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Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220019

Grants.gov Tracking#: GRANT13593025

OMB No. 1894-0006, Expiration Date: 02/29/2024

Closing Date: Apr 11, 2022

PR/Award # S206A220019

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/08/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

St. John's University, New York

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

8000 Utopia Parkway

Street2:

* City:

Queens

County/Parish:

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

11439-9000

e. Organizational Unit:

Department Name:

Grants and Sponsored Research

Division Name:

Office of the Provost

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Jared

Middle Name:

* Last Name:

Littman

Suffix:

PhD

Title:

Director

Organizational Affiliation:

St. John's University, New York

* Telephone Number:

Fax Number:

* Email:

PR/Award # S206A220019

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

* 12. Funding Opportunity Number:

ED-GRANTS-021622-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Project: WINGS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL *** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_427_of_Project_WINGS1010103100.pdf

Add Attachment

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ST. JOHN'S UNIVERSITY

Dr. Seokhee Cho, Principal Investigator
Professor, Administrative and Instructional Leadership, School of Education
Director, the Center for Creativity and Gifted Education

April 6, 2022

General Education Provisions Act (GEPA Section 427)

Response:

In satisfying the requirement of Section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), St. John's University is committed to ensuring that federally funded activities, programs, and services will be made accessible to all teachers, students, and other program beneficiaries with special needs, allowing them to participate fully in the projects and programs provided under this grant application of the Jacob K. Javits Gifted and Talented Students Education Program.

St. John's University is an Equal Opportunity Employer. Any new staff to be hired under this grant will be selected regardless of race, religion, disability, gender, national origin, or age.

The participants, faculty, project staff, teachers, parents, mentors, school administrators, supervisors, and students in this Javits Gifted and Talented Students Education Program, *"Project WINGS: Scale-Up of Developing Academic Proficiency of Gifted English Learners with or without Disabilities through Advanced Mathematics and Language Scaffolding"*, are from diverse ethnic backgrounds, including African-Americans, Latinos and Asians.

St. John's University makes alternative and/or additional materials available in various modalities for students whose physical handicaps prevent them from learning without such aids, e.g., large print, Braille, audiotape, and computer flash drives.

The sites for all activities are accessible to the physically handicapped, as per IDEA. We believe that these steps ensure equitable access for participants with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

St. John's University, New York

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Seokhee"/>	<input type="text"/>	<input type="text" value="Cho"/>	<input type="text"/>

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="8000 Utopia Parkway"/>
Street2:	<input type="text" value="Sullivan Hall"/>
* City:	<input type="text" value="Queens"/>
County:	<input type="text" value="Queens"/>
* State:	<input type="text" value="NY: New York"/>
* Zip Code:	<input type="text" value="11439-9000"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

* Phone Number (give area code) Fax Number (give area code)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Assurance #(s), if available:

00009066

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project WINGS: Scale-Up of Developing Academic Proficiency of Gifted English Learners with or without Disabilities through Advanced Mathematics and Language Scaffolding

ABSTRACT

Project WINGS seeks to build upon the success of two Javits's Project, Project BRIDGE (2017-2022) and Project HOPE (2009-2013) and expand access to accelerated and enriched math curriculum (M^2 and M^3) for **Gifted English Learners (GELs) and Gifted English Learners with Disabilities (GELDs)** beyond New York to California and Texas. A sizable portion, 20%, of the selected students will be GELDs (*Absolute Priority*). Project WINGS will: (1) **train teachers to identify and support the unique needs of GELs and GELDs (*Competitive Preference Priority 1*)**; (2) **use strength-based identification method and local norm, to identify the underrepresented GELs and GELDs (*Competitive Preference Priority 2*)**; (3) **provide professional development with evidence-based teaching strategies(*Competitive Preference Priority 3*)**; (4) **provide student-centered math programs to support GELs and GELDs as they advance in learning mathematical proficiency while progressing toward English proficiency by providing language scaffolding (*Competitive Preference Priority 3*)**; and (5) **promote equity in students' access to educational resources and opportunities through building community (*Competitive Preference Priority 3*)**, and (6) **sustain educational services even after the completion of the Project.**

Program effects will be evaluated through a quasi-experimental longitudinal design. Title I schools whose ELs population enrolled in PreK is more than 100 from school districts in New York, California, and Texas will be invited. Then, 15 schools which are willing to cooperate with rigorous requirements will be selected to participate in the project. A total of **600** gifted ELs (120 GELDs from each of 15 schools) in Grade K will be selected from a talent pool which is created within each school by a Strength-Based Selection System using multiple criteria (*Competitive Preference Priority 2*). The selected Gifted ELs will be randomly assigned to either an intervention or comparison group within each school. Teachers who are recommended by principals as having similar backgrounds and experiences will be also assigned randomly to either an intervention or comparison group.

Project WINGS program will implement an evidence-based mathematics program built upon M^2 and M^3 programs funded by the National Science Foundation and Project HOPE (2009-2014) funded by the Jacob K. Javits. *Mentoring Young Mathematicians (M^2)* program based on gifted pedagogy, demonstrated a positive impact on math achievement and mathematical reasoning of Grade K-2 students (Casa, Firmender, Gavin, & Carroll, 2017; Firmender, Gavin, & McCoach, 2014; Gavin, Casa, Adelson, & Firmender, 2013; Gavin, Casa, Firmender, & Carroll, 2013). Language scaffolding strategies of Project HOPE and Project BRIDGE were found to contribute to increased math achievement, and English proficiency of Grades K-5 Gifted ELs (Cho, Yang, & Mandracchia, 2015; Yang, Cho, Campbell, & Cho, 2021). Project WINGS program will be implemented to young GELs in Grade K through Grade 3 for four consecutive years. Home-work support will be provided for a comparison group GELs for four years. Intervention effects will be examined by pre-/post-test analyses, multilevel modeling analyses, growth curve modeling, and qualitative data analyses.

Professional development for intervention group teachers will focus on language scaffolding strategies and mathematical content of the M^2 and M^3 program units as well as identification of Gifted ELs, prior to implementation of the math program during the school year. Non-intervention teachers will be provided with PD opportunities through online coursework and peer mentoring after completion of an evaluation of the effects of program implementation. Research products will also be shared with educational researchers nationally and internationally through various venues (i.e., articles, presentations, and online courses).

Educational experts in the gifted and talented, mathematics, teaching English to speakers of other languages (TESOL), early childhood, special education, and quantitative/qualitative data analyses, will collaborate to implement the project successfully. The rich instructional resources at St. John's University's Center for Creativity and Gifted Education and strong support from the University's Vincentian Mission to foster integral human development and social mobility and transformation will also contribute to the success of the project.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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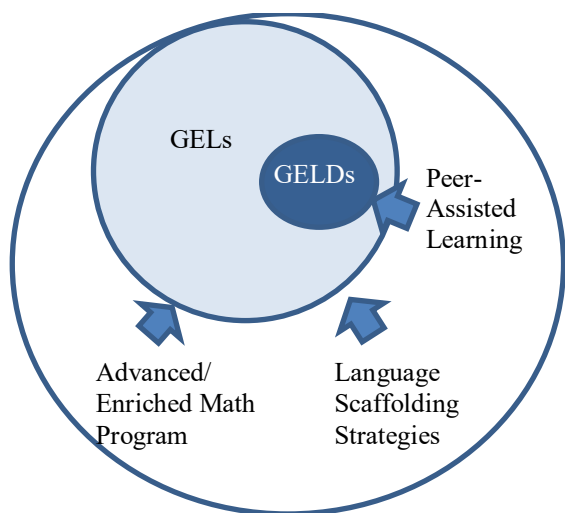
**Project WINGS: Scale-Up of Developing Academic Proficiency of Gifted English Learners
with or without Disabilities through Advanced Mathematics and Language Scaffolding**

A. NEED for the PROJECT

Given the accelerated growth of English Learners—who will account for 40 percent of the U.S. school-aged population by 2030—their chronic academic underperformance (National Center for Education Statistics, 2016) and low participation rate in gifted education programs is distressing. Even more alarming is the marginalization of gifted ELs with disabilities (GELDs) in our schools. No systematic effort has been made to identify gifted students from the 11% of ELs who are classified as having one of 13 federal categories of disabilities (OELA, 2017). Like their typical EL peers, GELDs are often barred from traditional Gifted and Talented programs due to their limited language proficiency. They also face additional barriers of entry attributed to their learning disabilities, which can mask their gifts, thus creating uneven profiles of cognitive and non-cognitive skills (Lovett & Lewandowski, 2006). Teachers have little or no experience in conducting proper identification and in providing appropriate interventions to these students (McBee, Peters, & Miller, 2016). Hence these students with limited language skills, learning and attention disabilities are often removed from mainstream educational setting and placed in remedial classes (Baum, Cooper, & Neu, 2001), where they seldom achieve at the level of which they are capable. These gifted learning-disabled EL students require a triply differentiated curriculum that focuses on language acquisition, offers strategies to compensate for learning deficits, while presenting challenge through advanced-level content. Furthermore, teachers need training on how to effectively leverage students’ linguistic and cultural assets to engage GELs and GELDs in rigorous learning.

Project WINGS seeks to build upon the success of Project BRIDGE (Javits grant 2017-2022) and Project HOPE (Javits grant 2009-2013) and expand access to accelerated and enriched math curriculum for GELs beyond New York to three other states: California, Texas, and Florida. A sizable portion, 20%, of the selected students will be GELDs. The specific inclusion of GELDs is purposeful based on our experiences with gifted ELs with disabilities in Projects BRIDGE and HOPE, who demonstrated similar improvement in mathematical knowledge and skills to their typical GEL classmates. The estimated 5% participation of GELDs in the past two projects did not constitute a meaningful study about the academic and socio-emotional needs and strengths of these students. That is why Project WINGS will include a substantial number of students with learning disabilities among the identified gifted English learners. We aim to identify characteristics of academically talented EL students with and without disabilities, and develop an evidence-based curriculum and instructional model to enable these students to succeed in

Figure 1 *Project WINGS Model*



mathematics.

It is critical to recognize and nurture academic talents of GELs and GELDs more systematically (Bianco & Harris, 2014; Ford & Trotman Scott, 2013; Marshall, McGee, McLauren, & Veal, 2011; Olszewski-Kubilius & Clarenbach, 2012; Walsh, 2013). GELs and GELDs in regular classrooms often experience extreme boredom and may become

underachievers, maladjusted, and socially and emotionally vulnerable (Cho, Ahn, Han, & Park, 2008; Renzulli, 1978). Without challenging and nurturing intervention for GELs, they will not be ready for, nor seek opportunities to develop their high potential to the maximum. Project WINGS

intends to function as a transitional route for the underrepresented GELs and GELDs, including but not limited to those with dyslexia, dysgraphia, ADHD, speech and language impairment, and executive functioning deficits, to join rigorous mainstream gifted education programs by providing them with advanced and enriched learning experiences in mathematics as early as possible. Project WINGS is therefore impactful because it directly addresses the federal imperative to strengthen programs for GELs and GELDs, and to develop teachers' expertise in culturally responsive instruction.

B. QUALITY of the PROJECT DESIGN

Project WINGS will target **GELs** and **GELDs** from kindergarten through grade three (3), using Strength-based and local norm-based identification methods to identify GELs and GELDs who are not easily identified through traditional assessment methods, and provide advanced and enriched math programs with scaffoldings which have been rigorously tested, proven effective and translated into practice **(Absolute Priority)**. Specifically, the Project will: (1) **train teachers to recognize** and support the unique needs of GELs and GELDs. **(Competitive Preference Priority 1)**; (2) create a talent pool of the underrepresented GELs and GELDs by using non-traditional **strength-based identification method (Competitive Preference Priority 2)**; (3) provide professional development for teachers evidence-based teaching strategies; (4) provide **student-centered programs** to support project target students as they advance in learning mathematics knowledge and skills while also achieving English proficiency by providing language scaffolding **(Competitive Preference Priority 2)**; and (5) **promote equity** in students' access to educational resources and opportunities **(Competitive Preference Priority 3)**.

The contributions to the field would also be significant. While many studies target GELs, most of them focus on identification, but few studies focus on educational provision to facilitate

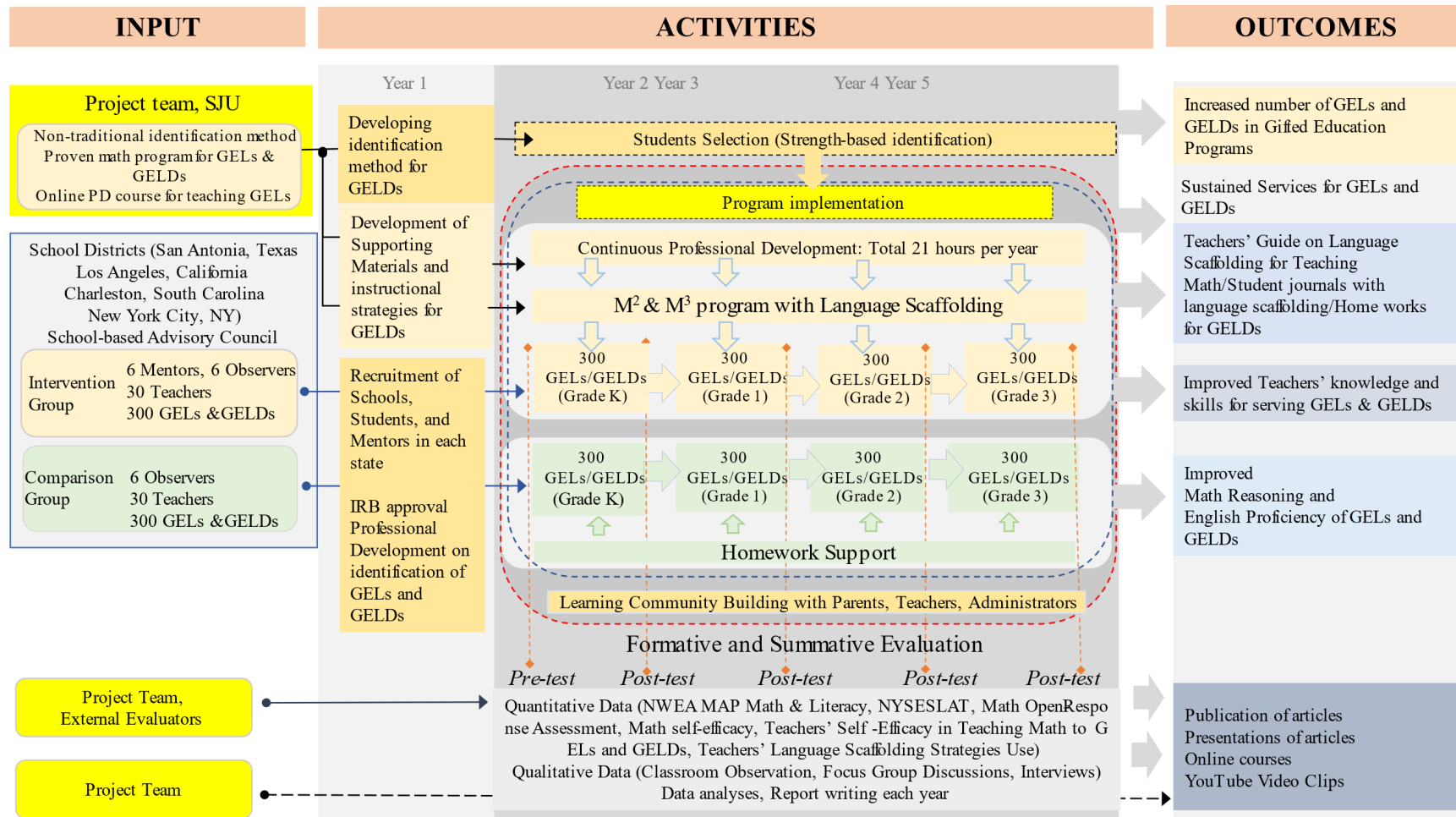


Figure 1. Project Design

The development of both mathematics and language proficiency of GELs and GELDs, especially during the critical early years of formal schooling. Project WINGS addresses the major educational and social needs of GELs and GELDs—as emphasized by the U.S. DOE—through an integrated approach that augments the program, its instruction, and its teachers in three States. Over the short term, results will determine whether Project WINGS provided a program that is effective to improve mathematical reasoning and English proficiency. It will also determine whether professional development has sustaining and spillover effects in helping teachers understand and support the unique needs of GELs and GELDs. Over the long run, the project results will demonstrate whether more GELs GELDs will be present in rigorous and advanced academic programs and perform at levels similar to their mainstream gifted students during their upper elementary and secondary school years.

Therefore, Project WINGS addresses this glaring, unfair gap by creating a talent pool using strength-based method, providing advanced and enriched mathematics program with language scaffolding to help more GELs and GELDs populate mainstream gifted education programs in three states of New York, California, and Texas.

Table 1. *WINGS Program Goals, Objectives, and Outcomes*

Stage I: Preparation (Months 1-12)
Goal 1. To expand the program implementation to other states with more students
Objective 1-1. Increase the number of states which will participate in the Project.
<i>Outcome 1-1.</i> School Districts in California and Texas will contract MOU with the Project Team to participate in Project WINGS.
Objective 1-2. Site liaisons(Dr. Oh and Dr. Mun) confirm project schools with more than 100 ELs in each grade and Title I funded in each state.
<i>Outcome 1-2.</i> Five Title I schools with more than 100 English learners in each grade will be confirmed in California and Texas.
Objective. 1-3. Develop a cloud-based project data management system.
<i>Outcome 1-3.</i> Cloud-based data management system is set up for use.
Goal 2. Provide PD for teachers on how to identify GELs and GELDs using non-traditional identification method (Strength-based and local norm-based)
Objective 2-1. Refine the identification method by integrating recent research and findings

of our previous Javits projects (Project HOPE and Project BRIDGE) to identify GELs and GELDs and provide professional development to teachers in project schools.
<i>Outcome 2-1.</i> In June, Project teachers will learn and demonstrate significantly more increased knowledge and skills on the identification of GELs and GELDs as measured by surveys and interviews and analyzed by a <i>t-test</i> .
Objective 2-2. Identify GELs and GELDs using strength-based and local norm-based identification methods.
<i>Outcome 2-2.</i> In September, a total of 480 GELs and 120 GELDs will be identified using strength-based and local norm-based identification methods
Goal 3. Refine materials and instructional strategies for GELDs and conduct a pilot study
Objective 3-1. Refine materials of WINGS Program (teachers' guide, student journal, homework) based on Project HOPE and Project BRIDGE programs, M^2 and M^3 advanced and enriched math programs for GELDs in Grades K-3
<i>Outcome 3-1.</i> One teacher's guide, 1 student journal, and homework for two units for Grade K, 3 units for Grades 1-3 will be refined based on the materials from Project HOPE and Project BRIDGE (see Appendix A, Appendix B, and Appendix C).
Objective 3-2. Professional development for 8 teachers in PS 19 in New York
<i>Outcome 3-2.</i> Eight intervention teachers will attend 21 hours of professional development on how to use refined materials for teaching advanced mathematics with language scaffolding and peer-assisted learning for GELDs.
Objective 3-3. Conduct a pilot study for GELDs
<i>Outcome 3-3.</i> A pilot study will be conducted implementing one unit of math programs for 50 hours for students in each grade K-3 in eight (8) classes
Objective. 3-4 Collect feedback on feasibility and modify instructional materials of the WINGS Program
<i>Outcome 3-4.</i> Feasibility data are collected using surveys, observations, and focus groups and then analyzed. Modified products are ready for 80 hours for Grade K, and 100 hours for each Grade of 1-3 in project schools
Goal 4. Provide PD for teachers on instructional strategies for GELs and GELDs.
Objective. 4-1. Develop an online of a professional development (PD) course for teachers to be trained and certified to implement the WINGS program with fidelity.
<i>Outcome 4-1.</i> Twenty one (21) hours of an online PD course will be developed for intervention group teachers, aligned with the model components and uploaded on the project website. Each year in June, PD for the fall semester will be provided for 13.5 hours (Three (3) hour of introduction to the project and characteristics and needs of GELs and GELDs; ten (10)-hour training on two mathematics Units for Grade K teachers; 30 min. pre-post surveys). In December, PD for the spring semester will be provided for 7.5 hours (2 hour of review; 5-hour training on one mathematics unit; 30 min. on pre-post surveys). Intervention group teachers will have access to the PD course and materials throughout the intervention period. Ongoing support will be provided via the online technical assistance support system as well as onsite consultations by site liaisons. For <u>comparison group teachers</u> , 1 hour of introduction to the project and characteristics and needs of the target population will be provided in June and December.
Objective 4-2. Increase teachers' teaching quality through professional development.
<i>Outcome 4-2.</i> Intervention teachers will use scaffolding strategies for teaching mathematics

to GELs and GELDs significantly more frequently compared with comparison teachers as measured by frequency of strategies use through classroom observation and examined by <i>Hierarchical Linear Modeling (HLM) Analyses</i> .
Objective 4-3. Enhance teachers' self-efficacy for teaching mathematics to target students.
<i>Outcome 4-3.</i> Intervention teachers will demonstrate significantly higher self-efficacy in teaching mathematics to GELs and GELDs as measured by a questionnaire (see Appendix E) and interviews (see Appendix D) and analyzed by a <i>t-test</i> .
Stage II. Program Implementation (Months 10-57)
Goal 5. Implement WINGS program
Objective 5-1 After site liaisons confirm the commitment of 15 schools to participate for four years to yield power of .80 and a minimum detectable effect size of .30 (medium effect size), randomly assign classes into intervention and comparison groups.
<i>Outcome 5-1.</i> 15 schools (5 from New York City, NY; 5 from San Antonio, Texas; 5 from Los Angeles, California) will have 2 classes of 10 students in Grade K. Each class will be randomly assigned to either intervention or comparison group (same number at each site)
Objective 5-2. School-based Advisory Council (SAC) at each of the 15 schools will be formed to provide feedback on Project implementation.
<i>Outcome 5-2.</i> SAC is established and facilitated by site liaisons. An initial and 2 SAC meetings will be held each year. The data on each SAC meeting regarding performance, successes, challenges, and future plans are collected from meeting notes and pre/post semester SAC surveys and reported by site liaisons at the end of each semester.
Objective 5-3. Implement the intervention and comparison conditions during after school hours with fidelity and high quality through teachers with the supervision of site liaisons.
<i>Outcome 5-3.</i> A total of 70 hours of intervention in Year 2 and 100 hours of intervention in Years 3-5 are implemented in the intervention group. A total of 100 hours of homework assistance are provided in the comparison group based on the program (curriculum) of school's choice. The implementation is monitored by site liaisons, through bi-weekly observations, and online weekly mentor logs. Site liaisons will also complete the fidelity instruments for both groups every five weeks. During frequent informal meetings and formal quarterly meetings, site liaisons and senior staff members will discuss progress and develop an improvement plan, if any noncompliance and challenges occur. Improvement plans are then shared and modified with SAC members. Improvement plans will be implemented in order to assure high quality of the project's activities.
Goal 6. To increase teachers' use of effective scaffolding strategies for teaching mathematics to GELs and GELDs
Objective 6-1. Provide intervention teachers with professional development.
<i>Outcome 6-1.</i> All intervention teachers will join professional development activities.
Objective 6-2. Increase Teachers' teaching quality through professional development.
<i>Outcome 6-2.</i> Intervention teachers will use scaffolding strategies for teaching mathematics to GELs and GELDs significantly more frequently when compared with comparison teachers as measured by frequency of strategies use through classroom observation and examined by <i>Hierarchical Linear Modeling (HLM) Analyses</i> .
Goal 7. Evaluate the effectiveness of the WINGS Program in achieving project goals
Objective 7-1. Assess change in students' Mathematical Reasoning.
<i>Outcome 7-1.</i> At the end of intervention in Year 2, 3, 4, and 5, the pre-post NWEA MAP K2 Math Test and Math Unit Assessment (see Appendix H) results will indicate a statistically

significant increase in mathematical reasoning of intervention group participants over time, compared to comparison group participants.
Objective 7-2 Assess change in students' English Language Proficiency
<i>Outcome 7-2.</i> At the end of intervention in Year 2, 3, 4, and 5, the pre-post NWEA MAP K2 Literacy Test, will indicate a statistically significant increase in English language proficiency of intervention group participants over time, compared to comparison group participants.
Objective 7-3. Assess change in the expectation of parents and teachers on students' potential towards GELs and GELDs
<i>Outcome 7-3.</i> At the end of intervention in Year 2, 3, 4, and 5, the pre-post expectation of parents and teachers towards GELs and GELDs results will indicate a statistically significant increase in teachers' expectation toward GELs and GELDs among intervention group participants over time, compared to comparison group participants.
Objective 7-4. Assess change in the perception of parents and teachers on the possibility of being identified of GELs and GELDs
<i>Outcome 7-4.</i> At the end of intervention in Year 2, 3, 4, and 5, the pre-post perception of parents and teachers on the possibility of being identified as gifted of GELs and GELDs results will indicate a statistically significant increase in teachers' perception on the possibility of being identified as gifted of GELs and GELDs among intervention group participants over time, compared to comparison group participants.
Goal 8. To build a sustainable learning and research community to support the underrepresented GELs and GELDs
Objective 8-1. Share resources of non-traditional identification and scaffolding strategies to support GELs and GELDs and interact with other teachers talking to them about the value of sustainability in a learning community
<i>Outcome 8-1.</i> Project teachers will conduct learning community meetings to share what intervention teachers learned with other teachers and parents at least once a year.
Objective 8-2. Distribute information on the research and evaluation of the project in a research community.
<i>Outcome 8-2.</i> At least more than three progress reports and two scholarly articles will be published by the project staff. Conference presentations will be made at least four times during the project period.
Stage III. Dissemination (Months 49-60)
Goal 9. Disseminate WINGS Program
Objective 9-1. Refine the WINGS Program and products based on the data analysis. Information on the WINGS Program (implementation, fidelity, effects) and products are uploaded to the project website.
<i>Outcome 9-1.</i> The WINGS Program is validated through the scale-up evaluation. The accessibility of products is ensured. The products are made available online.
Objective 9-2. Disseminate Project products including articles, reports, newsletters to various audiences.
<i>Outcome 9-2.</i> Dissemination products are made appropriate to various audiences (e.g., annual SAC specific reports for site liaisons, teachers, and SAC members; semester-based newsletter for participants, their family, and the public; at least 3 articles in peer reviewed journals such as Gifted Child Quarterly and at least 8 presentations at national conferences such as NAGC convention and CEC conference for researchers and practitioners will be

provided). All dissemination products will be made accessible to a national audience via the project web site.

2. Project Design Appropriate to the Needs of Target Population

We recognize the educational needs of GELs and GELDs which can be summarized as: (1) Expansion a proven effective program to a wider population; (2) Ensuring equity in learning opportunities through applying identification methods based on non-traditional assessment, strength-based, and local norm-based identification; (3) Developing academic talent through high quality education services customized to GELs and GELDs. To meet the educational and social needs of GELs and GELDs, Project WINGS is designed to integrate the followings: **Scale-up of WINGS program:** To provide more GELs and GELDs with learning opportunities, the WINGS program will be implemented in 15 schools in three states. 480 GELs and 120 GELDs will be served with an advanced math program with language scaffolding. **Strength-based and local norm-based identification system design:** To improve equity in gifted identification, a talent pool based on GELs' strengths and local norm will be created. Researchers insist that local norm in the identification will significantly improve the diversity of students identified as gifted (Carman et al, 2018; Peters et al., 2019; Worrell & Dixon, 2018). The use of an English learner group as a unit of norm eliminates underrepresentation for English learners. **Professional Development for Intervention teachers:** To increase teachers' teaching quality through strengthening teachers' knowledge and skills for recognizing strengths and high potential of GELs and GELDs and to teach effectively, a total of 24 hours of professional development will be provided through online course, mentoring by experts and peer-mentoring. **Quasi-experimental design:** To ensure effectiveness of intervention program, program effects will be analyzed through a quasi-experimental design. The selected GELs and GELDs will be randomly

assigned to either intervention or comparison group within each school. The project staff will randomly assign two teachers with similar background and teaching experiences recommended by principals to one of the two classes within schools. Intervention group students will learn Project WINGS math programs, while comparison group students will get home-work support. The data on effectiveness of the intervention will be collected and analyzed through pre-and post-testing.

3. Project Design with promising evidence and effective practices

(1) Strength-Based Identification System and

High potential of many GELs is not recognized due to their limited English proficiency or teachers' deficit thinking on English Learners or their limited educational experiences compared to their English proficient gifted peers. Specially, GELDs are not easily identified as gifted because of lack of appropriate identification method and trained educators (Maddocks, 2018). Project WINGS will use strength-based identification approach focusing on multiple measures and using local norms to include GELs and GELDs (*Competitive Preference Priority 2*) and provide teachers with professional development to narrow the identification gap in gifted education (*Competitive Preference Priority 1*).

Our strength-based identification system focuses on individual English Learners' strengths in order to select GELs and GELDs for the project math program. Non-traditional assessments and multi screening methods have been reported to be widely used to increase the underrepresented gifted students including Hispanic, African American, or EL students in gifted education programs (Bianco & Harris, 2014; Lidz & Macrine, 2001; Pierce, Adams, Neumeister, Cassady, Dixon, & Cross, 2007). However, by combining multiple sub-scores, weaknesses may cancel out strengths an individual may have (McBee, Peters, & Waterman, 2014). Our strength-

based selection system neither combines sub-scores nor requires minimum scores for each criterion (e.g., GPA, standardized achievement test, and cognitive reasoning score). Rather, students are ranked based on each sub-score independently in order to recognize any one strength that GELs might have. Then, students who belong to the top 20% in any of the multiple criteria will be included in the talent pool. This strength-based selection system can be adapted to discover underrepresented students through understanding all students' strengths.

More specifically, a talent pool will be established using a local norm in each school. Since Renzulli (2005) recommends the top 15-20% of any given area related to human cognition, ELs whose scores are at the top 20% or above among ELs in each school on at least one sub-score of math and literacy scores of NWEA MAP K2, or quantitative reasoning, verbal reasoning and nonverbal symbols of CogAT, or scores of Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) by teacher, parents, and students will be included in the talent pool. For the project, among the students in the talent pool, 20 students who satisfy the most criteria will be invited to participate. Then, the invited students will be assigned randomly either to intervention or comparison groups. By using multiple assessment scores independently, students whose strengths are demonstrated in more criteria will be selected within the available budget.

(2) Evidence-based Math Programs

Project WINGS will implement differentiated math programs, which were developed and proven to be effective for improving mathematical reasoning and language proficiency of GELs through our previous Javits Projects: *Project BRIDGE (2017-2022)* and *Project HOPE (2009-2014)*. Project WINGS is an evidence-based math program which integrates advanced math programs, language scaffolding strategies for GELs, and teaching strategies for GELDs.

Advanced math program. M² and M³ programs have been developed and field-tested by Dr. Gavin and her colleagues (Casa, Firmender, Gavin, & Carroll, 2017; Firmender, Gavin, & McCoach, 2014; Gavin, Casa, Adelson, & Firmender, 2013; Gavin, Cases, Firmender, & Carroll, 2013). It is an enriched grades K-5 math programs which encourages children to take on the role of practicing mathematicians to make sense of significant principles in mathematics. In each lesson, they reason, critique arguments, and defend their thinking through teacher-facilitated discussions, as well as write in-depth and high-level responses in line with the NCTM Process Standards and the CCSS Mathematical Practices. These advanced math program also provides differentiated instruction based using “Hint” and “Think Beyond” cards to support struggling students and challenge advanced students’ thinking.

Scaffolding Strategies for GELs and GELDs. Teachers’ use of scaffolding strategies facilitated discussions and community sense making on the mathematical concepts of GELs in grades K-5 during afterschool hours (Cho, Yang, & Mandracchia, 2015; Yang, Jo, Campbell, & Cho, 2021). The intervention teachers were provided scaffolding instructions (e.g., Sentence Starter, Word Bank, and Sample Talk Frame) to help GELs progressively develop a deeper understanding of math. Language scaffolding strategies involve vocabulary walls, glossary, visual aids for beginning English learners. For students whose English proficiency is above intermediate level, teachers used experiential approaches (Lee, Quinn & Valdés, 2013) and communication skills (Firmender, Gavin & McCoach, 2014) including (a) explicit statements that validate English Learners (ELs)’ reasoning, (b) invitations to share, justify, or clarify thinking that positioned ELs as competent problem solvers, and (c) inviting peers to respond to an ELs’ idea in ways that position the idea as important and/or mathematically justified”. They were found to facilitate ELs to be active problem solvers (Chapin, O’Connor, & Anderson,

2009). The results of Project BRIDGE and Project HOPE studies showed that intervention group students improved significantly more than those of comparison group students in mathematical reasoning and English proficiency

Instructional Strategies for GELDs. Peer-assisted learning strategies (PALS) which shows strong evidence of effectiveness in disability students learning will be applied in this project. PALS meet WWC evidence standards without reservations (Fuchs, Fuchs, Phillips, & Hamlett, 1995; Saenz, Fuchs, & Fuchs, 2005) (see appendix: Evidence Form). Peer-Assisted Learning Strategies is a peer-tutoring strategy for elementary school students to improve their proficiency in math and English (Mathes & Babyak, 2001; Fuchs, Fuchs, Mathes & Simmons, 1997; Fuchs, Fuchs, Phillips, & Hamlett, 1995; Sáenz, Fuchs & Fuchs, 2005; Stein, Berends, Fuchs, McMaster, Sáenz, Yen, Fuchs & Compton, 2008). During the peer-tutoring sessions, students take turns acting as a tutor, coaching and correcting one another as they work through solving problems **(Competitive Preference Priority 2)**.

(3) Professional Development for high quality teaching

Professional development will integrate three components: **Content-focused design, active learning with opportunities for reflection and feedback, and extended peer mentoring** to sustain learning. The project team has established an online course in 2021-2022 on how to teach advanced and enriched mathematics program to GELs based on our experiences from previous Projects HOPE and BRIDGE. Professional development will utilize **online course work**, and mentoring by experts and peers. The content-focused online course of 21 hours will provide knowledge-based foundation in teaching mathematics with language scaffolding. In turn, teachers will receive input on and make changes to their practices through active evaluation of student learning, using authentic artifacts, such as lesson plans, classroom videos, and student works. Through **mentoring by experts** in their classes, the teachers will also receive feedback

from experts and support in implementing evidence-based practices, differentiate instructions and evaluate student learning using dynamic assessment tools. Teachers will also engage in **peer mentorship programs** to sustain and expand the math enrichment program to other students at their schools. The project team will also collaborate with teachers to make cyclical refinement to align the training modules to reflect the local needs and cultural values of the community. This iterative process is the key for creating a highly contextualized Professional Learning Community that directly connects to the cultural and linguistic diversity of the classroom.

4. Project Design with Performance Feedback and Continuous Improvement

The project team will work closely with teachers and principals during the implementation and will make themselves available for the teachers' questions and answers, whenever needed through online meetings. Project team members will have meetings each month to communicate project progress to administrators, school-based advisory council, teachers, parents. Upon completion of program implementation, Project products and research findings will be disseminated to various audiences and in various forms.

Mentors will observe teachers 12 times a year and discuss with teachers about the successes and challenges teachers face teaching the lesson and provide further recommendations. Observers will visit the intervention classrooms 12 times each year to observe fidelity of the implementation and mentor intervention teachers. After each visit, observers will complete the classroom observation scale (see Appendix F) to document their findings. They will also formatively assess the impact of the individual lessons on student engagement. The observations and documents will help assess and analyze the impact of the curriculum while minimizing teacher effect. Project staff will evaluate implementation results each year for continuous improvement. Quantitative and qualitative data collected from project students, teachers, and parents will be used to inform and update the project.

5. Project Design Appropriate to Build Sustainable Community

Project staff will collaborate with local stakeholders to create learning communities and leadership coalitions that embody the four pillars of strong and purposeful education for GELs and GELDs: support students' cognitive and socio-emotional growth; institute research-based professional development; develop teachers' and parents' leadership capacity; and foster collaboration among educators, administrators, and families. Research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning (Durlak, Weissberg, & Pachan, 2010). Intervention teachers who teach Project WINGS program to GELs and GELDs will mentor non-intervention teachers in the same grade after completion of evaluation of program effects with pre- and post-test (see Table 2). In this way, all teachers in each school will be able to learn how to use scaffolding strategies in teaching advanced and enriched mathematics program in their regular classrooms and for their afterschool classrooms.

Table 2 *Building Sustainable Community through Peer Mentoring and Co-Teaching*

	Year 2	Year 3	Year 4	Year 5
Intervention Teachers	GK	G1	G2	G3
Mentoring for & Co-Teaching with non-intervention teachers		GK	G1	G2

In this process, the project team will provide assistance and resources to strengthen all school teachers' use of the proven scaffolding strategies through five pathways: a) establish an afterschool math enrichment program that provide a supportive space for students to engage in project-based learning; b) form mentorship pairing between intervention teachers and non-intervention teachers to facilitate transfer of knowledge; c) educate teachers and parents on best practices in instruction, behavioral support, and assessment for GELs and GELDs; d) organize a school-based advisory council that will evaluate the progress and direct the expansion of the enrichment program, and e) support families and community allies in becoming advocates for equitable education for GELs and GELDs.

A peer mentoring and co-teaching model has been found to be advantageous for teachers and students (Stanulis & Floden, 2009). Mentoring programs and team teaching can enhance teacher knowledge and confidence in their profession, and students can benefit from more balanced instruction and consistencies among teachers (Rytivaara & Kershner, 2012). This turnkey model is an effective service delivery strategy for providing differentiated education to gifted learners throughout the school (Landrum, 2001) as most teachers will carry some of the strategies used in enrichment programs into the regular classroom (Reis & Peters, 2021). These decisions about sustaining and expanding of enrichment program and student enrollment will be made collaboratively by an advisory council that consists of educators, administrators, and parents.

C. QUALITY OF MANAGEMENT PLAN

1. Appropriate and Feasible Management Plan

Project WINGS will be implemented through collaboration among research team, outside consultants, teachers, parents, and administrators and is a five-year project composed of two stages (see Table 3): Stage I for the preparation and pilot study for GELDs (Year 1), Stage 2 for program implementation (four-year longitudinal study), and Stage 3 for dissemination. Main activities in Stage 1 in Year 1 (2022-2023) include (a) a pilot study to refine instructional materials for GELDs in Grades K-3 conducted in New York City, NY; (b) contract an MOU with school districts and recruit five schools in each of three project states for scale-up; (c) refinement of the GELS and GELDS Teachers' guide and instruments for teaching and for assessment; (d) Professional development on identification and differentiated instruction will be provided for teachers in Grade K. Professional development on identification will focus on how to use a local norm of ELs and each school to identify GELs and GELDs who demonstrate high

Table 3. *Project Management Plan with Milestones*

Stages	Stage 1 (NY, CA, TX)	Stage 2 (NY, CA, TX): Program Implementation								Stage 3: Dissemination	
	Year 1 (2022-2023)	Specifics	Year 2 (2023-4)		Year 3 (2024-5)		Year 4 (2025-6)		Year 5 (2026-7)		
Pilot Study: Scaffolding for GELDs (NY)	Grade K -3										
Program Implementation (NY, CA, TX)	10 students x 2 classes x 4 grades in NY	Grouping	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison	
		Grades: # of units	Grade K: 2 units		Grade 1: 3 units		Grade 2: 3 units		Grade 3: 3 units		
		New York(5schools)	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs
		California(5 schools)	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs
		Texas(5 schools)	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs	80 GELs & 20 GELDs
		Total(15 schools)	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs	240 GELs & 60 GELDs
		# of Teachers	30	30	30	30	30	30	30	30	30
Student Selection	80 GELDs (NY)	480 GELs and 120 GELDs: Talent Pool based on the strength -based and school norm-based identification method using NWEA, CogAT , teacher nomination based on behavioral checklist. 600 students will be followed up for 4 consecutive years and vacancies will be filled.									
Professional Development of 30 hours each year	30 teachers in GK (NY, CA, TX)	30 teachers in G1 (30 new teachers in GK)			30 teachers in G2 (30 new teachers in G1)		30 teachers in G3 (30 new teachers in G2)		(30 new teachers in G3)		
Measurement	Pre-test (Sep)-Post-test for pilot test with GELDs, (NY)	NWEA, Math Open response test, Surveys, Interviews, focus group discussions	Pre-test (Sep) – 1 st Post test (Jun)		2 nd Post test (Jun)		3 rd Post test (Jun)		4th Post test (Jun)		
Mentoring	6 Mentors	Expert Mentoring	12 times each year		12 times each year		12 times each year		12 times each year		
observation	6 Observers	Implementation Fidelity	12 times each year		12 times each year		12 times each year		12 times each year		
School-based advisory council	1 Unit per school	Community Building	3 meetings per semester		3 meetings per semester		3 meetings per semester		3 meetings per semester		
Dissemination		Articles and products	Articles, technical reports, professional development materials will be disseminated to the community of researchers and educators.								

academic potential using strength-based method. Professional development on differentiated instruction will focus on how to use scaffolding strategies for GELs and GELDs, especially with specific language disabilities.

Stage 2 will focus on program implementation (Years 2-5). A total of 480 GELs and 120 GELDs in Grade K from 15 schools in 3 states (NY, TX, SC) will be selected and will be followed-up for four consecutive years until they complete the academic year of Grade 3. Half of the students will be exposed to the full Project WINGS program, while the other half of students will learn a math program of the school's choice.

Stage 3 is for dissemination of Project WINGS materials and products in Year 5 for various audiences. Articles will be published; presentations will be made at professional conferences;

Recruitment of Schools: To make it cost-effective, schools which have fund to compensate teachers for teaching GELs and GELDs during the afterschool hours with more than 100 ELs enrolled, and willing to accept all the rigorous requirements will be selected to participate from cities and states where the number of English learners are very high such as Los Angeles in California, and San Antonio in Texas.

Identification of Gifted English Learners: To create a Talent Pool, CogAT and NWEA tests will be administered to all ELs with parental consent. Teachers, parents, and students will be asked to recommend using a behavior check list on giftedness. To increase the validity and reliability of the use of behavioral check lists, the project team will have conferences with teachers and parents prior their use of behavior check lists for valid rating through enhancement of their understanding on each characteristic (Ehrlich, 1982; Olszewski-Kubilius & Clarenbach, 2014; Roedell, Jackson, & Robinson, 1980; Valencia, 1985). Sub-scores from cognitive ability

test (CogAT), achievement test (NWEA), and Nomination (behavioral checklist) (see Table 4) will be used to create a Talent Pool, where the top 20% of GELs on each sub-score in each school are included. From the Talent Pool, 600 students who meet more criteria will be selected in priority order. Selected students will be randomly assigned to either intervention or comparison groups.

Table 4. *Selecting Criteria of Strength-Based Identification to Establish a Talent Pool*

Path 1	Cognitive Abilities test	CogAT Quantitative reasoning	Students in top 20%
Path 2		CogAT Verbal Reasoning	Students in top 20%
Path 3		CogAT NonVerbal Symbols	Students in top 20%
Path 4	Achievement test	NWEA MAP test (Math)	Students in top 20%
Path 5		NWEA MAP test (Literacy)	Students in top 20%
Path 6	Nomination	Teachers' Behavioral Checklist	Students in top 20%
Path 7		Parents' Behavioral Checklist	Students in top 20%
Path 8		Students' Behavioral Checklist	Students in top 20%

Professional Development for Intervention Teachers: Principals will be asked to recommend pairs of teachers whose background and teaching experiences are similar to each other.

Recommended teachers will be randomly assigned to either comparison or intervention group by the project team. 30 teachers in the intervention group will participate in three hours of training on identification and will participate in 21 hours of professional development focusing on advanced mathematical content and teaching strategies, prior to implementation of the Project WINGS program using an online course with reading materials, video clips, students artifacts, pictures of math units and student journals. Teachers will share their ideas through discussion boards and voice threads.

Implementation and Evaluation of the Project Math Programs: The program will be implemented 4 days (sessions) each week during the afterschool hours as a supplementary

program and each session will last for one hour. The project team will work closely with teachers and principals during the implementation responding to any questions or challenges. Mentors will visit each intervention class 12 times per year providing mentoring services after each visit. Observers will visit each class in both intervention and comparison classes 12 times to check fidelity of program implementation.

Evaluation of Project WINGS Programs: There will be one pre-test in Year 2, then 4 post-test for data collection with quantitative and qualitative methodologies within and across project years. NWEA MAP K2 for Math and Literacy testing and a Math Unit assessment (see Appendix H) will be used to investigate program effect. Both formative and summative evaluation techniques will provide data on the development of scaffolding strategies materials, the impact of the intervention on students and teachers, and the perceptions of administrators, teachers, and parents. Feedback from formative evaluation will result in interim corrections to maintain the focus on specific goals and objectives and will be used to refine student materials, teacher materials, and interventions. Summative evaluation will verify the accomplishments of all goals and corresponding objectives.

2. Monitoring and Feedback for Ensuring Continuous Improvement

The School-based Advisory Council (SAC) will be composed of internal and external evaluators including Principals, Site Liaisons, Dr. Gavin and Dr. Casa (Experts in math education, Professor Emeritus at the University of Connecticut), and Dr. Gatto (external evaluator). Responsibility of SAC is to support the project through critical feedback about project progress, occurring issues, and suggestions which allow us to continuously evaluate the project. The progress of Project WINGS will be monitored and project effectiveness will be evaluated by the SAC for increasing the quality of the project and participating teachers and

students' performance. Project evaluation data will be collected, and feedback from participating schools will allow us for revisions of project materials such that they are maximally useful to teachers. SAC and project team members will meet at least once a semester.

3. Time commitment and Responsibility of Personnel

Dr. Cho, Principal Investigator, will devote 25.0% of her time in-kind during the academic year and 33.3% during the summer for each 12 month period. Dr. Cho will be responsible for overall project planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general; **Dr. Jo**, Co-Principal Investigator, will work 50% of her time during the academic year and summer. She will be responsible for ensuring high quality of all aspects of research including instrument selection, refining test items, and coordinating graduate students and schools for successful assessments and data analyses; **Dr. Yang**, Co-PI; and former expert of Project BRIDGE and Project HOPE, will work 48.8% of her time during the academic year for refining teachers' guide, student journal, homework materials, and providing professional development using teachers' guide for language scaffolding for GELs and supporting PI and **Dr. Spiridakis**, will devote 25% of his time in-kind during the academic year and 33.3% during the summer towards recruitment and modifying language scaffolding instructional materials. **Dr. McDevitt** will also devote 25% of her time in-kind during the academic year to identify and develop teaching materials for GELDs; **Dr. Campbell** will devote 12.5% of his time in-kind during the academic year. **Dr. Gavin**, the leading author of M² and M³ program, will commit 10 days each year and will be in charge of consulting the team members on various aspects of the research including research design, implementation, and evaluation of students' reasoning using open-response assessment. **Dr. Oh** and **Dr. Mun**, as site liaisons, will commit 30 days each year to support the team's communication with school principals, teachers,

parents and school-based Advisory Council. Table 5 presents project activities and responsible people for each activity.

