DOB: 11/17/98  
School: Arthur Elementary

Parents: Andrew and C.J. Allerson  
Address: Cedar Rapids, IA  
Phone: private

**PERMISSION:**

Permission was granted through the use of a form I created. The form template used can be viewed on page 6.

**BACKGROUND INFORMATION:**

Josie Robertson is a 4<sup>th</sup> grade student at Arthur Elementary in Cedar Rapids, IA. She is 9 years old. Her birthday is November 17<sup>th</sup>. She is a very creative and energetic child with many interests. She has had some difficulty in school with behaviors in the past due largely to ADHD. She also had some problems with reading, due to vision problems. Her behavior has improved drastically and the vision problems have been addressed through vision therapy. Josie is now doing well in school.

Josie lives with her mom and her step-dad in Cedar Rapids, IA. They have been married for eight years, since Josie was 21 months old. Her biological father lives in Missouri and she sees him some during breaks. She is an only child. Josie's mom is a teacher and step-dad works in Information Technology. They have both attended college.

**DATA COLLECTED:**

During the week of October 6<sup>th</sup> I looked at Josie's cum folder which was Kindergarten through 3<sup>rd</sup> grade. There were her classroom grades and scores for her ITBS taken in 3<sup>rd</sup> grade. Her mom also had her portfolio from Pre-K, results from a BRI done in 2<sup>nd</sup> grade and results from her vision test. I tracked down her G/T testing scores through the district G/T facilitator.

- **Grades:** In Pre-K, Josie mastered the entire curriculum early on and showed Kindergarten readiness by the age of 4. The main concern was listening and following directions. In elementary school, Josie's grades started off strong in Kindergarten, with her mastery of the Kindergarten curriculum. Her grades were solid all the way through 1<sup>st</sup> grade, with exceeding expectations in math and reading. She was meeting expectations in science, social studies and technology. The only area of concern was writing. In second grade Josie was meeting expectations in every subject except for language arts. Apparently Josie struggled in this area most of the year but was able to test at grade level by the end of the third trimester. In third grade her grades went back up to mastery, although beginning this school-year the district did away with "exceeds expectations" so it is hard to tell if she simply mastered the concepts or went beyond what was expected. The K-2nd report cards mentioned Josie's behavior as a problem in the classroom. Specifically listening and

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following directions. She was on a behavior plan for part of the time. By third grade her behavior had improved significantly. Through all years Josie excelled in art, music and PE. Teacher comments showed up consistently regarding Josie as an enthusiastic, energetic or spirited learner.

➤ **ITBS:**

Date given: October 2007

Grade at time of test: 3<sup>rd</sup>

Core Total: 3.4

NPR: 60

Area of strength: Reading and Math

Area to improve in: Vocabulary and Spelling

➤ **Basic Reading Inventory-(BRI):**

Date given: November 2006

Grade at time of test: 2<sup>nd</sup>

Based on the Basic Reading Inventory, the student was at a 2nd grade instructional level but showed frustration in the area of decoding, although her comprehension was on target. The student was given two emergent literacy assessments; one in fluency and the other in spelling. The spelling assessment showed the same results as the BRI with decoding. The fluency score of 59.9% indicated additional practice needed in the area of fluency. Systematic instruction was recommended for mastery of decoding skills and spelling. Readers Theater, repeated readings and choral readings were recommended to address the concern with fluency.

➤ **Vision:**

Date given: 3/21/07 & 4/5/07

Person Administering Test: Christine Winter Corella, O.D., The Children's Eye Center in Cedar Rapids, IA.

Grade at time of test: 2<sup>nd</sup>

- |                                       |   |
|---------------------------------------|---|
| • Visual Acuity and Refractive Status | 20/20 vision with farsightedness  |
| • Ocular Motility (Eye Tracking)      | below the level needed to support maximum academic achievement.                     |
| • The Developmental Eye Movement Test | inadequate saccadic eye movements   |
| • Accommodation (Eye Focusing)        | The focusing ability, as required in prolonged reading and writing, was inadequate. |
| • Binocular Vision (Eye Teaming)      | inadequate  |
| • Visual Spatial Skills               |   |
| Bilateral integration                 | inadequate  |
| Piage Left-Right Awareness Test       | as expected for age   |
| Jordan Left-Right Reversal Test       | very weak   |
| • Visual Discrimination               | very weak   |
| • Visual Memory                       | strong  |

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- Visual Sequential Memory                      weak
- Spatial Orientation                              average
- Form Constancy                                  very weak
- Figure-Ground Discrimination              average
- Visual Closure                                   very weak
- Visual Motor Integration                      average

These scores show a multitude of vision deficiencies. As a result of this information Josie was recommended Optometric Vision Therapy. This was an individualized program that provided Josie with the opportunity to develop the necessary visual abilities for academic achievement. She met with a therapist once a week over the course of 6 months. The therapist worked with Josie on skills to address the deficiencies. Josie also did 30 minutes of vision therapy homework every day during this time. She was tested again in September of 2007. All areas were corrected at that time.

➤ **G/T:**

Beginning in the fall of 2<sup>nd</sup> grade the school district where Josie attends screens for their gifted and talented program, P.A.C.T (Programming for Academic and Creative Talents). The test administered measures fluency, flexibility and elaboration. Her scores are as follows:

2 <sup>nd</sup> grade fall semester-	5
2 <sup>nd</sup> grade spring semester-	14
3 <sup>rd</sup> grade fall semester-	23
3 <sup>rd</sup> grade spring semester-	38

I met with the district G/T facilitator to go over these grades. She noticed the spike in scores immediately. I told her about Josie's vision problems in 2<sup>nd</sup> grade and not starting medication for ADHD until the middle of 2<sup>nd</sup> grade. It then made sense to her and she commented on the fact that it would have taken Josie a substantial amount of time to take the screening initially because of her reading, if she could even read all of it. Also, she wondered if Josie was even capable of sitting still and focusing for the amount of time required to complete the screening. She was very excited about the score of 38 on the last screening, as it is very close to what they are looking for. Based on the trend in scores increasing exponentially after Josie's vision therapy was complete and after starting ADHD medication, the facilitator predicts that this year in 4<sup>th</sup> grade the score may be high enough to be admitted to the program.

**INTERVIEWS AND OBSERVATIONS:**

The following were interviewed for this case study: Parent, 4<sup>th</sup> Grade Teacher, Music Teacher, Art Teacher, student & peer. Complete interviews are located on pages 7-21. I have also observed my subject and gathered information from talking to her. Observations are located on page 22.

**CHARACTERISTICS:**

This table represents characteristics that showed up over and over again through interviews and in some comments on report cards. I have given one example for each characteristic; however, it is important to note that there are many, many more given in the interviews. I have focused on the positive view of the characteristic for the examples given.

Characteristics with Concomitant Traits (+/-)	Examples of Characteristics
Creativity- Original Ideas Doesn't follow the rules	"She is very creative, by adding movements to a poem we did last year. She not only wanted to do movement, but wanted to add ribbons to show the color she was talking about." ~Music Teacher
Verbal/Social Abilities- Good at expressing ideas Talks too much, can be a busy-body	"Josie started talking at around 1 year. She could hold a conversation with an adult at 18 months. She was/is very verbal and is very good at talking to people and has very good social skills." ~Parent
Self-Confident/ Leader- Able to influence others Bossy, rude, argumentative	"When Josie gets something stuck in her head she is very stubborn and will argue and argue and be very dramatic. She will not admit defeat and will always have the last word!"...For example, after not getting to wear lipstick to school pictures, Josie argued with her mother. The last thing Josie said to her was "All this arguing stuff is your fault anyway, you know...because you say something and then I argue!" ~Parent
Determination- Persistent Stubborn	"Josie enjoys her work, takes time with it, and takes pride in it." ~Art Teacher
Active- Enthusiastic, energetic, lively Hyperactive, can't sit still, bothers others	"Josie is a pleasure to have in class. She is full of energy and smiles. Her energy spills right into her class participation. She has a hard time sitting still and working, but she seems to be getting her work done." ~ 1 <sup>st</sup> Grade Report Card
Many Interests- Many options to pursue Wants to do everything	"I like acting, I like playing, I like watching TV and playing the computer, I like dancing and I like singing. I am good at singing, dancing, acting, climbing trees, and playing video games. I am good at art, math and science." ~Josie

**EXPERT MATCH:**

- Renzulli would agree that my subject displays many gifts and talents that are difficult to measure via tests and are not as easy to spot in an academic setting. Renzulli would support the use of his School Wide Enrichment Model to better serve students like Josie in a talent pool. He would also recommend developing social capital through these programs as well as recognize my subject's individual need for personal learning style preferences which include: instructional style, learning environment, thinking styles and expression style.
- My subject would fall under Sternberg's Synthetic giftedness definition, which refers to creativity. Sternberg recognized that it is possible for these creative individuals to "make the greatest contribution to society" even though they may not have the highest IQ scores. This was because of creative thinking as opposed to analytical thinking producing innovative ideas.
- According to Gardner's Multiple Intelligence Theory, three of his multiple intelligences match up with Josie. They are linguistic, musical and body/kinesthetic. Gardner would agree that traditional testing methods (such as IQ) would not be the best indicator of Josie's gifted abilities.

