

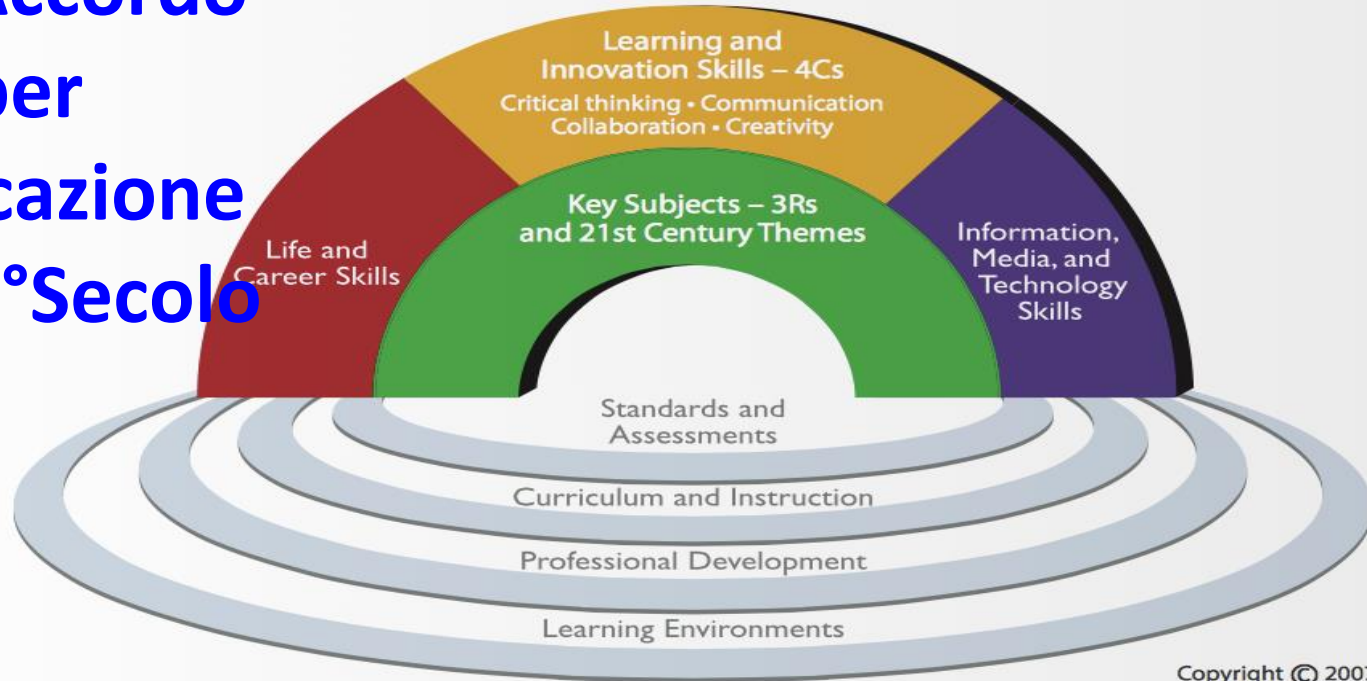
Scuole per lo Sviluppo del Talento: Un Progetto inclusivo per la Pianificazione e l'Implementazione del Programma

Joseph S. Renzulli

Department of Educational Psychology
The University of Connecticut



Dall'Accordo per l'Educazione del 21°Secolo



“Il mondo sta cambiando rapidamente poiché i progressi tecnologici rimodellano i modi in cui gli esseri umani comunicano e ragionano nei luoghi di lavoro. Vi è una crescente domanda per i dipendenti che dimostrino capacità di comunicazione e di pensiero. Le competenze di base sono importanti, ma altrettanto importanti sono il pensiero critico, la capacità di risolvere i problemi e di essere creativi e innovativi. Questi criteri complessi hanno costretto gli educatori a ri-concettualizzare l'istruzione per assicurare che tutti gli studenti imparino le competenze del 21 ° secolo. ”

Progetto GIFT: La Giftedness nei Talenti che sbocciano

The Chinese University of Hong Kong

Outline

1. Background Generale

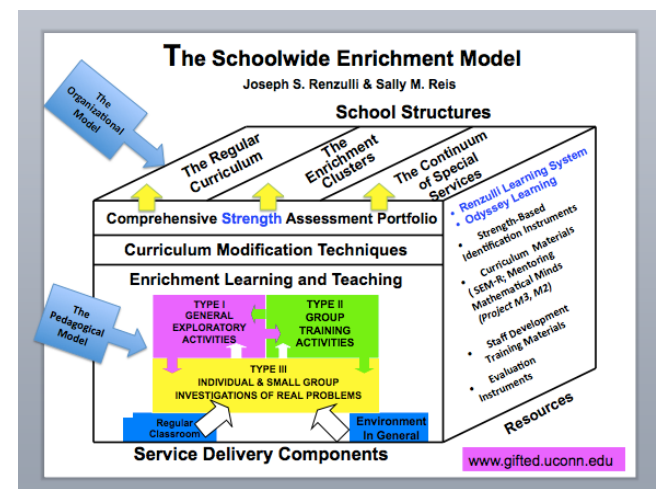
2. Cos'è la Creative Productive Giftedness?

3. Valutazione del Potenziale Complessivo

4. Curriculum Compacting

5. Suggestimenti Pratici

6. Riassunto e Conclusioni



General Background

**Gli insegnanti sono i
legislatori non
riconosciuti del
mondo.**

Ashley Montagu



40
anni di...

**Ricerca e
Sviluppo di
The Schoolwide
Enrichment Model**

www.gifted.uconn.edu

See Folder On The SEM

**Tutti gli articoli e i risultati della ricerca
possono essere scaricati e riprodotti
senza costi né permesso.**

Il Continuum delle Teorie* dell'Apprendimento

Deduttiva
Didattica e Prescrittiva

Knowledge Acquisition,
Storage, and Retrieval.
Predetermined Content

Pedagogia

Induttiva, Investigativa e
Orientati alla Ricerca

Conoscenza Applicata,
Impegno, Motivazione
e Divertimento. Contenuto J-I-T

Acquisizione Competenze di base
Text Consumption

Risultato

Abilità di Pensiero del 21° Secolo
Creative Productivity



Comportamentisti

- Pavlov
- Thorndike
- Skinner

Maggiori Teorici



Costruttivisti

- Pestalozzi, Torrance,
- Montessori, Gardner,
- Piaget & Bruner,
- Dewey, Sternberg

Obiettivi Nazionali

Aumento Successo Accademico
Voti Migliori
Professionisti Tecnicamente Preparati e
Operai Specializzati

Inventori
Designers Creativi in Scienze,
Arte, e Tecnologia
Leaders Innovativi
Imprenditori, Scrittori
Persone che fanno la differenza

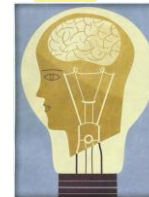
* Entrambe gli estremi di questo continuum sono importanti, e le scuole dovrebbero integrare entrambi quando possibile, per produrre il miglior equilibrio tra i due modelli di apprendimento.



Una Teoria Generale per unire Tre Livelli di Conoscenza

Due Tipi di Conoscenza:

- To-Be-Present
- Just-In-Time Knowledge



**Conoscenza Ricevuta
(Contenuto)**

(Lezioni, Libri di Testo,
Compiti, Internet, TV, e
altri Media)

**Conoscenza
Applicata e Creata
(Applicazione)**

(Progetti di Ricerca,
Attività di
Apprendimento
Investigativo,
Creazione di Prodotti
o Presentazioni)

**Conoscenza Analizzata
(Processo)**

(Laboratori, Dibattiti,
Discussioni, Problemi,
Formazione Creativa e
Esercizi di Pensiero
Creativo)

**Blended
Knowledge**

- Applicati a:**
- Standard Comprehension & Test Standardizzati
 - Pensiero Creativo e Abilità di Problem Solving

**Visiva, Orale, Scritta, e
Progetti Realizzati,
Performances e
Presentazioni**

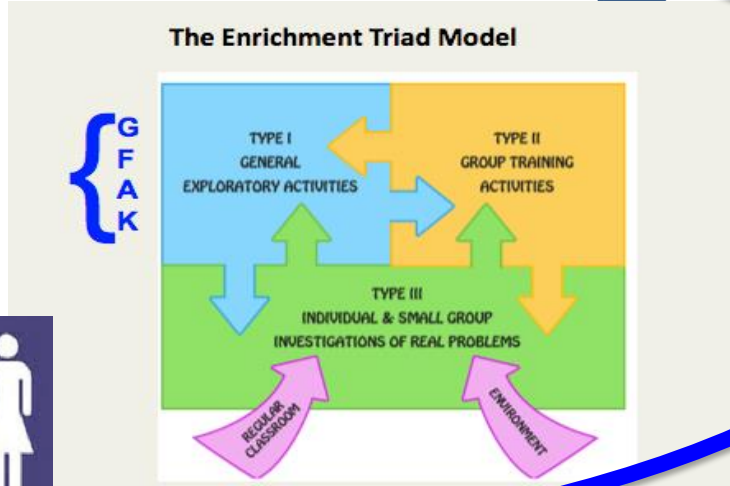
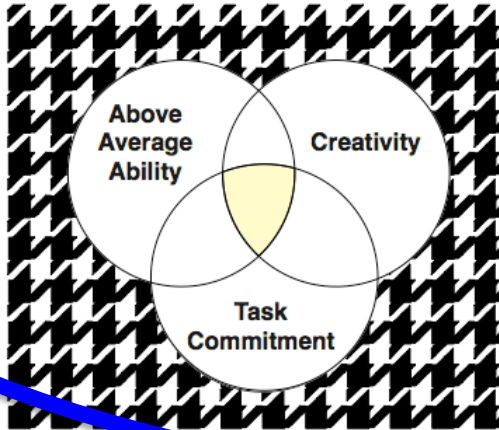
The Gold Standard

Tre Livelli di Conoscenza

**Outputs
Produzione/Rend**

Focus sulla Produzione Creativa

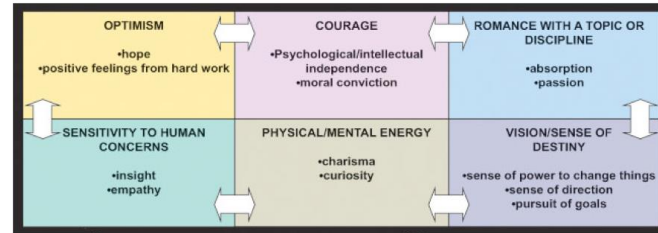
Il Concetto dei Tre Anelli di Giftedness



Individuo

pienamente
funzionante e
realizza

Operazione Houndstooth



WISDOM
SATISFYING LIFESTYLE
THE PURSUIT OF HAPPINESS

diversity 差异性
balance 平衡
harmony 和諧
proportion 比例

Concetti di Giftedness

Lo Sviluppo del Capitale Sociale

Funzioni Esecutive

Leadership For a
Changing World

[Action Orientation](#)

[Social Interactions](#)

[Altruistic Leadership](#)

[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)



Leadership in un Mondo che cambia

Articoli Precedentemente inviati

Renzulli, J. S. (2012). Riesamina del ruolo della gifted education e dello sviluppo del talento per il 21° Secolo: Un approccio teorico in quattro parti.

Gifted Child Quarterly, 56 (3), 150 – 159.

Note: Research on the four theories discussed
in this article can be found at:

www.gifted.uconn.edu and

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

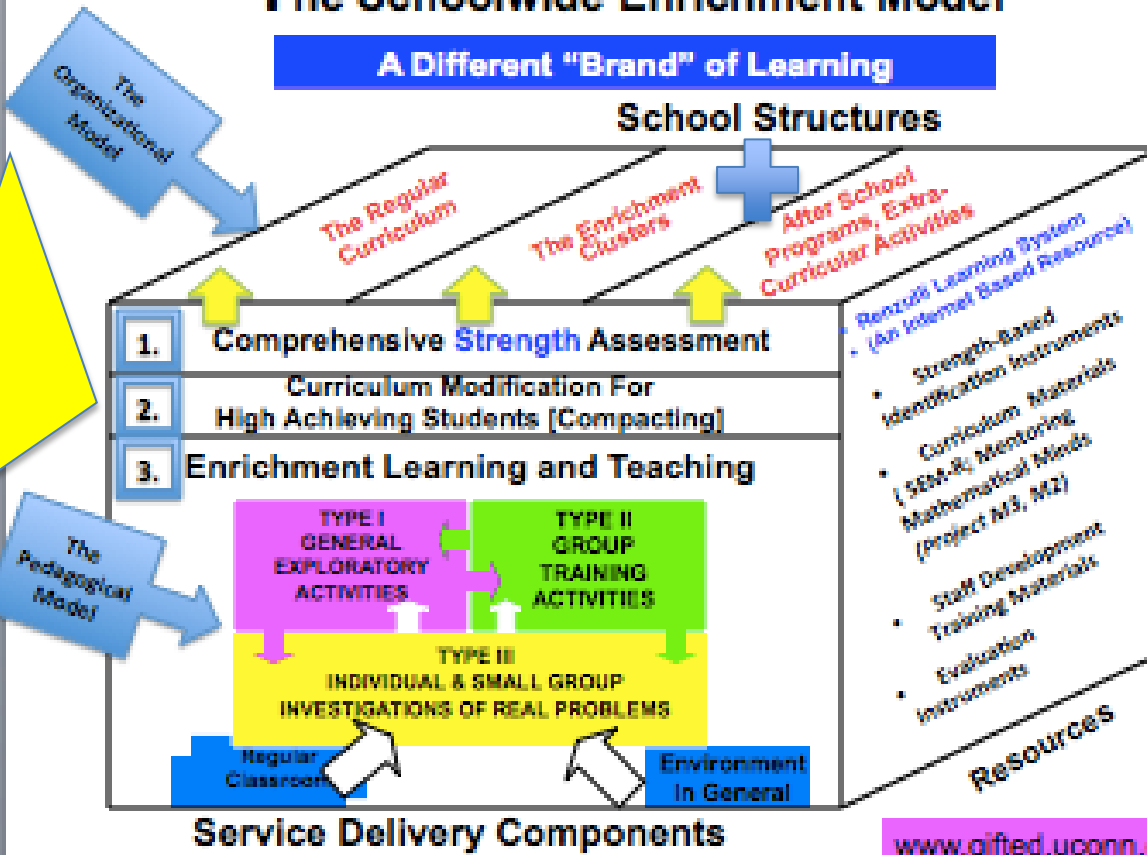
Renzulli, J. S. (2016). Il Ruolo della Blended Knowledge nello sviluppo della Creative Productive Giftedness. *International Journal For Talent Development And Creativity*. 4 (1 & 2).

The Schoolwide Enrichment Model

A Different "Brand" of Learning

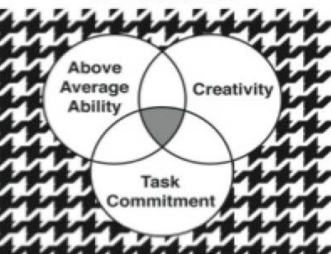
School Structures

Today's Focus

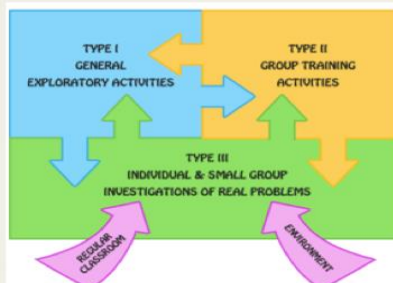


www.gifted.uconn.edu

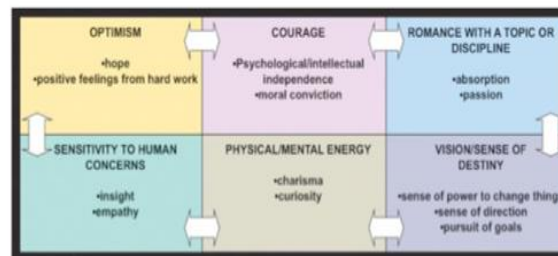
The Three-Ring Conception of Giftedness



The Enrichment Triad Model



Operation Houndstooth



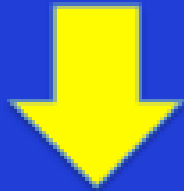
Leadership For a Changing World

- [Action Orientation](#)
- [Social Interactions](#)
- [Altruistic Leadership](#)
- [Realistic Self-Assessment](#)
- [Awareness of Needs of Others](#)

Gli Obiettivi di SEM

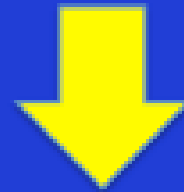
Enjoyment

Divertimento



Engagement

Ingaggio



Enthusiasm For
Learning

Entusiasmo per
l'apprendimento

Perchè le tre 3 E sono importanti?



