



Talent Development Model

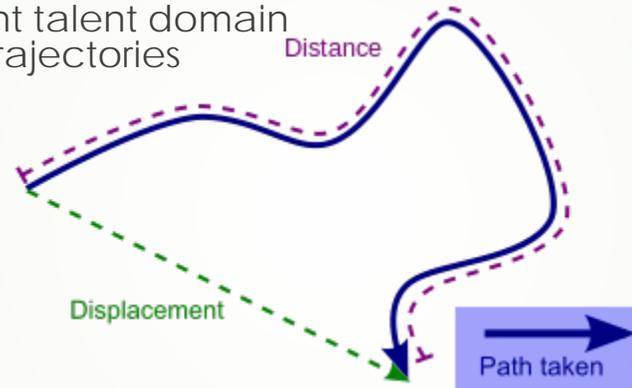
Gifted Education State Directors' Meeting

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Why we use a talent development model for identification

- There are different talent domain developmental trajectories



- Gifted potential may be difficult to observe if there is limited programming in a talent domain
- At a young age talent may be the result of familial opportunities
- Identification should result in appropriate programming

- Opera singers generally reach their peak between the ages of 30 and 50.
- The average age of a World Cup player is 27.5.
- Physicists make their biggest discoveries around the age of 48.
- Artists produce their most valued paintings around the age of 42.
- Between the ages of 11 and 14 bone is at its most responsive to mechanical loading for ballet dancers in training.

Get Buy In





Start with **THE END** in mind.

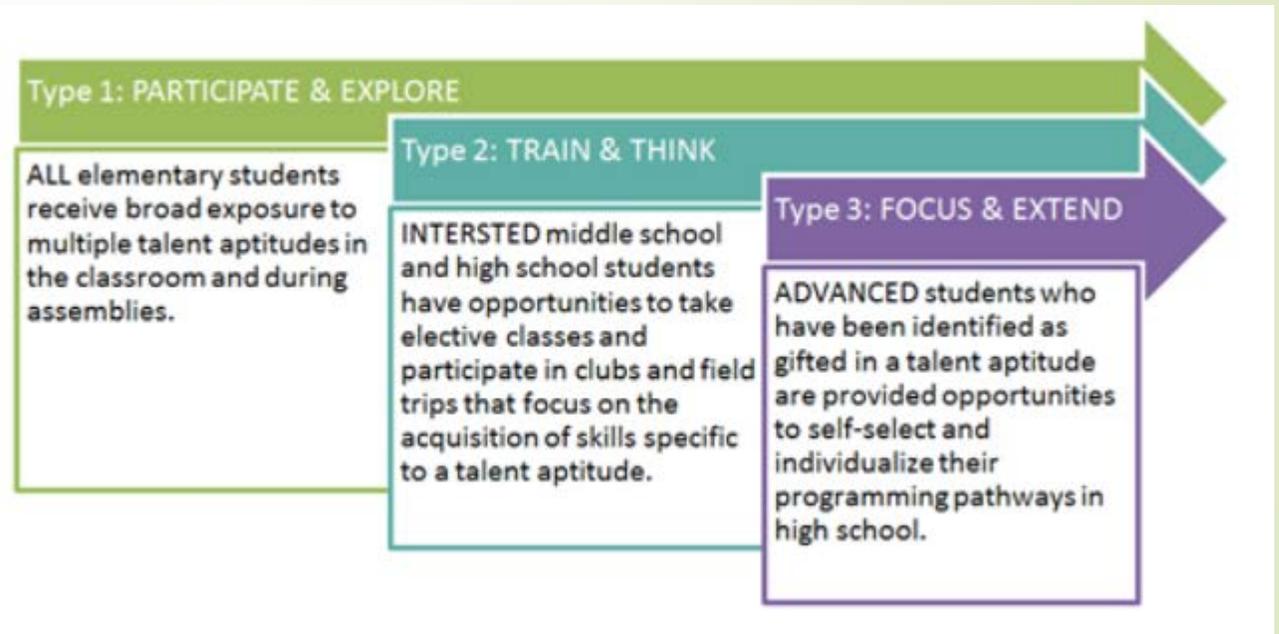


- ▶ Programming

- ▶ We looked at what programming we currently offer and built our talent development model around that.
 - ▶ Visual Arts (K-12)
 - ▶ Drama (8-12)
 - ▶ Music (K-12)
 - ▶ Leadership (3-12)
 - ▶ Creativity (process, but no programming in place as yet)

