Developing and Implementing Enrichment Clusters: A Great Way to Start SEM Programs

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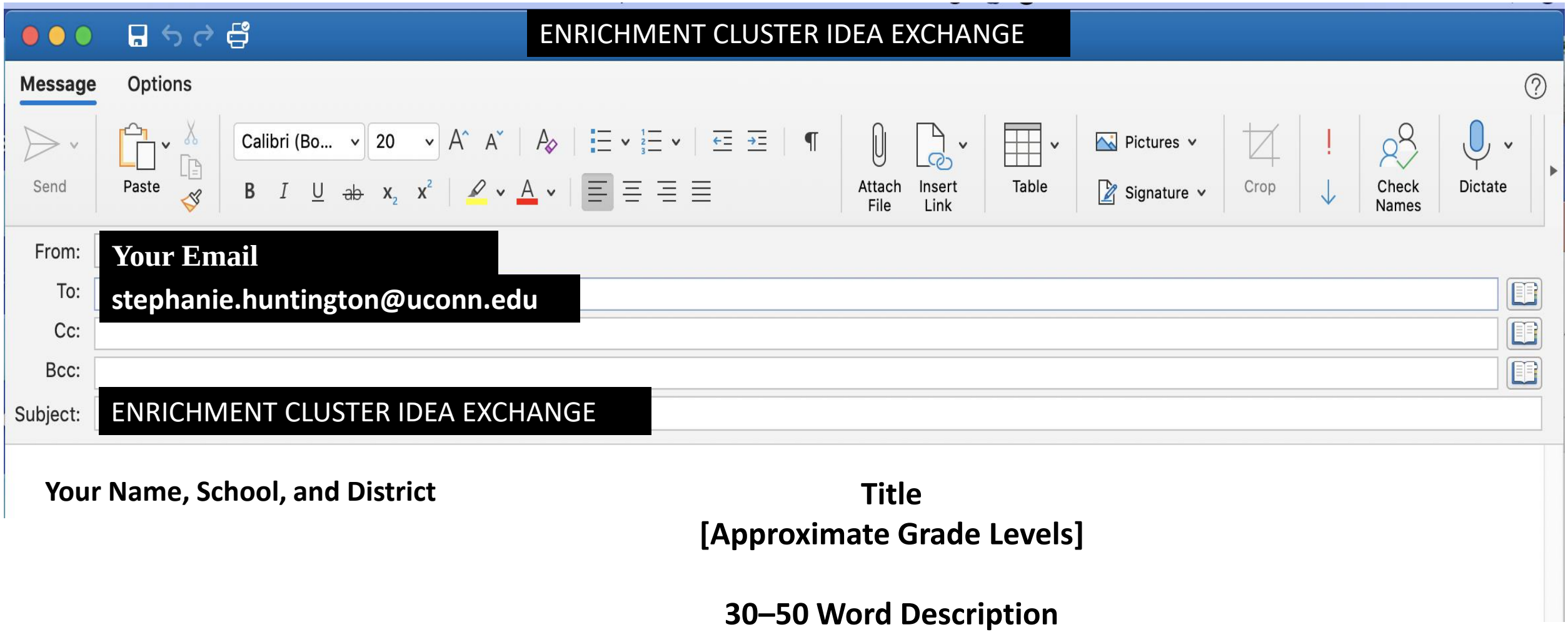
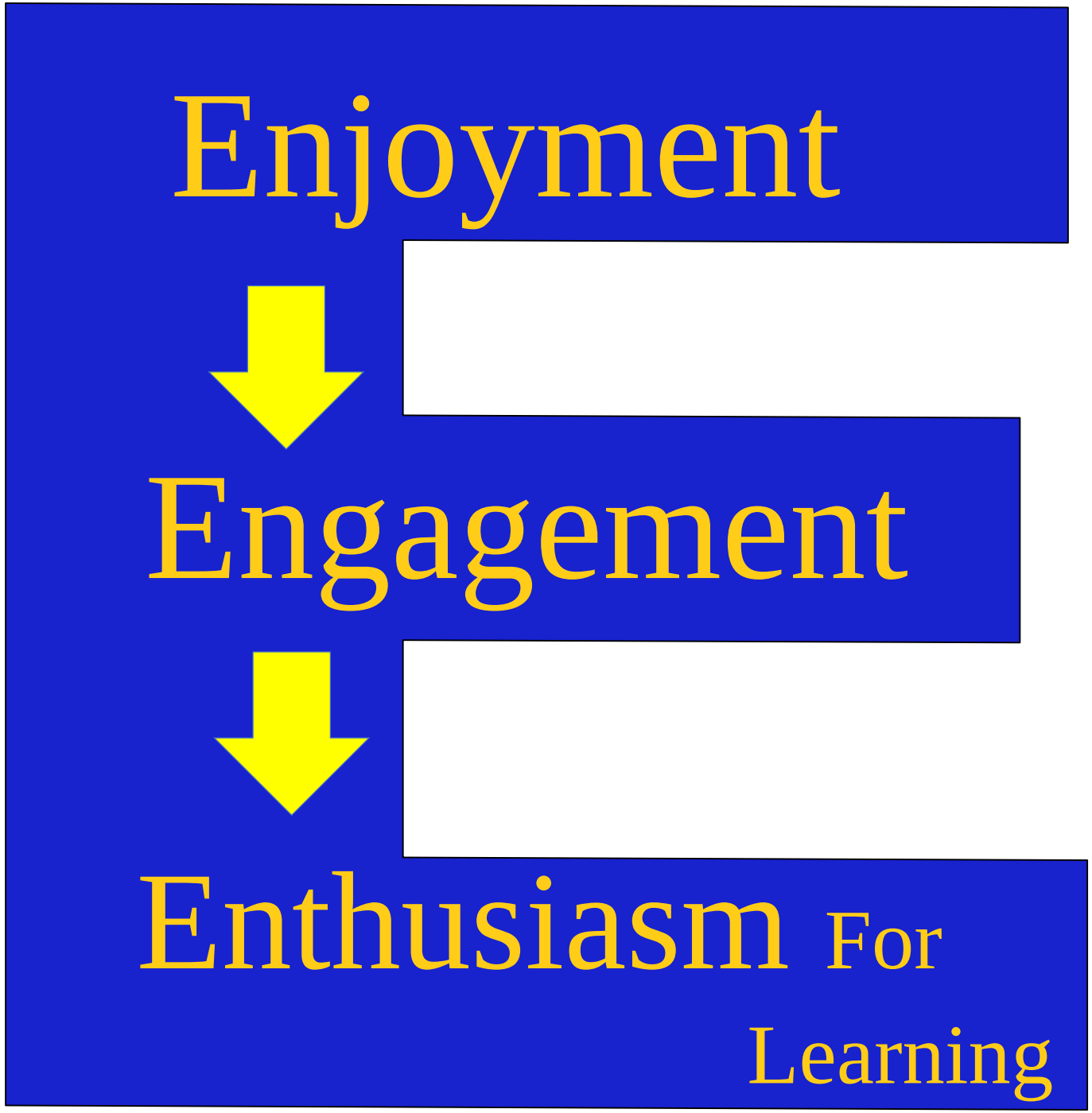
"Teamwork makes the dream work."

Send Us an Email for the Renzulli Center Enrichment Cluster Exchange Database



The Goals of The SEM



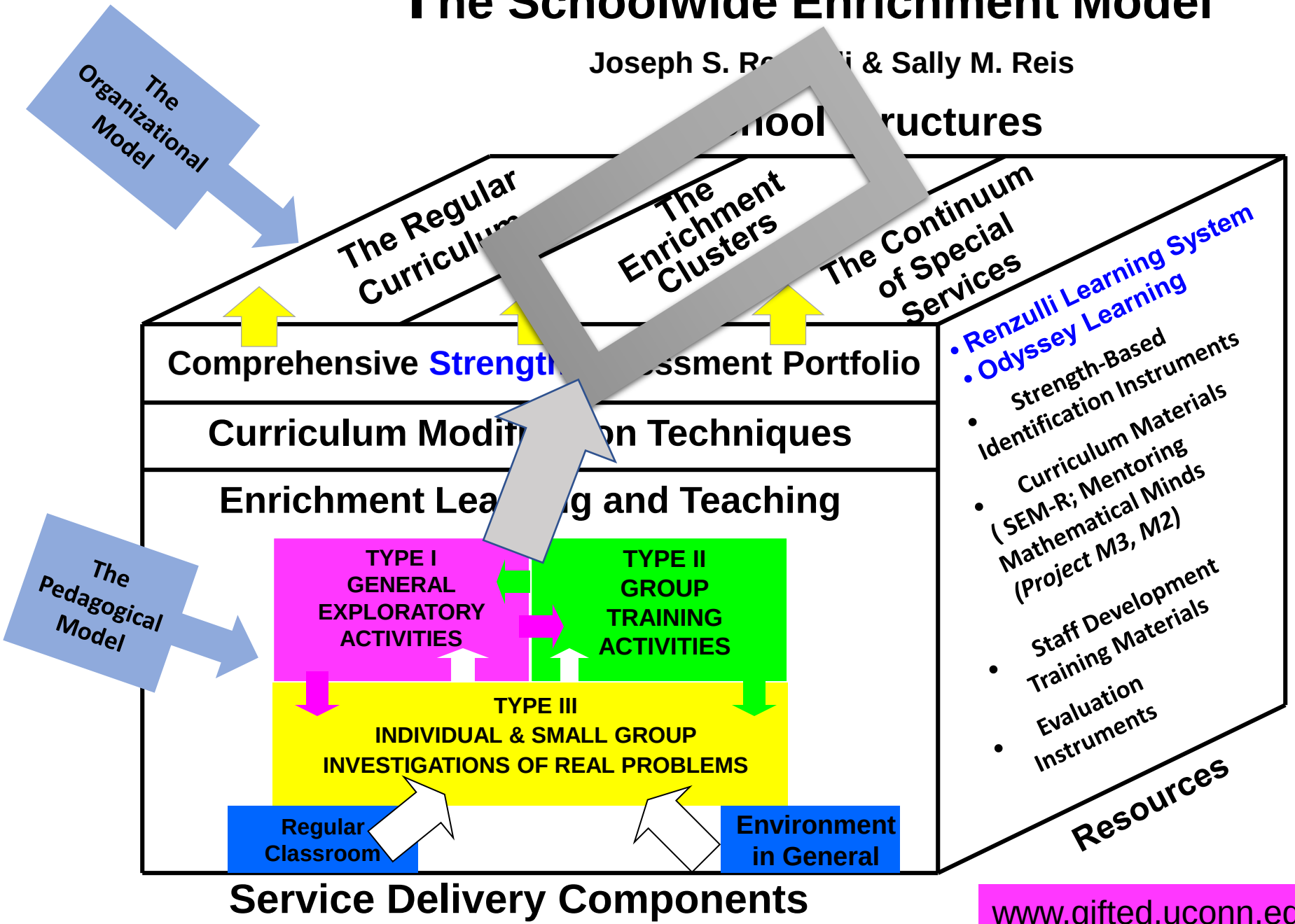
Quick Review of All You Need to Know About Learning Theories

