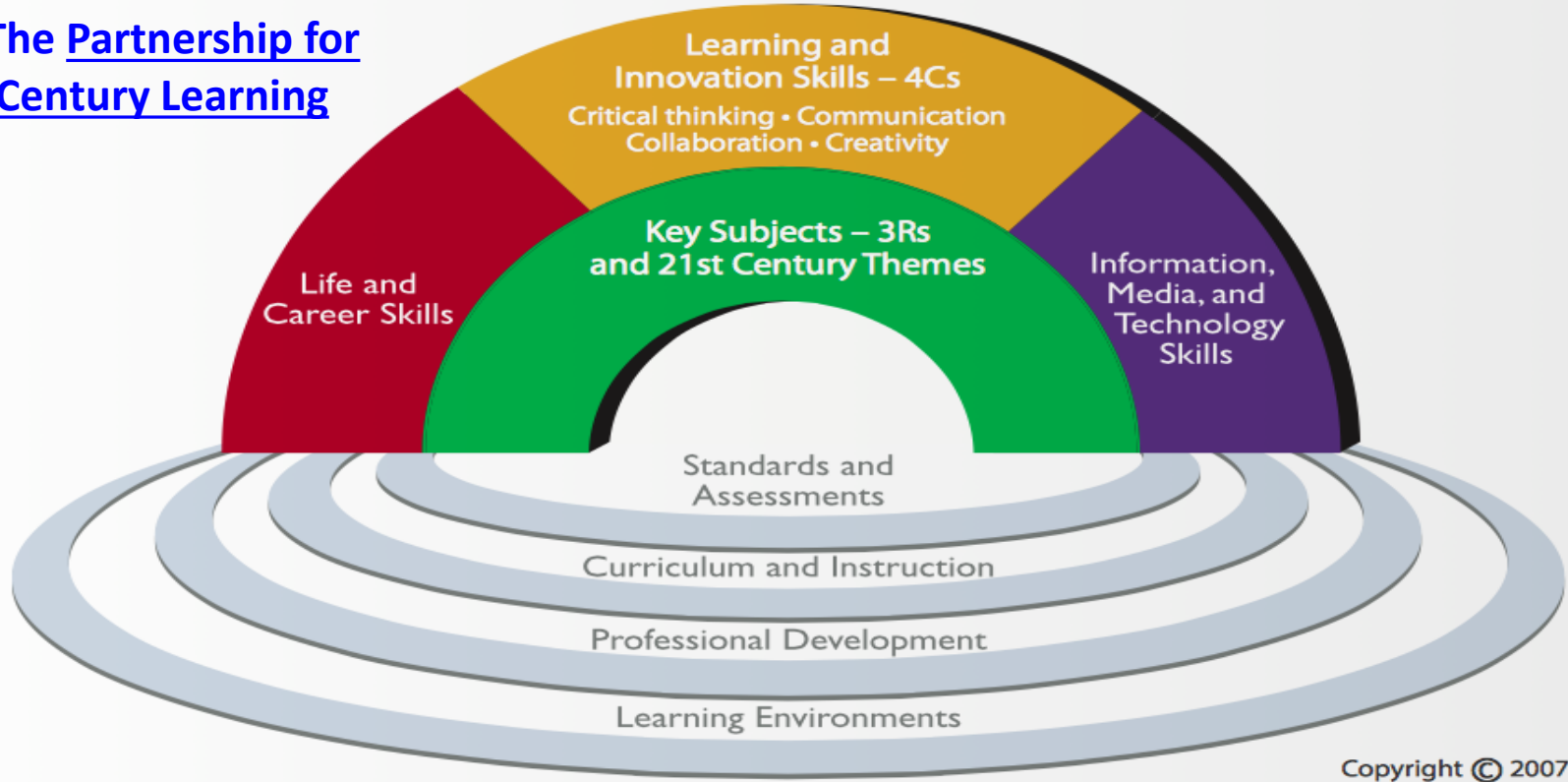


# Identifying and Developing Creative And Productive Giftedness: Major Challenges For the 21<sup>st</sup> Century Learners

Joseph S. Renzulli  
Department of Educational Psychology  
The University of Connecticut



## From The Partnership for 21st Century Learning



***“The world is changing rapidly as advances in technology reshape the ways in which humans communicate and reason in the workplace. There is a growing demand for employees who exhibit expert communication and thinking skills. Basic skills are important but equally important are thinking critically, solving problems and being creative and innovative. These complex criteria have forced educators to re-conceptualize instruction to ensure students are learning these 21st Century skills.”***

# Outline

1. General Background

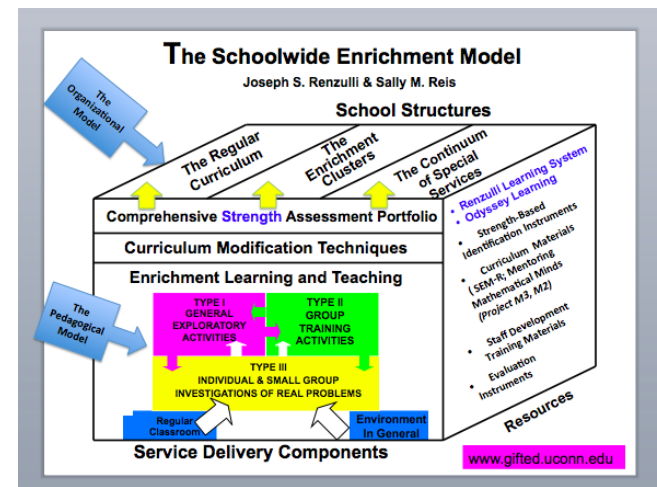
2. What Is Creative Productive Giftedness?

3. Comprehensive Strength Assessment

4. Curriculum Compacting

5. Practical Suggestions

6. Summary And Conclusions.



# General Background



# 40

Years of...

## Research And Development On The Schoolwide Enrichment Model

[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

**See Folder On The SEM**

All articles and research reports can be downloaded and reproduced without cost or permission.

# Continuum of Learning Theories\*

Pedagogy

ive &

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High  
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Content

Skills

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n Sciences,

ers  
Difference



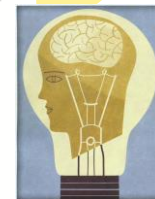
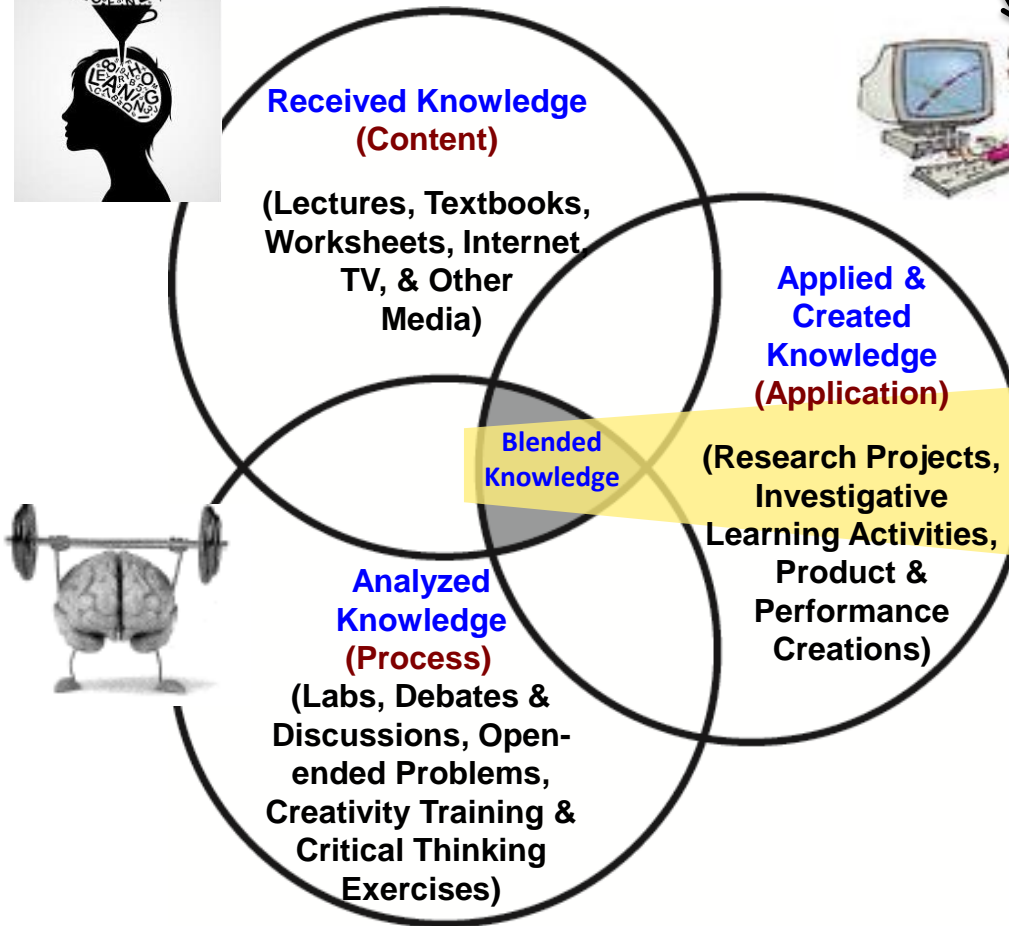
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l  
r  
;

\*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.

# A General Theory For Blending Three Levels of Knowledge

## Two Kinds of Knowledge:

- To-Be-Presented Knowledge
- Just-In-Time Knowledge



- Applied To:**
- Standard Comprehension & Achievement Test Scores
  - Thinking & Creative Problem Solving Skills

**Visual, Oral, Written, & Constructed Projects, Performances and Presentations**

**The Gold Standard**

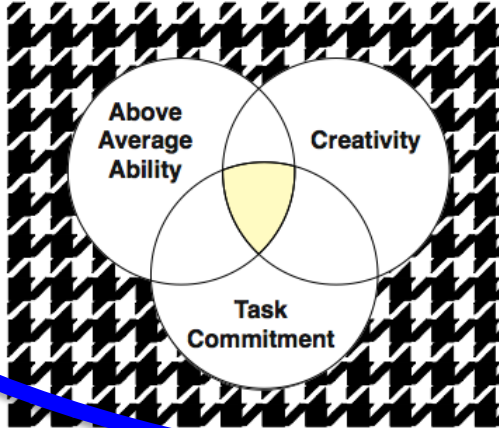
**Three Levels of Knowledge**

**Outputs**

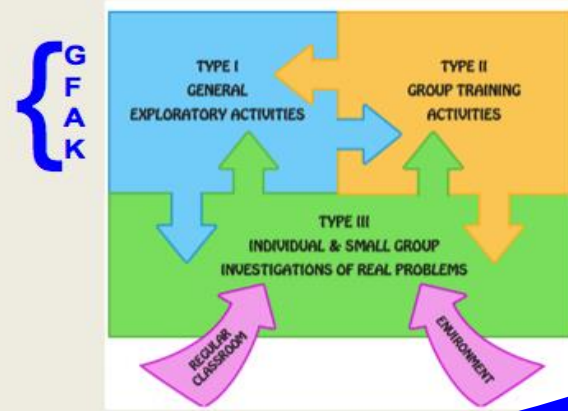
# A Focus on Creative Productivity

Conceptions of Giftedness

The Three-Ring Conception of Giftedness



The Enrichment Triad Model



Fully Functioning  
Self-Actualized  
Individual

The Development of Social Capital

Executive Functions

Operation Houndstooth

Leadership For a Changing World

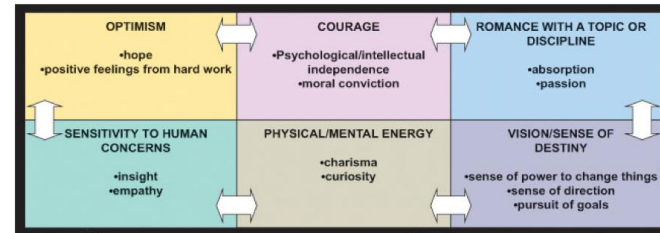
[Action Orientation](#)

[Social Interactions](#)

[Altruistic Leadership](#)

[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)



WISDOM  
SATISFYING LIFESTYLE  
THE PURSUIT OF HAPPINESS

diversity 差异性  
balance 平衡  
harmony 和諧  
proportion 比例

Leadership in a Changing World



# Previously Sent Articles

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

Note: Research on the four theories discussed  
in this article can be found at:  
[www.gifted.uconn.edu](http://www.gifted.uconn.edu) and  
<http://gifted.uconn.edu/schoolwide-enrichment-model/semart/>

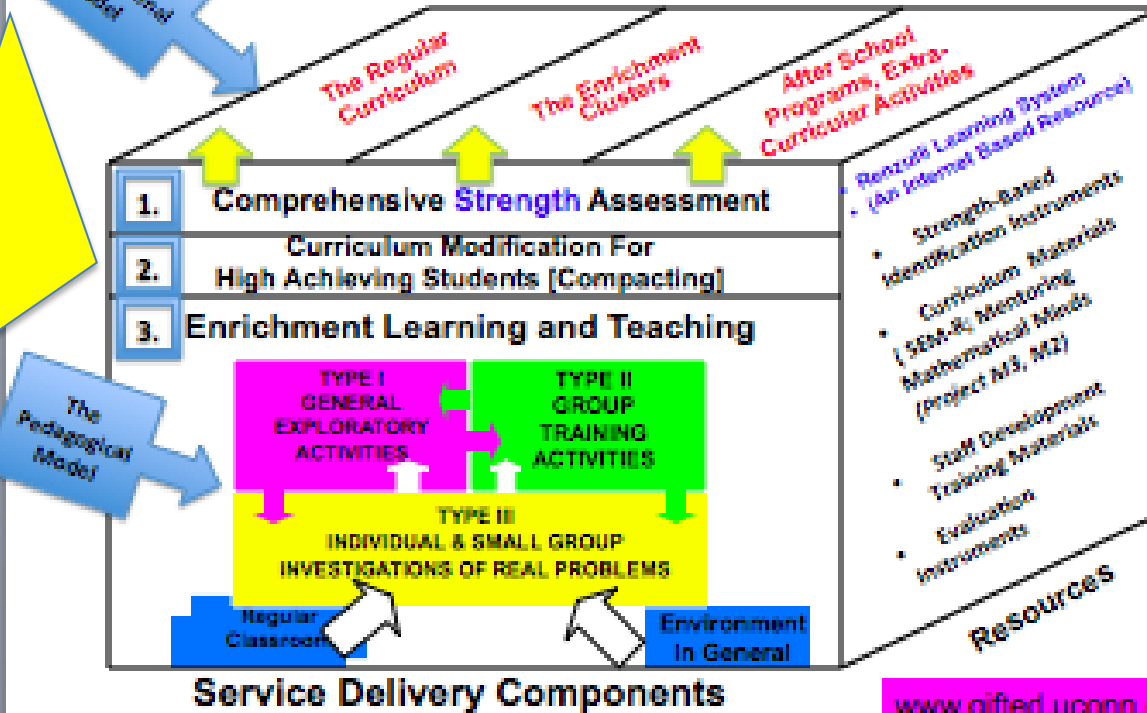
Renzulli, J. S. (2016). The Role of Blended Knowledge in the Development of Creative Productive Giftedness. *International Journal For Talent Development And Creativity*. 4 (1 & 2).

