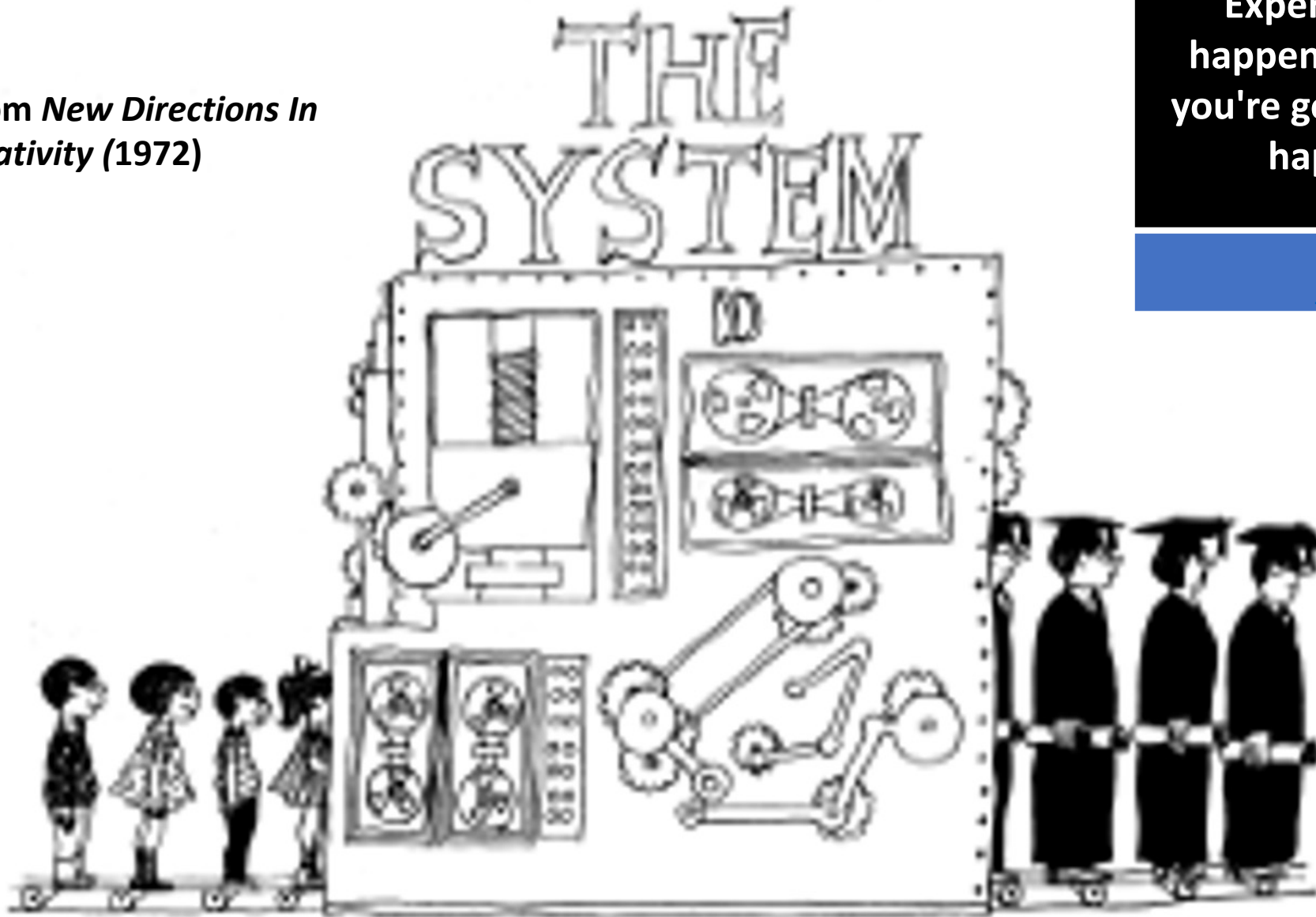


Confratute 2023

APPLICATIONS OF THEORY AND RESEARCH TO PRACTICAL RESOURCES AND CLASSROOM PRACTICES

**Joseph S. Renzulli & Sally Reis
The University of Connecticut**

Cartoon From *New Directions In Creativity* (1972)



Experience is not what happened to you, it's what you're going to do with what happened to you.

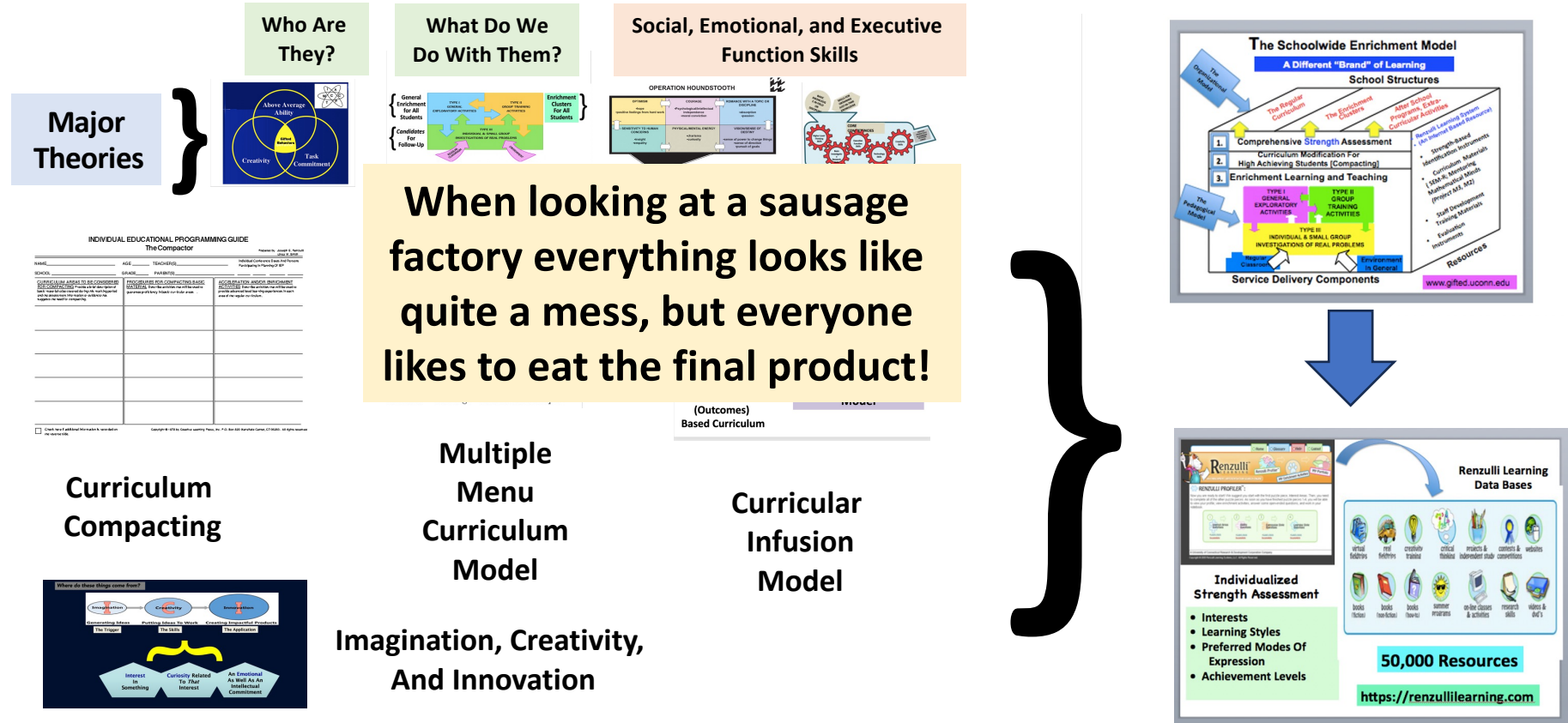
Albert Einstein

[Nikola Jokic,](#)

"The main thing is not to take it personal."

1. The Big Picture

Overview of Underlying Theories Related to The Schoolwide Enrichment Model

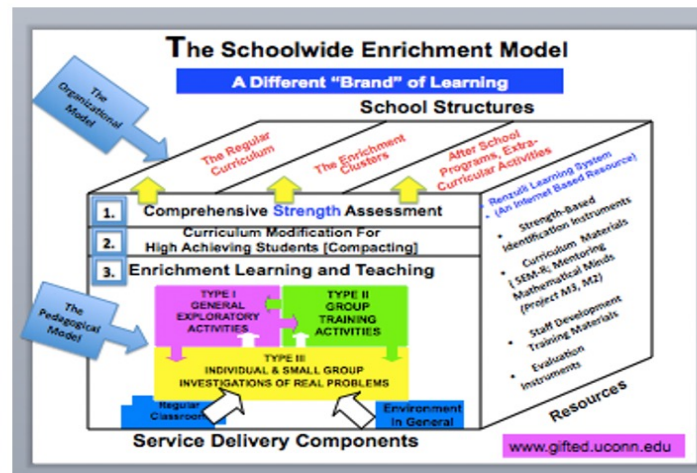


<https://gifted.uconn.edu/schoolwide-enrichment-model/>

<https://renzullilearning.com>

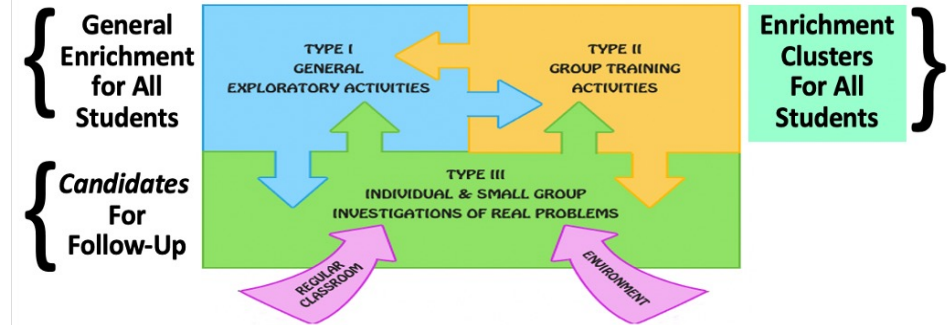
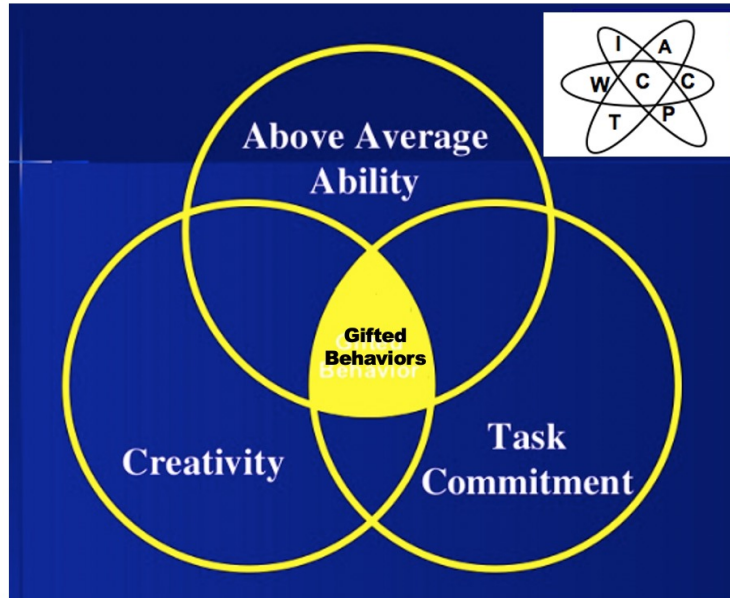
1978 Led To Major Changes In My Career and Life

1. The Enrichment Triad Model was published
2. The Three Ring Conception of Giftedness was published
3. Confratute began
4. I met Sally Reis who developed the first Schoolwide Enrichment Program in Torrington, Connecticut



The Schoolwide Enrichment Model isn't just about providing activities for students – it's also about building communities.

2. The Two Major Theories



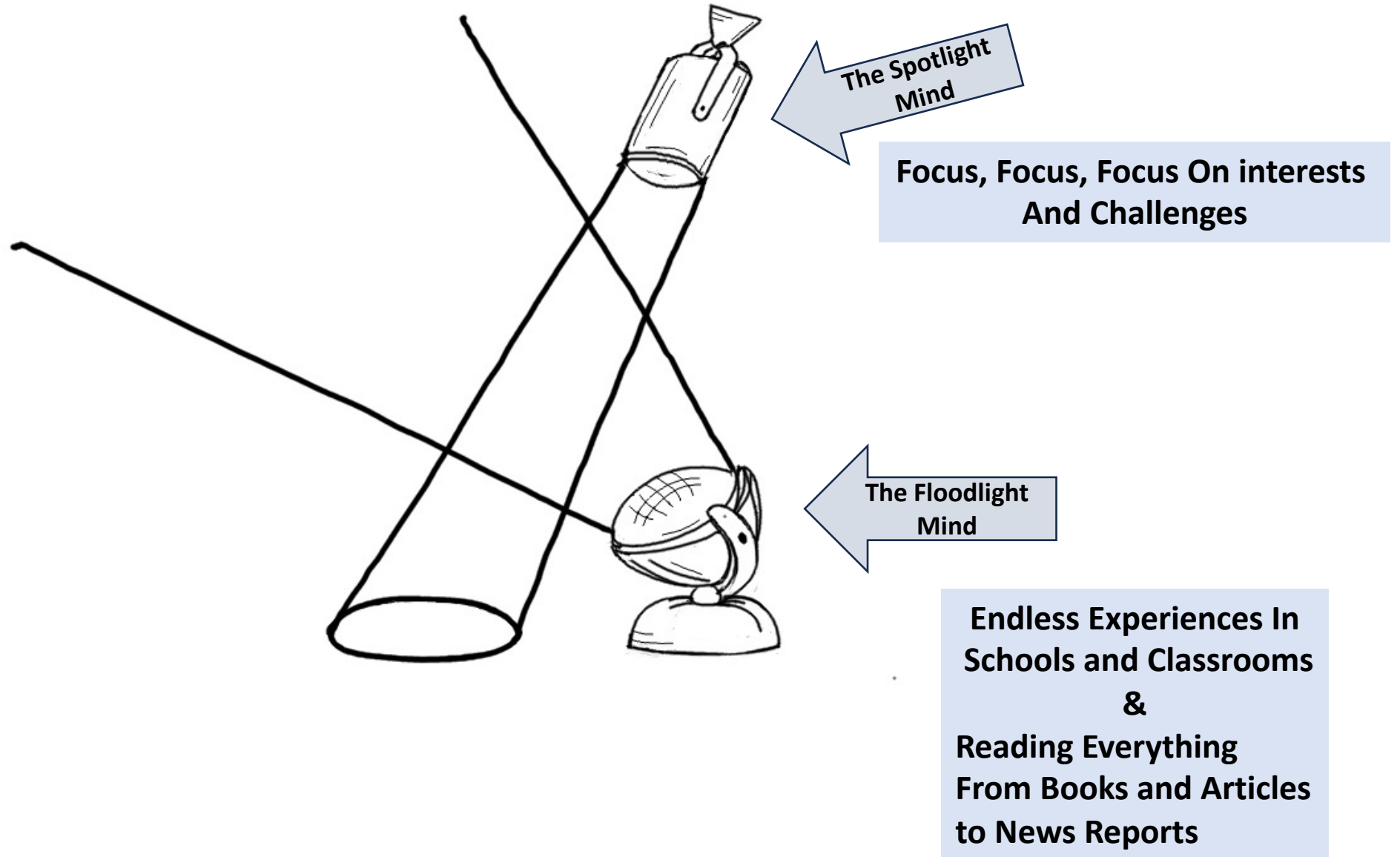
The Enrichment Triad Model

My Most Frequently Asked Question



Where Did These Ideas Come From?

