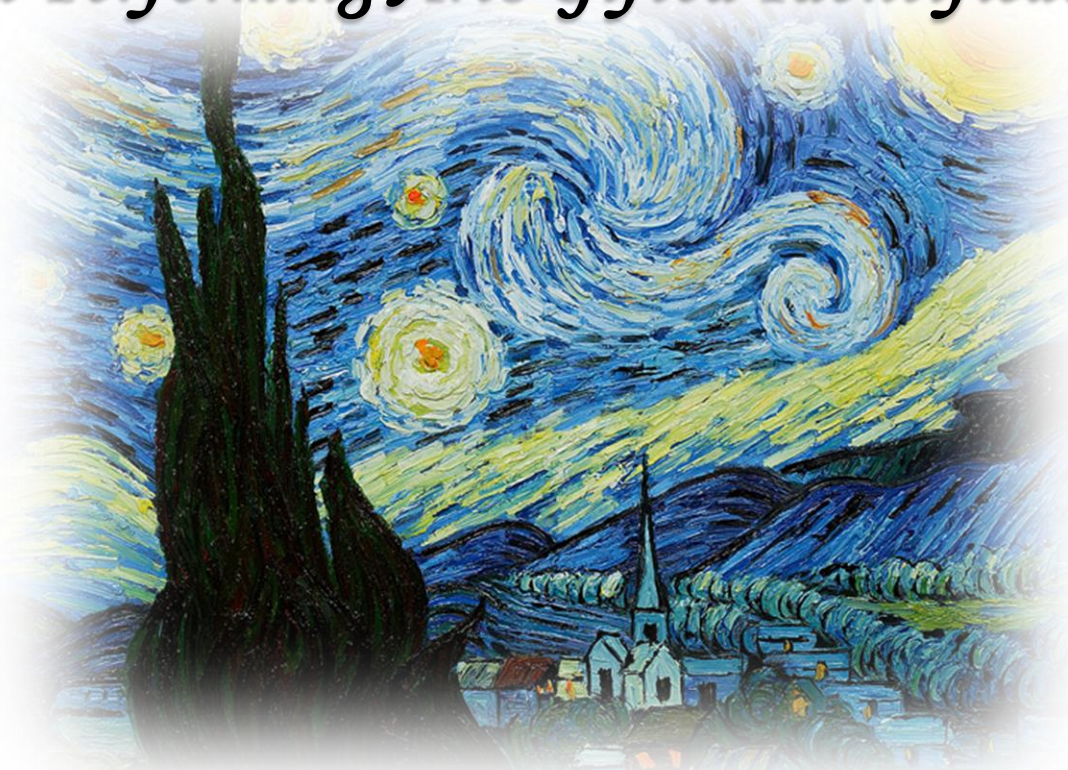


Discovering the Next Van Gogh.....

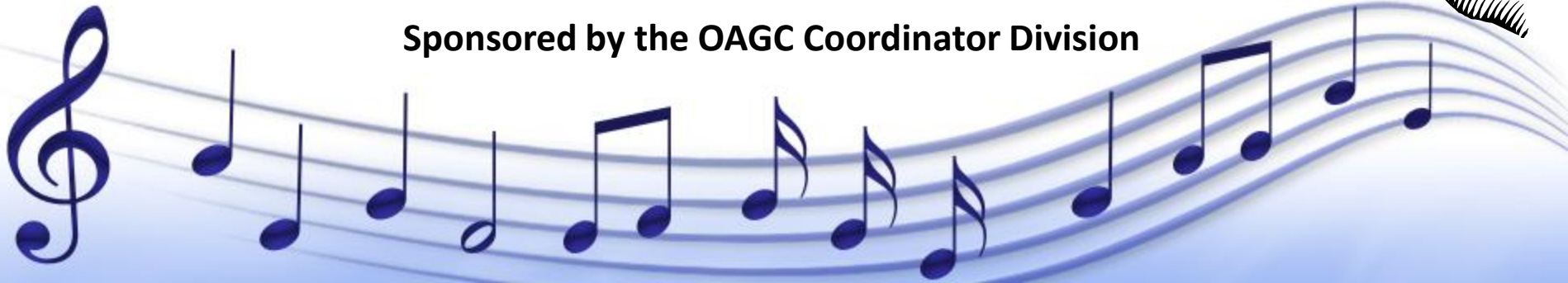
Visual and Performing Arts Gifted Identification Process



