Learning, Leading, and Lighting the Way: Applying the Pedagogy of Gifted Education To Total School Improvement

Joseph S. Renzulli
The University of Connecticut

http://www.gifted.uconn.edu/sem/
The Theoretical & Research Background for SEM and RLS

The 3-Ring Conception of Giftedness

Our Mission:
Applying the pedagogy of gifted education to enrichment opportunities for all students.

The Schoolwide Enrichment Model (SEM)


The Enrichment Triad Model

[1970s]

The Enrichment Triad Model

[1980s]

The Schoolwide Enrichment Model (SEM)


[1990s]

The Renzulli Learning System

http://www.renzullilearning.com

Theme:
A rising tide lifts all ships
The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

The Regular Curriculum

The Enrichment Clusters

The Continuum of Special Services

Comprehensive Strength Portfolio

Curriculum Modification Techniques

Enrichment Learning and Teaching

Types of Enrichment Activities:
- **TYPE I** General Exploratory Activities
- **TYPE II** Group Training Activities
- **TYPE III** Individual & Small Group Investigations of Real Problems

Service Delivery Components

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

www.gifted.uconn.edu
Enjoyment
Engagement
Enthusiasm
For Learning
The Three Trillion Dollar Misunderstanding -- We’ve tried everything to close the achievement gap...

Smaller Schools
Year Round Schools
Longer School Day/Year (Seat time)
Single Sex Classes
After School “Mentoring”
School Uniforms
Vouchers
Charter Schools
School-Business Partnerships
Magnet Schools
Tracking
Detracking
Mastery Learning
Looping
Competency Based Learning
Professional Learning Communities
Distributive Leadership
Site Based Management
State Dept. of Educ. Takeovers
Pay For Performance
Students
Teachers
Parents
Takeovers By Mayors
Data-Based Decision Making
Brain Based Curriculum (!)
Career Academies
Data Driven Instruction
Constituency Building
Benchmarking
Common Core Standards
Proficiency Based Learning

Changing structures rarely alter classroom practice, and there is no evidence that the new structures lead to more student achievement or engagement in learning.

New kids on the block

Research shows that the achievement gap continues to widen, the U. S. is falling further behind other industrialized countries, and scores at the top are falling (See Mind the Other Gap, Plucker, et al.)

It’s all about enjoyment which leads to engagement, which leads to higher achievement – and we have the research to prove it!
Teachers’ Time, Staff Development for Delivery of Skills

The Educators Dilemma: Initiative Overload
Why aren’t you differentiating?
Outline

1. Replacing The Turkey We’re Stuck With: A Counter Intuitive Approach To Addressing The Achievement Gap (We Must Stop Investing In Failed Approaches!)

2. The Underlying Theory And a Few Practical Applications

3. The Role of Technology In Real and Sustainable Change

Farming looks mighty easy when your plow is a pencil, and you’re a thousand miles from a cornfield.

Dwight D. Eisenhower
34th U.S. President

He who loves practice without theory is like the sailor who boards a ship without a rudder and compass, and never knows where he may land.

Leonardo da Vinci

“Its like having a dozen teaching assistants in your classroom, every day, all day.”

Teacher in the Renzulli Learning Research Study
The Three Part Focus of Our Research and The Practical Core of Our Work

**Part 1. Assessment**
- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & 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
Nothing happens unless first a vision.

Carl Sandberg
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.
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 New York 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.
We are again the #1 middle school in District 25---actually we are the only middle school that received an A this year in the district. We also received the fourth highest overall score for middle schools in the entire borough of Queens.
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>ArchbishopMolloy</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
# 2010-11 Progress Report

## Overview

**School:** BELL Academy (25Q294)

**Principal:** Cheryl Hetzidimitriou

**Address:** 18-25 212 STREET

**QUEENS, NY 11360**

**Main Phone:** 718-428-0587

**School Type:** Middle

**Enrollment:** 305

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.

### Student Progress

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35.1</td>
<td>0 out of 80 points</td>
</tr>
</tbody>
</table>

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 level.

### Student Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>12.9</td>
<td>0 out of 25 points</td>
</tr>
</tbody>
</table>

The student performance grade is based on the results of students in your school on 2011 state tests in English Language Arts and Math.

### School Environment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10.2</td>
<td>0 out of 15 points</td>
</tr>
</tbody>
</table>

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.

### Closing the Achievement Gap

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7.5</td>
<td>(16 points max)</td>
</tr>
</tbody>
</table>

Schools receive extra points if they make exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.

### Overall Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65.7</td>
<td>0 out of 100 points</td>
</tr>
</tbody>
</table>

The overall grade is based on the total of all scores above.
Enrichment

Enjoyment
Engagement
Enthusiasm

Achievement

(Renzulli, 2004)
A Tale of 2 Schools  #2 Renzulli Academy in Hartford, CT
National History Day

• Theme for 2011 - Debate and Diplomacy in History: Successes, Failures, and Consequences.

• Shaila, Natajiah and Grace placed first with their live performance on the Salem Witch Trials
• Marcus Washburn placed second with his video documentary on the 100-year reform in China.
• Marcus Washburn, Destiny Berry, Grace Graham, Amber Smith

• **3rd place, Group Documentary, Junior Division**

• This group created a well-edited, informative documentary on the Meiji Restoration in Japan in the mid to late 1800s.
• Shaila Murdock, Natajiah Richardson, Iliana LaBoy

• 2nd place, Group Performance, Junior Division

• This group delivered a powerful performance outlining the adversity faced by many suffragists throughout the mid to late 1800s up until the 19th Amendment was secured in 1920.
• Michelle Blake
• Special Award: Outstanding Entry in Early American History Individual Exhibit, Junior Division
• Michelle constructed an exhibit focusing on the reactions surrounding the Boston Tea Party and how this event ignited the spark that would lead to revolution.
Larry wore his medal to school for an entire week after winning...
Connecticut Invention Convention

- 100 schools and six-hundred seventy-five kindergarten through 8th grade students competed for more than 260 Invention Awards from across Connecticut.
- Two students from the Renzulli Academy were awarded the Student Inventor Recognition; Shaila Murdock was awarded for her invention of the "Tech-Pet Timed Feeder" and Imanol Santana was recognized for his invention, the GCFLP.
Science Fair

• Urvi, a Renzulli Fifth Grader, was a winner at the School Level Science Fair which advanced her to the District Science Fair.