# The Schoolwide Enrichment Model

A Different "Brand" of Learning

School Structures

Today's Focus

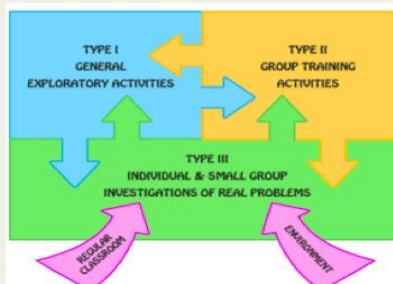


www.gifted.uconn.edu

The Three-Ring Conception of Giftedness



The Enrichment Triad Model



## Operation Houndstooth



Leadership For a Changing World

Action Orientation

Social Interactions

Altruistic Leadership

Realistic Self-Assessment

Awareness of Needs of Others

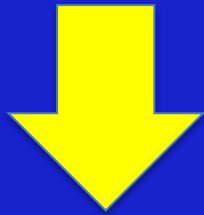


# The Goals of The SEM

Enjoyment

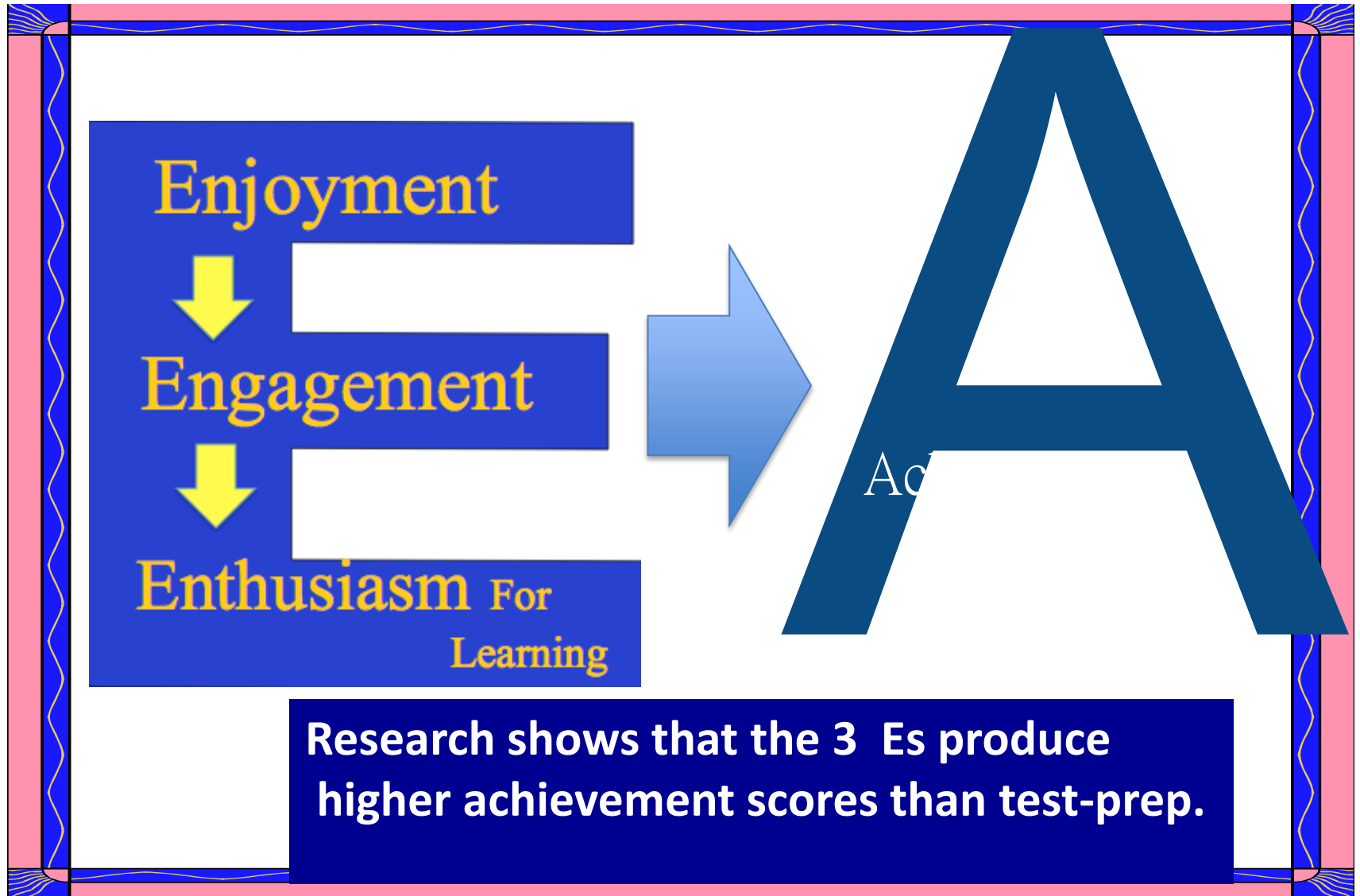


Engagement



Enthusiasm For  
Learning

# Why Are The 3 Es Important?



(Renzulli, 2004)

# The Major Features of The Schoolwide Enrichment Model

## Aims of the Project

Project GIFT aims to bring out the best in **every student** and enhance the strengths and capabilities of **all students** through developing a local school-based talent search model and an appropriate curriculum model;

2

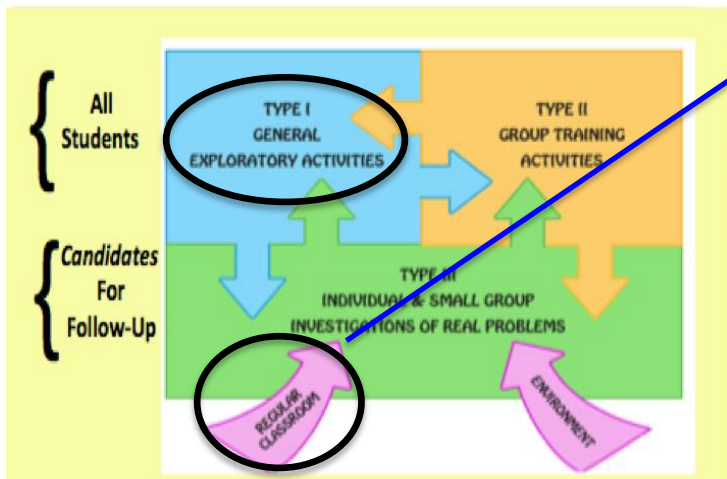
# What Do We Mean By Creative Productive Giftedness

Three Examples



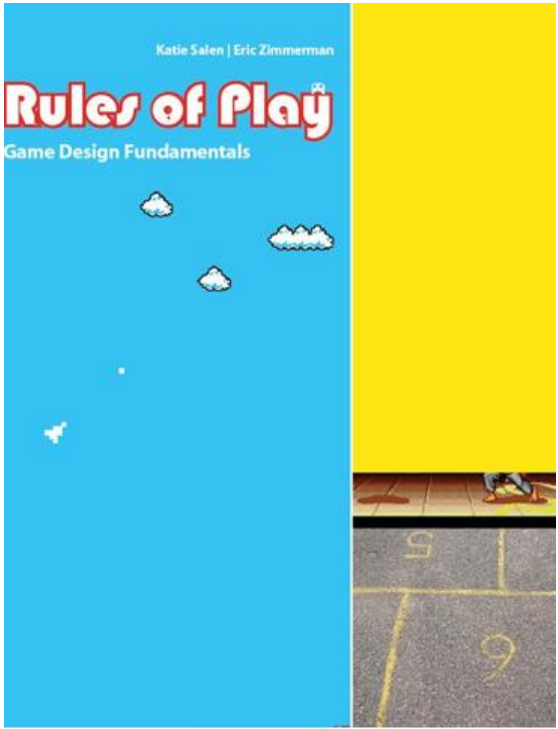
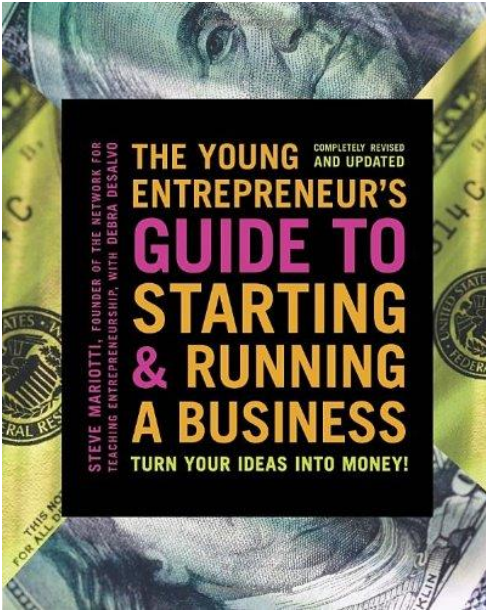
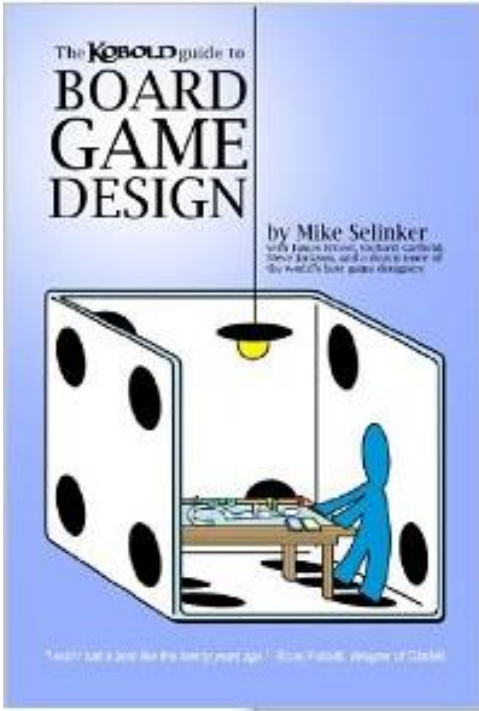
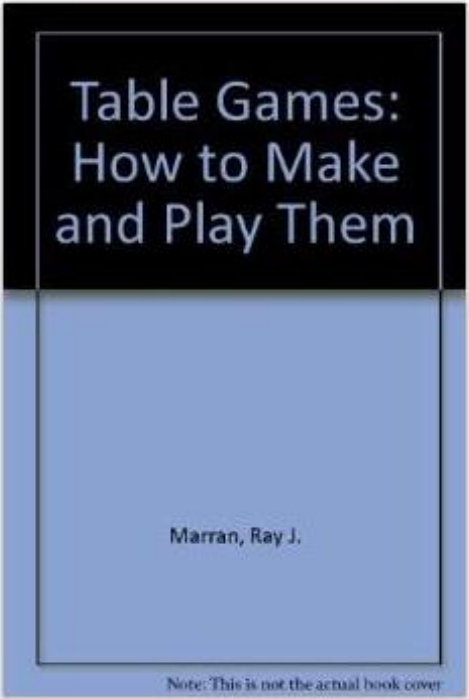


In first grade **Kylie Copenhagen** invented a board game about ladybugs for a school science project. Today, “The Ladybug Game” is consistently one of the top-selling games at Target.com, where it competes with thousands of other games and puzzles. **“The Ladybug Game”** has also been a bestseller at some of the nation's largest retailers including Target and Toys R Us.



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

# Type II: How-To Books







Company Info

News

Contact Us

About Kylie

About the Game

**BUY NOW!**

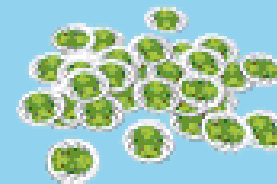
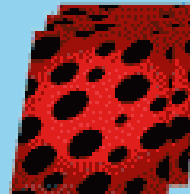
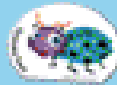
Ages 3-7

# THE LADYBUG GAME™



A New  
Adventure  
Every Time  
You Play!





## CONTENTS

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

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

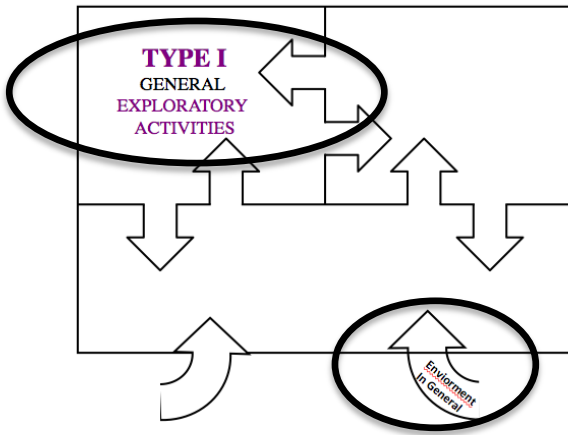
**Ages 3 & Up For 2-4 players**

Kylie Copenhagen



# THE LADYBUG GAME

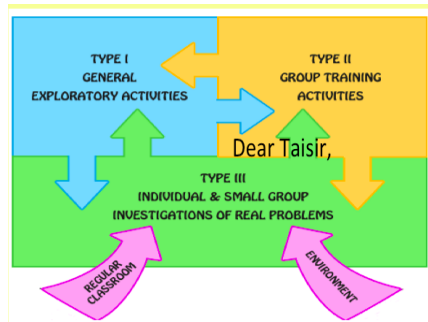
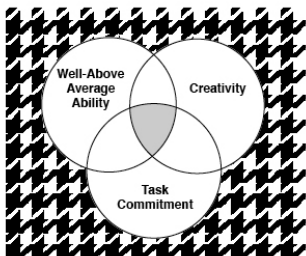
# An Example That Illustrates All Four of the Sub-Theories In Action



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



Sam



<b>OPTIMISM</b> •hope •positive feelings from hard work	<b>COURAGE</b> •Psychological/intellectual independence •moral conviction	<b>ROMANCE WITH A TOPIC OR DISCIPLINE</b> •absorption •passion
<b>SENSITIVITY TO HUMAN CONCERNS</b> •insight •empathy	<b>PHYSICAL/MENTAL ENERGY</b> •charisma •curiosity	<b>VISION/SENSE OF DESTINY</b> •sense of power to change things •sense of direction •pursuit of goals

[Action Orientation](#)

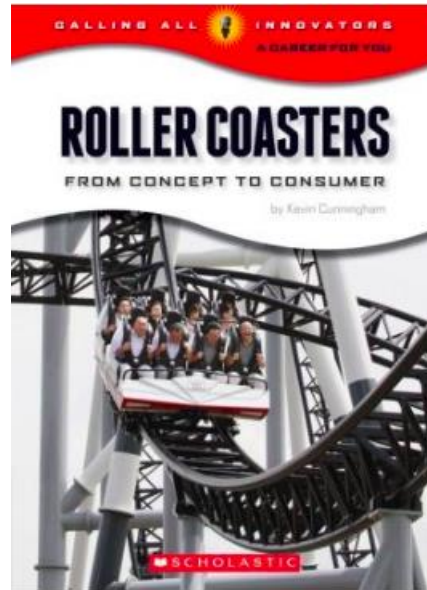
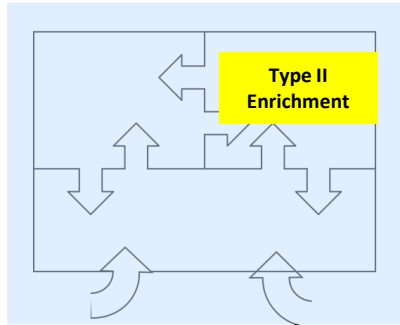
[Social Interactions](#)

