

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220048

Grants.gov Tracking#: GRANT13594872

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

Closing Date: Apr 11, 2022

PR/Award # S206A220048

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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:

04/11/2022

4. Applicant Identifier:

NA

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Independent School District 271

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

* c. UEI:

d. Address:

* Street1:

Educational Services Center

Street2:

1350 W 106th St.

* City:

Bloomington

County/Parish:

Hennepin

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

55431-4152

e. Organizational Unit:

Department Name:

Learning and Teaching

Division Name:

Gifted and Talented

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

Prefix:

Mrs.

* First Name:

Erin

Middle Name:

Denise

* Last Name:

Boltik

Suffix:

Ed.S.

Title:

Director of Gifted Programs and Services

Organizational Affiliation:

Bloomington Public Schools

* Telephone Number:

Fax Number:

* Email:

PR/Award # S206A220048

Page e3

Application for Federal Assistance SF-424

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

G: Independent School District

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:

The Renaissance Project: Supporting and Preparing Highly Creative, Ethnically Diverse, Twice-Exceptional, or Economically Disadvantaged Elementary Children for Advanced Programming

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.

1241-Javits Ensure Equal Access.pdf

Add Attachment

Delete Attachment

View Attachment

Project Renaissance Strategies to Ensure Equal Access

This project is being implemented in the four elementary Title 1 schools within Bloomington Public Schools district. All kindergarten and first graders at these four schools will be given the same enrichments, curricular and instructional enhancements, and opportunities. Each school will have staff trained through the grant monies. These sites will also have access to additional interpreters and tutors as supported through the grant funding.

For the grade 2-5 Renaissance program, universal screening tools will be used for identification and program placement. The Torrance Test of Creative Thinking has already been successful in identifying students who reflect the overall diversity of our district, and so we are using the figural form of this same test for identification into the Renaissance program as well.

Also, by the very nature of this year's Javits grant absolute priority and competitive preference priorities, the winning applications will naturally be adhering to the GEPA requirements.

- ***Absolute Priority*** --*Identification of, and provision of services to, gifted and talented students who may not be identified through traditional assessment methods*
- ***Competitive Preference Priority 1*** -- *Training personnel in the identification and education of gifted and talented students who are children with disabilities.*
- ***Competitive Preference Priority 2*** -- *Identification of, and provision of services to, gifted and talented students who are children with disabilities.*
- ***Competitive Preference Priority 3*** --*Promoting equity in student access to educational resources and opportunities.*

Finally, the Renaissance Project will adhere to policy 102 of ISD 271:

Adopted: September 24, 2001 Superintendent Review: December 18, 2007

School Board Review: February 11, 2013 (No Change)

School Board Review: April 28, 2014

School Board Revised: August 27, 2018 [Routine Review/MSBA Model Policy/Modified]

School Board Review: October 12, 2020 [Routine Review/No Change]

Contact Person: Superintendent

POLICY 102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE To ensure that equal educational opportunity is provided for all students of the District.

II. GENERAL STATEMENT OF POLICY

A. This Policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

B. The District provides equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age. The District makes reasonable accommodations for students with disabilities.

C. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's Policy on harassment and violence.

D. Every employee of the District has the responsibility to comply with this Policy conscientiously.

E. Any student, parent or guardian having any questions regarding Policy 413, Harassment and Violence, should discuss it with the designated District official as provided by Policy.

School Board INDEPENDENT SCHOOL DISTRICT 271 Bloomington, MN

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

Independent School District 271

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Eric Middle Name: John
* Last Name: Melbye Suffix:
* Title: Superintendent of Bloomington Public Schools9

* SIGNATURE: Erin D Boltik

* DATE: 04/11/2022

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:
Mrs.	Erin	Denise	Boltik	

Project Director Level of Effort (percentage of time devoted to grant): 20

Address:

* Street1:	Educational Services Center
Street2:	1350 W 106th Street
* City:	Bloomington
County:	Hennepin
* State:	MN: Minnesota
* Zip Code:	55431-4152
Country:	USA: UNITED STATES

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

--	--

* Email Address:

--

Alternate Email Address:

--

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:

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:

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.

1239-Pol 515.1 Administration Procedures for Res

Add Attachment

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Adopted: October 11, 1994
Revised: March 8, 1999
School Board Review: April 28, 2014
Contact Person: Executive Director of Research, Evaluation and Assessment

POLICY 515.1 ADMINISTRATION PROCEDURES FOR RESEARCH

I. PURPOSE

The purpose of this Policy is to provide guidelines for individuals and/or organizations that wish to conduct educational research in the District.

II. GENERAL STATEMENT OF POLICY

This Policy recognizes the valuable contribution of scholarly research to the improvement of educational programs and services to the children of the District. At the same time, it is important to ensure that research is conducted within the constraints of state statutes and federal law on data privacy and to guard against excessive intrusion into the learning day.

All information from student records that may be collected or requested for approved research studies will adhere to District Policy on data privacy for student educational records (Policy 515).

Adopted:	October 11, 1994
Revised:	March 8, 1999
School Board Review:	April 28, 2014
Contact Person:	Executive Director of Research, Evaluation, and Assessment

REGULATION 515.1 ADMINISTRATION PROCEDURES FOR RESEARCH

School personnel within the constraints of state statutes and federal law on data privacy shall conduct all District research.

Regulation 515 - Data Privacy for Student Educational Records - details rules and regulations for collection and maintenance of school records. Persons wishing to conduct research in the District shall use the following procedures.

I. REQUEST

- A. All persons, District Staff as well as personnel from outside the District, wishing to conduct research in the District must make a written request to the Research, Evaluation, and Assessment Department using the "Research Request Form" available from the Executive Director of Research, Evaluation, and Assessment.
- B. All research requests are reviewed by the Executive Director of Research, Evaluation, and Assessment and routed to appropriate departments/buildings. Within one week, departments or building principals should take action on the request(s) and notify the Executive Director of their decision. The persons making the request and the schools to be affected will be notified.

II. FACILITATOR'S ROUTING PROCEDURES

- A. Requests involving specific schools will be routed appropriately.
- B. Requests involving specific departments such as Student Services and Curriculum and Instruction, shall be routed to the appropriate supervisor.
- C. Requests involving part of or the entire District shall be routed through the Assistant Superintendent to the Administrative Council.
- D. Curriculum assessment or building assessment for the purpose of curriculum development and/or program evaluation are exempt from this policy, but require approval of the director of curriculum.

III. RULES FOR CONDUCTING RESEARCH

- A. All persons planning to conduct research in the District must complete and return the Research Request Form to the Executive Director of Research, Evaluation and Assessment. District employees must have approval of the supervisor for proposed research requests.
- B. All persons conducting research in the District must guarantee anonymity of individual children, schools, and school personnel in reporting the results. Exceptions to the above will be considered on an individual basis.
- C. All publications emanating from studies in the schools should acknowledge the contribution of the District. A copy of the final report or summary is required and should be submitted in electronic format to the Executive Director of Research, Evaluation, and Assessment.
- D. Research activities, including tests and questionnaires, other than those described in the approved research proposal, are not to be used without express permission from the authorizing administrator.
- E. Since all research conducted in the schools ultimately depends on the good will and cooperation of teachers and principals, it is imperative that all researchers fulfill their professional obligation to keep participants informed of the progress of the study and its final results.

IV. CRITERIA FOR ACCEPTANCE / REJECTION

- A. Level 1 (Initial Screening)
Executive Director of Research, Evaluation, and Assessment - Accept for forwarding
 - Meets specified rules
 - Relevance to District Program
- B. Level 2 (Review and Recommendation) Based on nature and location of request
 - Principal / Staff
 - Other Personnel
 - Assistant Superintendent

C. Level 3 (Decision)

Acceptance/rejection decision is made by the Administration. The following may be considered:

- Time restraints and commitments
- Amount of time not appropriate for students
- Parents informed and accepting
- No added costs to school
- Value of participation to the District

Research requests will be kept on file for a minimum of two years.

RESEARCH REQUEST FORM
BLOOMINGTON PUBLIC SCHOOLS
Department of Research, Evaluation, and Assessment

Name _____

Address _____ Date _____

Phone Number _____ Organization _____

If the study is part of your work for a degree, indicate type of degree:

Undergraduate _____ M.A. _____ M.S. _____ Ph.D. _____ Ed.D. _____

Advisor's Name _____ Phone _____

1. Purpose of Study:

2. What request are you making of the Bloomington Public Schools? Give specific information on sampling, measuring instruments, time schedule, amount of time required by students or staff, number and names of schools to be involved (if known). If non-standardized instruments are to be used, attach copies please.

3. If you have discussed this proposal with Bloomington Public School personnel, indicate with whom you have talked and the nature of your discussion.

4. What practical implications does your study have for the Bloomington Public School System? (If none, say none, but describe what value the study may have for children, in general.)

5. Have you conducted previous studies in the Bloomington Public Schools? Yes ____ No ____
If yes, give sufficient information about the most recent or pertinent study so that it can be located, i.e., date, who your contact was, and title or nature of the study.
6. List the names of all personnel who will be involved in carrying out field operations.
7. Do you have any objection to publicity of your study at this time? Yes ____ No ____
8. Do you have the support of your supervisor? (For staff members only) Yes ____ No ____
9. If you have a formal research proposal, please include it with this request.

RETURN TO
Department of Research and Evaluation
Bloomington Public Schools
1350 West 106th Street
Bloomington, MN 55431
PH: (952) 681-6486 Fax: (952) 681-6497

Bloomington Public Schools					
Required Approval	Department/ School	Signature	Date	Approval	
				Yes	No
	Research, Evaluation and Assessment				
	Assistant Superintendent				

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.

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Abstract

The School Board of Bloomington Public Schools (MN) is seeking \$380,182 for *The Renaissance Project: Identifying and Preparing Underrepresented Elementary Children for Gifted Services*. The absolute priority of the project is to develop new information that assists in the identification of, and provision of services to, gifted and talented students (including economically disadvantaged individuals, individuals who are English learners, and children with disabilities) who may not be identified and served through traditional assessment methods. The project will also provide training to personnel in schools served under the project to assist such personnel in identifying and educating gifted and talented students who are children with disabilities (CPP 1). It will also improve identification of, and provision of services to, gifted and talented students who are children with disabilities who may not be identified through traditional assessment methods (CPP 2). Finally, the project will promote educational equity and adequacy in resources and opportunity for underserved elementary students (CPP 3).

The School Board of Bloomington Public Schools in Minnesota will partner with representatives from the University of St. Thomas and University of Minnesota as well as the Minnesota Humanities Center. Implementation will take place in four elementary schools, all of which receive Title I funding. One of the Title 1 schools will house the Renaissance program (grades 2-5) as part of a School-Within-A-School model.

To meet the absolute priorities and competitive preference priorities, key goals will include increasing student reading and math achievement of gifted students from underrepresented/underserved groups through targeted interventions and dedicated tutors; developing and designing a Renaissance gifted program focusing on creativity, the arts, and humanities, beginning at grade two and extending to grade five, thereby creating a new pathway

for accessing gifted services; developing a comprehensive process for early identification of traditionally underrepresented students, focusing on creativity and critical thinking; providing a five-year training sequence to increase educator knowledge in identifying and educating gifted and talented students who are children with disabilities; and increasing the number of educators from traditionally underrepresented backgrounds so that they mirror the students that they teach.

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

Delete Optional Project Narrative File

View Optional Project Narrative File

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Appendix 1: Data Tables

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Project Narrative

"Once you wake up thought in a [person], you can never put it to sleep again." - Zora Neale Hurston, American Author, Central Figure of the Harlem Renaissance.

The Renaissance Project: Identifying and Preparing Underrepresented Elementary Children for Gifted Services: Through the proposed Renaissance Project, Bloomington Public Schools will design and deliver a comprehensive, cohesive set of evidence-based strategies and activities to increase the number and percentage of historically-underrepresented students who are identified for and receive full-time gifted services: "twice-exceptional" ("2e") students, students of color and American Indian students, English Learners, and students from families of lower socioeconomic position (SEP). *The Project addresses the Javits Program Absolute Priority and Competitive Priorities and includes all three key purposes for use of funds:* a) Conduct evidence-based research: The Renaissance Project will employ a pre-experimental study to measure the effectiveness of proposed strategies to improve both the identification of underrepresented students and ways to serve them. b) Establish and operate programs to identify and serve gifted and talented students, particularly those who may not be served by traditional gifted and talented programs. The Project will create, implement, and train teachers to deliver a comprehensive program of assessments, curricula, and instructional strategies designed specifically to ensure educators include a more equitable range of skills, abilities, and talents in identifying students for gifted education and provide skills-building that honors and supports underrepresented students' diverse capacities, and helps ensure underrepresented students are enrolled and retained in gifted and talented programs. c) Provide technical assistance and disseminate information. The Project will establish and make available a repository of information and tools for administrators, teachers, and parents to support gifted students, including information on how program strategies can be adapted to serve diverse learners.

A. Need for the Project

Over the past two decades, extensive research suggests that many children who show high potential and could strongly benefit from accelerated learning opportunities are excluded from gifted programs, because they are: a) twice-exceptional, or 2e¹ b) students of color or American Indian students and/or English Learners², and/or c) from families of lower SEP.³ Other research suggests that the high creativity and high potential students from these groups exhibit often go unrecognized as “evidence of exceptional aptitude or talent” and undetected by current assessments of “giftedness.”^{4, 5} Numerous research projects supported by Javits Research grants have confirmed these findings. This underrepresentation is evident in Bloomington Public Schools (BPS), a first-ring suburban school district in the metropolitan Minneapolis-Saint Paul area. BPS enrolls about 12,000 PreK through 12th-grade students, of whom 48% are White, 20% are Latino, 17% are Black, 8% are multi-racial, 6% are Asian, and less than 1% are American Indian. As shown below and in the tables in Appendix 1, low income students; students who are Black, Indigenous, or People of Color (BIPOC); and English Learners are disproportionately under-enrolled and, thus, are significantly underrepresented in the district’s gifted programs:

Enrollment	Socioeconomic Position	Race/Ethnicity	English Learner (EL) Status
All District K-12	40% low income* 60% not low income	54% BIPOC 46% White	28% EL 72% not EL
District GT Programs	12% low income 88% not low income	31% BIPOC 68% White	8% EL 92% not EL

**BPS uses eligibility for the Free and Reduced-Price Meal program as a proxy for low-income.*

¹ Arky, 2019; Foley-Nicpon, Alimon, Sieck & Stinson, 2011; Harwin, 2019; Kalbfleisch, 2014; NEA, 2006; Rogers, 2011; Speirs-Neumeister, & Burney, 2019; Yssel, 2011.

² Baldwin, 2005; Banks & Banks, 2007; Callahan, 2005; Ford & Grantham, 2003; Lewis, Rivera, & Roby, 2021; Mun, Langley, Ware, Gubbins, & Siegle, 2016; Nguyen, 2012

³ Bell, Chetty, Jaravel, Petkova, & Van Reenen, 2018; Borland, & Wright, 2016; Finn, 2018.

⁴ Grissom & Redding, 2016.

⁵, Plucker, Giancola; Healey, Arndt & Want, 2015; VanTassel-Baska & Stambaugh, 2007; Yaluma & Tyner, 2018.

In addition to the underrepresentation in identification for GT program enrollment for these student groups, the district is also experiencing a trend of declining GT retention for these students. Table 9 in Appendix 1 illustrates the decline in enrollment in GT programs as students complete their middle school years, showing that students of color are far more likely to exit gifted programs than their white peers. In the past five years, between 60% and 100% of students who exited GT programs were students of color. This trend suggests the need for GT identification and significant support to begin as early as Kindergarten to help the district better identify, serve, and retain high-potential, historically-underrepresented learners.

B. Quality of the Project Design (Addressing the Absolute and Competitive Priorities)

While much of this research has described both the characteristics of these underserved learners and the disparities that exist in gifted services, suggestions for how to reliably identify and adequately prepare them to enter full-service gifted programs are limited. The Renaissance Project will identify high-creative and high-potential learners within underrepresented groups of students in their first years of elementary school and prepare them for the successful gifted programs Bloomington currently provides, basing its design on current best practices in gifted education for underrepresented learners, which include: 1) expanding the pool of teachers who represent the diversity of the students they teach; 2) using “universal screening” to increase inclusiveness in gifted programs; 3) incorporating “culturally responsive” instruction in gifted classrooms; and 4) teaching to the strengths of underrepresented students, rather than focusing on their limitations or skills deficits. The way the project addresses the Absolute and Competitive Priorities is described in Section B(2), below and the up-to-date research that supports the project design is described in Section B(4).

At the same time, the project will implement a research study to confirm the efficacy of approaches earlier research has shown to be successful and help to improve approaches that earlier research indicates have been less effective. Through this study, the Renaissance Project

will build on the small but growing body of research and best practices to address underrepresentation in gifted programs.

(1) Goals, Objectives, and Outcomes to be Achieved

The overarching goal of the Renaissance Project is to increase the number and percentage of district students who have historically been underrepresented in gifted programs. The following table describes the Project's objectives as well as outcomes to be achieved by the end of the 5-year project. The strategies to meet these objectives and achieve these outcomes is described in Section B(2).

Objective	5-Year Outcomes
Increase percentage of typically-underrepresented students identified for full-time gifted services.	The percentage of underrepresented elementary school students identified for full-time gifted services will reflect district demographics.
Increase academic achievement in reading and math for underrepresented Kindergarteners and 1 st graders.	At least 90% of 1 st -grade students identified as highly-creative will show one or more year's growth on reading and math assessments.
Create a process and set of assessment tools to identify young, underrepresented students for GT services.	The district will have a comprehensive set of tools and resources to share with other districts.
Increase retention of underrepresented students who enter GT programs.	At least 95% of students placed in Renaissance will remain in the program through Grade 5.
Increase the percentage of teachers and staff with the capacity to recognize, identify, and effectively serve underrepresented students through GT best practices.	The district will have a large cadre of highly-qualified teachers and staff with the capacity to recognize, identify, and serve underrepresented students through GT best practices.

(2) Design Appropriate to the Needs of the Target Population

The Renaissance Project will *address the Absolute Priority* for the Javits Program and better serve students who are typically not identified through traditional means as “gifted ” by:

a) Developing valid and reliable tools and processes to help teachers and parents identify K-5th grade students who demonstrate creative characteristics but might otherwise not be assessed as needing or benefitting from gifted services because the students’ expression of their inherent creativity differs from what educators have typically designated as signs of “giftedness.”

Renaissance will *address Competitive Preference Priority 2* by intentionally addressing the needs and creative characteristics of students with disabilities/twice-exceptional students in the design and delivery of all gifted-identification tools and processes.

b) Designing and delivering talent-development curricula and promoting instructional strategies that prepare underrepresented Kindergarteners and 1st-graders for success in the district’s current elementary Gifted and Talented (GT) programs and prepare underrepresented 2nd-5th grade students for success in the district’s middle and high school GT programs. These curricula and instructional strategies will include skills-building in critical thinking and creative problem-solving for students in Kindergarten through 5th grade and accelerated reading and math instruction for students in 1st through 5th grade. The Renaissance Project will *further address Competitive Preference Priority 2* by intentionally embedding strategies to address the needs and creative characteristics of students with disabilities/twice-exceptional students in the design and delivery of all curricula and instructional strategies.

c) Training teachers, specialists, and tutors at the four project schools to: 1) use tools and processes to identify K-5th grade students who demonstrate creative characteristics but might otherwise not be assessed as needing or benefitting from gifted services because the students’ expression of their inherent creativity differs from what they as educators have typically designated as signs of “giftedness”; and 2) deliver curriculum and instruction that supports underrepresented children’s success in current district GT programs. Renaissance will *address Competitive Preference Priority 1* by intentionally embedding strategies to address the needs

and creative characteristics of students with disabilities/twice-exceptional students in the design and delivery of all teacher training.

d) Helping the district teachers and tutors who work with underrepresented students collaborate effectively with existing district programs for gifted students.

The Renaissance Project will be implemented at four district Title One schools that enroll high percentages of underrepresented students. This project will ***address Competitive Preference Priority 3*** by promoting equity in student access for these students to gifted and talented educational resources and opportunities that have historically been difficult for them to obtain.

The table below describes how Renaissance Project strategies address the needs of underrepresented students to achieve project objectives.

Strategies to Address the Needs of Underrepresented Students
<p>Provide targeted services for highly creative students who do not yet have advanced reading and/or math achievement, including:</p> <ul style="list-style-type: none"> • Additional instruction and support from reading and math tutors or teachers. • Instruction in critical thinking and problem solving skills through the use of <i>thinkLaw</i> K-2 curriculum, <i>Beast Academy</i>, <i>Jacob's Ladder</i>, <i>Kingore Observation Inventory</i> (whole-group, in stations, etc.).
<p>Develop and administer a valid and reliable observational checklist of creatively gifted characteristics to aid teachers and parents in identifying students who demonstrate creative characteristics K-5.</p> <p>Broaden the scope of creative thinking and verbal reasoning measures to identify children more readily from under-represented groups (e.g., Profile of Creative Abilities test).</p>
<p>Design and deliver instruction to increase students' creative thinking through <i>Primary Education Thinking Skills (PETS)</i> curriculum and Flexible Thinking Skills (Fluency, Flexibility, Originality and Elaboration).</p>

Strategies to Address the Needs of Underrepresented Students

Create and Distribute take-home and school-based family creative activities to help parents identify and support flexible thinking skills in K-1 children.

Provide additional extracurricular opportunities in creativity for students (e.g., after school or summer creativity camps, co-curricular field trips to facilities that foster creativity, in-school artist-in-residence experiences, and family nights for parents to participate in creative experiences.

Design and implement a “Renaissance” gifted program beginning in Grade 2 that will:

- **Support** the social-emotional development of highly- creative underrepresented 2nd-5th graders through programming to build resilience and to promote a “growth mindset,” perseverance, and love of learning.
- **Provide** instruction to highly-creative underrepresented 2nd-through-5th graders that develops flexible thinking, creative thinking and problem-solving skills
- **Provide** opportunities to participate in accelerated reading and math classes.
- **Provide** additional support and instruction from trained tutors to help them succeed in accelerated reading and math classes.
- **Create** a pathway to either the Nobel or Dimensions Academy GT middle school programs.

Develop and deliver parent education tools and sessions to help underrepresented children identified for GT programs to choose the specific program that will best fit their individual interests, goals, and capacities to improve the retention rates of students once they enter the middle school gifted programs.

Provide extensive professional development and training:

- For specialists on the needs, identification, research-based curriculum implementation, and social/emotional keys to success with typically underserved learners.
- For K-1 classroom teachers in identifying flexible and creative thinking skills in their under-represented students, using selective/adapted activities from the PETS curriculum and Kingore Observation Inventory curricula, continuing with more advanced activities for Renaissance students in grades 2-5.

Strategies to Address the Needs of Underrepresented Students

- **For** participating classroom teachers, tutors, and cultural liaisons in supporting the needs of typically under-represented students for moving ahead in mathematics and language arts.
- **For** Renaissance teachers and curriculum coordinators to better foster creativity, provide advanced mathematics and language arts instructions, and differentiated instruction to meet the academic and social/emotional needs of underserved high-creative populations.
- **For Renaissance** tutors to help with small-group reading and creativity activities within the Renaissance classroom.

Partner with local experts to provide training in culturally-responsive pedagogy to teachers and tutors.

Help district leaders recruit teachers and tutors from communities served.

Support teachers and tutors serving underrepresented students to work effectively with the proposed Renaissance programs.

The Renaissance Project will focus on identifying underrepresented students in grades K-1 at the four Title 1 project schools, providing services to prepare them for GT services in second grade, then identifying and supporting 2nd-5th graders into full-time GT programs. The progress of project design and delivery over the five-year funding period is described below:

YEAR ONE

- Develop K-1 whole-class creative and verbal activities to support skills growth and provide opportunities to observe students in order to identify them for GT services.
- Create or select observation tools and protocols to administer to K-1 students and select universal screeners to use for identifying first graders for Renaissance.
- Deliver whole-class creative and verbal activities to K-1 students and use observation of students' creative and verbal skills to identify them for GT services.
- Adapt activities and tools/protocols as necessary and create a repository for ongoing use.

- Provide whole-class or small-group enrichments adapted from the Primary Education Skills Training (PETS) and the Kingore Observation Inventory (KOI) for Grades K-2.
- Provide training for instructional staff on: a) the creative and verbal activities and observations that will be taking place to support identification of underrepresented students for GT programs; b) how to use math, language arts, creativity, and critical thinking curricula with small groups of children; and c) the social and emotional roadblocks highly creative or highly intellectual children encounter, and the needs and aspirations of typically underrepresented populations. Record training for use by other district staff to support project activities and success.
- Administer pre- and post-training surveys to measure participants' perceptions about their readiness to meet the needs of gifted learners from underrepresented student groups.
- Provide parents with information about project goals, activities, and anticipated impact and create a repository of creative and verbal activities for parents to support children at home.
- Create or select an evidence-based "Renaissance Project" curriculum to build students' creative-thinking and problem-solving skills (w/support from district's Nobel and Dimensions Academy GT programs).
- Identify Grade 2 Renaissance teacher and 2nd/3rd grade tutor; provide training in the model, assessments, and activities (via training recordings).
- Administer appropriate assessments to identify students for Renaissance classes in Grade 2 (e.g., Torrance Tests of Sounds and Imagery, Torrance Tests of Action and Movement, Torrance Tests of Figural Thinking, Benchmark Assessment System; assessments will be used to identify students for grades 3 through 5 in following years).
- Collect pre- and post-program students' self-reports of perceptions of their personal creativity and gifts, ability to communicate and collect teacher and parent reports of students who show creativity and verbal flexibility, using an adaptation of Joseph Renzulli's motivation, communication precision, and creativity checklists.
- Provide information for parents of rising Grade 2 Renaissance students.

YEAR TWO

- Continue universal screenings and whole-class activities for K-1 students and training for teachers and continue observations of students' creative and verbal skills to identify them for GT services.
- Administer pre- and post- surveys of teacher perceptions about readiness to meet the needs of gifted learners from underrepresented student groups.
- Provide Grade 2 RP classroom instruction in advanced math, language arts, creative problem solving and critical thinking.
- Collect pre- and post- program student self-reports of personal creativity and gifts and administer end-of-year achievement and identification assessments.
- Analyze results to determine if underrepresented students are being retained/thriving and if the percentage of underrepresented students identified for GT services is changing
- Work with the Grade 2 Renaissance teacher to model, implement some activities, and problem-solve; re-design learning experiences that seem less effective.
- Develop activities for Grade 3, using RP curricula.
- Identify Grade 3 Renaissance teacher; provide training in the model, assessments, and activities (via training recordings).
- Provide information for parents of rising 3rd grade RP students and collect parent reports of how their children show creativity and verbal flexibility.

YEAR THREE

- Continue universal screening and whole-class activities for K-1 students and training for teachers; continue observations of students' creative and verbal skills to identify them for GT services; and continue Renaissance Project GT programming for Grade 2 students.
- Administer pre- and post- assessments of teacher perceptions about readiness to meet the needs of gifted learners from underrepresented student groups.

- Provide ongoing training for Grade 2 RP teacher and tutor and work with the Grade 3 RP teacher to model, implement some activities, and problem-solve; re-design learning experiences that seem less effective.
- Provide Grade 3 RP classroom instruction in advanced math, language arts, creative problem solving and critical thinking
- Collect pre- and post- program students self-reports of perceptions of their personal creativity and gifts, ability to communicate; and administer end-of-year achievement and identification assessments.
- Analyze results to determine if underrepresented students are being retained/thriving and if the percentage of underrepresented students identified for GT services is changing.
- Develop activities for Grade 4, using RP curricula.
- Identify Grade 4 teacher and 4th/5th grade tutor; provide training in RP model, assessments, and activities (via previous training recordings).
- Provide information for parents of rising Grade 4 RP students and collect parent reports of how their children show creativity and verbal flexibility.

YEAR FOUR

- Continue universal screening and whole-class activities for K-1 students and training for teachers; continue observations of students' creative and verbal skills to identify them for GT services through the Renaissance Project; and continue RP programming for Grade 2 and 3 students.
- Administer pre- and post- assessments of teacher perceptions about readiness to meet the needs of gifted learners from underrepresented student groups.
- Provide ongoing training for Grade 2 and 3 RP teachers and tutors and work with the Grade 4 RP teacher to model, implement some activities, and problem-solve; re-design learning experiences that seem less effective.
- Provide Grade 4 RP classroom instruction in advanced math, language arts, creative problem solving and critical thinking.

- Collect pre- and post- program students self-reports of perceptions of their personal creativity and gifts, ability to communicate; and administer end-of-year achievement and identification assessments.
- Analyze results to determine if underrepresented students are being retained/thriving and if the percentage of underrepresented students identified for GT services is changing.
- Develop activities for Grade 5, using RP curricula;
- Identify Grade 5 RP teacher; provide training in RP model, assessments, and activities (via previous training recordings).
- Provide information for parents of rising Grade 5 RP students and collect parent reports of how their children show creativity and verbal flexibility.

YEAR FIVE

- Continue universal screening and whole-class activities for K-1 students and training for teachers; Continue observations of students' creative and verbal skills to identify them for GT services; and continue Renaissance Project GT programming for Grade 2 through 4
- Administer pre- and post- assessments of teacher perceptions about readiness to meet the needs of gifted learners from underrepresented student groups.
- Provide ongoing training for Grade through 4 RP teachers and tutors and work with the Grade 5 RP teacher to model, implement some activities, and problem-solve; re-design learning experiences that seem less effective.
- Provide Grade 5 RP classroom instruction in advanced math, language arts, creative problem solving and critical thinking
- Conduct final self-assessment for RP teachers in Grades 2 to 5 of their perceptions about readiness to meet the needs of gifted learners from underrepresented student groups.
- Provide information for parents of rising Grade 6 students about GT options for middle school and collect parent reports of how their children show creativity and verbal flexibility.

(3) Building Capacity and Yielding Results Beyond the Grant Period

By the end of the five-year grant funded period, the Renaissance Project will be fully implemented for students across Kindergarten through 5th grade from the four project schools, with universal screening and whole-class creative and verbal activities for Grades K and 1 and targeted classroom instruction in advanced math, language arts, creative problem solving and critical thinking for identified students in Grades 2 through 5. As universal screening, formal identification, and advanced programming becomes embedded at the schools, we anticipate that most RP students will qualify for district GT services in middle school. Ultimately, the district will have a well-established, culturally-responsive program of gifted services that will serve students effectively in the decades to come and will also inform GT programming at the middle and high school levels. Through the Renaissance Project, the district will have:

- A well-trained cadre of K-5 educators with the knowledge, skills, and lens to recognize and effectively serve underrepresented gifted learners.
- Culturally-inclusive GT identification tools and processes for GT services, ensuring that underrepresented students who need more challenge than the regular district programming provides will have equitable access to GT programming.
- An effective and culturally-responsive gifted program that addresses the needs of high creative, underrepresented students in the district, and prepares for district middle school GT options.
- A rich, evidence-based pool of resources and strategies to support the creative and academic needs of gifted learners from all populations of students in the district, including classroom and social/emotional supports for those with high degrees of challenge; and tools for parents to support their gifted students at home and to better advocate for their students at school.
- Comprehensive implementation resources, including identification tools and protocols; a documented scope and sequence of activities and unit summaries; and recorded trainings on math support, language arts enrichment, culturally responsive teaching, twice-

exceptionality, gifted curriculum resources, and differentiation for underrepresented populations. The district can share with other districts intending to set up a similar model to serve gifted students from groups historically underrepresented in GT programs.

(4) Up-to-Date Knowledge from Research and Effective Practice

The design of the Renaissance Project incorporates and reflects up-to-date knowledge from research and effective practice, including four key strategies: a) providing universal screening using unbiased, inclusive objective and subjective measures rather than means for excluding students; b) employing teachers who reflect the demographics and life experiences of the students served; c) using culturally-responsive pedagogy (both curriculum and instructional strategies; and d) teaching to these children's strengths, rather than focusing entirely on their deficits. These strategies are supported by key studies that provide evidence of their effectiveness, each of which is described further in Section B(5), *Promising Evidence*. Full citations for each study listed below – as well as links to the studies – are included as a bibliography in the “Other Attachment Forms” section of this proposal.

a) Up-to-Date Knowledge on Universal Screening: Research on universal screening (Card & Giuliano, 2016; Morgan, 2020; Plucker & Peters, 2018; and Shelbe, et al, 2021 shows that standardized assessment of student achievement reinforces a “white centric” lens in identification of “giftedness” in students, benefits the students who have already have the most access to gifted services, and typically excludes from identification underrepresented students who giftedness and creativity may express itself in ways that educators currently don't recognize or value. Using universal screening and alternative measures of creativity provides a more equitable method of identification for gifted services. **b) Up-to-Date Knowledge on Diverse Teachers in Gifted Services:** Research on teacher diversity (Albert Shanker Institute, 2015; Callahan, et al, 2015; Ford, 2015; and Olszewski-Kubilius & Thomson, 2015) indicates that employing teachers who reflect the demographics and life experiences of the students served improves student outcomes and provides more positive and engaging experiences for students. **c) Up-to-Date Knowledge on Culturally-Responsive Pedagogy:** Research on culturally-responsive

pedagogy (Frye & Vogt, 2010; and Santamaria, 2009) shows that underrepresented gifted students are more likely to engage with challenge when their teachers provide culturally-responsive curriculum and instruction. *d) Up-to-Date Knowledge on Teaching to Strengths:* Research on twice-exceptional learners (Baum, Schader, & Owen, 2018; Bianco, 2010; and Fugate, Behrens, & Boswell (2020) demonstrates that effective instruction teaches to underrepresented gifted learners' strengths, rather than their deficits.

(5) Promising Evidence

Each of the studies on which the Renaissance Project model is based present, at a minimum, promising evidence of effectiveness, according to the federal definition of evidence tiers. A number of the studies present moderate or strong evidence of effectiveness. The strength of the evidence on which Renaissance Project strategies are based is shown below. The ways in which this evidence meets the definitions are described in the required evidence attachment.

(a) Universal Screening

Card & Giuliano, 2016 provides *strong evidence of effectiveness*, describing the success of an identification process that led to successful impact on low income and minority students. Morgan, 2020 provides *moderate evidence of effectiveness* for a project that serves young, potentially gifted, low income students. Plucker & Peters, 2018, is a review of studies on the concept of universal screening and provides *moderate evidence of effectiveness* as well as strong citations to additional research. Shelbe, et al, 2021 provides *strong evidence of effectiveness* for a program that used early universal screening for disabilities among low SES families.

(b) Diverse Teachers in Gifted Services

Albert Shanker Institute, 2015 is a summary of research about value of diverse teachers and provides *moderate evidence of effectiveness* and expansive conclusions. Callahan, et al, 2015 is a research study and research review on the value of using diverse teachers in diverse gifted programs that provides *promising evidence of effectiveness*. Ford, 2015 provides *promising evidence* that using diverse teachers is of value in gifted programs. Olszewski-Kubilius &

Thomson, 2015 provides *moderate evidence* on how to accomplish successful student development by using diverse teachers to work with high talent diverse children.

(c) Culturally-Responsive Pedagogy

Frye & Vogt, 2010 provides a review of practices with promising evidence across several older studies. Santamaria, 2009 provides *moderate evidence* that an integration of differentiated instruction and culturally-responsive teaching worked well for all students, including those who were higher achieving.

(d) Teaching to Strengths/Twice-Exceptional Learners

Baum, Schader, & Owen, 2018 is a study of practices for twice-exceptional learners that provides promising evidence of effectiveness. Bianco, 2010 is a synthesis of previous findings that extend use of this pedagogy beyond culturally/linguistically diverse and twice-exceptionality and provides promising evidence of effectiveness. Fugate, Behrens, & Boswell (2020). This book examines various aspect of teaching to strengths among twice-exceptional learners and describes moderate evidence of effectiveness for multiple practices.

(6) Performance Feedback and Continuous Improvement

The Renaissance Project will include research designed to provide performance feedback for continuous program improvement and to advance understanding in the field of effective approaches and strategies for identifying and serving highly-creative and potentially-gifted underrepresented learners. The research design for evaluation will be a case study, using a pre-test/post-test pre-experimental design that will provide a comparison of outcomes for students at one district Title 1 school (that is similar in size, demographics, and programming to four Project schools, but has selected not to participate in the K-1 whole-class activities) with outcomes for students at the participating schools. Students at the non-participating school will serve as the control group (post-test only), enabling comparison of outcomes for students participating in Renaissance and advanced math/language arts programming with students who did not participate. No post-test comparisons will be made regarding development of creative and critical thinking and problem solving skills, but the participating students' growth in

math/language arts achievement, and levels of self-perception, motivation to learn, mindset, willingness to be challenged, and self-direction will be measured.

Data for baseline, yearly growth, and end-of-project measures will be collected through questionnaires for students, parents, teachers; evaluator and district team observations; focus groups and interviews; and academic assessments. Quantitative data on student abilities and academic growth will be collected from universal screening (Cognitive Abilities Test, 7th edition), Measures of Academic Progress (MAP) in math and reading, a creativity test to be selected or developed and qualitative data on student growth in academic skills, creative and critical thinking skills, and problem-solving, etc., will be collected from student self-assessments, parent surveys, and teacher assessments of students. This data will include measures of metacognitive skills, such as willingness to be challenged, self-perceptions, self-direction, mindset, and intrinsic motivation. Table 10 in Appendix 1 lists the instruments that will be used to collect data.

Analysis will disaggregate data on student academic growth, identification for gifted services, and retention by race/ethnicity, English Learner status, eligibility for free or reduced-price meals, and eligibility for special education services to determine whether outcomes for underrepresented students are improving and whether the percentage of underrepresented students identified for and retained in gifted services is increasing, relative to their representation in overall district enrollment. Student, parent, and teacher assessments will also address program quality and satisfaction with program services. End-of-the-project information on student growth from Grade 2 through Grade 5 will be available for parents and teachers of students identified for full-time gifted programs to inform decisions about next steps as they enter middle school and help them select the gifted program that will best serve their creative and academic needs (the district's Nobel Program or Dimensions Academy). All qualitative, quantitative, and observation data will be shared with the project evaluator for inclusion in the final evaluation report.

The Renaissance Project will use analysis of disaggregated data for performance feedback and to inform continuous improvement of project tools, strategies, and protocols. As noted in

Section B(1) and Appendix 1, Table 10, this data will include quantitative data on student academic growth from universal screening (Cognitive Abilities Test, 7th edition), Measures of Academic Progress (MAP) in math and reading, a creativity test to be selected or developed and qualitative data on student growth in academic skills, creative and critical thinking skills, and problem-solving, etc.

We anticipate that the curriculum, provided for K-1 teachers, to advance math and reading outcomes will benefit all students and we expect that student performance on math and reading achievement will improve incrementally for students from Grade 1 through Grade 5, particularly although not exclusively for students formally identified for the Renaissance Project. Project staff will review results from the creativity test selected for identification for Renaissance yearly to track students' improvement in creative thinking; results from student scores will guide teachers as they implement the curriculum or change activities at the end of each year. Staff will also use students' self-assessment, including their perceptions of personal creativity and their satisfaction with the program to adapt the design and delivery of the curriculum for subsequent years and will use teachers' assessments of their capacity to support underrepresented students as one measure of the effectiveness of project professional development to guide the adaptation and delivery of training.

The PI and evaluation consultant will analyze disaggregated data from the identification tool to determine whether the tool has been effective in identifying underrepresented students for gifted services and whether the percentage of underrepresented students has become more reflective of the district's overall student demographics and whether the rate of student retention in gifted services has increased. The identification tool and protocols will be adjusted as needed to ensure that it remains unbiased, valid, and reliable in identifying high-creative and highly-verbal students from underrepresented student populations.

C. Quality of the Management Plan

(1) Adequacy of the Management Plan

The **Principal Investigator (PI)** will oversee all tasks, personnel, and project deadlines and conduct regularly-scheduled planning meetings with the district's elementary, middle school, and high school gifted services team. Team members will help determine the specific curricula to be purchased and adapted, and the activities that will be created to foster students' creative thinking. The PI will supervise the **Renaissance Project Manager**, who will assist in monitoring and adjusting the budget as necessary and in accordance with the grant and government rules; help track, analyze, and report on progress toward goals and objectives; and write and submit the federal reports. The **Renaissance Project Curriculum Coordinator** will work closely with the K-1 teachers and specialists, providing training opportunities in creativity, math, and language arts, as well as writing curriculum, developing the assessment/identification tools and processes, communicating with families, organizing family engagement nights and summer camp opportunities, and working with students in the classroom. This person will work daily with the Renaissance teachers as they are hired in succeeding years, providing coaching, co-teaching and curriculum support. **Renaissance Project Teachers** will provide instruction to students using best practices in gifted education and culturally responsive teaching. The teachers will participate in ongoing training in order to advance their skills. Teachers will develop curriculum, do assessments, and work to meet the unique social-emotional needs of the students they serve. **Renaissance Project Tutors** will employ research-based strategies to support both struggling students and advanced students in the areas of reading and math. Tutors may also assist specialists in implementing projects and activities that develop creative thinking. Tutors will assist in the collection of data demonstrating students' critical and creative thinking behaviors during classroom lessons and experiences. Project leaders will take specific steps to ensure that the Renaissance Curriculum Coordinator, Renaissance Teachers, and Renaissance Tutors come from the underrepresented communities that will be served (details provided in Section E(1), *Encouraging Employment of People from Underrepresented Groups*).

Professional development will be delivered through multiple channels:

- The Principal Investigator and the district's Gifted and Talented program team will provide training in how to develop students' critical, creative, and visual thinking skills.
- The district's Office of Educational Equity will provide training about the needs of underrepresented students.
- The grant-supported Reading Specialist will provide training on strategies for teachers and tutors to support struggling and advanced readers and the grant-supported Math Specialist will provide training on strategies for teachers and tutors to support struggling and advanced math students.
- Staff and consultants will provide training on culturally responsive pedagogy and twice-exceptionality for teachers and tutors.
- Staff and consultants will provide training addressing the social and emotional needs for underrepresented populations for teachers, tutors, school counselors, and social workers.
- The Minnesota Humanities Center will provide training on topics related to underrepresentation, such as "absent narratives."
- Other training will be provided as needed topics are identified.

(2) Adequacy of Procedures for Feedback and Continuous Improvement

As noted above, the Renaissance Project will use analysis of disaggregated data for performance feedback and to inform continuous improvement of project tools, strategies, and protocols, including quantitative data on student academic growth from universal screening, Measures of Academic Progress in math and reading, a creativity test to be selected or developed and qualitative data on student growth in academic skills, creative and critical thinking skills, and metacognitive skills. To ensure continuous improvement, the PI will convene at least two design and implementation planning meetings each year, which will include all key district personnel as well as the project evaluator and other locally-based project consultants described in Section E(3); other consultants will be included remotely in these meetings, if possible. During these meetings, the team will review the project curricula, identification tools and protocols, and other

processes and materials as well as the performance measurement data described in the previous paragraph, looking for evidence demonstrating improvements in student academic achievement and student creative and critical thinking skills, increases in teacher and staff capacity, and increases in the percentage of underrepresented students identified for gifted services and retained in gifted programs. The team will use this information to determine whether program adaptations are needed, decide on changes or additions to strategies or approaches, and establish any needed new program or schedule elements. In addition, the Renaissance Project Curriculum Coordinator will visit project classes weekly, observing teachers' delivery of curriculum and instruction and collaborative with teachers during their prep time to problem-solve challenges and make classroom level adjustments as needed. The Curriculum Coordinator will use information from teacher surveys as part of a "learn, do, review" improvement cycle to help continuously build teachers' skills in implementing the strategies and approaches they are learning through Renaissance Project training.

(3) Time Commitments of Director/PI, and Other Key Personnel

The Principal Investigator, Erin Boltik, will devote 20% of her full-time position to her leadership responsibilities for this project, which she will engage in with the full support of the district Gifted and Talented team, ensuring that her time commitment will be sufficient to provide effective guidance and oversight. The Renaissance Project Manager's contract will provide for up to 200 hours to deliver the planned budget monitoring, outcome tracking, and reporting. The Renaissance Project Curriculum Coordinator will be a 1.0 FTE position because of the extensive responsibility not only for the development of the project curricula and assessment tools, but also for working directly with teachers and students in the classroom, connecting with families, and coordinating activities. Renaissance Project Teachers are full-time classroom teaching positions. Their time commitments include participation in ongoing Renaissance Project training to continuously advance their skills, as well as helping to develop curriculum, administer assessments, and work with students to address their social-emotional needs. Renaissance Project Tutors will also be full-time positions, providing extensive and

intensive support in the classroom for student and helping collect data demonstrating students' critical and creative thinking behaviors during classroom lessons and experiences.

D. Quality of Project Services

(1) Strategies to Ensure Equal Access

The Renaissance Project is designed specifically and intentionally to ensure equal access to gifted services for students who have historically been underrepresented in gifted education—and who are currently underrepresented in the district's gifted and talented programs: twice-exceptional (2e) students, students of color and American Indian students, and students from families of lower socioeconomic position (SEP). Each of the core strategies supports equal access for these groups. Creating new tools and processes, including incorporating universal screening, to identify high-creative and high-potential learners within underrepresented groups of students in their first years of elementary school will increase equity of identification and lead, ultimately, to underrepresented students enrolled in gifted programs at rates comparable to their overall enrollment in the district. Developing culturally-responsive curricula and instructional strategies that also address the needs of twice-exceptional learners and training teachers to use these curricula and strategies to teach to the strengths of underrepresented students will lead, ultimately, to rates of retention in gifted program for underrepresented learners that are, likewise, comparable to their overall rates of enrollment.

(2) Likely Impact of Services on Intended Recipients

The Renaissance Project will have a significant impact on students in the district who have historically been underrepresented in full-time gifted programs, providing new pathways for them to have their creativity and talents fully recognized and effectively supported. As a result of the significant changes in district gifted identification policies, procedures, and tools; teachers' increased understanding of and capacity to support a wider range of gifts and talents; and teachers' increased capacity to provide strengths-based and culturally-responsive curricula and instruction, more students from historically-underrepresented communities will have meaningful access to accelerated learning opportunities that showcase and build their unique

capacities. This change will further result in future success for the students as they build their self-concept as “gifted and talented” learners, increasing the likelihood they will continue in gifted programs in middle and high school, which can ultimately have a profound positive impact on their entire academic and career trajectory.

E. Quality of Project Personnel

(1) Encouraging Employment of People from Underrepresented Groups

Evidence shows that students do better when teachers look like them and share some of their life experiences. Bloomington Public Schools is committed to increasing the diversity of its teachers to better support the district’s increasingly-diverse student population and to ensure equitable access to opportunities and is implementing multiple strategies to address the challenge of teacher recruitment, hiring, and retention to ensure that teaching staff looks more like the overall student population. These strategies include:

- Forming a Staff Diversity Advisory Committee to develop strategies to increase the diversity of teachers and staff to better reflect our student population and engaging culturally-specific Advocates (American Indian, Asian, Black, and Latinx) in the district’s Office of Education Equity to support teacher and staff recruitment efforts.
- Establishing a “Grow Your Own Educators” program, developed in partnership with Normandale Community College and Mankato State University’s College of Education. This program, which focuses on recruiting and enrolling students of color and American Indian students, enables high school students to earn no-cost college credit toward a two-year degree in education at Normandale Community College that will articulate to a Bachelor of Science in Education at Mankato State or another state University.
- Working to establish a similar program to encourage and support paraprofessionals and non-certified district staff who are of color or American Indian to seek a teaching license and enroll in a teacher preparation program at one of four local postsecondary institutions: the University of Minnesota Grow Your Own Teacher Program (MNGOT) in the College of Education and Human Development, the Mankato State University

College of Education, the Metropolitan State University School of Urban Education, or the Hamline University School of Education and Leadership.

By building a much-needed pool of teachers of color and American Indian teachers to reflect and engage BPS students and their families, the District will ultimately improve academic outcomes for underrepresented students.

For the Renaissance Project, the district is committed to recruiting and hiring a Project Curriculum Coordinator and project tutors who share life experience with the target population or, at a minimum, who have demonstrated understanding of the creativity, strengths, and challenges underrepresented students face. Promotional materials for Renaissance Project job openings will describe the populations to be served by the project and encourage candidates with similar backgrounds to apply. The search for staff will include recruitment efforts in publications targeted to communities of color, community-based organizations, the Minnesota Council of Nonprofits website, and the Minnesota State online job bank. Position descriptions will include a desire for candidates with personal experience similar to those of the underrepresented students to be served. The hiring process will follow state and district affirmative action guidelines to ensure equitable access to employment. A search committee will identify qualified candidates, review the experience and education of each applicant, and evaluate how they may strengthen and broaden the knowledge base of the program.

(2) Qualifications of the Principal Investigator

Erin Boltik, Ed.S., will serve as Principal Investigator (PI) and spearhead the Renaissance Project; provide overall guidance and direction for planning and implementation, including development of curricula and assessment tools; serve as liaison with consulting partners; and partner with the evaluation consultant to implement the project research and evaluation. Ms. Boltik is the district's Director of Gifted and Talented programs and services and has a long history as a leader of gifted education in Minnesota. She created the first school-within-a-school model for gifted education, Atheneum, which quickly became a model for other districts across the state. During her tenure in the district, she has successfully started two rigorous high school

gifted pathways to postsecondary studies: one for STEM and one for humanities. She also created one of the district's two middle school GT programs, the Nobel program for creatively-gifted students. Ms. Boltik was a participant in the Javits-funded Project 2excel (2009-2014), has served as a board member for the Minnesota Council for Gifted and Talented, and has presented at many state and national conferences.

(3) Qualifications of Key Personnel

The district personnel who will guide planning and continuous improvement and deliver direct service to support the implementation of the Renaissance Project are listed in alphabetical order below. Each person's role in the Renaissance Project and their qualifications to serve in that role are described. Full bios for key personnel are provided in Appendix 2. Resumes/vitae for these individuals are also provided in the optional attachments section of this submission.

(a) District Personnel

(1) Renaissance Project Curriculum Coordinator

The Renaissance Project Curriculum Coordinator, (to be hired) will have, at a minimum, a K-6 or 1-6 teaching license and experience working with gifted learners from underrepresented populations. Preferred qualifications include a Master's degree; advanced coursework or a certificate in gifted education as well as advanced coursework in curriculum and instruction; and a background that includes shared life experience with the target population or demonstrated understanding of the creativity, strengths, and challenges underrepresented students face..

(2) Renaissance Project Teachers and Tutors

Renaissance Project Teachers (to be hired) will have, at a minimum, a K-6 or 1-6 teaching license and experience working with gifted learners from underrepresented populations. Preferred qualifications include a Master's degree; advanced coursework or a certificate in gifted education; and a background that includes shared life experience with the target population or demonstrated understanding of the creativity, strengths, and challenges underrepresented students face.

Renaissance Project Tutors (to be hired) will have, at a minimum, a high school diploma and experience supporting the academic needs of learners from underrepresented populations. Preferred qualifications include some postsecondary coursework in elementary education or a related field; experience working with struggling or advanced learners; and a background that includes shared life experience with the target population or demonstrated understanding of the creativity, strengths, and challenges underrepresented students face.

As noted in Section E(1), above, every attempt will be made to ensure that the Renaissance Curriculum Coordinator, Renaissance Teachers, and Renaissance Tutors come from the underrepresented communities that will be served.

(4) District Professional Development Providers and Curriculum Development Support

Sean Hildebrandt, M.S., will deliver professional development and assist in curriculum development and implementation. Mr. Hildebrandt holds an M.S. in technology-enhanced curriculum & instruction, a postgraduate certificate in gifted education, and serves as the middle school coordinator of gifted and talented programs for Bloomington Public Schools. **Tim Kaari, M.A.**, will provide curriculum support for the development of Renaissance math, science and technology units. In addition to his M.A., Mr. Kaari has earned a Gifted, Creative, and Talented certificate and serves as the elementary school coordinator of gifted and talented programs for Bloomington Public Schools. **Dinna Wade-Ardley, M.A.**, will provide input and training around equity and culturally-responsive support for students of color. Ms. Wade-Ardley is the Director for the district's Office Educational Equity (OEE) and Principal of the district's Educational Equity Leadership Academy.

(b) Consulting Personnel

The consulting experts who will support planning and continuous improvement and deliver direct service for the Renaissance Project are listed below. Each person's role in the Renaissance Project and their qualifications to serve in that role are described.

(1) Project Manager

Cori Paulet, M.A., will serve as Renaissance Project Manager. She holds a master's degree in gifted, talented, and creative education and has experiences as a writer, producer, and multimedia director of educational productions, including *Newton's Apple* and *Benjamin Franklin*.

(2) Professional Development Providers/Subject Matter Experts

Teresa Argo Boatman, Ph.D., LP, will serve as a social/emotional (SEL) practices consultant. A licensed psychologist in private practice, Dr. Boatman specializes in assessment of gifted children and interventions with families and children, is the president of the Minnesota Council for the Gifted and Talented and has spent over 25 years working with families in Minnesota on educational choices and emotional health for children and adults. **Dr. Tracy L. Cross** will deliver professional development on gifted and talented best practices. Dr. Cross serves as the Executive Director of the Center for Gifted Education and the Institute for Research on the Suicide of Gifted Students at the College of William & Mary and is a counselor with specialized training in underrepresented populations. **Liz Fogarty, Ph.D.**, will deliver professional development to build literacy expertise for project educators. Dr. Fogarty has been an Assistant Professor of literacy in the teacher education department at the University of St. Thomas in Minnesota since 2020, served as Lecturer at the University of Minnesota, and coordinator of the Foundations of Reading course and the reading licensure program. **Joy Lawson Davis, Ed.D.**, will provide training focused on gifted education for diverse populations. Dr. Davis is a nationally-recognized Diversity and Gifted Education teacher and scholar, author, and professional development expert, and holds an Ed.D in Gifted Education. **Michele Mazzocco, Ph.D.**, will deliver training in math-skill development and enrichment. Dr. Mazzocco has been a Professor in the Institute of Child Development in the University of Minnesota since 2012. **Professor Emerita Karen B. Rogers** will serve as a subject matter expert for this project and deliver professional development related to twice-exceptional learners and cultural diversity to the project's teachers and tutors.

(3) Project Evaluation Consultant

Professor Sarah Noonan, Ed.D., will serve as the project's external evaluator. Dr. Noonan is a former chair and faculty member of the Educational Leadership department at the University of St. Thomas and served as a member of the core doctoral faculty with expertise in leadership, communication, research, and the scholarship of teaching, including extensive experience in online and virtual learning environments.

