CURRICULUM VITAE

Marcia Gentry

Professor of Education

Executive Director, Gifted Education Resource Institute

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**EDUCATIONAL BACKGROUND**

1996 Ph.D., University of Connecticut, Storrs, CT (years of study 1994-1996)

Major Areas: Educational Psychology, Gifted Education and Talent Development; Research, Measurement, and Evaluation;

Related Area: Curriculum and Instruction

1992 Professional Diploma, University of Connecticut, Storrs, CT (years of study 1990-1992)

Major Area: Gifted Education and Talent Development

1985 M. A., Western Michigan University, Kalamazoo, MI (years of study 1984-1985)

Major Area: Reading Curriculum

1982 B. S., Western Michigan University, Kalamazoo, MI (years of study 1980-1982)

Major Areas: Science and Elementary Education

**ACADEMIC APPOINTMENTS**

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 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

* + - * *Equity, Excellence, and Underserved Populations (2019)*
      * *Cluster Grouping/Differentiation (1996-2011)*
      * *Enrichment Clusters (1995-2019)*
      * *Advanced Enrichment Clusters (2012-2019)*
      * *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

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| ***Years*** | ***Role*** | ***Association / Institution*** |
| 2017-2020  2014-2018  2014-2016  2012-2014  2010-2012 | Secretary  Awards Committee Chair  At-large Board member, Publications committee chair  Past Chair  Chair | AERA1, Research on Giftedness, Creativity, and Talent…SIG #91 |
| 2008-2010 | Chair Elect |  |
| 2003-2008; | Secretary |  |
| 2003-2016 | Business Program co-coordinator |  |
| 2003-2016 | Executive committee |  |
| 2019-present  2016-2018  2015; 2019  2013  2010-present | Member, Diversity Committee  Chair SIG on Native American/Alaskan Native/Indigenous People  Preconvention on Native youth co-coordinator  Diversity Committee  Parent Day Co-Coordinator  Leadership Development Committee | NAGC 2 |
| 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 Conference for Educators on Gifted | Minnesota State University |
| 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. 1 American Educational Research Association; 2 National Association for Gifted Children

**NATIONAL REFEREED JOURNAL ARTICLES**

1. Gentry M. & \*Gray, A. (under review). Latinx youth in gifted education: Access, equity, and missingness in the United States.
2. Gray, A., & Gentry , M. (under review). Native Hawaiian / Pacific Islander students in gifted education: Access, equity, and missingness in the United States.
3. Alodat, A., & Gentry, M., & Lee, H. (Under Review). Validity Evidence of the HOPE Teacher Rating Scale-Arabic Version for Identifying Gifted Refugee Students.
4. Yang, Y. & Gentry, M. (under review). Striving to excel in STEM: Insights from underrepresented graduate students.
5. Yang, Y. & Gentry, M. (under review). Young gifted students’ STEM learning experiences: A biological systems view.
6. **\***Ghahremani, M., Gentry, M., & \*Karami, S.(under review). Exploring the dimensions of critical and creative thinking through the lens of Sternberg’s Theory of Mental Self Governance: An explorative eDelphi-based approach to the potential tension.
7. Ghahremani, M., Pereira, N., Ozen, Z., & Gentry, M. (in revision) A Systematic literature review of novice/K-12 visual representations of design Ideas: A three-pronged design sketching framework. *Disciplinary and Interdisciplinary Science Education Research*
8. Gentry, M. & Whiting, G. W. (in revision). The master’s discourse: Standards of language use in gifted education, essential guidelines for researchers, scholars, reviewers, and editors to address inclusiveness, underrepresentation, subtle, and not-so-subtle biases.
9. \*Carmody, H., & Gentry, M. (in revision). Teachers’ influence on high ability adolescent students’ affective and motivational responses to mathematics. *Journal for Education of the Gifted.*
10. \*Lee, H., Seward, K., & Gentry, M (in revision). Gifted identification using teacher-rating scale and achievement data: Associations, combinations, and group-specific norms
11. Alodat, A., & Gentry, M. (in press). Gifted Education of Syrian Refugee Students in Jordan: A Qualitative Analysis of SWOT Factors (Strengths, Weaknesses, Opportunities, and Threats)
12. Gentry, M. (in press). Excellence, equity, and talent development: Time to retire the G-word. *Gifted Education International.*
13. Desmet, O., Siegfried-Speller, K., & Gentry, M. (in press). AME+Cyber: Evaluating the Online Delivery of a Holistic Cyber-Related Talent Development Program. *Gifted and Talented International.*
14. \*Lee, H., & Gentry, M (in press). The major characteristics and trends of gifted education doctoral dissertation research from 2006 through 2016 [This paper won 3rd place at 2019 NAGC, Award for graduate student research gala - completed research]
15. Gentry, M. & \*Gray, A. (2021). American Indian Alaska Native youth identified as gifted: Access, equity, and Missingness. *Journal of American Indian Education, 60,* 123-161.
16. Gentry, M. & \*Gray, A., & Whiting, G. W. (in press). Black youth in gifted education: Access, equity, and missingness across the U. S. status and solutions. *Urban Education.*
17. Ghahremani, M., Pereira, N., Desmet, O. A., & Gentry, M. (2021). Students’ Experiences in summer enrichment engineering courses: An input–process–outcome model of collaborative creativity. *Journal of Advanced Academics.* https://doi.org/10.1177/1932202X211040744
18. Hodges, J., & Gentry, M. (2021). Underrepresentation in Gifted Education in the Context of Rurality and Socioeconomic Status. Journal of Advanced Academics, 32(2), 135–159. https://doi.org/10.1177/1932202X20969143
19. \* Lee, H., Gentry, M., & Maeda, Y. (2021). Validity Evidence of The HOPE Scale in Korea: Identifying Gifted Students From Low-Income and Multicultural Families. *Gifted Child Quarterly*, 65, pp. https://doi.org/10.1177/00169862211024590

