Challenging High Potential Students Through The Three Es of Personalized Learning Strategies: Enjoyment, Engagement, and Enthusiasm

Joseph S. Renzulli, Director
The National Research Center On The Gifted And Talented
The University Of Connecticut

Equity is not the product of similarity. It is the cheerful acknowledgment of differences.

Harián Cleveland, President
World Academy of Art and Science
Hi, Joe & Sally!

I hope all in CT is going well for you. Just thought you'd be excited to hear the latest from Brianne, my (former) student who always did magazines for her Type III's. She is currently living the dream in her full-time job which combines her two biggest passions in life (media and NASCAR)-- She is the media relations specialist for the Phoenix International Raceway in Arizona. Additionally, she continues to maintain and write for the online magazine she started a few years ago called "I Want Her Job." The magazine features interviews with women who have often unusual jobs - and who LOVE what they do. And "I Want Her Job" just made the Forbes list of "Top 75 Websites For Your Career"! When she started the magazine, one her goals was for it to make a Forbes list :o) Here are some links if you want to check it all out further:

http://iwantherjob.com/

Forbes list article:
http://www.forbes.com/sites/jacquelynsmith/2012/09/14/the-top-75-websites-for-your-career/ (click for Page 5 at the bottom... or click the next link below...)

http://www.forbes.com/sites/jacquelynsmith/2012/09/14/the-top-75-websites-for-your-career/5/#
Type III  A real product with a real audience....
It's been a year since Brianne Burrowes left the mountains of Montana for sun-soaked California. The Polson native followed a job to Los Angeles, leaving her position as the editor of the University of Montana's alumni magazine, the Montanan, for a position on a digital strategy team for the advertising agency Wong, Doody, Crandall, Wiener.

“I love what I do,” she said from her office in L.A., where she wears several top hats at the company. The subject of jobs - how to find one, how to keep one and maybe even land a cool one - occupies a good portion of her time.

Not only did she start the website IWantHerJob.com, she is the editor of CareerSparx.com, a Wong Doody offshoot that helps recent college grads develop the tools to land their first job.

I Want Her Job celebrated its first anniversary on April 25. The site's unique visitor number is “growing exponentially,” Burrowes said.

A 2007 graduate of the UM School of Journalism, Burrowes originally founded the site as a fashion blog, but transformed it into IWantHerJob.com after realizing that was an area in which she was interested.

The site has profiled everyone from a model to a NASCAR photographer. It's a place where women can go to be inspired and informed about jobs. Burrowes contacts, interviews and writes about the “leading ladies” she features on the blog.
Free Corporations For First-Time Entrepreneurs. Thank you eMinutes.

A born creator, Brianne Burrowes’ favorite childhood picture is an image of herself holding chunky crayons to a granular coloring book page. With her hair in pigtails and six-year-old chub tucked into turquoise overalls, she had a personal style that made her a fashionista before she knew it was the cool thing to do.

Brianne hails from Polson, a tiny lake town in northwest Montana. While growing up she fantasized of the days she would make the final call on editorial content, nestle ads among the most ideal copy and dream up the covers that arrive in the mail boxes of thousands of readers multiple times a year. Little did she know that chance would come at age 22.
Schoolwide Enrichment Model (SEM)

The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme/enrichment approach for all schools interested in high-end learning and developing the strengths and talents of all students. The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Separate studies on the SEM have demonstrated its effectiveness in schools with widely differing socioeconomic levels and patterns of program organization. Information about this research is provided at this web site. The SEM has been implemented in over 2,500 schools across the country and programs using this approach have been widely implemented internationally. The effectiveness of the model has been studied in over 20 years of research and field-testing about: (a) the effectiveness of the model as perceived by key groups, such as principals, teachers, students, and parents; (b) research related to student creative productivity; (c) research related to personal and social development; (d) the use of SEM with culturally diverse or special needs populations; (e) research on student self-efficacy; (f) the use of SEM as a curricular framework; (g) research relating to learning styles and curriculum compacting; and (h) longitudinal research on the SEM.

This research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations. These studies also suggest that the pedagogy of the SEM can be applied to various content areas resulting in higher achievement when implemented in a wide variety of settings, and when used with diverse populations of students including high ability students with learning disabilities and underachievers.

The most recent research on the SEM has focused on the application of instructional communication technology to enrichment learning and teaching. Information about this Internet based application of the SEM can be found at www.renzullilearning.com. Individual computer generated student profiles are used as the basis for matching personalized resources from a data bank that contains thousands of carefully selected enrichment resources. These resources and students' electronic portfolios can be used for curriculum planning, differentiating instruction, and individual and small group project based learning.
You gotta have a dream…

Nothing happens unless first a dream.

Champions aren’t made in the gyms. Champions are made from something deep inside them… A desire, a dream, a vision.

Muhammad Ali

You gotta have a dream, if you don't have a dream, How you gonna have a dream come true?

Happy Talk from South Pacific
A dream in action...
Join Samantha on her journey to the North where freedom awaits her. Being kept a secret for most of her life is hard until someone she trusts betrays her. Once somebody rescues her from slavery, how does she avoid getting caught and enslaved again?

Georgia Humphries was born in New York City in the summer of 1998. Ever since she could hold a crayon in her tiny hands, Georgia has been drawing and writing short stories. Upon her graduation from elementary school in June 2009, she received the Award for Writing: the Award for Art, and the Award for Creative Expression. Georgia is currently settling into Middle School and working on her next book.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Mammy, Her Songs</td>
<td>Georgia B. Redfield; Illustrated by Malcolm T. Jewett</td>
<td>Hardcover $172.50</td>
</tr>
<tr>
<td>Georgia descendants of Nathaniel Pope of Virginia: John Humphries of South Carolina, ar (1934)</td>
<td>Unknown Binding</td>
<td></td>
</tr>
<tr>
<td>The Journal of Archibald C. McKinley</td>
<td>Archibald C. McKinley (May 1, 1991)</td>
<td>Paperback $24.95</td>
</tr>
<tr>
<td>Samantha, the Life of a Slave Girl</td>
<td>Georgia Humphries (Sep 15, 2009)</td>
<td>Paperback $7.99</td>
</tr>
</tbody>
</table>
Mission: “The mission of Bell Academy is that our graduating eighth graders will apply to and gain entrance to the most competitive high schools in New York City.” Joseph S. Renzulli, Founder

Note: Data that follows is for the classes of 2010, 2011, and 2012. High School admissions are based on The Specialized High School Test (SHSAT) or auditions at arts high schools.
Relationship With the General School Program

Quick Visit to a SEM School

Graduating Class 2010
Bell Academy
M.S. 294
Queens, NYC
Cheryl Quatrano
Principal
HIGH SCHOOL ACCEPTANCES 2009-2010

81% of the entire school population took an entrance exam for a private or specialized HS.

Of those students:

- **43% of the students who took an entrance exam were accepted to 1 or more of the schools of their choice.**

- **28% of the students who were eligible to take the SHSAT were offered a placement.**

- **100% of General ed. Students who took a private school exam were offered placement in 1 or more of their choices (95% of all students who took a private school exam were offered placement in 1 or more of their choices).**

- **39% of General ed. Students who took a private school exam were offered a full scholarship, partial scholarship, or honors classes.**

**In 2010 Bell Academy had more students admitted to the Bronx High School of Science than any other middle school in the city.**
Please note the fine print at the top in the middle where it states that this school did better than 98% of middle schools in NYC.
HIGH SCHOOL ACCEPTANCES 2011

58% of the students who took at least one entrance exam were offered a placement to 1 or more of the schools of their choice.

33% of the students who took the SHSAT and LaGuardia auditions were offered a placement.

100% of the students who took a private school exam were offered placement in 1 or more of their choices.

SPECIALIZED HIGH SCHOOL ACCEPTANCES

<table>
<thead>
<tr>
<th>Accepted to</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuyvesant High School</td>
<td>1</td>
</tr>
<tr>
<td>Bronx High School of Science</td>
<td>4</td>
</tr>
<tr>
<td>Brooklyn Technical High School</td>
<td>7</td>
</tr>
<tr>
<td>High School for Science, Math &amp; Engineering at City College</td>
<td>1</td>
</tr>
<tr>
<td>Fiorello H. LaGuardia High School</td>
<td>1 dance, 1 instrumental, 1 arts</td>
</tr>
</tbody>
</table>

PRIVATE SCHOOL ACCEPTANCES

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Francis Preparatory High School</td>
<td>14</td>
</tr>
<tr>
<td>Holy Cross High School</td>
<td>10</td>
</tr>
<tr>
<td>Archbishop Molloy</td>
<td>8</td>
</tr>
<tr>
<td>St. Mary's College Preparatory High School</td>
<td>2</td>
</tr>
<tr>
<td>Monsignor McClancy Memorial High School</td>
<td>1</td>
</tr>
<tr>
<td>The Taft School, Conn.</td>
<td>1</td>
</tr>
</tbody>
</table>
PUBLIC SCHOOL MAIN ROUND ACCEPTANCES

Intensive Academic Humanities, Townsend Hams 4
Frank Sinatra School of the Arts, 2 Dance, 1 Drama 3
Environmental Research and Technology, Bayside H.S. 12
Humanities and Historical Research, Bayside H.S. 6
International and Cultural Relations, Bayside H.S. 3
Music Performance and Production, Bayside H.S. 1
Computer and Web Design, Bayside H.S. 5
Sports Medicine and Management, Bayside H.S. 7
Digital Art and Design, Bayside H.S. 1
Zoned, Bayside H.S. 5
Math and Science Research, Francis Lewis H.S. 1
University Scholars, Francis Lewis H.S. 1
Zoned, Francis Lewis H.S. 14
Flushing International H.S. 4
Mentor Law and Humanities, Benjamin N. Cardozo H.S. 1
Performance Dance, Benjamin N. Cardozo H.S. 1
Zoned, Benjamin N. Cardozo H.S. 1
Information and Technology High School 1
Aviation Maintenance Technology, Aviation Career and Technical Education H.S. 1
Theatre Arts Production Company School 1
Introduction to Agriculture, John Bowne H. S. 1
The High School For Language and Diplomacy 2
The High School for Dual Language and Asian Studies 1
Professional Performing Arts High School 1
Robert F. Kennedy 1
International High School at LaGuardia Community College 2
Academy of Finance and Enterprise 1
Medical and Health Scholars Academy , August Martin H.S. 1
Pre-Engineering and Computer Technology, Newtown H.S. 1
Queens Preparatory Academy 1
Illustration and Graphic Design, The High School of Fashion Industries 1
World Journalism Preparatory 1
Queens School of Inquiry 1
The NYC School Progress Report informs families about the school's strengths and weaknesses, emphasizing how far students have come in the past year. Progress Report grades are made up of three sections: student progress, student performance, and school environment. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

<table>
<thead>
<tr>
<th>Student Progress</th>
<th>35.1 out of 60 points</th>
<th>The student progress grade is based on the change in student scores on state tests in English Language Arts and Math between 2010 and 2011, compared to other students in the City who started at the same levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance</td>
<td>12.9 out of 25 points</td>
<td>The student performance grade is based on the results of students in your school on 2011 state tests in English Language Arts and Math.</td>
</tr>
<tr>
<td>School Environment</td>
<td>10.2</td>
<td>The school environment grade is based on student attendance and your school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.</td>
</tr>
<tr>
<td>Closing the Achievement Gap</td>
<td>7.5</td>
<td>Schools receive extra points if they make exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>85.7 out of 100 points</td>
<td>The overall grade is based on the total of all scores above.</td>
</tr>
</tbody>
</table>
2012 High School Acceptances

35% of the students who took the SHSAT (Specialized High School Admissions Test) and LaGuardia auditions were offered a placement

25% of ELL/ SWD students who took the SHSAT were offered a placement

61 % of all main round offers were screened programs, including Specialized High Schools and auditions.

