

cde

Gifted Education Unit



Reference Series



**Creativity, Leadership,
Visual and Performing Arts**



*Gifted Student Learning and Growth
Ensured by needed provisions and advocacy.*

Reference Series



The Reference Series are small packets of information regarding topics relevant to statewide improvements in gifted program designs or gifted student achievement. The Series is a quick way for implementers of gifted programming and the public to gain an initial understanding of the topic. Representatives of the gifted education directors' network select the topics based upon immediate need or legislation that requires a tutorial for building statewide understanding and implementation.

The overview of the gifted education topic will be described in terms of definition, description or characteristics, resources, assessments, common tips or evidence based practices in relation to the topic. Examples of methods or tools referenced in the series are not exclusive. If legislation is the topic, the purpose is to clarify the law and procedures for implementation. The authors encourage further study and application of the particular topic.



Gifted Student Learning and Growth

Ensured by needed provisions and advocacy.

Reference Series



In Appreciation

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Development of the Reference Series is largely due to the volunteer

efforts of Kelly Packertise of gifted educators in Colorado. Phillip following

Deborah Rathenberg recognized for their contribution Erico Skelton Early Access

packets and their dedication to ongoing improvement of gifted student

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Gifted Student Learning and Growth

Ensured by needed provisions and advocacy.

Enhancing Creative Thinking In Gifted Learners



Recognizing and Planning for Creativity



*Gifted students' learning and
growth ensured by needed
provisions and advocacy*

ECEA RULES: 2220-R-12.00 GIFTED AND TALENTED STUDENT PROGRAMMING

12.01 (9) (c) Creative or Productive Thinking

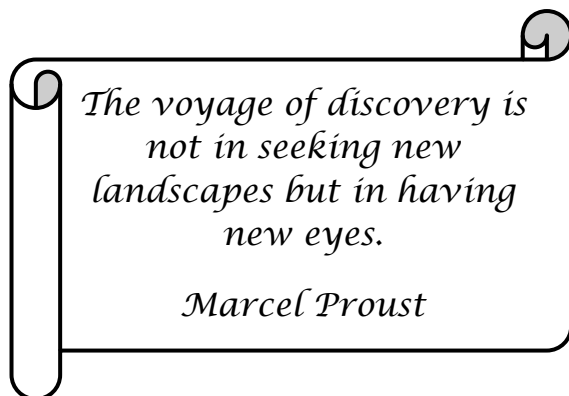
Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

*For the purpose of this toolkit, the term “creative thinking” will henceforth represent both creative and productive thinking. This is based on the NAGC (National Association of Gifted Children) definition:

Creativity is the process of developing new, uncommon, or unique ideas.
(www.nagc.org/index.aspx)

Further explanation of the term creativity is given by Anna Craft in [Creativity and Early Years Education](#).

“The notion of the ‘little c’ creativity goes beyond “doing it differently’, ‘finding alternatives’ or ‘producing novelty’, for it involves having some grasp of the domain of application, and thus, of the appropriateness of the idea. It involves the use of imagination, intelligence, self-creation, and self-expression.”



Creativity Toolkit

Student Outcomes:

The student with talent in creative thinking:

- values and enjoys this type of thinking
- demonstrates self-efficacy by recognizing, developing and applying creative thinking in multiple environments
- takes appropriate risks to demonstrate creative thinking
- applies such thinking for the benefit of a global society

Essential Question:

In what way does understanding the nature of creativity impact the ability, growth, and success of gifted students with creative potential?

Creative Thinking Toolkit is based on the following philosophy/beliefs:

- Creative thinking is integrated into all domains and is not an isolated process or product.
- Creative thinking is developmental.
- Identification of exceptional creative thinking leads to appropriate programming that enhances the development and application of creativity over time.
- Creativity is best learned through authentic experience.
- Creativity skills are best developed through modeling, open-ended opportunities, problem solving, guidance and practice.
- The development and enhancement of creativity is a lifelong process.

School Climate and Creativity:

School climate provides the foundation for gifted education. This includes the belief that school staff, parents, and community members actively support talent development. Students are provided with ample opportunities to meet their unique educational needs. Positive outcomes are recognized and honored. Schools also inform parents and community members of ways to support students in a variety of environments

Research

‘Creative partnerships including businesses, arts, science and community organizations...are essential to the kinds of education young people now need.’ (K Robinson, 1999)

- Edwards (1991) and Edwards & Baldauf (1987, 1991) found that students participating in creativity training (using de Bono’s CoRT program) showed scholastic gains in science, social studies, and language arts.
- Borland and Avery (1988) demonstrated that ideational fluency, the ability to generate multiple ideas for a given problem or scenario, highly correlated with intelligence.
- Participation in Odyssey of the Mind (OM), a national creativity program, was associated with transfer of learning on a mathematical problem-solving task (Carman, 1992); further, there were no gender differences in the mathematical problem-solving ability of the OM participants when compared to non-participants, who did display gender differences. OM showed positive effects on cognitive problem-solving abilities in several other studies (Cohen, 1987; Fishkin, 1990; Harrington, 1984; Miller, 1983).
- Some of the proposed connections between creativity and achievement come from Reis (2003), who stated that students who complete Type III investigations (creative products generated via the Schoolwide Enrichment Model) go on to earn advanced degrees at ten times the rate of gifted children who do not complete such products.
- Many studies link creativity with heightened motivation (e.g., Amabile, 1990, 1995; Runco, 2005), motivation being a powerful part of achievement orientation and of productivity.
- Starko (2005) describes a three stage progression of creative behavior development. These stages are not necessarily linked to specific ages or grades.

Three Stage Progression of Creative Behavior

Level One – Early

Tinkering, exploring in an inviting atmosphere, develop a basic understanding of the characteristics of creative thinking

Level Two – Middle

Developing skills set within the domain, work with teachers/mentors who are knowledgeable in techniques of the discipline and creativity

Improve technically and enter into communication about and the culture of the domain

Level Three – Advanced

Technical precision in skill set is applied to novel production

Move into the professionalism of the field – authentic production experiences

Creative Thinking Identification Tools & Process

Recognition

Characteristics of a Creative Thinker

- Sees and displays humor in a lot of different situations
- Likes to be nonconforming – challenges the status quo
- Tolerates ambiguity
- Demonstrates metaphorical thinking
- Is fluent in producing and elaborating ideas
- Is open to new ideas
- Takes risks
- Finds and solves problems in many situations
- Is intuitive
- Synthesizes ideas
- Has persistence
- Shows a preference for complexity

Decision Making Process

1. **Universal screening** of students for creative thinking may be done at specific grade levels and can occur using observational or quantitative tools (Harrison, Kingore, Renzulli, Torrance, etc).
2. **Broad Screening** for potential: Honor referrals from many sources; teachers, parents, students, self-referrals, and other community members.
3. **Response to Intervention (RtI) Process** is initiated to discuss and review data. Based on the Body of Evidence (BOE), a student may be identified with talent in the area of creativity. The BOE may include:

Qualitative Data

- Checklists and Observational Inventories (see Appendix)
- Awards or competitive events information
- Outside projects or products
- Portfolio or performance assessments

SAMPLE PORTFOLIO ITEMS:

Creative Writing samples
Independent projects that involve some sort of physical or visual product as well
In-depth research projects
Class projects that are significantly above and beyond those of their peers
Video tapes of oral presentations
Documented examples of creativity above and beyond that of peers
Essay Tests that show evidence of creative thinking
Parent narratives of specific evidence of student's creative thinking and/or in-depth study of topics of interest to the student or extra-curricular activities that they are involved in.

Performance assessment results on portfolio activities provided by gifted program at or above the 90th percentile

Odyssey of the Mind (Renatra Fusca winner)

Art samples

Invention Convention district winner

Computer work that is significantly above and beyond that of peers and even some adults

Quantitative Data

- Standardized tests of creative thinking

4. **Determine and Document** student needs for programming in the ALP. The Advanced Learning Plan (ALP) links the identification process to appropriate programming for the student's strengths and needs. After students are identified with creative talent, SMART goals should be included in Advanced Learning Plan. ALP goals should be appropriate for the developmental level of the student. Some suggested interventions can be found in the three tier programming triangle on p. 11. Student progress is monitored and assessed in the RtI monitoring process.

Practitioner Tips

- Classrooms need to provide students with opportunities for developing creative thinking such as teaching creative problem solving and asking higher order questions.
- Educators should understand the limitations of standardized instruments and recognize every student's creative potential. A body of evidence consisting of both quantitative and qualitative measures should be used to identify creative potential and decide upon appropriate programming interventions via the RTI process.
- Creative thinking is a common element that runs through all content domains. Practitioners should be trained to recognize and support creative thinking in different domains – including mathematics and the sciences.
- Recognize, model, and share creative thinking processes with students.
- Enhance students' creativity in areas of passion and interest by providing content extensions and alternative assignments matched to the interest area.
- Incorporating creative thinking skills can increase students' academic achievement (see research section).
- Problem-based learning and problem solving tasks are proven strategies to promote creative thinking and productivity.

Affirmations & Cautions

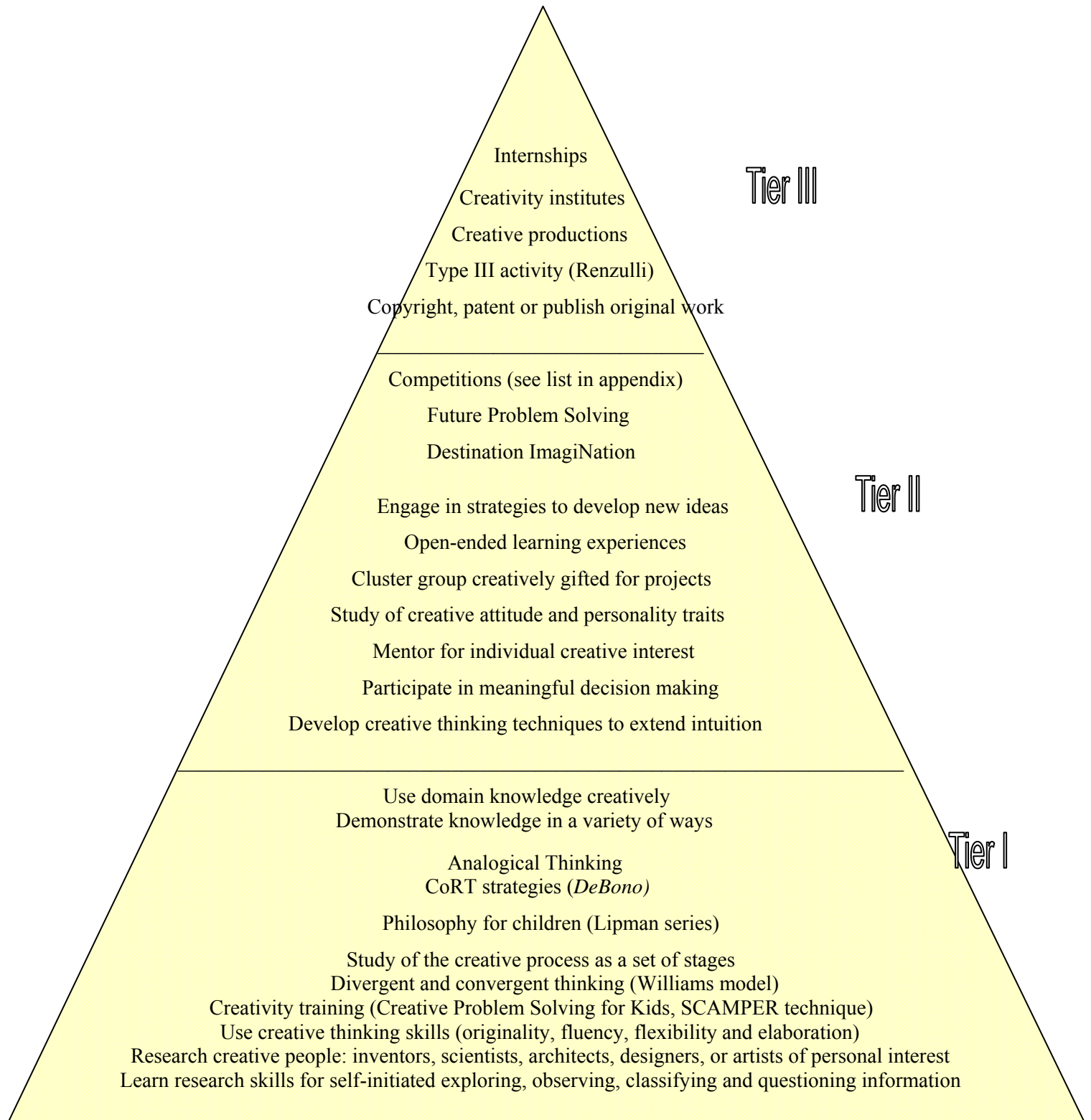
- Individual students may not manifest all of the characteristics of creativity.
- Beware of excluding students based on behavior. Characteristics of exceptional creativity may manifest in ways that are not considered positive by others.
- Creative thinking is a common element that runs through all areas of giftedness.
- If a curriculum is too regimented and narrow, there may not be opportunities for students to perform creatively.
- Creativity can be manifested in a single action or in multiple actions.



