Enrichment Clusters, Enrichment Triad, and How They Work Together in the Schoolwide Enrichment Model

1. *What is an Enrichment Cluster?*

Enrichment clusters enable students and teachers/facilitators who share a common interest to work together for an hour or 90 minutes each week.

- The Golden Rule for enrichment clusters is that all cluster activities are focused on the development of a product, performance or service for an authentic audience. All learning takes place for application purposes.
- Teachers choose the cluster they wish to facilitate and students choose the one in which they wish to participate. Students are grouped across grade levels by interest areas. There are no lesson plans but rather start up enrichment opportunities required for clusters
- Clusters help to develop student talents by enabling students to choose what they want to accomplish and by offering opportunities for students to interact with advanced content and authentic methods that a practicing professional in that field uses. How-to books can help develop advanced methods and talents in students.
- In clusters, educators set aside designated blocks of time, usually once a week, for enrichment clusters. During these times, they suspend regular school rules, such as grade level grouping, group size, and meeting spaces.
- Enrichment Clusters are held during regular school hours, with students from different grade levels attending clusters in their areas of interest, in small groups, and always result a creative product or performance. They are facilitated by teachers, staff, parents and community volunteers.

"Have you ever considered starting a small business?"

"Could our enrichment cluster produce its own t.v. show?"

"Would you like to start your own dance troupe?"

"Would you like to start your own restaurant?"

"How about designing fashions for teens?"

"Have you ever considered entering a model airplane contest?"

"Would you like to create your own comic book super hero?"

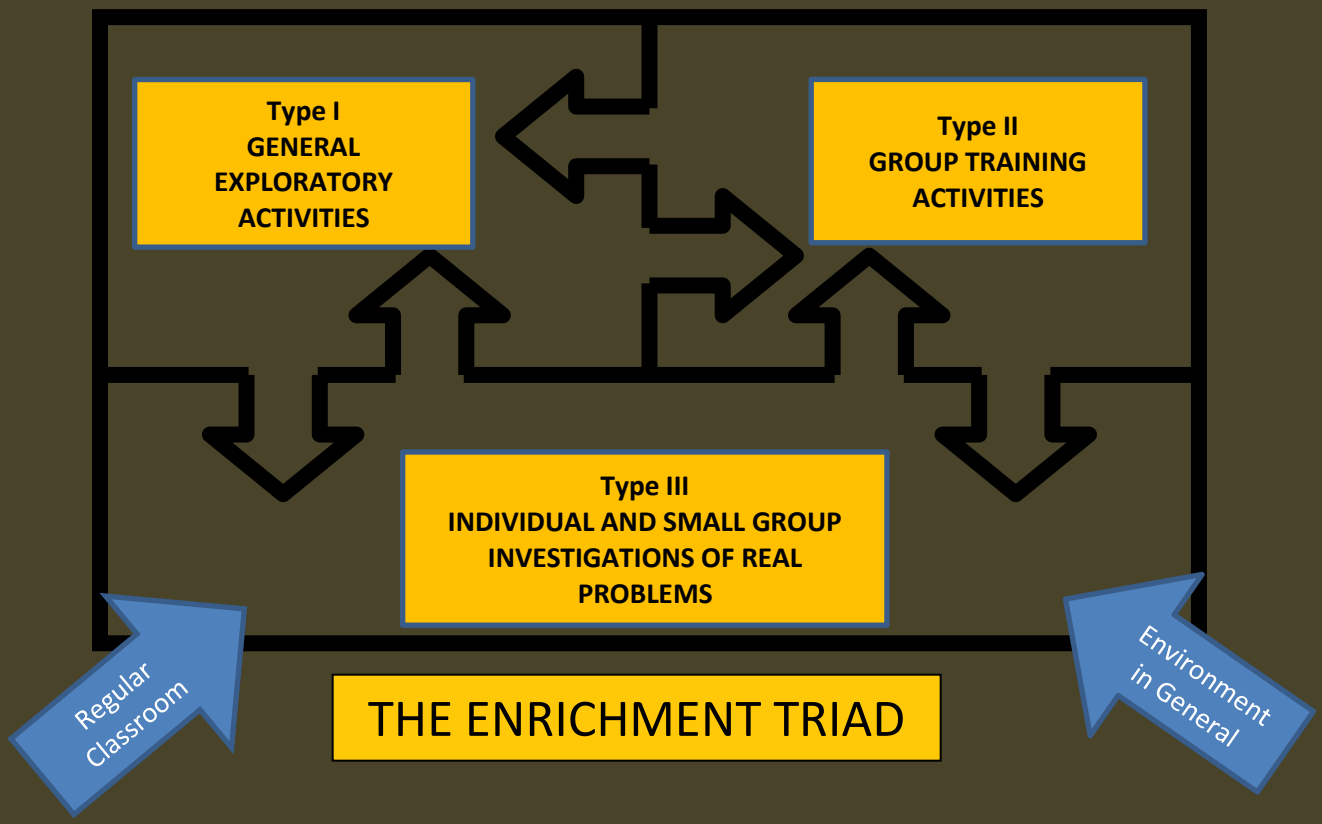
"Do you like to express yourself by writing poetry or song lyrics?"

