Outline for the week: SEM Elementary Breakout (SEM Specialist)

- **Wednesday**
  - Overview of the role of the Enrichment Specialist in an SEM School
  - Identification and the Total Talent Portfolio
  - Working with Homeroom teachers on Curriculum Compacting

- **Thursday**
  - Finish Curriculum Compacting - Options for Column 3
  - Coaching Type III experiences
  - Type I and II experiences - whole school/grade level & targeted groups

- **Friday**
  - Coordinating Enrichment Clusters
  - Answering your questions
1a. SEM Elementary Breakout

Laurel Brandon
University of Connecticut
Roadmap

- Wednesday: SEM Specialist Role, Identification & Compacting
- Thursday: Type I, II, III
- Friday: Enrichment Clusters & Your Questions
The Schoolwide Enrichment Model

Review of Key Ideas

School Structures

What is my role as the SEM Enrichment Specialist?

Service Delivery Components

www.gifted.uconn.edu

Enjoyment

Engagement

Enthusiasm

For Learning
Key Roles of the Enrichment Specialist

With All Students
- Coach and help teachers to compact curriculum for advanced learners
- Plan large-group Type I and II experiences
- Coordinate Enrichment Clusters
- Coach teachers in building a Total Talent Portfolio for every student

With Targeted Students
- Assist with identification of Talent Pool students
- Plan small-group Type I and II experiences
- Coach Type III projects
- Connect to mentors and resources
For Everyone: The Total Talent Portfolio

- Abilities
- Interests
- Instructional Style Preferences
- Expression Style Preferences
# TOTAL TALENT PORTFOLIO

## Status Information for

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### TOTAL TALENT PORTFOLIO

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| Other:                                |   |   |   |   |   |   |

**Specific interests:**
Targeted Students: 
The Talent Pool

1. Use test-score information to include students in the top 5-10% of your school (local norm)
   - This includes any students formally identified as gifted through tests such as IQ or CogAT

2. Seek out additional nominations
   - From both this year’s and last year’s teachers (have every teacher complete a rating of every student in their class - e.g., SRBCSS/Renzulli Scales)
   - From parents (have every parent submit talent information - e.g., Things My Child Likes to Do)
   - From these you will identify creative and highly motivated students who aren’t in the top 5-10% of test scores.

This group of about 15% of the school population is your TALENT POOL. These students are targeted for compacting and enrichment to encourage them to complete Type III projects.

- Other students CAN join in! They do so by completing an Action Information Message
Scales for Rating the Behavioral Characteristics of Superior Students a.k.a. the “Renzulli Scales”

LEARNING CHARACTERISTICS

The student demonstrates . . .

1. advanced vocabulary for his or her level.

2. the ability to make generalization people, and things.

3. a large storehouse of information topic.

4. the ability to grasp underlying pri

5. insight into cause and effect relati

6. an understanding of complicated analytical reasoning ability.

CREATIVITY CHARACTERISTICS

The student demonstrates . . .

1. imaginative thinking ability.

2. a sense of humor.

3. the ability to come up with unusual, unique responses.

4. an adventurous spirit or a willingness to tal

MOTIVATION CHARACTERISTICS

The student demonstrates . . .

1. the ability to concentrate intensely on a topic for a long period of time.

2. behavior that requires little direction from teachers.

3. sustained interest in certain topics or problems.

4. tenacity for finding out information on topics of interest.

5. persistent work on tasks even when setbacks occur.

6. a preference for situations in which he or she can take personal responsibility for the outcome of his or
Things My Child Likes to Do
a.k.a. “Renzulli Parent Rating Scale”

**Directions**
For each item, please indicate to what degree the item describes your child. Although you may not have had a chance to know many other children the same age your son or daughter, your judgments should reflect what you think is typical for a child his/her age.

