

Dr. Joseph S. Renzulli, Ed.D.

Director of the National Research Center on the Gifted and Talented
University of Connecticut

&

Dr. Sally M. Reis, Ph.D.

Board of Trustees Distinguished Professor and Teaching Fellow
University of Connecticut

FOUNDERS

of

The National Research Center on the Gifted and Talented
University of Connecticut

Nominated
by

Norma Fisher-Doiron

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June 25, 2009

Mr. Trent E. Gabert, Ph.D.
Associate Dean, College of Liberal Studies
1610 Asp Ave., Suite 200
Norman, Oklahoma 73072-6405

College of Liberal Studies
Received

JUN 29 2009

University of Oklahoma

Dear Mr. Gabert,

Thank you for asking me to be a juror for the selection of the 2010 Brock International Prize in Education laureate. It is an honor to be a part of the selection process this year.

Enclosed are the biographical sketches for my nominees, Dr. Joseph S. Renzulli and Dr. Sally M. Reis, a husband and wife team, who are internationally known for their work to extend enrichment and differentiated teaching and instruction to all students. Also included, is my biographical sketch as one of the 2010 Brock Prize jurors for this prestigious prize award.

Please let me know if you need any other information for the biographical sketches.

With regards,

Norma Fisher-Doiron
Norma Fisher-Doiron

Biographical Sketch

Dr. Joseph S. Renzulli, Ed.D.

Director of the National Research Center on the Gifted and Talented at the University of Connecticut

Dr. Sally M. Reis, Ph.D.

Board of Trustees Distinguished Professor and Teaching Fellow at the University of Connecticut

Joseph Renzulli and Sally Reis, a husband and wife team, are internationally known for their work to extend enrichment and differentiated teaching and instruction to all students. Dr. Joseph Renzulli, Director of the National Research Center on the Gifted and Talented at the University of Connecticut, holds the Lynn and Ray Neag Chair in Educational Psychology where he has been a professor for over 40 years. He is a Board of Trustees Distinguished Professor at the University of Connecticut, an award given to only three professors a year from across the University and the medical, law, and dental schools. Sally M. Reis is also a Board of Trustees Distinguished Professor and serves as a Principal Investigator for the National Research Center on the Gifted and Talented as well as a professor in Educational Psychology. Both Renzulli and Reis began their careers as public school teachers.

A fundamental belief underlying their work is that anyone who professes to offer advice about school improvement must have a strong research base. They have written over 400 articles for well-respected professional journals and numerous books, chapters, technical reports, and monographs. They have generated more than 50 million dollars in research funding that focuses on research-supported methods for talent development in all young people. A focal point of their work has been on using enrichment and the pedagogy of gifted education to identify and build on strengths as opposed to focusing on deficits and remedial approaches to school improvement. Renzulli was the first theorist in the country to challenge the sole use of IQ as a way to identify high potential in children. His article "What Makes Giftedness: Re-examining a Definition" is the most frequently cited research article in the world on expanding conceptions of human potential and is credited with opening talent development opportunities for more children of poverty and children from culturally and linguistically diverse backgrounds.

Renzulli and Reis are pioneers in the areas of differentiation and the authors of the Enrichment Triad Model and the Schoolwide Enrichment Model, a strength-based plan for providing a systematic series of highly engaging enrichment services to all students. For the last 32 years Renzulli and Reis also have conducted Confratute, a summer institute on differentiation and enrichment learning and teaching. Approximately 800 to 1,000 teachers and administrators from all over the world attend annually. Renzulli and Reis have won numerous awards, their work has been translated into more than a dozen languages, they have been consultants to every state in the nation, advisors to a White House Task Force, and have worked with thousands of schools and districts in the United States and many other nations. Their most recent book is a popular press guide for parents called *Light Up Your Child's Mind* published by Little Brown. Their most current project, sponsored by the University of Connecticut, is an Internet based program that uses computer technology to assess student interests, learning styles, academic strengths, and preferred modes of expression, and that matches high engagement enrichment resources to individual student profiles. This program provides a one-of-a-kind tool for assisting teachers in carrying out truly individualized differentiation.

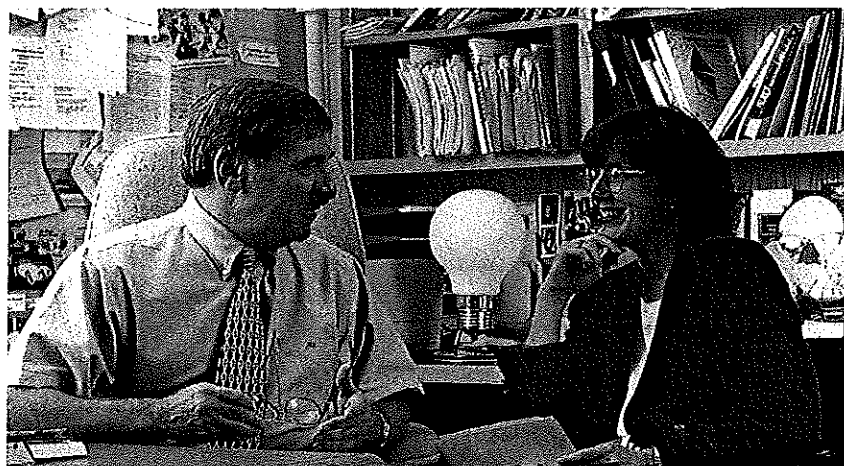
TABLE OF CONTENTS

Biographical Sketch for Dr. Joseph S. Renzulli & Dr. Sally M. Reis	2
Table of Contents	3
Letter of Nomination	5
Abbreviated Vitae	
Dr. Joseph Renzulli	11
Dr. Sally Reis	33
Publications	
“A Technology Based Program That Matches Enrichment Resources With Student Strengths”	52
“Using Curriculum Compacting To Challenge the Above-Average”	64
“Savoring Reading, Schoolwide”	71
Other Exhibits	
What is the SEM?	75
What’s A Confratute?	79
Confratute Flyer	80
Introduction and Background about Renzulli Learning	81
Letters of Support	
Michael J. Hogan, President	84
University of Connecticut	
Thomas DeFranco, Dean	86
University of Connecticut	
Bruce Shore, Associate Director	87
McGill University, Canada	
Nancy Green, Executive Director	90
National Association for Gifted Education	

Letters of Support, con't

Howard Gardner, Hobbs Professor of Cognition and Education ... Harvard Graduate School of Education	92
Sandra N. Kaplan, Clinical Professor of Teaching and Learning ... Rossier School of Education, University of Southern California	94
William Schofield, Superintendent Dr. Sally Kristel, Rigor Specialist Hall County Schools in Gainesville, Georgia	96
Miriam Taylor, Assistant Superintendent of Schools Hartford, Connecticut	98
Dominic A. Cippollone, Principal of Middle School 219 Bronx, New York	99

2009 Brock International Prize in Education
Nomination of Dr. Joseph S. Renzulli, Ed.D. & Dr. Sally M. Reis, Ph.D.
August 1, 2009



It is my honor and privilege to nominate Dr. Joseph Renzulli and Dr. Sally M. Reis for the 2010 Brock International Prize in Education. I feel fortunate to have known and worked with both Joe and Sally, a husband and wife team, for the last two decades. Drs. Renzulli and Reis are the founders of The National Research Center for the Gifted and Talented, which is located at the University of Connecticut. Both are nationally and internationally known for their extensive and impressive work with the gifted and talented and the Schoolwide Enrichment Model.

The Schoolwide Enrichment Model that Drs. Renzulli and Reis developed has been credited as the most widely used approach by schools throughout the world; its purpose is to enrich and engage all students in enrichment opportunities. Dr. Renzulli and Dr. Reis have given thousands of presentations in the United States and overseas, and their work has defined present day identification and programming practices for the gifted. Recently, these two scholars have adapted their ideas—previously available through writings and training seminars for professionals—and incorporated new research in a book entitled *Light Up Your Child's Mind*.

Dr. Joseph Renzulli is the Neag Professor of Gifted Education and Talent Development at the University of Connecticut where he serves as the Director of The National Research Center on the Gifted and Talented. He has spent his 40 plus year career conducting research focused on the identification and development of creativity and giftedness in young people and the use of gifted education pedagogy to increase engagement and achievement for all children. He has worked on the development of organizational models and curricular strategies for differentiated learning environments that contribute to total school improvement. His work on the Enrichment Triad Model was one of the first efforts on problem-based learning and his work on curriculum compacting and differentiation were pioneering efforts in these areas in the 1970's.

If you were to examine the index of almost any book published during the past 30 years on gifted and talented education and the application of gifted education pedagogy to all children, chances are the most frequently mentioned name is that of Dr. Joseph Renzulli. The article he wrote in 1978, "What Makes Giftedness: Reexamining a Definition," is considered a landmark contribution to the understanding of human potential, and according to the Social Science Citation Index, it remains the most frequently cited publication in the field. Considered by many to be the world's leading scholar on the topic, Dr. Renzulli has spent almost 40 years conducting the research that has earned him an international reputation.

In March of 2000, Dr. Renzulli was named a Board of Trustees Distinguished Professor at the University of Connecticut, an honor given to only three professors each year. He has served on numerous editorial boards in the fields of gifted education, educational psychology and research, and law and education. He also served as a Senior Research Associate for the White House Task Force on Education for the Gifted and Talented. Dr. Renzulli is a Fellow in the American Psychological Association, and has received distinguished research and service awards from the National Association for Gifted Children and the University of Connecticut.

His major research interests are in the identification and programming models for both gifted education and general school improvement. His Enrichment Triad Model (1977) has been cited and continues to be the most widely used approach for special programs for the gifted and talented, and the Three Ring Conception of Giftedness, which he developed in the early 1970s, is considered by many to be the foundation of a more flexible approach to identifying and developing high levels of potential in all young people. Prior to Dr. Renzulli's work on this theory, which is widely accepted and cited, most professional educators equated giftedness with high IQ scores, but his work challenged conventional wisdom opening up gifted programs to children of poverty, children from bilingual backgrounds, and children of color.

Dr. Joseph Renzulli has contributed hundreds of books, book chapters, articles, and monographs to professional literature and has been a series author with the Houghton Mifflin Reading Series. A few of his books are *Schools for Talent Development: A Practical Plan for Total School Improvement* (Renzulli, 1994), *The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence* (Renzulli & Reis, 1997), and *The Total Talent Portfolio: A Systematic Plan To Identify and Nurture Gifts and Talents* (Purcell & Renzulli, 1998). His books and articles have been translated into over 15 languages and he has lectured in approximately 30 countries.

Dr. Renzulli has generated millions of dollars in research and training grants. He lists as his proudest professional accomplishments the annual summer Confratute Program at the University of Connecticut and the UConn Mentor Connection. Dr. Renzulli created Confratute in 1978 which has served thousands of teachers, administrators and students from around the world, exposing them to enrichment and engagement for all children. He also established the UConn Mentor Connection, a summer program that enables high potential high school students from low income backgrounds to work side-by-side with leading scientists, historians, artists, and other pioneering faculty members at the University of Connecticut.

As Fellow in the American Psychological Association, Dr. Renzulli was a former president of the Association for the Gifted, and has served on the editorial boards of Learning Magazine, Journal of Law and Education, Exceptionality, and most of the national and international journals dealing with gifted education. He was a consultant to the White House Task Force on Education of the Gifted and Talented and worked with numerous schools and ministries of education throughout the U. S. and abroad. His most recent work is a computer-based assessment of student strengths integrated with an Internet based search engine that matches enrichment activities and resources with individual student profiles.

Dr. Renzulli was awarded an Honorary Doctor of Laws Degree from McGill University in Montreal, Canada. The American Psychological Association's *Monitor on Psychology* named Dr. Renzulli among the 25 most influential psychologists in the world. Renzulli and his team at the Neag Center for Talent Development and Gifted Education have obtained more than 50 million dollars in research grants, and another 30 million dollars from contracts, conferences and institutes hosted on the campus that have supported the work being done by the center.

Dr. Sally Reis co-authored The Schoolwide Enrichment Model with Dr. Renzulli. She is also a co-author of *The Secondary Triad Model, Dilemmas in Talent Development in the Middle Years*, and the author of a book published in 1998 about women's talent development entitled *Work Left Undone: Choices and Compromises of Talented Females*. She serves on several editorial boards and is the past President of the National Association for Gifted Children. Dr. Sally M. Reis is a Professor and the Department Head of the Educational Psychology Department in the Neag School of Education at the University of Connecticut where she also serves as Principal Investigator of the National Research Center on the Gifted and Talented. Prior to coming to the University of Connecticut she was a classroom teacher in public education as well as an administrator.

Dr. Reis has won many professional awards including the Distinguished Service Award for outstanding service by the National Association for Gifted Children. Recently, she was named Distinguished Scholar by the National Association for Gifted Children, for her scholarly contributions to the field. She is a Board of Trustees Distinguished Professor at the University of Connecticut. In 2007, Dr. Reis was presented the Distinguished Scholar and Leader Award, The Center for Education and Study on the Gifted and Talented at the University of Northern Colorado. She won the Neag School of Education Outstanding Research Award in 2006, was given the Educator of the Year Award from Future Problem Solving in 2003. In 2000, she won the Pi Lambda Theta, Outstanding Educator Award. Dr. Reis has also won numerous state level education awards, and was named a Teaching Fellow at the University of Connecticut in 1998.

As Principal Investigator of the National Research Center on the Gifted and Talented, Dr. Reis has been the most productive researcher at the Center. Her scholarship is diverse and broad, as summarized by her numerous articles, books, book chapters, monographs, and technical reports. Her specialized research interests are related to unique populations of gifted and talented students, including students with learning disabilities, gifted females and diverse groups of talented students who are often underachievers. Dr. Reis, an internationally known author, is considered a leading authority on gifted women, underachievers, and reading strategies for gifted children. The American Psychological Association recently cited her as one of the most influential psychologists in the world in the area of Talent Development and Gifted Education.

As can be seen from Dr. Reis's vita, she has authored and co-authored more than 250 publications including books, articles, and numerous monographs and technical reports. Dr. Reis worked with a research team that has generated over \$35 million in grants in the last 15 years at the University of Connecticut. She is interested in extensions of the Schoolwide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talent and potential in students who have not been previously identified as gifted. Dr. Reis's most recent work has involved methods of using gifted education pedagogy to stimulate interests, learning styles and abilities in all children. She has traveled around the world conducting workshops and providing professional development on gifted education, enrichment programs, and talent development programs.

The prominent work that Dr. Joseph Renzulli and Dr. Sally Reis do is diverse and extends across several themes, as summarized below:

1. *Research on Curriculum Differentiation and Compacting.* Together they have studied how differentiated teaching strategies enable teachers to streamline the regular curriculum, ensure student mastery of basic skills, and provide time for challenging enrichment activities or acceleration activities. These teaching strategies allow every child in a classroom to be challenged which is a critical need since their research has demonstrated that academically talented students can be compacted out of 40-50% of regular curriculum without any loss of achievement. Their work on differentiation is so frequently cited that the word curriculum compacting has become part of the lexicon in differentiated instruction.
2. *Research on expanding conceptions/definitions of giftedness.* This team is responsible for research that broadened the definition of giftedness to enable the use of multiple criteria and expanded offerings to many more children. This may be their most compelling contribution to education.
3. *Research on the Schoolwide Enrichment Model.* Together, they developed the Schoolwide Enrichment Triad Model (SEM), a product of over 30 years of research and field-testing. Conceived as a way to implement the Enrichment Triad, the SEM has been implemented in thousands of school districts throughout the world. They have conducted extensive evaluations and research with others to investigate the effectiveness of the model. They have also consulted with over 30 different countries and in all 50 states on enrichment and differentiation based on the SEM.
4. *Using Enrichment Pedagogy to Challenge and Engage all Students, including those with Learning and other Disabilities.* They have conducted several different research studies on the challenges and problems faced by high potential students with learning disabilities. They identified appropriate academic compensation strategies to help academically talented students be successful, such as providing extra time on tests, providing instruction in learning strategies, and a variety of deeper processing strategies.

5. *Research on the Impact of Extending Gifted Education Pedagogy to All Children.* They have studied the use of enrichment clusters and other pedagogy for all children, including schools with economically disadvantaged urban populations and a high percentage of minority students. Enrichment clusters provide a regularly scheduled time for students and adults, who share a common interest and purpose, to come together to create a real world product. Their research found that high end learning opportunities can extend opportunities for advanced and enriched learning to all students.

6. *Research on Talented Students who Underachieve.* They have also conducted research on academically talented students who underachieve, trying to identify ways to engage students and make learning more enjoyable.

7. *Research on Talented Girls and Women.* Some of Dr. Reis' best known work may be her research on talented women and girls. She is one of the leading scholars in the world in this area and has given seminars and symposia in India, Spain, Germany, Italy, England, Australia, New Zealand, Mexico, Argentina, Panama and other countries. She recently completed a chapter in which she summarized this research for a book edited by Robert Sternberg to be published by Cambridge University Press.

8. *Talented Readers and the Schoolwide Enrichment Reading Model (SEM-R).* In their most recent work, Dr. Renzulli and Dr. Reis have conducted research regarding the use of enrichment strategies to challenge and engage readers of all achievement levels. This cutting edge research has been submitted to the most competitive educational journals. Over 6 million dollars in federal grants have been received to further this work.

9. *Development of an Internet-based program that provides individual computer generated profiles and a search engine that matches thousands of resources with each student's profile.* This recently developed program is being used by approximately half a million students in the United States and has recently been adopted by several overseas nations. Currently, there is no other program in the world that provides this comprehensive computer-based assessment of academic strengths, interests, learning styles and preferred modes of expression that match highly engaging enrichment resources with these individual student strengths.

Dr. Joseph Renzulli and Dr. Sally Reis initiated a paradigm shift regarding gifted education which dramatically influenced a more flexible approach to identifying and developing high levels of potential in all young people. Their impressive research over the past four decades has focused on the identification and development of creativity and giftedness in young people and the use of gifted education pedagogy to increase engagement and achievement for all children. Due to the scholarly work of Drs. Renzulli and Reis, gifted programs have been opened up to children of poverty, children from bilingual backgrounds, and children of color. Through their pioneering efforts, gifted education and differentiated instruction have taken the lead in the field of education. Some of the leaders in gifted education (Dr. Carolyn M. Callahan, Dr. Marcia Gentry, Dr. Del Siegle, Dr. Carol Tieso, and Dr. Carol A. Tomlinson) have been mentored by Dr. Renzulli and Dr. Reis and together they have collaborated and written hundreds of books, journal articles, teacher guides, etc. As internationally known educators and leaders in the field of gifted education, they have passionately and tirelessly devoted their careers to the "Giftedness of All

Children”, thus making an astounding difference in the lives of many children. John A. Brock states, *“The most important thing we do in this life is educate our children. The purpose of the Brock Prize is to identify the best ideas on education in the world and to expose them to our educators, teachers, administrators, and politicians.”* Dr. Joseph Renzulli and Dr. Sally Reis’ contributions to the field of education are dramatically demonstrated by reviewing their list of over five hundred publications. Their work has touched the lives of thousands of educators and children throughout the world. Joe and Sally are two educational giants who have made an imprint on the world in the field of gifted education and talent development and have extended that work to schoolwide enrichment for all children.

Respectfully,

A handwritten signature in cursive script that reads "Norma Fisher-Doiron".

Norma Fisher-Doiron
National Distinguished Principal
Southeast Elementary School
Mansfield, Connecticut

Joseph S. Renzulli

**University of Connecticut Board of Trustees Distinguished Professor
Doctor of Laws, *Honoris Causa*, McGill University**

**The Raymond and Lynn Neag Professor of Gifted Education and Talent Development
Director, The National Research Center on the Gifted and Talented**

**University of Connecticut
Storrs, Connecticut 06269**

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E-mail: joseph.renzulli@uconn.edu

Educational History

Ed.D. University of Virginia, 1966. Major Area: Educational Psychology.
M.Ed. Rutgers University, 1962. Major Area: Educational Psychology.
B.A. Glassboro (NJ) State College, 1958.

