

Reexamining the Conceptual Foundations of Gifted Education For The 21st Century: A Theory-Into-Practice Approach Using The Schoolwide Enrichment Model

Joseph S. Renzulli and Sally Reis

The National Research Center on the Gifted and Talented
University of Connecticut



Brazil
 Chile
 Peru
 Spain
 China
 India
 Dubai
 Germany
 Austria
 Switzerland
 Italy
 Korea
 Mexico
 Portugal
 Turkey
 Hungary
 Holland
 Lebanon
 Japan
 Croatia

40
Years of...

Research And Development On The Schoolwide Enrichment Model

<https://gifted.uconn.edu/schoolwide-enrichment-model/semart/>

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Previously Sent Articles

Renzulli, J. S., & Reis, S. M. (2010). The Schoolwide Enrichment Model: A focus on student strengths and interests. *Gifted Education International*, 26, 140-156.

Renzulli, J. S. (2012). Reexamining the role of gifted education and talent development for the 21st Century: A four-part theoretical approach. *Gifted Child Quarterly*, 56 (3), 150 – 159.

Renzulli, J. S. (2007). The Renzulli Learning System: A technology based application of the Schoolwide Enrichment Model. *News and Science*, 16, 1 – 19.

Renzulli, J. S. (2016). The Role of Blended Knowledge in the Development of Creative Productive Giftedness. *International Journal For Talent Development And Creativity*. 4 (1 & 2).

Renzulli, J. S. & Brandon, L. E. (2017). Common sense about the under-representation issue: A school-wide approach to increase participation of diverse students in programs that develop talents and gifted behaviours in young people. *International Journal For Talent Development and Creativity*, 5(2), 71 – 94.

Outline

1. General Background

2. What Is Creative Productive Giftedness?

3. Comprehensive Strength Assessment

4. Curriculum Compacting

5. Practical Suggestions For Developing Creative/Productive Giftedness

6. Using Technology To Find Resources For Differentiation

7. Enrichment Clusters

8. Summary And Conclusions

1

General Background

**Teachers are the
unacknowledged
legislators of the
world.**

Ashley Montagu



Continuum of Learning Theories*

Pedagogy

ive &

High
1
Content

Skills

rance,
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n Sciences,

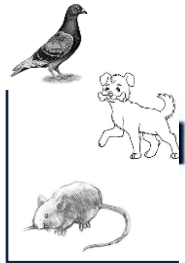
ers
Difference



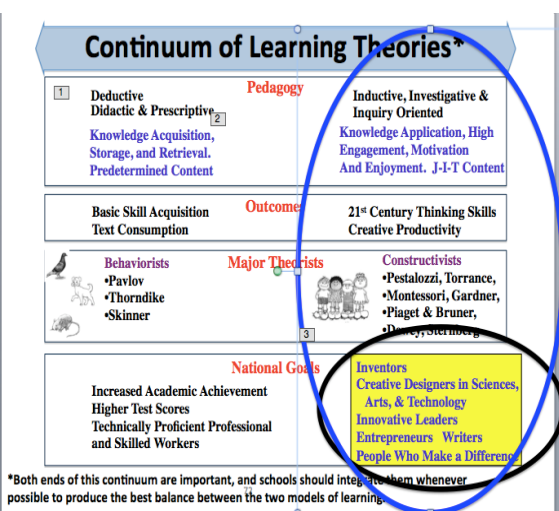
Lesson
Learning
Giftedness



Creative
Productive
Giftedness



*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.



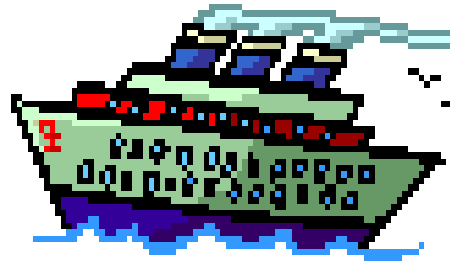
Rationale For Focusing On Creative And Productive Giftedness

There is an **economic imperative**

behind teaching creativity and inductive and investigative skills. Nations are as reliant on the ability of their citizens to create new ideas as businesses are on the creative skills of their employees. This is why governments and industry are now being encouraged to embrace the teaching of creativity, thinking skills, and an investigative mindset. So much so that creative education is a key pillar of China's 10-year educational plan.

The main focus of our work has been to apply the pedagogy of gifted education to total school improvement.

A rising tide lifts all ships...

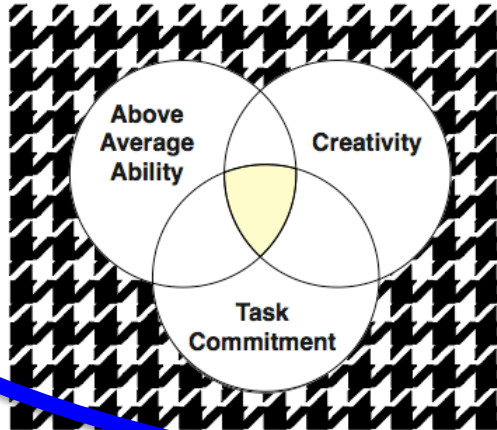


Theme

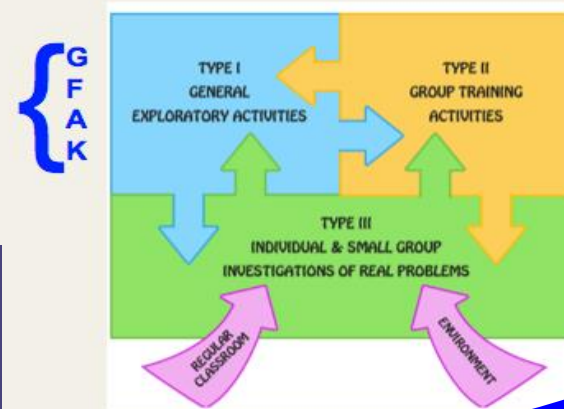
*Schools should be places for
talent development.*

A Focus on Creative Productivity

The Three-Ring Conception of Giftedness



The Enrichment Triad Model



Fully Functioning
Self-Actualized
Individual

Executive Functions

Operation Houndstooth

Leadership For a
Changing World

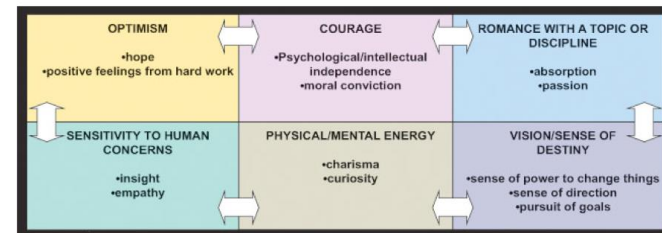
[Action Orientation](#)

[Social Interactions](#)

[Altruistic Leadership](#)

[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)



WISDOM
SATISFYING LIFESTYLE
THE PURSUIT OF HAPPINESS

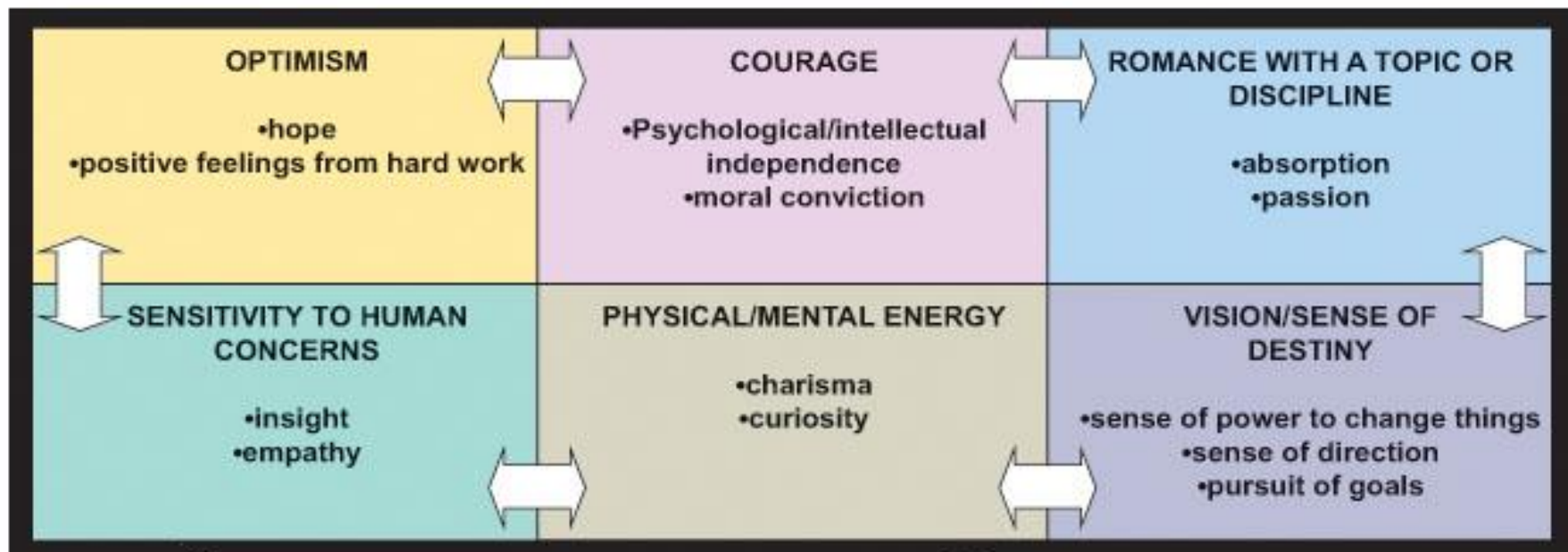
diversity 差异性
balance 平衡
harmony 和諧
proportion 比例

Leadership in a Changing World

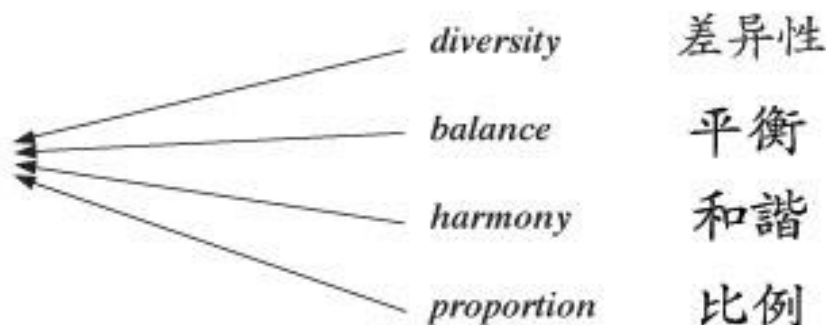
The Development of Social Capital

Conceptions of Giftedness

OPERATION HOUNDSTOOTH



WISDOM
SATISFYING LIFESTYLE
THE PURSUIT OF HAPPINESS



Instrument Development

Scale for Rating the Executive Functions of Young People

Joseph S. Renzulli

Melissa S. Mitchell

[Action Orientation](#)



[Social Interactions](#)



[Leadership](#)



[Realistic Self-Assessment](#)



[Awareness of Needs of Others](#)



INTELLIGENCES OUTSIDE THE NORMAL CURVE



*A good head and
a good heart are
always a
formidable
combination.*

Nelson Mandela

PHYSICAL/MENTAL
ENERGY

SENSITIVITY TO HUMAN
CONCERNS

OPTIMISM

Social Interactions
Leadership

Action Orientation

**All These Traits Are Developmental And Renewable Human Resources
And Many Of Them Interact With One Another**

Leadership For A
Changing World

ROMANCE WITH
A TOPIC
OR DISCIPLINE

VISION AND A SENSE
OF DESTINY

COURAGE

Realistic
Self-Assessment
Awareness of Needs
of Others



Michael participated in an Enrichment Cluster entitled *Young Social Entrepreneurs*, one of the components of the Schoolwide Enrichment Program. He negotiated a loan from the school principal to buy this machine. His goal was to buy hats and gloves for poor children.



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alumni.nfte.com

NFTE's mission is to provide

entrepreneurship education programs to
young people from low-income communities.

Our vision is that every young person
will find a pathway to prosperity.



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Interest Areas:

Business

Learning Styles:

Discussion

Group Work

Technology

Programmed Instruction

Lecture

Games

Simulation

Peer Tutoring

Independent Study

Abilities:

3-5 Medium

3-5 High

6-9 Low

6-9 Medium

6-9 High

10-12 Low

10-12 Medium

Expression Styles:

The Totally Awesome Money Book For Kids by Adriane G. Berg and Arthur Berg

Bochner (New Market Press, 2002) ISBN: 1557044937

Written by a kid (with his mom) for kids 10-17, this book is full of cartoons, drawings, quizzes, games, riddles, and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.



non-fiction
(books &
e-books)

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Interest Areas:

Technology
Reading
Writing

Learning Styles:

Discussion
Games
Independent Study
Technology

Abilities:

10-12 Low
10-12 Medium
10-12 High

Expression Styles:

Audio-Visual/Display
Oral
Technological
Written

Smart Money Quiz Show

You will start off the game in debt. Don't panic though. You will get money for each question you answer correctly.

Practical Money Skills

This online activity requires Adobe Flash Player



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& classes

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Interest Areas:

Mathematics
Business
History & Social Studies

Learning Styles:

Discussion
Games
Independent Study
Programmed Instruction
Simulation
Technology

Abilities:

K-2 High
3-5 Low
3-5 Medium
3-5 High

Expression Styles:

Audio-Visual/Display
Commercial
Hands-on
Oral
Written

Ice Cream Inc.

Do you want to run your own business? Start with your own ice cream stand! The success of your stand depends on the decisions you make each day about how many supplies to buy, how much money to charge for each cone, and how much to spend on advertising. Make sure to check the weather forecast! Be smart, and good luck!

[Michigan Department of Agriculture](#)

Adobe Flash Player is required for this activity.



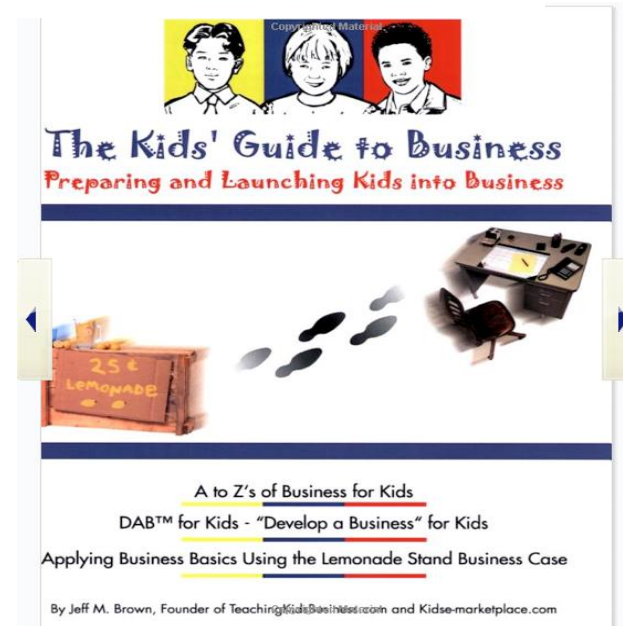
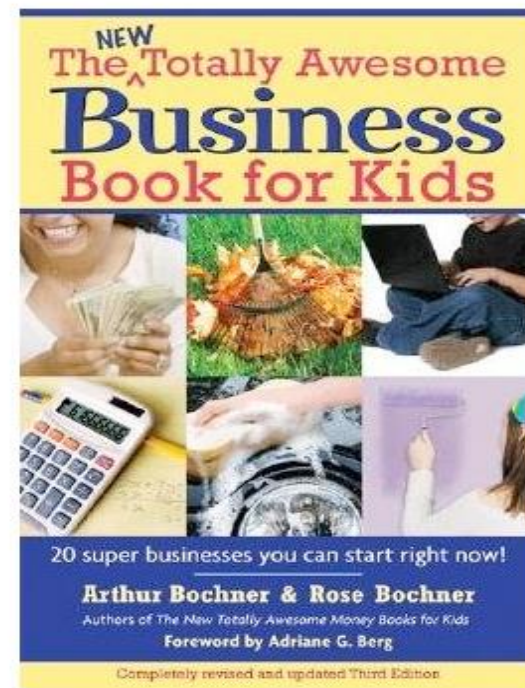
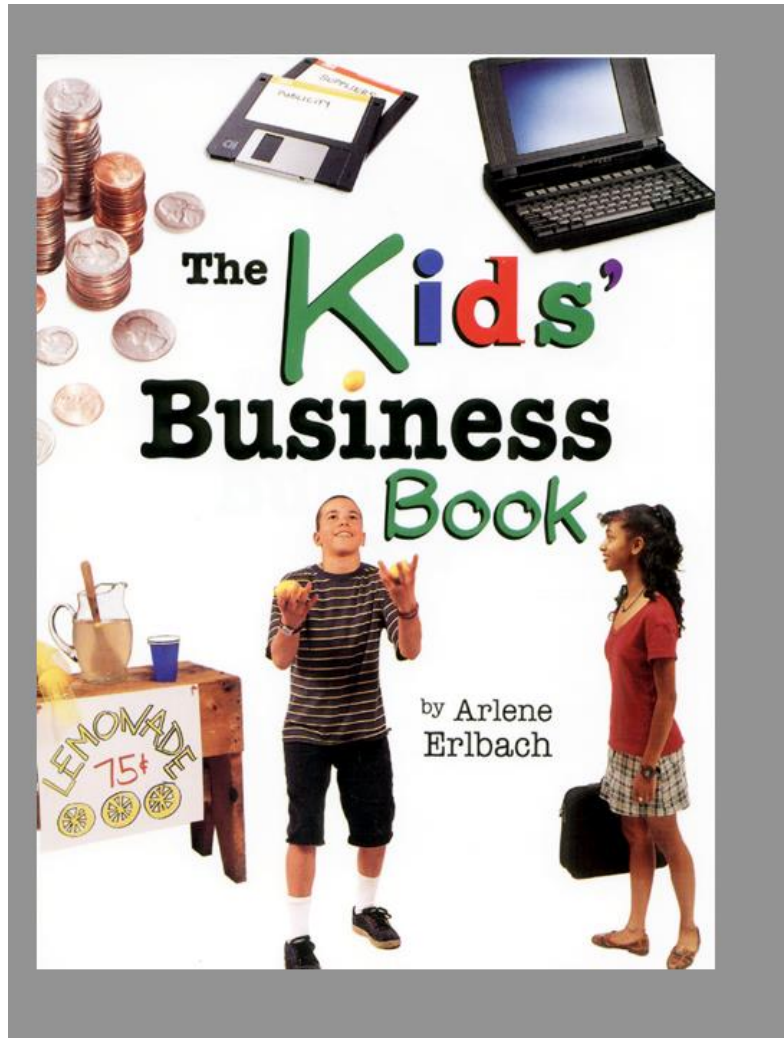
on-line activities
& classes

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From the [How-To Books](http://www.renzullilearning.com) Data Base at
www.renzullilearning.com



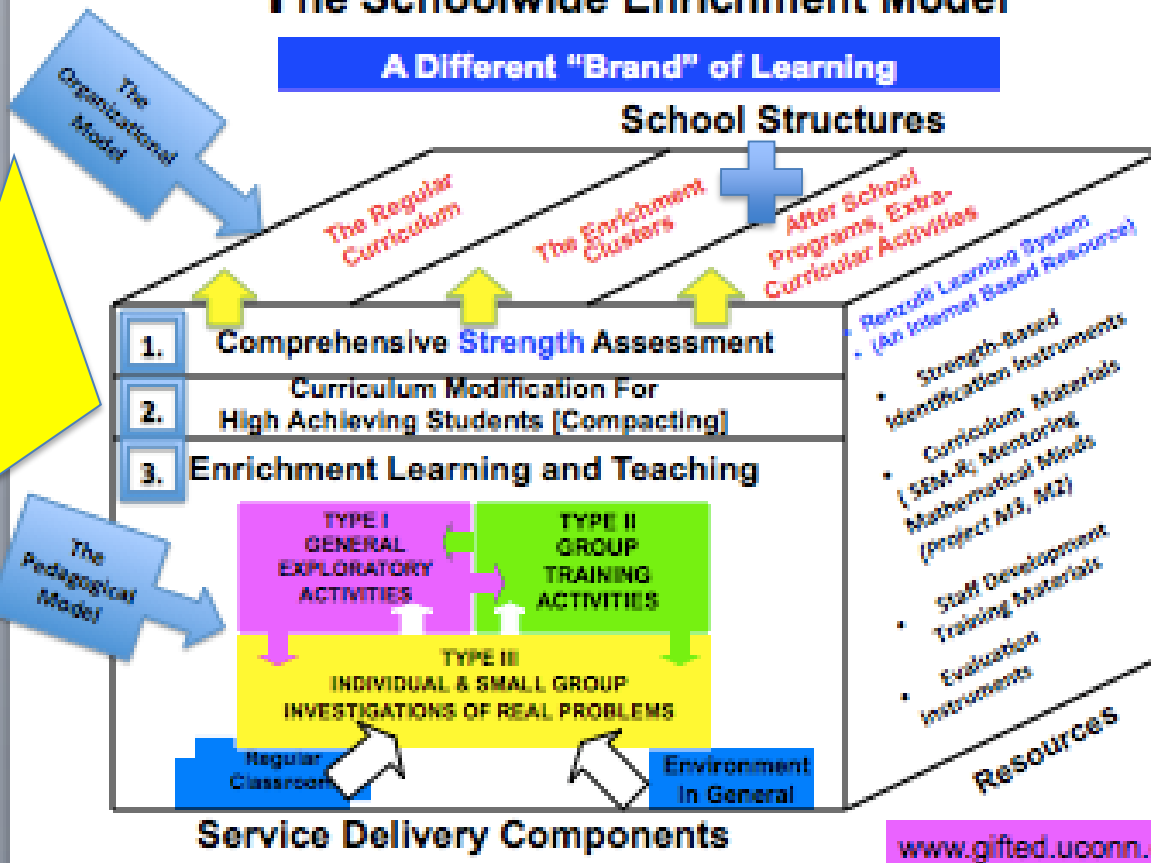


The Schoolwide Enrichment Model

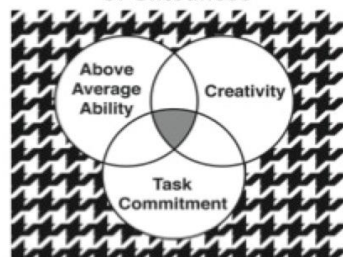
A Different "Brand" of Learning

School Structures

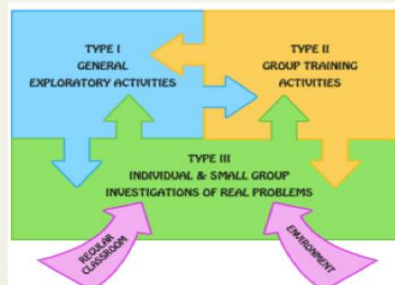
Today's Focus



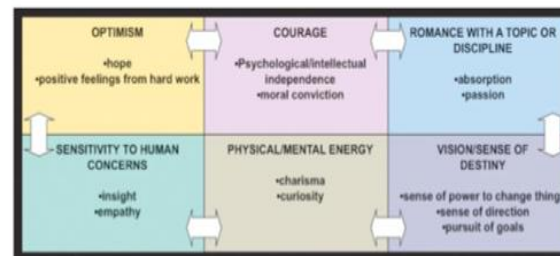
The Three-Ring Conception of Giftedness



The Enrichment Triad Model



Operation Houndstooth



Leadership For a Changing World

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[Realistic Self-Assessment](#)