*That which seems the height
of absurdity in one generation
often becomes the height of
wisdom in the next.
John Stuart Mill*

Creativity Identification Matched to Programming Options

When creating programming for students gifted in creative consider the progression and growth of creative skills and behaviors. The following model provides Tier 1, 2, and 3 suggestions. To enhance understanding of specific interventions, consult CDE Javits module for creative thinking.



Progress Monitoring

Student progress is assessed through response to intervention progress monitoring. This includes formative classroom assessment and self-evaluation methods. A portfolio of student work might also be used. The method of assessment should be identified and embedded in ongoing instructional planning. Progress in the strength area is a point of discussion during parent-teacher conferences and ALP reviews.

Parental Involvement

Parents play an integral role in talent development. Parental support can take many forms, such as participating in ALP development, advocating for their child, mentoring, and becoming involved with programs designed to foster creative thinking in the school or community.

Creativity in the home is fostered by a positive, self-reliant environment where children are valued for their thinking, ingenuity and personal interests. In a creative home rules are consistent and few in number and allow for more than one way to do things. To develop creative talent children should be given opportunities to engage in real-world problem solving in situations that are appropriate to their developmental level. Parents can help their children develop these skills by modeling their own problem solving processes and allowing children time to create their own solutions.



Professional Development Resources

Gifted Education Books

- Davis, G., & Rimm, S. (1994). *Education of the gifted and talented*. Englewood Cliffs, NJ: Prentice Hall.
- Plucker, Jonathan A. & Callahan, Carolyn M. (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press Inc.
- Rogers, Karen B. (2002). *Re-Forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.
- Sternberg, R. J., Passow, H., Zhang, L., Jackson, N. E., Shore, B. M., Dover, A. C., et al. (2004). *Definitions and conceptions of giftedness*. Thousand Oaks, CA: Corwin Press.

Books on Creativity

- Cramond, B (2005). *Fostering creativity in gifted students*. Waco, TX: Prufrock Press.
- Piirto, Jane (2004). *Understanding creativity*. Scottsdale, AZ: Great Potential Press.
- Smutny, J F (2003). *Gifted education: Promising practices*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Renzulli, Joseph (Ed.) & Reis, Sally (Ed.). (2004). *Identification of students for gifted and talented programs*. Thousand Oaks, CA: Corwin Press.
- Starko, A J (2005). *Creativity in the classroom (3rd Edition)*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Treffinger, Donald J. (ed.) (2004) *Creativity and giftedness*. Thousand Oaks, CA: Corwin Press.

Creativity Instructional Materials

- Crabbe, A. & Betts, G. (1988). *Creating more creative people, Book II*. St. Andrews College: The Future Problem Solving Program.
- Foster, E.S. (1989) *Energizers and icebreakers for all ages and stages*. Minneapolis, MN: Educational Media Corporation.
- Foster-Harrison, E.S. (1994). *More energizers and icebreakers: For all ages and stages*. Minneapolis, MN: Educational Media Corporation.
- Meador, K.S. (1997). *Creative thinking and problem solving for young learners*. Englewood, CA: Teacher Ideas Press.
- Meyers, R.E. (2002). *Spurs to creative thinking*. Marion, IL: Pieces of Learning.

Web sites for Competitions and Further Information

Destination Imagination www.destinationimagination.org

Future Problem Solving www.fpspi.org

History Day www.nationalhistoryday.org

Invention Convention www.inventionconvention.com

Invent America www.inventamerica.org

Lego Robotics www.firstlegoleague.org

Mars Rover marsrover.phys.uh.edu

Odyssey of the Mind www.odysseyofthemind.com

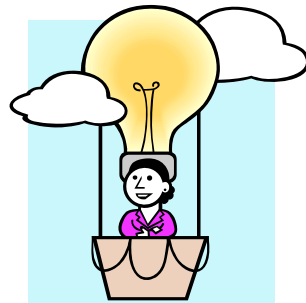
Science Fairs – Intel, Westinghouse
sciserv.org/isef (Intel)
www.siemens-foundation.org/competition/ (Westinghouse)

www.criticalthinking.com

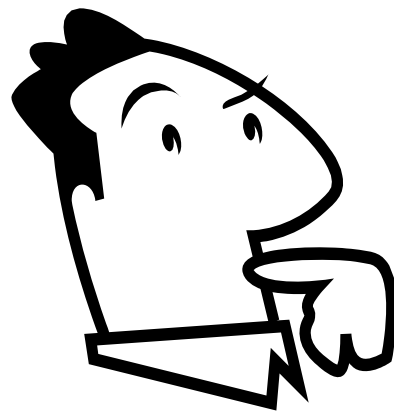
Jacob K. Javits Gifted & Talented Students Education Program.
<http://www.ed.gov/programs/javits/index.html>.

Davidson Institute for Talent Development. <http://www.ditd.o>
<http://www.raisingmallsouls.com/education-creativity/>

Additional Colorado Department of Education Resources
<http://www.cde.state.co.us/gt/download/pdf/GiftedEdGuidelines.pdf>
pp. 59-61 for creativity programming and more materials



APPENDIX:
CREATIVITY ASSESSMENT
TOOLS



Tests and Observation Tools

Name	Publisher/Author	Age/Grade	Cost/Time*	Descriptors
Gifted Evaluation Scale (GES-2)	Hawthorne Educational Services, 1998 http://www.hes-inc.com/hes.cgi/00550.html McCarney & Anderson	Ages 5-18	\$83 15 minutes	Takes a team of people who work with the student to do observation Aligns with gifted curriculum intervention manual One of five subscales
Gifted Rating Scale (GRS)	Pearson, 2003 http://pearsonassess.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8130-502 Steven Pfeiffer, PhD. and Tania Jarosewich, PhD	GRS-P: 4.0 through 6.11 years GRS-S: 6.0 through 13.11 years	\$154 15 minutes	For screening and/or id Normed on small sample size
Khatena-Torrance Creative Perception Inventory (KTCPI)	Scholastic Testing Service, 1998 http://ststesting.com/ngifted.html Drs. Joe Khatena, E. Paul Torrance	Ages 12-Adult	≈\$60 20-40 minutes	Self-perception inventory
Kingore Observation Inventory (KOI)	Professional Associates, 2001 www.professionalassociates.com Bertie Kingore, PhD.	Grades K-8	\$24.95 each Continuous observation	Best used as a screener Need to create own norms
Process Skills Rating Scales Revised (PSRS-R)	Prufrock Press, 2004 www.amazon.com Frances A. Karnes, Suzanne M. Bean	Elementary and Secondary Students	\$24.95 20 minutes per skill area	Good for screener and monitoring growth Checklists of 13 skills including creative and critical thinking

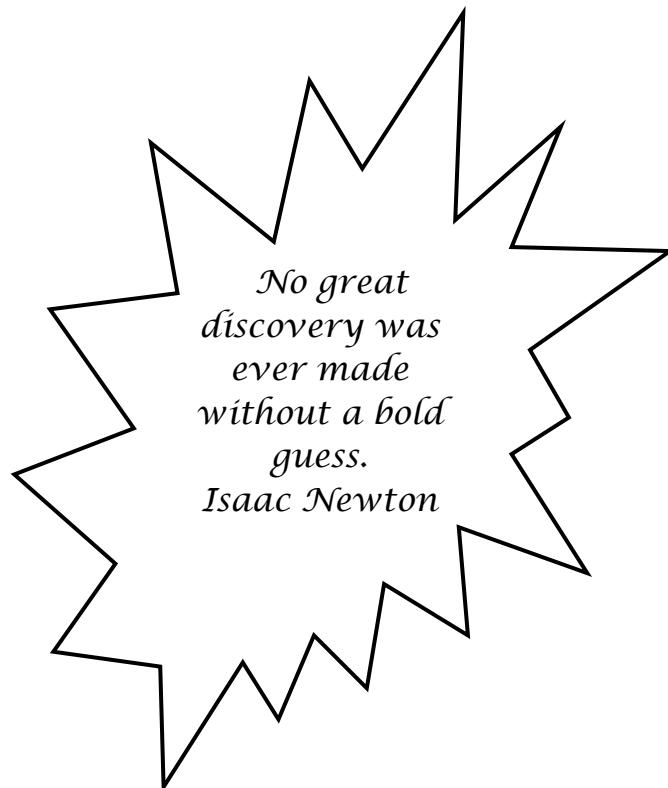
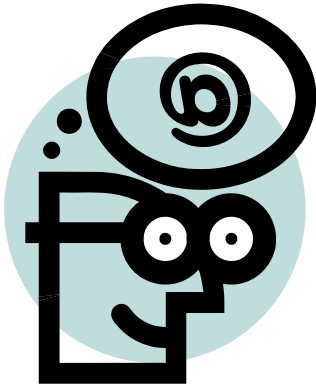
Profile of Creative Abilities (PCA)	Pro-ed, 2007 www.prufrock.com Gail Ryser, PhD.	Ages 4-15	\$195 complete kit 30-40 minutes	Home and school rating Small norming population Individual or small group
Scales for Rating the Behavioral Characteristics of Superior Students - Revised	Creative Learning Press, 2004 http://www.creativelearningpress.com Renzulli, Smith, White, Callahan, Hartman, Westberg, Gavin, Reis, Siegle, Sytsma	Grades 3-12	\$19.95 15 min	One of 14 subscales Can be administered online Teacher reported Screening tools Needs norms
SIGS - Scales for Identifying Gifted Students	Prufrock Press www.prufrock.com Gail Ryser, PhD. Kathleen McConnell, PhD.	Ages 5-18	Entire Kit \$150 15 minutes	Has Spanish version of home rating scale Has seven scales for observational rating
Torrance Tests of Creative Thinking – Figural and Verbal Forms	Scholastic Testing Service http://ststesting.com/ngifted.html Dr. E. Paul Torrance	Ages 5 - Adult	≈\$125 for figural ≈\$161 for words 30 minutes -45 minutes	Finds underrepresented populations Takes training to score or scoring is additional fee
USTARS ~ PLUS TOPS (Teacher’s Observation of Potential in Students)	Project U~STARS~PLUS,2007 www.fpg.unc.edu/~ustars/ Coleman, Shah-Coltrane	GradesK-3	\$10 one whole class form, four individual student forms for a non-project school – continuous observation	Use as a screener Norms can be created within a population Part of the USTARS program

*None of the times indicated include scoring time.

