

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

Joseph S. Renzulli
Sally M. Reis
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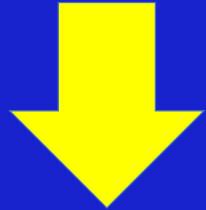
***“Teamwork makes
the dream work.”***

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

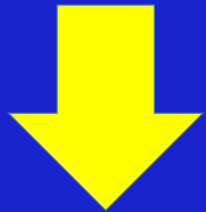
Your Name, School, and District		Title
		[Approximate Grade Levels]
		30–50 Word Description
<div><div>ENRICHMENT CLUSTER IDEA EXCHANGE</div><div><div>Message Options</div><div><div>Send</div><div>Paste</div><div>Calibri (Bo... 20 A[^] A^v A₂ x₂ x² B I U ab </div></div></div><div><div>From: Your Email</div><div>To: stephanie.huntington@uconn.edu</div><div>Cc:</div><div>Bcc:</div><div>Subject: ENRICHMENT CLUSTER IDEA EXCHANGE</div></div></div>		

The Goals of The SEM

Enjoyment



Engagement



Enthusiasm For
Learning

Continuum of Learning Theories*

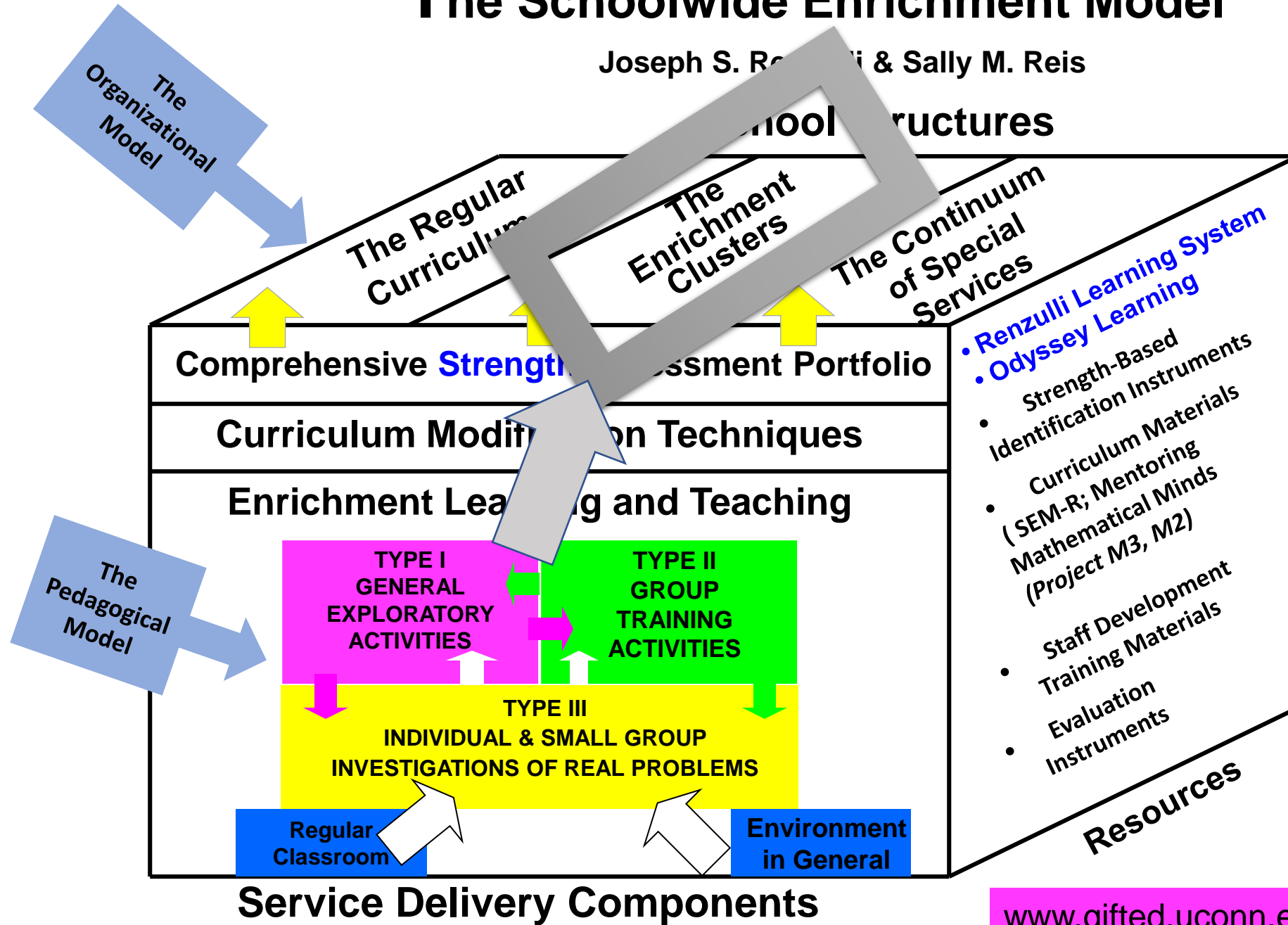
Quick
Review of
All You
Need to
Know About
Learning
Theories



***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. Renzulli & Sally M. Reis



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

Enrichment Oriented Learning Environments and Opportunities



For All Students and Special Interest Learning Groups



The Enrichment Triad Model

Advanced level opportunities for high ability and highly motivated students.