D. QUALITY OF PROJECT SERVICES

1. Equal Access and Treatment of GELs and GELDs: Applying the Revolving Door Model

Table 5. Project Activities and Responsible people for Each Activity

Responsible People		School Districts	PI	Co-PI Project Director	Co-PI Research Director	Site Liaisons	Content Specialists	Graduate Students	Project Teachers	Grant Office	Mentors	External Evaluator	Advisory Council
Overall Project Management	Call Periodic Staff Meetings		•	•	•					•			
	Fiscal Responsibility		•	•						•			
	Communication with schools		•	•	•	•		•			•	•	
	Supervise Project team		•	•	•								
Student Selection	Instrument Refinement		•		•		•	•				•	
	Testing, Coding, Selection		•		•			•					
Program Implementation	Developing Language Scaffolding Strategies		•	•	•		•						
	Modification of Teachers' Guides		•	•	•		•	•					
	Professional Development		•	•	•		•	•	•		•		
	Mentoring		•	•	•	•					•		
	Fidelity Checking		•	•	•	•		•			•		
	Keep Records of Project teachers		•	•	•	•					•		
Collaboration with Parents	Organize meetings	•				•			•		•		•
	Conduct Workshops	•					•		•		•		•
	e-Newsletters for Parents	•					•		•		•		•
Evaluation	Input for Evaluation	•	•	•	•		•		•		•	•	•
	Collect and Analyze Data	•	•	•	•						•	•	
	Write Interim and Final Reports		•	•	•							•	

(Renzulli, 1984), this project will allow all project students to move in and out of the project as needs arise. Student attrition is expected to occur for various reasons: when families move back to their home countries or to other places; and when children are transferred to mainstream gifted program provided by school districts. Then, students from the talent pool will be invited and to fill the vacancies. The project team will ensure GELs and GELDs remain in their assigned Project groups for four consecutive years as much as possible, unless they transfer to mainstream gifted education programs, by communicating frequently with Project teachers and parents through e-Newsletters, conferences, and professional development.

2. Impact of the Project Service: Formative evaluation and summative evaluation will be applied to investigate the impact of project service. Formative evaluations are to assist in decision-making to continue or modify strategies early in the project to ensure success of the intervention. Formative evaluation activities will take place on an on-going basis. Information with oral and written reports will be provided to all concerned parties at regular monthly meetings of Project team. For summative evaluation, the Project team will collect quantitative and qualitative data to evaluate project outcomes using valid and reliable instruments including standardized tests. All pre-test/assessment data will be used as baseline information and will provide formative evaluative data on the quality of the curriculum materials, professional development, and instructional strategies. All post-test/assessment data will be used as evidence for the summative evaluation of the project. Data collected throughout the project period will be saved in project databases. Primary quantitative and qualitative data will be collected by administering questionnaires and standardized tests to project participants.

(1) Degree of Achievement of Each Outcome

Outcomes of Goal 1. Recruitment of schools will be performed in collaboration with site liaisons in California and Texas through a MOU. Five Title I schools which have high numbers of English learners and are willing to accept all the project requirements will be ready to identify GELs and GELDs, professional development for teachers, and program implementation strategies.

Outcomes of Goal 2. Total of 480 GELs and 120 GELDs will be identified and ready to learn the Project WINGS program with advanced math with language scaffolding or homework support curriculum in comparison classes. The goal focuses on providing project teachers with professional development on identification, so that teachers can recognize GELs and GELDs in their class. With a refined behavior checklist, professional development, teachers' increased awareness of characteristics of GELs and GELDs, more students will be nominated to create a Talent Pool. As a result, there will be an increased identification rate and a more favorable balance of demographic representation in identification from each participating school.

Outcomes of Goal 3. The goal focuses on preparing instructional materials for GELDs. A Teachers' guide, a student journal and homework for each of 11 units will be ready through refining an advanced math program with language scaffolding and peer assisted learning strategy, professional development of 21 hours, pilot study with 80 students for 40 hours for each unit and refinement by reflecting feedbacks from the pilot study. Preparation will be completed smoothly using the already modified materials through Project HOPE and Project BRIDGE. PS 19 in School District 24 in New York has already committed for the pilot study.

Outcomes of Goals 4 and 6. These goals focus on developing teachers' teaching quality for supporting GELs and GELDs. Participating teachers' ability to scaffold linguistically for GELs and GELDs will be significantly improved as measured by classroom observation, interviews with students, teachers, and parents, documents related to teaching and learning, and a questionnaire in pre-test and post-test mode and will be significantly higher than comparison teachers. The questionnaire includes thirteen items on Teachers' self-efficacy in teaching math ($\alpha = .88$) and eight items on outcome expectancy ($\alpha = .75$) of the Mathematics Teaching Efficacy Belief Instrument (MTEBI). Confirmatory factor analysis showed two factors (Enochs, Smith, & Huinker, 2000). Project staff will triangulate data collection methods and sources in order to corroborate validity of data (Patton, 1999).

Outcomes of Goal 5 and Goal 7: These goals focus on improving math and English proficiency of GELs and GELDs and enhanced perception of parents and teachers on the

potential and strengths of GELs and GELDs. To achieve these goals, we will (1) provide professional development from in September in Year 1 to 4 for 30 intervention teachers; (2) support teachers to use scaffolding strategies by mentoring and observation; and (3) implement program for 80 hours (GK) and 100 hours for (Grades 1, 2, and 3) per year during after-school hours. Improved achievement in math and literacy from Grade K to Grade 3 will be demonstrated within and across project years by NWEA test and Math Unit assessment (see Appendix H). NWEA MAP K2 is a vertically equated test and allows comparison among achievement scores across several years. Math unit assessment as a content-based assessment will also be used to evaluate the depth of students' learning of the math content together with their reasoning ability (Casa, Firmender, Gavin, & Carroll, 2017). Enhanced perception of parents and teachers on the potential and possibility of being identified as gifted of GELs and GELDs will be demonstrated by pre- and post- testing with surveys.

Outcomes of Goal 8 and Goal 9. These goals focus on building learning and research community to widely disseminate the non-traditional identification process and differentiated math programs for success of GELs and GELDs. To achieve these goals, we will (1) have learning community meetings for project teacher to share their experiences with colleagues and parents at least two times and (2) build one research community to distribute identification and teaching materials and discuss findings of the project at least three time during the project year.

E. QUALITY OF THE PROJECT PERSONNEL

Internationally and nationally recognized experts in gifted education, mathematics education, teaching English as a second language (TESOL), special education and research methods will collaborate to conduct the implementation of the project successfully.

1. Principal Investigators

Principal Investigator-Seokhee Cho, Professor and Director of the Center for Creativity and Gifted Education at St. John's University, will be responsible for overseeing the project. Out of her more than 70 grant projects, Project BRIDGE (U.S. DOE Javits grant from 2017 to 2022) and Project HOPE (US DOE Javits and private grant from 2009 to 2014) are the key

foundational projects for this proposed project. The two projects modified math curriculum to meet the needs of gifted English learners and examined the impact of advanced math programs with language scaffolding strategies to mathematically promising ELs in Grades K-5 during after school hours on their growth in motivation, mathematics and literacy and found significantly more growth of intervention group students compared to comparison group students (Cho, Yang, & Mandracchia, 2015, Yang, Jo, Campbell & Cho, 2021). She has conducted various projects at the national and international levels and has authored more than 100 articles and book chapters on gifted education in STEM.

Co-Principal Investigator/Research Director-Sonmi Jo will oversee the research aspects of Project WINGS to ensure successful execution of the project's quasi-experimental design and examine the impact of program implementation on teachers' teaching qualities, parental perception on GELs and GELDs, and students' achievement. She will collaborate with the PI and project staff. Dr. Jo was a leading member of Project CDTIS, funded by the National Science Foundation for cultivating talents in STEM among the under-reserved gifted students. Her expertise is in non-traditional identification methods like *Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER)* and STEM programs for the underrepresented gifted. Dr. Jo has high level qualitative and quantitative research skills. She was a school teacher and a director of the Gifted Education Center for 10 years.

Co-Principal Investigator/Curriculum Specialist-Jenny Yang will be in charge of refining professional development materials, scaffolding strategies for GELDs, online course contents, and processes for mentoring and peer-mentoring. As a former key member of Project HOPE and Project BRIDGE, she has extensive experience in developing instructional materials integrating language scaffolding strategies for M^2 and M^3 program. She has published papers which featured her hierarchical linear modeling analyses on the effects of math programs on Promising ELs' growth in mathematical achievement and English proficiency. Dr. Yang will collaborate with Drs. Cho, Jo, Spiridakis, and McDevitt on developing scaffolding strategies for GELDs.

2. Key Personnel

Project Director/TESOL specialist-John Spiridakis, Professor and the director of the TESOL and Bilingual Graduate Programs at St. John's University, has conducted numerous national and state research and professional development projects during the past 30 years. For example, one recent initiative, Project LEADER, helped teachers learn and practice literacy and effective mathematics strategies to improve ELs' achievement in the content areas of STEM. He was also a leading faculty member of Project BRIDGE and Project HOPE, described above. He will be responsible for communicating with the participating schools, recruiting and training mentors in applying language scaffolding approaches and for monitoring teachers to maintain high fidelity of the project's implementation.

Special Education specialist-SeungEun McDevitt, Assistant Professor in the Department of Education Specialties at St. John's University, worked as an early childhood/special education teacher in various educational and care contexts and also as a learning specialist for teachers' professional development. Dr. McDevitt's research interests are focused on inclusive practice, special education for students with disabilities, teacher diversity, and teacher education/development.

Gifted Education Specialist-James Campbell, Professor at St. John's University, has written more than 100 papers and 100 scholarly papers and 6 books. His research interests have also been related to math and science Olympians for the last 20 years. Dr. Campbell is the Coordinator of Gifted Education Certificate Extension Program at the School of Education and teaches gifted education courses needed for certificate extension approved by the NYDOE. Dr. Campbell will plan and carry out identification of the math talented students for the project.

External Evaluator-Angelo Gatto, Director of Educational Research Advantages, LLC, has served as the external evaluator for over 60 educational programs at all educational levels, Pre K-high school, graduate school, including many states and federally funded programs for over 20 years. He will assist the project team in the implementation of the Project's evaluation design and will ensure objectivity in the process. The external evaluation team in conjunction with project staff utilize proven systems for data collection that rely on empirically sound and

validated instruments, analysis, and reporting. Findings will be used to promote continuous quality assurance and improvement of the project in meeting its goals and objectives.

Math Content Consultant-Katherine Gavin, Professor Emeritus at the University of Connecticut, has over 30 years of experience in education of mathematics and was director and senior author of a five-year Javits grant, *Project M³: Mentoring Mathematical Minds* curriculum units for talented elementary students and a NSF grant, *Project M²: Mentoring Young Mathematicians* for primary grade students. The *M³* and *M²*: curriculum units are currently being used in gifted programs in all 50 states of the U.S. and in Singapore, Hong Kong, and Japan. These units have won the Distinguished Curriculum Award from the NAGC for nine consecutive years. Dr. Gavin will provide consulting on math program implementation, professional development, and assessment.

California Site Liaison-Suzie Oh, Dr. Oh is an educational consultant and has served as a principal of elementary schools for more than 40 years in Los Angeles Unified School District. Dr. Oh will serve as the site liaison for Los Angeles to ensure the study is implemented with high fidelity at the five participating Los Angeles schools.

Texas Site Liaison, Rachel Mun, Dr. Mun is an Assistant Professor at the University of North Texas. She conducted a study on identifying underrepresented gifted English learners as a postdoctoral research associate at the National Center for Research on Gifted Education, University of Connecticut. She examined ways to improve equitable identification and services for K-12 English learners. Dr. Mun will serve as the site liaison for Texas to ensure the study is implemented with high fidelity at the five participating schools in Texas.

Mentors and Observers will be hired from each of the four participating states with recommendations from the executive officers of each school district. They will help to monitor the fidelity of program implementation and to ensure the quality of program implementation through effective mentoring. **Graduate students** will also assist in implementation of project activities during the academic year and summer, such as data collection. Efforts will be made by the proposed Project Director to recruit and retain outstanding and diverse project team members

from under-represented groups based on race, color, disability, national origin, gender, age, or SES.

F. ADEQUACY of RESOURCES

Support from St. John’s University. The Center for Creativity and Gifted Education at St. John’s University has been providing online gifted education courses to local, national and international school teachers—from teaching certificate extension programs to Ed.D. programs—with a focus on public and nonpublic education in urban settings. St. John’s University’s “Vincentian” mission, has led the Center to support urban Title I schools with large populations of ELs and economically disadvantaged students. The Center has conducted two Javits Projects (HOPE and BRIDGE) and has provided challenging mathematics programs to promising ELs in grades K to 5th in New York for 10 years (2009-2014, 2017-2022) and South Carolina for 2 years (2009-2011). Mathematically GELs in intervention group demonstrated significantly greater gains in mathematics achievement and mathematical reasoning, and language proficiency compared to the control group. Presentations at numerous national and international conferences and publication of articles were made. Through these two Javits projects, the Center has an extensive collection of resources that can be used to adapt the Project WINGS program to meet the needs of GELs and GELDs. The Center will disseminate reports, materials, online course and articles to be produced through this study.

Adequacy of Budget: The project design and management is cost-effective by inviting Title I schools which can compensate teachers who will teach the gifted English learners during the after-school programs. Project Team has modified Teachers’ guide, student journals, and homework assignments to meet the needs of GELs in Grades K-3. They are proven to be effective for GELs through two successful Javits projects (HOPE and BRIDGE). The Project team has also created online course for professional development of teachers as a part of Project BRIDGE in 2021-2022. During PD, substitute teachers will be hired to reduce cost of paying intervention teachers. The University will provide about \$ 911,542 in-kind contributions to compensate the time and effort of the Principal Investigator, Project Director and 2 key

personnel at SJU.

Reasonableness of the cost to the project. As indicated in the budget narrative, the costs associated with project implementation are reasonable based upon the current and anticipated salary of proposed staff and the goals and objectives to be obtained. In addition, the budget includes the cost to attend the annual project director's meeting in Washington DC.

Cost adequate to the objectives, design, and potential significance of the proposed project;

The requested costs are necessary to achieve the stated objectives and implement the program. The design is time intensive, as personnel will work with school sites through 4 academic years. The use of comparison group design will demonstrate the effectiveness of Project WINGS program, and support its replication across the U.S.

Reasonable Cost for the Number of GELs to be served, results, and benefits: Project costs in meeting project goals and objectives are most reasonable, even with the rise of the national inflation rate of almost 8%. The reasonable costs include project staff personnel and other than staff personnel (OTPS). This includes supplies, consultants, printing and postage, travel and other project expenses. Stage 1 of the Project (Year One) will focus on Pilot Study and professional development. Pilot study is to develop scaffolding strategies and refine materials through implementing them to 80 GELDs. Professional development for 30 teachers will be about identification and teaching mathematics to GELs and GELDs. Eighty GELDs and 30 teachers, for a total of 110 participants will be served at a reasonable cost of \$4,434 per participant served. In Stage 2 (Years 2 to 5), program will be implemented to provide services for 480 GELs and 120 GELDs with 60 teachers (a Total of 660 participants) from Grade K to 3 each year respectively. Participants will benefit from the project at a cost of \$943, \$1,021, \$1,042, and \$1,012 per participant served in Years 2, 3, 4, and 5 respectively.

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Curriculum Vitae

Seokhee Cho

Professor

Dept. of Administration and Instructional Leadership

Director, Center for Creativity and Gifted Education

The School of Education

St. John's University

1. Education

Period	Educational Institutions	Degree & Major
Jan. 1982. ~ Apr. 1986	University of Alberta, Canada	Ph.D. in Ed. Psy.
Mar. 1979 ~ Feb. 1981	Ewha Womans University, Korea,	M.A. in Ed. Psy.
Mar. 1975 ~ Feb. 1979	Ewha Womans University, Korea	B.A. in Ed. Psy.
	Ewha Womans University, Korea	B.A. in English

2. Academic Career

2017~2018	Chair, Department of Administrative and Instructional Leadership School of Education, St. John's University
2011~Present	Professor, Department of Administrative and Instructional Leadership, School of Education, St. John's University
2007~2011	Associate Professor, Department of Administrative and Instructional Leadership, The School of Education, St. John's University
2008~Present	Director, Center for Creativity and Gifted Education
1995-6	Fulbright Scholar at the University of Connecticut
1986~2007	Director General, National Research Center for Gifted Education, Korean Educational Development Institute

3. Research Interests

- Creativity and creative problem solving
- Identification of gifted children based on their creativity in STEM

- Developing curriculum and instructional materials for gifted and talented
- Talent development in math and science
- Identification and nurturing giftedness among English Language Learners
- Family processes and personal characteristics for talent development

4. Grants

2021-2026

Title: Project LEADER

Grant awarded by the US DOE National Professional Development

Amount: \$2,775,238

Position: Co-Director

2017-2022

Title: Project BRIDGE: Developing Academic Competency of Young Gifted English Learners with Advanced Mathematics Program and Language Scaffolding.

Grant awarded by the US DOE based on the ESSA

Amount: \$1,900,000

Position: PI

2016 (Jul-September)

Title: Summer Institute for Korean Gifted Education Teachers

Amount: \$41500

Award period: Jul. 1st-September. 31st, 2016

Source: Tour America

2014-2019

Title: Twice Exceptional students Achievement and Matriculating in STEM (TEAMS)

Principal Investigator: Hyejin Park (University of Hawaii)

Amount: \$4,500,000

Award period: Sep. 2014-Aug. 2019

Source: US DOE

Position: PI of New York region

2014-2014

Title: EDUCATIONAL POLICIES FOR PROMOTING INTERDISCIPLINARY
EDUCATIONAL APPROACHES FOR THE SCIENTIFICALLY TALENTED

Principal Investigator: Seokhee Cho

Amount: \$30,000

Award period: Apr. 2014-Nov. 2014

Source: Science and Technology Policy Institute, Republic of Korea

2013-2014

Title: Scale-up and Evaluation of Mentoring Mathematical Minds (M³) for
Nurturing the Math Talent of Gifted Students with Limited English Proficiency
(LEP)

Principal Investigator: Seokhee Cho

Amount: \$30,000

Award period: Sep. 2013-Aug. 2014

Sponsor: Allied World Foundation

2013 (Jan 2013 to Jan 2013)

Title: Winter Institute for Daegu Gifted Education Teachers

Amount: \$36,000

Award period: Jan. 10th, 2013-Jan 23rd, 2013

Source: Daegu Metropolitan City Department of Education, Korea

2012 (May 2012 to August 2017)

Title: Project WIN: A St. John's University Research-based, data design program in
consortium with New York City Education Department Schools and BOCES
(LEAs) to prepare and certify in-service and pre-service teachers in TESOL.

Principal Investigator: John Spiridakis

Amount: \$1,651,338.00

Award period: May 2012 to August 2017

Source: U.S. DOE

Position: Research Director

2012 (May 2012 to August 2017)

Title: Title III-Project LEADER: A Title III National Professional Development
Program to Prepare School Building Leaders of LEP Students at the Queens Campus of
St. John's University In Collaboration with the New York City's Department of
Education's School Districts In The Boroughs of Brooklyn and Queens

Principal Investigator: John Spiridakis
Amount: \$1,912,384.00
Award period: May 2012 to August 2017
Source: U.S. DOE
Position: Research Director

2012 (July 2012 to August 2013)

Title: Summer Institute for Daejeon Gifted Education Teachers
Amount: \$61,000
Award period: Jul. 1st, 2012-Aug. 31st, 2013
Source: Daejeon Metropolitan City Department of Education, Korea

2011 (Jul 2011 to April 2012)

Title: Summer Institute for Daejeon Gifted Education Teachers
Amount: \$63,000
Award period: Jul. 1st, 2011-Aug. 31st, 2012
Source: Daejeon Metropolitan City Department of Education, Korea

2010 (Jan.-Dec.)

Title: Creative Productivity of Korean Science High School Graduates:
Retrospective Study
Co-investigator (Principal Investigator: Doehee Ahn)
Amount: \$50,000
Award period: Jan 2010-Dec 2010
Source: Korea Foundation of Advancement of Science and Creativity

2009-2014

Title: Project HOPE: Scale-up and Evaluation of Mentoring Mathematical Minds
(M³) for Nurturing the Math Talent of Gifted Students with Limited English
Proficiency (LEP)
Principal Investigator: Seokhee Cho
Amount: \$450,000
Award period: Sep. 2009-Aug. 2014
Source: U.S. DOE

2007-2009

Title: Research and Development at the Center for Creativity and Gifted
Education

Principal Investigator: Seokhee Cho

Amount: \$60,000

Award period: Sep. 2007-Aug. 2009

Source: cGEM, Korea

Title: Professional Development Institute for Gyeonggi Provincial Office of Education

Principal Investigator: Seokhee Cho

Amount: \$132,000

Award period: Feb. 1-15, 2009

Source: Gyeonggi Provincial Office of Education, Korea

Title: Professional Development Institute for Gyeonggi Provincial Office of Education

Principal Investigator: Seokhee Cho

Amount: \$141,666

Award period: Jan. 6-19th, 2008

Source: Gyeonggi Provincial Office of Education, Korea

- 2003-2005: Research Fund of USD \$300,000.00 each year from the Ministry of Education and USD 1,200,000.00 for developing educational programs for and evaluation tools for identification of the gifted from 16 Metropolitan Cities and Provinces.
- 1996-2002: Research Fund of US \$ 250,000.00 each year from Ministry of Education on "Creative Problem Solving". With this fund, several research projects have been carried out.
- 1996: Research Fund of US \$ 90,000.00 on "Screening Test for Gifted Students during Summer Camp" from Korea Minjok Leadership Academy
- 1995-6: Research Fund of US \$ 25,000.00 on "Traits of Koreans from Babies through Silver Age" from Samsung Electronics Co.
- 1995: Research Fund of US \$ 13,000.00 on "Teaching-Learning for the Scientifically Gifted" from Korea Foundation on Science and Technology

·1994: Research Fund of US \$ 25,000.00 on "Acceleration Policy for Gifted Students" from Ministry of Education

5. Publications

Peer Reviewed Papers, Book Chapters, & Technical Report Article

Kim, J., **Cho**, S., Ahn, D. Jeong, H., Choi, H., Kang, E., & Kim, N (2021). Core Competencies and Corresponding Curriculum Needed for the Future STEM Talented Students at the Specialized National-Level Residential Science High Schools, *Journal of Gifted/Talented Education*. 31(4), 477-498. DOI : 10.9722/JGTE.2021.31.4.477 (KCI).

Ahn, D. & Cho, S. (2021). Science creative productivity of science high school graduates: Its predictive relationship with family processes, classroom quality, intelligence, science attitudes, and academic achievement. *Journal of Gifted/Talented Education*. 30(3), 447-471.

Cho, S., Kim, J., & Ahn, D. (2021). Gifted Grown-Ups in Confucian Heritage Culture: Creative Achievers or the Faded-Aways? Els De Wit (Ed.). *Sleeping lions: Exceptionally gifted*. Unionville, NY: Royal Fireworks Press.

Yang, J., Jo, S., Campbell, J., & **Cho**, S. (2021). Recognition, Expectation, and Differentiation for Mathematical Talent Development of Young Gifted English Learners (pp. 217-239). In E. Kuusisto, M. Ubani, P. Nokelainen & A. Toom (Eds.) *Good teachers for tomorrow's schools – Purpose, values and talents in education*. Boston: Brill-Sense.

Kim, J., **Cho**, S., Ahn, D. (2020). Reconsidering Korean gifted education system across life span from the perspective of talent development, *Journal of Gifted/Talented Education*. 30(4), 457-486. DOI: [10.9722/JGTE.2020.30.4.457](https://doi.org/10.9722/JGTE.2020.30.4.457) (KCI).

Cho, S. (2020) Diverse Dimensions of Gifted Education: Section Introduction. In: Smith S. (eds) *Handbook of Giftedness and Talent Development in the Asia-Pacific*. Springer International Handbooks of Education. Springer, Singapore

- Cho, S.**, Mandracchia, M., & Yang, J. (2019). Nurturing mathematical talents of young mathematically gifted English Language Learners. In S. R. Smith, S. (Ed.). *International Handbook of Giftedness & Talent Development in the Asia-Pacific* (833-856), Singapore: Springer International Handbooks of Education. https://doi.org/10.1007/978-981-13-3021-6_38-1
- Kim, J., Kang, E. *, **Cho, S.**, Choi, H., and Lee, D. (2019). Exploring issues and ways for the revision of the Gifted Education Promotion Act. *Journal of Gifted/Talented Education*, 29(4), 619-648. (KCI)
- Kim, J., **Cho, S.**, Ahn, D., Cheong, H., Choi, H., Kang, E., and Lee, Y. (2019). *A Study on the Future Development Strategies of the Gifted School*. Moe/Korean Educational Development Institute. CR 2019-31.
- Kim, J. **Cho. S.**, Ahn, D., Han, S., Im, H., Kwon, S. and Lee, Y. (2019). *Korean gifted education longitudinal study (III)*. MOE/Korean Educational Development Institute. CR 2019-23.
- Pham, H. L., & Cho, S. (2018). Nurturing mathematical creativity in schools. *Turkish Journal of Giftedness and Education*, 8 (1), 1. 65-82.
- Campbell, J. R., Cho, S., & Tirri, K. (2018). Mathematics and Science Olympiad Studies: The Outcomes of Olympiads and Contributing Factors to Talent Development of Olympians. *International Journal for Talent Development and Creativity*, 5(2), 49-60.
- Kim, J. **Cho. S.**, Ahn, D., Han, S., Im, H., and Kwon, S. (2018). *Korean gifted education longitudinal study (II)*. MOE/Korean Educational Development Institute. CR 2018-38.
- Kim, J., Han, E., Kang, E., **Cho, S.**, Choe, H., Lee, D. (2017). *Study on amending the Gifted Educational Promotion Act and the Corresponding Enforcement Decree*. Korean Educational Development Institute. OR 2017-09
- Kim, J., Han, E., **Cho., S.**, Han, K., and Ahn. D. (2017). *Building gifted education support system tailored to life stages*. Korean Educational Development Institute. RR 2017-21.
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DOI: <https://doi.org/10.1177/1741143217714252>
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- Semarco, S. & Cho, S. (2017). Building instructional brand personality: The effect of the creative problem solving attributes of school managers. *JOCMAS*, 4th edition. 88-108.
- Cho, S. (2016). Editorial: SPECIAL ISSUE: STEM Focused Domain Specific Gifted Education in the Republic of Korea. *Turkish Journal of Giftedness and Education*, 6 (1), 1.
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- Chang, U.H. & Cho, S., *Psychological characteristics of the academically gifted in the Elementary Schools*, Seoul: KEDI Regular Research Report No. 118, Seoul: KEDI, 1980. (in Korean)
- Cho, S. "Individual Differences in Information processing strategies", *Educational Development*, No. 7, pp.84-94, 1980. (in Korean)
- Cho, S. (1979). *In-service training program for the foreign language teachers*, Regular Research Report No. 72, Seoul: KEDI. (in Korean)

Chang, U.H. & Cho, S. (1979), *Development of Innovative Methods of Teaching Foreign Language*, Regular Research Report No. 105, Seoul: KEDI. (in Korean)

Books

In English

Korean

- Cho, S. (2015). *Up Coaching for Gifted Children Through Collaboration between Parents and Teachers*, Seoul: Pantheon House. (in Korean)
- Cho, S. (2010). *Super Parents: Family Processes of Science Olympians*. Seoul: Pantheon House.
- Cho, S. (2008). *0515 Strategy for Raising Your Children*. Seoul: King's Library.
- Kim, T. R. Kim, J. H. & Cho, S. (2004). *Gifted Education: From Education and Psychological Perspective*. Ewha Womans University Press
- Cho, S., Park, K., Oh, Y., & Kim, H. (2003). *Basics of Gifted Education*. Seoul: Educational Science
- Gu, J. O., Cho, S., Kim, H. W., & Park, S. (2001). *Gifted Education of East and West*. Seoul: Muneumsa.
- Cho, S. (1999). *Surisuri Masuri: Open Math!*. Seoul: Jinmyong Publications.
- Cho, S. (1999). *Development Potential of my child to the Maximum Extent*. Seoul: Chosun Daily News
- Cho, S., & Rimm, S. (2000). *Why Bright Korean Students Get Poor Grades?*. Seoul: JoongAng M&B.
- Cho, S. (1996). *What is Gifted Education all about*, Seoul: Four Seasons
- Cho, S., Park, J. O., & Moon, J. W. (1996). *Creativity : Toward 21st Century: The Third Asia-Pacific Conference Proceedings*. Seoul: Korean Society for the Gifted.
- Park, S., & Cho, S. (1996), *Instructional Strategies for the Scientifically Gifted*, Seoul: Korean Society for the Gifted.
- Cho, S. (1994), *Acceleration*. Seoul: Woongjin Books Co.
- Cho, S. (1994), *You can raise your child to be gifted, too*. Seoul: Chosun Daily News Press,
- Cho, S (Ed.) (1994), *Enrichment Programs for young gifted children (Children's workbook No. 1 - No. 48 and Teacher's guide No. 1- No. 48)*, Seoul: Agaland,
- Cho, S. (Ed.) (1994), *Thinking, Inquiry, and Creativity: Enrichment Program for teaching gifted students in Grades 3-4* (Five student's workbooks and one teacher's guide), Seoul: Samwha Publishing Co.

- Cho, S. (Ed.) (1994), *Thinking, Inquiry, and Creativity: Enrichment Program for teaching gifted students in Grades 5-6* (Five student's workbooks and one teacher's guide), Seoul: Samwha Publishing Co.
- Cho, S.(Ed.)(1994), *Thinking, Inquiry, and Creativity: Enrichment Program for teaching gifted students in Grades 7-9* (Five student's workbooks and one teacher's guide), Seoul: Samwha Publishing Co.
- Cho, S. (Ed.) (1987), *Raise your gifted child in this way*, Seoul: KEDI.
- Cho, S. (Ed.) (1987), *Let's think about it: Teaching-Learning materials for the gifted preschoolers*, Seoul: KEDI.
- Cho, S. (1987), *Thinking and education: Interdisciplinary approach on thinking*, KEDI RM 87-8, Seoul: KEDI.

Son Mi Jo

Sullivan Hall #SB-03, School of Education, St. John's University



RESEARCH INTERESTS

Gifted education, Problem-based learning, STEM education, Education for English learners, Teacher Education, and Research Method

EDUCATION

University of Arizona, Tucson, USA

Ph. D., Special education, 2009

Major: Gifted education

Minor: Teaching and teacher education

Konkuk University, Seoul, South Korea

M.A., Gifted education, 2002

Seoul National University of Education, Seoul, South Korea

B. A., Elementary education, 1996

WORK EXPERIENCE

St. John's University

2018-present

Research director, Administrative and Instructional Leadership

• *Direct Project BRIDGE (Grant of U.S. DOE): Developing Academic Proficiency of Young Gifted English Learners with Advanced Mathematics Program and Language Scaffolding*

• *Write and submit grant proposals*

• *Teach graduate course*

St. John's University

2016-2017

Visiting Research Scholar, Administrative and Instructional Leadership

• *Write and revise grant proposals*

- *Assist teaching of graduate courses*

University of Arizona

2013-2016

Post-doctoral Researcher, Cultivate Diverse Talent in STEM project (*NSF grant*)

- *Develop creative problem-solving assessments in STEM*
- *Collaborate with interdisciplinary teams to provide educational service for talent students*
- *Conduct a study of new assessments' validity and reliability*

Konkuk University

2009-2012

Instructor, School of Education

- *Teach undergraduate and graduate students*
- *Work on several projects such as teacher trainings, developing creativity assessments, and Programs in STEM*

Educational Center for Gifted Children

2003-2005

Coordinator & Teacher, Seoul Western Office of Education

- *Direct the educational center*
- *Develop the science tests and programs*
- *Conduct PD for teachers*

Seoul School District

1997-2005

Elementary School Teacher (The Best Teacher award), Seoul Metropolitan Office of Education

CBS Educational Center for young gifted students

1997

Science Teacher

- Yang, J., Jo, S., Campbell, J., & Cho, S. (2021). Recognition, Expectation, and Differentiation for Mathematical Talent Development of Young Gifted English Learners. In *Good Teachers for Tomorrow's Schools* (pp. 217-239). Brill.
- Jo, S. & Han, K. (2014). Effectiveness of gifted education in non-cognitive areas using meta-analysis, *Journal of Gifted/Talented Education*, 24(1), 45-61.
- Jo, S., & Ku, J. (2013). An exploration in the measuring and application of attitude toward science based on social constructivism. *Journal of Korean Association for Research in Science Education*, 33(2), 470-482.
- Jo, S. (2012). A validation study of the creative school environment perceptions scale and a study of group differences. *Journal of Gifted/Talented Education*, 22(3), 663-677.
- Jo, S. (2011). A longitudinal study of gifted students' self-regulated learning strategy. *The Journal of the Korean society for the Gifted and Talented*, 10(3), 33-52.
- Jo, S., & Maker, C. J. (2011). The effect of the DISCOVER curriculum model on mathematical knowledge and creativity. *Asia-Pacific Journal of Gifted and Talented Education*, 3(1), 1-17.
- Jo, S. (2011). The mediation effect of cognitive self-regulated learning strategy in the relationships between self-efficacy and achievement in science. *Journal of Korean Association for Research in Science Education*, 31(6), 958-969.
- Jo, S. (2011). A study of factors effecting on gifted students' achievement: Self-determination, learning goal-orientation, self-efficacy, implicit theory of intelligence, and self-regulated learning strategy. *Journal of Gifted/Talented Education*, 21(3), 611-630.
- Jo, S., & Ku, J. (2011). Problem based learning using real-time data in science education for the gifted. *Gifted Education International*, 27(3), 263-273.
- Jo, S. (2011). A study on the use of gifted behavior rating scale in teacher's recommendation for the gifted education. *The Journal of the Korean Society for the Gifted and Talented*, 10(2), 5-30.
- Lee, I., Jo, S., & Jang, S. (2010). The influences of scientific inquiry-based teaching experiences on pre-

service elementary teachers' affective features. *Journal of Elementary Science Education*, 29(4), 465-473.

Jo, S. (2010). Gifted Education in South Korea. In C. J. Maker & S. W. Shiever (Eds.), *Curriculum development and teaching strategies for gifted learners* (pp 404-410). Austin, Texas: Pro-Ed.

Jo, S. (2009). *A study of Korean students' creativity in science using structural equation modeling* (Doctoral dissertation, University of Arizona). Retrieved from http://arizona.openrepository.com/arizona/bitstream/10150/193568/1/azu_etd_10369_sip1_m.pdf

Maker, C. J., Jo, S. & Muammar, O. M. (2008). Development of creativity: The influence of varying levels of implementation of the DISCOVER curriculum model, a non-traditional pedagogical approach. *Learning and individual differences*, 18(4), 402-417

Jo, S. & Jin, S. (2002). A study on the sex role identity of gifted children in mathematics and science. *Journal of Gifted/Talented Education*, 12(2), 17-29.

CONFERENCE PAPERS

Cho, S., Jo, S., & Yang, J. (2021, September). Predictive Relationship between Teachers' Instructional Scaffolding and Young Gifted English Learners' Improvement in Mathematical Reasoning. *Proceedings of the Biannual Conference of the European Council for High Abilities, August 31-September 2, Virtual Conference.*

Jo, S., Yang, J. & Cho, S. (2020). Teachers' instructional practices and young Gifted English learners' math achievement [Abstract]. *Proceedings of the National Association for Gifted Children, USA: Virtual conference. NAGC 67th Annual Convention.*

Cho, S., Campbell, J., & Jo, S. (2020). Parents' Recognition, Expectation and Differentiation for young Gifted English learners [Abstract]. *Proceedings of the National Association for Gifted Children, USA: Virtual conference. NAGC 67th Annual Convention.*

Cho, S., Jo, S., & Yang, J. (2020, April). Mathematically promising kindergarten English learners'

- achievement on mathematics and literacy through language scaffolding. *Proceedings of the American Educational Research Association, April 17-21, San Francisco, CA, US.*
- Cho, S., Jo, S., & Hulse, N. (2018, August). Effects of the Project BRIDGE Program on Mathematically Promising Young Language Learners' Motivation and Confidence. *Proceedings of the Biannual Conference of the European Council for High Abilities, August 8-11, Dublin, Ireland.*
- Jo, S., Maker, C. J., Pease, R., & Zimmerman, B. (2015). DISCOVER Assessment in STEM [Abstract]. *Proceedings of the National Association for Gifted Children, USA: Phoenix, AZ. NAGC 62nd Annual Convention.*
- Maker, C. J., Bahar, A., & Jo, S. (2013). Creativity and specific domains: Research on verbal, mathematical, and scientific creativity [Symposium (13)]. *Proceedings of the World Council for Gifted and Talented Children, USA: Louisville, KY, 20th, August 13.*
- Jo, S. (2012). Evaluation of creative school environment perceptions. *Proceedings of the Korean Society for Creativity Education, 2012 fall, 79-86.*
- Jo, S. (2011). The moderation effect of self-regulated learning strategy in the relationships between self-efficacy and achievement in science. *Proceedings of the Korean Educational Psychology Association, 2011 1th, 137-144.*
- Jo, S. (2010). Who participate in science activities? A structural relationship of elementary students' value, attitude and participation in science activities [Abstract]. *Proceedings of the Korean Educational Psychology Association, 2010 3th, 167.*
- Jo, S. (2009). The relationship among general creativity, scientific proficiency and scientific creativity [Abstract]. *Proceedings of the Korean Society for the Gifted, South Korea, 2009 Fall, 135-136*
- Jo, S., & Maker, C. J. (2008). A study of the relationships between general creativity and mathematical creativity [Abstract], *Proceedings of the National Association for Gifted Children, USA: Tampa, FL. NAGC 55th Annual Convention.*

Jenny Yang



EDUCATION

Ed.D. in Administrative & Instructional Leadership	2013
Concentration: STEM curriculum, gifted education, and English Learners	
Dissertation: <i>The Influential Factors of Math Achievement in Mathematically Promising English Language Learners</i>	
Committee: Dr. Seokhee Cho (Chair); Dr. James Campbell; Dr. Paul Miller; Dr. Edwin Tjoe	
St. John's University; Queens, NY	
M.A. in Adolescent Education	2008
Concentration: Science Education	
Teaching Certificate in 6-12 Biology (New York)	
Stony Brook University; New Brunswick, NJ	
B.S. in Biochemistry; Magna Cum Laude	2002
Stony Brook University; Stony Brook, NY	

PROFESSIONAL EXPERIENCE

Adjunct Assistant Professor	2021-Present
Department of Administrative and Instructional Leadership	
St. John's University	
<i>EDU 7211</i> : Education Research & Data Analysis II	
<i>EDU 7800</i> : Multivariate Data Analysis	
<i>EDU 7411</i> : Introduction to Designing Programs	
<i>EDU 5990</i> : Doctoral Research Seminar	
<ul style="list-style-type: none">• Advise doctoral candidates on the comprehensiveness of the theoretical framework, literature review, research design, data analysis and interpretation.• Guide the candidates toward achieving a high level of conceptual and technical quality in the dissertation study.• Institute syllabus and curriculum to parallel professional experiences and pedagogy in education.• Develop instructional plans and assessments to meet course competencies and lesson objectives.• Deliver engaging lectures to a diverse population of graduate students, including international and non-traditional students.• Instruct and mentor graduate students in both in-person and remote modalities.	

Research Coordinator**2021-Present**

U.S. DOE National Professional Development grant on paired Advanced Certificates of TESOL/SBL for in-service teachers

St. John's University

- Support principal investigators in writing grant proposals, peer-review articles, and performance reports.
- Construct the blueprint for an experimental research design as part of a longitudinal study about the efficacy of teacher education.
- Create qualitative and quantitative measures to document the progress of participating teachers.
- Compose and publish grant-related documents for purposes of recruitment, meeting internal and external objectives, and communication with stakeholders.

Research Coordinator**2017-Present**

Jacob Javits grant on providing enriched math education for English Learners

St. John's University

- Adapt math curriculum by incorporating language and cognitive scaffolding strategies for culturally and linguistically diverse students
- Analyze longitudinal data to delineate the differential development of high-ability students.
- Design digital math instructions and responsive homework modules for remote learning.
- Analyze program data to evaluate school culture and principals' leadership quality.
- Consolidate databases to improve reporting accuracy.
- Construct observation forms and rubric for documenting efficacy of teachers.
- Lead professional development sessions on language scaffolding.
- Develop digital lesson plans and homework for remote learning.
- Correlate internal objectives with state and local school accountability measures.
- Provide analytical support to principal investigators.
- Present research findings through peer-reviewed publications, national and international conferences, local and regional research forums.

Research Associate**2009-2013, 2017-Present**

Center for Creativity and Gifted Education

St. John's University

- Coordinating federally funded research studies in the field of STEM education.
- Delegate and coordinate graduate assistants to successfully implement study-related activities.
- Conduct professional development for teachers on topics that include math enrichment, language scaffolding, and effective classroom discourse.
- Gather and analyze qualitative and quantitative data needed for progress reports and publications.
- Collaborate with principal investigators on publications and presentations.
- Preparing research-related documents such as modified curriculum for study participants, teaching manuals, testing procedures, and observation protocols.

Adjunct Assistant Professor**2017-Present**

Institute for Core Studies

St. John's University

SCI 1000C: Scientific Inquiry

- Develop and teach GMO: Living in a Genetically Modified World for first-year college students.
- Emphasize science as an on-going process of discovery and growth that is central to daily life.
- Encourage students to critically evaluate scientific data and its sources.
- Evaluate student writing with an emphasis on skills that are transferrable to other classes and contexts.
- Incorporate elements of flipped classroom, gamification, and e-learning to enhance student engagement.
- Facilitate interaction between students and community partners in academic-service learning.
- Use online learning management system to organize content and communicate with students to promote academic integrity & transparency.

Adjunct Assistant Professor**2016-Present**

Department of Interdisciplinary Studies

New York Institute of Technology

FCSC 101: Foundations of Scientific Process

- Develop of instructional plans and activities to meet course competencies and lesson objectives.
- Engage students in exploring the unifying themes between the major fields of science.
- Design in-person and virtual lecture contents and hands-on activities.
- Implement high-impact practices to encourage student collaboration and learning outside of the classroom.
- Incorporate small-group discussion, hands-on experiments, and interactive multimedia tools into the lecture presentation.
- Collaborate with community partners to create academic service-learning opportunities.
- Improve assessment through item analysis of student performance.

Teaching Assistant**2010-2011**

Department of Administrative and Instructional Leadership

Dr. Paul Miller

St. John's University

*EDU 5655: Education Research & Data Analysis I (Dr. Paul Miller)**EDU 7800: Multivariate Data Analysis (Dr.*

- Co-taught classes on quantitative analysis techniques and functions of statistical analysis software.
- Led discussion on how to critically interpret analysis output.
- Facilitated student study groups.
- Tutored struggling students.
- Administered and graded homework assignments, midterm and final examinations.

PEER REVIEWED PUBLICATIONS

Yang, J., Jo, S., Campbell, J., & Cho, S. (2021) Recognition, Expectation, and Differentiation for Mathematical Talent Development of Young Gifted English Learners. In E. Kuusisto, M. Ubani, P. Nokelainen, & A. Toom (Eds.). *Good Teachers for Tomorrow's Schools* (217-239), Boston: Brill Sense.

Cho, S., Mandracchia, M., & **Yang, J.**, (2019). Nurturing Mathematical Talents of English Language Learners. In S. R. Smith (Ed.). *International Handbook of Giftedness & Talent Development in the Asia-Pacific* (833-856), Singapore: Springer International Handbooks of Education.

Cho, S., **Yang, J.**, & Mandracchia, M. (2015) Impact of Mentoring Mathematical Minds program to promising English Language Learners, *Journal of Advanced Academics*.

Mandracchia, M. & **Yang, J.** (2015) Gifted Students and Technology. In E. Tjoe & M. Mandracchia (Eds.). *Science, Technology, & Society: A Microcosm of Technological Trends*, Pearson Publishing, Boston, USA.

WORKS IN PROGRESS

Yang, J., Cho, S., & Jo, S. Macro and micro scaffolding practices in an EL classroom: A qualitative study of mathematical reasoning in elementary school students.

Jo, S., **Yang, J.**, & Cho, S. (Under review). The differential effect of an advanced math curriculum on elementary students' performance on standardized and open-response tests.

PRESENTATIONS

Cho, S., Jo, S., & **Yang, J.** (2021). Predictive relationship between teachers' instructional scaffolding and young gifted English Learners' improvement in mathematical reasoning. Paper presented at the annual international conference of European Council for Higher Ability, Virtual.

Cho, S., Jo, S., & **Yang, J.** (2020). Mathematically promising kindergarten English Learners' achievement on mathematics and literacy through language scaffolding. Paper accepted for the annual meeting of American Education Research Association, San Francisco, CA.

Cho, S., Spiridakis, J., Campbell, J., Cerezci, B., Jo, S., **Yang, J.** (2019). Project BRIDGE: developing academic competency of young gifted English Learners with advanced mathematics and language scaffolding. Panel discussion presented at the St. John's University's Faculty Forum, Queens, NY.

Cho, S., Mandracchia, M., & **Yang, J.** (2016). Effects of challenging math curriculum and effort regulation strategies use on math creativity of mathematically promising English Language Learners. Paper presented at the annual meeting of National Association for Gifted Children, Orlando, FL.

Yang, J., Mandracchia, M., & Miller, P.M. (2016). School culture and school context variables predict high school graduation rates in urban schools. Paper presented at the annual meeting of American Education Research Association, Washington, D.C.

Mandracchia, M., Cho, S., & **Yang, J. (2016).** the effects of a mathematics enrichment program and task commitment on creative problem solving of mathematically promising English Language Learners. Paper presented at the annual international conference of European Council for Higher Ability, Vienna, Austria.

Yang, J., Mandracchia, M., & Miller, P.M. (2015). School culture, attendance, and demographic factors predict high school graduation rates. Poster presented at the St. John's University's International Students Welcoming Ceremony, Queens, NY.

Yang, J. (2015). The influential factors of math achievement in mathematically promising English Language Learners. Paper presented at the St. John's University Doctoral Leadership Symposium, Queens, NY.

Cho, S., **Yang, J., & Mandracchia, M. (2014).** The impact of M3 curriculum on the math and English achievement of mathematically promising English Language Learners. Paper presented at the annual meeting of National Association for Gifted Children, Baltimore, MA.

Cho, S., Mandracchia, M., & **Yang, J. (2014).** The impact of M3 curriculum on the math achievement of mathematically promising English Language Learners after 3 years. Paper presented at annual meeting of National Association for Gifted Children, Baltimore, MA.

Cho, S., Mandracchia, M., & **Yang, J. (2014).** The impact of M3 curriculum on math creative problem solving ability of mathematically promising ELLs. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA.

Cho, S., **Yang, J., & Mandracchia, M. (2014).** The effect of an advanced math curriculum on the math achievement and English proficiency of mathematically promising English Language Learners. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA.

Cho, S., Mandracchia, M., & **Yang, J. (2013).** The differential impact of family processes on the math creative problem solving ability of elementary students. Paper presented at the Annual International Conference on Talent Development and Excellence, Antalya, Turkey.