Professional Experience

- Teacher of mathematics, reading, and science. Ocean Township, New Jersey Schools, 1958-63.
- Concurrent with three-year doctoral program, 1963-66:
Psychologist, Disability Determination and Vocational Rehabilitation Sections,
Commonwealth of Virginia.
School Psychologist, various public schools in Virginia.
Research Assistant, Department of Special Education, School of Education, University of
Virginia.
Instructor, School of Education, University of Virginia.
- Assistant Professor, Educational Psychology, The University of Connecticut, 1966-69.
- Director (part-time): Culturally Disadvantaged Program, Mansfield Public Schools, Mansfield,
Connecticut, 1966-67.
- Curriculum and Evaluation Consultant to above program, 1967-69.
- Visiting Professor of Educational Psychology, University of Virginia, Summer, 1967.
- Research Consultant: White House Task Force on Education of the Gifted, 1968.
- General Consultant: Operation ASTRA, A Curriculum Development Project for Academically
Gifted Students, Hartford, Connecticut Public Schools, 1968-69.

- Director of Training: Institute for Educational Program Evaluators, University of Virginia, Summer, 1969.
- Coordinator of Research and Evaluation: The University of Connecticut Summer Program, (for High Risk Disadvantaged Youth), Summer, 1969.
- Associate Professor of Educational Psychology: The University of Connecticut, 1969-73.
- Review Panel for Title III Grants, Elementary and Secondary Education Act, State of Rhode Island, 1969-71.
- Consultant: To the U. S. Commissioner of Education on Federal Legislation for Education of Gifted and Talented, 1970.
- Evaluation Consultant: City of Boston, Programs for the Culturally Disadvantaged, 1970-72.
- Review Panel for Ontario Mental Health Foundation, 1971-72.
- Consultant: To the U. S. Office of Education, 1972-Present.
- Consultant: To WBZ-TV (Boston) Children Television Program - Earth Lab, 1972.
- Session Leader: Creative Problem Solving Institute, Creative Education Foundation, Summer, 1973; Summer, 1974.
- Consultant: National/State Leadership Training Institute On the Gifted and Talented, 1973-Present.
- Member: Task Force on the Gifted and Talented, State of Connecticut, 1980-Present.
- Invited Testimony before the National Commission on Excellence in Education, October, 1982.
- Invited Testimony before the National Advisory Board of the National Science Foundation, November 1982.
- Member of Steering Committee for Commission Study of Gifted Education in the United States, U.S. Department of Education, 1990-91.
- Reviewer, Office of Educational Research and Improvement, U.S. Department of Education, 1991.
- Member, Steering Committee for National Goals, National Governor's Association, 1992-94.
- Member, Steering Group, U.S. Department of Education, Office of Educational Research and Improvement. Federal Report on National Excellence, 1992-94.

- Member, Grant Application Review Panel, U.S. Department of Education, Office of Educational Research and Improvement, 1992-94.
- Consultant to State of Hawaii, Center for Gifted and Talented Native Hawaiian Children, 1992-94.
- Member of the Technical Review Panel, Laboratory for Student Success, Mid-Atlantic Regional Laboratory, Temple University (appointed in 1996).
- Executive Director, The UConn Mentor Connection (A summer program for high ability students) (1995—present).
- Member, Advisory Committee, Odyssey Charter School, Manchester, CT.
- Gifted Education Advisory Committee, Chinese University of Hong Kong.

Service Activities – See Full Length Vita. Have served on approximately 200 committees at university, state, national, and international levels.

Professional Honors and Awards

Board of Trustees Distinguished Professor, University of Connecticut

Kappa Delta Pi (Honor Society in Education)

Phi Delta Kappa (Honorary Educational Fraternity)

Phi Delta Epsilon (Honorary Journalism Fraternity)

Raven Society (University of Virginia Honorary Society for Scholastic Achievement)

Listed in:

American Men and Women of Science

Who's Who

International Scholar's Directory

Leaders In Education

Who's Who Among Authors and Journalists

Who's Who Guide To Child Development Professionals

Who's Who In the East

Distinguished Alumni Award, Glassboro State College, 1972

Phi Kappa Phi (Honorary Scholarly Society)

April, 1979 - The Association for the Gifted, Council for Exceptional Children
Certificate of Merit for Distinguished Contributions to the Advancement of
Understanding and Education of Gifted Children and Youth.

Educator of the Year Award. Kappa Chapter, Kappa Delta Pi, February, 1981

Award for Outstanding Contributions to Exceptional Children. Presented by New Mexico Federation of the Council for Exceptional Children, April, 1981

Distinguished Achievement Award. Excellence in Educational Journalism. By the Educational Press Association of America, All America Awards Program, 1981

Distinguished Alumni Award. University of Virginia, 1984

Distinguished Scholar Award. National Association for Gifted Children, 1984

Research Paper of the Year. *Gifted Child Quarterly*, 1984

Fellow of Division 15. American Psychological Association, 1986

1992 – Faculty Excellence Award. University of Connecticut Alumni Association.

Research Paper of the Year. National Association for Gifted Children, 1993

Excellence in Research Award. University of Connecticut, 1993

Awarded The Raymond and Lynn Neag Chair in Gifted Education and Talent Development, University of Connecticut, 1996

Ruth A. Martinson Award for Significant Contributions That Have Had a National Impact on the Education of the Gifted, California Association of Gifted, 1997

Distinguished Service Award, National Association for Gifted Children, 2001

Neag School of Education – Outstanding Research Award, 2002

June 3, 2003 --Honorary Doctor of Law Degree -- McGill University, Montreal, Canada

June 6, 2003 -- Award For Excellence In Educational Research -- Mensa Education & Research Foundation.

November 14, 2003 – E. Paul Torrance Creativity Award, National Association for Gifted Children.

August, 2005 – Harry Passow Award for Leadership in Gifted Education, World Council for Gifted and Talented Children.

August 8, 2005 – Gifted and Creativity Award, International Giftedness and Creativity Forum.

March 3, 2006 – New Jersey Association for Gifted Children Hall of Fame Award for Sustained Leadership, Service, Teaching, and Advocacy.

November 3, 2006 – Ann F. Isaac’s Founders Memorial Award, National Association for Gifted Children.

November, 2006 – Dedicated Service Award for Association Editor (2002 – 2006). National association For Gifted children.

November, 2006 – Outstanding Educational Leadership Award. Mineral Springs NC School District, Renzulli Academy of Arts and Technology.

November, 2007 – Creativity Award, National Association For Gifted Children.

April, 2007 – Outstanding Leadership, Scholarship, and Service Award. Northern Colorado University.

September, 2007 – Award for Extended and Continuing Service To Gifted and Talented Student Education. Colorado Academy of Educators for the Gifted, Talented, and Creative.

September, 2007 – Distinguished Service Award. Colorado Association For the Gifted.

November, 2008 – Educator of Distinction Award. Conceptual Foundations Network, National Association For Gifted Children.

July, 2008 – Award For Outstanding Contributions To The Advancement of Knowledge. International Centre for Innovation In Education.

April 14, 2009 – Named a Fellow in the American Educational Research Association “In Recognition of Sustained Achievement In Educational Research”

Research and Training Grants

1967 – Present

Reliability of the Peabody Picture Vocabulary Test, Connecticut Research Foundation, 1967 -- \$1,000

Modern Mathematics Concepts Study, Connecticut Research Foundation, 1968 -- \$1,500
Operation ASTRA (Curriculum Development Project with the City of Hartford), U.S. Office of Education, 1968 -- \$46,000

Computer Simulation of Human Ratings of Creativity, U.S. Office of Education, 1969 -- \$10,000
Teaching The Talented (TTT) Fellowship Program, U.S. Office of Education, 1969-1982 – \$945,538

Predicting the Success of the Cultural Minority at The University of Connecticut, Connecticut Research Foundation, 1971 -- \$3,570

Jessie Smith Noyes Foundation, Graduate Training Program, 1979-85 -- \$136,000

United States Department of Defense, Training Program for Personnel of Overseas Dependents Schools (DoDDS), 1982-85 -- \$118,886

Connecticut State Department of Education, Research Study on Mandate Legislation for the Gifted

and Talented, 1983-84 - \$15,000
 Connecticut State Department of Education, Research Study on Mandate Legislation for the Gifted and Talented, 1988-89 -- \$17,000
 U.S. Department of Education, Office of Educational Research and Improvement, and U. S. Department of Education, Institute of Educational Sciences, The National Research Center on the Gifted and Talented, 1990-2011 -- \$35,755,186
 Connecticut Department of Higher Education, Eisenhower Professional Development Grant, Summer, 2001 -- \$20,000
 Connecticut State Department of Education, Interdistrict Cooperative Education Grants [for Mentor Connection], 2001 -- \$125,000
 U.S. Department of Education, Office of Educational Research and Improvement, The National Research Center on the Gifted and Talented, 2001-02 -- \$2,148,986
 Eisenhower Grant -- \$20,000
 Connecticut State Department of Education - Mentor Connection Interdistrict Cooperative Grant -- \$130,095
 UConn Mentor Connection [Summer Enrichment Program for High Potential Low Income High School Students] - CT Department of education Plus Various Foundations, 1997-2009 -- \$1,739,000
 Gulf Arab States Education Center [Curriculum Development Research Project, 2003-2006 -- \$800,000

Publications

Books, Monographs, and Chapters in Books

- Renzulli, J. S., & Vassar, W. (1967). *The gifted child in Connecticut: Guidelines for program development* [Monograph No. 101]. Hartford, CT: Connecticut State Department of Education.
- Lache, S. I., & Renzulli, J. S. (1968). *Readings in educational psychology*. New York: American Educational Service.
- Renzulli, J. S. (1969). Seven major features of programs for the gifted. In *The gifted child in Connecticut: Guidelines for program development*, (pp. 63-67). Hartford, CT: Connecticut State Department of Education.
- Renzulli, J. S., & Vassar, W. (1969). *The gifted child in Connecticut: Guidelines for program development* [Monograph No. 108]. Hartford, CT: Connecticut State Department of Education.
- Renzulli, J. S. (1970). Identifying key features in programs for the gifted. In J. E. Rabenstein (Ed.), *Exceptional children: An overview* (pp. 65-69). MSS Educational Publishing.
- Barbe, W. B., & Renzulli, J. S. (1971). Innovative reading programs for the gifted and creative. In P. A. Witty (Ed.), *Reading for the gifted* (pp. 19-32). Newark, DE: International Reading Association.
- Renzulli, J. S. (1972). *New directions in creativity* (Vol. 1). New York: Harper and Row.
- Renzulli, J. S. (1972). *New directions in creativity* (Vol. 2). New York: Harper and Row.
- Renzulli, J. S., & Callahan, C. (1972). *New directions in creativity* (Vol. 3). New York: Harper and Row.
- Renzulli, J. S. (1972). *Riders on the earth*. New York: Holt, Rinehart, and Winston.

- Renzulli, J. S. (1972). Scale for rating the behavioral characteristics of superior students (reprint). In D. F. Syphers (Ed.), *Gifted and talented children: Practical programming for teachers and principals*. New York: Council for Exceptional Children.
- Renzulli, J. S. (1974). Identification and characteristics of gifted and talented students. In K. B. Hoyt & J. R. Hebel (Eds.), *Career education for the gifted and talented* (pp. 81-101). Salt Lake City, UT: Olympus Publishing.
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EDUCATION

- Ph.D. 1981 University of Connecticut, Storrs, CT
Major Area: Educational Psychology
(Measurement and Assessment; Gifted and Talented Education)
- B.A. 1973 Chatham College, Pittsburgh, PA
Major Area: English/ Psychology

PROFESSIONAL EXPERIENCE

- 2006-Present Board of Trustees Distinguished Professor, University of Connecticut
1997-Present Professor, Educational Psychology, University of Connecticut
2000-2006 Department Head, Educational Psychology, University of Connecticut
1990-1996 Associate Professor, Educational Psychology, University of Connecticut
1988-1990 Assistant Professor, Educational Psychology, University of Connecticut
1982-1991 Director, Young Scholars Saturday Semester (a ten-site Saturday
program throughout Connecticut)
1978-1989 Coordinator of Programs for the Gifted and Talented
Torrington Public Schools, Torrington, CT
1977-1978 Teacher of the Gifted and Talented, Grades K-12
Torrington Public Schools, Torrington, CT
1975-1978 Teacher of Reading and Language Arts, Grades 7-8
Vogel Junior High School, Torrington, CT
1973-1975 Teacher of English and Reading, Grades 8-9
Shaler Area Junior High School, Shaler Township, PA

**Consultant to over 370 school districts including Toronto, Canada Public Schools,
Department of Defense Schools, and New York Public Schools.**

Consultant to Scott Foresman Reading Basal Series

Consultant and Author for Houghton Mifflin Basal Reading Series

PROFESSIONAL AWARDS AND OTHER HONORS:

Fellow, American Psychological Association, 2009

Distinguished Scholar and Leader Award, The Center for Education and Study on the Gifted and Talented, University of Northern Colorado, 2007

Elected as a Governor by the Colorado Academy of Educators, 2007

Distinguished Service to the Field: Colorado Association for Gifted Education, 2007

University of Connecticut Board of Trustees Distinguished Professor, awarded annually to three professors on a university-wide basis, 2006

Neag School of Education, Outstanding Research Award, 2006

Distinguished Scholar Award, for outstanding scholarship by the *National Association for Gifted Children*, 2003.

Named one of the most 25 influential psychologists in the world in the area of Gifted Education by American Psychological Association, *Monitor on Psychology*, 2000.

Educator of the Year, Future Problem Solving, 2003.

Pi Lambda Theta, Outstanding Educator Award, 2000.

California Association for the Gifted. (1999). The Ruth A. Martinson Memorial Past President's Award for Significant Contributions that have had a Sustained National Impact in Education

Teaching Fellow, University of Connecticut, 1998.

San Diego City Schools, Distinguished Lecture Award, 1996, given annually.

Vassar Award for Distinguished Service in Connecticut, 1996 given by the Connecticut Association for the Gifted.

National Association for Gifted Children--Research Paper of the Year Award, 1992, for Gifted Child Quarterly.

University of Connecticut, 100 Years of Women, March 26, 1992 Special Award for Achievement.

Friend of Michigan, for outstanding service, granted annually by the *Michigan Association for the Gifted*, 1989.

Distinguished Service Award, for outstanding service by the *National Association for Gifted Children*, 1988.

Early Leader Award, for active and outstanding service by the *National Association for Gifted Children*, 1985.

SERVICE ACTIVITIES

Have served on approximately 175 committees at university, state, national, and international levels.

EDITORIAL BOARD MEMBERSHIP

1992-Present	Review Editor, <i>Creativity Research Journal</i>
1987-Present	Review Editor, <i>Journal for the Education of the Gifted</i>
1984-Present	Review Editor, <i>Gifted Child Quarterly</i>
2004-Present	Reviewer, <i>Journal of Educational Psychology</i>
2004-Present	Reviewer, <i>Contemporary Psychologist</i>
1981-1990	Contributing Editor, <i>Roeper Review</i>
1981-1988	Review Editor, <i>Teaching Exceptional Children</i>

SELECTED PUBLICATIONS

Books

- Reis, S.M., Eckert, R.D., Fogarty, E.A., Little, C.A., Housand, A.M., Sweeny, S.M., Housand, B.C., Muller, L.M., & Sullivan, E.E. (2009). *The Joyful Reading Resource Kit*. San Francisco, CA: Jossey-Bass
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- Reis, S. M., Eckert, R. D., Jacobs, J., Coyne, M., Richards, S. Briggs, C. J., Scheriber, F. J., Gubbins, E. J. (2005). *The Schoolwide Enrichment Model—Reading Framework*. Storrs, CT: The National Research Center on the Gifted and Talented.
- Reis, S. M. & Renzulli, J. S. (2005). *Curriculum Compacting: An Easy Start to Differentiating for High-Potential Students*. Waco, TX: Prufrock Press.

- Tomlinson, C. A., Ford, Donna H., Reis, S. M., Briggs, C. J., Strickland, C. A. (2003). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and The National Research Center on the Gifted and Talented.
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- George, P. S., Renzulli, J. S., & Reis, S. M. (1998). *Dilemmas in talent development in the middle grades: Two views*. Columbus, OH: National Middle School Association.
- Reis, S. M. (1998). *Work Left Undone: Compromises and Challenges of Talented Females*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1997). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Curriculum compacting: The complete guide to modifying the regular curriculum for high ability students*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1991). *The complete triad trainer's inservice manual*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1986). *The triad reader*. Mansfield Center, CT: Creative Learning Press.
- Reis, S. M., & Renzulli, J. S. (1985). *The secondary triad model: A practical plan for implementing gifted programs at the junior and senior high school levels*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., Reis, S. M., & Smith, L. H. (1981). *Revolving door identification model guidebook*. Mansfield Center, CT: Creative Learning Press.
- White, A., Reis, S. M., & Harris, S. (1980). *Guidebook and materials for inservice training (Concept XI)*. Hartford, CT: Connecticut State Department of Education.

Books Edited

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- Reis, S. M. (2005). (Ed). *The Schoolwide Enrichment Model—Reading Framework Explorations*. Student Explorations. Storrs, CT: The National Research on the Gifted and Talented. Center on the Gifted and Talented.
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- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Renzulli, J.) Volume Editor *Identification of Students for Gifted and Talented Programs*. Corwin Press: Thousand Oaks, CA

- Reis, S. M. (2004). Series Editor, (Sternberg, R.J.) Volume Editor. Essential Readings in Gifted Education. *Definitions and conceptions of giftedness*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Zimmerman, E.) Volume Editor *Artistically and musically talented students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Brody, L.) Volume Editor. *Grouping and acceleration practices in gifted education*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Tomlinson, C.) Volume Editor. *Differentiation for gifted and talented students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Baldwin, A.) Volume Editor. *Culturally diverse and undeserved populations of Gifted Students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Baum, S.) Volume Editor. *Twice exceptional and special populations of gifted students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Moon, S.) Volume Editor. *Social emotional issues, underachievement and counseling of gifted and talented students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Treffinger, D.J.) Volume Editor. *Creativity and giftedness*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Callahan, C.) Volume Editor. *Program evaluation in gifted education*. Corwin Press: Thousand Oaks, CA.
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- Reis, S. M. (2005). Feminist perspectives on talent development: A research based conception of giftedness in women. In R. J. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (2nd ed.). Boston, MA: Cambridge University Press, pp. 217-245.
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- Reis, S. M. (2005). Internal barriers experienced by gifted and talented girls and women. S. K. Johnsen & J. Kendrick (Eds.), *Teaching and counseling gifted girls*, (pp. 31-66). Waco, TX: Prufrock Press, Inc.
- Reis, S. M. & Small, M. (2005). The varied and unique characteristics exhibited by diverse gifted and talented learners. *Methods and Materials for Teaching the Gifted*. F. A. Karnes & S. M. Bean, Eds. Waco, TX: Prufrock Press, pp. 3-32.
- Moon, S. M. & Reis, S. M. (2004). Acceleration and twice-exceptional students. *A Nation Deceived: How Schools Hold Back America's Brightest Students*. N. Colangelo, S. G. Assouline, & M. U. M. Gross, Eds. Iowa City, IA: The University of Iowa, pp. 109-117.
- Renzulli, J. S., & Reis, S. M. (2004). Curriculum Compacting: A Research-Based Differentiation Strategy for Culturally Diverse Talented Students. In *The Eyes of the Beholder: Critical Issues for Diversity in Gifted Education* D. Boothe & J. C. Stanley, Eds. Waco, TX: Prufrock Press, pp. 87-100.
- Reis, S. M. , & Rubin, L. M. (2004). Students with both gifts and learning disabilities. In (T. M. Newman & R. J. Sternberg). (Eds). *Students with both gifts and learning disabilities*. New York: Kluwer Academic. (pp. 155-198).
- Reis, S. M. (2003). Introduction to the Series Editor, Essential Readings in Gifted Education. *Curriculum for Gifted and Talented Students*. Corwin Press: Thousand Oaks, CA. (pp. IX-XXI).
- Renzulli, J.S., Reis, S.M. (2003). ¿Qué es el enriquecimiento escolar? ¿Cómo se relacionan los programas para superdotados con la mejora escolar total? In Alonso, J. S., Renzulli, J. S., Benito, Y. (Eds). *Manual Internacional De Superdotación*. Madrid, Fundamentos Psicopedagógicos.