**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

III. Learning How-To Learn Skills

A. Listening, Observing, & Perceiving

B. Reading, Notetaking, & Outlining

C. Interviewing & Surveying

D. Analyzing & Organizing Data

V. Written, Oral, and Visual Communication Skills

A. Written Communication Skills

B. Oral Communication Skills

C. Visual Communication Skills

II. Character Development and Affective Process Skills

A. Character Development

B. Interpersonal Skills

C. Intrapersonal Skills

IV. Using Advanced Research Skills & Reference Materials

A. Preparing for Research & Investigative Projects

B. Library & Electronic Reference

C. Finding & Using Community Resources

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
Visual arts
Physical sciences
Philosophy

Social sciences
Law
Religion
Language arts

Music
Life science
Movement 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

High Achieving Students

All Students

All Students

Creative Writing

High Achieving Students

All Students

All Students

Science and Technology

High Achieving 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.

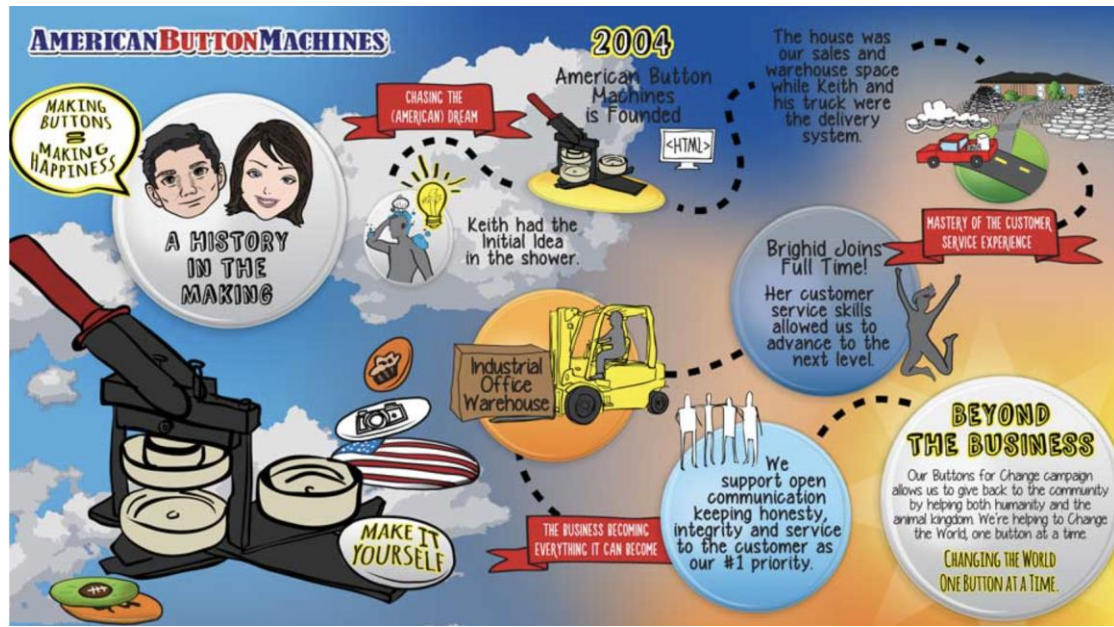
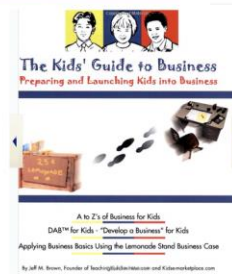
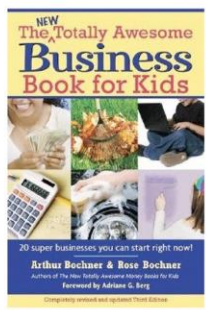
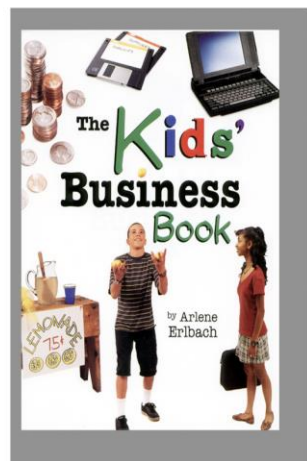
Video on Enrichment Clusters from NYC