**Characteristics**

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<tr>
<th>My child . . .</th>
<th>Not at all</th>
<th>Some</th>
<th>Much</th>
<th>If Much is selected, please provide an example from your child’s life:</th>
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</thead>
<tbody>
<tr>
<td>1. will spend more time and energy than his/her age mates on a topic of his/her interest. Example: Joan is learning to program computers and spends every free minute writing code herself or reading about how to code on the Internet.</td>
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<tr>
<td>2. suggests more imaginative ways of doing things than other children his/her age, even if the suggestions are sometimes impractical. Example: Tracey suggested cleaning the refrigerator by moving it outside and hosing it down or taking it through the car wash.</td>
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<tr>
<td>3. is more of a “self-starter” than other children his/her age. He/she works well alone, needing few directions and little supervision. Example: After watching a YouTube video about musical instruments, Pedro began to make his own instrument from materials he found around the area.</td>
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</table>
Let’s try with a sample of (imaginary) students!
Elijah will not stop making origami in class. He’s obsessed and talks constantly about things like octahedrons and units and he says he wants to invent a new shape!

I love turtles and I want to do a project!
Key Roles of the Enrichment Specialist

With All Students

- Coach and help teachers to compact curriculum for advanced learners
  - Plan Type I and II experiences
  - Coordinate Enrichment Clusters
  - Coach teachers in building a Total Talent Portfolio for every student

With Targeted Students

- Assist with identification of Talent Pool students
- Plan small-group Type I and II experiences
- Coach Type III projects
- Connect to mentors and resources
“The idea of differentiating instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums.”

(Carol Ann Tomlinson, 2014)
Key Questions for Compacting:

How does the teacher decide that students have mastered the material?

What preassessment can they use to determine whether any student has already mastered the material?
Content and Skills Preassessment

- Previous standardized tests
- DIBELS and other blanket tests
- Published end-of-chapter tests
- Teacher-made pre or posttests
- Performance tasks
- Hardest question first
- Know-Want to know-want to Learn or Mind Maps

How does the teacher decide that students have mastered the material?
Who Should be Preassessed?

► Everyone should be assessed for mastery of prerequisite knowledge/skills to allow for planned differentiated instruction.
► Everyone should have the opportunity to demonstrate mastery if they believe they can.
► At the least, Talent Pool students with high achievement/ability in the subject area should be preassessed before each unit or grading period to identify opportunities for compacting curriculum.
► Especially in non-sequential content areas, ALL interested students should be allowed to complete a preassessment to demonstrate mastery of content (e.g., an average student might be an expert on volcanos!)

How does the teacher decide that students have mastered the material?
I’ve Preassessed, Now What?

Modify Content
- Acceleration
- Enrichment (including Type III)

Modify Process
- Telescoping
- Self-paced learning
- Levels of Questioning

Modify Product
- Real-world problems
- Student-developed projects
Curriculum compacting is modifying or “streamlining” the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. (Renzulli and Reis, 1997)

How does the teacher decide that students have mastered the material?
Benefits of Compacting

1. Recognizes large reservoir of knowledge in some learners
2. Satisfies hunger to learn more about more topics than school often allows
3. Encourages independence
4. Eliminates boredom and lethargy resulting from unnecessary drill and practice

(Tomlinson, 2001, p. 98)
Steps

1. Identify the objectives.
2. Find appropriate pretests.
3. Identify students who should be tested.
4. Pretest students to determine their mastery level.
5. Eliminate instructional time for qualified students.
7. Offer challenging alternatives during earned time.

How does the teacher decide that students have mastered the material?
Objectives

1. To create a challenging learning environment within the context of the regular curriculum
2. To guarantee proficiency in basic curriculum
3. To “buy” time for enrichment and acceleration (including completing Type III projects)
Let's Try It!
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<td>STAR math: Computation and Problem Solving</td>
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<td>2.NBT.1</td>
<td>Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.</td>
<td>100%</td>
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<td>2.NBT.2</td>
<td>Count within 1000, skip-count by 5s, 10s, and 100s</td>
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<td>2.NBT.3</td>
<td>Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form</td>
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<td>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits</td>
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<td>2.NBT.7</td>
<td>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</td>
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Major Interest Areas

- Human body
- Volcanoes and Earthquakes
- The United States
- Other Countries
- Buying and Money

- Calculators
- Computers
- Writing a book
- Cartoons and Comic strips
- Painting
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<th>Column 2: Prove It</th>
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<td>How will we prove or ensure mastery?</td>
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The Hardest Part of Compacting: COLUMN 3

The use of compacted time should be the student’s choice, guided by the teacher.