La Ricerca dimostra che le 3 E producono risultati scolastici migliori dei test-prep.

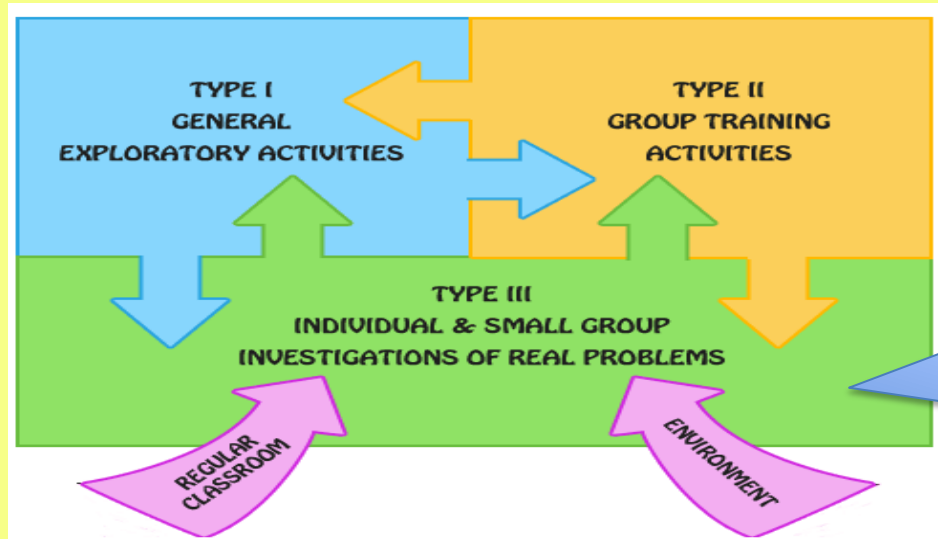
Le Caratteristiche Principali

The Schoolwide Enrichment Model

Come lo Schoolwide Enrichment si differenzia dagli altri
Modelli di Gifted Education

{ Tutti gli
Studenti

{ *Candidati*
per il
Follow-Up



Enrichment
Clusters
per Tutti gli
Studenti

Il Modello di Arricchimento Triadico

Curriculum Compacting:
Accelerazione Individualizzata per
Studenti Alto-Performanti

“La persona che pensa, sente e opera come un professionista, anche se ad un livello più semplice dello scienziato adulto, o dello scrittore, etc.”

2

Che cosa intendiamo con Creative Productive Giftedness

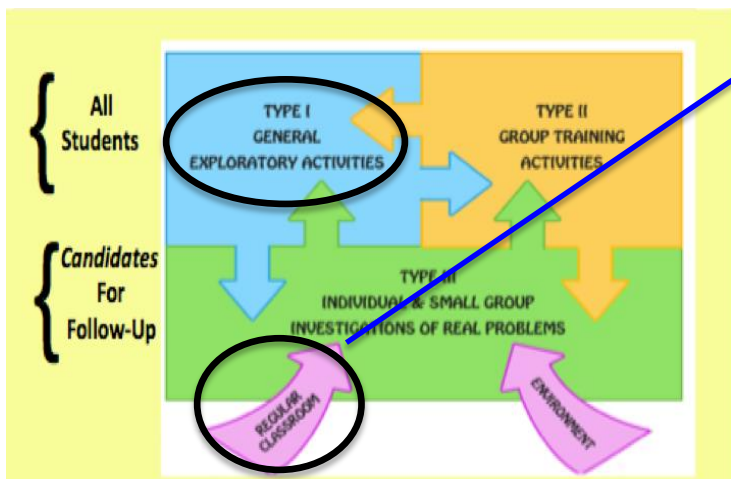
Plusdotazione Creativo-Produttiva

Tre Esempi



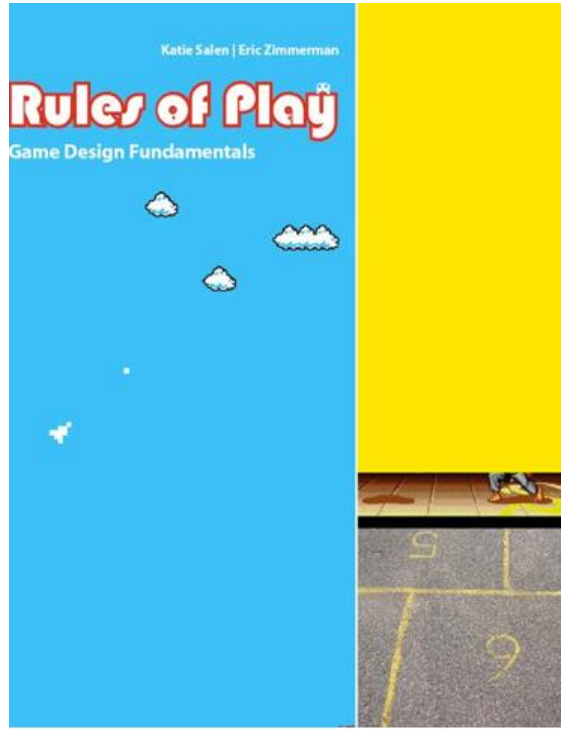
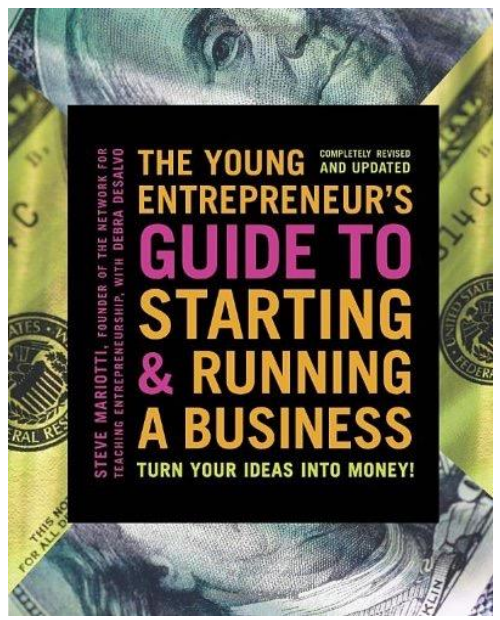
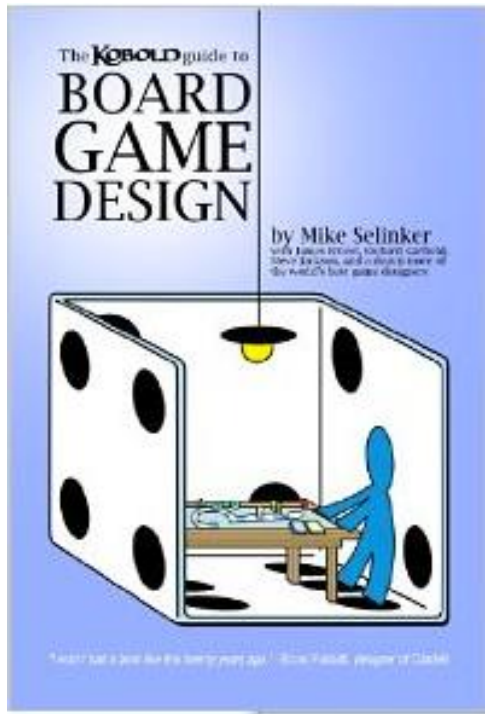
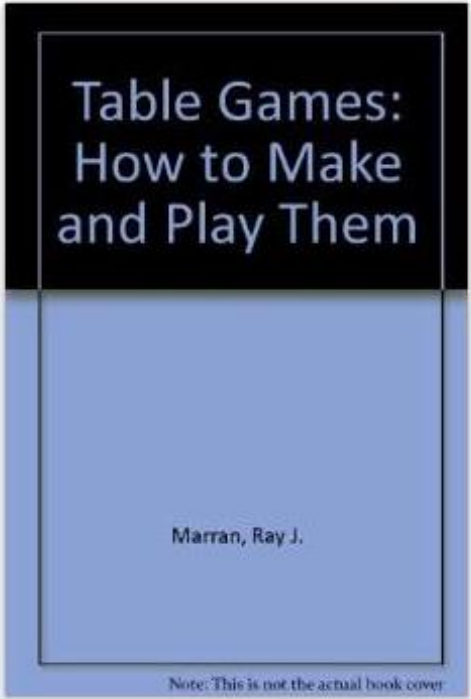


In Prima Elementare Kylie Copenhagen ha inventato un gioco da tavolo con le coccinelle per un progetto a scuola. Oggi, il “The Ladybug Game” è uno dei giochi più venduti su Target.com, dove compete con altre migliaia di giochi. “The Ladybug Game” è stato un bestseller in alcuni famosi negozi americani come Target e Toys R Us.



Kylie si è innamorata delle coccinelle durante un progetto di scienze a scuola. “Nella Classe della Maestra Ditto ho imparato che le coccinelle sono forti” dice Kylie. “Poichè piacevano anche ai miei amici, ho inventato un gioco. E’ bello vedere che il mio gioco piace anche ad altri bambini.” Kylie riceve un compenso annuale (royalty) per ogni gioco venduto, ed è sulla buona strada per pagarsi l’università.

**Tipo II:
Libri
Come-Fare**





Company Info

News

Contact Us

About Kylie

About the Game

BUY NOW!

Ages 3-7

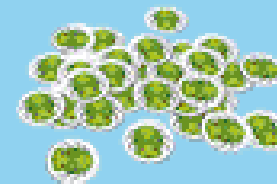
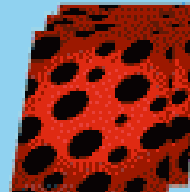
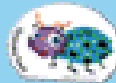


THE LADYBUG GAME™



A New
Adventure
Every Time
You Play!





CONTENTS

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

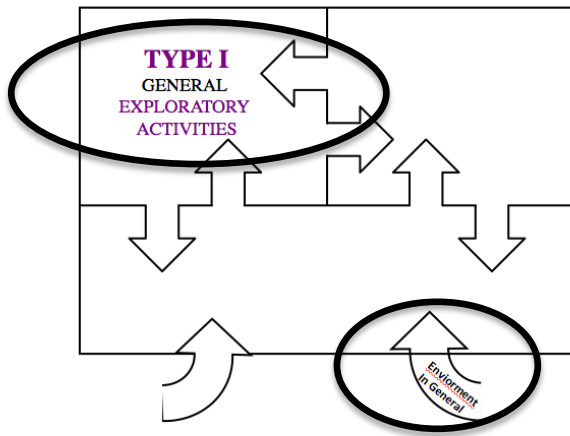
[Download the rules \(PDF\)](#)

Ages 3 & Up For 2-4 players

Kylie Copenhagen



**THE
LADYBUG
GAME**

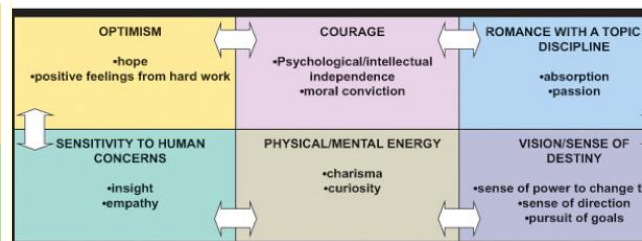
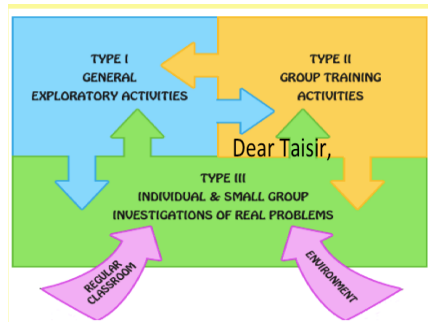
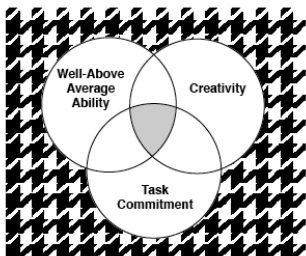


Un Esempio che illustra tutte le Quattro Sub-Teorie In Azione



Sam

Il mio nome è Brooks Mcconnell e frequento la Quinta Elementare alla Norfeldt in West Hartford, CT. Lo scorso autunno stavo guardando lo Show di Katie Couric con mia mamma e ho notato te e tuo figlio Sam. Mi ricordo che Sam voleva fare un giro sulle montagne russe ma non poteva a causa della sua malattia: la progenia. Mi sono domandato se ci fosse un modo, per i ragazzi come lui, di salire sulle montagne russe. Bene, credo di aver trovato un modo



[Action Orientation](#)

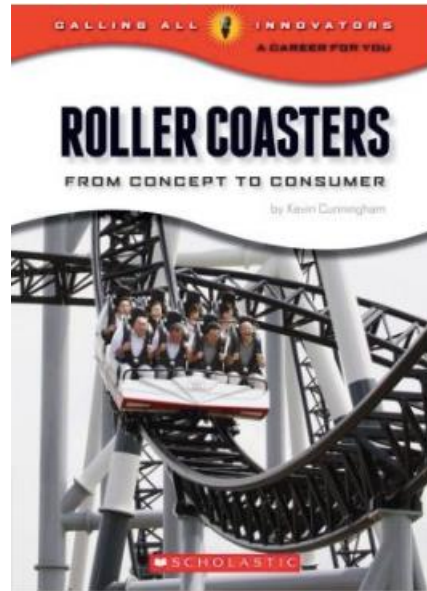
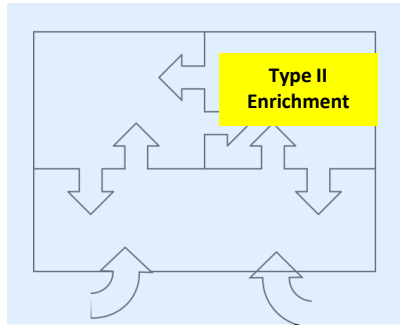
[Social Interactions](#)

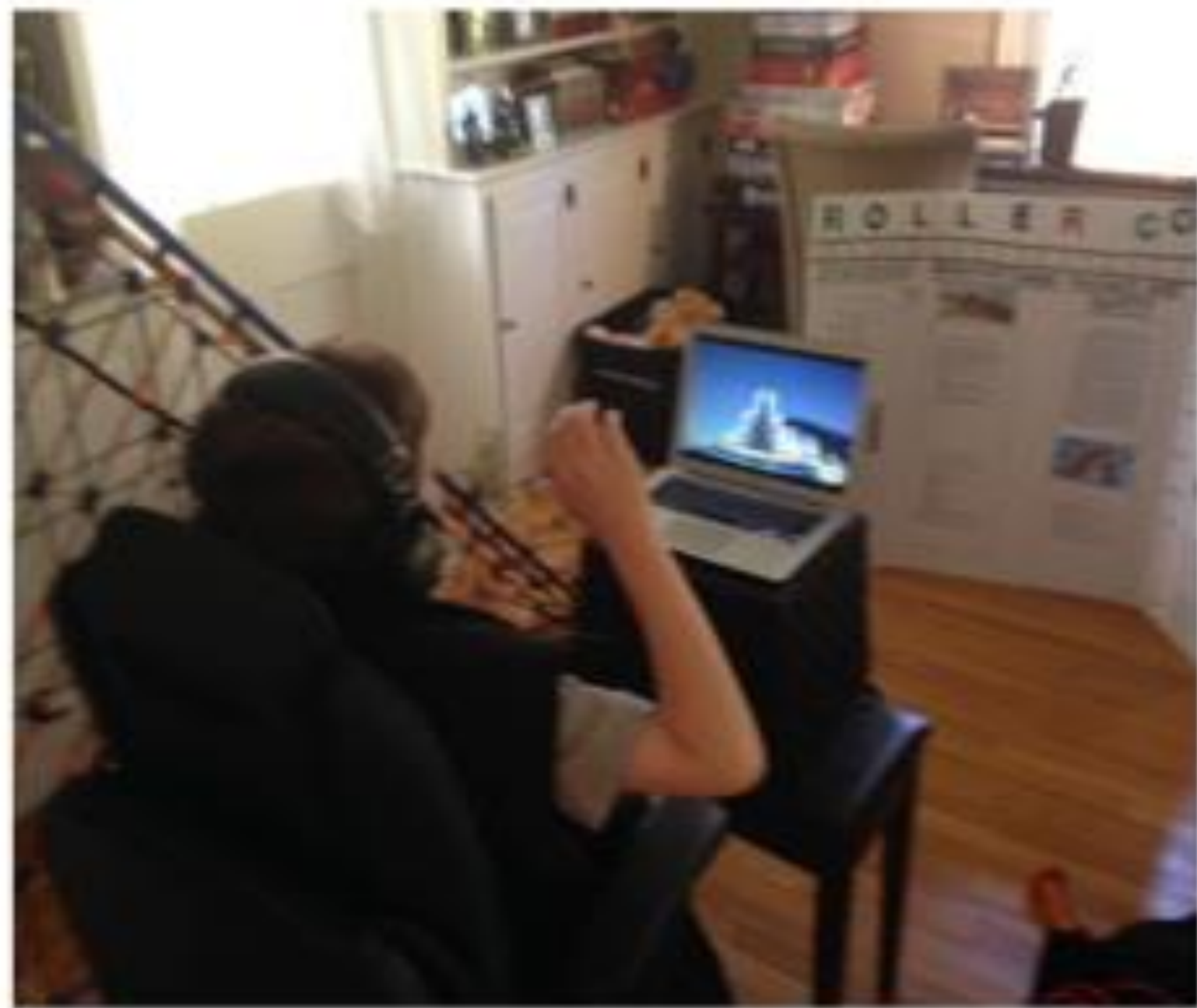
[Leadership](#)

