

## **CURRICULUM VITAE**

### **Marcia Gentry**

Professor of Education  
Executive Director, Gifted Education Resource Institute  
Purdue University  
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### **EDUCATIONAL BACKGROUND**

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

### **ACADEMIC APPOINTMENTS**

- 2008-present Executive Director, Gifted Education Resource Institute, Purdue University
- 2004-present Professor, Educational Studies (hired with tenure Summer 2004; promoted to professor 2010), Purdue University
- 2004-2008 Associate Director, Gifted Education Resource Institute, Purdue University
- 1996-2004 Professor, Educational Studies: Special Populations  
Minnesota State University, Mankato, MN (promotion to Associate Professor granted 1999; Tenure granted 2001, promotion to Professor granted 2002)
- 1994-1996 Research Associate  
The National Research Center on the Gifted and Talented (NRC/GT)  
University of Connecticut, Storrs, CT

### **K-12 EDUCATIONAL POSIITON APPOINTMENTS**

- 1988-1994 Coordinator of Gifted Education, Professional Development, Math/Science, and Curriculum Council, Branch Intermediate School District, Coldwater, MI
- 1987-1988 Teacher, Jackson Public Schools, Jackson, MI  
Grade 6, Self-contained classroom of gifted children
- 1983-1987 Teacher, Big Rapids Public Schools, Big Rapids, MI  
Grades 6-8: Physical Science, Earth Science, Life Science, and Mathematics;  
Science Olympiad Coach; Academic Enrichment Program Coordinator;  
Equestrian Team Advisor

**RELATED PROFESSIONAL EXPERIENCE**

- 1990-present Strand Coordinator, *Confratute*: International Summer Institute on Talent Development, University of Connecticut, Storrs, CT
- *Cluster Grouping/Differentiation (1996-2011)*
  - *Enrichment Clusters (1995-2017)*
  - *Advanced Enrichment Clusters (2012-2017)*
  - *The Schoolwide Enrichment Model from Soup to Nuts (1995-2000)*
  - *Project WILD: A Program for Action (1993-1995)*
  - *Secondary Science Enrichment (1990-1994)*
- 1990 & 1993 Adjunct Instructor, “Project WILD” and “The Reading/Writing Connection”  
Western Michigan University, Kalamazoo, MI

**ACTIVE ORGANIZATIONAL INVOLVEMENT**

<i>Years</i>	<i>Role</i>	<i>Association / Institution</i>
2014-present	Awards Committee Chair	AERA <sup>1</sup> , Research on Giftedness, Creativity, and Talent...SIG #91
2014-2016	At-large Board member, Publications committee chair	
2012-2014	Past Chair	
2010-2012	Chair	
2008-2010	Chair Elect	
2003-2008	Secretary	
2003-2016	Business Program co-coordinator	
2003-2016	Executive committee	
2016-present	Chair SIG on Native American/Alaskan Native/Indigenous People	NAGC <sup>2</sup>
2015	Preconvention on Native youth co-coordinator	
2013	Diversity Committee	
2010-present	Parent Day Co-Coordinator Leadership Development Committee	
2008-2011	Network committee	
2005-2007	Secondary Education committee	
2005-2007	Awards committee	
2003-2007	Publications committee	
2007-2010	Program committee	
2000-present	University Network	
2000-2006	Board of Directors	
2000-2006	Research & Evaluation Board Liaison	
2000-2006	Liaison to the Research and Evaluation Division	
2000-2005	Gifted Standards/NCATE Committee	
2005-present	Recommended Speaker for IN District Staff Development/Field Coach trainer	Indiana Dept. of Education
2000-2002	Director: Summer Institute on Gifted Education and Talent Development	Minnesota State University
1998-2002	Director: Bright Beginnings: Fall	Minnesota State University

Conference for Educators on Gifted		
1990-1995	Board Member	Michigan Alliance for Gifted Education
1993-1994	President	Michigan Alliance for Gifted Education
2013-2015	Board member	Indiana Association for Gifted Chair, Awards Committee

Note. <sup>1</sup> American Educational Research Association; <sup>2</sup> National Association for Gifted Children

## NATIONAL REFERRED JOURNAL ARTICLES

1. Wu, J., & Gentry (in process) NAEP
2. Wu, J., & Gentry (in process) NAEP
3. Gentry & Wiles (in process) STAPLE
4. Pereira & Gentry & others (in process) CPS
5. Hodges, J. & Gentry, M. (Submitted). The Effect of an Out-of-School Enrichment Program on Math Achievement for High-Potential Students from Low-Income Families.
6. Carmody, H., & Gentry, M. (submitted). Teachers' influence on high ability adolescent students' affective and motivational responses to mathematics
7. Yi, S. and Gentry, M. (submitted). *Are gifted students really perfectionists?: A psychometric investigation of academic perfectionism among Korean gifted students.*
8. Jen, E., Moon, S., & Gentry, M. (Submitted). Incorporating an affective model into a diverse summer program for gifted, creative, and talented youth: A Design-Based Research study.
9. Jen, E., Gentry, M., & Moon, S. (Revised and resubmitted). High-ability students' perspectives about an affective curriculum in a diverse, university-based summer residential enrichment program.
10. Yang, Y., Gentry, M., Wu, J., & Jen, E. (in press). Elementary students' perceptions of their Classroom activities in China: A validation study. *Gifted and Talented International.*
11. Bakheit, S., Pereira, N., & Gentry M. (in press). Sudanese students' perceptions of their class activities: Psychometric properties and measurement invariance of *My Class Activities-Arabic Language Version*. *Journal of Advanced Academics.*
12. Kim, J., Gentry, M., & Spanke, J. (in press). Underachieving gifted students and effects of praise and criticism: Implications for locus of control, goal orientation, and perceptions of ability and effort. *Journal of Advanced Academics.*

13. Gentry, M. (2016). Commentary on “Does sorting improve scores? An analysis of class composition.” By Collins and Gan (2013). *Journal of Advanced Academics*, 27, 124-130.
14. Jen, E., Wu, J., & Gentry, M. (2016). The social-affective concerns of high-ability adolescents—Lessons learned from students’ perspectives. *Journal of Advanced Academics*, 27, 39-59.
15. Greathouse, D., Shaughnessy, M. F., Gentry, M., & Scott Peters, S. J. (2015). A reflective interview with Marcia Gentry and Scott Peters: The Hope Scale. *Gifted Education International*, 31(1), 34-40.
16. Fugate, C. M., & Gentry, M. (2015): Understanding adolescent gifted girls with ADHD: motivated and achieving. *High Ability Studies*, DOI: 10.1080/13598139.2015.1098522
17. Wu, J. & Gentry, M. (2014). Perceived effects of summer residential program on gifted Diné youth from low-income families. *Journal of American Indian Education*, 53, 66-84.
18. Gentry, M., Fugate, C. M., & Wu, J., & Castellano, J. (2014). Gifted Native American students—Literature, lessons, and future directions. *Gifted Child Quarterly*, 58, 98-110.
19. Miller, R., & Gentry, M. (2013). Commentary on “A quality of giftedness.” *Gifted and Talented International*, 27, 47-48.
20. Fugate, C.M., Zentall, S. S., & Gentry, M. (2013). Creativity and working memory in gifted students with and without characteristics of attention deficit hyperactive disorder: Lifting the mask. *Gifted Child Quarterly*, 57, 234-236.
21. Peters, S. J. & Gentry, M. (2013) Additional validity evidence and across-group equivalency of the HOPE teacher rating scale. *Gifted Child Quarterly*, 57, 85-100.
22. Pereira, N. & Gentry, M. (2013). A qualitative inquiry into the experiences of gifted English language learners in Midwestern, elementary schools. *Journal for Advanced Academics*, 24, 141-163.
23. Yang, Y., & Gentry, M. (2012). Some thoughts on “Cultural variation and dominance in a globalized knowledge-economy.” Towards a cultural-sensitive research paradigm in the science of giftedness”. *Gifted and Talented International*, 27(1), 123-124.
24. Yang, Y., Gentry, M., & Choi, Y. O. (2012). Gifted students’ perceptions of the regular classes and pull-out programs in South Korea. *Journal of Advanced Academics*. 23, 270-287.
25. Gentry, M. & Fugate, C. M. (2012). Gifted, Native American students: Underperforming, under-identified, and overlooked. *Psychology in the Schools*. 49, 631-646.  
<http://dx.doi.org/10.1002/pits.21624>

26. Peters, S. J. & Gentry, M. (2012). Group specific norms and teacher rating scales: Implications for underrepresentation. *Journal of Advanced Academics*, 23, 125-144.
27. Duncan, D., Diefus-Dux, H, & Gentry, M. (2011). Professional development through engineering academies: An examination of elementary teachers' recognition and understanding of engineering. *Journal of Engineering Education*, 100, 520-539.
28. Gentry, M., Steenbergen-Hu, S., Choi, B. (2011). Student-identified exemplary teachers: Insights from talented teachers. *Gifted Child Quarterly*, 55, 111-125.
29. Chae, Y., & Gentry, M. (2011). Gifted and general high school students' perceptions of learning and motivational constructs in Korea and the United States. *High Ability Studies*, 22(1), 103-118.
30. Peters, S. J., & Gentry, M. (2010). Multi-group construct validity evidence of the *HOPE Scale*: Instrumentation to identify low-income elementary students for gifted programs. *Gifted Child Quarterly*, 54, 298-313.
31. Miller, R., & Gentry, M., (2010). Developing talents among high-potential students from low-income families in an out-of-school enrichment program. *Journal for Advanced Academics*, 21, 594-627.
32. Pereira, N., Peters, S. J., & Gentry, M. (2010). The *My Class Activities* instrument as used in Saturday enrichment program evaluation. *Journal for Advanced Academics*, 21, 4XX-593
33. Gentry, M. (2010). A Commentary on "Where does creativity fit into a productivist industrial model of knowledge production?" *Gifted and Talented International*, 24 (2), 45-48.
34. Gentry, M. (2009). A comprehensive continuum of gifted education and talent development services: Discovering, developing, and enhancing young people's gifts and talents. *Gifted Child Quarterly*. 53, 262-265.
35. Yoon\*, S. & Gentry\*, M. (2009). Racial and ethnic representation in gifted programs: Current status of and implications for gifted Asian American students. *Gifted Child Quarterly*, 53, 121-136.
36. Gentry\*, M., & Peters, S. (2009). Effect sizes in gifted education research. *Gifted Child Quarterly*, 53, 219-222.
37. Matthews, M. S., Gentry, M., McCoach, D. B., Worrell, F. C., Matthews, D., & Dixon, F. (2008). Evaluating the state of a field: Effect size reporting in gifted education. *Journal of Experimental Education*, 77(1), 55-68.
38. Kim, H. & Gentry, M. (2008). A survey of Korean elementary teachers' perceptions of and in-service needs for gifted education. *Gifted and Talented International*, 23, 60-78.

39. Gentry, M. & Hu, Saiying, Peters, S., & Rizza, M.G., (2008). Talented students in an exemplary career and technical education center: A qualitative inquiry. *Gifted Child Quarterly*, 52, 183-198.
40. Chae, Y. & Gentry, M. (2007). Korean high school student perceptions of classroom quality: Validation research. *Gifted and Talented International*, 22(2), 68-76.
41. Gentry, M., Peters, S., & Mann, R.L. (2007). Differences between general and talented students' perceptions of their career and technical education experiences compared to their traditional high school experiences. *Journal of Advanced Academics*, 18, 372-401.
42. Renzulli, J. S., Gentry, M., & Reis, S. M. (2007). Enrichment Clusters for developing creativity and high-end learning. *Gifted and Talented International*, 22 (1), 39-47.
43. Gentry, M. (2006). No child left behind: Gifted children and school counselors. *Journal of Professional School Counseling*, 10, 73-81.
44. Gentry, M. (2006). No child left behind: Neglecting excellence. *Roeper Review*, 29, 24-27.
45. Gentry, M. Rizza, M.G. Peters, S., & Hu. S. (2005). Professionalism, sense of community, and reason to learn: Lessons from an Exemplary Career and Technical Education Center. *Journal of Career and Technical Education Research*, 30, 47-85.
46. Gentry, M., & Owen, S.V. (2004). Student perceptions of classroom quality: Differences between honors, AP, and advanced students and students in general classes. *Journal of Secondary Gifted Education*, 16(1), 20-29.
47. Gentry, M. & Keilty, W. (2004). On-going staff development planning and implementation: Keys to program success. *Roeper Review*, 26, 148-156.
48. Gentry, M., & Gable, R.K. (2002). Students' perceptions of classrooms activities: Are there grade level and gender differences? *Journal of Educational Psychology*, 94, 539-544.
49. Gentry, M., & Springer, P. (2002). Secondary student perceptions of their class activities regarding meaningfulness, challenge, choice, and appeal: An initial instrument validation study. *Journal of Secondary Gifted Education*, 13, 192-204.
50. Gentry, M., Rizza, M.G., & Owen, S.V. (2002). Examining perceptions of challenge and choice in classrooms: The relationship between teachers and their students and comparison between gifted students and other students. *Gifted Child Quarterly*, 46, 145-155.
51. Gentry, M., Gable, R.K. (2001). From the students' perspective *My Class Activities*: An instrument for use in research and evaluation. *Journal for the Education of the Gifted*, 24, 322-343.
52. Rizza, M.G. & Gentry, M. (2001). A legacy of promise: Reflections, suggestions, and directions from contemporary leaders in the field of gifted education. *The Teacher Educator*, 36, 167-184.

