

Norma Lu Hafenstein, PhD

*8702 East Kent Place
Denver, Colorado 80237
303-871-2527; 303-779-1754
Norma.Hafenstein@du.edu*

EDUCATION:

Doctorate of Philosophy School Administration, Education of the Gifted, Communications	University of Denver, 1986
Graduate Work in Educational Policy and Administration	University of Kansas, 1981-83
Master of Science Education of the Gifted, Special Education	Kansas State University, 1980
Bachelor of Science Elementary Teaching, Early Childhood, Piano Performance	Emporia State University, 1979

PROFESSIONAL EXPERIENCE:

University of Denver: Graduate Faculty, Program Development (1984-present)

Daniel L. Ritchie Endowed Chair in Gifted Education, Full Clinical Professor: Department of Teaching and Learning Sciences, Morgridge College of Education (2016-present)

Ricks Endowed Chair for Gifted Education, Full Clinical Professor: Morgridge College of Education: University of Denver (2013 – 2016)

Founding Director, Institute for the Development of Gifted Education: University of Denver (1998 – 2016)

Clinical Assistant Professor and Founding Director, Ricks Center for Gifted Children: University of Denver (1984 - 2013)

Graduate Research Assistant, College of Education: University of Denver (1983 – 1985)

Public School Teacher (1979-1983)

Teacher: Gifted Specialist for Leavenworth County Special Education Cooperative, Leavenworth, KS (1980-1983)

Teacher: St. George Public Schools, Middle School Language Arts and Art, St. George, KS (1979-1980)

Teacher: Numerous substitute teaching assignments in and around Manhattan, KS (1979)

GRADUATE TEACHING

Research as Problem Analysis, CUI 5980 (Doctoral level)

(Developed course, delivered face-to-face or online)

This course is the first of four culminating research courses for students in the Education Doctorate in Curriculum Studies and Teaching. This course is designed to guide candidates through the doctoral proposal process. Topics include analysis of problems of practice, research question development, literature review with annotated bibliographies, the IRB process, methodology exploration and development, and full preparation for the proposal.

Research as Intervention, CUI 5981 (Doctoral level)

(Developed course, delivered face-to-face or online)

This course is the second of four culminating research courses for students in the Education Doctorate in Curriculum Studies and Teaching and is designed to help candidates collect and analyze their data. This process occurs post IRB approval. Topics include data collection, data analysis, data interpretation and written explanations.

Applied Research, CUI 5982 (Doctoral level)

(Developed course, delivered face-to-face or online)

This course is the third of four culminating research courses for students in the Education Doctorate in Curriculum Studies and Teaching and is designed to help candidates reflect on their project and prepare of the defense of their project. This course is specifically focused on writing the interpretation and implications section of the doctoral paper.

Defense of Research, CUI 5983 (Doctoral level)

(Developed course, delivered face-to-face or virtually)

This is the fourth and final course of the culminating series of research courses for students in the Education Doctorate in Curriculum Studies and Teaching and is designed to provide candidates a forum to defend their research processes and product. This course focuses on the dissemination of the research project to the community partner and potential additional audiences.

Workshop: Gifted and Talented Education, CUI 4411 (Pre-service teacher level)

(Delivered face-to-face or hybrid, coordinate delivery with two adjunct faculty)

This course is designed to provide pre-service teacher participants with an overview of the education of gifted and talented students. Areas of focus within the course include definitions of gifted and talented students, characteristics, educational and psycho/social needs, common identification methods and concepts and common practices in curriculum and instructional differentiation.

Psychological Aspects of the Gifted, CUI 4401 (Masters and Doctoral level)

(Developed course, delivered face-to-face or online)

The psychological development of gifted children is examined through a study of current theories, models, research, and case histories. Understanding of psychological development creates a foundation for applications and practices that nurture the psycho-social-emotional development of gifted individuals. Specific topics include the psychological nature and needs of

the gifted; perfectionism, stress, and underachievement; special issues for gifted boys and gifted girls; highly gifted; and pertinent theories of psychological development.

