

CURRICULUM VITAE

Marcia Gentry

Associate Professor of Education
Associate Director, Gifted Education Resource Institute
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EDUCATIONAL BACKGROUND

- 1996 Ph.D., University of Connecticut, Storrs, CT (years of study 1994-1996)
Major Areas: Educational Psychology, Gifted Education and Talent Development;
Research, Measurement, and Evaluation;
Related Area: Curriculum and Instruction
- 1992 Professional Diploma, University of Connecticut, Storrs, CT (years of study 1990-1992)
Major Area: Gifted Education and Talent Development
- 1985 M. A., Western Michigan University, Kalamazoo, MI (years of study 1984-1985)
Major Area: Reading Curriculum
- 1982 B. S., Western Michigan University, Kalamazoo, MI (years of study 1980-1982)
Major Areas: Science and Elementary Education

ACADEMIC APPOINTMENTS

- 2004-present Associate Professor, Educational Studies (hired with tenure Summer 2004)
Associate Director, Gifted Education Resource Institute
Responsibilities:
- Discovery
 - Scholarship
 - Grants
 - GERI investigators
 - Collaboration initiatives
 - Learning
 - Coordinate/teach Block V (Learning Environments)
 - Coordinate graduate programs in gifted education
 - Instruct courses in gifted education
 - Advise graduate students in gifted education
 - Serve on student committees
 - Engagement
 - Coordinate professional development and discovery for GERI
 - Committee Work, Elementary Education, Elementary Education Reform, Chair GERI search
 - Develop DISCOVER! institute for educators
 - Plan and develop Korean Educators' Institute
 - Develop and work with GERI advisory board
- 1996-2004 Professor, Educational Studies: Special Populations
Minnesota State University, Mankato, MN (promotion to Associate Professor granted 1999; Tenure granted 2001, promotion to Professor granted 2002)
Responsibilities:

- Instruct graduate/undergraduate courses in research, evaluation and assessment, gifted education and talent development, capstone preparation, practicum
- Advise students, assist students in thesis proposal preparation, serve as major advisor and committee member for graduate students, participate in student advisory council activities
- Serve on committees:
 - *University*: Program Assessment, Research, Graduate
 - *College*: NCATE, Curriculum (past chair), Search
 - *Department*: Search, Personnel, Assessment, Social, Advisory
- Continue professional growth through scholarly work, presentations, and consulting
- Direct and coordinate graduate programs in gifted education & talent development (Certificate, MS, EdS, & MS in Optimal Teaching and Learning)

- 1994-1996 Research Associate
 The National Research Center on the Gifted and Talented (NRC/GT)
 University of Connecticut, Storrs, CT
 Responsibilities:
- Administer NRC/GT study *Extending the Pedagogy of Gifted Education to all Children*. (research coordination, data collection and analyses; staff development video and manual production; technical report preparation)
 - Conduct professional development, including working with graduate and undergraduate students and extensive inservice presentations
 - Consult, correspond, review documents, develop instruments

K-12 EDUCATIONAL POSIITON APPOINTMENTS

- 1988-1994 Coordinator of Gifted Education, Professional Development, Math/Science, and Curriculum Council, Branch Intermediate School District, Coldwater, MI
 Responsibilities:
- Gifted Education: Program development, professional development, grant writing, budget, public relations, and evaluation, summer student programs
 - Professional Development: Planning and developing inservice opportunities for local teachers and administrators
 - Math/Science: Student program development, professional development, grant writing.
 - Curriculum: School Improvement facilitation, chair of curriculum council, professional development and technology committee membership
- 1987-1988 Teacher, Jackson Public Schools, Jackson, MI
 Grade 6, Self-contained classroom of gifted children
- 1983-1987 Teacher, Big Rapids Public Schools, Big Rapids, MI
 Grades 6-8: Physical Science, Earth Science, Life Science, and Mathematics;
 Science Olympiad Coach; Academic Enrichment Program Coordinator;
 Equestrian Team Advisor

RELATED PROFESSIONAL EXPERIENCE

- 1990-present Strand Coordinator, *Confratute*: International Summer Institute on Talent Development, University of Connecticut, Storrs, CT
- *Promoting Meaningful Student Achievement: Cluster Grouping, Affect, and Student-Based Differentiation* (2003, 2005)

- *Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning* (2003-2006)
 - *Cluster Grouping, Flexible Grouping, and Differentiation in the Elementary School: Meeting the Needs of All Learners* (1996-1998; 2000-2002, 2006)
 - *The Schoolwide Enrichment Model from Soup to Nuts* (1996-2000)
 - *Enrichment Clusters and Academies of Inquiry: Developing Student and Teacher Talents* (1995-2002)
 - *Schoolwide Enrichment Model: Middle School* (1995)
 - *Project WILD: A Program for Action* (1993-1995)
 - *Secondary Science Enrichment* (1990-1994)
- 1993 Adjunct Instructor, "Project WILD"
Western Michigan University, Kalamazoo, MI
- 1990 Adjunct Instructor, "The Reading and Writing Connection"
Western Michigan University, Kalamazoo, MI

ACTIVE ORGANIZATIONAL INVOLVEMENT

- 2004-present Secretary, AERA SIG on Research on Giftedness
- 2000-present Board Member, National Association of Gifted Children,
- Liaison to the Research and Evaluation Division (2000-present)
 - Member, Secondary Education Task Force, NAGC (2005- present)
 - Member, National Committee on Gifted Program Standards and NCATE Standards for Graduate Work in Gifted Education (2000-2005)
 - Member, Publications Committee (2003-present)
 - Member, Awards Committee (2005-present)
 - Member, University Network (2000-present)
- 2000-2002 Director: Summer Institute on Gifted Education and Talent Development (MN)
- 1999-2004 Board Member, Minnesota State Advisory Council on Gifted Education and Talent Development
- 1998-2002 Director: Bright Beginnings: Bi-Annual Fall Conference for Educators on Gifted Education and Talent Development, Minnesota State University, Mankato, MN
- 1990-1995 Board Member, Michigan Alliance for Gifted Education
- 1993-1994 President, Michigan Alliance for Gifted Education

NATIONAL REFERRED JOURNAL ARTICLES

- Gentry, M. (in preparation). Missions to misconceptions: Five common misconceptions and the myths on which they are founded that continue to prevent the integration of gifted education programs into mainstream educational reform.
- Gentry, M. & Gable, R.K. (in preparation). Secondary students' classroom quality perceptions: Are there differences across community types, grade levels and gender?
- Gentry, M., Choi, B., & Hu, S. (in preparation). Exemplary teachers: Students' perspectives and teachers' practices
- Gentry, M. & Peters, S. (in preparation). Career and technical education, talent development, and general high schools: A qualitative inquiry concerning student experiences.
- Gentry, M. & Chae, Y.J. & Choi (in preparation). Gifted students' perceptions of classroom quality: American and Korean cross-cultural validation.

- Gentry, M. & Choi, Y.O. (in preparation). Differences between gifted Korean and general Korean students concerning perceptions of classroom activities.
- Gentry, M., & Mead, D.F. (submitted). Charter middle school student perceptions of interest, challenge, choice, and enjoyment: A descriptive study of one charter school.
- Gentry et al. (in preparation). Size does matter: An analysis of the use of effect sizes in the gifted education research literature.
- Gentry, M. & Hu, Saiying, Peters, S., & Rizza, M.G., (in press). Gifted students in an exemplary career and technical education center: A qualitative inquiry. *Gifted Child Quarterly*.
- Gentry, M. (2006). No child left behind: Gifted children and school counselors. *Journal of Professional School Counseling*, 10, 73-81.
- Gentry, M. (2006). No child left behind: Neglecting excellence. *Roeper Review*, 29, 24-27.
- Gentry, M. Rizza, M.G. Peters, S., & Hu, S. (2005). Professionalism, sense of community, and reason to learn: Lessons from an Exemplary Career and Technical Education Center. *Journal of Career and Technical Education Research*, 30, 47-85.
- Gentry, M., & Owen, S.V. (2004). Student perceptions of classroom quality: Differences between honors, AP, and advanced students and students in general classes. *Journal of Secondary Gifted Education*, 16(1), 20-29.
- Gentry, M. & Keilty, W. (2004). On-going staff development planning and implementation: Keys to program success. *Roeper Review*, 26, 148-156.
- Gentry, M., & Gable, R.K. (2002). Students' perceptions of classrooms activities: Are there grade level and gender differences? *Journal of Educational Psychology*, 94, 539-544.
- Gentry, M., & Springer, P. (2002). Secondary student perceptions of their class activities regarding meaningfulness, challenge, choice, and appeal: An initial instrument validation study. *Journal of Secondary Gifted Education*, 13, 192-204.
- Gentry, M., Rizza, M.G., & Owen, S.V. (2002). Examining perceptions of challenge and choice in classrooms: The relationship between teachers and their students and comparison between gifted students and other students. *Gifted Child Quarterly*, 46, 145-155.
- Gentry, M., Gable, R.K. (2001). From the students' perspective *My Class Activities: An instrument for use in research and evaluation*. *Journal for the Education of the Gifted*, 24, 322-343.
- Rizza, M.G. & Gentry, M. (2001). A legacy of promise: Reflections, suggestions, and directions from contemporary leaders in the field of gifted education. *The Teacher Educator*, 36, 167-184.
- Johnson, A.P., & Gentry, M. (2001). Admissions portfolio for a graduate program: Matching practice and paradigm. *Roeper Review*, 23, 83-84.
- Gentry, M., Rizza, M.G., & Gable, R.K. (2001). Gifted students' perceptions of their class activities: Differences among rural, urban, and suburban student attitudes. *Gifted Child Quarterly*, 45, 115-129.