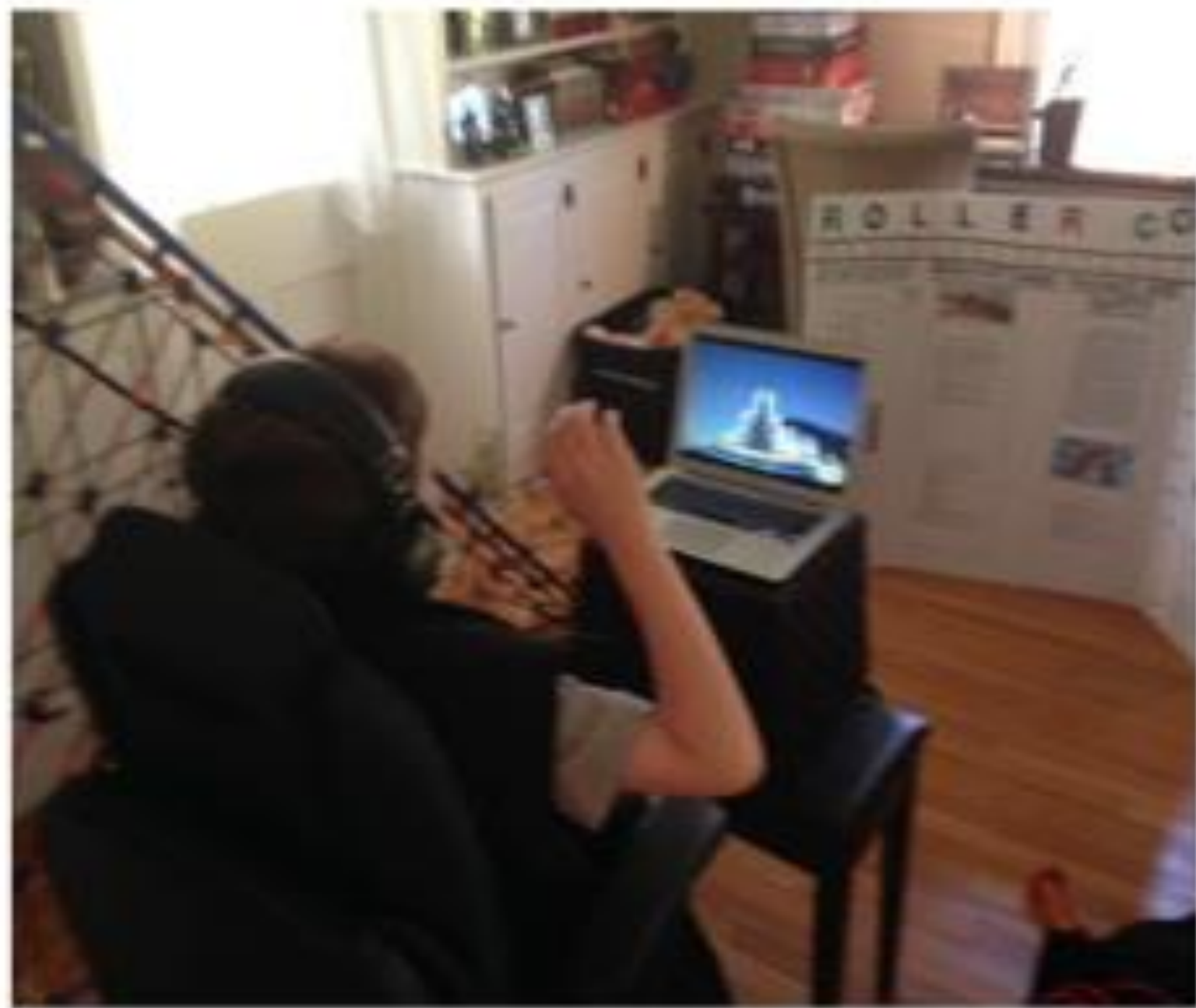
[Leadership](#)

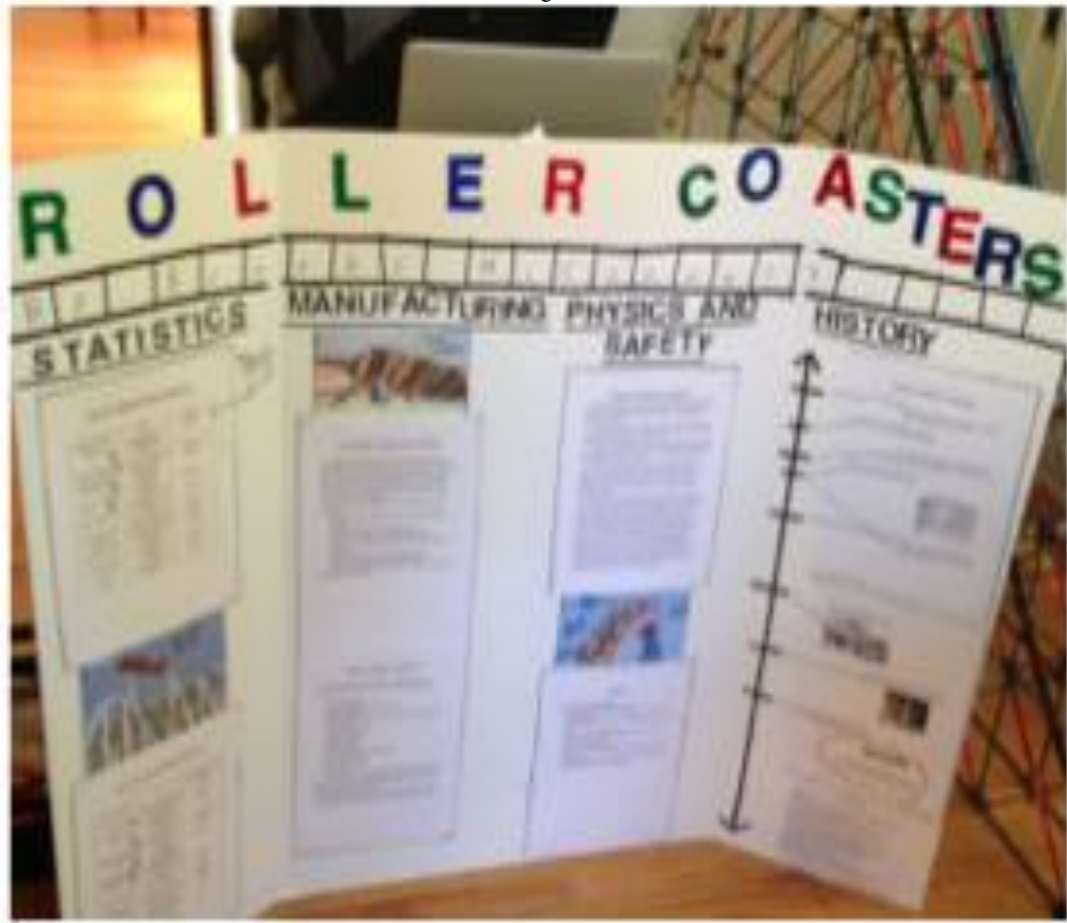
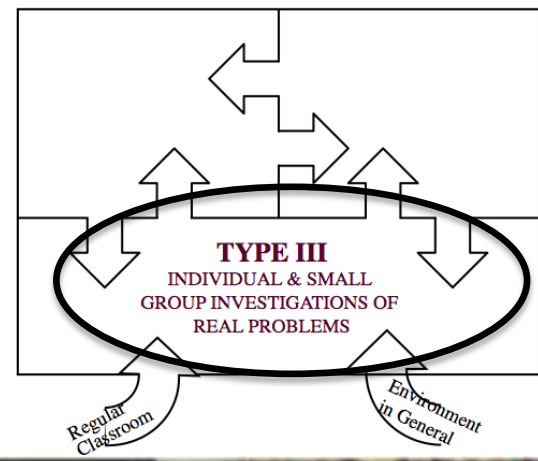
[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)









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

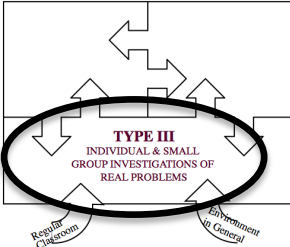
Dear Bolliger & Mabillard,

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

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

Sincerely,

Brooks McConnell



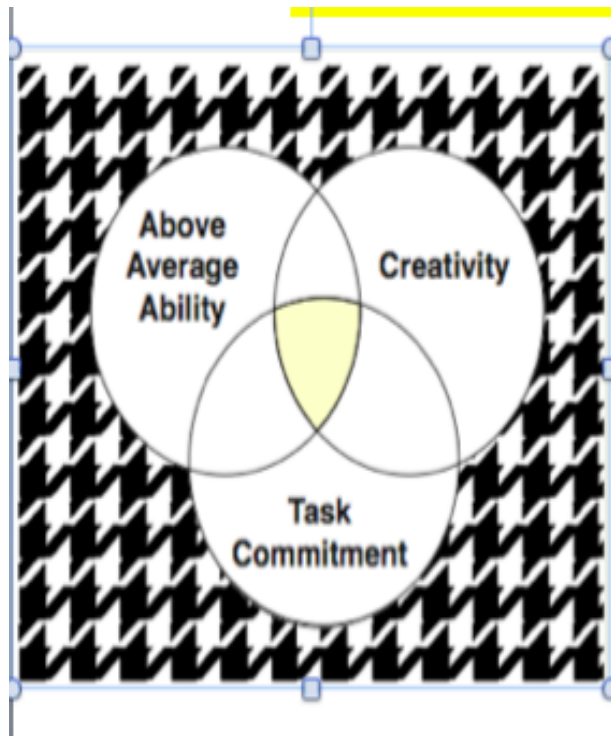


Example of Creative Productivity From An **Enrichment Cluster** That Started With A Field Trip



# Comprehensive Strength Assessment

# 3

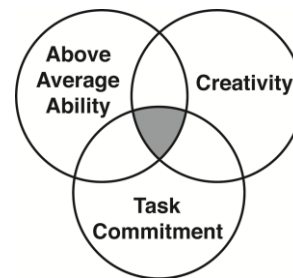


- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Executive Functions)

**The Big Five**



# Target Populations



**Top 5% Identified by State Criteria**  
**Group I**

**15-20% Identified by Achievement Levels and Non-Test Criteria**  
**Group II**

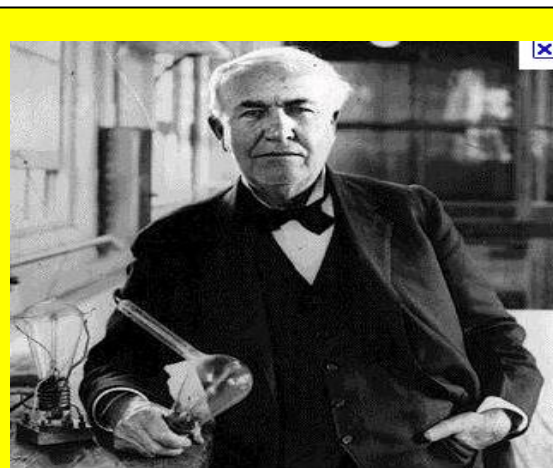
**Group II**

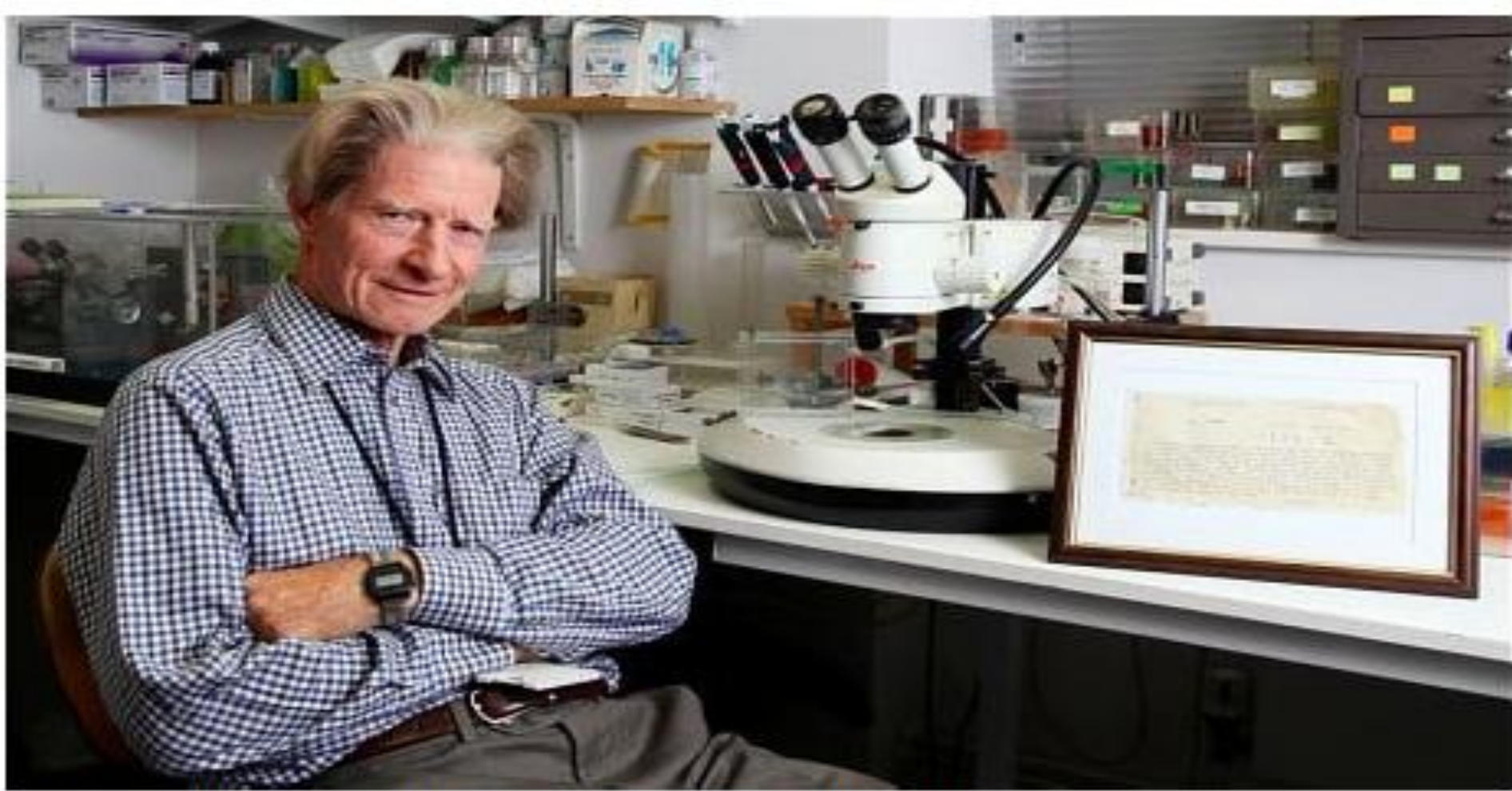
**75-80% General Population**

**Group III**

Twice Exceptional Students

Group IV

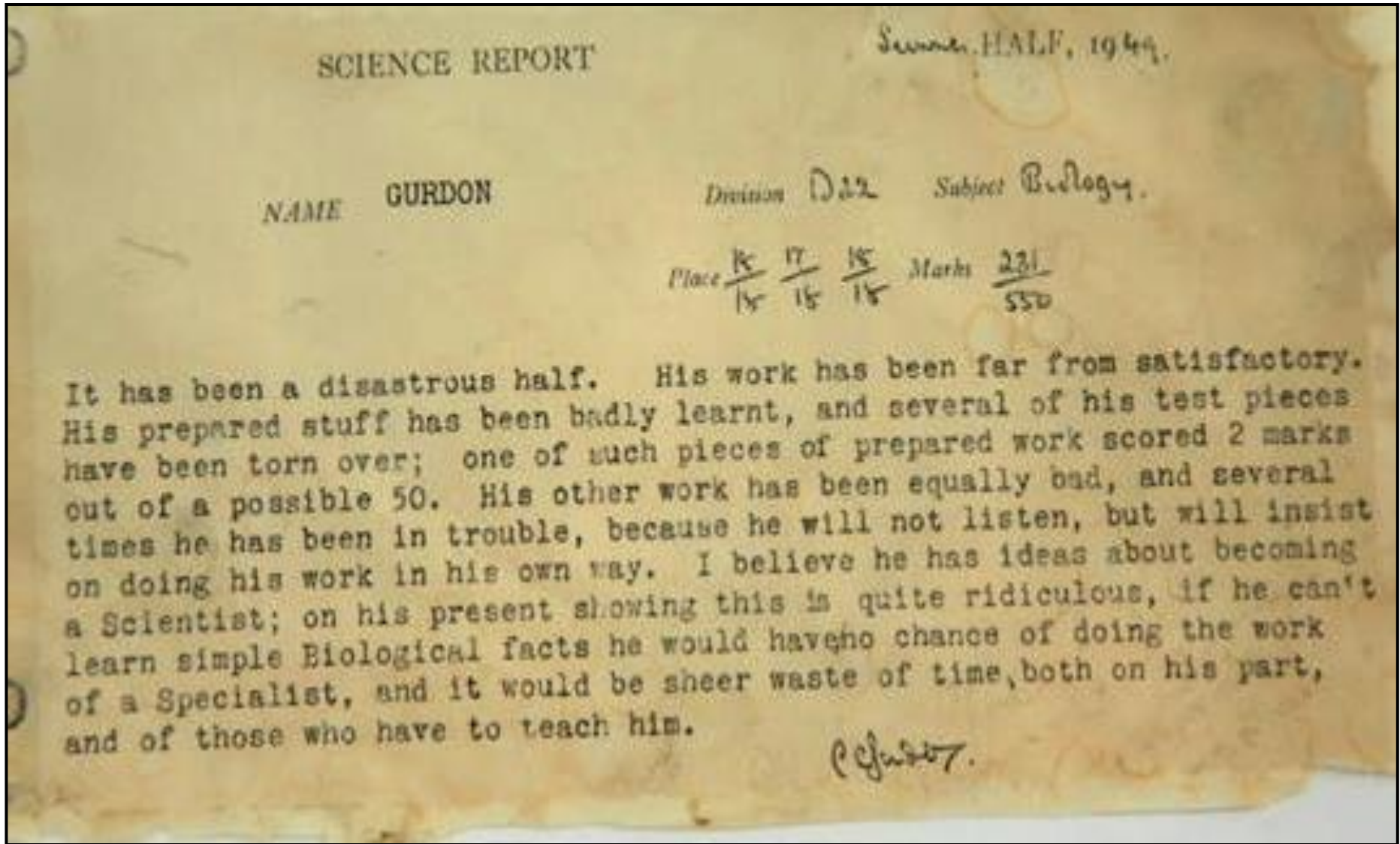




Sir John Gurdon with the framed school report (Clara Molden)

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

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



SCIENCE REPORT

Summer, HALF, 1949.