F. Adequacy of Resources

(1) Budget Adequate to Proposed Project

As shown in the Budget Narrative (attached), the budgeted costs for the Renaissance Project are necessary to fully implement the program, support all activities, and achieve intended outcomes.

(a) In-Kind Budget Costs

Because of its commitment to educational equity and specifically to the goals and objectives of Renaissance Project, Bloomington Public Schools is contributing a significant amount of staff time to the project, including: the salary and fringe benefits of the .2 FTE Principal Investigator, the .2 FTE Gifted and Talented Elementary Coordinator, the full-time Renaissance Project classroom teachers (none in year one; 1.0 FTE in year two, 2.0 FTE in year three, 3.0 FTE in year four, and 4.0 FTE in year five), contract time both Gifted and Talented and Office of Educational Equity staff to provide professional development and contract time for district instructional staff to attend professional development/training sessions.

(b) Requested Funds

As detailed in the attached budget narrative, the majority of requested funding covers personnel costs, including the following: (1) the contract for the Renaissance Project Manager, (2) the full-time salary of the Renaissance Curriculum Coordinator, and (3) the salaries of the Renaissance Project Tutors (one tutor at each project school for the K-1 classrooms, plus tutors for the Renaissance Project 2nd-to-5th grade classes (none in year one; a 2nd/3rd grade tutor beginning in year two, and a 4th/5th grade tutor beginning in year four). All staff salaries and benefits are in line with established salary schedules aligned with bargaining unit contracts. Other costs covered

by requested funds include the stipend for the project evaluator; compensation for translators for curriculum, written communication, and parent meetings; an afterschool training stipend for teachers; stipends for staff to attend two project planning and coordination meetings a year; and annual summer curriculum writing workshops. In addition to personnel, requested funds will provide for staff travel to the annual conference of the National Association for Gifted Children; the cost of assessment tools, instructional materials, classroom supplies, and family take-home materials; contractual services and artists-in-residency; and development and implementation of summer day camp experiences for students.

(2) Reasonableness of Proposed Budget in Relation to Project Significance

*“You are young, gifted and Black, we must begin to tell our young,
There's a world waiting for you. Yours is the quest that's just begun.”*
-- James Weldon Johnson, American writer, Central Figure of the Harlem Renaissance

Because of the persistent – sometimes intentional, sometimes ignorant – strategies of exclusion that have been the hallmark of gifted education in the United States, the field has a long way to go in learning how to use inclusive strategies to identify the creative, academic, and other strengths of children whose gifts and talents don't necessarily express themselves in ways that have traditionally defined educators' concept of “advanced learner” or whose capabilities – even when they do align with traditional measures – go unrecognized: primarily children of color, twice-exceptional children, children from lower SEP families, and English Learners. The field has an equally long way to go in designing and delivering experiences that recognize, honor, and build on the inherent strength and capacities of these children, rather than attempting to shoe-horn them into a rigid concept of the ways in which “giftedness” should manifest itself. The five-year request of [REDACTED] is reasonable because of the significant contribution the project has the potential to make in helping to inform the field of gifted education about effective ways to identify and support students who are typically under-identified for gifted services and inadequately served in gifted programs, even when they are admitted to them. The tools and strategies developed through the Renaissance Project can be used by other school districts across

the country and the research understanding that will grow out of the project can be used by other researchers to help define evidence-based best practices.

(3) Reasonableness of Proposed Budget in Relation to Number Served

The total five-year budget request of [REDACTED] will serve almost 3,000 students over the five-year project period (see service projections in the table below), with an average per-participant cost of just under [REDACTED]. This relatively-low per-participant cost is extremely reasonable given the project's potential to have a significant and long-lasting impact on the district's capacity to serve underrepresented students and shift practices toward equity.

Students Served by Year (at Four Title One Schools)

Grade Level	Y1	Y2	Y3	Y4	Y5	Total
Kindergarten	286	286	286	286	286	1,430
First Grade	264	264	264	264	264	1,320
Second Grade	0	24	24	24	24	96
Third Grade	0	0	24	24	24	72
Fourth Grade	0	0	0	24	24	48
Fifth Grade	0	0	0	0	24	24
Total All Grades	550	574	598	622	646	2,990

Kindergarten: 13 classrooms, 22 students per class all five years
 1st grade: 12 classrooms, 22 students per class all five years
 2nd grade: one GT classroom, 24 students per class years two through five
 3rd grade: one GT classroom, 24 students per class years three through five
 4th grade: one GT classroom, 24 students per class years four and five
 5th grade: one GT classroom, 24 students per class year five only

Teachers Trained by Year (at Four Title One Schools)

Instructional Staff	Y1	Y2	Y3	Y4	Y5	Total
K-1 Teachers	25	25	25	25	25	125
Renaissance Teachers	0	1	2	3	4	10
Academic Specialists	12	12	12	12	12	60
Equity Specialists	4	4	4	4	4	20
Tutors	4	4	4	4	4	20
GT Curriculum Coordinators	4	4	4	4	4	20
Total Instructional Staff	49	50	51	52	53	255
<p>K-1: 13 Kindergarten and 12 1st-grade teachers at the four project schools Renaissance Project Teachers: one at each project school Academic Specialists: 3 Specialists at each of the four project schools Equity Specialists, Tutors, and GT Curriculum Coordinators: one each at each project school</p>						

Appendix 1 – Data Tables

Table 1, Summary of Yearly Program Actions

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Implement Program	K-1 whole class CPS activities, design, grades 2-3 Renaissance curriculum determined	K-1 whole class CPS activities, Grade 2 Renaissance in SWAS designated school	K-1 whole class CPS activities, Grade 2 + 3 Renaissance in designated school	K-1 whole class CPS activities, Grade 2-4 Renaissance in designated school	K-1 whole class CPS activities, Grade 2-5 Renaissance in designated school
Implement Training	K-1 teacher & tutor training, gr. 2 teacher/tutor training	Gr. 2 teacher & tutor training, Gr.3 teacher & tutor training	Gr. 3 teacher & tutor training Gr. 4 teacher& tutor training	Gr. 4 teacher & tutor training Gr. 5 teacher & tutor training	Completion of Gr. 5 teacher & tutor training
ID Procedures	Teacher observation for K-1 PETS/KOI activities	K-1 teacher observations	K-1 observations	K-1 observations	K-1 observations and summary
Curriculum Development	Develop K-1 activities (4/yr.), select grades 2-3 curriculum, counselor group develop SEL curriculum. For grades 2-3	Provide SEL and learning activities for Gr. 2 Renaissance students	Provide SEL and learning activities for gr. 2-3 Renaissance, 4-5 curriculum selected, counselors develop social-emotional curricula for grades 4-5	Provide SEL and learning activities for gr. 2-4 Renaissance participants	Provide SEL and learning activities for gr. 2-5 Renaissance participants
Assessment of program	Develop student, teacher, parent pre-post & student self-assessment, K-1 observation assessment, formalize identification protocol for Renaissance	Pre-post student, teacher, parent self-reports, K-1 teacher observations of participants' creativity, assessment of gr.2 equity in representation in Renaissance or Elements	Pre-post student, teacher, parent self-reports, K-1 observations of creativity, assessment of continuing equity in grs. 2-3 in Renaissance or Elements	Pre-post student, teacher, parent self-reports, K-1 creativity observations, assessment of continuing equity and retention in grs. 2-4 in Renaissance or Dimensions	Pre-post student, teacher, parent self-reports, K-1 creativity observations, assessment of continuing equity and retention in grs. 2-5 Renaissance or Dimensions

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher(gr.2) / tutor recruitment (K-2)	1-2 community tutors to aid in whole class creativity experiences, teacher/tutor recruitment for grade 2 Renaissance	1-2 community tutors to aid in K-1 whole class activities, Teacher/tutor recruitment for grade 3 Renaissance	1-2 community tutors to aid in K-1 whole class activities, Teacher/tutor recruitment for gr. 4	1-2 community tutors to aid in K-1 whole class activities, Teacher/tutor recruitment for gr. 5	1-2 community tutors to aid in K-1 whole class activities
Program Manager and Curriculum Coordinator to coordinate program activities, liaison to Javits grant organizers, district personnel	Identify part-time assistant to support Project Director and Project Manager, full-time Curriculum Coordinator to develop and collaborate with respective Renaissance teachers and tutors				Data Analysis of 4 goals' attainment, assessment summary of quality of program, dissemination, student growth, equity
Program dissemination	Present in virtual Javits Mtgs, at NAGC, Hormel, MEGT, MCGT; parent booklet of creative thinking activities; parent information sessions' program brochure, handbooks for parents and external district teachers	Present in virtual Javits Mtgs, at NAGC, Hormel, MEGT, MCGT, describe program in state newsletters and magazines	Present in virtual Javits Mtgs, at NAGC, Hormel, MEGT, MCGT, describe program and growth trends in state and national journals	Present in virtual Javits Mtgs, at NAGC, Hormel, MEGT, MCGT, parent booklet of creative thinking activities; parent information sessions; handbook of social-emotional skills-building strategies for community	Present at virtual Javits Mtgs NAGC, Hormel, MEGT, MCGT, continue to describe program and growth trends in state and national journals, begin research write up for national journals

Table 2, Students Receiving Special Education Services

Category	Percent
Students identified for gifted services who also receive special education services (Twice-exceptional) (grades 2-12)	11%
All students who receive special education services - district K-12	14%
All students who receive special education services - Four Title I elementary schools (K-5)	17%

Table 3, District Diversity and Free/Reduced-Price Lunch Eligibility

Totals	Free or Reduced Price Meals	Race/Ethnicity	English Learner Status
BPS K-12	31.9% Free 8.0% Reduced Price 60.1% Not F/RP	54% Students of Color/Am Ind 46% White	28% English Learner (EL) 72% Not EL
Schoolwide GT programs combined	7.2% Free 4.3% Reduced 88.6% Not F/RP	32% Students of Color/Am Ind 68% White	8% EL 92% Not EL
Title I schools combined	47.5% Free 11.2% Reduced 41.3% Not F/RP	69% Students of Color/Am Ind 31% White	36% EL 64% Not EL

Table 4, Student Demographics for Elementary Gifted Program Participation

Race/Ethnicity	% Representation in GT Programs (2021-22)
1: Hispanic or Latino	2.66%
2: American Indian or Alaskan Native	0.53%
3: Asian	6.91%
4: Black or African American	2.66%
5: Native Hawaiian or other Pacific Islander	0.00%
6: White	73.40%
7: 2 or more races	13.83%

Race/Ethnicity	% Representation in GT Programs (2021-22)
Overall Elementary School GT Data	
% Students of Color or American Indian	26.60%
% White	73.40%

Table 5, Demographics and Special Status of Participating District Title 1 Schools

Demographic or Status Category	School A	School B	School C	School D
K-5 population	436	389	284	357
K-5 EL	95	203	74	166
English Learner	22%	52%	26%	46%
White	43%	14%	26%	51%
Student of Color or American Indian	57%	86%	74%	49%
Free Lunch Eligible	126	240	144	126
Reduced-Price Lunch eligible	35	68	29	30
Free or Reduced-Price Lunch eligible	37%	79%	61%	44%
Learning Disability, Emotional Behavioral Disability, or Autism	61	23	24	21
% for potential 2e consideration	14%	6%	8%	6%

Table 6, Demographics for Middle School Dimensions Academy Gifted Services

Race/Ethnicity	21-22 MS DA %	20-21 MS DA %	19-20 MS DA %	18-19 MS DA %	17-18 MS DA %	16-17 MS DA %
1: Hispanic or Latino	7.05%	2.31%	4.00%	2.84%	2.84%	4.86%
2: American Indian or Alaskan Native	0.00%	0.00%	0.67%	0.71%	0.00%	0.00%

Race/Ethnicity	21-22 MS DA %	20-21 MS DA %	19-20 MS DA %	18-19 MS DA %	17-18 MS DA %	16-17 MS DA %
3: Asian	5.13%	6.92%	7.33%	7.80%	7.80%	8.33%
4: Black or African American	3.21%	3.08%	3.33%	2.13%	2.84%	1.39%
5: Native Hawaiian or other Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6: White	75.00%	80.00%	76.67%	78.01%	78.72%	80.60%
7: 2 or more races	9.62%	7.69%	8.00%	8.51%	7.80%	4.86%
Overall Middle School DA Data						
% Students of Color or American Indian	25.00%	20.00%	23.33%	21.99%	21.28%	19.40%
% White	75.00%	80.00%	76.67%	78.01%	78.72%	80.60%

Table 7, Demographics for Middle School Nobel Gifted Service

Race/Ethnicity	21-22 Nobel %	20-21 Nobel %	19-20 Nobel %	18-19 Nobel %	17-18 Nobel %	16-17 Nobel %
1: Hispanic or Latino	14.6%	6.5%	7%	7.9%	12.9%	9.5%
2: American Indian or Alaskan Native	0%	1.1%	1%	0%	0%	0%
3: Asian	5.8%	10.9%	8.1%	7.9%	8.6%	9.5%
4: Black or African American	8.7%	15.2%	15.2%	17.1%	10%	9.5%
5: Native Hawaiian or other Pacific Islander	0%	0%	0%	0%	0%	0%
6: White	49.5%	53.3%	55.6%	63.2%	64.2%	71.5%
7: 2 or more races	21.4%	13%	13.1%	3.9%	4.3%	0%
Overall Nobel Data						
% Students of Color or American Indian	50.5%	46.7%	44.4%	36.8%	35.8%	28.5%
% White	49.5%	53.3%	55.6%	63.2%	64.2%	71.5%

Table 8, Demographics for High School Dimensions Academy Gifted Service

Districtwide Data	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
% Students of Color or American Indian	54%	53%	52%	51%	50%	49%
% White	46%	47%	48%	49%	50%	51%

Table 9, Middle School Nobel Student Attrition Data

Race/Ethnicity	21-22	20-21 to 21-22	19-20 to 20-21	18-19 to 19-20	17-18 to 18-19	16-17 to 17-18	15-16 to 16-17	14-15 to 15-16	13-14 to 14-15
1: Hispanic or Latino	1	1	0	0	4	1	2	0	0
2: American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0
3: Asian	1	0	0	0	3	0	1	1	0
4: Black or African American	1	0	1	4	0	0	0	3	2
5: Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
6: White	1	1	2	3	0	4	1	3	0
7: 2 or more races	3	1	2	0	1	0	0	1	0
Total Student Exits	7	3	5	7	8	5	4	8	2
% Students of Color or American Indian	85.71%	66.67%	60.00%	57.14%	100.00%	20.00%	75.00%	62.50%	100%
% White	14.29%	33.33%	40.00%	42.86%	0.00%	80.00%	25.00%	37.50%	0%

Table 10, Identification and Evaluation Instruments for Renaissance Project

Instrument	Year 1	Year 2	Year 3	Year 4	Year 5	Identification	Evaluation
K-1 Teacher Observation Summary Scores (TOSS)	+	+	+	+	+	+	
Teacher/Parent Checklist of Creative Giftedness	+	+	+	+	+	+	+

Instrument	Year 1	Year 2	Year 3	Year 4	Year 5	Identification	Evaluation
Among Diverse/Low-Income Children (TCCGDC)*							
Student Perceptions of Own Creativity (SPOC)*	+	+	+	+	+		+
Student Perceptions of Affective Characteristics*	+	+	+	+	+		+
Parent Perceptions of Child's Creativity and Affective Development (PPCCAD)*	+	+	+	+	+		+
Adapted Teacher Renzulli Scales: Creativity, Motivation, Communication, Precision	+	+	+	+	+	+	
Teacher Assessment of Affective Characteristics (TAAC)* yrs. 2-5	+	+	+	+	+		+
Teacher Assessment of Self-Efficacy (TASE)*	+	+	+	+	+		+
Teacher Evaluation of Training Efficacy (TETE)*	+	+	+	+	+		+
Cognitive Ability Test - 7 Gifted Screener (CogAT7-GS)	+					+	
Selected Test of Creative Thinking Ability – TBD*	+	+	+	+	+	+	+
NWEA Map Math/Reading*	+	+	+	+	+	+	+
Benchmark Assessment System – Reading*	+	+	+	+	+	+	+

Appendix 2 – Bios of Other Key Personnel and Consultants

District Professional Development and Curriculum Development Providers

Sean Hildebrandt, M.S., will deliver professional development and assist in curriculum development and implementation. Mr. Hildebrandt holds an M.S. in technology-enhanced curriculum & instruction, a postgraduate certificate in gifted education, and serves as the middle school coordinator of gifted and talented programs for Bloomington Public Schools. He taught accelerated high school science courses for 18 years before shifting into gifted advocacy and support; has been instrumental in creating, promoting, growing, diversifying, and improving gifted programs; and has developed school-wide enrichment opportunities. He served as an Adjunct Instructor for *Cardinal Stritch University* (WI), teaching courses in the areas of science curriculum design and all aspects of gifted education and advanced learning. Mr. Hildebrandt continues to provide specialized and targeted training, coaching, and consulting to secondary teachers and families throughout Bloomington Public Schools,

Tim Kaari, M.A., will provide curriculum support for the development of Renaissance math, science and technology units. In addition to his M.A., Mr. Kaari has earned a Gifted, Creative, and Talented certificate and serves as the elementary school coordinator of gifted and talented programs for Bloomington Public Schools. In his previous work as a teacher in the Minneapolis Public Schools, he created the first gifted/talented program. He later became one of the first teachers in Bloomington Public Schools' Dimensions Academy program, where he helped the program expand to four grade levels across two school sites. He also has served as a district-wide peer coach and a technology integrationist.

Dinna Wade-Ardley, M.A., will provide input and training around equity and culturally-responsive support for students of color. Ms. Wade-Ardley is the Director for the district's Office Educational Equity (OEE) and Principal of the district's Educational Equity Leadership Academy. She provides guidance to staff on Curriculum and Instruction and group materials selection, leadership and supervision of staff and OEE mentors, works to create an environment

of collaboration and cooperation, and helps support students and families who have been disenfranchised and/or overlooked.

Project Management Consultant

Cori Paulet, M.A., will serve as Renaissance Project Manager. She holds a master's degree in gifted, talented, and creative education and has experiences as a writer, producer, and multimedia director of educational productions, including *Newton's Apple* and *Benjamin Franklin*. She is in her third year managing her third Javits-funded project. Ms. Paulet has collaborated on the development and delivery of whole-class enrichment for K-2 students, using hands-on critical and creative thinking skills to identify underrepresented gifted students in the Mankato public school district. She has also worked with Professors Karen B. Rogers and Karen L. Westberg on two comprehensive program reviews. She developed and implemented a program that taught personal essay writing and college/career preparation skills to low-income, culturally-diverse learners with potential in two urban high schools. The program resulted in measurably increased student creativity and confidence in writing, and she continues to work with students on their college application essays. She is currently the Vice President of the Minnesota Council for Gifted and Talented and has presented locally and nationally on gifted topics, including writing, motivation, identification and support of underrepresented gifted students, and the unique social-emotional needs of the gifted.

Professional Development Providers/Subject Matter Experts

Teresa Argo Boatman, Ph.D., LP, will serve as a social/emotional (SEL) practices consultant. A licensed psychologist in private practice, Dr. Boatman specializes in assessment of gifted children and interventions with families and children, is the president of the Minnesota Council for the Gifted and Talented and has spent over 25 years working with families in Minnesota on educational choices and emotional health for children and adults. She co-authored the chapter *Anxiety and Gifted Children* in the book *Understanding Twice-Exceptional Learners* (2020) and regularly presents to educators and parents on gifted and social emotional topics.

Dr. Tracy L. Cross will deliver professional development on gifted and talented best practices. Dr. Cross serves as the Executive Director of the Center for Gifted Education and the Institute for Research on the Suicide of Gifted Students at the College of William & Mary. He has received numerous awards and accolades, including the George and Frances Ball Distinguished Professor of Psychology and Gifted Studies, the Distinguished Scholar Award from the National Association for Gifted Children (NAGC), the Distinguished Service Award from both the Association for the Gifted (TAG) and NAGC, the Early Leader and Early Scholar Awards from NAGC, and the Lifetime Achievement Award from the MENSA Education and Research Foundation. He has published 13 books and over 200 articles, book chapters, and columns; made over 300 presentations at conferences; and served as editor of seven journals. Dr. Cross is President Emeriti of NAGC and TAG.

Liz Fogarty, Ph.D., will deliver professional development to build literacy expertise for project educators. Dr. Fogarty has been an Assistant Professor of literacy in the teacher education department at the University of St. Thomas in Minnesota since 2020, served as Lecturer at the University of Minnesota, and coordinator of the Foundations of Reading course and the reading licensure program. Dr. Fogarty has been recognized by NAGC as an Early Leader in the field, is a frequent presenter at national conferences, and has been involved in two Javits-funded programs: Project LIFT and the SEM-R project. Her work has included journal publications in *Educational Leadership*, *Gifted Child Today*, *Journal of Teacher Education and Educators*, *Research in the Teaching of English*, *International Journal for Talent Development & Creativity*, and *Rural Educator*, as well as 14 book chapters and four books.

Joy Lawson Davis, Ed.D., will provide training focused on gifted education for diverse populations. Dr. Davis is a nationally-recognized Diversity and Gifted Education teacher and scholar, author, and professional development expert, with her Ed.D in Gifted Education from the College of William & Mary. The author of *Bright, Talented & Black: A guide for Families of African American Gifted Learners*, she currently serves as a Diversity & Gifted Education Consultant, and expert advisor on underrepresentation issues in gifted education and provides

teacher development, curriculum development, and program development around diversity and gifted education. In addition to her current Gifted Education consulting business, she has served as Associate Professor & Chair for Teacher Education and Director of the Center for the Advancement of Academic Excellence at Virginia Union University; the Director of the Center for Gifted Education and Assistant Professor in the College of Education at the University of Louisiana at Lafayette, and multiple other positions focused on gifted education, particularly for students of color. Dr. Davis is a member of the Board of Directors for the National Association for Gifted Children (NAGC) and for Supporting Emotional Needs of the Gifted (SENG).

Michele Mazzocco, Ph.D., will deliver training in math-skill development and enrichment. Dr. Mazzocco has been a Professor in the Institute of Child Development in the University of Minnesota since 2012. Previously, she was a Professor of psychology in the Johns Hopkins Department of Psychology and Brain Sciences. She has published extensively on supporting young children on specific mathematics skills and numeracy, math disabilities, and executive functioning in mathematics performance; has served as Editor-in-Chief for the Journal of Mathematical Cognition from 2014 to present; and is a reviewer for 51 different research journals in the field of mathematics literacy, brain sciences, and special education. She has served as PI or Co-PI for multiple grant-funded programs on early learners' attainment of math concepts; taught multiple courses on early brain development, development psychology, and learning disabilities at Johns Hopkins; and currently teaches Child Psychology and Cognitive Development, and Cognitive and Biological Development for the U of MN. She presents nationally and internationally about early math executive function and why math is difficult for some children. Currently she sits on the U.S. Department of State's Office of Overseas Schools Advisory and on the STEM Advisory Board for the Minnesota Children's Museum.

Professor Emerita Karen B. Rogers will serve as a subject matter expert for this project and deliver professional development related to twice-exceptional learners and cultural diversity to the project's teachers and tutors. Dr. Rogers taught and conducted research from 1984 to her retirement in 2017 from the University of St. Thomas, with a three-year hiatus from 2004 - 2008

to become Research Director of the Gifted Research Center at the University of New South Wales in Australia. Professor Rogers has been principal or co-principal investigator on almost 40 research and demonstration project grants across the U.S. and Australia; has conducted or collaborated on evaluating almost 100 programs and curricula related to gifted, arts, or technology education; and has conducted or collaborated on gifted program design, development, and implementation for more than 40 school districts in the U.S. and abroad. Her book, “Re-forming Gifted Education,” is considered crucial for districts or states in restructuring gifted program services and her focus on best practices research has been widely used by school personnel. Recent work since retirement has involved doctoral dissertation supervision, teaching quantitative research and statistics to doctoral students, and scoring CogAT tests for American students who are in international schools under the auspices of the U.S. State Department. She also serves on the State Department’s Advisory Committee for Students with Special Needs.

Project Evaluation Consultant

Professor Sarah Noonan, Ed.D., will serve as the project’s external evaluator. Dr. Noonan is a former chair and faculty member of the Educational Leadership department at the University of St. Thomas and served as a member of the core doctoral faculty with expertise in leadership, communication, research, and the scholarship of teaching, including extensive experience in online and virtual learning environments. She has published articles on culturally-sensitive pedagogy and the power of story in leading, learning and teaching. She previously held positions in school administration as Superintendent and Assistant Superintendent of Schools, Director of teaching and learning, State Director (Minnesota) of gifted education, and classroom teacher before joining the University of St Thomas in 2000. Professor Noonan has conducted many national workshops on peer reviews of teaching and innovative educational methods in higher education. She has served as Evaluator for two Minnesota-based Javits grant-funded programs.

Appendix 3: References

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Erin D. Boltik



EDUCATION

Specialist Degree: University of St. Thomas, expected graduation December 2009

Administrative Licensure

Master of Arts: University of St. Thomas, December 1999

Curriculum and Instruction with emphasis on Gifted Education

Bachelor of Arts: Luther College, May 1987

Major: Elementary Education with emphasis on Social Sciences

Minor: Psychology

PROFESSIONAL EXPERIENCE

Independent School District 271, Bloomington Public Schools

Director of Gifted & Talented (GT) Programs & Services: Full Time, August 2012-Present

Administrator of K-12 gifted and talented services district-wide:

- Supervised elementary, middle school and high school gifted coordinators
- Through strategic planning, designed and created a new middle and high school gifted program, Nobel, for creatively talented students.
- Through strategic planning, designed and created new GT pathways, Dimensions Academy (DA) STEM and DA Humanities, allowing high school students to earn college credit
- Managed and directed the overall operations of gifted programs: Elements, Dimensions Academy, and Nobel programs for elementary through high schoolers
- Oversaw honors program at the middle and high school
- Participated in advisory committees as an advocate for GT needs
- Worked with learning and teaching personnel to ensure appropriate curricular and instructional practices for GT populations
- Provided professional development on gifted, talented and creative students
- Consulted with building principals (K-12) on effective programming for gifted, talented and creative students
- Consulted with Special Education regarding Twice Exceptional Learners
- Consulted with Educational Equity and ELL regarding under-represented populations of culturally and linguistically diverse learners
- Managed GT web-page on district website
- Worked with parent advocacy groups
- Advised Assistant Superintendent on early admission and grade skip requests
- Updated Curriculum Advisory Council and school board annually

Independent School District 833, South Washington County

Director of Gifted & Talented Programs & Services: Full Time, January 2011 - August 2012

- Supervised gifted coordinators
- Managed and directed the overall operations of the elementary gifted program
- Through strategic planning, designed and created a new middle school service delivery model
- Participated in advisory committees as an advocate for GT needs
- Worked with learning and teaching personnel to ensure appropriate curricular and instructional practices for GT populations
- Provided professional development on gifted, talented and creative students
- Consulted with building principals (K-12) on effective programming for gifted, talented and creative students
- Consulted with Special Education regarding Twice Exceptional Learners
- Consulted with Educational Equity and ELL regarding under-represented populations of culturally and linguistically diverse learners
- Managed GT web-page on district website

Independent School District 199, Inver Grove Heights, MN

Able Learner (GT) Program Coordinator: Full Time, K-12, February 1997 - January 2011

Coordination and management of K-12 gifted and talented services district-wide:

- Through strategic planning, designed and created a full time gifted magnet
- Coordinated numerous academic teams across the district including Odyssey of the Mind, Destination Imagination, Continental Math League, Math Masters of Minnesota, Thinking Cap Quiz Bowl, News Bowl, Word Masters and Spelling Bees.
- Designed and implemented an after-school elementary enrichment program that used Gardner's Multiple Intelligence Theory and focused on diversity acceptance
- Trained and collaborated with numerous volunteer groups to deliver various enrichment services to gifted populations
- Authored curriculum for a course that would allow advanced middle school students to receive credit for a high school MN Graduation Standard
- Successfully authored a grant proposal that supported the addition of a middle school enrichment course
- Implemented a parent dialogue series that focused on affective issues of gifted children
- Trained staff on a variety of learning theories and the steps of effective curriculum differentiation
- Handled budget for all Gifted Education accounts
- Served on committees that helped implement graduation standards; offered staff development options; and directed curriculum, instruction, and assessment pieces district-wide

University of Wisconsin, River Falls, WI

Adjunct professor, 2007 spring semester

Instructed Psychology course, The Gifted Child, to both undergraduate and graduate students.

Normandale French Immersion Elementary School, Edina, MN

Resource Teacher for Gifted and Talented: Part Time, K - 5, August 1996 - January 1997

- Helped design a new program of services for the gifted and talented youth
- Facilitated procedures for an all-school identification of gifted and talented students
- Designed curriculum based on Renzulli's school-wide enrichment model
- Educated staff on various models for curriculum differentiation
- Implemented a parent dialogue series that focused on affective issues of gifted children
- Coached several academic teams for Math Olympiad and Odyssey of the Mind competitions

The Kindergarten Center, Eden Prairie, MN

Resource Teacher for Gifted and Talented: Part Time, Kindergarten, April 1996 - June 1996

- Designed curriculum and provided services to meet the needs of identified gifted kindergarten students

Pine Bend Elementary, Inver Grove Heights, MN

Primary Teacher: Full Time, First Grade, August 1991 - June 1995

- Utilized curriculum differentiation to meet the needs of clustered Able Learner Program students in my classroom
- Created and instructed several after-school enrichment classes
- Designed rigorous curriculum and implemented a summer academy for gifted youth
- Coached several Odyssey of the Mind teams and reached world competition level
- Helped to develop S.A.L.T. (Students and Adults Learning Together) Day involving students, staff, parents, and community members in fun learning experiences
- Participated as a member of the M.E.E.P. (Minnesota Education Effectiveness Process) team

RELATED WORK EXPERIENCE

- Presented at state and national gifted conventions
- Served as Vice President for MN Metro MCGT board
- Published original ideas in Learning magazine
- Worked through the Edina Community Center as an instructor and coordinator of their Odyssey of the Mind Program
- Designed creative problem solving curriculum and taught summer classes through the Community Education Department in Edina
- Served as President of Theatre Ministry Board at Lake Harriet United Methodist Church

REFERENCES

Available upon request

Sean Michael Hildebrandt

Summary

Intrinsically motivated, organized, passionate and professional educator and coach. Visionary innovator skilled at developing, coordinating, and facilitating online and in-person curricula, skill-development, and training that align to organizational frameworks. Mindful of delicate and culturally-sensitive issues currently driving change in learning. Over 26 years experience effectively managing all aspects of educational programs.

Notable Accomplishments

- Successfully manages all aspects of two gifted programs - both in person and remotely
- Created & delivered highly-rated professional development and coaching services to teachers
- Developed coaches & mentored students in various capacities - including award-winning FIRST robotics teams
- Created and managed Janesville Parker High School's first talented & gifted program
- School District of Janesville 2012-13 *Teacher of the Year* recipient

Experience

2018-Present, Coordinator of Gifted Programs & Services

Provide a full array of gifted education services to staff, students, and families at the middle school level. Partner with various professional learning communities and stakeholder groups to manage and maintain two unique gifted programs. Builds agency in staff to design and develop appropriate curriculum, skill-building, assessments, and enrichment.

2013-2018, Shakopee Public Schools, Secondary High Potential Specialist & AP Consultant

Worked closely with teachers, staff, and families to provide advanced academic counseling and instructional support for high performing learners. Coordinated *Advanced Placement* exams, teacher training, curriculum support, and multiple academic enrichment activities. Designed and delivered ACT/PSAT/AP test prep workshops.

1995-2013, Janesville (WI) School District, High School Science Teacher, Parker High School

Taught various combinations of biology, team-taught biology, psychology, and anatomy & physiology courses. Early adopter of flipped education and learning management systems. Very experienced with Gifted learners, English language learners, individualized learning plans, other health impairments, and differentiated learning plans.

2005-2012, Cardinal Stritch University, *Tools for Learning* Adjunct Instructor

Created, developed, and taught 3-credit graduate courses such as *Integrating Technology and Current Events*. Experience instructing colleagues and other adult learners how to navigate, manage, and implement the most current digital resources into their own classrooms.

Certification & Licensure:

- Minnesota Standard Teaching License, 130200 Life Sciences, certified to teach grades 9-12
- Wisconsin Professional Educator License, 605 Biology/Life Science, certified to teach grades 6-12
- Wisconsin Professional Educator License, 740 Psychology, certified to teach grades 6-12

Education

- 2015-2016, Gifted Education Certificate, Hamline University, St. Paul, MN
- 1999-2004, Master of Science, University of Wisconsin-Whitewater, *Technology Enhanced Education*
- 1990-1995, Bachelor of Science, University of Wisconsin-Eau Claire, *Magna cum laude* graduate

PROFESSIONAL EXPERIENCE:

Gifted/talented coordinator (2020-present); Bloomington Public Schools, district-wide

- Co-led process for all-district identification of gifted and talented students
- Provided curriculum, resources and coaching to individual teachers and grade level teams
- Taught groups of advanced learners, focusing on math, critical thinking and creativity strategies
- Partnered with families to support the needs of their gifted children
- Led staff development training in creativity, differentiation and visual thinking strategies
- Served as district gifted/talented liaison to District Instructional Team (DIT), science review and curriculum writing team, and other ad-hoc committees

Technology integrationist (2018-2020); Bloomington Public Schools, Ridgeview Elementary School

- Supported teachers with technology integration via collaboration, co-planning, and co-teaching
- Collaborated with other members of the Digital Learning Team to plan, design, and provide numerous professional development opportunities for teachers
- Co-facilitated the 5th grade Student Centered Cohort (district-wide) and managed the Ridgeview cohort
- Co-led the student WRVS news team
- Served as administrator for Seesaw and IXL accounts

Q-Comp peer coach (2012-2015); Bloomington Public Schools, district-wide

- Used Cognitive Coaching strategies and Danielson's Framework for Teaching to effectively conduct peer observations and provide feedback and opportunities for reflection for approximately 100 tenured staff per year
- Member of the first team of Q-Comp coaches in Bloomington; staff satisfaction ratings of the Q-Comp program were consistently over 90% positive
- Provided curriculum development training to individual teachers and grade level teams
- Trained staff in the evaluation/observation process and co-developed and co-led PLC facilitator trainings
- Facilitated the data-based, goal-setting process for teachers and PLCs

Gifted/talented teacher, Dimensions Academy program (2005-2012; 2015-2017); Bloomington Public Schools, Hillcrest and Ridgeview Elementary Schools

- Wrote and developed differentiated, integrated gifted curriculum in language arts, social studies and mathematics
- Developed and implemented curriculum to meet the social-emotional needs of gifted students
- Actively participated in multi-year, multi-district Javits grant exploring best-practice strategies for twice-exceptional learners
- Wrote and received major grant (through ISD 287) for developing curriculum via Moodle
- Coached students to national championship and numerous national placings for Investwrite essay contest

Gifted/talented coordinator (2000-2005); Minneapolis Public Schools, W. Harry Davis Academy

- Founded and developed the first gifted/talented program at the K-8 school, based on Renzulli's Enrichment Model
- Led process for all-school identification of gifted and talented students
- Trained staff on identification of gifted learners, especially those who are traditionally under-represented, and on curriculum differentiation
- Modeled best practices for teaching gifted learners as part of the K-2 Gifted Catalyst program
- Led National History Day project; coached one group to first place at national championship in Washington, D.C. and four student groups to state championships over five years
- Was featured, along with students, in a 5-part series in the Minneapolis StarTribune highlighting student success in a high-poverty school
- Coordinated with Blake Learning Works program to provide summer enrichment opportunities for students of color and students from low-SES backgrounds
- Founded and coached First Lego League robotics team; teams twice advanced to state competition earning six regional trophies
- Successfully wrote and received three monetary grants to support academic opportunities for students including after-school programming for gifted learners

Fifth grade teacher (1997-2000); Minneapolis Public Schools, W. Harry Davis Academy

AWARDS AND HONORS:

- Won FOX 9 News Teacher of the Year Award (2010)
- Selected as one of KS95 Radio's Teachers of the Week (2010)
- Won Minnesota History Day Teacher of the Year Honors (2004)

RECENT SELECTED LEADERSHIP:

- Facilitated Student Centered Cohort (2017-2020)
- Member of Ridgeview BLT (2017-2020)
- Part of Balanced Tech Advisory team (2018-2020)
- Member of K-2 Device Advisory team (2018-2019)
- PLC facilitator (2010-2012; 2017-2021)
- Coordinated school spelling bee competition (2007-2011)

SELECTED PRESENTATIONS/TRAININGS:

- Gradually to Google: Q-Comp and Technology; Minnetonka Institute for Leadership
- PLC Facilitator Training; Bloomington Public Schools
- Inter-rater Reliability Training; Bloomington Public Schools
- Identification of Gifted Students of Color; Minneapolis Public Schools
- Curriculum Differentiation Using Tiered Assignments; Minneapolis Public Schools

EDUCATION:

University of St. Thomas, St. Paul, MN

- M.A., Curriculum and Instruction
- Gifted/Creative/Talented certificate
- Partial certificate in twice-exceptional education (four courses)

St. Olaf College, Northfield, MN

- B.A. *cum laude*, Psychology, Sociology
- Earned Departmental Distinction, Sociology
- Elected to Psi Chi, National Psychology Honor Society

Dinna Wade-Ardley

Objective

My objective is to serve as an equity change agent for underserved children and their families in a public or private school system. In this system I will promote and ensure that every student is successful academically and receives the best equitable education regardless of his or her learning style, ability, socioeconomic status, race, gender, religion or sexual orientation. I aspire to serve as an educational leader in a progressive school district. I am excellent at building long lasting positive relationships and partnerships with families, students, educators and the community at large.

Experience

Director, Office of Educational Equity (OEE) –Bloomington, MN

2002-Present

Presently, I serve the entire Bloomington Public School (BPS) District: two, Pre-K schools; ten -elementary schools, three -middle schools; two-high schools; and three-transitional schools –over 10,000 students. I positively interact and engagement students, families and staff from all walks of life. I also work with BPS school board members, superintendent, principals, teachers, respectively and collectively to meet the need of all learners. In this position, I manage a staff of 17 cultural liaisons and 25 contract employees. I oversee and effectively manage a [REDACTED] budget, that is geared to advance and promote equity, diversity and inclusion efforts. I have established eight effective major programs and 14 subprograms, which all have run from September through July of every year; the programs are focused on policy development, student equity and leadership, staff development, parent involvement, recruitment and retention. The programs and trainings focus heavily on equity, diversity and cultural awareness, which hopes to improve the marginalized students' life at school and academic achievements of students and families across Bloomington Public Schools.

Adjunct Professor, North Central University (NCU)-Minneapolis, MN

2014-2016

I served as supervising instructor for student teacher at the elementary and secondary level. I have also supervisor students in the education program as they worked to complete their student teaching clinical I, II, and III.

Assistant Principal Intern, Valley View Elementary School –Bloomington, MN January-June, 2009

I engaged and supported students that have been sent to behavior rooms for various reasons. I evaluated twelve teachers and staff on their annual formal evaluation. In addition, I coordinated and monitor before/after out of school activities. Also, I assisted the principal as requested. I also was assigned to be the administrative representative for the building PTSA and the building's site council meetings.

Diversity Coordinator, Office of Educational Equity (OEE) –Bloomington, MN 1995-2002

In this role, I advocated for the equitable treatment of students, parents and staff in BPS District. I ensured that students of color received academic and social emotional support. I was responsible for the recruitment and retention of under-represented staff. Supervised six Cultural Liaisons, 12 OEE Mentors and 12 contract employees. Overseen a [REDACTED] budget. I implemented district-wide cultural awareness events and programs; such as, the District Diversity Advisory Council (DDAC) –a 38-member council and Seeking Educational Equity and Diversity (SEED), a diversity competency course for teachers and I oversaw a multi-cultural educator grant program –consisting of six participants.

I facilitated learning for fifth and sixth grade learners. As an elementary teacher, I facilitated learning through thematic based exploratory learning projects and maintained comprehensive portfolios of student work for effective assessments. Other responsibilities included; peer mediation supervision, working with staff and community resources to develop intercession programming, maintaining positive report with parents/guardians via progress reports, conferences and informal meetings.

Other Leadership Opportunities

Choir Director, Pilgrim Baptist Church-St. Paul, MN. 2011-2012

Choir Director, St. Peters AME Church –Minneapolis, MN 1994-2002

I served as the Adult and youth choir director. As the choir director, I planned and lead weekly rehearsals. Furthermore, I recruited, developed and encouraged vocalists.

Youth Department Director, St. Peters AME Church –Minneapolis, MN 1989-1995

Coordinated Sunday morning Christian education and worship for youth. Organized youth retreats and trips that emphasized learning, fellowship, music and worship.

ACTSO Program Director, NAACP –Minneapolis, MN 1994-2002

Stimulated and encouraged academic, cultural and natural talents of participants. Recruited thirty-five students and prepared them for local/national competitions.

Education

Saint Mary's University –Minneapolis, MN 2015-

ED.S. Education Administration

Saint Mary's University –Minneapolis, MN 2007-2008

K-12 Principal Licensure

Saint Mary's University –Minneapolis, MN 2002-2007

MS Education Administration

Inclusiveness of St. Thomas –Saint Paul, MN 1995-1995

Minnesota SEED Leader's Certification

Minnesota State University Mankato –Mankato, MN 1989-1992

B.S., Elementary Education with an emphasis on Multicultural Education

Eastern New Mexico University –Portales, NM 1976-1979

A.A., Liberal Arts

Skills

CONSULTING EXPERIENCE: Diversity training for Turning Point, Inc.; Diversity training for Shakopee Public Schools Special Education Department; Diversity training for St. Thomas University extended Campus; Diversity training for Rosemount-Apple Valley Public School District; Diversity training for Bloomington Girl Scouts of America; Diversity training for Minnesota Department of Education Special Education; Diversity training for University of Minnesota –Education Department

MEMBERSHIPS: MDE Special Education Diversity Advisory Committee; National Association of Black School Educators (NABSE); National Association of Multicultural Educators (NAME); Minnesota Minority Education Program (MMEP); Association for Supervision and Curriculum Development (ASCD); Minnesota Employment Law Network, Minnesota Cultural Diversity Center (MCDC)

TRAINING: Restorative Justice; Somali Culture and Health Concerns; Star Power (Socio-Economic Cross Cultural Simulation); Baa Faa Baa Faa (Cross Cultural Simulation); Flash Judgment, SEED; Ruby Payne –level one, poverty training; No Short Cuts –multicultural training on cultural differences; Lions Quest; World of Difference, Reducing Bias in Special Education for African American and American Indian Students; Hmong Culture; Life Space Crisis Intervention, AVID, Personal Growth Plan (PGP), STEAM, Learning Supports, IDI, etc.

AWARDS: Youth and Family Circle Award Recipient (2015); Omar Bonderud Human Rights Award Recipient (2004); Minnesota Role Model of the Year (1999); Black Caucus Martin Luther King Award (2000)



Educational Services Center
1350 West 106th Street
Bloomington, MN 55431-4126
www.bloomington.k12.mn.us

April 5, 2022


To Whom It May Concern:

As Superintendent of Bloomington Public Schools, I am the authorized representative for the Javits grant application being completed by Mrs. Erin Boltik, Director of Gifted Programs and Services. This letter is to inform the grant review committee of my support for the Javits application being put forth, *The Renaissance Project*.

I understand and agree that ISD 271 will be able to manage and comply with the financial requirements as it relates to this grant. I also support Mrs. Boltik's role as the principal investigator and I am aware that this role may entail the dedication of up to 20% of her time to carry out the grant processes, attend meetings in Washington, present our Javits project at NAGC, etc. If you need anything more from me please let me know, I am happy to do so.

On behalf of Bloomington Public Schools, I want to thank you for your part in making these grants available to so many school districts and students across the United States.

Sarah J. Noonan, Ed.D.
Professor Emerita, Department of Educational Leadership
School of Education



EDUCATION

Doctor of Education (Ed.D.), 1996

University of Wyoming – Laramie, Wyoming

Educational Leadership

Dissertation: *Women administrators: Concepts of leadership, power, and ethics.*

Chair: Dr. Bill Berube

Educational Specialist (Ed.S.), 1991

University of St. Thomas – St. Paul, Minnesota

Major: Educational Administration

Master of Arts in Teaching, (MAT) 1971

College of St. Thomas – St. Paul, Minnesota

Major: Secondary Education, Minor: Social Studies

Bachelor of Arts (BA) in History, 1969

University of Minnesota – Minneapolis, Minnesota

Major: History, Minor: Sociology

EXPERIENCE: HIGHER EDUCATION

Professor Emerita, 2020; Chair; 2000 – 2016; Associate Professor, 2000-2015.

Department of Educational Leadership, School of Education, University of St. Thomas,
Minneapolis, Minnesota

As a former tenured faculty member and now professor emerita, I served in the Department of Educational Leadership. My experience includes serving as a department chair (2016-2020), doctoral program director (2017-2020), associate professor and advisor of graduate students engaged in becoming scholars and change agents in the areas of their applied practice (2000-2020). Department leadership programs seek to expand students' capacity for moral leadership by raising their critical consciousness, promoting social justice, and engaging them in work related to social change. Additionally, I directed and served as a member of the doctoral program faculty, teaching classes in the core program as well as advising doctoral research. I chaired 51 studies. I previously directed the K-12 Administrator Licensure Program (2016-2019) and led the re-accreditation effort with approval no areas of deficiency.

I led the Department's efforts to restructure a 30-year doctoral program and recruited four cohorts to enroll in a fully online doctoral program. I chaired 51 doctoral studies on topics ranging from K-12 education, cultural studies, and leadership using qualitative and quantitative research methods, including autoethnography, case study research, phenomenology, narrative inquiry, action research, and mixed methods studies. My research interests focus primarily on academic student procrastination in doctoral education, research and writing, educational leadership, gifted education and the scholarship of teaching. My most recent publications concern expert teachers, engaging pedagogy, 21st century learning using technology, and stages in doctoral education and pedagogy. Student evaluations of teaching show consistent high ratings (4.5+ average ratings based on 5.0 scale). I teach fully online (synchronous and asynchronous classes), co-flex, blended, and face-to-face on campus courses using technology for learning. I recently lead a "Club 21" seminar for doctoral students seeking graduation in May 2021, all students graduated. I continue to serve as an adjunct faculty member, dissertation chair and executive fellow for the department, working on licensure accreditation for 2023.

Graduate Courses Taught:

EDLD 800 Purposes and Contexts in Education (Online, Synchronous & Asynchronous)
EDLD 801 Leadership and Organizational Theory
EDLD 803 Organizational Change
EDLD 845 Communication, Conflict and Decision Making
EDLD 805 Professional Development and Instructional Supervision
EDLD 885 Internship and Seminar for Principal Preparation
EDLD 887 Internship and Seminar for Superintendent Preparation
EDLD 871 K-12 Superintendent: Issues and Challenges in Executive Leadership (Online)
EDLD 847 Teacher Leadership and Peer Coaching
EDLD 917 Scholars and Researchers in Education (Doctoral core)
EDLD 904 Qualitative Research (Doctoral core; Online)
EDLD 915 Leadership Narratives Seminar (Doctoral core)
EDLD 920 Research Proposal Design (Doctoral research; Online)
EDLD 921 Research Proposal Defense (EDLD 922-925 Dissertation Hours)
GIFT 721 Introduction to Gifted, Creative, Talented Education

My research interests include academic procrastination, delay, and recovery in doctoral education; the scholarship of teaching; adult learning; culturally sustaining pedagogy; talent development; leadership (emphasis on educational, cultural, ethical, and feminist leadership); narrative research and analysis; and intercultural communication and dialogue. I have published articles and books on these topics. Serving as a national consultant, I conducted workshops on peer reviews of teaching and innovative instructional methods, doctoral pedagogy, and accreditation for advanced licensure programs. I reviewed scholarly research proposals and grants, served as an external evaluator for federal grants in education, and a classroom consultant involving professors in higher education.

DISSERTATIONS

Chair

- Elling, K. (2022). *The experiences of Gay men and Lesbians in Christian churches*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Dupris, P. (2021). *Mending the sacred hoop: A successful Indian education program increasing Native American graduation rates*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Berndt, T. (2021). *Using immersive virtual reality for student learning: A qualitative case study*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Nakku, M. (2021). *Women in higher education: An ethnographic case study of women faculty and administrators' experiences in selected universities in Uganda*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Stahl, D. (2021). *Secondary classroom teachers' beliefs and decision making regarding the use of feedback to improve student learning*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Weinhold, G. (2021). *The impacts of affective teaching behaviors and performance techniques on student engagement by exemplary teachers*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Printz, C. (2020). *Música, Alma da Nossa Cultura: A qualitative case study of community music pedagogy in Amazonian communities*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Poppens, N. (2020). *Higher Education and mobile learning: How innovative instructors use mobile applications for learning*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Bonneville, J. (2020). *Supporting students with unidentified and unmet mental health needs*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Soabil, S. (2020) *Non-Catholic students cultural and religious experiences attending Catholic high schools*. Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Grambow, D. (2020). *A grounded theory study for developing teacher self-efficacy throughout a teaching career*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Daniels, L. (2019). *The experiences of secondary Black women principals leading change with a predominantly White faculty: Cast down, but not destroyed*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Rokusek, J. (2018). *Why adults return to college: A phenomenological study of the lived experiences of adult students at a technical college*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Keilor, M. (2018). *Students with limited or interrupted formal education (SLIFE): The narrative of SLIFE women in Minnesota and their future*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Stirratt, D. (2018). *Nonprofit crossover leadership: A phenomenological study of nonprofit executives from for-profit backgrounds*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Jacobs, C. (2018). *Learning to teach without a script: A phenomenological study of artists as teachers at a performing arts high school*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Jackson, N. (2018). *Black leaders in blue: The career path of African-American senior law enforcement leaders*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Kashale, T. (2018). *Childhood experiences of abuse due to cultural superstition and exclusion: A story of survival and the healing process*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Tieszen, P. (2018). *A phenomenological study of women administrators' experiences in Mennonite high schools*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Holcomb, J. (2017). *A phenomenological study of senior-level leaders serving in public education institutions and workplace harassment*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Olson, D. S. (2018). *A case study of veteran, rural superintendents' experiences leading a Colorado school district during a decade of No Child Left Behind*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Martin, G. (2017). *A phenomenological study of high school principals' crucible leadership experiences*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Rens, M. (2017). *Changes in fame and fortune: A phenomenological study of professional athletes entering retirement*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Lwanga Crumbley, G. (2016). *A dream deferred: A study of the detrimental effects associated with a lack of legal status and denial of post-secondary education to undocumented high school graduates*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Brandner, R. (2016). *Pay for performance and a decade of reform: Changes in principal roles with the rise of the peer coach*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Lawton, P. (2016). *The transition experience of Waldorf Elementary graduates attending non-Waldorf high schools*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Wharton-Beck, A. (2015). *African American government girls: Unspoken narratives of potential, perseverance, and power*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Tong, J. (2015). *Dancing with chains: A case study of Native Mandarin Chinese teachers and pedagogy in US higher education*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Ryan, C. (2015). *Retaining teachers in high-need elementary schools: Factors influencing teachers' commitment to their work*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Pohlen, S. (2015). *Phenomenological study of engaging mindset development in authentic, applied learning environments in a secondary school*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Bahnson, B. (2015). *Thru-hiking the Appalachian Trail: Examining opportunities for learning on continuous 2,185 mile self-supported hike*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- D'Souza, P. (2015). *Immigrant parents with tech savvy and English fluent children: Conflicting roles and values*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Roberts, E. (2015). *Art, life, story and cultural memory: Profiles of the artists of the Lewis and Clark Bicentennial*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Roen, L. (2015). *Twice challenged: Distinguishing English language acquisition from learning disabilities*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Stangler, J. (2015). *Standardizing elementary language arts instruction: Does learning for all really mean learning for all?* [Doctoral honors dissertation, University of St. Thomas].
- Vollmuth, A. (2015). *Parental decision making and satisfaction regarding school choice programs in suburban districts*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Witherspoon, K. (2015). *A case study of parental experiences and engagement in the individual educational plan (IEP) conference*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Crim, D. (2013). *A phenomenological study of stress and burnout experienced by licensed alcohol and drug counselors*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Cronin, D. (2013). *College aspirations and preparation: How AVID students beat the odds*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Kunkel-Pottebaum, H. (2013). *Mission possible: Teachers serving as agents of social change*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Thorvilson, L. (2013). *Factors influencing student placement decisions in elementary classroom assignments*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Mertens, M. E. (2013). *Where have all the Robins gone? Power, discourse, and the closing of Robbinsdale High School*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Weller, J. (2013). *How popular music artists make the transition to portfolio careers: Identity transformation and professional socialization in emerging adulthood*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Grant, V. A (2011). *Virtual high school: Learning communities for American Indian students*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Morgan, T. (2011). *High school English language learners of Latin American descent living in rural Midwestern communities: A study of cultural adaptation*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Schafer, C. (2011). *Online learning and the process of change: The experiences of faculty and students at a two-year college*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Nelson, R. (2011). *Uncovering disillusionment, loneliness, and psychological abuse: A phenomenological study of foreign exchange student experiences*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Peterson, K. (2010). *Lost in translation: How language and culture affect the perception of care of Hmong patients at a Midwestern primary care clinic*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Haider, S. J. (2010). *From loss to profit: A case study of a formerly multinational-owned company becoming a locally-owned enterprise*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Randall, M.E. (2007). *Career pathways of women in the superintendency*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Emerson, S.J. (2006). *Playing a patriarchal game: A critical analysis of the leadership lives of twelve women who administer high school athletic programs*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Trexler, T. (2003). *Beauty and the beast: The memoir of a mother's struggle to understand Anorexia Nervosa*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Committee Member

Langer, J. (2020). *Cognitive development of NCAA Division I Football and Basketball players: A phenomenological exploration*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Puroway, D. (2019). *Ethics in academic advising: A grounded theory of ethical practice*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Meyer, T. J. (2018). *A quantitative study of enrollment change during the Great Recession at non-selective small private college and universities*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Gines, S. D. (2017). *Tastes for true talent: How professional baseball scouts define talent and decide who gets to play*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Cripe, E. (2017). *An examination into the underlying factors that promote the effectiveness of the most successful Division I NCAA women's soccer programs*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Stephan, P. (2017). *Global risk leadership and resilience: A US/India information technology start-up case study*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Varble, K. (2017). *Married Catholic priests: Their unique priestly identity and potential catalyst for change in the U.S. Catholic Church*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

Sserugga, F. (2016). *The effects of racial experiences on former Ugandan students in U.S. universities*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Adeniyi, A. (2015). *Cultural adjustment of immigrant African ministers in Midwest United States*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Koland, D. (2015). *A New Game: Shifting the Leadership Culture to Close the Gender Gap in Corporate America*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Schurman, N. (2015). *Caught in the middle: Understanding the experiences of men elementary school teachers*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Cofell, J. (2014). *Closest to the heart: The life of Emerson Hynes*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Cohen, A. (2011). *Women's resiliency power and leadership: A study of Jewish immigrant women of the Progressive Era*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Erlacher, J. C. (2011). *Millennials in ministry: The experiences, values and vision of rising church leaders*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Hall, K. (2011). *General education assessment as Rorschach test: A case study of a university-wide assessment program*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Sturdevant, J. (2011). *The University of St. Thomas doctorate in leadership program: Impact on graduates*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Kumpula, R. (2011). *Patterns under construction: Nurses' lived experiences that shape spiritual care*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Buell, S. (2010). *Life is a cruise: What does it mean to be a retired naval officer transitioning into the civilian world?* [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Fernandez-Paul, M.E. (2008). *Deconstructing the challenges of immigrant birth: An analysis of cross-cultural obstetrics*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

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- Keilholtz, K. (2008). *Caring connection: A developmental model for volunteerism*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Maslowski, C.A. (2008). *Reflections from the classroom: An exploration of the nature of being a language emersion teacher*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Ryan, M. A. (2008). *Women who build buildings: The experiences of student affairs professionals in constructing student-focused space on university campuses*. [Doctoral honors dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Skinner, S. (2006). *The harvest is plenty, the workers are few: A collaborative effort to prepare Catholic school leaders*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Millan, E. (2005). *Women as soul leaders: Integrating the inner and outer*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Petruzzi, L. (2005). *Attention deficit disorder: Family physicians' perspective on diagnosis and treatment*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Ziegler, P. L. (2005). *From 0 to 225 wpm: A game of Chutes and Ladders(TM). The student experience in a court reporting program*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Nagel, J. (2004). *Reconstructing damaged young lives: An exploratory account of an alternative educational program from the teacher's perspective*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Thach, C. (2004). *Khmer Kampuchea Krom dilemma: An analysis of the struggles experienced by the Khmer people in South Vietnam and a case study in the United States of America*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.
- Hawkins, K. J. (2002). *Resign, rehire, retire: A case study of a superintendent and lessons learned*. [Doctoral dissertation, University of St. Thomas]. ProQuest Dissertations and Theses Global.

