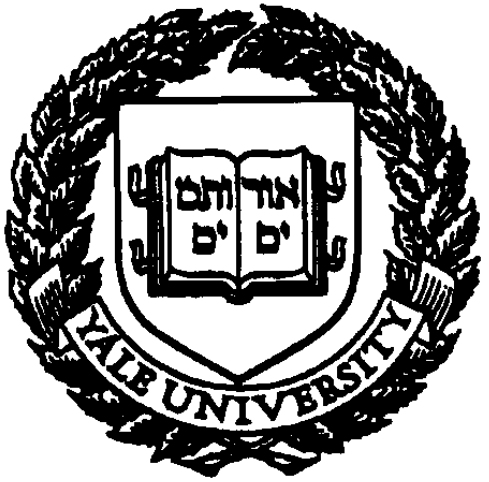
NRC G/T

The National Research Center on the Gifted and Talented



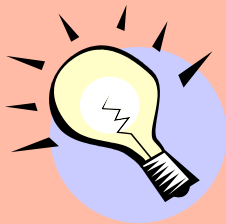
www.gifted.uconn.edu

What Is a Model?

Common Goals

All roads lead to Rome…

Ideas



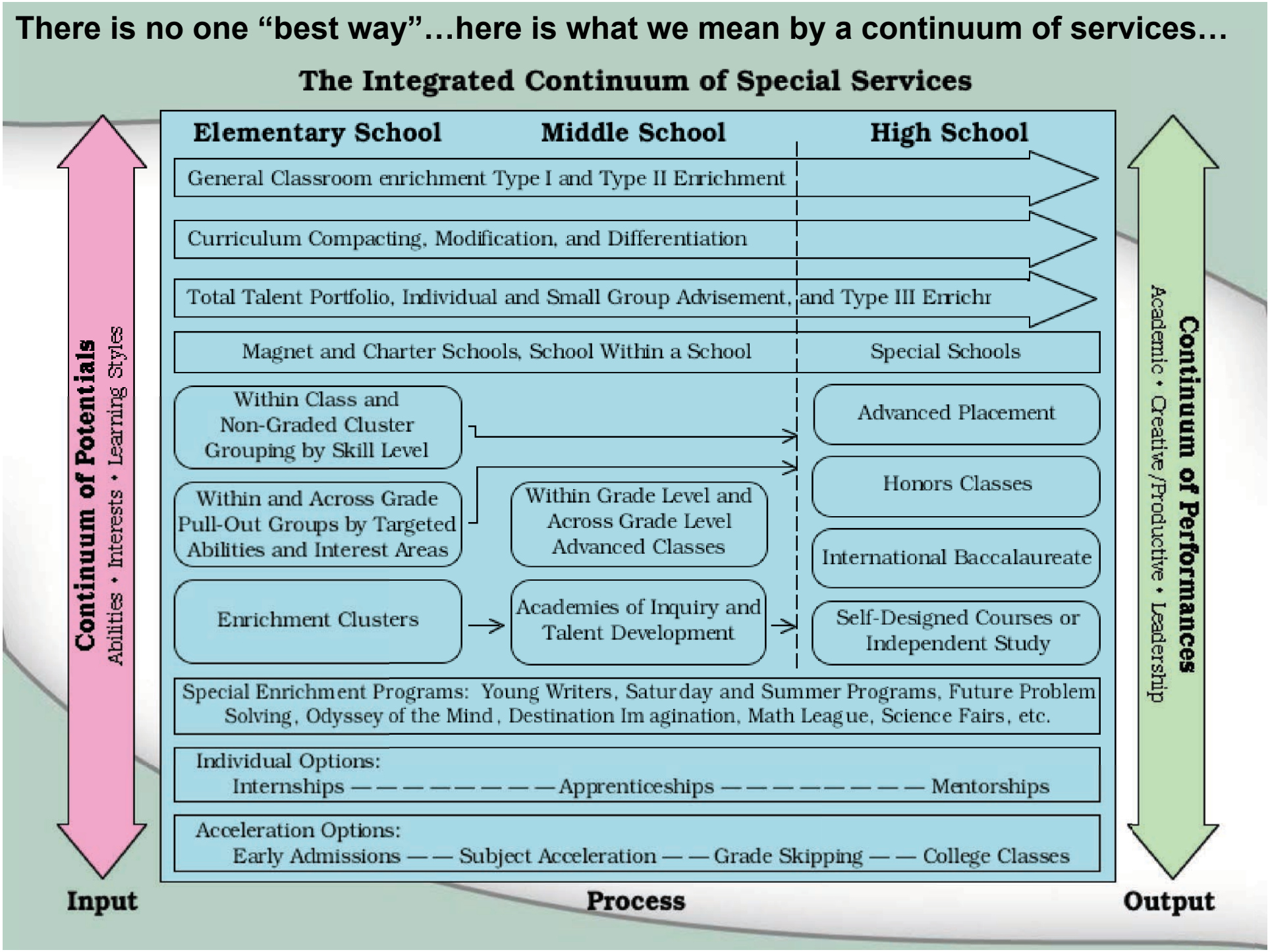
(Theory Supported by Research)

Unique Means

…but there are many ways to get to Rome.

Engineering (Practice)

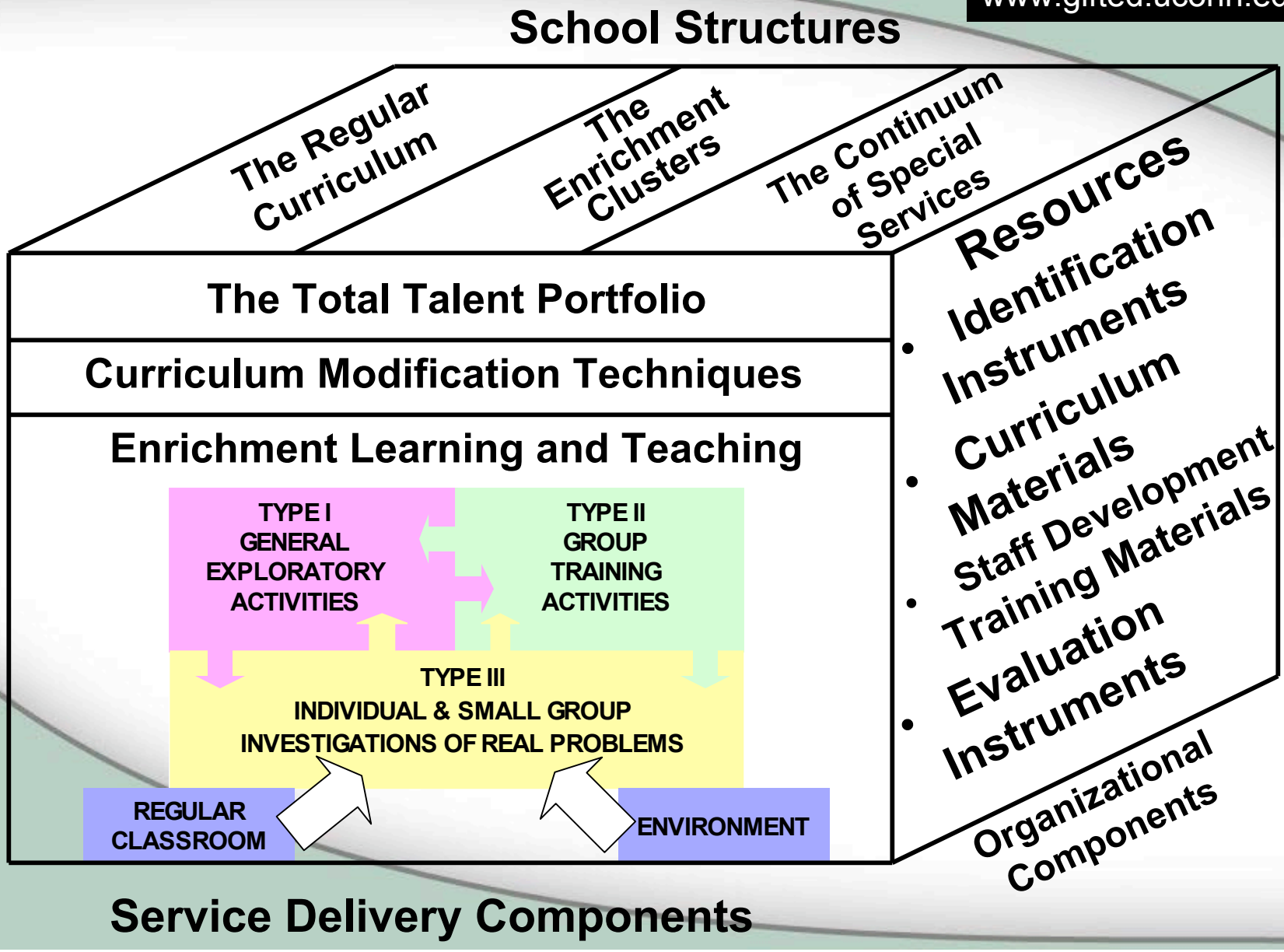
There is no one "best way"…here is what we mean by a continuum of services…



The Schoolwide Enrichment Model

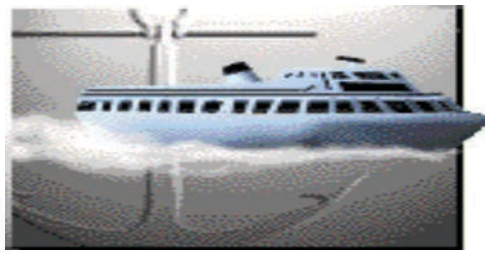
Joseph S. Renzulli & Sally M. Reis

www.gifted.uconn.edu



Theme: A rising tide lifts all ships…

The main focus of The Schoolwide Enrichment Model is to apply the pedagogy of gifted education to total school improvement.



All students, from struggling learners to our most advanced students do better in an atmosphere that values diversity among fellow students' talent areas and unique strengths, and a broad range of learning options that are designed to promote high levels of achievement, creative productivity, motivation, and respect for the uniqueness of each student.

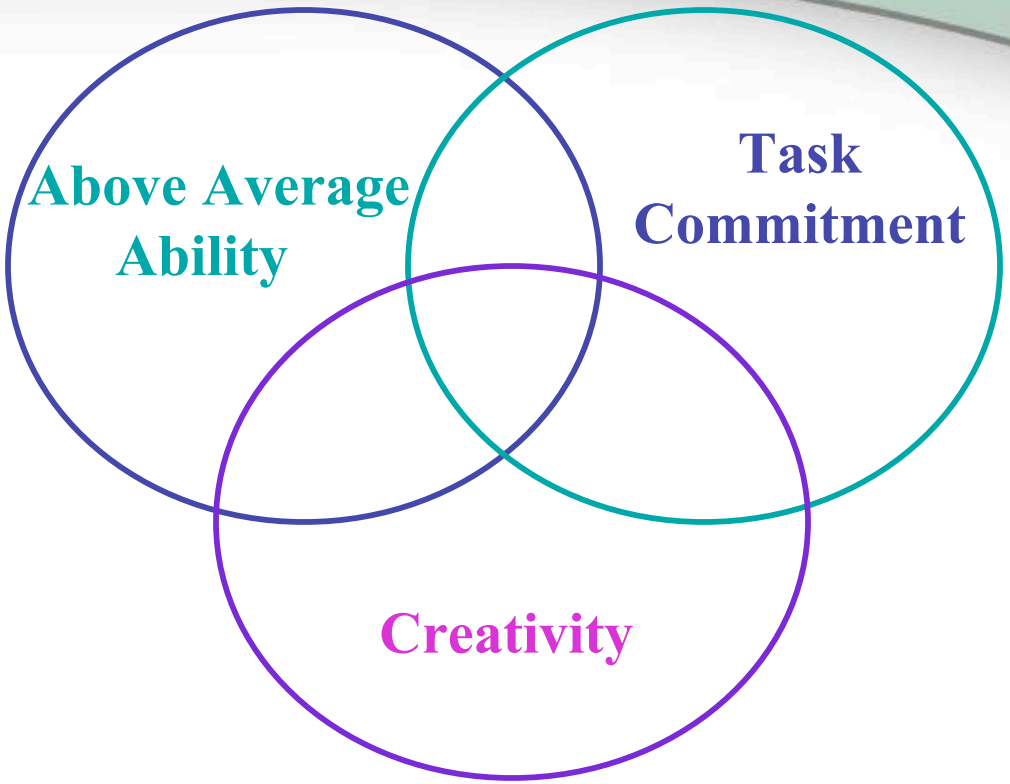
SEM Overview
The Basics…
Two underlying theories

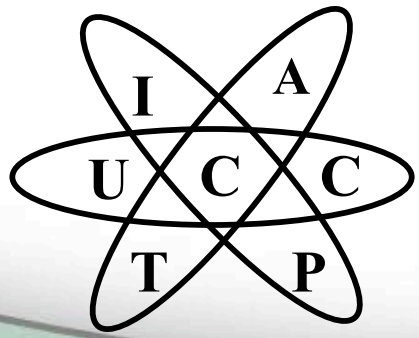
1. *Theory of Human Potential*
   What makes giftedness?

2. *Theory of High-end Learning*
   How do we develop giftedness?

Check out: "The Definition of High End Learning" at:
http://www.gifted.uconn.edu/sem/semart10.html

WHAT MAKES GIFTEDNESS?

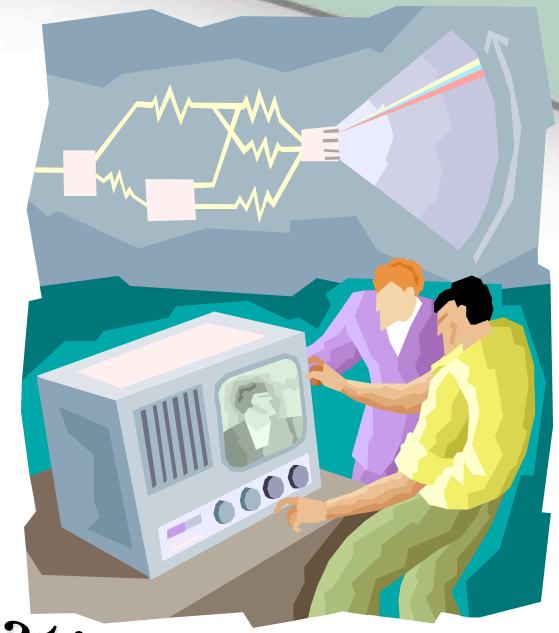




Continuum of Ideologies in Gifted Education

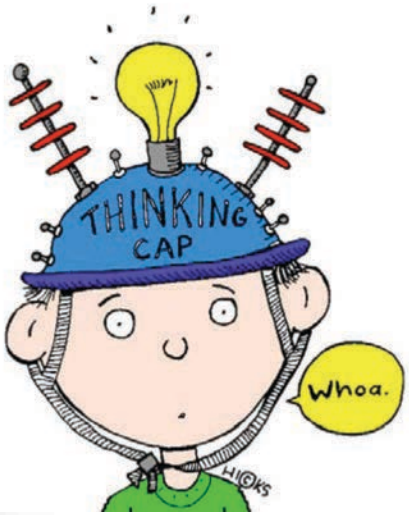
Traditional *(Conservative)*	Contemporary *(Liberal)*
•Gifted Students Defined	Gifted Behaviors and Services Defined
•Formal Identification *Certified "Gifted"*	Flexible Identification *Development of Gifted Behaviors*
•Grouping by Ability, Motivation, Tasks	Grouping by Interests, Learning Styles, and
•Funding by "Body Count" Population	Funding by Total District
•Designated Teachers for Gifted Students	Designated Schoolwide Enrichment Teaching Specialists

