

# **A Dozen Teaching Assistants in Your Classroom**

An Introduction to Renzulli Learning



# Renzulli Learning

- *Enables students to better understand their interests, learning styles, product preferences through an on-line analysis and an opportunity to pursue joyful interests in thousands of follow-up enrichment activities.*



# Sample Mission Statement



The mission of the Smallville school district is to provide students with a comprehensive education that addresses students' unique needs and strengths to help them reach their potential.

# Three Broad Themes

- The academic needs and interest of many students are not being met in many classrooms.
- When students' academic needs and interests are not met in school, they can and do become underachievers.
- Enrichment and interest-based activities can make a profound difference in the lives of students.

Our new idea is based on this dream!



**Theme One:**



**Why Aren't More High  
Potential Students  
Challenged in their  
Classrooms?**

# What is Differentiation?

**Matching appropriately challenging curriculum and instruction with a student's abilities, interests, and learning styles through a variety of instructional strategies and challenging curriculum.**



**ONE SIZE DOES NOT FIT ALL**

# But.....

- Is it happening?
- Even with good teachers?
- Or is it just too hard to do well and consistently?

# Classroom Practices Study:

Teachers reported that they *never* had any training in meeting the needs of gifted students.

**61%** public school teachers

**54%** private school teachers

Archambault, F. X., Jr., Westberg, K. L., Brown, S. W., Hallmark, B. W., Emmons, C. L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers* (Research Monograph 93102). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

# Classroom Practices Study

Teachers made, occasionally, only minor modifications to meet the needs of talented students in their classrooms.

Archambault, F. X., Jr., Westberg, K. L., Brown, S. W., Hallmark, B. W., Emmons, C. L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers* (Research Monograph 93102). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

# Classroom Practices Observational Study

Students experienced no instructional or curricular differentiation in 84% of the activities in which they participated:

Reading

Language Arts

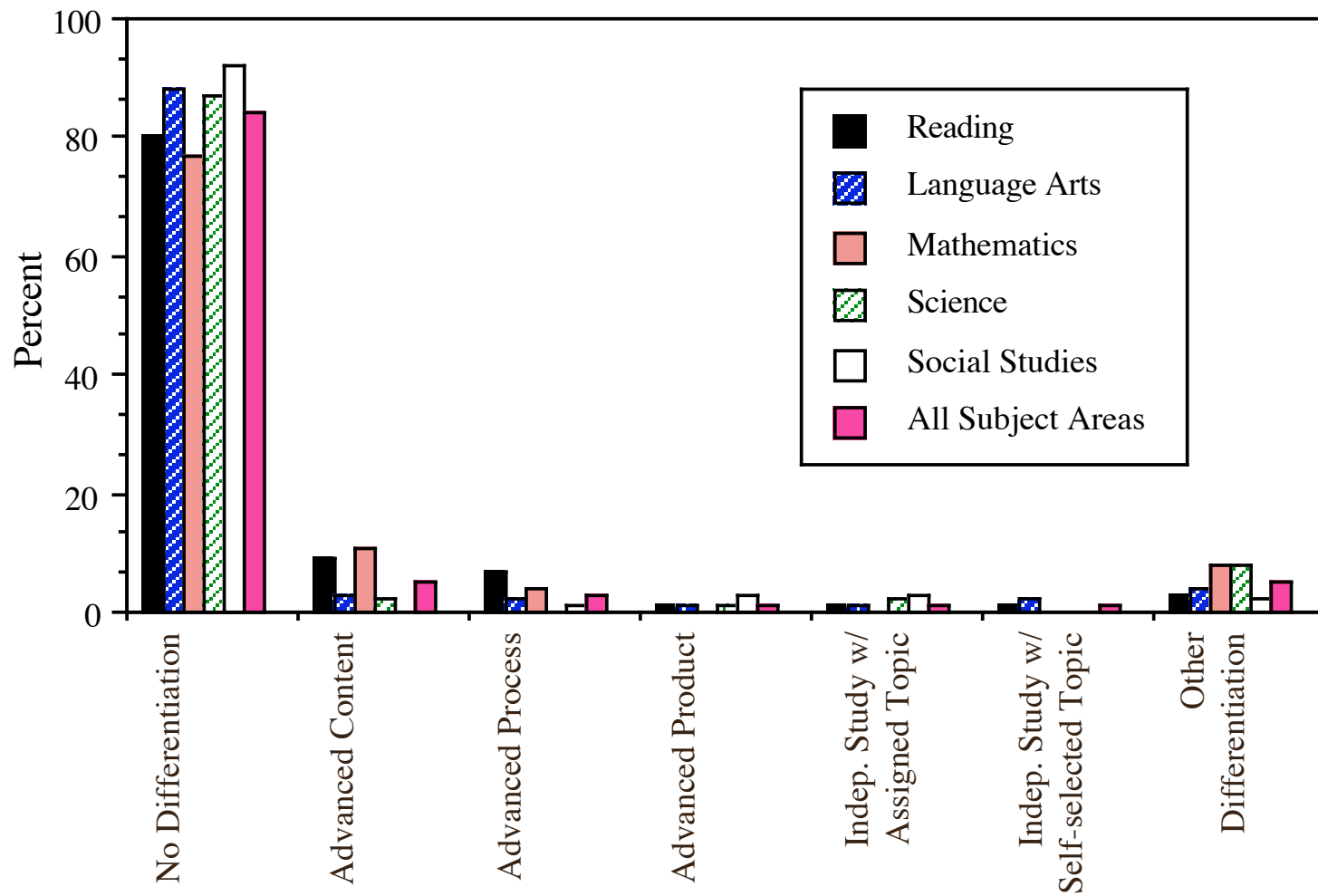
Mathematics

Social Studies

Science

Westberg, K. L., Archambault, F. X., Jr., Dobyys, S. M., & Salvin, T. J. (1993). An observational study of instructional and curricular practices used with gifted and talented students in regular classroom. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.


# Types of Differentiation in Which Target Gifted Students Were Involved



Why Not Let High Ability  
Students Start School in January?



# The Curriculum Compacting Study



**Approximately 40-50% of traditional classroom content could be eliminated for students who had their curriculum compacted.**

## **Compacting Study**

---

**When teachers eliminated as much as 50% of the curriculum, no differences in achievement scores were found between students whose curriculum was compacted and those who did every page of work.**



*Case Studies of  
Talented  
Readers in  
Third and  
Seventh Grade  
Classrooms*



**Similar findings to previous NRC/GT research on Classroom Practices, Classroom Observations and Curriculum Compacting: Teachers knew what to do....they just could not find the time, the support, or the materials to do it well and often.**

## The idea came to me when....


- There were talented readers in every third grade classroom. In one urban school, after 10 days of observations, talented readers had received no instruction of any kind. One of the most academically talented girls was surfing web sites about rock stars and reading about celebrities on several occasions!



## **Their teacher explained:**



I try to get to them at least once a week, but I am not always able to do that. You see, so many of my other students read below grade level that it is hard to justify not working with them. Many of these lower readers will be retained in this grade if they do not improve. The top group already reads at grade level so I rarely get to them.

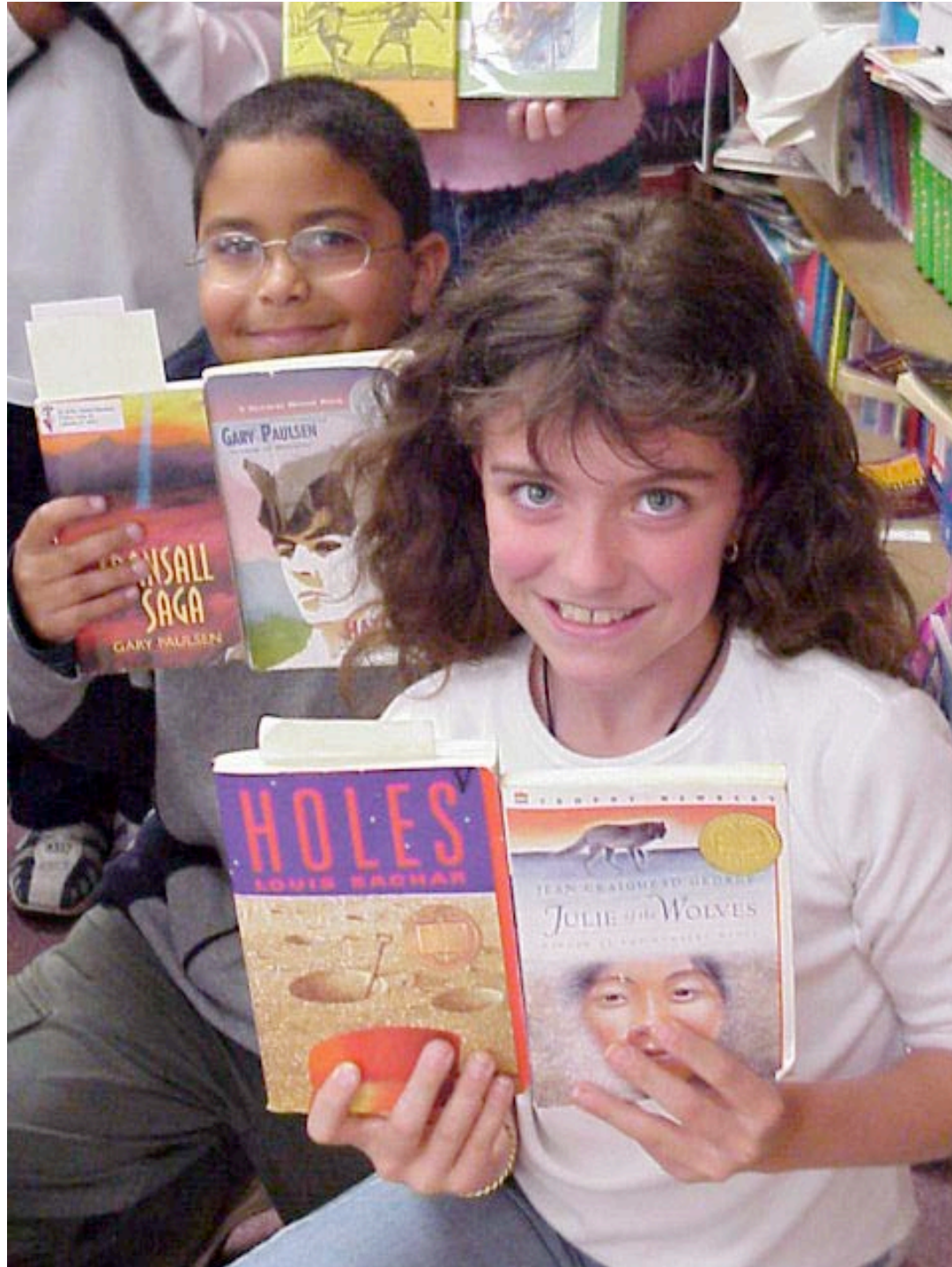


**In most classes, according to the research conducted by researchers at the National Research Center, differentiation is not being accomplished regularly for high potential students.**

# It is challenging!

---

Some outstanding teachers can differentiate, but all teachers need support, training and coaching. They also need access to advanced materials, help with teaching strategies, and support and encouragement from district leadership.



