



Upcoming Events

CT Gifted Coordinator Forum at UConn

You are invited to attend the [Gifted Coordinator Forum](#)

The State of Gifted Education in the State of Connecticut

When: Thursday, May 15, 2025

Where: University of Connecticut, McHugh Hall Storrs campus

Cost: None

The Renzulli Center at UConn is seeking to bring together gifted education leaders and other administrators responsible for advanced learning programs from across the state to discuss the current circumstances for gifted and talented learners and the educators that support them. We want to hear from you about how we might work together to strengthen programs and services for students across Connecticut at this **No Cost Event**.

UConn's Renzulli Center is pleased to provide **lunch** and **parking** for Forum attendees. The event will be held in conjunction with the [Teaching and Learning with Technology Conference](#), at McHugh Hall on the Storrs campus. Forum attendees are invited to attend the Technology Conference Keynote with Dr. Alyssa Friend Wise, Professor of Technology Education at Vanderbilt University, before joining the Gifted Coordinator Forum.

Schedule:

Time	
9 – 10 am	Technology Keynote (OPTIONAL pre-event) Dr. Alyssa Friend Wise <i>Professor of Technology Education at Vanderbilt University</i>
10:15 – 11:30 am	Gifted Education in CT Forum <i>Round table discussions</i>
11:40 – 12:25 pm	Speaker: Dr. D. Betsy McCoach <i>Professor of Research Methods, Measurement and Evaluation at the University of Connecticut</i>
12:25 – 1:15 pm	Lunch (provided) <i>Complimentary of the Renzulli Center</i>
1:15 – 2:00 pm	Topic Networking <i>Informal</i>



RENZULLI
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NEWS

Art by Steve Johnson from <https://www.fox.com>

**April
2025**

Forum participants are welcome to join the Teaching and Learning with Technology Conference for the final session of the day (2:15-3:15). [See conference program here.](#)

Please register by May 6 at the link below:

https://uconn.co1.qualtrics.com/jfe/form/SV_2agtzTeMeX1PGdg

Please contact renzullcenter@uconn.edu with any questions.

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



STEM Summer Camps at UConn

SPARK Camp for Middle School Girls

Three one-week session options (sleep away/residential)

June 21 – June 26

June 28 – July 3

July 6 – July 11

Deadline to Apply: April 4, 2025

<https://inclusion.engr.uconn.edu/spark/>

Explore Engineering Camp for High School Students

Two week camp (sleep away/residential)

July 13 – July 25

Deadline to Apply: April 20, 2025

<https://inclusion.engr.uconn.edu/current-undergraduate-students/explore-engineering/>

Boat Camp (Day Camp) for 5th Graders

Hartford Session: July 28 – August 5

Avery Point Session: August 4 – August 8

Deadline to Apply: May 30

<https://inclusion.engr.uconn.edu/boat-camp/>

For more information, contact: Stephany Santos at stephany.santos@uconn.edu



Confratute Announcements

Confratute 47 - Registration is OPEN!

Confratute is the longest running summer institute on enrichment-based, differentiated teaching that has been held annually at the University of Connecticut for over 40 years! We hope you are able to join us in person for another memorable year.

Confratute will take place at the University of Connecticut from July 13-17, 2025.

To view the tentative 2025 schedule, please visit <https://confratute.uconn.edu/strand-offering/>.

To register, please visit <https://confratute.uconn.edu>.



Awards, Publications, and Presentations

Renzulli Center Team on the Road!

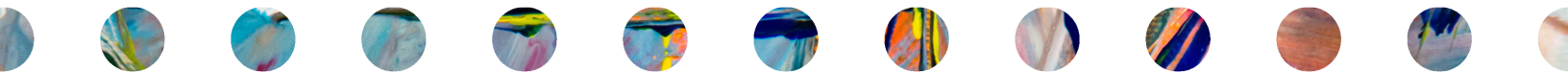
Our team members are out on the road this spring, speaking at multiple conferences! Please come and see us if we are in your neck of the woods! Here are a few upcoming events:

Maine Educators of Gifted and Talented - Spring Conference 2025 (April 4) - Multiple members of our team are trekking up to Maine for this event! Joe, Sally, and Del are keynoting, and we have multiple breakout sessions [on the program!](#)

New Jersey Association for Gifted Children Conference 2025 (April 11) - Kelly Kearney will present on **Data-Driven Differentiation** and host a table - stop by to say hi!

Watch this space for other upcoming presentations!

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



AERA Annual Meeting Presentations

Several members of our team will be presenting later this month at the annual meeting of the American Educational Research Association (AERA) in Denver! Presentation titles are outlined below - please connect with us if you are attending!

