

A child with long dark hair is wearing a black VR headset, holding it up to their eyes with both hands. The background is a vibrant, futuristic illustration of a globe. The globe's surface is covered with a network of glowing blue and green lines, resembling a digital or neural network. Various world landmarks are depicted on the globe, including the Statue of Liberty, the Eiffel Tower, Big Ben, Mount Fuji, the Christ the Redeemer statue, the Parthenon, and the Colosseum. The scene is set against a deep blue sky filled with stars and glowing blue arcs, creating a sense of global connectivity and technological advancement.

**Renzulli<sup>®</sup> Learning**  
21st Century Skills

## Are your students prepared for their future?

A hands-on enrichment platform, not another digital worksheet. Students run real investigations, create for real audiences, and build the durable skills they need, Pre-K through grade 12, on five decades of research from the University of Connecticut.

[renzullilearning.com](http://renzullilearning.com) · +1 (203) 680-8301

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# Every student has a spark.

Renzulli Learning discovers what each student is interested in and good at, then turns those strengths into **hands-on enrichment, real investigations, and documented growth**. Students use it briefly and purposefully; the meaningful learning happens off the screen, as they research real problems and create products for real audiences. It brings the **Schoolwide Enrichment Model**, developed by Dr. Joseph Renzulli and Dr. Sally Reis at the University of Connecticut, to every classroom from Pre-K through grade 12.

## 50

years of University of Connecticut research behind the model

## 82%

of gifted underachievers no longer underachieving after the intervention

## 65th–86th

creativity percentile gain in a three-year SEM study

## +9%

higher predicted future earnings from individualized enrichment

## How it works: four steps

### 1

### Profile

See page 4

The Renzulli Profiler identifies each student's top interests, learning styles, and expression styles in 20 to 30 minutes.

### 2

### Assess

See page 5

Four more instruments show how students plan, lead, reason, and create, and track that growth over time.

### 3

### Develop

See page 6

Students explore a personalized enrichment database and build projects around what they care about.

### 4

### Document

See page 7

The Total Talent Portfolio gathers interests, measured growth, and best work from school and beyond.

## The durable skills, developed on purpose

Critical thinking

Creative problem solving

Creativity

Communication

Collaboration

Leadership

Executive function

Self-directed learning

These are the durable skills a **Portrait of a Graduate** defines, and Renzulli Learning is the platform that both develops them and documents the growth.

## Five decades of research

Dr. Renzulli and Dr. Reis's work, the **Three-Ring Conception of Giftedness**, the **Enrichment Triad Model**, the **Schoolwide Enrichment Model**, and **Curriculum Compacting**, rests on a simple idea: when learning starts from a student's strengths and interests, students engage more deeply and develop their talents. The research spans five decades and schools worldwide (Reis and Peters, 2021).

# Built for every learner

Renzulli Learning was born in gifted education, but its strength-based approach lifts **every student in the building**, and it is purpose-built for the special populations a district must reach, starting from what each student does well.

## Gifted & Talented

The challenge: advanced students are held to the pace of the class and grow bored. Curriculum compacting and Type III investigations keep them challenged, with growth documented in the Portfolio.

- **82% no longer underachieving**

## Twice-Exceptional (2e)

The challenge: a disability masks the gift, so talent goes undeveloped. Renzulli Learning identifies the strength, develops the talent, and supports the need, a strength-based, not deficit-based, start.

- **+9% higher predicted future earnings**

## Autistic Learners

The challenge: deep, focused interests are treated as distractions. The platform turns those interests into the engine for engagement and talent development, alongside each student's specialized services.

- **UConn Javits-funded ASD research**

## Students with Disabilities

The challenge: plans focus only on what a student cannot yet do. Renzulli Learning is a strength-based complement to the IEP or 504 plan, not a replacement, developing talent while supports address needs.

- **1,192-student randomized reading study**

## Economically Disadvantaged

The challenge: no access to the enrichment advantaged peers get outside school. The platform delivers hands-on enrichment and a Personal Success Plan that builds a vision for the future. Fundable through Title I.

- **Income achievement gap cut from 62% to 10%**

## English Learners

The challenge: language becomes a barrier to being seen. Students are profiled in their home language (20+ languages), and ELLA builds durable skills and English together through real, hands-on work.

- **Up to 28 pts higher language proficiency**

## And it layers into the frameworks you already run

### MTSS

A strengths layer for every tier, so students in intervention also get enrichment matched to their interests, not remediation alone.

### Social-Emotional Learning

Develops and measures the durable skills, collaboration, self-management, decision-making, that SEL frameworks target.

### Montessori

Shares Montessori's commitment to student choice and self-directed work, documented in the Total Talent Portfolio.

## Show your district it meets the mandate

State documentation of your gifted and talented and career readiness alignment, ready for a funding request.

**G&T alignment by state**

**Career readiness by state**

# The Renzulli Profiler

Every student starts with the Renzulli Profiler, a 20 to 30 minute online inventory. It identifies each student's **top three interest areas**, preferred **learning styles**, and preferred **expression styles**, then writes a plain-language profile teachers and families use to personalize learning.

