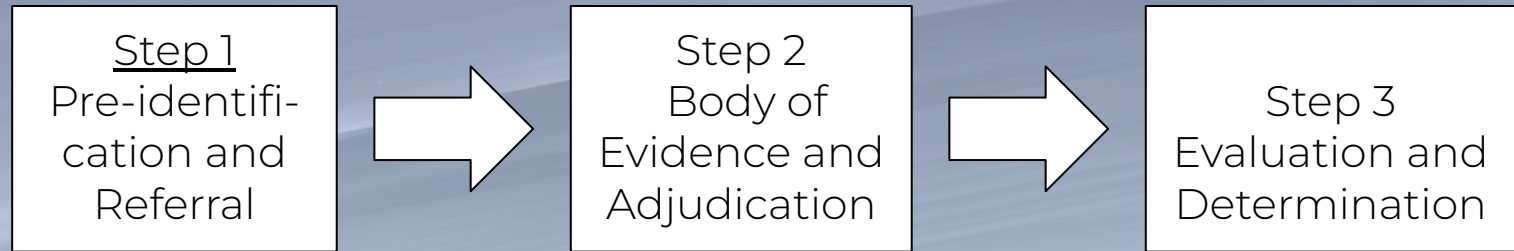




Talent Identification: **LEADERSHIP**

Let's Get Started

The Identification Process



**The identification process for
Leadership may require:**

**Step 1:
Pre-Identification
experiences**

Pre-ID
experiences

**Step 1a:
Referral**

Referral
Form

The identification process for Leadership may require:

**Step 2:
Collecting data
and creating a
Body of Evidence**

Portfolio

Performance
data

Behavior
Scales &
Observation
Data

**Step 2a:
Adjudication**

Aptitude
Test(s)

Experts
or
Adjudicators

**The identification process for
Leadership may require:**

**Step 3:
Evaluating a
Body of Evidence**

Body of
Evidence
Review

**Step 3a:
Determination**

ID
determination



Pre-Identification Experiences

Students with strong leadership skills may exhibit the following characteristics: self-confidence, initiative, communication skills, energy, responsibility, integrity, and charisma.

Classroom teachers, coaches, club sponsors, community organization leaders, parents and students should be aware that leadership is an area of gifted identification.

[Additional considerations for Leadership ID](#)

[Potential Candidate List](#)



Referral Form

Referrals can be made at any time of the year by educators, families, students, and other community members.

This is a suggested Leadership Talent Scale to be used for Universal Screening or for individual students. Students can use the Leadership Talent Scale Self-Referral form.

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Aptitude Tests

Cognitive Tests such as the Cognitive Abilities Test (CoGAT) or Naglieri Nonverbal Ability Test (NNAT) can also provide qualifying evidence for leadership identification.

A qualifying cognitive score is not required for leadership identification.

Behavior Scales & Observation Data

Name	Author/Publisher	Age/Grade Levels	Descriptors
Gifted Evaluation Scale (GES) Hawthorne Educational Services, Inc. 800-542-1673	McCarney & Anderson, 1987	Grades K- 12	Educator reporting; traits (sub-scale) Hawthorne Publications
Gifted Rating Scales (GRS-S)	Pfeiffer & Jarosewich, 2003	Grades 1-8 (also has pre-K version)	12 item rating scale by educator (sub-scale) Pearson
Leadership Skills Inventory (LSI)	Karnes & Chauvin, 1985	Grades 4-12	Self-reporting; skills based (Must buy manual, 2005) (sub-scale) Gifted Psychology Press
Scales for Identifying Gifted Students (SIGS)	Routledge Talyor & Francis Group, 2021	Ages 5 - 18	Home & School Forms 12-item rating scale by observation (sub-scale)
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	Routledge Talyor & Francis Group, 2010	Non-specific children+	Teacher reporting; traits (sub-scale)
The Gifted & Talented Evaluation Scales (GATES-2)	Pro-ed, 2015	Ages 5 - 18	Behavioral checklist: 10 – item rating sub scale by educator (sub-scale)

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Portfolio Requirements

Suggestions for portfolio contents include

- Documentation and description of successful leadership roles, activities, and projects, both in school and in the community
- Leadership resume ([Resume example](#))
- Positive letters of recommendation from three adults (teachers, community group leaders, business leaders) who have had opportunities to observe the student in a leadership role
- Recommended to include 3-5 items

[More Information](#)



Portfolio Requirements

[Sample Portfolio Requirements
Document](#)

[Artifact for Leadership Identification](#)

[Return to Main Menu](#)




Performance Data

Performance Data may include:

- Classroom and school projects
- Resume
- Letters of Recommendation
- Top placement in contests in/outside of school (4-H, FBLA, etc.)