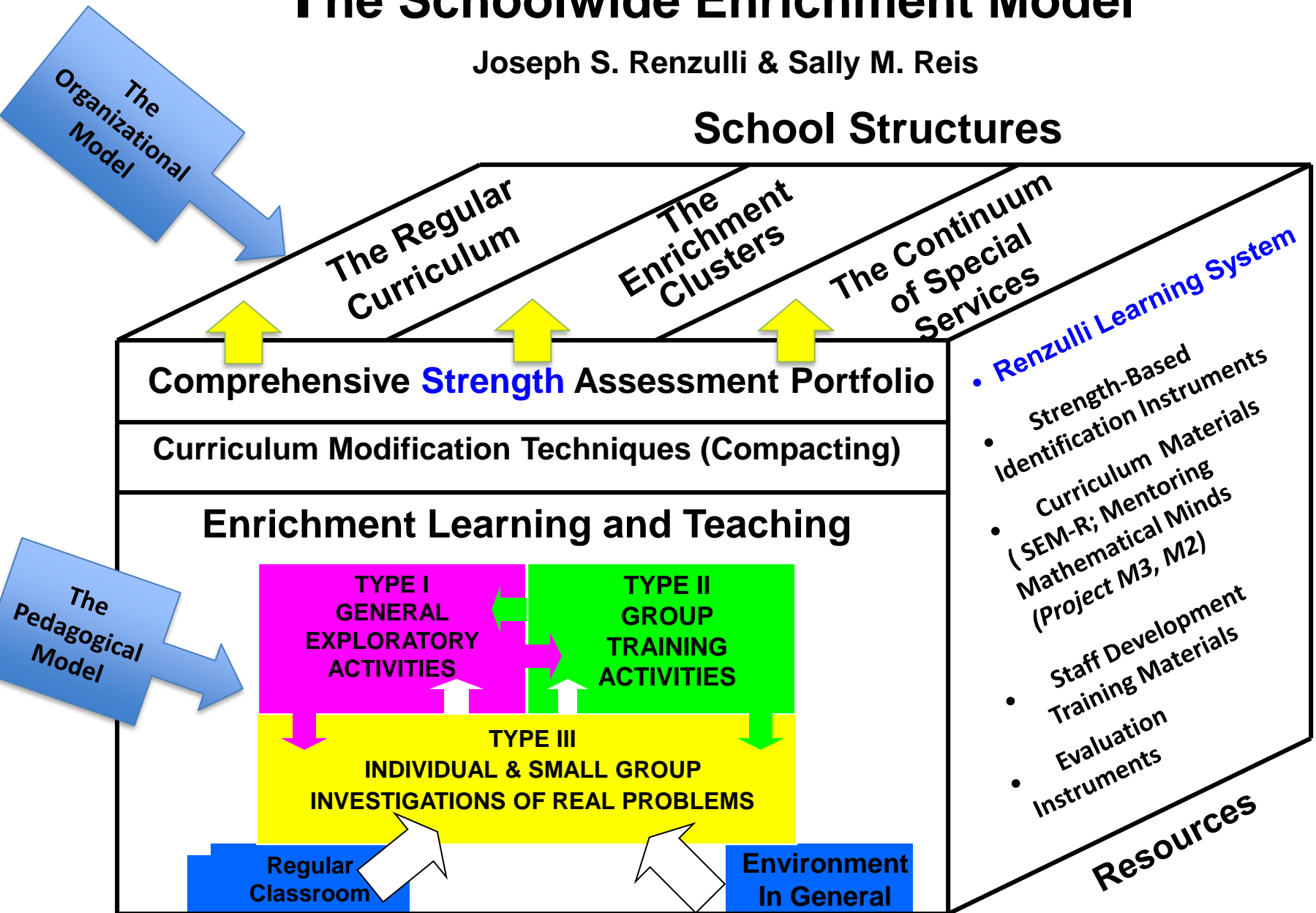
[Awareness of Needs of Others](#)



The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

School Structures



Service Delivery Components

How Does The Schoolwide Enrichment Model Differ From Other Approaches To Total Talent Development?

Enrichment Oriented Learning Environments and Opportunities



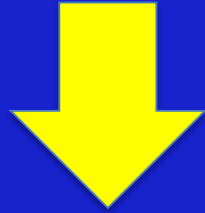
For All Students and Special Interest Learning Groups



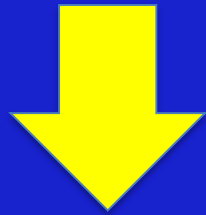
**Curriculum Compacting For All High Achieving Students
In Their Domain Specific Strength Area(s)**

The Goals of The SEM

Enjoyment



Engagement



Enthusiasm For
Learning

Why Are The 3 Es Important?

Enjoyment



Engagement



Enthusiasm For
Learning



Achievement

Research shows that the 3 Es produce
higher achievement scores than test-prep.

2

What Do We Mean By Creative Productive Giftedness

Examples of **Type III** Enrichment



What Is Creative/ Productive Giftedness?

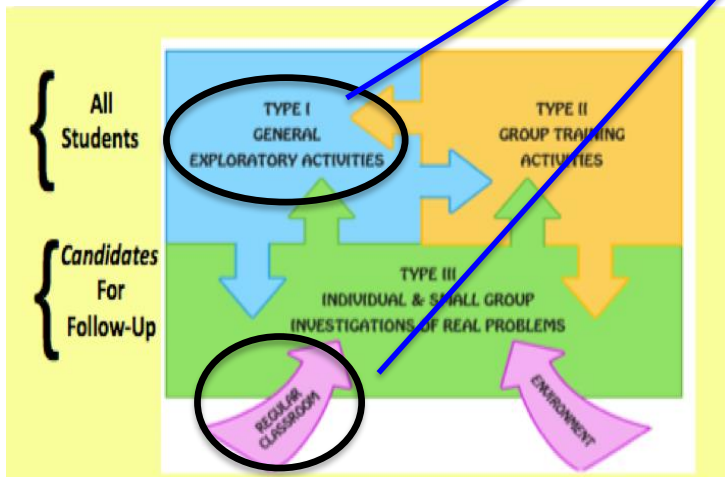
Meet Brook and Kyle





Kylie Copenhagen invented a board game about ladybugs for a school science project. Kyle's **Profiler** indicated that a favorite activity is playing board games with her family and friends.

Kylie fell in love with ladybugs during a school science project. "In Mrs. Ditto's class I learned that ladybugs are the coolest thing around," says Kylie. "Since my friends liked them too, I invented a game about them. It's fun for me to know that other kids love my game too." Kylie receives an annual royalty payment for each game sold, and is well on her way to covering her college tuition.



Example of Type III Enrichment

Type II: How-To Books

Table Games: How to Make and Play Them

Marran, Ray J.

Note: This is not the actual book cover

The ~~KOBOLD~~ guide to BOARD GAME DESIGN

by Mike Selinker
with Eric Schwalbe, the Board Game
Designers' Guild, and others in some of
the world's best game designers



"I kept just a few dice for years ago." - Steve Wozniak, designer of Clank!

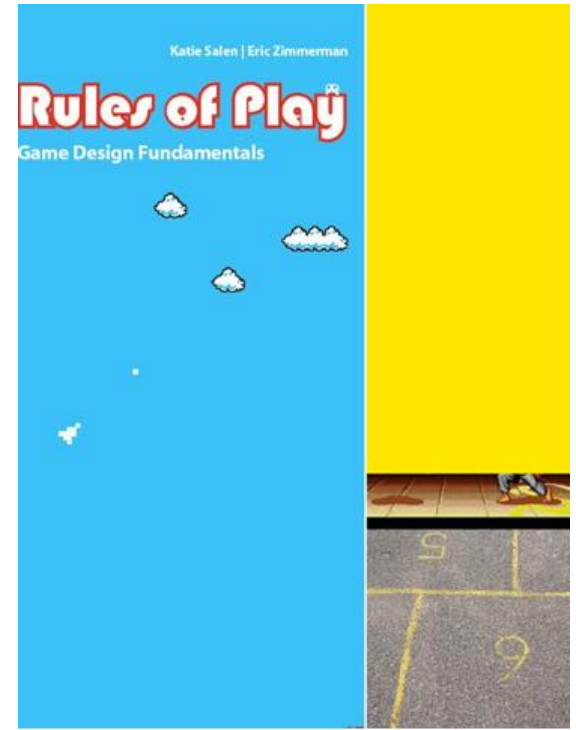
THE YOUNG COMPLETELY REVISED ENTREPRENEUR'S GUIDE TO STARTING & RUNNING A BUSINESS

STEVE MARIOTTI, FOUNDER OF THE NETWORK FOR
TEACHING ENTREPRENEURSHIP, WITH DEBRA DESALVO

TURN YOUR IDEAS INTO MONEY!

Rules of Play Game Design Fundamentals

Katie Salen | Eric Zimmerman





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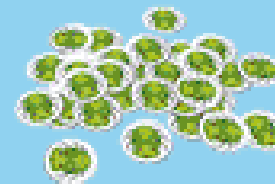
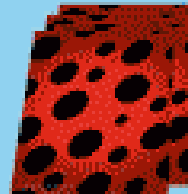
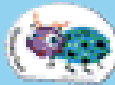
[About the Game](#)

Ages 3-7

THE LADYBUG GAME™

BUY NOW!

**A New
Adventure
Every Time
You Play!**




CONTENTS

Gameboard · 4 Ladybug pawns and stands · 61 Aphid chips · 38 Ladybug cards (33 Moving cards, 5 Aphid cards) · 8 Praying Mantis passes

[Download the rules \(PDF\)](#)

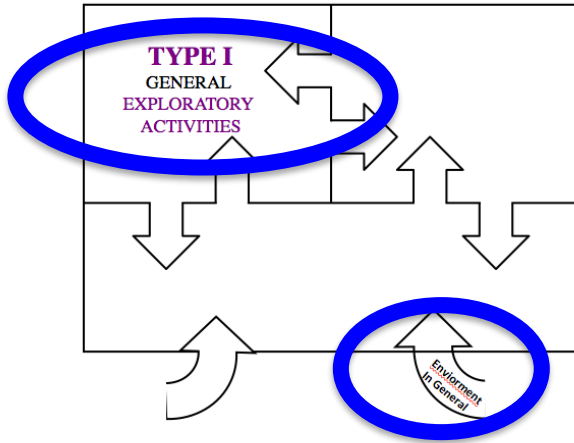
Ages 3 & Up For 2-4 players



THE LADYBUG GAME

Example of Type III Enrichment

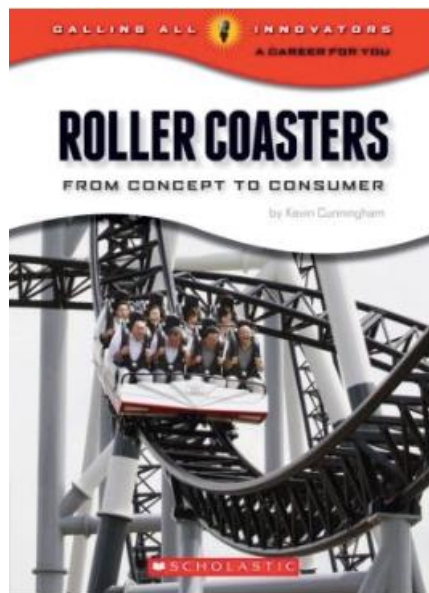
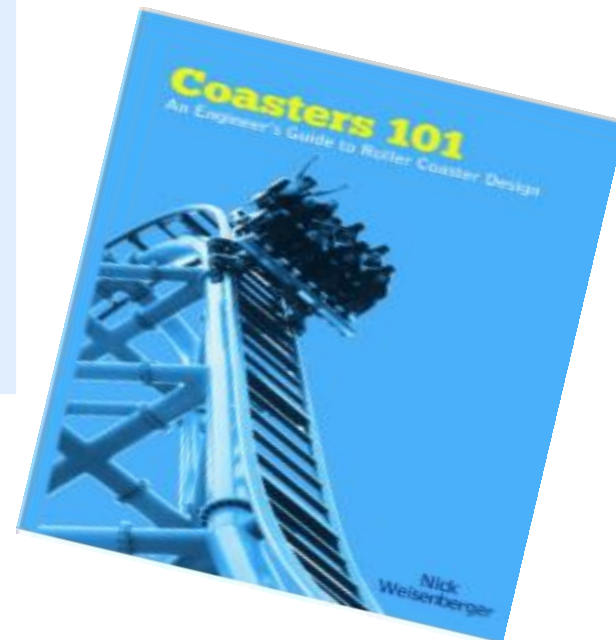
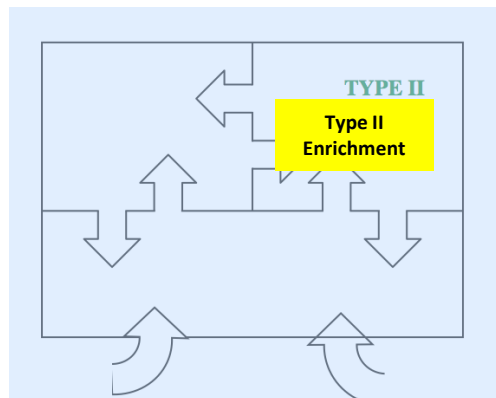
An Example That Illustrates All
Four of the Sub-Theories
In Action

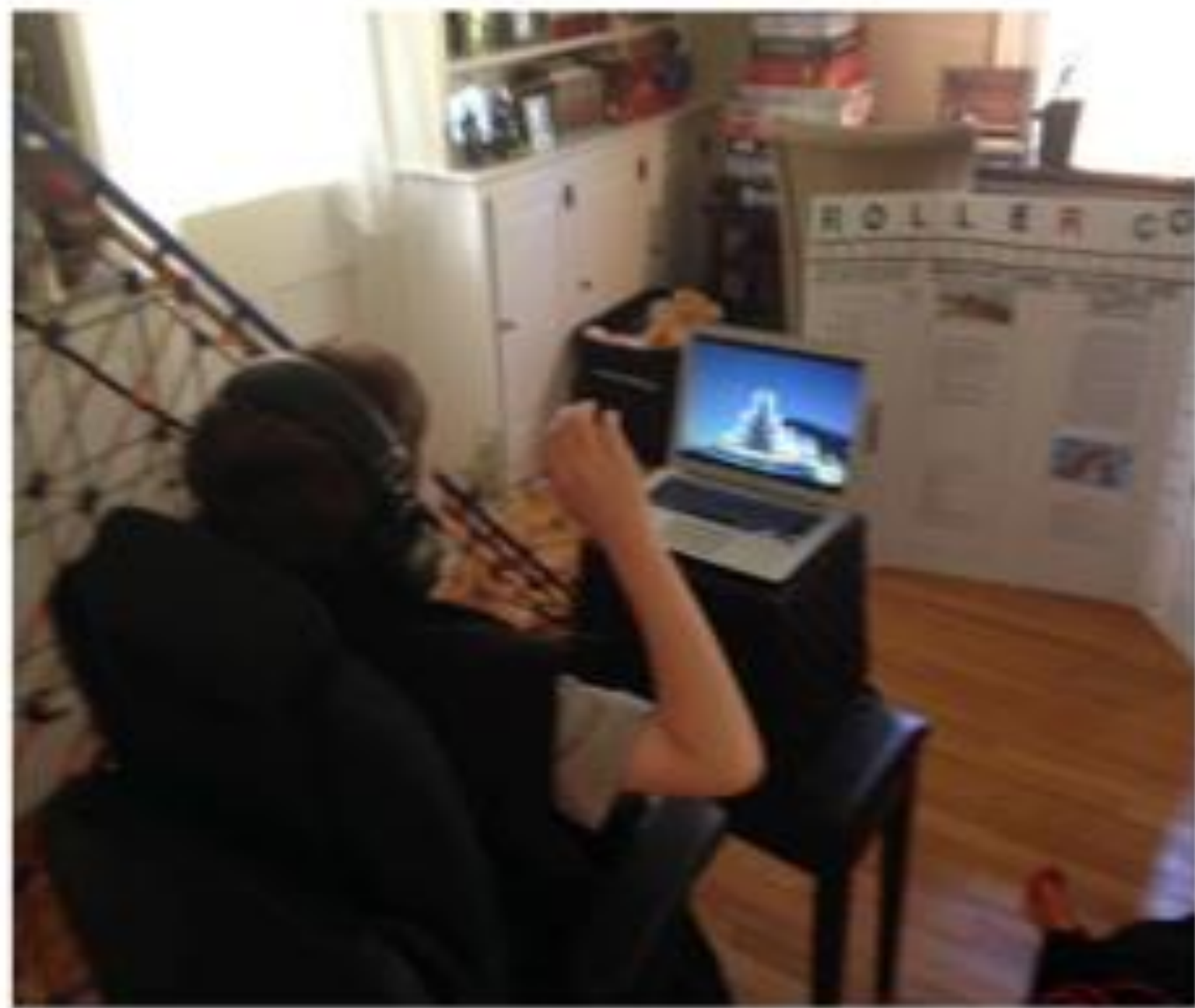


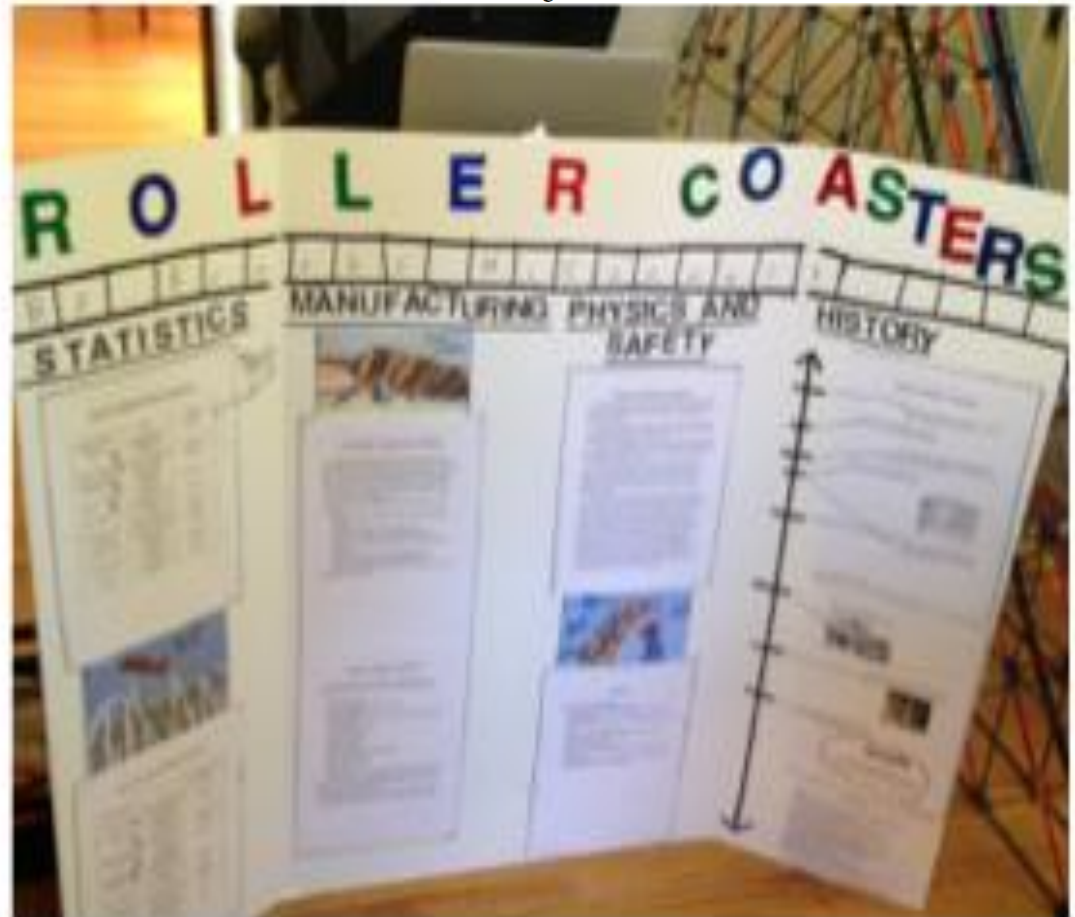
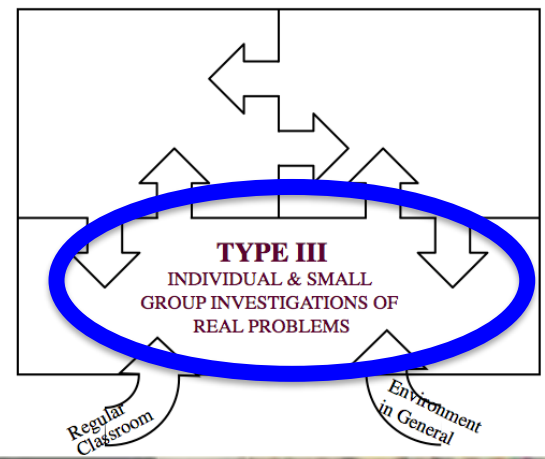
My name is Brooks McConnell. I am in the fifth grade at Norfeldt Elementary School in West Hartford, CT. Last fall I was watching The Katie Couric Show with my mom and noticed you and your son, Sam. I recall that Sam wanted to ride roller coasters but he couldn't because of his disease, progeria. I wondered if there would ever be a way for kids like him to ride roller coasters? Well, I think I've figured a way out.