Enrichment Cluster Descriptions often begin with a question to engage student interest. Once students choose their enrichment clusters, their interests guide the direction that the enrichment cluster will take!

2. The Enrichment Triad

Infusing the Enrichment Triad into Enrichment Clusters and into the Classroom

Type I Enrichment, Type II Group Training Activities, and Type III Individual and Small Group Investigations of Real Problems are integral parts of Enrichment Clusters, *and can be infused into the regular classroom curriculum.*



THE ENRICHMENT TRIAD

Type I Experiences

Type I experiences can be *infused* into the regular curriculum for students. Type I Enrichment exposes student to a variety of disciplines, topics, occupations, hobbies, people, places, and events that may not be ordinarily covered in the regular curriculum.

Creating an ***Interest Development Center*** can capitalize on student interest regarding Type I, II, and III experiences and can promote students to share theirinterests with other students and providing them with an opportunity to discover their learning styles and preferred modes of expression.

Interest Development Centers (IDCs) As a Type I for Students in the classroom

TIPS FOR ORGANIZING AN INTEREST DEVELOPMENT CENTER

1. **Focus on a Topic:** Select your topic. Consider whether or not the topic should be more specific. (For example, arthropods might be defined as arachnids or spiders specific to your area). You may need to consult with a resource person, website, or book to make this decision.
2. **Decide on One or More Type I Activities:** Check local resources, as well as people within the school in which you work. Speak to the librarian or media specialist regarding books, periodicals, films, CDs, magazines, etc., that can be checked out and added to your IDC.
3. **Explore Available Resources:** In addition to working with your librarian/media specialist, visit the local library to see if there are any additional resources that you could borrow for the IDC. These again could include books, films, CDs, etc. In addition, consult both of these sources for on-line opportunities for students including tutorials, videos, and websites.
4. **Explore Available Resource People:** This is a great way to utilize the opportunity to discover Type I speakers for in-class infusion or for enrichment clusters. Consider community people, museums, local colleges and universities, professional organizations, historical societies, local businesses, and hobby groups. These people can also suggest field trips, other contacts, and additional resources both on-line and in-person.
5. **Brainstorm Specific Activities:** Brainstorm specific activities that might stimulate student interest in your topic. For example, if you are interested in field trips, you may want to list specific field trip sites, a tentative date, contact person, and suggested follow-up activity (e.g., discussion, simulation, letter, etc.). If you decide upon an interest development center, organize an attractive display to draw children's attention to the materials. A center might include posters, charts, manipulatives, newspaper or magazine articles, and a computer with websites, short videos, and PowerPoints.

Type I Enrichment

Type I Enrichment Summary Sheet

DEFINITION: **Experience and activities that are purposefully designed to expose students to a wide variety of disciplines, topics, issues, occupations, hobbies, people, places, and events not normally covered in the *regular curriculum.***

TARGET AUDIENCES:

1. **All Students**
2. **Talent Pool Students: Students who serve as the target (but not the only) group for participation in a wide variety of supplementary services.**

OBJECTIVES:

1. **To enrich the lives of all students by expanding the scope of experiences not covered by the school.**
2. **To stimulate new interest that might lead to more intensive follow-up (Type III) activity on the part of individuals of 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 students.**

KEY CONCEPTS: **Exposure to New Topics that Differ from the Regular Curriculum.**
Dynamic Activities that Will Stimulate New Interest.
Event Oriented.