Performance Assessment Tools *

Name	Author	Descriptors
Poudre Valley Rubric	Poudre Valley Schools	To be piloted this year Example below
Performance Rubric - Forsyth County Schools	Forsyth County Schools, Georgia	Takes qualified evaluators that can be trained or advanced degrees in gifted education Example below

* To use these tools identification norms will need to be developed.



Creativity Product Assessment – Poudre Valley Schools

	1	2	3	4
Originality	Copied other's ideas; used other's ideas without changes	Typical; Clichéd; Few novel ideas or thoughts	Enhances more typical ideas	Unique; Novel; Fresh perspective
Elaboration	No clear focus; details are confusing	Limited explanation; few supporting details or details are conflicting	Idea is clear; details add some interest	Details increase interest and meaning; insightful; articulate
Fluency	Insufficient number of ideas; insignificant or irrelevant	Limited number of ideas; simple, basic information generated	Able to generate above average number of ideas; integrates topics	Able to generate numerous ideas; multiple perspectives and/or alternatives
Flexibility	Difficulty in generating ideas; much repetition of ideas or themes	Limited varied ideas; some repetition and/or similarity of ideas; repeated themes	Several varied ideas; occasional similarity of ideas; staying "in the box"	Wide variety of ideas; Extending or breaking boundaries; enhances total effect
Process	Did not complete	Completed with frequent assistance and prompting; minimal effort	Minimal support to complete; evidence of revision; put forth effort	Autonomous; evidence of ongoing revision and reflection; considerable effort evident
Imagery	Lack of expressiveness; vague; needs frequent prompts; shows one common point of view; single interpretation	Typical interpretation or expressiveness; needs few prompts; basic perspectives	Begins to express emotions and visualization; several perspectives evident	Emotional expressiveness; unique visualization; novel perspectives

Bonus Points for Humor +1 +2 Total Points _____

CREATIVITY Rating Scale
For Product/Performance/Portfolios

Student Name: _____ **Grade:** _____

School: _____

Date of Product/Performance: Evaluation: ___/___/___

Persons Completing Rubric (minimum of 3 qualified evaluators):

Directions for Scoring:

1. Refer to the descriptors on the back of this form to evaluate each criterion as represented by the product/performance/portfolio. Record the scores for each criterion in the table that follows. A 5 means that the criterion is exhibited in the product/performance/portfolio all the time at an exceptional and consistent level of quality and a 1 means it is seldom exhibited or is exhibited in an unacceptable level of quality.
2. Determine a total score for each column by adding all the responses in each column and multiplying by the number at the bottom of each column.
3. Add together each column total and multiply by 3 to find a Total Score.

CREATIVITY: The student has demonstrated this level of ability for each criteria as follows:	1	2	3	4	5
1. FLUENCY					
2. FLEXIBILITY					
3. ORIGINALITY					
4. ELABORATION					
5. IMAGINATION					
6. INDIVIDUALITY					
7. ACUTE SENSITIVITY					
8. INQUISTIVENESS					
MULTIPLY	X 1	X 2	X 3	X 4	X 5
COLUMN TOTALS					
ADD COLUMNS TOGETHER					
MULTIPLY COLUMN TOTAL BY 3					
TOTAL SCORE					

Criterion Descriptors:

1. **Fluency:** Evidence of a flow of ideas, facility, articulation, unconstrained expression, glibness
2. **Flexibility:** Evidence of resourcefulness, versatility, adaptability, freedom
3. **Originality:** Evidence of unique, novel, eccentric, unusual, “way out” clever thinking, inventiveness.
4. **Elaboration:** Evidence of a concern for details, embellishment of ideas, facility in expression, concentrated focus, meticulousness, perfectionism
5. **Imagination:** Evidence of intellectual playfulness, fantasy, wild/silly ideas, humor, insight, talent, illumination (Aha!)
6. **Individuality:** Evidence of skepticism, self-criticism, critical thinking, radicalism, self-reliance, non-conformity, self-confidence, uninhibited in expressions of opinions
7. **Acute Sensitivity:** Evidence of strong feelings, intense empathy, keen understanding of social and/or moral issues, intuitiveness
8. **Inquisitiveness:** Evidence of questioning attitude, intellectual curiosity, an inquisitive mind, eagerness, quickness, scrutiny

Revised 4/17/03

A Final Note

A Creativity Identification Rubric is currently in development. The rubric will use a variety of tools including nominating/rating scales, observation checklists, creative thinking tests and portfolio assessments to identify creative talent. If you have expertise and would like to help with this project contact leickhoff@fairpoint.net .

Enhancing Leadership Capacity in Gifted Learners



Reaching to Leadership



*Gifted students' learning and
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provisions and advocacy*

ECEA RULES: 2220-R-12.00 GIFTED AND TALENTED STUDENT PROGRAMMING

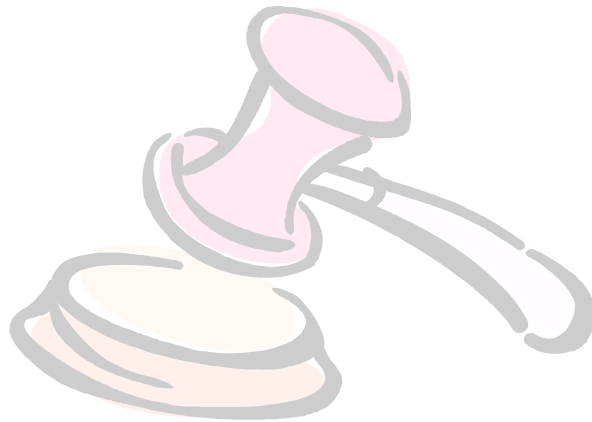
12.01 (9) (d) Leadership Abilities.

Definition:

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).

Criteria:

Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests.



Leadership Toolkit

Student Outcomes:

The student with leadership talent:

- provides successful, productive, confident leadership as a contributing member of our global society.
- demonstrates self-efficacy by recognizing, developing and applying learned leadership skills.
- that is fostered demonstrates enhanced academic performance.

Essential Question:

In what way does understanding the developmental nature of leadership impact the ability, growth, and success of gifted students with leadership potential?

Leadership Toolkit is based on the following philosophy/beliefs:

- Leadership is a developmental process.
- Leadership is best learned through authentic experience.
- Leadership education requires awareness, development, and initiation.
- Leadership skills are best developed through guidance and practice.
- Leadership is a lifelong learning process.
- Leadership is best identified through observation.

School Climate and Leadership:

School climate provides the foundation for gifted education. This includes the belief that school staff, parents, and community members actively support talent development. Students are provided with ample opportunities to meet their unique educational needs. Positive outcomes are recognized and honored. Schools also inform parents and community members of ways to support students in a variety of environments.

Research

Research-based Need for Leadership Education:

“Our future leaders will come from the pool of our gifted young people so improving our understanding of and ability to affect socially constructive attitudes, ideologies and civic commitments among all students—but particularly among those gifted individuals who will have leadership roles in our society—is critical.” (Plucker, 2008, p. 306)

“Americans have steadily lost **confidence** in their leaders since 2005--the year the government bungled its handling **of** Hurricane Katrina--according to the third annual Center for Public Leadership/U.S. News poll conducted this fall. More than three quarters **of** the respondents say they believe the country is going through **a** leadership **crisis**, up 7 percent from last year, **a** trend stretching across all demographic and political groups. Nearly 80 percent feel that unless it gets better leaders, the country will decline, while 51 percent believe that the United States is already falling behind other nations.”

A National Crisis of Confidence (November 2007). Center for Public Leadership- Harvard University:
US News & World Report, Vol. 143, Issue 18.

“As society grows into a more cooperative society, the importance of finding emerging leaders has become crucial. Not only should these potential leaders be identified, but also their talents need the opportunity to develop. As a result, leadership education continues to be a concern in gifted education.” (Bisland, 1984)

Identification Research:

“Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations” (Center for Exceptional Children, 2008).

“Leadership is found to be an active process and not merely the result of a combination of traits” (Stodgill, 1974, as reported in Sisk, 1985).

“Based on this research, it is crucial that any effort to identify gifted leadership abilities includes a strong identification component based on a varied body of evidence sensitive to multiple cultures and populations of students. Leadership can only be improved by using measures that accurately identify persons who display the potential to develop leadership abilities.”
(Christine Phillips)

Leadership Identification Tools and Process

Recognition

Characteristics of an Effective Leader...

- Moves the group toward its goals.
- Builds group unity and pride.
- Strives to be an effective communicator.
- Maintains the highest standards of honesty and integrity.
- Insists on excellence and truth.
- Is courageous.
- Maintains a sense of fairness at all times.
- Listens to followers and other leaders.
- Sets examples for others to follow.
- Shares information openly with others.
- Makes every minute count.
- Helps others achieve greatness.
- Makes sound decisions based on the good of others.
- Solves problems with vigor and vision.
- Maintains a high level of responsibility.

Decision Making Process

The Identification process

1. **Initial Screening for potential:** Teacher, parent, supervisor, self, peer nominations.
Peers: Identify those students whom other students seek out for leadership.
Teachers: Focus on students, whom other students turn for help in completing projects, including non-academic areas.
2. **Identification** through observational checklists, outside evidence and/or portfolio, (optional leadership assessments may be used as additional BOE).
Identify students who have influence over others in informal situations.

3. **Determine where students are on the Leadership Development Triad Model.** (see Appendix) Persons responsible for making leadership identification decisions should have knowledge and understanding of characteristics of gifted leadership abilities. A response to intervention system will encourage programming options and observations of a continuum of leadership opportunities. Identify areas that reflect group experiences and project work.
4. Based on the student information gathered, the student may be **identified** with leadership talent. (Additional Leadership Assessments may also be used: GES; GATES; GRS; LSI; RRSL; SIGS; SRBCSS; LSI – see appendix)
5. Once the student is identified, an **Advanced learning Plan (ALP)** is developed for programming by the school staff, parent and (if age appropriate) the child.

The Advanced Learning Plan (ALP) links the Identification process to appropriate programming for the student’s strengths and needs. After students are identified with leadership talent, SMART goals should be included in Advanced Learning Plan. Student progress is monitored and assessed through the principles of a response to intervention instructional system.

For SMART Leadership Goal Examples for an Advanced Learning Plan, see the Leadership Developmental Triad Model and suggestions (Pg 14-16). ALP goals should be appropriate for the developmental level of the student.



IDENTIFICATION RUBRIC (Suggested)

LEADERSHIP ABILITIES

BEHAVIOR DATA	0-84	85-89	90-94	95+	Scores
SCREENING					
<u>Nominating/Rating Scale:</u> Teacher, parent, self, peer					
SUPPORTING EVIDENCE					
<u>Observation Checklist</u> Lester / Renzulli / McCarney & Anderson, etc.					
<u>Leadership Assessments</u> (GES; GATES; GRS; LSI; RRSL; SIGS; SRBCSS; LPI)					
<u>Other Evidence:</u> (portfolio, Interview, etc.)					

*Rating Scales may be used as nomination and/or an observation checklist.