Sam







I have already sent the idea to three major roller coaster companies hoping they can expand on the idea. When I was searching the internet for your address so I could write to you, I heard about Sam's passing. My mom and I were so sorry to read that. I would like to thank you, and him, for being such an inspiration to me and the world. Even though my simulator can't be ridden by Sam, I am hopeful that other kids around the world with progeria or any other diseases that might prevent them from enjoying the thrill of the ride will get a chance to in the future.

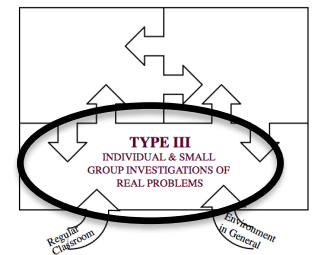
Dear Bolliger & Mabillard,

The simulator that I created includes a video that is filmed the front seat of a roller coaster. The rider's seat vibrates in order to simulate a rough chain lift. With my simulator, the rider wears a vest with weights in each pocket. Throughout the experience an operator adds and removes the weights in order to create the experience of different G-forces on the rider's body. This concept of adding and subtracting weights on the outside of the body instead of the inside is meant to recreate the G-force experience.

Enclosed are photos of the roller coaster simulator that I created along with a model that I built. I hope you like this idea as much as I do. Thank you for your consideration.

Sincerely,

Brooks McConnell



2

Continued

Examples of Group **Type III** Enrichment Projects

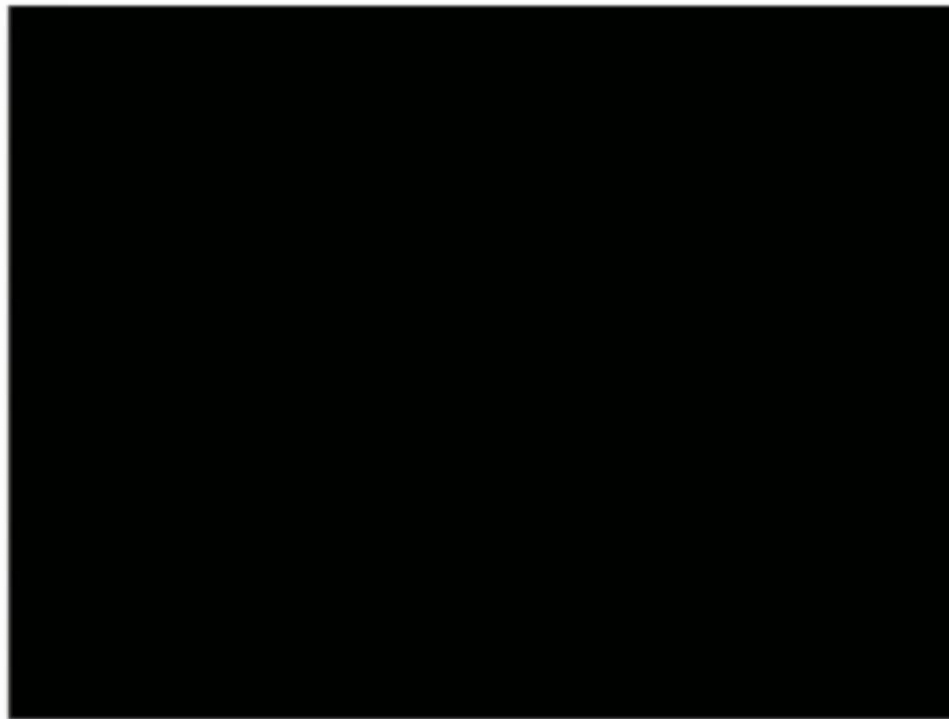


Example of Type III Enrichment From An **Enrichment Cluster** That Started With A Field Trip For All Students



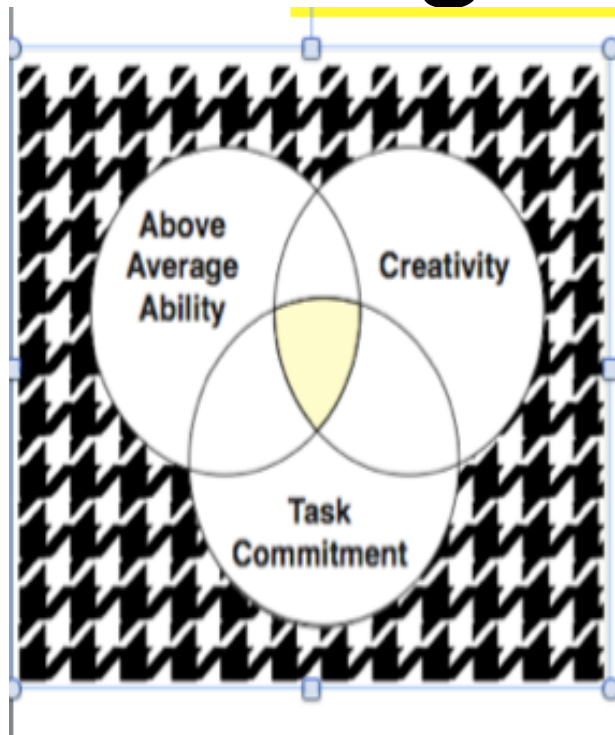
Example of High School Type III Enrichment

Carla's Students' Amazing Type III



3

Comprehensive Strength Assessment

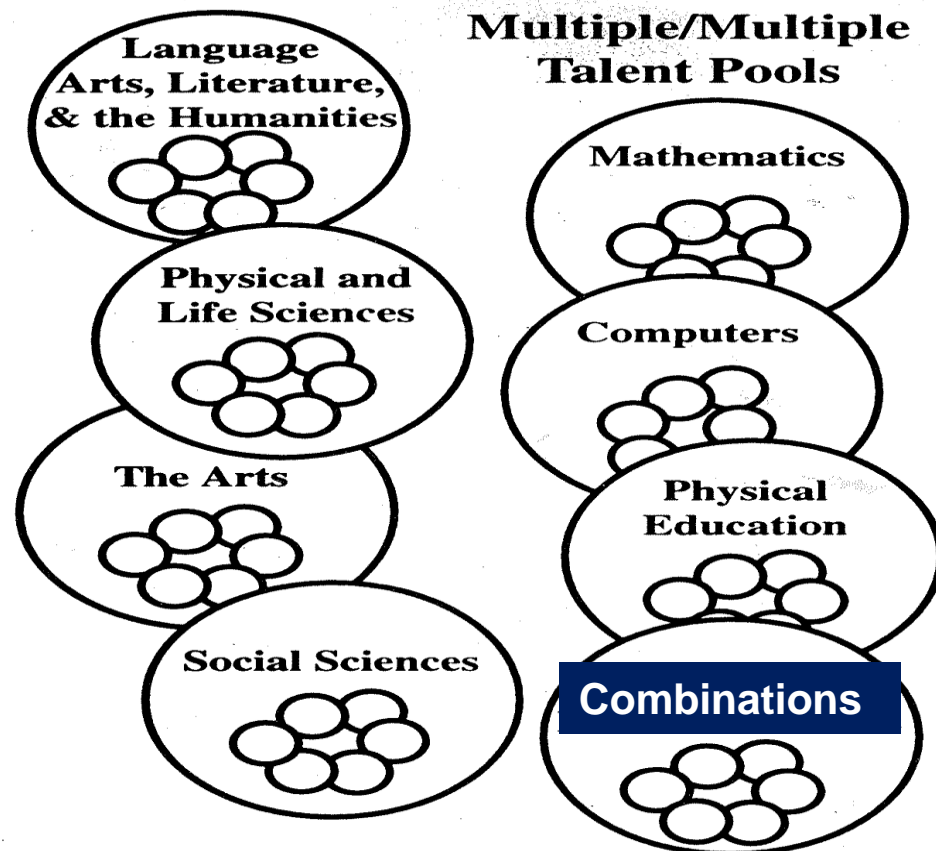


- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Executive Functions)

The Big Five

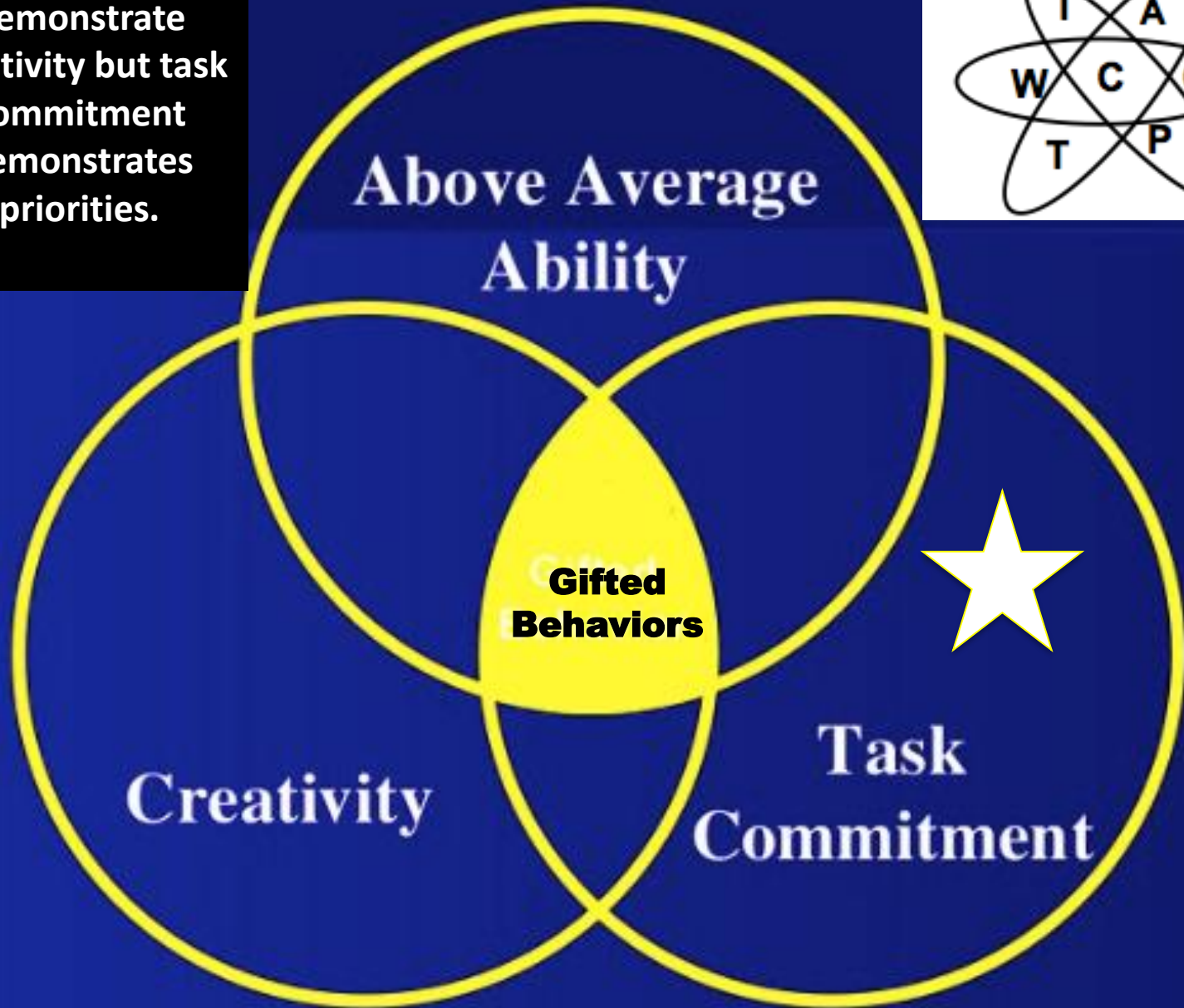
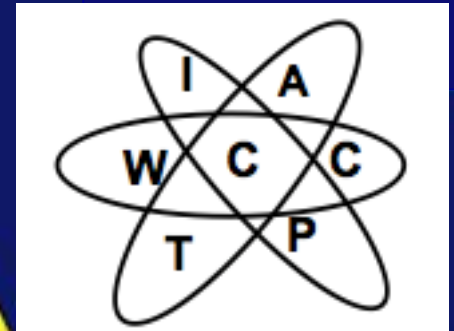
**Why must we
expand our
Identification
process?**





By Areas, Across Grade Level Bands, Using Multiple Criteria That Include Interests and Learning Styles *as well as* Abilities

Ideas
demonstrate
creativity but task
commitment
demonstrates
priorities.



It is better to have imprecise
answers to the right questions
than precise answers to
the wrong questions.

Donald Campbell



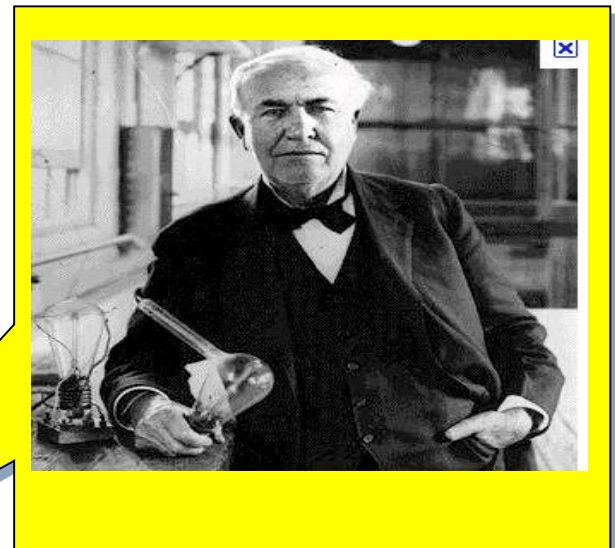
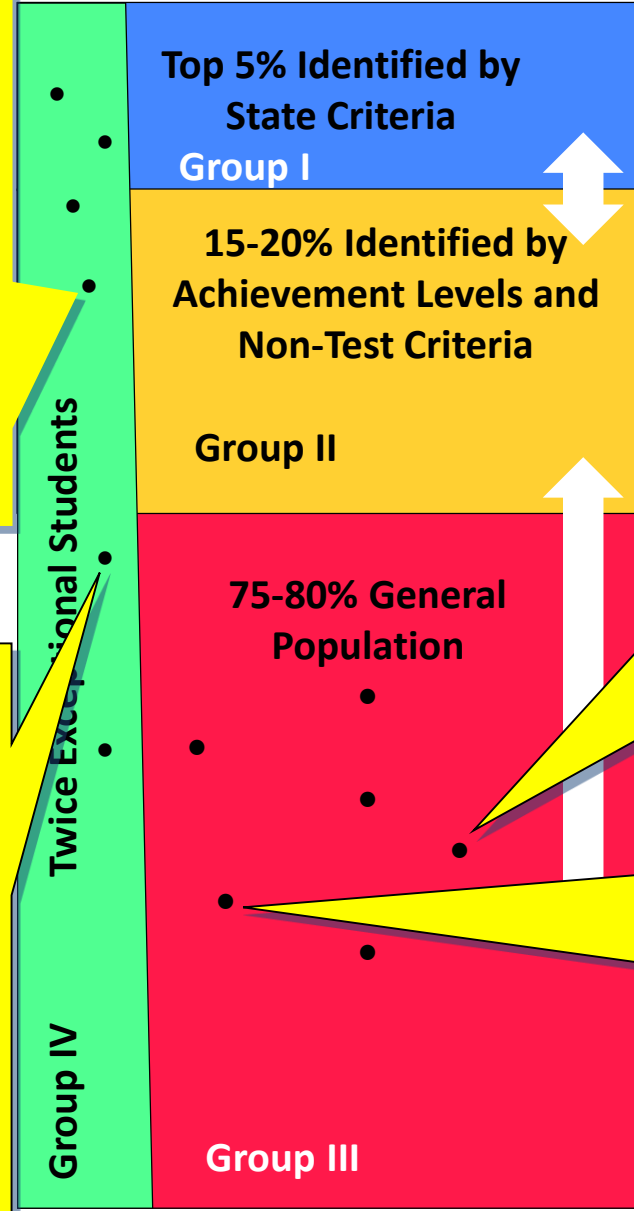
Two Types of Identification Information

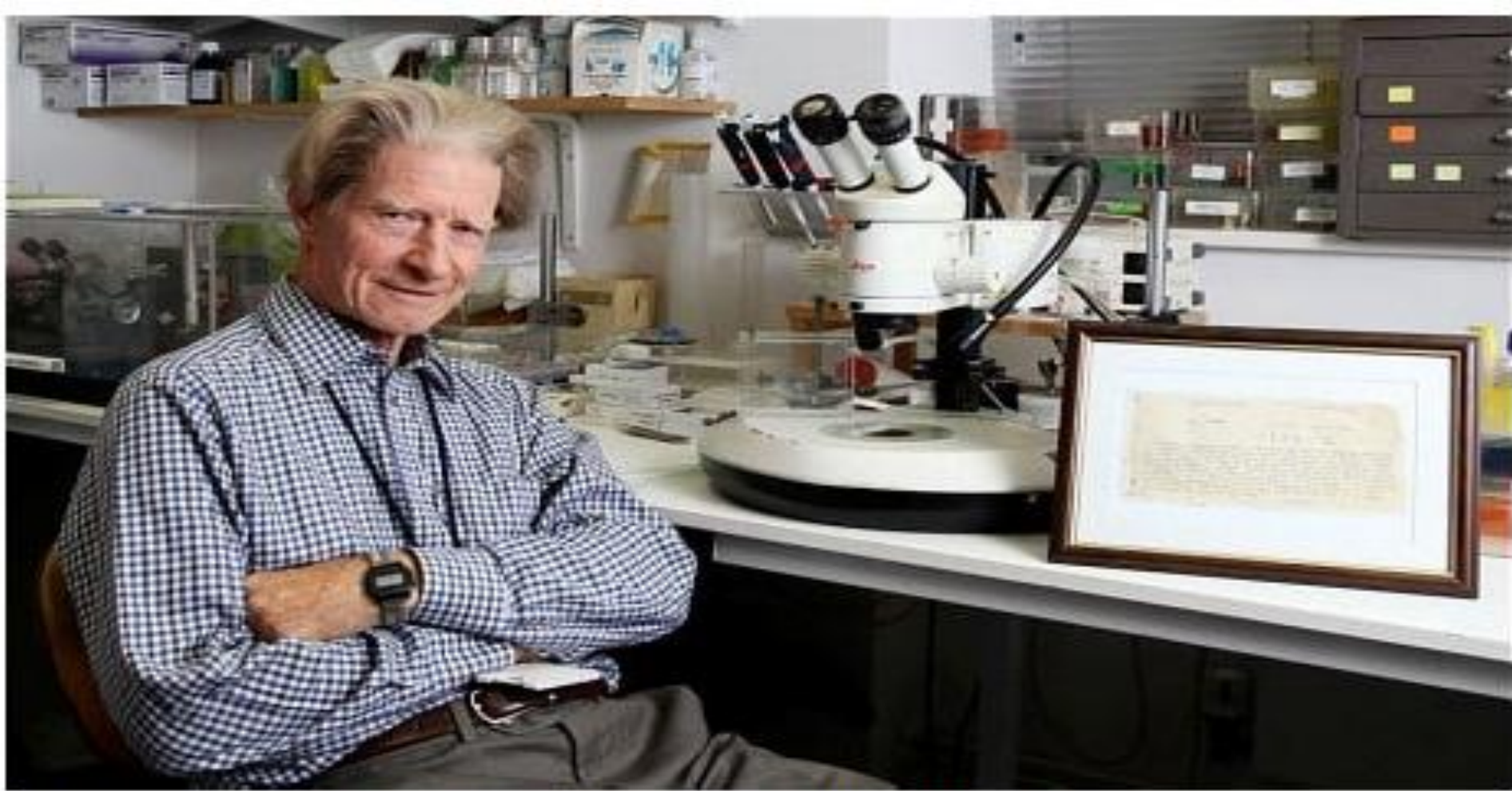
1. **Status Information** -- Anything you can put down on paper beforehand that tells you something about the student.
2. **Action Information** -- Things that you can only document when they are happening or after they happen.