- Work on a Type III project (not necessarily in the subject area)
  - Work with a mentor
- Learn about individually selected topics or Type II skills, especially to prepare for a Type III
  - Kits or educational “toys” like LittleBits
  - Creative and logical thinking games
  - Independent self-selected reading, including fiction, nonfiction, how-to
  - Educational websites or programs
- Complete a scaffolded independent study project (e.g. GoQuest)
Resources for Curriculum Compacting

- [www.lpilearning.org/renzulli](http://www.lpilearning.org/renzulli) - Personalized, interest-based activities and project ideas
- [https://www.khanacademy.org/](https://www.khanacademy.org/) - Math and science acceleration (online video lessons)
- [http://ed.ted.com](http://ed.ted.com) Video lessons with quizzes and extensions on many topics, designed for K-12
- [https://www.coursera.org/](https://www.coursera.org/) and [https://www.edx.org/](https://www.edx.org/) - Free online college-level courses in many areas
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<td>What will she do instead?</td>
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Working with Classroom Teachers

- Provide training on the purpose, benefits, and process of Curriculum Compacting
- Assist with data analysis to identify students likely to need compacting
- Assist teachers with finding and administering preassessments and preparing Compactors using the data
- Provide training on in-class differentiation and enrichment
- Locate and provide resources (perhaps for check-out) for Column 3 Activities to do in the classroom (e.g., Type II skills, content and process books)
- Keep teachers updated on their students’ Type III activities (progress, needs, ways they can work on Type II skills in the regular classroom)
What About Acceleration?

First, a definition: Acceleration is any strategy that results in advanced placement or potential credit.

Davis, Rimm and Siegle (2011)
Types of Acceleration: Elementary

- Early admission to kindergarten
- Grade skipping
- Subject-specific acceleration
  - Within-class
  - With an enrichment specialist
  - In a higher-grade classroom
  - Distance learning for credit
- Telescoping content
- Self-paced learning

My story of combining acceleration and compacting in math (S.C.)
Resources for Acceleration

Preassessments
- Published end-of-unit or end-of-year tests (textbook materials)
- Above-grade standardized tests
- Iowa Acceleration Scale

Curriculum
- Teachers in higher grades
- Textbooks from higher grades
- Self-paced websites (e.g. Khan Academy)
- Enrichment/Content Specialist
1a. SEM Elementary Breakout
Laurel Brandon
University of Connecticut
Roadmap

- Wednesday: SEM Specialist Role, Identification & Compacting
- Thursday: Type I, II, III
- Friday: Enrichment Clusters & Your Questions
Key Roles of the Enrichment Specialist

With All Students
- Coach and help teachers to compact curriculum for advanced learners
- Plan large-group Type I and II experiences
- Coordinate Enrichment Clusters
- Coach teachers in building a Total Talent Portfolio for every student

With Targeted Students
- Assist with identification of Talent Pool students
- Plan small-group Type I and II experiences
- Coach Type III projects
- Connect to mentors and resources
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
Recent Type III Projects by Real Kids
Sample Type III from my class

Alex was a 9-year old 4th grader. In a daily enrichment period, he led a group of other students who were interested in making a movie.

After investigating possible types of movies they could make with the class iPads, they settled on making stop-motion animation. They learned specific skills in scriptwriting, storyboarding, music production, and animation, as well as conducting voice auditions, recording tracks, and adding post-processing to the movie.

Alex wrote the story of Happy Cow as his novel for our NaNoWriMo class project, and has since written and published a sequel; both are available on Amazon as a combined book.
How Do You Know A Student is Ready to start a Type III?

- Explain the process to everyone
- Follow-up after Type I’s
- Student (or a teacher) completes Action Information Message

Interview student to ascertain strength of interest

- How long have you been interested?
- What have you already done to learn about or try this out?
- Where did you get this idea?
The Intake Interview Checklist for Type III Investigations
Deborah E. Burns
University of Connecticut

Name: ___________________________ Date: ___________________________
Teacher: ___________________________ Grade: ___________________________
Topic: ___________________________

Directions
Based on the information and responses solicited from the student, how would you evaluate his or her readiness to initiate and complete an independent research project? Using a five-point rating scale, please respond to the following questions:

A. Interest

1. To what extent did this project idea come directly from the child’s personal interests (as opposed to teacher/parent pressure)?
   □ 5 to a great extent □ 4 to a limited extent □ 3 □ 2 □ 1

2. How long has the student had an interest in this topic?
   □ 5 a long time □ 4 □ 3 □ 2 □ 1 a short time

3. What is the student’s general attitude toward the proposed project?
   □ 5 □ 4 □ 3 □ 2 □ 1
Summary of Interview

Topic: 

Problem to Be Investigated: 

Product: 

Audience: 

Timeline (in weeks): 

(in hrs./wk): 

Best Possible Compacted Time: 

Provisions for Data Gathering: 

Provisions for Preliminary Research: 

Comments: In order to begin this Type III, the following things must first happen:
Problem Finding and Focusing: 
Moving from Topic to Problem

“I went to the zoo and now I care about endangered animals!”