Two Types of Giftedness



Schoolhouse or Lesson Learning Giftedness

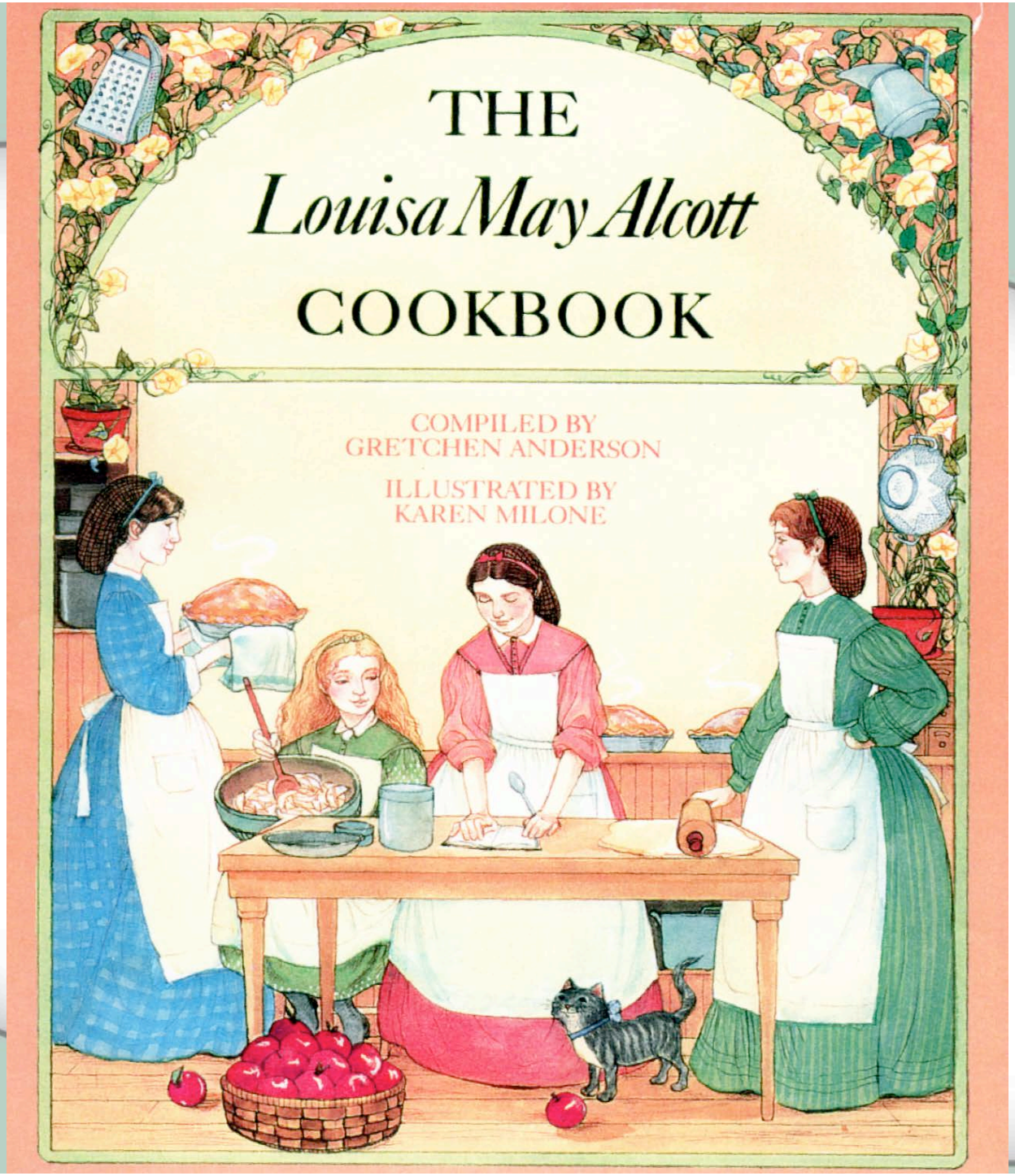
Creative/Productive Giftedness



What does creativity look like in young people?

Type III

A real product with a real audience…



Christmas

It looked like a merry Christmas after all. Jo awoke on this special morning to find a lovely crimson book of the story of Christmas. But, when the girls went downstairs, their dear Marmee had gone. Hannah, the cook, informed them that she had gone to help a poor family. When Marmee returned, the Marches celebrated by giving the poor family their breakfasts.

When the Marches arrived at the poor family's house
how the big eyes stared and blue lips smiled.
'Ach, mein Gott! It is good angels come to us!'
said the poor woman, crying for joy.
'Funny angels in hoods and mittens,'
said Jo, and set them all laughing.
Little Women, p. 26

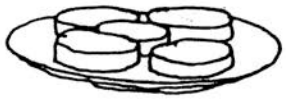
Anyone would be pleased to be served this lovely breakfast, even if it weren't Christmas.

BUCKWHEAT CAKES Difficulty = ★★

Ingredients:
- 1/3 cup of fine bread crumbs
- 2 cups of very hot milk (scalded)
- 1/2 tsp. of salt
- I tablespoon of molasses
- 1/4 yeast cake
- 1/2 cup of lukewarm water

Buckwheat flour

Materials:
- Measuring cup
- Measuring spoons
- Griddle or frying pan
- Ladle
- Spatula



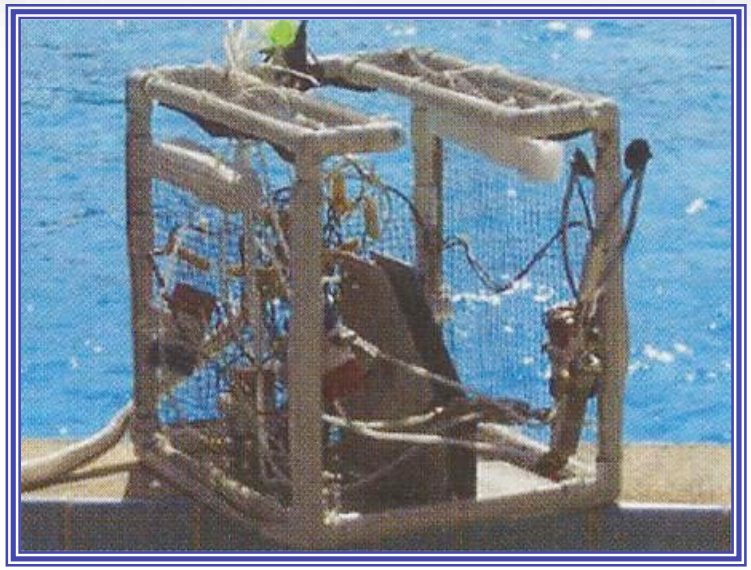
Method:
1. Pour the milk over the bread crumbs.
2. Let them soak for thirty minutes.

Figure 74. Type III enrichment sample—Louisa May Alcott cookbook (continued).

Type III in Underwater Robotics

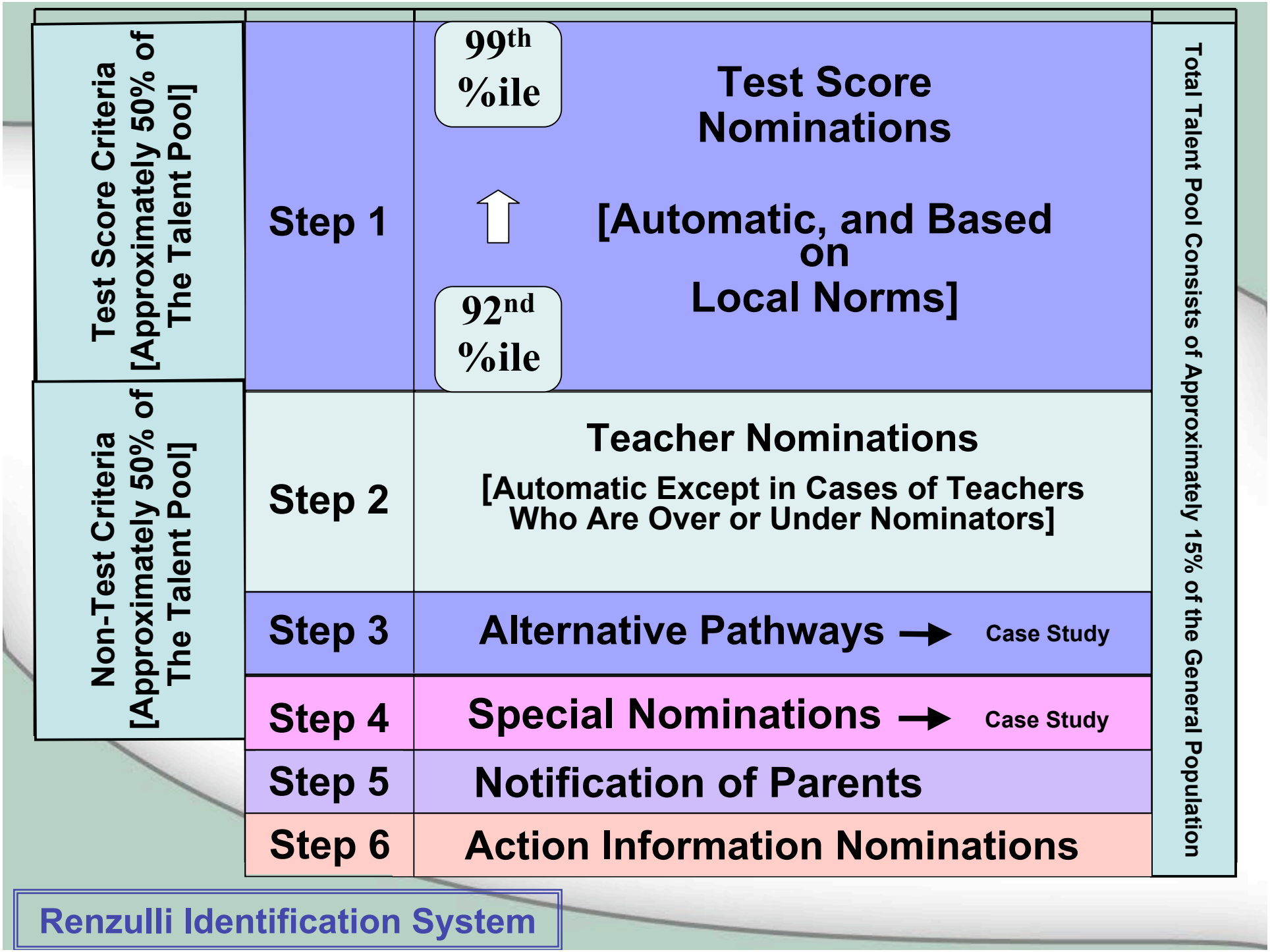
2004 ROV (Remotely Operated Vehicle) from Edgewater High School, Orlando, Florida

MATE Center/MTS ROV Competition for High School and College Students



Edgewater High School
2003 ROV

Edgewater High School
2004 Team Orlando
Robotics Club



Renzulli Identification System

The Total Talent Portfolio

Looking at three kinds of strengths…

If I ran the school

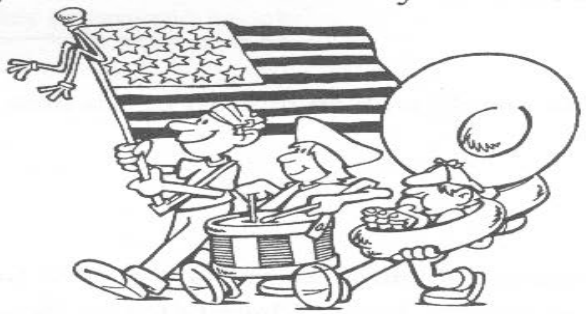
AN INTEREST INVENTORY

developed by
Deborah E. Burns
designed by Del Siegle

Name _____

Grade _____ Teacher _____

If I ran the school, I would choose to learn about these ten things. I have thought about my answers very carefully and I have circled my best ideas for right now.



I am really interested in:

Science

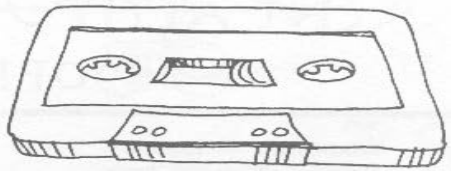
1. The Stars and Planets
2. Birds
3. Dinosaurs and Fossils
4. Life in the Ocean
5. Trees, Plants, and Flowers
6. The Human Body
7. Monsters and Mysteries
8. Animals and Their Homes
9. Outer Space, Astronauts, and Rockets
10. The Weather
11. Electricity, Light, and Energy
12. Volcanoes and Earthquakes
13. Insects
14. Reptiles
15. Rocks and Minerals
16. Machines and Engines
17. Diseases and Medicine
18. Chemistry and Experiments

Social Studies

1. Families
2. The Future
3. Our Presidents
4. The United States
5. Other Countries
6. History and Long Ago Times
7. Famous Men and Women
8. Problems We Have in Our Town
9. Holidays
10. Native Americans, Asian Americans, Hispanics and African Americans
11. Explorers
12. People Who Live and Work in Our Town
13. Travel and Transportation

Math

1. Math Games and Puzzlers
2. Measuring Lines, Liquids, Weight
3. Shapes and Sizes
4. Buying and Money
5. Calculators and Computers
6. Building
7. Counting and Numbering
8. Calendars and Time
9. Math Stories and Problems

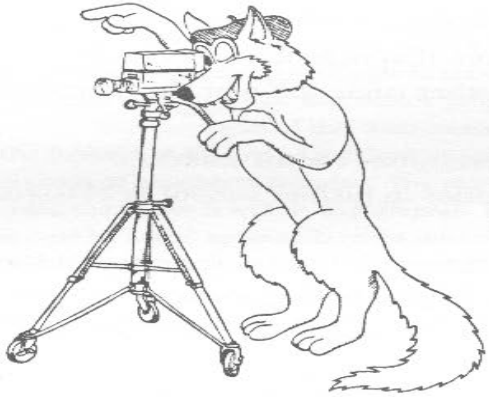


Language Arts

1. Writing a Book
2. Writing Poems
3. Writing Plays and Skits
4. Writing Newspapers
5. Making Speeches
6. Sign Language
7. Making a Book
8. Comic and Cartoon Strips
9. Letter Writing
10. Spanish and French
11. Talking and Listening to Stories
12. Making a New Game or Puzzle

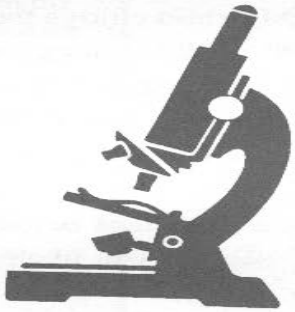
Arts

1. Cartoons
2. Art Projects
3. Painting
4. Clay
5. Acting
6. Dancing
7. Drawing
8. Writing Music
9. Photography
10. Movies
11. Puppets
12. Radio and Television
13. Famous Artists and Their Work
14. Making New Toys
15. Magic
16. Mime



Careers

1. Doctors
2. Lawyers
3. Police Work
4. Fire Fighters
5. Scientists
6. Builders
7. Reporters
8. Store Workers
9. Sports Stars
10. Actors
11. Veterinarians
12. Farmers
13. Writers
14. Engineers
15. Artists
16. Inventors



You forgot to list some of my very special interests. They are: _____

Interest Inventory Factor Structure

Written Products
Oral Products
Artistic Products
Computer Technology
Audio/Visual Technology
Commercial Products
Service Products
Dramatization Products
Manipulative Products
Musical Products

by Joseph S. Renzulli
Linda H. Smith
Mary G. Rizza

Learning Styles Inventory

Directions: Read each sentence and decide if it describes an activity that you would like to do in school. For each sentence circle the number that goes with how well you like or dislike each activity. Remember this is not about what you get to do in school but what you would like to do. Be sure to mark an answer for each of the sentences.

	Really Like	Like	Not Sure	Dislike	Really Dislike
1. Going to the library with a committee to look up information.	4	3	2	1	0
2. Studying on your own to learn new information.	4	3	2	1	0
3. Having the teacher ask the class questions on work that was assigned to be studied.	4	3	2	1	0
4. Having a class discussion on a topic suggested by the teacher.	4	3	2	1	0
5. Having other students who are experts on a topic present their ideas to the class.	4	3	2	1	0
6. Working on assignments where the questions are arranged in an order that helps you get them right.	4	3	2	1	0
7. Being a member of a panel that is discussing current events	4	3	2	1	0

Factorial Structure of the Learning Styles Inventory

1. Projects
2. Drill and Recitation
3. Peer Teaching
4. Discussion
5. Teaching Games
6. Independent Study
7. Program Instruction
8. Lecture
9. Simulation

Let's look at a few sample portfolios…

Me, Myself and I!

A Total Talent Portfolio

_____ _____ _____

My Name | My Teacher's Name | My Grade

This booklet is about you! We would like your mom or dad to help you fill out this interest inventory. An interest inventory is a series of questions about subjects you like best in school and activities you prefer to do outside of school. Your parent or guardian is to help you understand what is being asked and help you think about all of the activities that you do on your own. The answers to the questions should be <u>your</u> answers, not your mom or dad's. The reason we are asking you to complete this inventory is so we can get to know you better. If we know what fascinates you and how you like to learn best, we can help to make your days in school more interesting and successful. Please take your time as you complete this booklet. Think carefully about the questions, there is no need to rush! We would love to have you return this booklet to your teacher in about two weeks. Thank you and have fun!

School Subjects

Circle the smiley face that shows best how you feel about each of the subjects listed below:

Art

Geography

Gym

Math

Music

Reading

Science

Social Studies

Writing

Interests

Use numbers to rank the areas below. Put a 1 next to your favorite activity, a 2 next to your second favorite, etc.

- Acting
- Arts & Crafts
- Cartooning
- Creative Writing
- Community Service
- Dancing
- Geography
- History
- Music
- Science Experiments
- Technology/Computers
- Other _____

Here are some topics that I would love to learn more about:

_____

_____

Learning Style

People like to learn in very different ways. Some people like to read to find out new information. Some people like to put things together to figure it out. Think about how you like to learn new material; do you like it when people tell you something? Do you like to watch someone do something first? Use numbers to rank the areas below. Put a 1 next to the way you like to learn best, a 2 next to the way you like to learn second best, etc.