**ACCOMPANYING NEEDS:**

Josie was diagnosed with ADHD in 2<sup>nd</sup> grade. She currently takes medication for her ADHD and has worked with a children's counselor to learn ways to manage it. An important key for Josie was learning that all kinds of people are diagnosed with ADHD and that it doesn't make her inferior. She is an optimist anyway, so once she understood this she was able to focus on the positives. Her parents are supportive of her and make accommodations for her at home. For instance, they have found that having a schedule for Josie helps to keep her on task but they also make sure there is plenty of time for free-play and for pursuing interests. They have also found that adequate sleep helps to diminish the symptoms of ADHD and especially helps at school with focus. It is recommended for ADHD students to be given positive outlets for their energy and flexibility when it comes to movement in the classroom. For instance, allowing for frequent breaks, allowing students to stand at their desk instead of sit, and allowing students to quietly fidget with stress balls under their desk. It is also important to focus on the positives.

**AUTHORIZATION TO RELEASE STUDENT RECORD INFORMATION**

PLEASE RETURN THIS  
ACKNOWLEDGMENT STATEMENT  
TO YOUR CHILD'S SCHOOL

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

I hereby authorize my child's school to release student record information, including transcripts, to Drake University graduate student \_\_\_\_\_. I understand that only the above named graduate student will have access to my child's student records. Student information, including names and addresses, will not be given to others for any purpose. This information will be utilized only by the graduate student as part of a case study required by a graduate level course in gifted education at Drake University. The purpose of this portion of the case study is to learn how to study school records in order to better serve and teach potentially gifted students.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

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**Parent Interview Questions**

Daughter/Son's Name: Josie Robertson

Sex: F Date of Birth: 11/17/98 Grade: 4

Telephone: private

Father's Name: Andrew Allerson (step-dad)

\*biological father does not live here. Limited contact.

Birthplace: Anchorage, AK

Date of Birth: 04/09/75

Occupation: Information Technology

Level of Education Completed: BA

Mother's Name: C.J. Allerson

Birthplace: Neosho, MO

Date of Birth: 2/16/78

Occupation: Teacher

Level of Education Completed: BA + some graduate credit

Siblings:

Date of Birth:

None-only child

**1) Describe incidents or other evidence which might indicate the advanced intellectual ability of your child.**

Josie started talking at around 1 year. She could hold a conversation with an adult at 18 months. She was/is very verbal and is very good at talking to people and has very good social skills, although sometimes she comes across as rude or disrespectful.

When she was not even two yet my parents had her out at a restaurant to eat. Josie dropped her fork on the floor and when the waitress walked by again Josie shouted out at her real loud and demanding like, "Lady, I need a fork!"

When she was three she looked at me and declared, as she was shaking her finger at me "I've got an idea, and YOU'RE gonna do it!"

She is also a quick learner and could make connections at a very young age. For instance, when she was two my brother was reading her the book The Sun and The Moon. The book is about how the sun and moon make friends. After reading the book, Josie looked at him and said "This book is just like me and you."

**2) Describe incidents or other evidence which might indicate your child is very bright.**

It has always been very difficult to fool her. At age 5 Josie declared that she did not believe in Santa because "if Santa is so real then why doesn't HE just give presents to the needy?" As young as three, if someone would try to play a joke on her or just joke around she would roll her eyes and say "You are just telling an 'up' story." Of course, she liked to make up "up stories" all the time and we were supposed to believe them! When she was four, she was saying something that really sounded sarcastic. I asked her if she was serious and she replied, "Oh, you got me. I was just being facetious." I couldn't believe she used the word, let alone use it correctly! From an early age she would be very observant and expressive. As early as age 3 she would describe things or events using words like "fantastic" and "incredible." She also likes to make up rules and enforce rules, but she does not like to follow the rules. Although this is a negative a lot of the time, I also see it as a leadership quality and have tried redirecting her



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efforts into more positive outlets. For instance, supporting her in her acting endeavors, where she can often direct other kids in a positive way.

**3) Describe incidents or other evidence which might indicate creativity in your child.**

Josie has always loved to make up stories, dress up in costumes and play make-believe. When she was 3 she liked to pretend that she had a job at Chuck-e-Cheese and would go to work with all of her imaginary friends. In second grade she organized three boys she was friends with into a "band." They, of course, had imaginary instruments. They liked to pretend they were *Green Day* and evidentially played this game for quite some time. I didn't even know she knew who *Green Day* was! She still likes to play make-believe when she doesn't have friends around and as recent as last spring played a game called "Kirby's." Josie described them as: Little creatures about an inch in size. Only kids can see them. They are faster than the speed of light. They like to climb trees and they all have different personalities." At one point, she had about 20 of them she was playing with. They all had names and all had personality traits. Some were babies. Josie enjoyed making beds for them inside out of anything she could find around the house and outside she would make houses out of twigs and other outdoor materials. My favorite one was a Kirby named Mischief, who sounded like a carbon copy of Josie! More recently Josie has been pretending to be a dance teacher and is teaching all of her students how to dance. Of course, they are all imaginary.

Josie also likes to make up plays, come up with costumes and perform them for anybody who will watch. She has even more fun when she can get other kids involved. She is quite the writer, actor and director!

The last thing I want to mention is her artistic ability. Josie has always been good at art and when she was 4 she drew a picture of "The Mona Lisa with cat." This was something she just came up with at home on her own. I was surprised she even knew who the Mona Lisa was! She must have seen her in a book or on TV and remembered her. I still have it framed! In the last year or so I've noticed that she is really good at taking what appear to be mismatched articles of clothing and putting them together

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to make what turn out to be quite fashionable outfits. Like, she took some knitted green leg warmer things off an paper mache sculpture our neighbor gave us and started wearing them as arm warmers. She also likes to make things out of odds and ends around the house. For instance, two years ago for Christmas she received a stuffed horse and within a couple of hours had fashioned antlers out of wrapping paper tubing and made a sleigh out of a box, decorated it with wrapping paper and took string to make the reins. She then got in the sled and pretended to drive it while wearing a red dress with white fur (like Santa). I thought this was hilarious considering her whole stance on Santa. More recently she likes to take cardboard boxes and cut and fit them together and decorate them with markers to make houses for cats. One was even complete with a mailbox.

### **4) What are your child's interests?**

Josie has been interested in the arts since age 2. Her favorite movie then was *The Nutcracker*. She absolutely could not sit still for anything except to watch this. We took her to Chicago for her 4<sup>th</sup> birthday to see it live. She also enjoyed watching opera. At age 3 she began to be intrigued with musicals and watched all of the Rodgers and Hammerstein productions. Her favorite one was *Carousel*. This interest has grown exponentially over time. She is now interested in the theater and takes acting classes. After her first acting class she said "This class was made for me. After all, I only feel like I'm on the stage all the time anyway." She has also always loved music and singing. Her goal is to be an actor, singer or dancer. Her ultimate goal would be to act in musicals where she could sing, act AND dance. She has also mentioned wanting to be dance teacher and has expressed a desire to "have an awesome job singing and be like *Celtic Women*."

I can see her being good at speech and debate as well. She loves to argue and is very good at getting her point across. She ran for student council this year and had a speech all prepared and memorized for it. Her execution of the speech was very good. Body language, composure, and voice was all presented very well.

**5) Has your child ever experienced difficulty learning? If so, please explain.**

By the time Josie was in second grade she was still having a very difficult time reading. I was very dumbfounded because as a reading teacher I had been working with her on these skills from a very young age and had tried all sorts of fixes with her. Finally, I found out about vision problems that kids can have that are not diagnosed with a general screening. I took her to a specialist and sure enough she was diagnosed with some issues. Some major problems were her eyes not converging, seeing double, and her eyes not tracking. She went to a vision therapist every week to work on new skills to train her eyes to work like they should and did homework for 30 minutes a day for one year to practice the skills. After a year of therapy it was like a switch was flipped. Not only could she read, she was completing school work and her whole attitude changed. You can imagine how hard she was working before to complete what school work she could. She was exhausted and the teacher was seeing a lot of avoidance. This all changed after therapy.