Two Kinds Of Thinking



Also, where AAA came from in later years.

1. A Trip Back In History.



I was a middle school math & science teacher in New Jersey

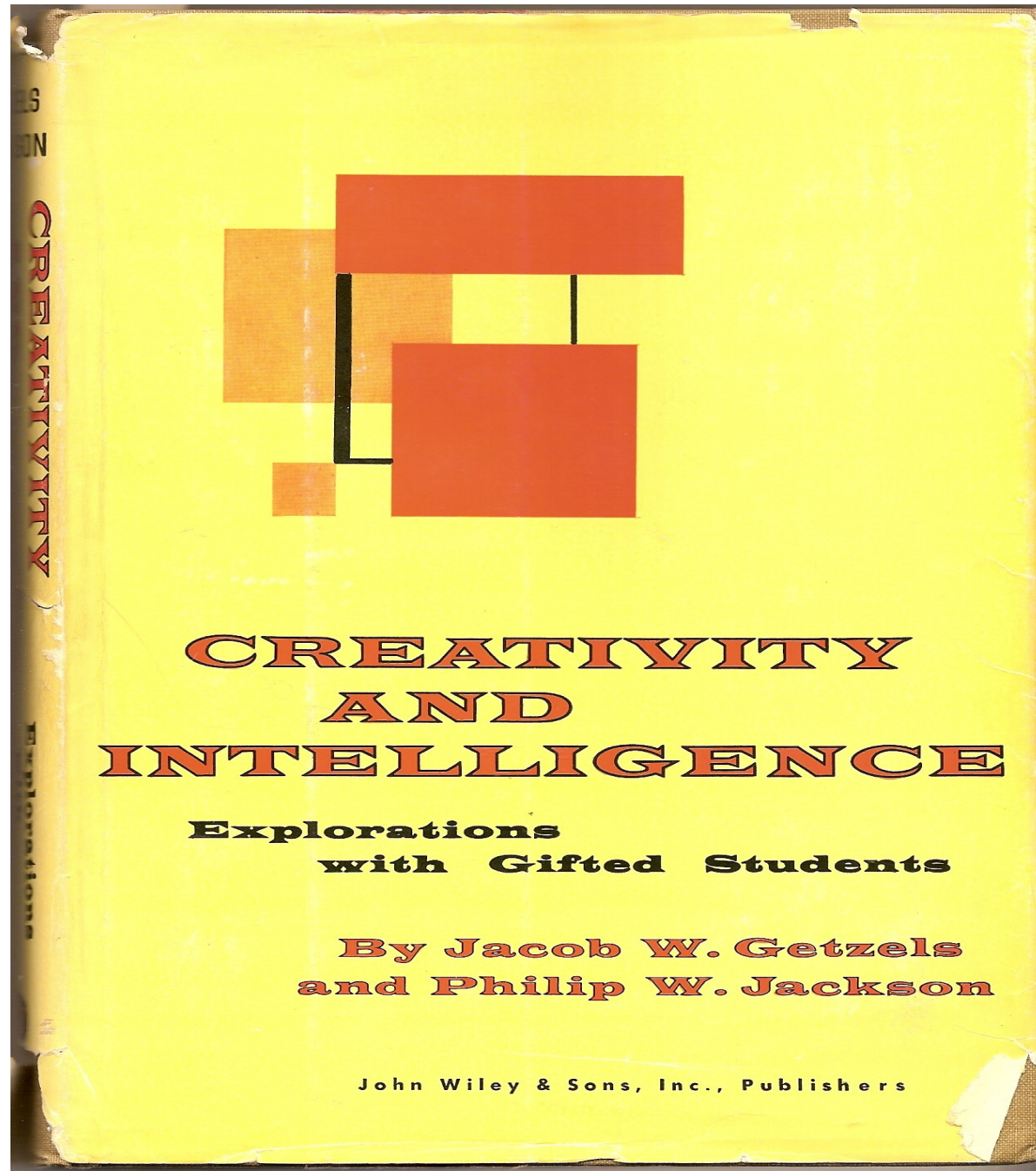
Superintendent sent me the names of all the high IQ Students in our middle school.

October 4, 1957



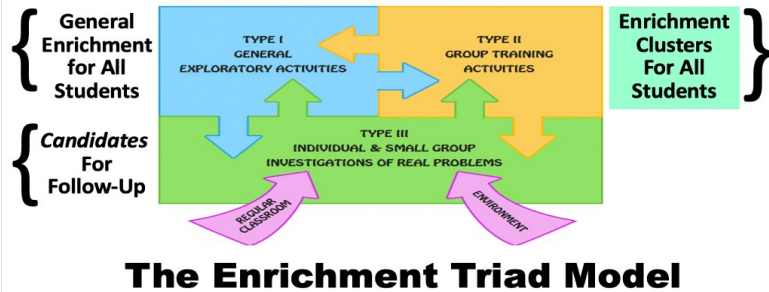
1962 – An Inspiring Professor

Jane Raph --
An inspiring
teacher
and a little
bit of luck...



2. A Trip Back In History

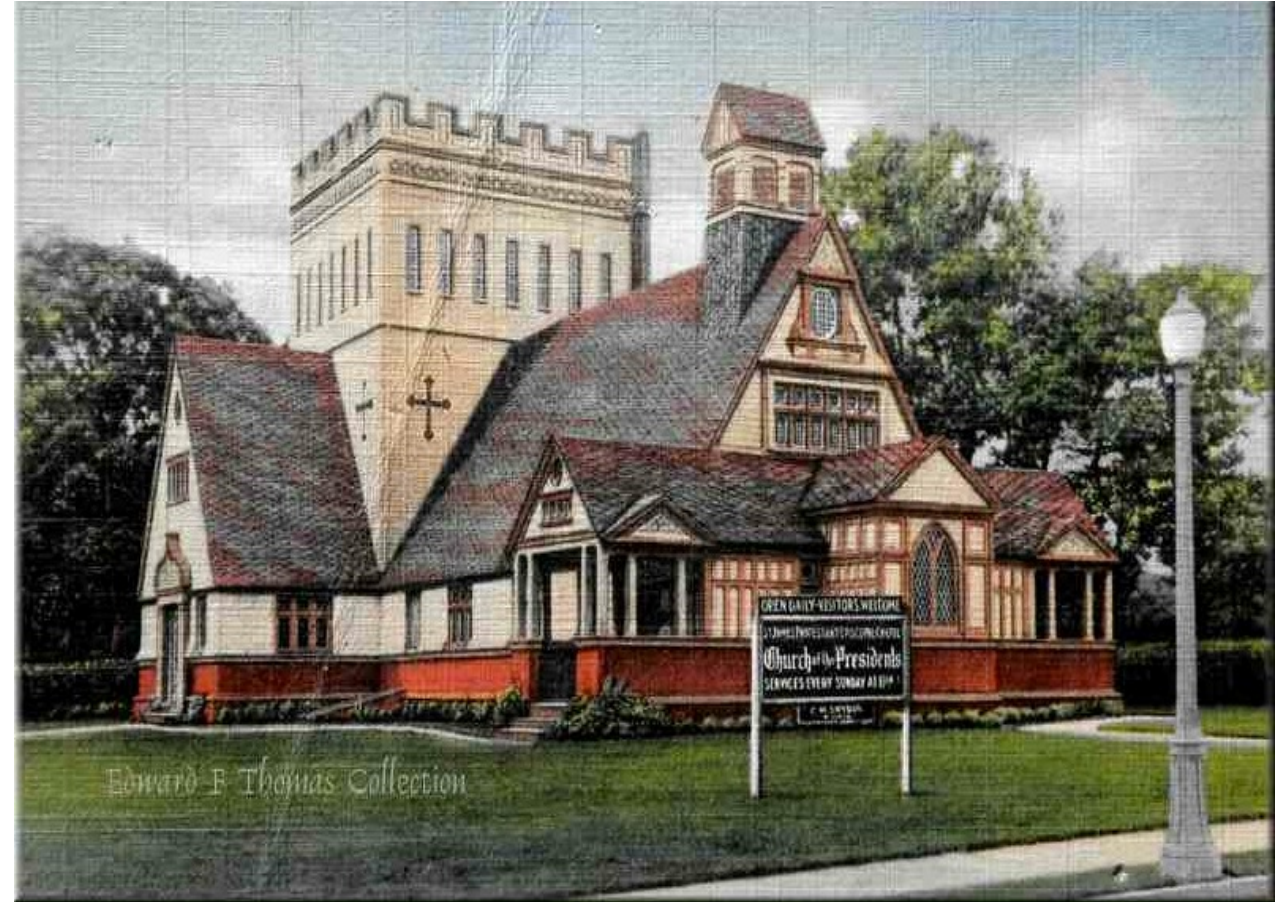
The seed for the idea of
Type III Enrichment.



Herb Buehler, the Social Studies
teacher on our middle
school team

Bruce Frankel, A seventh grade student
who had a fascination about all things
related to presidents of the U. S.

Around The Same Time



The Church of The Seven Presidents

Presidents at the Monmouth County Shore



James A. Garfield

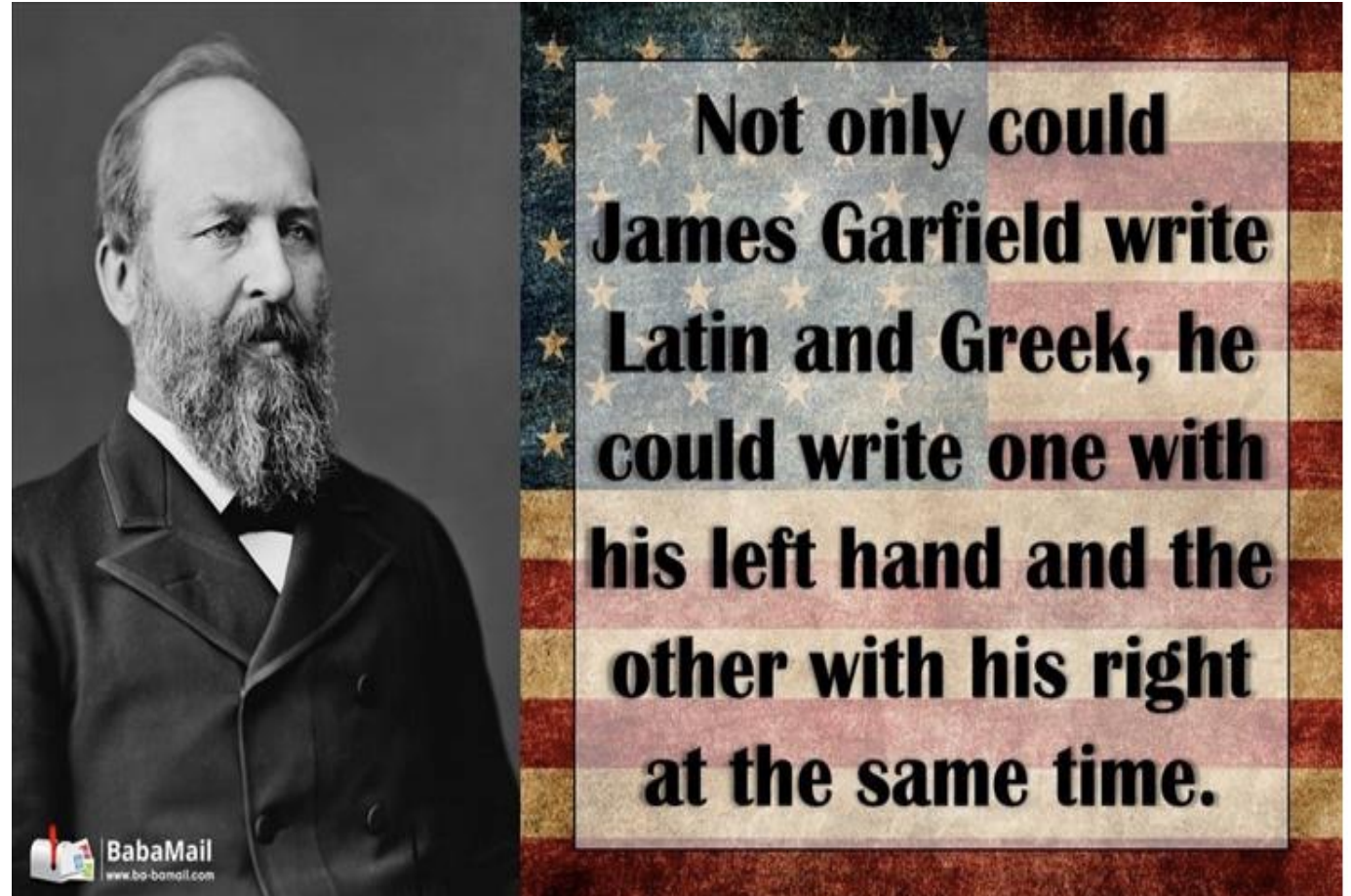




Old Photo of Garfield's Home

Things Bruce found out.