100% of students who took the TACHS (Test Admission into Catholic High Schools) received their first choice.

SPECIALIZED HIGH SCHOOL ACCEPTANCES

<table>
<thead>
<tr>
<th>School Accepted to</th>
<th>No. of Students Offered a Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuyvesant High School</td>
<td>2</td>
</tr>
<tr>
<td>Bronx High School of Science</td>
<td>6</td>
</tr>
<tr>
<td>Brooklyn Technical High School</td>
<td>4</td>
</tr>
<tr>
<td>Queens High School For The Sciences at York College</td>
<td>1</td>
</tr>
<tr>
<td>The Brooklyn Latin School</td>
<td>1</td>
</tr>
<tr>
<td>Fiorello H. LaGuardia High School</td>
<td>2 vocal, 1 dance, 1 instrumental, 1 arts</td>
</tr>
</tbody>
</table>
### Public School Main Round Acceptances

<table>
<thead>
<tr>
<th>Program</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Academic Humanities, Townsend Harris</td>
<td>4</td>
</tr>
<tr>
<td>Frank Sinatra School of the Arts</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Research and Technology, Bayside H.S.</td>
<td>8</td>
</tr>
<tr>
<td>Humanities and Historical Research, Bayside H.S.</td>
<td>6</td>
</tr>
<tr>
<td>International and Cultural Relations, Bayside H.S.</td>
<td>9</td>
</tr>
<tr>
<td>Music Performance and Production, Bayside H.S.</td>
<td>3</td>
</tr>
<tr>
<td>Computer and Web Design, Bayside H.S.</td>
<td>7</td>
</tr>
<tr>
<td>Sports Medicine and Management, Bayside H.S.</td>
<td>6</td>
</tr>
<tr>
<td>Zoned, Bayside H.S.</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science Research, Francis Lewis H.S.</td>
<td>2</td>
</tr>
<tr>
<td>University Scholars, Francis Lewis H.S.</td>
<td>3</td>
</tr>
<tr>
<td>Zoned, Francis Lewis H.S.</td>
<td>11</td>
</tr>
<tr>
<td>Flushing International H.S.</td>
<td>2</td>
</tr>
<tr>
<td>DaVinci Science and Math, Benjamin N. Cardozo H.S.</td>
<td>5</td>
</tr>
<tr>
<td>School of Journalism and Media, Benjamin N. Cardozo H.S.</td>
<td>1</td>
</tr>
<tr>
<td>Zoned, Benjamin N. Cardozo H.S.</td>
<td>1</td>
</tr>
<tr>
<td>Aviation Maintenance Technology, Aviation Career and Technical Education H.S.</td>
<td>3</td>
</tr>
<tr>
<td>Academy for Careers in Television and Film</td>
<td>1</td>
</tr>
<tr>
<td>World of Journalism Prepatory School</td>
<td>3</td>
</tr>
<tr>
<td>Law, Government, and Community Service H.S.</td>
<td>1</td>
</tr>
<tr>
<td>Zoned, Forest Hills</td>
<td>1</td>
</tr>
</tbody>
</table>

### Private School Acceptances

<table>
<thead>
<tr>
<th>School</th>
<th>Acceptances</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Francis Prep</td>
<td>9</td>
<td>(1 partial scholarship)</td>
</tr>
<tr>
<td>Archbishop Molloy High School</td>
<td>7</td>
<td>(1 honors)</td>
</tr>
<tr>
<td>Holy Cross High School</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Saint Mary’s High School</td>
<td>2</td>
<td>(2 partial scholarships)</td>
</tr>
<tr>
<td>Mary Lewis Academy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Saint Agnes</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Dear Ms. Quatrano:

Hi! Hope all is well with you and everyone at Bell Academy. I just wanted to touch base with you to keep you up-to-date on my daughter, Jessica Looks. She is going to be in her Spring Dance Show at Frank Sinatra in conjunction with the American Ballet Theatre on Thursday, May 3, and Friday, May 4, at 7 p.m.

In addition, Jessica is doing extremely well academically. She was just recommended by her social studies teacher (1 of 5 freshman students) to take a test this coming Wednesday for placement in AP World History for next year. AP classes are not usually taken until 11th grade, but she is being recommended for 10th grade. We are so proud of her.

Just wanted to share the good news. Please send our regards to everyone at Bell Academy.

Sincerely yours,
Beth Looks
Hi Sally and Joe!!

Hope you are well and cannot wait to see you! Just wanted to inform you of some very, very exciting news.....

All students in our 8th grade High School Algebra Regents class not only passed, but the class average went up another 2 points to a 92! In addition, for the first time, 8 students received a perfect score!!!!! Can you imagine! Please see below email from our PTA President, whose son took the test and was unsure he would do well-----

Xoxo,
Cheryl

Cheryl Quatrano
Goals

Enthusiasm

Engagement

Enjoyment

For Learning
The Definition of
“The__________________
Activity”
Have you ever?

**SPORTS**
- Soccer
- Football
- Field Hockey
- Gymnastics
- Basketball
- Baseball
- Softball
- Swimming
- Diving
- Track and Field

**WRITTEN, VISUAL, AND PERFORMING ARTS**
- Drama Productions
- Newspaper
- Band
- Creative Writing
- Workshop
- Yearbook
- Chorus
- Computer/Graphic Design
- Fashion Design
- Video/Filmmaking

**CLUBS/EXTRACURRICULAR ACTIVITIES**
- Future Problem Solving
- National History Day
- Cooking Club
- Mock Trial
- Model UN
- Outward Bound
- Service Clubs
- 4-H
- Junior Achievement
- Invention Convention
- Boy Scouts/Girl Scouts
- Photography Club
- Future Farmers of America
Three Questions…

1. Who came to your group?

2. What did the students do?

3. What role did you play?
   - What did you do?
   - What different jobs, activities, and services did you provide for your group?
High-End Learning
Teacher Roles and Responsibilities

List the roles you fulfilled in addition to or in place of instructor and disseminator of information?

- General Contractor
- Conductor (as in a symphony)
- Consultant
- Counselor
- Accountant, Fund Raiser
- Operations Manager
- Business Agent
- Forager/Scavenger
- Therapist, Confidant
- Advocate
- Production Manager
- Secretary
- Internet Detective
- Recorder (for young kids)
- Librarian
- Taxi Driver
- Coach
- Producer, Director, Stage Manager (as in a play)
- Press Agent
- Talent Scout
- Arbitrator
- Auditor
- Supply Sergeant
- Transportation Coordinator
- Caterer
- "Fixer" (something like a lawyer)
- Friend
- Editor
- Collaborator
The Definition of The-Guide-On-The-Side Activity
Steve Perlman--Participated in the West Hartford Enrichment Program and worked on a research project at Talcott Mountain Science Center where he built his first computer. He attended Columbia University where he invented a system that enabled students to write papers from their dorms and send them to the computer center electronically.
Steve was hired by Apple computers and was instrumental in the development of the color Mac... He produced three independent start-up companies and continued to be a high creative. He got an idea and spent 3 days and nights inventing the first tv set internet device and started WebTV, the first product of a company that he and his partners subsequently sold for 500 million dollars.
Steve gave his first million dollars to the gifted program that allowed him to follow his interests as a young student.
Dr. Linda Ivany

Gifted Program graduate from Connecticut

Ph.D. Geology, Harvard University
Paleontologist and Environmental Scientist at Syracuse University

Research: Mass Extinction 34 thousand years ago and new directions about global climate changed the history of our earth.

Her book on Paleontology is the leading textbook in the field.
Jennifer Weiner

Another gifted Student from an Enrichment Triad Program in Connecticut. Her G/T teacher, Jean Gubbins, said, “all she ever wanted to do was write.”

Today she is the author of several books, many on the New York Times best seller list.
First Book

Motion Picture With Cameron Diaz And Shirley McLaine
Eric Fossum

Another Enrichment Program graduate from Connecticut
7th grade Interest-A-Lyzer showed primary interests in computers and photography
Graduated from Trinity College in Hartford
Doctorate from Yale
Worked at NASA’s jet propulsion lab where he used computer chips for photography.
PILL CAMERA OF THE FUTURE

- lens
- video chip and lamp
- microactuator
- power and data antenna
- system and lab on a chip
- microfluidics (fluid which runs through chip)
Today’s Outline

1. Background and The General Theory
2. How Do We Identify High Potential In Young People
3. How Do We Develop Gifts and Talents In Young People
4. Curriculum differentiation and Compacting
5. The enrichment Triad Model
6. Enrichment Clusters & Academies of Inquiry and Talent Development
7. Practical Hint # 1: Learn all you can about and obtain copies of How-To Books
8. Practical Hint # 2: Think Data/Think Instruments
9. Practical Hint # 3: Use Infusion to tame the turkey!
10. Last Practical Hint: Get Renzulli Learning
General Background
The Three Part Focus of Our Research and The Practical Core of Our Work

Part 1. Assessment

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

Part 2. Services To Students

- Curriculum Modification For High Achieving Students
- General Enrichment Opportunities For All Students
- Advanced Enrichment For Targeted Students
- Internet Based Enrichment Resources

Part 3. Technology Delivery System

Parts 1 and 2 can only be delivered effectively with the use of appropriate theory based technology.
Happy Birthday Dad,
We bought you a new GPS for your Birthday.
Love, Sara and Liza
The Three Part Focus of Our Research and The Practical Core of Our Work

Part 1. Assessment
Academic Strength Assessment (Aptitude Tests + SRBCSS)
Interest Assessment (I-A-L)
Learning Styles Assessment (LSI)
Expression Styles Assessment (My Way)
Assessment of Co-cognitive Functions (Leadership & Other Executive Functions)

Part 2. Services To Students
Curriculum Modification For High Achieving Students
General Enrichment Opportunities For All Students
Advanced Enrichment For Targeted Students
Internet Based Enrichment Resources

Part 3. Technology Delivery System

Parts 1 and 2 can only be delivered effectively with the use of appropriate theory based technology.
I know what you’re thinking!

Give me a break! How the hell can we accommodate all these things? I’ve got 26 kids – some can’t add and some are ready for calculus.