1. \*Lee, H., \*Karakis, N., \*Akce, B., \*Tuzgen, A., \*Karami, S., Gentry, M, & Maeda, Y. (2021). A meta-analytic evaluation of Naglieri Nonverbal Ability Test: Exploring its validity evidence and effectiveness in equitably identifying gifted students. *Gifted Child Quarterly, 65,* 199-219*.*DOI: 10.1177/0016986221997800
2. Sternberg, R., Desmet, O., Ford, D. Y., Gentry, M., Grantham, T., & Karami, S. (2021). The Legacy: Coming to Terms with the Origins and Development of the Gifted-Child Movement. *Roeper Review, 43(4),* 227-24*.* DOI:[10.1080/02783193.2021.1967544](https://doi.org/10.1080/02783193.2021.1967544)
3. Gentry, M., \*Desmet, O. A., \*Karami, S., \*Lee, H., \*Green, C., \*Cress, S., \*Chowkase, A., & \*Gray, A. (2021). Gifted Education’s Legacy of High Stakes Ability Testing: Using Measures for Identification that Perpetuate Inequity. *Roeper Review. 43(4),* 242-255. DOI:10.1080/02783193.2021.1967545
4. Pereira, N., Tay, J., Desmet, O., Maeda, Y., & Gentry, M. (2021). Validity Evidence for the Revised Classroom Practices Survey: An Instrument to Measure Teachers’ Differentiation Practices. *Journal for the Education of the Gifted*, *44*(1), 31–55. <https://doi.org/10.1177/0162353220978304>
5. \* Yi, S. & Gentry, M. (2021). Academic Perfectionism of High-Ability and High-Achieving Students in Mathematics and Science: Differential Relations by Identification Criteria of Giftedness, *Roeper Review, 43*(3), 173-186, DOI: [10.1080/02783193.2021.1923592](https://doi.org/10.1080/02783193.2021.1923592)
6. Karami, S., Ghahremani, M., Parra-Martinez, F. A., & Gentry, M. (2020) A Polyhedron Model of Wisdom: A Systematic Review of the Wisdom Studies in Psychology, Management and Leadership, and Education, Roeper Review, 42:4, 241-257, DOI: [10.1080/02783193.2020.1815263](https://doi.org/10.1080/02783193.2020.1815263)
7. Suzanna E. Henshon (2020) Leading the Way Toward the Future: An Interview With Marcia Gentry, Roeper Review, 42:2, 75-79, DOI: [10.1080/02783193.2020.1732970](https://doi.org/10.1080/02783193.2020.1732970)
8. \*Karemi, S., \*Ghahremani, M., \*Parra-Martinez, F., & Gentry, M. (2020) A Polyhedron Model of Wisdom: A Systematic Review of the Wisdom Studies in Psychology, Management and Leadership, and Education, *Roeper Review*,42:4, 241-257, DOI: [10.1080/02783193.2020.1815263](https://doi.org/10.1080/02783193.2020.1815263)
9. Pereira, N., \*Tay, J., Maeda, Y., & Gentry, M. (2019). Differentiation as measured by the Classroom Practices Survey. *Learning Environments Research,* 1-18.doi:10.1007/s10984-019-09284-z
10. Peters, S. J., Gentry, M., Whiting, G. W., & McBee, M. T. (2019). Who gets served in gifted education? Demographic representation and a call for action. *Gifted Child Quarterly, 1*, 1-15. doi:10.1177/0016986219833738
11. \*Wu, J., \*Jen, E., & Gentry, M. (2018). Examining gifted students’ classroom perceptions in a university-based residential program. *Journal of Advanced Academics*, *24,* 52-70.
12. **\***Hodges, J., \*Tay, J., Maeda, Y., & Gentry, M. (2018). A meta-analysis of gifted and talented identification practices*. Gifted Child Quarterly. 62,* 147-174.
13. **\***Hodges, J. & Gentry, M. (2017). The effect of an out-of-school enrichment program on academic achievement for high-potential students from low-income families. *Journal of Advanced Academics, 28,* 204-224*.*
14. **\***Jen, E.,Gentry, M., & Moon, S. (2017). High-ability students' perspectives about an affective curriculum in a diverse, university-based summer residential enrichment program. *Gifted Child Quarterly, 61,* 328-342. ***MENSA Award winner.***
15. **\***Yang, Y., Gentry, M., \*Wu, J., \*Jen, E., & Maeda, Y. (2017). Elementary students’ perceptions of their classroom activities in China: A validation study. *Gifted and Talented International*, 1-15.doi: 10.1080/15332276.2016.1255095
16. Bakheit, S., Pereira, N., & Gentry M. (2017). Sudanese students’ perceptions of their class activities: Psychometric properties and measurement invariance of *My Class Activities-Arabic Language Version.* *Journal of Advanced Academics.* 1-19. DOI: 10.177/1932202X17701881
17. 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.
18. **\***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. doi: 10.1177/1932202X15621904
19. Greathouse, D., Shaughnessy, M. F., Gentry, M., & Peters, S. J. (2015). A reflective interview with Marcia Gentry and Scott Peters: The Hope Scale, *Gifted Education International*, 31(1), 34-40.
20. **\***Fugate, C. M., & Gentry, M. (2015): Understanding adolescent gifted girls with ADHD: motivated and achieving, *High Ability Studies,* DOI: 10.1080/13598139.2015.1098522
21. **\***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.
22. 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.
23. **\***Miller, R., & Gentry, M. (2013). Commentary on “A quality of giftedness.” *Gifted and Talented International, 27,* 47-48.
24. **\***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.
25. 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.
26. 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.* ***MENSA Award winner.***
27. **\***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.
28. **\***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.
29. 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>
30. **\***Peters, S. J. & Gentry, M. (2012). Group specific norms and teacher rating scales: Implications for underrepresentation. *Journal of Advanced Academics. 23,* 125-144.
31. **\***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.
32. Gentry, M., \*Steenbergen-Hu, S., Choi, B. (2011). Student-identified exemplary teachers: Insights from talented teachers. *Gifted Child Quarterly, 55,* 111-125*.*
33. **\***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.
34. \*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.
35. 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.
36. \*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,* 568-593.
37. 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.
38. 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*.*
39. \*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.
40. Gentry\*, M., & \*Peters, S. (2009). Effect sizes in gifted education research. *Gifted Child Quarterly,* *53,* 219-222.
41. 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.
42. \*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.
43. Gentry, M. & \*Hu, S. \*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*.*
44. \*Chae, Y. & Gentry, M. (2007). Korean high school student perceptions of classroom quality: Validation research. *Gifted and Talented International, 22(2),* 68-76.
45. 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.
46. 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.
47. Gentry, M. (2006). No child left behind: Gifted children and school counselors. *Journal of Professional School Counseling,* 10, 73-81.
48. Gentry, M. (2006). No child left behind: Neglecting excellence. *Roeper Review,* 29, 24-27.
49. 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.
50. 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*.*
51. Gentry, M. & Keilty, W. (2004). On-going staff development planning and implementation: Keys to program success. *Roeper Review, 26,* 148-156.
52. 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.
53. 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*.*
54. 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.
55. 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.
56. 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.
57. Johnson, A.P., & Gentry, M. (2001). Admissions portfolio for a graduate program: Matching practice and paradigm. *Roeper Review, 23, 83-84.*
58. 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.*
59. 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*.*
60. 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*.*
61. Gentry, M., & Ferriss, S. (1999). StATS: A model of collaboration to develop science talent among rural middle school students. *Roeper Review, 21,* 316-320.
62. 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*.*
63. 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*.*
64. 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.
65. 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.

**MANUSCRIPTS IN PREPARATION**

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| **Ghahremani, M.**, & Gentry, M., (*in preparation*). Comparing critical and creative thinking through the lens of Sternberg’s Theory of Mental Self-government. |
| **Ghahremani, M.,** Pereira, N., Ozen, Z., Chowkase, A., & Gentry, M. (*in preparation*). Toward Informed Design Sketching: Developing the idea-Sketching Early Engineering Design (i-SEED) Scale [Manuscript in preparation]. Department of Education, Purdue University. |

# 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., Paul, K., \*McIntosh, J. \*Fugate, C. M. & \*Jen E. (2014). *Total school cluster grouping: A comprehensive, research-based plan* for *raising student achievement and improving teacher practices, 2nd 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. (2021). Forward for *Identifying and Serving Diverse Gifted Learners: Meeting the Needs of Special Populations in Gifted Education*. (pp. XX). Prufrock Press.

Gentry, M. (2021). In R. J. Sternberg, D. Ambrose, & S. Karami (Eds.). *Transformational Giftedness.* Addressing access, equity, and missingness to transform gifted education. (pp. XXX-XXX). Palgrave. DOI: 10.1007/978-3-030-91618-3\_10

Seward, K. & Gentry, M. (2021). Gifted students from low socioeconomic backgrounds. In J. Roberts, T. Inman, & J. Robins (Eds.) *Introduction to gifted education 2nd Edition*. (pp. XXX-XXX). Waco, TX: Prufrock

Gentry, M. & Gray, J. (2021). Indigenous youth: See them, hear them, educate them. In C. M. Fugate, W. Beherns, & C. Boswell (Eds.), *Culturally responsive teaching in gifted education: Building cultural competence and serving diverse student populations.* (pp. 115-136). Waco, TX: Prufrock.

Gentry, M. & \*Gray, A. (2021). Emerging from the shadows: Self-advocacy of gifted American Indian and Alaska Native Learners. In J. L. Davis & D. Douglas (Eds.). *Empowering Underrepresented Gifted Students: Perspectives from the field*. (pp. 61-76). Minneapolis, MN: Free Spirit Publishing Inc.

Seward, K., & Gentry, M. (2021). Protocols for identification: Increasing equity for underrepresented groups. In J. Nyberg & J. A. Manzone (Eds.),*Creating Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation*. (pp. 1-10). IGI Global.

