UNIVERSITY OF CONNECTICUT
THE TALENT DEVELOPMENT PROGRAM

Course Syllabus

EPSY 5720: Developing Schoolwide Enrichment Programs
Credit Hours: 03
Semester: Summer 2019

Instructor
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Course Description
This course is designed for classroom teachers, enrichment specialists, gifted education coordinators, and administrators. Course content will focus on the philosophy and work of Joseph Renzulli and his conception of giftedness as creative productivity as well as Renzulli’s Enrichment Triad Model (Renzulli, 1977) and Renzulli and Reis’ Schoolwide Enrichment Model (SEM; 1985, 1997, 2015). Students will become familiar with subsequent research and publications that provide the SEM framework for the organizational components and service delivery options to develop talent and joyful learning in students. The majority of the course will be devoted to learning how to implement a classroom or SEM program in order to achieve schoolwide talent development.

Goals and Objectives
As a result of participation in this course, students should:

• Describe the Enrichment Triad Model, its components and relationship to talent development and the SEM.
• Describe the Schoolwide Enrichment Model and discuss the research base behind it
• Describe and interpret the Three-Ring Conception of Giftedness as applied to manifestations of gifted behavior and its relationship to the services and components within the Schoolwide Enrichment Model.
• Discuss how procedures for implementing the Schoolwide Enrichment Model support the adoption of the model and create program ownership.
• Use, adapt, or design appropriate instruments or strategies for assessing students’ interests, learning styles, strengths, achievements, preferences, and learning goals, and understand the use of these instruments or strategies in the establishment of a Total Talent Portfolio (Individualized Strength Assessment).
• Organize community resources to offer a variety of interest-based student enrichment activities.
• Create or organize classroom or schoolwide exploratory activities or centers based on student interests or strengths (Type I).
• Identify and design lessons to teach appropriate process and methodological skills to address talent development, to enhance the effectiveness or challenge of a curriculum unit, or to improve academic achievement (Type II).
• Design strategies or materials to assist a student or a small group of students in completing an investigation, enrichment cluster project, or research study (Type III and Enrichment Clusters).
• Use, adapt, or design appropriate instruments or strategies to differentiate curriculum for students in order to enhance challenge with methods and creative ideas to replace content and incorporate interest based learning (Curriculum Compacting).
• Demonstrate how the philosophy that "Giftedness is in the response" is used to differentiate learning experiences for talented students.
• Understand the role of parents, teachers, and enrichment specialists in planning and providing various student services to promote talent development and increase academic achievement.
• Become familiar with the SEM-R, a reading enrichment program developed using the Enrichment Triad Model as the theoretical base.
• Become familiar with Renzulli Learning, a program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn and express themselves, as a tool for schoolwide enrichment.

This course is aligned with the University of Connecticut Educator Preparation Program’s Conceptual Framework. Specifically, content and objectives address:
1. Learning by providing strategies that enhance enrichment teaching and develop students’ creative productivity.
2. Leading by enabling students to develop expertise in promoting enrichment activities in a variety of teaching and learning environments.
3. Lighting the way by incorporating the knowledge they gain from this course to become a creative educator who appreciates and develops students’ creative productivity through classroom and schoolwide learning activities.

Texts
Please note: You must read each of the two following books before starting class:


For your convenience, links, product numbers, and discount prices (45% off) are as follows for the two textbooks. Call toll free 800-998-2208, or go online: http://www.prufrock.com/. Customer service representatives are aware of the discount pricing. When placing your order, mention the UConn Three Summers program and use the coupon code USEM8 for online orders. Problems or questions? Contact Ginny Bates gbates@prufrock.com.
Additional Reading


Class Meetings and Topics
Students are expected to bring laptops to class daily. See “Assignment Options” sheet for alternatives for compacted class assignments. All classes are from 8:00-5:15, with an opportunity for optional discussion periods at 5:30.