Presented by Kimberly Mayer, Lynnea Johnson and David Dewey



Sponsored by the OAGC Coordinator Division



Definitions of Gifted

According to the Ohio Department of Education

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.

“Artistically gifted children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.”

Mary Codd



Characteristics of Students Potentially Gifted in the Visual and Performing Arts

- **Good motor coordination**
- **Keenly observes others who have artistic skill**
- **Demonstrates talent for extended periods of time**
- **Picks up skills in arts with little or no instruction**
- **High sensory sensitivity**
- **Sees minute details in art of performances**



Characteristics of Students Potentially Gifted in the Visual and Performing Arts

- **Outstanding sense of spatial relationships**
- **Unusual ability for self expression through art, dance drama, music etc.**
- **Good motor coordination**
- **Desire for producing an original product**
- **Practices regularly without being told**
- **Strives to improve artistic skills**



Visual and Performing Arts Identification Areas

- **Music: Vocal or Instrumental**
- **Visual Art: May include drawing, sculpting, painting, photography, digital creations, etc.**
- **Dance**
- **Theater**



Overview of Screening and Identification Process

The screening and identification process for identifying students gifted in the visual arts includes the following three components:

1. Nomination of the student for screening/assessment (except when every student in a given grade will be screened)
2. Screening process using an approved behavioral checklist
3. An evaluation of the student's visual art portfolio or performance using an approved scoring rubric



Where do I begin?

- Read through the Ohio handbooks for the identification process. Many aspects are the same for all four areas, but some have a few different features such as the reflection component.
- Record any questions to ask the state department or a coordinator who has been through the process.
- Create a timeline or multiple time lines for the whole process to help you keep track of the various stages.
- If possible meet with the arts teachers and review the process and share nomination forms.



Where do I begin?

- Solicit Nominations from teachers, parents, and students you can do this using blurbs written in school or district newsletters, or through meetings or emails to teachers of the arts
- Locate a space and select a date to hold your final auditions and portfolio display. You will need 4-5 rooms and evaluators for instrumental music, vocal music, drama, dance, and visual art.
*Confirm the space and evaluators 4-5 weeks beforehand.



Requirements For Identification

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:

1. Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.
2. Demonstrated through a portfolio, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;



Underrepresented Populations

“School districts are strongly encouraged to make special efforts to solicit nominations of students from populations that are underrepresented among students identified as gifted.”

Ohio Department of Education



How does the Process Work?

Nominations

Generally, take place in the fall, but can happen any time, and come from teachers (usually those in the arts), parents, students, or peers.

Parental Permission

Following a nomination, a student must have permission to take part in the identification process.

Phase 1

Teachers who have worked with the students in the area of nomination complete a checklist approved by the Ohio Department of Education. These can be teachers in the student's school or private instructors such as vocal coaches or dance instructors. Gifted Coordinators calculate scores and decipher how to proceed.



Phase 2 Checklists

If a student reaches the screening score rather than the identification score, a different checklist will be used to provide another opportunity for identification.

Preparation for The Final Phase

Parents will be sent an additional form and asked if they would like to give permission for the final phase of testing and be given materials to prepare for their portfolio or audition.

Portfolios/Auditions

Students will complete reflection forms related to art as well as put together a portfolio for a minimum of 5 pieces of art work which they feel show their highest level of ability. Portfolios will be evaluated using a rubric. The pieces must have been completed in the last 24 months. Music, dance, and drama nominees must prepare an audition piece which shows the best of their abilities. Dance nominees are also asked to complete a written reflection related to their audition piece.