53. Johnson, A.P., & Gentry, M. (2001). Admissions portfolio for a graduate program: Matching practice and paradigm. *Roeper Review*, 23, 83-84.
54. Gentry, M., Rizza, M.G., & Gable, R.K. (2001). Gifted students' perceptions of their class activities: Differences among rural, urban, and suburban student attitudes. *Gifted Child Quarterly*, 45, 115-129.
55. Gentry, M., Gable, R.K., & Springer, P. (2000). Gifted and non-gifted middle school students: Are their attitudes toward school different as measured by the new affective instrument, my class activities? *Journal for the Education of the Gifted*, 24, 74-96.
56. Gentry, M., Reis, S.M., & Moran, C. (1999). Expanding program opportunities to all students: The story of one school. *Gifted Child Today*, 2 (4), 36-48.
57. Gentry, M., & Ferriss, S. (1999). StATS: A model of collaboration to develop science talent among rural middle school students. *Roeper Review*, 21, 316-320.
58. Gentry, M. & Owen, S.V. (1999). An investigation of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly*, 43, 224-243.
59. Gentry, M., & Neu, T. (1998). Project High Hopes summer institute: Curriculum for developing talent in students with special needs. *Roeper Review* 20 (4), 291-295.
60. Gentry, M., Maxfield, L.R., & Gable, R.K. (1998). Construct validity evidence for enrichment clusters and regular classrooms: Are they different as students see them? *Educational and Psychological Measurement*, 58, 258-274.
61. Reis, S.M., & Gentry, M. (1998). The application of enrichment clusters to teachers' classroom practices. *Journal for the Education of the Gifted*, 21, 310-334.

## **BOOKS & INSTRUMENTS**

- Gentry, M., Pereira, N., Peters, S., McIntosh, J., & Fugate, C. M. (2015). *HOPE teacher rating scale: Involving teachers in equitable identification of gifted and talented students in K-12. Technical Manual*. Waco, TX: Prufrock.
- Gentry, M., Peters, S. J., Pereira, N., McIntosh, J., & Fugate, C. M. (2015). *The HOPE Scale Instrument*. Waco, TX: Prufrock.
- Gentry, M., and colleagues, (2014). *Total school cluster grouping: A comprehensive, research-based plan for raising student achievement and improving teacher practices, 2<sup>nd</sup> Edition*. Waco, TX: Prufrock.
- Renzulli, J.S., Gentry, M., & Reis, S.M. (2014) *Enrichment clusters: A practical plan for real-world, student-driven learning*. Waco, TX: Prufrock.
- Gentry, M. & Owen, S.V. (2009). *Student perceptions of classroom quality: Instrumentation for assessing secondary student perceptions of appeal, challenge, choice, meaningfulness, and self-efficacy*. Gifted Education Resource Institute, Purdue University. (Instrument).

- Gentry, M. & Mann, R. L. (2008). Total school cluster grouping: A comprehensive, research-based plan for *raising student achievement and improving teacher practices*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J.S., Gentry, M., Reis, S.M., & Selyuk, E. (2006) *Enrichment clusters: A practical plan for real-world, student-driven learning*. Vladivostok: VSUES Publishing House. (Original work published 2003).
- Renzulli, J.S., Gentry, M., & Reis, S.M. (2003) *Enrichment clusters: A practical plan for real-world, student-driven learning*. Mansfield Center, CT: Creative Learning Press.
- Gentry, M., & Gable, R.K. (2001). *My class activities: A survey instrument to assess students' perceptions of interest, challenge, choice and enjoyment in their classrooms*. (Instrument). Mansfield Center, CT: Creative Learning Press.
- Gentry, M., & Maxfield, L.R.. (1995). *Student survey about . . . enrichment clusters*. (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.
- Gentry, M., & Renzulli, J.S. (1995). *Inspiration: Targeting my ideal teaching and learning situation*. (Interest Inventory). Storrs, CT: The National Research Center on the Gifted and Talented.
- Gentry, M., & Reis, S.M. (1994) *Parental attitudes about enrichment opportunities*. (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.

## BOOK CHAPTERS

- Gentry, M. (in press). Grouping: Theory into practice. In J. Plucker, A. Rinn, & M. Makel (Eds.), *Giftedness: Reflecting theory into practice*. Waco, TX: Prufrock.
- Gentry, M. (in press). Cluster grouping. In C. M. Callahan & H. L. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2<sup>nd</sup> ed.). (pp. XXX-XXX). New York, NY: Routledge.
- Gentry, M. & Fugate, C. M. (in press). Attention deficit hyperactive disorder in gifted students. In APA (Ed.), *APA handbook of giftedness and talent* (pp. XXX-XXX). Washington, DC: APA Books.
- Gentry, M. & Seward, K. (in press). Gifted students from low socioeconomic backgrounds. In J. Roberts, T. Inman, & J. Robins (Eds.) *Introduction to gifted education* (pp. XXX-XXX). Waco, TX: Prufrock.
- Seward, K. & Gentry, M. (2015). Grouping and instructional management strategies. In T. Stambaugh & S. Wood (Eds.) *Serving gifted students in rural settings* (pp.111-135). Waco, TX: Prufrock Press.
- Gentry, M. (2014). What is cluster grouping: An introduction to total school cluster grouping. . In M. Gentry, K.A. Paul, J. McIntosh, C. M. Fugate, & E. Jen, *Total school cluster*



- grouping and differentiation: A comprehensive, research-based plan for raising student achievement and enhancing teacher practices* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Gentry, M. (2014). *Total school cluster grouping model: Implementation and practice*. In M. Gentry, K.A. Paul, J. McIntosh, C. M. Fugate, & E. Jen, *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and enhancing teacher practices* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press
- Gentry, M. (2014). Complementing other programs and services. . In M. Gentry, K.A. Paul, J. McIntosh, C. M. Fugate, & E. Jen, *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and enhancing teacher practices* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Gentry, M. (2014). *Student-focused differentiation*. In M. Gentry, K.A. Paul, J. McIntosh, C. M. Fugate, & E. Jen, *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and enhancing teacher practices* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Paul, K.A., & Gentry, M. (2014). *Developing a professional development plan to support TSCG implementation: Supporting teachers and educating the community*. In M. Gentry, K.A. Paul, J. McIntosh, C. M. Fugate, & E. Jen, *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and enhancing teacher practices* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Patrick, Gentry, McIntosh, & Moss. (2014). Motivation and gifted adolescents. In F. Dixon and S. M. Moon (Editors), *The Handbook of Secondary Gifted Education* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.
- Gentry, M. (2013). Cluster grouping. In C. M. Callahan & J. Plucker (Eds.) *Critical Issues and Practices in Gifted Education*, 2<sup>nd</sup> ed. (pp. 107-115). Waco, TX: Prufrock Press.
- Gentry, M., & Fugate, C. M. (2013). Cluster grouping options: Total school cluster grouping. In C. M. Callahan & H. H. Davis (Eds.) *Fundamentals of gifted education*. (pp. 212-225). New York: Routledge.
- Gentry, M. (2009b). Cluster grouping. In B. Kerr (Ed.) *Encyclopedia of giftedness, creativity, and talent*. (pp. 140-144). Thousand Oaks, CA: Sage Publications.
- Gentry, M. & MacDougall, J. (2009). Total school cluster grouping: Model, research, and practice. In J. S. Renzulli, E. J. Gubbins, K. S. McMillen, R. D. Eckert, & C. A. Little (Eds.) *Systems and Models for Developing Programs for the Gifted and Talented*, 2<sup>nd</sup> ed. (pp. 211-234). Mansfield Center, CT: Creative Learning Press.
- Gentry, M., & Peters, S. J. (2008). Reform efforts. In F. Dixon (Ed.) *Programs and Services for Secondary Gifted Students: A Guide to Recommended Practices* (pp. 85-102). Austin, TX: Prufrock Press.

Gentry, M. & Hu, S., & Thomas, A.T. (2008). Ethnically diverse students. In J. Plucker & C. Callahan (Eds), *Critical issues and practices in gifted education*, (pp.195-212). Waco, TX: Prufrock Press, Inc.

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

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

## MONOGRAPHS

Dixon, F. A., Gallagher, S. A., Olszewski-Kubilius, P., Gentry, M., Wood, S., Gavin, M. K., Stepien, W., & Clarenbach, J. (2008). *Secondary gifted education: The adolescent, current services, and visions for the future*. Washington, DC: The National Association for Gifted Children.

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

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

## CONFERENCE PROCEEDINGS

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

## BOOK/TEST REVIEWS

### ARTICLES IN NONREFERREED JOURNALS/Newsletters

Gentry, M. (2016). Purdue's Gifted Education Resource Institute: A full-service, nationally and internationally known center in gifted, creative, and talented education. *New Jersey Association for the Gifted's Newsletter*.

Gentry, M. (2016). Purdue's Gifted Education Resource Institute: A Full-Service, Nationally and Internationally Known Center in Gifted, Creative, and Talented Education with a Focus on Underserved Populations. *Gifted Mosaic, Newsletter*, NAGC Special Populations Network. Washington, D. C.

Gentry, M. (2015). Purdue's Gifted Education Resource Institute: A full-service, nationally and internationally known center in gifted, creative, and talented education. *Indiana Association for the Gifted's Newsletter*.

Gentry, M. (2014). Purdue's Gifted Education Resource Institute: A full-service, nationally and internationally known center in gifted, creative, and talented education. *Minnesota Educators of the Gifted's Newsletter*.

Fugate, C. M. & Gentry, M. (2012). Gifted, creative, and talented Native American students: A call for research. *Mosaic NAGC Special Populations Newsletter, Summer, 2-3*.

Miller, R. & Gentry, M. (2011). Benefits of providing enrichment to high-potential students from low-income families and how you can provide the same opportunities at your school. *Teaching for High Potential, 55(4), 1, 10-11*.

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

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

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

#### **OTHER PUBLICATIONS (VIDEO/CURRICULUM/TECHNICAL REPORTS)**

Gentry, M. (2016, Jan). Report to the GERI Director's Advisory Board on Progress within the Strategic Plan for the 2015 calendar year. Gifted Education Resource Institute, West Lafayette, IN: Purdue University.

Gentry, M. (2016). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Colombian Students' Experiences. West Lafayette, IN: Purdue University.

Gentry, M. (2016). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Saudi Arabian Students' Experiences. West Lafayette, IN: Purdue University.

Gentry, M. (2016). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Project Interchange Students' Experiences. West Lafayette, IN: Purdue University.

Gentry, M. (2016). TSCG Javits Grant. Year 2 report. West Lafayette, IN: Purdue University.

Gentry, M. (2016). Project HOPE+. Year 4 final report. West Lafayette, IN: Purdue University.

Gentry, M. (2016). Project HOPE+. Year 5 mid-year progress report. West Lafayette, IN: Purdue University.

Gentry, M. (2015). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Colombian Students' Experiences. West Lafayette, IN: Purdue University.

- Gentry, M. (2015). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Saudi Arabian Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Greek Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Project Interchange Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). Kuwaiti Gifted Program: Year 3 formative evaluation. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). TSCG Javits Grant. Year 1 report. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). Project HOPE+. Year 3 final report. West Lafayette, IN: Purdue University.
- Gentry, M. (2015). Project HOPE+. Year 4 mid-year progress report. West Lafayette, IN: Purdue University.
- Gentry, M. (2014). Project HOPE+. Year 2 final report. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Colombian Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Saudi Arabian Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Greek Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Gifted Education Resource Institute's Summer Residential Program at Purdue University: A Report of Korean Students' Experiences. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Kuwaiti Gifted Program: Year 1 formative evaluation. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Gifted pilot program: Year three summative Evaluation. West Lafayette, IN: Purdue University.
- Gentry, M. (2013). Project HOPE+. Year 1 final report. West Lafayette, IN: Purdue University.