Garfield was shot and wounded by a disappointed office seeker at the railroad station in Washington, D.C. on July 2, 1881. He was brought by train to Elberon, N. J. in the belief that seashore air would help in his recovery.



Not only could James Garfield write Latin and Greek, he could write one with his left hand and the other with his right at the same time.

Bruce Spent

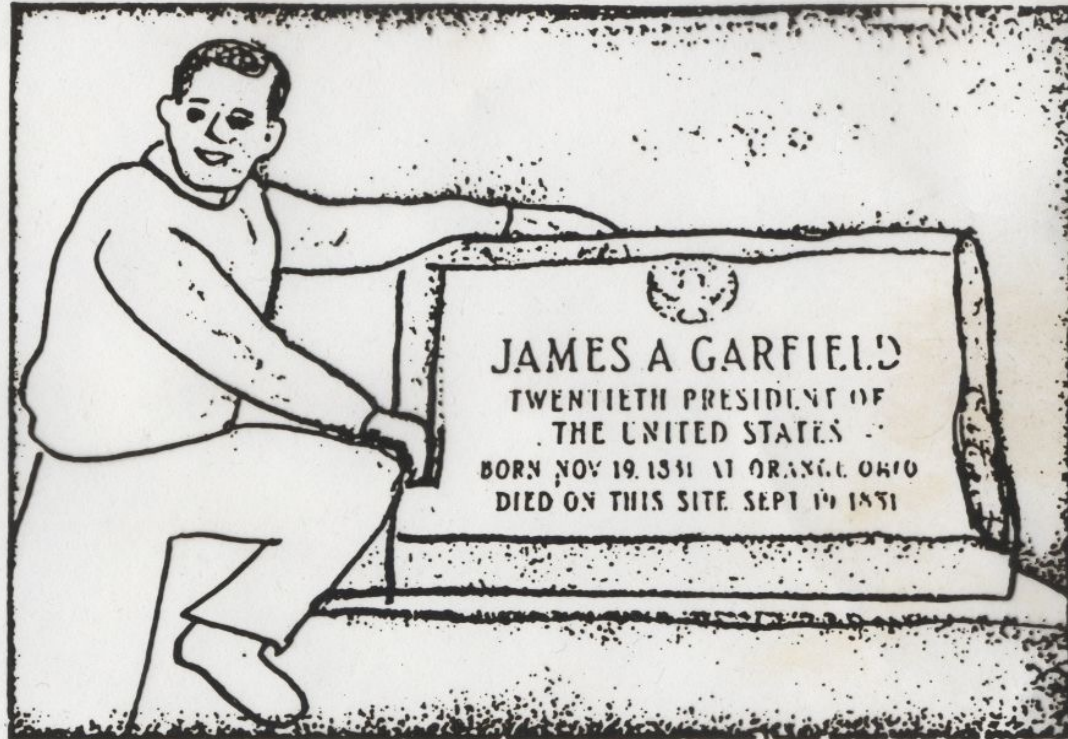
One-Third

Of His Life

To Honor

Garfield '56*

*(William College)



A letter that touched
Bruce's heart.

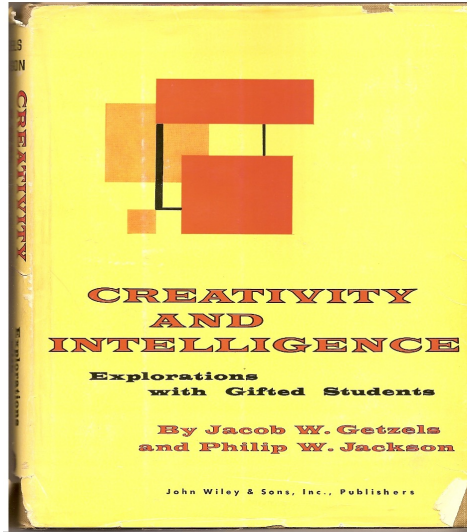
Charles Gutier
B & O R.R. Station July 2, 1881

Making Connections

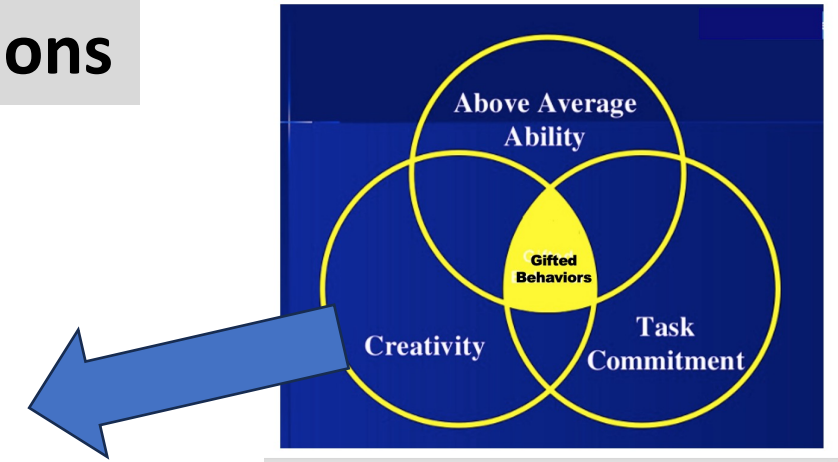
Practical Applications



Torrance Tests of Creative Thinking



Getzels and Jackson Book



New Directions In Creativity (1972) -- 120 Activities From Primary To High School

Side Note:
Major Problem
With The TTCT

Trivia Note

Renzulli, J. S., & Paulus, D. (1968). Scoring creativity tests by computer. *Gifted Child Quarterly*, 12, 79-83.

New Directions In Creativity HYPERLINKS
120 Creativity Training Activities (K – 12)

<https://gifted.uconn.edu/wp-content/uploads/sites/961/2023/07/NDC-Mark-1.pdf>

<https://gifted.uconn.edu/wp-content/uploads/sites/961/2023/07/NDC-Mark-2.pdf>

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Practical Applications

Identification Information
Necessary For ELT•
Pedagogy

Two Kinds of Assessment

JSR
2019

The Difference Between
Assessment *of* Learning
[What Students Already Know]
And...



Assessment *For* Learning
[What Skills They Need To
Learn New Material Enjoyably
And Enthusiastically]



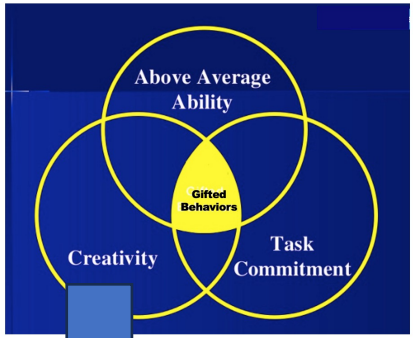
| | |
|------------------------------|----------------------------|
| Interests | Executive Functions |
| Learning Styles | |
| Expression Styles | |
| Enjoyment of Learning | Collaboration |
| Student Engagement | Cooperation |
| | Planning |
| | Self-Regulation |
| | Organizing |
| | Curiosity |



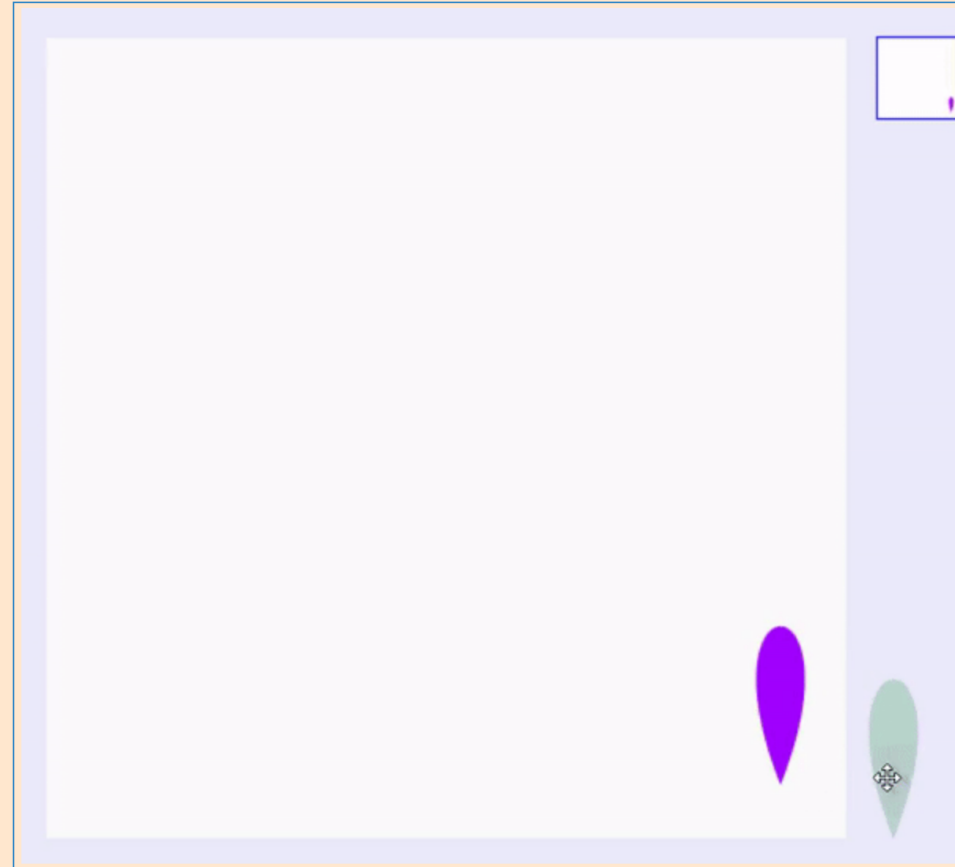
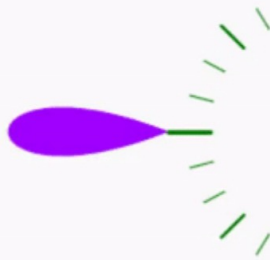
*Enrichment Learning
And Teaching


TUTORIAL

TUTORIAL STEP 1 - Adding a petal



**The Cebci Test Of Creativity is
now a part of the Renzulli
Learning System**



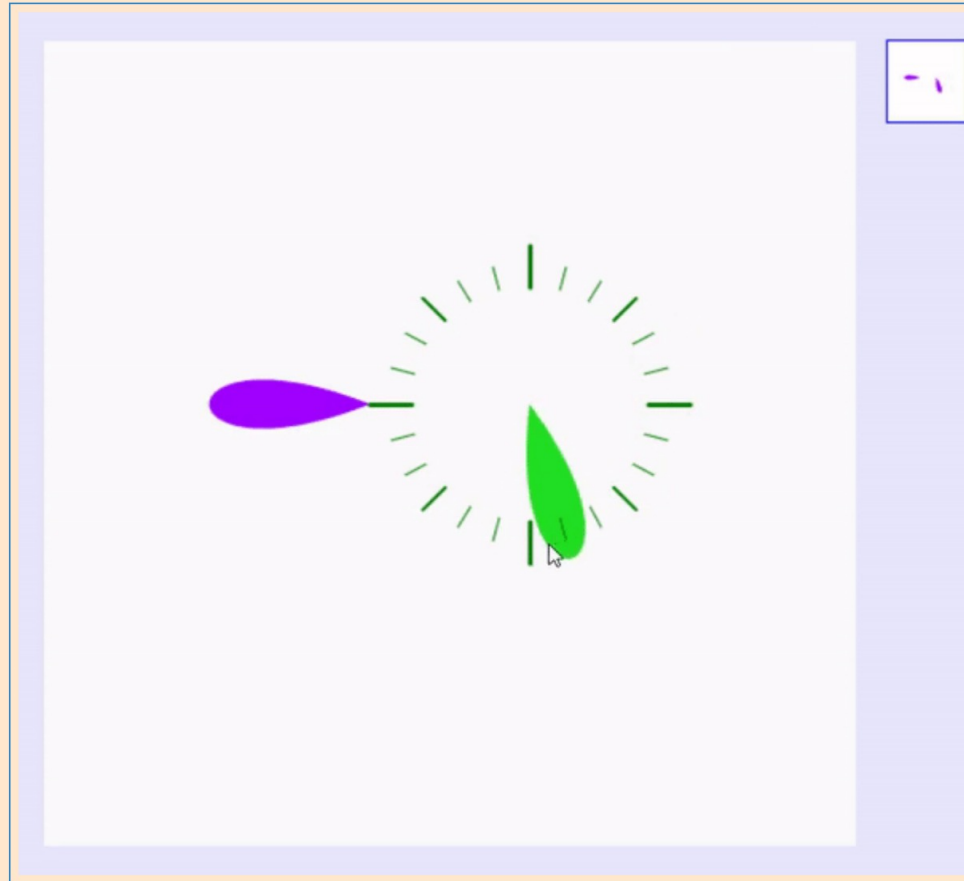
A petal  is the only thing you need to make your flowers in this game. Watch the animation. To add a new petal to your flower:

- 1) with your mouse hold from the pointy half of the petal
- 2) drag it to the white drawing area
- 3) once there, simply release to drop the petal.

Want to try?
Click the NEXT >> button below to try yourself.