## My Profile

### This profile is for: **Brennan DiMauro**

Brennan is a fifth grade student who has special interests and abilities in school. He described his grades as above average in math, above average in science, average in reading, and above average in social studies. He seems to have several areas of interest. His **primary interest appears to be in history & social studies**. He seems to have an interest in studying the past to learn about famous historical figures and events, antiques, old photographs, and/or oral histories (talking to people about their past experiences).

Brennan's **second area of interest appears to be in performing arts**. He really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage, or design sets!

Brennan's **third area of interest appears to be in social action**, as he seems to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. He may want to change a law or take action to try to make the world a better place.

Brennan also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Brennan has very clearly defined learning preferences. His **preferred instructional style is through discussions** that happen when two or more students talk with their teacher or in small groups about issues and topics by discussing facts and opinions and discussing them. His **second choice of learning style is simulations** that help him to learn content and skills through role-playing people or events. Brennan also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, he may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II. Brennan **also enjoys peer tutoring** that happens when a student or friend who knows a good deal about something helps or works with him to really understand the topic or material being studied in school.

*A student's Renzulli Profile. The full profile continues with the student's preferred expression styles and suggestions for exploration.*

### Interests

The subjects and fields a student is drawn to, such as history, performing arts, science, technology, or social action.

### Learning styles

How the student prefers to learn: discussion, simulations, peer teaching, projects, independent study, and more.

### Expression styles

How the student prefers to show what they know: writing, speaking, art, music, service, technology, and more.

**20+**  
LANGUAGES

Students can complete the Profiler in their home language, including Spanish, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Turkish, and Ukrainian, while teachers view the results in English. Teachers use Profiles to match students with activities, form interest-based groups, and differentiate instruction.

# Four instruments. One fuller picture.

The Profiler shows what students care about. Four more instruments show how they plan, lead, reason, and create. Students complete the three self-report assessments in fall and spring, so growth is visible across the year, and every result flows into the Total Talent Portfolio.

## Executive Function Assessment



A student self-report of the self-management skills behind independent work, such as planning, organizing, and managing time and tasks. Results help teachers see which students are ready for independent projects and which need more structure to get there.

Self-report · fall and spring

## Leadership Assessment



A student self-report of how students take initiative, work with others, and guide a group toward a goal. It brings forward leadership strengths that grades and test scores rarely capture, including in students who are not yet seen as leaders.

Self-report · fall and spring

## Critical Thinking Assessment



A student self-report of how often students use and apply **analysis, evaluation, inference, and reasoning**. It captures how students use these skills rather than directly measuring ability, and growth is measurable over time.

Self-report · fall and spring

## Cebeci Test of Creativity (CTC)



A nonverbal assessment that evaluates **fluency, flexibility, originality, and elaboration**. Validated in peer-reviewed research with more than 14,000 students in grades 1 through 8 (Cebeci and Acar, 2025, *Journal of Creative Behavior*). Students experience it as a design game with no score; educators see the full results.

Nonverbal · U.S. Patent 12,087,176

## What educators do with the results

### 1 Spot strengths grades miss

See creative, leadership, and self-management strengths in students who may not stand out on tests.

### 2 Group and plan

Form groups and plan instruction around how students think and work.

### 3 Track growth

Compare fall and spring results for each student, class, and campus.

### 4 Report at every level

Teacher, campus, and district reporting, with CSV, Excel, and PDF export.

# From interest to investigation

Once the Profiler shows what a student cares about, Renzulli Learning puts the right resources in front of them and gives them a structured path from curiosity to a finished product.

## The Renzulli Enrichment Database

# 40,000+

CURATED ACTIVITIES AND RESOURCES



Activities are matched to each student's Profile. **More than 13,000 carry correlations to academic standards**, and teachers can search by subject and standard. The rest are enrichment resources selected by interest, learning style, and grade level, including virtual field trips, research resources, and creative and critical thinking activities.

## The Enrichment Triad

**Type I**  
Explore

Students discover new topics, fields, and ideas through their personalized database.

**Type II**  
Build skills

Students develop research, how-to, critical thinking, and creative thinking skills.

**Type III**  
Investigate

Students take on the role of a practicing professional, conduct original research using the methods experts in the field use, and create products for real audiences.

## Tools that turn interests into projects

### Wizard Project Maker

Guides students step by step from a question to a plan and a finished product.

### Super Starter Projects

Ready-to-launch project ideas that give students a strong starting point.

### Project Showcase

A place for students to present their finished work.

### Personal Success Plan

Middle and high school students set academic and career goals and build a plan to reach them.

## BEYOND THE SCREEN

# The spark, not the screen.

Renzulli Learning is the catalyst, not the destination. Students use the platform briefly and purposefully to discover their interests, find resources, and plan their work. The learning itself happens beyond the screen, and the platform then documents what students accomplished in the Total Talent Portfolio.

