

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

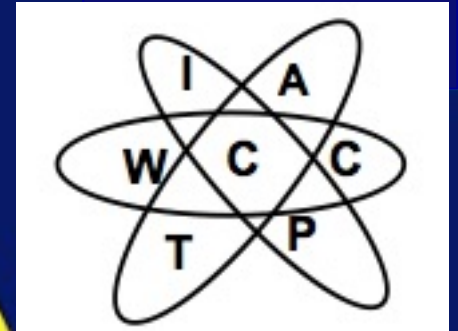
Years of...

**Research And
Development On
The Schoolwide
Enrichment Model**

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

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Ideas demonstrate creativity but task commitment demonstrates priorities.



Above Average Ability

Gifted Behaviors

Creativity

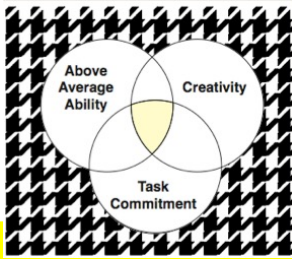
Task Commitment



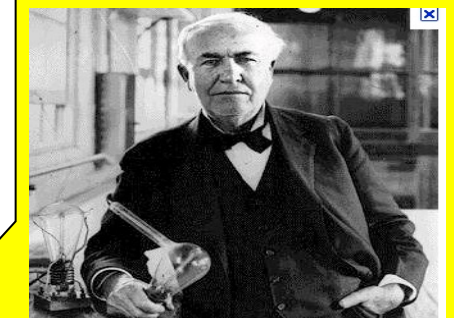
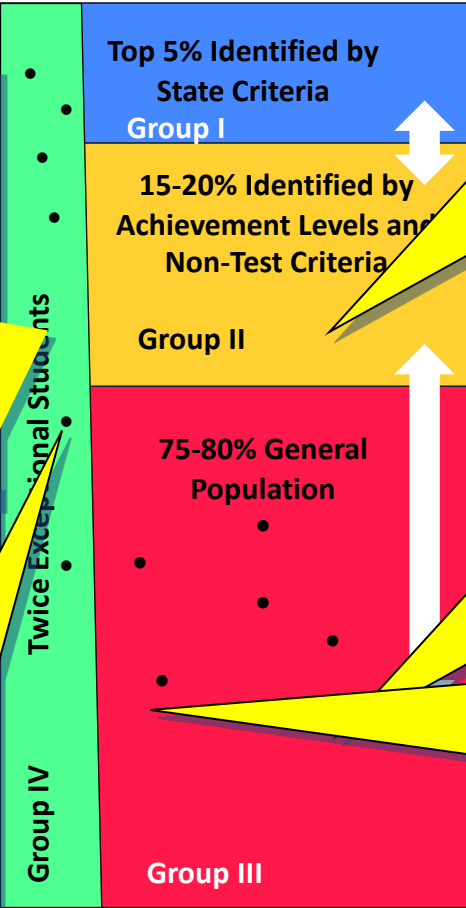
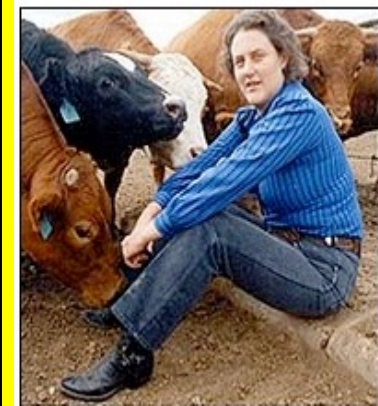
What Is Creative/ Productive Giftedness?

Meet Brook and Kyle





Target Populations



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

Curriculum Modification For High Achieving Students [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

• **Renzulli Learning**

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

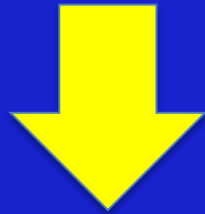
Resources

The Pedagogical Model

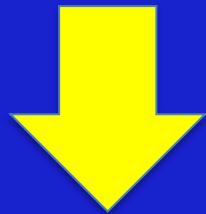
Service Delivery Components

The Goals of The SEM

Enjoyment



Engagement



Enthusiasm For
Learning

Literature review

**GIFTED EDUCATION
INTERNATIONAL**

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

Gifted Education International
1–33

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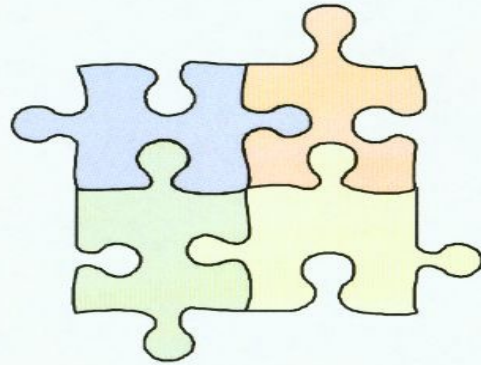
journals.sagepub.com/home/gei



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

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:

Printable Copy

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.

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.

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
Interest
Areas



Top 3
Learning
Styles

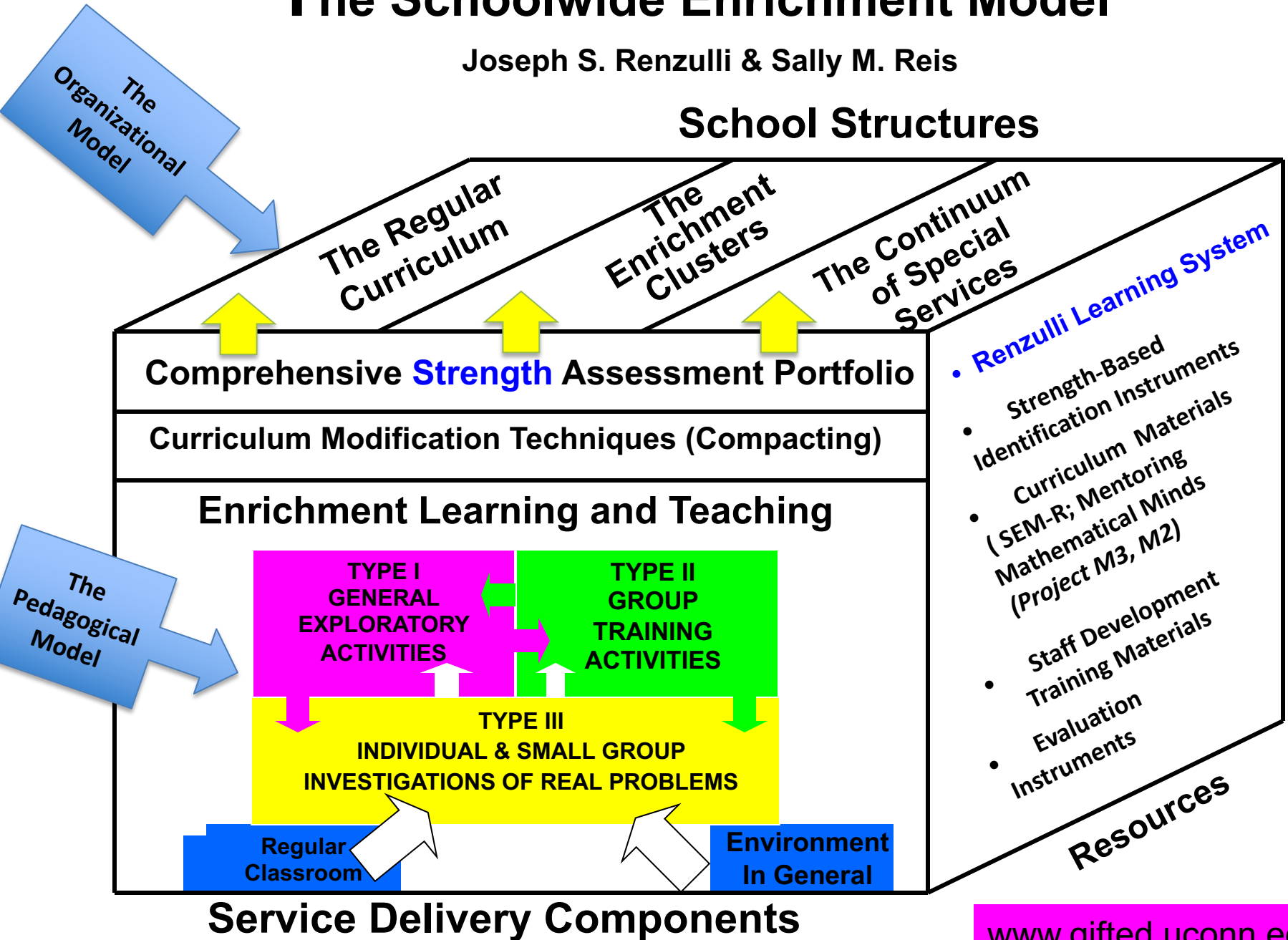


Top 3
Expression
Styles

The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

School Structures





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

Prepared by Joseph S. Renzulli
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.

Name It

Procedures for Compacting Basic Material

Describe activities that will be used to guarantee proficiency in basic curricular areas.