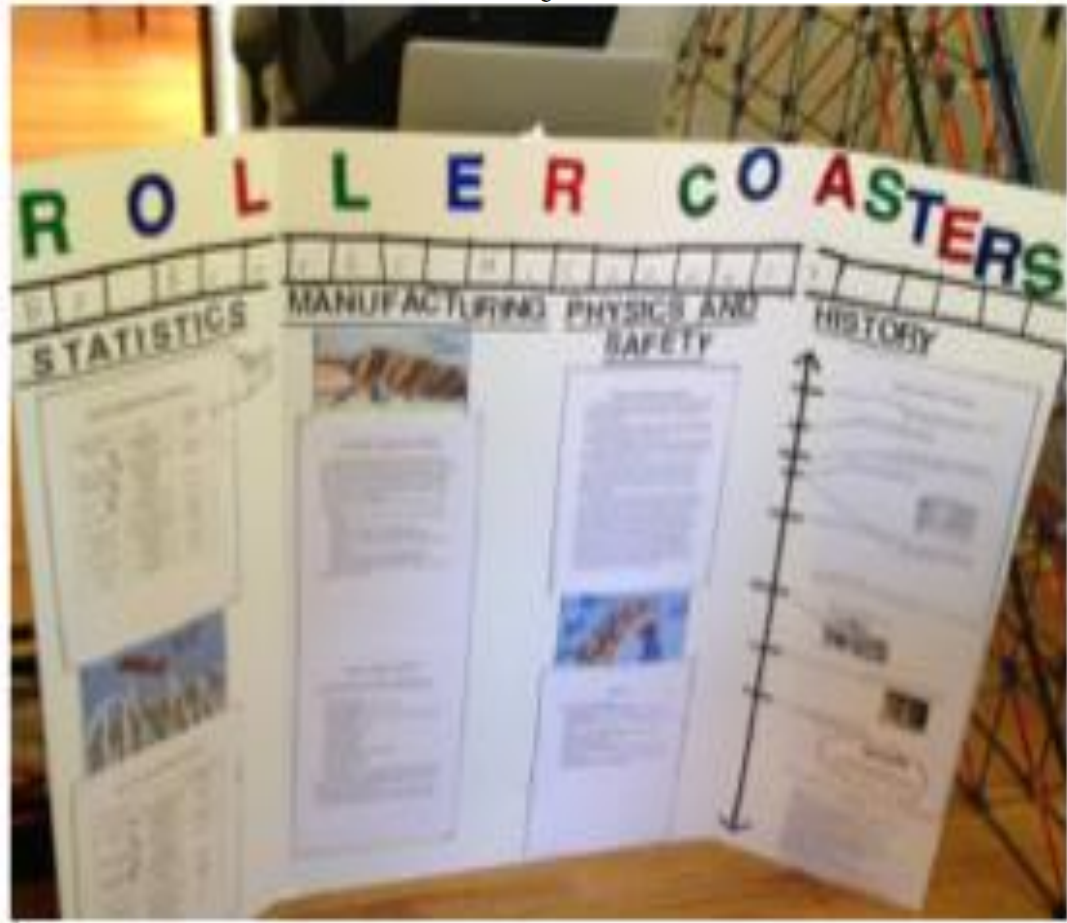
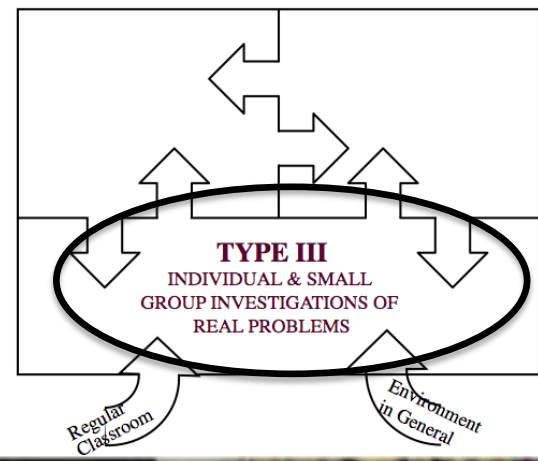
[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)









Ho già mandato la mia idea a tre Società costruttrici di Montagne Russe, sperando che potessero sviluppare l'idea. Mentre stavo cercando il vostro indirizzo per scrivervi, ho sentito che Sam è mancato. Mia mamma ed io siamo molto rattristati della notizia. Vorrei ringraziare sia te, che lui, per essere stati una grande ispirazione per me e per il mondo. Anche se Sam non sarà in grado di guidare il mio simulatore, spero che altri ragazzi nel mondo affetti da progenia o da altre malattie che impediscono loro di provare l'ebbrezza di un giro, potranno farlo in futuro.

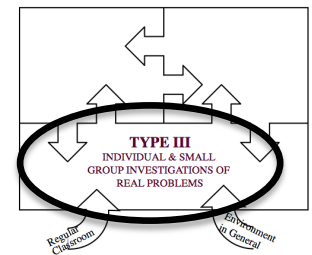
Gentili Bolliger e Mabillard,

il simulatore che ho creato include un video che è stato filmato dal sedile anteriore di una montagna russa. Il sedile del simulatore vibra per simulare la salita con la cremagliera. Nel simulatore il passeggero indossa una tuta con dei pesi in ogni tasca. Grazie all'esperienza, un operatore aggiungerà o rimuoverà per ricreare l'esperienza di diverse forze gravitazionali sul corpo del passeggero. Il concetto di togliere e mettere questi pesi dall'esterno e non dall'interno ha la funzione di ricreare l'esperienza gravitazionale. Allego le foto del simulatore di montagne russe che ho creato e del modello che ho costruito.

Spero che l'idea vi piaccia almeno quanto piace a me. Grazie della considerazione.

Distinti Saluti

Brooks McConnel

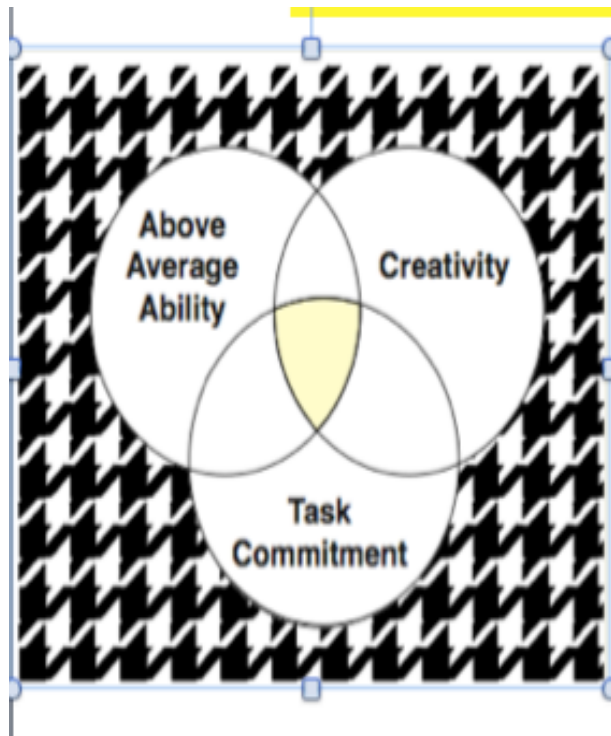


Esempi di Creative Productivity di un **Enrichment Cluster**



Comprehensive Strength Assessment

3

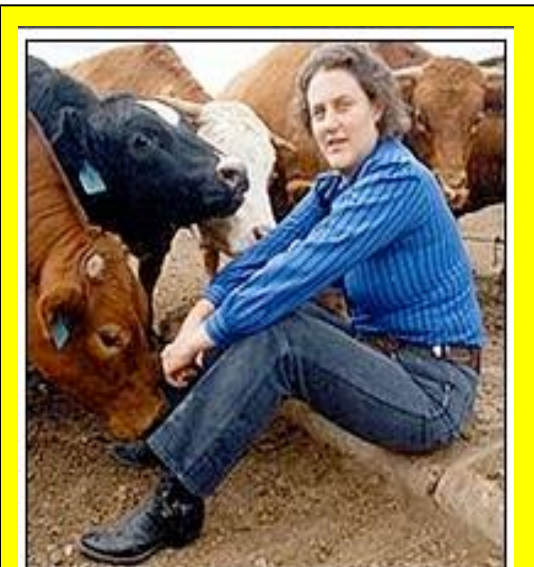
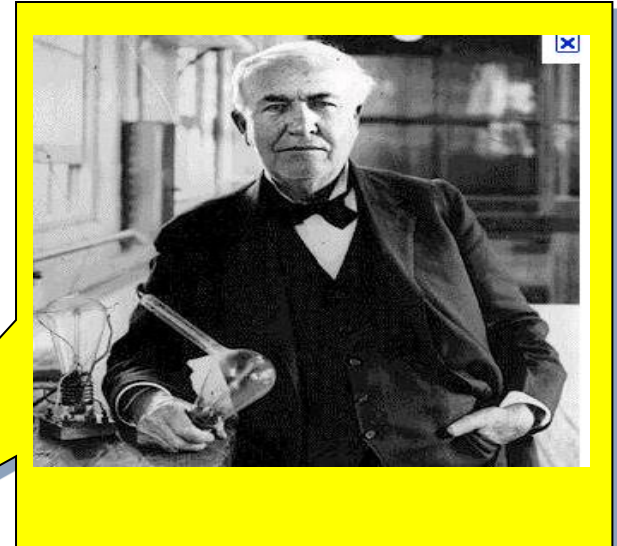
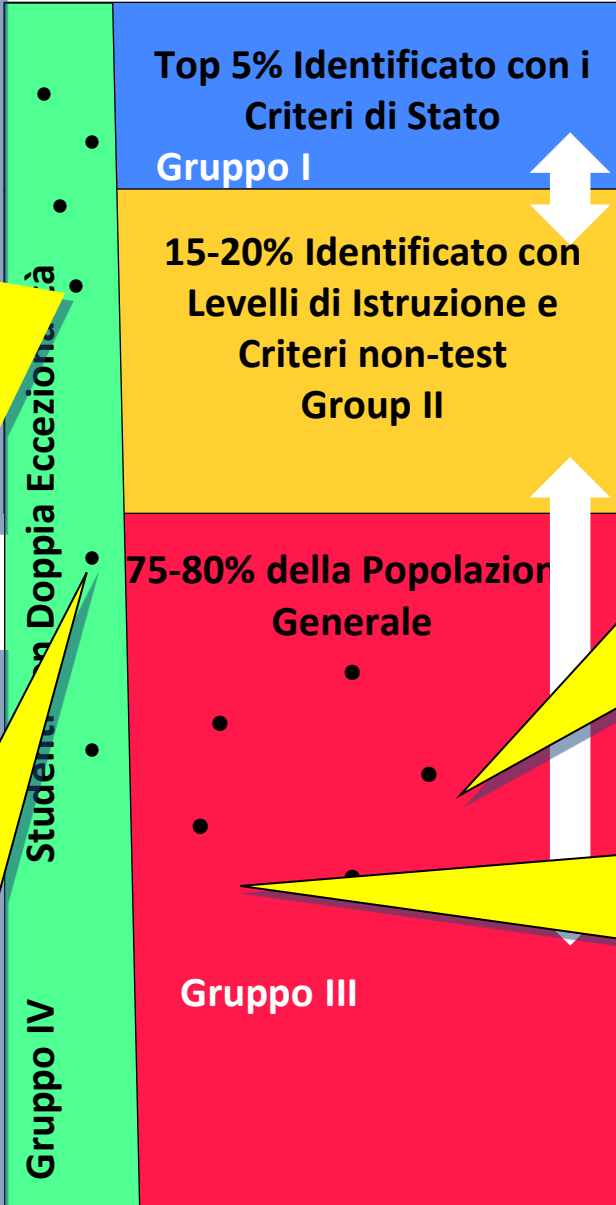
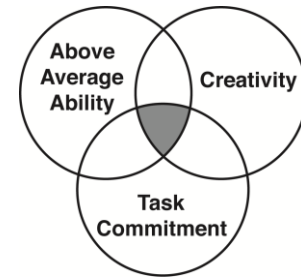


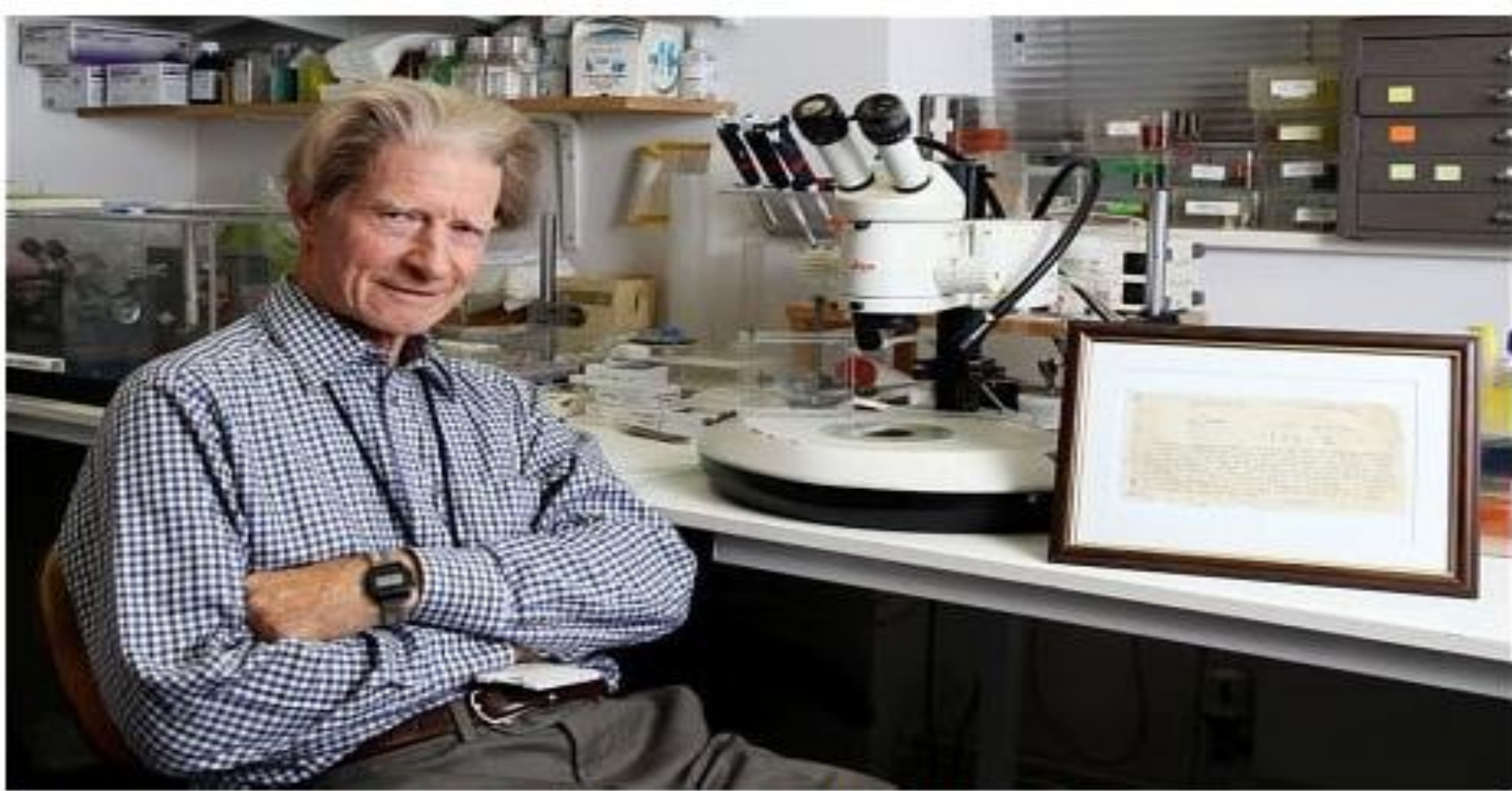
- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Executive Functions)

The Big Five



Target della Popolazione





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

Sir John Gurdon
Vincitore del Nobel Prize in Medicina per
il suo lavoro pionieristico
nella clonazione e cellule staminali

All'età di 15 anni allo studente John Gurdon fu detto che una carriera nelle scienze era "ridicola." Il foglio qui sotto è una valutazione di uno dei suoi insegnanti, che tutt'oggi lui conserva sopra la sua scrivania.