- Gentry, M., Gable, R.K., & Springer, P. (2000). Gifted and non-gifted middle school students: Are their attitudes toward school different as measured by the new affective instrument, my class activities? *Journal for the Education of the Gifted*, 24, 74-96.
- Gentry, M., Reis, S.M., & Moran, C. (1999). Expanding program opportunities to all students: The story of one school. *Gifted Child Today*, 2 (4), 36-48.
- Gentry, M., & Ferriss, S. (1999). StATS: A model of collaboration to develop science talent among rural middle school students. *Roeper Review*, 21, 316-320.
- Gentry, M. & Owen, S.V. (1999). An investigation of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly*, 43, 224-243.
- Gentry, M., & Neu, T. (1998). Project High Hopes summer institute: Curriculum for developing talent in students with special needs. *Roeper Review* 20 (4), 291-295.
- Gentry, M., Maxfield, L.R., & Gable, R.K. (1998). Construct validity evidence for enrichment clusters and regular classrooms: Are they different as students see them? *Educational and Psychological Measurement*, 58, 258-274.
- Reis, S.M., & Gentry, M. (1998). The application of enrichment clusters to teachers' classroom practices. *Journal for the Education of the Gifted*, 21, 310-334.

BOOKS & INSTRUMENTS

- Gentry, M. & Olenchak, R. (in preparation). *Student-based differentiation: Methods for empowering students toward meaningful learning experiences.*
- Gentry, M. (in preparation). *Cluster grouping and differentiation to promote learning for all students: Theory, research and practice.*
- Gentry, M. & Owen, S.V. (in press). *Student perceptions of classroom quality: Instrumentation for assessing secondary student perceptions of appeal, challenge, choice, meaningfulness, and self-efficacy.* Mansfield Center, CT: Creative Learning Press. (Instrument).
- Renzulli, J.S., Gentry, M., Reis, S.M., & Selyuk, E. (2006) *Enrichment clusters: A practical plan for real-world, student-driven learning.* Vladivostok: VSUES Publishing House. (Original work published 2003).
- Renzulli, J.S., Gentry, M., & Reis, S.M. (2003) *Enrichment clusters: A practical plan for real-world, student-driven learning.* Mansfield Center, CT: Creative Learning Press.
- Gentry, M., & Gable, R.K. (2001). *My class activities: A survey instrument to assess students' perceptions of interest, challenge, choice and enjoyment in their classrooms.* (Instrument). Mansfield Center, CT: Creative Learning Press.
- Gentry, M., & Maxfield, L.R.. (1995). *Student survey about . . . enrichment clusters.* (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.

Gentry, M., & Renzulli, J.S. (1995). *Inspiration: Targeting my ideal teaching and learning situation*. (Interest Inventory). Storrs, CT: The National Research Center on the Gifted and Talented.

Gentry, M., & Reis, S.M. (1994) *Parental attitudes about enrichment opportunities*. (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.

BOOK CHAPTERS

Gentry, M. & McDougall, J. (in press). Cluster grouping: A model for effectively educating gifted students in regular elementary classrooms and improving achievement of all students. In J.S. Renzulli (Ed.), *Systems and Models in Gifted Education*.

Gentry, M. & Hu, S., & Thomas, A.T. (in press). Race and ethnicity in gifted education. In C. Callahan & J. Plucker (Eds), *Encyclopedia of gifted education research*.

Patrick, H., Gentry, M., & Owen, S.V. (2006). Motivation and gifted adolescents. In F. Dixon & S.M. Moon (Eds). *The handbook of secondary gifted education*, (pp. 165-195). Waco, TX: Prufrock Press Inc.

Gentry, M. & Owen, S.V. (2004). An investigation of the effects of total school cluster grouping on identification, achievement, and classroom practices. In S.M. Reis & L.E. Brody, (Eds.), *Grouping and acceleration practices* (pp. 115-146). Thousand Oaks, CA: Corwin Press.

MONOGRAPHS

Gentry, M. (1999). *Promoting student achievement and exemplary classroom practices through cluster grouping: A research-based alternative to heterogeneous elementary classrooms* (Research Monograph 99138). Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

Reis, S.M., Gentry, M., & Park, S. (1995). *Extending the pedagogy of gifted education to all students: The enrichment cluster study. Technical Report*. Storrs, CT: The National Research Center on the Gifted and Talented. (Jacob K. Javits Demonstration grant)

CONFERENCE PROCEEDINGS

Maxfield, L.R., Gentry, M., & Gable, R.K. (1997). Does achievement level affect student attitudes toward classroom activities? *NAGC Research Briefs*, 11, 33-41.

BOOK/TEST REVIEWS

ARTICLES IN NONREFERREED JOURNALS

Gentry, M. (in preparation). What every parent needs to understand about testing: From admission to performance. *Parenting for High Potential*.

Gentry, M. (in preparation). Making the transition from graduate student to scholar: Tips for creating meaningful productivity. *Quest*.

Renzulli, J. S., Gentry, M., & Reis, S. M. (2004). A time and place for authentic learning. *Educational Leadership*, 26, 73-77.

Rizza, M.G. & Gentry, M. (2001). Introduction: *The Teacher Educator* special issue on gifted education. *The Teacher Educator*, 36, ii-iii.

Gentry, M. (2002, December). PHP's parenting forum. *Parenting for High Potential*, 24.

OTHER PUBLICATIONS (VIDEO/CURRICULUM)

Gentry, M., Reis, S.M., & Renzulli, J.S. (1996). *Enrichment clusters: Using high-end learning to develop talents in all students*. (Videotape and training manual). Storrs, CT: The National Research Center on the Gifted and Talented. (Jacob K. Javits Demonstration grant)

Gentry, M. (1995). *Project High Hopes: Summer institute curriculum*. Hamden, CT: Project High Hopes. (Jacob K. Javits Research Grant)

OTHER PUBLICATIONS (NEWSLETTER)

Gentry, M., & Kettle, K. (1998). Myths and realities of gifted education: A research-based perspective. *The National Research Center on the Gifted and Talented newsletter*, Winter, 9-12.

Gentry, M., (1996). Total school cluster grouping: An investigation of achievement and identification of elementary school students. *The National Research Center on the Gifted and Talented newsletter*, Spring.

Reis, S.M., Gentry, M., & Park, S. (1996). Extending the pedagogy of gifted education to all students. *The National Research Center on the Gifted and Talented newsletter*, Winter.

Gentry, M. (1994). *They want me for my cupcakes: Parent involvement in schools*. Ann Arbor, MI: The Michigan Alliance for Gifted Education.

Gentry, M., & Trosein S. (1993). *Talent development for Michigan's children: An investment in our future*. (Position Paper) Ann Arbor, MI: The Michigan Alliance for Gifted Education.

OTHER PUBLICATION ACTIVITIES

Guest Co-Editor, Special Issue of *Teacher Educator* focused on Gifted Education and Talent Development. (2001, Winter). Muncie, IN: Ball State University Teachers' College Press.