Gentry, M., & **Cress, A.** (2020). Grouping strategies for use with students with gifts and talents. In J. H. Robins, J. L. Jolly, F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted,* 5th edition, (pp. 259-277). Prufrock Press.

Gentry, M. & \*Tay, J. (2018). Using Cluster Grouping to Improve Student Achievement, Equity, and Teacher Practices. In J. Plucker, A. Rinn, & M. Makel (Eds.), *From* *Giftedness to Gifted Education: Reflecting theory into practice* (pp. 65-90)*.* Waco, TX: Prufrock.

Gentry, M. & \*Seward, K. (2018). Gifted students from low socioeconomic backgrounds. In J. Roberts, T. Inman, & J. Robins (Eds.) *Introduction to gifted education* (pp. 353-368). Waco, TX: Prufrock.

Gentry, M. (2018). Cluster grouping. In C. M. Callahan & H. L. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd ed.) (pp. 213-224). New York, NY: Routledge.

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\*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.

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**MEDIA**

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## Gentry, M. (November 1, 2021). Schools Reconsider Gifted and Talented Programs Amid Race, Class Disparities. Cheddar News. <https://cheddar.com/media/schools-reconsider-gifted-and-talented-programs-amid-race-class-disparities>

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Young, J., 2021, (August.)The Strange Past and Messy Future of Gifted and Talented. Edsurge Podcast with Jeffrey Young, co-produced with Open Campus. August 3, 2021. <https://www.edsurge.com/news/2021-08-03-the-strange-past-and-messy-future-of-gifted-and-talented>

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**MONOGRAPHS**

Dixon, F. A., Gallagher, S. A., Olszewski-Kubilius, P., Gentry, M., Wood, S., Gavin, M. K., Stepian, 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 NONREFEREED JOURNALS/Newsletters**

Gentry, M. (2021, June). Indigenous youth in education: Overlooked, underrepresented, Invisible. (pp. 20-25) *Variations 2e.* Bridges 2e Media.

Gentry, M. & **\***Gray, A. (2017). Newsletter of the Minnesota Educators of the Gifted and Talented.

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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.*

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**\***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., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). Access Denied/System Failure. Gifted Education in the United States: Laws, Access, Equity, and Missingness Across the Country by Locale, Title I School Status, and Race. Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

Gentry, M. (2019). OCR Data Equity Analyses. Year-end report to Jack Kent Cooke Foundation. West Lafayette, IN: Purdue University.

Gentry, M. (2019). TSCG Javits Grant. Year 5 report. West Lafayette, IN: Purdue University.

Gentry, M. (2019, November). Report to the GERI Director’s Advisory Board on Progress within the Strategic Plan for the 2018-2019 calendar year. Gifted Education Resource Institute, West Lafayette, IN: Purdue University.

Gentry, M. (2018). TSCG Javits Grant. Year 4 report. West Lafayette, IN: Purdue University.

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Gentry, M. (2017). TSCG Javits Grant. Year 3 report. West Lafayette, IN: Purdue University.

Gentry, M. (2017). Project HOPE+. Year 5 final report to the Jack Kent Cooke Foundation. West Lafayette, IN: Purdue University.

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Gentry, M. (2017, September). Report to the GERI Director’s Advisory Board on Progress within the Strategic Plan for the 2016-2017 calendar year. Gifted Education Resource Institute, West Lafayette, IN: Purdue University.

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.

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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.

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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.

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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.

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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**

|  |  |
| --- | --- |
| ***Journal*** | **Years** |
| *Journal of Advanced Academics* | 2007-present |
| *Gifted Child Quarterly* | 2003-present |
| *Journal for the Education of the Gifted* | 2000-2019 |
| *Roeper Review* | 1998-present |
| *Gifted and Talented International* | 2009-present |
| *High Ability Studies* | 2016-present |
| *Exceptional Children* | 2013-present |
| *Review of Educational Research* | 2014-2018 |
| ***Organization*** | **Years** |
| *National Association for Gifted Children, Research & Evaluation Network—Dissertation Award Reviewer* | 2009-present |
| *National Association for Gifted Children—Proposals reviewer* | 1995-present |
| *National Association for Gifted Children—Graduate Student Gala Judge* | 2006-2018 |
| *American Educational Research Association—Proposals Review Panel mbr* | 2002-present |

**Current National Association and University Service**

|  |  |
| --- | --- |
| ***National Association for Gifted Children*** | |
| Research & Evaluation Network committee member | 2011-present |
| Leadership Development Committee | 2009-2015 |
| Diversity Committee | 2014-2015; 2019-present |
| Native Youth preconvention Co-Chair | 2015; 2019 |
| Chair, SIG on Native American, Alaskan Native, and Indigenous People | 2016-2018 |
| ***American Educational Research Association, SIG: Research on Giftedness*** | |
| 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 | 2014-2019 |
| *External Promotion and Tenure Reviewer* |  |
| University of South Florida; University of Georgia; University of Colorado; University of Louisville; University of North Texas; Baylor University; University of Connecticut; Eastern Tennessee University; University of North Carolina, Charlotte; West Virginia University; | 2008-present |

**Regional/State**

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

**AWARDS**

2021 ***National Association for Gifted Children’s Conceptual Foundations Network****, Legacy Scholar*

2020 ***Dean’s Award for Outstanding Scholarship***, College of Education, Purdue University

2020 ***Outstanding Faculty*** ***Engagement Award***, Department of Educational Studies, Purdue University

2019 ***Outstanding Faculty*** ***Graduate Mentoring Award***, College of Education, Purdue University

2019 ***Outstanding Faculty*** ***Engagement Award,*** Department of Educational Studies, Purdue University

2019 ***Outstanding Faculty*** ***Discovery Award,*** Department of Educational Studies, Purdue University

2018 ***Palmarium Award,*** University of Denver ($5,000)

2018 ***Outstanding Faculty Discovery Award,*** Department of Educational Studies, Purdue University

2018 ***MENSA Award for Excellence in Research*** (Paper with Enyi Jen & Sidney Moon)

2017 ***Outstanding Faculty Engagement Award,*** College of Educational Studies, Purdue University

2017 ***Outstanding Faculty Discovery Award,*** Department of Educational Studies, Purdue University

2017 ***Outstanding Faculty Engagement Award,*** Department of Educational Studies, Purdue University

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

2016 ***Seeds for Success***, Purdue University

2015 ***MENSA Award for Excellence in Research*** (Paper with Nielsen Pereira)

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**

**Under Review—Approved, pending funding summer 2021.**

*HOPE+SIM*, Javits project, Department of Education 2021-2026. PI, $3,000,000.

**External Awards**

2019-2024 U.S. Department of Education, Jacob K. Javits Gifted and Talented Students Education Program. $2,141,719. *Closing Excellence and Opportunity Gaps for Students from Traditionally Underserved Populations in Gifted Education: A Multi-Tier Systems of Support Approach.* Role: Key Personnel (Pereira, PI) $2,141,719

2021-2023 Jack Kent Cooke Foundation. *Extending HOPE+* PI. $150,000.

2019-2021 Jack Kent Cooke Foundation. *Extending HOPE+* PI. $150,000.

2017-2018 Jack Kent Cooke Foundation. OCR Data Equity Analyses. PI. $50,000.

2017-2019 Jack Kent Cooke Foundation. *Extending HOPE+* PI. Funded for $150,000.

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.

2014-2020 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**

**2019-2020** *Imagination Station Developer.*

Purdue University, Office of Engagement. $1500 (Andres Para)

**2019-2020** *Holistic Talent Development for Underserved Youth: Cybercrime, Internet Safety, and Achievement Motivation,* $33,000. (Ophelie Desmet)

2018-2019 Purdue Research Foundation, *Equity and the OCR data, second year,* Funded for $18,000

2017-2018 Purdue Research Foundation, *Equity and the OCR data* Funded for $18,000.

