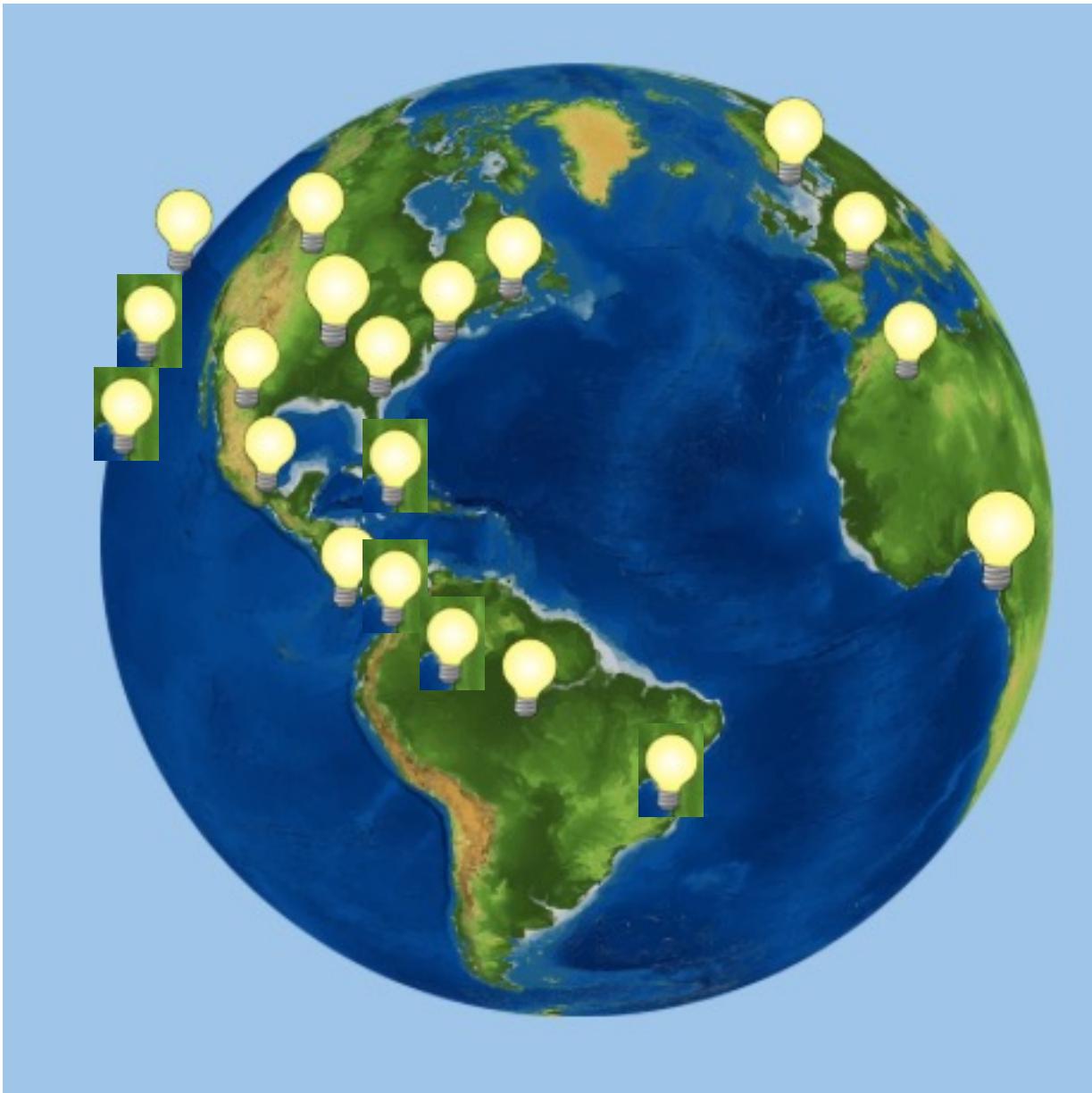# The Schoolwide Enrichment Model

Joseph Renzulli and Sally Reis
University of Connecticut
https://gifted.uconn.edu/schoolwide-enrichment-model/about_sem/

Countries We Are Currently Working With

Brazil
Chile
Peru
Spain
China
India
Dubai
Germany
Austria
Switzerland
Italy
Korea
Mexico
Portugal
Turkey
Hungary
Holland
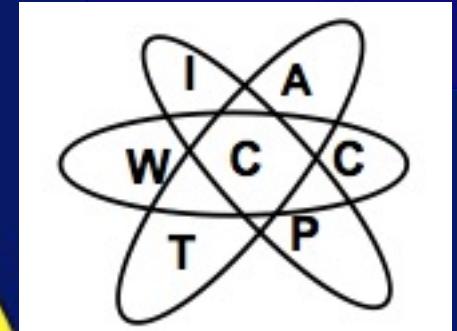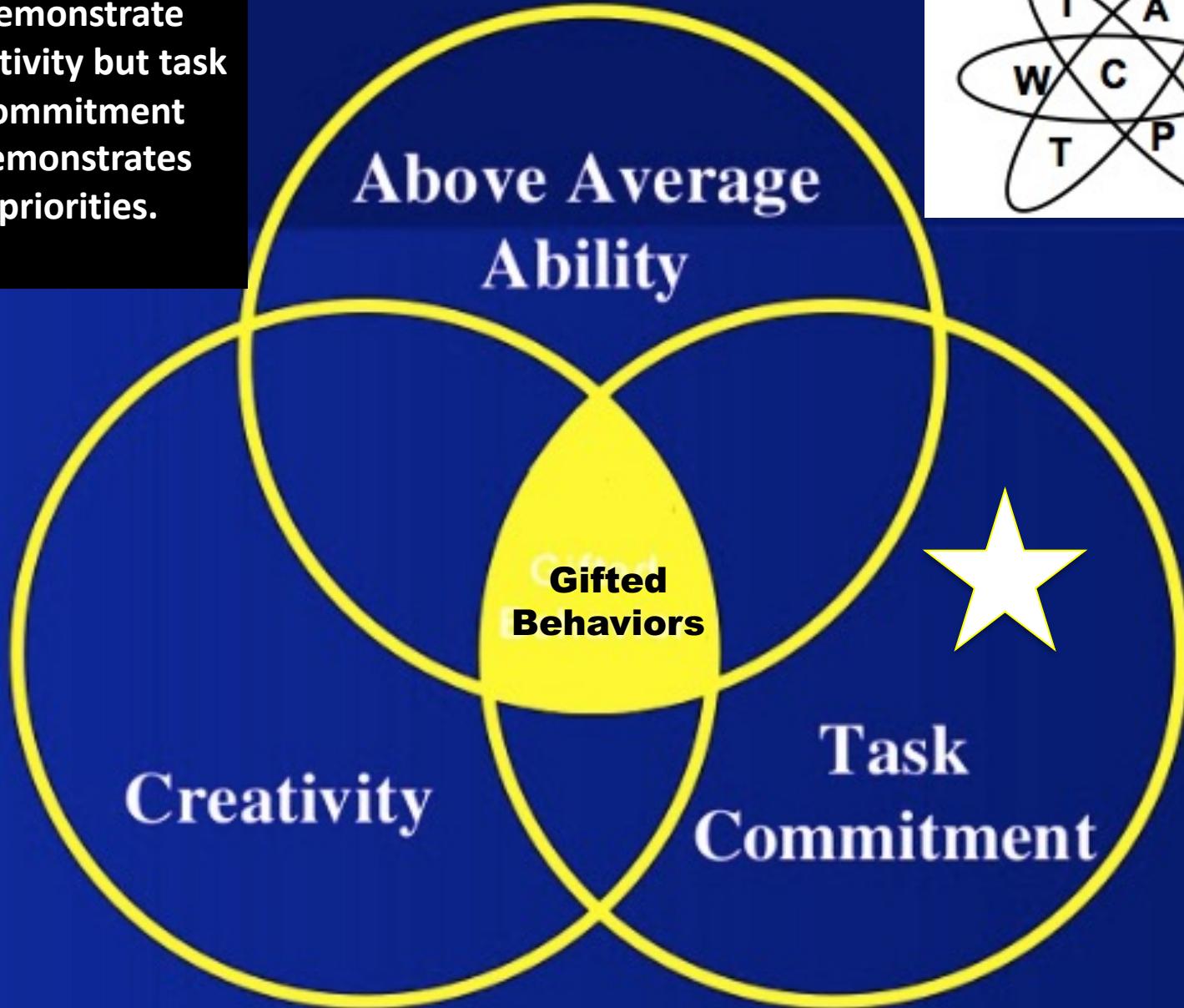Lebanon
Japan
Croatia

43 Years of...

Research And Development On The Schoolwide Enrichment Model

All articles and research reports can be downloaded, reproduced, and translated without cost or permission.
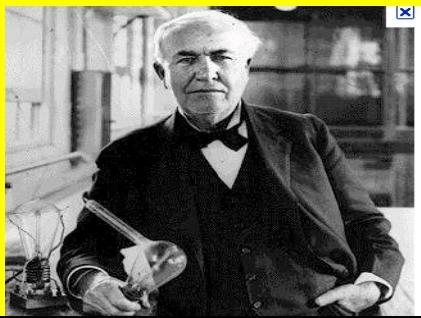
What Is Creative/ Productive Giftedness?

Meet Brook and Kyle

Target Populations

Above Average Ability · Creativity · Task Commitment

Twice Exceptional Students

Group IV

Top 5% Identified by State Criteria
Group I

15-20% Identified by Achievement Levels and Non-Test Criteria

Group II

75-80% General Population

Group III
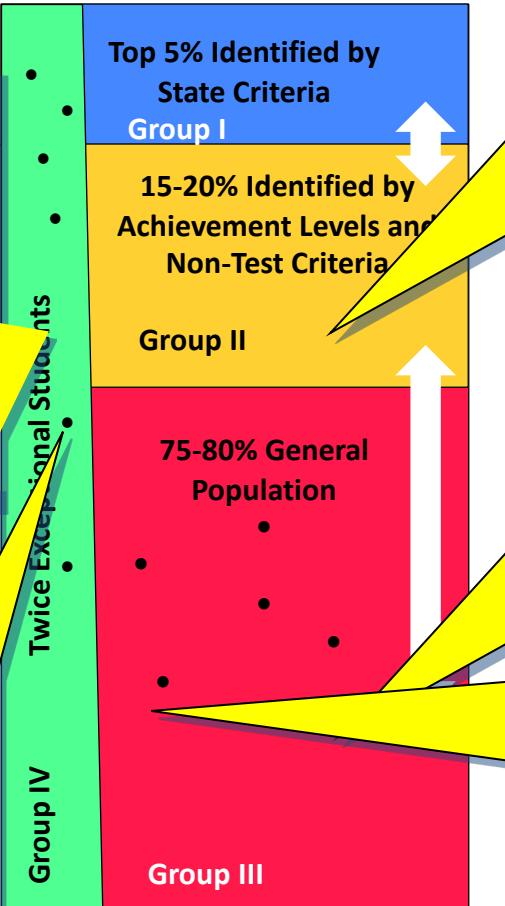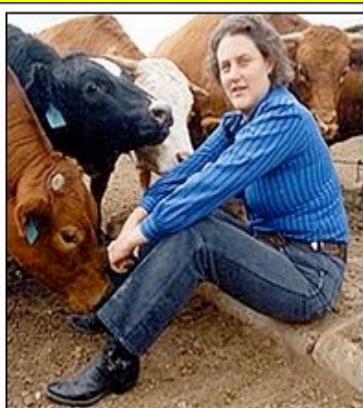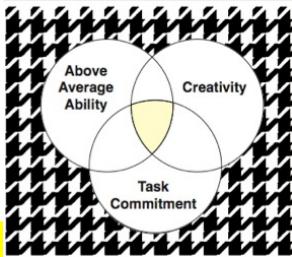
The Schoolwide Enrichment Model

A Different "Brand" of Learning

School Structures

The Organizational Model

The Regular Curriculum

The Enrichment Clusters

After School Programs

Comprehensive Strength Assessment Portfolio

• **Renzulli Learning**

Curriculum Modification For High Achieving Students [Compacting]