Cho, S. & **Yang, J. (2012).** The impact of advanced math curriculum on the math achievement and creative problem solving of mathematically promising English Learners in elementary schools. Paper presented at the annual meeting of National Association for Gifted Children, Denver, CO.

Cho, S., Ahn, D., & **Yang, J., (2011).** Predicting academic achievement of scientifically talented Korean students in specialized science high schools. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

LEADERSHIP & SERVICE

- Associate Director, *Leadership Symposium*, annual research seminar sponsored by the Department of Administrative & Instructional Leadership, St. John's University (2021-present)
- Co-facilitator, *Tutors for Change*, academic service-learning program offered at St. John's University (2021)
- Reviewer, Education Research International (2017)
- Reviewer, American Educational Research Association Conference (2011-2012)

HONORS AND AWARDS

School of Education Teaching Assistantship	2011
School of Education Doctoral Fellowship	2009-2011
Dean's List	1999-2002

PROFESSIONAL ASSOCIATIONS

- Member, American Educational Research Association (2010- present)
- Member, National Association of Gifted Children, 2010- present)

PROFESSIONAL DEVELOPMENT

- Academic Service-Learning Certificate Program, St. John's University (2017)
- Online Learning Pedagogy I, St. John's University (2015)
- Using NAEP Data on the Web for Educational Policy Research, American Education Research Association (2014)
- Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009, American Education Research Association (2014)
- Latent Class, Mixture Rasch & IRT, American Education Research Association (2011)

CURRICULUM VITAE
John Nicholas Spiridakis, Ph. D.
 St. John's University
 Department of Education Specialties

CURRENT POSITION:

Professor of Education
 Coordinator, Graduate TESOL Programs
 Coordinator, Graduate Bilingual-Multicultural Education Programs

EDUCATION:

1984	Yeshiva University, New York Benjamin Cardozo School of Law, New York, J.D.
1978	Florida State University, Florida: TESOL/Bilingual Education Comparative Developmental Studies in Education, Ph.D.
1975	Florida State University, Florida: TESOL/Bilingual Education English Education, Education Management Systems, M.A.
1971	State University of Stony Brook, New York, English, B.A.

COLLEGE TEACHING and ADMINISTRATIVE EXPERIENCE:

1978 – Present St. John's University: Professor of Education

Courses taught: Foundations of Bilingual and ESL Education
 Practicum and Seminar in TESOL and Bilingual Education
 Legal Aspects of School Administration
 Psychology and Sociology of Language and Bilingualism;
 Education in Cross-Cultural Perspective
 Assessment of English Language Learners
 Administration of Programs for English Language Learners
 Methods of Teaching Reading to the Language Different
 Comparative and International Education

PREVIOUS TEACHING EXPERIENCE:

1973-75	St. Demetrios School, Astoria, NY Grade 4 all subjects
1971-73	Greek-American Institute, Bronx, NY, 4 th grade all subjects and 8 th grade social studies

- 1971 NYC Public Schools, substitute teacher
- 1976-77 Instructor, English as a Second Language and Ethnic Studies Education, Graduate and Undergraduate levels, School of Education, Florida State University
- 1978 Adjunct Professor/Curriculum Specialist, English as a Second Language, LaGuardia Community College

PROFESSIONAL EDUCATION EXPERIENCE:

Select Programs and Projects

- 2021-Present. Chair, Department of Education Specialties
- 1978-2021 Coordinator, Graduate TESOL and Bilingual-Multicultural Education Programs, St. John's University (currently 10 Programs, 350 students in Queens, Oakdale, Manhattan, DL)
- \
- 2021-Present Director, Project Leader: National Professional Development Program funded by the U.S. Department of Education
- 2012-2017 Director, Project WIN: National Professional Development, Program funded by the U.S. Department of Education, St. John's. Consortium collaboration with twelve NYCDOE Schools (Manage Five year R & D Project: Budget 1.6 million dollars)
- 2012-2017 Director, Project LEADER: National Professional Development Program funded by the U.S. Department of Education, St. John's Collaboration with ten NYCDOE and LI School Districts (Manage Five year R & D project: Budget 1.7 million dollars)
- 1996-Present Director, New York State Department of Education's Intensive Teacher Institute for TESOL and Bilingual Education St. John's University, School of Education.-NYCDOE & LI (\$1,000,000 dollars in funding to prepare and certify nearly 1,000 in-service TESOL & Bilingual Education public school teachers)
- 2011-2013 Project Hope, U.S. Department of Education National Scale-Up Research of Mathematics Curriculum for Gifted ELLs; consultant and director of Professional Development, TESOL component
- 2005-2010 Consultant, Special Education and TESOL Federal Project, TESOL course strand and program development

- 2001-2013 Director, Teacher as Historian Projects, NYC DOE School District Partnership Grant (Secured approx. \$500,000)
- 2001-2005 Director, Century 21 Project, NYC DOE School District Partnership Grant (Secured approx. \$150,000)
- 1995-2005 Director, Magnet Schools Training Project, NYC DOE St. John's-School District 30 (Secured approx. \$300,000)
- 1978-2007 Director, numerous U.S. Department of Education Projects for preparing educational personnel (a) Graduate Bilingual & TESOL Education MS, PD Fellowship Programs, (b) Bilingual Education and TESOL Training Programs, BS, MS, PD & EdD (Secured \$5,000,000 to prepare over 1000 educators of ELLs)
- 1997-2003 Director, Paedeia Omogenon – USA, International Research, Curriculum and Professional Development Project funded by the European Union and Greek Ministry of Education, through the University of Crete, Greece. (Secured approx. \$350,000 to manage project to improve Greek education at Church Schools in USA)
- 1997-2000 Director, TESOL Preparation NYCDOE Partner Project for All Teachers, Booth Ferris, private grant funding (approx. \$200,000)
- 1994-1996 Co-Director, U.S.D.E. Training Project with NYCDOE School District 30; provided TESOL professional development on-site
- 1989-1992 Training Consultant, Writing Title VII Grants, for Institutions of Higher Education, NYS Education Department
- 1988-1992 Editor, Pegasus. Greek-American Children's Magazine
- 1988-1990 Evaluator, Early Childhood Programs for LEP Students, Community School District 30, New York City
- 1980-1987 Editor, The Social Studies. Journal of the National Council of the Social Studies
- 1985-1988 Evaluator, Bilingual Gifted Program (Chinese-English), NYCDOE School District 2, New York City
- 1982-1984 Evaluator, "Training Project in Non-Discriminatory Assessment Training of Reading, Special Education, and Bilingual/ESL Teachers," Simmons College, Boston, MA.

- 1980-1983 Research Director, Spanish Immersion Project to improve English literacy, NYCDOE School District 19, Brooklyn
- 1981-1984 Evaluator/Consultant, TESOL & Bilingual Education Programs, School Districts 19 (Brooklyn) & 28 (Queens)
- 1980-1982 Consultant/Evaluator, Bilingual Special Education Programs; New York City Board of Education, Special Education Division
- 1980-1981 Consultant, Bilingual Education Program, (Spanish-English) Community School Districts 24, 27 and 29, New York City
- 1980, 1984 Evaluator, Chinese-Korean Bilingual Language Arts Program, Newtown High School, New York City
- 1980-90 Field Reader, Higher Education Research Grant Proposals, Office Of Bilingual Education, U.S. Department of Education, Washington, D.C.
- 1979-80 Evaluation Consultant, System Development Corporation, Santa Monica, California, "National Study of Parental Involvement in Federal Education Programs"
- 1979-80 Research Coordinator, Center for the Study of Teaching and Learning Styles, School of Education, St. John's University
- 1979-80 Vice-President, National Learning Styles Network (Co-sponsored by St. John's University and National Association of Secondary School Principals)
- 1977 Assistant to Director, "School-Community Personnel Training Program for Bilingual Education Personnel," U.S. Department of Education Project, Florida State University

RESEARCH PUBLICATIONS:

Published Books, Chapters, and Monographs

- Spiridakis, J. (1998) Greek as a second language education of children and youth in the United States: A preliminary reconnaissance. Proceedings of the international conference on Greek as a second language research, Athens, Greece.
- Costantakos, C. & Spiridakis, J. (1997). Greek Americans: Language maintenance and Continuity. In O. Garcia & J.A. Fishman (Eds.), *The multilingual apple*. New York: Walter deGruyter.
- Spiridakis, J. & Siolas, J. (1993). Greek educational resources and cultural Materials [Monograph]. New York City Public Schools.

- Spiridakis, J. (1992). The education of the world citizen. In K. Schleicher & T. Kozma (Eds.), *Ethnocentrism in education*. New York: Peter Lang.
- Spiridakis, J. (1992). The pursuit of Greek bilingual education. *Journal of Modern*, 9, 19-13. Brookline, MA: Hellenic College Press.
- Spiridakis, J. & Flouris, G. (1989). Political socialization and the world citizen. In editors *Absolute values and reassessment of the contemporary world* (Selected proceedings of the 17th annual conference on the unity of the sciences).
- Spiridakis, J. (1989). Learning Styles: An overview. In A. Editor, B. Editor, & C. Editor (Eds.), *Technology and education*. Greece: Educational Institute of Greece. (in Greek).
- Orfanos, S., Psomiades, H. & Spiridakis, J. (Eds.) (1988). *Education and Greek-Americans*. New York: Pella Publishing.
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- Spiridakis, J. (1984). Coping with board members who try to administer a principal's building. In Dunn, R., & Dunn, K. (Eds.), *The administrator in action: Situational leadership for principals*. Parker Publishing.
- Spiridakis, J. (1982) A clarification of concepts for a cross-cultural perspective. In A. Editor, & B. Editor (Eds.), *Building bridges: Teacher-child-parent*. Office of Catholic Education, Diocese of Brooklyn.
- Spiridakis, J., & Lambert, W. E. (1982). *Pilot Study of the bilingual development (English and Spanish) of first and second graders, their attitudes toward the native intelligence program, Spanish as a second language and the attitudes of their parents concerning the program*. Manuscript, District 19, New York City
- Spiridakis, J., & Coulopoulos, D. (1982). Study of the Educational and Support Services of St. Basil's Academy for Orphaned Children, Mimeo. Garrison, New York.
- Spiridakis, J. Evaluation of the 1982 Annual Conference of the New York State Association for Bilingual Education. (June, 1982). New York City.
- Spiridakis, J. (1981). Multicultural perspective of child-rearing practices and learning styles in *Family in the 80's*. Office of Catholic Education, Diocese of Brooklyn.
- Spiridakis, J. (1981) Diagnosing and prescribing based on the learning styles of bilingual students. In R.V. Padilla, (Ed.), *Ethnoperspectives in Bilingual Education, Volume 3*. Ypsilanti: Eastern Michigan University.
- Flouris, G., Coulopoulos, D., & Spiridakis, J. (1981). *The self-concept of the child*. Orosimo Press: Athens, Greece. (in Greek)
- Spiridakis, J. (1981). *K-2 Curriculum Units for English as a Second Language and Social Studies*. Community School District 20, New York City.
- Spiridakis, J. (1980). Teaching Greek culture through the popular arts [Monograph]. Rosslyn, VA., National Clearinghouse for Bilingual Education.
- Spiridakis, J. (1980). Understanding Greek culture and ethnicity through the arts Regional Bilingual Resource Training Center, New York City Board of Education.

Spiridakis, J., & Flouris, G. (1980). Contemporary views in learning and instruction [Monograph]. Athens (in Greek).

Journal Articles

- Spiridakis, J. (1999). Heroes of multilingualism in the U.S.A. *Hellenic Studies*, 7(1) 63-76.
- Spiridakis, J. (1999). Greek language schooling in the U.S.: The challenge of bi-literacy. *International Education Conference Proceedings – Greek Language Education for the Millenium*. Ministry of Education, Athens, Greece.
- Spiridakis, J. (1999). Research on the socialization and achievement of Greek children and youth: An international perspective. *Journal of Modern Hellenism*,
- Spiridakis, J. (1998). Research on Greek education in the U.S.: A preliminary reconnaissance. *Conference proceedings: Research on Greek education in the Diaspora*, June 27-29, Ministry of Education, Greece, University of Crete, Greece.
- Spiridakis, J. (1998). Greek bilingual schooling in the United States – Reading between the languages. *Journal of Hellenic Studies*.
- Spiridakis, J., & Verna, M. (1998). The socialization of Greek American children: Theoretical framework. *The Journal of Modern Hellenism*,
- Drew, M., Dunn, R., Quinn, P., Sinatra, R. & Spiridakis, J. (1995-96). Effects of matching and mismatching minority underachievers with culturally similar and similar story content and learning style and traditional instructional strategies. *National Forum of Applied Research*. 8(2), 3-10.
- Spiridakis, J., Flouris, G., Calogiannakis, P., & Campbell, J. (1994). Traditions and socio-economic status are Greek keys to academic success. *International Journal of Educational Research*, 21(7), 705-71.
- Spiridakis, J. (1992). The pursuit of Greek bilingual education. *Journal of Modern Hellenism*, 9, 19-13.
- Hirshoren, A., Spiridakis, J. & Flouris, G. (1992). Behavioral characteristics of Greek children in Greece and the United States, *International Journal of Special Education*, Vancouver, B.C.
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- Tchaconas, T. & Spiridakis, J. (1986). Reading and cognitive styles of Greek bilingual children. *Journal of the New York State Association for Bilingual Education*.
- Spiridakis, J. (1983). Three diagnostic tools for use with the bilingual child. *Bilingual Journal*, 7(4).
- Spiridakis, J., & Stavropoulos, T, (Eds.). (1982). Current perspectives on bilingual education [Special issue]. *Impact*, 17(4).
- Spiridakis, J. (1982). *Bilingual special education of Greek students in Greece, New York City and Boston*. Paper presented at the Conference on Bilingual Exceptional Children.
- Spiridakis, J., & Coulopoulos, D. (1982). Helping handicapped language minority students: The team approach. *Impact*, 17(4), 41-46.

- Flouris, G., Spiridakis, J. & Mantzanas, T. (1981). Career and educational aspirations of Greek children. *Review of Social Sciences*, 4(5), 21-26.
- Spiridakis, J. (1980). New views on pre-service and in-service teacher training. *School and Life*, 28(12). (In Greek).
- Spiridakis, J. (1980). Career and educational aspirations of Greek children. *The Review of Social Sciences*, 4(5).
- Spiridakis, J. Schooling bilinguals: Cultural considerations. (Fall, 1980). *Counselor's Newsletter*, 2(1).
- Flouris, G. & Spiridakis, J. (1980). Innovation in teaching and learning. *School and Life*, 28(4). (In Greek).
- Spiridakis, J., & Flouris, G. (1980). Planning learning events for the bilingual classroom. *The Bilingual Journal*, 5.
- Spiridakis, J. (1979). Probing Greek ethnicity. *The Bilingual Journal*, 4(3).
- Spiridakis, J. (1979). Teaching 'Philo-Sophia': A resource Guide. *Journal of the Social Studies*, 69(6).
- Spiridakis, J. (1977). Sources and resources for teaching ancient Greek history. *The Journal of Social Education*, 4(4).

Book Reviews

- Hirshoren, A. & Spiridakis, J. (1989). Communication assessment of the bilingual child. [Review of the book *Psychology in the Schools*.
- Spiridakis, J. (1979). Extracting learning styles from social/cultural diversity. South West Teacher Corps, reviewed in *Learning Styles Network Newsletter*, 1(1).
- Spiridakis, J. (1979, Fall). Student learning styles. [Review of the book *Learning Styles Network Newsletter*.. Reston, VA: National Association of Secondary School Principals,.

Select Presentations:

- 2022, March. Spiridakis, J., Blake, B. & Gonzalez, J. *Pandemic Mentoring for Teachers of ELs*. Annual Conference of the National Association for Bilingual Education. NYC.
- 2022, October. Spiridakis, J. Invited Lecture. *Preparing Teachers of English as a New Language: Current International Prospects and Issues*. New York College, Athens, Greece.
- 2019, May. Spiridakis, J. and Blake, B. *Translanguaging as a Social Justice Tool*. Presentation at Annual International Education Conference. ATINER, Athens.
- 2018, October. Spiridakis, J.. Invited speaker, International TESOL Program Collaboration, Annual Conference of Chinese Higher Education, Chengdu.
- 2017, October. Spiridakis, J. Invited presenter, *Designing Measurable Objectives*, OELA Annual NPD Directors Meeting, Washington, D.C.
- 2013, October. Spiridakis, J. Invited speaker, *USA STEM Initiatives & Teacher Performance Expectations*, Harokopia University, Athens, Greece.

- 2013, March, Spiridakis, J. Invited Major Presenter, *Writing Measurable Program Objectives*. Presented at the U.S. Department of Education Office of English Language Acquisition (OELA) National Meeting for NPD Project Directors
- 2013 Spiridakis, J. Presenter, *Professional Development and Research to Support STEM For English Learners*, presented at International Conference on Education, Sustainable Development. Leadership & Policy, Columbia University, New York.
- 2011 Spiridakis, J. Panelist, *Intensive Teacher Institute – TESOL Program Models*. New York State TESOL Association (NYSTESOL).
- 2009 Spiridakis, J.. Presenter, Exemplary Programs in TESOL, New York State Association of Bilingual Educators (NYSABE).
- 2000 Spiridakis, J. Presenter, *Effects of Greek bilingual education on mathematics achievement*, National Association of Bilingual Educators (NABE).
- 1999, October. Spiridakis, J. Presenter at The USA International Paedeia Project – *Overview of national research findings at Hellenic American Educators Association and CUNY Greek-American Professors Association*, New York, NY.
- 1999, October). Spiridakis, J. *Improving America's schools*. Paper presented at United States Department of Education Conference, Tampa, FL.
- 1999, May. Spiridakis, J. (1999, May). *Greek Schooling in the U.S.* Research paper presented at Third International Conference of Hellenic Research Institutes "Hellenism in the 21st Century," Montreal, Canada.
- 1999, May. Spiridakis, J. *Helping limited English proficient students meet New York State content and performance standards*. Presented at Bilingual Conference at St. John's University, New York.
- 1999, May. Spiridakis, J. . *The effects of educational change on teacher work life across eleven countries*. Discussant at Annual Meeting of the American Educational Research Association, Montreal, Canada.
- 1999, May. Spiridakis, J. *Second language maintenance through schooling*. Presented at International Conference of Hellenic Research Institutes. Montreal, Canada.
- 1999, April . Spiridakis, J. *Cognitive and culture appropriate techniques for second language learners*. Presented at Education Conference on Greece, Hilton, New York, NY.
- 1999, February, Spiridakis, J. Keynote, *Multilingualism as a literacy resource*. Presented at TESOL Training Conference for Monolingual Teachers at St. John's University, New York.
- 1998, October, Spiridakis, J. *U.S. Greek educational research*. Presented at International Conference on Greek Education. Ministry of Education, Athens, Greece.
- 1998, October Spiridakis, J. *The challenge of schooling and biliteracy in the U.S.: The Greek American parochial school*. Presented at Greece in Print Forum of the Hellenic Literature Society, Hellenic College, Brookline, MA.
- 1998, September Spiridakis, J. *Greek as a second language for biliteracy*. Presented at Greece in Print Conference, New York University, NY.
- 1998, July, Spiridakis, J. *Greek language education in the U.S.* Paper presented at the International Conference on Greek Language Education Outside of Greece, University of Crete, Greece.

- 1998, June, Spiridakis, J. *Research on Greek education in the U.S.* Presented at the International Conference on Greek Education Outside of Greece, University of Crete, Greece.
- 1998, April, Spiridakis, J. *Educating Greek American children.* Paper presented at Education Conference of the Federation of Greek Societies, Astoria, NY.
- 1998, March, Spiridakis, J. *Greek as a second language education of children in U.S.A.: A preliminary reconnaissance.* Paper presented at Third Annual Educational Forum, American Foundation of Greek Language and Culture, University of South Florida, Tampa, FL.
- 1997, November, Spiridakis, J. *National research data on the Greek American schools in the U.S.* Paper presented at the Paideia U.S.A. Conference, St. John's University, New York.
- 1997, October, Spiridakis, J. *Greek education in the U.S.* Paper presented at Education Conference of Federation of Greek Societies, New York, NY.
- 1996, December, Spiridakis, J. *The Greek family and student achievement.* Presented at the Conference on the Greek-American Family held at Queens College, Flushing, New York.
- 1996, December, Spiridakis, J. *The achievement of Greek-American students.* Presented at the 4th Annual Awards Ceremony of the Athanasiades Cultural Foundation, Chian Federation, Astoria, New York.
- 1996, October, Spiridakis, J. *Ethnic language maintenance and religion in the United States: The Greek experience.* Presented at the 5th Biennial Greek Studies conference on Hellenism and Orthodoxy, Hellenic College, Brookline, Massachusetts.
- 1996, April, Spiridakis, J., Flouris, G., Calogiannakis, P., & Hourdakis, A. *Global versus national perspectives in the formation of the European identity - Human rights, citizenship values, and multicultural education in the school curriculum of Greece and other countries of the European union.* Symposium, St. John's University, New York.
- 1996, April Spiridakis, J., & Massialas, B. *The globalization of education through political socialization: comparative data from Greece and Great Britain.* Panel Presentation at Annual Meeting of the American Educational Research Association, New York.
- 1995, October, Spiridakis, J. *University-school district collaboration for optimal professional development.* Paper presented at Leadership Training conference for New York State Association for Bilingual Education, St. John's University
- 1995, April, Spiridakis, J., Flouris, G., Calogiannakis, P., & Hourdakis, A. *Global dimensions in education,* Presented at Symposium, St. John's University.
- 1995, June/July, Spiridakis, J. *Education for tomorrow.* Presented at the Conference co-sponsored by St. John's University's School of Education and Human Services and NYC DOE School District 30, New York.
- 1993, May Spiridakis, J. *The legality of services provided to Chinese LEP students in New York City.* Presented at the Conference of National Association for Asian and Pacific American Education, New York City, New York.

- 1993, May Spiridakis, J. *State and City legal mandates concerning programs and services for LEPS: Case studies of compliance, creativity and defiance*. Presented at the New York State Association of Bilingual Educators Conference, Kiamesha Lake, New York.
- 1992, October. Spiridakis, J. *Compliance vs. defiance: The legality of programming for LEP students*. Presented at Annual New York State TESOL Conference
1991. Spiridakis, J. *The teaching of Greek language and culture in public and private schools*. Presented at Annual Conference of the NYS Association for Bilingual Education.
- 1990, October. Spiridakis, J. *The educational process of Greek bilingual students*. Presented at the Second Annual Greek Studies Conference of Hellenic College, Brookline, Massachusetts.
1989. Campbell, J., Flouris, G. & Spiridakis, J. *Greek parents implicated in socialization patterns favoring males*. Presented at the Annual Meeting of AERA,
1989. Campbell, J., Flouris, G. & Spiridakis, J. *Tradition overshadows equity in Greece*. Presented at the Annual Meeting of National Association for Research in Science Teaching, San Francisco, California.
1989. Spiridakis, J.. *The popular Greek image in American culture: Film, fiction, and television*. Keynote Address at Greek Traditions: Old World and New Jersey. Symposium conducted at Douglas College, Rutgers University, New Brunswick, New Jersey.
- 1988 Campbell, J., Flouris, G., F. Mandel, F. & Spiridakis, J. *Tradition wins out in Greece. Parents influence girls differently than boys*. Presented at the Annual Meeting of AERA, New Orleans, Louisiana.
- 1988, May, Spiridakis, J., & Hirschoren, A. . *Problem behavior of Greek American and native born Greek children*. Presented at the Conference on Education and Greek-Americans, CUNY Graduate Center, New York, NY.
- 1988, March, Spiridakis, J. Cognitive Style and reading strategies of Greek bilingual children. Presented at Annual International TESOL Conference, Chicago
- 1988, November, Spiridakis, J., & Flouris, G. *Political socialization and the world citizen*. Presented at the 17th Annual Conference on the Unity of the Sciences, Los Angeles, California
- 1987, October, Spiridakis, J. *Learning styles: An overview*. Presented at the International Conference on Research in Education Technology, University of Crete, Greece.
- 1986 Spiridakis, J. *Cognitive style in Greek bilingual children*. Presented at the 11th Annual Conference of The National Association on Bilingual Education, San Francisco, California.
- 1985, February, Spiridakis, J. *The psychology of the Greek bilingual child*. Presented at the 8th Annual Conference of the New York Association for Bilingual Education, Grossinger, New York.
- 1984, April, Spiridakis, J.. *Instruction for bilingual, ESL, and culturally diverse students through learning Style assessments*. Presented at the Educational Conference, Learning Styles Network and the School of Education and Human Services, St. John's University, New York.

- 1984, April, Spiridakis, J. *Institutionalizing bilingual education: A view from New York City*. Presented at National Association of Bilingual Educators Conference, San Antonio, Texas.
- 1983, February, Spiridakis, J. *Effects of Spanish as a second language instruction on minority group children*. Presented at the New York State Association of Bilingual Educators Conference, Kiamesha Lake, New York.
- 1983, April, Spiridakis, J. *Counseling bilingual Hispanic and Greek students*. Presented at the New York State Association of Bilingual Educators Conference, Rye, New York.
- 1982, January, Spiridakis, J.. *A clarification of concepts for a cross-cultural perspective*. Presented at the Building Bridges Conference, St. John's University, New York.
- 1981, October, Spiridakis, J. *Greek bilingual special education in the United States and Greece*. Presented at the Annual Conference of the Council of Bilingual Exceptional Children held in Phoenix, Arizona.
- 1981, January Spiridakis, J. . *A multicultural perspective of child-rearing practices and learning styles*. Presented at the Family in the 80's Conference, St. John's University, New York.
- 1980, October, Spiridakis, J. (*Teaching reading in the vernacular*. Lecture presented at the 2nd Annual Meeting of the Urban Reading Consortium, Martin Luther King High School, New York.
- 1980, June , Spiridakis, J. *Bilingual education curriculum in higher education*. Presented at the Title VII Management Institute, State Education Department, Albany, New York..
- 1980 Spiridakis, J. *Bilingual in the 80's*. Keynote Address, Graduation, St. Demetrios High School, Astoria, New York City.
- 1980, April, Spiridakis, J. . The bilingual child and family. Lecture, Workshop for Administrators, St. John's University, New York.
- 1980, April, Spiridakis, J. *Innovative English as a second language reading and writing approaches*. Presented at the Seventh Annual Meeting of the National Association of Bilingual Educators, Anaheim, California.
- 1980 Spiridakis, J. *Teaching English as a second language to bilingual children and youth*. Series of Workshop Lectures, New York City School District 27, Queens
- 1980, February, Spiridakis, J. *Parental involvement in bilingual education programs*. Lecture, 3rd Annual Conference of the New York State Association of Bilingual Educators, Kiamesha Lake, New York.
- 1979, October, Spiridakis, J. *Reading and the bilingual child*. Workshop, New York City Urban Reading Consortium, 1st Annual Meeting, Martin Luther King High School, New York City.
- 1979, May, Spiridakis, J. . *Cultural attitude change of Greek bilingual students in New York City*. Paper presented at the 5th Annual Conference of the National Association for Bilingual Education, Seattle, Washington.
- 1978, December, Spiridakis, J. *Greek bilingual-bicultural education: Public and parochial school systems*. Paper Presented at the 5th Annual Workshop of the Greek Orthodox Archdiocese of North and South Americas Greek Educators.
- 1978, November, Spiridakis, J. *The self-concept of Greek children in Greece and in the*

- United States.* Paper Presented at the 77th Annual Meeting of the American Anthropological Association, Los Angeles, California.
- 1977, March. *Ethnic stereotypes and schooling: Reform through bilingual-multicultural teacher-training and curriculum development programs.* Paper presented at the Annual Southern Anthropological Society, Miami, Florida.
- 1978, November. Rapporteur, *Panel on Bilingual Education*, 47th Annual American Immigration And Citizenship Conference, New York City.

ACADEMIC HONORS AND AWARDS

- 2013-Present Selected by the European Union and Ministry of Education Greece, Higher Education Quality Assurance Office, as Coordinator/Member of the External Evaluation Committees comprised of selected faculty members, chairs and deans from European universities. The Schools of Education –graduate and undergraduate programs– of three major public universities in Greece, were evaluated. The quality evaluations focused upon curriculum, teaching, research, infrastructure and local-global impact of the Schools of Education.
- 2002 Grants Reception, Special Honoree, St. John’s University
- 1992 Faculty Outstanding Achievement Award, St. John’s University
- 1996 Selected by His Eminence Archbishop to serve as a member of the Greek
- 2005 Orthodox Archdiocese Committee on Education and Parochial Schools,
- 1987-8 Selected by His Eminence Archbishop to serve as member of the Greek
- 1982-4 Orthodox Archdiocese of North and South America Board of Education
- 1985 Hellenic American Educator of the Year Award, Hellenic American Educators Association, New York City
- 1979-82 Appointed by New York State Commissioner of Education to serve as a member of the New York State Advisory Council on Bilingual Education
- 1977 Selected, Fulbright Scholar, Athens, Greece
- 1975-78 Awarded Title VII Doctoral Fellowship, U.S. Department of Education.

Other Select Educational and Service Highlights

- 2013 Selected by OGSR to be interviewed for video on successful preparation of grants for the St. John’s University community, introduced at OGSR Reception

2013	Member, SOE web marketing for SOE, TESOL and Bilingual Education, to improve websites, bolster local, national and international student recruitment
2012-present	Director, Research on Achievement of ELLs through Professional Development Projects. St. John's SOE IRB Consortium & NYC DOE IRB
2010-2008-	Initiated and structured Global TESOL in Italy, Spain, and Greece
2006-present	Initiated, structured, and implemented for registration, Distance Learning for all TESOL and Bilingual Programs
2006-2006-13	AAUP, St. John's Chapter, elected representative for The School of Education. Merit Awards review member
2003,2005-8	Secured Memoranda of Understanding/partnerships with universities in Asia and Greece to enhance international student recruitment for TESOL and SOE, for joint programs, research, student/faculty exchange opportunities for all SOE students/faculty/programs
2002-	Directed and structured annual professional development conferences and seminars in first and second language approaches, content literacy and education laws for Greek-Orthodox Archdiocese Parochial School Principals and Teachers
1994-2010	Initiated, structured and implemented TESOL and Bilingual Education Programs at Oakdale and Manhattan, including weekend courses at all campuses to enhance recruitment for working students
1980-86	Initiated, structured and implemented for registration seven new graduate programs in TESOL and Bilingual Education
1980-present	Elected Member of the New York City Community School Board
1980-present	Coordinator, Consortium of Public and Private School Principals and Administrators for St. John's TESOL and Bilingual Education Programs and Projects, to facilitate: internships at exemplary public and private schools for domestic and international students, recruitment and career placement for graduates, summer institutes for teachers & administrators
1980-present	Coordinated and structured, with SOE and marketing personnel, publicity, recruitment marketing for all graduate TESOL and Bilingual Education Programs, (30 times increase in average annual number of students since 1978 (12 students to approximately 350-400 students in recent years)

UNIVERSITY COMMITTEES

Member, Doctoral Committees, DAIL students
 Member, University Personnel Committee, two terms.
 Member, School of Education, Personnel Committee, four terms
 Member, Human Services & Counseling Department Personnel Committee, six terms
 Member, School of Education Policy Committee
 Member, School of Education Curriculum Committee
 Member, School of Education By-Laws Committee
 Member of St. John's President's Multicultural Advisory Committee

Senator, University Senate, St. John's University
Advisor, St. John's Hellenic Club

MEMBERSHIP IN PROFESSIONAL SOCIETIES (Past and Present)

International Teachers of English to Speakers of Other Languages Association
New York State TESOL
American Educational Research Association
National Association for Bilingual Education
New York State Association for Bilingual Education
Greek-American Behavioral Sciences Institute
Modern Greek Studies Association
Hellenic-American Educators Association
Association for Supervision and Curriculum Development
The New York Academy of Public Education

LANGUAGES: English and Greek; knowledge of French, Spanish

CURRICULUM VITAE

NAME

James Reed Campbell

CURRENT POSITION

Professor
Division of Administrative & Instructional Leadership
Graduate School of Education & Human Services
St. John's University

EDUCATIONAL EXPERIENCE

New York University, New York, NY
Science Education, Ph.D., 1968

Syracuse University, Syracuse, NY
Biology, Chemistry, M.S., 1962

Rutgers University, New Jersey
Physiology, Education, Ed.M., 1961

Fordham University, New York, NY
Biology, Chemistry, B.S., 1958

COLLEGE TEACHING EXPERIENCE

1975–Present	St. John's University, New York Professor Division of Administrative & Instructional Leadership Tenured Courses taught: Graduate
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1969–1975	Assistant Professor Graduate School of Education University of Pennsylvania Philadelphia, PA.
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Books:

- Campbell, J.R., Williams-Harewood, Brenda (2017). *Parents as Talent Developers: Essential parenting tools of Exceptional Parents*. Bloomington, IN: Authorhouse.
- Campbell, J.R., (2015). *Second-generation statistics: A simplified guide to path analysis*. Manuscript submitted for publication.
- Cho, S. & Campbell, J. (2010), *Super Parents' Strategies*. Seoul, Korea: Pantheon House.
- Campbell, J.R. (2005). *Raising Your Child to be Gifted: Successful Parents Speak (2nd Ed.)*. Cambridge, MA: Brookline Books.
- Campbell, J.R., Tirri, K., Ruohotie, P., & Walberg, H. (Editors)(2004). *Cross-cultural Research: Basic Issues, Dilemmas, and Strategies*. Finland: Hame Polytechnic, University of Tampere.
- Campbell, J.R. (2003)(In Mandarin). *Secrets of Productive Chinese Parents: Recipes that Work*. Mainland China: Psychological Publishing Co.
- Campbell, J.R. (2000)(In Mandarin). *Secrets of Productive Parents: Recipes that Work*. Taipei, Taiwan: Psychological Publishing Co.
- Campbell, J.R. (1995). *Raising Your Child to be Gifted: Successful Parents Speak*. Cambridge, MA: Brookline Books.

Research Monographs

- Campbell, J.R. (2002)(Guest Editor). Promoting the development of talent in technical areas: Obstacles to females pursuing technical careers in Europe, the Scandinavian countries, Asia and the United States. *Journal of Research in Education*, 12 (1) 75-116.
- Campbell, J.R. (1996). (Editor). Cross-National longitudinal studies of Mathematics Olympians. *International Journal of Educational Research*. 25, (6)
- Campbell, J.R. (1994). (Editor). Differential Socialization in Mathematics Achievement: Cross-National and Cross-Cultural Perspectives. *International Journal of Education Research*. 21, (7) 667-746.
- Campbell, J.R. (1999). Equity studies on the international scene: Studies from the United States, Europe and Asia: Global Studies Monograph, St. John's University.

Chapters in Research Monographs:

- Campbell, J.R. (2002). Gender inequity among academic Olympians across the globe: Theoretical paradigms. *Journal of Research in Education*, 12 (1) 75-79.
- Feng, A. X., Campbell, J.R., & Verna, M. (2002). Understanding gender inequity in America: Interviews with Academic Olympians. *Journal of Research in Education*, 12 (1) 93-100.

- Campbell, J.R. (1999). Theoretical foundations. *Equity Studies on the International scene: Studies from the United States, Europe and Asia.*
- Campbell, J.R. (In press). The use and operation of partial least squares path analysis. *International Journal of Educational Research.*
- Campbell, J.R. & Wu, Wu-Tien (1996). Development of exceptional academic talent: International research studies. *International Journal of Educational Research* 25, (6) 479-484.
- Campbell, J.R. (1996). Developing cross-national instruments: Using cross-national methods and procedures. *International Journal of Educational Research.* 25, (6) 485-496.
- Campbell, J.R. (1996). Early identification of mathematics talent has long-term positive consequences for career contributions. *International Journal of Educational Research* 25, (6).
- Campbell, J.R. (1994). Educational productivity and differential socialization. *International Journal of Educational Research.* 21, (7), 669–674.
- Campbell, J.R. (1994). Developing cross-cultural/cross-national Instruments: Using cross-national methods and procedures. *International Journal of Educational Research.* 21, (7), 675–684.
- Campbell, J.R. & Wu, R. (1994). Gifted Chinese girls get the best mix of family processes to bolster their math achievement. *International Journal of Educational Research.* 21, (7). 685-695.
- Campbell, J.R. & Uto, Y. (1994). Educated fathers and mothers have differential effects on overseas Japanese boys and girls math achievement. *International Journal of Educational Research.* 21, (7), 697–704.
- Flouris, G., Calogiannakis-Hourdakis, P., Spiridakis, J. & Campbell, J.R. (1994). Tradition and SES are Greek keys to academic success. *International Journal of Educational Research.* 21, (7), 705–712.
- Pitiyanuwat, S., & Campbell, J.R. (1994). SES has major effects on math achievement, educational aspirations and future job expectations of elementary school children in Thailand. *International Journal of Educational Research.* 21, (7), 713–721.
- Campbell, J.R. (1994). Ethnic enclaves—cul-de-sacs or conduits: Differential aspirations in Greek American, Caucasian, Latino and Asian American neighborhoods in New York City. *International Journal of Educational Research.* 21, (7), 723–738.

Chapters in Books:

- Yang, J., Jo, S., Campbell, J., & Cho, S. (2021). Recognition, Expectation, and Differentiation for Mathematical Talent Development of Young Gifted English Learners. In E. Kuusisto, M. Ubani, P. Nokelainen & A. Toom (Eds.) *Good teachers for tomorrow's schools – Purpose, values and talents in education* (pp.217-239). Boston: Brill-Sense.
- Campbell, J. R., & Kyriakides, M. L. (2011). Applying the Munich Dynamic Ability-achievement model. In A. Ziegler & C. Perleth (Eds.), *Excellence: Essays in honor of*

Kurt Heller (pp. 303-321). Berlin, Germany: LIT.

- Campbell, J. R. (2010). Developing cross-cultural instruments for cross-national studies. In D. Sharpes (Ed.), *Handbook on International Studies in Education*. Charlotte, NC: IAP-Information Age Publishing.
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Mandracchia-Brasco, Cho, S., & Campbell, J.R. (2021). *A Qualitative Inquiry on the Motivational Practices of Young Gifted English Learners Through Recognition, Expectation, and Differentiation*. Paper presented at the 17th International ECHA Virtual Conference.

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Cho, S., Campbell, J.R. & Jo, S. (2020). *Parents’ Recognition, Expectation, and Differentiation for Young Gifted English Learners*. Paper presented at the 67th Annual NAGC Convention, Orlando, Fla.

Campbell, J.R., & O'Connor-Petruso, S. A. (2018). *Successful Assimilation of Immigrants: Family Dynamics Predict Academic Achievement for Minority Gifted and Non-Gifted Adolescent American Immigrants*. Paper presented at the Paper presented at the 14th European Council for High Ability, Dublin, Ireland.

Gorleku, M. & Campbell, J.R (2018). *Parental Involvement Dimensions Affect the Motivation of Middle School Gifted and Non-gifted Adolescents in Rural and Unban Settings in Ghana, Africa*. Paper presented at the Paper presented at the 14th European Council for High

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- Campbell, J. R. (2016). *Comparing the intergenerational transmission of values: An international study in Germany, Cyprus, Taiwan, and Thailand*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Campbell, J. R. (2016). *The Impact of Culture on the Intergenerational Transmission of Educational Values*. Paper presented at the Paper presented at the 13th European Council for High Ability, Vienna, Austria.
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Campbell, J.R., & Koutsoulis, M. (2003). *Developing Cross-cultural Instruments*. Paper presented at the Annual Meeting of the American Educational Research Association.

Campbell, J.R., & Verna, M. (2003). *Cross-cultural Parental Behavior*. Paper presented at the Annual Meeting of the American Educational Research Association.

Campbell, J.R., Heller, K., & Feng, A. (2003). *Cross-cultural Attributions*. Paper presented at the Annual Meeting of the American Educational Research Association.

Nokelainen, P., Tirri, K., Campbell, J.R., & Walberg, H. (2003). *Cross-cultural Factors that Account for Adult Productivity*. Paper presented at the Annual Meeting of the American Educational Research Association.

Campbell, J.R. (2002). *Where do we go from here?* Paper presented at the Annual Meeting of the American Educational Research Association

Campbell, J.R., (2002). *Academic Competitions: One of the Secrets of America's Success at Developing Exceptional Talent*. Paper presented at the International Conference on Education for the Gifted in Science. Busan, Korea.

Nokelainen, P., Tirri, K. & Campbell, J.R., (2002). *Cross-cultural findings of computer literacy among the academic Olympians*. Paper presented at the Annual Meeting of the American

Educational Research Association.

- Campbell, J.R., (2001). *Deriving effective strategies for nurturing talent: Parental recipes used to develop talent*. Paper presented at the 14th Biennial World Conference of the World Council for Gifted and Talented Children. Barcelona, Spain.
- Feng, A. & Campbell, J.R., (2001). *Parental influence principles utilized by American Physics Olympians' families*. Paper presented at the 14th Biennial World Conference of the World Council for Gifted and Talented Children. Barcelona, Spain.
- Verna, M., & Campbell, J.R., (2001). *Developmental activities used with the American Chemistry Olympians*. Paper presented at the 14th Biennial World Conference of the World Council for Gifted and Talented Children. Barcelona, Spain.
- Campbell, J.R., (2001). *Primer on gender paradigms*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Verna, M., Feng, A. & Campbell, J.R., (2001). *In-depth interviews with American Olympians*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Feng, A. & Campbell, J.R., (2001). *Quantitative and qualitative analyses of the American Physics Olympians' talent development: The known and the unknown*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Verna, M., & Campbell, J.R., (2001). *Chemistry Olympians: Nerds or elitists*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., (2000). *Secrets of productive parents: Recipes that work*. Paper presented at the Annual Meeting of the Chinese American Educational Research & Development Association.
- Feng, A., Campbell, J.R., & Verna, M. (2000). *U.S. Mathematics, Physics and Chemistry Olympians: What makes them so talented?*. Paper presented at the Annual Meeting of the Chinese American Educational Research & Development Association.
- Campbell, J.R., (2000). *Overview of academic Olympiad studies*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Verna, M., & Campbell, J.R., (2000). *Career orientations for American Chemistry Olympians*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Feng, A. X., & Campbell, J.R., (2000). *Facilitating the development of talent for American Physics Olympians*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Koutsoulis, M.K., & Campbell, J.R. (2000). *Effects of home environment and students' motivation in shaping the achievement of high school students within three socio-economic groups* Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., (1999). *Academic competitions designed to challenge the exceptionally talented*. Paper presented at the 1999 International Symposium of Research on Gifted and Talented Education, Taipei, Taiwan, R.O.C.
- Campbell, J.R., Feng, A., & Verna, M. (1999). *Parental recipes that work* Paper presented at the 1999 International Symposium of Research on Gifted and Talented Education, Taipei, Taiwan,

R.O.C.

- Verna, M. & Campbell, J.R. (1998). *Distinguishing ingredients of talented and gifted programs at the elementary and high school levels*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Verna, M. (1998). *Comparing separate class and pull-out programs for the gifted*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Verna, M. (1998). *Messages from the field: American teachers of the gifted talk back to the research community*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Wu, R. (1998). *Gifted programs from a Chinese perspective*. Paper presented at the Annual Meeting of the American Educational Research Association.
- O'Connor, S. Beasley, T.M., Campbell, J.R. & Herbig, M. (1998). *The linkages among the home environment and academic self-concepts on achievement of contemporary family structures of German high school students*. Paper presented at the Annual Meeting of the American Educational Researchers Association.
- Verna, M. & Campbell, J.R. (1998). *The differential effects of family processes and SES on academic self-concepts and achievement of gifted Asian American and gifted Caucasian high school students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Cipriani-Sklar, R. & Campbell (1998). *Single-sex schools bolster girls' science self-concepts and lower their anxiety about science*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching.
- Beasley, T.M., Signer, B. & Campbell, J.R. (1998). *Relationship of Math attitudes of high school students with gender, ethnicity, SES and Math Achievement*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Walberg, H.J. (1998). *International academic Olympiad studies*. Paper presented at the 12th Biennial World Conference of the World Council for Gifted and Talented Children.
- Campbell, J. R. (1997). *A retrospective study of the United States Math Olympians*. Paper presented at the 12th Biennial World Conference of the World Council for Gifted and Talented Children.
- Campbell, J.R. Verna, M. & Herbig, M. (1997). *Cross-national comparison of factors affecting German High School students' achievement*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Verna, M. & Campbell, J.R. (1997). *Family processes, SES, and family structure differentially effect self-concepts and achievement of highly gifted High School students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Koutsoulis, M.K. (1996). *Family processes affect Cypriot High School students' aspirations, academic self-concepts, and achievement in Math and Science*. Paper presented at the Annual Meeting of the American Psychological Association.
- Campbell, J.R. & Verna, M. (1996). *Home environment affect the academic self-concepts, attributions and Math/Science Achievement of gifted American High School students*. Paper

- presented at the Annual Meeting of the American Psychological Association.
- Campbell, J.R. (1996). *Factors contributing to the development of the United States Math Olympians*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Walberg, H. (1996). *Background and design of the Math Olympiad studies*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. (1995). *Parental influence: Technical problems with the research*. Paper presented at the University of Guelph, Department of Family Studies, Ontario, Canada.
- Campbell, J.R. & Beaudry, J.S. (1995). *Validity of parent and student factors in analyzing home-school connections*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. & Koutsoulis, M.K. (1995). Differential socialization in a multicultural setting effects academic achievement. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching.
- Campbell, J.R. & Beaudry, J. (1994). *Models of home-school connections and socialization: Findings from the Longitudinal Study of American Youth*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. (1994). *Educational productivity applied to gifted and non-gifted Chinese elementary school children*. Paper presented to the Institute of Psychology, Chinese Academy of Sciences, Beijing, China.
- Campbell, J.R. (1994). *Olympiad study: Technical specifications*. Paper presented at an International Symposium of the Chinese Academy of Sciences, Beijing, China.
- Campbell, J.R., and Beaudry, J. (1993). *Gender gap uncovered among 11th-Grade students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., Pitiyanumwat, S., & Primavera, L. (1993). *Connecting family processes to educational aspirations in Thailand*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., Beaudry, J., & Sklar, R. (1993). *Gender/Ethnic inequalities within Ethnic Enclaves in New York City: A Qualitative/Quantitative study of Latino, Greek American, Asian American and Caucasian families*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., Wu, R., & Primavera, L. (1993). *Chinese family perspectives and their effects on Math achievement*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., & Wu, R. (1993). *Life inside a multi-sided prism: Multiple perspectives within Chinese families and their effects on Math achievement*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching.
- Campbell, J.R., Beaudry, J., & Sklar, R. (1993). *The genesis of gender/ethnic inequalities: Analyzing differences among Hispanics, Asian Americans, Greek Americans and Caucasian boys and girls within ethnic enclaves in New York City*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching.

