

The Schoolwide Enrichment Model

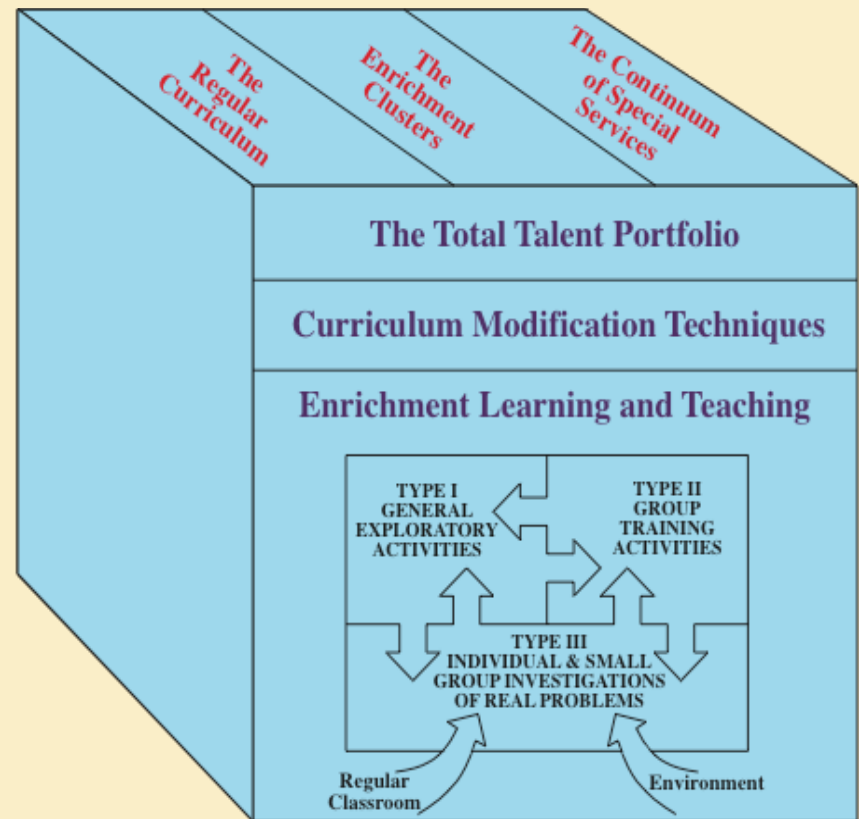
(Renzulli & Reis, 1985, 1997, 2014)

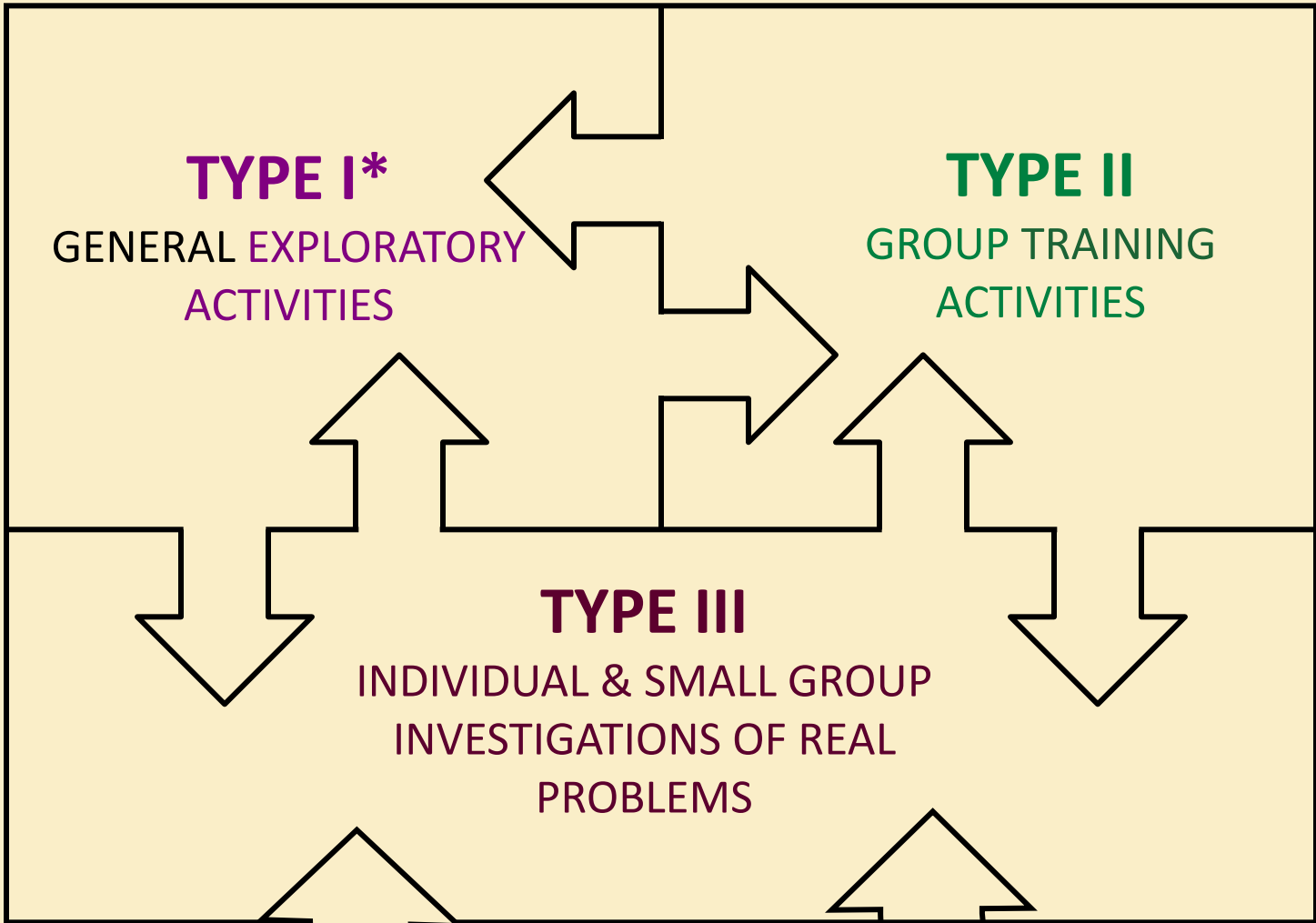
Evolved from over 40 years of research and field testing. It has three major components:

- ◆ The Total Talent Portfolio
- ◆ Curriculum Compacting and Differentiation
- ◆ Enrichment Learning and Teaching

Applied to:

the regular curriculum,
enrichment clusters
continuum of services





Regular
Classroom

Environment
in General

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

INVENTIONS

INVENTIONS

INVENTIONS



Inventions =
Solutions to
real problems.