Prove It

Acceleration and/or Enrichment Activities

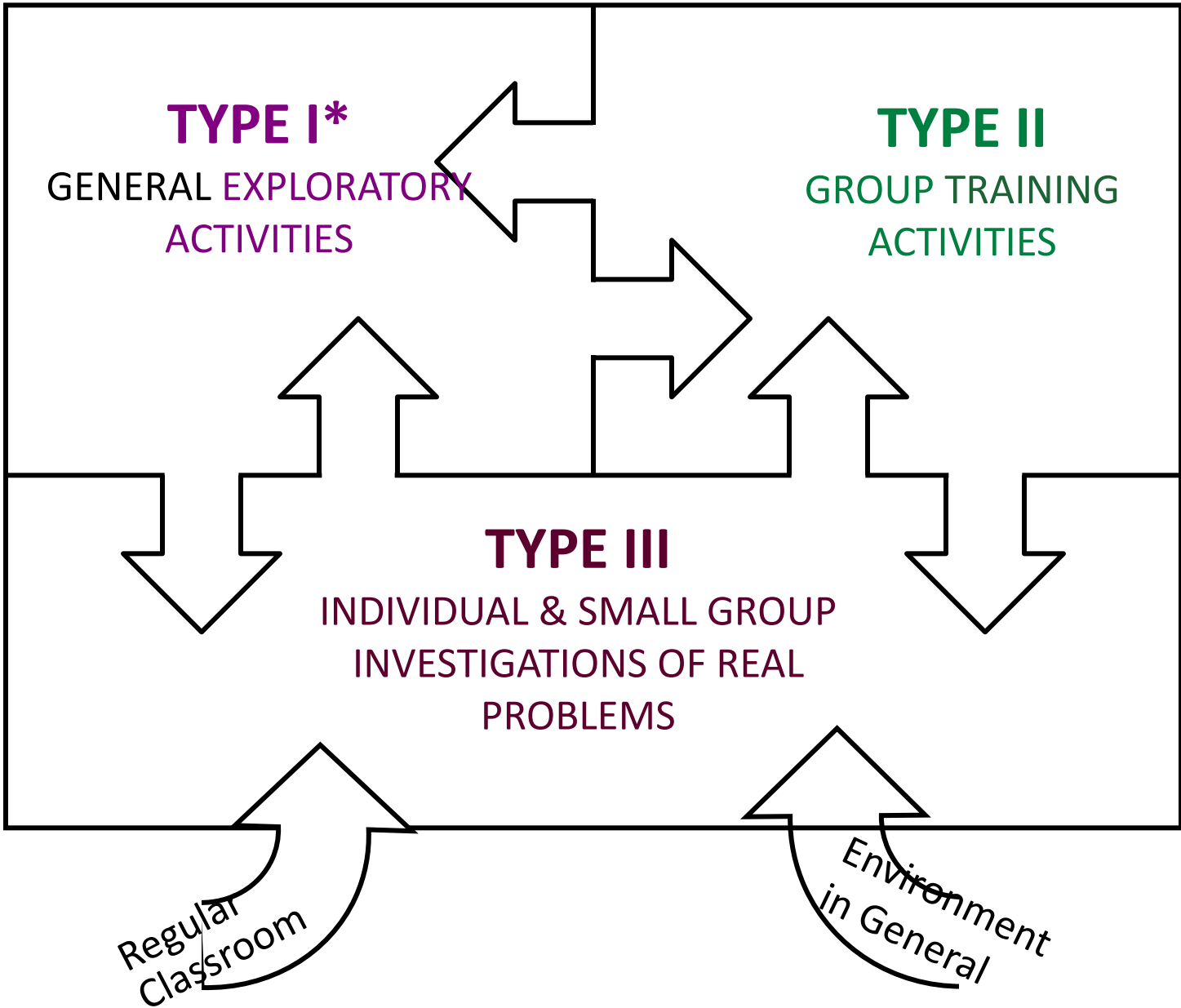
Describe activities that will be used to provide advanced-level learning experiences in each area of the regular curriculum.

Change It

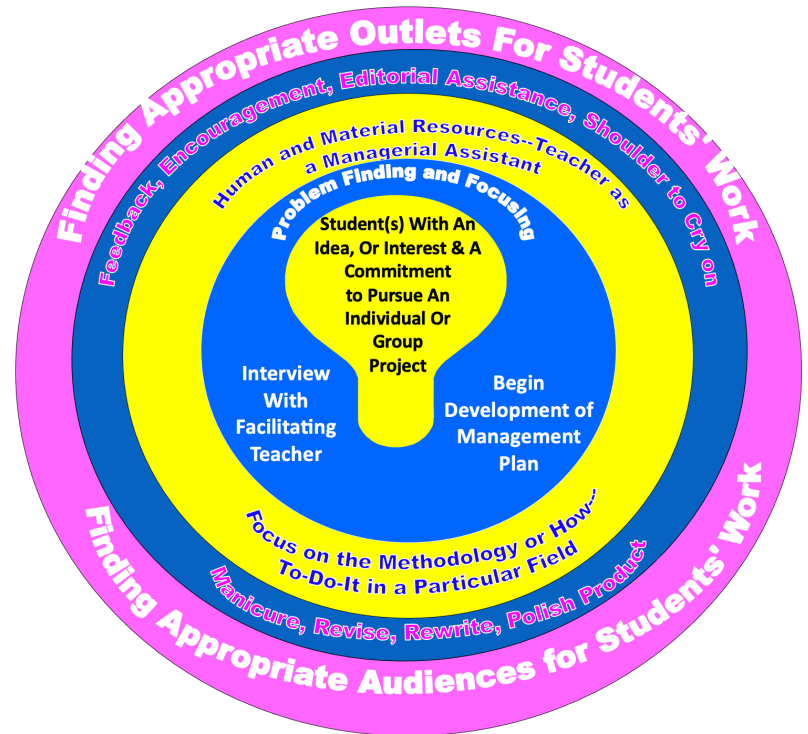
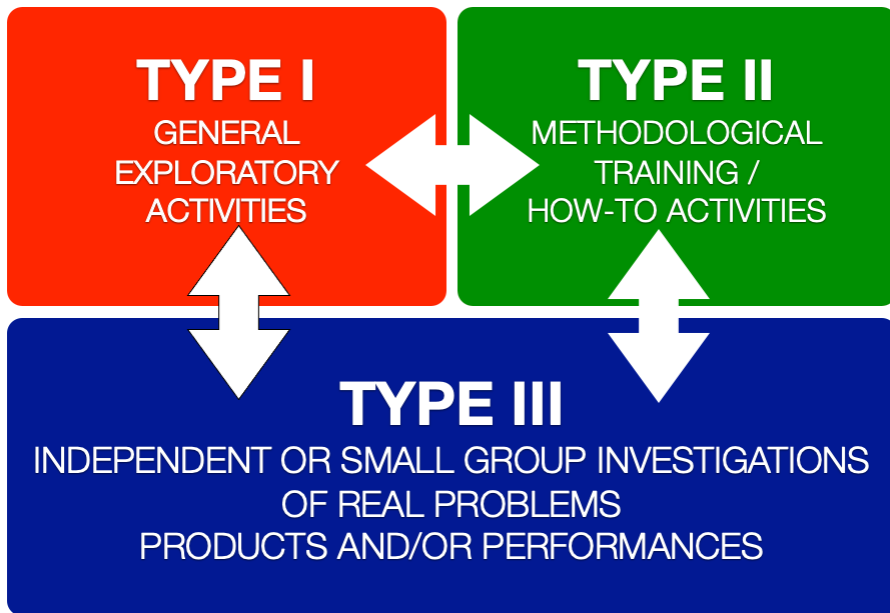
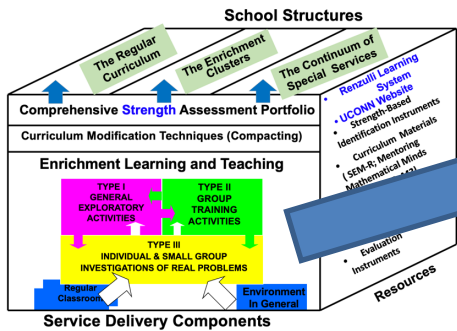
Check here if additional information is recorded on the reverse side.