- Milne, H. J. O., Reis, S. M., & Renzulli, J. S. (2003). Young adults with Williams Syndrome: Identifying interests. *Reimagining Practice: Researching Change, Vol. 2* (pp. 225-235). Griffith University Press.
- Briggs, C. J. & Reis, S. M. (2003). An introduction to the topic of cultural diversity and giftedness. In (C. A. Tomlinson, D. H. Ford, S. M. Reis, C. J. Briggs, C. A. Strickland. (Eds). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and Storrs, CT: The National Research Center on the Gifted and Talented, pp. 5-32.
- Briggs, C. J. & Reis, S. M. (2003). Case studies of exemplary gifted programs In (C. A. Tomlinson, D. H. Ford, S. M. Reis, C. J. Briggs, C. A. Strickland. (Eds). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and Storrs, CT: The National Research Center on the Gifted and Talented, pp. 5-32.
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- Reis, S. M. & Renzulli, J. S. (2003) Developing high potentials for innovation in young people through the schoolwide enrichment model. In L. V. Shavinia (Ed.) *International Handbook on Innovation*. (pp. 333-346).
- Reis, S. M. (2003). Creativity, Adulthood. In T. P. Gullotta & M. Bloom (Eds.) *Encyclopedia of primary prevention and health promotion*. (pp. 355-361) New York: Kluwer Academic Publishers.
- Renzulli, J. S. & Reis, S. M. (2003). Que es el enriquecimiento escolar? Como se relacionan los programas para superdotados con la mejora escolar total? In J. A. Alonso Bravo, J. S. Renzulli, Y.B. Mate (Eds.). *Manual internacional de superdotacion*. EOS: Madrid, Spain. (pp. 243-257).
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- Type I Enrichment: General Exploratory Activities* (with Joseph S. Renzulli), distributed by Creative Learning Press.
- Type II Enrichment: Group Training Activities* (with Joseph S. Renzulli), distributed by Creative Learning Press.
- Type III Enrichment: Investigations of Real Problems* (with Joseph S. Renzulli), distributed by Creative Learning Press.
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GRANTS AND UNIVERSITY FUNDING

As Co-Director of Confratute, I have helped to generate the following NET profit since 1983:

Confratute 2008, \$870,000
 Confratute 2007, \$900,000
 Confratute 2006, \$900,000
 Confratute 2005, \$872,000
 Confratute 2004, \$678,000

Confratute 2003, \$878,000
 Confratute 2002, \$978,000
 Confratute 2001, \$892,000
 Confratute 2000, \$992,000
 Confratute 1999, \$700,000
 Confratute 1998, \$850,000
 Confratute 1997, \$750,000
 Confratute 1996, \$950,000
 Confratute 1995, \$700,000
 Confratute 1994, \$850,000
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 Confratute 1992, \$950,000
 Confratute 1991, \$700,000
 Confratute 1990, \$650,000
 Confratute 1989, \$750,000
 Confratute 1988, \$540,000
 Confratute 1986, \$490,000
 Confratute 1985, \$495,000
 Confratute 1984, \$500,000
 Confratute 1983, \$595,000

Other Grants:

Using the Schoolwide Enrichment Model Reading Framework (SEM-R) to Increase Achievement, Fluency, and Enjoyment in Reading, Institute for Educational Science, USOE, IES, Washington, 2004
 (5 year: \$2, 950,000.00)

Principal Investigator of the UConn site of National Research Center on the Gifted and Talented. Co-authored (with Joseph Renzulli and E. Jean Gubbins) the NRC/GT Grant in 1990, funding since : \$27,000,000.00

Extending the Pedagogy of Gifted Education to All Students grant from the Office of Educational Research and Improvement, U.S. Department of Education, 1998, \$141,000.

KEYNOTES AND INVITED SYMPOSIA FROM 1981-2005: OVER 500 INVITED STATE, NATIONAL, AND INTERNATIONAL SPEECHES AND SYMPOSIA
Over 500 invited keynotes and plenary sessions since 1981

A Technology Based Program That Matches Enrichment Resources With Student Strengths

One hesitates using the word revolutionary in this day of technological advancements by the hour, but the word did occur to me as I reviewed the Renzulli Learning System. It provides a new level of differentiation and engagement.

John Lounsbury
National Middle School Association
Georgia College & State University

J.S. Renzulli, and S.M. Reis
The National Research Center on the Gifted and Talented
University of Connecticut, Neag School of Education, Storrs, CT, USA

Abstract—Remarkable advances in instructional communication technology (ICT) have now made it possible to provide high levels of enrichment and the kinds of curricular differentiation that facilitate advanced learning services to students who have access to a computer and the Internet. But in order to maximize the potential of ICT it is necessary to construct programs that are based on learning theory that goes beyond the didactic and prescriptive models that have resulted in too much worksheets-on-line and electronic encyclopedias. The Renzulli Learning System (RLS) uses a strength-based learning theory called the Enrichment Triad Model that is purposefully designed to promote advanced level learning, creative productivity, and high levels of student engagement by focusing on the application of knowledge rather than the mere acquisition and storage of information.

The Renzulli Learning System is a comprehensive program that begins by providing a computer-generated profile of each student's academic strengths, interests, learning styles, and preferred modes of expression. A search engine then matches Internet resources to the student's profile from fourteen carefully screened data bases that are categorized by subject area, grade level, state curricular standards, and degree of complexity. There are also hundreds of enrichment activities that can be downloaded and reproduced for individual or group learning activities. A management system called the Wizard Project Maker guides students in the application of knowledge to teacher or student selected assignments, independent research studies, or creative projects that individuals or small groups would like to pursue. Students and teachers can evaluate the quality of students' products using a rubric called The Student Product Assessment Form. Students can rate each site visited, conduct a self-assessment of what they have gained from the site, and place resources in their own Total talent Portfolio for future use. RLS also includes a curriculum acceleration management system for high-achieving students that is based on the many

years of research and widespread use of a popular differentiation process called Curriculum Compacting.

Index Terms—Strength Based Learning Theory, Individualized Resource Matching, Built In Assessment and Management Tools

Every teacher has had the satisfaction of seeing a child "turn on" to a topic or school experience that demonstrates the true joy and excitement of both learning and teaching. We have sometimes wondered how and why these high points in teaching occur, why they don't occur more frequently, and why more students are not engaged in highly positive learning experiences. Teachers are also painfully aware of the boredom and lack of interest that so many of our young people express about so much of the work they do in school. Highly prescriptive curriculum guides, endless lists of standards to be covered, and relentless pressure to increase achievement test scores have often prevented us from doing the kind of teaching that results in those joyous but rare times when we have seen truly remarkable engagement in learning.

One teacher we interviewed as part of a research project dealing with high engagement in learning said, "I could easily improve student enthusiasm, enjoyment, and engagement if I had about a dozen teaching assistants in my classroom!" It was comments like this plus the almost infinite resources that are now available through the Internet that inspired the development of the Renzulli Learning System (RLS) at the University of Connecticut's Neag School of Education. The program is sponsored by the University of Connecticut Research and Development Corporation, with income from subscriptions used to support further research. An overview of the RLS is presented in Figure 1.

The use of instructional technology, and especially the Internet, has evolved rapidly over the past decade. First "generation" use of technology consisted mainly

of what might be called worksheets-on-line, with the added advantage of providing students with immediate feedback about correct responses and subroutines for remediating incorrect answers. This generation was not unlike the teaching machines of the 1950s. The next generation consisted mainly of courses-on-line, and although this innovation enabled students to have access to teachers and professors with expertise beyond what might be available locally, it usually followed the same pedagogy to traditional courses (i.e., read the chapter, answer questions, take a test). The third generation was a great leap forward because of the advent of hypertext. Students could now click on highlighted items in on-line text to pursue additional, more advanced information, and the kinds of scaffolding that consumes more time than most teachers can devote to individualized learning.

The Renzulli Learning System might best be viewed as the next generation of applying instructional technology to the learning process. This program is not a variation of earlier generations of popular e-learning programs or web-surfing devices being offered by numerous software companies. It is a totally unique use of the Internet that combines computer based strength assessment with search engine technology, thus allowing true differentiation in the matching of thousands of carefully selected resources to individual strengths. The RLS also has what might best be called theoretical integrity. It is based on a high-end learning theory called the Enrichment Triad Model [1] and numerous research studies dealing with model implementation [2]. The Triad Model focuses on the kinds of creative productivity that develops higher-level thinking and investigative skills, and it places a premium on the application of knowledge to learning situations that approximate the modus operandi of the practicing professional. With minimal skills in the use of the Internet, and only a small amount of the teacher's time, all schools can easily make use of a system that will give teachers the equivalent of "a dozen assistants" in their classrooms. The Renzulli Learning System is a four-step procedure that is based on more than thirty years of research and development dealing with the diagnosis and promotion of advanced level thinking skills, motivation, creativity, and engagement in learning.

Step 1: Strength Assessment Using the Electronic Learning Profile

The first step consists of a computer-based diagnostic assessment that creates a profile of each student's academic strengths, interests, learning styles, and preferred modes of expression. The on-line assessment, which takes about thirty minutes, results in a personalized profile that highlights individual student strengths and sets the stage for step two of the RLS. The profile acts like a compass for the second step, which is a differentiation search engine that examines thousands of resources that relate specifically to each student's profile. Student profiles can also be used to form groups of students who share common interests. A project management tool guides students and teachers to use specifically selected resources for assigned curricular activities, independent or small group investigative projects, and a wide variety of challenging enrichment experiences.

Another management tool enables teachers to form instructional groups and enrichment clusters based on interests and learning style preferences. Teachers have instant access to student profiles, all sites visited on the web, and the amount of time spent in each activity. Parents may also access their own child's profile and web activities. In order to promote parent involvement, we suggest that students actually work on some of their favorite activities with their parents.

Step 2: Enrichment Differentiation Databases

In step two the differentiation search engine matches student strengths and interests to an enrichment database of 10,000 enrichment activities, materials, resources, and opportunities for further study that are grouped into the following categories:

- Virtual Field Trips
- Real Field Trips
- Creativity Training
- Critical Thinking
- Projects and Independent Study
- Contests and Competitions
- Websites
- Fiction Books
- Non-Fiction Books
- How-To Books
- Summer Programs
- On-Line Classes and Activities
- Research Skills
- Videos and DVDs

These resources are not merely intended to inform students about new information or to occupy time surfing around the web. Rather, they are used as vehicles for helping students find and focus a problem or creative exploration of personal interest that they might like to pursue in greater depth. Many of the resources provide the methods of inquiry, advanced level thinking and creative problem solving skills, and investigative approaches that approximate the modus operandi of the practicing professional. Students are guided toward the application of knowledge to the development of original research studies, creative projects, and action-oriented undertakings that put knowledge to work in personally meaningful areas of interest. The resources also provide students with suggestions for outlets and audiences for their creative products. A set of learning maps for teachers is provided for each of the fourteen enrichment resource databases and for the many other resources available for teachers. Teachers can also download numerous curricular activities for use in their classrooms. Management tools classify and cross reference activities by subject area, thinking skill, and subject matter standards.

Our goal in this approach to learning is to promote high levels of engagement by providing a vehicle where students can engage in thinking, feeling, and doing like the practicing professional, even if they are operating at a more junior level than adult scientists, artists, writers, engineers, or other adults who pursue knowledge in professional ways.

Research on the role of student engagement is clear and unequivocal – high engagement results in higher achievement, improved self-concept and self-efficacy, and more favorable attitudes toward school and learning. There is a strong body of research that points out the crucial difference between time-spent and time-engaged in school achievement. In the recently published international PISA study, the single criterion that distinguished between nations with the highest and lowest levels of student achievement was the degree to which students were engaged in their studies. This finding took into account demographic factors such as ethnicity and the socioeconomic differences among the groups studied. In a longitudinal study comparing time-spent vs. time-engaged on the achievement of at-risk students, Greenwood [3] found that conventional instructional practices were responsible for the students' increased risk of academic delay. And a study by Ainley [4] reported that there were important differences in achievement outcomes favoring engaged over disengaged students of similar ability.

The resources available in step two also provide students with places where they can pursue advanced level training in their strength areas and areas of personal interest. On-line courses and summer programs that focus on specific academic strengths and creative talents are ways that any school or parent can direct highly able and motivated students to resources that may not be available in the regular school program.

Step 3: The Wizard Project Maker

A special feature of Renzulli Learning is a project organization and management plan for students and teachers called **The Wizard Project Maker**. This guide (attached) allows teachers to help students use their web-based explorations for original research, investigative projects, and the development of a wide variety of creative undertakings. The sophisticated software used in this tool automatically locates potentially relevant web-based resources that can be used in connection with the student's investigative activity. This management device is designed to fulfill the requirements of a Type III Enrichment experience, which is the highest level of enrichment described below in the discussion of the Enrichment Triad Model. Specifically, the Project Maker provides students with the metacognitive skills to: Define a project and set a goal; Identify and evaluate both the resources to which they have access and the resources they need (e.g. time, Internet sites, teacher or mentor assistance); Prioritize and refine goals; Balance the resources needed to meet multiple goals; Learn from past actions, projecting future outcomes; and Monitor progress, making necessary adjustments as a project unfolds.

The Wizard Project Maker helps students make the best use of web resources, it helps to focus their interests as they pursue advanced level work, and it is a built in safeguard against using Renzulli Learning merely to surf around the web. It also establishes a creative and viable responsibility for teachers in their role as "the guide on the side." By helping students pursue advanced levels of challenge and engagement through the use of the Wizard Project Maker, students

see teachers as mentors rather than task masters or disseminators of knowledge. The Wizard Project Maker also has a meta-cognitive effect on students, i.e., they have a better understanding about what investigative learning is all about. As one teacher recently said, "The Wizard Project Maker helps my students understand 'the why' of using the Internet." A Wizard Project Maker template is attached to this article and Wizard Software is built into the System to help students acquire resources for the various sections of this planning device.

Step 4: The Total Talent Portfolio

The final step in the Renzulli Learning System is an automatic compilation and storage of all student activity from steps one, two, and three into an on-going student record called the Total Talent Portfolio. A management tool allows students to evaluate each site visited and resource used, students can complete a self-assessment of what they derived from the resource, and if they choose they can store favorite activities and resources in their portfolio. This feature allows easy- return-access to on-going work.. The portfolio can be reviewed at any time by teachers and parents through the use of an access code, which allows teachers to give feedback and guidance to individual students and provides parents with information about students' work and opportunities for parental involvement. The portfolio can also be used for:

- Providing points of reference for future teachers
- Making decisions about possible class project extra credit options
- Selecting subsequent enrichment preferences
- Designing future projects and creative activities
- Exploring on-line courses and competitions
- Participating in extra-curricular activities
- Deciding on electives in Middle and High School
- Guiding college selection and career exploration alternatives

The Total Talent Portfolio "travels" with students throughout their educational career. It can serve as a reminder of previous activities and creative accomplishments that they might want to include in college applications and it is an ongoing record that can help students, teachers, guidance counselors, and parents make decisions about future educational and vocational plans.

THE THEORY AND RESEARCH UNDERLYING THE RENZULLI LEARNING SYSTEM

The RLS is based on a learning theory called the Enrichment Triad Model, which was developed in 1977 and implemented in thousands of schools in the United States and several overseas nations (see Figure 2). A wide range of programs based on the Enrichment Triad Model were developed by classroom teachers and gifted education specialists in different school districts across the country that serve diverse populations of students at all grade levels. Many examples of creative student work were completed as

part of the enrichment opportunities built around the Triad Model.

Teachers using the model worked very hard to access resources to provide enrichment for students, but the many responsibilities of classroom teachers and the amount of time required to track down resources made this a daunting task. In the Renzulli Learning System, thousands of resources and enrichment materials are provided for teachers and students with the click of a mouse. And what makes this system unique is that these resources are individually tailored to students' abilities, interests, and learning styles. The resources can be accessed in school, during after-school programs, or even at home when students want to pursue enriched learning opportunities on their own.

The Enrichment Triad Model was designed to encourage advanced level learning and creative productivity by: (1) exposing students to various topics, areas of interest, and fields of study in which they have an interest or might develop an interest, (2) providing students with the skills and resources necessary to acquire advanced level content and thinking skills, and (3) creating opportunities for students to apply their skills to self-selected areas of interest and problems that they want to pursue.

Type I Enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum or that are extensions of regular curriculum topics. In the Renzulli Learning System, Type I Enrichment includes virtual field trips, on-line activities that challenge

wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level research methods and reference materials; and (4) written, oral, and visual communication skills. Teachers can use general Type II Enrichment activities (e.g., a lesson in creative thinking) that are available on-line for whole group or small group instruction, or an on-line activity can be recommended for individuals or small groups to pursue on their own.

Type II enrichment consists of materials and activities designed to develop a broad range of higher level thinking processes and advanced inquiry skills. Some Type II training is general, including the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level research methods and reference materials; and (4) written, oral, and visual communication skills. Teachers can use general Type II Enrichment activities (e.g., a lesson in creative thinking) that are available on-line for whole group or small group instruction, or an on-line activity can be recommended for individuals or small groups to pursue on their own.

Other forms of Type II Enrichment are specific to a particular project that a student might be pursuing. It cannot be planned in advance and usually involves advanced research skills in an interest area selected by the student. For example, a small group of students became interested in mechanical engineering after a Virtual Field Trip that dealt with some of the world's most imaginative bridges. They located resources on the Internet that provided instruction for designing, planning, and building a model of a bridge. They also found a number of model bridge competitions to which they subsequently submitted their designs.

In the Renzulli Learning System, Type II training is embedded across many of the Enrichment Activities listed above. A quick tour of the various categories will help you become familiar with the vast array of resources that can be used for all three types of enrichment in the Triad Model. If several students are using the Renzulli Learning System it will be fun and informative to take a "tour" through their Enrichment Activities with them.

Our experience in using the Enrichment Triad Model over the years has shown that Types I and II enrichment and/or interests gained in the regular curriculum or out-of-school activities will motivate many students to pursue self-selected topics in greater depth. We call these advanced types of involvement Type III Enrichment, which is defined as individual or small group investigations of real problems. When students choose to become involved in Type III Enrichment, they usually are interested enough in a topic to pursue a self-selected area of study in great depth. They also are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III Enrichment are:

- to provide opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,

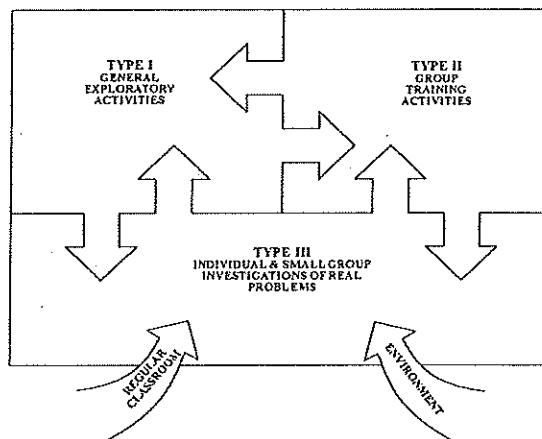


Figure 2: The Enrichment Triad Model

student thinking, exciting web sites, books, videos, and DVDs related to areas of special interest, and other exposure activities that are associated with independent projects and other components of the system. Type I experiences might be viewed as the motivational "hook" that causes individual students to become turned-on to particular topic or area of study that they will subsequently pursue in greater depth.

Type II enrichment consists of materials and activities designed to develop a broad range of higher level thinking processes and advanced inquiry skills. Some Type II training is general, including the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a

- to acquire advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,
- to develop authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- to learn self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making, and self-evaluation,
- to further develop task commitment, self-confidence, and feelings of creative accomplishment.

In the Renzulli Learning System, the Type III component can emerge from almost any of the options that students choose to pursue. They can, for example, get an idea for what they might like to learn more about by becoming involved in a virtual field trip, or a real field trip. They might find an idea from a creativity training exercise or critical thinking activity. The most logical way for students to become involved in a Type III project is by pursuing an independent study or by becoming involved in a contest or a competition. We have also found that students may become interested in doing in-depth research by using any of the other components of the RLS such as special topic websites, Fiction, Non-Fiction, and How-to books, Summer Programs, On-Line Activities and Research Skills. There are also numerous options in Renzulli Learning for students to pursue Type III studies in specialized areas (e.g., Math League, Invention Convention, National History Day Competition, to mention only a few of the hundreds of available options).

Type III Enrichment is different from the types of projects and reports that students typically do in connection with their regular schoolwork. The best way to describe this difference is to list the three things that make a problem "real" to a student. First, real problems are based on a sincere interest of the student rather than one assigned by the teacher. It is something the student wants to do rather than something he or she is assigned to do. You may discuss and provide guidance in helping a student find and focus a problem, and the problem might be within the general curriculum area you are covering, but the subject or theme on which a student chooses to work must represent a personalization of the topic for him or for her.