Enrichment Learning and Teaching

The Pedagogical Model

- Strength-Based Identification Instruments
- Curriculum Materials (SEM-R; Mentoring Mathematical Minds (Project M3, M2)
- Staff Development Training Materials
- Evaluation Instruments

TYPE I GENERAL EXPLORATORY ACTIVITIES

TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment In General

Resources

Service Delivery Components

www.gifted.uconn.edu
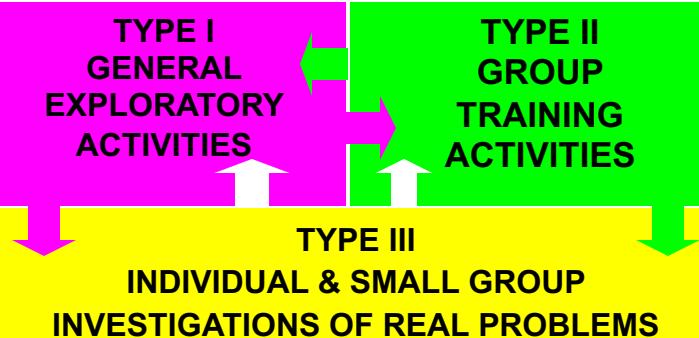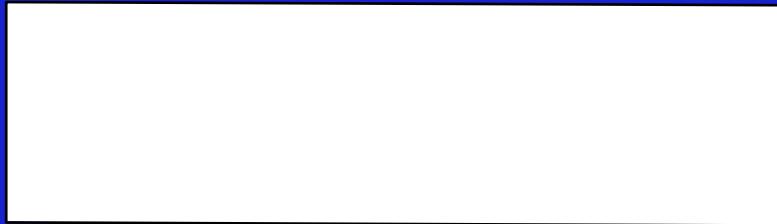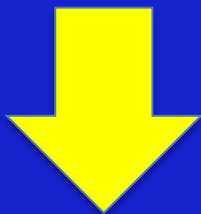
Research on the Schoolwide Enrichment Model: Four decades of insights, innovation, and evolution

Sally M Reisⓘ **and Pamela M Peters**

The University of Connecticut, USA

A Few New Directions for the SEM

- Implemented all over the world, often times as a magnet or theme for all students—Europe, Asia, South America, Central America, Australia, New Zealand, The Middle East
- Much broader research base
- Talent development focus
- A plan to have academically talented students use their talents to make the world a better place
- Much more focus on engagement and enjoyment of learning
- An integration of greater depth challenge applied to interest-based Type III studies

The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

The Organizational Model

School Structures

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The Continuum of Special Services

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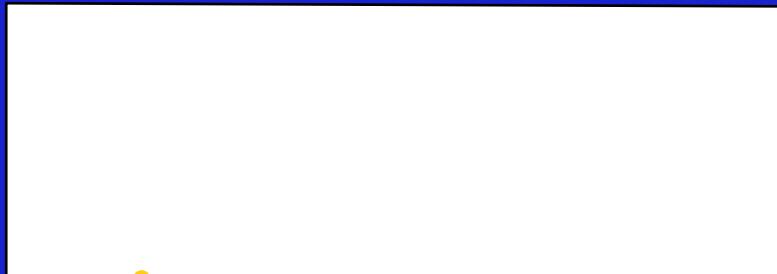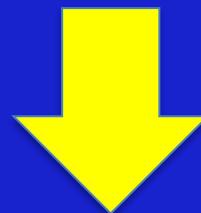- Staff Development Training Materials
- Evaluation Instruments

Resources

www.gifted.uconn.edu

Total Talent Portfolio
for

_____
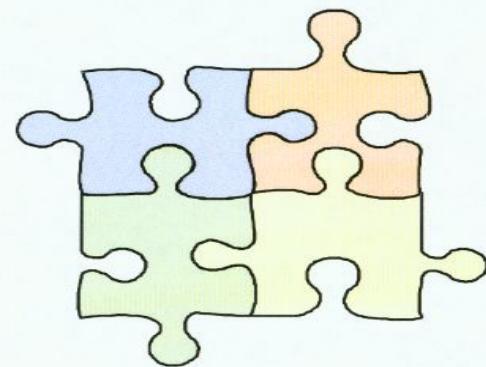
_____   _____
Month   **Year**

My Best Ways of Learning

When learning new information at school I like to:	
Have the teacher lecture.	
Discuss topics with a group.	
Work on topics of my choice by myself.	
Learn information by watching a video or a film.	
Work on group projects.	
Learn by using the computer.	
Talk with a person who is an expert on the topic.	
Work with another student who already knows the information.	

Rank your top 4 choices with 1 being your best way to learn new information.

When showing what I've learned I like to:	
Write.	
Use art.	
Talk about my learning.	
Act it out or make a video.	
Build a display or make a game.	
Do a project on the computer.	
Take tests.	
Other.	

Rank your top 4 choices with 1 being your best way to show what you've learned.

Comments

_____

_____

_____

_____

I learn best...	
When it's quiet.	
When there is some noise.	
When there is bright light.	
When the room has soft lighting.	
Early in the day.	
After I've been awake a few hours.	
In the afternoon.	
At night.	
When I have music playing.	
If I can snack while I work.	

Check the sections that tell about your best ways of learning.

⊞ MY PROFILE:

Doug is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, average in reading, and average in social studies. He seems to have several areas of interest. His **primary interest appears to be in athletics**. He seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Doug's **second area of interest appears to be in video/photography**, as he seems to enjoy photography, making a movie, or creating a video.

Doug's **third area of interest appears to be in social action**, as he seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. He may want to change a law or take action to try to make the world a better place.

Top 3 Interest Areas

Doug 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. Doug has very clearly defined learning preferences. His **preferred instructional style is through independent study** in a topic of choice. Although he does like working independently, Doug may be interested in sharing some responsibilities for this project with a small group of other interested students. It may be necessary for his teachers or other adults to help him with this independent work, as the final work may result in an advanced product, such as an experiment, a video, a service, a technology product such as a powerpoint, or an oral presentation. His **second choice of learning style is lecture**, as he likes to listen to interesting information presented to large or small groups of students by his teacher or another adult. Doug **also enjoys learning games** that enable him 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.

Top 3 Learning Styles

Doug also has a preferred product style. That is, he has certain kinds of products that he likes to complete. His **first product choice is audio-visual/display**. He enjoys organizing attractive arrangements of objects, and/or likes to work on displaying information on boards or posters. He also may enjoy organizing materials and designing diagrams to visually display information. His **second choice of product style is oral**, as he enjoys speaking and discussing things. He may also like debates or speeches, or talking about things in his class. Doug's **third choice of product style is service**, as he likes to provide assistance to individuals or groups in his community. Doug may also want to lead a group of students to do something that provides help to others in need.
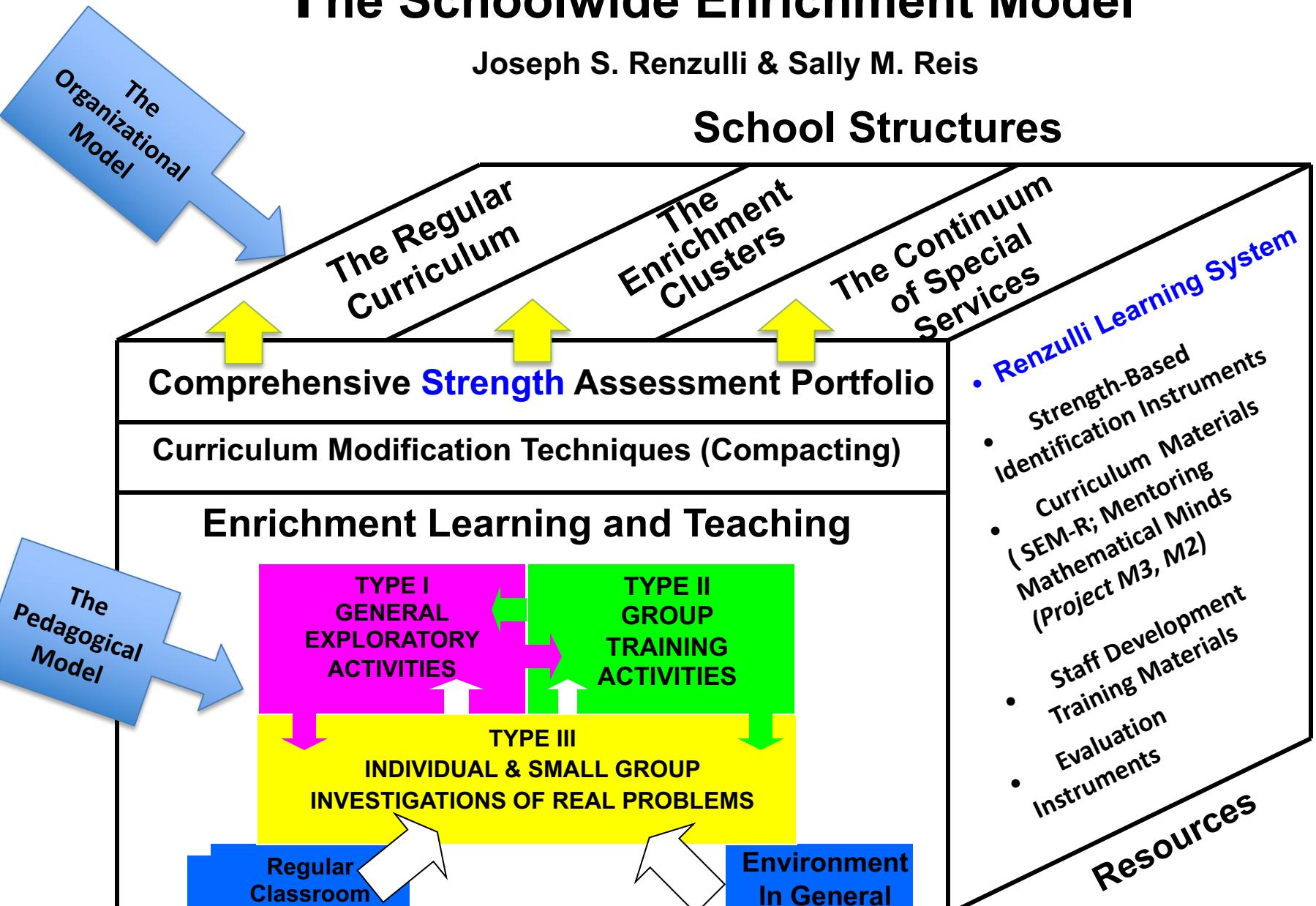
Top 3 Expression Styles

The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

The Organizational Model

School Structures

The Regular Curriculum

The Enrichment Clusters

The Continuum of Special Services

Comprehensive **Strength** Assessment Portfolio

Curriculum Modification Techniques (Compacting)

Enrichment Learning and Teaching

The Pedagogical Model

TYPE I GENERAL EXPLORATORY ACTIVITIES

TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment In General

Service Delivery Components

- **Renzulli Learning System**
  - Strength-Based Identification Instruments
  - Curriculum Materials (SEM-R; Mentoring Mathematical Minds (Project M3, M2)
  - Staff Development Training Materials
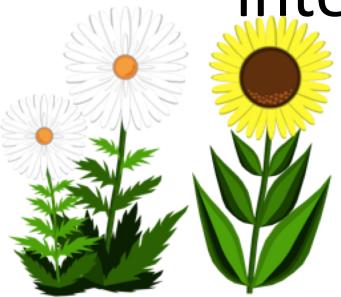 - Evaluation Instruments

Resources

www.gifted.uconn.edu

Goals of Compacting

- Create a challenging learning environment in the classroom and the enrichment program for all children

- Define objectives and guarantee proficiency in basic curriculum

- Find time for alternative learning activities based on advanced content **and** individual student interest

Curriculum Modification For High Achieving Students

Individual Educational Programming Guide
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

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

The Schoolwide Enrichment Model

A Different "Brand" of Learning

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After School Programs

- **GoQuest Learning System**
- **Odyssey Learning**

Comprehensive Strength Assessment Portfolio

Curriculum Modification For
High Achieving Students [Compacting]