Editorial Review Board and Contributing Editor, *Journal of Advanced Academics*, 2006-present
 Editorial Review Board and Contributing Editor, *Journal of Secondary Gifted Education*, 2005-present

Editorial Review Board and Contributing Editor, *Roeper Review* 1998-present

Editorial Review Board and Contributing Editor, *Journal for the Education of the Gifted*, 2000-present

Editorial Review Board and Contributing Editor, *Gifted Child Quarterly*, 2003-present

AWARDS

2003 Douglas R. Moore Faculty Research Lectureship award recipient (\$2000)

- 2002 National Association for Gifted Children's Early Scholar Award for significant contributions in conducting and reporting research regarding the education of the gifted.
- 2002 Minnesota State University, Mankato. Teaching Scholarship Award (\$6000)
- 2000 Minnesota State University, Mankato. Teaching Scholarship Award (\$4000)
- 1997 University of Connecticut's Harris Kahn Award for Outstanding Dissertation. (\$250)
- 1996 The National Association for Gifted Children's John C. Gowan Graduate Student Award. (\$200 and Membership)
- 1996 University of Connecticut Research Foundation Doctoral Dissertation Fellowship for the thesis entitled Cluster grouping: *An investigation of student achievement, identification and classroom practices*. (\$2500)
- Northeastern Educational Research Association's Lorne H. Woollatt Distinguished Paper of the Year Award for *Enrichment Clusters and Regular Classrooms: Are They Different as Students See Them?* Invited paper: 1996 annual meeting of The American Educational Research Association. (\$500)
- Certificate of Appreciation. Michigan Alliance for Gifted Education. Recognition for outstanding service and commitment to talent development and gifted education in the state of Michigan.
- 1994 Michigan Association of School Boards Education Excellence Award. *Outstanding program award for Branch Arts Technology and Science Summer Seminars*
- 1993 Branch County Chamber of Commerce Educational Program of the Year. *Studies for Academically Talented Students Program*
- 1990 The Michigan Academy: Research Award. *Management in Gifted Education: A National Investigation*. (\$2500)
- 1980 Undergraduate Academic Scholarship, Western Michigan University (\$2000)

GRANTS AND CONTRACTS

- 2006 National Science Foundation. *Developing STARS (STEM Talent Among Rural Students)*. (\$800,000, under review).
- Purdue Research Foundation Grant. *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. (\$13,750, funded)
- Purdue University, Synergy Grant, *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. (\$2500, funded)
- Indiana Department of Education *DISCOVER! Institute, Year 3*. (\$10,000, funded)
- Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$10,159, funded)

- Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$9598, funded)
- Wabash Valley ISD and Indiana Department of Education: *Powerful Learning*. (\$54,516, funded)
- College of Engineering, Purdue University. *YES to Engineering! Curriculum Development and Delivery*. (\$45,000, funded).
- 2005 Institute of Educational Sciences. *Jacob K. Javits National Research Center for Talent Discovery and Gifted Education*. (\$10,000,000, not funded)
- Indiana Department of Education. *DISCOVER! Institute: Year 2*. (\$10,000, funded)
- Wabash Valley ISD and Indiana Department of Education: *GEM Modules, Year 4*. (\$38,889, funded)
- Wabash Valley ISD and Indiana Department of Education. *GEM Modules, Year 3*. (\$37,572, funded)
- 2004 Ohio Department of Education, Office of Exceptional Children. *Identification of Students Who Are Members of Underrepresented Minority and/or Economically Disadvantaged as Gifted*. Principal Investigator. (\$48,000, funded).
- Indiana Department of Education. *DISCOVER! Institute: A Collaborative Venture*. (\$5,000, funded).
- 2003 Jacob K Javits Gifted and Talented Students Education Program, Priority 2 grant application, *Reducing the Achievement Gap and targeting Limited English Proficient (LEP) Students for Gifted Education with Washington State's Schoolwide Enrichment Model (SEM) approach*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS)) (3-year request of \$292,000/year, Funded)
- 2003 Jacob K Javits Gifted and Talented Students Education Program, Priority 1 grant application, *Using SEM to Reduce the Achievement Gap While Enhancing Opportunities for Highly Capable Minority and/or Title I Eligible Elementary Students*. (Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS)) 5-year request of \$583,000/year, status: not funded.
- 2003 Minnesota State University, Mankato, Faculty Research Grant, *Student Perceived Excellence in Education ... A Case Study* (\$4000, funded)

- 2002 Jacob K Javits Gifted and Talented Students Education Program, Priority 1 grant application, *Using SEM to Reduce the Achievement Gap While Enhancing Opportunities for Highly Capable Minority and/or Title I Eligible Elementary Students*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS) 5-year request of \$600,000/year. Status: not funded with an average of 95/100 possible points
- 2001 Minnesota State University, Mankato, Faculty Research Grant, *My Class Activities, Secondary Version*. (\$4000)
- 2000-2003 Consultant to Cass-Lake Bena Elementary School in their implementation of a Competitive Comprehensive School Reform Grant administered by the Minnesota Department of Children, Families, and Learning. (\$300,000)
- 1999-2002 Consultant to John Bullen Middle School, Kenosha, WI in their implementation of a Competitive Comprehensive School Reform Grant administered by the Wisconsin State Department. (\$300,000).
- 1998 Mankato State University Faculty Research Grant, *My Class Activities*. (\$1786)
- 1994-1995 Project High Hopes, Hamden, CT Jacob K. Javits Grant. Consultant for the development of science curriculum and summer institute student curriculum; development of student survey instruments.
- 1994-1995 Extending the Pedagogy of Gifted Education to All Students. Jacob K. Javits National Research Center, Demonstration Grant. Project Coordinator, Research Associate.
- 1988-1994 Michigan Department of Education Section 47.1 and 47.3 Grants for Gifted Education (Approximately \$55,000 yearly)
- 1993 Michigan Department of Education Competitive School Improvement Grants: *Restructuring at the Middle School and High School Through Student Involvement and Use of Technology* (\$49,000)
- 1992 W. K. Kellogg Foundation Grant: *Agri-Environmental Wilderness Expedition: An Environmental Awareness Program for Students*. (\$21,110)
- 1990-1991 Eisenhower Exemplary and Demonstration Project: *Studies for Academically Talented Students: A Collaborative Program Integrating Student Interests and the Environment at the Middle School Level* (1990: \$16,249; 1991: \$11,250)

RESEARCH ACTIVITIES

- 2005-present Investigating exemplary teachers, as identified by their students' attitudes toward their classroom activities.
- Beginning longitudinal work replicating the cluster grouping study with Wayne Township Schools, Wayne, Indiana.

- Investigating whether My Class Activities and Student Perceptions of Classroom Quality instruments can be used with Korean students.
- 2004-2006 Investigator of the experiences of gifted students in a career and technical education setting.
- Member, National task forces (NRC/GT, GCU, & Academy of Science) to address the problem of underrepresented populations in gifted programs.
- 2002-2005 Investigator of a quality career and technical education learning center, a qualitative case study follow-up of site from sample used to norm the secondary instrument (SPOCQ). (with M.G. Rizza)
- 2000-2003 Investigator of a longitudinal follow-up of students involved in the StATS program in Branch County Michigan in the early 1990's. (with S. Ferriss)
- 1999-2005 Developer of a secondary affective instrument, *Student Perceptions of Classroom Quality*, Minnesota State University & University of Texas Medical School, San Antonio. (with S.V. Owen)
- 1999-2001 Investigator of a middle school implementation of Academies of Inquiry to extend gifted education pedagogy to all students, Minnesota State University & John Bullen Middle School, Kenosha, WI
- 1997-2000 Investigator and evaluator, using enrichment teaching and learning, cluster grouping, and enrichment clusters to improve achievement in urban students, Benjamin E. Mays Elementary Magnet School, Saint Paul, MN.
- 1995-2000 Co-investigator and primary author in developing the affective instrument and technical manual for: *My class activities: A survey instrument to assess students' perceptions of interest, challenge, choice and enjoyment in their classrooms*, University of Connecticut and Minnesota State University, Mankato (with R.K. Gable)
- 1989-1996 Investigator of a longitudinal study of a total school cluster grouping program, Branch ISD, Coldwater, MI and University of Connecticut
- 1995-1996 Research team member investigating student, teacher, parent perceptions regarding enrichment learning and teaching opportunities in an urban elementary school, University of Connecticut (with S.M. Reis et al.)
- 1994-1995 On-site research coordinator and co-author: *Extending the Pedagogy of Gifted Education to All Students*, University of Connecticut: NRC/GT
- 1994-1995 Co-investigator and primary author of the affective instrument *Student Survey About . . . Enrichment Clusters*, University of Connecticut: NRC/GT
- 1990 Investigator of the study *Management of Gifted Education: A National Investigation of Local, State, and Regional Coordination*, Michigan Alliance for Gifted Education

REFEREED NATIONAL AND INTERNATIONAL PRESENTATIONS

“Gifted Students’ Perceptions of Classroom Quality: American and Korean Cross-Cultural Validation.” Paper presented at the Eighth Biennial Wallace national Research Symposium on Talent Development, May 22, 2006, Iowa City, IA.