NAME GURDON

Division D22 Subject Biology.

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

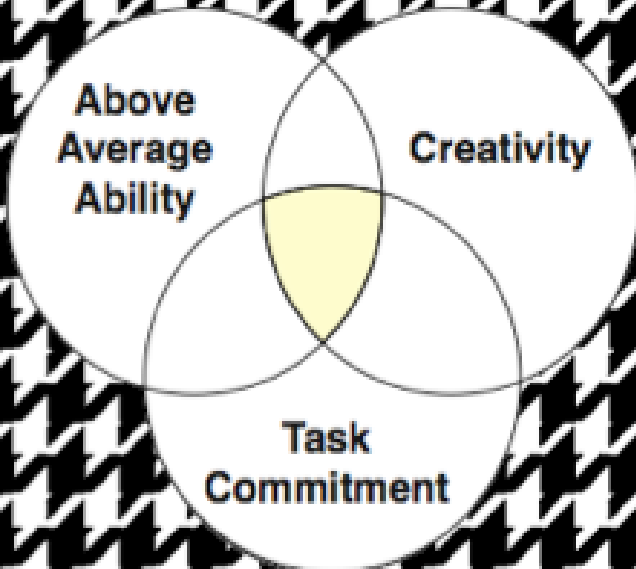
It has been a disastrous half. His work has been far from satisfactory. His prepared stuff has been badly learnt, and several of his test pieces have been torn over; one of such pieces of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has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

C. G. 7.

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

# The Three Ring Conception of Giftedness

## Comprehensive Strength Assessment



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

The Big Five

## Sample Questions

### Middle Grade

### Interest-A-Lyzer

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

\_\_\_\_\_ Actor/Actress

\_\_\_\_\_ Director

\_\_\_\_\_ Musician

\_\_\_\_\_ Business Manager

\_\_\_\_\_ Computer Effects Specialist

\_\_\_\_\_ Prop Person

\_\_\_\_\_ Advertising Agent

\_\_\_\_\_ Script Writer

\_\_\_\_\_ Costume Designer

\_\_\_\_\_ Scenery Designer

\_\_\_\_\_ Light/Sound Person

\_\_\_\_\_ Camera Operator

\_\_\_\_\_ Dancer



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

Fine Arts

Business

Science

Writing

History

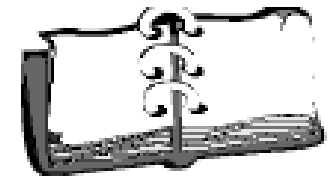
Social Action

Athletics

Mathematics

Performing Arts

Technology



What will it be about?

---

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---

What would be a good title for your book?

---



# Sample Items From Other Instruments For Comprehensive Strength Assessment

## Learning Styles Inventory Factors and Sample Questions

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

## Parent Rating Scale

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

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

## Scale for Rating the Executive Functions of Young People

Joseph S. Renzulli  
The University of Connecticut

### Sample Items

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

## Expression Styles Inventory

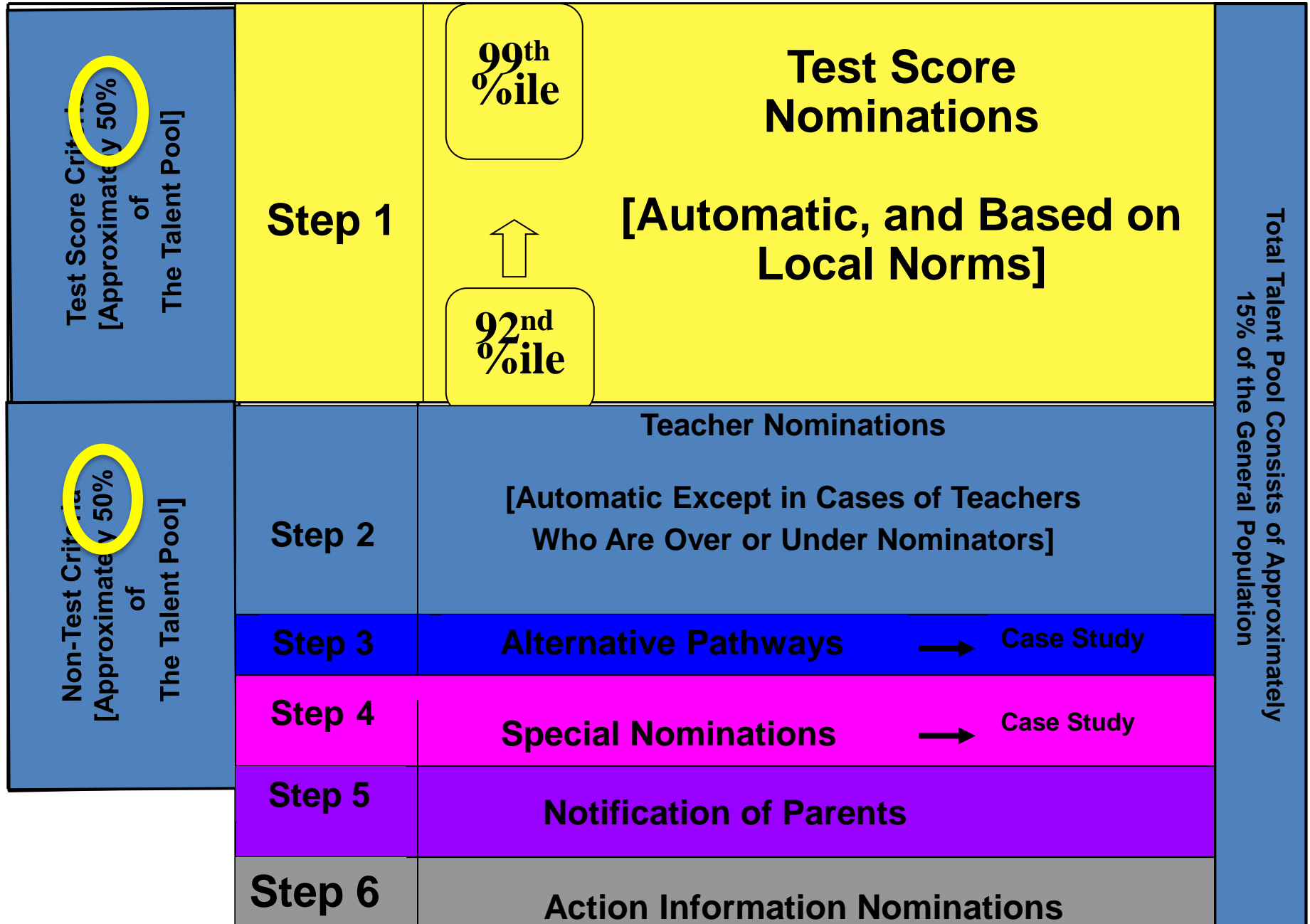
Factor	Item No.	Sample Items	Factor	Item No.	Sample Items
Computer Products (6 Items)	14 34	Designing an interactive computer project Designing a computer game	Commercial Products (6)	26 36	Marketing a product Marketing an idea
Service Products (6)	57 47	Working to help others Collecting clothing or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

# Summary Of Identification Information

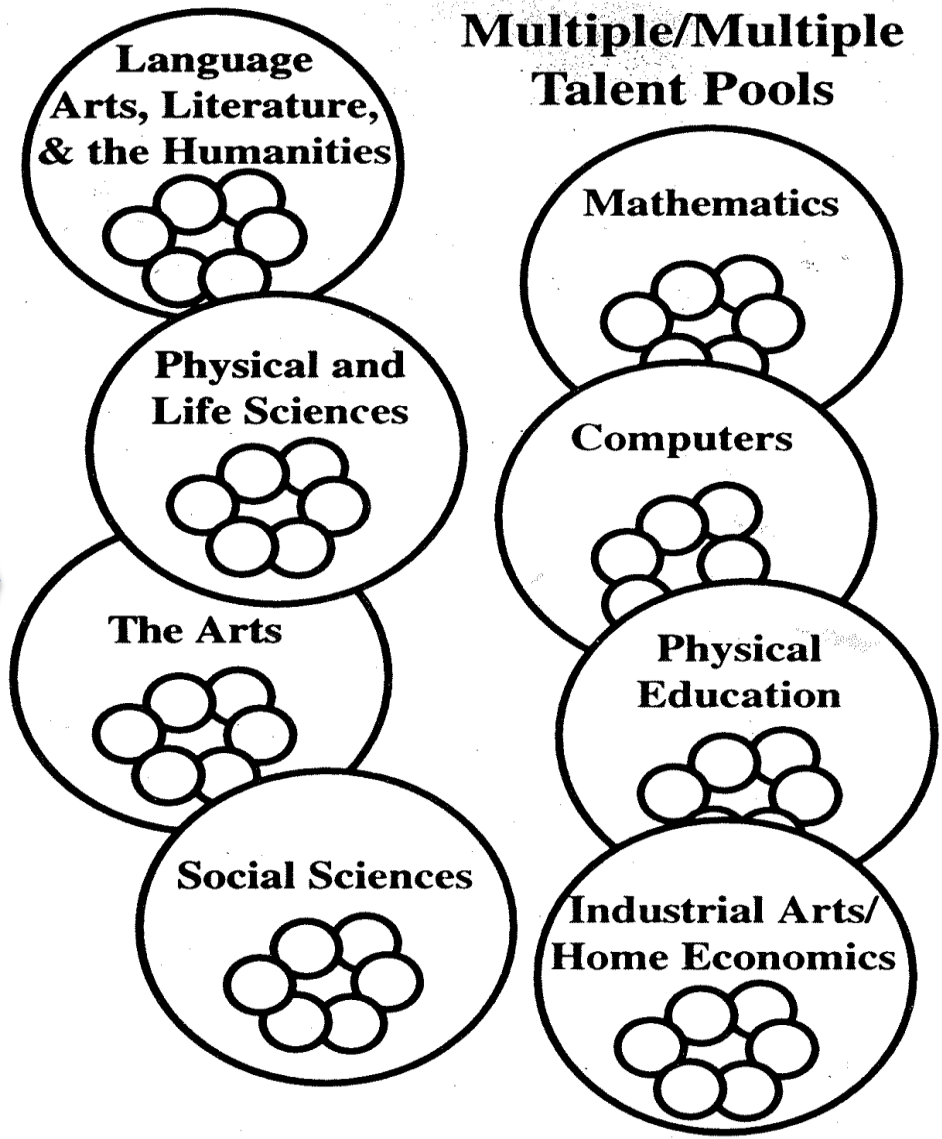
Joseph S. Renzulli

<b>Abilities</b>	<b>Interests</b>	<b>Style Preferences</b>			
<b>Maximum Performance Indicators</b>	<b>Interest Areas</b>	<b>Instructional Styles Preferences</b>	<b>Learning Environment Preferences</b>	<b>Thinking Styles Preferences</b>	<b>Expression Style Preferences</b>
<p><b>Tests</b></p> <ul style="list-style-type: none"> <li>•Standardized</li> <li>•Teacher-Made</li> </ul> <p>Course Grades Teacher Ratings</p> <p><b>Product Evaluation</b></p> <ul style="list-style-type: none"> <li>•Written</li> <li>•Oral</li> <li>•Visual</li> <li>•Musical</li> <li>•Constructed</li> </ul> <p>(Note differences between assigned and self-selected products)</p> <p>Level of Participation in Learning Activities Degree of Interaction With Others</p> <p>Ref: General Tests and Measurements Literature</p>	<p>Fine Arts Crafts Literary Historical Mathematical/Logical Physical Sciences Life Sciences Political/Judicial Athletic/Recreation Marketing/Business Drama/Dance Musical Performance Musical Composition Managerial/Business Photography Film/Video Computers Other (Specify)</p> <p>Ref: Renzulli, 1997</p>	<p>Recitation &amp; Drill Peer Tutoring Lecture Lecture/Discussion Discussion Guided Independent Study* Learning /Interest Center Simulation, Role Playing, Dramatization, Guided Fantasy Learning Games Replicative Reports or Projects* Investigative Reports or Projects* Unguided Independent Study* Internship* Apprenticeship*</p> <p>*With or without a mentor</p> <p>Ref: Renzulli &amp; Smith, 1978</p>	<p><b>Inter/Intra Personal</b></p> <ul style="list-style-type: none"> <li>•Self-Oriented</li> <li>•Peer-Oriented</li> <li>•Adult-Oriented</li> <li>•Combined</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>•Sound</li> <li>•Heat</li> <li>•Light</li> <li>•Design</li> <li>•Mobility</li> <li>•Time of Day</li> <li>•Food Intake</li> <li>•Seating</li> </ul> <p>Ref: Amabile, 1983; Dunn, Dunn, &amp; Price, 1977; Gardner, 1983</p>	<p>Analytic (School Smart)</p> <p>Synthetic/ Creative (Creative, Inventive)</p> <p>Practical/ Contextual (Street Smart)</p> <p>Legislative</p> <p>Executive</p> <p>Judicial</p> <p>Ref: Sternberg, 1984, 1988, 1990</p>	<p>Written</p> <p>Oral</p> <p>Manipulative</p> <p>Discussion</p> <p>Display</p> <p>Dramatization</p> <p>Artistic</p> <p>Graphic</p> <p>Commercial</p> <p>Service</p> <p>Ref: Kettle, Renzulli, &amp; Rizza, 1998; Renzulli &amp; Reis, 1985</p>

# Multi-Criteria Identification System



# Multiple/Multiple Talent Pools



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

Test Score Criteria [Approximately 50% of The Talent Pool]	Step 1	99 <sup>th</sup> %ile	Test Score Nominations [Automatic, and Based on Local Norms]	Total Talent Pool Consists of Approximately 15% of the General Population
		9 <sup>th</sup> %ile		
Non-Test Criteria [Approximately 50% of The Talent Pool]	Step 2	Teacher Nominations [Automatic Except in Cases of Teachers Who Are Over or Under Nominators]		
	Step 3	Alternative Pathways	→ Case Study	
	Step 4	Special Nominations	→ Case Study	
	Step 5	Notification of Parents		
	Step 6	Action Information Nominations		

Renzulli Identification System



# The Sciences

**All Grouping and Sub-Grouping  
Based On Target Areas  
Of Student *Interests***

Astronomy

E  
t  
c.

Chemistry

I know what you're thinking!



Give me a break!  
How can we accommodate all these things? I've got 26 students and a ministry dictated curriculum to cover. Where will I find the time and resources for enrichment?



Let the machine do the heavy lifting.



Hello, **Joseph S. Renzulli**. We have [recommendations](#) for you. (Not Joseph?)