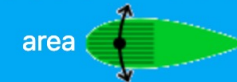
NEXT >>

TUTORIAL STEP 2 - Rotating a petal



As seen in the animation to rotate a petal:


1) Move your mouse over the curved half of the petal, here shown with shaded




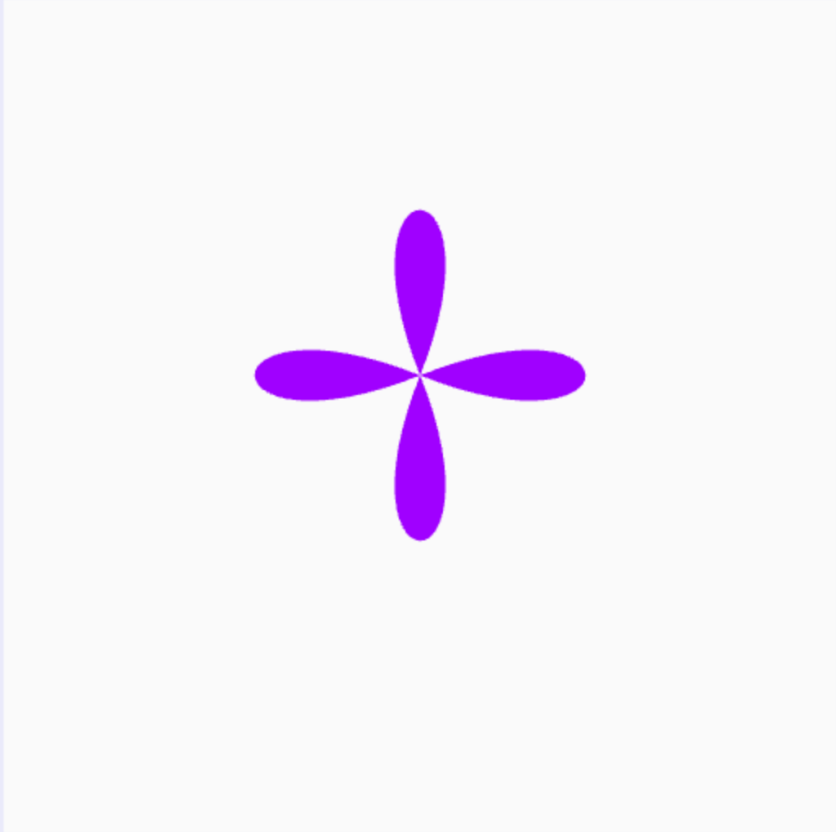


area
2) Hold and rotate the petal. Click the NEXT >> button to try it yourself.

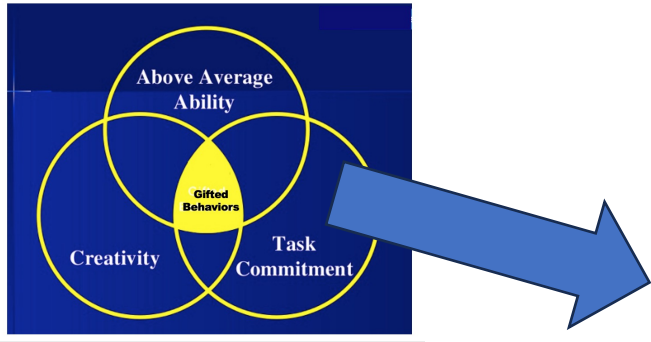
NEXT >>

TUTORIAL STEP 5 - Adding a New Flower

Its your turn! Add a new page by clicking  Click the NEXT >> to continue.



NEXT >>



A detailed analysis was made of the 150 most successful and 150 least successful men among the gifted students in an attempt to identify some of the *non-intellectual factors* that affect success. Since the less successful subjects do not differ to any extent in intelligence as measured by tests, it is clear that notable achievement calls for a lot more than a higher order of intelligence.

The results [of the follow up study] indicated that personality factors are extremely important determinators of achievement. The four traits on which the [most and least successful groups] differed most widely *were persistence in the accomplishment of ends, integration toward goals, self-confidence, and freedom from inferiority feelings*. In the total picture the greatest contrast between the two groups in *all-round emotional and social adjustment, and in drive to achieve*. (Terman, 1959, pg. 148; italics not in the original).

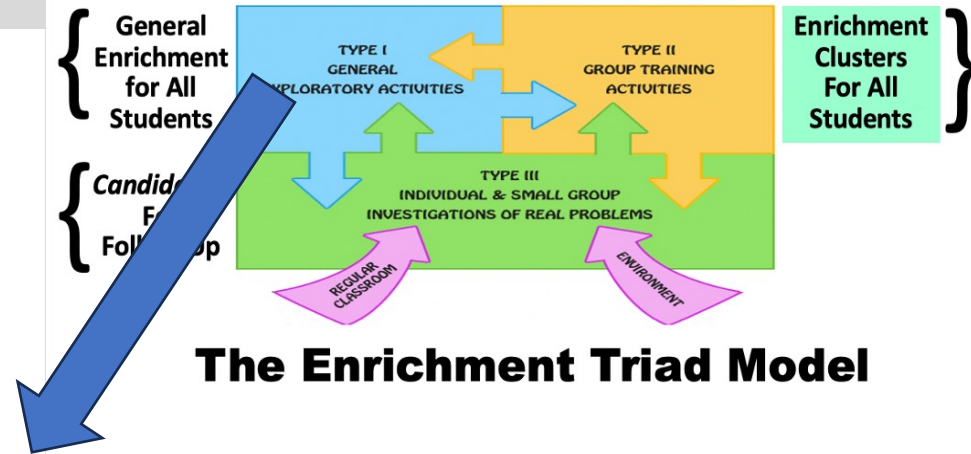
+

**Numerous biographies
of highly creative and
productive people**

To become the master of any skill it takes the total effort of your heart and mind and what you believe can be put into practice together in a harmonious and joyful way.

Thomas Edison

Practical Applications



Mainly Experience

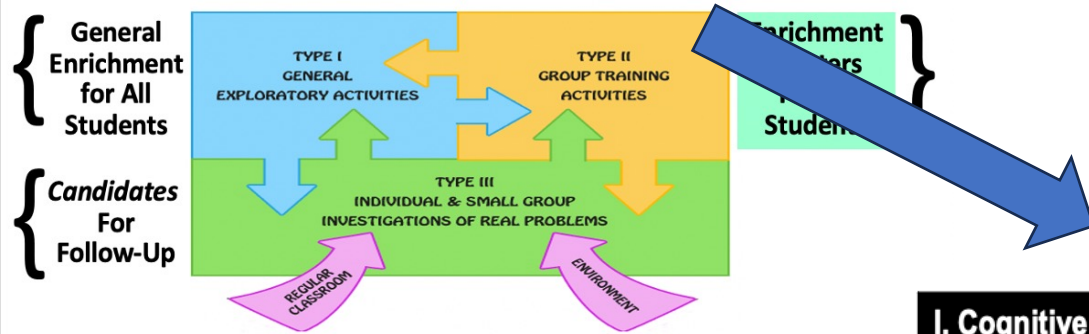
Taking **all** students on field trips and providing opportunities for follow-up.
Developing a Type I Planning Guide.

Practical Applications

Type I Planning and Documentation Form

| | | | | | | |
|--|----------------------|-----------------------|----------------|-------------|-------------|--------------|
| Check all that apply: _____ General Matrix _____ _____ Grade Level _____ | Content Areas | | | | | |
| | Lang. Arts | Social Studies | Science | Math | Arts | Total |
| Methods of Delivery | | | | | | |
| I. Resource Persons | | | | | | |
| Speakers | | | | | | |
| Enrichment Clusters | | | | | | |
| Demonstrations | | | | | | |
| Artistic Performances | | | | | | |
| Panel Discussion/Debate | | | | | | |
| E-Mail | | | | | | |
| Other | | | | | | |
| II. Media | | | | | | |
| Films | | | | | | |
| Virtual Field Trips | | | | | | |
| TED Talks/Virtual Lectures | | | | | | |
| YouTube/Videos | | | | | | |
| Television Programs/DVDs | | | | | | |
| Newspaper/Magazine Articles | | | | | | |
| Software Programs | | | | | | |
| Other | | | | | | |
| III. Other Resources | | | | | | |
| Interest Development Centers | | | | | | |
| Displays | | | | | | |
| Field Trips | | | | | | |
| Museum Programs | | | | | | |
| Learning Centers | | | | | | |
| Internet-Based | | | | | | |
| Other | | | | | | |
| Total | | | | | | |

Practical Applications



The Enrichment Triad Model

Endless research by many people around the world on thinking skills, the development of a Type II Taxonomy, and creating a library of resources for teaching thinking skills that can selectively be used in our courses and professional development.

I. Cognitive Thinking Skills

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

II. Character Development and Affective Process Skills

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

III. Learning How-To Learn Skills

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

IV. Using Advanced Research Skills & Reference Materials

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

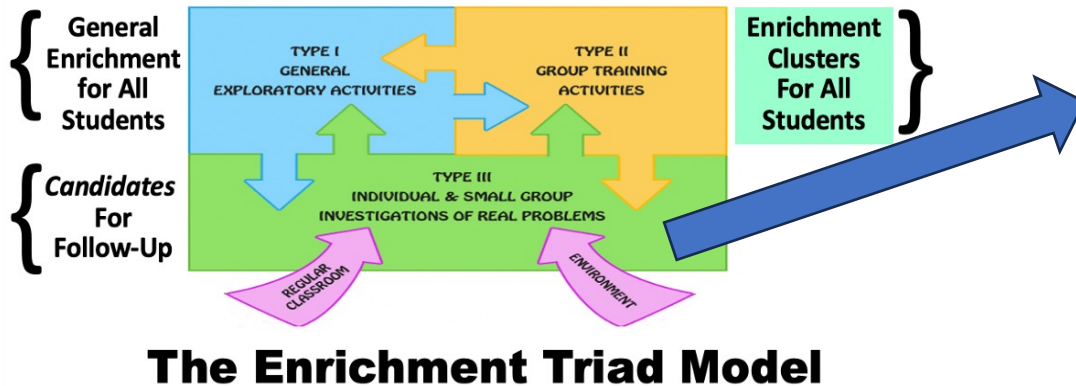
V. Written, Oral, and Visual Communication Skills

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

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

Practical Applications



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

Philosopher, Edmund Burke

Numerous case studies about all
kinds of students doing
outstanding work on Type III
Enrichment projects

Hint: Whenever you are sharing information about Type III Enrichment,
always tell a few stories about outstanding examples
you have facilitated or heard about.

Practical Applications

Resources Available For Dissemination

A key to getting people interested in bringing about change in their schools is providing them with easy-to-access information in various formats. The files below contain articles and videos that you may want to review to see which ones tell the story in a manner (print, video, long or short) that you think serve you best. All are available at no cost or need to request permission,

Publications by Joseph S. Renzulli & Sally Reis

https://gifted.uconn.edu/renzulli_all_publications/

Instruments for gaining assessment for learning information from students

https://gifted.uconn.edu/renzulli_instruments

Short Articles by Joseph S. Renzulli (5-27-23) that are designed to capture the attention of leaders and policy makers

https://gifted.uconn.edu/renzulli_short_articles/

Videos About The Schoolwide Enrichment Model

https://gifted.uconn.edu/renzulli_videos/

Videos about selected topics distributed by our Center by various leaders in the field

https://gifted.uconn.edu/renzulli_videos/

[Especially valuable for “busy administrators”]
Academia, LinkedIn, Confrater Mailing List Short Stuff

Curricular Enrichment Infusion: A Practical Application For For Modifying The Regular Curriculum [Example of Short Stuff - 4 Pgs.]

Joseph S. Renzulli
The University of Connecticut

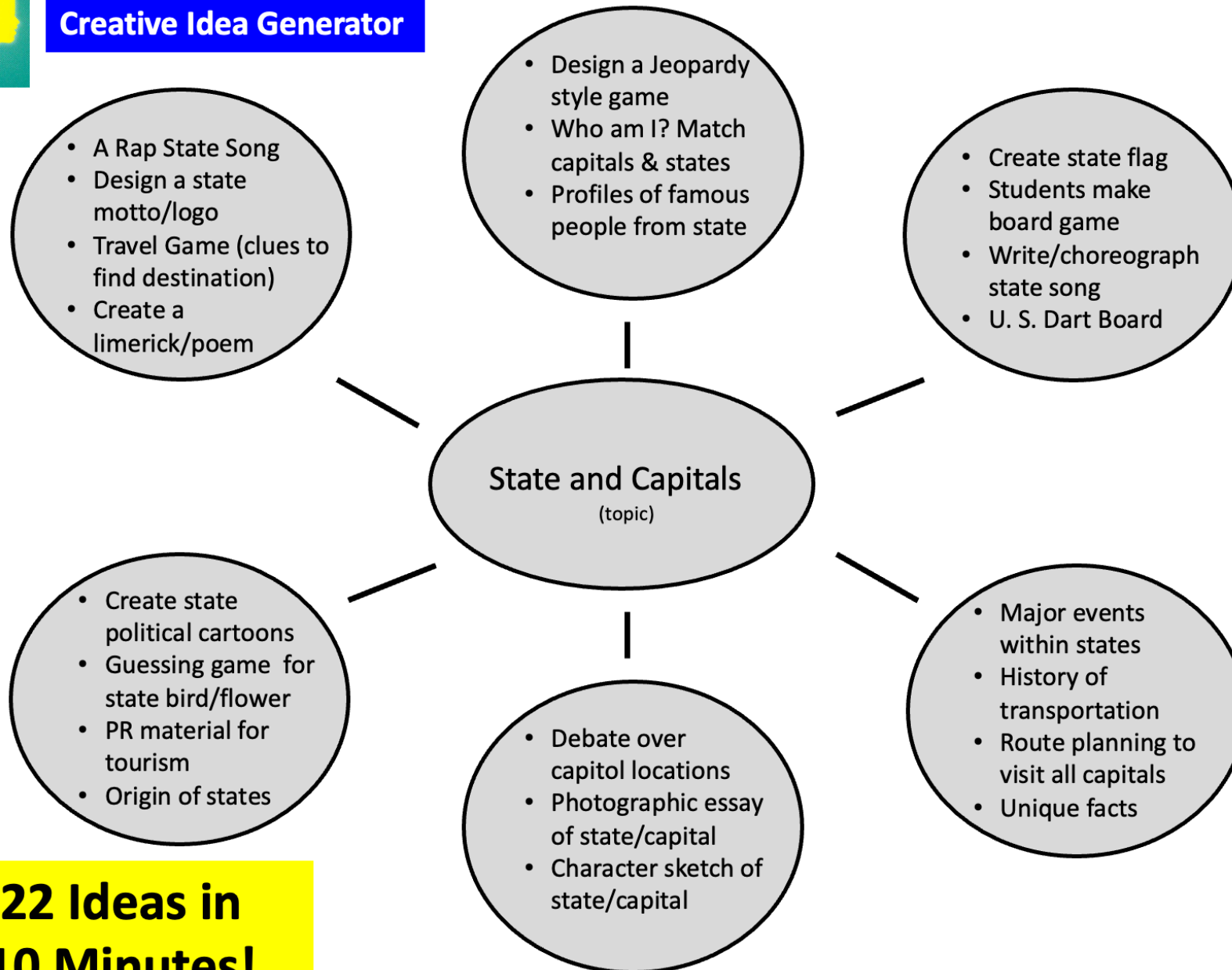
Abstract

Today’s education systems around the world are still dominated by a pedagogy that focuses on information acquisition, storage, and retrieval; and unfortunately, scores on standardized achievement continue to be the way in which most schools and teaching are evaluated. One state has recently proposed a performance-based teacher salary system, and, of course, the criterion for paying teachers will be based on increasing test scores. Can you imagine the type of teaching that will result from such an approach?