“Size does matter: To what extent and in what manner have researchers in gifted education reported effect sizes during the last decade.” Paper presented at the business symposium of the SIG on Research in Giftedness at the American Educational Research Association Annual meeting, San Francisco, CA, April 9, 2006.

“Under-identification of minority, poor, and English language learners as gifted: A statewide evaluation study.” Paper presented at the American Educational Research Association Annual meeting, San Francisco, CA, April 9, 2006.

“Career and Technical Education and Gifted Students: A qualitative inquiry.” Paper presented at the American Educational Research Association Annual meeting, San Francisco, CA, April 9, 2006.

“Exemplary Teachers: Students’ Perspectives and Teachers’ Practices.” Session presented at the National Association for Gifted Children’s Annual Conference, Louisville, KY, November 13, 2005.

“Instrumentation, Gifted Education, and Student Perceptions: Synthesized Findings.” Session presented at the National Association for Gifted Children’s Annual Conference, Salt Lake City, Utah, November 6, 2004.

“Gifted Middle School Students Need and Want Advanced Math.” Session presented at the National Association for Gifted Children’s Annual Conference, Salt Lake City, Utah, November 6, 2004.

“A Case Study of an Exemplary Secondary Vocational Education Center: Developing Gifts and Talents.” Paper discussion session presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 15, 2004.

“Qualitative Follow-up of an Exemplary Secondary School: Gifted Vocational Students.” Research and Evaluation Division session presented at the National Association for Gifted Children’s annual conference, Indianapolis, IN, November 15, 2003.

“Placing Children’s Emotional and Cognitive Needs First: A Call to Action.” Parent and Community Division session presented at the National Association for Gifted Children’s annual conference, Indianapolis, IN, November 14, 2003.

“Student Perceptions of Classroom Quality: Rationale and Instrumentation.” Paper session presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 21, 2003.

“Secondary Student Perceptions of Their Class Activities: Instrumentation to Assess Meaningfulness, Challenge, Choice, Self-Efficacy and Appeal.” Research and Evaluation Division session presented at the National Association for Gifted Children’s annual conference, Denver Colorado, November 2, 2002.

“Feeding the Testing Monster: Reclaiming Differentiation and Affect.” Curriculum and Instruction Division session presented at the National Association for Gifted Children’s annual conference, Denver Colorado, November 2, 2002.

“Instrumentation for Assessing Student Affect: The Forgotten Key to Meaningful Education.” Session presented at the Belin-Blank Biennial International Research Symposium. University of Iowa, May 20, 2002.

“Widespread, Successful, Embraced Gifted Programs: Barriers, Myths, and Solutions.” Annual Convention of the National Association of Gifted Children, Cincinnati, OH, November 9, 2001.

“Student Based Differentiation: A Menu of Successful Practices for Immediate Implementation.” Annual Convention of the National Association of Gifted Children, Cincinnati, OH, November 10, 2001.

“Academies of Inquiry: Interest-Based, Student-Directed, Real-World Learning for Students and Teachers.” 14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August 1, 2001.

“Student-based Environmental Studies: A Longitudinal, Qualitative, Follow-up of Special Program Effects.” 14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August 2, 2001.

“Special Classes for High Achievers and Schoolwide Enrichment in a Diverse Urban Magnet School: Effects on Student Achievement.” Annual Convention of the National Association of Gifted Children, Atlanta, GA, November 3, 2000.

“Secondary Student Perceptions of their Class Activities Regarding Meaningfulness, Challenge, Choice, and Appeal: A Pilot Study.” Annual Convention of the National Association of Gifted Children, Atlanta, GA, November 3, 2000.

“Ongoing Staff Development Planning and Implementation: Keys to Program Success.” Annual Convention of the National Association of Gifted Children, Atlanta, GA, November 3, 2000.

“Students' Perceptions of Classroom Activities: Are There Grade Level and Gender Differences?” American Educational Research Association Annual Meeting, New Orleans, LA, April 28, 2000.

“Promoting Excellence in a Diverse Urban Magnet School: Enrichment for All and Special Classes for High Achieving Students.” Annual Convention of the National Association for Gifted Children, Albuquerque, NM, November 7, 1999.

“Building Successful Cluster Grouping Through Strategic Staff Development.” Annual Convention of the National Association for Gifted Children, Albuquerque, NM, November 6, 1999.

“Teachers, Gifted Students, and Regular Students: How do Their Perceptions of Class Activities Differ?” Annual Convention of the National Association for Gifted Children, Albuquerque, NM, November 5, 1999.

“Gifted Students' Perceptions of their Class Activities: Differences Among Rural, Urban, and Suburban Student Attitudes.” The Inaugural Wallace Family National Conference on Gifted Education in Rural Schools, May 22, 1999.

“Assessing Middle School Students' Perceptions of Classroom Activities: Rationale and Instrumentation.” American Educational Research Association Annual Meeting, Montreal, Canada, April 21, 1999.

“My Class Activities: An Affective Instrument for Assessing Middle School Students' Perceptions of Challenge, Choice, Interest, and Enjoyment.” Annual Convention of the National Association for Gifted Children, Louisville, Kentucky, November 13, 1998.

“Cluster Grouping: A Longitudinal Look at Student Identification and Achievement Trends in Two School Districts.” Annual Convention of the National Association for Gifted Children, Louisville, Kentucky, November 13, 1998.

“Cluster Grouping: Research-Based Implementation Strategies.” Annual Convention of the National Association for Gifted Children, Little Rock Arkansas, November 9, 1997.

“Project High Hopes Summer Institute: Curriculum for Developing Talent in Students with Special Needs.” Annual Convention of the National Association for Gifted Children, Little Rock Arkansas, November 7, 1997.

“Challenge, Choice, Interest, Enjoyment, and Meaningfulness: Constructs for Quality Classrooms.” Annual Convention of the National Association for Gifted Children, Little Rock Arkansas, November 7, 1997.

“From the Student's Perspective, My Class Activities: An Instrument for Use in Research and Evaluation.” 12th World Conference of the World Council for Gifted and Talented Children, Seattle, Washington, July 31, 1997.

“StATS: A Model of Collaboration to Develop Science Talent Among Rural Students.” 12th World Conference of the World Council for Gifted and Talented Children, Seattle, Washington, July 30, 1997.

“Cluster Grouping: Student Achievement and Classroom Practices.” Annual Convention of the National Association for Gifted Children, Indianapolis, IN, November 3, 1996.

“Does Achievement Level Affect Student Attitudes Toward Classroom Activities?” Annual Convention of the National Association for Gifted Children, Indianapolis, IN, November 2, 1996.

“Enrichment Clusters: Effects on Teachers' Classroom Practices.” Annual Convention of the National Association for Gifted Children, Indianapolis, IN, November 2, 1996.

“Enrichment Clusters and Regular Classrooms: Are They Different as Students See Them?” Annual Meeting of the American Educational Research Association, New York, NY, April 11, 1996.

“*My Class Activities*: A Student Survey for Improving Schools.” Annual Meeting of the American Educational Research Association, New York, NY, April 8, 1996.

“Using Enrichment Clusters to Develop Parent and Community Partnerships with Schools.” Annual Convention of the National Association for Gifted Children, Tampa, FL, November 11, 1995.

“Using Gifted Education Pedagogy to Meet the Needs of All Students: The Enrichment Cluster Study.” Annual Convention of the National Association for Gifted Children, Tampa, FL, November 11, 1995.

“Cluster Grouping: An Investigation of Achievement and Identification of Elementary School Students.” Annual Convention of the National Association for Gifted Children, Tampa, FL November 10, 1995.

“Extending the School Year Through Challenging Summer Enrichments.” Annual Convention of the National Association for Gifted Children, Salt Lake City, UT, November 12, 1994.

“Cluster Grouping: A Total School Program for Educational Improvement.” Annual Convention of the National Association for Gifted Children, Salt Lake City, UT November 11, 1994.

“Total School Cluster Grouping: A Model Program.” Annual Convention of the National Association for Gifted Children, Atlanta, GA, November 5, 1993.

“Project WILD: An International, Interdisciplinary Program for Responsible Action,” Full day Symposium at the 9th World Congress on Gifted Child Education, Toronto, Ontario, Canada, August 8, 1993.

“Integrating Science Olympiad and the Schoolwide Enrichment Model,” Annual Convention of the National Association for Gifted Children, Los Angeles, CA, November 7, 1992.