Computer Activities	
Experimenting (trial and error)	
Listen to a speaker	
Listen to a CD or tape	
Learning Games	
Putting things together	
Reading	
Watching other people	
Watching videos	

Sharing Style

After learning something new, it is wonderful to be able to share it with other people. What ways do you like to share new information? Circle the smiley face that shows best how you feel when you are asked to share in the following ways:

Act or role play
Create a display or model
Draw a picture or a diagram
Explain or discuss
Take a test
Do a worksheet
Write a report
Any other ideas for sharing?

Short term goal: During the next year I would like to:

_____

_____

Environment (some like it hot, some like it cold!) How do you like the room when you are trying to learn something? Make a mark on the line below where you like it best.

Very Quiet	Mostly Quiet	A little noise is OK	Quite a bit of noise is OK	Very Noisy

Dark	Dim	Light but not too bright	Nice and light	Very Bright

Cold	Cool	Mild	Warm	Hot

Working with others: Some people like to work alone, some people like to work with others. How about you? Circle the smiley face that best describes you.

I like to work alone.

I like to work with one other child.

I like to work with an adult.

I like to work with a small group.

I like to work with a whole class.

These are the activities I do and lessons I take outside of school:

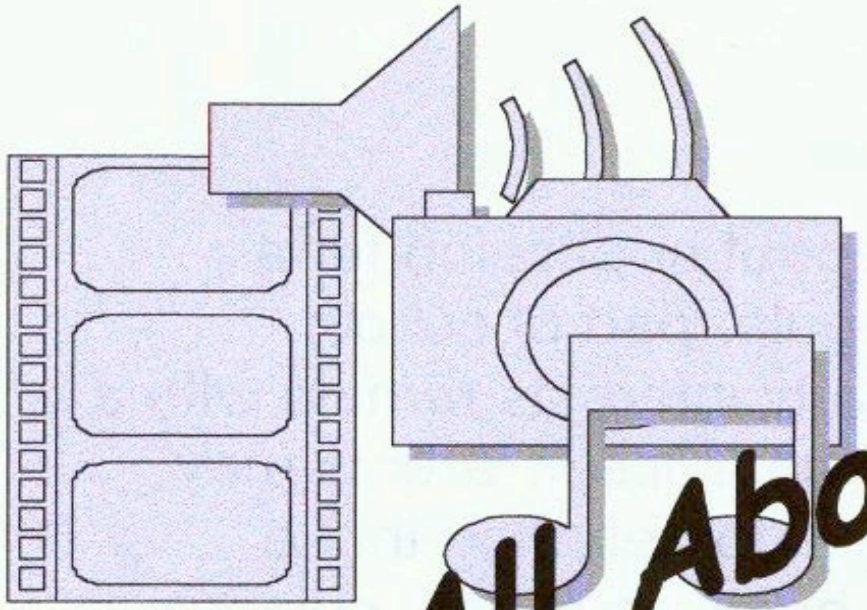
When I have free time at home, this is what I like to do:

Special family activities and experiences are:

_____

_____

During your daydreaming time, what do you imagine you will be when you grow up? Draw a picture of it in the cloud!



All About Me
A Talent Portfolio

Name _____

Age _____

Grade _____

Date _____

For Parents to fill out with their child.

My Life Outside of School

Hobbies And Collections

Activities, Clubs and Lessons I Do Outside of School

Include how long you have been involved in each.

Projects I Do At Home

My Life Outside of School

My Favorites

Book _____

Magazine _____

Movie _____

Music Group _____

Other things you might like to know about me.

_____

_____

_____

_____

_____

Family Activities, Travel, or Special Experiences

_____

_____

_____

_____

_____

_____

_____

_____

My Best Ways of Learning

When learning new information at school I like to:	
Have the teacher lecture.	
Discuss topics with a group.	
Work on topics of my choice by myself.	
Learn information by watching a video or a film.	
Work on group projects.	
Learn by using the computer.	
Talk with a person who is an expert on the topic.	
Work with another student who already knows the information.	

Rank your top 4 choices with 1 being your best way to learn new information.

When showing what I've learned I like to:	
Write.	
Use art.	
Talk about my learning.	
Act it out or make a video.	
Build a display or make a game.	
Do a project on the computer.	
Take tests.	
Other.	

Rank your top 4 choices with 1 being your best way to show what you've learned.

Comments

_____

_____

_____

_____

I learn best...	
When it's quiet.	
When there is some noise.	
When there is bright light.	
When the room has soft lighting.	
Early in the day.	
After I've been awake a few hours.	
In the afternoon.	
At night.	
When I have music playing.	
If I can snack while I work.	

Check the sections that tell about your best ways of learning.

Mi portafolio sobre Mis Talentos

Nombre_____

Edad_____

Grado_____

Fecha_____

Mis Intereses

Escritura Creativa	
Deportes	
Invenciones	
Experimentos	
Teatro	
Fotograía	
Filmar películas	
Videos	
Juegos	
Estudio de la Naturaleza	
Otros intereses	

Numera éstas actividades del # 1 al 4, de acuerdo a tú interés dandole el # 1 al que te interesa más.

Emilia Alonso Vazquez

Mis Metas:

Metas sobre el Aprendizaje: (lo que quiero aprender, ahora)
Las metas para mi vida:

Commentarios adicionales :

For middle and high school students:

Total Talent Portfolio

Name _____ Date _____ Age _____

Me Overall

* I am proudest about _____

_____

When I meet new people, one thing I would like them to know about me is

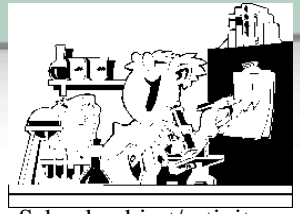
_____

When I start with a new teacher, one thing I would like them to know about me is

_____

Julie Alexandria Middle School

Abilities

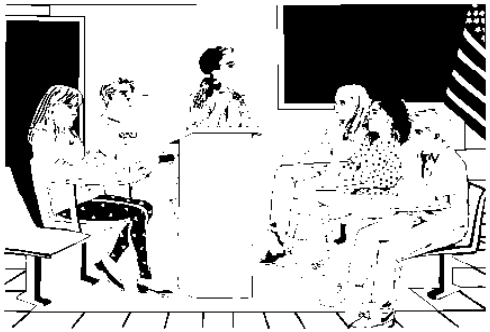


School Based

List the subjects/activities that you feel you are good at or enjoy doing in school and explain why you feel this way.

School subject/activity	Why I feel this way

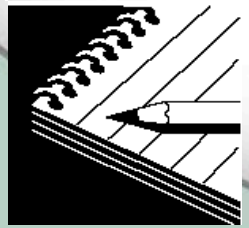
Style Preferences



* I best learn by _____

because _____

* I best pass on or reveal my knowledge and understanding of materials by



_____

because _____

* It improves my learning in my classes when I and/or my teacher

_____

Julie Alexandria Middle School

Curriculum Compacting and Differentiation

Modifying the curriculum for advanced learners…

Curriculum Compacting Summary Sheet

Definition: Modifying or "streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

Target Audiences:

1. All Talent Pool students (according to Individual Strength Areas), especially when involved in a Type III activity
2. Any non-Talent Pool student who has previously mastered portions of the regular curriculum or who is capable of mastering such materials at an accelerated pace.

Curriculum Compacting Summary Sheet

Objectives:

1. To create a challenging learning environment within the context of the regular classroom.
2. To guarantee proficiency in basic curriculum.
3. To "buy" time for enrichment and acceleration.

Key Concepts:

1. Modification of the regular curriculum through an assessment of student strengths.
2. Elimination of acceleration of skills activities in strength areas following assessment.
3. Systematic planning of enrichment and/or acceleration activities to replace skills students have already mastered or can master at an faster pace.

Two Kinds of Curriculum Compacting

Basic Skill Compacting

Spelling, Mathematics, or Language Arts Basic Skills

Easy to implement because pretesting is less difficult and mastery can be efficiently documented.

- Does the student already know the skills being covered in the classroom?
- Can proficiency be documented?
- Can certain skills be eliminated?
- Will the student be allowed (and encouraged) to master basic skills at his/her own pace?
- If skills can be mastered at a pace commensurate with a student's ability, will the student be able to help determine what he/she will do in the time earned by displaying mastery?

Two Kinds of Curriculum Compacting

Content Compacting

Social Studies, Science, and Literature

Students may already know the objectives or may be able to read the material and master the objectives in a fraction of the time.

- If the student already knows the content, will he/she have an opportunity to display competency of the subject or topic?
- If students do not already know the content but have the ability to master the material at their own pace, will they he given that opportunity?
- If content mastery can be demonstrated, will the student have the opportunity to select the work that will be substituted?

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME_____ AGE_____ TEACHER(S) _____

SCHOOL _____ GRADE_____ PARENT(S) _____

Individual Conference Dates And Persons Participating in Planning Of IEP

_____ _____ _____ _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Name it.	**Prove it.**	**Change it.**
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Acceleration Mini-courses Honors Courses College Courses Mentorships
		Small Group Investigations Work Study

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

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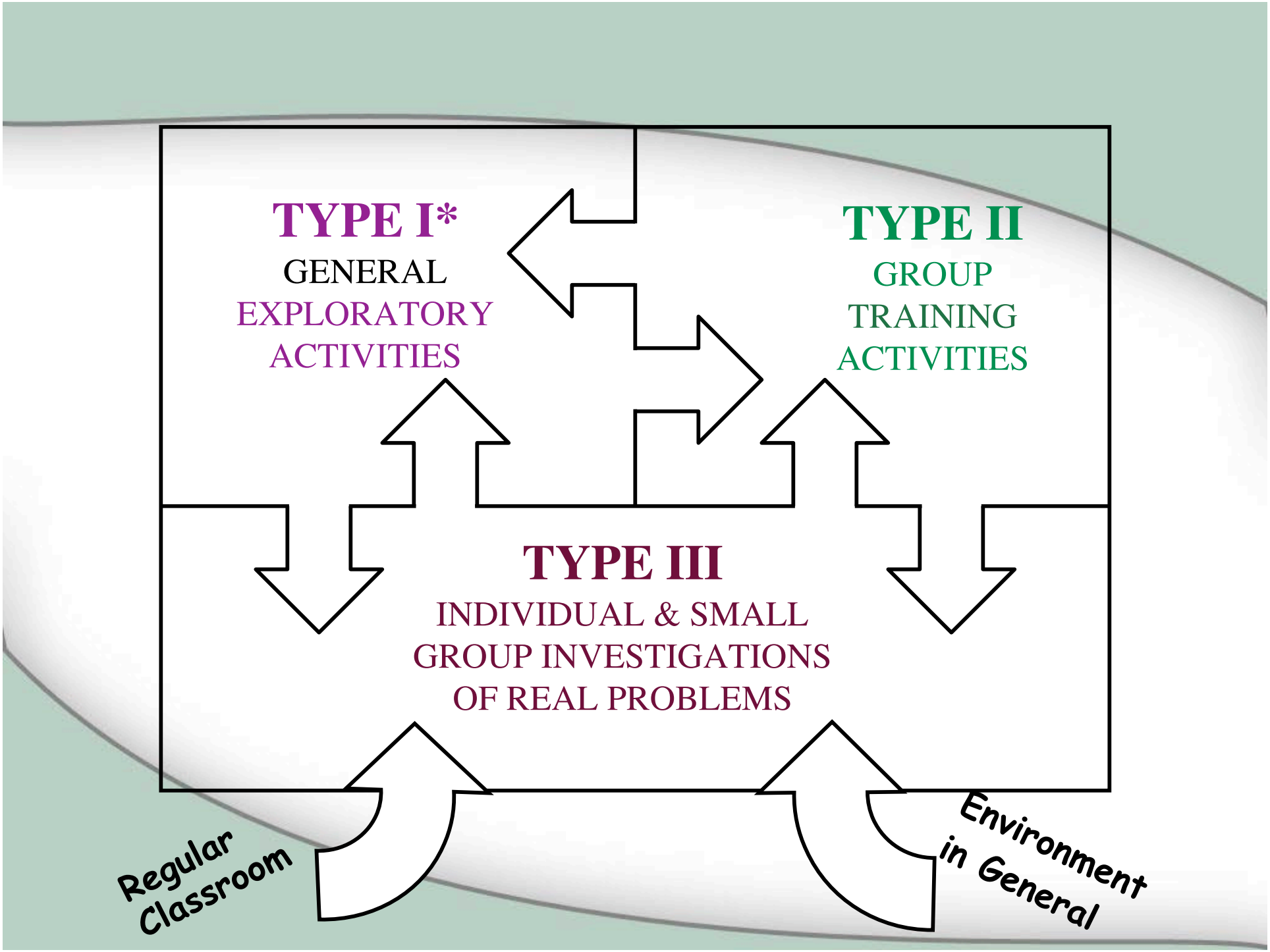
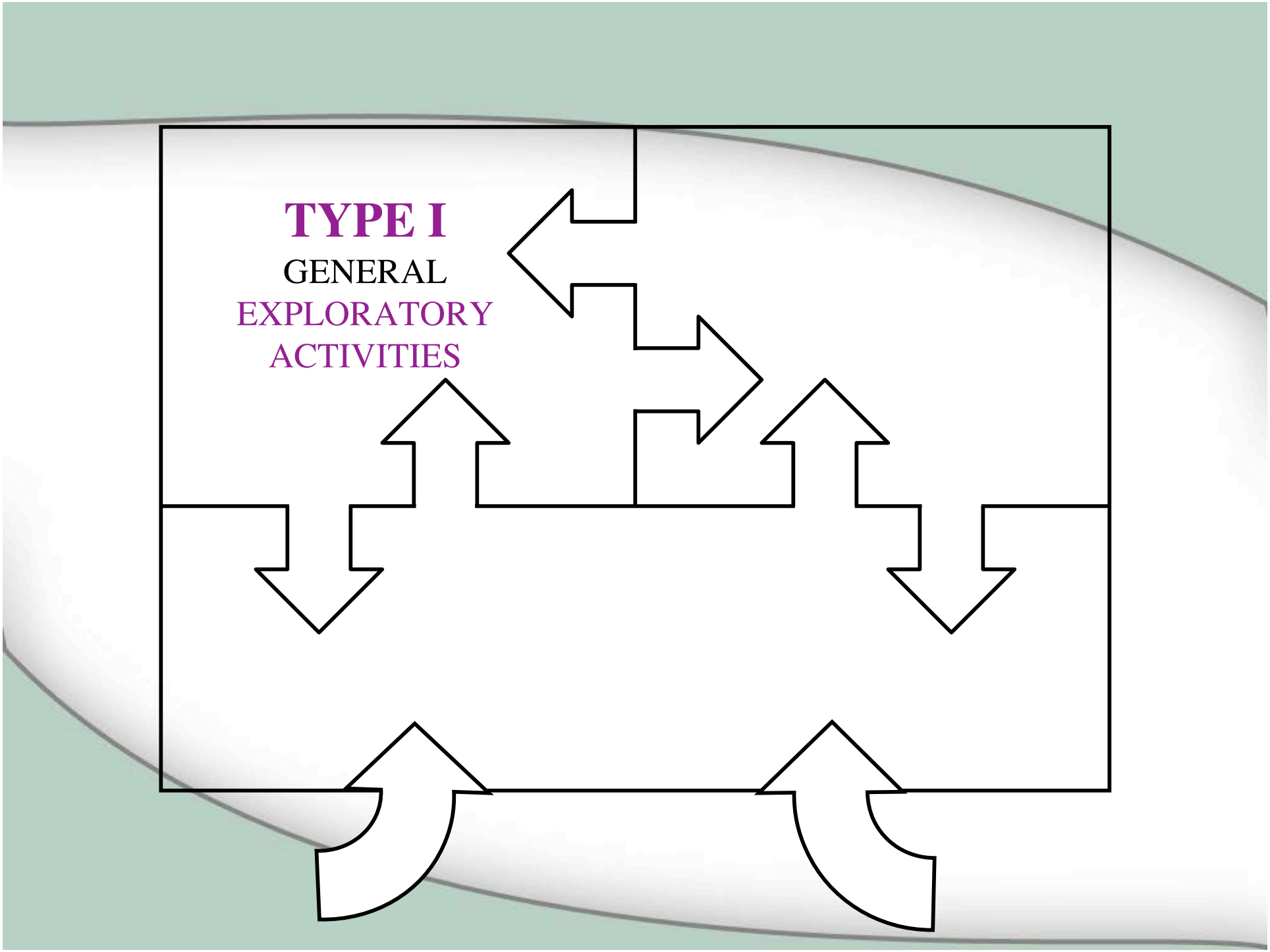
Eight Steps of Compacting

- Select learning objectives
- Create/locate appropriate preassessment
- Identify students who may have mastered objectives
- Pretest/preassess
- Streamline instruction
- Provide instructional options
- Organize enrichment/acceleration options
- Keep records

Enrichment Learning and Teaching

Using the Enrichment Triad to develop giftedness…


TYPE I*
GENERAL
EXPLORATORY
ACTIVITIES
TYPE II
GROUP
TRAINING
ACTIVITIES
TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS
OF REAL PROBLEMS
Regular Classroom
Environment in General


TYPE I
GENERAL
EXPLORATORY
ACTIVITIES

Type I Planning and Documentation Form

Check all that apply: ____ General Matrix _____ _x_ Grade Level __Grade 10__ _x_ Subject Area __Social Studies__ Methods of Delivery	Content Areas				
	Economics	Local History	Anthropology	Geography	TOTAL
I. Resource Persons					
Speakers	1	2	1		4
Enrichment Clusters					
Demonstrations				1	1
Artistic Performances					
Panel Discussion/Debate		2			2
E-Mail					
Other _____					
II. Media					
Films	1		1		2
Filmstrips	1			2	3
Slides					
Audio Tapes/CDs					
Videotapes		2	1		3
Television Programs	1		2	1	4
Newspaper/Magazine Articles	1	3	1		5
Computer Programs					
Other _____					
III. Other Resources					
Interest Development Centers	1	1		1	3
Displays					
Field Trips					
Museum Programs			1		1
Learning Centers					
Internet					
Other _____					
TOTAL	6	10	7	5	28

Figure 34. Type I planning and documentation form (sample).