Enrichment Learning and Teaching

The Pedagogical Model

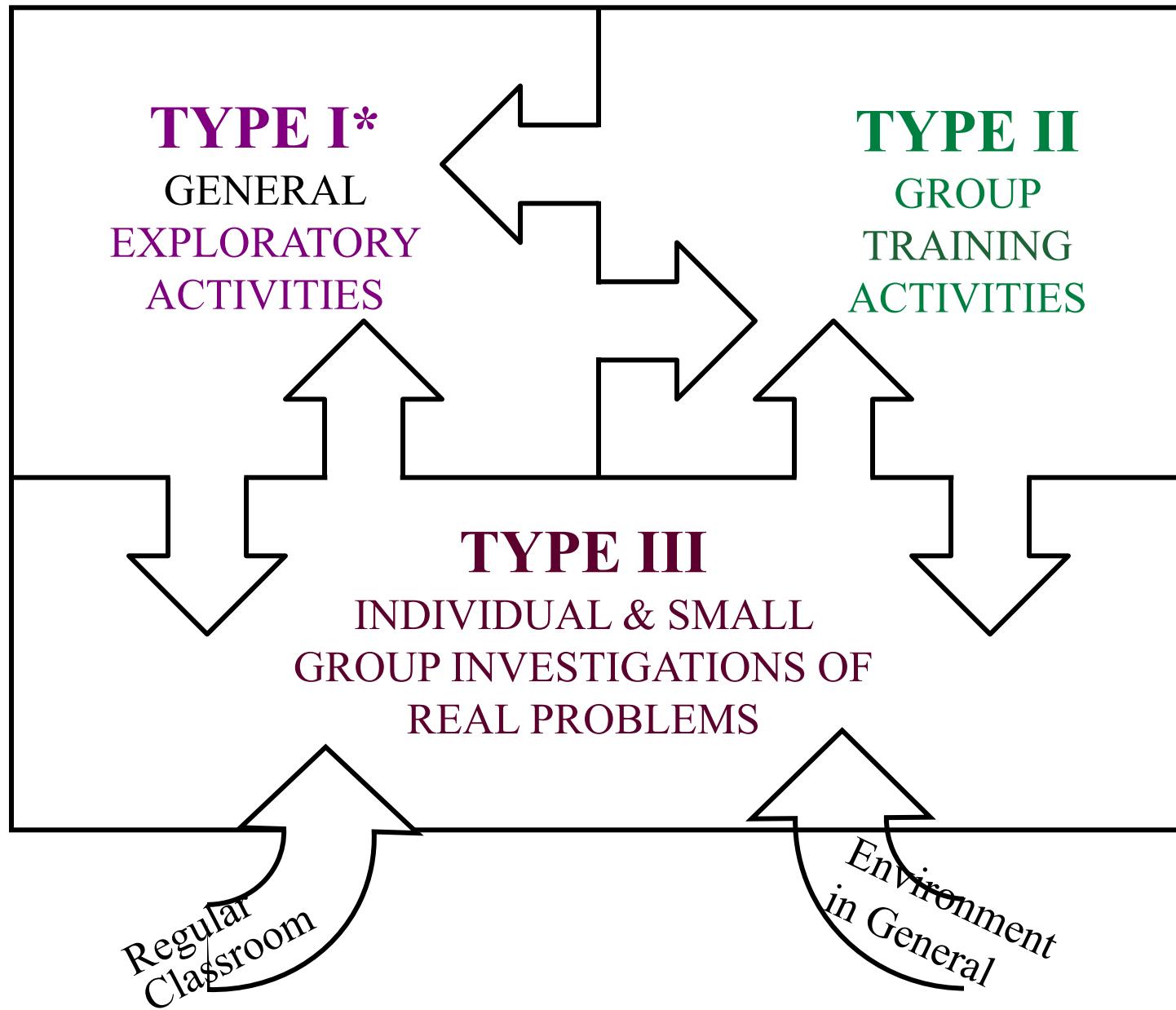**TYPE I
GENERAL
EXPLORATORY
ACTIVITIES**

**TYPE II
GROUP
TRAINING
ACTIVITIES**

**TYPE III
INDIVIDUAL & SMALL GROUP
INVESTIGATIONS OF REAL PROBLEMS**

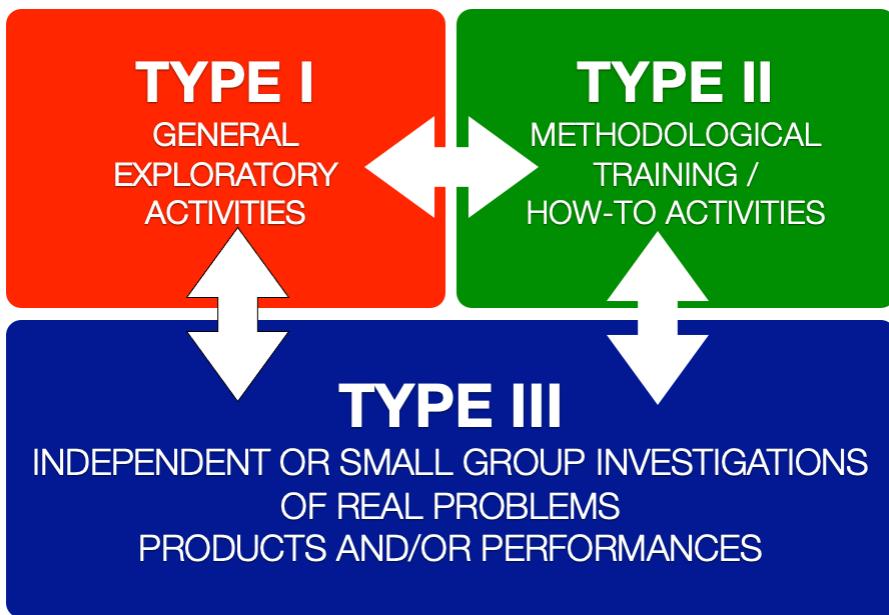**Regular Classroom**

Environment In General

- Strength-Based Identification Instruments
- Curriculum Materials (SEM-R; Mentoring Mathematical Minds (Project M3, M2)
- Staff Development Training Materials
- Evaluation Instruments

Resources

Service Delivery Components

www.gifted.uconn.edu

Enrichment Learning and Teaching

Using the Enrichment Triad for talent development in all students…

TYPE I*
GENERAL
EXPLORATORY
ACTIVITIES

TYPE II
GROUP
TRAINING
ACTIVITIES

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
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Enrichment Learning and Teaching

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TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment In General

Service Delivery Components

Renzulli Learning System
• UCONN Website
    Strength-Based Identification Instruments
    Curriculum Materials
    (SEM-R; Mentoring Mathematical Minds (M3))

• Evaluation Instruments

Resources

Enrichment Learning and Teaching: Focus On A Different "Brand" of Pedagogy and The Role of The Teacher

TYPE I
GENERAL EXPLORATORY ACTIVITIES

TYPE II
METHODOLOGICAL TRAINING / HOW-TO ACTIVITIES

TYPE III
INDEPENDENT OR SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS PRODUCTS AND/OR PERFORMANCES

Finding Appropriate Outlets For Students' Work

Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on

Human and Material Resources--Teacher as a Managerial Assistant

Problem Finding and Focusing

Student(s) With An Idea, Or Interest & A Commitment to Pursue An Individual Or Group Project

Interview With Facilitating Teacher

Begin Development of Management Plan

Focus on the Methodology or How-To-Do-It in a Particular Field

Manicure, Revise, Rewrite, Polish Product

Finding Appropriate Audiences for Students' Work

Type I Exposure Activities

- Virtual Fieldtrips
- Real Fieldtrips
- Books (Non-fiction, fiction, how-to)
- Online Activities/Speakers
- Dvd and Movies
- Contests and Competitions

Type I
Enrichment

Speakers who engage students and enrich topics...

Interest Centers

Skeleton

Posters

Task Cards

Body organs manipulative

Internet access

Books

Sample x-ray (more on the table)

Books (fiction and non- fiction)

Magazines Journals

Human skeleton model

Stethoscope Charts

Computer

Task Card

Be a Cardiologist!

A cardiologist is a heart doctor. A cardiologist uses a stethoscope to listen the hearts of patients. A stethoscope allows the cardiologist to listen to the heart very clearly.

The challenge:

Find out what kinds of activities make your heart beat fast or slow.

Find the stethoscope and the timer at the center. Use the timer to do one of the activities on the data sheet for 3 minutes. Then listen to your heart for 1 minute and record how many times your heart beats. Do 4 more activities and record the number of times you heart beats in a minute right after the activity.

Use the data sheet to make a graph showing which activities make your heart beat faster and which activities don't and compare the results of the activities

Why do you think you had those results?

TYPE I*
GENERAL
EXPLORATORY
ACTIVITIES

TYPE II
GROUP
TRAINING
ACTIVITIES

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

Regular
Classroom

Environment
in General
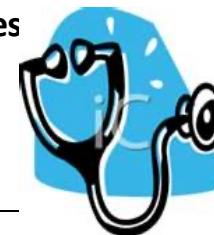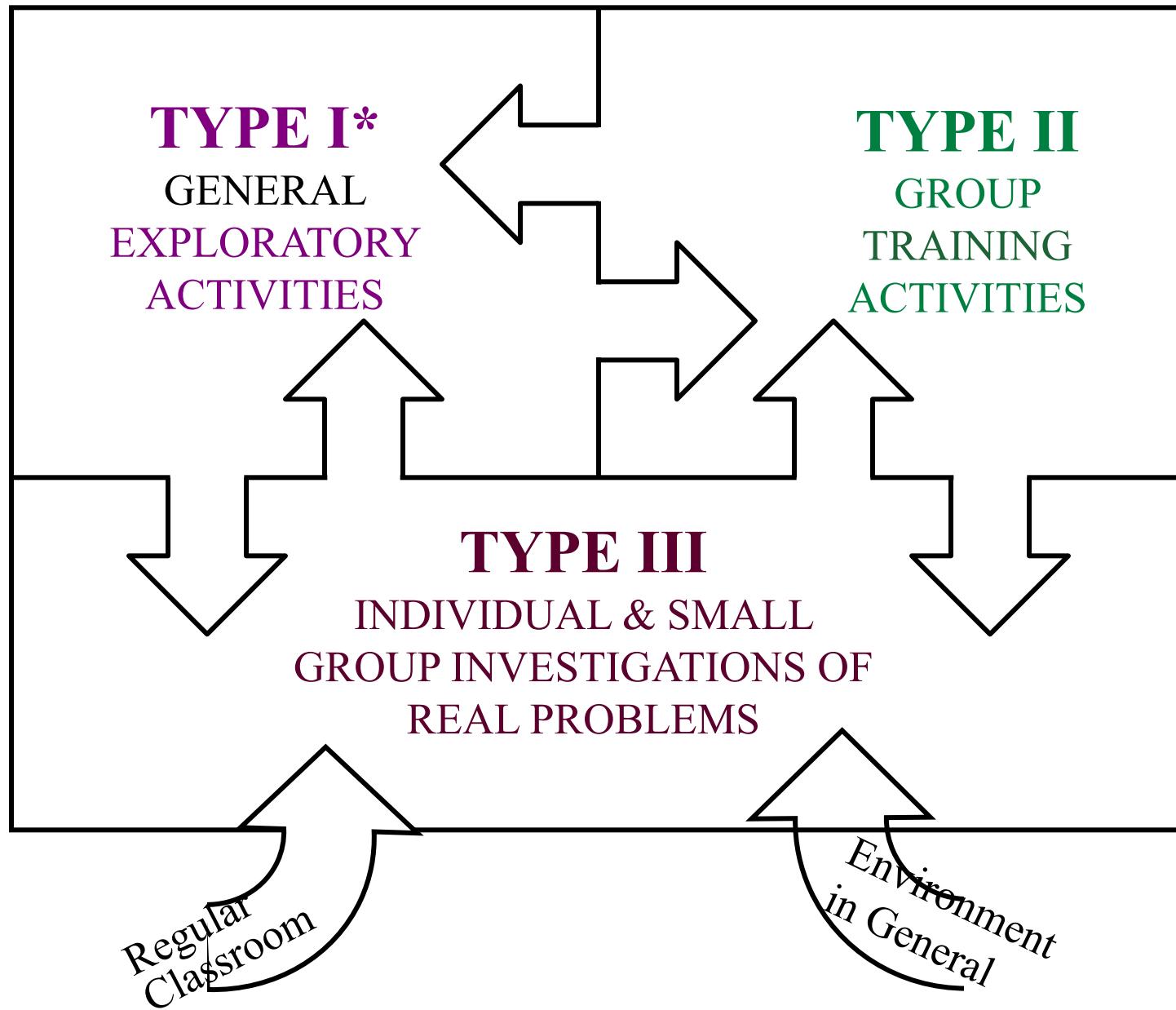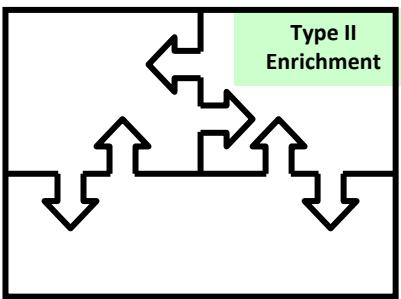
TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES

Type II Enrichment

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

Now That's a Good Question!

