

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-Lycer*,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

Carolyn Richards Cooper



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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

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

Worldwide Perspectives on the Gifted Disadvantaged Belle Wallace,Harvey B. Adams,1993

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