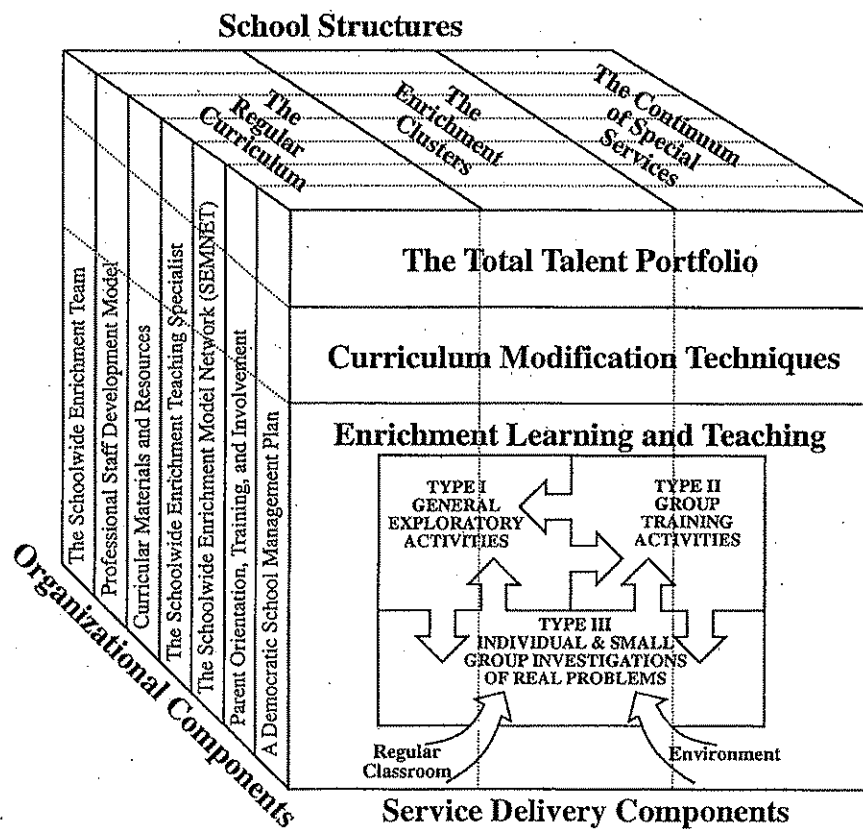


The Schoolwide Enrichment Model

Joseph S. Renzulli

Sally M. Reis

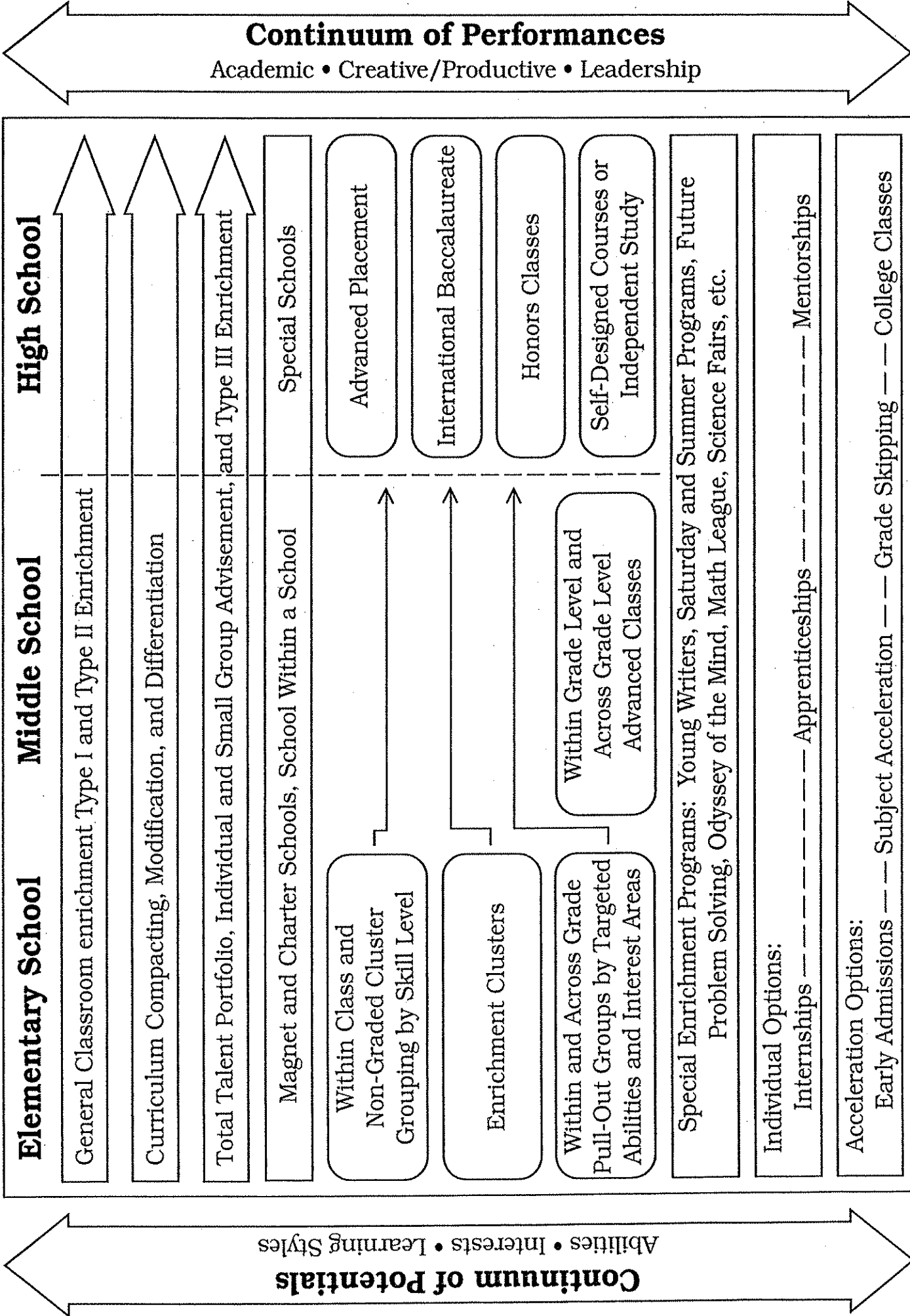


www.gifted.uconn.edu

Goals of Schoolwide Enrichment

- Goal 1: To develop the talent potentials of young people by (a) systematically assessing strengths, (b) providing enrichment opportunities, resources, and services to develop the strengths of all students, and (c) using a flexible approach to curricular differentiation and the use of school time.
- Goal 2: To improve the academic performance of all students in all areas of regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable learning.
- Goal 3: To improve continuous, reflective, growth-oriented professionalism on the parts of all school personnel.
- Goal 4: To create a learning community that honors ethnic, gender, and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles, and preservation of the Earth's resources.
- Goal 5: To implement a democratic school governance procedure that includes appropriate decision-making opportunities for students, parents, teachers, and administrators.

The Integrated Continuum of Special Services



Elementary School **Middle School** **High School**

General Classroom enrichment Type I and Type II Enrichment

Curriculum Compacting, Modification, and Differentiation

Total Talent Portfolio, Individual and Small Group Advisement, and Type III Enrichment

Magnet and Charter Schools, School Within a School

Within Class and Non-Graded Cluster Grouping by Skill Level

Enrichment Clusters

Within and Across Grade Pull-Out Groups by Targeted Abilities and Interest Areas

Within Grade Level and Across Grade Level Advanced Classes

Advanced Placement

International Baccalaureate

Honors Classes

Self-Designed Courses or Independent Study

Special Enrichment Programs: Young Writers, Saturday and Summer Programs, Future Problem Solving, Odyssey of the Mind, Math League, Science Fairs, etc.