Type I: Debriefing

*What did you find interesting about the presentation?

*Did this presentation raise any questions in your mind?

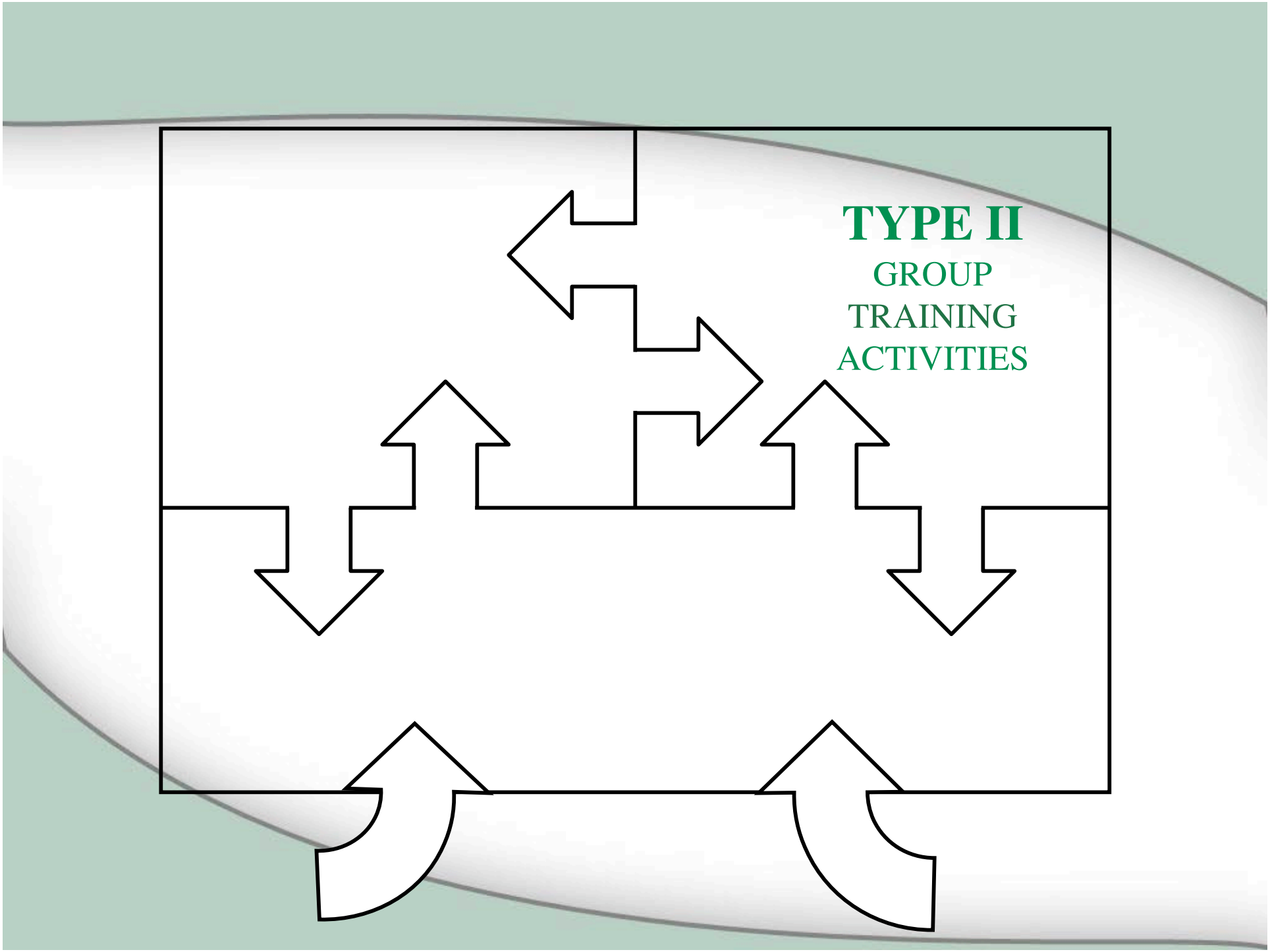
*What else would you like to know?

*Where could we find more information about this topic?

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

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

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


TYPE II
GROUP
TRAINING
ACTIVITIES

TAXONOMY OF COGNITIVE AND AFFECTIVE PROCESSES

(The "Type II Matrix" JSR: 2001)

I. Cognitive Thinking Skills	K-3	4-8	9-12
A. Creative Thinking Skills			
B. Creative Problem-Solving & Decision-Making			
C. Critical and Logical Thinking			

II. Character Development and Affective Process Skills	K-3	4-8	9-12
A. Character Development			
B. Interpersonal Skills			
C. Intrapersonal Skills			

III. Learning How-To Learn Skills	K-3	4-8	9-12
A. Listening, Observing, and Perceiving			
B. Reading, Notetaking, and Outlining			
C. Interviewing and Surveying			
D. Analyzing and Organizing Data			

IV. Using Advanced Research Skills & Reference Materials	K-3	4-8	9-12
A. Preparing for Research and Investigative Projects			
B. Library and Electronic Reference			
C. Finding and Using Community Resources			

V. Written, Oral, and Visual Communication Skills	K-3	4-8	9-12
A. Written Communication Skills			
B. Oral Communication Skills			
C. Visual Communication Skills			

Type II Thinking Skills Taxonomy

CRITICAL AND LOGICAL THINKING SKILLS	
Conditional Reasoning Ambiguity Fallacies Emotive Words Definition of Terms Categorical Propositions Classification Validity Testing Reliability Testing Translation Interpretation Extrapolation Patterning Sequencing Flow Charting	Analogies Inferences Inductive Reasoning Deductive Reasoning Syllogisms Probability Dilemmas Paradoxes Analysis of: Content Elements Trends and Patterns Relationships Organizing Principles Propaganda and Bias Computer Programming

Planning Matrix for Organizing and Teaching Type II Skills With Commercial Enrichment Materials

I. Cognitive Training

	K-3	4-8	9-12
A. Creative Thinking Skills	Be An Inventor * Brainstorming: The Book of Topics Creativity 1, 2, 3 New Directions in Creativity: A New Directions in Creativity: B On The Nose Steven Caney's Kids' America Steven Caney's Play Book Steven Caney's Toy Book Think About It! Wondering	Be An Inventor Brainstorming: The Book of Topics Challenge Boxes Creativity 1, 2, 3 Imagining New Directions in Creativity: Mark 1 New Directions in Creativity: Mark 2 New Directions in Creativity: Mark 3 On The Nose Steve Caney's Invention Book Steven Caney's Kids' America Steven Caney's Play Book Steven Caney's Toy Book Think About It! Untrapping Your Inventiveness	Brainstorming: The Book of Topics Challenge Boxes On The Nose Steve Caney's Invention Book Steven Caney's Kids' America Steven Caney's Play Book Untrapping Your Inventiveness
B. Creative Problem Solving and Decision Making	Be An Inventor Creativity 1, 2, 3 On The Nose Think About It! Wondering	Be An Inventor Challenge Boxes Creativity 1, 2, 3 Gee, Whiz! Imagining On the Nose Steven Caney's Invention Book Think About It! Untrapping Your Inventiveness	Challenge Boxes Gee, Whiz! Steven Caney's Invention Book Untrapping Your Inventiveness

* All the books listed in Figure 60 are available from Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250.

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Planning matrix for organizing and teaching type II skills with commercial enrichment materials.

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Relationships

1. How do these terms go together?
2. Why do they belong together?
3. Is there a name we can give to the relationship?
4. Is there anything that does not belong?
5. How are things alike?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Clarity

1. Is it clear?
2. What does it tell someone?
3. What makes it clear to someone else?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Consistency with Evidence

1. How is the statement supported by observations?
2. How is the statement supported by the observations of others?
3. How is the statement supported by data?
4. How does evidence from nature support the statement?
5. How well does your statement reflect the data?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Use of Examples

1. Can you give an example?
2. Why is it a good example for this purpose?
3. Is there a better example for this purpose?
4. Can you think of an original example?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Making Sense

1. Is this what you expected?
2. Are there any surprises here?
3. Is there anything that does not fit?
4. Does your hypothesis make sense, given what you know?
5. Can you predict what will be the outcome?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Acknowledge

Alternative Explanations

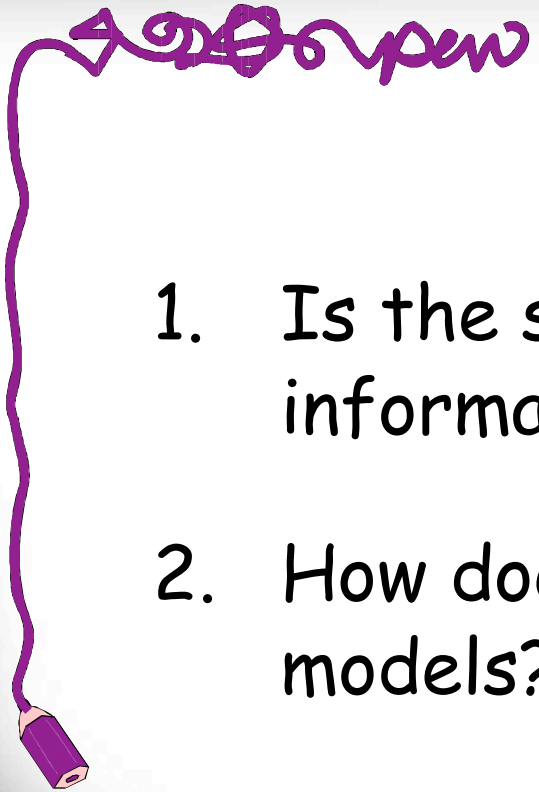
1. How else can this be explained?
2. Is your explanation or hypothesis plausible? Can it happen?
3. What does this explanation say that the other doesn't?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas

Elaboration of a Theme

1. How is this term related to something we did before?
2. Is it familiar? If so, how?
3. How is it related to anything you did in another class?

Questions That Can Be Used To Escalate the Level of Discussions About Concepts and Ideas



Accuracy

1. Is the statement consistent with other information on the same topic?

2. How does your model compare with other models?

3. How does it compare with other representations?

(From Gitomer, D. (1993). Performance assessment and educational measurement. In *Construction Versus Choice in Cognitive Measurement*, Randy Benner & William Ward (Eds.) Hillside, NJ: Lawrence Erlbaun Associates, Publishers, Inc.

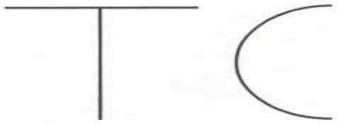
New Directions in Creativity

Mark 1

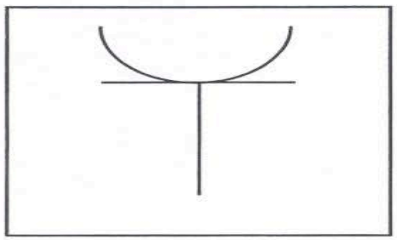
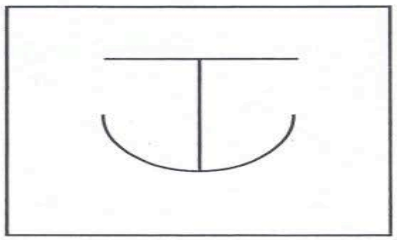
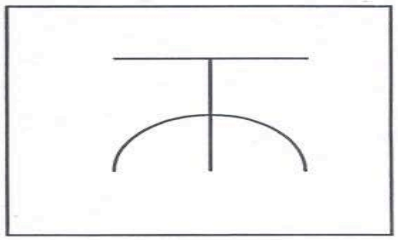
Joseph S. Renzulli

Name _____ Date _____

4 Fun with Figures (a)



See how many different ways you can combine the above two figures to produce a new figure. The three examples should help you think of other combinations. Use the back of the page if you need more space.

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Talent Development Program
Library of J. S. Renzulli
Please Do Not Remove

CRITICAL THINKING ACTIVITIES FOR MATHEMATICS

BOOK 3

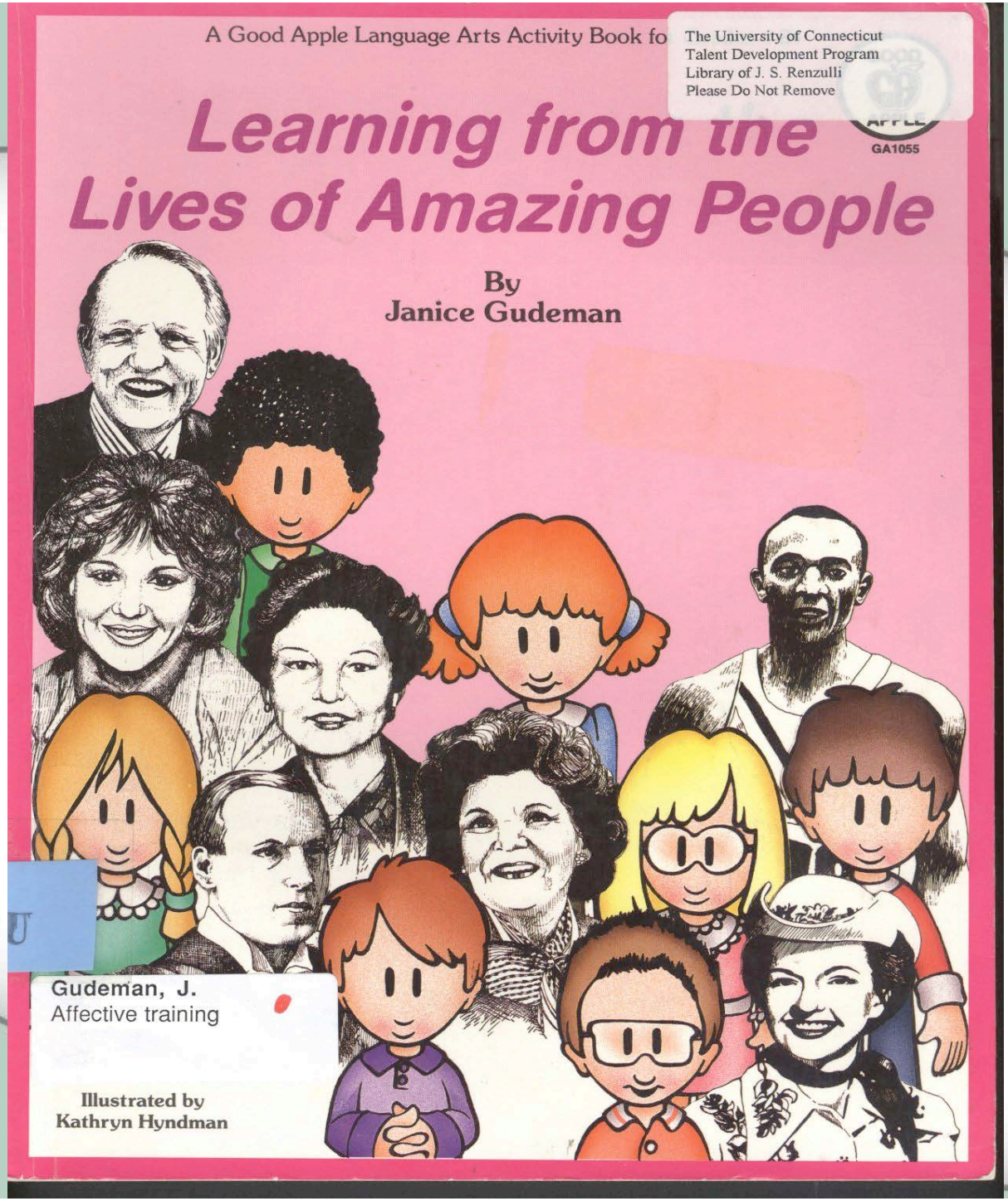
1. ( )
2. [ ]
3. raise to a power
4. × or ÷ or / these have equal rank–move from left to right
5. + or – these have equal rank–move from left to right