Let the machine do the heavy lifting.
Figure 1. Renzulli Learning System
System Overview At-A-Glance

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Built In Personal Success Plan
- Teacher Favorites Portfolio
- Curricular Related “Push -Ins”
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built In Accountability and Staff Development for Teachers

Total Talent Portfolio

All Activity Placed In Electronic Portfolio

Application of Resources to Class Work And Projects

Search Engine Matches Multiply Categorized Resources From 50k Item Data Bases With Individual Student Profiles
Conceptions of Giftedness

A Focus on Creative Productivity

The Three-Ring Conception of Giftedness

The Development of Social Capital

Executive Functions

Leadership in a Changing World

Leadership for a Changing World

- Action Orientation
- Social Interactions
- Altruistic Leadership
- Realistic Self-Assessment
- Awareness of Needs of Others

The Enrichment Triad Model

Fully Functioning Self-Actualized Individual

Operation Houndstooth
Major Categories of Talent Development

The Traditional Basics
- Creative Thinking
- Critical Thinking
- Problem Solving
- Decision Making
- Productive Thinking

Intelligences Outside The Normal Curve
- Optimism
- Courage
- Romance With a Topic or Discipline

Contributing To Social Capital & Making A Better World
- Mental and Physical Energy
- Vision & A Sense of Destiny
- Sensitivity To Human Concerns

The Soft Intelligences “Executive Functions”
- Personal
- Emotional
- Spiritual

Leadership Based on Wisdom & Responsibility
- Social
- Motivational
- Responsible
- Organizational “Getting your act together”

Meta-cognitive Skills in Technology
- Planning
- Forecasting
- Writing
- Literacy
- Numeracy

Focusing & Filtering
- The ability to identify trustworthy and useful information
- The ability to selectively manage overabundant information
- The ability to organize, classify, and evaluate information
- The ability to conduct self-assessments of web-based information
- The ability to use relevant information to advance the quality of one’s work
- The ability to communicate information effectively

Brought to bear upon...
Opportunities For Creative Productivity
## Continuum of Learning Theories*

<table>
<thead>
<tr>
<th>Deductive Didactic &amp; Prescriptive</th>
<th>Pedagogy</th>
<th>Inductive, Investigative &amp; Inquiry Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Acquisition, Storage, and Retrieval. Predetermined Content</td>
<td><strong>Outcomes</strong></td>
<td>Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content</td>
</tr>
<tr>
<td>Basic Skill Acquisition Text Consumption</td>
<td><strong>Major Theorists</strong></td>
<td>Constructivists</td>
</tr>
<tr>
<td>Behaviorists • Pavlov • Thorndike • Skinner</td>
<td><strong>Constructivists</strong></td>
<td>• Pestalozzi, Torrance, • Montessori, Gardner, • Piaget &amp; Bruner, • Dewey, Sternberg, Renzulli</td>
</tr>
<tr>
<td>Increased Academic Achievement Higher Test Scores Technically Proficient Professional and Skilled Workers</td>
<td><strong>National Goals</strong></td>
<td>Inventors Creative Designers in Sciences, Arts, &amp; Technology Innovative Leaders Entrepreneurs Writers People Who Make a Difference</td>
</tr>
</tbody>
</table>

*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.*

---

**Pedagogy**

**Outcomes**

**Major Theorists**

**Constructivists**

**National Goals**

**Inventors**

Creative Designers in Sciences, Arts, & Technology

Innovative Leaders

Entrepreneurs Writers

People Who Make a Difference

---

*All you ever needed to know about learning theory (in one slide)!*
### How Knowledge Is Organized

<table>
<thead>
<tr>
<th>Facts &amp; Statistics</th>
<th>Beliefs, Attitudes, &amp; Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classifications, Relations &amp; Categories</td>
<td>Theories, Structures</td>
</tr>
<tr>
<td>Patterns, Trends &amp; Sequences</td>
<td>Systems, Implications &amp; Transformations</td>
</tr>
<tr>
<td>Principles, Concepts &amp; Generalizations</td>
<td>Investigative Methods</td>
</tr>
<tr>
<td>Trivia, Folklore, &amp; Insiders Information</td>
<td>“Giants,” Champions, &amp; Landmark Events</td>
</tr>
</tbody>
</table>

---

**A Theory of Knowledge**
The Schoolwide Enrichment Model
Joseph S. Renzulli & Sally M. Reis

School Structures

The Regular Curriculum
The Enrichment Clusters
The Continuum of Special Services

Comprehensive Strength Assessment Portfolio
Curriculum Modification Techniques

Enrichment Learning and Teaching

TYPE I
GENERAL EXPLORATORY ACTIVITIES

TYPE II
GROUP TRAINING ACTIVITIES

TYPE III
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom
Environment In General

Resources
- Renzulli Learning System
- Odyssey Learning
- Identification Instruments
- Curriculum Materials
- Staff Development Training Materials
- Evaluation Instruments

www.gifted.uconn.edu

The Organizational Model
The Pedagogical Model

Service Delivery Components

Environment In General
Content Modifications
- More Material
- More Drill & Practice
- Easier Material
- Greater Depth & Complexity
- Student or Teacher Selected Enrichment Opportunities Related To A Topic or Unit of Study

On-line Courses
- Blogs, Wikis, Podcasts
- RSS Feeders, Screencasts

Technology
- Flickr, Twitter
- Social Networking Sites
- Renzulli Learning System

Learning/Teaching Styles:
- Lecture, Discussion, Peer Tutoring, Simulations
- Socratic Inquiry, CAI, Dramatization, Problem Based Learning, Guided & Unguided Independent Study

Expression Styles:
- Oral, Visual, Graphic, Manipulative, Artistic, Written, Multi-Media, Service, Combinations of the Above

(fjsr: 1996)

Five Dimensions of Differentiation

Classroom Organization:
- Forum, Cinema, Laboratory, Café, Conference, Boardroom, Lecture Hall, Circle, Hot Seat, Study
- Carrels, Science/Media Labs, Computer Lab, Interest Centers, “Coffee House”

Grouping by:
- Interests, Skill Levels, Ability, Within & Across-Grade Cluster Grouping, Common Tasks/Projects, Complimentary Talents, Cooperative Learning

The Role of The Teacher

Curriculum Content

Instructional Strategies

Student Products

Expression Styles:

KNOWLEDGE

PEDAGOGY

CLASSROOM MANAGEMENT

EXPRESSION STYLES

Technology
Relating The Enrichment Triad Model To Various Organizational Structures

The Pedagogy of Enrichment Learning and Teaching (EL&T)

- All Students
- Candidates For Follow-Up

The Enrichment Triad Model

- Type I: General Exploratory Activities
- Type II: Group Training Activities
- Type III: Individual & Small Group Investigations of Real Problems

Regular Classroom Infusion
- Extension of An Individual Lesson
- A Unit You Are Planning

Special Classes, Resource Room/ Pull-Out, Enrichment Clusters, AITDs, Independent Study, Cluster Grouping

Extra and Co-Curricular Activities And Other Special Events In Your School

A Pedagogical Model (What We Do With Students)

Various Organizational Models (How We Group Students and Move Them Around)
Enjoyment
Engagement
Enthusiasm
For Learning
Goals
Enrichment Team of Administrators, Teachers, and Parents
The Schoolwide Enrichment Team

- Plans and organizes speakers and Type 1’s
- Reviews enrichment materials and plans implementation
- Organizes Enrichment Clusters
- Recruits enrichment mentors
- Identifies enrichment events
How Do We Identify High Potentials In Young People?
Identifying students In SEM Programs

I Love You
Gift Co.
822 North Fairfax St.
Alexandria, Va 22314

005042
The ASS FOR THE GIFTED
DR JOSEPH RENZULLI
SCH OF ED UNIV OF CONN
STORRS CT 06268

Address Correction Requested
WHAT MAKES GIFTEDNESS?

Above Average Ability

Task Commitment

Creativity
Graphic Representation of the Three-Ring Definition of Giftedness

General Performance Area

- Mathematics
- Philosophy
- Religion
- Life Sciences
- Visual Arts
- Social Sciences
- Language Arts
- Physical Sciences
- Law
- Music
- Movement Arts

Specific Performance Areas

Above Average Ability
- Cartooning
- Astronomy
- Public Opinion Polling
- Jewelry Design
- Map Making
- Choreography
- Biography
- Film Making
- Statistics
- Local History
- Electronics
- Musical Composition
- Landscape
- Architecture
- Chemistry
- etc.

Task Commitment
- Demography
- Microphotography
- City Planning
- Pollution Control
- Poetry
- Fashion Design
- Weaving
- Play Writing
- Advertising
- Costume Design
- Meteorology
- Puppetry
- Marketing
- Game Design
- Journalism
- etc.

Creativity
- Electronic Music
- Child Care
- Consumer Protection
- Cooking
- Ornithology
- Furniture Design
- Navigation
- Genealogy
- Sculpture
- Wildlife Management
- Set Design
- Agricultural Research
- Animal Learning
- Film Criticism
- etc.

* This arrow should read as "... brought to bear upon ..."
Two Types of Giftedness

High Achieving Giftedness

Creative/Productive Giftedness
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.

Note: Beware “The Identification Smokescreen”
The majority of high potential students in low-income, minority, and dual language groups are in this category.
On a 10 Point Scale
The Total Talent Portfolio

Looking at three kinds of strengths...
<table>
<thead>
<tr>
<th>Abilities</th>
<th>Interests</th>
<th>Style Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td><strong>Interest Areas</strong></td>
<td><strong>Instructional Styles Preferences</strong></td>
</tr>
<tr>
<td>- Standardized</td>
<td>Fine Arts</td>
<td>Recitation &amp; Drill</td>
</tr>
<tr>
<td>- Teacher-Made</td>
<td>Crafts</td>
<td>Peer Tutoring</td>
</tr>
<tr>
<td>- Course Grades</td>
<td>Literary</td>
<td>Lecture</td>
</tr>
<tr>
<td>- Teacher Ratings</td>
<td>Historical</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>- Product Evaluation</td>
<td>Mathematical/Logical</td>
<td>Discussion</td>
</tr>
<tr>
<td>- Written</td>
<td>Physical Sciences</td>
<td>Guided Independent Study *</td>
</tr>
<tr>
<td>- Oral</td>
<td>Life Sciences</td>
<td>Learning/Interest Center</td>
</tr>
<tr>
<td>- Visual</td>
<td>Political/Judicial</td>
<td>Simulation, Role Playing,</td>
</tr>
<tr>
<td>- Musical</td>
<td>Athletic/Recreation</td>
<td>Dramatization, Guided</td>
</tr>
<tr>
<td>- Constructed</td>
<td>Marketing/Business</td>
<td>Fantasy</td>
</tr>
<tr>
<td>(Note differences</td>
<td>Drama/Dance</td>
<td>Learning Games</td>
</tr>
<tr>
<td>between assigned and</td>
<td>Musical Performance</td>
<td>Replicative Reports or Projects*</td>
</tr>
<tr>
<td>self-selected products)</td>
<td>Musical Composition</td>
<td>Investigative Reports or Projects*</td>
</tr>
<tr>
<td>Level of Participation in</td>
<td>Managerial/Business</td>
<td>Unguided Independent Study*</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Photography</td>
<td>Internship*</td>
</tr>
<tr>
<td>Degree of Interaction</td>
<td>Film/Video</td>
<td>Apprenticeship*</td>
</tr>
<tr>
<td>With Others</td>
<td>Computers</td>
<td>*With or without a mentor</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>Ref: Renzulli, 1977b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Style Preferences</strong></th>
<th><strong>Thinking Styles Preferences</strong></th>
<th><strong>Expression Styles Preferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inter/Intra Personal</strong></td>
<td>Analytic</td>
<td>Written</td>
</tr>
<tr>
<td>- Self-Oriented</td>
<td>Synthetic/ Creative</td>
<td>Oral</td>
</tr>
<tr>
<td>- Peer-Oriented</td>
<td>Creative, Inventive</td>
<td>Manipulative</td>
</tr>
<tr>
<td>- Adult-Oriented</td>
<td>Combined</td>
<td>Practical/Contextual</td>
</tr>
<tr>
<td>- Combined</td>
<td></td>
<td>(Street Smart)</td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td>Practical/Contextual</td>
<td>Discussion</td>
</tr>
<tr>
<td>- Sound</td>
<td>Legislative</td>
<td>Display</td>
</tr>
<tr>
<td>- Heat</td>
<td>Executive</td>
<td>Dramatization</td>
</tr>
<tr>
<td>- Light</td>
<td>Judicial</td>
<td>Artistic</td>
</tr>
<tr>
<td>- Design</td>
<td></td>
<td>Graphic</td>
</tr>
<tr>
<td>- Mobility</td>
<td></td>
<td>Commercial</td>
</tr>
<tr>
<td>- Time of Day</td>
<td></td>
<td>Service</td>
</tr>
<tr>
<td>- Food Intake</td>
<td>Ref: Sternberg, 1984,</td>
<td></td>
</tr>
<tr>
<td>- Seating</td>
<td>1988, in press</td>
<td>Ref: Renzulli &amp;</td>
</tr>
<tr>
<td></td>
<td>Dunn, Dunn, &amp; Price,</td>
<td>Reis, 1985</td>
</tr>
<tr>
<td>1975; Gardner, 1983</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Ratings

Scales for Rating the Behavioral Characteristics of Superior Students—Online Edition

Creative Learning Press is proud to announce the Online Edition of the popular identification instrument Scales for Rating the Behavioral Characteristics of Superior Students by Joseph Renulli and his colleagues. Completing the Scales online is as easy to do as it is on paper, but the Online Edition allows schools to analyze much more information more efficiently than they could if they calculated scores, means, and local norms by hand. All you need to do is point and click.

