

“Friendly Validation”

Schoolwide Enrichment Model Leader’s Checklist

The information summarized in this checklist is designed to maximize the impact of professional development services and insure sustainability of the SEM program beyond any given training that may be provided through Confratute and/or on-site consultation services. It also can be used (with attachments, photos, videos, and examples of student work) when principals or program coordinators host guests and when they report to district officials, funding agencies, boards of education, or requests for information about the program from parents or newspaper reporters.

- ___ Conducts regularly scheduled meetings of the Schoolwide Enrichment Team**
- ___ Has a list of the names of all students for whom Curriculum Compacting is being provided and periodically reviews Compactors with the teachers**
- ___ Sets up a regularly scheduled weekly time for Enrichment Clusters**
- ___ Visits Enrichment Clusters and arranges for follow-up meetings with the teachers**
- ___ Maintains a list of outside persons who have been invited to provide Type I or Type II Enrichment in the school**
- ___ Maintains a list of outside persons who have served as Type III Mentors to individuals or small groups**
- ___ Maintains a list of state contests and competitions (e.g., National History Day, Invention Convention, Future Problem Solving, Math League, etc.) and provides information to teachers about dates, locations, and entrance and registration requirements**

___ Asks teachers for quarterly summaries listing Types I, II, or III Enrichment activities that have been infused into the regular curriculum

___ Sends announcements about student, teacher, or program accomplishments to the local press

___ Arranges for an end-of-year Type III Fair or Showcase for students, parents, district officials, board members, and the local press

___ Has visual displays and graphic organizers (e.g., Three Ring Conception of Giftedness, Triad Model) throughout the building so that students and teachers understand “the language of the model” and the meaning and purpose of key features

___ Arranges to showcase student work throughout the building, in the central office, and other public and commercial buildings throughout the community

___ Has an attractive brochure that can be shared with parents, visitors, and others who ask about the program

___ "Artifacts" exist in the buildings that validate the school is an SEM school or on the way to becoming one! ["Artifacts" can show up as memos to staff related to SEM, articles about SEM regularly distributed and discussed, bulletin boards displaying Type1, 2 and 3 experiences, etc.].