Individual Options:
Internships — — — — — Apprenticeships — — — — — Mentorships

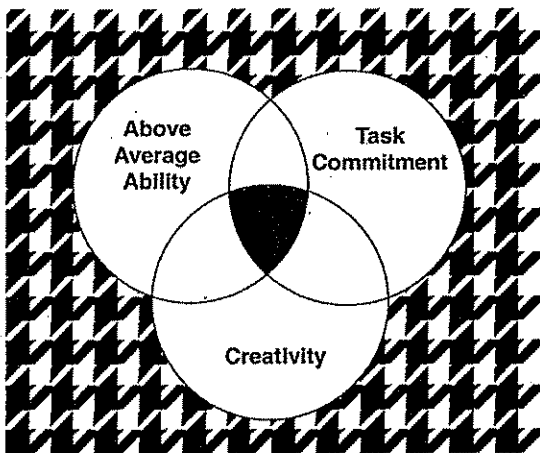
Acceleration Options:
Early Admissions — — Subject Acceleration — — Grade Skipping — — College Classes

Input **Process** **Output**

Graphic Representation of the Three-Ring Definition of Giftedness

General Performance Area

Mathematics	Visual Arts	Physical Sciences
Philosophy	Social Sciences	Law
Religion	Language Arts	Music
Life Sciences		Movement Arts



Specific Performance Areas

Cartooning	Demography	Electronic Music
Astronomy	Microphotography	Child Care
Public Opinion Polling	City Planning	Consumer Protection
Jewelry Design	Pollution Control	Cooking
Map Making	Poetry	Ornithology
Choreography	Fashion Design	Furniture Design
Biography	Weaving	Navigation
Film Making	Play Writing	Genealogy
Statistics	Advertising	Sculpture
Local History	Costume Design	Wildlife Management
Electronics	Meteorology	Set Design
Musical Composition	Puppetry	Agricultural
Landscape	Marketing	Research
Architecture	Game Design	Animal Learning
Chemistry	Journalism	Film Criticism
etc.	etc.	etc.

* This arrow should read as "... brought to bear upon ..."

Total Talent Portfolio

Joseph S. Renzulli

Abilities	Interests	Style Preferences			
Maximum Performance Indicators	Interest Areas	Instructional Styles Preferences	Learning Environment Preferences	Thinking Styles Preferences	Expression Style Preferences
<p>Tests</p> <ul style="list-style-type: none"> •Standardized •Teacher-Made <p>Course Grades</p> <p>Teacher Ratings</p> <p>Product Evaluation</p> <ul style="list-style-type: none"> •Written •Oral •Visual •Musical •Constructed <p>(Note differences between assigned and self-selected products)</p> <p>Level of Participation in Learning Activities</p> <p>Degree of Interaction With Others</p>	<p>Fine Arts</p> <p>Crafts</p> <p>Literary</p> <p>Historical</p> <p>Mathematical/Logical</p> <p>Physical Sciences</p> <p>Life Sciences</p> <p>Political/Judicial</p> <p>Athletic/Recreation</p> <p>Marketing/Business</p> <p>Drama/Dance</p> <p>Musical Performance</p> <p>Musical Composition</p> <p>Managerial/Business</p> <p>Photography</p> <p>Film/Video</p> <p>Computers</p> <p>Other (Specify)</p> <p>Ref: Renzulli, 1997</p>	<p>Recitation & Drill</p> <p>Peer Tutoring</p> <p>Lecture</p> <p>Lecture/Discussion</p> <p>Discussion</p> <p>Guided Independent Study *</p> <p>Learning /Interest Center</p> <p>Simulation, Role Playing, Dramatization, Guided Fantasy</p> <p>Learning Games</p> <p>Replicative Reports or Projects*</p> <p>Investigative Reports or Projects*</p> <p>Unguided Independent Study*</p> <p>Internship*</p> <p>Apprenticeship*</p> <p>*With or without a mentor</p> <p>Ref: Renzulli & Smith, 1978</p>	<p>Inter/Intra Personal</p> <ul style="list-style-type: none"> •Self-Oriented •Peer-Oriented •Adult-Oriented •Combined <p>Physical</p> <ul style="list-style-type: none"> •Sound •Heat •Light •Design •Mobility •Time of Day •Food Intake •Seating <p>Ref: Amabile, 1989; Dunn, Dunn, & Price, 1978; Gardner, 1983</p>	<p>Analytic (School Smart)</p> <p>Synthetic/Creative (Creative, Inventive)</p> <p>Practical/Contextual (Street Smart)</p> <p>Legislative</p> <p>Executive</p> <p>Judicial</p> <p>Ref: Sternberg, 1984, 1988, 1992</p>	<p>Written</p> <p>Oral</p> <p>Manipulative</p> <p>Discussion</p> <p>Display</p> <p>Dramatization</p> <p>Artistic</p> <p>Graphic</p> <p>Commercial</p> <p>Service</p> <p>Ref: Kettle, Renzulli, & Rizza, 1998; Renzulli & Reis, 1985</p>

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) _____

<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> 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.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> 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.
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.