How to Promote COGNITIVE RIGOR Through Classroom Questioning

ERIK M. FRANCIS

Type II Sample Activities

- Creativity Training
- Critical Thinking Training
- Research Skills
- Projects and Independent Studies
- How-to-Websites and Books
- Online Activities
- Creativity Training and Creative Problem Solving
- Methodological Training in all Areas

Classroom Activities
for a
Better Environment

WORMS
Eat Our Garbage

Mary Appelhof
Mary Frances Fenton
Barbara Loss Harris

M.F.FENTON

Tree Octopus Scam

- Dr. Leu, Founder- Director of the New Literacies Research Lab at the University of Connecticut, said, that most students "simply have very little in the way of critical evaluation skills...They may tell you they don't believe everything they read on the Internet, but they do."

http://news.yahoo.com/blogs/lookout/tree-octopus-latest-evidence-internet-making-kids-dumb-20110202-102041-435.html

Critical Thinking

Researchers in the team described a "tree octopus" that roams the treetops of the Pacific Northwest and asked students in class to find more information on it. They also created a website dedicated to saving the near-extinct species and sure enough, all students fell for the various claims on the website.

Rare photo of the elusive tree octopus
© zapatopi.net

Future Problem Solving Steps

https://www.ncfps.org/problem-solving-process

Step 1: Identify a challenge

Step 2: Select an Underlying Problem

Step 3: Produce Solution Ideas

Step 4: Generate and Select Criteria

Step 5: Apply Criteria

Step 6: Develop an Action Plan
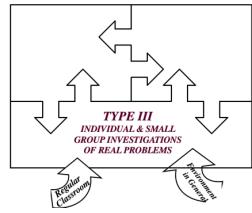
Type III Projects

- Build student interest
- Help develop planning and research skills
- Encourage independence and critical thinking
- Enable work with complex & abstract ideas
- Allow long-term and in-depth work on topics of interest
- Increases motivation

Type III Individual and Small Group Investigations

- Research Skills
- Projects and Independent Studies
- Project-Based Websites and Online Activities
- Interest-based Investigations
- Contests and Competitions

Mexican Girl, 8, Wins a Nuclear Science Prize for Solar Heater

Xóchitl Guadalupe Cruz, an 8-year-old girl from Mexico (Chiapas) found that in her rural community of low-income people, the only source of hot water is burning firewood from cut logs that would release fumes into the environment but also lead to deforestation. Few low-income residents can take hot showers.

Why this invention?
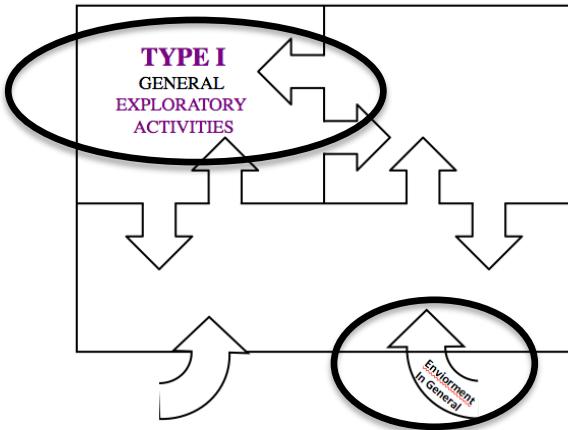
An Example That Illustrates Type I to Type III

TYPE I
GENERAL EXPLORATORY ACTIVITIES

Enjoyment In General

BROOKS MCCONNELL HEARD AN INTERVIEW ON TV WITH SAM ABOUT HIS BATTLE WITH PROGERIA AND HIS DESIRE TO HAVE SOME FUN EXPERIENCES IN HIS LIFE, INCLUDING RIDING ON A ROLLERCOASTER.

Sam

Well-Above Average Ability

Creativity

Task Commitment

OPTIMISM
•hope
•positive feelings from hard work

COURAGE
•Psychological/intellectual independence
•moral conviction

SENSITIVITY TO HUMAN CONCERNS
•insight
•empathy

PHYSICAL/MENTAL ENERGY
•charisma
•curiosity
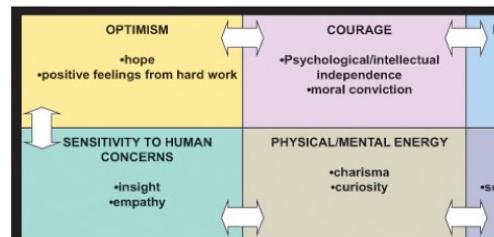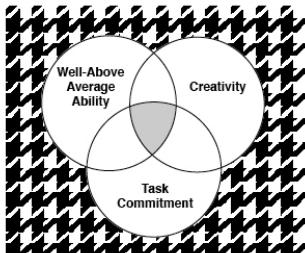
Action Orientation ✓

Social Interactions ✓

Leadership ✓

Realistic Self-Assessment ✓

Awareness of Needs of Others ✓

Beloved teen Sam Berns dies at 17 after suffering from rare disease
By Greg Botelho, CNN

https://www.youtube.com/watch?v=36m1o-tM05g
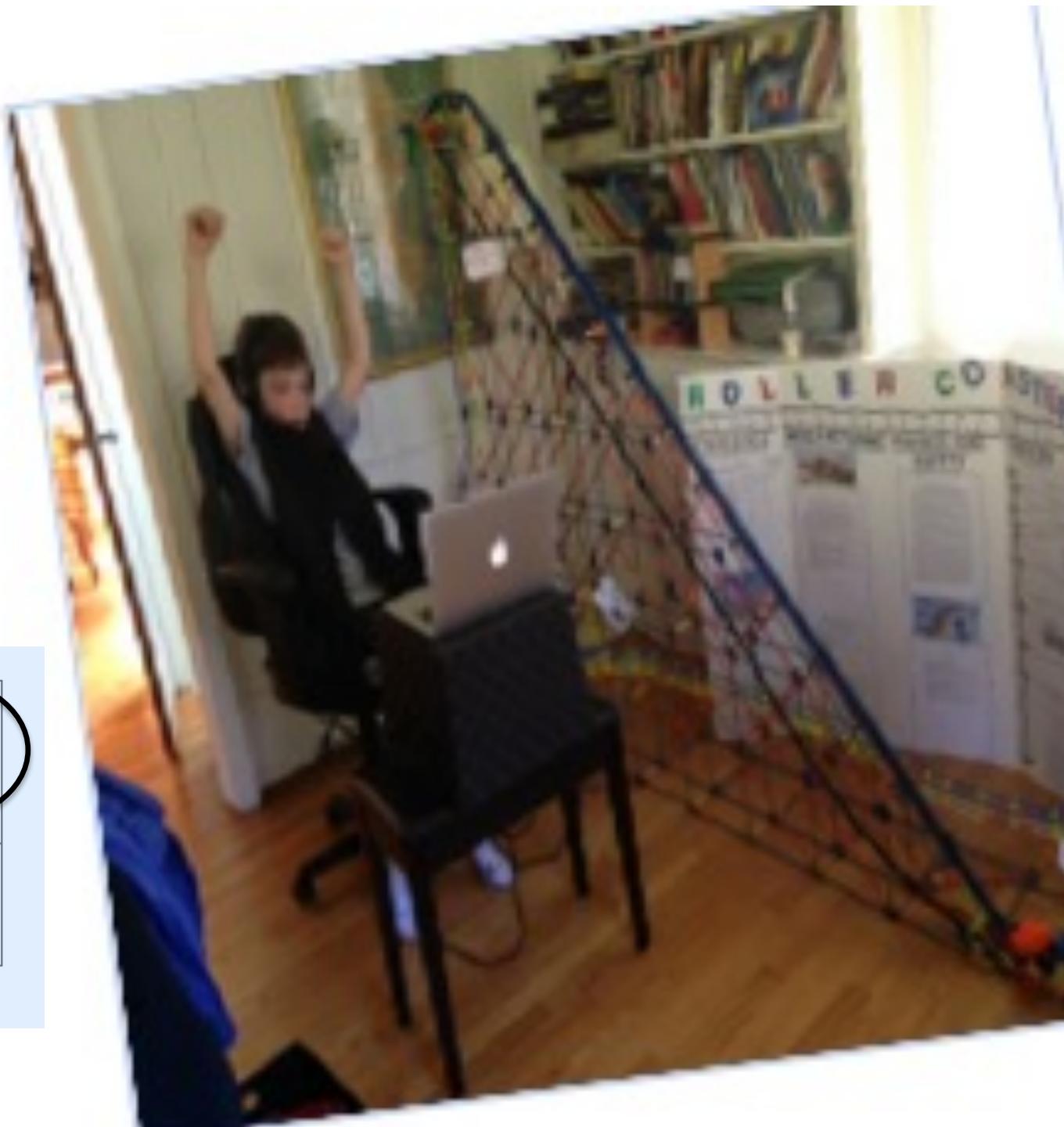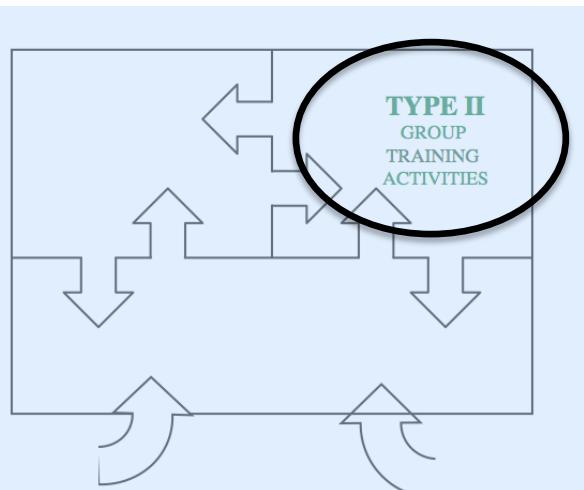
"My philosophy for a very happy life.

