Art by Steve Johnson from https://www.pexels.com/

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RENZULLI CENTER NEWS

Joe's Corner

Online and Magazine Articles

What Is [Or Should Be] the Pedagogy of Gifted Education Programs

Competency Based Learning and Curriculum Compacting

The Revolving Door Identification Model

Improving Lectures—6 Research-Backed Ways to Break Up Your Lectures by Youki Terada, Edutopia, September 27, 2024

Joe Shares a Great Story—High school students who came up with 'impossible' proof of Pythagorean theorem discover 9 more solutions to the problem by Sascha Pare, Live Science, October, 28, 2024

Non-cognitive Growth Factors

If a child can do advanced math, speak 3 languages, or receives top grades, but can't manage their emotions, practice conflict resolution, or handle stress, none of that other stuff is really going to matter.

Nevegando Hacia El Talento [Navigating Towards Talent]

Javier Tourón, Past President
European Council for High Ability
ISBN 979-83-323117-7-2

My colleague and dear friend, Javier Touron, has written a Spanish Language book on the identification of giftedness and talent potential and numerous ways of developing academic achievement and enrichment in young people. The book is the first Spanish Language

publication that provides comprehensive coverage of the important questions, issues, and resources to cover this field of special study.

I am so pleased to introduce this special book that provides a comprehensive overview of talent development in Spain, designed to guide the implementation of school programs for developing gifts and talents in young people. The first and most important consideration when addressing this question is why should a society devote special resources to the development of giftedness in young people? Although there are two generally accepted purposes for providing special education for young people with high potential, I have found that these two purposes, when combined, give rise to a third purpose. This final purpose is intimately related to a rationale for programs and services for any nation's high potential students.

The first purpose of gifted education is to provide young people with maximum opportunities for self-fulfillment through the development and expression of one or a combination of performance areas in which superior potential may be present. The second purpose is to increase society's reservoir of talented persons who will help to solve the problems of contemporary civilization by becoming producers of knowledge and art rather than mere consumers of existing information. Although arguments exist for and against both of these purposes, most people would agree that goals related to self-fulfillment and/or societal contributions are generally consistent with democratic philosophies of education. These two goals are highly interactive and mutually supportive of each other. In other words, the self-satisfying work of scientists, artists, writers, entrepreneurs, and leaders in all walks of life has the potential of producing results that might be valuable contributions to society. I believe that the purpose of gifted programs is to increase the size of society's supply of potentially creative and productive adults, and arguments are justified for special education programs focusing on developing these talents. Local, provincial, and national governments should maximize ways to develop these remarkable human resources. The third purpose is that we should model special programs and services after the *modus operandi* of these highly creative persons, the scientists, artists, writers, entrepreneurs, and leaders, rather than the good lesson learners. My view is not an argument against the importance of lesson learning and high levels of achievement and text consumption. But lesson learning should be the province of the best quality general education that schools can provide to all students according to their individual needs and aptitudes. A focus on creative productivity, in contrast, is especially important because the most efficient lesson learners are not necessarily those persons who go on to make important contributions to knowledge. And in this day and age, when rampant knowledge expansion exists, it is wiser to consider approaches to learning that focuses on how our most able students access and make use of information rather than merely on how they accumulate, store, and retrieve it.

The contributions to this volume reflect a variety of approaches to the study of giftedness that examine the theories and practical applications that advance a Spanish perspective for promoting the development giftedness and talent. The many different approaches and points of view presented in this book represent the kinds of scholarship and sensible applications that contribute to an interaction between and among leaders in the field, and more importantly, they also provide guidance to practitioners who are charged with the daily responsibilities of serving gifted and talented youth every day.

Link to order the book: https://a.co/d/fUqhHAJ
For more information, contact: Javier Tourón at javier.touron@unir.net

Upcoming Events

1/29 Thinking Skills Taste of Confratute

Registration is now open for our January 29th Taste of Confratute on Teaching Thinking Skills in Enrichment Programs and Classrooms!