- Gentry, M. (2013). Project HOPE+. Year 2 mid-year progress report. West Lafayette, IN: Purdue University.
- Gentry, M. (2012). Gifted pilot program: Year two formative Evaluation. West Lafayette, IN: Purdue University.
- Gentry, M. (2011). Gifted pilot program: Year one formative Evaluation. West Lafayette, IN: Purdue University.
- Gentry, M. (2010). Total School Cluster Grouping National Scale-up project. Year 1 report. West Lafayette, IN: Purdue University.
- Gentry, M. (2010). Project HOPE. Year 3 final report. West Lafayette, IN: Purdue University.
- Gentry, M. (2009). Project HOPE. Year 2 final report. West Lafayette, IN: Purdue University.
- Gentry, M. (2008). Project HOPE. Year 1 final report. West Lafayette, IN: Purdue University.
- Gentry, M. & Thomas, A.T. (2005). Ohio Department of Education final technical report  
*“Identification of Students Who Are Underrepresented Minority and/or Economically Disadvantaged as Gifted.”*
- Gentry, M., Reis, S.M., & Renzulli, J.S. (1996). *Enrichment clusters: Using high-end learning to develop talents in all students.* (Videotape and training manual). Storrs, CT: The National Research Center on the Gifted and Talented. (Jacob K. Javits Demonstration grant)
- Gentry, M. (1995). *Project High Hopes: Summer institute curriculum.* Hamden, CT: Project High Hopes. (Jacob K. Javits Research Grant)

## **OTHER PUBLICATIONS**

- Guest Co-Editor, Special Issue of *Teacher Educator* focused on Gifted Education and Talent Development. (2001, Winter). Muncie, IN: Ball State University Teachers’ College Press.
- Gentry, M., & Kettle, K. (1998). Myths and realities of gifted education: A research-based perspective. *The National Research Center on the Gifted and Talented newsletter*, Winter, 9-12.
- Gentry, M., (1996). Total school cluster grouping: An investigation of achievement and identification of elementary school students. *The National Research Center on the Gifted and Talented newsletter*, Spring.
- Reis, S.M., Gentry, M., & Park, S. (1996). Extending the pedagogy of gifted education to all students. *The National Research Center on the Gifted and Talented newsletter*, Winter.
- Gentry, M. (1994). *They want me for my cupcakes: Parent involvement in schools.* Ann Arbor, MI: The Michigan Alliance for Gifted Education.

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

## CONTRIBUTIONS TO PROFESSIONAL ORGANIZATIONS

### National/International

#### Editorial Review Board and Association Review Activities

<b>Journal</b>	<b>Years</b>
<i>Journal of Advanced Academics</i>	2007-present
<i>Gifted Child Quarterly</i>	2003-present
<i>Journal for the Education of the Gifted</i>	2000-present
<i>Roeper Review</i>	1998-present
<i>Gifted and Talented International</i>	2009-present
<i>Exceptional Children</i>	2013-present
<i>Review of Educational Research</i>	2014-present
<b>Organization</b>	<b>Years</b>
<i>National Association for Gifted Children, Research &amp; Evaluation Network—Dissertation Award Reviewer</i>	2009-present
<i>National Association for Gifted Children—Proposals reviewer</i>	1995-present
<i>National Association for Gifted Children—Graduate Student Gala Judge</i>	2006-present
<i>American Educational Research Association—Proposals Review Panel mbr</i>	2002-present

#### Current National Association Service

<b><i>National Association for Gifted Children</i></b>	
Research & Evaluation Network committee member	2011-present
Leadership Development Committee	2009-2015
Diversity Committee	2014-2015
Native Youth preconvention Co-Chair	2015
Chair, SIG on Native American, Alaskan Native, and Indigenous People	2016-present
<b><i>American Educational Research Association, SIG: Research on Giftedness</i></b>	
Executive Board	2003-present
At-large Board Member, Chair Graduate Student Awards	2014-present
Chair-Elect 2008-2010; Chair 2010-2012; Past Chair 2012-2014	2008-present
Election committee Chair	2011-2014
Awards committee Chair	2014-present

#### Regional/State

Board Member, Indiana Association for Gifted Children, 2013-2016

#### AWARDS

2016 ***Outstanding Faculty Discovery Award***, Department of Educational Studies, Purdue University

2016 ***Seeds for success***, Purdue University

2015-2019 ***Purdue Faculty Scholar***, Department of Educational Studies, College of Education (\$50,000)

- 2015 ***Gifted and...diversity award***, National Association for Gifted Children, Special Populations award for my work with diverse and underserved populations.
- 2015 ***Seeds for success***, Purdue University
- 2014 ***Distinguished Scholar***, National Association for Gifted Children
- 2014 ***Outstanding Faculty Service and Engagement Award***, Department of Educational Studies, Purdue University
- 2013 ***Outstanding Faculty Engagement Award***, Department of Educational Studies, Purdue University
- 2012 ***Outstanding Higher Education Professional***, University of Connecticut Alumni Association
- 2012 ***Outstanding Scholarship Award***, University of Connecticut Alumni Association
- 2012 ***Outstanding Faculty Scholarship Award***, College of Education, Purdue University
- 2012 ***Outstanding Faculty Discovery Award***, Department of Educational Studies, Purdue University.
- 2011 ***Outstanding Faculty Discovery Award***, Department of Educational Studies, Purdue University.
- 2011 ***Outstanding Faculty Engagement Award***, Department of Educational Studies, Purdue University.
- 2010 ***Seeds for Success Award***, 2010, Purdue University
- 2010 ***Outstanding Faculty Discovery Award***, Department of Educational Studies, Purdue University.
- 2009 ***Outstanding Faculty Engagement Award***, College of Education, Purdue University
- 2008 ***Associate Professor Engagement Award***. Department of Educational Studies, Purdue University
- 2008 ***Leadership Award***. Indiana Association for Gifted.
- 2003 ***Douglas R. Moore Faculty Research Lectureship Award*** recipient (\$2000)
- 2002 ***National Association for Gifted Children's Early Scholar Award*** for significant contributions in conducting and reporting research regarding the education of the gifted.
- 2002 ***Teaching Scholarship Award***, Minnesota State University, Mankato. (\$6000)
- 2000 ***Teaching Scholarship Award***, Minnesota State University, Mankato. (\$4000)
- 1997 ***Harris Kahn Award for Outstanding Dissertation***, University of Connecticut. (\$250)
- 1996 ***John C. Gowan Graduate Student Award***, The National Association for Gifted Children's. (\$200 and Membership)

1996 **Doctoral Dissertation Fellowship** for the thesis entitled Cluster grouping: *An investigation of student achievement, identification and classroom practices*. University of Connecticut Research Foundation (\$2500)

**Lorne H. Woollatt Distinguished Paper of the Year Award** for *Enrichment Clusters and Regular Classrooms: Are They Different as Students See Them?* Northeastern Educational Research Association's Invited paper: 1996 annual meeting of The American Educational Research Association. (\$500)

**Certificate of Appreciation.** Michigan Alliance for Gifted Education. Recognition for outstanding service and commitment to talent development and gifted education in the state of Michigan.

1994 **Michigan Association of School Boards Education Excellence Award.** Outstanding program award for Branch Arts Technology and Science Summer Seminars

1993 **Branch County Chamber of Commerce Educational Program of the Year.** *Studies for Academically Talented Students Program*

1990 **Research Award,** The Michigan Academy. *Management in Gifted Education: A National Investigation.* (\$2500)

1980 **Undergraduate Academic Scholarship,** Western Michigan University (\$2000)

## GRANTS AND CONTRACTS

### Pending

National Science Foundation ITEST program  
([https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5467](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467)), *Project CreatE (Creative Engineers)* 2016-2019. Co-PI, \$1,198,965, pending review.

### External Awards

2016-2017 Jack Kent Cooke Foundation. *Extending HOPE+* PI. Funded for \$100,000.

2015-2016 Jack Kent Cooke Foundation. *Extending HOPE+* PI. Funded for \$200,000.

2014-2019 Office of Elementary and Secondary Education. *Developing Talents and Improving Student Achievement and Identification as Gifted Among Traditionally Underrepresented Populations: An Experimental Investigation Scaling up the Total School Cluster Grouping Model.* PI. Funded for \$2,468,241.

2012-2015 Jack Kent Cooke Foundation. *Project HOPE+* funded for \$750,000 (\$250,000 per year for the 3 years).

2009-2013 National Institutes of Health: *Fat Dogs and Coughing Horses*, 2009-2013. Funded for \$1,250,000. Co-Investigator responsible for \$430,946.



- 2009-2014 Institute for Education Sciences. *Developing Talents and Improving Student Achievement Among Traditionally Underrepresented Populations: An Experimental Investigation Scaling-up the Total School Cluster Grouping Model*. \$2,243,965. Principal Investigator.
- 2009 Wabash Valley ISD and Indiana DOE: *Middle School High Ability Training*. \$40,327. Principal Investigator—program design
- 2007-2010 Jack Kent Cooke Foundation. *Project HOPE (Having Opportunities Promotes Excellence)*. \$598,390. Principal Investigator
- 2007-2008 Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$10,159, funded)
- 2006-2007 Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$9598, funded)
- 2006-2007 Wabash Valley ISD and Indiana Department of Education: *Powerful Learning*. (\$54,516, funded)
- 2006-2007 Wabash Valley ISD and Indiana Department of Education. *Cluster Grouping*. \$19,757. Principal Investigator and Director.
- 2006-2007 Wabash Valley ISD and Indiana Department of Education. *Powerful Learning*. \$54,516. Principal Investigator and Director.
- 2005-2009 Indiana Department of Education. *DISCOVER! Institute*. \$48,500. Principal Investigator, Program Director.
- 2004-2006 Wabash Valley ISD and Indiana Department of Education: *GEM Modules*, \$76,461, Principal Investigator and Director.
- 2004 Ohio Department of Education, Office of Exceptional Children. *Identification of Students Who Are Members of Underrepresented Minority and/or Economically Disadvantaged as Gifted*. Principal Investigator. (\$48,000, funded).
- 1988-1994 Michigan Department of Education Section 47.1 and 47.3 Grants for Gifted Education (Approximately \$55,000 yearly)
- 1993 Michigan Department of Education Competitive School Improvement Grants: *Restructuring at the Middle School and High School Through Student Involvement and Use of Technology* (\$49,000)
- 1992 W. K. Kellogg Foundation Grant: *Agri-Environmental Wilderness Expedition: An Environmental Awareness Program for Students*. (\$21,110)
- 1990-1991 Eisenhower Exemplary and Demonstration Project: *Studies for Academically Talented Students: A Collaborative Program Integrating Student Interests and the Environment at the Middle School Level* (1990: \$16,249; 1991: \$11,250)

**Internal Awards**

- 2014-2015 Purdue Research Foundation, *Excellence Gaps among Native American Students using NAEP data* Fund for \$17,000.
- 2012-2013 Teaching Diverse Students in the Secondary Content Area Classroom. College of Education \$9,500, with L. de Oliveira, E. Bouck; R. Kenney.
- 2012-2013 Purdue Research Foundation, *Lifting the Invisibility Cloak: A Collective Case Study of Girls with Characteristics of Giftedness and ADHD*. Funded for \$16,680.
- 2011-2012 College of Education Synergy Grant—ADHD Girls—funded for \$1500
- 2011-2012 Center seed grant—ADHD and Working Memory—funded for \$4300
- 2011-2012 Purdue Research Foundation, *Cross-cultural validation of MCA-Chinese*. 2011-2012. Funded for \$16,770.
- 2010-2011 Purdue Research Foundation, *MCA--Chinese*. 2010-2011. Funded for \$16,470.
- 2008-2009 Purdue Research Foundation, *High-Ability, Low-Income Children: Status, Instrumentation, and Understanding*. 2008-2009. Funded for \$16,770.
- 2009-2010 Purdue Synergy Grant: *Cluster Grouping*. \$2500. Principal Investigator
- 2007-2008 Purdue Research Foundation, *Cluster Grouping, Year 2*. \$15,772. Principal Investigator
- 2007-2008 Purdue Research Foundation, *Gifted ADHD*, funded for \$1,270
- 2006-2007 Purdue Research Foundation, *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. \$15,292, Principal Investigator
- 2006-2007 Purdue University, Synergy Grant, *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. \$2500, Principal Investigator.
- 2006-2007 College of Engineering, Purdue University. *YES to Engineering! Curriculum Development and Delivery*. \$45,000, Co-Principal Investigator, responsible for \$22,500.
- 2003 Minnesota State University, Mankato, Faculty Research Grant, *Student Perceived Excellence in Education ... A Case Study*. \$4000, Principal Investigator.
- 2001 Minnesota State University, Mankato, Faculty Research Grant, *My Class Activities, Secondary Version*. \$4000, Principal Investigator.
- 1998 Mankato State University Faculty Research Grant, *My Class Activities*. \$1786. Principal Investigator.

### External Awards and Proposals with Consultant Roles

- 2003-2006 Jacob K Javits Gifted and Talented Students Education Program, Priority 2 grant application, *Reducing the Achievement Gap and targeting Limited English Proficient (LEP) Students for Gifted Education with Washington State's Schoolwide Enrichment Model (SEM) approach*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS) (3-year request of \$292,000/year, Funded)
- 2002 Jacob K Javits Gifted and Talented Students Education Program, Priority 1 grant application, *Using SEM to Reduce the Achievement Gap While Enhancing Opportunities for Highly Capable Minority and/or Title I Eligible Elementary Students*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS) 5-year request of \$600,000/year. Status: not funded with an average of 95/100 possible points
- 2000-2003 Consultant to Cass-Lake Bena Elementary School in their implementation of a Competitive Comprehensive School Reform Grant administered by the Minnesota Department of Children, Families, and Learning. (\$300,000)
- 1999-2002 Consultant to John Bullen Middle School, Kenosha, WI in their implementation of a Competitive Comprehensive School Reform Grant administered by the Wisconsin State Department. (\$300,000).
- 1994-1995 Project High Hopes, Hamden, CT Jacob K. Javits Grant. Consultant for the development of science curriculum and summer institute student curriculum; development of student survey instruments.
- 1994-1995 Extending the Pedagogy of Gifted Education to All Students. Jacob K. Javits National Research Center, Demonstration Grant. Project Coordinator, Research Associate.