For a year long school project, my topic was roller coasters. When I saw Sam, I thought that a roller coaster simulator would be a nice addition to theme parks around the world. So, I constructed a simulator using objects from around the house. My simulator is a chair that has a back massager that vibrates your back. The rider would then put on a vest with weights in the pockets. The weights in the pockets would then simulate the weight transfers throughout a ride, meaning that the weights would come in and out during the ride. This is a way people like Sam can experience the ride because the regulated force is on the outside of the body, not the inside. The physical experiences would all go on in front of a visual roller coaster video. The sounds of the ride would be pre-recorded and played into headphones. The simulator would be located next to an amusement park's most popular roller coaster.
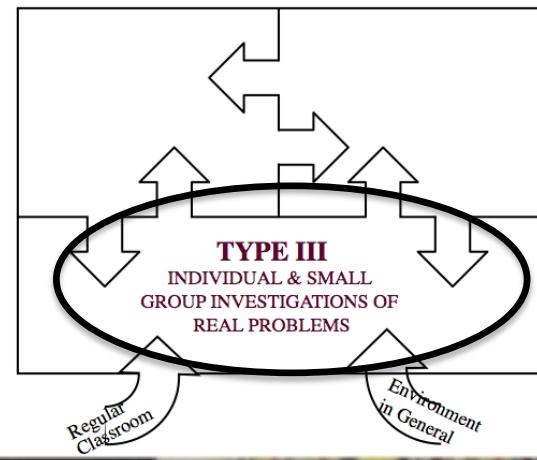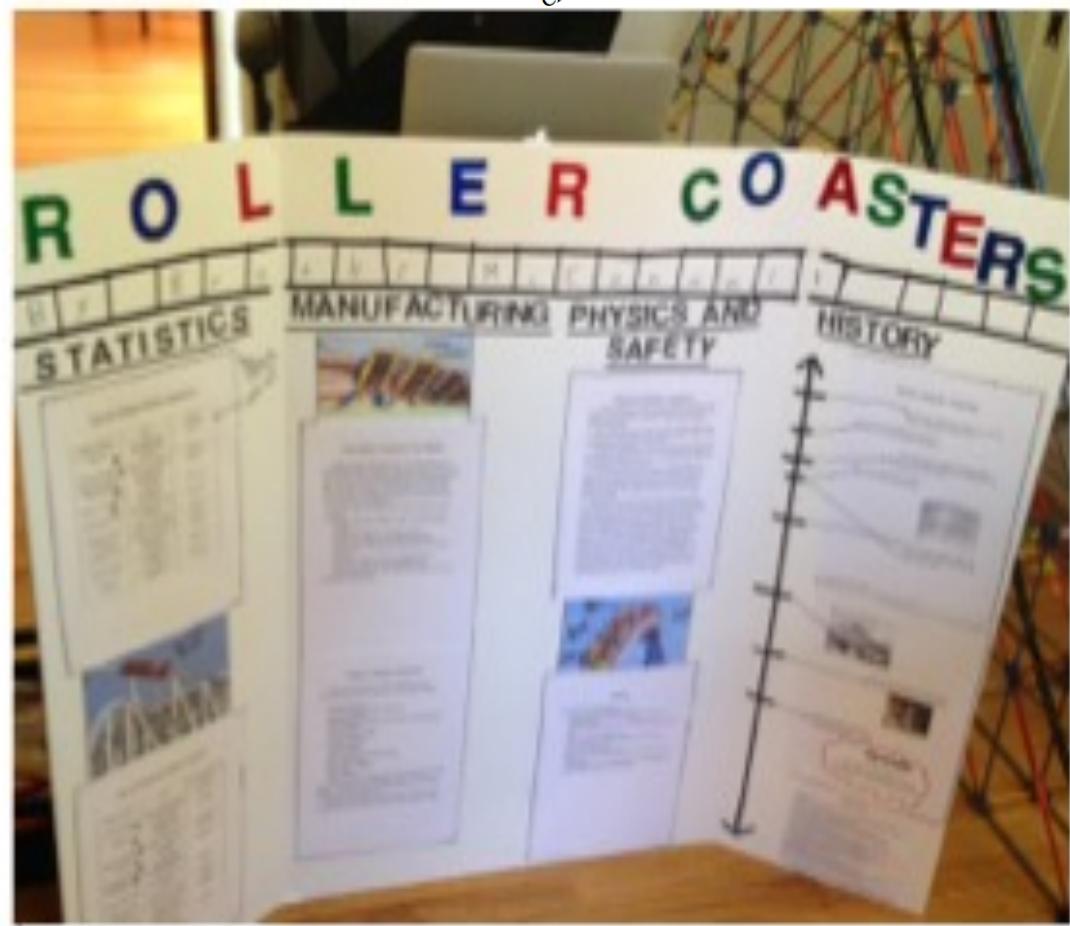

TYPE II
GROUP
TRAINING
ACTIVITIES

Type II
Enrichment

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

Regular Classroom

Environment in General

ROLLER COASTERS

STATISTICS   MANUFACTURING   PHYSICS AND SAFETY   HISTORY
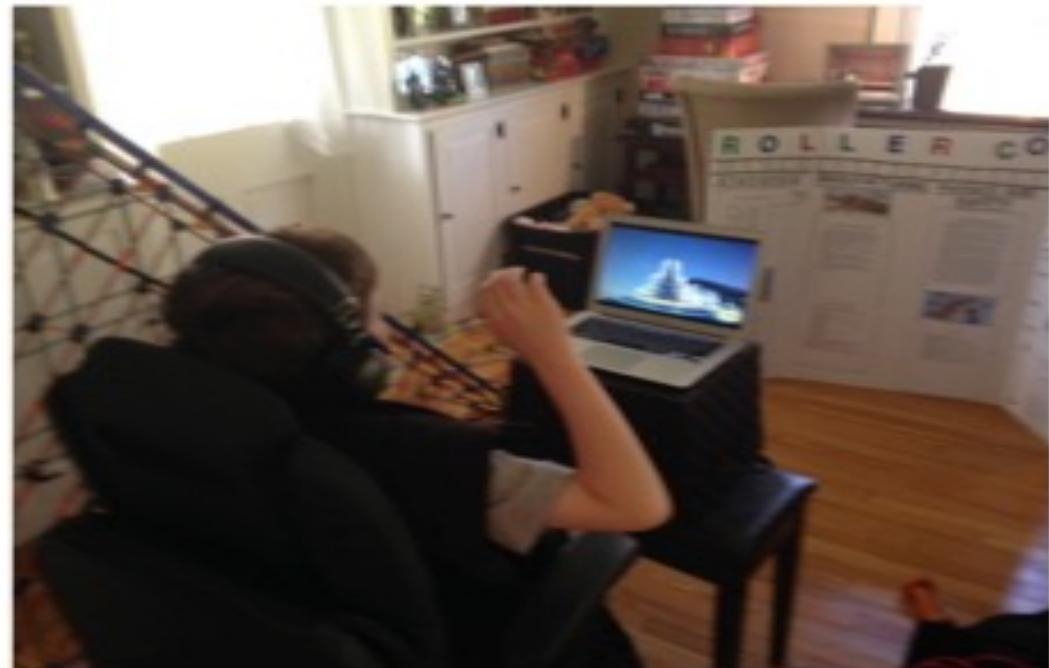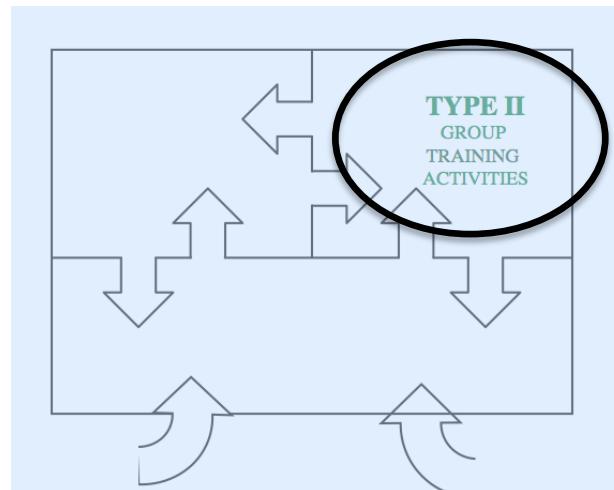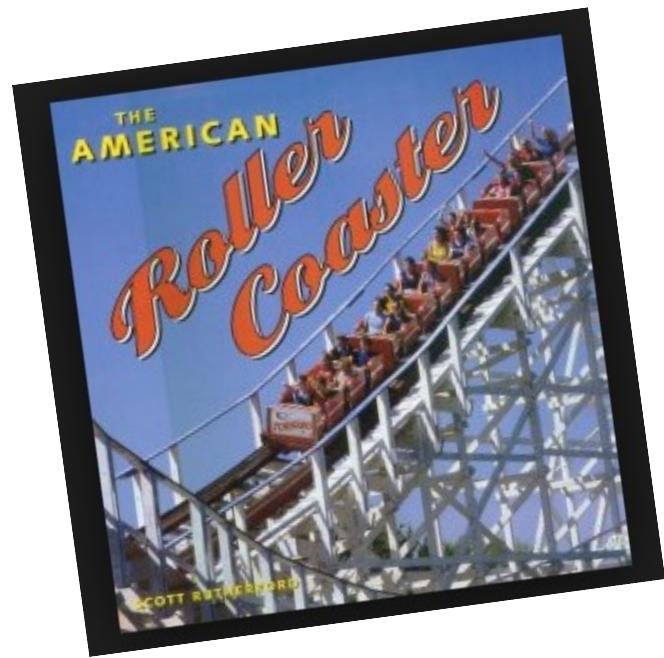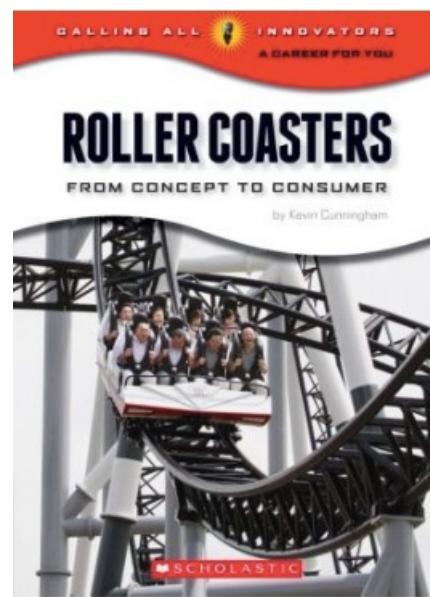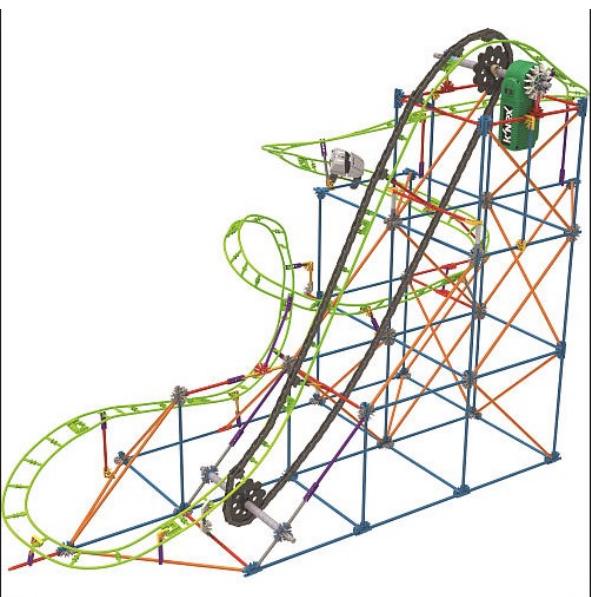
I have already sent the idea to three major roller coaster companies hoping they can expand on the idea. When I was searching the internet for your address so I could write to you, I heard about Sam's passing. My mom and I were so sorry to read that. I would like to thank you, and him, for being such an inspiration to me and the world. Even though my simulator can't be ridden by Sam, I am hopeful that other kids around the world with progeria or any other diseases that might prevent them from enjoying the thrill of the ride will get a chance to in the future.

Dear Bolliger & Mabillard,

The simulator that I created includes a video that is filmed the front seat of a roller coaster. The rider's seat vibrates in order to simulate a rough chain lift. With my simulator, the rider wears a vest with weights in each pocket. Throughout the experience an operator adds and removes the weights in order to create the experience of different G-forces on the rider's body. This concept of adding and subtracting weights on the outside of the body instead of the inside is meant to recreate the G-force experience.