# The idea!!!!

Instead of surfing the web for rock stars, couldn't we have find and bookmark hundreds of high quality sites for these students to explore? During the time that the teacher was working with others, couldn't we help that teacher (and others) have access to outstanding enrichment and differentiation?

## Theme Two:



Our research at the NRC G/T shows that when gifted and high potential students' needs are not met in school, they can and do become underachievers.

# NRC G/T Research Conducted on Underachievement

- Study of academically talented students in a urban high school
- Half were underachieving!

Sally M. Reis  
Thomas P. Hébert

# Lack of Work Habits and Self-Regulation

All of the underachieving students echoed the same phrase:

“I never learned how to work!”

“Elementary school and middle school were so easy for me!”

“I coasted through elementary and middle school and then fell apart in the advanced classes in my high school.”



**The idea!!!!**

**Could we spend the time  
to identify the best  
resources to help  
teachers differentiate to  
meet the needs of all  
students?**

## **Theme Three:**



### **The Dream..**

**To bring enriched and differentiated learning experiences to every child...in classrooms, in school, and at home, using the philosophy of SEM and Triad!**

Our team created. . .

<http://renzullilearning.com>

**A research-based enrichment learning system that uses a computer generated assessment of student strengths (Renzulli Profiler) and a search engine (Magellan) that selects high interest materials from a carefully screened “storehouse” of activities and resources.**

# Our team!!!!

Joe Renzulli

Mike Daversa

Wendy Bernardo and David Hodges

Gara Field, Liz Fogarty, Erin  
Sullivan, our Honors Students, and  
our MA and Three Summers Students  
Uconn Research and Development

# What is Renzulli Learning?

<http://renzullilearning.com/>



**Renzulli Learning matches students' interests and learning styles to hundreds of enriched, challenging opportunities on-line. All of the activities and options in the Renzulli Learning System are based on The Enrichment Triad Model, which has been cited as the most widely used plan for enrichment and talent development in the world.**



## Welcome to Renzulli Learning

The Renzulli Learning System is an exciting new on-line program that matches students' interests and learning styles to many different opportunities designed to provide enriched, challenging learning. All of the activities and options in the Renzulli Learning System are based on The Enrichment Triad Model, which has been cited as the most widely used plan for enrichment and talent development in the world.

In the Renzulli Learning System, the Renzulli Profiler generates an individual Talent Development Profile (TDP) for each student. Click [here](#) to read a sample profile. Then an individualized Enrichment Differentiation collection of Internet and downloadable resources are made available that matches student interests, learning styles, and preferred modes of expression.

If you would like to arrange for a product trial or receive a proposal for your district or school, please call 877-429-1955 or email [schoolsales@renzullilearning.com](mailto:schoolsales@renzullilearning.com) for more information.

### Free Trial for Confratute

#### Student Site



#### Teacher Site



#### Parent Site



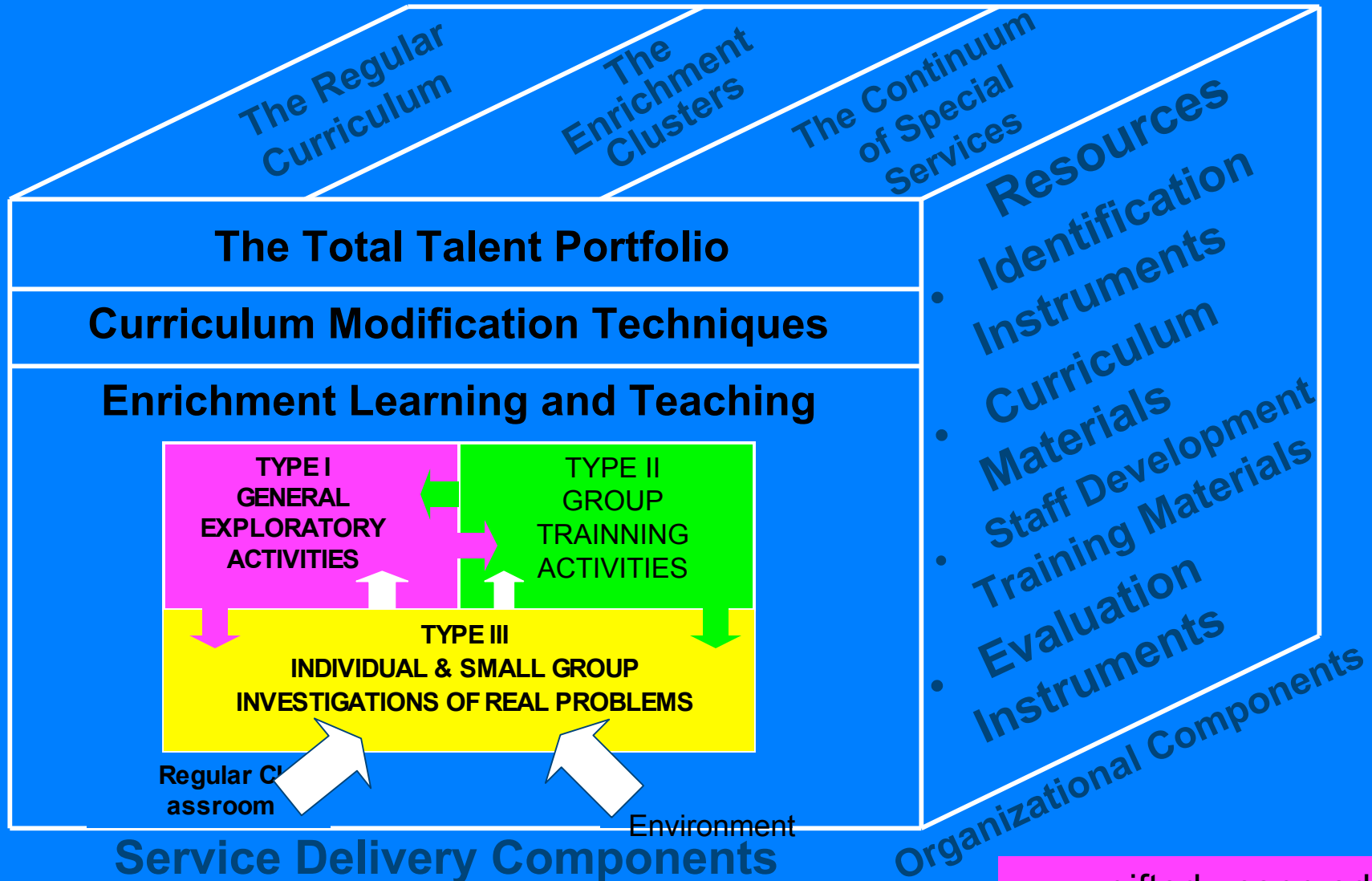
#### Manager Site

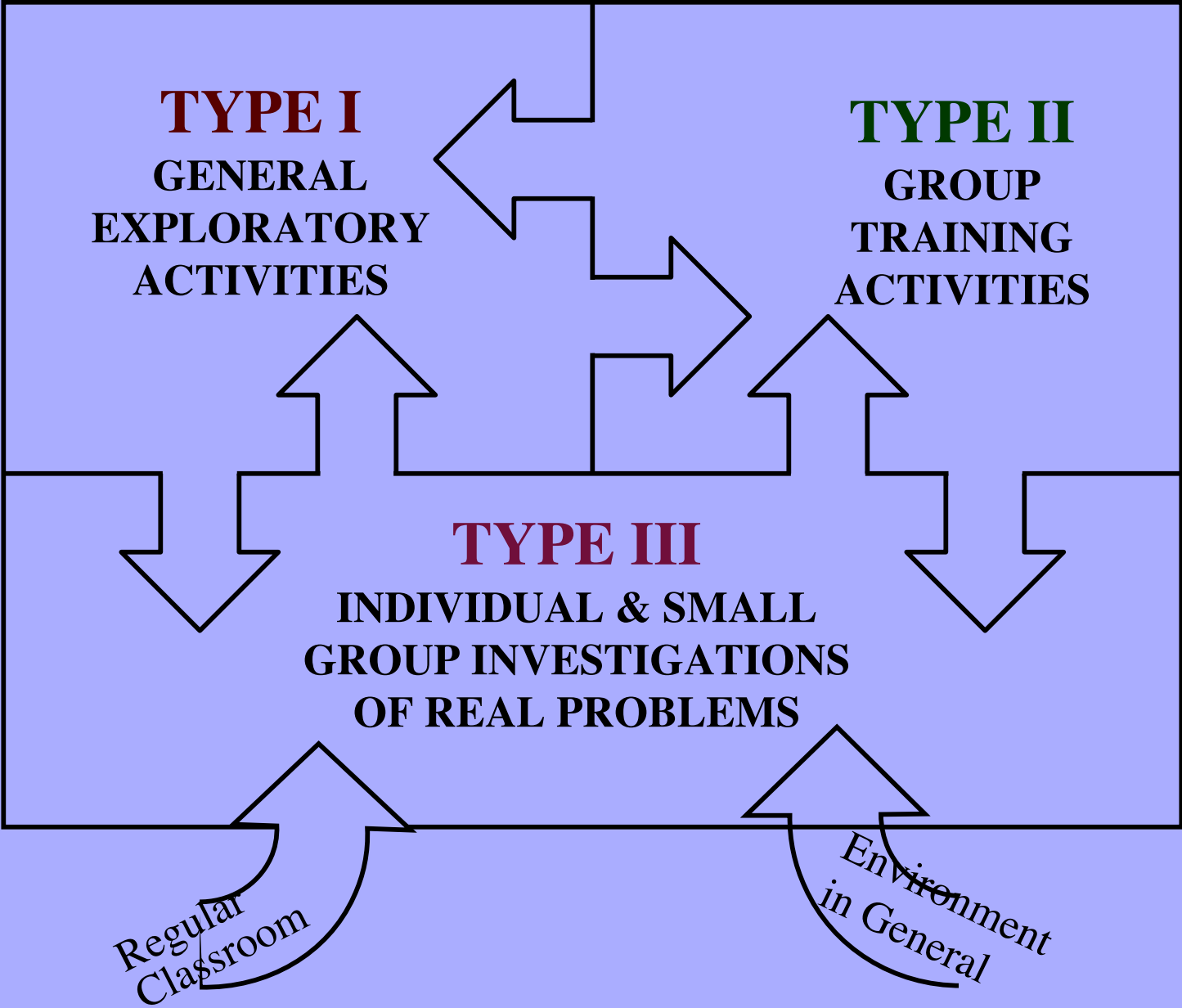


# The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

## School Structures





# Benefits

- Research based, but practical and easy to use
- Focuses on strengths rather than deficiencies
- Computer generated Renzulli Profiler



