

Chronological Steps for Implementing an SEM Program

Time (Approximate)		Task	Notes
Spring of the year before the program is started	In-service for administrators, classroom teachers and parents.	<p>Topics:</p> <ol style="list-style-type: none"> 1. Three-Ring Conception of Giftedness.* 2. Triad Model, enrichment clusters. 3. Talent Pool identification. 4. Curriculum compacting. <p>*Preliminary in-service sessions should be brief and should provide overviews of these topics.</p>	
Spring of the year before the program is started	Make decisions about forming the Talent Pool.	<ol style="list-style-type: none"> 1. Identify and/or develop tools to be used for gathering the “two basic criteria” (i.e., testing data and teacher nomination). 2. Establish cut-off scores on achievement tests for initial placement in the Talent Pool. 3. Determine which alternate pathways will be used by the district. 	
Spring of the year before the program is started	Form the Talent Pool.	<p>For example:</p> <ol style="list-style-type: none"> 1. Gather the names of all students in grades the program will serve who score in the 85th percentile or above (total local battery). 2. Send preliminary Talent Pool list (based on achievement test scores) to teachers along with blank nomination forms. Have teachers complete forms for any students (not already on the list) whom they would like to include in the Talent Pool. 3. Gather alternate pathway data and/or nominations. 4. Collect additional information on students nominated by an alternate pathway. 5. Have case conferences on all alternate pathways and nominations. 6. Send out revised Talent Pool list that includes students admitted via testing data, teacher nominations, and alternate pathways. Include a special nomination letter that will serve as a “safety valve.” Additional students can be nominated at this time. 7. Completed lists of Talent Pool students should go to individuals responsible for setting up grouping for reading and math. This may help to facilitate the compacting process. 	
Spring of the year before the program is started (may also be done in the fall)	Form Type I Committee of interested classroom teachers, parents, and/or students.	Team will be responsible for planning enrichment activities, including a pilot Enrichment cluster program.	
Spring of the year before the program is started (may also be done in the fall)	Meet with parents of students who were in the traditional gifted program, if one existed in the school.	<ol style="list-style-type: none"> 1. Explain the SEM program and how it differs from the traditional program. Stress the Three-Ring Conception of Giftedness and the “fairness” of the model. 2. Ask parents to volunteer for Type I committee and to facilitate clusters. 	