Approved Assessments

Ohio Department of Education

Gifted and Talented Evaluation Scale (GATES)

Visual or Performing Arts: Section IV, Items 41-50

Scales for Rating the Behavior Characteristics of Superior Students

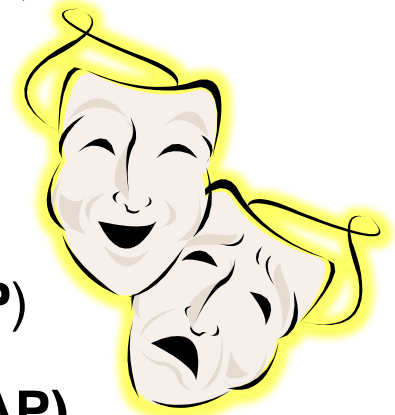
(SRBCSS), 2004 Version - Musical: Part VI,
Dramatic: Part VII, Artistic: Part V)



Clark's Drawing Abilities Test

Dance Talent Assessment Process (DTAP)

Music Talent Assessment Process (MTAP)



Ohio Department of Education Rubric for Scoring

Visual Art/Music/Drama/Dance Performance



How do I prepare for the Audition Process; What is my Role?

Your role really needs to be pulling everything together for this final assessment piece.

The Coordinator of the Process Should:

- *Communicate with other Gifted Coordinators in your area and deciding on how you will run the auditions; will they be district wide, countywide, etc. ? Are other coordinators willing to help?**
- *You will need assistance from other adults**
- *Find and schedule an Audition Space with multiple rooms and equipment needed for auditions such as music stands, a piano or keyboard, and a workable space for things like dance and drama auditions.**



How do I prepare for the Audition Process; What is my Role?

- * Find Raters who agree to be there at the auditions keeping in mind these often last several hours depending on the district/county.**
- * Find people who haven't worked with the student**
- * Send materials to parents in regards to auditions or portfolio submission, including date, location, time, and phone number to schedule individual auditions.**
- * Schedule students into audition slots either during the day, on a Saturday or during an evening.**
- * Copy materials for those involved with the audition process including directions, reference materials, and rubrics for the raters. Distribute them one to two weeks before auditions.**



Running The Auditions

- On audition day you will need to have someone checking in students from the schedule.
- You should have a release form for parents to sign for video taping in case a student scores in the screening range; this can also be sent beforehand.
- Have a chair or two outside of each room for students waiting



Running The Auditions

- **Have signs on the rooms where auditions will take place and equipment in rooms and directions to rooms or a map if needed.**
- **Each rater should have a folder with copies of the rubric, paper for notes, and a copy of the guidebook for that particular area of identification. They will also need the schedule.**
- **Have runners to help students during auditions.**



Visual Art Screening and Identification



Behavioral Checklist Component

To be identified as gifted in the visual and performing arts, a student must score in the identification range on both an approved behavioral checklist and on a Display of Work portfolio evaluation.

Instrument Name	Screening Score Range	Identification Score Range
Gifted and Talented Evaluation Scales (GATES)	55-70 on Section 5, Items 41-50	78 and Above on Section 5, Items 41-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	59-60 on Part V	61 and above on Part V

*** ODE has developed a Display of Work evaluation rubric that may be used to identify students who are gifted in the visual arts.**



Visual Art Screening and Identification Continued

The Display of Work portfolio evaluation process involves the submission of at least five works of art by the student. The student must complete an “Artwork Written Response Sheet” for each work submitted.

A Display of Work Portfolio May Include:

- **Works of Art Created Inside or Outside Class**
- **Photographs of 3-Dimensional Work such as Sculptures**
- **Artistic Photographs**
- **Original Theatrical Scene Designs**
- **Original Fashion or Costume Designs or Completed Pieces**
- **Original Architectural Designs**
- **Electronic Works such as Animations, Digital Drawings, Video Productions or Interactive Media Works**
- **An Accurate Representation of a Photograph, Magazine, or Postcard**





Music Screening and Identification

Behavioral Checklist Component

To be identified as gifted in music, a student must score in the identification range on both an approved behavioral checklist and on a performance evaluation.