Identification of what has been learned.

Identification of strength-based characteristics that will facilitate future learning [Interests, Curiosity, Creativity, Motivation, Learning Styles, Expression Style Preferences]

Target Populations





Sir John Gurdon with the framed school report (Clara Molden)

Sir John Gurdon
Winner of the Nobel Prize In Medicine for
his pioneering work in cloning and stem cells

As a 15-year-old schoolboy John Gurdon was told that a career in science was “ridiculous.” The following is a report by one of his teachers that he keeps over his desk to this day.

SCIENCE REPORT

Summer HALF, 1949.

NAME GURDON

Division D12 Subject Biology.

Place $\frac{16}{18}$ $\frac{17}{18}$ $\frac{18}{18}$ Marks $\frac{231}{550}$

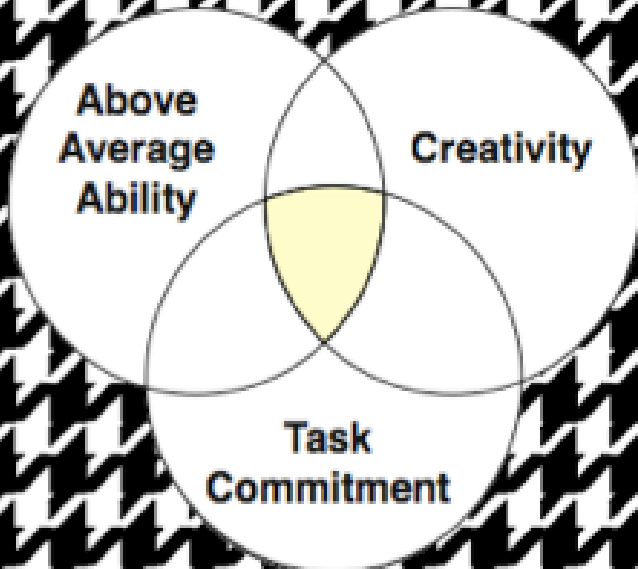
It has been a disastrous half. His work has been far from satisfactory. His prepared stuff has been badly learnt, and several of his test pieces have been torn over; one of such pieces of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has been in trouble, because he will not listen, but will insist on doing his work in his own way. I believe he has ideas about becoming a Scientist; on his present showing this is quite ridiculous, if he can't learn simple Biological facts he would have no chance of doing the work of a Specialist, and it would be sheer waste of time, both on his part, and of those who have to teach him.

C. J. 207.

His work has been far from satisfactory. His prepared study has been badly learnt and several of his test pieces have been torn over. One such piece of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has been in trouble, because he will not listen, but will insist on doing his work in his own way. On his present showing this is quite ridiculous. If he can't learn simple Biological facts he would have no chance of doing the work of a scientist, and it would be sheer waste of time, both on his part, and those who would have to teach him. I believe he has ideas about becoming a scientist: on his present showing this is quite ridiculous.

The Three Ring Conception of Giftedness

Comprehensive Strength Assessment



- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Executive Functions)

Sample Questions

Middle Grade

Interest-A-Lyzer

1. Imagine that your class has decided to create its own Video Production Company. Each person has been asked to sign up for his or her first, second or third choice for one of the jobs listed below. Mark your first choice with a 1, second choice with a 2, and third choice with a 3.



_____ Actor/Actress

_____ Director

_____ Musician

_____ Business Manager

_____ Computer Effects Specialist

_____ Prop Person

_____ Advertising Agent

_____ Script Writer

_____ Costume Designer

_____ Scenery Designer

_____ Light/Sound Person

_____ Camera Operator

_____ Dancer

2. Imagine that you have become a famous author of a well-known book. What is the general subject of your book? Circle One.

Fine Arts

Business

Science

Writing

History

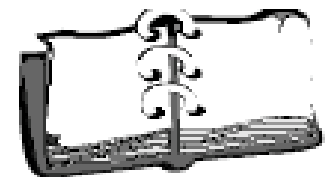
Social Action

Athletics

Mathematics

Performing Arts

Technology



What will it be about?

What would be a good title for your book?

Sample Items From Other Instruments For Comprehensive Strength Assessment

Learning Styles Inventory Factors and Sample Questions

Table 7 Factor	Elementary School Sample Item	Table 8 Factor	Middle School Sample Item
Direct Instruction (9 items)	<ul style="list-style-type: none">• Hear the teacher present information to the class.• Hear the teacher name clear what is expected of the class.	Direct Instruction (12 items)	<ul style="list-style-type: none">• Listen as your teacher presents a lesson.• Have the teacher call on individual students by name to answer questions.
Computer & Technology (12)	<ul style="list-style-type: none">• Work on activities that use the computer to help you learn information.• Play a computer game to learn new information.	Computer & Technology (13)	<ul style="list-style-type: none">• Use a computer program to learn new information.• Watch a broadcast of a program to learn more on a topic you are studying in class.
Simulations (5)	<ul style="list-style-type: none">• Learn about possible careers by acting out the role of a job counselor and interviewing other students who are acting as job applicants.• Work with a committee to prepare a lesson to present to the class.	Simulations (9)	<ul style="list-style-type: none">• Learn how government works by playing the role of an official working with a local citizen group.• Work with a committee to prepare a lesson to present to the class.
Independent Study (9)	<ul style="list-style-type: none">• Work by yourself to collect information on a topic of interest.• Read a book to learn all about a topic you select.	Independent Study (9)	<ul style="list-style-type: none">• Work independently on a project you choose yourself.• Read a book to learn all about a topic you select.
Projects (9)	<ul style="list-style-type: none">• Work with other students in planning and completing a project.• Talk with other students in your class about a topic of interest.	Projects (8)	<ul style="list-style-type: none">• Work with other students to plan a project about a topic in class.• Discuss class material with a group of other students.
Drill & Recitation (8)	<ul style="list-style-type: none">• Have the teacher call on individual students by name to answer questions.• Fill in the missing word to complete a sentence on an assignment.	Peer Teaching (8)	<ul style="list-style-type: none">• Have a classmate teach you how to do something he or she does well.• Work with a classmate to review homework assignments.
Peer Teaching (15)	<ul style="list-style-type: none">• Have a friend help you learn difficult material.• Have a student in your grade work with you to review material for a test.	Teaching Games (6)	<ul style="list-style-type: none">• Practice vocabulary words by playing a word game.• Play a board game to help practice one of your school subjects.
		Discussion (9)	<ul style="list-style-type: none">• Hear the ideas of other students during a class discussion of an assigned topic.• Talk with other students in your class about a topic of interest.

Parent Rating Scale

My child will spend more time and energy than his/her age mates on a topic of his/her interest. (Joan is learning to program computers and spends every free minute writing code herself or reading about how to code on the Internet.)

My child is a “self-starter” who works well alone, needing few directions and little supervision. (After watching a YouTube video about musical instruments, Pedro began to make his own guitar from materials he found around the garage.)

Scale for Rating the Executive Functions of Young People Joseph S. Renzulli The University of Connecticut

Sample Items


Characteristic	1	2
Goal Oriented		
Decision Maker		
Able to Plan Ahead		
Possesses Good Etiquette		
Ethical		
Able to Follow Through with Tasks		
Copes Well with Set Backs		
Persistent		
Creative		
Generates Ideas		
Defers Gratification		


Expression Styles Inventory


Factor	Item No.	Sample Items	Factor	Item No.	Sample Items
Computer Products (6 items)	14 34	Designing an interactive computer project Designing a computer game	Commercial Products (6)	26 36	Marketing a product Marketing an idea
Service Products (6)	57 47	Working to help others Collecting clothing or food to help others	Oral Products (5)	32 52	Discussing my research Discussing ideas
Dramatization Products (7)	28 38	Acting out a story Performing a skit	Manipulative Products (6)	39 59	Constructing a working model Building a project
Artistic Products (6)	3 13	Painting a picture Drawing pictures for a book	Musical Products (3)	30 40	Playing a musical instrument Playing in a band
Audio-Visual Products (6)	15 55	Filming & editing a television show Filming & editing a movie	Vocal Music Products (4)	20 10	Singing a rap or chant Performing a song
Written Products (6)	31 51	Writing an essay Writing a report			


Primary Grades Interest-A-Lyzer


SWITCH YOUR PROFILE


 **DIRECTIONS:** Click on the faces in yellow that tell how much you like or do not like each thing.

 If you really like something a lot, click the face that has a **BIG smile**.

























 If you do not like something a little, click the face that is **frowning a LITTLE**.

 If you like something a little, click the face that **smiles a LITTLE**.

 If you do not like something at all, click the face that has a **BIG frown**.

 If you are not sure, click the face that is **NOT smiling**.

Think about your interests. Look at the pictures and words below and tell us how much you like each.

 Plays & Theater					
 Writing					
 Reading					
 Mathematics					

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

Strength - A - Lyzer

Prepared by: Joseph S. Renzulli
Linda M. Smith

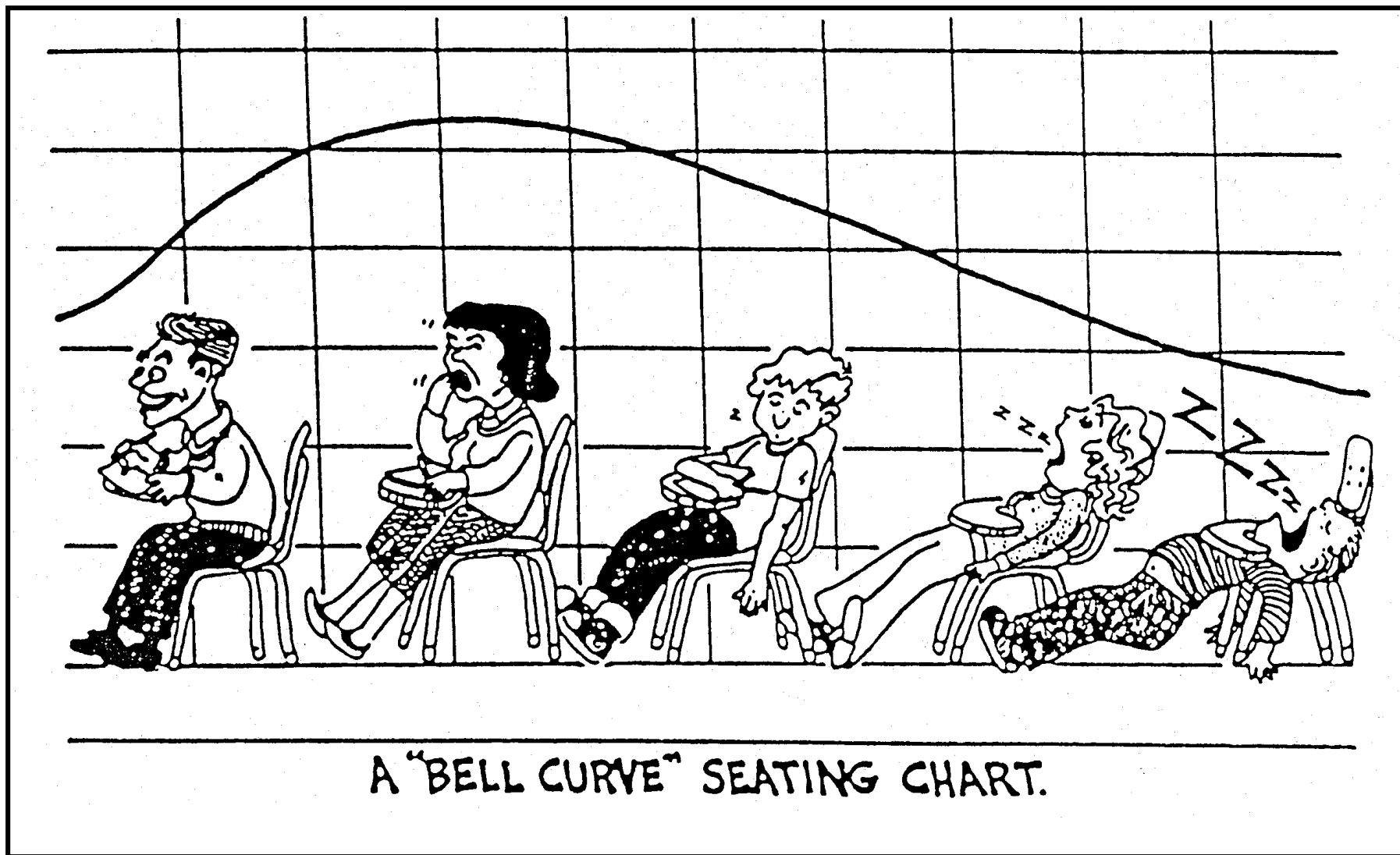
NAME Joan Sutton AGE 10 TEACHER(S) _____ Individual Conference Dates and Persons
SCHOOL Brookside GRADE 5 PARENT(S) _____ Participating in Planning of IEP

ABILITIES						INTERESTS						LEARNING STYLES																																																																																																																																			
<p>INTELLIGENCE - APTITUDE - CREATIVITY</p> <p>In the spaces below, enter the results of standardized test scores and circle all scores above the _____ percentile.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Test</th> <th>Area</th> <th>Date</th> <th>Raw Score</th> <th>Grade Equiv.</th> <th>%ile</th> </tr> </thead> <tbody> <tr> <td></td> <td>IQ</td> <td></td> <td>126</td> <td></td> <td>94</td> </tr> <tr> <td>CTBS</td> <td>Composite</td> <td></td> <td></td> <td></td> <td>97</td> </tr> <tr> <td></td> <td>Reading</td> <td></td> <td></td> <td></td> <td>93</td> </tr> <tr> <td></td> <td>Math</td> <td></td> <td></td> <td></td> <td>95</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Test	Area	Date	Raw Score	Grade Equiv.	%ile		IQ		126		94	CTBS	Composite				97		Reading				93		Math				95																			<p>As a result of student responses to the Interest-A-Lyzer or other interest assessment procedures, indicate the general area(s) in which levels of interest seem to be High, Average, and Low.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>H</th> <th>A</th> <th>L</th> <th></th> <th>H</th> <th>A</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>Fine Arts/Crafts</td> <td>X</td> <td></td> <td></td> <td>Managerial</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Scientific/Technical</td> <td></td> <td>X</td> <td></td> <td>Business</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Literary/Writing</td> <td>X</td> <td></td> <td></td> <td>Historical</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Political/Judicial</td> <td></td> <td></td> <td>X</td> <td>Performing Arts</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Mathematical</td> <td>X</td> <td></td> <td></td> <td>Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Athletic</td> <td></td> <td>X</td> <td></td> <td>Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							H	A	L		H	A	L	Fine Arts/Crafts	X			Managerial		X		Scientific/Technical		X		Business			X	Literary/Writing	X			Historical		X		Political/Judicial			X	Performing Arts		X		Mathematical	X			Other				Athletic		X		Other				<p>Enter the scores from the Learning Styles Inventory in the spaces below. Circle the highest area(s).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Learning Style</th> <th>Score</th> <th>Learning Style</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>4.2</td> <td>Teaching Games</td> <td>3.5</td> </tr> <tr> <td>Simulation</td> <td>2.6</td> <td>Independent Study</td> <td>4.3</td> </tr> <tr> <td>Drill and Recitation</td> <td>3.0</td> <td>Programmed Instruction</td> <td>1.0</td> </tr> <tr> <td>Peer Teaching</td> <td>4.1</td> <td>Lecture</td> <td>2.0</td> </tr> <tr> <td>Discussion</td> <td>3.5</td> <td></td> <td></td> </tr> </tbody> </table>				Learning Style	Score	Learning Style	Score	Projects	4.2	Teaching Games	3.5	Simulation	2.6	Independent Study	4.3	Drill and Recitation	3.0	Programmed Instruction	1.0	Peer Teaching	4.1	Lecture	2.0	Discussion	3.5		
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Curriculum Compacting

**A Systematic Approach For
Adjusting The For
High Achieving Students**





From *Get Off My Brain*, by Randy McCutcheon, illustrated by Pete Wagner

What is Differentiation?

Matching the given content area with a student's interests, abilities, and learning styles through various instructional strategies!

WHY?

Students already know (or could master at a fraction of a time) much of their regular curriculum before learning it.



Goals of Compacting



- Create a challenging learning environment in the classroom and the enrichment programn for all children!
- Define objectives and guarantee proficiency in basic curriculum.
- Find time for alternative learning activities based on advanced content **and** individual student interest.



Some Differentiation Strategies

Curriculum Compacting

Tiered Assignments

Alternate Choice Assignments

Enrichment and Acceleration

Higher level Questions

Grouping Options

Independent Study and Research Studies

Competitions and Mentorships

Curriculum Modification For High Achieving Students

Individual Educational Programming Guide The Compactor			Prepared by Joseph S. Renzulli Linda M. Smith	
Name: _____	Age: _____	Teacher(s): _____	Individual Conference Dates and Persons Participating in Planning of IEP	
School: _____	Grade: _____	Parent(s): _____	_____	_____
Curriculum Areas to Be Considered for Compacting Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	Procedures for Compacting Basic Material Describe activities that will be used to guarantee proficiency in basic curricular areas.	Acceleration and/or Enrichment Activities Describe activities that will be used to provide advanced-level learning experiences in each area of the regular curriculum.		
Name It	Prove It	Change It		
<input type="checkbox"/> Check here if additional information is recorded on the reverse side.				

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME Alison AGE 6 TEACHER(S) _____ Individual Conference Dates And Persons
Participating in Planning Of IEP

SCHOOL _____ GRADE 1 PARENT(S) _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.

PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.

ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

Holt Basic Reading Series - Levels 3-6, as determined by Holt level tests. Alison has mastered most of the comprehension and phonetic objectives introduced in these levels.

Capital letters and periods. - Teacher made worksheets Continental Press. Alison will participate in classroom activities dealing with these skills. Check proficiency by Holt level 6 test. Capital letters and periods - pg 27.

Classroom
Alison's classroom teacher will use the language experience approach. Various reading and writing programs on the Apple computer will be used with Alison. Scholastic Individual Reading Kit will provide Alison with the opportunity to read independently and use instructional games and records. Alison will be provided time to work in her classroom on a Type III activity (independent study).

Individualized Spelling Program by Economy - Alison has mastered Levels 1-4. She will be placed in Level 5.

Contractions - Level 7 Teacher's Manual pages 81, 119, 175, 216, 217, and 255-256. Check proficiency by Holt Level 7 test (Contractions).

Math - As determined by the first grade Math placement test, Alison has mastered most of this curriculum. She will begin her Math program in the 2nd grade classroom.

Change y to i and add es/and other plural forms: Level 9 Teacher's Manual pages 202 and 293-294. Level 8 Teacher's Manual pages 222-223, 246, 311. Check proficiency by Holt Level 9 test and reading consultant-made test for these plural forms not covered in the Level 9 test.

Talcott Mt. Science Center
Alison will participate in Science programs presented in school—Crystals, weather, forest life, aerial photos and mountains, snow, planets and constellations.

Compound Words - Level 9 Teacher's Manual pages 77, 267. Check for proficiency - Level 9 test page 9 (compound words).

TAC Resource Room
Critical thinking skills, creative thinking skills, creative problem solving, critical problem solving, Type III independent study.

Pronouns - Level 9 Teacher's Manual page 325. Check for proficiency - Level 9 test (language skills) page 9.