- Campbell, J.R. & Pitiyanuwat, S. (1993). *Determining the effects of parental influence on educational aspirations and Math achievement for elementary school children in Thailand*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching.
- Beaudry, J., Campbell, J.R. & Sanders, W. (1993). *Modeling parental influence for low achieving, At-risk students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Beaudry, J., Campbell, J.R., & Sanders, W. (1993). *Out-of-school influences on the Math attitudes and achievement of low achieving high school students from the Longitudinal Study of American Youth (1987–1989)*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., & Beaudry, J. (1993). *Differential socialization paradigm helps explain gender differences among high achieving 11th grade Math students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R., (1992). *Parental influence within Chinese families: Factors related to Math achievement*. Keynote address delivered at the Sixth Annual Elementary Curriculum Research and Development Conference, Taipei, Republic of China.
- Campbell, J.R., (1992). *The socio-psychological piano: A metaphor for understanding gender and minority differences*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching.
- Campbell, J.R. (1992). *Study of Westinghouse Talent Search winners*. Paper presented to the National Science Foundation, Committee on Equal Opportunities in Science and Engineering. Washington, DC.
- Campbell, J.R., & Beaudry, J.S. (1992). *Differential socialization implicated for high achieving 11th grade math students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Beaudry, J.S., & Campbell, J.R. (1992). *Modeling parental influences for mathematics achievement for low achieving students*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Campbell, J.R. (1991). *Evaluating alternatives for the gifted*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R. (1991). *Isolating factors related to high achievement*. Paper presented the University of Crete, Greece.
- Campbell, J.R. (1991). *Parental influence in Thailand*. Paper presented at Chulalongkorn University, Bangkok, Thailand.
- Campbell, J.R., & Beaudry, J. (1991). *High math achievement: Boys and girls get different parental influence*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago.
- Beaudry, J., & Campbell, J.R. (1991). *At-risk, tenth-grade math students need more parental influence*. Paper presented at the Annual Meeting of the American Educational Research

Association, Chicago.

- Campbell, J.R. (1990). *Qualitative methods for researching the effects of parents influence*. Paper presented the University of Crete, Greece.
- Campbell, J.R. (1989). *Training supervisors for gifted programs*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R., & Wu, R. (1989). *Chinese gifted girls provide clues to unraveling male dominance in mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- Campbell, J.R. (1989). *American ethnic groups supply new evidence to socialization differences between males and females in mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- Campbell, J.R., Flouris, G., & Spiridakis, J. (1989). *Greek parents implicated in socialization pattern favoring males*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- Campbell, J.R. (1989). *Overseas Japanese reinforce sexism*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco.
- Campbell, J.R., & Wu, R. (1989). *Gifted Chinese girls break the gender-inequity cycle*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco.
- Campbell, J.R. (1989). *Unraveling gender-inequity among american ethnic groups*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco.
- Campbell, J.R. (1989). *Linking gender-inequity to educational productivity on the international scene*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco.
- Campbell, J.R., Flouris, J., & Spiridakis, J. (1989). *Tradition overshadows gender equity in Greece*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Francisco.
- Campbell, J.R., Wu, R., & Mandel, F. (1988). *Parents of gifted girls in the Republic of China offer optimal mix of parental influences on achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Campbell, J.R., & Uto, Y. (1988). *Sexism is alive and well in Japan*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Campbell, J.R. (1988). *Gifted education in the United States*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R. (1988). *China Studies*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R. (1988). *Comparing parental influence between Greek and Greek American parents*. Paper presented the University of Crete, Greece.

- Campbell, J.R., Flouris, G., Mandel, F., & Spiridakis (1988). *Tradition wins out in Greece: Parents influence girls differently than boys*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Campbell, J.R., & Mandel, F. (1988). *Minority girls rise to the top: How parents foster technical development in minority girls*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Campbell, J.R. & Mandel, F. (1988). *Analyzing parental influence in Japan, the Republic of China and the United States*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Mandel, F., & Campbell, J.R. (1987). *Parental influences: Are girls being socialized to achieve differently than Boys?* Paper presented at the 13th Annual Conference, Research on Women in Education, Portland, OR.
- Campbell, J.R., & Wu, R. (1987). *Chinese parents treat the gifted differently*. Paper presented at the World Conference on Gifted and Talented Children, Salt Lake City.
- Campbell, J.R., & Pizzo, J. (1987). *Connecting giftedness to parental influence*. Paper presented to the World Conference on Gifted and Talented Children, Salt Lake City.
- Campbell, J.R., Wu, R., Pizzo, J., & Mandel, F. (1987). *Parental adaptation*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Mandel, F., Campbell, J.R., & Pizzo, J. (1987). *Reading achievement—Does parental influence divert females from technical reading?* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Campbell, J.R. (1987). *Gender inequity cycle—The math connection*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Washington, DC.
- Campbell, J.R. (1987). *Parents role in children's achievement*. Paper presented the University of Crete, Greece.
- Campbell, J.R. (1987). *Positive and dysfunctional influences exerted by parents of the gifted*. Keynote address/paper presented at the Special Education Conference, Taiwan Normal University, Taipei, Republic of China.
- Campbell, J.R. (1986). *Effects of ethnicity on attributions, self—concepts and achievements of male and female Westinghouse Award Winners*. Paper presented at the 59th Annual Meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Campbell, J.R., Connolly, C., & Pizzo, J. (1986). *Self—concepts and attributions of gifted students in advanced high school sciences and math classes*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Campbell, J.R., Wu, R., & Pizzo, J. (1986). *Parental influence: A multiethnic study in the United States and Taiwan*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Asti, A., Campbell, J.R., & Bacilious, Z. (1986). *An effective way to decrease teacher absences*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Miami

Beach, FL.

- Campbell, J.R., Connolly, C., & Svrcek, L. (1986). *Parental influence of Greek parents on gifted and normal elementary school children*. Paper presented at the conference—Education and Greek Americans Process and Prospects, New York.
- Campbell, J.R. & Connolly, C. (1985). *Parental influence on the math achievement of gifted Caucasian and Asian children*. Paper presented at the 58th Annual Meeting of the National Association for Research in Science Teaching, Indiana.
- Campbell, J.R. (1985). *Collaborative research in the United States and China*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R. (1985). *Parents influence in China*. Paper presented at the Provincial Institute, Taipei, Republic of China.
- Campbell, J.R. (1985). *Science and Math research programs in exemplary schools*. Paper presented at the 58th Annual Meeting of the National association for Research in Science Teaching, Indiana.
- Campbell, J.R., Connolly, C., & Pizzo, J. (1985). *Math/Science gender gap -- influence of parents on gifted Asian and Caucasian Children*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Campbell, J.R., Connolly, C., & Pizzo, J. (1985). *Differential parental influence on gifted male and female Asian American and Caucasian children*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Campbell, J.R., & Lacattiva, C. (1985). *Parenting influence on male and female oriental children*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Campbell, J.R., Connolly C., & Pizzo, J. (1985). *How much do parents in different cultures influence gifted children?* Paper presented at the Annual Meeting of the Eastern Educational Research Association, Virginia.
- Campbell, J.R., & Lacattiva, C. (1985). *Connecting parents and gifted childrens' perceptions*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Virginia.
- Campbell, J.R. (1985). *Development of instruments to measure parental influence among the gifted*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Virginia.
- Campbell, J.R., & Connolly, C. (1984). *Exploring factors accounting for success in high school science and math for gifted male and female Caucasians*. Paper presented at the 57th Annual Meeting of the National Association Research in Science Teaching, New Orleans.
- Campbell, J.R., & Mansfield, A. (1984). *The effect of Piagetion teacher re-training on attitude and achievement on science related classification tasks, and vocabulary skills of concrete operational children*. Paper presented at the 57th Annual Meeting of the National Association Research in Science Teaching, New Orleans.
- Campbell, J.R., & Connolly, C. (1984). *Impact of ethnicity on math and science among the gifted*. Paper presented at the Annual Meeting of the American Educational Research Association,

New Orleans.

- Campbell, J.R., & Connolly, C. (1984). *You've come a long way, baby, but what's keeping gifted females in Science and Math out of running*. Paper presented at the Seventh Annual Meeting of the Eastern Educational Research Association, West Palm Beach, FL.
- Campbell, J.R., & Connolly, C. (1984). *The Asians are coming: A comparison between Asians and Caucasian gifted students in science*. Paper presented at the Seventh Annual Meeting of the Eastern Educational Research Association, West Palm Beach, FL.
- Campbell, J.R., Fisher, H., & Swanchak, J. (1983). *The relative effectiveness of performance practice and formal study on acquisition of aptitude in engineering in precollege engineering programs for minorities*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Campbell, J.R., Asti, A., & Bacilious, Z. (1983). *An effective way to decrease teacher absences*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Campbell, J.R. (1983). *Horizontal enrichment for precocious high school science students*. Paper presented at the 56th Annual Meeting of the National Association Research in Science Teaching, Dallas, TX.
- Campbell, J.R. (1983). *Successful programs for gifted high school science students*. Paper presented at the Eastern Educational Research Association.
- Campbell, J.R., & Napolitano, R. (1983). *Horizontal enrichment for precocious high school math students*. Paper presented at the 56th Annual Meeting of the National Association for Research in Science Teaching, Dallas TX.
- Campbell, J.R., & Napolitano, R. (1983). *Successful programs for gifted precocious high school math students*. Paper presented at the Eastern Educational Research Association.
- Campbell, J.R. (1982). *Teacher effect—A study to investigate the teacher engagement behaviors to achievement in reading and mathematics*. Paper presented at the Eastern Educational Research Association, West Palm Beach, FL.
- Campbell, J.R. (1981). *Factors for effective retraining of middle school teachers*. Paper presented to Eastern Educational Research Association, Philadelphia, PA.
- Campbell, J.R. (1975). *Curriculum development for middle schools*. Paper presented at the national Middle School Conference, Columbus, OH.
- Campbell, J.R. (1974). *Macroanalysis patterns—A step toward continuing the development of teaching cycles and toward synthesizing instructional models*. Invitation paper symposium on Classroom Verbal Interaction Analysis, Research in Science Teaching, Chicago.
- Campbell, J.R. (1973). *Pattern analysis—A macroscopic development for interaction analysis*. Discussion paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Detroit.
- Campbell, J.R., & Kaur, R. (1973). *Evaluation of the science process skills of observation and classification*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Detroit.

Campbell, J.R., Barnes, C.W., & Sayer, I. (1972). *The effect of college instructors' interaction ratios on cognitive development*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Chicago.

Campbell, J.R. (1972). *The University's role in improving science education—Help or hindrance?* Presentation to American Chemical Society, Philadelphia.

Campbell, J.R. (1969). *Cognitive and affective process development and its relation to a teacher's interaction ratio*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Los Angeles.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

1969-present	Phi Delta Kappa
1969-present	National Association for Research in Science Teaching
1969-present	National Science Teachers Association
1969-present	American Educational Research Association

GRANTS

Institute for the Study of Toxicity of Environmental Substances. National Science Foundation, 1979/1980, funded (one year grant) (external sources).

Director, Metropolitan New York Junior Science and Humanities Symposium. Academy of Applied Science, 1979, 1980, 1981, 1982, 1983, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001. \$221,600, funded (22 grants).

Director, Long Island Junior Science and Humanities Symposium. Academy of Applied Science, 1999, 2000. \$16,400, funded.

Director, NSF, Academic Year Institute for Non-Nutrient Substances, 1981–1982, \$30,000 funded.

Determining the effect of family processes on Math/Chinese language achievement. Pacific Cultural Foundation Research Grant, 1991–1992 funded (external sources).

Viable programs for academically talented and gifted elementary school children. Pacific Cultural Foundation Research Grant, 1986–1987, funded (external sources).

Director, Southeastern Pennsylvania Junior Science and Humanities Symposium, U.S. Army Research Office, 1971, 1972, 1973, 1974, 1975, funded (external sources).

Middle School Interdisciplinary Resources Institute. National Science Foundation, 1974, funded (external sources).

To Develop Discussion Modules and Accompanying Instructional Models for Teacher Training in the Area of Sex Education, 1971, 1972, funded (external sources).

Introduction of APL into Mathematics Educational Research. Spencer Foundation, 1971-1973, funded (external sources).

SERVICE TO ST. JOHN'S UNIVERSITY, SCHOOL, DEPARTMENT/DIVISION, AND UNIVERSITY COMMITTEES

- 1985–2004 Faculty Association, Executive Board
- 1991–present Division of Administrative & Instructional Leadership, Personnel & Budget Committee
- 1991–present Division of Administrative & Instructional Leadership, Graduate Policy Committee
- 1990–2003 School of Education, Policy Committee
- 1980–1989 University Personnel Committee
- 1984–1985 University Senate
Middle States - Instructional Facilities Subcommittee

DOCTORAL STUDENTS MENTORED AT ST. JOHN'S UNIVERSITY

- Murigae, Andrew (2021). The Effect of Transactional Distance on Students' Perceptions of Course Quality and Instructor Effectiveness in Online Learning. (Unpublished Dissertation), St. John's University, New York
- Rice, Marlee (2020). Analyzing Factors that Contribute to Technology Use: A Case Study on the Cultural Use of Instructional Technology in a Suburban Middle School. (Unpublished Dissertation), St. John's University, New York
- Bates, Tonya (2020). The Impact of Technology Usage on Mathematics Achievement: Increasing the Presence of Black Females in Engineering and Math Professions. (Unpublished Dissertation), St. John's University, New York
- Ayeni, Atinuke (2020). The Impact of Parental Involvement on Adolescents' Academic achievement in Nigeria. (Unpublished Dissertation), St. John's University, New York.
- Diffley, John A. (2021). Youth Soccer Coaching Methodologies' Impact on Enjoyment of the Game and Retention. The Impact of Parental Involvement on Adolescents' Academic achievement in Nigeria. (Unpublished Dissertation), St. John's University, New York.
- Boswell, Jacqueline W. (2021). Parental Involvement to Support School Choice for Children Transitioning from Middle school to High School. The Impact of Parental Involvement on Adolescents' Academic achievement in Nigeria. (Unpublished Dissertation), St. John's University, New York.
- Rivera, Tanicia M. (2021). Minority Students: a Quantitative Study of self-efficacy and the Relationship to 4th Grade Reading Achievement. The Impact of Parental Involvement on Adolescents' Academic achievement in Nigeria. (Unpublished Dissertation), St. John's University, New York.
- McKenzie, Louise A. (2021). An Exploratory Analysis of Higher Education Business Faculty. The Impact of Parental Involvement on Adolescents' Academic achievement in Nigeria. (Unpublished Dissertation), St. John's University, New York.
- Kwon, Michelle (2020). A Quantitative Perspective on the Impact of the General Education Students' Academic Achievement and Membership in an Inclusion Class at the High School Level using New York State Regents Exam Scores. (Unpublished Dissertation), St. John's University, New York.
- Prophète, Nadjari A. (2020). Parental Perspectives vs. School Quality Performance.

- (Unpublished Dissertation), St. John's University, New York.
- Roberts, Amie (2020). *A Black and White Issue: Deficit Thinking and the Achievement Gap within High School Math and Science*. (Unpublished Dissertation), St. John's University, New York.
- Mordhorst, Eric (2020). *The Effects of Instrumental and Vocal Music Study on Music NAEP Exam Achievement*. (Unpublished Dissertation), St. John's University, New York.
- Andria, Laureen F. (2020). *The Academic Outcomes of Library Media Center Makerspaces*. (Unpublished Dissertation), St. John's University, New York.
- Reingold, Krisyen (2020). *Elementary Teacher Attitudes Towards Existing Observation Practices Using the Danielson Framework as a Tool for Evaluation*. (Unpublished Dissertation), St. John's University, New York.
- Falcón, Carlos I. (2020). *Understanding the Impact of Leadership & Pedagogy on Black and Hispanic Students in High Poverty Communities of New York City*. (Unpublished Dissertation), St. John's University, New York.
- Hanousek-Monge, Rebekah Lynn (2019). *Non-Tenure Status and its Effect on Job Satisfaction*. Unpublished doctoral dissertation, St. John's University
- Goldstein, Suzan H. Schwimmer (2019). *Fourth Grade Female Perception of Science*. (Unpublished Dissertation), St. John's University, New York.
- Pellettieri, Christopher J. (2018). *Examining the Impact of Technology, Teacher Technology Professional Development and Low SES on Students' NAEP Results in Eighth Grade Mathematics*. (Unpublished Dissertation), St. John's University, New York.
- Croyle, Doreen (2017). *The Significance of Gender and Reading Achievement during Adolescence*. (Unpublished Dissertation), St. John's University, New York..
- Gorleky Marcel (2017). *Determining the Influence of Parents on Junior High School Students' Mathematics Achievement*. Unpublished doctoral dissertation, St. John's University.
- Gorman, Bryan (2017). *Predictors of Mathematics Achievement and the Influence of Technology at the Secondary Level (7-12)*. (Unpublished Dissertation), St. John's University, New York.
- Murray, Anthony (2017). *Blended Learning vs. Traditional Instruction as a Predictor of Student Achievement in New York City Public Schools*. (Unpublished Dissertation), St. John's University, New York.
- Doyle, John (2017). *Investment in Student Services as a Key Driver of Student Success in Higher Education*. Unpublished doctoral dissertation, St. John's University.
- Brancaccio-Cantore, Sabrina (2017). *Gender, Attributions, Perceptions of Parental Involvement and Their Effects on Middle School Students' Achievement*. Unpublished doctoral dissertation, St. John's University.
- Premdas, Leisa (2017). *The Impact of Learning about Technology via Action Research as a Professional Development Activity on Faculty in Higher Education: A Phenomenological Case Study*. (Unpublished Dissertation), St. John's University, New York.

- Sun, Qi (2016). *The Impacts of Student Engagement on Grade Point Average and Self-Reported Gains in Practical Skills Among First-Year International Students at an Urban Private University*. (Unpublished Dissertation), St. John's University, New York.
- Delsonya Smallwood-Honora (2016). *The Complexity of Charter Schools: A Case Study of a Successful Charter School in an Urban School District*. Unpublished doctoral dissertation, St. John's University.
- Allison, Persad (2016). *Demystifying the Complexity of Teacher Quality: An Examination of Background Variables and its Impact on Eighth Grade National Assessment of Educational Progress Mathematics Data*. (Unpublished Dissertation), St. John's University, New York.
- Sealy, Dawn-Marie (2016). *The impact professional development involving technology has on the 8th grade reading National Assessment of Educational Progress*. (Unpublished Dissertation), St. John's University, New York.
- McKeown, Paula T. (2016). *The impact professional development involving technology has on the 8th grade writing National Assessment of Educational Progress*. (Unpublished Dissertation), St. John's University, New York.
- Brasco, Jesse (2015). *The influence of administrative factors on national eighth grade mathematics outcomes*. (Unpublished Dissertation), St. John's University, New York.
- Ricci, Nicole (2015). *The effect of the read-aloud option on fourth grade reading national assessment of educational progress as compared to other testing accomodations for students with disabilities*. Unpublished doctoral dissertation, St. John's University.
- Kozlenko, Brittany Hunter (2015). *Predictors of gender achievement in physical science at the secondary level*. (Unpublished Dissertation), St. John's University, New York.
- Welsh, Brian J. (2014). *The relationship between identified gifted and talented students and their parents*. (Unpublished Dissertation), St. John's University, New York..
- Mossey, Kenneth T. (2014), *Investigating teacher implementation of autonomy-support training during daily classroom instruction*. (Unpublished Dissertation), St. John's University, New York.
- Picciarella, Anjinette (2014). *The influence of middle school level structure on the eighth grade science achievement on the National Assessment of Educational Progress*. (Unpublished Dissertation), St. John's University, New York.
- Amy Reynolds (2013). *Does a student's use of technology outside school affect mathematic achievement in school?* (Unpublished Dissertation), St. John's University, New York.
- Martin Craig (2013). *Attribution theory in science achievement*. (Unpublished Dissertation), St. John's University, New York.
- Latasha N. Jones (2013). *Barriers to parental involvement for children at risk*. (Unpublished Dissertation), St. John's University, New York.

- Ailene Cavaliere (2013). *Determining the influence that educational technology professional development has on 4th-grade students' mathematics achievement*. . (Unpublished Dissertation), St. John's University, New York.
- Stephen Draper (2013). *The influence of 4th- grade students' use of technology on mathematics academic achievement*. . (Unpublished Dissertation), St. John's University, New York.
- Accurso, K. T. (2012). *Parental involvement and the effect on the acquisition of literacy skills in emergent readers*. (Unpublished Dissertation), St. John's University, New York.
- Yanoti, Frank, Jr (2012). *Attributions of the middle-level student with academic achievement: Implications for targeted interventions*. (Unpublished Dissertation), St. John's University, New York.
- Ali, G., Minewattie (2011). *What family practices work for student achievement in reading and mathematics for immigrant families from Guyana?* (Unpublished Dissertation), St. John's University, New York.
- Reynolds, P. (2010). *Effects of traditional-teacher instruction versus tactual and kinesthetic instruction on the vocabulary development and attitudes of English and Spanish language learners*.. Unpublished doctoral dissertation, St. John's University.
- Allegretti, R. (2010). *Effects of traditional versus contract activity packaged versus tactual instruction on the achievement of first year college students with literature in a core university course*. Unpublished doctoral dissertation, St. John's University.
- Nitopi, M. (2010). *An examination of the factors related to women's degree attainment and career goals in computer science and information technology*. Unpublished doctoral dissertation, St. John's University.
- Carl, J. (2009). *Factors related to the persistence and attainment of graduate degrees in the sciences by women science majors*. Unpublished doctoral dissertation, St. John's University.
- Kyriakides, M. L. (2009). *Expectations for higher education attainment and press for literacy: An analysis of parental influence on academic achievement through three decades*. (Unpublished Dissertation), St. John's University, New York.
- Perez, D. (2009). *Redesigning test preparation procedures to determine validity and effectiveness within third-grade classrooms*. Unpublished doctoral dissertation, St. John's University.
- Caraisco-Alloggiamento, Janet D. (2008). *A comparison of the mathematics achievement, attributes and attitudes of 4th -, 6th-, and 8th -grade students*. (Unpublished Dissertation), St. John's University, New York.
- Wei, Dan (2008). *Perceptions of family processes and their effects on middle school students' achievement*. (Unpublished Dissertation), St. John's University, New York.

- Napolitano, Roseann (2008). *The effects of parental involvement in middle schools: schools under register review (SURR) vs. schools in good standing*. Unpublished doctoral dissertation, St. John's University.
- Bittman, A. (2007). *Exploring factors that promote or hinder the career productivity of academically gifted female international Mathematics, Physics, and Chemistry Olympians*. Unpublished doctoral dissertation, St. John's University.
- Sarcona-Navarra, M. (2007). *The effects of parental involvement on achievement and motivation in science for high school students*. Unpublished doctoral dissertation, St. John's University.
- Kim, M. (2006). *Family processes and parental involvement of Korean American families on early childhood education*. Unpublished doctoral dissertation, St. John's University.
- Pagerey, R. (2006). *Effects of school climate on the expressed plans of elementary teachers in New York State urban schools to remain in teaching*. Unpublished doctoral dissertation, St. John's University.
- Lamorgese, T. (2005). *Anticipated shifts in leadership and accountability under the requirements on the No Child Left Behind law: A study of the elementary school principal evaluation by the superintendent*. Unpublished doctoral dissertation, St. John's University.
- Candia, R. (2004). *The effects of parental involvement on gender of urban African American middle school students*. Unpublished doctoral dissertation, St. John's University.
- Burke, M. (2002). *Isolating elementary school students' perception of family process in relation to student self-concept/attitude and achievement*. Unpublished doctoral dissertation, St. John's University.
- Harriel, G. (2002). *Parental involvement increases the academic achievement of minority students at the secondary level*. Unpublished doctoral dissertation, St. John's University.
- McBeth, L. (2002). *Exploring the hindrances to successful parental involvement in low performing and SURR schools within African American communities of low socio-economic status*. Unpublished doctoral dissertation, St. John's University.
- McCarthy-Bamba, P. (2002). *The telling of stories: A parental involvement strategy for improving/motivating student achievement outcomes in African Americans*. Unpublished doctoral dissertation, St. John's University.
- Lucks, H. (2002). *A study of the relationship between transformational leadership and teacher motivation in New York City secondary schools*. Unpublished doctoral dissertation, St. John's University.
- Williams-Jackson, B. S. (2002). *Parental involvement – An essential ingredient on improving student academic outcomes*. Unpublished doctoral dissertation, St. John's University.

- Lamicella-Dicarlo, M. (2002). *The influence of self-concept, family, and locus of control on Mathematics achievement and Mathematics course enrollment*. Unpublished doctoral dissertation, St. John's University.
- Feng, Xuemei A. (2001). *Isolating home/school factors contributing to or hindering the development of American Physics Olympians*. Unpublished doctoral dissertation, St. John's University.
- Gallagher, J. (2000). *Success stories: Family participation in the educational achievement of American Latino students*. Unpublished doctoral dissertation, St. John's University.
- Quigley, M. (1999). *The effects of home computer access and social capital on Mathematics and science achievement among Asian American high school students in the NELS:88 data set*. Unpublished doctoral dissertation, St. John's University.
- Lenz, C. (1999). *The effects of the influence of families on motivation and achievement of low socioeconomic students in a school designated for registration review*. Unpublished doctoral dissertation, St. John's University.
- O'Connor, S. (1997). *The linkages among the home environment and academic self-concepts on achievement of contemporary family structures of German high school students*. Unpublished doctoral dissertation, St. John's University.
- Larkin, S. (1997). *The effect of ethnicity and diagnostic cues on clinicians' attitudes toward mentally-ill, drug/alcohol-abuse, and dually-diagnosed patients*. Unpublished doctoral dissertation, St. John's University.
- Cipriani-Skar, R. (1996). *Girls' science self-concepts. A quantitative and qualitative examination of the influence of the normative and perceived school environments of co-educational vs. single-sex high schools on girls' self-concept and anxiety in the area of science education*. Unpublished doctoral dissertation, St. John's University.
- Verna, M. (1996). *The relationship between the home environment and academic self-concepts on the achievement of gifted high school students*. Unpublished doctoral dissertation, St. John's University.
- Koutsoulis, M.K. (1995). *Home environment and its relationship with self-concepts, attitudes toward school, educational and occupational aspirations and the achievement of high school students in Cyprus*. Unpublished doctoral dissertation, St. John's University.
- Tully, N. (1992). *An investigation of the relationship of attitudes toward Math and Math achievement in female associate degree nursing students*. Unpublished doctoral dissertation, St. John's University.
- Svreck, L. (1991). *Perceived parental influence, accommodated learning style preferences and students' attitudes toward learning as they related to reading and mathematics achievement*. Unpublished doctoral dissertation, St. John's University.

- Feldman, N. (1989). *A study of the ability of predictor factors within an art talent evaluation test to identify levels of artistic competence among male and female seventh- and eighth-grade students*. Unpublished doctoral dissertation, St. John's University.
- Euler, A. (1988). *A comparative study of the effectiveness of a formal vs. nonformal environmental education program for male and female sixth-grade students' environmental knowledge and attitudes*. Unpublished doctoral dissertation, St. John's University.
- Ceslowitz, S. (1986). *A study of burnout among registered nurses in relation to use of stress reducing coping strategies*. Unpublished doctoral dissertation, St. John's University.
- Connolly, C. (1985). *Nursing education and the reality of practice*. Unpublished doctoral dissertation, St. John's University.
- Fisher, L.A. (1983). *A study and comparison of elementary school teachers' perceptions of and expectations for the leadership of the United Federation of Teachers Chapter Chairperson with the self-perceptions and expectations of the incumbent chapter chairpersons*. Unpublished doctoral dissertation, St. John's University.
- Fisher, H. (1982). *The relative effectiveness of performance practice and formal study on acquisition of aptitude in engineering in precollege engineering programs for minorities*. Unpublished doctoral dissertation, St. John's University.
- Mansfield, A. F. (1982). *The effect of Piagetian teacher re-training on attitude, and achievement on science related classification tasks, and vocabulary skills of concrete operational children*. Unpublished doctoral dissertation, St. John's University.
- Asti, A. (1982). *A comparison of professional staff absences in selected secondary schools with different attendance control procedures*. Unpublished doctoral dissertation, St. John's University.

INTERNATIONAL SERVICE

2000-2004	President (Elected), American Educational Research Association, Research on Giftedness and Talent Special Interest Group
1999-2002	Program Chair (Elected), American Educational Research Association, Research on Giftedness and Talent Special Interest Group
1998-2002	Program Chair (Elected), American Educational Research Association, International Studies Special Interest Group
1990–present	Reviewer for Research on Giftedness and Talent Special Interest Group American Educational Research Association
2000–present	Reviewer for American Educational Research Journal
1995-present	Executive Board, (Elected) Special Interest Group-International Studies, American Educational Research Association

1986-present	Reviewer for the American Journal of Mental Deficiencies
1986-present	Reviewer for Special Interest Group-Research on the Education of Asian and Pacific Americans, American Educational Research Association
1988-1992	Program Chair (Elected) for Special Interest Group-Research on the Education of Asian and Pacific Americans, American Educational Research Association
1986-present	Reviewer for Special Interest Group-Research on the Intellectually Talented, American Educational Research Association.
1986-present	Reviewer for Division C - American Educational Research Association
1993-present	Reviewer of Research Proposals for U.S. Dept. of Education
1979-present	Reviewer of Research Proposals for National Science Foundation

ACADEMIC AWARDS AND HONORS

2012	Lifetime Achievement Award 2012 issued by the American Educational Research Association for scholarship and service
1987-1994	National Science Teachers Association Selection-Committee for Outstanding Science Trade Books for Children (The Children's Book Council).
1986-1988	Appointed to the National Junior Science and Humanities Symposium Advisory Council
1974	Nominated for Executive Board of National Association for Research in Science Teaching
1969-present	Phi Delta Kappa (Honor Society For Education)

SEUNG EUN (SUNNY) MCDEVITT

Department of Education Specialties
St. John's University — School of Education

EDUCATION

Ed.D. Curriculum and Instruction, Specialization in Early Childhood and Teacher Education, 2018

Teachers College, Columbia University

Committee: *Susan L. Recchia (Sponsor), Maria Paula Ghiso, A. Lin Goodwin*

Dissertation Title: *Border lives: Exploring the experiences of immigrant teachers teaching and caring for young immigrant children and their families*

M.S.Ed. Early Childhood/Early Childhood Special Education, 2011

Brooklyn College, The City University of New York

B.S. Elementary Education, 2008

Bucknell University

Research Interest

Immigrant Teachers, Inclusive Pedagogy, Teacher Education, Early Childhood, Qualitative Methods

PROFESSIONAL EXPERIENCE

Assistant Professor (tenure track)
Department of Education Specialties
School of Education, St. John's University

2018 – present

Program Coordinator
Programs in Special Education, Department of Education Specialties
School of Education, St. John's University

Fall 2020

Research Assistant (Dr. Susan L. Recchia)
Department of Curriculum and Teaching
Teachers College, Columbia University

2014 – 2018

Classroom Teacher, Early interventionist, Learning Specialist
New York City

2008 – 2018

CERTIFICATIONS

New York Certification in **Early Childhood/Early Childhood Special Education** Birth-2

Pennsylvania Certification in **Elementary Education** K-6

edTPA Certified Scorer in Early Childhood Education

PUBLICATIONS

* indicates graduate student, practicing classroom teacher, and/or administrator co-author

Refereed Journal Articles

- McDevitt, S., & Mello, M. P.** (2021). From crisis to opportunity: Family partnerships with special education preservice teachers in remote practicum during the COVID-19 school closures. *School Community Journal*, 31(2), 325-346.
- Lee, C. C., Akin, S., Goodwin, A. L., & **McDevitt, S.** (2021). Teachers for immigrant students: A systematic literature review across Hong Kong, Turkey, and the United States. *Teachers College Record*. 123(8), <https://www.tcrecord.org/Content.asp?ContentId=23876>
- McDevitt, S.** (2021). Inclusion in practice: Humanizing pedagogy for immigrant children with and without disabilities. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2021.1973123>
- McDevitt, S.** (2021). Through the lens of a Latino Jewish immigrant teacher: Uncovering funds of identity in teaching and advocating for newcomer immigrant children. *Journal of Latinos and Education*. Advance online publication. DOI: 10.1080/15348431.2021.1974864
- McDevitt, S.** (2021). Teaching immigrant children: Learning from the experiences of immigrant early childhood teachers. *Journal of Early Childhood Teacher Education*. 42(2), 123-142.
- McDevitt, S.** (2021). "Don't be afraid": Exploring methodological relationships in (re)searching the experiences of immigrant teachers of color. *Multicultural Perspectives*, 23(1), 40-47.
- McDevitt, S.** (2021). While quarantined: An online parent education and training model for families of children with autism in China. *Research in Developmental Disabilities*. 109. doi.org/10.1016/j.ridd.2020.103851
- McDevitt, S.** (2021). Tracing diverse pathways to teaching: Tales of nontraditional immigrant women of color becoming teachers of young children. *Early Childhood Education Journal*. 49(2), 325-335.
- McDevitt, S., *Jiang, H., *Xu, Y., & *Pei, D.** (2020). Culturally relevant special education curriculum for children with autism in China. *Childhood Education*, 96(3), 56-61.
- McDevitt, S., & Recchia, S. L.** (2020). How toddlers new to child care become members of a classroom community. *Early Childhood Development and Care*. Advance online publication. dx.doi.org/10.1080/03004430.2020.1767607
- Recchia, S. L., & **McDevitt, S.** (2019). Relationship-based infant care as a framework for authentic practice: How Eun Mi rediscovered her teaching soul. *Bank Street Occasional Paper Series*, 2019 (42).
- McDevitt, S.** (2018). "Because I went through the same": Inquiring into the lived experiences of an immigrant teacher. *Vitae Scholasticae: The Journal of Educational Biography*, 35(1), 50-65.
- Recchia, S. L., & **McDevitt, S.** (2018). Unraveling universalist perspectives on teaching and caring for infants and toddlers: Finding authenticity in diverse funds of knowledge. *Journal of Research in Childhood Education*, 31(1), 14-31.

McDevitt, S., & *Kurihara, M. (2017). Bridging funds of knowledge in learning to teach: The story of an Asian pre-service teacher's authentic teaching practicum experience. *Journal of Thought*, 51(3-4), 38-51.

McDevitt, S. (2016). Rediscovering and reconnecting funds of knowledge of immigrant children, families and teachers. *Childhood Education*, 92(6), 470-475.

Chapters in Edited Volumes (peer-reviewed)

McDevitt, S. (2022). "I just don't belong": A Latina immigrant mother's journey from locker room attendant to teacher. In Strickland, M. J. (Ed.), *Composing storylines of possibilities: Immigrant and refugee families navigating school*. Family-School-Community Partnership Series. Information Age Publishing.

Goodwin, A. L., **McDevitt, S.**, Lee, C. C., & Akin, S. (in press). Educating a world on the move: Rethinking teacher preparation in the context of mass global migration and increasingly diverse classrooms. *International Handbook in Education*.

Conference Proceedings

McDevitt, S. (in press). Navigating remote learning in a time of COVID-19: Perspectives of immigrant mothers of children with disabilities. Center for Latin American and Caribbean Studies 11th Annual Multidisciplinary Symposium on Immigration: Migration and Inequality in the COVID-19 Pandemic. St. John's University, New York.

Book Reviews

McDevitt, S. (2016). Book review of *Children Crossing Borders: Immigrant Parents and Teacher Perspectives on Preschool*. *Contemporary Issues in Early Childhood*, 17(3).

McDevitt, S. (2021). Book review of *Conversations with Families of Children with Disabilities: Insights for Teacher Understanding*. *Teachers College Record*.

Online Journal

McDevitt, S. (2017). A conversation with Professor A. Lin Goodwin. *Esteem Journal*. Esteemjournal.org

Works in Progress

Recchia, S. L. & **McDevitt, S.** (revise and resubmit). A place for Miguel: Discovering the power of belonging within an inclusive toddler community. *European Early Childhood Education Research Journal*.

Lee, Y-J, & **McDevitt, S.** (under review). "To be the best teacher possible": Stories of teachers of color with disabilities. *Disability & Society*.

PRESENTATIONS

* indicates graduate student, practicing classroom teacher, and/or administrator co-presenter

Refereed Conference Presentations

Akin-Sabuncu, S., **McDevitt, S.**, Goodwin, A. L., & Lee, C. C. (2022). *Reimagining teacher education for immigrant students in the context of global migration: Teacher educators' perspectives*. Paper session accepted to present at the Focal Meeting of the World Education Research Association (WERA), San Diego, CA.

Recchia, S. L., & **McDevitt, S.** (2022). *An unconditional right to belong: One toddler's journey toward inclusion*. Poster session accepted to present at The Annual meeting of the American Educational Research Association (AERA), San Diego, CA.

McDevitt, S. (2021). *Toward a humanizing pedagogy: Including culturally and linguistically diverse children with and without disabilities*. Paper presentation at The Annual meeting of the American Educational Research Association (AERA), Virtual.

Goodwin, A. L., **McDevitt, S.**, Akin, S., & Lee, C. C. (2021). *Educating the world in our classrooms: Preparing teachers for immigrant students*. Symposium presentation at The Annual meeting of the American Educational Research Association (AERA), Virtual.

McDevitt, S. & Mello, M. M. (2021). *Practicum for social justice: Partnerships with immigrant families of children with disabilities during COVID-19*. Roundtable presentation at The Annual meeting of the American Educational Research Association (AERA), Virtual.

Mello, M. M., & **McDevitt, S.** (2021). *Making unconscious bias conscious: Observations and candid discussions with pre-service special education teachers about strategies to address bias in the intersection of disability and race/ethnicity*. Paper presentation at The International Conference on Autism, Intellectual Disability and Developmental Disabilities (DADD). (Selected as a featured session)

McDevitt, S., & Jiang, H. (2021). *International and distance coaching for mothers of young children with autism on social-emotional competence during the COVID-19 crisis: Online support model*. Poster Presentation at The International Conference on Autism, Intellectual Disability and Developmental Disabilities (DADD).

McDevitt, S. (2020). *Diverse pathways to teaching: Tales of immigrant women of color becoming teachers of young children*. Paper accepted to present at the Annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled due to COVID-19)

Lee, C. C., Akin, S., Goodwin, A. L., & **McDevitt, S.** (2020). *Teaching immigrant students for social justice: A multi-case perspectives across U.S., Turkey, and Hong Kong*. Roundtable accepted to present at the Annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled due to COVID-19)

McDevitt, S., *Jiang, H., & *Xu, Y. (2019). *Cross-cultural curricular adaptations for teaching children with Autism: Effectiveness, benefits, and challenges*. Poster presentation at the Division for Early Childhood (DEC) Conference of the Council for Exceptional Children, Dallas, Texas.

Goodwin, A. L., Lee, C. C., Akin, S., & **McDevitt, S.** (2019). *Teachers for all (migrant) children: What are we doing? What do we need to do?* Paper presented at the European Conference on Educational Research (ECER), Hamberg, Germany.

- Goodwin, A. L., Lee, C. C., Akin, S., & **McDevitt, S.** (2019). *Teacher preparation for immigrant students: A comparison of Turkey, Hong Kong, and the U.S.* Paper presented at the Focal Meeting of the World Education Research Association (WERA), Tokyo, Japan.
- McDevitt, S., & *Glessner, S.** (2019). *Teachers as writers: (Re)discovering writer identity of immigrant and international student teachers through collaborative translanguaging practice.* Paper presented at the Quinnipiac University's 7th Biennial Critical Thinking and Writing Conference (QUWACT), Hamden and North Haven, Connecticut.
- McDevitt, S.** (2019). *From a newcomer to a welcomer: Exploring the experiences of immigrant early childhood teachers.* Paper presented at the Annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
- McDevitt, S. & Recchia, S. L.** (2018). *Quality and equity in toddler care and education: Honoring differences to become a community.* Symposium paper presented at the 26th Interdisciplinary Conference on Reconceptualizing Early Childhood Education (RECE), Copenhagen, Denmark.
- Recchia, S. L., **McDevitt, S., & Perez, A.** (2018). *Being, becoming, and belonging: How toddlers new to childcare become members of a classroom community.* Roundtable presented at the Annual meeting of the American Educational Research Association (AERA), New York, NY.
- McDevitt, S.** (2017). *Learning from immigrant teachers who teach and care for immigrant students and families.* Roundtable presented at the Fall Conference of National Association of Early Childhood Teacher Educators (NAECTE), Atlanta, GA.
- Recchia, S. L., **McDevitt, S., & Perez, A.** (2017). *Being, belonging, and the space in-between: Toddlers' diverse ways of finding "home" and becoming a community in child care.* Paper presented at the 25th Interdisciplinary Conference on Reconceptualizing Early Childhood Education (RECE), Toronto, Canada.
- McDevitt, S.** (2017). *Immigration stories in preschool: Exploring the narratives of a Latina immigrant teacher as a window into the lives of young immigrant children and their families.* Poster presentation at the Annual meeting of European Early Childhood Education Research Association (EECERA), Bologna, Italy.
- Recchia, S. L., & **McDevitt, S.** (2017). *Relationship-based infant care as a framework for authentic practice: How an immigrant preservice teacher discovered her voice.* Paper presented at the Annual meeting of European Early Childhood Education Research Association (EECERA), Bologna, Italy.
- Recchia, S. L., & **McDevitt, S.** (2016). *Infant care as a framework for authentic teaching for immigrant preservice teachers.* Roundtable presented at the Fall Conference of National Association of Early Childhood Teacher Educators (NAECTE), Los Angeles, CA.
- Recchia, S. L., & **McDevitt, S.** (2015). *Unraveling universalist perspectives on teaching and caring for infants and toddlers: Finding authenticity in diverse funds of knowledge.* Paper presented at the 23rd Interdisciplinary Conference on Reconceptualizing Early Childhood Education (RECE), Dublin, Ireland.

Regional Conference Presentations

- Lee, Y-J., & **McDevitt, S.** (2021). *"Just like me": Stories of teachers with disabilities from the perspectives of disability studies.* Paper presented at the Korean Society of Special Education Autumn Conference (KSSE), Virtual.

McDevitt, S. (2021). *Navigating the COVID-19 pandemic and remote learning: Perspectives of immigrant mothers of children with disabilities*. Education panel session at the 11th Annual Multidisciplinary Symposium of the Center for Latin American and Caribbean Studies (CLACS), New York, NY.

Pratt-Johnson, Y., Robertson, H., & **McDevitt, S.** (2019). *Trauma without borders: Teacher preparation, classroom strategies and interventions*. Education panel session at the 10th Annual Multidisciplinary Symposium of the Center for Latin American and Caribbean Studies (CLACS), New York, NY.

Invited Presentations

McDevitt, S. (2021). *Rethinking teacher and teacher educator relationships*. Re-imagining Teaching, Becoming and Being Teacher Educators: A Colloquium Series. Teachers College, Columbia University.

*Jiang, H., & **McDevitt, S.** (2019). *Promoting peer interactions for children with autism in inclusive early learning environments*. Keynote lecture presented at the 5th Anniversary Symposium of the Dami and Xiaomi Child Development Center, Shenzhen, China.

Workshops

McDevitt, S. (2021). *Inclusion Through Universal Design for Learning (UDL)*. Professional Development. Father Vincent Capodanno Catholic Academy. Staten Island, NY.

DiMartino, C., Chase, L., Li, M-h, **McDevitt, S.**, & Cook, K. (2021). *The AERA Experience*. Panel Discussion. School of Education, St. John's University.

McDevitt, S. (2021). *Conducting a Systematic Literature Review in Teacher Education*. Dr. Chase's Doctoral Class. School of Education, St. John's University.

Khemka, I., Louick, R, **McDevitt, S.**, & Mello, M. P. (2021). *Professions in Special Education*. Faculty Spotlight Event. School of Education, St. John's University.

McDevitt, S. (2019). *Early intervention, early childhood special education services, and transition to kindergarten*. Parent Workshop Session at the Community Inclusion & Development Alliance (CIDA), Queens, NY.

Recchia, S. L., Knight-Manuel, M., & **McDevitt, S.** (2016). *Publishing as a grad student*. Panel session. Teachers College, Columbia University.

GRANTS & FUNDING

External

McDevitt, S., Lee, Y-J., & Simms, J. (2022-2024). *Social Experiences in Early Childhood Inclusion Classrooms: Young Children With Hearing Loss or Deafness, Hearing Peers, and Their Teachers*. Spencer Foundation Small Research Grant, submitted: [REDACTED]

McDevitt, S. (2021-2022). *Immigrant Women of Color in the Early Childhood Education Workforce: The Voices Missing at the Table*. American Educational Research Association (AERA), Division G Small Research Grant, awarded: [REDACTED]

Khemka, I., & **McDevitt, S. (Co-PI)** (2021). *Supported Professional Development for Inclusive Education in Catholic Schools*. Mother Cabrini Health Foundation. awarded: [REDACTED]

Akin, S., Lee, C. C., **McDevitt, S.**, & Goodwin, A. L. (2021). *Reimagining teacher education pedagogies and policies in the context of mass global migration: Teacher educators' perspectives across Turkey, United*

States, and Hong Kong for preparing teachers for immigrant students. European Educational Research Association (EERA) Global Education Network Europe (GENE). Stream C, Emerging Researchers, awarded: 2,500 EUR

Internal

McDevitt, S. (2019). Including *all* children: Building a constellation of high quality practices for children learning English and with disabilities in the NYC Pre-K for All classrooms. St. John's University, SEED Grant. unfunded.