Point and Click to
- Rate the frequency to which you have observed a behavioral characteristic
- View summaries of student scores and teacher comments
- View scores for each scale ranked from highest to lowest for all students in a particular grade
- Obtain grade-level means for each scale by school or by district
- Generate local norms

The Scales for Rating the Behavioral Characteristics of Superior Students are designed to rate each student across several areas in the following categories:
Reading
Mathematics
Technology
Science
Learning
Motivation
Creativity
Leadership
Art
Music
Drama
Communication (precision)
Communication (expressiveness)
Planning

Reports in the Online Edition can be generated as either mean and percentile ranks. You can view scores across grade levels in one school or an entire district as well as within one classroom.

All ratings will be scored by computers solely owned and operated by Creative Learning Press. Data will be maintained on the publisher's secure server and only used for the development of norms for reference purposes that might lead to future revisions of the scales. Norms for reference purposes will not identify individual schools, districts, classrooms, teachers, or students. No private or public organizations or agencies will be granted permission to access the data.

For more information, visit www.creativelearningpress.com/webscales or email scales@creativelearningpress.com.

Creative Learning Press, Inc.
PO Box 320
Mansfield Center, CT 06250
888-518-8004 • www.creativelearningpress.com
ACTION INFORMATION MESSAGE

GENERAL
CURRICULUM AREA _____________

ACTIVITY OR TOPIC _____________

IN THE SPACE BELOW, PROVIDE A BRIEF DESCRIPTION OF THE INCIDENT OR SITUATION IN WHICH YOU OBSERVED HIGH LEVELS OF INTEREST, TASK COMMITMENT OR CREATIVITY ON THE PART OF A STUDENT OR SMALL GROUP OF STUDENTS. INDICATE ANY IDEAS YOU MAY HAVE FOR ADVANCED LEVEL FOLLOW-UP ACTIVITIES, SUGGESTED RESOURCES OR WAYS TO FOCUS THE INTEREST INTO A FIRST-HAND INVESTIGATIVE EXPERIENCE.

TO: _____________
DATE: _____________
FROM: _____________

DATE:

PLEASE CONTACT ME.

I WILL CONTACT YOU TO ARRANGE A MEETING.

Date Received _____________
Date of Interview with Child _____________
Date Child Was Revolved In _____________

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*These forms are prepared on 3-part NCR paper and can be purchased in sets of 100 from the publisher. Actual size 8 1/2” x 11”.
Stephen G. is driving me up the wall! His new idea is to produce a solar car. He has already drawn ten plans and conducted research about solar energy that is extremely advanced. He needs time in the Resource Room to further his ideas and actually produce the car. If he finishes it; I want a Go!

Bud

TO: Sally Reis
FROM: Bud Connell
I would like to find out more about dog language, so I am going to do research on the topic, and then draw pictures of what dogs are doing at certain times. I am interested in dog language because I have my own dog and sometimes when she does certain things I wonder what she's really saying. Finally, I'm going to make a model of a dog and clip signs to different parts of its body telling how it can talk.
TO: ______ Talent Pool Class Teacher
    ______ Program Coordinator
    ______ Other

FROM: ____________________________________ Student (print name)
      ____________________________________ Teacher (print name)
      ____________________________________ Other

General Curriculum Area: _______________________________________________________

Idea for Investigation or Study: __________________________________________________

In the space below, provide a brief description of evidence of high levels of task commitment or creativity on the part of a student or small group of students. Indicate any ideas you may have for advanced level follow-up activities, suggested resources or ways to focus the interest into a first-hand investigative experience.

Date Received ____________________________

Date of Interview __________________________

Mentor Located ______ Yes ______ No

Name of person who will be responsible for facilitating this Type III

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**Parent Ratings**

**“THINGS MY CHILD LIKES TO DO”**

**COVER LETTER**

**To:** Parents of Students in the ____________

**From:**

**Subject:** Things My Child Likes To Do

One of the major goals of our overall school program is to provide each child with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In her words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work that your child does in school gives us many opportunities to observe his or her strengths and areas of interest, the activities that your child pursues at home can also help us to find ways for enriching his or her overall school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities such as—Girl Scouts or 4-H Club projects or other activities in which your child has developed an interest. To help clarify each of the 14 items, we have also provided an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the fourteen general items rather than the specific example. It will, of course, be very helpful if you can jot down specific examples of your child’s interests or activities in the righthand column of the questionnaire.

If you should have any questions about this questionnaire, please contact the person whose name and phone number are listed below. We very much appreciate your assistance in helping us to provide the very best possible educational program for your child.
<table>
<thead>
<tr>
<th></th>
<th>Seldom or Never</th>
<th>Sometimes</th>
<th>Quite Often</th>
<th>Almost Always</th>
<th>Example From Your Own Child's Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child will spend more time and energy than his/her agemates on a topic of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My child is a “self-starter” who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. My child sets high personal goals and expects to see results from his/her work. (For example: Marj insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. My child gets so involved with a project that (s)he gives up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents—even when he knows he's missing his favorite tv show.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and “crash landings.”)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. While working on a project (and when it is finished) my child knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My child is a “doer” who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets, and has written a script. Tomorrow she's presenting her play to the PTA!)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seldom or Never</td>
<td>Sometimes</td>
<td>Quite Often*</td>
<td>Almost Always*</td>
<td>Example From Your Own Child's Life</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
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<td>-----------------------------------</td>
</tr>
<tr>
<td>8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: &quot;If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down—that will defrost it, too.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. When my child tells about something that is very unusual, (s)he expresses himself/herself by elaborate gestures, pictures, or words. (For example: &quot;The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. My child uses common materials in ways not typically expected. (For example: &quot;I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire, and if it's dry, we can play 'fish' around the campfire.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: &quot;I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. My child likes to &quot;play with ideas,&quot; often making up situations which probably will not occur. (For example: &quot;I wonder what would happen if a scientist found a way to kill all insects, and then went ahead and did it.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: &quot;It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. My child prefers working or playing alone rather than doing something &quot;just to go along with the gang.&quot; (For example: &quot;I always misspell the first word in a spelling bee; then I get to sit down and do something I like.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.
# Areas of Learning

## Standardized Test vs. My Score

<table>
<thead>
<tr>
<th>Standardized Test</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT Mastery Test Math Scaled Score</td>
<td></td>
</tr>
<tr>
<td>CT Mastery Test Reading Scaled Score</td>
<td></td>
</tr>
<tr>
<td>CT Mastery Test Writing Scaled Score</td>
<td></td>
</tr>
<tr>
<td>Other Standardized Test</td>
<td></td>
</tr>
<tr>
<td>Other Standardized Test</td>
<td></td>
</tr>
</tbody>
</table>

## General Interests

<table>
<thead>
<tr>
<th>Rank 1-3 (1 is highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
</tr>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>Journalism</td>
</tr>
<tr>
<td>Fine Arts &amp; Crafts</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Science/Experimenting</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>Photography/Film/Video</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Business/Money</td>
</tr>
<tr>
<td>Technology/Computers</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

## Subject Areas in School

<table>
<thead>
<tr>
<th>Current Grade</th>
<th>I Really Like:</th>
<th>I'm Good At:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Special Topics That I Like (and would like to know more about)

- [ ]
- [ ]
- [ ]
- [ ]
# Learning and Interests

<table>
<thead>
<tr>
<th>Subjects in School</th>
<th>I Really Like</th>
<th>I'm Good At</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rank these 1 to 8 with 1 being your first choice.

<table>
<thead>
<tr>
<th>Special Topics I Like</th>
<th>Or Would Like to Know More About</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

---

---
# My Best Ways of Learning

<table>
<thead>
<tr>
<th>When learning new information at school I like to:</th>
<th>When showing what I've learned I like to:</th>
<th>I learn best...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the teacher lecture.</td>
<td>Write.</td>
<td>When it's quiet.</td>
</tr>
<tr>
<td>Discuss topics with a group.</td>
<td>Use art.</td>
<td>When there is some noise.</td>
</tr>
<tr>
<td>Work on topics of my choice by myself.</td>
<td>Talk about my learning.</td>
<td>When there is bright light.</td>
</tr>
<tr>
<td>Learn information by watching a video or a film.</td>
<td>Act it out or make a video.</td>
<td>When the room has soft lighting.</td>
</tr>
<tr>
<td>Work on group projects.</td>
<td>Build a display or make a game.</td>
<td>Early in the day.</td>
</tr>
<tr>
<td>Learn by using the computer.</td>
<td>Do a project on the computer.</td>
<td>After I've been awake a few hours.</td>
</tr>
<tr>
<td>Talk with a person who is an expert on the topic.</td>
<td>Take tests.</td>
<td>In the afternoon.</td>
</tr>
<tr>
<td>Work with another student who already knows the information.</td>
<td>Other.</td>
<td>At night.</td>
</tr>
</tbody>
</table>

Rank your top 4 choices with 1 being your best way to learn new information.

Rank your top 4 choices with 1 being your best way to show what you've learned.

**Comments**

Check the sections that tell about your best ways of learning.
Mi portafolio sobre Mis Talentos

Nombre
Edad
Grado
Fecha
Renzulli Profiler

- Student and teacher read the Student Profile
- Determine accuracy
- Choose an area of interest for further exploration
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. Think about what interests you. Most kids your age have interests in one or more of the following areas. Check the circle that tells how much you like or dislike the general area listed.

<table>
<thead>
<tr>
<th>Area</th>
<th>Really Like</th>
<th>Like</th>
<th>Not Sure</th>
<th>Dislike</th>
<th>Really Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (Drawing, Painting, Sculpture)</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>Athletics/Sports</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
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<tr>
<td>Business/Management</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>Computers/Technology</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>Drama and Music</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
<td><img src="#" alt="Circle" /></td>
</tr>
</tbody>
</table>
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 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.
Open-Ended Questions on Interest Assessments

Imagine that you have written your first book and you are ready to submit it for publication. What is the title of your book and what is your book about?