**6) Has your child ever experienced other difficulties in school? If yes, please explain.**

In addition to the vision problems, Josie was diagnosed with ADHD in 2<sup>nd</sup> grade. She started ADHD meds around November of that year. This helped a bit at first but it wasn't until the vision therapy was complete that we saw a big turnaround. The combination of the meds with her vision being restored made a huge difference. Josie still has trouble with fidgeting and being a "busy body," but is otherwise getting along well in school. Her grades have shot up. In fact, everything has improved.

**7) Is your daughter/son presently above average in academics?**

Josie's grades and test scores are not above average. However, considering the difficult start she had in school and that things really did not turn around for her completely until third grade, it doesn't surprise me. I am worried that because of her difficulty in school early on with the vision and ADHD issues that were not addressed until 2<sup>nd</sup> grade, that she may be overlooked as being a bright student. But, I think the fact of how quickly she has mastered reading and other curriculum and how quickly her learning has accelerated that that should account for

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something. I expect to see a substantial amount of growth academically by the end of 4<sup>th</sup> grade and even more by the end of 5<sup>th</sup>. Another concern is that Josie's learning style is more hands-on. She is a very active child and I feel she needs additional opportunities to learn in an environment where she can express herself more freely.

### **8) What are your goals for your child in school?**

I would like to see Josie get involved with some sort of programming that will help her tap into her creativity in addition to her regular music and art specials. Josie does participate in "Orffans" which is a percussion band that practices before school for 4<sup>th</sup>/5<sup>th</sup> graders. But, I would like to see her involved in some sort of extra programming such as: creative thinking or creative writing class, art class (art, architecture, digital photography, anything artistic) or of course any type of drama and/or speech class.

### **9) Why is it important for Josie to participate in more activities at school when as parents you provide opportunities for her?**

It is true that we provide opportunities for Josie like dance, theater classes, volunteering opportunities and taking her to a lot of different events in the arts (local theater, cultural festivals, art museums, etc.). I think what my husband and I want for Josie, though, is a more positive view of school and we want her to have meaningful life experiences. Right now school is very much a social venue for Josie and she lives for specials and recess! She does like learning and as I mentioned, things have improved dramatically for her. But she is such an active individual that we feel she needs more opportunities at school that are challenging in ways that meet her needs as a creative thinker and hands-on learner/doer. She has had wonderful teachers all through school, but there is only so much one teacher can do with 30 students in one class. I don't want to say it, but Josie is an underachiever, she is someone who does the bare minimum when it comes to school work. I think it would help to mix things up a bit for her by having her go to some sort of special programming so that her needs as a learner are being met more fully. Hopefully this will help her to not only enrich her life and educational experience but also change her attitude about the school part of school.

**10) Have you noticed any difficult or concerning behavior?**

The one thing that sticks out is that ever since Josie was a toddler, things would have to be a certain way. She isn't really particular about her room being tidy or being organized, but it is more of her expectations from adults, especially me and my husband and other close family members. It seems like no matter how we try we can never get it right. We can never suit Josie's expectations. It is like she has something envisioned in her mind a certain way and any deviation from this in real life causes her to get upset and frustrated. It has gotten worse as she has gotten older because now if we are in public, for example, and I say something that is in her mind incorrect then she is very embarrassed and gets upset with me. Like, we were ordering ice-cream the other day and she told me she wanted to order hers all by herself and for me to not say "a word" about what she wanted. But, she got very frustrated when the cashier asked me if there was anything else and I replied that my daughter wanted something. Josie insisted that there was no reason to say anything at all and that "I told you not to say a word about what I wanted." In my mind I had done what she had asked, I didn't say anything about the order and it would have been rude to ignore the cashier's question. Josie insisted that I was just "too embarrassing," gave me a dirty look and started crying. I imagine to onlookers she looked like quite the brat! Her behavior specialist has said lots of ADHD kids also have ODD (oppositional defiant disorder).

She also likes to argue, and while I find it a leadership quality on the one hand she still has quite a lot of work to do in realizing time and place, when it may seem rude or obnoxious to argue and when to admit you are wrong. We recently had an incident on school picture day where Josie found some purple lipstick in the Halloween make-up drawer and insisted that she wear the lipstick for the pictures. I did not want her wearing it because we give the pictures to all of our relatives and did not think it was appropriate for a 4<sup>th</sup> grader or for school pictures. I tried talking to her about when it would be appropriate to wear the bright lipstick and tried making compromises with lighter shades to no avail. When Josie gets something stuck in her head she is very stubborn and will argue and argue and be very dramatic. She will not admit defeat and will always have the last word! She also will often stretch the truth to get her point across. On this day it went something like this: "I can do whatever I want because

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this is a free country you know!" It went on and on until she then said "my teacher said we can wear make-up and even the third graders are wearing darker lipstick than this." (This would be the stretching the truth part I was talking about). I told her to go upstairs and calm down and she replied, "Well, all of this arguing stuff is all your fault I hope you know." I asked her how it was MY fault and she said "because YOU say something then I argue with you." So, I said "so, basically you are saying that I should just say nothing." She says, "Yep, that's pretty much it!" The thing is, this is not something new. Josie was doing this at the age of three! She would say some of the very same types of things even then. Now, as a fourth grader it doesn't seem as profound, but when she was younger and these things were flying out of her mouth it was astonishing!

**Teacher Interview 1**

**Name:** Mrs. Wangsness                      **Grade/Subject:** 4<sup>th</sup> Grade  
**School:** Arthur Elementary  
**Date of Interview:** Oct. 7, 2008

**Why Interviewed:** Mrs. Wangsness is Josie's teacher this year.

**1. How would you describe Josie?**

A very social and artistic young woman.

**2. Does Josie stand out in any area?**

Very dramatic.

**3. Does the student think outside the box in any way?**

No more so than the "typical" fourth grader.

**4. Do you see creativity in this student?**

Yes, especially with art and drama related activities.

**5. What is something Josie is good at?**

Very creative and artistic.

**6. What is a challenge area?**

Attention-staying focused on the task at hand.

## Teacher Interview 2

**Name:** Mrs. McMullen      **Grade/Subject:** Music  
**School:** Arthur Elementary  
**Date of Interview:** Oct. 9, 2008

**Why Interviewed:** Mrs. McMullen has been Josie's music teacher since kindergarten.

**1. How would you describe Josie?**

Josie is very creative, polite and willing to help others. She has a very positive attitude and is not afraid to speak her opinion or state new ideas.

**2. Does Josie stand out in any area?**

Josie has the ability to memorize words and melodies very quickly.

**3. Are there any unusual behaviors?**

Not really unusual, but she may get frustrated if she cannot get or understand the concept right away (and I can tell if she is, so I know to help). But this usually does not last long, she fixes the problem or asks for help and the frustration is gone.

**4. Does the student think outside the box in any way?**

There is always something extra that she wants to add to an activity. For example, if we are doing a movement activity and clapping the beat, she'll ask if we can stand and march, or add instruments to a poem we are saying. She is always ready and excited to take the lesson to the next step, even if it doesn't have one! I like that!

**5. Do you see creativity in this student?**

Yes, she is very creative, by adding movements to a poem we did last year. She not only wanted to do movement, but wanted to add ribbons to show the color she was talking about.



**Teacher Interview 3**

**Name:** Mrs. Carr                      **Grade/Subject:** Art  
**School:** Arthur Elementary  
**Date of Interview:** Oct. 10, 2008

**Why Interviewed:** Mrs. Carr has been Josie's art teacher since 1<sup>st</sup> grade.

**1. How would you describe Josie?**

Josie Robertson, 4th grade, female, Josie is an appropriately social student who shows interest in art.

**2. Does Josie stand out in any area?**

Josie enjoys her work, takes time with it, and takes pride in it.

**3. Are there any unusual behaviors?**

Josie does not display any characteristics which I would define as "unusual."

**4. Does the student think outside the box in any way?**

In art class most projects are posed as an opportunity for problem solving, i.e. how do I incorporate all 5 images into one picture plane? How do I tell a story without words? Josie usually completes her projects successfully and sometimes will take an extra step aesthetically.

**5. Do you see creativity in this student?**

Yes, see my answer for question four.