Time (Approximate)		Task	Notes
Fall of school year in which SEM is implemented	First week of school activities.	1. Review records of students who are new to the district for possible inclusion in Talent Pool. 2. Distribute Talent Pool list to teachers. Check again for omissions and special nominations.	1. Review records of students who are new to the district for possible inclusion in Talent Pool. 2. Distribute Talent Pool list to teachers. Check again for omissions and special nominations.
As early as possible in the school year	Schedule brief in-service or request time at faculty meeting.	1. Review procedures for implementing the various program components. 2. Hand out Action Information Messages.	1. Review procedures for implementing the various program components. 2. Hand out Action Information Messages.
Immediately following final formation of Talent Pool list	Schedule parent meeting after sending out letter informing parents that their son/daughter is in the Talent Pool.* *A separate meeting may have already been held for parents whose children have been in the program previously.	1. Explain briefly the Triad Model, Three-Ring Conception of Giftedness, curriculum compacting, and enrichment clusters. 2. Distribute blank Action Information Messages (or indicate where they can be obtained in the school) for parents to complete if an interest is observed. 3. Distribute form entitled "Things My Child Likes To Do." 4. Distribute "Community Resource File Forms" requesting volunteers for Type I, Type II presentations, and Type III mentorships.	1. Explain briefly the Triad Model, Three-Ring Conception of Giftedness, curriculum compacting, and enrichment clusters. 2. Distribute blank Action Information Messages (or indicate where they can be obtained in the school) for parents to complete if an interest is observed. 3. Distribute form entitled "Things My Child Likes To Do." 4. Distribute "Community Resource File Forms" requesting volunteers for Type I, Type II presentations, and Type III mentorships.
Early in September	Schedule orientation meeting for Talent Pool students (can be by grade level or a combination of grades such as 4–6). It may take more than one session to cover the orientation.	1. Explain what services students will be receiving. 2. Explain Triad Model briefly to students not familiar with it. 3. Show slides or actual examples of Type Ills whenever possible. 4. Explain terminology. 5. Discuss curriculum compacting briefly. 6. Hand out Action Information Messages for students to complete if an idea for a Type III develops.	1. Explain what services students will be receiving. 2. Explain Triad Model briefly to students not familiar with it. 3. Show slides or actual examples of Type Ills whenever possible. 4. Explain terminology. 5. Discuss curriculum compacting briefly. 6. Hand out Action Information Messages for students to complete if an idea for a Type III develops.
Early in the school year	Schedule Talent Pool students into Type I and Type II Enrichment on a weekly basis.	1. Check schedule with classroom teachers—45 minutes to an hour weekly (this may change as year progresses). 2. Begin process of curriculum compacting for these Talent Pool students. 3. Plan schedule of Type II training activities. 4. Have Talent Pool students complete the Interest-A-Lyzer during the first few weeks of scheduled training time.	1. Check schedule with classroom teachers—45 minutes to an hour weekly (this may change as year progresses). 2. Begin process of curriculum compacting for these Talent Pool students. 3. Plan schedule of Type II training activities. 4. Have Talent Pool students complete the Interest-A-Lyzer during the first few weeks of scheduled training time.
Early in the school year	Reconvene and/or establish the Type I Enrichment committee. Meet with faculty members and administrators to choose a weekly time slot for Type I activities.	Type I Enrichment activities should be scheduled through general enrichment and enrichment clusters to: ♦ the entire school, ♦ entire grade levels (e.g., all fourth graders), ♦ groups of interested students (e.g., all fourth, fifth, and sixth graders studying magnets), and ♦ interested Talent Pool students.	Type I Enrichment activities should be scheduled through general enrichment and enrichment clusters to: ♦ the entire school, ♦ entire grade levels (e.g., all fourth graders), ♦ groups of interested students (e.g., all fourth, fifth, and sixth graders studying magnets), and ♦ interested Talent Pool students.

Time (Approximate)		Task	Notes
Throughout the year	Receive Action Information Messages.	Steps to follow: 1. Contact the classroom teacher and arrange an intake interview with the student. 2. Accept and revolve student into Type III Enrichment or recommend alternate action.	
Throughout the year	Help students to complete Type III investigations.	Steps to follow: 1. Begin procedures for curriculum compacting and schedule student from curriculum strength area into additional Type III hours whenever possible. 2. Send periodic progress reports to parents and classroom teachers. 3. Assist student in filling out a Management Plan. 4. Review Student Product Assessment Form with student.	
Throughout the year	Organize enrichment cluster program.	Follow steps outlined in Chapter 10.	
Early in the school year	Discuss methods of communicating Type I events planned in the school with enrichment committee. Plan for a regularly scheduled Type I newsletter (or Type I section in a general school newsletter).	Teachers who are planning Type I activities in their classroom should be encouraged to share this information with Type I Enrichment Committee. (This information should be relayed to the enrichment committee at their regularly scheduled monthly meeting and through the newsletter.)	
Early in the school year	Arrange (with the assistance of the Type I committee) some beginning of the year Type I Enrichment experiences.	After each Type I activity, discuss with participating Talent Pool students possible follow-up opportunities (i.e., Type II, Type III, clusters.)	
Early in the school year	Send out first teacher newsletter.	Include: 1. Scheduled Type I events and enrichment cluster plans for the year. 2. Type II suggestions for use in the regular classroom. 3. Type III investigations that are actually taking place. 4. Calls for help (assistance for Type IIIs). 5. Suggestions and scheduled mini-courses. 6. Mentor searches.	
Throughout the year	Scheduling.	Revise schedule as more Type III studies are begun.	
Throughout the year	Evaluation.	Meet with your administrators to develop some form of evaluation plan by discussing program goals. Consider evaluation forms discussed in this book.	