“I want to make people aware of endangered animals!”

“I want to make something to teach people about the most critically endangered animals.”

I want to make an app to teach people about the most critically endangered animals, with links to donate to the charities that protect them.
Management Plan for Individual and Small-Group Investigations

<table>
<thead>
<tr>
<th>General Area(s) of Study</th>
<th>Intended Audiences</th>
<th>Intended Product(s) and Outlets</th>
<th>Specify Area of Study</th>
<th>Methodological Resources and Activities</th>
</tr>
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<tbody>
<tr>
<td>□ Language Arts/</td>
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Estimated Beginning Date: __________ Ending Date: __________ Progress Reports Due on Following Dates: __________

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<tr>
<th>Getting Started</th>
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<tbody>
<tr>
<td>What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If “raw data,” how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?</td>
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</table>

Specify Area of Study
Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

Methodological Resources and Activities
List the names and addresses of persons who might provide assistance in attacking this problem. List the how-to books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, tape recorder, questionnaire, etc.). Keep continuous record of all activities that are part of this investigation.

Getting Started
What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If “raw data,” how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?
How Do You “Grade” a Type III Project?

- It is NOT recommended that an academic or letter grade be assigned to a Type III project.
- If possible, the student’s mentor or an expert in the field should provide feedback on the product.
- The Student Product Assessment Form (SPAF; Reis, 1981) was developed to assess process and product. It can be used with any grade level so long as age and experience are kept in mind.
- Student, mentor, parent, and teacher reflections
- If the student completed the Type III during compacted time, the grade for that subject should not depend on the quality of the Type III project. The grade should represent the student’s performance in the subject.

![Student Product Assessment Form](image-url)
What is a Type II ½?
A teacher-directed investigation (that may start with student interests) or project that results in a real product for a real audience.

- Project-based learning?
- Problem-based learning?
- Guided Type III?
- Example: Blackawton Bees
What is my role as the SEM Specialist?

- Meet with individual students and small groups to discuss Action Information Messages and determine whether they are really ready to start a Type III.

- Schedule time for students to work with you on their Type III projects
  - Don’t schedule too many groups at once, but more than one is often manageable
  - Consider project complexity and individual students’ ability to self-manage
  - If possible, schedule during the subject they have compacted out of.

- Work with students to complete the Management Plan and other organizational and planning tasks
  - Students need you to teach them how to plan, create deadlines, develop a calendar, keep materials organized, etc. in addition to project-specific Type II skills. You are teaching Executive Functioning!

- Connect students to mentors, manage mentor/mentee/parent agreements and documentation

- Provide Just-In-Time coaching on the many Type II skills students need to complete their Type III project

- Find resources (books, websites, courses, people) for students to teach Type II skills that you don’t have

- Help students to access material resources for their projects (PTO Mini-grants? Donations of paper towel tubes? People to serve as movie extras?)

- Plan a Type III Fair/Showcase for the end of the school year
Creating A Network of Local Professionals

- Create a central database (online or on paper) that any teacher can access
  - theaspiresurvey.com
- Collect information from parents
  - Skills, knowledge, and interests they can talk about or teach
  - Access they have to special places or things
  - Their connections beyond the school community
- Reach out to local businesses if you have a need
- Contact every potential volunteer at least once to say thank you
- Be aware of regular classroom content and connect teachers to relevant volunteers (even if the volunteer isn’t a parent in their class!)
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
How can we introduce students to new areas of potential interest?

