



The SEM Middle and Secondary School Breakout Strand

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Mr. Logic

Mr. Logic likes nuts but not popcorn.

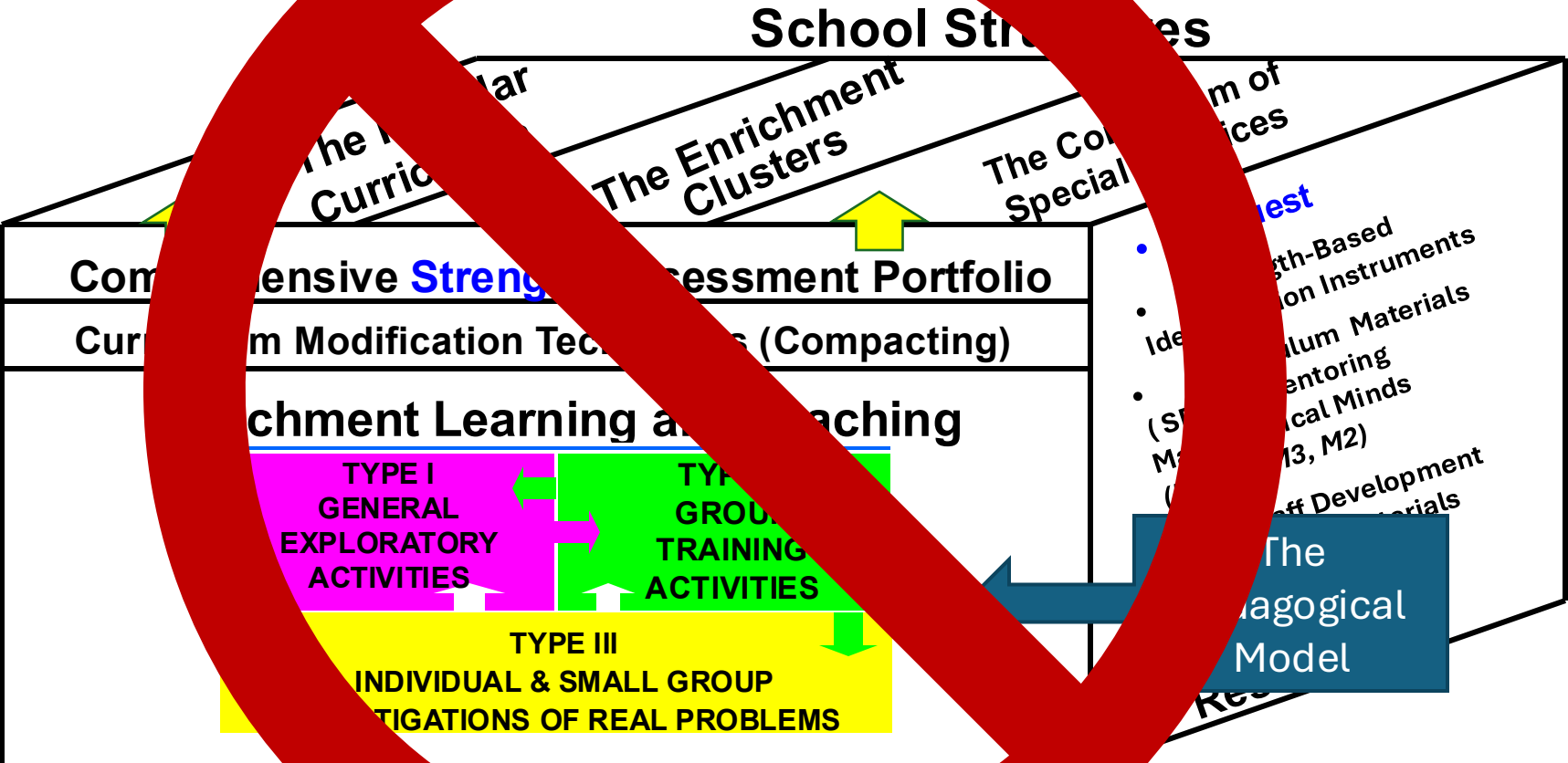
Mr. Logic likes Bob but not Joe.

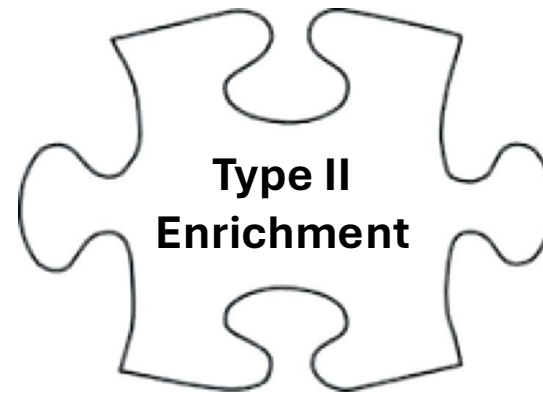
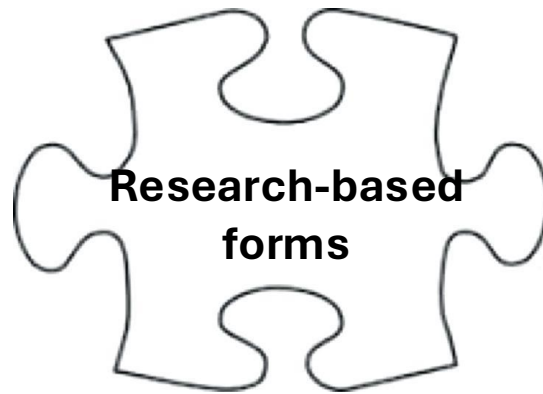
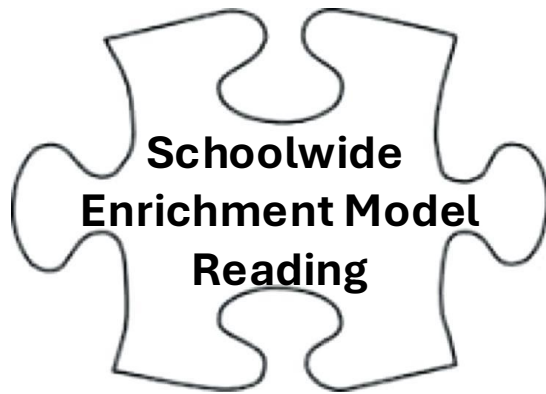
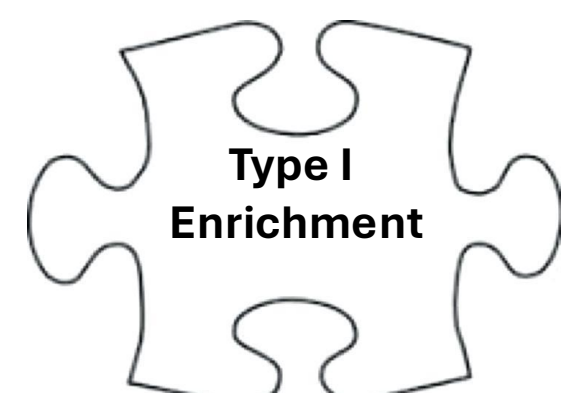
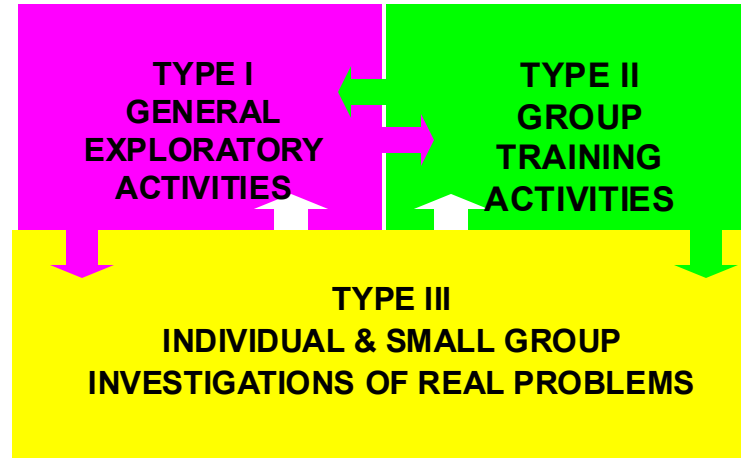
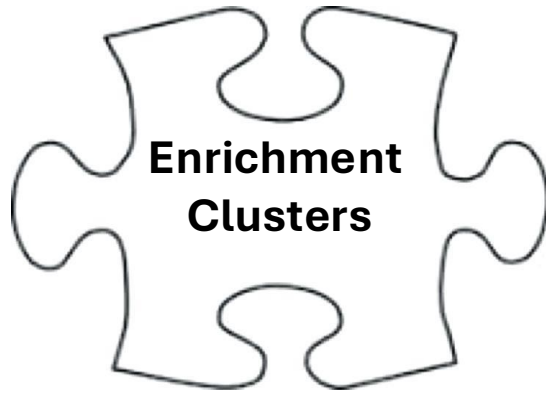
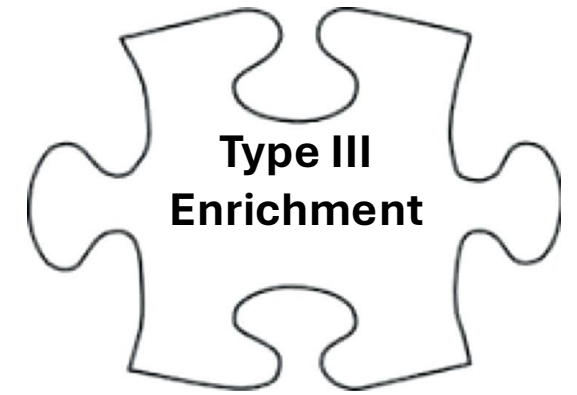
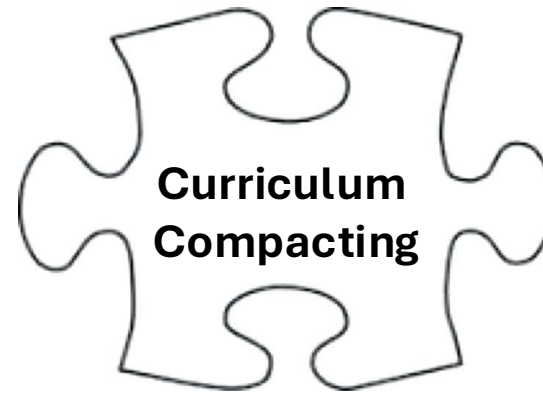
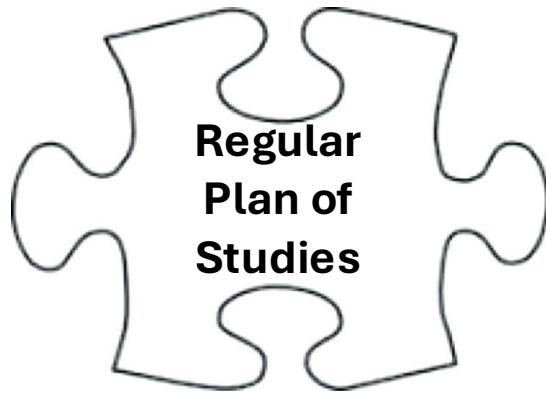
Mr. Logic likes rats but not mice.