SCIENCE REPORT

Summer, HALF, 1949.

NAME GURDON

Division D22 Subject Biology.

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

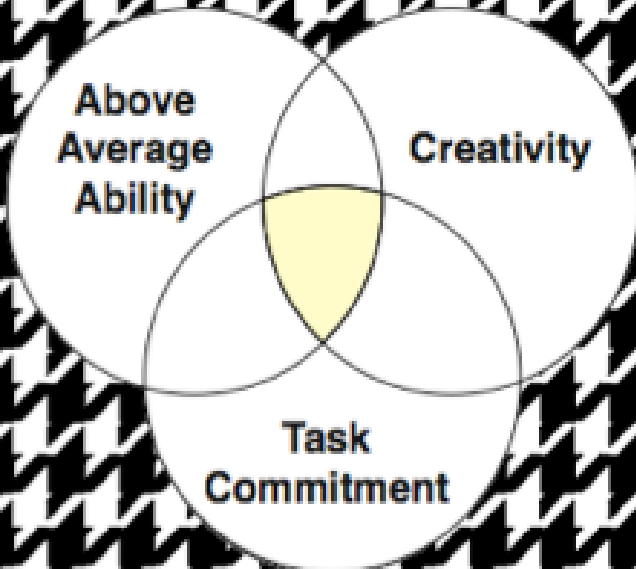
It has been a disastrous half. His work has been far from satisfactory. His prepared stuff has been badly learnt, and several of his test pieces have been torn over; one of such pieces of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has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

C. J. 207.

Il suo lavoro è stato tutt'altro che soddisfacente. Il suo studio è stato preparato male e molti dei suoi campioni sono stati strappati. Tale lavoro gli ha fatto ottenere 2 voti su un totale di 50. Un altro suo lavoro è stato altrettanto deludente, e più volte si è trovato in difficoltà, perché non ascolta, ma insistere nel fare il suo lavoro a modo suo. Credo abbia intenzione di diventare uno scienziato: allo stato attuale questo è abbastanza ridicolo. Se non riesce ad imparare semplici concetti di Biologia non avrà alcuna possibilità di diventare un Professionista, e sarebbe pura perdita di tempo, sia per lui, che per e coloro che dovrebbero insegnargli.

Il Concetto di Giftedness dei Tre Anelli

Comprehensive Strength Assessment



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

The Big Five

Esempi di Domande

Scuola Media

Interest-A-Lyzer

1. Immagina che la tua classe abbia deciso di creare la propria Società di Video Produzione. Ad ognuno è stato chiesto di indicare la prima, seconda e terza opzione tra i lavori elencati qui sotto. Indica con 1 la tua prima scelta, con 2 la tua seconda scelta, e con 3 la terza.

_____ Attore/Attrice

_____ Direttore

_____ Musicista

_____ Manager

_____ Tecnico Effetti Speciali

_____ Prop Person (Tuttofare)

_____ Agente Pubblicitario

_____ Sceneggiatore



_____ Costumista

_____ Scenografo

_____ Tecnico Audio/Luci

_____ Cameraman

_____ Ballerino

2. Immagina che tu sia diventato un famoso autore di un libro di successo. Qual'è il soggetto del tuo libro?. Cerchia una risposta

Belle Arti

Scrittura

Atletica

Performance Artistica

Business

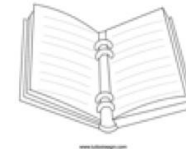
Storia

Matematica

Tecnologia

Scienze

Temi sociali



Di cosa parlerebbe il tuo libro?

Quale sarebbe un buon titolo per il tuo libro?

Sample Items From Other Instruments For Comprehensive Strength Assessment

Learning Styles Inventory Factors and Sample Questions

Table 7 Factor	Elementary School Sample Item	Table 8 Factor	Middle School Sample Item
Direct Instruction (9 Items)	<ul style="list-style-type: none"> Hear the teacher present information to the class. Hear the teacher name clear what is expected of the class. 	Direct Instruction (12 Items)	<ul style="list-style-type: none"> Listen as your teacher presents a lesson. Hear the teacher call on individual students by name to answer questions.
Computer & Technology (12)	<ul style="list-style-type: none"> Work on activities that use the computer to help you learn information. Play a computer game to learn new information. 	Computer & Technology (13)	<ul style="list-style-type: none"> Use a computer program to learn new information. Watch a broadcast of a program to learn more on a topic you are studying in class.
Simulations (5)	<ul style="list-style-type: none"> Learn about possible careers by acting out the role of a job counselor and interviewing other students who are acting as job applicants. Work with a volunteer to prepare a lesson to present to the class. 	Simulations (9)	<ul style="list-style-type: none"> Learn how government works by playing the role of an official working with a local citizen group. Work with a volunteer to prepare a lesson to present to the class.
Independent Study (9)	<ul style="list-style-type: none"> Work by yourself to collect information on a topic of interest. Read a book to learn all about a topic you select. 	Independent Study (9)	<ul style="list-style-type: none"> Work independently on a project you choose yourself. Read a book to learn all about a topic you select.
Projects (9)	<ul style="list-style-type: none"> Work with other students in planning and completing a project. Talk with other students in your class about a topic of interest. 	Projects (9)	<ul style="list-style-type: none"> Work with other students to plan a project about a topic in class. Discuss class material with a group of other students.
Direct & Reciprocal (9)	<ul style="list-style-type: none"> Hear the teacher call on individual students by name to answer questions. Fill in the missing word to complete a sentence on an assignment. 	Peer Teaching (9)	<ul style="list-style-type: none"> Have a classmate teach you how to do something he or she does well. Work with a classmate to review homework assignments.
Peer Teaching (12)	<ul style="list-style-type: none"> Have a friend help you learn difficult material. Have a student in your grade work with you to review material for a test. 	Teaching Games (6)	<ul style="list-style-type: none"> Practice vocabulary words by playing a word game. Play a board game to help practice one of your school subjects.
		Discussion (9)	<ul style="list-style-type: none"> Hear the ideas of other students during a class discussion of an assigned topic. Talk with other students in your class about a topic of interest.

Scheda Valutazione dei Genitori

Mio figlio è un autodidatta che lavora bene da solo, e ha bisogno solo di alcune indicazioni e un po' di supervisione. (Dopo aver guardato un video su YouTube di strumenti musicali, Pedro ha cominciato a costruire la sua chitarra con i materiali trovati in garage.)

Mio figlio è un autodidatta che lavora bene da solo, e ha bisogno solo di alcune indicazioni e un po' di supervisione. (Dopo aver guardato un video su YouTube di strumenti musicali, Pedro ha cominciato a costruire la sua chitarra con i materiali trovati in garage.)

Scale for Rating the Executive Functions of Young People

Joseph S. Renzulli
The University of Connecticut

Sample Items

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

Expression Styles Inventory

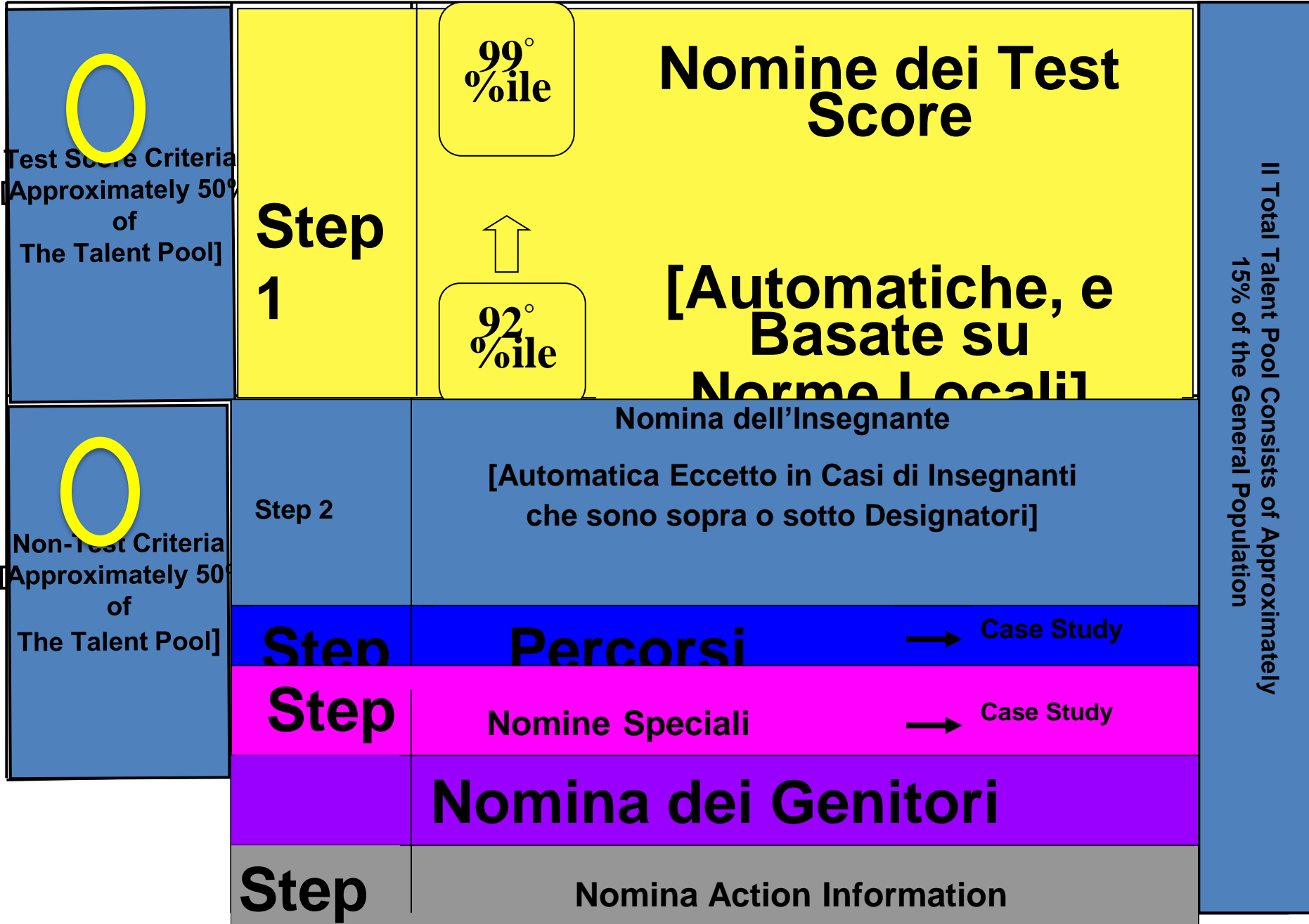
Factor	Item No.	Sample Items	Factor	Item No.	Sample Items
Computer Products (6 Items)	14	Designing an interactive computer project	Commercial Products (6)	26	Marketing a product
	34	Designing a computer game		36	Marketing an idea
Service Products (6)	57	Working to help others	Oral Products (5)	32	Discussing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

Riepilogo delle Informazioni di Identificazione

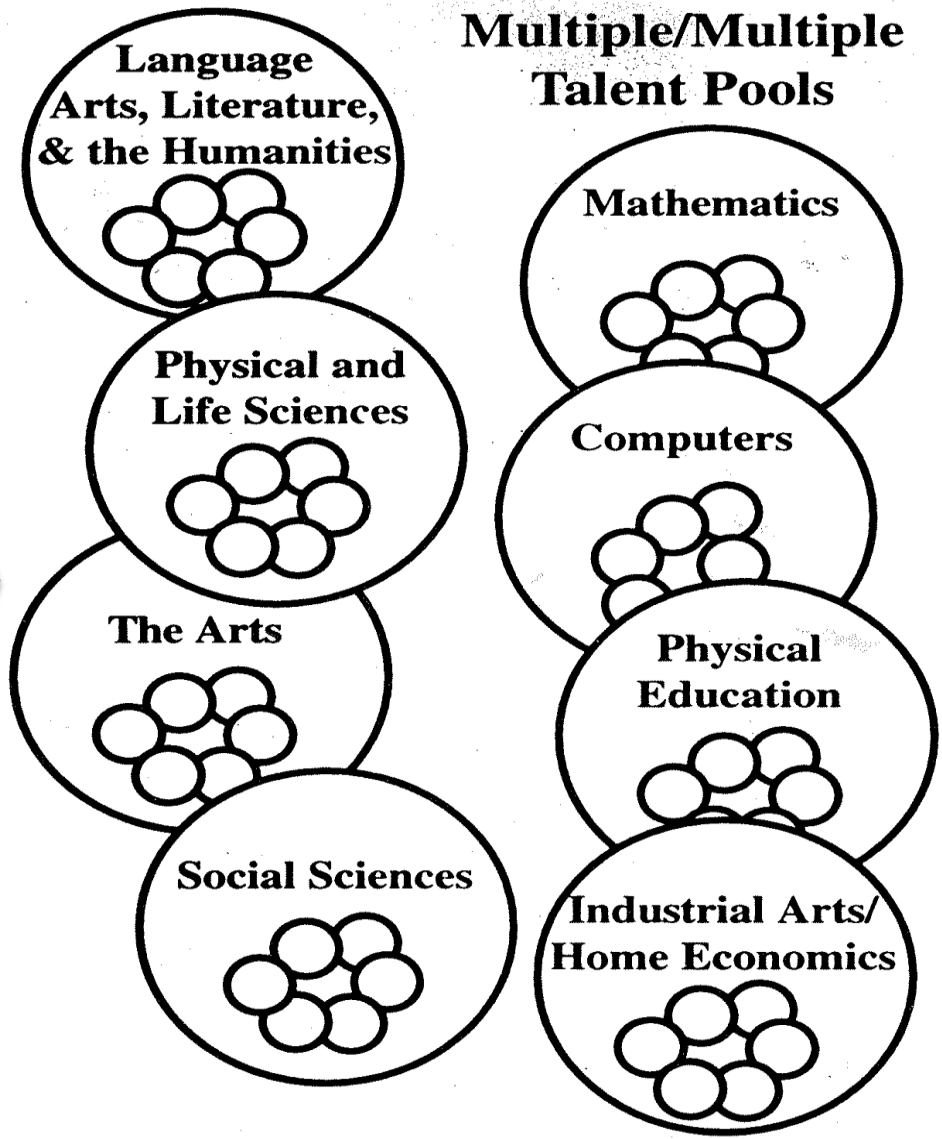
Joseph S. Renzulli

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

Sistema di Identificazione Multi-



Multiple/Multiple Talent Pools



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

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

Renzulli Identification System

The Science

**Tutti i Gruppi e i Sotto-Gruppi
per gli Enrichment Clusters e la
Differenziazione sono
Basati sull' Area Target dei
Punti di Forza e **Interesse**
dello Studente**

So che cosa stai pensando!



Dammi una tregua!
Come posso organizzare tutto questo?
Ho 26 studenti ed un Programma Ministeriale da rispettare. Dove troverò il tempo e le risorse per le attività di arricchimento?



Lascia al computer il lavoro pesante!