[Joseph's Amazon.com](#) | [Today's Deals](#) | [Gifts & Wish Lists](#) | [Gift Cards](#)



Home Glossary Help Logout

**Renzulli**  
LEARNING  
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

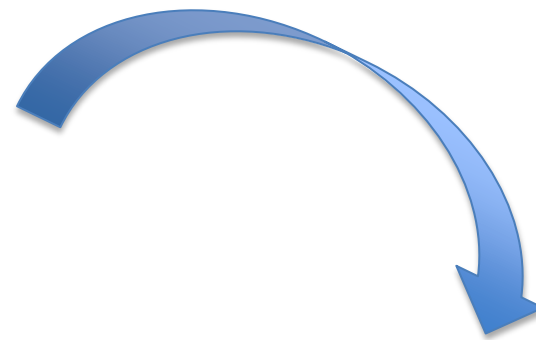
Renzulli Profiler™ MY Enrichment Activities MY Portfolio

### RENZULLI PROFILER™ :

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

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

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Home Glossary Help Logout

**Renzulli**  
LEARNING  
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™ MY Enrichment Activities MY Portfolio

Wizard Project Maker | Search Enrichment Activities

### MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you activities:

Check this box to view only your favorites! ♥ 🍎

Each child receives approx. 1,000 recommended resources

virtual field trips 66 Activities	real field trips 190 Activities	creativity training 125 Activities	critical thinking 110 Activities	projects & independent study 71 Activities	contests & competitions 25 Activities	websites 192 Activities
fiction (books & e-books) 195 Activities	non-fiction (books & e-books) 71 Activities	how-to (books & e-books) 15 Activities	summer programs 41 Activities	on-line activities & classes 63 Activities	research sites 69 Activities	videos & dvd's 10 Activities

A University of Connecticut Research & Development Corporation Company

## Individualized Strength Assessment

Internet Based Enrichment Resources

## Resource Matching Search Engine

50.000 Enrichment Resources

<http://ipilearning.org/Renzulli-Learning-Is-Back/>



## Student Profile

### This profile is for: Valerie

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

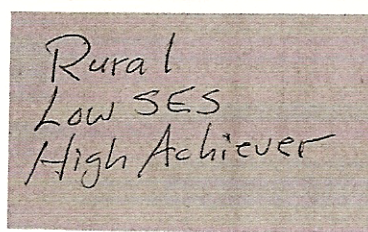
Valerie's **second area of interest appears to be in performing arts**. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage, or design sets!

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

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

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

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



Interests

Learning  
Styles

Expression  
Styles



**A Renzulli Learning Systems Interest Assessment Example...**



**Valerie Stickles**

**Renzulli Learning As A  
Resource For Teachers**

# **Infusion Of Enrichment Activities Into The Regular Curriculum**



## **Two Quick Examples**

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

# Required Topic: Study of The U. S. Constitution

## Directions

Review the resources Renzu was our country's first constitution? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?

## Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

## Activities Matched To Your Profile:

Enrichment Activity Title

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

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United States](#)

[Benjamin Franklin: An Extra](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

## Directions

Review the resources Renzu was our country's first constitution? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?

## Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

## Activities Matched To Your Profile:

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

[Are You Smarter Than a Fifth Grader?](#)

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

## Directions

Review the resources Renzu was our country's first constitution? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?

## Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

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

## Activities Matched To Your Profile:

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Art](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

## Directions

Review the resources Renzulli has selected for you, and answer the following questions: 1) What was our country's first constitution called? 2) What are the proceedings of the Constitutional Convention? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the Framers hope to maintain a free society if the people hoped to maintain a free society?

## Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

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

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

## Activities Matched To Your Profile:

Enrichment Activity Title

[A Revolutionary WebQuest](#)

[Ask a Civics Question](#)

[Jeffersonian Era](#)

[Understanding the Constitution](#)

[The New Nation](#)

[Constitutional Knowledge](#)



# Teacher Use – Teaching a unit on Ancient Egypt

## Advanced Search

Select a Grade and Ability Level:

[Check All](#) - [Clear All](#)

- 1-2 Low
- 3-5 Low
- 6-8 Low
- 1-2 Medium
- 3-5 Medium
- 6-8 Medium
- 1-2 High
- 3-5 High
- 6-8 High

Please type in a keyword to search the

Egypt

## On-Line Activities & C

### Fun With Mummies

This amazing interactive website will help you learn about the process of mummification for burial and learn all that had to be done to create the heartwork of ancient Egypt, or to see a time-lapse video of a mummy being made. [View Activity](#)

### Museum of Science Virtual Exhibits

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

mummy - microsoft internet explorer

File Edit View Favorites Tools Help

Back Forward Stop Links Norton Internet Security Norton AntiVirus SnagIt

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

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

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

Done Internet

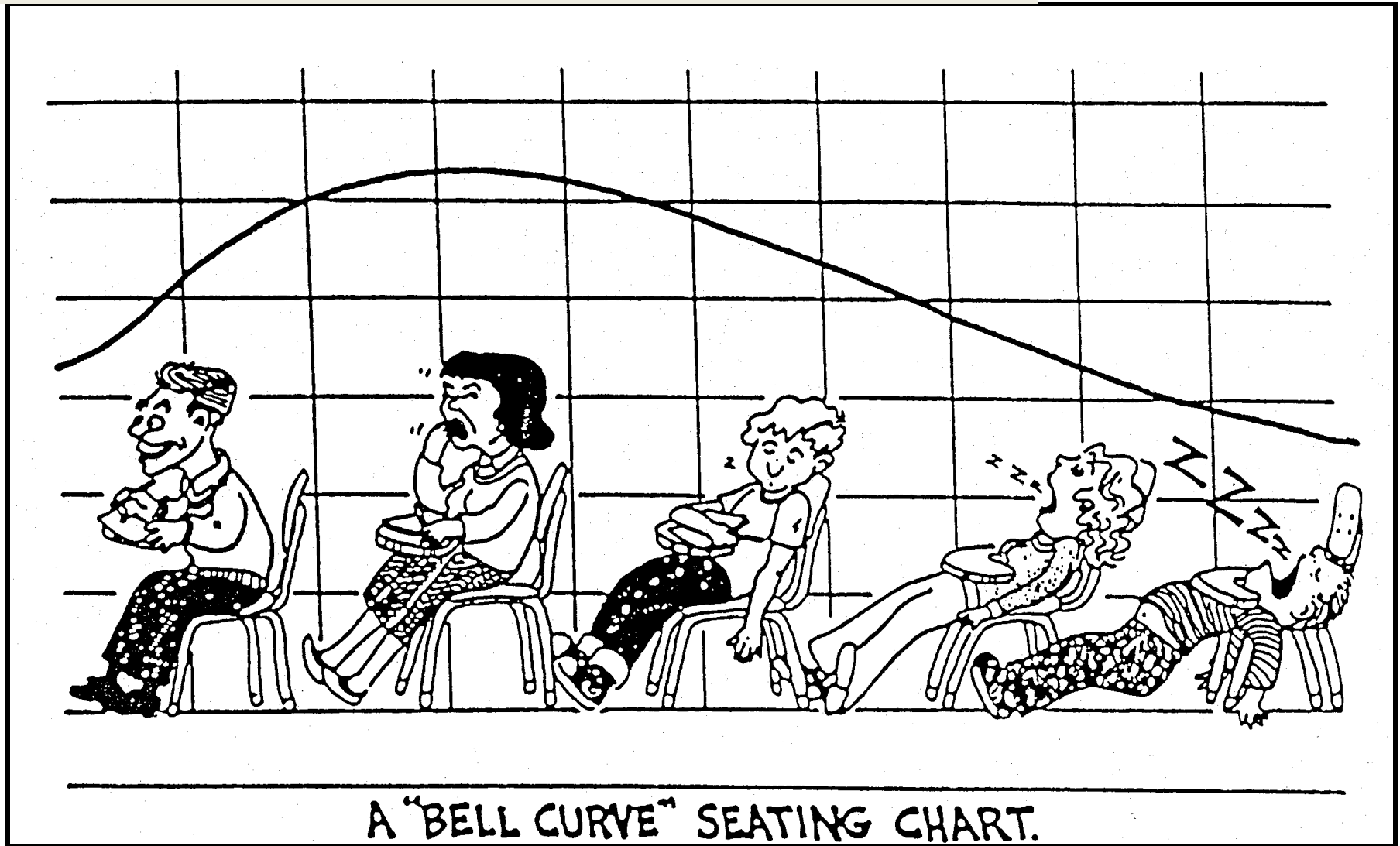
**4**

# **Curriculum Compacting**

**Individualized Acceleration For  
High Achieving Students**



# Modifying The Regular Curriculum For High Achieving Students



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

Susan, please  
put away **Moby Dick**.  
It's time for your  
silent "e" review  
sheet.



# Curriculum Modification For High Achieving Students

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



# INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

## The Compactor

Prepared by: Joseph S. Renzulli  
Linda M. Smith

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

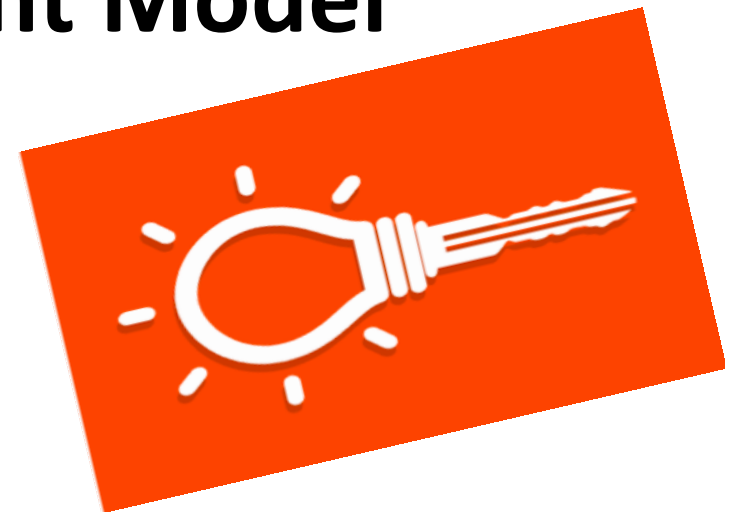
SCHOOL \_\_\_\_\_ GRADE 1 PARENT(S) \_\_\_\_\_

<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
<u>Holt Basic Reading Series</u> - Levels 3-6, as determined by Holt level tests. Alison has mastered most of the comprehension and phonetic objectives introduced in these levels.	<u>Capital letters and periods</u> , - Teacher made worksheets Continental Press. Alison will participate in classroom activities dealing with these skills. Check proficiency by Holt level 6 test. Capital letters and periods - pg 27.	<u>Classroom</u> Alison's classroom teacher will use the language experience approach. Various reading and writing programs on the Apple computer will be used with Alison. Scholastic Individual Reading Kit will provide Alison with the opportunity to read independently and use instructional games and records. Alison will be provided time to work in her classroom on a Type III activity (independent study).
<u>Individualized Spelling Program by Economy</u> - Alison has mastered Levels 1-4. She will be placed in Level 5.	<u>Contractions</u> - Level 7 Teacher's Manual pages 81, 119, 175, 216, 217, and 255-256. Check proficiency by Holt Level 7 test (Contractions).	
<u>Math</u> - As determined by the first grade Math placement test, Alison has mastered most of this curriculum. She will begin her Math program in the 2nd grade classroom.	<u>Change y to i and add es/and other plural forms:</u> Level 9 Teacher's Manual pages 202 and 293-294. Level 8 Teacher's Manual pages 222-223, 246, 311. Check proficiency by Holt Level 9 test and reading consultant-made test for these plural forms not covered in the Level 9 test.	<u>Talcott Mt. Science Center</u> Alison will participate in Science programs presented in school—Crystals, weather, forest life, aerial photos and mountains, snow, planets and constellations.
	<u>Compound Words</u> - Level 9 Teacher's Manual pages 77, 267. Check for proficiency - Level 9 test page 9 (compound words).	<u>TAC Resource Room</u> Critical thinking skills, creative thinking skills, creative problem solving, critical problem solving, Type III independent study.
	<u>Pronouns</u> - Level 9 Teacher's Manual page 325. Check for proficiency - Level 9 test (language skills) page 9.	

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



**Practical Suggestions  
For Implementing  
Enrichment Learning  
and Teaching  
Using The Schoolwide  
Enrichment Model**



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

Have the **Schoolwide Enrichment Team** Explore all Possible Type I Experiences

Type I

Use the Internet To Explore Type I Options

Important Point—Debrief After Every Type I



Type II

Collect and Categorize Type II Enrichment Materials

Infuse Type II Activities Into The Curriculum

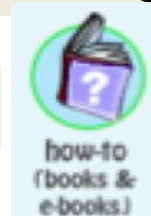


Type III

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

Teach Students How To Develop A Management Plan For Investigative Projects

Fall In Love with How-To Books!



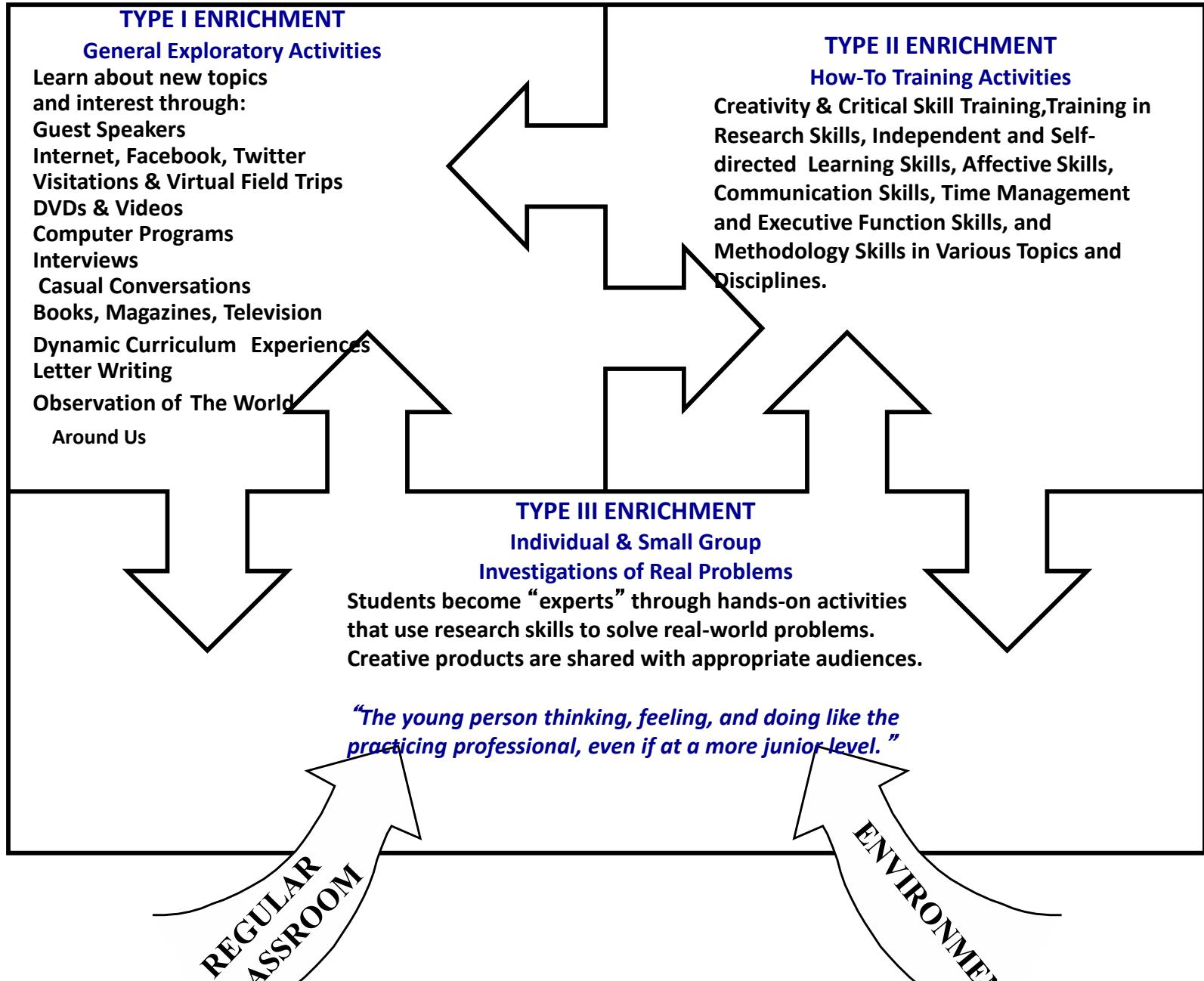
Help Students Explore Outlets And Audiences For Their Work



Begin Your SEM Program with Enrichment Clusters

The Best Starting Point For Giving Teachers First Hand Experience In Being The-Guide-On-The Side

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



**Have the Schoolwide enrichment Team Explore all Possible Type I Experiences**

**Type I  
Enrichment:  
Visiting Speakers**



## Important Point—Debrief After Every Type I

### **Type I: Debriefing**

**What did you find interesting about the presentation?**

**Did this presentation raise any questions in your mind?**



**What else would you like to know?**

**Where could we find more information about this topic?**

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

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

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

## Type II Enrichment

### TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES

(The "Type II Matrix" JSR: 2001)

#### I. Cognitive Thinking Skills

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

#### III. Learning How-To Learn Skills

- A. Listening, Observing, & Perceiving
- B. Reading, Notetaking, & Outlining
- C. Interviewing & Surveying
- D. Analyzing & Organizing Data

#### V. Written, Oral, and Visual Communication Skills

- A. Written Communication Skills
- B. Oral Communication Skills
- C. Visual Communication Skills

#### II. Character Development and Affective Process Skills

- A. Character Development
- B. Interpersonal Skills
- C. Intrapersonal Skills

#### IV. Using Advanced Research Skills & Reference Materials

- A. Preparing for Research & Investigative Projects
- B. Library & Electronic Reference
- C. Finding & Using Community Resources

#### VI. Meta-Cognitive Technology Skills

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

Name \_\_\_\_\_

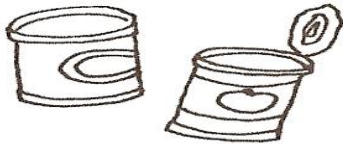
Date \_\_\_\_\_

Type II  
Enrichment

### 17 Recycling (b)



What could you make out of these items?