# Benefits

- Automatic selection from thousands of interest-based activities and resources (Magellan)
- Saves hundreds/thousands of hours of valuable teacher time
- Down-loadable research projects, independent studies, creative and critical thinking skills activities



# What does Renzulli Learning Provide?



Student Site with a Renzulli Profiler, Enrichment Data-Base, and Portfolio

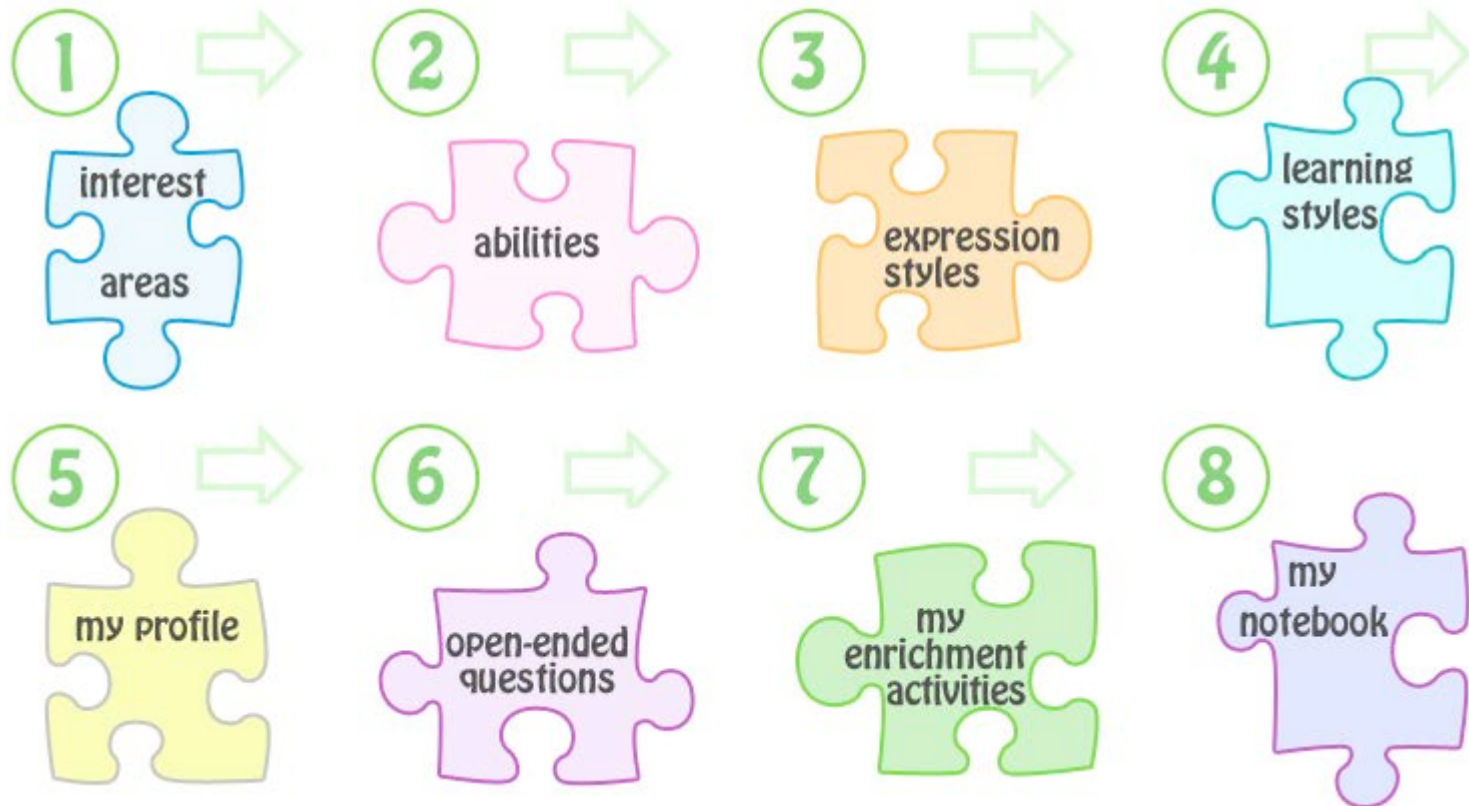
Teacher Site with Student Information, Articles, Learning Maps, Directions, and Helpful Links

Parent Site with Pertinent Information about their Children and Helpful Links

# Renzulli Learning: Student Benefits

**Enables students to better understand their interests, learning styles, and product preferences with an on-line analysis, followed by the opportunity to pursue joyful interests in thousands of follow-up enrichment activities.**

# The Total Talent Portfolio





# Renzulli LEARNING

GRADES 3-5



## MY INTEREST AREA:

1. Think about what interests you. Most kids your age have interests in one or more of the following areas. Check the circle that tells how much you like or dislike the general area listed.

	Really Like	Like	Not Sure	Dislike	Really Dislike
Arts (Drawing, Painting, Sculpture)	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Athletics/Sports	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Business/Management	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Computers/Technology	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Drama and Music	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Foreign Languages	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input checked="" type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>



**Renzulli**  
LEARNING  
GRADES 3-5



### MY EXPRESSION STYLE:

1. In this section of the Renzulli Learning Portfolio, you can learn more about how you like to express yourself and the products you like to complete. First, think about your preferred product style. Pick your top 3 choices and enter them below.

- Artistic
- Drama
- Making a display or using photography or other equipment
- Musical
- Oral/Discussion
- Service/Leadership
- Technology/Computers
- Using your hands to make or build something
- Written

First Choice:

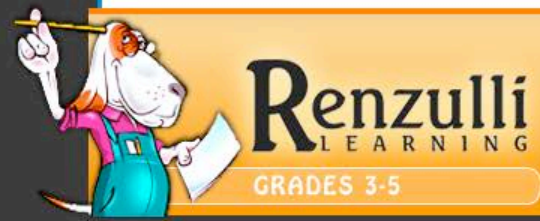
Second Choice:

Third Choice:

**Note: You must select at least one answer.**

[Back](#) [Save & Continue...](#)

**YOU ARE WORKING ON: EXPRESSION STYLES**

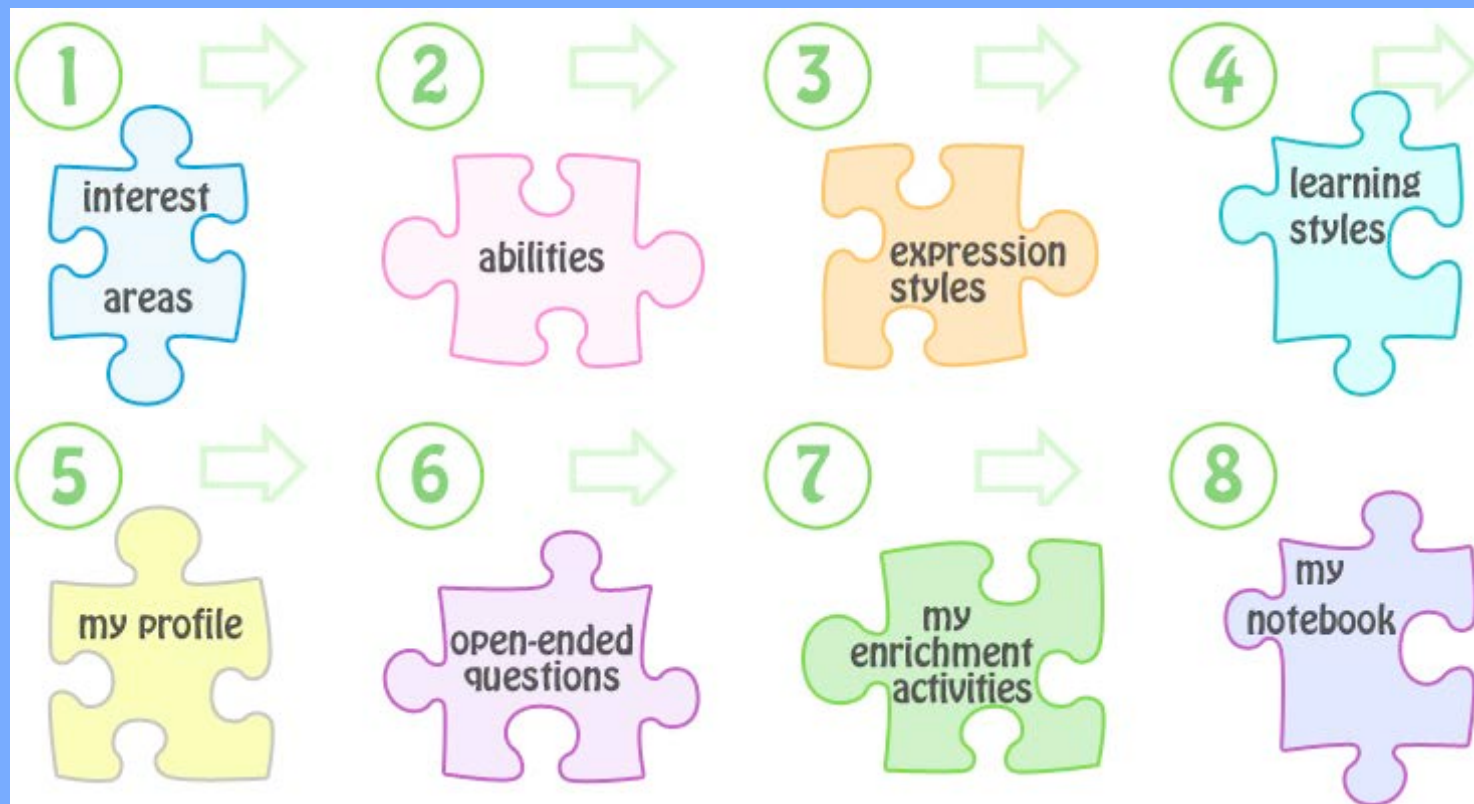


**MY LEARNING STYLE:**

1. In the next section of the Renzulli Learning Portfolio, you can discover more about how you learn. Think about your preferred instructional styles and check the circle that tells how interested you are in that specific type of learning.

