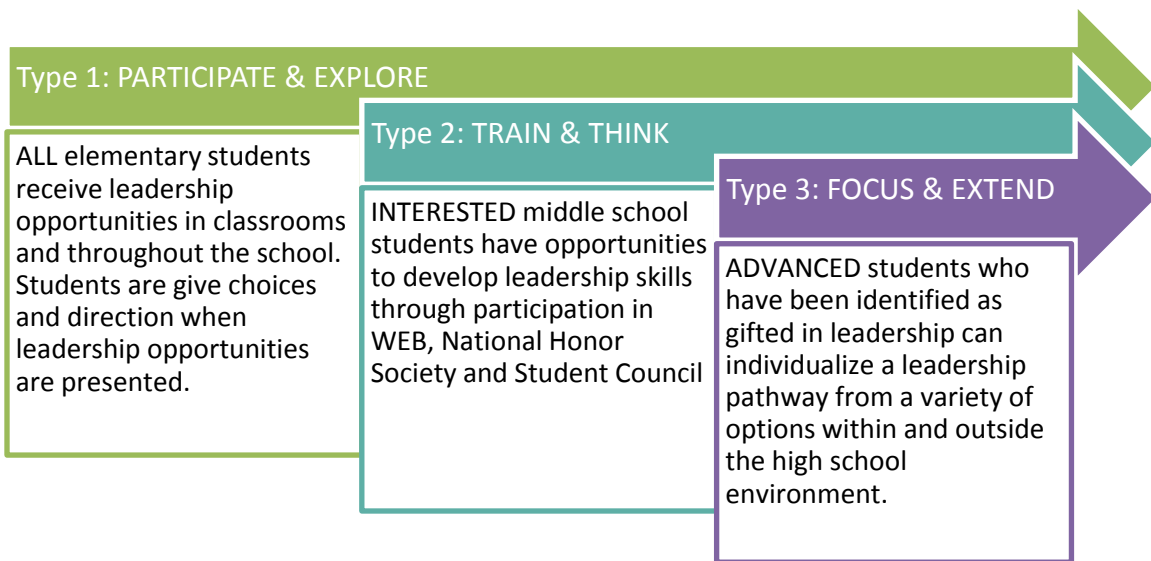


Elizabeth School District Talent Development Model for Nurturing and Identifying Student Leaders

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 leadership 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 leadership qualities.



Talent Development

At the elementary level students are given opportunities to have leadership roles within the building.

Classroom Instruction: Inspiring greatness in each student by developing their potential.

- Students in grades K-5 are given a chance to apply for a leadership role in the classroom.
- In most classrooms, students are in charge of their own data notebook to track their progress.
- Students are taught to become self-reliant (independent) as well as to work well with others (interdependent).

- Opportunities are provided to apply for leadership roles in the library, cafeteria, classrooms and whole school.
- Interested 4th and 5th grade students have the opportunity to apply for a leadership position as a Junior or Senior Ambassador
- Student Advisory Council consists of student leaders who make positive and impactful change.

Over the years, elementary teachers and staff look for potential and leadership qualities in students. In fourth and fifth grades, students are encouraged to apply as a Junior or Senior Ambassador (student council member) in order to have a more involved leadership role in the building. The ambassadors have many extra leadership roles such as giving new student tours, helping with homecoming and Red Ribbon weeks as well as community service opportunities. Students who participate in leadership roles fill out a Leadership Portfolio document and are rated by their sponsor using a leadership rubric.