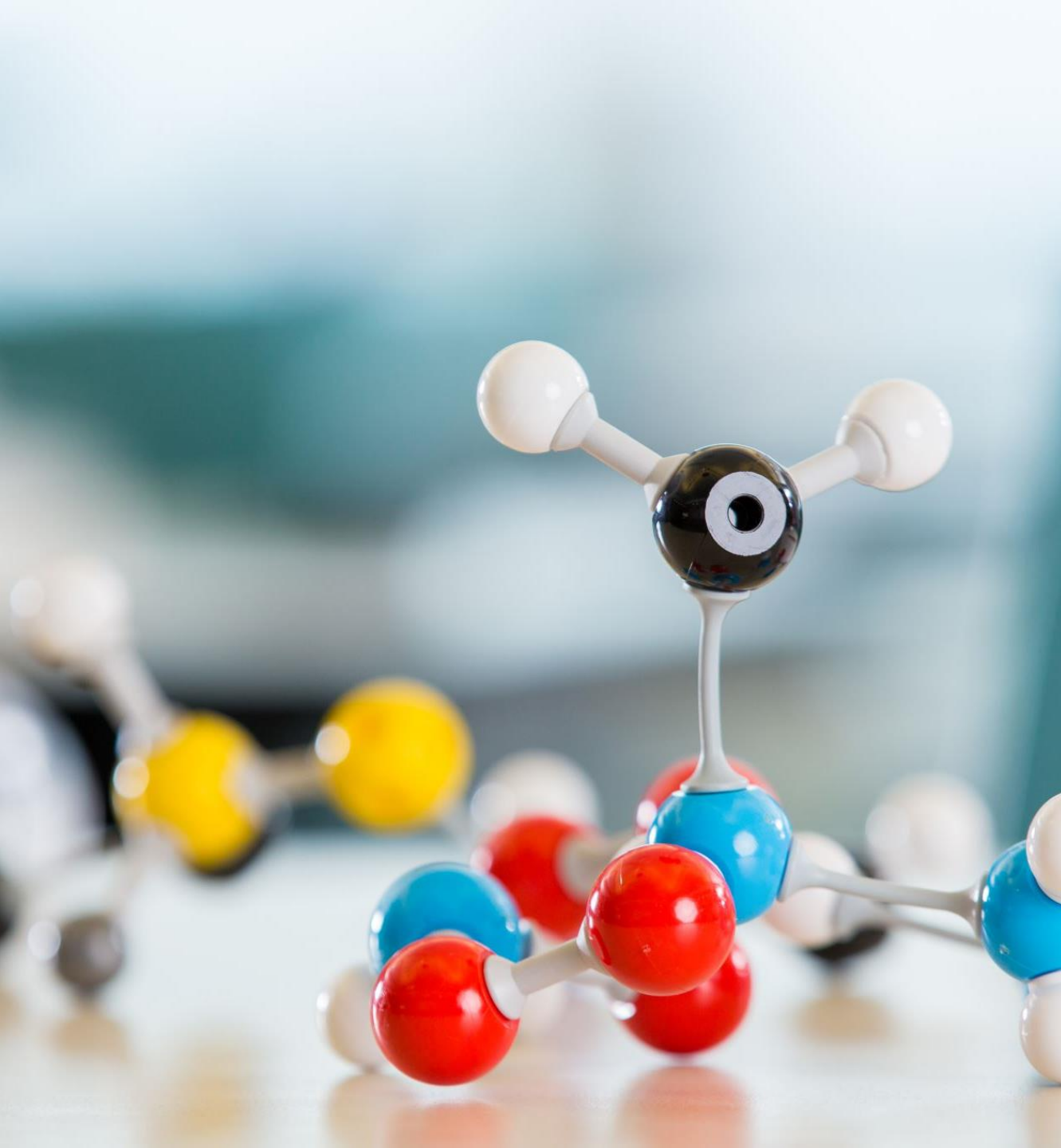
Does Mr. Logic like good or evil?

The Schoolwide Enrichment Model

The Organizational Model







Outline

SEM Resources by
Renzulli & Reis

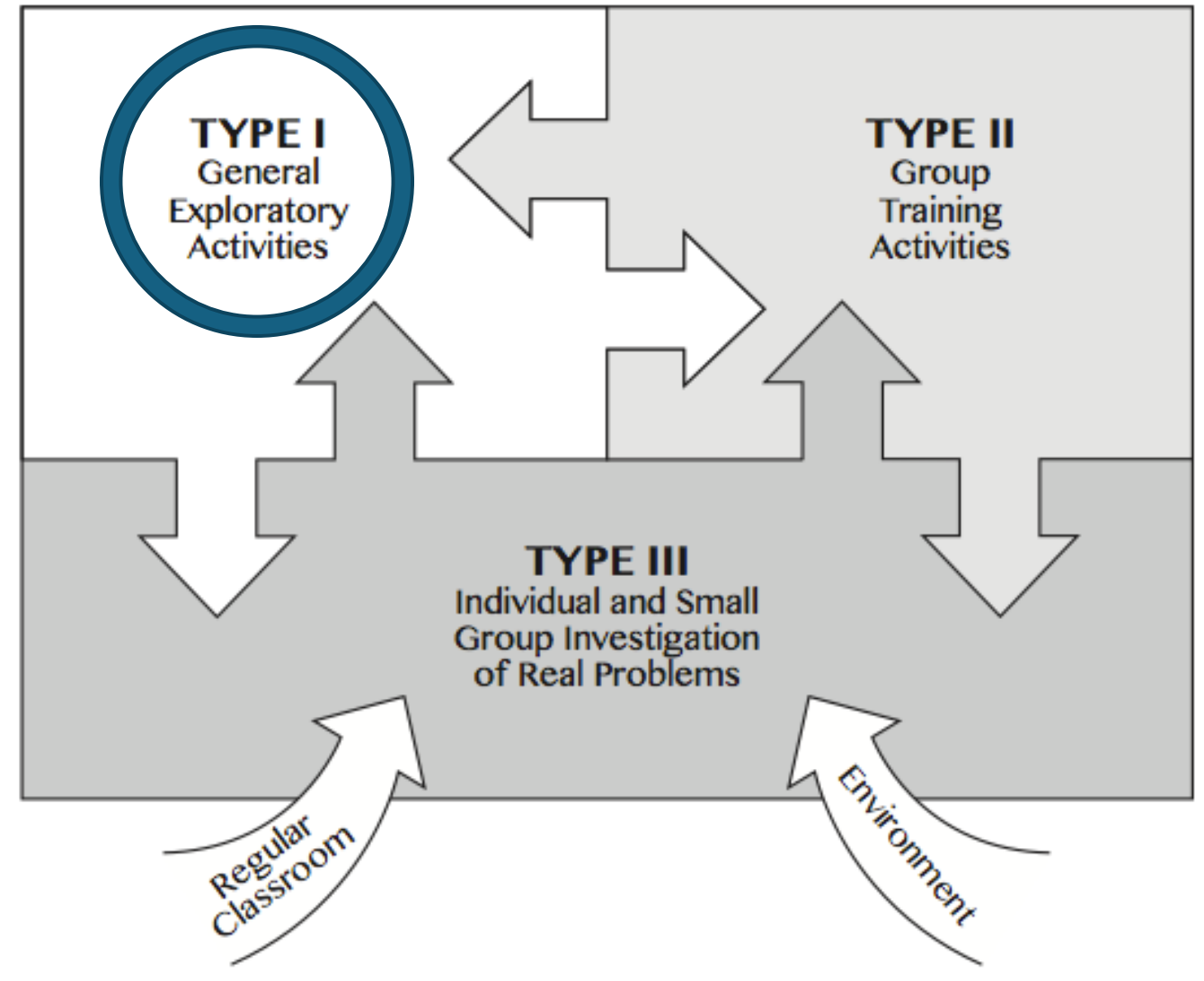
Tuesday:

