



## **Gifted Identification in Leadership**

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

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

### **Step 1: The Referral Process**

The referral nomination form can be submitted to the district's Gifted Coordinator, by the parent, teacher, student, peer, or community member throughout the school year.

Required Forms

*Gifted Referral Nomination Form*

*Parent Checklist of Gifted Characteristics*

*Student Leadership Profile*

*Leadership Artifact, if available*

### **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, 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 Leadership. 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: RtI or MTSS strength-based plan to develop talent and re-evaluate at a determined time

### **Step 3: Evaluation**

Identification in the talent Leadership 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 Leadership talent area involves collecting evidence of exceptionality. 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**.

Leadership Identification Grid



Talent Aptitudes	Performance Evaluation	Observation Scale	Criterion- or Norm-referenced Test
	<ul style="list-style-type: none"> <li>● State or national talent contest - top place or ranking and/or;</li> <li>● Expert juried performance (Advanced or Distinguished) and/or;</li> <li>● Portfolio Expert Review (Advanced or Distinguished)</li> </ul>	<ul style="list-style-type: none"> <li>● 95th Percentile or above on a norm-referenced observation scale in leadership- (SIGS-School Leadership and SIGS-Home-Leadership) or;</li> <li>● Exceptional rating on an observation scale developed through analysis and research of the discipline</li> </ul>	<ul style="list-style-type: none"> <li>● 95th Percentile or above on norm-referenced talent test and/or;</li> <li>● Advanced/95th Percent or above on an approved criterion-referenced talent assessment and/or;</li> <li>● 95th Percentile of above on one or more batteries on a cognitive assessment</li> <li>● *If a criterion-or-norm referenced test is not available, two product or performance evaluations are required through an audition in the spring.</li> </ul>

**Performance Evaluation-Portfolio Requirements**

- Portfolio review (Advanced, or Distinguished) possible inclusions:
  - At least 4 artifacts (may be submitted electronically)) using the *Leadership Scoring Rubric* by the gifted education team (assistant director of gifted education, district gifted coordinator, and administrator) with student generated reflection on the *Leadership Reflection Sheet* for each artifact--videos of presentations, flyers, brochures, meeting minutes, etc.)
  - Letters from experts/coach(es)
  - Copies of awards, certificates, and/or outstanding achievements

**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 Leadership.
- The student does not meet the criteria for identification in the area of Leadership 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 Leadership.

**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.