School-wide Enrichment Model

Gifted Education Information

The Schoolwide Enrichment Model (SEM)...

-The Schoolwide Enrichment Model is a model that gives flexibility to develop unique programs for talent development and creative productivity based on local resources, student demographics and school dynamics as well as faculty strengths and creativity.

Goals and purposes of SEM...

-The major goal of SEM is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels, and demographic differences. The idea is to create a repertoire of services that can be integrated into an “everyone benefits” approach.

Different from other models...

-The SEM approach is different from other models in the fact that it accommodates all types of students. Although the primary focus is meant for the gifted students, everyone in the school can benefit from the model in one way or another.

The SEM identification process...

-The SEM identification process includes a variety of measures; achievement test, teacher nominations, IQ test scores, assessment of potential for creativity and task commitment, as well as alternative pathways of entrance (self-nomination, parent nomination). Once students are identified, they are eligible for several kinds of services including; interest and learning style assessment, curriculum compacting, and the Enrichment Triad Model that offers three types of enrichment experiences.

Difference from other identification processes...

-This is different from other identification processes in the fact that it offers multiple ways for students to display their abilities rather than just limiting them to one test or one evaluation.

Similar to other identification processes...

-This process is similar to other identifications processes in the fact that formal assessment measures are available for students who are considered “schoolhouse gifted”.
Organizational components and service delivery components of SEM...

- Organizational and service delivery components of SEM include: total talent portfolio, curriculum modification techniques, enrichment learning and teaching.

Defining components of the structure of SEM...

- Total Talent Portfolios provide the right student for SEM by looking at the child as a whole. Curriculum modifications alter the way in which that child is taught helping them to succeed to the best of their ability. Enrichment learning and teaching replaces dependent and passive learning with independence and engaged learning.

Curriculum compacting...

- Curriculum compacting is a technique designed to adjust the levels or required learning so that all students are challenged, increase the number of in-depth learning experiences, and introduce various types of enrichment into regular curricular experiences.

Curriculum compacting and SEM...

- Curriculum compacting is used in three phases.
  1. The first phase defines the goals and outcomes of a given unit or segment of instruction.
  2. The second phase is identifying students who have already mastered the objectives or outcomes of a unit or segment of instruction that is about to be taught.
     a. Estimate which students have potential to master new material at a faster than normal pace.
     b. Find or develop appropriate tests or other assessment techniques that can be used to evaluate specific learning outcomes.
  3. The third phase is providing acceleration and enrichment options based on a cooperative decision making and creativity on the parts of both teachers and students.

The three types of enrichment, how each is planned, implemented, and evaluated...

- The three types of enrichment include: Type I enrichment, Type II enrichment, and Type III enrichment.
  1. Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular classroom. Enrichment team (teachers, parents, and students) organize and plan experiences by contacting speakers, arranging minicourses, demonstrations, or performances or by ordering and distributing films, slides, videotapes, or other print or non-print media.
2. Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. This is carried out in general education classrooms and in enrichment programs. Planned by enrichment team and carried out by all within the school.

3. Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. Planned and implemented by enrichment team.

**Related Terms**

- **Schoolwide Enrichment Model (SEM)** - Schoolwide Enrichment Model is a model that gives flexibility to develop unique programs for talent development and creative productivity based on local resources, student demographics and school dynamics as well as faculty strengths and creativity.
- **Total Talent Portfolio** – Combination of a student’s abilities, interests, and learning style that focuses on their strengths in a gifted program which is used to make decisions about talent development opportunities in regular classes, enrichment clusters, and in the continuum of special services.
- **Revolving Door Identification Model (RDIM)** – another name for the Enrichment Triad
- **Action information** – process that selects motivated, creative students to work in independent projects (Can be the student’s idea for an independent research project or teacher observations of students strong interests and high motivation)
- **Enrichment learning and teaching** – replacing dependent and passive learning with independence and engaged learning
- **Textbook analysis and surgical removal** – this is when the students textbook is reviewed, removed of repetitious material and replaced with greater depth material
- **Curriculum compacting** - technique designed to adjust the levels or required learning so that all students are challenges, increase the number of in-depth learning experiences, and introduce various types of enrichment into regular curricular experiences.

**Gifted Education Facts**

The Total Talent Portfolio is used to assess the gifted learners abilities, interests, and learning styles.

Type I enrichment experiences are designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum.

Type II enrichment enhances thinking and feeling processes through both planned and unplanned activities.

Type III enrichment allows students to develop advanced processing skills and content knowledge in a self-selected area of interest and to apply their learning to real-life problems or authentic products.
SEM is applicable in a wide variety of educational settings and is effective with various student populations.

Not all three types of enrichment are appropriate for the needs of all students.

According to the authors, the major purpose of education is to identify and develop the talents of students.

Action information, or information gathered from classroom observations, is used along with test scores and nominations to identify gifted behaviors in students.

SEM identification procedures differ from more traditional identification, in that they seek to identify and develop "gifted behaviors" rather than identify and label gifted children.

The SEM is based on the belief that all students should have opportunities to develop higher order thinking skills and to pursue more challenging and interesting content; therefore, most SEM interventions should take place in the regular classroom.

Curriculum modification techniques include curriculum compacting, textbook analysis and surgical removal, and adding in-depth learning experiences.

The ultimate goal of enrichment learning and teaching is to foster independent learners who are interested and engaged in their own learning.

The SEM is somewhat impractical because it can be difficult to implement but it has application to the regular curriculum for most students.

**Information Provided By:**