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

I. Cognitive Thinking Skills	II. Character Development and Affective Process Skills
A. Creative Thinking Skills	A. Character Development
B. Analytic, Problem-Solving & Decision-Making Skills	B. Interpersonal Skills
C. Critical and Logical Thinking Skills	C. Intrapersonal Skills
III. Learning How-To Learn Skills	IV. Using Advanced Research Skills & Reference Materials
A. Listening, Observing, & Perceiving	A. Preparing for Research & Investigative Projects
B. Reading, Notetaking, & Outlining	B. Library & Electronic Reference
C. Interviewing & Surveying	C. Finding & Using Community Resources
D. Analyzing & Organizing Data	
V. Written, Oral, and Visual Communication Skills	VI. Meta-Cognitive Technology Skills
A. Written Communication Skills	• The ability to identify trustworthy and useful information
B. Oral Communication Skills	• The ability to selectively manage overabundant information
C. Visual Communication Skills	• 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

Type II Enrichment: Skills and Resources

From the [How-To Books Data Base at www.renzullilearning.com](http://www.renzullilearning.com)



Divisions of Labor

- Designers
- Manufactures
- Advertising & Sales



Renzulli Learning Home Student Site Manager Site Registration Contact Logout Help

Teachers

My Students Lesson Planning & Differentiation Activities Manager Teacher Resources My Portfolio

Search Activities | Favorite Activities List | Activity Learning Maps | Submit an Activity | Inbox | Calendar

Activities Manager Search Activities

Search for Activities by...

Basic Search Advanced Search Search as a Student Saved Searches

5 RETURN

Interest Areas:	Learning Styles:	Abilities:	Expression Styles:
Business	Discussion	3-5 Medium	
	Group Work	3-5 High	
	Technology	6-9 Low	
	Programmed Instruction	6-9 Medium	
	Lecture	6-9 High	
	Games	10-12 Low	
	Simulation	10-12 Medium	
	Peer Tutoring		
	Independent Study		

The Totally Awesome Money Book For Kids by Arlene G. Berg and Arthur Berg
 Scholastic Market Press, 2002 ISBN: 1557044937
 Written by a kid (with the help of her parents) this book is full of cartoons, drawings, quizzes, games, riddles and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.

Add to My Favorites Share with Students/Teachers Attach to Assignment/Project

Type III Enrichment

Development of a Real Product



The Basics of Enrichment Clusters

Major Features of Enrichment Clusters

Theme: Every Student 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!

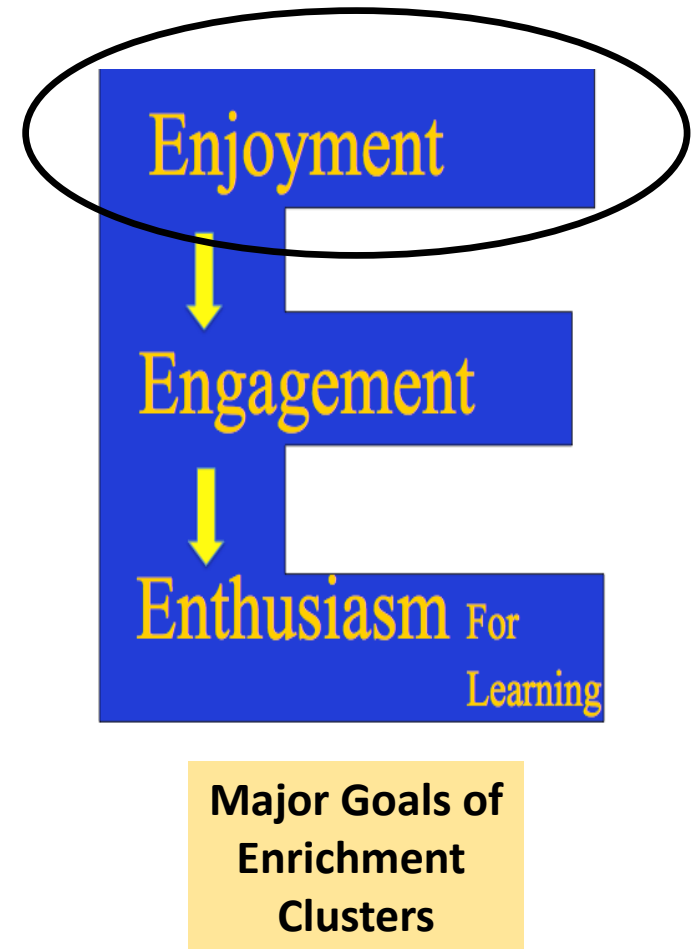
Have predetermined expectations other than some kind of creative productivity.

Talk too much.

