

CONFRATUTE 2020 VIRTUAL OFFERINGS

We were delighted that so many of you decided to participate in our four virtual keynotes in what would have been our live week of Confratute. It was so interesting to listen as four very different keynotes blended similar research findings, themes, and beliefs.

Joe gave a brief update on new development in the Schoolwide Enrichment Model (SEM) and Renzulli Learning and shared recommendations for writing teacher-authored articles

about your own innovative practices. He assured every Confratute participant that the best ideas in SEM have emerged from successful practices that originated from our own teaching experience and from the classrooms of creative teachers like you. He also shared brief descriptions of three ongoing research projects – The Imagination, Creativity, and Innovation Index, the development of new instruments for the Assessment *For* Learning project, and a new sub-theory underdevelopment called

“Wayne Gretzky, the greatest hockey player that ever lived once said, ‘A good hockey player always knows where the puck is. A great hockey player always knows where the puck is going to be.’ Our job in education for talent development is to know both where the puck will be and what we can do to be there to make the changes necessary for each and every student to achieve his or her maximum potential.”

--Joseph Renzulli, Confratute Virtual Keynote

“The Catch-A-Wave Theory of Adaptability: Core Competencies For Developing Gifted Behaviors in the Second Machine Age of Technology.” Articles on all of this work will be forthcoming.

Sue Baum continued the virtual keynote series with a discussion of twice exceptional learners, arguing that they are especially in need of an enriched learning environment that engages their advanced abilities and interests while allowing them to succeed despite

“2e learners need to feel good about themselves, which is often results from being around others who value and recognize them for what they can do. Only then do they have the courage and motivation to overcome challenges. In short, we must start with developing their strengths, interests, and talents authentically and the rest will follow.”

--Sue Baum, Confratute Virtual Keynote

their learning challenges. She advocated for the use of a strength-based, talent focused approach such as the Schoolwide Enrichment Model, to help students both experience creative productivity and also develop their academic and emotional regulation. These kinds of experiences, she has found in her research, are ultimately responsible for the academic success of these students, as well as their healthy social and emotional development.

The series continued as **Sally Reis** discussed the many ways that educators can help to focus opportunities, resources, and encouragement for talented students to help them develop a socially constructive product or service to others that brings about positive change locally and in larger audiences. The use of SEM pedagogy enables these kinds of projects to be completed. She gave many exciting examples of talented young people who developed the attitudes, values, and behaviors that enabled them to use their talents to make the world a better place.

“Children deserve the chance to make a difference in their community, the opportunity to solve problems for the common good, and the time to develop and use their talents to make our world a better place to live.”

--Sally Reis, Confratute Virtual Keynote

Del Siegle finished the series with a compelling discussion of motivation and again, the use of strength-based SEM pedagogy to increase student motivation. He emphasized the importance of meaningful learning based on students’ interests. Del shared research from the

“When placed in appropriate environments all living things flourish. Our job as educators is to create appropriate learning environments where students’ talents can flourish.”

-- Del Siegle, Confratute Virtual Keynote

past two decades that provides insights about why some talented students engage in challenging work while others do not. Del also gave examples about how teachers can increase student motivation based on his decades of work in this area.

If you were not able to join us for these keynotes, you are able to view them remotely, by visiting:

<https://confratute.uconn.edu/home-2/free-online-workshops/>. Use password “online2020”.