EIGHT STEPS FOR IMPLEMENTING CURRICULUM COMPACTING

Identify Need for Compacting	Step One	Identify the relevant objectives in a given subject area or grade level.
	Step Two	Find or develop some means of pretesting students on one or more of these objectives prior to instruction.
	Step Three	Identify students who may benefit from curriculum compacting and should be pretested.
	Step Four	Pretest students to determine their mastery levels of the chosen objectives.
Compact Regular Curriculum	Step Five	Eliminate practice, drill, or instructional time for students who have demonstrated prior mastery of these objectives.
	Step Six	Streamline instruction of those objectives students have not yet mastered but are capable of mastering more quickly than their classmates.
Provide Alternatives	Step Seven	Offer enrichment or acceleration options for students whose curriculum has been compacted.
Keep Records	Step Eight	Keep records of this process and the instructional options available to "compacted" students.

Curriculum Compacting

The Complete Guide to Modifying the Regular Curriculum for High Ability Students

Sally M. Reis

Deborah E. Burns

Joseph S. Renzulli

Creative Learning Press, 1992

Type I Enrichment Summary Sheet

DEFINITION:	Experiences and activities that are purposefully designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events that are not ordinarily covered in the regular curriculum.
TARGET AUDIENCES:	<ol style="list-style-type: none">1. All students (general and periodic).2. Talent Pool students (general and specific—regularly scheduled).
OBJECTIVES:	<ol style="list-style-type: none">1. To enrich the lives of all students by expanding the scope of experiences not covered by the school.2. To stimulate new interests that might lead to more intensive follow-up (Type III) activity on the parts of individuals or small groups of students.3. To give teachers direction in making meaningful decisions about the kinds of Type II Enrichment activities that should be selected for particular groups of students.
KEY CONCEPTS:	Exposure to New Topics Different From Regular Curriculum. Dynamic Activities That Will Stimulate New Interests in Certain Students. "Event" Oriented.
ACTION FORMS:	Type I Planning Guide Community Resource Record Resource Directory Cards Type I Resources By Subject Area Form for Recording sources for Type I Resources Type I Enrichment Documentation Form

Type I Planning and Documentation Form

Check all that apply: General Matrix _____ Grade Level _____ Subject Area _____ Methods of Delivery	Content Areas				
					TOTAL
I. Resource Persons					
Speakers					
Enrichment Clusters					
Demonstrations					
Artistic Performances					
Panel Discussion/Debate					
E-Mail					
Other _____					
II. Media					
Films					
Filmstrips					
Slides					
Audio Tapes/CDs					
Videotapes					
Television Programs					
Newspaper/Magazine Articles					
Computer Programs					
Other _____					
III. Other Resources					
Interest Development Centers					
Displays					
Field Trips					
Museum Programs					
Learning Centers					
Internet					
Other _____					
TOTAL					

Type II Enrichment Summary Sheet

DEFINITION:	Instructional methods and materials that are purposefully designed to promote the development of thinking and feeling processes.
TARGET AUDIENCES:	<ol style="list-style-type: none">1. All students (basic training).2. Talent Pool students (basic training, plus advanced level experiences according to individual abilities and interests).
OBJECTIVES:	<ol style="list-style-type: none">1. To develop general skills in creative thinking and problem solving, critical thinking, and affective processes such as sensing, appreciating, and valuing.2. To develop a wide variety of specific learning how-to-learn skills such as notetaking, interviewing, classifying and analyzing data, drawing conclusions, etc.3. To develop skills in the appropriate use of advanced level reference materials such as readers guides, directories, abstracts, computer software, the Internet, etc.4. To develop written, oral, and visual communication skills that are primarily directed towards maximizing the impact of students' products upon appropriate audiences.
KEY CONCEPTS:	A Taxonomy of Process and Thinking Skills Development. Group Interaction. A "Scope and Sequence" Approach to Process Development. Methods and Materials Oriented.
ACTION FORMS:	Planning Matrix for Organizing and Teaching Type II Skills Materials and Activities Selection Worksheet Enrichment Materials Specification Forms