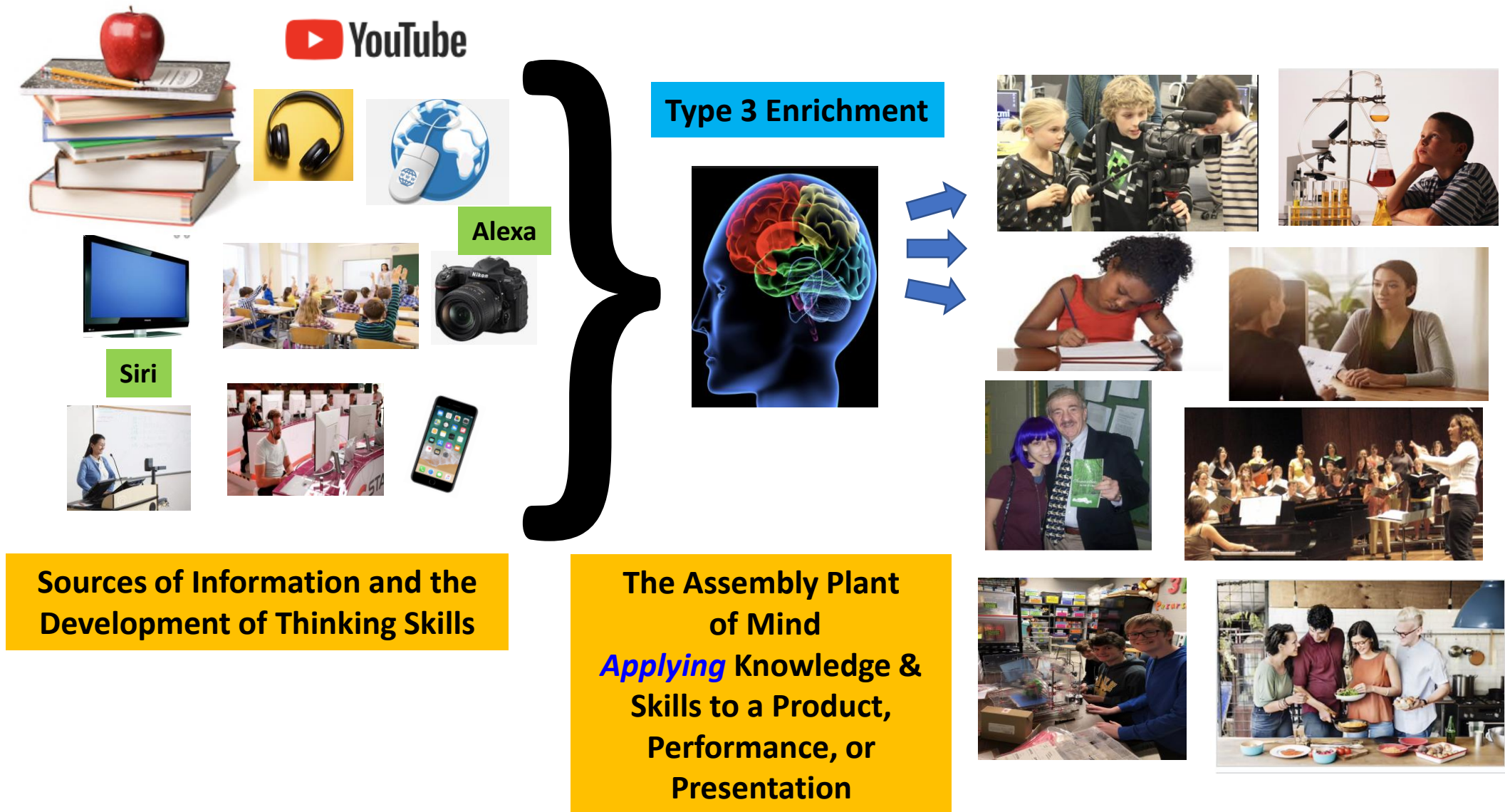
Have every student doing the same thing.

Conduct a traditional, orderly, quiet classroom.

Preparing students for a test.



What do we mean by creative/productive giftedness?



TEACHER TRAINING ACTIVITY

"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



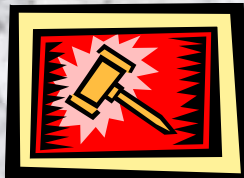
Written, Visual, and Performing Arts

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.”

?

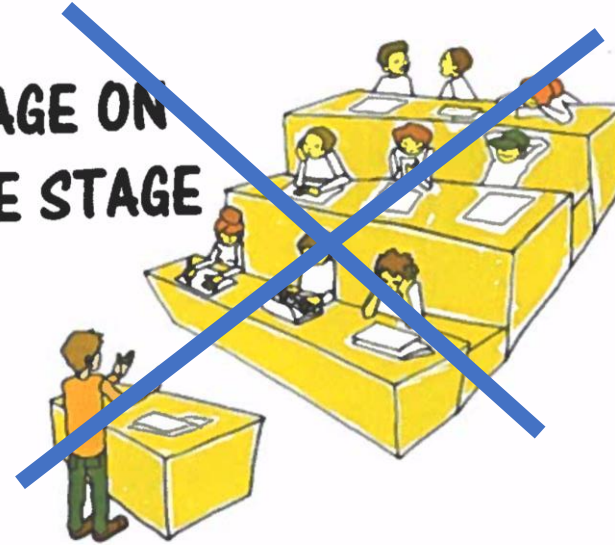
Please list the roles you fulfilled in addition to the role of instructor and disseminator of information?