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

Joseph's Amazon.com



Today's Deals

Gifts & Wish Lists

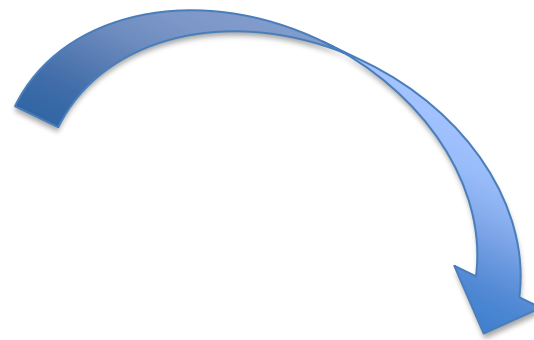
Gift Cards

RENZULLI PROFILER™ :

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

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

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MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you activities:

Check this box to view only your favorites! ♥ 🍎

Each child receives approx. 1,000 recommended resources

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

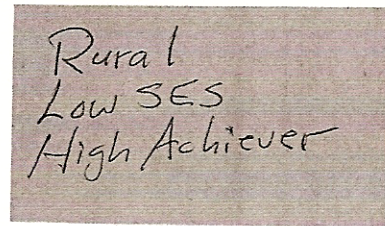
A University of Connecticut Research & Development Corporation Company

Assessment Individuale dei Punti di Forza

Risorse di Arricchimento Internet Based

Motore di Ricerca con 50,000 Attività di Arricchimento

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



Print!

Student Profile

This profile is for: Valerie

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

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

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

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

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

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

Interests

Learning Styles

Expression Styles

Esempio di un Assessment degli Interessi del Renz



Valerie Stickles

**Il Renzulli Learning
è una risorsa per gli
Insegnanti**

Infusione di Attività di Arricchimento nel Curriculum



Due semplici Esempi

- 1. Unità sulla
Costituzione Americana**
- 2. Unità sull'Antico Egitto**

Required Topic: Study of The U. S. Constitution

Directions

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

Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

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

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United States](#)

[Benjamin Franklin: An Extra](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

Directions

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

Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

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

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

Directions

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

Required Activities To Review

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

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

Activities Matched To Your Profile:

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Art](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

Directions

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

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

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

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

Activities Matched To Your Profile:

Enrichment Activity Title

[A Revolutionary WebQuest](#)

[Ask a Civics Question](#)

[Jeffersonian Era](#)

[Understanding the Constitution](#)

[The New Nation](#)

[Constitutional Knowledge](#)



Scheda Insegnante – Unità sull'Antico Egitto

Advanced Search

Select a Grade and Ability Level:

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

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

Please type in a keyword to search the

Egypt

On-Line Activities & C

Fun With Mummies

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

Museum of Science Virtual Exhibits

Brave the perils of Antarctica, prepare for your journey to the South Pole, or see these interactive exhibits from Boston's Museum of Science. [View](#)

mummy - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Links Norton Internet Security Norton AntiVirus SnagIt

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

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

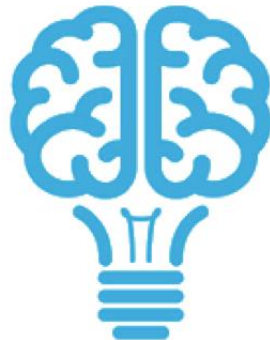
Click on any highlighted word to see and hear its definition.

Done Internet

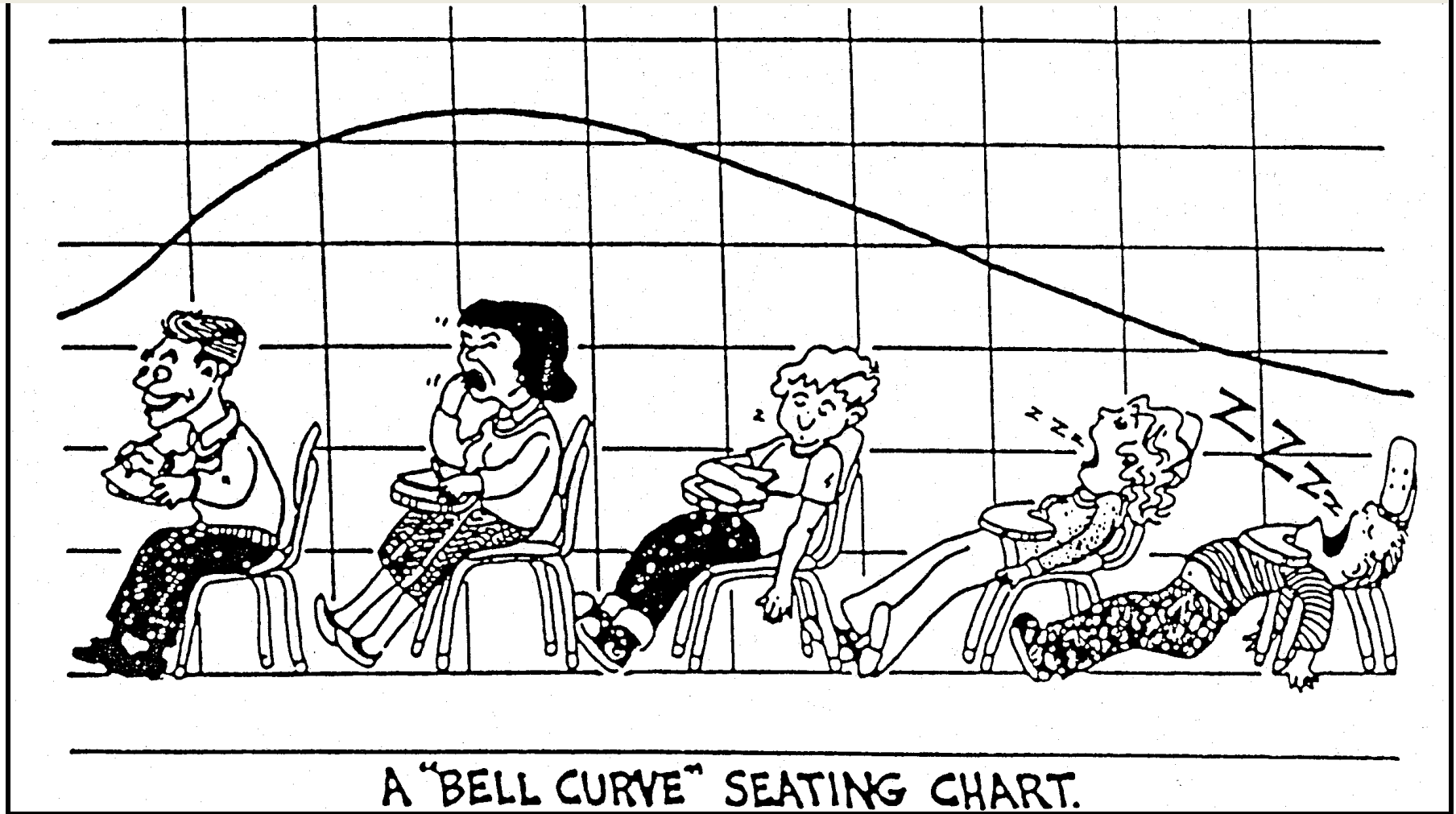
4

Curriculum Compacting

**Accelerazione Individuale per
Studenti Alto-Performanti**



Modificare il Curriculum per gli Studenti Alto-Performanti



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

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



Modifica del Curriculum per gli Studenti Alto-Performanti

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

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

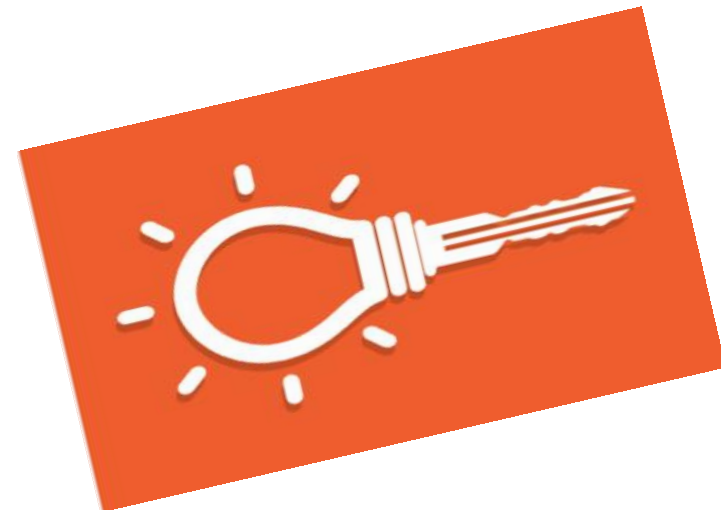
NAME Alison AGE 6 TEACHER(S) _____ Individual Conference Dates And Persons
Participating in Planning Of IEP

SCHOOL _____ GRADE 1 PARENT(S) _____

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

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

**Suggerimenti Pratici per
l'Implementazione di
attività di Arricchimento di
Insegnamento e
Apprendimento
Utilizzando The Schoolwide
Enrichment Model**



Learn How to Implement The Three Types Of Enrichment
Have the **Schoolwide Enrichment Team** Explore

Type I

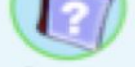

Use the Internet To Explore Type I Options
Important Point—Debrief   Every Type I

Type II

Collect and Categorize Type II Enrichment Materials
Infuse Type II Activities Into The Curriculum

Type III

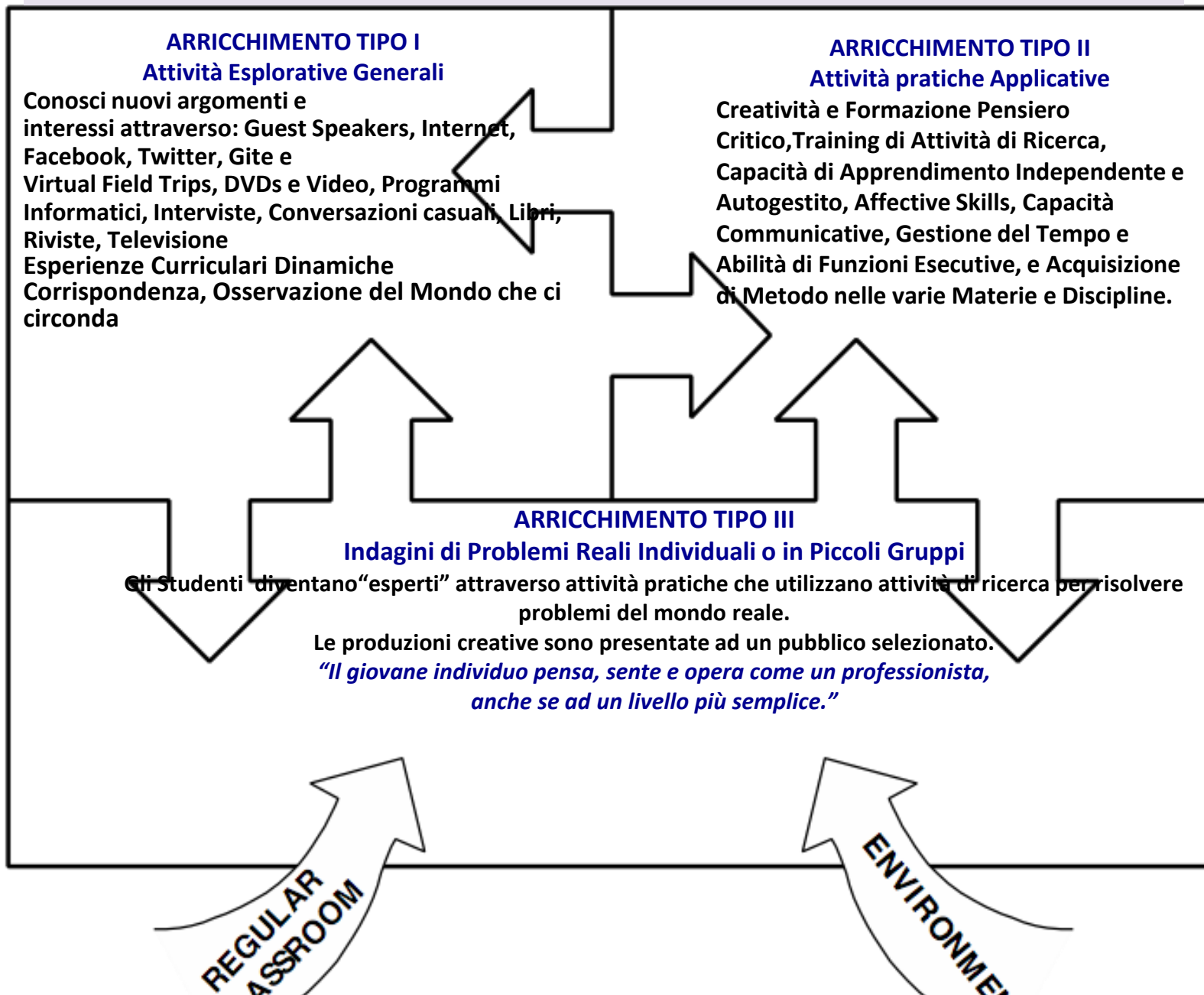
Type III Enrichment: Learn The Essential Steps
“The Guide On The Side”
Teach Students How To Develop A Management Plan

Fall In Love with Homework  Help Students Explore 
And Audiences For Their Work

Begin Your SEM
Program with
Enrichment
Clusters

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

Impara come implementare i Tre Tipi di Arricchimenti



Il Team di Arricchimento può Esplorare tutte le varie E

**Arricchimento Tipo I:
Visiting Speakers**



Type I: Debriefing

What did you find interesting about the presentation?

Did this presentation raise any questions in your mind?



What else would you like to know?

Where could we find more information about this topic?

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

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

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

Raccogliere e Catalogare i Materiali del Tipo II

Type II
Enrichment

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES

(The "Type II Matrix" JSR: 2001)

I. Cognitive Thinking Skills

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

III. Learning How-To Learn Skills

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

V. Written, Oral, and Visual Communication Skills

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

II. Character Development and Affective Process Skills

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

IV. Using Advanced Research Skills & Reference Materials

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

VI. Meta-Cognitive Technology Skills

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



Name _____

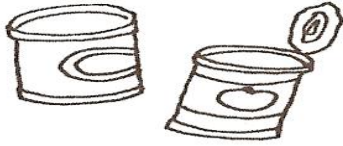
Date _____

**Type II
Enrichment**

17 Recycling (b)

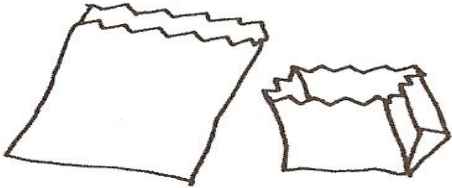


What could you make out of these items?



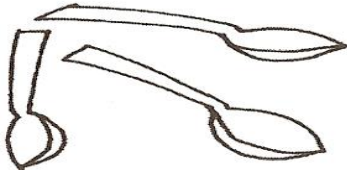
cans

Blank space for writing ideas for recycling cans.



bags

Blank space for writing ideas for recycling bags.



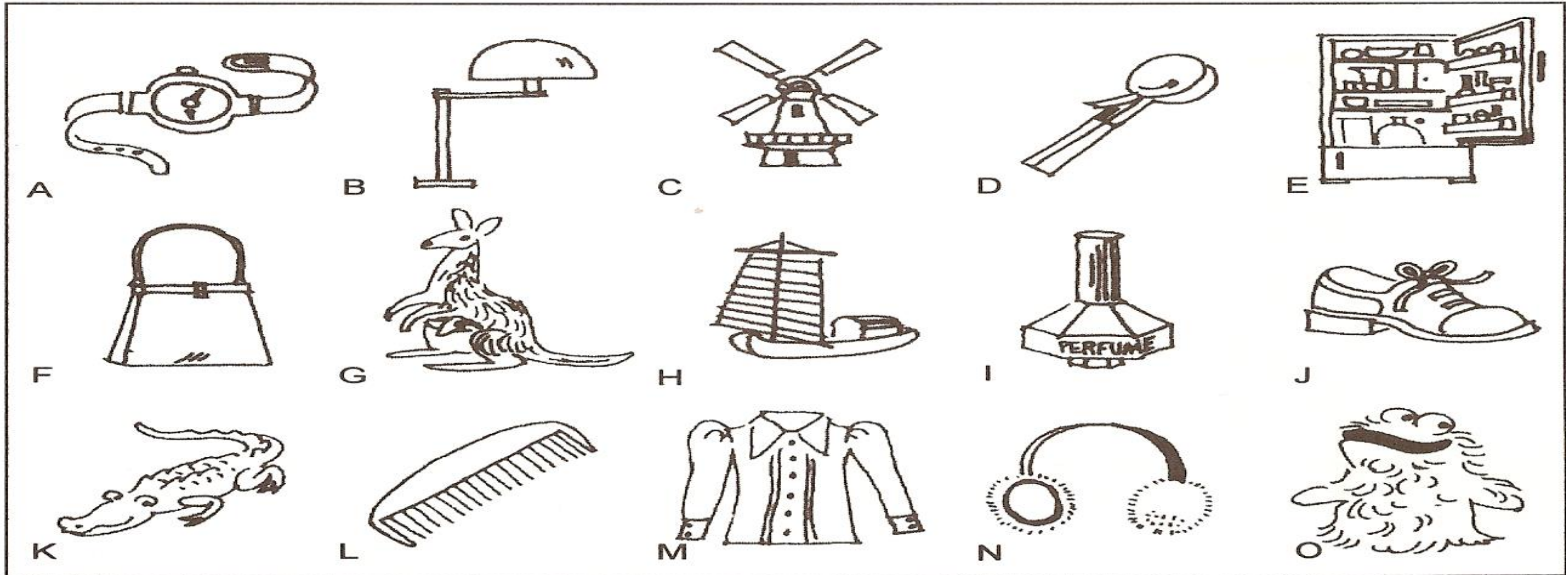
old spoons

Blank space for writing ideas for recycling old spoons.