**Type I
Enrichment**



**Type I
Enrichment**



**Type I
Enrichment**



Type I: Debriefing

What did you find interesting about the presentation?

Did this presentation raise any questions in your mind?



What else would you like to know?

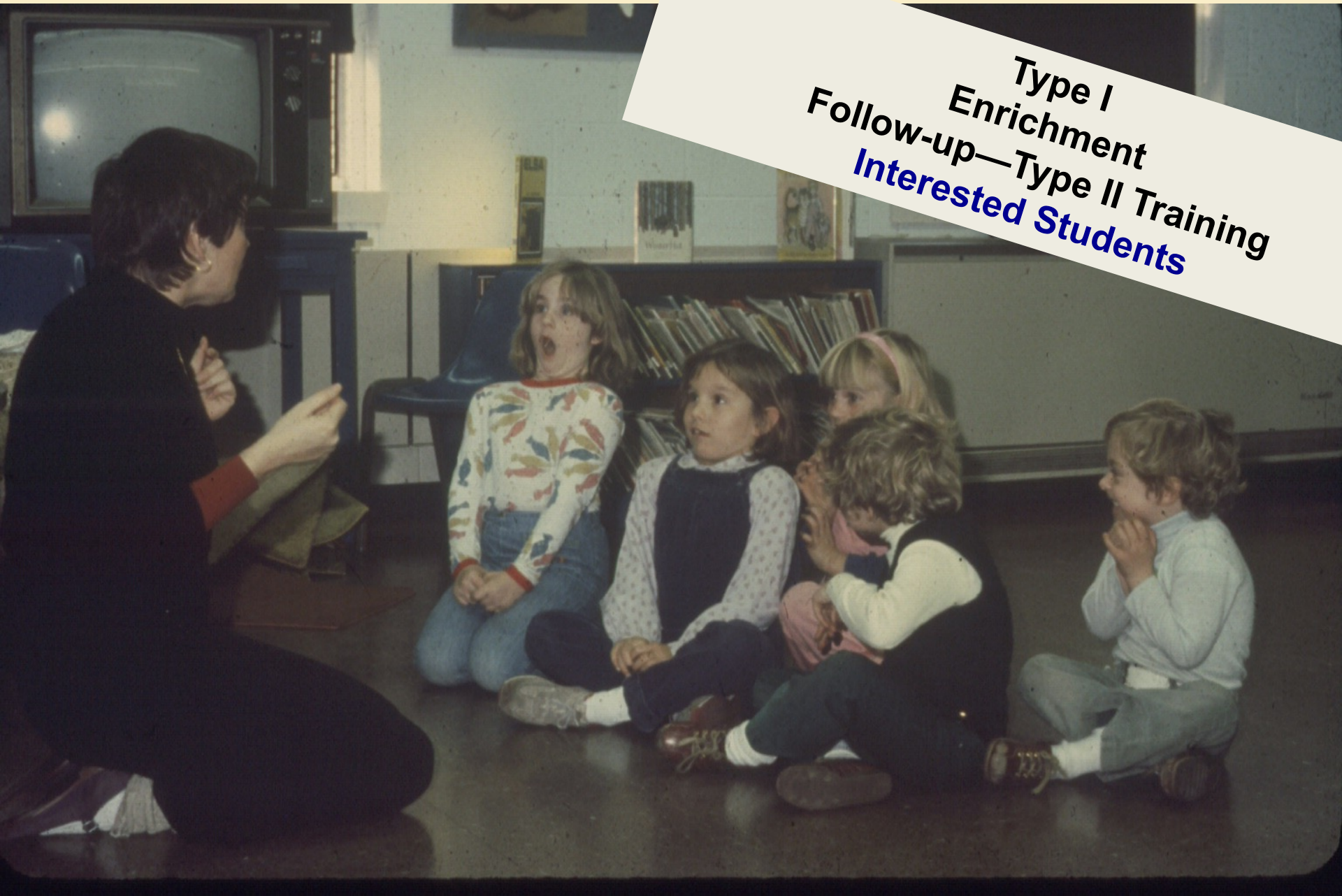
Where could we find more information about this topic?

Are there any careers that this presentation makes you think of?

What good ideas can you share about projects, research studies, creative writing, etc. that might be used to learn more about this topic?

Would anyone like to meet with me individually to explore possible follow ups to this Type I?