AWARDS & RECOGNITIONS

Faculty Recognition Award School of Education, St. John's University	2020, 2021
Faculty Success Program (National Center for Faculty Development & Diversity) Scholarship Awardee The Academic Center for Equity and Inclusion, St. John's University	2020
Division K Pre-Conference Early Career Faculty Seminar Selected Attendee American Education Research Association	2019
Gold Scholarship Teachers College, Columbia University	2014 – 2017
Provost's Grant for Professional Development Teachers College, Columbia University	2015, 2017
Graduate Student Travel Grant National Association of Early Childhood Teacher Educator	2016
National Association of Early Childhood Teachers Educators Travel Grant	2016
Graduate Student Travel Scholarship Reconceptualizing Early Childhood Education Conference	2015

UNIVERSITY TEACHING

Courses Taught at St. John's University

EDU 9737: Early Childhood Special Education

EDU 9738: Research Issues in Early Childhood Special Education

EDU 9706, 9707, 9734: Curriculum Adaptations and Modification Planning for Exceptional Students

EDU 9711: Education and Accommodating Needs of Individuals with Exceptionalities

EDU 9702, 9705, 9739: Practicum in Special Education

Courses Taught at Teachers College, Columbia University

CT 4708: Observation and Student Teaching

CT 4199: Programs and Teaching Strategies for Young Children with Disabilities

CT 5308: Teacher Inquiry & Action Research

Courses Taught at Dominican College

SE 622: Collaboration and Teaching to Support All Students

SERVICE TO PROFESSION

Journal Reviewer

Journal of Early Childhood Teacher Education	2019 – present
Early Education and Development	2019 – present
Journal of Latinos and Education	2019 – present
Teaching and Teacher Education	2020 – present
Teacher Education Quarterly	2020 – present
The New Educator	2020 – present
Early Childhood Education Journal	2020 – present
Journal of Teacher Education	2021 – present
International Journal of Inclusive Education	2021 – present
Multicultural Perspectives	2021 – present

Conference Proposal Peer-Reviewer

American Education Research Association Annual Meeting

Division K: Teaching and Teacher Education 2017, 2019

SIG- Family, School, Community Partnerships 2019

SIG- Reconceptualizing Early Childhood Education 2017, 2018

Professional Organization Award Reviewer

National Association of Early Childhood Teacher Educator: Outstanding Early Childhood Practitioner Award	2019
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SERVICE TO THE UNIVERSITY

St. John's University

Center for Latin American and Caribbean Studies (CLACS)	2022 – present
Tenure and Promotion Committee, Department of Education Specialties, School of Education	2022 – present
Faculty of Color Writing Community	2022 – present
Scholarship Committee, School of Education	2021 – present

Equity and Inclusion Subcommittee, Academic Center for Equity and Inclusion	2021 – present
Dissertation Committee, Department of Curriculum and Instruction, School of Education	2021 – present
Faculty Screening Committee, Department of Education Specialties, School of Education	2021 – 2022
Ozanam Scholar Mentor, Ozanam Scholars Program	2020 – 2021
Program Assessment Committee, School of Education	2020
University Senate	2019 – present
Undergrad Honors Program Task Force	2019 – 2020
Faculty Collaborator, Writing Across Communities	2019 – 2020

Teachers College, Columbia University

Doctoral Student Mentor, Mentorship Volunteer program	2017 – 2018
Teacher Mentor, Quality Universally Inclusive Early Responsive Education (QUIERE)	2015 – 2017

COMMUNITY AND OTHER SERVICE

Faculty Partner, Community Inclusion & Development Alliance (CIDA)	2019, 2020
Panel Speaker, Youth Group Church Conference: Connected through His Word	2019

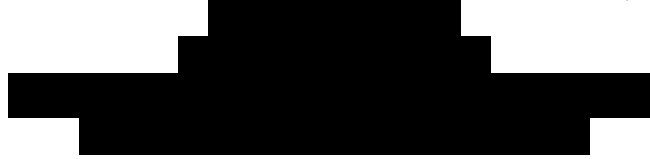
PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Division B: Curriculum Studies
Division G: Social Context of Education
Division K: Teaching and Teacher Education
SIG: Special and Inclusive Education
SIG: Lives of Teachers
National Association of Early Childhood Teacher Educators (NAECTE)
Reconceptualizing Early Childhood Education (RECE)

PROFESSIONAL CONSULTING

Special Education Research Consultant (2018-2020). Dami and Xiaomi Child Development Center, Shenzhen, China.

ANGELO G. GATTO, Ph.D.
EDUCATIONAL RESEARCH ADVANTAGES, LLC



1998 - Present **President/CEO of Educational Research Advantages, LLC, which provides educational program implementation and evaluation services to school districts, colleges and universities.**

PROFESSIONAL CONSULTING TO SCHOOL DISTRICTS and UNIVERSITIES:

Evaluator for the following federal and state projects:

Program Site	Funding Source	Year(s)	Program Type
St. John's University	USDOE NPD Grant Project LEADER	2021 - Present	Professional Development
St. John's University	USDOE Javits Gifted and Talented Grant Project BRIDGE	2018 - Present	Professional Development
St. John's University	USDOE NPD Project WIN	2012 - 2017	Professional Development
St. John's University	USDOE NPD Project LEADER	2012 - 2017	Professional Development
Mt. Vernon City School District	Perkins IV CTE Project	2008 - 2012	Instructional/ Professional Develop.
Mt. Vernon City School District	USDOE Art Education Project for Visual Arts	2008 - 2012	Professional Develop.
South Orangetown Central School District	Title V USDOE FLAP Grant	2007- 2011	Instructional/ Professional Develop.
Mt. Vernon City School District	Title V USDOE FLAP Grant	2004-2007	Instructional/ Professional Develop.
Yonkers School District	Title III USDOE	2003-2005	Instructional/ Professional Develop.
Bank Street College, NYC	Title III USDOE	2002-2005	Professional Development
Long Island University	Title VII USDOE	2002-2004	Instructional/ Professional Develop.
Yonkers School District School 13	Title VII USDOE	1998-2002	Instructional/ Professional Develop.
Yonkers School District BESARS	New York State Education Department	2001-2002	Instructional/ Professional Develop.
Yonkers School District	NYS Ed Dept. BESARS	2002-2003	Instructional/ Professional Develop.
Lafayette HS- NYC	Title VII USDOE	2000-2007	Instructional/ Professional Develop.
Westbury School District – L.I., NY	Title VII USDOE	2000-2005	Instructional/ Professional Develop.
Abraham Lincoln HS	Title VII USDOE	2001-2004	Instructional/

– NYC			Professional Develop.
School District #32 PS 377	Title VII USDOE	1998-2003	Professional Development
Bank Street College, NYC	Title VII USDOE	1998-2003	Professional Development
APPLE PROJECT NYC – OBE	Title VII USDOE	1999-2001	Instructional/ Professional Develop.
STAR INSTITUTE NYC – OBE	Title VII USDOE	2000-2001	Instructional/ Professional Develop.
BELL Academy/Long Island University	Title VII USDOE	2001-2004	Professional Development
Project TABLE/Long Island University	Title VII USDOE	2001-2004	Professional Development
Seward Park HS - NYC	21st Century Comm. Learning Centers	2000-2003	After School Instructional/Sports

EDUCATION:

1989: Columbia Pacific University, Ph.D.

1978: St. John's University, P.D. (Professional Diploma – District and School Administration)

1973: Long Island University, M.S.

1961: St. Francis College, B.S.

PROFESSIONAL EMPLOYMENT:

LONG ISLAND UNIVERSITY

2002 to 2004 Director, Project GEMS (Title VII) – Brooklyn Campus, Long Island University

1999 to 2002 Director of the Education Programs at the Westchester Graduate Campus, Long Island University

1984 to 1999 Adjunct full professor at both the Brooklyn and Westchester campuses. Taught many graduate courses in Bilingual/ESL pedagogy. Procured a number of Title VII grants for the Brooklyn and Westchester campuses, which total several million dollars in tuition and support services. Provided workshops and seminars in Child Abuse Training, School Safety and Violence Prevention and Proposal Writing on an on-going basis for the School of Education and the Office of Continuing Studies.

NEW YORK CITY DEPARTMENT OF EDUCATION

April 1988 to Title VII Unit Director, Office of School Programs and Support Services, January 1999: Grades K-12 - Funded Programs Unit.

October 1981 to Central Title VII Program Director April 1988: Office of High School Funded Programs.

October 1979 to Project Director, Office of High School Projects September 1981: Division of High Schools.

November 1976 to Project Director in the Bronx High School

September 1979	Superintendent's Office.
September, 1975 to October, 1976	Deputy Project Director and Resource Specialist for Project SABER, under Title VII Grant at Sarah J. Hale High School.
1964-1975	Teacher of General Science and Teacher of non-English speaking students, James Stranahan Junior High School, JHS 142K.
1962-1964	Teacher of Common Branches and science cluster teacher at Public School 157K.

AREAS OF SPECIALIZATION:

- Formal evaluations of federal and state projects
- Administration and Supervision
- Proposal Development for Government Grants
- Bilingual/ESL Education/Professional Development
- Educational Programs: Development and Implementation
- Modern Languages (Spanish, Italian, French)
- Science Education (Chemistry, Biology and General Science Education) High, Middle and Elementary School Level
- Technology
- Staff Development (Workshops, Lectures, Seminars and University Graduate Courses)
- Curriculum Development Across The Curriculum, including art
- Post Secondary Planning/Career Education
- Parental Involvement

NEW YORK STATE CERTIFICATIONS:

- School District Administrator (Permanent)
- School Administrator and Supervisor (Permanent)
- Permanent New York State Teaching Certifications: chemistry; biology; general science; and Spanish

NEW YORK CITY LICENSES

- Teacher Bilingual Chemistry and General Science HS (Spanish)
- Senior Education Administrator Subject Area Instruction Specialist
- Assistant Principal High School
- Principal High Schools
- Senior Education Administrator Staff Development Specialist
- Principal Day Elementary Schools
- Principal High Schools
- Assistant Principal D.E.S., J.H.S. and I.S.
- Assistant Administrative Director
- Teaching Licenses Elementary, Junior and Senior High School

OTHER PROFESSIONAL ACTIVITIES:

Conference and workshop leader in grants development and instructional activities sponsored by the Division High Schools, New York City Board of Education. Provided workshops on grants development and evaluation procedures for the Phi Delta Kappa Chapter at Long Island University at the annual conferences.

Grants development and bilingual/ESL evaluation consultant for New York City Community School Districts # 30, # 32, # 24, # 10, # 75, NYC Office of Bilingual Education, the Division of Special Education, St. John's University, Long Island University, Bank Street College and also for the Long Beach and Westbury School Districts on Long Island and the Mount Vernon and Yonkers School districts in Westchester.

PROFESSIONAL AND UNION MEMBERSHIPS:

Council of Supervisors and Administrators (CSA)
Phi Delta Kappa Chapter at Long Island University (PDK)
New York State United Teachers (NYSUT)
American Federation of Teachers (AFT)
Association for Supervision and Curriculum
Development (ASCD)
Association for the Advancement of Computing in Education (AACE)
NYSABE-New York State Association for Bilingual Education
NABE- National Association for Bilingual Education

AWARDS:

New York State Education Department
(Outstanding Service as a Program Manager and Director) (1985)

Council of Supervisors and Administrators
(Distinguished Administrative and Supervisory Service) (Two awards, 1986 and 1990)

The Haitian Parent Association (1988)

The Asian Community Award (1989)

CSD # 32 PS 377 (1997)

NYC Outstanding Leadership Award (2000)

NYC Division of High Schools
Distinguished Service Award (2000)

REFERENCES: Excellent References Available Upon Request

VITA

M. Katherine Gavin, Ph.D.

EDUCATIONAL BACKGROUND

- Ph.D. 1997 University of Connecticut, Storrs, CT
Educational Psychology
Major Areas: Gifted and Talented and Mathematics Education
- M.Ed. 1985 Loyola University of Chicago, Chicago, IL
Major Area: Supervision and Administration
- B.A. 1972 Emmanuel College, Boston, MA
Major Area: Mathematics

PROFESSIONAL EXPERIENCE

- 2013 – Present Mathematics and Gifted Education Consultant and Curriculum Author
Associate Professor, University of Connecticut, Retired
- 2002 –2013 Associate Professor, University of Connecticut
Neag Center for Gifted Education and Talent Development
- Principal Investigator and Project Director of National Science Foundation (NSF) Research Grant, Project M²: Advanced Curriculum for Primary Level Students. 5-year \$2,357,012 award (2007 –2013)
 - Principal Investigator and Project Director of Javits Research Grant, Project M³: Mentoring Mathematical Minds. 6-year, (2002 – 2008) \$3,000,000 award
 - Project Director of Project M³: Mentoring Mathematical Minds Math Club: an after-school enrichment math program funded by Travelers Insurance through the University of Connecticut Foundation being implemented in five Hartford public schools (2008 – present)
 - Developer of research-based math scales for identifying talented students
 - Coordinator of mathematics enrichment curriculum for Persian Gulf States project
 - Major advisor and chair of dissertation committee for gifted mathematics education and mathematics education doctoral students
 - Advisor to postdoctoral fellow in gifted mathematics education
 - Instructor for graduate and undergraduate mathematics education courses
- 2001 – 2002 Postdoctoral Fellow, University of Connecticut
Neag Center for Gifted Education and Talent Development
- Co-Principal Investigator, Eisenhower Research Grant conducted in 6 school districts on differentiation to meet the needs of talented students in geometry in grades 3-5
 - Instructor for graduate mathematics education courses
- 1996 – 2000 Assistant Professor, Central Connecticut State University,
Department of Mathematical Sciences
- Instructor of mathematics education courses at the graduate and undergraduate levels
 - Advisor to graduate and undergraduate math education students
 - Supervisor of student teachers

- Co-Principal Investigator – Eisenhower Research Grant to improve pedagogy through reflective teaching with area middle school teachers (1999 - 2000)
 - Co-Principal Investigator- University Research Grant to study the effects of single sex ability grouping in mathematics classes in an urban school (1999)
 - Chair, Search Committee for assistant professor of Mathematics Education
 - Member of writing team for new integrated mathematics, science, and technology course for elementary education majors (FIPSE Grant Award) (1998-2000)
- 1995 – 1996 District Mathematics Coordinator (K-12), Burlington, CT
Work Included:
- Teacher of gifted seventh grade algebra class
 - Curriculum writing and math workshops
 - Co-Principal Investigator - NSF Project CONNSTRUCT Grant to integrate mathematics and science education
 - Principal Investigator - Sister-school math partnership grant with Bloomfield School District
- 1993 – 1995 Research Associate, National Research Center on the Gifted and Talented
University of Connecticut
Work included:
- Dissertation: An analysis of the NELS: 88 (National Educational Longitudinal Study) data with regard to gender issues in mathematics course taking, achievement, attitudes, and career plans
 - Principal Investigator- Research study to investigate talented women's choices to pursue mathematics as a career
 - Organization of a career conference on math and science for girls
 - Development of a satellite broadcast on “Curricular Options for High-End Learning”
 - In-service workshops on mathematics enrichment
- 1989 – 1994 Consultant and Faculty Member
Saint Joseph College, West Hartford, Connecticut
- Instructor of elementary and secondary math education courses at the graduate and undergraduate levels
 - Supervisor of practicum experiences of preservice and student teachers
 - Grant Awards in math, science, and technology:
 - 1991-1992 Principal Investigator - NSF Project CONNSTRUCT Grant
 - 1992-1993 Co-Principal Investigator - NSF Project CONNSTRUCT Grant
 - Coordinator, annual career conference on math and science for girls
- 1984-1989 Mathematics Teacher and Department Chairperson
Northwest Catholic High School, West Hartford, CT
- 1983-1984 Elementary Assistant Principal, Bloomingdale, IL
- 1972-1983 Mathematics Teacher, Grades 6 - 12, Glen Ellyn, IL, Hartford, CT and
Waterbury, CT

PROFESSIONAL SERVICE

- 2022 Member of Review Committee for the International Group for Mathematical Creativity and Giftedness research conference proposals

2020 – present	Member of Advisory Board of <i>Project Bump Up</i> , U.S. Department of Education Javits Grant Project
2018 – 2019	Member of Doctoral Dissertation Evaluation and Defense Committee, University of Oslo, Norway
2017–present	Member of Review committee for STEM National Association for Gifted Children (NAGC) conference proposal presentations
2015–2016	Member of NSF National Task Force on Elementary Mathematical Writing
2010 – 2013	Treasurer of National Association for Gifted Children (NAGC) Math/Science Network
2010	Member of NSF review panel for Discovery Research K-12 Program Member of NSF working group of DR-K12 Directorate on Partnering with Users to Develop STEM Education Materials
2009	Member of NSF review panel for faculty Early Career Development Program Member of Connecticut state department review panel for Main Science Partnership Program Consultant for revision of the Connecticut Core of Teaching for Mathematics for the State of Connecticut
2008 –2012	Member of American Educational Research Association Gifted and Talented Special Interest Group
2005 – present	Member of National Association for Gifted Children (NAGC) Mathematics and Science Task Force/SIG/Network
2005-2008	Member of National Association for Gifted Children (NAGC) Task Force on Secondary Gifted Education
2004	Member of Review committee for Research and Evaluation National Association for Gifted Children (NAGC) conference presentations Member of Connecticut State Department of Education committee to write standards for early childhood mathematics
2003- present	Member of the Curriculum Division and Research and Evaluation Network of National Association for Gifted Children (NAGC)
2000 –2001	Grant Evaluator for Boston University Javits Grant
1999 – 2009	Member of Connecticut State Department of Education advisory board for gifted and talented education
1998 –present	Organizer and member of Board of Directors for CAMPY (Connecticut Association for Mathematically Precocious Youth) Director of annual CAMPY conference for talented middle and high school students at the University of Connecticut (2004 – 2006)
1989 – Present	Consultant in Gifted Mathematics Education to school districts across the United States and other countries

Presentations at local, regional, and annual National Association of Gifted Children (NAGC) and National Council of Teachers of Mathematics (NCTM) conferences

AWARDS

2015	Robert A. Rosenbaum Award for Distinguished Contributions to the Mathematics Community, Association of Teachers of Mathematics in Connecticut
2013	National Association for Gifted Children <i>Gifted Child Quarterly</i> Research Paper of the Year Award
2012	Distinguished Researcher Award, University of Connecticut, Neag School of Education
2011	Distinguished Alumna Award, Emmanuel College, Department of Education
2009	National Association for Gifted Children <i>Gifted Child Quarterly</i> Research Paper of the Year Award
2006	National Association for Gifted Children Early Leader Award
	National Association for Gifted Children Curriculum Studies Awards
2004	<i>Unraveling the Mystery of the MoLi Stone: Place Value and Numeration</i>
2005	<i>What's the Me in Measurement All About?</i>
2006	<i>At the Mall with Algebra: Working with Variables and Equations</i>
2007	<i>What Are Your Chances?</i>
2008	<i>Record Makers and Breakers: Using Algebra to Analyze Change</i>
2009	<i>Getting Into Shapes</i>
2010	<i>Designing a Shape Gallery: Geometry with the Meerkats</i>
2011	<i>Exploring Shape Games: Geometry with Imi and Zani</i>
2012	<i>Exploring Shapes in Space: Geometry with the Frogonauts</i>

PRESENTATIONS AND WORKSHOPS (2005 - Present)

At the National/International Level

November, 2021	<i>Project A³: Awesome Advanced Activities - A new curriculum series to challenge and engage talented math students</i> , National Association for Gifted Children Annual Convention, Denver, CO
	<i>Doing what mathematicians do! Nurturing mathematical talent in elementary students with algebraic reasoning</i> , National Association for Gifted Children Annual Convention, Denver, CO
November, 2020	<i>Challenge and engage your mathematically talented students with Projects A³, Project M³, and Project M²</i> , National Association for Gifted Children Virtual Convention
July, 2019	<i>Mentoring Mathematical Minds: Teaching math to talented elementary students</i> , Confratute, University of Connecticut, Storrs, CT
April, 2019 National	<i>Nurturing your mathematically promising students</i> , Invited Presentation, Council of Teachers of Mathematics Annual Meeting, San Diego, CA
November, 2018 learners?	<i>Mapping the terrain: What defines high-quality curriculum for gifted learners?</i> Invited Keynote Panelist, National Association for Gifted Children Preconference, Minneapolis, MN

July, 2018 *Mentoring Mathematical Minds: Teaching math to talented elementary students,*
Confratute, University of Connecticut, Storrs, CT

November, 2017 *What works: Identifying and serving gifted learners from low-income households*
National Association for Gifted Children Preconference, Charlotte, NC

Going beyond computation: Challenge and engage your talented primary students with high-level number games, National Association for Gifted Children Annual Convention, Charlotte, NC

Challenge and engage your mathematically talented students with Projects M^2 , M^3 and Math Innovations (K-8), National Association for Gifted Children Annual Convention, Charlotte, NC

July, 2017 *Mentoring Mathematical Minds: Teaching math to talented elementary students,*
Confratute, University of Connecticut, Storrs, CT

November, 2016 *Feeding the STEM pipeline: Going beyond acceleration in mathematics,*
National Association for Gifted Children Convention, Orlando, FL

Challenging our talented students to make sense of percents,
National Association for Gifted Children Convention, Orlando, FL

July, 2016 *Mentoring Mathematical Minds: Teaching math to talented elementary students,*
Confratute, University of Connecticut, Storrs, CT

April, 2016 *Helping your teachers prepare students for algebra in middle school: Filling in the gaps,* National Council of Supervisors of Mathematics Annual Meeting, Oakland, CA

Don't be negative about negative rational numbers,
National Council of Teachers of Mathematics Annual Meeting, San Francisco, CA

November, 2015 *An Introduction to Project M^3 units for gifted mathematics education,*
National Association for Gifted Children Annual Convention, Phoenix, AZ

Raising the Common Core Standards to new heights for talented elementary students, National Association for Gifted Children Annual Convention, Phoenix, AZ

July, 2015 *Math enrichment for talented students in grades 5-7,* Confratute, University of Connecticut, Storrs, CT

Mentoring Mathematical Minds: Teaching math to talented elementary students,

Confratute, University of Connecticut, Storrs, CT

- November, 2014 *Mentoring Mathematical Minds: New CCSS-based curriculum units for talented elementary students*, National Association for Gifted Children Annual Convention, Baltimore, MD
- The math begins when the game ends! Using the CCSS to engage and challenge our primary students*, National Association for Gifted Children Annual Convention, Baltimore, MD
- Project M³ and Project M²: Effective programs for developing math talent*, National Association for Gifted Children Annual Convention, Baltimore, MD
- July, 2014 *Mentoring Mathematical Minds: Teaching math to talented elementary students*, Confratute, University of Connecticut, Storrs, CT
- An evening with the experts: The Common Core Standards for Mathematical Practice: A boost for developing math talent*, Confratute, University of Connecticut, Storrs, CT
- April, 2014 *The CCSS Mathematical Practices come alive: Focus on proportional reasoning*, National Council of Teachers of Mathematics Annual Conference, New Orleans, LA
- November, 2013 *Developing talent in the STEM fields in the era of the Common Core State Standards in Mathematics and the Next Generation Science Standards: K-5*, National Association for Gifted Children Annual Convention, Indianapolis, IN
- I know the answer...I just can't explain it!* National Association for Gifted Children Annual Convention, Indianapolis, IN
- The Common Core State Standards at the primary grades: A golden opportunity to nurture math talent*, National Association for Gifted Children Annual Convention, Indianapolis, IN
- Program designs that develop the talent of low-income and culturally and linguistically diverse gifted learners*, National Association for Gifted Children Annual Convention, Indianapolis, IN
- September, 2013 *Students' reasoning through writing: interventions and outcomes*. Expert Panel on Innovation in Mathematical Reasoning, American Institutes for Research, Washington, DC
- July, 2013 *Mentoring Mathematical Minds: Teaching math to talented elementary students*, Confratute, University of Connecticut, Storrs, CT
- An evening with the experts: The Common Core Standards for Mathematical Practice: A Boost for Developing Math Talent*, Confratute, University of Connecticut, Storrs, CT
- Making a difference as you leave Confratute*, member of keynote panel, Confratute, University of Connecticut, Storrs, CT
- April, 2013 *The CCSS mathematical practices in action across the middle grades*, National Council of Teachers of Mathematics Annual Conference, Denver, CO

	<i>Using the Common Core State Standards for Mathematics with gifted and advanced learners</i> , National Council of Supervisors of Mathematics Annual Conference, Denver, CO
November, 2012	<p><i>The CCSS in action: Awesome algebra for young mathematicians</i>, National Association for Gifted Children Annual Convention, Denver, CO</p> <p><i>Developing talent in the STEM fields in the era of the Common Core State Standards (K – 5)</i>, STEM Academy National Association for Gifted Children Annual Convention, Denver, CO</p> <p><i>Getting more into shapes across the younger grades</i>, National Association for Gifted Children Annual Convention, Denver, CO</p> <p><i>The Impact of advanced geometry and measurement units on the achievement of first-grade students</i>, National Association for Gifted Children Annual Convention, Denver, CO</p>
August, 2012	<i>Math Innovations</i> , Kendall Hunt Consultant Training, Windsor Locks, CT
July, 2012	<i>Mentoring Mathematical Minds: Teaching math to talented elementary students</i> , Confratute, University of Connecticut, Storrs, CT
June, 2012	<i>Math Innovations Summer Institute</i> , Storrs, CT
May, 2012	<i>Research Summit on Low-Income, High-Ability Learners Panel</i> , Invited Presenter, National Association for Gifted Children, Washington, DC
April, 2012	<p><i>The Impact of advanced geometry and measurement curriculum units on the mathematics achievement of first-grade students</i>, Paper session at the annual meeting of the American Educational Research Association Conference, Vancouver, B. C.</p> <p><i>Developing student mathematicians: The Common Core State Standards for Mathematical Practice in action across the middle grades</i>, National Council of Supervisors of Mathematics Annual Conference, Philadelphia, PA</p> <p><i>CCSS: Aligned supplemental curricula for mathematically talented students</i>, National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA</p> <p><i>What do skiing and algebra have in common? Slope</i>, National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA</p> <p><i>Exploring shapes in space with the Frogonauts PreK-2 gallery workshop</i>, National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA</p>
March, 2012	<i>Nurturing student mathematicians: High-end learning for all K-8 students</i> , Association for Supervision and Curriculum Development Annual Conference, Philadelphia, PA
November, 2011	<p><i>Exploring shapes through games: Geometry for talented primary students</i>, National Association for Gifted Children Annual Convention, New Orleans, LA</p> <p><i>Delving into data: Nurturing our talented elementary mathematicians</i>, National Association for Gifted Children Annual Convention, New Orleans, LA</p> <p><i>Thinking critically about effective curriculum and instruction for mathematically talented elementary students</i>, National Association for Gifted Children Annual Convention, New Orleans, LA</p>

- Invest in America's future: Maximize the challenge for elementary STEM students*, STEM Academy National Association for Gifted Children Annual Convention, New Orleans, LA
- October, 2011 *Lessons learned from research: Nurturing the mathematical talent of young children*, English Foundation Schools, Hong Kong
- August, 2011 *Project M²: Mentoring Young Mathematicians* Workshop, Training for Kendall Hunt Consultants, Windsor Locks, CT
- July, 2011 *Mentoring Mathematical Minds: Teaching math to talented elementary students*, EduFest 2011, Boise, ID
- Keynote: *Math Myths: Truth or Fiction*, Edufest 2011, Boise, ID
- Mentoring Young Mathematicians: Teaching math to talented primary students*, EduFest 2011, Boise, ID
- Mentoring Mathematical Minds: Teaching math to talented elementary students*, Confratute, University of Connecticut, Storrs, CT
- Teaching talented middle school students*, Confratute, University of Connecticut, Storrs, CT
- April, 2011 *Exploring shape games: The Math begins when the game ends!*, National Council of Teachers of Mathematics Annual Meeting, Indianapolis, IN
- Prove it! Focusing on mathematical reasoning and the Pythagorean Theorem*, National Council of Teachers of Mathematics Annual Meeting, Indianapolis, IN
- The Impact of advanced primary-level geometry and measurement curriculum*, National Council of Teachers of Mathematics Annual Research Pre-Session Meeting, Indianapolis, IN
- An Inside look at Math Innovations: A New middle grades mathematics program*, Webinar presented for Kendall Hunt Publishing Company
- November, 2010 *Exploring measurement with talented young mathematicians: Providing challenge across the elementary grades*, National Association for Gifted Children Annual Convention, Atlanta, GA
- Project M²: Mentoring Young Mathematicians: New advanced curriculum for primary students*, National Association for Gifted Children Annual Convention, Atlanta, GA
- An Investigation of the efficacy of advanced math curriculum focused on geometry and measurement*, National Association for Gifted Children Annual Convention, Atlanta, GA
- Invest in America's future: Maximize the challenge for STEM students*, STEM Academy National Association for Gifted Children Annual Convention, Atlanta, GA
- Math Innovations: A New middle grades mathematics program*, National Middle School Association Annual Conference, Baltimore, MD
- Project M²: Advanced curriculum for K-2 students*, National Science Foundation Discovery Research K-12 PI Annual Meeting, Washington, DC

July, 2010	<i>Project M²: Mentoring Young Mathematicians</i> Kindergarten teachers Summer Institute, University of Connecticut, Storrs, CT
April, 2010	<p><i>Project M²'s approach: Connecting math and language arts through communication</i>, National Council of Teachers of Mathematics Annual Meeting, San Diego, CA</p> <p><i>Designing a shape gallery: Making geometry connections for primary students</i>, National Council of Teachers of Mathematics Annual Meeting, San Diego, CA</p> <p><i>Project M² and Project M³: Developing mathematical talent in elementary students</i>, National Council of Teachers of Mathematics Annual Meeting, San Diego, CA</p> <p><i>Math Innovations: A New middle grades mathematics program</i>, National Council of Teachers of Mathematics Annual Meeting, San Diego, CA</p> <p><i>Nurturing mathematically promising and creative students, Project M²: Mentoring Young Mathematicians</i>, National Council of Supervisors of Mathematics Annual Conference, San Diego, CA</p>
November, 2009	<p><i>Mentoring Young Mathematicians: New advanced curriculum for primary-level students</i>, National Association for Gifted Children Annual Conference, St. Louis, MO</p> <p><i>Project M²: Advanced curriculum for K-2 students</i>, National Science Foundation Discovery Research K-12 PI Annual Meeting, Washington, DC</p> <p><i>Curriculum to challenge and motivate mathematically promising elementary students</i>. STEM Academy: NAGC Annual Conference, St. Louis, MO</p>
July, 2009	<p><i>Project M²: Mentoring Young Mathematicians</i> Grade One teachers Summer Institute, University of Connecticut, Storrs, CT</p> <p><i>Mentoring Mathematical Minds: Teaching math to talented elementary students</i>, Confratute, University of Connecticut, Storrs, CT</p>
April, 2009	<p><i>Equity for ALL: Recognizing and nurturing mathematical talent in low-income elementary students</i>, National Council of Teachers of Mathematics Annual Meeting, Washington, DC</p> <p><i>Math Innovations: A New middle school mathematics program</i>, National Council of Teachers of Mathematics Annual Meeting, Washington, DC</p> <p><i>Nurturing mathematically promising and creative students</i>, National Council of Supervisors of Mathematics Annual Conference, Washington, DC</p> <p><i>Accent on Algebra: Developing conceptual understanding by making connections across the middle grades curriculum</i>, National Council of Supervisors of Mathematics Annual Conference, Washington, DC</p>
January, 2009	<i>Developing mathematical talent in our elementary students</i> , National Defense Industry Association Symposium, George Washington University, Washington, DC
November, 2008	<i>Advanced curriculum for primary level students</i> , National Science Foundation Grantee Conference, Washington, DC
October, 2008	<i>Mathematics curriculum for talented elementary students</i> , STEM Academy: National Association for Gifted Children Annual Conference, Tampa, FL

- Getting into shapes! Developing creative and critical thinking in geometry for talented elementary students*, National Association for Gifted Children Annual Conference, Tampa, FL
- The subject matters: Content-rich Javits projects and their implications for the field*, National Association for Gifted Children Annual Conference, Tampa, FL
- July, 2008 *Project M²: Mentoring Young Mathematicians* Grade Two teachers Summer Institute, University of Connecticut, Storrs, CT
- Mentoring Mathematical Minds: Teaching math to talented elementary students*, Confratute, University of Connecticut, Storrs, CT
- June, 2008 *What differentiation should look like in schools and classrooms*, Keynote Panel, Center for Gifted Education, College of William and Mary Summer Institute, Williamsburg, VA
- Teaching talented elementary math students*, Center for Gifted Education, College of William and Mary Summer Institute, Williamsburg, VA
- April, 2008 *I know the answer, I just can't explain It! Research-proven strategies to help elementary students talk and write about mathematics*, National Council of Supervisors of Mathematics Annual Conference, Salt Lake City, UT
- Algebra rules! (rules v. is awesome)*, National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, UT
- March, 2008 *The Impact of advanced curriculum on the achievement of mathematically promising elementary students from culturally diverse populations*, paper presented at the American Educational Research Association Conference, New York City, NY
- November, 2007 *Developing algebraic reasoning in young talented mathematicians*, National Association for Gifted Children Annual Conference, Minneapolis, MN
- Students as mathematicians: Uncovering and developing talent potential in diverse populations*, National Association for Gifted Children Annual Conference, Minneapolis, MN
- July, 2007 *Keynote: Curriculum connections, gifted education curriculum and pedagogy: Extensions for high-end learning*, Confratute, 2007, University of Connecticut, Storrs, CT
- Mentoring Mathematical Minds: Teaching math to talented elementary students*, Confratute, University of Connecticut, Storrs, CT
- Developing mathematically promising middle school students*, Confratute, 2007, University of Connecticut, Storrs, CT
- January, 2007 *Project M³: Mentoring Mathematical Minds, Developing talent in young mathematicians*, Accelerated Schools plus National Conference, Memphis, TN
- November, 2006 *Invited panelist, Priority₁ Javits Grant Panel*, National Association for Gifted Children Annual Conference, Charlotte, NC
- Tips for getting involved in leadership in gifted education: 2005 & 2006 Early Leader Award Session*, National Association for Gifted Children Annual Conference, Charlotte, NC

Providing challenge for young talented mathematicians: Thinking deeply about measurement concepts, National Association for Gifted Children Annual Conference, Charlotte, NC

Developing math talent: A Study of the impact of challenging curriculum and mathematical discourse, National Association for Gifted Children Annual Conference, Charlotte, NC

July, 2006 Keynote: *The World is flat, The sky is falling: Old myths revisited*, Confratute, University of Connecticut, Storrs, CT

Mentoring Mathematical Minds: Teaching math to talented elementary students, Confratute, University of Connecticut, Storrs, CT

Developing mathematically promising middle school students, Confratute, 2006, University of Connecticut, Storrs, CT

April, 2006
discourse, *Developing math talent: The Impact of challenging curriculum and*
National Council of Teachers of Mathematics Annual Meeting, St. Louis, MO

What's the ME in measurement all about? National Council of Teachers of Mathematics Annual Meeting, St. Louis, MO

Challenging curriculum for gifted and talented students, Annual Conference for Javits Grant Awardees, Windsor, CT

November, 2005 *Critical and creative activities in mathematics, developing thinking skills among public education students in ABEGAS' Member States*, Arabian Gulf University, Manama, Kingdom of Bahrain

Mentoring Mathematical Minds: An In-Depth study of place value and numeration, National Association for Gifted Children Annual Conference, Louisville, KY

October, 2005 *Project M³: Mentoring Mathematical Minds*, Presentation for faculty from Ubon Ratchathani Rafabhat University, Thailand at University of Connecticut

Project M³: Mentoring Mathematical Minds, Presentation for faculty from the Bracknell Forest Education Centre in Wokingham, England at University of Connecticut

July, 2005 *Project M³: Mentoring Mathematical Minds* Grade Five teachers Summer Institute, University of Connecticut, Storrs, CT

Mentoring Mathematical Minds: Teaching math to talented elementary students, Confratute, University of Connecticut, Storrs, CT

Math activities to develop talent in elementary math students, Confratute 2005, University of Connecticut, Storrs, CT

June, 2005 *Mentoring Mathematical Minds: Teaching math to talented elementary students*, Summer Institute, College of William and Mary, Williamsburg, VA

April, 2005 *No Child Left Behind, No child held back: Developing math potential*, National Council of Teachers of Mathematics Annual Meeting, Anaheim, CA

Land of Atek: A Numeration adventure, National Council of Teachers of Mathematics Annual Meeting, Anaheim, CA

Using verbal and written discourse to develop talent in young mathematicians: A National grant project's success story, National Council of Supervisors of Mathematics Annual Conference, Anaheim, CA

Project M³: Mentoring Mathematical Minds, Presentation for Benesse Educational Research Institute of Tokyo, Japan, University of Connecticut, Storrs, CT

February, 2005 *Javits Grants: Challenge and solutions*, Annual Conference for Javits Grant Awardees, Washington, DC

January, 2005 *Developing mathematical talent*, Annual Conference for Accelerated Schools, San Francisco, CA

At the Regional and State Levels

July, 2021 *Math curriculum for talented students*, University of Connecticut, virtual presentation

September, 2020 *Differentiating math curriculum for talented students*, Vanderbilt University virtual presentation

September, 2020 *Project M²: Mentoring Young Mathematicians*, Presenter of Professional Development Institute, *Project Spark* Javits Research Grant, virtual presentation

September, 2017 – July, 2018 *Project M²: Mentoring Young Mathematicians*, Consultant and Presenter of Professional Development Institute, *Project Bridge* Javits Research Grant, Saint John's University, New York, NY

June, 2018 *Project M²: Mentoring Young Mathematicians*, Presenter of Professional Development Institute, *Project Spark* Javits Research Grant, University of Connecticut, West Hartford, CT

March, 2018 *Encouraging our talented students to think, act, and feel like mathematicians*, Keynote Address, Differentiation for the Gifted Learner Conference, Vanderbilt University, Nashville, TN

Nurturing math talent in primary students, Differentiation for the Gifted Learner Conference, Vanderbilt University, Nashville, TN

What are your chances? Probability in action, Differentiation for the Gifted Learner Conference, Vanderbilt University, Nashville, TN

In search of the yeti: A collaborative problem-solving adventure in measurement, Differentiation for the Gifted Learner Conference, Vanderbilt University, Nashville, TN

December, 2016 *Algebra in middle school: Are your top students fully prepared?*
Association of Teachers of Mathematics in Connecticut, Cromwell, CT

Extend the fun! Engage students in number games as they communicate to deeply understand number concepts, Association of Teachers of Mathematics in Connecticut, Cromwell, CT

March, 2016 *The "How-To" of mathematics: Helping our students think and act like mathematicians*, Keynote, Excellence in Educating the

Gifted:

Materials that Promote Gifted Student Achievement Conference, Vanderbilt University

Educating the Gifted: *Exploring shapes with primary students*, Excellence in Materials that Promote Gifted Student Achievement Conference, Vanderbilt University

Moving beyond arithmetic: Developing advanced mathematical thinking in number concepts and algebraic reasoning across the elementary grades, Excellence in Educating the Gifted: Materials that Promote Gifted Student Achievement Conference, Vanderbilt University

December, 2015 *Going beyond enrichment worksheets, Mind benders, and puzzles*, Association of Teachers of Mathematics in Connecticut, Cromwell, CT

December, 2014 *Mentoring Mathematical Minds: Teaching math to talented elementary students*, Association of Teachers of Mathematics in Connecticut, Cromwell, CT

December, 2013 *The Common Core Mathematical Practices in action across the middle grades* Association of Teachers of Mathematics in Connecticut, Cromwell, CT.

March, 2013 *Debunking math myths for talented students: How the Common Core can help*, Keynote Presentation at The Common Thread Conference: The Common Core State Standards, Differentiation & the Gifted Learner, Vanderbilt University, Nashville, TN.

Getting into shapes with primary students. The Common Thread Conference: The Common Core State Standards, Differentiation & the Gifted Learner, Vanderbilt University, Nashville, TN.

Awesome algebra to nurture talented math students. The Common Thread Conference: The Common Core State Standards, Differentiation & the Gifted Learner, Vanderbilt University, Nashville, TN.

October, 2012 *Differentiating for your top elementary students*, National Council of Teachers of Mathematics Regional Conference, Hartford, CT.

Exploring shape games, National Council of Teachers of Mathematics Regional Conference, Hartford, CT.

November, 2011 *Come one, come all to the measurement fair!* Association of Teachers of Mathematics in Connecticut, Cromwell, CT

Differentiating for your top elementary students: A Practical how-to session, Association of Teachers of Mathematics in Connecticut, Cromwell, CT

Prove it! Focusing on mathematical reasoning and The Pythagorean Theorem, Association of Teachers of Mathematics in Connecticut, Cromwell, CT

October, 2010 *Beyond brainteasers: Nurturing our talented young mathematicians*, Annual New England Conference on Gifted Education, Hartford, CT

September, 2010 *Projects M², M³, and MI: High-end learning for all students (K-8)*, Math + SRBI Conference, CT State Department of Education, Cromwell, CT

July, 2010	<i>Mentoring Young Mathematical Minds</i> , Conference: A Workshop on Mathematical Creativity and Talent, University of Connecticut, Storrs, CT
June, 2010	<i>Project M³: Mentoring Mathematical Minds – Meeting the needs of talented elementary students</i> , Keynote at Professional Development Institute, St. John’s University, Queens, NY
	<i>Math myths: Truth or fiction</i> , Keynote at Lagniappe Conference, University of Louisiana, Lafayette, LA
	<i>Teaching math to talented elementary students</i> , Lagniappe Conference, University of Louisiana, Lafayette, LA
March, 2010	<i>Exploring shapes in space: Geometry with the frogonauts</i> , Keefe-Bruyette Symposium, Saint Joseph College, West Hartford, CT
April, 2009	<i>Project M³: Mentoring Mathematical Minds: Developing talent in young mathematicians</i> , C-MITES Professional Development Series, Carnegie Mellon University, Pittsburg, PA
March, 2009	<i>Exploring shape games</i> , Keefe-Bruyette Symposium, Saint Joseph College, West Hartford, CT
June, 2008	<i>Preparing to implement Project M³: Mentoring Mathematical Minds curriculum</i> , teachers of gifted magnet school, Ball State University, Muncie, IN
May, 2008	<i>Project M³: Mentoring Mathematical Minds: Closing the achievement gap for promising elementary students</i> , 3 rd annual Closing the Achievement Gap conference University of Connecticut, Storrs, CT
March, 2008	<i>Project M³: Mentoring Mathematical Minds: Advanced curriculum for talented elementary math students</i> , North Carolina Association for the Gifted and Talented Annual Conference, Winston-Salem, NC
November, 2007	<i>No child held back: Focus on mathematically talented elementary students</i> , Association of Teachers of Mathematics in Connecticut, Montville, CT
October, 2007	<i>Project M³: Mentoring Mathematical Minds: Advanced curriculum for talented elementary math students</i> , New England Conference on Gifted Education, Portland, ME
June, 2007	<i>Differentiating instruction</i> , Connecticut State Department of Education Workshop, Cromwell, CT
	<i>Project M³: Mentoring Mathematical Minds</i> , Charleston County School District, Charleston, SC
	<i>The world is flat, the sky is falling: Old myths revisited</i> , Keynote, Louisiana Lagniappe, Lafayette, LA
	<i>Mentoring Mathematical Minds: Teaching math to talented elementary students</i> , Louisiana Lagniappe, Lafayette, LA
May, 2007	<i>Project M³: Mentoring Mathematical Minds, Developing talent in young mathematicians</i> , The Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT

April, 2007	<i>Project M³: Mentoring Mathematical Minds, Developing talent in young mathematicians</i> , SMU Gifted Students Institute Distinguished Lecture Series, Plano, TX
December, 2006	<i>Research into practice: Update for Connecticut educators</i> , Connecticut State Department of Education, Hartford, CT <i>Project M³: Mentoring Mathematical Minds: A New approach to developing mathematical talent in elementary schools</i> , Fairfax County School District, Annandale, VA
June, 2006	<i>Project M³: Mentoring Mathematical Minds</i> , Charleston County School District, Charleston, SC <i>Project M³: Mentoring Mathematical Minds, Closing the achievement gap for elementary students with talent potential</i> , Closing the Achievement Gap Conference, University of Connecticut, Storrs, CT
March, 2006	<i>Developing talent in young mathematicians</i> , BOCES 2, Spencerport, NY
December, 2005	<i>Project M³: Mentoring Mathematical Minds, Introducing new math curriculum for talented elementary students</i> , The South Carolina Consortium for Gifted Education, Ashville, SC
November, 2005	<i>Project M³: Mentoring Mathematical Minds, Developing talent in young mathematicians, extending the mathematical challenge: A Look at teaching mathematics from around the globe</i> , Northern Kentucky University, Highland Heights, KY
October, 2005	<i>A Problem-solving numeration adventure: Explorations in the land of Atek</i> , National Council of Teachers of Mathematics Eastern Regional Conference and Exposition, Hartford, CT <i>Using various lenses to understand teacher needs and enhance professional development</i> , National Council of Teachers of Mathematics Eastern Regional Conference and Exposition, Hartford, CT <i>Navigating through measurement</i> , National Council of Teachers of Mathematics Eastern Regional Conference and Exposition, Hartford, CT <i>Using math discourse to develop math talent in young mathematicians</i> , National Council of Teachers of Mathematics Eastern Regional Conference and Exposition, Hartford, CT
September, 2005	<i>A New approach to developing mathematical talent in elementary students</i> , Conference in Gifted Education for NJ Educators, East Brunswick, NJ <i>Nurturing our student mathematicians: Focus on communication</i> , Conference in Gifted Education for NJ Educators, East Brunswick, NJ
August, 2005	<i>Developing math talent using Project M³: Mentoring Mathematical Minds curriculum units</i> , South Carolina Consortium for Gifted Education Professional Development, Columbia, SC
June, 2005	<i>Mentoring Mathematical Minds: Teaching math to talented elementary students</i> , Louisiana Lagniappe, Lafayette, LA

May, 2005 *New curriculum for talented elementary math students*, The Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT

March, 2005 *Identifying math talent: Are you missing anyone?*, Association of Teachers of Mathematics in Connecticut, Manchester, CT

At the Local School and District Level

September, 2016 *Implementing Project M³ and Project M² With Your Talented Students*, District of Columbia Teachers, Washington, DC.