Student Response:

The title of my book would be “Runaway”. It will be about a girl from ancient Egypt who runs away from home because she has a dream that she must find an ancient amulet from Alexandria. The amulet is the key to discovering an important fact about her great-great grandfather.
How Do We Develop Gifts & Talents In Young People?
The Concept of Ore

Opportunities
Resources
Encouragement
Interests
TYPE III ENRICHMENT: Building the Curriculum Around the Student

Interview With Facilitating Teacher

Student(s) With An Idea, Or Interest & A Commitment to Pursue An Individual Or Group Project

Begin Development of Management Plan

Problem Finding and Focusing

Human and Material Resources--Teacher as a Managerial Assistant

Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on

Finding Appropriate Outlets For Students’ Work

Finding Appropriate Audiences for Students’ Work

Manicure, Revise, Rewrite, Polish Product

Focus on the Methodology or How To-Do-It in a Particular Field

TARGETING ON TYPE III
Curriculum Differentiation and Compacting
School Is Too Easy, Many Students Report
USA TODAY [July 9, 2012 – FRONT PAGE ARTICLE]

The findings, out today from the Center for American Progress, a Washington think tank analyzed three years of questionnaires from the Department of Education's National Assessment of Educational Progress, a national test given each year.

Among the findings:

• 37% of fourth-graders say their math work is "often" or "always" too easy;

• 57% of eighth-graders say their history work is "often" or "always" too easy;

• 39% of 12th-graders say they rarely write about what they read in class.
What is Differentiation?

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

Modifying the regular curriculum for advanced learners through pre-assessment and replacement of already mastered material with advanced enrichment or acceleration experiences.
Curriculum Compacting

A systematic process for modifying the regular curriculum by examining curricular standards, pre-assessing students, and making modifications to meet individual needs.

Goals of Compacting

- Create a challenging learning environment in the classroom and “buy time” for students who have already mastered regular curricular material.
- Define objectives and guarantee proficiency in basic curriculum.
- Provide alternative learning activities based on advanced content and individual student interest.
Two Kinds of Curriculum Compacting

Basic Skill Compacting
Spelling, Mathematics, or Language Arts Basic Skills

Easy to implement because pretesting is less difficult and mastery can be efficiently documented.

- Does the student already know the skills being covered in the classroom?
- Can proficiency be documented?
- Can certain skills be eliminated?
- Will the student be allowed (and encouraged) to master basic skills at his/her own pace?
- If skills can be mastered at a pace commensurate with a student's ability, will the student be able to help determine what he/she will do in the time earned by displaying mastery?
Two Kinds of Curriculum Compacting

**Content Compacting**
Social Studies, Science, and Literature

Students may already know the objectives or may be able to read the material and master the objectives in a fraction of the time.

- If the student already knows the content, will he/she have an opportunity to display competency of the subject or topic?
- If students do not already know the content but have the ability to master the material at their own pace, will they be given that opportunity?
- If content mastery can be demonstrated, will the student have the opportunity to select the work that will be substituted?
## INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

### The Compactor

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>TEACHER(S)</th>
<th>Individual Conference Dates And Persons Participating in Planning Of IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADE</th>
<th>PARENT(S)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>What material needs to be covered?</th>
<th>Exactly what material is to be excluded?</th>
<th>What enrichment and/or acceleration activities will be included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence shows a need for compacting?</td>
<td>How will you prove mastery?</td>
<td>Independent Study, Acceleration, Mini-courses, Honors Courses, College Courses, Mentorships, Small Group Investigations, Work Study</td>
</tr>
</tbody>
</table>

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

Copyright © 1978 by Creative Learning Press, Inc. P.O. Box 322 Mansfield Center, CT 06250. All rights reserved.
### Sample ACCELERATION / ENRICHMENT PLAN

<table>
<thead>
<tr>
<th>Student Name(s):</th>
<th>Mark Adams</th>
<th>Age / Grade:</th>
<th>6 yrs / 1st grade</th>
<th>Subject:</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td><strong>What objectives have been mastered?</strong></td>
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<td></td>
</tr>
<tr>
<td>• Pre-Test Assessment</td>
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<td></td>
</tr>
<tr>
<td>• Reading Level 30 DRA</td>
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</tr>
<tr>
<td>• Mastery of most objectives</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a...</td>
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<tr>
<td>b...</td>
<td></td>
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<tr>
<td>c...</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d...</td>
<td></td>
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</tr>
<tr>
<td><strong>What objectives still need to be mastered?</strong></td>
<td></td>
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</tr>
<tr>
<td>• Alphabetical order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unconventional vowel sounds</td>
<td></td>
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</tr>
<tr>
<td><strong>Strategies to complete mastery of required objectives</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Individual instruction in alphabetical order – phonics workbook</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Group instruction for vowel sounds</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Skill sheets # 23, 26, 31 at own pace</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceleration or enrichment activities</strong></td>
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</tr>
<tr>
<td>• Language expressive narrative stories – Writers’ Workshop</td>
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<tr>
<td>• Research interest group on solar system in library with library aide</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Scholastic Reading Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate in Junior Great Books</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Enrichment Triad Model

TYPE I*
GENERAL EXPLORATORY ACTIVITIES

TYPE II
GROUP TRAINING ACTIVITIES

TYPE III
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment in General
TYPE I
GENERAL
EXPLORATORY
ACTIVITIES
SPECTRA
UNLOCKING THE SECRETS
OF THE STARS

Student Created Interest
Development Center
### Type I Planning and Documentation Form

<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Matrix</td>
<td>Economics</td>
</tr>
<tr>
<td>Grade Level Grade 10</td>
<td>Local History</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Methods of Delivery</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

#### I. Resource Persons

<table>
<thead>
<tr>
<th>Method</th>
<th>Economics</th>
<th>Local History</th>
<th>Anthropology</th>
<th>Geography</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Enrichment Clusters</td>
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<td></td>
</tr>
<tr>
<td>Demonstrations</td>
<td></td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Artistic Performances</td>
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</tr>
<tr>
<td>Panel Discussion/Debate</td>
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<td></td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E-Mail</td>
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</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

#### II. Media

<table>
<thead>
<tr>
<th>Material</th>
<th>Economics</th>
<th>Local History</th>
<th>Anthropology</th>
<th>Geography</th>
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<tbody>
<tr>
<td>Films</td>
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<td></td>
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<td>Filmstrips</td>
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<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Tapes/CDs</td>
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</tr>
<tr>
<td>Videotapes</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
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<td>Television Programs</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Newspaper/Magazine Articles</td>
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<td>3</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Computer Programs</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

#### III. Other Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Economics</th>
<th>Local History</th>
<th>Anthropology</th>
<th>Geography</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Interest Development Centers</td>
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<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Displays</td>
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<td></td>
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</tr>
<tr>
<td>Field Trips</td>
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<tr>
<td>Museum Programs</td>
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</tr>
<tr>
<td>Learning Centers</td>
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<tr>
<td>Internet</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>28</td>
</tr>
</tbody>
</table>

Figure 34. Type I planning and documentation form (sample).
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 Activities in Renzulli Learning

• Virtual Fieldtrips
• Real Fieldtrips
• Books (Non-fiction, fiction, how-to)
• Online Activities
• Dvd and Movie Suggestions
• Contests and Competitions
• Projects and Independent Studies
TYPE II
GROUP
TRAINING
ACTIVITIES
Type II Training Matrix

• Cognitive Thinking Skills
• Character Development and Affective Skills
• Learning How to Learn Skills
• Using Advanced Reference and Research Skills
• Written, Oral and Visual Communication Skills
<table>
<thead>
<tr>
<th>I. Cognitive Thinking Skills</th>
<th>K-3</th>
<th>4-8</th>
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<td>A. Creative Thinking Skills</td>
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<td>B. Creative Problem-Solving &amp; Decision-Making</td>
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<td>C. Critical and Logical Thinking</td>
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<td>B. Interpersonal Skills</td>
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<td>C. Intrapersonal Skills</td>
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<td>B. Reading, Notetaking, and Outlining</td>
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<td>C. Interviewing and Surveying</td>
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<td>D. Analyzing and Organizing Data</td>
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<td>C. Finding and Using Community Resources</td>
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<td>B. Oral Communication Skills</td>
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<td>C. Visual Communication Skills</td>
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# Planning Matrix for Organizing and Teaching Type II Skills With Commercial Enrichment Materials

## I. Cognitive Training

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<tr>
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<td>Creativity 1, 2, 3</td>
<td>Creativity 1, 2, 3</td>
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*All the books listed in Figure 60 are available from Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250.

Planning matrix for organizing and teaching type II skills with commercial enrichment materials.
3 Consequences (b)

For each of the following situations, list as many possible consequences as you can.

What would happen if everyone in the world suddenly became twelve inches tall?

What would happen if there were no such thing as a mirror?
4 Fun with Figures (a)

See how many different ways you can combine the above two figures to produce a new figure. Three examples should help you think of other combinations. Use the back of the page if you need more space.
CRITICAL THINKING
ACTIVITIES
FOR
MATHEMATICS
BOOK 3

1. ( )
2. [ ]
3. raise to a power
4. $\times$ or $\div$ or / these have equal rank—move from left to right
5. + or − these have equal rank—move from left to right

95. $2 \times 32 - [35 - 4 \times (2 + 5)]$

ANITA HARNADEK

THINKING PRESS & SOFTWARE
Learning from the Lives of Amazing People

By
Janice Gudeman

Illustrated by
Kathryn Hyndman

Gudeman, J.
Affective training
What Do You Stand For?

A Kid's Guide to Building Character

Barbara A. Lewis
Superintendent of Schools (Aviator) teaching principles of flight for the construction of paper airplanes.
Parent (scientist) teaching students how to analyze water samples
Type II Activities in Renzulli Learning

- Creativity Training
- Critical Thinking Training
- Research Skills
- Projects and Independent Studies
- Websites
- Online Activities
- How-to-books and other books
TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

Start with
An Action
Information
Message

Regular Classroom

Environment in General
What makes a problem real?

What makes a Type III qualitatively different from a typical school assignment?

1. Personalization of the problem
2. Use of authentic methodology
3. No existing or predetermined “right” answer
4. Developed to have an impact on a real 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.”
It looked like a merry Christmas after all. Jo awoke on this special morning to find a lovely crimson book of the story of Christmas. But, when the girls went downstairs, their dear Marmee had gone. Hannah, the cook, informed them that she had gone to help a poor family. When Marmee returned, the Marches celebrated by giving the poor family their breakfasts.

When the Marches arrived at the poor family's house
how the big eyes stared and blue lips smiled.
'Ach, mein Gott! It is good angels come to us!'
said the poor woman, crying for joy.
'Funny angels in hoods and mittens,'
said Jo, and set them all laughing.

Little Women, p. 26

Anyone would be pleased to be served this lovely breakfast, even if it weren't Christmas.

BUCKWHEAT CAKES

Ingredients:
1/3 cup of fine bread crumbs
2 cups of very hot milk (scalded)
1/2 tsp. of salt
1 tablespoon of molasses
1/4 yeast cake
1/2 cup of lukewarm water
Buckwheat flour

Materials:
Measuring cup
Measuring spoons
Griddle or frying pan
Ladle
Spatula

Method:
1. Pour the milk over the bread crumbs.
2. Let them soak for thirty minutes.

Figure 74. Type III enrichment sample—Louisa May Alcott cookbook (continued).
THE
Louisa May Alcott
COOKBOOK

COMPiled BY
Gretchen Anderson
ILLUSTRATED BY
Karen Milone
Type III Activities in Renzulli Learning

- Research Skills
- Projects and Independent Studies
- Websites and Online Activities
- How-to-Books
- Contests and Competitions
- Summer Programs
C. Enrichment Clusters

Non-graded groups of students who share common interests and come together during specially designated time blocks to pursue these interests.
C. Academies of Inquiry and Talent Development

A way of organizing middle schools and high schools that allow teachers and students who share common interests to form communities of learning that extend over 3 or 4 years.