- Renzulli's Enrichment Triad Model

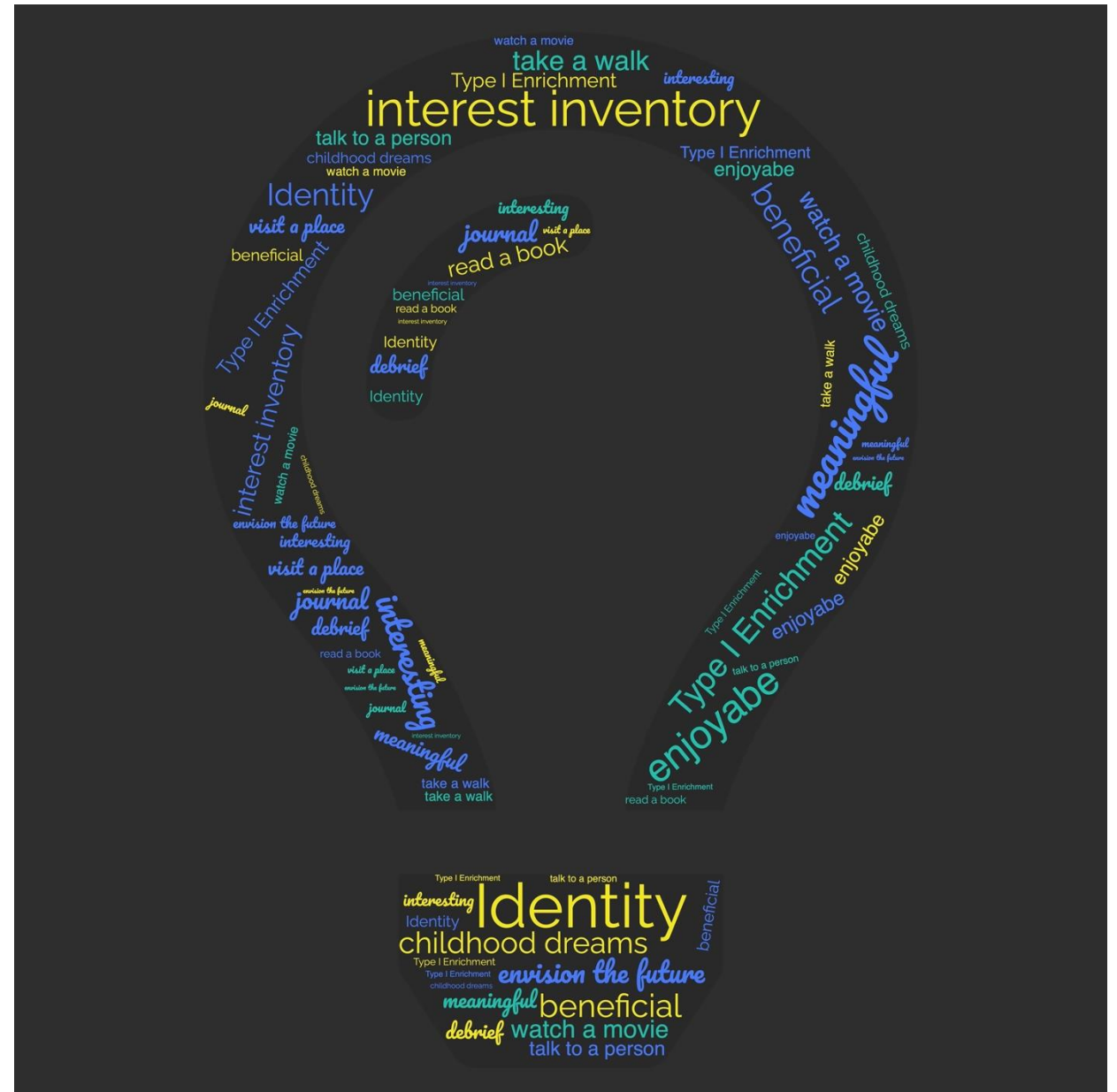
Wednesday:

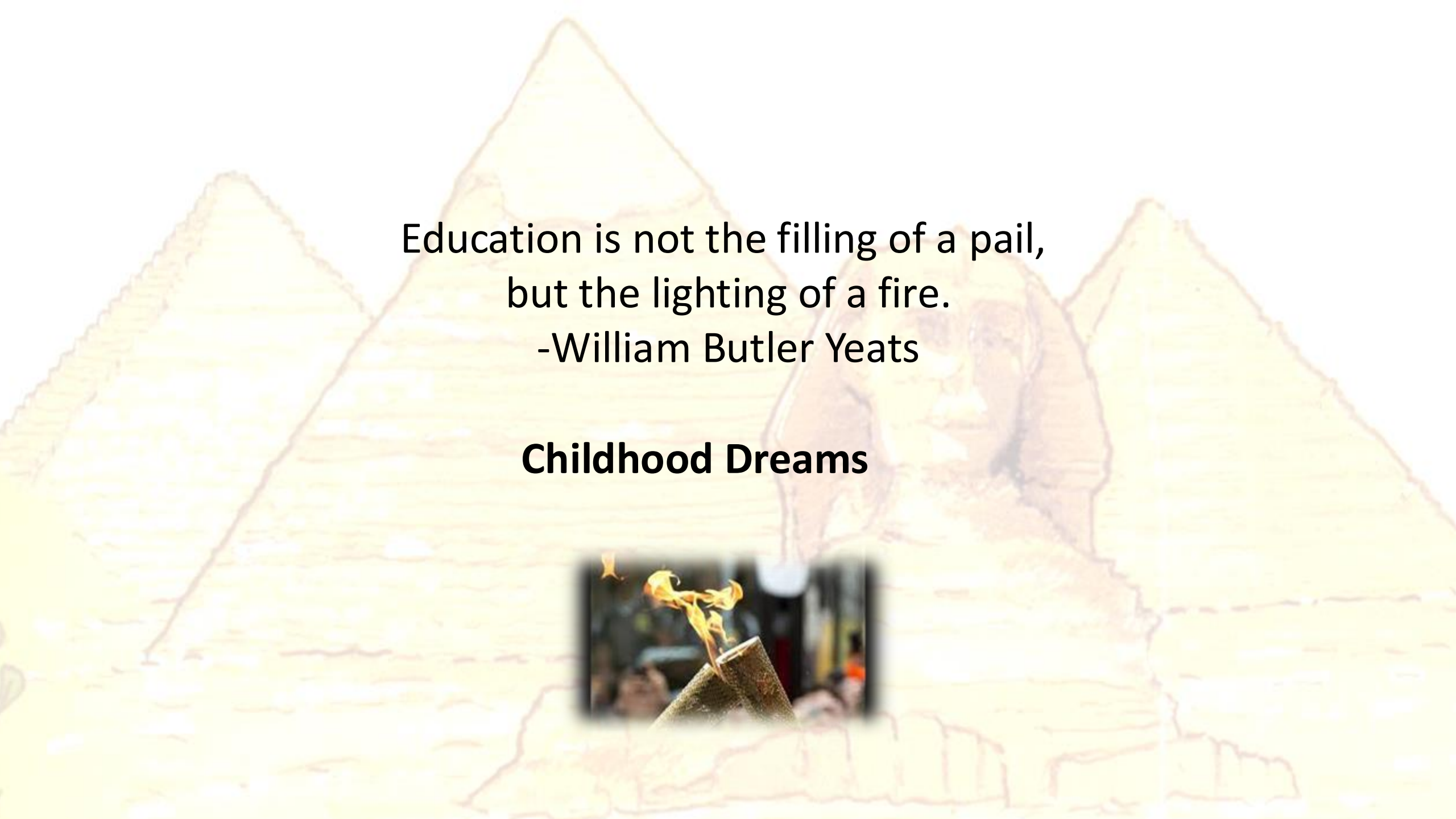
- Curriculum Compacting
- Enrichment Clusters
- Schoolwide Enrichment Model Reading

The Enrichment Triad Model



Type I Enrichment





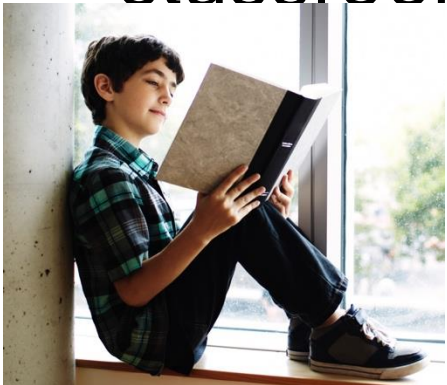
Education is not the filling of a pail,
but the lighting of a fire.
-William Butler Yeats

Childhood Dreams



Type I Enrichment

- Group activities
- Provide the “spark” to ignite interest in a topic
- Exposure students to subjects and ideas not usually offered in the regular classroom.