At the middle school level students in the Leadership Talent Pool are encouraged to develop specific leadership skills and service learning through participation in:

- Student Council
- National Honor Society
 - NJHS has 5 pillars: scholarship, service, leadership, character and citizenship. Leadership opportunities include sponsoring a concession for the cross country team, working at the craft fair, sponsoring a dance and active involvement in the induction ceremony.
- Where Everybody Belongs (WEB)

This is an 8th grade leadership organization (trademarked and officially trained) that promotes positive school environment and inclusion by supporting the transition of the 5th graders to 6th graders while developing emerging leaders of leaders. WEB is responsible for the 6th Grade Orientation that takes place the first day of school for the 6th graders. The half day program educates 6th graders about the Elizabeth Middle School culture. WEB leaders are also in the 6th grade hall for first week of school to help 6th graders with their lockers in the morning, and support the 6th graders throughout the year with tutoring several times a week.

Other WEB leadership responsibilities include 5th grade tours, planning and implementing Frightfest, supporting a canned food drive for the holidays, providing desserts for the annual Veterans Day dinner at the firehouse and supporting teacher appreciation week.

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 counselors will meet with identified students to guide them in creating a 4-year leadership pathway, if they choose to do so.

At the high school level students identified as gifted in Leadership can participate in classes and extra-curricular activities that aim to prepare students for leadership roles in college, technical school and/or a career. Some leadership positions within these classes or activities could be used as qualifying data for identification in leadership. Opportunities by high school departments include, but are not limited to:

Art

- Honor Societies

Business

- Future Business Leaders of America
 - Officer Position-Chapter
 - Officer Position-State
 - Competitive Event Participation-Presentations
 - Competitive Event Participation-Projects
 - Institute for Leaders
 - National Fall Leadership Conference
- National Business Honor Society** (Anticipated 2018)
- Foundation for Teaching Economics (FTE) Economics for Leaders (University of Colorado)
- Business Achievement Award-Leader and America Level
- Community Service Award-Top Level

Counseling

- Peer tutors

English

- Yearbook Manager

Family Consumer Sciences

- Family, Career and Community Leaders of America (FCCLA)
 - Officer Position-Chapter
 - Officer Position-State
 - Competitive Event Participation-Presentations
 - Competitive Event Participation-Projects

Foreign Language

- Honor Societies

Technology

- Technology Student Association (TSA)
 - Officer Position-Chapter
 - Officer Position-State
 - Competitive Event Participation-Projects

Music

- Leadership Position-Marching Band
- Possible vocal and instrumental opportunities

Physical Education

- Selected Fitness Awards

Non Departmental

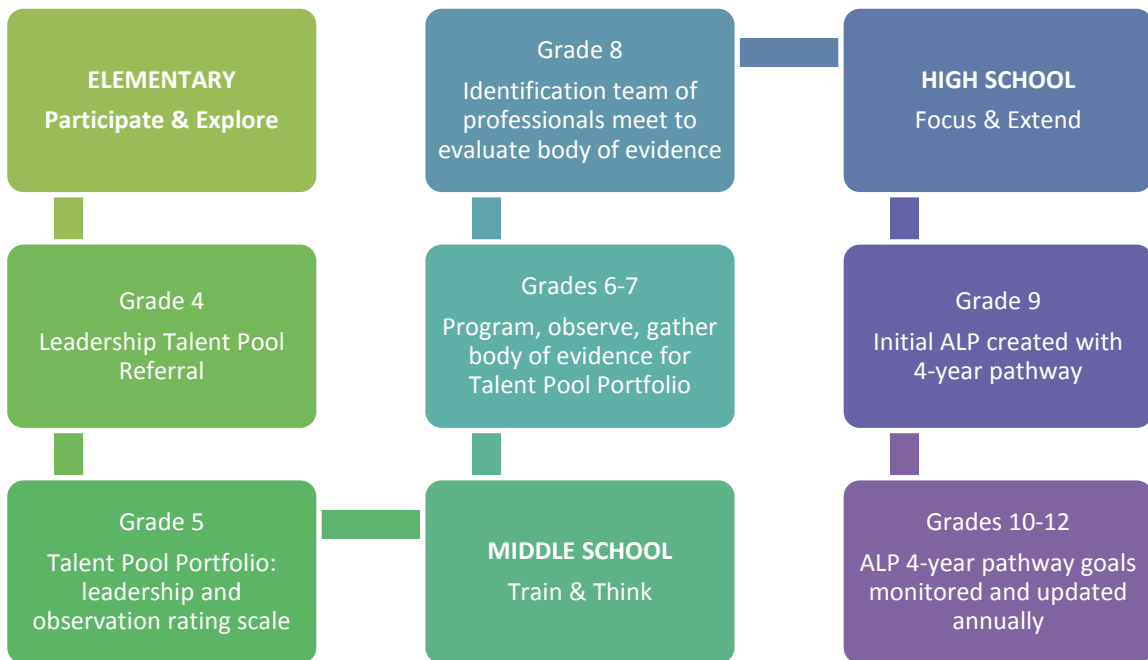
- Student Liason-Town of Elizabeth Board of Trustees
- Student Council
 - Meaningful leadership positions in student council
 - Meaningful leadership positions in Flight Crew