This Taste of Confratute program focuses on teaching thinking skills, an important instructional process in both classrooms and enrichment programs with a keynote from Jann Leppien. Teaching both critical and creative thinking skills enables students to learn how to process information, analyze data, solve problems, and complete more challenging tasks with independent initiative. In this half-day professional learning event, presenters explore critical and creative thinking skills and provide practical sessions about how to introduce and integrate these skills and problem-solving strategies into your classroom and enrichment program. Interactive sessions focus on decision making, problem solving, fluency, observation, exploration, classification, and generating hypotheses, as well as problem and project-based learning. A special feature will include attention to programs such as Future Problem Solving, Connecticut Invention Convention, and the Schoolwide Enrichment Model that focus on developing critical and creative thinking and problem solving skills.

Register here before Jan. 10th for the Early Bird rate!
For more information, contact: Stephanie Huntington at 860-486-4826

Free SEM Course-New Session Starts Nov. 1!

Free SEM Online Course Classes Start November 1, February 1, May 1, and August 1

Just for you—a free online course that provides an in-depth, comprehensive overview of the Schoolwide Enrichment Model (SEM). This overview provides the resources and the support that you need to implement the SEM in this new school year, whether that be “in class,” remotely, or a combination of both. It will help you stimulate your students’ interests and provide opportunities for them to express themselves in ways they will enjoy and allow them to achieve at high levels.

Free Webinar on Executive Functioning Skills

Register now for a free webinar on Saturday, November 9, on *Assessing and Developing Executive Functioning Skills* with Del Siegle, John Burrell, Talbot Hook, Kenneth Wright, and Luis Orione Ferreira.

For more information, contact: Del Siegle at del@uconn.edu

Doing Acceleration with Confidence

Join our NCRGE study, which offers free professional learning for grade 2–5 teachers on best practices in academic acceleration. Participants will receive compensation for their time and support in reviewing student data to identify grade 2 and 3 students who may be strong candidates for subject-specific or whole-grade acceleration.

For more information, contact: Del Siegle at del@uconn.edu

Renzulli Executive Functioning Scale (REFS)

The Renzulli Center for Creativity, Gifted Education, and Talent Development is creating a new scale to measure various aspects of executive functioning. If you complete the survey and wish, your name will be entered in a lottery drawing for one waiver of Confratute registration for the 2025 Confratute. To learn more and participate in the adult version of the survey, please visit: https://s.uconn.edu/adultrefs

To learn more and participate in the student version with built-in parent and student permission, please visit: https://s.uconn.edu/refs

Beliefs about Giftedness

We are seeking gifted teachers, program coordinators, and researchers to complete a short survey about their beliefs concerning gifted students, giftedness, and gifted education. The survey should take no more than 15 minutes to complete. Those who complete the survey will have the chance to *enter a lottery drawing for one of twenty $50.00 Amazon gift cards*. For a link to the consent form and survey, click here (https://s.uconn.edu/giftedness).

For more information, contact: Talbot Hook at talbot.hook@uconn.edu

McCoach et al. Publish Research on Teacher Ratings

Teacher rating scales (TRS) often play a part in service eligibility decisions for gifted services. Schools regularly use TRS to identify gifted students either as part of an informal nomination process or through behavioral rating scales. To evaluate the possible benefits or disadvantages of using TRS as part of a gifted identification process, we examined the student-, teacher-, and school-level variance in TRS controlling for student ability and achievement to determine the unique information, consistency, and potential bias in TRS. Between 10% and 25% of a students' TRS score can be attributed to the teacher doing the rating, and between-teacher standard deviations represent an effect size of one-third to one-half standard deviation. Our results suggest that TRS are not easily comparable across teachers, making it impossible to set a cut score for admission into a program (or for further screening) that functions equitably across teachers. This UConn-based research from NCRGE was recently published in *Exceptional Children*.

For more information, contact: Del Siegle at del@uconn.edu

Siegle Publishes on AI and Talent Development

Artificial Intelligence (AI) has emerged as a valuable tool in seamlessly integrating three important components of talent development: advanced academics, classroom inductive teaching techniques focusing on depth and complexity, and opportunities for interest-based activities. These three components of talent development within gifted education services can be likened to a three-legged stool. Each component is crucial to accommodate and stimulate the intellectual growth of gifted students. Learn more in the latest issue of *Gifted Child Today*.

For more information, contact: Del Siegle at del@uconn.edu

RENZULLI center for creativity, gifted education, and talent development

Enjoyment Engagement Enthusiasm for Learning