Enrichment Learning and Teaching

**Using the Enrichment Triad for
talent development in all
students...**



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

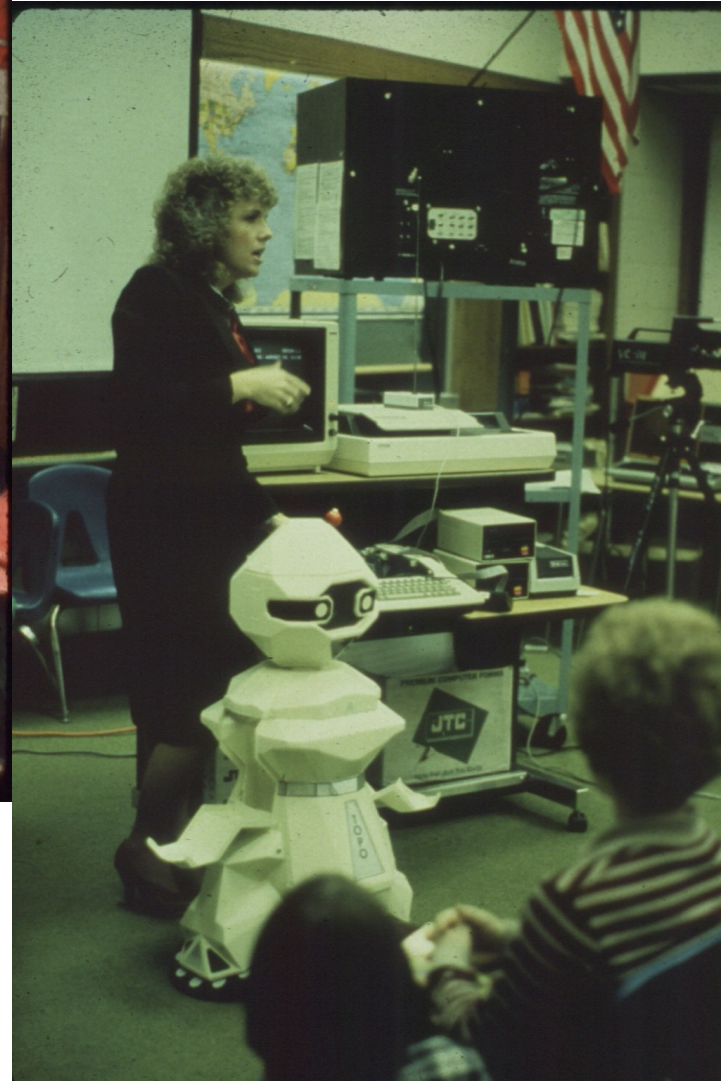


Type I Exposure Activities

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



Speakers who engage students
and enrich topics...

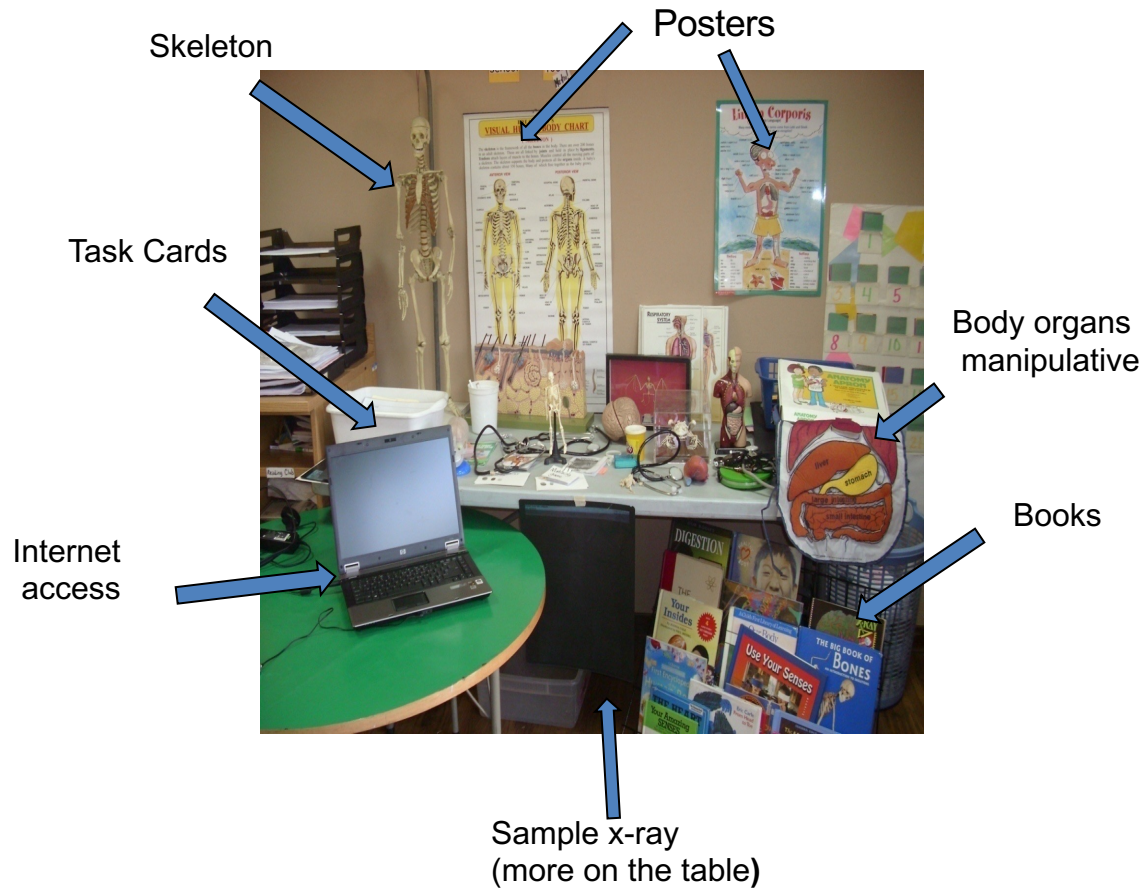








Interest Centers



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:

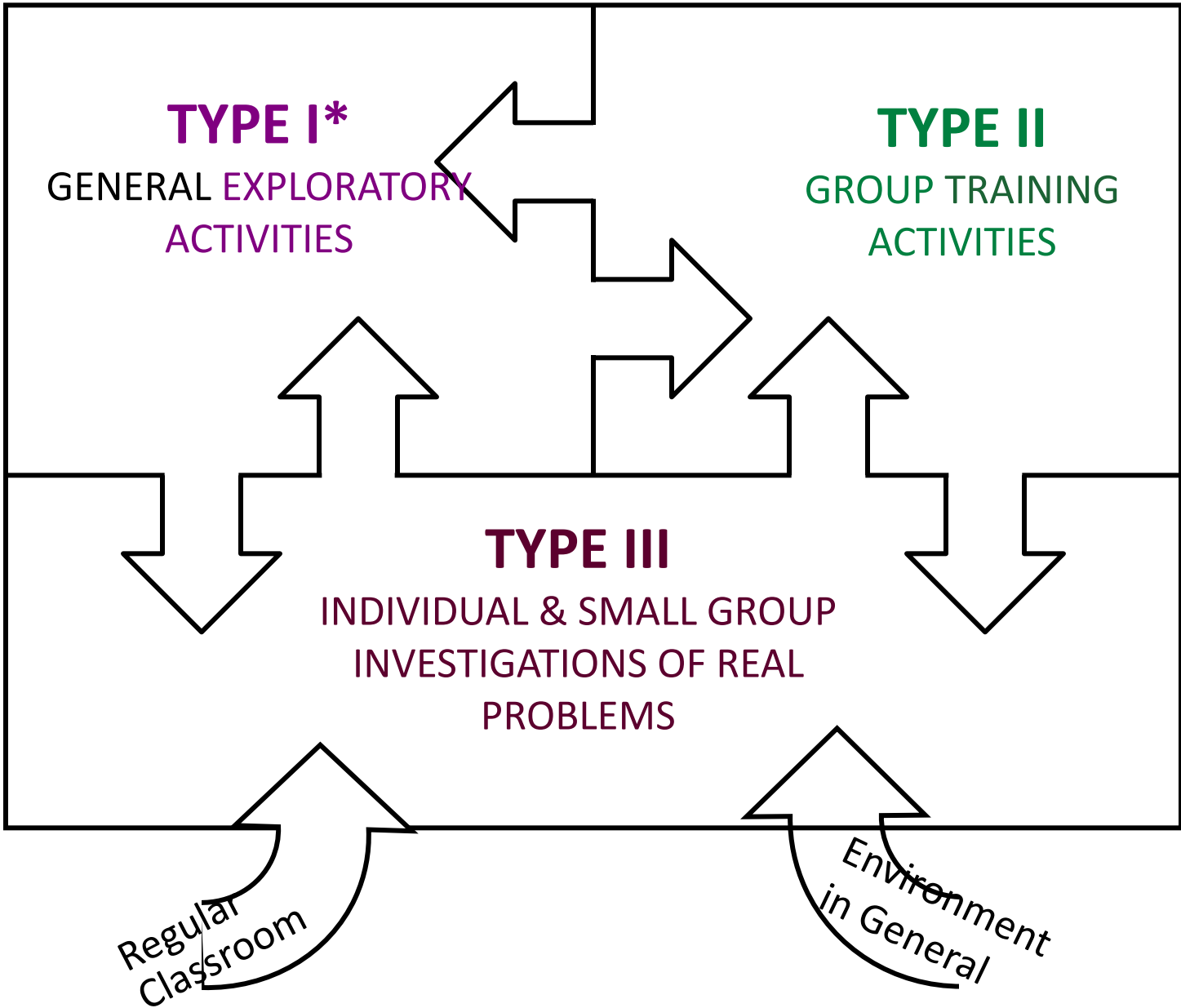
Find out what kinds of activities make your heart beat fast or slow.

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.

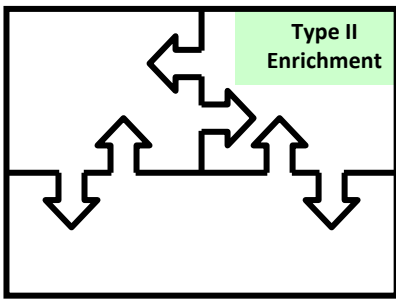
Use the data sheet to make a graph showing which activities make your heart beat faster and which activities don't and compare the results of the activities

Why do you think you had those results?





TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES



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

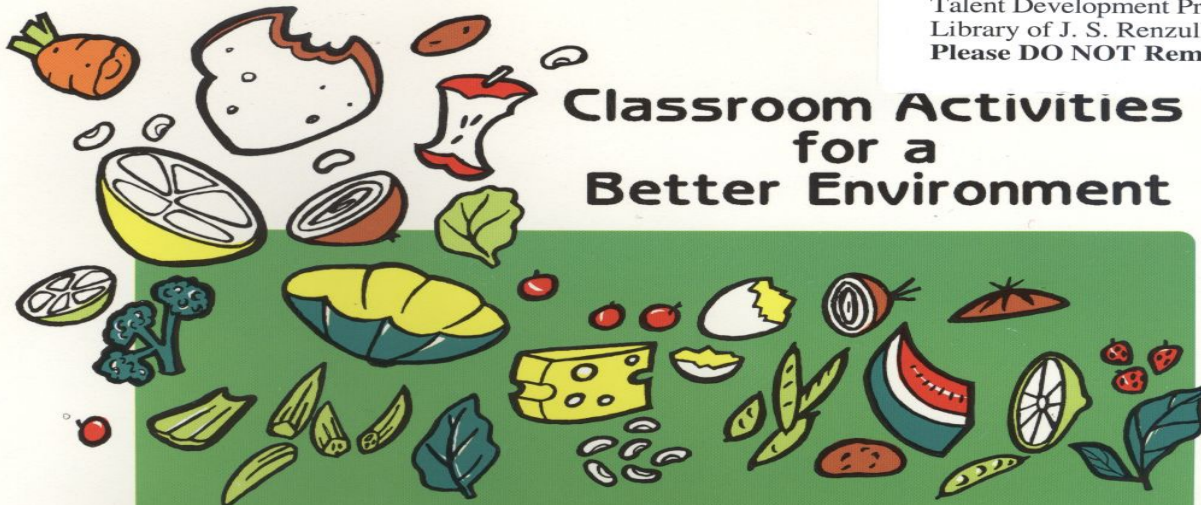
ERIK M. FRANCIS

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

University of Connecticut
Talent Development Program
Library of J. S. Renzulli
Please DO NOT Remove.

Classroom Activities
for a
Better Environment



WORMS

Eat Our Garbage

Mary Appelhof
Mary Frances Fenton
Barbara Loss Harris



Appelhof, M
Science

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

[com/blogs/lookout/tree-octopus-latest-evidence-internet-making-kids-dumb-20110202-102041-435.html](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.



Future Problem Solving Steps

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

Step 1: Identify a challenge

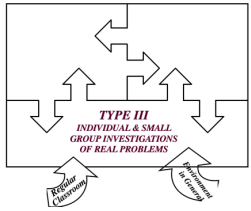
Step 2: Select an Underlying Problem

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

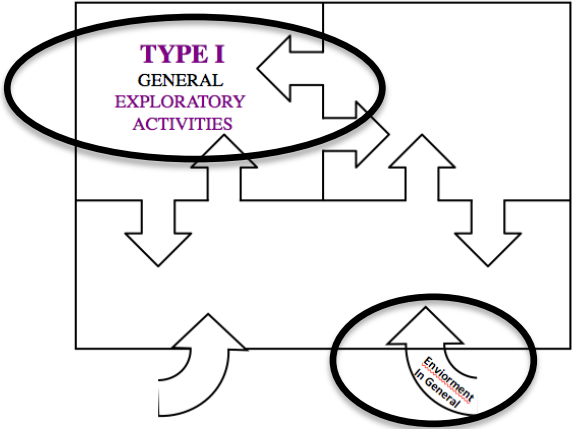
Xóchitl Guadalupe Cruz, an 8-year-old girl from Mexico (Chiapas) found that in her rural community of low-income people, the only source of hot water is burning firewood from cut logs that would release fumes into the environment but also lead to deforestation. Few low-income residents can take hot showers.



Why this invention?



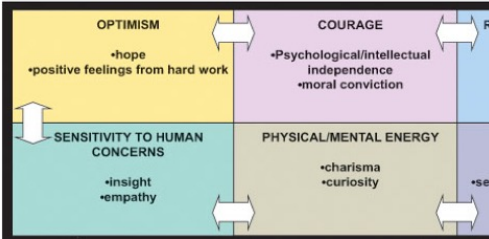
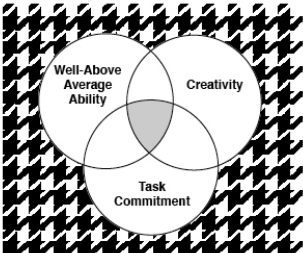
An Example That Illustrates Type I to Type III



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



[Action Orientation](#)

[Social Interactions](#)

[Leadership](#)

[Realistic Self-Assessment](#)

[Awareness of Needs of Others](#)

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Beloved teen Sam Berns dies at 17 after suffering from rare disease

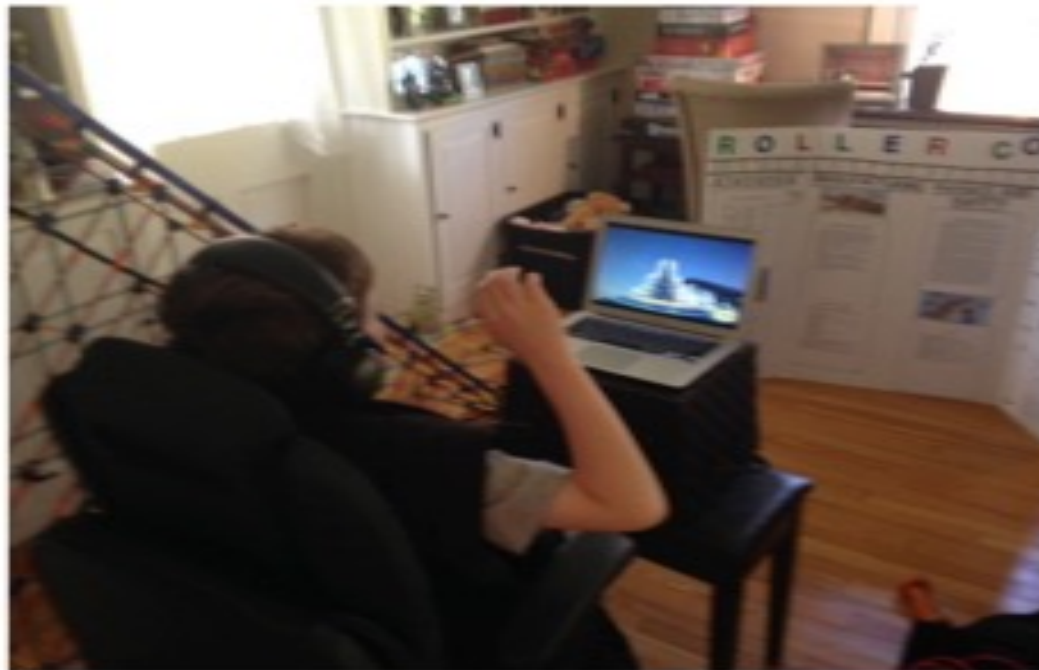
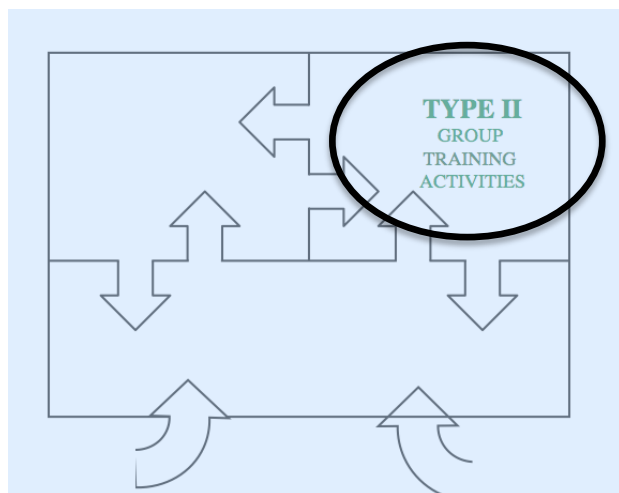
By Greg Botelho, CNN



<https://www.youtube.com/watch?v=36m1o-tM05g>

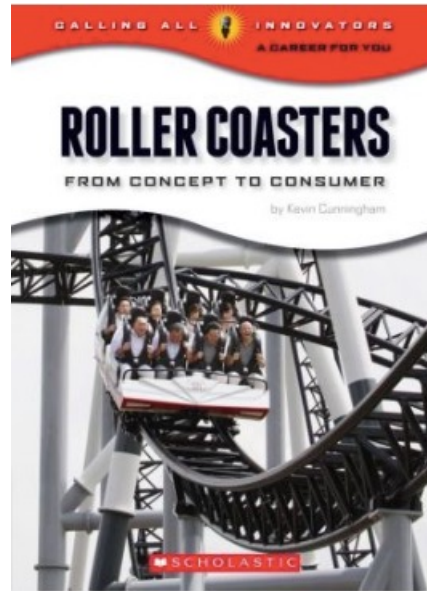
“My philosophy for a very happy life.