**Type I
Enrichment
Follow-up—Type II Training
Interested Students**



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

Type II Enrichment

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

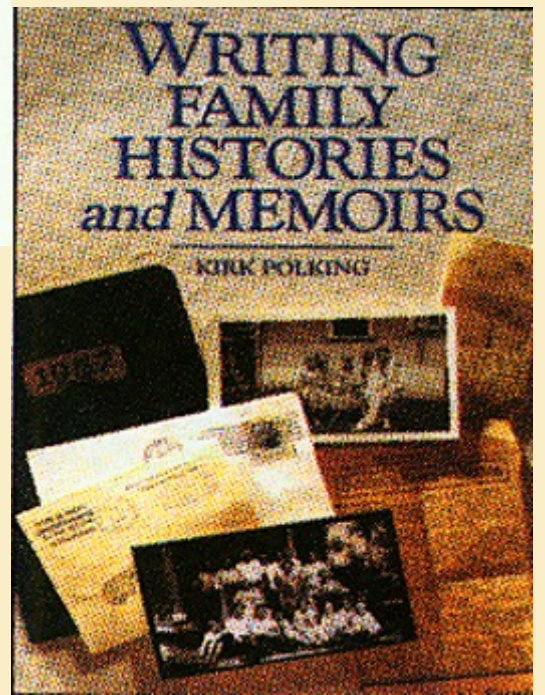
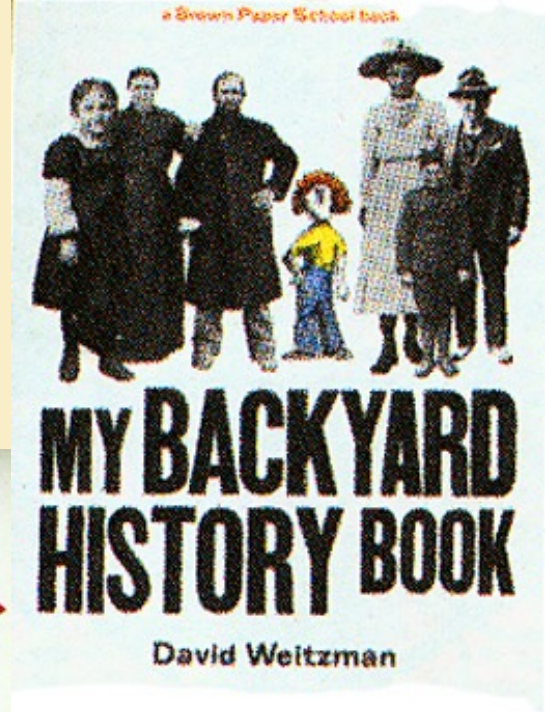
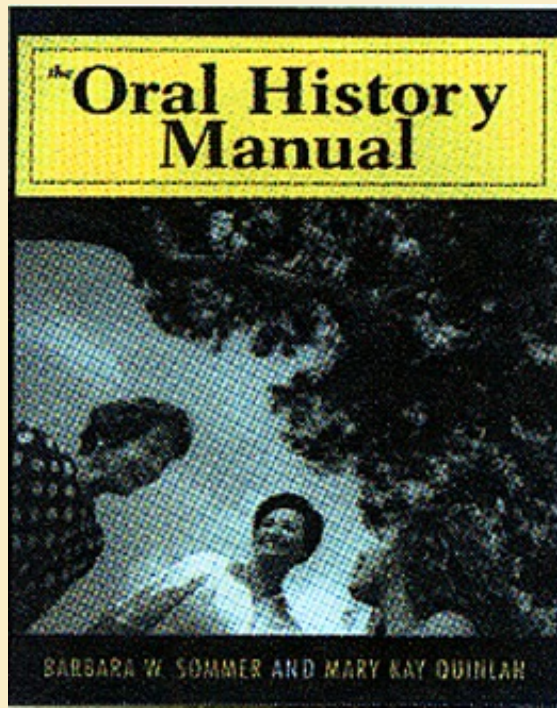
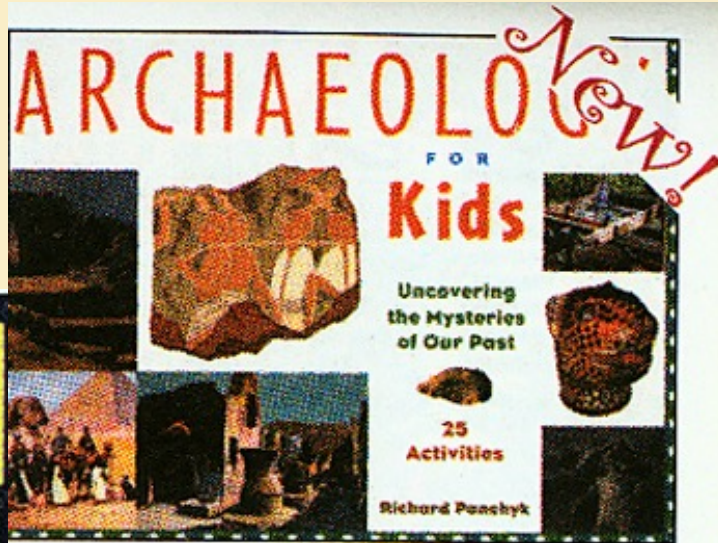
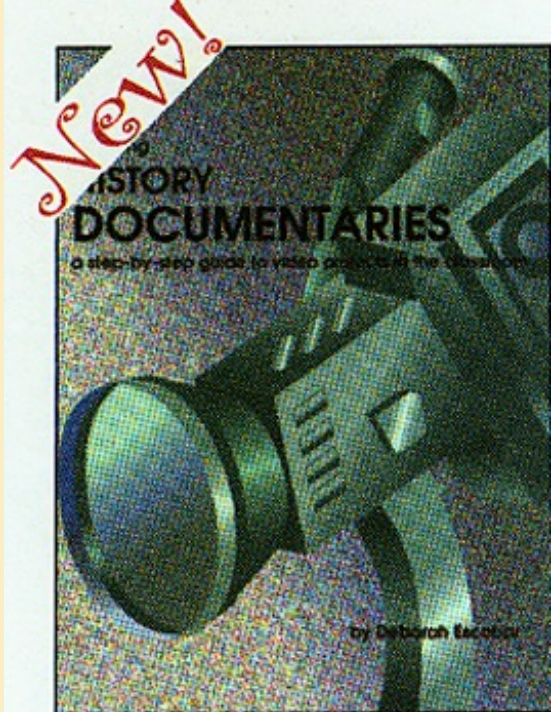
B. Library & Electronic Reference

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





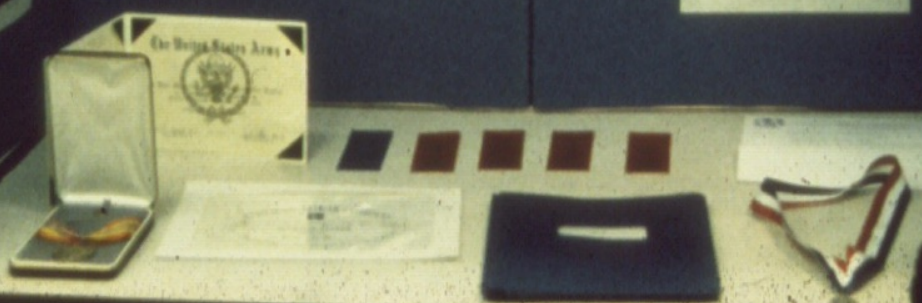
Type III Individual and Small Group Investigations

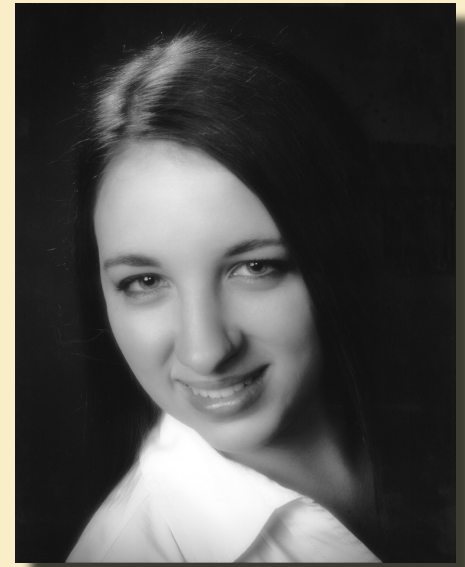
- **Research Skills**
- **Projects and Independent Studies**
- **Project-Based Websites and Online Activities**
- **Interest-based Investigations**
- **Contests and Competitions**

**Type III
Enrichment**

SPECTRA
UNLOCKING THE SECRETS
OF THE STARS

of s...