Day 1 - Monday
- Introduction to the Schoolwide Enrichment Model (discuss Preface to the SEM Book and Chapters 1-4) Identification of Talent Pool
- Type I, II, and III Enrichment (Chapters 5, 6, 7)
- Type I Activity (Enrichment Film and Discussion)
- Debriefing
- Understanding SEM in Action
- Locating Resources, Total Talent Portfolio’s and Interest Assessment (Chapter 8)
- Interest Surveys Interest-A-Lyzers
- Enrichment Film (SEM in action)

Assignments:
- Read “Things You Can Do to Academicize the Content of Your Enrichment Clusters: A Case Study.” [http://gifted.uconn.edu/schoolwide-enrichment-model/academicize_your_enrichment_clusters/](http://gifted.uconn.edu/schoolwide-enrichment-model/academicize_your_enrichment_clusters/)

Day 2 - Tuesday
- Type II Activities
- Taxonomy of Type II Skills
- Varieties of Type II Training
- Audiences for Type II Training Scope and Sequence for Type II Training
- Type III Enrichment Intake Interview
- Enrichment in the Classroom, guest speaker, Jeanne Pascon
- Enrichment Film (Type I)

Assignments:

Tuesday afternoon
- Differentiation and Curriculum Compacting (Refer to the Curriculum Compacting Book previously read)
- Defining Goals Identifying Candidates
- Acceleration and Enrichment Options
• Enrichment Film (2E students)
• SEM-R—review the website: https://gifted.uconn.edu/semr-about/ Renzulli Learning website: https://renzullilearning.com
• Renzulli Academy (Chapters 11-12)
• Total Talent Portfolio (Chapter 8)
• Enrichment speaker: Susan Baum, on SEM and 2E

**Day 3 - Wednesday**
• Enrichment Clusters (Chapter 10) Defining Enrichment Clusters
• SEM Program Implementation
• Program Evaluation—Synthesizing Components of SEM
• Developing a Program Evaluation
• Enrichment Film on Differentiating Instruction
• Guest Speaker

**Day 4 - Fourth of July Party, Mystic CT—all are invited—Details will be given in class!**

**Day 5 - Friday**
• Management Plans
• Organization of a Five-Year Plan
• Program Evaluations
• Project Fairs
• Program Success and Productivity
• Creative Productivity
• Evaluating Students’ Projects
• Enrichment Films on Students’ Type III Products

**Assignments and Projects**
Each assignment below offers several options for you to individualize and personalize the EPSY 5720 class by selecting activities that are relevant and valuable for your personal and professional goals. Please make choices for activities that are new to you, with the intent that these assignments will serve as an action plan for you to make SEM-related changes or improvements in your school or district. It is permissible to choose options with which you have prior experience, but need improvement. Detailed discussions about these assignments will be provided during the class and also in individual meetings, as requested. Additional alternative assignments are available for students who feel that they need to have their curriculum and coursework to be compacted.

Please use the following on-line resources for these assignments and chose any five that can be personalized to your own situation https://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/

**Assignment 1: Interest Assessment**
Design a personalized in-depth interest assessment or survey for your students

**Assignment 2: Type I**
Analyze community resources and establish a database for your school or classroom
Assignment 3: Type II
Review methodological books, web sites, or other materials and prepare lesson plans to
 teach methodological skills, or prepare lesson plans to teach process skills.

Assignment 4: Type III
Develop methods for implementing Type III Real Problems and products, create intake
 interview questions, and/or create or modify management forms.

Assignment 5: Total Talent Portfolio
Create a personalized Total Talent Portfolio for students

Assignment 6: Compacting
Design a strategic plan to begin or enhance curriculum compacting

Assignment 7: Enrichment Clusters
Plan the foundation for the first meeting of an Enrichment Cluster, or create an annotated
timeline (including staff development) for implementation of Enrichment Clusters

Assignment 8: SEM Workshop
Prepare an outline for a one hour SEM Workshop

Assignment 9: Develop a District or School SEM Implementation Plan
Assignment 10: Create your own assignment

Grades
Your grade for this course will be based upon the successful completion of your reading, selected
 brief assignments, and participation in class discussions/activities. Please check UConn’s Grades
 page (https://registrar.uconn.edu/grades/) for information about grades, and understand clearly
 that an A signifies work of distinction, and a letter grade of B represents work of good quality,
such as is expected of any successful graduate student.