	Really Like	Like	Not Sure	Dislike	Really Dislike
Filling in workbook pages	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Having friends help you learn	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Listening to a teacher talk	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Playing games to help you learn	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Pretending to be a character you are studying in class	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input checked="" type="radio"/>	Really Dislike: <input type="radio"/>
Talking with others in school	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>

**After 20-30 minutes of responding to questions, each student receives an individualized profile.**





[Home](#) [About](#) [Logout](#)



# Renzulli

LEARNING

GRADES 3-5



## MY PROFILE:

[Printable Copy](#)

Stephanie is a third grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, average in reading, and below average in social studies. She seems to have several areas of interest. Her primary interests appear to be in fine arts. She seems to like color, texture, and creating products, such as fabric, jewelry or fashion as well as set and costume design and graphic layouts. She may also be interested in photography.

Stephanie's second area of interest appears to be in science. She seems to enjoy activities related to learning about scientific subjects such as biology, chemistry, environmental protection, animals, or geology and doing something with this knowledge, such as working on an experiment or a science project, or collecting items such as leaves or insects.

Stephanie's third area of interest appears to be in mathematics. She seems to enjoy working with numbers, problems, patterns, and logic and may also like using computers and working on logic puzzles and word problems.

Stephanie also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Stephanie has very clearly defined learning preferences. Her preferred instructional style is through discussions that happen when two or more students talk with their teacher or in small groups about issues and topics by considering facts and opinions and discussing them. Her second choice of learning style is independent study in a topic of choice that she prefers to complete alone. Although she likes working independently, Stephanie may be interested in sharing some responsibilities for this project with a small group of other interested students. It may be necessary for her teachers or other adults to help her with this independent work, as the final study may result in some type of advanced product, such as an experiment, a video, some service, a technology product such as a powerpoint, or an oral presentation. Stephanie also enjoys working in groups, as she enjoys working together with other students in or out of class.



Stephanie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her first product choice is service, as she likes to provide assistance to individuals or groups in her community. Stephanie may also want to lead a group of students to do something that provides help to others in need. Her second choice of

[Home](#)[Glossary](#)[Help](#)[Logout](#)

# Renzulli™

LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

  
Renzulli Profiler™  
MY Enrichment Activities  
MY Notebook

## MY ENRICHMENT ACTIVITIES:

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

Check this box to view only your favorites!



virtual  
field trips  
59 Activities



real  
field trips  
129 Activities



creativity  
training  
95 Activities



critical  
thinking  
73 Activities



projects &  
independent study  
79 Activities



contests &  
competitions  
81 Activities



websites  
20 Activities



books  
(fiction)  
133 Activities



books  
(non-fiction)  
46 Activities



books  
(how-to)  
72 Activities



summer  
programs  
46 Activities



on-line classes  
& activities  
29 Activities



research  
sites  
32 Activities



videos &  
dvd's  
13 Activities

A University of Connecticut Research & Development Corporation Company

Copyright © 2005 Renzulli Learning Systems, LLC. All Rights Reserved.

# Renzulli Learning--currently over 6000 enrichment activities.



virtual  
fieldtrips



real  
fieldtrips



creativity  
training



critical  
thinking



projects &  
independent study



contests &  
competitions



websites



books  
(fiction)



books  
(non-fiction)



books  
(how-to)



summer  
programs



on-line classes  
& activities



research  
skills



videos &  
dvd's



# Renzulli™ LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE



## Links

- [Home](#)
- [New User](#)
- [FAQ's](#)
- [Help](#)
- [Visitors](#)
- [Student Site](#)
- [Teacher Site](#)
- [Parent Site](#)
- [Manager Site](#)

## Welcome to Renzulli Learning Systems Student Site!

If you are already registered, please enter your username and password below and hit the **"Go"** button to login.

If you are here for the first time and want to **register**, please click [here](#).

User Name:

password:

Go

[Forget Your Password?](#)



**Renzulli**  
LEARNING  
GRADES 3-5



## MY TOTAL TALENT PORTFOLIO: OPEN ENDED QUESTIONS

Printable Copy

Think about these questions in the next few days or weeks. As you review these questions, think about what you really enjoy doing. Don't worry about what others might think about your choices or the choices your friends are making. The Renzulli Learning System will help you find the resources and activities based on your unique interests. For example, you might take a virtual field trip to a museum, interview a favorite author on the web, or explore an historical site on-line. In real life, you may visit with a guest speaker from another country, or participate in a family or school field trip. These kinds of exploratory activities can introduce you to new ideas and experiences and let you explore many possible interests.

**\*\*You do not have to answer these questions all at once, or even answer them in the correct order. You may answer them at anytime and hit the "Submit" button to save your work.\*\***

**1) Rather than provide money for a class trip for all students, imagine that the your school has the funds to pay for an individual trip for each student! Where would you go? List three (3) places you would visit and explain what you would do while visiting there. Why?**

1) I would go to Australia. I would want to go scuba diving on the Barrier Reef in Australia.

2) I would go to Mystic Aquarium. I would want to be able to see and pet a penguin at Mystic Aquarium.

3) I would go to Hawaii. I would spend time on the beach, learning how to surf and enjoying the sun.

2) Imagine that you have written your first book and you are ready to submit it for publication. What is the



**Renzulli**  
LEARNING  
GRADES 3-5

MY Total Talent Portfolio

MY Enrichment Activities

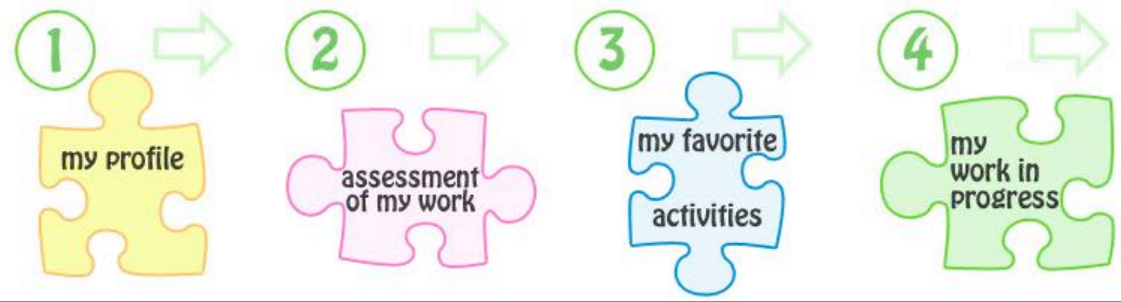
MY Notebook

### MY NOTEBOOK: ASSESSMENT OF MY WORK

Return

[Fill out a self assessment form.](#)

[View an existing self assessment form.](#)



Neag School of Education, University of Connecticut

Copyright © 2005 Renzulli Learning Systems, LLC. All Rights Reserved.

Home

Glossary

Help

Logout



# Renzulli™

LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™

MY Enrichment Activities

MY Notebook

MY NOTEBOOK HOME

ASSESSMENT OF MY WORK

MY FAVORITE ACTIVITIES

MY WORK IN PROGRESS



## MY NOTEBOOK:

Select an option below:



[My Favorite Activities](#)

[My Work in Progress](#)

1



Interest Areas  
Questions

>Learn more  
Completed

2



Ability  
Questions

>Learn more  
Completed

3



Expression Style  
Questions

>Learn more  
Completed

4



Learning Style  
Questions

>Learn more  
Completed



# Renzulli LEARNING


GRADES 3-5

MY Total Talent Portfolio → MY Enrichment Activities → MY Notebook

## MY NOTEBOOK: MY FAVORITE ACTIVITIES

[Click here to remove an activity from your favorites.](#)

Here are some enrichment activities that you have selected as your favorites. Click any of the icons below to view the activities:

 virtual fieldtrips 1 Resource(s)	 real fieldtrips 0 Resource(s)	 creativity training 1 Resource(s)	 critical thinking 0 Resource(s)	 projects & independent study 0 Resource(s)	 contests & competitions 0 Resource(s)	 websites 0 Resource(s)
 books (fiction) 0 Resource(s)	 books (non-fiction) 0 Resource(s)	 books (how-to) 0 Resource(s)	 summer programs 0 Resource(s)	 on-line classes & activities 1 Resource(s)	 research sites 0 Resource(s)	 videos & dvd's 0 Resource(s)

1 → 2 → 3 → 4

my profile      my favorite      my work in

[Home](#)[Glossary](#)[Help](#)[Logout](#)

# Renzulli™

LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE



Renzulli Profiler™



MY Enrichment Activities



MY Notebook

## Glossary

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) |

If you click on one of the letters above and it does not do anything, it means there is no glossary item that starts with that letter.

### A

#### **Abilities**

Understanding your abilities can help you in your journey to know more about yourself. For example, if you have talents in writing, you can learn how you can better use written or oral language to develop your special gifts. Remember, your abilities can be developed!

#### **Artistic**

This is an expression style. You may like to draw or like to choose colors and pay attention to design or texture or the way things look or feel.

#### **Athletics/Sports**

This is an interest area. You may like physical activity, or are interested in learning about sports figures, diet, nutrition, physical therapy, or sports medicine.

No  
Child  
Left...  
Bored!





# Virtual Field Trips

**Hundreds of specialized suggestions!**

Take a tour through the National Museum of Natural History and explore every exhibit in the museum! Just click on the floor and then the exhibit you wish to visit!



Virtual Tour of the National Museum of Natural History  
<http://www.mnh.si.edu/museum/virtualtour/index.html>

# Virtual Field Trips Raise Test Scores

**A scientifically designed research study returned evidence that web use, carefully designed and integrated into the curriculum, can raise student achievement. Students at two Maryland middle schools who participated in three online field trips scored higher on a national standardized reading comprehension test than those who used traditional learning methods alone.**

Source: U.S. Newswire

<http://news.techlearning.com/cgi-bin4/DM/y/envL0FKoBI0E2V0DPJk0E3>

- **Kids' Castle**

[http://kotn.ntu.ac.uk/castle/castl\\_fm.html](http://kotn.ntu.ac.uk/castle/castl_fm.html)

Explore the nooks and crannies of a castle, learn about each part of a castle. was used for, write a diary entry of what it might have been like to live in a castle, cook a medieval meal, design a coat of arms, listen to medieval music, and more.

- **Eric Carle Museum of Picture Book Art:**

<http://www.picturebookart.org/visit/tour.asp> Journey to the Eric Carle

Museum of Picture Book Art to see galleries of picture book art by Eric Carle and others.

- **Famous Bridges Of The World**

[http://www.civl.port.ac.uk/comp\\_prog/bridges1/](http://www.civl.port.ac.uk/comp_prog/bridges1/)

Looking for a compiled list of some of the biggest and best bridges in the world. Click here to see a picture and learn important facts.

- **National Geographic: The Lewis and Clark Journey**

[http://www.nationalgeographic.com/lewisandclark/journey\\_intro.html](http://www.nationalgeographic.com/lewisandclark/journey_intro.html)

Join Lewis and Clark on their journey that Thomas Jefferson sent them on! Follow their path and learn about what happened along the way!