2014-2015 Purdue Research Foundation, *Excellence Gaps among Native American Students using NAEP data* Funded 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

* 1. 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.
* Developing instrument to measure Scholar Identity Model constructs
* 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; 2012, 2014, 2016) 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**

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| 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 (Students designated with an \*)**

1. Desmet, O., Crimmins, D., Seigfried-Spellar, K., & **Gentry, M.**(2021, November). *Talented youth, cybersecurity, and affective curricula: A trifecta for the future*. Session presented at the 68th Annual Convention of the National Association for Gifted Children, Virtual.
2. Chowkase, A.,**Pereira, N., &**Gentry, M.(2021, November).Introducing a prosocial conception of giftedness: Competence, commitment, and concern. Session presented at the 68th Annual Convention of the National Association for Gifted Children, Virtual.
3. Whiting, G., **Parra-Martinez, A., & Gentry, M.**(2021, November). Measuring dimensions of the scholar identify model: Design and development and validity. Session presented at the 68th Annual Convention of the National Association for Gifted Children.
4. Gray A., **Chowkase, A. A.,** Cress, A., & Gentry, M.(2021, April). *Does locale matter in gifted identification in the U.S.? Study of access, equity, missingness, and trends.* Paper accepted to be presented at the Annual Meeting of the American Educational Research Association, Virtual.
5. Gray, A., Chowkase, A. A., **Cress, A.,** & Gentry, M. (2021, April). Does locale matter in gifted identification in the U.S.? Study of access, equity, missingness, and trends. Paper will be presented at the American Educational Research Association Annual Conference, Virtual.
6. Ghahremani, M., Pereira, N., Ozen, Z., **Chowkase, A. A.,** & Gentry, M.(2021, April). *Developing the idea-Sketching Early Engineering Design (i-SEED) Scale.* Paper accepted to be presented at the Annual Meeting of the American Educational Research Association, Virtual.
7. **Cress, A.,** **Tay, J., Pereira, N., & Gentry, M.** (2020, November). *Meeting teachers’ professional development needs: Lessons from a Javits project.* Combined concurrent session presented at the 67th Annual Convention of the National Association for Gifted Children, Virtual.
8. **Gentry, M., Desmet, O., Chowkase, A., & Lee, H.** (2020, November). *Intelligence tests to identify students with gifts and talents: Still perpetuating inequity.* Session presented at the 67th Annual Convention of the National Association for Gifted Children, Virtual.
9. **Desmet, O. A., Tay, J., Pereira, N., Maeda, Y. & Gentry, M. L**. (2020, April). Do teachers' opinions of gifted and talented students affect their classroom practices? Poster presented at the American Educational Research Association, San Francisco, CA. (Conference Cancelled)
10. **Tay, J., Lee, H., Ghahremani, M., Maeda, Y., & Gentry., M.** (2020, April). *MLM analysis of an intervention on students’ NWEA mathematics and reading scores.* Presented at American Educational Research Association, San Francisco, CA. (Conference Cancelled)

1. \*Cress, A., \*Tay, J., Pereira, N., Richardson, J., & Gentry, M.(2019, November). *Online professional development in gifted education: Lessons from a Javits project.* Session presented at the National Association of Gifted Children Conference, Albuquerque, NM.
2. Gentry, M., \*Gray, A., Whiting, G., Richardson, J., & Maeda, Y. (2019, November). *State report cards: Access, equity, underrepresentation, and missingness by race and income.* Session presented at the National Association of Gifted Children Conference, Albuquerque, NM.
3. Olenchak, F. R., Gentry, M., & \*Gray, A. (2019, November). *Gifted and Native: Research, practices, and partnerships.* Preconvention session presented at the National Association of Gifted Children Conference, Albuquerque, NM.

1. Pereira, N., \*Tay, J., \*Cress, A., Maeda, Y., & Gentry, M. (2019, November). *Balancing research and evaluation: An overview of the evaluation of a Javits project.* Session presented at the National Association of Gifted Children Conference, Albuquerque, NM.
2. Gentry, M., Whiting, G., Pereira, N., & \*Gray, A. (2019, July). *Dreams deferred: Access, equity, and missing children in gifted education across the United States.* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.
3. \*Gray, A., & Gentry, M. (2019, July). *Developing equity and access for American Indian/Alaska Native youth with gifts and talents.* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.
4. \*Karami, S., \*Ghahremani, M., & Gentry, M. (2019, July). *Polyhedron model of wisdom.* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.
5. \*Lee, H., & Gentry, M. (2019, July). *The major characteristics and trends in doctoral dissertation research in gifted education (2006-2010).* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.