Type III Enrichment Summary Sheet

DEFINITION:	Investigative activities and artistic productions in which the learner assumes the role of a first hand inquirer; the student thinking, feeling, and acting like a practicing professional.
TARGET AUDIENCES:	Individuals and small groups of students who demonstrate sincere interests in particular topics or problems and who show a willingness to pursue these topics at advanced levels of involvement.
OBJECTIVES:	<ol style="list-style-type: none">1. To provide opportunities in which students can <i>apply</i> their interests, knowledge, creative ideas, and task commitment to a self-selected problem or area of study.2. To acquire advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression, and interdisciplinary studies.3. To develop authentic products that are primarily directed toward bringing about a desired impact upon a specified audience.4. To develop self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making, and self-evaluation.5. To develop task commitment, self-confidence, feelings of creative accomplishment, and the ability to interact effectively with other students, teachers, and persons with advanced levels of interest and expertise in a common area of involvement.
KEY CONCEPTS:	Personalized Learning by Doing. Real Purpose Applied to the Production of a Real Product for a Real Audience. Student's Role is Transformed from Lesson Learner to First-Hand Inquirer. A Synthesis and Application of Content, Process and Personal Involvement.
ACTION FORMS:	Action Information Message Management Plan for Individual and Small Group Investigations Specification Form for Methodological Resource Books Type III Mentor Matrix

TAXONOMY OF COGNITIVE AND AFFECTIVE PROCESSES
 (The "Type II Matrix" JSR: 2000)

I. Cognitive and Affective Thinking	K-3	4-8	9-12
A. Creative Thinking Skills			
B. Creative Problem-Solving & Decision-Making			
C. Critical and Logical Thinking			

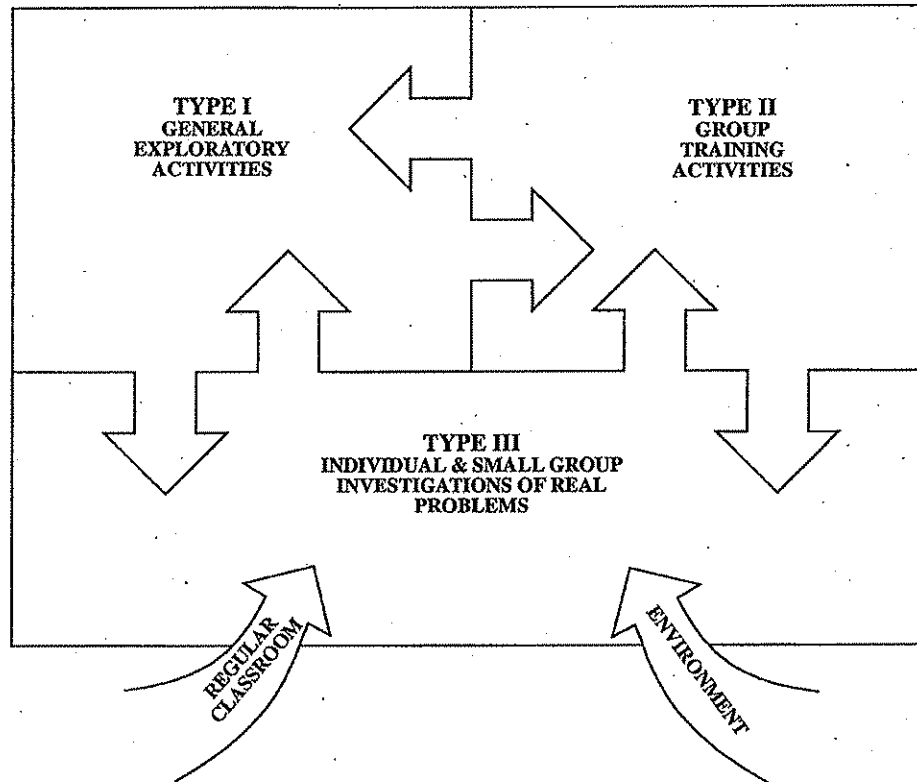
II. Character Development and Affective Process Skills	K-3	4-8	9-12
A. Character Development			
B. Interpersonal Skills			
C. Intrapersonal Skills			