- ☐ 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**

**SAGE ON
THE STAGE**



GUIDE ON THE SIDE



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

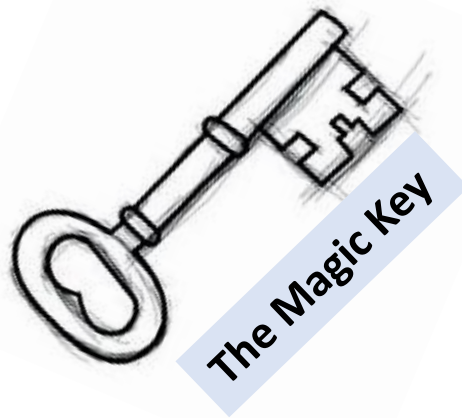
The Teacher's Role as Guide-On-the-Side

- 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. Rensulli, 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

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	PCA Number	Item PFA	PCA	Oblique Loading	Oblique Loading
		Loading		Stem Varimax	Varimax		
	interactive computer project			14			designing an
				.86			.61
				.89			
1	game			34			designing a computer
				.84			.85
				.89			
Computer			4				designing a computer software program
				.84			.88
				.89			
Products			44				designing a multi-media computer show
				.82			.82
				.83			
	for the computer internet			54			designing information
			.80		.84		
				.85			
	animation			24			designing computer
				.79			.80
				.84			
				57			working to help others
					.81		
2				.85			.84
	food to help others			47			collecting clothing or
			.78		.79		
				.84			
Service				37			helping others by fund
raising				.71			.74
				.78			
Products			7				helping in the community
				.70			.49
				.78			
	supporting a social cause			27			helping others by
				.69			.73
				.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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<ul style="list-style-type: none"> Artistic Products <ul style="list-style-type: none"> Architecture Murals Sculpture Maps Graphic, Digital, & Landscape Designs Etc. Performance Products <ul style="list-style-type: none"> Skits Role playing Dance Mime Interpretive Song Plays Etc. 	<ul style="list-style-type: none"> Spoken Products <ul style="list-style-type: none"> Debates Speeches Demonstrations Panel Discussions Book Talks Poetry Readings Broadcasts Etc. Visual Products <ul style="list-style-type: none"> Videos Musical Scores Blueprints Diagrams/Charts Timelines Multimedia Cartoons Etc. 	<ul style="list-style-type: none"> Constructed Products <ul style="list-style-type: none"> Puppets Models Robots Set Designs Gadgets Furniture Sports Equipment Costumes Jewelry Software Quilts Gardens Games (board & virtual) Etc.
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Product Planning Guide

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	

Product Planning Guide

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

Product Planning Guide

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

Product Planning Guide

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

Product Planning Guide

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

Product Planning Guide

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 trials	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**

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- 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

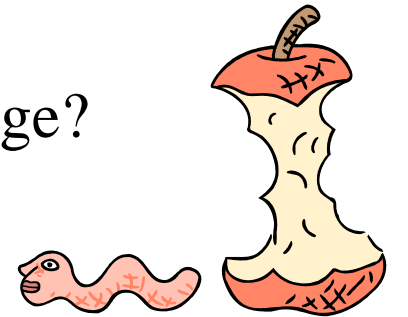
[For Facilitating an Enrichment Cluster of Type III Investigations]

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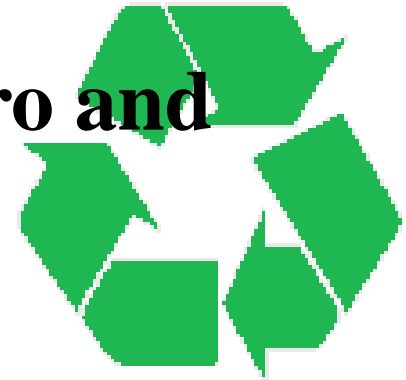
Save Our Planet

- 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...