Continuum of Learning Theories*

*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.

The Schoolwide Enrichment Model

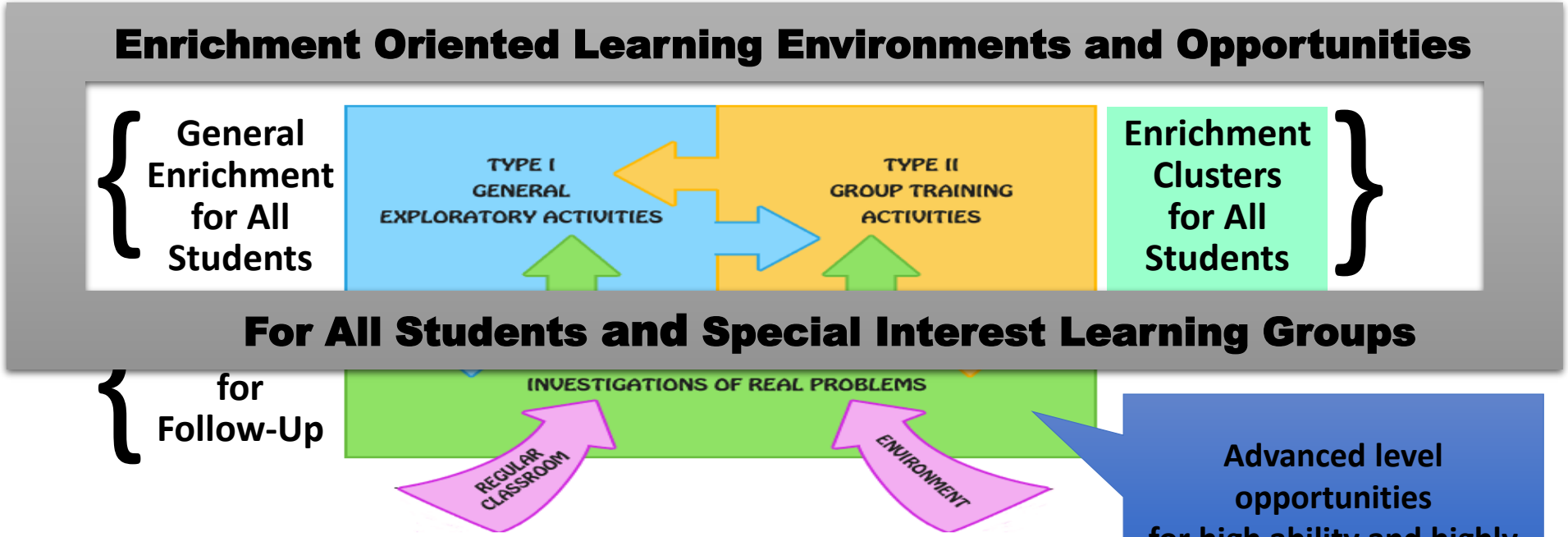
Joseph S. R & Sally M. Reis



Service Delivery Components

www.gifted.uconn.edu

How Does The Schoolwide Enrichment Model Differ From Other Approaches to Total Talent Development?



The Enrichment Triad Mode

Curriculum Compacting for All High Achieving Students in Their Domain Specific Strength Area(s)

Type II Enrichment

TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)

I. Cognitive Thinking Skills
- A. Creative Thinking Skills
- B. Analytic, Problem-Solving & Decision-Making Skills
- C. Critical and Logical Thinking Skills

II. Character Development and 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 & Reference Materials
- A. Preparing for Research & Investigative Projects
- B. Library & Electronic Reference
- C. Finding & Using Community Resources

V. Written, Oral, and Visual Communication Skills
- A. Written Communication Skills
- B. Oral Communication Skills
- C. Visual Communication Skills

VI. Meta-Cognitive Technology Skills
- The ability to identify trustworthy and useful information
- The ability to selectively manage overabundant information
- The ability to organize, classify, and evaluate information
- The ability to conduct self-assessments of web-based information
- The ability to use relevant information to advance the quality of one's work
- The ability to communicate information effectively

What Are Enrichment Clusters?

Non-graded groups of students who:

1. *Share a common interest*
2. *Come together during specially designated time blocks to pursue their interests*
3. *Produce a product, performance, publication, presentation, contest or competition entry, or some form of service or community action project*

Two Major Decisions for Developing an Enrichment Cluster Program

1. Over time, provide clusters that cover the major areas of knowledge.

General Performance Areas

Mathematics	Social sciences	Music
Visual arts	Law	Life science
Physical sciences	Religion	Movement arts
Philosophy	Language arts	

2. In basic skill areas, provide an academic range of clusters that accommodate high levels of challenge for your highest achieving students in particular subject areas.

Mathematics	Creative Writing	Science and Technology
High Achieving Students	**High Achieving Students**	**High Achieving Students**
All Students	**All Students**	**All Students**
All Students	**All Students**	**All Students**

Example is the best school of mankind and they will learn at no other.

Philosopher, Edmund Burk

Cluster Title

Social Entrepreneurship: Starting a Business to Help Others

Inviting Description

Have you ever thought about raising money so you could help people in our community who may need something they can't afford?

In this cluster you will be asked who and how you might like to help others. We will have some local owners of small businesses tell you about how they got started and the things they did to promote their business. You can then make plans to explore the tools you need to actually start your own small business.

Type I Enrichment (Start-Up Activities)

Local business owners came in to tell how they started their businesses (A Donut Shop and a Children's Toy Store)

Students brainstormed what types of businesses they might want to start to raise money for a charitable cause.

Video on Enrichment Clusters from NYC

- One of many that are available on the web
- Let’s watch the joy on the faces of the children… and their teachers!

Type II Enrichment: Skills and Resources

I. Cognitive Thinking Skills
A. Creative Thinking Skills
B. Analytic, Problem-Solving & Decision-Making Skills
C. Critical and Logical Thinking Skills

II. Character Development and Affective Process Skills
A. Character Development
B. Interpersonal Skills
C. Intrapersonal Skills

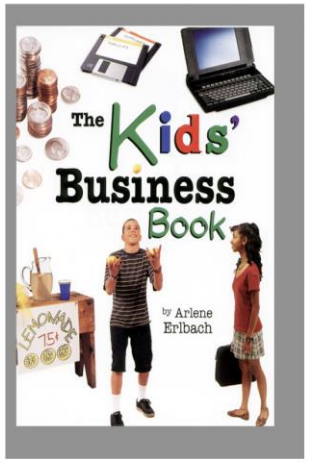
III. Learning How-To Learn Skills
A. Listening, Observing, & Perceiving
B. Reading, Notetaking, & Outlining
C. Interviewing & Surveying
D. Analyzing & Organizing Data

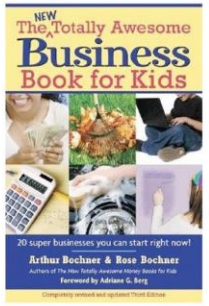
IV. Using Advanced Research Skills & Reference Materials
A. Preparing for Research & Investigative Projects
B. Library & Electronic Reference
C. Finding & Using Community Resources

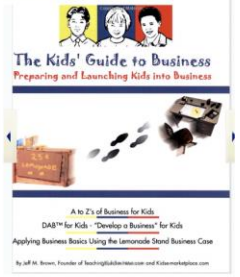
V. Written, Oral, and Visual Communication Skills
A. Written Communication Skills
B. Oral Communication Skills
C. Visual Communication Skills