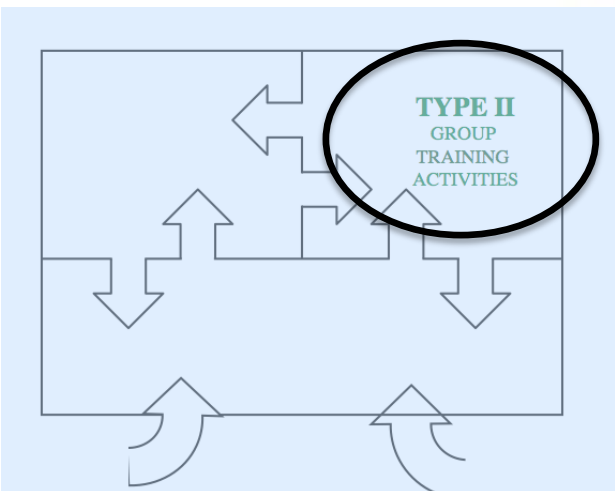
For a year long school project, my topic was roller coasters. When I saw Sam, I thought that a roller coaster simulator would be a nice addition to theme parks around the world. So, I constructed a simulator using objects from around the house. My simulator is a chair that has a back massager that vibrates 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.

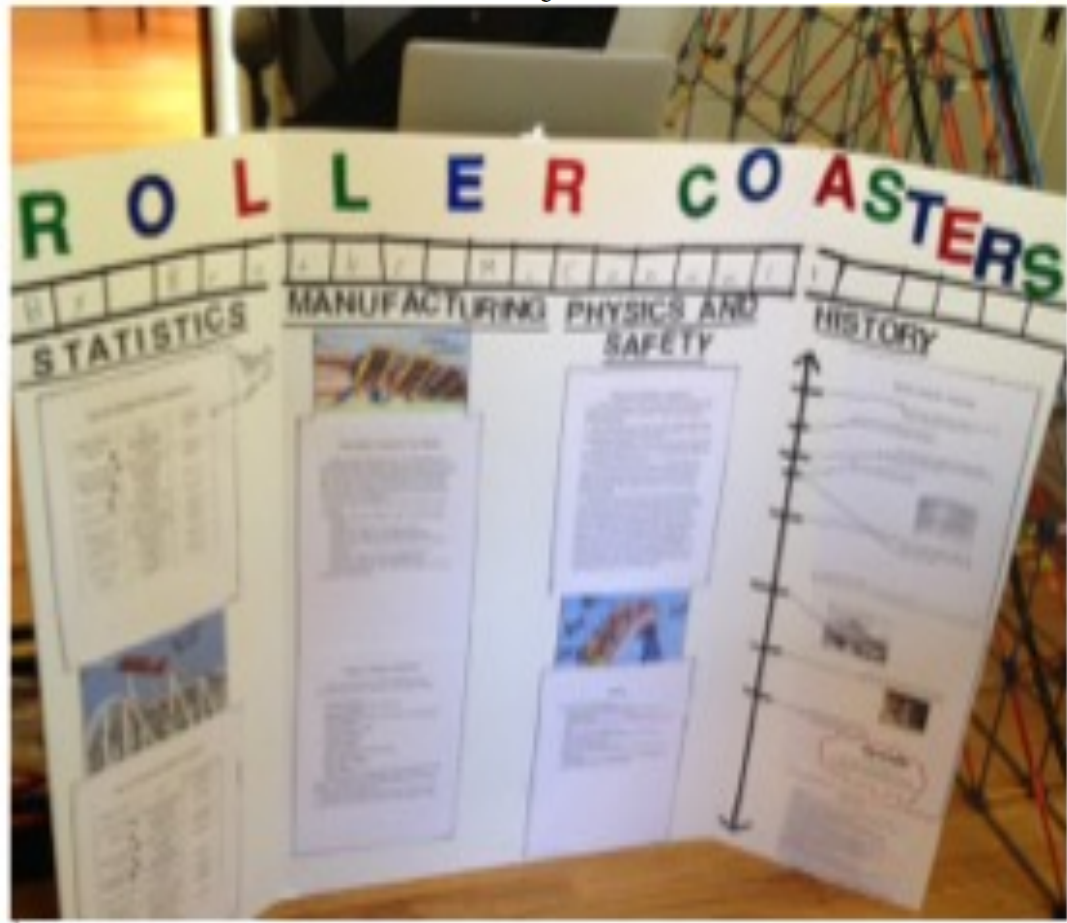
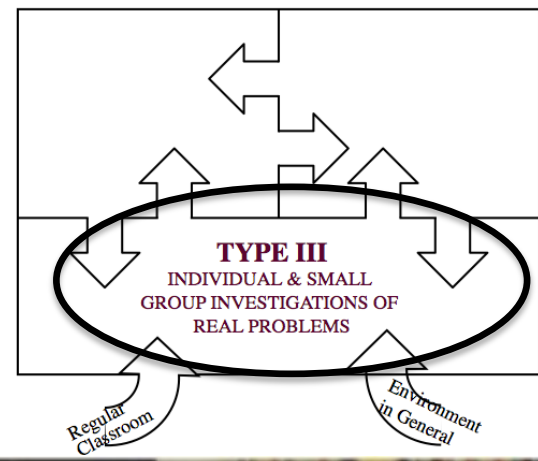




Type II Enrichment







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.

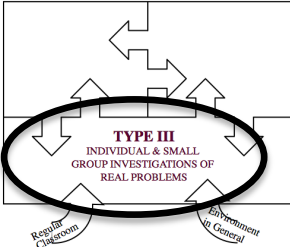
Dear Bolliger & Mabillard,

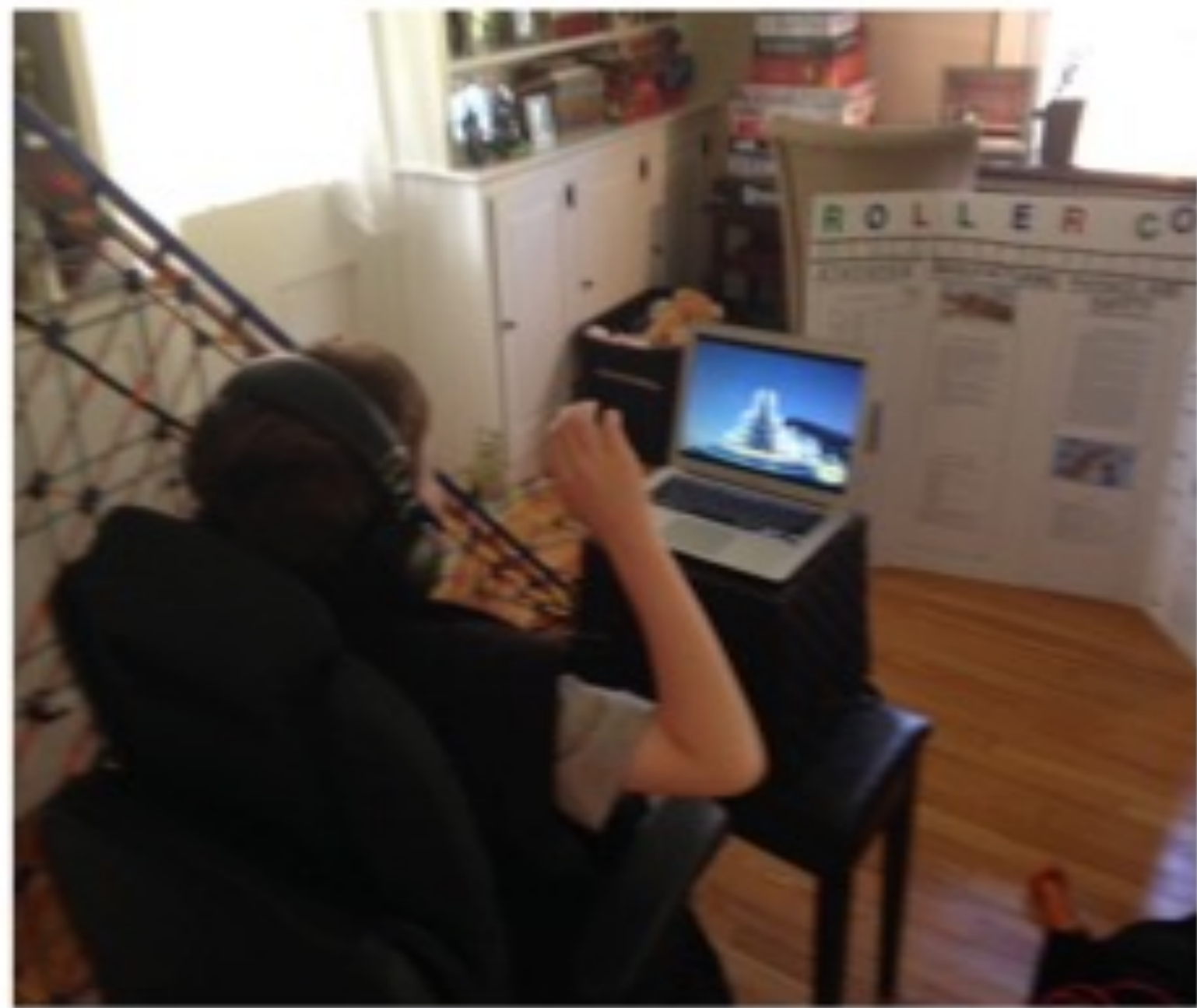
The simulator that I created includes a video that is filmed the front seat of a roller coaster. The rider's seat vibrates in order to simulate a rough chain lift. With my simulator, the rider wears a vest with weights in each pocket. Throughout the experience an operator adds and removes the weights 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