Enclosed are photos of the roller coaster simulator that I created along with a model that I built. I hope you like this idea as much as I do. Thank you for your consideration.
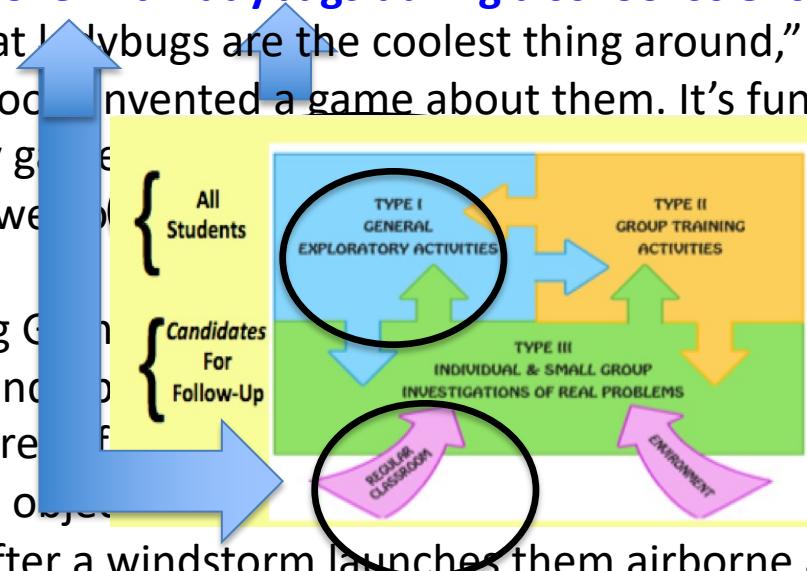
Sincerely,

Brooks McConnell

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS
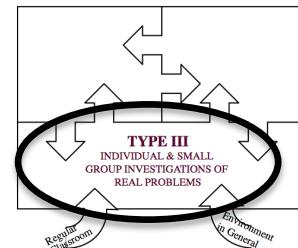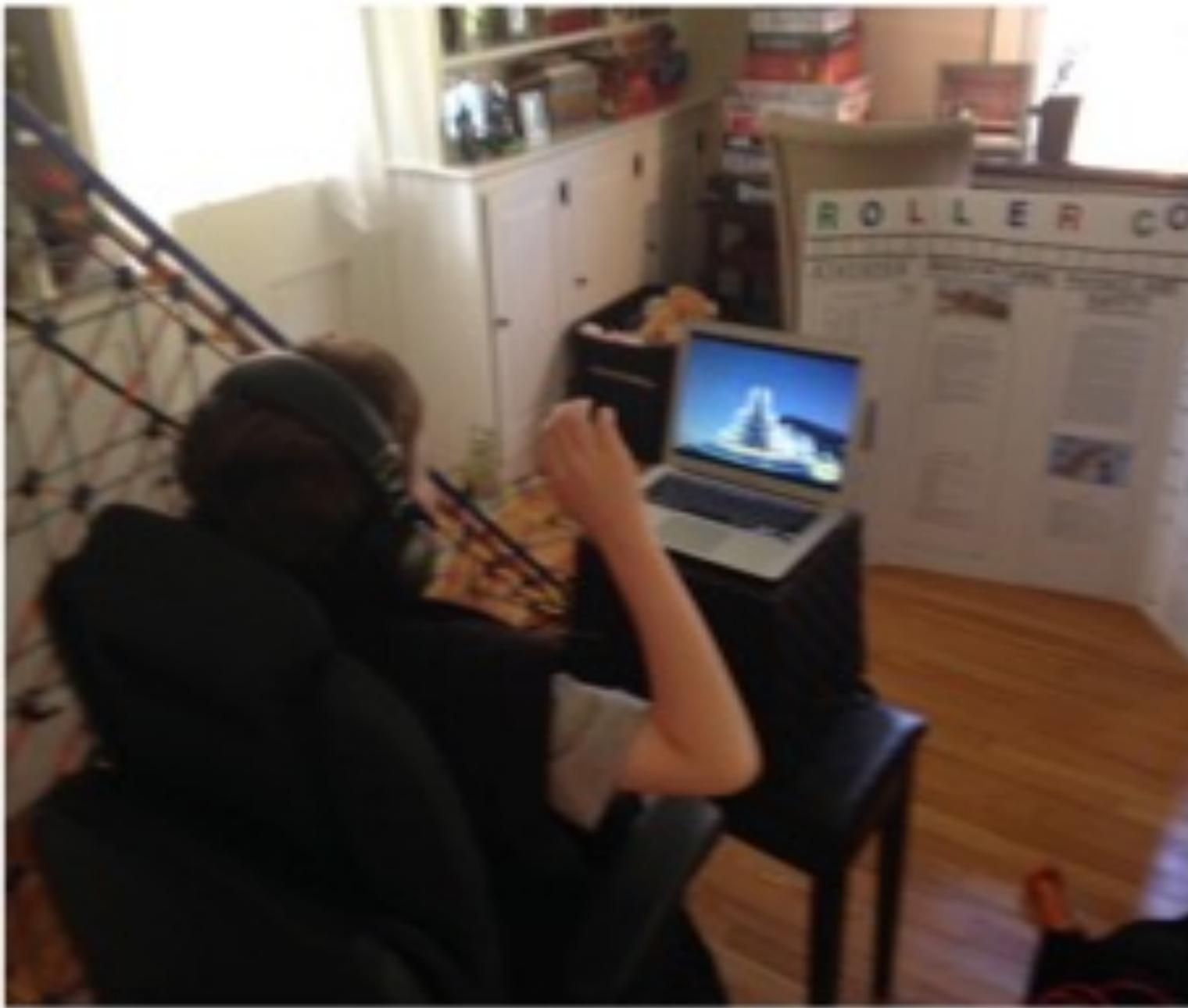
In first grade **Kylie Copenhagen** invented a board game about ladybugs for a school science project. Today, "The Ladybug Game" is consistently one of the top-selling games at Target.com, where it competes with thousands of other games and puzzles**. "The Ladybug Game" has also been a bestseller at some of the nation's largest retailers including Target and Toys R Us.**

Kylie fell in love with ladybugs during a school science project. "In Mrs. Ditto's class I learned that ladybugs are the coolest thing around," says Kylie. "Since my friends liked them too, I invented a game about them. It's fun for me to know that other kids love my game. I get a payment for each game sold, and is we....on.

The Ladybug G....h....een parents and children ages three and....ly introductory story about the adventure....Tommy Teal and Olivia Orange. The obje....r way back home (a rosebush) after a windstorm launches them airborne and they land on a faraway dirt pile. The first ladybug to find her way "home" is the winner. Along the way, the ladybugs encounter various hazards such as tall grass, praying mantis', aphids and ants. In addition to Target and K-Mart, The Ladybug Game is also available at Meijer, Go! The Game Store, Barnes and Noble, Borders Books & Music, Fred Meyer, Toys R Us and more.

Table Games: How to Make and Play Them

Marran, Ray J.

Note: This is not the actual book cover

The KOBOLD guide to BOARD GAME DESIGN

by Mike Selinker

Type II: How-To Books

Katie Salen | Eric Zimmerman

Rules of Play
Game Design Fundamentals

THE YOUNG ENTREPRENEUR'S GUIDE TO STARTING & RUNNING A BUSINESS

COMPLETELY REVISED AND UPDATED

TURN YOUR IDEAS INTO MONEY!
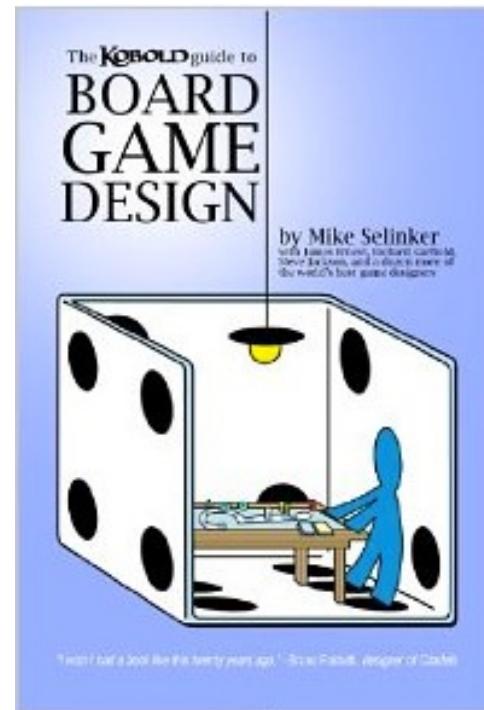
STEVE MARIOTTI, FOUNDER OF THE NETWORK FOR TEACHING ENTREPRENEURSHIP, WITH DEBRA DESALVO

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)

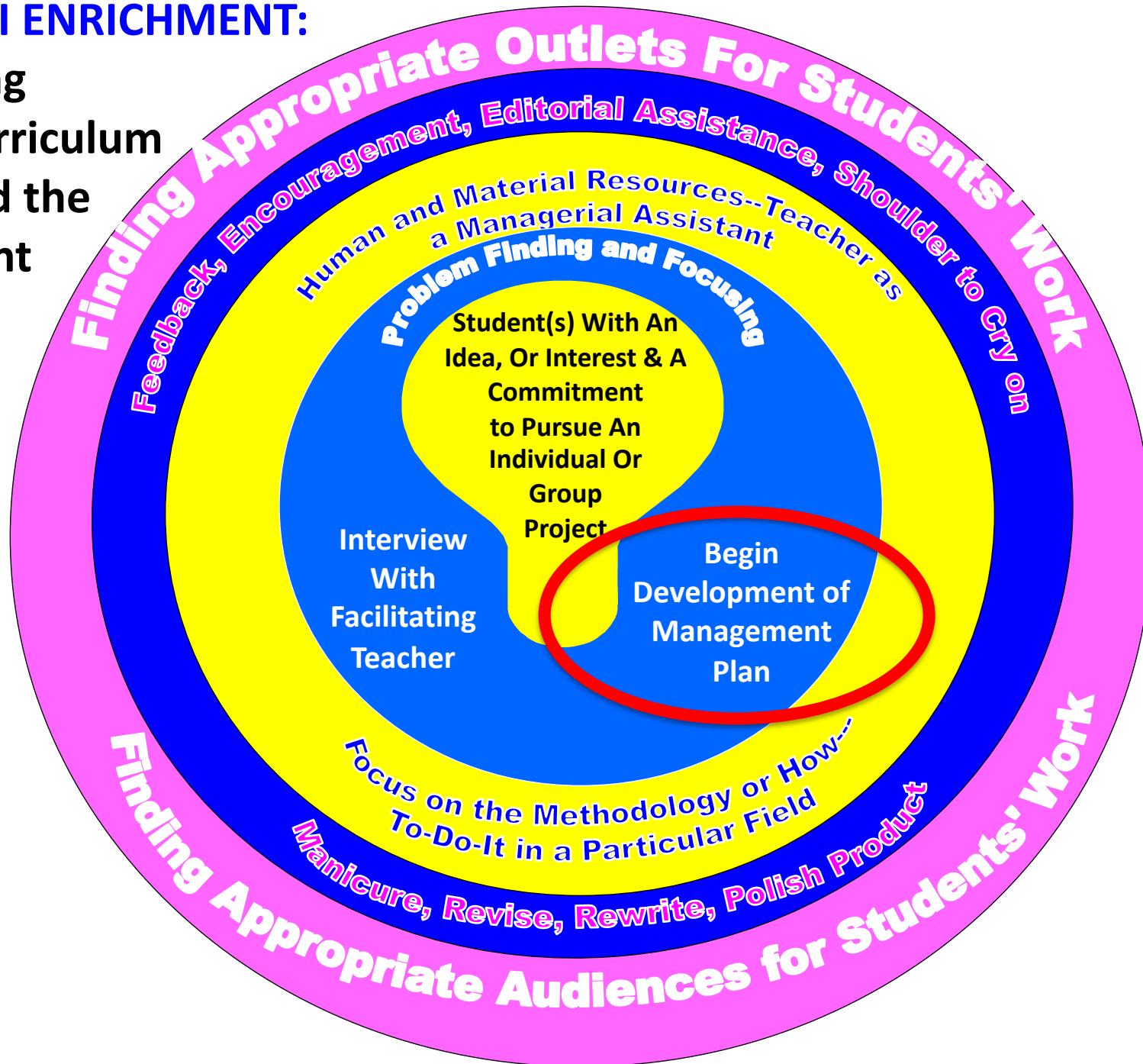## Ages 3 & Up For 2-4 players

Kylie Copenhagen

THE LADYBUG GAME

- What else matters in enrichment programs?
- What makes a difference in their subsequent lives, education, and work?
- Caroline Merry's playground

TYPE III ENRICHMENT:
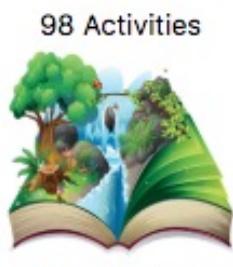
Building the Curriculum Around the Student

Finding Appropriate Outlets For Students' Work

Finding Appropriate Audiences for Students' Work

Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on

Manicure, Revise, Rewrite, Polish Product

Human and Material Resources--Teacher as a Managerial Assistant

Problem Finding and Focusing

Focus on the Methodology or How-- To-Do-It in a Particular Field

Student(s) With An Idea, Or Interest & A Commitment to Pursue An Individual Or Group Project

Interview With Facilitating Teacher

Begin Development of Management Plan

| 👤 My Profile | 📋 My Enrichment Activities | 💼 My Portfolio |

📗 My Enrichment Activities

🔍 Search Enrichment Activities

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

52 Activities	563 Activities	86 Activities	403 Activities	333 Activities	10 Activities	545 Activities
Virtual Field Trips	Real Field Trips	Creativity Training	Critical Thinking	Projects & Independent Study	Contests & Competitions	Websites

101 Activities	98 Activities	29 Activities	74 Activities	955 Activities	371 Activities	19 Activities
Fiction (Books & E-Books)	Non-Fiction (Books & E-Books)	How-to (Books & E-Books)	Summer Programs	On-line Activities & Classes	Research Sites	Videos & DVDs

The Type III interests of students affected their post-secondary plans. In many cases, their career interests were a synthesis of their early Type III interests as young children, leading to . . .
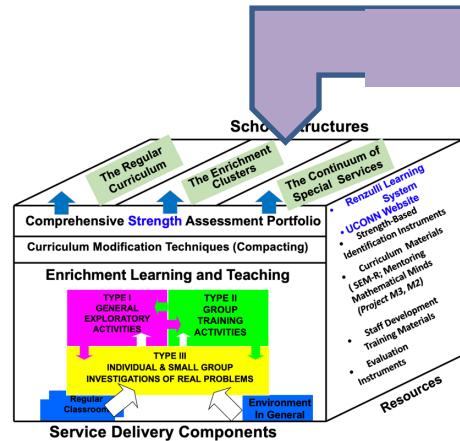
Type IV--life and career choices based on interests, passions, and what they hope to do with their talents.