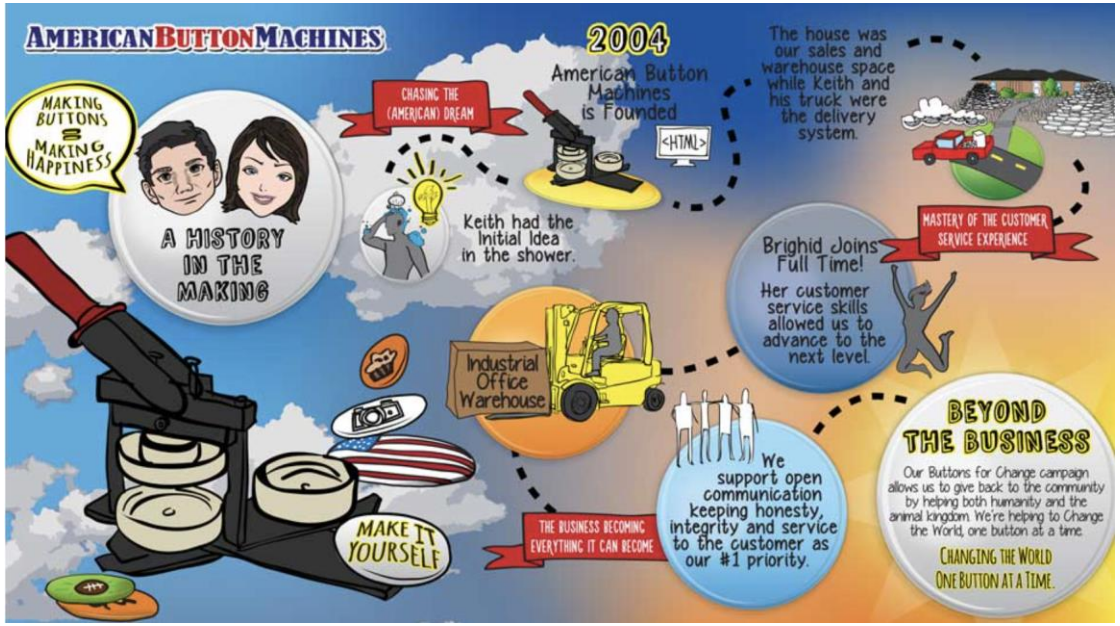
VI. Meta-Cognitive Technology Skills
• The ability to identify trustworthy and useful information • The ability to selectively manage overabundant information • The ability to organize, classify, and evaluate information • The ability to conduct self-assessments of web-based information • The ability to use relevant information to advance the quality of one's work • The ability to communicate information effectively

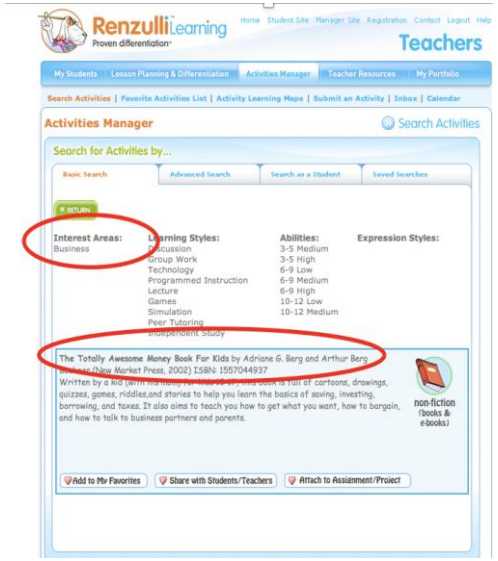
From the How-To Books Data Base at
www.renzullilearning.com











Divisions of Labor

- Designers
- Manufactures
- Advertising & Sales

Type III Enrichment

Development of a Real Product

The Basics of Enrichment Clusters

Major Features of Enrichment Clusters

Theme: Every Students is special if we create conditions that make that student a specialist in a specialized group.

1. **The Golden Rule of Enrichment Clusters: All activity is directed toward the production of a product or service.**
2. **Students *and* teachers select the clusters in which they will participate. *All* students and teachers are involved.**
3. **Students are grouped across grade levels by interest areas.**
4. **There are no predetermined lesson or units plans.**

5. **The authentic methods of professional investigators are used to pursue products and service development. [How-to Books]**

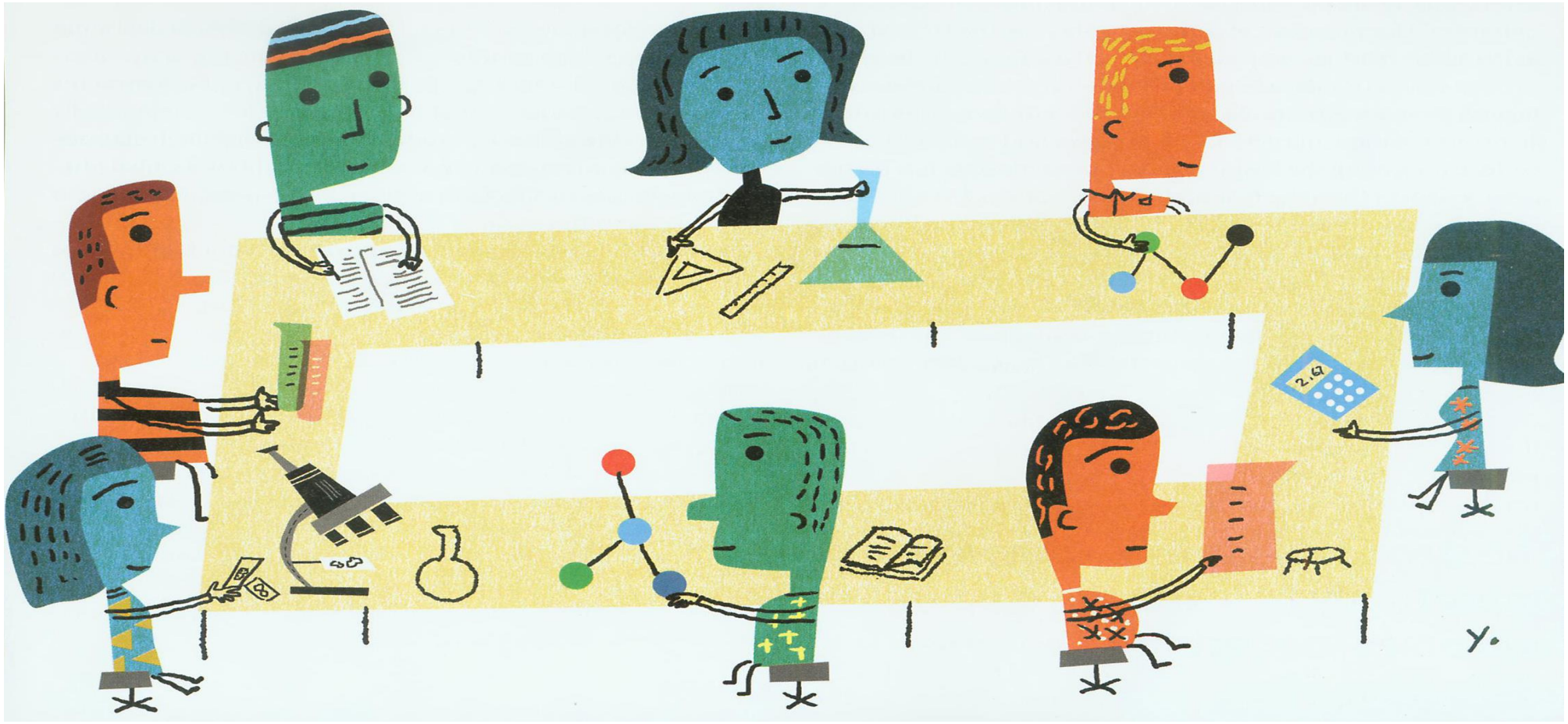
6. **Divisions of labor are used to guarantee that all students are not doing the same thing.**

7. **Specially designated time blocks are set aside for clusters.**

8. **The Silver Rule of Enrichment Clusters: The rules of regular school are suspended!**

Divisions of labor is *very important*.

Students should be doing different jobs based on their interests and strengths when carrying out their work.



Six Key Questions

[For Facilitating an Enrichment Cluster of Type III Investigations]

1. **What do people with an interest in this area do?**
2. **What products do they create and/or what services do they provide?**
3. **What methods do they use to carry out their work?**
4. **What resources and materials need to produce high quality products and services?**
5. **How, and with whom, do they communicate the results of their work?**
6. **What steps need to be taken to have an impact on intended audiences?**

A few things you should *NOT* do when you develop clusters…

Develop unit or Lesson plans!

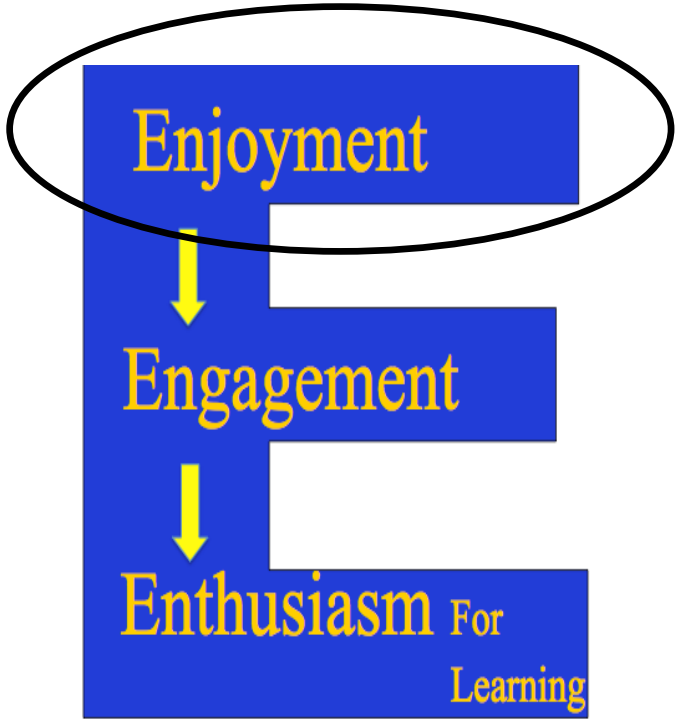
Have predetermined expectations other than some kind of creative productivity.