Practitioner Tips

- Look for leadership potential in a variety of settings, situations and environments; recess, on the bus, group activities, athletic fields, family settings, church situations, community.
- Leadership is best identified through observation.
- Leadership talent crosses all barriers including socio-economic, cultural, gender and other undeserved populations.
- Leadership talent allows students to excel in other areas of development such as intellectual, socio-emotion and psychological.
- A child may be observed exhibiting a variety of leadership characteristics both positive and negative. (Examples: bossiness, oppositional behavior, class clown).
- Children develop leadership skills at various ages and in a variety of degrees. Activities in each tier level may be modified to fit in any grade.
- The **size of a district** is neither a benefit nor a disadvantage to leadership development.
- Leadership identification, curriculum and experiences can be integrated into all contents
- Leadership development should not be dependent upon economic factors.

Affirmatives and Cautions

- Don't exclude students based on inappropriate behavior.
- Leadership is a common element that runs through all areas of giftedness.
- A student with leadership talent may not be a top academic performer.
- Leadership talent can manifest in a single action or in multiple actions.

Checklists

Leadership Talent Scale (John Lester, 2002)

- Volunteers for tasks.
- Takes charge of group games or activities.
- Excels at making decisions or solving problems.
- Embraces new challenges or initiatives.
- Is well liked by peers.
- Influences the behavior, beliefs or actions of peers.
- Excels in academic achievement or intellectual pursuits.
- Shows an interest in the welfare of others.
- Exhibits a natural competitive spirit.
- Displays an energetic drive of high levels of ambitions.

Renzulli Leadership Rating Scale (Joseph Renzulli, 1983)

- Carries responsibility well and can be counted on to do what has been promised
- Is self-confident with both age-mates and adults; seems comfortable when showing personal work to the class.
- Is well liked.
- Is cooperative, avoids bickering, and is generally easy to get along with.
- Can express him- or herself clearly.
- Adapts to new situations; is flexible in thought and action and is not disturbed when the normal routine is changed.
- Enjoys being around other people.
- Tends to dominate; usually directs activities.
- Participates in most school social activities; can be counted on to be there.

Gifted Education Subscale: Leadership (Stephen B. McCarney & Paul D. Anderson, 2000)

- Takes or naturally assumes a leadership role.
- Enjoys working towards goals.
- Demonstrates character and integrity.
- Takes an active role in elected offices.
- Facilitates group activities.
- Presents ideas, clarifies information, and influences others.
- Facilitates positive interpersonal relations within a group.
- Organizes and leads groups.
- Is chosen or elected to a leadership position by peers.



LEADERSHIP TALENT SCALE

FORM ONE

Child's Name: _____ Date: _____

Grade: _____ Age: _____ School: _____

Person completing rating: _____

How long have you known the child and in what capacity? _____

Directions: Please read the following statements regarding leadership talent and rate the child using the following rating scale.

X = Unsure of this characteristic

0 = Never observed

1 = Seldom observed

2 = Occasionally observed

3 = Often observed

4 = Most always observed

- ____ 1. Volunteers for tasks.
- ____ 2. Takes charge of group games or activities.
- ____ 3. Excels at making decisions or solving problems.
- ____ 4. Embraces new challenges or initiatives.
- ____ 5. Is well liked by peers.
- ____ 6. Influences the behavior, beliefs or actions of peers.
- ____ 7. Excels in academic achievement or intellectual pursuits.
- ____ 8. Shows an interest in the welfare of others.
- ____ 9. Exhibits a natural competitive spirit.
- ____ 10. Displays an energetic drive or high levels of ambition.

TOTAL RATING

LEADERSHIP TALENT LEVELS: Colorado Scale

34-40 = VERY HIGH Ability (85%+)

30-33 = HIGH Ability (75%-83%)

25-29 = MEDIUM Ability (63%-73%)

10-24 = LOW Ability (25%-60%)

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LEADERSHIP TALENT SCALE

FORM TWO

Name: _____ Date: _____

Grade: _____ Age: _____ School: _____

Directions: Please read the following statements regarding leadership talent and give yourself a rating using the following rating scale.

- 0 = This is Never ME
- 1 = This is Rarely ME
- 2 = This is Sometimes ME
- 3 = This is Often ME
- 4 = This is Always ME

- ____ 1. I volunteer for tasks.
- ____ 2. I take charge of group games or activities.
- ____ 3. I excel at making decisions or solving problems.
- ____ 4. I embrace new challenges or initiatives.
- ____ 5. I am well liked by my peers.
- ____ 6. I influence the behavior, beliefs or actions of my peers.
- ____ 7. I excel in academic achievement or intellectual pursuits.
- ____ 8. I am interested in the welfare of others.
- ____ 9. I have a natural competitive spirit.
- ____ 10. I have an energetic drive or high levels of ambition.

MY TOTAL RATING

LEADERSHIP TALENT LEVELS: Colorado Scale

- 34-40 = VERY HIGH Ability (85%+)
- 30-33 = HIGH Ability (75%-83%)
- 25-29 = MEDIUM Ability (63%-73%)
- 10-24 = LOW Ability (25%-60%)

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Leadership Assessments

Name	Author(s)/Publisher	Age Grades	Cost/Time	Descriptors
Gifted Evaluation Scale (GES) Hawthorne Educational Services, Inc. 800-542-1673	McCarney & Anderson, 1987	G: K– 12	\$83.00 + (\$38 for 50) 20 min	Educator reporting; traits (sub-scale) Hawthorne Publications
Gifted Rating Scales (GRS-S) http://www.pearsonpsychcorp.com.au	Pfeiffer & Jarosewich, 2003	G: 1-8 (has a pre-K version)	\$92.00 (+ \$48.00 for 25) 15 min	12 – item rating scale by educator (sub-scale) Pearson
Leadership Skills Inventory (LSI) http://www.giftedbooks.com	Karnes & Chauvin, 1985	G: 4 - 12	\$42.95 (+ \$21.95 for 20) 15 min	Self-reporting; skills based (Must buy manual, 2005) (sub-scale) Gifted Psychology Press
Roets Rating Scale for Leadership (RRSL) http://www.leadershippublishers.com	Roets, 1997	A: 8 – 18	\$22.00	Self-reporting; potential ID for training purposes (sub-scale) Leadership Publishers
Scales for Identifying Gifted Students (SIGS) http://www.proprockpress.com	Ryser & McConnell, 2004	A: 5 - 18	\$150.00 15 min	Home & School Forms 12-item rating scale by observation (sub-scale) Prufrock Press
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) http://www.creativelearningpress.com	Renzulli, Smith, White, Callahan & Hartman, 1977	Non-specific children+	\$19.95 15 min	Teacher reporting; traits (sub-scale) Creative Learning Press
Student Leadership Practices Inventory (LPI) http://www.josseybass.com	Kouzes & Posner, 2006	Normed for college	\$60.00 + \$3.50 ea 20 min	Self-reporting; 30 competencies Jossey-Bass
The Gifted & Talented Evaluation Scales (GATES) http://www.proprockpress.com	Gilliam, Carpenter, Christenson, 1996	K: 5-18	\$135.00 (\$61 for 50 forms) 10 min	Behavioral checklist: 10 – item rating sub scale by educator (sub-scale) Prufrock Press

*None of the times indicated include scoring time.

Connections: Leadership Identification to Programming Options

The nature of leadership identification is dependent on how leadership is defined in the administrative unit program plan. The district's definition of leadership will provide direction for the leadership program. The chosen definition of leadership will help clarify;

- 1) Who will participate
- 2) What identification instruments will be used
- 3) What the curriculum will consist of
- 4) The specific program options that will be employed.

Leadership is developmental. Therefore, students need opportunities to develop into gifted leadership abilities. It is appropriate to re-test students with leadership abilities after participation in leadership development opportunities.

Leadership Programming Options

* Leadership activities

- Participating in debates
- Planning for and leading a meeting
- Providing peer mediation and counseling
- Participating in or leading conflict resolution
- Providing service component
- Implementing decision making and planning
- Exploring famous people who were (are) leaders
- Self-diagnosing (identify current leadership skills and ones to develop)
- Applying written and oral communication skills to issues/events
- Facilitating group dynamics [problem solving]
- Leading simulations and role playing
- Applying research skills
- Understanding and applying fundamentals of leadership
- Examining moral development

* Mentorships

* Summer programs and Leadership camps

Strength Area:
Leadership

Career plans
Model programs
Exchange programs
Executive internships
Initiate organizations
Ambassador programs
Service abroad programs
Career and employment options
School improvement committees
Affective guidance in perfectionism & introspection

Tier III

Service learning
Debate and Simulation
Specialized curriculum
Leadership camps and conferences
Leadership style inventories and personality tests
Tele-mentorship, mentorship and job shadowing
Leadership for students: A Practical Guide for ages 8-18
Competitions e.g. Future Problem Solving, Destination ImagiNation, Odyssey of the Mind

Tier II

Peer mentorship
Conflict resolution
Total Talent Portfolio
Facilitator in decision making
Leadership position in strength area
Study of eminent leaders e.g. "Night of the Notables"
Understand leadership concepts, styles, data collection and analysis
Self-initiated and self-directed projects e.g. fundraising, campaigning, group organization
Develop interpersonal/intrapersonal skills, self-confidence, flexibility, social and moral responsibility, sense of commitment, organizational skills, and empathy towards others
Assessment alternatives that include options in student's strength areas or talent areas

Tier I

Partnerships: Home, School & Community

Programming for Leadership Abilities

Tier III

Leadership Initiation

Projects & Presentations

- Learn to develop, carry out and evaluate a project
- Creating and present a presentation
- Become involved in all aspects of project development
- Use projects and presentations to further group goals

Shows the Way

Presiding & Leading

- Preside over a committee, group, club or organization
- Serve as an officer or leader of a group, club or organization
- Lead a group through the stages of project development
- Help other serve in various leadership roles
- Take the initiative to develop a service project

Tier II

Leadership Development

Developing Leadership Skills

- Communicating effectively
- Motivating others
- Taking initiative
- Setting goals
- Organizational skills
- Problem solving
- Decision making
- Self-confidence building

Goes the Way

Developing Leadership Practices

- Leadership related to service
- Designing a project
- Designing a presentation
- Learning to preside
- Using committees and delegating responsibility

Tier I

Leadership Awareness

Understanding Self & Others

- Identify roles in family, class, school, community
- Examine self image, behavior and peer pressure
- Utilize "Leadership Talent Assessment" Instruments
- Determine personal leadership strengths and weaknesses
- Learn to work with others through concept

Knows the Way

Understanding Leadership Concepts

- Identify and explore leadership characteristics
- Develop an understanding of the definition of leadership
- Understand the role of the "follower" and the "leader"
- Understand different types of leadership styles
- Study past and present leaders and leadership styles
- Learn about role models and heroes as related to leadership

LEADERSHIP DEVELOPMENT TRIAD MODEL

Use to identify the leadership developmental level of a student during leadership training and to write Advanced Learning Plan goals and interventions.