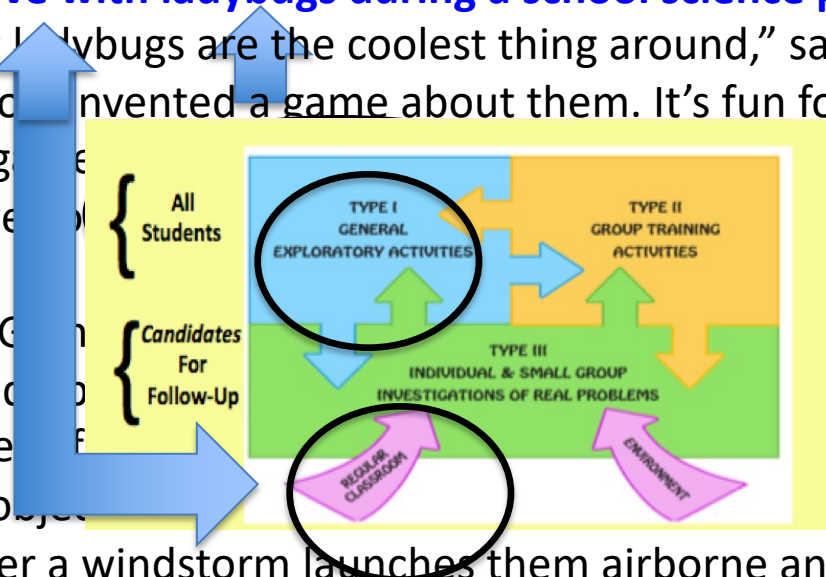




In first grade **Kylie Copenhagen** invented a board game about ladybugs for a school science project. Today, “The Ladybug Game” is consistently one of the top-selling games at Target.com, where it competes with thousands of other games and puzzles. “**The Ladybug Game**” has also been a bestseller at 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.” The game is sold for \$12.99 per payment for each game sold, and is well received.

The Ladybug Game is suitable for ages three and up. It tells the adventure of a ladybug named Orange. The object is to help Orange find his 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.



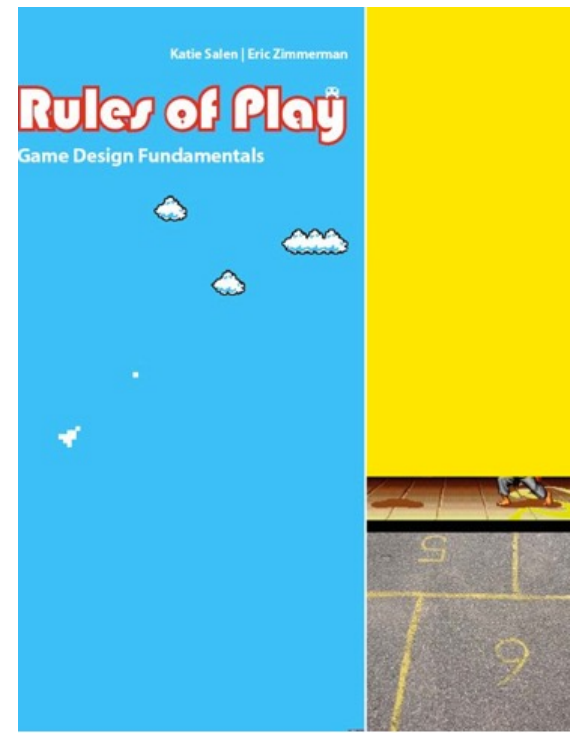
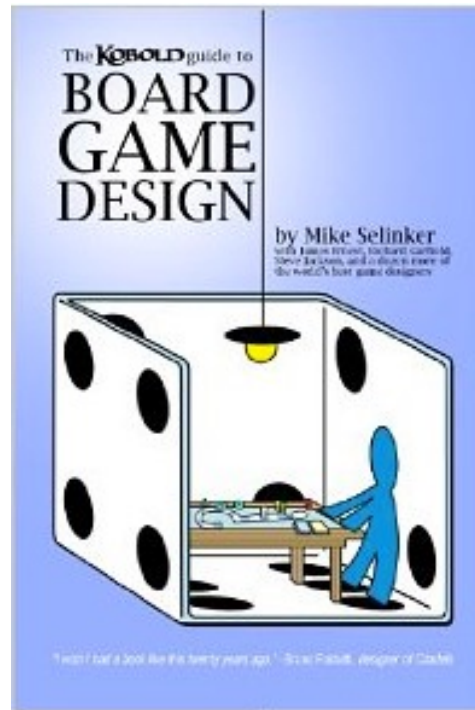


Type II: How-To Books

Table Games:
How to Make
and Play Them

Marran, Ray J.

Note: This is not the actual book cover



STEVE MARIOTTI, FOUNDER OF THE NETWORK FOR
TEACHING ENTREPRENEURSHIP, WITH **DEBRA DESALVO**

THE YOUNG COMPLETELY REVISED
AND UPDATED
ENTREPRENEUR'S
GUIDE TO
STARTING
& RUNNING
A BUSINESS

TURN YOUR IDEAS INTO MONEY!



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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



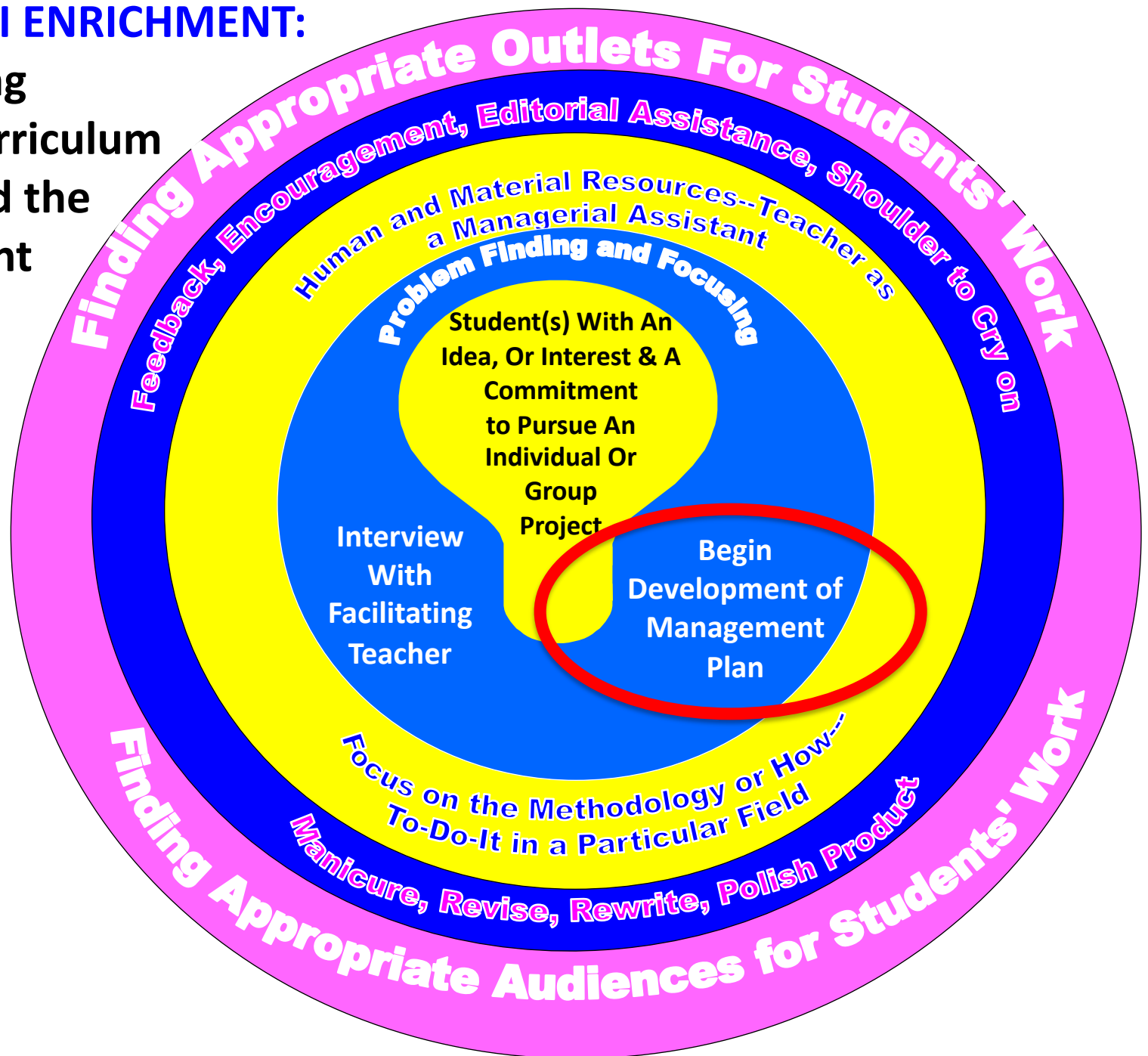


- What else matters in enrichment programs?
- What makes a difference in their subsequent lives, education, and work?
- Caroline Merry's playground