Note on Written Material
The quality of written material produced by graduate students should reflect the highest
 standards of graduate education. Ask another person to edit your first draft and proofread your
 final draft before turning it in. All written work should be typewritten (double spaced) on good
 quality paper using a word processor. All assignments must be submitted in order to receive a
 grade.

Course Compacting
Students who have prior experience with a Schoolwide Enrichment Model Program and feel
 that the reading assignments, discussion topics or class assignments have been previously
 mastered may opt to arrange a conference with the instructor and discuss being compacted to
 make modifications to suit their needs. Replacement assignments are available. Regardless of
 compacting however, all students are responsible for mastery of course objectives, especially
 those that will be assessed in the Nirvana and Supercomp final comprehensive examinations.

Additional Information—see link to Academic Affairs (Below) for information on issues
 such as:
• Class Attendance (http://catalog.uconn.edu/academic-regulations/grade-
 information/#attendance)
• Credit Hour (http://policy.uconn.edu/2012/08/22/credit-hour/)
• People with Disabilities, Policy Statement (http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/)
• Discrimination, Harassment and Related Interpersonal Violence, Policy Against (http://policy.uconn.edu/2013/08/07/policy-against-discrimination-harassment-and-inappropriate-romantic-relationships/)
• The Student Code (http://community.uconn.edu/the-student-code-preamble/)
• Academic Misconduct Procedures for Instructors (http://community.uconn.edu/academic-misconduct-procedure-review/)
• References for Syllabi Links (https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/)

Absence of Students due to Religious Beliefs
Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

Academic Integrity
A fundamental tenet of all educational communities is academic honesty; academic work depends upon respect for and acknowledgement of the research, ideas and intellectual property of others. When we express our ideas in class assignments, projects or exams, we need to trust that someone else will not take credit for them. Similarly, others need to trust that our words, data and ideas are our own. We find the intellectual property of others in textbooks, periodicals, newspapers, journals, solution manuals, dissertation abstracts, emails, the Internet and other sources electronic or otherwise. Regardless of where we find information, protecting and acknowledging the rightful originators of intellectual property is vital to academic integrity.

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Knowing what constitutes academic misconduct is so important to an educational community that all students are encouraged to go to their advisors, instructors, counselors, or assistant deans of students whenever they need clarification. When an instructor believes there is sufficient evidence to demonstrate a clear case of academic misconduct within a particular course taught by that instructor, the instructor shall notify the student in writing, and also orally if
possible, that unless the student requests a hearing to contest the instructor’s belief, the instructor shall impose the appropriate academic consequences warranted by the circumstances. This should occur within 30 days of discovery of the alleged academic misconduct. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested, with the requirement that the student repeat the work satisfactorily for no credit. For additional information see http://community.uconn.edu/the-student-code-preamble/

**Students with Disabilities**
Students with special needs should contact the instructor early in the semester so accommodations can be made. Additional help is available through the university. Through the merge of the Center for Students with Disabilities (CSD) and the University Program for College Students with Learning Disabilities (UPLD), one office now serves all students with disabilities. All students may contact the office by visiting the Wilbur Cross Building, Room 204, calling (860) 486-2020 or emailing csd@uconn.edu.

**Absences for Student Activities**
Students will be allowed to complete work missed by absence resulting from extra-curricular/co–curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Such accommodations are made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities should inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/2015/12/29/policy-against-discrimination- harassment-and-related-interpersonal-violence/.

**Sexual Assault Reporting Policy**
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity
& Equity (http://ode.uconn.edu/) under the Policy Against Discrimination, Harassment, and Related Interpersonal Violence (http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://titleix.uconn.edu/.

**Cell Phones and Texting**

As an educator, you understand the importance of engagement in learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of other students and me during class.