

Special Category

Four-Course Online Graduate Certificate in Gifted

A 12-credit online graduate certificate program for educators.

The Neag School of Education is ranked as one of the top public graduate schools of education in the Northeast and on the East Coast by *U.S. News & World Report*. Ranked among the nation's top 20 in elementary education and special education, and #32 among the 280 private and public education schools. The Renzulli Center for Giftedness, Creativity, and Talent Development has been a national and international leader for more than 40 years. For more information visit:

<https://gifted-certificate.uconn.edu>.

RENZULLI

CENTER

NEWS

Apply Now to Start Your Master's Online This Fall

GCT@UConn (a.k.a. Three Summers) is for motivated educators who have professional or family obligations that make regular year study impossible. The program is designed to allow educators to keep their teaching positions while earning a graduate degree or professional certificate part-time in two summers with additional online course work throughout the year. The program culminates in a Sixth-Year Diploma in Professional Education or Master of Arts degree in Educational Psychology with an emphasis in Giftedness, Creativity, and Talent Development. For more information visit: <https://giftedmasters.education.uconn.edu>

Confratute Announcements

Confratute 47-Register by July 1!

Learn How to Differentiate, Enrich, And Engage All Learners in Live Interactive Sessions, Daily Keynotes, and Special Topic Sessions!!

- Infuse enjoyment, engagement, and enthusiasm for learning into your teaching
- Implement research-based enrichment and differentiation strategies
- Participate in personal and highly engaging work with experts in the field

Attn: Steve Johnson from <https://www.confratute.com/>

**June
2025**

- Learn how to implement the Schoolwide Enrichment Model (SEM)
- Interact with educators from around the globe

To register visit: <https://confratute.uconn.edu>

Research

Seeking Interview Participants - Acceleration

Study of Subject Acceleration Practices – Seeking Interview Participants

The National Center for Research on Gifted Education is conducting a study to document and disseminate information on how school districts implement subject acceleration (i.e., advancing students in one or more subject areas without whole-grade accelerating the student; may exist in combination with whole-grade acceleration procedures). We are seeking responses from school districts who have systematic procedures in place for subject acceleration. Our study goal is to describe common procedures in place in districts across the country as guidance for districts considering how to approach this practice.

Participation in the study will involve an online interview of a knowledgeable member of the district staff (e.g., gifted program coordinator, director of advanced academics) with the study team. We expect the interview to last approximately 1 hour. Participants will receive questions in advance and will also have the option of submitting responses in writing.

To learn more about the study or to indicate interest in participation, please review the consent form here: https://uconn.co1.qualtrics.com/jfe/form/SV_dczM9ULuiQUd6ke or reach out to Catherine Little at catherine.little@uconn.edu or 860-486-2754.

UConn IRB Protocol X23-0389 Approved July 13, 2023

For more information, contact: Catherine Little at catherine.little@uconn.edu

Short Survey on 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

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 or Dr. Betsy McCoach at betsy.mccoach@uconn.edu

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

For more information, contact: Betsy McCoach at betsy.mccoach@uconn.edu

Joe's Corner

The Often Perplexing and Challenging Work With the Twice Exceptional Student

Steven I. Pfeiffer
Florida State University

Abstract

Gifted children and youth with co-existing disabilities, commonly referred to as twice-exceptional (or 2e), face unique challenges in diagnosis and treatment. These difficulties may arise from multiple factors, including varying definitions of what it means to be “gifted,” the influence of high ability on mental health diagnostic presentation and intervention, time of onset of both the abilities and concerns, and symptom masking effects. While the field of child psychiatry offers several empirically validated intervention options, few have examined efficacy among twice-exceptional youth, and extant studies are often fraught with methodological concerns. Current best practice guidelines are to implement empirically validated interventions with attention to the child’s ability and talent domains, focus on positive psychology techniques, and provide professional development and training opportunities to mental health professionals about this unique populations’ needs.

Read the report from: <https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2025/05/The-Often-Perplexing-and-Challenging-Work-with-the-Twice-Exceptional-Student.pdf>

The Schoolwide Enrichment Model: A Comprehensive Plan for the Development of Talents and Giftedness

Joseph Renzulli

Abstract

The Schoolwide Enrichment Model (SEM) is widely implemented as an enrichment program used with academically gifted and talented students and a general enrichment approach for all schools interested in developing the strengths and talents of all learners. The major goal of the SEM is the application of gifted education pedagogy to total school enrichment and joyful learning. The SEM provides enriched learning experiences and higher learning standards for all children through three goals: developing talents in all children, providing a broad range of enrichment experiences for all students, and providing advanced level follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Read the article from: https://gifted.media.uconn.edu/wp-content/uploads/sites/961/2025/05/The-SEM_A-Comprehensive-Plan-for-the-Development-of-Talents-and-Giftedness.pdf

Alumni News

Grad Alumni Reunion at Confratute 2025

Guess what?! We're making it happen! That Three Summers, Master's, and Ph.D. alumni reunion we've all been talking about is officially on for Summer 2025, and we'd love for you to be there!

Dust off those UConn stories and prepare for laughter, learning, and a whole lot of catching up. We, along with many other familiar faces from your UConn days, are absolutely buzzing with excitement at the thought of welcoming you back to Storrs. And hold onto your hats – we're also organizing a special evening event exclusively for our amazing alumni! Think good company, great conversations, and maybe even a few blasts from the past!

To learn more visit: <https://confratute.uconn.edu/reunion/>