SERVICE-RELATED ACTIVITIES

University of St. Thomas Committees and Service

Panel Member, Tenure and Promotion Committee for Michael Klein (2018)
Classroom Consultant – Faculty Development Center (2015-2017)
Panel Member, Tenure and Promotion Committee for Kate Boyle (2016).
Classroom Consultant, Faculty Development Center (September 2000 – 2018).
Panel Member, The Synchronous Classroom: Challenges and Opportunities for Teaching
Blended and Online Courses (January 2015).
Member, Merit Pay Compensation Committee (January 2011- December 2012).
Member, Online Learning Vendor Task Force (November 2011- May 2012)
Member, Faculty Development Committee (September 2006 – May 2010)
Speaker, Leadership Academy (March 2010).
Chair, Grievance Committee (2006)
Member, Faculty Senate (Fall 2000 – May 2003)

School of Education

Chair, Department of Educational Leadership, (2016-2020)
Member, Teacher Evaluation Committee, (2018-2020)
Curriculum, New Courses Approved (2019-2020):
 EDLD 847 Teacher Leadership and Peer Coaching
 EDLD 899 Visual Methods and Pedagogy
Program Director, Doctor of Education (Ed.D.), Revision of 30-year Education
 Doctorate: Ed.D. in Educational Leadership and learning (2016-2020).

College of Education, Leadership, and Counseling

Chair, Search Committee for PK-12 Tenure-Track Position, Department of
 Educational Leadership (2016-2017)
Chair, Search Committee for Higher Education Tenure-Track Position,
 Department of Educational Leadership (2016-2017)
Peer Review Panel for Promotion (Boyle), (2016)
Peer Observations of Teaching (2; 2015)
Member, Diversity Committee, (Spring 2015)
Member, Technology Committee, (2014 – 2016)
Member, Teacher Evaluation Committee, (2013-2015; 2018-2019)
Member, Promotion and Tenure Committee (OLD Department; 2015)
Member, Curriculum Committee, (2013-2014)
Co-Director, Gifted Education Institute, (Fall 2008; 2010; 2012)
Chair, Peer Review Committee, (2011)
Member, Promotion and Tenure Committee, (2010)
Member, Promotion and Tenure Committee (OLD Department; 2012)
Member, Academic Affairs, (September 2006 – May 2008)
Member, Awards and Recognition Committee, (September 2006 – May 2008)

Chair, Curriculum Committee, (September 2002 – May 2004)
Member, Curriculum Committee, (September 2000 – May 2002)

**Leadership, Policy, and Administration (2000- 2016) & Educational Leadership
Departmental Committees and Service (2016-2020)**

Member, Task Force on Performance Evaluations, (2016 – 2020)
Director of the Doctoral Program, Educational Leadership & Learning (2017-2020)
Organized Critical Literature Review Process and Remediation (2017-2020)
Critical Literature Scoring, Educational Leadership, (2016 – 2022)
Peer Observation of Teaching (2005 – 2020)
Master's degree in Administration Committee, (2015)
Facilitator, Doctoral Forum for Struggling Students, Spring (2013 & 2014)
Chair, Peer Review of Teaching, Leadership, Policy, & Administration, (2011)

PROFESSIONAL EXPERIENCE: K-12 EDUCATION

Superintendent, School District of River Falls, River Falls, WI (1997-2000)

Chief executive officer responsible for the education of 2,950 students, supervision of 500+ employees including 11 administrators, and \$20,000,000 operating budget. Accomplishments include: voter approval for a \$34,500,000 referendum and a \$600,000 permanent excess levy for operating expenses; board-directed accountability plan for site-councils related to student achievement; an alternate year testing plan to build performance assessment opportunities linked to Wisconsin standards; community consensus on a new high school site; completed land exchange and annexation agreement with the City of River Falls; board-approved design for a new high school; and approval for a new charter alternative high school for "at risk" students.

Assistant Superintendent of Schools, District 742, St. Cloud, MN (1996-1997)

Responsible for the supervision of curriculum, instruction, assessment, and all related areas that support student learning for 12,000 K-12 students (.5 FTE). Areas of responsibility included all aspects of district administration including budget, personnel, public relations, and strategic planning.

Director, Teaching and Learning, Technology Information and Educational Services (TIES), St. Paul, MN (1996-1997)

Responsible for the supervision of professional development, grants, innovative projects, and Internet services for 45 school district members located in the Minneapolis and St. Paul area (.5 FTE). Member of the executive cabinet providing leadership to the TIES organization.

Superintendent, Teton County Schools, Jackson, WY (1994-1996)

Chief executive officer responsible for the education of 2,200 students at ten school sites, supervision of 340+ employees including 11 administrators, all employee negotiations, and a budget of \$13.5 million.

Assistant Superintendent, Teton County Schools, Jackson, Wyoming (1992-1994)

Director of Curriculum, District 518, Worthington, Minnesota (1991-1992)

Program Specialist in Gifted Education, Minnesota Department of Education, St. Paul, Minnesota (1986-1991)

Teacher on Special Assignment, Gifted Education, St. Paul Public Schools, St. Paul, Minnesota, (1984-1986)

Teacher, Gifted Education Coordinator, South Washington County Schools, Cottage Grove, Minnesota (1975-1984)

Teacher, Academy of the Holy Angels, Richfield, MN (1970-1975)

DOCTORAL DISSERTATION

Smith, S. J. (1996). *Women administrators: Concepts of leadership, power, and ethics* (Publication No. 9630632) [Doctoral dissertation, University of Wyoming] ProQuest Dissertations and Theses Global.

PEER-REVIEWED PUBLICATIONS

Noonan, S. J. (2015). Doctoral pedagogy in stage one: Forming a scholarly identity. *International Journal of Educational Leadership Preparation*, 10(1), 2-28.

Noonan, S. (2014). Threshold theory, action research, and teacher learning: An exploration. *Threshold Concepts: Proceedings of the National Academy's Sixth Annual Conference and the Fourth Biennial Threshold Concepts Conference*, Dublin, June 2012 [E-publication].

Noonan, S. J. (2013, October). How real teachers and professors learn: Threshold crossing and concepts in professional learning. *NCPEA International Journal of Educational Leadership* (8)2., 110-128.

Noonan, S. J. (2013). *How real teachers learn to engage all learners*. Lanham, MD: Rowman & Littlefield Education.

Noonan, S. (2013). Educating wizards: Developing talent through innovation education. In L. V. Shavinina, *The Routledge international handbook of innovation education* (pp. 245-257). Abington, Oxford, UK: Taylor & Francis.

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- Noonan, S. (2010, December). Ethical leadership in schools: Creating community in an environment of accountability [Review of the book by K.A. Strike] and The cultural proficiency journey: Moving beyond ethical barriers toward profound school change [Review of the book by F. CampbellJones, B. CampbellJones, & R.B. Lindsay]. *Journal of Moral Education*, 39(4), 519-522.
doi:10.1080/03057240.2010.521406
- Noonan, S. J. (2009, August). The power of story in leadership. *The School Administrator*, 7, 66.
- Noonan, S. J. & Anderson-Sathe, L. (2008, May). And the band played on: Developing ethical leadership through a case study of the AIDS crisis. *Journal of Research on Leadership Education*, 3 (1), 1-31.
- Noonan, S. J. (with Fish, T. L.) (2007). *Leadership through story: Diverse voices in dialogue*. Lanham, MD: Rowman & Littlefield Education.
- Noonan, S. (2007, February). Culturally sensitivity pedagogy: Mandela's way. *NCPEA Education Leadership Review*, 8 (1), 1-12.
- Noonan, S. & Fish, T. (2005). Understanding the role of metaphor in leadership: Gaining perspective, seeing new possibilities. In C. Fullmer & Dembowski, F. (Eds.), *National summit on school leadership: Crediting the past, challenging the present, and changing the future* (pp. 53-63). Lanham, MD: Rowan & Littlefield.
- Noonan, S. (2004). Your actions speak volumes about you. *The School Administrator*, 1, 59.
- Noonan, S. (2003). *The elements of leadership: What you should know*. Lanham, MD: Scarecrow Press.
- Noonan, S. (1999). A moose in your backyard: A leadership fable. *The School Administrator*, 6, 56.
- Smith, S. (1995). Services for all. *The Gifted Child Today*, 2, 24-25.
- Smith, S. (1991). Take a trip. *The Gifted Child Today*, 14, 52-56.
- Smith, S. (1990). What are you counting as service to gifted and talented students? *The Gifted Child Today*, 4, 23-24.
- Smith, S. (1988). Outcome-based education and the gifted learner: Theory, practice and challenges. *The Gifted Child Today*, 5, 38-39.

PEER-REVIEWED RESEARCH PRESENTATIONS

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- Noonan, S. J. (2019, February). *Threshold crossings and concepts in doctoral writing: Stuck places, struggle, and recurring challenges in becoming a qualitative researcher and writer*. A presentation at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Noonan, S. (2018, February). *Academic student procrastination and recovery in doctoral education: An action research case study*. A presentation at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Noonan, S. (2018, February). *The power of image and experiential metaphor in scholarship and research*. A presentation at the annual meeting of the American Association of Behavior and Social Sciences, Las Vegas, NV.
- Noonan, S., & Wharton-Beck, A. (2018, August). *Preparing social justice leaders: A mixed-methods study of program quality for re-accreditation of advanced licensure programs*. A presentation at the annual meeting of the International Council for Professors of Educational Leadership Conference, Charlotte, NC.
- Noonan, S. (2016, March). *Is there a doctor in the house: Causes and remedies of "prolonged" academic procrastination, delay, and recovery*. A workshop presented at the International Conference on Doctoral Education in Belfast, Ireland.
- Noonan, S. (2015, March). *Group-authored reviews of literature: Discovering the meaning of scholarship during stage one of doctoral education*. Paper presented at the International Conference on Doctoral Education in Orlando, Florida.
- Noonan, S. (2014, August). *Doctoral pedagogy in stage one: Forming a scholarly Identity*. Paper presented at the National Council of Professors of Educational Administration at the California State University, Channel Islands, CA.
- Noonan, S. (2014, August). *Group-authored reviews of literature: Discovering the meaning of scholarship during stage one of doctoral education*. Paper presented at the National Council of Professors of Educational Administration at the California State University, Channel Islands, CA.
- Noonan, S. (2013, August). *How real teachers and professors learn: Threshold crossing and concepts in professional learning*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Meadowlands, New Jersey.
- Noonan, S. (2012, June). *Threshold crossings and concepts in teaching: An exploration*.

A presentation at the National Academy for Integration of Research, Teaching and Learning (NAITRL), Dublin, Ireland.

Noonan, S. (2010, August). *Introducing the research proposal through the power of story: Finding a way to begin*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Washington, D.C.

Noonan, S. J. (2007, August). *Exploring moral and cultural leadership through a case study of the AIDS crisis*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Chicago, IL.

Noonan, S., & Anderson-Sathe, L. (2006, October). "And the band played on": *Developing ethical leadership through a case study of the AIDS crisis*. Paper presented at the annual meeting of the 11th Annual Leadership and Ethics Conference, Victoria, B.C., Canada.

Noonan, S. (2006, August). *Culturally sensitivity pedagogy: Mandela's way*. Paper presented at the meeting of the National Council of Professors of Educational Administration, Lexington, KY.

Noonan, S., & Fish, T. (2006, February). *Leading with story*. Paper presented at the annual meeting of the American Association of School Administrators, San Diego, CA.

Noonan, S., & Fish, T. (2005, July). *Leadership and story*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Washington, D.C.

Noonan, S. & Fish, T. (2004, August). *Metaphors of leadership*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Branson, MO.

Fish, T. & Noonan, S. (2004, August). *Emotional learning and cohort endings*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Branson, MO.

PEER-REVIEWED SYMPOSIA

Noonan, S. (2018, February). *The power of image and experiential metaphor in scholarship and research*. A presentation at the annual meeting of the American Association of Behavior and Social Sciences, Las Vegas, NV.

Noonan, S. (2014, March). *Engaging adult learners by emphasizing collaboration*,

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- creativity, and critical thinking*. A presentation by the Higher Education Learning Community at the annual meeting of the Association for Supervision and Curriculum Development (ASCD), Los Angeles, CA.
- Noonan, S. (2014, February). *How REAL teachers learn to reach and engage all learners*. A presentation at the annual meeting of the American Association of School Administrators (AASA), Nashville, TN.
- Noonan, S. (2010, November). *The importance of interest, novelty, and emotion in learning*. Innovative session presented at the annual meeting of The Collaboration for Learning, Plymouth, MN.
- Noonan, S. (2010, March). *Our changing community of learners*. Panel presented at the annual meeting of the Association for Supervision and Curriculum Development, San Antonio, TX.
- Noonan, S. (2009, November). *Closing the digital divide: How technology serves good teaching*. Innovative session presented at the annual meeting of The Collaboration for the Advancement of Teaching and Learning, Bloomington, MN.
- Noonan, S. (2009, March). *Teaching beyond: Using the e-world in higher education classrooms*. Panel presented at the annual meeting of the Association for Supervision and Curriculum Development, Orlando, FL.
- Noonan, S. (2008, November). *Join me at St. Pat's Café: Facilitated dialogues and the power of story*. Innovative session presented at the annual meeting of The Collaboration for the Advancement of Teaching and Learning, Bloomington, MN.
- Noonan, S. J. (2008, February). *The mission walk: A non-cost and inspiring all-employee meeting activity*. Innovative session presented at the annual meeting of the American Association of School Administrators, Tampa, FL.
- Fish, T. L., Noonan, S. J., & Bongila, J. P. (2007, December). *Who speaks for wolf?: The power of story in community education*. Innovative session presented at the annual meeting of the National Community Education Association, Minneapolis, MN.
- Noonan, S. J., & Fish, T. L. (2007, November). *Healing dialogues: The therapeutic nature of story*. An innovative session presented at the Council of Educational Administration, Washington, D.C.
- Noonan, S. J., & Fish, T. L. (2007, November). *Dialogue with self and other: The quest narrative and personal transformation*. Innovative session presented at the annual meeting of the University Council of Educational Administration, Washington, D.C.

Noonan, S. (2005, February). *If your career is on fire, it's time to locate the emergency exits*. Workshop presented at the National Conference on Education, American Association of School Administrators, San Antonio, TX.

Fish, T. & Noonan, S. (2003, August). *The personal leadership narrative: Making the bridge to practice*. Innovative session presented at the National Council of Professors of Educational Administration, Sedona, AZ.

Noonan, S. (2003, August). *Leadership and authenticity: The life history walk*. Innovative session presented at the annual meeting of the National Council of Professors of Educational Administration, Sedona, AZ.

Noonan, S. (2003, August). *The elements of leadership: A framework*. Innovative session presented at the annual meeting of the National Council of Professors of Educational Administration, Sedona, AZ.

Noonan, S. (2003, January). *Take a life history walk and discover the authentic leader in you*. Innovative session presented at the Hawaii International Conference on Education, Honolulu, HI.

INVITED LECTURES/CONSULTATIONS

Noonan, S., & French, B. (2015). *Setting the stage for learning: Inside the classroom at Kenwood Elementary School*. A workshop presented at the Guthrie Theater in Minneapolis, Minnesota.

Noonan, S. (2014, February). *How REAL Jenny Lind teachers learn*. Minneapolis Public Schools, Minneapolis, Minnesota.

Noonan, S. (2013, October). *Meet the author: A presentation to a professional learning community*, Minneapolis Public Schools, Minneapolis, Minnesota.

Chou, C.C., & Noonan, S. J. (2013, September). *Integrating the 4Cs into instructional activities with tablets*. Educause National Conference, Anaheim, California.

Noonan, S. (2012, September). *Educating wizards*. Gifted Education Institute, University of St. Thomas, Minneapolis, Minnesota.

Noonan, S. (2012, September). *Real teachers learn*. Gifted Education Institute, University of St. Thomas, Minneapolis, Minnesota.

Noonan, S. (2010, September). *Motivational pathways and talented students in the second decade of their lives: How to beat the odds*. Gifted Education Institute, University of St. Thomas, Minneapolis, Minnesota.

Noonan, S. (2010, September). *The sizzle factor in your lesson plans: The importance of*

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- novelty and emotion in learning*. Gifted Education Institute, University of St. Thomas, Minneapolis, Minnesota.
- Noonan, S. (2010, August). *Peer reviews of teaching*. Invited lecture delivered at the Institute of American Indian Arts, Santa Fe, New Mexico.
- Noonan, S. (2009, August). *Teaching through the power of story*. Invited lecture delivered at Trident Technical College, Charleston, South Carolina.
- Noonan, S. (2008, October). *Peer reviews of teaching*. Invited lecture delivered at Denison University, Granville, Ohio.
- Noonan, S. (2007, August). *Peer collaboration*. Invited lecture delivered at the University of Mary, Bismarck, North Dakota.
- Noonan, S. (2006, April). *Transformational leadership*. Invited lecture delivered at the statewide meeting of the Workforce Education Facilitators. St. Cloud, MN.
- Noonan, S. & Fish, T. (2005, March). *Cohort and individual learning*. Invited lecture delivered at the induction program for the Executive MBA Program, College of Business, University of St. Thomas, Minneapolis, MN.
- Noonan, S. (2004, July). *Take a life history walk and discover the authentic leader within you*. Invited lecture delivered at the 2004 National Academy for Superintendents. The Ohio State University, Columbus, OH.
- Noonan, S. & Fish, T. (2004, October). *Cohort and individual learning*. Invited lecture, Executive MBA Program, College of Business, University of St. Thomas, Minneapolis, MN.
- Noonan, S. (2003, August). *Women's ways of leading*. Invited lecture presented at annual meeting and retreat of the North American Sisters of Good Shepard, St. Louis, MO.
- Noonan, S. (2002, November). *Charter school directors: Issues in executive leadership*. Workshop presented to the Charter School Association, St. Paul, MN.
- Noonan, S. (2002, September). *Board roles and responsibilities*. Workshop presented to HOPE Academy Charter School Board Workshop, St. Paul, MN.
- Noonan, S. (2002, August). *Strategic planning*. Workshop presented to Discovery Elementary School, Buffalo, MN.
- Noonan, S. (2002, June). *Team building*. Workshop presented to Discovery Elementary School, Buffalo, MN.

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- Noonan, S. (2002, May). *Charter school directors and board leadership teams: Issues and challenges*. Workshop presented to members of Charter School Association, St. Paul, MN.
- Noonan, S. (2002, June). *Board roles and responsibilities*. Workshop presented to Odyssey Charter School Board, Minneapolis, MN.
- Noonan, S. (2001, September). *Becoming a talent-focused school district*. Workshop presented to District Leadership Committee, Rocorri Public Schools, Rocorri, MN.
- Noonan, S. (2001, July). *Developing leadership versatility and style*. Workshop presented to Metropolitan Principals Academy Summer Institute, Minneapolis, MN.
- Noonan, S. (2000, October). *Extraordinary success for all learners: Beyond our imagination, yet within our reach*. Workshop presented to Chaska Public School Strategic Planning Committee, Chaska, MN.

PROFESSIONAL MEMBERSHIP AND SERVICE

Membership

- Member, Board of School Administrators (2017-2019)
- Member, American Association of School Administrators, Arlington, VA (1992 -2015)
- Member, Association for Supervision and Curriculum Development, Arlington, VA (2007-2015)
- Member, Minnesota Educators of the Gifted and Talented, Minneapolis, MN (Lifetime)
- Member, National Council of Professors of Educational Administration (2003-2020)

Service

- Creighton, T., & Noonan, S. (2014, August). Forming a virtual center for doctoral education, two facilitated group planning sessions on the future of doctoral education with NCPEA members at the National Council of Professors of Educational Administration at the California State University, Channel Islands, CA.
- External peer review of candidate Dr. Larisa Shavinina for a university research award (2013). Requested by Dr. Dr. Andre Manseau, Dean of Research, Universite du Quebec en Outaouais.
- Co-Facilitator, Higher Education Network, Association for Supervision and Curriculum Development (2009-2010)
- Co-Facilitator and Presenter, Gifted Education Institute, University of St. Thomas, Minneapolis, MN (2008, 2010).

Session chair and peer reviewer of conference proposals for the Annual Meeting of the

University Council of Educational Administration (2007).
Peer reviewer of conference proposals for the 2006 Annual Meeting of the American Education Research Association (AERA), Division A (2005).
Peer reviewer of papers submitted for publication in the 2005 *NCPEA Yearbook: Educational leadership: Knowing the way, showing the way, going the way* published annually by the National Council of Professors of Educational Administration (2005).
Panel Member, State Board of Administrators Alternative Licensure Review (2004).

PROFESSIONAL PRACTICE

Noonan, S. (2019). External Reviewer. Reviewed 25 doctoral studies regarding the quality of scholarship, style (includes APA style and voice), and contribution to the field (university and program name withheld).

Noonan, S. (2018 September). *Project North Star: Training rural teachers, school leaders, and families and communities to support underserved gifted learners: Final External Evaluation Report*. Javitts Project, State of Minnesota.

Noonan, S. (2015-2018). External Reviewer. *Collaborative planning utilizing a technical assistance collaborative to upscale the identification processes and programming for a gifted at risk learners*. Javitts Project Award Number S206A 1-40005.

Noonan, S. (2011, May). Review of proposed communication text: Asamte, M. K., & Morgan, J. (in press). *Resolve! Conflict management through communication*. Boston, MA: Wadsworth | Cengage Learning.

Noonan, S. (2011, May). External Review of Project 2 Excel (ED524B). University of St. Thomas, Minneapolis, MN.

The Collaboration for Learning, Bloomington, MN (2008- 2010). Areas: Peer Reviews of Teaching, The Power of Story in Learning, Peer Collaboration

St. Paul Public Schools, St. Paul, MN (2003-2006)
Areas: Gifted Education, Strategic Planning, and Schoolwide Enrichment

Somerset Public Schools, Somerset, MN (2004)
Area: Principal Selection

Buffalo Public Schools, Buffalo, MN (2002-2004)
Areas: Team Building, Employee Evaluation and Supervision

North Central Regional Educational Laboratory, Naperville, IL (2002-2004)
Areas: Leadership and Technology

HONORS/AWARDS/GRANTS

Honors and Awards

Professor Emerita, Awarded June 2020, University of St. Thomas, St. Paul, Minnesota

Tenure Awarded, March 2007. University of St. Thomas, St. Paul, Minnesota

Friend of Gifted, Minnesota Educators of Gifted and Talented (MEGT), 2001 Recipient, MEGT State Conference, Brainerd, Minnesota (2001)

Member, Phi Kappa Phi, University of Wyoming, Laramie, Wyoming (1996)

Transformational Leadership Award, Minnesota Educators of the Gifted and Talented: Recognized for outstanding leadership and statewide standards (1991)

Leadership Award, Minnesota Council for the Gifted and Talented: Recognized by a parent and community organization for leadership and statewide initiatives (1991)

Distinguished Graduate, St. Margaret's Academy, Minneapolis, Minnesota (1990)

Grants

STELAR Online Faculty Grant for Academic Technology and Online Learning Awarded (Spring 2017): New Course, EDLD 917: Scholars and Researchers in Education, Offered Summer 2017.

Research Advisor (2015). Aura Wharton-Beck's study of Government Girls, Luann Dummer Center, University of St. Thomas.

Sabbatical leave awarded for Spring 2016. A new virtual center on doctoral pedagogy. University of St Thomas, St. Paul, MN.

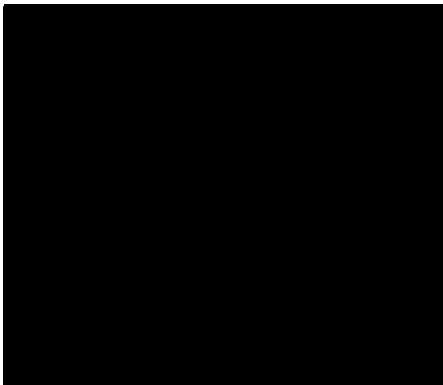
Research Assistance Grant, (May, 2013). University of St. Thomas, St. Paul, Minnesota. Course releases (1.5) granted for writing new book, *Engaging 21st Century Learners with Technology Enrichments for F2F, Blended, and Virtual Classes*.

Executive Leadership Development for Catholic School Leaders, The Murray Institute, (2010). Research award granted to develop new curriculum for seasoned administrators, including a national dissemination model.

Sabbatical leave awarded for Spring 2008. Research conducted on motivational theory and competence, University of St. Thomas, St. Paul, MN.

Grant Recipient, Minnesota Gifted Education Master's Program (1980).

Personal Contact Information:



Cori Paulet

Professional Summary

Creative, enthusiastic professional with a passion for rigorous, student-centered education. Strong focus on hands-on learning, higher order thinking skills, and serving diverse populations.

Strengths

- ♦ Program management with exceptional attention to detail and deadlines
- ♦ K-12 curriculum design, academic evaluation, instructional differentiation
- ♦ Creative problem-solving skills and innovative vision for future possibilities
- ♦ Excellent communication, outreach, collaboration and relationship-building skills
- ♦ Technology: Mac & PC platforms, mobile devices, Microsoft products, Google Drive, databases, e-learning software

EDUCATION AND PROGRAM MANAGEMENT

Program Manager, Minnesota Department of Education/Javits Grant 2016-present

- ♦ Supervised team of researchers and gifted education experts and advocates to elevate gifted identification and service approaches for at-risk underserved rural populations.
- ♦ Generated and tracked three-year project timeline coordinating with the state department, schools and project consultants.
- ♦ Consulted on creation of six e-Learning professional development modules for teachers and administrators, a media resource list, community session guides, and a database of academic opportunities outside of school and created a digital format for storage and delivery.
- ♦ Led research team to effectively implement a quasi-experimental research design, managing data collection and analysis at multiple intervals.
- ♦ Presented at regional, state and national conferences, leading to project inclusion in the *The G Word* documentary and a webcast for *Solutions to the Dropout Crisis*.
- ♦ Wrote annual grant performance reports to the federal government documenting progress toward project goals, including research and budget status.

Program Manager, University of St. Thomas/Mankato ISD Javits Collaborative, 2015 - 2017

- ♦ Coordinated the multi-measure talent development identification procedure for the entire Mankato school district K-8, with a focus on identifying and serving traditionally underrepresented populations.
- ♦ Collaborated with a team of academic and research professionals to implement research-based educational services that develop student potential and ability in the Mankato school district.
- ♦ Developed and taught classroom enrichment curriculum for grades K-2 and worked with teachers to identify young students for advanced educational services.
- ♦ Facilitated professional development for teachers and administrators and engaged community in informational meetings.
- ♦ Administered, collected and analyzed assessment data to guide decisions regarding appropriate academic services.

Program Manager and Lead Instructor, ThreeSixty Journalism, 2014-2015

- ♦ Designed and taught highly effective curriculum for personal essay writing and college/career preparation skills to over 200 economically disadvantaged and culturally diverse Juniors and Seniors in two St. Paul high schools.
- ♦ Assisted with training more than 25 mentors, all experts in the writing or journalism field.
- ♦ Communicated frequently with mentors to provide information and maintain curriculum consistency.
- ♦ Devised, recommended, scheduled, and administered multiple project assessments in collaboration with the external program evaluator.

Education Consultant, 2014 – present

- ♦ Conduct professional learning and informational sessions for educators, administrators and families regarding the unique social, emotional and cognitive needs of high potential and twice-exceptional learners.
- ♦ Coach students in writing skills and techniques proven to increase writing creativity and confidence across writing genres.
- ♦ Presented interactive digital games and technology being effectively implemented in classrooms to increase student engagement, concept retention, creativity and collaboration.

Gifted Education Intern, Wendy Behrens, Minnesota Department of Education, 2014-2015

- ♦ Created informational web and program materials for the Hormel Gifted Education Symposium.
- ♦ Consulted on final steps for the completion of the *Minnesota guidelines for gifted education*.

Research Assistant, University of St. Thomas, 2013-2014

- ♦ Evaluated instructional practices for a comprehensive program review in the Mankato school district.
- ♦ Analyzed, synthesized and reported qualitative data gathered from classroom observations as well as teacher, parent and administrator interviews.
- ♦ Researched and organized over one thousand current educational articles for Dr. Karen Rogers.

EDUCATIONAL TELEVISION AND MULTIMEDIA PRODUCTION

Freelance Video and Web Production, 1999 – 2009

- ♦ *United Children's Hospital*, 2006 and 2009. Researched, edited, and formatted medical content for website.
- ♦ *Moveon.org*, 2003. Created one of fifty 30-second videos selected from 3,500 submissions for DVD.
- ♦ *Steck Vaughn / Heath Associates*, 2003. Assisted in creating a website on World History. Edited content, managed chapters, collaborated with a writing team in India.
- ♦ *Swedish Immigrant Trail*, 2002. Associate Producer.
- ♦ *Metro Transit/ Heath Associates*, 1999. Wrote and produced "How to Ride the Bus" video.

Web Producer / Coordinating Producer – Twin Cities Public Television (TPT), *Benjamin Franklin*, 2001 – 2002

- ♦ Produced *Making of Franklin* video for local air and DVD for the three-part PBS miniseries developed in collaboration with Middlemarch Films, NY.
- ♦ Sourced external website designer, reviewed all web content, managed writers, mentored assistant, and met PBS rules and deadlines.

Web Producer / Video Promotions Producer – TPT, *Right on the Money*, 2000 – 2001

- ♦ Produced weekly 30-second promos of national finance show.
- ♦ Managed modernization of website.
- ♦ Mentored and supervised staff assistant.
- ♦ Selected to produce celebrity promos featuring comedian Louie Anderson and *West Wing* actress Kathryn Joosten.
- ♦ Served as Line Producer for the Louie Anderson shoot, including scouting and securing sites and experts in Minnesota and New York
- ♦ Created innovative automated system for answering online viewer questions within 24 hours. The system was later adapted by the Corporation for Public Broadcasting to be made available to all PBS member stations.

Production / Promotions Specialist – TPT, *Transistorized!* and *Organizing from the Inside Out*, 1999 – 2000

- ♦ Managed the production of the *Transistorized!* Teachers' Guide (based on the national one-hour science show with Ira Flatow), working with both the production company and the funder.
- ♦ Interviewed a variety of scientists and wrote their profiles for the guides.
- ♦ Managed the national PBS tour of Julie Morgenstern, author of *Organizing from the Inside Out*

Multimedia Developer – *Newton's Apple*, 1998 – 1999

- ♦ Collaborated with outside client to identify the most effective video technology for a series of 23 CD-ROMS and VHS tapes based on the family science program, *Newton's Apple*.
- ♦ Produced and edited multiple versions of the VHS tapes for classroom use.
- ♦ Managed the demanding CD-ROM process and schedule, including the creation of a database to coordinate the product testing and debugging process.
- ♦ Coordinated the annual national NSTA conference classes.
- ♦ Co-presented at the Technology in Education (TIES) conference on multimedia innovation.

Associate Producer (1995 – 1997), Digital Video Production Specialist (1995 – 1996), Production Intern (1994) – *Newton's Apple*

As Associate Producer:

- ♦ Worked in all areas of production, from pre-production through post-production, including: developing and researching ideas, locating and interviewing guest experts, writing treatments, directing talent, coordinating shoot schedules and sites, editing, and supervising online editing.
- ♦ Organized and maintained segment paperwork and databases.
- ♦ Mentored and supervised interns.
- ♦ Wrote a successful funding proposal for a show based in Louisiana.
- ♦ Created a manual that significantly streamlined the field production process while reducing training time.

As Digital Video Production Specialist:

Assisted multimedia producers ICONOS in the production of the CD-ROM science game *What's the Secret 3?*

COMMUNITY INVOLVEMENT

Minnesota Council for the Gifted and Talented (MCGT) – Newsletter Editor; Sponsor Relations, 2017 – current

Supporting Emotional Needs of the Gifted (SENG) – SENG Model Parent Group Facilitator, 2015 – current

Gifted Resource Alliance of St. Paul (GRASP) – Secretary; Executive Team Member, 2011 – 2014

KidsPark – Community-Building Coordinator; Board Member, 2011 – 2012

Groveland Park Elementary School / Minnesota Institute of Arts – Art Adventure Volunteer, 2010 – 2011

Easy Bean Farm – Website Producer, 2008-2009

MinnMoms.com / St. Paul Pioneer Press – Mom Squad Member, 2008 – 2010

MOMS Club – President, 2006 – 2007, Membership Vice President, 2005 – 2006

EDUCATION

Masters of Arts in Gifted, Creative and Talented Education, University of St. Thomas, St. Paul, MN, 2015

Bachelor of Arts in Psychology, Carleton College, Northfield, MN, 1992; study-abroad term in Nepal

TRAVEL

An enthusiastic traveler with visits to such places as Nepal, Europe, Eastern Europe, Dominica, Sweden, Iceland, Mexico and Belize.

References and work samples available upon request

CURRICULUM VITAE
Karen B. Rogers, Ph.D.



Education and Training

- 2014 Visiting Reader at Huntington Library to conduct archival research on the business and artistic connections of William Morris and Pre-Raphaelite Brotherhood
- 2013 American Educational Research Association, San Francisco
Updated meta-analysis training
- 2002 Visiting Scholar at Oxford University to conduct archival research on the Pre-Raphaelite Brotherhood at Bodleian Library and to master skills of fMRI administration and analysis of brain scans
- 1999 American Educational Research Association, Montreal, CA
Updated biographical/archival research training
- 1996 Archival research skills applied to Terman research associates' archives at the Archives of the History of American Psychology at University of Akron
- 1995 Visiting Scholar to conduct archival research applied to Terman Archives and Terman study data at Stanford University
- 1995 Postdoctoral Fellow, Gifted Development Center, Denver
Training in intelligence and psychological assessment of giftedness
- 1994 Participation in Twice Exceptional Training Institute at University of New Mexico (federally funded) as part of St. Paul Schools team to replicate New Mexico program
- 1991 University of Minnesota, Minneapolis
Doctor of Philosophy (Ph.D.) Curriculum & Instructional Systems
Emphasis: Gifted Curriculum and Instructional Development & Evaluation
Emphasis: Research synthesis techniques
Dissertation: *A best evidence synthesis of the research on academic acceleration options for gifted learners*

- 1983 University of Minnesota, Minneapolis
Master of Arts (M.A.) degree in Psychological Foundations
Emphasis: Giftedness and Talent
Emphasis: Cognition and cognitive development
- 1977 Participant in federally funded Minnesota Gifted Education graduate program with emphasis on gifted program and curriculum development at Hamline University
- 1969 San Diego State University, San Diego
Master of Arts (M.A.) degree in Special Education
Emphasis: Gifted Learning and Development
- 1968 San Diego State University, San Diego
K-9 Teaching Credential (lifetime)
- 1965 University of California, Berkeley
Bachelor of Arts (B.A.) degree in Humanities (honors)
Emphasis: 20th century German culture and history
Minor: History

Employment

University of St. Thomas

- 2014-present: **Professor Emerita of Gifted Studies**, Department of Special Education and Gifted Education, College of Education, Leadership, and Counseling
- 2016-2018 **Research Consultant and Developer/Trainer**, Javits grant for Minnesota Department of Education, *Project North Star: Developing Teacher Support Training for Gifted Underserved Learners in Rural Minnesota*.
- 2013-2016 **Co-Principal Investigator**, Javits grant # S206A 1-40005. *Collaborative planning: Utilizing a technical assistance collaborative to upscale the identification process and programming for gifted at-risk learners. (with K. L. Westberg)*
**
- 2008 - 2014: **Professor of Gifted Studies**, Department of Special Education and Gifted Education, College of Education, Leadership, and Counseling
- 2008 – 2012 **Principal Investigator**, Javits grant # S206A 080041. *Project 2Excel: Upscaling mathematics and language arts for twice-exceptional learners.* ***

- 2003 – 2004: **Professor and Department Chair** of Department of Curriculum & Instruction, School of Education
- 1999 – 2003: **Professor of Gifted Studies**, Department of Curriculum & Instruction, School of Education.
- 1994 – 1999: **Associate Professor of Gifted Studies**, Department of Curriculum & Instruction, School of Education
- 1989 – 1994: **Assistant Professor of Gifted Studies**, Department of Human Development and Instructional Technology, School of Education and Social Work
- 1984 – 1989: **Instructor of Gifted Studies and of Instructional Systems Technology; Computer Lab Director**, Department of Human Development and Instructional Technology, School of Education
- ** Designed a 4-course degree in gifted/creative/talented (12 graduate credits) AND a 6-course identifying and teaching gifted underserved populations for this grant (18 graduate credits), also developed evaluation instruments used to measure affective growth of gifted students in project
- *** Designed a 3-year, 4-course Twice-Exceptional graduate certificate (12 semester credits) for teachers in the four participating districts

University of Minnesota

- 1987 – 1999 **Adjunct Instructor of Gifted Studies**, Educational Psychology and Independent Study departments
- 1984 – 1987 **Project Co-director**, Educational Psychology, Media Resources, and Independent Study departments for development of television series for U of M independent study course
- 1978 – 1984 **Graduate Research Assistant**, Department of Curriculum & Instructional Systems

University of New South Wales (Sydney, Australia)

- 2012 – present: **Honorary Professor**, School of Education, Faculty of Arts and Sciences
- 2008 – 2012: **Honorary Professorial Fellow**, School of Education, Faculty of Arts and Sciences
- 2005 – 2008: **Director of Research**, Gifted Education Research and Resource Information Centre (GERRIC), School of Education, Faculty of Arts and Social Sciences.

University of Wollongong (Keiraville, Australia)

2008 – present: **Honorary Professorial Fellow.** School of Education.

Courses Taught

GIFT 720	Teaching High Ability Learners in the Regular Classroom
GIFT 721	Education of the Gifted, Creative, and Talented
GIFT 722	GCT Instructional Models K-12
GIFT 723	GCT Curriculum and Program Models K-12
GIFT 724	Dimensions of Creativity
GIFT 725	Psychology and Guidance for GCT
GIFT 728	Critical Issues in Gifted, Creative Talented Education
GIFT 729	Clinical Practicum and Seminar GCT
GIFT 719	Final Creative Project: GCT
CIED 500	Principles of Educational Research
CIED 670	Assessment for Learning
CIED 610	Theories of Cognition for Instruction
CIED 410	Theories of Cognition for Instruction (undergraduate)
CIED 561	Curriculum Theory and Orientations
CIED 649	Curriculum & Instructional Systems
CIED 780	Practicum for Curriculum Leadership
CIED 910	Determining Doctoral Research Design
EDLD 920	Framing the Doctoral Research Question
CIED 921	Contracting and Implementing the Doctoral Dissertation
CIED 923	Research Methods of Analysis
CIED 971	Writing the Doctoral Dissertation
SPGT 720	Identifying /Providing Services for Gifts & Talents
SPGT 725	Identifying/Providing Services for Underserved Gifted Learners
SPGT 721	Introduction to Twice Exceptional Education
SPGT 722	Case Studies in Twice Exceptionality and Underserved Gifted Learners I
SPGT 723	Case Studies in Twice Exceptionality and Underserved Gifted Learners II
SPGT 729	Seminar and Practicum: Twice Exceptional and Underserved Gifted Education
SPUG 421	Introduction to Twice Exceptional and Gifted Underserved Education
EPSY 5690	Education of the Gifted
*EDLD 901	Quantitative Research and Statistics for Doctoral Students (as retired UST instructor)
*EDLD 902	Development of Dissertation Prospectus (as retired instructor for UST)

Peer Reviewed Publications (Published or In Press)

Long, L.C., Barnett, K., & Rogers, K. B. (2015). Exploring the relationship between principal, policy, and gifted program scope and quality. *Journal for Education of the Gifted*, 39, 1-23.

- Barnett, K., **Rogers, K. B.**, & Long, L.C. (2015) An exploratory study of leadership practices to promote improved teaching practices and learning outcomes for students with gifts and talents. *Educational Management, Administration and Leadership*.
- Wormald, C., **Rogers, K. B.**, & Vialle, W. (2014). A case study of giftedness and specific learning disabilities: Bridging the two exceptionalities. *Roeper Review*.
- Wormald, C., Vialle, W., & **Rogers, K. B.** (2014). Young and misunderstood in the education system: A case study of giftedness and specific learning disabilities. *Australian Journal of Gifted Education*, 23 (2), 16.
- Eddles-Hirsch, K., Vialle, W., McCormick, J., & **Rogers, K. B.** (2012). Insiders or outsiders: The role of social context in the peer relations of gifted students. *Roeper Review*, 34 (1), 53-62.
- Rogers, K. B. (2012, Summer). It takes a village: Identifying and providing service for twice exceptional learners in the elementary grades. *Gifted Education Communicator*, 43 (2), 22-25.
- Figg, S. D., **Rogers, K. B.**, McCormick, J., & Low, R. (2012). Differentiating low performance of the gifted learner: Achieving, underachieving, and selective consuming students. *Journal of Advanced Academics*, 23 (1), 53-71.
- Eddles-Hirsch, K., Vialle, W., **Rogers, K. B.**, & McCormick, J. (2010). "Just challenge those high-ability learners and they will be all right! "The impact of social context and challenging instruction on the affective development of high-ability students. *Journal of Advanced Academics*, 22, 106-128.
- Colangelo, N., Assouline, S., Marron, M., Castellano, J. A., Clinkenbeard, P. R., **Rogers, K. B.**, Calvert, E., Malek, C., & Smith, D. (2010). Guidelines for developing an academic acceleration policy. *Journal of Advanced Academics*, 21 (2), 180-203.
- Eddles-Hirsch, K., **Rogers, K. B.**, Vialle, W., & McCormick, J. (2009). There is challenge and there is CHALLENGE! The impact of challenging instruction on the social and emotional development of high ability students. *Journal of Advanced Academics*, 21, 102-168.
- Young, M., Ayres, P., & **Rogers, K. B.** (2009). Getting in: Australian university decision-making processes when gifted learners apply for early admission. *Australasian Journal of Gifted Education*, 18, 43-54.
- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51, 382-396.
- Little, C. A., Feng, A.X., VanTassel-Baska, J., **Rogers, K. B.**, & Avery, L. D. (2007). A study of curriculum effectiveness in social studies. *Gifted Child Quarterly*, 51, 272-284.

- Rogers, K. B. (2007). The impact of leadership training upon the self-efficacy and self-directedness of gifted adolescents. *Australasian Journal of Gifted Education*, 16 (1), 6-10/
- Henshon, S. (2007). Through Another's Eyes: Research experiences in gifted education at the international level: An interview with **Karen Rogers**. *Gifted Child Today*, 30 (3), 42-44.
- Rogers, K. B. (2007). Differentiating for the talented in science, mathematics, and foreign language learning. *Gifted*, 3-6.
- Young, M., **Rogers, K. B.**, & Ayers, P. (2007). The state of tertiary admission in Australia: 2000-present. *Australasian Journal of Gifted Education*, 16 (2), 25-29.
- Hay, P, Gross, M.U.M., Hoekman, K., & **Rogers, K. B.** (2007). Interpersonal intelligence in gifted children. *Australasian Journal of Gifted Education*, 16 (2), 16-19.
- Little, C. A., Feng, A. X., VanTassel-Baska, J., **Rogers, K. B.**, & Avery, L. D. (2007). Study of curriculum effectiveness in social studies. *Gifted Child Quarterly*, 51, 272-284.
- Majkut, L., & **Rogers, K. B.** (2006). Who gets left behind in the WISC-IV? The impact of full-scale vs. index scores upon the identification of gifted and talented learners. *Australasian Journal of Gifted Education*, 14 (2), 3-8.
- Rogers, K. B. (2003). A voice of reason in the wilderness. *Journal of Education of the Gifted*, 26, 314-321.
- Rogers, K. B. (2002). Grouping the gifted: Questions and answers. "Special issue: A quarter century of ideas on ability grouping and acceleration". *Roeper Review*, 24, 101-108.,
- Rogers, K. B. (1999). Whatever happened to Terman's women research associates?. *Gifted Child Quarterly*, 43, 150-169.

Books (authored, co-authored, or edited)

- Rogers, K. B. (in press). *A twice exceptional guide for teachers: Managing the education of 2e learners in classrooms*. Tucson, AZ: Great Potential Press.
- Rogers, K. B. (in press). *Discussion guide for parents of twice exceptional learners*. Tucson, AZ: Great Potential Press.
- Rogers, K. B. (contract). *Gifted and talented education: A guide for teachers*. Tucson, AZ: Great Potential Press.
- Rogers, K. B. (contract). *Managing your child's education: A guide for parents of children with gifts and talents*. Tucson, AZ: Great Potential Press.

- Vialle, W., & Rogers, K. B. (2009). *Educating the gifted learner*. New South Wales, Australia: David Barlow Publishers.
- Rogers, K. B. (2006). *A menu of options for grouping the gifted*. Waco, TX: Prufrock Press.
- Rogers, K. B. (2004). *The educational planner for families and schools*. Scottsdale, AZ: Great Potential Press.
- Rogers, K. B. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Gifted Potential Press.
- Friedman, R., & Rogers, K. B. (Eds.). (1998). *Talent in context: Historical and social perspectives, Volume 1*. NY: American Psychological Association.

Book Chapters

- Rogers, K. B. (2018). Meta-analysis of 23 forms of academic acceleration: Options for elementary (primary) and secondary learners with gifts and talents. In B. Wallace, D. A. Sisk, & J. Senior (Eds.), *SAGE handbook of gifted and talented education*. (Chapter 21). Thousand Oaks, CA: Sage Publications.
- Rogers, K. B. (2018). Providing for gifted learners in an inclusive classroom environment. In Y.L. Bui & E. L. Meyen (Eds.), *Exceptional children in today's learning environments*. Austin, TX: PRO-ED, Inc.
- Rogers, K. B. (2017). Underachievement and giftedness: Fission and/or Fusion? In R. Klingner (ed.), *Gifted underachiever: Education in a competitive and globalizing world*. (pp. 33-50). New York: Nova Science Publishers.
- Rogers, K. B. (2015). The optimal development of giftedness and talent: Environmental catalysts that ensure self-actualization. In R. Klingner (Ed.), *Make them shine: Identification and understanding of gifted children's social and emotional needs*. Muenster, Germany: Lit Verlag.
- Rogers, K. B. (2015). The academic, socialization, and psychological effects of acceleration: Research synthesis update. In S. G. Assouline, N. Colangelo, J. VanTassel-Baska, & A. Lupkowski-Shoplik (Eds.) *A nation empowered: Evidence trumps the excuses holding back America's brightest students*. Iowa City, IA: Belin-Blank Center, College of Education, University of Iowa.
- Young, M., Rogers, K. B., Hoekman, K., VanVliet, H., & Long, L. C. (2015). Acceleration in Australia: Flexible pacing opens the way for early university admission. In S. G. Assouline, N. Colangelo, J. VanTassel-Baska, & A. Lupkowski-Shoplik (Eds.) *A nation empowered: Evidence trumps the excuses holding back America's brightest students*. Iowa City, IA: Belin-Blank Center, College of Education, University of Iowa.

- Rogers, K. B. (2013). Ann Fabe Isaacs (1920-2001): She made our garden grow. In A. Robinson & J. Jolly (Eds.), *Key figures in gifted education: A century of illuminating lives*. New York: Routledge.
- Rogers, K. B. (2013). For better or for worse: Classroom dynamics in single gender mathematics and science classes in middle school. In F.R. Spielhagen (Ed.), *Debating single sex education: Separate and equal?* Lanham, MD: R & L Education.
- Rogers, K. B. (2013). Now what? Practical implications. In F.R. Spielhagen (Ed.), *Debating single sex education: Separate and equal?* Lanham, MD: R & L Education.
- Vialle, W., & Rogers, K. B. (2012). Gifted, talented, or educationally disadvantaged? In C. Forlin (Ed.), *Future directions for inclusive teacher education: An international perspective*. London, U. K.: Routledge.
- Rogers, K. B. (2011). Thinking smart about twice exceptional learners: Steps for finding them and strategies for catering to them appropriately. In C. Wormald & W. Vialle (Eds.), *Dual exceptionality*. (pp. 57-70). Australian Government sponsored publication (Dept. of Education, Employment, and Workplace Relations). Wollongong, Australia: University of Wollongong.
- Bousakis, M., Burns, T., Donnan, L., Hopper, S., Mugavero, G., & Rogers, K. B. (2011). Achievement integrated model: Interventions for gifted indigenous underachievers. In W. Vialle (Ed.), *Giftedness from an indigenous perspective*. (pp. 77-95). Australian Government sponsored publication (Dept. of Education, Employment, and Work Relations). Wollongong, Australia: University of Wollongong.
- Rogers, K. B. (2011). Advice to teachers about grouping gifted children for learning and socialization. In J. Roberts & Boggess, J. R. (Eds.), *Gifted teachers' survival guide*. Waco, TX: Prufrock Press.
- Vialle, W., & Rogers, K. B. (2011). Gifted, talented, or educationally disadvantaged? In H. A. Hmouz, W. Vialle, & R. Dixon (Eds.), *A comparison of three levels of achievers: The effect of personal characteristics and attitudes on gifted students' achievement*. Sydney, Australia: Lambert Academic Publishing.
- Rogers, K. B. (2010). Academic acceleration and giftedness: The research from 1990 to the present: A best-evidence synthesis. In N. Colangelo, S. Assouline, & D. Lohmann (Eds.), *Proceedings from IRPA funded research grants: Wallace Symposium on Talent Development*. Iowa City, IA: University of Iowa Press.
- Rogers, K. B. (2009). What we now know about appropriate curriculum & instruction for gifted learners. In B. MacFarland & T. Stambaugh (Eds.), *Leading change in gifted education*. Waco, TX: Prufrock Press.

- Rogers, K. B. (2009). Effective programs in gifted, creative, and talented education. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity and talent*. Thousand Oaks, CA: Sage Publications.
- Rogers, K. B. (2009). Leadership giftedness: Is it innate or can it be developed? In L. Shavinina (Ed.), *International handbook on giftedness*. (Part VI, Chapter 6, pp. 633-645). New York: Spring Publishing Company.
- Rogers, K. B. (2008). Grouping the gifted: Myths and realities. In M. W. Gosfield (Ed.), *Expert approaches to support gifted learners: Professional perspectives, best practices, and positive solutions*. Minneapolis, MN: Free Spirit Publishing.
- Rogers, K. B. (2008). Single gender vs coeducational classes in middle school mathematics and science. In F. Spielhagen, *Separate and equal: Debating single sex education*. Lanham, MD: R & L Education.
- Rogers, K. B. (2008). What we know and what we still need to know about single gender classes. In F. Spielhagen, *Separate and equal: Debating single sex education*. Lanham, MD: R & L Education.
- Rogers, K. B. (2007). What makes the highly gifted child qualitatively different? Implications for schooling. In K. Kay, D. Robson, & J. F. Brenneman (Eds.), *High IQ kids: Collected insights, information and personal stories from the experts*. Minneapolis, MN: Free Spirit Press.
- Rogers, K. B. (2005). Connecting program design and district policies. In J. H., Purcell & R. D. Eckert (Eds.), *Designing services and programs for high-ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.
- Rogers, K. B. (2005). The academic effects of acceleration. In N. Colangelo, S. Assouline, & M. Gross (Eds.), *A nation deceived: How schools hold back America's brightest students*. Templeton National Report on Acceleration. Iowa City, IA: The Connie Belin and Jacquelyn N. Blank International Center for Gifted Education and Talent Development.
- Rogers, K. B. (2003). The social and emotional effects of academic acceleration and other management practices on gifted children. In S. Reis, M. Neihart, & N. Robinson (Eds.), *The social and emotional needs of gifted children*. Washington, DC: National Association for Gifted Children.
- Rogers, K. B. (2001). Research-based practices in gifted education. In K.A. Heller, F.J. Monks, R.J. Sternberg, & R. Subotnik (Eds.), *International handbook of research and development of giftedness and talent, Vol. 2*. Oxford, England, Pergamon Press.
- Rogers, K.B. (1999). Is creativity quantitatively measurable? A paradigm for creativity research. In A.S. Fishkin, B. Cramond, P. Olszewski-Kubilius (Eds.), *Current research and methodologies for studying creativity in youth*. WV: Hampton Press.