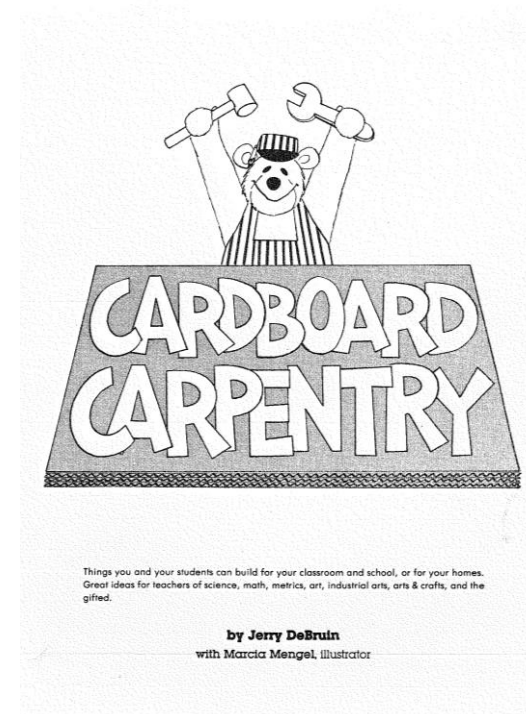
Do you like to take pictures? Have an eagle eye? Join this cluster and use technology to take pictures of letters that you find in nature and architecture.

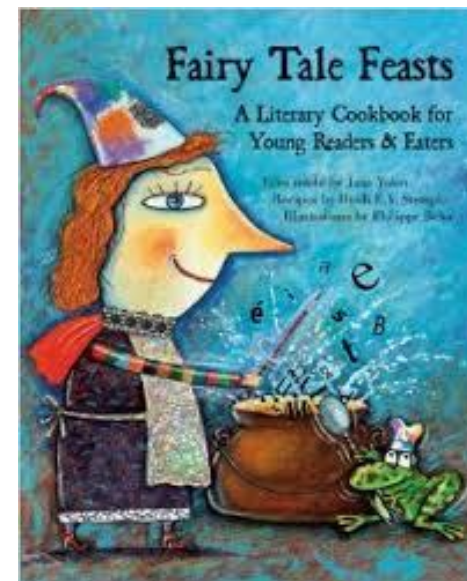
Cardboard Arcade

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



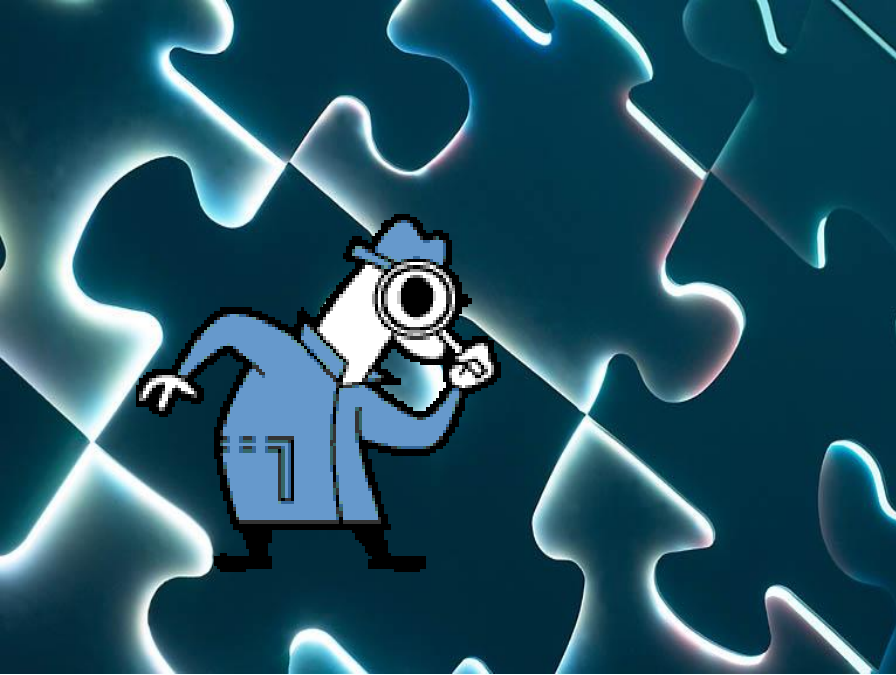
Do you like to create with Duct Tape?