• Urvi placed third at the District Level Science Fair and was awarded her trophy at the Connecticut Science Center with her family.
Enrichment Clusters

*Are nongraded groups of students who share common interests and come together during specially designated time blocks to pursue these interests.*

Renzulli & Reis
Accomplishments

• Students participated in Future Producers Academy (CT Public TV)
• National Geography Bee Participation
• Two State level winners at the Connecticut Invention Convention
• Students participated and placed in Columbus State University’s Math Contests
• First and Second Place Winners at Regional National History Day Competition
• Appeared on Bill Cosby’s OBKB
• District Level Science Fair Winner
• Students participated in New England Math League Competition
• Students participated in Capitol Squash
• Students were featured in an article in the Christian Science Monitor (August, 2011)

• **Highest CMT scores and gains within Hartford Public Schools**
“… show me the data…”

Research on Schoolwide Enrichment and the Renzulli Learning System
Successful Learning Communities Where Schoolwide Enrichment is Used

School Goal: To reduce the achievement gap and effectively address disparity among groups of learners, 80% of students who perform below goal will make 1.5 years growth in Mathematics and Reading and will progress 2 points on the holistic scoring scale in Writing.

Charter Oak Academy of Global Studies
West Hartford, Connecticut
Margaret Beecher, Principal
Demonstrated academic growth ...

1997 & 2004 Grade 4 Charter Oak Connecticut Mastery Test Results
at Goal (Mastery)

Average % at goal on 3 tests

<table>
<thead>
<tr>
<th>Group</th>
<th>1997</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non F/R Lunch</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Asian</td>
<td>50%</td>
<td>80%</td>
</tr>
<tr>
<td>Black</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>
... at all performance levels

1997 & 2004 Grade 4 Charter Oak CMT Results

% in Remedial Band

<table>
<thead>
<tr>
<th>Group</th>
<th>1997</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non F/R Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F/R Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Achievement Gap Reduction

Achievement Gap Based on 2004 State Assessments in Reading, Writing & Mathematics

<table>
<thead>
<tr>
<th>Results by Free/Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Reduced Lunch</td>
</tr>
<tr>
<td>Non-Subsidies</td>
</tr>
</tbody>
</table>

Results by % of Students at Goal

- Reading: 29%, 58%, 63%, 56%
- Writing: 76%, 85%, 71%
- Math: 70%
- Average: 56%
P.S./M. S. 188
The Island School
Lower Manhattan
Dr. Barbara Slatin
Principal
P.S./M. S. 188
The Island School
Lower Manhattan
Dr. Barbara Slatin
Principal

NYS ELA 1999-2008

Percent students scoring Level 1 and Level 3 & 4

Year


Level1 Level3&4
New York City Department of Education
Progress Report 2006–07

Your School’s Overall Results

What does this grade mean?
Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences.

What score did this school get?
- This School’s overall score for 2006–07 is 81.1
- This score places the School in the 95.0 percentile of all k-8’s citywide (i.e., 95.0 percent of those schools scored lower than this school).
- This School’s target score for 2007–08 is 88.6

How did this school perform?

<table>
<thead>
<tr>
<th>Category</th>
<th>Calculated Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment</td>
<td>6.6 out of 15</td>
</tr>
<tr>
<td>Student Performance</td>
<td>14.3 out of 30</td>
</tr>
<tr>
<td>Student Progress</td>
<td>51.9 out of 55</td>
</tr>
<tr>
<td>Additional Credit</td>
<td>8.3</td>
</tr>
<tr>
<td>Overall Score</td>
<td>81.1</td>
</tr>
</tbody>
</table>

Quality Review Score
This school’s 2006–07 Quality Review score is P. To see your school’s Quality Review Report, locate your school at http://schools.nyc.gov, click ‘Statistics’, and scroll down to Quality Review Report.

2006–07 State Accountability Status
Based on its 2005–06 performance, this school is In Good Standing.

This measure, determined by New York State as part of the federal No Child Left Behind (NCLB) Act, is not a factor in the Progress Report Grade.

Inside This Report:
The NYC Progress Report is a new accountability tool. Each school’s Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

- School Environment
- Student Performance
- Student Progress
- Additional Credit

School Environment
uses surveys and other data to evaluate necessary conditions for learning: attendance, safety, academic expectations, engagement, and communication.

Student Performance
measures student skill levels in English Language Arts and Math.

Student Progress
measures average student improvement in English Language Arts and Math from last year to this year.

Closing the Achievement Gap
forgets additional credit for exemplary gains among high-need students.

Peer Index
PS 189 THE ISLAND SCHOOL (10118) 79.05
# Progress Report 2010-11

P.S. 188 The Island School

## OVERALL GRADE

**A**  
60.7 out of 100  
Percentile Rank: 80

### OVERALL SCORE

The school's overall score is greater than or equal to that of 80 percent of K-8 schools.

### OVERALL Grades - K-8

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCORE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>57.1 or higher</td>
</tr>
<tr>
<td>B</td>
<td>43.3 - 57.0</td>
</tr>
<tr>
<td>C</td>
<td>25.3 - 43.2</td>
</tr>
<tr>
<td>D</td>
<td>14.5 - 25.2</td>
</tr>
<tr>
<td>F</td>
<td>14.4 or lower</td>
</tr>
</tbody>
</table>

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third of the city's schools can receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

## Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/Support-Intervention.htm.

### Category | Score | Grade Description |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td>41.7 out of 60</td>
<td>A</td>
</tr>
<tr>
<td>Student Performance</td>
<td>7.9 out of 25</td>
<td>C</td>
</tr>
<tr>
<td>School Environment</td>
<td>4.1 out of 15</td>
<td>C</td>
</tr>
<tr>
<td>Closing the Achievement Gap</td>
<td>7.0 (15 max)</td>
<td>C</td>
</tr>
</tbody>
</table>

### Overall Score

60.7 out of 100

The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add to total score because of rounding.

## Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>70</td>
</tr>
<tr>
<td>2011-12</td>
<td>80</td>
</tr>
<tr>
<td>2012-13</td>
<td>90</td>
</tr>
</tbody>
</table>

The Progress Report is a one-year snapshot of a school’s performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2010-11, New York State revised the school for proficiency in English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit schools.nyc.gov/ProgressReport.

## Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

### Quality Review

The school's most recent Quality Review Score:

- Underdeveloped
- In Good Standing

### State Accountability

The school's current status:

- Underdeveloped
- In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind Act.
Test results since the implementation of Renzulli Learning in 2006

Dominic Cipollone, Principal
Middle School 219
Bronx, New York

MS 219 ENGLISH LANGUAGE ARTS RESULTS COMPARED ALL STUDENTS
2006 THROUGH 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1.2</td>
<td>16.6</td>
<td>40.5</td>
<td>41.8</td>
</tr>
<tr>
<td>2007</td>
<td>3.5</td>
<td>26.8</td>
<td>39.6</td>
<td>30.1</td>
</tr>
<tr>
<td>2008</td>
<td>5.44</td>
<td>38.78</td>
<td>36.96</td>
<td>18.82</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>53</td>
<td>35</td>
<td>8</td>
</tr>
</tbody>
</table>
Dominic Cipollone, Principal
Middle School 219
Bronx, New York

Test results since the implementation of Renzulli Learning in 2006

<table>
<thead>
<tr>
<th>Level</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>1.2</td>
<td>3.5</td>
<td>5.44</td>
<td>4</td>
</tr>
<tr>
<td>Level 3</td>
<td>16.6</td>
<td>26.8</td>
<td>38.78</td>
<td>53</td>
</tr>
<tr>
<td>Level 2</td>
<td>40.5</td>
<td>39.6</td>
<td>36.96</td>
<td>35</td>
</tr>
<tr>
<td>Level 1</td>
<td>41.8</td>
<td>30.1</td>
<td>18.82</td>
<td>8</td>
</tr>
</tbody>
</table>
A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school’s overall score for 2008-09 is 76.5.
- This score places the School in the 41 percentile of all Middle schools Citywide, i.e., 41 percent of those schools scored lower than this school.