**Student Interview**

**Name:** Josie Robertson                      **Grade:** 4  
**School:** Arthur Elementary School  
**Date of Interview:** September 28, 2008

**Why interviewed?** To gather information via the student's personal perspective.

**How would you describe yourself?**

I think I am nice, funny and active. I like acting, I like playing, I like watching TV and playing the computer, I like dancing and I like singing.

**What are your strengths?** I am good at singing, dancing, acting, climbing trees, and playing video games. I am good at art, math and science.

**Are there any areas where you are not as strong?**

Hmm...putting together transformers, geography and math sometimes.

**What do you think you will be when you grow up?** A singer an actor or a dancer!

**What do you like best about yourself?**

That I'm a nice person. Also, that I like to sing.

**What leaders do you most admire?** Ian K., Emily & Chloe (peers from class \*names changed)

**Why?** They are nice and Ian is especially smart and they make good decisions.

**Who would you say was your favorite teacher?** My hip hop dance teacher, Karin, Mr. Hines, Ms. Kleckner, Mrs. Wangness, and my acting teacher from last year, Sarah.

**Why?** Because they are funny and fun!

**What kind of teachers do you like least?** Teachers who are mean and who make kids do stuff they don't want to do all the time like make them go in front of the class when they do not want to. Even though I like to, some other kids don't and it isn't fair. I basically don't like teachers who aren't fair.

**Are you happy? What are some things that make you happy?**

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Yes! It makes me happy when people do stuff right. Like it makes me mad when people are disrespectful to other people and break the law and stuff.

**Peer Interview**

**Name:** Tina P.            **Grade:** 6  
**School:** Franklin Middle School  
**Date of Interview:** Oct. 4, 2008

**Why interviewed?** Tina has been friends with Josie for 6 years, since they were ages 4 and 6. They used to be next-door neighbors and have a relationship not unlike that of sisters. Tina knows Josie the best out of all of her peers. Tina was also selected for their school-districts G/T program, P.A.C.T., last year in 5<sup>th</sup> grade. Tina told her teacher that she wished Josie could be in the class with her. I followed up with an interview. I wanted to find out specifically which program she participated in and why she thought Josie should be involved in it.

**What do you like about P.A.C.T.?**

Well, I like being in extra classes. It helps to branch out.

**What P.A.C.T. program were you selected for and what did you do in the program?**

The Language Arts one. We read books and stuff and then talked about them. It was books about world problems and stuff. Like, animal shelters, child abuse, global warming and bad stuff like that. Oh, and the KKK. That was a really bad one! We talked about the problems and then had to come up with ideas for like how to solve the problems and stuff.

**What was an idea your class came up with to solve a problem?**

We wanted to help an animal shelter here in Cedar Rapids. So, we made treats and collected pet supplies then we all went out there with our families and visited the pets and dropped off the donations.

**Why should Josie be involved in P.A.C.T.?**

Well, she is smart and if she puts her best foot forward she will get in even better classes and have lots of fun.

**What or how would Josie contribute to a class like you were in?**

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Josie is a caring person and would want stuff like child abuse to stop, animal abuse to stop and wars to stop. She would want peace. I think she would come up with lots of ideas to solve problems. Like for the animal shelter project we did she would probably come up with an idea like making blankets for the animals or something. She would come up with some way to show the animals love because she like loves animals so much and stuff.

**What would Josie like about P.A.C.T.?**

I think she would like being able to do fun classes.

### Observations

**Date:** Week of October 13<sup>th</sup>

I gathered the following information from my subject through looking at photos with her and her parents and with Josie showing me things of hers.

- In second grade Josie raised the most money for Jump Rope for Heart. She took the initiative to contact all of her relatives via e-mail, phone and the Jump Rope for Heart website to raise money for the cause. She also collected in her neighborhood. She put a lot of effort into this project and raised the most money for her school during this event. She worked on this independently, with the exception of her parents helping her to set up the website initially; which, they say she pestered them relentlessly to do the first day coming home from school with the paperwork. According to her mother, she has shown the same amount of determination in raising money for her Girl Scout troop and for the animal shelter.
- Josie was at the neighbor's house asking to help dog-sit. Evidentially she does this a lot. She likes to help out with animals and with smaller children.
- She volunteers as an usher at Theater Cedar Rapids.
- Last year she collected gifts and food items for the needy and helped set up the Holiday Gift Shop at a local non-profit organization, Waypoint.
- She delivers meals to shut-ins with her parents on holidays. Josie always prepares a special song to sing for the recipients and delivers a special treat that she makes.
- One of Josie's favorite kinds of music is Irish music. Last fall Josie received a video of Celtic Women performing at a castle in Ireland. She told me that she watched and listened to mostly Celtic Women for about two months and became obsessed with anything and everything Irish. She told me she would like to learn how to Irish step-dance and hopes that some day she

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"has an awesome job singing like the Celtic Women." On St. Patrick's Day last March she went to see an Irish band from Europe that was performing locally. Over the summer she went to an Irish festival where she saw Irish dancers and heard Irish music and singing from bands from the US and Canada. She also learned about Irish culture and sports.

- Josie showed me her DVD collection. One of her favorite movies is Singin' in the Rain. She told me about some other musicals she likes. When she was younger she really liked Rodgers and Hammerstein's Carousel and would watch it a lot. Last year she discovered movies with Barbara Streisand and just loves her. She is one of her favorite singers. Her very favorite musical right now, though, is Phantom of the Opera. She wishes she could play Christine in a kid's version of Phantom but said, "I would change it, though, so nobody was murdered."
- Josie likes pop culture entertainment as well. It is fun. But, she does not seem to be as intense about it as she is in more of the performing arts aspect. She just likes to get "wild and dance."
- Josie does not seem to care what other people think about her interests. She seems to be very content.

**Date:** October 23<sup>rd</sup> and 24th, 2008

I observed my subject using the following words in her every day conversation over the course of two days. These words are evidence that my subject has a good vocabulary and uses it appropriately. It also seems she uses more complex words on a regular basis than her same-age peers.

- Excluded - Used when practicing spelling homework. She forgot to practice one word. When reminded she said, "Oh, sorry. I accidentally *excluded* that word."
- Diameter - When describing my stomach. (I am pregnant). "Your stomach is the *diameter* of about six of my hands." Then proceeded to measure using hands to see how close she was.
- Multitasking - When talking to grandma on the phone explaining what she is doing. "I'm currently *multi-tasking*. I'm picking out my clothes for school,

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- brushing my hair, and talking to you on the phone all at the same time."
- Technique - When making a Halloween craft-ghosts out of suckers, tissue paper and ribbon. "Would you like to see my *technique* for making the sucker wrapper lie flat?"
  - Format - When working on a project on the computer. "I still have to decide which *format* I'm going to use."

The following represent Josie's ability to problem solve and think creatively.

- Josie's mom was on the computer trying to read a recipe from FamilyFun.com. An iPod ad popped up in front of the text and it would not close no matter what. Josie took the mouse, opened up Word, highlighted the text (even though you couldn't see it you could still highlight it), copied the text and pasted it into Word.
- Josie had some balloons and kept playing with them. The first day she showed me her "invention." She said it was called the "Catinator." Her job is to brush her two cats, so she came up with another way. She blew up the balloon and used the static electricity from it to get cat hair off the cats. Before she showed me this she held the balloon over her head and said "look, I have a great idea. Get it? The balloon is the idea." Like the light bulb. It looked like a light bulb and the balloon was also literally her inspiration for her ideas.
- The next day she showed me another balloon invention. She said that if you ever wanted to style your hair in the morning but didn't have a hair dryer, you could just blow up the balloon, then hold it up to your head and the air will come out of the balloon and blow your hair back.



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**NOMINATION PAPERS:**

The Cedar Rapids Community School District does not label students as gifted and talented. They do, however, offer enrichment experiences to students who excel in one or more areas of academics. The name of the program is P.A.C.T., which stands for The Program for Academic and Creative Talent. Enrichment opportunities are offered at different grades and in different areas. They are offered on a rotating basis, so as to serve more students and to offer some students more choices. Since there are many different opportunities, the type of nomination form depends on the type of program.

I have identified three programs that I feel would benefit my subject. They are *Architecture*, *Images of Greatness* and *World of Kites*. All three of these programs would benefit my subject in the areas of creative thinking and performing/visual arts. I plan on nominating my subject for all three programs. Since the programs are offered on a rotating basis, it may be possible for her to be involved in more than one program. To view each nomination form, which includes descriptions of the programs, please see pages 35-37.