August, 2016 *Implementing Project M³ Units for Grades 4 and 5*, Teachers in Baltimore City Schools, Baltimore, MD

November, 2015 *Meeting the Needs of Talented Mathematics Students*, Norwalk Public Schools, Norwalk, CT

July, 2015 *Nurturing Mathematical Talent in Elementary Students*, Barnstable Public Schools, Barnstable, MA

June, 2014 *Project M³: Mentoring Mathematical Minds and the Common Core Curriculum Planning with Teachers*, Waterford, CT

April, 2014 *Project M²: Mentoring Young Mathematicians Kindergarten Teacher Training on Measurement*, Madison, WI

February, 2014 *Project M²: Mentoring Young Mathematicians Kindergarten Teacher Training on Geometry*, Madison, WI

May, 2013 *The CCSS for Mathematical Practice in Action*, Greenwich Public Schools, Greenwich, CT

October, 2011 *Project M²: Mentoring Young Mathematicians Kindergarten Comparison Teacher Training*, Storrs, CT

November, 2010 *Activities and strategies to encourage high-level mathematical thinking*, workshop presented to teachers at Stratford Public Schools, Stratford, CT

September, 2010 *Project M²: Mentoring Young Mathematicians Grade 1 Comparison Teacher Training*, Storrs, CT

September, 2009 *Project M²: Mentoring Young Mathematicians Grade 2 Comparison Teacher Training*, Storrs, CT

November, 2008 *Project M³: Mentoring Mathematical Minds*, Presentation to Parent-Teacher Organization, Waterford Public Schools, Waterford, CT

October, 2008 *Preparing to implement Project M³: Mentoring Mathematical Minds*, Trinity Episcopal School, Austin, TX

June, 2008 *Preparing to implement Project M³: Mentoring Mathematical Minds curriculum*, Teachers of gifted magnet school," Ball State University, Muncie, IN

July, 2007 *Project M³: Mentoring Mathematical Minds*, Hartford Summer Institute, University of Connecticut, Storrs, CT

- May, 2006 *Beautiful minds: Developing math talent in elementary students*, Dean of the School of Education's Advisory Board, University of Connecticut, Storrs, CT
- March, 2005 *Curriculum and instruction for talented middle school math students*, Presentation to school administrators, Farmington Public Schools, Farmington, CT
- Reorganizing middle school math classrooms to differentiate instruction*, Presentation to school administrators, Madison Public Schools, Madison, CT

PUBLICATIONS

- Gavin, M. K.** (in press). Mathematics curricular considerations for advanced learners. In J. VanTassel-Baska & C. A. Little (Eds.), *Content-Based curriculum for high-ability learner (4th edition)*. Prufrock Press.
- Gavin, M. K.** (in press). Identifying and developing mathematical talent. In L. Milan (Ed.), *Joining the talent development approach*. Edizioni Centro Studi Erickson S.p.A., Trento, Italy.
- Gavin, M. K.**, Chapin, S. H. & Sheffield, L. J. (2021). *Project A³: Awesome advanced activities for mentoring mathematical minds level 3-4*. Kendall/Hunt.
- Gavin, M. K.**, Chapin, S. H. & Sheffield, L. J. (2021). *Project A³: Awesome advanced activities for mentoring mathematical minds level 5-6*. Kendall/Hunt.
- Gavin, M. K.**, Chapin, S. H. & Sheffield, L. J. (2020). *Project A³: Awesome advanced activities for mentoring mathematical minds level 4-5*. Kendall/Hunt.
- Gavin, M. K.**, Adelson J. L., & Firmender, J. M. (2020). Mathematics gifted education. In C. Callahan, & J. Plucker (Eds.), *Critical issues and practices in gifted education: What the research says (3rd edition)*. National Association for Gifted Children.
- Gavin, M. K.**, Firmender, J. M., & Casa, T. M. (2019). Recognizing and nurturing math talent in your child. In J. Jolly, T. F. Inman, J. Franklin Smutny, & K. Nilles (Eds.), *Success strategies for parenting gifted kids: Expert advice from the National Association for Gifted Children* (pp. 247-256). National Association for Gifted Children/Pufrock Press.
- Gavin, M. K.**, & Renzulli, J. S. (2018). *Using the Schoolwide Enrichment Model in mathematics: A how-to guide for developing student mathematicians*. Prufrock Press.
- Gavin, M. K.**, Casa, T. M., Chapin, S. H., & Sheffield, L. J. (2017). *Project M²: Exploring number games: making sense of numbers with Imi and Zani*. Kendall/Hunt.
- Gavin, M. K.**, Casa, T. M., Chapin, S. H., & Sheffield, L. J. (2017). *Project M²: Shopping at the bazaar: Connecting number and algebra with the meerkats*. Kendall/Hunt.
- Casa, T. M., Firmender, J. M., **Gavin, M. K.**, & Carroll, S. R. (2017). The influence of challenging geometry and measurement units on the mathematics achievement of kindergarteners. *Gifted Child Quarterly*, 61(1), 52-72.
- Gavin, M. K.** (2016). Mathematics curriculum for gifted learners. In K. R. Stephens & F. A. Karnes (Eds.), *Introduction to curriculum design in gifted education* (pp. 151-174). Prufrock Press.
- Gavin, M. K.** & Casa, T. M. (2016). Nurturing young student mathematicians. In S. M. Reis (Ed.), *Reflections on gifted education: Critical works by Joseph S. Renzulli and colleagues* (pp. 355-372). Prufrock Press.
- Gavin, M. K.** & Sheffield, L. J. (April, 2015). A balancing act: Making sense of algebra. *Mathematics Teaching in the Middle School*, 460-466

- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Fun at the carnival: Using proportional reasoning*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³:How big is big? Understanding and using large numbers*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Awesome algebra: Looking for patterns and generalizations, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Digging for data: Collecting, displaying and analyzing data, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Factors, multiples, and leftovers: Linking multiplication and division, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: At the mall with algebra: Working with variables and equations, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Getting into shapes: Exploring relationships among 2-D and 3-D shapes, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: Unraveling the mystery of the MoLi Stone: Exploring place value and numeration, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Dailey, J., & Sheffield, L. J. (2015). *Project M³: What are your chances? Probability in action, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Chapin, S. H., Sheffield, L. J., Dailey, J. (2015). *Project M³: Designer boxes; Exploring volume and surface area*. Kendall Hunt.
- Gavin, M. K.,** Dailey, J., Sheffield, L. J., & Chapin, S. H. (2015). *Project M³: In search of the yeti: Measuring up, down and all around*. Kendall Hunt.
- Gavin, M. K.,** Dailey, J., Sheffield, L. J., & Chapin, S. H. (2015). *Project M³: The tenth street pet sanctuary: Understanding and using decimals*. Kendall Hunt.
- Gavin, M. K.,** Sheffield, L. J., Chapin, S. H., & Dailey, J. (2015). *Project M³:Our environment matters: Making sense of percents*. Kendall Hunt.
- Gavin, M. K.,** Sheffield, L. J., Chapin, S. H., & Dailey, J. (2015). *Project M³: Record makers and breakers: Analyzing graphs, tables and equations, 2nd edition*. Kendall Hunt.
- Gavin, M. K.,** Sheffield, L. J., Dailey, J., & Chapin, S. H. (2015). *Project M³: Treasures from the attic: Exploring fractions, 2nd edition*. Kendall Hunt.
- Gavin, M. K.** (2014). Project M³: Mentoring mathematical minds. In C. M. Adams & K. L. Chandler (Eds.), *Effective program models for gifted students from underserved populations* (pp. 15-30). Prufrock Press.
- Gavin, M.K.,** & Adelson, J. L. (2014). Mathematics gifted education. In C. Callahan, & J. Plucker (Eds.), *Critical issues and practices in gifted education: What the research says (2nd edition)* (pp. 387-412). National Association for Gifted Children.
- Sheffield, L. J. & **Gavin, M. K.** (Spring, 2014). Divide and Conquer: Making Sense of Division of Fractions, *OnCore*, Arizona Association of Teachers of Mathematics Journal, 33-39.

- Gavin, M. K.** (2013). *Project M² Final Technical Report*. National Science Foundation Research Grant, University of Connecticut.
- Gavin, M. K., & Casa, T. M.** (2013). Nurturing young student mathematicians. *Gifted Education International*, 29(2), 140-153.
- Gavin, M. K., Casa, T. M., Adelson, J. L., & Firmender, J. M.** (2013). The Impact of advanced geometry and measurement units on the achievement of grade 2 students. *Journal for Research in Mathematics Education*, 44(3), 478-510.
- Gavin, M. K., Casa, T. M., Chapin, S. H., & Sheffield, L. J.** (2013). *Project M²: Exploring shapes in space: Geometry with the Frogonauts*. Kendall/Hunt.
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- Gavin, M. K., Casa, T. M., Firmender, J. M., & Carroll, S. R.** (2013). The Impact of advanced geometry and measurement units on the mathematics achievement of first-grade students. *Gifted Child Quarterly*, 57(2), 71-84.
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- Gavin, M. K., & Moylan, K. G.** (October 2012). Seven steps to high-end learning. Focus issue Differentiation: High expectations for all. *Teaching Children Mathematics*, 19(3), 184-192.
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- Gavin, M. K., Casa, T. M., Chapin, S. H., & Sheffield, L. J.** (2011). *Project M²: Creating the school measurement fair: Measuring with Imi and Zani*. Kendall/Hunt.
- Gavin, M. K.** (2011). Identifying and nurturing math talent. In F. Karnes & K. Stephens (Eds.), *The practical strategies series in gifted education* (pp. 1 – 64). Prufrock Press.
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- Gavin, M. K.** (2011). *Project M² Annual Technical Report*. National Science Foundation Research Grant, University of Connecticut.
- Gavin, M. K.** (2010). *Meeting the needs of mathematically talented middle school students*. Connecticut Association for the Gifted (CAG) Spring Newsletter.
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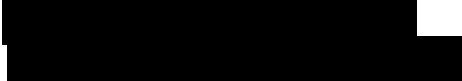
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RESUME

Dr. Suzie Oh
Educational Consultant
Adjunct Faculty, California State University, Fullerton
Former Principal, Third Street School, Los Angeles Unified School District



AREAS of EXPERTISE:

1. Leadership for School Principals
2. Literacy (Reading & Writing)
3. Teaching and Learning Framework
4. Multicultural Education (Diversity)
5. English Language Development
6. Gifted Education
7. Parent Education

Being invited for numerous speaking engagements at universities, school districts, schools to train principals, teachers and parents.

BOOKS/ARTICLES

1. Handbook for Teaching Korean-American Students by Calif. State Dept. of Education
2. Voices from the City: Practitioners' Perspectives by U.S.C.
3. California Dept. of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member)

ADMINISTRATIVE AND TEACHING EXPERIENCE with the Los Angeles Unified School District as: Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher

PRINCIPAL (retired), Third Street School, Los Angeles Unified School District

Responsibilities include: Administering a school of diverse student population of 800 students, 40 teachers and 40 other staff members, providing instructional leadership, planning and conducting professional development sessions, counseling and disciplining students, conducting conferences with parents and teachers, evaluating teachers and support staff, directing budgetary accounts, and ensuring the safety and welfare of all staff members and encouraging the active involvement of parents in the school's decision-making process, gaining input from the multiple perspectives of all stakeholders.

Earned Third Street School exceptional recognition as one of the top schools in the district for student achievement and student attendance.

ASSISTANT PRINCIPAL: Hobart Blvd. School

Responsibilities included: Supervising instruction; planning, conducting and implementing staff development; counseling and disciplining students; conducting conferences with teachers and parents; evaluating teachers and paraprofessionals; directing budgetary accounts; adopting, implementing, and ordering new textbooks; and coordinating the Gifted Education program and the Special Education programs.

SPECIALIST in ESL INSTRUCTION AND MULTICULTURAL EDUCATION
(Central District Administrator), Office of Bilingual-ESL Instruction

Responsibilities included: Coordinating English language development programs; planning and implementing staff development on bilingual education, E.S.L. techniques.

INSTRUCTIONAL ADVISOR IN ESL INSTRUCTION: Administrative Regions D, H and Area 5.

Responsibilities included: Providing bilingual/ESL instructional support services; planning, organizing and conducting workshops and staff development on bilingual/ESL techniques, serving on the School Program Quality Review and the Consolidated Compliance Review team.

SCHOOL SITE PROGRAM COORDINATOR

Responsibilities included: Coordinating the on-site implementation of federal, state and district policies in the School Improvement, Title VII, and the Bilingual Programs

CLASSROOM TEACHER

Taught both primary and upper grade self-contained classes at elementary schools.

Taught ESL (English as a Second Language) at high schools

OTHER PART-TIME TEACHING EXPERIENCES

University Supervisor, Supervising Student Teachers at California State University, Fullerton, & CSU Long Beach,

Teaching aspiring principals on Instructional Leadership at California State University, Los Angeles

CREDENTIALS

California Administrative Credential (pre-K - adult)

Life California Standard Teaching Credential, K-12, English Teacher

EDUCATION

Doctor of Education Degree (Ed.D.), University of Southern California

Master's Degree in Education, University of Southern California

Teaching and Administrative Credential Programs, University of Southern California

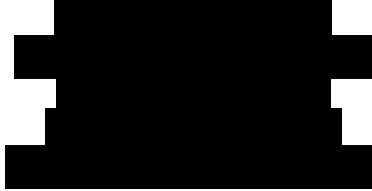
PROFESSIONAL SERVICE AT STATE LEVEL

Curriculum Framework Criteria Committee, California Department of Education
Foreign Language Instruction, K-12

AWARDS

- "Principal of the Year" Award by ACSA (Association of California School Association), Region XVI
- "City Lights" Humanitarian Award by Southern California Jewish Counseling Center
- Susan B. Anthony Award by Hollywood Business & Professional Association

Rachel U. Mun, Ph.D.
Assistant Professor, Department of Educational Psychology
University of North Texas



Revised March 15, 2022

SCHOLARLY IMPACT

Google Scholar as of 3/15/2022

Total citations 475/446 Since 2017

Overall h-index 11/11 Since 2017

Overall i10-index 11/11 Since 2017

AREAS OF EXPERTISE

- K-12 gifted identification and services for culturally, linguistically, and economically diverse (CLED) students with a focus on systemic equity, leadership, and access
- Socioemotional development, decision-making, and well-being of high-ability individuals (emphasis on children of immigrants) within family, peer, and academic contexts
- Experiences and outcomes of early college entrance

EDUCATION/CREDENTIALS

- 2015 *Ph.D., Education (Learning Sciences and Human Development)*, with specializations in gifted education, mixed methods, and immigrant education. University of Washington. Seattle, WA.
- 2015 *Graduate Certificate in Mixed Methods in Education Sciences*, University of Washington. Seattle, WA.
- 2006 *M.Ed., Counseling Psychology*, Washington State University. Pullman, WA.
- 2002 *B.A. with Honors, Psychology*, University of Texas at Austin. Austin, TX.

PROFESSIONAL EXPERIENCE

- 2016-present *Assistant Professor*, Department of Educational Psychology. University of North Texas. Denton, TX.
- 2015-2016 *Research Scientist*, National Center for Research on Gifted Education (NCRGE). University of Connecticut. Storrs, CT.

- 2012-2015 *Pre-doctoral Research Associate*, Robinson Center for Young Scholars. University of Washington. Seattle, WA.
- 2014-2015 *Graduate Research Fellow*, LeadersUP Fellowship. Seattle, WA.
- 2012-2013 *Pre-doctoral Research Associate*, Learning in Formal and Informal Environments (LIFE). University of Washington. Seattle, WA.

PUBLICATION RECORD (Last name changed to Mun in 2016)

(* denotes UNT graduate student co-author)

PROFESSIONAL REFEREED MANUSCRIPTS

- Hodges, J., **Mun, R. U.**, & Rinn, A. N. (2022). Disentangling inequity in gifted education: The need for nuance in racial/ethnic categories, socioeconomic status, and geography. *Gifted Child Quarterly*, 66(2), 154-156. <https://doi.org/10.1177/00169862211040533>
- Mun, R. U.**, Ezzani, M. D., & *Yeung, G. (2021). Parent engagement in identifying and serving diverse gifted students: What is the role of leadership? *Journal of Advanced Academics*, 32(4), 533–566. <https://doi.org/10.1177/1932202X211021836>
- Mun, R. U.**, Ezzani, M. D., *Lee, L. E., & *Ottwein, J. K. (2021). Building systemic capacity to improve identification and services in gifted education: A case study of one district. *Gifted Child Quarterly*, 65(2), 132-152. <https://doi.org/10.1177%2F0016986220967376>
- Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021). Educator perceptions following changes in gifted education policy: Implications for serving gifted students. *Gifted Child Quarterly*, 65(4), 338-353. <https://doi.org/10.1177/00169862211023796>
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- Hodges, J., **Mun, R. U.**, & *Johnson, R. (2021). Lewis Terman in context: A content analysis of citations of *Genetic Studies of Genius* inside and outside the field of gifted education. *Journal for the Education of the Gifted*, 44(3), 227–259. <https://doi.org/10.1177/01623532211023596>
- Hodges, J., **Mun, R. U.**, *Oveross, M. E., & *Ottwein, J. K. (2021). Assessing the scholarly reach of Terman's work: A network analysis study. *Gifted Child Quarterly*, 65(1), 95-109. <https://doi.org/10.1177/0016986220928322>
- *Lee, L. E., Rinn, A. N., *Crutchfield, K., *Ottwein, J. K., Hodges, J., & **Mun, R. U.** (2021). Perfectionism and the Imposter Phenomenon in academically talented undergraduate women. *Gifted Child Quarterly*, 65(3), 220-234. <https://doi.org/10.1177/0016986220969396>

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- Mun, R. U.,** Ezzani, M. D., & *Lee, L. E. (2020). Culturally relevant leadership in gifted education: A systematic literature review. *Journal for the Education of the Gifted*, 43(2), 108-142. <https://doi.org/10.1177/0162353220912009>
- *Lockhart, K., & **Mun, R. U.** (2020). Developing a strong home-school connection to better identify and serve culturally, linguistically, and economically diverse gifted students. *Gifted Child Today*, 43(4), 231-238. <https://doi.org/10.1177/1076217520940743>
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- Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2018). An examination of self-determination within alumni of an early college entrance program. *Journal for the Education of the Gifted*, 41(3), 273-291. <https://doi.org/10.1177/0162353218781745>
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- Mun, R. U.** (2016). Identifying and assessing highly capable students. *Washington Educational Research Association Educational Journal (WEJ)*, 8(2), 14-17.
- Chung, R. U.,** & Hertzog, N. B. (2015). University of Washington Robinson Center for Young Scholars: A review of current research. *Washington Educational Research Association Educational Journal (WEJ)*, 8(1), 33-36.

Hertzog, N. B., & **Chung, R. U.** (2015). Outcomes for students on a fast track to college: Early college entrance programs at University of Washington. *Roeper Review*, 37(1), 39-49.
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NATIONAL RESEARCH REPORTS

Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020). *2018-2019 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. <https://www.nagc.org/2018-2019-state-states-gifted-education> **Note: All authors contributed equally to the work.**

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Mun, R. U., Langley, S. D., Ware, S., Gubbins, E. J., Siegle, D., Callahan, C. M., McCoach, D. B., & Hamilton, R. (2016, December). *Effective practices for identifying and serving English Learners in gifted education: A systematic review of the literature*. National Center for Research on Gifted Education (NCRGE).

BOOK CHAPTERS

Mun, R. U., & *Yeung, G. (in press). Identifying and serving Asian American students in gifted education. In J. A. Castellano & K. L. Chandler (Eds.), *Identifying and serving diverse gifted learners: Meeting the needs of special populations in gifted education*. Prufrock Press and the National Association for Gifted Children.

Piske, F. H. R., & **Mun, R. U.** (in press). Bullying and its socioemotional implications in the education of gifted students. In F. H. R. Piske & K. H. Collins (Eds.), *Identifying, preventing, and combating bullying in gifted education* (pp.). Information Age Publishing.

Mun, R. U., *Lee, L. E., & *Ottwein, J. K. (2020). Nurturing social and emotional development of gifted adolescents. In F. H. R. Piske, T. Stoltz, E. Guérios, D. Camargo, A. Rocha, & C. Costa-Lobo (Eds.), *Superdotados e talentosos: Educação, emoção, criatividade e potencialidades* [Gifted and talented: Education, emotion, creativity, and potentialities] (pp. 151-167). Juruá.

Hertzog, N. B., **Mun, R. U.**, DuRuz, B., & Holliday, A. A. (2018). Identification of strengths and talents in young children. In S. I. Pfeiffer, Shaunessy-Dedrick, E., & Foley-Nicpon, M. (Eds.), *APA handbook of giftedness and talent* (pp. 301-316). American Psychological Association Books.

BOOK CHAPTERS IN REVIEW

Mun, R. U., *Larriviel, G., *Johnson, R., & *Stewart, A. (in review). Identifying and serving culturally and linguistically diverse gifted underachievers.

OTHER PUBLICATIONS

*Johnson, R., & **Mun, R. U.** (2021, March). Asynchronous development and gifted children: Parenting challenges ahead. *Parenting for High Potential*, pp. 10-13, 21.

Akin, C., **Chung, R. U.**, & Hertzog, N. B. (Eds.). (2015). *Highly Capable Program Handbook*. Retrieved from <https://www.waetag.com/wp-content/uploads/2020/03/Highly-Capable-Program-Handbook.pdf>

Chung, R. U., & Hertzog, N. B. (2014, December). Early college entrance: How will my child do? *Parenting for High Potential*, pp. 9, 16-18.

PROFESSIONAL REFEREED MANUSCRIPTS IN REVISION

Mun, R. U., *Mirzaeirafe, M., *Yeung, G., *Johnson, R., & Rinn, A. N. (in revision). Perceived scholarly identity, expectations, motivation, and well-Being on academic and career decision-making for Honors College students. *Gifted Child Quarterly*.

*Yeung, G., & **Mun, R. U.** (in revision). A renewed call for disaggregation of racial and ethnic data: Advancing scientific rigor and equity in gifted and talented education research. *Journal for the Education of the Gifted*.

*Crutchfield, K., *Lee, L. E., *Ottwein, J. K., **Mun, R. U.**, & Rinn, A. N. (in revision). Seeds of self doubt: Imposter phenomenon experiences and motivation among academically talented ethnically/racially diverse undergraduate students. *Roeper Review*.

PROFESSIONAL REFEREED MANUSCRIPTS IN REVIEW

*Johnson, R., **Mun, R. U.**, Hodges, J., & Rinn, A. N. (in review). Basic psychological needs, socioeconomic status and well-being of undergraduate students in honors programs. *Journal for the Education of the Gifted*.

PROFESSIONAL REFEREED MANUSCRIPTS IN PREPARATION

Mun, R. U. (in progress). Parental expectations, career and interpersonal decision-making for Asian American men who entered college early.

GRANTS, FUNDING AND CONTRACTS

External
2019

Co-Principal Investigator. Research and Development Center, Institute of Education Sciences (IES). July 2020-July 2025, [REDACTED]. PI: Dr. Nancy Hertzog, University of Washington. Not awarded.

Internal

2021 **Principal Investigator.** *Career and Interpersonal Decision-making for Accelerated Children of Immigrants*. Office of Faculty Success, University of North Texas. Summer 2021, \$3000. University of North Texas. Not awarded.

2021 **Principal Investigator.** *Motivation, Identity Development and Decision-Making of College Honors Students*. Department of Educational Psychology, University of North Texas. One month summer salary. Funded.

GRANTS, FUNDING AND CONTRACTS IN PROGRESS

External

2022 **Co-Principal Investigator.** U.S. Dept. of Ed. Jacob K. Javits Education Program. In Progress.

PROFESSIONAL PRESENTATIONS

(*denotes UNT graduate student at time of submission)

INTERNATIONAL, NATIONAL AND STATE REFEREED

Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021, November 11-14). *Educator perceptions following changes in gifted education policy* [Paper presentation]. National Association for Gifted Children (NAGC) 68th Annual Conference, Denver, CO, United States.

Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021, April 9-12). *Educator perceptions following changes in gifted education policy* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Conference.

Mun, R. U., & *Yeung, G. (2020, November 12-17). *Parent perspectives on identifying and serving diverse gifted students* [Poster presentation]. National Association for Gifted Children (NAGC) 67th Annual Conference, Virtual Conference.

Mun, R. U., Ezzani, M. D., *Lee, L. E. & *Ottwein, J. K. (2020, Apr 17-21) *Building systemic capacity for more equitable gifted programming: A case study of one district* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/solx6t2> (Conference Canceled)

Mun, R. U., *Lee, L. E., & *Ottwein, J. K. (2019, November 7-10). *Towards a framework for culturally responsive leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 66th Annual Conference, Albuquerque, NM, United States.

Mun, R. U., & *Lee, L. E. (2019, November 7-10). *The importance of culturally relevant leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 66th Annual Conference, Albuquerque, NM, United States.

- Mun, R. U., & *Lee, L. E.** (2018, November 15-18). *Culturally responsive professional learning in gifted education* [Conference session]. National Association for Gifted Children (NAGC) 65th Annual Conference, Minneapolis, MN, United States.
- Ezzani, M. D., & **Mun, R. U.** (2018, April 13-17). *Culturally relevant district reform efforts in gifted education* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY, United States.
- Mun, R. U.,** Ezzani, M. D., *Bower, J., & *Moriel, R. D. (2017, November 9-12). *Culturally responsive leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2017, November 9-12). *Self-determination and success outcomes in students who enter college early* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Gubbins, E. J., Puryear, J., Hamilton, R., Siegle, D., **Mun, R. U.,** Carpenter, A., Peters, P., & Bloomfield, E. (2017, November 9-12). *Exploratory study on the identification of English Learners in gifted and talented programs* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Brodersen, A., Hamilton, R. A., **Mun., R. U.** (2017, November 9-12). *Patterns in cultural responsiveness* [Session presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- *Margot, K., & **Mun, R. U.** (2017, November 9-12). *Helping gifted students cope with perfectionism* [Poster presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2017, July 20-23). *Examining self-determination in graduates who entered college early* [Paper presentation]. World Council for Gifted and Talented Children (WCGTC) 22nd Biennial World Conference, Sydney, Australia.
- Mun, R. U., & Hertzog, N. B.** (2017, April 27-May 1). *The influence of parental expectations on career decision-making for Asian Americans who entered college early* [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Mun, R. U., & Langley, S. D.** (2017, April 27-May 1). *Identifying and serving English Learners for gifted and talented education: A systematic literature review* [Paper/Symposium presentation]. In D. Siegle (Chair), *Talent ignored: Investigating the under identification of English Learners for gifted programs*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.

- Hamilton, R., & **Mun, R. U.** (2017, April 27-May 1). *Identification of EL gifted from parents' perspective: Challenges and recommendations* [Paper/Symposium presentation]. In D. Siegle (Chair), *Talent ignored: Investigating the under identification of English Learners for gifted programs*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Hertzog, N. B., & **Mun, R. U.** (2017, April 27-May 1). *Small change, big impact: From doing math to thinking mathematically* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Siegle, D., Puryear, J., Estepar-Garcia, W., Callahan, C. M., Gubbins, E. J., McCoach, D. B., **Mun, R. U.**, & Amspaugh, C. (2017, April 27-May 1). *Gifted education structures in elementary schools and their connections to program focus* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Mun, R. U.**, & *Puryear, J. S. (2016, November 30-December 2). *Promising practices for identifying gifted English Language Learners* [Paper presentation]. Texas Association for the Gifted and Talented (TAGT) Annual Conference, Dallas, TX, United States.
- *Margot, K., & **Mun, R. U.** (2016, November 30-December 2). *Helping students cope with perfectionism* [Conference session]. Texas Association for the Gifted and Talented (TAGT) Annual Conference, Dallas, TX, United States.
- Mun, R. U.**, & Hertzog, N. B. (2016, November 3-6). *The influence of parental expectations on Asian American men who entered college early* [Paper presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.
- Mun, R. U.**, Hamilton, R., & Luria, S. R. (2016, November 3-6). *Challenges and promising practices in identifying gifted English Learners: A review of research* [Poster presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.
- Hamilton, R., & **Mun, R. U.** (2016, November 3-6). *Involvement of ELL parents in gifted programs* [Conference session]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.
- O'Rourke, P., Siegle, D., **Mun, R. U.**, Brodersen, A., & Amspaugh, C. (2016, November 3-6). *A theory of change: A framework for expanded access and achievement in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.
- Chung, R. U.**, Hertzog, N. B., & DuRuz, B. (2015, November 12-15). *Teaching and learning in math enrichment spaces* [Paper presentation]. National Association for Gifted Children (NAGC) 62nd Annual Conference, Phoenix, AZ, United States.

- Chung, R. U., & Holliday, A.** (2015, October 16-17). *Identification of strengths and talents in early childhood (K-2): Current issues and recommendations* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.
- Chung, R. U., & Hertzog, N. B.** (2015, August 10-14). *Internalized expectations: The influence of parental expectations for Asian American women who entered college early* [Paper presentation]. World Council for Gifted and Talented Children (WCGTC) 21st Biennial World Conference, Odense, Denmark.
- Hertzog, N. B., & **Chung, R. U.** (2015, August 10-14). *Radical early college entrance: Missing the college experience and being "out of whack!"* [Paper presentation]. World Council for Gifted and talented Children 21st Biennial World Conference Life, Odense, Denmark.
- Chung, R. U., & Hertzog, N. B.** (2015, April 16-20). *The influences of parental and self-expectations on high-achieving Asian American women* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
- Hertzog, N. B., **Chung, R. U., & Campa, D. M.** (2015, April 16-20). *Life confidence: More than measurable outcomes of early entrance to college programs* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, December). *Is it beneficial to go to college at 14?* [Paper presentation]. Washington Educational Research Association (WERA)/OSPI Washington State 29th Annual Assessment Conference, Seattle, WA, United States.
- Chung, R. U., & Hertzog, N. B.** (2014, November 13-16). *Study of early entrance to college graduates after 35 years* [Paper presentation]. National Association for Gifted Children (NAGC) 61st Annual Conference, Baltimore, MD, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, October 17-18). *Benefits, costs, and the role of parental expectations for alumni of early entrance to college programs* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, March 22-25). *Study of early entrance graduates after 35 Years* [Poster presentation]. Henry B. & Jocelyn Wallace National Research & Policy 11th Biennial Symposium on Talent Development, Arlington, VA, United States.
- Chung, R. U., & Hertzog, N. B.** (2013, October 19-20). *Breaking math: The importance of making mistakes* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.

IN REVIEW

- *Johnson, R., **Mun, R. U.**, Rinn, A. N., & Hodges, J. (in review). *How motivation, honors program participation, and socioeconomic status relate to well-being of college honors students with low-income*. National Association for Gifted Children (NAGC) 68th Annual Conference, Aurora, CO, United States.

NON-REFEREED

- Chung, R. U.** (2014, November 13-16). *The perceived influence of parental expectations on Asian American women who entered college early* [Poster presentation]. National Association for Gifted Children (NAGC) 61st Annual Conference, Research & Evaluation Network, Graduate Student Research Cracker Barrel, Baltimore, MD, United States.
- Chung, R. U.**, & Herzog, N. B. (2013, November 7-10). *Teaching and learning in hybrid enrichment spaces: Changing math identities and motivation* [Poster presentation]. National Association for Gifted Children (NAGC) 60th Annual Conference, Research & Evaluation Network, Graduate Student Research Cracker Barrel, Indianapolis, IN, United States.

INVITED PRESENTATIONS

- Mun, R. U.** (2022, February 16). *Identifying Gifted English Learners*. Texas Association for the Gifted and Talented (TAGT) Emerging Leaders Program, Virtual Training.
- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2021, March 22-24). *2018-2019 State of the states gifted education report—Umplications for policy and advocacy* [Paper presentation]. National Association for Gifted Children (NAGC) Leadership & Advocacy Conference, Virtual Conference.
- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020, November 12-17). *2018-2019 State of the states in gifted education* [Paper presentation]. 67th annual conference of the National Association for Gifted Children (NAGC), Virtual Conference.
- Treat, A. R., Sedillo, P. J., Hosey, L., Manzella, T. R., **Mun, R. U.**, Castellano, J., & Lawson-Davis, J. (2017, November 9-12). *The great reveal: NAGC's new diversity toolbox for administrators, teachers, and parents!* [Signature session conference presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Mun, R. U.** (2017, November 9-12). *Parental expectations for Asian Americans who entered college early: Influences on their academic and career decision-making* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Research and Evaluation Dissertation Winners special session, Charlotte, NC, United States.
- Mun, R. U.**, & Ezzani, M. D. (2017, July). *Improving equity and access in gifted education through culturally responsive leadership* [Conference presentation]. University of North

- Texas Gifted Education Second Annual Summer Conference, Office for Giftedness, Talent Development, and Creativity, College of Education, Denton, TX, United States.
- Mun, R. U.** (2017, February). *The self-fulfilling prophecy of parental expectations: Explicit and implicit influences on career trajectories*. University of North Texas Honors College Great Conversations Fundraising Event, Denton, TX, United States.
- Hertzog, N. B., & **Mun, R. U.** (2016, October). *Is it beneficial to go to college at 14?* [Paper presentation]. National Consortium of Early College Entrance Programs (NCECEP), Texas Academy of Math and Sciences (TAMS), Denton, TX, United States.
- Siegle, D., Gubbins, E. J., **Mun, R. U.**, & Renzulli, J. S. (2016, July). *Overview of the National Center for Research on Gifted Education*. Presentation for South Korean Educators and Dr. Seokhee Cho (in Korean), National Center for Research on Gifted Education, University of Connecticut, Storrs, CT, United States
- Hertzog, N. B., **Chung, R. U.**, & Akin, C. (2014, October 17-18). *Beyond the WACS: The new online HCP document handbook and program infrastructure* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.
- Mun, R. U.** (2017, February). *ORC Brown Bag: Securing a job in academia*. Invited faculty panel in University of North Texas, College of Education, Office of Research Consulting (ORC), Denton, TX, United States.
- Hertzog, N. B., **Chung, R. U.**, & Campa, D. M. (2015, February). *Robinson Center alumni study reveal* [Paper presentation]. Robinson Center for Young Scholars Alumni Study Reveal Event, University of Washington, Seattle, WA, United States.
- Campa, D. M., **Chung, R. U.**, & Hertzog, N. B. (2015, February). *Robinson Center alumni interviews: Reflections of the social experience* [Poster presentation]. Robinson Center for Young Scholars Alumni Study Reveal Event, University of Washington, Seattle, WA, United States.
- Chung, R. U.** (2014, November). *The perceived influence of parental expectations on Asian American women who entered college early* [Paper presentation]. Autumn Quarter 2014 Research and Inquiry Presentations, College of Education, University of Washington, Seattle, WA, United States.
- Chung, R. U.** (2014, July). *Differentiation strategies: Making school math playful*. Invited Presentation at Differentiating Instruction: Addressing Diversity in the Classroom Workshop, Robinson Center for Young Scholars, University of Washington, Seattle, WA.
- Chung, R. U.** (2014, June). *The perceived influence of parental expectations on motivation, achievement, decision-making, and social emotional well-being on gifted Asian American*

women [Paper presentation]. University of Washington 24th Annual Conference on Qualitative Research, Seattle, WA, United States.

Chung, R. U., Blatter, K., & Rabeya, A. (2014, April). *Stereotype threat: Academic performance and outcomes for children of immigrants*. College of Education, Faculty Council Diversity Committee Sponsored Weekly Brown Bag Session, University of Washington, Seattle, WA, United States.

Chung, R. U., & Hertzog, N. B. (2014, February). *Alumni study of Robinson Center early entrance programs* [Poster presentation]. Robinson Center for Young Scholars Interactive Research Symposium, University of Washington, Seattle, WA, United States.

Chung, R. U., & Hertzog, N. B. (2014, February). *Teaching and learning in hybrid enrichment spaces: Changing math identities and motivation* [Poster presentation]. Robinson Center for Young Scholars Interactive Research Symposium, University of Washington, Seattle, WA, United States.

HONORS AND AWARDS

2019	Junior Faculty Research Excellence Award (Nominated), University of North Texas, College of Education
2017	First Place Dissertation Award Competition, 2017 National Association for Gifted Children Conference
2014-2015	Boeing International Fellowship, University of Washington, Graduate School
2014-2015	LeadersUp Graduate Research Fellowship
2014-2015	Morishima Scholarship, University of Washington, College of Education
2014	First Place Research Gala Competition for “In-progress, doctoral-level research,” 2014 National Association for Gifted Children Conference

INSTRUCTIONAL ACTIVITIES

Areas of Expertise:

Gifted and Talented Education, Human Development, Educational Psychology

Courses Taught at the University of North Texas:

HDFS 1013: Human Development

Fall 2020 (enrollment = 79)

Spring 2020 (enrollment = 70)

Fall 2019 (enrollment = 80)

Fall 2018 (enrollment = 35)

Fall 2017 (enrollment = 58)

Fall 2016 (enrollment = 60)

EPSY 5000: Educational Psychology

Spring 2022 (enrollment = 25)

Fall 2021 (enrollment = 30)

EPSY 6620: Special Populations in Gifted Education

Spring 2021 (enrollment = 9)

Spring 2019 (enrollment = 11)

Spring 2017 (enrollment = 11)

EPSY 5105: Nature and Needs of the Gifted and Talented Student

Fall 2021 (enrollment = 23)

Fall 2020 (enrollment = 19)

Fall 2019 (enrollment = 22)

Fall 2018 (enrollment = 28)

Fall 2017 (enrollment = 19)

Fall 2016 (enrollment = 25)

EPSY 5110: Social and Emotional Components of Giftedness

Spring 2022 (enrollment = 27)

Spring 2019 (enrollment = 22)

Spring 2018 (enrollment = 28)

EPSY 5120: Program Planning for the Education of Gifted and Talented Students

Spring 2021 (enrollment = 15)

Spring 2020 (enrollment = 20)

Spring 2018 (enrollment = 22)

Spring 2017 (enrollment = 25)

EPSY 6030: Internship (Independent Study Mentorship)

Spring 2022 (enrollment = 1)

Fall 2021 (enrollment = 2)

Fall 2020 (enrollment = 1)

Spring 2020 (enrollment = 1)

Fall 2019 (enrollment = 1)

EPSY 5900: Special Problems (Special Topics in Gifted Education)

Spring 2020 (Giftedness and Neurology) (enrollment = 1)

EPSY 6900: Special Problems (Special Topics in Gifted Education)

Spring 2020 (Giftedness through the lifespan) (enrollment = 1)

Spring 2019 (Giftedness through the lifespan) (enrollment = 1)

Fall 2017 (Special Populations in Gifted) (enrollment = 1)

EPSY 6950: Doctoral Dissertation

Spring 2022 (enrollment = 1)

Fall 2022 (enrollment = 1)

Fall 2021 (enrollment = 1)
 Spring 2021 (enrollment = 1)

GRADUATE STUDENTS ADVISED

Doctoral Committees Chairing

- Jessica Ottwein
- Kari Lockhart (co-chairing)

Doctoral Committees Served On

- Lindsay Lee, Defended Summer 2021
- Melanie Meyer, Defended Spring 2021
- Daphne Moriel de Cedeño, Defended Summer 2020
- Tara Nyikos, Defended Spring 2020
- Kathryn Soles, Defended Spring 2020
- Kay Shurtleff, Defended Spring 2020
- Ricardo Montalvo, Defended Spring 2018
- Noel Jett, Defended Fall 2018
- Minwei Wu, Defended Fall 2018
- Hassan Maajeeny, Defended Fall 2017

Doctoral Committee Serving On

- Janessa Nagel
- Leah Murphy
- Rebecca Johnson
- Samuel Earls

NATIONAL SERVICE IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA) (Member, 2012-Present)

2016-2019	Mentoring Committee Co-Chair, SIG: Research on Giftedness, Creativity, and Talent, American Educational Research Association (AERA)
2014-2016	Mentoring Committee Member, SIG: Research on Giftedness, Creativity, and Talent, American Educational Research Association (AERA)
2014-2015	Elected Graduate Student Representative, SIG: Research on Giftedness, Creativity, and Talent American Educational Research Association (AERA)

National Association for Gifted Children (NAGC) (Member, 2012-Present)

2018-Present	Publications Committee, National Association for Gifted Children (NAGC)
2016-2019	Equity and Diversity Committee Member, English Learners Toolbox Co-Chair, National Association for Gifted Children (NAGC)
2014-2015	Research and Evaluation Graduate Committee, National Association for Gifted Children (NAGC)

PROFESSIONAL JOURNAL ACTIVITIES

Editorial Boards

2020-Present	<i>Gifted Child Quarterly</i>
2019-Present	<i>Journal for the Education of the Gifted</i>
2017-Present	<i>Journal of Advanced Academics</i>
2017-Present	<i>Interdisciplinary Education and Psychology</i>

Reviewer

2022-Present	<i>Gifted Education International</i>
2021-Present	<i>Africa Education Review</i>
2019-Present	<i>Gifted and Talented International</i>
2018-Present	<i>PLOS One</i>
2017-Present	<i>Roeper Review</i>
2016-Present	<i>Gifted Child Quarterly</i>
2017-Present	<i>Journal for the Education of the Gifted</i>
2013-Present	<i>Journal of Advanced Academics</i>

SERVICE TO THE UNIVERSITY OF NORTH TEXAS**COLLEGE**

COE-Faculty Assembly Committee, Member (Fall 2020-Spring 2021)
 COE-Academic Affairs Committee, Member (Fall 2017)
 EPSY Department Chair Review Committee, Member (Fall 2018-Spring 2019)

DEPARTMENT

Doctoral Policies Committee, Chair (Fall 2020-Present)
 Doctoral Concentration in Gifted and Talented Education, Program Steward (Fall 2021, Spring 2019)
 Masters Concentration in Gifted and Talented Education, Program Steward (Fall 2016 - Present)
 Doctoral Policies Committee, Member (Spring 2017, Spring 2018-Spring 2020)
 Tenure-line Merit and Awards Committee, Member (Fall 2018-Spring 2020)
 Doctoral CORE Exam, Proctor (Spring 2019)
 Masters Policies Committee, Member (Fall 2016)
 Scholarship Committee, Member (Fall 2016)
 Search Committee Member - Assistant Professor of Human Development and Family Studies (Fall 2019-Spring 2020). Chair: Wendy Middlemiss, PhD
 Search Committee Member - Assistant Professor of Gifted and Talented Education (Fall 2018). Chair: Anne Rinn, PhD
 Search Committee Member - Senior Lecturer in Human Development and Family Studies (Fall 2017). Chair: Rebecca Glover, PhD

CONSULTING

Consultant, National Research Report

Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020, July). *2018-2019 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. **Note: All authors contributed equally to the work.**

Consultant and Developer, Professional Development Training Modules for WA OSPI

Mun, R. U., Hertzog, N. B., & Leppien, J. H. (2016). *Challenges and issues in addressing diversity*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.

Hertzog, N. B., Leppien, J. H., & **Mun, R. U.** (2016). *Developing an array of services for highly capable students*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.

Leppien, J. H., Hertzog, N. B., & **Mun, R. U.** (2016). *A deep dive into the uses of multiple criteria*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.

APPENDIX A: Teachers' Guide (Modified for English Learners)

Scaffolding Strategies for Teaching Advanced Math

The Project BRIDGE curriculum establish rigorous expectations for English Learners (ELs) while creating opportunities for students of different English proficiency level to access the curriculum. Teachers play a critical role in helping children learn and use aspects of language associated with academic discourse in math, acquire the strategies for more sophisticated and precise ways of using formal language in reading and writing about mathematics. Teachers act as the key agent of socialization by which students learn about the means and manners of communication in schools and in specific knowledge domains. For many ELs in Grade K, teachers are the first contact with the culture of the social world outside of the home. The process of socialization into the culture of the school need not be traumatic, even when there are substantial differences between the cultures of the home and school. With the appropriate scaffold embedded in the curriculum design and instruction delivery, teachers can aid students from culturally and linguistically diverse backgrounds adjust to the academic world of school and acquire the language skills necessary to navigate this new terrain. The culturally responsive scaffolding strategies included in this sample lesson are flexible, high-yield practices that can support ELs in meeting advanced math standards, develop academic language, and engage in productive classroom talk.

The scaffolds fall into one or more of the six (6) categories (Walqui, 2006):

Bridging

- Build new concepts upon previous knowledge and understanding. Weave new information into existing mental structures.

Modeling

- Teacher provides clear examples of thought processes, procedures for lesson activities, and language structures for mathematical reasoning.

Contextualization

- Embed academic language in relatable context by using pictures, manipulatives, media, and authentic objects and source of information.

Language Production

- Integrate oral and written language skill development into content area instruction. Strategies include explicit teaching of content-specific and general academic vocabulary, creating frequent opportunities for students to engage in small-group and whole-class discourse, providing writing opportunities for students to communicate their thinking.

Schema Building

- Organize students' knowledge and understanding and draw their attention to the connection between important concepts.

Metacognition Development

- Assist students in planning for future performance based on evaluation of past performance, monitoring their current level of understanding and choosing the most effective strategy in diverse situations.

The black text indicates original portion of the teacher's manual. The red text indicates additional scaffolds inserted into the manual to support ELs. Underneath each supplemental scaffolding resource, a blue chart explains the rationale for the corresponding scaffold.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180.

LESSON

1



Heavier or Lighter?

In Brief

This lesson will prepare students for the concept of transitivity, which they will use when they compare the weight of three objects in the next lesson. In this lesson students will compare two objects or sets of objects using the attribute of weight. They begin comparing actual objects and then, more abstractly, compare objects depicted in pictures.

Mathematical Focus

Mathematically, weight is determined by the mass of an object and the effect of gravity on that object. To a young child, it can simply be described as “how heavy an object is.” At an early age, students often confuse the attribute of weight with other measurement attributes of length, area, or capacity. They need many experiences with a variety of objects to be able to understand this attribute. To accomplish this objective, students need to compare the weights of two objects, use appropriate vocabulary to describe the comparison (heavier, lighter, about the same weight), and be able to understand and represent this relationship on a balance scale.

Objectives

- Students will compare the weights of two objects.
- Students will use the words, “heavier than,” “lighter than,” and “about the same as” to compare the weights of two objects.

- Students will represent the outcome of their weight comparisons with pictures and words.

Mathematical Language

- ***Weighs the same** – when comparing measurements, measurements that are about the same are those that measure close to the same number of unit
- ***Heavier** – used to compare the weight of two objects, “heavier” describes the object that has the greater weight of the two objects
- ***Lighter** – used to compare the weight of two objects, “lighter” describes the object that has the lesser weight of the two objects
- **Representation** – a picture, a diagram, and/or words that describe a situation
- ***Weight** – heaviness, determined by the mass of an object and the effect of gravity on that object

Language Objectives

- Students will be able to use “heaviest” and “lightest” to identify objects that weigh the most and least.
- Students will be able to use “heavier than” and “lighter than” to describe comparison of weights.
- Students will be able to use “weighs the same as” to describe objects that have the same weight.
- Students will be able to use “add in” and “take away” to describe the addition and subtraction of objects to make a group of objects heavier or lighter.
- Students will be able to describe the procedures of weight comparison in sequence, using key words “first”, “than”, and “last”.

Scaffold: Contextualization; Language Production

Academic Vocabulary

The purpose of these objectives is to establish what the lesson will be about, and to orient the teacher’s focus on the vocabulary throughout the lesson. This set of vocabulary terms is selected because it is important for understanding the content and appears frequently through the lesson. Introducing new vocabulary should be explicit and students should be provided with structures to practice their new vocabulary in a variety of contexts. Students also need opportunities to practice pronouncing key terms.

Materials

Students

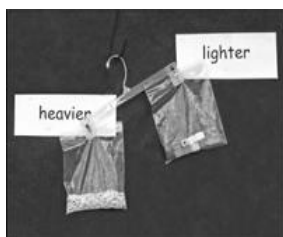
- “Which Animal Is Heavier?...Lighter?” (Student Mathematician’s Journal p. 3)

- “Heavier, Lighter, or About the Same?” (Student Mathematician’s Journal pp.5-6)
- Center Sheet (Student Mathematician’s Journal p. 7-9)
- Think Deeply (Student Mathematician’s Journal p. 10)

Teacher

- “Dear Student Mathematicians” memo
- “Just a Little Bit” by Ann Tompert. Published in 1993 by Houghton Mifflin, New York.
- Make a picture(s) of animals on a seesaw. It should have one heavy animal on one side and four lighter ones on the other. Make sure the heavy animal is heavier than the four others put together, which is *opposite* of what is pictured on the “Dear Student Mathematicians” memo. Pictures of animals from the Amazon can also be found at: <http://www.junglephotos.com/amazon/amanimals/amanimals.shtml>
- “Animals” (copied on card stock and cut out ahead of time)
- Center direction sheets (six; one per center)
- Center Sheet (overhead transparency or projected on the IWB, and one copy per student in each of the six centers)
- Teacher Guide for “Heavier Than, Lighter Than, and About the Same” Centers
- “Dear Student Mathematicians” memo introducing the Think Deeply question
- Writers’ Scroll
- Talk Frame
- “Sebastian’s” Think Deeply Model
- “Think Deeply” (overhead transparency or projected on the IWB)
- “Hint Cards”
- “Think Beyond Cards”

Supplies



- Various classroom and everyday objects ranging in weights (eight per group of four)
- Meter or yardstick
- Scissors (one per student)

- Glue sticks (one per student)
- Hangers to be used as a “scale” (one per pair) must have clips — see photo
- Objects of different weights to be used for demonstration:
 - Two objects that are clearly different weights (e.g., pair of scissors and a crayon)
 - Two objects that are about the same size but clearly different weights (e.g., stapler and weighted tape dispenser)
- Clear zipper bags for centers (24 total; four bags for each of the six centers)
- Sticky dots (four of each color to correspond with each center: blue, green, orange, purple, red, and yellow)
- Four crayons at each center to match center color
- Materials for the bags; use items that are easily accessible to you in your classroom or at home (e.g., pencils, crayons, scissors, paper clips) including math manipulatives (e.g., Unifix© cubes, colored tiles, counters, blocks). Make sure to pick some objects that will help students focus on the attribute of weight by varying the number and size (e.g., three marbles versus nine cotton balls). Each center should have:
 - One heavy bag
 - One light bag
 - One medium weight bag
 - A bag identical in weight to one of the three other bags
- Sentence strips (one per group)
- Blank drawing paper (one per group)
- Blue painter’s tape (optional)
- Balance scales (optional)

Lesson Development

Day 1. Introduce the School Measurement Fair

Setting: Whole class, small groups, and individuals

Pacing Guide: 60 minutes

Mathematical Focus:

Use manipulatives and pictures to represent weight comparison.