Friedman, R., & Rogers, K.B. (1998). Introduction: Conceptualizing giftedness: The state of the discipline. In R. Friedman, & K.B. Rogers (Eds.), *Talent in context: Historical and social perspectives, Volume I*. NY: American Psychological Association.

Monographs

National Working Group on Acceleration (Rogers was co-author in this group).

(2010). *Guidelines for developing an academic acceleration policy*. Iowa City, IA: Institute for Research and Policy on Acceleration.

Rogers, K. B. (2005). *Written education plans: A research synthesis*. Cincinnati, OH: Ohio Department of Public Instruction.

Rogers, K. B. (2003) CEC knowledge and skills for all beginning special education teachers of students with gifts or talents. In Council for Exceptional Children (Ed.), *CEC standards and competencies for the beginning teacher in special education*. (pp. 38-40) Reston, VA: The Council for Exceptional Children Task Force on Knowledge & Skills.

Research and Evaluation Reports

Rogers, K. B. (2017). *Program review of Colegio Nuevo Granada's advanced learning program in Bogota, Colombia*. Minneapolis, MN.

Rogers, K. B. (2017). *Program review of Burnsville School District's talent development program*. Minneapolis, MN.

Rogers, K. B. (2016). *Program review of Anoka-Hennepin School District's talent development program*. Minneapolis, MN.

Rogers, K. B. (2016). *Program review of Ottawa Hills School District's gifted program*. Unpublished manuscript. Ottawa Hills, OH.

Rogers, K. B. (2015). *Program review of Orono School District's gifted program*. Unpublished manuscript. Mankato, MN.

Rogers, K. B., & Westberg, K. L. (2014). *Program review of Mankato Schools' gifted program*. Unpublished manuscript. Mankato, MN.

Rogers, K. B. (2014). *Program review of the Eileen O'Connor Centre in Sydney, Australia*. Unpublished manuscript. Sydney, Australia: Catholic Education Office.

Rogers, K. B. (2013). *First year program review of the Eileen O'Connor Centre in Sydney, Australia*. Unpublished manuscript. Sydney, Australia: Catholic Education Office.

Rogers, K. B. (2013, May). *Program review of the Step Up gifted and talented program in the Foley School District*. Unpublished manuscript. Foley, MN.

- Rogers, K. B., & Westberg, K. L. (2012). *Program evaluation of Vision 21 for the Wayzata School District*. Unpublished manuscript. Wayzata, MN.
- Rogers, K. B., & Westberg, K. L. (2011) *Program review for the Anoka-Hennepin Gifted Program of Services*. Minneapolis, MN.
- Rogers, K. B., & Westberg, K. L. (2010). *Program review and restructure for the Brainerd School District Gifted Program of Services*. Minneapolis, MN.
- Rogers, K. B. (2007). *Study of GT Adaptation to New Model of GT Provision Service at Methodist Ladies College, Sydney, Australia*.
- Rogers, K. B. (2007). *The big five personality factors profile for gifted learners at Baulkam Hills High School*. Sydney, Australia.
- Rogers, K. B. (2007). *The big five personality factors profile for gifted learners at Sydney Girls High School*. Sydney, Australia.
- Rogers, K. B. (2007). *The big five personality factors profile for gifted learners at Girraween High School*. Sydney, Australia.
- Rogers, K. B. (2006). *Effectiveness of Catholic Education Office Gifted School-Within-A-School Program (Years 1-2)*, Sydney, Australia.
- Rogers, K. B. (2003-2007, each year). *External Evaluation Report for College of William & Mary Javits Project Phoenix* Williamsburg, VA: College of William & Mary.
- Rogers, K. B., & Hansen, J. (2004), *Evaluation and Audit of Apple Valley-Rosemount Schools Enhanced Learners Program*, Rosemount, MN.
- Rogers, K. B. (2003). *Fargo Public Schools Gifted Program Evaluation*. Fargo, North Dakota.
- Rogers, K. B. (2003). *South St. Paul Schools Gifted Services Evaluation*. South St. Paul, MN.
- Rogers, K. B. (2002). Malone Family Foundation. *Impact of Education Plans on Gifted Children and Their Families*. Denver, CO.
- Rogers, K. B. (2002). *Lakeville Public Schools Gifted Middle School Program Evaluation*. Lakeville, MN.
- Rogers, K. B. (2001-2003, each year). *Project Teaching, Technology, and Training (PT-3) Capital2 Project evaluation*. Washington, DC: U. S. Office of Education.
- Rogers, K. B. (2001). *Evaluation Audit of GT Services in Inver Grove Heights*. Minnesota.

- Rogers, K. B. (2001-2003, each year). *Evaluation of Hispanic Charter School, Cesar Chavez School*. St. Paul, MN.
- Rogers, K. B. (2001-2004, each year). *Three-Year Evaluation of Project Catalyst 345*. Minneapolis, MN. Jacob Javits Grant.
- Rogers, K. B. (2000-2002, each year). *Evaluation of Project RECIPE*. U.S. Dept. of Education grant. Minneapolis, MN.
- Rogers, K. B. (1999-2001, each year). *Evaluation of Project Phoenix*. Jacob Javits grant. College of William & Mary. Williamsburg, VA.
- Rogers, K. B. (1999). Evaluation of program development for Inter-District Downtown School (IDDS). Minneapolis, MN.

Non-Peer Reviewed Articles and Media Publications

- Rogers, K. B. (2015). Leading Voices: Rogers Five Lessons and Joint Interview with Dr. Katherine Hoekman. Aitsl video as part of series <http://youtu.be/TaqQbRiXj6U> or AITSL website: www.aitsl.edu.au/leading-voices
- Rogers, K. B. (2013). Teacher strategies in providing services for twice exceptional learners. YouTube presentation for Bavarian Global Center of Gifted and Talented (also a Second Life Avatar presentation). <http://youtube.com/watch?v=>
- Rogers, K. B. (2013, Spring). What did those teachers do to help their 2x learners succeed? *MEGT Voice*. Lake City, MN.
- Rogers, K. B. (2013, April/June). What has Project 2Excel taught us about twice exceptionality? *MCGT Outlook*. Edina, MN.
- Rogers, K. B. (2013 March/April). A project on twice exceptionality that worked! *2e Newsletter*. Glen Ellyn Media. Winfield, IL.
- Rogers, K. B. (2012, October). What do teachers need to know and do when talent development is their goal? *ITAG News Magazine*. Indianola, IA.
- Rogers, K. B. (2012, 10/15). Gifted Education Practices: Questions and Answers: Part 1. YouTube presentation for Bavarian Global Center of Gifted and Talented Children. <http://www.youtube.com/watch?v=fAaDlyozTQk>
- Rogers, K. B. (2011). Survive or Thrive: Which is more likely when teachers know what to do with twice exceptional learners? *2e Newsletter*. On-line.
- Rogers, K. B. (2011, 10/19) by Gail Rosenblum Being “the best isn’t the path to being a winner in life. *Minneapolis StarTribune*. Minneapolis, MN.
- Rogers, K. B. (2009). Finding and nurturing twice exceptional learners. *2e Newsletter*. On-line.

- Rogers, K. B. (2009). *Grouping Gifted Learners: Position Paper*. Developed for the National Association for Gifted Children. Approved as a service publication of NAGC by the Board of Directors, March, 2009. Washington, DC: NAGC.
- Rogers, K. B. (2008). Providing appropriately for high ability pupils. *The ExChange*. Singapore: Singapore Ministry of Education.
- Rogers, K. B. (2007). Matching the needs of gifted learners to what the schools can offer: Difficult but effective! *Understanding Our Gifted*, 115, 11-15.
- Rogers, K. B. (1999). *Single gender classrooms: Should we allow them to happen?* Two-hour talk/phone-in radio show on Canadian Broadcast System's "Ontario Today" show. Ottawa, Canada.
- Rogers, K. B. (1999). *Single gender classrooms: Are they discriminatory?* Interview on WCCO Saturday Chat Program.
- Rogers, K. B. (1999). *Results of single gender classes in the public schools*. WBIZ public radio program in LaCrosse, WI.
- Rogers, K. B. (1999). *Single gender classrooms in math and science: How effective?* WSCR public radio program in St. Cloud, MN.
- Rogers, K. B. (1999). *Single gender classes in math and science in the U.S.* Canadian Public Broadcasting 1-hour interview. Thunder Bay, Ontario, Canada.

Research/Evaluation Instrument Development

- Rogers, K. B. (2015). *Cultural characteristics checklist*. Mankato, MN: Mankato Public Schools.
- Rogers, K. B. (2012). *Twice exceptional learner screener*. Javits funded identification protocol developed for four MN districts.
- Rogers, K. B. (2004-2012). Have developed quantitative and qualitative instruments specific to the evaluation goals for each of the xx program reviews undertaken during this period.
- Rogers, K. B. (2004). *Validity studies on Re-forming Gifted Education*. Scottsdale, AZ: Great Potential Press.
- Rogers, K. B. (2004). *Fargo administrator focus group interview schedule*. Fargo Public Schools, ND. Instrument used with all junior high and senior high principals and counselors during evaluation audit on site.
- Rogers, K. B. (2004). *South St. Paul Evaluation of gifted and talented services*. SSP Public Schools, MN. Instruments developed separately for students, parents, and teachers during evaluation/restructuring project on site.

- Rogers, K. B. (2002). *Lakeville expanded services instrumentation*. Lakeville Schools, MN. Questionnaires for students, parents, and teachers on middle school and high school gifted and talented services.
- Rogers, K. B. (2002). *PT-3 Evaluation journal*. University of St. Thomas, Minneapolis, MN. Daily reflections on technology training experiences of summer workshop group.
- Rogers, K. B. (2002). *PT-s Expectations and satisfactions questionnaire*. University of St. Thomas. Minneapolis, MN. Instrument to measure pre- and post perceptions of training experience.
- Rogers, K. B. (2001). *Chavez charter school teacher expectations and satisfactions inventory*. St. Paul, MN.
- Rogers, K. B. (2001). *Chavez charter school student attitude inventory*. St. Paul, MN.
- Rogers, K. B. (2000). *Project Catalyst 345 yearly instrumentation*. Minneapolis, MN: Minneapolis Public Schools. Instruments developed separately for use with students, their parents, and regular teachers on attitudinal changes and program perceptions. Also on-site observation checklist and focus group/interview schedules developed as part of instrumentation.
- Rogers, K. B. (2000) *Critical thinking test*. Minneapolis, MN: Minneapolis Public Schools. Instrument used as pre-and post-measure of critical thinking effects of Catalyst 345 project on experimentals and controls.
- Rogers, K. B. (2000). *DancePartner instrumentation*. Minneapolis, MN: TIIAP project. Interview and focus group schedules, on-site observation checklist, and pre- and post- questionnaires for students and participating dance teachers.
- Rogers, K. B. (2000). *Minnesota Composers Forum instrumentation*. St. Paul, MN: Minnesota Composers Forum. Questionnaires for student and instructor trainee participants, on-site observation checklist, product rating scale, journal questions for participants.
- Rogers, K. B. (2000). *Multicultural teaching instrumentation*. Golden Valley, MN: Perpich Center for Arts Education. Instrumentation for self-ratings of creativity, on-site observation, teacher observation scale, product rating scale, and teacher ratings of student creativity.
- Rogers, K. B. (1999). *College of William & Mary tests of conceptual reasoning and critical thinking abilities*. Instruments used pre-post to measure changes in thinking in Project Phoenix. Norfolk, VA Schools.
- Rogers, K. B. (1999). *Evaluation instrumentation for Minnesota Opera educational services*. Series of 15 questionnaires and interview schedules to assess student, artist, and teacher perceptions of 5 different opera education services.

Rogers, K. B. (1998). *Instrumentation to measure "flow"*. Observation, interview, questionnaires, journal entries for Project CAST, a funded project of the University of Minnesota's Center for Applied Research in Educational Institutions (CAREI) in Linwood A+ and Arts High schools, to validate Csikszentmihalyi's theory of "flow."

Professional Engagement

International Engagement

Rogers, K. B. (2017). *Keynote: Is it worth it to support twice exceptional learners?* Sydney, Australia: World Council for Gifted and Talented Conference. University of New South Wales.

Rogers, K. B. (2017). *Breakout: Developing a defensible identification system for learners with gifts or talents*. Sydney, Australia: World Council for Gifted and Talented Conference. University of New South Wales.

Rogers, K. B. (2017). *Pre-Conference Workshop: Designing and developing a gifted and talent development program*. Sydney, Australia: World Council for Gifted and Talented Conference. University of New South Wales.

Rogers, K. B. (2017). *Master Class: Resources and strategies for parents, grandparents, and carers of twice exceptional children*. Sydney, Australia: Gifted Research and Resource Information Centre (GERRIC). University of New South Wales.

Rogers, K. B. (2015). *Update on use of new WISC-V with gifted learners: Psychologists' 'Day'*. 2 full-day workshops for licensed psychologists in Sydney and in Canberra. Presented by Gateways Education.

Rogers, K. B. (2015). *Master Class: Parenting twice exceptional learners. 1-day workshop*. Sydney, Australia: University of New South Wales.

Rogers, K. B. (2015). *Certificate of Gifted Education teacher training – curriculum differentiation. 2-day training module*. Sydney, Australia: Gifted Research and Resource Information Centre (GERRIC). University of New South Wales.

Rogers, K. B. (2015). *Best practice in gifted education: Keynote and breakout sessions*. Wollongong Catholic Education Archdiocese. 2-day presentations.

Rogers, K. B. (2014) *Master class: Twice exceptional learner instructional strategies for teachers. 2-day workshop*. Sydney, Australia: University of New South Wales.

Rogers, K. B. (2014). *Certificate of Gifted Education teacher training – curriculum design, development, and differentiation. 5-day training module*. Sydney, Australia: Gifted Research and Resource Information Centre GERRIC, University of New South Wales.

- Rogers, K. B. (2014) *Master class: Educational planning for the gifted child*. Full-day workshop for parents. Sydney, Australia: University of New South Wales.
- Rogers, K. B. (2014). *Designing and developing a gifted program of services*. 2-day workshop for Eileen O'Connor Centre. Sydney, Australia: Catholic Education Office.
- Rogers, K. B. (2013, July). *The impact of the school leader upon the structure, design, scope, and quality of the school's gifted program of services*. Full-day workshop for school administrators through Office of Educational Leadership (OEL). Sydney, Australia: University of New South Wales.
- Rogers, K. B. (2013, July). *The truths about meta-analysis and meta-synthesis techniques. How helpful are they? Also, Flexible grouping options and flexible program planning in gifted education. Also, Differentiating Australia's national curriculum outcomes for depth, breadth, and complexity for gifted learners*. Three-day workshop for Eileen O'Connor Centre. Sydney, Australia: Catholic Education Office.
- Rogers, K. B. (2013, July). *GERRIC master class on program development and educational planning for gifted students*. 2-day workshop. Sydney, Australia: University of New South Wales.
- Rogers, K. B. (2013, July). *Guidelines and principles for developing and implementing gifted programs of service*. 2-day lecture series for Canberra Education & Training Directorate. Canberra: Australia: Education and Training Directorate.
- Rogers, K. B. (2012, August). *Lessons learned from twice exceptional learners and their teachers*. Seminar for Interdisciplinary Educational Research Institute. University of Wollongong. Keiraville, NSW, Australia.
- Rogers, K. B. (2012, August). *Educational leadership and gifted program services: A guidebook to evidence-based practices*. Presentation for Office of Educational Leadership Institute, University of New South Wales, Sydney, NSW, Australia.
- Rogers, K. B. (2012, August). *Identifying and providing services for learners who are twice exceptional*. Master Class for Gifted Education Research and Resource Information Centre, University of New South Wales, Sydney, NSW, Australia.
- Rogers, K. B. (2012, August). *Introduction to learners with gifts and talents: Who are they and what do they need?* Lecture to Notre Dame University. Sydney, NSW, Australia.
- Rogers, K. B. (2012, August). *Planning and evaluating gifted program services: A guide to evidence-based practices*. Day-long presentation for Newman

Professional Learning Series. Eileen O'Connor Centre. Catholic Education Organization. Sydney, NSW, Australia.

Rogers, K. B. (2012, August). *Flexible grouping: Weighing the choices for instructional match, instructional delivery, and curriculum differentiation*. Day-long presentation for Newman Professional Learning Series. Eileen O'Connor Centre. Catholic Education Organization. Sydney, NSW, Australia.

Rogers, K. B. (2012, August). *Leading whole school approaches to the identification of learners with gifts and talents*. Day-long presentation for Newman Professional Learning Series. Eileen O'Connor Centre. Catholic Education Organization. Sydney, NSW, Australia.

Rogers, K. B. (2010, August). *Finding and supporting twice exceptional learners in the primary grades: What works*. Half-day session in conjunction with the biennial conference of the Australasian Association for the Education of the Gifted and Talented. Sydney, Australia.

Rogers, K. B. (2010, August). *Thinking smart about twice exceptional learners: Strategies for finding them and strategies for catering to them appropriately*. Think Bank Invited Address for the biennial conference of the Australasian Association for the Education of the Gifted and Talented. Sydney, Australia.

Rogers, K. B. (2010, July). *The prevalence of twice exceptionality among gifted learners*. Paper presented at the biennial conference of the European Council for High Ability (ECHA). Paper published in conference proceedings. Paris, France.

Rogers, K. B. (2009, November). *The body of research in gifted education: What does it say about best practices?* Series of lectures for Association for Bright Children Provincial Conference. (Ottawa, Canada).

Rogers, K. B. (2008, July). *What is happening in the world of gifted education? An update on the research*. Invited keynote delivered at the biannual conference of the Australian Association for the Education of the Gifted and Talented. (Hobart, Tasmania, AU).

Rogers, K. B. (November, 2007). *Current issues and perspectives on identification of giftedness and talent*. Paper presented at Beijing International Schools conference. Beijing, China.

* Rogers, K. B., Ryan, S., Radin, J., & Crowley, B. (November, 2007). *Arts-infused science: Bridging the divide*. Paper presented at the annual Curriculum Corporation Conference. Sydney, AU.

Rogers, K. B. (2007). *An outsider's perspective on the Australian education system*. Invited Distinguished Lecture for the Wyndham Lectures. Paper presented at the Wyndham Lectures. Macquarie University, Sydney.

- Targett, R., & **Rogers, K. B.** (August, 2007). *What gifted kids really want: Interest, choice, challenge, or everything?* Paper presented at the World Council for Gifted and Talented at the University of Warwick, UK.
- Long, L.C., Barnett, K., & Rogers, K. B. (August, 2007). *The impact of transformational educational leadership upon the scope and quality of gifted programs.* Paper presented at biennial conference of the World Council for the Gifted and Talented. University of Warwick. UK.
- Rogers, K. B. (May, 2007). *Engendering creativity in English learning and learners: What is creative teaching and teaching creatively?* Paper presented at the Association of Independent Schools English Teachers Conference. (Sydney, AU).
- Hay, P., Gross, M. U. M., Hoekman, K., & **Rogers, K. B.** (March, 2007). *Interpersonal intelligence in gifted children.* Paper presented at the European Council for High Ability. Helsinki, FN.
- Rogers, K. B. (2006). Full set of training courses for COGE provided for 45 teachers in Singapore COGE program. Three week-long visits over the course of the year. Singapore Ministry of Education.
- Rogers, K. B. (March, 2007). *Implications of research-based practices in curriculum differentiation upon gifted learners K-12 in international schools.* Paper presented at Eastern Asia Regional Consortium of Schools (EARCOS). Beijing, China.
- Rogers, K. B. (2006, September). *Research-based 'best practices' in gifted education.* Invited presentation at Australian Association for Gifted and Talented Education. Freemantle, AU.
- Rogers, K. B. (2006, August). *Research-based 'best practices' in gifted education: 10 options that produce optimal effect for effort.* Spotlight Session. New Zealand National Conference on Gifted and Talented Education. Wellington, NZ.
- Rogers, K. B. (2006, May). *Research synthesis on early childhood gifted children's "best practices".* Brunel University Conference on Early Childhood Giftedness and Talent Development. London, UK
- Rogers, K. B. (2005, April). *The accountability of education plans for gifted learners.* Paper presented at the annual conference of the American Education Research Association. Montreal, Canada.
- Rogers, K. B. (2004). *Tribunal testimony on behalf of a gifted learner: Full-day presentation and inquiry.* Toronto, Canada.
- Rogers, K. B. (2003). *A research synthesis on best practices for early children and preschool children with gifts and talents.* Paper presented at Brunel University Early Childhood Conference. London, England.

- Rogers, K. B. (2003). *A research synthesis on best practices for gifted learners*. Paper presented at Westminster Institute of Education, Brookes College, Oxford University. Oxford, England.
- Rogers, K. B. (2003). *A research synthesis on best practices for gifted learners*. Paper presented at Westminster Institute of Education, Brookes College, Oxford University. Oxford, England.
- Rogers, K. B. (2003). *Lessons learned about gifted practices in the 20th century to lead us in the 21st century*. Keynote presentation at Provincial Conference of Vancouver Association for the Gifted. Vancouver, Canada.
- Rogers, K. B. (2003). *Can an individualized program of services be implemented in the public schools?* Paper presented at Provincial Conference of Vancouver Association for the Gifted. Vancouver, Canada.
- Rogers, K. B. (2003). *What are the four options parents must ask of the schools?* Presentation to Vancouver Parent Association for Gifted Children. Vancouver, Canada.
- Rogers, K. B. (2003). *A research synthesis on best practices for gifted learners*. Paper presented at Westminster Institute of Education, Brookes College, Oxford University. Oxford, England.
- Rogers, K. B. (2003). *Research seminars* (3) with Professor John Geake for Westminster Institute of Education, Brookes College, Oxford, University. Oxford, England. (2003).
- Rogers, K. B. (2003). *Research seminars* (2) with Excellence in the Cities Project/ ReCAP staff in Westminster Institute of Education, Brookes College, Oxford University. Oxford, England. (2003).
- Rogers, K. B. (2003). Training courses: "COGE Curriculum Strand for the Gifted and Talented" to 2 cohorts of 90 graduate level K-12 teachers in Australian school systems. University of New South Wales. Sydney, and Melbourne, Australia. (September, 2003)
- Rogers, K. B. (2002). Training course: "COGE Curriculum Strand for the Gifted and Talented" to 2 cohorts of 90 graduate level K-12 teachers in Australian school systems. University of New South Wales. Sydney, and Brisbane, Australia.
- Rogers, K. B. (2002). Training course: "COGE Curriculum Strand for the Gifted and Talented" to 2 cohorts of 90 graduate level K-12 teachers in Australian school systems. University of New South Wales. Sydney, and Brisbane, Australia.
- Rogers, K. B. (2002). *Best practices that are research-supported in program planning and development in gifted education*. Series of papers presented at special East Asian Regional Conference of Overseas Schools (EARCOS) conference. Hong Kong, China.

- Rogers, K. B. (2002). Training course: Gifted services planning and provision to all teachers in Hong Kong Independent School. Hong Kong, China. (October, 2002)
- Rogers, K. B. (2001). *Learning from the research: Best practices in gifted education*. Paper presented at the World Council of Gifted Education. Barcelona, Spain.
- Rogers, K. B. (2001) raining course: "COGE Curriculum Strand for the Gifted and Talented" to cohort of 90 graduate level K-12 teachers in Australian school systems. University of New South Wales. Sydney, Australia.
- Rogers, K. B. (2000). Training course: "COGE Curriculum Strand for the Gifted and Talented" to cohort of 90 graduate level K-12 teachers in Australian school systems. University of New South Wales. Sydney, Australia.
- Rogers, K. B. (2000). Course: "Principles of Educational Research" to cohort of 25 graduate level K-12 teachers in Bahamian school systems (private and government). Freeport, Grand Bahamas Island. (November, 1999-January, 2000)
- Rogers, K. B. (1999, April). *The effects of current educational practices on gifted middle school students: A synthesis of evaluation results*. Paper presented at Annual Conference of the American Educational Research Association. Montreal, Quebec, Canada

National Conferences and Presentations

- Rogers, K. B. (2017, June). *The ABCs of gifted and talented identification and assessment. Project North Star: What do rural teachers need to know to develop talents in their gifted learners?* 3-day workshops for Hormel Symposium on Talent Development. Austin, MN.
- Rogers, K. B. (2016, November). *Changing gifted students' attitudes toward science through interdisciplinary art and science experiences*. Paper presentation for annual conference of the National Association for Gifted Children. Orlando, FL.
- Rogers, K. B., Westberg, K. L., Lyon, T., & Mueller, H. (2016, November). *Ticking all the boxes. Creating a gifted and talent development program that works*. Paper presentation for annual conference of the National Association for Gifted
- Rogers, K. B. (2016, June). *Developing a defensible program for learners with gifts and talents. Strategies for working with twice exceptionality*. 3-day workshops for Hormel Symposium on Talent Development. Austin, MN.
- Rogers, K. B. (2016, February). *Supporting gifted learners in overseas schools that educate U.S. students*. Panel presentation at American Association for International Education. Atlanta, GA.

- Rogers, K. B. (2015, April). *What does the research tell us we should be doing for learners with gifts and talents?* Keynote presentation for Montana AGATE annual conference. Helena, MT.
- Rogers, K. B. (2015, April). *How do we manage a twice exceptional learner's talent development when we need to attend to the other "exceptionality" as well?* Paper presented at the Montana AGATE annual conference. Helena, MT.
- Rogers, K.B. (2015, April). *Making "best practices in gifted education" practical: How can one teacher do it?* Paper presented at the Montana AGATE annual conference. Helena, MT.
- Rogers, K. B. (2015, March). *Just what DO we mean when we say our practices are "research-based"? A guide to navigating the rocky shoals of claims that "the research says".* Keynote presentation at the annual National Curriculum Network Conference. College of William & Mary, Gifted Development Center. Williamsburg, VA.
- Rogers, K. B. (2015, February). *Teaching strategies for twice exceptional learners.* Paper presented at the annual Pennsylvania Department of Education conference for the PA Training and Technical Assistance Network. Hershey, PA.
- Rogers, K. B. (2015, February). *Research-based services for gifted learners: A continuum of services.* Paper presented at the annual Pennsylvania Department of Education conference for the PA Training and Technical Assistance Network. Hershey, PA.
- Rogers, K. B. (2015, April). *How do we manage to develop a twice exceptional learner's talent when we need to attend to his/her "other exceptionality" as well?* Presentation at the annual AGATE state conference. Helena, MT.
- Rogers, K. B. (2014, February). *Research-based best practices in gifted education: 2014 update.* Keynote presentation for annual state conference of the Kentucky Association for the Gifted and Talented. Lexington, KY.
- Rogers, K. B. (2014, February). *What does it mean for gifted and talented learners to be "college and career ready?"* Presentation for annual state conference of the Kentucky Association for the Gifted and Talented. Lexington, KY.
- Rogers, K. B. (2014, February). *Why would you group the gifted and talented? Making it practical.* Presentation for annual state conference of the Kentucky Association for the Gifted and Talented. Lexington, KY.
- Rogers, K. B. (2014, February). *What do teachers (and parents) need to know about important program, school, and out-of-school options for learners with gifts and talents?* Keynote presentation for annual Beyond Giftedness state conference. Arvada, CO.

- Rogers, K. B. (2014, February). *A 2014 update on the latest research-based best practices in gifted education*. Presentation for annual Beyond Giftedness state conference. Arvada, CO.
- Rogers, K. B. (2014, February). *Issue: Will common core standards and PARCC assessments be "enough" for our gifted and talented learners?* Presentation for annual Beyond Giftedness state conference. Arvada, CO.
- Rogers, K. B. (2014, March). *Curriculum? Instruction? Where do acceleration options fit in?* Presentation for annual Curriculum Network Conference (NCNC) for College of William & Mary. Williamsburg, VA.
- Rogers, K. B. (2014, March). *The truth and nothing but the truth: Meta-analysis or meta-synthesis?* Keynote presentation for biannual Wallace Symposium on Research on Talent Development. Washington, DC.
- Rogers, K. B. (2014, November). *Making the research practical: What teachers of gifted learners can do to ensure optimal talent development. Parts 1 and 2*. Presentations for Greater Los Angeles Gifted Children's Association annual Master Class: Ask the Experts conference. Pasadena, CA.
- Rogers, K. B. (2014, November). *Meta-analysis of 23 academic acceleration options for elementary and secondary students*. Paper presented at annual conference of the National Association for Gifted Children. Baltimore, MD.
- Rogers, K. B. (2014, November). *Self-contained gifted classrooms with a little 2e mixed in*. Paper presented at annual conference of the National Association for Gifted Children. Baltimore, MD.
- Rogers, K. B. (2013, March). *Relating the psychological and academic to twice exceptional learners: Does one help to explain the other?* Paper presented at annual Curriculum Network Conference for College of William & Mary, Williamsburg, VA.
- Rogers, K. B. (2013, March). *Curriculum or instruction? Which leads to academic gains for twice exceptional learners?* Paper presented at the annual Curriculum Network Conference (CNC) for College of William & Mary, Williamsburg, VA.
- Rogers, K. B. (2013, September). *Talent development and common core standards: Are these the latest "flavors of the month"? Implications for our field*. Keynote presentation to Ohio Association for Gifted Children annual conference. Columbus, OH.
- Rogers, K. B. (2013, September). *Can the common core standards be appropriately differentiated using Kaplan's 11 strategies? Try it and see!* Double session presentation for annual conference of the Ohio Association for Gifted Children. Columbus, OH.

- Rogers, K. B. (2013, December). *The 4 cs of curriculum differentiation: Models for compacting, critical analysis, complexity, and creativity*. Keynote presentation for Vanderbilt University Gifted Education Conference. Nashville, TN.
- Rogers, K. R. (2013, December). *What the research says about curriculum differentiation, instructional management, and instructional delivery*. Keynote presentation for Vanderbilt University Gifted Education Conference. Nashville, TN.
- Rogers, K. B. (2013, December). Three breakout session papers: (1) *What have Williams, Torrance, Panes, Taylor, Eberle, Starko, and Piirto taught us about teaching bright learners to be creatively productive in thought and action?* (2) *What have Bloom, Paul, Wiggins & McTighe, Tannenbaum, Renzulli, and Kohlberg taught us about teaching bright learners to analyze what they are learning critically?* (3) *What have Jacobs, Maker, Bruner, VanTassel-Baska, and Kaplan taught us about teaching bright learners to engage with more complexity in learning outcomes?* Breakout sessions for Vanderbilt University Gifted Education Conference. Nashville, TN.
- Rogers, K. B. (2013, December). *Talent development and common core standards. Will these latest "flavors of the month" prepare bright learners for the 21st century?* Keynote for annual gifted conference for Los Angeles County Unified School District. Pasadena, CA.
- Rogers, K. B. (2013, December). *Sandra Kaplan's gift: Can the common core standards be appropriately differentiated using Kaplan's 11 strategies? Try it and see!* Breakout session for annual gifted conference for Los Angeles County Unified School District. Pasadena, CA.
- Rogers, K. B. (2012, November). *Ann Fabe Isaacs (1920-2001): She made our garden grow*. Symposium presentation for "lives, Histories, and Big Ideas: Adventures in the Conceptual Foundations of Our Field." Paper presented at the annual conference of the National Association for Gifted Children (NAGC). Denver, CO.
- Rogers, K. B. (2012, November). *Twice exceptionality and psychological issues: Can special support change the psychological outlook for these children?* Paper presented at the annual conference of NAGC. Denver, CO.
- Rogers, K. B. (2012, October). *Getting into the "game": If talent is "the game", what do educators need to know and do?* Keynote paper presented at annual state conference of the Iowa Talented and Gifted Association. Des Moines, IA.
- Rogers, K. B. (2012, October). *Providing for both the gifted and talented: It may be complicated, but eminently do-able!* Paper presented at annual state conference of the Iowa Talented and Gifted Association. Des Moines, IA.
- Rogers, K. B. (2012, October). *Where do ability and performance groups fit in? A look at the need for grouping in gifted development and talent development*

programs. Paper presented at annual state conference of the Iowa Talented and Gifted Association. Des Moines, IA.

Rogers, K. B. (2012, September). *Gifted vs. creative? Making creativity a foundation of gifted policy and programs*. Keynote paper for New Mexico Association for the Gifted state conference. Albuquerque, NM.

Rogers, K. B. (2012, September). *2x learners: How do we find them and what do we do?* Paper presented at the New Mexico Association for the Gifted state conference. Albuquerque, NM.

Rogers, K. B. (2012, September). *Finding creative potential: The "ins and outs" of assessing for creativity*. Paper presented at the New Mexico Association for the Gifted state conference. Albuquerque, NM.

Rogers, K. B. (2012, June). *Introduction to gifted education: A primer for school administrators*. 3-hour pre-conference presentation at annual Hormel Foundation Gifted and Talented Symposium. Austin, MN.

Rogers, K. B. (2012, May). *Research-based strategies in curriculum differentiation for learners with gifts and talents*. ITV presentation to 35 sites in Montana.

Rogers, K. B. (2012, May). *The 4 c's of curriculum differentiation for the gifted: Extending Montana's common core standards*. ITV presentation to 35 sites in Montana.

Rogers, K. B. (2012, April). *Designing research-based program services for learners with gifts and talents*. Bainbridge Public Schools. Bainbridge, WA.

Rogers, K. B. (2012, March). *What happens to the kids? Watching growth happen when twice exceptional learners are fully supported*. Paper presented at annual national conference of the National Curriculum Conference, College of William & Mary, Williamsburg, VA.

Rogers, K. B. (2012, March). *Impact of professional development upon teacher attitudes toward twice exceptional learners*. Paper presented at annual national conference of the National Curriculum Conference, College of William & Mary, Williamsburg, VA.

Rogers, K. B., Kanevsky, L., & Shore, B. (2011, November). *To group or not to group: That is the question*. Symposium paper presented during mini session at the annual conference of the National Association for Gifted Children. New Orleans, LA.

Rogers, K. B. (2011, November). *Changes in teacher attitudes toward twice exceptional learners through professional development*. Paper presented at the annual conference of the National Association for Gifted Children. New Orleans, LA.

- Rogers, K. B. (2011, November). *It takes a village to help 2c children thrive in schools*. Paper presented at the annual conference of the National Association for Gifted Children. New Orleans, LA.
- Rogers, K. B. (2011, November). *Program models and program design in gifted education*. Pre-conference workshop presented at the annual conference of the National Association for Gifted Children. New Orleans, LA.
- Rogers, K. B. (2011, October). *Key strategies for the education of the gifted in the elementary, middle, and high school years*. Presentation for annual conference of the Washington Association for the Education of the Talented and Gifted. Wenatchee, WA.
- Rogers, K. B. (2011, October). *How do you know your gifted program is effective? Practical program evaluation strategies*. Paper presented for annual conference of the Washington Association for the Education of the Talented and Gifted. Wenatchee, WA.
- Rogers, K. B. (2011, October). *Teachers who make a difference in gifted children's lives*. Presentation for annual conference of the Washington Association for the Education of the Talented and Gifted. Wenatchee, WA.
- Rogers, K. B. (2011, March). *Communicating effectively about what to ask for your gifted child: What your child needs inside school, outside of school, and at home*. Half-day workshop for parents at Minds in Motion conference. Westport, CT.
- Rogers, K. B. (2011, March). *Challenges and solutions (research-based) in gifted education*. Keynote address at the Minds in Motion conference. Westport, CT.
- Rogers, K. B. (2011, March). *How do we find ways to instructionally manage learners with gifts and talents –with just a little creative problem solving?* Two-hour session for educators at the Minds in Motion conference. Westport, CT.
- Rogers, K. B. (2011, March). *What can (and should) we do to truly make our curriculum for those with gifts and talents 'appropriate'?* Keynote address for the State of CT Minds in Motion conference. Westport, CT.
- Rogers, K. B. (2011, March). *Servicing high ability student sin the era of NCLB: Effective best practices for teachers, social workers, and administrators*. Half-day workshop for City Schools of Norwalk, CT administrators and teachers. Norwalk, CT.
- Rogers, K. B. (2011, March). *Best practices for high ability children inside and outside the school: What parents can do*. Half day workshop for City of Norwalk, Connecticut Parent Association. Norwalk, CT.
- Rogers, K. B. (2011, February). *The ten 'musts' for educating gifted learners appropriately and fully*. Half-day presentation for "administrators' day" at the annual Winter Edufest conference. Coeur d'Alene, ID.

- Rogers, K. B. (2011, February). *Best practices for students with gifts and talents. What the research says and how to use it*. Half-day workshop for annual Winter Edufest Conference. Coeur d'Alene, ID.
- Rogers, K. B., Malueg, C., & Cohen, N. (2010, November). *Case studies in twice exceptionality: Helping these learners survive and thrive in elementary gifted classrooms*. Paper presented at the annual conference of the National Association for Gifted Children. Atlanta, GA.
- Rogers, K. B., Cash, R., Westra, K., Vague, N., Jensen, R., Hren, N., & Raymond, G. (2010, November). *About Project 2Excel: What we have learned from this Javits project for twice exceptional learners*. Paper presented at the annual conference of the National Association for Gifted Children. Atlanta, GA.
- Rogers, K. B. (2010, November). *Leadership for exemplary programs: Importance of superintendents and school boards in the process*. Half-day workshop for Superintendents' Forum at the annual conference of the National Association for Gifted Children. Atlanta, GA.
- Rogers, K. B. (2010, November). *Program models and program design in gifted education*. Invited session for the Wednesday Essentials Series. Half-day workshop at the annual conference of the National Association for Gifted Children. Atlanta, GA.
- Rogers, K. B. (2010, October). *Integrating research-based best practice with exemplary program standards in gifted education: Curriculum and teacher education*. Invited address to the Gifted Program Planning Task Force for the Office of the Superintendent of Public Instruction for Washington state. Published for the Washington state legislature.
- Rogers, K. B. (2010, September). *The four c's of differentiation: compacting, complexity, critical analysis, and creativity*. Invited address for the Annual State Conference of the South Dakota Association for the Gifted and Talented. Sioux Falls, SD.
- Rogers, K. B. (2010, September). *The ten things that will stimulate change for gifted learners: A research synthesis*. Keynote address for the Annual state conference of the South Dakota Association for the Gifted and Talented. Sioux Falls, SD.
- Rogers, K. B. (2010, June). *The research on teacher effectiveness*. Invited session for the Hormel Institute Symposium. Austin, MN.
- Rogers, K. B. (2010, June). *Research-based best practices in gifted education*. Invited session for the Hormel Institute Symposium. Austin, MN.
- Rogers, K. B. (2010, May). *The prevalence of twice exceptionality: A comparison of expected and actual student counts*. Paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

- Rogers, K. B. (2010, May). *Differences between expected and actual prevalence among twice exceptional learners*. Paper presented at the biannual meeting of the Wallace Research Symposium for Talent Development. Iowa City, IA.
- Rogers, K. B. (2010, February). *Finding and nurturing twice exceptional children in Minnesota: An update on the Javits-funded PROJECT 2EXCEL*. Pre-conference symposium at annual conference of the Minnesota Educators for the Gifted and Talented. (Brainerd, MN).
- Rogers, K. B. (2009, November). *The issues surrounding ability and performance grouping of gifted children*. Mini-keynote presented at the annual convention of the National Association for Gifted Children. (St. Louis, MO).
- Rogers, K. B. (2009, November). *How many forms of acceleration are there? A research synthesis*. Paper presented at the annual convention of the National Association for Gifted Children. (St. Louis, MO).
- Rogers, K. B. (2009, June). *Teacher effectiveness with learners with gifts and talents: What does the research say makes a "good" teacher?* Symposium presented at the Hormel Institute, a national institute. (Austin, MN).
- Rogers, K. B. (2009, April). *Academic acceleration and giftedness: The research from 1990 to the present: A best-evidence synthesis*. Paper presented to the annual conference of the American Educational Research Association (San Diego, CA).
- Rogers, K. B., Coleman, L., & Gagne, F. (2009, March). *Future trends and issues in gifted education*. Invited panel/keynote at the annual national Curriculum Network Conference held at the College of William & Mary (Williamsburg, VA).
- Rogers, K. B. (2009, March). *Applications to practice: Instructional issues and trends*. Invited panel session at the Joyce VanTassel-Baska Festschrift. College of William & Mary (Williamsburg, VA).
- Rogers, K. B. (2008, November). *Is there a relationship between personality and intelligence?* Paper presented at the annual convention of the National Association for Gifted Children. (Tampa, FL).
- Rogers, K. B. (2008, November, 2008). *Critical issues in educating the gifted: The most important things*. Invited mini-keynote presented at the annual convention for the National Association for Gifted Children. (Tampa, FL).
- Spielhagen, F., & Rogers, K. B. (2008, November). *Separate, equal, appropriate? Gifted adolescents in single sex classes*. Paper presented at the annual convention of the National Association for Gifted Children. (Tampa, FL).
- Rogers, K. B. (2008, July). *What is happening in the world of gifted education? An update on the research*. Invited keynote delivered at the biannual conference

of the Australian Association for the Education of the Gifted and Talented. (Hobart, Tasmania, AU).

- Rogers, K. B. (March, 2008). *Teachers who make a difference: Middle and high school student perceptions of teaching effectiveness*. Paper presented to the annual conference of the American Educational Research Association (New York).
- Rogers, K. B. (March, 2008). *Update on the Research on Gifted 'Best Practice': A research synthesis*. Keynote presented at the National Curriculum Conference in Gifted Education. Williamsburg, VA.
- Rogers, K. B. (November, 2007). *Changing elementary students' perceptions about science learning*. Paper presented to Mathematics & Science Division at the annual conference of the National Association for Gifted Children (Minneapolis, MN).
- Rogers, K. B., Hoekman, K., & VanVliet, H. (November, 2007). *Can we teach gifted girls to be self-directed?* Paper presented to the Research & Evaluation Division of the annual conference of the National Association for Gifted Children (Minneapolis, MN).
- Rogers, K. B. (November, 2007). *The importance of visionary leadership in gifted education*. Paper presented at the annual Superintendents' Forum of the National Association for Gifted Children. Minneapolis, MN.
- Rogers, K. B. (April, 2007). *The impact of leadership training upon the self-efficacy and self-directedness of gifted adolescents*. Paper presented at the American Educational Research Association (Chicago, IL).
- Rogers, K. B. (November, 2006). *The long term impact of gifted program participation*. Paper presented at the National Association for Gifted Children annual conference. (Charleston, NC).
- Rogers, K. B. (November, 2006). *Gifted leaders: something to develop or something innate?* Paper presented to the National Association for Gifted Children annual conference. (Charleston, NC).
- Rogers, K. B. (November, 2006). *Individualizing program services for gifted children: What to do and how to do it*. Institute presentation for the National Association for Gifted Children annual conference. (Charleston, NC).
- Rogers, K. B., Hoekman, K., & VanVliet, H. (2006, May). *A pilot study of high ability middle school girls' perceptions of challenge: Implications for scaffolding self-directed learning*. Concurrent paper session. Wallace International Symposium for Research on Talent Development. Iowa City, IA,
- Rogers, K. B. (2006, May). *The impact of leadership training upon the self-efficacy and self-directedness of gifted adolescents*. Poster session. Wallace International Symposium for Research on Talent Development. Iowa City, IA,

- Majkut, L., & Rogers, K. B. (2006, April). *Who gets left behind in the WISC-IV? The impact of full-scale scores upon the identification of gifted and talented learners*. Paper presented at the annual conference of the American Educational Research Association. San Francisco, California, USA.
- Rogers, K. B. (2004). *The ten best options in gifted education*. Keynote at annual state conference of Kentucky Association for Gifted Education. Lexington, KY.
- Rogers, K. B. (2004). *The actual research on gifted practices*. Half-day workshop for annual state conference of Kentucky Association for Gifted Education. Lexington, KY.
- Rogers, K. B. (2004). *Providing individualized gifted services for gifted learners: Can it be done?* Full-day presentation for Department of Public Instruction conference on gifted education. Indianapolis, IN.
- Rogers, K. B. (2004). *Synthesizing the research base for gifted teaching practices*. Full-day symposium for TAG division in preparation for writing new teacher standards for NCATE. New Orleans, LA.
- Rogers, K. B. (2004). *Research-based best practices in gifted education*. Full-day workshop for Michigan Educators of Gifted Children. Detroit, MI.
- Rogers, K. B. (2004). *Research-based best practices in gifted education*. Full-day presentation for Pennsylvania Association for Gifted Education. Pittsburgh, PA.
- Rogers, K. B. (2004). *Synthesizing the research base according to NCATE standards*. Panel presentation and work group leader at NAGC/TAG collaborative conference. Washington, DC.
- Rogers, K. B. (2003). *What does the research say about gifted practices?* Presentations (2) to annual conference of Los Angeles County Gifted Educators. Los Angeles, CA.
- Rogers, K. B. (2003). *The effects of educational planning: A case study approach*. Paper presented at the annual conference of NAGC. Indianapolis, IN.
- Rogers, K. B. (2003). *Brain scanning: What it does not tell us!* Paper presented at the annual conference of NAGC. Indianapolis, IN.
- Rogers, K. B. (2003). *The actual research in gifted education*. Paper presented at annual Teacher Education Agency conference. Dallas, TX.
- Rogers, K. B. (2003). *What the research says: Implications for program planning*. Series of presentations for Illinois Association for Gifted Children in three locations. Chicago, IL.

- Rogers, K. B. (2003). *What the research says: Implications for program planning*. Series of presentations for Ohio Association of Gifted Educators and Ohio Association of Educators and Counselors in three locations. Dayton, OH
- Rogers, K. B. (2003). *What is the research to support our practices in gifted education?* Presentations (2) to state conference of Nevada Association for the Gifted. Las Vegas and Reno, NV.
- Rogers, K. B. (2003). *Update on fMRI brain scanning: What it tells us and what it does not*. Special session at annual research symposium of Gifted, Creative, Talented Program. University of St. Thomas. Minneapolis, MN.
- Rogers, K. B. (2003). *Can we truly individualize in our programming for gifted children?* Keynote and breakout sessions for annual state conference of the Washington Association of Educators of the Talented and Gifted. Seattle, WA.
- Rogers, K. B. (2003). *Negotiating your child's education plan with the schools*. Five-day seminar on topic, ending with a paper submitted on-line. Lake Tahoe, NV.
- Rogers, K. B. (2002). *The behaviors and characteristics of a midwest gifted sample*. Paper presented at annual conference of NAGC. Denver, CO.
- Rogers, K. B. (2002). *Education plans can (and do) make a difference*. Paper presented at the annual conference of NAGC. Denver, CO.
- Rogers, K. B. (2002). *Re-thinking the gifted resource teacher's role in education of gifted learners*. Master class presented at the annual conference of NAGC. Denver, CO.
- Rogers, K. B. (2002). *What the research says about best practices in gifted education*. Paper presented at annual conference of Ohio Association of Gifted Educators.
- Rogers, K. B. (2002). *The research on best practices in gifted education: Implications for educators*. Distinguished lecture presentation (full-day). Southern Methodist University. Dallas, TX..
- Rogers, K. B. (2002). *Research-supported practices in gifted education..* Special televised presentation at Department of Public Instruction conference. Myrtle Beach, SC.
- Rogers, K. B. (2002). *Stories of school change*. Special session at annual research symposium of Gifted, Creative, Talented Program. University of St. Thomas. Minneapolis, MN.
- Rogers, K. B. (2002). *Lessons learned in the 20th century to help in the 21st*. Keynote presentation for annual conference of the Small Schools Association. Abilene, TX.

- Rogers, K. B. (2002). *Developing an education plan for your child: On-line seminar*. Five-day on-line seminar on topic, ending with a paper submitted on-line. Lake Tahoe, NV.
- Rogers, K. B. (2002). *A synthesis of the research on gifted educational practices*. Special session at annual Leadership Conference of Minnesota Educators of the Gifted and Talented. Brainerd, MN.
- Rogers, K. B. (2002). *Using archival research to understand feminist biography: the Terman research associates*. Paper presented at the annual University of St Thomas conference on Qualitative Research. Minneapolis, MN.
- Rogers, K. B., et al (2001). *Teaching about multicultural issues with a creative flair*. Paper presented at the annual conference of NAGC. Cincinnati, OH.
- Rogers, K. B. (2001). *Re-conceptualizing gifted "services": Matching the program to the child*. Paper presented at the annual conference of NAGC. Cincinnati, OH.
- Rogers, K. B. (2001). *What happens to gifted children when their social and emotional needs are not met*. Keynote presented at annual conference of Supporting the Emotional Needs of the Gifted. Irvine, CA.
- Rogers, K. B. (2001). *Response to recent research on gifted identification in young children*. Paper presented at annual conference of Society for Research on Child Development. Minneapolis, MN.
- Rogers, K. B. (2001). *Research-supported practices in curriculum development for the gifted*. Special session at annual state conference of the South Carolina Consortium for Gifted Education. Charleston, SC.
- Rogers, K. B. (2001). *The efficacy of single-gender classes in math and science*. Special presentation at national conference of the National Federation of Teachers. Chicago, IL.
- Rogers, K. B. (2001). *Lessons learned from the research in gifted education..* Keynote presentation at the annual conference of the Texas Association of Gifted Teachers. Dallas, TX.
- Rogers, K. B. (2001). *Providing leadership in gifted education into the new millennium*. Keynote presentation at the annual conference of the Texas Association of Gifted Teachers. Dallas, TX.
- Rogers, K. B. (2001). *Matching gifted options to needs: Can it be done?* Paper presented at the annual conference of the Los Angeles County Teachers Association. Los Angeles, CA.
- Rogers, K. B. (2000). *Ability grouping and acceleration for the gifted learner: Are they viable options?* Keynote and breakout sessions at annual state conference of the South Carolina consortium for Gifted Education. Charleston, SC.

- Rogers, K. B. (2000). *Educational planning: Who? When? Where? What? Why? How?* Master class presented at annual conference of NAGC. Atlanta, GA.
- Rogers, K. B., & Taylor, L. (2000). *Do graduation standards alter gifted students' secondary curriculum?* Paper presented at the annual conference of NAGC. Atlanta, GA.
- Rogers, K. B. (2000). *Providing leadership in gifted program planning: Results-driven decision-making.* Paper presented at annual administrator's conference. San Antonio, TX.
- Rogers, K. B. (1999, November). *Research-supported best practices in gifted education.* Presentation at State Conference of the South Carolina Consortium for Gifted Education. Charleston, SC.
- Rogers, K. B. (1999, November). *Effects of single-gender mathematics and science classes in middle school.* Paper presented at Annual Conference of National Association for Gifted Children. Albuquerque, NM.
- Rogers, K. B. (1999, November). *Finding "flow": All ages? All artistic domains?* Paper presented at Annual Conference of National Association for Gifted Children. Albuquerque, NM.
- Rogers, K. B. (1999, October). *Research-supported practices in gifted education: A research synthesis.* Paper presented at State Conference of Colorado Gifted Educators' Academy. Denver, CO.

Professional Voluntary Affiliations (* retained since retirement)

Phi Kappa Phi
 Golden Key National Honor Society
 *Prytanean Honor Society
 Council for Exceptional Children
 The Association for the Gifted
 *National Association for Gifted Children
 American Educational Research Association
 *Minnesota Educators of the Gifted and Talented
 *Minnesota Council for the Gifted and Talented

University /Professional Service

2015 – present	Member, US Department of State Overseas Schools Advisory Council*
2014 – present	Research Advisory Board member, The Grayson School, Wayne, PA*
2002 - present	Member, College of William & Mary Gifted Development Center Advisory Board*

2008 –2018	Member, Minnesota Department of Education Talent Development Advisory Council
2008 - 2013	Member of Acceleration Policy Template Development Task Force for the Belin-Blank International Center for Gifted Education, representing NAGC on this task force
2011-2018	Advisory Board member of Advocates for Kansas High Ability Learners Association (think tank).
2006 - 2013	Advisory Board Member of the arts organization, Culture at Work in Sydney, Australia (resigned in 2013, May)
2008 – present	Reviewer for <i>Gifted Child Today</i> , <i>Gifted Child Quarterly</i>
1997 – 2003	Contributing Editor or Editorial Board member (various terms) for <i>Roeper Review</i> , <i>Gifted Child Quarterly</i> , <i>California Communicator</i> , <i>Journal for Education of the Gifted</i> , <i>Gifted Education International</i> , and <i>Journal for Secondary Gifted Education</i>
2008 – 2013	Associate Editor for Qualitative Research. <i>Journal of Advanced Academics</i>
2008 – 2012	Member of NAGC Awards Committee
2008 – 2011	Member of Gifted Terminology Task Force for NAGC
2011 - 2014	University of St. Thomas Tenure and Promotion Committee
2008 – 2014	College of Education, Leadership, and Counseling Curriculum Advisory Committee
2009 - 2011	Chair, Department Tenure and Promotion Committee
2005 – 2007	Elected member of Board of Directors, National Association for Gifted Children. Also Parliamentarian of the Board
2005 – 2007	Elected Chair-Elect of American Educational Research Association Special Interest Group, Research on the Intellectually Gifted
2005 – 2007	Member, Australian College of Educators
2005 – 2007	Advisory Committee member for GATS state schools group for gifted education. Sydney, Australia.
2005 – 2007	Advisory Committee member for CEO Task Force on Gifted Underachievement. Sydney, Australia.
2005 – 2007	Advisory Committee member for CEO Strategic Planning Task Force. Sydney, Australia
2005 – 2007	NCATE Standards planning committee as representative of NAGC and TAG
2005 – 2007	Member University of New South Wales Human Research Ethics Panel B
2005 – 2007	Academic mentor or critical friend to: New South Wales Gifted Advisory Committee (public schools), Archdiocesan Gifted Committee (Catholic Schools), Art Gallery of New South Wales Telstra Da Vinci and Manitoo arts education grant projects, and Revesby Catholic Schools Association
2003 – 2004	Nominated member of NCATE Board of Reviewers as representative for NAGC
2003 – 2004	Department representative on School of Education Tenure & Promotion Committee, University of St. Thomas
2003 – 2004	Full Professor Promotion Committee Chair. School of Education.