The second distinguishing feature of working on a real problem is that the student will use the methods of investigation of the practicing professional. They're going to do what the real geologist, scenery designer, or community activist does, even if it is at a more junior level than an adult professional working in one of these fields. This focus will help to distinguish a *bona fide* Type III project from the ritualistic reports that students typically complete by merely gathering and summarizing information from reference books or Internet sites. The most powerful tools for giving students the know-how of authentic methodology, such as *How-To Books For Conducting Research and*

Creative Projects, can be found in the Enrichment Database under the category How-To Books. Take a quick tour of this enrichment category to get a "feel" of the many exciting books that provide the skills for helping students become practicing professionals. And think about using some of the material in these books for whole-class and small group lessons on teaching research and investigative skills. We have found that teaching young people a practical data gathering technique such as questionnaire design, for example, will motivate them to identify a problem that allows them to use their new skill on a problem in which they have a personal interest.

The third characteristic of a real problem is that it is always geared toward an audience other than or in addition to the teacher. In the adult world, practicing professionals carry out their work because they want to have an impact on one or more relevant audiences – others who voluntarily attend a performance, read a newsletter, or go to a science fair. Presenting to classmates occasionally may qualify as a real audience, but such presentations should be viewed more as practice sessions for more real world settings such as a presentation to the local historical society, submission of one's writing to a magazine that publishes poetry or short stories, or entering an invention contest. The enrichment category entitled *Contests and Competitions* will give you and your students many ideas about opportunities for audiences in all areas of student interest. And the Websites category includes many organizations and professional societies that produce journals and newsletters where high quality student products might be included. These organizations are also excellent sources for resources in specialized areas of study, and some of them even provide on-line mentoring services for students.

The goal of Type III Enrichment is to transform the role of the student from a person who merely acquires information to a role in which she or he is thinking, feeling, and doing like the practicing professional by actually engaging in authentic activities. In reflecting on the characteristics of authentic activities described by researchers, ten broad design characteristics that relate to on-line learning have been identified by Reeves, Herrington, & Oliver [5]. These characteristics are:

- Authentic activities have real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks.
- Authentic activities are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity: Problems inherent in the activities are ill defined and open to multiple interpretations rather than easily solved by the application of existing algorithms. Learners must identify their own unique tasks and sub-tasks in order to complete the major task.
- Authentic activities comprise complex tasks to be investigated by students over a sustained period of time: Activities are completed in days, weeks and months rather than minutes

or hours. They require significant investment of time and intellectual resources.

- Authentic activities provide the opportunity for students to examine the task from different perspectives, using a variety of resources: The task affords learners the opportunity to examine the problem from a variety of theoretical and practical perspectives, rather than allowing a single perspective that learners must imitate to be successful. The use of a variety of resources rather than a limited number of pre-selected references requires students to detect relevant from irrelevant information.
- Authentic activities provide the opportunity to collaborate: Collaboration is integral to the task, both within the course and the real world, rather than achievable by an individual learner.
- Authentic activities provide the opportunity to reflect: Activities need to enable learners to make choices and reflect on their learning both individually and socially.
- Authentic activities can be integrated and applied across different subject areas and lead beyond domain-specific outcomes: Activities encourage interdisciplinary perspectives and enable students to play diverse roles thus building robust expertise rather than knowledge limited to a single well-defined field or domain.
- Authentic activities are seamlessly integrated with assessment: Assessment of activities is seamlessly integrated with the major task in a manner that reflects real world assessment, rather than separate artificial assessment removed from the nature of the task.
- Authentic activities create polished products valuable in their own right rather than as preparation for something else: Activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for something else.
- Authentic activities allow competing solutions and diversity of outcome: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of rules and procedures (p. 565).

To help students understand the difference between an authentic Type III and the more traditional kinds of reports that they typically do in school, we have developed The Wizard Project Maker, a completed sample of which is attached. This form also highlights the specific ways in which teachers can provide guidance in helping students find and focus a problem, examine potential outlets and audiences, and obtain the necessary resources to carry out their investigative activities. Blank copies of this form can be

downloaded at the RLS web site. The teacher's role in this type of enrichment becomes more like a coach and guide-on-the-side rather than a disseminator of knowledge. The teacher's role is an active one, but requires minimal time because it does not require large amounts of face-to-face instruction. You can learn more about the role that teachers play in facilitating Type III Enrichment by reviewing the short article on this topic in the **Teacher Resource** section of this web site.

One of the questions that teachers frequently ask is, "Where will students find the time to do Type III projects?" All students can use the Renzulli Learning System, but we have found that above average ability students – those who can master the regular curriculum at a faster pace than others – can "buy" some time for enrichment activities through a sub-component of the RLS called Curriculum Compacting. Essentially, compacting is a process through which the teacher uses formal and informal assessment at the beginning of a unit of study to determine which students have already mastered basic skills, and therefore do not need the same amount of practice material as others. Indeed, it is sometimes this excessive practice of skills already mastered that causes many of our more able students to become bored with school! And in subjects such as science and social studies, students may not know the material to be covered, but are eager to select an option that allows them to cover it at an accelerated pace. Many students are especially eager to select this option if they know that it will "buy" them the time to work on Type III enrichment as well as other options in the RLS. We have provided a brief article on the steps teachers use in Curriculum Compacting in the **Teacher Resource** section of this web site.

THE VALUE ADDED BENEFITS OF LEARNING WITH TECHNOLOGY

The conditions of learning have changed dramatically for young people going to school today. Don Leu and his team of New Literacies researchers at The University of Connecticut [6] have pointed out that the Internet is this generation's defining technology for literacy and learning; and that profound changes have already taken place in higher education, adult learning and the workplace, all situations for which we are preparing the young students who are in our classrooms today. There was a time when teachers and textbooks were the gatekeepers of knowledge, but today virtually all of the world's knowledge is accessible to any student who can turn on a computer and log into the Internet. One of the dangers of a content abundant resource such as the Internet, however, is that we might be tempted to simply use it to cram more information into students' heads! But by applying a learner-centered pedagogy rather than a traditional drill-and-practice approach, we can harness the power of the Internet in a way that respects principles of high-level learning developed by the Task force on Psychology

of the American Psychological Association [7]. A crucial question, therefore, is will we use this information wisely? Or will we simply turn the powerful resources available through the Internet into electronic work sheets, test-prep tutorials, and on-line courses that adhere to the same prescriptive model for learning that almost all reform initiatives have followed thus far -- a model that has indeed left so many young people bored, disengaged and behind? Or will the new technologies be the workhorse that can finally allow teachers to truly differentiate learning experiences for all students? These technologies now make it possible to apply to all students the pedagogy typically used with high achieving students. In an article entitled "A Rising Tide Lifts All Ships" [8], I pointed out how a "gifted education approach" can improve engagement and achievement for all students.

With almost unlimited access to the world's knowledge, a critical issue for educators is selecting the software and providing the training that will help young people use this access safely, efficiently, effectively, and wisely. Leu and his colleagues define the five major skill sets of the new literacies as follows:

1. Identifying Important Questions
2. Locating Relevant Information
3. Critically Evaluating Information
4. Synthesizing Information
5. Communicating Effectively

In addition to improved academic achievement and opportunities for creative productivity, which are the major goals of the Renzulli Learning System, there are a series of metacognitive tools that result from computer based learning environments. Metacognition is generally defined as the monitoring and control of one's own thinking processes. Metacognitive tools are skills that help students organize and self-regulate their learning so that they can make the most efficient use of time, resources, and the cognitive skills that contribute to higher levels of thinking. Metacognition involves problem-solving skills such as exploring alternative options and strategies in open-ended problem situations; and applying critical thinking skills such as examining the sources of evidence, the logic of arguments, and how to find and use reliable information. Training and experiences in metacognitive skills may be the single biggest difference between the education provided in high and low achieving schools!

Several researchers studying constructivist models of learning and metacognition have developed or modified traditional theories of learning to explain the role of computer environments in mediating the interactions between and among the cognitive, metacognitive, affective, and social processes that are involved in learning complex material [9, 10, 11, 12]. Promising results have emerged from these new developments in theory and research on the ways in which computer learning environments facilitate metacognitive skill development.

The Internet can also be a good educational tool for hard-to-reach populations. Researchers from Michigan State University examined the positive effects of home Internet access on the academic performance of low-income, mostly African American children and teenagers involved in a home Internet project. In this research, 140 children aged 10-18 years old (83% African American and 58% male) living in single-parent households (75%) with a \$15,000 or less median income were followed for a two-year period to see whether home Internet use would influence academic achievement.

The children who participated in the project were online for an average of 30 minutes a day. Findings indicate that children who used the Internet more had higher standardized test scores in reading and higher grade point averages (GPAs) at one year and at 16 months after the project began compared to children who used the Internet less, said lead author Linda Jackson, PhD. Internet use had no effect on standardized test scores in math.

"Improvements in reading achievement may be attributable to the fact that spending more time online typically means spending more time reading," said Dr. Jackson. "GPAs may improve because GPAs are heavily dependent on reading skills," she added.

An even more promising trend is emerging as computer use evolves from traditional e-learning (i.e., taking an on-line course or developing basic skills through computer assisted instruction) to inquiry based software that focuses on the *application* of knowledge to creative productivity and investigative research projects that promote high levels of student engagement. Students learn the basic difference between to-be-presented information that characterizes traditional instruction and just-in-time information, which is the hallmark of problem-based learning. Skills such as: problem finding and focusing; stating research questions; task understanding and planning; identifying appropriate investigative methodologies; searching, skimming, selecting, and interpreting appropriate resource material; identifying appropriate outlets, products, and audiences; and preparing effective communication vehicles are all value added benefits when the learning theory that underlies the Enrichment Triad Model is combined with the vastness of resources available through the internet.

THE RENZULLI LEARNING SYSTEM -- SUMMING IT ALL UP

The Renzulli Learning System is designed to be an aid to busy teachers who seek the tools for effective differentiation as they go about the process of dealing with a broad range of individual differences, diverse student needs, and increased pressures to improve student achievement. Through the use of technology and an approach to learning that is the opposite of highly prescriptive instruction, the RLS provides teachers with the "dozen teaching assistants" that every teacher would like to have in his or her classroom. The main goal of the RLS is to

simultaneously increase achievement and enjoyment of learning by making available an inexpensive, easy-to-use, research-based system that promotes student engagement. Although student engagement has been defined in many ways, we view it as the infectious enthusiasm that students display when working on something that is of personal interest and that challenges them to "stretch" for the use of materials and resources that are above their current comfort level of learning. Research on the role of student engagement is clear and unequivocal – high engagement results in higher achievement, improved self-concept and self-efficacy, and more favorable attitudes toward school and learning. Numerous students involved in our field tests of the RLS summed it up with one word – "Awesome!" Interested readers can examine the RLS by going to www.renzullilearning.com and clicking on Test Drive Renzulli Learning.

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 Renzulli learning		The Wizard Project Maker™ for Individual and Small Group Work	
Name(s): Liza Teacher: Ms. Latino School: Southeast School		Start Date: Completion Date: <u>January 15, 2006 June 15, 2006</u> Dates for Progress Meetings with My Teacher: <u>2/21/06 3/11/06 4/2/06 5/13/06</u>	
Project Description: Write a brief description of the project, problem, topic, or interest area that you want to learn about and study. What do you hope to find out or learn? I love theater and want to try to direct and produce a play starring some of my friends and classmates. I will have to find some of the following kinds of information. 1. What is a good play for elementary students to perform? 2. What types of tasks will I have to do to successfully direct a play for kids? 3. What type of play will I select? Will I have to pay for it? What other tasks are involved in directing and producing a play?		Intended Project(s): What form or format will the final project take? How, when, and where will you share and communicate the results of your project with other people? In what ways will you share your work (competition, on-line magazine, art show, performance, science fair, etc.) 1. Direct and produce a play for my class and if it goes well, the school and even the community. 2. Design and build a set for the play; learn about lighting! 3. Design and produce a program for the play.	
Interest Areas for this Project ----- Check All That Apply ----- ☐ Architecture ☒ Arts (drawing & pointing) ☐ Athletics/Sports/Fitness ☐ Business/Management ☐ Building Things (robots, models) ☐ Creative Writing ☒ Computers/Technology/Gaming ☒ Drama/Performing ☒ Graphic Design/Animation ☐ Foreign Languages ☐ Geography ☐ Helping in the Community ☒ History ☒ Journalism ☐ Mathematics ☐ Music		What Format Will Your Project Take? ----- Check All That Apply ----- ☒ Artistic ☒ Audio/video/DVD ☐ Display ☒ Drama/Performance ☐ Musical ☒ Photographic ☒ Written ☐ Service/Leadership ☒ Technology/Computer ☐ Oral/Discussion (speech, teach, presentation) ☐ Using my hands to make/build something ☐ Other:	

Getting Started: What are the first steps you should take to begin your work? What types of information do you need to find in order to do your work? Where will you get the information you need? What questions do you have that you need answered in order to start your work? What help do you need from your teacher or parents? List that information here.

1. Learn how to direct a play and how to produce one.
2. Conduct research about children's plays and drama and find specific information about which plays might be good for my class and for me
3. Locate information on how to create sets and produce a play.

Project Skills, Resources and Materials I Will Need: List the Renzulli Learning™ resources here along with other resources (people, organizations, businesses, etc.) you have located that will help you with your work. Include websites, contact names, addresses and phone numbers, lists of the materials you will need, etc.

Drama Map

This site helps you to organize your search for plays and other dramatic material. You can choose to organize your knowledge by character, setting, conflict, or resolution. This will help you keep information neat and organized.

<http://www.readwritethink.org/materials/dramamap/>

The American Century Theater

The American Century Theater

P.O. Box 6313

Arlington, VA 22206

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Dedicated to Great, Important & Neglected American Plays and Playwrights of the 20th Century!

Ten years ago, a group of us started The American Century Theater because we felt that great Twentieth Century American plays and playwrights were getting short shrift in this area. Thanks to the indispensable assistance and support of Arlington County, we were provided with the opportunity to discover if enough other theater-lovers felt the same way.

<http://americancentury.org/index.htm>

At the site below, I will be able to consider directing and producing Snow White with my friends and classmates. I will need to also find out how I might earn the money to be able to buy the rights to stage this show. Maybe I can charge a minimum amount for tickets? I can also do some more searching for plays in the school library.

<http://www.childrenstheatreplays.com/sw.htm>

We can also look at other plays that will be available at this site. I will have to check with my teacher as some of these will require a small fee that I can make from ticket sales.

<http://playsandmusicalsnewsletter.pioneerdrama.com/public/blog/100616>

I can also take an online journey through Shakespeare's life to learn about his writing and access some of it online. After all, he was the greatest playwright who ever lived.

<http://www.tramline.com/tours/lit/shake/ tourlaunch1.htm>

Try Out These Theater Games

If you are interested in drama this is the activity for you. Practice your acting skills by playing these games in a group. Learn the art of being a mime or act out roles that you draw from a pile.

<http://library.thinkquest.org/5291/games.html>

How-to books:

Acting and Theatre

Author: Cheryl Evans and Lucy Smith

Copyright 1992

64 pages

ISBN: 0-7460-0699-3

Grade Level: 4-12

Introduce students to every aspect of the theatrical world! This book illustrates and explains some of the ways actors train and rehearse, as well as the practical arts of set, prop, and costume design and the technical basics of lighting and sound.

Break a Leg!: The Kid's Guide to Acting and Stagecraft by Lise Friedman and Mary Dowdle (Workman Publishing Company, 2002) ISBN: 0761122087

A complete drama course for kids in a book. BREAK A LEG! teaches budding thespians everything they need to know about stagecraft and the production of performances, in home or out. There are sections on body preparation, including warm-ups, stretches, and breathing exercises. Theater games, improv, miming, and other fun ways to develop technique. Important acting skills, such as voice projection, crying on command, learning accents, and staging falls and fights without getting hurt. The performance: analyzing scripts, building a character, what to expect from rehearsals, and overcoming stagefright. A backstage look at blocking, lighting, and other technical aspects of theater production. And for the fun of costumes and make-up, a 16-page color insert. In addition, it covers legends and lore (Why is Macbeth cursed? Why do we say "break a leg"?) and offers dozens of must-see movie recommendations. Plus, for the ambitious, talented, and just plain curious, there's advice on how to make a career of it all, with tips on agents and auditions and getting jobs in theater, film, TV, and radio.

Intended Audience(s): Who would be most interested in your work or project? Consider organized groups (clubs, organizations, societies, teams) at the local, state, regional and national levels, and list them here. Also consider contests, places where your work might be displayed or published, and web sites that include work done in your area of study. Include contact names, phone numbers, addresses and email, along with meeting times and locations.

1. Class project
2. School Play
3. Town Play (open to public)
4. If I decide to write my own play, I can submit it to the following using Renzulli Learning:

http://www.edta.org/rehearsal_hall/thespian_playworks.asp

Create a Play for Thespian Playworks

Thespian Playworks
2343 Auburn Avenue
Cincinnati, OH 45219

Activity Type: Writing a play

Bring out the writer and director inside of you by entering this contest. Write a short (thirty minutes or less) play and send it in for review. If the judges select your work for the Thespian Festival, you will join them during the workshops that bring your play to life. In order to be eligible you must be enrolled in a high school and a member of the Thespian Society.

For Completion By Teacher (*Optional*)
List of state standards addressed with this project:

Using Curriculum Compacting To Challenge the Above-Average

Sally M. Reis and Joseph S. Renzulli

Curriculum compacting is a flexible, research-supported instructional technique that enables high-ability students to skip work they already know and substitute more challenging content.



Gary Kubat

As the dialogue about better ways to restructure our schools goes on, teachers still face the challenge of providing equitably for the broad differences in students' abilities, interests, and learning styles. Just as teachers experience frustration trying to adapt the curriculum for students who experience difficulty in learning, frustration also exists for students who have already mastered a good deal of the material or could easily master it in a fraction of the time required by other students. These students, who are academically ahead of their classmates, are held accountable for repetitious daily requirements that often lead to boredom, underdeveloped study skills, and disenchantment with school in general.

Curriculum compacting, an easy-to-implement instructional technique, is specifically designed to make appropriate adjustments for students in any curricular area and at any grade level (Reis et al. 1992a). The process simply follows the natural pattern teachers would follow if they were individualizing instruction for each student. Curriculum compacting might best be thought of as organized common sense.

In addition to its use in modifying the curriculum for above-average ability students, curriculum compacting can also benefit any student who displays strengths or high levels of interest in one or more content areas. Once teachers are familiar with the process, they report that it takes no longer than their usual teaching practices. The procedure has proven its effectiveness in a carefully controlled national research study, as well as through several years of class-

room use in a variety of educational settings across the nation.

The Bad News

It is clear that a major problem facing our schools is the lack of curricular differentiation and academic challenge for many of our most able students. Research also supports this claim. In a recent study dealing with average and above-average readers, Taylor and Frye (1988) found that 78 to 88 percent of 5th and 6th grade average readers could pass pre-tests on basal comprehension skills before they were covered in the basal reader. The average readers were performing at approximately 92 percent accuracy, while the better readers were performing at 93 percent accuracy on the comprehension skills pre-tests.

One reason so many average and above-average students demonstrate mastery of the curriculum is that contemporary textbooks have been "dumbed down," a phrase used in 1984 by Terrel Bell, former secretary of education. Chall and Conard (1991) concur with Bell's assessment, documenting a trend of decreasing difficulty in the most widely used textbooks from 1945-1975 "as measured by indices of readability level, maturity level, difficulty of questions and extent of illustration" (p. 2). Kirst (1982) believes that textbooks have dropped by two grade levels in difficulty over the last 10-15 years. Most recently, Altbach suggests that textbooks, as evaluated across a spectrum of assessment measures, have declined in rigor, evolving "over the past several decades into 'products' often assembled by committees in response to external pressures rather than a coherent approach to education" (Altbach et al. 1991, p. 2).

Bernstein (1985) summarizes the particular problem that current textbooks pose for high-achieving students:



Even if there were good rules of thumb about the touchy subject of textbook adoption, the issue becomes moot when a school district buys only one textbook, usually at "grade level," for all students in a subject or grade. Such a purchasing policy pressures adoption committees to buy books that the least-able students can read (p. 465).

Chall and Conard also cite difficulties for the above-average student with regard to less-difficult textbooks (1991, p. 111). Further, they stress the importance of a match between a learner's abilities and the difficulty of the instructional task, stating that the ideal match should be slightly above the learner's current level of functioning. When the match is not appropriate, "learning is less efficient and development may be halted" (p. 19).