# Creativity Training Activities

**Hundreds of specialized suggestions!**  
**Down-load-able activities for teachers to use in their classrooms!**

<http://www.exploratorium.edu/music/index.html>


Science of Music

Why do some songs get stuck in your head? Do you sing better in the shower? Enjoy many interesting activities and games about music. Be sure to check out the dot mixer!!

<http://www.myweb3000.com/tangramgame.html>

Tangrams

Print out these tangram shapes and then try to make the different pictures shown below, using the hints provided if you need help.

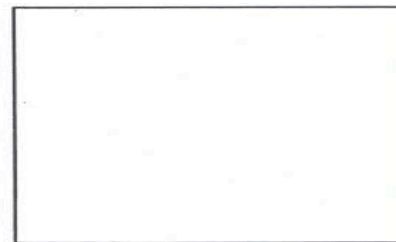
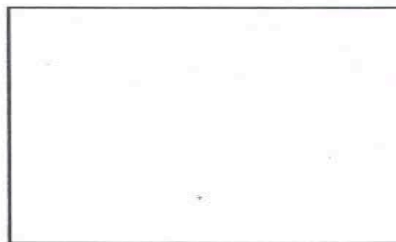
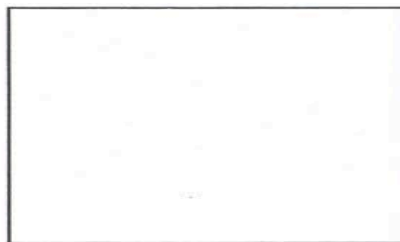
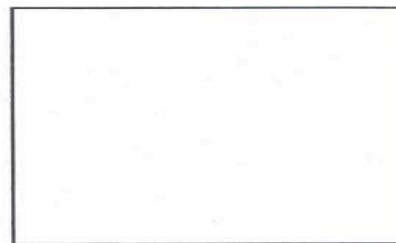
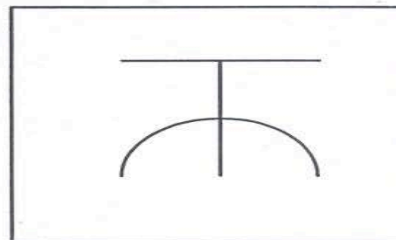
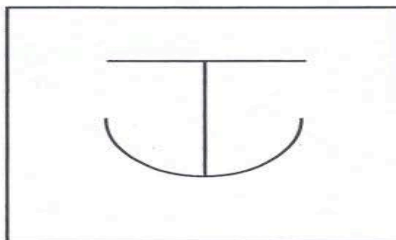
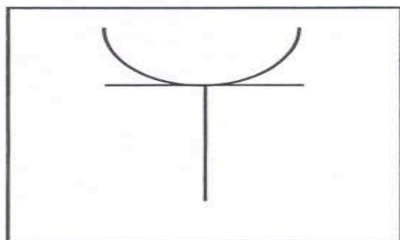


Name \_\_\_\_\_ Date \_\_\_\_\_

4 Fun with Figures (a)



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



# On-Line Activities

## Hundreds of specialized suggestions!

### [Guiding the Time Traveler](#)

You're walking home after a long day and run into Leonardo da Vinci emerging from a time machine. He wants to bring back information so he can build an invention! How can you help him?

### [www.secretsoftheice.org/index.html](http://www.secretsoftheice.org/index.html)

Students who are interested in art can have outstanding artistic enrichment by visiting the following site where they can explore the history of art, art careers, and learn about art techniques by watching short video clips. They can even upload some of their own art and create a movie featuring their art.

# Affective Considerations: Encouraging Children to Use their Talents to Make a Difference

## [Peace Corps Kids World](#)

Check out Kids World, brought to you by the Peace Corps. Join their pal, Traveler, as she explores the globe and learns about making a difference. Come on in to the home of adventure and service - Peace Corps Kids World!

## [http://whale.wheelock.edu/whalenet-stuff/stop\\_cover.html#tags](http://whale.wheelock.edu/whalenet-stuff/stop_cover.html#tags)

At this site , if you are interested in animals, you can follow the movements of animals like the white-sided dolphin who was tagged in collaboration with the New England Aquarium and the Cape Cod Stranding Network that was on April 17, 2005.

## [Plimoth Plantation - Online Learning Center](#)

Find out firsthand about the first Thanksgiving. Learn about how historians decide what is fact and fiction using primary sources. Share what you have learned online for everyone to see.

### [Within These Walls](#)

Historians use clues to understand the past. Use the clues in this house to learn about its history just like the professionals do!

# Enrichment Activities: Type III Projects

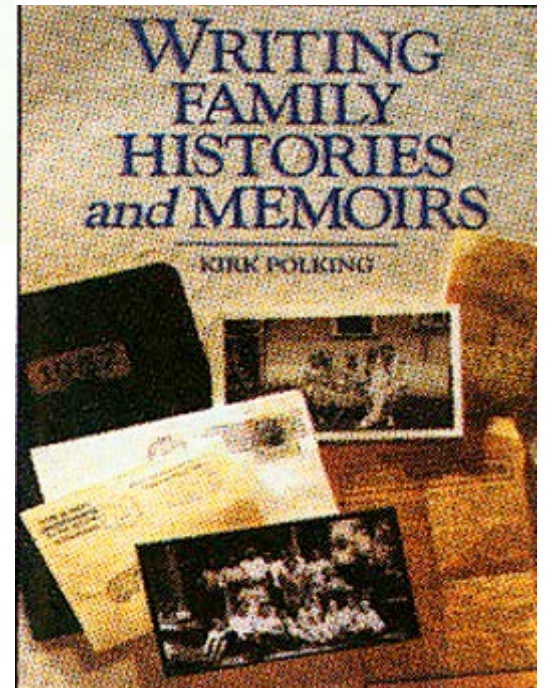
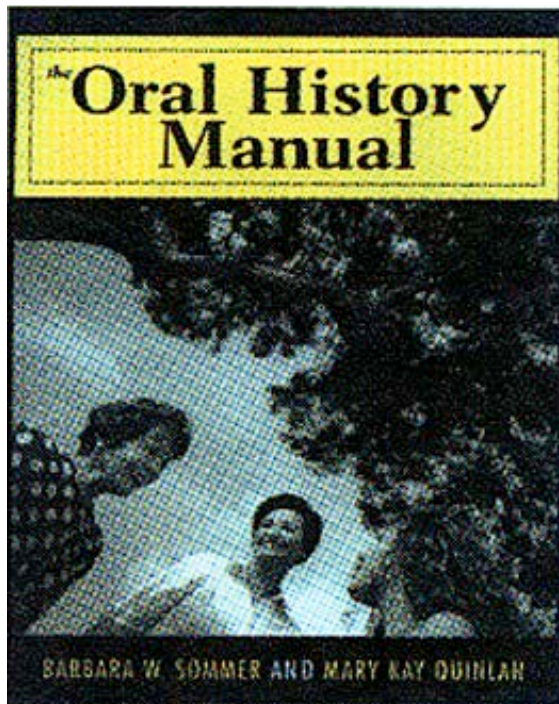
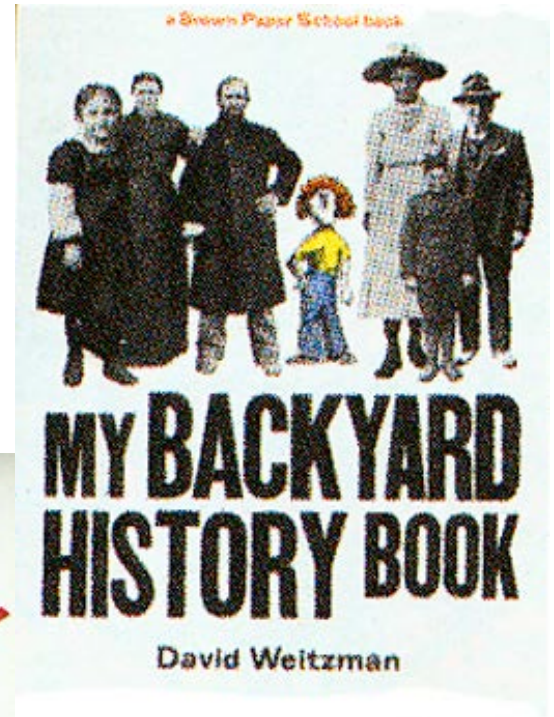
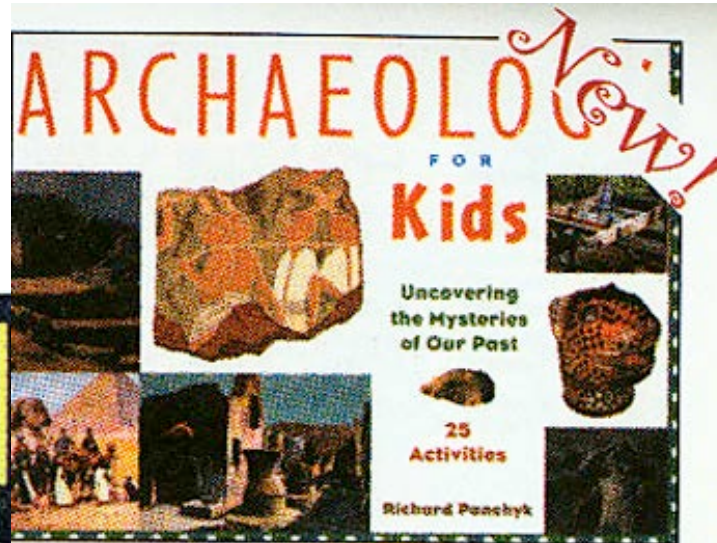
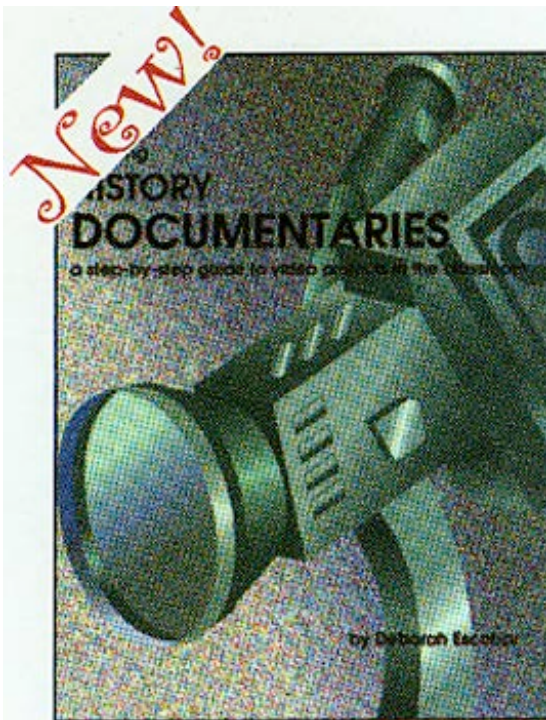
- ❖ Hundreds to choose from: 75 of our favorites: bridges, comics, castles, biographies, animals, culture, journalism, science...