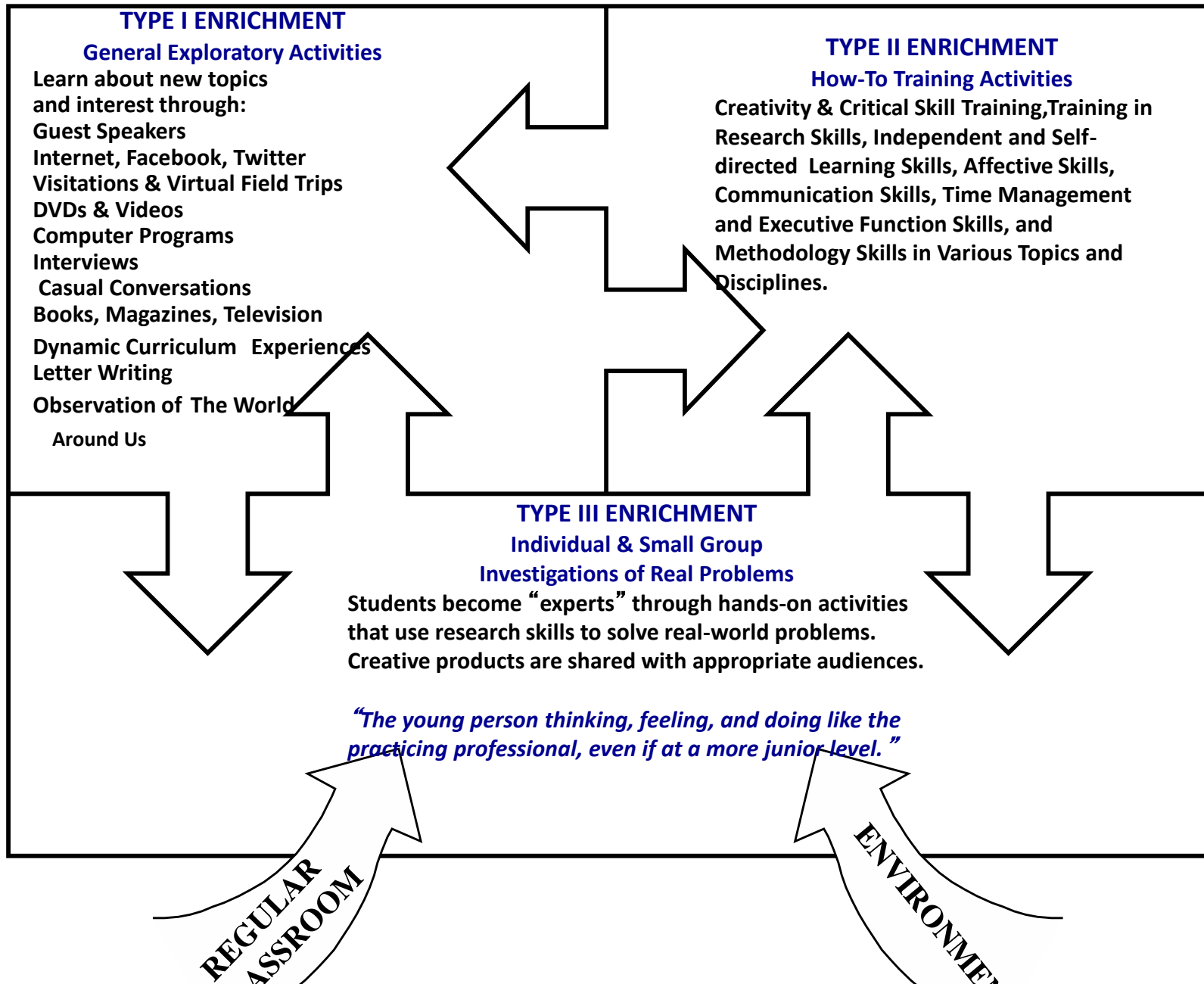
Check here if additional information is recorded on the reverse side.



**Practical
Suggestions For
Developing
Creative/Productive
Giftedness
Using The
Schoolwide
Enrichment Model**



Learn How to Implement The Three Types Of Enrichment In the Triad Model



Have the Schoolwide enrichment Team Explore all Possible Type I Experiences

**Type I
Enrichment:
Visiting Speakers**



Type I
Enrichment



Type I
Enrichment



INTEREST DEVELOPMENT CENTERS

INVENTIONS



INVENTIONS



Inventions =
Solutions to
real problems.

INVENTIONS





Virtual Field Trips Raise Test Scores

A scientifically designed research study returned evidence that web use, carefully designed and integrated into the curriculum, can raise student achievement. Students at two Maryland middle schools who participated in three online field trips scored higher on a national standardized reading comprehension test than those who used traditional learning methods alone.

Source: U.S. Newswire

<http://news.techlearning.com/cgi-bin4/DM/y/envL0FKoBI0E2V0DPJk0E3>

Type I: Debriefing

What did you find interesting about the presentation?

Did this presentation raise any questions in your mind?



What else would you like to know?

Where could we find more information about this topic?

Are there any careers that this presentation makes you think of?

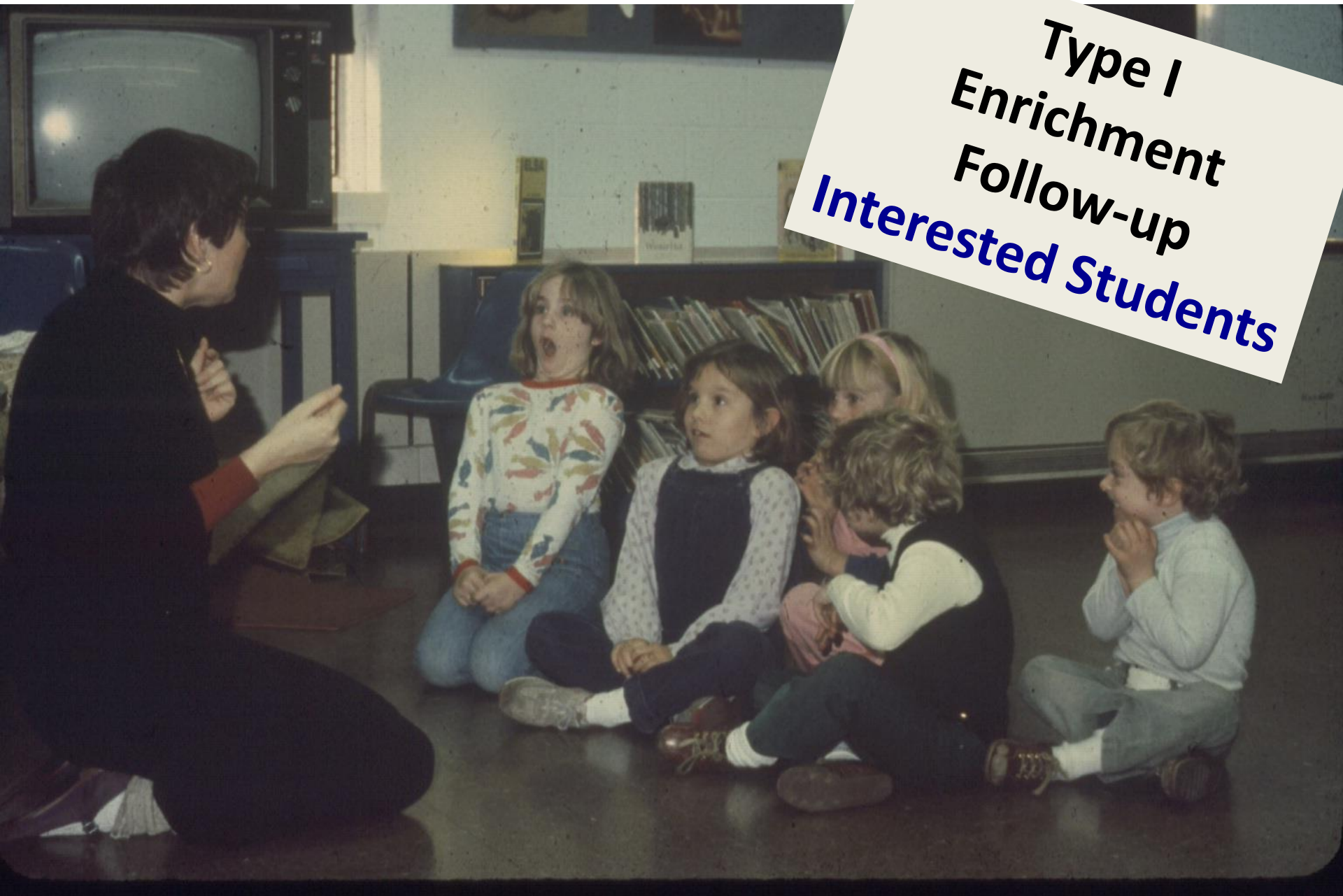
What good ideas can you share about projects, research studies, creative writing, etc. that might be used to learn more about this topic?

Would anyone like to meet with me individually to explore possible follow ups to this Type I?

Type I
Enrichment
All Students



**Type I
Enrichment
Follow-up
Interested Students**



I. Cognitive Thinking Skills
A. Creative Thinking Skills
B. Analytic, Problem-Solving & Decision-Making Skills
C. Critical and Logical Thinking Skills

III. Learning How-To Learn Skills
A. Listening, Observing, & Perceiving
B. Reading, Notetaking, & Outlining
C. Interviewing & Surveying
D. Analyzing & Organizing Data

V. Written, Oral, and Visual Communication Skills
A. Written Communication Skills
B. Oral Communication Skills
C. Visual Communication Skills

II. Character Development and Affective Process Skills
A. Character Development
B. Interpersonal Skills
C. Intrapersonal Skills

IV. Using Advanced Research Skills & Reference Materials
A. Preparing for Research & Investigative Projects
B. Library & Electronic Reference
C. Finding & Using Community Resources

VI. Meta-Cognitive Technology Skills
A. Identify Trustworthy & Useful Information
B. Selectively Manage Overabundant Information
C. Organize, Classify, & Evaluate Information
D. To Conduct Self-assessments Of Web-based Information
E. Use Relevant Information To Advance The Quality Of One' s Work
F. Communicate Information Effectively

Figure 3. Type II Taxonomy of Cognitive and Affective Processes

Name _____

Date _____

**Type II
Enrichment**

17 Recycling (b)

What could you make out of these items?



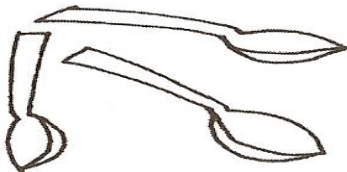
cans



bags



**Creative
Examples From
Students**



old spoons

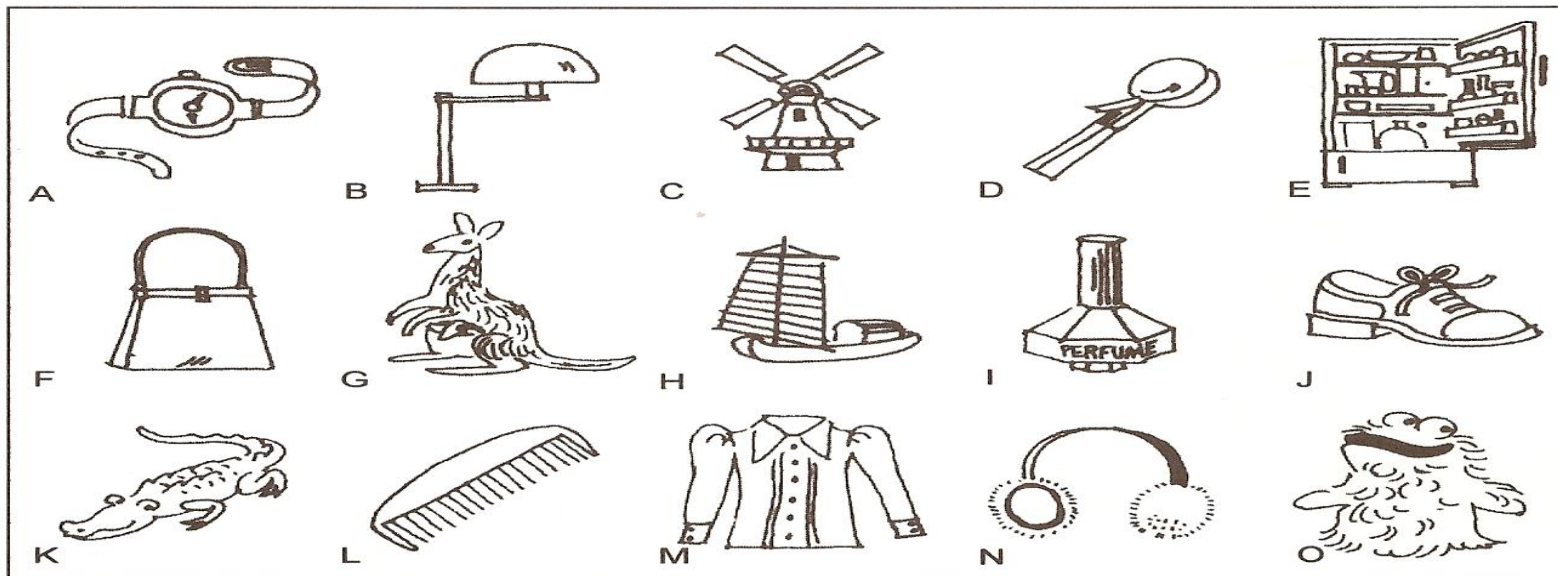


Primary

**Type II
Enrichment**

12 Figure Families (b)

Study the figures below and see if you can group them together according to characteristics they have in common. You can use each figure as many times as you wish. An example is given below.



Common characteristics

furry things

Figures

G, N, O

5 Another Point of View (a)

Do you remember the story about the three little pigs? In that story, the wolf is depicted as a mean and evil character, but few people have ever told the story from the wolf's point of view. Imagine that you are the wolf in this story. Retell your story in a way that will let the reader to understand how it feels to be the big bad wolf. A few lines are written to help you get started. Use the back of this page if you need more space.



**The Three Little Pigs
by
I. M. A. Wolf**

It's not easy being a big bad wolf. I don't have very many friends, and ev-
erybody runs away when they see me coming.

Type III Enrichment

Individual and Small Group Investigations Of Real Problems

**The young person thinking, feeling,
and doing like the acting practicing
professional, even if at
a more junior level than the adult scientist,**

? What makes a problem real?

Type III Enrichment: Learn The Essential Steps For Being A Coach or Mentor
(The “Guide-On-The Side”)

What Makes a Problem Real?

1. Personalization of Interest
2. Use of Authentic Methodology
3. No Existing Solution or “Right” Answer
4. Designed To Have an Impact on an Audience Other Than or In Addition to the Teacher



“...the young person thinking, feeling, and doing like the practicing professional, even if at a more junior level than adult professionals.”

The Importance of J-I-T Knowledge



To-Be-Presented Knowledge

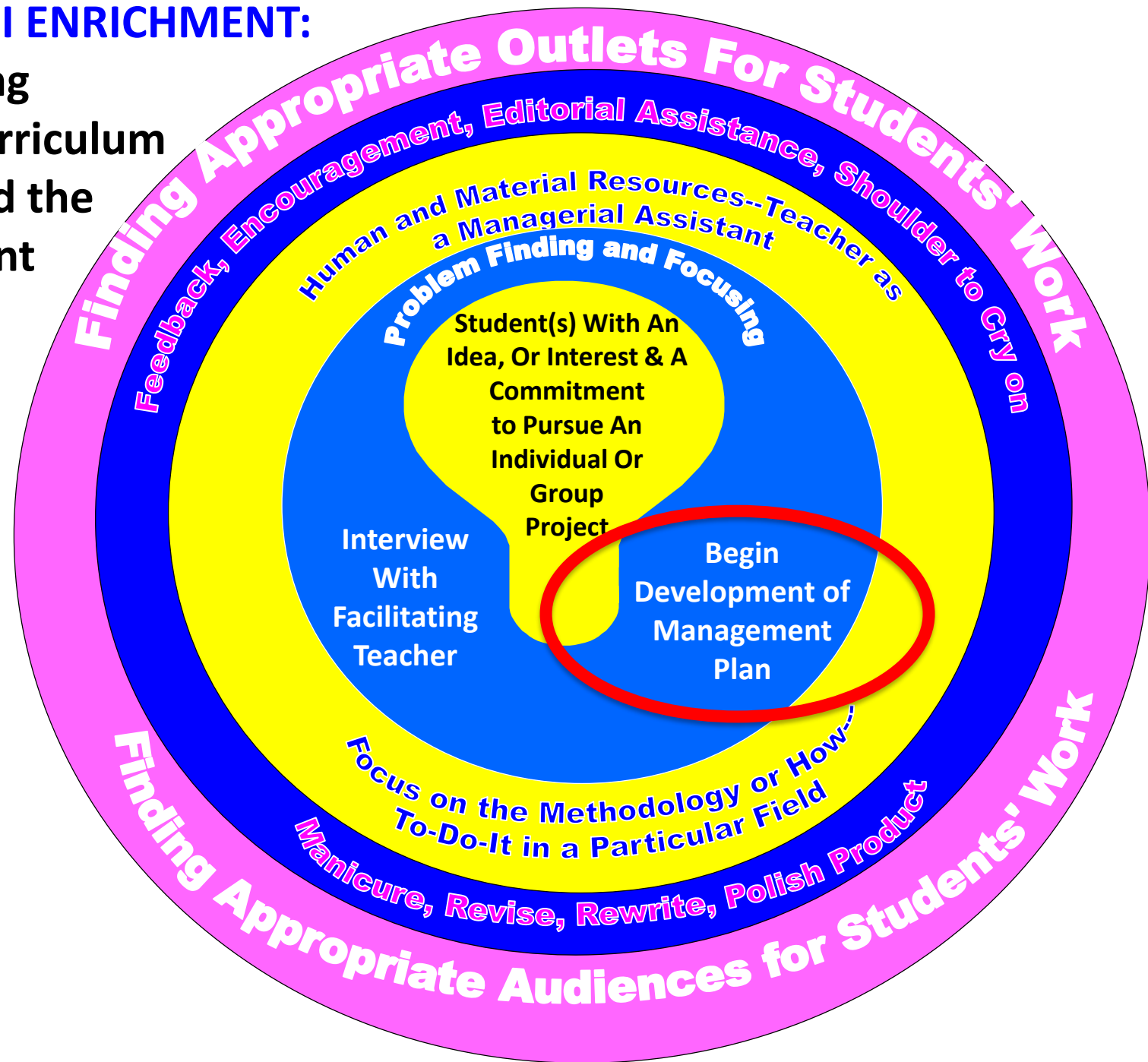
Prescribed and required curriculum based on standards developed by ministry's of education. T-B-P knowledge is generally related to improving performance on standardized achievement tests.

Just-In-Time Knowledge Knowledge

Knowledge that you only go and get when needed. It addresses a problem or project that a student(s) is working on. This type of knowledge is exactly what practicing professionals mainly use in their work.

TYPE III ENRICHMENT:

Building
the Curriculum
Around the
Student



MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

(Actual Size: 11" x 17")

Prepared by: Joseph S. Renzulli
Linda H. Smith

NAME _____	GRADE _____	Beginning Date _____	Estimated Ending Date _____
TEACHER _____	SCHOOL _____	Progress Reports Due on Following Dates _____	

GENERAL AREA(S) OF STUDY (Check all that apply)

- | | | |
|---|----------------------------------|--|
| <input type="checkbox"/> Language Arts/Humanities | <input type="checkbox"/> Science | <input type="checkbox"/> Personal and Social Development |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Music | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Art | <input type="checkbox"/> Other (Specify) _____ |

INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. _____
2. _____
3. _____
4. _____
5. _____

INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicle (journals, conferences, art shows, etc.) are typically used by professionals in this field?

GETTING STARTED What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data," how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

SPECIFY AREA OF STUDY Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

METHODOLOGICAL RESOURCES AND ACTIVITIES List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, tape recorder, questionnaire, etc.). Keep continuous record of all activities that are part of this investigation.

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

NAME small group GRADE 4-6 Beginning Date _____ Estimated Ending Date _____
 TEACHER John M. H. SCHOOL Ellenville Central School Progress Reports _____
 Due On Following Dates _____

GENERAL AREA(S) OF STUDY (Check all that apply)

- ☒ Language Arts/Humanities ☐ Science ☐ Personal and Social Development
☒ Social Studies ☐ Music ☒ Other (Specify) History
☐ Mathematics ☒ Art ☒ Architecture
☒ Archaeology ☒ Photography

SPECIFIC AREA OF STUDY Write a brief description of the problem

What are the objectives of your investigation?
 What do you hope to find out?

1. What was Ellenville like in Victorian times and what happened to it?
 2. What effects on individuals are evident when local architecture from the past is destroyed or altered?
 3. What can be done to preserve Victorian structures still in existence?

INTENDED AUDIENCES

Who are the persons or groups most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. Ellenville Public Library and Museum
2. Town historian - Katherine Terwilliger
3. Ulster County Historical Society
4. Victorian Society in America
5. National Trust for Historic Preservation

INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will it be communicated to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

1. Survey of existing Victorian structures in Ellenville. Present to Ellenville Public Museum for their records. Publish results in local newspapers.
2. Presentation to Village Board of Trustees (Maps - Photo Port Folio - List of Renovation Possibilities)
3. Display photos at Ellenville Art-in-the-Square in August.
4. Design and build a model of a Victorian living room, using only furniture and objects discovered in Ellenville homes. Display at Ellenville Public Library.

METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (collections, exhibits, etc.) and special equipment (tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

1. Persons - Katherine Terwilliger
 - Patricia Clifton, Laurel Terrace, Ellenville, N.Y. 12428
 - Marion Diamond, Ellenville Public Library
2. How-to-Do-It books
 - Wren & Malloy. America's Forgotten Architecture. New York: Pantheon Books, 1976.
 - Bullock, Orin M. The Restoration Manual. Norwalk, Conn.: Silvermine Publishers, Inc., 1966.
 - Hammond, Philip C. Archaeological Techniques for Amateurs. Princeton, N.J.: D. Van Nostrand Co., 1963.
 - Hale, Richard W. Methods of Research for the Amateur Historian. Nashville, Tenn.: American Association for State and Local History, 1969.
3. Other resources - periodicals - Petersen's Magazine, Godey's Ladies Book, Antiques, APT Bulletin, Historic Preservation, Journal of the Society of Architectural Historians, The Old House Journal, Preservation News.
Collections - private and public
Antique Shops and flea markets
Old letters, Postcards
Books such as Victorian Glass
Examples of old houses - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion

4. Special equipment

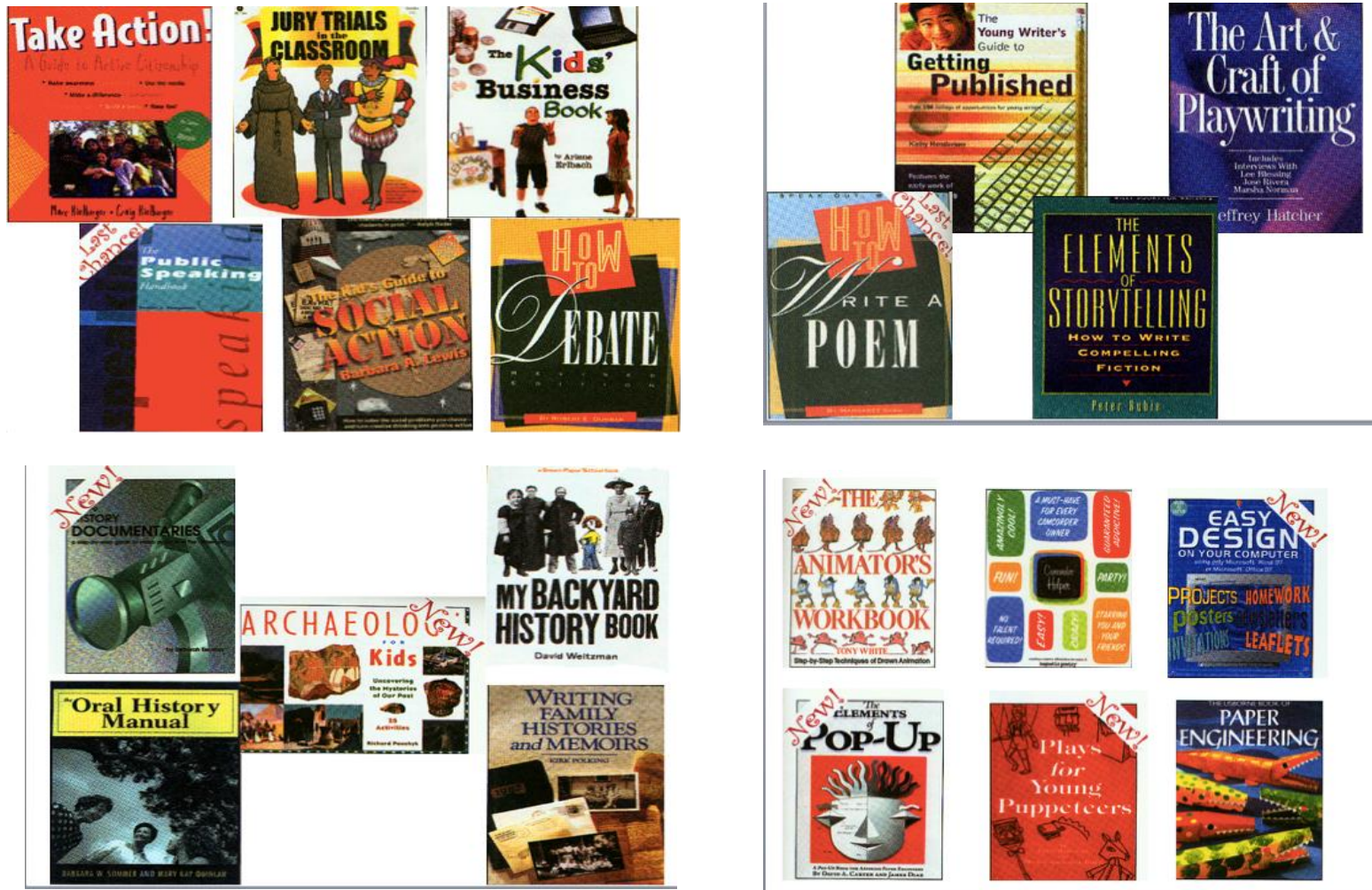
- 35 mm. camera, tripod, telephoto lens
- black-and-white film (Plus-X and Tri-X)
- darkroom facilities and equipment
- telescope and binoculars
- tape recorder

GETTING STARTED

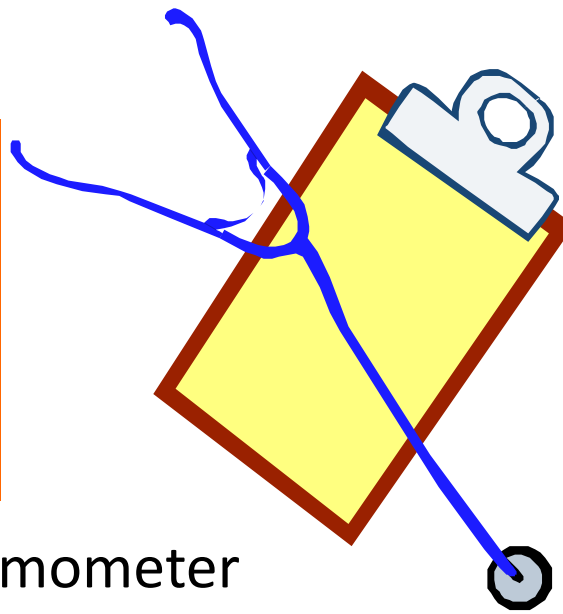
What are the first steps you should take to begin this investigation? What types of information will be needed to solve the problem? If you collect information, how will it be classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

1. Letters to Preservation Information Sources, Preservation Funding Sources, each of the intended audiences (Outline our objectives, ask for assistance)
2. Obtain maps from Village Clerk's Office, Town Clerk's Office, U.S. Geological Survey (get recent maps, and any available old maps dating from 1830 - to present)
3. Locate existing Victorian structures - Map them on a recent map. Key this map to a chart listing current addresses, present owners, condition.
4. Locate and Map Victorian structures existing 100 years ago. Indicate on map those structures still in existence.
5. Visit town historian with a tape recorder. Ask about previous surveys which may have been done and location of material. Ask for personal recollections. Ask about persons to interview.

Gather A Collection of How To Books For Your Library



Teach Students How To Use Data Gathering Instruments



Interview
Questionnaire
Rating Scale
Observation Record
Sociometric Device
Salt Analyzer
Metal Detector
Dissecting Kit
Biofeedback Monitor
Maze

Thermometer
Barometer
Litmus Paper / pH meter
Blood Pressure Monitor
Color Blind Test
Pedometer
Respiratory Flow Meter
Camera
Tape Recorder
Video Recorder

Water Test Kit
Oxygen Analyzer
Magnifier
Microscope
Telescope
Eye Chart
Scale
Ruler
Tape Measure
Voltmeter
Amp Meter
Ohm Meter
Light Meter
Sound Meter
Spectroscope

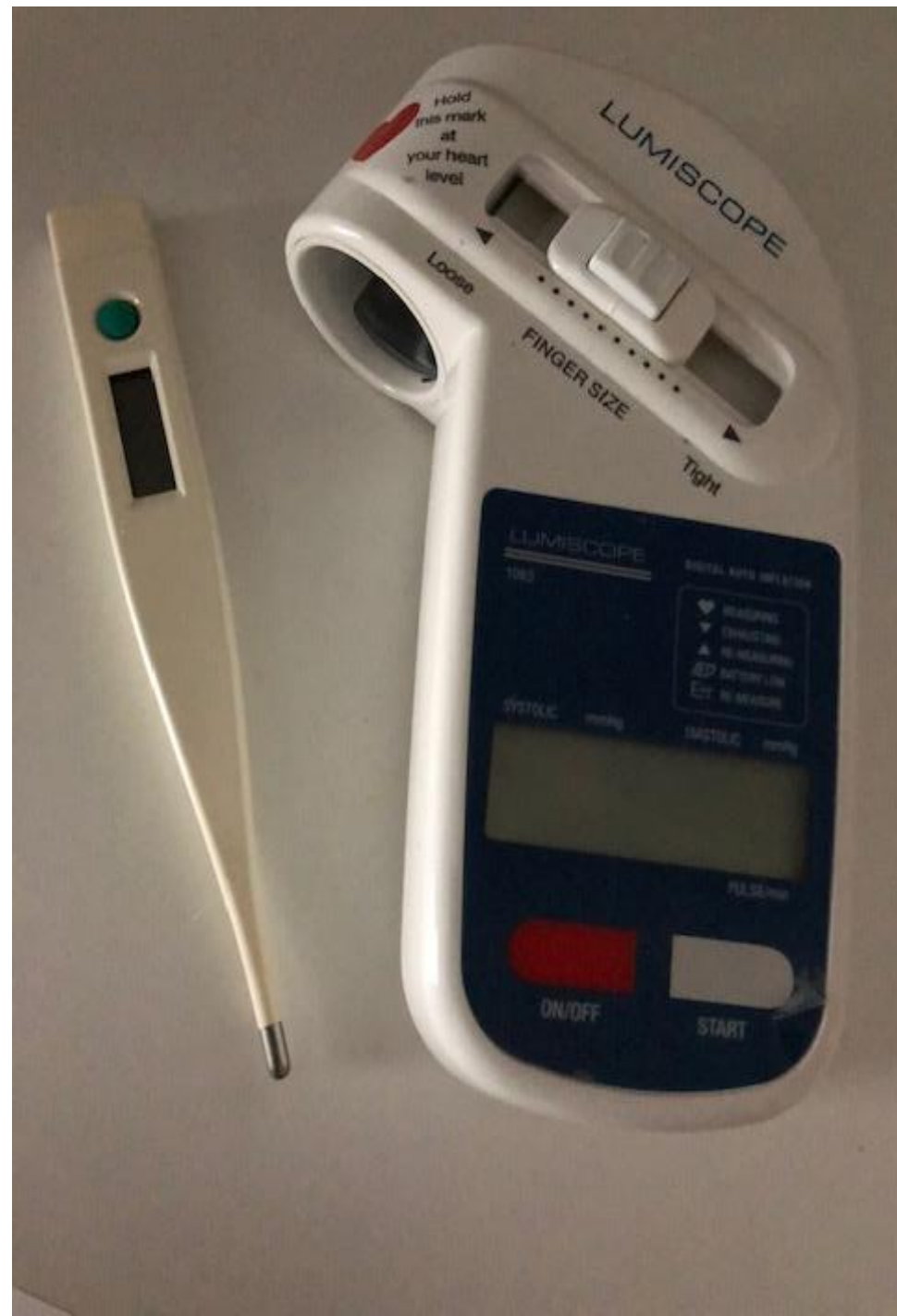
Type II Enrichment (Group Training Activities In Research Skills)

**Teach Students How To Use Data
Gathering Instruments**

?

**Ask questions about what they
might be interested in investigating
after they have learned how to use
the instrument(s)**

**Students studied changes in
temperature and blood pressure
after engaging in various types of physical
activity**



The Real Dirt on Antibacterial Soaps

Antibacterial soaps are no better than regular soap. Experts have said so for years. But that hasn't stopped millions of Americans from snapping up the supposedly superior germ killers—now 76 percent of the liquid-soap market. Part of the problem was the lack of rigorous studies to back up the experts' claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elaine Larson, associate dean for research at Columbia University's School of Nursing, came up with the goods. In a randomized, double-blind, controlled study—the type of trial used to test pharmaceuticals—she surveyed 224 New York City home-

makers. Half were given ordinary liquid soaps for a full year and the other half received antibacterial soaps. All participants' hands were cultured for germs at the beginning and the end of the study.

The results? At the outset, all participants' hands were teeming with 800,000 to 1 million bacteria. "That's normal," says Larson. "People can have up to 10 million on their hands." By the end of the year, tests revealed that they had just 300,000 or so. It didn't matter whether they used antibacterial soap or not. The difference was that they were taking more time to wash their hands thoroughly, particularly the fingers, which come in contact with the most foreign ob-

jects during the day. Why don't antibac-

terials work better? "They require several minutes of contact to work," says Dr. Stuart Levy of Tufts University, author of "The Antibiotic Paradox." "Most people wash their hands for three to five sec-

onds." Unfortunately, residues of antimicrobial soaps do linger on sinks and countertops, where Levy says they may contribute to the development of drug-resistant bacteria. A better solution for people with babies or immune-compromised

patients at home is to use an alcohol-based gel, which kills germs by drying them out. Last week the CDC recommended these waterless germicides even in hospitals. Not that's what the doctor ordered.

—ANNE UNDERHILL



WASHED UP: Studies show antibacterial soap is no better than the traditional kind

PHOTOGRAPH BY DAVID R. SCHWARTZ FOR NEWSWEEK

NOVEMBER 4, 2002 NEWSWEEK



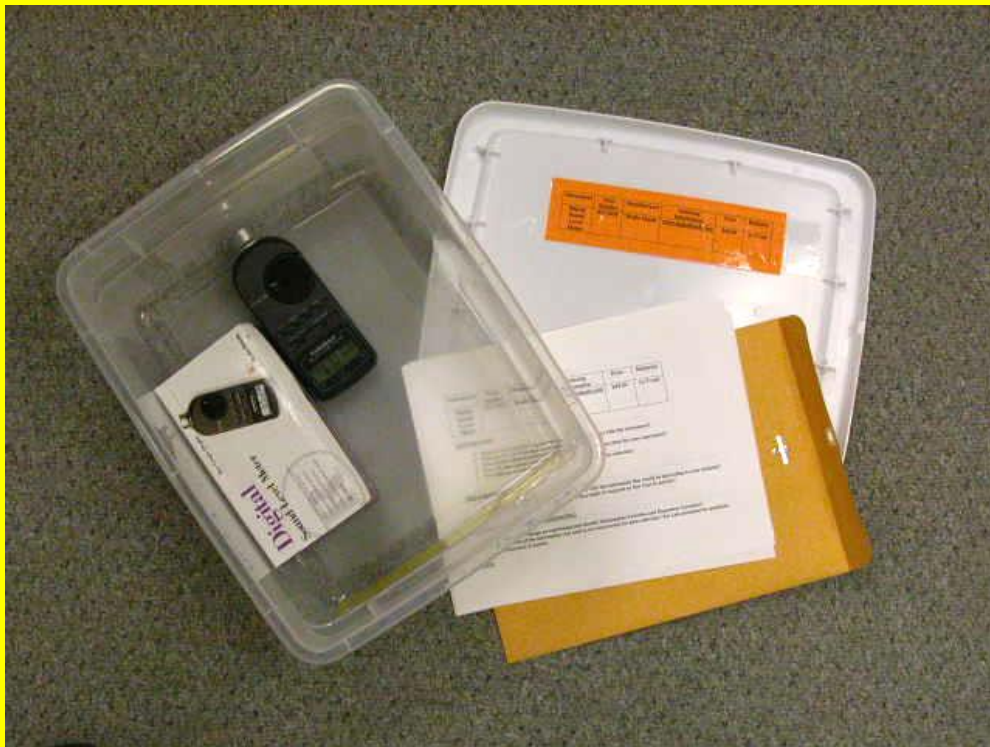


Glo-Germ Light









THINK DATA



GETTING KIDS INVOLVED
IN HANDS-ON INVESTIGATIONS
WITH DATA-GATHERING
INSTRUMENTS

Joseph S. Renzulli
Nancy N. Heilbronner
Del Siegle



6

**Using Technology
To Find Resources
For Differentiation**

The Importance of J-I-T Knowledge



To-Be-Presented Knowledge

Prescribed and required curriculum based on standards developed by ministry's of education. T-B-P knowledge is generally related to improving performance on standardized achievement tests.

Just-In-Time Knowledge Knowledge

Knowledge that you only go and get when needed. It addresses a problem or project that a student(s) is working on. This type of knowledge is exactly what practicing professionals mainly use in their work.



Home Glossary Help Logout

Renzulli™
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™

MY Enrichment Activities MY Portfolio

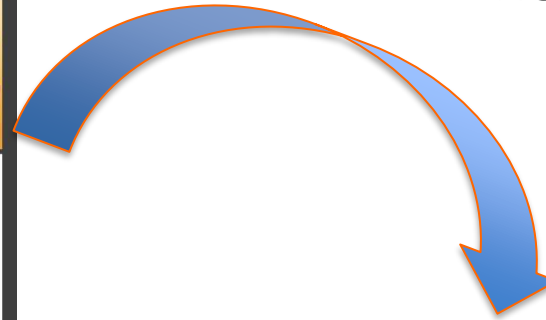
RENZULLI PROFILER™:

Now you are ready to start! We suggest you start with the first puzzle piece, Interest Areas. Then, you need to complete all of the other puzzle pieces. As soon as you have finished puzzle pieces 1-4, you will be able to view your profile, view enrichment activities, answer some open-ended questions, and work in your notebook.

- 1 Interest Areas Questions
>Learn more
Incomplete
- 2 Ability Questions
>Learn more
Incomplete
- 3 Expression Style Questions
>Learn more
Incomplete
- 4 Learning Style Questions
>Learn more
Incomplete

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Renzulli Learning Data Bases



Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes Of Expression
- Achievement Levels



Renzulli Learning
Proven Differentiation

My Account Log out

Home Inbox Calendar Journal Glossary Help Search

My Profile My Enrichment Activities My Portfolio

My Enrichment Activities Search Enrichment Activities

Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

52 Activities Virtual Field Trips	563 Activities Real Field Trips	86 Activities Creativity Training	403 Activities Critical Thinking	333 Activities Projects & Independent Study	10 Activities Contests & Competitions	545 Activities Websites
101 Activities Fiction (Books & E-Books)	98 Activities Non-Fiction (Books & E-Books)	29 Activities How-to (Books & E-Books)	74 Activities Summer Programs	955 Activities On-line Activities & Classes	371 Activities Research Sites	19 Activities Videos & DVDs

[Print!](#)

Rural
Low SES
High Achiever

Student Profile

This profile is for: Valerie

Valerie is a seventh grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her **primary interest appears to be in writing**. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

Valerie's **second area of interest appears to be in performing arts**. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage, or design sets!

Valerie's **third area of interest appears to be in athletics**. She seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Valerie also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Valerie has very clearly defined learning preferences. Her **preferred instructional style is through technology** that helps her to learn by using computer software, cd roms, videodiscs, and the internet. Her **second choice of learning style is learning games** that enable her to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Valerie **also enjoys simulations** that help her to learn content and skills through role-playing people or events. Valerie also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, she may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II.

Valerie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is dramatic**. She enjoys participating in theatrical performances, such as acting and role-playing. Her **second choice of product style is musical**. She enjoys listening, playing, and/or thinking about various forms of music. Valerie's **third choice of product style is written**, as she enjoys writing articles, stories, or other types of written products.

As Valerie has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Valerie to new ideas and experiences and let her explore many possible interests.

Interests

Learning Styles

Expression Styles

A Renzulli Learning Systems Interest Assessment Example...



Oi, sou Stickles e aluna do 6º ano.

Dieses Profil ist für: Jessica Schmidt

Jessica ist eine Schülerin der 8. Klasse welche spezielle Talente und Fähigkeiten hat. Sie beschreibt ihre Noten in Mathematik in als überdurchschnittlich, in Naturwissenschaft als durchschnittlich und in Literatur als überdurchschnittlich. Sie scheint verschiedene Interessengebiete zu haben. Ihr **hauptsächliches Interessengebiet** scheint im Bereich Lesen zu sein, da sie am Lesen von Romanen, Geschichten und Gedichten sowie anderer Literatur interessiert zu sein scheint.

Ihr **zweites Interessengebiet** scheint im Bereich Schauspielerei zu sein. Sie interessiert sich sehr für verschiedene Arten von darstellenden Künsten, so wie Musik, Tanz oder Schauspiel und könnte Spaß daran haben, selber zu schauspielern oder eine Aufführung zu leiten oder die Kulisse zu designen.

 **Interessengebiet**

Ihr **drittes Interessengebiet** scheint im Bereich **Fremdsprachen** zu sein, da sie daran interessiert zu sein scheint, durch das reisen andere Sprachen zu lernen und andere Kulturen kennenzulernen.

Jessica hat auch bevorzugte Lernmethoden. Lernmethoden beschreiben die Art und Weise, wie ein Schüler bevorzugt zu lernen und welche Strategien Eltern und Lehrer nutzen können, um ihr dabei zu helfen. Jessica hat sehr klare Präferenzen wie sie gerne lernt. Ihre **bevorzugte Lernmethode** ist das lernen durch **Lernspiele**. Diese lassen sie spielerisch Stoff lernen in dem sie Gesellschafts- oder Kartenspiele oder sogar elektronische Spiele spielt. Diese Aktivitäten können entweder alleine, in kleinen Gruppen oder in der gesamten Klasse ausgeführt werden. Ihre zweite Wahl bezüglich der **Lernmethode** ist **Simulationen**. Diese helfen ihr Stoff und Fähigkeiten durch Rollenspiele zu lernen. Jessica mag es auch zu schauspielern oder sich vorzustellen ein Charakter/Person zu sein und mag es vielleicht so über geschichtliches Geschehen zu lernen. Zum Beispiel könnte sie die Rede von John F. Kennedy, in der er den berühmten Satz „Ich bin ein Berliner“ sagte, nachspielen. Jessica gefällt es auch mit Technologie zu lernen welche ihr hilft durch interaktive Multimedia Geräte und dem Internet Stoff zu lernen.