- Virtual and Real Field Trips
- Books (non-fiction, fiction, how-to)
- Online Activities (frog.edschool.virginia.edu/)
- Documentaries, TED talks, Videos
- Contests and Competitions
- Other Students’ Projects
- Realia
- Speakers
- Interest Development Centers
After a Type I experience is presented, always follow up: make sure to take time to ask students “Who would like to find out more information about what you just saw, heard, discovered, etc.?” and then provide opportunities, resources, and encouragement for them to do so.
Sample Type I leading to a Type III
Sample Type I leading to a Type III

Benjamin
October 14, 2015
Richard H. Anderson
Chief Executive Officer
Delta Airlines
P.O. Box 20706
Atlanta, Georgia 30320-6001

Dear Mr. Anderson:

I came up with this idea while watching a show called “Why Planes Disappear.” It was about the Malaysia flight.

I came up with an idea to help locate crashed planes that land in the sea. We could have a system that has neon orange balloons that rise up to the surface when the plane crashes in the sea. And there would be stones at the bottom so they would stay there. The balloon wouldn’t be light enough to float up into the air, and it would have reinforced rubber to withstand a lot of pressure. And put an RF transmitter in the balloon to locate it. And that’s my idea.

Sincerely,

Benjamin
Age 8
What is my role as the SEM Specialist?

- Build and maintain a network of local professionals who can serve as speakers
- Identify potential field trips and school visits (e.g., traveling museum) that could serve as Type I experiences for larger groups or for Talent Pool students
- Communicate with teacher teams to determine what would be relevant to their curriculum and interesting to their students
  - Grade-level, cross-grade, subject-specific – all can serve as “large groups”
- Schedule and facilitate large-group and Talent Pool Type I experiences in collaboration with teacher teams
  - A highly interested student not in the Talent Pool (or in a different grade than the large group) can join in the Type I!
- Identify contests and competitions that large groups of students might be interested in, and advertise these schoolwide
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
How can students learn specific skills related to their area of interest?

Two Major Types:

- **General Type IIs**: Cognitive, affective, and learning-how-to-learn skills needed by all.

- **Methodological Type IIs**: Specific skills students need to complete a Type III.
TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)

I. Cognitive/Thinking Skills

A. Creative Thinking Skills

B. Creative Problem Solving & Decision Making

C. Critical and Logical Thinking
II. Character Development and Affective Process Skills

A. Character Development
B. Interpersonal Skills
C. Intrapersonal Skills

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)
III. Learning How To Learn Skills

A. Listening, Observing, & Perceiving

B. Reading, Note-taking, & Outlining

C. Interviewing & Surveying

D. Analyzing & Organizing Data

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)
IV. Using Advanced Research Skills & Reference Materials

A. Preparing for Research & Investigative Projects

B. Library & Electronic Reference

C. Finding & Using Community Resources

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)
V. Written, Oral, and Visual Communication Skills

A. Written Communication Skills

B. Oral Communication Skills

C. Visual Communication Skills
VI. Meta-Cognitive Technology Skills

A. Identify Trustworthy & Useful Information
B. Selectively Manage Overabundant Information
C. Organize, Classify, & Evaluate Information
D. Conduct Self-assessments of Web-based Information
E. Use Relevant Information to Advance the Quality of One’s Work
F. Communicate Information Effectively
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What is my role as the SEM Specialist?

- Build and maintain a network of local professionals who can teach special skills
  - Serve as the liaison to connect teachers and students to these people
  - The ASPIRE survey is a resource designed to do this (thespiresurvey.com)
- Work with the library/media specialist to find out how your Type II experiences can support or be supported by their curriculum
- Communicate with teacher teams to determine what would be relevant to their curriculum and interesting to their students
- Work with small groups of students, especially Talent Pool students, who share an interest to teach specific Type II skills
- “Push in” to teach whole classes or grade levels specific Type II skills (e.g., creativity training)
- Teach and model for teachers and provide resources for teaching Type II skills as part of their regular curriculum
Roadmap

- Wednesday: SEM Specialist Role, Identification & Compacting
- Thursday: Type I, II, III
- Friday: Enrichment Clusters & Your Questions
What are **Enrichment Clusters**?

Non-graded groups of students who share *common interests* and come together during specially designated time blocks to pursue these interests.

Renzulli & Reis (1997)
Major Features

1. **The Golden Rule:** All activity is directed toward the student-directed production of a product or service.

2. This is **shared** with a real-world audience.

3. Students and teacher **select** clusters.

4. There are **no predetermined lessons** or unit plans.

5. **Authentic methods** of professionals are used.