Baum's Study of Using Enrichment Triad Model with Students with LD

Creative Type III work can be used high ability, learning disabled students and is associated with improvement in the students' behavior, specifically the ability to self-regulate time on task; improve self-esteem; and development specific learning strategies.

School Structures

The Regular Curriculum
The Enrichment Clusters
The Continuum of Special Services

Renzulli Learning System
• UCONN Website
Strength-Based Identification Instruments
Curriculum Materials (SEM-R; Mentoring Mathematical Minds (Project M3, M2)
Staff Development Training Materials
Evaluation Instruments

Comprehensive **Strength** Assessment Portfolio

Curriculum Modification Techniques (Compacting)

Enrichment Learning and Teaching

TYPE I GENERAL EXPLORATORY ACTIVITIES

TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment In General

Resources

Service Delivery Components

The
"Growth Stock"
of
the SEM and an
excellent way to
involve the entire
faculty

What Are Enrichment Clusters?

Non-graded groups of students who:

1. Share a common interest

2. Come together during specially designated time blocks to pursue their interests

3. Produce a product, performance, publication, presentation, contest or competition entry, or some form of service or community action project

Enrichment Clusters

Future Creators & Producers

- Work with authentic TV equipment & professional personnel

- Learn interview skills

- Select topic, conduct research, write, edit, and perform news stories

Enrichment Clusters

MAKE A DIFFERENCE –IDENTIFY AND SOLVE PROBLEMS IN YOUR SCHOOOL AND TOWN

- Identify a problem

- Brainstorm solutions

- Find ways to solve the problem.

Social and emotional learning and affective development in our SEM enables students to understand and develop positive emotions, set and achieve important and even noble goals, feel and show empathy for others, help others, solve problems, promote positive relationships, and make good and ethical decisions.

Save Our Planet

- Would you like to become a "Dumpsite Detective" and uncover ways to reuse our trash?

- Would you like to see worms at work reducing our lunchroom garbage?

Join **The Recyclers** and become an expert in converting trash into *treasures*!

Be a Mother Nature Super Hero and Save the World!

Crime Scene Detectives
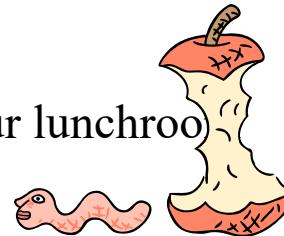
Would you like to be a detective? Investigate crimes?

Have you ever wondered what it takes to solve a crime?

If investigating a crime, gathering evidence, and solving mysteries strike your curiosity then this is the cluster for you! Join The Crime Scene Detectives

Major Features of Enrichment Clusters

1. The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.

2. Students *and* teachers select the clusters in which they will participate. *All* students and teachers are involved.

3. Students are grouped across grade levels by interest areas.

4. There are no predetermined lesson or units plans.

5. The authentic methods of professional investigators are used to pursue products and service development.

6. Divisions of labor are used to guarantee that all students are not doing the same thing.

7. Specially designated time blocks are set aside for clusters.

8. The Silver Rule of Enrichment Clusters: The rules of regular school are suspended!

Social Entrepreneurship: Starting A Business To Help Others

Have you ever thought about raising money so you could help people in our community who may need something they can't afford? In this cluster you will be asked who and how you might like to help others. We will have some local owners of small businesses tell you about how they got started and the things they did to promote their business. You can then make plans to explore the tools you need to actually start your own small business.

Type I Enrichment (Start-Up Activities)

Local business owners came in to tell how they started their businesses (A Donut Shop and a Children's Toy Store)

Students brainstormed what types of businesses they might want to start to raise money for a charitable cause.

Divisions of Labor

- **Designers**
- **Manufacturers**
- **Advertising/ Sales**

https://taots.org/our-curriculum/

Nine Summaries of SEM Research

1. Three Ring Conception of Giftedness
2. SEM Identification (RDIM)
3. Enrichment Triad Model
4. Enrichment Clusters
5. Curriculum Compacting

6. Schoolwide Enrichment in Reading-SEM-R

7. Renzulli Learning

8. SEM with Diverse Populations

9. Longitudinal Research

– Counselors
– Key policy decision-makers

Tell us what **you** think!

1 The 3-Ring Conception of Giftedness
(Renzulli, 1978)
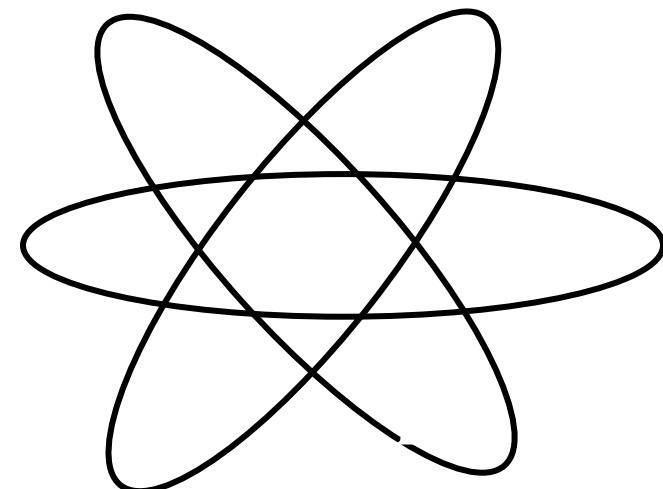
Developing Gifts and Talents …

- **In Certain People**
- **Under Certain Circumstances**
- **At Certain Times**

3

TYPE I*
GENERAL
EXPLORATORY
ACTIVITIES

TYPE II
GROUP
TRAINING
ACTIVITIES

TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

Regular Classroom

Environment in General
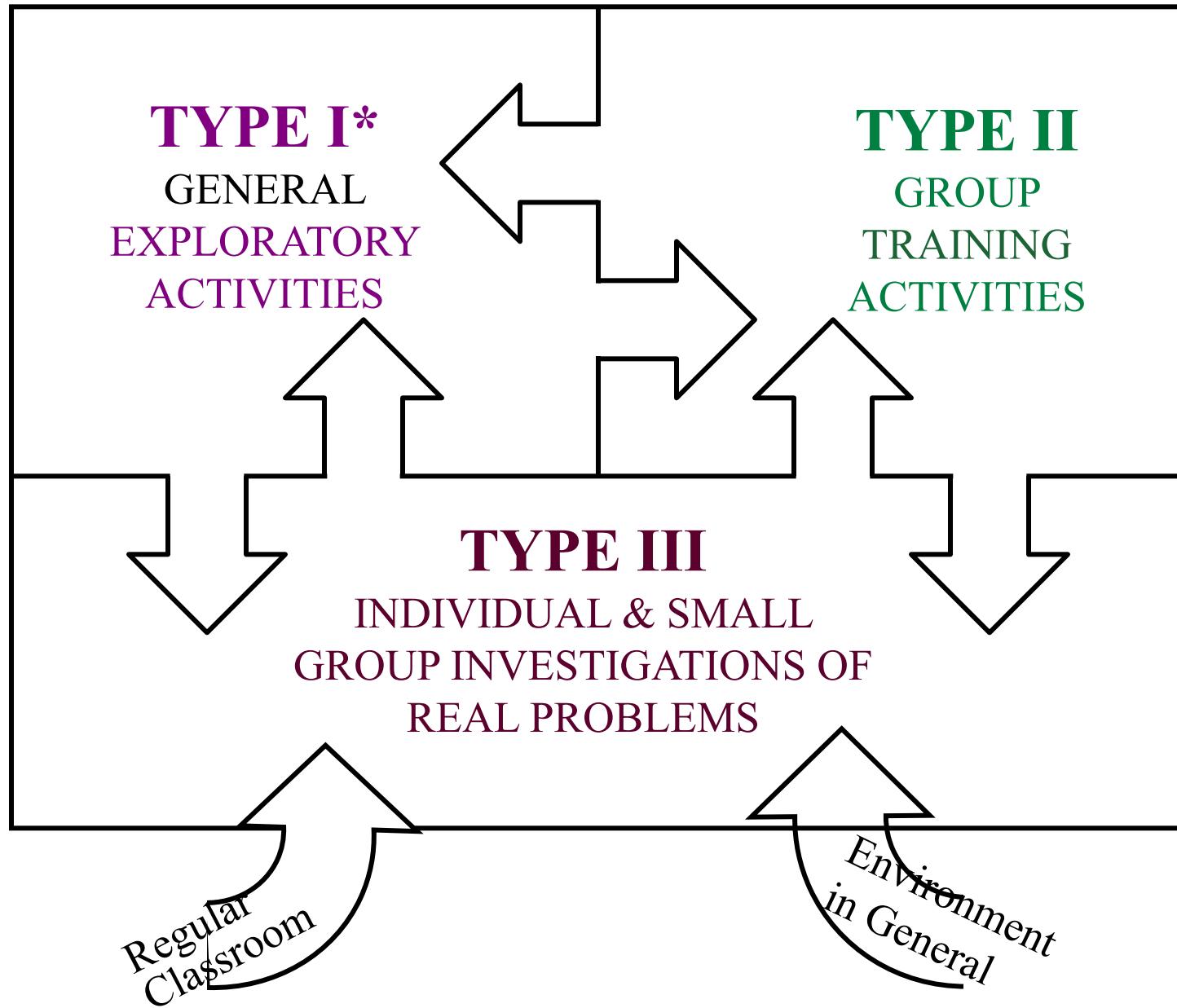
Decades of Research on ETM

Reis & Hébert	**1985**
Starko	**1988**
Reis & Renzulli	**1989**
Reis & Renzulli	**1991**
Schack, Starko, & Burns	**1991**
Delcourt	**1993**
Baum, Renzulli, & Hébert	**1995**
Baum, Renzulli, & Hébert	**1994**
Cho & Kim	**2003**
Fakolade & Adeniyi	**2010**
Aljughaiman & Ayoub	**2012**
Brigandi, Siegle, Weiner, Gubbins, & Little	**2016**
Booij, Haan, & Plug	**2017**
Brigandi, Weiner, Siegle, Gubbins, & Little	**2018**

- Three studies with 918 students of above average ability confirm the importance of students' decisions to initiate creative productivity and increase self-efficacy and creative productivity.

- Students who participated in Type III enrichment maintained related interests and career aspirations in college.

- Participation in Enrichment Triad and number of projects completed predicted creative productivity outside of school.

- Gifted underachievers who reversed their underachievement after completing Type III Enrichment

- Participation in Type III enrichment activities increased students' positive perceptions of their learning environment

4

Future Creators & Producers

- Work with authentic TV equipment &
  professional personnel
- Learn interview skills
- Select topic, conduct research, write, edit, and perform news stories

Enrichment pedagogy as used in clusters was as or more effective than a traditional whole group basal approach.