 **Lernmethode**

Jessica hat ebenfalls einen bevorzugten Lernstyle. Ihre **erste Wahl bezüglich des Lernstyles** ist **schauspielerisch**. Sie nimmt gerne an Aufführungen teil (z. B. Schauspielerei oder Rollenspiele). Ihre **zweite Wahl bezüglich des Lernstyles** ist **musikalisch**. Sie hört und spielt gerne Musik und/oder denkt gerne über verschiedene Formen von Musik nach. Ihre dritte Wahl bezüglich **Lernstyles schriftlich**, da sie gerne Artikel, Geschichten und andere Dinge schreibt.

 **Lernstyle**

Jessica hat die Möglichkeit manche ihrer Auswahlmöglichkeiten zu berücksichtigen und darüber nachzudenken, was sie gerne tut. Es ist unsere Hoffnung, dass diese Möglichkeiten sie befähigen ihre Interessen durch die Benutzung des Renzulli Learning Systems vollständig zu entwickeln. Wenn sie eine virtuelle Tour durch ein Museum unternimmt, einen Lieblings Autor online interviewt oder eine historische Stätte online erkundet wird sie lernen ihre Interessen und Lernmethoden weiter zu erforschen. Diese Art von Erforschungen können Jessica neue Ideen und Erfahrungen näherbringen und lassen sie weitere mögliche Interessen entdecken.



Las Torres de la Fruta (Botanical, 1999 - 2010)

¿Te gustan los juegos de lógica? ¿Te gusta pensar? ¡Este es el juego para ti! Utiliza tu lógica para mover las cajas de fruta lo más rápido posible y en tan pocos movimientos como sea posible.

[Botanical](#)

Se requiere Adobe Flash Player.

★ Rate it! | ✓ Self Assessment | ❤ Add to My Favorites



Multiplicación de Binomios (Utah State University, © 1999-2010)

¿Has trabajado con un gráfico por el red en línea? ¿Sabes multiplicar los binomios? ¡Este sitio te enseñará los dos! Trabaja con ejercicios de multiplicar los binomios por manipular los coordenados x e y. Haz clic por el botón a la derecha para presentar más metas adicionales.

[Biblioteca Nacional de Manipuladores Virtuales](#)

Se requiere Java.

★ Rate it! | ✓ Self Assessment | ❤ Add to My Favorites



Translation Progress

Arabic



Chinese



German



Haitian Creole



Italian



Japanese



Portuguese



Romanian



Russian



Spanish



Turkish



Cebeci Test of Creativity (CTC)

RenzulliLearning[®]
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花朵设计游戏

在这个游戏里，你将用你的鼠标设计各式各样的花朵。这是一个既有趣又轻松的游戏。

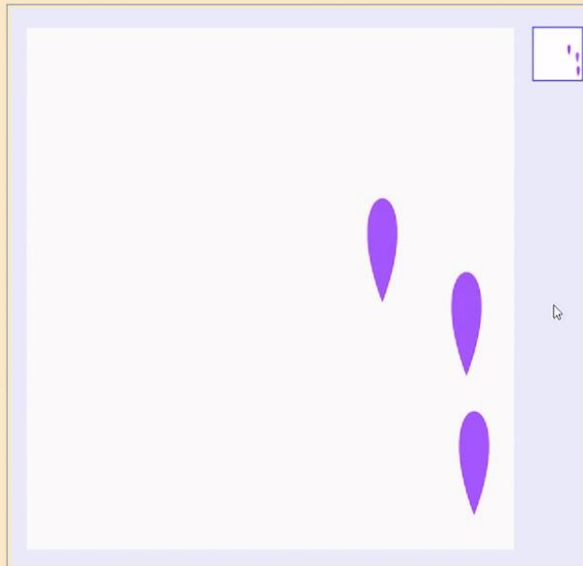
我们来看看这个游戏怎么玩吧！


我会先演示一遍，然后你再来试试。

点击“下一步”进入教程。

下一步

教程：第一步 - 添加一片花瓣



花瓣  是你唯一用来设计花朵的东西。观看动画。添加一片新的花瓣：

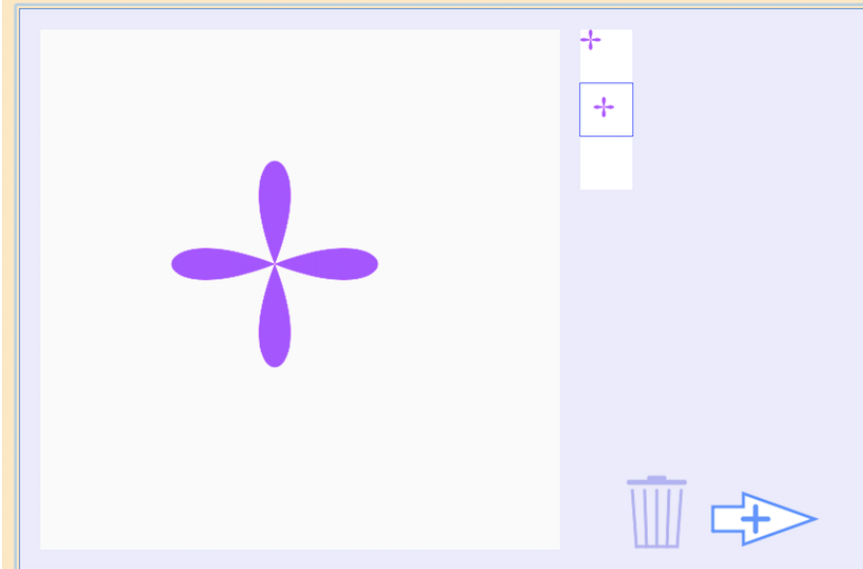
- 1) 用你的鼠标按住花瓣尖端的部分
- 2) 将它拖到白色画板区域
- 3) 接着，松开鼠标左键放置花瓣

想试试吗？
点击“下一步”尝试一下吧！

下一步

教程：第六步 - 对花朵进行选择

该你啦！点击另一朵花的缩略图。点击“下一步”继续。

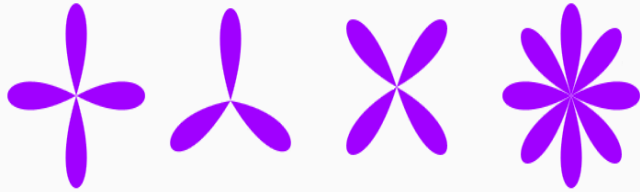


下一步

Examples

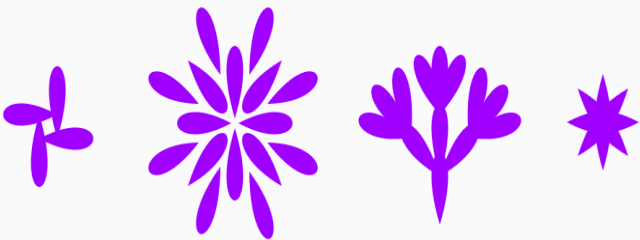
Flexibility

Difference of the responses

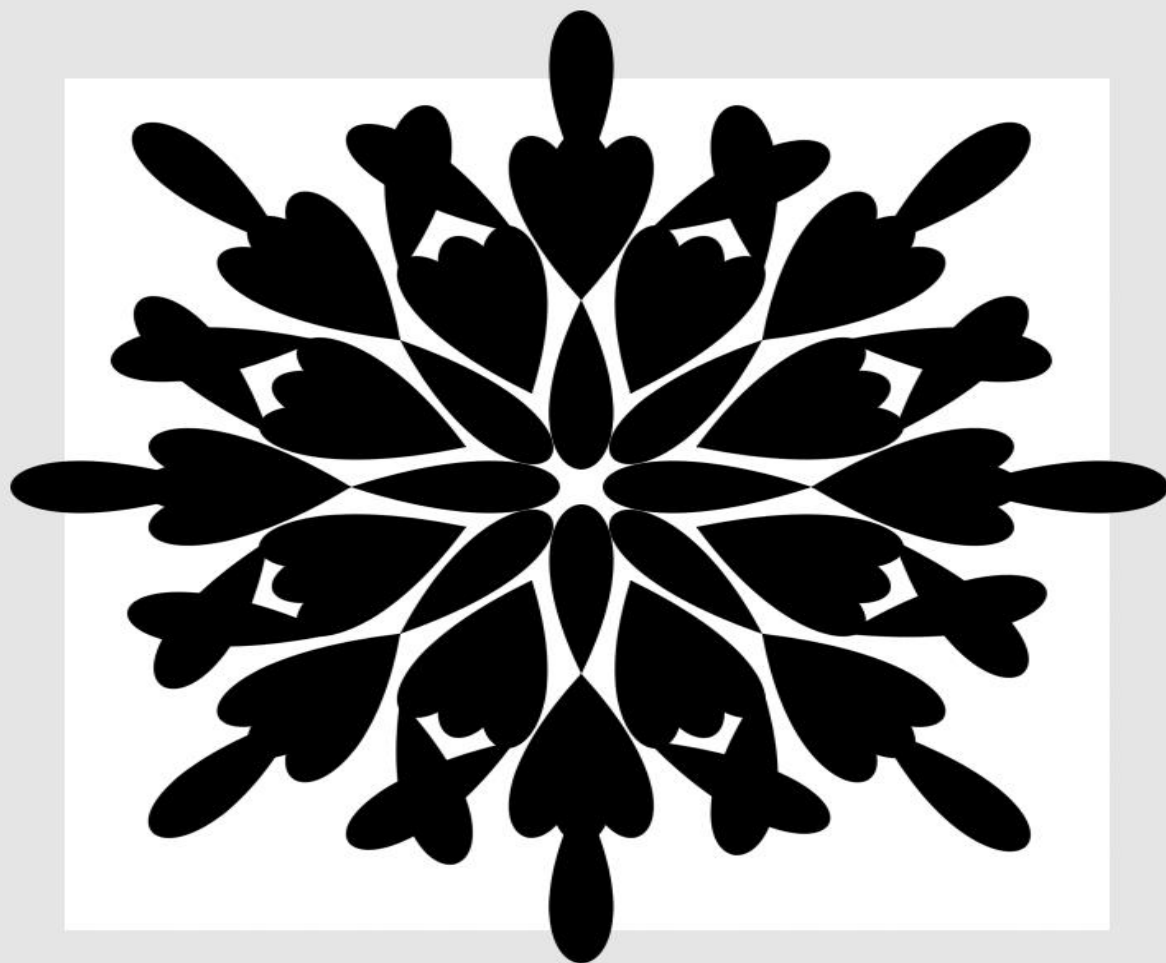


Similar
answers

● VS



More
various



The Role Of Technology In Infusion, Differentiation, And Jazzing Up The Regular Curriculum

6



Two Quick Examples

- 1. Unit on the U. S. Constitution**
- 2. Unit on Ancient Egypt**

**Use Infusion To Add Enrichment
Activities To Prescribed Curriculum**

How Infusion Works



Teacher Use – Teaching a unit on Ancient Egypt

Advanced Search

Select a Grade and Ability Level:
[Check All](#) - [Clear All](#)

☐ 1-2 Low
 ☒ 3-5 Low
 ☒ 6-8 Low

☐ 1-2 Medium
 ☒ 3-5 Medium
 ☒ 6-8 Medium

☐ 1-2 High
 ☒ 3-5 High
 ☐ 6-8 High

Please type in a keyword to search the site:

Egypt

On-Line Activities & Games

Fun With Mummies
 This amazing interactive website will help you learn about mummies for burial and learn all that had to be done to make a mummy. You can see the heartwork of ancient Egypt, or to see a time machine to the past.
[View Activity](#)

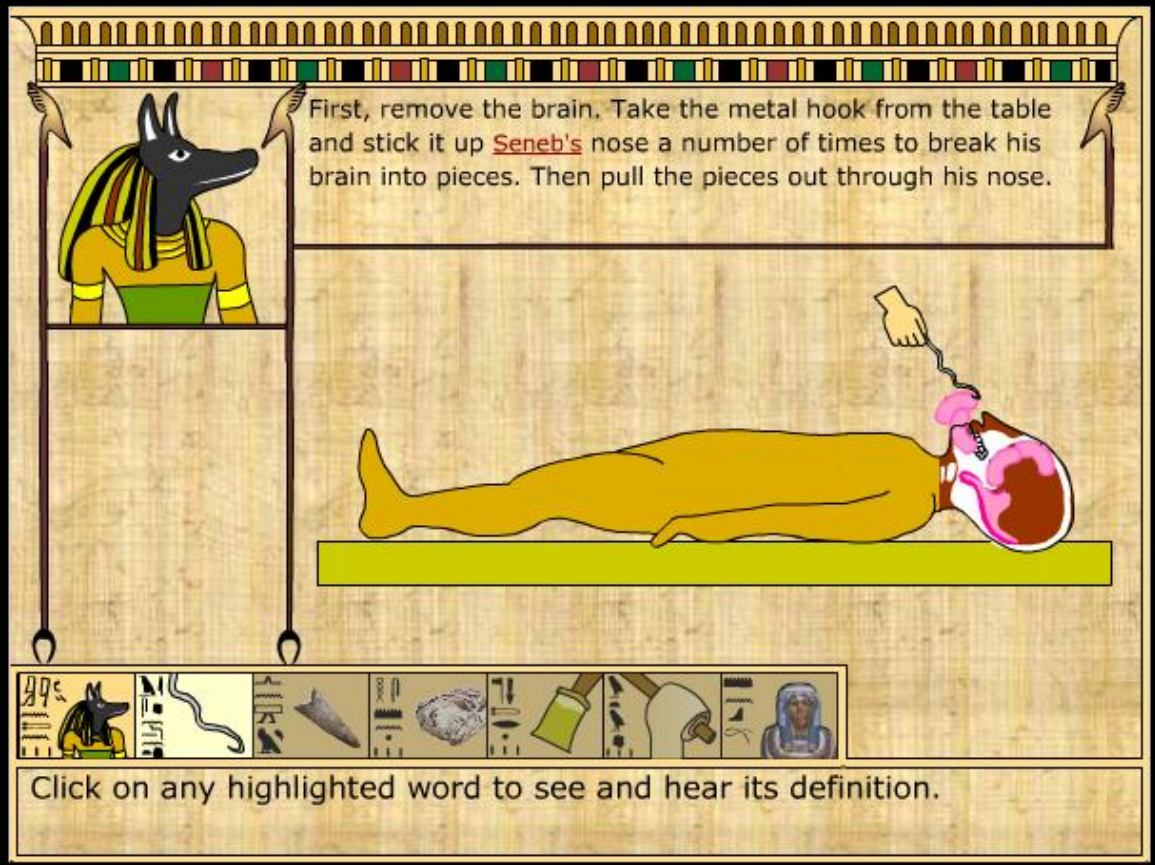
Museum of Science Virtual Exhibits
 Brave the perils of Antarctica, prepare for your journey to the future with these interactive exhibits from Boston's Museum of Science.
[View](#)

Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Links Norton Internet Security Norton AntiVirus SnagIt

Address <http://oi.uchicago.edu/OI/MUS/ED/mummy.html> Go



First, remove the brain. Take the metal hook from the table and stick it up **Seneb's** nose a number of times to break his brain into pieces. Then pull the pieces out through his nose.

Click on any highlighted word to see and hear its definition.

Done Internet

Required Topic: Study of The U. S. Constitution

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How must prevail in a society if the

Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing](#)

Activities Matched To Your

Enrichment Activity Title

[Ben's Guide to the U.S. Gov](#)

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United States](#)

[Benjamin Franklin: An Extra](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How must prevail in a society if the

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Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing](#)

Activities Matched To Your

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

[Are You Smarter Than a Fifth](#)

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How must prevail in a society if the

Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

[Madison's Notes Are Missing](#)

Activities Matched To Your

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Art](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

Directions

Review the resources Renzulli has selected for you, and are was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How must prevail in a society if the people hoped to maintain a free

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution - The Game!](#)

[Madison's Notes Are Missing!](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[A Revolutionary WebQuest](#)

[Ask a Civics Question](#)

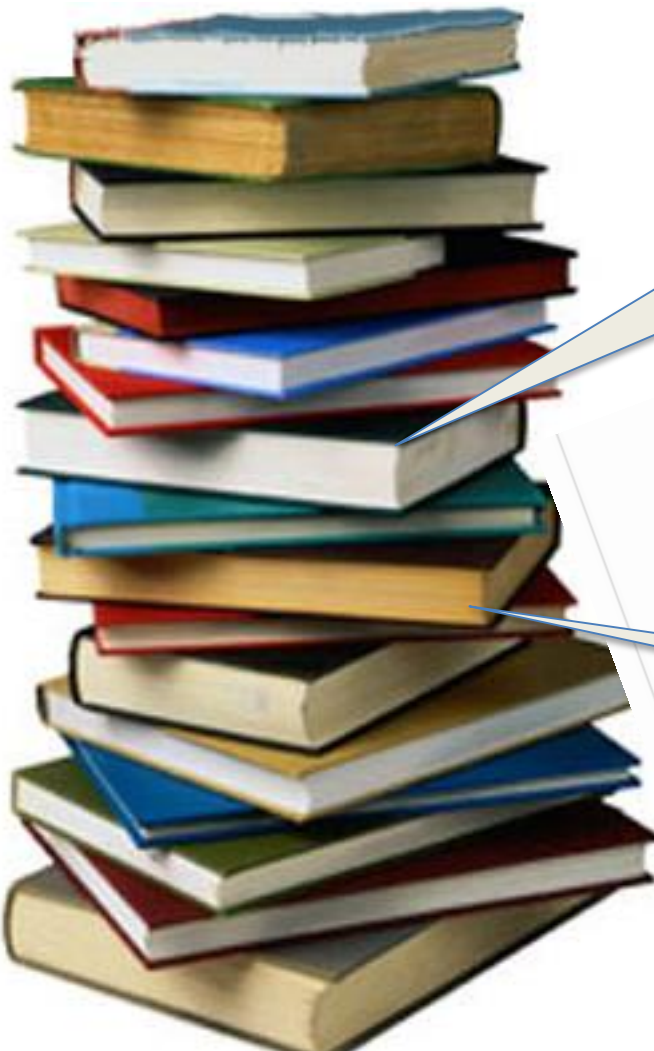
[Jeffersonian Era](#)

[Understanding the Constitution](#)

[The New Nation](#)

[Constitutional Knowledge](#)





**U. S. States
And Capitals**

**Today's Theme
Words**

**Selection
Infusion
Extension**

**Multiplication
Tables**

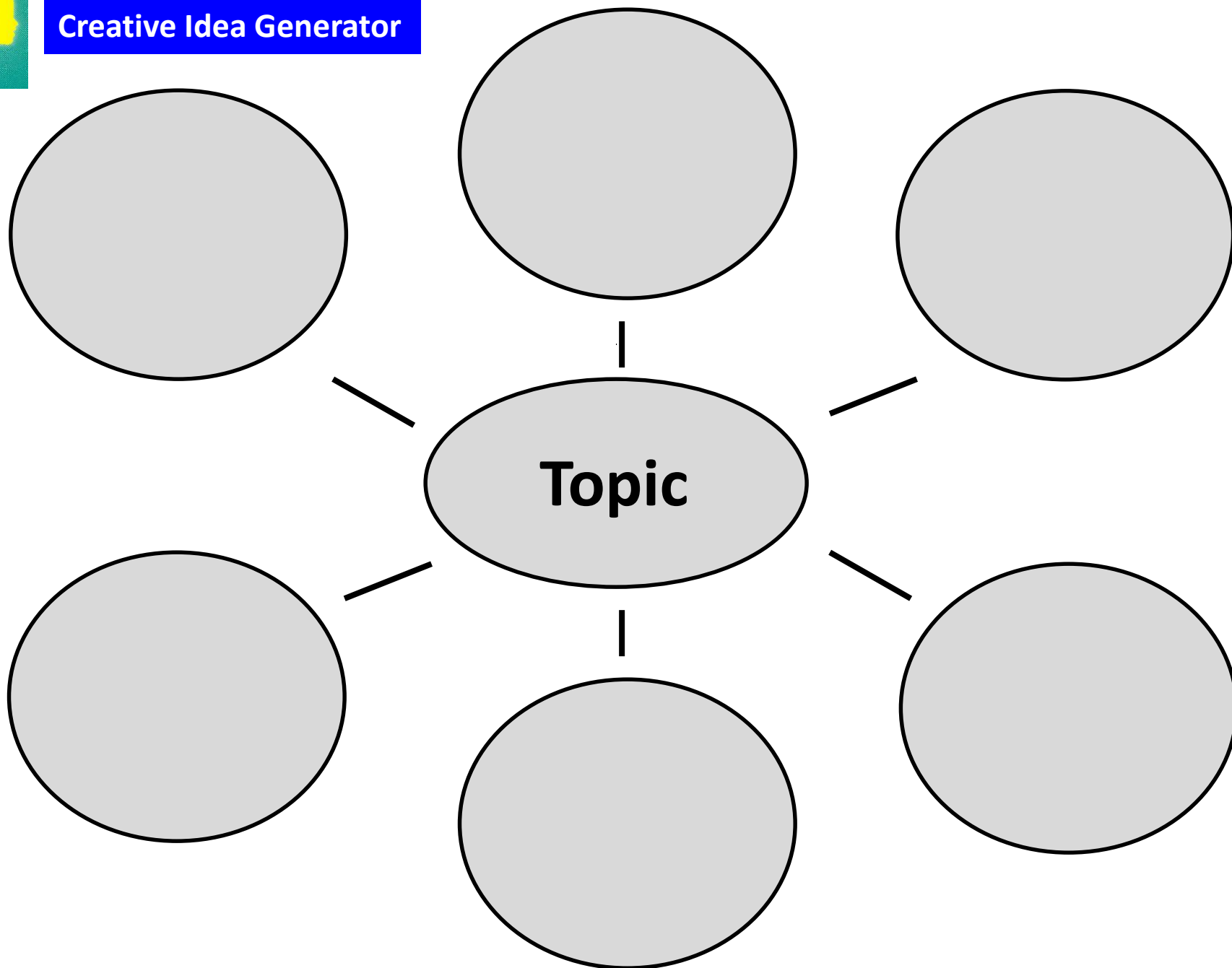
The Standards (Outcomes) Based Curriculum