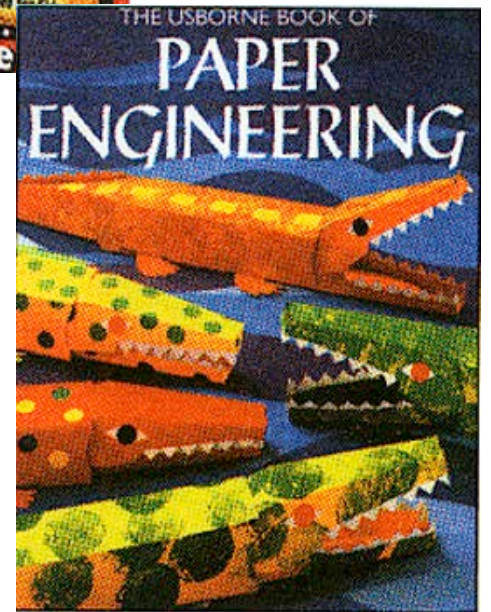
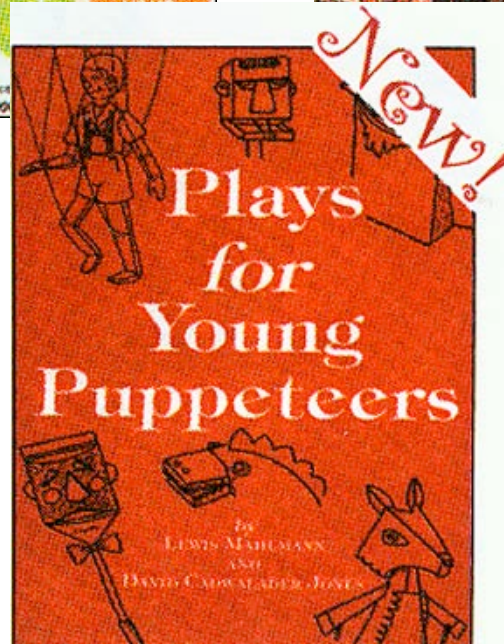
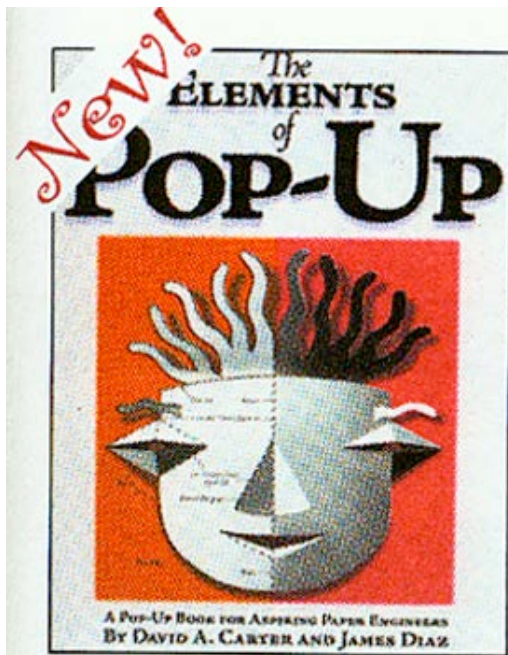
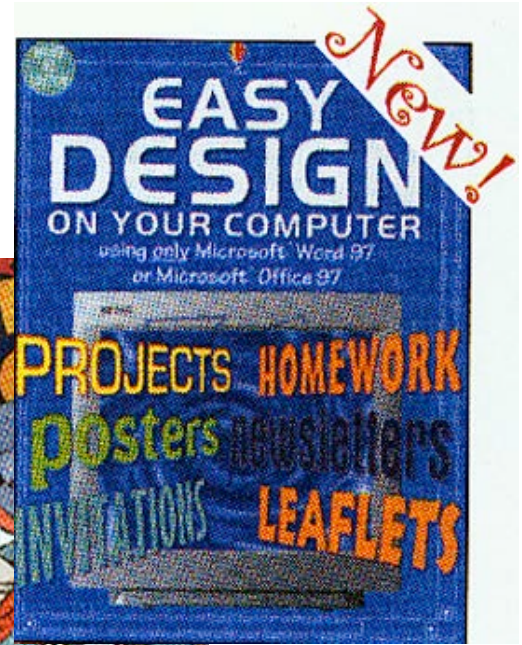
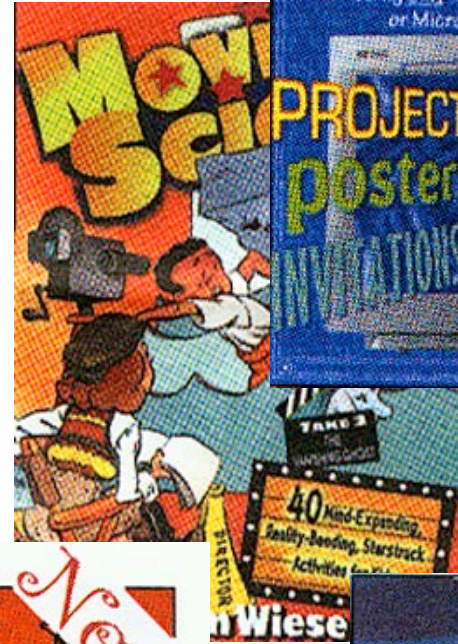
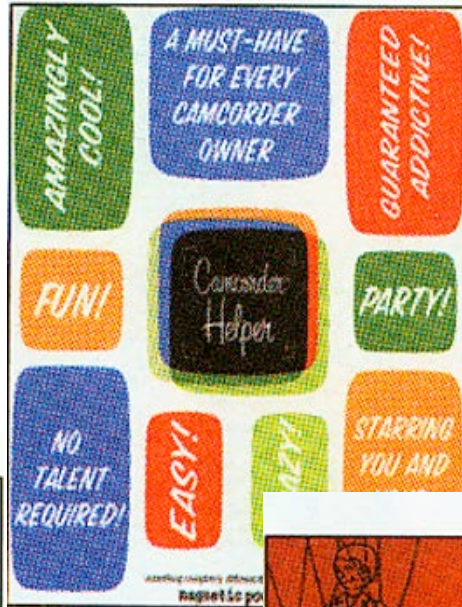
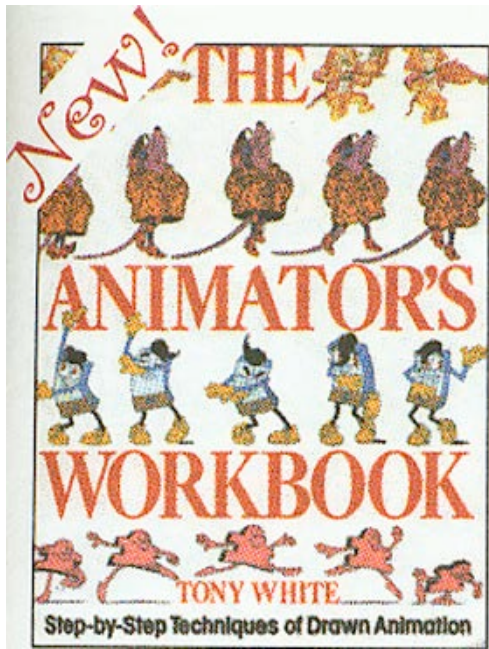


**I** **O**pportunities  
**R**esources  
**E**ncouragement

How-To Books  
Fiction books  
Non-Fiction Books

**Hundreds of specialized suggestions!**





# Critical Thinking Activities

## **More specialized suggestions!**

### [Ancient Egypt Discovery Case](#)

Explore Ancient Egypt through an interactive discovery case full of materials that will spark your interest. Take a look at the interactive timeline, write your name in Egyptian Hieroglyphs, look at a map of Ancient Egypt, learn about the pyramids, burial customs, Gods and Goddesses, and much more. There are exciting explorations in this site. Don't miss it!

<http://www.dnr.state.wi.us/org/caer/ce/eek/nature/track.htm>

For students who are interested in nature, another site provides opportunities for studying animal tracks and learning more about how to track certain types of species. An on-line activity at this site presents a mystery that students are asked to solve about where someone was going and what they were doing when they were going there. Students are taught to carefully examine animal tracks to learn more about them.

# Hundreds of Contests and Competitions

- **Based on students' interests**
- **Using authentic methods of research and inquiry**
- **WRITING, MATH, SCIENCE, HISTORY, TECHNOLOGY,**
- **DEBATE, AND THE LIST GOES ON.....**

## NSTA Young Inventors

The 2005 Young Inventors Awards Program is open to all students in grades 2-8 in the United States.

Students must work to conceive and design their tool inventions.



## More specialized suggestions!

### [Ancient Egypt Discovery Case](#)

Explore Ancient Egypt through an interactive discovery case full of materials that will spark your interest

Take a look at the interactive timeline, write your name in Egyptian Hieroglyphs, look at a map of Ancient Egypt, learn about the pyramids, burial customs, Gods and Goddesses and much more. Don't miss it!

<http://www.dnr.state.wi.us/org/caer/ce/eeek/nature/track.htm>

For students who are interested in nature, another site provides opportunities for studying animal tracks and learning more about how to track certain types of species. An on-line activity at this site presents a mystery that students are asked to solve about where someone was going and what they were doing when they were going there.

Students are taught to examine animal tracks to learn more about them.



# Field Tests in Several Settings!

- When asked how much they enjoyed using Renzulli Learning, students in our field test site replied:

**Completely: 71%**

**Very Much: 29%**

**Somewhat: 0%**

**Not At All: 0%**

Did you think that your profile described you well?

**Yes: 93%**

**Maybe: 7%**

**No: 0%**

Did you try to view at least some of the choices in each of the 14 different categories of enrichment?

**Yes: 89%**

**No: 11%**

Did you have a favorite category of enrichment activity?

**Yes: 100%**

**No: 0%**

# Field Tests in Several Settings!

Favorite Enrichment Activities!