The acquisition of knowledge is important, however, we firmly believe that schools should be places for talent development. Our work for decades has focused on what we call creative/productive giftedness rather than traditional lesson-learning giftedness. In this keynote, Joe will summarize some experiences that have influenced our work over the past fifty years. A good deal of this work has focused on the development of theories or models for identifying talent potentials and serving young people in school settings, but theories don’t create lasting change. To change practices, we need professional development for both teachers and administrators that focuses on enjoyable and engaging practices that can reasonably be done in classrooms. This keynote focuses on enrichment practices and easy access to the resources that can be



Creative Idea Generator



**22 Ideas in
10 Minutes!**

SEM Leaders Checklist

Sustainability Study [2023]

The Schoolwide Enrichment Team, Program Coordinator, and/or the Principal...

- ___ Conducts regularly scheduled meetings of the Schoolwide Enrichment Team
- ___ Has a list of the names of all students for whom Curriculum Compacting is being provided and periodically reviews Compactors with the teachers
- ___ Has a collection of Type III Management Plans from projects completed by students in Enrichment Clusters or other special program opportunities
- ___ Sets up a regularly scheduled weekly time for Enrichment Clusters
- ___ Visits Enrichment Clusters and arranges for follow-up meetings with the teachers
- ___ Maintains a list of outside persons who have been invited to provide Type I or Type II Enrichment in the school
- ___ Maintains a list of outside persons who have served as Type III Mentors to individuals or small groups
- ___ Maintains a list of state contests and competitions (e.g., National History Day, Invention Convention, Future Problem Solving, Math League, etc.) and provides information to teachers about dates, locations, and entrance and registration requirements
- ___ Asks teachers for quarterly summaries listing Types I, II, or III Enrichment activities that have been infused into the regular curriculum
- ___ Sends announcements about student, teacher, or program accomplishments to the local press
- ___ Arranges for an end-of-year Type III Fair or Showcase for students, parents, district officials, board members, and the local press
- ___ Has visual displays and graphic organizers (e.g., Three Ring Conception of Giftedness, Triad Model) throughout the building so that students and teachers understand “the language of the model” and the meaning and purpose of key features
- ___ Arranges to showcase student work throughout the building, in the central office, and other public and commercial buildings throughout the community
- ___ Has an attractive brochure that can be shared with parents, visitors, and others who ask about the program
- ___ "Artifacts" exist in the buildings that validate the school is an SEM school or on the way to becoming one! [Artifacts can show up as memos to staff related to SEM, articles about SEM regularly distributed and discussed, bulletin boards displaying Type1, 2 and 3 experiences, etc.].

Developed by one of the principals in New York city

Closing Story

Sometimes things can get pretty nasty...

Renzulliitis: A National Disease In Gifted Education

Article By Hans Jellen

**"Change is hard at first,
messy in the middle, and
gorgeous at the end."**

Chronicle Guidance Professional Service P991

File under: SPECIAL GROUPS
19.4.1
Exceptional Children
Academically Talented and Gifted

What Makes Giftedness? Reexamining a Definition

by Joseph S. Renzulli

Throughout recorded history and undoubtedly even before records were kept, people have always been interested in men and women who display superior ability. As early as 2200 B.C. the Chinese had developed an elaborate system of competitive examinations to select outstanding persons for government positions,¹ and down through the ages almost every culture has been fascinated by its most able citizens. Although the areas of performance in which one might be recognized as a gifted person are determined by the needs and values of the prevailing culture, scholars and laypersons alike have debated (and continue to debate) the age-old question: What makes giftedness?

The purpose of this article is therefore threefold. First, I shall analyze some past and current definitions of giftedness. Second, I shall review studies that deal with characteristics of gifted individuals. Finally, I shall present a new definition of giftedness that is operational, i.e., useful to school personnel, and defensible in terms of research findings.


The Definition Continuum

Numerous conceptions and countless definitions of giftedness have been put forth over the years. One way of analyzing existing definitions is to view them along a continuum ranging from "conservative" to "liberal," i.e., according to the degree of restrictiveness used in determining who is eligible for special programs and services.

Restrictiveness can be expressed in two

ways. First, a definition can limit the number of performance areas that are considered in determining eligibility for special programs. A conservative definition, for example, might limit eligibility to academic performance only and exclude other areas such as music, art, drama, leadership, public speaking, social service, and creative writing. Second, a definition may specify the degree or level of excellence one must attain to be considered gifted.

At the conservative end of the continuum is Lewis Terman's definition of giftedness, "the top 1% level in general intellectual ability, as measured by the Stanford-Binet Intelligence Scale or a comparable instrument."²



— "Sae," 1970,
by Ramon B. Price, Boston.

JOSEPH S. RENZULLI (University of Virginia Chapter) is associate director of the Bureau of Educational Research, University of Connecticut, Storrs. © 1978 by Joseph S. Renzulli.

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THIRTY SEVEN HUNDRED AND SEVEN
SEVENTEENTH ANNIVERSARY 1978
FALL 1978

DELTA KAPPA



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Joseph S. Renzulli
School of Education
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Storrs, CT 06268

Dear Mr. Renzulli:

Recently I received a letter from one Dan King, a copy of which is enclosed. He alleges, as you can see, that both your 1978 KAPPAN article and the most recent one in the May 1981 issue appeared elsewhere prior to publication in the KAPPAN. You'll notice that he fails to specify where they appeared; I've asked him for full citations. In the meantime, could I please hear from you as to whether the articles in question appeared elsewhere? Thanks for your assistance.

Cordially,

Robert W. Cole, Jr.
Editor
PHI DELTA KAPPAN

RWC:th

Enclosure



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CERTIFICATION PLACEMENT
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June 5, 1981

Editor
Phi Delta Kappan
8th and Union Street
Box 789
Bloomington, Indiana

Dear Editor:

In your May, 1981 issue of the Phi Delta Kappan you printed an article entitled "The Revolving-Door Model: A New Way of Identifying the Gifted" by Joseph Renzulli and his colleagues. I am writing to inform you that this same material has been printed elsewhere by Renzulli in explaining his triad model at least two years ago and in articles elsewhere.

One makes the basic assumption that what is printed in the Phi Delta Kappan is original and new. One cannot make the presumption that the PDK membership does not contain educators of the gifted. One should make the presumption that the journal is not a digest of articles in other publications but material printed for the first time.

I hope that the editorial process includes some check on articles to discover whether they have been published elsewhere or not. Had this process been a tight one, it might also have discovered that the Renzulli article in the late 1978 issue of the Phi Delta Kappan had also been published elsewhere before.

Sincerely,


Dr. Dan King
Assistant Professor

DK/111

Bob Cole

6/24

2:30

disregard letter of

6/22 -

sending another
letter to explain

THE DELTA KAPPA



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I'm still shaking my head over a phone call I received this morning. Dan King called me in response to my letter of June 22 that asked him to supply documentation for the allegations that I mentioned to you in my earlier letter. This Dan King said that he had never sent such a letter and, in fact, that he did not even know who Joseph Renzulli is. Apparently someone has perpetrated a hoax that is, to say the least, in bad taste. I apologize for having disturbed your summer with this. Please consider the matter to be closed. I trust that you'll continue to send your work to the KAPPAN: we value you as a contributor. Keep in touch.

Cordially,

Robert W. Cole, Jr.

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

005042

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

Bulk Rate
U S Postage

PAID

Alexandria, Va
Permit No. 13

Please peel off label
And place on order form

Address Correction Requested

I received over 20 of these postcards, all from anonymous sources.

The Main Take-Away From Confratute...

7th Grade Science Teacher At Dow Avenue School, Ocean Township, NJ

Stephanie Battjer

Sent: Thursday, June 4, 2015 at 7:14 AM

To: joseph.renzulli@uconn.edu

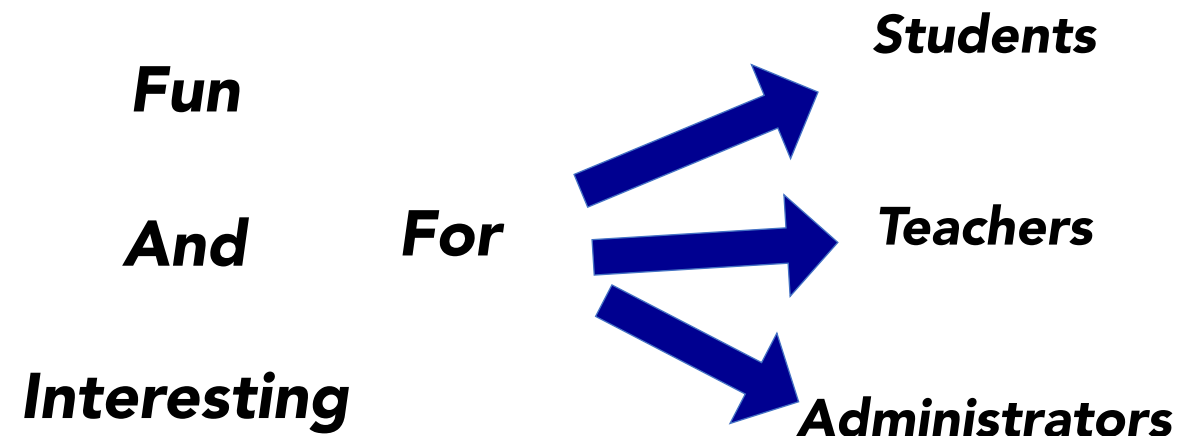
📧 You forwarded this message on 6/4/15, 2:47 PM.

Dear Dr. Renzulli,

I ran across your name and work recently and I believe you were my 7th grade science teacher at Dow Avenue School. You were always one of my favorite teachers! I remember your enthusiasm as a relatively young teacher, and that you always made class fun and interesting.

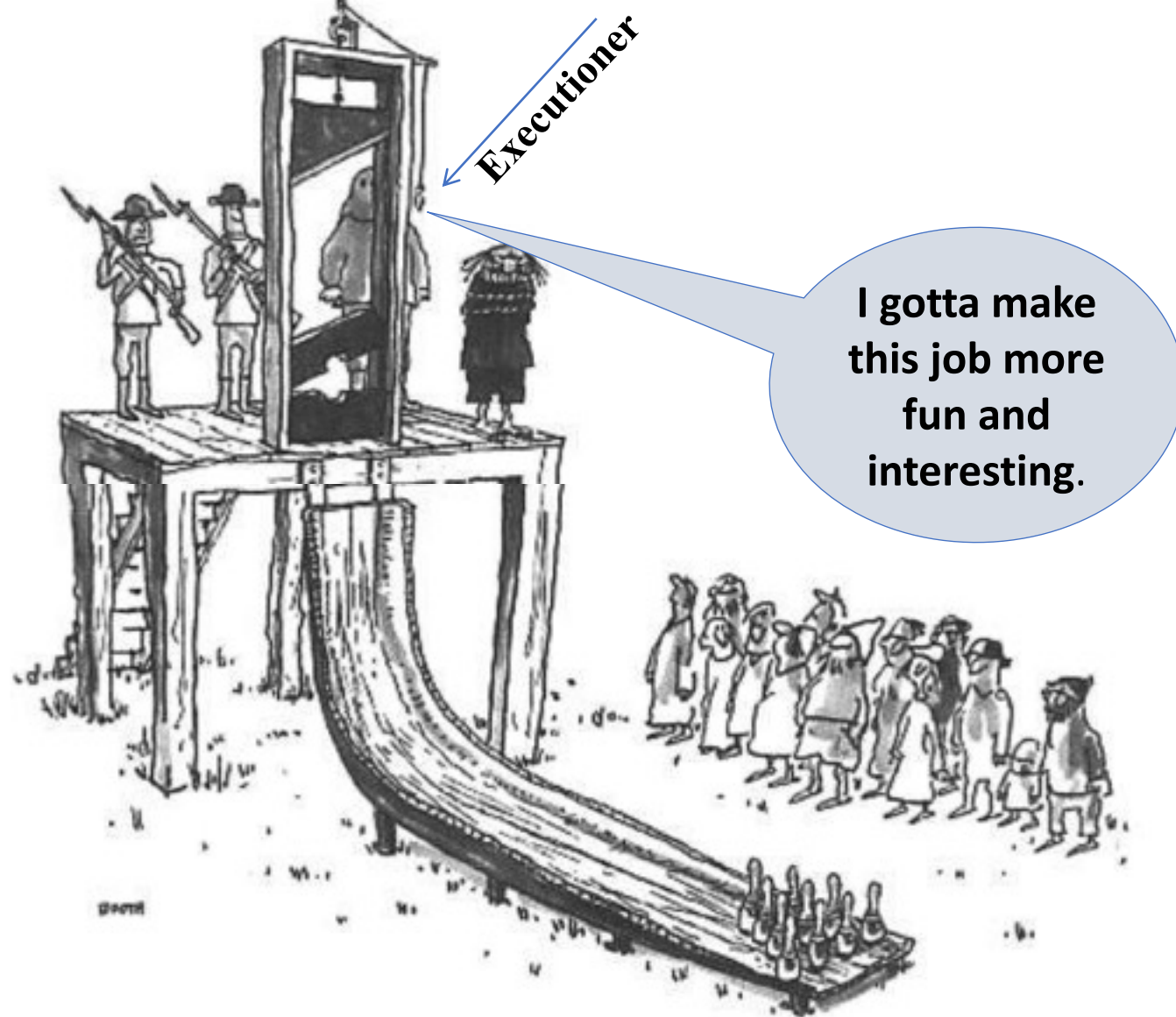
I am impressed with your work and your achievements. I just wanted to say hello to great teacher and scholar! Hope all is well with you!

