



Gifted-Talent Identification in Drama

The referral, screening and identification process for identifying students gifted in drama includes the following:

1. Referral nomination of the student
2. Screening
3. Evaluation of the student using the approved tools for drama identification
4. Determination of Giftedness
5. Eligibility and development of an Advanced Learning Plan (ALP)

Step 1: The Referral Process

All referral nomination forms are the same, regardless of the area of identification. The referral nomination form can be submitted to the district's Gifted Coordinator, by the parent, drama teacher, student, peer, or community member throughout the school year.

Depending on the referral source, the appropriate nomination forms are:

Arts Talent ID: Teacher Nomination Form

Arts Talent ID: Parent/Student Information & Nomination Form, Part A, completed by the parent/guardian

Arts Talent ID: Parent/Student Information & Nomination Form, Part B, completed by the student

Arts Talent ID: Peer Nomination Form

Arts Talent ID: Community Nomination Form

Required Forms

1. *Arts Talent ID Indicators of Potential Talent In Drama Observation Rating Scale*
2. *Student Drama Profile and Drama Artifact*
3. *Parent Checklist of Gifted Characteristics*

Along with the referral nomination form, the *Arts Talent ID Indicators of Potential Talent In Drama Observation Rating Scale* and the *Student Drama Profile* must be submitted to the district's gifted coordinator. These forms can be filled out by the student's drama teacher, drama coach, or private tutor. If other than the parent/guardian, the district's gifted coordinator will inform the parent and the student of the referral nomination and identification process used by the BOCES.

Step 2: Screening

Once the forms have been submitted to the district's gifted coordinator, the gifted education team (assistant director of gifted education, district gifted coordinator, building principal, drama teacher, and one of the student's teachers) will review the documents and determine, within 30 days, if the referral will move to a request for a gifted evaluation in the area of drama. The team will make one of three decisions:

1. Request for an Evaluation from the parent/guardian
2. Decline to Evaluate
3. Place student on Watch: Rtl or MTSS strength-based plan to develop talent and re-evaluate at a determined time



Step 3: Evaluation

Identification in the drama talent domain requires the use of a variety of instruments and various avenues to identification. Once permission to evaluate has been obtained, the evaluation process for identification in the creativity talent area involves collecting evidence of exceptionality. The evidence must include:

Performance Evaluation:

- State or national talent contest--top place or ranking **and/or**;
- Expert juried performance (Advanced or Distinguished); **and/or**
- Portfolio review (Advanced, or Distinguished) possible inclusions:
 - At least 2 performances (may be submitted electronically or viewed in person) using the *Arts Talent ID Performance Assessment Form--Drama* by at least 2 experts in the field of drama, the assistant director of gifted education, district gifted coordinator, and administrator) with student generated reflection for each performance
 - Letters from experts/coach(es)
 - Copies of awards and certificates
 - Digital copies of original drama performances/speeches/improvisations; screenplays; set design
 - Exceptional Achievements

Norm-Referenced Observation Scale: 95th percentile or above on norm-referenced observation scale in area of talent (GES-3-Creativity, Performing and Visual Arts)

Criterion/Norm-Referenced Test

- Criterion/Norm Referenced Creativity Test at 95th percentile or above **and/or**;
- Advanced/95% or above on approved criterion-referenced specific talent test **and/or**;
- 95th percentile or above on cognitive measure
- ***If a criterion-or-norm referenced test is not available in the drama area, two performance evaluations are required and will be judged by at least 2 experts in the field of drama through an audition held in the spring of each school year**

Step 4: Determination of Giftedness

Once the BOE has been completed, the gifted education team meets to review the evidence. The team will determine one of the following

- The student meets criteria for identification in the area of drama.
- The student does not meet the criteria for identification in the area of drama and no further recommendations are given.
- The student will be placed on Watch status. A strength-based intervention will be developed for a specific time period. The district's gifted coordinator will review progress with the intervention and share with the gifted education team. The team may, at any time after reviewing progress with the intervention, recommend the student to be re-evaluated for identification in the area of drama.

Step 5: Eligibility and the Advanced Learning Plan (ALP)

An eligibility meeting will be scheduled with the parent/guardian, student, teacher, district gifted coordinator, administrator, and the assistant director of gifted education to review the body of evidence, obtain parent consent for services, and outline an Advanced Learning Plan (ALP). The ALP will be developed and locked within two weeks of the gifted eligibility meeting.



References

Colorado Department of Education. *Identification Guidebook*. Denver ,CO. Retrieved from <https://www.cde.state.co.us/gt/idguidebook>

Colorado Department of Education. *Gifted Identification Criteria: Specific Talent Aptitude Drama*
Retrieved from https://www.cde.state.co.us/gt/performance_rubric_drama

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