“STATS: A Program Blending Environmental Issues, Research, and Student Interests,” Annual Convention of the National Association for Gifted Children, Kansas City, MO, November 9, 1991.

“Science Olympiad: A Vehicle for Talent Development,” Annual Convention of the National Association for Gifted Children, Kansas City, MO, November 8, 1991.

“The Management of Gifted Programs: A Comparative Analysis,” Annual Convention of the National Association for Gifted Children, Little Rock, AR, November 16, 1990.

REFEREED REGIONAL AND STATE PRESENTATIONS

“An Investigation of Student Attitudes Toward Regular Class Activities and Toward Their Enrichment Clusters.” Paper presented at the Annual Meeting of the Eastern Educational Research Association, Cambridge, MA, February 22, 1996.

“Enrichment Clusters and Regular Classrooms: Are They Different as Students See Them?” Annual Meeting of the Northeastern Educational Research Association, Ellenville, NY, October 27, 1995.

“Project WILD: A Program for Action,” Annual Conference of the Michigan Alliance for Gifted Education, Dearborn, MI, May 8, 1993.

“Branch Area Technology and Science Seminars: An Exemplary Program for Summer Enrichment,” Annual Conference of the Michigan Alliance for Gifted Education, Dearborn, MI, May 7, 1993.

“Integrating Schoolwide Enrichment and Science Olympiad,” Annual Conference of the Michigan Alliance for Gifted Education, Grand Rapids, MI, May 8, 1992.

“Integrating Science Olympiad and Schoolwide Enrichment,” Annual Conference of the Michigan Science Teachers Association, Lansing, MI, March 6, 1992.

“Schoolwide Enrichment and Science Olympiad Equal Scientific Excitement,” Annual Conference of the Michigan Alliance for Gifted Education, Flint, MI, April 30, 1991.

“Coordination of Gifted and Talented Programs: A Closer Look,” Annual Conference of the Michigan Alliance for Gifted Education, Flint, MI, April 29, 1991.

“Secondary Science Olympiad: A Form of Schoolwide Enrichment,” Annual Conference of the Michigan Science Teachers Association, Lansing, MI, February 16, 1991.

“Integrating Elementary Science Olympiad and Schoolwide Enrichment,” Annual Conference of the Michigan Science Teachers Association, Lansing, MI, February 15, 1991.

“STATS: An Exemplary Program in Science Education,” Annual Conference of the Michigan Science Teachers Association, Lansing, MI, February 15, 1991.

“Integrating Science Olympiad and Schoolwide Enrichment,” Annual Conference of the Michigan Alliance for Gifted Education, Flint, Michigan, April 29, 1990.

“Integrating Science Olympiad and Schoolwide Enrichment,” Annual Conference of the Michigan Science Teachers Association, Lansing, Michigan, March 5, 1990.

OTHER PRESENTATIONS (INVITED KEYNOTE ADDRESSES)

“Promoting Positive Student Affect and Achievement.” Keynote address presented at the Ohio Association for Gifted Children, Annual Conference, Columbus, Ohio, October 17, 2005.

“Reaching and Developing Talents: Lessons from Scholars” Keynote Panel, first Annual DISCOVER! Institute, West Lafayette, Indiana, June 26, 2005.

“Feeding the Testing Monster: Reclaiming Differentiation and Affect.” “Parenting Forum and Panel.” Keynote sessions presented at the 25th Annual Montana Association of Gifted and Talented Education spring conference, April 7 & 8, 2005.

“Promoting Real Student Learning: Focusing on Affective Dimensions to Enhance Learning.” and “Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning.” Keynote sessions presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute. Appleton, WI, July 7 & 8, 2004.

“Barriers, Myths, and Solutions to Successful Gifted Programs” and “Placing Children’s Emotional and Cognitive Needs First: A Call to Action.” Keynote sessions presented at the New Jersey Association for Gifted Children, Annual Conference, Princeton, NJ, March 5 & 6, 2004.

“NCLB and Gifted Education” Keynote panel session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 1-3, 2004.

“Enrichment Clusters” and “Student-based Differentiation.” Keynote sessions presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND, October 22, 2003.

“Testing, Affect, and Student Performance.” Keynote session presented at the Arizona Association for Gifted Annual Conference, Phoenix, AZ, February 6, 2003.

“Feeding the Testing Monster.” Keynote session presented at the Michigan Alliance for Gifted Education’s Annual State Conference, Lansing, MI. October 5, 2002.

“Widespread, Successful, Embraced Gifted Programs? Barriers, Myths, and Solutions.” Keynote session presented at the Indiana Department of Education Gifted/Talented Conference. Indianapolis, IN, October 15 & 16, 2001

“Challenge, Choice, Interest, & Enjoyment: Dimensions for Student-Based Differentiation.” Keynote session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 4-6, 2001.

“District Goals and Gifted Students: Is There a Match?” Keynote session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 4-6, 2001.

“Myths and Realities of Gifted Education.” Keynote session presented at the Iowa Talented and Gifted Association Annual Conference, Des Moines, IA, October 3 & 4, 1999

“Myths and Realities of Gifted Education.” Keynote session presented at the Talent Development Institute. Dearborn Public Schools. Dearborn, MI. June 18, 1997.

“Research-Based Achievement Grouping: A Solution for Promoting Academic Achievement Among All Students.” Keynote session presented at the Michigan State Conference on Gifted. April 28, 1997.

“Somewhere Over the Rainbow: A Report from the National Research Center,” Keynote session presented at the Promoting Instructional Vision and Optimal Teaching Conference, Ann Arbor, MI, December 2, 1994

“Town Hall Meeting: Educational Reform and Gifted Education in Michigan,” Keynote panel session at the Annual Conference of the Michigan Alliance for Gifted Education, Lansing, MI, May 5, 1994.

OTHER PRESENTATIONS (INVITED NATIONAL PRESENTATIONS)

“Motivation and the Gifted: A Conversation about Research Directions.” Invited special session presented at the National Association for Gifted Children’s Annual Conference, Louisville, Kentucky, November 12, 2005. This session was co-presented with David Dai, Sidney Moon, and Pamela Clinkenbeard.

“Student Attitudes: What We Know and the Implications for Practice.” Board of Directors’ Workshop presented at the National Association for Gifted Children’s Annual Conference, Louisville, Kentucky, November 10, 2005.

“Cluster Grouping and Differentiation.” Intensive session presented at the DISCOVER! institute, West Lafayette, Indiana, June 27 & 28, 2005.

“Student Based Differentiation: Strategies to Promote Meaningful Achievement.” Board of Directors’ Workshop presented at the National Association for Gifted Children’s Annual Conference, Salt Lake City, Utah, November 4, 2004. This session was co-presented with F. Rick Olenchak, University of Houston.

“Student Based Differentiation: Strategies to Promote Meaningful Achievement.” Board of Directors’ Workshop presented at the National Association for Gifted Children’s annual

conference, Indianapolis, IN, November 11, 2003. This session was co-presented with F. Rick Olenchak, University of Houston.

“Gifted Education and Talent Development: Enhancing Education.” Week long intensive focus strand for National Heritage Academies, Grand Rapids, MI, June 20-24, 2003.

“Enrichment Clusters as Vehicles for High-End Learning.” Invited special session presented at the National Association for Gifted Children’s annual conference, Denver Colorado, November 1, 2002. This session was co-presented with Joseph S. Renzulli and Sally M. Reis, University of Connecticut.

“Research and Evaluation Division Symposium.” Panelist in a special session of the National Association for Gifted Children’s Early and Distinguished Scholar Award winners from the past 10 years, Denver Colorado, November 1, 2002.

“Raising Test Scores at All Costs? Dealing with External Pressures, Then Developing Meaningful Differentiated Education Experiences to Develop Student Talents.” Board of Directors’ Workshop presented at the National Association for Gifted Children’s annual conference, Denver Colorado, October 31, 2002.

“Cluster Grouping, Flexible Grouping and Differentiation in the Elementary School: Meeting the Needs of All Learners.” Board of Directors’ Workshop presented at the Annual Convention of the National Association of Gifted Children, Cincinnati, OH, November 8, 2001.

“Researching and Writing: Becoming a Scholar in Gifted Education.” Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM, November 7, 1999.

“Lessons Learned from the National Research Center on the Gifted and Talented.” Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM, November 5, 1999.

“The Controversy Rages On! Ability Grouping: Tool or Time Bomb?” Invited special session, organizer and panelist, presented at the Annual Convention of the National Association for Gifted Children, Louisville, Kentucky, November 13, 1998.