<table>
<thead>
<tr>
<th>Category</th>
<th>Calculated Score</th>
<th>Category Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment</td>
<td>7.8 out of 15</td>
<td>C</td>
</tr>
<tr>
<td>Student Performance</td>
<td>21.8 out of 25</td>
<td>A</td>
</tr>
<tr>
<td>Student Progress</td>
<td>38.6 out of 60</td>
<td>B</td>
</tr>
<tr>
<td>Additional Credit</td>
<td>6.3 (15 max)</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>76.5 out of 100</td>
<td>A</td>
</tr>
</tbody>
</table>

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 60.0-100 receive a letter grade of A.
- 78% of schools earned an A in 2008-09.

In This Report:

Each school’s Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance measures student skill levels in English Language Arts and Math.

Student Progress measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school’s 2008-09 Quality Review score is: Proficient

To see this school’s Quality Review report, find the school’s Web site at http://schools.nyc.gov, click ‘Statistics’ and scroll down to Quality Review Report.

State Accountability Status

Based on its 2008-09 performance, this school is: Restructuring (year 1) - Focused

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school’s Progress Report Grade.
Elementary Level
English Language Arts

Grade 4 English Language Arts Performance
(All Students: General Education and Students with Disabilities)

This School

Similar Schools

Percentages less than 0.51 will appear as zero because of rounding.
Grade 4 Mathematics Performance
(All Students: General Education and Students with Disabilities)

Percentages less than 0.51 will appear as zero because of rounding.
Only two years of data are shown because a new assessment in elementary-level science was administered for the first time in 2003-04.
I saw that motivation for learning grew when students were engaged in work that had a real purpose, was created for an audience beyond the teacher, and resulted in a tangible product. I am convinced that this kind of learning is what contributed to our gains this year on the CMTs.

Connecticut Elementary Principal
Whose School Was Part of the Schoolwide Enrichment Research Project

“Gold Standard” Research Design

- Pre-test/Post-test Control Group Design
- Random Assignment of Both Teachers and Students to experimental and control groups

Dr. Gara Field

University of Georgia
Summary Results

*Note: Science results did not meet criteria for statistical significance.
1. Replacing The Turkey We’re Stuck With: A Counter Intuitive Approach To Addressing The Achievement Gap (Stop Investing In Failed Approaches!)

2. The Underlying Theory And A Few Practical Applications

3. The Role of Technology In Real and Sustainable Change
The Law of Unintended Consequences states that for any willed action there are outcomes (both positive and negative) which occur that were not intended by the original purposeful action.

E.g., Medieval policy of setting up hunting preserves for the nobility resulted in preserved green space and parks throughout Europe.

Prohibition and the war on drugs resulted in large-scale organized crime.

Requiring schools to administer standardized tests and creating penalties for poor performance resulted in overemphasis on test-prep, demoralized teachers, and falsifying answer sheets by teachers and administrators.
The Ramifications of Standardized Testing
On Our Public Schools

Central Florida School Board Coalition
A Group of Top Officials From 10 School Districts
(2012)

Posted at 05:00 AM ET, 05/30/2012 In The Washington Post
High-stakes testing protests spreading
By Valerie Strauss

1. What is the history of high stakes testing in the State of Florida and who is driving the legislation?
2. What is the intended use of the testing?
3. What is the correlation in data between student success and testing?
4. What are the costs on resources incurred at the district, school, and individual classroom levels?
5. What is the actual composition of Florida’s high stakes tests?

Conclusion: Takes hundreds of millions dollars away from needed instructional resources
25% of instructional time was lost
Achievement was not improved and in some cases decreased
To sum up the Schoolwide Enrichment Model in a sentence...

The SEM is an *infusion and enhancement-based enrichment model* [not a replacement-based model] that uses technology to diagnose student strengths, to 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

We cannot direct the wind but we can adjust our sails.
The Standards Driven Curriculum

Your Magic Enrichment Injection Device

Today’s Theme Words
Selection Injection Extension
Today’s Practice Activity
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
Example of Social Studies Infusion

- 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)
Examples of Math Infusion

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 just only two
And his new size made him feel very blue.

Cinquain

Numbers
Added together
Can be multiplied
Saves time
Faster
Fourth-graders from throughout the school district got a firsthand dose of the American Experience at Florence High School on Tuesday.

The school’s 10th- and 11th-graders donned costumes and played the roles of the country’s earliest American settlers to modern-day history makers.

The American Experience Project, which included more than 50 high school student groups, offered displays of the various time periods in the two gymnasiums on campus. As students passed through the stations, they earned “passports” marking their visits to each time period.

The project was a joint effort of the English and history departments at the school.

Those faculty members developed a year-long curriculum integrating the two disciplines daily, which, for a five-year period, will take the place of students taking the history or graduation sections of the Alabama High School Graduation Exam.
The Wright Flight

One enrichment activity that took place in math, titled “The Wright Flight,” taught students the formulas used by the Wright brothers that allowed for the first flight of an airplane. It concentrated on the calculations to determine the correct wing size in aerodynamics. Model airplanes were used in the classroom to demonstrate the concepts being taught. Twenty students from the Renzulli Academy in Hartford participated in the activity.
The “take away” message of infusion is:

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

...you should always try to make it interesting!
Outline

1. Replacing The Turkey We’re Stuck With: An Counter Intuitive Approach To School Improvement (Stop Investing In Failed Approaches!)