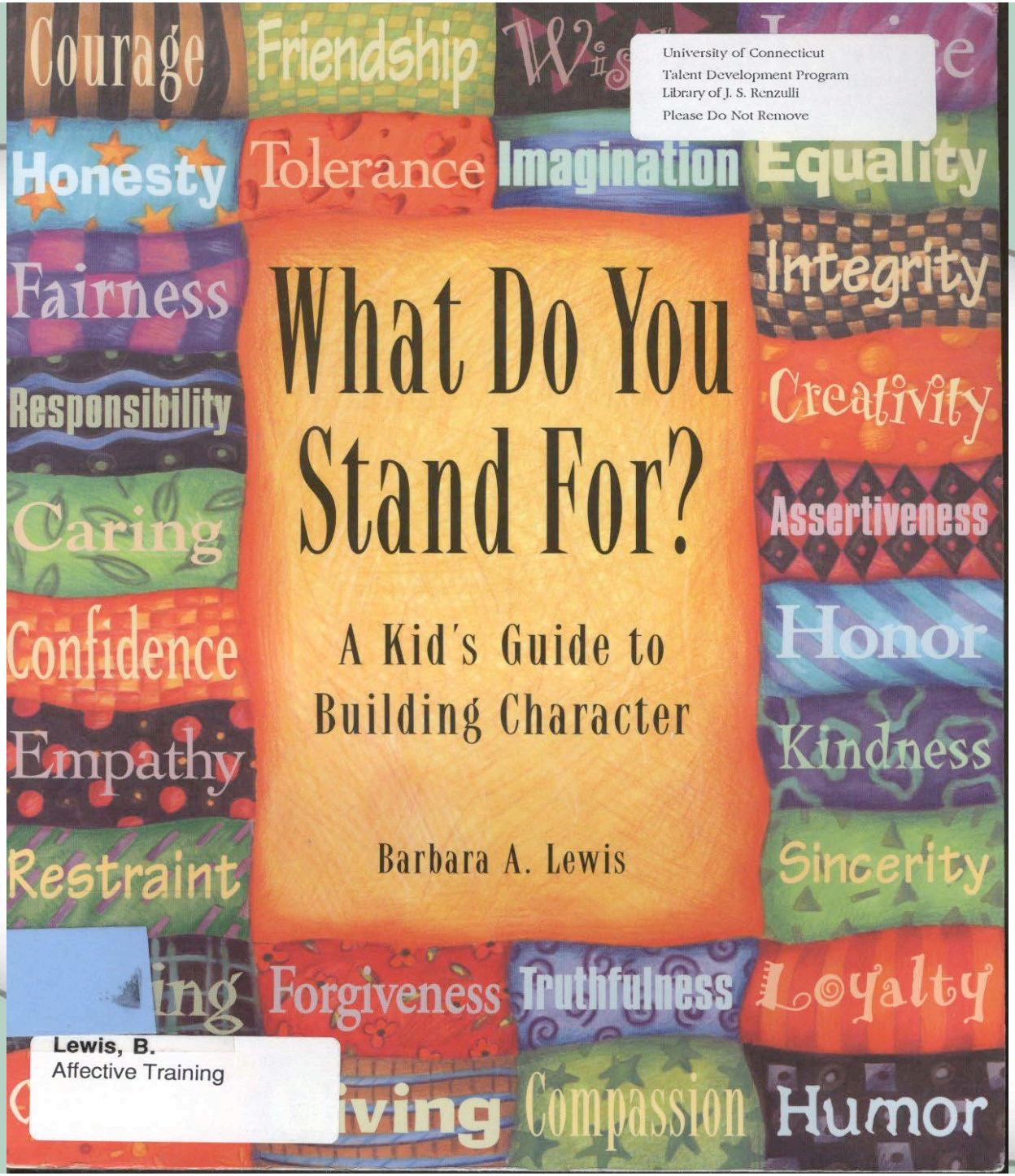
95. $2 \times 32 - [35 - 4 \times (2 + 5)]$

ANITA HARNADEK

L THINKING PRESS & SOFTWARE

Harnadek, A.
Mathematics
HAR


A Good Apple Language Arts Activity Book fo
The University of Connecticut
Talent Development Program
Library of J. S. Renzulli
Please Do Not Remove
GA1055
Learning from the Lives of Amazing People
By
Janice Gudeman
Gudeman, J.
Affective training
Illustrated by
Kathryn Hyndman


Courage
Friendship
Honesty
Tolerance
Imagination
Equality
Fairness
Integrity
Responsibility
Creativity
Caring
Assertiveness
Confidence
Honor
Empathy
Kindness
Restraint
Sincerity
Forgiveness
Truthfulness
Loyalty
Compassion
Humor
What Do You Stand For?
A Kid's Guide to Building Character
Barbara A. Lewis
University of Connecticut
Talent Development Program
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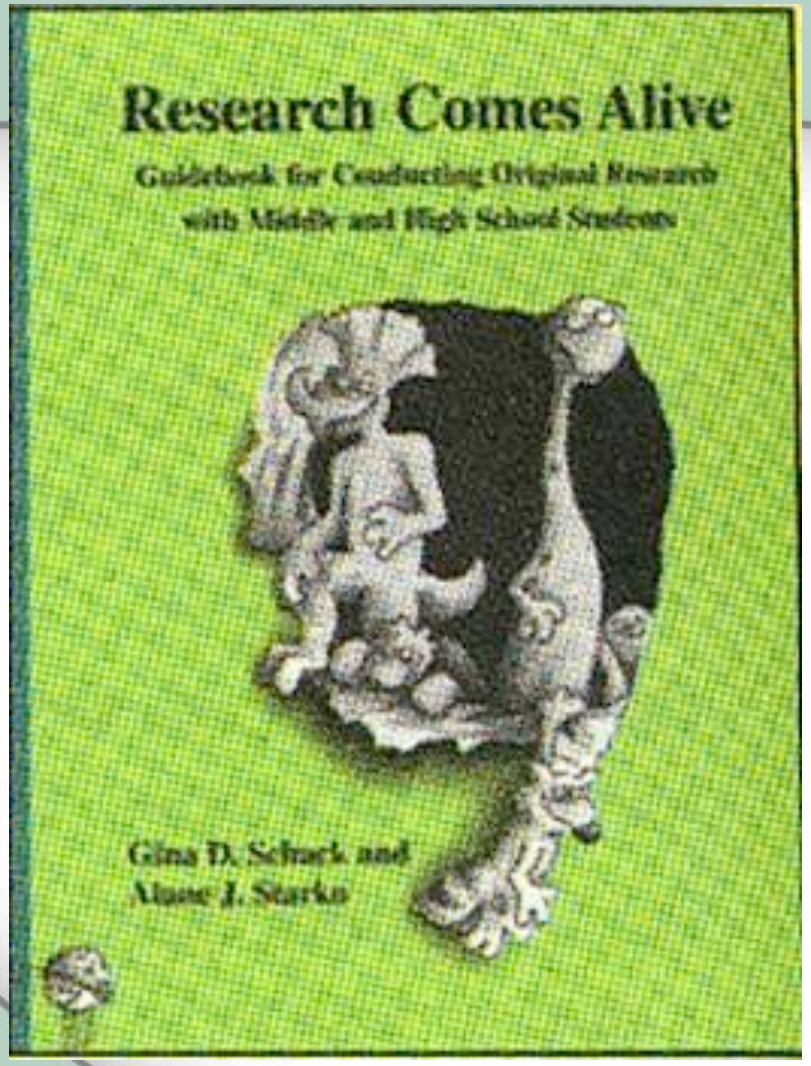
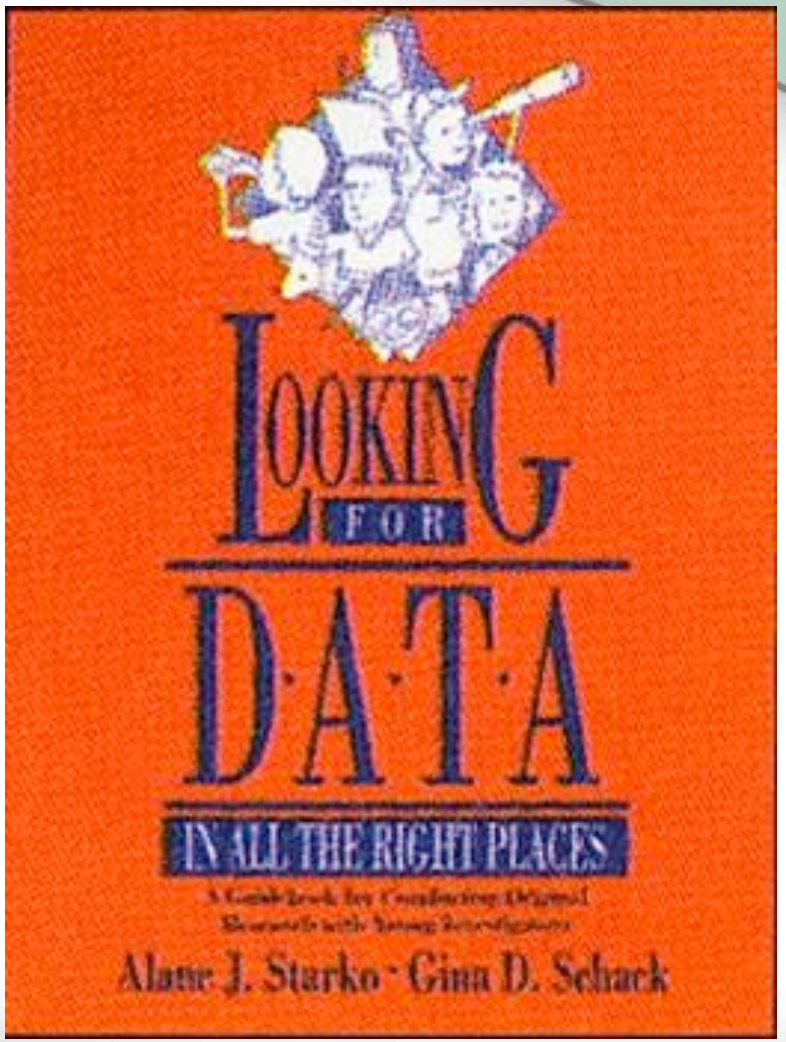
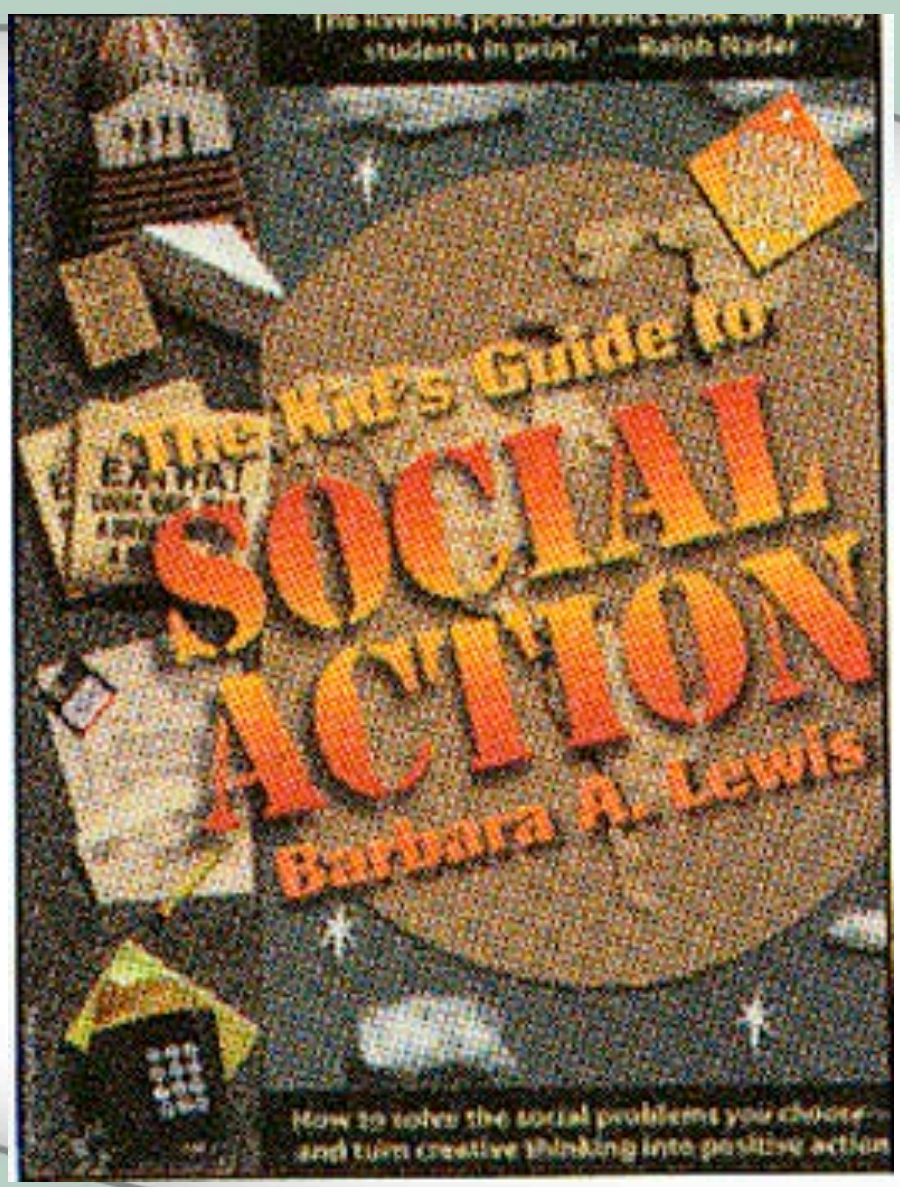
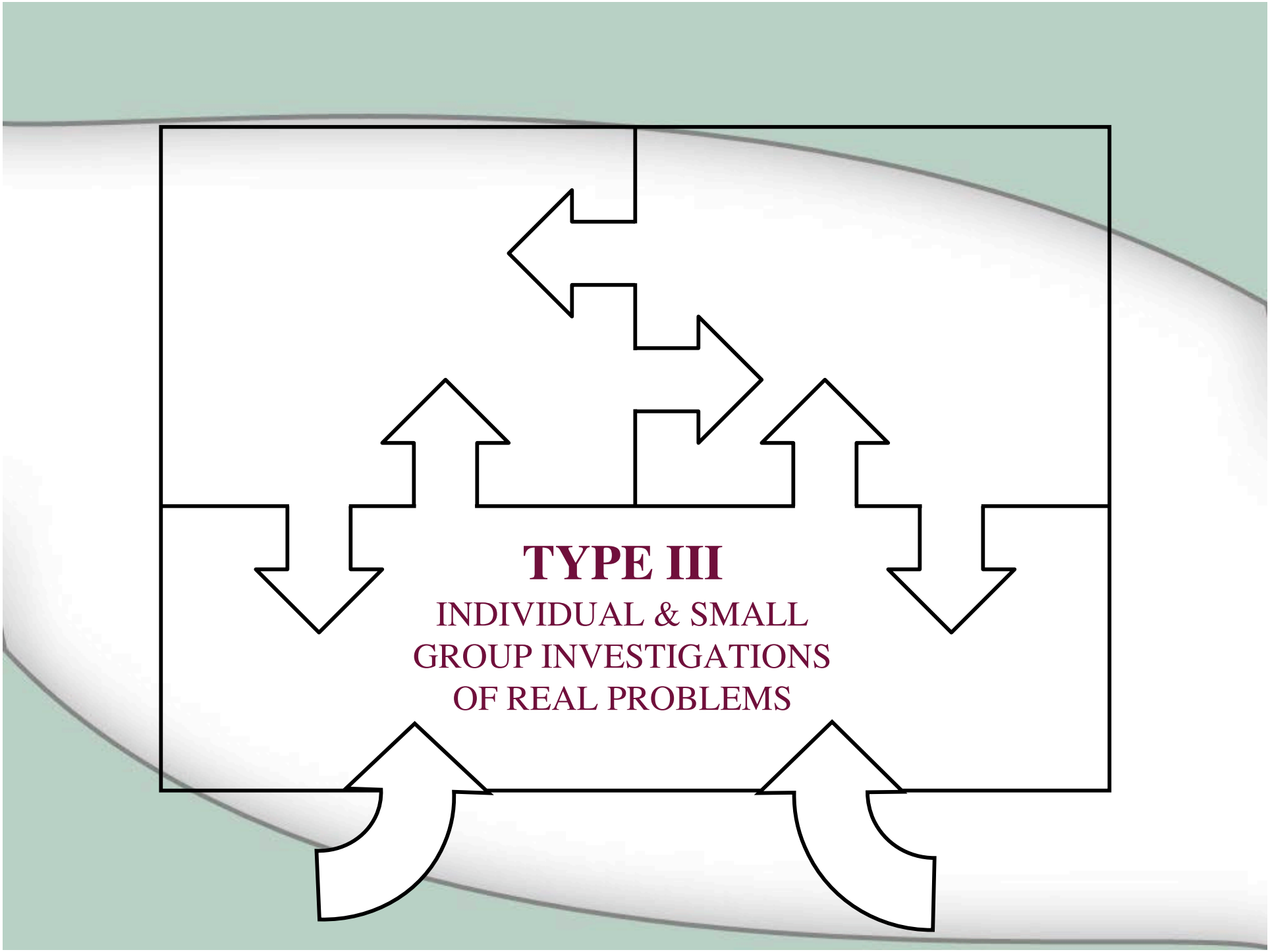
Please Do Not Remove
Lewis, B.
Affective Training


Research Comes Alive
Guidebook for Conducting Original Research
with Middle and High School Students
Gina D. Schack and
Alane J. Starko


LOOKING FOR
D·A·T·A
IN ALL THE RIGHT PLACES
Alane J. Starko · Gina D. Schack


students in print." —Ralph Nader
A Kid's Guide to
SOCIAL ACTION
Barbara A. Lewis
How to solve the social problems you choose—
and turn creative thinking into positive action


TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS
OF REAL PROBLEMS

Investigating real problems…

The young person thinking, feeling, and doing like the practicing professional…

"We don't expect little children to do great things, but we expect them to do little things in a great way… even if at a more junior level than adult scientists, writers, filmmakers, etc."