1. \*Lee, H., & Gentry, M. (2019, July). *Validation study of the HOPE Scale: Identifying gifted students from low-income and multicultural families.* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.
2. \*Tay, J., Pereira, N., \*Cress, A., & Gentry, M. (2019, July). *Fidelity of implementation of the total school cluster grouping model: The role of teachers.* Session presented at the World Council for Gifted and Talented Children Conference, Nashville, TN.
3. \*Gray, A. & Gentry, M. (2019, April). American Indian/Alaska Native: Representation as Gifted by School Title I Status and Locale. Poster Presented at the Annual Meeting of the American Educational Research Association. Toronto, Ontario.
4. Pereira, N., Maeda, Y., \*Tay, J., & Gentry, M. (2019, April). Representation of High-Achieving Students in Schools Implementing Cluster Grouping. Paper Presented at the Annual Meeting of the American Educational Research Association. Toronto, Ontario.
5. \*Yi, S., & Gentry M. (2019, April). Postsecondary STEM Paths of High-Achieving Students in Math and Science: A Longitudinal Multilevel Investigation. Paper Presented at the Annual Meeting of the American Educational Research Association. Toronto, Ontario.
6. Gentry, M., \*Gray, A., & Whiting, G. (2018, November). *Representation in gifted education status and trends: Much worse than previously reported.* Session presented at the National Association of Gifted Children Conference, Minneapolis, MN.
7. Gentry, M., & Trotman Scott, M. (2018, November*). Underserved youth in gifted education: Status and solutions.* Session presented at the National Association of Gifted Children Conference, Minneapolis, MN.
8. Gentry, M., & Whiting, G. (2018, November). *Who gets served in gifted education? Demographic proportionality and a call for action.* Session presented at the National Association of Gifted Children Conference, Minneapolis, MN.
9. \*Hodges, J., & Gentry, M. (2018, November). *Multiple identification criteria and underrepresented populations in the state of Indiana*. Session presented at the National Association of Gifted Children Conference, Minneapolis, MN.
10. Gentry, M., Pereira, N., & \*Tay, J. (2018, April). *An experimental investigation scaling up the total school cluster grouping Model.* Session presented at the Annual Meeting of the American Educational Research Association, New York, NY.
11. Makel, M. (moderator), Adelson, J., Gentry, M. & Worrell, F. (2017, November). Identification insights: Protocols and practices that work. Panel presentation at day-long preconvention on youth from low-income families at the 64th Annual Convention of the National Association for Gifted Children. Charlotte, NC.
12. Gentry, M. & \*Gray, A. (2017, November). *Native American Indian, Alaska Native Youth: Analysis of their Identification (or Non-Identification) as Gifted.* Session presented at the 64th Annual Convention of the National Association for Gifted Children. Charlotte, NC.
13. Whiting G. W. & Gentry, M. (2017, November). *Expanding the Scholar Identity Model to Work with Gifted Native American Youth.* Session presented at the 64th Annual Convention of the National Association for Gifted Children. Charlotte, NC.
14. **\***Carmody, H. G., & Gentry, M. (2017, November). *An Investigation of High Ability Adolescent Students’ Affective and Motivational Responses to Mathematics.* Session presented at the 64th Annual Convention of the National Association for Gifted Children. Charlotte, NC.
15. Gentry, M., Pereira, N., Kenney, R., Fugate, C. M., Maeda, Y. (2017, July). *Cross-cultural instrumentation for gifted education research and programming: Purdue’s repository*. Symposium presented at the 22nd World Conference on Gifted and Talented Children, Sydney, Australia.
16. Pereira, N., Whiting, G. W., Gentry, M., Maeda, Y., & Richardson, J. C., (July, 2017).  *Effective programming for developing talents among underserved populations.*Symposium presented at the 22nd World Conference on Gifted and Talented Children, Sydney, Australia.
17. Whiting, G. W., Gentry, M., Pereira, N., Fugate, C. M., & Olenchak, F. R. (2017, July). *Making gifted education more inclusive.* Symposium presented at the 22nd World Conference on Gifted and Talented Children, Sydney, Australia.
18. Gentry, M., Richardson, J. C., Maeda, Y., Pereira, N., Peters. S. J., & Fugate, C. M., (2017, April). *An experimental investigation scaling up the total school cluster grouping Model.* Session presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
19. 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.
20. 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.
21. 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.
22. \*Fugate, C. M., & 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.
23. \*Wu, J., & Gentry, M. (2015, November). A Comprehensive Analysis of Excellence Gap Data for Native American Youth. . Paper presented at the 62nd Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
24. 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 62nd Annual Convention of the National Association for Gifted Children. Phoenix, AZ. Phoenix, AZ.
25. \*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 62nd Annual Convention of the National Association for Gifted Children. Phoenix, AZ. Phoenix, AZ.
26. \*Wu, J., & 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)
27. 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 61st Annual Convention of the National Association for Gifted Children. Baltimore, MD.
28. 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 61st Annual Convention of the National Association for Gifted Children. Baltimore, MD.
29. Gentry, M., Richardson, J. & Paul, K. (2014, November). *Instruments available to researchers, evaluators, and practitioners through the Purdue GERI website.* Paper presented at the 61st Annual Convention of the National Association for Gifted Children. Baltimore, MD.
30. 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 61st Annual Convention of the National Association for Gifted Children. Baltimore, MD.
31. \*Yi, S., & 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.
32. \*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.
33. \*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.
34. 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.
35. 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 60th Annual Convention of the National Association for Gifted Children. Indianapolis, IN.
36. \*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.
37. Gentry, M. & \*Fugate, C. M. (2012, November). *Gifted, Creative, and Talented Native Americans: A Call for Relevant Research for Marginalized Cultures.* Paper presented at the 59th Annual Convention of the National Association for Gifted Children. Denver, CO.
38. Gentry, M. (2012, November). *Total School Cluster Grouping: Connecting Elementary Programming to Middle Grades.* Paper presented at the 59th Annual Convention of the National Association for Gifted Children. Denver, CO.
39. Gentry, M., \*Wu, J., & \*Fugate, C. M. (2012, November). *Talented Native American Children and Youth: A Call for Recognition and Service.* Paper presented at the 59th Annual Convention of the National Association for Gifted Children. Denver, CO.
40. Peters, S., Gentry, M. & McBee, M. (2012, November). *The Potential Pitfalls and Possibilities of Involving Teachers in Gifted Education Identification.* Paper presented at the 59th Annual Convention of the National Association for Gifted Children. Denver, CO.
41. \*Wu, J., \*Yang, Y., \*Jen, E., & Gentry, M. (2012, November). *Examining Students’ Classroom Perceptions in a University-based Residential Program.* Paper presented at the 59th Annual Convention of the National Association for Gifted Children. Denver, CO.
42. 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.
43. \*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 58th Annual Convention of the National Association for Gifted Children. New Orleans, LA.
44. \*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 58th Annual Convention of the National Association for Gifted Children. New Orleans, LA.
45. \*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.
46. 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.
47. \*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.
48. \*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.
49. \*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.
50. \*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.
51. Gentry, M., \*Miller, R., \*Pereira, N., \*Wigtil, C., & \*Yang Y. (2010, November). *Lessons learned from Project HOPE: Recognizing giftedness among children of povert*y. Paper presented at the National Association of Gifted Children Annual Conference, Atlanta, GA.
52. \*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.
53. 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.
54. **\***Miller, R. & \*Peters, S. J., & 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.
55. **\***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.
56. **\***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.
57. **\***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.
58. **\***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.
59. 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.
60. 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.
61. 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.
62. **\***Gates, J. C. & 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.
63. **\***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.
64. 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.
65. **\***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.
66. 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.
67. 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.
68. 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.
69. **\***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.
70. **\***Peters, S. J., & 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.
71. 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.
72. Gentry, M., & **\***Peters, S. J., & 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.
73. Gentry, M. (2006, November). *No child left behind: Neglecting excellence.* Session presented at annual conference of the National Association for Gifted Children, Charlotte, NC.
74. **\***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.
75. 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.
76. 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.
77. 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.
78. 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.
79. 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.
80. 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.
81. 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.
82. 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.
83. 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.
84. 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.
85. 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.
86. 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.
87. 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.
88. 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.
89. 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.
90. 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.
91. Gentry, M. (2001, November). *Widespread, successful, embraced gifted programs: Barriers, myths, and solutions.* Session presented at theannual convention of the National Association of Gifted Children, Cincinnati, OH.
92. 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.
93. 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 the14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August 1, 2001.
94. Ferriss, S., & Gentry, M. (2001, August). *Student-based environmental studies: a longitudinal, qualitative, follow-up of special program effects*. Paper presented at the 14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain.
95. 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.
96. 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.
97. 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.
98. 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.
99. 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.
100. 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.
101. 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.
102. 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.
103. 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.
104. 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.
105. 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.
106. 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.
107. 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.
108. 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.
109. Gentry, M. (1997, July). *From the student's perspective, my class activities: An instrument for use in research and evaluation*. Paper presented at the12th World Conference of the World Council for Gifted and Talented Children, Seattle, WA.
110. 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.
111. 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.
112. 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.
113. 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.
114. 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.
115. 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.
116. 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.
117. 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.
118. 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.
119. 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.
120. 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.
121. 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.
122. 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.
123. 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.
124. 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.
125. 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.
126. 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/INTERNATIONAL PRESENTATIONS**

1. Gentry, M., Kirsch, L., & Reis, S. (2021, November). *Legacy Scholar Series*, Session presented at the 68th annual meeting of the National Association for Gifted Children.

1. Fugate, C.M., Trotman, C., Floyd, E., Danielian, J., Sedillo, P.J., Scott, M., Grantham, T.,**Gentry, M.**, Collins, K., Pleas, T., & Davis, J.(2021, November*).**Culturally responsive practices.* Preconvention presented at the 68th annual meeting of the National Association of Gifted Children.
2. Gentry, M. & Whiting, G. (2020, November). *Access, Equity, and Missingness: Where do we go from here?* Preconvention presented at the National Association of Gifted Children Conference, virtual
3. Gentry, M., Ford, D., Davis, J., Grantham, T., Pereira, N., & Whiting, G. (2019, November). *The uphill quest for equity in gifted education: The time for reform is now, A panel discussion.* Session presented at the National Association of Gifted Children Conference, Albuquerque, NM.
4. Gentry, M. (2019, February). Equity Panel. University of Denver, CO.
5. Gray, A., Gentry, M., & Olenchak, R. O. (2019, November). Discovering and developing talents among Native American populations. Preconference day at the National Association of Gifted Children Conference, Albuquerque, NM.
6. Brulles, D., Gentry, M., Brown, K., McIntosh, J., & Flores, S. (2018, November). *Pitfalls & potential of cluster grouping: Overcoming obstacles through research & practice.* Session presented at the National Association of Gifted Children Conference, Minneapolis, MN.
7. Gentry, M., (November, 2017). Preconference session (T. Stambaugh & A. Robinson, organizers) *What Works: Identifying and Serving Gifted Learners from Low Income Households.* Panelist: Identification Insights: Protocols and Practices that Work. Charlotte, North Carolina.
8. Gentry, M. (2017, April). Discussant for paper session: *Curriculum and Instruction for the Gifted and Talented: Promises and Challenges*. Annual Meeting of the American Educational Research Association, Washington, D.C.