Best Regards,
Brian Battjer



The main “take away” message from Confratut is:

**No matter what you are teaching no matter how much it depends on presenting prescribed knowledge...
...you should always try to do everything possible to make it more fun and interesting!**



NEAG SCHOOL OF EDUCATION

Renzulli Center for Creativity, Gifted Education, and Talent Development

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Dr. Joe Renzulli's Contributions ▼

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All Articles and Chapters

Instruments

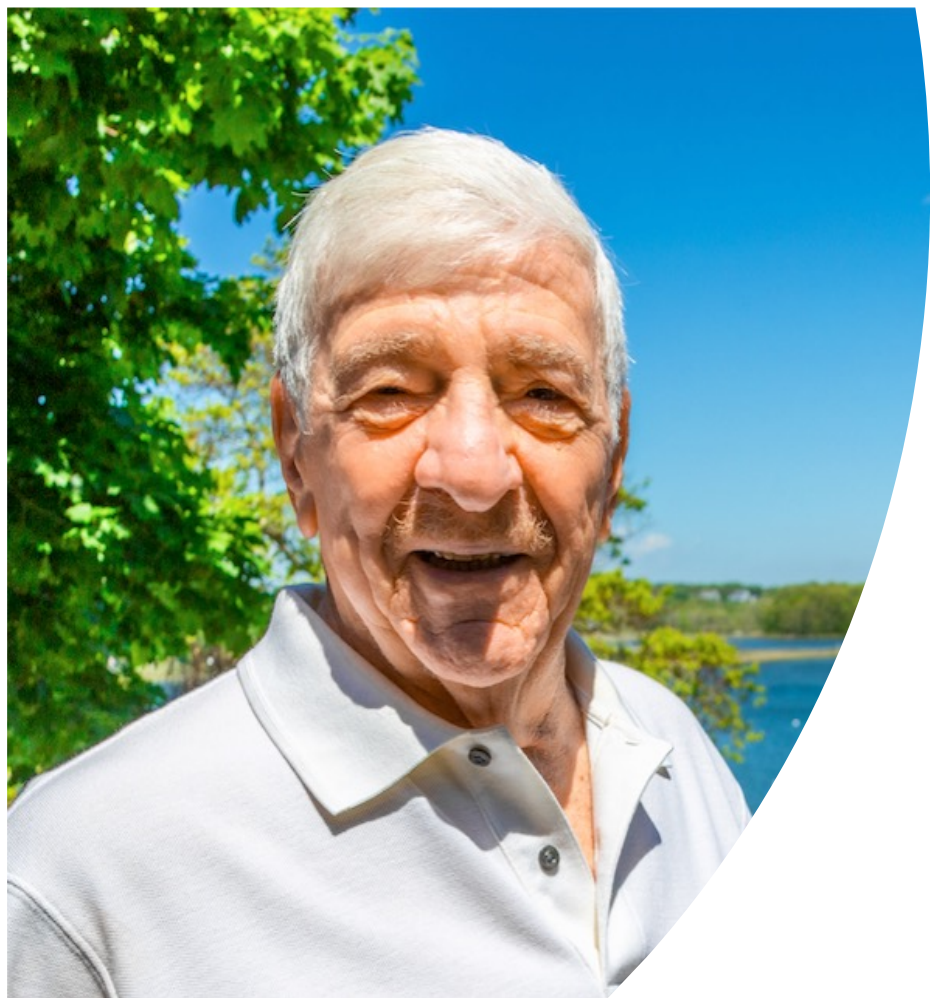
Practical Resources

Short Articles on Key Issues

DR. JOS

ENTATIONS



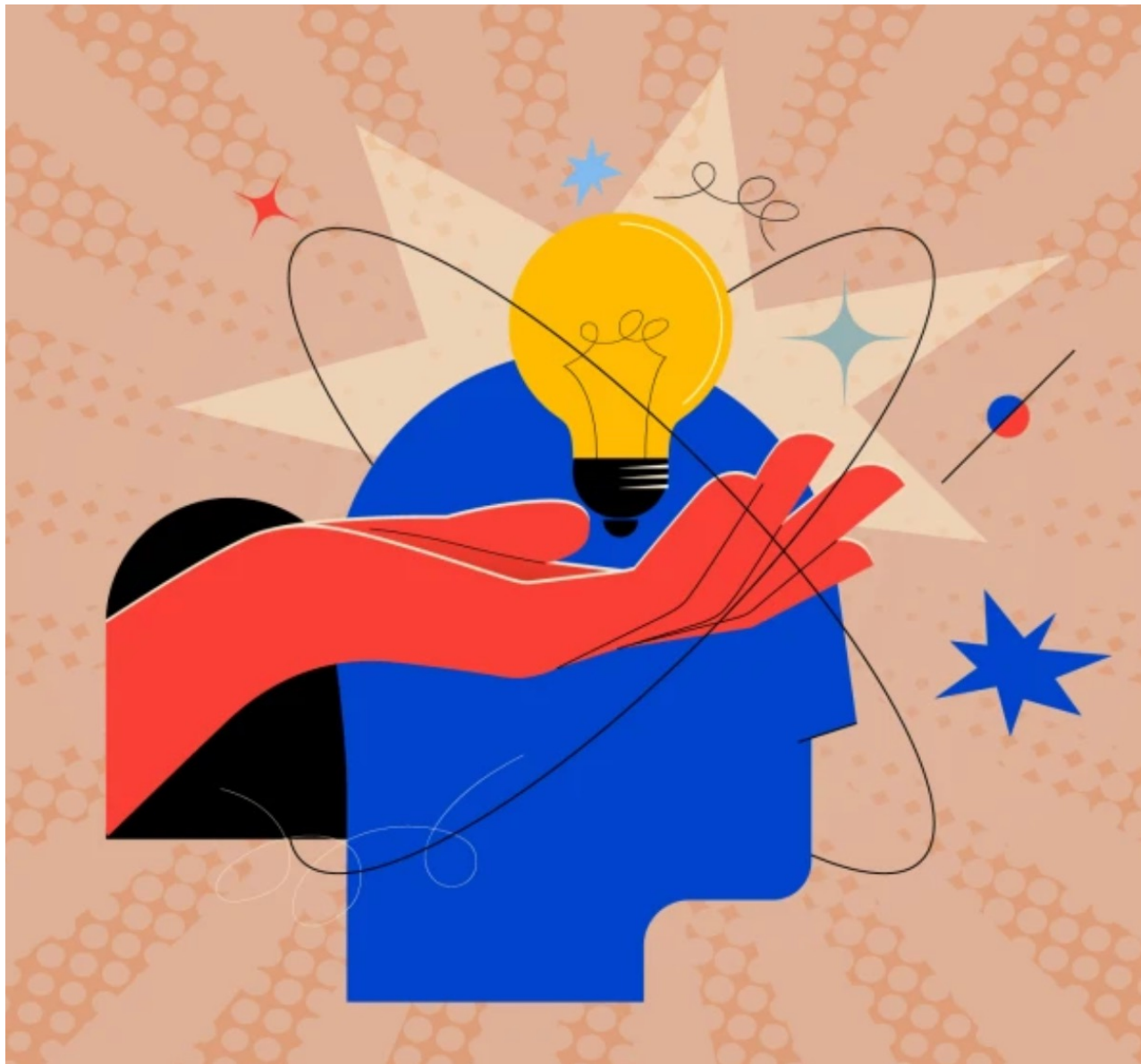


**Please feel free to join
my LinkedIn
Account at the
following address:**

<https://www.linkedin.com/in/joseph-s-renzulli-861b5b22/>

RENZULLI center
for
creativity, gifted education, and talent development

Favorite Quote



***"Inspiration exists, but it must find you working."
Pablo Picasso***

What is Enrichment Pedagogy?

Developed by researchers and educators whose classrooms and practices have served as laboratories for enrichment and innovations that have subsequently become mainstays in our field.



ENRICHMENT PEDAGOGY UNDERLIES OUR WORK

- Strength-based Instruction
- Critical/Creative Thinking & Problem Solving
- Creative Productivity—Inventions & Projects
- Finding and Pursuing Interests
- Depth and Complexity
- Small Group Advanced Explorations
- Differentiated Instruction Targeted to Needs
- Adjusting and Embracing Affective Differences
- Support for Social Emotional Development
- High level Questioning Skills
- Embracing Challenge and Supported Struggle



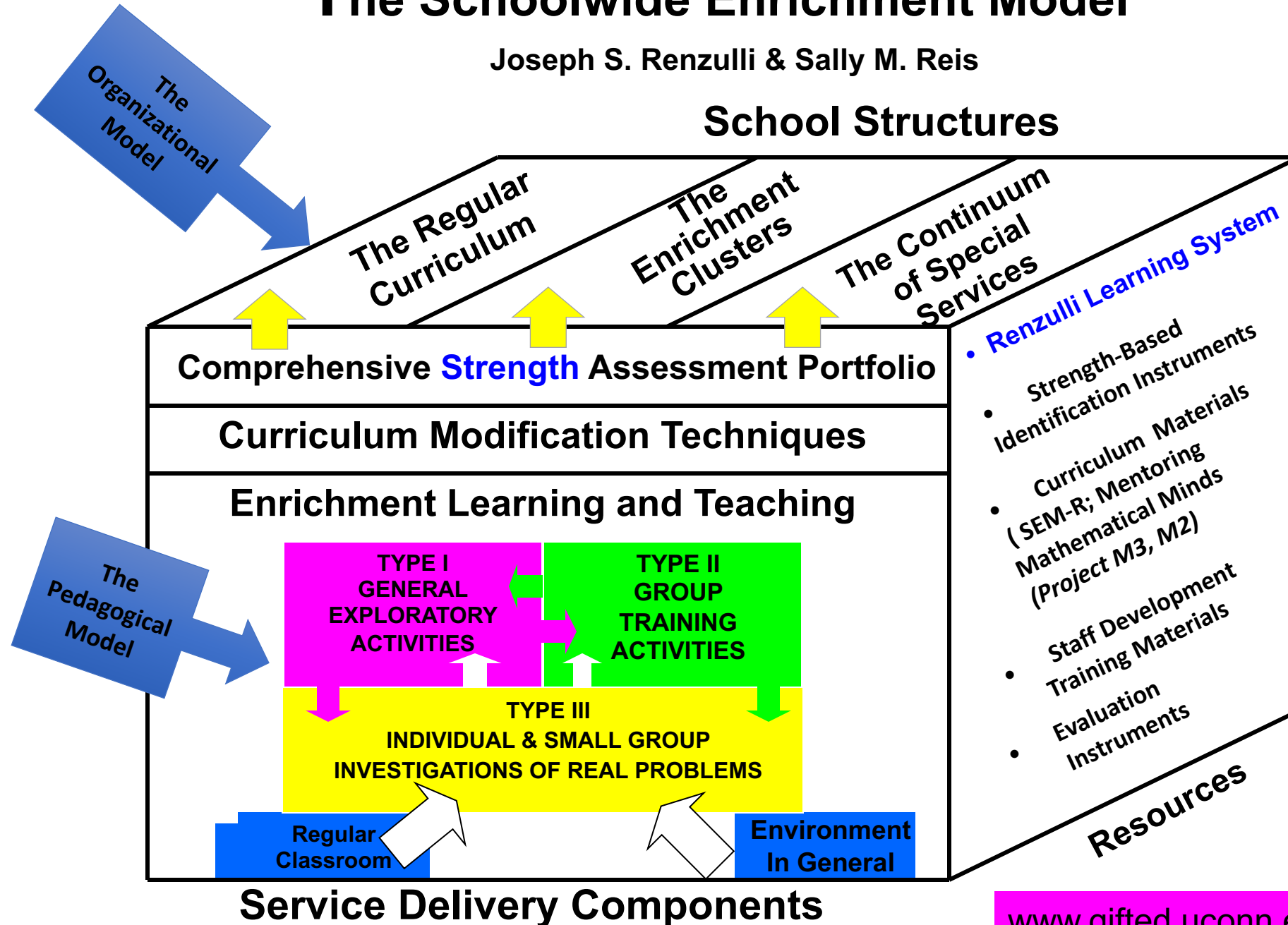
Passion projects, Maker spaces..

