

The Revolving-Door Model: A New Way of Identifying the Gifted

by Joseph S. Renzulli, Sally M. Reis, and Linda H. Smith

The authors scrap the "you-have-it or you-don't-have-it" approach to giftedness. In its place they posit the revolving-door model, which allows students to move into and out of special programs and opens these programs for gifted students to new clients.

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Research suggests that giftedness is an interaction among three clusters of traits: above-average general abilities, high levels of task commitment, and high levels of creativity.¹ Thus individuals display "gifted" behavior at particular times and in specific contexts. Traditionally, however, identification procedures and school programs for the gifted have adopted an all-or-nothing approach. Students are either selected or not selected for a particular program. Moreover, once selected, students generally remain in the program for all subjects and for an entire school year.

This you-have-it or you-don't-have-it approach to giftedness stems in part from identification processes that overemphasize skillful test taking and lesson learning. There are youngsters, of course, who might be considered "gifted" in these activities, and every effort should be made to adjust the regular curriculum to meet their needs.² But well-developed test-taking skills and lesson-learning abilities are not always accompanied by the other attributes of giftedness, i.e., task commitment and creativity.

Our revolving-door model for identifying and teaching the gifted stems from the concept of differentiated giftedness. The model allows students to move into and out of special programs as the need arises. It is designed to increase substantially the number of students receiving special services for the gifted. Because it does away with the you-have-it or you-don't-have-it notion of giftedness, it minimizes concern about elitism. Most important, the model provides supplementary programs at the times when and in the particular areas where such services have the most potential for benefiting youngsters.

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Overview of the Model

The revolving-door model necessitates the establishment of a talent pool made up of one-quarter to one-third of the total school population. In a school enrolling 250 students, for example, this talent pool would include approximately 62 students (25% of 250).

If a member of the talent pool shows interest in a particular topic or area of study and if we are reasonably certain that the student has above-average ability in the area of interest, then for a given period of time this youngster is allowed to pursue that topic under the direction of the resource teacher. The student continues to go to the resource room until his or her project is completed, at which time the student steps aside to make room for another child. Should the student display creative ideas or task commitment in relation to another area of interest or wish to conduct advanced research on the original topic, then we must make another decision about whether he or she should continue to have access to the resource room.

In order to implement this model, the traditional approach to giftedness must be changed in two ways. First, we must think in terms of providing services at any given time for 5% of the general population rather than 5% chosen on the basis of IQ. In our hypothetical example, 5% of 250 students is the same number of students (13) that we would be serving if we used an IQ cutoff score of 125. This first change, therefore, is relatively easy.

The second change is somewhat more complicated: it requires that we think about the size of our program in terms of 13 "slots" rather than 13 preselected pupils. In other words, the revolving-door model involves periodic and irregular schedule changes among the students who attend the resource room (or receive supplementary services) during any given interval of time.

Selection Criteria

Most of the information used in traditional selection procedures for the gifted is gathered prior to the time a child enters the program. We shall refer to this kind of

material as "status information" and define it as "any objective and/or subjective knowledge about a child that can be gathered and recorded for purposes of making decisions about entrance into a talent pool." In the revolving-door model a special form, the *Strength-4-Layer*,³ summarizes status information about a child's abilities, interests, and preferred learning styles. This status information can be used to identify gifted youngsters and to individualize their programs.

However, the essence of the revolving-door model is the concomitant use of "action information" in making such decisions. Action information can be thought of as those dynamic interactions that take place when a student becomes inspired by a particular topic, area of study, issue, event, or form of creative expression. Action information gives the teacher some reason to believe that a child might enjoy pursuing a particular topic in greater depth. This kind of information is obviously more subjective than status information; detecting it requires considerable sensitivity. But it is precisely this type of information — coupled with status information — that will help us to identify most accurately those youngsters with great potential for benefiting from supplementary services.

The revolving-door model provides exit criteria through completion of another form, the *Management Plan*.⁴ This form is essentially a planning and documentation device. It can be used to help students formulate their objectives, bring into focus a particular problem, locate and organize appropriate resources, and identify outlets and audiences for their creative work. The *Management Plan* is somewhat like a contract: once that contract has been fulfilled, we have a rationale for concluding a child's participation in the special program. We have already pointed out that the child may be cycled back into the program to work on another problem or project or to continue investigating in greater depth his or her original area of interest.