[More Information](#)

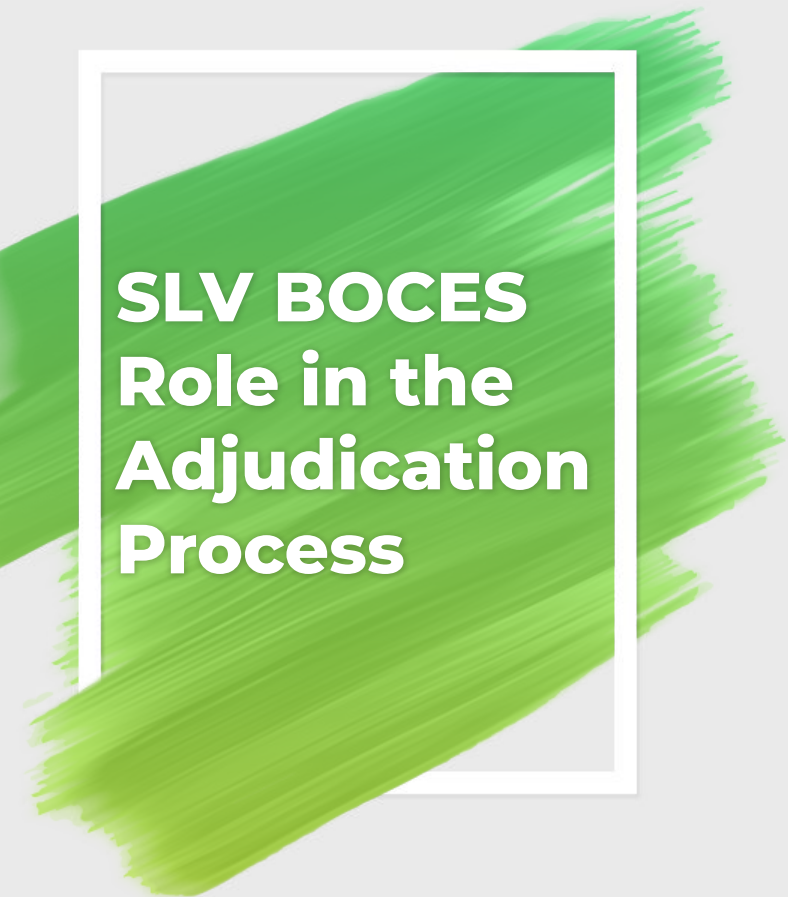


**Who to ask
and a tool
for
collecting
information**

Who to ask for letters of recommendation

- Teachers
- Club leaders
- Community group leaders
- Business leaders

Rubric to collect information

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SLV BOCES Role in the Adjudication Process

SLV BOCES will gather experts and host a day for the evaluation of the portfolio and the student interview using the rubrics from each part of the process. This information then becomes part of the Body of Evidence.

Consider Adjudicators with the following:

- Professional training/experience with leadership
- Reputable background in leadership
- Variety of leadership types
- Familiar with age appropriate leadership skills and abilities

Adjudicators make recommendation to ID determination team for final decision.



Experts or Adjudicators

[More Information](#)

What to give experts or adjudicators

Tell students:


Be prepared to share your leadership resume and a project you have taken a leadership role in.

At the meeting with adjudicators you may be asked to do a simulation or improvisational task and will be interviewed by these experts.

[Leadership Interview](#)

[Leadership Interview
Rubric](#)

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Body of Evidence Review

Gifted determination decisions require a team approach with at least one person knowledgeable in gifted education. The student and family should be included when possible.

The body of evidence should include both quantitative and qualitative data. Adjudicator information will be considered as part of this process.

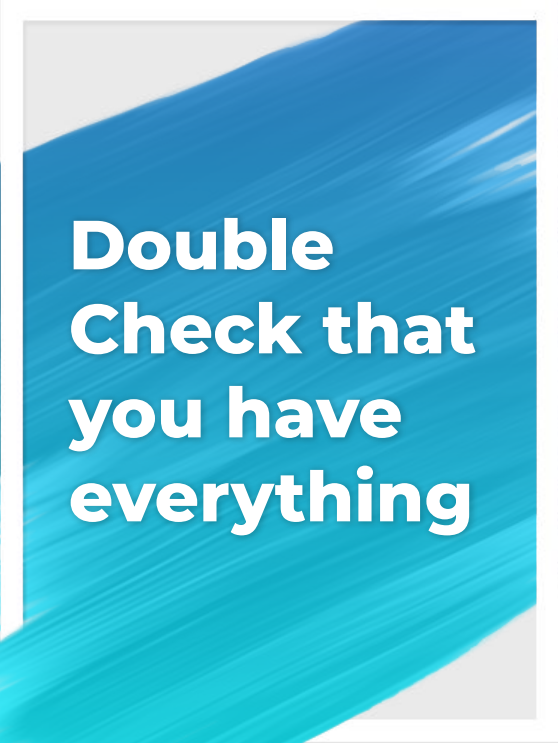
[More Information](#)



Suggested Items for the Body of Evidence

A Body of Evidence does not require every item from this list

- Referral Form(s)
- Behavior Checklist or Scale (parents, community, or teachers)
- Cognitive or Creativity Assessment Results (qualifying scores or not)
- Portfolio including a Leadership Resume
- Adjudication Results OR Evaluation of Student's Portfolio
- Optional
 - Any other items that complete a picture of student ability in talent area



**Double
Check that
you have
everything**

Here is a sample Body of Evidence form that may be used to gather evidence.

[Gifted Ed Determination Protocol and BOE Documentation](#)

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Is this student gifted in Leadership?

Identification Determination Documents

- [ID BOE: TA Leadership Cognitive](#)
- [ID BOE: TA Leadership Test or Performance Assessment](#)
- [ID BOE: TA Leadership Observation Scale](#)

[More Information](#)



**If yes, here
are some
next steps**

Inform teachers and parents of identification determination. If the student is identified in Leadership, develop an ALP. [The Colorado Gifted Education Leadership Standards](#) may be useful in developing ALP goals.


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**If no, here
are some
next steps**

If the student is not identified include him/her in the talent pool as appropriate. Inform teachers and parents of identification determination.

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**For additional
information or
assistance, contact
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