### ● Investigate

Original research and hands-on fieldwork

### ● Create

Experiments, inventions, performances, and art

### ● Serve

Community service and social action

### ● Present

Products shared with real audiences

# The Total Talent Portfolio

The Total Talent Portfolio is a living record of who a student is, how they are growing, and what they have made, in school and beyond it. It gives teachers, families, and counselors a view of talent that grades and test scores alone cannot provide, and gives districts evidence of the durable skills in a Portrait of a Graduate.

## ☆ My Total Talent Portfolio

WHO I AM **My Profile**

### MY INTEREST AREAS

 Reading
  Social Action
  Video / Photography

### MY LEARNING STYLES

 Project-Based Instruction
  Peer Tutoring
  Games

### MY EXPRESSION STYLES

 Dramatic
  Audio-Visual/Display
  Service

HOW I'M GROWING **Skills I'm building**

#### How do I think?



**Growing**  
You're using more ideas of a problem than you did last me. Keep it up!

Retake

#### How do I work in school?



**Growing**  
You're showing further about and handling changes better than last time. That's really great.

Retake

#### How do I lead in school?



**Growing**  
You're stepping up more to your group than you did last time. Keep it up!

Retake

WHAT I'VE MADE **My best work**

All In school Outside school + Add my work



**Why I Love Playing Football**  
A 3D brochure showing how I use Renzulli's multiple intelligences.  
Executive Function

Detail Edit Delete



**Westshore Elementary and Local Food Fighters**  
A fundraising campaign with a video presentation.  
Leadership Creative Production Global Thinking

Detail Edit Delete



**What lives in our local pond?**  
A science video about the ecology in our town.  
Critical Thinking

Detail Edit Delete

A student's Total Talent Portfolio: interests and styles from the Renzulli Profiler, measured skill growth over time, and best work from school and outside it.

## How evidence gets in

- 1 Students upload their own evidence**, from class projects to clubs, sports, and service.
- 2 Teachers can upload on a student's behalf**, so nothing important is missed.
- 3 A teacher approves every upload** before it appears in the portfolio.

# Pricing, security, and evidence

## Pricing

**\$15** /student  
per year, full platform access  
**Every license includes**

- ✓ **Full access** to Renzulli Learning
- ✓ The **Renzulli Profiler** (20+ languages)
- ✓ **Cebeci Test of Creativity** (CTC)
- ✓ **Executive Function Assessment**
- ✓ **Leadership Assessment**
- ✓ **40,000+ enrichment activities**
- ✓ **Project-Based Learning** (PBL) with Project Showcase
- ✓ **Personal Success Plan** (PSP)
- ✓ The **Total Talent Portfolio**
- ✓ **ELLA** (English Language Learning Accelerator)
- ✓ **Free QuickStart training**

*Live Virtual Training (2 hours, customized) is \$1,200 and optional. No minimum purchase; for district pricing, please contact our sales team. U.S. pricing; for other countries, please contact us.*

## Evidence

**Reis and Peters (2021).** Review of five decades of research on the Schoolwide Enrichment Model.

**Field (2009).** Significant gains in reading comprehension and fluency in a cluster-randomized study of an earlier version of the platform.

**Cebeci and Acar (2025).** Validation of the Cebeci Test of Creativity with more than 14,000 students in grades 1 through 8.

**Baum, Renzulli, and Hébert (1995).** 82% of underachieving students reversed their underachievement through Type III enrichment.

**Reis, Westberg, Kulikowich, and Purcell (1998).** Curriculum compacting with no loss in achievement.

**Reis and Renzulli (2025).** Javits-funded work on strength-based strategies for twice-exceptional students with autism.

## Technology and security

- ✓ **Browser-based**, with no installation or maintenance fees
- ✓ **Single sign-on and rostering** through Clever, ClassLink, OneRoster, Google Classroom, and SAML; setup typically takes one to two business days
- ✓ **Hosted with LightEdge:** ISO 27001, ISO 20000-1, ISO 22301, and SOC 1, 2, and 3, with 24/7 monitoring, managed backups, and disaster recovery
- ✓ **FERPA and COPPA compliant**, with a published privacy policy and data security plan
- ✓ **Minimal student data:** no demographic or program designations required or requested; a district may optionally pass a gender or gifted indicator through Clever
- ✓ **Accessibility:** committed to WCAG 2.1 Level A and AA; the published VPAT covers WCAG 2.0 Level AA
- ✓ **Student Privacy Pledge signatory:** student data is never sold and never used for advertising
- ✓ **Defense-in-depth security:** layered safeguards, with risk analysis and peer review before any infrastructure change
- ✓ **Enterprise hosting:** LightEdge, eleven purpose-built U.S. data centers, with managed backups and disaster recovery



Fundable through Title I, II, III, IV-A, and Perkins V.

[See funding options](#)

## Get started

- 1 Schedule a demo
- 2 Connect your roster
- 3 Join a Quick Start session
- 4 Students take the Profiler

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