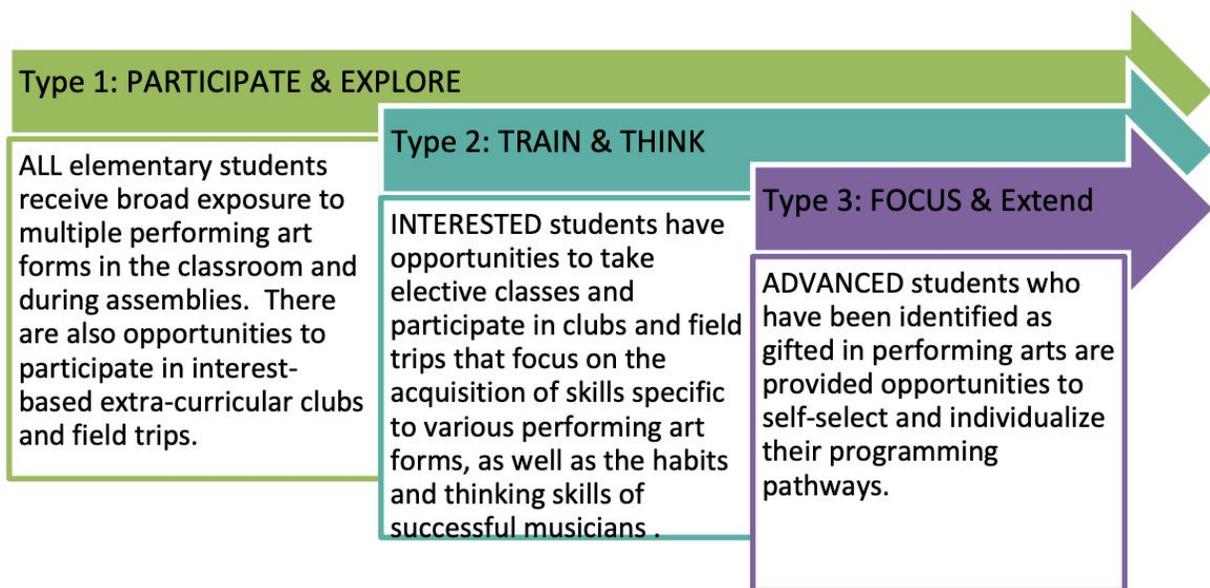


# Colorado River BOCES Talent Development Model for Nurturing and Identifying Gifted Potential in Theatre Arts

The Colorado River BOCES districts rely on the basic constructs of the Renzulli Enrichment Triad Model to nurture and develop talent over time. Renzulli suggests a relationship between specific sequential educational experiences within a school and the development of talent. His model designates three sequential types of educational experiences:

- Type 1 enrichment activities in a number of domains
- Type 2 specific and advanced instruction in domains of interest
- Type 3 experiences that provide opportunities for creative productivity that may lead to adult career contributions to benefit society

This adapted version of the Enrichment Triad Model assists the district in its efforts to develop and identify specific gifted talent aptitude.



## Talent Development

**At the elementary level** students explore a limited range of theatre art forms through class plays and musical productions as well as assemblies.

Over the years, classroom teachers may notice students with potential and/or passion for drama. In fifth grade teachers can complete the Performing Arts Talent ID Teacher Nomination Form for those students who have shown such potential and/or passion. The referral process is also open to parents, students and community members who have knowledge of the students' theatrical potential. As students are referred, teachers and parents begin to gather two digital examples of the students' exceptional performance for a Theatre Arts Talent Pool Portfolio. Students referred for potential talent in theatre arts are invited to attend the district summer

STEAM program (check to see if offered in your school). Their nomination form and digital portfolio will be sent to the middle school when the student enters sixth grade.