Talk too much.

Have every student doing the same thing.

Conduct a traditional, orderly, quiet classroom.

Preparing students for a test.



Major Goals of Enrichment Clusters

What do we mean by creative/productive giftedness?

YouTube

Alexa

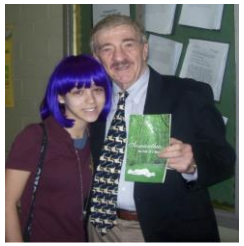
Siri

Sources of Information and the Development of Thinking Skills

Type 3 Enrichment

The Assembly Plant of Mind

Applying **Knowledge & Skills to a Product, Performance, or Presentation**



TEACHER TRAINING ACTIVIYU]Y

"Things You Already Know How to Do."

Sports

Soccer
Football
Field Hockey
Gymnastics
Basketball
Baseball
Softball
Swimming
Diving
Track and Field
Etc.

Science – Math – Technology

Robotics Competition
Math League
Science Fair
Computer Club
Technology Group
Rocket Club

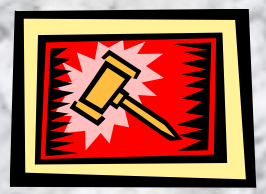
Written, Visual, and Performing Arts

Drama Productions
- Newspaper
- Band
- Creative Writing Workshop

Yearbook
Chorus
Computer/Graphic Design
Fashion Design
Video/Filmmaking

Clubs/Extracurricular Activities

Future Problem Solving
National History Day
Science Fair Coach
Mock Trial
Model UN
Outward Bound
Service Clubs



4-H
Junior Achievement
Invention Convention
Boy Scouts/Girl Scouts
Photography Club
Future Farmers of America

Three Questions….

1. Who came?

2. What did the students do (not learn)?

3. What roles did you play?

High-End Learning

Teacher Roles and Responsibilities

These are some of the skills that define the role of what we call "The-Guide-On-The-Side" as opposed to "the sage-on-the-stage."

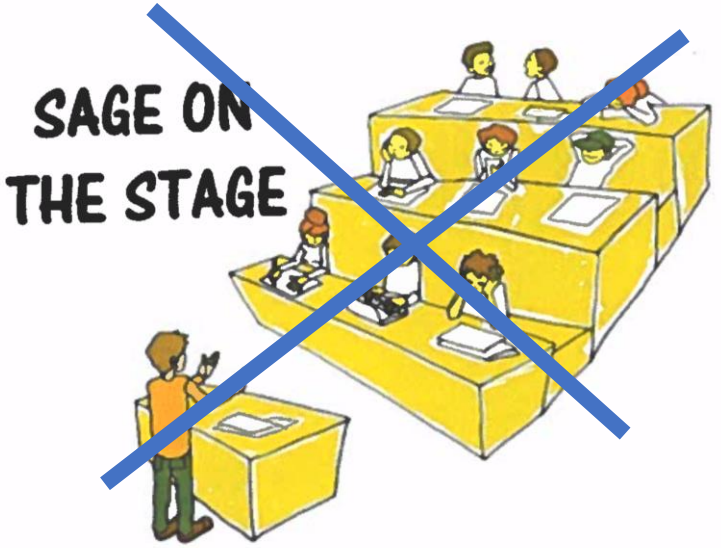
?

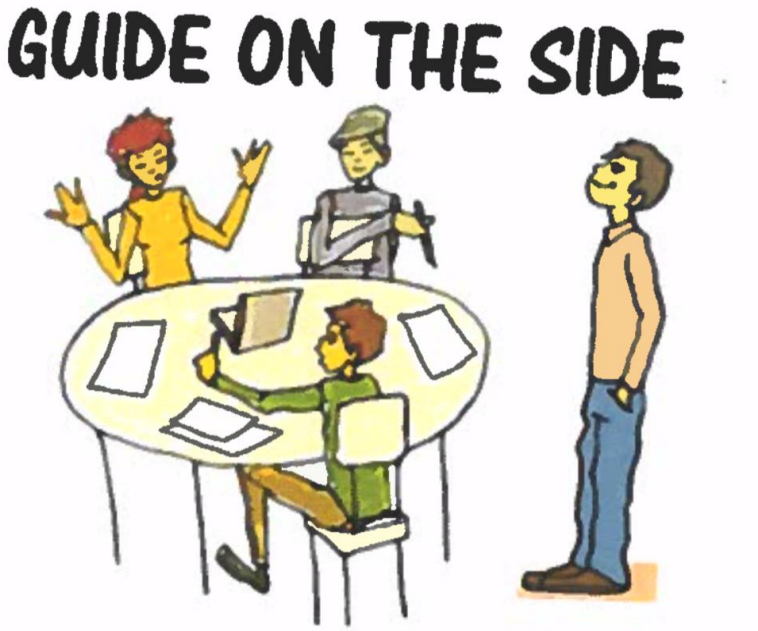
Please list the roles you fulfilled in addition t[illegible] place of instructor and disseminator of information?

- ❑ General Contractor
- ❑ Conductor (as in a symphony)
- ❑ Consultant
- ❑ Counselor
- ❑ Accountant, Fund Raiser
- ❑ Operations Manager
- ❑ Business Agent
- ❑ Forager/Scavenger
- ❑ Therapist, Confidant
- ❑ Advocate
- ❑ Production Manager
- ❑ Secretary
- ❑ Internet Detective
- ❑ Recorder (for young kids)
- ❑ Librarian
- ❑ Taxi Driver
- ❑ Coach
- ❑ Producer, Director, Stage Manager (as in a play)
- ❑ Press Agent
- ❑ Talent Scout
- ❑ Arbitrator
- ❑ Auditor
- ❑ Supply Sergeant
- ❑ Transportation Coordinator
- ❑ Caterer
- ❑ "Fixer" (something like a lawyer)
- ❑ Friend
- ❑ Editor
- ❑ Collaborator

The Teacher's Role as Guide-On-the-Side

Your main role as an Enrichment Cluster facilitator





The Teacher's Role as Guide-On-the-Side

1. Keep an informal tracking of your verbs…

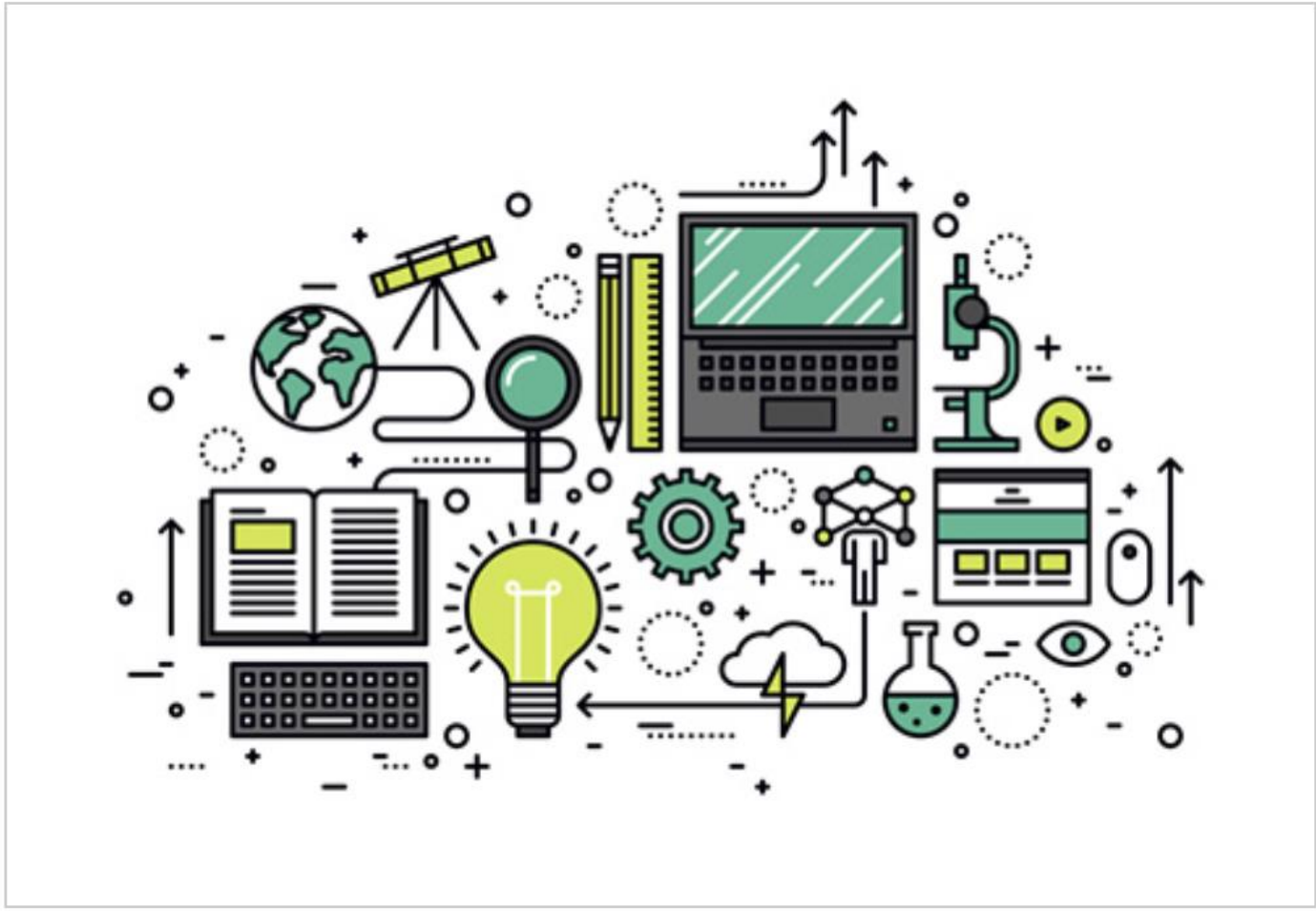
Typical Verbs Used for Raising Questions About Three Kinds of Knowledge