**Online Classes and Activities: 32%**

**Virtual Field Trips: 21%**

**Creativity Training: 17%**

**Critical Thinking: 7%**

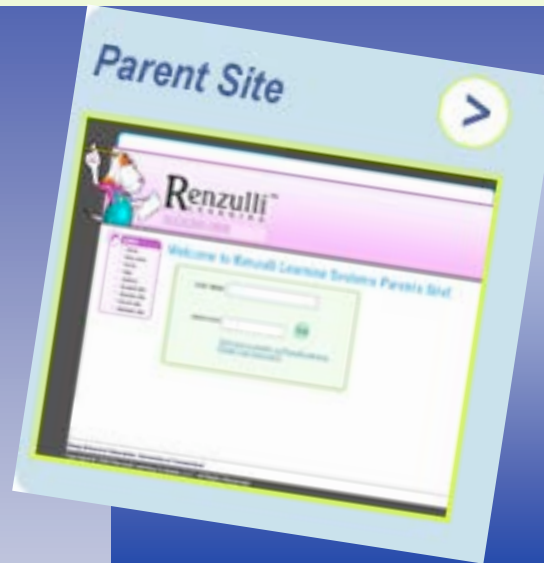
**Projects & Independent Study: 7%**

**Real Field Trips: 4%**

**Contests & Competitions: 4%**

**Websites: 4%**

**Creativity Training 4%**





**Did you think that your profile described you well?**

Yes: 93%

Maybe: 7%

No: 0%

**Did you try to view at least some of the choices in each of the 14 different categories of enrichment?**

Yes: 89%

No: 11%

**Did you have a favorite category of enrichment activity?**

Yes: 100%

No: 0%

# Favorite Enrichment Categories:

Online Classes and Activities: 32%

Virtual Field Trips: 21%

Creativity Training: 17%

Critical Thinking: 7%

Projects & Independent Study: 7%

Real Field Trips: 4%

Contests & Competitions: 4%

Websites: 4%

Creativity Training 4%

# Why did you like it?

It was very exciting because they know what you like and they have websites for you.

Because it had everything that was for me and things that I like.

You can look at fish live on virtual webcams.

Because it takes you to some awesome websites

I liked how it had questions and when it was done, it knew all about me.

It was very cool and found all of my interests.

# For Teachers:

- Information about students' profiles, questionnaires, activities, sites visited, and assessments completed
- Opportunities to discuss the system with other teachers and share resources, ideas for class activities
- Down-loadable activities, independent studies, learning maps, and classroom work



MY STUDENTS



ENRICHMENT ACTIVITIES AND DESCRIPTIONS



SUBMIT ENRICHMENT ACTIVITIES



TEACHER RESOURCES



DISCUSSION GROUP FOR TEACHERS



EDIT REGISTRATION

**A dozen teaching assistants in  
your class--**



**To help you to identify  
challenging activities, books, on-  
line summer programs,  
independent projects, research  
opportunities and resources,  
contests and competitions....**

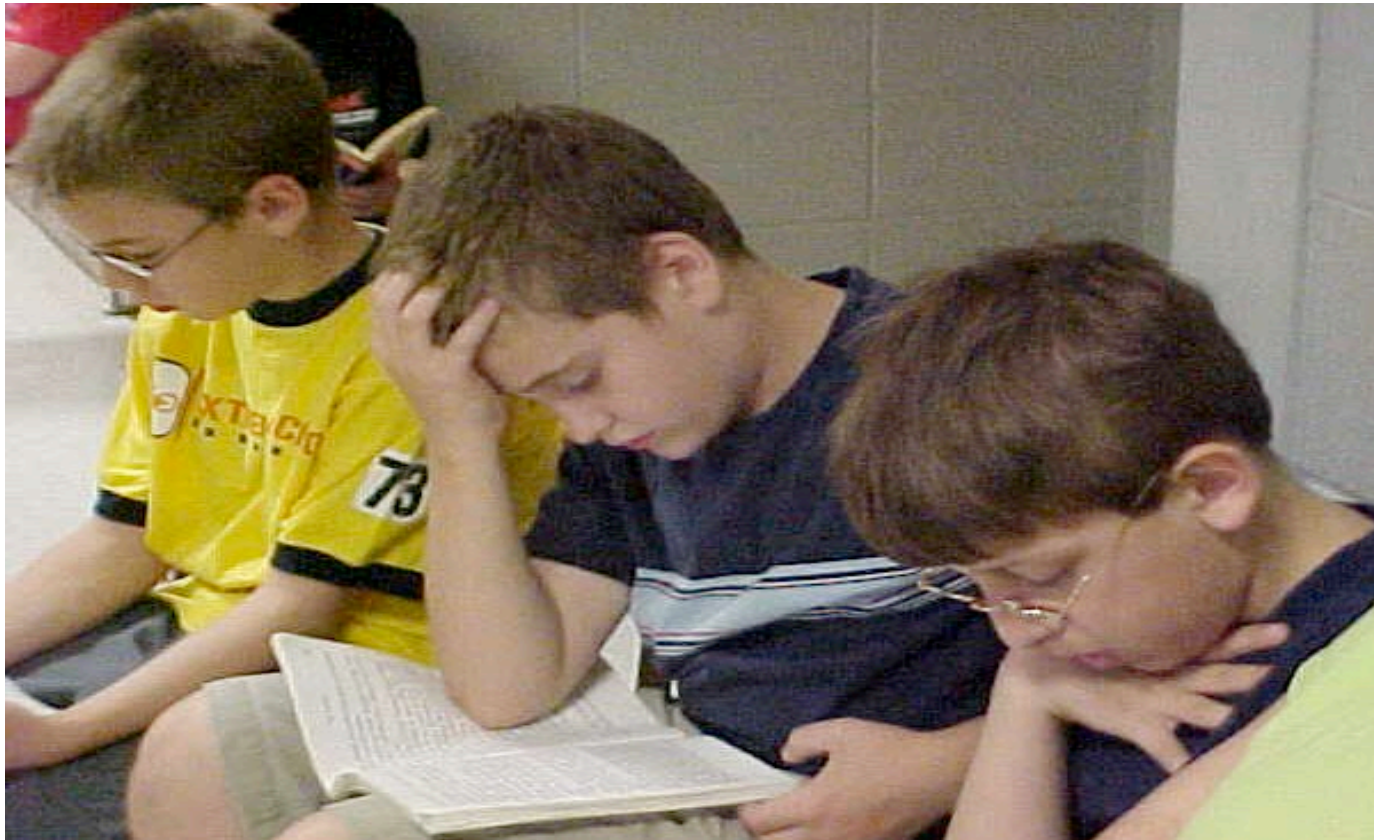
# What have we learned about talent development during the last 30 years?

**When the regular curriculum is adjusted for differences and enrichment opportunities, resources, and encouragement are provided,**

**Student achievement, creativity, engagement in learning, and attitudes toward school all improve.**



**How can Renzulli Learning help to enrich and challenge all of your students?**



# Try Renzulli Learning

See the information on the brochure.  
Try Renzulli Learning with 2-3 of your students for 2 weeks..follow the directions on the web site listed on the cover of your brochure--Try it for Confratute!



# INTRODUCING

SHEELAH SWEENY

Curriculum Specialist

Charter Oak School, West Hartford

# Using Renzulli Learning in the Classroom

One Teacher's Experience



# Introduction of Renzulli Learning

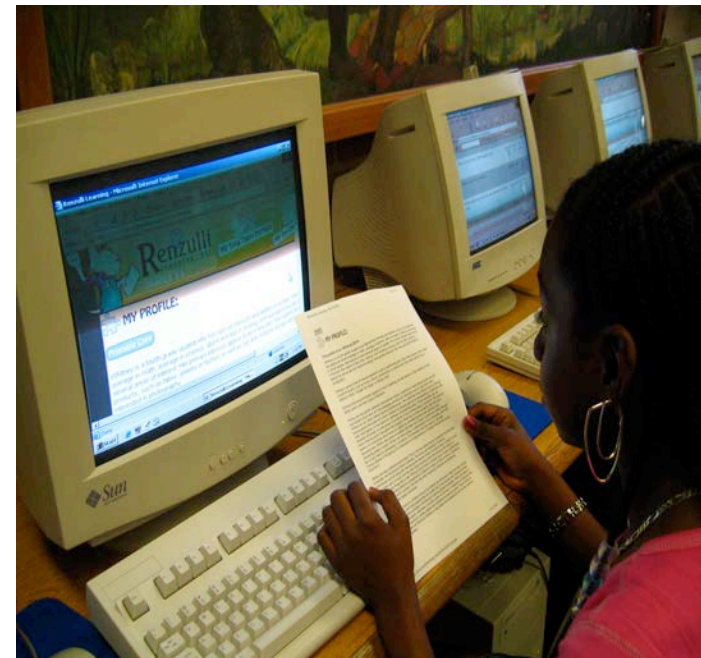


- Acquaint students with the purpose
- Register
- Students answer questions

# The Total Talent Portfolio



- Student and teacher read Student Profile
- Determine accuracy
- Choose an area of interest



# Sample Profile

- Amber is a fourth grade student who has special interests and abilities in school. She described her grades as average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her primary interests appear to be in writing. She seems to really enjoy writing, and should be exposed to writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

# Open Ended Questions



**Imagine that you have written your first book and you are ready to submit it for publication. What is the title of your book and what is your book about?**

- The title of my book would be “Runaway”. It will be about an Egyptian girl from ancient Egypt who runs away from home because she has a dream that she must find an ancient amulet from Alexandria. The amulet is the key to discovering an important fact about her great-great grandfather.

# The Teacher's Role

- The "Guide on the Side"
  - Consulting
  - Guiding
  - Assisting



# Enrichment Activities

- Search and Surf
- Identify favorites



virtual fieldtrips	real fieldtrips	creativity training	critical thinking	projects & independent study	contests & competitions	websites
books (fiction)	books (non-fiction)	books (how-to)	summer programs	on-line classes & activities	research skills	videos & dvd's

# Choosing Activities

- Skills-based activities



creativity  
training



critical  
thinking



on-line classes  
& activities

- Gathering information



research  
sites



books  
(how-to)

- Taking notes



MY NOTEBOOK: MY WORK IN PROGRESS

# Products

## I Can't Write a Poem

By Amber

Forget it  
You must be kidding  
I have no ideas  
Duh!  
I can't pick just one topic  
Too many choices  
My mind goes blank  
I think too hard  
It's time for lunch  
My favorite TV show is on  
Time's up? Uh oh!  
All I have is a dumb list of excuses.  
You like it? Really? No kidding.  
Thanks a lot. Would you like to see  
another one?

## My Instant Poem

By Amber

This is the poem that melts and freezes  
in the ice cream parlor when it drips onto  
your paper  
that soaks it all in  
because the paper is flat and  
because it wants to become 2-dimensional

And when a brain freeze  
takes over your mind  
this is the poem that helps  
it unfreeze  
and makes you think better

# Student Reactions

- Social activity
- Interested and encouraging
- Productive talk
- Sharing profiles



# Student Reactions

- Michael



- “I have a lot of things I’m interested in, but I never follow through with my ideas. Maybe this will help me pick an idea and follow through with it!”



# Student Reactions

- Amber



- “I was thinking about the open ended questions last night and know exactly what I’m going to say.”