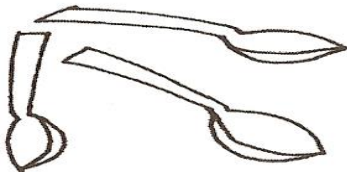
cans

Blank space for writing ideas for recycling cans.



bags

Blank space for writing ideas for recycling bags.



old spoons

Blank space for writing ideas for recycling old spoons.

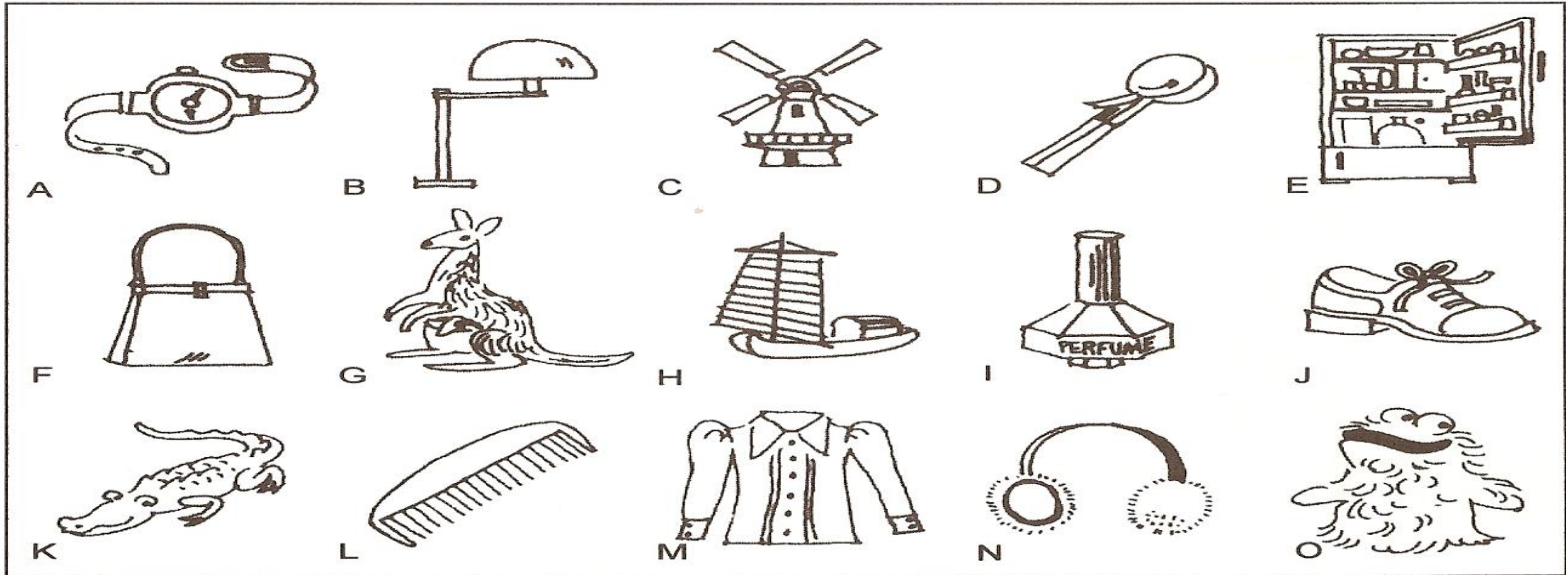
**Primary**



**Type II  
Enrichment**

**12 Figure Families (b)**

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



Common characteristics

furry things

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Figures

G, N, O

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**Type II  
Enrichment**

**5 Another Point of View (a)**

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



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

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

\_\_\_\_\_

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**Middle Grade/High School**



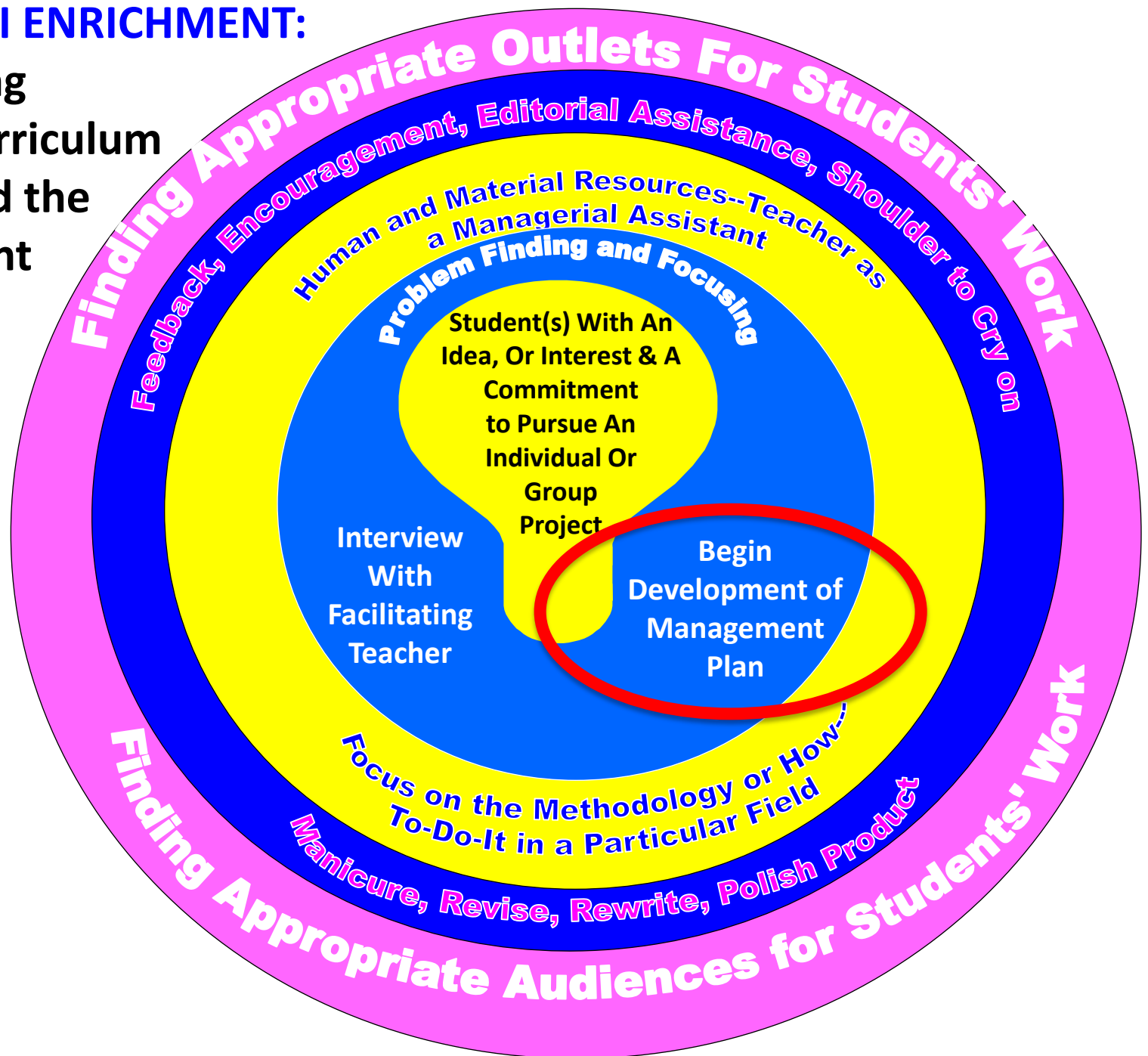
## What Makes a Problem Real?

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

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

# TYPE III ENRICHMENT:

Building  
the Curriculum  
Around the  
Student



# MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

NAME <u>small group</u>	GRADE <u>4-6</u>	Beginning Date _____	Estimated Ending Date _____
TEACHER <u>Judith M. Johnson</u>	SCHOOL <u>Ellenville Central School</u>	Progress Reports _____	Due On Following Dates _____

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

Language Arts  History  Personal and Social Development

Science  Social Studies  Music  Other (Specify) History

Mathematics  Art  Other (Specify) Architecture

Technology  Geography

**(B) INTENDED AUDIENCES**

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

- Ellenville Public Library and Museum
- Town historian - Katherine Terwilliger
- Ulster County Historical Society
- Victorian Society in America
- National Trust for Historic Preservation

**(C) INTENDED PRODUCT(S) AND OUTLETS**

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

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

**(D) GETTING STARTED**

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

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

**(E) SPECIFIC AREA OF STUDY** Write a brief description of the problem to be investigated. What are the objectives of your investigation? What do you hope to find out?

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

**(F) METHODOLOGICAL RESOURCES AND ACTIVITIES**

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

**Persons** - Katherine Terwilliger  
- Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428  
- Marjorie Diamond, Ellenville Public Library

**2. How-to-Do-It books**

- Wrenn & Malloy. America's Forgotten Architecture. New York: Pantheon Books, 1976.
- Bullock, Orin M. The Restoration Manual. Norwalk, Conn.: Silvermine Publishers, Inc., 1966.
- Hammond, Philip C. Archaeological Techniques for Amateurs. Princeton, N.J.: D. Van Nostrand Co., 1963.
- Hale, Richard W. Methods of Research for the Amateur Historian. Nashville, Tenn: American Association for State and Local History, 1969.

**3. Other resources - periodicals** - Petersen's Magazine, Godey's Ladies Book, Antiques, APT Bulletin, Historic Preservation, Journal of the Society of Architectural Historians, The Old House Journal, Preservation News.

**Collections** - private and public

**Antique Shops and flea markets.**

**Old letters, Postcards**

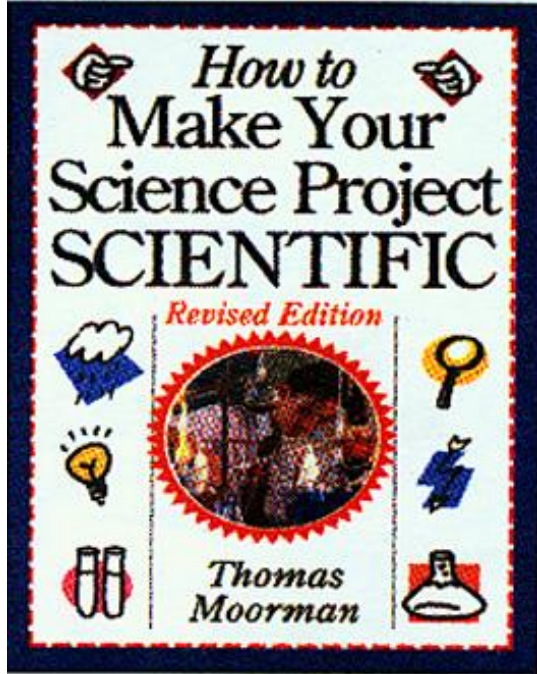
**Books such as Victorian Glass**

**Examples of old houses** - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion

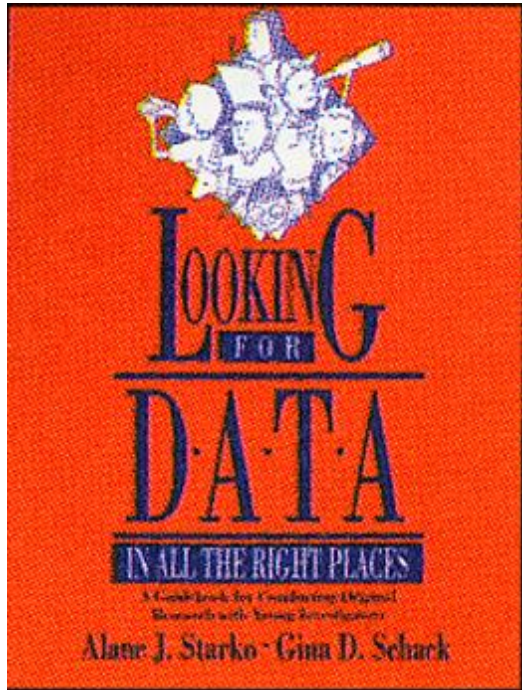
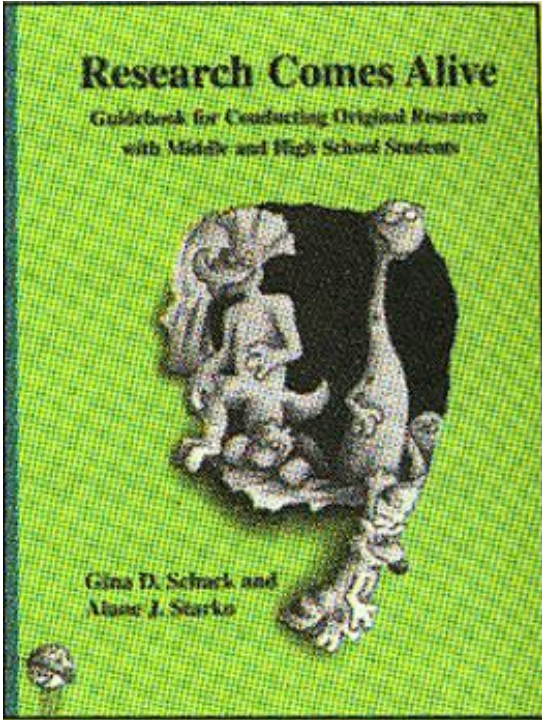
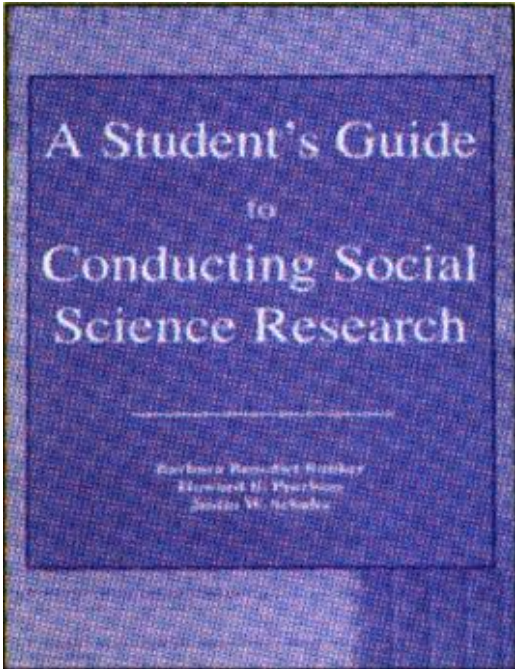
**4. Special equipment**

