ADAPTING TEACHING TECHNIQUES FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS: SEM

Third Edition
The Schoolwide Enrichment Model
A How-to Guide for Talent Development

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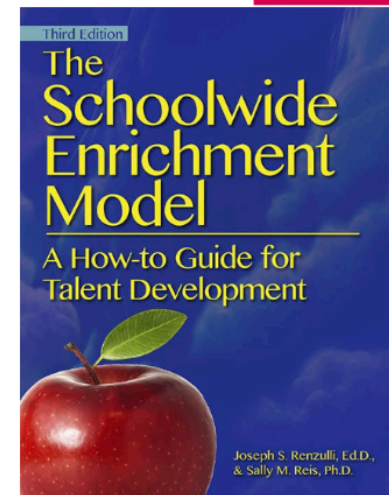
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https://gifted.uconn.edu/schoolwide-enrichment-model

Pioneers in gifted education and applying the pedagogy of gifted education teaching strategies to all students.

Schoolwide
Enrichment Model

The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students and a magnet theme/enrichment approach for all schools interested in high-end learning and developing the strengths and talents of all students.

DEFICIT MODEL: What do students lack?

NECESSITY-BASED MODEL: What do students need?

TALENT-BASED MODEL: What are students good at?

DEFICIT MODEL: What do students lack?
EXCLUSION

NECESSITY-BASED MODEL: What do students need?
INTEGRATION

TALENT-BASED MODEL: What are students good at?
INCLUSION

DEFICIT MODEL: What do students lack?

NECESSITY-BASED MODEL: What do students need?

TALENT-BASED MODEL: What are students good at?

Joseph S. Renzulli

Abilities	Interests	Style Preferences			
Maximum Performance Indicators	**Interest Areas**	**Instructional Styles Preferences**	**Learning Environment Preferences**	**Thinking Styles Preferences**	**Expression Style Preferences**
Tests •Standardized •Teacher-Made Course Grades Teacher Ratings **Product Evaluation** •Written •Oral •Visual •Musical •Constructed (Note differences between assigned and self-selected products) Level of Participation in Learning Activities Degree of Interaction With Others Ref: General Tests and Measurements Literature	Fine Arts Crafts Literary Historical Mathematical/Logical Physical Sciences Life Sciences Political/Judicial Athletic/Recreation Marketing/Business Drama/Dance Musical Performance Musical Composition Managerial/Business Photography Film/Video Computers Other (Specify) Ref: Renzulli, 1997	Recitation & Drill Peer Tutoring Lecture Lecture/Discussion Discussion Guided Independent Study * Learning /Interest Center Simulation, Role Playing, Dramatization, Guided Fantasy Learning Games Replicative Reports or Projects* Investigative Reports or Projects* Unguided Independent Study* Internship* Apprenticeship* *With or without a mentor Ref: Renzulli & Smith, 1978	**Inter/Intra Personal** •Self-Oriented •Peer-Oriented •Adult-Oriented •Combined **Physical** •Sound •Heat •Light •Design •Mobility •Time of Day •Food Intake •Seating Ref: Amabile, 1983; Dunn, Dunn, & Price, 1977; Gardner, 1983	Analytic (School Smart) Synthetic/ Creative (Creative, Inventive) Practical/ Contextual (Street Smart) Legislative Executive Judicial Ref: Sternberg, 1984, 1988, 1990	Written Oral Manipulative Discussion Display Dramatization Artistic Graphic Commercial Service Ref: Kettle, Renzulli, & Rizza, 1998; Renzulli & Reis, 1985

TTP: TOTAL TALENT PORTFOLIO

Abilities	Interests	Style Preferences			
Maximum Performance Indicators	**Interest Areas**	**Instructional Styles Preferences**	**Learning Environment Preferences**	**Thinking Styles Preferences**	**Expression Style Preferences**
Tests •Standardized	Fine Arts Crafts	Recitation & Drill Peer Tutoring	**Inter/Intra Personal**	Analytic (School Smart)	Written
products) Level of Participation in Learning Activities Degree of Interaction With Others Ref: General Tests and Measurements Literature	Musical Performance Musical Composition Managerial/Business Photography Film/Video Computers Other (Specify) Ref: Renzulli, 1997	Projects* Investigative Reports or Projects* Unguided Independent Study* Internship* Apprenticeship* *With or without a mentor Ref: Renzulli & Smith, 1978	•Mobility •Time of Day •Food Intake •Seating Ref: Amabile, 1983; Dunn, Dunn, & Price, 1977; Gardner, 1983	Executive Judicial Ref: Sternberg, 1984, 1988, 1990	Graphic Commercial Service Ref: Kettle, Renzulli, & Rizza, 1998; Renzulli & Reis, 1985

THREE-MINUTE

STOP

3 QUESTIONS YOU WANT US TO ANSWER ABOUT THE TTP

The major purposes of the Total Talent Portfolio are:

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-To collect several different types of information that portray a student's strength areas, and to regularly update this information.

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-To classify this information into the general categories of abilities, interests, and learning styles and related markers of successful learning such as organizational skills, content area preferences, personal and social skills, preferences for creative productivity, and learning-how-to-learn skills.

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The major purposes of the Total Talent Portfolio are:

-To periodically review and analyze the information.

-To use the information as a vehicle for educational, personal, and career counseling and for communicating with parents about the school's talent development opportunities and their child's involvement in them.

Can teachers improve students' talents?

What can schools do to improve students' talents once they are detected?

-Arthur Costa's *16 Habits of mind*
-Ron Richhart's *Thinking routines*
-David Hyerle's *Thinking Maps*
-Tony Buzán's *Mind maps*
-Robert Swartz's *Thinking skills*
-Tony Ryan's *Thinker's keys*
-Standford University *Design Thinking*
-Edward de Bono's *Six Thinking Hats*
-Dan Roam's *Visual Thinking*

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The use of all these resources gives rise to a CULTURE OF THINKING

THINKING ROUTINES

We use thinking routines to observe closely and describe what is there, building explanations and interpretations, reasoning with evidence, making connections, considering different points of view and perspectives, capturing the heart and forming conclusions, wondering and asking questions.

THINKING ROUTINES

CLASSIFICATION

-Routines for introducing and exploring ideas
-Routines for synthesizing and organizing ideas
-Routines for digging deeper into ideas

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THINKING ROUTINES

Routines for introducing and exploring ideas

SEE — What do you see?	
THINK — What do you think about that?	
WONDER — What questions do you have about this?	

SEE-THINK-WONDER

SEE — What do you see?	
THINK — What do you think about that?	
WONDER — What questions do you have about this?	

THINKING ROUTINES

Routines for digging deeper into ideas

What makes you say that?

THINKING ROUTINES
-Routines for synthesizing and organizing ideas

The New York Times

A HEADLINE FOR TODAY'S LESSON

THANK YOU SO MUCH FOR YOUR ATTENTION

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