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. Annual Meeting of the National Association for Gifted Children, Orlando, Florida.
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 62nd 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 62nd 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 62nd Annual Convention of the National Association for Gifted Children. Phoenix, AZ.

1. Gentry, M. (2015, April). At-Risk Populations in Gifted Education. Discussant. Session at American Educational Research Association Annual Meeting. Chicago, IL.
2. 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.
3. Gentry, M. (2015, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT.
4. 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.
5. 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 60th Annual Convention of the National Association for Gifted Children. Indianapolis, IN.
6. 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.
7. Gentry, M. (2013, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
8. 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.
9. Gentry, M. (2012, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
10. Gentry, M. (2012, July). *Advanced Enrichment Clusters* and *Enrichment Clusters.* Two, week-long strands*.* Confratute, University of Connecticut, Storrs, CT
11. Gentry, M. (2012, June). Total School Cluster Grouping. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
12. Gentry, M. (2012, June). Student-focused differentiation. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
13. Gentry, M. & **\***Fugate, C. M. (2012, May).  *Gifted, Native American Students: Underperforming, Under-identified, and Overlooked.* Third Annual Leadership Summit: Identifying and Serving Gifted Native American Students, Ganado, AZ.
14. Gentry, M. (2012, March). Student-focused differentiation. Workshop presented for Raffles Institution Teachers. Singapore.
15. Gentry, M. (2012, March). Affect and achievement. Workshop presented for Raffles Institution Teachers. Singapore.
16. Gentry, M. (2012, March). Critical and creative thinking and bioethics. Workshop presented for Raffles Institution Teachers. Singapore.
17. 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.
18. Gentry, M. (2011, July). *Total School Cluster Grouping*. Strand presented at Confratute. University of Connecticut, Storrs, CT.
19. Gentry, M. (2011, July). *Enrichment Clusters*. Strand presented at Confratute. University of Connecticut, Storrs, CT.
20. Gentry, M. (2011, July). *Total School Cluster Grouping*. Book Talk presented at Confratute, University of Connecticut, Storrs, CT.
21. 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.
22. Gentry, M. (2010, April). *Characteristics and identification of gifted students.* Session Chair at the Annual Meeting of the American Educational Research Association, Denver, CO.
23. Gentry, M. (2009, April). *Acceleration and alternative programming options.* Session Chair at the Annual Meeting of the American Educational Research Association, San Diego, CA.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. Gentry, M. (2007, April). *Curriculum and instruction for gifted students*. Discussant for paper session at the American Educational Research Association Annual Meeting, Chicago, IL.
30. 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.
31. Gentry, M. (2006, June). *Cluster grouping: Nuts and bolts.* Session presented at DISCOVER! 2006. Purdue University, West Lafayette, IN.
32. 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.
33. 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.
34. Gentry, M. (2005, June). *Cluster grouping and differentiation.* Intensive session presented at the DISCOVER! institute, West Lafayette, IN.
35. 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.
36. 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.
37. Gentry, M. (2003, June). *Gifted education and talent development: Enhancing education*. Week long intensive focus strand for National Heritage Academies, Grand Rapids, MI.
38. 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.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. Gentry, M. (1990, July). *Effective management of gifted programs*. Invited session presented at Confratute, Summer Institute on Talent Development, Storrs, CT.
46. 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. (2020, December). Special Session at Texas Association for Gifted on access, equity, and missingness. Virtual.
2. Gentry, M. (2020, October) Special Session at New Mexico Association for Gifted on access, equity, and missingness. Virtual.
3. Gentry, M. (2020, October) Special Session at Dane County, Wisconsin on access, equity, and missingness. Virtual.
4. Gentry, M. (2020, October) Special Session at California Association for Gifted on access, equity, and missingness. Virtual.
5. Gentry, M. (2020, July) Special Session at Arizona Association for Gifted on access, equity, and missingness. Virtual.
6. Gentry, M. (2020, July). Special Session at Texas Association for Gifted on access, equity, and missingness. Virtual.
7. Gentry, M. (2020, June) Special Session at California Association for Gifted on access, equity, and missingness. Virtual.
8. Gentry, M. (2020, May) Special Session at Wisconsin Association for Gifted on access, equity, and missingness. Virtual.
9. Gentry, M. (2020, February). Special Session at Hawiian Charter School on GERI programs.
10. Gentry, M. (2020, January). Special Session at Ojibwe charter school on GERI programs. Sault Ste Marie.
11. Gentry, M. (2018, July). Keynote Panel. *Diversity in gifted education.* University of Connecticut’s Confratute: Storrs, CT.
12. Gentry, M. (2018, February). *Equity in gifted education.* Featured speaker and award winner, University of Denver.
13. Gentry, M. (2017, October) Effective teachers and what gifted students expect and need from them. Keynote presented at the IRATED conference, Dubai: UAE
14. 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