Instrument Name	Screening Score Range	Identification Score Range
Gifted and Talented Evaluation Scales (GATES)	57-77 on Section 5, Items 41-50	78 and Above on Section 5, Items 41-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	37-38 on Part VI	39 and above on Part V





Music Screening and Identification

Approved Performance Evaluation Instruments and Cutoff Scores

Instrument Name
Music Talent Assessment Process (MTAP)
ODE Rubric for Scoring Music Performance for Grades K-12
Score of 14-17 Points - Screening Range Score of 18-21 Points - Identification



It is acceptable to include formal performances, such as concerts, competitions and recitals in the performance evaluation.





Music Screening and Identification

**Screening/assessment activities may
and typically do include :**

- Solo or small group performances
- Free improvisation
- Structured audition activities (for example, asking a student to listen to a few measures of music and then replicate the rhythm or improvise a few measures)
- Workshop activities observed by the rater

These activities may also be used for the dance performance component.





Drama Screening and Identification

Instrument Name	Screening Score Range	Identification Score Range
Gifted and Talented Evaluation Scales (GATES)	57-77 on Section 5, Items 41-50	78 and Above on Section 5, Items 41-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	54-56 on Part VII	57 and above on Part V



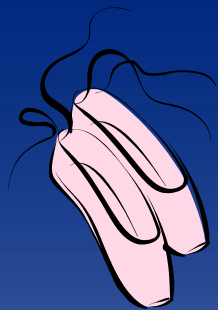


Drama Screening and Identification

Screening/assessment activities may include:

- Solo (monologue) or small group performances in formal or informal settings ***This must be in audition**
- Improvised scenes
- Improvisation games
- Structured audition activities
- Workshop activities observed by the rater
- Small group activities.



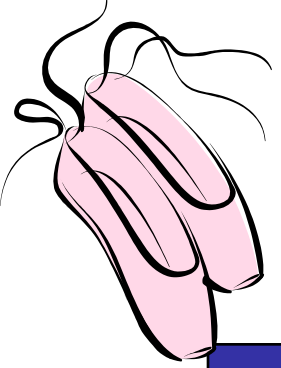


Dance Screening and Identification

Instrument Name	Screening Score Range	Identification Score Range
Gifted and Talented Evaluation Scales (GATES)	57-77 on Section 5, Items 41-50	78 and Above on Section 5, Items 41-50

The Gifted and Talented Evaluation Scales (GATES) is the only instrument currently approved by ODE for use as a behavioral checklist for screening and identification of giftedness in the area of dance.





Dance Screening and Identification

Instrument Name
Dance Talent Assessment Process (DTAP)
ODE Rubric for Scoring Music Performance for Grades K-12 Score of 20-25 Points - Screening Range Score of 26-30 Points - Identification



Informing The Parents

Procedures for notification of parents within thirty days of receipt of assessment results

- (a) The results of any screening procedure or assessment instrument, and**
- (b) The provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a child in any program or for receipt of services**



Identified: Now What?



What can we do with these students?

- Make your own list of local organizations such as dance studios, local university programs, summer enrichment opportunities and community classes and lessons.
- * Send this list home with parents in the letters following the identification process.
- Make teachers in the arts aware of gifted students so that they can possibly provide enrichment opportunities for these students.



Opportunities for Service: What you need to know

- Service with an Arts Specialist during school hours can count and the current minute requirement does not apply.
- Services can include [honors classes](#), [select music ensembles](#), and [individualized opportunities](#) such as [working with individuals](#) during the school day.
- WEPS are required if a student is to be counted as served.



References

Ohio Department of Education Link to Fine Arts Handbook

<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Fine-Arts/Visual-and-Performing-Arts-Identification>

Text References

Cash, R. and D. Heacox. *Differentiation For Gifted Learners: Going Beyond The Basics*. Minneapolis, MN: Free Spirit, 2014.