Words Uses to Prompt Received Knowledge Learning	Words Uses to Prompt Analyzed Knowledge Learning		Words Uses to Prompt Created Knowledge Learning
Define	Explain	Point out	Set goals
State	Interpret	Defend	Plan project (e.g., time lines, needed resources, action steps, intended outcomes, products, audiences)
Describe	Demonstrate	Differentiate	
Identify	Conclude	Reconstruct	
Label	Compare	Reorganize	Write (e.g., story, essay, proposal, musical score)
List	Contrast	Construct	
Match	Categorize	Devise	Interview
Outline	Design	Illustrate	Investigate
Memorize	Speculate	Infer	Design
Point to	Interpret	Compose	Formulate
Recall	Relate	Construct	Construct
Select	Predict	Infer	Gather data
Name	Estimate	Paraphrase	Organize
Label	Extrapolate	Translate	Produce
Arrange	Reconstruct	Evaluate	Schedule
Report	Hypothesize	Defend	Prioritize
Give examples	Design	Justify	Supervise
Calculate	Critique	Organize	Organize
Repeat	Distinguish between		Negotiate
Tell			Monitor
Recite			Publicize
Recognize			Communicate
			Budget
+	++		+++

The Teacher's Role as Guide-On-the-Side

1. Keep an informal tracking of your verbs.
2. Review the rules for brainstorming.
3. Encourage brainstorming about product formats.
4. Encourage brainstorming about possible audiences.

Super Hint for High Interest and Engagement for All Students



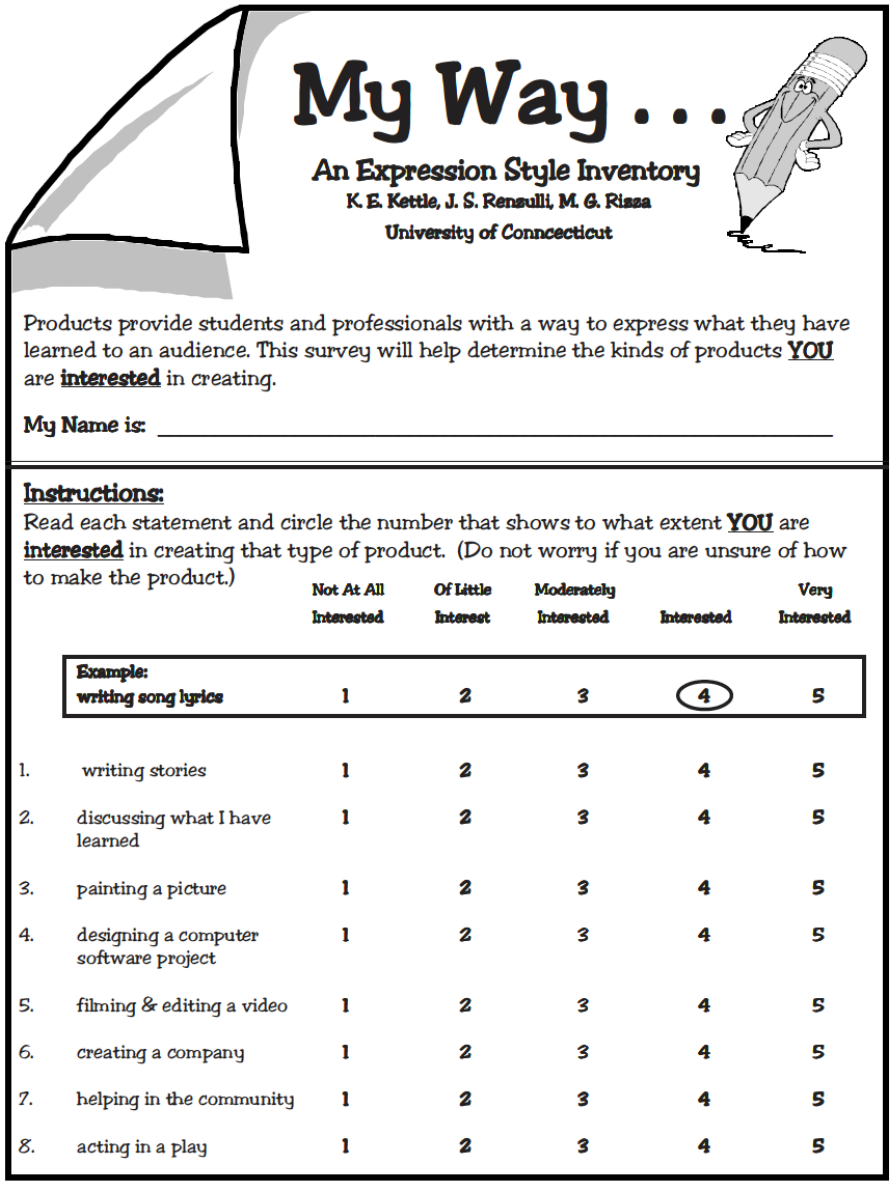
Divisions of Labor

Finding Students' Interests, Learning Styles, and Preferred Modes of Expressing Themselves

Reverse Engineering

Working "backwards" from interests, product, and expression style preferences to necessary skills for product development

Expression Style Inventory (Sample Items)



My Way . . .

An Expression Style Inventory

K. E. Kettle, J. S. Renzulli, M. G. Rizza
University of Connecticut

Products provide students and professionals with a way to express what they have learned to an audience. This survey will help determine the kinds of products **YOU** are **interested** in creating.

My Name is: _____

Instructions:

Read each statement and circle the number that shows to what extent **YOU** are **interested** in creating that type of product. (Do not worry if you are unsure of how to make the product.)

		Not At All Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
	Example: writing song lyrics	1	2	3	(4)	5
1.	writing stories	1	2	3	4	5
2.	discussing what I have learned	1	2	3	4	5
3.	painting a picture	1	2	3	4	5
4.	designing a computer software project	1	2	3	4	5
5.	filming & editing a video	1	2	3	4	5
6.	creating a company	1	2	3	4	5
7.	helping in the community	1	2	3	4	5
8.	acting in a play	1	2	3	4	5

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Table 1: **Expression Style Inventory Items, Factors/Components and Loadings:**
Principal Factor Analysis (PFA) with Varimax & Oblique Rotations
Principal Component Analysis (PCA) with Varimax & Oblique Rotations

Name of Factor or Component	Item PFA Loading	Item PCA Number	Item Stem	PFA Varimax Loading	PCA Varimax Loading	PCA Oblique Loading	PCA Oblique Loading
			14			designing an	
interactive computer project			.86			.61	
	.89		.89				
1			34			designing a computer	
game			.84			.85	
	.88		.89				
Computer		4			designing a computer software program		
	.84		.84			.88	
	.89						
Products		44			designing a multi-media computer show		
	.82		.82			.82	
	.83						
			54			designing information	
for the computer internet		.80			.84		
	.83		.85				
			24			designing computer	
animation			.79			.80	
	.81		.84				
			57			working to help others	
					.81		
	.77		.85			.84	
2			47			collecting clothing or	
food to help others		.78			.79		
	.83		.84				
Service			37			helping others by fund	
raising			.71			.74	
	.73		.78				
Products		7			helping in the community		
			.70			.49	
	.73		.78				
			27			helping others by	
supporting a social cause			.69			.73	
	.68		.72				
			17			helping other students	
					.67		

What do we mean by Expression styles?

Just a Few Product Options

Things young people create as they investigate various topics of interest and interact with the principles, concepts and methodology of one or a combination of disciplines. The goal is always the same – Impact Upon Audience the *raison d'être* of the creative and productive person.

