



# Connecting to Curriculum Series:

## *Schoolwide Enrichment Model*

January 31, 2018

4:30 p.m.- 6:00 p.m.

*Thank you to our hosts:*

**DC Public Library**



20 Years of Equitable Access for DC Students

**Celebrating 20 Years of Providing Equitable Access to Arts and Humanities Education**  
**#CollaborativeEffect #CollectiveImpact @DCCollaborative**



# Agenda

- **Host Welcome** — Carmen Boston, Children's Services Coordinator, DC Public Library
- **DC Collaborative Welcome**— Lissa Rosenthal-Yoffe, Executive Director, DC Collaborative
- **Connecting to Curriculum Series: Schoolwide Enrichment Model-** Felicia Messina-D'Haiti, Manager, Academic Enrichment Programs, District of Columbia Public Schools



20 Years of Equitable Access for DC Students

***Celebrating 20 Years of Providing Equitable Access to Arts and Humanities Education***  
***#CollaborativeEffect #CollectiveImpact @DCCollaborative***



# Please Join Us!

## Winter Member's Meeting: Advocacy Edition *Ensuring Students are in the Best Position to Learn*

February 8, 2018, 3:30-5:30 PM

GALA Hispanic Theatre

Special Guest Speaker- David Grosso, Chairperson, Committee on  
Education, Council of the District of Columbia



ARTSACTION DC



DCPS ARTS



20 Years of Equitable Access for DC Students

**Celebrating 20 Years of Providing Equitable Access to Arts and Humanities Education**  
**#CollaborativeEffect #CollectiveImpact @DCCollaborative**



January 2018

# The Schoolwide Enrichment Model (SEM) in the District of Columbia Public Schools

**Felicia Messina-D'Haiti**  
Manager, Academic Enrichment Programs



# Welcome

---

- What is the Schoolwide Enrichment Model (SEM)?
- How does the SEM operate in DCPS?
- What schools are the SEM schools?
- How can outside organizations partner with the SEM schools?

## What is the Schoolwide Enrichment Model (SEM)?

---

The main focus of SEM is to provide gifted pedagogy to total school improvement.

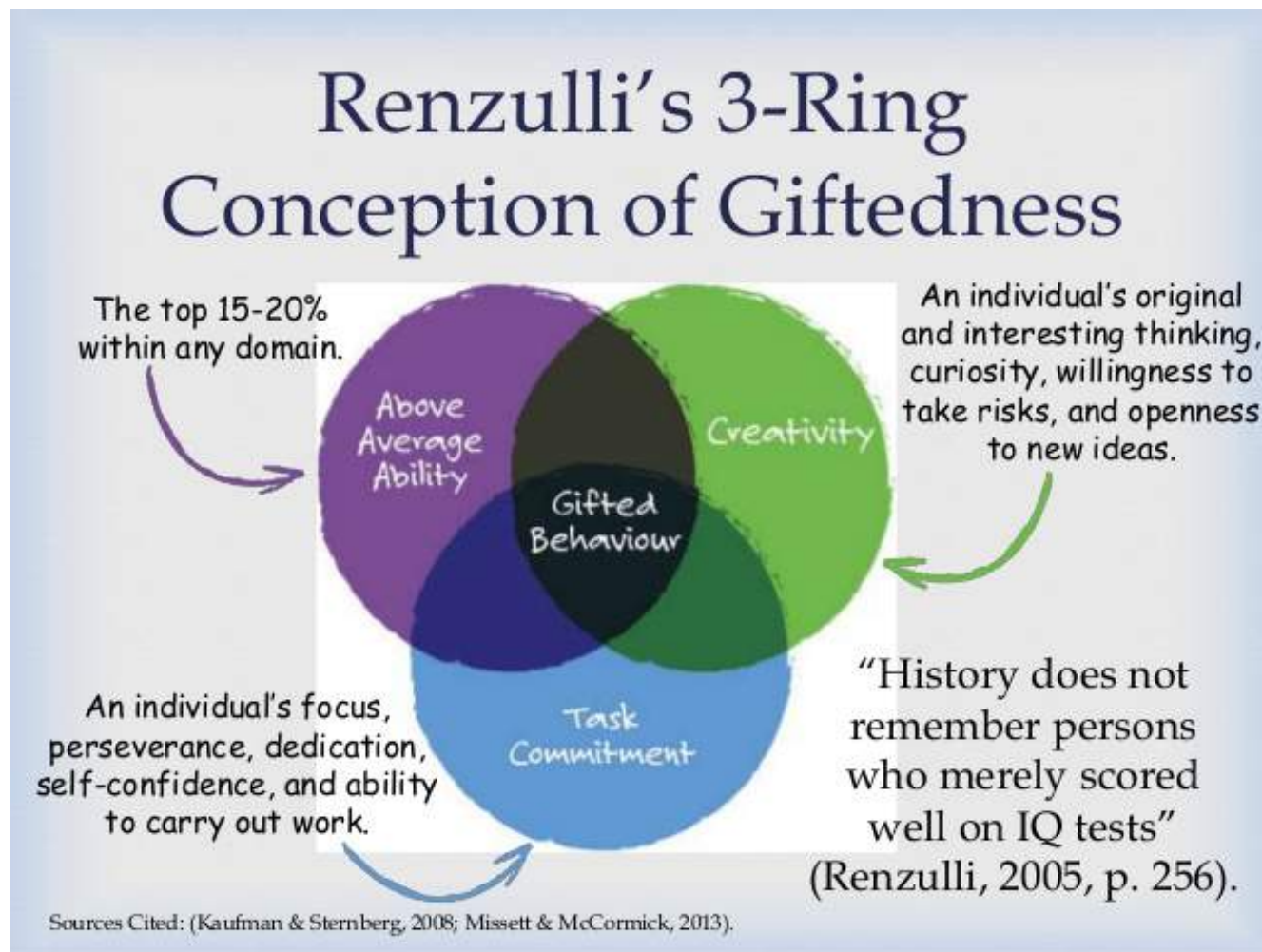
All students, from struggling learners to the most advanced students, will do better in an environment that values diversity among fellow students' talent areas and unique strengths, and a broad range of learning options that are designed to promote high levels of achievement, creative productivity, motivation, and respect for the uniqueness of each student."