According to Usiskin (1987) and Flanders (1987), not only have textbooks decreased in difficulty, but they also incorporate a large percentage of repetition. Even average 8th grade students, argues Usiskin, should study algebra since only 25 percent of the pages in typical 7th and 8th grade mathematics texts contain new content. Flanders corroborated this finding by investigating three popular mathematics textbook series. Students in grades 2-5 who used these textbooks encountered approximately 40 to 65 percent new content during the school year, which equates to two to three days of new material a week. By 8th grade, the amount of new content had dropped to 30 percent, which

translates to encountering new material only one and a half days a week. Flanders (1987) suggests that these estimates are conservative because days for review and testing were not included in his analysis.

The trend toward less-challenging, repetitious textbooks may be causing our most capable children to learn less. Many of these bright students discover at an early age that if they do their best in school, they will be rewarded with endless more pages of the same kind of practice materials.

The Good News

A study recently completed at the University of Connecticut's National Research Center on the Gifted and Talented (NRC/GT) examined strategies that teachers use to modify the curriculum to accommodate the specific strengths of high-ability students. The study further examined the kinds of replacement activities that provide more appropriate levels of curricular challenge.

Twenty-seven school districts and 465 classroom teachers of 2nd through 6th grades took part in this study. To participate, districts could not have previously received training in curriculum compacting, and they had to be willing to accept random assignment to a treatment or a control group. In particular, we sought to recruit districts with elementary school populations of economically disadvantaged, limited-English-proficient, and

handicapped students. The participating districts represented elementary schools from across the country, ranging from a small rural school in Wyoming to a magnet school for Hispanic students in California.

Three treatment groups, which received escalating levels of staff development, were used to examine the most efficient but effective method for training teachers to modify curriculum. Teachers from a fourth set of classrooms served as a control group; they continued their usual teaching practices. All treatment group teachers received videotape training and a book about the compacting process. Teachers in Treatment Group 2 also practiced two hours of group compacting simulations conducted by an experienced trainer. The simulations developed by Starko (1986) have been a standard resource in this type of training. Treatment Group 3 received the same training as Group 2 and an additional 6 to 10 hours of peer coaching throughout the year, as suggested by Joyce and Showers (1983).

Treatment and control group teachers were asked to target one or two candidates in their classrooms for curriculum compacting, using criteria specified by the research team. All targeted students in treatment and control groups were tested before and after treatment with out-of-level Iowa Tests of Basic Skills (ITBS). Next-grade-level tests were used to compensate for the "topping out" effect that is frequently encountered when measuring the achievement of high-ability students.¹

How to Get More for Less!

Our most important finding might best be described as the more-for-less phenomenon. Approximately 40 to 50 percent of traditional classroom material was compacted for targeted students in one or more content areas.

When teachers eliminated as much as 50 percent of regular curricular activities for targeted students, no differences were observed in post-test achievement scores between treatment and control groups in math concepts, math computation, social studies, and spelling. In science, students who had between 40 to 50 percent of their curriculum eliminated actually scored significantly higher on science achievement post-tests than their peers in the control group. And students in Group 1, whose curriculum was compacted in mathematics, scored significantly higher than their peers in the control group on the math concepts post-test. These findings clearly point out the benefits of curriculum compacting so far as standard achievement is concerned. Analyses of data related to replacement activities also indicated that students viewed these activities as more challenging than standard material.

Additional findings are based on an examination of the efficiency and effectiveness of the compacting process and the training provided to the three treatment groups. Of the teachers in the study, 95 percent were able to identify high-ability students in their classrooms and to document individual student strengths. Eighty percent were able to document the curriculum that high-ability students had yet to master, list appropriate instructional strategies for students to demonstrate mastery, and document an appropriate mastery standard. The most frequently compacted subject was mathematics, followed by reading, language arts, science, and social studies.

Replacement strategies consisted of three categories of activities for students: enrichment, acceleration, and "other" (including peer tutoring, cooperative learning, correcting papers, and other teacher assistance tasks). Ninety-five percent of teachers

used enrichment as a replacement strategy, and 18 percent also used acceleration. Many more teachers indicated they would have used acceleration more frequently, but district policies prohibited students from working in textbooks beyond their present grade level. Although the majority of replacement strategies reflected student interests, needs, and preferences, replacement strategies often did not reflect the types of advanced content appropriate for high-ability students. This finding indicates that additional staff development is necessary. Teachers confirmed this finding; many expressed the desire to receive more assistance from enrichment or gifted education specialists and more training and assistance in locating and using appropriate enrichment materials.

Teachers in Treatment Group 3 used significantly more replacement strategies than did teachers in Groups 1 and 2. A difference in favor of Group 3 was also found with regard to the overall quality of curriculum compacting. A very encouraging finding was that a majority of teachers in all treatment groups said they would like to continue to compact curriculum beyond the study. They also expressed an interest in learning more about the process and in evaluating materials that could be used for replacement activities. Further, many teachers indicated that, as the year progressed, they were able to use the process with as many as 8 to 10 students in their classes, not just the 1 or 2 students originally targeted for this study.

Phase I

The curriculum compacting process consists of three phases. The first phase is *defining the goals and outcomes of a given unit or segment of instruction*. For most subjects, specific goals and outcomes can be

Figure 1**Individual Educational Programming Guide (The Compactor)**

Name Eileen Age 10 Teacher(s) Mr. Cunningham Individual Conference Date Oct. 10, 1992
 School Kain Elementary Grade 5 Parent(s) Mrs. Cullan Persons Planning IEP MC JD EF JC

CURRICULUM AREAS Provide a brief description of basic material to be covered during this marking period and the evidence that suggests the need for compacting.

PROCEDURES FOR COMPACTING: 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.

Language Arts: Holt 14: Units 2-6
 Pre-Test Units 2-6
 Decoding/encoding skills
 Language skills

Unit and level tests in Holt Language Arts. Eileen will participate in all Language Arts activities in the classroom except those involving: decoding/encoding skills and language skills already mastered and any kind of "seatwork" (repetitious work).

Advanced Exposure in Language Arts: To read biographies for the purpose of enriching Eileen's background in literature and to see how the following human value applies to her selections: "Determination and courage are often necessary to achieve one's goals."

CTBS Scores:
 Vocabulary 6.5 Language Mechanics 9.9
 Comprehension 9.5 Language Expression 9.9
 Total Reading 7.9 Total Language 9.8

Time gained from this will go toward Eileen's advanced exposure in Language Arts.

Amelia Earhart
 Harriet Beecher Stowe
 Mahalia Jackson
 Abigail Adams
 Phillis Wheatley
 Anne Bradstreet
 Dolly Madison

Also, Eileen will choose novels from the Newbery Award series to increase her vocabulary and deepen her understanding of plot structure, introduction, complication, climax, and resolution.

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

Advanced Exposure in Science: 8 trips to regional science center for extension, differentiated, and intensive instruction in computers and calculators, chronobiology, and weather. Time to instruct others in class on above topics.

Resource Room: 5 hours a week. Type I, II, and III activities developing creative thinking, critical thinking, creative and critical problem solving.

— Joseph L. Remick and Linda M. See

found in teachers' manuals, curriculum guides, scope-and-sequence charts, and some of the new curricular frameworks that are emerging in connection with outcome-based education models. Teachers should examine these objectives to determine which represent the acquisition of new content or thinking skills as opposed to reviews or practice of previously taught material. The

scope-and-sequence charts or a simple comparison of the table of contents of a basal series will provide an overview of new versus repeated material.

A goal of this phase is to help teachers make individual programming decisions. A larger professional development aim is to help teachers become better analysts of the material they are teaching and more sophisticated analysts of textbooks.

Phase II

The second phase of curriculum compacting is *identifying students who have already mastered the objectives or outcomes of a unit that is about to be taught*. First, teachers need to estimate which students have the potential to master new material at a faster than normal pace. Teachers can identify likely candidates by reviewing scores on previous tests, completed assign-

ments, and classroom participation. Standardized achievement tests are a good general screen because they allow teachers to list all students scoring one or more years above grade level in particular subject areas.

Being a candidate for compacting does not necessarily mean that a student knows the material under consideration. Therefore, the second step in identifying candidates is to find or develop appropriate tests or other assessment techniques to evaluate specific learning outcomes. Unit pre-tests, or end-of-unit tests that can be administered as pre-tests, are ready-made for this task, especially when it comes to assessing basic skills. By analyzing pre-test results, the teacher can document proficiency in specific skills and select appropriate instructional activities or practice material to bring the student up to a high level on any skill needing reinforcement.

The process is slightly modified for compacting content areas that are not as easily assessed as basic skills and for students who have not mastered the material but are judged to be candidates for more rapid coverage. First, the teacher should discuss a given segment of material with the student to ascertain whether he or she has a thorough grasp of the goals and procedures of compacting, including the nature of the replacement process. Second, the teacher should specify how the student will demonstrate mastery at a high level—for example, by answering questions based on the chapters, writing an essay, or taking the standard end-of-unit test. Third, the teacher and the student should discuss the amount of time required to complete the unit, and they should agree on procedures—such as periodic progress reports or log entries—for teacher review. And, of course, an examination of potential acceleration and/or enrichment replacement activi-

ties should be a part of this discussion.

Another alternative is to assess or pre-test all students in a class when a new unit or topic is introduced. Although this may seem like more work for the teacher, it provides the opportunity for all students to demonstrate their strengths or previous mastery in a given area. Using a matrix of learning objectives, teachers can fill in test results and establish small, flexible, and temporary groups for skill instruction and replacement activities.

Phase III

Providing acceleration and enrichment options—the final phase of the compacting process—requires cooperative decision making and creativity from both teachers and students. During this time, teachers obtain enrichment materials from other teachers, librarians, media specialists, and content area or gifted education specialists. These materials may include self-directed learning activities, instructional materials that focus on particular thinking skills, and a variety of project-oriented activities designed to promote hands-on research and investigative skills.

The time made available through compacting provides opportunities for students to participate in a variety of exciting learning experiences: small-group, special topic seminars directed either by students or community resource persons; community-based apprenticeships; community service activities; projects involving peers as well as mentors; and self-selected mini-courses. Decisions about which replacement activities to use are, of course, guided by time, space, and availability of resource persons and materials. However, the ultimate criteria should be the degrees to which the activities increase academic challenge and represent individual

strengths and interests.

This phase of the compacting process is a creative opportunity for an entire faculty to work cooperatively to organize and choose a broad array of enrichment experiences. A favorite mini-course that a faculty member has always wanted to teach or the opportunity to serve as a mentor to one or two students who are engrossed in a teacher's beloved topic are just two ways replacement activities can add excitement to the teachers' part in this process. The benefits for students are obvious.

Curriculum compacting may also result in another interesting occurrence. We have found that when some bright but underachieving students realize they can both economize on regularly assigned material and "earn time" to pursue self-selected interests, their motivation to complete regular assignments increases. As one student put it, "Everyone understands a good deal!"

The Compactor Form

The best way to get an overview of the curriculum compacting process is to look at the management form that guides this process. "The Compactor" is an organizational and record-keeping tool teachers fill out for each student or group of students with similar curricular strengths. Completed compactors are kept in students' academic files and updated regularly. The form can also be used for small groups of students who are working at approximately the same level (for example, a reading or math group). The Compactor is divided into three sections:

■ Section one includes the learning objectives for a particular unit of study, followed by data on students' proficiency in those objectives, including test scores, behavioral profiles, and past academic records.

■ Section two describes the pre-test vehicles teachers select, along with test results. Instruments can be formal (like pencil-and-paper tests) or informal (such as performance assessments based on observations of class participation and written assignments). Specificity is essential. Recording an overall score of 85 percent on 10

objectives, for example, sheds little light on what portion of the material can be compacted, since students might show limited mastery of some objectives and high levels of mastery on others.

■ Section three includes information about acceleration or enrichment options. In determining these,

teachers must be alert to students' individual interests and learning styles. We have used two instruments: the *Interest-A-Lyzer* and the *Learning Styles Inventory*. Both provide profiles of general categories of student interests and the types of learning activities students would like to use in pursuing them (Renzulli and Smith 1979).

Eileen's Compactor Form

Figure 1 presents a completed example of the form for a 5th grader we'll call "Eileen." Her classroom, self-contained and heterogeneous, is located in a small school in a lower socioeconomic urban district. While Eileen's reading and language scores range between two and five years above grade level, most of her 29 classmates are reading one to two years below grade level. This presented Eileen's teacher with a common problem: What is the best way to instruct this student? He agreed to compact Eileen's curriculum.

Taking the easiest approach possible, Eileen's teacher administered all of the appropriate unit tests for the grade level in the Basal Language Arts program and excused Eileen from completing activities and worksheets in units where she showed proficiency (80 percent and above). When Eileen missed one or two questions, the teacher checked for trends in those items and provided instruction and practice materials to ensure concept mastery.

Eileen usually took part in language arts lessons one or two days a week. The balance of her time was spent with alternative projects, some self-selected. This strategy spared Eileen up to six or eight hours a week with language arts skills that were below her level. She joined the class instruction only when pre-tests indicated that she had not fully acquired the skills or



to take part in a discussion that her teacher thought she would enjoy.

In the time saved through compacting, Eileen engaged in a number of enrichment activities. First, she spent as many as five hours a week in a resource room for high-ability students. This time was usually scheduled during her language arts class, benefiting both Eileen and her teacher, since he didn't have to search for all of the enrichment options himself. The best part for Eileen was that she didn't have to make-up regular classroom assignments because she wasn't missing essential work.

Eileen also visited a regional science center with other students who had a high interest in and aptitude for science. Science was a second strength area for Eileen, and based on the results of her *Interest-A-Lyzer*, famous women was a special interest. Working closely with her teacher, Eileen chose seven biographies of noted women who had made contributions in their respective fields. Three books were on a adult level, but Eileen had no trouble reading them. Eileen's Compactor form, which covered an entire semester, was updated in January.

Eileen's teacher remarked that compacting her curriculum had actually saved him time—time he would have spent correcting papers needlessly assigned! The value of compacting for Eileen also convinced him that he should continue the process. The compactor was also a vehicle to explain to Eileen's parents how modifications were being made to accommodate her advanced language arts achievement level and her interest in science. A copy of the compactor was also given to Eileen's 6th grade teacher, and a conference between the 5th and 6th grade teachers and the resource teacher

helped ensure continuity in dealing with Eileen's special needs.

A Flexible Instructional Tool

The many changes that are taking place in our schools require educators to examine a broad range of techniques for providing equitably for all students. Curriculum compacting is one such process.

Curriculum compacting is not tied to a specific content area or grade level, it is adaptable to any school or curricular framework, and it is flexible enough to use within the context of rapidly changing approaches to general education. The study described here and practical experience gained through several years of field-testing and refining the process have demonstrated the many positive benefits that can result from this process for both students and teachers. ■

A comprehensive technical report, with details of the descriptive and nonparametric statistical procedures used to analyze data from this study, is available from The NRC/GT (Reis et al. 1992b).

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Savoring Reading,

The Schoolwide Enrichment Model in Reading increases readers' stamina—and their test scores.

Sally M. Reis and Elizabeth A. Fogarty

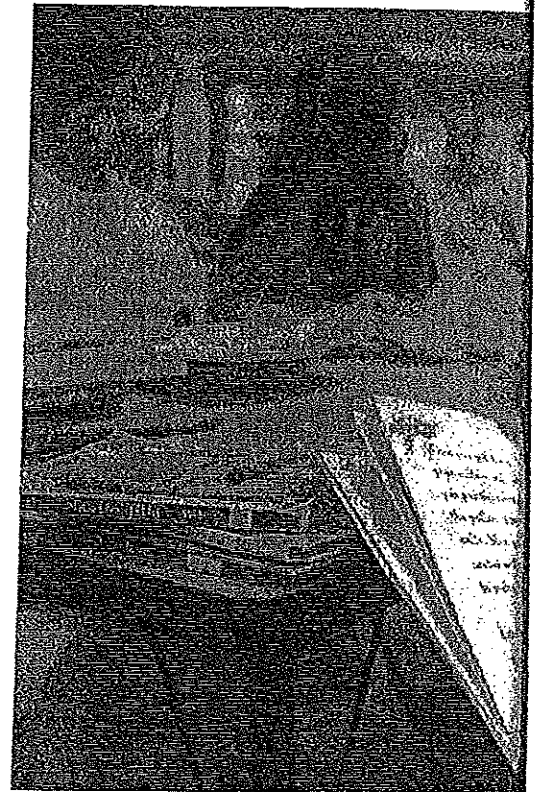
Imagine 3rd and 4th grade classrooms in which silent reading is interrupted only by rapidly turning pages and the occasional chuckle. Imagine a group of boisterous boys reading with intense focus for 30 minutes in a corner of a classroom. During the last four years, with a team of teachers and researchers from the University of Connecticut, we have helped bring about such scenarios daily in high-poverty schools through an alternative approach to reading instruction: the Schoolwide Enrichment Model in Reading (SEM-R; Reis et al., 2003). This enrichment-based approach, which evolved from the Schoolwide Enrichment Model (Renzulli, 1977; Renzulli & Reis, 1997), focuses on engaging students in challenging reading accompanied by instruction in higher-order thinking and strategy skills. Teachers differentiate both instruction and student reading materials and guide students in continually regulating and challenging themselves as readers.

Why Enrichment Is Not Optional

Standardized reading achievement scores show that many students are unprepared for success in college or jobs, especially minority students and children living in poverty. Results of the 2005 American College Testing program's college admission and place-

ment exam indicate that 79 percent of black students, 67 percent of Latino students, and 33 percent of students from families with annual incomes below \$30,000 were not prepared for college-level reading (ACT, 2006). Reading and literacy contribute to academic success (Burns, Griffin, & Snow, 1999; National Reading Panel, 2000), and strong reading comprehension predicts performance on achievement tests (Allington, 2002).

Because reading is a salient ingredient in life success, it is imperative that schools try alternative methods of teaching reading that promote enjoyment. Our research team has implemented the SEM-R in urban high-poverty schools under rigorous research conditions, with successful results in every study (Reis et al., 2005). In schools in which we have used this approach, students' reading fluency scores have increased significantly compared with a control group, and in some schools comprehension scores have increased for students receiving SEM-R instruction as well. Results were so promising that in 2005, federal funds through the Jacob K. Javits Act enabled us to "gear up"; our team is currently implementing the model for an entire academic year in three Title I elementary schools in West Palm Beach, Florida, and two in Manchester, Connecticut.



How the Model Works

The SEM-R includes three categories of reading instruction: (1) broad exposure to appropriate texts and areas of possible interest, (2) higher-order thinking skills training and methods instruction, and (3) opportunities to pursue self-selected activities. It was developed as an outgrowth of a model widely used in gifted education programs; pedagogy geared toward gifted students can be used to enrich learning for all students. The model has been applied by schools not involved in our study that have become informed about SEM-R or taken our training.

This instructional program focuses on increasing student readers' enjoy-

Schoolwide



ment of the learning process through planned enrichment experiences. In some schools in which we worked, the SEM-R was integrated into regular reading instruction; in others, it was offered as an additional literacy block. In our study, teachers were randomly assigned to either a treatment group that received some form of supplementary reading instruction using SEM-R's methods or a control group that used the school's traditional form of literacy instruction. We provided teachers in the treatment group with a day of training and a manual that described all aspects of the approach; research team members frequently observed in classrooms and guided implementation. As

we trained teachers in the three phases of SEM-R, we encouraged them to continue using their own teaching styles and to adapt the strategies rather than feel tied to a mechanical routine. Through working with teachers as they implemented the SEM-R, we observed how instruction in each phase helped individual students become motivated readers.

Phase 1: Hooking Kids on Literature

The key to enriching students' reading skills is providing them with challenging books they are eager to read. In Phase 1 of the SEM-R, teachers read out loud to students from diverse texts. After talking with teachers and reviewing the literacy assessments of students in each class, our team selected a set of high-interest books for each grade level and augmented this selection with books geared to each class's interests, reading levels, and background cultures. For example, if a class had several less-skilled readers who were interested in sports, we ordered a series of biographies of sports heroes. Each teacher received approximately 125 books and a gift certificate to choose and purchase more books for particular students.

In 10–20 minute “book hook” sessions, teachers used book excerpts to hook students on reading, interspersing readings with higher-order questioning. We gave teachers laminated bookmarks printed with cognitively challenging questions to help students become accustomed to answering questions connected to higher-level thinking and reading skills. Similar bookmarks were later provided to students to spur

Students who rarely read before the intervention devoured an entire book series.

deeper questioning (see p. 34). Teachers asked significantly more high-level questions in the SEM-R Phase 1 read-aloud instruction than they did in control classrooms not using the approach (Fogarty, 2006).