**At the middle school level** students in the Theatre Arts Talent Pool are encouraged to receive training in craftsmanship and Artistic Ways of Knowing through:

- Elective classes that incorporate Colorado Academic Standards
- Elective clubs based on student interests
- School Plays
- Extra-curricular clubs and field trips
- Junior International Thespian Society, if offered at your school (JITS)
- Community Theatre

Theatre Arts Talent Pool students are guaranteed enrollment in the appropriate grade level drama class at the middle school, if they elect to do so. The drama teacher continues to observe the students and collect product evidence to include in their Talent Pool Portfolios. The middle school Drama teacher will complete the Performing Arts Talent ID Indicators of Potential Talent in Dramatic Arts Observation Rating Scale to include in the students' portfolio. Eighth-grade students who elect to do so, can participate in the Junior International Thespian Society. High school club sponsors will also observe these students and fill out the observation rating scale after the first semester.

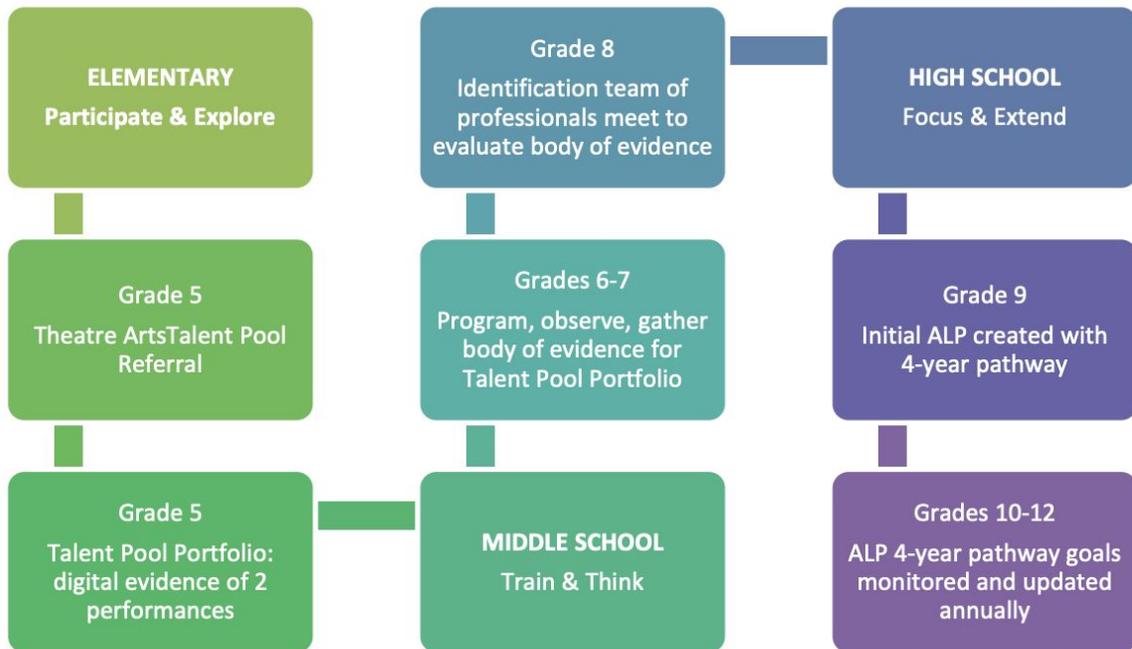
In December of a students' eighth-grade, the final body of evidence is completed and in January a team of experts review the evidence to make a formal identification determination. High school drama teachers and counselors will meet with identified students to guide them in creating a 4-year talent pathway.

**At the high school level students** identified as gifted in Theatre arts may follow a self-selected 4-year pathway that prepares them for college, technical school and/or a career in Theatre arts. This pathway may include, but is not limited to any of the following:

- Articulated classes through Colorado Mountain College
- Community Theatrical Productions
- Drama Club
- Colorado Community