My Interest in Theatre



What Makes a Problem Real?

- 1. Personalization of Interest**
- 2. Use of Authentic Methodology**
- 3. No Existing Solution or “Right” Answer**
- 4. Designed To Have an Impact on an Audience Other Than or In Addition to the Teacher**

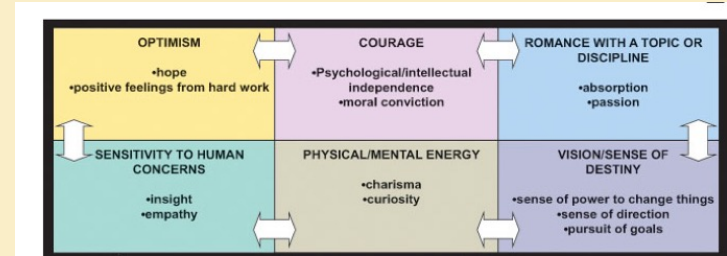
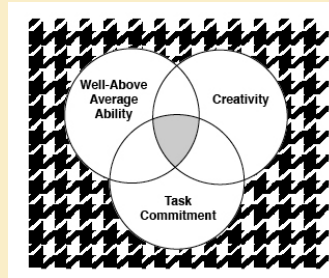
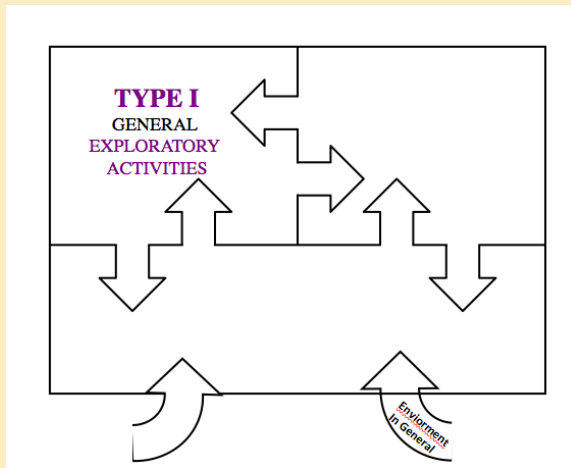
“...the young person thinking, feeling, and doing like the practicing professional, even if at a more junior level than adult professionals.”

TYPE III ENRICHMENT:

Building
an Interest-based
Curriculum
Around the
Student



An Example

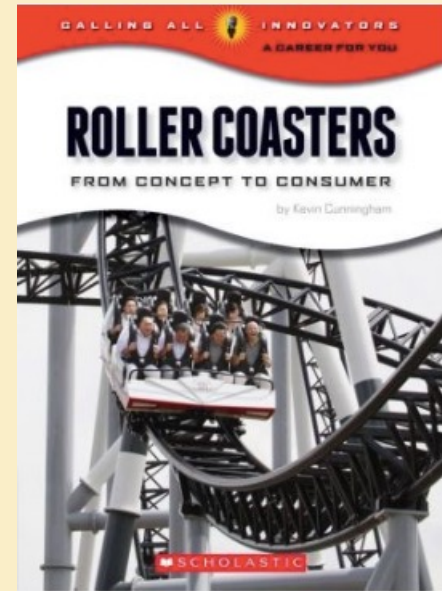


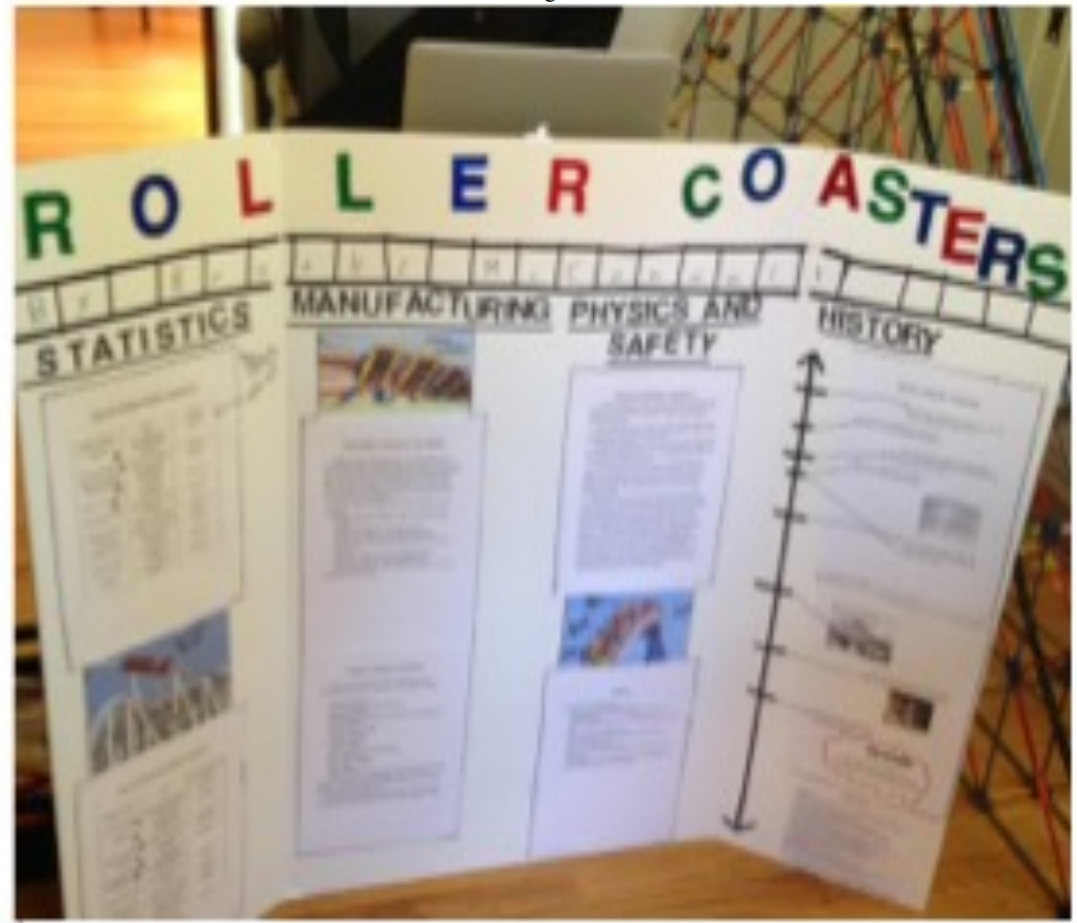
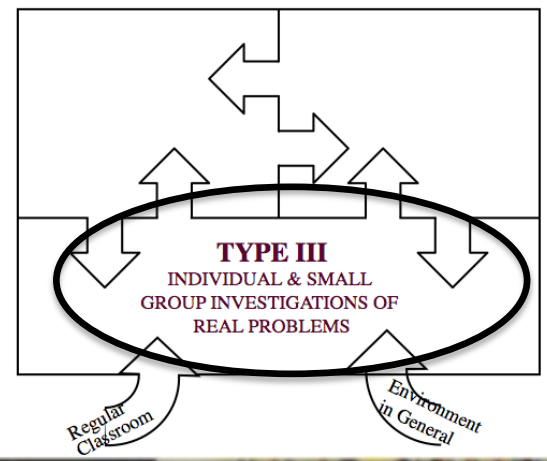
Sam