HERE ARE SOME FOLLOW-UP DISCUSSION QUESTIONS FOR TYPE I EXPERIENCES: ASK THESE QUESTIONS TO DISCOVER WHO MIGHT WANT TO ENGAGE IN TYPE II RESEARCH

Focus on student interest!

TYPE I QUESTIONS TO ELICIT TYPE II FOLLOW-UP

- What did you like best about the activity or presentation?
- Of all of the Type Is we have had so far so far, who believes that this was the most interesting?
- What questions did this presentation/activity raise in your mind? What else might be explored?
- Did anyone think of interesting projects, research, or creative writing that can be pursued on this topic (such as filmmaking, photography, community action)? Whom might you share it with?
- Where could we learn more about this topic? Is there any place we could visit or anyone we could contact to get more information?
- Are there any careers that this presentation made you think of?
- Would anyone like to meet with me or the presenter to explore follow-ups on this topic?

Type II Enrichment: Developing Thinking, Investigative, and Personal Skills

Type II Enrichment can be accomplished in two ways; first, as a way to teach students skills related to critical and creative thinking, planning and completion of advanced work, and reference and communication skills. Type II is also used when students need to learn advanced methodological skills to complete Type III products or services, one of the main goals of the Enrichment Triad and the Schoolwide Enrichment Model. These skills may help students learn how to conduct a science experiment, how to write dialogue for a play, how to complete an historical investigation. The specific Type II skills recommended in the SEM are summarized in the Type II matrix below.

Type II Enrichment

Type II Enrichment Summary Sheet

DEFINITION: Instructional methods and materials that are purposefully designed to promote thinking and feeling processes.

TARGET AUDIENCES:

1. All Students (basic training).
2. Talent Pool students (basic training plus advanced level experiences according to individual abilities and interests.

OBJECTIVES:

1. To develop general skills in creative thinking and problem solving, and critical thinking.
2. To develop affective processes such as sensing, appreciating, and valuing.
3. To develop a wide variety of specific learning how-to-learn skills such as notetaking, interviewing, classifying, and analyzing data, drawing conclusions, etc.
4. To develop skills in the appropriate use of advanced level reference materials such as readers' guides, directories, abstracts, computer software, the internet, etc.
5. To develop written, oral, and visual communication skills that are primarily directed towards maximizing the impact of students' products upon appropriate audiences.
6. To develop a wide variety of meta-cognitive technology skills such as the ability to identify trustworthy and useful information as well as to organize classify and evaluate information. To develop the ability to communicate information effectively.

The Taxonomy of Cognitive and Affective Processes
The TYPE II MATRIX

I. Cognitive Thinking Skills

A. Creative Thinking Skills

B. Analytic, Problem-Solving & Decision Making Skills

C. Critical and Logical Thinking Skills

II. Character Development & Affective Process Skills

A. Character Development

B. Interpersonal Skills

C. Intrapersonal Skills

III. Learning How-To-Learn Skills

A. Listening, Observing, & Perceiving

B. Reading, Notetaking, & Outlining

C. Interviewing & Surveying

D. Analyzing & Organizing Data

IV. Using Advanced Research Skills & Ref. Materials

A. Preparing for Investigative and Research Projects

B. Library & Electronic Reference

C. Finding & Using Community Resources

V. Written, Oral, Visual Communication Skills

A. Written Communication Skills

B. Oral Communicaltion Skills

C. Visual Communication Skills

VI. Metacognitive Technology Skills

A. The ability to identify and use trustworthy info.

B. The ability to selectively manage overabundant info.

C. The ability to organize, classify, and evaluate.

D. The ability to conduct self-assessments of web-based material.

E. The ability to use relevant information to advance the quality of one's work.

F. The ability to communicate information effectively.

Implementing Type III Enrichment: Thinking, Feeling, and Doing Like the Practicing Professional

Students who complete Type III products and services select the area of interest, identify products and services to complete, and are guided by an adult mentor (often their enrichment specialist or classroom teacher) who facilitates their work. These mentors provide support and guidance for planning, organization, decision making, and written communication to enable students to take charge of their own learning. Type III projects enable a dynamic learning environment to be developed, as children's gifts and talents emerge in creative and independent ways. Each child's unique blend of interests is developed and celebrated, resulting in positive social and emotional growth and enjoyment and engagement in learning.