Creativity: Theory and Practice CUI 4408 (Masters and Doctoral level)

(Developed course, delivered face-to-face)

Provides an understanding of (1) the conceptual foundations and definitions of creativity, (2) how intelligence, creativity, and non-intellective factors are related to the constructs of giftedness, (3) documented brain research, (4) the identification of and appropriate programming for creative individuals, and (5) the multiple perspectives and manifestations of creativity.

Nature and Needs of the Gifted, CUI 4400 (Masters and Doctoral level)

(Co-developed course, delivered face-to-face or online)

This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness; 2) how intelligence, creativity, and non-intellective factors are related to giftedness; 3) the nature, development, types, and needs of gifted individuals; and 4) the major issues and tensions in the education of gifted and talented individuals. Content is delivered through lectures, discussions, class activities and assigned readings and projects.

Special Topics in Gifted Education: Program Development, Leadership, and Communication, CUI 4410 (Doctoral level)

(Developed course, delivered face-to-face or online)

This course focuses on program development and leadership in gifted education and includes topics such as monitoring, accessing and evaluating ongoing programs, planning professional development activities for increasing knowledge and skills of regular classroom teachers and identification and reduction of discrepancies between actual academic achievement and exceptional ability.

Practicum Supervisor, CUI 4405 (Masters and Doctoral level)

(Developed course, delivered face-to-face or online; personalized content)

Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five practicum areas, Teaching, Assessment, Administration, Research, and Policy. Students must submit a Practicum Proposal outlining the intended practicum experiences. This proposal must be approved by the practicum faculty supervisor before the practicum experiences are begun.

Curriculum for Gifted Learners, CUI 4402 (Masters and Doctoral level)

(Co-developed course, delivered face-to-face or online)

This course emphasizes both the conceptual foundations and field practice in the design and development of curriculum especially for gifted and talented students. Content includes theories, models, and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; including curriculum compacting, integrated curriculum, independent study, and project-and-problem-based learning and assessment.

Instructional Strategies for the Gifted, CUI 4403 (Masters and Doctoral level)

(Co-developed course, delivered face-to-face or online)

This course is designed to provide participants with an understanding of the multiple ways to differentiate instruction for gifted learners. Strategies to be studied include acceleration, enrichment, curriculum compacting, grouping, critical and creative thinking skills and service learning among others. Students will design instruments to determine effectiveness of various strategies and provide documentation for student growth.

Special Education and Gifted Education Legal Issues, CFSP 4302 (Doctoral level)

(Co-developed course, delivered face-to-face or online)

This course is designed to provide students with foundational knowledge regarding the legal issues affecting Special Education and Gifted Education in early childhood and K-12 educational settings. Attention is focused on federal and state education legislation, special education case law and gifted statutes specific to Colorado. Consideration also is given to the interaction of ethical standards of practice as they relate to legal mandates and court decisions to meet the educational and psychological needs of all students, especially those with disabilities and twice exceptionalities. Students will be exposed to legal issues affecting practice in the public schools, community agencies and early childhood environments.

RESEARCH:

Javits Gifted and Talented Students Education Act Grant – Co-Principal Investigator

The Colorado Department of Education (CDE) in collaboration with the University of Denver, \$1,148,389 (Three-year project: 2015- 2018)

The goal of this grant, named “Right4Rural”, was to use various resources and implement innovative, locally defined programs so strong sustainable gifted programs exist in every part of the state, especially in rural and at-risk populations where aspirations and practices fluctuate depending upon person, vision, and recorded history. This grant focused on districts located in rural areas, along the southern third of the state, which have a high degree of poverty, English language learners (ELLs), and Hispanic and Native American students. Specific focus was on gifted students who qualify for Free or Reduced Lunch, ELLs, and Hispanic and Native American learners. Participating districts were in four Colorado geographic areas. In three of these four areas, the percentages of identified gifted students in participating member districts are less than those of the percentages of identified students in the overall geographical area. CDE partnered with the University of Denver (DU) staff each year to build workshops, materials, protocols for interactions with administrators and teachers, workshop facilitation outlines, and evaluator support activities. For professional development (PD), leaders and teachers within administrative units (AUs) participated in interactive PD tailored to reframing their gifted program and instructional practices to address unique local needs and resources. PD was provided via video and web-based technology, online courses, and professional learning community models.