My name is Brooks and I am in fifth grade. Recently, I was **watching a television news show** with my mom about Sam, a student about my age who has progeria. I heard Sam say that he wanted to ride on a roller coaster but couldn't because of his disease, which is a rare, fatal genetic condition characterized by the appearance of rapid aging in children. I wondered if there was a way for kids like Sam to ride on a roller coaster and spent a year figuring out how to simulate this experience for him. this experience for him.



Type II Enrichment







Type II: How-To Books

Table Games:
How to Make
and Play Them

Marran, Ray J.

Note: This is not the actual book cover

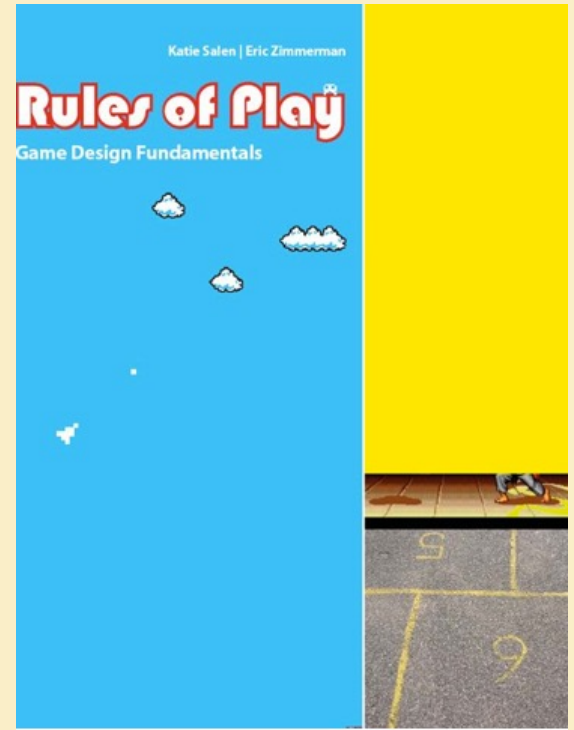
The **KOBOLD** guide to
**BOARD
GAME
DESIGN**

by Mike Selinker
with James Ernest, the Board Game
Store Editors, and a dozen more of
the world's best game designers



"I wish I had a book like this twenty years ago." - Scott Falout, designer of Cozbi

Katie Salen | Eric Zimmerman
Rules of Play
Game Design Fundamentals



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

THE YOUNG COMPLETELY REVISED
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ENTREPRENEUR'S
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STARTING
& RUNNING
A BUSINESS

TURN YOUR IDEAS INTO MONEY!



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BUY NOW!

Ages 3-7



THE LADYBUG GAME™

A New
Adventure
Every Time
You Play!



I'M SPECIAL
BECAUSE I'M ME
ADD

JR. SA HIGH
It's OK to say NO to Drugs
ADD
ENTS AGAINST DRIVING DRUNK

ARTICLES

DON'T WASTE YOUR MONEY ON ALCOHOL

WAKE UP AND SMELL THE COFFEE DON'T DRINK AND DRIVE

PARENTS AGAINST DRIVING DRUNK

DON'T WASTE YOUR LIFE DON'T DRINK AND DRIVE

HEAR THE MUSIC, DON'T DRINK AND DRIVE


CONTRACT FOR LIFE

1 2 3

ARTICLES

MADD

Would you please not drink and drive?