Use positional words to describe the comparison of weights.

Use “heavier than” and “lighter than” to describe objects of different weights.

What to Look for in Responses:


- Students will be able to pronounce and spell “left”, “right”, “up”, and “down”.
- Students will be able to pronounce and spell “heavier” and “lighter”.
- Students will be able to identify the heavier and lighter objects based on visual and pictorial representations.
- Students will be able to use a manipulative (hanger) to compare objects of different weights.

Check Homework:

Review homework (see below) as a class. Assess students’ current level of mathematical understanding.

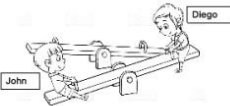
Student Mathematician: _____ Parent Signature: _____

Weight

 Weight is how heavy or light something is.

We can compare weight.

John and Diego are playing on a seesaw.



Who is heavier? Circle his name.

John Diego


Who is lighter? Put an “X” on his name.

John Diego

Homework 1.1
Day 1 Page 1

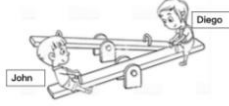
Homework 1.1 Day 1 Page 1

Weight

 Weight is how heavy or light something is.

We can compare weight.

John and Diego are playing on a seesaw.




John is heavier than Diego.

Diego is lighter than John.

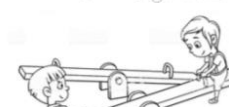
Homework 1.1
Day 1 Page 2

Homework 1.1 Day 1 Page 2

Weight

 Something that is heavier weighs more.

Something that is lighter weighs less.



John Diego

Cut out the words and glue them to match the picture.

heavier lighter

weighs more weighs less

Homework 1.1
Day 1 Page 3

Homework 1.1 Day 1 Page 3

1. Introduce the seesaw.

Display a picture of a seesaw (see below) and ask students where they may find something like this, and how to play with it.

Ask students why one side of the seesaw is down, and the other side is up. Students may respond that the adult is heavier, and “pushes the seesaw down”, and the child is lighter, so “that side goes up”. Help students relate the movement of the seesaw with the comparison of weight. The side with the lighter object is raised higher than the side with the heavier object.



Scaffold: Bridging

Prior Knowledge

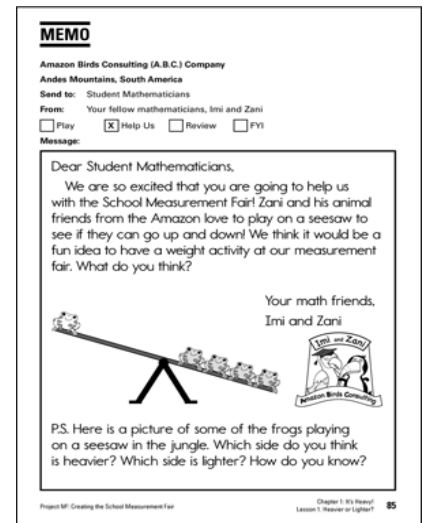
Students need access prior knowledge before they can begin work on a lesson. In this example, the real-life experience of students about seesaws intertwines with the foundational information required to continue in the lesson. Students’ experience of riding on a seesaw and the motion of seesaw in response to different weights relate directly to this lesson on measurement. It is important for students to recall and visualize the movement of the seesaw as the weights on each side change.

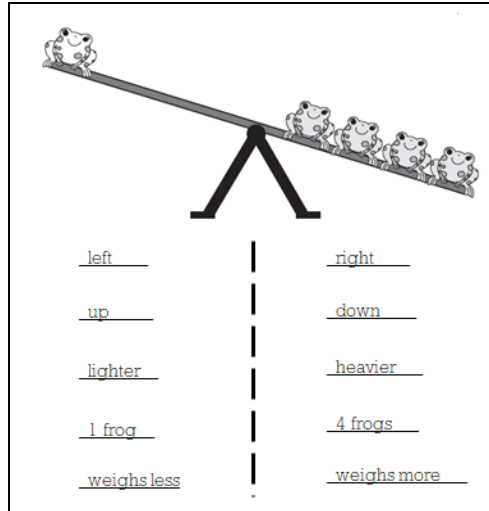
2. Read the memo from Imi and Zani.

Ask students to look at the picture of the frogs on the seesaw and decide which side is heavier. This is a brief introduction to the idea that more of the same objects will be heavier (in this case, four frogs are heavier than one). Ask students how they know which side is heavier and which one is lighter. It is likely that students will mention the number of frogs on each side. Encourage them to give another reason they can tell the side is heavier or lighter. Having them realize that the side that is down is heavier and the side that is up is lighter is helping them focus on the attribute of weight. Then ask students to predict what would happen if the other animals mentioned in the memo were on this seesaw. What would happen to the seesaw?

Scaffolding:

Display the picture of the frogs on the seesaw on the board, along with a list of math vocabulary words. Divide the picture into two sides and encourage students to use positional words such as “left”, “right”, “up” and “down” to describe the movement of the seesaw, and words such as “heavier” and “lighter” to describe the comparison of weights. Below is a sample of what the board could look like:





Ask students to describe the weight comparison using a variety of sentence structures.
For example:

The left side is lighter;

One (1) frog is lighter than four frogs;

The left side of the seesaw is up because it is lighter; and

One (1) frog weighs less than 4 frogs.

Expose students to the multiple ways to describe weight comparison. You can use prompts to guide students. For example, fill in the following:

“_____ is lighter than _____.”

Students may say:

“The left side is lighter than the right side”, or

“ 1 frog is lighter than 4 frogs”.

Both responses are correct. One is comparing weight from side to side and the other comparison is based on the number and description of objects on each side.

Scaffold: Schema Building; Contextualization; Language Production

Concrete & Visual models

For students at the emerging and transitioning levels of English proficiency, concrete and visual models can make mathematical concepts more apparent and accessible. In using this foldable graphic organizer, teachers can either provide it to the students partially completed or students can construct and populate the fields. Graphic organizers support ELs because they provide a means of displaying interconnected ideas visually and succinctly. This particular foldable organizer illustrates the various ways that students can use content-specific terminology as well as general academic vocabulary in speaking and writing.

3. *Provide students with experiences to feel the difference between objects that are different weights.*

Divide students into teams of four. Place eight classroom objects that range in weight on each team desk. Encourage students to pick up an item in each hand and compare their weights as if they were a seesaw. Have them describe the weight comparison to a team member. Rotate teams from desk to desk.

Scaffolding:

Continue to have students use a variety of sentence structures to describe the weight comparison, using the key words “lighter”, “heavier”, “more”, and “less”. Help students relate “more weight/weights more” to “heavier”, and “less weight/weights less” to “lighter”. You can use talk prompts and sentence frames to help students structure their small group discussions.

For example:

Tell your team mates:

- *Which one is lighter?*
(_____ is lighter than _____.)
- *Which item is heavier?*
(_____ is heavier than _____.)
- *Is the hand holding the lighter item up or down?*
(_____ is lighter, that arm is _____.)
- *Is the hand holding the heavier item up or down?*
(_____ is heavier, that arm is _____.)
- *Which item weighs more?*
(_____ weighs more than _____.)
- *Which item weighs less?*
(_____ weighs less than _____.)

Scaffold: Language Production

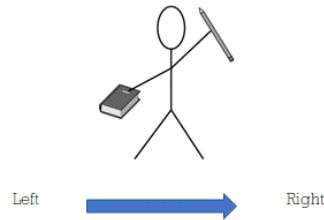
Structured Opportunities to Speak

When using partner or small-group structures, there should be some initial training to assist the students in working together. Teachers can model discourse skills such as elaborate and justify, support ideas with example, build on or challenge a partner’s idea, repeat and paraphrase. Teachers can also provide supplementary questions as above to guide the student exchange. These simpler questions reduce the linguistic complexity of the content-related language to create comprehensible input. The turn-by-turn questioning clarifies key concepts, and the sentence frames model a response structure that students can generalize to other oral and written context.

4. **Formatively assess students' ability to show a comparison of weights.**

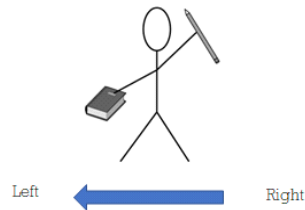
Have students return to their desks and face you. Have them pick up a heavy object, such as a book, from their desks and place it, for example, in their left hand, and a lighter object (e.g., eraser or pencil) in their right hand. They should show using their arms which way the seesaw would move. Use the meter or yardstick to demonstrate which way their arms should be. Have students switch the placement of the objects and repeat the demonstration.

Each time, have students describe the comparison in two different ways.



“The book is _____ than the pencil.”

And then from right to left:



“The pencil is _____ than the book.”

Students will soon see that you can read it either left to right or right to left, such as, “The book is heavier than the pencil,” or, “The pencil is lighter than the book.”

The *Repeat and Check* talk move is useful to get students to listen to another way of representing the same idea. The *Agree/Disagree and Why* talk move also is beneficial to help students better comprehend “lighter than” and “heavier than.” Some students, particularly second language learners, may think that “lighter” denotes a lighter color shade. Having students explain “why” will help to address this misunderstanding.

Students should see that the direction in which the picture is read does not change the fact that the pencil is lighter and the book is heavier. Left to right, or right to left, are just two different ways to describe the same relationship.

Challenge students to switch the objects to the opposite hand and describe which hand will be up or down.

- Now hold the pencil in your left hand, and the book in your right hand. How will your arms move now? (The left hand should be raised higher than the right.)

- *Your left hand is up, what does that mean? (The pencil is lighter.)*
- *Your right hand is down, what does that mean? (The book is heavier.)* Students will see that the change in hand position does not change the fact that the pencil is still the lighter object.

Scaffold: Schema Building; Modeling

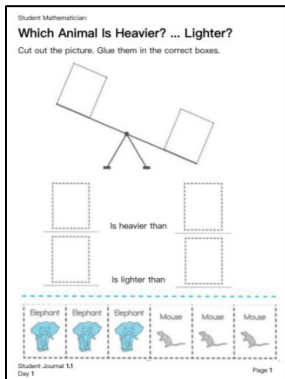
Clarify Key Concepts

Teacher explanation and modeling of thought processes and of high-quality responses will be particularly useful to guide ELs in pinpointing the key ideas among the linguistic complexity of the language commonly used in mathematics. This scaffold employs the use of shorter sentences, present tense, and a variety of examples related to real-life objects, aided by graphics and arrows to accentuate important relationships. This is also an opportunity for the teacher to explain that vocabulary words can have different meanings, such as lighter as in having less weight, and lighter as exhibiting a paler color.

5. Have students complete “Which Animal Is Heavier?...Lighter?”

Students will complete “Which Animal Is Heavier?...Lighter?” in their Student Mathematician Journals. Use the Hint Cards to help students identify the meaning of “heavier” and “lighter.” Review student responses as a group.

6. Read Just a Little Bit or show the pictures you made, and have students predict the seesaw outcome when animals play on it.



In “Which Animal is Heavier?...Lighter?”, students were asked to compare the weights of one animal on each side of the seesaw. Now ask students to predict what were placed on the other. As you read each page, students should show their prediction using their arms. Have them show what actually happened when you turn each page. Continue to have students verbalize how to read the seesaw in both directions, left to right and right to left. Use the talk moves and questions like the following to probe for student understanding:

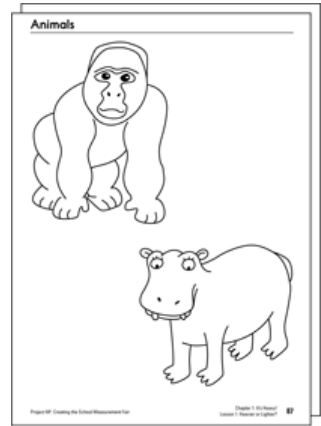
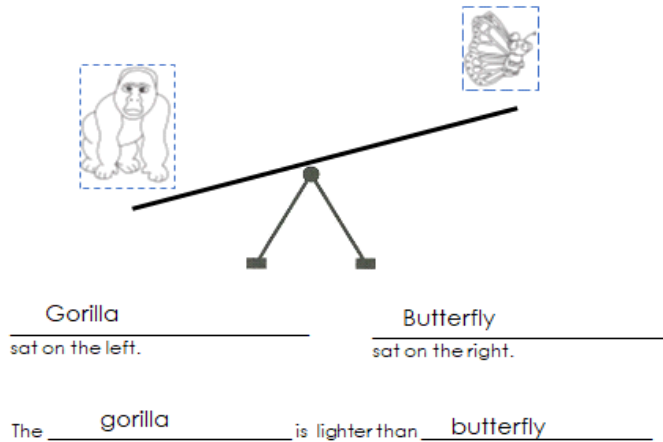
- *What will you predict will happen to the seesaw now?*
- *If the side with [animal’s name] on it goes down, what does that mean? (That side is heavier than the other side.)*
 - *If the side with the [animal’s name] goes up, what does that mean? (That side is lighter than the other side. The [animal] doesn’t weigh as much as [another animal]).*

7. Address the attribute of number in relation to weight.

After reading the entire book, turn back to the page that shows the elephant with four animals (lion, zebra, giraffe, and mouse) — the mouse is tiny but has managed to squeeze onto the end! Tell students you are confused because they said that the four frogs pictured in Imi and Zani’s memo were heavier than the one frog, but here the opposite is true. That is, the elephant is heavier than the other four animals. How can this be? Through the use of the talk moves, students should note that the number of objects does not always determine the weight of the objects.

8. *Have students show which set of animals is heavier using their arms.* Post cutouts from “Animals” on two sides of the board, making sure they are at the same level. Start comparing two different animals, such as the butterfly and gorilla, and use your meter or yardstick up against the board and move the pictures up or down to show them the different weights.

Draw a picture of the animals on the seesaw, and ask students to use “lighter” and “heavier” to describe the weight comparison. Below is an example of what the board can look like:



Some students may fill out the sentence frame to say that the gorilla is lighter than the butterfly. A student may see the gorilla on the left-hand side and write in ‘gorilla’ in the first fill-in space. If no student does this, you can provide this erroneous example and ask students if they agree or disagree with this statement.

Scaffold: Metacognitive Development; Language Production

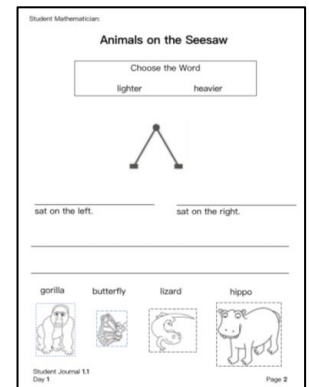
Error Checking & Evaluation

Students need opportunities to practice self-monitoring and evaluation skills. By facilitating an academic discourse on a possible response, the teacher creates a safe space for students to grapple with misconceptions. The teacher also uses this opportunity to instruct students in how to express mathematical reasoning, support arguments with evidence, and interact with peers in a collaborative manner.

Next, place two animals, such as a lizard or a butterfly on one side and the gorilla on the other side. Group the pictures so that it is obvious one animal or group of animals are heavier than the other. Have students use their arms to predict which side is heavier and which side is lighter.

Lastly, place a different animal, such as the hippo on one side, and the gorilla on the other. Ask students to predict if the seesaw will change. In the previous two scenarios, the gorilla is the heavier animal. Now, will the side with the gorilla stay down? Or will it go up? If students make the correct prediction and respond that the side with the gorilla will go up, probe further and ask students to explain. Use talk moves to help students realize that while the gorilla is heavier than the butterfly or lizard, it is lighter when compared to the hippo. So, an object can be “heavier” or “lighter”, depending on the object it is being compared to.

Have students choose their own animals to compare and draw the comparison of weights on a seesaw. Tell students that they can place one animal or multiple animals on each side of the seesaw. Students should draw and write about their pictures on “Animals on the Seesaw” (Student Journal, p.4).



Student Journal P.4

Scaffold: Contextualization; Language Production

Structured Opportunities to Write

Language-based supports such as sentence frames, sentence starters and word banks are provided to facilitate students' entry into and continual development of writing skills. To best orient students toward using the word bank in this example, teacher should model how students can use the words “lighter” and “heavier” to compare the animals. Also, some of the nonessential vocabulary words in this lesson are easily taught. In the application problem, the words for each animal is directly located above the picture of the animal. ELs can easily apply these words in the construction of their written statement without the teacher having to carve a specific time to explicitly teach the words “gorilla” or “hippo”.

9. Discuss ideas for creating weight activities for the School Measurement Fair.

Refer back to Imi and Zani’s memo, and remind students that they will not have a big seesaw at the School Measurement Fair and will not be able to use animals. List the ideas generated by students about what could be done as an activity at a School Measurement Fair. If needed, suggest that a “small” seesaw might be used for the fair.

10. Assign homework prior to Day 2 of the lesson.

The purpose of the homework is to introduce students to new math vocabulary and prepare them for the activities in the upcoming lesson. Students should complete pages 1 and 2 of the homework book.

Scaffold: Contextualization; Language Production


Academic Vocabulary



The homework assignment was created to review the vocabulary and the part of speech in which the vocabulary is used. Students may receive read-aloud support from their parents.


Student Mathematician: _____ Parent Signature: _____



Compare Weight

We can compare weight.



 is lighter than .



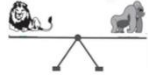
 is heavier than .



Homework 1.1
Day 2 Page 1


Homework 1.1 Day 2 Page 1



Compare Weight

We can compare weight.



 weighs the same as .



 weighs the same as .

Homework 1.1
Day 2 Page 2


Homework 1.1 Day 2 Page 2



Appendix B: Student Journal Modification



Original M2 Curriculum Worksheet

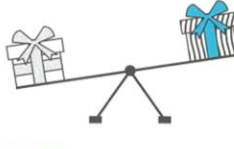
Heavier, Lighter, or About the Same?



Write the words that describe the gifts' weights.



1. 

 is _____ 

 is _____ 

2. 

 is _____ 

 is _____ 

Word Bank
heavier than
lighter than
about the same as

Project M2: Creating the School Measurement Fair 9 Chapter 1: It's Heavy! Lesson 1: Heavier or Lighter?

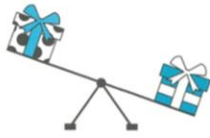
Modified Project BRIDGE Curriculum Worksheet



Student Mathematician:



Heavier, Lighter, or Weigh the Same?



Describe the gift boxes' weights.

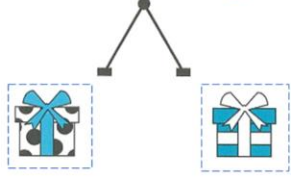
Choose the Words
is lighter than is heavier than weighs the same as



 _____ 

 _____ 

Draw another seesaw to compare  and 



Student Journal 1.1
Day 2

Page 5
Project BRIDGE


Scaffold: Schema Building Concrete & Visual Models

The two drivers behind the modification of this worksheet are to 1) reduce the number of tasks involved and 2) develop flexible thinking. The modifications do not decrease the cognitive demands for the student. The student is still expected to visually recognize the heavier and lighter gift box based on the position of the seesaw, use the phrases in the word bank to complete the fill-in, and state the comparison in two ways. The second example in the original worksheet uses a pre-drawn figure populated with boxes with shades and stripes that may be difficult to discern for young children and also students with sensory processing deficits. In the modified Project BRIDGE worksheet, instead of moving quickly onto another example, students are asked to think of another way to place the same two boxes on the seesaw. Students continue to focus on the same set of boxes and are given time to develop their ideas further. The teacher should expect students to draw a new seesaw where the two boxes are placed on the opposite side than before, and the lighter side (polka dot box) is lifted off the ground, and the heavier side (white ribbon box) is down on the ground. By illustrating their own drawing, students will be able to relate their understanding of the comparison of weight to the movement of the scale.

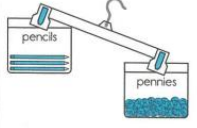
Original M2 Curriculum Worksheet

Student Mathematician: _____ Date: _____

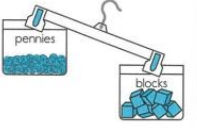
Compare Three Weights



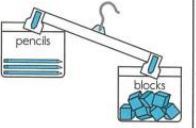
I first weighed these,



then these,



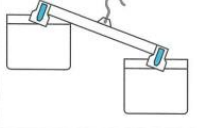
and finally these.



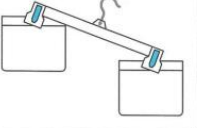
Order the bags. Write the names.

_____ lightest _____ heaviest

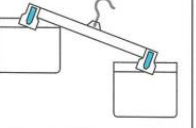
I first weighed these,



then these,



and finally these.



Order the bags. Write the names.

_____ heaviest _____ lightest

Project M: Creating the School Measurement Fair 23 Chapter 1: It's Heavy! Lesson 2: A Bag of Pennies

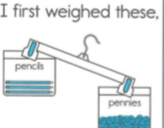
Modified Project BRIDGE Curriculum Worksheet

Student Mathematician : _____

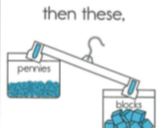
Compare Three Weights

Follow these 3 steps to find out which bag is heaviest, and which is lightest.

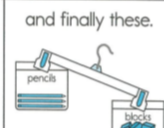
- I first weighed these,



Pencils are _____ than pennies.
(lighter / heavier)
- then these,



Pennies are _____ than blocks.
(lighter / heavier)
- and finally these.



Pencils are _____ than blocks.
(lighter / heavier)

Order the bags. Write the names.

_____ pennies _____

lightest _____ heaviest

Student Journal 1.2
Day 3


Page 14

Scaffold: Contextualization; Language Production Structured Opportunities to Write

In the original worksheet, there is little demand on students to convey the information they have extracted from each of the 3 panels in the diagram. We need to provide ELs ample clues on how to grammatical structure of academic language to communicate ideas, information and intention. ELs benefit from direct instruction and a clear structure onto which they can input their procedural knowledge. Written language is not oral language written down. Many high-ability ELs can readily sequence the 3 bags from lightest to heaviest but will be hard pressed to explain the logical steps through which they arrived at that conclusion. The modified worksheet is to make the language the tool for articulating mathematical reasoning explicitly.

Appendix C: Homework Scaffold

Homework can provide the support that students require to access the curriculum as well as allow them to engage with academic language in their own time. The pressure to perform is decreased and students can utilize a wide range of resources, including read-aloud with parents. The homework design embeds a combination of features in the tasks, including subject-specific concepts that students were exposed to during class, and familiar elements that have a close connection to the real world. The main goal of the homework is to prepare students for class, review and reinforce what they have learned, and maintain engagement out of class. For many ELs, homework may be the only way in which students will even think about the target language and outside of class. So daily homework assignments are one of the practices to create consistency in students' acquisition of content knowledge and academic language. Homework assignments were not part of the original M2 curriculum. They were specifically designed as part of Project BRIDGE's continuum of support and scaffold for ELs.

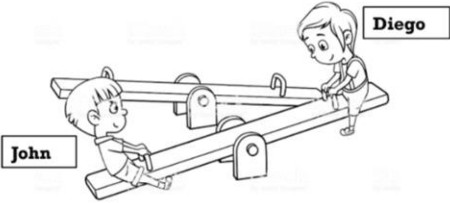


Weight

Weight is how heavy or light something is.

We can compare weight.

John and Diego are playing on a seesaw.



John Diego


Who is **heavier**? Circle his name.

John Diego

Who is **lighter**? Put an "X" on his name.

John Diego

Homework 1.1
Day 1 Page 1

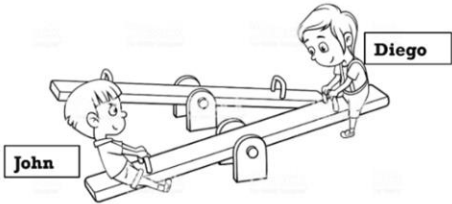


Weight

Weight is how heavy or light something is.

We can compare weight.

John and Diego are playing on a seesaw.



John Diego

John is heavier than Diego.

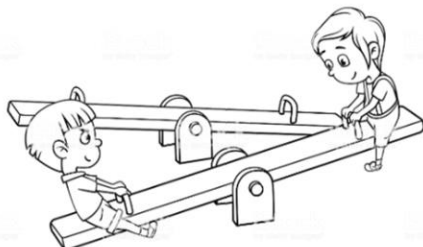
Diego is lighter than John.



Weight

Something that is heavier weighs **more**.

Something that is lighter weighs **less**.



John

Diego

Cut out the words and glue them to match the picture.

heavier

lighter

weighs more

weighs less

Homework 1.1
Day 1 Page 3

Scaffold: Bridging; Contextualization; Language Production

Academic Vocabulary & Structured Opportunities to Write

The homework follows a 3-page structure with increasing difficulty. On the first page, the vocabulary, 'weight' is defined. The visual helps students relate the experience of riding a seesaw to the comparison of weight. On page 2, students are introduced to the sentence structure in which the vocabulary should be used to communicate the mathematical idea. On page 3, a student-friendly definition of "heavier" and "lighter" is introduced. Students are tasked with using the vocabulary word "heavier" interchangeably with its definition of having more weigh. And then do the same with "lighter". The sequence of vocabulary practice moves from receptive to guided expressive to independent production.

Appendix D: Teacher Interview Protocol

To gain insight into the experience of teachers in support their EL students in an academic environment, I'm interested in ask you a few questions about your experience of teaching ELs and interacting with the students and their families to get a better understanding. Is it ok if I ask you a few questions?

[go through form]. Do you have any questions?

As part of the research process, I want to inform you of your rights. There are a few major things. First, everything you tell me is confidential and anonymous. I don't share the data with anyone. And, when I write about the findings for publication, I change all names and identifying info. Last, if at any time, you want to stop the interview or later don't want me to use the info, just let me know. That being said, do you have any questions?

Is it ok if I audiotape this interview? Ok. Let's start the interview.

Introduction

1. How long have you been teaching?
 - *Before this school, did you work at other schools?
 - *Do you have experience teaching English Learners (ELs)?
 - *Do you have experience teaching Gifted students?
 - *How many ELs do you have in your class?
 - *Additional questions including education, ethnicity, knowledge of another language, and cultural experiences will be asked.

Perception about Gifted ELs

2. How would you describe the students in general?
 - *What about gifted ELs?
 - *If necessary, what do you do to help gifted ELs?
 - *What are your effective strategies to engage gifted ELs?
 - *How do you think your relationship with the gifted ELs influence gifted ELs' learning experiences?
3. How can you distinguish gifted ELs in your class?
4. How would you describe your relationship with gifted ELs?
5. How would you describe the teachers' role? What about the parents' role?

Teaching Gifted ELs

6. How would you describe the current curriculum being used in school and how effective it is for gifted ELs. What are the strengths and weaknesses?
7. What are the core practices you might use during the lesson?
8. Which methods have you used so far? How effective are they?
9. How can you describe the differences and similarities between teaching an average student and a gifted ELs?
10. Can you describe the strategies about teaching ELs or gifted students that you have learned from professional development or teacher preparation courses?

11. Which strategy do you think is most effective?
12. Which strategy do you use the most? And least?
13. Can you describe productive classroom talk?
14. How do you implement “Talk moves” to facilitate classroom discussion?
15. What barriers do you think gifted ELs face?
16. How do you think gifted ELs’ language ability influences their learning?
17. Do you think ELs are ready for the curriculum? (Opinion on both regular and advanced math curriculum)

Parent Support

18. What type of support do you see your EL students receive from their parents?
19. How do you communicate with parents of ELs?
20. How do parents of ELs interact with you differently from parents of non-ELs?
21. What type of difficulties do you encounter in communicating about the ability and progress of EL students to their parents?
Follow up: What have you tried to overcome these obstacles?

Interview Evaluation

22. Have I missed anything out – is there anything else you think I should ask?
23. Are all the questions clear?
24. Do you have any suggestions for the improvement of the interview questions?
25. Would you like to make any other comments?

APPENDIX E

Teacher Survey



School _____ Your Name _____

Part I: How much do you agree about the description of yourself in teaching Math to Gifted ELL students ?

For each statement, please circle the number that best describes your level of agreement or disagreement
SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

		S A	A	U	D	S D
I continually find better ways to teach math to Gifted ELL	SE	5	4	3	2	1
When I try very hard, I can teach math to gifted ELL as well as I to other students.	SE	5	4	3	2	1
I know how to teach math concepts effectively.	SE	5	4	3	2	1
I am very effective in monitoring learning activities of gifted ELL students.	SE	5	4	3	2	1
I generally teach math to Gifted ELL effectively.	SE	5	4	3	2	1
I find it easy to use manipulatives to explain to gifted ELL students why math works.	SE	5	4	3	2	1
I understand math concepts well enough to be effective in teaching elementary math to Gifted ELL	SE	5	4	3	2	1
I typically am able to answer gifted ELL students' questions.	SE	5	4	3	2	1
I wonder if I have the necessary skills to teach math to Gifted ELL.	SE	5	4	3	2	1
I know how to turn gifted ELL students on to math.	SE	5	4	3	2	1
Given a choice, I will invite the principal to evaluate my math teaching for gifted ELL students.	SE	5	4	3	2	1
When teaching math, I usually welcome gifted ELL students' questions.	SE	5	4	3	2	1
When a low-achieving gifted ELL child progresses in math, it is usually due to extra attention given by the teacher.	O	5	4	3	2	1
When a gifted ELL student has difficulty understanding a math concept, I know how to help the student understand it better.	SE	5	4	3	2	1
I believe that there are gifted students even among the ELL population.		5	4	3	2	1
I believe that we should identify the gifted students among the ELL population.		5	4	3	2	1
I believe that there are some ELL students who need more challenging tasks and programs.		5	4	3	2	1
I believe that some promising ELL students need to be grouped together to learn programs at their own level.		5	4	3	2	1

		S A	A	U	D	S D
I believe that schools need to provide differentiated instruction to promising ELL students.		5	4	3	2	1

Thirteen items on Teachers' self-efficacy (SE) in teaching math and Two items on Outcome expectancy (O) were from the Mathematics Teaching Efficacy Belief Instrument (MTEBI) and below is an excerpt from

Enochs, L. G., Smith, P.L., & Huinker, D. (2000). Establishing Factorial validity of the mathematics teaching efficacy beliefs instrument. *School Science and Mathematics* , 100(4), 194-202.

Each item has five response categories: strongly agree, agree, uncertain, disagree, and strongly disagree. The MTEBI is comprised of two subscales, personal mathematics teaching efficacy (PMTE) and mathematics teaching outcome expectancy (MTOE). Possible scores on the PMTE scale range from 13 to 65. Possible scores on the MTOE scale ranges from 2 to 10. Reliability analysis produced an alpha coefficient of internal consistency (Cronbach alpha) of .88 for the PMTE scale and .77 for MTOE scale respectively.

Exploratory Factor analysis showed two factors

Confirmatory factor analyses showed reasonable fit with CFI and NNF

Part II. How comfortable are you in teaching ?

Please circle the number which describes how comfortable you feel about teaching math, teaching gifted students and teaching ELL students.

- Very comfortable: 4
 Quite comfortable: 3
 Somewhat comfortable 2
 Not comfortable: 1

Teaching Math

I feel comfortable when I teach students to do the followings.

	4	3	2	1
Identify, build and extend numerical, geometrical and letter patterns	4	3	2	1
Recognize and describe patterns verbally	4	3	2	1
Understand and use commutative and associative properties of addition	4	3	2	1
Use grouping and order strategies to solve addition and subtraction problems	4	3	2	1
Explain the place-value structure of the base-ten system	4	3	2	1
Explore addition, subtraction, and regrouping in base ten	4	3	2	1
Organize information into lists and charts	4	3	2	1
Make, explain and justify generalizations that seem to always work in particular situations	4	3	2	1
Use symbols to represent numbers	4	3	2	1
Recognize the importance of zero in the place-value system	4	3	2	1
Compare and contrast our base-ten system with other numerical systems	4	3	2	1

The topics are from NY State Core Curriculum for grades K-4.

Differentiating Instruction for Teaching Gifted students

I feel comfortable in my ability to do the followings for gifted students

1 Make your expectations clear about student behavior	4	3	2	1
2 Respond to difficult questions from your students	4	3	2	1
3 Craft good questions for your students	4	3	2	1
4 Foster student creativity	4	3	2	1
5 Improve the understanding of a student who is failing	4	3	2	1
6 Adjust your lessons to the proper level for individual students	4	3	2	1
7 Respond to a defiant student	4	3	2	1
8 Implement alternative strategies in your classroom	4	3	2	1
9 Provide alternative challenges for very capable students	4	3	2	1

Standards of teaching gifted students**Teaching ELL students**

I feel comfortable in my ability to do the followings to help ELL students.

	4	3	2	1
1 Use contextual references (visuals, realia)	4	3	2	1
2. Expose students to higher levels of comprehensible language	4	3	2	1
3 Link new vocabulary and language to previously learned information	4	3	2	1
4 Provide activities and opportunities for increased student talk as students develop English	4	3	2	1
5 Monitor student comprehension through interactive means such as checking for comprehension and clarification, utilizing questioning strategies, having students paraphrase, define and model.	4	3	2	1
6 Modify the language input according to the needs of the students (e.g., rate of speech, added definitions and examples, controlled vocabulary, and careful use of idioms)	4	3	2	1
7 Review main topic and key vocabulary and ideas.	4	3	2	1
8 Bridge new "unknown" materials to "known"-what students have already learned	4	3	2	1
9 Integrate culture and content instruction	4	3	2	1
10 Ask question, given directions, and generate activities to advance students to higher levels of thinking (from recalling to evaluating)	4	3	2	1
11 Elicit students questions and encourage them to support their answers.	4	3	2	1
12 Guide students through learning using varied groupings and configurations	4	3	2	1

Standards of teaching ELL students

What do you think as your strengths and weaknesses for your teaching mathematics to gifted ELL students?

What do you want to learn more, if you have a choice of professional development in the future?

After-Observation Form (v4.0)

Date: ____/____/____ School/Teacher: _____ Grade: _____

Start Time: _____ End Time: _____ Observer: _____

Unit: Numbers & Operations/ Geometry / Measurement Chapter ____ Lesson ____

Teacher	Count frequency for each behavior.			
Student	1	2	3	4
	0-40% of the students are engaged in the process, task or strategies.	40-60% of the students are engaged in the process, task or strategies.	60-80% of the students are engaged in the process, task or strategies.	>80% of the students demonstrate are engaged in the process, task or strategies.

Directions for scoring:

- For Teacher: Place frequency for each criterion on each line.
- For Students: Place number (1, 2, 3, or 4) for each criterion on each line; Place frequency for recognition, expectation, and differentiation.
- Write "N/A" on the line if you did not observe any of the criteria for the teacher or students.

Teacher	Student
Vocabulary ____ Defines key vocabulary, e.g., <ul style="list-style-type: none"> • Explains the meaning of new words using language familiar to the students. • Provides a synonym or known phrase to connect the new word and students' prior knowledge. • Uses gestures to illustrate the meaning of a word (Demonstrate "vertex" by touching the tips of fingers of both hands together.). • Distinguishes the use of certain words in informal vs. academic language ("This table is 2 <u>feet</u> long" vs. "I have 2 <u>feet</u>"). <p>Note: teacher needs to provide meaning to a vocab word. For example, pointing to a picture of hexagon does not count. If the teacher points to the hexagon, and says, "a hexagon has 6 sides", that qualifies as teaching key vocabulary.</p> ____ Practices pronunciation of vocabulary words, e.g., <ul style="list-style-type: none"> • Claps out the syllables. • Points out prefixes and suffixes connected to root words (<u>longer</u> and <u>longest</u>). • Encourages students to say the word together 1-3 times. ____ Practices spelling of vocabulary words, e.g., <ul style="list-style-type: none"> • Points out blends, diagraphs, and vowel patterns in the written word. • Says the word to the students and writes the word on the board at the same time. • Guides students to trace the letters of the word. • Encourages students to spell the word out loud. 	Vocabulary ____ Students pronounce the vocabulary words. ____ Students spell the vocabulary words. ____ Students define the vocabulary in their own words. ____ Students use vocabulary words in speaking, listening, reading and writing.

<ul style="list-style-type: none"> • Corrects students' spelling error. <p>___ Uses visuals to support the learning of vocabulary words, e.g.,</p> <ul style="list-style-type: none"> • Uses pictures or illustrations to show the meaning of the word. • Uses real-life objects or manipulative to show the meaning of the word. • Uses teacher-made vocabulary cards with the word and an associated image. • Encourages students to construct their own vocabulary cards. <p>Note: every time that a teacher uses a visual, it counts as one incidence. If the teacher displays the same visual at different times, each time counts as one incidence. If a teacher uses a power point slide, and make changes to the slide as she teaches, for example, she types in a student response, or draw a shape into the slide, each change counts as one incidence.</p> <p>___ Uses vocabulary words in different syntactical structures, e.g.,</p> <ul style="list-style-type: none"> • Writes/speaks the word and the context in which it is used. • Uses the word in different contexts to show the same meaning ("order the objects from heaviest to lightest" vs. "put the objects in the order of weight"). • Uses the word in different contexts to show different meanings ("this is a rule on how to measure." vs. "I can rule out the wrong answer"). <p>___ Models how to use vocabulary in speaking, listening, reading and writing, e.g.,</p> <ul style="list-style-type: none"> • Directs students to practice the new word in game play, cooperative activities. • Highlights the new word in reading texts, written directions, and student answers. (highlight can include any means that draw student's attention to the word in context) • Emphasizes the pronunciation of the new word in speaking to student. 	
<p>Culturally Responsive Practices</p> <p>___ Connects students to prior knowledge and experiences, e.g.,</p> <ul style="list-style-type: none"> • Connects between content from a previous lesson to the current one. • Note: teacher must provide explicitly about what was taught previously. Mentioning what students learned in previous class is not enough. Teacher should explicitly point out what students learned. Saying "We will continue from yesterday" is not counted. Saying "We looked at triangles yesterday. Today we are going to learn how to use triangles to make hexagon" will be counted. • Connects between different subject areas. <p>___ Validates students' cultural knowledge and experiences, e.g.,</p> <ul style="list-style-type: none"> • Expresses interest in students' heritage and cultural background. • Encourages students to bring in their own material and present it to the class. • Connects between the content and students' cultural practices. 	<p>Culturally Responsive Practices</p> <p>___ Students connect what is being taught to their personal life experiences.</p> <ul style="list-style-type: none"> • Expresses their personal experiences <p>___ Students use first language skills in the classroom.</p> <ul style="list-style-type: none"> • to define new vocabulary. • to construct vocabulary cards. • To compare with English. <p>___ Students connect</p> <ul style="list-style-type: none"> • what they have learned before to current content. • Between different subject areas. <p>___ Students apply their cultural knowledge to the current content.</p> <ul style="list-style-type: none"> • Students bring in cultural things and present it to the class. • Students use cultural knowledge to solve problems. <p>___ Students get signatures from parents on homework.</p>

<p>___ Capitalizes on the students' native language skills, e.g.,</p> <ul style="list-style-type: none"> • Encourages students to use his/her native language to define new vocabulary words. • Allows students to construct and use vocabulary cards in their native languages. • Connects between English and the students' native languages, e.g., <ul style="list-style-type: none"> ○ How is the home language the same and different from English? ○ Are there words in the home language that sounds similar and mean the same as the English word? ○ How does the word change in home language, singular to plural form, or present to past tense? <p>___ Connects school knowledge to real life experiences, e.g.,</p> <ul style="list-style-type: none"> • Connects between real life experience and mathematical knowledge skills (e.g., Uses student-made rulers to measure length of objects at home; find objects of the same geometric shapes in the classroom). • Connects students' interests and hobbies with mathematical concepts. • Present problems to students to solve, explicitly referencing cultures and communities when applicable. <p>___ Involve parents</p> <ul style="list-style-type: none"> • Encourages students to talk to their parents about math. • Encourage students to get parents' signatures on homework. 	<p>Note: Capitalizes on the students' native language skills: Whenever teacher uses students' native language to help students' understanding, it is counted as one incident.</p>
<p>Instruction</p> <p>___ Provides multiple examples to demonstrate the same concept, e.g.,</p> <ul style="list-style-type: none"> • Uses concrete, pictorial and symbolic representations of the same concepts (e.g., five cubes, five dots, five written form, five as a number symbol "5"). <p>___ Uses visuals, objects or technology to support learning, e.g.,</p> <ul style="list-style-type: none"> • Uses manipulatives (e.g., unifix cubes) • Uses every day materials (e.g., paper clips) • Uses smart board/tablet/computer. <p>___ Asks open-ended questions to <i>facilitate high-level thinking</i> (why, who, where, how, when, why), <i>Question should both require students' thinking to respond, and allow various answers</i> e.g.,</p> <ul style="list-style-type: none"> • Why do you think that...? • "What's your evidence for...?" • "How did you figure that out?" • "What made you think...?" • "What do you predict will happen" <p>___ Provides directions for activities. (<i>any type of direction counts, each time the teacher gives instructions, even if it is repetitive, counts</i>)</p> <p>___ Models how to perform hands-on activities, e.g.,</p> <ul style="list-style-type: none"> • Providing several models that demonstrate that there's "More than one way to make five" will help students find the method that's best combined with their own thinking and imagination. <p>___ Gives students opportunities to perform tasks independently, e.g.,</p> <ul style="list-style-type: none"> • Uses multiple instructional modalities (e.g., individual work) <p>___ Gives students opportunity for peer to peer interaction, e.g.,</p>	<p>Instruction</p> <p>___ Students use visuals/manipulative.</p> <p>___ Students respond to open-ended questions.</p> <p>___ Students perform tasks independently.</p> <p>___ Students practice the task, activity, or strategy following teacher's model or directions.</p> <p>___ Students work cooperatively with partners.</p> <p>___ Students work cooperatively in small groups.</p>

<p>Writing</p> <p>___ Facilitates students' use of written language, e.g.,</p> <ul style="list-style-type: none"> • Describes similarities and differences in objects or ideas (however, on the other hand, unlike, although, same as, similar to) • Sequences objects, ideas, or events (first, next, then, finally, afterwards, before) • Groups objects or ideas according to their characteristics (sort, belongs to, fits into, group together) • Identifies relationships and patterns (related to, connected by, separate from) • Makes inferences and predictions (believe, estimate, predict, guess, based on) • Reports and summarizes information (in summary, to sum up, in conclusion) • Explains reasons for an action or decision or point of view (because of, for this reason, due to, support) • Evaluates an idea or decision (agree/disagree with, similar to, different from, evaluate, judge) <p>___ Facilitates students' fluency in using key vocabulary</p> <p>___ Explicitly teaches language patterns in writing</p> <p>___ Facilitates students' use of fill-in, sentence frame, sentence starter, word bank, or vocabulary cards.</p>	<p>Writing</p> <p>___ Describe similarities and differences in objects or ideas (however, on the other hand, unlike, although, same as, similar to)</p> <p>___ Sequence objects, ideas, or events (first, next, then, finally, afterwards, before)</p> <p>___ Group objects or ideas according to their characteristics (sort, belongs to, fits into, group together)</p> <p>___ Identify relationships and patterns (related to, connected by, separate from)</p> <p>___ Make inferences and predictions (believe, estimate, predict, guess, based on)</p> <p>___ Reports and summarizes information (in summary, to sum up, in conclusion)</p> <p>___ Explain reasons for an action or decision or point of view (because of, for this reason, due to, support)</p> <p>___ Evaluate an idea or decision (agree/disagree with, similar to, different from, evaluate, judge)</p> <p>___ Write fluently</p> <p>___ Use language pattern for writing</p> <p>___ Use fill-in, sentence frame, sentence starter, word bank, or vocabulary cards to complete writing activities</p>
<p>Recognition (Just for individual student)</p> <p>___ Recognizes and mentions students' effort for learning (e.g., It is great that you are working hard ,Great job!) Good job. Good idea. Good thinking..)</p> <p>___ Recognizes and mentions students' Strengths (e.g., It is great for you to check your work; Kiss your brain, I like how you did that! Give yourself a cheer! High fives, a hug!)</p> <p>___ Recognizes and mentions students' growth (e.g., "You are doing better than last time.)</p>	<p>Recognition</p> <p>___ start paying attention to the learning activities</p> <p>___ continue working on the tasks</p> <p>___ ask questions</p> <p>___ start new tasks</p> <p>___ Do more challenging tasks</p>
<p>Expectation (Just for individual student)</p> <p>___ Encourages students' efforts or persistence (e.g., Please take time, do not give up, continue until you find the solution; I believe you can do it.)</p>	<p>Expectation</p> <p>___ perform challenging tasks</p> <p>___ demonstrate persistence</p>
<p>Differentiation (Just for individual student)</p> <p>___ Gives Hint card for struggling students.</p> <p>___ Gives Think beyond card for advanced students.</p>	<p>Differentiation</p> <p>___ works on the provided tasks.</p>

Math Behavioral Characteristics Checklist

Student Profile

Student's Name: _____ School: _____

Teacher's Name : _____ Teacher's Position _____

How long have you known the student? _____

Teacher Checklist

Instructions: Please read "Characteristics of the Potentially Talented Student in Mathematics", and complete this form for all of the students in your class. Read each item in the scale and place an "✓" in the box that corresponds with the frequency you have observed the behavior.

Scoring: a) Add the total number of ✓'s in each column to obtain the "Column Total".
b) Multiply the "Column Total" by the "Weight" to obtain the "Weighted Column Total".
c) Sum the "Weighted Column Total" across to obtain the Total Score.

The Student....		Seldom or Never	Occasionally	Often	Almost Always
1.	Is eager to solve challenging math problems (A problem is defined as a task for which the solution is not known in advance) .				
2.	Organizes data and information to discover mathematical patterns.				
3.	Enjoys challenging math puzzles, games and logical problems.				
4.	Understands new math concepts and processes more easily than other students.				
5.	Displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately).				
6.	Solves math problems without the need for manipulatives or concrete materials.				
7.	Looks at the world from a mathematical perspective (e.g., notices spatial relationships, finds math patterns that are not obvious, is curious about quantitative information).				
8.	Can switch strategies easily when solving a math problem, if appropriate or necessary.				
9.	Uses a variety of representations to explain math concepts (written explanations, pictorials, graphic, equations, etc.).				
10.	Has creative (original and useful) ways of solving math problems.				
Add Column Total					
Multiply by Weight		x1	x2	x3	x4
Add Weight Column Total					
Scaled Total					
In this section, please rate the student on:		Poor	Fair	Good	Excellent
Level of English Proficiency		1	2	3	4
Math Achievement		1	2	3	4
ELA Achievement		1	2	3	4

For St. John's Use Only

Eligible

☐

Accepted

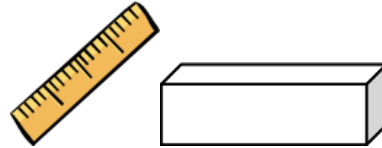
☐

Comments:

PR/Award # S206A220019

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OPEN-RESPONSE ASSESSMENT (K GRADE)



Test Administrator _____ School _____ Class _____ Dates _____	Student Name (First, Last)	Initials
	1.	
	2.	
	3.	
	4.	
	5.	