**THINKING SKILLS:**

In spending time with my subject and in reviewing collected data, such as interviews, I have found that my subject is very strong in the area of creative thinking. Two pieces of evidence that fills many of the “good thinker” criteria from the good/poor thinking chart, are a Creative Thinking “Quiz” I gave to my subject and a creative writing prompt.

Creative Thinking “Quiz”-I gave my subject a set of brainteasers to answer from the <http://www.col-ed.org/>, which was recommended in our text. She thought about them very quickly and showed evidence of high level creative thinking. Even though her answers were not always “correct” they did show proof of problem solving. For instance, the very first question I gave her was:

Runs all day, but never walks,  
Often murmurs, but never talks,  
It has a bed, but never sleeps,  
It has a mouth but never eats.  
What is it?

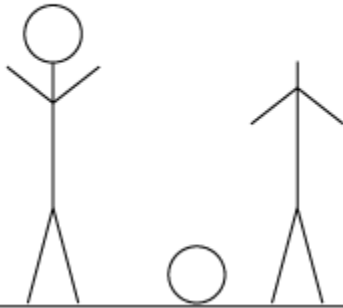
Her answer was that it was a grandfather clock because the second hand runs all day and never stops, the sound it makes is like a murmur, the case is the bed where grandfather sleeps and the mouth is the way it looks at the bottom where the pendulum is located. I thought this was very creative! To view the complete quiz with Josie’s answers see page 33.

Creative Writing Prompt-This particular exercise is from [www.creative-portal.com](http://www.creative-portal.com). There are stick figure pictures in which to write a story, description, commentary, journal or blog entry, or whatever about what you “see” or think is happening in the picture. There is no right or wrong answer. The point is to think creatively about the pictures. Here are the pictures with Josie’s stories.

Taken from [www.creative-portal.com](http://www.creative-portal.com)

## Write the Story Exercise: Creative Writing Prompts

### Write What You See

<p>Write the Story...</p> 	<p>This is a story about what my mom always tells me. My mom always says that I would lose my head if my head wasn't screwed on. This is a very good picture to explain this, don't you think?</p>
<p>Write the Story...</p>	<p><i>Rather than draw a stick figure drawing, Josie thought it would be more interesting to describe why the page was blank.</i></p> <p>Once upon a time there was an enormous dragon that drank too much orange pop and then burped humongously which wiped out the whole entire kingdom. And now it's just a blank old picture.</p>

**PRODUCT EVALUATION:**

*Student Timeline*-In 3<sup>rd</sup> grade Josie completed a student timeline which was to include information about her from birth to age 9. She had four weeks to work on the project. The resources she used were the dictionary to spell words for the rough draft, pictures her mother had kept, interviews with parents and grandparents to find out specific things about each year (especially when younger), MS Word to type up her final draft and to use Word Art, and her knowledge in the area of art to put the whole thing together at the end.



**Student Timeline**

*Readers Theater*-In second grade at Christmas Josie read the book *Baker's Dozen A St. Nicholas Tale*, (a legend from Dutch colonial New York) Retold by Aaron Shepard, Illustrated by Wendy Edelson. She thought this was a great story and wanted to do a readers theater as a production at her grandmother's house. About two weeks before the trip to grandma's she made the story into a reader's theater and since she did not know how to type very well had her mom type it up for her. She practiced the part she wanted to do (the old lady) so she would be ready. Once at grandma's, she recruited other members of her cast from family visiting, a younger cousin, an older cousin and mom. Then, she went through grandma's house and found items for props. Then, at their family Christmas gathering she put it all together and she and her cast entertained everyone with their story. There was a video of this but sadly it is missing due to the storage drive it was on breaking. One picture did survive, however. See below.



**Readers Theater**



**Illuminating Manuscripts**

*Illuminating Manuscripts* Art work (see above)- Students created a picture that displayed the first letter of their first name based on both traditional and modern illuminated manuscripts. Incorporated inside are things that start with the same letter. Students were to use positive and negative space as well as design skills to create their illuminated manuscript. They had to include three pictures of things that started with the letter, in Josie's case a "J." She included many more than the required with 12 and even made Jupiter. She made side borders out of "jeans" repeating and top borders out of balls for "juggling." Very clever to include a verb!

All three complete evaluations can be found on pages 38-41.

**BEHAVIORAL CHARACTERISTICS:**

I used the Scales for the Rating of Behavioral Characteristics of Superior Students to assess my subject in the areas of creativity, leadership, artistic, musical and dramatics characteristics. The forms are attached as a PDF.

**CASE MADE FOR STUDENT'S INVOLVEMENT IN G/T PROGRAMMING:**

My subject shows aptitude in the following categories of general intellectual ability, leadership, visual arts ability, creative thinking, performing arts and language. Not only does she show ability, she has had a deep interest in art, music and performing arts since she was merely a toddler. Each of the three PACT programs I am nominating my subject for include two or more of the following as criteria for the program, with an emphasis on creative thinking and at least one area of emphasis on visual or performing arts.

Renzulli would agree that my subject displays many gifts and talents that are difficult to measure via tests and are not as easy to spot in an academic setting. Renzulli would support the use of his School Wide Enrichment Model to better serve students like Josie in a talent pool. He would also recommend developing social capital through these programs as well as recognize my subject's individual need for personal learning style preferences which include: instructional style, learning environment, thinking styles and expression style.

According to Gardner's Multiple Intelligence Theory, three of his multiple intelligences match up with my subject. They are linguistic, musical and body/kinesthetic. Gardner would agree that traditional testing methods (such as IQ) would not be the best indicator of Josie's gifted abilities. As such, I have given many examples of my subject's ability in these areas instead of relying heavily on test scores.

**General Intellectual Ability**

My subject's report cards from Pre-K through 3<sup>rd</sup> grade and her ITBS scores indicate a general intellectual ability, with the ability to learn quickly. The creative thinking quiz and creative writing prompts show a general intellectual ability as well as the ability to think creatively and solve problems. The rate at which my subject produced responses to the problems posed indicates the ability to think quickly and variedly, changing from one mode of thinking to another; for example, changing from creative thinking to analytical thinking and back to creative thinking.

**Leadership**

My subject shows an aptitude in the area of leadership. The following are examples I've found that support this area.

- Raising the most money for Jump Rope for Heart-Josie took the initiative to contact all of her relatives via e-mail, phone and the Jump Rope for Heart website to raise money for the cause. She also collected in her neighborhood. She put a lot of effort into this project and raised the most money for her school during this event. She worked on this independently, with the exception of her parents helping her to set up the website initially; which, they say she pestered them relentlessly to do the first day coming home from school with the paperwork. She was a girl on a mission! She

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has shown the same amount of determination in raising money for her Girl Scout troop and for the animal shelter.

- This year my subject ran for student council. She had two weeks to prepare for a speech. Never having given a speech before, my subject took it upon herself to call her grandfather, whom she knew had worked in local politics in the past and asked for his help. She scheduled a time for him to come over to visit since he lives in the Quad Cities. She came up with all of the ideas for her speech then asked him to help her organize her ideas on paper the way a speech should be. She had the speech memorized by the next morning and had a week before her speech was to be delivered. *A video of my subject practicing her speech is attached.*
- My subject likes to organize others in order to put on plays and such. One such example is the reader's theater event I evaluated in the product evaluation section above. My subject's parents say that she has been doing this type of "directing" since she was three years old. At that age, she looked right at her mother and in a very definitive, yet enthusiastic voice said "I've got an idea, and you're gonna do it!"
- My subject helps out neighbors and volunteers in her community. For example, she will often be seen at a neighbor's house asking if they need help with their dog or dog sitting. She also likes to help parents out with small children. She volunteers as an usher at Theater Cedar Rapids and during the holidays collects gifts and food items for the needy. She also delivers meals to shut-ins with her parents. Josie always prepares a special song to sing for the recipients and delivers a special treat that she makes.
- She scored a 33 in Leadership Characteristics on the Scales for Rating Behavioral Characteristics of Superior Students.

### Visual Arts Ability

My subject has shown ability in the visual arts department from a very early age. When she was in preschool she drew her own version of the Mona Lisa but added a cat. She named it "The Mona Lisa with Cat." Josie has always received high grades in art class as well. Her art teacher since 1<sup>st</sup> grade says, "In art class most projects are posed as an opportunity for problem solving, i.e. how do I incorporate all 5 images into one picture plane? How do I tell a story without words? Josie usually completes her projects successfully and sometimes will take an extra step aesthetically."