Student:

Level	Characteristic	Rating Score		
		No	some	Yes
I	Leadership Awareness: Knows the Way!			
	Understanding Self & Others			
	Identifies roles in family, class, school, community			
	Examines self image, behavior and peer pressure			
	Utilizes leadership talent assessment instruments			
	Determines personal leadership strengths and weaknesses			
	Learns to work with others through concept of teamwork			
	Becomes more involved in global awareness			
	Understanding Leadership Concepts			
	Identifies and explores leadership characteristics			
	Develops an understanding of the definition of leadership			
	Understands the role of the “follower” and the “leader”			
	Understands different types of leadership styles			
	Studies past and present leaders and leadership styles			
	Leans about role models and heroes as related to leadership			
		No	some	Yes
	II	Leadership Development: Goes the Way!		
Developing Leadership Skills				
Communicating effectively				
Motivating others				
Taking initiative				
Setting goals				
Organizational skills				
Problem solving				
Decision making				
Self-confidence				
Developing Leadership Practices				
Leadership related to service				
Designing a project				
Designing a presentation				
Learning to preside				
Using committees and delegating responsibility				

Student:

Level	Characteristic	Rating Score		
		No	some	Yes
III	Leadership Initiation: Shows the way!			
	Projects & Presentations			
	Learn to develop, carry out and evaluate a project			
	Creating and presenting a presentation			
	Becoming involved in all aspects of project development			
	Use projects and presentations to further group goals			
	Presiding & Leading			
	Preside over a committee, group, club or organization			
	Serve as an officer or leader of a group, club or organization			
	Lead a group through the stages of project development			
	Help others serve in various leadership roles			
	Take the initiative to develop a service project			
	Learn about leadership options in school, college and life			

A student who has reached level III is a gifted leader and needs tier III interventions.

A student who is in Level II is strong in gifted abilities and will benefit by tier II interventions.

A student who is in Level I has leadership potential and will benefit by regular classroom and school opportunities as they present themselves. No further intervention is needed.

Adapted from John Lester, 2008

Progress Monitoring

Student progress is monitored and assessed through the RtI monitoring process.

Parental Involvement

Parents perform a critical role in leadership development. By placing children in leadership development situations, parents can dramatically increase the child's leadership ability and capacity. (See Parent Letter; Appendix)

Parents play an integral role in talent development. Parental support can take many forms, such as participating in ALP development, advocating for their child, mentoring, and becoming involved with leadership in the school or community.

Professional Development Resources

Gifted Education Books

- Davis, G., & Rimm, S. (1994). *Education of the gifted and talented*. Englewood Cliffs, NJ: Prentice Hall.
- Plucker, Jonathan A. & Callahan, Carolyn M. (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press Inc.
- Rogers, Karen B. (2002). *Re-Forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.
- Sternberg, R. J., Passow, H., Zhang, L., Jackson, N. E., Shore, B. M., Dover, A. C., et al. (2004). *Definitions and conceptions of giftedness*. Thousand Oaks, CA: Corwin Press.

Leadership Development Books & Curriculum

- Boccia, J. A. (Ed.). (1997). *Students taking the lead: The challenges and rewards of empowering youth in schools*. San Francisco: Jossey-Bass.
- Burchard, Brendon. (2003). *The Student Leadership Guide*.
- Delisle, D., & Delisle, J. (1996). *Growing good kids: 28 activities to enhance self-awareness, compassion, and leadership*. Minneapolis, MN: Free Spirit.
- Bean, S. M (2010). *Developing Leadership Potential in Gifted Students (The Practical Strategies Series in Gifted Education)*. Waco, TX: Prufrock Press. ISBN: 978-1-59363-400-1
- Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the way*. Minneapolis, MN: Free Spirit.
- Karnes, F. A., & Bean, S. M. (2010). *Leadership for Students: A Guide for Young Leaders, 2nd. ed.* Waco, TX: Prufrock Press. ISBN: 978-1-59363-398-1
- Karnes, Frances. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, TX: Prufrock Press. ISBN: 1-882664-124
- Taub, Diane. (2002) *Student Leadership Training: A Workbook to Reinforce Effective Communication Skills*. ScarecrowEducation; Workbook edition. ISBN-13: 978-0810845558

Programs

The Leading Edge. Leadership training in the Rocky Mountains. <http://www.hminet.org/TheLeadingEdge>

Research

National Excellence: A Case for Developing America's Talent (October 1993).
<http://www.ed.gov/pubs/DevTalent/toc.html>

Web sites

Jacob K. Javits Gifted & Talented Students Education Program. <http://www.ed.gov/programs/javits/index.html>

The Flippen Group. www.flippengroup.com. Leadership Development Program

Davidson Institute for Talent Development. <http://www.ditd.org/>.

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A National Crisis of Confidence. (November 2007). Center for Public Leadership- Harvard University: US News & World Report.

Council for Exceptional Children (CEC)

Karnes, F.A., & Bean, S. (1996, September). Leadership and the gifted. *Focus on Exceptional Children*, 29(1), 1. Retrieved March 25, 2008, from Academic Search Premier database.

Karnes, F.A., & Chauvin, J.C. (2000). *Leadership skills inventory*. Scottsdale, AZ: Gifted Psychology Press, Inc.

Lester, John (2002). Leadership Rating Scale. Ohio Leadership Institute.

Plucker, Jonathan A. & Callahan, Carolyn M. (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press Inc.

Renzulli, J. S. (1983, September/October). Rating the behavioral characteristics of superior students. *Gifted Child Today*, 30-35. Retrieved March 5, 2008, from EbscoHost database.

Sisk, D. A. (1985, September). Leadership development: Its importance in programs for gifted youth. *NASSP Bulletin*, 69(482).

United States Department of Education. (1993, October). <http://www.ed.gov/pubs/DevTalent/html>.



APPENDIX

LEADERSHIP DEVELOPMENT TOOLS

(Materials used with permission.)



Bloom's Taxonomy – Leadership Edition

LEADERSHIP AWARENESS

Knowledge Level

Becoming aware of the process of leadership and leading others.

KEY WORDS: *define, state, label, list, name, recall, recognize, remember, describe, find, identify, match, memorize, recite, record, relate, repeat, tell*

Comprehension Level

Understanding the concept of leadership and leading others.

KEY WORDS: *conclude, describe, estimate, extend, extrapolate, generalize, infer, predict, reorder, rephrase, use, summarize, translate, explain, interpret, convert, discuss, locate, paraphrase, outline, restate, retell in your own words, report*

LEADERSHIP DEVELOPMENT

Application Level

Examining and learning to effectively use developmental leadership skills.

KEY WORDS: *apply, choose, experiment, predict, relate, support, transfer, demonstrate, use, solve, calculate, compute, construct, determine, dramatize, examine, illustrate, implement, manipulate, operate, show*

Analysis Level

Analyzing developmental leadership skills for effectiveness and clarification.

KEY WORDS: *analyze, break down; clarify, connect, discriminate, relate, compare, contrast, classify, distinguish, infer, appraise, categorize, deduce, determine, (the factors), diagnose, diagram, differentiate, dissect, examine, experiment, question, investigate*

LEADERSHIP INITIATION

Synthesis Level

Creating projects and initiating activities using learned leadership skills.

KEY WORDS: *arrange, communicate, combine, compose, discover, perform, generalize, create, design, hypothesize, plan, produce, propose, write, construct, develop, formulate, generate, invent, originate, predict, pretend, rearrange, reconstruct, reorganize, revise, visualize*

Evaluation Level

Initiating leadership at the highest levels through presiding, guiding, and evaluating.

KEY WORDS: *appraise, assess, critique, judge, evaluate, locate errors, compare to highest standard, choose compare, conclude, decide, defend, estimate, give your opinion, justify, predict, prioritize, rank, rate, select, support, value*

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Does Your Child Have LEADERSHIP Ability?

By John Lester

The Answer Is Yes!

All children have some degree of leadership ability. For some children this ability may lay hidden and may not emerge until adolescence or adult life. For other children this ability may be apparent and may develop at various stages in early childhood and throughout adolescence. For still others this ability may be overwhelming apparent and may become a focal point in the child's life. **Children develop leadership skills at various ages and in a variety of degrees.** As with other skills much of leadership is learned. When development of leadership skills is partnered with "natural leadership ability" children learn to excel in other areas of development: intellectual, social, emotional, physical and psychological.



Is Leadership An "Ability"?

Leadership is as much an "ability" as intellectual ability, creative ability, physical ability or abilities in the visual or performing arts. However, it is easier to observe leadership ability than to measure it. As with creative ability, leadership ability is often difficult to measure. In most cases, it is coupled with other abilities and is developed over a period of time. **Leadership is actually a set of learned behaviors that enable children to excel, not only in the area of leadership, but also in numerous other areas.** Leadership ability can be measured to some degree of accuracy. Once ability is determined, development of leadership skills can take place. **Leadership development enhances a child's "natural abilities" and allows the child to move into higher levels of leadership ability.** Specific skills attached to leadership development can help the child advance to greater leadership ability levels and create well-defined, effective leadership capacity.

Is Leadership An Area of Giftedness?

Leadership is defined in the Federal definition of "gifted and talented" children. In fact, it is listed as an area of giftedness along with cognitive ability, creative ability and ability in the visual and performing arts. **Unfortunately, most states have chosen not to identify students within the area of leadership, claiming it to be too abstract and too difficult to provide service in the educational setting of the classroom.** However, in recent years some states have decided to include leadership in gifted and talented programs, and these states have begun the process of developing identification measures along with methods to help children build greater leadership capacity. Recently, the state of Kentucky launched a statewide effort to serve children in the area of leadership. With growing evidence indicating that leadership capacity is lacking in America's youth, an increased interest in leadership development has emerged in recent years.

What Role Do Parents Play In A Child's Leadership Development?

Because leadership development is especially experiential, parents play a crucial role in helping children develop leadership skills and build leadership capacity. **Through actual engagement in leadership roles, children build the necessary skills to develop greater leadership capacity.** In seeking leadership building opportunities for children in school, in the community, and in the home, parents can be instrumental. To further illustrate the impact of parents, in a recent survey of 1000 high school students from across the state of Ohio, parents were listed as the adults most highly regarded as "leaders". According to the survey, conducted by Ohio Leadership Institute, a non-profit youth development organization based in Columbus, students were asked to list several adults they felt possessed leadership ability in their communities. Students overwhelmingly indicated parents were highly regarded as leaders. In the survey, 85% of the students indicated one or more parents were the adults they regarded as leaders in their lives.

What Can Parents Do To Help Develop Leadership Ability?

Since leadership is mostly a learned process built on ability and capacity, the most important impact a parent can make is to seek out leadership opportunities for their children. Parental involvement in school activities can ensure the child is involved in activities that provide appropriate leadership development. Additionally, talking with teachers about developing leadership skills in the classroom can also enable children to receive leadership development. Community activities such as Scouting, 4-H, church youth groups, community service groups, and other youth organizations can help provide leadership development. Summer camps and other leadership building adventures can help students recognize and develop leadership skills. Parents can also instill leadership values at home through character building. Activities such as encouraging the child to plan a meal, a family activity, or a family vacation will enhance leadership-building skills. When providing these types of activities, parents must encourage their children to do the planning and organizing themselves, and they (the parents) must also “endure” the consequences of these actions. **By placing children in leadership development situations, parents can dramatically increase the child’s leadership ability and capacity.** Skills such as goal setting, communicating, organizing, future planning, self-discipline, learning to be responsible, developing good questioning habits, and decision making all lead to greater leadership capacity. An activity as simple as encouraging and insisting that a child read a restaurant menu and order their own meals encourages independent thinking and self-confidence. This can easily be done once parameters for ordering the meal are set by parents.

How Can Leadership Ability or Capacity Be Measured?

Currently, several instruments are available that measure leadership ability; however, schools in large numbers have not utilized these instruments, and some of these instruments have not been consistently updated. **One way to measure leadership ability is to observe current leadership characteristics of a child in relation to leadership capacity.** The observer

can often determine a child’s leadership ability or capacity through routine observations that include characteristics relevant to leadership. Ideally, the observer making such determinations should know the child and have a relationship with the child that involves activities in which the child participates. Parents are IDEAL observers of a child’s leadership ability. No one knows a child better than parents. Therefore parents can play a pivotal role in identifying leadership ability or capacity. The leadership assessment instrument found at the end of this article has been designed to help adults determine the leadership capacity of children in grades K-12. By using the Leadership Talent Scale (Lester, 2002) and the accompanying result scale, leadership ability or capacity can be recognized through careful observation.