Note. Explain that students need to answer the questions with a hand gesture.

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 1

Materials per Student

- Four different-sized colored strips cut out of cardstock:
 - o Green strip about 5 inches in length and 1 1/2 inches wide
 - o Purple strip about 4 inches in length and 1/4 inch wide
 - o Orange strip about 2 inches in length and 1/2 inch wide
 - o Black strip about 6 inches long and 1/2 inch wide
-

Directions

Pass out a pile of one of each color strip randomly ordered. Read the following:

Put these strips in order from shortest to longest. [Repeat once.]

Wait until all students have placed all four strips down. Read the following. Repeat each sentence.

Put your finger on the shortest strip. [Repeat once.]

Put your finger on the longest strip. [Repeat once.]

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 1

Mathematical Focus: ordering three or more lengths

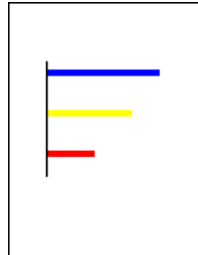
Note that students can receive credit for a correct response for the second and third parts even if they did not order the objects correctly.

Student Initials →						
Q2	Orders strips from shortest to longest in any direction (e.g., top to bottom or left to right). (1 pt.)					
	Points to the <u>orange</u> strip that is the shortest (1 pt.)					
	Points to the <u>black</u> strip that is the longest (1 pt.)					
TOTAL						

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 2

Materials per Student

- Student page:



- Stick (2-3 feet long)
 - Cut-outs of the strips on the student page (2 of each color)
-

Directions

Listen to the story. My friend wants to measure how long this stick is. [Trace the length of the stick with your finger, then place it off to the side.]

She has three choices:

First, she can line up the blue strips. [Line up the two cut-out blue strips end-to-end.]

Second, she can line up the yellow strips. [Line up the two cut-out yellow strips end-to-end.]

Third, she can line up the red strips. [Line up the two cut-out red strips end-to-end.]

1. Put your finger on the color strip that she would need the **least** amount of to measure how long this stick is.
[Point to the dowel. Repeat the direction once again.]
2. Put your finger on the color strip that she would need the **most** of to measure how long this stick is.
[Point to the dowel. Repeat the direction once again.]

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 2

Mathematical Focus: inverse relationship as it pertains to length

Student Initials →						
Q4	Identifies needing the least of the <u>blue</u> strips. (1 pt.)					
	Identifies needing the most of the <u>red</u> strips. (1 pt.)					
TOTAL						

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 3

Materials per Student

- Student page:



Directions

Read:

These are pictures of three drinking glasses. This part [point to the shaded part] shows how much water is in each glass.

Put your finger on the glass that is filled to its capacity. [Repeat this sentence once.]

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 3

Mathematical Focus: measuring capacity

Student Initials →						
Q5	Points to the cup in the middle. (2 pts.) <i>Note: Record 0 pts. if a student asks for the definition of the word "capacity." Do not give the definition if asked.</i>					
TOTAL						

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 4

Materials per Student

- Box (measuring 6cm x 4cm x 4cm)
 - 1-cm cubes (at least 96) and 2-cm cubes (16) mixed together in one bag
-

Directions

Place the pile of cubes and box in front of each student. Read:

My friend wants to know how much this box can hold when it is full. She wants to use the least amount of cubes. You can use these [poin to the cubes] to measure. [Repeat once.]

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 4

Mathematical Focus: volume concepts, including using equal-sized units, inverse relationship between the size and number of units, leaving no gaps, and filling the entire container.

Note that students can receive credit for different concepts even if they incorrectly answer other parts of the question.

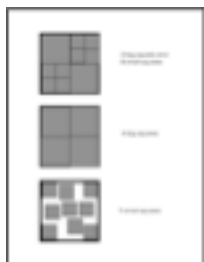
Student Initials →						
Q3	Uses equal-sized units. (1 pt.)					
	Leaves no gaps between cubes. (1 pt.)					
	Measures the entire volume/fills the box to the top so that it does not overflow. (2 pt.)					
	Uses only the larger 2-cm cubes. (2 pt.)					
TOTAL						

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 5

Materials per Student

- Student pages shown below
- Pencil

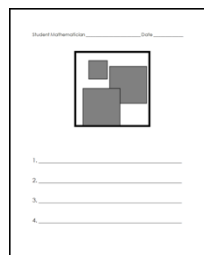
Directions



Listen to my story. My friend measured how much space this shape takes up three different ways [Tracing Square]. He first measured the shape with 2 big squares and 8 small squares. [Point to the top diagram.] Second, he measured the same shape with 4 big squares. [Point to the middle diagram.] Third, he measured the same shape with 9 small squares. [Point to the bottom diagram.]

Put your finger on the picture that shows the right way to measure. [Repeat this sentence once.]

Remove the first paper



Now write down what is **wrong** about how another friend measured how much space this shape takes up in this picture.

You can use words and pictures to tell me. When you are done, I will ask you to read me what you wrote. Try your best to write. Do not worry about your spelling because you can tell me what you wrote when you are done. Write down what is **wrong** about how she measured how much space this shape takes up.

If the student appears to be done, but there still is room for more answers, state:

Is there something else you know that is wrong about how she measured? Please write it down for me so I can remember your idea later. [Have the student state verbally if not able to write.]

If any of the writing is illegible, have the student tell you what he/she wrote as you track his/her words with your finger. Write down what the student reads. Write down verbal explanations in quotes. Note that this question will be double-scored.

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 5

Mathematical Focus: area measurement concepts, including using equal-sized units, inverse relationship between the size and number of units, covering the entire space, and leaving no gaps and overlaps.

Note that students can receive credit for different concepts even if they incorrectly answer other parts of the question.

Student Initials →						
Q6	Identifies the middle diagram as the correct one. (1 pt.)					
		Score each of the remaining items: 2 pts. = Writes and/or reads what wrote 1 pt. = Tells or tells something other than what wrote				
	Indicates that the same-sized units needed to be used. <i>Note: Do not give credit if the student only counts the squares.</i>					
	Indicates that the units should cover the entire space.					
	Indicates that there should be no gaps between units.					
	Indicates that the units should not overlap.					
TOTAL						

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 6

Materials per Student

- One large eraser
 - One cup
 - One crayon
-

Directions

Place the materials in order of eraser, cup, and crayon.

You have one eraser, one cup, and one crayon. Please leave all of them on the desk until I tell you what to do with them.
Listen to each direction I give you.

Read:

1. Point to the eraser with your left hand. [Repeat once.]
2. Put the eraser on the right side of the cup. [Repeat once.]
3. Put the crayon between the eraser and the cup. [Repeat once.]
4. Point to the crayon with your right hand. [Repeat once.]
5. Put the crayon on the left side of the cup. [Repeat once.]

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 6

Mathematical Focus: positional vocabulary

Note that students can receive credit for correct positioning even if they identified the incorrect object.

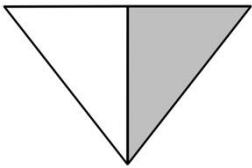
		Student Initials →				
Q1	Points to the object with the left hand. (1 pt.)					
	Puts the object to the right of the cup. (1 pt.)					
	Puts the object between the cup and crayon. (1 pt.)					
	Points to the object with the right hand. (1 pt.)					
	Puts the object to the left of the cup. (1 pt.)					
TOTAL						

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 7

Materials per Student

- Student page: A large triangle is attached on the shaded part
- Stopwatch & one tangram bag: five tangram puzzle piece sets without two large triangle placed in a bag (5 pieces each)

Directions



Show a page without the triangle. Point the shaded part. Demonstrate putting large triangle onto the shaded part.

Triangle covers this part. Please cover this part using the other shapes [point the white part and tangram]. When you are finished, raise your hand. I will check.

Pass out student page and tangram piece.

Are you ready? “Start/Go”

[Begin the stopwatch. Students have 3 minutes to find multiple solutions].

When the student is finished with one solution, remove tangram pieces and give a direction:

Now try to cover the white part **a different way**. When you are finished, raise your hand. I will check.

If the puzzle is incorrect, provide any of the following feedback:

- *I see that there is some white showing inside the lines.*
- *I see the shapes are not all inside the lines.*
- *I see that some shapes are overlapping.*
- *See if you can fill the puzzle with shapes so there is no white showing and the shapes stay inside the lines*

If students appear to give up, provide any or all of the following feedback:

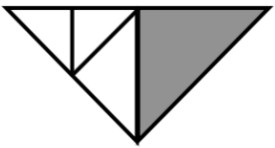
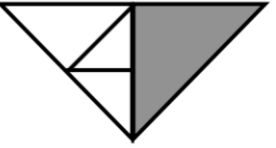
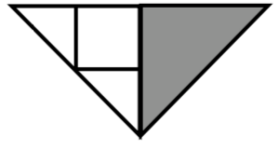


Keep trying. You are doing a good job. You can start again if you need to.

OPEN-RESPONSE TEST SMALL-GROUP QUESTION 7

Mathematical Focus: spatial reasoning and composition of shapes

		Student Initials →					
Q8	Time Needed to Solve 1 st Way	Time→					
	30 seconds or less = 3 pts. 1 minutes or less = 2 pts. 3 minutes or less = 1 pts. More than 3 minutes = 0 pts.	Type→					
		Score→					
	Number of additional solutions within the 3-minutes timeframe; Note: needs to be a different solution						
	TOTAL						

Accept any design that completely covers the white space inside the shape and does not go outside the shape's perimeter. Here are possible solutions that are considered "different." Note that some use the exact same shapes but are positioned differently.

Type 1	Type 2	Type 3	Type 4	Type 5
				

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 8

Materials per Student

- The following shapes: rectangular prism, cylinder, triangular prism, and sphere
-

Directions

Read:

I am going to ask you the names of some shapes.

- [Hold up the rectangular prism.] What is the name of this shape?
- [Hold up the sphere.] What is the name of this shape?
- [Hold up the triangular prism.] What is the name of this shape?
- [Hold up the cylinder.] What is the name of this shape?

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 8

Mathematical Focus: naming of 3-dimensional shapes

Student Initials →						
Q7	Names the “rectangular/rectangle prism” or pronunciation is off by one sound, such as “prison.” (1 pt.)					
	Names the “sphere” or a close word that starts with an s-sound, such as “spear.” (1 pt.)					
	Names the “triangular/ triangle prism” or pronunciation is off by one sound, such as “tangle prison.” (1 pt.)					
	Names the “cylinder” or pronunciation is off by one sound. (1 pt.)					
TOTAL						

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 9

Materials per Student

- Student page:
- Non-square rectangular prism
- Pencil

Student Name/Date _____ Date _____

My Shape _____

My shape _____

My shape _____

My shape _____

My shape _____

My shape _____

My shape _____

My shape _____

Directions

Give the student a copy of “My Shape.” Place the rectangular prism in front of the student. Read:

What is the name of this shape?

Now write down everything you know about this shape.

This says, “My shape” [as you point to this phrase]. So fill in “My shape...” When you are done, I will ask you to read me what you wrote. Do not worry about your spelling. Try your best to write.

If the student appears to be done, but there still is room for more answers, state:

Is there something else you know about this shape? Please write it down for me so I can remember your idea later.

If any of the writing is illegible, have the student tell you what he/she wrote as you track his/her words with your finger. Write down what the student reads. Write down verbal explanations in quotes. Note that this question will be double-scored.

Note: For other math concepts (e.g., vertex/corner, edge, angles), ask the student to “Show me” to ensure their knowledge of the definition. We want to score their understanding of the terms rather than their ability to count correctly.

OPEN-RESPONSE TEST INDIVIDUAL QUESTION 9

Mathematical Focus: identification of 3-dimensional shapes and their attributes; Note: The text in parentheses is not required.

Student Initials →					
Q9	Calls the shape a “rectangular/ rectangle prism” or pronunciation off by one sound, such as “prison.” (1 pt.)				
		Score each of the remaining items: 2 pts. = Writes and/or reads what wrote 1 pt. = Tells or tells something other than what wrote			
	Indicates it has (any number up to 6) bases or faces.				
	Indicates it has up to 6 “rectangles” (bases or faces).				
	Indicates it can stack (e.g., can build with it).				
	Indicates it cannot roll (e.g., cannot go down a ramp).				
	Indicates it “looks like a box” or any other rectangular prism.				
	Indicates it is 3-dimensional (e.g., “fat”).				
	Indicates that it has faces or bases that are 2-dimensional (e.g., “flat” faces.) <i>Note: “Can stand” receives no credit.</i>				
	Other correct math concepts (e.g., vertices/corners, edges, angles.) <i>Only give credit if correctly identifies after asking to “show me.” No credit for “sides” or non-math ideas (e.g., color).</i>				
TOTAL					

THE NEW YORK CITY DEPARTMENT OF EDUCATION
MADELENE S. CHAN, *Community Superintendent*
COMMUNITY SCHOOL DISTRICT 24

Teresa Caccavale
Deputy Superintendent

James Leahy
Field Support Liaison

Katherine Rodriguez
Talent Development & Evaluation Coach

Eleanor McNamee
Family Leadership Coordinator

Susana Santacruz
Family Support Coordinator

Lourdes Pena
Administrative Assistant

Seokhee Cho, Ph.D.
Professor and Director, Center for Creativity and Gifted Education
Department of Administrative and Instructional Leadership
School of Education, St. John's University
[REDACTED]

March 30th, 2022

Dear Dr. Seokhee Cho,

I am very much excited to have a chance to participate in the Project WINGS at St. John's University as a Core Partner. As a Community Superintendent and on behalf of the School District 24, I am very happy to have the opportunity to nurture Math talent of English Learners in K-3 Grades with support from faculty members of St. John's University in teaching M² program and M³ program.

I understand that the M² and M³ programs are going to be implemented during the after-school hours as a supplementary program for selected ELs and it is well aligned with Common Core Learning Standards. Because of its strong emphasis on communication skills, it should be very beneficial for ELs. I understand that your previous Project HOPE and Project BRDIGE for teaching M² and M³ program funded through the same Javits Grant were also very beneficial for ELs. I am aware of the fact that state exam scores of the participated students improved to a great extent. I hope and expect this new project can also improve math achievement and English proficiency of ELs in Grades K-3.

Through this project, I understand that ELs are expected to develop mathematical understanding and English proficiency, since teachers will be trained on how to teach math program to young ELs, receive teachers' manuals, a set of teaching kits, and student journals. Schools should be very happy to be able to get assistance from St. John's University faculty members who will mentor teachers with rich resources for differentiation of their instructions to meet the needs of each individual ELs.

It will be a great privilege for our School District to have a chance to collaborate with you on the proposed Project WINGS again which will recognize and nurture math talent and English proficiency of ELs.

If you have any questions, please do not hesitate to contact me.

Sincerely,



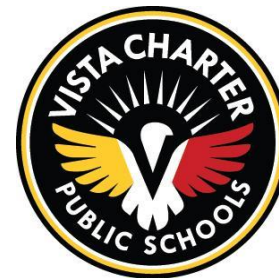
Madelene Chan, Ed.D.
Community Superintendent
School District 24
98-50 50th Avenue, Corona NY 11368
TEL: (718) 592-3357
FAX: (718) 592-3770
Email: MChan2@schools.nyc.gov

This collaboration is conditioned upon the execution and implementation of an approved Memorandum of Understanding ("MOU") between St. Johns University and NYC Community School District 24.

VISTA CHARTER PUBLIC SCHOOLS

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent



Seokhee Cho, Ph.D.
Professor and Director, Center for Creativity and Gifted Education
Department of Administrative and Instructional Leadership
School of Education, St. John's University

Tel: [REDACTED]

March 30th, 2022

Dear Dr. Seokhee Cho,

I am very much excited to have a chance to participate in the Project WINGS at St. John's University as a Core Partner. As the Assistant Superintendent and on behalf of the Vista Charter Public Schools, I am very happy to have the opportunity to nurture Math talent of English Learners in K-3 Grades with support from faculty members of St. John's University in teaching M² program and M³ program.

I understand that the M² and M³ programs are going to be implemented during the after-school hours as a supplementary program for selected ELs and it is well aligned with Common Core Learning Standards. Because of its strong emphasis on communication skills, it should be very beneficial for ELs. I understand that your previous Project HOPE and Project BRDIGE for teaching M² and M³ program funded through the same Javits Grant were also very beneficial for ELs. I am aware of the fact that state exam scores of the participated students improved to a great extent. I hope and expect this new project can also improve math achievement and English proficiency of ELs in Grades K-3.

Through this project, I understand that ELs are expected to develop mathematical understanding and English proficiency, since teachers will be trained on how to teach math program to young ELs, receive teachers' manuals, a set of teaching kits, and student journals. Schools should be very happy to be able to get assistance from St. John's University faculty members who will mentor teachers with rich resources for differentiation of their instructions to meet the needs of each individual ELs.

It will be a great privilege for our School District to have a chance to collaborate with you on the proposed Project WINGS again which will recognize and nurture math talent and English proficiency of ELs.

If you have any questions, please do not hesitate to contact me at [REDACTED]

Sincerely,

Collin Felch, Ed.D.
Assistant Superintendent
Vista Charter Public Schools



OFFICE OF THE SUPERINTENDENT OF SCHOOLS ARCHDIOCESE OF NEW YORK

March 20, 2022

Seokhee Cho, Ph.D.
Professor and Director, Center for Creativity and Gifted Education
School of Education, St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Dear Dr. Cho,

On behalf of students, teachers, and administrators in the Archdiocese of New York and as Associate Superintendent, I am very pleased to have the opportunity to support the M² program, which will recognize and nurture Math talent of English Language Learners in K-2 Grades with support from faculty members of St. John's University.

I understand that the M² program is going to be implemented during the after-school hours as a supplementary program for selected gifted ELLs and it is well aligned with Common Core Learning Standards. Because of its strong emphasis on communication skills, it should be very beneficial for ELLs. I understand that your previous Project HOPE and Project BRIDGE program was developed by the same authors for promising ELLs in K to 5th grades in 2009-2014 and 2017-2022 and funded through the Javits Grant was also very beneficial for ELLs. You advised me of the fact that state exam scores of the participating students improved significantly. Under your leadership, this project has my support.

It is my understanding that starting from K grade, the Math program will be implemented for four years until the conclusion of grade 3. I also understand that the teachers will receive with mentoring once a week, four-days of professional development yearly, a teacher's guide, teaching kits, and student journals. I will encourage principals to participate in the proposed Project, as results appear to be very promising for students in these grades.

Through this project, I understand that ELLs are expected to develop mathematical understanding and English proficiency. School administrators and faculty will be glad to receive assistance and support from St. John's University faculty members who will mentor teachers with their extensive resources and expertise in the differentiation of their instruction.

It will be a great privilege for the Archdiocese of New York to have an opportunity to participate in this program, which will recognize and nurture math achievement and English proficiency of ELLs. Additionally, we believe it will be a benefit to our staff, as it will provide our participating teachers with further skill and professional development. I look forward to collaborating with St. John's University on this worthwhile program concerning the instruction of promising ELLs.

I understand that the project directors will obtain any needed approvals from the Archdiocese of New York, if any individual student information or data is used as part of this project.

If you have any questions, please do not hesitate to contact me.

In the Mission of Catholic Education,

Mr. Michael J. Coppotelli, MS Ed
Associate Superintendent of Schools
Archdiocese of New York
Michael.Coppotelli@archny.org

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative
St. John's University
(October 1, 2022- September 30, 2027)

Year 1 (2022-2023)

1. Personnel

PI and Project Director

Principal Investigator, Dr. Seokhee Cho (Professor), Project Director, will be responsible for planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general. An in-kind contribution of [REDACTED] of her time during the academic year will be made. A total of [REDACTED] of her time in summer has been requested.

Co-PIs:

Dr. Sonmi Jo, Research Director, who is responsible for overseeing the research aspects of the project to ensure implementing a quasi-experimental design of the project, assessment instruments, data collection and analyses for successful conduct of research, Dr. Jo will devote 57.1 % of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Dr. Jenny Yang, Project Director, will be responsible for overall project management, administration, recruiting schools and mentors and supervision of curriculum development and instruction delivery. developing language scaffolding instructional materials. Dr. Yang will devote 48.8 % of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Key Personnel

Dr. John Spiridakis (Professor), Research Coordinator, will be responsible for developing language scaffolding instructional materials. An in-kind contribution of [REDACTED] [REDACTED] his time during the academic year will be made. A total of [REDACTED]) his time in summer has been requested.

Dr. Seung Eun McDevitt, Assistant Professor, will be responsible for training materials on special education and inclusive teaching models. An in-kind contribution of [REDACTED] at

Dr. Angelo Gatto, as external evaluator, will commit 40 days for [REDACTED] to fulfill the duties and responsibilities of evaluation of project performance and providing oral and written reports on the progress of the project.

One (1) school for the pilot study will receive a stipend of [REDACTED]

Eight (8) teacher will commit 25 hours for attending PD in N.Y. at [REDACTED] in N.Y. Total stipend to the pilot teachers will be [REDACTED]

Twenty (20) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in NY and CA. Total will be [REDACTED]

Ten (10) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in TX. Total will be [REDACTED]

No compensation for teachers for their teaching hours is requested, since the school committed for pilot study has Title I fund and is willing to pay the pilot study teachers.

Each site liaison of Los Angeles in California (Dr. Suzie Oh) and San Antonio (Dr. Christine Williamson) will receive [REDACTED] for committing 30 days meeting principals, teachers, and parents in their school district to provide onsite consultation, facilitate SAC, and report challenges and progresses to the Project Team.

6. Publication Cost

Design and printing of Project Brochure, Teachers' Guide, and Parent Conferences will cost [REDACTED]

7. Total direct costs:

8. Indirect costs (26%):

9. Total costs:



Year 2 (2023-2024)

1. Personnel

PI and Project Director

Principal Investigator, Dr. Seokhee Cho (Professor), Project Director, will be responsible for planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general. An in-kind contribution of [REDACTED] of her time during the academic year will be made. A total of [REDACTED] of her time in summer has been requested.

Co-PIs:

Dr. Sonmi Jo, Research Director, who is responsible for overseeing the research aspects of the project to ensure implementing a quasi-experimental design of the project, assessment instruments, data collection and analyses for successful conduct of research, Dr. Jo will devote 57.1 % of her time during the academic year. A total of [REDACTED] for contribution of 57.1% (0.571 FT=61,800 + FB at [REDACTED] of her time during the academic year has been requested.

Dr. Jenny Yang, Project Director, will be responsible for overall project management, administration, recruiting schools and mentors and supervision of curriculum development and instruction delivery. developing language scaffolding instructional materials. Dr. Yang will devote 48.8 % of her time during the academic year. A total of [REDACTED] for contribution of 48.8% (0.66 FT=41,200 + FB at [REDACTED]) of her time during the academic year has been requested.

Key Personnel

Dr. John Spiridakis (Professor), Research Coordinator, will be responsible for developing language scaffolding instructional materials. An in-kind contribution of [REDACTED] at 25% (0.25 FTE=43,959 + FB = [REDACTED]) his time during the academic year will be made. A total of [REDACTED] at 33.3% (.333 FTE=\$19,518 + FB at [REDACTED] his time in summer has been requested.

Dr. Seung Eun McDevitt, Assistant Professor, will be responsible for training materials on special education and inclusive teaching models. An in-kind contribution of [REDACTED] at

25% (0.25 FTE= [REDACTED] + FB = [REDACTED]) his time during the academic year will be made.

Dr. James Reed Campbell, Professor, will invest 12.5% of his time in-kind and will be in charge of student selection from participating schools. An in-kind contribution of [REDACTED] at 12.5% (0.125 FTE= [REDACTED] + FB = [REDACTED]) his time during the academic year will be made.

Other Personnel

Graduate Students: Two graduate students will be trained to assist classroom observation and data collection through coordinating with schools for 20 hours per week for 42 weeks at the hourly rate of [REDACTED] Total of [REDACTED] including [REDACTED] with fringe benefit [REDACTED] for graduate students for classroom observation and data collection is requested.

2. Fringe Benefits are estimated as 8% of faculty and graduate assistants' salary.

3. Travel

Domestic Travel

Expense to travel to schools for recruitment, fidelity checks, and observational visits in New York City will cost [REDACTED]

Expense to travel to schools for recruitment, fidelity checks, and observational visits to California, South Carolina and Texas will cost [REDACTED]

Travel for PI and Co-PIs to attend annual conferences and academic conferences will cost [REDACTED]

4. Materials & Supplies

Office Supplies:

Office Supplies (paper, ink, toner, stationery) will be purchase at the amount of [REDACTED]

Instructional Supplies:

M^2 and M^3 curriculum materials for 300 K-3 participating students, including student journals, manipulative kits, teacher guides, and teacher resources for each of 6 units from Grades K, will cost [REDACTED]

5. Consultant Services

Dr. Katherine Gavin, the leading author of M^2 and M^3 program, will commit 20 days for [REDACTED] and will be in charge of consulting the team members on various aspects of the research including research designing, implementation, and evaluation of students' reasoning using open-response assessment.

Dr. Angelo Gatto, as external evaluator, will commit 40 days for [REDACTED] to fulfill the duties and responsibilities of evaluation of project performance and providing oral and written reports on the progress of the project.

Each of 15 schools will receive stipend of [REDACTED] resulting in a total of [REDACTED]

Ten (10) teachers will commit 70 hours to teach the K intervention classes at [REDACTED]/hour in N.Y. and C.A. Total will be [REDACTED]

Five (5) teachers will commit 70 hours to teach the K intervention classes at [REDACTED]/hour in T.X. Total stipend to the intervention teachers will be [REDACTED]

Twenty (20) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in NY and CA. Total will be \$ [REDACTED]

Ten (10) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] day in TX. Total will be [REDACTED]

Each site liaison of Los Angeles in California (Dr. Suzie Oh) and San Antonio (Dr. Christine Williamson) will receive [REDACTED] for committing 30 days meeting principals, teachers, and parents in their school district to provide onsite consultation, facilitate SAC, and report challenges and progresses to the Project Team.

Mentors: Mentors will observe 15 classes of intervention group for 1 hour visiting 6 times with hourly rate of [REDACTED] Mentors will coach 15 intervention teachers for 1 hour after each observation with hourly rate of [REDACTED]. Total of [REDACTED] is requested for mentoring.

Observers: Observers will observe 15 classes of intervention group for 1 hour visiting 4 times/ month for 6 months with hourly rate of [REDACTED] Total of \$ [REDACTED] is requested.

6. Publication Cost

Postage for communicating with schools, teachers, and parents will cost [REDACTED]

7. Total direct costs:

8. Indirect costs (26%):

9. Total costs:



Year 3 (2024-2025)

1. Personnel

PI and Project Director

Principal Investigator, Dr. Seokhee Cho (Professor), Project Director, will be responsible for planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general. An in-kind contribution of [REDACTED] of her time during the academic year will be made. A total of [REDACTED] of her time in summer has been requested.

Co-PIs:

Dr. Sonmi Jo, Research Director, who is responsible for overseeing the research aspects of the project to ensure implementing a quasi-experimental design of the project, assessment instruments, data collection and analyses for successful conduct of research, Dr. Jo will devote 57.1 % of her time during the academic year. A total of [REDACTED] for contribution of 57.1% (0.571 FT=63,654 + FB at [REDACTED]) of her time during the academic year has been requested.

Dr. Jenny Yang, Project Director, will be responsible for overall project management, administration, recruiting schools and mentors and supervision of curriculum development and instruction delivery. developing language scaffolding instructional materials. Dr. Yang will devote 48.8 % of her time during the academic year. A total of [REDACTED] for contribution of 48.8% (0.66 FT=42,436 + FB at [REDACTED]) of her time during the academic year has been requested.

Key Personnel

Dr. John Spiridakis (Professor), Research Coordinator, will be responsible for developing language scaffolding instructional materials. An in-kind contribution of [REDACTED] at 25% (0.25 FTE=45,278 + FB = [REDACTED]) his time during the academic year will be made. A total of [REDACTED] at 33.3% (.333 [REDACTED]) his time in summer has been requested.

Dr. Seung Eun McDevitt, Assistant Professor, will be responsible for training materials on special education and inclusive teaching models. An in-kind contribution of [REDACTED] at 25% ($0.25 \text{ FTE} = \$21,152 + \text{FB} = [REDACTED]$) his time during the academic year will be made.

Dr. James Reed Campbell, Professor, will invest 12.5% of his time in-kind and will be in charge of student selection from participating schools. An in-kind contribution of [REDACTED] his time during the academic year will be made.

Other Personnel

Graduate Students: Two graduate students will be trained to assist classroom observation and data collection through coordinating with schools for 20 hours per week for 42 weeks at the hourly rate of [REDACTED] Total of [REDACTED] including [REDACTED] with fringe benefit [REDACTED] for graduate students for classroom observation and data collection is requested.

2. Fringe Benefits are estimated as 8% of faculty and graduate assistants' salary.

3. Travel

Domestic Travel

Expense to travel to schools for recruitment, fidelity checks, and observational visits in New York City will cost [REDACTED]

Expense to travel to schools for recruitment, fidelity checks, and observational visits to California, South Carolina and Texas will cost [REDACTED]

Travel for PI and Co-PIs to attend annual conferences and academic conferences will cost [REDACTED]

4. Materials & Supplies

Office Supplies:

Office Supplies (paper, ink, toner, stationery) will be purchase at the amount of [REDACTED]

Instructional Supplies:

M^2 and M^3 curriculum materials for 300 K-3 participating students, including student journals, manipulative kits, teacher guides, and teacher resources for each of 8 units from Grades 1, will cost [REDACTED]

5. Consultant Services

Dr. Katherine Gavin, the leading author of M^2 and M^3 program, will commit 20 days for [REDACTED] and will be in charge of consulting the team members on various aspects of the research including research designing, implementation, and evaluation of students' reasoning using open-response assessment.

Dr. Angelo Gatto, as external evaluator, will commit 40 days for [REDACTED] to fulfill the duties and responsibilities of evaluation of project performance and providing oral and written reports on the progress of the project.

Each of 15 schools will receive stipend of [REDACTED] resulting in a total of [REDACTED]

Ten (10) teachers will commit 100 hours to teach the K intervention classes at [REDACTED] hour in N.Y. and C.A. Total will be [REDACTED]

Four (5) teachers will commit 100 hours to teach the K intervention classes at [REDACTED]/hour in T.X. Total stipend to the intervention teachers will be [REDACTED]

Twenty (20) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in NY and CA. Total will be [REDACTED]

Ten (10) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in TX. Total will be [REDACTED]

Each site liaison of Los Angeles in California (Dr. Suzie Oh) and San Antonio (Dr. Christine Williamson) will receive [REDACTED] for committing 30 days meeting principals, teachers, and parents in their school district to provide onsite consultation, facilitate SAC, and report challenges and progresses to the Project Team.

Mentors: Mentors will observe 15 classes of intervention group for 1 hour visiting 6 times with hourly rate of [REDACTED]. Mentors will coach 15 intervention teachers for 1 hour after each observation with hourly rate of [REDACTED] Total of [REDACTED] is requested for mentoring.

Observers: Observers will observe 15 classes of intervention group for 1 hour visiting 4 times/ month for 6 months with hourly rate of [REDACTED] Total of [REDACTED] is requested.

6. Publication Cost

Postage for communicating with schools, teachers, and parents will cost [REDACTED]

7. Total direct costs:

8. Indirect costs (26%):

9. Total costs:



Year 4 (2025-2026)

1. Personnel

PI and Project Director

Principal Investigator, Dr. Seokhee Cho (Professor), Project Director, will be responsible for planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general. An in-kind contribution of [REDACTED] of her time during the academic year will be made. A total of [REDACTED] of her time in summer has been requested.

Co-PIs:

Dr. Sonmi Jo, Research Director, who is responsible for overseeing the research aspects of the project to ensure implementing a quasi-experimental design of the project, assessment instruments, data collection and analyses for successful conduct of research, Dr. Jo will devote 57.1 % of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Dr. Jenny Yang, Project Director, will be responsible for overall project management, administration, recruiting schools and mentors and supervision of curriculum development and instruction delivery. developing language scaffolding instructional materials. Dr. Yang will devote 48.8% of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Key Personnel

Dr. John Spiridakis (Professor), Research Coordinator, will be responsible for developing language scaffolding instructional materials. An in-kind contribution of [REDACTED] at 25% [REDACTED] his time during the academic year will be made. A total of [REDACTED] his time in summer has been requested.

Dr. Seung Eun McDevitt, Assistant Professor, will be responsible for training materials on special education and inclusive teaching models. An in-kind contribution of [REDACTED] at

Dr. Angelo Gatto, as external evaluator, will commit 40 days for [REDACTED] to fulfill the duties and responsibilities of evaluation of project performance and providing oral and written reports on the progress of the project.

Each of 15 schools will receive stipend of [REDACTED] resulting in a total of [REDACTED]

Ten (10) teachers will commit 100 hours to teach the K intervention classes at [REDACTED] in N.Y. and C.A. Total will be [REDACTED]

Four (5) teachers will commit 100 hours to teach the K intervention classes at [REDACTED]/hour in T.X. Total stipend to the intervention teachers will be [REDACTED]

Twenty (20) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in NY and CA. Total will be [REDACTED]

Ten (10) substitute teachers will be paid for 5 days when intervention teachers attend the PD at [REDACTED] per day in TX. Total will be [REDACTED]

Each site liaison of Los Angeles in California (Dr. Suzie Oh) and San Antonio (Dr. Christine Williamson) will receive [REDACTED] for committing 30 days meeting principals, teachers, and parents in their school district to provide onsite consultation, facilitate SAC, and report challenges and progresses to the Project Team.

Mentors: Mentors will observe 15 classes of intervention group for 1 hour visiting 6 times with hourly rate of [REDACTED] Mentors will coach 15 intervention teachers for 1 hour after each observation with hourly rate of [REDACTED] Total of [REDACTED] is requested for mentoring.

Observers: Observers will observe 15 classes of intervention group for 1 hour visiting 4 times/ month for 6 months with hourly rate of [REDACTED]. Total of [REDACTED] is requested.

6. Publication Cost

Postage for communicating with schools, teachers, and parents will cost [REDACTED]

7. Total direct costs:

8. Indirect costs (26%):

9. Total costs:



Year 5 (2026-2027)

1. Personnel

PI and Project Director

Principal Investigator, Dr. Seokhee Cho (Professor), Project Director, will be responsible for planning, coordination, and supervising student selection, professional development and program implementation and project evaluation in general. An in-kind contribution of [REDACTED] of her time during the academic year will be made. A total of [REDACTED] of her time in summer has been requested.

Co-PIs:

Dr. Sonmi Jo, Research Director, who is responsible for overseeing the research aspects of the project to ensure implementing a quasi-experimental design of the project, assessment instruments, data collection and analyses for successful conduct of research, Dr. Jo will devote 57.1 % of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Dr. Jenny Yang, Project Director, will be responsible for overall project management, administration, recruiting schools and mentors and supervision of curriculum development and instruction delivery. developing language scaffolding instructional materials. Dr. Yang will devote 48.8% of her time during the academic year. A total of [REDACTED] for contribution of [REDACTED] of her time during the academic year has been requested.

Key Personnel

Dr. John Spiridakis (Professor), Research Coordinator, will be responsible for developing language scaffolding instructional materials. An in-kind contribution of [REDACTED] at 25% ([REDACTED] his time during the academic year will be made. A total of [REDACTED] his time in summer has been requested.

Dr. Seung Eun McDevitt, Assistant Professor, will be responsible for training materials on special education and inclusive teaching models. An in-kind contribution of [REDACTED] at

Dr. Angelo Gatto, as external evaluator, will commit 40 days for [REDACTED] to fulfill the duties and responsibilities of evaluation of project performance and providing oral and written reports on the progress of the project.

Each of 15 schools will receive stipend of [REDACTED] resulting in a total of [REDACTED]

Ten (10) teachers will commit 100 hours to teach the K intervention classes at [REDACTED]/hour in N.Y. and C.A. Total will be [REDACTED]

Four (5) teachers will commit 100 hours to teach the K intervention classes at [REDACTED] hour in T.X. Total stipend to the intervention teachers will be [REDACTED]

Each site liaison of Los Angeles in California (Dr. Suzie Oh) and San Antonio (Dr. Christine Williamson) will receive [REDACTED] for committing 30 days meeting principals, teachers, and parents in their school district to provide onsite consultation, facilitate SAC, and report challenges and progresses to the Project Team.

Mentors: Mentors will observe 15 classes of intervention group for 1 hour visiting 6 times with hourly rate of [REDACTED] Mentors will coach 15 intervention teachers for 1 hour after each observation with hourly rate of [REDACTED]. Total of [REDACTED] is requested for mentoring.

Observers: Observers will observe 15 classes of intervention group for 1 hour visiting 4 times/ month for 6 months with hourly rate of [REDACTED]. Total of [REDACTED] is requested.

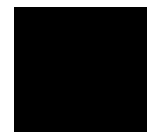
6. Publication Cost

Postage for communicating with schools, teachers, and parents will cost [REDACTED]

7. Total direct costs:

8. Indirect costs (26%):

9. Total costs:





U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

St. John's University

1. Project Objective:

Objective 1-1. Increase the number of states which will participate in the Project.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 1-1. School Districts in California and Texas will contract MOU with the Project Team to participate in Project WINGS.	PROJECT	2		/	

2. Project Objective:

Objective 1-2. Site liaisons confirm project schools with more than 100 ELs in each grade and Title I funded in each state.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 1-2. Five Title I schools with more than 100 English learners in each grade will be confirmed in California and Texas.	PROJECT	10		/	

3. Project Objective:

Objective. 1-3. Develop a cloud-based project data management system.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 1-3. Cloud-based data management system is set up for use.	PROJECT	1		/	

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4. Project Objective:

Objective 2-1. Refine the identification method by integrating recent research and findings of our previous Javits projects (Project HOPE and Project BRIDGE) to identify GELs and GELDs and provide professional development to teachers in project schools.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 2-1. In June, Project teachers will learn and demonstrate significantly more increased knowledge and skills on the identification of GELs and GELDs as measured by surveys and interviews and analyzed by a t-test.	PROJECT	4		/	

5. Project Objective:

Objective 2-2. Identify GELs and GELDs using strength-based and local norm-based identification methods.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 2-2. In September, a total of 480 GELs and 120 GELDs will be identified using strength-based and local norm-based identification methods	PROJECT	600		/	

6. Project Objective:

Objective 3-1. Refine materials of WINGS Program (teachers' guide, student journal, homework) based on Project HOPE and Project BRIDGE programs, M2 and M3 advanced and enriched math programs for GELDs in Grades K-3

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 3-1. One teacher's guide, 1 student journal, and homework for two units for Grade K, 3 units for Grades 1-3 will be refined based on the materials from Project HOPE and Project BRIDGE.	PROJECT	11		/	

7. Project Objective:

Objective 3-2. Professional development for 8 teachers in PS 19 in New York

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7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 3-2. Eight intervention teachers will attend 21 hours of professional development on how to use refined materials for teaching advanced mathematics with language scaffolding and peer-assisted learning for GELDs.	PROJECT	8		/	

8. Project Objective:

Objective 3-3. Conduct a pilot study for GELDs

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 3-3. A pilot study will be conducted implementing one unit of math programs for 50 hours for students in each grade K-3 in eight (8) classes	PROJECT	8		/	

9. Project Objective:

Objective. 3-4 Collect feedback on feasibility and modify instructional materials of the WINGS Program

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 3-4. Modified products are ready for 80 hours for Grade K, and 100 hours for each Grade of 1-3 in project schools	PROJECT	11		/	

10. Project Objective:

Objective. 4-1. Develop an online of a professional development (PD) course for teachers to be trained and certified to implement the WINGS program with fidelity.

10.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 4-1. Twenty one (21) hours of an online PD course will be developed for intervention group teachers, aligned with the model components and uploaded on the project website.	PROJECT	1		/	

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11. Project Objective:

Objective 4-2. Increase teachers' teaching quality through professional development.

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 4-2. Intervention teachers will use scaffolding strategies for teaching mathematics to GELs and GELDs significantly more frequently compared with comparison teachers as measured by frequency of strategies use through classroom observation and examined by Hierarchical Linear Modeling (HLM) Analyses.	PROJECT			/	

12. Project Objective:

Objective 4-3. Enhance teachers' self-efficacy for teaching mathematics to target students.

12.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 4-3. Intervention teachers will demonstrate significantly higher self-efficacy in teaching mathematics to GELs and GELDs as measured by a questionnaire and interviews and analyzed by a t-test.	PROJECT			/	

13. Project Objective:

Objective 5-1 After site liaisons confirm the commitment of 15 schools to participate for four years to yield power of .80 and a minimum detectable effect size of .30 (medium effect size), randomly assign classes into intervention and comparison groups.

13.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 5-1. 15 schools (5 from New York City, NY; 5 from San Antonio, Texas; 5 from Los Angeles, California will have 2 classes of 10 students in Grade K. Each class will be randomly assigned to either intervention or comparison group (same number at each site)	PROJECT	15		/	

14. Project Objective:

Objective 5-2. School-based Advisory Council (SAC) at each of the 15 schools will be formed to provide feedback on Project implementation.

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14.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 5-2. SAC is established and facilitated by site liaisons. An initial and 2 SAC meetings will be held each year. The data on each SAC meeting regarding performance, successes, challenges, and future plans are collected from meeting notes and pre/post semester SAC surveys and reported by site liaisons at the end of each semester.	PROJECT	2		/	

15. Project Objective:

Objective 5-3. Implement the intervention and comparison conditions during after school hours with fidelity and high quality through teachers with the supervision of site liaisons.

15.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 5-3. A total of 70 hours of intervention in Year 2 and 100 hours of intervention in Years 3-5 are implemented in the intervention group. A total of 100 hours of homework assistance are provided in the comparison group based on the program (curriculum) of school's choice.	PROJECT		95	/	100
					95.00

16. Project Objective:

Objective 6-1. Provide intervention teachers with professional development.

16.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 6-1. All intervention teachers will join professional development activities.	PROJECT	30		/	

17. Project Objective:

Objective 6-2. Increase Teachers' teaching quality through professional development

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17.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 6-2. Intervention teachers will use scaffolding strategies for teaching mathematics to GELs and GELDs significantly more frequently when compared with comparison teachers as measured by frequency of strategies use through classroom observation and examined by Hierarchical Linear Modeling (HLM) Analyses.	PROJECT			/		

18. Project Objective:

Objective 7-1. Assess change in students' Mathematical Reasoning.

18.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 7-1. At the end of intervention in Year 2, 3, 4, and 5, the pre-post NWEA MAP K2 Math Test and Math Unit Assessment results will indicate a statistically significant increase in mathematical reasoning of intervention group participants over time, compared to comparison group participants.	PROJECT			/		

19. Project Objective:

Objective 7-2 Assess change in students' English Language Proficiency

19.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 7-2. At the end of intervention in Year 2, 3, 4, and 5, the pre-post NWEA MAP K2 Literacy Test, will indicate a statistically significant increase in English language proficiency of intervention group participants over time, compared to comparison group participants	PROJECT			/		

20. Project Objective:

Objective 7-3. Assess change in the expectation of parents and teachers on students' potential towards GELs and GELDs

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20.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 7-3. At the end of intervention in Year 2, 3, 4, and 5, the pre-post expectation of parents and teachers towards GELs and GELDs results will indicate a statistically significant increase in teachers' expectation toward GELs and GELDs among intervention group participants over time, compared to comparison group participants.	PROJECT			/		

21. Project Objective:

Objective 7-4. Assess change in the perception of parents and teachers on the possibility of being identified of GELs and GELDs

21.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 7-4. At the end of intervention in Year 2, 3, 4, and 5, the pre-post perception of parents and teachers on the possibility of being identified as gifted of GELs and GELDs results will indicate a statistically significant increase in teachers' perception on the possibility of being identified as gifted of GELs and GELDs among intervention group participants over time, compared to comparison group participants	PROJECT			/		

22. Project Objective:

Objective 8-1. Share resources of non-traditional identification and scaffolding strategies to support GELs and GELDs and interact with other teachers talking to them about the value of sustainability in a learning community
--

22.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Outcome 8-1. Project teachers will conduct learning community meetings to share what intervention teachers learned with other teachers and parents at least once a year.	PROJECT	30		/		

23. Project Objective:

Objective 8-2. Distribute information on the research and evaluation of the project in a research community.
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23.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 8-2. At least more than three progress reports and two scholarly articles will be published by the project staff. Conference presentations will be made at least four times during the project period.	PROJECT	9		/	

24. Project Objective:

Objective 9-1. Refine the WINGS Program and products based on the data analysis. Information on the WINGS Program (implementation, fidelity, effects) and products are uploaded to the project website.

24.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 9-1. The WINGS Program is validated through the scale-up evaluation. The accessibility of products is ensured. The products are made available online.	PROJECT	1		/	

25. Project Objective:

Objective 9-2. Disseminate Project products including articles, reports, newsletters to various audiences.

25.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Outcome 9-2. Dissemination products are made appropriate to various audiences. All dissemination products will be made accessible to a national audience via the project web site.	PROJECT	1		/	

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

St. John's University, New York

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 06/21/2021 To: 05/31/2023 (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services
The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S206A220018

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
St. John's University, New York	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	122,638.00	126,317.00	130,107.00	134,010.00	138,029.00			651,101.00
2. Fringe Benefits	49,055.00	50,526.00	52,043.00	53,605.00	55,212.00			260,441.00
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	171,693.00	176,843.00	182,150.00	187,615.00	193,241.00			911,542.00
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)	171,693.00	176,843.00	182,150.00	187,615.00	193,241.00			911,542.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">St. John's University, New York</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								0.00

ED 524



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, May). Peer-Assisted Learning/Literacy Strategies. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pals_050112.pdf <u>Meet WWC evidence standards without reservations</u>	(Table 1, p. 1) Peer-Assisted Learning/Literacy Strategies were found to have positive effects on students' Alphabetics and these findings were characterized by a "medium to large" extent of evidence.	(p. 4, p. 5, p. 11-13) Peer-Assisted Learning/Literacy Strategies were conducted as a Supplement program on Grade K and Grade 1 students in Title I schools. These study samples, program type, setting, and analysis method (Hierarchical Linear Modeling) overlap with the proposed project.
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, June). Peer-Assisted Learning Strategies. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pals_060512.pdf <u>Meet WWC evidence standards without reservations</u>	(Table 1, p. 1) Peer-Assisted Learning Strategies were found to have positive effects on students' Reading fluency, Reading comprehension, and mathematics and these findings were characterized by a "small" extent of evidence.	(p. 3, p. 5-6, p. 12-13) Peer-Assisted Learning Strategies were used as Supplement program for English language learners with and without learning disabilities from Grade 2 to Grade 6. These study samples and program type overlap with the proposed project.

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S206A220019