



The Schoolwide Enrichment Model: A Focus on Student Strengths and Interests

The Schoolwide Enrichment Model (SEM)

identifies two types of giftedness: schoolhouse giftedness and creative productive giftedness. Schoolhouse giftedness describes high standardized test scores. Creative-productive giftedness describes a focus on the development of original material and products that have an impact on one or more target audiences.

These goals, for creative, productive giftedness, attempt to transform students from learners of lessons to firsthand inquirers.

SEM is based on Renzulli's theoretical approach to giftedness as behaviors and not gifted individuals. These behaviors result from interactions of three clusters of human traits: above average ability, high levels of task commitment, and high levels of creativity. As such, SEM is a shift of looking at giftedness from "being gifted" to a concern about the development of gifted behaviors in high potential students.

Curriculum modification techniques are another service delivery component of SEM. These modifications adjust levels of learning to challenge students, increase in-depth learning experiences, and introduce enrichment into regular curriculum. Curriculum Compacting is a differentiation technique to make curricular adjustments for students. This allows teachers to replace material already mastered to enable a more challenging and productive use of a student's time.

SEM is composed of 3 types of enrichment activities. Type I is composed of experiences designed to expose students to a wide variety of disciplines, topics, etc. Type II activities are planned lessons that focus on developing thinking and feeling processes. Type III combines the interests gained from Type I and Type II enrichment and skills, and allows students to engage in individual and small-group investigations of real problems

In SEM, a talent pool comprising 10—15% of students who show high potential in the class setting is identified, making them eligible for various services. Originally, the Total Talent Portfolio (pencil and paper) and now Renzulli Learning Online are tools used to identify abilities, interests, and learning styles. These tools collect information about strengths, classify this information, and suggest students' enrichment experiences and overall education.

SEM influences the existing curriculum in three ways.

- Challenge level of required curriculum is differentiated through compacting, modifying textbook content, and grouping strategies.
- Replace eliminated content with in-depth learning experiences.
- Enrichment integration into regular curricular activities.

These influences are supported through the use of a continuum of services.

Resources:

1. [Renzulli, J. S., & Renzulli, S. R. \(2010\). The Schoolwide Enrichment Model: A Focus on Student Strengths and Interests. *Gifted Education International*, 26\(2–3\), 140–157.](#)