What Does the Scale Measure?

Since leadership is mostly a learned process that is sustained by “natural ability”, it can be measured best through observation. By observing a child’s activities, one can observe natural leadership traits and characteristics. The Leadership Talent Scale (Lester, 2002) contains traits or characteristics most often associated with leadership ability or capacity. By observing these one can determine natural leadership ability, potential leadership ability, or the absence of ability. The natural leadership ability observed may be pure natural ability or may be a combination of natural ability and learned leadership development skills. **The leadership potential, or lack thereof, can be used to determine an appropriate course of leadership development for the child.** The observations contained in the Scale have been developed through careful observations of children participating in leadership activities and programs during the past twenty-five years. The Scale is used by the Ohio Leadership Institute to determine leadership development programs for participants and has been used successfully by teachers and school administrators to determine leadership potential in students at the elementary, middle school, and high school levels. **By observing children in their own natural setting, one can observe patterns of leadership ability.** Further observations can be made when the child is actually engaged in group activities or in a leadership role. Children who

exhibit strong leadership traits and characteristics often naturally take charge of activities, games, groups, or even the classroom. To these children “taking charge” is simply their way of expressing themselves. This expression is as natural as other types of learning and often is coupled with advancement in the academics, sports or areas of creativity. Children who have natural leadership ability, developed leadership ability, or a combination of both enjoy making decisions. They work effectively with their peers and often influence the behavior, beliefs, or actions of these peers. Most of these children are creative, especially at problem solving and exhibit a natural competitive spirit. Furthermore, they enjoy doing things for others, show an extraordinary interest in the welfare of others, and understand the importance of teamwork. Often these children display a natural charisma or “inherent charm” that allows them to assume leadership roles within a group or class. The Leadership Talent Scale (Lester, 2002) allows adults to use these traits and characteristics in an observable format in order to determine leadership ability or capacity and to plan appropriate leadership development.

In Conclusion

Leadership ability can be learned, measured, and developed. In order to make these three concepts work, one must use them in concurrence with one another. If it is believed that leadership can be learned, then it follows that it can be measured and developed. The measurement, as stated in this article, is delicate

and best administered in an observation format. Once the measurement takes place, it should be followed by development of leadership skills. The development that follows is crucial in building a strong core of young leaders for America.

Leadership development must be on the priority list of those interested in educating youth and in building a strong core of young citizens with leadership promise for the future. Parents and teachers play pivotal roles in the process. Because parents have the most intimate contact with their children, they are paramount in providing proper leadership development for children. Today is the time to begin the quest to help children develop their leadership abilities.

“Whatever you do, or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.”

- Goethe

About the Author. John Lester is Executive Director of Ohio Leadership Institute and an Educational Consultant for Lester and Associates Educational Consulting. He is an author and past-president of OAGC. He has been conducting summer residential leadership camps for children for 25 years and has developed numerous leadership-building programs, including the Ohio Model United Nations program. For more information he can be reached at Ohio Leadership Institute at 1-888-878-LEAD or at lesterohio@gmail.com.

Enhancing Visual and Performing Arts Development in Gifted Learners



Recognizing and Nurturing Talent



Gifted students' learning and
growth ensured by needed
provisions and advocacy

**EXCEPTIONAL CHILDREN’S EDUCATION ACT
RULE SECTION: 2220-R-12.00 GIFTED AND TALENTED STUDENT
PROGRAMMING**

12.01 (12) (e) Visual Arts, Performing Arts, Musical or Psychomotor Abilities

Definition:

Visual Arts, Performing Arts, musical or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills, etc.)

Criteria:

Visual Arts, performing arts, musical, or psychomotor abilities are demonstrated by advanced level on performance talent assessments or the ninety-fifth percentile and above on standardized talent tests.



Visual and Performing Arts Toolkit

Student Outcomes:

- Through provided opportunities, varied experiences and support, gifted visual and performing arts students achieve their fullest potential through the development of:
 - Technical skills,
 - Artistic skills and,
 - Creativity, critical thinking and problem solving skills.
- By developing their fullest potential students demonstrate enhanced academic performance.
- Students embrace a life long value for their talents with guidance and support in the development of:
 - Career skills,
 - Life skills,
 - Social emotional skills, and
 - Relationship skills.

Visual and Performing Arts Toolkit is based on the following philosophy/beliefs:

- The Arts have intrinsic and instrumental value.
- The Arts create cultures and build civilizations.
- The Arts are a way of knowing.
- The Arts exemplify freedom of inquiry and expression.
- Modes of thinking and methods in the arts can illuminate other discipline-specific problems.
- The Arts provide forms of nonverbal communication that can optimally express ideas and emotion.

National Standards for Arts Education, 1994

School Climate and Leadership:

School climate provides the foundation for gifted education. This includes the belief that school staff, parents, and community members actively support talent development. Students are provided with ample opportunities to meet their unique educational needs. Positive outcomes are recognized and honored. Schools also inform parents and community members of ways to support students in a variety of environments.

Research

“Studies have shown that the arts can significantly advance gifted students’ academic and creative abilities and cognitive functioning (e.g. Hetland, 2000; Seely, 1994; Walders, 2002; and Willet, 1992). This is a strong rationale for making the arts an essential feature of gifted education. Goertz (2002) envisions art instruction as the “fourthR” in education and demonstrates how it increases the skills of observation, abstract thinking, and problem analysis.” (Joan Franklin Smutny)

“The real work of art is the building up of an integral experience out of the interaction of organic and environmental conditions and energies... The thing expressed is wrung from the producer by the pressure exercised by objective things upon the natural impulses and tendencies... The act of expression that constitutes a work of art is a construction in time, not an instantaneous emission... It means that the expression of the self in and through a medium, constituting the work of art, is itself a prolonged interaction of something issuing from the self with objective conditions, a process in which both of them acquire a form and order they did not at first possess.” (Dewey, 1934, pp. 64-65)

“The inferences that may be drawn from Dewey’s philosophy of the creation of art may be summarized:

- Art requires an integrating and interactive process to be produced
- Art uses emotion (“natural impulses and tendencies”) combined with objective material and forms
- Art takes a prolonged period of time to produce
- Art is an expression of self incorporated into a chosen work
- Art results in the artist, and the medium for the art, acquiring characteristics that are new and perhaps unique

Dewey’s philosophy may be used as a point of departure for curriculum developers to refine their own philosophy and values about differentiation in an arts curriculum for the gifted. This is not intended to diminish the importance of existing arts curricula. Rather, it implies that an arts curriculum for the gifted must extend and enrich what exists because the potential of the gifted student is to become a real artist.” (VanTassel-Baska & Stambaugh 2006).

Visual and Performing Arts Identification Tools & Process

Recognition

Characteristics that may be observed in a talented student during each stage of schooling for each talent area are listed below. When all or most of the listed characteristics are observed, the student may be targeted for programming interventions through a response to intervention problem solving approach. Formal identification of a talent area can follow when there is a need for more advanced individualized instruction. At that point an Advanced Learning Plan is required.

Listed below are characteristics to look for in placing students with visual and performing arts strengths and potential in a targeted interventions talent pool or watch group. When such interventions prove inadequate for the needs of the individual student, formal identification may be appropriate. The following characteristics are intended to be a brief observation checklist for teachers to use.

Characteristics of those talented in VISUAL ARTS:

Elementary School

- Exhibits interest in artistic pieces of work
- Experiments continually with a preferred art medium
- Becomes absorbed in art tasks
- Spends free time involved in artistic work
- Doodles, sculpts, draws cartoons while listening

Middle School -displays above characteristics and in addition

- Manipulates a variety of art mediums with success
- Is known as an “artist” by peers
- Spends free time working on art more than on other tasks
- Enjoys learning about art and artists

High School – displays above characteristics and in addition

- Works successfully in an art medium
- Problem solves in new mediums
- Has a desire to critique art works, his/her own and others
- Enjoys exhibiting and displaying his/her own art work
- Perseveres in improving artistic pieces
- Seeks opportunities to use art in everyday life



Characteristics of those talented in DANCE:



Elementary School

- Moves without inhibition in an individual or group setting
- Recalls movement sequences easily after being taught
- Uses his/her body as an instrument when listening to or performing with music
- Has a strong sense of rhythm, anticipates a beat when moving

Middle School – displays above characteristics and in addition

- Uses the body to communicate meaning
- Seeks opportunities to use the body in dance
- Participates in dance lessons and performs in community dance recitals
- Choreographs dance moves to musical pieces

High School – displays above characteristics and in addition

- Seeks opportunities to dance in the school and or community setting
- Leads school or community dance activities, clubs, etc.
- Creates original pieces of dance for performances

Characteristics of those talented in MUSIC:



The Elementary Child Who:

- Uses repeated rhythmic patterns
- Sings all the time
- Memorizes songs easily
- Sings in tune (on pitch)

The Middle School/Junior High Student Who:

- Shows an interest in learning more
- Shows an understanding of their role in larger group ensembles
- Shows an interest in a variety of musical genres or instruments

The High School Student Who:

- Brings outside musical interests into the classroom
- Creates their own musical compositions using complex harmony & melody
- Shows interest in music above all other subjects

Listed below are characteristics to look for in placing students with visual and performing arts strengths and potential in a targeted interventions talent pool or watch group. When such interventions prove inadequate for the needs of the individual student, formal identification may be appropriate. The following characteristics are intended to be a brief observation checklist for teachers to use.

Characteristics of those talented in DRAMA



The Elementary Child Who:

- Uses vocal variation when telling stories or reading out loud
- Uses body to tell stories
- Creates characters in storytelling or conversations
- Shows an interest in acting/performing
- Shows skill in improvisation
- Creates stories and plays
- Brings performance interests into the classroom

The Middle School/Junior High Student Who:

- Shows an interest in performing
- Shows an interest in outside performance
- Creates characters in storytelling or conversations
- Shows depth in character creation
- Brings performance interests into the classroom

The High School Student Who:

- Brings performance interests into the classroom
- Creates and seeks opportunities to perform
- Creates plays, skits or improvised performances
- Shows interest in Drama above other subjects
- Has “presence” within performance opportunities

Decision Making Process



The Identification process

1. **Formal screening** begins with a nomination using one or more of the following:

- Recommendation Letter from the specialist who works with student at school, a classroom teacher, a private teacher, a parent, or the student
- Observation Rubric completed by any or all of the above
- Observation Checklist completed by any or all of the above

2. Identification:

- Collect a Body of Evidence (BOE) in the talent area with data points in multiple areas on *behavior, aptitude and performance*. This is where formal testing takes place where available.
- Review of the BOE by a team which includes a trained individual. (A Guideline for Trained Individuals Assessing Performance can be found in the Ohio Department of Education handbooks for identifying students gifted in visual and performing arts. <http://www.ode.state.oh.us>)
- Determine where identified students are on the Tiered Programming diagram. Inform all persons involved and who have a need to know.