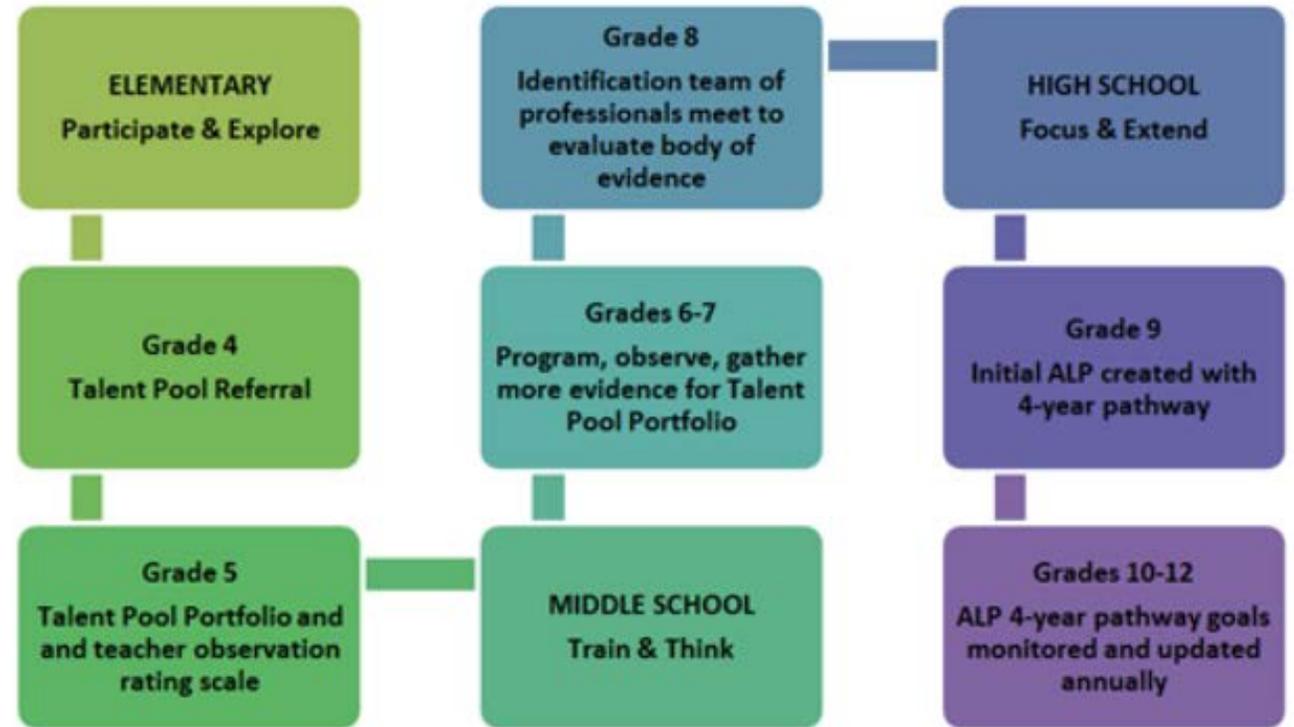
Why the Renzulli Enrichment Triad Model?

- The Colorado Academic Standards lend themselves to talent development in three stages:
 - Type 1 General exploratory activities
 - Type 2 Group training activities
 - Type 3 Individual and small group investigations of problems



Decisions

- ▶ At what grade level do we have teachers refer students to the talent pool?
 - ▶ 4th-5th grades
- ▶ What type of “different” programming do we offer those students?
 - ▶ 6th-8th grade guaranteed the elective class, if they so wish.
 - ▶ 8th invited to join the high school art club.
- ▶ At what grade level should we formally identify?
 - ▶ 8th grade prior to high school registration
- ▶ What is our identification timeline?
- ▶ Who will act as experts for evaluating the portfolio?
 - ▶ High School teachers
 - ▶ Local Artists’ Guild





What if you have no programming or what you have is not enough?

- ▶ For areas in which we do not offer any programming we use the identification, ALP and programming guidelines suggested for the psychomotor domain.
 - ▶ Dance
 - ▶ Psychomotor
- ▶ Know the market and keep parents informed of their choices for outside programming.
- ▶ Make connections with neighboring districts for possible cross district programming participation.
- ▶ Be creative and work with the student to provide the type of programming you can.

Director's Role

- ▶ Contact most accessible talent domain teachers for a meeting to develop identification process.
- ▶ Provide substitutes for a full day of processing.
- ▶ Prepare rough outline of talent development model for meeting.
- ▶ Facilitate the process.
- ▶ Finalize documents.
- ▶ Get feedback from teachers and administrators before process is shared with other stakeholders.
- ▶ Have meetings with other domain teachers, but streamline as the process has already been established.





Possible . . .

- Lack of support for identification
- Lack of knowledge of gifted characteristics in talent domains
- Scheduling issues with meetings and identification timelines
- Issues keeping group on track and steering away from complaining

Stepping Stones to Implementation

- ▶ Get all domain processes in place before you implement any of them. (This is what is required by law.)
- ▶ Implement each domain process one at a time and learn from any mistakes or omissions.
- ▶ Build programming options as you can.

