The Elizabeth School District relies 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 art forms in the classroom and during assemblies. There are also opportunities to participate in interest-based extra-curricular clubs and field trips.

**Type 2: TRAIN & THINK**
INTERESTED middle school students have opportunities to take elective classes and participate in clubs and field trips that focus on the acquisition of skills specific to various art forms, as well as the habits and thinking skills of successful artists.

**Type 3: FOCUS & EXTEND**
ADVANCED students who have been identified as gifted in visual arts are provided opportunities to self-select and individualize their programming pathways in high school.
Talent Development

At the elementary level students explore a broad range of visual art forms and techniques. They are introduced to artists and art history in order to develop an appreciation of and possible passion for the discipline. This is accomplished in two ways:

- Classroom Instruction
  - Students in grades K-5 receive art instruction on a regular basis throughout the school year. Colorado Academic Standards are taught as students:
    - Discover new techniques (drawing, painting, clay, metals, fibers, printmaking, etc.)
    - Are exposed to art history and artists
    - Participate in “critique and reflect” activities

- Extra-curricular activities (may be site dependent)
  - After school clubs and field trips are offered based on student interests
  - Students attend assemblies in areas not covered in the curriculum
  - Opportunities are provided to enter contests

Over the years, elementary art teachers look for potential talent and passion in their students. In fourth grade art teachers complete the Arts Talent ID Teacher Nomination Form for those students who have shown such potential. The referral process is also open to parents, students and community members who have knowledge of the students’ artistic potential. As students are referred, teachers and parents begin to gather two examples of the students’ exceptional work for a Visual Arts Talent Pool Portfolio. Students referred for potential talent in visual arts are invited to attend the district summer STEAM program. In fifth grade the art teacher and/or art club sponsor completes the Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale to include in the student’s Talent Pool Portfolio that will be sent to the middle school when the student enters sixth grade.

At the middle school level students in the Visual 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 yearbook cover and planner design contests
- State and national competitions
- Extra-curricular clubs and field trips
- National Junior Art Society (NJAHSS)

Visual Arts Talent Pool students are guaranteed enrollment in the appropriate grade level art class at the middle school, if they elect to do so. The art teacher continues to observe the students and collect product evidence to include in their Talent Pool Portfolios. The middle school art teacher will also complete the Arts Talent ID Indicators of Potential Talent in Visual Arts Observation Rating Scale to include in the students’ portfolio. Eighth-grade students, who elect to do so, can participate in the High School Art Club. High school club sponsors will also observe these students and fill out the observation rating scale after 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 art 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 visual arts can follow a self-selected 4-year pathway that prepares them for college, technical school and/or a career in visual arts. This pathway could include, but is not limited to any of the following:

- **Articulated classes through Pikes Peak Community College**
  - Graphic Design 1
  - Interior Design
  - Audio Visual Production III
  - Information Technology
  - Catering

- **Pickens Tech College**
  - Culinary Arts
  - Multimedia Graphic Design
  - Professional Photography

- **Advanced Placement Classes**
  - AP 2D Drawing
  - AP 2D Design
  - AP 3D Design

- **Activities offered at EHS**
  - Portfolio Review Day through Rocky Mountain College of Art & Design
  - Art Institute Presentation Day
  - National Art Honor Society (NAHS)
  - Art Club
  - Ken Buck Congressional State Art Show

- **Community Connections**
  - Art Forum Committee
  - Music and Art Festival
  - Wine in the Pines

- **Independent studies**
- **Apprenticeships**

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 students 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

**ELEMENTARY**
Participate & Explore

- Grade 4
  Visual Arts Talent Pool Referral

- Grade 5
  Talent Pool Portfolio: artwork and observation rating scale

**MIDDLE SCHOOL**
Train & Think

- Grades 6-7
  Program, observe, gather body of evidence for Talent Pool Portfolio

**HIGH SCHOOL**
Focus & Extend

- Grade 8
  Identification team of professionals meet to evaluate body of evidence

- Grades 10-12
  ALP 4-year pathway goals monitored and updated annually

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.

**Performance Evaluation - and**
- State or national talent contest - top place or ranking and/or
- Expert judged performance (Advanced or Distinguished) and/or
- Portfolio review (Advanced or Distinguished)

**Observation Scale - and**
- 95th percentile or above on norm-referenced observation scale in areas of creativity, leadership or motivation
- Exceptional rating on an observation scale developed through analysis and research of the discipline

**Criterion/Norm-Referenced Test**
- 95th percentile or above on norm-referenced creativity test and/or
- Advanced (90%) or above on approved criterion-referenced specific talents test and/or
- 95th percentile or above on cognitive measure

* If criterion or norm-referenced tests are not available, two performance evaluations are required along with an observation scale. If observation scale doesn’t relate to the domain, three performance evaluations are required.

As you can see from the diagram above, performance weighs heavily in the identification of specific talent aptitude. The Elizabeth School District uses 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 Ken Buck Congressional State Art Show
- Portfolio review by a panel of experts in the talent aptitude area being evaluated using the Arts Talent ID Portfolio Assessment Form—Visual Arts. The portfolio includes 6 pieces of art work that collectively include:
  - Color
  - Two- and three-dimensional works
  - Student Artwork Written Response Form for three of the six pieces
  - No more than two pieces created outside of school
  - May include photographs, fashion, architectural designs, electronic works, digital video and interactive media works
- Drawing/art tasks on site
  - Drawing through observation (fruit, object, model)
  - Drawing with imaginative expansion (draw egg or apple in six different ways on a single piece of paper)
  - Color sensitivity (abstract painting or drawing in color based on mood)
  - Drawing from memory (object or room in student’s home)
  - Sculpture/media (from found objects, collage with texture)
  - Detailed drawing (a section of an object showing close-up detail)

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)