

## Learning Environment Profile

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**Directions: For each item, please indicate to what degree the item describes the extent to which this activity takes place in your classroom.**

*CATEGORY: General Climate*

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
1. Students may decide for themselves if they would like to take part in a certain class activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Everyone in the class has to work on the same things at the same time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher gives the same assignments to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students take part in deciding which activities and assignments will be done in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students take part in deciding which activities and assignments will be done out-of-class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students take part in deciding the rules for student conduct in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students are generally free to decide which materials they can use in the special program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students are free to move about the classroom and talk with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students take part in deciding how the furniture, equipment, and bulletin boards in the classroom will be arranged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students have private meetings with the teacher in order to discuss their work, interests, and plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Students seek assistance from other students in the room when they are having difficulty or would like the opinion of another person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students spend most of their time in the program listening to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students work on special program activities only when they are attending special programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students learn about areas of study not ordinarily covered in their regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students are exposed to a wide variety of topics for further study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Students are given time to choose an area of particular interest for further study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
17. Students choose topics for independent study based on their own interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Students pick topics for independent study and/or special projects as a result of exploring new areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Students explore new areas of interest through exposure to specially designed displays, centers, and collections of materials that deal with unusual topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Students explore new areas of interest by listening to visiting speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Students explore new areas of interest by watching films, filmstrips, or television programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Students explore new areas of interest by going on field trips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Students explore new areas of interest by talking with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Students explore new areas of interest by watching other students carry out and/or report examples of their own work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Think of all the things you have learned about the special program. Have any of these things been new topics that you have never studied before entering the special program? List the new things that you have learned about in the space below.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*CATEGORY: Group Process Activities*

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
1. Students participate in group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students take part in simulation learning games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students participate in problem solving exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students take part in creative thinking activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students participate in creative dramatics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students take part in values clarification activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students debate controversial issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*CATEGORY: Special Arrangements of the Learning Environment*

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
1. Students have “private places” (e.g., lab bench, cubicle, carrel) where they can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The room is arranged so that students can work in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each student has a personal place in the room (drawer, box, cupboard) where materials can be stored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher helps to arrange for transportation when students need to use facilities or visit persons that are not available in the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*CATEGORY: Access to Advanced Resources*

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
1. Students are free to leave the room to work in the library or media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students are encouraged to obtain assistance from other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students can arrange to leave the room to pick up materials in the library or media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students work with someone who is an expert in a particular field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The materials and equipment that are used in special programs are generally different from the materials and equipment used in the regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teacher helps students to obtain books, equipment, and materials that are <u>not</u> located in the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher helps to arrange for students to work with other teachers in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher helps to arrange for students to work with teachers in other buildings in the school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher helps to arrange for students to work with persons in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you used any types of <u>unusual</u> equipment (e.g., electron microscope, television camera, weather balloon, computer, moog synthesizer, etc.) in the special programs? List the special equipment you have used in the space below.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*CATEGORY: Independent Investigations of Real Problems*

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Never</b>
1. Students make presentations to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students make presentations to groups <u>OTHER</u> than the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students are encouraged to share results of their special projects with appropriate audiences outside the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are allowed to decide on one or more of the topics or special projects that they will work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students are allowed to determine how much time they will spend on a topic or special project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students can decide for themselves which classmates they would like to work with on a topic or special project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Each student spends some time with the teacher planning individual or small group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students are allowed to decide on how many topics or special projects they will work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Each student determines what kind of products (for example, reports, displays, plays, filmstrips, etc.) will be the final outcome of his/her work on special projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Each student takes part in discussing the persons or groups that might be appropriate audiences for his/her special projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Each student takes part in discussing how his/her special projects will be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students work on individual or small group projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One of the goals of the special program is for each student (or small groups of students) to work on the development of one or more creative products. In the spaces below list the products you have worked on and the “audiences” or groups with whom you have shared your products.

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*CATEGORY: Access to Advanced Resources*

	<b>Usual</b>	<b>Moderately Unusual</b>	<b>Unusual</b>	<b>Very Unusual</b>
Abstracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almanacs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art Prints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atlases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bibliographies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books of Quotations, Proverbs, maxims, and Familiar Phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chronicles of Particular Fields or Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encyclopedias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flashcards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Film Loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmstrips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmstrips with Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Globes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glossaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Histories of Particular Fields or Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microfilms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reader's Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realia (e.g., Indian Artifacts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Usual</b>	<b>Moderately Unusual</b>	<b>Unusual</b>	<b>Very Unusual</b>
Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Source Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Prints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transparencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video Tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>