- **Artistic Products**
  - **Architecture**
  - **Murals**
  - **Sculpture**
  - **Maps**
  - **Graphic, Digital, & Landscape Designs**
  - **Etc.**
- **Performance Products**
  - **Skits**
  - **Role Playing**
  - **Dance**
  - **Mime**
  - **Interpretive Song**
  - **Plays**
  - **Etc.**

- **Spoken Products**
  - **Debates**
  - **Speeches**
  - **Demonstrations**
  - **Panel Discussions**
  - **Book Talks**
  - **Poetry Readings**
  - **Broadcasts**
  - **Etc.**
- **Visual Products**
  - **Videos**
  - **Musical Scores**
  - **Blueprints**
  - **Diagrams/Charts**
  - **Timelines**
  - **Multimedia**
  - **Cartoons**
  - **Etc.**

- **Constructed Products**
  - **Puppets**
  - **Models**
  - **Robots**
  - **Set Designs**
  - **Gadgets**
  - **Furniture**
  - **Sports Equipment**
  - **Costumes**
  - **Jewelry**
  - **Software**
  - **Quilts**
  - **Gardens**
  - **Games (board & virtual)**
  - **Etc.**

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Artistic Products

Architecture	Batik	Landscaping	Puzzles
Murals	Exhibits	Terrariums	Car designs
Decoration	Cartoons	Mosaic	Maps
Sculpture	Book covers/designs	Collage	Sewing
Filmstrips	Fabric design	Silk screens	Puppets
Slide shows	Maps	Movies	Set design
Comic strips	Mobiles	Videos	Tin ware
Yearbook	Fashion design	Computer graphics	Pottery
Advertisements	Jewelry	Aquariums	Iron work
Drawing	Diorama	Painting	Weaving
Graphic design	Furniture design	Web pages	Calligraphy
Photography	Wood carvings	Package design	Tessellations
Engraving	Political cartoons	Postcards	Multimedia presentations
Etching	Horticultural design	Posters	
		Computer graphics	

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Performance Products

Skits	Dance	Films/videos	Interpretive song
Role playing	Mime	Reader's theater	Composition
Simulations	Puppet shows	Poetry readings	Chorale
Theatrical performance	Dramatic monologues	Improvisations	Concerts
Vocal	Comic performances	Musical performance	Parades
Athletic events	Demonstrations	Experiments	Reenactments

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Spoken Products

Debates	Lecture	D. J. Shows	Book talks
Speeches	Mock trials	Panel discussions	Chronicles
Radio plays	Songs	Celebrity roasts	Forums
Advertisements	Sales promotions	Narrations	Sign language
Poetry readings	Simulations	Sermons	Puppet shows
Storytelling	Demonstrations	Dedication ceremonies	Book reviews
Poetry for two voices	Phone conversations	Weather reports	Audiotapes
Interviews	Eulogies	Rap songs	Infomercials
Oral histories	Announcements	Town crier	Master of ceremony
Newscasts	Comedy routines	Guided tours	Oral reports

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Visual Products

Videos	Layouts	Ice sculptures	Maps
Slide/digital photo shows	Models	Demonstrations	Diagrams
Computer printouts	Pottery	Cartoons	Mobiles
Sculptures	Proclamations	Travel brochures	Set design
Table settings	Computer programs	Athletic skills	Experiments
Advertisements	Timelines	Blueprints	Caricatures
Puppets	Diagrams/charts	Lists	Silk screening
Calendars	Sketches	Multimedia presentations	Graphic organizer
Musical scores	Graphs	Graphic design	Photography
Book jackets	Collages	Paintings	Fashion design

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Models/Construction Products

Drama sets	Gardens	Bird houses	Instruments
Sculpture	Dioramas	Bulletin boards	Robots
Relief map	Shelters	Circuit boards	Machines
Habitat	Collections	Paper engineering	Rockets
Bridges	Ceremonies	Puppet theaters	Play facilities
Inventions	Learning centers	Computer programs	Quilts
Food	Pottery	Computers	Multimedia presentation
Vehicles	Working models	Documentaries	Hydroponic farms
Fitness trails	Ant farms	Exhibitions	Masks
Microscopes	Buildings	Interviews	Robots
Microscope slides	Toys	Scale models	Gifts
Aqueducts	Games	3-d figures	Catalogs
Terrariums	Books	Graphs	Mazes
Greenhouses	Solar collectors	Furniture	Blueprints

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Written Products

Pamphlets	Parables	Analyses	Lists
Brochures	Advertisements	Epics	Budgets
Books	Laws	Web pages	Criteria listings
Speeches	Graphs	Autobiographies	Census reports
Captions	Notes	Flow charts	Folktales
Charts	Diaries/journals	Amendments	Graphic organizers
Radio programs	Poetry	Family trees	Story problems
Instructions	Marketing plans	Position statements	Public service announcements
Interview questions	Comic strips	Banners	Ethnography
Outlines	Jokes/riddles	Plays/skits	Maps
Simulations	Slogans	Letters/postcards	Timelines
Recipes	Songs/lyrics	Crossword puzzles	Multimedia presentations
Legends	Questionnaires	Summaries	Discussion group questions
Definitions	Invitations	Consumer reports	Limericks
Bibliographies	Story boards	Articles (newspaper, journal, etc.)	Grants
Rhymes	Greeting cards		

Product Planning Guide

Leadership Products

Speeches	Mock trails	Open forums	Service learning projects
Plans	Musical performances	Fund raising	Editing a newspaper
School patrols	Elections	Student council/ government	Directing a plan
Leading rallies	Debates	Organizing a business	Bulletin board/chat room/ discussion group on internet
Consensus building	Campaigns	Organizing a group	Club or class webmaster
Role playing	Protests	Editorials	

How do you like to express yourself?

- **Artistic Products**
  - Architecture
  - Murals
  - Sculpture
  - Maps
  - Graphic, Digital, & Landscape Designs
  - Etc.
- **Performance Products**
  - Skits
  - Role Playing
  - Dance
  - Mime
  - Interpretive Song
  - Plays
  - Etc.

- **Spoken Products**
  - Debates
  - Speeches
  - Demonstrations
  - Panel Discussions
  - Book Talks
  - Poetry Readings
  - Broadcasts
  - Etc.
- **Visual Products**
  - Videos
  - Musical Scores
  - Blueprints
  - Diagrams/Charts
  - Timelines
  - Multimedia
  - Cartoons
  - Etc.

- **Constructed Products**
  - Puppets
  - Models
  - Robots
  - Set Designs
  - Gadgets
  - Furniture
  - Sports Equipment
  - Costumes
  - Jewelry
  - Software
  - Quilts
  - Gardens
  - Games (board & virtual)
  - Etc.

Those aren't just any old doodles, Ms. James. They're notes for my graphic novel.

LOGISTICS

WHO: All students in your school, grouped by 2–3 grade levels (i.e., GRADES 1–3, 4–6)—All teachers and professionals in the school, parent volunteers, community members to work with professionals

WHAT: ENRICHMENT CLUSTERS FOR ALL, potentially sponsored by your PTO for expenses (but these are often not expensive)

WHEN: A SERIES OF TWO, EACH YEAR—8 in the fall and 10 in the spring, Friday or Wednesday afternoons

WHERE: All over the school, spaces for under 10 and up to 25 (with more than one adult.

WHY: Joyful Learning

Six Key Questions

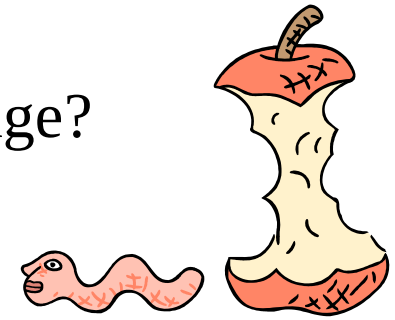
[For Facilitating an Enrichment Cluster of Type III Investigations]

1. **What do people with an interest in this area do?**
2. **What products do they create and/or what services do they provide?**
3. **What methods do they use to carry out their work?**
4. **What resources and materials need to produce high quality products and services?**
5. **How, and with whom, do they communicate the results of their work?**
6. **What steps need to be taken to have an impact on intended audiences?**

Save Our Planet

- Would you like to become a “Dumpsite Detective” and uncover ways to reuse our trash?

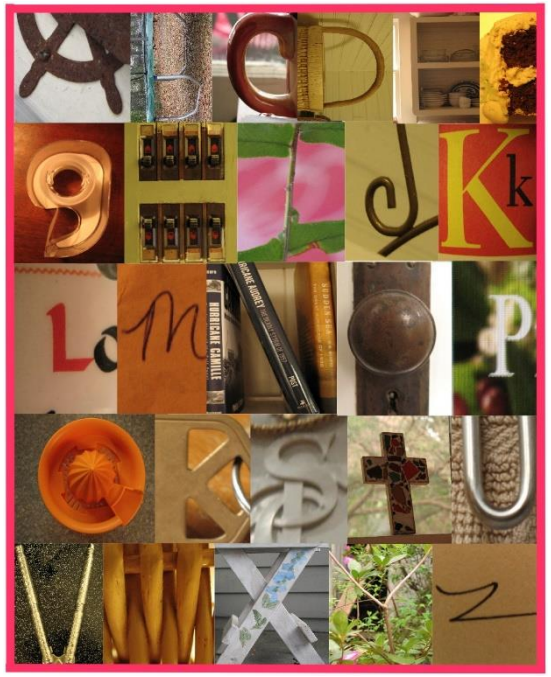
- Would you like to see worms at work reducing our lunchroom garbage?



Join **The Recyclers** and become an expert in converting trash into *treasures*!

Be a Mother Nature Super Hero and Save the World!

Abc…
Click!



The Alphabet can be found all around us…

Do you like to take pictures? Have an eagle eye? Join this cluster and use technology to take pictures of letters that you find in nature and architecture.