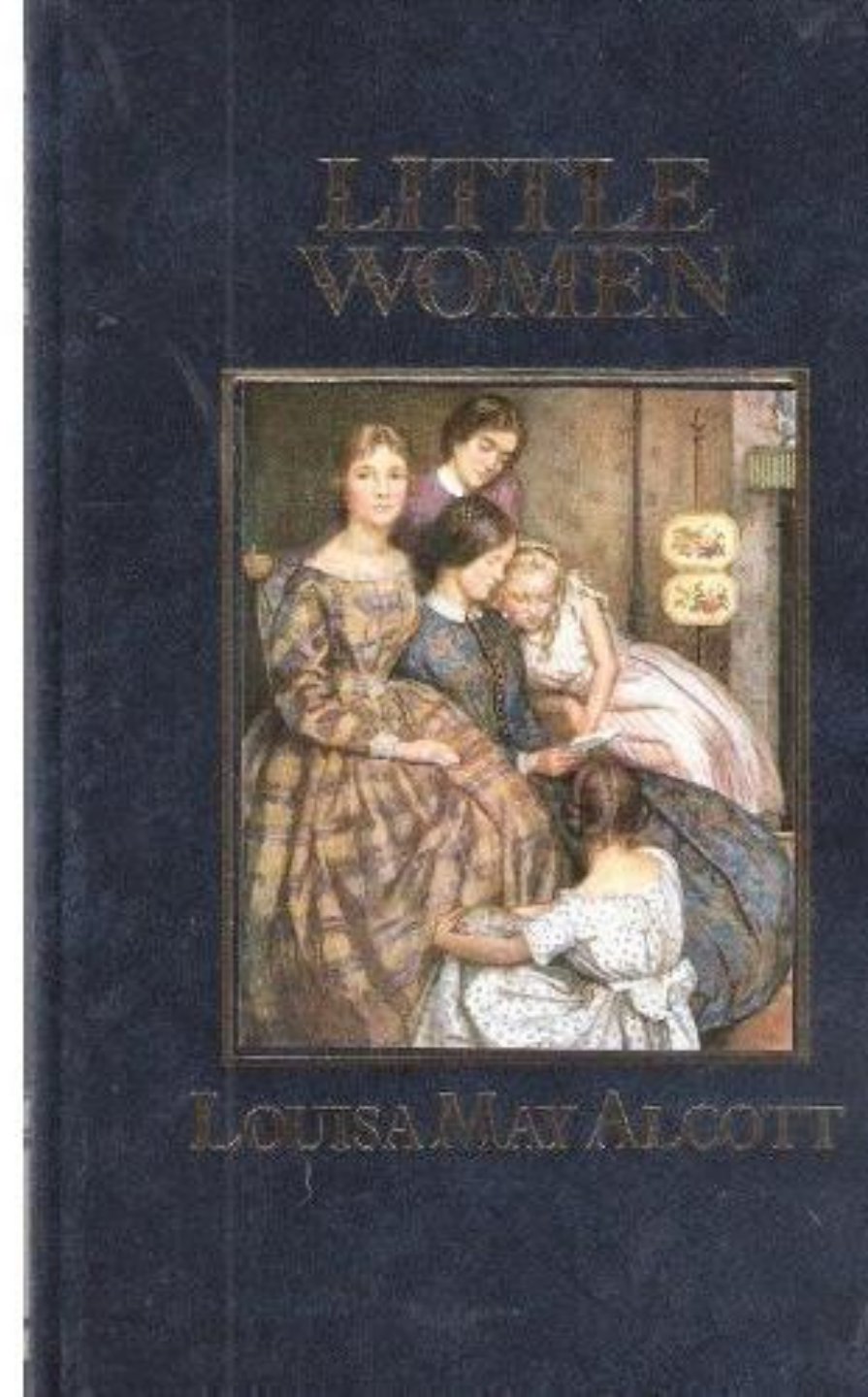


Louisa May Alcott

What was Gretchen's Type I?


Gretchen spent a year and a half working on a cookbook that combined vignettes of scenes from *Little Women* and *Little Men* with many authentic 19th century recipes for making the foods described in the novels. Cooking was Gretchen's hobby, and she became fascinated with the foods mentioned in the novels and learned how to recreate them. Because Gretchen believed that other youngsters would also be interested in these foods, she sent her book to Little Brown Company. *The Louisa May Alcott Cookbook* was accepted and became the first book contracted by them with a child author.

<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/louisa.html>




3 Conditions for a Type I Experience

Students are aware that the activity is an **invitation** to various kinds and levels of follow-up.



There is a systematic **debriefing** of the experience in order to learn who might want to explore further involvement, and the ways the follow-up might be pursued.



There are various opportunities, resources, and encouragement for diverse kinds of **follow-up**

They can tell me what
they have done, but not
who they are.

"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."



Things you can **DO**

<https://www.routledge.com/The-Schoolwide-Enrichment-Model-A-How-To-Guide-for-Talent-Development/author/p/book/9781618211644>

- Create an inventory or spread sheet of Type I's that are already happening:
 - By grade
 - By subject
 - <https://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/>
- Create a Type I data base: Community Resources Survey
 - Solicit parents and community members
 - What skills, expertise, knowledge, hobbies, passions do you have that you are willing to share with students?
 - <https://theaspireurvey.com>
- Plan Type I's for your students

Type I Planning and Documentation Form

Check all that apply:		Content Areas				
<input type="checkbox"/> General Matrix _____ <input checked="" type="checkbox"/> Grade Level <u>Grade 10</u> <input checked="" type="checkbox"/> Subject Area <u>Social Studies</u> Methods of Delivery _____		Economics	Local History	Anthropology	Geography	TOTAL
I.	Resource Persons					
	Speakers	1	2	1		4
	Enrichment Clusters					
	Demonstrations				1	1
	Artistic Performances					
	Panel Discussion/Debate		2			2
	E-Mail					
	Other _____					
II.	Media					
	Films	1		1		2
	Filmstrips	1			2	3
	Slides					
	Audio Tapes/CDs					
	Videotapes		2	1		3
	Television Programs	1		2	1	4
	Newspaper/Magazine Articles	1	3	1		5
	Computer Programs					
	Other _____					
III.	Other Resources					
	Interest Development Centers	1	1		1	3
	Displays					
	Field Trips					
	Museum Programs			1		1
	Learning Centers					
	Internet					
	Other _____					
TOTAL		6	10	7	5	28

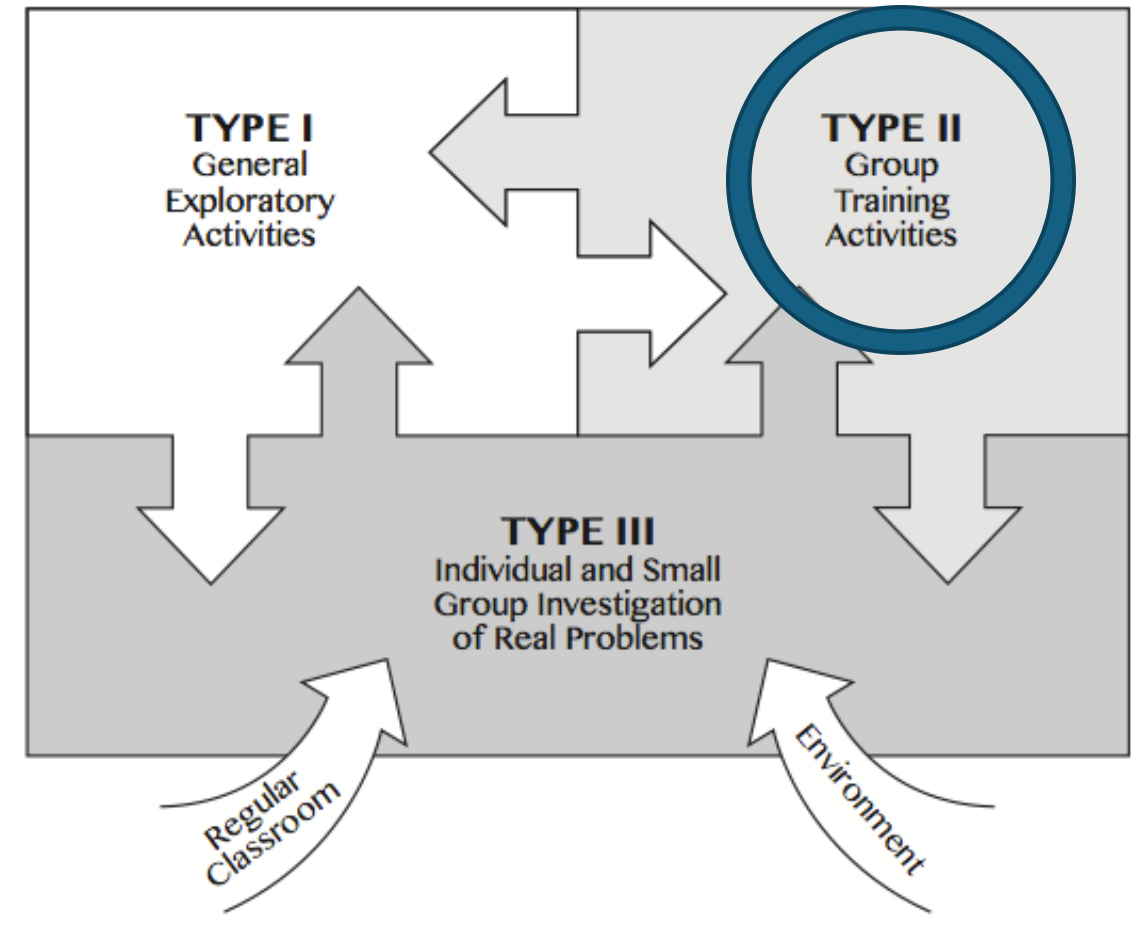
Figure 34. Type I planning and documentation form (sample).



