

RENZULLI CENTER NEWS

May
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Confratute Announcements

Confratute Early Bird Registration Available Now!

Join us this summer for **Confratute 48** from July 12–16, 2026. Confratute is a combined CONFerence, and an instiTUTE with a lot of FRATernity 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.

For more details visit: <https://uconnuecs.cventevents.com/event/Confratute2026/Summary>

Plan Your 2026-2027 PD-TOC Dates Announced!

Join us for a Taste of Confratute 2026-2027 season! These virtual events provide interactive professional learning reflecting the flavors of Confratute. Our expert speakers address key questions and provide practical guidance for educators to support high-level learning in and out of classrooms. Each event begins with a keynote address and Q&A, followed by breakout sessions on the topics of the day.

For more details visit: <https://confratute.uconn.edu/taste-of-confratute/>

RENZULLI center
Enjoyment
Engagement
Enthusiasm
for Learning

for

creativity, gifted education, and talent development



Research

Participants Needed for a New Creativity Measure

We are conducting a research study aimed at developing a new self-report measure of how people are inspired to create. We are recruiting voluntary participants who are **18 years or older** to take this questionnaire via UConn Qualtrics, which includes some questions related to creativity, and basic demographics. It will take approximately **5 minutes** to complete. The participation is voluntary. Your response will help us understand how people are inspired to create.

This research study was approved by UConn IRB Protocol #[X25-0335]

Study Link: https://uconn.co1.qualtrics.com/jfe/form/SV_7UkWJw64hjBlimG

Thank you for your help!

For more information, contact: James C. Kaufman/Educational Psychology Department or Matthew Worwood/Digital Media & Design at james.kaufman@uconn.edu or matthew.worwood@uconn.edu



Joe's Corner

The Five Dimensions of Differentiation

Sally M. Reis and Joseph S. Renzulli
University of Connecticut

The diversity of skills, talents, and interests of students that we serve in our schools requires a remarkable range of teachers' skills, time, and resources. This brief article focuses on differentiation and the ways that teachers can adapt and differentiate the regular curriculum to meet the academic needs of all of their students. Challenges and solutions about how differentiation can be implemented will be discussed, as will a variety of strategies that can be used to differentiate, challenge, and engage all students. Defined simply, differentiation is matching a required curriculum with the learning styles, expression styles, interests and abilities of students. It's predicated on the simple belief that engaged, motivated students score higher, are easier to manage, and enjoy learning more. Both research and current practice illustrates the importance of differentiated instruction for meeting every child's needs as well as raising achievement— and some of that research is summarized in this article.

Read the article from: <https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2026/04/The-Five-Dimensions-of-Differentiation.pdf>