### CURRENT RESEARCH ACTIVITIES

- Continuing to enhance the Instrument Repository on the GERI website. This includes preparing the STAPLE manuscript for publication.
- Engaged in study of Total School Cluster Grouping over a 5-year period. <http://www.purduegeri.org/>
- Developing an approach to studying the effects of using gifted education pedagogy in summer school on students' achievement and attitudes toward school.
- Studying the effects of enrichment programming on high-ability, low-income elementary children.
- Developing instrumentation to help teachers recognize talent among underserved children. The HOPE Scale was published in 2015 by Prufrock Press. We are currently working on Validation for use in secondary schools and on translation into Spanish as well as developing national norms and online scoring.

- Heading an initiative to develop a national research agenda for study of giftedness, creativity, and talent among Native American populations. Held/coordinated special sessions at NAGC in November; Convened first meeting of the new SIG on Native American, Alaskan Native, and Indigenous Peoples at the same convention; Was elected as Inaugural Chair of the SIG. <http://gerinari.weebly.com/>
- Conducting continued investigations of the effects of student attitudes and perceptions on learning, and specifically how students perceive the GERI programs (e.g., SPOCQ, MCA)
- Engaging in longitudinal work on programming effects on HOPE+ participants and on Native American students.
- Studying characteristics of twice exceptional gifted students. Linking ADHD and creativity. Qualitatively studying the lived experiences of adolescent girls with ADHD and with high-ability. Currently working on replication of the former study in Colombia
- Analyzing NELS data on STEM persistence
- Analyzing Office of Civil Rights census data (2000; 2010) to determine where gifted program exist and the equity or lack of equity in identification according to race and income to determine if gifted students of color are “missing” and underrepresented even more than is currently believed based on “reported” data.

#### **INTERNATIONAL OUTREACH**

1. Partnership with Columbus School, Medellin, Colombia (LOI) to bring students to GERI programs. And partnership with RUTA N to bring Project Interchange student to GERI.
2. Partnership with the Sabah Al-Ahmed Center for Giftedness and Creativity (LOI) to engage in curriculum development, programming, graduate work, and student programs.
3. Partnerships with Wonkwang University, Korean Science Academy, and Busan Acacemy in Korea to engage secondary students in GERI camps.
4. Partnership with Prof. María Caridad García from-Universidad Católica del Norte - Antofagasta, Chile and Pontificia Universidad Javeriana, Bogotá-Colombia to translate and validate the MCA, TOF, SPOCQ, and HOPE scale in Spanish.
5. Partnership with Raffles Institution, Singapore, to bring gifted education training to teachers at these schools.
6. Partnership with Mahwiba in the Kingdom of Saudi Arabia to develop programs and bring students to GERI camps.
7. Host of Visiting Scholars to GERI (Drs. Park (2009-2011), Choi (2007-2008), Chung (2010-11))
8. Partnership with India via ASSET Talent Search began in 2016.

#### **NATIONAL AND INTERNATIONAL INVITED ADVISORY MEETINGS**

Date	Event	Place
March 2011, 2012, 2013	Jack Kent Cooke Foundation Dissertation Fellowship Selection Committee	Washington, DC
May 21-23, 2006	Institute for Research on Acceleration and Policy	University of Iowa
April 23-25, 2006	National Leadership Conference on Low-Income Promising Learners, National Association for Gifted Children	Washington, DC
January 20 & 21, 2005	National Summit (National Research Center on the Gifted and Talented, Great Cities Universities, & Academy of Science) to address the problem of underrepresented populations in gifted programs	Palm Springs, FL

### REFEREED NATIONAL AND INTERNATIONAL PRESENTATIONS

1. Richardson, J., Lewandowski, J., Fiock, H., & Gentry, M. (2016, April). Getting our hands dirty: Applying and experiential learning lens to a graduate program in learning design and technology program. Paper presented at Global Learn, Limerick, Ireland.
2. Gentry, M., Castellano, J., Gray, A., Lassos, J. & Olenchak, R. (2016, November). Extending the dialogue: Identifying and serving gifted and talented Native American and Indigenous students. Concurrent session presented at the National Association for Gifted Children's Annual Conference, Orlando, Florida.
3. Lassos, J., Fisher, T., Gray, A., Olenchak, R., Castellano, J. & Gentry, M., & (2016, November). Inter-tribal perspectives on identifying and serving gifted and talented Native American and indigenous students. Concurrent session Concurrent session presented at the National Association for Gifted Children's Annual Conference, Orlando, Florida.
4. Fugate, C., & Gentry, M. (2016, December). Equity in identifying underserved populations: The HOPE Scale. Session presented at the Annual Conference of the Texas Association for Gifted Children, Dallas, Texas.
5. Wu, J., & Gentry, M. (2015, November). A Comprehensive Analysis of Excellence Gap Data for Native American Youth. . Paper presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
6. Gentry, M., Peters, S. J., Pereira, N., Fugate, C. M., & McIntosh, J. S. (2015, November). The HOPE Scale: A Well-Researched Tool to Help Teachers Recognize Talent Among Underserved Populations. Paper presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ. Phoenix, AZ.
7. Yi, S., & Gentry, M. (2015, November). *Examining the Invariance of Academic Perfectionism Factor Structure Across Korean Gifted and Non-Identified Students*. Paper presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ. Phoenix, AZ.

8. Wu, Jiayi, & Gentry, M. (2015, April). *Excellence Gaps and Native American Youth: An Examination of the NAEP Data 2000-2011*. Paper presented at the American Educational Research Association Annual Meeting. Chicago, IL. (D, E, L)
9. Brulles, D., Gentry, M., McIntosh, J., Novak, A., Phelps, C., Collins, K., & Scott, M. (2014, November). *Supporting underrepresented populations through effective professional development practices*. Paper presented at the 61<sup>st</sup> Annual Convention of the National Association for Gifted Children. Baltimore, MD.
10. Gentry, M. (2014, November). *Native youth—overlooked and underserved in gifted education research and programming: Excellence gaps, using the HOPE scale, summer programming, and the need for research*. Paper presented at the 61<sup>st</sup> Annual Convention of the National Association for Gifted Children. Baltimore, MD.
11. Gentry, M., Richardson, J. & Paul, K. (2014, November). *Instruments available to researchers, evaluators, and practitioners through the Purdue GERI website*. Paper presented at the 61<sup>st</sup> Annual Convention of the National Association for Gifted Children. Baltimore, MD.
12. Pereira, N., Housand, B., Runco, M., Matthews, M, Plucker, J., Moon, S., Callahan, C., Olszewski-Kubilius, P., Gentry, M., Nicpon, M., & Gubbins, J. (2014, November). *Addressing the needs of today's gifted student: Putting research into practice*. Paper presented at the 61<sup>st</sup> Annual Convention of the National Association for Gifted Children. Baltimore, MD.
13. Yi, SooHyun, & Gentry, M. (2014, April). *Academic perfectionism: A study of Korean gifted students*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
14. McIntosh, J., & Gentry, M. (2014, April). *Validation of the HOPE Scale for use with Native American students in grades 6 through 12*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
15. Madura, J. P., McCoach, D. B, & Gentry, M. (2014, April). *The effects of teacher and student perceptions of choice and challenge on academic achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
16. Pereira, N. & Gentry, M. (2014, April). *Understanding the experiences of high-potential, Hispanic English language learners in out-of-school programs*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
17. Peters, S. J., & Gentry, M. (2013, November). *When Not All Kids Score the Same: A Discussion of Test Bias and Underrepresentation in Gifted and Talented Education*. Paper presented at the 60<sup>th</sup> Annual Convention of the National Association for Gifted Children. Indianapolis, IN.

18. Wu, J., Gentry, M., & Fugate, C. M. (2013, April). *Perceived effects of a summer residential enrichment program on high-ability Diné youth from low-income families*. Paper presented at 2013 Annual Convention of the American Educational Research Association. San Francisco, CA.
19. Gentry, M. & Fugate, M. (2012, November). *Gifted, Creative, and Talented Native Americans: A Call for Relevant Research for Marginalized Cultures*. Paper presented at the 59<sup>th</sup> Annual Convention of the National Association for Gifted Children. Denver, CO.
20. Gentry, M. (2012, November). *Total School Cluster Grouping: Connecting Elementary Programming to Middle Grades*. Paper presented at the 59<sup>th</sup> Annual Convention of the National Association for Gifted Children. Denver, CO.
21. Gentry, M., Wu, J., & Fugate, M. (2012, November). *Talented Native American Children and Youth: A Call for Recognition and Service*. Paper presented at the 59<sup>th</sup> Annual Convention of the National Association for Gifted Children. Denver, CO.
22. Peters, S., Gentry, M. & McBee, M. (2012, November). *The Potential Pitfalls and Possibilities of Involving Teachers in Gifted Education Identification*. Paper presented at the 59<sup>th</sup> Annual Convention of the National Association for Gifted Children. Denver, CO.
23. Wu, J., Yang, Y., Jen, E., & Gentry, M. (2012, November). *Examining Students' Classroom Perceptions in a University-based Residential Program*. Paper presented at the 59<sup>th</sup> Annual Convention of the National Association for Gifted Children. Denver, CO.
24. Gentry, M., Fugate, C. M., & Wu, J. (2012, April). *Gifted Native American Students—Overlooked and underserved: A long-overdue call for research and action*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC, Canada.
25. Wu, J., Pereira, N., & Gentry, M. (2011, November). *How does Super Summer serve gifted students under the framework of My Class Activities?* Session presented at the 58<sup>th</sup> Annual Convention of the National Association for Gifted Children. New Orleans, LA.
- 26.
27. Jen, E., Wu, J., Yang, Y., & Gentry, M. (2011, November). *Teacher instructional quality in a university-based enrichment program: Lessons learned from the observers' perspectives*. Session presented at the 58<sup>th</sup> Annual Convention of the National Association for Gifted Children. New Orleans, LA.
28. Pereira, N., Peters, S. J., & Gentry, M. (2011, November). *Finding and understanding talent among elementary ELL students: Beyond Project HOPE*. Annual Meeting of the National Association for Gifted Children, New Orleans, LA.
29. Gentry, M., Brulles, D., & Peters, S. J. (2011, November). *Academic effects of cluster grouping on gifted and general students from diverse cultural groups*. Annual Meeting of the National Association for Gifted Children, New Orleans, LA.

30. Miller, R., Yang, Y., & Gentry, M. (2011, April). *Examining the measurement invariance of My Class Activities across socioeconomic groups*. Paper session presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.
31. Miller, R., Pereira, N., Yang, Y., & Gentry M. (2011, April). *Examining the effects of Total School Cluster Grouping on teaching practices*. Roundtable session presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.
32. Yang, Y., & Gentry, M. (2011, April). *Gifted and General Elementary Students' Perceptions in China and the United States: A Cross-National Study*. Paper session presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.
33. Peters, S. J., & Gentry, M. (2011, March). *Group-specific norms and teacher rating scales: Implications for underrepresentation*. Paper presented at the American Education Research Association Annual Conference, New Orleans, LA.
34. Gentry, M., Miller, R., Pereira, N., Wigtil, C., & Yang Y. (2010, November). *Lessons learned from Project HOPE: Recognizing giftedness among children of poverty*. Paper presented at the National Association of Gifted Children Annual Conference, Atlanta, GA.
35. Yang, Y., & Gentry, M. (2010, November). *Students perceptions of classroom activities in China and the United States*. Paper presented at the National Association of Gifted Children Annual Conference, Atlanta, GA.
36. Gentry, M., Peters, S., Pereira, N. (2010, November). *Gifted and talented student identification using behavior checklists, nominations, and rating forms: Psychometrics, research, practice*. Paper presented at the National Association of Gifted Children Annual Conference, Atlanta, GA.
37. Miller, R. & Peters, S., & Gentry M. (2010, May). *Timely effective practices that address the needs of gifted students from low-income families*. Session presented at the 2010 Wallace Research Symposium, Iowa City, IA.
38. Pereira, N., Miller, R., Yang, Y., & Gentry, M. (2010, May). *Total school cluster grouping: A quasi-experimental study of program effects on student achievement and identification and on teacher practices and perceptions*. Session presented at the 2010 Wallace Research Symposium, Iowa City, IA.
39. Pereira, N., Peters, S. J., & Gentry, M. (2010, April). *The My Class Activities instrument as used in Saturday enrichment program evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.