AGAINST DRIVING DRUNK

SAFETY
377
279

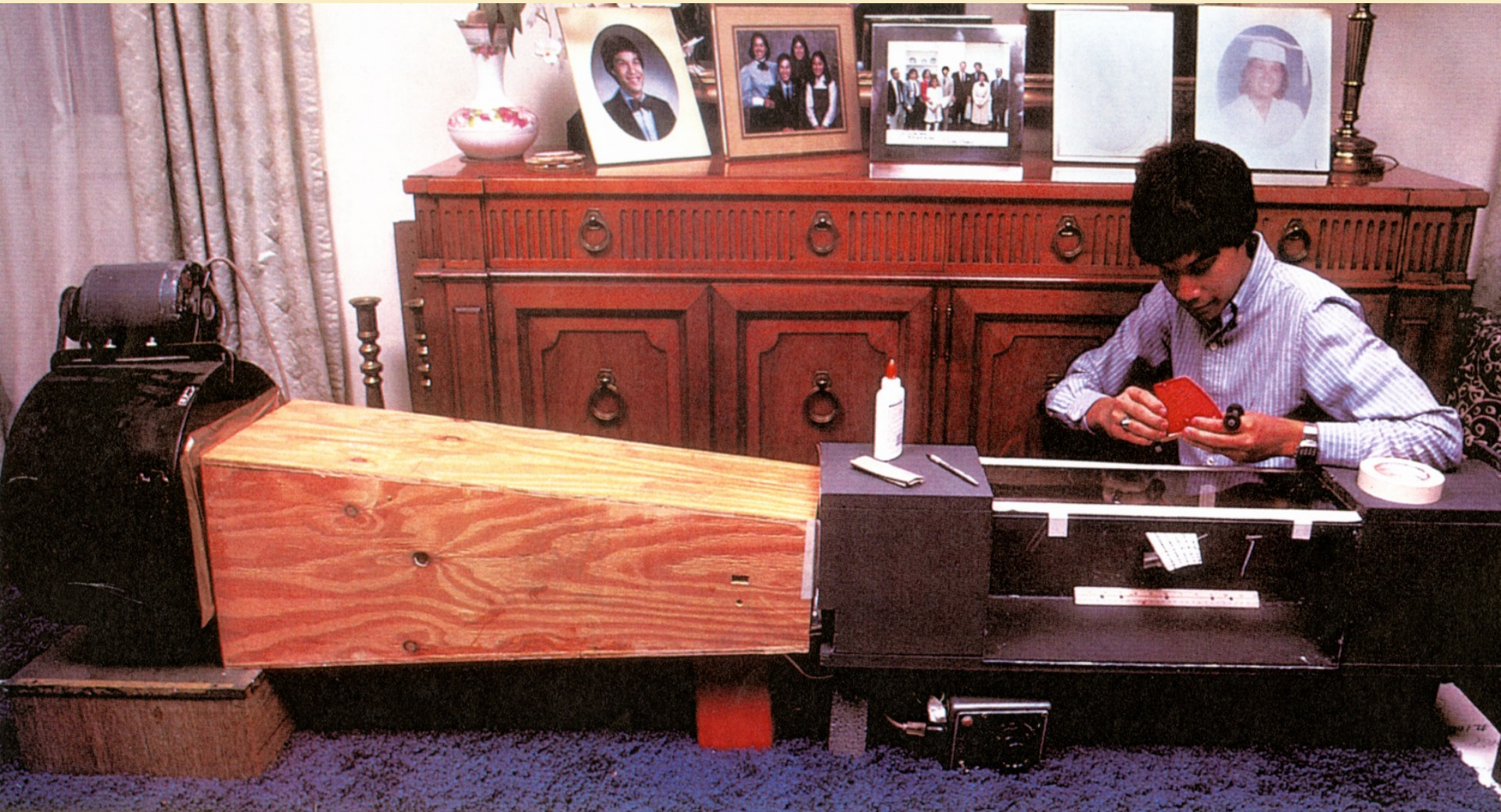
[Faded text in a framed poster]

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SPECTRA
UNLOCKING THE SECRETS
OF THE STARS



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**From the group of 6 students
who worked on Bobby
Bones....**

**Four attended and graduated from
Medical School!**



Sidney Keys III

<https://www.cnn.com/videos/tv/2017/12/15/cnnheroes-keys-young-wonder-orig.cnn/video/playlists/2017-top-10-cnn-heroes/>

From a young age, Sidney Keys III loved to read. But finding characters he could relate to was a challenge, because most of the books at his school library featured white protagonists. “I’d never been exposed to African American literature in a fun way,” Sidney said.

He started a monthly book club for African American males called Books N Bros

<https://www.booksnbros.com/our-story>



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.



Zone of Proximal Development



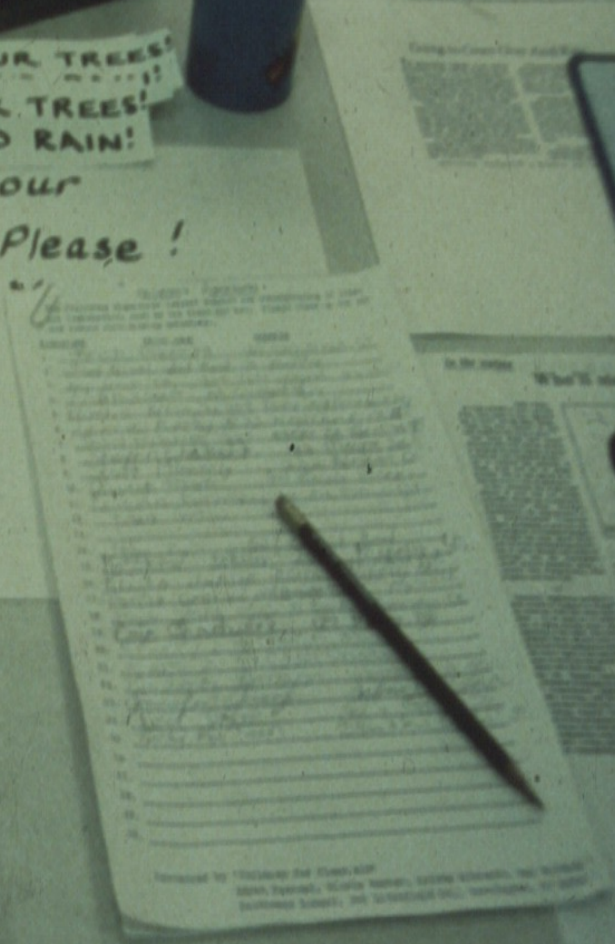
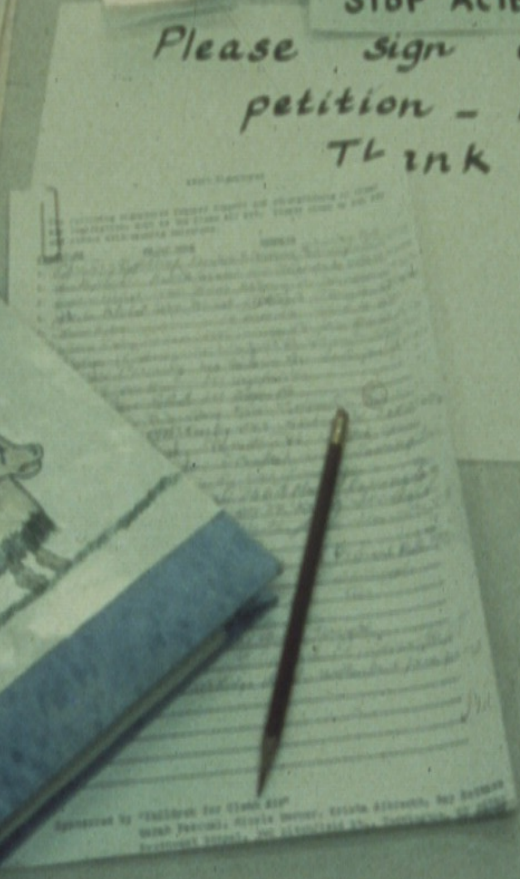
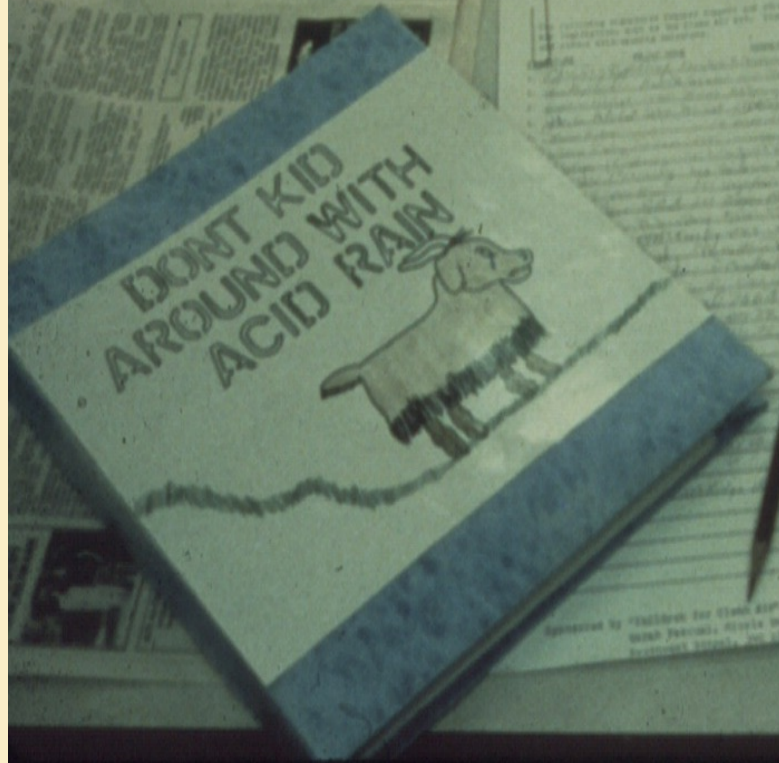
If the environment presents no such [challenging] tasks to the adolescent, makes no new demands on him, and does not stimulate his intellect by providing a sequence of new goals, his thinking fails to reach the highest stages, or reaches them with great delay.