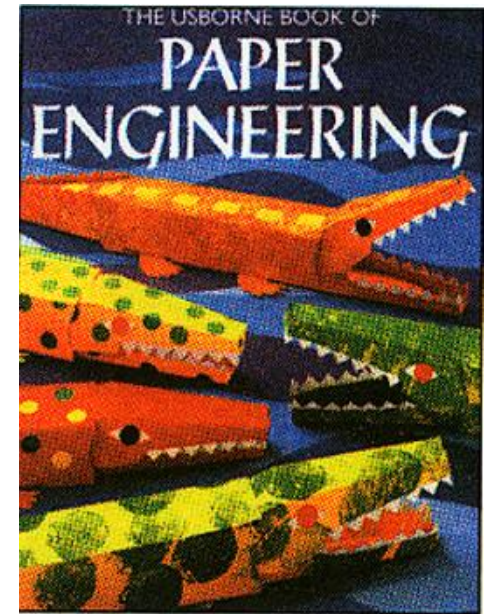
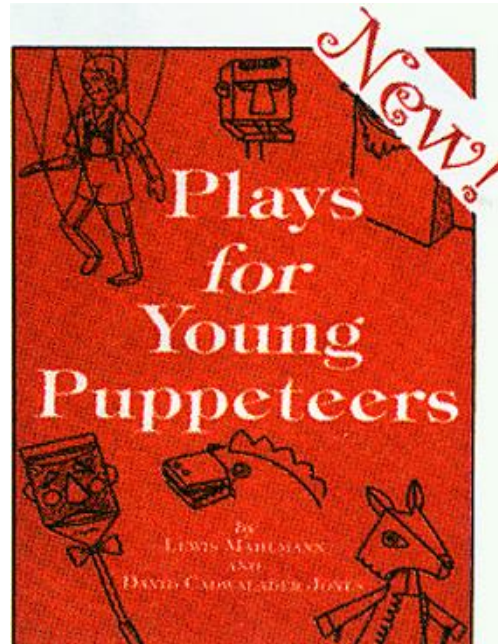
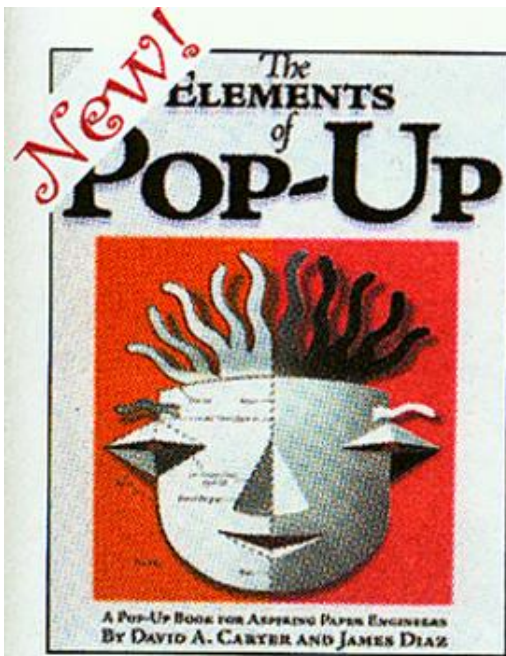
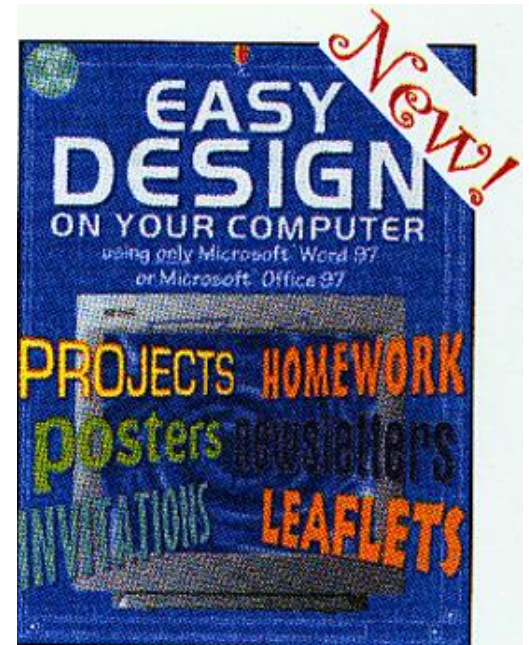
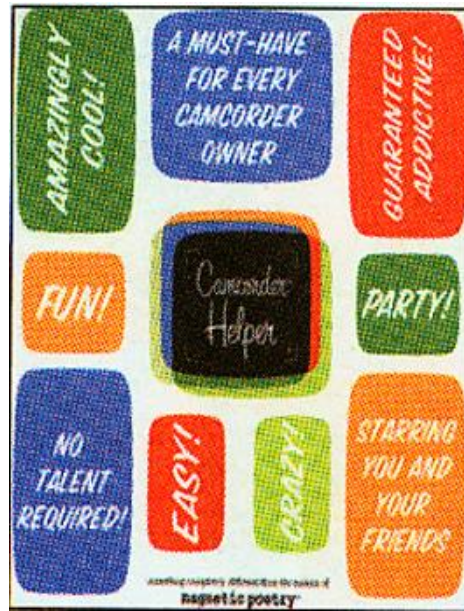
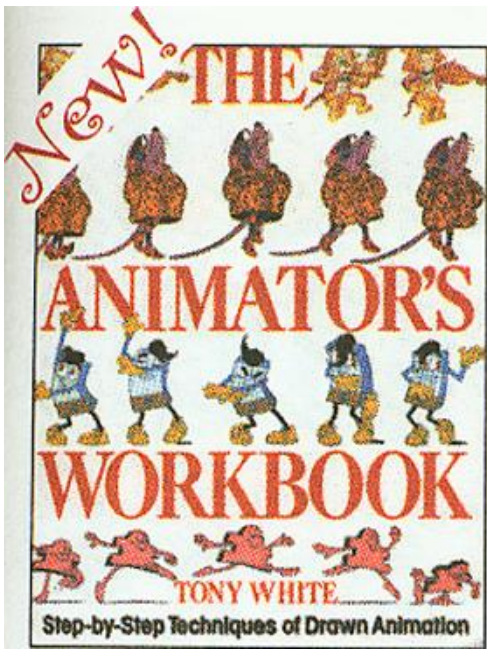
- 35 mm. camera, tripod, telephoto lens
- black-and-white film (Plus-X and Tri-X)
- darkroom facilities and equipment
- telescope and binoculars
- tape recorder

This form is based on a model for individual and small group investigations developed by Joseph S. Renzulli. A complete description of the model can be found in The English as a Second Language: A Guide for Developing Effective Programs for The Gifted and Talented. Creative Learning Press.

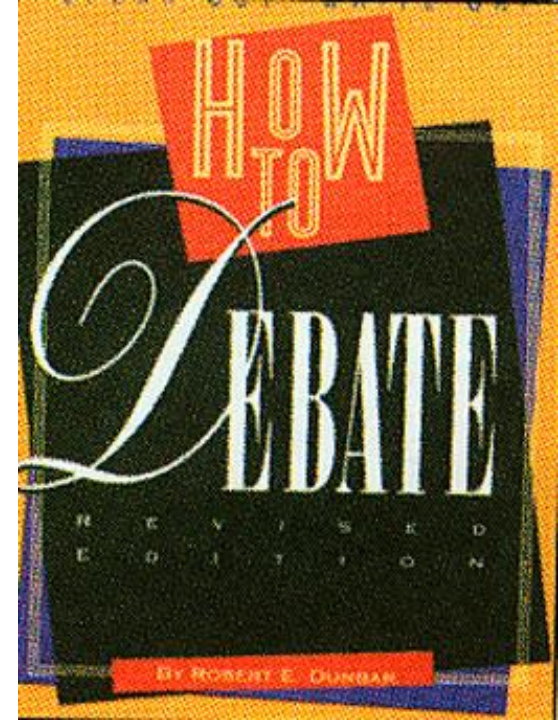
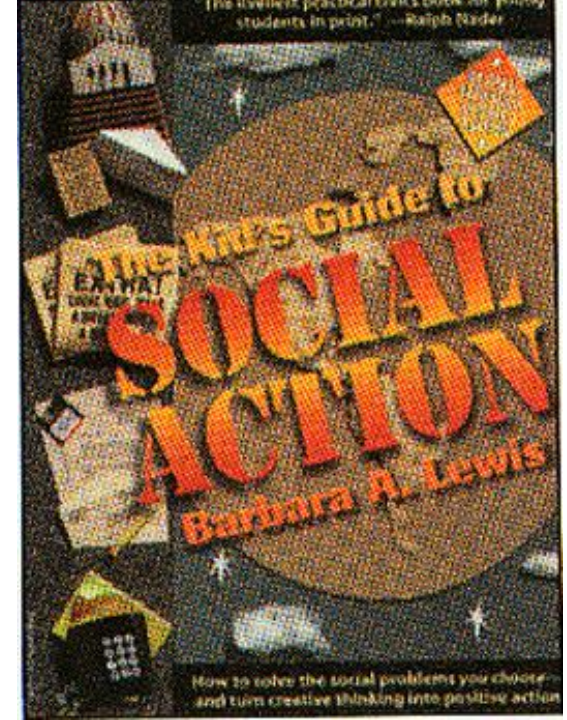
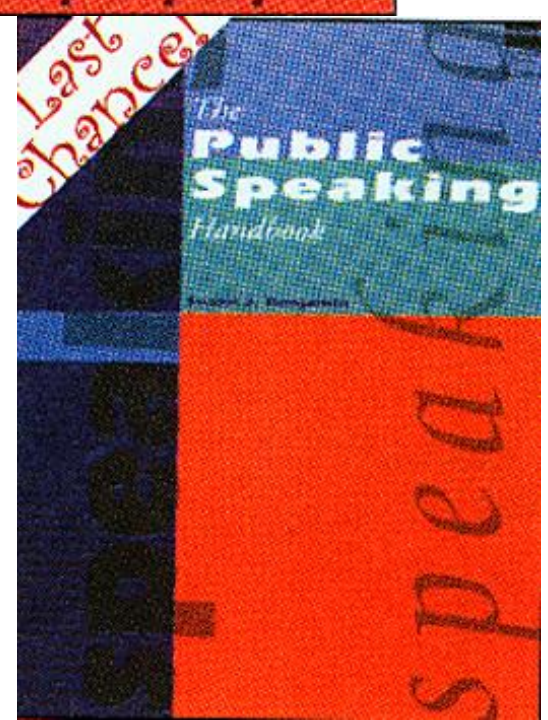
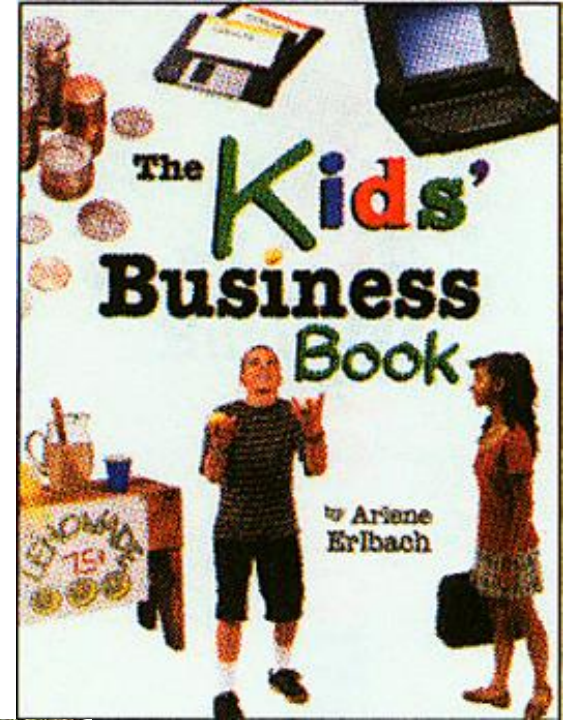
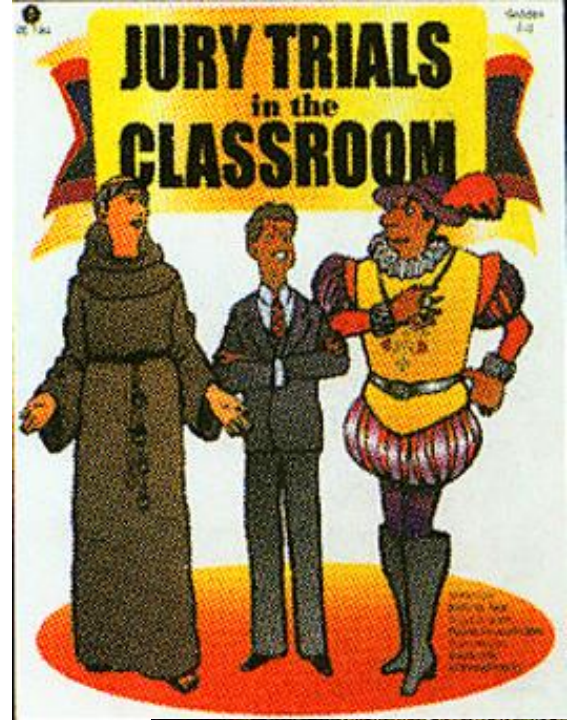
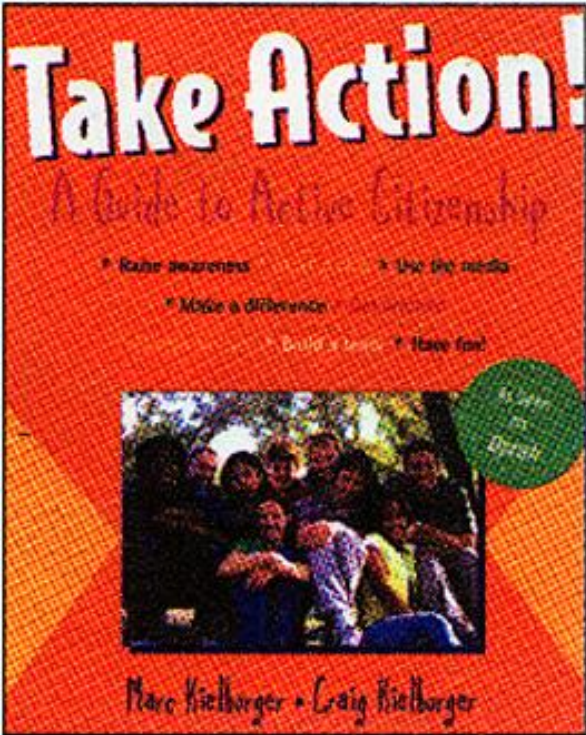


Fall In Love with How-To Books!