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 the 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:	1. To provide opportunities in which students can apply their interest, 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 people 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.

Who Creates a Type III for an Authentic Audience? Not all students who participate in a Type I/Type II opportunity will want to become involved in a Type III investigation, and for these students, enrichment clusters will serve as valuable Type I or Type II experiences.

However, enrichment clusters are a great place to encourage and promote interests that may develop into exciting Type IIIs as real-world problems are more often explored as a group process and there is a division of labor within the group.

Criteria For Type III Enrichment

	Yes	No
1. Did every student do it?		X
2. Should every student do it?		X
3. Could every student do it?		X
4. Would every student want to do it?		X
5. Did the student do it willingly and enthusiastically?	X	
6. Did the student use appropriate resources and methodology?	X	
7. Was the work directed toward having an impact upon an audience other than or in addition to the teacher?	X	

References

Renzulli, J. S., Gentry, M, & Reis, S. M. (2013). Enrichment clusters: A practical plan for real-world student driven learning (2nd ed.). Waco, TX: Prufrock Press.

Renzulli, J. S., Reis, S. M. (2014). The Schoolwide Enrichment Model: A how-to guide for talent development (3rd ed.). Waco, TX: Prufrock Press.

For more information about the Schoolwide Enrichment Model, visit our website @ https://gifted.uconn.edu

The Renzulli Center for Creativity, Gifted Education, and Talent Development is one of the leading centers in the world in the area of gifted education and talent development. Our mission is to promote enjoyment, engagement, and enthusiasm for learning teachers and students at all levels of education through high quality research and outreach on innovative teaching approaches. Our work in talent development and gifted education is based on practical applications of over four decades of research, as are the direct services we provide to teachers, administrators, researchers, and policy makers throughout the world.

Our faculty and research teams are leading experts in giftedness, creativity, and talent development. In addition to other large research projects, the Center houses the nation's only federally-funded research center in gifted education (National Center for Research on Gifted Education) and conducts Confratute (conference/institute), an internationally renowned professional learning experience in talent development, now in its fifth decade. The Renzulli Center is also well-known for the Schoolwide Enrichment Model (SEM) and the resulting technology-based learning system. The Schoolwide Enrichment Model is one of the best-known enrichment models in the world, and it is used in thousands of schools in the United States, Mexico, South America, Europe, and Asia (Home | Renzulli Center for Creativity, Gifted Education, and Talent Development (uconn.edu).

Dr. Joseph S. Renzulli is a leader and pioneer in gifted education and applying the pedagogy of gifted education teaching strategies to all students. He established UConn's annual Confratute with fellow Educational Psychology Professor Sally Reis. Dr. Renzulli also established the UConn Mentor Connection, and he and Dr. Reis founded the Joseph S. Renzulli Gifted and Talented Academy in Hartford, Connecticut.

Dr. Sally M. Reis is the co-Principal Investigator and Co-Project Director of the Project 2e-ASD: Strategies for Gifted Students with ASD. She is an Endowed and Board of Trustees Professor in Educational Psychology at the University of Connecticut. She holds the Letitia Neag Morgan Chair in the Neag School of Education where she also served as Principal investigator of The National Research Center on the Gifted and Talented.

Dr. Del Siegle serves as director of the Renzulli Center for Creativity, Gifted Education, and Talent Development. He holds the Lynn and Ray Neag Endowed Chair for Talent Development in the Neag School of Education at UConn, where he was honored as a teaching fellow. Prior to earning his Ph.D., Del worked as a gifted and talented coordinator in Montana. He is past president of the National Association of Gifted Children.