1. 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

1. 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.
2. 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 62nd Annual Convention of the National Association for Gifted Children. Phoenix, AZ.
3. 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.
4. Gentry, M. (2015, July). *Common core and gifted education: Pitfall or Promise?* Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
5. 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
6. Gentry, M. (2015, June). 1 Keynote (Identification and equity) and breakout sessions (TSCG & Exemplary Teachers) presented at Whitworth Summer Institute. Spokane, WA
7. 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.
8. 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
9. Gentry, M. (2015, June). 1 Keynote (Identification and equity) and breakout sessions (TSCG & Exemplary Teachers) presented at Whitworth Summer Institute. Spokane, WA
10. 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
11. Gentry, M. (2014, July). *Common core and gifted education: Pitfall or Promise?* Keynote Panel, Confratute, University of Connecticut, Storrs, CT
12. 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 an Tribal Communities, Prior Lake, MN.
13. Gentry, M. (2013, October). Total school cluster grouping. Keynote address presented at the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
14. Gentry, M. (2013, October). Exemplary Teachers: Lessons Learned. Session presented at the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
15. Gentry, M. (2013, April). *Exemplary Teachers: Lessons Learned*. Keynote. Michigan State Conference on Gifted and Talented Education. Holland, MI.
16. Gentry, M. (2013, April). Total School Cluster Grouping. . Michigan State Conference on Gifted and Talented Education. Holland, MI.
17. Gentry, M. (2013, July). *Common Core: Friend or Foe*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
18. Gentry, M. (2013, April). *Exemplary Teachers: Lessons Learned*. Michigan State Conference on Gifted and Talented Education. Holland, MI.
19. Gentry, M. (2012, July). *Voices from Talented Women*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT.
20. 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.
21. Gentry, M. (2012, June). Total School Cluster Grouping: Administrators Institute. Session presented at the Hormel Foundation gifted and talented education symposium. Austin, MN
22. 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.
23. Gentry, M. (2012, March). Passion, innovation, and creative productivity. RIPE Symposium Keynote. Raffles Institution. Singapore.
24. Gentry, M. (2012, February). Keynote address: *Lessons learned from exemplary teachers*. State Conference of the Kentucky Association for Gifted Education. Lexington: KY
25. Gentry, M. & Fugate, C. M. (2011, August). *Underrepresentation: Problems, causes, and solutions.* 2011 Professional Development Day. Sitting Bull College, Fort Yates, ND.
26. Gentry, M. (2011, July). *Lessons to consider*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT
27. Gentry, M. (2011, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
28. Gentry, M. (2011, June). *Total school cluster grouping. Identification, underserved populations, and Equity.* Featured Speaker, Hormel Symposium, Austin, MN.
29. Gentry, M. (2011, March). *Student-focused differentiation*. Keynote Address at the Nebraska Association for Gifted Annual Conference. Omaha, NE.
30. Gentry, M. (2010, July). *Powerful women panel: Strategies for success*. Keynote Panel, Confratute, University of Connecticut, Storrs, CT
31. Gentry, M. (2010, July). *Total School Cluster Grouping: Book talk*. Confratute, University of Connecticut, Storrs, CT
32. 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.
33. 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, DesMoines, IA.
34. Gentry, M. (2010, October). *Adolescents, motivation, and achievement.* Parenting panel. Iowa Talented and Gifted Association State Conference. Des Moines, IA.
35. 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.
36. Gentry, M. (2009, November). *Total school cluster grouping*. Indiana Association for Gifted. Indianapolis, IN.
37. Gentry, M. (2009, July). *Total school cluster grouping: Enhancing student achievement and teacher practices.* Keynote, Confratute, University of Connecticut, Storrs, CT.
38. Gentry, M. (2009, July). *Total school cluster grouping: Achievement, equity, and talent-development.* Keynote address presented at Edufest, Boise State University, Boise, ID.
39. 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.
40. Gentry, M. (2008). *Equitable identification and programming.* DISCOVER! Institute, West Lafayette, IN.
41. Gentry, M. (2007, February). *Cluster grouping: Helping all students achieve.* Keynote address presented at the Arizona Association for Gifted Children. Phoenix, AZ.
42. Gentry, M. (2005, October). *Promoting positive student affect and achievement*. Keynote address presented at the Ohio Association for Gifted Children, Annual Conference, Columbus, OH.
43. Gentry, M. (2005, June). *Reaching and developing talents: Lessons from scholars*. Keynote Panel, first Annual DISCOVER! Institute, West Lafayette, IN.
44. Gentry, M. (2005, April). *Feeding the testing monster: Reclaiming differentiation and affect*. Keynote address presented at the 25th Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.
45. Gentry, M. (2005, April). *Parenting forum and panel.* Keynote panel presented at the 25th Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.
46. 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.
47. 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.
48. 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.
49. 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.
50. Gentry, M. (2004, February). *NCLB and gifted education.* Keynote panel session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN.
51. Gentry, M. (2003, October). *Enrichment clusters*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
52. Gentry, M. (2003, October*). Student-based differentiation*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
53. Gentry, M. (2003, February). *Testing, affect, and student performance*. Keynote address presented at the Arizona Association for Gifted Annual Conference, Phoenix, AZ.
54. Gentry, M. (2002, October). *Feeding the testing monster*. Keynote address presented at the Michigan Alliance for Gifted Education’s Annual State Conference, Lansing, MI.
55. 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.
56. 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.
57. 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.
58. 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.
59. Gentry, M. (1999, June). *Myths and realities of gifted education*. Keynote address presented at the Talent Development Institute. Dearborn Public Schools, Dearborn, MI.
60. 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.
61. 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.
62. 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 donference 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**

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| --- | --- | --- | --- |
| **Years** | **Institute/Program** | **Location** | **Role** |
| 2015 | Whitworth Summer Institute 4-day educator institute on talent development | Spokane WA | Keynote, Featured Speaker |
| 2010-2011, 2017 | 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, 11 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 |

**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 157 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** |
| 2020 |  |  |
| 2019 | TSCG, Differentiation, Enrichment Clusters, Programming, Equity | IN, IL, TX, AZ, Chile |
| 2018 | TSCG (4) | IN, NE, WI, |
| 2017 | TSCG (8), Instrumentation/ID (4), Effective teachers (2), Intro to giftedness (2), Differentiation (3), Programming (1) | AZ, IL, NE, WI, KY, IN, MN, IA, Navajo Nation, Dubai, TX, Colombia, |
| 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)

|  |  |  |  |
| --- | --- | --- | --- |
| ***Committees (1 to 4 plus GERI)*** | ***Unit*** | ***Years of Service*** | ***Hours, contributions/impact*** |
| 1. Purdue Colombia Initiative  Graduate Student Compensation Task force | University  University | 2015-2020  2019-2020 | Represent COE on Colombian Initiative Activities  Develop recommendations re graduate student pay, benefits, etc. |
| 2. Awards Committee  Center Directors Council  Executive Director, GERI    Area Promotions and Tenure Committee  Diversity Committee  International Committee  STEM conference Committee  Diversity and Social Justice task force  Teresa’s Committee on College Vision  Mentoring Committee  Faculty Grievance Committee | College  College  College  College  College  College  College  College  College  College  College | 2019-present  2007-present  2007-present  2011-present  2013-2015  2013-2018  2013-2014  2014-2018  2014-2106  2013-present  2014-2018 | Fall and spring meetings/work to select award winners  Meets quarterly, coordination, communication, collaboration.  Ongoing, 20 hours per week. Integrated, productive Center.  Yearly review of candidates  Monthly meetings  Monthly meetings  Monthly meetings  Monthly meetings  Quarterly meetings  Regular activities and meetings with mentees  No meetings yet ☺ |
| 3. Primary Committee  Head, Search committee for Hicks & Visiting Search Chair  Merit and Awards Committee and Chair  Head Search Committee, Member  School Counseling Search, Member  Chair, GCT Clinical Faculty Search | Department  Department  Department  Department Department  Department | 2006-present  2017  2010-2012;  2013-2018  2015  2016  2017 | Meets 2-3 times/year  Met fall semester, hired Hua Hua Chang  Meets 2-3 times/year, review of faculty performance, merit, procedures, and awards.  Hired F. Rick Olenchak  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  Student program manager | GERI  GERI | 2006-present  2013-2016 | Weekly meetings for planning and center coordination. |

MAJOR ADVISOR FOR DOCTORAL STUDENTS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Doctoral Advisees Prof. Gentry* | *Admit* | *Status* | *From* | | *Thesis Topic* | |
| 1. Tugce Karatas 2. Yao Yang 3. Aakash Chowkase 4. Ty Bresha Glass 5. Antony Careth | F-20  F-19 F-18  F-21  F-21 | Prelim  Dissertation Dissertation  Beginning  Beginning | Turkey  China  India  Indiana  Indiana | STEM talent  HOPE Scale China  Rural Talent Dev.  Diversity | |