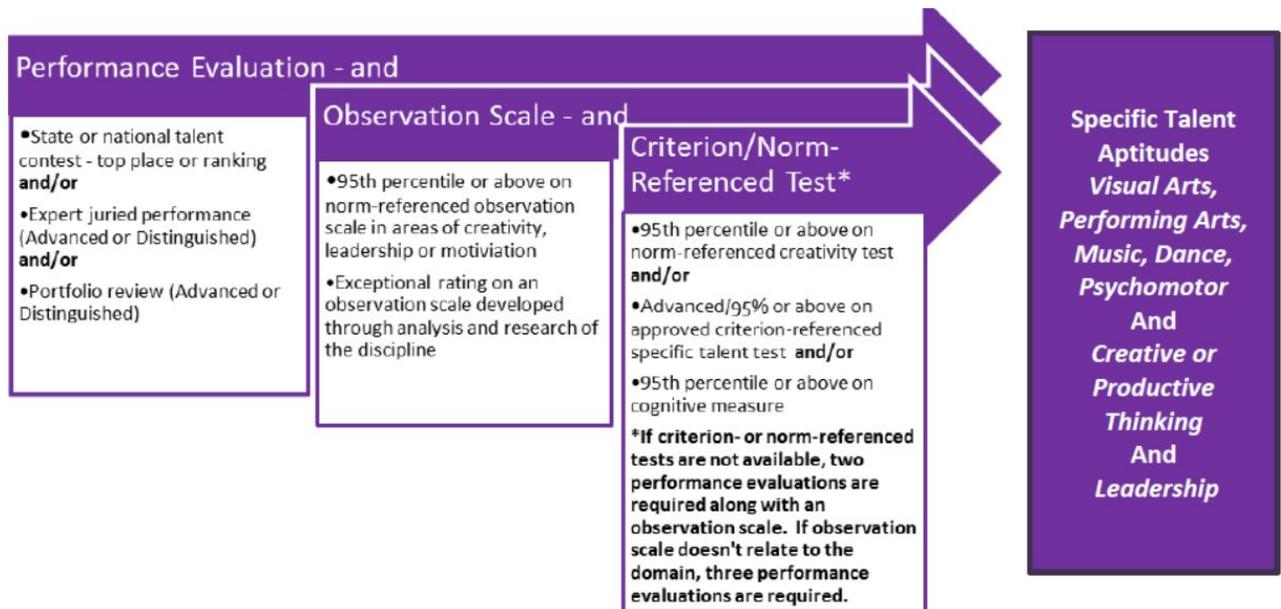
The 4-year self-select pathway serves as the students' ALP and as such must be monitored annually by the student, teacher/counselor and parents. The plan can be included in the student's Individual Career and Academic Plan (ICAP) that is housed in College in Colorado. If the ALP includes programming that is not offered or funded by the school district, the school will work with the student and parents to make reasonable and viable accommodations within the ALP that will support the student in his or her outside instruction.

## Identification Process Timeline



## Identification Criteria & Body of Evidence

Colorado law requires a body of evidence be used to identify students in the areas of visual arts. Such a body of evidence relies heavily on qualitative data collected from professionals/experts in the field using research based tools. The following diagram shows what the State considers qualifying evidence for identification of specific talent aptitude.



As you can see from the diagram above, performance weighs heavily in the identification of

specific talent aptitude. Colorado River BOCES School Districts use the following guidelines for:

Performance Evaluation:

- Certificate, letter or formal notification of top place or ranking in a state or national competition
- Copy of rubric ratings from an expert juried performance or notification of acceptance into juried performance, such as a One Act Festival
- Portfolio review by a panel of experts in the talent aptitude area being evaluated using the Arts
- Talent ID Portfolio Assessment Form—Theatre Arts
  - The portfolio includes for the Actor: two contrasting monologues, and an actor's resume'
  - The portfolio includes for the Technician: ground plans, stage designs, set concept drawings, costume drawings, microphone plots, lighting plots, lighting design
- Areas of concentration in Actors contrasting monologues:
  - Characterization
  - Vocal Performance enhanced by Body Movement and Characterization
  - Improvisation & Imagination
  - Physical Performance Engagement
  - Technique Communication of Meaning
- Theatre Arts tasks on site
  - Comedic Monologue
  - Dramatic Monologue
  - Ground Plans
  - Lighting Plots
  - Microphone Plots
  - Costume Design, and Show Plots
  - Set Design

Observation Scale:

Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale (Joanne Haroutounian, PhD.) 2014

- Criterion Normed-Referenced Test:
  - 95th percentile or above on the Profile of Creative Abilities (PCA)
  - 95th percentile or above on one battery of the Cognitive Abilities Test (CogAT)