III. Learning How-To Learn Skills	K-3	4-8	9-12
A. Listening, Observing, and Perceiving			
B. Reading, Notetaking, and Outlining			
C. Interviewing and Surveying			
D. Analyzing and Organizing Data			

IV. Using Advanced Research Skills & Reference Materials	K-3	4-8	9-12
A. Preparing for Research, Investigative, and Creative Projects (Methodological Skills)			
B. Library and Electronic Reference			
C. Finding and Using Community Resources			

V. Written, Oral, and Visual Communication Skills	K-3	4-8	9-12
A. Written Communication Skills			
B. Oral Communication Skills			
C. Visual Communication Skills			

The Enrichment Triad Model



TYPE I ENRICHMENT

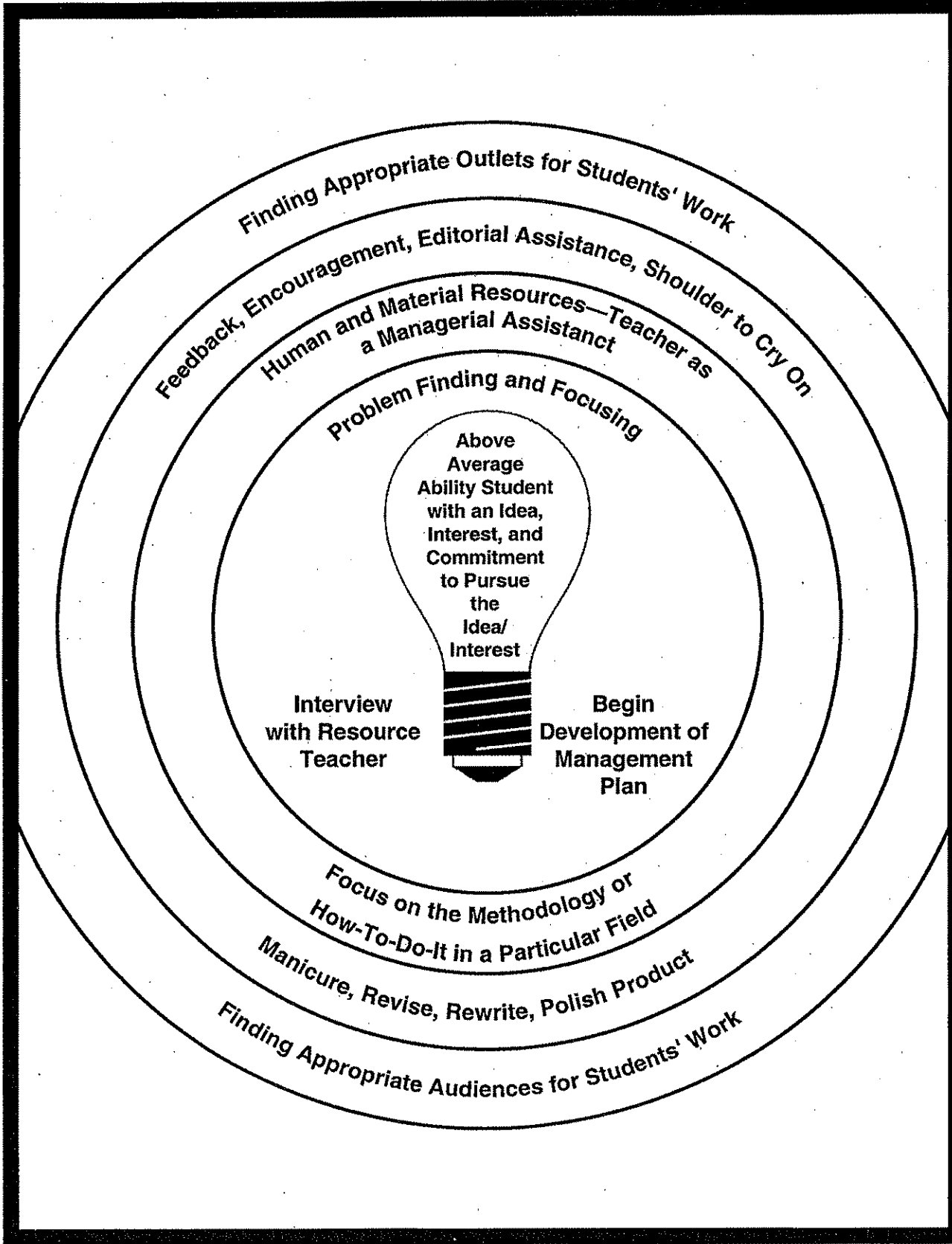
Type I Enrichment consists of experiences and activities that are designed to bring the learner in touch with the kinds of topics or areas of study in which he or she may develop a sincere interests. Through involvement in Type I experiences, students will be in a better position to decide if they would like to do further research on a particular problem or area of interests.

