



## Research

# Research Opportunity- Achievement Gaps

### Online Survey

We are recruiting K-12 public school teachers and administrators to participate in a short online survey that will help us gather valuable insights about how to measure achievement gaps. Your input will be incredibly helpful in guiding our understanding about educators' knowledge of measuring achievement gaps. The survey will only take about 5-10 minutes to complete, and your responses will remain completely anonymous.

To participate, simply click the link below:

[https://uconn.co1.qualtrics.com/jfe/form/SV\\_6D64Bb4brrORoTY](https://uconn.co1.qualtrics.com/jfe/form/SV_6D64Bb4brrORoTY)

We encourage you to take part at your earliest convenience.

Thank you in advance for your time and valuable feedback. If you have any questions, feel free to reach out to Joselyn Perez at [joselyn.perez@uconn.edu](mailto:joselyn.perez@uconn.edu) or Dr. Betsy McCoach at [betsy.mccoach@uconn.edu](mailto:betsy.mccoach@uconn.edu)

This research study was approved by the University of Connecticut IRB X25-0064.

For more information, contact: D. Betsy McCoach at [betsy.mccoach@uconn.edu](mailto:betsy.mccoach@uconn.edu)



## Joe's Corner

# 2 E Student With Amazing Skill

Eleven-year-old Samuel Henderson has a knack for perfectly imitating the sounds of over 50 types of birds, but will his talents impress his classmates? Steve Hartman goes "On the Road" to Choctaw, Oklahoma, for the story.

CBS Evening News, April 4, 2025

Watch the video from [https://www.youtube.com/watch?v=znNnFQYAM\\_w](https://www.youtube.com/watch?v=znNnFQYAM_w).



# RENZULLI CENTER NEWS

May  
2025



# Gifted Education Pedagogy

## Enrichment and Gifted Education Pedagogy to Develop Talents, Gifts, and Creative Productivity

*Sally M. Reis, Sara Jane Renzulli, and Joseph S. Renzulli*

**Abstract:** Providing challenging and engaging learning opportunities is one way to motivate students to learn. In this article, we discuss the contributions of the gifted education field to the development of enrichment pedagogy and identify several different types of these engaging instructional strategies, including interest-based learning pedagogy, differentiation and curriculum compacting, project-based learning, open-ended choice, and the application of creative productivity to students learning. We identify this specialized pedagogy and give examples of how these exciting pedagogical strategies can be implemented in classrooms and by enrichment specialists and school counselors, both for academically talented and for all students. We conclude with a brief overview of research that demonstrates longitudinal benefits for students who are exposed to this type of teaching, suggesting positive outcomes.

Read or download the article from <https://www.mdpi.com/2227-7102/11/10/615>.



# Changing the Goals of a Stagnated Education System

## Changing the Goals of a Stagnated Education System: The Why and the How

*Joseph S. Renzulli*  
*University of Connecticut*

An education system that was designed to prepare workers for the industrial revolution still dominates what goes on in most U. S. classrooms and in classroom around the world that are dominated by rigidly controlled ministry of education curriculums. Despite the endless calls for education reform, the major goal is still the acquisition and retention of information delivered through a highly prescriptive curriculum. The influence of state standardized achievement tests to measure school quality obviously accounts for memorization of information to be the main goal of today's instruction. And most proposals for school reform, regardless of upmarket names (Competency Based Learning, Assessment Driven Instruction, Standards Based Learning), improving content acquisition and improving test scores still drives the pedagogy that goes on in most classrooms. This brand of learning is especially perverse in schools that serve low-income and minority students.

Read more at

<https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2025/04/Changing-the-Goals.pdf>



# Aligning Education With Student Needs

Aligning Education With Student Needs: Lessons From Gifted and Talented Education

*Talbot S. Hook*

*University of Connecticut*

*Gregory T. Boldt*

*University of Saskatchewan*

**Abstract:** American education has inherited beliefs and practices unaligned with 21st-century needs, which prevents us from providing an appropriate education to many students. To reimagine what education could and should be, we must understand tensions between shifting societal values, developmental goals, and educational structures. After discussing some of the values that pull education toward different goals, we present several lessons learned from gifted and talented education pertinent to changing broader educational structures. A key theme in these lessons is that pivoting away from the age-in-grade model to one that flexibly addresses diverse individual learning pathways can help to increase equity and excellence, as well as develop individual talent for self-fulfillment and societal betterment.

Read more at <https://cie.asu.edu/ojs/index.php/cieatasu/article/view/2274/943>

Hook, T. S., & Boldt, G. T.(2025). Aligning education with student needs: Lessons from gifted and talented education. *Current Issues in Education*, 26(1). <https://doi.org/10.14507/cie.vol26iss1.2274>



**RENZULLI** Enjoyment  
Engagement  
Enthusiasm  
for Learning **center**  
**for**  
creativity, gifted education, and talent development