~ Vygotsky



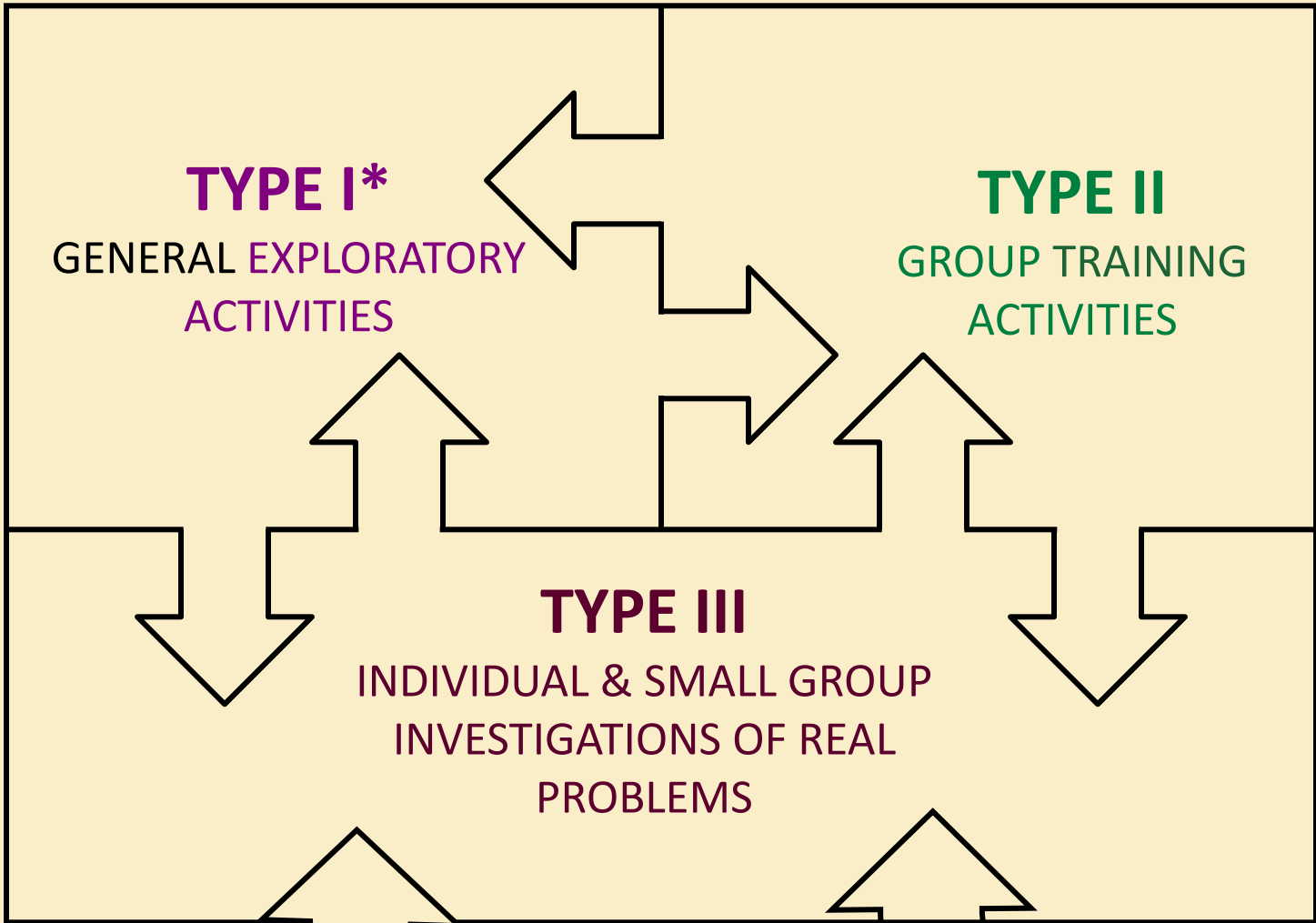
SAVE OUR TREES!
SAVE OUR TREES!
STOP ACID RAIN!