Debrief and Questions on Type I's

The Enrichment Triad

- **Type II Enrichment** experiences come in two varieties: **thinking skills**, and **“working”** skills.
- **Thinking skills** encourage creativity, problem solving and critical thinking.
- **The “working” skills** include how-to skills, the appropriate use of various resources, and written, oral and visual communication skills.



TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES (The "Type II Matrix" JSR: 2001)

Type II
Enrichment

Cognitive Thinking Skills

Creative Thinking Skills

Creative Problem-Solving & Decision Making

Critical and Logical Thinking

Written, Oral, and Visual Communication Skills

Written Communication Skills

Oral Communication Skills

Visual Communication Skills

Learning How-To Learn Skills

Listening, Observing, & Perceiving

Reading, Note-taking, & Outlining

Interviewing & Surveying

Analyzing & Organizing Data

Using Advanced Research Skills & Reference Materials

Preparing for Research & Investigative Projects

Library & Electronic Reference

Finding & Using Community Resources

Character Development and Affective Process Skills

Character Development

Interpersonal Skills

Intrapersonal Skills

Meta-Cognitive Technology Skills

Identify Trustworthy and Useful Information

Selectively Manage overabundant Information

Organize, Classify, and Evaluate Information

Conduct self-assessments of web-based information

Use relevant information to advance the quality of one's work

Communicate Information Effectively

Critical Thinking: Patterning

Painted Eggs

Fireworks

Jack-o'-Lanterns

Candy Canes

Shamrocks



Patterns give us the power to understand the world and as a consequence, they rule our thinking—they become the rules according to which we play the game of life.

A Whack on the Side of the Head

Roger Van Oech, 2008



Contrary position to a common proverb

- **Proverb:** Cross the stream where it is shallowest.
- **Meaning:** Don't make difficulties for yourself by doing things the hard way. Find the simplest means of achieving your object.
- **Example:** Let's just find a spot that you can pull right in to, so you don't have to worry about parallel parking.
- **Contrary position:** Never cross the stream where it is shallowest.
- **Justify the contrary:** Isn't it good to sometimes do things the hard way? Doing things the hard way can provide opportunities to learn new skills and have new experiences that can help later on. For example, you need to know how to parallel park!

Take a Contrary Position to a Common Saying

Activity Steps:

- Write the proverb
- State the meaning
- Give a practical example
- Identify the contrary position
- Justify the contrary position using the practical example

Business before
pleasure.

Every cloud has
a silver lining.

Look before you
leap.

Don't put all
your eggs in one
basket.

As you make
your bed, so you
must lie in it.

Patience is a
virtue.

Haste makes
waste.

He who laughs
last laughs best.

Curiosity killed
the cat.

Beauty is only
skin deep.

You can't teach
an old dog new
tricks.

If at first you
don't succeed,
try, try, again.

Grade 6 students build a paper mache volcano. When they fill it with vinegar and baking soda, the volcano erupts!



Dioxide In Pop Rocks To Fuel A Homemade Chemical Volcano?



Science project



Grade 6 students build a paper mache model of a volcano. When they Grade 6 students have been studying Earth Science. Here they work in cooperative groups to build a model of a volcano after learning key concepts in Earth Science and chemical compounds, completing research, and developing prototypes. Students will present projects to their classmates and lower grade students fill it with vinegar and baking soda, the volcano erupts!



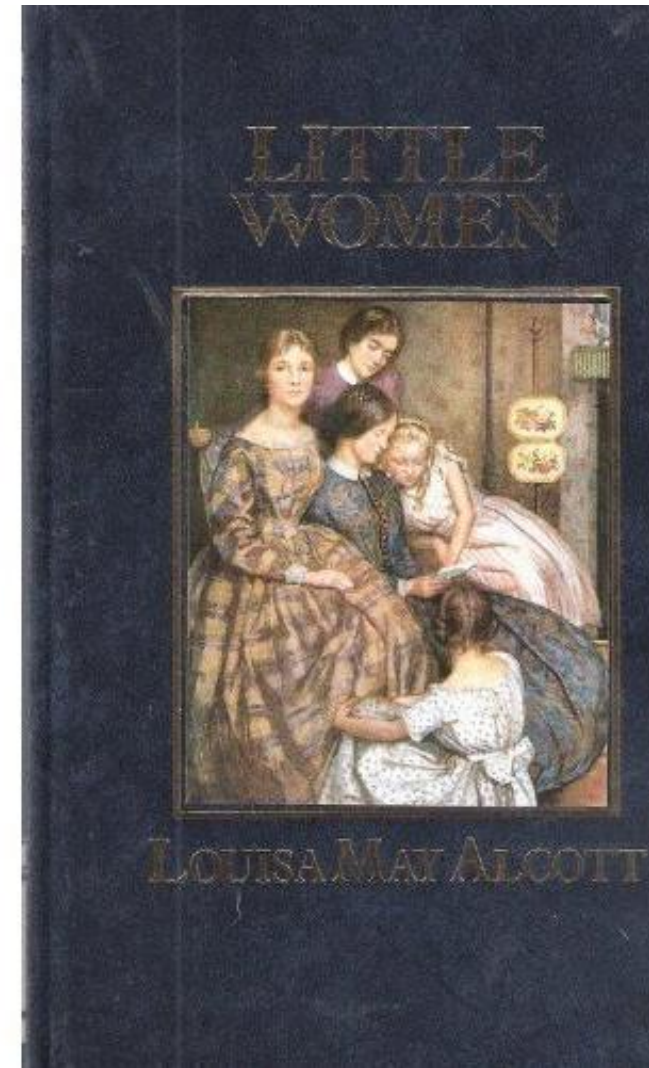
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Louisa May Alcott

What Type II skills did Gretchen need?

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Things that you can DO

<https://www.routledge.com/The-Schoolwide-Enrichment-Model-A-How-To-Guide-for-Talent-Development/author/p/book/9781618211644>

- Critical and creative thinking
 - United We Solve: 116 Math Problems for Groups, Grades 5-10
 - Edward Zaccaro: Challenge Math
 - SCAMPER: Creative Games and Activities for Imagination Development
 - Doodles by Roger Price
 - A Whack on the Side of the Head by Roger von Oech
- Research
 - IIM: Teaching Research Skills in Grades K-12
- Contests and competitions
 - Mock Trial
 - Future and/or Community Problem Solvers
 - Odyssey of the Mind
 - National History Day
 - AMC Math Competitions 8, 10/12
 - Mathcounts (6-8)