2. The Underlying Theory And A Few Practical Applications

3. The Role of Technology In Real and Sustainable Change
**Continuum of Learning Theories***

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Inductive, Investigative &amp; Inquiry Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductive Didactic &amp; Prescriptive</td>
<td>Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content</td>
</tr>
<tr>
<td>Knowledge Acquisition, Storage, and Retrieval. Predetermined Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcomes</td>
</tr>
<tr>
<td>Basic Skill Acquisition Text Consumption</td>
<td>21st Century Thinking Skills Creative Productivity</td>
</tr>
<tr>
<td>Major Theorists</td>
<td>Constructivists</td>
</tr>
<tr>
<td>Behaviorists</td>
<td>• Pestalozzi, Torrance, Montessori, Gardner, Biaget &amp; Bruner, Dewey, Sternberg</td>
</tr>
<tr>
<td>• Pavlov</td>
<td></td>
</tr>
<tr>
<td>• Thorndike</td>
<td></td>
</tr>
<tr>
<td>• Skinner</td>
<td></td>
</tr>
<tr>
<td>National Goals</td>
<td>Inventors</td>
</tr>
<tr>
<td>Increased Academic Achievement</td>
<td>Creative Designers in Sciences, Arts, &amp; Technology</td>
</tr>
<tr>
<td>Higher Test Scores</td>
<td>Innovative Leaders</td>
</tr>
<tr>
<td>Technically Proficient Professional and Skilled Workers</td>
<td>Entrepreneurs Writers</td>
</tr>
<tr>
<td>People Who Make a Difference</td>
<td></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.*
<table>
<thead>
<tr>
<th>How Knowledge Is Organized</th>
<th>Natural Sciences &amp; Mathematics</th>
<th>Philosophy</th>
<th>The Humanities</th>
<th>The Arts</th>
<th>Social Sciences</th>
<th>Languages</th>
<th>Literature &amp; Rhetoric</th>
<th>Technology (Applied Sciences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts &amp; Statistics</td>
<td>Beliefs, Attitudes, &amp; Values</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classifications, Relations &amp; Categories</td>
<td>Theories, Structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns, Trends &amp; Sequences</td>
<td>Systems, Implications &amp; Transformations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles, Concepts &amp; Generalizations</td>
<td>Investigative Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trivia, Folklore, &amp; Insiders Information</td>
<td>“Giants,” Champions, &amp; Landmark Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**A Theory of Knowledge**
Relating The Enrichment Triad Model To Various Organizational Structures

The Pedagogy of Enrichment Learning and Teaching

- **All Students**
- **Candidates For Follow-Up**

The Enrichment Triad Model

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

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

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

**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)

- Personalization of Interest
- Use of Authentic Methodology
- Targeted For An Authentic other than or in addition the teacher
- No Single, Predetermined Correct Answer or Way of doing It

“Thinking, feeling and doing like the practicing professional, even at a more junior level than adult researchers, artists, writers, etc.”
Knowledge

Curriculum Content

Classroom Organization

MANAGEMENT

PEDAGOGY

Instructional Strategies

Student Products

EXPRESSION STYLES

The Role of The Teacher

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

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

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

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

Technology

Five Dimensions of Differentiation

(JSR: 1996)
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.
An Walk-Through Example of Triad In Action
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.

<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>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2. Inference**

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

- 
- 
- 

**Step 3. Questions**

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

- 
- 
- 

B. Where could you find answers to them?

- 
- 
- 

---

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


The U.S. National Archives and Records Administration

8001 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

**Fig 3.2** Photo Analysis Worksheet
### Advertisement Analysis Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Question</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>
# Cartoon Analysis Worksheet

## Level 1
**Visuals**

1. List the objects or people you see in the cartoon.

**Words (not all cartoons include words)**

1. Identify the cartoon caption and/or title.
2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
3. Record any important dates or numbers that appear in the cartoon.

## Level 2

**Visuals**

2. Which of the objects on your list are symbols?
3. What do you think each symbol means?

**Words**

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
5. List adjectives that describe the emotions portrayed in the cartoon.

## Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?
### 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>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</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>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORE:</th>
<th>1-5 points with 5 the highest score possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_ Constructive Arguments _</td>
</tr>
<tr>
<td></td>
<td>_ Rebuttal _</td>
</tr>
<tr>
<td></td>
<td>_ Presentation _</td>
</tr>
</tbody>
</table>
### Promotional Materials Score Card

| TEAM: ___________________ | NAME OF STUDENT ___________________________
|---------------------------|---------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>A.</th>
<th>Check item produced:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Poster</td>
</tr>
<tr>
<td></td>
<td>□ Flyer</td>
</tr>
<tr>
<td></td>
<td>□ Buttons</td>
</tr>
<tr>
<td></td>
<td>□ Bumper Stickers</td>
</tr>
<tr>
<td></td>
<td>□ Radio or TV Ads</td>
</tr>
<tr>
<td></td>
<td>□ Political Cartoon</td>
</tr>
<tr>
<td></td>
<td>□ Other ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.</th>
<th>Score: 1-5 point with 5 the highest score possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Was the message of the promotional material clear?</td>
</tr>
<tr>
<td></td>
<td>2. Did it reflect an understanding of the issues in the campaign?</td>
</tr>
<tr>
<td></td>
<td>3. Was it produced with creativity and care?</td>
</tr>
<tr>
<td></td>
<td>4. Was it clever and did it carry emotional punch?</td>
</tr>
</tbody>
</table>

**Fig 6.4 Promotional Materials Score Card**
## Document Analysis Worksheet

<table>
<thead>
<tr>
<th>A.</th>
<th>Is your document (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Issued by a governmental agency?</td>
</tr>
<tr>
<td></td>
<td>□ Issued by a private organization?</td>
</tr>
<tr>
<td></td>
<td>□ A contract between two private citizens?</td>
</tr>
</tbody>
</table>

How do you know? Explain:

<table>
<thead>
<tr>
<th>B.</th>
<th>When was it issued?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To whom was it issued?</td>
</tr>
<tr>
<td></td>
<td>By whom was it issued?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.</th>
<th>Are there any seals on the document, and what do they tell us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.</td>
<td>Are there any signatures on the document, and if so what do they tell us?</td>
</tr>
<tr>
<td>E.</td>
<td>To what does the certificate or legal document attest or certify?</td>
</tr>
<tr>
<td>F.</td>
<td>Why might it be important for the agency or person who issued this document to retain such a record?</td>
</tr>
<tr>
<td>G.</td>
<td>Why might it be important for the recipient to keep a copy?</td>
</tr>
<tr>
<td>H.</td>
<td>What can we learn about the recipient’s life from this document?</td>
</tr>
<tr>
<td>I.</td>
<td>What can we learn about this time period in history from this document?</td>
</tr>
</tbody>
</table>
## Scrapbook Reader's Review

Creator of the Scrapbook: ___________________ Scrapbook Title ___________________

Reader of the Scapbook: ___________________

### A.

<table>
<thead>
<tr>
<th>Facts about the Subject's life.</th>
<th>Documents from which you deduced these facts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

### B.

In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

### C.

In the space below summarize what you admire about the subject's life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

### D.

In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

---

Fig 7.4 Scrapbook Reader's Review
CHOOSING A SUBJECT AND FINDING INFORMATION UPON IT

The beginner, with or without aid, can easily discover a subject that interests him or her and that will be worthy of investigation—at least at an introductory level. They need only to ask four sets of questions:

1. The first set of questions is geographical. They center around the interrogative: “Where?” What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?