**Type II
Enrichment**

12 Figure Families (b)

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



Common characteristics

furry things

Figures

G, N, O

Type II
Enrichment

5 Another Point of View (a)

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



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

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

Arricchimento Tipo III: Impara le Fasi Essenziali per Es (The “Guide-On-The Side”)

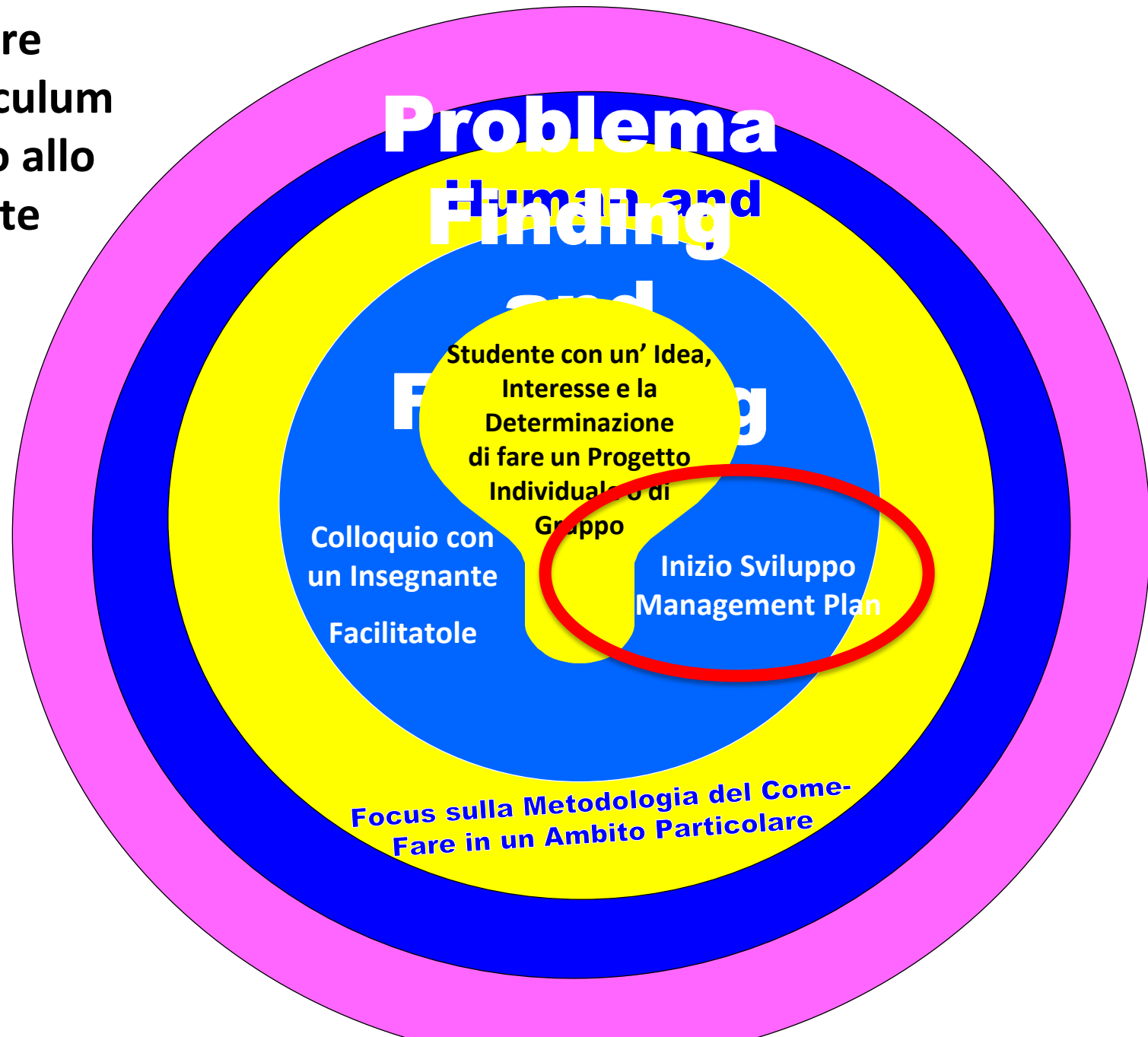


- 1. Personalizzazione degli Interessi**
- 2. Uso di una Metodologia Autentica**
- 3. Non Esistono Soluzioni o Risposte “Giuste”**
- 4. Destinato ad avere un impatto su un Pubblico oltre all’**

“...il giovane individuo pensa, sente e opera come un professionista”

ARRICCHIMENTO TIPO III:

Costruire
il Curriculum
attorno allo
Studente



MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

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

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

Language Arts History Personal and Social Development

Science Music Other (Specify) History

Mathematics Art Other (Specify) Architecture

Geography Other (Specify) Photography

B. INTENDED AUDIENCES

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

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

C. INTENDED PRODUCT(S) AND OUTLETS

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

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

D. GETTING STARTED

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

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

E. SPECIFIC AREA OF STUDY Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

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

F. METHODOLOGICAL RESOURCES AND ACTIVITIES

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

Persons - Katherine Terwilliger
- Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428
- Marion Dumond, Ellenville Public Library

2. How-to-Do-It books

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

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

Collections - private and public

Antique Shops and flea markets.

Old letters, Postcards

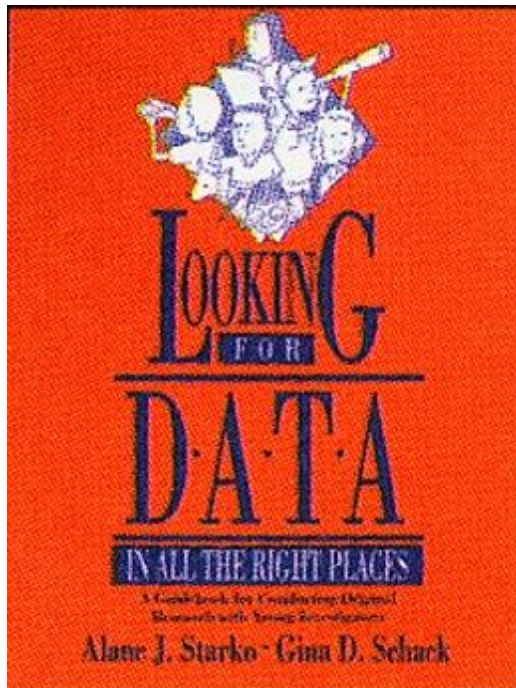
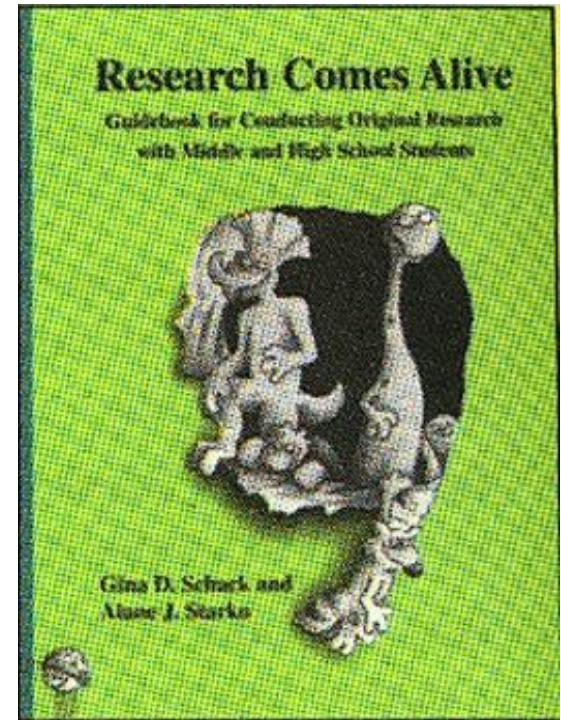
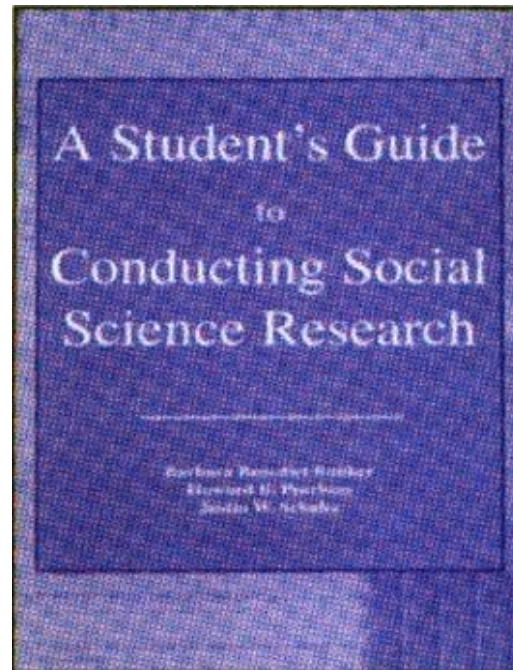
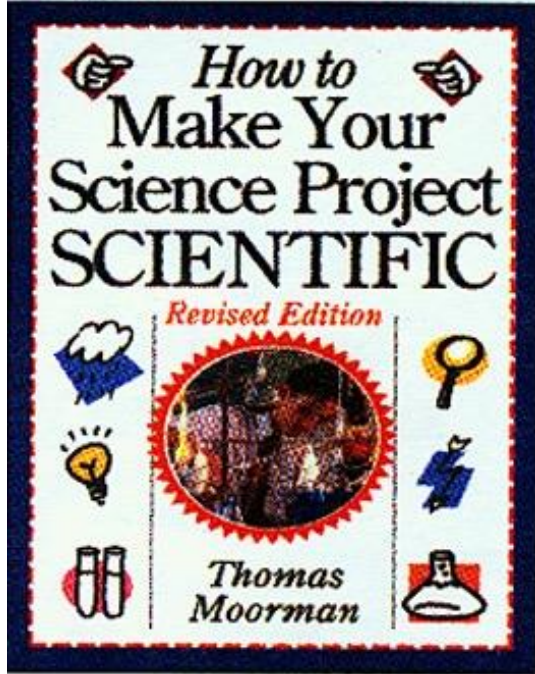
Books such as Victorian Glass

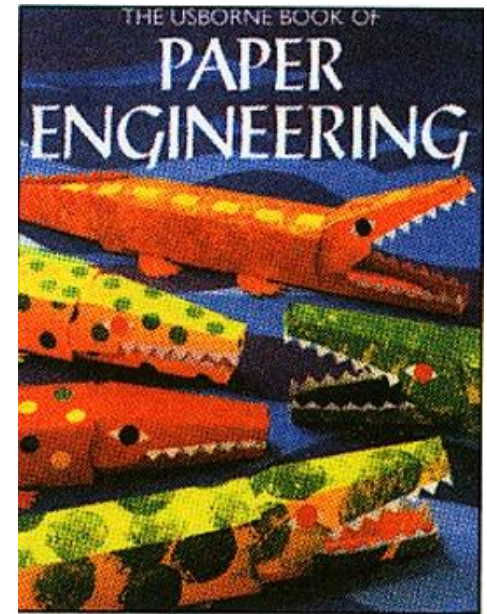
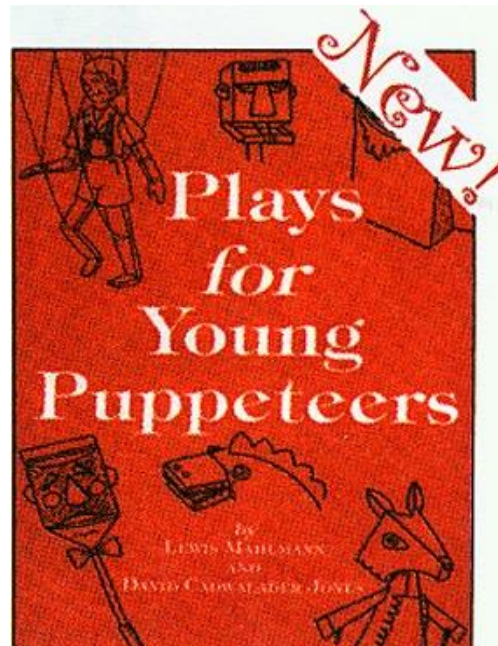
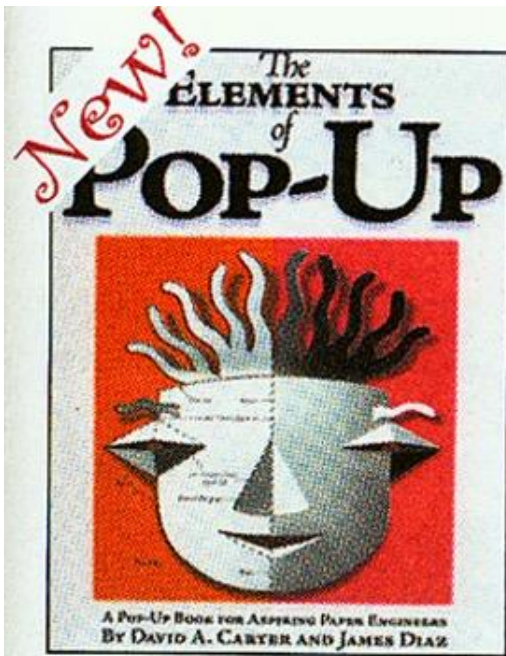
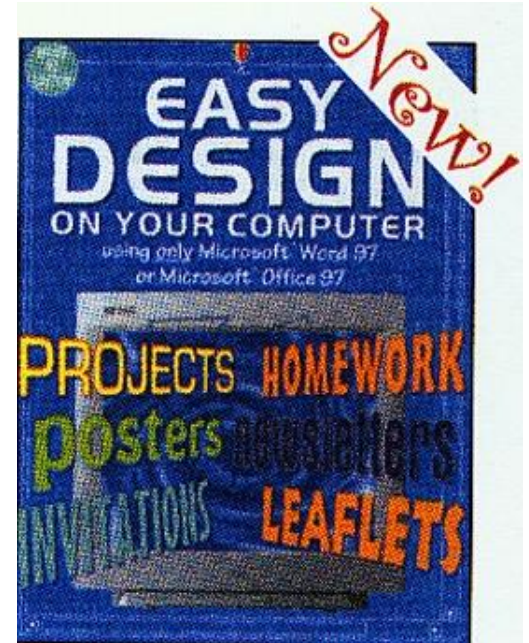
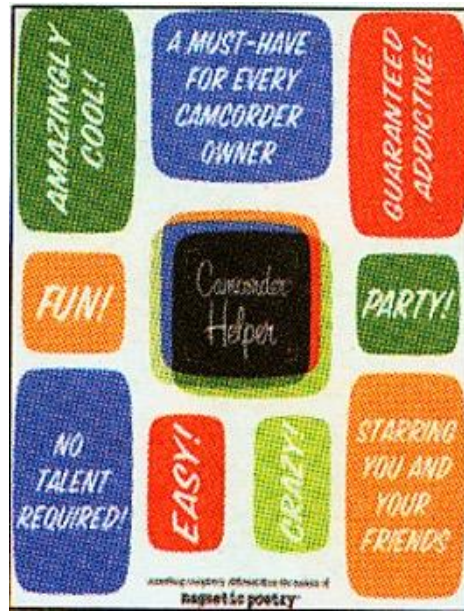
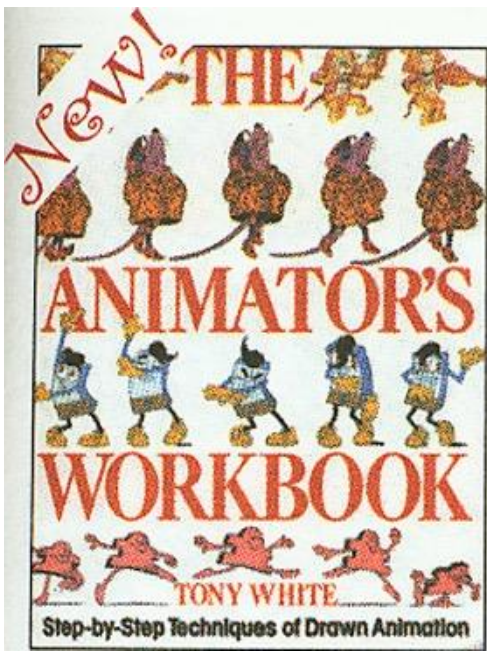
Examples of old houses - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion

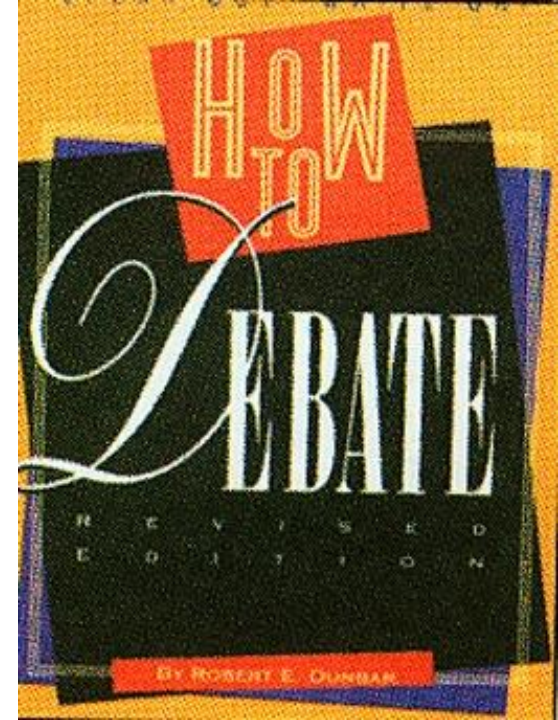
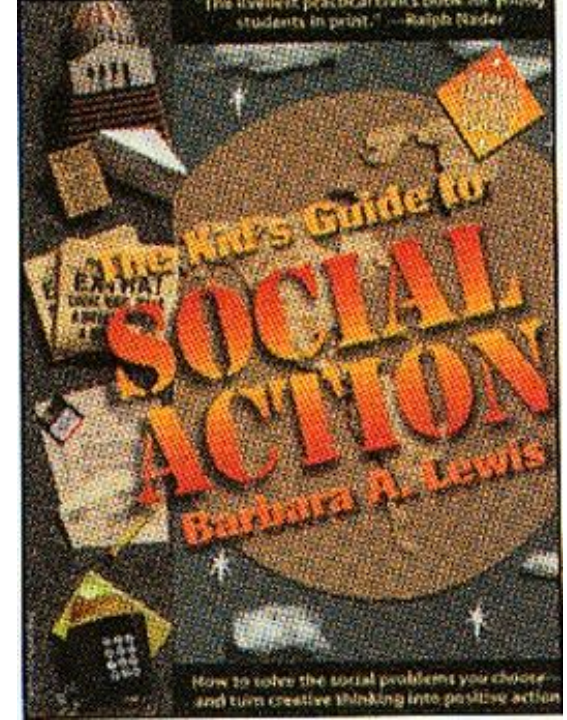
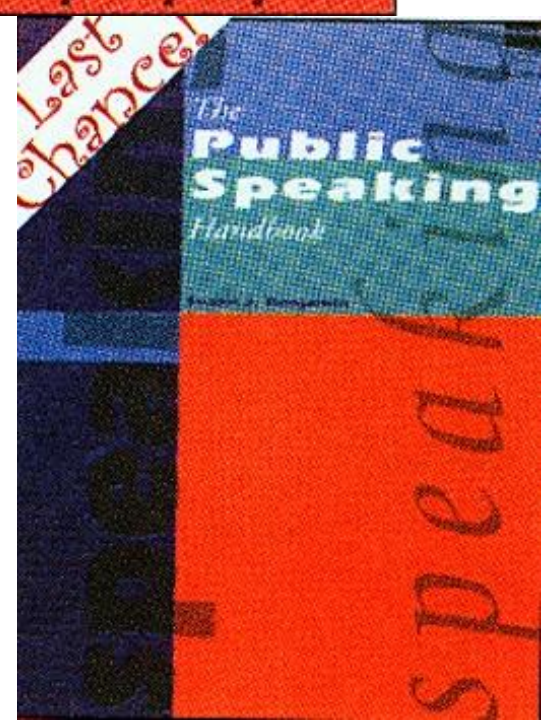
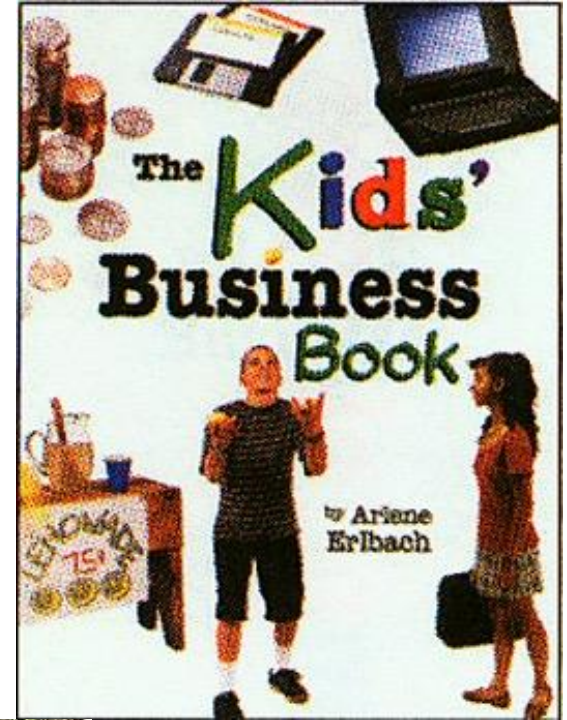
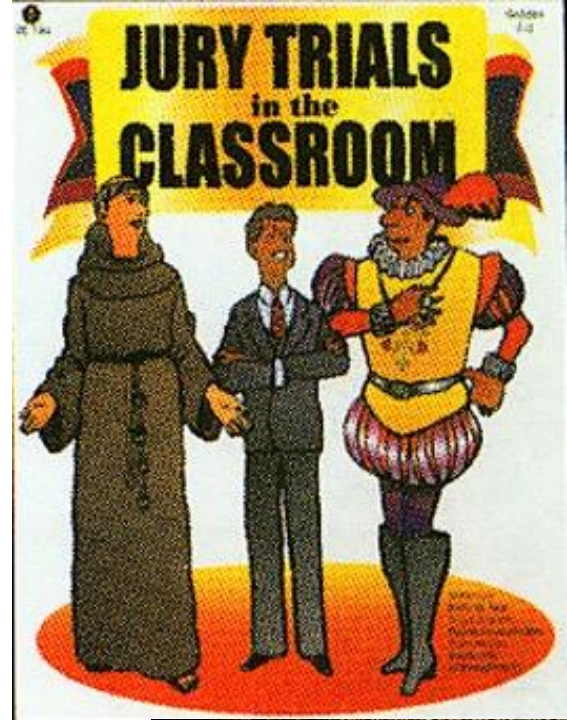
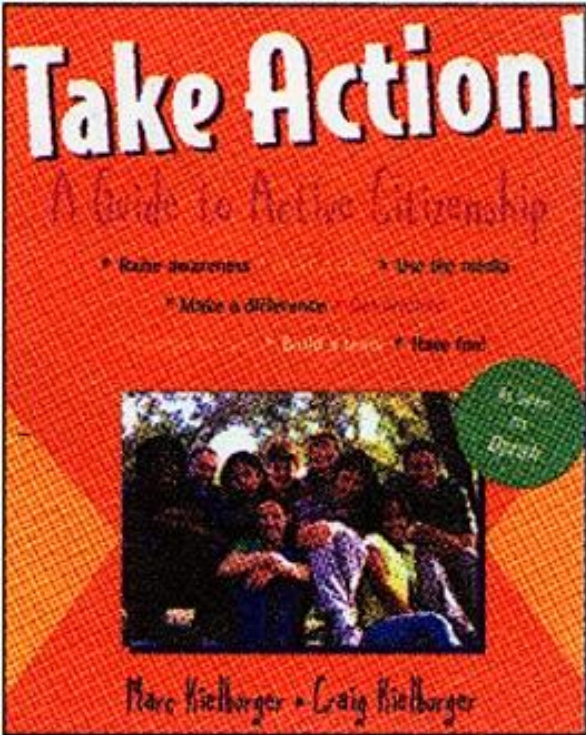
4. Special equipment

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

Innamorati dei Libri “Come fare”!

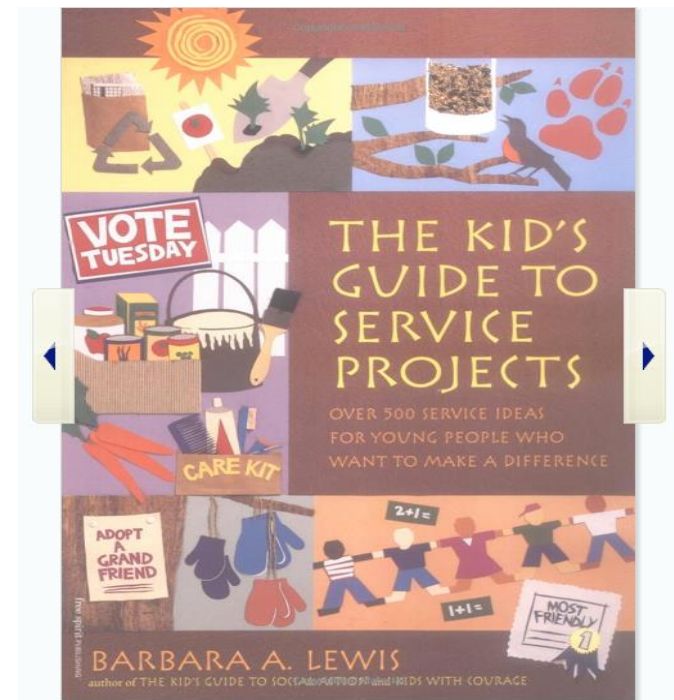
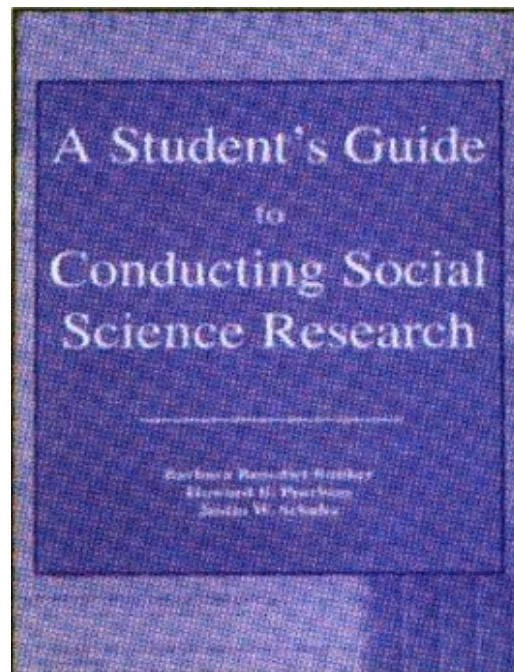
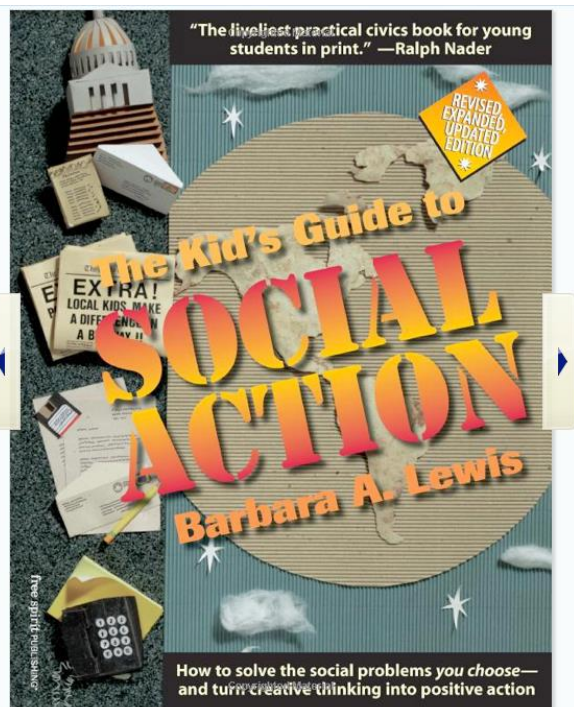
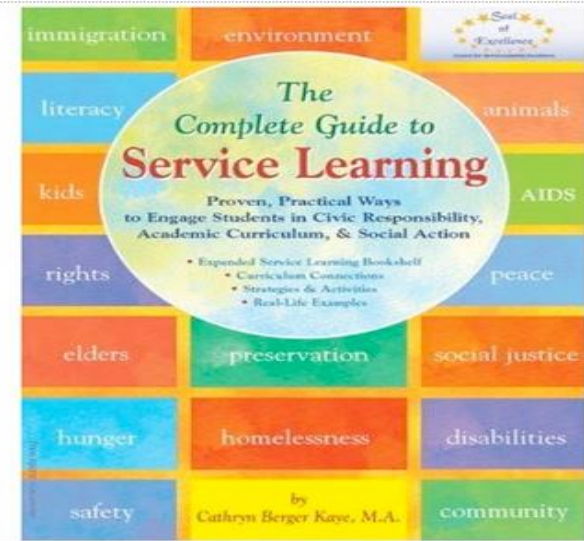




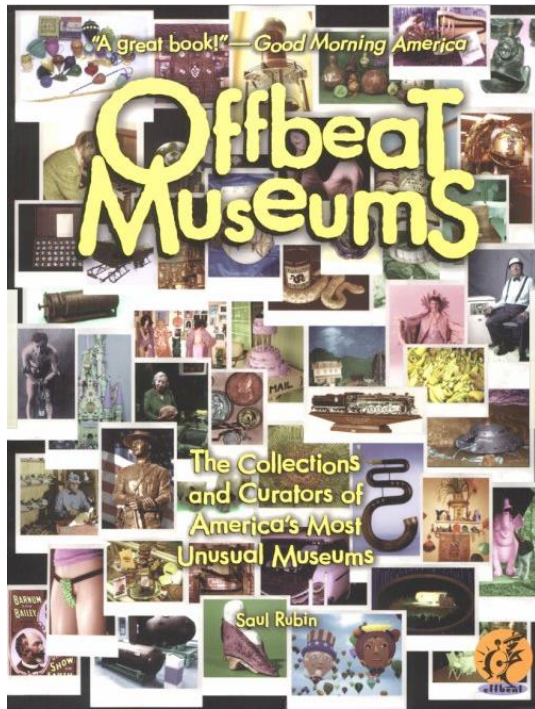


Esempi di Risorse

nel Data Base How-To del sito
www.renzullilearning.com



Libri “Come Fare” per istituire un museo...



Museum, Media, Message

Edited by
Eileen Hooper-Greenhill



who
gets to
call it
Art?