5
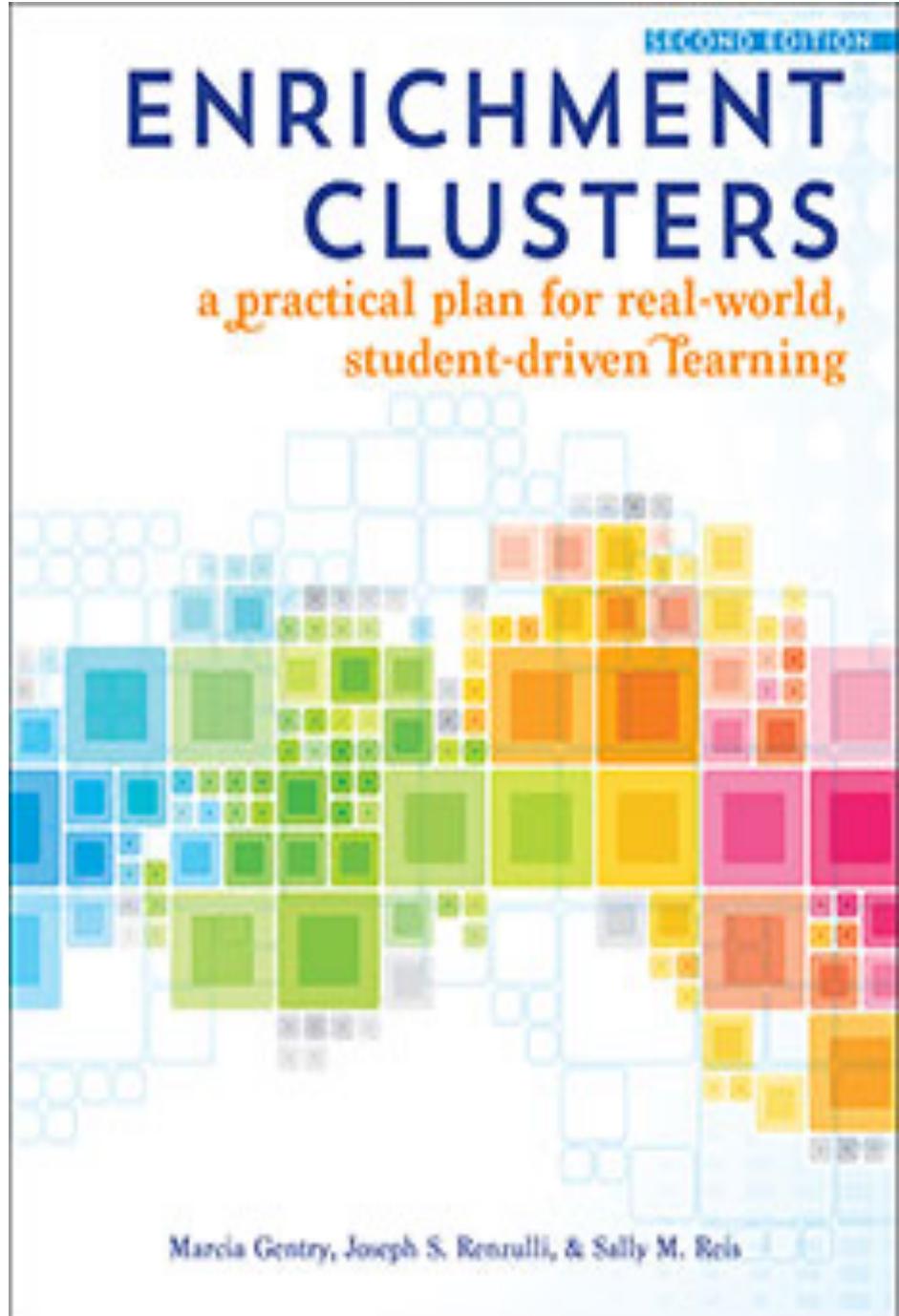
Curriculum Compacting

- Achievement of students who had their curriculum compacted was the same as those who did every single page of regular curriculum work.

- More students were identified by teachers as benefitting from compacting during the study.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

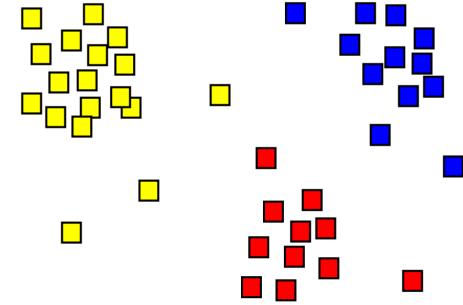Prepared by: Joseph S. Renzuli
Linda M. Smith

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. compacting	# Change it.
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Acceleration Mini-courses Honors Courses College Courses Mentorships
		Small Group Investigations
		Work Study

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

When teachers eliminated as much as 50% of the curriculum, no differences were found between treatment and control groups in most content areas. In fact, students whose curriculum was compacted scored higher than control group students in some areas.

Reis, S. M., Westberg, K. L., Kuilkowich, J., Caillard, F., Hébert, T., Plucker, J., . . . Smist, J. M. (1993). *Why not let high ability students start school in January? The curriculum compacting study* (Research Monograph 93106).

6. The Schoolwide Enrichment Model in Reading (SEM-R)

www.gifted.uconn/semr

- Research-based enrichment reading

- Joyful reading for all students

- Reading above level

- Acknowledging and celebrating students' interests & strengths

- Differentiated reading instruction

- Increased self-regulation

- Motivating for talented readers

- **www.gifted.uconn.edu/semr**

RESULTS

An enrichment reading approach, with differentiated instruction and less whole group instruction, was as effective as or more effective than a traditional whole group basal approach.

Reis, S. M., Coach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). **The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools,** *American Educational Research Journal*

7. Renzulli Learning

- The resources in the Renzulli Learning System place a strong emphasis on the problem-solving, creativity, and critical thinking skills that are often neglected in a traditional school environments. Renzulli Learning is based on SEM-Enrichment Pedagogy and a strength-based approach to learning.

8. SEM with Diverse Populations

- **Project-based Learning**
- **Enrichment Clusters**
- **Type III**
- **Higher levels of engagement**
- **Increased Achievement for all**

SEM dedicated schools have been created to serve culturally diverse gifted students (Beecher & Sweeny, 2008; Reis & Morales Taylor, 2010) and have been successful at increasing the engagement, creative productivity, and academic achievement of diverse and low-income students.

Schoolwide Enrichment opportunities reduce underachievement

When gifted students underachieve,SEM Type III enrichment makes a difference--82% of underachievers reversed their underachievement

(Baum, Hebert, and Renzulli)

9. Longitudinal Research

Why
Who
What
How
When

Longitudinal Research on SEM—4 Decades

Delcourt	1993
Hébert	1993
Westberg	1999
Westberg	2010
De Souza Fleith & Soriana de Alencar	2010
Hébert	2010
Beecher	2010
Mueller-Oppliger	2010
Mueller-Oppliger	2014
Robinson	2010
Booij, Haan, & Plug	2016
Booij, Haan, & Plug	2017

- Interests are maintained over time.
- Type III experiences influence students' post-secondary plans and later productivity
- Using the Schoolwide Enrichment Model reduced the achievement gap in a school with a high at-risk population
- Students in SEM programs had higher achievement, increased involvement in STEM fields, higher self-efficacy; pursued higher level career tracks and earned higher salaries.
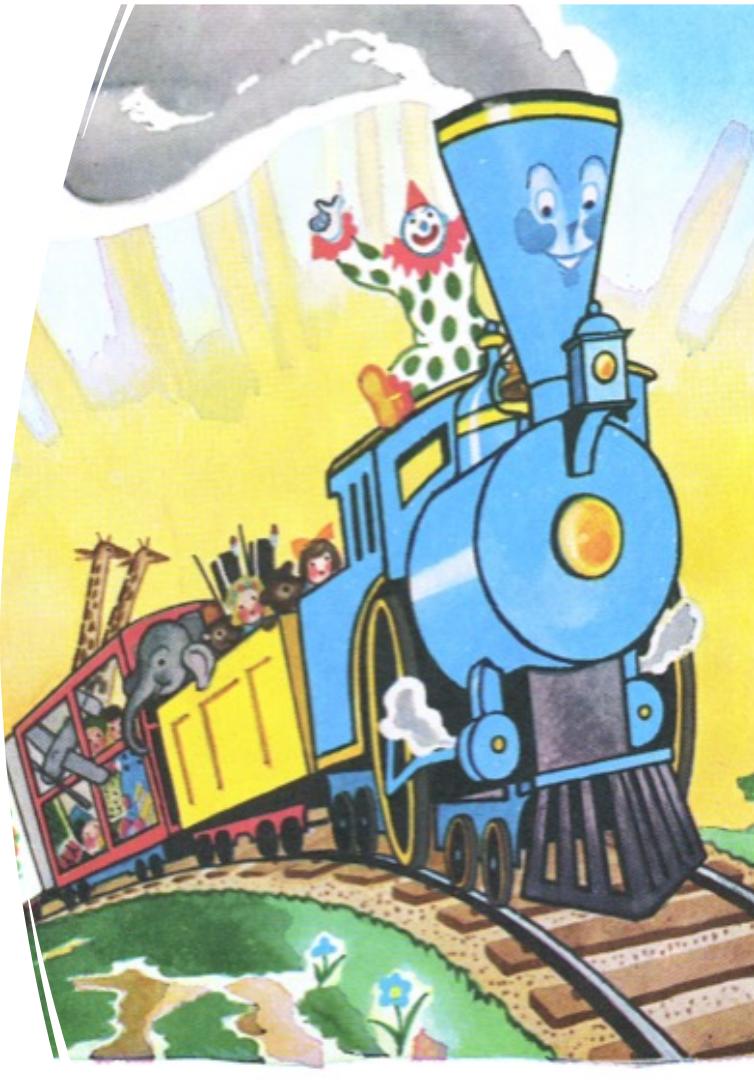
SEM works

What big ideas have we learned?

Benefits for TEACHERS

SEM Pedagogy engages teachers and gives them opportunities for creative, enjoyable and inspired teaching

- Compacting
- Individual and small group projects
- Creative thinking and problem solving
- Social and emotional learning
- Differentiated instruction
- Talent development for all students

"A little more persistence, a little more effort, and what seemed hopeless failure may turn to glorious success."

- Watty Piper, Author
The Little Engine That Could

Social and emotional learning and affective development in our SEM enables students to understand and develop positive emotions, set and achieve important and even noble goals, feel and show empathy for others, help others, solve problems, promote positive relationships, and make good and ethical decisions.

Schoolwide Enrichment Model videos—just a few of hundreds

- Norwalk video:
-
- https://www.youtube.com/watch?v=kZUgp4gMLFA
-
- (combination of Clusters and the Type III Fair and Exhibition at the end of the year).
-
-
- Roundrock video:
-
- https://www.youtube.com/watch?v=Ahns58xmElw
-
- (combination of SEM overview and discussion of clusters)
-
- Renzulli academy:
- https://gifted.uconn.edu/wp-content/uploads/sites/961/2016/07/Renzulli_Academy-VIDEO540L.mp4
-
- a look at the Academy in Hartford CT, clusters mentioned
-

- clusters:
- https://taots.org/our-curriculum/
-
- (two different brief videos: one on SEM and one on enrichment clusters)
-
- Triad Model:
- https://www.youtube.com/watch?v=xa7ywV57Yog
-
- (Sylvan Taylor—SEM overview with clusters mentioned).
-
- Enrichment Cluster Showcase
- https://www.youtube.com/watch?v=aoGVbzcyWiU
-

Schools should be places for talent development and all students should have the time to develop their talents.

? *How do we create giftedness?*

MORE

Always, Always, Always In The Student's Area(s) Of Interest

5 A. Useful Resource – UCONN Web Sites

https://gifted.uconn.edu/#

https://gifted.uconn.edu/schoolwide-enrichment-model/

Short Teacher Training Videos

https://www.youtube.com/playlist?app=desktop&list=PLT1lX-IpjFGPIM6b0IxJlKR8hxABQ7aHR

Free On- Line SEM Course Offered every 8 weeks