Genius Hour



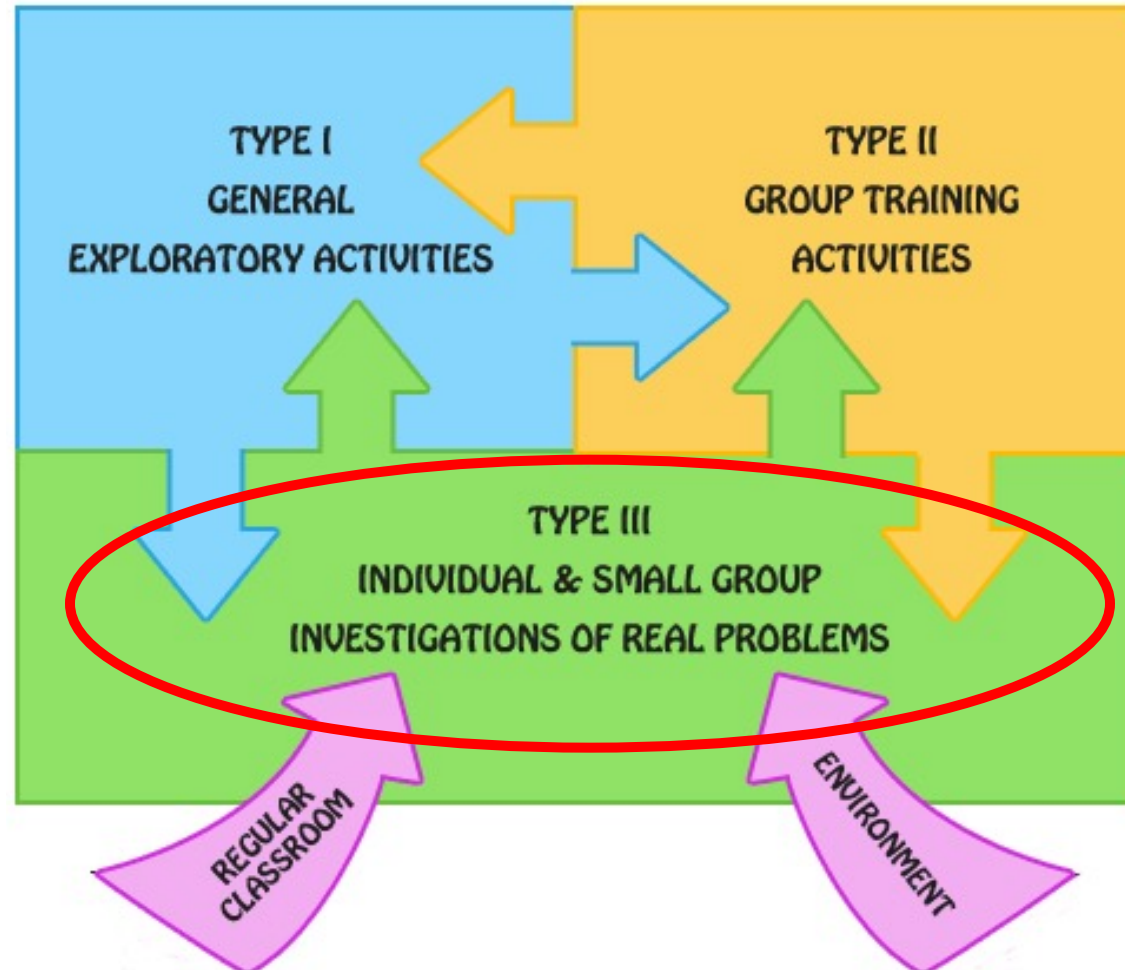
The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis



Motivating Real-world Impacts

The Enrichment Triad Model



Enjoyment



Engagement



Enthusiasm

For Learning

What is a Strength-based, Talent-focused Approach?

Educational experiences designed to align with students' strengths, interests, and talents.

Engaging students in the curriculum

Enabling personal expression of learning and outcomes

Identifying and nurturing strengths, interests and talents

View Profile in:

Continue

Jackie is a first 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 technology**, as she seems to like activities that involve technology and computers, multimedia equipment, and communication.

Jackie's **second area of interest appears to be in reading**, as she seems to like reading novels, stories, poetry, and other types of literature.

Jackie's **third area of interest appears to be in business**. She seems to show an interest in organizing or starting a business or assuming a leadership role in working with people, such as stage managing the play or becoming editor of the yearbook.

Jackie 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. Jackie has very clearly defined learning preferences. Her **preferred instructional style is through technology** that helps her to learn by using various interactive multi-media devices and Internet content. Her **second choice of learning style is discussions** that happen when two or more students talk with their teacher or in small groups about issues and topics by discussing facts and opinions and discussing them. Jackie **also enjoys 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.

Jackie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is technological**, as she enjoys photography, using computer technology, and integrating media in a number of different and interesting ways. Her **second choice of product style is audio-visual/display**. She enjoys organizing attractive arrangements of objects, and/or likes to work on displaying information on boards or posters. She also may enjoy organizing materials and designing diagrams to visually display information. Jackie's **third choice of product style is service**, as she likes to provide assistance to individuals or groups in her community. Jackie may also want to lead a group of students to do something that provides help to others in need.

As Jackie 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 Jackie to new ideas and experiences and let her explore many possible interests.



Top 3 Interest Areas



Top 3 Learning Styles



Top 3 Product Styles

Continue

50,000 Vetted Enrichment Opportunities

My Enrichment Activities

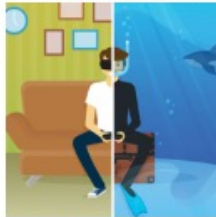


Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

☐ Check this box to view your favorites and your teacher favorites only!

☐ Don't show links that require Adobe Flash

180 Activities



Virtual Field Trips

491 Activities



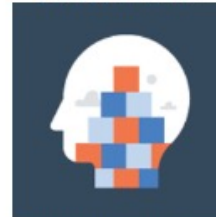
Real Field Trips

107 Activities



Creativity Training

620 Activities



Critical Thinking

422 Activities



Projects &
Independent Study

25 Activities



Contests &
Competitions

1850 Activities



Websites

173 Activities



Fiction
(Books & E-Books)

60 Activities



Non-Fiction
(Books & E-Books)

39 Activities



How-to
(Books & E-Books)

167 Activities



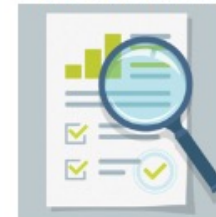
Summer Programs

1253 Activities



On-line
Activities &
Classes

1594 Activities



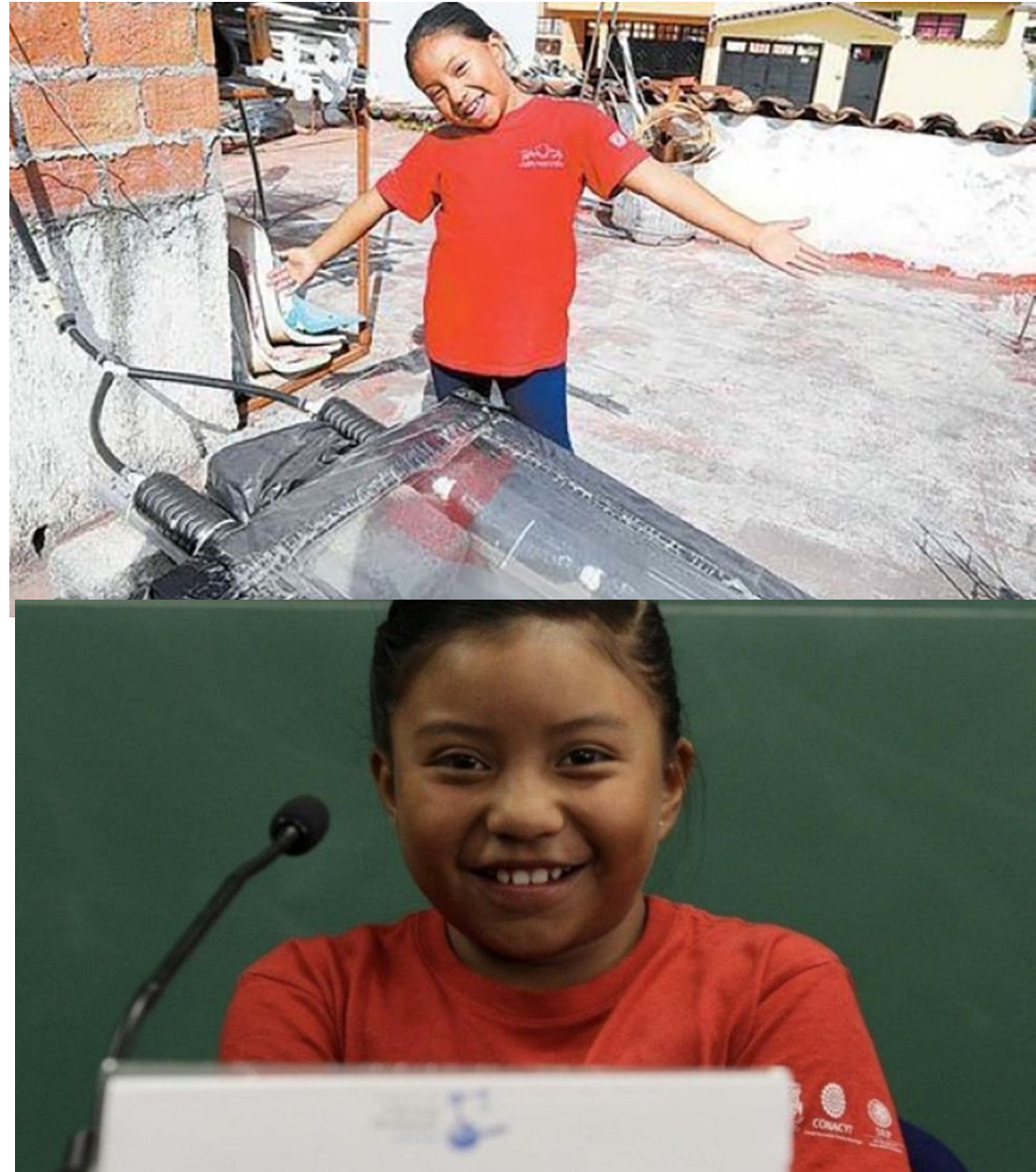
Research Sites

41 Activities



Videos & DVDs

- **Differentiate and challenge**
- **Compact Curriculum**
- **Renzulli Learning Virtual Field Trips**
- **Creativity Training**
- **Future Problem Solving**
- **Projects**
- **Enrichment Clusters**
- **Enrichment in homes and classrooms**



Enrichment Clusters – What Are They?

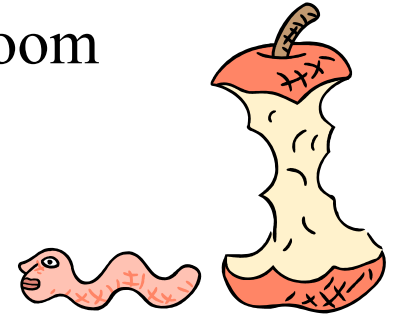
Enrichment Clusters are non-graded groups of students who share common interests and come together during specially designed time blocks to pursue these interests.

The main rationale for participation in one or more clusters is that students and teachers want to be there.



Save Our Planet

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



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

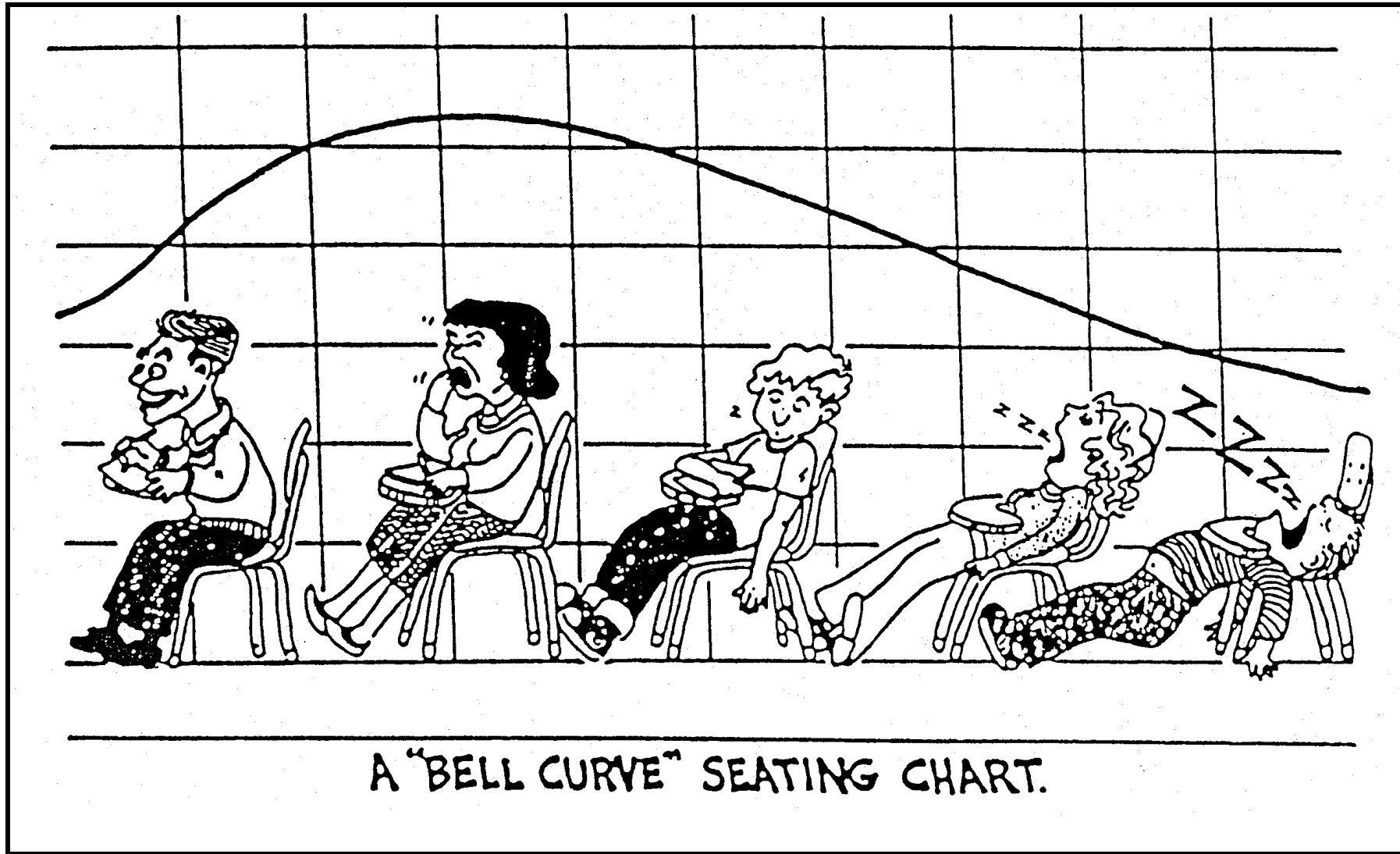
Be a Mother Nature Super Hero and Save the World!



Liza at 5, in her
enrichment
cluster, and at 34



Liza Lilix



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



Goals of Compacting

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



Curriculum Modification For High Achieving Students

| Individual Educational Programming Guide The Compactor | | | Prepared by Joseph S. Renzulli Linda M. Smith | | |
|---|--|--|--|--|--|
| Name: _____ | | Age: _____ | Teacher(s): _____ | | |
| School: _____ | | Grade: _____ | Parent(s): _____ | | |
| Curriculum Areas to Be Considered for Compacting Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting. | | Procedures for Compacting Basic Material Describe activities that will be used to guarantee proficiency in basic curricular areas. | | Acceleration and/or Enrichment Activities Describe activities that will be used to provide advanced-level learning experiences in each area of the regular curriculum. | |
| <div style="transform: rotate(-30deg); font-size: 48px; font-weight: bold; text-align: center;">Name It</div> | | <div style="transform: rotate(-30deg); font-size: 48px; font-weight: bold; text-align: center;">Prove It</div> | | <div style="transform: rotate(-30deg); font-size: 48px; font-weight: bold; text-align: center;">Change It</div> | |
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| <input type="checkbox"/> Check here if additional information is recorded on the reverse side. | | | | | |

Most above grade level students never learn to work

- When students encounter high levels of challenge, they feel scared and nervous and almost always revert to easier work—
- Some fortunate students encounter challenge earlier while others do not
- Encountering challenge in music/arts, sports, and academics is GOOD—
-

What can you do?