“Effective Management of Gifted Programs,” and “Science Olympiad,” Invited session presented at Confratute ’90: Summer Institute on Talent Development, Storrs, CT, July 18 & 20, 1990.

OTHER PRESENTATIONS (INVITED STATE AND REGIONAL PRESENTATIONS)

7 presentations at the Illinois Association for Gifted Annual conference, February 6 & 7, 2006, Chicago, IL.

“Cluster Grouping: Essentials.” Indiana Association for Gifted annual conference, February 23, 2006.

“Cluster Grouping: Research and Rationale.” And “Keys to Effective Staff Development.” Breakout sessions presented at the Ohio Association for Gifted Children, Annual Conference, Columbus, Ohio, October 17, 2005.

“Cluster Grouping, Flexible Grouping, and Differentiation in the Elementary School.” and “District Goals and Gifted Programs: Is There a Match?” Sessions presented at the 25th Annual Montana Association of the Gifted and Talented Education Spring conference, April 8, 2005.

“Enrichment Clusters and Academies of Inquiry: Developing Student and Teacher Talents.” and “Cluster Grouping, Flexible Grouping, and Differentiation in the Elementary School.” Sessions presented at the Indiana Association for the Gifted Annual Conference, February 16, 2005.

“Promoting Real Student Learning: Focusing on Affective Dimensions to Enhance Learning: The workshop” and “Student Panel: What Gifted Kids Want in a Teacher.” Sessions presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute.. Appleton, WI, July 7 & 8, 2004.

“District Goals and Gifted Programs: Is There a Match?” “Enrichment Clusters: A Practical Plan for Real-world, Student-driven Learning,” “Fostering a Productive Sense of Self in Gifted Children: Strategies for Parents.” Breakout sessions presented at the New Jersey Association for Gifted Children Conference, March 5 & 6, 2004. (Invited)

“Gifted Education and Student Perceptions: Findings to date.” Session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 1-3, 2004. (Invited)

“Differentiation” Session presented at the Southern Methodist University Conference on Gifted Education, Dallas, TX October 9, 2003.

“Meeting the Needs of Gifted Students” Workshop for teachers from the Greater Houston Region, KISD, Houston, TX, September 20, 2003.

“Enrichment Clusters & Academies of Inquiry: Developing Student and Teacher Talents” and “Instrumentation for Assessing Student Affect: The Forgotten Key to Meaningful Education” Sessions presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 2-4, 2003.

“Student-Based Differentiation and Affect, Keys to Learning” Session presented at the Michigan Alliance for Gifted Education’s Annual State Conference, Lansing, MI. October 5, 2002.

“What’s Attitude Got to Do with it?” and “Raising Test Scores at All Costs.” Sessions presented at the 4th annual Bright Beginnings Fall Conference, Mankato, MN. September 25, 2002.

“Improving Test Scores vs. True Excellence.”
“Cluster Grouping and Differentiation—Model, Research, and Practice”
“Student Based Differentiation: Simple Strategies”
“The Role of Affect in Achievement” Featured Presenter at the Summer Institute on Gifted Education and Talent Development. Burnsville, MN. June 20 & 21, 2002.

“Student Based Differentiation: A Menu of Successful Practices for Immediate Implementation.” Session presented at the 30th Annual Spring Leadership Conference, Brainerd MN, April 26, 2002.

“The Relationship of Affect to Achievement.” and “Overcoming External Testing Pressures and Getting on with the Business of Meaningful Differentiation.” Sessions presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 4 & 5, 2002.

“Flexible Grouping and Differentiation: Research-based Practices.” Featured presenter at San Diego County Gifted Education inservice. January 10, 2002.

“Student Based Differentiation.” And “Cluster Grouping and Differentiation.” Breakout sessions presented at the Indiana Department of Education Gifted/Talented Conference. Indianapolis, IN, October 15 & 16, 2001

“Cluster Grouping and Differentiation—Model, Research, & Practice.”
“Student-Based Differentiation Strategies and Flexible Grouping”
“Putting the Schoolwide in SEM: Enrichment Clusters and Academies of Inquiry”
“Coordinator’s Forum: Evaluation, Expansion, Excellence” Featured presenter at the Summer Institute in Gifted Education and Talent Development. College of St. Catherine, St. Paul, MN. June 18 & 19, 2001.

“Cluster Grouping: A Model Program for Improvement.” Breakout session
“Coordinators: Networking and Forum.” Special session presented at the 10th Annual Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN, February 4-6, 2001.

“Cluster Grouping and Differentiation: A Research-Based Means of Serving Gifted Students.” and “Gifted Education Specialists and Coordinators Roundtable: Networking, Making Changes, Developing Support.” Sessions presented at the 3rd Annual Bright Beginnings Conference, Gustavus Adolphus College, St. Peter, MN, October 27, 2000.

“Cluster Grouping and Differentiation: Creating Learner Responsive Classrooms.” Session presented at the Summer Institute in Gifted Education and Talent Development, College of St. Catherine, St. Paul, MN. June 26 & 27, 2000.

“Cluster Grouping: Research and Successful Practices.” Session presented at the Hamilton County Regional Educational Area Service Center. Cincinnati, OH. March 17, 2000.)

“Misconceptions that Prevent Successful Gifted Education Programming.” Special session presented at the Minnesota Educators of the Gifted and Talented Annual Conference. Brainerd, MN. February 7, 2000.

“Cluster Grouping: Research and Successful Practices.” Session presented at the Minnesota Educators of the Gifted and Talented Annual Conference. Brainerd, MN. February 8, 2000.

“Cluster Grouping: Rationale and Practice.” and “Misconceptions that Prevent Success in Gifted Education: What to do About Them.” Session presented at the 2nd Annual Bright Beginnings Conference, Minnesota State University, Mankato, October 15, 1999.

“Grouping is a Good Idea.” (Educator Session), “Compacting.” (Educator Session), “Bioethics.” (Student Session), “Program Evaluation.” (Educator Session), “Assessment Strategies.” (Educator Session), “Differentiation.” (Educator Session), Sessions presented at the Iowa Talented and Gifted Association Annual Conference, Des Moines, IA, October 3 & 4, 1999

“Cluster Grouping, Flexible Grouping, and Instructional Differentiation for High Ability Students.” Session presented at the Kent ISD regional gifted conference, Grand Rapids, MI. March 18 & 19, 1999.

“Research and Practice: Suggestions for Successful Cluster Grouping.” Session presented at the 1st Annual Bright Beginnings Conference, Minnesota State University, Mankato, September 25, 1998.

“Cluster Grouping, Flexible Grouping, and Instructional Differentiation for High Ability Students.” Sessions presented at the Shiawassee RESD, Shiawassee, MI. March 13, 1998.

“Cluster Grouping, Flexible Grouping, and Instructional Differentiation for High Ability Students.” Session presented at the Kent ISD, Grand Rapids, MI. February 26, 1998.

“Challenge, Choice, Interest, Enjoyment, and Meaningfulness: Constructs for Quality Classrooms.” Session presented at the Minnesota Educators of the Gifted and Talented Annual Conference. Brainerd, MN. February 9, 1998.

“Using Flexible Grouping to Meet Individual Needs in the Elementary Classroom.” Session presented at the Traverse Bay Area Intermediate School District, Traverse City, MI. November 17, 1997.

“Cluster Grouping, Flexible Grouping, and Differentiation to Meet Individual Needs.” Session presented at the Copper County Intermediate School District, Houghton, MI. November 14, 1997.

“Cluster Grouping, Flexible Grouping, and Differentiation to Meet Individual Needs.” Session presented at the Oakland Intermediate School District, Waterford, MI. October 9, 1997.

“What is Giftedness: In Search of a Broadened Definition.” and “Using Flexible Grouping and Cluster Grouping in Classrooms.” Session presented at the Marquette-Alger Intermediate School District, MI. September 19, 1997.

“What is Giftedness? In Search of a definition.” Session presented at the Talent Development Institute. Dearborn Public Schools. Dearborn, MI. June 18, 1997.

“Cluster Grouping and Enrichment Clusters.” Session presented at the Fargo Area Regional Workshop. Fargo, ND. April 25, 1997.

“Using Flexible Cluster Grouping to Meet Individual Needs in the Elementary Classroom.” Session presented at the BOCES of Nassau County. Westbury, NY. March 20, 1997.

“Bioethics: Kevorkian, Genetic Counseling, Fetal Tissue, and Mutant Frogs.” Session presented at the Minnesota State Conference on Gifted Education. Brainerd, MN. February 10, 1997.