**If you would persuade, you
must appeal first to **interest**
rather than intellect.**

**Benjamin Franklin
American statesman and inventor**

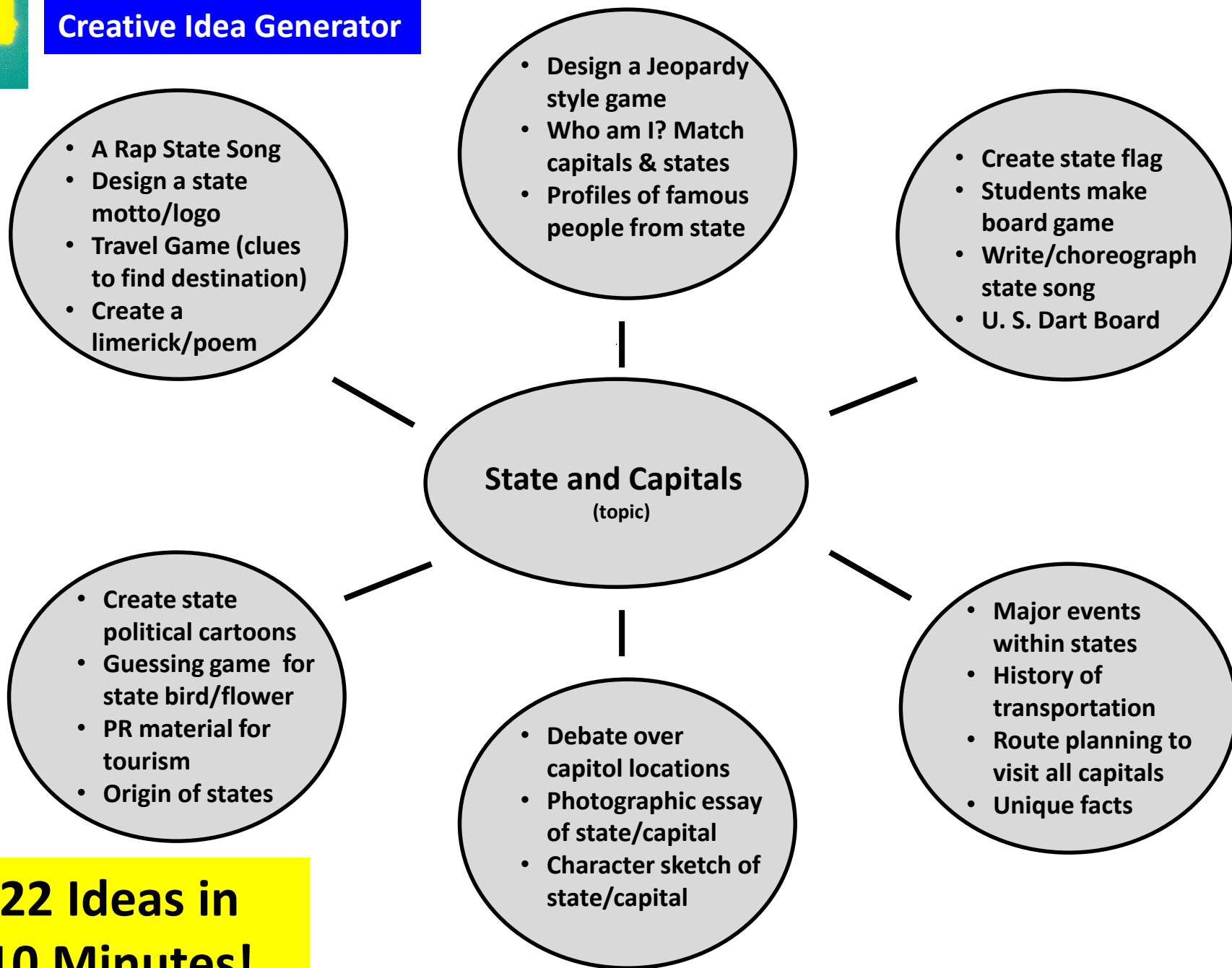


Creative Idea Generator





Creative Idea Generator



**22 Ideas in
10 Minutes!**

**New Jersey
resembles an
Indian head.**

**Minnesota
looks like a
chef's hat.**

**Louisiana is
shaped like
rain boots.**

**Iowa looks
like a face.**

Example of Infusion in Practice



Ten minutes of brainstorming with a group of teachers

- A Rap State Song
- State Shapes made out of play dough
- Travel game (find clues to get to destination - like Carmen Sandiego)
- Route planning to get there (most efficient way to visit all capitals)
- Who am I? game to match states and capitals
- Students make board games
- History of transportation determining capital location
- Character sketch of state and capital
- Photographic essay of state/capital using Internet photos
- Create a flag based on information researched about the state
- Create political cartoons and original songs about the state and capital
- Debate over a better city for a state capitol
- Design a state motto/logo
- Create a limerick/poem
- Design a Jeopardy-style game to learn capitals and states using given supplies and time limit
- Write a song/poem/limerick that students can sing about capitals and states
- Profiles of most Famous men/women from the state
- Write/choreograph state song
- Guessing game on state bird/flower
- PR material to get tourists to state
- A dart board (more points for smaller states)
- Origin of state/capital names
- Debate over better capitol locations
- Major events that took place in the state (Wright Brothers @ Kittyhawk)

TeacherCreativity

24 Ideas in 10 Minutes



Name: _____

Date: _____

The Great State Geography Challenge Quiz No. 1

Draw a line to match the state name to its corresponding interesting feature.

State Name

Interesting Feature

Alaska

It was the first state to allow women to vote.

California

It is the birthplace of the ice cream cone.

Connecticut

It is so large that it covers as many square miles as the other five New England states combined.

Georgia

Its economy is so large that if it were a country, it would rank seventh in the entire world.

Kentucky

Home of the first Krispy Kreme doughnut store.

Maine

One out of every 64 people have a pilot's license.

Missouri

Home of the world's largest office building, The Pentagon.

North Carolina

Has more than 6\$ billion in gold underneath Fort Knox.

Virginia

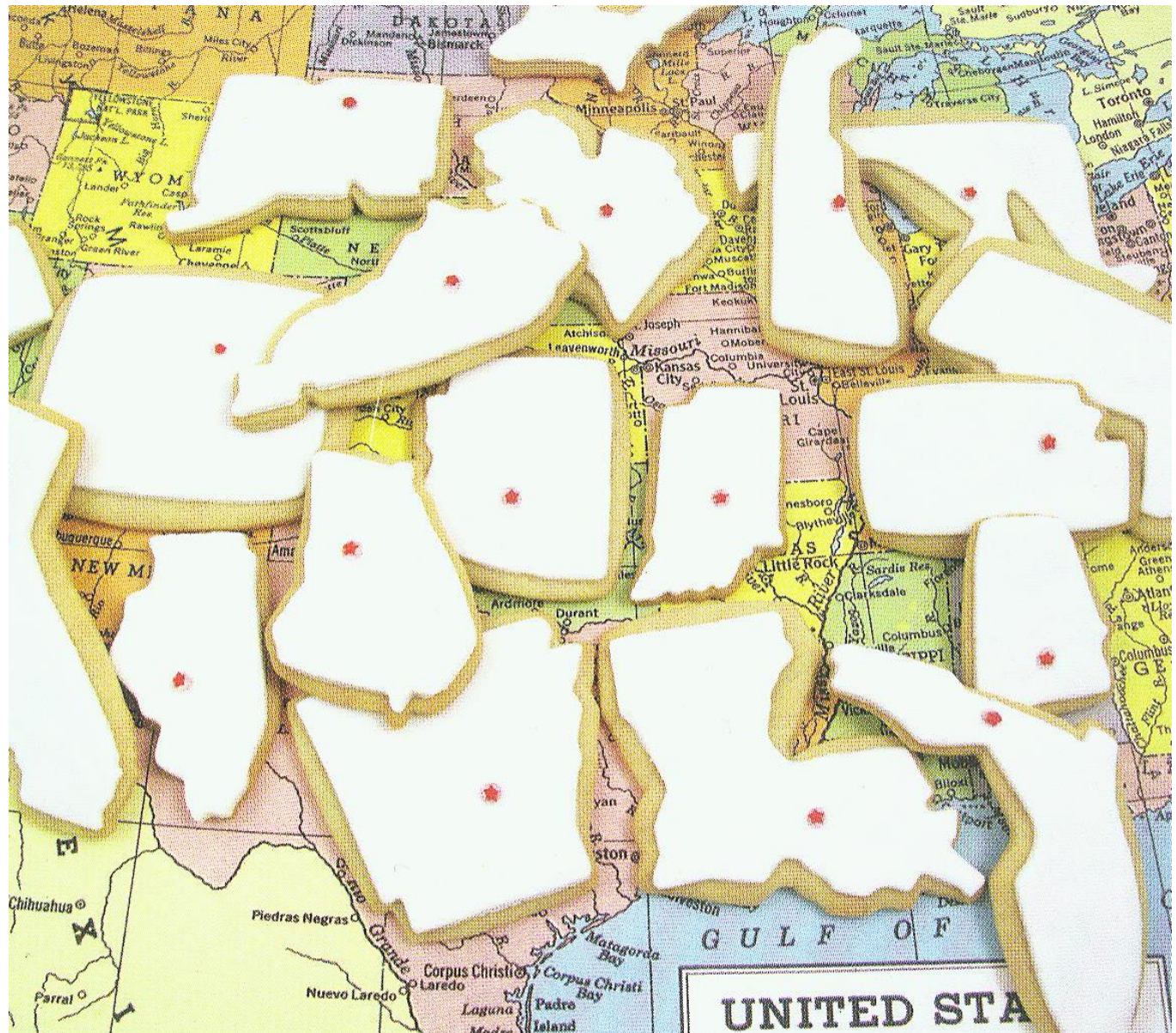
It was here, in 1886, that pharmacist John Pemberton made the first vat of Coca-Cola...interesting!

Wyoming

The Frisbee was invented here at Yale University.

**Best Extension
to come out of
this activity.**

**I asked her
and everybody
asks me...**



<http://www.cheapcookiecutters.com/products/united-states-cookie-cutter-set>

Using Differentiation For Two Math Questions

1. How much is 6×4 ?
2. How many different ways can you make 24?



How Many Ways Can I Make 24?

Addition

$$23 + 1 = 24$$

$$22 + 2 = 24$$

$$12 + 12 = 24$$

etc.



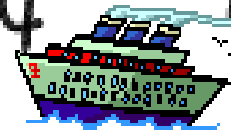
Multiplication

$$6 \times 4 = 24$$

$$8 \times 3 = 24$$

$$12 \times 2 = 24$$

etc.



Addition + Sub

$$20 + 5 - 1 = 24$$

$$30 - 10 + 4 = 24$$

$$10 + 10 + 5 - 1 = 24$$

etc.

Subtraction

$$25 - 1 = 24$$

$$34 - 10 = 24$$

$$124 - 100 = 24$$

etc.

Division

$$48 \div 2 = 24$$

$$96 \div 4 = 24$$

etc.

Addition + Mult. ^{Subtraction}

$$10 + 2 \times 7 = 24$$

$$3 \times 10 - 6 = 24$$

$$4 \times 5 + 4 = 24$$

Mult + Division

$$6 \times 8 \div 2 = 24$$

$$12 \times 12 \div 6 = 24$$

Advanced

$$4^2 + 4^2 - 8 = 24$$

$$\sqrt{4} + \sqrt{4} + 20 = 24$$

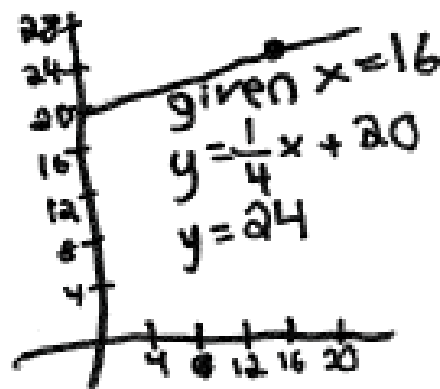
$$4! = 24$$

$$11000_2 = 24$$

Riemann
Zeta Function

$$\frac{-2}{\zeta(-1)} = 24$$

$$\sum_{n=1}^7 n - 4 = 24$$



$$\bar{X}: \{20, 40, 18, 22, 20\} = 24$$



If $\angle B = 66^\circ$, then
 $\angle A = 24^\circ$

$${}_4P_4 = \frac{4!}{(4-4)!} = 24$$



Enrichment Clusters

Non-graded groups of students who:

- 1. Share a common interest***
- 2. Come together during specially designated time blocks to pursue their interests***
- 3. Produce a product, performance, publication, presentation, contest or competition entry, or some form of service or community action project***

1. Definition

Enrichment Clusters

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Renzulli & Reis

Two Major Decisions For Developing An Enrichment Cluster Program

1. Over time, provide clusters that cover the major areas of knowledge.

Mathematics
Physical Sciences
Life Sciences
Language Arts
Visual and Graphic Arts
Entrepreneurism & Business

Performing Arts
Social Sciences
Inventions

Community Service
Games & Recreation
Culinary Arts
Foreign Languages
Fashion Design
Technology

2. In basic skill areas, provide an academic range of clusters that accommodate high levels of challenge for your highest achieving students in particular subject areas.

Mathematics

High Achieving
Students

All
Students

All
Students

Creative Writing

High Achieving
Students

All
Students

All
Students

Science and
Technology

High Achieving
Students

All
Students

All
Students

Language Arts, Literature, and the Humanities

- The Young Authors' Guild
- The Poet' Workshop
- The African-American Literary Society
- The Investigative Journalism Group
- *The Quarterly Review of Children's Literature*

Physical and Life Sciences

- The Save the Dolphins Society
- The Physical Science Research Institute
- The Mansfield Environmental Protection Agency
- The Experimental Robotic Team

The Arts

- The Electronic Music Research Institute
- The Visual Artist's Workshops
- The Meriden theater Company
- The Native American Dance Institute
- The Video Production Company
- The Young Musicians' Ensemble
- The Photographers' Guild

Social Sciences

- The Hispanic Cultural Awareness Association
- The Junior Historical Society
- The Social Science Research Team
- The Torrington Geographic Society
- The Creative Cartographers' Guild

Mathematics

- The Math Materials Publication Company
- The Math Mentors' Association
- The Female Mathematicians' Support Group
- The Mathematics Competitions League
- *The Math Puzzle Challenge Quarterly*

Computers

- The Computer Graphics Design Team
- The Computer Games Production Company
- The Computer Literacy Assistance Association
- The Creative Software Society
- The desktop Publishing Company

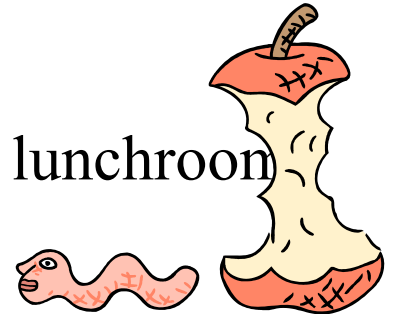
Physical Education

- The Experimental Games Research Team
- The Physiology of Sport Study Group
- The Physical Fitness Support Group
- The Institute for the Study of Multicultural Recreation



Save Our Planet

- Would you like to become a “Dumpsite Detective” and uncover ways to reuse our trash?
- Would you like to see worms at work reducing our lunchroom garbage?



Join **The Recyclers** and become an expert in converting trash into *treasures*!

**Be a Mother Nature Super Hero
and Save the World!**

Crime Scene Detectives



Would you like to be a detective?
Investigate crimes?

Have you ever
wondered what it
takes to solve a
crime?



If investigating a crime, gathering
evidence, and solving mysteries strike
your curiosity then this is the cluster for
you! Join The Crime Scene Detectives

8



Summary and Conclusions

***“Those who own the rights
to inventions own the world.”***

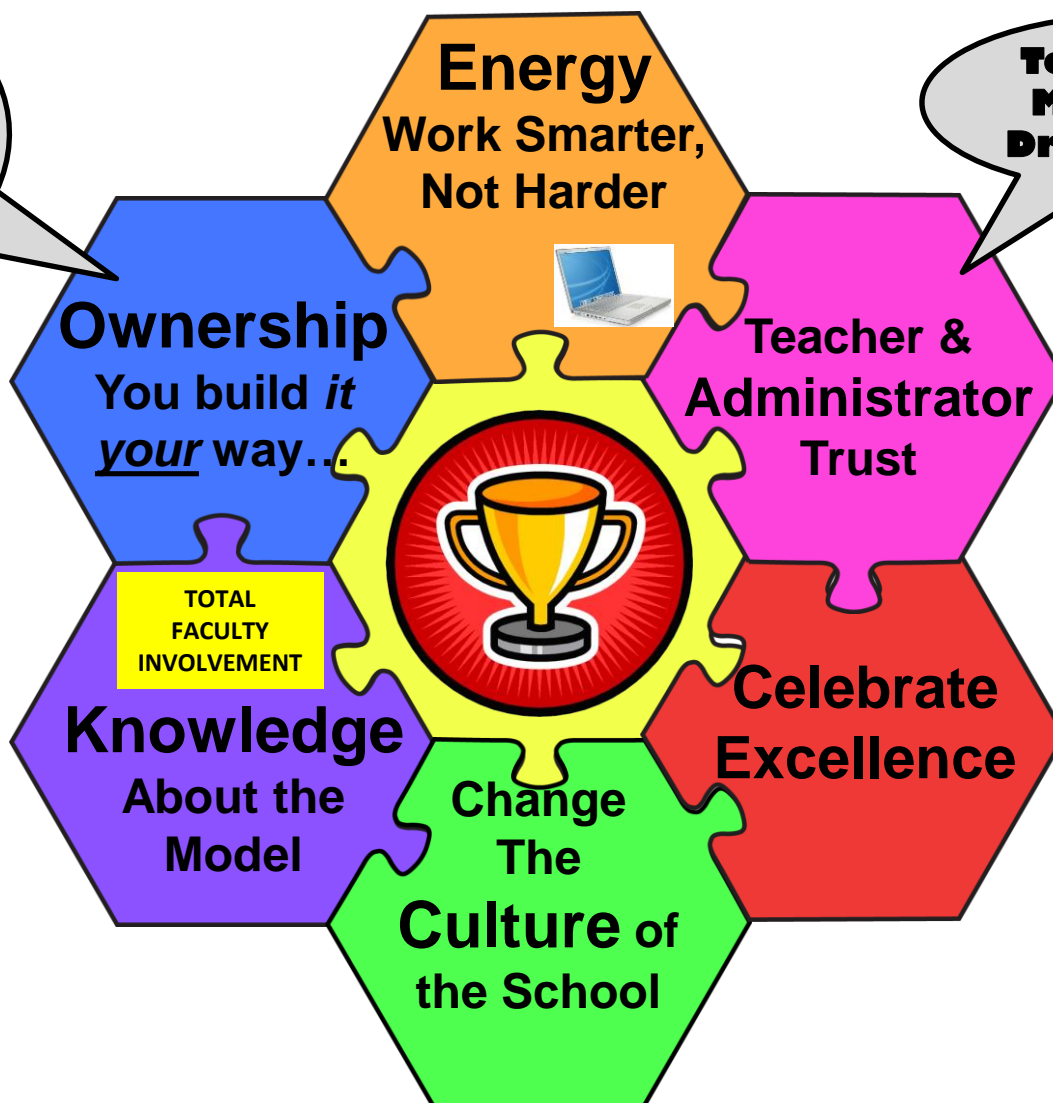
**From the political platform of
the Japanese Democratic Party**

What Makes for an Outstanding SEM School?

Common
Goals --



Unique
Means



**Team Work
Makes the
Dream Work**



“The real difficulty in changing the course of any enterprise is not in developing new ideas but escaping old ones. To make change you must have a dream”

John Maynard Keynes

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does.

Margaret Mead



I have a **dream to make
my school a place for
talent development...**



[illegible]