Please sign our
petition - Please!
Thank you



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Regular
Classroom

Environment
in General

The Schoolwide Enrichment Model

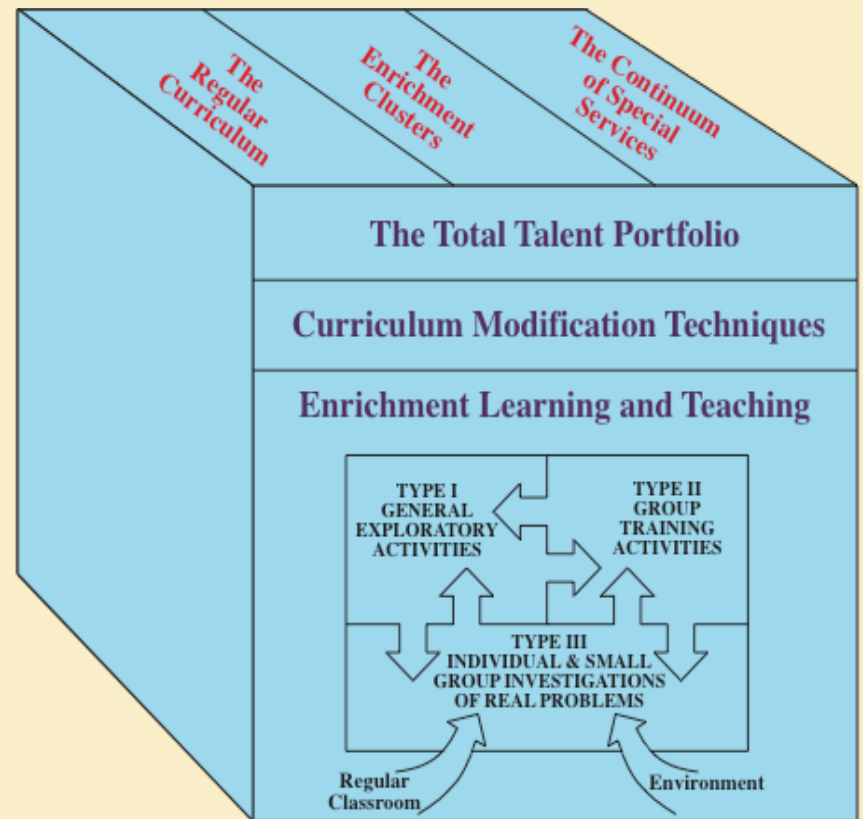
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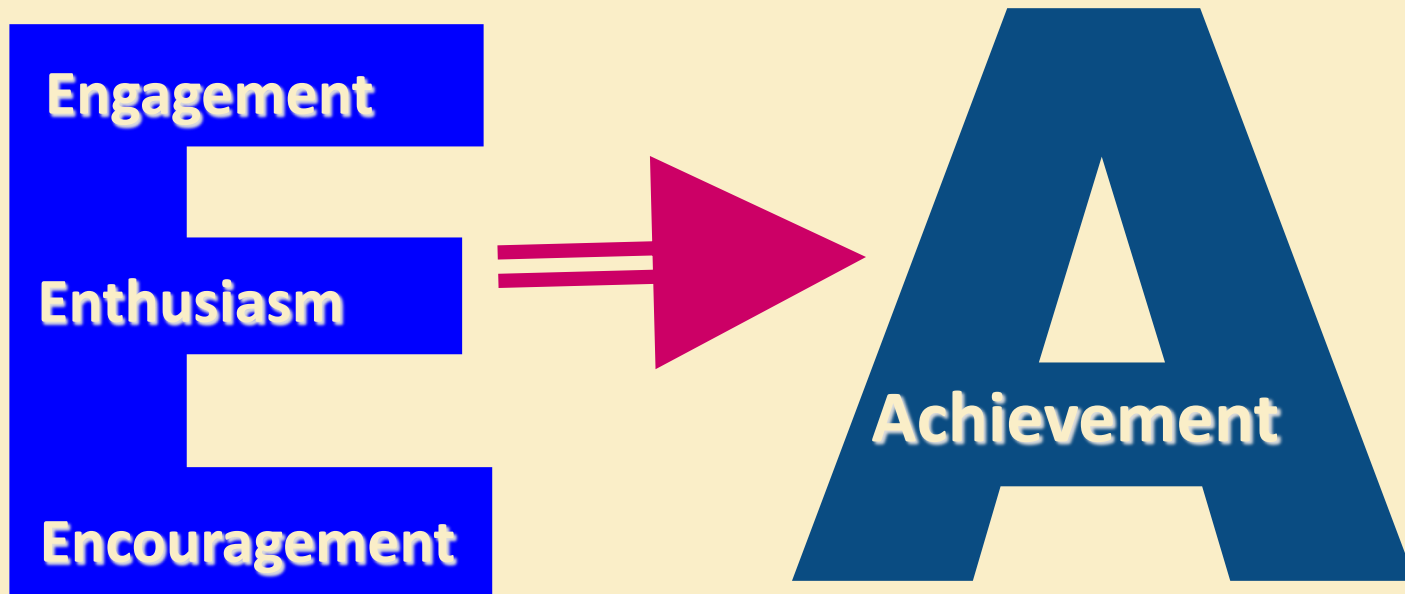
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- ◆ Enrichment Learning and Teaching

Applied to:

the regular curriculum,
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continuum of services



The three “E’s” raise achievement



Enrichment earns students’ trust by first helping them identify their passions (i.e. relevance), then provides rigor

Enrichment opportunities that offer rich, challenging learning can make a profound difference in the lives of students (even when they participate for 2-3 hours each week).

Theme One



(Drake Shepard)

Theme Two

When teachers use enrichment and strength-based approaches, learning is more engaging and enjoyable and all students are able to make continuous progress.



Theme Three

The use of creative and joyful teaching and the arts does not result in lower test scores! Rather, achievement scores **INCREASE** when we use creative teaching methods and enrichment pedagogy.



Theme Four

The most important predictors of subsequent creative productivity are the creation and enhancement of interests, the development of task commitment, and learning to use one's talents to improve the world.



How do we develop talents?

O

R

E

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