- 2001 Invited member of evaluation team which evaluated Gifted Education Center, College of William & Mary
- 2001 Minnesota State Board of Teaching Advisory Task Force on GT Teacher Licensure member
- 1999 – 2003 Member, School of Education UST Tenure and Promotion Committee and Full Professor Promotion Committee
- 1998 Co-guest editor of special issue of *Roeper Review* on creativity. Included solicitation of 19 manuscripts, 12 letters from the field, revisions
- 1995 – 1998 President and Past President of The Association of the Gifted (CEC/TAG)
- 1996 Member of the Nomenclature Task Force of National Association for Gifted Children
- 1996 – 1998 Membership Chair of Research & Evaluation Division of National Association for Gifted Children. Created a Membership Directory
- 1996 – 1998 Elected Publications Chair of Counseling & Guidance Division of National Association for Gifted Children
- 1995 – 1996 Reviewed all manuscripts for special issue of *Journal for the Education of the Gifted* on “Critical Voices In and Out of the Field”
- 1995 – 1996 Guest edited 3 issues of *TAG Update*
- 1995 Led Gifted delegation to Sino-American Joint Conference on Exceptionality in Beijing, China. Co-chaired Gifted and Early Childhood sessions at the conference
- 1994 “National Leader in Gifted Education” (1 of 35). Jacob Javits National Leadership Invited Symposium. Washington, DC.
- 1994 “American Association for Higher Education Faculty Citizen” for University of St. Thomas
- 1995 – 1997 Developed and field tested standards and competencies for beginning teachers of gifted learners as part of CEC Knowledge & Skills Task Force. Also began working on advanced level of these standards with the group
- 1990 – 1994 Elected member of TAG National Board of Directors (TAG Vice-President, President-Elect, President, Past President)
- 1994 Attended National Board for Professional Teaching Standards meeting as “official observer” for NAGC and TAG jointly
- 1994 Appointed Co-Chair of NAGC Task Force on Accountability and Assessment
- 1994 Appointed “gifted” division representative on CEC Knowledge & Skills Task Force, developing and field testing the beginning teachers standards and competencies (later submerged into NAGC group)
- 1994 Member, National Leadership Symposium for Gifted Education. Jacob Javits funded Aspen Institute for strategic planning. Maryland.
- 1993 “Faculty Citizen” representing UST at Faculty Citizen Colloquium of American Association of Higher Education. Chicago, IL.

- 1993 “Invited Leader” to US Office of Educational Research and Improvement (OERI) to develop strategic plan on teacher preparation and development in conjunction with upcoming publication of *“National excellence: The quiet crisis in American education”*
- 1991 “Invited Respondent” to US Office of Educational Research (OERI) meeting of 11 “national leaders” in gifted education” to react to national report on gifted practices for *National excellence*” report
- 1985 – 1989 Elected member of TAB National Board of Directors (Governor-at-Large, CEC Governor)

Awards and Honors

- 2015 **Distinguished Scholar.** National Association for Gifted Children. Baltimore, MD. Awarded to one individual a year.
- 2013 – present **Honorary Professor of Education.** University of New South Wales
- 2013 – 2014 **Visiting Scholar,** Huntington Library, Pasadena, CA
- 2013 **Visiting Scholar,** Jewish Archives, Cincinnati, OH
- 2009 **Certificate of Appreciation for Board Leadership,** National Association for Gifted Children
- 2009 **Certificate of Meritorious Achievement in Gifted Education,** Colorado Association of Gifted and Talented Educators
- 2008/2013 **Honorary Professorial Fellow,** University of New South Wales, Sydney Australia
- 2008/2013 **Honorary Professorial Fellow,** University of Wollongong, Keiraville, Australia
- 2008 **Honorary Visiting Professor,** Nanyang University, National Institute of Education, Singapore
- 2008 Selected as **Distinguished Lecturer** for the Sir Harold Wyndham Memorial Lecture (delivered lecture and received honor in 2008)
- 2003 **Visiting Scholar,** Oxford University, Brookes Institute, Oxford, England
- 2003 **Visiting Scholar,** Bodleian Library, Oxford University, Oxford, England
- 2003 **“Book of the Year”** award from Foreword Magazine for *Re-forming Gifted Education*
- 2003 **“Glyph Award** Honorable Mention for Academic Teaching” for book, *Re-forming Gifted Education*
- 2002 Inclusion in directory of *The Contemporary Who's Who*
- 2001 Annual inclusion (through 2007) in directory of *Who's Who in the World*
- 2000 Annual inclusion (through 2005) in directory of *Who's Who in American*
- 1999 Annual inclusion (through 2006) in directory of *Who's Who in American Education*

- 1999 Annual inclusion (through 2005) in directory of *Who's Who of American Women*
- 1999 Inclusion in directory of *2000 Scholars of the 20th Century*
- 1999 **Lifetime Achievement Award** Colorado Educators of the Gifted
- 1996 **Visiting Scholar**, University of Akron Archives of the History of American Psychology, Akron, OH
- 1995 **Visiting Scholar**, Stanford University, Palo Alto, CA
- 1992 **Early Scholar Award**, National Association for Gifted Children
- 1989 **Lifetime Achievement Award for Outstanding Contributions to Research in Gifted and Talented Education**, Minnesota Council for the Gifted and Talented
- 1988 **Outstanding Achievement in Gifted Education**, Joint presentation from Minnesota Council for the Gifted and Talented and Minnesota Educators of the Gifted and Talented
- 1987 **Outstanding Achievement in Gifted Education**, Minnesota Council for the Gifted and Talented
- 1984 **Outstanding Graduate Student in Education**, Ruth Eckert Honorary Scholarship, awarded to one Ph.D. student a year at the University of Minnesota
- 1981 **Volunteer of the Year**, Junior League of Minneapolis
- 1978 **"Amazing Legal Mind"**, Minnesota State Bar Association

TERESA ARGO BOATMAN, PH.D. MNLP4129

EDUCATION

Iowa State University

Ph.D.

1997

Dissertation: Educational and Vocation Choices of Gifted Individuals

Major: Psychology

Iowa State University

M.S.

1993

Thesis: A Qualitative Analysis of Set of Gifted Twins

Major: Psychology

Iowa State University

B. S.

1990

Major: Psychology

Minor: Child Development

WORK EXPERIENCE

Business Owner and Clinical Psychologist

Plymouth, MN

2005 – present

Private practice counseling business with independent practitioner status; individual and family counseling, intellectual assessments, and parent coaching around gifted issues. Specialization in gifted learners and their social emotional needs

Independent Contractor – Clinical Psychologist

The Storefront Group

1999 – 2005

Individual therapy and assessments provided under umbrella of The Storefront Group while officing in Wayzata Community Church

Clinical Psychologist

Samaritan Counseling Center, Wayzata Community Church

1997-1999

Developed Strengthening Teens and Families program, provided individual therapy and assessments for children and adolescents, coordinated and co-facilitated Divorce groups for families at Wayzata Community Church and Colonial Church of Edina

Graduate Assistant

Office of Precollegiate Program for Gifted and Talented

1989 – 1995

Program Coordinator for the Challenges for Youth – Talented and Gifted, Saturday SMPY Math program, Explorations!, and Iowa Talent Search programs. Hired, trained, and supervised summer and academic year staff for residential and academic portions of the program. Developed program manuals, publicity materials, program evaluations, and coordinated with Iowa State University personnel for the summer program.

TEACHING EXPERIENCE

St. Thomas University

Lecturer: Social and Emotional Needs of Gifted Students **2003**

Iowa State University

Instructor: Developmental Psychology **1994**

RELATED EXPERIENCE

Minnesota Council for Gifted and Talented

President, Various Board Member positions **2000 -2010,**
2017- present

Minnesota Department of Education

Gifted Advisory Council Member

2018-present

Universal Plus Advisory Council

2020 - present

Insight Collaborative

2018 – present

Founder, Speaker

Consultation Group for Gifted Learner Professionals

2007 – present

Founder, Coordinator

PRESENTATIONS

Educator Workshops – Full Day and ½ Day

Anxiety and the Gifted Child	Various times
Beyond Intellectual Potential of Gifted Children	Various Times
Executive Functioning: Understanding and Practical Applications	Various Times
Mental Health and Gifted Children	Various Times
Understanding Your Gifted Children: A parent day	June 15, 2018
Social Emotional Learning and the Gifted Children	Various Times
Assessments: When, How and Why	June 11 – 13, 2013
Responding to Intensity within the Classroom	June 11 – 13, 2013
Mental Health: Teacher Understanding and Responses	June 12 – 4, 2014
Anxiety and its Impact on Learning	April 11, 2019
If they are so gifted, why can't they . . .	Series in 2015
Executive Functioning and School Achievement	August, 2016
Short Workshops and Presentations	
Parenting Gifted Children	Various Times
Perfectionism	Various Times
Introversion	Various Times
Social Emotional Needs of Gifted Children	Various Times
Intensity and the Gifted Child	Various Times
Visual Spatial Learners	Various Times
Anxiety: Understanding and Responding	Various Times
Young Gifted Children	Various times
Twice Exceptional Children: Challenges and Possibilities	December 11, 2018
IQ Testing for Classroom Teachers	2014
Stress, Frustration Tolerance and Reactivity	Various Times
Meeting the Needs of Rural Gifted Learners	1993

PUBLICATIONS AND PAPERS

Boatman, Teresa and Boatman, Anne (2020). Anxiety and Gifted Children. In C. M. Fugate, W. A. Behrens and C. Boswell (Eds.), *Understanding Twice-Exceptional Learners: Connecting Research to Practice* (pp. 245-280). Prufrock Academic Press.

Parent Association Definition in the Encyclopedia of Giftedness, Creativity and Talent, Vol,1

2009

Best Practices in Gifted Education

1995

Chapter in Best Practices in School Psychology, 1995

Meeting the Needs of the gifted in rural areas through
Acceleration

1992

Gifted Child Today 18 (2)

AWARDS

Friend of the Gifted; MCGT

2010

Presidential Scholars Program: Distinguished Teacher Award

1993

Phi Beta Kappa

1989

ASSOCIATIONS

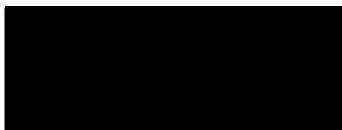
Minnesota Council for the Gifted and Talented

National Association for Gifted Children

American Counseling Association

VITA

Tracy L. Cross, Ph.D.



Education

- | | |
|------|---|
| 2015 | Ball State University
Certificate in Neuropsychology
Mentor: Dr. Raymond Dean |
| 1988 | University of Tennessee, Knoxville
Doctor of Philosophy (Ph.D.) degree in Educational Psychology
Dissertation/Committee Chairperson: Dr. Schuyler W. Huck |
| 1984 | University of Tennessee, Knoxville
Specialist in Education (Ed.S.) degree in Educational Psychology and Guidance |
| 1983 | University of Tennessee, Knoxville
Master of Science (M.S.) degree in Educational Psychology |
| 1982 | University of Tennessee, Knoxville
Bachelor of Science (B.S.) degree in Education (with high honors) |

Employment

William & Mary, School of Education

- | | |
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| 2009-present | Jody and Layton Smith Professor of Psychology and Gifted Education
Executive Director of the Center for Gifted Education & Institute for Research on the
Suicide of Gifted Students |
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Dublin City University, Irish Centre for Talented Youth (CTYI)

- | | |
|--------------|---|
| 2015-2016 | Fulbright Scholar |
| 2012-present | Adjunct Professor, Dublin City University
Director of the CTYI Research Centre |

Ball State University

- | | |
|-----------|--|
| 2005-2009 | Associate Dean for Graduate Studies, Research, and Assessment, Teachers College (TC). |
| 2007-2009 | Founder and Executive Director: Institute for Research on the Psychology of Gifted Students |
| 2005-2009 | Founder and Director of the Doctor of Philosophy Program in Educational Psychology |
| 2000-2009 | George and Frances Ball Distinguished Professor of Psychology and Gifted Studies |
| 1997-2005 | Executive Director, Indiana Academy for Science, Mathematics, and Humanities & (tenured)
Professor of Psychology - Educational Psychology (Teachers College). |

Plus six more positions at Ball State University from 1993-2005

Journal Editorships

- Founding Editor and Co-Editor with Dr. Jennifer Riedl Cross (2020 -2025).** The *SENG Journal: Exploring the Psychology of Giftedness*. Supporting the Emotional Needs of the Gifted.
- Editor-in-Chief (2005-2018).** *Journal for the Education of the Gifted*. The Association for the Gifted (TAG) of the Council for Exceptional Children & SAGE Publishing.
- Editor (2001-2005).** *Roeper Review: A Journal on Gifted Education*. The Roeper Institute & Taylor & Francis.

Editor (1997- 2002). *Gifted Child Quarterly*. National Association for Gifted Children & SAGE Publishing.
Editor (1994-1998). *The Teacher Educator*. Teachers College, Taylor Francis Group- Routledge.
Editor (1994-1997). *Journal of Secondary Gifted Education*. Prufrock Press & SAGE Publishing.
Editor (1995-1997). *Research Briefs*. Research and Evaluation Division, National Association for Gifted Children.

Plus six more editorial positions from 1992-1998.

Juried Publications

- Mammadov, S., Cross, T. L., & Olszewski-Kubilius, P. (2021). A Look Beyond Aptitude: The Relationship Between Personality Traits, Autonomous Motivation, and Academic Achievement in Gifted Students. *Roeper Review*, 43(3), 161-172.
- Frazier, A. D., Cross, J. R., Cross, T. L. & Kim, M. (2021). The Spirit is Willing: A Study of School Climate, Bullying, Self-Efficacy, and Resilience in High Ability Low-Income Youth. *Roeper Review*, 43(1), 1-7.
- Cross, T. L., & Cross, J. R. (2020). An ecological model of suicidal behavior among students with gifts and talents. *High Ability Studies*. DOI: 10.1080/13598139.2020.1733391
- Cross, T. L., & Cross, J. R., Dudnytska, N., Kim, M., & Vaughn, C. T. (2020). A psychological autopsy of an intellectually gifted student with Attention Deficit Disorder. *Roeper Review*, 42(1), 6-24.
- Cross, T. L., & Cross, J. R. (2019). Standing on the shoulders of giants: Opportunity, serendipity and commitment. *International Journal for Talent Development and Creativity*, 7(1/2), 185-200.
- Cross, J. R., Vaughn, C.T., Mammadov, S., Cross, T.L., Kim, M., O'Reilly, C., Spielhagen, F., de Costa, M.P., & Hymer, B. (2019). A cross-cultural study of the social experience of giftedness. *Roeper Review*, 41, 224-242.
- Mammadov, S., Cross, T. L., & Cross, J. R. (2019). In search of temperament and personality predictors of creativity: A test of a mediation model. *Creativity Research Journal*, 31(2), 174-187.
- Cross, T. L., Cross, J. R., & O'Reilly, C. (2018). Attitudes about gifted education among Irish educators. *High Ability Studies*, 29(2), 169-189.
- Cross, T. L., Cross, J. R., Mammadov, S., Ward, T. J., Speirs Neumeister, K. L., & Andersen, L. (2018). Psychological heterogeneity among honors college students. *Journal for the Education of the Gifted*, 41, 242-272.
- Mammadov, S., Cross, T. L., & Ward, T. J. (2018). The Big Five personality predictors of academic achievement in gifted students: Mediation by self-regulatory efficacy and academic motivation. *High Ability Studies*, 29(2), 111-133.
- Cross, J. R., Frazier, A. D., Kim, M., & Cross, T. L. (2018). A comparison of perceptions of barriers to academic success among high-ability students from high- and low-income groups: Exposing poverty of a different kind. *Gifted Child Quarterly*, 62, 111-129. <https://doi.org/10.1177/0016986217738050>
- Cross, T. L., & Cross, J. R. (2017). Maximizing potential: A school-based conception of psychosocial development. *High Ability Studies*. DOI: 10.1080/13598139.2017.1292896
- Cross, T. L., & Cross, J. R. (2017). Introducing the School-Based Psychosocial Curriculum Model. *Gifted Child Today*, 40, 178-182.
- Cross, T. L., & Cross, J. R. (2017). Challenging an idea whose time has gone. *Roeper Review*, 39, 191-194.
- Mammadov, S., Ward, T. J., Cross, J. R., & Cross, T. L. (2016). Use of latent profile analysis in studies of gifted students. *Roeper Review*, 38:3, 175-184, DOI: 10.1080/02783193.2016.1183739
- Coleman, L. J., Micko, K. J., & Cross, T.L. (2015). Twenty-five years of research on the lived experience of being gifted in school: Capturing the students' voices. *Journal for the Education of the Gifted*, 38, 358-376.
- Cross, J. R., & Cross, T. L. (2015). Clinical and mental health issues in counseling the gifted individual. *Journal of Counseling and Development*, 93, 163-172.

Plus many more juried publications.

Books

Authored/co-authored

- Cross, T. L. & Cross, J. R. (2018). *Suicide among gifted children and adolescents: Understanding the suicidal mind* (2nd ed.). Waco, TX: Prufrock Press
- Cross, T., Aljughaiman, A., Corwith, S., Kim, M., & Chae, N. (2018). A practical guide to career and future life planning for gifted students in secondary school. Dubai: Qandeel Publishing Company.

- Cross, T., Aljughaiman, A., Lawrence, C., Gust-Brey, K., & Chae, N. (2018). A practical guide to counseling gifted students. Dubai: Qandeel Publishing Company.
- Cross, T. L. (2018). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (5th ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2013). *Suicide among gifted children and adolescents: Understanding the suicidal mind*. Waco, TX: Prufrock Press.
- *Cross, T. L. (2010). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (4th ed.). Waco, TX: Prufrock Press.
- *Coleman, L. J., & Cross, T. L. (2005). *Being gifted in school: An introduction to development, guidance and teaching* (2nd ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2005). *Social and emotional lives of gifted kids: Factors and issues in their psychological development* (3rd ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2004). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (2nd ed.). Waco, TX: Prufrock Press.
- Coleman, L. J., & Cross, T. L. (2001). *Being gifted in school: An introduction to development, guidance and teaching*. Waco, TX: Prufrock Press.
- Cross, T. L. (2001). *On the social and emotional lives of gifted children*. Waco, TX: Prufrock Press.

Edited/co-edited

- Cross, T. L., & Cross, J. R. (Eds.). (2021). *Handbook for counselors serving students with gifts and talents*. (2nd ed.). Waco, TX: Prufrock Academic Press.
- Cross, T. L. & Olszewski-Kubilius, P. (Eds.). (2020). *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Cross, J. R., O'Reilly, C. & Cross, T. L. (Eds.). (2017). *Providing for the special needs of students with gifts and talents: Perspectives from international researchers*. Dublin, Ireland: CTYI Press.
- Neihart, M., Pfeiffer, S., & Cross, T. (Eds.). (2015). *The social and emotional development of gifted children: What do we know?* (2nd ed.). National Association for Gifted Children. Waco, TX: Prufrock Press.
- Ambrose, D., Sriraman, B., & Cross, T. (Eds.). (2013). *The Roeper School: A model for holistic development of high ability*. Rotterdam, the Netherlands: Sense.
- *Cross, T. L., & Cross, J. R. (Eds.). (2012). *Handbook for counselors serving students with gifts and talents*. Waco, TX: Prufrock Press.
- Cross, T. L., Coleman, L. J. & Cross, J. R. (Eds.). (2012). *Critical readings on diversity and gifted students: A CEC-TAG educational resource*. Waco, TX: Prufrock Press.
- Ambrose, D., & Cross, T. L. (Eds.). (2009). *Morality, ethics, and gifted minds*. Amsterdam: Springer Science & Business Media.
- *VanTassel-Baska, J., Cross, T. L., & Olenchak, R. (Eds.). (2008). *Social-emotional curriculum for gifted and talented learners*. Waco, TX: Prufrock Press.

*Award winning

Book Chapters

- Cross, J. R., & Cross, T. L. (in press). A catalyst for change: Improving the world through talent development. In R. J. Sternberg, D. Ambrose, & S. Karami (Eds.), *Transformational giftedness: Identifying and developing gifted children who will make the world a better place*. Palgrave Macmillan.
- Cross, T. L., Cross, J. R. (2021). A school-based conception of giftedness: Clarifying roles and responsibilities in the development of talent in our public schools. In R. J. Sternberg & D. Ambrose (Ed.), *Conceptions of Giftedness and Talent*. Palgrave MacMillan.
- Cross, T. L., & Cross, J. R. (2020). An enhanced school-based conception of giftedness. In T. L. Cross & P. Olszewski-Kubilius (Eds.), *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Olszewski-Kubilius, P., Cross, T. L. (2020). Charting a Course for the Future. In Tracy L. Cross & Paula Olszewski-Kubilius (Ed.), *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Cross, T. L., Cross, J. R. (2020). Suicide and gifted students. In J. A. Plucker & C M. Callahan (Ed.), *Critical issues and practices in gifted education 3rd ed*. Waco, TX: Prufrock Press.

Funded Grant Proposals

- Cross, T. L., Kim, M. & Cross, J. R. (2020-2025). Camp Launch 3.0. Petters Family Foundation. Grant award: \$4,500,000.
- Cross, T. L. (2022). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2021). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$30,000.
- Cross, T. L. (2020). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2019). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$79,719.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2018). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$750,000.
- Cross, J. R., Cross, T. L., (2018). Professional Development Grant for Teachers in the Detroit City Schools and the Roeper Schools. Roeper Institute. Grant award: \$145,000.
- Cross, T. L. (2018). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2017). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$73,119.
- Cross, T. L. (2016). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$73,119.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2016). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$1,000,000.
- Cross, T. L., Chandler, K., Cross, J., Robins, J., & Kim, M. (2015-2018). Project OCCAMS. Subcontract. Jacob K. Javits Gifted and Talented Students Education Program. Partnership with the Ohio Department of Education and Northwestern University: Grant Award: \$305,000.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2015). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$125,000.
- Cross, T. L., Cross, J., Kim, M. & Chandler, K. (2014). Expanding Summer Academic Enrichment Programs: Camp Launch. Jack Kent Cooke Foundation. Grant award: \$250,000.
- Cross, T. L. (2015). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$68,500.
- Cross, T. L. (2014). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$68,500.
- Cross, T. L. (2013). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$63,654.
- Olszewski-Kubilius, P., Cross, T. L. & Green, N. (2012). Grant to Host a Summit on Underrepresentation and Giftedness. Jack Kent Cooke Foundation. Grant award: \$50,000.
- Cross, T. L., Cross, J. R., Bland, L., Kim, M. & Chandler, K. (2011). Expanding Summer Academic Enrichment Programs: Camp Launch. Jack Kent Cooke Foundation. Grant award: \$750,000.
- Cross, T. L., Dean, Raymond D., & Davis, A. (2009). Grant to Conduct Neuropsychological Studies in Gifted Education. Ball State University. Grant Award: \$50,000.
- Cross, T. L. (2009). Grant to Establish an Electroencephalogram Laboratory. Ball State University. Grant Award: \$8,012.

Plus 23 more funded grants from 1989-2008

Curriculum Vita

Joy Lawson Davis

Author & Expert Scholar - Diversity & Equity in Gifted and Advanced Learner Programs

DEGREES HELD

<i>Institution</i>	<i>Date</i>	<i>Degree</i>	<i>Major</i>
The College of William & Mary	2008	Ed.D.	Educational Policy, Planning Leadership (EPPL) Emphasis: Gifted Education
The College of William & Mary	1992	M.A.Ed	Gifted Education
Virginia Commonwealth Univ	1975	B.F.A.	Art Education, K-12

ACADEMIC APPOINTMENTS & POSITIONS

Summer 2021 **Instructor**, Bridges Graduate School of Cognitive Diversity

Course: Cultural Diversity/Neurodiversity: Addressing the needs of 2e culturally diverse learners

Fall 2021 **Instructor**, School of Education, Johns Hopkins University

Course: Social-Emotional Needs of the Gifted

2013-2018 **Associate Professor and Chair**, Department of Teacher Education, Virginia Union University, Richmond, VA. Taught undergraduate & graduate coursework, Advised students, managed Department

2012-2013 **Director**, Center for Gifted Education, University of Louisiana, Lafayette

2009-2013 **Assistant Professor, Curriculum & Instruction**, University of Louisiana, Lafayette (taught undergrad Teacher Ed & graduate Gifted Education)

PUBLICATIONS

BOOKS

Davis, J.L. (in progress). *Bright, Talented & Black: A guide for Families of African American Gifted Learners*, 2nd Ed. Gifted Unlimited, LLC.

Davis, J.L. (in progress) (Ed). *Bright, Talented & Black: Educators Supplement*. Gifted Unlimited, LLC.

Davis, J.L. and Douglas, D.O. (Eds). (2021). *Empowering Underserved Gifted Learners: Perspectives from the Field*. Free Spirit Publishing, Inc.

Fugate, C.M., Behrens, W.A, Boswell, C, & **Davis, J.L.** (Eds). (2021). *Culturally Responsive Teaching in Gifted Education: Building cultural competence and serving diverse student populations*. Prufrock Press.

Davis, J.L. and Moore, J.L. (2016). (Eds). *Gifted Children of Color Around the World: Diverse needs, Exemplary Practices, and Directions for the Future* - Advances in Race and Ethnicity in Education. Volume 3 2016. United Kingdom: Emerald Group Publishing Limited

Ford, D.Y., **Davis, J.L.**, Trotman-Scott, M.F. & Sealey-Ruiz, Y. (2016). (Eds). *Gumbo: Liberating Memoirs and Stories to Inspire Females of color*. IA Publishing.

Davis, J.L. (2010). *Bright, Talented & Black: A guide for Families of African American Gifted Learners*. Great Potential Press. Scottsdale: AZ.

(Other publications on pages 9-13).

Awards

Jan 2022- The Colorado Academy for the Creative, Talented & Gifted, Honorary Member

2019 - Lifetime Achievement Award, Supporting Emotional Needs of the Gifted

2018 - Dr. Alexinia Baldwin Special Populations Award, National Assoc. for Gifted Children

Presentations & Professional Learning for Educators; Family Workshops; PodCasts

Feb 2022 *Culturally Responsive Teaching in Gifted Education*. Henrico County Public Schools, VA

January 2022 Fairfax County Gifted Advisory Committee Meeting “*Creating & Retaining Equitable Services in Gifted & Advanced Learner Programs*”

January 2022 Brief Keynote for Colorado Academy for the Creative, Talented & Gifted (co-presenter with Dr. Linda Silverman) Induction ceremony.

	Title: <i>“Eliminating Gifted Programs increases Inequities”</i>
Dec 2021	The Psychology Podcast w/ Dr. Scott Barry Kaufman subject: <i>“Empowering Underrepresented Gifted Students”</i>
Dec 2021	Tilt Parenting Podcast w/ Deborah Reber, subject: <i>“Being Young, Black & Gifted”</i>
Aug 2021	<i>Cultural Competency 101: A core skill for ALL educators.</i> King & Queen County Schools, VA.
June 2021	Texas Association for GT conference. Session Presenter: <i>‘Navigating multiple worlds’</i> w/ Dr. Matt Fugate, co-presenter
May 2021	<i>“Pushing Boundaries: Expanding America’s Education Agenda”</i> Panelist. Webinar hosted by PUSH Excel National Program- hosted by Dr. Sonya Whitaker
April 2021	California Association for the Gifted Annual Conference Keynote Speaker
April 2021	The Roeper School Bloomfield, MI (Co presenter with Dr. Jay Marks and Ms. Carolyn Lett) <i>Anti-Black Racism Training</i>
Apr 2021	Iowa Talented & Gifted Association special conference Day long Conference <i>“Changing the Face of Gifted Education: Increasing Access & Equity in Gifted Education/Advanced Learner Programs”</i> (Dr. Erinn Fears Floyd, co-presenter)
Mar 2021	New Jersey Association for Gifted Children Annual Conference Keynote Speaker and Breakout Session presenter
Mar 2021	Idaho State Department of Education Topic: <i>“Equity, Diversity & Inclusion in Gifted Education Programs”</i> (Dr. Erinn Fears Floyd, co-presenter)
Mar 2021	Douglas County Schools, CO Day long PD for Gifted Education teachers and staff
Mar 2021	Virginia Beach City Schools, VA Workshop: <i>Culturally Responsive Assessment with Special Ed and Gifted Ed teachers</i> (Dr. Erinn Fears Floyd, co-presenter)

Feb 2021	Kentucky Association for Gifted Education Keynote Speaker, Topic: <i>“Leading the Way to Equity & Excellence: A Call to Action”</i>. Breakout Session: <i>“Effective Strategies for Addressing Inequities in Gifted Education Programming”</i>
Spring 2021	Johns Hopkins CTY Emerging Scholars Program in partnership with Baltimore City Schools, Office of Gifted & Advanced Lrng- <i>Teacher Workshops and Parent Workshops</i> (Spring - Fall 2021)
Feb 2021	The College of William & Mary 2E21 Conference- <i>“3E learners: challenges and solutions”</i> (co-presenter Dr. Carlita R.B. Cotton)
Feb 2021	Arizona Association for Gifted & Talented Keynote Speaker <i>“The Promise of Equity for ALL”</i> and Breakout Session Presenter –<i>“4Rs- Framework for Culturally Responsive Curriculum for Diverse Learners”</i>
Feb 2021	IDGE Conference, Panelist for Palmarium Award University of Denver, CO <i>Keynote Discussion respondent</i>
Jan 2021	Pineview School, Sarasota, FL. <i>Access & Equity Panel discussion</i>
Jan 2021	Jefferson Co., CO- <i>Mental Health & Gifted Day: Guest interviewee</i>
Dec 2020	The Roeper School Professional Learning Session: <i>“Introduction to Anti-Racism”, Part I</i>, Co-presenter with Jay Marks & Carolyn Lett.
Dec 2020	Texas Association for Gifted and Talented. A Critical Conversation with The Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education: <i>Sparking Conversation to promote Culturally Responsive Gifted Education Policies and Practices</i>. Co-presenter with four IURGGE colleagues
Nov 2020	Council of State Directors of Gifted Programs Annual Session. Keynote: <i>Challenges & strategies for success: Addressing the academic & support needs of culturally diverse gifted students</i>
Nov 2020	National Association for Gifted Children Annual Conference: Topic: <i>Recruiting & Retaining Teachers of Color in Gifted Education w/ a panel of three NC teachers of the Gifted.</i>
Nov 2020	National Association for Gifted Children Annual Conference: Topic: <i>Digging into Diversity</i> Panel Moderator with Gifted Students from The

Pineview School (Sarasota, FL)

- Oct 2020** **New Mexico Association for Gifted Fall Institute. Keynote Presenter.**
Topic: *"We are the ones we've been waiting for: An equity Clarion Call to Action"*
- Oct 2020** **Loudoun County (VA) EDGE program Parent Academy. Topic:**
Advocating for & Nurturing your gifted children: The important role of Parents & families
- Oct 2020** **Johns Hopkins University School of Education, Course Special Lecture. Topic:** *Identifying & Nurturing Black gifted learners: challenges & strategies for success* (Dr. Keri Guilbault, Asst. Professor)
- Oct 2020** **University of Houston Downtown. Guest Lecture- UHD 1308 Topic:**
Discovering & Supporting 3E Learners (Dr. Matt Fugate, Asst. Professor)
- Oct 2020** **'Matter of Equity', Guest Speaker for partnership with Detroit Public Schools, The College of William & Mary, Ctr for Gifted Education & the Roeper Institute, topic:** *Black gifted students: Breaking barriers, Opening Access.*
- Sept 2020** **The Educational Equity Equation podcast with Colin Seale.**
- Aug 2020** **Let's Talk 2E FREE virtual conference for Parents. Topic:** *Nurturing the invisible 3E learner: Black & twice exceptional*
- Aug-Oct 2020** **Sunnyside Micro-School for 2E learners (CA)- 3E students:**
Challenges & Facilitators for their development (series of three sessions) addressing Anti-Racism Strategies, Cultural Competency Instruction, Teaching our children about Racism
- July-Aug 2020** **Johns Hopkins CTY Emerging Scholars Program in partnership with Baltimore City Schools, Office of Gifted & Advanced Lrng- Teacher Workshops and Parent Workshops**
- July 2020** **SENG Presidential Town Hall: From Courageous Conversations To Courageous Actions. Panelist, Co-hosted by The Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education**
- June 2020** **Mind Matters Podcast. Topic:** *Being 3E- Issues & strategies for teachers & parents working with culturally diverse Twice Exceptional students*

June 2020 **Anti-Black Racism Forum hosted by The Roeper School.** A virtual panel of Roeper community members & experts sharing views and actionable steps to address anti-Black racism in gifted & advanced learner programs.

June 2020 **A Black Education Network 15th Annual Summer Institute in partnership with Stanford University Graduate School of Education**
Theme: Pedagogies & Practices for Reaching African American Students, A 3-day Virtual Conference. *Topic: We Are Gifted Too!: Post Pandemic Awareness- Improving Access to Gifted & Advanced Learner Programs Nationwide*

Feb 2020 **Henrico County Schools Gifted Education Advisory Committee** *Topic: The Promise of Talent Development: How nurturing talent across groups promotes equity, access and opportunities for ALL*

Jan 2020 **Richmond Public Schools. Workshop for GT teachers.** *Topic: WeAreGiftedToo: Recognizing & Nurturing Giftedness in Culturally Diverse Learners*

Nov 2019 **Education Talk Radio with Larry Jacob.** *Topic: Changing Misperceptions on Giftedness in Low Income & Students of Color.*
Interviewed with colleague, Dr. Kristina Collins

Oct 2019 **Colorado Association for Gifted & Talented Annual Conference. Loveland, CO. Keynote presenter and signature session workshop presenter.** Keynote: *"Achieving & Maintaining Equity in Gifted Programs"* Signature session: *"Four keys to Culturally Responsive Teaching for Gifted Education Classrooms"*

Sept 2019 **Duke University, Durham, NC: Facilitator, Keynote presenter & Small Group Session Presenter. Co-hosted by IEA, NCA GT, & Duke TIP:** *"Talent Delayed/Talent Denied II: Transforming Education for North Carolina's Low Income & Minority Gifted Students"*

Sept 2019 **Pineview School, Sarasota, NC- Gifted Education Symposium – Keynote Speaker:** *"Ensuring Equity & Access in Gifted Education-A Call to Action"*

Aug 2019 **The Nueva School, San Mateo, CA- Giftedness Institute - Keynote Speaker:** *"We're more than you think we are: Believing In and Supporting Gifted Students of Color"*

June 2019	The College of William & Mary Summer Institute, June 24 & 25 <i>"Addressing the Gifted Gap"- two day course for school district administrators and teachers</i>
May 2019	Maryland Educators of the Gifted- An Evening with Dr. Joy Lawson Davis. Dinner Speaker: <i>"Equity in Gifted Education: it's a matter of Social Justice"</i>
March 2019	National Association for Gifted Children Annual Leadership Summit, Workshop Presenter: <i>"See Me: Equitable Identification of Culturally Diverse Populations"</i> Co-presenter: Dr. Erin Fears Floyd.
Feb/Mar 19	Albemarle County Public Schools, VA. Community Speaker Series guest speaker topic: <i>'The Promise of Talent Development'</i> and GT Teachers workshop, topic: <i>'Keys to recognizing and nurturing giftedness in culturally diverse learners'</i>
Nov 2018	The Nueva School, San Mateo, CA. <i>Identifying Gifted Students of Color Conference</i> , Keynote Speaker and Workshop: <i>Culturally Responsive Teaching for Diverse Gifted students</i>
Oct 2018	Mind Matters Podcast (w/Emily M. Morris) topic: <i>Equity in Gifted Education</i> . Airdate: Oct 31, 2018
Aug-Oct 2018	Henrico County Public Schools, VA – Culturally Responsive Teaching for diverse gifted learners (Educator workshops); <i>Priceless Parenting</i> (Parent workshop) (ongoing work)
Oct 2018	Chapel Hill / Carrboro Schools, NC – Bringing out the Best in Culturally Diverse Learners (training with Gifted Ed & Title I teachers); Keynote and workshop presenter for 2nd Annual Family Engagement Day
Sept 2018	Denver, CO Public Schools - Culturally Responsive Teaching for Diverse Gifted Learners for Educators <u>and</u> Priceless Parenting: The role of parents & families as advocates and developers of talent
August 2018	Supporting Emotional Needs of the Gifted (SENG) Regional Conference- Columbus, Ohio Topic: <i>"Advancing Equity in Gifted Education"</i>
March 2018	Massachusetts Association for Gifted Education Annual Conference, Boston University. Topic: <i>"Nurturing Talent in ALL Communities:"</i>

Creating Possibilities"

- October 2017 **International Research Association for Talent Development and Excellence -Dubai, UAE.** Topic: *"Using a Diversity Framework to design and deliver curriculum for diverse gifted learners"*.
- April 2017 **The International Congress for Gifted Education - Istanbul, Turkey.** Topic: *"Culture, Gender, and Talent Development of Diverse Gifted children"*.
- October 2016 **Roeper Institute 'A Matter of Equity' Symposium – Detroit, MI.** Topic: *"Unique Challenges of Being Bright, Talented & Black"*
- October 2016 **Michigan Association for Gifted Children Fall Conference** Topic: *"Unique Psychosocial Challenges of Diverse Gifted Learners"*
- September 2016 **Alabama Association for the Gifted Conference** Topic: *"Tearing Down Walls: Improving Access & Equity in Gifted Education"*
- August 2016 **The Psychology Podcast with Scott Barry Kaufman** Topic: *"Reducing Racial Inequalities in Gifted Education"*
- August 2016 **Denver Public Schools, (CO) Professional Development Day for Gifted Education staff.** Topic: *"Bringing out the Best in Culturally Diverse Gifted Learners: Destroying Barriers, Dispelling the Myths"*
- April 2015 **Los Angeles Unified School District GATE Program Annual Parent Day.** Topic: *Talking the Talk of Gifted Education*
- October 2014 **Washington Association for the Education of the Talented and Gifted (WAETAG) Annual Meeting, Tacoma Washington, Oct 17 & 18. Keynote Presenter** *"Breaking through the Stereotypes: Reaching & Teaching Culturally Different Gifted Learners"*
- Feb 2014 **3rd Annual Frasier Gifted & Talented Conference for Students & Educators.** Keynote Presenter. University of Georgia, Athens
- June 2013 Invited Keynote & Seminar Presenter. **Hormel Foundation Gifted and Talented Symposium.** Austin, Minnesota.
- July 2012 **Supporting Emotional Needs of the Gifted (SENG) Annual Convention.** Milwaukee, WI., July 13-14th. *"The Immeasurable Value of Family Involvement: Addressing the Unique Challenges of Culturally Diverse Gifted & High Ability Students"*.

Mar 2012

Spring Parent Academy, Keynote Speaker and Breakout Session
Presenter. Irving Independent School District, Texas. Topic: Gifted
Students: The Important Role of Parents & Families.

BOOK CHAPTERS/MONOGRAPHS

(published, in press, submitted, in progress)

- Davis, J.L., Mayo, S. & Floyd, E.F. (2021).** Power advocates: Families of diverse gifted learners taking a seat at the table. In J.L. Davis & D.O. Douglas (Eds). ***Empowering Underserved Gifted Learners: Voices from the Field.*** Free Spirit Publishing, Inc
- Davis, J.L., Ford, D.Y., Moore, J.L., & Floyd, E.F. (2020).** Black, Gifted and living in the 'country': Searching for equity and excellence in rural area gifted programs. In C.R. Chambers & L. Crumb (Eds). ***African American Rural Education: College Transitions & Postsecondary Experiences.*** Advances in Race & Ethnicity Series, Vol 7. United Kingdom: Emerald Group Publishing Limited
- Davis, J.L. (2020).** Special Populations & the Law. Monograph. In N. Hafenstein, (Ed). ***Perspectives in Gifted Education: Legal Issues, Volume 7.*** University of Denver
- Davis, J.L. (2020).** Epilogue. In N.M. Joseph (Ed). ***Understanding the Intersections of Race, Gender, & Gifted Education - An Anthology By and About Talented Black Girls and Women in STEM.*** IAP
- Davis, J.L. (2019).** Reframing professional learning of teachers working with culturally diverse students. In A. Novak & C. Weber (Eds.) ***Best Practices in Professional Learning and Teacher Preparation: Special Topics for Gifted Professional Development, Vol. 2 (pp 51-17).*** A co-publication of the National Association for Gifted Children and Prufrock Press.
- Robinson, S.A. & Davis, J.L. (2018).** From pain to the promise: Strategies for Supporting Gifted African American males with dyslexia. In D.A. Conrad & S.N.J. Blackman (Eds.) ***Responding to Learner Diversity and Learning Difficulties*** (pp. 77-92). Charlotte, NC: Information Age Publishing.
- Davis, J.L. & Robinson, S.A. (2018).** Being 3e, a new look at culturally diverse gifted learners with exceptional conditions: an examination of the issues and solutions for educators and families. In S.B. Kaufman (Ed.), ***Twice Exceptional: Supporting and Educating Bright, Creative Children with Learning Disabilities*** (pp.278-289). Oxford University Press.
- Davis, J.L. (2014).** Families and Gifted Learners. In J. Bakken (Ed.) ***Giftedness: Current***

Perspectives and Issues. Emerald Group Publishing Limited.

Davis, J.L. (2013). Martin D. Jenkins: A Voice to Be Heard. In A. Robinson & J. Jolly (Eds.) *A Century of Contributions to Gifted Education: Illuminating Lives- Key Figures in Gifted Education*. New York: Routledge Books.

Davis, J.L. (2012). The Importance of Family Engagement. In M.R. Coleman & S.K. Johnsen, (Eds.) *Implementing RtI with Gifted Students: Service Models, Trends, and Issues* (pp.47-65). Waco, TX: Prufrock Press.

Davis, J.L. (2008). Exalting our children: The role of family in the achievement of African American low income gifted learners. In T. Stambaugh & B. McFarlane, (Eds.), *Leading Change in Gifted Education: The Festschrift of Dr. Joyce VanTassel Baska* (pp. 161-168). Waco, TX: Prufrock Press.

Patton, J.M., and ***Baytops, J.L.** (1995). Identifying and transforming the potential of young gifted African Americans: a clarion call for action. In B. Ford, J.M Patton, and F. Obiakor (Eds.), *Effective Education of African-American Exceptional Learners: New Perspectives* (pp. 27-67). Austin, TX: Pro-Ed.

Baytops, J.L. (1994). At-risk African-American gifted learners: enhancing their education. In J. Stanfield (Ed.), *Research in Social Policy*, Volume III, (pp. 1-32). Greenwich, CT: JAI Press.

*former name-J.L.Baytops

REFEREED PUBLICATIONS

Davis, J.L. & Cotton, C.R.B. (2021). I'm Gifted Too: Using Culturally Responsive Teaching to address the learning needs of 3E students. *Variations Magazine*.

Ford, D.Y., **Davis, J.L.**, Whiting, G., & Moore, J.L. (2021). Going Beyond Lip Service When it Comes to Equity: Characteristics of Equity-Minded, Culturally Responsive Allies in Gifted and Talented Education. *Gifted Child Today*.

Davis, J.L., Ford, D.Y., Moore, J.L. & Floyd, E.F. (2020). Black & gifted in rural America: Barriers and facilitators to accessing gifted & talented education programs. *Theories & Practice in Rural Education*, 10(2), 85-100.

Ford, D.Y., **Davis, J.L.**, Dickson, K.T., Scott, M.T., & Grantham, T.C., Moore, J.L. & Taradash, G. (2020). Evaluating gifted education programs using an equity-based and culturally responsive checklist to recruit and retain under-represented students of color. *The Journal of Minority Achievement, Creativity & Leadership*, 1(1), 119-140.

- Ford, D. Y., Dickson, K. T., **Davis, J. L.**, Scott, M. T., & Grantham, T. C. (2018). A Culturally Responsive Equity-Based Bill of Rights for Gifted Students of Color. *Gifted Child Today*, 41(3), 125–129. <https://doi.org/10.1177/1076217518769698>
- Woods, E.L. & **Davis, J.L.** (2016). Family engagement and advocacy for culturally diverse 2E learners. *Wisconsin English Journal*, 58(2), 7-11.
- Davis, J.L.** & Branch, R.T. (2016). Unapologetically Black: What classroom teachers and parents need to know about highly gifted Black students. *Illinois Schools Journal*, 95(2), 86-103.
- Davis, J.L.** (2010). From the inside out: Using cultural strengths to nurture African American gifted learners: Tips for Teachers & Parents. *Gifted Education Communicator*, 41(2), 29-32.
- Scott, J.M., **Davis, J.L.**, & Osman, R. (2008). Bringing best practices in gifted education for culturally diverse learners to developing countries: Beginning with South Africa. *The International Journal of Learning*, 15(12), 105-109.
- Day-Vine, N. L., Patton, J. M., & **Baytops, J. L.** (2003). African American adolescents: The impact of race and middle class status on the counseling process. *Professional School Counseling*, 7(1), 40-51.
- Vernon, L. J., **Baytops, J. L.**, McMahon, P.J., Padden, D.H., & Walther-Thomas, C. (2003). The Reality of Increased Graduation Requirements: A Nationwide View of Diploma Options. *NASSP Bulletin*, 87, 635, 2-14.
- Ford, D.Y., **Baytops, J.L.**, & Harmon, D. (1997). Helping gifted minority students reach their potential: recommendations for change. *Peabody Journal of Education*. 72 (3&4), 201-216.
- Baytops, J.L.** & Reed, D. (1997). Making connections: developing strategies to teach African American gifted learners effectively. *Multiple Voices*, 2(1), 38-42. Council for Exceptional Children, Reston, VA.

NON-REFEREED PUBLICATIONS

- Davis, J.L. & Goudelock, J.L. (2020, Fall). *Discussing racism with gifted children: A primer. Parenting for High Potential*. A publication of the National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2018, Spring). Addressing the 'Gifted Gap': Three Strategies. *Teaching for High Potential*. A publication of the National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2016, April). Joining Hands: Race, Social Justice and Equal Opportunity in your Classroom. *VEA Journal* (Cover Story).
- Davis, J.L. (2016). The Principal: Leadership and advocacy for ALL. Ensuring access, excellence and equity for high ability and gifted learners. *Journal for the National Association for Elementary School Principals*. Arlington, VA
- Davis, J.L. (2015, Fall). Optimizing services for culturally diverse learners. *Teaching for High Potential*. A publication of the National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (Spring, 2015). Talking about race in middle and high school classrooms. *Teaching for High Potential*. A publication of the National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2013, March). Transcending race in gifted education programs: Are we there yet? SENGvine. Downloaded from <http://www.sengifted.org/archives/articles/transcending-race-in-gifted-programs-are-we-t-here-yet>
- Davis, J.L. (2012). A Model Program: the Meyerhoff Scholars- Twenty years of preparing culturally diverse students for success in STEM careers. *Teaching for High Potential*. National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2011). Creating 'Safe Haven' Schools for Special Populations of Gifted Learners. *Teaching for High Potential*. National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2011). Empowering Teachers to Recognize and Develop Giftedness in All Schools~ An overview of the TALENT Act. *Teaching for High Potential*. National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2010). Interview with Alexinia Baldwin: Champion for Special Populations. *Mosaic: Special Populations Newsletter*. National Association for Gifted Children. Washington,

D.C.

- Davis, J.L. (2010). Response to the NAGC Standards- Emphasis on Special Populations. *Teaching for High Potential*. National Association for Gifted Children. Washington, D.C.
- Davis, J.L. (2007). *Navigator: Novel Study Guide for Advanced Readers: Bud, Not Buddy* by Christopher Paul Curtis. The College of William and Mary, Center for Gifted Education and Kendall/Hunt Publishing.
- Davis, J.L. (2007). An exploration of family influence on the success of African American gifted learners from low-income environments. Unpublished dissertation. The College of William & Mary in Virginia.
- Baytops, J.L. (2004). Identifying culturally diverse and low income gifted students: Identification protocols with promise. *Gifted Education Press Quarterly*, 18(1), 3-5.
- Baytops, J.L. (2003). A book review: 'my teeming brain: Understanding creative writers' by Jane Piirto. *Gifted and Talented International*, 18(1), 55-57.
- Baytops, J.L. (2002). *Navigator: Novel Study Guide for Advanced Readers: Talk about Family* by Eloise Greenfield. The College of William and Mary, Center for Gifted Education. New York: Kendall/Hunt
- Baytops, J.L. (1998) Shared understandings: increasing the involvement of African American communities in the education of their gifted children. *NAGC Parent-Community News*, 2 (1), 4-5. NAGC. Washington, D.C.
- Baytops, J.L. (1992). *Solving the crisis in our schools*. Paper presented at The Carnegie Council Annual Forum for Ethics and International Affairs, New York, NY.

Service Work, Advisory Boards

- 2020-present Appointed to the Board of Trustees, The Roeper School, Bloomington Hills & Birmingham, MI**
- 2020-present Duke University Talent Identification Program (TIP) Advisory Council**
- 2020-present Universal Plus Advisory Committee- Javits grant program awarded to the Minnesota Dept of Education**
- 2019-present Talent Delayed/Talent Denied II Advisory Committee- Co-hosted by Institute for Educational Achievement (IEA) & North Carolina Association for GT**

PROGRAM EVALUATIONS

- 2019 Reviewer for **Texas Education Agency** website. Economically Disadvantaged subsection.
- 2017 Equity & Diversity Reviewer for **Alexandria City Public Schools (VA)** Gifted Program Design (sub-contractor w/Dr. Joyce VanTassel-Baska, lead consultant)
- 2014-15 Reviewer and Gifted program design consultant for **King & Queen County Public Schools (VA)**
- Dec 2015 Gifted and Talented Education Program Policies and Procedures **Clarke County Public Schools (NV)**
- Sept 2011-13 External Team Member, Gifted Education Evaluation Team-**Little Rock, Arkansas**. Serving as external evaluator w/ team of local administrators and community members to evaluate Gifted Education Services with special attention to the needs of African American and other under-represented groups. Visited schools, conducted classroom observations, conducted focus group sessions with educators and parents, submitted reports as requested.
- April 2002 Program Evaluation Team – **Greenville South Carolina** RE: Gifted Education Program Services (working w/ the Center for Gifted Education, The College of William and Mary)
- August 2001 Evaluation team member **National Evaluation of Special Education teachers and administrators** re: Certification, Training, Parent Advocacy, and Collaboration Washington, DC (working with the McLaughlin Evaluation Consultant group).
- March 1999 Conducted an audit of Gifted Education program services for **Spotsylvania County Public Schools (VA)**
- Spring 1994 Consultant to the **Maryland Coalition for Gifted and Talented Education** in the development of a state policy

Other appointments and positions

- 2004-2007 **Adjunct Instructor**, Shenandoah University, Shenandoah, VA. *Partnership between Shenandoah and Hampton City Schools. Taught all four courses for add-on endorsement in Gifted Education required by the State of Virginia*
- Spring 2008 **Curriculum Consultant**, The College of William & Mary, Ctr for Gifted

Education

- Spring 2008 **Adjunct Instructor**, The College of William & Mary, Course: *Practicum in Gifted Education*
- 2004-2008 **Director, Dept of Academic Advancement & Enrichment, Hampton City Schools, VA.** *Duties included: Serving as lead administrator over Gifted Services, AP programming, IB programming, AVID. Created enhanced protocol to increase the participation of African American students in gifted program with particular focus on Title I schools; conducted professional development for teachers; taught Gifted Education Endorsement coursework; Convened Gifted Eligibility meetings inviting teachers and parents to participate. Also worked with lead classroom teacher responsible for EXCEL Art, for artistically gifted elementary & middle school students.*
- 2003-2004 **Specialist, Higher Education & Community Colleges, Teacher Quality Enhancement Grant Project**, Division of Teacher Education and Licensure-Virginia Department of Education, Richmond VA. *Administered program to enhance teacher education programs and increase collaboration between local school district human resources departments, higher education and community colleges. Worked with team of colleagues to examine programs and create recommendations for recruitment and retention of new candidates to teacher education programs statewide.*
- Coordinator, Collaborating Master Educators Project**, Special Education Personnel Preparation Grant - The College of William & Mary
- 1998-2001 **Founding Executive Director/Principal** - Appomattox Regional Governor's School for the Arts & Technology (Regional High School funded by VADOE and local districts), located in Petersburg, VA. *Developed strategic plan complete with goals and objectives for new program design, teacher recruitment, student adjudication/admission protocol. Convened monthly meetings with area school superintendents to review program budget, receive input and provide program update information.*
- 1993-1998 Virginia Department of Education - **State Specialist, Programs for the Gifted, K-12.** *As state specialist, designed local district plan template and peer review process to enable the review of local plans submitted to the VADOE. Plan template designed under my leadership is still utilized by districts statewide. Traveled statewide to provide technical assistance to districts and to strengthen role of their advisory committees in implementation of services. Advocated for fair access to State Residential Governor's schools for of and rural area students.*

Served as **Virginia Department of Education State Liaison for the State Advisory Committee for Gifted Education**

- 1990-1993 The College of William and Mary, Williamsburg, VA - **Coordinator, Project Mandala- Three Year Research & Demonstration Grant from the USDOE.** *Coordinated comprehensive research and services for at-risk gifted learners including development of identification protocol, professional development model, family engagement program and specialized curriculum. Also conducted annual conferences for area education hosting national experts in gifted education as presenters.*
- 1987-1990 Lancaster County Public Schools, Lancaster, VA. **Gifted Program Coordinator, K-12.** Central Office Administrator managing gifted education services, K-12.
- 1988-1989 Northern Neck Regional Summer Governor's School for Art. **Program Developer & Director** for two consecutive summers. *Designed and submitted grant to Virginia Department of Education and served as on-site director.*
- 1975-1987 King and Queen County Public Schools, King and Queen Court House, Virginia. **Gifted Program Coordinator (1985-87) and Elementary Art Teacher (1975-85).** *Served as first district art teacher, developed art curriculum and delivered services to students in both elementary schools. Appointed as first district level gifted education coordinator. Wrote and submitted first plan to VADOE.*

TECHNICAL REPORTS.

Davis, J.L. Castellano, J., Bianco, M.N., Baldwin, A., Henfield, M. (Nov 2011). *Identifying and Serving Culturally and Linguistically Diverse Gifted Students.* A Position Paper: National Association for Gifted Children (NAGC). Washington, D.C.

Baytops, J.L. (2003). *Affecting eternity: Improving Teacher Quality-NASA's Pre-Service Teacher Institute Programs. Eisenhower National Clearinghouse Focus.* Washington, D.C.