40. Peters, S., & Gentry, M. (2010, April). *Evaluation of differential item and test functioning of the HOPE teacher rating scale*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
41. Miller, R., & Gentry, M. (2010, April). *Students from low-income families achieving in out-of-school enrichment programs*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
42. Gentry, M., Pereira, N., & Gates, J. C. (2009, November). *Total school cluster grouping and underrepresentation: A research-based program for improving student achievement and representation*. Paper presented at the National Association for Gifted Children, St. Louis, MO.
43. Gentry, M. (2009, August). *Instrumentation for research, programming, and evaluation*. Symposium with Y. Chae, J. C. Gates, R. Mann, S. Peters, & N. Pereira. Symposium presented at the meeting of the World Council for Gifted and Talented Children. Vancouver, BC, Canada.
44. Gentry, M. (2009, August). *Recognizing and nurturing giftedness among underserved populations*. Symposium with R. Mann, J. C. Gates, S. Peters, Y. Yang, & R. Miller. Symposium presented at the meeting of the World Council for Gifted and Talented Children. Vancouver, BC, Canada.
45. Gates, J. & Gentry, M. (2009, April). *Empirical evidence to support the possibility of misdiagnosis of giftedness as Attention Deficit Hyperactive Disorder*. Annual Meeting of the American Educational Research Association, San Diego, CA.
46. Peters, S. J., Gates, J. C., Gentry, M., Peterson, J. S., & Mann, R. L. (2009, April). *Exploratory and confirmatory validation of the HOPE Scale: Instrumentation to identify low-income K-5 students*. Annual Meeting of the American Educational Research Association, San Diego, CA.
47. Gentry, M., Peters, S. J., & Gates, J. C. (2008, November). *Initial validity evidence for the HOPE scale: An instrument designed to find talent among underserved populations*. Paper presented at the National Association for Gifted Children Conference, Tampa, FL.
48. Gates, J. C., Gentry, M., & Peterson, J. (2008, November). *Having opportunities promotes excellence: Project HOPE*. Poster presented at the National Association for Gifted Children Conference, Tampa, FL.
49. Gentry, M. & MacDougall, J. (2008, March). *Total school cluster grouping: Preliminary findings from a longitudinal replication study*. Paper presented at the annual meeting of the American Educational Research Association. New York.
50. Gentry, M., & MacDougall, J. (2007, November). *Total school cluster grouping: A model to improve student achievement and teacher practices*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.

51. Gentry, M., Hebert, T., Olszewski-Kubilius, P., Plucker, J., Siegle, D., Tieso, C. & Callahan, C. (2007, November). *On becoming a scholar: A panel discussion for graduate students and new researchers*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.
52. Yoon, S., Hu, S., & Gentry, M., (2007, November). *The role of engineering in K-12 education: Implications for gifted education*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.
53. Peters, S., & Gentry, M. (2007, August). *Career and technical education for gifted and talented students: New directions in research*. World Conference on Gifted Education, The University of Warwick, UK.
54. Gentry, M., & Gable, R.K. (2007, April). *Secondary student classroom quality perceptions: Analyses across community types, grade levels, gender, and ethnic groups*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
55. Gentry, M., & Peters, S. & Mann, R. (2007, April). *Career and technical education, talent development, and general high schools: A qualitative inquiry concerning student experiences*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
56. Gentry, M. (2006, November). *No child left behind: Neglecting excellence*. Session presented at annual conference of the National Association for Gifted Children, Charlotte, NC.
57. Bangel, N., Mann, R. L. & Gentry, M. (2006, November). *Infusing gifted pedagogy into a general education course for preservice teachers*. Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
58. Gentry, M. & Hu, S. (2006, November). *Gifted teachers: What makes them tick?* Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
59. Gentry, M., Matthews, M., McCoach, D.B., Matthews, D., Worrell, F., & Dixon, F. (2006, November). *Effect size reporting in gifted education, 1996 – 2005: Where we are, and why it matters*. Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
60. Gentry, M., Chae, Y., & Choi, Y. (2006, May). *Gifted students' perceptions of classroom quality: American and Korean cross-cultural validation*. Paper presented at the Eighth Biennial Wallace International Research Symposium on Talent Development, Iowa City, IA.
61. Gentry, M., Matthews, M., Dixon, F., Worrell, F., McCoach, B., & Matthews, D. (2006, April). *Size does matter: To what extent and in what manner have researchers in gifted education reported effect sizes during the last decade*. Paper presented at the business symposium of the SIG on Research in Giftedness at the American Educational Research Association Annual meeting, San Francisco, CA.
62. Plucker, J., Gentry, M., Martinez, R., Harris, B., Rapp, K., Owen, S.V., & Thomas, A.T. (2006, April). *Under-identification of minority, poor, and English language learners as gifted: A statewide evaluation study*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.

63. Gentry, M., & Hu, S. (2006, April). *Career and technical education and gifted students: A qualitative inquiry*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
64. Gentry, M. (2005, November). *Exemplary teachers: Students' perspectives and teachers' practices*. Session presented at the annual convention of the National Association for Gifted Children, Louisville, KY.
65. Gentry, M. (2004, November). *Instrumentation, gifted education, and student perceptions: Synthesized findings*. Session presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
66. Cash, R. & Gentry, M. (2004, November). *Gifted middle school students need and want advanced math*. Session presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
67. Gentry, M. (2004, April). *A case study of an exemplary secondary vocational education center: developing gifts and talents*. Paper discussion session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
68. Gentry, M. (2003, November). *Qualitative follow-up of an exemplary secondary school: Gifted vocational students*. Research and Evaluation Division session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
69. Gentry, M. (2003, November). *Placing children's emotional and cognitive needs first: A call to action*. Parent and Community Division session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
70. Gentry, M. (2003, April). *Student perceptions of classroom quality: Rationale and instrumentation*. Paper session presented at the annual meeting of the American Educational Research Association, Chicago, IL.
71. Gentry, M. (2002, November). *Secondary student perceptions of their class activities: Instrumentation to assess meaningfulness, challenge, choice, self-efficacy and appeal*. Research and Evaluation Division session presented at the annual convention of the National Association for Gifted Children, Denver, CO.
72. Gentry, M. (2002, November). *Feeding the testing monster: Reclaiming differentiation and affect*. Curriculum and Instruction Division session presented at the annual convention of the National Association for Gifted Children, Denver, CO.
73. Gentry, M. (2002, May). *Instrumentation for assessing student affect: The forgotten key to meaningful education*. Session presented at the Belin-Blank Biennial International Research Symposium. University of Iowa, Iowa City, IA.
74. Gentry, M. (2001, November). *Widespread, successful, embraced gifted programs: Barriers, myths, and solutions*. Session presented at the annual convention of the National Association of Gifted Children, Cincinnati, OH.
75. Gentry, M. (2001, November). *Student based differentiation: A menu of successful practices for immediate implementation*. Session presented at the annual convention of the National Association of Gifted Children, Cincinnati, OH.

76. Renzulli, J.S., Gentry, M., & Reis, S.M. (2001, August). *Academies of inquiry: Interest-based, student-directed, real-world learning for students and teachers*. Paper presented at the 14<sup>th</sup> World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August 1, 2001.
77. Ferriss, S., & Gentry, M. (2001, August). *Student-based environmental studies: a longitudinal, qualitative, follow-up of special program effects*. Paper presented at the 14<sup>th</sup> World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain.
78. Gentry, M. & Fretwell, G. (2000, November). Special classes for high achievers and schoolwide enrichment in a diverse urban magnet school: Effects on student achievement. Session presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
79. Gentry, M., & Springer, P. (2000, November). *Secondary student perceptions of their class activities regarding meaningfulness, challenge, choice, and appeal: A pilot study*. Paper presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
80. Gentry, M. & Keilty, W. (2000, November). *Ongoing staff development planning and implementation: Keys to program success*. Paper presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
81. Gentry, M. & Gable, R.K. (2000, April). *Students' perceptions of classroom activities: are there grade level and gender differences?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
82. Gentry, M. (1999, November). *Promoting excellence in a diverse urban magnet school: enrichment for all and special classes for high achieving students*. Session presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
83. Gentry, M. (1999, November). *Building successful cluster grouping through strategic staff development*. Session presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
84. Gentry, M. (1999, November). *Teachers, gifted students, and regular students: How do their perceptions of class activities differ?* Paper presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
85. Gentry, M. (1999, May). *Gifted students' perceptions of their class activities: Differences among rural, urban, and suburban student attitudes*. Paper presented at the Inaugural Wallace Family National Conference on Gifted Education in Rural Schools, University of Iowa, Iowa City, IA.
86. Gentry, M. & Gable, R.K. (1999, April). *Assessing middle school students' perceptions of classroom activities: Rationale and instrumentation*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
87. Gentry, M. & Gable, R.K. (1998, November). *My Class Activities: An Affective Instrument for Assessing Middle School Students' Perceptions of Challenge, Choice, Interest, and Enjoyment*. Paper presented at the annual convention of the National Association for Gifted Children, Louisville, KY.

88. Gentry, M. (1998, November). *Cluster grouping: A longitudinal look at student identification and achievement trends in two school districts*. Session presented at the annual convention of the National Association for Gifted Children, Louisville, KY.
89. Gentry, M. (1997, November). *Cluster grouping: Research-based implementation strategies*. Paper presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
90. Gentry, M. (1997, November). *Project high hopes summer institute: Curriculum for developing talent in students with special needs*. Curriculum presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
91. Gentry, M. (1997, November). *Challenge, choice, interest, enjoyment, and meaningfulness: Constructs for quality classrooms*. Session presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
92. Gentry, M. (1997, July). *From the student's perspective, my class activities: An instrument for use in research and evaluation*. Paper presented at the 12th World Conference of the World Council for Gifted and Talented Children, Seattle, WA.
93. Gentry, M. & Ferriss, S. (1997, July). *StATS: A model of collaboration to develop science talent among rural students*. Paper presented at the 12th World Conference of the World Council for Gifted and Talented Children, Seattle, WA.
94. Gentry, M. (1996, November). *Cluster grouping: Student achievement and classroom practices*. Session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
95. Gentry, M. & Gable, R.K. (1996, November). *Does achievement level affect student attitudes toward classroom activities?* Session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
96. Gentry, M. (1996, November). *Enrichment clusters: Effects on teachers' classroom practices*. Session presented at the annual Convention of the National Association for Gifted Children, Indianapolis, IN.
97. Gentry, M., Maxfield, L.R., & Gable, R. K. (1996, April). *Enrichment clusters and regular classrooms: Are they different as students see them?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
98. Gentry M. & Gable, R. K. (1996, April). *My class activities: A student survey for improving schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
99. Gentry, M. (1995, November). *Using enrichment clusters to develop parent and community partnerships with schools*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.
100. Gentry, M. (1995, November). *Using gifted education pedagogy to meet the needs of all students: The enrichment cluster study*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.

101. Gentry, M. (1995, November). *Cluster grouping: An investigation of achievement and identification of elementary school students*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.
102. Gentry, M. (1994, November). *Extending the school year through challenging summer enrichments*. Paper presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
103. Gentry, M. (1994, November). *Cluster grouping: A total school program for educational improvement*. Paper presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
104. Gentry, M. (1993, November). Total school cluster grouping: A model program. Session presented at the annual convention of the National Association for Gifted Children, Atlanta, GA.
105. Gentry, M. (1993, August). *Project WILD: An international, interdisciplinary program for responsible action*. Full day Symposium presented at the 9th World Congress on Gifted Child Education, Toronto, Ontario, Canada.
106. Gentry, M. (1992, November). *Integrating Science Olympiad and the Schoolwide Enrichment Model*. Session presented at the annual convention of the National Association for Gifted Children, Los Angeles, CA.
107. Gentry, M. (1991, November). *STATS: A program blending environmental issues, research, and student interests*. Session presented at the annual convention of the National Association for Gifted Children, Kansas City, MO.
108. Gentry, M. (1991, November). Science Olympiad: A vehicle for talent development. Session presented at the annual convention of the National Association for Gifted Children, Kansas City, MO.
109. Gentry, M. & Kelly, T. (1990, November). *The management of gifted programs: A comparative analysis*. Paper presented at the annual convention of the National Association for Gifted Children, Little Rock, AR.