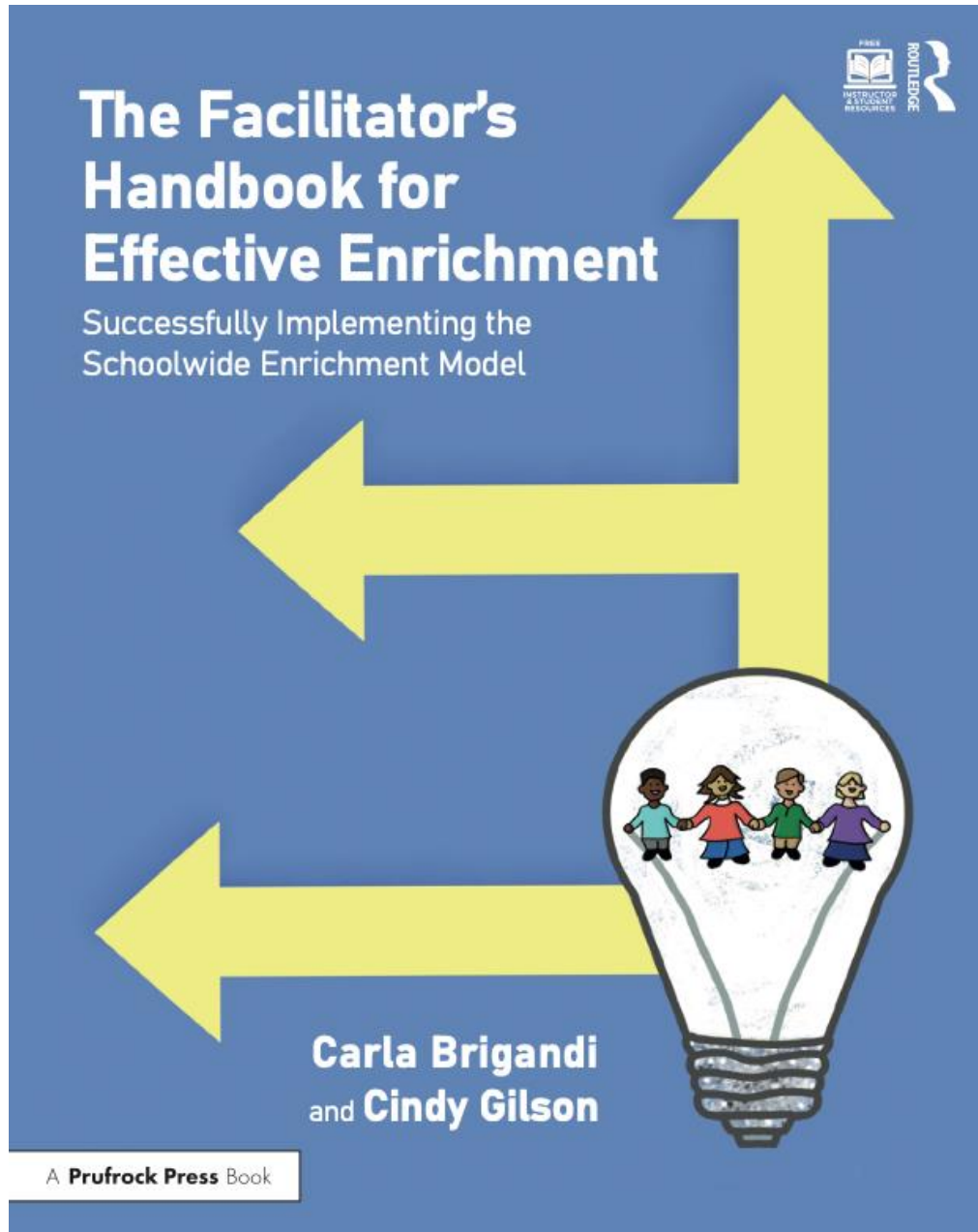


Connections

<https://www.nytimes.com/games/connections>

Questions on Type II's?