AWARDS AND HONORS

March 2020 New Jersey Association for Gifted Children Hall of Fame Award

- Nov 2019 Dr. Alexinia Baldwin Gifted & Special Populations Award. Special Populations Network, National Association for Gifted Children (NAGC)
- Aug 2019 Lifetime Achievement Award winner: Supporting Emotional Needs of the Gifted (SENG)
- June 2017 Selected by production team of documentary *'The G Word'* as one of five national experts appearing in special videos discussing *'Who Gets to be Gifted in America and Why?'*
- October 2013 Received *Proclamation from Mayor of Hattiesburg, MS*. In honor of career work in Gifted Education devoted to achieving *Equity & Excellence for Culturally Diverse* Gifted students. Mayor: Dr. J. Dupree Awarded during *Annual Mississippi Association for Gifted Children Convention*.
- March 2013 Invited as *Distinguished Guest Lecturer for the James P. Curtis Lecture Series* at the University of Alabama, Tuscaloosa for the 50th Anniversary Celebration commemorating the desegregation of schools in Alabama.
- Spring 2012 Inductee - The Education Honor Society of *Phi Kappa Phi*, University of Louisiana, Lafayette
- 2011 Awarded **GLYPH AWARD** from the *Arizona Association of Publishers* for Bright, Talented & Black: A guide for Families of African American Gifted Learners (Parenting/Family Issues Category)
- 2011 Nominee for *Texas Association for Gifted and Talented Legacy Award* Bright, Talented & Black: A guide for Families of African American Gifted Learners (Parenting/Family Issues Category).
- 2011 Inducted into *Phi Beta Delta, Honor Society for International Scholars* -Alpha Beta Chapter: University of Louisiana, Lafayette.
- Honored by *The Negro Business and Professional Women's Club of West Point and Vicinity* (Virginia) during Women's History Week for contributions to community.
- 2006 Nominated for *Doctoral Student Award*, National Association for Gifted Children by Dr. Joyce VanTassel-Baska, Past President of NAGC
- 1992 Inducted into the *Kappa Delta Pi International Honor Society in Education, Alpha Xi Chapter*: The College of William & Mary, Williamsburg, VA.

Recipient of the *1992 Award of Excellence, Master's Degree Student, School of Education-* The College of William & Mary, Williamsburg, VA.

GRANTS AWARDED

- 2013** **Brown Family Foundation Grant, University of Louisiana, Lafayette.**
Funding for tuition support for Summer Scholars Pre-Collegiate Program. June 2013 (*Award- \$20,000*).
- 2010** Lead Author, Co-Principal Investigator: **Teacher Preparation Student Support Services (SSS) TRIO Grant**-University of Louisiana at Lafayette. United States Department of Education (*Award- \$1.2 million for five years*). Grant provides comprehensive support services for first generation and Pell grant recipient pre-service teacher preparation students.
- 2010** Awarded Summer Research Grant, University of Louisiana, Lafayette: **Extending a hand of hope: An examination of in-service teacher perceptions and preparations to develop cognitive strengths of children in high poverty schools.** (*Award- \$5,000*)

Journal Advisory Board

- 2019-present Journal of Minority Achievement, Creativity & Leadership
- 2016-present Education and Urban Society
- 2011-present Gifted Child Today (and reviewer)

Invited Manuscript Review Work

- 2018-present Journal of Advanced Academics
- 2014-present Roeper Review
- 2012- present Gifted Child Quarterly

2011-present Journal for the Education of the Gifted

2012-present The Journal of Negro Education

2009-present Urban Education

University Service, National Committee & Volunteer Work

2020 Proposal Reviewer for 2020 Annual Conference of the *Supporting Emotional Needs of the Gifted* organization

2013-present *Celebrating Black Geniuses: Honoring the legacy of Dr. Martin D. Jenkins, Jenkins Awards Committee*, NAGC (Special Populations network and G-RACE Special Interest Group) Co-Founder of Awards program

2012-July 2017 At-Large Member, Board of Directors, *National Association for Gifted Children* (NAGC), Washington, D.C.

Jan-Sept 2015 Board of Directors, *Supporting Emotional Needs of the Gifted* (SENG)

2012 Member, 2012 Convention Planning Committee, *National Association for Gifted Children*. Washington, D.C.

2011-2013 Common Reading Committee, Diversity Text Selection subgroup and Presenter, Faculty professional development. *University of Louisiana, Lafayette*

2011-2013 Member, Vice President/Provost Search Committee – Representing the *College of Education, University of Louisiana, Lafayette*

2011-2012 Co-Chair, Diversity and Equity Committee, *National Association for Gifted Children*, Washington, D.C.

2010-2011 Mentor, Javits-Frasier Scholar, *National Association for Gifted Children*. Washington, D.C.

2010-2012 Co-Editor with Dr. Margarita Bianco, *Mosaic- The Special Populations Network Newsletter, National Association for Gifted Children* (NAGC). Washington, D.C.

2010-present Columnist, *Teaching for High Potential*. Focus on Special Populations. NAGC

2010 Member, Quality Enhancement Plan Diversity Task Force, *University of Louisiana-Lafayette*

- 2010-2014 Member, Proposal Review Committee Special Populations Network . *Annual NAGC Convention*
- 2010 Member, Generalist Faculty Search Committee- *University of Louisiana, Lafayette*
- 2009-2013 Diversity Advisory Committee, *University of Louisiana, Lafayette*
- 2009-2010 Mentor, Diversity Advisory Committee Mentoring Program, *Univ. of Louisiana*
- 2008-2009 Chair, Quality Enhancement Plan Committee. *Virginia Union University, Richmond, VA*
- 2007-2011 Chair, Diversity and Equity Committee, *National Association for Gifted Children* (appointed to a second two-year term in Fall 2009) Co-chair – 2011

OTHER INVITATIONAL PRESENTATIONS- CONFERENCES, WEBINARS & SEMINARS

- Nov 2018 **Webinar:** *Partnering with Diverse Families to meet the needs of their gifted learners. Student Achievement Network (MSAN).* University of Wisconsin.
- April 2017 **International Congress on Gifted and Talented Education.** Istanbul, Turkey.
- April 2016 *Addressing the Needs of Under-Represented Gifted students: Professional Development for Administrators.* **Baltimore County Public Schools, MD.**
- Feb 2016 *Are you sure you belong here?: African American girls overcoming barriers to advanced and gifted education programs.* **And Still We Rise Conference. Teacher's College, Columbia University, NYC**
- Dec 2015 *Reaching and Teaching Culturally Diverse Gifted Students- Examination of issues and strategies that work.* **Professional Development for Gifted Education teachers and administrators. Norfolk Public Schools, VA.**
- Nov 2015 *Teaching Race & Social Justice in the Contemporary Classroom.* **Virginia Education Association Annual IPD Conference, Richmond, VA**
- Nov 2015 **National Association for Gifted Children 62nd Annual Convention** *'Too Many Dreams Deferred'- Panel of Experts Presentation and 'Forward to the Future: Using STEAM to Bridge the Gap for Urban Students (co-presenter, Zel Fowler)*

Culturally Responsive Family Engagement

Strengthening Cultural Consciousness in the Classroom: Social Justice Instruction for Middle & Secondary Classrooms

Jenkins Awards Scholar Program Session

Special Populations Network Awards Program- Celebrating Culturally Diverse Geniuses

- Oct 2015 *The Many Faces of Giftedness: Identifying and Nurturing Giftedness in Diverse Populations. Day long Professional Development for Teachers, Counselors & Administrators. Lynchburg City Schools, VA.*
- Oct 2015 **Webinar: Multicultural Gifted Education- Monthly Coordinator's Mtg.**
Co-presenter: Dr. Donna Y. Ford Florida State Department of Education
- July 2015 *Identifying and Developing Appropriate Services for Culturally Diverse Gifted Students. Henrico County Public Schools, VA*
- July 2015 *Race, Social Justice and Gifted Education. Supporting Emotional Needs of the Gifted National Conference. Denver, CO.*
- April 2015 *Talking the Talk of Gifted Education- Keynote and Addressing the Unique needs of culturally diverse gifted students – breakout session. Los Angeles Unified School District GATE. Los Angeles, CA.*
- Mar 2015 **Student Virginia Education Association Conference.** Richmond, VA. *It's out in the open: Teaching Race in Middle and Secondary Classrooms*
- Nov 2014 **Master Class One-Day Gifted & Talented Institute: Meet the Experts.** Hosted by the Los Angeles Unified School District, CA. Two breakout sessions.
- June 2014 **Achievement Gap Institute,** Vanderbilt University, Nashville, TN. Topic: *Collaborating with families to improve student achievement.*
- June 2014 Guest Lecturer, **Family & Community Engagement Class,** University of GA, Athens
- April 2014 **Facing the Challenges of Race & Ethnicity in the Gifted Education Classroom,** Colorado State Department of Education, Gifted Education Directors.
- March 2014 **Talented & Gifted Spring Parent Workshop.** Keynote speaker and session presenter. Alexandria, VA

- Nov 2013 *Trust & Transcendence: Developing Responsive Curriculum for Culturally Diverse Gifted Students. NAGC, 60th Annual Convention*

To be Young, Gifted & Black: Signature Session honoring Dr. Martin D. Jenkins, Father of the Study of Black Giftedness
- Oct 2013 *New York City Gifted & Talented Symposium*, hosted by PALS (Parent Advocacy Organization). Panelist and Workshop presenter. New York University (NYU).
- Oct 2013 **Family Night Workshop Presenter & Professional Development Presenter**
Howard County, MD Public Schools
- Oct 2013 **Mississippi Association for Gifted Children Annual Conference** Featured Presenter for Family Night and Breakout Session presenter

Related Presentations: MSU Webinar
- Apr 2013 **Harford County Maryland Schools ‘Achieving Equity & Excellence in Gifted Education’; Maryland Educators of Gifted Students (MEG) Evening session: ‘Partnering with Families to Meet the Unique Needs of Culturally Diverse Gifted Learner’**
- Mar 2013 **Curtis Distinguished Lecturer for the 22nd James P. Curtis Lecture — in conjunction with The University of Alabama’s “Through the Doors” activities. March 12th. Brown Bag Meeting. Wed., March 13th. Topic: *Culturally Diverse Learners: Coming Out from Under*. Tuscaloosa, Alabama.**
- Feb 2013 *‘Creating Challenging Instructional Environments through Differentiated Instruction and the Common Core Standards’*. **Seminars for Elementary and Secondary Teachers of the Gifted. Atlanta Public Schools, GA.**
- Nov 2012 *Voices of Leadership: A range of Perspectives from the Field*. Invited panelist with Richard Cash, Mary Ruth Coleman, Scott Hunsaker, Jean Sunde Peterson and George Betts, Moderator. **National Association for Gifted Children Annual Convention, Denver, CO.**
- Nov 2012 *‘Recognizing and Nurturing Giftedness in African American Learners’*. Day long session for **Teachers of the Gifted and Evening Family Session. Atlanta Public Schools, GA.**
- Aug 2012 **Garland Independent School District, Texas Professional Development.**
Topic- *Bright, Talented & Black: Addressing the unique challenges of African*

American gifted and high ability learners. Day-long session for local educators and evening session for families.

- July 2012 **The First Annual Curriculum Institute at the Duke University Research Network at the Social Sciences Research Institute (SSRI)-Differentiating Teaching and Learning for the 21st Century.** Duke University, NC.
Session-Topic: *Designing Strategies for Parents & Teachers of Gifted Minority Youth.* Day long session for area teachers and evening session for families of students participating in writing scholars workshop.
- July 2012 **Rappahannock Community College (RCC) Workforce Development, Annual Teacher In-Service.** Topic: *Differentiation 101: an overview of evidence-based strategies for effective classrooms.* Warsaw, VA.
- May 2012 Invited Responder. **Research Summit on Low-Income Promising Learners.** Hosted by the National Association for Gifted Children. Invited respondent. Washington, D.C. Supported by the Jack Kent Cooke Foundation.
- Mar 2012 **Spring Parent Academy, Keynote Speaker and Breakout Session Presenter.** Irving Independent School District, Texas. Topic: *Gifted Students: The Important Role of Parents & Families.*
- Mar 2012 **The Center for Gifted Education at The College of William and Mary will host the 17th Annual National Curriculum Network Conference,** Williamsburg, VA. Theme: *Supporting Gifted Learners from Potential to Success.* Panelist and Breakout Session Presenter.
- Sept 1999 Keynote Speaker, **Critical Thinking Skills Conference, Norfolk State University,** Norfolk, VA.

WORKSHOPS, LECTURES, AND SEMINARS

- Feb 2012 **Research Association of Minority Professionals Annual Convention, Houston, TX.** Topic: *The Journey to becoming a Teacher: An Overview of a Teacher Preparation Student Support Services Grant.* Co-Presenter w/ Marian Jackson-Scott, Ed.S., Eve Pitre, Ed.D., Mitzi Trahan, Ph.D., and Paula Montgomery, Ph.D.
- Jan 2011 **University of Louisiana, Lafayette Teacher Preparation Student Support Services Program** Workshop Presenter: *Mentoring -Teachers Affect Eternity*

- Nov 2011 **Region 10 Annual Advanced Academic Speaker's Bureau Professional Development session: *Bright, Talented & Black: a day long workshop for Administrators, Teachers & Professional Staff- Richardson, Texas.***
- Nov 2011 Wednesday Essentials Workshop: *Implications and Uses of the 2010 Gifted Programming Standards to Assess Gifted Students from Diverse Populations.* Co-presenting with Drs. Beverly Trail & Peter Laing. **National Association for Gifted Children Annual Convention, New Orleans, LA.**
- Nov 2011 *Designing Culturally Relevant Instruction for Diverse Gifted Learners.* **National Association for Gifted Children Annual Convention.** New Orleans, LA.
- Oct 2011 *Ensuring Excellence, Equity and Access for Culturally and Linguistically Diverse Gifted Learners.* Co-hosted by the New Jersey Association for Gifted Children (NJAGC), Foundation for Educational Administration, Teachers of English to Speakers of Other Languages and Affiliates (TESOL).
- The Immeasurable Value of Family Involvement-Targeted communities in Roselle, Union County & Camden County, NJ July 2012.*
- Aug 2011 *Enhancing Gifted Education Services for Diverse Students* **Little Rock School District, Arkansas**
- ~Teachers As Co-Partners with Parents in Educating High Potential Diverse Gifted Students. Little Rock School District, Arkansas.
- ~The Immeasurable Value of Family Involvement in the lives of African American Gifted Learners. Little Rock, Arkansas Main Library
- May 2011 **East Valley NAACP & Affiliates** *At-Risk African American Gifted Learners: Enhancing their Education.* **Mesa Community College, Arizona.**
- Arizona Alliance of Black School Educators. *Bright, Talented & Black* Book Discussion Event. **Roosevelt School District, Arizona.**
- Mar 2011 *Keys to Opening Access & Retention of Diverse Populations in Gifted Education Programs* **Bloomington Public Schools, MN.**
- The Immeasurable Value of Family Involvement-Parent/Family Session*
- Nov 2010 Castellano, J., Ford, D., **Davis, J.L.**, Gallagher, R., Cash, R., Bianco, M.N. Expert Perspectives Series. *Critical Conversations About Gifted Education in America: From the Voices of African-American, Hispanic, Asian, Gay, and*

Native-American Leaders in the Field. National Association for Gifted Children, 2010 (NAGC), Atlanta, GA.

2010 NAGC Convention 'Signature Series' 2010: *Javits-Frasier Scholars Panel moderator*

2010 NAGC Convention: *Exercising their Options: Black Homeschooling Families Nurturing their Gifted Children*

- Oct 2010 **Gear Up Parent Workshop, Lafayette Parish School System.** *Focus On Achievement Motivation.* Vermillion Conference Center, Lafayette, LA.
- Feb 2010 **National Association for African American Studies annual conference, Baton Rouge, LA.** Co-Presenter with Dr. Christine Briggs, University of Louisiana, Lafayette : *Underrepresentation of Culturally & Linguistically Gifted Students in Gifted Programs Nationwide: Issues & Solutions.*
- April 2010 Invited presenter: *'High Potential Youth in Marginalised Communities' Targeting Talent Potential Seminar.* **University of Witwatersrand, Johannesburg, South Africa.** Invited as member of Iget-Network consultant team.
- July 2010 **Workshop Co-Presenter with Dr. Mary Ruth Coleman at Milwaukee Public Schools, Milwaukee, WI.** *Project UStars-PLUS Leadership Cadre Training, Using Science and Literacy to Identify and Nurture high potential in culturally diverse learners.*
- April 2010 **Milwaukee Public Schools, Milwaukee, Wisconsin: Professional Development & Community Development- Gifted/Talented Program Development for African American learners**
- January 2010 **Louisiana Council for Exceptional Children, Super Conference.** Lafayette, LA *'Bringing out the Best in all Culturally Diverse Learners'.*
- July 2009 *'Advocating for your gifted child in Times of Uncertainty'* **Summer Enrichment Program. Parent Seminars.** The College of William & Mary, Williamsburg, VA.
- Oct 2008 *'Bringing out the Best in Culturally Diverse Gifted Learners'.* **Workshop for K-12 teachers. Presented at the Norfolk City School's Professional Development Day.** Norfolk, VA.
- July 2008 *'Parenting for Success: Strategies for nurturing your gifted learner's intellectual and social emotional development'.* **Summer Enrichment Program Parent Seminar.** The College of William & Mary, Williamsburg, VA.

- June 2008 **The University of the Southern Caribbean, Trinidad & Tobago:** *‘Bringing Best Practices in Gifted Education’ to the Caribbean Seminar, June 2-6, Co-presenter with Dr. Joyce M. Scott, International Gifted Teacher Training Network.*
- June 2008 **Professional Summer Institute, The College of William & Mary.** Two and one-half day session: *‘Programs and Curriculum for Promising Low Income learners’.* June 23-25th

PROFESSIONAL ORGANIZATIONS

National Association of Gifted Children (NAGC)

- At-Large Member, Board of Directors (2010-2015)
- Co-Chair: Equity and Diversity Committee (2011-2012)
- Chair: Diversity & Equity Committee (2008 –2011)
- Special Populations Network: Co-Editor Mosaic Newsletter
- Parent & Community Network
- Curriculum Studies Network
- 2014-2018 American Association of Colleges for Teacher Education (AACTE)
- 2014-2018 Virginia Association of Colleges for Teacher Education (VACTE)
- 2014-2016 National Black Child Development Institute (NBCDI)
- 1998- present Council for Exceptional Children (CEC)
- The Association for the Gifted (TAG)
- 2008-2014 International Gifted Teacher Training Network, Associate Director 2008-2011
- 2009-2013 National Association for African American Studies & Affiliates, 2009-present
- Virginia Association for the Gifted (Awarded Lifetime Membership in 1999)

OTHER INDICATORS OF SERVICE

- June 2004- 2006 **Member, Advisory Board, Project U-Stars.** University of North Carolina, (Chapel Hill). Grant funded project (Javits grant) designed to develop identification protocol, science & literacy curriculum and parent involvement materials to enhance identification and service delivery for culturally and economically diverse students.
- July 1997-2001 **Appointed to the Advocacy and Governmental Relations Committee of the Council for Exceptional Children**
- May 1997-present **Board of Directors of Jacob's Ladder** a non-profit organization sponsoring an educational program for at-risk gifted students. Jacob's Ladder was awarded the *1996 Governor's Award of Excellence for Private-Public Partnerships in Education* (by Gov George Allen)
- January 1997 **OERI/OEMBLA Initiative on Limited English Proficient Students with Outstanding Talents Meeting. Hosted by the United States Department of Education.** Report produced: *Talent and Diversity: The Emerging World of Limited English Proficient Students in Gifted Education - August 1998*
- 1980-90 **Virginia Department of Education *State evaluation and Interim review teams*** for rural Southeastern Virginia

OTHER CONFERENCE and LOCAL DISTRICT PRESENTATIONS

- Feb 2003 *Differentiating for the Gifted in heterogeneously grouped classrooms.*
Workshop for elementary and middle school teachers in Petersburg Public Schools, Petersburg, VA
- Oct 2002 ***Curriculum and Pedagogy for Cultural Competence*, presented Region 1 and Region 8 Instructional Support Teams and VCU T-TAC staff.** Virginia Department of Education, Richmond VA. Co-presenter with Drs. James M. Patton and Norma Day-Vines, Co-Principal Investigators of *Cultural Competency Training Project* Grant Funded by the Virginia Department of Education, Richmond, VA.
- Oct 2002 *'Stirring up the Gifts: Recognizing, Respecting and Nurturing the Gifts and Talents of Culturally Diverse learners'* **Workshop for Teachers, Staff and Administrators of Richmond Community High School, Richmond, VA**
- Sept 2002 *'Enhancing Instruction for Culturally Diverse Gifted Learners: Stirring up the Gifts',* **Workshop for Teachers, Parents, and Administrators.**

Hampton City Schools, Hampton, VA

- Sept 2002 **Workshops for k-12 Teachers. Middlesex County, VA.** *Differentiating Curriculum: Serving the diverse needs of students in heterogeneously grouped classrooms.*
- July-Sept 2002 **Curriculum Developer, Greenville SC-** Revised and developed curriculum units for Elementary Gifted Program. Aligned with SC Standards of Learning and SC standards for Gifted and Talented Education.
- March 2002 **Workshop for Parents and Students at the Commonwealth Governor's School, Spotsylvania** October 2001
- Fall 2001 **Cultural Competency Training team - The College of William and Mary. Project funded by the Commonwealth of VA.** Assisted in development of the curriculum and to provided 'pilot' training for K-12 and Pre-Service (undergraduate & graduate) educators.
- August 2001 **Staff Development for Commonwealth Governor's School, Va.** Topic: *'Enhancing Instruction for Culturally Diverse Gifted Learners'*
- Aug/Oct 2001 **Staff Development for Tilman Elementary School, Bradenton, Florida** Topic: Workshops titled: *Developing Higher Level Thinking Skills in Culturally Diverse Students*
- July 2001, 2002 **Program consultant and Leadership skills instructor for Jacob's Ladder**, a program for at-risk middle school level gifted students. Chatham Hall, Chatham VA.
- December 2000 **Presented workshop for Fairfax County Schools Advisory committee** topic: Identifying minority gifted students
- Sept-June 97/98 **Served as an advisor to Amherst County (VA) Public Schools Equity Task Force** in the development of a plan to enhance achievement of minority students
- August 1997 **Conducted Staff Development/Training Atlanta Public Schools (GA)** Topic: *Accentuating the Strengths of Culturally Diverse Students: Designing Appropriate Instruction*
- February 1995 **Conducted workshops at St. Stephens and St. Agnes Independent Schools, Alexandria, VA.** Topic: *Supporting highly able learners: how*

parents and communities can help

- June 1993, 94 **Conducted Staff Development/Training Sessions for Richmond Community High School, Richmond, VA.** *Development of Program Evaluation/Review Process.* Participants: Teachers, Principal, Counselors, Support Staff, Founder
- 1991-1992 **Consultant to Fairfax and Alexandria Public schools re:** *Identification practices; Program development for minority students; and Parent/Community Involvement*
- 1989 **Invited participant in The Richardson Study - A multi-state policy conference at the College of William and Mary.** Issue: *Implications of policies re: the needs of gifted learners*
- March 1998 **The College of William and Mary Third Annual National Curriculum Network Conference Topic:** *Making Connections: Designing appropriate curriculum for culturally diverse gifted learners.*
- March 1998 **Virginia Educational Research Association Annual Conference Topic:** *Strategies for Helping Gifted Minority Students Reach their Potential.*
- November 1997 **National Association for Gifted Children Annual Conference Little Rock, AR.** Topics: *Developing & Reviewing a State plan of Gifted Program Services and Transforming the Potential of African American Gifted Students.*
- March 1997 **Second Annual National Curriculum Network Conference, The College of William and Mary Topic:** *Recognizing and transforming giftedness in culturally diverse youth.*
- January 1997 **Council for Exceptional Children/DDEL Annual Symposium. New Orleans, LA Topic:** *Gifted Black Student Achievement and Underachievement; The Role of Family Values and Toward Resolution: Identifying and Serving African American Gifted Students.*
- July 1995 **Supporting Emotional Needs of the Gifted National Conference.** Richmond, VA Sponsored by the **Ellis Human Development Institute of Wright State University, Dayton, Ohio.** Topic: *Culturally diverse gifted learners: How parents and communities can help.*
- March 1995 **Hampton City Schools Staff Development.** Topic: *Special Populations of Gifted Learners: A holistic approach to developing their potential.*

- November 1994 **NAGC 41st Annual Convention**, Salt Lake City, Utah Topic: *Responding to the Cognitive and Social-Emotional Strengths and needs of African-American Gifted Learners in the Regular Classroom-A holistic Approach.*
- April 1994 **Wright State University, Project ABC** conference Dayton, Ohio Topic: *Serving the needs of gifted learners of special populations – African American, Hispanic and Appalachian.*
- June 1993 **Summer Institute/Exemplary Science Curriculum for High Ability Learners, The College of William and Mary** Topic: *Science Instruction for Gifted Special Populations.*
- April 1993 **CEC Annual Conference** San Antonio, TX. Topic: *Special issues re: the Education of African American Students: Effective Strategies for Parent Participation in Education Programs for Gifted Students.*
- April 1992 Invited Panelist – **Carnegie Council for Ethics and International Relations.** New York, NY. Topic: *Solving the Crisis in our Schools*

References

Dr. David Adewuyi, Former Dean School of Education, Psychology, & Interdisciplinary Studies, VA Union University [REDACTED]

Dr. Robin Greene, EdD, Program Manager, Gifted and Talented Department, Denver Public Schools, [REDACTED]

Dr. James M. Patton, Professor Emeritus, The College of William & Mary [REDACTED]

Dr. Stephen Covert, Principal, Pineview School for the Gifted Sarasota, Florida
[REDACTED]

Dr. Taryn Grogan, Director of Admissions, The Nueva School, San Mateo, CA
[REDACTED]

Elizabeth A. Fogarty

Academic Background

2006	Ph.D.	Educational Psychology, Gifted Education, Literacy University of Connecticut, Storrs, CT
2003	M.S.	Gifted Education and Talent Development Minnesota State University, Mankato, Mankato, MN
1998	B.A.	Psychology, Elementary Education College of St. Benedict, St. Joseph, MN

Certifications

Elementary Education K-6
Gifted Education K-12

Memberships

2013-2022	Minnesota Educators of the Gifted and Talented
2016-2022	Minnesota Reading Association
2007-2022	North Carolina Association for the Gifted and Talented
2004-2022	National Association for Gifted Children
2010-2022	American Association of Colleges for Teacher Education Co-Teaching in Clinical Practice Topical Action Group (TAG)
2019-2022	National Association for Co-Teaching
2005-2022	International Literacy Association
2020-2022	Literacy Research Association

WORK EXPERIENCE

Academic Experience

2020 - 2021	Assistant Professor , <i>University of St. Thomas, School of Education</i> Literacy Education, Department of Teacher Education
2016 - 2020	Lecturer , <i>University of Minnesota, College of Education & Human Development</i> Lecturer, Literacy Education, Department of Curriculum & Instruction Licensure Program Lead, K-12 Reading Certification
2006 - 2016	Associate Professor of Education , <i>East Carolina University, College of Education</i> Associate Chair, Department of Elementary Education and Middle Grades Education Academically/Intellectually Gifted Coordinator Faculty Fellow, ECU Honors College
2003 - 2006	Research Associate , <i>The National Research Center on the Gifted and Talented</i>
1998 - 2003	5th Grade Teacher , <i>Cannon Falls Elementary School, Cannon Falls, MN</i> Taught Reading, Language Arts, Science, Social Studies, Math Chaired School Reading and Language Arts Committee

Courses Taught

2020-2022: University of St. Thomas
EDUC 330/332: Psychology of Teaching and Learning
EDUC 350: Language, Literacy, Literature I
READ 704: Reading Assessment & Remediation
REDP 607/608: Literacy Development 1
REDP 611/660: Content & Pedagogy - Literacy

2016-2020: University of Minnesota

CI 5413: Foundations of Reading
 CI 5414: Working with Developing Readers – Practicum
 CI 5425: Reading Instruction in the Elementary Grades
 CI 5431: Introduction to Instructional Leadership in K-12 Reading
 CI 5433: Instructional Leadership in Reading for the Middle and Secondary Grades
 CI 5434: Professional Development and Evolving Practice in K-12 Reading

2006-2016: East Carolina University

EDUC 3002: Introduction to Diversity
 EDUC 4400: Educational Psychology
 ELEM 3235: Curriculum and Instruction in the Elementary School
 ELEM 3236: Practicum in Curriculum and Instruction in the Elementary School
 ELEM 3250: Language Arts in the Early Childhood and the Elementary School
 ELEM 4324: Internship in the Elementary Classroom
 ELEM 4325: Internship Seminar: Issues in Elementary Education
 ELEM 4525: Classroom Organization & Management in the Early Childhood, Elementary School
 ELEM 4526: Practicum in Classroom Organization and Management
 ELEM 6000: Action Research Planning in Elementary Education
 ELEM 6001: Action Research Implementation in Elementary Education
 ELEM 6400: Advanced Assessment and Teaching in the Elementary Grades
 ELEM 6550: Leadership and Communication Skills in Education
 HNRS 2000: Honors Colloquium on Leadership and Service
 HNRS 3000: Honors Colloquium on Research
 HNRS 3103: Independent Study in Honors
 HNRS 4100: EC Scholars Leadership Internship
 HNRS 4103: Independent Study in Honors
 READ 5317: Reading in the Junior and Senior High School
 SPED 6104: Introduction to Gifted Education
 SPED 6401: Methods and Materials for Teaching the Gifted
 SPED 6402: Advanced Differentiation for the Gifted
 SPED 6403: Practicum in Gifted Education

Other Teaching Activities**Advising**

2021-2022 Advise Undergraduate students (UST)
 2021-2022 Advise Graduate students (UST)
 2016-2019 Advise Reading Licensure students

Student Assign-Supervised Thesis (UG Seniors)

2017-2018 Served on UG Honors Thesis Committee (Malinda Lehman Sharbonda - UMN)
 2011-2012 Supervised Senior Honors Student on her Senior Project
 2008-2009 Supervised Senior Honors Student on her Senior Project (1st place at RCAW)

Thesis / Dissertation Committee - Member

Doctoral dissertation co-advisor [Abbey Payeur - UMN]	2019-2022
Doctoral dissertation co-advisor [Casey Norton - UMN]	2019-2022
Doctoral dissertation co-advisor [Lindsay Robinson - UMN]	2018-2022
Doctoral dissertation co-advisor [Yungjun Lee - UMN]	2019-2020
Doctoral dissertation committee member [Melanie Pesarchick - UMN]	2017-2019
Doctoral dissertation committee member [Dionna Manning- ECU]	2013-2015

Honors-Awards

2019-2021 Minnesota Teaching Works Fellowship

2018	Legacy Book Award Nominee from the Texas Association for the Gifted
2018	NAGC Practitioner Book Award Nominee
2016	NCAGT Distinguished Service Award
2013-2014	Treasured Pirate Award - Effective Leadership. College of Education
2012-2013	ECU Board of Directors Distinguished Teaching Award, (Nominated)
2012-2013	Outstanding Teaching Award, ECU Alumni Association
Nov. 2010	Early Leader in Gifted Education, National Association for Gifted Children
2008-2009	Center for Scholarship in Education Research Associate
2006-2007	Outstanding Doctoral Student Award, NAGC
2005-2006	Brown Family Scholarship
2005-2006	Pre-doctoral Fellowship Award

INTELLECTUAL CONTRIBUTIONS

Refereed Articles

- Kelly, C., Fogarty, E. A., Bergeson, K. T., Kaback, S., & Smith, A. F. (under review) Learning to Lead Group Discussions: Teacher Education at the Intersection of Content, Pedagogy, and Equity.
- Chittum, J. R., Cuthrell, K., Tschida, C., Fogarty, E. A., & Stapleton, J. N. (under review) The program and the person: Person-centered investigation into teacher candidates' motivation in their internship.
- Reis, S. M., & Fogarty, E. A. (in press). Responding to the Advanced Intellectual Needs of Talented Readers with Interdisciplinary Learning Opportunities. *Gifted Child Today*.
- Stapleton, J. N., Fogarty, E. A., Tschida, C. M., Cuthrell, K., & Chittum, J. R. (2021). Impact of coaching, co-teaching, and student characteristics on teacher readiness. *Journal of Teacher Education and Educators*, 10(2), 129-150. Retrieved from <https://dergipark.org.tr/tr/pub/jtee/issue/64710/887815>.
- Fredrick, A., Stornaiuolo, A., Ortmann, L., Allen, K., Baker, J., Beach, R., Cole, M., Crampton, A., David, S., Doerr-Stevens, C., Fogarty, E., Isrealson, M., Ittner, A., Jocius, R., Joubert, E., Liang, L. A., Martin-Kerr, K. G., Madson, M., Peterson, D., Psycher, T., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A. H., & Yoon, S. R. (2019). Annotated Bibliography in the Teaching of Research. *Research in the Teaching of English*. Urbana, IL: National Council of Teachers of English.
- Fredrick, A., David, S., Mason, A. M., Allen, K., Baker, J., Beach, R., Cole, M., Crampton, A., Doerr-Stevens, C., Fogarty, E., Isrealson, M., Ittner, A., Jocius, R., Liang, L. A., Martin-Kerr, K. G., Madson, M., Ortmann, L., Peterson, D., Psycher, T., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A. H., & Yoon, S. R. (2018). Annotated Bibliography in the Teaching of Research. *Research in the Teaching of English*. Urbana, IL: National Council of Teachers of English.
- Reis, S. M., Little, C. A., Fogarty, E., Housand, A. M., Housand, B. C., Eckert, R. D., & Muller, L. M. (2018). Case studies of Schoolwide Enrichment Model-Reading (SEM-R) classroom implementation of differentiated and enriched reading instruction. *International Journal for Talent Development and Creativity*, 6(1 & 2), 63-86.
- Tierney, J. D., Mason, A. M., Fredrick, A., Allen, K., Baker, J., Beach, R., Case, A., Cole, M., Crampton, A., David, S., Doerr-Stevens, C., Fogarty, E., Isaacson, K., Isrealson, M., Ittner, A., Joubert, E., Liang, L. A., Martin-Kerr, K. G., Madson, M., Ortmann, L., Peterson, D., Rummel, A., Struck, M., Stutelberg, E., Sulzer, M., & Thein, A. H. (2017). Annotated Bibliography in the Teaching of Research. *Research in the Teaching of English*. Urbana, IL: National Council of Teachers of English.
- Levi-Alstaedter, L., Tschida, C. M., & Fogarty, E. A. (2016). Co-Teaching: Towards a New Model for Teacher Preparation in Foreign Language Teacher Education. *Hispania*, 99(4), 635-649.
- Tschida, C., Smith, J. J., & Fogarty, E. A. (2015). It Just Works Better: Introducing the 2:1 Model of Co-Teaching. *Rural Educator*, 36(2), 11-26.
- Cuthrell, K. C., Stapleton, J. N., Bullock, A. A., Lys, D. B., Smith, J., & Fogarty, E. A. (2014). Mapping the Journey of Reform and Assessment for an Elementary Education Teacher Preparation Program. *Journal of Curriculum and Instruction*, 8(1), 67-85.
- Cuthrell, K. C., Fogarty, E. A., Smith, J. L., & Ledford, C. (2013). Implications of Using Peer Audio Feedback for the College Learner: Enhancing Instruction. *Delta Kappa Gamma Bulletin*, 79(4), 13-21.

- Bosse, M. J. & Fogarty, E. A. (2011). Unifying k-12 Learning Processes: Integrating Curricula through Learning. *Current Issues in Education*, 14(2), 1-14.
- Fogarty, E. A. (2007). Teachers' Use of Differentiated Reading Strategy Instruction for Talented, Average, and Struggling Readers in SEM-R Classrooms. *Roeper Review*, 29(3), 213.
- Reis, S. M., & Fogarty, E. A. (2006). Savoring Reading Schoolwide. *Educational Leadership*, 64(2), 32-36.
- Renzulli, J. S., Koehler, J. L., & Fogarty, E. A. (2006). Operation Houndstooth: Social Capital in Today's Schools. *Gifted Child today*, 29(1), 14-24.

Refereed Proceedings

- Cuthrell, K., Fogarty, E. A., & Anderson, P. J. (2009). 'Is this thing on?' University Student Preferences Regarding Audio Feedback. *SITE - AACE - Charleston/20th Annual International Conference*, Chesapeake, VA: Assoc. for the Advancement of Computing in Education.
- Cuthrell, K., Smith, J. J., Ledford, C., & Fogarty, E. A. (2009). Using Peer Audio Feedback to Facilitate Learning. *SITE - AACE - Charleston/20th Annual International Conference*.

Non-Refereed Articles

- Fredrick, A., Crampton, A., Ortmann, L., Allen, K., Baker, J., Beach, R., David, S., Fogarty, E., Martin-Kerr, K. G., Peterson, D., Yoon, S. R., Rummel, A., Allen, K., Cole, M., Doerr-Stevens, C., Isrealson, M., Ittner, A., Jocius, R., Liang, L. A., Madson, M., Psycher, T., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A. H. (2020). Annotated Bibliography in the Teaching of Research. Research in the Teaching of English. Urbana, IL: National Council of Teachers of English.
- Housand, B. C. & Fogarty, E. A. (2013). How Gifted Children Can Plug in With the Common Core State Standards. *Parenting for High Potential*, 3 (1), 8-9.
- Phelps, C. & Fogarty, E. A. (2011). A Parent's Philosophy of Gifted Education and Mission Statement, Part 1. *Parenting for High Potential*, 1(118-20), 18-20.
- Fogarty, E. A. & Reis, S. M. (2008). When Mrs. Wishy Washy is Wrung Out. *Gifted Education Communicator*, 38(4), 27-32.
- Fogarty, E. A. (2006). New Literacies: Internet as Curriculum for Gifted Students. *Gifted Education Communicator*, 37(2).
- Fogarty, E. A. (2004). Tailoring Instructional Groups: Alterations to Fit Differentiated Reading Curriculum. *The National Research Center on the Gifted and Talented Newsletter*, 8-12.

Invited Articles/Reviews

- Fogarty, E. A. (2013). From the Editor's Desk, *Teaching for High Potential*, 2.
- Fogarty, E. A. (2010). From the Editor's Desk. *Teaching for High Potential*, 2.

Books

- Tschida, C. M., Fogarty, E. A., Cuthrell, K., Stapleton, J. N., Lys, D., & Bullock, A. (Proposal Submitted). *Co-Teaching in teacher education: Centering equity*.
- Danielian, J., Fugate, C. M., & Fogarty, E. A. (2017). *Teaching Gifted Children*. Waco, TX: Prufrock Press. [Edited]
- Fogarty, E. A. (2011). *Reading for Gifted Students*. Waco, TX: Prufrock Press.
- Reis, S. M., Eckert, R. D., Fogarty, E. A., Little, C. A., Housand, A. M., Sweeny, S. M., Housand, B. C., Muller, L. M., & Sullivan, E. E. (2009). *The Joyful Reading Resource Kit*. San Francisco, CA: Jossey-Bass.
- Reis, S. M., Eckert, R. D., Fogarty, E. A., Little, C. A., Housand, A. M., Sweeny, S. M., Housand, B. C., Muller, L. M., & Sullivan, E. E. (2009). *Joyful Reading*. San Francisco, CA: Jossey-Bass.
- Reis, S. M., Fogarty, E. A., Eckert, R. D., & Muller, L. M. (2008). *Schoolwide Enrichment Model Reading*. Storrs, CT: Creative Learning Press.

Monograph

- Reis, S. M., Little, C. A., Fogarty, E. A., Housand, A. M., Housand, B. C., Sweeney, S. M., Eckert, R. D., & Muller, L. M. (2010). *Case Studies of Successful Schoolwide Enrichment Model-Reading (SEM-R) Classroom Implementations*. The National Research Center on the Gifted and Talented.

Book Chapters

- Fogarty, E. A. (in press). Schoolwide Enrichment Model – Reading Framework. In Milan, L. (Ed.), *Joining the talent development approach: Conceptual approaches and best practices*.

- Stapleton, J., Lys, D., Tschida, C., Fogarty, E., Bullock, A., & Cuthrell, K. (2021). Improving programs through collaborative research and writing. In Peck, C., Cuthrell, K., Pointer Mace, D., Sloan, T., & Lys, D. (Eds.), *Using data to improve teacher education: Moving evidence into action*. Teachers College Press.
- Reis, S. M., & Fogarty, E. A. (2020). Reading and Talented Readers. In Carolyn Callahan & Jonathan Plucker (Eds.), *Critical Issues and Practices in Gifted Education* (3rd ed.). Waco, TX: Prufrock Press Inc.
- Lys, D., Cuthrell, K., Tschida, C., Fogarty, E. A., & Stapleton, J. (2019). Constellations of Data Use: Strategies for Educator Preparation Programs. In Holly Pinter, Kim Winter & Myra Watson (Eds.), *Performance-Based Assessment in 21st Century Teacher Education*. Hershey, Pennsylvania: IGI Publishers.
- Reis, S. M., & Fogarty, E. A. (2019, in press). Reading and Talented Readers. In Carolyn Callahan & Jonathan Plucker (Eds.), *Critical Issues and Practices in Gifted Education* (3rd ed.). Waco, TX: Prufrock Press Inc.
- Cuthrell, M., Fogarty, E. A., Lys, D., Stapleton, J., & Tschida, C. M. (2019). 1,800 Teacher Candidates Later. In Lisa Barron (Ed.), *A Practical Guide for edTPA Implementation*. (pp. 115-130). Information Age Publishing
- Fogarty, E. A., & Tschida, C. M. (2018). Using Co-Teaching to Differentiate for Gifted Students. In Angela N. Novak & Christine L. Weber (Eds.), *Best Practices in Professional Learning & Teacher Preparation: Methods & Strategies for Gifted Professionals* (pp. 151-172). Waco, TX: Prufrock Press Inc.
- Stapleton, J. N., Cuthrell, K., Tschida, C., & Fogarty, E. (2018). The PDSA overhaul: Approaching reform in teacher candidate support. In D. Polly, M. Putman, T. Petty, & A. Good (Eds.), *Handbook of research on innovative practices in teacher preparation and graduate-level teacher education programs* (pp. 87-105). Hershey, Pennsylvania: IGI Publishers.
- Cuthrell, K. C., Lys, D. B., Fogarty, E. A., & Dobson, E. E. (2017). Using edTPA Data to Improve Programs. In Drew Polly (Ed.), *Evaluating Teacher Education Programs through Performance- Based Assessments* (pp. 69-81). IGI Global.
- Cuthrell, K., Lys, D., Fogarty, E., & Dobson, E. (2016). Using edTPA data to improve programs. In Polly, D. (Ed.), *Evaluating teacher education programs through performance-based assessments*. (pp. 67-79). IGI Publishers.
- Fogarty, E. A. (2016). Language Arts Curriculum for the Gifted. In Kristen R. Stephens & Frances A. Karnes (Eds.), *Introduction to Curriculum Design in Gifted Education* (pp. 129-150). Waco, TX: Prufrock Press Inc.
- Sweeny, S. M., Eckert, R. D., & Fogarty, E. A. (2008). Managing the SEM-R in your Classroom: Organizational Strategies that Work. In Press, In Reis, S. M., Fogarty, E. A., Eckert, R. D., & Muller, L. M. (Eds.), *Schoolwide Enrichment Model Reading* (pp. 93-111). Mansfield Center, CT: Creative Learning Press.
- Fogarty, E. A., Eckert, R. D., & Reis, S. M. (2008). Integrating Reading Strategy in the SEM-R. In Press, In Reis, S. M., Fogarty, E. A., Eckert, R. D., & Muller, L. M. (Eds.), *Schoolwide Enrichment Model Reading* (pp. 77-92). Mansfield Center, CT: Creative Learning Press.
- Fogarty, E. A., Reis, S. M., & Eckert, R. D. (2008). Phase 2: Supported Independent Reading & Differentiated Teacher Conferences. In Press, In Reis, S. M., Fogarty, E. A., Eckert, R. D., & Muller, L. M. (Eds.), *Schoolwide Enrichment Model Reading* (pp. 27-56). Mansfield Center, CT: Creative Learning Press.
- Housand, A., Fogarty, E. A., Eckert, R. D., & Reis, S. M. (2008). Phase 1: Hooking Kids on Books. In Press, In Reis, S. M., Fogarty, E. A., Eckert, R. D., & Muller, L. M. (Eds.), *Schoolwide Enrichment Model Reading* (pp. 11-25). Mansfield Center, CT: Creative Learning Press.

Cases

- Fogarty, E. A. (2009). POE Classical School. *Schoolwide Enrichment Model to Increase Achievement*. Storrs, CT: National Research Center on the Gifted and Talented.
- Fogarty, E. A. (2009). Evergreen Middle School. *Schoolwide Enrichment Model to Increase Achievement*. Storrs, CT: National Research Center on the Gifted and Talented.

Works in Progress

- Chittum, J.R., Cuthrell, K., Tschida, C., Fogarty, E., & Stapleton, J.N. (under revision) The program and the person: Person-centered investigation into teacher candidates' motivation in their internship.
- Stapleton, J.N., Fogarty, E., Tschida, C., Cuthrell, K., Chittum, J.R. (under revision). Can co-teaching and coaching be used to improve teacher readiness?

Conference Presentations

International

- Cuthrell, K., Fogarty, E. A., & Anderson, P. J. (2009, March). *Is this thing on? University Student Preferences Regarding Audio Feedback*. SITE - AACE - Charleston/20th Annual International Conference, Charleston, South Carolina.
- Cuthrell, K., Smith, J. J., Ledford, C., & Fogarty, E. A. (2009, March). *Using Peer Audio Feedback to Facilitate Learning*. SITE - AACE - Charleston/20th Annual International Conference, Charleston, South Carolina.
- Reis, S., Kaplan, S., Richards, S., Fogarty, E. A., Sweeney, S., Housand, A., Housand, B., & Ashcroft, M. (2009, February). *Challenging Talented Readers: Research Findings and Differentiated Practice Ideas from the Schoolwide Enrichment Model in Reading*. International Reading Association, Minneapolis, Minnesota.

National

- Stapleton, J., Tschida, C., Fogarty, E., Bullock, A., Cuthrell, K., & Lys, D. *Collaborwriting: A tool used to expand Perspectives and Leverage Collaboration*. Presentation at the American Association of Colleges for Teacher Education Annual Conference, (February 24, 2021). Virtual.
- Fogarty, E., Stapleton, J., Tschida, C., & Cuthrell, K. *Exploring the inequities of student teaching during the COVID crises*. Presentation at the American Association of Colleges for Teacher Education Annual Conference, (February 26, 2021). Virtual.
- Bergeson, K., Fogarty, E., Kaback, S., Kelly, C. M., & Smith, A. F., *Collaborate for Impact to Advance Equity in Preservice Teacher Education*. Presentation at the 70th Annual Conference of the Literacy Research Association. (December 3, 2020). Virtual.
- Peters, M. P., & Fogarty, E. *Going for Gold: High Standards in Professional Learning for Gifted Education*. Presentation at the 67th Annual National Association for Gifted Children Conference. (November 5, 2020). Virtual.
- Fogarty, E. A., Little, C., & Firmender, J. *Learning Experiences for "Incredible" Kids: Lessons that Invite Gifted Behaviors*. Presentation at the 67th Annual National Association for Gifted Children Conference. (November 5, 2020). Virtual.
- Cuthrell, K., Tschida, C.M., Stapleton, J.N. & Fogarty, E. A. *PTO framework: Examining COVID-19 disruptions in co-teaching student teaching placements*. Presentation at the 5th Annual National Co-Teaching Conference. (October 22, 2020). Virtual.
- Bergeson, K., Fogarty, E., Kaback, S., Kelly, C. M., & Smith, A. F., *Advancing Equity in Elementary Classroom Discussions*. Presentation at the Minnesota Center for Reading Research Conference. (October 13, 2020). Virtual.
- Tschida, C. M., Stapleton, J. N., Cuthrell, K., Fogarty, E. A., & Chittum, J. *Rural clinical partnerships: A mixed methods investigation of self-efficacy in co-teaching*. Presentation at the American Association of Colleges for Teacher Education Annual Conference, (February 29, 2020). Atlanta, GA.
- Firmender, J. A., Fogarty, E. A., Little, C. A., Kearney, K., & Peters, P. *Planning with Rosie, Ada, and Iggy in Mind: Lessons to Develop Gifted Behaviors*, 66th Annual NAGC Conference, National Association for Gifted Children, (November 8, 2019). Albuquerque, New Mexico. [Poster]
- Fogarty, E. A. *Promoting Critical Literacy with Justice-Minded Gifted Students*, 66th Annual NAGC Conference, National Association for Gifted Children, (November 8, 2019). Albuquerque, New Mexico. [Poster]
- Novak, A., Brown, K. L., Fogarty, E. A., Lee, M., & Brulles, D. M. *Getting our Kicks on Route 66: Traveling the Path of Professional Learning*, 66th Annual NAGC Conference, National Association for Gifted Children, (November 8, 2019). Albuquerque, New Mexico.
- Novak, A., Brown, B., Brulles, D., Phelps, C., Fogarty, E. A., & Housand, B. *Professional Learning: What's the Best Option for My District?* 65th Annual NAGC Conference, National Association for Gifted Children, (November 18, 2018). Minneapolis, Minnesota.
- Fogarty, E. A. *Reading Buddies: A Mutually Beneficial Partnership*. American Association of College Teacher Educators, (February 23, 2019). Louisville, Kentucky.
- Cuthrell, K., Tschida, C. M., Stapleton, J. & Fogarty, E. A. *A Tale of 3 Programs*. American Association of College Teacher Educators, (February 24, 2019). Louisville, Kentucky.

- Fogarty, E. A. *Promoting Critical Literacy with Justice-Minded Gifted Students*, 65th Annual NAGC Conference, National Association for Gifted Children, (November 17, 2018). Minneapolis, Minnesota. [Poster]
- Weber, C., Novak, A., Brigandi, C., McIntosh, J., Croft, L., Fogarty, E. A., Gilson, C., Miller, M., & Lewis, K. *Best Practices in Professional Learning and Teacher Preparation*. 65th Annual NAGC Conference, National Association for Gifted Children, (November 17, 2018). Minneapolis, Minnesota.
- Stapleton, J. N., Fogarty, E. A., Cuthrell, K., & Tschida, C. M. *Crosscut Analysis of Co-Teaching: Exploring Problems of Practice*. National Conference on Co-Teaching, Academy for Co-Teaching & Collaboration, (October 24, 2018). Bloomington, Minnesota.
- Chittum, J., Cuthrell, K., Tschida, C. M., Fogarty, E. A., & Stapleton, J. N. *Guiding Innovations in Clinical Practice by Investigating Motivation in Co-Teaching vs. Traditional Student Teaching*. AACTE 70th Annual Meeting, American Association of Colleges for Teacher Education. (March 2, 2018). Baltimore, Maryland.
- Parker Peters, M., & Fogarty, E. A. *Preparing Candidates for ALL Learners: Where are the Gifted?* AACTE 70th Annual Meeting, American Association of Colleges for Teacher Education. (March 1, 2018). Baltimore, Maryland.
- Fogarty, E. A. *Mini-Lessons that Promote Critical Literacy with Social Justice Minded Gifted Students*, National Association for Gifted Children, (November 10, 2017). Charlotte, North Carolina, United States.
- Phelps, C., Croft, L., Brulles, D., Fogarty, E. A., Novak, A., Brown, K., Weber, C., NAGC: *Professional Learning in Cluster Grouping and Acceleration: Translating Theory and Research into a Continuum of Inclusive Practices*, National Association for Gifted Children, (November 10, 2017). Charlotte, North Carolina.
- Danielian, J., Fugate, C. M., Fogarty, E. A., NAGC: *Teaching for High Potential*, National Association for Gifted Children (November 10, 2017). Charlotte, North Carolina, United States.
- Fogarty, E. A. NAGC: *Promoting Independence, Motivation, and Differentiation: Montessori Methods for Teaching Gifted Students in Grades K-3*, National Association for Gifted Children, (November 10, 2017). Charlotte, North Carolina, United States.
- Chittum, J., Cuthrell, K. M., Tschida, C. M., Fogarty, E. A., Stapleton, J. N., *The Program and the Person: Person-Centered and Linear Analyses to Guide Decision Making*, St. Cloud State University, (October 27, 2017). Bloomington, Minnesota.
- Cuthrell, K. M., Fogarty, E. A., Stapleton, J. N., AACTE: *Acting as One: The Power of the Professional Community, Exploring GRIT with Teacher Candidates*, American Association of College Teacher Educators, (March 3, 2017). Tampa, Florida.
- Fogarty, E. A., Tschida, C. M., AACTE: *Acting as One: The Power of the Professional Community, Myth Busters: 2:1 Co-teaching and the "Real World" of Teaching*, American Association of College Teacher Educators, (March 3, 2017). Tampa, Florida.
- Cuthrell, K. M., Fogarty, E. A., Stapleton, J. N., Tschida, C. M., AACTE: *Acting as One: The Power of the Professional Community, Partnering through Pilots: Redefining Student Teaching with Coaching, External Evaluation, and Co-teaching*, American Association of College Teacher Educators, (March 3, 2017). Tampa, Florida.
- Bullock, A., Cuthrell, K., Fogarty, E., & Stapleton, J. *Feasibility of using RATE with teacher candidates*. American Education Research Association Annual Meeting, (April 2016). Washington, DC.
- Fugate, C. M., Gaesser, A., Matthews, M., Gentry, M., Assouline, S., Wilson, H. B., Paul, K. A., Rogers, K., Fogarty, E. A., & Little, C. A. (2016, November). *Addressing the Needs of Today's Gifted Student: Putting Research into Practice*. National Association for Gifted Children, Orlando, Florida.
- Fogarty, E. A. (2016). *Teaching Super Readers Requires Super Powers! Differentiation in the Primary Reading Classroom*. National Association for Gifted Children, Orlando, Florida.
- Novak, A., Phelps, C., & Fogarty, E. A. (2016). *Lightning Talks: Professional Development Practices in Gifted Education*. National Association for Gifted Children, Orlando, Florida.
- Brulles, D., Collins, K. H., Dickson, K., Fogarty, E. A., Gentry, M., Novak, A., & Phelps, C. (2015). *Effective Professional Development Practices that Honor the Whole Child in Underserved Populations*. National Association for Gifted Children. Phoenix, Arizona.
- Fogarty, E. A. (2015). *It's too HOT in here! Reducing the Negative Effects of Hothousing Gifted Children*. National Association for Gifted Children. Phoenix, Arizona.
- Fogarty, E. A. (2015). *Not Just Gifted on Thursdays: Increasing Differentiation Through Collaborative Co-Teaching*. National Association for Gifted Children. Phoenix, Arizona.