#### **INVITED NATIONAL PRESENTATIONS**

1. Gentry, M., (2016, November). Meet with the Experts: Total School Cluster Grouping, The HOPE Scale, and Underserved populations. Signature session. (one of 10 “experts” engaging with conference participants).
2. Gentry, M. (2016, October). Differentiation, motivation, and working with gifted, creative, and talented youth. Day-long Symposium. Catholica University Norte, Antafogasta, Chile.
3. Gentry, M. (2016, October). Student-Focused Differentiation, Keynote Address at the First Congress on Intelligence, Talents, and Childhood, Medellin, Colombia.
4. Gentry, M. (2016, April). Discussant for paper session: Meeting the needs of diverse

- learners. Annual Meeting of the American Educational Research Association, Washington, D.C.
5. Castellano, J. A., Gentry, M., Ford, D. Y., Trail, B. A., & Pereira, N. (2015, November). Special Populations in Gifted Education: Critical Issues and Best Practices. Panel presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
  6. Phelps, C., Brulles, D. M., Collins, K. H., Gentry, M., Fogarty, E., Dickson, K., & Novak, A. (2015, November). Effective Professional Development Practices that Honor the Whole Child in Under- served Populations. Panel presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
  7. Gentry, M., McIntosh, J., Jen, E., & Seward, K. (2015, November). Project HOPE+ Scholars from Arizona: Serving Gifted, Creative, and Talented Native Youth in Summer Residential Programs. Paper presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
  8. Gentry, M. (2015, April). At-Risk Populations in Gifted Education. Discussant. Session at American Educational Research Association Annual Meeting. Chicago, IL.
  9. Gentry, M., & Fugate, C. M. (2014). Giftedness, Creativity, and Talent Development among Native and Tribal Communities to Promote High Achievement. Preconvention workshop presented at the National Forum on Dropout Prevention for Native and Tribal Communities, Prior Lake, MN.
  10. Gentry, M. (2015, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT.
  11. Gentry, M., & Fugate, C. M. (2014). The gifted education resource institute: Native American research initiative. Session presented at the National Forum on Dropout Prevention for Native and Tribal Communities, Prior Lake, MN.
  12. Ohtani-Chang, C., Stephens, K. R., Tieso, C. L., Betts, G., **Gentry, M.**, & Leppien, J. H. (2013, November). We want you! How to get more involved in the work of NAGC. Paper presented at the 60<sup>th</sup> Annual Convention of the National Association for Gifted Children. Indianapolis, IN.
  13. Gentry, M. (2013, April). *Achievement Research in Giftedness, Creativity, and Talent*, Session Discussant at the at 2013 Annual Convention of the American Educational Research Association. San Francisco, CA.
  14. Gentry, M. (2013, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
  15. Gentry, M. (2013, April). *Achievement Research in Giftedness, Creativity, and Talent*, Session Discussant at the annual meeting of the American Educational Research Association, San Francisco, CA.

16. Gentry, M. (2012, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
17. Gentry, M. (2012, July). *Advanced Enrichment Clusters and Enrichment Clusters*. Two, week-long strands. Confratute, University of Connecticut, Storrs, CT
18. Gentry, M. (2012, June). Total School Cluster Grouping. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
19. Gentry, M. (2012, June). Student-focused differentiation. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
20. Gentry, M. & Fugate, C. (2012, May). *Gifted, Native American Students: Underperforming, Under-identified, and Overlooked*. Third Annual Leadership Summit: Identifying and Serving Gifted Native American Students, Ganado, AZ.
21. Gentry, M. (2012, March). Student-focused differentiation. Workshop presented for Raffles Institution Teachers. Singapore.
22. Gentry, M. (2012, March). Affect and achievement. Workshop presented for Raffles Institution Teachers. Singapore.
23. Gentry, M. (2012, March). Critical and creative thinking and bioethics. Workshop presented for Raffles Institution Teachers. Singapore.
24. Gentry, M. L., Richardson, J., Fugate, C. M., Jen, E., & Wu, J., (2011, May). *Putting the development of talents among Native American youth on the national agenda: Future directions for research, partnerships and practices*. Second Annual Leadership Summit: Identifying and Serving Gifted Native American Students, Ganado, AZ.
25. Gentry, M. (2011, July). *Total School Cluster Grouping*. Strand presented at Confratute. University of Connecticut, Storrs, CT.
26. Gentry, M. (2011, July). *Enrichment Clusters*. Strand presented at Confratute. University of Connecticut, Storrs, CT.
27. Gentry, M. (2011, July). *Total School Cluster Grouping*. Book Talk presented at Confratute, University of Connecticut, Storrs, CT.
28. Peters, S., Beltchenko, L., Gentry, M., Kirsch, L., Carman, C., & Herzog, N. (2010, November). Best practices in gifted and talented identification: A fireside chat among researchers and network experts. National Association of Gifted Children Annual Conference, Atlanta, GA.
29. Gentry, M. (2010, April). *Characteristics and identification of gifted students*. Session Chair at the Annual Meeting of the American Educational Research Association, Denver, CO.



30. Gentry, M. (2009, April). *Acceleration and alternative programming options*. Session Chair at the Annual Meeting of the American Educational Research Association, San Diego, CA.
31. Gentry, M. (2009, April). *Advanced models and methodologies for gifted education research*. Session Discussant at the Annual Meeting of the American Educational Research Association, San Diego, CA.
32. Dixon, F. A., Gentry, M., Wood, S. M., & Olszewski-Kubilius, P. (2008, November). *Current issues impacting secondary gifted education: Ideas from the new monograph*. Signature Session Panel. National Association of Gifted Children Annual Conference, Tampa, FL.
33. Gentry, M. (2008). *Self-concept and gifted learners across domains and over time*. Discussant for paper session at the American Educational Research Association Annual Meeting, New York.
34. Moon, T., Gentry, M., & Brighton, C. (2007, November). *How do you know you have a good program: Making sense of evaluation data*. Pre-conference workshop presented at the National Association for Gifted Children's Annual Conference, Minneapolis, MN.
35. Dixon, F., Gentry, M., and members of the Secondary Education Task force. (2007, November). *Current issues in secondary gifted education: A synthesis of educational practices*. Pre-conference workshop presented at the National Association for Gifted Children's Annual Conference, Minneapolis, MN.
36. Gentry, M. (2007, April). *Curriculum and instruction for gifted students*. Discussant for paper session at the American Educational Research Association Annual Meeting, Chicago, IL.
37. Gentry, M. (2006, November). *Cluster grouping: Research, rationale, and practice*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Charlotte, NC.
38. Gentry, M. (2006, June). *Cluster grouping: Nuts and bolts*. Session presented at DISCOVER! 2006. Purdue University, West Lafayette, IN.
39. Clinkenbeard, P., Moon, S., Gentry, M., & Dai, D. (2005, November). *Motivation and the Gifted: A conversation about research directions*. Invited special session presented at the National Association for Gifted Children's Annual Conference, Louisville, KY.
40. Gentry, M. (2005, November). *Student attitudes: What we know and the implications for practice*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Louisville, KY.
41. Gentry, M. (2005, June). *Cluster grouping and differentiation*. Intensive session presented at the DISCOVER! institute, West Lafayette, IN.

42. Gentry, M. & Olenchak, F.R. (2004, November). *Student based Differentiation: Strategies to promote meaningful achievement*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Salt Lake City, UT.
43. Gentry, M. & Olenchak, F.R. (2003, November). *Student based Differentiation: Strategies to promote meaningful achievement*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Indianapolis, IN.
44. Gentry, M. (2003, June). *Gifted education and talent development: Enhancing education*. Week long intensive focus strand for National Heritage Academies, Grand Rapids, MI.
45. Renzulli, J. S., Gentry, M., & Reis, S. M. (2002, November). *Enrichment clusters as vehicles for high-end learning*. Invited special session presented at the National Association for Gifted Children's annual conference, Denver CO.
46. Gentry, M. and others (2002, November). *Research and evaluation division symposium*. Panelist in a special session of the National Association for Gifted Children's Early and Distinguished Scholar Award winners from the past 10 years, Denver, CO.
47. Gentry, M. (2002, October). *Raising test scores at all costs? Dealing with external pressures, then developing meaningful differentiated educational experiences to develop student talents*. Board of Directors' Workshop presented at the National Association for Gifted Children's annual conference, Denver, CO.
48. Gentry, M. (2001, November). *Cluster grouping, flexible grouping and differentiation in the Elementary school: Meeting the needs of all learners*. Board of Directors' Workshop presented at the Annual Convention of the National Association of Gifted Children, Cincinnati, OH.
49. Gentry, M. and others (1999, November). *Researching and writing: Becoming a scholar in gifted education*. Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.
50. Gentry, M. and others (1999, November). *Lessons learned from the national research center on the gifted and talented*. Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.
51. Gentry, M., Kulik, J., Rogers, K., & Renzulli, J.S. (1998, November). *The controversy rages on! Ability grouping: Tool or time bomb?* Invited special session, organizer and panelist, presented at the Annual Convention of the National Association for Gifted Children, Louisville, KY.
52. Gentry, M. (1990, July). *Effective management of gifted programs*. Invited session presented at Confratute, Summer Institute on Talent Development, Storrs, CT.
53. Gentry, M. (1990, July). *Science Olympiad*. Invited session presented at Confratute, Summer Institute on Talent Development, Storrs, CT.

#### **INVITED KEYNOTE ADDRESSES AND PRESENTATIONS**

1. Gentry, M. (2016, April). Keynote and Sessions presented at the Annual conference of the New Jersey Association for Gifted, New Jersey.

- Keynote #1: Student-Identified Exemplary Teachers: Lessons Learned  
Keynote #2: Passion, Innovation, and Creative Productivity  
Workshop #1: Student-focused Differentiation  
Workshop #2: Options & Resources for Talent Development  
Workshop #3: Total School Cluster Grouping
2. Gentry, M. (2016, March). Keynote and Sessions presented at the Annual conference of the Georgia Association for Gifted, Athens, Georgia. .  
  
Keynote #1: Identification and programming equity: Why should we care, what can we do about it  
Workshop #1: Total School Cluster Grouping  
Workshop #2: Student-Identified Exemplary Teachers: Insights from Talented Teachers
  3. Gentry, M., Johnsen, S., Fugate, C., & McIntosh, J. (2016, December). Let's talk identifying students, Author panel presented at the Annual Conference of the Texas Association for Gifted Children, Dallas, Texas.
  4. Gentry, M. (2015, November). Talent Development for Native American Youth and Their Teachers: Re- search Findings, Needs, and Directions. Pre- Convention Mini Keynote presented at the 62<sup>nd</sup> Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
  5. Gentry, M. (2015, July). *Equity in identification and service: Why we should care and what we can do*. Keynote. Confratute, University of Connecticut, Storrs, CT.
  6. Gentry, M. (2015, July). *Common core and gifted education: Pitfall or Promise?* Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
  7. Gentry, M. (2015, February). 1 Keynote (Identification, equity, and showing growth) and 3 breakout sessions (differentiation, instrument repository, & TSCG) presented at Minnesota Educators of Gifted and Talented Annual Conference. Brainerd, MN
  8. Gentry, M. (2015, June). 1 Keynote (Identification and equity) and breakout sessions (TSCG & Exemplary Teachers) presented at Whitworth Summer Institute. Spokane, WA
  9. Gentry, M. (2015, October). Keynote (Equity, Gifted Education, and Rural Schools) and breakout sessions presented for the National Rural Educators Annual Conference, St. Louis, MO.
  10. Gentry, M. (2015, February). 1 Keynote (Identification, equity, and showing growth) and 3 breakout sessions (differentiation, instrument repository, & TSCG) presented at Minnesota Educators of Gifted and Talented Annual Conference. Brainerd, MN

11. Gentry, M. (2015, June). 1 Keynote (Identification and equity) and breakout sessions (TSCG & Exemplary Teachers) presented at Whitworth Summer Institute. Spokane, WA
12. Gentry, M. (2015, July). *Equity in identification and service: Why we should care and what we can do*. Keynote. Confratute, University of Connecticut, Storrs, CT
13. Gentry, M. (2014, July). *Common core and gifted education: Pitfall or Promise?* Keynote Panel, Confratute, University of Connecticut, Storrs, CT
14. Gentry, M. (2014, April). Native Youth—Overlooked and Underserved in Gifted Education Research and Programming: Describing and Understanding the Excellence Gap. Opening Keynote presented at the National Forum on Dropout Prevention for Native and Tribal Communities, Prior Lake, MN.
15. Gentry, M. (2013, October). Total school cluster grouping. Keynote address presented at the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
16. Gentry, M. (2013, October). Exemplary Teachers: Lessons Learned. Session presented at the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
17. Gentry, M. (2013, April). *Exemplary Teachers: Lessons Learned*. Keynote. Michigan State Conference on Gifted and Talented Education. Holland, MI.
18. Gentry, M. (2013, April). Total School Cluster Grouping. . Michigan State Conference on Gifted and Talented Education. Holland, MI.
19. Gentry, M. (2013, July). *Common Core: Friend or Foe*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
20. Gentry, M. (2013, April). *Exemplary Teachers: Lessons Learned*. Michigan State Conference on Gifted and Talented Education. Holland, MI.
21. Gentry, M. (2012, July). *Voices from Talented Women*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
22. Gentry, M. (June, 2012). *Effective practices for programming and identification that will develop students' potentials*. Keynote Address at the Challenging Advanced Learners Academy. Whitewater, WI.
23. Gentry, M. (2012, June). Total School Cluster Grouping: Administrators Institute. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
24. Gentry, M. (April, 2012). *Identification and programming equity: Why should we care and what can we do about it?* Keynote presented at the Montana Association for Gifted and Talented Education. Great Falls, MT.
25. Gentry, M. (2012, March). Passion, innovation, and creative productivity. RIPE

Symposium Keynote. Raffles Institution. Singapore.