What makes a problem real?

What makes a Type III qualitatively different from a typical school assignment?

1. **Personalization of the problem**

2. **Use of authentic methodology**

3. **Developed to have an impact on a real audience (other than or in addition to the teacher)**

Finding Appropriate Outlets For Students' Work
Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on
Human and Material Resources--Teacher as a Managerial Assistant
Problem Finding and Focusing
Above Average Ability Student with an Idea/
Interest and Commitment to Pursue the Idea/ Interest
Interview with Resource Teacher
Begin Development of Management Plan
Focus on the Methodology or How-To-Do-It in a Particular Field
Manicure, Revise, Rewrite, Polish Product
Finding Appropriate Audiences for Students' Work
A guide for Facilitating a Type III
TARGETING ON TYPE III

MANAGEMENT PLAN
FOR INDIVIDUAL AND SMALL GROUP INVESTIGATION

NAME(S) _____
SCHOOL _____ **GRADE** ___

Beginning Date _____
Estimated Ending Date _____

What idea do you plan to investigate? Why?

What form(s) will the final product take?

How will you communicate the results of your investigation to an appropriate audience?

List some possible intended audiences:
(Name and addresses of contact persons in organized groups on local, state or national level)

Getting Started: What types of information or data will be needed to begin your project?

Where can you find that information?

How-to-do-it books/written materials: Use bibliography format.

Adapted from Renzulli, J. S., & Reis, S. M. (1985). *The Schoolwide Enrichment Model: A comprehensive plan for educational excellence* (p. 439). Mansfield Center, CT: Creative Learning Press.

OVER

Super Hint Number 1 for getting more authentic Type IIIs…

Think Data…

Think Instruments!

The Real Dirt on Antibacterial Soaps

Antibacterial soaps are no better than regular soap. Experts have said so for years. But that hasn't stopped millions of Americans from snapping up the supposedly superior germ killers—now 76 percent of the liquid-soap market. Part of the problem was the lack of rigorous studies to back up the experts' claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elaine Larson, associate dean for research at Columbia University's School of Nursing, came up with the goods. In a randomized, double-blind, controlled study—the type of trial used to test pharmaceuticals—she surveyed 224 New York City homemakers. Half were given ordinary liquid soaps for a full year and the other half received antibacterial soaps. All participants' hands were cultured for germs at the beginning and the end of the study.

The results? At the outset, all participants' hands were teeming with 800,000 to 1 million bacteria. "That's normal," says Larson. "People can have up to 10 million on their hands." By the end of the year, tests revealed that they had just 300,000 or so. It didn't matter whether they used antibacterial soap or not. The difference was that they were taking more time to wash their hands thoroughly, particularly the fingers, which come in contact with the most foreign objects during the day. Why don't antibac- [illegible] better? [illegible] requires several minutes of contact to work," says Dr. Stuart Levy of Tufts University, author of "The Antibiotic Paradox." "Most people wash their hands for three to five seconds." Unfortunately, residues of antimicrobial soaps do linger on sinks and countertops, where Levy says they may contribute to the development of drug-resistant bacteria. A better solution for people with babies or immune-compromised patients at home is to use an alcohol-based gel, which kills ge[rms] by drying them out. Last week th[e] CDC recommended these waterl[ess] germicides even in hospitals. N[ow] that's what the doctor ordered.

—ANNE UNDE[RWOOD]

WASHED UP: Studies show antibacterial soap is no better than the traditional kind

PHOTOGRAPH BY DAVID R. SCHMITZ FOR NEWSWEEK

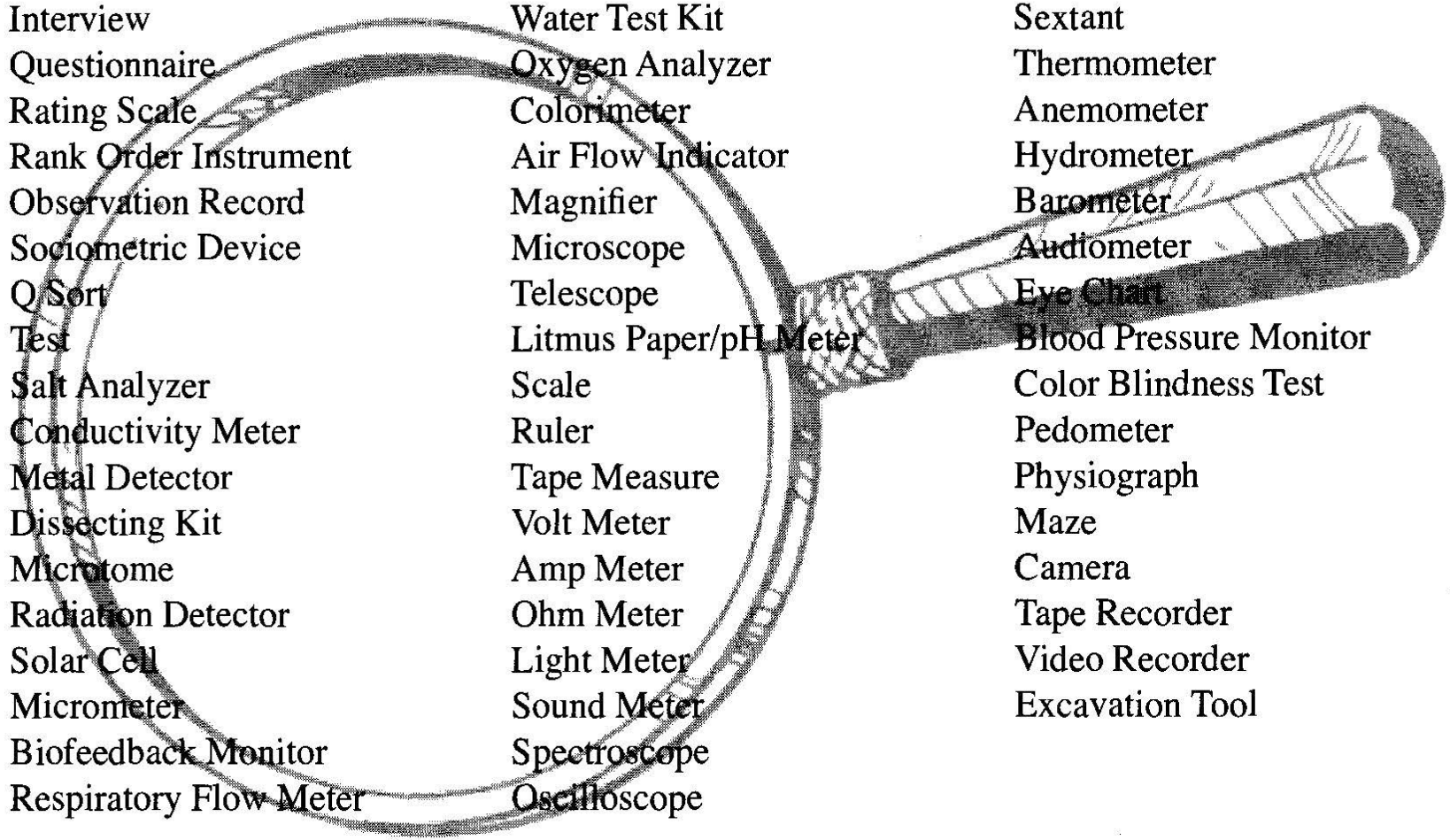
For product information
visit our website at
www.walk4life.com
Or call us toll free at
888-422-1806
pHTestr 1™
THE BANNOCK DEVICE
SYRACUSE, N. Y.
PATENTED
Stride Rite
WIDTH-RIGHT FOOT
WIDTH-LEFT FOOT
SLIDE BAR TO FOOT
FIRMLY FOR THIN FOOT
LIGHTLY FOR WIDE FOOT
RIGHT TOE LENGTH
LEFT TOE LENGTH
SPECIALLY DESIGNED AND
CALIBRATED FOR THE
CORRECT FITTING OF
GROWING GIRLS SHOES
ONLY

Data-Gathering Instrument and Techniques

Interview
Questionnaire
Rating Scale
Rank Order Instrument
Observation Record
Sociometric Device
Q Sort
Test
Salt Analyzer
Conductivity Meter
Metal Detector
Dissecting Kit
Microtome
Radiation Detector
Solar Cell
Micrometer
Biofeedback Monitor
Respiratory Flow Meter

Water Test Kit
Oxygen Analyzer
Colorimeter
Air Flow Indicator
Magnifier
Microscope
Telescope
Litmus Paper/pH Meter
Scale
Ruler
Tape Measure
Volt Meter
Amp Meter
Ohm Meter
Light Meter
Sound Meter
Spectroscope
Oscilloscope

Sextant
Thermometer
Anemometer
Hydrometer
Barometer
Audiometer
Eye Chart
Blood Pressure Monitor
Color Blindness Test
Pedometer
Physiograph
Maze
Camera
Tape Recorder
Video Recorder
Excavation Tool



Super Hint Number 2 for getting more authentic Type IIIs…

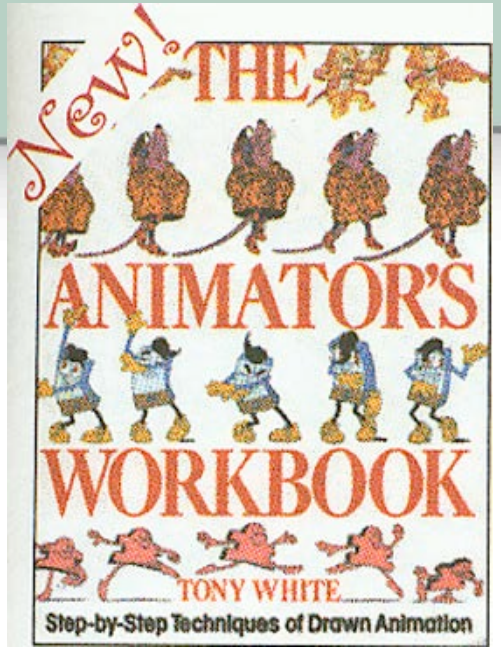
Learn all you can about *How-To Books* in the areas of your student's interests.

Choosing a Subject and Finding Information About It

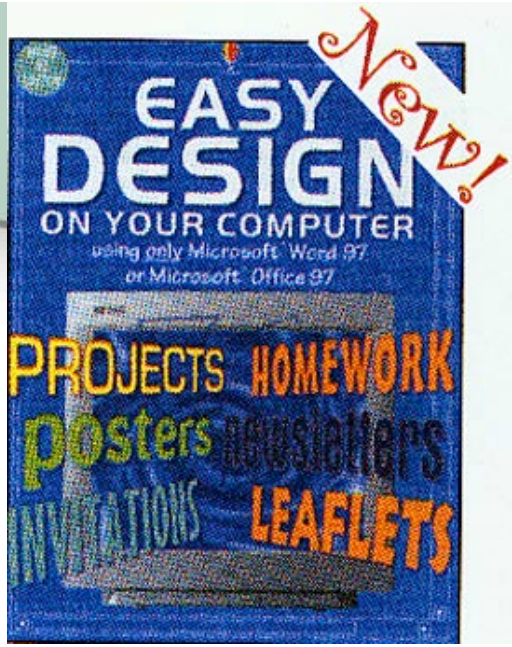
The beginner, with or without aid, can easily discover a subject that interests him and that will be worthy of investigation—at least at an introductory level. He needs only to ask himself four sets of questions:

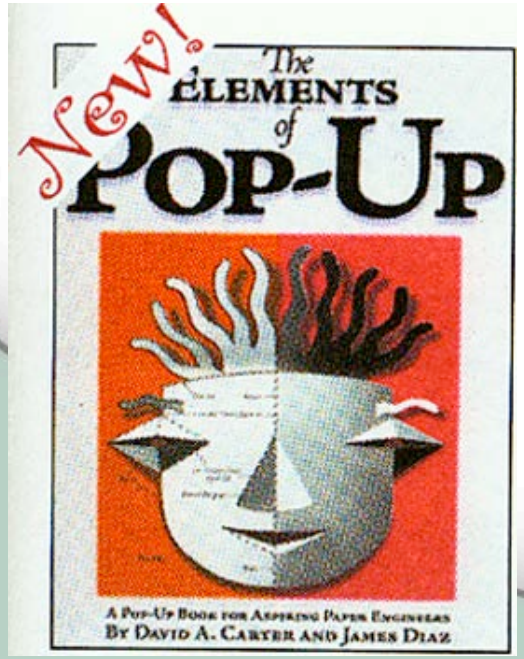
1. **The first set of questions is geographical. They center around the interrogative: "Where?" What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?**
2. **The second set of questions is biographical. They center around the interrogative: "Who?" What persons am I interested in? The Chinese? The Greeks? My ancestors? My neighbors? A famous individual?**
3. **The third set of questions is chronological. They center around the interrogative: "When?" What period of the past do I wish to study? From the beginnings till now? The fifth century B. C.? The Middle Ages? The 1780's? Last year?**
4. **The fourth set of questions is functional or occupational. They center around the interrogative: "What?" What spheres of human interest concern me most? What kinds of human activity? Economics? Literature? Athletics? Sex? Politics?**

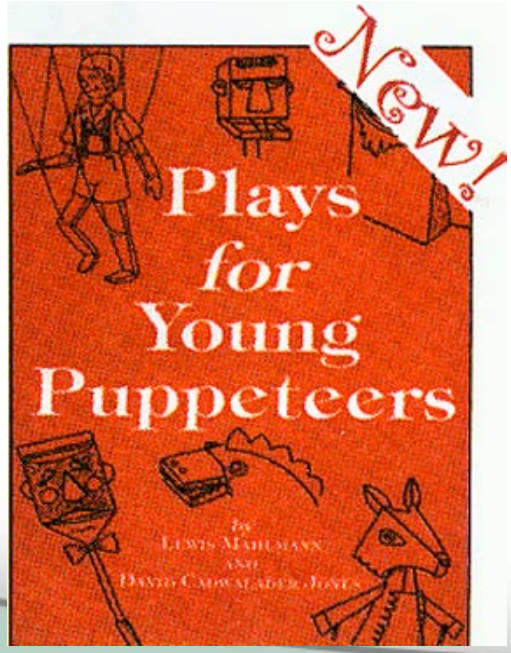
Understamding History: A Primer of Historical Method (Gottschalk, 1969)

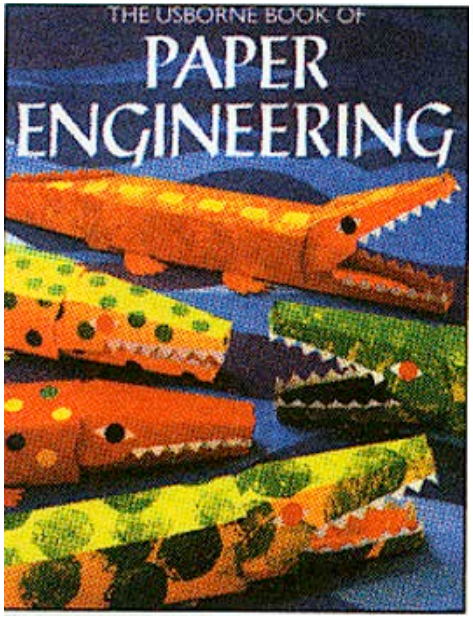

New!
THE
ANIMATOR'S
WORKBOOK
TONY WHITE
Step-by-Step Techniques of Drawn Animation