**The following are actual examples of Josie's artwork.**



### **Clay Picnic**

3rd graders at Arthur Elementary created plates for their picnic by sculpting a slab and creating the design in glaze. Students created a food item to bring to the picnic by pinching and pulling the clay with a variety of clay tools (including their hands) and painting it with tempera paint and acrylic gloss medium. This project was displayed at Coe College for the 3rd Grade Clay Exhibit





### **Candy House**

This is a candy house that my subject designed and made in 2<sup>nd</sup> grade. She did this on her own on a snow day. My subject used a cardboard house form that her mom had in her craft supplies. The only help she had was asking her mother to make the icing. She was very resourceful, as it was bad weather and her mother did not want to go out into the elements. So, she used leftover candy from Halloween and treats from the cupboard. She worked on this project independently for an afternoon.



### **Watercolor Bridge**

Students learned about different types of bridges and the artist Claude Monet who had a Japanese style bridge in his yard. They learned about impressionism and how to paint using short brush strokes with lots of color. The 3rd graders designed and painted their own bridges in the style of Impressionism.

### **Performing Arts**

As with visual arts, my subject has shown an interest in and an aptitude for the performing arts. She has had many endeavors in Readers Theater, theater, music, singing, and dance. She shows an extreme interest in the performing arts, not only in performing herself but also as a learner. She has been taking theater classes since last year, takes dance classes in ballet, tap, lyrical and hip-hop and this year has begun a music group to learn how to play xylophone instruments in a school ensemble. While many girls Josie's age are primarily interested in pop-culture entertainment, and although she does enjoy this as well, she shows a unique interest in the arts specifically. For instance, she has been watching musicals and ballets since she was two years old and at times it has almost been an obsession, with wanting to watch certain performances over and over or at least listen to the songs. For example, last fall Josie received a video of Celtic Women performing at a castle in Ireland. After this, she constantly watched and listened to only Celtic Women for about two months and became obsessed with anything and everything Irish. She would like to learn how to Irish step-dance and hopes that some day she "has an awesome job singing like the Celtic Women." She went to an Irish festival over the summer. While others her age idolize popular singers and actors, Josie reveres singers and actors from classics such as *Singin' in the Rain* and loves Barbara Streisand. She seems to be very well rounded in that she can balance her likes in pop-culture entertainment with her true interests of the arts world and she doesn't really care what other people think. She hopes to some day be a singer, actor, dancer or dance teacher. *A video of Josie playing the xylophone is attached.*

### **Creative Thinking**

The creative thinking quiz and creative writing prompts show an ability to think creatively to solve problems. Her artwork and performing arts products indicate the ability to think creatively to create an end product. Her music teacher commented on the following regarding my subject's creative thinking skills: "There is always something extra that she wants to add to an activity. For example, if we are doing a movement activity and clapping the beat, she'll ask if we can stand and march, or add instruments to a poem we are saying. She is always ready and excited to take the lesson to the next step, even if it doesn't have one! I like that!" Another example from her music teacher is, "she is very creative, by adding movements to a poem we did last year. She not only wanted to do movement, but wanted to add ribbons to show the color she was talking about." My subject also shows creative thinking in order to solve her own questions in the real world. Her mother gave the example regarding the existence of Santa Clause. At age 5, Josie adamantly refused to believe in Santa and asked the question, "if Santa is so real then why doesn't HE just give presents to the needy?" My subject also shows extreme creative tendencies in that she has been playing make-believe and with imaginary friends since she was a small child. She is still playing make-believe with imaginary friends, with one of her latest being the "Kirby's," little creatures about an inch in size that only kids can see. They are faster than the speed of light, like climb trees and they all have different personalities and names. Josie enjoys making beds and houses for them from household items and sticks. She scored a 36 in Creative Characteristics on the Scales for Rating Behavioral Characteristics of Superior Students.

### **Language**

Language is a very strong area for my subject. She started talking at an early age, using expression and a wide vocabulary. Her parents say that from a young age she would often use words to describe things or events like "incredible" and "fantastic." At the age of four she used the word facetious in context and understood exactly what it meant. In my observations I heard my subject use several vocabulary words in her everyday speech that suggests she can express herself well; for instance, using the words excluded, multitasking, diameter, technique and format in general conversation in a 24 hour period of time. Josie's music teacher has the following to say about her in this area, "Josie is very creative, polite and willing to help others. She has a very positive attitude and is not afraid to speak her opinion or state new ideas." (This statement also fits well with leadership). She also says, "Josie has the ability to memorize words and melodies very quickly." My subject's speech for student council is also a good example of her language ability. Again, the speech is attached as a video file.

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**Creative Thinking Quiz from <http://www.col-ed.org/>**

1. What runs all day, but never walks, often murmurs, but never talks, it has a bed, but never sleeps, it has a mouth but never eats. What is it?

Subject's Answer: A Grandfather Clock: The Second hand runs all day, it makes a sound but doesn't talk, the case is a bed for "grandfather", the bottom looks like a mouth (where pendulum swings).

2. What grows bigger the more you take out of it?

Subject's Answer: Santa's bag because in stories it keeps getting more gifts the more he takes out or a heart because the more love you give out the more happier you are.

3. How many times can you subtract the number 2 from the number 50?

Subject's Answer: 23

4. Mr. and Mrs. Rabbit have six children who are boy rabbits. Each boy rabbit has two sisters. How many children are there in the Rabbit family?

Subject's Answer: 12

5. Every morning, it takes Mr. Finster 3 minutes to boil an egg for his breakfast. One day, 2 friends joined him for breakfast. How long will it take him to boil 3 eggs?

Subject's Answer: 3 min because he can cook them all in the same pan.

6. Not far outside the town of Pottsville, a railroad track runs through a tunnel in a hillside. There is only one track, and the tunnel is wide enough for only one train. But one day, two trains went into the tunnel from opposite directions. Each train entered the tunnel at exactly eight o'clock. Three minutes later each train came out at the opposite end of the tunnel. Yet there was no collision! How was this possible?

Subject's Answer: It went on top of the other train

7. A bus driver was going down a street. He went right past a stop sign without stopping. He turned left where there was a "No Left Turn" sign. Then he went the wrong way on a one-way street. And yet, he didn't break a single traffic law. Why not?

Subject's Answer: He was walking because you don't have to follow the traffic rules if you are walking.

8. If 5 horses can eat five bags of oats in five minutes, how long will it take 100 horses to eat 100 bags of oats?

Subject's Answer: 100 b/c 5, 5, 5 so 100, 100, 100

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9. It was the first day of school. The teacher had several new students in the class. she asked all the children to write their names and their date of birth for her. The first 2 names she looked at were those of girls. She saw that they both had the same last name. They also had the same birthday. "Will Jane and June Campbell please stand?" asked the teacher. Two girls stood up, and the teacher saw that they looked just alike. "Oh, you're twins," she said. One of the girls shook her head. "No," she said. "We're sisters, but we're not twins." How could they be sisters and be the same age, but not be twins?

Subject's Answer: They had different mothers.

ANSWERS:

1. A river
2. A hole
3. Once, then the number is 48.
4. There are eight children in the Rabbit family, 6 boys and 2 girls.
5. He can cook all the eggs in one pan in 3 minutes.
6. One train went in at 8:00 am and the other at 8:00 pm.
7. The bus driver was walking. It was his day off.
8. 5 minutes. Each horse can eat 1 bag in 5 minutes.
9. They were not twins, they were triplets. The third one was a boy.

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- General intellectual ability
- Visual arts ability
- Creative thinking

**Architecture**  
**PACT Nomination**

**Activity Description**

The student will research the vocabulary, history, and physical properties of architecture. A study of the basic elements of design and principles of design will be explored. The students will then use these ideas in creating a photo journal using the correct terminology in the captions. An additional project may be to design and construct a tree house model, applying the elements of design and principles of design.

**Activity Goals**

Students participating in **Architecture** will:

1. research past and present architecture.
2. study and apply elements and principles of design.
3. create a photo journal using the architecture vocabulary.
4. plan and build a model.

**Nomination Checklist**

Students nominated for **Architecture** need to exhibit the following characteristics *consistently and at a level that far exceeds average performance*:

1. analyze and solve problems in many ways.
2. write and apply information in new ways.
3. plan and persevere with a complex task until completion.
4. comprehend advanced ideas and make connections.
5. visualize and build with materials.