26. Gentry, M. (2012, February). Keynote address: *Lessons learned from exemplary teachers*. State Conference of the Kentucky Association for Gifted Education. Lexington: KY
27. Gentry, M. & Fugate, C. M. (2011, August). *Underrepresentation: Problems, causes, and solutions*. 2011 Professional Development Day. Sitting Bull College, Fort Yates, ND.
28. Gentry, M. (2011, July). *Lessons to consider*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT
29. Gentry, M. (2011, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
30. Gentry, M. (2011, June). *Total school cluster grouping. Identification, underserved populations, and Equity*. Featured Speaker, Hormel Symposium, Austin, MN.
31. Gentry, M. (2011, March). *Student-focused differentiation*. Keynote Address at the Nebraska Association for Gifted Annual Conference. Omaha, NE.
32. Gentry, M. (2010, July). *Powerful women panel: Strategies for success*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT
33. Gentry, M. (2010, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
34. Gentry, M. (2010, September). *Exemplary teachers: Why kids love them, and what we can learn from them*. Keynote Address at the East Carolina Gifted and Talented Conference, Greenville, NC.
35. Gentry, M. (2010, October). *Identification and programming equity: Why should we care and what can we do about it?* Keynote Address at the Iowa Talented and Gifted Conference, Des Moines, IA.
36. Gentry, M. (2010, October). *Adolescents, motivation, and achievement*. Parenting panel. Iowa Talented and Gifted Association State Conference. Des Moines, IA.
37. Gentry, M. Kirsch, L. & Roger, K. (2009, November). *Grouping for instruction—perspectives, issues, and applications*. Keynote panel moderated by P. Olszewski-Kubilius, Annual Meeting of the National Association for Gifted Children, St. Louis, MO.
38. Gentry, M. (2009, November). *Total school cluster grouping*. Indiana Association for Gifted. Indianapolis, IN.
39. Gentry, M. (2009, July). *Total school cluster grouping: Enhancing student achievement and teacher practices*. Keynote, Confratute, University of Connecticut, Storrs, CT.
40. Gentry, M. (2009, July). *Total school cluster grouping: Achievement, equity, and talent-development*. Keynote address presented at Edufest, Boise State University, Boise, ID.

41. Baum, S., Betts, G., Gentry, M., Gubbins, E. J., Kaplan, S., Reis, S. M., Renzulli, J. S., & VanTassel-Baska, J. (2008, July). *Systems and Models Symposium*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
42. Gentry, M. (2008). *Equitable identification and programming*. DISCOVER! Institute, West Lafayette, IN.
43. Gentry, M. (2007, February). *Cluster grouping: Helping all students achieve*. Keynote address presented at the Arizona Association for Gifted Children. Phoenix, AZ.
44. Gentry, M. (2005, October). *Promoting positive student affect and achievement*. Keynote address presented at the Ohio Association for Gifted Children, Annual Conference, Columbus, OH.
45. Gentry, M. (2005, June). *Reaching and developing talents: Lessons from scholars*. Keynote Panel, first Annual DISCOVER! Institute, West Lafayette, IN.
46. Gentry, M. (2005, April). *Feeding the testing monster: Reclaiming differentiation and affect*. Keynote address presented at the 25<sup>th</sup> Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.
47. Gentry, M. (2005, April). *Parenting forum and panel*. Keynote panel presented at the 25<sup>th</sup> Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.
48. Gentry, M. (2004, July). *Promoting real student learning: Focusing on affective dimensions to enhance learning*. Keynote address presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute. Appleton, WI.
49. Gentry, M. (2004, July). *Enrichment clusters: A practical plan for real-world, student-driven leaning*. Keynote address presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute. Appleton, WI.
50. Gentry, M. (2004, March). *Barriers, myths, and solutions to successful gifted programs*. Keynote address presented at the New Jersey Association for Gifted Children, Annual Conference, Princeton, NJ.
51. Gentry, M. (2004, March). *Placing children's emotional and cognitive needs first: A call to action*. Keynote address presented at the New Jersey Association for Gifted Children, Annual Conference, Princeton, NJ.
52. Gentry, M. (2004, February). *NCLB and gifted education*. Keynote panel session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN.
53. Gentry, M. (2003, October). *Enrichment clusters*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
54. Gentry, M. (2003, October). *Student-based differentiation*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
55. Gentry, M. (2003, February). *Testing, affect, and student performance*. Keynote address presented at the Arizona Association for Gifted Annual Conference, Phoenix, AZ.

56. Gentry, M. (2002, October). *Feeding the testing monster*. Keynote address presented at the Michigan Alliance for Gifted Education's Annual State Conference, Lansing, MI.
57. Gentry, M. (2001, October). *Widespread, successful, embraced gifted programs? Barriers, myths, and solutions*. Keynote address presented at the Indiana Department of Education Gifted/Talented Conference, Indianapolis, IN.
58. Gentry, M. (2001, February). *Challenge, choice, interest, and enjoyment: Dimensions for student-based differentiation*. Keynote address presented at the Minnesota Educators of Gifted and Talented State Conference, Brainerd, MN.
59. Gentry, M. (2001, February). *District goals and gifted students: Is there a match?* Keynote address presented at the Minnesota Educators of Gifted and Talented State Conference, Brainerd, MN.
60. Gentry, M. (1999, October). *Myths and realities of gifted education*. Keynote session presented at the Iowa Talented and Gifted Association Annual Conference, Des Moines, IA.
61. Gentry, M. (1999, June). *Myths and realities of gifted education*. Keynote address presented at the Talent Development Institute. Dearborn Public Schools, Dearborn, MI.
62. Gentry, M. (1997, June). *Research-based achievement grouping: A solution for promoting academic achievement among all students*. Keynote address presented at the Michigan State Conference on Gifted, Lansing, MI.
63. Gentry, M. (1994, December). *Somewhere over the rainbow: A report from the national research center*. Keynote address presented at the Promoting Instructional Vision and Optimal Teaching Conference, Ann Arbor, MI.
64. Gentry, M. (1994, May). *Town hall meeting: Educational reform and gifted education in Michigan*. Keynote panel session at the Annual Conference of the Michigan Alliance for Gifted Education, Lansing, MI.

#### **REFEREED REGIONAL AND STATE PRESENTATIONS**

1. Gentry, M., Maxfield, L.R., & Gable, R.K. (1996, February). *An investigation of student attitudes toward regular class activities and toward their enrichment clusters*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Cambridge, MA.
2. Gentry, M., Maxfield, L.R., & Gable, R.K. (1995, October). *Enrichment clusters and regular classrooms: Are they different as students see them?* Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.
3. Gentry, M. (1993, May). *Project WILD: A program for action*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Dearborn, MI, May 8, 1993. (juried)
4. Gentry, M. (1993, May). *Branch area technology and science seminars: An exemplary program for summer enrichment*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Dearborn, MI.

5. Gentry, M. (1992, May). *Integrating Schoolwide Enrichment and Science Olympiad*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Grand Rapids, MI.
6. Gentry, M. (1992, March). *Integrating Science Olympiad and Schoolwide Enrichment*. Annual Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
7. Gentry, M. (1991, April). *Schoolwide Enrichment and Science Olympiad equal scientific excitement*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
8. Gentry, M. & Kelly, T. (1991, April). Coordination of gifted and talented programs: A closer look. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
9. Gentry, M. (1991, February). *Secondary Science Olympiad: A form of Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
10. Gentry, M. (1991, February). *Integrating elementary Science Olympiad and Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
11. Gentry, M. (1991, February). *STATS: An exemplary program in science education*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
12. Gentry, M. (1990, April). *Integrating Science Olympiad and Schoolwide Enrichment*. Annual Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
13. Gentry, M. (1990, March). *Integrating Science Olympiad and Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.

## SUMMER INSTITUTE INVOLVEMENT

Years	Institute/Program	Location	Role
2015	Whitworth Summer Institute 4-day educator institute on talent development	Spokane WA	Keynote, Featured Speaker
2011-2011	Hormel Symposium 5-day educator institute on talent development	Minnesota	Featured Speaker
2005-2009	DISCOVER! 4-day educator professional development institute on talent development	Purdue	Director/Developer
1990-present	Confratute, 2-week international summer institute for educators on talent development	U of CT	Strand Coordinator / Keynote Speaker, 10 different week-long topics
2009	Edufest, 1-week national summer institute for educators on talent development	Boise State	Keynote Speaker / Strand Coordinator
1998-2003	Bright Beginnings, 1-day, bi-annual educator conference on talent development	Mankato	Director/Developer



2000-2002	Summer Institute, 2-day gifted education institute for educators	St. Paul	Director/Presenter
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### OTHER PRESENTATIONS (INVITED STATE AND REGIONAL PRESENTATIONS)

Since 1994, Professor Gentry has frequently been invited to speak to state and regional groups on topics of gifted education related to our research. She has made 152 presentations at 75 such conferences in 26 states, and 5 foreign countries in that time. These presentations are summarized below by year, topic, and state. Details available upon request.

Year	Topic (number of presentations)	States
2016	Differentiation (4); TSCG (4); Exemplary Teachers (2); Innovation (2); Equity/ID (2); Enrichment Clusters (1)	Chile, Colombia, NJ, TX, GA, NE, IL
2015	Equity (2), TSCG (3), Talented Teachers (1), Rural gifted (1), Programming (1), GERI (2)	WA, IL, MN, MO, Kuwait
2014	Native youth (2), GERI (2), Programming (1)	MN, Kuwait, Colombia
2013	TSCG (3), Nature and Needs (2), Type III (1), Differentiation (4), GERI (3), Compacting (2), Instructional techniques (2), Advanced curriculum (1)	Kuwait, Colombia, MN, IN, TX
2012	TSCG (4), Differentiation (2), Underserved Youth (2), Parenting (2)	IN, KY, MN, MT, VA, WI,
2011	Native Youth (2); Cluster Grouping (2); Exemplary teachers (1); Differentiation (1); What is giftedness (1)	AZ, NE, SD, ND
2010	Exemplary teachers (2); Cluster Grouping (3); Differentiation (1)	IN, IA, NC, Singapore
2009	Differentiation (2); Cluster Grouping (2)	IN, ID
2008	Identification (1); Gifted programming (1); Cluster Grouping (4), Identification equity (1); Enrichment Clusters (1); Differentiation (4)	AZ, IN, CO, OR, MN, WI
2007	Cluster grouping (4); Differentiation (3)	AZ, CA, CO, IN
2006	Cluster grouping (2); Student-based Differentiation (2); Myths; Affect/Attitude (2)	IN, IL
2005	Cluster Grouping (3); Enrichment Clusters; Staff Development; Program Goals	IN, MT OH
2004	Affect/Attitudes; Student Panel; Program Goals; Enrichment Clusters; Parenting; Student Perceptions	IN, MN. NJ, WI
2003	Student-based Differentiation; Gifted Students' Needs; Enrichment Clusters; Student Affect	MN, TX
2002	Student-based Differentiation (3); Affect/attitudes (3); Cluster Grouping; Test Scores (3)	CA, MI, MN
2001	Student-based Differentiation (2); Cluster grouping (3); Enrichment Clusters; Coordination of Gifted Programs (2)	IN, MN
2000	Coordination; Cluster grouping (4); Misconceptions	MN, OH
1999	Cluster Grouping (2); Compacting; Bioethics; Program Evaluation; Assessment; Student-based Differentiation;	IA, MI
1998	Cluster Grouping (3); Student Affect	MI, MN
1997	Flexible Grouping; Cluster Grouping (4); What is Giftedness (2); Enrichment clusters; Bioethics	MI, MN, ND, NY
1996	Enrichment Clusters	NC
1995	Project WILD	RI, Canada
1994	Differentiation Science	MI

**MEMBERSHIPS IN ACADEMIC, PROFESSIONAL, AND SCHOLARLY SOCIETIES**

Indiana Association for the Gifted 2004-present  
 World Council for Gifted and Talented Children. 1996-present  
 Phi Delta Kappa, 1995-present  
 American Educational Research Association, 1994-present  
 Association for Supervision and Curriculum Development, 1992-present  
 National Association for Gifted Children, 1988-present  
     Research and Evaluation Network Member 1993-present  
     Administration Network Member 1993-2000  
     Curriculum Studies Network Member 1993-present  
     Middle Grades Network, 2000-present  
     Special Populations Network, 2000-present  
 Council for Exceptional Children, 1988-present Talented and Gifted Division  
 Member, Michigan Alliance For Gifted Education, 1987-2000  
 Minnesota Educators of the Gifted and Talented, 1996-2004  
 Association for Education of Gifted, Underachieving Students, 1993-2000  
 American Association of University Women 1992-2000  
 Northeastern Educational Research Association, 1995-1998  
 Altrusa International, 1992-1996 Co-chair community service committee, 1993-1994  
 Member, Michigan Science Teachers Association, 1983-1996

**COURSES TAUGHT AND COORDINATED****Purdue**

EDPS 591 Creativity and Intelligence  
 EDPS 591 Differentiation  
 ESPS 631 Seminar  
 EDPS 430 Creating and Managing Learning Environments (taught and coordinated)  
 EDPS 695 Practicum in Gifted Education  
 EDPS 590 Independent Study  
 EDPS 699 Thesis

**Minnesota State University (summary of courses 1996-2004)****Courses taught:**

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

**Learning Experiences Supervised**

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

**COMMITTEES AND SERVICE (Purdue only)**

(1=University Committees, 2=College Committees/task forces, 3=Departmental Committees/task forces, 4=Program-area committees, 5=Mentoring activities)