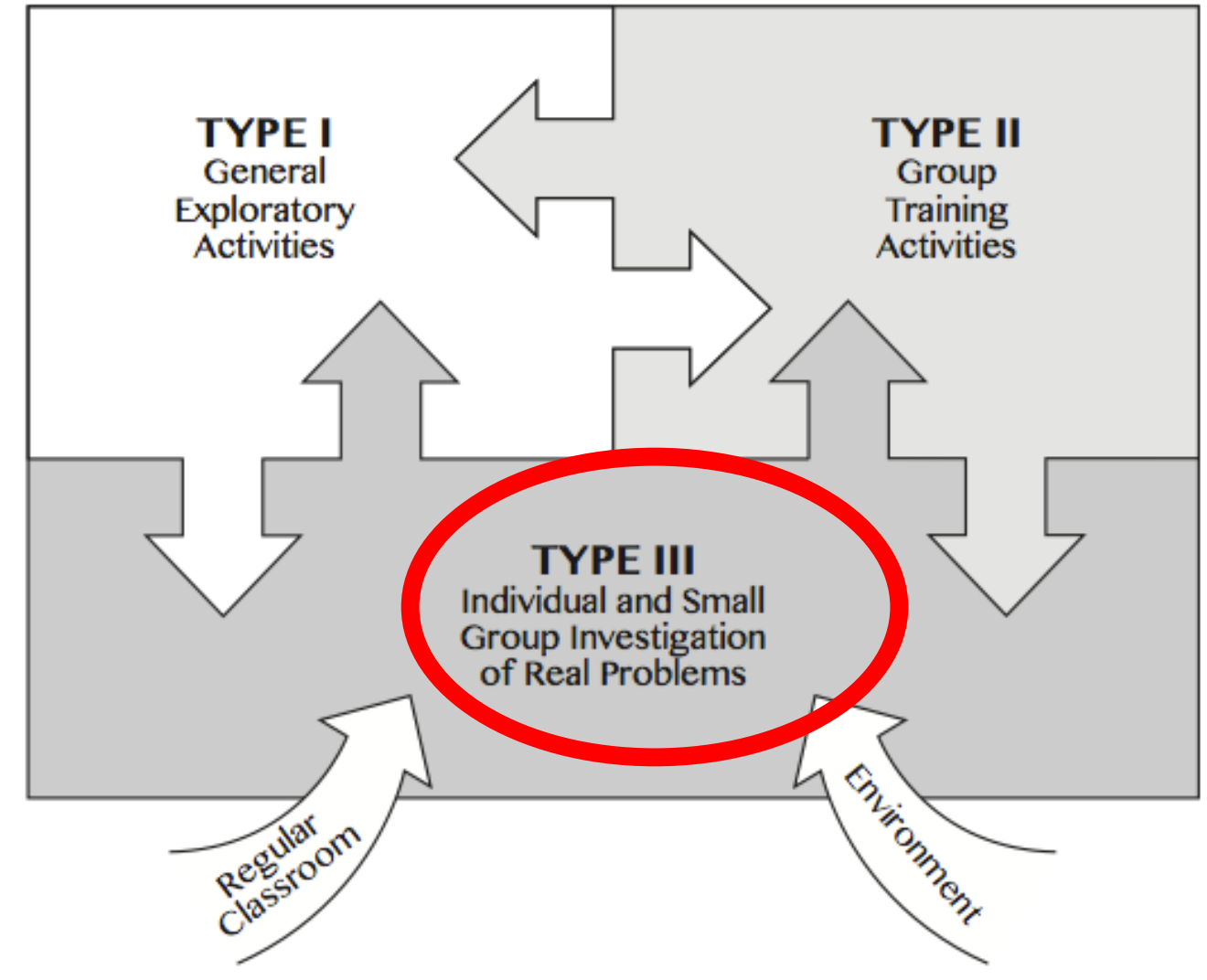


The Schoolwide Enrichment Model Middle and Secondary Breakout Strand

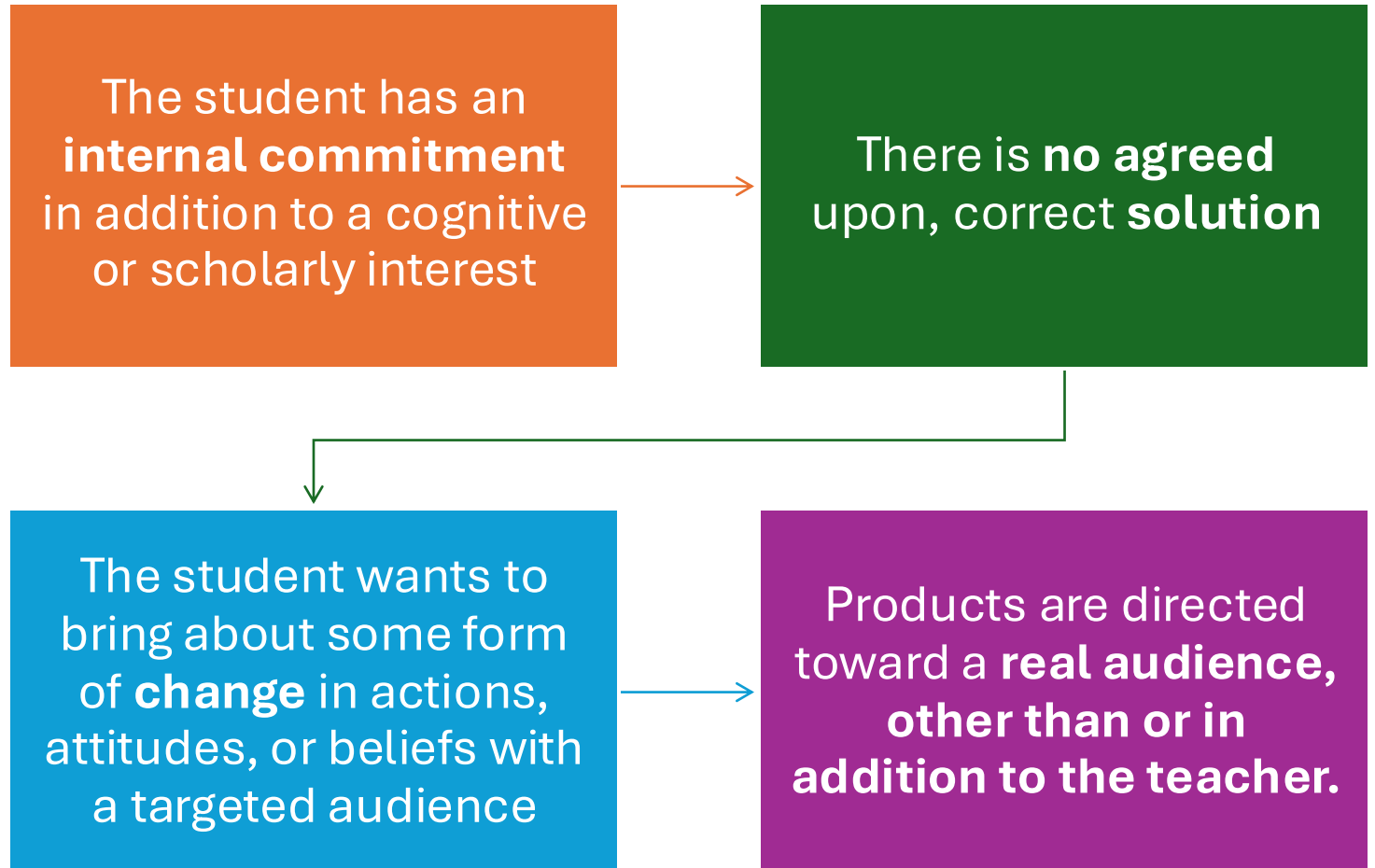
Carla Brigandi, PhD

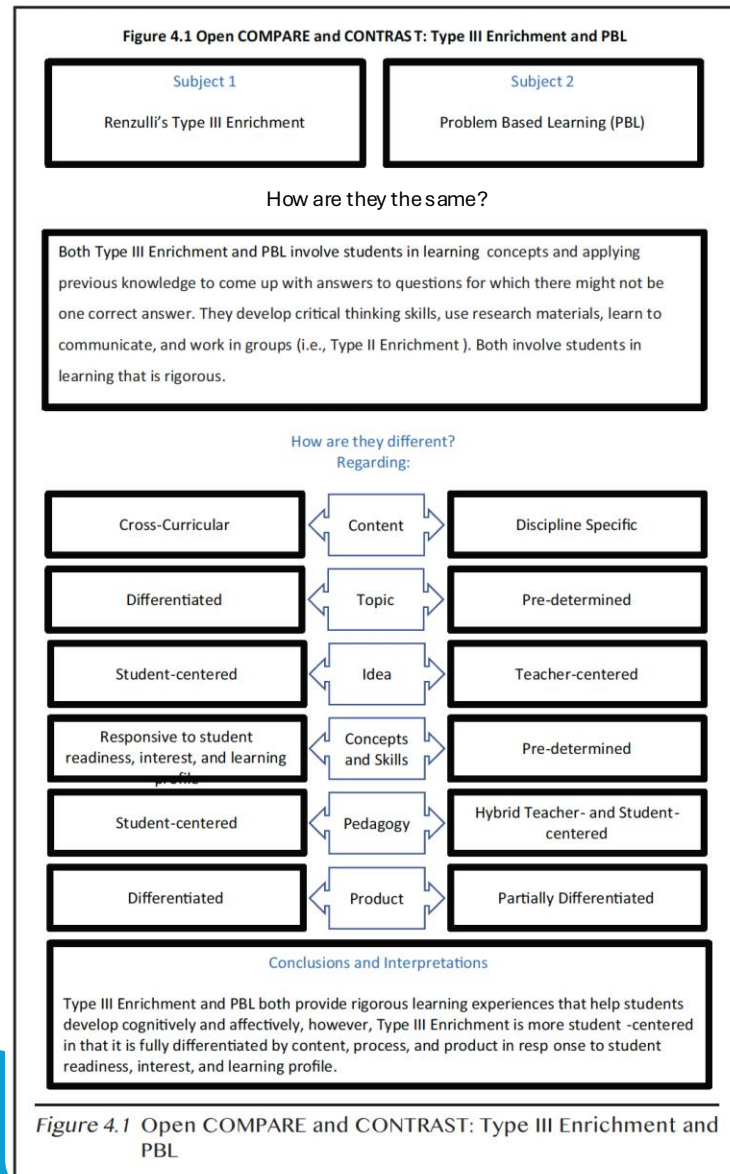
West Virginia University

The Enrichment Triad



Type III Enrichment





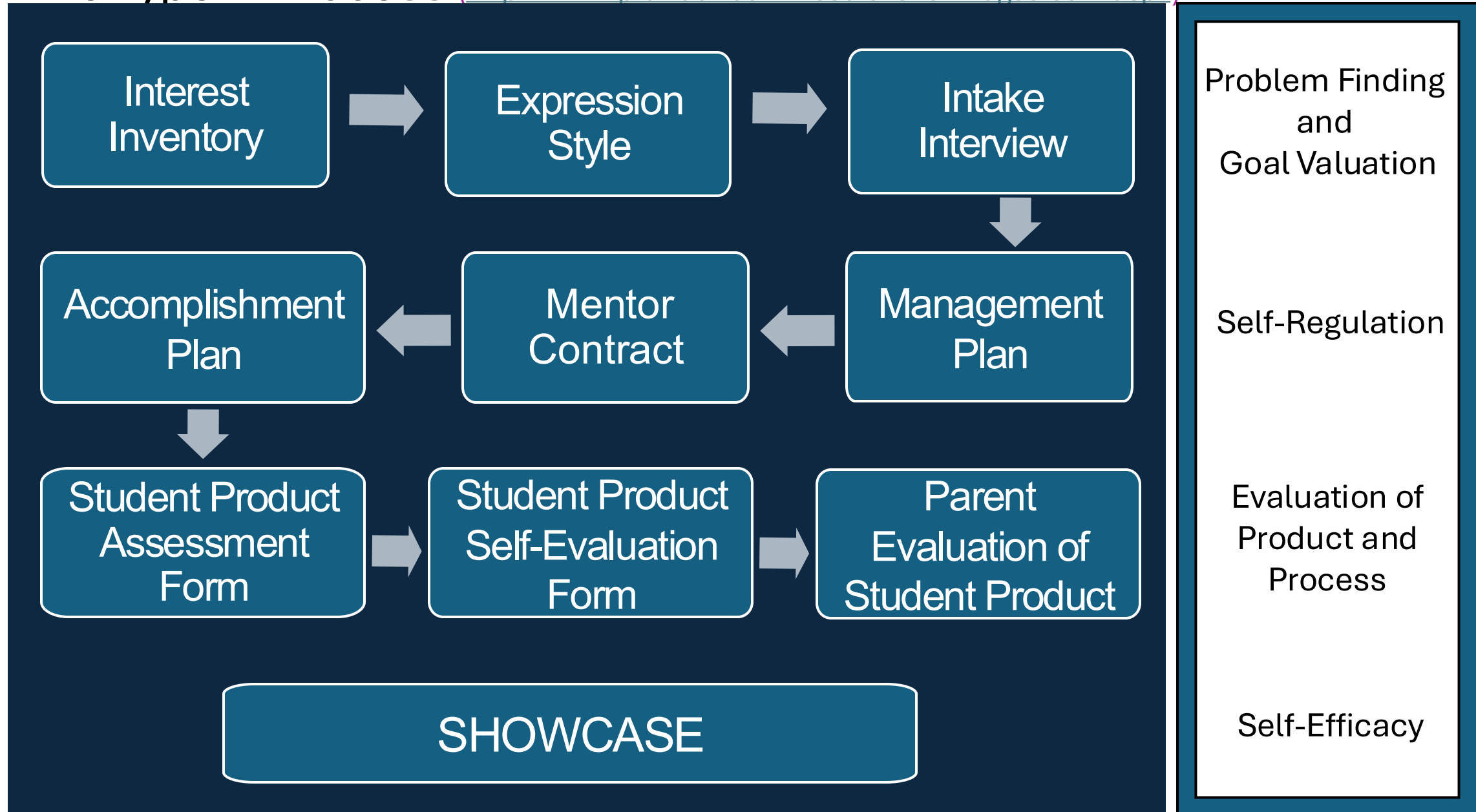
Type III Enrichment is NOT:

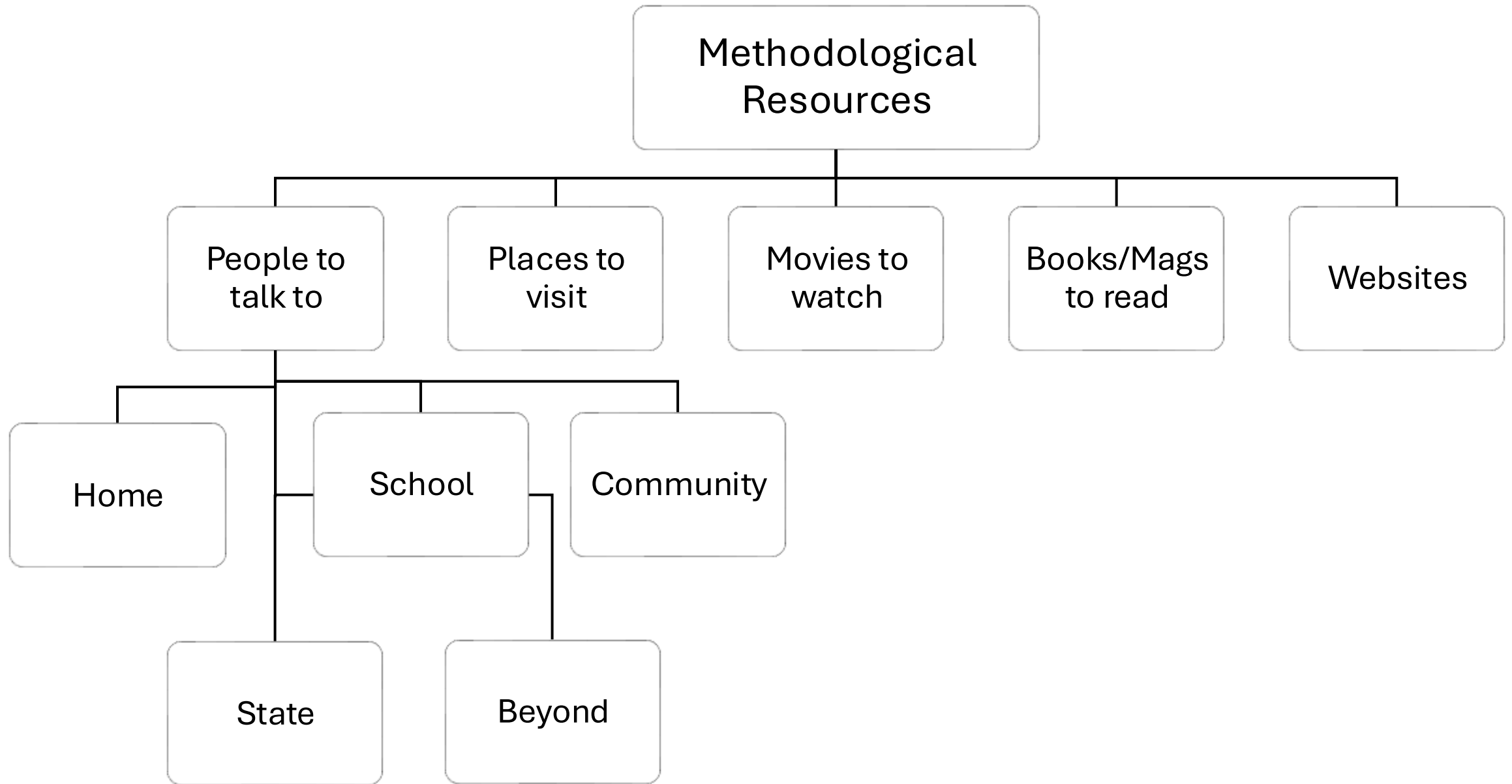
- Goes 20% of the way
- Goes halfway
- Problem Based Learning