~Joseph Renzulli, University of Connecticut

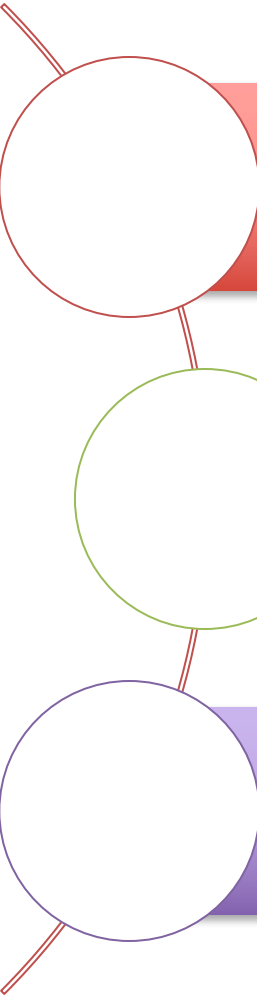
Neag School of Education

Renzulli Center for Creativity, Gifted Education, and Talent

## 3-Ring Conception of Giftedness



## Brief Overview of the SEM



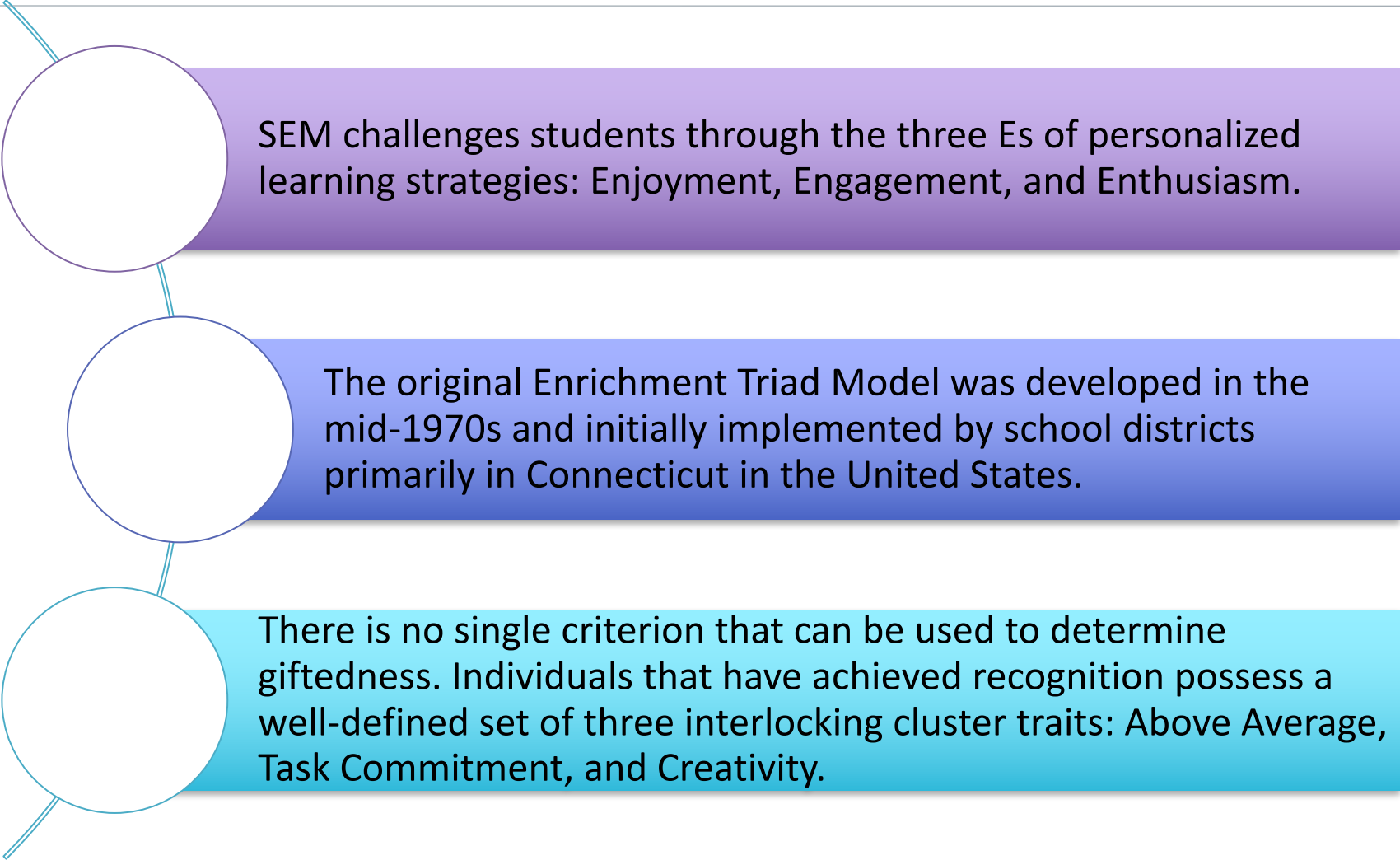
The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as an enrichment program used with academically gifted and talented students.

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.

SEM is strategically designed to increase student engagement, improve academic achievement, and improve the instructional practices and enthusiasm of those who utilize the program.