Wednesday, April 23

STEM Interventions for Talent Development: An Interactive Symposium on Evidence-Based Models Developed Through Javits Projects

Del Siegle (Discussant)

Public Opinion of Gifted and Talented Education: A Newspaper Content Analysis (Poster Session)

John P Burrell

Public Opinion of Gifted and Talented Education: A Newspaper Content Analysis: SIG-Research on Giftedness, Creativity and Talent, Stage 2 (e-Lightning Ed-Talk)

John P Burrell

The Effect of I-TMSS on Students' Off-task Behavior and Engagement

Brandi Simonsen, D. Betsy McCoach, Michael D. Coyne, Sarah D. Newton, Katie Scarlett Lane Pelton, Tracey LaMothe, Kelly L. Kearney

A Critical Review of Case Study Research in Gifted Education

Todd Kettler, Celeste Sodergren

Thursday, April 24

Gifted Identification Matrices: An Exploratory Study of Measurement Considerations

Pam Peters, D. Betsy McCoach, Catherine A. Little

Innovations in Statistical Power, Intervention Planning and Design, and Casual Effects

D. Betsy McCoach (Discussant)

Saturday, April 26

Development of the Teacher Discourse Self-Efficacy Scale

Shannon McDonald, Gregory Boldt, Catherine A. Little

How Much Do Students' Perceptions of Learning Something New Relate to their Perceived Engagement?

Del Siegle, D. Betsy McCoach, Susan Dulong Langley, Ashley Y. Carpenter, Kelly L. Kearney

How Generative Artificial Intelligence (GAI) Was Used in Higher Education

Yuyue Wang, Shuyu Wang

Estimating Multilevel Reliability for School-Based Behavioral Measures

Katie Scarlett Lane Pelton, D. Betsy McCoach

Choosing University-Based Programs: A Model of Parental Decision-Making

Celeste Sodergren, Todd Kettler, Jessica McKamie

Sunday, April 27

Co-Teaching to Differentiate: Gifted Specialists and Classroom Teachers in Elementary Math Classrooms

Kenneth J. Wright, Del Siegle, Ashley Y. Carpenter, Susan Dulong Langley, Kelly L. Kearney, Luis Orione

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



Research

Project Focus - Seeking School Sites!

Project Focus, a research project at the University of Connecticut, is seeking elementary schools for participation. We are seeking classroom teachers at grades 3–5 to participate in professional learning with follow-up data collection focused on classroom discussions. The overall purpose of the project is to examine the effects of professional learning activities on teachers' self-efficacy around questioning and discourse, recognition of evidence of advanced potential, and instructional quality. Additionally, we seek to identify the linguistic features that characterize high-quality classroom questioning and discussion and use those to inform ongoing professional learning activities. Teachers will be compensated for participation.

To learn more, please contact the project director, Dr. Catherine Little, at catherine.little@uconn.edu or project.focus@uconn.edu. This project is sponsored by the Jacob K. Javits Gifted and Talented Students Education Program of the U.S. Department of Education.

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



Seeking Interview Participants

Study of Subject Acceleration Practices – Seeking Interview Participants

The National Center for Research on Gifted Education is conducting a study to document and disseminate information on how school districts implement subject acceleration (i.e., advancing students in one or more subject areas without whole-grade accelerating the student; may exist in combination with whole-grade acceleration procedures). We are seeking responses from school districts who have systematic procedures in place for subject acceleration. Our study goal is to describe common procedures in place in districts across the country as guidance for districts considering how to approach this practice.

Participation in the study will involve an online interview of a knowledgeable member of the district staff (e.g., gifted program coordinator, director of advanced academics) with the study team. We expect the interview to last approximately 1 hour. Participants will receive questions in advance and will also have the option of submitting responses in writing.

To learn more about the study or to indicate interest in participation, please review the consent form here: https://uconn.co1.qualtrics.com/jfe/form/SV_dczM9ULuiQUd6ke or reach out to Catherine Little at catherine.little@uconn.edu or 860-486-2754.

UConn IRB Protocol X23-0389 Approved July 13, 2023

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



Joe's Corner

Student Engagement & Well-Being

Joseph S. Renzulli
University of Connecticut

Introduction

In our Schoolwide Enrichment Model [See Resources in Link Below] we have attempted to advance traditional “lesson-learning-giftedness” by encouraging teachers to focus on non-cognitive traits such as interests, preferred modes of learning and expressing themselves, student engagement, social and emotional adjustment, and the development of executive

function skills. This process has been facilitated by developing student-completed instruments that make teachers and the students themselves aware about these skills and strengths.

Student engagement and well-being are crucial components of a successful educational experience. As institutions strive to create environments that foster learning, understanding the intricacies of how engagement and well-being intersect can significantly enhance both academic performance and individual growth. Defined broadly, student engagement refers to the level of interest, motivation, and involvement that students exhibit in their educational activities, while well-being encompasses the emotional, psychological, and social factors that contribute to an individual's overall health and happiness. This essay explores the relationship between student engagement and well-being, the factors affecting these constructs, implications for educational practices, and strategies for promoting them within academic settings.

[Read the complete article.](#)

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



Nice Summary of SEM Components by Cheryl Quatrano & Melinda Spataro

See Cheryl Quatrano and Melinda Spataro's presentation from this [link](#).



Strategies for Asking Better Questions

By reframing your questions slightly, you can create more opportunities for students to think deeply, reflect, and engage.

By Cathleen Beachboard

Edutopia

March 25, 2025

As a high school English teacher, I see it all the time: A student stares at their paper, pencil hovering above the page. "I don't know what to write," they say. When I ask, "What do you want to communicate?" they shrug. But when I shift the question to "What's one thing you'd like someone to understand about your perspective?" suddenly the ideas start flowing.

Read more at <https://www.edutopia.org/article/how-teachers-ask-better-questions>

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creativity, gifted education, and talent development