Academies are career oriented and meet weekly. All activity is based on the three types of enrichment in the Triad Model and make use of the Personal Success Plan.
Suddenly I remembered why I had gone into teaching in the first place. I had forgotten and I didn’t even know I had forgotten. Then I remembered what I always thought teaching would be all about.

Middle School Teacher in the Enrichment Cluster Research Project
This is the first time in thirteen years when I felt like I was doing more than being the administrator of a textbook!

Elementary Teacher in the Enrichment Cluster Research Project
Major Features of Enrichment Clusters

Theme: Every Student is special if we create conditions that make each student a specialist in a specialized group.

1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.

2. Students and teachers select the clusters in which they will participate. All students and teachers are involved.

3. Students are grouped across grade levels by interest areas.

4. There are no predetermined lesson or units plans.
5. The authentic methods of professional investigators are used to pursue products and service development.

6. Divisions of labor are used to guarantee that all students are not doing the same thing.

7. Specially designated time blocks are set aside for clusters.

8. The Silver Rule of Enrichment Clusters: The rules of regular school are suspended!
Girls’ designs: from drawings to dresses

By DONNA LARCE
Courant Staff Writer

Two Connecticut girls have achieved something many aspiring designers never accomplish: A manufacturer has turned their sketches into real dresses.

Ashley Eve Speranza, 10, of Wethersfield, and Stephanie Donohue, 7, of Wolcott, won the annual holiday dress design contest sponsored by Filene’s and Rare Editions, a children’s clothing maker based in New York.

The Connecticut girls competed against 3,000 entrants from the 33 Filene’s stores in New England and northern New York. Stephanie won in the size 4 to 6X division and Ashley in the size 7 to 14 sector. The prize was a custom dress from Rare Editions and an invitation to a Filene’s fashion show.

Both girls were invited to model their dresses at the Chestnut Hill Filene’s in Newton, outside Boston, on Nov. 12. Stephanie’s parents declined, but Ashley’s accepted and the three of them rode to the event in a stretch limousine provided by Filene’s.

“That's where they gave me my dress.”

Please see Girls’, Page A11

Girls’ dress designs go from fantasy to frocks

Continued from Page A9

said Ashley. Her parents were seated in the audience as their daughter went backstage to get the full model treatment of her dress, makeup and new dress.

Ashley has some experience in this modeling game. She won the contest last year when it was run through G. Fox & Co. Now she has two special dresses in her closet.

"Last year she didn’t specify the exact colors and trim," said Elaine Ogren Speranza. "This year she was more specific."

This year’s design showed a white headpiece and white muffs, a maroon velvet fabric with peach lace ruffles, a Christmas green belt with bow tie in back and a green fabric rose at the shoulder. Ashley, like Stephanie, drew her sketch on the Filene’s single page form and colored in with crayons.

"We’re looking for dresses that the kids obviously drew themselves," said Lisa Wollen from Rare Editions. Designers and account executives go through the entries from Filene’s and other stores with similar contests to come up with the winning entries.

"We’re also looking for dresses that can be made by us." Wollen said. Rare Editions is known for for special occasion and holiday dressing for children. Its label is carried in many department stores.

The call for entries went out in August at all Filene’s stores.

"My mother-in-law brought home the entry form," said Diana Donohue, Stephanie’s mother.

Sherry Petrus / The Hartford Courant

Ashley Speranza was meticulous in including the details for her dress design.

"Stephanie is a child who is constantly drawing, so we thought she’d like to enter the contest.”

Stephanie “doesn’t really like to go clothing shopping yet,” Donohue said. “Her grandmother buys many of her clothes. Stephanie is just as happy to wear a jogging suit.”

Stephanie and Ashley will wear their dresses for some family parties.

Ashley and her mother had a special portrait taken last week at Olan Mills photography in Rocky Hill. In her photo, Ashley wore her prize-winning gown and held Samantha, an American Girl Doll she received for her birthday, who was dressed in a matching maroon velvet outfit and long dark curled hair that mirrors Ashley’s.

“I do her hair,” her mother said of her daughter. “A little curling iron magic.”

As the young woman sat up in the studio the photographer instructed her to smile.

“You have a beautiful smile,” the photographer said.
Ashley grinned.

“She’s used to hearing that,” her mother whispered. “Her father and I tell her that all the time.”

Ashley Speranza, 10, wears the dress she designed for the Filene’s and Rare Editions contest.
Major Features of Enrichment Clusters

Theme: Every Student is special if we create conditions that make each student a specialist in a specialized group.

1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.

2. Students and teachers select the clusters in which they will participate. All students and teachers are involved.

3. Students are grouped across grade levels by interest areas.

4. There are no predetermined lesson or units plans.
Six Key Questions
[For Facilitating an Enrichment Cluster of Type III Investigation]

1. What do people with an interest in this area do?
2. What products do they create and/or what services do they provide?
3. What methods do they use to carry out their work?
4. What resources and materials need to produce high quality products and services?
5. How, and with whom, do they communicate the results of their work?
6. What steps need to be taken to have an impact on intended audiences?
Examples of a Web to Identify Products And Outlets within a Content Area

Genres
- Short Stories
- Poetry
- Plays
- Novels
- Essays

Language Arts/Literature/Humanities

Outlets
- Literary Magazines
- Editorials
- Greeting Cards
- Posters
- Poetry Reading

General Areas of Interest
Questions Raised by Historians

- Geographical Questions
  - North America?
  - In the City?
  - Australia?
  - Antarctica?

- Chronological Questions?
  - 1950's?
  - 1800's?
  - 400 BC?
  - Today?

- Occupational Questions?
  - Advertising?
  - Psychology?

- Biographical Questions
  - Myself?
  - My Neighbor?
  - Native Americans?
“… and you may **not** use the word ‘learn’ when writing your description!”

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<th>Action Verbs</th>
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<td>Build</td>
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<td>Gather</td>
<td>Condense</td>
<td>Problem-solve</td>
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<tr>
<td>Expand</td>
<td>Compare</td>
<td>Contrast</td>
<td>Verify</td>
<td>Problem-find</td>
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Language Arts, Literature, and the Humanities

The Poets’ Workshop

What is it like to be a poet? Explore the poetry of some of America’s greatest poets, including Robert Frost, Langston Hughes, Emily Dickinson and others. Write, illustrate, and perform original poems or interpret others’ work. Identify outlets for our work.

American Sign Language

How do people communicate without using a voice. In this cluster, American Sign Language will be introduced through both words and songs. Decide what to do with your new found language. Who might be your audience?
Physical and Life Sciences

➢ Invention Convention

Are you an inventive thinker? Would you like to be? Come to this cluster to brainstorm a problem, try to identify many solutions, and design an invention to solve the problem. Create your invention individually or with a partner under the guidance of Bob Erickson and his colleagues. You may share your final product and the Young Inventor’s Fair, a statewide, day-long celebration of creativity.

➢ Flight School

Pilot your own helicopter! Discover how and why a glider flies and build one to test your ideas. Construct a rubber-powered model airplane and launch your own rocket to understand more about Bernoulli’s Principle and Newton’s Third Law. Discover the history of flight and the science of simple machines. You will be able to plan and complete your own project and experience one of life’s greatest rewards, “taking two steps back to admire your own work.” Mr. Schimmel is a former teacher, director of an environmental education center, and currently a school administrator in Mansfield. He obtained his pilot’s license in 1981 and continues to enjoy learning about why and how bats, birds, and boomerangs—as well as numerous man-made machines—manage to FLY! Mrs. Latino is a fourth grade teacher at Southeast School who has a variety of interests, including skiing and sailing.
The Arts

Creative Puppetry

So you want to be a puppeteer? Come design and create several different kinds of puppets, such as finger puppets, hand puppets, marionettes, and more. Experiment with and develop your own character. Write, direct, or star in a puppet show by bringing your puppets to life in a performance. The stage and your imagination are the only limits.

Cartooning

Doodle, draw, and dabble in the life of comic strip artists and cartoonists. This cluster is for both new and experienced illustrators, artists, and cartoonists. Come prepared to turn on your imagination and creativity. Create your own comical characters and produce a comic strip series for syndication in our crazy comic club or submit your work for publication in another outlet. Samantha Dunnack is a well-read fan of the funnies.

The Chimers: A Handbell Choir

Do you love music? Become a member of the cluster handbell choir, learn the techniques associated with this type of music, and play, compose, and prepare for authentic performances.
Social Sciences

**Creative Problems, Creative Solutions**

Are you interested in becoming involved in the community? Do you have a desire to help others? Identify various problems in our communities or lives and solve them using creative problem solving. Apply creative problem solving to other situations and create and enact your solutions.

**Children’s Rights’ Institute**

“That’s not fair!” Have these words ever come out of your mouth? What is the difference between whining and real problems? What are the rights of people under 18 years old? Explore laws that define how you live and how they may be different from the laws that determine how other kids live. Develop a plan for action.
Mathematics

➢ *Survey Said . . .*

Do you want to find out what people think about things? Survey your friends, your family, or the community about something you’ve always wanted to know. Organize their responses in a creative way. Decide how to share this information. Develop and conduct a survey and communicate your results in this exciting enrichment cluster.

➢ *Numbers, Mathematics, and Games*

Come create, produce, and play game with mathematics. What makes a good game and how have games been used in education and in cultures? What can be done with new games? Explore these questions and more on your quest to develop the next game that everyone is talking about.

➢ *Bold Folds*

Can paper frogs jump? Explore this and other questions in a cluster about the Chinese art of Origami. Research the history of Origami and find out how it is used today. Connect Origami to geometry. Produce you own 3-dimensional figures out of paper by practicing with existing designs or designing and creating your own! Decide what can be done today with Origami.
Computers and Technology

Video Production

Become a movie maker and produce a video for a box office audience. Show your creativity and movie-making panache through the camera lens and on the big screen. Learn tricks and techniques of the trade while developing your film.

Web Site Designers

Are you interested in web site design. Explore the how, what, and why of web design. Sharpen your skills and determine a product or service and begin creating. Work alone or with a design team.
Physical Education

**Cultural Stompers Institute**

In this cluster, you will be able to design an interactive process that will facilitate cultural diversity and rhythmic stomping movements. You can use your skills to design costumes or develop different and unique steps. Create community performances, workshops, and beyond.

**Spring Training**

Come try activities designed to enhance your total body awareness. Discover how to use your minds to become more skillful, fit, and knowledgeable about your physical abilities. Brainstorm and determine ways to have an impact on ourselves and others who may not have an interest in personal fitness. Personal trainers, physical education teachers, Dr. Michael Gerich and Kelli MacFarlane will guide you through this cluster.
Industrial Arts/Home Economics

➢ *Culinary Arts Institutes*

  Is cooking and eating your thing? How does a chef differ from a cook? What makes good food great? Join Chef Roger in a culinary journey. Develop skills and identify products and services to which to apply your love of cooking and eating. The kitchen is big!

➢ *Habitat for Humanity*

  Are you interested in construction and tools as well as making a difference in the community. If so, this cluster is for you. Join Habitat for Humanity in our town as we work to develop livable residences for elderly and needy residents.
What are all the different types of writing and other kinds of work that you can find in newspaper and magazine production?