Inizia il tuo
Programma
con
Enrichment
Clusters

Enrichment Clusters

Sono Gruppi di Studenti di diversi livelli che:

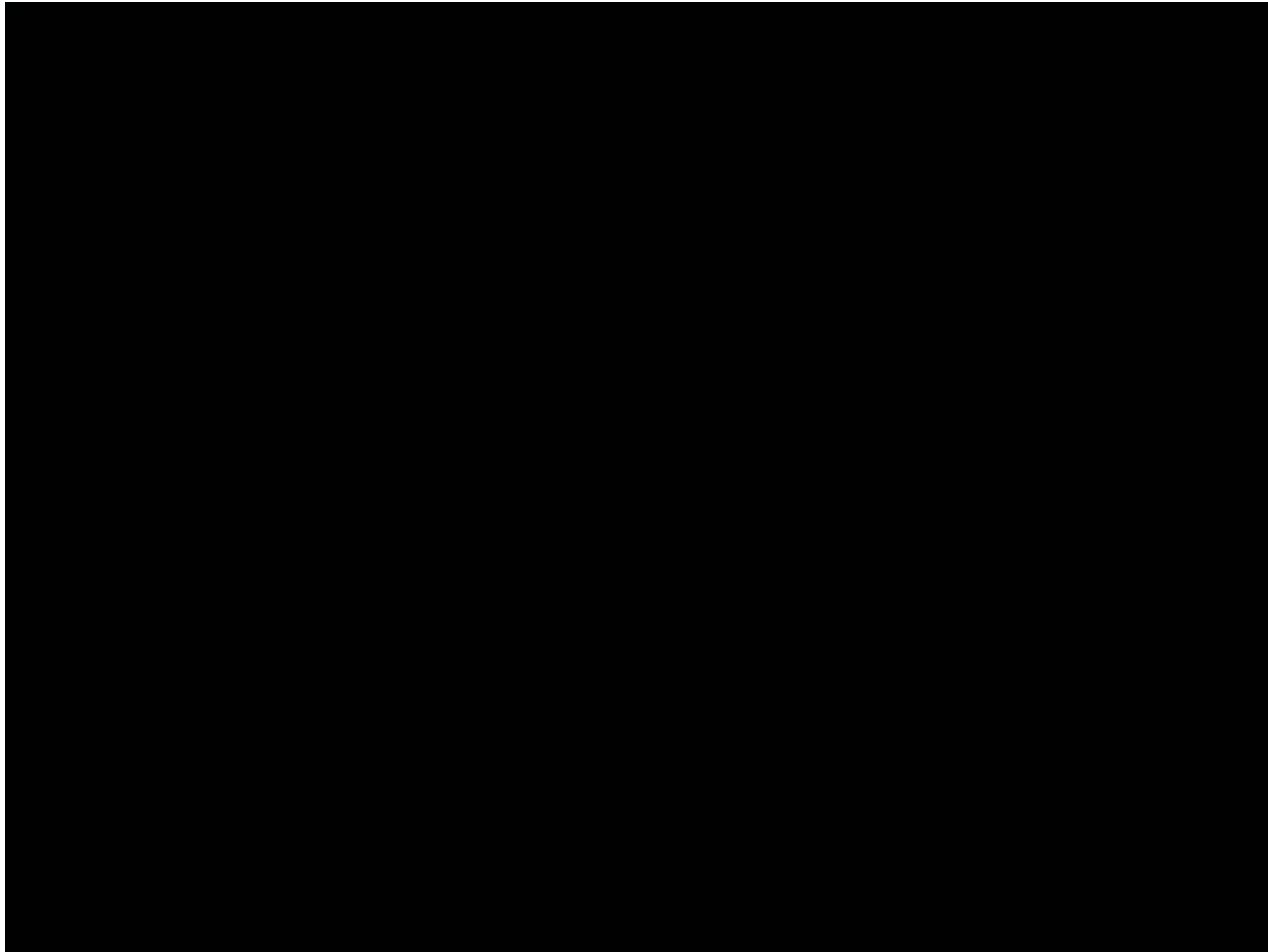
- 1. Condividono un interesse comune*
- 2. Si riuniscono in orari designati per perseguire i loro interessi*
- 3. Producono a prodotto, una performance, pubblicazione, presentazione, gara o concorso, o qualche forma di servizio alla comunità o progetto sociale*

Renzulli & Reis

1. Un viaggio nella Storia



SEM nella Scuola Superiore



Caratteristiche Principali degli Enrichment Clusters

Tema: Ogni Studente è speciale se creiamo le condizioni che fanno di ogni studente uno specialista in un gruppo .

- 1. La Regola d'Oro degli Enrichment Clusters: tutte le attività sono finalizzate alla produzione di un prodotto o servizio.**
- 2. Gli Studenti e gli insegnanti selezionano i gruppi in cui parteciperanno. *Tutti* gli studenti e insegnanti sono coinvolti.**
- 3. gli Studenti sono raggruppati per area di interesse across grade levels.**

- 5. Vengono utilizzati i reali metodi di investigazione professionali per realizzare prodotti e servizi.**
- 6. La suddivisione del lavoro garantisce che gli studenti non svolgano le stesse attività.**
- 7. Vengono designati degli orari per i clusters.**
- 8. La Regola d'Argento degli Enrichment Clusters: Le Regole della Scuola sono Sospese!**

Sei Domande Chiave

[Per facilitare le attività di Tipo III degli an Enrichment Cluster]

- 1. Che cosa fanno le persone che hanno un interesse in quest'area?**
- 2. Che tipo di prodotti creano o che servizi forniscono?**
- 3. Che metodi utilizzano per fare il loro lavoro?**
- 4. Che tipo di risorse e materiali sono necessari per produrre prodotti e servizi di qualità?**
- 5. Come, e con chi, comunicano i risultati del loro lavoro?**
- 6. Quali passi devono essere fatti per avere un impatto sul pubblico selezionato?**

Arti, Letteratura, e Scienze Umane

- Guida Giovani Autori
- Il Laboratorio del Poeta
- La Società Letteraria Afro-Americana
- Il Gruppo di Giornalismo Investigativo
- *La Rassegna Trimestrale della Letteratura per l' Infanzia*

Scienze Fisiche e Biologiche

- La salvezza della Società dei Delfini
- Istituto di Ricerca Scienze Fisiche
- L'Agencia Mansfield di Protezione Ambientale
- Il Team di Robotica Sperimentale

Le Arti

- L'Istituto di Ricerca di Musica Elettronica
- Il Laboratorio di Arte Visiva dell'Artista
- La Compagnia Teatrale Meriden
- Istituto di Danza Nativa Americana
- La Società di Video Produzione
- Ensemble di Giovani Musicisti
- La Guida dei Fotografi

Scienze Sociali

- Associazione per la Consapevolezza della Cultura Ispanica
- La Società Storica Junior
- Il Team di Ricerca delle Scienze Sociali
- La Società Geografica Torrington
- La Guida del Cartografo Creativo

Matematica

- Società di Pubblicazione Materiali per la Matematica
- Associazione Mentori di Matematica
- Gruppo di Supporto Donne Matematiche
- La Lega Competizioni Matematica
- La Sfida Trimestrale Math Puzzle

Computers

- Theell Team Computer Graphics Design
- La Società di Produzione Computer Games
- Associazione Assistenza Uso Computer
- La Società Creative Software
- La Società desktop Publishing

Educazione Fisica

- Il Gruppo Ricerca Giochi Sperimentali
- Gruppo di Studio Fisiologia dello Sport
- Il Gruppo di Sostegno Idoneità Fisica
- Istituto per lo Studio Multicultural Recreation

Arti Industriali/Home Economics

- Società di Arredamento Design Creativo
- Team di Ricerca di Architettura
- Gruppo Sperimentale Alimentare
- Istituto di Ricerca Future Fashion
- Gruppo Assistenza Cura del Bambino



Salva il nostro Pianeta

- Vorresti diventare il nostro “Detective Dumpsite” e scoprire il modo di riciclare i nostri rifiuti?
- Vuoi vedere come i vermi riducono il pasto della mensa?



Unisciti ai **Riciclatori** e diventa un esperto nel trasformare i rifiuti in *tesori!*

Diventa un Supereroe di Madre Natura e Salva il Mondo!

Detectives sulla Scena del Crimine



Vorresti essere un detective?
Indagare sui crimini?

Ti sei mai chiesto
cosa serve per
risolvere un crimine?



Se indagare su un crimine, raccogliere
prove, e risolvere misteri colpiscono la
tua curiosità, allora questo è il gruppo
per te! Unisciti al The Crime Scene
Detectives

Esamina i Tuoi Interessi Usando l' "Ispirazione"

Inizio

- Parlate fra di voi per vedere se ci sono opportunità con gli insegnanti di lavorare insieme in un cluster.

• Cerca opportunità di collaborazione con altri insegnanti di altri cluster. Es. Un Gruppo di Arte e un Gruppo di poesia potrebbero lavorare insieme per formare una Società di Biglietti di Auguri. Un gruppo di produzioni di film potrebbe lavorare con un gruppo teatrale per produrre una commedia, un video o un film.

• **Come in una Facoltà, lavorate insieme così i Gruppi coprono molti ambiti della conoscenza.**

Letteratura e Language Arts

Matematica

Scienze Sociali

Arti Industrial

Tecnologia

Le Arti (Grafiche, Visive, Teatrali)

Educazione Fisica

Scienze Fisiche

Scegli un argomento o due di tuo interesse e rispondi alle 6 domande chiave:

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

- **Cerca uno o più libri “Come Fare” sul tuo argomento nel Data Base ‘How-To’ del Renzulli Learning.**
- **Parla con un esperto che lavora in quest’area.**
- **Cerca online e leggi delle informazioni sull’argomento.**
- **Cerca alcuni esempi di prodotti creativi, specialmente se sono stati realizzati d ragazzi e parlane con i tuoi studenti. Usa le domande chiave per guidare una discussione aperta.**
- **Controlla nel Data Base del Renzulli Learning alla voce ‘Contests and Competitions’ per avere qualche idea sul pubblico ideale [Ottimo per la motivazione].**



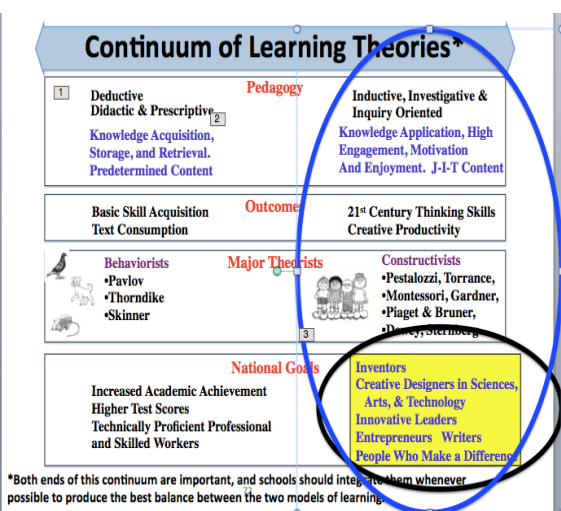
Riepilogo e Conclusioni

**“Coloro che possiedono i
diritti delle invenzioni
possiedono il mondo”.**

dal portale del Partito

Democratico Giapponese





Le motivazioni per focalizzarsi sulla Plusdotazione Creativa e Produttiva Creative And Productive Giftedness

C'è un imperativo economico dietro l'insegnamento della creatività e delle abilità induttive e d'indagine. Le Nazioni fanno affidamento sulle capacità dei loro cittadini di creare nuove idee, così come il business si basa sulle abilità creative dei dipendenti. Questo è il motivo per cui i governi e l'industria sono incoraggiati ad abbracciare l'insegnamento della creatività, abilità di pensiero, e una mentalità investigativa. Tant'è vero che l' **educazione creativa è un pilastro chiave nei Ministeri dell'Educazione dei principali paesi industrializzati del mondo.**

**Le cose che
mi rendono felice..**

http://gifted.uconn.edu/wp-content/uploads/sites/961/2016/05/Economic_Discussion_Paper_on_SEM_in_Netherlands.pdf



Adam Booij



Ferry Haan



Eric Plug

**Tre
Economisti
Olandesi**



**Nell'economia globale moderna, i
leaders industriali, politici e
dell'istruzione sono sempre più alla
ricerca di persone con doti di fantasia,
creatività e innovazione. I leaders
dell'Educazione di tutte le nazioni
stanno cominciando a rendersi conto
che puntare sulla creatività è la chiave
per aumentare la crescita economica e
culturale e
del progresso sociale
per tutti i cittadini.**

Research Note

I Vantaggi dell'Arricchimento degli Studenti: Risultati di un Gifted and Talented Program nella Scuola Secondaria (2016)

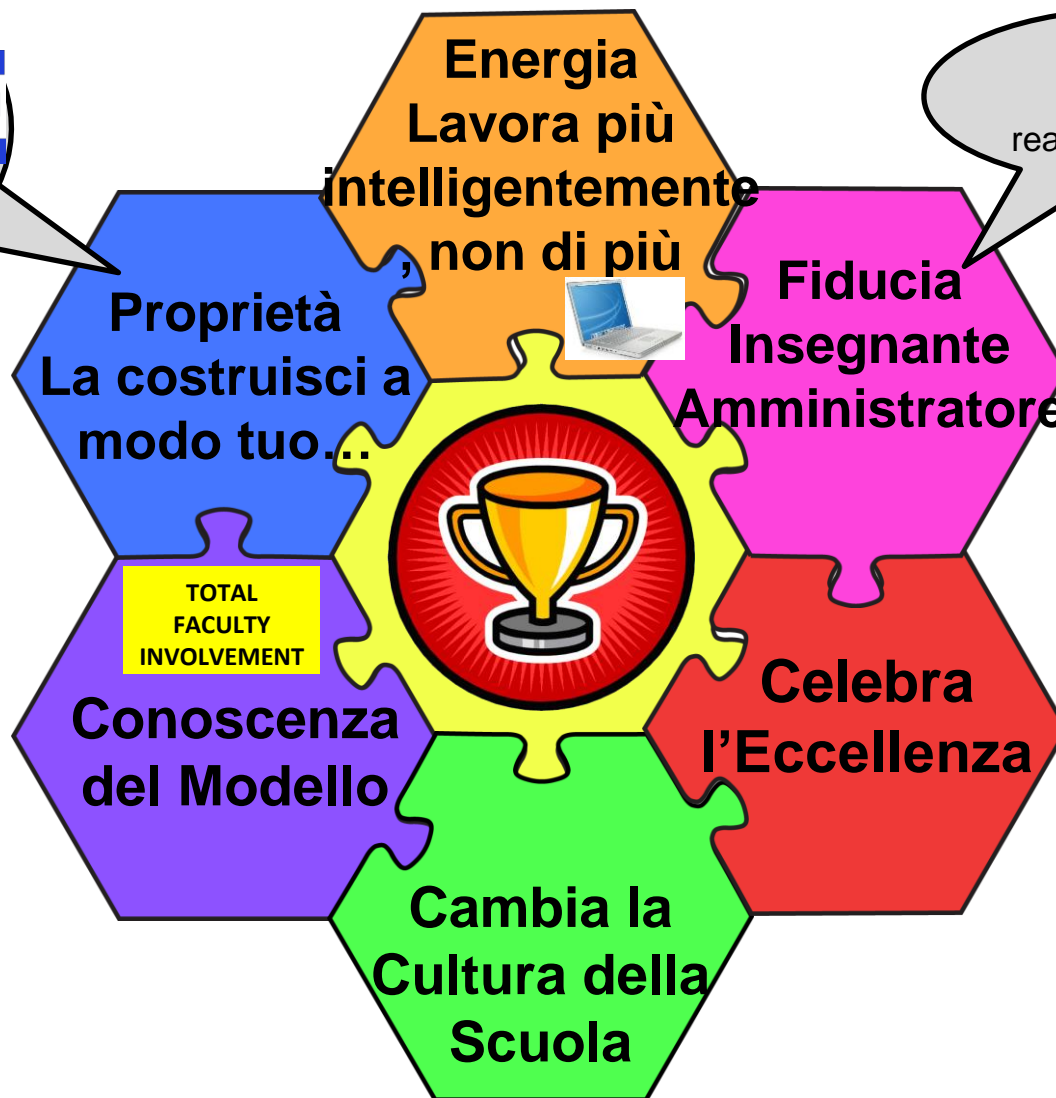
Adam Booij
University of Amsterdam and Tinbergen Institute
Ferry Haan
University of Amsterdam
Erik Plug
University of Amsterdam, Tinbergen Institute, IZA and UCLS

Venticinque anni di follow-up di studenti che hanno frequentato una Scuola SEM in Olanda

Abbiamo rilevato che gli studenti ottengono voti più alti, seguono un curriculum scientifico più intenso (in particolare le ragazze), e riportano convinzioni più forti sulle loro capacità accademiche. Inoltre abbiamo rilevato che gli effetti positivi persistono all' università, dove gli studenti scelgono materie di studio più impegnative con, in media, rendimento più elevato. Nel complesso, questi risultati sono coerenti con l'interpretazione della Gifted Education sul capitale umano. La GT Education ha aumentato lo stipendio medio iniziale ... I nostri più prudenti calcoli suggeriscono che i benefici della Educazione GT nel mercato del lavoro sono di gran lunga superiori ai suoi costi.

Che cosa rende una Scuola SEM eccezionale?

Obiettivi
comuni —
Mezzi
unici



Il lavoro di
Squadra fa
realizzare i sogni



“La vera difficoltà nel cambiare il futuro di ogni impresa non è lo sviluppo di nuove idee ma fuggire da quelle vecchie. Per fare un cambiamento è necessario avere un sogno”

John Maynard Keynes

Non dubitate mai che un piccolo gruppo di cittadini pensierosi ed impegnati possa cambiare il mondo; infatti, è l'unica cosa che farà.

Margaret Mead



**Io ho un sogno:
fare della mia scuola un
luogo per lo sviluppo del
talento...**