3. The third set of questions is chronological. They center around the interrogative: “When?” What period of the past do I wish to study? From the beginnings till now? The fifth century B. C.? The Middle Ages? The 1780’s? Last year?


Problem Finding and Problem Focusing

- Historical Topic
  - Periods
  - People
  - Places
  - Events
Questions Raised by Historians

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

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

Occupational Questions?
- Advertising?
- Psychology?

Biographical Questions
- Myself?
- Native Americans?
- My Neighbor?
www.creativelearningpress.com
From the How-To Data Base at www.renzullilearning.com
How-To Books for establishing a museum...
The Tolerance Museum at Metairie, LA

Student Mayank Marda, 11, talks to Thuy Phan and Vasiliki Tsongas, front to back, about the Hitler youth movement at the Tolerance Museum at Metairie Academy for Advanced Studies in Cvl Metairie on Thursday. Students created the series of exhibits, hands-on activities and oral histories based on the lessons of their teacher Wendy Foy.

Students talk up tolerance
Museum of Inspired Learning
Pictured is a fossil of a jaw belonging to Tinker, a juvenile Tyrannosaurus Rex. This fossil, and several others are now on display at the Museum of Inspired Learning at the DaVinci Academy.
Eighth-grader Andrew Hathcock, 13, discusses energy transformation using wind turbines as an example Thursday inside the “Elements of Change” exhibit at the Museum of Inspired Learning at DaVinci Academy.
The importance of How-To Books
Basic Principles and Major Concepts Used In Fashion Design

<table>
<thead>
<tr>
<th>Principles</th>
<th>Concepts</th>
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<tbody>
<tr>
<td>Contrast</td>
<td>Value</td>
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<td>Rhythm</td>
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<td>Emphasis</td>
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<td>Pattern</td>
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<td>Movement</td>
<td>Space</td>
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<tr>
<td>Balance</td>
<td>Texture</td>
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crystal@interaccess.com  Ask for information about their design poster series.
A Century of Couture
A History of Women’s Fashions from 1900-2000

Click Picture
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<th>Buttons</th>
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<tr>
<td>90’s</td>
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**Table of Contents**

- Background Information
- Fashion Terminology
Background Information

Women’s fashion has been one of society’s greatest indulgences since the beginning of time. This is very evident in the cultures of Ancient Egypt and the Maya. However, the past hundred years have been tumultuous and buffeting ride for the fashion industry.

At the beginning of the century, fashion was reserved for the wealthy. The poorer class of society usually made their clothing at home, which resulted in less extravagant, simpler clothing. However, as the demand for fashion grew, tailors and dressmakers became more and more common, and fashion began to be available to the lower tiers of society.

The demand for fashion grew so great that an industry was born, and the manufacturing of clothing began. Standard sizing was introduced, and fashion was available to the masses. Manufacturing in America also provided jobs for a cheap labor force of immigrants. In Europe, Paris was beginning to take shape as a fashion capital, and couturiers began to open their houses.

The two world wars had a huge effect on the fashion industry. World War I forced women into the workforce. This caused fashion to become slightly less extravagant, and also led to the women’s work outfit. World War II had a similar effect. Practicality became a large issue, and restrictions on the availability of fabric caused slimmer silhouettes and other fabric conserving new trends.

After the war, most of Europe and America enjoyed prosperity, and interest in fashion leaped as spending increased. Because of this, the number of clothing stores grew, and New York, Milan, and London accompanied Paris as fashion capitals.

In the later decades of the 20th century, social and cultural revolutions brought on wild and unpredictable new fashion trends, especially in the 1980’s. In the 70’s, 80’s, and 90’s, new technologies resulted in new fabrics and fabric manufacturing. Currently, almost all manufactured clothing is laser cut to the smallest detail.

Obviously, fashions have changed dramatically from the beginning of the century. The last ten decades document the changes that fashion in Eastern cultures went through, and eventually shaped what we know as fashion today.
In the 1920s, The flapper or "Bright Young Thing" reigns. The hemline has receded to one or two inches below the knee, and the new silhouette is a loose chemise that lengthens the torso and hides all curves. As well as these typical styles, handkerchief hemsline, bias cuts, and floating panels are also in vogue. Clara Bow, or the "It Girl," is the popular actress in movies and also helps to popularize the vamp look. The original gamine is introduced (Audrey Hepburn). The chic extras of the decade are cloche hats, headbands, costume jewelry, silk flowers, and fur wraps. Also, during prohibition, it was considered fashionable to tote liquor or "hooch" in a small flask, and also to carry a long cigarette holder, often jeweled. Nude and flesh-toned hose replace the usual black and primary colors. "Sportif" fashions gain popularity as sports do as well. Beachwear becomes essential, as well as Chanel's lounging pajamas. She also popularizes the snappy suit and use of the jersey.

1920-1929

Popular Names of the 1920's

- Coco Chanel gains popularity with her introduction of snappy suits and the lounging pajama.
- Madeline Vionnet reopen her house in 1919 and becomes a well-known designer with her work on the bias.
- Clara Bow, or the "It Girl" is the leading lady in the movies and popularizes the flapper look.
- Norman Hartnell, Edward Molyneux, and Jean Patou are all influential designers in this decade.

Click Picture to See Other Images from the 1920's
Prom Duct Tape Prom Fashions

Why spend big bucks on formalwear when you can fashion your own distinctive tux or gown out of 100% pure duct tape? And with duct tapes insulating value, you’ll be the hottest couple on the dance floor!
EVERYTHING YOU EVER WANTED TO KNOW ABOUT CARTOONING BUT WERE AFRAID TO DRAW

Copyrighted. Material

Cartooning FOR THE BEGINNER

foundation course cartooning

John Richardson
MoCCA
Museum of Comic and Cartoon Art

www.museumofcartoonart.org
How to Have Sex in the Woods

Luann Colombo
Practical Hint # 2: **Think Data/Think Instruments.** Teach kids about the investigative process and how professionals go about gathering, analyzing, and reporting data in various fields through the use of appropriate instruments. [Great Type II Enrichment Activities that should be steered toward Type III Enrichment]
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.
Antibacterial soaps are no better than regular soap, experts have said for years. Yet that hasn’t stopped millions of Americans from snapping up the supposedly superior germ killers—nearly 10 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 Larin, an assistant dean for research at Columbia University’s School of Nursing, came up with the proof. In a randomized, double-blind, over-65 study—the type of trial used to test pharmaceuticals—the researchers asked 224 New York City home...
Pedometer
Sound Level Meter
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

www.creativelearningpress.com
Practical Hint # 3  Explore the **full range** of students’ preferred expression styles and provide many opportunities for a variety of product options.

**Concrete Products:** Physical constructions young people create as they investigate the representative topics and interact with the principles, concepts and methodology of the discipline.