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

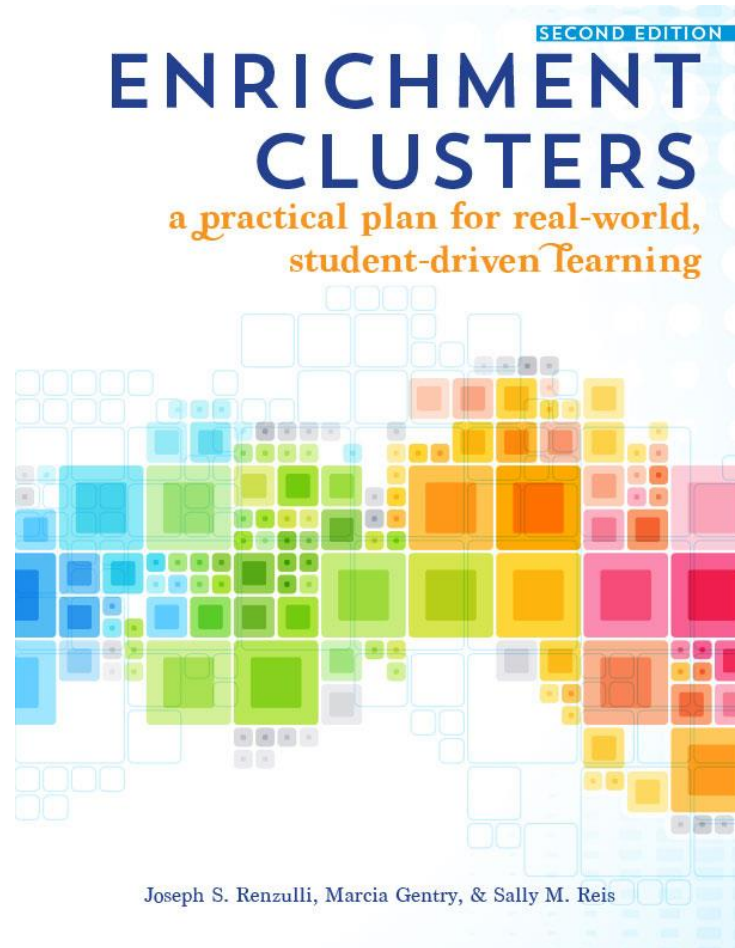
Technology and Sciences

- 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?

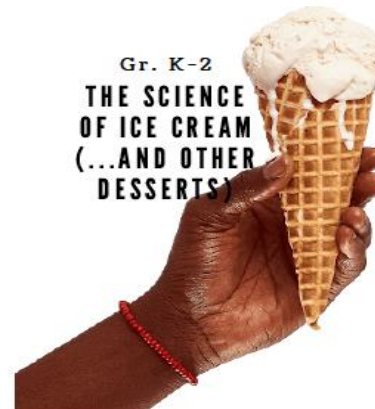
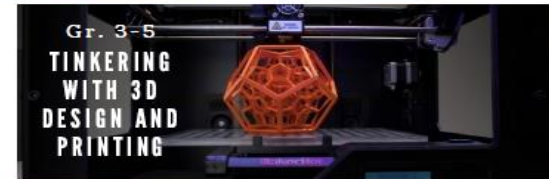
- What will the title be?
- What is your first line of the description?
- Think about what you love to do in your spare time—get a fun, descriptive title.
- Talk to an expert who works in this area-get a guest speaker for a Type I.
- Go on line and find some fun background reading and video clips about 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