<i>Committees (1 to 4 plus GERI)</i>	<i>Unit</i>	<i>Years of Service</i>	<i>Hours, contributions/impact</i>
1. Purdue Colombia Initiative	University	2015-present	Represent COE on Colombian Initiative Activities
2. Center Directors Council	College	2007-present	Meets quarterly, coordination, communication, collaboration.
Executive Director, GERI	College	2007-present	Ongoing, 20 hours per week. Integrated, productive Center.
Area Promotions and Tenure Committee	College	2011-present	Yearly review of candidates
Diversity Committee	College	2013-2015	Monthly meetings
International Committee	College	2013-present	Monthly meetings
STEM conference Committee	College	2013-2014	Monthly meetings
Diversity and Social Justice task force	College	2014-present	Monthly meetings
Teresa's Committee on College Vision	College	2014-present	Quarterly meetings
Mentoring Committee	College	2013-present	Regular activities and meetings with mentees
Faculty Grievance Committee	College	2014-present	No meetings yet ☺
3. Primary Committee	Department	2006-present	Meets 2-3 times/year
Merit and Awards Committee and Chair in 2015	Department	2010-2012; 2013-present	Meets 2-3 times/year, review of faculty performance, merit, procedures, and awards.
Head Search Committee, Member	Department	2015	Hired F. Rick Olenchak
School Counseling Search, Member	Department	2016	
Chair, GCT Clinical Faculty Search	Department		Hired Kristen Seward
4. Graduate Admissions	Gifted	2004-present	Rolling admissions, quality students.
Graduate Student Evaluation chair	Gifted	2004-present	1x per year, review of each student to provide guidance and help ensure progress.
+ Faculty Chair, GERI Advisory Board	GERI	2008-present	1-2 meetings per year, planning and development.
GERI Director	GERI	2006-present	Weekly meetings for planning and center coordination.
Student program manager	GERI	2013-2016	

**MAJOR ADVISOR FOR DOCTORAL STUDENTS**

<i>Doctoral Advisees Prof. Gentry</i>	<i>Admit</i>	<i>Status</i>	<i>From</i>	<i>Thesis Topic</i>
1. Hyseong Lee	F-16	Begin	Korea	
2. Alissa Salizar	F-16	Begin	Indiana	
3. Corrine Green	F-15	Begin	Texas	
4. Emine Ozturk	F-15	Begin	Turkey	
5. Anne Gray	F-14	Begin	Arizona	
6. Mehdi Ghahremani	F-14	Begin	Iran	
7. Sareh Karami (from K. Paul)	F-14	Begin	Iran	
8. SooHyun Yi	F-12	Dissert.P	Korea	STEM persistence
9. Jaret Hodges	F-12	relim	TX	Equity in ID
10. Jungsun Kim	F-10	Dissert.P	Korea	Honors College
11. Juliana Tay (from K. Paul)	F-13	relim	Singapore	Prog evaluation
12. Kristen Seward (from K. Paul)	F-13	Dissert.	Indiana	Teacher/Student

1. **Heather Carmody**, Ph.D., 2017 *Secondary Gifted Students Perceptions of Mathematics*
2. **Jason McIntosh**, Ph.D., 2015 *The Depth and Complexity Program Evaluation Tool: A New Method for Conducting Internal Program Evaluations of Gifted Education Programs*
3. **Jiayi Wu**, Ph.D., 2015. *A Comprehensive Analysis of the NAEP Data from Native American Youth Concerning Excellence Gaps*
4. **Enyi Jen**, Ph.D., 2015. *Incorporating a Small-Group Affective Curriculum Model into a Diverse, Summer Program for Talented Youth: A Design Based Research Study*
5. **C. Matthew Fugate**, Ph.D., 2014. *Lifting the Cloak of Invisibility: ADHD Gifted Girls.*
6. **Daphne Duncan**, Ph.D., 2012. *Students Awareness and Perceptions of Learning Engineering (STAPLE): The Development of a Quantitative Instrument*
7. **Yang Yang**, Ph.D., 2012. *The Relationship between Gifted and General Secondary School Students' Perceptions of Their Classroom Quality and Their Achievement in China.*
8. **Rachelle Miller**, Ph.D., 2011 *After Three Years of Project HOPE: Examining the Long-Term Effects of an Out-of-School Program on HOPE Scholars*
9. **Nielsen Pereira**, Ph.D., 2011 *Finding and Understanding Talent Among Elementary ELL Students: Beyond Project HOPE*
10. **Jillian Gates**, Ph.D., 2011 *Total school cluster grouping model: An investigation of student achievement and identification, and teachers' classroom practices*
11. **Scott Peters**, Ph. D., 2009 *Practical instrumentation for identifying low-income, minority, and ethnically diverse students for gifted and talented programs: The HOPE teacher rating Scale*
12. **Yoo Jung Chae**, Ph.D., 2009 *Gifted and general high school students' perceptions of classroom quality in Korea and the United States*

13. **Hee Jung Kim, Ph.D.**, 2008 *Learning style preferences of gifted and general elementary school students in Korea and the U.S. with cross-cultural validation of translated Learning Style Inventory*

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

Since 1992, served as both long-term and short-term consultant for more than 90 schools/school districts in 25 states working with teachers, parents and administrators on a variety of issues related to gifted education and talent development.

Summary of Professional Development Workshops Presented in the recent years

Year	District	Topic	People
2016	Kuwait (5 days)	Program implementation	100
	Columbus School, Ruta N (Colombia) (2 days)	GERI programming and Evaluation	70
	Beloit Turner (2 days)	TSCG	20
	Austin Texas, Laurel Mountain (2 days)	Differentiation	60
	Westside, NE (2 days)	Enrichment Clusters/TSCG	95
	Moline, IL (2 days)	TSCG	80
2015	Kuwait (4 days)	Program implementation	100
	Columbus School, Ruta N (Colombia) (3 days)	GERI programming and Evaluation	70
	Moline, IL (2 days)	TSCG	25
	Fayette, IN (2 days)	TSCG	20
	Columbia County, GA (2 days)	TSCG	40
	Columbia, SC (2 days)	TSCG	95
	Connotten Valley, OH (2 days)	TSCG	20
	Des Moines, IA (3 days)	Enrichment Clusters/TSCG	60
	Westside, NE (2 days)	TSCG	50
	Columbia County, GA (2 days)	TSCG	200
	Moline, IL (2 days)	TSCG	300
	Litchfield, MN (.5 days)	TSCG	30
2014	Kuwait (from West Lafayette, unable to travel)	Program implementation	100
	Columbus School (Colombia) (3 days)	GERI programming and Evaluation	40
	Blue River Valley (1 day)	Summit, recruitment, research	35
	Navajo Nation (5 days)		100
2013	Blue River Valley, IN (2 days)	Differentiation	40
	Cedar Lake, IN (2 days)	TSCG & Differentiation	35
	Columbus School, Medellin (5 days)	Differentiation, Nurturing and recognizing giftedness	60
	Kuwait (7 days)	Developing programs/differentiation/identification	100
	Mille Lacs, MN		25

	Red Lake, MN Holland, MI Laurel Mountain, TX	Parent Meeting Parent Meeting & Teacher meeting TSCG TSCG & Differentiation	45 100 70
2012	Ganado, AZ (2-days; 12 hours) Lukachukai (1 day; 4 hours) Anoka-Hennepin, SD (3 days) Kuwait (4 days) Raffles Institution (2 days) Benton County, IN (2 hours)	TSCG/ Native American TSCG/ Native American TSCG/ Differentiation/Type III Differentiation/Program set up Creativity, Thinking, Innovation Parent meeting	45 15 75 100 50 25
2011	Pittsburgh, PA (6 days) Blue River Valley, IN (2 days) Richardson ISD, TX (2 days) St. Vrain, CO (2 days) Washington ESD, AZ (1 day) Cave Creek, AZ (1 day) Page, AZ (2 days) Omaha, NE (1 day) Port Angeles (2 days) Beaverton (2 days) Northwestern Schools, IN (1 day) Ganado, AZ (2-days) Lukachukai (1 day) McLaughlin, SD (2 days) Spout Spring GA (2 days) Lakeland, FL (2 days)	TSCG TSCG Enrichment Clusters TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG TSCG/ Native American Research TSCG/ Native American Research TSCG/ Native American Research Enrichment Clusters TSCG	600 20 100 40 60 25 40 60 50 60 20 45 15 50 60 40
2010	Pittsburgh, PA (3 days) Blue River Valley, IN (2 days) Hillsborough County, FL (3 days) Pinellas County, FL (1 day) Cave Creek, AZ (3 days) Washington ESD, AZ (3 days) Janesville, WI (3 days) Washington Co, NC (2 days) Tippecanoe Co, IN (2 days) Northwestern Schools, IN (2 days) Southern Hancock, IN (2 days) Port Angeles, WA (2 days) Beaverton, OR (2 days) St. Vrain, CO (2 days) Navajo Nation, AZ (4 days) Battle Creek, MI (2 days)	TSCG implementation TSCG leadership / ID TSCG recruitment / leadership TSCG leadership TSCG leadership / site visit TSCG leadership / site visit TSCG leadership / site visit TSCG leadership TSCG leadership TSCG leadership TSCG leadership TSCG leadership TSCG leadership TSCG leadership / NA summit TSCG leadership	450 20 225 10 40 30 40 20 10 20 15 30 30 20 50 30
2009	Pittsburgh, PA (9 days) Blue River Valley, IN (2 days) Clarks Creek, IN (1 day) Warsaw, IN (1 day) Plainfield, IN (1 day) North Central, IN (1 day) Zionsville, IN (1 day) Osseo, MN (6 days)	Cluster Grouping implementation Cluster Grouping, identification Cluster grouping/differentiation Cluster grouping/differentiation Cluster grouping/differentiation Cluster Grouping implementation Cluster grouping/differentiation Cluster Grouping implementation	500 40 50 40 45 35 35 600
2008	Carefree, AZ (1.5 days) Central Wisconsin (1 day) South Central, IN (1.5 days) Robbinsdale, MN (1 day) Southern Hancock, IN (2 days) Bloomington, IN (2 days) Winchester, IN (1 day) Blue River Valley, IN (5 days)	Cluster grouping/differentiation Cluster grouping/differentiation Differentiation at MS/HS Cluster grouping/differentiation Cluster grouping/differentiation Cluster grouping/differentiation Differentiation Cluster grouping/differentiation	80 100 40 200 80 70 40 40

	Southern Hancock, IN (1 day)	Cluster grouping	20
	North White County, IN (1 days)	Differentiation	40
	Eastern Hancock, IN (1 day)	Cluster grouping	60
	Washington Township, IN (7 days)	Cluster grouping	700
	Colorado DOE (.5 days)	Equitable Identification	150
	Salem, OR (2 days)	Enrichment Clusters	50
	Oak Hill, IN (1 day)	Cluster grouping	25
	Elkhart, IN (2 days)	Cluster grouping	100
2007	Longmont, CO (.5 days)	Cluster grouping	75
	North White, IN (.5 days)	Differentiation	30
	Blue River Valley, IN (3 days)	Cluster grouping/differentiation	50
	Washington Twp, IN (2 days)	Cluster grouping	40
	Wayne Twp, IN (5 days)	Cluster grouping/differentiation/ID	130
	Salt Lake City, UT (1 day)	Enrichment Clusters	40
	Indianapolis, IN (2 days)	Powerful Learning	60
	Oak Hill, IN (2 days)	Cluster grouping/differentiation	40
	Indianapolis south, IN (2 days)	Cluster grouping/differentiation	30
	Wabash, IN (2 days)	Cluster grouping/differentiation	30
2006	Prairie Heights, IN (1 day)	Cluster Grouping/Differentiation	20
	Oak Hill, IN (4 days)	Cluster Grouping/Differentiation	32
	Wayne Township, IN (4 days)	Cluster Grouping/Differentiation	112
	Central Indiana ESC (2 days)	Powerful Learning	100
	Wabash Valley ESC (4 days)	Cluster Grouping/Differentiation	77
	Franklin Twp, IN (3 days)	Cluster Grouping/Diff./parenting	120
	Branch ISD, MI (1 day)	Parenting	30
	Wabash, IN (1 day)	Differentiation/parenting	55
	Turkey Run, IN (1 day)	Curriculum Compacting/Motivation	40
	Wolcott, IN	Cluster Grouping/Differentiation	30
2005	Northern IN ESC (2 days)	Powerful Learning	50
	East Central ESC (1 day)	Cluster Grouping	30
	North Manchester, IN (2 days)	Cluster Grouping/Differentiation	24
	Crawfordsville, IN (1 day)	Cluster Grouping/Differentiation	35
	Tippecanoe County, IN (1 day)	Differentiation	300
	Wabash Valley ESC (1 day)	Powerful Learning	30
	Madison, IN (4 days)	Differentiation	30
2004	Wabash Valley ESC (2 days)	Powerful Learning	30
	Shoreview, WI (1 day)	Enrichment Clusters	40
	Jordan, MN (2 days)	Differentiation	60