Teacher \_\_\_\_ Grade \_\_\_\_ Room \_\_\_\_ Return Date

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- General intellectual ability
- Specific ability aptitude: language
- Visual and performing arts ability
- Creative thinking

**Images of Greatness**  
**PACT Nomination**

**Activity Description**

The student will research biographical information about a person who has made a significant contribution to the world. S/he will use these ideas in writing activities, an oral presentation, and a learning center about his/her "Notable".

**Activity Goals**

Students participating in **Images of Greatness** will:

1. apply various definitions of giftedness to understanding the life of a "notable"
2. use research, skimming, scanning, and note-taking skills to take appropriate notes from multiple resources
3. use decision making skills to choose a person on which to do an in-depth study
4. apply the research information to various writing activities
5. build an interest center on the notable person.
6. assume the role of the "notable" at a presentation for parents and guests

**Nomination Checklist**

Students nominated for **Images of Greatness** need to exhibit the following characteristics *consistently and at a level that far exceeds average performance.*

1. read and locate appropriate information
2. apply research and note-taking skills
3. interpret information from a variety of sources
4. write and apply information in new ways
5. persevere with a complex task until completion

Teacher \_\_\_\_ Grade \_\_\_\_ Room \_\_\_\_ Return Date

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- Specific ability aptitude: reading, language arts, artistic
- General intellectual ability

### **World of Kites PACT Nomination**

#### **Activity Description**

Students will read a piece of historical fiction, **The Kite Fighters**, to gain a background on the ancient art of making and flying a kite. In this selection, students will look for relationships between literature and science and social studies concepts. They will also support their thinking using details from the book in both written form and oral discussion. Students will also learn more about kites through a research process. They will make presentations to fellow classmates. An additional component of this class is artistic in nature. Students will design a kite. Through this activity there will be an emphasis on planning and organizing the process involved in kite making. Students will be expected to carry their plans through using the art concepts of symmetry, color theme, and using a bold visible design that is appropriate for a kite. A supplemental component to this class may be an extension on kite making through the Ambroz Center of Cedar Rapids.

#### **Activity Goals**

Students participating in **World of Kites** will further develop:

1. Analytical and interpretive skills in literature
2. An understanding of recurring themes or symbolism in literature
3. Planning and organizational skills
4. An application of art concepts of symmetry, design, and color
5. Research skills to explore a topic in greater depth

#### **Nomination Checklist**

Students nominated for **World of Kites** need to exhibit the following characteristics *consistently and at a level that far exceeds average performance*:

1. Demonstrates high interest and advanced reading skills
2. Interprets information from a variety of sources
3. Demonstrates advanced research and reference skills
4. Enjoys learning and is curious
5. Has a strong ability or interest in artistic work
6. Perseveres with a complex task until completion

Teacher \_\_\_\_ Grade \_\_\_\_ Room \_\_\_\_ Return Date

## Student Product Assessment Form Summary Sheet

Name(s) Josie Robertsen Date 10/15/08

District Cedar Rapids Community Schools School Arthur Elementary

Teacher Hines Grade 3 \*At time of product creation. Sex F

Product (Title and/or Brief Description) Student Timeline – completed in 3<sup>rd</sup> Grade

Number of weeks students worked on product 4

Not

Factors Rating\* Applicable

1. Early Statement of Purpose .....	<u>n/a</u>	_____
2. Problem Focusing .....	<u>5</u>	_____
3. Level of Resources .....	<u>3</u>	_____
4. Diversity of Resources .....	<u>4</u>	_____
5. Appropriateness of Resources .....	<u>4</u>	_____
6. Logic, Sequence and Transition .....	<u>4</u>	_____
7. Action Orientation .....	<u>n/a</u>	_____
8. Audience .....	<u>4</u>	_____
9. Overall Assessment .....	<u>4</u>	_____
A. Originality of the Idea .....	<u>n/a</u>	_____
B. Achieved Objectives Stated in the Plan .....	<u>4</u>	_____
C. Advanced Familiarity with the Subject .....	<u>3</u>	_____
D. Quality Beyond Age/Grade Level .....	<u>4</u>	_____
E. Care, Attention to Detail, etc. ....	<u>4</u>	_____
F. Time, Effort, Energy .....	<u>4</u>	_____
G. Original Contribution .....	<u>4</u>	_____

Comments: In 3<sup>rd</sup> grade Josie completed a student timeline which was to include information about her from birth to age 9. She had four weeks to work on the project. The resources she used were the dictionary to spell words for the rough draft, pictures her mother had kept, interviews with parents and grandparents to find out specific things about each year (especially when younger), MS Word to type up her final draft and to use Word Art, and her knowledge in the area of art to put the whole thing together at the end.

**\*My subject showed that she can take an assignment and add her own creativity and ideas to it to make it her own. This is a good example of seeing a project through to the end.**

Person completing this form: Casey Anderson

\*Rating Scales: Factors 1-8: Factors 9A-9G:

5-To a great extent 5=Outstanding

3-Somewhat 4=Above average

1-To a limited extent 3=Average

2=Below average

1=Poor

Casey Anderson

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## Student Product Assessment Form Summary Sheet

Name(s) Josie Robertsen Date 10/15/08

District Cedar Rapids Community Schools School Arthur Elementary

Teacher Kleckner Grade 2 \*at time of product completion Sex F

Product (Title and/or Brief Description) Readers Theater A Baker's Dozen

Number of weeks students worked on 2

Not

Factors Rating\* Applicable

1. Early Statement of Purpose .....	<u>5</u>	
2. Problem Focusing .....	<u>5</u>	
3. Level of Resources .....	<u>4</u>	
4. Diversity of Resources .....	<u>4</u>	
5. Appropriateness of Resources .....	<u>4</u>	
6. Logic, Sequence and Transition .....	<u>5</u>	
7. Action Orientation .....	<u>5</u>	
8. Audience .....	<u>5</u>	
9. Overall Assessment .....	<u>4.5</u>	
A. Originality of the Idea .....	<u>5</u>	
B. Achieved Objectives Stated in the Plan .....	<u>5</u>	
C. Advanced Familiarity with the Subject .....	<u>5</u>	
D. Quality Beyond Age/Grade Level .....	<u>5</u>	
E. Care, Attention to Detail, etc. ....	<u>5</u>	
F. Time, Effort, Energy .....	<u>5</u>	
G. Original Contribution .....	<u>5</u>	

Comments: In 2<sup>nd</sup> grade at Christmas Josie read the book *Baker's Dozen A St. Nicholas Tale*, (a legend from Dutch colonial New York) Retold by Aaron Shepard, Illustrated by Wendy Edelson. She thought this was a great story and wanted to do a readers theater as a production at her grandmother's house. About two weeks before the trip to grandma's she made the story into a reader's theater and since she did not know how to type very well had her mom type it up for her. She practiced the part she wanted to do (the old lady) so she would be ready. Once at grandma's, she recruited other members of her cast from family visiting, a younger cousin, an older cousin and mom. Then, she went through grandma's house and found items for props. Then, at their family Christmas gathering she put it all together and she and her cast entertained everyone with their story. There was a video of this but sadly it is missing due to the storage drive it was on breaking.

**\*This project shows a great deal of original thought and creativity. It also shows that my subject can be resourceful and it shows her ability to come up with a project on her own and see it through to the end. I think that the fact she came up with this in 2<sup>nd</sup> grade is fantastic. Considering the difficulty she was having with reading and writing because of her vision problems, this shows her resilience as a learner. She found another way to convey meaning in her life through this project. This is also the only product evaluated that was not an assignment. This is something my subject came up with independently.**

Person completing this form: Casey Anderson

\*Rating Scales: Factors 1-8: Factors 9A-9G:

5-To a great extent 5=Outstanding

Casey Anderson

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3-Somewhat 4=Above average

1-To a limited extent 3=Average

2=Below average

1=Poor



Casey Anderson

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## Student Product Assessment Form Summary Sheet

Name(s) Josie Robertsen Date 10/15/08

District Cedar Rapids Community Schools School Arthur Elementary

Teacher Cress (art) Grade 4 Sex F

Product (Title and/or Brief Description) Illuminating Manuscripts

Number of weeks students worked on product 1

Not

Factors Rating\* Applicable

1. Early Statement of Purpose .....	<u>5</u>	_____
2. Problem Focusing .....	<u>5</u>	_____
3. Level of Resources .....	<u>n/a</u>	_____
4. Diversity of Resources .....	<u>n/a</u>	_____
5. Appropriateness of Resources .....	<u>n/a</u>	_____
6. Logic, Sequence and Transition .....	<u>5</u>	_____
7. Action Orientation .....	<u>n/a</u>	_____
8. Audience .....	<u>5</u>	_____
9. Overall Assessment .....	<u>5</u>	_____
A. Originality of the Idea .....	<u>4</u>	_____
B. Achieved Objectives Stated in the Plan .....	<u>5</u>	_____
C. Advanced Familiarity with the Subject .....	<u>5</u>	_____
D. Quality Beyond Age/Grade Level .....	<u>5</u>	_____
E. Care, Attention to Detail, etc. ....	<u>5</u>	_____
F. Time, Effort, Energy .....	<u>5</u>	_____
G. Original Contribution .....	<u>5</u>	_____

Comments: Students created a picture that displayed the first letter of their first name based on both traditional and modern illuminated manuscripts. Incorporated inside are things that start with the same letter. Students were to use positive and negative space as well as design skills to create their illuminated manuscript. They had to include three pictures of things that started with the letter, in Josie's case a "J." She included many more than the required with 12 and even included Jupiter. She made side borders out of "jeans" repeating and top borders out of balls for "juggling." Very clever to include a verb!