- **Artistic Products**
  - Architecture
  - Murals
  - Sculpture
  - Maps
  - Graphic Designs

- **Performance Products**
  - Skits
  - Role playing
  - Dance
  - Mime
  - Interpretive Song

- **Spoken Products**
  - Debates
  - Speeches
  - Demonstrations
  - Panel Discussions
  - Book Talks

- **Visual Products**
  - Videos
  - Musical Scores
  - Blueprints
  - Diagrams/Charts
  - Timelines
### Practical Hint # 3
Explore the full range of students’ preferred expression styles and provide many opportunities for a variety of product options.

## Product Planning Guide

### Models/Construction Products

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<th>Gardens</th>
<th>Bird houses</th>
<th>Instruments</th>
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<td>Sculpture</td>
<td>Dioramas</td>
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<tr>
<td>Relief map</td>
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<td>Circuit boards</td>
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<td>Habitat</td>
<td>Collections</td>
<td>Paper engineering</td>
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<tr>
<td>Bridges</td>
<td>Ceremonies</td>
<td>Puppet theaters</td>
<td>Play facilities</td>
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<tr>
<td>Inventions</td>
<td>Learning centers</td>
<td>Computer programs</td>
<td>Quilts</td>
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<tr>
<td>Food</td>
<td>Pottery</td>
<td>Computers</td>
<td>Multimedia presentation</td>
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<tr>
<td>Vehicles</td>
<td>Working models</td>
<td>Documentaries</td>
<td>Hydroponic farms</td>
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<td>Fitness trails</td>
<td>Ant farms</td>
<td>Exhibitions</td>
<td>Masks</td>
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<tr>
<td>Microscopes</td>
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<tr>
<td>Microscope slides</td>
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<td>Aqueducts</td>
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<td>Terrariums</td>
<td>Books</td>
<td>Graphs</td>
<td>Mazes</td>
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<tr>
<td>Greenhouses</td>
<td>Solar collectors</td>
<td>Furniture</td>
<td>Blueprints</td>
</tr>
</tbody>
</table>
Academic & Creative Outlets For Student Products

[Over 150 Contests and Competitions in the RLS Data Base]

- Accept the Fed Challenge
- Amazing Kids! Contests
- American Kennel Club – Kids and Juniors
- American Quilter’s Society Shows and Contests
- Americanism Poster Contest
- Annual Math League Contests
- Anthem Essay Contest
- ASPCA Kids: Pet of the Week
- Astronomy Contest
- Become a Voice of Democracy
- Being an American Essay Contest
- Blick’s Linoleum Block Print Contest
- Breaking Barriers, in Sports, in Life Contest
- Brower Youth Awards
- Bubble Wrap Competition for Young Inventors
- California Writer’s Club: Writing Contest
- Canstruction
- Christopher Columbus Foundation – U.S. Chamber of Commerce Life Science Award
- Connecticut Invention Convention
- Country Capitals
- Creative Communication Essay Contest
- Creative Communication Poetry Contest
- Davidson Fellows Scholarships
- Department of Energy Contests and Competitions
- Discovery Challenge Youth Scientist Challenge
- Disney’s Planet Challenge
- Doors to Diplomacy International Competition
- Dream Quest One Poetry and Writing Contest
- Earth Artists
- eCYBERMISSION: Accept the Challenge
- ExploraVision Awards
- First Lego League Competitions
Outline

1. Replacing The Turkey We’re Stuck With: An Counter Intuitive Approach To School Improvement (Stop Investing In Failed Approaches!)

2. The Underlying Theory And A Few Practical Applications

3. The Role of Technology In Real and Sustainable Change
Happy Birthday Dad,

We bought you a new GPS for your Birthday.
Love, Sara and Liza
Hi Dad,

I know you will like this new *Instant Message* technology...
Dear Dad,

Because of your love of technology I bought you the latest Palm Pilot.

Happy Birthday,

Love,

Liza
Resource Match-making
For Teachers and Students
Individualized Strength Assessment

Resource Matching Search Engine
Matching Resources to Individual Learning Profiles

Strength-based Differentiation Engine™

Each student receives approximately 1,000 recommended resources. For example, there are over 1,200 Research Sites – this student received 54 recommend research sites based on his individual learning profile.
Fun With Mummies
This amazing interactive website will guide you through the process of removing the brain. Take the metal hook from the table and gently probe Seneb's nose a number of times to break his nose. Then pull the pieces out through his nose.

Museum of Science Virtual Exhibit
Brave the perils of Antarctica, prepare these interactive exhibits from Boston.

View Activity
Over 100,000 Hours of Curriculum R&D

40,000 Resources, Activities, & Projects Catalogued & Differentiation-ready*

*Correlated to state content standards
Teacher Home Page

- **Focus Activity**
  - Zoobooks
  - Encyclopedia of Animals

- **My Favorites**
  - Transformation Golf
  - The Magic School Bus: The Truth about Bats

- **PD Webinars**
  - 5/3/2010 9:30 AM
  - Creating Differentiated Assignments

- **Blogzulli News**
  - Fri May 14 2010
  - 101 Ways to Use Renzulli – Part 6
# Resource Match-making

![Differentiation Engine](image)

## Select Grade Level:
- 4

## Select Subject:
- Science

## Select a Topic:
- Research Skills

## Sub-Topic:
- Science Problem Solving

---

### View By Enrichment Types

- ALL RESOURCES (243)
  - CREATIVITY TRAINING (2)
  - CRITICAL THINKING (27)
  - ONLINE ACTIVITIES (50)
  - PROJECTS & INDEPENDENT STUDY (104)
  - RESEARCH SITES (37)
  - SUMMER PROGRAMS (6)
  - VIRTUAL FELD TRIPS (1)
  - WEBSITES (16)
Exploratory 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.

You can help!

Donate now....

NFTE Scholar Profile: The Cultural Academy for the Arts and Sciences

View NFTE Videos

Pre-order the 11th edition NFTE textbook today

OppenheimerFunds/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
### 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 Database at www.renzullilearning.com
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.
Strength-based, Student-directed Differentiation

Take any unit topic, key concept, or skill requirement and filter by individual student

Renzulli Search of “freedom” yields:

179 results
Covering exploratory opportunities, creativity & analytical “how-to” training, and work product creation

Search Enrichment Activities

Please type in a keyword to search the enrichment activities:

freedom

Search Enrichment Activities that contains the exact phrase above.
Search Enrichment Activities that contain at least one of the words above.

Search  Advanced Search

Your search has returned 179 Enrichment Activities.

