

February 2022

RENZULLI CENTER NEWS

Special Category

Help Us and Learn Something in the Process

We are seeking elementary and middle school educators' feedback on professional learning materials we are developing for an upcoming research project.

Project BUMP UP (Bringing Up Mathematics Proficiency by Utilizing Push-in) is a Javits grant partnership between the University of Connecticut and William & Mary. Our team is researching how to meet the needs of mathematically gifted students using a push-in model and teacher collaboration in grades 4 and 5.

Our team has prepared a series of professional learning videos (narrated PowerPoints), but before we use the PowerPoints in our research we would like your input regarding their content, clarity, thoroughness, and engagement. We hope you will help us by evaluating one or more of our videos on the BUMP UP website at <https://projectbumpup.education.uconn.edu/field-test/>. The lengths vary, but they tend to run about 30 minutes. After viewing the video, we would like you to give some honest feedback (2 to 3 minutes) on the content. Ultimately, we will use the PowerPoints in workshops and not the narrated videos you will be viewing

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

Leading With Their Strengths

A great article on focusing on strengths by one of our MA Program graduates. [Click here to read it.](#)

Do you have any great stories or practical tips for teachers that you would like to

share? Send them to Stephanie (renzullicenter@uconn.edu) and we will put them on our Soap Box site.

For more information, contact: Stephanie Huntington at stephanie.huntington@uconn.edu

Upcoming Events

Free Spring Webinar Series Registration Is Open

Register at <https://gifted.uconn.edu/events/>

Thursday, February 10, 2022, from 8 p.m. to 8:30 p.m. Eastern time (Parent Focus)

Parenting Gifted Boys to Become Awesome Young Men

with Dr. Thomas Hébert – University of South Carolina

Boyhood is filled with wonderful possibilities and difficult challenges. Guys growing up gifted today must negotiate a culture that may not be supportive of their talents, interests, and favored ways of learning. This webinar explores parenting strategies to provide boys the tools they need to negotiate adolescent peer group pressures, remain actively engaged in school and achievement oriented, maintain supportive friendships, and develop the identity of a gifted male.

Saturday, February 12, 2022, from 11 a.m. to 12 noon Eastern time (Educator Focus)

Making it Real! Designing Curricular Units to be Meaningful and Relevant!

with Dr. Jann Leppien – Professor Emerita from Whitworth University

Connecting curriculum and instruction to real world applications is key to students' engagement and growth in understandings. However, the "real world" has to be their world and has to connect to their existing schemas of what they understand and deem is important. This session will provide concrete strategies for teachers to design their units to be emergent and inclusive of students' personal experiences increasing their agency to make their own connections.

Thursday, March 10, 2022, from 8 p.m. to 8:30 p.m. Eastern time (Parent Focus)

Talent Denied and Talent Lost: Challenges and Compromises of Gifted Girls and Women

with Dr. Sally Reis – University of Connecticut

This session will focus on the loss of talents of girls and women across the country and the globe, and the implications of that phenomenon on diminished creativity, leadership, innovation, and creative productivity. The session will conclude with a positive call to action on how educators and researchers can make a difference in helping girls and women to develop their talents.

Saturday, March 12, 2022, from 11 a.m. to 12 noon Eastern time (Educator Focus)

Designing Type I Learning Experiences

with Dr. Brian Housand – University of North Carolina Wilmington

A Type I Experience has the potential to supercharge students' innate curiosity and propel them toward a lifetime of inquiry and investigation, but how do we effectively tap into students'

interests and purposefully construct a learning experience that promotes creative productive giftedness? In this session, we will explore ways to leverage readily available technology and resources to build meaningful and memorable Type I Experiences based on students' interests.

Saturday, April 9, 2022, from 11 a.m. to 12 noon Eastern time (Educator Focus)

Privilege, and Positioning: A Critical Time for Adopting a Critical Lens

with Dr. Elizabeth (Liz) Fogarty – University of St. Thomas

Power, privilege, positioning . . . what messages are portrayed in books, media, art, and WHY? Today's world requires citizens who can think critically about complex issues. This session will demonstrate the use of a critical literacy framework used to help gifted kids recognize and question the ethical issues in the world around them in order to create meaningful change.

Saturday, May 14, 2022, from 11 a.m. to 12 noon Eastern time (Educator Focus)

The Power of Psychosocial Perceptions for Academic Talent Development

with Dr. Dante Dixson – Michigan State University

All advanced academic talent development requires psychosocial perceptions (i.e., one's thoughts, attitudes, and beliefs) to advance from academic potential to academic accomplishment. In this talk, Dr. Dante Dixson will discuss the role psychosocial perceptions play in advanced academic talent development. Moreover, Dr. Dixson will outline what educators can do to help students leverage their psychosocial perceptions to aid in them living up to their full potential.

Saturday, June 11, 2022, from 11 a.m. to 12 noon Eastern time (Educator Focus)

Evaluating Your Gifted Program: Why? What? How?

with Dr. E. Jean Gubbins – University of Connecticut

Program evaluation is an ongoing process designed to raise questions about the match between identification systems and programming options to guide next steps in maintaining effective programs and practices. Explore the why, what, and how to evaluate your gifted program. Learn how to develop and implement a program evaluation plan matched to expected outcomes.

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



Alumni News

Jeffrey S. Danielian: Neag's 2022 Educator Awardee

Jeffrey S. Danielian '06 MA is the Neag School's 2022 Outstanding School Educator. As a graduate of our Three Summers Program, Jeff continues to contribute to meeting the academic, social, and emotional needs of students with gifts and talents. Currently, he directs the LaSalle Scholars Program (<https://www.lasalle-academy.org/academics/la-salle-scholars>) and teaches biology at LaSalle Academy in Providence, RI.

For those of you who know Jeff, you would recognize his active involvement in multiple educational opportunities. He serves as the editor-in-chief for the National Association for Gifted Children's publication known as Teaching for High Potential, coordinates the Javits-Frasier Scholarship Program, and monitors the submission and review process for the association's annual conference. Of course, for Jeff, involvement in one conference is just a beginning. He serves as the co-director for Edufest, which is a conference for people interested in providing high quality educational opportunities for students with gifts and talents. He also shares his expertise in gifted education and talent development with educators and parents through consultations and presentations.

Writing is a passion for Jeff. He has authored volumes of poetry and non-fiction books. The 2022 Neag School of Education Award in the category of Outstanding School Educator is a wonderful testament to all Jeffrey S. Danielian's professional accomplishments. Congratulations!

For more information, contact: E. Jean Gubbins at ejean.gubbins@uconn.edu

Fun and Useful Resources: From Us to You

Preschool/Primary Identification Tool

Joe ran across this instrument and thought that those interested in preschool/primary identification might find it interesting.

[Click here to view.](#)

RENZULLI center
for
creativity, gifted education, and talent development

Enjoyment
Engagement
Enthusiasm
for Learning