# Student Reactions

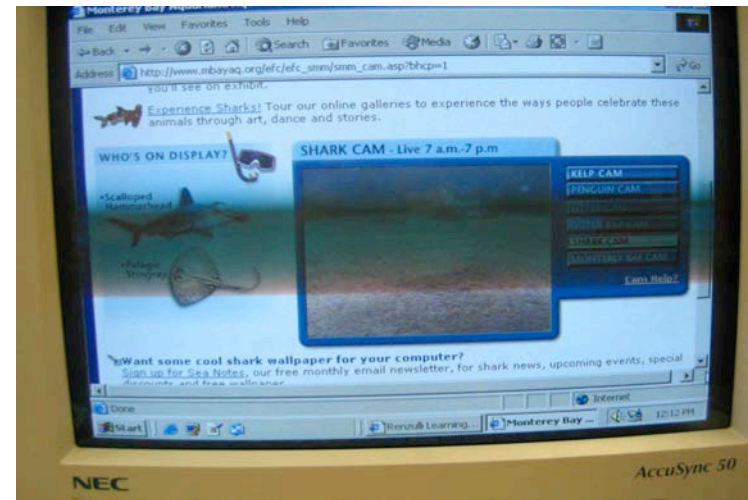
- Key



- “This is so awesome! Look, I can see sharks on the web cam!”

- Overheard later in the day by a teacher

- “I can get you that web site I was on.”



# Parent Reactions

- Lois
  - “What was that new program my daughter was using? She came home tonight and was so excited about it. I know she liked it because she told us all about it. Usually she doesn’t tell us anything about what she does in school.”



# Teacher Reactions

- Students were excited and self motivated
- Good information for beginning of school year
- Great way to direct student learning
- Want to use it with all students, not just Gifted and Talented students
- Will support differentiated instruction

# Teacher Comments

- Valuable insight into interests, especially from quiet students
- Students excited about the activities and ideas available
- Students want to use Renzulli Learning as soon as they finish other activities with the Gifted & Talented teacher

# Benefits

- Quality resources
- Web sites pre-approved
- Provides focus
- Expands skills
- Directs work product choices
- Motivational





# Renzulli LEARNING

## Welcome to Renzulli Learning!

If you are already registered, please enter your username and password below and hit the "Go" button to login.

User Name:

password:

[Forget Your Password?](#)

If you are here for the first time and want to register, please click [here](#).



# Renzulli LEARNING

## New User?

Please fill in the following information.

All \*Fields are Required:

\*Select the state in which your school is located:

Connecticut

\*Select your school district:

Renzulli Learning Systems (Avon)

Note: If your district is not listed, you will not be able to register at this time.

\*Select your school:

Renzulli Learning Systems

Note: If your school is not listed, you will not be able to register at this time.

\*Select your teacher(s):  
You may choose more than one.

- Barr     Bernardo
- Coffman     Cotter
- Daversa     Daversa
- Daversa     Hodges
- King     MacKinnon
- Pattison     Reis
- Renzulli     Renzulli
- Roberts     Robinson
- Sinani     Smith



# Renzulli

LEARNING

## New User?

Please fill in the following information.

All \*Fields are Required:

\*Grade Level:

\*Male/Female:

\*First Name:  Middle Initial:

\*Last Name:

\*User Name:   
(You will use this to login)

\*Password:

\*Password again:

Please make note of your username and password. You will need this information to sign onto the system in the future.



# Renzulli

LEARNING

## New User?

Please fill in the following information.

All \*Fields are Required:

\*Grade Level:

\*Male/Female:

\*First Name:  Middle Initial:

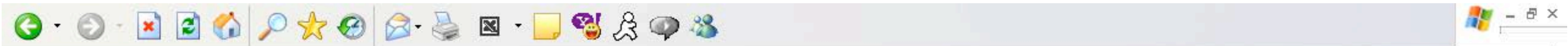
\*Last Name:

\*User Name:   
(You will use this to login)

\*Password:

\*Password again:

Please make note of your username and password. You will need this information to sign onto the system in the future.



# Renzulli LEARNING

GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities



MY Notebook

## Welcome to Renzulli Learning!

Welcome to Renzulli Learning! This program is based on almost 30 years of research and is designed to help you learn more about your interests and talents. Renzulli Learning will also help you think about the ways you like to learn, and the work you enjoy doing.

First, you will be asked to answer a series of questions about your interests and the ways you like to learn. After you answer these questions, the Renzulli Learning System will provide you with a written profile that summarizes your talents, interests, and learning styles. Then, a special series of interesting and challenging activities will be selected just for you in the following areas.

 <p>virtual fieldtrips</p>	 <p>real fieldtrips</p>	 <p>creativity training</p>	 <p>critical thinking</p>	 <p>projects &amp; independent study</p>	 <p>contests &amp; competitions</p>	 <p>websites</p>
 <p>books (fiction)</p>	 <p>books (non-fiction)</p>	 <p>books (how-to)</p>	 <p>summer programs</p>	 <p>on-line classes &amp; activities</p>	 <p>research skills</p>	 <p>videos &amp; dvd's</p>



# Renzulli LEARNING

GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities



MY Notebook

## MY ABILITIES:



What are your grades like in the following?

Math	<input type="text" value="Above Average"/>
Science	<input type="text" value="Above Average"/>
Reading	<input type="text" value="Average"/>
Social Studies	<input type="text" value="Below Average"/>

[Save & Continue](#)

















**Renzulli**  
LEARNING  
GRADES 3-5

MY Total Talent Portfolio → MY Enrichment Activities → MY Notebook

### MY ENRICHMENT ACTIVITIES: VIRTUAL FIELDTRIPS

You are currently viewing all activities, check this box to view only your favorites!

 virtual fieldtrips 102 Activities	 real fieldtrips 244 Activities	 creativity training 68 Activities	 critical thinking 59 Activities	 projects & independent study 119 Activities	 contests & competitions 23 Activities	 websites 22 Activities
 books (fiction) 41 Activities	 books (non-fiction) 58 Activities	 books (how-to) 68 Activities	 summer programs 39 Activities	 on-line classes & activities 52 Activities	 research sites 20 Activities	 videos & dvd's 6 Activities

Get background knowledge about wheat and bread making while learning how to make your own virtual breads by using the standard ingredients and a few creative ones to make it your own. Do all this while learning about various aspects of nutrition!



Baking Bread Field Trip  
[http://www.tramline.com/tours/sci/bake-s/\\_tourlaunch1.htm](http://www.tramline.com/tours/sci/bake-s/_tourlaunch1.htm)

★ Rate it! | ✓ Self Assessment | ♥ Add to My Favorites



# Renzulli LEARNING

GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities




MY Notebook

## MY NOTEBOOK:


[Print your questionnaire.](#)

Using the puzzle pieces, select an option below:


1 → 2 → 3 → 4 →




my profile



assessment of my work



my favorite activities



my work in progress



## ♥ **Virtual Tour of the National Museum of Natural History**

Take a tour through the National Museum of Natural History and explore every exhibit in the museum! Just click on the floor and then the exhibit you wish to visit! ★★★★★

[Virtual Tour of the National Museum of Natural History](#)

★ **Rate it!** | ✓ **Self Assessment** | ♥ **Add to My Favorites**

top ↗

## **The cave of Lascaux**

Virtually explore this ancient cave and look at all the beautiful cave paintings! This site explains the history of the cave and the meanings of the various cave paintings as well.

★★★★★

[The cave of Lascaux](#)

★ **Rate it!** | ✓ **Self Assessment** | ♥ **Add to My Favorites**

top ↗

## **Madame Tussaud's Wax Museum**

Take a virtual field trip to this wax museum! Filled with wax figures of people from early history, to people of today, this virtual fieldtrip is fascinating not only because we'll be viewing fourteen wax figures, but also because you'll learn a lot about England's history, and about the lives of some of Europe's leading figures. Read the introduction, then click on the places you can visit in the left-hand column!

[Madame Tussaud's Wax Museum](#)

★ **Rate it!** | ✓ **Self Assessment** | ♥ **Add to My Favorites**

top ↗



## MY NOTEBOOK: ASSESSMENT OF MY WORK

[Return](#)

Please select the type of assessment form you would like to fill out:

**1) What critical training activities did you work on today? (For example, did you work on analogies? dilemmas? probability? patterning?)**

**2) What kind of critical thinking did you complete in the activity? (For example, was it a synthesis activity, asking you to summarize important ideas? Was it something that encouraged you to be use your skills at comparing and contrasting differing points of view? Did you have to analyze the best web site on particular topic?)**



# Renzulli LEARNING

GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities

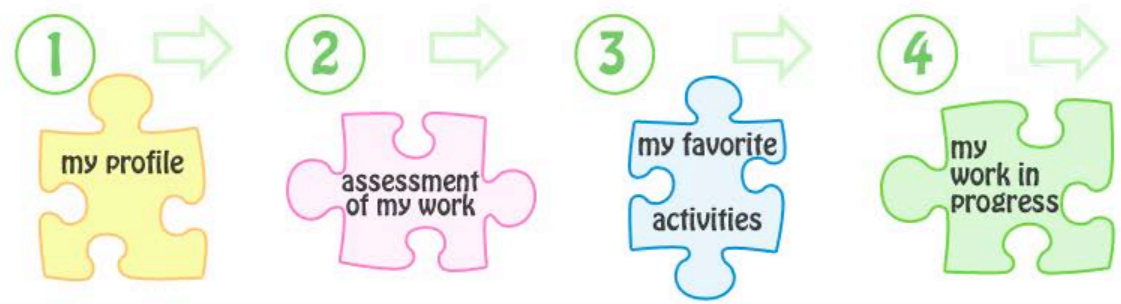


MY Notebook

## MY NOTEBOOK: MY WORK IN PROGRESS

Return

Please select an option below:  
[Add new notes for your work in progress.](#)  
[View existing notes.](#)





**Renzulli**  
LEARNING  
GRADES 3-5



MY Total Talent Portfolio



MY Enrichment Activities



MY Notebook

 **MY NOTEBOOK: MY WORK IN PROGRESS**

[Return](#)

Please select the date range you would like to view your notes:

Date Entered	Notes
5/22/2005 (EST)	<a href="#">Click for Notes</a>

Neag School of Education, University of Connecticut

Copyright © 2005 Renzulli Learning Systems, LLC. All Rights Reserved.



**Renzulli**  
LEARNING  
GRADES 3-5

MY Total Talent Portfolio → MY Enrichment Activities → MY Notebook

### MY NOTEBOOK: MY WORK IN PROGRESS

[Return](#)

You may edit your notes below. Click on the "Save" button to save your work.

Today I went to on a virtual tour of the Museum of Science. After going to the Man on the Moon part, I hope to do a project on the exploration of the solar system.

[Save](#) [Printable Copy](#)