TYPE III ENRICHMENT:

Building
the Curriculum
Around the
Student



 My Profile

 My Enrichment Activities

 My Portfolio

My Enrichment Activities

 Search Enrichment Activities

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

<p>52 Activities</p>  <p>Virtual Field Trips</p>	<p>563 Activities</p>  <p>Real Field Trips</p>	<p>86 Activities</p>  <p>Creativity Training</p>	<p>403 Activities</p>  <p>Critical Thinking</p>	<p>333 Activities</p>  <p>Projects & Independent Study</p>	<p>10 Activities</p>  <p>Contests & Competitions</p>	<p>545 Activities</p>  <p>Websites</p>
<p>101 Activities</p>  <p>Fiction (Books & E-Books)</p>	<p>98 Activities</p>  <p>Non-Fiction (Books & E-Books)</p>	<p>29 Activities</p>  <p>How-to (Books & E-Books)</p>	<p>74 Activities</p>  <p>Summer Programs</p>	<p>955 Activities</p>  <p>On-line Activities & Classes</p>	<p>371 Activities</p>  <p>Research Sites</p>	<p>19 Activities</p>  <p>Videos & DVDs</p>



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.

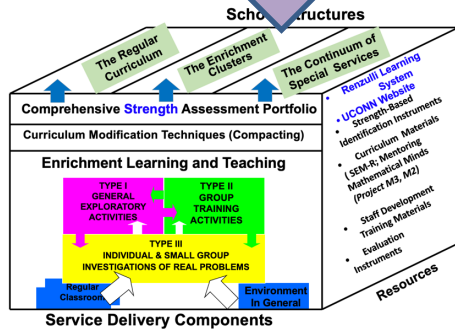
4. Enrichment Clusters

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*

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



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 SCHOOL AND TOWN

- Identify a problem
- Brainstorm solutions
- Find ways to solve the problem.



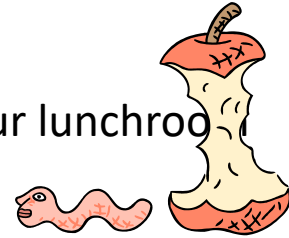
Social and emotional learning and affective development in our SEM enables students to understand and develop positive emotions, set and achieve important and even noble goals, feel and show empathy for others, help others, solve problems, promote positive relationships, and make good and ethical decisions.





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!**

Cluster Title

**Social Entrepreneurship:
Starting A Business To
Help Others**

Inviting Description

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)

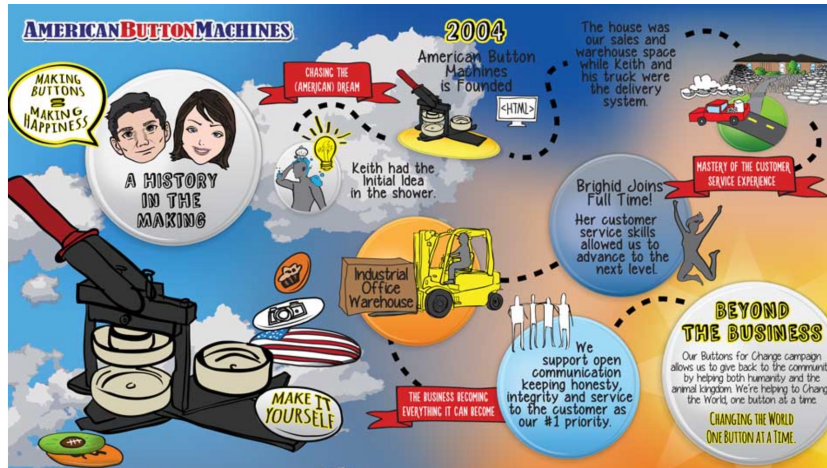
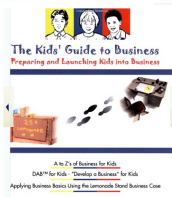
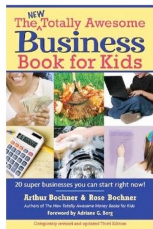
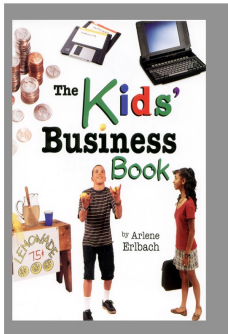
Local business owners came in to tell how they started their businesses (A Donut Shop and a Children's Toy Store)

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

Type II Enrichment: Skills and Resources

I. Cognitive Thinking Skills	II. Character Development and Affective Process Skills
A. Creative Thinking Skills	A. Character Development
B. Analytic, Problem-Solving & Decision-Making Skills	B. Interpersonal Skills
C. Critical and Logical Thinking Skills	C. Intrapersonal Skills
III. Learning How-to Learn Skills	III. Using Advanced Research Skills & Reference Materials
A. Listening, Observing, & Perceiving	A. Preparing for Research & Investigative Projects
B. Reading, Notetaking, & Outlining	B. Library & Electronic Reference
C. Interviewing & Surveying	C. Finding & Using Community Resources
D. Analyzing & Organizing Data	IV. Meta-Cognitive Technology Skills
V. Written, Oral, and Visual Communication Skills	<ul style="list-style-type: none"> The ability to identify trustworthy and useful information The ability to identify/manage untrustworthy information The ability to organize, classify, and evaluate information The ability to conduct self-assessment of web-based information The ability to use relevant information to advance the quality of one's work The ability to communicate information effectively
A. Written Communication Skills	
B. Oral Communication Skills	
C. Visual Communication Skills	

From the **How-To Books Data Base** at www.renzullilearning.com



Divisions of Labor

- Designers
- Manufacturers
- Advertising/ Sales



Renzulli Learning Home Student Site Manager Site Registration Contact Log out Help **Teachers**

Search Activities | Favorite Activities List | Activity Learning Maps | Submit an Activity | Index | Calendar

Activities Manager Search Activities by...

Basic Search | Advanced Search | Search on a Student | Saved Searches

Interests Areas:	Learning Styles:	Abilities:	Expression Styles:
Business	Application	3-5 Medium	
	Practical Work	3-5 High	
	Technology	6-9 Low	
	Programmed Instruction	6-9 Medium	
	Lecture	6-9 High	
	Games	10-12 Low	
	Simulation	10-12 Medium	
	Peer Tutoring		
	Independent Study		

The Totally Awesome Money Book For Kids by Arienne G. Berg and Arthur Bochauer

Written by 3-5 Middle School students and teachers, this book is full of cartoons, drawings, quizzes, games, riddles and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also tells to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.

ADD TO MY FAVORITES | SHARE WITH STUDENTS/TEACHERS | ATTACH TO ASSESSMENT/PRACTICE

<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

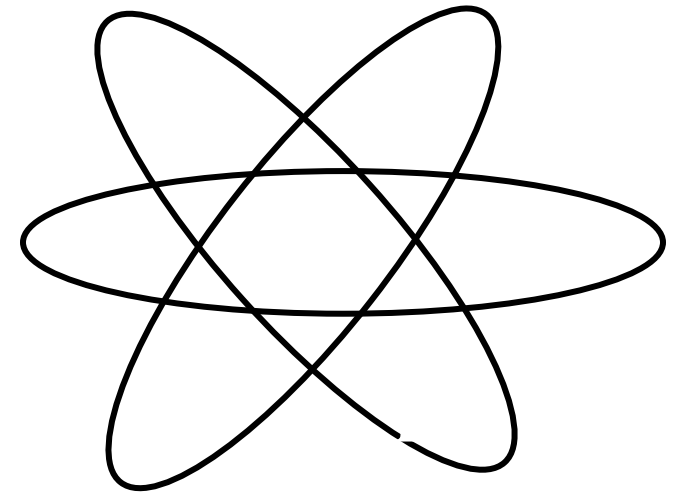
Tell us what you think!