## Brief Overview of the SEM

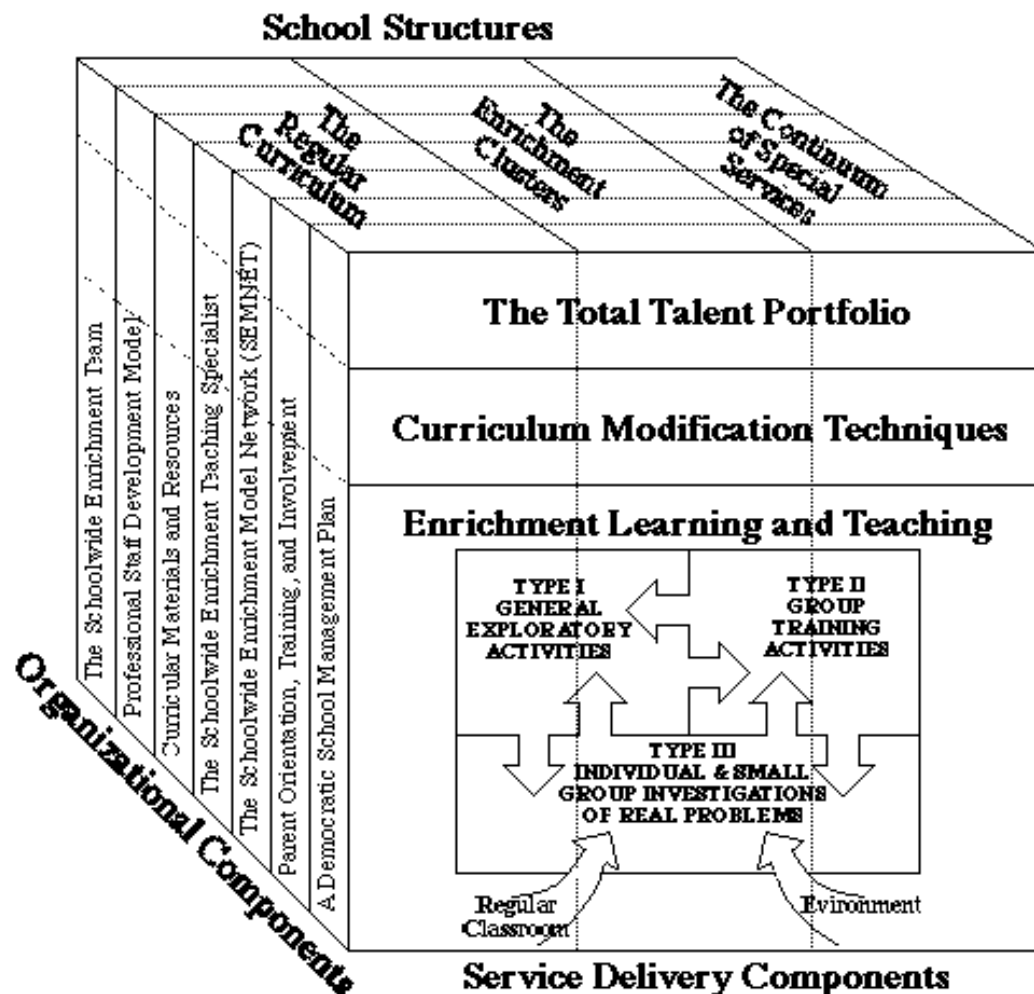


SEM challenges students through the three Es of personalized learning strategies: Enjoyment, Engagement, and Enthusiasm.