During the book hook sessions, students jotted in their reading logs the titles of books that they wanted to read fully on their own.

Phase 2: Supported Independent Reading with Conferences

At this stage, teachers encourage students to select high-interest books slightly above their current reading level, and in regular conferences they assess whether the books readers have picked are an appropriate match. In our studies, the majority of students initially selected books that were easy for them. Teachers told them to take these easier books home to read because at school it was their job to select books with some words and ideas that were new to them.

Many teachers we worked with showed creativity in encouraging reading, and students responded. At North Grade Elementary School in Palm Beach County, Florida, Ms. Duke created a weekly “Beach Day,” filling a corner with buckets of sand, blankets, and beach chairs for atmosphere. She



Theme

Does the author seem to be trying to leave the reader with an increased understanding of some aspect of life?

Do the ideas of kindness, helping, and making the world a better place emerge in this book? In what ways?

Some books provide examples of goodness conquering evil. Does this book provide any?

Sample bookmarks used to spur higher-order thinking.

reminded her students that spending a day at the beach means you can just flop down and read. "This is awesome; we actually get to sit and read in reading class!" one boy said.

Initially, many students read their chosen books with concentration for only 5–10 minutes a day. Teachers added a minute or two of reading time each day, eventually extending the time students read on their own to 30–45 minutes daily. We coached teachers in ground rules for silent reading and in strategies to help students gradually increase sustained reading, including

- Talking openly about the need to develop the habit of focused reading for success in life, especially in higher education.

- Telling students to pretend their brain is a television and that reading is only on one channel. If they let their attention "channel surf," they're not maintaining an appropriate focus on reading.

- Letting each student choose a comfortable spot in class in which to read. We found that students who moved around and chose where to sit read quietly for longer periods of time.

During in-class reading time, teachers circulated around the room conducting 5- to 10-minute conferences to provide individualized support and differentiated instruction. Teachers reviewed book selections, listened to each student read, and helped readers practice reading and questioning strategies. The challenge for most teachers was to provide individualized strategies and critical-thinking instruction when there was a huge range of reading levels among students. A teacher might need to coach one 3rd grader on a fluency strategy—for example, breaking free from using his finger as he reads—then help a more advanced 3rd grader explore how setting can influence plot. During training, we taught teachers how to differentiate instruction and modeled how to use a conference to meet a student's individual needs. The SEM-R materials include a series of lessons on how to increase self-regulation in reading.

Phase 3: Options for Individual Interests

In Phase 3 of SEM-R, teachers encourage students to participate about one hour each week in literacy-related activities that give them considerable choice and match their interests. The teachers we worked with either set aside 15 minutes each day as "Interest and Choice" time or devoted one period of language arts each week to this phase of SEM-R. Teachers gave students several different options:

- Exploring the Internet and reading materials online.
- Creative or expository writing.
- Visiting learning centers on topics in which they show interest.
- Interest-based projects.
- Reading aloud with a friend.



Plot

Explain a problem that one of the characters had. How was it solved?

Would there have been a better solution?

Which scene would make a good preview or trailer for a movie?

What was the turning point of the story?

Is the plot true to life?

What situation aroused your greatest feeling of suspense? What was the final outcome?

- Book chats in literature circles.

- Studies in a particular literary genre.

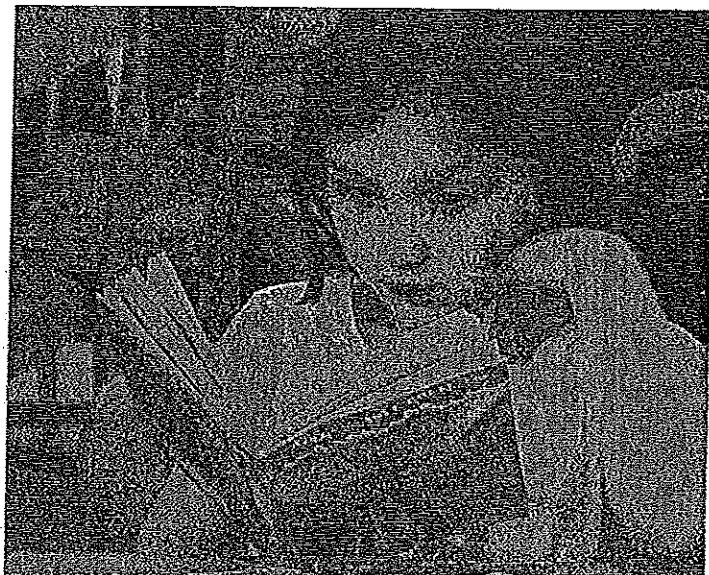
- Listening to books on tape.

These experiences enable students to explore personal interests and apply creative- and critical-thinking skills to self-selected work. This component of the SEM-R pushes students to read critically and to find enjoyable and challenging literature beyond the texts that the teacher provided.

A free-choice period we observed in Ms. White's 5th grade classroom in Jupiter Elementary School in Palm Beach County, Florida, shows a snapshot of typical Phase 3 instruction. A group of three students were engrossed in listening to a Harry Potter book on tape while reading from the book. In another section of the room, a girl read

"We shouldn't teach great books, we should teach a love of reading."—B.F. Skinner

a book online. Two students were reading a novel to each other, and three others were working on a readers theater activity. At a bank of computers, five students had logged on to an online enrichment program, Renzulli Learning, through which students complete a questionnaire about their interests and learning styles and then receive hundreds of individually selected enrichment opportunities in their specific areas of interest.



ingly, readers in the suburban school also benefited from the program, with significant differences evident in measures of reading ability between the SEM-R and control groups.

The positive changes that we saw in schools using SEM-R extended beyond increases in test scores. We saw students who could not wait to begin to read and who groaned when it was time to put their books down. Students who rarely read before the intervention

Results in Urban Schools

Results from schools where we have used the SEM-R approach indicate that students taught through this method had more positive attitudes toward reading, higher reading fluency and comprehension scores, and increased confidence in answering higher-order thinking questions, when compared with students in control groups in these schools.

In 2002, our research team implemented the SEM-R in two urban schools in Hartford, Connecticut—Batchelder Elementary and Kinsella Elementary. Each school has a population of over 90 percent minority students, and most of the students receive free or reduced-price lunch. All students in these schools participated in a direct-instruction reading block in the morning. Students in the treatment group had an additional one-hour afternoon literacy block featuring the SEM-R program, whereas control group students received remedial instruction and preparation for the

statewide mastery test. In both schools, students who participated in the SEM-R instruction had significantly higher oral reading fluency scores and reading achievement scores on the Iowa Test of Basic Skills than did students in the control group. Students who received the reading enrichment also had significantly more positive attitudes toward reading than did students in the control group.

In the 2003–2004 school year, we implemented SEM-R as half of a regular two-hour basal language arts program in two other Connecticut schools for 12 weeks. One school had a majority population of culturally diverse students, most of whom spoke Spanish as their first language. The other school, a suburban school, had a more affluent, nonminority student body. Students in the SEM-R group at the more diverse school had significantly higher reading fluency and comprehension scores than did students who participated only in the basal language arts program. Interest-

devoured an entire book series. Teachers consistently reported positive changes in their teaching practices and excitement about reading and higher-order thinking skills instruction. They also found students participated in more advanced conversations about what they were reading.

As a teacher in Palm Beach County, Florida, explained, "My Phase 2 SEM-R conferences with kids expanded from one-word answers at the beginning of the year to long, thoughtful conversations about literature and themes. I actually had to cut them off for lack of time." When students are able to have these kinds of conversations with teachers about their reading, they are clearly taking charge of their own reading—and their own literature-related thinking. ■

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What is the SEM?

For more information and for references, see <http://www.gifted.uconn.edu/sem/>

The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme school for all students using talent development experiences. The SEM is used by thousands of school districts across the country and the world. It provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and follow-up advanced learning for children based on interests. The SEM emphasizes engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and product styles.

The goal of the SEM is to develop educational programs for talented and high potential students as well as providing opportunities for all children to be exposed to this approach to talent development. The SEM draws upon almost 30 years of research and field testing (Renzulli & Reis, 1994). This research suggests that the SEM promotes engagement in three types of enrichment experiences that are enjoyable, challenging, and interest-based. Separate studies on the SEM have demonstrated its effectiveness in schools with widely differing socioeconomic levels and program organization patterns (Olenchak, 1988; Olenchak & Renzulli, 1989). The SEM-R is based on Renzulli's Enrichment Triad and Schoolwide Enrichment Model (Renzulli, 1977; 1985; 1997) that has been implemented in over 2000 schools across the country (Burns, 1998) and interest in this approach has continued to expand internationally. The effectiveness of the model has been studied in over 30 years of research and field-testing about (a) the effectiveness of the model as perceived by key groups, such as principals (Cooper, 1983; Olenchak, 1988); (b) student creative productivity (Burns, 1987; Delcourt, 1988; Gubbins, 1982; Newman, 1991; Reis, 1981; Starko, 1986); (c) personal and social development (Olenchak, 1991; Skaught, 1987); (d) the use of SEM with

culturally diverse or special needs populations (Baum, 1988; Baum, Renzulli, & Hébert, 1999; Emerick, 1988; Taylor, 1992) (e) student self-efficacy (Schack, 1986; Schack, Starko & Burns, 1991; Starko, 1986; Stednitz, 1985), (f) the SEM as a curricular framework (Karafelis, 1986; Reis, Gentry, Park, 1995); (g) learning styles and curriculum compacting (Imbeau, 1991; Reis et al., 1993; Smith, 1976; Stewart, 1979) and (h) longitudinal research on the SEM (Delcourt, 1988; Hébert, 1993; Westberg, 2000). This research on the SEM suggests that the model is effective at serving high-ability students and providing enrichment in a variety of educational settings, including schools serving culturally diverse and low socioeconomic populations.

A Brief History of the SEM

The original Enrichment Triad Model (Renzulli, 1976), the core of the SEM, was developed in the mid-1970s and initially implemented as a gifted and talented program in school districts in Connecticut and the northeast of the United States. The model, which was initially field tested in several districts, proved to be quite popular and requests from all over the country for visitations to schools using the model and for information about how to implement the model increased. A book about the Enrichment Triad Model (Renzulli, 1977) was published, and more and more districts began implementing this approach. It was at this point that a clear need was established for research about the effectiveness of the model and for other vehicles that could provide technical assistance for interested educators to help develop programs in their schools. Different types of programs based on The Enrichment Triad were designed and implemented by classroom, gifted education, and enrichment teachers. In some of these programs, the focus was on many different types of introductory enrichment, such as speakers, presentations, films and other Type I exposure opportunities. In others, the process was on Type II process skills, such as problem solving and critical and creative problem solving. In some Triad programs, high levels of student creative productivity occurred, while in others, few students engaged in this type of work. In some

programs, many enrichment opportunities were offered to students not formally identified for the enrichment program, while in others only identified "gifted" students had any access to enrichment experiences. Some teachers and coordinators were extremely successful in implementing the model, while others were not. Certain professional development opportunities and resources proved to be extremely helpful in enabling some teachers to better implement the program, and we wondered how could we make these more readily available to larger numbers of teachers and students? And, of course, we became increasingly interested in why the model was working and how we could further expand the research base of this approach. Thus began almost thirty years of field-testing, research, and dissemination. In this chapter, a description of the original Enrichment Triad Model is presented, as is a chronology of how the model has expanded and changed into the current SEM. A summary of research highlights about the model is presented, as are new directions in the SEM and suggestions for future directions for research about the model and the extensions of this approach.

The Dual Goal of Developing Academic Giftedness and Creative Productivity in the SEM

Present efforts to develop giftedness are based on a long history of previous theoretical or research studies dealing with human abilities (Sternberg & Davidson, 1986) and a few general conclusions from the most current research on giftedness (Sternberg & Davidson, 2005) provide a critical background for this discussion of the Schoolwide Enrichment Model (SEM). The first is that giftedness is not a unitary concept, but there are many manifestations of gifts and talents and therefore single definitions cannot adequately explain this multifaceted phenomenon. The confusion about present theories of giftedness has led many researchers to develop new models for explaining this complicated concept, but most agree that giftedness is developed over time and that culture, abilities, environment, gender, opportunities, and chance contribute to the development of gifts and talents (Sternberg and Davidson, 2006).

The SEM focuses on the development of both academic and creative-productive giftedness. Creative-productive giftedness describes those aspects of human activity and involvement where a premium is placed on the development of original material and products that are purposefully designed to have an impact on one or more target audiences. Learning situations designed to promote creative-productive giftedness emphasize the use and application of information (content) and thinking skills in an integrated, inductive, and real-problem-oriented manner. In the SEM, academic gifts are developed through the role of the student is transformed from that of a learner of lessons to one in which she or he uses the *modus operandi* of a firsthand inquirer to experience the joys and frustrations of creative productivity. This approach is quite different from the development of giftedness that tends to emphasize deductive learning, advanced content and problem solving, and the acquisition, storage, and retrieval of information. In other words, creative-productive giftedness enables children to work on issues and areas of study that have personal relevance to the student and can be escalated to appropriately challenging levels of investigative activity.

Why is creative-productive giftedness important enough to question the traditional approach that been used to select students for gifted programs on the basis of test scores? Why do some people want to rock the boat by challenging a conception of giftedness that can be numerically defined by simply giving a test? The answers to these questions are simple and yet very compelling. A review of research literature (Renzulli, 1986; 2006) tells us that there is much more to identifying human potential than the abilities revealed on traditional tests of intelligence, aptitude, and achievement. Furthermore, history tells us it has been the creative and productive people of the world, the producers rather than consumers of knowledge who have been recognized in history as "truly gifted" individuals. Accordingly, the SEM integrates both opportunities for academic giftedness, as well as creative productive giftedness.

WHAT'S A CONFRATUTE?

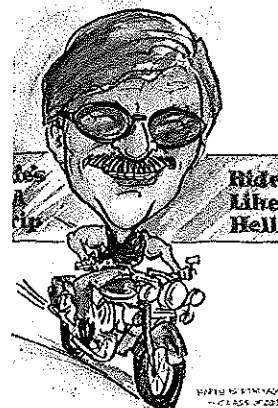
I'd rather see a sermon than hear one any day; I'd rather one should walk with me than merely tell the way. A. Guest

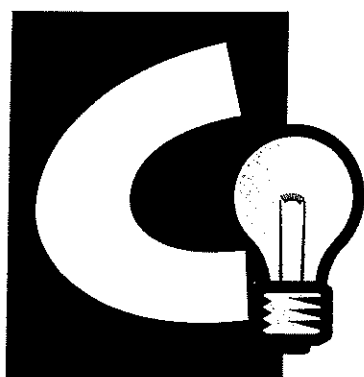
This summer, Joe Renzulli and Sally Reis celebrated their 32nd annual **Confratute** (<http://www.gifted.uconn.edu/confratute/>). This unique professional develop experience has been found to be both personally and professionally rewarding by over 22,000 past participants who have attended this combined conference and institute (with a good deal of fraternity in the middle) to learn more about enrichment, differentiation, the Schoolwide Enrichment Model, and ways to extend gifted education to all children. During the last three decades the summer Confratute Program has earned an unparalleled reputation for educational excellence, personal interaction, and an atmosphere of fun and friendship. These measures of success result from the blending of the following important ingredients.

The first is careful planning and organization by faculty and staff. Every effort has been made to bring to our campus the best available practitioner-experts and to arrange the many options from which you can choose so they complement one another. A wise person once said that if two people who work together always agree, one of them is unnecessary. In recruiting our Confratute faculty, we seek out persons with varying strengths and perspectives because we believe that the quest for knowledge must attempt to explore a wide variety of issues, ideas, and differentiated teaching practices. All faculty and staff share a belief in the importance of high-end learning for all students according to their individual abilities, interests, and styles of learning and expression. We also acknowledge the importance that kindness and enjoyment play in *all* learning experiences.

The second ingredient that has helped make Confratute a success has been the dedicated and enthusiastic participants who have brought with them (collectively) thousands of years of diverse experience in education and a willingness to share this experience through active involvement in formal and informal Confratute activities. All kinds of people have come to Confratute from throughout the United States, Canada, and many overseas nations—teachers, administrators, parents, and people with varying interests, ages, backgrounds, and ideas. It has been this diversity and the acknowledgment and celebration of differences that have helped make Confratute a truly memorable experience for so many persons in previous years.

A unique part of the Confratute concept is that our program is more than a summer course, more than formal instruction, and indeed, even more than the sum of its parts—it is a careful blend of a **Conference** and an **Institute** with a good deal of **fraternity** in the middle. Confratute is total immersion and involvement in enrichment teaching and learning. It is the excitement of new ideas, the satisfaction of hard work, the joy of creating and producing, and the happiness that comes from making new friends, having fun, and learning a little bit more about ourselves. It is these things that have helped almost all previous participants at Confratute feel like part of our extended family, and it has been this family atmosphere that has made each past Confratute a warm and personal experience as well as an educationally valuable one.





University of Connecticut
CONFRATUTE
www.gifted.uconn.edu/confratute

Beginning July 12, 2010

Sponsor: The Neag Center for Gifted Education and Talent Development,
 University of Connecticut

Learn about enrichment teaching and learning, talent development, and gifted education with educators and leaders from the United States and overseas.



Confratute is a combined CONFERENCE, FRATERNITY, and institute geared toward providing educators with strategies for enrichment teaching and learning.

- ♦ **STRANDS:** Many intensive, week-long mini courses taught by educational leaders and master teachers. Confratute is a fully accredited graduate course at UConn and graduate credits may be taken on an optional basis.
- ♦ **IN-DEPTH TRAINING:** The Schoolwide Enrichment Model; Differentiating Instruction & Curriculum; Literacy & Reading; Math Enrichment; Instructional & Cluster Grouping; Underachievement; and more.
- ♦ **SPECIAL TOPIC SESSIONS:** Workshops offered daily on a variety of topics such as creativity, thinking skills, underachievement, etc.
- ♦ **KEYNOTES:** Major addresses by authors & researchers such as Joseph Renzulli, Sally Reis, E. Jean Gubbins, Del Siegle, Kathy Gavin, Catherine Little, Rachel McAnallen, and Susan Baum.



"Each time I have been stressed at work this year by the challenges of implementing our new Pathways program I just close my eyes and bring back a picture of myself having the best time (professionally, personally, socially) at CONFRATUTE!" –Donna K. Vaupel, Pathways To Excellence, Coordinator/Teacher, Mentor Program Co-Coordinator (2007 Participant)



University of Connecticut
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 Phone: 860-486-4826

Introduction and Background about Renzulli Learning

Developed by Drs. Sally Reis and Joseph Renzulli under the auspices of the University of Connecticut Research and Development Corporation

Renzulli Learning is an electronic search-engine and profiler that matches students' perceived interests, abilities, learning styles, and expression styles to thousands of enrichment activities. Renzulli Learning is based on The Enrichment Triad Model (Renzulli, 1977) and the Schoolwide Enrichment Model (SEM) developed by Renzulli and Reis (1997), representing over 30 years of research conducted at the University of Connecticut's Neag School of Education. The SEM is recognized as one of the most widely used plans for enrichment and talent development in the world. Renzulli and Reis (1997) define the SEM as, "a systematic set of specific strategies for increasing student effort, enjoyment, and performance, and for integrating a broad range of advanced level learning experiences and higher order thinking skills into any curricular area, course of study, or pattern of school organization" (p. 20). In its original paper-based format, the SEM instruments that are now a part of RL have been field tested for over 20 years in thousands of schools. Since the advent of Renzulli Learning in 2005, its licensed user base has grown to over 225,000 students and 25,000 teachers in 2200 schools across 44 U.S. states, Canada, Bermuda, and the Middle East.

What Students Access in Renzulli Learning: Renzulli Learning Profiler & Enrichment Activities

The Renzulli Learning Profiler is an on-line questionnaire about students' interests, abilities, learning styles, and modes of expression that takes between thirty minutes and one hour to complete. The diagrams below illustrate the types of questions students answer in the profiler (Figure 1), and the screen that appears upon its completion (Figure 2):

Figure 1

Sample of a Profiler Interest Area Question

 **MY INTEREST AREA:**

You are on question 6 of 10 in Interest Areas.

6. Imagine you have the opportunity to travel to a new and exciting city. In that city, you can select three places to visit. Pick your top three choices and enter them below.

