Upcoming Events

Free Gifted Identification Training in AZ, CO, TX

The Project EAGLE research team is thrilled to welcome our 15 Project EAGLE trainers to UConn this July for collaborative training! This fall, they will be delivering free Project EAGLE workshops across Arizona, Colorado, and Texas—focusing on an alternative gifted identification method designed to uncover talent in historically overlooked populations. If you'd like to attend one of these no-cost trainings or bring a workshop to your school district in AZ, CO, or TX, please visit https://s.uconn.edu/gtid

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

Research

New Publications from Renzulli Center Members

Here are several recent publications from Renzulli Center faculty, postdoctoral associates, students, and recent graduates:

1. **Burrell, J.** (2025). Learning to connect with students by connecting with self. *Schools, 22*(1), 144–158. https://doi.org/10.1086/734964
   Ph.D. student John Burrell drew inspiration from Parker Palmer and John Dewey in this *Schools* essay, exploring his journey of connecting with ninth-grade students in a summer study-skills class. He examines themes of authentic listening and transcending transactional teaching dynamics.
2. **Hook, T.** (2025, May). 5 tech competencies for 21st-century students. *Teaching for High Potential,* 20–22.
   Recent graduate Talbot Hook outlines five domains of technology education essential for preparing students to enter today's society and workforce.
3. **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
   Talbot Hook and fellow recent graduate Greg Boldt situate lessons from gifted and talented education within broader trends, advocating for greater individualization over rigid age-in-grade structures.

4. **Luria, S. R., & Kaufman, J. C.** (2025). Social change creativity: Proposing a new domain for equity, social justice, and human rights. *Journal of Creative Behavior, 59*(3), e70042. https://doi.org/10.1002/jocb.70042
   UConn 2024 graduate Sarah Luria and Professor James Kaufman propose "social change" as a new domain of creativity, outlining its scope and methods for study.
5. **Siegle, D.** (2025). Using AI to foster creativity: Removing the fear of the blank canvas. *Gifted Child Today, 48*(3), 227–230. https://doi.org/10.1177/10762175251330329
   Professor Del Siegle describes how artificial intelligence can enhance gifted students' creativity by alleviating fears of perfectionism.
6. **Sodergren, C. D. C.**, & Bright, S. (2025, June). Executive function and the gifted child: A guide for parents. *Parenting for High Potential, 14*(2), 6–8, 23.
   Postdoctoral research associate Dr. Celeste Sodergren and Sarah Bright of Purdue University help parents understand the relationship between executive functioning and the growth and development of gifted children.

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

Joe's Corner

Another Way to Look at School Effectiveness

Joseph S. Renzulli

Ask almost any school principal or superintendent how they evaluate a school's success, and they will undoubtedly bring up scores on standardized achievement tests. If test scores are low, they will blame it on the student population (low income, dual language, or unfavorable home background situations).

Read the article from: https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2025/06/Evaluation-of-School-Success.pdf

The Spirit of Song Artistry & Talent in Folk Music

Barry Oreck

A dozen years ago, when I turned 60, I began dedicating myself to writing, singing, and recording folk music. I'd been playing guitar and occasionally writing songs since I was a kid but when I stepped fully into the folk music world, I realized how completely it embodies ideas about art and human potential I'd been studying for decades in my career in arts education.

My work with children and teenagers had led me to develop a concept of general artistic ability I called A, for Artistry1, that crosses artistic disciplines and domains -- and here it was, proclaiming itself in every song circle, late night jam, and songwriting workshop I jumped into. The essence of A.

Read the article from: https://confratute.media.uconn.edu/wp-content/uploads/sites/990/2025/07/The-Spirit-of-Song-Artistry-and-Talent-in-Folk-Music.pdf

First Electronically Scored Creativity Test

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Abstract

This study presents the Cebeci Test of Creativity (CTC), a novel computerized assessment tool designed to address the limitations of traditional open-ended paper-and-pencil creativity tests. The CTC is designed to overcome the challenges associated with the administration and manual scoring of traditional paper and pencil creativity tests. In this study, we present the first validation of CTC, demonstrating strong internal and external validity across two studies with a large sample size of over 14,000 students in grades 1–8. The results provide support for the proposed unidimensional factor structure of CTC, with robust reliability (ω=0.833 and 0.872). Analyses of measurement invariance showed that the unidimensional factor structure of CTC holds consistently across all grade levels, with factor loadings exhibiting notable similarity. Additionally, the item intercepts demonstrate considerable uniformity across grades 3–5. The composite CTC scores were positively correlated with creative self-efficacy but not with Standard Progressive Matrices. The outcomes of our study indicate that CTC is a valuable and efficient tool for assessing creativity in educational settings. Its scalability and comprehensive evaluation of four key dimensions of creative ideation (i.e., fluency, flexibility, originality, and elaboration) make it particularly advantageous for educators seeking to assess students' creative potential.

Read the article from: https://onlinelibrary.wiley.com/doi/pdf/10.1002/jocb.70030