- Fogarty, E. A. (2015). *Not Just Guided Reading*. National Association for Gifted Children. Phoenix, Arizona.
- Smith, J. J., Tschida, C. M., & Fogarty, E. A. (2015). *Adopting a Co-Teaching Model of Student Teaching to Meet the Needs of Diverse Learners*. Individual paper presented at AERA Conference in Chicago, IL.
- Tschida, C. M., Smith, J. J., & Fogarty, E. A. (2015). *It's kind of a Utopian*. Individual paper presented at AERA Conference in Chicago, IL.
- Tschida, C. M., Smith, J. J., & Fogarty, E. A. (2015). *The co-teaching model of student teaching: New directions in teacher preparation*. Interactive dialog presented at AACTE Conference, in Atlanta, GA.
- Fogarty, E. A., Tschida, C. M., & Smith, J. J. (2015). *How Co-Teaching Saved Student Teaching: Data and Decision-Making in a Critical Time*. Paper presented at the AACTE Conference in Atlanta, GA.
- Smith, J. J., Fogarty, E. A., Tschida, C. M., Lewis, P., Ray, J., & Covington, V. M. (2015). *Co-teaching: A mutually beneficial school-university partnership for preparing teacher candidates*. Symposium presented at AACTE Conference in Atlanta, GA.
- Fogarty, E. A. (2014). *Common Core + Adolescent Gifted Readers = Continuum for Success*. National Association for Gifted Children. Baltimore, Maryland.
- Fogarty, E. A., & Dixon, S. (2014). *Lawnmowers and Helicopters: How Parents and Teachers can Prevent the Creativity/Failure Link*. National Association for Gifted Children. Baltimore, Maryland.
- Fogarty, E. A., & Dixon, S. (2014). *QR a Professional Developer? Using Technology to Give your PD Sessions a 2.0 Tune Up*. National Association for Gifted Children. Baltimore, Maryland.
- Smith, J. J., Tschida, C. M., Fogarty, E. A., & Covington, V. M. (2014). *A new model of student teaching: Co-teaching 2:1. Paper* presented at the AACTE Conference, March 2, 2014 in Indianapolis, IN.
- Beaman, A., Covington, V., Fogarty, E. A., Noble, T., Peoples, P., Smith, J., & Tschida, C. (2013). *A New Model of Student Teaching: Co-Teaching 2:1*. American Association of Colleges for Teacher Education, Indianapolis, Indiana.
- Fogarty, E. A. (2013). *Common Core + Young Gifted Readers = Continuum for Success*. National Association for Gifted Children, Indianapolis, Indiana.
- Fogarty, E. A. (2013). *FLIPPED! Professional Development Meets 2.0 Technology*. National Association for Gifted Children, Indianapolis, Indiana.
- Phelps, C., Fogarty, E. A., Croft, L., & Chandler, K. (2013). *Sixty Years of Professional Development From Three Decades of Professional Development Network Leadership*. National Association for Gifted Children, Indianapolis, Indiana.
- Fogarty, E. A. (2012). *Professional Development Overhaul*. National Association for Gifted Children, Denver, Colorado.
- Fogarty, E. A. (2012, November). *Beyond Class Novels: Challenging Gifted Readers in the Internet Era*. National Association for Gifted Children, Denver, Colorado.
- Housand, B. C. & Fogarty, E. A. (2012, November). *ReSEARCH Ahoy! The Search for the Ultimate Booty - (KNOWLEDGE)!* National Association for Gifted Children, Denver, Colorado.
- Renzulli, J. S., Fogarty, E. A., Heilbronner, N., & Sands, M. (2012, November). *How Good Gifts Can Promote Good Works: The Role of Gifted Education In the Production of Social Capital*. National Association for Gifted Children, Denver, Colorado.
- Fogarty, E. A. (2011). *Beyond the Page: Teaching Talented Readers 2.0*. National Association for Gifted Children, New Orleans, Louisiana.
- Housand, B. C. & Fogarty, E. A. (2011). *How and Why to Use Social Networks in Your Classroom*. National Association for Gifted Children, New Orleans, Louisiana.
- Phelps, C. & Fogarty, E. A. (2011, November). *Developing a Philosophy of Gifted Education for the 21st Century*. National Association for Gifted Children, New Orleans, Louisiana.
- Fogarty, E. A. (2010). *Sex, Drugs, and Rock-n-Roll: Matching Middle Grades Talented Readers with Books*. National Association for Gifted Children, Atlanta, Georgia.
- Fogarty, E. A. & Little, C. A. (2010). *Practical Suggestions for Sustaining and Differentiating Professional Development to Respond to Teacher Needs*. National Association for Gifted Children, Atlanta, Georgia.
- Housand, B. C., O'Connor, K. A., & Fogarty, E. A. (2010). *It's Incredible! It's Online! It's Free! Becoming a Professional Development Superhero in Five Easy Steps*. National Association for Gifted Children, Atlanta, Georgia.
- O'Connor, K. A., Housand, B. C., & Fogarty, E. A. (2010). *An Instructional Trilogy: Using Real World Problems, Rigor and Technology in the Classroom*. National Association for Gifted Children, Atlanta, Georgia.

- Little, C. A. & Fogarty, E. A. (2010). *Reflecting on Change: Concerns of Teachers Implementing Differentiated Reading Instruction*. Wallace Research Symposium on Talent Development, Iowa City, Iowa.
- Fogarty, E., Housand, B., & Fogarty, J. (2009). *Tales from a High School Reading Workshop*. National Association for Gifted Children (NAGC) Annual Convention, St. Louis, Missouri.
- Fogarty, E. (2009). *What to do when they break the code: Challenging young, talented readers in the classroom*. National Association for Gifted Children (NAGC) Annual Convention, St. Louis, Missouri.
- Little, C. & Fogarty, E. (2009). *Reflecting on Change: Concerns of Teachers Implementing Differentiated Reading Instruction*. National Association for Gifted Children (NAGC) Annual Convention, St. Louis, Missouri.
- Anderson, P. J., Fogarty, E. A., Matusevich, M., Smith, C., & Hachmeister, S. (2008, November). *Is it Cute or Does it Count? Creating Challenging Curriculum for Gifted Students*. National Association for Gifted Children (NAGC) Annual Convention, Tampa, Florida.
- Fogarty, E. (2008). *NAGC Editors in the Spotlight*. National Association for Gifted Children (NAGC) Annual Convention, Tampa, Florida.
- Fogarty, E. A. (2008, November). *When Mrs. Wishy Washy is Wrung Out: Challenging the Young Talented Reader*. National Association for Gifted Children (NAGC) Annual Convention, Tampa, Florida.
- Fogarty, E. A. (2008, November). *Project Rural: Differentiation in Public Schools and the University*. National Association for Gifted Children (NAGC) Annual Convention, Tampa, Florida.
- Fogarty, J. M. & Fogarty, E. A. (2007, November). *Whiz Bang Tech Tools for Teachers*. National Association for Gifted Children (NAGC) Annual Convention, Minneapolis, Minnesota.
- Fogarty, E. A. (2007, November). *Finding and Using Appropriate Reading Material with Talented Readers in the Primary Grades*. National Association for Gifted Children (NAGC) Annual Convention, Minneapolis, Minnesota.
- Fogarty, E. A., Matusevich, M., O'Connor, K., Anderson, P., Smith, C., Suzanne Hachmeister (2007, November). *Genetics and Videoconferencing: Gifted Kids go to Camp*. National Association for Gifted Children (NAGC) Annual Convention, Minneapolis, Minnesota.
- Fogarty, E. A., Housand, A., Housand, B. C., & Oliver, M. E. (2006, November). *Teachers and Coaches! Promote Effective Literacy Instruction for Talented Readers*. National Association for Gifted Children (NAGC) Annual Convention, Charlotte, North Carolina.
- Fogarty, E. A. (2006, November). *Differentiating Reading Instruction: Can Teachers Do It?* National Association for Gifted Children (NAGC) Annual Convention, Charlotte, North Carolina.
- Castek, J., Coiro, J., Fogarty, E. A., Hartman, D., Henry, L. A., & Leu, D. University of Connecticut (2005, December). *New Literacies for Learning*. National Reading Conference, Miami, Florida.
- Fogarty, E. A., Harrison, C., Henry, L. A., Guinee, K., & Eagleton, M. B. (2005, December). *Searching on the Internet: An Exploration of Internet Inquiry Process in Grades 3-9*. National Reading Conference, Miami, Florida.
- Fogarty, E. A. (2005, November). *Instructing Gifted Students in the New Literacies*. National Association for Gifted Children (NAGC) Annual Convention, Louisville, Kentucky.
- Leu, D. J., Henry, L. A., Castek, J., Hartmann, D., Fogarty, E. A., & Coiro, J. (2005, December). *New Literacies for Learning: The Effects of Internet Reciprocal Teaching on Online Reading Comprehension*. National Reading Conference, Miami, Florida.
- Leu, D. J., Coiro, J., Henry, L. A., Castek, J., & Fogarty, E. A. (2005, November). *New Literacies in Action: Exploring Content Area Reading Comprehension and Online Communication with Middle School Students*. College Reading Association, Savannah, Georgia.
- McCoach, D. B., Koehler, J., Fogarty, E. A., & Garcia, M. C. (2005, November). *Developing Affective Instruments: Lessons Learned from the Field*. National Association for Gifted Children (NAGC) Annual Convention, Louisville, Kentucky.
- Reis, S. M. & Fogarty, E. A. (2005, December). *Using Enrichment Pedagogy to Increase Reading Fluency and Achievement in Urban Elementary Students*. National Reading Conference, Miami, Florida.
- Renzulli, J. S., Schrader, R., Koehler, J. L., Fogarty, E. A., & Hume, K. (2004, November). *Research on Gifted Students' Social Action Projects*. National Association for Gifted Children (NAGC) Annual Convention, Salt Lake City, Utah.

Regional

- Anderson, P., O'Connor, K. A., & Fogarty, E. A. (2007, February). *Academically and Intellectually Gifted Education: How a University/Public School Partnership Serves Public School Students & Future Gifted Educators*. North Carolina Council for Exceptional Children (NC-CEC), Wilmington, North Carolina.
- Fogarty, E. A. (2007, February). *Schoolwide Enrichment Model Reading: Challenging Talented Readers in Mixed-Ability Classrooms*. Mary Lois Staton Reading/Language Arts Conference, Greenville, North Carolina.
- Reis, S. M. & Fogarty, E. A. (2006, February). *Schoolwide Enrichment Model - Reading*. Minnesota Educators of the Gifted and Talented (MEGT), Brainerd, Minnesota.
- Fogarty, E. & Fogarty, J. (2006). *Real World Problems: An Effective Strategy for Use with Gifted Students*. Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- McCoach, D. B., Gable, R. K., Fogarty, E. A., Goldstein, J., Liu, X., K. J. Ripoll-Nunez
T. K. Folan (2004, October). *Development and Validation of Instruments in the Affective Domain*. Northeastern Educational Research Association, Kerhonkson, New York.

State

- Fogarty, E. A. (January 30, 2018). KEYNOTE *Promoting Critical Literacy with Social Justice Minded Gifted Students*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (January 30, 2018). *Advanced Training in the Schoolwide Enrichment Model - Reading*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (January 29, 2018). KEYNOTE *But Are We Really Challenging our Gifted Readers?*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (January 29, 2018). *Introduction to the Schoolwide Enrichment Model - Reading*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (January 27, 2017). Full Time Gifted Programs Group, "Best Practices in Reading Instruction for Talented Readers," Minnesota Department of Education, Roseville, Minnesota, United States.
- Fogarty, E. A. (January 31, 2017). *MEGT: Increasing Differentiation through Peer Coaching & Co-teaching*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota, United States.
- Fogarty, E. A. (January 30, 2017). *MEGT: Teaching Super Readers Requires Super Powers! Differentiation in the Primary Reading Classroom*, Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota, United States.
- Fogarty, E. A. (2017). *Using Peer Coaching and Co-Teaching to Differentiate for Gifted Students*. Presented at the Minnesota Educators of the Gifted and Talented Conference. Brainerd, Minnesota.
- Fogarty, E. A. (2017). *Teaching Super Readers: Differentiation in the Elementary Reading Classroom*. Presented at the Minnesota Educators of the Gifted and Talented Conference. Brainerd, Minnesota.
- Fogarty, E. A. (2016). EXceptional, Not EXtra: English Language Arts EXperiences for Gifted Learners. Presented at the North Carolina Association for the Gifted and Talented Conference. Winston-Salem, North Carolina.
- Fogarty, E. A. (2015). Heart to Heart: Using Peer Coaching and Co-Teaching to Differentiate for AIG Students. North Carolina Association for the Gifted and Talented. Winston-Salem, North Carolina
- Blackstock, K., Housand, B. C., & Fogarty, E. A. (2014). *What Gifted Students Have to Say About Interest, Challenge, Choice and Enjoyment and What You Can Do About It*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Fogarty, E. A. (2013, February). *Professional Development Overhaul*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Housand, B. C. & Fogarty, E. A. (2013, February). *ReSEARCH Ahoy! The Search for the Ultimate Booty - (KNOWLEDGE)!* North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Fogarty, E. A., O'Connor, K. A., & Housand, B. C. (2011, March). *It's Incredible! It's Online! It's FREE! Becoming a Professional Development Superhero in Five Easy Steps*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Housand, A., Fogarty, E. A., & Housand, B. (2010). *Using the Schoolwide Enrichment Model - Reading Framework to Challenge Talented Readers*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.

- O'Connor, K., Fogarty, E. A., & Housand, B. (2010). *Answering Real World Problems with Real World Solutions Using Real World Technology*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Fogarty, E. A. (2008, March). *Using the Schoolwide Enrichment Model Reading Framework to Challenge Talented Readers*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.
- Fogarty, E. A. & Matusevich, M. N. (2008, March). *Genetics and Videoconferencing: Gifted Kids go to Camp*. North Carolina Association for the Gifted and Talented, Winston-Salem, North Carolina.

Local

- Fogarty, E. A. (2017). *Introduction to Teaching Gifted Students*. UMN New Teacher Support Conference, UMN, Minneapolis, Minnesota.
- Fogarty, E. A., Housand, B., Owen, P., & Fogarty, J. (2009, February). *Reading Class Would be Boring if I Didn't Read: Tales from a High School Reading Workshop*. Mary Louis Staton Reading and Language Arts Conference, ECU, Greenville, North Carolina.
- Fogarty, E. A. (2008, February). *Finding and Using Appropriate Reading Material for Talented Readers in the Primary Grades*. Mary Lois Staton Reading/Language Arts Conference, Greenville, North Carolina.

Presentation of Non-Refereed Papers

National

- Fogarty, E. A. (2019, July) *When Guided Reading Isn't Enough Guidance: Literacy Instruction for Talented Readers*. Edufest, Boise, Idaho.
- Fogarty, E. A. (2019, July) *Promoting Critical Literacy with Social Justice Minded Gifted Students*. Edufest, Boise, Idaho.
- Fogarty, E. A. (2016, June) *Beyond Class Novels: Challenging Gifted Students in the Internet Era*. Hormel Gifted Symposium, Austin, Minnesota.
- Fogarty, E. A. *When Guided Reading Isn't Enough Guidance: Literacy Instruction for Young, Talented Readers*. Hormel Gifted Symposium, Austin, Minnesota.
- Fogarty, E. A. (2015, July). *Schoolwide Enrichment Model – Reading*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2015, July). *Peer coaching for differentiation*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2015, June). *Tiered Assignments*. Lagniappe, Lafayette, Louisiana.
- Fogarty, E. A. (2015, June). *Schoolwide Enrichment Model – Reading*. Lagniappe, Lafayette, Louisiana.
- Fogarty, E. A. (2014, July). *Peer coaching for differentiation*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2014, July). *Infusing challenge and engagement into regular classroom instruction*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2012, July). *Beyond Class Novels*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2012, July). *Classroom Makeover: Differentiating to Create Classrooms of Challenge and Consequence*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2011, July). *Classroom Makeover: Differentiating to Create Classrooms of Challenge and Consequence*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2010, July). *Differentiation for Beginners* Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2009, July). *Tools of the trade: The differentiation arsenal*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. & Eckert, R. (2009, July). *SEM-R Framework*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2008). *Creativity and Assessment are NOT Mutually Exclusive!* Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A., & Reis, S. M. (2008). *Escalating the Level of Thinking in the Reading Classroom Using the SEM-R*. Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (2008, July). *Using SEM-R in the Primary Classroom*. Confratute, Storrs, Connecticut.
- Eckert, R. & Fogarty, E. A. (2008, July). *Schoolwide Enrichment Model Reading Framework*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2008, July). *Advanced Topics in the SEMR: Making your Conferences the Best They Can Be*. Confratute, Storrs, Connecticut.

- Fogarty, E. A. (2008, June). *'Tiered Assignments: The Nitty Gritty'*. DISCOVER Conference, West Lafayette, Indiana.
- Fogarty, E. A. (2008, June). *Schoolwide Enrichment Model*. DISCOVER Conference, West Lafayette, Indiana.
- Reis, S., Richards, S., Fogarty, E. A., Sweeney, S., Housand, A., & Housand, B. (2008, June). *Schoolwide Enrichment Model - Reading*. SEM-R Javits Conference, Storrs, Connecticut.
- Fogarty, E. A. (2007). *Solving Real-World Problems Using Service Learning*. Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (2007). *Birds of a Feather: Grouping in the Elementary Classroom*. Minnesota Educators of the Gifted and Talented, Brainerd, Minnesota.
- Fogarty, E. A. (2007, July). *Schoolwide Enrichment Model - Reading*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2007, July). *Peer Coaching for Differentiation*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2007, June). *Literacy Workshop*. DISCOVER Conference, West Lafayette, Indiana.
- Fogarty, E. A. (2008, June). *Tiered Assignments*. DISCOVER Conference, West Lafayette, Indiana.
- Fogarty, E. A., Housand, A., Housand, B. C., & Oliver, M. E. (2006, July). *Training the Trainer: Coaching to Support Implementation of the SEM-R*. Confratute, Storrs, Connecticut.
- Fogarty, E. A., Jacobs, J., & Eckert, R. (2006, July). *Schoolwide Enrichment Model -Reading*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2006, June). *Challenging Talented Readers in Elementary and Middle School*. DISCOVER Conference, West Lafayette, Indiana.
- Fogarty, E. A. (2005). *Zero Growth: The Need to Challenge Early Readers*. New England Conference on the Gifted and Talented, Killington, Vermont.
- Fogarty, E. A. (2005). *Birds of a Feather: Avoiding the Stagnant Blue Jays and Robins of the Past*. New England Conference on the Gifted and Talented, Killington, Vermont.
- Reis, S. M., Fogarty, E. A., Jacobs, J., & Eckert, R. D. (2005, July). *Schoolwide Enrichment Model - Reading*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2005, July). *Improving Students' Interest and Motivation Through Enrichment and Grouping*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2005). *Using Service Learning with Gifted Students*. New England Conference on the Gifted and Talented, Mystic, Connecticut.
- Fogarty, E. A. (2004, July). *Using Enrichment and Grouping to Meet the Needs of All Students*. Confratute, Storrs, Connecticut.
- Fogarty, E. A. (2004, July). *Developing and Implementing Enrichment Clusters*. Confratute, Storrs, Connecticut.

Research Grants

Research

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|--|------|
| Fogarty, E. A. & Tschida, C., AACTE Research Fellowship, AACTE. (Not funded) | 2014 |
| Fogarty, E. A. & Tschida, C., Spencer Grant Foundation. (Not funded) | 2014 |

Reis, S. M., Coyne, M., & Fogarty, E. A. 2006
 Using the Schoolwide Enrichment Model Reading Framework (SEM-R) to Increase Achievement, Fluency, and Enjoyment in Reading, Teachers for a New Era Project. An \$8,000 grant received through the Teachers for a New Era Project at the University of Connecticut, a program funded by the Carnegie Corporation of New York.

Service

Matusevich, M., Fogarty, E. A., & O'Connor, K. A. 2008
 RIGOR- Rural Institute: Gifted Outreach Reinvented, Rural Education Institute.
 The RIGOR grant provided funds to bring rural high school gifted students from a high poverty county to East Carolina University to engage in challenging seminar experiences with college professors and other gifted students.

Research Reports

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| Reis, S. M., Muller L. M., Housand, A., Housand, B. C., & Sweeny, S.
The Schoolwide Enrichment Model-Reading project: Annual performance report. | 2008 |
| Fogarty, E. A., Reis, S.M., & Coyne, M. | 2007 |

Update Report on Using the Schoolwide Enrichment Model Reading Framework (SEM-R) to Increase Achievement, Fluency, and Enjoyment in Reading.

SERVICE

Service to the University

Department

TEPC	2020-2022
PELSB	2020-2021
Elementary Education Task Force on Gifted Education	2018-2019
Elementary Advisory Board	2018-2019
ILP Literacy Workgroup	2018-2019
LPL/OTE Workgroup [Co-Chair 2017-2019]	2017-2019
Elementary Core Group	2017-2019
MnEds Workgroup	2017-2019
Best Friends Committee Chair	2016-2019
Licensure Program Lead, Reading	2016-2019
Coordinator 5413/5414 courses	2016-2019
P&A Working Group	2016-2019
ELMG Department Graduate Liaison	2015-2016
Promotion and Tenure Committee	2012-2016
Elementary Education Scholarship Committee	2006-2009
Undergraduate Elementary Education Advising	2007-2012
Course Load Task Force	2007-2009
Curriculum and Instruction Scholarship Committee	2007-2008
Curriculum & Instruction Curriculum Committee	2007-2008
Curriculum & Instruction Social Committee	2006-2007
ELMG Leadership Team: Represent the AIG area	2012-2016
ECU PCS AIG Team	2010-2016
Elementary Area Graduate Task Force	2011-2012
Elementary Education Search Committee	2007-2009
Elementary and Middle Grades Graduate Work Group	2012-2013
Elementary Education Club Presentation	2008-2009
Peer Review of Curriculum and Instruction Colleague	2010-2011
COE Graduate School Recruitment Meeting	2010-2011
Conducted Peer Observation: Conducted a peer observation	2008-2009
Elementary Telefund Volunteer	2006-2009
Upper Division Interviews: Participated in Upper Division Interviews	2006-2016

Division

Field Office Committee	2021
Hubbs Planning Committee	2020-2021
NCTR Work	2021
SUTR Interviewer	2021

College

SUTR Reviewer	2021-2022
Charter School Review Team (Hiawatha)	2020-2021
College of Education edTPA TPAL	2012-2016
COE Leadership Team	2012-2016
Academic Advising Search Committee	2009-2010
Assessment Review Committee	2013-2014
Centennial Speaker Committee	2007-2008
College of Education Advisory Council	2008-2013
Teaching Fellows/Maynard Scholars Advisory Board	2012-2014

Faculty Marshall for Graduate Recognition Ceremony	2011-2015
University	
Writing Across the Curriculum Committee	2022
Student Grievance Committee	2021-2022
Dease Scholarship Reviewer	2021
Honors College Advisory Committee	2012-2016
Honors College Seminar Subcommittee	2013-2016
Faculty Senator	2009-2011
Student Academic Appellate Committee, Secretary	2007-2014

Service to the Profession

Academic Conference: Moderator / Facilitator

Literacy Collaborative with Minnesota State Department of Education	2009-2010
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Academic Conference: Panelist

Panelist on the THP Editors in the Spotlight Series, (NAGC) Annual Convention	2008-2009
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Board Member: Advisory Board

University of Minnesota Elementary Education Advisory Board	2018 - 2021
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Served on the Advisory Board of Teaching for High Potential	2007-2014
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Board Member: PRJ Editorial Review Board

Editorial Board Member and Article Reviewer for Reading Psychology	2007-2012
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Chair: Committee / Task Force

Chaired the Ann Harrison Award Committee	2010-2016
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Served as Chair of the NAGC Professional Development Network	2011-2013
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Co-chair of the Publications Committee for NCAGT	2011-2013
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Chair of the Bylaws and Policies Committee for NCAGT	2010-2013
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Chair: Conference / Track / Program

Conference Program Chair for the Professional Development network, NAGC	2012-2016
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Co-Conference Chair and Co-Founder for ECU Gifted Conference	2007-2016
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Co-Conference Organizer of the NCAGT State Gifted Conference	March 2009
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Reviewer - Article / Manuscript

Article Reviewer for Gifted Child Quarterly	2012-2022
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Article Reviewer for Journal of Advanced Academics	2006-2022
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Article Reviewer for Journal of Teacher Education	2017-2021
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White Paper Reviewer for Minnesota Educators of the Gifted & Talented	2018-2019
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Article Reviewer for Reading Psychology	2010-2015
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Article Reviewer for Journal of Curriculum and Instruction	2006-2014
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Article Reviewer for Reading Research Quarterly	2005-2006
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Reviewer - Book / Textbook

Reviewer for NAGC Book of the Year Award	2018-2019
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Reviewer for IGI	2017-2019
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Reviewer of Improving Schools Through Action Research	2006-2007
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Editor: Associate Editor

Associate Editor for Teaching for High Potential	2007-2017
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Editor: Guest Editor of Journal

Guest Editor of the Summer 2013 issue for the journal Teaching for High Potential	2013
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Guest Editor of the Spring 2010 issue for the journal Teaching for High Potential	2010
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Member: Committee/Task Force

Minnesota Department of Education's Committee on Gifted Education	2021-2022
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Minnesota Association of Colleges of Teacher Education (MACTE) Executive Council	2018-2020
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Minnesota Educators of the Gifted & Talented (MEGT) Board of Directors	2018-2022
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METRO Minnesota Educators of the Gifted & Talented (MEGT) Board of Directors	2018-2021
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MEGT Subcommittee on Norms	2018-2021
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MEGT Legislative Subcommittee	2018-2021
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Conference program committee for MN Assoc. of Colleges for Teacher Education	2018-2019
Conference proposal Reviewer for National Conference on Co-Teaching	2017
NAGC Publications Committee	2016-2019
North Carolina Institutes for Higher Education Consortium for Gifted Education	2007-2013
Officer: Organization / Association	
President Minnesota Educators of the Gifted & Talented	2021-2022
President Elect Minnesota Educators of the Gifted & Talented	2018-2021
Secretary for the North Carolina Association for the Gifted and Talented	2010-2012
Treasurer of local chapter of Phi Delta Kappa	2007-2010
Other Professional Service Activities	
EC Scholars Interviewer	2014-2016
edTPA Scorer, <i>Pearson</i>	2013-2015
Teaching Fellows Regional Interviewer	2010-2011
Presentation	
Spring Clinical Teacher Conference, ECU	2013-2015
Fall Clinical Teacher Conference, ECU	2013-2014
Multi-Institution Webinar Coordinator & Presenter - <i>Best Practices for Co-Teaching</i>	2013-2014
edTPA Training - Presentation for UNCC	2013-2014
COE Co-Teaching Project Workshops: Foundations and Pairs	2012-2014
Clinical Experiences Supervisor Training, ECU	2012-2014
Supporting teacher candidates in edTPA, Charlotte, North Carolina	2013-2014
Literacy Collaborative Webinar with Minnesota State Department, Mpls, MN	2009-2010
Pitt County AIG Teacher Workshop, Greenville, NC - <i>Creativity & Rigor</i>	2007-2008
Spring Clinical Teacher Conference, ECU - <i>Using Tiered Assignments to Differentiate Instruction in the Elementary Classroom</i>	2007-2008
Fall ECU Clinical Teacher Conference, ECU - <i>Tiered Assignments</i>	2007-2008
Greene County Public School District, Snow Hill, NC	2007-2008
University Service Learning Conference, ECU	2007-2008
Reviewer: Conference Paper	
NAGC Professional Development network Conference Proposal Reviewer	2011-2013
National Reading Conference Conference Proposal Reviewer	2006-2009
NAGC Research and Evaluation network Conference Proposal Reviewer	2005-2006

Service to the Community

Member of a Committee

Pitt County Schools AIG Steering Committee	2007-2010
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Other Community Service Activities

Girl Scout Troop Leader	2021-2022
Little League Baseball Manager	2021
World Learner School PTO Communications Chair, Webmaster	2017-2022
World Learner School Classroom Volunteer	2016-2019
Jonathan Montessori School Fundraising Volunteer	2016-2017
Guardian ad Litem Program Volunteer	2008-2016
Vacation Bible School Teacher	July 2014
Optimist Oratorical Contest Judge	2011-2012
Proctor for End-of-Grade Test	2007-2008

Speech / Presentation at a Community Meeting

Pitt County PAGE Meeting, Common Core Presentation	2013-2014
Parent Presentation at AIG Camp	2012-2014
Gifted Identification Tools Presentation to Regional Meeting of AIG teachers	2009-2010
Pitt County PAGE Meeting	2008-2010
Parent Presentation at AIG Camp	2007-2009

Consulting & Teacher Training in Schools

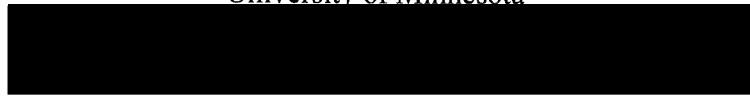
Project LIFT Grant Trainer, Storrs, CT <i>Weeklong training on gifted behaviors and critical thinking skills</i>	2018-2022
Bloomington Public Schools, Bloomington, MN <i>One-day K-2 teacher training on strategies for differentiation and gifted education.</i>	2019
Osceola Public Schools, Kissimmee, FL <i>Two-day teacher training on strategies for differentiation and gifted education.</i>	2017
Hormel Symposium, MN State Department of Education, Austin, MN <i>Week-long teacher training on reading comprehension strategies, reading workshop, SEM-R</i>	2016
Pitt County Schools, Greenville, NC <i>Monthly teacher training on curriculum writing, differentiation, advanced reading strategies</i>	2014
Lexington Two School District, Columbia, SC <i>Day-long teacher training on differentiation</i>	2013
Osceola County Public Schools, Kissimmee/St. Cloud, FL <i>Monthly teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2012
Orange County Public Schools, Orlando, FL <i>Day-long teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2012
Hertford County Schools, NC <i>Teacher training in differentiation and working with gifted learners</i>	2012
Osceola County Public Schools, Kissimmee/St. Cloud, FL <i>Day-long teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2011
Hillsborough County Public Schools, Tampa, FL <i>Quarterly training: Train-the-Trainer - reading comprehension strategies, reading workshop</i>	2009
Project REACH, University of South Florida, Tampa, FL <i>Monthly teacher training in reading comprehension strategies, reading workshop</i>	2010
Asheville City Schools, Asheville, NC <i>Day-long teacher training in gifted education: enrichment clusters</i>	2010
University of South Florida, Tampa, FL <i>Quarterly teacher training in reading comprehension strategies, reading workshop</i>	2009
Pittsburgh Public Schools, Pittsburgh, PA <i>Quarterly teacher training in gifted education: cluster grouping</i>	2009
Minnesota State Department of Education, Minneapolis, MN	2009
Hillsborough County Public Schools, Tampa, FL <i>Monthly teacher training in reading comprehension strategies, reading workshop</i>	2009

Harriet Bishop School, Burnsville/Savage Public Schools, Savage, MN <i>Quarterly teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2009
Fred Anderson Elementary School, Bayboro, NC <i>Weekly teacher coaching in reading comprehension strategies, reading workshop, SEM-R</i>	2008
Stillwater Public Schools, Stillwater, MN <i>Day-long teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2008
Sartell Public Schools, Sartell, MN <i>Teacher training in differentiation and working with gifted learners</i>	2008
Research Liaison for National Research Center on the Gifted and Talented <i>Teacher training in differentiation and working with gifted learners</i>	2008
Greene County Schools, Snow Hill, NC <i>Monthly consulting on differentiation and district policy creation</i>	2008
Palm Beach Day School, Palm Beach, FL <i>Teacher training in differentiation and working with gifted learners</i>	2007
Hillsborough County Public Schools, Tampa, FL <i>Teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2007
Greene County Schools, Snow Hill, NC <i>Teacher training in differentiation and working with gifted learners</i>	2007
Bellwood Discovery School, Murfreesboro, TN <i>Teacher training in differentiation and working with gifted learners</i>	2007
P.S. 41, NYC Public Schools, Queens, NY <i>Teacher training in differentiation and working with gifted learners</i>	2006
Nashoba Regional School District, Bolton MA <i>Monthly teacher training in differentiation, gifted learners, and reading strategies</i>	2006
Christina School District, Newark DE <i>Teacher training on the Schoolwide Enrichment Model & district policy creation</i>	2006
Apple Valley/Eagan Public School District, Apple Valley, MN <i>Day-long teacher training in reading comprehension strategies, reading workshop, SEM-R</i>	2006
Tipton County Schools, Covington TN <i>Teacher training in differentiation and working with gifted learners</i>	2005
Torrington Public Schools, Torrington CT <i>Teacher training in differentiation and working with gifted learners</i>	2004
North Haven School District, North Haven CT <i>Teacher training in differentiation and working with gifted learners</i>	2004
East Haven School District, East Haven CT <i>Teacher training in differentiation and working with gifted learners</i>	2004

Paid Service

Reviewer for Improving Schools through Action Research	2007
Reviewer for Educational Psychology textbook for John Wiley Publishers	2006
Test Developer for the NY State Gifted Certification Test	2004

Michèle Mazzocco
Professor, Institute of Child Development
University of Minnesota



Education

- 1989-1992 Postdoctoral Fellowship in Developmental Neuropsychology
University of Colorado Health Sciences Center, Denver, Colorado

- 1988 Ph.D., Experimental Psychology
Area of Concentration: Cognitive Development
Arizona State University, Tempe, Arizona

- 1983 M.Ed. Elementary Education
Area of concentration: Early Childhood Education
Arizona State University, Tempe, Arizona

- 1981 B.S. Psychology
Arizona State University, Tempe, Arizona
Graduated *Summa Cum Laude*

Positions

- 2012-present Professor, Institute for Child Development, University of Minnesota

- 2012-2016 Research Director, Center for Early Education and Development, University of Minnesota

- 1993-2012 Professor (with tenure, as of 2007); Associate Professor; and Assistant Professor of Psychiatry and Behavioral Sciences, Johns Hopkins School of Medicine

- 2009- 2018 Professor (joint appointment), and Adjunct Professor (2012-2018), Johns Hopkins University School of Education

- 1997-2012 Affiliated teaching faculty at the Johns Hopkins University Department of Psychological and Brain Sciences, College of Arts and Sciences (joint appointment)

- 2001–2012 Associate Professor and Professor of Population and Family Health Sciences, Johns Hopkins Bloomberg School of Public Health (joint appointment)

- 2007-2008 AAAS Congressional Science Policy Fellow, sponsored by the *Society for Research in Child Development*. This was a one-year sabbatical appointment during which I served as an education policy fellow for U.S. Senator Jeff Bingaman (NM).

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- 2005 Visiting Professor, Vivian Smith Institute of the International Neuropsychological Society. Xylocastro, Greece
- 1990-1992 Adjunct Instructor, Department of Psychology
University of Denver
- 1988 Site Coordinator (for Phoenix, AZ site) National Child Care Staffing Study
- 1983-1984 Teacher [preschool], Kachina Country Day School, Phoenix, Arizona
- 1982-1983 Lead Teacher for Parent/Infant and Parent/Toddler programs, Child Development Laboratory Preschool, Arizona State University

Publications – Paper (excludes submitted papers under revision)

(Underlined names indicate students/trainees whose authorship on the publication I mentored;

ⁿ indicates a commentary or review paper (not peer-reviewed)

ⁱ indicates invited peer-reviewed article, review, or encyclopedia entry)

^a indicates authorship listed alphabetically for members of a consortium or network group

Chan, J.Y-C., Sera, M., & Mazzocco, M. M. M. (2022) Relational language influences young children's number relation skills. *Child Development*. In press.

Mulcahy, C., Day Hess, C. A., Clements, D. H., Ernst, J. R., Pan, S. E., Mazzocco, M. M., & Sarama, J. (2021). Supporting young children's development of executive function through early mathematics. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 192-199.

Onesti, M., Uscianowski, C., & Mazzocco, M. M. (accepted). "Extending the math in picture books, *Young Children*.

Chan, J. Y. C., & Mazzocco, M. M. (2021). Integrating Qualitative and Quantitative Methods to Develop a Comprehensive Coding Manual: Measuring Attention to Mathematics in Play Contexts. *Methods in Psychology*, 100044.

Mazzocco, M. M., Chan, J. Y. C., Bye, J. K., Padrutt, E. R., Praus-Singh, T., Lukowski, S., Brown, E.C., & Olson, R. E. (2020). Attention to numerosity varies across individuals and task contexts. *Mathematical Thinking and Learning*, 22(4), 258-280.

Lukowski, S. L., Padrutt, E. R., Sarafoglou, K., Ross, J. L., Law, J. R., Olson, R. E., & Mazzocco, M. M. (2020). Variation in early number skills and mathematics achievement: Implications from cognitive profiles of children with or without Turner syndrome. *PLOS One*, 15(10), e0239224.

Wood, T., Mazzocco, M. M., Calhoon, M. B., Crowe, E. C., & Connor, C. M. (2020). The effect of peer-assisted mathematics learning opportunities in first grade classrooms: What works for whom? *Journal of Research on Educational Effectiveness*, 13(4), 601-624.

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- ⁱMazzocco, M. M. M., & Räsänen, P. (2013). Contributions of longitudinal studies to evolving definitions and knowledge of developmental dyscalculia. *Trends in Neuroscience and Education*, 2, 65-73.
- ⁱMazzocco, M.M.M., & Grimm, K. (2013). Growth in rapid automatized naming from grades K – 8 in children with math or reading disabilities. *Journal of Learning Disabilities*, 46, 517-533. doi: 10.1177/0022219413477475).
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Hale, J. & Expert White Paper Consensus group^a. (2010). Critical issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus. *Learning Disabilities Quarterly*, 33, 223-236. [*I am one of 57 members of this group.]

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Ross, J. L., Mazzocco, M.M.M., Kushner, H., Kowal, K., Cutler, G.B., Jr, Roeltgen, D. (2009). Effects of treatment with oxandrolone for 4 years on the frequency of severe arithmetic learning disability in girls with Turner syndrome, *Journal of Pediatrics*, 155(5):714-20.

Murphy, M. M., & Mazzocco, M. M. M. (2009). The trajectory of mathematics skills and working memory thresholds in girls with fragile X syndrome. *Cognitive Development*, 24, 430-449.

^aMazzocco, M. M. (2009). Mathematical learning disabilities. *The Maryland Psychologist*, 55 (2), 9-14.

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Mazzocco, M. M. M. (2009). Mathematical learning disability in girls with Turner syndrome: A challenge to defining MLD and its subtypes. *Developmental Disabilities Research Reviews*, 15, 35-44.

"Dennis, M., Berch, D. B., & Mazzocco, M. M. M. (2009). Mathematical learning disabilities in special populations: Phenotypic variation and cross-disorder comparisons. *Developmental Disabilities Research Reviews*, 15, 80-89.

Halberda, J., Mazzocco, M.M.M., & Feigenson, L. (2008). Individual differences in non-verbal number acuity correlate with maths achievement. *Nature*. 455(2):665-668.

Mazzocco, M.M.M., & Devlin, K.T. (2008). Parts and 'holes': Gaps in rational number sense in children with vs. without mathematical learning disability. *Developmental Science*. 11:681-691.

Mazzocco, M.M.M., Devlin, K.T., & McKenney, J.L. (2008). Is it a fact? Timed arithmetic performance of children with mathematical learning disabilities (MLD) varies as a function of how MLD is defined. *Developmental Neuropsychology*. 33:318-344

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Roberts, J., Mazzocco M. M. M., Murphy M. M., & Hoehn-Saric R. (2008). Arousal Modulation in Females with Fragile X or Turner Syndrome. *Journal of Autism and Developmental Disorders*. 38:20-27.

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Mazzocco M.M.M., & Kover, S.T. (2007). A longitudinal assessment of the development of executive functions and their association with math performance. *Child Neuropsychology*, 13, 18-45.

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- Murphy M.M., Mazzocco M.M.M., Gerner G., & Henry A.E. (2006). Mathematics learning disability in girls with Turner Syndrome or fragile X syndrome. *Brain and Cognition*, 6, 195-210.
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- Mazzocco M.M.M., & Myers G.F. (2003). Complexities in identifying and defining mathematics learning disability in the primary school age years. *Annals of Dyslexia*, 53, 218-253.
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- Mazzocco M.M.M., & Myers G.F. (2002). Maximizing enrollment efficiency for school based education research. *Journal of Applied Social Psychology*, 32, 1577-1587.
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- Mazzocco M.M.M., Myers G., Hamner J.L., Panoscha R., Shapiro B.K., & Reiss A.L. (1998). The prevalence of the FMR1 and FMR2 mutations among preschoolers with language delay. *Journal of Pediatrics*, 132, 795-801.
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- Mazzocco M.M.M., Kates W.R., Baumgardner T.L., Freund L.S., & Reiss A.L. (1997). Autistic behaviors among girls with fragile X syndrome. *Journal of Autism and Developmental Disorders*, 27, 415-435.

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- Mazzocco M.M.M., & Holden J.A. (1996). Neuropsychological profiles of three sisters homozygous for the fragile X premutation. *American Journal of Medical Genetics*, 64, 323-328.
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- Mazzocco M.M.M., Nord A.M., van Doorninck W., Greene C.L., Kovar C.G., & Pennington B.F. (1994). Cognitive development among children with early treated phenylketonuria. *Developmental Neuropsychology*, 10, 133-151.
- Mazzocco M.M.M., Pennington B.P., & Hagerman R.J. (1994). Social cognition deficits in females with fragile X. *Journal of Autism and Developmental Disorders*, 24, 473-485.
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- Mazzocco, M.M.M., Pennington, B.P., & Hagerman, R.J. (1993). The neurocognitive phenotype of female carriers of fragile X: Additional evidence for specificity. *Developmental and Behavioral Pediatrics*, 14, 328-335.
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- Mazzocco M.M.M., & O'Conner R.A. (1993). Fragile X syndrome: A guide for teachers of young children. *Young Children*, 49, 73-77.
- Mazzocco M.M.M., Pennington B.F., Cronister A.S., & Hagerman R.J. (1992). Specific frontal lobe deficits among women with the fragile X gene. *Journal of the American Academy of Child and Adolescent Psychiatry*, 31, 1141-1148.
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- Mazzocco M.M.M., Hagerman R.J., & Pennington B.F. (1992). Problem solving limitations among cytogenetically expressing fragile X women. *American Journal of Medical Genetics*, 43, 78-86.

Invited Editorials

- "Mazzocco, M.M. (2016). A note on visual-constructional deficit in Turner's syndrome. Money, J., Alexander, D., Eherhardt, A. J *Pediatr* 1966; 69(1):126-127. *Journal of Pediatrics*,
- "Mazzocco, M.M. (2016). Mathematics awareness month: Why should pediatricians be aware of mathematics and numeracy? *Journal of Developmental and Behavioral Pediatrics*, 37(3), 251-253.

Edited Journal Special Issues and Books

- M. M. M. Mazzocco (2020). (Lead Co-Guest Editor, with A. Claessens) Special Issue: Parents Supporting Early Mathematical Thinking. *Early Childhood Research Quarterly*, 50 (1) was in press in 2019.

- M. M. M. Mazzocco (2011). (Invited Guest Editor) Special Issue: Children's Difficulties with School Mathematics. *Perspectives on Language and Literacy* (Publication of the International Dyslexia Association; not peer reviewed.)
- M. M. M. Mazzocco (2009). (Guest Editor) Special Issue: Pathways to Mathematical Learning Difficulties and Disabilities. *Developmental Disabilities Research Reviews*, 15, p 1-89.
- M. M. M. Mazzocco (2008). (Invited Guest Editor) Special Issue, Mathematical Ability, Performance, and Achievement. *Developmental Neuropsychology*, 33(3)
- D. B. Berch & M. M. M. Mazzocco (Eds.) (2007). *Why Is Math So Hard for Some Children? The Nature and Origins of Mathematical Learning Difficulties and Disabilities*. Baltimore, MD: Brookes Publishers.
- M. M. M. Mazzocco & J. L. Ross (Eds.) (2007). *Neurogenetic Developmental Disorders: Variation of Manifestation in Childhood*. Cambridge, MA: MIT Press.

Invited Book Chapters and Encyclopedia Entries (Includes invited chapters in progress)

- Nelson, G., and Mazzocco, M.M.M. (2020) .Early Number Knowledge and Skills. In Alfonso V. & DuPaul G. (Eds.), *Healthy Development in Young Children: Evidence-Based Interventions for Early Education* (pp. 105-130). Washington, DC: American Psychological Association.
- McMullen, J., Chan, J. Y. C., Mazzocco, M. M., & Hannula-Sormunen, M. M. (2019). Spontaneous mathematical focusing tendencies in mathematical development and education. In (Martha Alibali and Anderson, Eds), *Constructing Number* (pp. 69-86). Springer.
- Mazzocco, M. M. M., & Vukovic, R. (2018) Specific learning disability: Mathematics. In Alfonso & Dawn Flanagan, Eds: *Essentials of Specific Learning Disability Identification*. Hoboken, N.J.: Wiley Publishers, pp. 59 – 102.
- Mazzocco, M. M. M., Chan, J.Y.C., & Prager, E.O. (2018). Working memory and SLD: Math. In Tracey P. Alloway (Ed.), *Working Memory and Neurodevelopmental Disorders*. Taylor and Francis Publishers, pp. 106-130.
- Mazzocco M.M.M., Chan, JY, & Sera, M. (2016). Contextual sensitivity in young children's magnitude judgments: When is bigger really more? in (Henik, Ed) *Continuous Issues in Numerical Cognition*, Elsevier. pp. 82-105.
- Mazzocco M.M.M., Quintero, A., Murphy, M.M., & McCloskey M. (2016). Genetic Syndromes as Model Pathways to Mathematical Learning Difficulties: Fragile X, Turner, and 22q deletion syndromes. In Berch, Geary, & Mann-Koepke (Eds) *Mathematical Cognition and Learning Series, Volume 2: Neural Substrates and Genetic Influences*, Elsevier, pp. 325-357.

- Mazzocco M.M.M. (2015). The Contributions of Syndrome Research to the study of dyscalculia. in Kadosh and Dowker (Eds), *Handbook of Numerical Cognition*, Oxford University Press, pp 678-695.
- Berch, D.B., & Mazzocco, M.M.M. (2011). Turner Syndrome. In J Kreutzer, J DeLuca, & B Caplan (Eds), *Encyclopedia of Clinical Neuropsychology*. New York, NY: Springer
- Murphy, M.M., Mazzocco M.M.M., & McCloskey M. (2010). Mathematics disabilities in fragile X and Turner syndromes. In M. Barnes (Ed): *Genes, Brain, and Development: The Neurocognition of Genetic Disorders*. Cambridge, UK: Cambridge University Press, pp 143-174.
- ¹Mazzocco, M. (2009). Cognitive processes underlying numeracy. *Encyclopedia of Language and Literacy Development* (pp. 1-11). London, ON: Canadian Language and Literacy Research Network <http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=285>
- ¹Mazzocco M.M.M., & Holden J.J.A. (2007). Fragile X syndrome. In: I. Brown & M. Percy (Eds.), *Intellectual and Developmental Disabilities*. Baltimore, MD: Brookes Publishing. pp 173-187.
- Mazzocco M.M.M. (2007). When a genetic disorder is associated with learning disabilities. In M.M.M. Mazzocco & J.L. Ross & (Eds.), *Neurogenetic Developmental Disorders: Variation of Manifestation in Childhood*. Cambridge, MA: MIT Press, pp 415-436.
- Mazzocco M.M.M., Murphy M.M., & McCloskey M. (2007). The contribution of syndrome research to understanding mathematics learning disability: the case of fragile X and Turner syndromes. In D. Berch & M.M.M. Mazzocco (Eds.), *Why is Math So Hard for Some Children? The Nature and Origins of Mathematical Learning Difficulties and Disabilities*. Baltimore, MD: Brookes Publishers. pp 173-193.
- Gersten R., Clark B., & Mazzocco M.M.M. (2007). Historical and contemporary perspectives on mathematical learning disabilities. In D. Berch & M.M.M. Mazzocco (Eds.), *Why is Math So Hard for Some Children? The Nature and Origins of Mathematical Learning Difficulties and Disabilities*. Baltimore, MD: Brookes Publishers. pp 7-27.
- Mazzocco, M.M.M. Issues in Defining Mathematical Learning Disabilities and Difficulties. In D.B. Berch & M.M.M. Mazzocco (Eds.), *Why is Math So Hard for Some Children: The Nature and Origins of Mathematical Learning Difficulties and Disabilities*. (2007); Baltimore, MD: Brookes Publishers, pp 29-47.
- Mazzocco M.M.M., & McCloskey M. (2005). Math performance in girls with Turner or fragile X syndrome. In Campbell, J (Ed.), *Handbook of Mathematical Cognition*. Hove, East Sussex, Great Britain and New York: Psychology Press, pp 269 -297.
- Mazzocco M.M.M., & Reiss AL. A behavioral neurogenetics approach to understanding the fragile X syndrome. In Tager-Flusberg, H (Ed.), *Neurodevelopmental Disorders*:

Contributions to a New Framework from the Cognitive Neurosciences. (1999); Cambridge, MA: MIT Press. pp 43-63.

Editorial Activities

Editorial Board Membership

Journal of Mathematical Cognition, 2014-present (Inaugural member; remained on board under three Editors-in-Chief)

Cognitive Development, December 2014 – 2020

Journal of Developmental and Behavioral Pediatrics 2007 - 2016

Journal of Learning Disabilities, 2001-2004

Journals - Reviewer (yellow highlights indicate article reviews completed in 2020)

American Journal of Mental Retardation

American Journal of Medical Genetics

Assessment for Effective Intervention

Behavior Genetics

Biological Psychiatry

Brain and Cognition

Child Development

Child Development Perspectives

Child Development Review

Child Neuropsychology

Cognition

Cognitive Development

Cognitive Psychology

Cortex

Current Directions in Psychological Science

Development and Psychopathology

Developmental Neuropsychology

Developmental Psychobiology

Developmental Psychology

Developmental Science

Early Childhood Research Quarterly

Educational Researcher

Frontiers in Psychology, Developmental Psychology section

Infant and Child Development

Journal of Applied Developmental Psychology

Journal of Autism and Developmental Disorders

Journal of Child Language

Journal of Child Psychology and Psychiatry

Journal of Clinical and Experimental Neuropsychology

Journal of Cognition and Development

Journal of Cognitive Psychology

Journal of Developmental and Behavioral Pediatrics

Journal of Educational Psychology

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Journal of Experimental Child Psychology
 Journal of the International Neuropsychological Society
 Journal of Learning Disabilities
 Journal of Medical Genetics
 Journal of Numerical Cognition
 Journal of Research on Educational Effectiveness
 Learning and Individual Differences
 Learning Disabilities Research and Practice
 Lifespan and Disability
 Mathematical Thinking and Learning
 Neuropsychologia
 Neuropsychology
 PLOS One
 Psychological Science
 Psychonomic Bulletin and Review
 Remedial and Special Education
 Scandinavian Journal of Education Research
 Trends in Cognitive Science

Report/book/chapter reviewer

Brookes Publishing
 Elsevier Academic Press
 National Council for Teachers of Mathematics
 National Research Council, National Academies of Science
 Psychology Press
 Routledge Psychology Press

Extramural Sponsorship

Current

2020 – 2022 Co-PI and Content Lead (Ann Bailey, PI, CEED) “Early Math Learning Modules.” Funded by PNC Bank

2020-2022 Principal Investigator (Subcontract, Stanford University), "Development and Research in Early Mathematics Education Network," Heising-Simons Foundation. The goal of this award involves two of the four DREME Network projects being pursued as part of the collaborative Network led by Stanford University, PI Deborah Stipek. Dr. Mazzocco leads the project, “Making More of Math Instruction: Using Math Activities to Support Math and Executive Function Skills in Early Childhood” and is a contributor to the project, "Early Caregivers’ Engagement in Math Activities with Young Children." Two year renewal awarded in July 2020. This is the planned final renewal as per foundation priorities.

2014-2020 Principal Investigator (Subcontract, Stanford University), "Development and Research in Early Mathematics Education Network," Heising-Simons Foundation. The goal of

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this award involves two of the four DREME Network projects being pursued as part of the collaborative Network led by Stanford University, PI Deborah Stipek. Dr. Mazzocco leads the project, "Making More of Math Instruction: Using Math Activities to Support Math and Executive Function Skills in Early Childhood" and is a contributor to the project, "Early Caregivers' Engagement in Math Activities with Young Children." Two year renewal awarded to each project in July 2018. Renewal proposal in progress, Due April 2020.

2016-2021* Principal Investigator "Contextual sensitivity and early number concept development: Pathways to MLD among children with or without Turner syndrome." National Science Foundation. (*NCE extended due to Covid-19 pandemic, ends August 2021).

2016 – 2020 Co-PI (Carol Connor, PI, UC Irvine), "Optimizing Learning Opportunities for Students - Early Learning Observation System," Institute of Education Sciences, Early Learning Research Network Award.

Completed (Select, related to current research program)

2016 – 2017 Co-PI (Kathleen Cramer, PI, STEM Center). "GopherMath"
GopherMath is a collaborative endeavor by faculty faculty in Educational Psychology (Dr Robin Coddington and Keisha Varma), Curriculum and Instruction (Dr. Kathy Cramer and Erin Baldinger) and Child Development (Michele Mazzocco). The overarching goal of the study is to improve children's rational number concept development through teacher professional development, parent engagement, and strengthening whole number skills and concepts. The contribution of the Mazzocco Lab is to study the foundational role of whole number concepts in rational number learning. This research is a partnership with the Minneapolis Public Schools, and is supported by General Next and the University of Minnesota.

2016-2017 Consultant (Zan Gao, PI), "Trial of Exergaming Activities on Cognition and Health of Preschoolers, NIH R56, Grant Number: 1R56HL130078 - 01

2014-2016 Principal Investigator, "Transition *Numbers Work!* to the Center for Early Education and Development." This Saint Paul Foundation funded work is for a planning process to develop a plan to transition the Numbers Work! early childhood mathematics program to the Center for Early Education and Development as an evidence based professional preparation and research program.