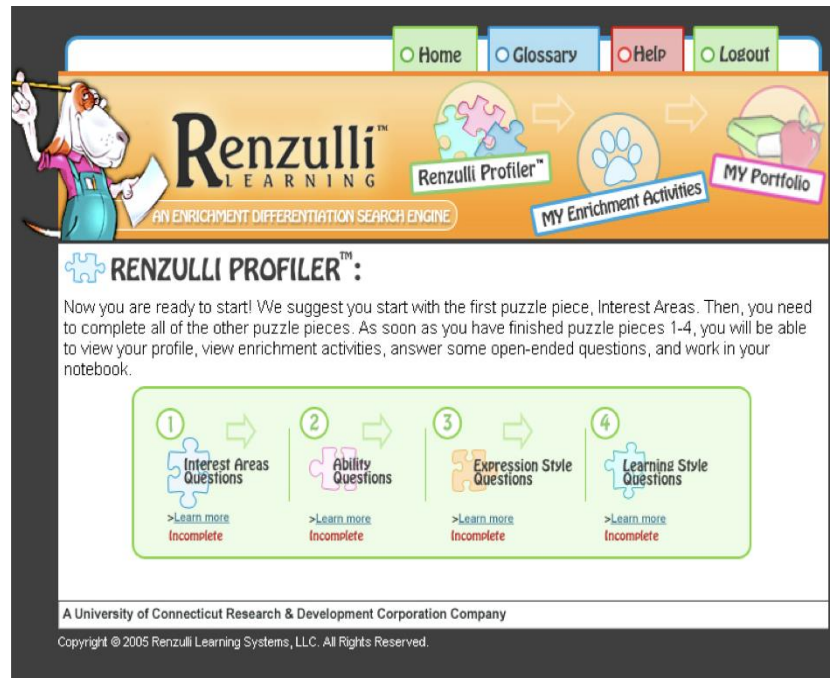


**Tell a Story About
Your Favorite
Super Hero**



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**

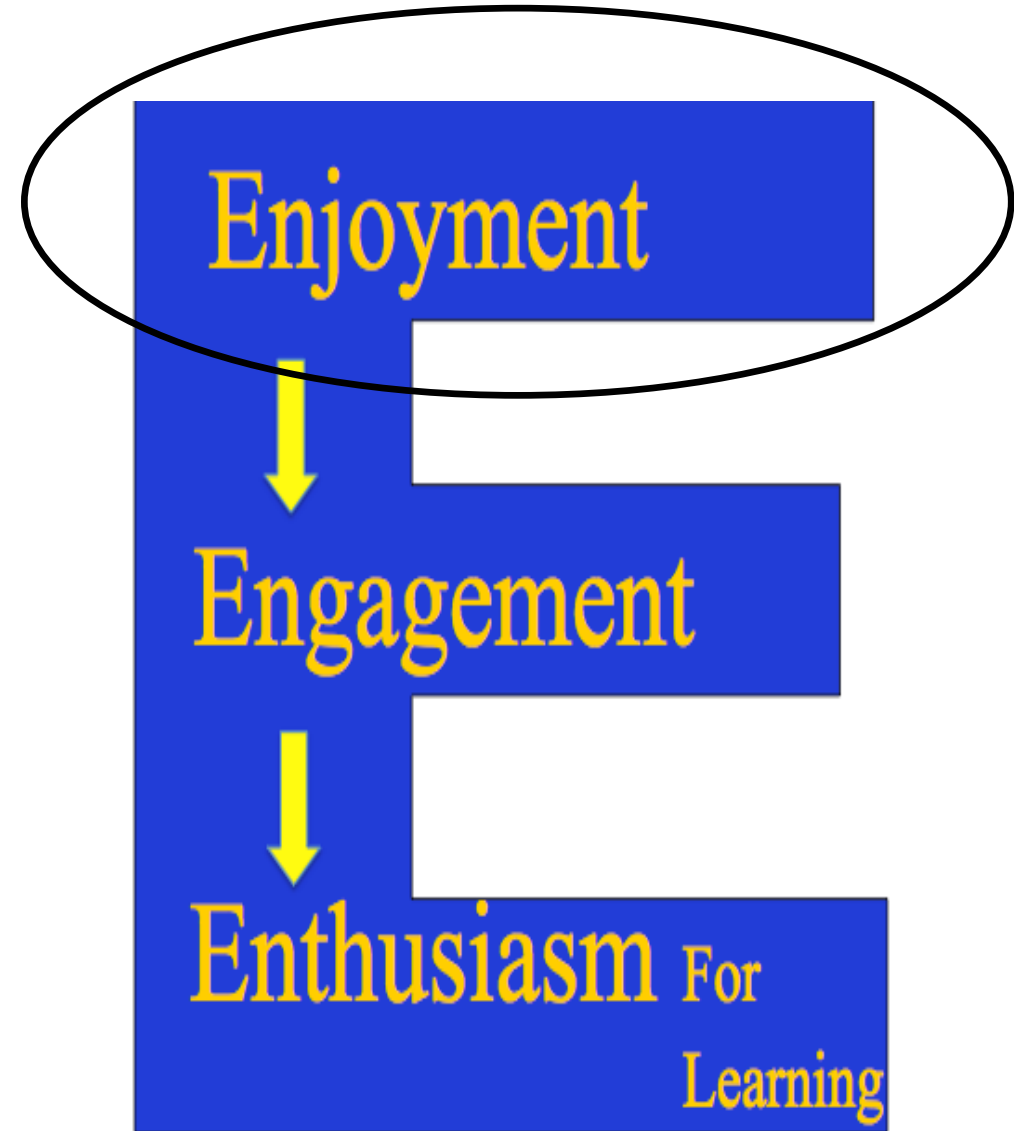
<https://renzullilearning.com>

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

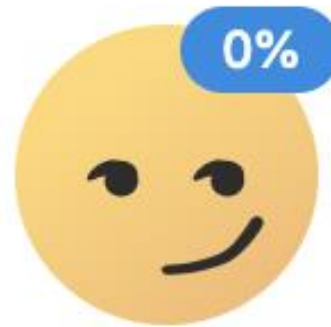
The Enrichment Cluster Happiness Scale



Happy



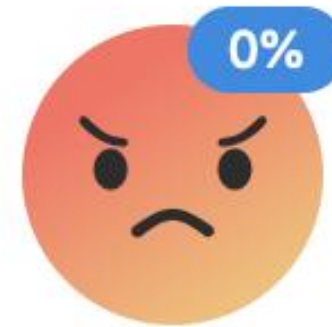
Unmoved



Amused



Excited



Angry



Sad

...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*

ENRICHMENT CLUSTER IDENTIFICATION

Message Options

Send Paste

Calibri (Bo... 20 A A A

B I U x_2 x^2

Pictures Crop Check Names Dictate

From: **Your Email**

To: **stephanie.huntington**

Cc:

Bcc:

Subject: **ENRICHMENT CLUSTER IDENTIFICATION**

Thank You

Joe & Sally

Your Name, School, and District

Title

[Approximate Grade Levels]

30–50 Word Description