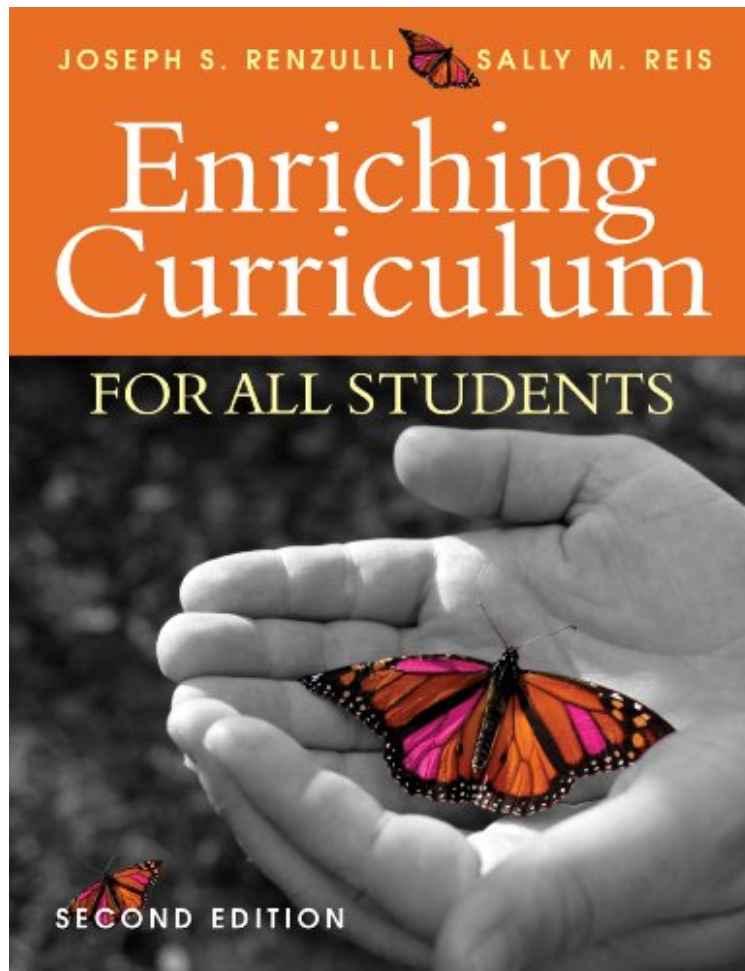


Enriching Curriculum for All Students

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From Corwin : Enriching Curriculum for All Students before purchasing it in order to gage whether or not it would be worth my time, and all praised Enriching Curriculum for All Students:

Use the Schoolwide Enrichment Model to support enriching learning opportunities for all learners and to develop students' talent, raise achievement, honor diversity, and foster a growth-oriented staff.

"The major strength of this book is its enrichment triad model. The book does a good job explaining the purpose, design, and use of the enrichments and their relationship to the general curriculum." "This book does a good job explaining the purpose, design, and use of the enrichments and their relationship to the general curriculum."--Laurie Peterman, Instructional Facilitator (04/30/2007) "Without a doubt, this book makes a contribution to the field."--Cindy Miller, Curriculum Specialist (04/30/2007) "By the end of the book, I came to have a great respect for the

authors' compassion and sense of social justice, which really shine through in their praxis."--Natalie Bernasconi, Gifted and Talented Education Teacher (04/30/2007)"The information in the book is extremely relevant. With the current demands for educational improvement, leaders in the field are searching for new, innovative means of helping students feel connected to their schools."--Tricia Pena, Principal (04/30/2007)"This book does a good job explaining the purpose, design, and use of the enrichments and their relationship to the general curriculum."--Laurie Peterman, Instructional Facilitator (04/30/2007)"Without a doubt, this book makes a contribution to the field."--Cindy Miller, Curriculum Specialist (04/30/2007)"By the end of the book, I came to have a great respect for the authors' compassion and sense of social justice, which really shine through in their praxis."--Natalie Bernasconi, Gifted and Talented Education Teacher (04/30/2007)"The information in the book is extremely relevant. 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(Tricia Pentilde;a, Principal 2007-04-30)"Without a doubt, this book makes a contribution to the field." (Cindy Miller, Curriculum Specialist 2007-04-30)About the AuthorJoseph S. Renzulli is professor of educational psychology at the University of Connecticut, where he also serves as director of the National Research Center on the Gifted and Talented. His research has focused on the identification and development of creativity and giftedness in young people and on organizational models and curricular strategies for total school improvement. A focus of his work has been on applying the strategies of gifted education to the improvement of learning for all students. He is a fellow in the American Psychological Association and was a consultant to the White House Task Force on Education of the Gifted and Talented. He was recently designated a Board of Trustees Distinguished Professor at the University of Connecticut. Although he has obtained more than \$20 million in research grants, he lists as his proudest professional accomplishments the UConn Mentor Connection program for gifted young students and the summer Confratute program at UConn, which began in 1978 and has served thousands of teachers and administrators from around the world.Sally M. Reis is a professor and the department head of the Educational Psychology Department at the University of Connecticut where she also serves as principal investigator of the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the elementary, junior high, and high school levels. She has authored more than 130 articles, 9 books, 40 book chapters, and numerous monographs and technical reports. Her research interests are related to special populations of gifted and talented students, including: students with learning disabilities, gifted females and diverse groups of talented students. She is also interested in extensions of the Schoolwide Enrichment Model for both gifted and talented students and as a way to expand offerings and provide general enrichment to identify talents and potentials in students who have not been previously identified as gifted. She has traveled extensively conducting workshops and providing professional development for school districts on gifted education, enrichment programs, and talent development programs. She is co-author of The Schoolwide Enrichment Model, The Secondary Triad Model, Dilemmas in Talent Development in the Middle Years, and a book published in 1998 about women's talent development titled Work Left Undone: Choices and Compromises of Talented Females. Sally serves on several editorial boards, including the Gifted Child Quarterly, and is a past president of the National Association for Gifted Children.