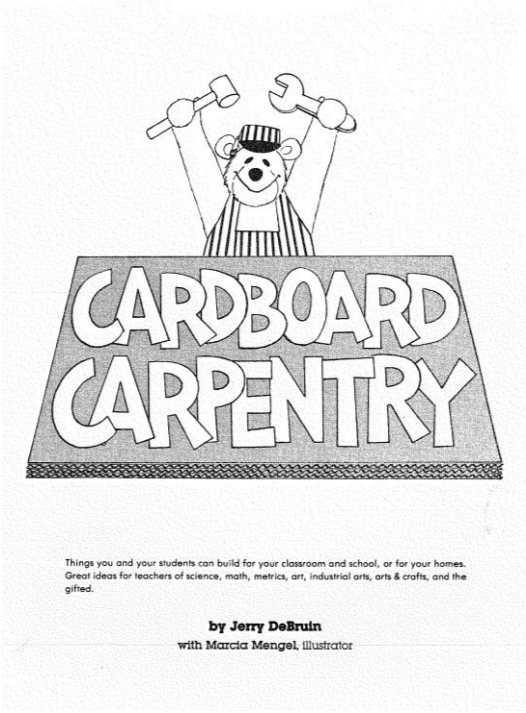
Cardboard Arcade

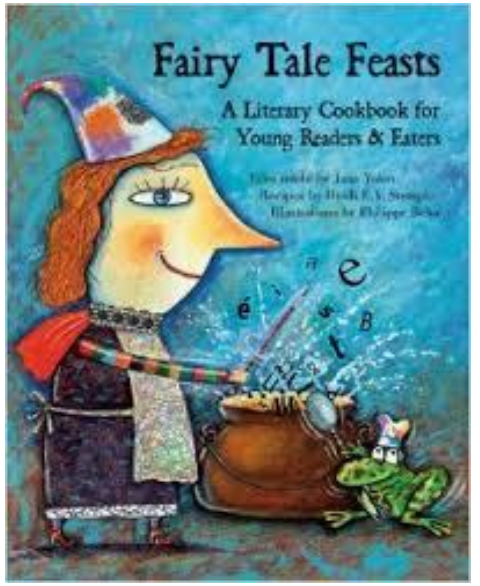
Do you like going to arcades?

Do you like to create things from leftover boxes?

Join us to help create the first ever

Kelly Lane School Cardboard Arcade!





Cooking With Books

Do you like to cook?

Do you like to read books?

Do you like to make recipes that go along with books?

Join us for some FUN!!!

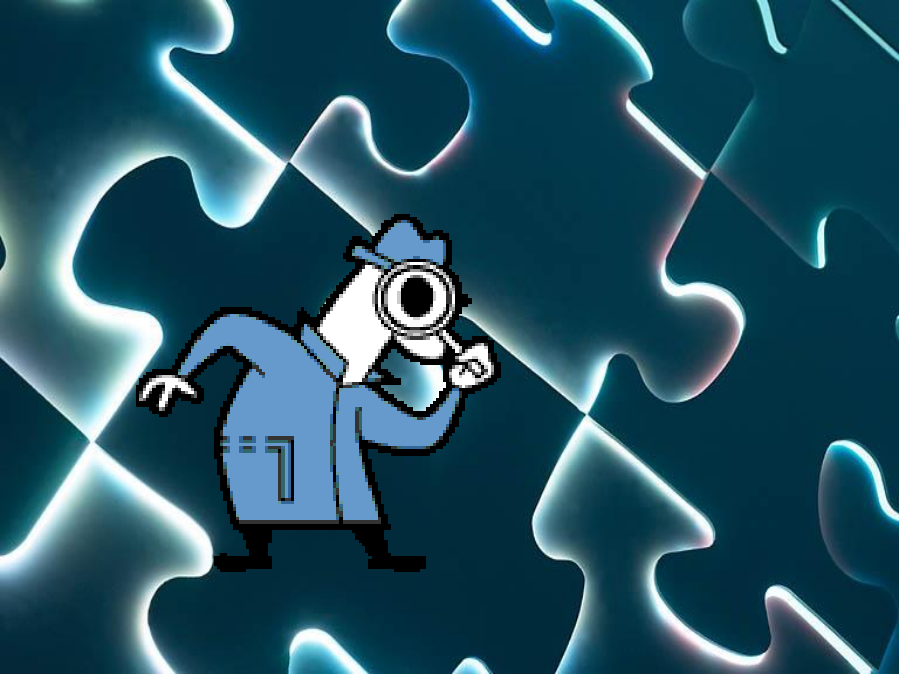
Duct Tape Doodads

Do you like to create with Duct Tape?

Do you like to make someone smile?

Can you imagine raising money for a charity of your choice?

Come and have some fun while we create Duct Tape crafts to make people smile.



Crime Scene Detectives

Would you like to be a detective?
Investigate crimes?

Have you ever
wondered what it takes
to solve a crime?

If investigating a crime, gathering evidence, and solving mysteries strike your curiosity then this is the cluster for you! Join The Crime Scene Detectives

Sample Cluster Descriptions

- ***The Poets' Workshop***

  What is it like to be a poet? Explore the poetry of some of America's greatest poets, including Robert Frost, Langston Hughes, Emily Dickinson and others. Write, illustrate, and perform original poems or interpret others'work. Identify outlets for our work.

- ***Invention Convention***

  Are you an inventive thinker? Would you like to be? Come to this cluster to brainstorm a problem, try to identify many solutions, and design an invention to solve the problem. Create your invention individually or with a partner under the guidance of Bob Erickson and his colleagues. You may share your final product and the Young Inventor's Fair, a statewide, day-long celebration of creativity.

The Arts and Mathematics

- The Electronic Music Research Institute.
- The Visual Artist’s Workshops
- The Meriden theater Company
- The Native American Dance Institute
- The Video Production Company
- The Young Musicians’ Ensemble
- The Photographers’ Guild
- The Math Materials Publication Company
- The Math Mentors’ Association
- The Female Mathematicians’ Support Group
- The Mathematics Competitions League
- *The Math Puzzle Challenge Quarterly*

Social Sciences and Humanities

- The Hispanic Cultural Awareness Association
- The Junior Historical Society
- The Social Science Research Team
- The Torrington Geographic Society
- The Creative Cartographers' Guild
- The Young Authors' Guild
- The Poet' Workshop
- The African-American Literary Society
- The Investigative Journalism Group
- The Quarterly Review of Children's Literature
- Save the Theater Group

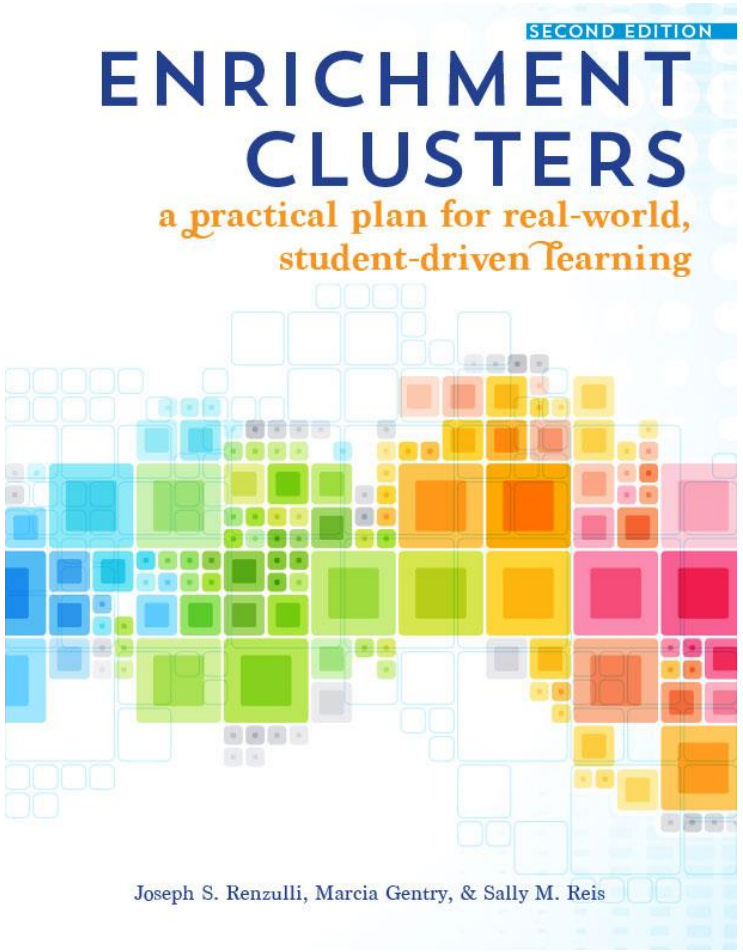
Technology and Sciences

- The Computer Graphics Design Team
- The Computer Games Production Company
- The Computer Literacy Assistance Association
- The Creative Software Society
- The Desktop Publishing Company
- The Save the Dolphins Society
- The Physical Science Research Institute
- The Mansfield Environmental Protection Agency
- The Experimental Robotic Team
- The Horticultural Beautification Committee
- Save our Rivers and Waterways

What Cluster will YOU facilitate?