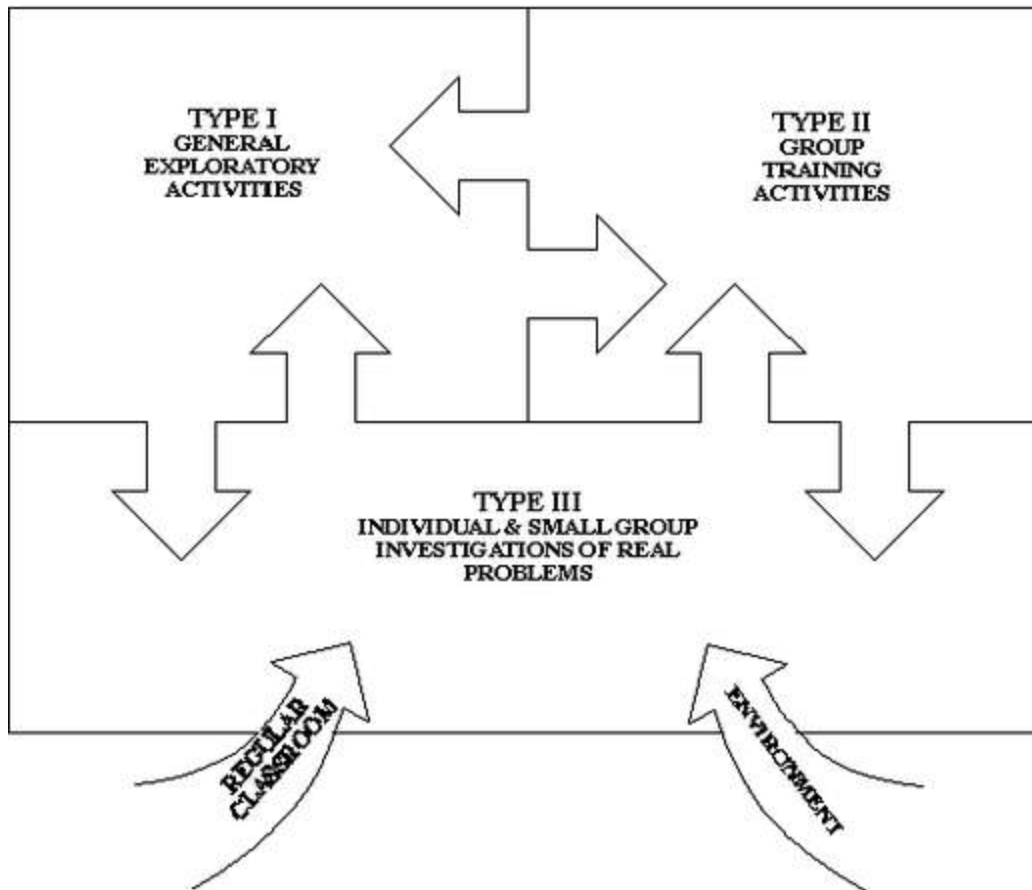
The original Enrichment Triad Model was developed in the mid-1970s and initially implemented by school districts primarily in Connecticut in the United States.

