

June 2024

# RENZULLI CENTER NEWS

## Special Category

### Wallace Symposium at UConn

#### UConn's Renzulli Center Hosts Wallace Research Symposium on Talent Development

On May 19, the preeminent research conference on gifted education and talent development came to Storrs for the first time. For three days, around 180 researchers, scholars, and educators filled UConn's McHugh Hall and the third floor of the Student Union for the 2024 Wallace Research Symposium on Talent Development.

Read more from this [UConn Today](#) article.

### Taste of Confratute 24–25 - Mark Your Calendars!

#### Taste of Confratute Online Learning Events 2024–2025

Join us for a Taste of Confratute! 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. Save the dates – more details to come!

Thursday, October 24: Special Event: Schoolwide Enrichment Model Overview

Wednesday, January 29: Taste of Confratute: Thinking Skills

Wednesday, February 26: Taste of Confratute: Social and Emotional Learning and Underachievement

Wednesday, March 26: Taste of Confratute: Strength-Based Learning

#### *Tentative Event Schedule (Eastern Time)*

11AM-12PM: Opening Keynote

12:15-1:15 PM: Breakouts

1:45-2:45 PM: Breakouts

2:45-3 PM: Closing

For more information, contact: Stephanie Huntington at [stephanie.huntington@uconn.edu](mailto:stephanie.huntington@uconn.edu)

### Online Articles

[Expanding the Conception of Giftedness](#)

[Involving All Students in Advanced Activities](#)

[Operation Houndstooth](#)

[Dear Mr. and Mrs. Copernicus: We Regret to Inform You...](#)



## High School Students' Sense of Belonging

*Joseph S. Renzulli*

University of Connecticut

Schools are earning mixed reviews from high school students on two key indicators of how well they encourage a sense of belonging. A recent survey by the EdWeek Research Center polled a nationally representative sample of 1,056 students in grades 9–12 in February and March. The survey asked students whether the adults in their school care about their well-being and success and whether students feel like they are accepted and welcomed in their school community. Although more than half of students answered positively to both questions, there are some concerning trends in the data. A significant proportion of students indicated that they feel disconnected. A majority of students—57 percent—say the adults in their school care about them at least a moderate amount, but 1 in 5 students say the adults care little or not at all about their well-being and success. Students are much more likely to say they feel accepted and welcomed in their school community overall, with 86 percent agreeing with that statement. That percentage drops slightly for students who are not heterosexual or students who come from low-income families. Students who feel connected to school are more likely to attend and perform well and less likely to misbehave and feel sad and hopeless. There are even health benefits well into adulthood linked to a strong connection to school as an adolescent.

One of the things we have done is to create an instrument that helps teacher to examine students' feelings of belonging. Please feel free to download and use this instrument by clicking on the file below.

<https://gifted.uconn.edu/wp-content/uploads/sites/961/2023/05/Belongingness-Scale.pdf>

For more information, contact: Joseph Renzulli at [joseph.renzulli@uconn.edu](mailto:joseph.renzulli@uconn.edu)

## **Confratute Announcements**

### **Register for Confratute!**

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. [Register here](#).

Confratute will take place at the University of Connecticut from July 14–18, 2024.

## **Research**

### **Helping Teachers Recognize Gifted Learners**

*by Mac Murray*

#### **Helping Teachers Recognize Gifted Learners and Elevate Classroom Conversation**

Gifted education provides advanced opportunities for millions of students in public schools across the United States. But the availability and accessibility of gifted programs varies widely, and teacher preparation to support gifted learners tends to be limited.

Read more from this [UConn Today](#) article.





## Project Focus - Seeking Survey Participants

Project Focus, a Javits-sponsored project at the University of Connecticut, is seeking survey participants as part of a research study. The purpose of the survey is to learn more about teachers' self-efficacy, especially related to questioning and discussion in the classroom. The survey will contribute to the overall goals of Project Focus to support professional learning around questioning and discussion to challenge learners in the classroom.

We are seeking survey responses from teachers at grades K-12. We invite teachers who are currently practicing and those who taught within the last five years. Participation in the study will involve responding to an online, anonymous survey. The Self Efficacy survey should take about 10-15 minutes to complete. Participants are eligible to receive a \$10 electronic gift card for participation in the survey.

To learn more or to participate, please [click here](#) to access the survey. Please also consider forwarding this email to colleagues. If you have any questions, please reach out to Catherine Little at [catherine.little@uconn.edu](mailto:catherine.little@uconn.edu) or 860-486-2754 or email the team at [project.focus@uconn.edu](mailto:project.focus@uconn.edu).

For more information, contact: Catherine Little at [catherine.little@uconn.edu](mailto:catherine.little@uconn.edu)

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