“Implementing Enrichment Clusters for Total School Enrichment.” Session presented at the Regional Conference of the Statewide Technical Assistance for Gifted Education from the Carolina Institute for Child and Family Practice. Greenville, NC, February 9, 1996.

“Project WILD: Supplementary Enrichment for Talent Development,” Session presented at the Tri-State Conference on Developing America’s Talent, Warwick, RI, March 4, 1995.

“Differentiating Science Curriculum and Instruction,” Session presented at the Promoting Instructional Vision and Optimal Teaching Conference, Ann Arbor, MI, December 2, 1994.

MEMBERSHIPS IN ACADEMIC, PROFESSIONAL, AND SCHOLARLY SOCIETIES

Indiana Association for the Gifted 2004-present
World Council for Gifted and Talented Children. 1996-present
Phi Delta Kappa, 1995-present
American Educational Research Association, 1994-present

Association for Supervision and Curriculum Development, 1992-present
 National Association for Gifted Children, 1988-present
 Research and Evaluation Division Member 1993-present (currently, Board Liaison for this division)
 Administration Division Member 1993-2000
 Curriculum Studies Division Member 1993-present
 Middle Grades Division, 2000-present
 Council for Exceptional Children, 1988-present Talented and Gifted Division
 Member, Michigan Alliance For Gifted Education, 1987-present
 Minnesota Educators of the Gifted and Talented, 1996-2004
 Association for Education of Gifted, Underachieving Students, 1993-2000
 American Association of University Women 1992-2000
 Northeastern Educational Research Association, 1995-1998
 Altrusa International, 1992-1996 Co-chair community service committee, 1993-1994
 Member, Michigan Science Teachers Association, 1983-1996

COURSES TAUGHT AND COORDINATED

Purdue

Fall 2006 EDPS 631 Seminar
 EDPS 430 Creating and Learning Environments (taught and coordinated)

Spring 2006 EDPS 631 Seminar
 EDPS 430 Creating and Learning Environments (taught and coordinated)

Fall 2005 EDPS 631 Seminar
 EDPS 591 Creativity and Intelligence

Spring 2005 EDPS 695 Practicum in Gifted Education
 EDPS 430 Creating and Managing Learning Environments (coordinated)

Fall 2004 EDPS 430 Creating and Learning Environments (taught and coordinated)

Minnesota State University (summary of courses 1996-2004)

Courses taught:

ESSP 600 Introduction to Educational Research
 EDFN 355 Evaluation and Assessment
 ESSP 625 Creativity and Intelligence
 ESSP 635 Social and Emotional Needs of Gifted, Talented and Creative Individuals
 ESSP 645 Programs, Systems and Models in Gifted Education
 ESSP 639 Seminar in Talent Development
 EDCI 362 Health and Assessment in the Elementary School

Learning Experiences Supervised

Clinical Experience
 Student Teaching
 Independent Study
 Thesis/Capstone Preparation
 Practicum in Gifted Education and Talent Development

PROFESSIONAL DEVELOPMENT AND CONSULTING (abbreviated, full detail available upon request)

Since 1992, served as both long-term and short-term consultant for over 60 schools/school districts in 11 states working with teachers, parents and administrators on a variety of issues related to gifted education and talent development.

2006

Wayne Township, IN

Cluster Grouping Educator Training (May 11, 2006, n=40)

Central Indiana Educational Service Center, Carmel, IN

Powerful Learning for High Ability Students, Syracuse, IN (May 3 & 4, 2006, n=100)

Wabash Valley Educational Service Area, Lafayette, IN

Cluster Grouping and Differentiation (April 27 & 28, 2006, n=45)

Wayne Township Indiana

Cluster Grouping Administrative Planning Session (March 24, 2006, n=15)

Franklin Township, IN

Cluster Grouping and Differentiation (March 23, 2006, n= 40)

Supporting your Gifted Child (March 23, 2006, n=15, parents)

Wabash, IN

Differentiation, (February 22, 2006, n=30)

Supporting your Gifted Child (February 22, 2006, n=25, parents)

Turkey Run, IN

Curriculum Compacting and Motivating Gifted Learners, (February 9, 2006, n=40)

Wolcott, IN

Cluster Grouping and Differentiation. (January 24, 2006, n=30)

2005

Northern Indiana Educational Service Center, Mishawaka, IN

Powerful Learning for High Ability Students, Syracuse, IN (December 8 & 9, 2005, n=50)

East Central Educational Service Center, Indiana

Using Cluster Grouping Effectively, New Castle, IN (November 30, 2005, n=30)

North Manchester Schools, Indiana

Parenting Gifted Children

Using Cluster Grouping in the Elementary School, North Manchester, IN (August 10 & 11, 2005, n=24)

Crawfordsville School Corporation

Cluster Grouping: Research, Rationale, and Implementation. Turkey Run, IN (June 1, 2005, n=35)

Tippecanoe County School Corporation, West Lafayette, IN

Student-based Differentiation, (March 2, 2005, n=300)

Wabash Valley Education Center Differentiation Series, West Lafayette, IN
Powerful Learning for High Ability Students, (February 15, 2005, n=30)

Madison Consolidated Schools, Madison, IN
Differentiation in Middle School Honors Classes, Madison, Indiana (January 13 & 15, 2005;
March 5 & 6, 2005 n=30)

2004

Wabash Valley Education Center Differentiation Series, West Lafayette, IN
Powerful Learning for High Ability Students, (December 9 & 10, 2004, n=30)

Shoreview Public Schools, Shoreview, Wisconsin.
Academies of Inquiry, (August, 27, 2004, n=40)

Jordan Public Schools, Jordan, Minnesota.
Differentiation (March 10 & 19, 2004, n=60).

2003

St. Peter Public Schools
Cluster Grouping (January 9, 2003, n=30).

Newcastle, Indiana Parent and teacher workshop (January 20 & 21, 2003, n=30 parents; n=45 teachers)

2002-2003

Bloomington Public Schools, Bloomington, MN
Cluster Grouping, Differentiation, Enrichment Clusters, Parenting (March 14, 2002; April 18, 2002; May 8 & 29 2002; August 27, 2002; October 16, 2002; December 18, 2002; April 21, 2003, June 17-20, 2003, December 2003, n=400)

Robbinsdale Public Schools, Robbinsdale, MN
Enrichment Clusters and Academies of Inquiry (August 29, 2002; January 17, 2003, n=50)

2002

National Heritage Academies Charter Schools. Battle Creek & Grand Rapids, MI
Differentiation, Enrichment Clusters, Gifted Education and Talent Development Intensive.
(March 23 & 24, 2002, n=60)

Sugarland Public Schools, Sugarland, TX
Differentiation, Dealing with High Stakes Testing Pressures (October 25, 2002 n=100)

St. Paul Public Schools, St. Paul, MN
Differentiation Strategies. (May 14, 2002 n=30)

Chaska Public Schools, Chaska, MN
Best Practices Seminar: Differentiation (March 2 & 21, 2002 n=25)

Howell Public Schools, Howell, MI
Differentiation in the Middle Grades (March 12, 2002)

Columbia Heights, MN
Cluster Grouping and Differentiation (January 21; June 11, 2002)

2001-2003

St. Cloud Schools, St. Cloud, MN

Differentiating Middle School and High School Science. Student Based Differentiation Strategies. (August 21 & 22, November 21, 2001; February 15, 2002; August 20, 2002; November 15, 2002; March 2003, August 2003)

Cass Lake Elementary, Cass Lake, MN

Enrichment Clusters: The Model and Implementation, Cluster Grouping and Differentiation, and follow-up support (January 18, March 9, October 25, 2001; March 1, 2002; December 11 & 12, 2002; March 7, 2003, n=50)

1999-2002

John Bullen Middle School, Kenosha, WI

Implementing Enrichment Clusters and Differentiating Curriculum (December 17, 1999; March 8, May 10, & November 9, 2000; January 11, May 16, & November 28, 2001; February 22 & April 17, 2002, n=60)

Mounds View Schools, Mounds View, MN

Implementing Cluster Grouping: Research and Strategies (April 6, May 18, August 16 & 17, 2000; February 15, 2001; April 10 & 11, 2002, n=300)

2001

St. Anthony Park Schools, St. Anthony, MN

Cluster Grouping and Differentiation (Sept 24, 2001)

Austin Schools, Austin, MN

Differentiation (August 14 & 15, 2001, n=30)

Elk River Schools, Elk River, MN

Parenting and Working with Educators to Encourage Optimal Talent Development. (April 5, 2001, n=75)