“The sole purpose of identification is to provide educational experiences responsive to the developmental trajectories and educational needs of individual students as they are engaged in specific culturally valued endeavors”. (Lohman)

Music Assessments

Name	Author(s)/Publisher	Age Grades	Cost/ Time	Descriptors
Scales for Rating the Behavioral Characteristics of Superior Students	Creative Learning Press 2002	G: 3– 12	\$19.95 + (\$49.95 for 50) 5 min. (max per subtest)	Educator reporting; traits (sub-scale) www.creativelearningpress.com
Identifying Young Students with Musical Talent	<u>How the Gifted Brain Learns</u> (Chapter 6 <i>Musical Talent</i>) Corwin Press 2007	G: K-6	\$40.95 (Reproduction authorized for local school site) 5 min	8 – item rating scale by educator, not exhaustive, ask for parent and other professional input www.corwinpress.com
Primary Measures of Music Audiation Intermediate Measures of Music Audiation Advanced Measures of Music Audiation	GIA Publications, Inc.	G: K-3 G: 1-6 G: 7-12	\$100.00 (Complete kit and 100 answer sheets) 2- 20 min periods (max)	Children take the test by simply listening to a tonal cassette and a rhythm cassette. Each tape is only 12 minutes long. (Includes Compact Disc, answer sheets, class record sheets, scoring masks, test manual) http://www.giamusic.com
Musical Aptitude Profile	GIA Publications, Inc.	G: 5-12	\$140.00 (Complete kit and 100 answer sheets) 3.5 hours (Can be done in multiple sessions)	Comprehensive: tonal imagery (melody and harmony), rhythm imagery (tempo and meter), and musical sensitivity (phrasing, balance, and style) http://www.giamusic.com
Ohio Department of Education Rubric for Scoring Music Performance Evaluation for Grades K-12	Ohio Department of Education 2004	G: K-12	No cost (Download from Web) Time depends on length of performance	Needs expert to provide assessment (See Guidelines for Trained Individuals Assessing Performance@ode.state.oh.us) http://www.ode.state.oh.us (under learning conditions and support, gifted education, gifted screening and identification)

Visual Art Assessments

Name	Author(s)/Publisher	Age Grades	Cost/ Time	Descriptors
Scales for Rating the Behavioral Characteristics of Superior Students	Creative Learning Press 2002	G: 3– 12	\$19.95 + (\$49.95 for 50) 5 min. (max per subtest)	Educator reporting; traits (sub-scale) www.creativelearningpress.com
Clark’s Drawing Abilities Test (CDAT)	Arts Publishing Co., Inc. 2006	A: 10+	\$49.95 (Package of 35 includes scoring by the company) 1 hour	Can be administered by a teacher; scoring should be done by company; manual includes information on history and research of test development Arts Publishing Co., Inc., 3240 N. Ramble Road East, Bloomington, Indiana 47408-1093
Ohio Department of Education Rubric for Scoring Visual Art Display Work K-12	Ohio Department of Education 2004	G: K-12	No cost (Download from Web) Time depends on length of performance	Needs expert to provide assessment (See Guideline for Trained Individuals Assessing Performance@ode.state.oh.us) http://www.ode.state.oh.us (under learning conditions and support, gifted education, gifted screening and identification)

“An appropriate educational environment is responsive to signs of advancing development and related pathways in order to provide support, technically and socially”.

(Ceci, Coleman, and Dai)

Connections: Visual and Performing Arts Identification to Programming Options

1. Create an Advanced Learning Plan (ALP) for the identified student.

The Advanced Learning Plan is required by state guidelines once a student is formally identified. The purpose of the plan is to help set goals and programming that will support the student's needs and growth. Parents and teachers who work with the student and the student design the plan. Everyone is aware of the part they need to play to support successful completion of the goals. The ALP is a document signed by all parties and reviewed minimally once a year.

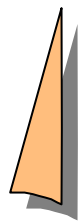
In some cases, visual arts and the performing arts are not directly taught in the school system. In these cases, the ALP team will make every effort to set goals for increasing content, skills and understanding in the strength area by incorporating the talent area in the learning environment and assignments; networking with community resources or mentors; and providing the student and family with information about summer programs in visual arts, and performing arts.

2. Tiered lessons

Tiering is a process of adjusting the degree of difficulty of a question, task or product to match a student's current readiness level for learning.

“Programming is developing high-level expertise and creative productivity among those who demonstrate potential for specific talents or promising accomplishments”.

Motivational characteristics in terms of interest, passion, aspirations and perseverance are key traits for sustained talent development. (Ericsson)



Strength Area:
Music

Ascending Intellectual Demand

Flexible Grouping Patterns

- Public recitals
- Conservatory
- University classes
- Advanced private lessons
- Internship/mentorship with local professional musician
- Professional master class
- Post-secondary scholarship opportunities

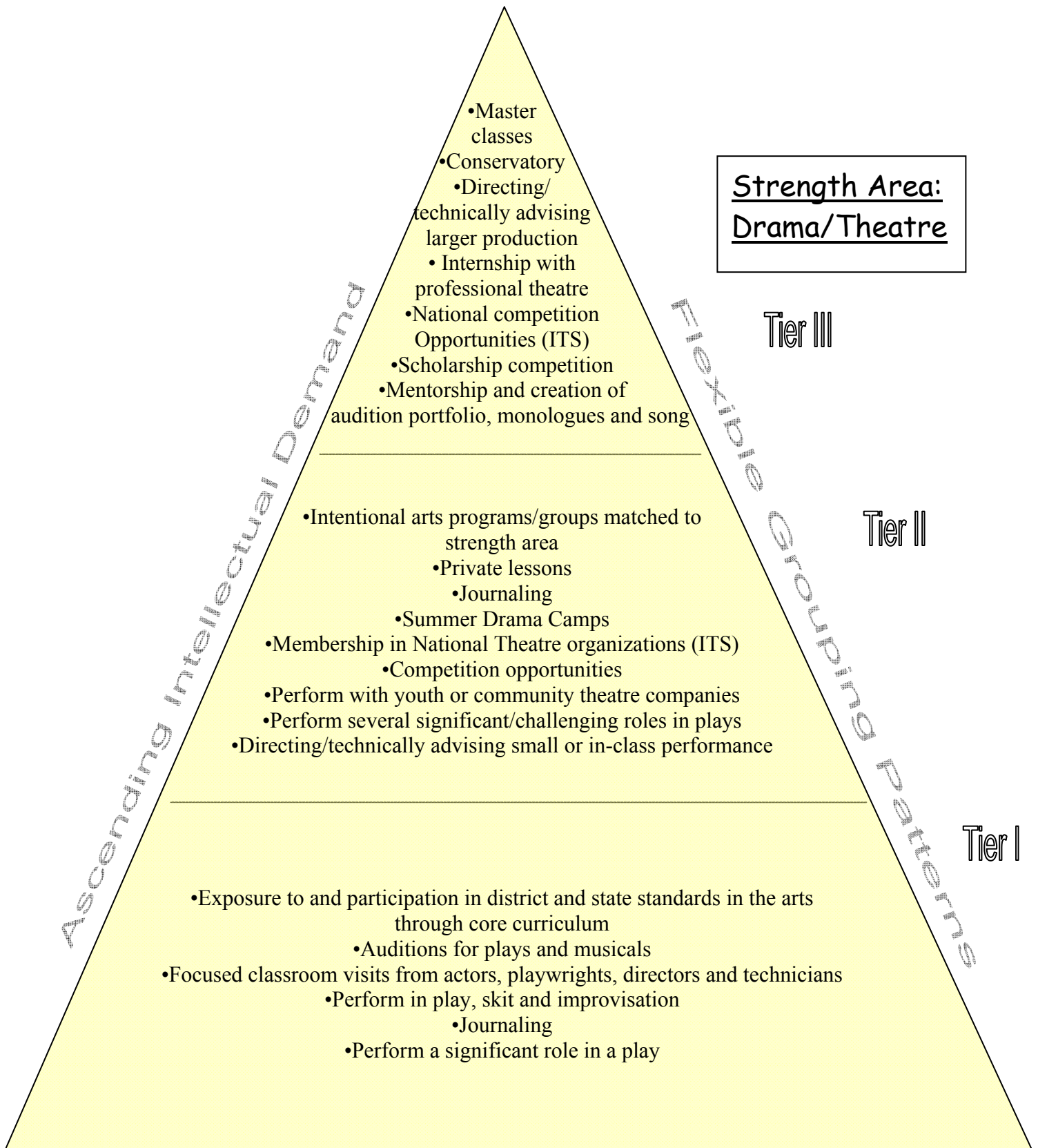
Tier III

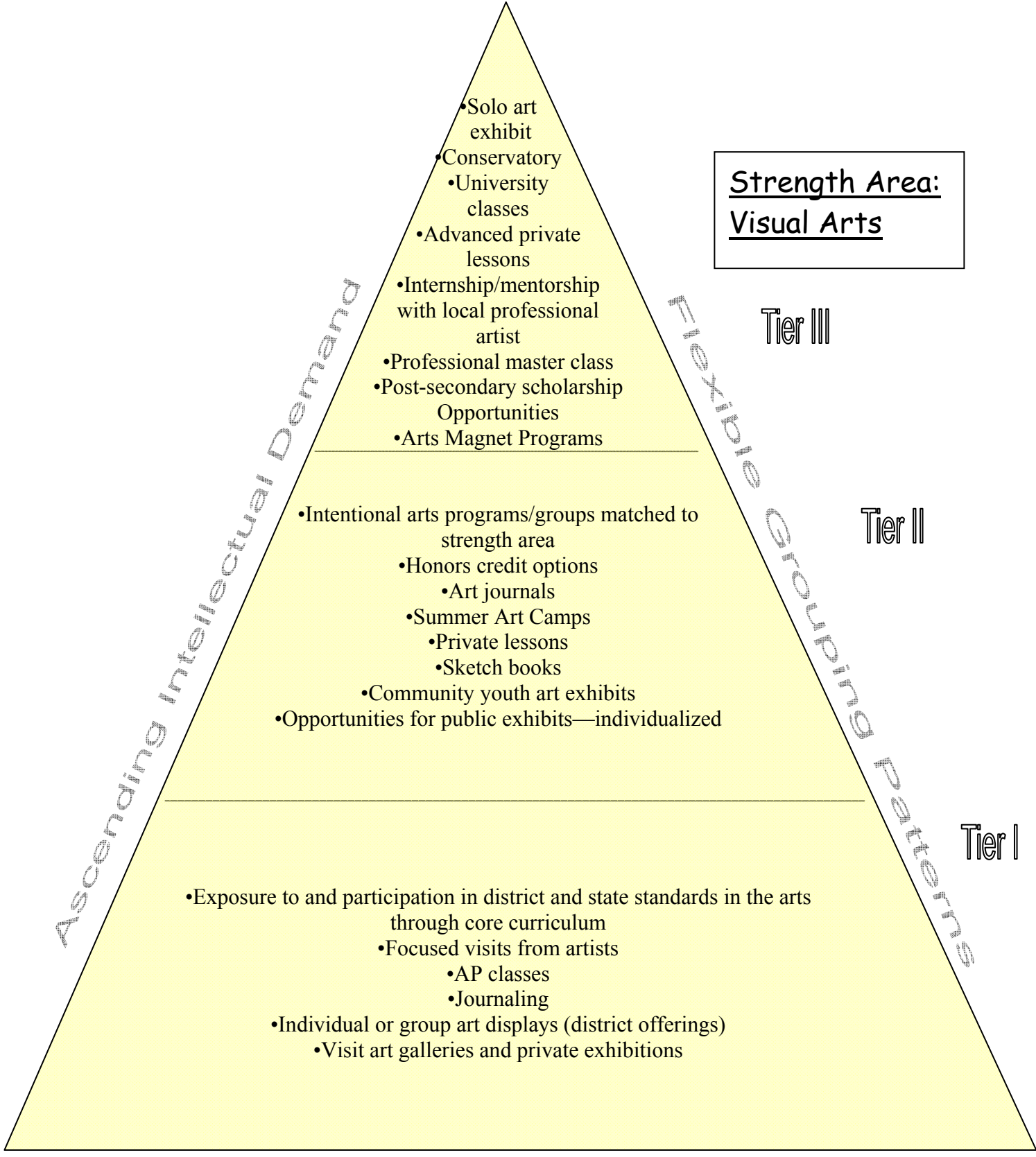
- Intentional arts programs/groups matched to strength area
- Membership in national music societies (Tri-M)
 - Journaling
 - Summer Music Camps
 - Private lessons (Smart Music)
 - Honor groups
- Community youth performance (Chorale, Youth Symphony)
- Public performance opportunities—individualized