Click any of the links below to view activities in that category.
Contests & Competitions(2) Creativity Training(1) Critical Thinking(18) Fiction Books(26) Field Trips (17) Non-Fiction Books(19) Online Activities(16) Projects & Independent Study(3) Research Sites (39) Summer Programs(1) Videos/DVDs(12) Virtual Field Trips(7) Websites(18)
Strength-based, Student-directed Differentiation

Individual Student Searches of “freedom” yields:

10 - 20 results
Categorized across 14 Enrichment areas
Filtered by the child’s interest, learning, and expressions style

MY ENRICHMENT ACTIVITIES: SEARCH

Please type in a keyword to search the enrichment activities:
freedom

- Search Enrichment Activities that contains the exact phrase above.
- Search Enrichment Activities that contain at least one of the words above.
- Search your own Enrichment Activities.
- Search entire Renzulli Enrichment Database.

Search Advanced Search
Lynne is a fifth grade student who has special interests and abilities in school. She described her grades as above average in math, average in science, above average in reading, and average in social studies. She seems to have several areas of interest. Her primary interest appears to be in reading, as she seems to like reading novels, stories, poetry, and other types of literature.

Lynne’s second area of interest appears to be in social action, as she seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. She may want to change a law or take action to try to make the world a better place.

Lynne’s third area of 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.

Lynne 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. Lynne has very clearly defined learning preferences. Her preferred instructional style is through programmed instruction that may occur when Lynne reads a chapter and then answers questions, or when she is
Lynne’s interests in reading, writing, and social action are engaged by these selected activities...

Contests & Competitions

Courage In Student Journalism Awards
The Courage in Student Journalism Awards are presented each fall to a middle or high school student and to a school administrator who have stood in support of the First Amendment. Both awards recognize those who have faced adversity in their defense of a free student press. Both the student and administrator award winners will receive $5,000 as well as airfare and hotel accommodations for the fall National Scholastic Press Association/Journalism Education Association convention where the award presentation is made. To enter, students must write and submit a description (600 words maximum) of how they have fought for press freedom, along with any relevant clippings and two letters of support. Any student journalist who has shown determination, despite difficulty or resistance, in lawfully exercising his or her First Amendment press rights is eligible. Entries must be submitted by July 1 of every year. If this year’s deadline has passed, keep checking the website for information on next year’s contest.

View Activity
Lynne’s interests in reading, writing, and social action are engaged by these selected activities...
Franklin is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, above average in reading, and above average in social studies. He seems to have several areas of interest. His **primary interest appears to be in technology**, as he seems to like activities that involve technology and computers, multimedia equipment, and communication.

Franklin's **second area of interest appears to be in history & social studies.** He seems to have an interest in studying the past to learn about famous historical figures and events, antiques, old photographs, and/or oral histories (talking to people about their past experiences).

Franklin's **third area of interest appears to be in reading,** as he seems to like reading novels, stories, poetry, and other types of literature.

Franklin 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. Franklin has very clearly defined learning preferences. His **preferred instructional style is through learning games** that enable him 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. His **second choice of learning style is technology** that helps him to learn by using computer software, CD rams, videodiscs, and the internet. Franklin also enjoys lecture, as he likes to...
Franklin’s learning styles of games, technology, and lecture are engaged by these selected activities...

Critical Thinking

Escape to Freedom
Travel back in time to a dangerous and divided world: America in the mid-19th century when slavery was in full effect. “Escape to Freedom” is a game, and a powerful picture of how things were.

The Underground Railroad Derby takes students back to a time that is still mysterious and strange to many -- America in the mid-19th century when slavery was in full effect. “Escape to Freedom” provides students with a compelling backdrop for an on-line investigation into some difficult but necessary subject matter.

Our Teacher’s Guide includes suggestions for incorporating the Derby into your classroom and provides you with a wide assortment of age-appropriate classroom extensions and related off-line activities. Even if you’re still new to the Internet, you’ll find that this teaching aid will bring history alive, as it gets your students excited about...
Franklin’s learning styles of games, technology, and lecture are engaged by these selected activities...
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.

Renzulli Learning has dozens of additional tools and resources designed to engage students according to their individual interests and learning styles.
Just the topic and subtopics you want to teach, and direct them to any or all students.
Renzulli creates a unique menu for each student.
Five Things You Can Do To Improve Achievement Through Advanced Engagement and Enjoyment In Learning

1. Study the Triad and Schoolwide Enrichment Model (SEM) with your teachers and develop a vision and a mission for your school. Use the Common Goals/Unique Means Approach.

2. Provide staff development for implementing the SEM model:
   - Confratute
   - UConn Courses (On-line & On Campus)
   - On site professional development
   - Visit exemplary schools using the model

3. Purchase and train all faculty in the use of Osyssey and Renzulli Learning.

4. Keeping your vision in mind for all decision making:
   - Hiring, Staff Development, materials

5. Monitor, evaluate, modify...

Example is the school of mankind, and they will learn at no other.

Edmund Burke
Irish Philosopher and Statesman
MAIN BOOKS on the SEM MODEL

www.creativelearningpress.com

Art of Schoolwide Enrichment: A Resource Guidebook for Teachers, Enrichment Specialists, and Principals

Opening Doors: The Administrator’s Guide to the Schoolwide Enrichment Model

Principal’s Guidebook

Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning

Opening Doors: The Administrator’s Guide to the Schoolwide Enrichment Model

The Schoolwide Enrichment Model

Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning

Think DATA

Getting Kids Involved in Hands-on Investigations with Data-gathering Instruments

Joseph S. Renzulli
Nancy N. Heilbronner
Del Sibley

New Directions in Creativity, Mark 1

The Schoolwide Enrichment Model

Reading Framework

Edited by Sally M. Reis, Elizabeth A. Fogarty, Rebecca D. Eckert, and Lisa M. Miller
Class Activity Questionnaire:

1. Learning many facts and definitions is the student’s main job.
2. A central activity is to make judgments of good/bad, right/wrong, and explain why.
3. Students actively put methods and ideas to use in new situations.
4. Most class time is spent doing other things than listening.
5. The class actively participates in discussions.
6. Students are expected to go beyond the information given to see what is implied.
7. Great importance is placed on logical reasoning and analysis.
8. The student’s job is to know the one best answer to each problem.
9. Restating ideas in your own words is a central concern.
10. Great emphasis is placed on memorizing.
11. Students are urged to build onto what they have learned to produce something brand-new.
12. Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity.
13. Students often practice methods in life-like situations to develop skill in using what they have learned.
14. Students are encouraged to independently explore and begin new activities.
15. There is little opportunity for student participation in discussions.
16. Students are expected to discover trends and consequences in the information studied.
17. Many points of view and solutions to problems are accepted in this class.
18. This class provides much opportunity for students to get to know each other’s thoughts and feelings.
19. Students are excited and involved with class activities.
20. The student’s job is to make many judgments about the value of issues and ideas.
21. Great importance is placed on explaining and summarizing what is presented.
22. There is a great concern for grades in this class.
23. Inventing, designing, composing, and creating are major activities.
24. Students do not enjoy the ideas studied in this class.
25. There is very little enthusiasm, laughing, or liveliness in this class.
26. On the average, the teacher talks how much of the time?
   a. 90%  b. 75%  c. 60%  d. 40%  e. 25%  f. 10%
Figure 9

STRUCTURE OF THE CLASS ACTIVITIES QUESTIONNAIRE (CAQ)*

The CAQ assesses five major Dimensions of instructional climate, as noted in the left-hand column. Each of these dimensions is composed of a number of Factors which in turn are usually represented by several items in the questionnaire. (The Cognitive Dimensions are based on Bloom’s Taxonomy.)