**DOCTORAL ADVISEE GRADUATES**

1. **Alissa Cress**, Ph.D. 2021, *A Population Ignored: Foster Parents’ Perceptions of Giftedness and its Role on the Experiences of Youth in Foster Care*
2. **Hyeseong Lee,** Ph.D., 2021, *Equitably Identifying Gifted Students from Low-income and/or Multicultural Backgrounds: Investigation of the HOPE Teacher Rating Scale*.
3. **Ophélie Desmet**, Ph.D., 2020, *The Achievement Orientation Model: Evaluating an Affective Intervention to Resolve Underachievement*
4. **Sareh Karemi**, Ph.D., 2020, *Development and Validation of Perception of Wisdom Exploratory Rating Scale (POWER Scale): An Instrument to Examine Teachers’ Perception of Wisdom*
5. **Anne Gray**, Ph.D., 2020, *Still Underrepresented: Minoritized Students With Gifts and Talents*
6. **Mehdi Ghahremani**, Ph.D., 2020, *Investigating Creative and Design-Oriented Practices in K-12 Enrichment Courses.*
7. **Corinne Green,** Ph.D., 2020, *Examining the Intercultural Understandings of Adolescents With Gifts and Talents Attending a Multicultural Summer Enrichment Program*
8. **Juliana Tay**, Ph.D., 2019, *Art Teachers’ Perceptions about Visual Arts Giftedness: Content and Construct Validation of Perceptions about Art Giftedness*
9. **Jungsun Kim**, Ph.D., 2019, *Academic Talent Development Process of Students with Gifts and Talents in Honors College: A Comparative Study of Achieving and Underachieving Groups*
10. **Jaret Hodges**, Ph.D., 2018, *Three-paper dissertation on identification practices and representation in Florida, Indiana, and Washington states.*
11. **SooHyun Yi,** Ph.D., 2018, *Postsecondary STEM paths of high-achieving students in math and science: A longitudinal multilevel investigation of their selection and persistence.*
12. **Kristen Seward**, Ph.D., 2017, *Using gifted student perceptions of motivational techniques to inform teacher reflection*.
13. **Heather Carmody**, Ph.D., 2017, *Secondary Gifted Students Perceptions of Mathematics*
14. **Jason McIntosh**, Ph.D., 2015, *The Depth and Complexity Program Evaluation Tool: A New Method for Conducting Internal Program Evaluations of Gifted Education Programs*
15. **Jiaxi Wu**, Ph.D., 2015, *A Comprehensive Analysis of the NAEP Data from Native American Youth Concerning Excellence Gaps*
16. **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*
17. C. Matthew Fugate, Ph.D., 2014, *Lifting the Cloak of Invisibility: ADHD Gifted Girls.*
18. Daphne Duncan, Ph.D., 2012, *Students Awareness and Perceptions of Learning Engineering (STAPLE): The Development of a Quantitative Instrument*
19. **Yang Yang**, Ph.D., 2012, *The Relationship between Gifted and General Secondary School Students’ Perceptions of Their Classroom Quality and Their Achievement in China.*
20. **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*
21. **Nielsen Pereira**, Ph.D., 2011, *Finding and Understanding Talent Among Elementary ELL Students: Beyond Project HOPE*
22. **Jillian Gates**, Ph.D., 2011, *Total school cluster grouping model: An investigation of student achievement and identification, and teachers’ classroom practices*
23. 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*
24. Yoo Jung Chae, Ph.D., 2009, *Gifted and general high school students' perceptions of classroom quality in Korea and the United States*
25. Hee Jung Kim, Ph.D., 2008, *Learning 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

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| --- | --- | --- | --- |
| Year | District | Topic | People |
| 2019 | Catholica University Norte, Chile  DVUSD, Arizona  Sunnyside USD, Arizona  Phoenix USD, Arizona  Round Rock, Texas  Morton Grove, IL  Hanover, IN  Danville, IN  Kankakee Valley, IN  Hamilton Heights, IN | Differentiation/Instruction (2 days)  Program development (2 days)  Diversity (1 day)  Differentiation (1 day)  Enrichment clusters (1 day)  Program development (4 days)  Program development (1 day)  Program development (1 day)  Program development (1 day) Program development (2 days) | 50  50  80  45  70  40  30  12  20  25 |
| 2017 | DVUSD, Arizona (1 day)  Columbus School, Ruta N (Colombia) (2 days)  Moline, IL (3 days)  Westside Nebraska (2 days)  Wisconsin (2 days)  Rochester, MN (3 days)  Twin Cities, MN (2 days)  Indiana (2 days)  Navajo Nation (3 days) | Program implementation  GERI programming and Evaluation  TSCG  TSCG  TSCG  TSCG  GERI Partnership | 100  100  60  60  50  60  70  40  25 |
| 2016 | Kuwait (5 days)  Columbus School, Ruta N (Colombia) (2 days)  Beloit Turner (2 days)  Austin Texas, Laurel Mountain (2 days)  Westside, NE (2 days)  Moline, IL (2 days) | Program implementation  GERI programming and Evaluation  TSCG  Differentiation  Enrichment Clusters/TSCG  TSCG | 100  70  20  60  95  80 |
| 2015 | Kuwait (4 days)  Columbus School, Ruta N (Colombia) (3 days)  Moline, IL (2 days)  Fayette, IN (2 days)  Columbia County, GA (2 days)  Columbia, SC (2 days)  Connotten Valley, OH (2 days)  Des Moines, IA (3 days)  Westside, NE (2 days)  Columbia County, GA (2 days)  Moline, IL (2 days)  Litchfield, MN (.5 days) | Program implementation  GERI programming and Evaluation  TSCG  TSCG  TSCG  TSCG  TSCG  TSCG  Enrichment Clusters/TSCG  TSCG  TSCG  TSCG | 100  70  25  20  40  95  20  60  50  200  300  30 |
| 2014 | Kuwait (from West Lafayette, unable to travel)  Columbus School (Colombia) (3 days)  Blue River Valley (1 day)  Navajo Nation (5 days) | Program implementation  GERI programming and Evaluation  Summit, recruitment, research | 100  40  35  100 |
| 2013 | Blue River Valley, IN (2 days)  Cedar Lake, IN (2 days)  Columbus School, Medellin (5 days)  Kuwait (7 days)  Mille Lacs, MN  Red Lake, MN  Holland, MI  Laurel Mountain, TX | Differentiation  TSCG & Differentiation  Differentiation, Nurturing and recognizing giftedness  Developing programs/differentiation/identification  Parent Meeting  Parent Meeting & Teacher meeting  TSCG  TSCG & Differentiation | 40  35  60  100  25  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/ 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  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)  Southern Hancock, IN (1 day)  North White County, IN (1 days)  Eastern Hancock, IN (1 day)  Washington Township, IN (7 days)  Colorado DOE (.5 days)  Salem, OR (2 days)  Oak Hill, IN (1 day)  Elkhart, IN (2 days) | Cluster grouping/differentiation  Cluster grouping/differentiation  Differentiation at MS/HS  Cluster grouping/differentiation  Cluster grouping/differentiation  Cluster grouping/differentiation  Differentiation  Cluster grouping/differentiation  Cluster grouping  Differentiation  Cluster grouping  Cluster grouping  Equitable Identification  Enrichment Clusters  Cluster grouping  Cluster grouping | 80  100  40  200  80  70  40  40  20  40  60  700  150  50  25  100 |
| 2007 | Longmont, CO (.5 days)  North White, IN (.5 days)  Blue River Valley, IN (3 days)  Washington Twp, IN (2 days)  Wayne Twp, IN (5 days)  Salt Lake City, UT (1 day)  Indianapolis, IN (2 days)  Oak Hill, IN (2 days)  Indianapolis south, IN (2 days)  Wabash, IN (2 days) | Cluster grouping  Differentiation  Cluster grouping/differentiation  Cluster grouping  Cluster grouping/differentiation/ID  Enrichment Clusters  Powerful Learning  Cluster grouping/differentiation  Cluster grouping/differentiation  Cluster grouping/differentiation | 75  30  50  40  130  40  60  40  30  30 |
| 2006 | Prairie Heights, IN (1 day)  Oak Hill, IN (4 days)  Wayne Township, IN (4 days)  Central Indiana ESC (2 days)  Wabash Valley ESC (4 days)  Franklin Twp, IN (3 days)  Branch ISD, MI (1 day)  Wabash, IN (1 day)  Turkey Run, IN (1 day)  Wolcott, IN | Cluster Grouping/Differentiation  Cluster Grouping/Differentiation  Cluster Grouping/Differentiation  Powerful Learning  Cluster Grouping/Differentiation  Cluster Grouping/Diff./parenting  Parenting  Differentiation/parenting  Curriculum Compacting/Motivation  Cluster Grouping/Differentiation | 20  32  112  100  77  120  30  55  40  30 |
| 2005 | Northern IN ESC (2 days)  East Central ESC (1 day)  North Manchester, IN (2 days)  Crawfordsville, IN (1 day)  Tippecanoe County, IN (1 day)  Wabash Valley ESC (1 day)  Madison, IN (4 days) | Powerful Learning  Cluster Grouping  Cluster Grouping/Differentiation  Cluster Grouping/Differentiation  Differentiation  Powerful Learning  Differentiation | 50  30  24  35  300  30  30 |
| 2004 | Wabash Valley ESC (2 days)  Shoreview, WI (1 day)  Jordan, MN (2 days) | Powerful Learning  Enrichment Clusters  Differentiation | 30  40  60 |