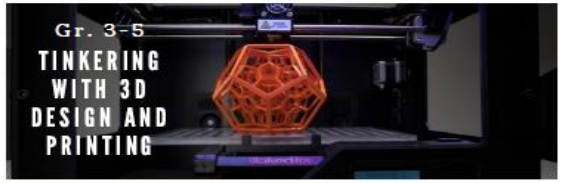
- What will the title be?
- What is your first line of the description?
- Think about what you love to do in your spare time—get a fun, descriptive title.
- Talk to an expert who works in this area-get a guest speaker for a Type I.
- Go on line and find some fun background reading and video clips about your topic.
- Find a few examples of creative products, especially if they were done by young people and plan to talk about them with your students.
- Find some competitions and contests/ask what is a problem we can solve in our community or area?

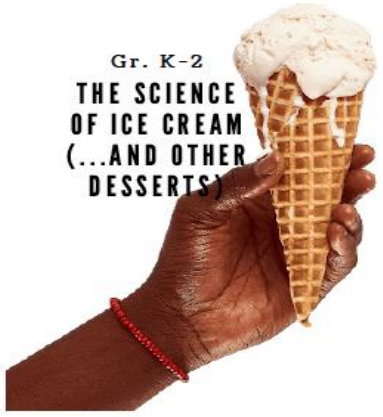
Practical Information on Developing Enrichment Clusters

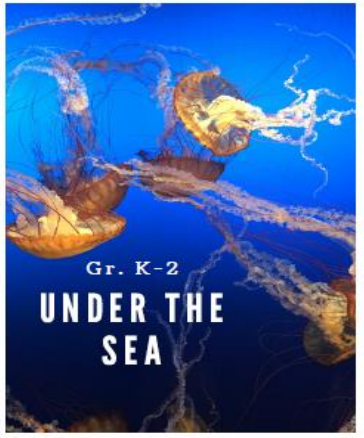


Tell a Story About Your Favorite Super Hero

Mineola PUBLIC SCHOOLS
...For a Lifetime of Learning







Summer Virtual Enrichment Clusters

Cluster Offerings for Entering K-7 Students

Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes of Expression
- Achievement Levels

A Tool for Personalization & Curricular Infusion

Resource Matching Search Engine 50,000 Enrichment Resources

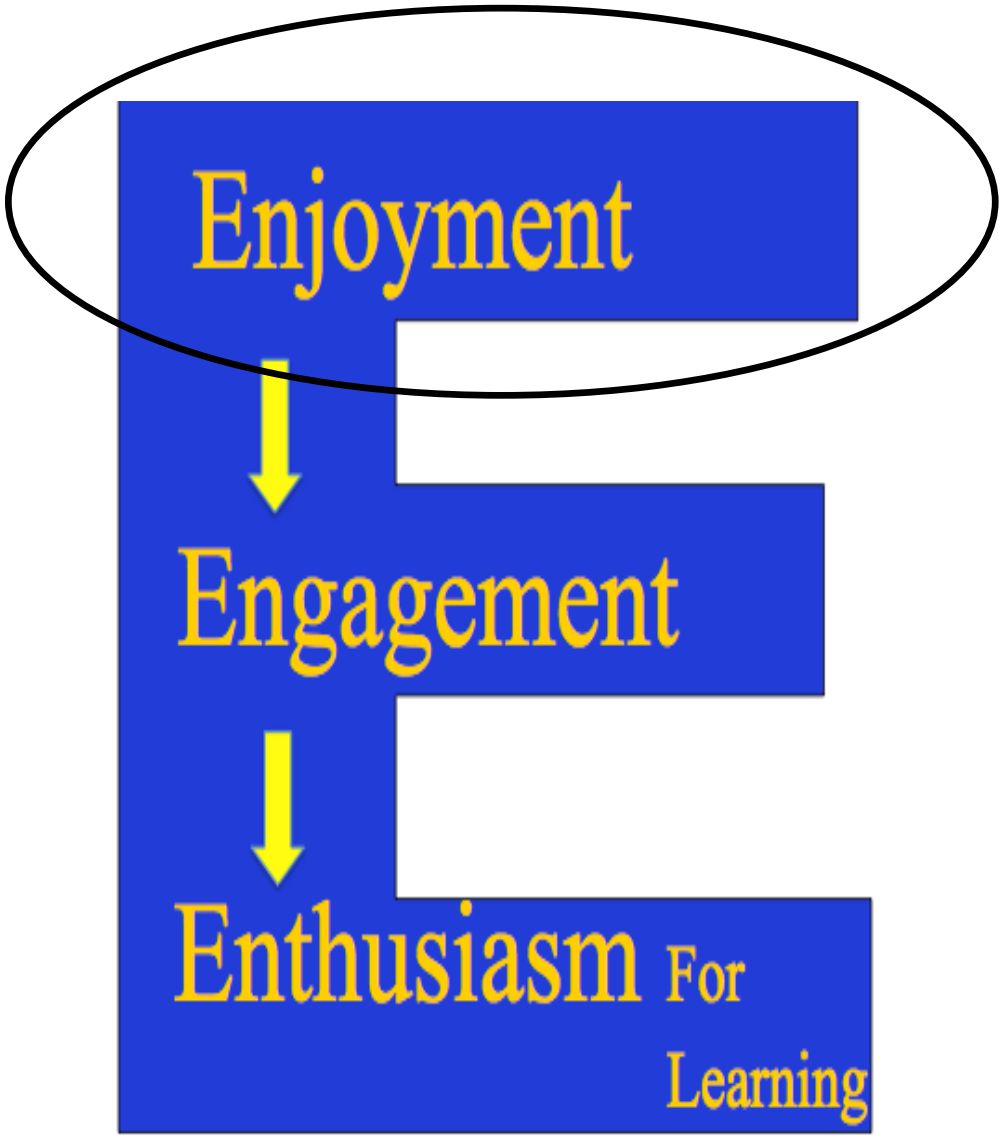
https://renzullilearning.com

Research about the SEM and Enrichment Clusters

https://gifted.uconn.edu

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

https://confratute.uconn.edu



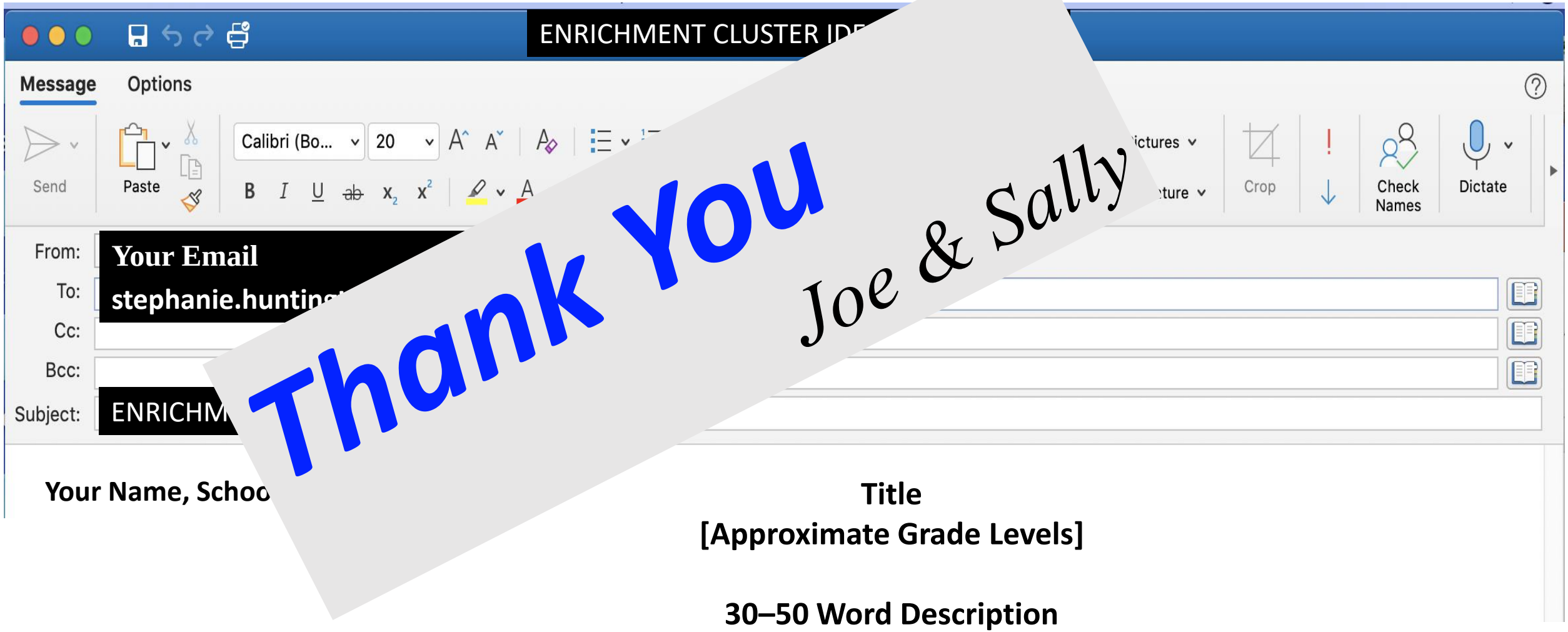
Enjoyment

Engagement

Enthusiasm For Learning

The Enrichment Cluster Happiness Scale

…and we hope this is the way your students will respond every day when they leave your enrichment cluster.

"Teamwork makes the dream work."

Send Us an Email for the Renzulli Center Enrichment Cluster Exchange Database