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>FACTORS</th>
<th>BRIEF DESCRIPTIONS (Items not shown)</th>
</tr>
</thead>
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<tr>
<td>LOWER</td>
<td></td>
<td></td>
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<tr>
<td>THOUGHT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROCESSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Memory:</td>
<td>Activities calling for recall or recognition of information presented.</td>
<td></td>
</tr>
<tr>
<td>2. Translation:</td>
<td>Activities calling for paraphrasing or expressing information in a different symbolic form.</td>
<td></td>
</tr>
<tr>
<td>HIGHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THOUGHT</td>
<td></td>
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</tr>
<tr>
<td>PROCESSES</td>
<td></td>
<td></td>
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<tr>
<td>5. Analysis:</td>
<td>Activities calling for recognition of the structure of material, including the conditions that affect the way it fits together.</td>
<td></td>
</tr>
<tr>
<td>CLASSROOM</td>
<td></td>
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<tr>
<td>FOCUS</td>
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<tr>
<td>8. Discussions:</td>
<td>Student opportunity for and involvement in class discussion.</td>
<td></td>
</tr>
<tr>
<td>9. Test/Grade</td>
<td>High pressure to produce teacher-selected answers for a grade.</td>
<td></td>
</tr>
<tr>
<td>Stress:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Lecture:</td>
<td>Teacher role is information-giver with a passive, listening role for students.</td>
<td></td>
</tr>
<tr>
<td>CLASSROOM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLIMATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Enthusiasm:</td>
<td>Student excitement and involvement in class activities.</td>
<td></td>
</tr>
<tr>
<td>15. Ideas Valued:</td>
<td>Ideas are seen as more important than grades.</td>
<td></td>
</tr>
<tr>
<td>16. Ideas Enjoyed:</td>
<td>Subject matter is seen as interesting and enjoyable.</td>
<td></td>
</tr>
<tr>
<td>17. Teacher Talk:</td>
<td>Proportion of class time consumed by teacher talk.</td>
<td></td>
</tr>
<tr>
<td>STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPINIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Qualities:</td>
<td>Students’ view of the best things about the class.</td>
<td></td>
</tr>
<tr>
<td>20. Deficiencies:</td>
<td>Students’ view of things that need changing about the class.</td>
<td></td>
</tr>
</tbody>
</table>

* Steele, 1969
### Levels of Thinking

<table>
<thead>
<tr>
<th>Level of Thinking</th>
<th>A</th>
<th>P</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation</td>
<td></td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>Interpretation</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher level</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Synthesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Conditions

<table>
<thead>
<tr>
<th>Classroom Condition</th>
<th>A</th>
<th>P</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion opportunity</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Test/grade stress</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Independence</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Divergence</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Humor</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Ideas valued over grades</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Enjoyment of ideas</td>
<td></td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Student-estimate</th>
<th>Teacher-estimate</th>
<th>Teacher-ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teacher talk</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Average preparation time per week</td>
<td>10 Hr</td>
<td>0.5 Hr</td>
</tr>
</tbody>
</table>

Note: This is a post Assessment in a Formative evaluation design.
Last Super Hint To evaluate your success: Do what I do!

Use The Eyes Test...
Here Lies
Joseph S. Renzulli

He Got A Hell
Of A Lot of Mileage
Out of...

Organized

Common Sense
Thank You Dear Friends and I Wish You...

總幸福

Happiness Always
Doug is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, average in reading, and average in social studies. He seems to have several areas of interest. His **primary interest appears to be in athletics**. He seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Doug's **second area of interest appears to be in video/photography**, as he seems to enjoy photography, making a movie, or creating a video.

Doug's **third area of interest appears to be in social action**, as he seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. He may want to change a law or take action to try to make the world a better place.

Doug 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. Doug has very clearly defined learning preferences. His **preferred instructional style is through independent study** in a topic of choice. Although he does like working independently, Doug may be interested in sharing some responsibilities for this project with a small group of other interested students. It may be necessary for his teachers or other adults to help him with this independent work, as the final work may result in an advanced product, such as an experiment, a video, a service, a technology product such as a powerpoint, or an oral presentation. His **second choice of learning style is lecture**, as he likes to listen to interesting information presented to large or small groups of students by his teacher or another adult. Doug also **enjoys learning games** that enable him 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.

Doug also has a preferred product style. That is, he has certain kinds of products that he likes to complete. His **first product choice is audio-visual/display**. He enjoys organizing attractive arrangements of objects, and/or likes to work on displaying information on boards or posters. He also may enjoy organizing materials and designing diagrams to visually display information. His **second choice of product style is oral**, as he enjoys speaking and discussing things. He may also like debates or speeches, or talking about things in his class. Doug’s **third choice of product style is service**, as he likes to provide assistance to individuals or groups in his community. Doug may also want to lead a group of students to do something that provides help to others in need.
Motivating Real-world Impacts

The Enrichment Triad Model
Rosetta Stone

• **16 language choices:** Arabic, Chinese, Dutch, Farsi, French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish (Spain), Spanish (Latin American), Swedish, Tagalog, Turkish, and Vietnamese

• Rosetta Stone uses rich visual imagery to help students learn and think in a new language.

• Rosetta Stone systemically builds nouns and verbs into complete sentences and dialogue. The program helps students build everyday proficiency in each of the four key language skills:
  – Listening comprehension
  – Speaking
  – Reading
  – Writing
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

Individualized Strength Assessment
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
Problem Finding and Focusing

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
How-To Books
For Teaching All
Types Of First-Hand
Investigative Skills
CHOOSING A SUBJECT AND FINDING INFORMATION UPON IT

The beginner, with or without aid, can easily discover a subject that interests him or her and that will be worthy of investigation—at least at an introductory level. They need only to ask four sets of questions:

1. The first set of questions is geographical. They center around the interrogative: “Where?” What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?


3. The third set of questions is chronological. They center around the interrogative: “When?” What period of the past do I wish to study? From the beginnings till now? The fifth century B.C.? The Middle Ages? The 1780’s? Last year?


Three Favorite Quotes

Nothing happens unless first a dream.

Carl Sandberg

In history, nothing happens by accident. If it happened, you can bet someone planned it.

Franklin Delano Roosevelt

Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

Plato