Out of School Possibilities

- Boy Scouts
- Girl Scouts
- 4 H
- Law Enforcement Explorers

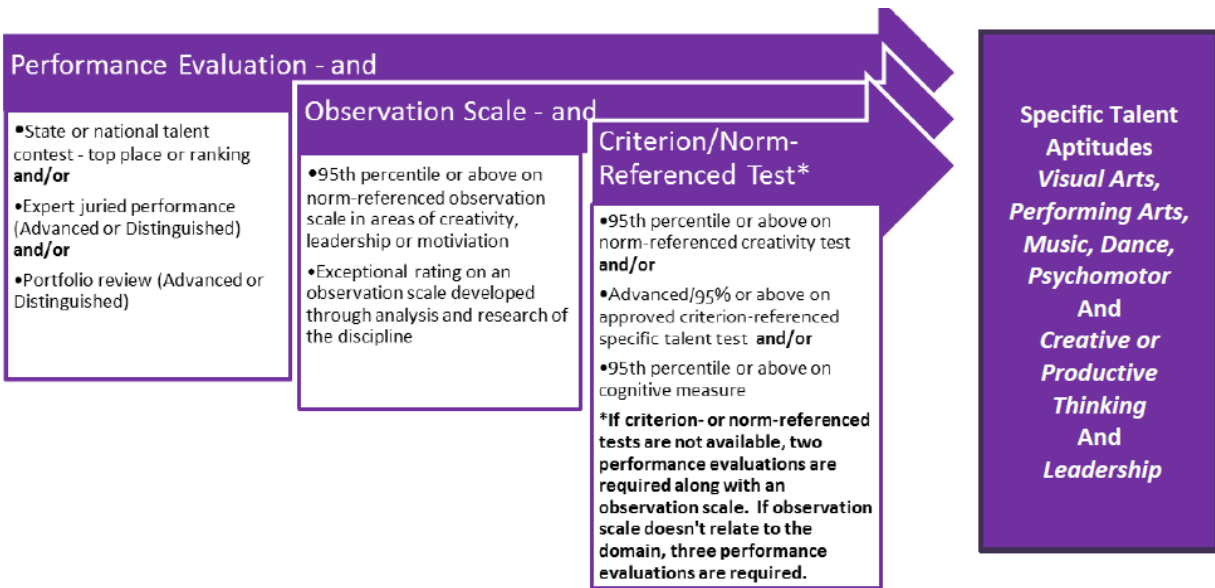
Students can create a 4-year leadership pathway that serves as the students’ ALP and as such must be monitored annually by the student, teacher/counselor and parents. The plan can be included in the students Individual Career and Academic Plan (ICAP) that is housed in College in Colorado. If the ALP 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



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.



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 Leadership talent identification:

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.
- Portfolio reviewed by a panel of experts. The portfolio includes 6 leadership roles and accompanying rubrics rated advanced or distinguished .

Observation Scale:

Scales for Identifying Gifted Students (SIGS) (parent or teacher)

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)