6. **The Silver Rule:** The regular rules are suspended!
Students as Junior Practicing Professionals

- Scientists
- Environmentalists
- Mathematicians
- Artists
- Inventors

- Researchers
- Actors
- Directors
- Choreographers
- Entrepreneurs
Criteria for Real-Life Problems

1. Personal frame of reference
2. There are no agreed upon solutions or preset strategies to find the solution
3. They motivate people to find solutions that change actions, attitudes, or beliefs.
4. Target an audience

(Renzulli, Gentry, & Reis, 2004)
Example Enrichment Cluster

Products or Services

- Website
- Video
- Garden
- Inventions
- Performance

- Artwork
- Donation
- Service
- Field Day
- Mini-Conference
Real-World Audiences - school community

- Other Classes
- Other Clusters
- Whole School
- Parents
- Board of Education
- School Committees
Real-World Audiences - local community

- Mall
- Library
- Banks
- Senior Citizens
- Town Hall Meeting
- The Boy & Girl Scouts

- Artisan’s Guild
- Historical Society
- Local Public TV/Radio Station
- City website
- Contests
- Art Gallery
- Museum
How do students benefit from Enrichment Clusters?

- Increased motivation to learn and to seek knowledge
- Increased self-concept and self-efficacy
- Knowledge-how and higher order thinking skills
- Goal-oriented teamwork
- Classroom skills and knowledge apply to their interest-based project

Are there any questions before I go into the 7 steps of implementing enrichment clusters?
Implementing Enrichment Clusters

- Step 1: Assess interests
- Step 2: Create a schedule
- Step 3: Locate facilitators
- Step 4: Orient facilitators
- Step 5: Register students
- Step 6: Begin!
- Step 7: Celebrate!

Dallas, TX - Mosaic Art Cluster
Photo provided courtesy of Lake Highlands Today; www.lakehighlandstoday.com

Austin, TX - Veterinary Medicine Cluster
Step 1: Assess the Interests of Students and Staff

- Use a general interest survey to get a broad idea of student interests.
- For adults, use an interest survey or ask open-ended questions.
Step 2: Create a Schedule

- Plan for 60-90 minute sessions.
- There are many ways to schedule enrichment clusters into a busy school schedule.
  - Period exchange
  - Half day
  - Double period
  - Dedicated period
Step 3: Locate People to Facilitate Clusters

More adults = more clusters!

- All Teachers and Staff
- Parent Volunteers
- Community Volunteers
- College Students

Mansfield, CT - Archaeology Cluster Facilitated by Dan Forrest, Deputy State Historic Preservation Officer of Connecticut
Your Network of Local Professionals

- Create a central database (online or on paper) that any teacher can access
  - theaspiresurvey.com
- Collect information from parents
  - Skills, knowledge, and interests they can talk about or teach
  - Access they have to special places or things
  - Their connections beyond the school community
- Reach out to local businesses if you have a need
- Contact every potential volunteer at least once to say thank you
- Be aware of regular classroom content and connect teachers to relevant volunteers (even if the volunteer isn’t a parent in their class!)
Step 4: Provide Orientation for Facilitators

Facilitators must be taught:
- Clusters are **not** mini-courses or clubs
- Their role as facilitators
- Discipline policies
- Funding and reimbursement

Facilitators should create short advertisements for their clusters at the orientation meeting, for use in registration.
Step 5: Register Students for Clusters that Interest Them, and Get Started!

- Create an enrichment cluster brochure
- Students mark their three favorite clusters - not “top 3”
- Enrichment cluster coordinator (or team) works to place students into desired clusters
- Students are told clusters and room assignments
- Facilitators are given student lists and room assignments
Step 6: Getting Started

On the first day of a cluster:

* Facilitator introduces the topic with a video or activity
* Students and facilitator discuss key questions
* Students brainstorm and choose product or service goal
Step 7: Celebrate!

Examples from an elementary school in Athens, GA.

Mural

Math contest

Care Package

Pillows to Donate
Summary:
Implementing Enrichment Clusters

- Step 1: Assess interests
- Step 2: Create a schedule
- Step 3: Locate facilitators
- Step 4: Orient facilitators
- Step 5: Register students
- Step 6: Begin!
- Step 7: Celebrate!