There is no single criterion that can be used to determine giftedness. Individuals that have achieved recognition possess a well-defined set of three interlocking cluster traits: Above Average, Task Commitment, and Creativity.

# Schoolwide Enrichment Model



## Enrichment Triad Model



# Enrichment Triad Model: General Exploratory Activities (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 curriculum.

Examples of Type I Experiences:

- Listening to guest speakers
- Visiting museum or other cultural organization (in person or virtual)
- Watching films
- Attending performances
- Demonstrations
- And more.....

# Enrichment Triad Model: Group Training Activities (Type II)

---

Enrichment consists of materials and methods designed to promote the development of thinking and feeling processes.

## **Type II Experiences:**

- (1) creative thinking and problem solving, critical thinking, and affective processes;
- (2) a wide variety of specific learning how-to-learn skills;
- (3) skills in the appropriate use of advanced-level reference materials;
- (4) written, oral, and visual communication skills.

## Enrichment Triad Model: Individual & Small Group Investigations of Real Life Programs (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.

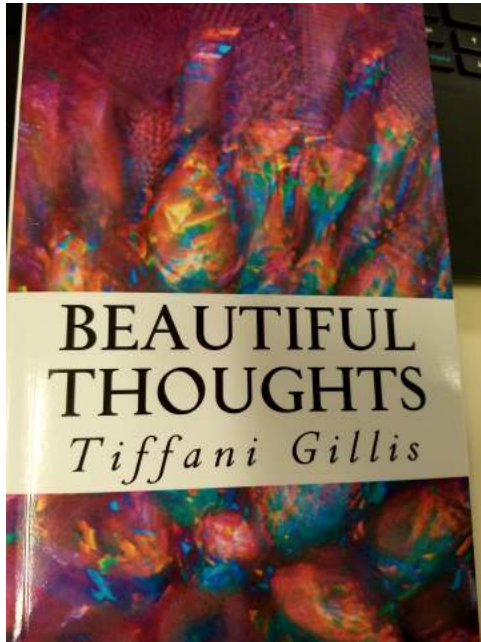
**Type III Experiences:** Opportunities that apply interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study and/or developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience.

## Student Projects/Showcases



## Student Projects/Showcases

---



book of poetry by KMMS student – published on Amazon.com

\*clothing line, \*performances for senior homes, \*competitions



## SEM School in DCPS

---

Hardy Middle School (Ward 2)  
Johnson Middle School (Ward 8)  
Kelly Miller Middle School (Ward 7)  
Sousa Middle School (Ward 7)  
Stuart-Hobson Middle School (Ward 6) - \*\*Museum Studies  
West Education Campus (Ward 4)

Burrville Elementary School (Ward 7)  
Hearst Elementary School (Ward 3)  
HD Cooke Elementary School (Ward 1)  
JO Wilson Elementary School (Ward 6)  
Lafayette Elementary School (Ward 4)  
Murch Elementary School (Ward 3)  
Stoddert Elementary School (Ward 3)  
Tubman Elementary School (Ward 1)

# Why Is It Important for Teachers to Partner with outside organizations?

---

- Topics based on student choice
- Students are to act as practicing professionals
- Teachers are encouraged to register for AHFES opportunities
- Resource & opportunity emails to teachers
- Monthly professional development meetings (GeoPlunge, Stock Market Game and other guests)
  - Teachers have requested speakers/workshops from cultural organizations, esp. in relation to exhibit design, museum concepts

# Thank you!

---

For more information, contact:

Felicia Messina-D'Haiti  
Manager, Academic Enrichment Programs  
202-306-4749  
[felicia.messina-dhaiti@dc.gov](mailto:felicia.messina-dhaiti@dc.gov)