• 3-Dimensional Multi-Media Film • Art Gallery • Ballet or Modern Dance • Computer Center • Court Room • Embassy of an European, Asian, or African nation • Historical Sites • Library • Musical Concert • Newspaper Office	• Planetarium • Professional Sport Training Camp • Science Center • Stage Play • State Government Meeting • Stock Market • Symphony Orchestra • Telecommunications Center • Television Studio • Zoo
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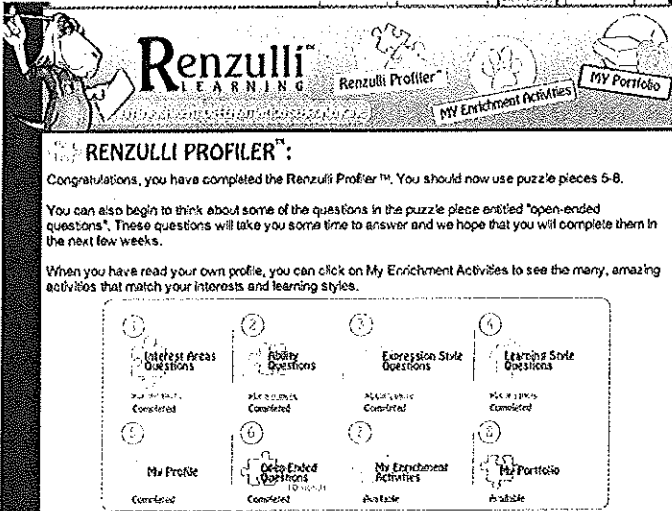
First Choice:

Second Choice:

Third Choice:

Figure 2

Sample of Completed Student Profiler



RENZULLI PROFILER™:

Congratulations, you have completed the Renzulli Profiler™. You should now use puzzle pieces 5-8.

You can also begin to think about some of the questions in the puzzle piece entitled "open-ended questions". These questions will take you some time to answer and we hope that you will complete them in the next few weeks.

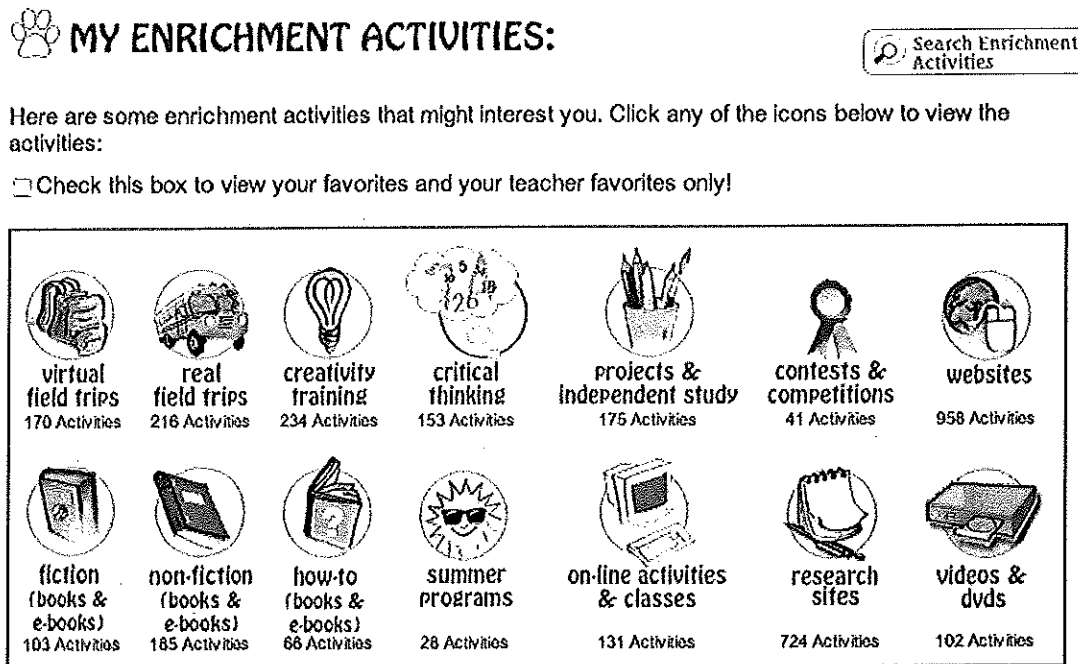
When you have read your own profile, you can click on My Enrichment Activities to see the many, amazing activities that match your interests and learning styles.

1 Interest Areas Questions Completed	2 Ability Questions Completed	3 Expression Style Questions Completed	4 Learning Style Questions Completed
5 My Profile Completed	6 Open-Ended Questions Completed	7 My Enrichment Activities Available	8 My Portfolio Available

After the Profiler is completed, students have access to their own Enrichment Database on Renzulli Learning, including the following activities and resources: virtual field trips; real field trips; creativity training; projects & independent study; contests & competitions; websites; fiction books & e-books; non-fiction books & e-books; how-to books & e-books; summer

programs; on-line activities & classes; research sites; and videos & dvds. An illustration of the Enrichment Activities Database is included in Figure 3, below.

Figure 3.



Renzulli Learning includes opportunities for students to be able to pursue short-term or long-term projects in an enrichment learning approach using the Wizard Project Maker to pursue interests. Renzulli (1977; Renzulli & Reis, 1997) describe the teacher's role in helping this process as the "guide-on-the-side" or one who approaches the teaching/learning interaction from the perspective of a coach or mentor rather than the teacher who "fills" the student with knowledge. The basic characteristics of enrichment learning include:

- Selection of a topic that may be related to the regular curriculum or an independent topic based on the student's interest
- Student production of a product and/or service that is intended to have an impact on a particular audience
- Use of authentic methods, technological resources, and advanced level content by a student to produce a product or service.



University of Connecticut
Office of the President

Michael J. Hogan
President

July 20, 2009

Dr. Trent E. Gabert, Ph.D.
Associate Dean
College of Liberal Studies
The University of Oklahoma
1610 Asp Avenue, Suite 108
Norman, Oklahoma 73072-6405

Re: Dr. Joseph Renzulli and Dr. Sally Reis

Dear Jurors for the Brock International Prize in Education:

I am delighted to support the nomination of Professors Joseph Renzulli and Sally Reis for the Brock International Prize in Education. Both Joe and Sally have dedicated their professional lives to the development of talents in young people and have a long list of accomplishments that show their commitment to this mission. For more than four decades, through their research and classroom practices, Joe and Sally have positively influenced thousands of teachers and a countless number of students on a local, national and international level in the area of gifted and talented education.

Sally and Joe are the directors of the Neag Center for Gifted Education and Talent Development, as well as a graduate program in gifted and talented education that has existed for 40 years of operation in the School of Education at the University of Connecticut. The program has grown continuously since its inception in 1968 and currently serves over 100 majors at the masters, advanced diploma, and doctoral levels. The program also serves more than 1000 students annually through courses offered on our main Storrs campus during the academic year and in summer sessions.

The Neag Center has generated over \$50,000,000 in external funding for research and training grants and is currently in the 19th year of its largest federal grant, which in 1990 established The National Research Center on the Gifted and Talented. The Center's academic and research program has earned a national and international reputation and is one of the leading centers of excellence at our university. Its success has been an important contributor to the rise in national rankings that our School of Education and our university has earned over the last few years.

Over 60 individuals have graduated from Sally and Joe's doctoral program, and these graduates have been highly-sought candidates for positions in higher education. This group has compiled a remarkable record of scholarly productivity as well as leadership accomplishment in the field. These accomplishments include elected and appointed positions in major professional organizations, editorial positions on the boards of major professional journals, and hosts to many visiting international scholars and post doctoral researchers.

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Trent E. Gabert, Ph.D.
Re: Joe Renzulli and Sally Reis
July 20, 2009
Page 2

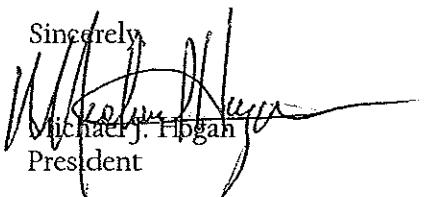
Joe and Sally also hold an annual conference on our campus for educators, this summer celebrating the event's 32nd year. This two-week summer program serves teachers and administrators from throughout the United States, Canada, and a number of overseas nations each summer. The program began in 1978 and has grown steadily in size to a present level of over 750 participants. A staff of approximately 50 people is involved during the two-week training session, and staff members work on the planning of this program throughout the academic year. This program has earned a reputation of being the largest and most highly respected training institute of its kind. As such, the program unquestionably brings national and international recognition to the University of Connecticut.

They also operate a summer program called the UConn Mentor Connection, a three-week, residential summer program for academically talented secondary students at the University of Connecticut. It was designed to provide rising high school juniors and seniors, from all 50 states, with opportunities to participate in creative projects and investigations under the supervision of university mentors. Each year, members of our faculty work directly with small groups of these students on research projects, productions, and other works-in-progress in their areas of interest. Mentor Connection enables students to achieve their highest potential in experiential research projects, providing direct, apprentice-based involvement with faculty members who are conducting research in their respective disciplines. Mentor Connection serves a high number of students from diverse cultural, ethnic, and socioeconomic groups and is dedicated to the development of their unique talents.

Joe and Sally have both been recognized with the highest award that UConn faculty can achieve, designation as Board of Trustees Distinguished Professors, for their publication records, their grants, their teaching and their service. They have been invited to lecture about their work in over 30 countries throughout the world, and they continue to generate support for their research. In the last five years alone, they have secured over \$21 million in grants and contracts - and most of this funding has been devoted to the talent development of children of poverty and from diverse cultural groups.

As President of the University of Connecticut, I am proud to support the nomination of two of our most distinguished professors for this important award.

Sincerely,



Michael J. Hogan
President

cc:

Peter J. Nicholls, Provost and Executive Vice President
Thomas C. DeFranco, Dean, Neag School of Education



University of Connecticut
Neag School of Education

Office of the Dean

July 22, 2009

Dear Jurors for the Brock Education Award:

Thank you for the opportunity to comment on the nomination of two of the most productive and influential professors of education in the country. As Dean of the Neag School of Education, it is my privilege to endorse and support the nomination of Drs. Joseph Renzulli and Sally Reis for the Brock Education Prize.

Both of these professors are internationally known scholars whose research has translated into practices that are used by schools across the country and the world. Their work has been translated into dozens of languages and they have given speeches in or conducted symposia in places such as Greece, England, China, Japan, Turkey, Italy, France, Belgium, Switzerland, Germany, as well as many other venues.

Joe and Sally, as they are widely known, are responsible for over 50 million dollars of research funding and the funds generated have been used to translate theory into practice. The creation of the Neag Center and the founding of the National Research Center on the Gifted and Talented have been visible products of their work. The research products of the NRC/GT are scholarly and thoughtful and are prepared in various formats, including for practitioners as well as for researchers. All of the work completed by Center researchers is available free on-line for downloading and none of the work is copyrighted, enabling teachers to download and use research based monographs as they need them. This has been a research-based contribution that continues to be used by teachers across the country.

Their scholarly work has expanded the conception of giftedness and created their Schoolwide Enrichment Model that is used by teachers in thousands of schools across the world. Their philosophy of applying the pedagogy of gifted education and talent development for all children has been instrumental in school reform efforts and in methods to differentiate and enrich education for all children. We are very proud of their work and their efforts to improve education for gifted children as well as to extend enrichment to all children. I can think of no better candidates for this prestigious prize and we thank you for considering two of our most productive and well-known Neag School of Education faculty.

Sincerely,

Thomas DeFranco

Thomas DeFranco
Dean

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July 27, 2009

Ms. Norma Fisher-Doiron, Principal
Southeast Elementary School
134 Warrenville Road
Mansfield Center, CT
U.S.A. 06250

also sent by e-mail to FisherDoironNJ@mansfieldct.org

Dear Ms. Fisher-Doiron and members of the selection jury for the Brock International Prize in Education,

It is a special honor for me to support the nomination of Distinguished Professors Sally M. Reis and Joseph S. Renzulli for the Brock International Prize in Education. Please allow me to refer to them mostly by their familiar first names in this letter. I have known them for decades, nominated Joe for an Honorary Doctorate that was awarded by McGill University, cite their work regularly and recommend it to schools, and I interact with them regularly.

Joe and Sally are a remarkable team and it is most fitting, considering their repertoire of interrelated innovations and contributions, that they should be cited in particular for the integrated whole of their efforts. The National Research Center (I was on the US Department of Education jury that recognized the multichanneled potential of this initiative and provided major funding), the Schoolwide Enrichment Model, and the rest of their portfolio are an integrated whole that shines above all other contributions in gifted education and contributes to the quality of teaching and learning for all students.

Their innovative work received its earliest recognition in the field of the education of gifted students, but generally and in terms of the criteria for the Brock Prize, its impact has been more general, international, and lasting. Its significant impact has been on both practice and understanding, even if the Prize requires a contribution to only one of these. I will address each of these qualities in turn.

Context of Impact. Sally and Joe set the scene for a widespread reconceptualization of giftedness. For a nearly a century in the modern era of government-supported public

schooling, the fundamental assumption in education and psychology was that giftedness is something a child, youth, or adult either had or did not, and that its presence was the result of hereditary advantage. Joe and Sally gave educators alternative language, built around the idea that, while well-functioning and healthy gray matter is of course relevant, parts of being gifted can be learned by appropriate learning environments and the educating of teachers and parents to foster those environments. Their ideas, Joe's before they met (three-ring definition of giftedness--intelligence, creativity, task commitment, and the enrichment triad model), then together, for example, in the school-wide enrichment model, predated but wonderfully complemented the insights of the growth of cognitive sciences in the last 40 years, and also the essential role of student-focused inquiry-, interest-, and curiosity-driven pedagogy that is now at the heart of every 21st century curriculum reform initiative across subject matter. These proposals and others that have followed, have expanded to embrace the importance of all children benefiting from the pedagogical services needed by children identified (or deserving identification) in different ways as gifted, even if the outcomes of their engagement might be different. Current literature, therefore, in inquiry-based learning, and in the coming together of cognition and motivation or emotion (so-called "hot cognition") cites their innovations as exemplary (I offer an example later).

International scope. Sally and Joe are consulted internationally and, especially in educational endeavors to serve the needs of highly able students, especially in regular schools, theirs are the first models to be implemented, the first ideas to be taught to student-teachers. I work in a majority French-speaking city and region, and their curricular contributions are the best known in the field. There are other models that address special schools, for example, selective music, arts, science, International Baccalaureate, and other approaches, but the Reis and Renzulli concepts can be addressed in any neighborhood school. In addition, when I explain how some of the special schools succeed, for example, the public fine-arts school my younger children attended, I point out that they compressed or "compacted" the regular curriculum to make time for the enrichment, just as Joe and Sally advise. The impact is geographically extensive.

Long-Lasting Effect. Sally and Joe's ideas work. They are field-tested with real teachers and deal with substantial and fundamental curricular issues. They "stick" with teachers and are well supported by resource materials in printed form and more recently on the web. At the same time their ideas were not immediately accepted by the mainstream fixed in its ways. They started their own press to get the materials published, and they got their own university to host the premier summer teacher-education program for gifted education and school-wide enrichment anywhere. Thousands of teachers from around the world have attended. Because these ideas can be inserted into an individual teacher's curricular thinking, they are more resistant to the vagaries of funding than most others.

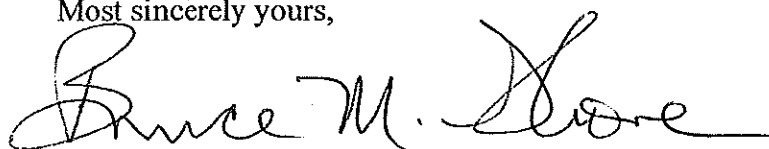
Practice and Understanding. In education we frequently lament the gap between theory and practice, between improving what happens Monday morning, or Friday afternoon, and progress in our understanding of the underlying processes of learning, teaching, and especially their adaptation to individual differences at the extremes. Sally and Joe are, from my perspective, among the most strongly research- and theory-grounded

educationists I have known in my 39 years as a professor of educational psychology. Their contributions are, above all, to practice, but they also contribute to understanding. Last week, when one of my PhD students defended her dissertation on the processes of how students find problems and the emotional qualities associated with that process, she selected a handful of her key references for the defense and Reis and Renzulli's work was in that short list (entirely her choice). This student was not studying giftedness. Furthermore, she collected her data in Connecticut schools because teachers there, teachers with doctorates in science or education, were doing extremely high-level inquiry with multiple classes of students. We connected with these teachers through one of the first doctoral programs for practicing teachers with a focus on curriculum leadership and innovation (the student and I had done a workshop there a few years earlier), a program led by Professor Marcia Delcourt with whom we have an ongoing collaboration, and who not inconsequentially did her PhD in Educational Psychology and Gifted Education with Sally and Joe at the University of Connecticut. Practice meets theory and understanding in Sally and Joe's trendsetting work, and the baton is being passed on, well beyond their immediate actions, to teachers and school-age students. My PhD student is taking a research position in Halifax Nova Scotia, and with her an important part of Joe and Sally's still-growing legacy.

In conclusion, Joe Renzulli and Sally Reis are superb joint nominees for the Brock International Prize in Education. The focus of the Prize is on their contribution, but, in conclusion, I must add that they are wonderful people, sharing brilliance, warmth, commitment, and integrity. They would be phenomenal recipients of the Prize.

Please do not hesitate to contact me if there is any other information I can provide.

Most sincerely yours,



Bruce M. Shore, Psychologist and Teacher
 Professor of Educational Psychology
 Associate Director (McGill), Centre for the Study of Learning and Performance
bruce.m.shore@mcgill.ca



July 27, 2009

Norma Fisher-Doiron
Principal, Southeast Elementary School
134 Warrenville Road
Mansfield Center, CT 06250

Dear Ms. Fisher-Doiron:

It is both a pleasure and a privilege to have the opportunity to convey my firsthand knowledge of the influence and leadership of Drs. Joseph Renzulli and Sally M. Reis to the field of gifted education as well as general education. They are outstanding and deserving candidates for the 2010 Brock International Prize in Education.

As the Executive Director of the National Association for Gifted Children (NAGC), I have the benefit of a broad, national view that includes many stakeholder groups such as the federal government; other national education associations; national, state, and local policy makers; state departments of education; school administrators; and classroom teachers. Very few educational leaders can claim that their research and academic contributions have helped to influence such a broad-based group of key decision makers in education—Drs. Reis and Renzulli are among them.

By way of background, NAGC is an organization of parents, teachers, educators, administrators, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. NAGC supports and engages in research and development, advocacy, staff development, communication, and collaboration with other organizations and agencies that strive to improve the quality of education for all students. NAGC has been fortunate to have benefitted from the leadership and volunteer contributions of Drs. Renzulli and Reis for more than three decades.

Certainly the research accomplishments and concept work of this educational team are well-known, highly regarded, and widely implemented around the world. Perhaps best known for research on the Schoolwide Enrichment Model, the Enrichment Triad Model, and the Three Ring Conception of Giftedness, Drs. Renzulli and Reis have expanded the definition of giftedness and opened the world of talent development to general education and to previously underserved populations of children. The impact of these theories specifically on the field of gifted education, and on the broad understanding of talent development at the general education classroom level, cannot be overstated. For example, in many cases, educators now view children as having

unlimited potential; in the past, these children were often viewed as having fixed ability that could have relegated them to remedial education.

Drs. Renzulli and Reis have matched their unflagging contributions to theory with a robust teaching and writing agenda. Dr. Renzulli has contributed hundreds of books and articles to the body of knowledge in education. Dr. Reis has used her role as a principal investigator at the National Research Center on the Gifted and Talented to contribute numerous articles, books, and technical reports to the professional literature about the nature and needs of gifted and talented children. Along the way, she has paid particular attention to special populations including gifted girls. Both also travel the world giving presentations that help bridge the gap between theoretical research and practical implementation. As a result, many of the research-based models developed by Drs. Renzulli and Reis have successfully been adopted as excellent classroom practice.

Drs. Renzulli and Reis have played an active leadership role in the field of gifted education. In addition to earning many professional honors and awards, Dr. Reis served as President of the National Association for Gifted Children from 1999 to 2001. Both educational leaders have been honored with the highest of NAGC's distinguished accolades for leadership and service. Dr. Renzulli has also played an active role in guiding the direction of publications for the field and for the organization.