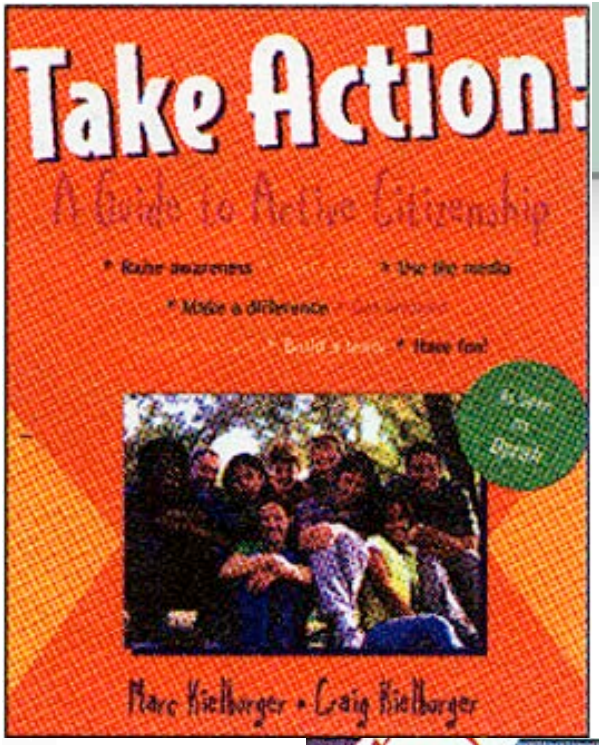
AMAZINGLY COOL!
A MUST-HAVE FOR EVERY CAMCORDER OWNER
GUARANTEED ADDICTIVE!
FUN!
Camcorder Helper
PARTY!
NO TALENT REQUIRED!
EASY!
CRAZY!
STARRING YOU AND YOUR FRIENDS
magnetic poetry

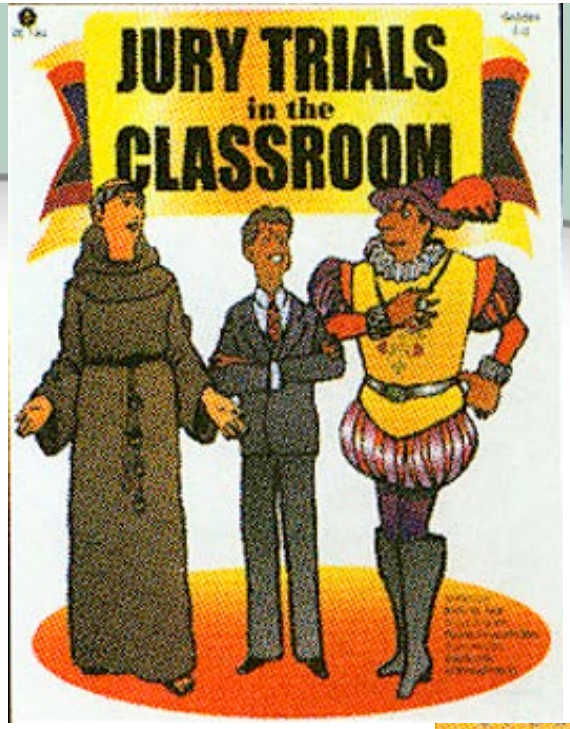

New!
EASY
DESIGN
ON YOUR COMPUTER
using only Microsoft Word 97
or Microsoft Office 97
PROJECTS
HOMEWORK
posters
LEAFLETS

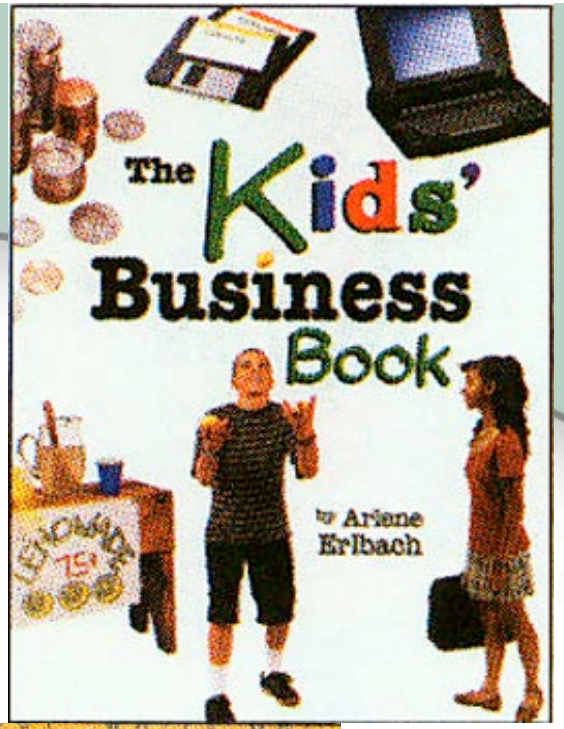

New!
The
ELEMENTS
of
POP-UP
A Pop-Up Book for Aspiring Paper Engineers
By David A. Carter and James Diaz

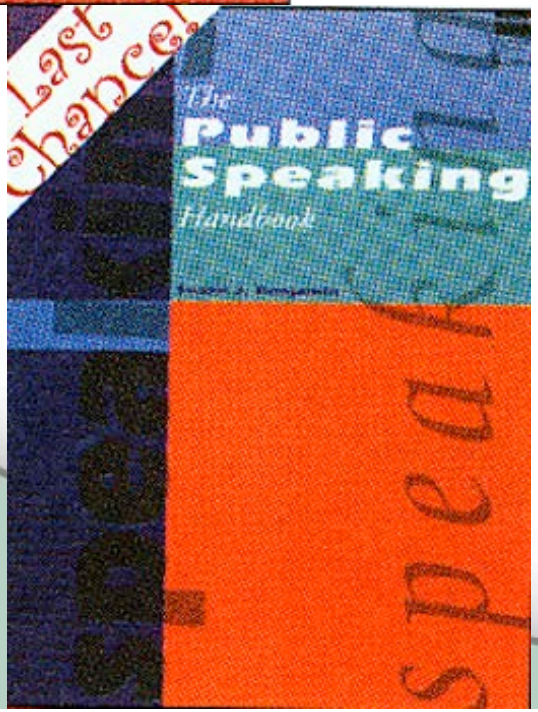

New!
Plays
for
Young
Puppeteers

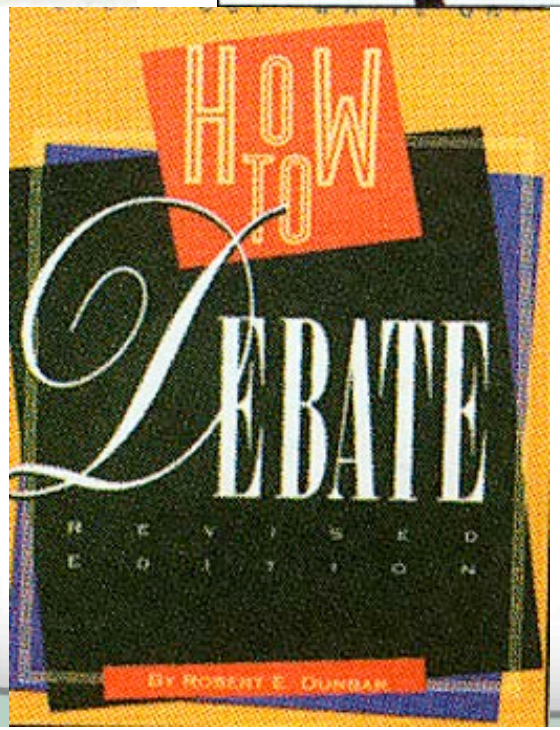

THE USBORNE BOOK OF
PAPER
ENGINEERING

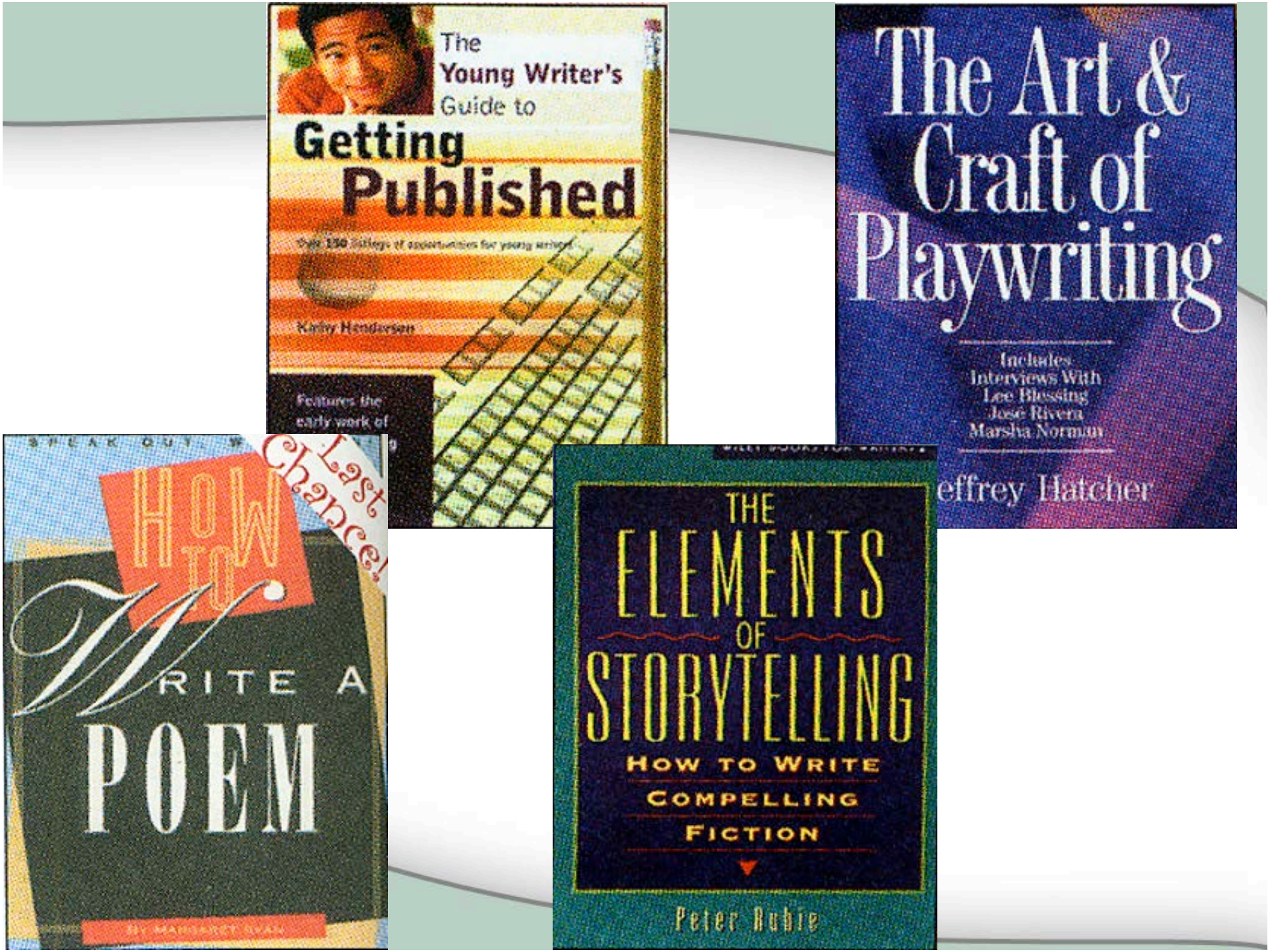

Take Action!
A Guide to Active Citizenship
Marc Kielburger • Craig Kielburger

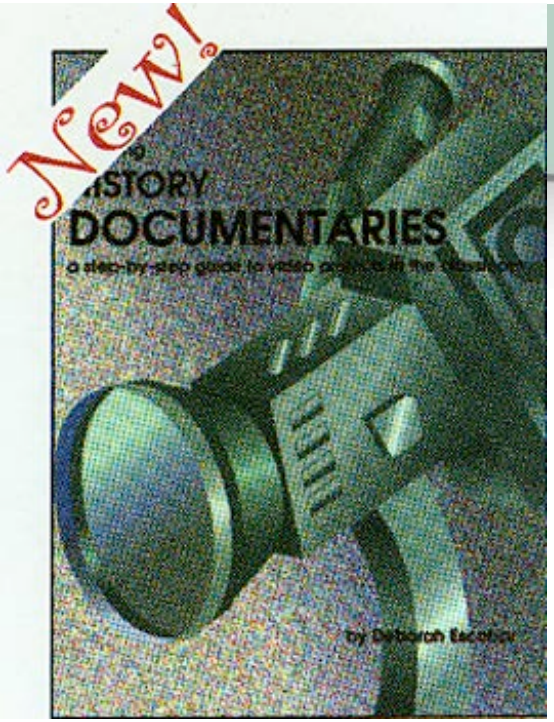

JURY TRIALS
in the
CLASSROOM

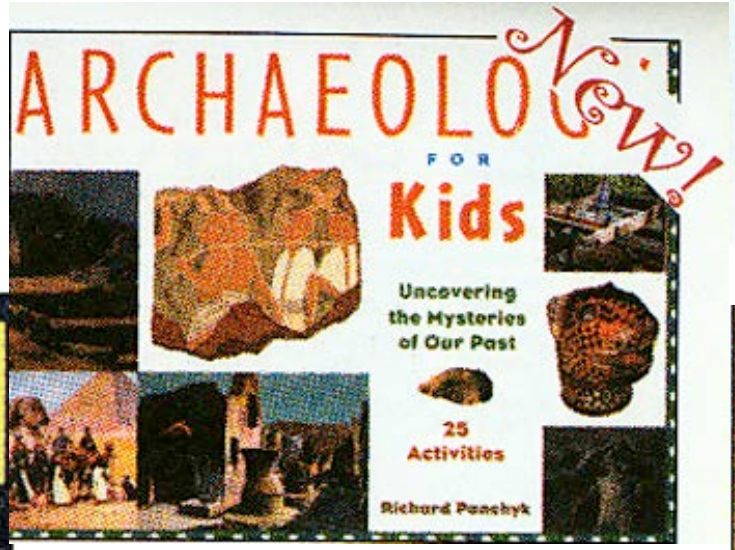

The Kids'
Business
Book
by Ariane
Erlbach

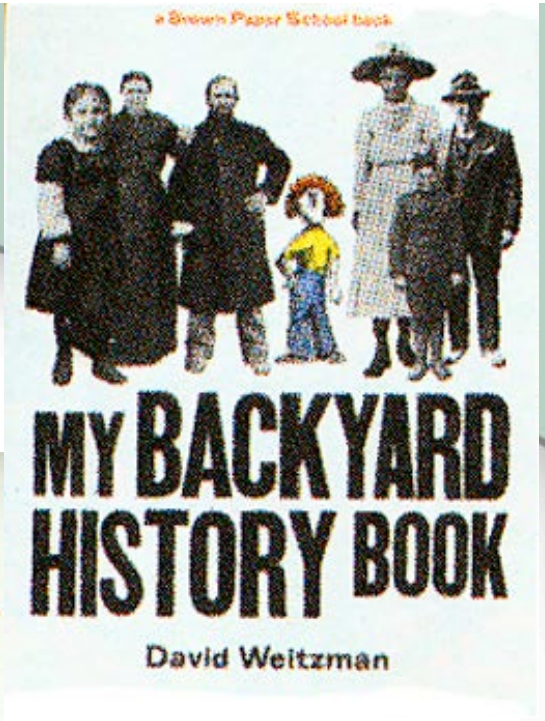

Last
Chance!
The
Public
Speaking
Handbook

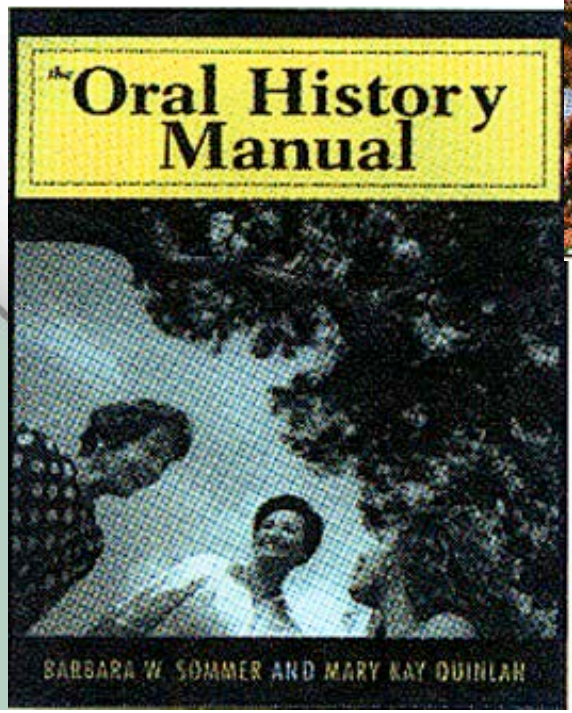

HOW TO
DEBATE
REVISED
EDITION
BY ROBERT E. DUNBAR

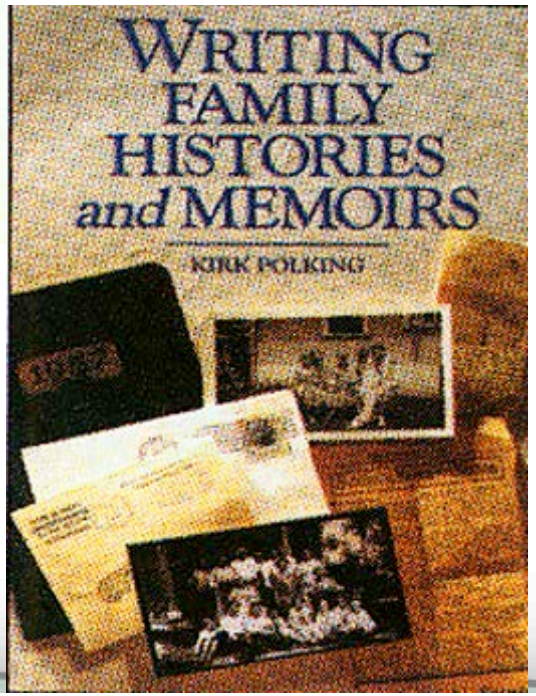

The
Young Writer's
Guide to
Getting
Published
Kathy Henderson
Features the
early work of
The Art &
Craft of
Playwriting
Includes
Interviews With
Lee Blessing
José Rivera
Marsha Norman
effrey Hatcher
HOW TO
Last
Chance!
WRITE A
POEM
THE
ELEMENTS
OF
STORYTELLING
HOW TO WRITE
COMPELLING
FICTION
Peter Rubie

