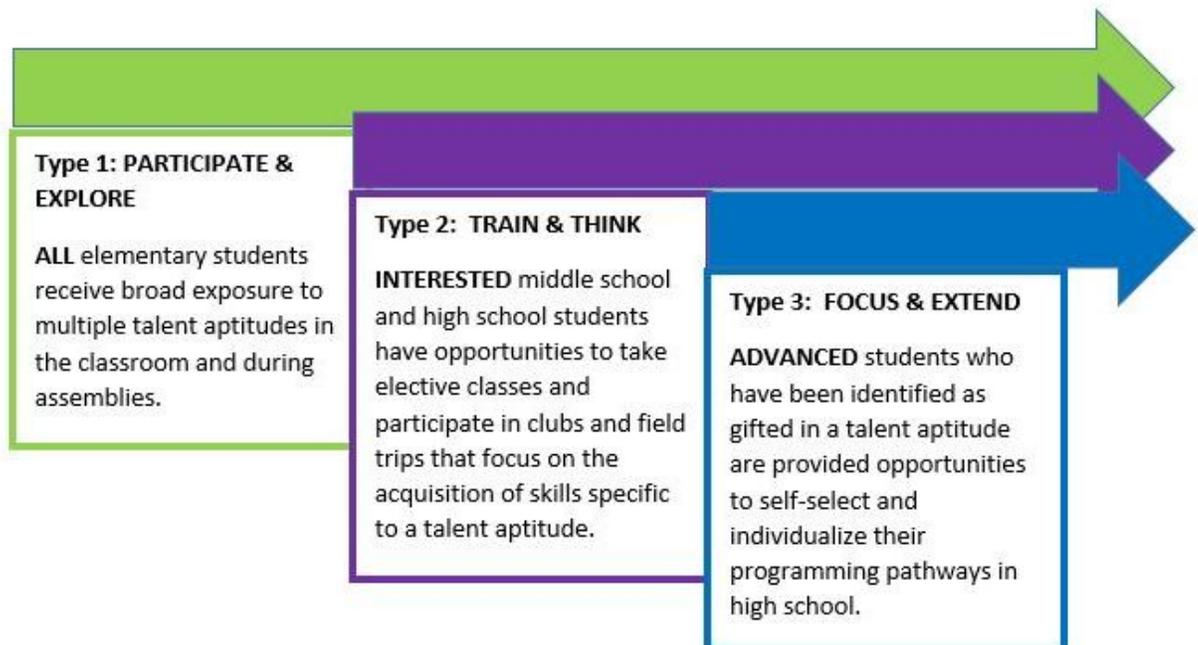# Colorado River BOCES School Districts
Talent Development Model for
Nurturing and Identifying Gifted Potential of Talent Aptitudes

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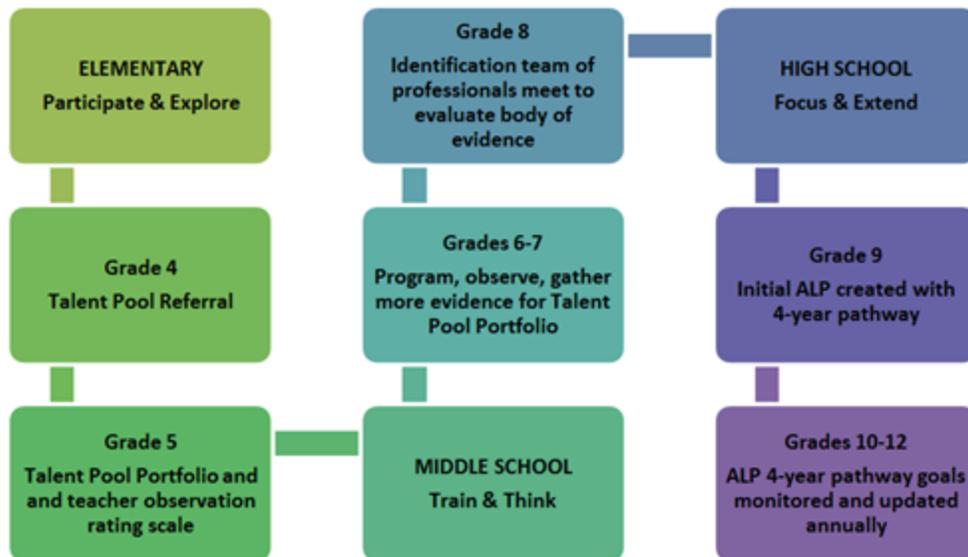
- ○ Type 1 enrichment activities in a number of domains
- ○ Type 2 specific and advanced instruction in domains of interest
- ○ Type 3 experiences that provide opportunities for creative productivity that may lead to adult career contributions to benefit society

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

Type 1: PARTICIPATE & EXPLORE

ALL elementary students receive broad exposure to multiple talent aptitudes in the classroom and during assemblies.

Type 2: TRAIN & THINK

INTERESTED middle school and high school students have opportunities to take elective classes and participate in clubs and field trips that focus on the acquisition of skills specific to a talent aptitude.

Type 3: FOCUS & EXTEND

ADVANCED students who have been identified as gifted in a talent aptitude are provided opportunities to self-select and individualize their programming pathways in high school.

Talent Aptitude Identification Procedure Timeline

Identification in creative and productive thinking, leadership and specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. Talent domains include visual arts, performing arts, music, dance and psychomotor. It is important that educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports identification. The procedures and timeline for identification of talent aptitude were established by teachers in the district who instruct and serve students in these areas. Their experience working with these students supports the model of talent development over time and the timeline below. If a student has a full body of evidence for identification in a talent area prior to eighth grade, the identification process can be completed outside of the timeline.

ELEMENTARY Participate & Explore	**Grade 8** Identification team of professionals meet to evaluate body of evidence	**HIGH SCHOOL** Focus & Extend
Grade 4 Talent Pool Referral	**Grades 6-7** Program, observe, gather more evidence for Talent Pool Portfolio	**Grade 9** Initial ALP created with 4-year pathway
Grade 5 Talent Pool Portfolio and and teacher observation rating scale	**MIDDLE SCHOOL** Train & Think	**Grades 10-12** ALP 4-year pathway goals monitored and updated annually

Qualifying Evidence

	Performance Evaluation	Observation Scale	Criterion- or Norm-Referenced Test
Talent Aptitudes	• State or national talent contest -top place or ranking • Expert juried performance (Advanced or Distinguished) • Portfolio Expert Review (Advanced or Distinguished)	• 95th Percentile or above on a norm-referenced observation scale in creativity, leadership or motivation • Exceptional rating on an observation scale developed through analysis and research of the discipline	• 95th Percentile or above on norm-referenced talent or creativity test • Advanced/95th Percent or above on an approved criterion-referenced talent assessment • 95th Percentile of above on one or more batteries on a cognitive assessment

To meet criteria for portability, a student's body of evidence must contain **three (3)** qualifying data points for a gifted identification in a talent domain.

Often criterion- or norm-referenced assessments are not available in these areas; therefore, **performance** evaluation is an important component in the body of evidence.

If data from a valid and reliable test are not available to demonstrate exceptional ability, **two (2)** or more indicators in the performance area may be used to meet identification criteria **along with** an exceptional rating on an **observation scale**.

In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.

Identification in Specific Areas:

[Creativity](#)
[Dance](#)
[Leadership](#)
[Music](#)
[Psychomotor](#)
[Visual Arts](#)
[Theatre Arts](#)

For reference:

https://www.elizabethschooldistrict.org/Page/1517