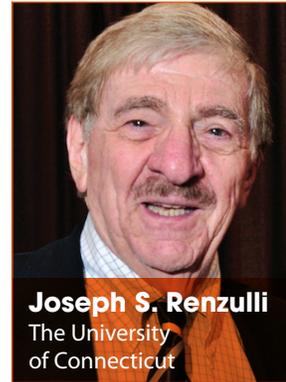




## Conference Speakers



**Brian Housand**  
The University of  
NC at Wilmington



**Joseph S. Renzulli**  
The University  
of Connecticut



**Sally Reis**  
The University  
of Connecticut

### **Visions of the Future: The Road Ahead for Gifted Education — *Brian Housand***

Gifted Education has a long history of championing instructional practices that integrate creativity, innovation, differentiation, and academic vigor. Yet, in 2020 what was once the cutting edge and the dominion of the gifted classroom are common practices in many regular classrooms. If gifted education is to remain meaningful and relevant, we need to unite and create clear vision of what we want the world of tomorrow to hold for us. We need to peer into the crystal ball and envision a series of possible futures and outcomes for gifted education.

### **Challenges, Changes, And Opportunities For The Advancement Of Gifted Education Programs In A Rapidly Changing World — *Joseph S. Renzulli***

The most dangerous phrase in our language is “We’ve always done it this way.” Gifted education has been the “research laboratory” for many innovations in education that have taken place over the years and the opportunities for flexibility and creativity in our field should inspire us to address present day challenges so that we can continue the respect and support that gifted education programs have earned in North Carolina and elsewhere.

The first things we should consider when examining the future of gifted education and talent development initiatives are the larger changes taking place in the demographics of school populations, the dramatic role that technology is playing in learning pedagogy at all levels (including the job market), and the unprecedented challenges being placed on teachers to differentiate curriculum and personalize learning for all of our high potential young people.

Addressing these issues has important implications for identification practices, program organization and operation, professional development, policy making, and the role that our field can play in improving the general culture of learning in schools that provide gifted education programs. A brief description of these challenges and a few suggestions for dealing with them will be followed with an opportunity for questions and discussion with conference participants.

### **New Developments In The Schoolwide Enrichment Model — *Joseph S. Renzulli and Sally Reis***

This session will provide an overview of The Schoolwide Enrichment Model, and specific strategies for implementing the model in a variety of schools with students from different demographic backgrounds. The model, which is based on more than 40 years of research and development, is a comprehensive system for infusing high-end learning into total school improvement efforts while simultaneously challenging high achieving students.

The two major goals of the model are the promotion of an investigative mindset and the development of creative productivity. New strategies include instruments that assess co-cognitive skills such as engagement, executive functions, and school happiness; using technology to develop a total talent portfolio for each student; and a technology-based search engine that allows for quick and easy location of enrichment resources that facilitate differentiation and personalized learning. The model is designed to promote what we call the Three Es of enrichment based high end learning – Enjoyment, Engagement, and Enthusiasm.