Tier II

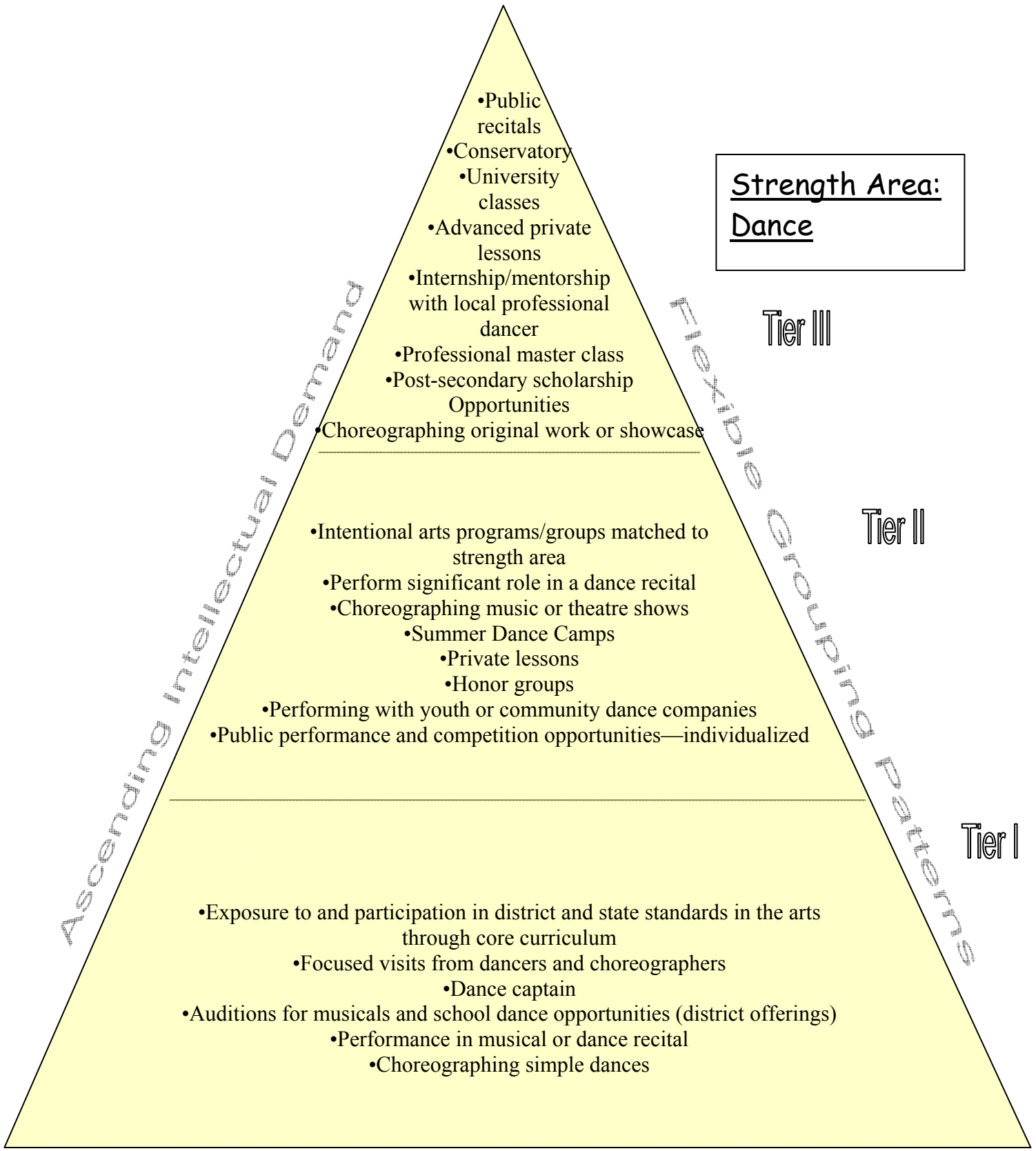
- Exposure to and participation in district and state standards in the arts through core curriculum
- Focused visits from musicians
 - AP classes
 - Journaling
- Auditions for select ensembles (district offerings)
- Expand performing opportunities to include competitions

Tier I





Partnerships: Home, School & Community



- Public recitals
- Conservatory
- University classes
- Advanced private lessons
- Internship/mentorship with local professional dancer
- Professional master class
- Post-secondary scholarship Opportunities
- Choreographing original work or showcase

- Intentional arts programs/groups matched to strength area
- Perform significant role in a dance recital
- Choreographing music or theatre shows
 - Summer Dance Camps
 - Private lessons
 - Honor groups
- Performing with youth or community dance companies
- Public performance and competition opportunities—individualized

- Exposure to and participation in district and state standards in the arts through core curriculum
 - Focused visits from dancers and choreographers
 - Dance captain
- Auditions for musicals and school dance opportunities (district offerings)
 - Performance in musical or dance recital
 - Choreographing simple dances

Partnerships: Home, School & Community

Progress Monitoring

Student progress is assessed through response to intervention (RtI) progress monitoring. This includes formative classroom assessment and self-evaluation methods. A portfolio of student work might also be used. The method of assessment should be identified and embedded in ongoing instructional planning. Progress in the strength area is a point of discussion during parent-teacher conferences and advanced learning plan (ALP) reviews.

Student progress is assessed through the RtI monitoring process.

Progress monitoring of student learning and growth in visual and performing arts includes, but is not limited to:

- Social/emotional—adjusting to acceleration/etc.
- Performance assessment
- Portfolio with quarterly touch points
- Scoring advanced on juried performance with rubric
- List of leveled pieces (music)
- Competitions

Continual assessment allows for adjustments through the different stages or phases of talent development.

Parental Involvement

Parents play an integral role in talent development. Parental support can take many forms, such as participating in ALP development, advocating for the child, mentoring, and becoming involved with leadership in the school or community.

Parental involvement can take many forms such as the following:

- A willingness to go outside of school for resources
- Parent education on how to nurture a child's talent
- Parent education on the benefits of talent area and impact on other areas
- Regular attendance at child's performances and shows
- Encouragement of child's interest
- Taking part in the ALP process
- Be an advocate for the arts
- Be on school/district committees
- Be a contributor to the arts programs by teaching, demonstrating and modeling, or mentoring

Professional Development Resources

Visual and Performing Arts Books and Curriculum

- Clark, Gilbert & Zimmerman, Enid (2004). *Teaching Talented Art Students*. New York, NY: Teachers College Press.
- Cukierkorn, Jesse Rachel (2008). *Arts Education for Gifted Learners*. Waco, TX: Prufrock Press.
- Efland, Arthur D. (2002). *Art and Cognition Integrating the Visual Arts in the Curriculum*. New York, NY: Teachers College Press.
- Eisner, Elliot (2002). *The Arts and the Creation of Mind*. New Haven & London: Yale University Press.
- Gelb, Michael (1998). *How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day*. New York, NY: Delacorte Press.
- Golon, Alexandra Shires (2008). *Visua-spacial learners: differentiation strategies for creating a successful classroom*. Waco, TX: Prufrock Press.
- Jensen, Eric (2000). *Brain-Based Learning*. San Diego, CA: The Brain Store.
- Plucker, Jonathan A. PhD. and Callahan, Carolyn PhD. (2008). *Critical Issues and Practices in Gifted Education*. Waco, Texas; Prufrock Press.
- Sousa, David A. (2003). *How the Gifted Brain Learns*. Thousand Oaks, California, CA: Corwin Press.
- Zimmerman, Enid, Editor (2004). *Artistically and Musically Talented Students, Essential Readings in Gifted Education Series*. Thousand Oaks, CA: Corwin Press.

Grants

Music

Mr. Holland's Opus Grant: for instruments and instrument repair

<http://www.mhopus.org/melody.htm>

BMI Foundation: for individual student composers

www.bmifoundation.org

The Grammy Foundation: for school programs as well as individual students/teachers

www.grammy.com

National Endowment for the Arts: for school music programs, special projects, and teachers

<http://arts.endow.gov>

NAMM Foundation: for school music programs, special projects, and teachers

www.nammfoundation.org

The Mockingbird Foundation: for elementary music education programs

www.mockingbirdfoundation.org

The Guitar Center Music Foundation: for school music programs

www.guitarcentermusicfoundation.org

Music is Revolution Foundation: mini-grants for teacher of music education to use in their classroom

www.musicisrevolution.org

The NEA Foundation: multiple federal grant opportunities for music educators

www.neafoundation.org

American String Teacher Association: for special projects in orchestra as well as orchestral instruments and bows

www.astaweb.com

Alexander Graham Bell Association: for students with moderate to profound hearing loss, this grant is for arts summer camps participation

Target Community Giving Grant: a general grant opportunity for all educators. Many music educators have bought supplies/instruments

www.targetcommunity.com

Programs

Colorado Council on the Arts: <http://www.coloarts.state.co.us/>

Denver Center for the Performing Arts

The Denver Center Theatre Academy provides an array of exciting in-school educational programs and tools, which, in many cases, can be custom-fit to address particular needs. These programs include:

Youth Productions :

A touring performance designed to introduce children to the magic of theatre.

Dramatic Learning:

In-school residencies/workshops customized to address a school's curriculum needs.

Living History:

An interactive performance and workshop series for high schools that challenges students to make artistic and ethical choices and express their ideas and opinions as historical events and literary themes are linked to current social and political events.

Distance Learning:

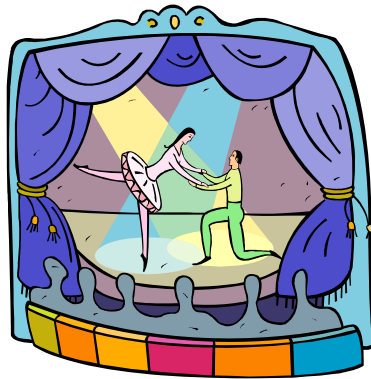
An online classroom designed to prepare Denver Public Schools (DPS) teachers for the annual Shakespeare Festival.

The Kennedy Center for the Performing Arts Outreach Education: <http://www.kennedy-center.org/education/>

Opera Colorado: <http://www.operacolorado.org/education/>

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- Clark, Gilbert & Zimmerman, Enid (2004). *Teaching Talented Art Students, Principles and Practices*. New York, NY: Teachers College Press.
- Dewey, J. (1934). *Arts as experience*. New York: Capricorn Books.
- Eisner, Elliot (2002). *The Arts and the Creation of Mind*. New Haven & London: Yale University Press.
- Sousa, David (2007). *How the Gifted Brain Learns*. Thousand Oaks, CA: Corwin Press.
- VanTassel-Baska, Joyce & Stambaugh, Tamra (2006). *Comprehensive Curriculum for Gifted Learners*. Boston, MA: Pearson Education, Inc.



Curriculum for talent development is content and process. Each domain has unique demands and degrees of expertise that change for a person as one moves to more advanced levels. Thus, talent development will need to anticipate developmental hurdles and roadblocks and envision ways to overcome them. (Dai and Coleman)