Another component of the revolving-door model is the *Compactor*,⁵ a set of materials designed to help regular classroom teachers accelerate the curriculum in

Revolving Door Identification Model

Sally M. Reis



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The Revolving Door Identification Model Joseph S. Renzulli, Sally M. Reis, Linda H. Smith, 1981 **Technical Report of Research Studies Related to the Revolving Door Identification Model** Joseph S. Renzulli, University of Connecticut. Bureau of Educational Research and Service, 1984 *The Revolving Door Identification Model and the Enrichment Triad Model* Nancy Gerdin Vall, 1983 *Revolving Door Identification Model* Elizabeth Jean Gubbins, 1982 **A Technical Report of Research Studies Related to the Revolving Door Identification Model** Joseph S. Renzulli, University of Connecticut. Bureau of Educational Research and Service, 1984 **Effects of the Revolving Door Identification Model on Creative Productivity and Self-efficacy** Alane Jordan Starko, 1986 **Handbook of Giftedness in Children** Steven I. Pfeiffer, 2008-03-06 In one comprehensive resource this superb handbook covers everything you need to know about the subject It brings together leading experts from the fields of psychology and education combining theory and applied empirical research on such crucial topics as conceptualization types of intelligence developmental considerations and ethical and legal concerns Particular attention is given to social and family contexts and evidence based strategies and interventions offer solid guidelines on assessment curriculum design and encouraging and nurturing talent from preschool through adolescence **Differentiation for Gifted and Talented Students** Carol Ann Tomlinson, Sally M. Reis, Series Editor, 2004-03-06 Focusing on the link between gifted education and general education this resource discusses the benefits of differentiating curriculum and instruction *The International Handbook on Innovation* Larisa V Shavinina, 2003-10-16 Approx 1200 pages Approx 1200 pages *An Analysis of the Productivity of Gifted Students Participating in Programs Using the Revolving Door Identification Model* Sally M. Reis, 1981 *An Analysis of the Productivity of Gifted Students Participating in Programs Using the Revolving Door Identification Model* Sally M. Reis, 1981 **An Analysis of the Productivity of Gifted Students Participating in Programs Using the Revolving Door Identification Model** Sally M. Reis, 1981 **A Handbook for Identifying the Gifted/talented** Joseph A. Platow, 1984 **Resources in education**, 1986-09 *Developing the Gifts & Talents of All Students* Margaret Beecher, 1995 Margaret Beecher presents an innovative K 12 curriculum model designed for teachers looking for ways to reach all students in their heterogeneous classrooms Based on the Enrichment Triad Model and principles of differentiated curriculum it addresses interest based teaching curriculum mapping essential questions interdisciplinary curriculum community resources self directed learning interest development centers and Types I II and III enrichment The specific planning organizational and management techniques in this book will show educators how to implement this model effectively and efficiently in their classrooms *Handbook of Gifted Education* Nicholas Colangelo, Gary A. Davis, 1991 Reflects current thinking on the education of the gifted It presents the issues offering definitions of giftedness describes appropriate programme models and teaching practice and covers creativity and thinking skills counselling services and other special topics concerning gifted students

Education of the Gifted and Talented Gary A. Davis, Sylvia B. Rimm, 1989 In the mid 1970s interest in accommodating the educational needs of gifted and talented children began its climb to higher levels with greater public awareness Federal statements definitions funds and professional staff were created and state legislation formalized the existence and needs of gifted children Now as we head into a new millennium this movement has taken a step backward due to a rise in a recommitment to equity in education growing cooperative teaching and the economics of funding a program This book however continues to outline the best ideas that have come from leaders in gifted education This up to date and well organized best seller begins with an overview of current issues and proceeds to characteristics of gifted students program planning and identification issues and methods The problem of underachievement is covered as well as the challenges of parenting understanding and counseling gifted children Designed for teachers and administrators who are seeking to teach gifted children or to develop or enhance a program for gifted children Schools for Talent Development Joseph S. Renzulli, 1994 The Schoolwide Enrichment Model is a blueprint for total school improvement that stresses flexibility and creativity and promotes challenging enjoyable learning across all school types levels and demographics The model combines organizational resources with three service delivery components the total talent portfolio curriculum modification techniques and enrichment learning and teaching *Teaching Models in Education of the Gifted* C. June Maker, Aleene B. Nielson, 1995 **Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts** Gilbert A. Clark, 1992

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