



Upcoming Events

Taste of Confratute-SEL

Social and Emotional Development for Promoting Academic Achievement and Positive Outcomes for Academically Talented Students—February 26, 2025

What are the key components of positive social and emotional development for academically talented students? What types of social and emotional learning experiences help academically talented students develop skills for positive achievement and healthy development? Some academically talented students face challenges in their social and emotional growth, such as underachievement, anxiety, perfectionism, intensity, and asynchronous development. In this half-day Taste of Confratute session, presenters summarize current research on social and emotional development of talented youth, discuss underachievement and other challenges that may emerge in this population, and introduce several strategies to engage and help students to achieve and use their talents for positive outcomes in their lives. Join us to interact with speakers and other participants around these important and timely topics!

[Taste of Confratute-SEL-Register Today!](#)

Confratute Announcements

Confratute 47—Registration Opens March 10th!

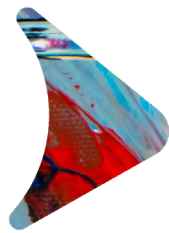
Confratute is a combined **CONF**erence, and an **insti**TUTE with a lot of **FRAT**ernity in between. Confratute provides educators with research-based practical strategies for engagement and enrichment learning for all students, as well as meeting the needs of gifted and talented students.

Join us for Confratute 47 held from July 13–17, 2025 at UConn Storrs campus.

For more information visit Confratute website: <https://confratute.uconn.edu>

RENZULLI
CENTER
NEWS

February
2025



Awards, Publications, and Presentations

Renzulli Center Team on the Road!

Our team members will be on the road this spring, speaking at multiple conferences across the country (and virtually)! Please come and see us if we are in your neck of the woods! Here are a few upcoming events:

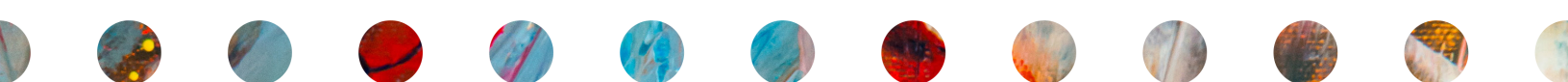
2e @ W&M - PhD student John Burrell joins several colleagues to speak on **Leveraging Gifted Students' Strengths to Improve Executive Functioning in the Math Classroom**

AGATE 2025 - Arkansas - PhD student Jimmy Wilson will speak on **Creative Process and AI for Gifted Students**

GAGC Annual Convention - Georgia - PhD student Casey Hogan will speak on **Going Beyond: Tiering Strategies to Challenge Advanced Learners**

Watch this space for other upcoming presentations!

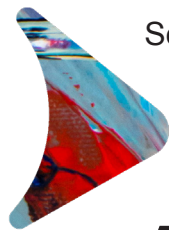
For more information, contact: Catherine Little at catherine.little@uconn.edu



Renzulli Learning System Has Received a Patent

Joe and Sally have received a Patent for The Renzulli Learning System.

See the [Patent Notification](#).



Joe's Corner

A Letter to Teachers

A Letter to Teachers: An Excerpt From *One Teacher's Journey: With Family, Faith, Friends, and Lives of Eminence* by Ann McGreevy (2024)

Over the years, teachers, and those aspiring to be teachers, have asked about ideas for successful teaching. The following are my suggestions—benchmarks—for what continues to matter to me in education. And here I must give thanks and credit to my colleagues from

various school and university communities throughout the years for the many lessons we have shared and learned together! Read more at: <https://confratute.media.uconn.edu/wp-content/uploads/sites/990/2025/02/McGreevy-Article.pdf>



Product Development PowerPoint Presentation

One of the things that I have been working on lately is the importance of student products for influencing creative and investigative skills of young people. The link to the PowerPoint presentation below represents a summary of the work thus far. Please feel free to use this presentation with students and colleagues in any way that may help them understand and take action in helping student product development.

<https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2025/01/Making-Something.ppsx>

For more information, contact: Renzulli Center at renzullcenter@uconn.edu



Research on SCRBS

ABSTRACT

Rasch Analysis of a Rating Scale for Gifted and Talented Identification

David Alan Nelson, Ph.D.
George Mason University, 2014
Dissertation Director: Dr. Erin Peters-Burton

A paradigm shift toward a talent development model of providing services in gifted education has transformed the traditional IQ-based notion of giftedness (Dai & Chen, 2013). The conceptualization of giftedness plays an important role in the development of programs for gifted and talented students, and at its core the conceptualization of giftedness plays a central role in the development of instruments for identification, including rating scales completed by teachers and other school-based staff (Borland, 2003; Robinson, 2009). This study used Rasch measurement analyses to evaluate the evidence of validity, characteristics of reliability, item selection, category structure and differential item functioning of the Scales for Rating the Behavioral Characteristics of Superior Students, 3rd Edition ([SRBCSS-III] Renzulli et al., 2013) using data from the SRBCSS authors' validation studies and data from Grade 3 and Grade 4 operational administrations in a Mid-Atlantic county school district. **The Rasch rating scale model showed evidence for the substantive, structural and content validity aspects of construct validity in both the original validation studies and the operational administrations. Strong item hierarchies, content representativeness and data reliability**

were shown in the analyses. Additionally, data from the operational administrations showed minimal differential item functioning for groups analyzed by sex, race/ethnicity and economic status. The study highlighted the strength of the psychometric properties of the scales while offering suggestions for improvement and future study in the context of additional aspects of validity. [bold added]

Keywords: Rasch, validity, rating scales, SRBCSS, Renzulli, talent development

Update on New Scales

Renzulli, J. S., Siegle, D., Reis, S. M., Gavin, M. K., & Systma Reed, R. E. (2009). An investigation of the reliability and factor structure of four new scales for rating the behavioral characteristics of superior students. *Journal of Advanced Academics*, 21(1), 84–108. <https://doi.org/10.1177/1932202X0902100105>