Dassel-Cokato Schools, Dassel, MN

Differentiating Curriculum and Instruction (April 2, 2001, n=30)

Groton Public Schools, Groton, CT

Enrichment Clusters and Academies of Learning. (March 23, 2001, n=60)

St. Paul Public Schools, St. Paul, MN

Differentiation Strategies. (February 28, 2001)

Kenosha Unified Schools, Kenosha, WI

Enrichment Clusters: An Introduction to Building Specialists (January 12, 2001, n=15). *Building Discussion: Enrichment Clusters* (February 23, 2001, n=100)

Cannon Falls Elementary School, Cannon Falls, MN

Cluster Grouping and Differentiation: Implementation Support. (January 19, 2001 n=30)

2000

Bay City Public Schools, Bay City, MI

Cluster Grouping and Curricular Differentiation (October 12, 2000)

St. Paul Public Schools, St. Paul, MN

Cluster Grouping and Differentiation (October 4 & December 7, 2000)

Osseo Area Schools, Maple Plain, MN
Cluster Grouping, Teaching, Learning, and Research (August 29, 2000)

Austin Public Schools, Austin, MN
Cluster Grouping and Differentiating Curriculum (August 21 & 22, 2000)

Lakeville Public Schools, Lakeville, MN
Cluster Grouping and Differentiating Instruction (June 12-13, August 31, 2000)

Prior Lake Community Schools, Prior Lake, MN
Fostering a Productive, Positive Sense of Self in Gifted Children: Strategies for Parents to use with Their Children and Their Children's Schools (May 18, 2000)

Metro Area Gifted Coordinator's Council, Minneapolis, MN
Cluster Grouping Research Roundtable (March 9, 2000)

Cannon Falls Public Schools, Cannon Falls, MN
Cluster Grouping: Research and Implementation (January 21, August 30, 2000)

Northfield Public Schools, Northfield, MN
Gifted Students: Who are They and How do We Meet Their Needs in the Middle School? (January 24, 2000)

1999-2000

Benjamin E. Mays Communication Arts Magnet School, Saint Paul, MN On-going consultation regarding IMPACT implementation and SEM (n=40)

1999

Pinckney Public Schools, Pickney, MI
Developing Differentiated Curriculum in the Middle Grades (October 27, 1999)

Brighton Area Schools, Brighton, MI
Grouping and Differentiation in the Middle Grades (August 23, 1999)

Kent Intermediate School District, Grand Rapids, MI
Differentiating Curriculum and Instruction in the Middle School (March 18, 1999)

Blue Valley Public Schools, Blue Valley, KS
Enrichment Clusters, Cluster Grouping, Flexible Grouping, Administrative Workshop (March 24 & 25, 1999)

Northfield Public Schools, Northfield, MN
Differentiating Curriculum and Instruction, Flexible Grouping, Enrichment Clusters (April-June, 1999, 4 sessions with optional graduate credit). (coordinator, lecturer, n=30)

1997-1998

Benjamin E. Mays Communication Arts Magnet School, Saint Paul, MN
Year-long on site consultation regarding Cluster Grouping, Schoolwide Enrichment Model Program, Enrichment Clusters, Evaluation and Assessment.

Blue Valley Schools, Overland Park, KS.
Developing and Implementing an Enrichment Cluster Program. (March 2 & 3, 1998).

St. Paul Schools, St. Paul, MN
Research and Methods in Gifted Education. 2 credit Mankato State University graduate course (April 1998, coordinator, lecturer, n=20).

MSU Laboratory District Teacher Education Center. Cleveland Schools
Teaching and Learning in Multi-age Classrooms. (January 15 & 29, 1998).

1997

Region 20 Education Service Center, San Antonio, TX
Cluster Grouping GT Students in the Regular Classroom Grades 5-8, Cluster Grouping GT Students in the Regular Classroom Grades K-5 (October 23 & 24, 1997).

Fairfax County Schools, Fairfax, VA
Schoolwide Achievement Model Planning and Program Evaluation (May 15 & 16, 1997).

New Prague Public Schools, New Prague, MN
Focus groups on effective special education programming (January 23 & 24, 1997).

1996

Moore County Schools, Southern Pines, NC. *Developing Enrichment Clusters* (August 7-8, 1996).

Bryn Mawr Middle School, Baltimore, MD. *Differentiating Curriculum in the Content Areas, Developing Talent and Defining Giftedness* (February 12-13, 1996).

1995

Canton Public Schools, Canton, CT
Developing an Enrichment Cluster Program, (November 2, 1995).
Introduction to the Schoolwide Enrichment Model and to Enrichment Clusters—K-6, (September 14, 1995).

Stratford Public Schools, Stratford, CT
Introduction to the Schoolwide Enrichment Model with Middle School Staff, (November 30, 1995). *Staff development planning for implementing the Schoolwide Enrichment Model in the Middle Schools*, (September 8, 1995).

Old Saybrook Public Schools, Old Saybrook, CT
Meeting the Needs of Gifted Students in the Regular Classroom, a series of roundtable team meetings with the elementary and middle school teachers, (August 28-29, 1995).

Three Rivers Community Schools, Three Rivers, MI
Developing and Enrichment Cluster Program in Your School, (August 22, 1995).

Danbury Public Schools, Danbury, CT
Introduction to Enrichment Clusters: A Workshop for Administrators and Coordinators, (April 19, 1995).

Old Saybrook Public Schools, Old Saybrook, CT
Curriculum Compacting in the Middle School Classroom, (April 12, 1995).

Marshall Public Schools, Marshall, MI
The Schoolwide Enrichment Model, What is it and How do we Implement it in Marshall?
Administrative planning meeting, (March 20, 1995).

Three Rivers Community Schools, Three Rivers, MI
Introduction to the Schoolwide Enrichment Model for Administrators and Committee Members, (March 17, 1995).

Barrington Public Schools, Barrington, RI
Curriculum Compacting and Differentiation at the Middle School Level, (April 10, 1995).

Worster Public Schools, Worster, MA
Curriculum Compacting in Middle and Elementary School Classrooms, (January 26, 1995).

1994

East Hartford Public Schools, East Hartford, CT
Developing an Enrichment Cluster Program, (November 2 & 14, 1994).

Windham Center Public Schools, Windham Center, CT
Developing an Enrichment Cluster Program, (October 18; November 1, 1994).

Rhode Island State Department of Education, Providence, RI
Curriculum Compacting and Enrichment Clusters. (October 6, 1994).

1994-1996

Consultant for East Greenbush Public Schools, East Greenbush, NY
 Facilitate district-wide implementation of the Schoolwide Enrichment Model. Workshops and activities included:
Differentiating Curriculum and Talent Development, Grade 9-12 teachers; on site follow-up with middle school and elementary school teachers, (December 9-13, 1996).
Enrichment Clusters and Curriculum Compacting, Grade 7-8 teachers (February 1-2, 1996).
New Teacher Overview of SEM, Grade K-6 teachers, (January 31, 1996).
Schoolwide Enrichment, Type I, Type II, and Type III, Grade 7-8 teachers, (November 16-17, 1995).
Overview of the Model, Talent Development, Identification and Interest assessment, Grade 7-8 teachers, (October 20, 1995).
On-site follow-up with elementary schools, Enrichment Cluster overview, individual and classroom consultation with model lessons, (September 28-29; October 5-6, 1995).
Planning for middle school workshops, (July 11, 1995).
Curriculum Compacting and Curriculum Differentiation, Grade K-6 teachers, (April 6-7, 1995).
Schoolwide enrichment, Type I, Type II, and Type III, Grade K-6 teachers, (March 9-10, 1995).
Overview of the Model, Talent Development, Identification and Interest Assessment, Grade K-6 teachers, (February 9-10, 1995).
Overview of the model for district administration, (January 26, 1995).
Planning with District Schoolwide Enrichment Team, (December 16, 1994).

1994-1995

Project High Hopes, Hamden, CT
 Consultant for the development of science curriculum and summer institute student curriculum; development of student survey instruments.

1993

Bridgeport/Spaulding Public Schools, Bridgeport, MI
 Consultant for the development of an implementation plan for the Schoolwide Enrichment Model.

1988-1994

Consultant for Branch Intermediate School District, Bronson, Quincy, and Coldwater
Community Schools, MI

Workshop topics included:

*Curriculum Compacting, Effective Instruction, School Improvement, Project WILD, What is
Giftedness and How do we Develop it?, Developing Talent in Students, Science Olympiad,
Differentiating Curriculum and Instruction for High Ability Learners, The Schoolwide
Enrichment Model, Putting Choice and Challenge into Curriculum*