1. Assess, find, or create student interest.
2. Conduct interviews to determine interest strength.
3. Help students arrive at a question or questions for research.
4. Formulate a written plan.
5. Work with students to locate resources.
6. Provide methodological assistance.
7. Help students select a question.
8. Offer managerial assistance.
9. Identify final products and audiences.
10. Offer encouragement, praise, and constructive criticism.
11. Escalate the process; critical feedback.
12. Evaluate. (Renzulli & Reis, 2014, pp. 206-209).

The Type III Process (<http://www.prufrock.com/Assets/ClientPages/sem.aspx>)





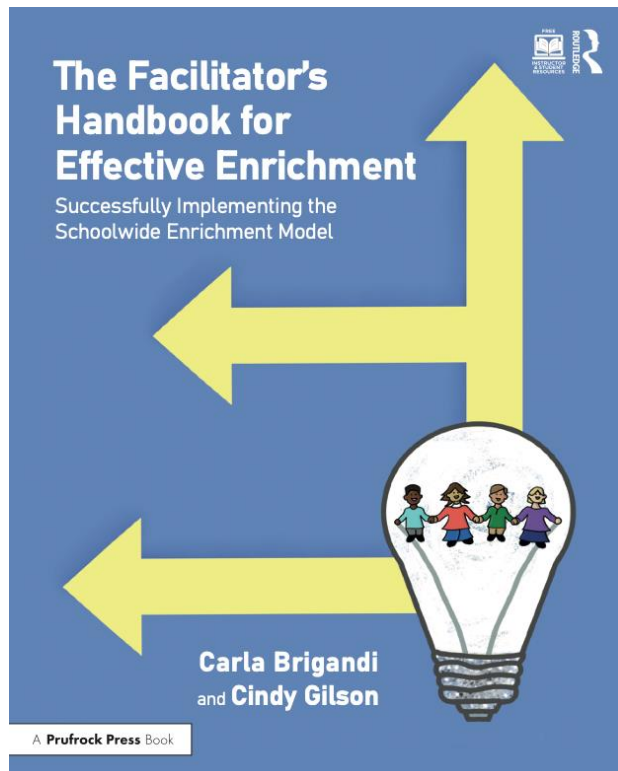
Louisa May Alcott: What was Gretchen's Type III?

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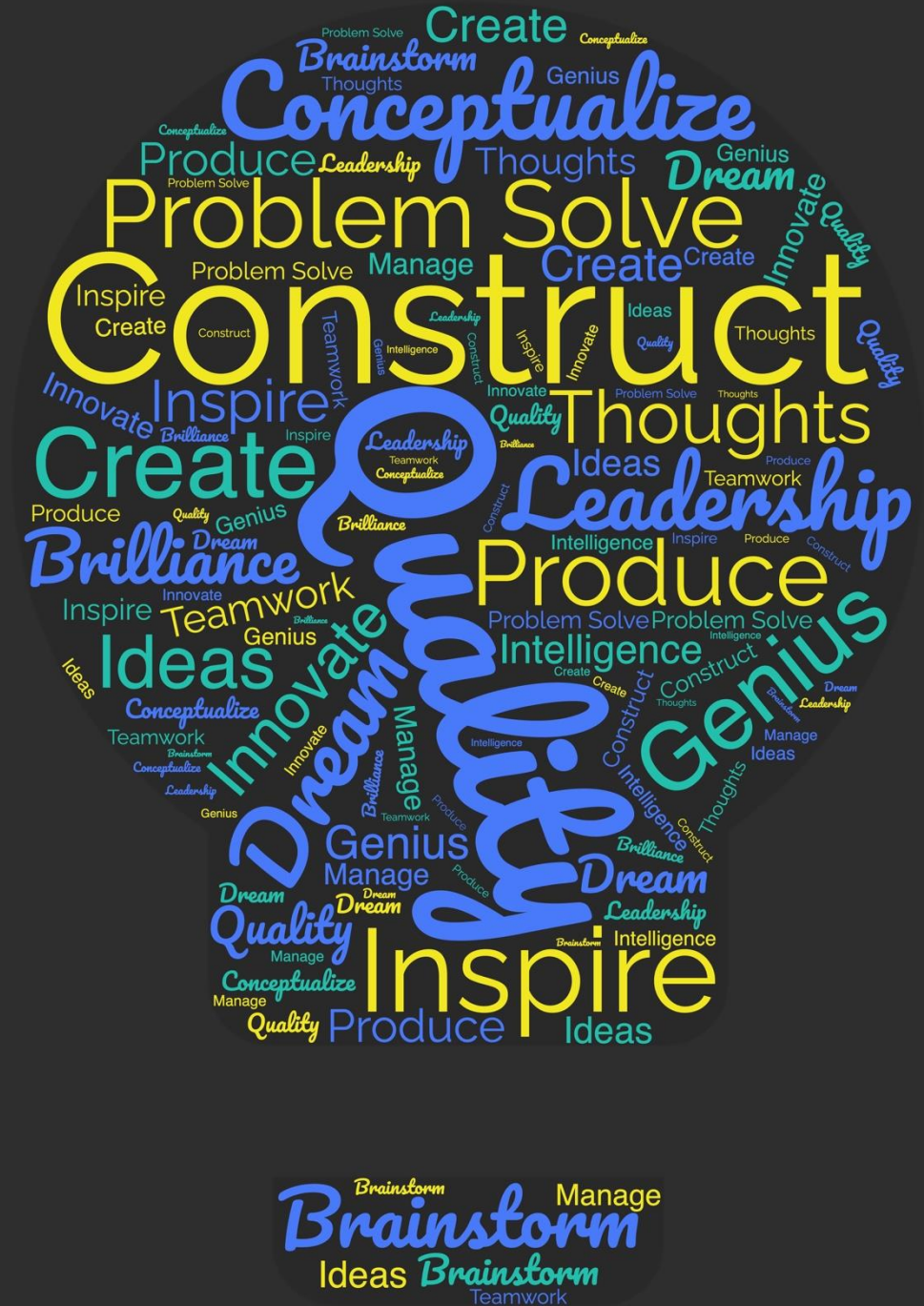
Resources

- <http://www.prufrack.com/Assets/ClientPages/sem.aspx>



Your Three Obligations

- Develop your talents
- Pass on what you learn
- Leave the world better than you found it



Looking Ahead



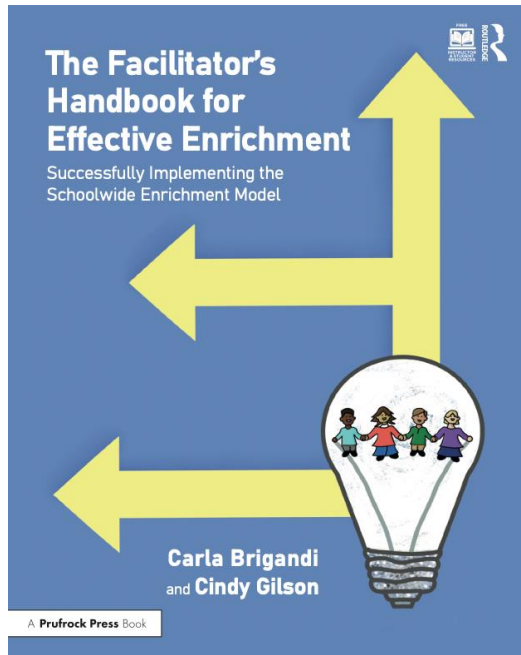
CURRICULUM
COMPACTING



ENRICHMENT
CLUSTERS



SEM-R



Resources

- *A Whack on the Side of the Head* by Roger von Oech (2008)
- *Teacher's Guide for the Explicit Teaching of Thinking Skills*
- *Facilitator's Handbook for Effective Enrichment: Successfully Implementing Schoolwide Enrichment Models* by Carla Brigandi & Cindy Gilson (2025)

Teacher's Guide for the
Explicit Teaching of
Thinking Skills