TYPE II ENRICHMENT

Type II Enrichment consists of materials, methods, and instructional techniques that are concerned with the development of higher-level thinking and feeling processes. These processes include critical thinking, problem solving, inquiry training, divergent thinking, awareness development, and creative or productive thinking. Type II activities are open-ended and allow students to escalate their thinking processes to the highest levels possible. Type II activities are also designed to introduce students to more advanced kinds of studies.

TYPE III ENRICHMENT

Type III Enrichment consists of activities in which the student becomes an actual investigator of a real problem of topic by using appropriate methods of inquiry. The success of a Type III activity depends on the interest and task commitment of the individual student. Examples of intensive, long-range Type III activities include the creation of a walking robot; the production of a dramatic marionette show which outlines the development of clowns from the thirteenth century to the present; a continuation of Tolkien's *Lord of the Rings* in the form of a novel; the writing and illustration of a children's Christmas book, etc.



Sample Enrichment Clusters

General Areas	Specific Examples of Clusters
Language Arts, Literature, and the Humanities	The Young Authors' Guild The Poets' Workshop The African-American Literary Society The Investigative Journalism Group <i>The Quarterly Review of Children's Literature</i>
Physical and Life Sciences	The Save the Dolphins Society The Physical Science Research Institute The Mansfield Environmental Protection Agency The Experimental Robotics Team
The Arts	The Electronic Music Research Institute The Visual Artists' Workshops The Meriden Theater Company The Native American Dance Institute The Video Production Company The Young Musicians' Ensemble The Photographers' Guild
Social Sciences	The Hispanic Cultural Awareness Association The Junior Historical Society The Social Science Research Team The Torrington Geographic Society The Creative Cartographers' Guild
Mathematics	The Math Materials Publication Company The Math Mentors' Association The Female Mathematicians' Support Group The Mathematics Competitions League <i>The Math Puzzle Challenge Quarterly</i>
Computers	The Computer Graphics Design Team The Computer Games Production Company The Computer Literacy Assistance Association The Creative Software Society The Desktop Publishing Company
Physical Education	The Experimental Games Research Team The Physiology of Sport Study Group The Physical Fitness Support Group The Institute for the Study of Multicultural Recreation
Industrial Arts/ Home Economics	The Creative Furniture Design Company The Architecture for Learning Research Team The Experimental Dietary Group The Future Fashion Research Institute The Child Care Assistance Group

Major Features of Enrichment Clusters

Theme: *Every student is special if we create conditions that make each student a specialist in a specialized group.*

- 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 unit plans.**
- 5. The authentic methods of professional investigators are used to pursue product 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 schooling are suspended!**

Six Key Questions

[For Facilitating an Enrichment Cluster of Type III Investigation]

- 1. What do people with an interest in this area do?**
- 2. What products do they create and/or what services do they provide?**
- 3. What methods do they use to carry out their work?**
- 4. What resources and materials need to produce high quality products and services?**
- 5. How, and with whom, do they communicate the results of their work?**
- 6. What steps need to be taken to have an impact on intended audiences?**

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Technology

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of Sport and
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and the
Humanities

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(AITD)

The Academy
of Social
Sciences

The Academy
of Physics and
Life Sciences

The Academy
of Fine and
Performing
Arts