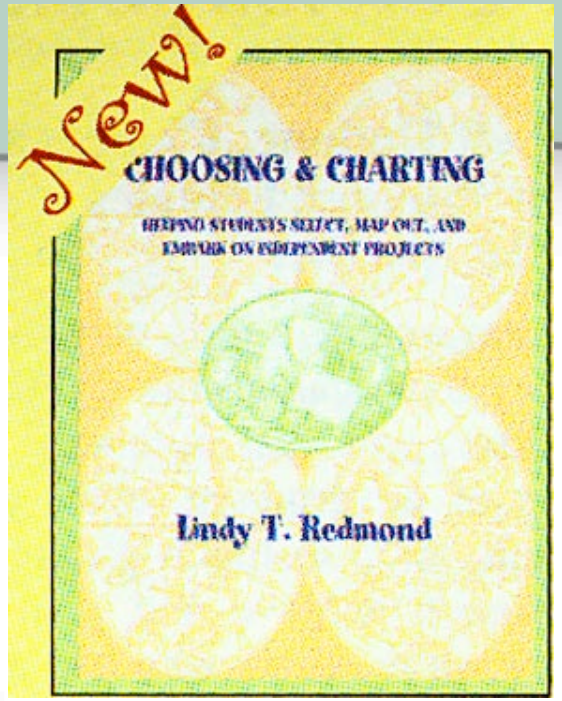

New!
DOCUMENTARIES

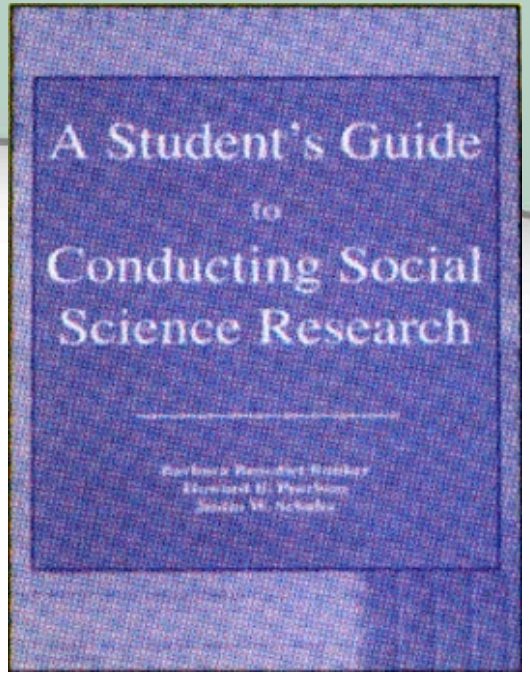

New!
ARCHAEOLO
FOR
Kids
Uncovering
the Mysteries
of Our Past
25
Activities
Richard Panchyk

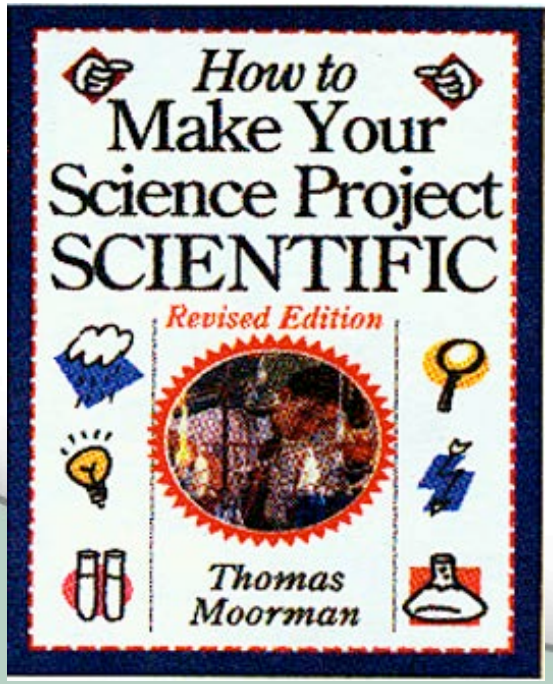

a Brown Paper School book
MY BACKYARD
HISTORY BOOK
David Weitzman

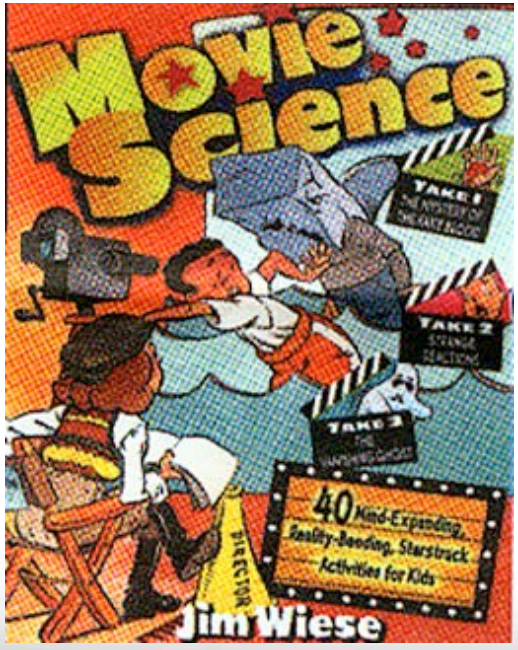

the Oral History Manual
BARBARA W. SOMMER AND MARY KAY QUINLAN

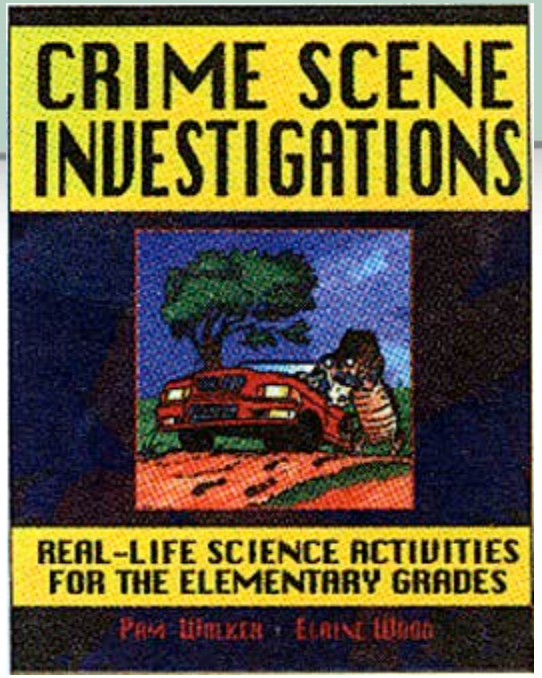

WRITING
FAMILY
HISTORIES
and MEMOIRS
KIRK POLKING


New!
CHOOSING & CHARTING
Lindy T. Redmond

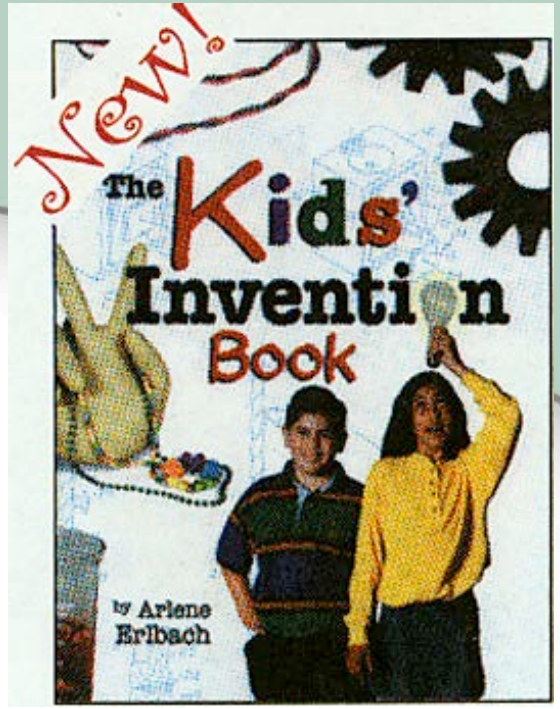

A Student's Guide
to
Conducting Social
Science Research


How to
Make Your
Science Project
SCIENTIFIC
Revised Edition
Thomas
Moorman

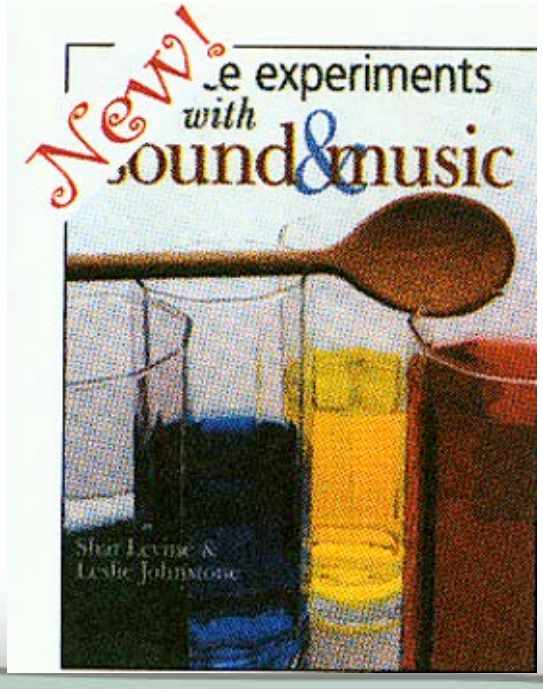

Movie Science
40 Mind-Expanding, Reality-Bending, Starstruck Activities for Kids
DIRECTOR
Jim Wiese

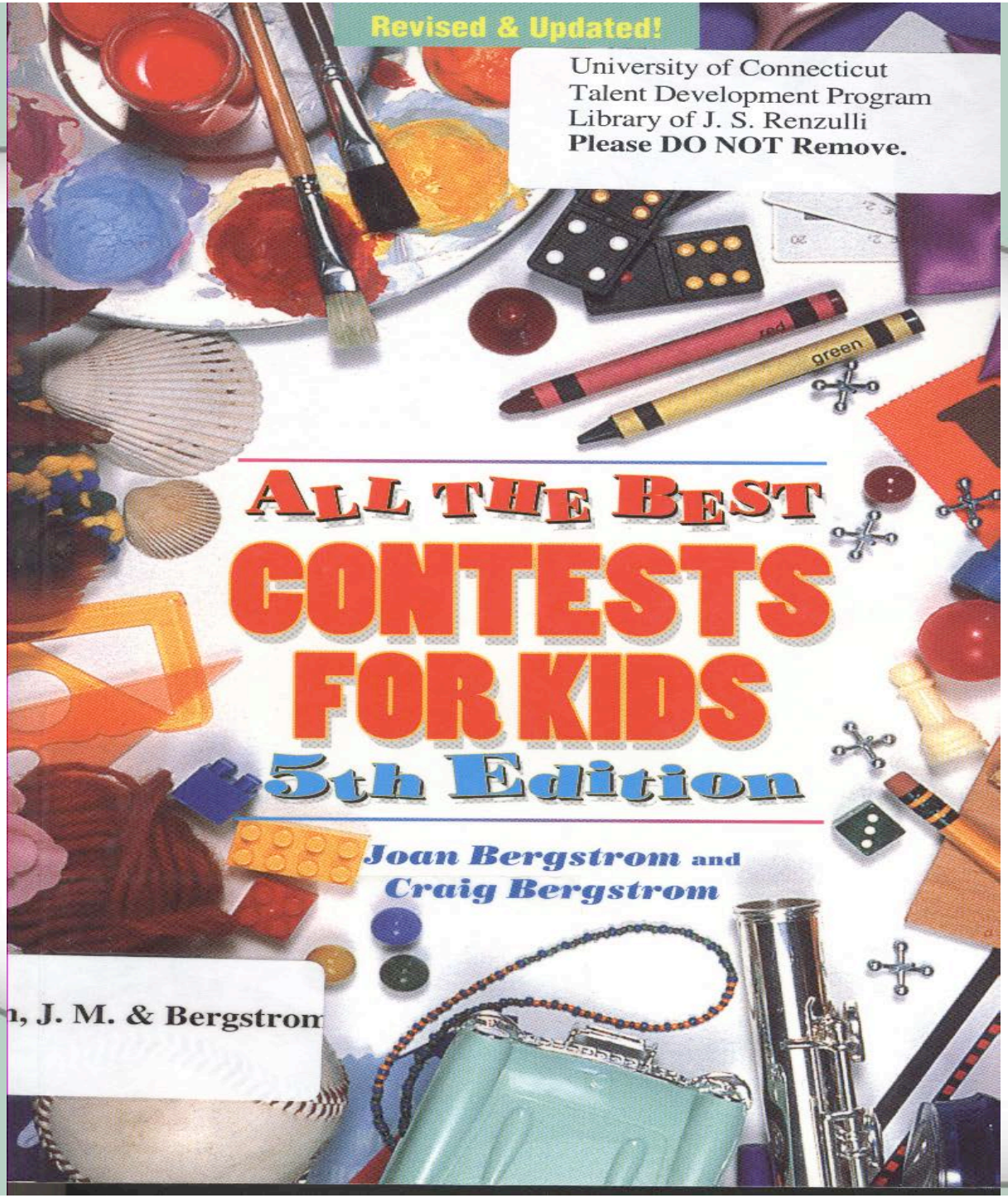

CRIME SCENE INVESTIGATIONS
REAL-LIFE SCIENCE ACTIVITIES FOR THE ELEMENTARY GRADES

Steven Caney's
Invention
BOOK
From inspiration to prototype, everything you need to know. Featuring easy at-home projects to start now, plus 35 Great American Invention Stories.


New!
The Kids' Inventi n Book
by Arlene Erlbach

New!
periments with a MICROSCOPE
Shar Levine & Leslie Johnstone


New!
e experiments with
ound & music
Shar Levine & Leslie Johnstone


Revised & Updated!
University of Connecticut
Talent Development Program
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red
green
ALL THE BEST
CONTESTS FOR KIDS
5th Edition
Joan Bergstrom and
Craig Bergstrom
n, J. M. & Bergstrom

Super Hint Number 3 for getting more authentic Type IIIs…

Help students explore the full range of product options.

Decorate the school environment with numerous types of products from various disciplines.

Instructional ***Products***

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

- Artistic Products
  - Architecture
  - Murals
  - Sculpture
  - Maps
  - Graphic Designs
- Performance Products
  - Skits
  - Role playing
  - Dance
  - Mime
  - Interpretive Song
- Spoken Products
  - Debates
  - Speeches
  - Demonstrations
  - Panel Discussions
  - Book Talks
- Visual Products
  - Videos
  - Musical Scores
  - Blueprints
  - Diagrams/Charts
  - Timelines

Super Hints Number 4, 5, and 6

Action...

Action...

Action!

What *Is* This Thing Called Differentiation: A Quiz…

	Yes	No
1. Did every student do it?		X
2. Should every student do it?		X
3. Would every student *want* to do it?		X
4. Could every student do it?		X
5. Did the student do it willingly and zestfully?	X	
6. Did the student use authentic resources and methodology?	X	
7. Was it done for an audience other than (or in addition to) the teacher?	X	