1 The 3-Ring Conception of

Giftedness

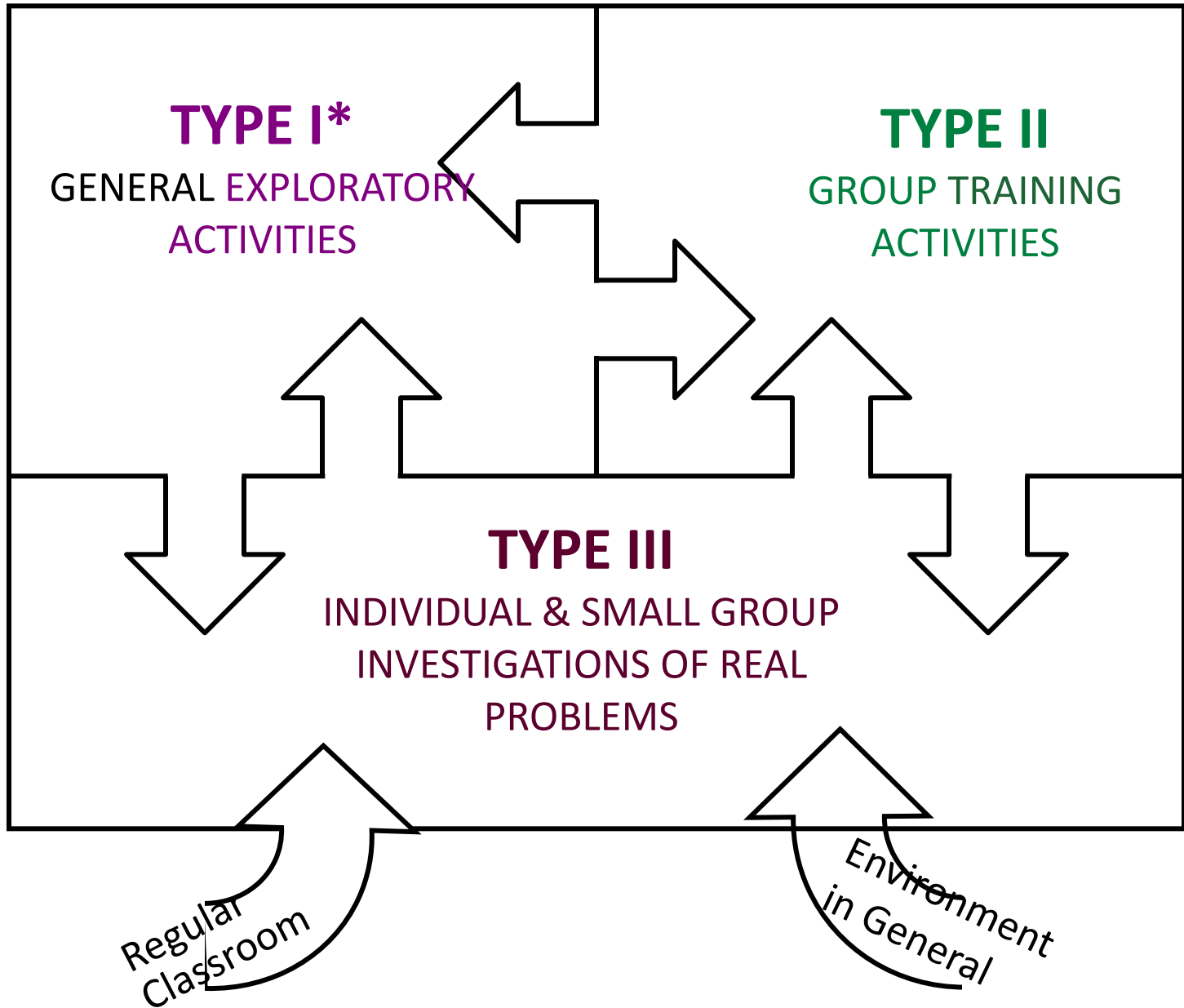
(Renzulli, 1978)



Developing Gifts and Talents ...

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

3



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

Enrichment Clusters

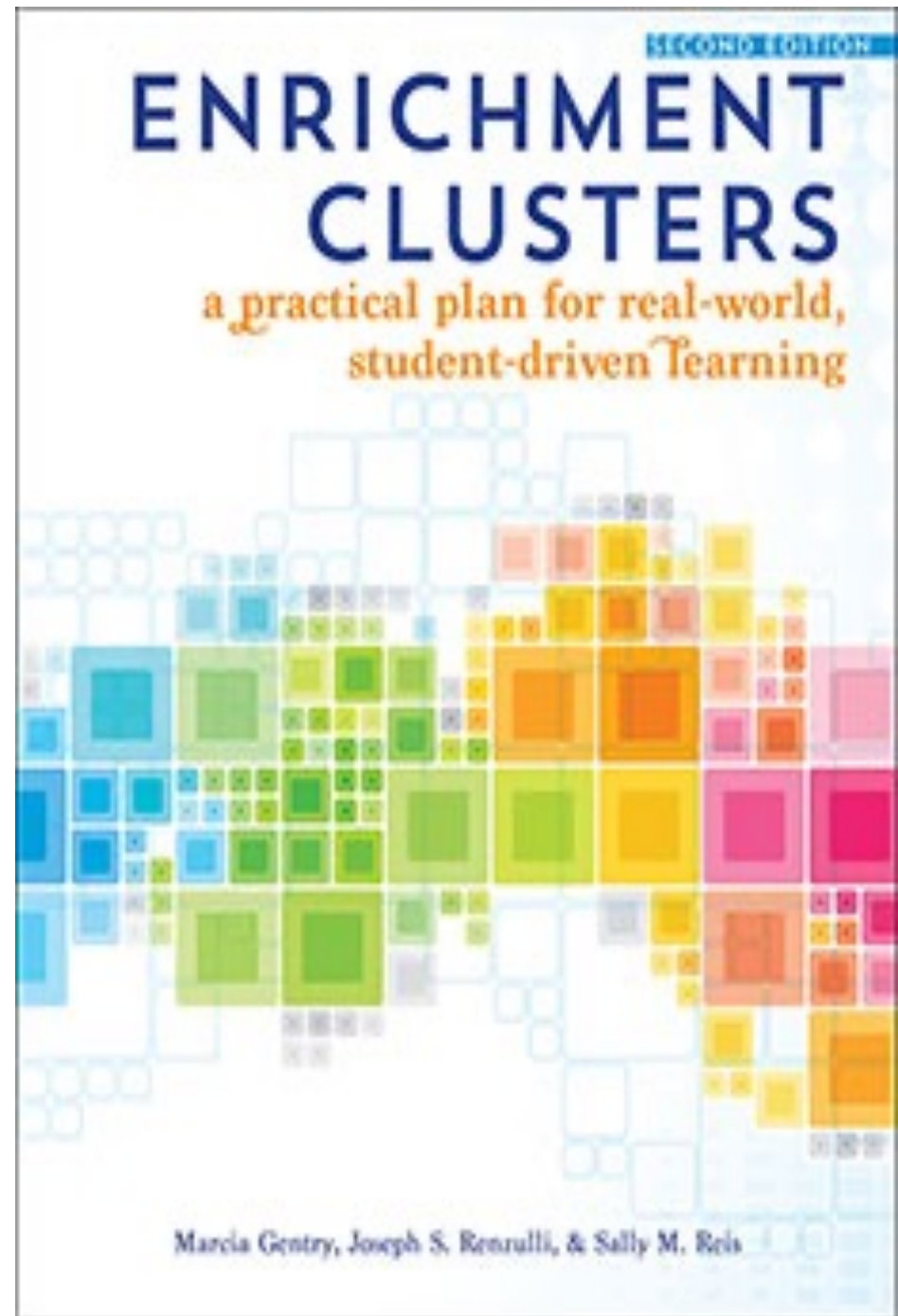
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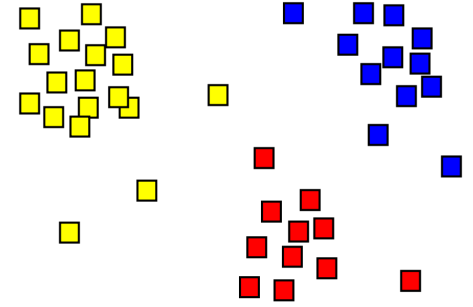


RESULTS

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. Renzulli
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.	Change it.
	compacting	
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.edu/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**](http://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)

Why

Who

What

9. Longitudinal Research

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

Enjoyment

Engagement

Enthusiasm

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.



...AND NOW... THIS YEAR'S
AWARD FOR "THE STUDENT
VOTED BEST AT FILLING IN
LITTLE CIRCLES WITH A NUMBER
TWO PENCIL" GOES TO...





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?*

**T
O
R
E**

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



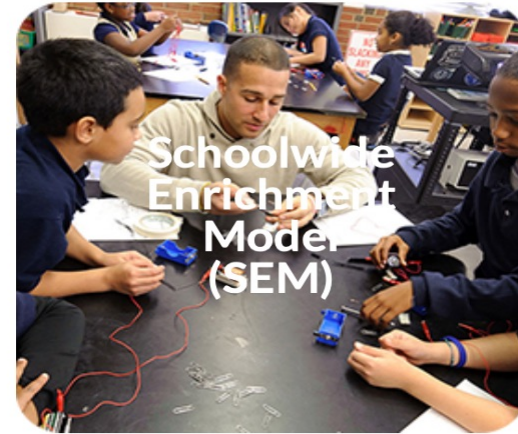
Useful Resource – UCONN Web Sites



<https://gifted.uconn.edu/#>

Short Teacher Training Videos

<https://www.youtube.com/playlist?app=desktop&list=PLT1IX-lpjFGPIM6b0IxJKR8hxABQ7aHR>



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

**Free On- Line SEM Course
Offered every 8 weeks**