Types of Writing:
- Editorials
- Investigative Reporting
- Cartoons/Comics
- Local News
- National News
- Announcements/Obituaries
- International News
- Business
- Arts/Culture
  - Events
  - Fashion
  - Travel
  - Reviews
  - Books
  - Movies
  - Restaurants
- Sports
  - School
  - Local
  - State
  - National

Outlets:
- Magazines
  - Literary
  - Fashion
  - News
  - General
  - Scientific
  - Industry
  - Hobby
  - Travel
  - Art
  - Cooking
  - Architecture
  - History
- Newspapers
- Television
- Internet
- Newsletters
- Yearbooks
- Radio
- Books
- Brochures

Audiences:
- Clubs
  - Boy/Girl Scouts
  - 4-H
  - Sports
  - Band/Orchestra
- Parents
- Day Care Center
- Associations
  - Historical Assoc.
  - PTA
  - Professional
  - Neighborhood
- School
- Senior Center

Where can you find the work of writers, cartoonists, advertisers, etc.?
### The Period Exchange Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td><strong>Enrichment Clusters</strong>&lt;br&gt;Math&lt;br&gt;Language Arts&lt;br&gt;Social Studies&lt;br&gt;Etc.</td>
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### The Half Day Schedule

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The Middle & High School Model

Academies of Inquiry and Talent Development

Fundamental Concepts

- Students from across grade levels participate in a self-selected academy of inquiry and talent development.
- Time for the AITD is “borrowed” from the regular schedule and advisement periods.
Structure

• Students from across grade levels participate in a self-selected academy of inquiry and talent development.

• Time for the AITD is “borrowed” from the regular schedule and advisement periods.
Middle and High School Organizational Model

Academies of Inquiry and Talent Development (AITD)

The Academy of Literature, Languages, and the Humanities
The Academy of Applied Mathematics
The Academy of Computer Science and Technology
The Academy of Social Sciences
The Academy of Fine and Performing Arts
The Academy of Physics and Life Sciences
The Academy of Sports and Leisure Studies
**Academies of Inquiry and Talent Development**

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
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<td>Special Subject Teachers*</td>
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**The Academy of Applied Mathematics**

*Music, Technology, Art, Guidance, etc.*

**The Academy of Fine and Performing Arts**

*Music, Technology, Art, Guidance, etc.*
The Academy of Literature, Languages and the Humanities

<table>
<thead>
<tr>
<th>Potential Areas of Study</th>
<th>Type I Enrichment General Exploratory Experiences</th>
<th>Type II Enrichment Group Training Activities</th>
<th>Type III Enrichment Individual and Small-Group Investigations of real Problems (Enrichment Clusters)</th>
<th>Outlets/Products/ Audiences for Type III Enrichment</th>
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<tbody>
<tr>
<td>Personal Writing</td>
<td>• Presentations by persons in each discipline</td>
<td>• Interviewing techniques</td>
<td>• The future language inventors</td>
<td>• Family folklore festival</td>
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<td>Journals, diaries,</td>
<td>• Writer-in-residence</td>
<td>• Observation</td>
<td>• The worldwide language guild</td>
<td>• Anthology of student writing</td>
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<td>autobiography, monologue,</td>
<td>• Speakers whose careers depend on language</td>
<td>• Data collection</td>
<td>• The “other worlds”</td>
<td>• School/community newspaper</td>
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<td>writer’s notebook</td>
<td>• Communication with authors through letters,</td>
<td>• Primary research skills</td>
<td>• Communication research team</td>
<td>• Literary magazine</td>
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<td>videos, guest presentations</td>
<td>• Analysis</td>
<td>• The “teen talk” investigators</td>
<td>• Writing contests for kids</td>
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<td>• Writers’ symposium</td>
<td>• Listening skills</td>
<td>• The professional terminology collectors</td>
<td>• Poster campaigns</td>
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<td>• Internet communication with various regions/</td>
<td>• How to get published</td>
<td>• The ancient writings</td>
<td>• Poetry reading events</td>
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<td>dialects</td>
<td>• Writing skills</td>
<td>• Discoveries</td>
<td>• Storytelling troupe (cross-age)</td>
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<td>• Exploring ideas</td>
<td>• Speaking Skills</td>
<td>• The script/play writers group</td>
<td>• Lexicon of “teen-talk”</td>
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<td>• Stories told/read by school personnel,</td>
<td>• Keeping a writer’s notebook</td>
<td>• The journalists team</td>
<td>• The language of professionals handbook</td>
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<td>community leaders, parents</td>
<td>• Brainstorming strategies</td>
<td>• The reference preference</td>
<td>• Feature articles in local newspaper</td>
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<td>• Listening to excellent recordings of poetry/</td>
<td>• How to make recordings</td>
<td>• Searchers (collecting quotable quotes expressly for kids, selected by kids)</td>
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<td>prose</td>
<td>• Decision making</td>
<td>• The rewriters society</td>
<td>• Word origins quiz bowl</td>
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<td>• Discussing books that all have read</td>
<td>• Defining purpose and audience</td>
<td>• The diary detectives</td>
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<td>• The story recorders</td>
<td>• Public address communique</td>
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<td>• The movie critics</td>
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<td>• The consumer and school resource guide compilers</td>
<td>• “Talking books” production</td>
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<td>• The advertising team</td>
<td>• Play production</td>
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<td>• Portmanteau word inventors</td>
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<td>• The speech writers society</td>
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<td>• The songwriters guild</td>
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<td>• The “great Books” club for kids</td>
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<td>• The language game creators</td>
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<td>• The folklore collectors</td>
<td>• Portman Olympics</td>
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<td>• Pop-up books</td>
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*Outlets/Products/Audiences for Type III Enrichment:

- Family folklore festival
- Anthology of student writing
- School/community newspaper
- Literary magazine
- Writing contests for kids
- Poster campaigns
- Poetry reading events
- Storytelling troupe (cross-age)
- Lexicon of “teen-talk”
- The language of professionals handbook
- Feature articles in local newspaper
- Word origins quiz bowl
- Cable TV news broadcast
- Public address communique
- Literary fair
- “Talking books” production
- Play production
- Bulletin board display
- Book of quotations for kids
- Guide to local emporia
- Adopt a senior citizen pen pal
- Story calendars
- Portman Olympics
- Pop-up books
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<th>Social Sciences</th>
<th>Style &amp; Fitness</th>
<th>Visual Arts</th>
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<tr>
<td>How to problem solve, &amp; protect the environment...</td>
<td>How to promote historical and cultural understanding, , ,</td>
<td>How to develop self-esteem and promote a healthy lifestyle...</td>
<td>How to express images and ideas through the visual arts</td>
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<tr>
<td>Inventions/Discovery</td>
<td>Archaeological Digs</td>
<td>Fashion Design</td>
<td>Paintings</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Discoveries</td>
<td>Modeling</td>
<td>Exhibitions</td>
</tr>
<tr>
<td>Research</td>
<td>Trials</td>
<td>Fitness Programs</td>
<td>Animation</td>
</tr>
<tr>
<td>Intended Audience:</td>
<td>Intended Audience:</td>
<td>Intended Audience:</td>
<td>Intended Audience:</td>
</tr>
<tr>
<td>Public Awareness</td>
<td>Courtroom/Judge</td>
<td>Sports Enthusiasts</td>
<td>Museum visitors</td>
</tr>
<tr>
<td>Medical Community</td>
<td>Other Historians</td>
<td>Health Awareness</td>
<td>Television</td>
</tr>
<tr>
<td>Other Scientists</td>
<td>Public Awareness</td>
<td>Sports Fans</td>
<td></td>
</tr>
</tbody>
</table>

- Science/Environmental Education
- Social Sciences
- Style & Fitness
- Visual Arts
<table>
<thead>
<tr>
<th>Business Management</th>
<th>Communications</th>
<th>Engineering, Logic &amp; Physics</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to design and administer a business…</td>
<td>How to effectively narrate, convey or persuade…</td>
<td>How to problem solve, construct, or make discoveries…</td>
<td>How to entertain, entice, enliven, and…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JOBS:</th>
<th>JOBS:</th>
<th>JOBS:</th>
<th>JOBS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO (Bill Gates)</td>
<td>Journalist</td>
<td>Engineer</td>
<td>Actor</td>
</tr>
<tr>
<td>Chef/Caterer</td>
<td>Publisher</td>
<td>Physicist</td>
<td>Dancer</td>
</tr>
<tr>
<td>Web Designer</td>
<td>Storyteller</td>
<td>Chess Master</td>
<td>Musician</td>
</tr>
<tr>
<td>Child Care</td>
<td>Broadcaster</td>
<td>Mathematician</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>Stockbroker</td>
<td>Writer</td>
<td>Architect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods/Resources:</th>
<th>Methods/Resources:</th>
<th>Methods/Resources:</th>
<th>Methods/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Publications</td>
<td>Problem Solving</td>
<td>Talent</td>
</tr>
<tr>
<td>Money Management</td>
<td>Media</td>
<td>Scientific Method</td>
<td>Craft</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Speech</td>
<td>Technology</td>
<td>Technology</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Debate</td>
<td>Design</td>
<td>Music</td>
</tr>
<tr>
<td>Creativity</td>
<td>Technology</td>
<td>Mathematics</td>
<td>Drama</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products:</th>
<th>Products:</th>
<th>Products:</th>
<th>Products:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Pages</td>
<td>Newspapers</td>
<td>Architecture</td>
<td>Dance Performances</td>
</tr>
<tr>
<td>Menus, Food Services</td>
<td>Performances</td>
<td>Chess Tournaments</td>
<td>Plays/Musicals</td>
</tr>
<tr>
<td>Successful Businesses</td>
<td>Broadcasts</td>
<td>Blueprints, Plans</td>
<td>Band Performances</td>
</tr>
<tr>
<td>Inventions</td>
<td>Television/Radio</td>
<td>Math Competitions</td>
<td>Competitions</td>
</tr>
</tbody>
</table>

| Intended Audience: | Intended Audience: | Intended Audience: | Intended Audience: |
Practical Hint # 1: Learn all you can about and obtain copies of How-To Books

“...thinking, feeling, and doing like the practicing Professional...”
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1. 
2. 
3. 

Step 3. Questions

A. What questions does this photograph raise in your mind?

1. 
2. 
3. 

B. Where could you find answers to them?

1. 
2. 

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 3.2 Photo Analysis Worksheet
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>In what publication did this advertisement appear? What is the date of publication?</td>
</tr>
<tr>
<td>B.</td>
<td>Who created the advertisement?</td>
</tr>
<tr>
<td>C.</td>
<td>What is the purpose of the advertisement?</td>
</tr>
<tr>
<td>D.</td>
<td>Who is the intended audience for the advertisement?</td>
</tr>
<tr>
<td>E.</td>
<td>If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product?</td>
</tr>
<tr>
<td>F.</td>
<td>How common or unique was this product for its era?</td>
</tr>
<tr>
<td>G.</td>
<td>What does the advertisement tell us about material life in America at this time?</td>
</tr>
<tr>
<td>H.</td>
<td>What does the advertisement tell us about social relationships in America at this time?</td>
</tr>
</tbody>
</table>

**Fig 5.3 Advertisement Analysis Worksheet**
## Cartoon Analysis Worksheet

### Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

### Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

### Level 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Describe the action taking place in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>B. Explain how the words in the cartoon clarify the symbols.</td>
<td></td>
</tr>
<tr>
<td>C. Explain the message of the cartoon.</td>
<td></td>
</tr>
<tr>
<td>D. What special interest groups would agree/disagree with the cartoon's message? Why?</td>
<td></td>
</tr>
</tbody>
</table>

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**Fig 6.1 Cartoon Analysis Worksheet**
# Debate Score Sheet

**Topic:** [The Bank War]  
**TEAM:** [Andrew Jackson]  
**DEBATOR:** [Marcus Adams]

<table>
<thead>
<tr>
<th>ARGUMENTS:</th>
<th>Did the speaker present convincing, well-reasoned ideas supported by facts?</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REBUTTAL:</th>
<th>Did the speaker give a point for point refutation of the opponent's speech, presenting well-reasoned arguments and facts?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION:</th>
<th>Were the constructive and rebuttal speeches delivered in a clear, forceful, and convincing manner? Did the speaker win your trust?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

| SCORE:           | 1-5 points with 5 the highest score possible.  
|------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                  | _ Constructive Arguments  
|                  | _ Rebuttal  
|                  | _ Presentation  

---

*Fig 6.3 Debate Score Sheet*
New!