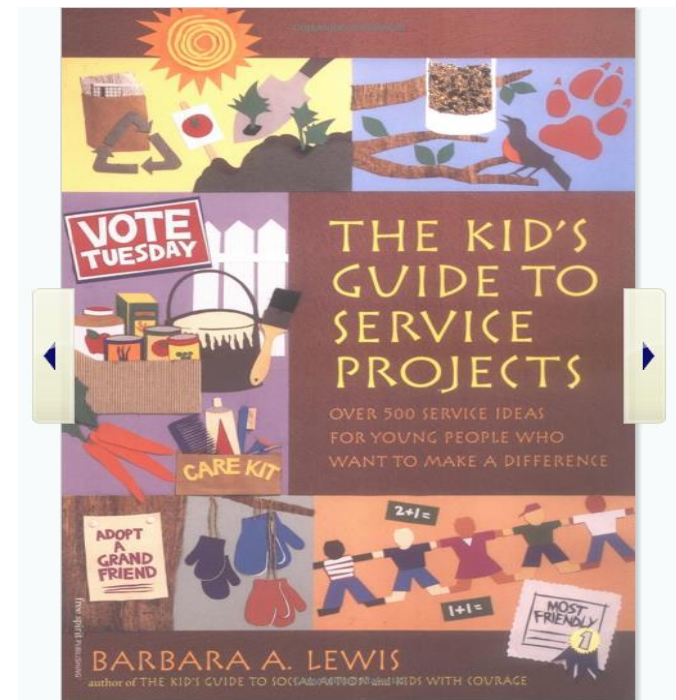
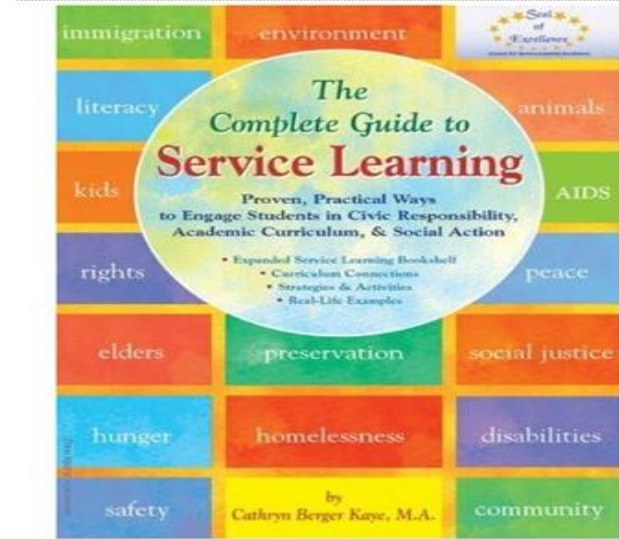
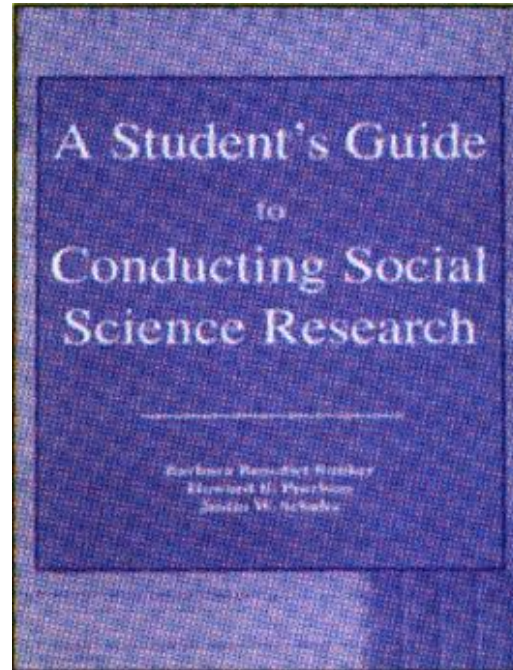
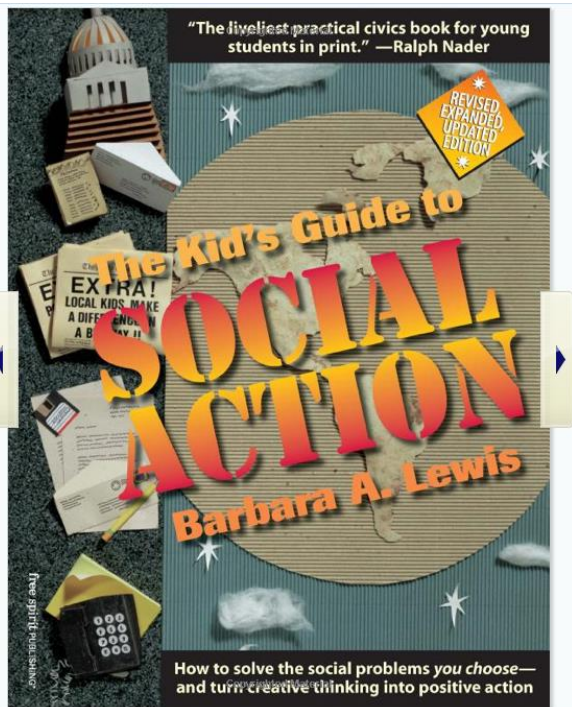




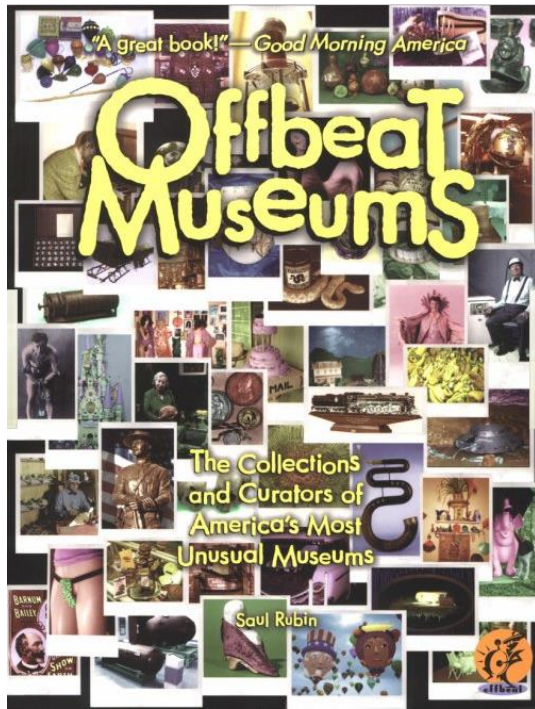


# Sample Resources

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

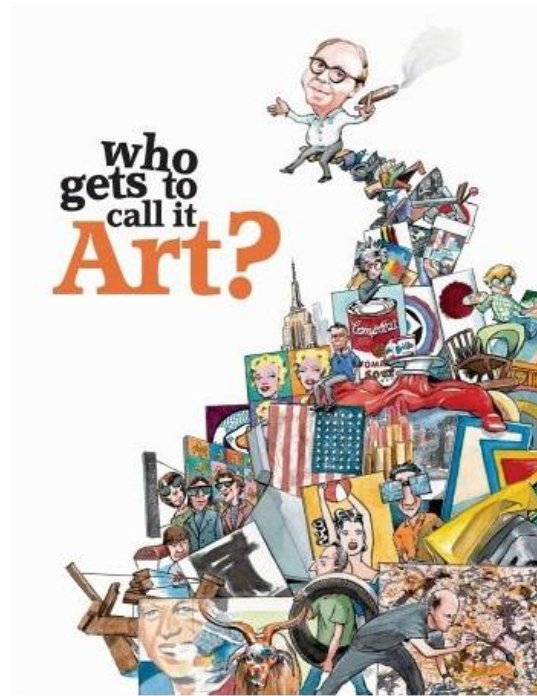


# How-To Books for establishing a museum...



## Museum, Media, Message

Edited by  
Eileen Hooper-Greenhill



**Begin Your  
Program with  
Enrichment  
Clusters**

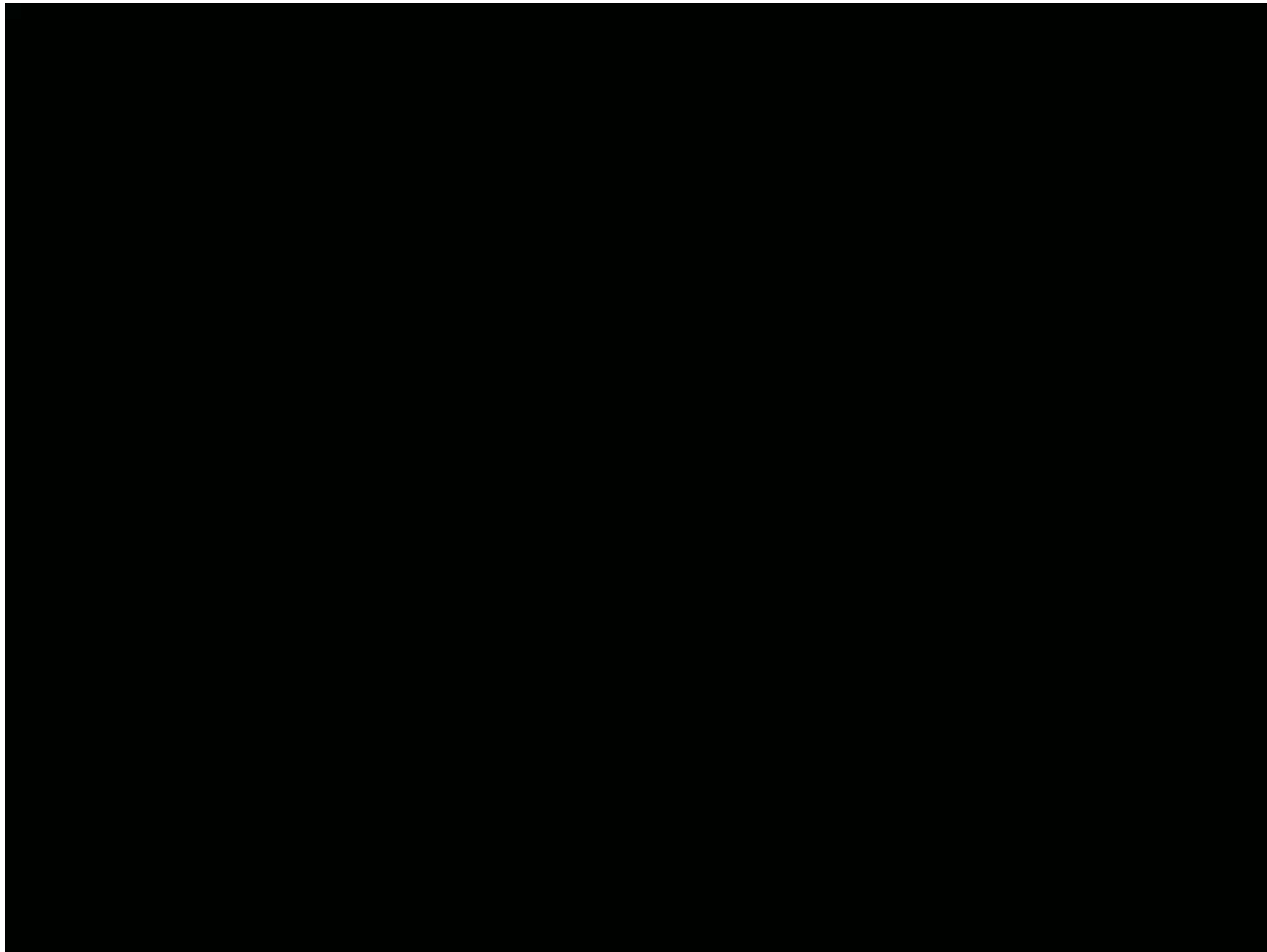
# **Enrichment Clusters**

*Are non-graded groups of students who:*

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

**Renzulli & Reis**

# SEM At The High School Level



# Major Features of Enrichment Clusters

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

- 1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.**
- 2. Students *and* teachers select the clusters in which they will participate. *All* students and teachers are involved.**
- 3. Students are grouped across grade levels by interest areas.**
- 4. There are no predetermined lesson or units plans.**

- 5. The authentic methods of professional investigators are used to pursue products and service development.**
- 6. Divisions of labor are used to guarantee that all students are not doing the same thing.**
- 7. Specially designated time blocks are set aside for clusters.**
- 8. The Silver Rule of Enrichment Clusters: The rules of regular school are suspended!**

# Six Key Questions

[For Facilitating an Enrichment Cluster of Type III Investigations]

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





# Summary and Conclusions

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

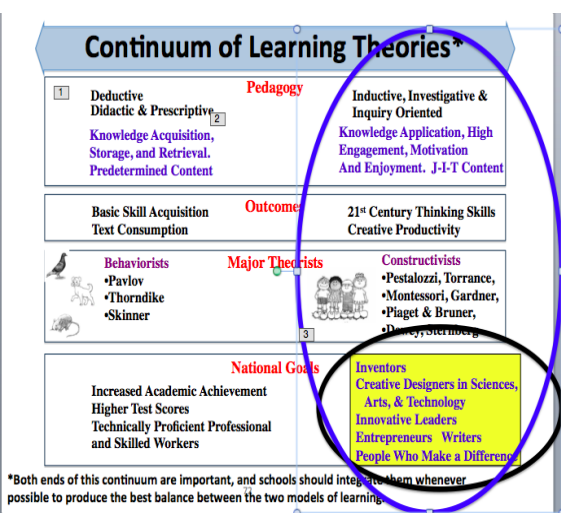
**From the political platform of  
the Japanese Democratic Party**



# Rationale For Focusing On Creative And Productive Giftedness

There is an **economic imperative**

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



## Research Note

# Enriching Students Pays Off: Evidence from an Individualized Gifted and Talented Program in Secondary Education (2016)

Adam Booij

University of Amsterdam and Tinbergen Institute

Ferry Haan

University of Amsterdam

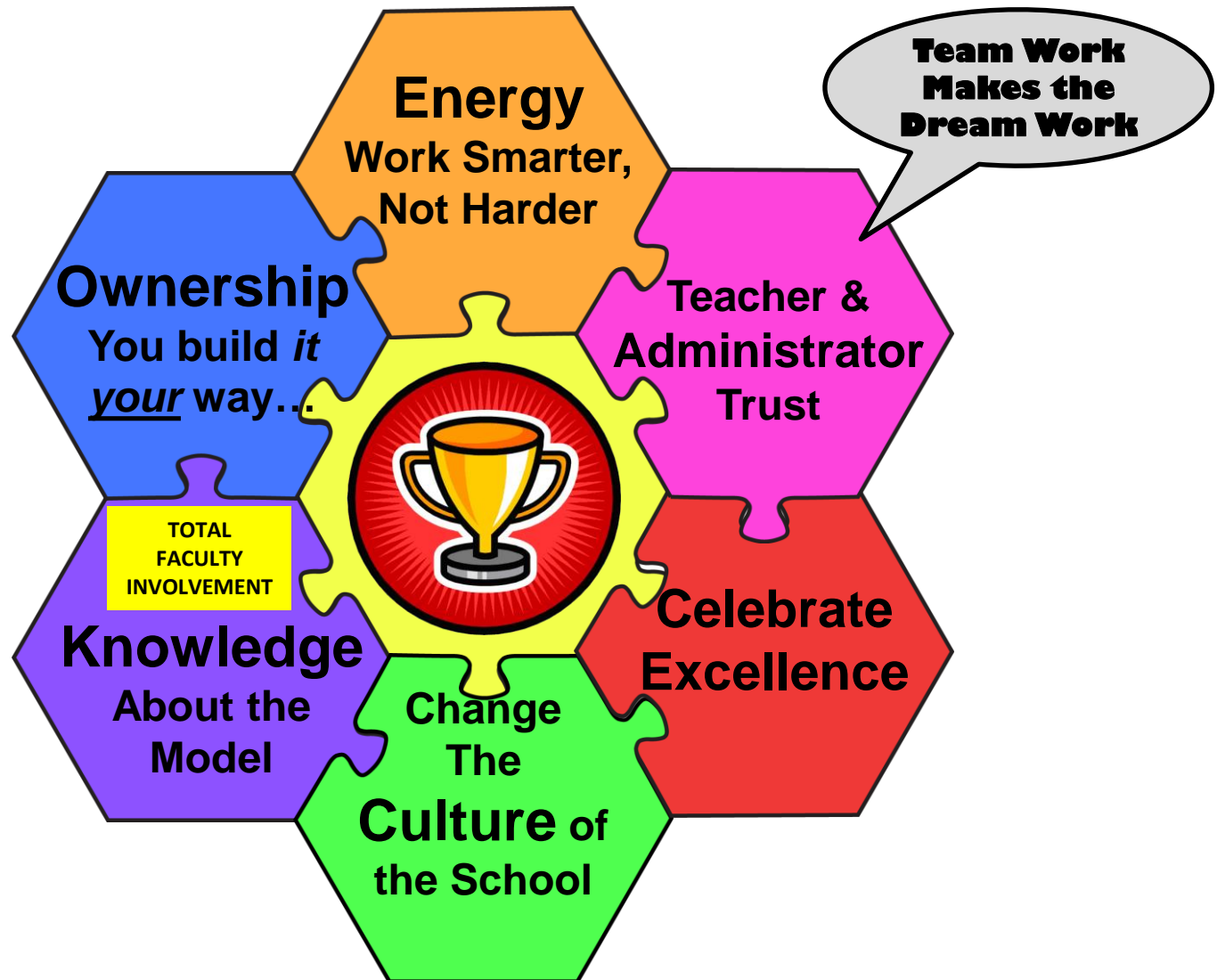
Erik Plug

University of Amsterdam, Tinbergen Institute, IZA and UCLS

Twenty-five year follow-up of  
students who attended a SEM  
School in Holland

**We find that students obtain higher grades, follow a more science intensive curriculum (most notably for girls), and report stronger beliefs about their academic abilities. We also find that these positive effects persist in university, where students choose more challenging fields of study with, on average, higher returns. Together, these findings are consistent with a human capital interpretation of GT education. GT education increased the average starting salary ... Our most conservative calculations suggest that the labor market benefits of GT education are far greater than its costs.**

# What Makes for an Outstanding SEM School?



***“The real difficulty in changing the course of any enterprise is not in developing new ideas but escaping old ones.”***

**John Maynard Keynes**

**I have a dream to  
make changes in  
my school...**

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

**Margaret Mead**