**\*This project is a great example of my subject's ability in the visual arts. You can tell she put a lot of time, effort and energy into it and original thought (for example, using juggling). She made it as original as she could within the confines of the assignment.**

Person completing this form: Casey Anderson

\*Rating Scales: Factors 1-8: Factors 9A-9G:

5-To a great extent 5=Outstanding

3-Somewhat 4=Above average

1-To a limited extent 3=Average

2=Below average

1=Poor

Casey Anderson

## EDUC 291-Case Study

### **CURRICULUM MATCH:**

The Cedar Rapids Community School District does not label students as gifted and talented. They do, however, offer enrichment experiences to students who excel in one or more areas of academics. The name of the program is P.A.C.T., which stands for The Program for Academic and Creative Talent. Enrichment opportunities are offered at different grades and in different areas. They are offered on a rotating basis, so as to serve more students and to offer some students more choices. Since there are many different opportunities, the type of nomination form depends on the type of program.

I have identified three programs that I feel would benefit my subject. They are *Architecture*, *Images of Greatness* and *World of Kites*. All three of these programs would benefit my subject in the areas of creative thinking and performing/visual arts. You can view the complete description on the nomination forms included on pages 35-37. I have identified strengths and weaknesses of the program in relation to the strengths and weaknesses of my subject.

#### **Strengths**

#### **Weaknesses**

##### Architecture

This seems to be the best match out of the three. It combines visual arts and creative thinking skills. I think my subject would be very interested in this subject and it would help her better develop her research skills. Because of the subject matter and the activities involved (making a photo journal and building a model) she would be motivated to do the work required for class.

I think the research part might be difficult for my subject at first just because it is not something she has had to do before. My subject prefers to talk instead of write. So the writing part of it could be difficult. However, if she is as motivated as I think she will be I don't think it will be that big of an issue.

##### Images of Greatness

My subject's abilities in language, visual/performing arts and creative thinking make this a worthwhile choice. I think she would do very well with these aspects of the class as well as the decision making part of it. She would especially be motivated by creating the interest center and presenting the information in a role-playing situation.

As with the architecture class, the research part could be difficult. There is a lot of reading involved in this class. Because of my subject's past vision problems and reading it could be difficult, depending on the difficulty of the texts.

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World of Kites

I think my subject would be very good at making connections between the literature and the different symbols she would also be good at interpreting the information. My subject is very curious and would love learning about this subject. She is also artistically talented. She also would do well with presenting the information.

As with Images of Greatness I think the reading may be a bit difficult due to her past vision problems, depending on the level of the text. Also, the research aspect since it is new to her.

**CURRICULUM MODEL MATCH:**

Acceleration is an option in my student's district. However, I do not feel acceleration would be the best match for my student. This is because my student's strengths are in the areas of leadership, visual arts, performing arts, creative thinking, problem solving and language. Since none of these are specific core curriculum in a school setting I feel my subject would benefit more from enrichment. The Schoolwide Enrichment Model (SEM) would be ideal for her. In its simplest definition, the Schoolwide Enrichment Model is a talent pool approach that offers enrichment opportunities to enhance students' learning experiences based on students' interests, learning styles and different means of expression. This approach would best suit the learning needs of my subject because it would encompass the many interests my subject has, it would take her learning style into consideration and would offer many opportunities for enrichment regarding her strengths, aforementioned.

**STUDENT NEEDS:**

My subject shows an aptitude in the areas of leadership, affective learning and character education. I have cited several examples of leadership ability in parts 1 and 2, including a score of 35 on the SRBCSS. Leadership training would help strengthen her skills in this area. Classroom mentorships, in-school leadership projects and community projects would be appropriate for my subject. Regarding affective learning, I feel my subject has a positive self concept because of her attitude concerning her interests and not caring what other people think. However, she could benefit from training in the area of affective learning for a better self concept in the area of academics. It appears my subject does not think she is as capable of reading very well and thinks she isn't as smart as other kids, for example. In the area of moral development, this is one of the things that showed up in my leadership observations. She already shows a very caring side to her and this is evident in her endeavors in volunteer work and her desire to help others. Fantini's suggestions for supporting values would be a good fit for my student. Community service learning, for instance, would involve my student planning and organizing a community service project and then carrying it out.

**CREATIVITY AND THINKING SKILLS:**

My subject shows several traits that show up consistently in creative individuals. Some of these traits have manifested both as positive and negative for my student. The following is a list of these creative traits.

- risk taking
- dances to the beat of a different drum
- Uses total body movement with stories and songs
- high level of independence
- involved in creative dramatics and role playing
- heightened response to sounds and rhythms
- excessive energy
- imaginary friends
- Does most things to a rhythm, (walking, practicing spelling words, etc.)
- stubbornness
- Prefers friends from all age groups, from babies to teenagers to adults.
- high talent in art, dance and music
- over assertiveness
- questions rules and authority

Creative problem solving, creative thinking techniques and creative dramatics are all means that would help to strengthen my student in areas such as divergent thinking and problem solving. Based on the Creative Thinking “Quiz” and creative writing prompt I gave to my student (page 33 ), Critical thinking books and software would also be appropriate.

**COUNSELING NEEDS:**

Regarding counseling needs, I believe that some counseling would be appropriate for my student. Because of some of Josie's creative characteristics such as her high level of independence, over assertiveness, and questioning of rules and authority there has been a lot of problems at home. She often wants to be the one in charge. She has a hard time dealing with things not going the way she wants them to and with not being able to be in charge. Her parents do a good job of setting boundaries but have to deal with a lot of stress. I think it would be helpful for Josie to learn some coping skills for how to deal with her frustration and also to learn time and place as it relates to being in charge. Her parents may also benefit from a support group.

**GIFTED CHILDREN WITH DISABILITIES:**

Excessive energy has caused Josie difficulty in school. In the early grades she was out of her seat a lot bothering other people and she was always blurting out. She was in the principal's office constantly between Kindergarten and 2<sup>nd</sup> grades for disruptive behaviors. She has been called a “busy body” by some teachers. Per the request of her 2<sup>nd</sup> grade teacher, she was tested and diagnosed with ADHD and takes medication for this. My opinion is that the medication helps with her focus and helps her make good choices in the classroom but it is

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the extracurricular activities that helps with the excessive energy and talking. She is in 4<sup>th</sup> grade now and is having a good year. Her medication seems to be working well and also she has a teacher who allows for more movement in the room during the day and who is energetic herself so can relate to kids with ADHD.

To help my subject concerning ADHD and school, I would recommend being flexible when it comes to movement in the classroom. For instance, allowing for frequent breaks, allowing her to stand at her desk instead of sit, and allowing her to quietly fidget with a stress ball under her desk. This applies, of course, to her regular classroom as well as any special programming she may attend. Individuals with ADHD also tend to hyper focus on activities that are interesting to them, so finding activities that allow for this would be helpful as well. I could see any number of the activities offered within the PACT programs I have recommended being options for hyper focusing.

**RECOMMENDATIONS:**

After recommending my subject for the PACT programs I have chosen, I would recommend that Josie be given the screening by the Cedar Rapids School District for PACT placement.

In addition to the PACT programming, I would suggest the following for my subject in the regular school classroom:

- Opportunities to use art, music or performing arts in conjunction with learning opportunities and assignments.
- More opportunities for creative thinking and problem solving.
- More opportunities for community service learning.
- Opportunities within the school community to participate in more arts programming.