Choosing & Charting
HELPING STUDENTS SELECT, MAP OUT, AND EMBARK ON INDEPENDENT PROJECTS
Lindy T. Redmond

How to Make Your Science Project Scientific
Revised Edition
Thomas Moorman

A Student’s Guide to Conducting Social Science Research
Barbara Resnick Wagner, Howard D. Peterson, and Donla Weiner

Looking for Data
IN ALL THE RIGHT PLACES
A Guidebook for Conducting Original Research with Young Investigators
Alane J. Starko and Gina D. Schack

Research Comes Alive
Guidebook for Conducting Original Research with Middle and High School Students
Gina D. Schack and Alane J. Starko
LOOKING FOR DATA IN ALL THE RIGHT PLACES
A Guidebook for Conducting Original Research with Young Investigators
Alane J. Starko • Gina D. Schack
ENRICHMENT
CLUSERS
A PRACTICAL PLAN FOR
REAL-WORLD,
STUDENT-DRIVEN
LEARNING

JOSEPH S. RENZULLI
MARCIA GENTRY
SALLY M. REIS
State a Purpose or Research Idea (Select a Problem)

Research what is known about the problem (Literature Review)

Develop a Specific Research Question or Hypothesis

Design Your Methodology
  * Select a Research Design
  * Identify Variables to Study
  * Plan Data Collection

Observe and Collect Data

Analyze Data

Interpret Findings

Summarize and State Conclusions About the Problem

Practical Hint #2: Think Data/Think Instruments
The Main Features of Problem Finding and Focusing In Investigative Learning

Students Engage in Exploratory Rather than “Right Answer” Oriented Questions

Students Give Priority To Finding Evidence When Discussing Questions

Students Formulate Explanations From Evidence

Students Connect Explanations to Pre-existing Knowledge

Students Communicate and Justify Their Explanations
Independent Variables

...a variable that affects the outcome of a study

Dependent Variables

...the variable measured at the end of the study to see if the groups have significantly different values.

Confounding Variables

...a variable other than those the researcher is investigating that could account for the outcome of a study.
The Real Dirt on Antibacterial Soaps

Antibacterial soaps are no better than regular soap. Experts have sold so for years, but that hasn’t stopped millions of Americans from snapping up the supposedly superior germ killers—new 70 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, a doctoral student at Columbia University’s School of Nursing, came up with the goods in a randomized, double-blind, controlled study—this time the study was conducted at home. She enrolled 224 New York City home-makers. Half were given ordinary liquid soap for a full year and the other half received antimicrobial soaps. All participants had their hands cultured for germs at the start of the study and the end of the study.

The results? At the start, all participants had their hands cultured 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, even revealed that they had 600,000 less bacteria. It didn’t matter whether they used antibacterial soap or not. The difference was that they were having more time to wash their hands thoroughly, particularly with soap that contains potassium peroxymonosulfate, which is in contact with the soap for only a minute or so.”

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

Larson found that most people wash their hands for less than 15 seconds. Unfortunately, residues of antimicrobial agents on fingers can cause infections when hands are washed for less than 15 seconds. A better solution for people with acne or mild psoriasis is to use an alcohol-based gel, which kills germs in the same way as antibacterial soap.

Larson’s findings suggest that soap should be used as part of a comprehensive approach to preventing infections, not as a substitute for thorough handwashing. She also recommends using antibacterial soap only for high-risk situations, such as before and after medical procedures, and to dispose of used tissue paper and napkins promptly. The study has implications for public health, as well. Antibacterial soap is widely used in hospitals and other health care facilities, where it is thought to reduce the risk of infection. However, the study suggests that soap may not be as effective as previously thought, and that proper handwashing is still the best way to prevent the spread of disease.
Data Gathering Instruments and Techniques

- 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
THINK DATA

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

Joseph S. Renzulli
Nancy N. Heilbronner Del Siegle
Digital Sound Level Meter

Manufacturer: Radio Shack
Price: $24.99 and up

Key Concepts
Sound occurs when energy moves through a medium such as air, water, or solid materials. This energy creates a "pulse" of molecules through the medium. Sound waves are longitudinal waves; the pulse moves back and forth like a Slinky, rather than up and down. Like a Slinky, the wave has compressed areas and areas that are more spread out. These areas are called compressions and rarefactions, respectively. When the distance between the compressions and rarefactions is greater, the sound is said to have more amplitude, and it will be louder. When the distance is smaller, the sound is softer. Volume is measured in decibels on the sound level meter.

National Science Education Standards:
6.1 Science as inquiry
   Abilities necessary to do science inquiry

6.2 Physical Science
   Levels K-4
   Properties of objects and materials
   Position and motion of objects
   Levels 5-8
   Properties of matter
   Motions and forces
   Transfer of energy

Inquiring Minds Want to Know

Investigations at School
- Does the seat in an auditorium affect sound levels during a band performance?
- Does carpeting affect sound levels?
- Do wall coverings affect sound levels?
- Are some grades noisier than other grades? Does grade level affect sound at your school?
- Does a school subject affect sound levels (e.g., language arts vs. science)?
- Does time of day affect sound levels (morning, after lunch, after gym, or before dismissal)?
- Does playing soft music in a room before measuring affect sound level of students?
- Does an echo have the same decibel level as the original sound?
- Does lung capacity affect how loud a person's voice can be or how loudly they can play a wind instrument?
- Does distance affect sound level?
- How does the movement of an object (toward or away) affect sound levels?
- Do barriers affect sound level? Are some barriers more efficient at reducing sound levels?
The SEM is an **infusion and enhancement-based enrichment model** [not a replacement-based model] that uses technology to diagnose student strengths, match resources to identified strengths, and to push into any and all standards-based curricular approaches activities and experiences that make learning more enjoyable and engaging.

**The Main Course**

**Your Curriculum**

Practical Hint # 3: **Use Infusion to tame the turkey!**

We cannot direct the wind but we can adjust our sails.

Practical Hint # 3: Use Infusion to tame the turkey!
Your Magic Enrichment Injection Device

Today’s Theme Words
Selection Injection Extension

The Standards (Outcomes) Driven Curriculum

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

Benjamin Franklin American statesman and inventor
New Jersey resembles an Indian head.

Minnesota looks like a chef’s hat.

Louisiana is shaped like rain boots.

Iowa looks like a face.
Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

The Rules (Apply as many as possible)

1. Not always a single, predetermined correct answer

2. Something kids *do* rather than sit and listen

3. Something that is fun for most kids

4. Something that has various levels of challenge to which interested students can escalate
A Rap State Song

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)
Eight times eight went out the door
Came back in married as sixty-four

Nine times three went to heaven
Came back to earth as twenty-seven

**Limericks**

There once was a number named eight
Who thought he was something quite great
But when divided by four he was two
And his new size made him feel blue.

**Cinquain**

Numbers
Added together
Can be multiplied
Saves time
Faster
The “take away” message of infusion is:

No matter what you do, or how routine your job is...

...you should always try to do everything possible to make it interesting!
Figure 1. Renzulli Learning System

System Overview At-A-Glance

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Built In Personal Success Plan
- Teacher Favorites Portfolio
- Curricular Related “Push -Ins”
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built In Accountability and Staff Development for Teachers

Search Engine
Matches Multiply Categorized Resources From 50k Item Data Bases With Individual Student Profiles
Description:

Two hundred years ago, the United States fought a second war against Great Britain — a war that also involved Canadians and Native Americans. Today this war has largely been forgotten, even though it helped to shape each of these groups of people. The War of 1812 also gave Americans a national anthem and two symbols of energy and endurance, Uncle Sam and the USS Constitution. Learn why neighbors took up arms, and how the war changed their images of themselves.

Enrichment Activities:

Price of Freedom: Americans at War
The Second War of American Independence
Madison's Memorable Wife: Dolley Madison
The War of 1812: Issues and Stories
National Anthems of the World
NMAH: The Star-Spangled Banner
The Theater Book
American Experience: Dolley Madison
George Washington Mystery
We Shall Remain
The Life and Legacy of Francis Scott Key
PBS: The War of 1812
The War of 1812: A Canadian Perspective

Instructions:

For this assignment, you will view the resources in the Introduction section and then pick the War of 1812 assignment option that best matches your preferred interest area(s), learning style(s), and expression style(s). You only need to pick one assignment to complete, but you can do more than one if time permits.

Introduction

Open the enrichment activity “Price of Freedom: Americans at War.” Click Enter the Exhibition, and then select War of 1812. Click Begin and then Play Movie. Watch the video clip a couple of times (and read the transcript if you wish). Then study the following questions, and consider how you would answer each one:

1. Why did the United States declare war on Great Britain?
2. List some victories achieved by the British army.
3. List some victories achieved by the United States.
4. Click Enter Exhibit and examine the artifacts and slideshows. What inspiring heroes, stories, and symbols did America gain from this war?
Strength-based Differentiation Engine™

Matching Resources to Individual Learning Profiles

50,000 Total Resources
40,000 Online / 10,000 Offline
Correlated to Profiler attributes & K-12 Units of Study

Each child receives approximately 3,000 recommended resources. For example, there are over 1,200 Research Sites—this child received 54 recommendations based on his individual learning profile.
Select a Grade and Ability Level:
- 1-2 Low
- 3-5 Low
- 6-9 Low
- 10-12 Low
- 1-2 Medium
- 3-5 Medium
- 6-9 Medium
- 10-12 Medium
- 1-2 High
- 3-5 High
- 6-9 High
- 10-12 High

Please type in a keyword to search the enrichment activities:

Egypt
Over 100,000 Hours of Curriculum R&D

50,000 Resources, Activities, & Projects Catalogued & Differentiation-ready*

*Correlated to state content standards
Resource Match-making
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.

SUPPORT US
Help NFTE
Empower young people to change their lives.
You can help!

SPOTLIGHT ON...
NFTE School Profile: The Cultural Academy for the Arts and Sciences

LATEST NEWS
OpportunityFunds/NFTE National Youth Entrepreneurship Challenge 2009
NFTE Meets Arne Duncan at Aspen Ideas Festival
An inspiring story about the power of youth entrepreneurship education
NFTE Founder Co-Authors World Economic Forum Report on Entrepreneurship
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.
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
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.
From the **How-To Books Data Base at www.renzullilearning.com**
Create a connection between your students and the curriculum.
Most useful tool for teachers to **infuse** high-engagement resources into any and all curricular topics.

A great tool for addressing the dropout problem.
Just the topic and subtopics you want to teach, and direct them to any or all students.
What makes the Schoolwide Enrichment Model work?

- Strong & Informed Leadership
- A Strength-Based Learning Model
- Teachers Dedicated To Implementation Of the Model
- Personalized Use Of Technology
- Ongoing Professional Development

Collective Trust
Happiness Always

Thank You Dear Friends and I Wish You...

總幸福

Happiness Always