2016 Principal Investigator "Enhancing Early Math via Educator Support and Professional Development," Minnesota Philanthropy Partners.

2014-2015 Principal Investigator, "Numerical Ambiguity in Adults," University of Minnesota, Office of the Vice President for Research Grant in Aid Program (competitive internal award). The goal of the project is to evaluate individual differences in adults' responses to numbers in context.

2011-2013 Principal Investigator, Spencer Foundation, "Metacognitive influences on children's math achievement."

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- 2008-2011 **Principal Investigator**, Barth Syndrome Foundation Investigator Initiated Project, “Early Indices of Learning Difficulties in Young Boys with Barth Syndrome”
- 1997-2009 **Principal Investigator** on NIH funded R01-HD034061, “Cognitive and Genetic Correlates of Early Math Skills. (Includes initial award, administrative supplement award, and competitive renewal.)
- 2003-2006 **Principal Investigator** on NICHD funded RO3-HD044082, “Biochemical correlates of cognition in Barth syndrome”
- 2001-2003 **Principal Investigator**, Spencer Foundation Small Grant Award, “Early predictors of poor math achievement”
- 2000-2002 **Principal Investigator**, Neurofibromatosis Foundation Inc. – Mid-Atlantic, “Specification of the Cognitive Phenotype of NF1”
- 1993-1997 **Co-Investigator** and Project Coordinator on NIMH funded RO1-MH50047, “Neuropsychiatric and Molecular Association in Fragile X Syndrome”
- 1996-2000 **Co-Investigator** on NIH funded P50-HD25806, NINDS, “Cognitive Disabilities in Fragile X and Turner Syndromes”
- 1998-1999 **Principal Investigator**, National Neurofibromatosis Foundation funded research, “Specification of the Cognitive Phenotype of NF1”

Research: Grant Proposal Reviews

- 2022 Panel Member, NSF EHR Core Research
- 2019 Panel Member, NSF EHR Core Research
- 2017 Ad Hoc Reviewer, NSF EHR Core Research
- 2016 Panel Member, NSF EHR Core Research
- 2015 Reviewer, NSF Faculty Early Career Development (CAREER) Program
- 2015 Reviewer, Action Medical Research (UK)
- 2014 Reviewer, Action Medical Research for Children, United Kingdom
Reviewer, Austrian Science Fund (FWF), February 2014.
- 2013 Reviewer, Medical Research Council (London, UK); math disorders, 8/14/13
Reviewer, Cognition and Perception Special Panel (telephone), 6/19/2013
Mail reviewer, NIH SBIB Pediatric and Fetal Applications, 2/26/2013 & 9/25/13
Mail reviewer, NIH Cognition and Perception Study Section, 2/7-8/2013;
11/7/2013
Ad hoc Electronic Proposal Review, NSF, October 21, 2013
- 2011 Reviewer, NICHD Special Emphasis Panel: Cognitive Development, April 27,
and November 18, 2011

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- 2009-2011 Member, Math and Science Education Review Panel, Institute for Education Sciences
- 2008 Reviewer, National Science Foundation Panel for Presidential Awards for Excellence in Math and Science Teaching (PAEMST), August 17-19, Arlington, Virginia
- Reviewer, NICHD RFA: Mathematical Cognition and Specific Learning Disabilities, Rockville, Maryland, April 29, 2008
- 2006 NIH Special Emphasis Panel: "International Brain Disorders," November 27
- 2005 NICHD Special Emphasis Panel (RFA): "Developing Outcome Measures for Young Children," Bethesda, Maryland, June 15
- NIH Special Emphasis Panel: "Math Skills Development," July 23
- NIH Special Emphasis Panel: "International Brain Disorders," November 17
- Ad hoc Reviewer for the Barth Syndrome Foundation
- 2004 Mathematics and Science Education Research, Institute of Education Sciences (IES), U.S. Department of Education, "Mathematics and Science Education Research," Fairfax, Virginia, March 25 - 26
- NIH-NINDS "Fogarty Pediatric Applications" (RFA) Washington, D.C., August 6
- Ad hoc Reviewer for The International Dyslexia Association Research Grant Program
- 2003 NIH - NINDS Training Grant (NST) Committee, Washington, D.C., Feb. 13 - 14
- NICHD Special Emphasis Panel Meeting, Bethesda, MD., April 7 - 8, 2003
- NIH - NINDS Training Grant (NST) Committee, Washington, D.C., August 5 - 6
- 2002 NIH - NINDS Training Grant (NST) Committee, Washington, D.C., February 28 - March 2
- NIH - NINDS "Loan Repayment Program" (LRP) Committee, Bethesda, Maryland, May 10
- 2001 NINDS Special Emphasis Panel, "Gene Discovery" (RFA), Washington, D.C., December 6 - 7

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- 2000 NIH Center for Scientific Review, Biobehavior and Behavioral Processes – 6,
Washington, D.C., June 29-30
- 1998 Ad Hoc Reviewer for the International Dyslexia Association Grant Program

Teaching - Courses

Undergraduate courses taught

At UMN:

CPSY 4343 Special Topics: Careers in Child Psychology

CPSY 4343 Special Topics in Child Psychology: Developmental Perspectives on Personal Integrity

CPSY Cognitive Development

Prior to UMN:

Developmental Psychology (upper division and lower division sections)

Developmental Learning Disabilities (upper division course in developmental psychology)

Child Development (in Departments of Psychology, Education, and Nursing)

Principles of Learning

Introduction to Psychology

Learning Environments for Infants and Toddlers

Graduate courses taught

At University of Minnesota

CPSY 5302 Cognitive and Biological Development (developed and taught new MA level online course) Fall 2018, Fall 2019

CPSY 5303 Applied Developmental Psychology Research Methods (developed and taught new MA level online course) Summer 2019, Fall 2020 (two sections), Fall 2021

At Johns Hopkins University:

Child Development Seminar (Department of Psychiatry)

Social Development in Childhood (Department of Psychology)

Human Growth and Development: Preschool/School Age (School of Public Health)

Numeracy and Literacy (co-taught; School of Education)

Other previous classroom teaching

Basic Neuropsychology (gifted junior high school program at University of Denver)

Lead Teacher for child development laboratory school

Other previous classroom teaching

Basic Neuropsychology (gifted junior high school program at University of Denver)

Lead Teacher for child development laboratory school

Professional Societies and Research Groups - Current Memberships:

American Psychological Society (Awarded *Fellow* Status in 2009)

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Cognitive Development Society
 Society for Research in Child Development
 Mathematical Cognition and Learning Society (Inaugural board member in 2016-17)

Teaching – Advisees [My role indicated in brackets]

Advisees: Postdoctoral

- 2017 – 2020 Sarah Lukowski, Postdoctoral Fellow, ICD, University of Minnesota
- 2015 – 2017 Allison Bock, Postdoctoral Fellow, CEED, University of Minnesota
- 2012- 2014 Katherine Herold, Postdoctoral Associate, University of Minnesota
- 2012 Katherine E. Lewis, PhD. Postdoctoral Associate, University of Minnesota
- 2010 – 2011 Darcy Raches, Ph.D.
 Postdoctoral fellow, Johns Hopkins School of Medicine, Psychiatry/Kennedy Krieger Institute (two minor research rotations).
- 2004 – 2007 Melissa M. Murphy, Ph.D.
 NICHD funded Postdoctoral fellow in Developmental Psychology
- 2003 – 2004 John Kirk, Psy.D.
 Postdoctoral fellow, Johns Hopkins School of Medicine, Psychiatry/Kennedy Krieger Institute (minor research rotation).
- 2001 – 2002 Katarzyna Lesniak-Karpiak Ph.D.
 Postdoctoral fellow, Rosen Fellowship award funded by the National Fragile X Foundation.

Advisees: Doctoral Students

Graduate Student Involvement at UMN

Institute of Child Development - Doctoral Students

First Year Paper project, **Sarah Pan**, 2020-21
 PhD Dissertation First Year Paper Reader – **Jasmine Ernst** 2019-2020, and mentoring Jasmine Ernst through her role in my lab as a half time GRA
 PhD Orals, Prospective, and Dissertation Committee member for **Amanda Grenell**, ICD , PhD Dissertation defended May 2020
 Primary Advisor for Jenny Chan, Masters, PhD Orals, and PhD Prospective Committee Chair, Fall and Spring 2017; PhD Dissertation defended September 2018
 PhD Orals and Prospectus Committee member for Sarah Suarez, ICD, Spring 2017
 PhD Orals Paper Committee member for Jyothi Ramakrishnan, ICD, Spring 2017

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PhD Orals, Prospective, and Dissertation Committee member for Emily Ostergaard Prager, ICD,
PhD Dissertation Defended Fall 2016
Masters Committee member for Allie Giovanelli, ICD, 2015

Institute of Child Development - MA Program Students

Class of 2020 completed in May 2020: Primary Advisor for:
Brown, DeJha Amari
Gorski, Erin Elaine

Class of 2021: Primary Advisor for:
Anderson, David H
Anderson, Hannah Shay
Anderson, Tymber Marie
Bohl, Amanda Jean
Friedel, Stuart
Gast, Sarah
Robertson, Lauren
Williams, Kelly Caitlin

Class of 2022
Jennifer Alger
Jennifer Herrera
Emily Kesler

Education Sciences (outside committee member)
PhD Orals, Prospectus, and Dissertation Committee Member for Gena Nelson, Special
Education, Defended Spring 2018
PhD Orals, Prospectus, and Dissertation Committee Member for Soo-Hyun Im, Educational
Psychology, Defended November 2018
PhD Orals and Prospectus Committee Member for Ethan Brown, Quantitative Methods in
Education, Completed Fall 2017
PhD Orals, Prospective, and Dissertation Committee Member for James Houseworth,
Educational Psychology, Completed Spring 2016
PhD Orals, Prospective, and Dissertation Committee Member for Jenna Larson Ward,
Educational Psychology, Completed Summer 2016

Prior to UMN

2011	Katherine Lewis (UC Berkeley) [Practicum research mentor]
2006-2011	Catherine Lee [dissertation committee member] Department of Psychology, University of Maryland Baltimore County Doctoral Thesis: <i>The Association of Inattention and Children's Math Development: A Longitudinal Study.</i>

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- 2003 –2005 Adia J. Garrett [practicum research mentor]
Department of Psychology, University of Maryland at Baltimore County.
Practicum title: *The Development of Offline Metacognitive Skills in Children with or without Math Disabilities.*
- 2002-2004 Gwendolyn Gerner [dissertation committee co-chair]
Department of Psychology, Loyola College of Maryland.
Doctoral Thesis: *The Role of Working Memory on Intelligence Test Performance: A Developmental Perspective*
- 1993-1995 Caryn Gold Kovar [dissertation committee member]
Department of Psychology, University of Denver
Doctoral Thesis: *The Neuropsychological Correlates of Unawareness or Denial of Deficits in Women with Fragile X Syndrome*

Advisees: Masters Students

- 2002-2004 Man-Wing Joanne Tsui [masters thesis committee member and research mentor])
Department of Psychological and Brain Sciences, Johns Hopkins University
Masters Thesis: *Timed vs. Untimed Math Performance in Mathematically Gifted Sixth Graders: An Investigation of the Roles of Mathematics Anxiety and Perfectionism.*
- 1992-1993 Caryn Gold [Masters committee member]
Department of Psychology, University of Denver
Masters Thesis: *The neurocognitive phenotype of school age girls with fragile X*
- 1999-2000 Jennifer Lachance [Thesis Research Advisor]
Mathematical Sciences Department, Johns Hopkins University.
Master's Thesis: *Sex differences in early math and spatial skills*

Advisees – Undergraduate

- 1995-present Independent Study/Research mentor for undergraduate students at Johns Hopkins University, Baltimore, MD. Since 1993 I have supervised 42 students for academic research credits (excluding paid research assistants). Of these, each of six who worked in my lab for one to four years was mentored as an undergraduate co-author on at least one manuscript with me, three as first author (Lachance, Teisl, & Tsui) and three as a supporting author on one or more papers (Desai, Kover, McKenney).
- 1997-2006 Internship supervisor for graduate students at Loyola College of Maryland Baltimore, MD. *Externship in Clinical Psychology & Practicum in Clinical Psychology.* Since 1996 I have supervised the participation of 9 Loyola graduate students in my research laboratory.

- 2007 Sarah J. McKenney [I served as research mentor]
Undergraduate Rosen Fellow funded by the National Fragile X Foundation
- 2006 Stacy Chung [I served as research mentor]
Undergraduate Rosen Fellow funded by the National Fragile X Foundation
- 2003-2004 Joanne Tsui [I served as thesis research supervisor/advisor]
Department of Psychological and Brain Sciences, Johns Hopkins University
B.A./M.A. Thesis title: *Math Anxiety and Perfectionism among mathematically gifted sixth graders*. Thesis was published.
- 2002-2003 Sara T. Kover [I served as research mentor]
Undergraduate Rosen Fellow funded by the National Fragile X Foundation.
Manuscript from this fellowship was published in 2005, with mentee as co-author.
- 1999-2000 Jennifer Lachance [I served as thesis research mentor]
Mathematical Sciences Department, Johns Hopkins University.
B.A./Master's Thesis: *Sex differences in early math and spatial skills*
This thesis was based on data from one year of my research program. A report on it and data from the subsequent 3 years was published in 2007.
- 1991 Carrie Herder (Thesis Advisor)
Department of Psychology, University of Denver
Honors Thesis: *The relation among various executive function tests and homonym interpretation in second graders*

Invited External Thesis Examiner

- 2020 Adwoa Imbeah, Bachelor of Philosophy with Honors
University Honors College, University of Pittsburgh
Department of Psychology
Honors Thesis: *The Relationship Between Children's Spontaneous Focusing on Number and Math Skills*
- 2018 Colleen Uscianowski, Ph.D. candidate
Columbia University, Teachers College
Doctoral Thesis: *How Parents Support Early Numeracy Development During Shared Math Storybook Reading*
- 2015 Eugenie Kestel, candidate, Ph.D. candidate
Monash University, Victoria, Australia
Doctoral Thesis: *An investigation of a targeted tuition program delivered by personal videoconferencing for students with mathematical learning difficulties*.
- 2012 Carmen Brankaer, Ph.D. candidate
Department of Psychology and Educational Sciences, University of Leuven

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Doctoral Thesis: *The cognitive correlates of mathematical difficulties in children with mild intellectual disabilities*

- 2006 Rose Vukovic, Ph.D. Candidate
University of British Columbia, Vancouver, BC.
Dissertation: *The development of numeracy: A longitudinal study of children from first through fourth grade.*
- 2001 Julie L. Eyer; B.A. Senior Honors Thesis
Department of Psychology, University of Pittsburgh, Pittsburgh, PA.
Honor's Thesis: *The Effects of Background Music on Children's Math Homework Performance.*

Professional Societies and Research Groups - Current Memberships:

American Psychological Society (Awarded *Fellow* Status in 2009)
Cognitive Development Society
Society for Research in Child Development
Mathematical Cognition and Learning Society (Founding member in 2016, Inaugural board member in 2016-17)

Conference Presentations (submitted and presented, including invited) I excluded in person presentations accepted/scheduled for 2020 that were cancelled due to the Covid-19 Pandemic.

Mazzocco, M. M., Chan, J. Y. C., Lukowski, S., Padrutt, E., & Olson, R. (2019). Expanding Examinations of SFON: Effects of Perceptual Salience on Attention to Number. Symposium presentation at the EARLI Annual Conference 2019, Aachen, Germany, August 19, 2019

Lukowski, S.L., Padrutt, E.R., & Mazzocco, M.M. (2019, June). Approximate Number System acuity in girls with Turner Syndrome: A model for pathways to MLD. Poster presented at the 2019 meeting of the Mathematical Cognition and Learning Society, Ottawa, Canada, June 2019.

Chan, J. Y., Sera M., Mazzocco, M. (2019, March). Early Numeracy Skills Mediate the Association Between Relational Language and Mathematical Skills. In M. A. Hurst (Chair), Relational Language and Math: Variation Across Types of Language and Math Activities. Symposium conducted at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Hurst, M. A., Greene, A., Praus-Singh, T., Eason, S. H., Mazzocco, M., Claessens, A., Levine S. C. (2019, March). Quantity and Variety of Children's Relational Language During a Semi-Structured Counting Activity. In M. A. Hurst (Chair), Relational Language and Math: Variation Across Types of Language and Math Activities. Symposium conducted at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

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Lukowski, S., Mazzocco, M., Olson, R. E. (2019, March). Domain-specific and Domain-general lexical ambiguity and their relationship with early math. Poster session presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Mazzocco, M. (2019, March). Discussant. In D. Purpura (Chair), Moving the needle on the home numeracy environment: Low-cost, feasible interventions to enhance child outcomes. Symposium conducted at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Mazzocco, M., Lukowski, S., Padrutt, E. R. (2019, March). The effect of salience on attention to number persists throughout the early school years. Poster session presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Selected Invited Presentations

2022 Invited Speaker: *Why Is Math So Hard for Some Children? Math Learning Difficulties and Disabilities*; Beijing International Schools Educators PD, Virtual, January 21, 2022.

2021 Invited Speaker: *Why Is Math So Hard for Some Children? Math Learning Difficulties and Disabilities*; Shanghai American Schools Educators PD, Virtual, April 15, 2020.

2020 Excluded 3 that were invited but cancelled due to the Covid-19 pandemic

2019 Invited presenter: *Early STEM: Research, Practice, and Policy*. National Conference of State Legislatures, Early Learning Issues 101: Invitational Meeting for New and Newer Legislators, Denver, CO, April 13, 2019

2019 Invited Speaker (2 sessions): *Why Is Math So Hard for Some Children? Math Learning Difficulties and Disabilities*; and *Yes, Young Children Are Mathematical Thinkers (and so are you)!* Central and Eastern Europe Schools Association Annual Educators Conference, Warsaw, March 15 and 16, 2019

2018 Invited presenter: *Early STEM: Research, Practice, and Policy*. National Conference of State Legislatures Early Learning Fellows Meeting, Minneapolis, MN, August 27, 2018

2018 Invited presenter: *Early Mathematics Learning: Reasons, Research, and Practice*. Reading Corps National Meeting 2018, Minneapolis, MN, February 28, 2018

2017 Invited Panel Member: *Dyscalculia Understood*. Eagle Hill Community School, Greenwich CT, December 12, 2017

2017 Invited presenter: Lukowski & Mazzocco, Early Math and Executive Function Skills as Predictors of MLD: Correlation Does Not Ensure Concordance. Presentation included in the Premier Poster Session on Theoretical and Methodological Advances, NSF

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Conference on *STEM Education, Learning Disabilities, and the Science of Dyslexia*, September 26, 2017.

2017 Invited presenter: Mazzocco, Coddington, Prager, & Branford. *Numerosity predictors of arithmetic fluency in Grade 3 to 5*. University of Massachusetts at Amherst, Department of Psychology Meeting on Number Workshop, October 4, 2017.

2017 Invited Panel Discussant, *Science Matters: The Developing Brain*, Grade Level Reading Week Conference Funder Huddle, Denver, Colorado, June 14, 2017.

2016 Invited Speaker, *Early number concepts and misconceptions*.
Invited Speaker, *Mathematics and executive functions skills*. Presented at the Sixth annual meeting of DanSMA (Dansk Special Matematik, or the Association of Danish Special Mathematics) in Hvaslo, Denmark, October 8.

2015 Invited Plenary Speaker, *Numbers in context: Numerical ambiguity in function and meaning*. Presented at the 8th biennial meeting of the Nordic Research network on Special Needs Education in Mathematics (NORSMA 8), Kristianstad University, Kristianstad, Sweden, November 20.

Invited Keynote Speaker, *Early Brain Development and its Implications for Learning and Early Childhood Education*. Presented at the Minnesota Rural Education Association Annual Meeting, Brainerd, MN, November 17.

Invited Speaker, *Recognizing, Assessing, and Promoting Mathematical Thinking in Preschoolers*. Presented at the Breck School Annual Workshop for preschool teachers, Breck School, Golden Valley, MN, November 11, 2015.

2014 Invited Seminar Speaker, *Individual Differences and Mathematics Learning Difficulties*. Presented at the Waisman Center Seminar Series, University of Wisconsin, Madison, November 14, 2014.

Invited Speaker, *Individual differences in the development of numerical thinking: Implications for supporting mathematics achievement in early and later childhood*. Presented at the Human Capital Research Consortium, University of Minnesota, September 16.

Invited Delegate, *Grand Challenges in Mathematical Cognition*, Invitation only meeting of ~ 15 international leaders in the field held at Loughborough University, UK, sponsored by the Royal Society, July 29-31.

Invited Keynote, *Mathematical Learning Difficulties in School Age Children*. Presented at the West Virginia Association of School Psychologists Annual Meeting, Charleston, West Virginia, April 24.

Invited Keynote Speaker, *The Paths to Maths: When do mathematics learning difficulties reflect dyscalculia or other maths disabilities?* Presented at the British Dyslexia

Association Annual Meeting, Guildford, UK, March 28.

Invited Presenter, *Mathematical Learning Difficulties in School Age Children*. Presented at the National Association of School Psychologists Annual Meeting, Washington, D.C., February 18.

- 2013 Invited Presenter: *Mathematical Learning Difficulties in School Age Children*. Presented at the British Columbia Association of School Psychologists Annual Meeting, Vancouver, B.C., November 7.

Invited Plenary Speaker: *Come la discalculia si differenzia da altre difficoltà in matematica*. (How dyscalculia differs from other forms of mathematics difficulties) Presented at the Oasi Institute conference, I Disturbi Specifici Dell'apprendimento E I Bisogni Educativi Speciali. Screening - Diagnosi – Intervento. Troina, Sicily, September 13-14.

Presenter: Individual differences in numerical & executive function skills contribute to variation in children's arithmetic computation. Presented at the first Annual Midwestern Meeting of Mathematical Thinking in Minneapolis, MN. July 26.

Invited Workshop Presenter: *Numeracy and Mathematics Achievement in School Age Children*. Presented at the Punahou School 4th Annual Brain Symposium, Honolulu, Hawaii, June 12-13.

Invited Workshop Presenter: *Mathematics in Early Childhood*. Presented at the 2013 Minnesota Head Start Conference in Saint Paul, MN, March 13.

Invited Workshop Presenter: *Mathematical Learning Difficulties in School Age Children*. National Association of School Psychologists Annual Meeting, Seattle, February 12.

- 2012 Invited Workshop Presenter: *Individual Differences in Mathematics: Mathematical Learning Difficulties and Disabilities*, presented at the 33rd meeting of Learning & the Brain, Boston, MA, November 17

Invited Workshop Presenter: *Mathematical Learning Disabilities and Other Obstacles to Mathematic Success*, Ohio School Psychologists Association, Columbus, OH, November 9

Invited Symposium Chair: *Dyscalculia and Other Mathematics Learning Difficulties*, presented at the 63rd annual meeting of International Dyslexia Association, Baltimore, MD, October 24

Invited Participant, *First Cambridge University Conference and Workshop on Developmental Dyscalculia*, St. John's College, Cambridge, UK, Sept 14

Invited Discussant, *Center for Improving Learning of Fractions, Summer Leadership Event*, Institute for Education Sciences, Washington, D.C., August 1

Invited Keynote Speaker: *Predictors of Mathematics Achievement and Math Learning Difficulties in Children with Genetic Disorders*. 9th Biennial Meeting of the European Conference on Psychological Theory and Research on Intellectual and Developmental Disabilities (ECIDD), Trieste, Italy, June 16

Invited Speaker: *Building blocks and stumbling blocks to mathematics achievement*, Fourth Annual Fordham University Assessment Conference, New York, NY, May 11

Invited Keynote Presenter: *Mathematical Learning Difficulties in School Age Children*. National Association of School Psychologists Annual Meeting, Philadelphia, February 23

- 2011 Invited Presenter: *Mathematical Learning Difficulties in School Age Children*. Montana Association of School Psychologists Annual Meeting, Billings, MA, June 13 & 14, 2011.

Invited Speaker, *Verbal and Nonverbal Components of Mathematical Learning Difficulties*, Annual Meeting of the University of New Hampshire Department of Speech and Communication Disorders, Durham, New Hampshire, May 5, 2011.

Invited Speaker: *Mathematical Learning Difficulties in School Age Children*. National Association of School Psychologists Annual Meeting, San Francisco, CA, February 23 & 24, 2011.

- 2010 Invited Speaker: *Cognitive and Academic Skills in School Age Girls with Turner Syndrome*, 4th Annual Turner Syndrome Symposium, Penn State Hershey, Hershey, PA, November 20, 2010

Invited Speaker: *Mathematical Learning Disabilities in School Age Children*. Florida Association of School Psychologists Annual Meeting, Miami, Florida, November 5, 2010

Invited Speaker: *Introductions to Cognitive and Environmental Influences on Math Achievement and Implications for Effective Interventions*, Livingston School District and Park County Special Education Cooperative, Livingston, Montana, October 12, 2010

Invited Speaker: *Why Is Math So Hard for Some Students?* 5th Annual Conference on Learning Differences, American Community Schools of Athens, Athens, Greece. May 13 and 14.

Invited Speaker *Pathways to Mathematical Learning Difficulties* Learning and the Brain Conference, Public Information Resources, Inc., Washington, D.C., May 8, 2010

Invited Speaker: *Subtypes of Mathematical Learning Disabilities in Children: Assessment and Intervention*. 20th Annual Nelson Butters' West Coast Neuropsychology

Conference: Advances in Pediatric Neuropsychology: From Toddlers to School-Age Children. San Diego, CA, March 25, 2010_

Invited Speaker: *Mathematical Learning Disabilities: Evaluation, Identification, and Service Delivery*. Special Session of the Learning Disabilities Association, Preconference Summit on Specific Learning Disabilities Evaluation, Identification, and Service Delivery. Baltimore, MD, February 16.

- 2009 Invited Speaker: *Parts and Holes: Gaps in children's mathematical learning*. Stern Center. Montpelier, VT., October 15, 2009

Invited Speaker: *Mathematical Learning Disabilities in Children with or without Neurodevelopmental Disorders*. 19th Annual Nelson Butters' West Coast Neuropsychology Conference: Advances in Neuropsychological Assessment and Treatment of School-Age Children with Cognitive Deficits. San Diego, CA: April 4, 2009

Invited Speaker: *Why Is Math So Hard for Some Children?* Central and Eastern European Schools Association, Bucharest, Romania, March 20 and 21, 2009

- 2008 Invited Speaker: *Why Is Math So Hard for Some Children?* Central and Eastern European Schools Association, Istanbul, Turkey, March 14 and 15, 2008

- 2007 Invited Instructor: *Characteristics of Children with Mathematical Learning Disabilities*, Optimal Match Network Institute, Poland, October 11 – 13, 2007

- 2006 Invited speaker, *Specific Learning Disabilities in Turner Syndrome*, Turner Syndrome Wellness Meeting, NICHD, Bethesda, MD. April 7, 2006

Invited speaker, *The School-Age Years – School related issues: Academic and psychological function in girls with Turner syndrome*
Turner Syndrome Patient and Family Day meeting. University of Maryland at Baltimore, Baltimore, MD. March 11, 2006

- 2005 Visiting Professor, *Math Disorders in Fragile X and Turner Syndromes* Vivian Smith Summer Annual Institute of the International Neuropsychological Society, Xylocastro, Greece

Invited speaker, *Current Research Findings on Math Learning Disability*, 39th Annual meeting of the Association for Advancement of International Education, Boston, MA. February 18, 2005

- 2004 Invited speaker, *Mathematical Learning Disabilities: Current Findings and Future Directions*. 41st Annual Conference of the Learning Disabilities Association, Atlanta, GA. March 19, 2004

Invited speaker, *Mathematics Learning Disability and its Manifestation in Girls with Fragile X syndrome*. National Fragile X Foundation 9th International Conference, Washington, D.C., June 25, 2004

Invited speaker, *Mathematical Learning Disabilities: Research-based Approaches to Diagnosis and Remediation*. Stern Center for Language and Learning, Burlington, VT. September 24, 2004

- 2003 Invited speaker, *Mathematics Ability and Disability in Grades K–3*, 30th Annual Conference on Dyslexia & Related Learning Disabilities, New York, NY. March 21, 2003

Invited speaker, *Cognitive and Psychological Function in Females with Fragile X Syndrome*, Congresso della Sindroma X Fragile, Troina, Sicily, Italy. April 13, 2003

- 2002 Invited speaker, *Educational Strategies in Math*, National Fragile X Foundation 8th International Conference Chicago, Illinois, July 19, 2002

Invited speaker, *Math Skills Development Project for Children with NF-1* Neurofibromatosis, Inc. Mid-Atlantic Annual Meeting, Silver Spring, MD. September 22, 2002

Invited speaker, *Math Ability and Disability in the Early School Age Years*; and *Getting the Most of Your Student's Psychological Assessment Report*, Association for American Schools in South America (AASSA) Annual Educators' Conference, Quito, Ecuador. October 4 - 5, 2002

Invited speaker, *Math Ability and Disability: Theory and Research*, 53rd Annual meeting of the International Dyslexia Association, Atlanta, GA. November 15, 2002

Invited Discussant, *Parent Workshop: Social, Educational and Nutritional Issues of Barth Boys*. Barth Syndrome International Family and Scientific Conference, Baltimore, MD, October 20, 2002

- 2001 Invited speaker, *Math Learning Disability Subtypes: Evidence From Studies of Genetic Disorders*, University of Pittsburgh, Departments of Psychology and Psychiatry, Pittsburgh, PA, March 30, 2001

Invited speaker, *Preliminary Findings from Cognitive Study of NF-1* Neurofibromatosis, Inc. Mid-Atlantic Annual Meeting, Silver Spring, MD, June 3, 2001

- 2000 Invited speaker, *Models of Learning Disability Derived from the Study of Neurogenetic Disorders*, Learning Disabilities Association of America International Conference, Pre-Conference Medical Symposium, Reno, NV. February 16, 2000

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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*The Renaissance Project: Supporting and Preparing Highly Creative, Ethnically Diverse,
Twice-Exceptional, or Economically Disadvantaged Elementary Children for Advanced*

Programming

Budget Narrative

Principal Investigator: Erin Boltik, Gifted and Talented Program Director, Bloomington, MN



The following narrative contains the details of budget expenditures according to the suggested guidelines for the Javits grant proposals:

1. Personnel

Bloomington Public Schools (BPS) personnel working on The Renaissance Project who will be supported by district funds include:

Erin Boltik, Ed.S., will spearhead the Renaissance Project; provide overall guidance and direction for planning and implementation, including development of curricula and assessment tools; serve as liaison with consulting partners; and partner with the evaluation consultant to implement the project research and evaluation. Ms. Boltik is the district's Director of Gifted and Talented programs and services and has a long history as a leader of gifted education in Minnesota. She created the first school-within-a-school model for gifted education, Atheneum, which quickly became a model for other districts across the state. During her tenure in the district, she has successfully started two rigorous high school gifted pathways to postsecondary studies: one for STEM and one for humanities. She also created one of the district's two middle school GT programs, the Nobel program for creatively-gifted students. Ms. Boltik was a participant in the Javits-funded Project 2excel (2009-2014), has served as a board member for

the Minnesota Council for Gifted and Talented, and has presented at many state and national conferences.

Tim Kaari, M.A., serves as the elementary school coordinator of gifted and talented programs for Bloomington Public Schools. He earned his Master of Arts degree and Gifted/Creative/Talented certificate from the University of St. Thomas. Tim created the first gifted/talented program at his school in Minneapolis. Later he became one of the first teachers in Bloomington Public Schools' Dimensions Academy program, where he helped the program expand to four grade levels across two school sites. Tim served as a district-wide Q-Comp peer coach and a technology integrationist prior to his current role. Mr. Kaari has the STEM background to serve as a curriculum support for math, science and technology units for this grant.

Sean Hidebrandt, M.S., serves as the middle school coordinator of gifted and talented programs for Bloomington Public Schools. Sean earned his Master of Science degree from the University of Wisconsin-Whitewater in technology-enhanced curriculum & instruction. He also earned his post-graduate certificate in gifted education from Hamline University. Sean taught accelerated high school science courses for 18 years before shifting into gifted advocacy and support. He has been instrumental in creating, promoting, growing, diversifying, and improving gifted programs, while also developing school-wide enrichment opportunities. Sean served as an Adjunct Instructor for *Cardinal Stritch University* (WI), teaching courses in the areas of science curriculum design and all aspects of gifted education and advanced learning. He continues to provide specialized and targeted training, coaching, and consulting to secondary teachers and families throughout Bloomington Public Schools and is a perfect fit to deliver professional development and assist in curriculum creation for this grant.

Dinna Wade-Ardley, M.A., will provide input and training around equity and culturally-responsive support for students of color. Ms. Wade-Ardley is the Director for the district's Office Educational Equity (OEE) and Principal of the district's Educational Equity Leadership Academy. She provides guidance to staff on Curriculum and Instruction and group materials selection, leadership and supervision of staff and OEE mentors, works to create an environment of collaboration and cooperation, and helps support students and families who have been disenfranchised and/or overlooked.

These professionals will continue to perform their regular duties but will take on some of the important responsibilities affiliated with this grant, including coordination, training, observations, data collection, testing and work with students.

Dr. Sarah Noonan, University of St. Thomas, will be the outside evaluator. Cori Paulet will serve as project manager. Both have extensive histories of managing and evaluating grants, including previous Javits grants.

Additional personnel will be hired to serve students and provide expertise. Foremost, a full-time licensed educator will serve as a curriculum coordinator; responsibilities will include curriculum writing, program management, direct instruction with students, observations, consulting and coaching with teachers and providing training and staff development, among other duties. This person will be integral to the success of the program. Cost of this person is determined by Bloomington Public Schools average salary and benefits compensation packages and will increase by 5% based on information from the Bloomington Public Schools human resources department.

Essential support staff will also be hired, including trained tutors to provide math and reading instruction, and skilled translators who will help with important communication to

families. The intention will be to hire, when at all possible, personnel who reflect and represent the student population targeted in this grant. The cost of trained tutor paraprofessionals is determined by Bloomington Public Schools average salary and benefits compensation packages and will increase by 3% each year based on information from the Bloomington Public Schools human resources department.

Over time, Bloomington Public Schools will hire one new teacher for the Renaissance program classrooms per year, beginning in year two of the grant and continuing through year five. Bloomington Public Schools is committed to hiring a new full time teacher for each year that a new Renaissance classroom is established. Therefore, in year two, Bloomington will pay for the cost of the classroom teacher for second grade Renaissance, and in year three will pay for the third grade teacher, etc. By year five of the grant, Bloomington Public Schools will have committed to hiring four new teachers for this program and will continue to fund these positions beyond the grant timeline so that the Renaissance program will continue to be supported. These salaries are listed as “in-kind” on the table below; the overall commitment of Bloomington Public Schools for the first five years of the grant will total over [REDACTED] just for salaries to support the Renaissance program.

Most importantly, Bloomington Public Schools is committed to hiring teachers that reflect the diversity of the students in the school district. Human Resources, in partnership with our Office of Educational Equity, has intentional protocols in place that will allow us to have the best chance of hiring skilled, qualified teachers who will enhance our program.

Role	Year 1	Year 2	Year 3	Year 4	Year 5
Primary Investigator - Erin Boltik					
BPS GT Elementary Coordinator					
Creative, Critical, Visual Thinking Experts for PD - BPS GT Dept.					
BPS GT Dept. - test proctoring, data collection, family communications , parent informational sessions					
Office of Educational Equity					
Teachers for Renaissance program classrooms					
Project Manager - Cori Paulet					
Outside Evaluator - Sarah Noonan					
Curriculum Coordinator - TBD					
Outside translators for curriculum, written communication, and for parent meetings					

Tutors (one per school) add one for Renaissance 2/3 and 4/5	
After school training stipend [REDACTED] for teachers	
Stipends for 2 Project Planning and Coordination meetings	
Summer curriculum writing	
TOTAL	

The total request for grant years 1-5 is [REDACTED]

2. Fringe Benefits

No fringe benefits have been requested

3. Travel

An objective of the grant is to disseminate project results on a statewide and national scale. It is also important for relevant staff to continue to gain skills in order to best meet the needs of the diverse learners. Therefore, funds have been requested for travel to the Hormel Foundation Gifted and Talented Symposium in Austin, MN. Care has been taken to ensure that travel will be made by vehicle and that participants will carpool, and that lodging will be double occupancy. Each year project participants will attend Hormel, with a rotating cadre of teachers who will be able to both learn and present at the conference.

Funds have also been requested for travel to NAGC each year for a similar purpose.

Again, care has been taken to ensure that travel costs will be managed thoughtfully.

All costs are based on information found on the Hormel and NAGC websites regarding conference registration and lodging, and on school district caps on flights and per diem for food. The current federal mileage rate was used to calculate travel by vehicle.

Finally, funds have been requested for the required, annual, Javits travel to Washington, D.C. Every attempt will be made to utilize technology to enhance participation and reduce costs, so if virtual attendance is possible this will occur.

Item	Year 1	Year 2	Year 3	Year 4	Year 5
NAGC convention (x8 people)					
Flights					
Lodging					
Per diem - food					
Hormel Symposium					
Mileage (per federal rate)					
Lodging					
Per diem - food					
Javits required trip to Washington, DC - Flight					
Lodging					
Per diem - food					
TOTAL					

The total request for grant years 1-5 is [REDACTED]

4. Equipment

No funds have been requested for equipment rental or purchase.

5. Supplies

A wide range of supplies, mostly consisting of curriculum resources and assessment tools, will be needed, given The Renaissance Project is essentially the beginning of two complete programs. The Torrance Test of Creative Thinking and CogAT universal screening tools for all first graders, including scoring, will comprise close to [REDACTED]. Curriculum resources such as literature units developed by the Center for Gifted Education at the College of William and Mary, Jacob's Ladder, thinkLaw K-2, and Primary Education Thinking Skills (PETS) will be purchased for use in the K-1 classrooms. Some of these resources, along with subscriptions to Beast Academy and Project M3, will be purchased for use in the Renaissance classrooms (grades 2-5) as the number of classrooms increases over the final four years of the grant period. Classroom books focusing on both creativity and diversity will be purchased for use in the K-1 classrooms and then in the Renaissance classrooms in order to enhance the print-rich environment already present in Bloomington Public Schools classrooms. Finally, supplies will be needed for take-home creativity kits that will foster family engagement and connectedness and for basic, consumable, instructional supplies for use with K-1 students in their classrooms.

Item	Year 1	Year 2	Year 3	Year 4	Year 5
Program Brochure and advertising					
Instructional supplies: paper, markers, scissors, etc					
Torrance Test of Creative Thinking Figural Tests Grade 1					
CogAT screener					
PETS Curriculum					
Class set of primary books that reinforce creativity					
Kingore Observation Inventory					
Supplies for Take Home Family Engagement Kits					
Beast Academy					
Jacob's Ladder					
Think Law k-2					
Project M3					
William & Mary K-5					
Other curricular resources as needed (Flocabulary, etc)					
TOTAL					

The total request for grant years 1-5 is [REDACTED]

6. Contractual

The Renaissance Project will focus on the identification of, and programming for, students who are traditionally under-represented in gifted/talented programs. The Minnesota Humanities Center will partner to provide staff training and curriculum-writing assistance in the area of absent narratives. The Minnesota Humanities Center collaborates with individuals, organizations, and communities to bring transformational humanities programming into the lives of Minnesotans throughout the state. Using story as a catalyst, it produces, creates, and supports projects and programs that explore a range of subjects. This agency provided a quote for the overall cost and type of service being provided. A series of artists-in-residence, with lenses of multiculturalism and working in different artistic mediums, will be hired to provide enriching experiences for students in order to develop creativity. COMPAS, a Minnesota non-profit education organization that teaches through art, has provided quotes for overall cost and types of services provided. COMPAS, recognizing the adverse consequences of racial disparities, “takes a leadership role in delivering priority access to creative learning experiences for BIPOC communities.” COMPAS is uniquely qualified with more than 40% of its roster of Teaching Artists being BIPOC and over 50% being part of non-dominant US cultures (BIPOC, LGBTQ or living with a disability), and “relentlessly pursues opportunities for students to learn from teaching artists who look like them.”

Dr. Karen Rogers, University of St. Thomas, will serve as project consultant and twice-exceptional learners consultant, and a variety of other distinguished professionals will serve as consultants, including Dr. Teresa Boatman, psychologist and twice-exceptional learners expert; Dr. Joy Lawson Davis, independent consultant and instructor; Dr. Liz Fogarty, University

of St. Thomas; Dr. Michelle Mazzocco, University of Minnesota; and Dr. Tracy Cross, College of William and Mary.

Item	Year 1	Year 2	Year 3	Year 4	Year 5
Artists in Residency emphasizing multiculturalism and including various artistic mediums					
Diverse and Disadvantaged Youth Consultant - Joy Lawson Davis or similar TBD					
Psychologist/SE L Consultant - Teresa Boatman					
Project Consultant - Karen Rogers					
Cultural Diversity Expert for PD and consulting - TBD					
Math Specialist for PD and consulting - Michele Mazzocco					
Reading Specialist for Professional Development (PD) and consulting - Liz Fogarty					
Gifted					

Education Specialist for PD and consulting - Tracy Cross	
2E Expert for PD and consulting- Karen Rogers	
MN Humanities Center - Absent Narratives training and curriculum development	
Teacher trainers travel expenses	
Trainers/consultants per diem for food	
TOTAL	

The total request for grant years 1-5 is [REDACTED]

7. Construction

No funds have been requested for construction

8. Other

The Renaissance classrooms will be housed at one Bloomington Public School as part of a School-Within-A-School model. Students will be able to join the program from throughout the city; therefore, transportation must be provided to ensure equitable access to programming. A total of [REDACTED] in each of grant years 2-5 is requested to supplement transportation costs that the district will incur. Transportation will also be needed for after-school and summer programming

and for field trips for students who are in the Renaissance program (one per year); a total of [REDACTED] is requested in year two, increasing to [REDACTED] by year five as the program grows.

An integral component of this grant is the development of, and support for, evening family engagement events, summer programming and day camps that will allow students the opportunity to develop their creative gifts and participate in authentic creative experiences. Therefore, [REDACTED] is requested each year to allow for the development of such programming and to provide funding that will offset the costs of student participation and camp fees. Also, [REDACTED] is requested for each year of the grant to provide support for family engagement nights at our various participating schools.

Finally, funds will be allocated to pay for reserve/substitute teachers so that certified staff can participate in professional development opportunities including working with the MN Humanities Center and attending the National Association for Gifted Children conference each year. A total of [REDACTED] is requested in the first year of the grant, increasing incrementally as programming expands.

Item	Year 1	Year 2	Year 3	Year 4	Year 5
District transportation to get students to and from the Renaissance school					
Annual Classroom Field Trips for Renaissance classes emphasizing multiculturalism and various artistic mediums					
Development of, and support for, summer day camp experiences					
Substitute Teachers for MN Humanities Center training					
5 Substitute teachers to attend NAGC convention					
Family Engagement Nights (1 per year per site) food, activities, entertainment					
Rental/custodial fees for family engagement nights and summer camps					
TOTAL					

The total request for grant years 1-5 is [REDACTED]

9. Total Direct Costs

Total direct costs for each year of the grant are found in the table below:

Year	Amount
1	
2	
3	
4	
5	
TOTAL	

Total direct costs for years 1-5 of the grant are

10. Indirect Costs

The indirect cost rate is 6.2% as indicated by the indirect cost rate agreement approved by the federal government. This assumes a constant 6.2% over the course of the grant timeline.

Indirect costs for each year of the project are found in the table below:

Year	Amount
1	
2	
3	
4	
5	
TOTAL	

Total indirect costs for years 1-5 of the grant are

11. Training stipends

No training stipends are requested at this time

12. Total costs

Year	Direct costs	Indirect costs	TOTAL
1			
2			
3			
4			
5			
TOTAL			

Total costs for years 1-5 of the grant are



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:

Independent School District 271

1. Project Objective:

Increase the number of typically under-represented students (twice-exceptional, low SES, EL, and culturally diverse) identified for full-time gifted services (to begin with grades 2-5).

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students identified for the Renaissance program represent the racial diversity of the district.	PROJECT		54 /	100	54.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will be assessed using the observational checklist of creatively gifted characteristics during classroom lessons.	PROJECT	4	/		

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students will be assessed using the observational checklist of creatively gifted characteristics during field trips and artist residencies.	PROJECT	2	/		

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
First graders will be assessed for high creativity via a universal screener such as the Torrance Test of Creative Thinking (Figural).	PROJECT		100 /	100	100.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
First graders will be assessed for high ability via the Cognitive Abilities Test (CogAT) as a universal screener.	PROJECT		100	/	100 100.00

2. Project Objective:

Increase overall K-1 student achievement in reading and mathematics through services specifically targeted for typically under-represented populations (2e, low SES, EL, and cultural diversity) to ensure appropriate gifted services in either Renaissance or Elements.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
. Ninety percent (90%) of first graders, identified as highly creative, using the grant-developed identification process, will show at least one year's growth on their NWEA MAP math test from fall to spring.	PROJECT		90	/	100 90.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Ninety percent (90%) of first graders, identified as highly creative, using the grant-developed identification process, will show at least one year's growth on their NWEA MAP reading test from fall to spring.	PROJECT		90	/	100 90.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide curriculum that accelerates student achievement in reading and math.	PROJECT			/	

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hire and train 1 tutor per school to provide additional support and instruction that will increase student achievement in reading and math.	PROJECT	4		/	

3. Project Objective:

To create a process and set of assessment tools and resources for identifying creatively talented students in order to provide strengths based targeted interventions and services.

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3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Through a sampling of multiple creativity assessments we will determine which tools and strategies, in combination, most successfully identify young students.	PROJECT			/	

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Through a sampling of many Primary Education Thinking Skills (PETS) activities, we will determine appropriate activities for each grade level.	PROJECT			/	

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
An observational checklist of creatively gifted characteristics will be developed and used to identify students who demonstrate creative responses after exposure to productive thinking skills (fluency, flexibility, originality and elaboration) lessons.	PROJECT	1		/	

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide two take-home family creativity kits to help parents identify and support flexible thinking skills in their K-1 children per year.	PROJECT	2		/	

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide one creativity based field trip per year for students in our Renaissance program (years 2-5).	PROJECT	1		/	

3.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide one artists in residence experience annually for grades 1-5.	PROJECT	1		/	

4. Project Objective:

Increase retention of the number of typically under-represented students (twice-exceptional, low SES, EL, and culturally diverse) identified for the Renaissance program.

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U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
95% of the students placed in the program will continue through fifth grade.	PROJECT		95	/	100 95.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Support the social-emotional development of Renaissance participants through lessons developed to build resilience and to promote a "growth mindset," perseverance, and love of learning.	PROJECT			/	

5. Project Objective:

To increase the percentage of school staff who have the capacity to recognize, identify and serve under-represented students through gifted and talented best practices.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide existing cultural liaisons, from the four Title I schools, a one hour annual training on GT characteristics and creativity attributes thus increasing the number of staff who can knowledgeably advocate for students.	PROJECT			/	

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hire and train one tutor, per Title I school, to effectively use curricular resources and employ reading and math strategies to support student achievement.	PROJECT	4		/	

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Develop a series of three 90 minute workshops (per topic) for participating teachers that focus on creative/critical/visual thinking strategies, cultural diversity, reading and math strategies, twice exceptionalities and social/emotional learning.	PROJECT	18		/	

5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Offer opportunities for ten participating staff to attend both the state symposium and/or the national convention (for NAGC and Hormel) each year.	PROJECT	20		/	

PR/Award # S206A220048

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

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

Independent School District 271

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: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 6.20 %.

(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 1.60 %.

(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 # S206A220048

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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.
Independent School District 271	

**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								
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)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px;">Independent School District 271</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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<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. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
Card, D., & Giuliano, L. (2016). Universal screening increases the representation of low-income and minority students in gifted education. Proceedings of the National Academy of Sciences of the USA, 113, (48), 13678-13683. Strong Evidence was given. https://miami.pure.elsevier.com/en/publications/universal-screening-increases-the-representation-of-low-income-an	The use of universal screening using unbiased, inclusive objective and subjective measures rather than means for excluding students will aid in identifying gifted program students who reflect the overall diversity of our district.	Through the use of universal screeners we will increase percentage of typically-underrepresented students identified for full-time gifted services.
Morgan, H. (2020). Universal screening for low income students for gifted education. Education, 140 (4), 207-214. Moderate research study on young, potentially gifted, low income students. https://files.eric.ed.gov/fulltext/EJ1304434.pdf	The use of universal screening using unbiased, inclusive objective and subjective measures rather than means for excluding students will aid in identifying gifted program students who reflect the overall diversity of our district.	Increase percentage of typically-underrepresented students identified for full-time gifted services.
Plucker, J.A., & Peters, S. J. (2018). Closing poverty-based excellence gaps: Conceptual, measurement, and educational issues. Gifted Child Quarterly, 62, 56-67. Moderate research review of recent research on concept of universal screening with strong citations to additional research. https://eric.ed.gov/?id=EJ1163391	The use of universal screening using unbiased, inclusive objective and subjective measures rather than means for excluding students will aid in identifying gifted program students who reflect the overall diversity of our district.	Increase percentage of typically-underrepresented students identified for full-time gifted services.
Shelbe, L., Pryce, J., Petscher, Y., Fien, H., Stanley, C., Gearin, B., & Gaab, N. (2021). Dyslexia in the context of social work: Screening and intervention among Black, Indigenous, and people of color who live in poverty. Families in Society, Washington, DC: U. S. Department of Education. Strong review of research of effective early universal screening for disabilities among low SES families. https://journals.sagepub.com/doi/abs/10.1177/10443894211042323	The use of universal screening using unbiased, inclusive objective and subjective measures rather than means for excluding students will aid in identifying gifted program students who reflect the overall diversity of our district.	Increase percentage of typically-underrepresented students identified for full-time gifted services.
Albert Shanker Institute (2015). The state of teacher diversity in American education. Washington, DC: Albert Shanker Institute.	Use of diverse teachers in gifted services including teachers of color who will teach students they will teach	Increase student retention of under-represented students in gifted programs.

Moderate research summary, but expansive conclusions about value of diverse teachers: role models, exposure to variety of teachers, cross-cultural bonding, higher expectations for diverse learners, lowers cultural biases, and diverse teachers may prefer to work with others like themselves to instill academic and social growth. https://eric.ed.gov/?id=ED563794		
Callahan, C. M., Moom, T. R., Oh, S., Azano, A. P., & Hailey, P. (2015). What works in gifted education: Documenting the effects of an integrated curricular/instructional model for gifted students. American Educational Research Journal, 52, 137-167. Strong research study and research review with promising evidence of the value of using diverse teachers in diverse gifted programs. https://journals.sagepub.com/doi/abs/10.3102/0002831214549448?rss=1s52%2F1%2F137r52%2F1%2F137r52%2F1%2F137c52%2F1%2F137	Use of diverse teachers in gifted services including teachers who mirror the gifted students they will teach.	Increase student retention of under-represented students in gifted programs.
Ford, D. Y. (2015). Multicultural issues: Recruiting and retaining Black and Hiuspanic students in gifted education: Equality versus equity schools. Gifted Child Today, 38 (3), 187-191. Promising evidence that using diverse teachers is of value in gifted programs. https://journals.sagepub.com/doi/abs/10.1177/1076217515583745?journalCode=gctc	Use of diverse teachers in gifted services including teachers who mirror the gifted students they will teach.	Increase student retention of under-represented students in gifted programs.
Olszewski-Kubilius, P., & Thomson, D. (2015). Talent development as a framework for gifted education. Gifted Child Quarterly, 38, 49-59. Moderate research and review of evidence with strong conclusions on how to accomplish successful student development by using diverse teachers to work with high talent diverse children. https://journals.sagepub.com/doi/10.1177/1076217514556531	Use of diverse teachers in gifted services including teachers who mirror the gifted students they will teach.	Increase student retention of under-represented students in gifted programs.
Santamaria, L. J. (2009). Culturally responsive differentiated instruction: Narrowing the gaps between best pedagogical practices benefiting all learners. Researcher conducted 2-year qualitative research study in attempt to develop an International Baccalaureate program in 2 highly diverse schools, finding that an integration of DI and CRT worked well for all students, including those who were higher achieving. Moderate research evidence. https://eric.ed.gov/?id=EJ826003	Underrepresented gifted students are more likely to engage with challenge when their teachers focus on culturally responsive teaching.	Increase student achievement, satisfaction rates, and retention of under-represented students in gifted programs
Frye, B. J., & Vogt, H. A. (2010). The causes of underrepresentation of African American children in gifted programs and in the need to address this problem through more culturally responsive teaching practices in teacher education programs. Black History Bulletin, 73 (1), 11-17. Promising review of evidence across	Underrepresented gifted students are more likely to engage with challenge when their teachers focus on culturally responsive teaching.	Increase student achievement, satisfaction rates, and retention of under-represented students in gifted programs

several older studies. https://journals.sagepub.com/doi/10.1177/0162353213506065		
Fugate, M., Behrens, W. A., & Boswell, C. (Eds.). Understanding twice-exceptional learners: Connecting research to practice. Waco, TX: Prufrock Press, Inc. Book looks at various aspect of teaching to strengths among twice-exceptional learners with Moderate research evidence among the series of chapters by multiple authors.	Teach to underrepresented gifted learners' strengths, rather than their deficits.	Through the use of a variety of tools and strategies that focus on student's strengths, twice exceptional learners will be easier to identify.
Baum, S. M., Schader, R. M., & Owen, S. V. (2018). To be gifted and learning disabled: Strength-based strategies for helping twice exceptional students with LD, ADHD, ASD, and more. Book replete with small studies compiled by the authors across 3 editions. Promising evidence of practice described for twice-exceptional learners.	Teach to underrepresented gifted learners' strengths, rather than their deficits.	Through the use of a variety of tools and strategies that focus on student's strengths, twice exceptional learners will be easier to identify.
Bianco, M. (2010), Strength-based RTI: Conceptualizing a multi-tiered system for developing gifted potential. Theory into Practice, 49, 323-330. Promising synthesis of previous findings that extend use of this pedagogy beyond culturally/linguistically diverse and twice-exceptionality. https://www.tandfonline.com/doi/abs/10.1080/00405841.2010.510763?journalCode=htip20	Teach to underrepresented gifted learners' strengths, rather than their deficits.	Through the use of a variety of tools and strategies that focus on student's strengths, twice exceptional learners will be easier to identify.

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>

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