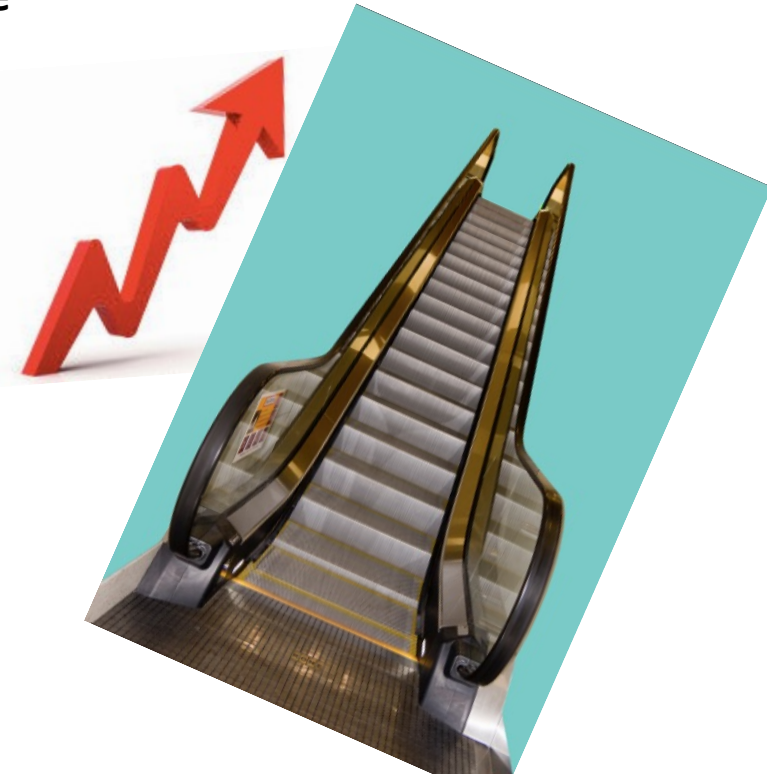
- Build opportunities into your lessons for students to work at different levels and explain where these opportunities are clearly.
- Tell your students how they can modify your unit or lesson to meet their levels. Give them examples of how they can differentiate to push themselves: *Write more than I have asked it you can!*
- Talk about what it means to push yourself academically, and then talk individual students about their levels, what they can do easily and what's hard for them, and explain to them the purpose of trying harder texts, tasks, and work.
- Encourage experimentation and effort and explain that this is how we all grow and become smarter.

Teacher and Parent Roles for Talent Development

1. Serves as a coach, mentor, and **“Guide-on-the-Side”** for identified students.
2. Infuse the 3 Es into any and all learning activities
3. Support individual or small groups of students working on projects, performances, or other types of creative and investigative projects.



***“The
Resident
Escalator”***





Join our Talent
Development
Movement

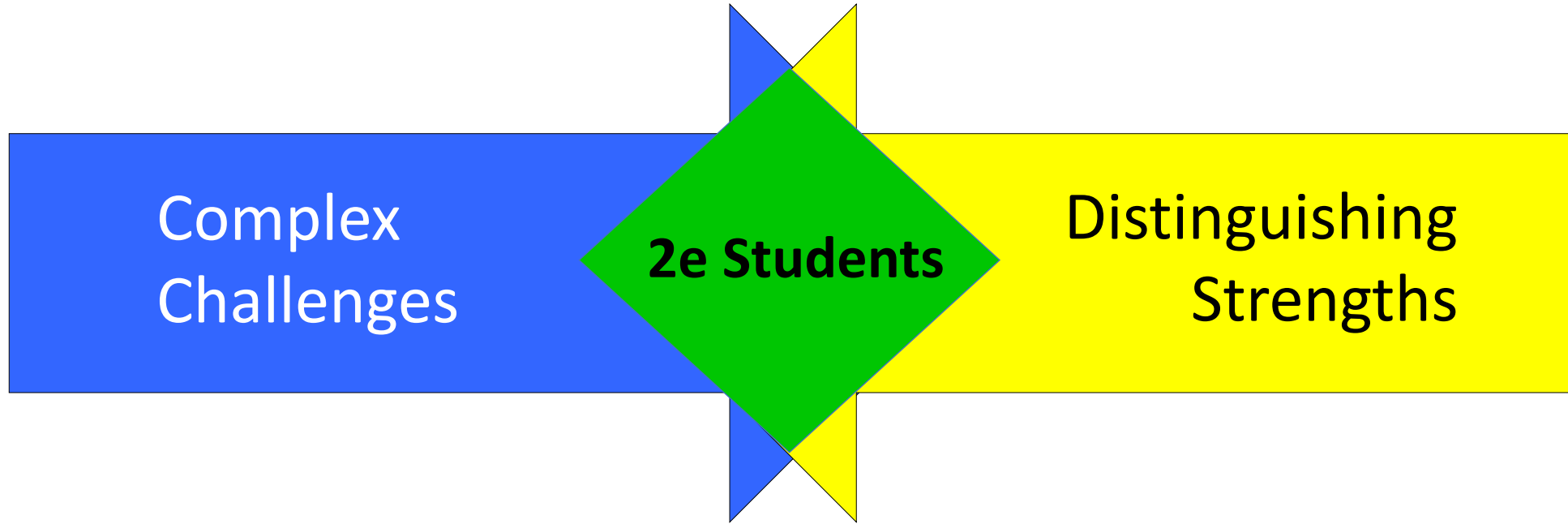


"I didn't actually read the book, but I did play the video game loosely based on it."

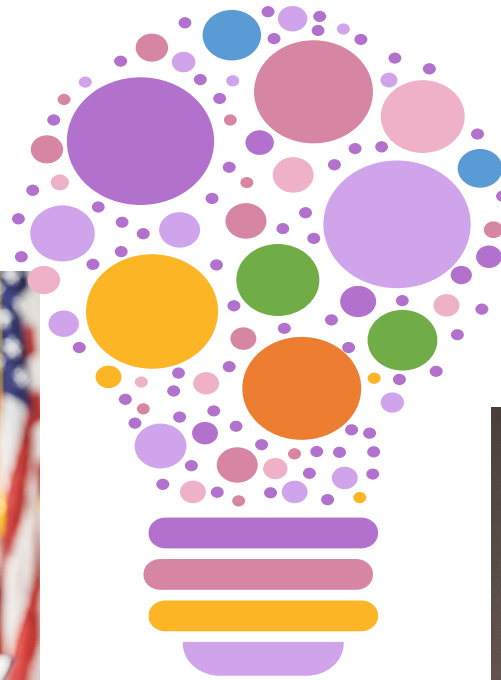
Components of the SEM-R Framework

| Phase 1 - Exposure | Phase 2 - Training & Self-Selected Reading | Phase 3 - Interest & Choice Components |
|--|--|--|
| <ul style="list-style-type: none">• High-interest book hooks for read aloud• Higher-order thinking probing questions• Bookmarks for teachers with questions focusing on advanced thinking skills and reading skill instruction that is relevant to a broad range of literature | <ul style="list-style-type: none">• Training and discussions on Supported Independent Reading• One-on-one teacher conferences on higher level reading strategy and instruction• Bookmarks for students posing higher-order questions regarding character, plot, setting, considering the story, and other useful topics. | <ul style="list-style-type: none">• Introducing creative thinking• Exploring the Internet• Genre studies• Literary exploration• Responding to books• Investigation centers• Focus on biographies• Buddy reading• Books on tape• Literature circles• Creative or expository writing• Type III investigations |
| Type I Activities | Type II Activities | Type II & Type III Investigations |

Increasing degree of student selection



Our Research Team



What is Project 2e-ASD?

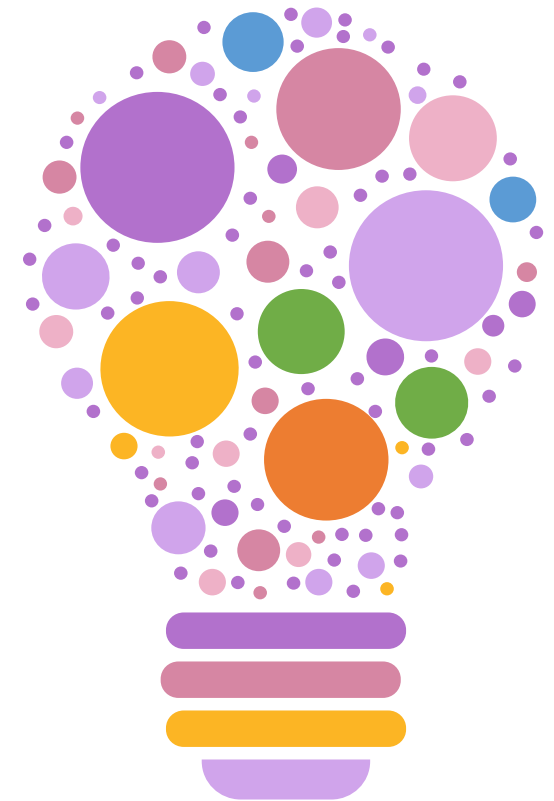
<https://giftedasd.project.uconn.edu>





...It's not easy being green!

Most participants' **academic talents were formally recognized**, as over half reported that they had been identified as being **academically talented in elementary or secondary school**. The rest were recognized by their teachers and parents as having advanced and academic talents students but they did understand that they had academic talents, leading them to volunteer to participate in this study.



Advanced Content Opportunities:

I had an amazing teacher who gave me opportunities to participate in projects. One of my mentors was a science teacher and she also gave me advanced opportunities. She gave me so many chances for advanced work. She let me apply science to the real world and to me, that was beautiful. She gave me the confidence to know that I could go beyond and to extra work. There were so many teachers who believed in me and gave me advanced courses and advanced independent projects. They gave me time to write short stories. They let me explore my strengths and interests. They nurtured me—they gave me a fluid opportunity. **Many public schools are like conveyer belts, but my school was like the elevator in Charlie and the Chocolate Factory.**

Enrichment opportunities reduce underachievement



When gifted students underachieve, enrichment makes a difference, as 82% of underachievers studied reversed their underachievement after completing an interest-based project.



Enrichment opportunities that offer rich, challenging learning can make a profound difference in the lives of students (even when they participate for 2-3 hours each week).

Theme One



Theme Two

When teachers use enrichment and strength-based approaches, learning is more engaging and enjoyable and all students can make continuous progress.



Theme Three

The use of creative and joyful teaching and the arts does not result in lower test scores! Rather, achievement scores **INCREASE** when we use creative teaching methods and enrichment pedagogy.



Theme Four

The most important predictors of subsequent creative productivity are the creation and enhancement of interests, the development of task commitment, and learning to use one's talents to improve the world.



What kind of person do I want to be when I grow up?

Greta Thunberg, the Swedish teenage activist who has attracted worldwide attention with her campaign to fight climate change.



Winslow began collecting food instead of presents for his birthday. Soon, it led to him holding his first annual food drive drive where he collects thousands of pounds of food and money.



William was an eight-year old from Raleigh, North Carolina, set up a community wide food drive to collect food for Backpack Buddies, an Inter-faith Food Shuttle program providing low-income students healthy meals on the weekend. Inter-Faith Food Shuttle is an innovative hunger-relief organization serving seven counties (Wake, Durham, Orange, Chatham, Johnston, Nash, and Edgecombe) in North Carolina.

Sidney Keys III

<https://www.cnn.com/videos/tv/2017/12/15/cnnheroes-keys-young-wonder-orig.cnn/video/playlists/2017-top-10-cnn-heroes/>

From a young age, Sidney Keys III loved to read. But finding characters he could relate to was a challenge, because most of the books at his school library featured white protagonists. “I’d never been exposed to African American literature in a fun way,” Sidney said.

He started a monthly book club for African American males called Books N Bros

<https://www.booksnbros.com/our-story>



Writing a book for a friend with cancer

When Naudia Greenawalt's friend was facing cancer, Naudia had a lot of questions. What kind of medicine would he take? Was it possible to get rid of the cancer? Would her friend still be the same goofy, fun-loving kid?



https://www.youtube.com/watch?v=_mJdjEwEQhg

What Can You Do?

- ★ Build opportunities for exposure, enjoyment and talent development into every day
- ★ Create and peak your students' interests
- ★ Ask yourself—how can I make this lesson or unit more enjoyable? How can I integrate students' strengths?
- ★ Expose your students to important ideas and concepts
- ★ Encourage some students to go further and deeper if they are interested—supported struggle
- ★ Encourage effort, focus and a love of learning—make it fun!
- ★ Make academic memories that last
- ★ Expose students/children to something interesting and fun each day—Did you learn something new today?
- ★ Develop and encourage students' strengths and interests



Abby at nursery school last year when the music teacher entered her class— let's do music enrichment with her both in school and at home!

I view our work in talent development in education as a war against educational mediocrity, conformity, and the societal institutions that knowingly or unknowingly contribute to the suppression of creativity, social justice, and the liberation of the human mind and spirit. Schools should be places for talent development and all students should have the right and the time to develop their talents.

Joseph Renzulli



? *How do we create giftedness?*

**T
O
R
E**

**Always, Always In The
Student's Area(s) Of Interest**





ENRICHMENT PEDAGOGY UNDERLIES OUR WORK

- Strength-based Instruction
- Critical/Creative Thinking & Problem Solving
- Creative Productivity
- Independent Study
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- Differentiated Instruction Targeted to Needs
- Adjusting and Embracing Affective Differences
- Support for Social Emotional Needs and Development
- High level Questioning Skills
- Embracing Challenge and Supported Struggle



Children deserve the chance to make a difference in their community, the opportunity to solve problems for the common good, and the time to develop transformational talents that will make our world a better place to live.



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[illegible]