It is worth noting here that many researchers as prolific as Drs. Renzulli and Reis do not or cannot make time for service to the field and the profession. However, Drs. Renzulli and Reis continue to lead peers and colleagues alike in influencing the strategic direction of NAGC as well as its advocacy and development agendas, to the benefit of thousands of members as well as gifted learners sitting in public school classrooms around the country. Together, this productive duo has mentored a generation of classroom teachers and future researchers who share their commitment to service and to the field.

In the areas of research, service, and leadership, Drs. Renzulli and Reis have made exemplary contributions to the body of knowledge in general education and to the field of gifted and talented education. It is with this backdrop that I enthusiastically support their nomination for the Brock International Prize in Education.

Thank you for your consideration.

Cordially,

A handwritten signature in cursive script, reading "Nancy Green". The signature is written in dark ink and is positioned above the printed name and title.

Nancy Green
Executive Director



HARVARD GRADUATE SCHOOL OF EDUCATION

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July 21, 2009

Norma Fisher-Doiron
Principal, Southeast Elementary School
134 Warrenton Road
Mansfield Center, CT 06250
FisherDoironNJ@mansfieldct.org

Via E-mail and Regular Mail

Greetings,

I am pleased to be able to recommend Dr. Joseph Renzulli for the Brock Education Award. Dr. Renzulli occupies a unique position in the area of gifted studies, the study of and creativity, and gifted education. He is at once a major thinker in the area, having developed the influential three ring model of giftedness; and he is also the major figure in the United States, and perhaps in the world, in the training of educators—educators who will focus on gifted populations as well as educators of the full range of students, whose potential gifts can either be brought out or stifled. As such, his influence in the areas of giftedness and creativity is unequalled in our time.

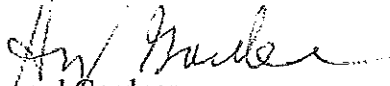
Dr. Renzulli came to occupy this position because he combines original and thoughtful scholarship with the knowledge and skills required to build enterprises that last. The best known of these enterprises is the annual Confratute, now in its 31st year, where educators from all over the world gather to learn about the latest thinking on giftedness and creativity and also to have the opportunity to put these insights into practice. Having attended the Confratute a number of times, I can say that I know of no other comparable educational entity in the world. The excitement of the participants, the feeling that they are part of an important movement, and the dedication to put their new learnings into practice is unequalled. The Confratute alone is an achievement worthy of high honors.

But even without the Confratute, Dr. Renzulli stands out from his peers. He exemplifies the ideas that he puts forth; a gifted scholar and educator, without the slightest pretense, who wants to share his knowledge and skills with others. In these efforts, he is greatly helped by his wife and partner Sally Reis.

I hope that you will see fit to convey this honor on Dr. Renzulli.

Please let me know if I can provide any further information.

With all good wishes,

A handwritten signature in cursive script, appearing to read "Howard Gardner".

Howard Gardner
Hobbs Professor of Cognition and Education
Harvard Graduate School of Education



ROSSIER
SCHOOL OF
EDUCATION

July 21, 2009

To: Norma Fisher-Doiron
Principal, Southeast Elementary School
134 Warrenville Road
Mansfield Center, CT 06250

Office of Professional
Development Programs

Dear Jurors for the Brock Prize:

This letter is written to the nominations of Dr. Joseph Renzulli and Dr. Sally M. Reis for the Brock International Prize in Education. This team's significant innovations have made contributions to the science and art of education. Unlike many researchers whose work is singular in nature, the creative endeavors of Dr. Joseph Renzulli and Dr. Sally M. Reis are interrelated and have concentric circles of influence resulting in sustained changes in the education of gifted and subsequently all students.

The development of a non-traditional definition of giftedness, "Three Ring Conception of Giftedness," initiated a transformation in the thinking and actions of educators to recognize and identify, both formally and informally, the nature of giftedness in students representing cultural, linguistic, economic and academic diversity. This definition was the impetus for the design of "The Triad" curricular model to guide teachers in their efforts to nurture and respond to students' potential by exposing them to new experiences, stimulating mastery of research and thinking skills, and initiating self-directed study.

The "Schoolwide Enrichment Model" evolved as a consequence of recognizing that there was a need to provide a total school program to enrich the learning opportunities for all students in order to uncover as well as respond to talent. The SEMR program emphasizes the importance of challenging young readers and developing life-long avid readers. Finally, "Renzulli Learning System" is a technological system that incorporates all the facets of each of the innovations to allow all students a chance to realize their abilities as an autonomous learner in the digital age.

Dr. Joseph Renzulli and Dr. Sally M. Reis' cumulative mosaic of innovations have allowed educators to follow a pathway of researched practices to change their orientation and answers to these questions: Who are the gifted? How should the gifted be educated? and importantly, How do we use what we know about the education of the gifted to affect the education of all students? Very few educators have so deliberately etched a path that teachers can traverse to understand and implement the multiple elements that comprise a program that respects the potential that each student possesses.

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Dr Joseph Renzulli and Dr. Sally M. Reis' works have sustained their value over time and have been recognized internationally. At a time in our society when educators and citizens are stating the need for creative and critical thinkers to represent our country as "global competitors" and at a time when the current economic and social situations are advocating for productive problem solvers in both vocational and professional roles, the works of Dr. Joseph Renzulli and Dr. Sally M. Reis have been and are a means to attain these articulated goals.

Thank you for your consideration of this nomination for the Brock International Prize in Education.

A handwritten signature in cursive script, reading "Sandra N. Kaplan".

Sandra N. Kaplan
Clinical Professor, Teaching and Learning
Rossier School of Education
University of Southern California

July 27, 2009

2010 Brock International Prize in Education
Letter of Support for the Nomination of Dr. Joseph Renzulli and Dr. Sally M. Reis

Dear Jurors:

Writing a letter of support for the nomination of Dr. Joseph Renzulli and Dr. Sally M. Reis for the Brock International Prize in Education is at the same time one of the easiest and one of the hardest tasks imaginable! It is easy because we know of no individuals who better exemplify both the science and art of education. Both members of this incomparable husband-wife team are prolific researchers, respected authors and world-renowned scholars. However, Joe and Sally are far from being "Ivory Tower" researchers or fly-by consultants! Both are genuinely warm, caring and generous individuals who have never lost sight of the needs of children and the educators who serve them. It is that rare combination of passion, scholarship, productivity, character and kindness that make Dr. Renzulli and Dr. Reis such deserving nominees for this prestigious award! The task of supporting that nomination is made difficult only because they have so many exemplary qualities on which we could focus. Consequently, we have chosen to provide a glimpse of how their research and the technology tools they have developed profoundly impact education at the local level, indeed at the level of the individual student, so you can more easily envision the power of their contributions worldwide.

The student population in Hall County Schools is extremely diverse. The majority of our students come from low-income homes; approximately a third are Hispanic. Until recently few of these students would have qualified for gifted program services. But as a result of a change in GA's gifted eligibility rule, one that was based heavily on Renzulli and Reis's research that broadened the definition of giftedness, 8% of our students have now met state gifted program eligibility requirements. Many more high-potential English language learners are served in alternative talent development programs that incorporate the principles advocated by the nominees that extend the pedagogy once reserved for gifted students to a larger group of children in order to help teachers identify and develop potential in students who have not been previously identified as gifted. More importantly, as a result of training we have done using materials from the National Research Center on the Gifted and Talented, directed by Renzulli and Reis, all Hall County teachers are now much more sensitive to the varied expressions of potential giftedness in children from diverse backgrounds, and it is this proficiency view of children (a cornerstone of Renzulli and Reis's work) that has helped us embrace a philosophy of high expectations for ALL students.

As we pursue "Rigor for All" students in Hall County, we expect all teachers to be engaged in best practices such as curriculum compacting and differentiation, concepts promoted by Renzulli and Reis and supported empirically by Dr. Reis's seminal research on curriculum compacting. We ask teachers to include challenging enrichment and/or acceleration activities in all units. And when academically talented students demonstrate that they have mastered the grade-level standards, we allow them to move on! This year we will offer 27 high school credit courses to middle schoolers. Nearly half of our high school seniors will be involved in AP, IB and/or joint enrollment courses.

To help our teachers effectively differentiate curriculum for our diverse student population, we have purchased Renzulli Learning Systems (RLS) for all students in grades K-8. Developed by Renzulli and Reis, RLS is an on-line program that matches students' interests and learning profiles to thousands of high-quality instructional activities and materials. It provides students with experiences that help them enjoy the process of learning through personal engagement by connecting content standards to highly challenging but personally meaningful activities that take into account their academic strengths, interests, and learning style preferences. Student profiles and matched materials/activities allow teachers to differentiate instruction effectively for all students, easily grouping students by interests, achievement levels, learning styles, and product preferences – the flexible grouping strategies required for effective instruction. With 24-hour access to RLS, students and their parents can enjoy differentiated enrichment and instruction at home, e.g., independent

study and project activities, recommended lists of books and activities in the child's interest areas. When we were implementing RLS, Dr. Reis traveled to Georgia and generously gave her time to personally help our teachers!

Several Hall County schools have formally adopted programming models developed by Drs. Renzulli and Reis. One of our elementary schools has recently been approved by the State Board of Education as a Schoolwide Enrichment Model (SEM) Charter School. (Joe and Sally developed the SEM as an administrative model for the implementation of their Enrichment Triad, a research-based approach to whole-school curriculum differentiation.) As an example of the personal touch that the nominees have maintained throughout their careers, during this school's study of the SEM as a possible charter focus, Dr. Reis again came to Hall County and spent an entire day working with faculty and community members; and she has maintained personal contact with the school, constantly providing support and cheerleading their efforts to improve engagement and achievement for their students. Again Dr. Reis would accept no payment for her considerable investment of time and talent!

One of our middle schools is also on the path toward adopting the SEM approach by developing Academies of Inquiry and Talent Development, in which students and adults who share a common interest work together on high-end, highly personalized learning opportunities. Hall County's latest innovative programming initiative, the Da Vinci Academy (DVA), is for middle-school students who are passionate about the arts and sciences. The contributions of Joe Renzulli and Sally Reis will be evident in every corner of the DVA – interest-based learning, focus on students' strengths, compacting to provide access to advanced curriculum, rich interdisciplinary learning, real-world connections, etc. Our intent is for the DVA to be a model for other specialized academies that improve student achievement by making learning more relevant, interesting and enjoyable for students – an approach that has been advocated for years by Drs. Renzulli and Reis!

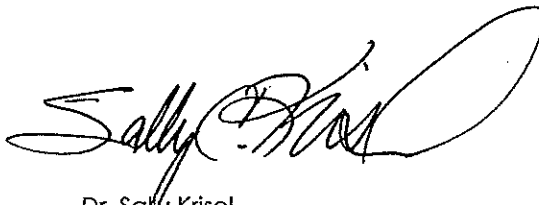
Is this emphasis on broadened conceptions of giftedness, programming that extends gifted education pedagogy, enrichment opportunities, curriculum compacting, high-end curriculum differentiation and innovative technology tools working to improve education here in Hall County? Absolutely! Three years ago, when we adopted this approach, only a third of our schools were making Adequate Yearly Progress; this year all 34 did! Tests scores, one everything from our state's basic skills tests to AP exams, are rising sharply! But, more importantly, we are seeing more and more students (and their families) enthused about public education as our curriculum increasingly builds on students' individual strengths and interests to increase authenticity and rigor – the very lessons of Joe Renzulli's and Sally Reis's careers!

Now, replicate this kind of local impact across hundreds of school districts, thousands of schools around the world . . . because that is indeed the reach of Renzulli and Reis! Their many innovations and contributions have clearly brought remarkable improvements to the field of education. It is with enormous enthusiasm that we support the nomination of Dr. Joseph Renzulli and Dr. Sally M. Reis for the 2010 Brock International Prize in Education,

Respectfully submitted,



Mr. William Schofield
Superintendent



Dr. Sally Krisel
Rigor Specialist

MIRIAM MORALES-TAYLOR
ASSISTANT SUPERINTENDENT FOR
LEARNING SUPPORT SERVICES

STEVEN J. ADAMOWSKI
SUPERINTENDENT

June 20, 2009

Dear Jurors for the Brock Award:

It is a privilege and honor to write on behalf of Dr. Joseph Renzulli and Dr. Sally Reis for the Brock International Prize in Education. These two outstanding and visionary educators have made it their life's work to provide sound and effective pedagogical models in order to enhance student achievement.

As Assistant Superintendent for Learning Support Services for the Hartford Public Schools, one of my tasks is to develop and implement a Gifted and Talented model for the district. Hartford like many urban districts has placed most of its emphasis and resources on remediation and compensatory programs to support children with academic and emotional needs.

The Hartford Public Schools is also committed to providing excellence and equity in educating gifted students as well. Therefore, I saw this endeavor as an opportunity to raise the level of the quality of education for all of Hartford's children. As I began to write my action plan to design and implement a gifted and talented model, Joe and Sally Renzulli immediately came to mind since I had worked with them a number of years ago.

I contacted Joe and Sally and asked them to work with me to make this goal a reality. We met and immediately had a plan to get this model off the ground. The model will be implemented during school year 2009-2010 due in no small part to my partnership with Joe and Sally. We began the process by looking at a variety of models they had implemented in schools across the country and internationally. Sally met with the Superintendent of the Hartford Public Schools and presented several possible models that would best meet the needs of our district.

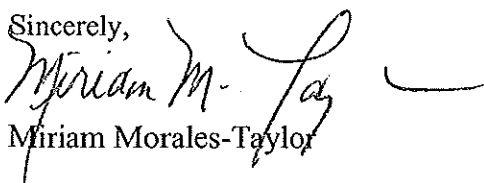
Once we chose the model, Sally provided me with the criteria to identify students who qualified for the model; she assisted with writing the curriculum and choosing appropriate materials and resources, and she and I interviewed and selected the staff. Highly qualified staff is essential to the success of the program, and Sally's input during the interview process was invaluable.

Sally met with parents, students and staff to discuss the model and to answer questions and address concerns. At the end of the meeting, everyone was enthusiastic and excited about this model.

The fact that Hartford will be implementing the Gifted and Talented Model during the upcoming school year, which was a dream on a drawing board just a few months ago, speaks to Sally and Joe Renzulli extraordinary contribution to improving education for all children. These two educators are visionaries and pioneers whose research and implementation of their design models have and will continue to revolutionize the education of young people in my district, in districts across the nation and the globe.

Drs. Joseph and Sally Renzulli's innovations and contributions to the science and art of education are commendable. I enthusiastically recommend Joe and Sally for the Brock Instruction Prize in Education.

Sincerely,


Miriam Morales-Taylor



Middle School 219

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Principal

Dominic A. Cipollone

Assistant Principals

Calvin Pinckney *Grade 6*
Kevin E. Boston-Hill *Grade 7*
Ivan DeJesus *Grade 8*

July 15, 2009

Dear Jurors for the Brock Prize:

It is my honor to write this letter of support for Joe Renzulli and Sally Reis for the Brock Prize in Education. I met Joe and Sally when I attended a summer conference at the University of Connecticut to learn more about their Schoolwide Enrichment Model (SEM) and Renzulli Learning. I am the principal of a high poverty, culturally diverse school in the Morrisania section of the Bronx, which is one of the poorest congressional districts in the country.

We have used the Schoolwide Enrichment Model and Renzulli Learning in our school that serves children who were too often exposed to a remedial style of instruction. Renzulli focused on students' interests and talents and the results for our learners were amazing. Across the school, children have learned about their interests and learning styles. They have been encouraged to consider what they want to learn and how they want to pursue that learning. Many of our children have completed enrichment projects and participated in an enrichment project fair.

The use of the technology involved in Renzulli Learning has been an exciting addition to our school as well. When I watch children working on line pursuing their interests, I see high levels of engagement in learning. The Schoolwide Enrichment Model focuses on children's strengths and interests, rather than what they do not do well. This approach encourages children to become engaged and enthusiastic about learning. The Schoolwide Enrichment Model has given children an opportunity to become engaged in their strengths and to enjoy learning and the use of it has helped my schools achievement scores increase!

I am proud to support the nomination of these two excellent educators for the Brock Prize. Their work has changed learning for many children and in many schools and as a principal of a school in the Bronx, it has certainly had an incredible impact on my students and faculty as well as hundreds of other schools that use the SEM in New York City.

Respectfully,


Dominic A. Cipollone, Principal



University of Connecticut
Office of the President

Michael J. Hogan
President

July 20, 2009

College of Liberal Studies
Received

JUL 24 2009

University of Oklahoma

Dr. Trent E. Gabert, Ph.D.
Associate Dean
College of Liberal Studies
The University of Oklahoma
1610 Asp Avenue, Suite 108
Norman, Oklahoma 73072-6405

Re: Dr. Joseph Renzulli and Dr. Sally Reis

Dear Jurors for the Brock International Prize in Education:

I am delighted to support the nomination of Professors Joseph Renzulli and Sally Reis for the Brock International Prize in Education. Both Joe and Sally have dedicated their professional lives to the development of talents in young people and have a long list of accomplishments that show their commitment to this mission. For more than four decades, through their research and classroom practices, Joe and Sally have positively influenced thousands of teachers and a countless number of students on a local, national and international level in the area of gifted and talented education.

Sally and Joe are the directors of the Neag Center for Gifted Education and Talent Development, as well as a graduate program in gifted and talented education that has existed for 40 years of operation in the School of Education at the University of Connecticut. The program has grown continuously since its inception in 1968 and currently serves over 100 majors at the masters, advanced diploma, and doctoral levels. The program also serves more than 1000 students annually through courses offered on our main Storrs campus during the academic year and in summer sessions.

The Neag Center has generated over \$50,000,000 in external funding for research and training grants and is currently in the 19th year of its largest federal grant, which in 1990 established The National Research Center on the Gifted and Talented. The Center's academic and research program has earned a national and international reputation and is one of the leading centers of excellence at our university. Its success has been an important contributor to the rise in national rankings that our School of Education and our university has earned over the last few years.

Over 60 individuals have graduated from Sally and Joe's doctoral program, and these graduates have been highly-sought candidates for positions in higher education. This group has compiled a remarkable record of scholarly productivity as well as leadership accomplishment in the field. These accomplishments include elected and appointed positions in major professional organizations, editorial positions on the boards of major professional journals, and hosts to many visiting international scholars and post doctoral researchers.

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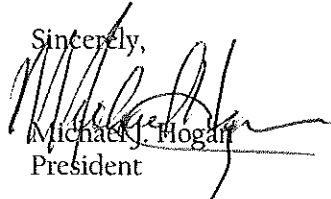
Trent E. Gabert, Ph.D.
Re: Joe Renzulli and Sally Reis
July 20, 2009
Page 2

Joe and Sally also hold an annual conference on our campus for educators, this summer celebrating the event's 32nd year. This two-week summer program serves teachers and administrators from throughout the United States, Canada, and a number of overseas nations each summer. The program began in 1978 and has grown steadily in size to a present level of over 750 participants. A staff of approximately 50 people is involved during the two-week training session, and staff members work on the planning of this program throughout the academic year. This program has earned a reputation of being the largest and most highly respected training institute of its kind. As such, the program unquestionably brings national and international recognition to the University of Connecticut.

They also operate a summer program called the UConn Mentor Connection, a three-week, residential summer program for academically talented secondary students at the University of Connecticut. It was designed to provide rising high school juniors and seniors, from all 50 states, with opportunities to participate in creative projects and investigations under the supervision of university mentors. Each year, members of our faculty work directly with small groups of these students on research projects, productions, and other works-in-progress in their areas of interest. Mentor Connection enables students to achieve their highest potential in experiential research projects, providing direct, apprentice-based involvement with faculty members who are conducting research in their respective disciplines. Mentor Connection serves a high number of students from diverse cultural, ethnic, and socioeconomic groups and is dedicated to the development of their unique talents.

Joe and Sally have both been recognized with the highest award that UConn faculty can achieve, designation as Board of Trustees Distinguished Professors, for their publication records, their grants, their teaching and their service. They have been invited to lecture about their work in over 30 countries throughout the world, and they continue to generate support for their research. In the last five years alone, they have secured over \$21 million in grants and contracts - and most of this funding has been devoted to the talent development of children of poverty and from diverse cultural groups.

As President of the University of Connecticut, I am proud to support the nomination of two of our most distinguished professors for this important award.

Sincerely,

Michael J. Hogan
President

cc:

Peter J. Nicholls, Provost and Executive Vice President
Thomas C. DeFranco, Dean, Neag School of Education