2015-2016: \$387,282; University of Denver, \$70,000

Site visits: Fort Morgan School District, San Juan BOCES, San Luis BOCES, Santa Fe Trail BOCES, Montrose School District;

Grant participant meetings at State Directors’ meeting and at State Conference;

Webinar Series for Administrators and School Leaders;

Base line survey development, administration, data collection and analysis.

2016-2017: \$364,624; University of Denver, \$66,000

Site visits: Fall and Winter, Fort Morgan School District, San Juan BOCES, San Luis BOCES, Santa Fe Trail BOCES, Montrose School District;

Grant participant meetings at State Directors' meeting and at State Conference;
Webinar Series, Fall and Spring delivery, for Administrator and School Leaders;
Mid-grant survey development, administration, data collection, and analysis.

2017-2018: \$396,483; University of Denver, \$80,000

Site visits: Fort Morgan School District, San Juan BOCES, San Luis BOCES, Santa Fe Trail BOCES, Montrose School District;

Grant participant meetings at State Directors' meeting and at State Conference;
Webinar Series, Fall and Spring delivery, for Administrator and School Leaders;
Summary survey development, administration, data collection and analysis. Summary interview protocol development, data collection and analysis.

Right4Rural Symposium, Co-Host (June 2018) Right4Rural participant presentations, content guest speakers, sustainability planning. Denver, CO

E-RiDGE: Project E-RiDGE (Evaluation and Replicability in Doctoral Gifted Environments) was designed to measure the impact of doctoral students (Curriculum Studies and Teaching with a specialization in Gifted Education) at the student-service level. Researchers are designing a constructivist approach in which doctoral students identify complex problems of practice and develop impact projects to address these issues. This \$75,000, Bradley Foundation-funded program evaluation project is aligned with and supported by the Carnegie Project on the Education Doctorate (CPED).

Multi-Generational Overexcitabilities Project: A Project Examining Gifted Individuals' Propensities for Intensity from the Perspective of the Family Unit, Generation and Gender.

Pre-Service Teacher Training: Few pre-service teacher training programs offer content specifically related to the needs of gifted learners. In the Morgridge College of Education, all pre-service teachers participate in a full course dedicated to gifted learners. This project examines the impact of this training, both short and long-term.

Longitudinal Research Project: The Development of a Longitudinal Database Consisting of Information Regarding the Graduates of the Ricks Center.

Grants, gifts and contracts totaling over \$10 million toward gifted education at the University of Denver.

SELECTED SERVICE and LEADERSHIP:

Colorado Department of Education Gifted Education Endorsement, (2016 – 2018), Led Colorado Department of Education (CDE) Endorsement approval for Gifted Education Core, Gifted Education Specialist, and Gifted Education Director coursework and program development within the Morgridge College of Education, University of Denver.

Gifted Education Conference Developer and Host, (2009 – present); Develop annual gifted education policy symposium and conference; host speakers and presenters from across the country who are leaders in the field. Present the annual Palmarium Award acknowledging the individual most exemplifying visionary work in gifted education.

- Theory & Practice: Conceptual Foundations and Classroom Strategies in Gifted Education
 - Policy & Practice: Trends and Challenges Impacting Gifted Learners (2019)
- Talented Voices: Diversity and Equity in Gifted Education
 - Policy & Practice: Trends and Challenges Impacting Gifted Learners (2018)
- Transformational Leadership: Inspirations and Issues in Gifted Education
 - Policy and Practice: Trends and Challenges Impacting Gifted Learners (2017)
- Over, Under, Inside Out: Achievement and Emotions of the Gifted
 - Policy and Practice: Trends and Challenges Impacting Gifted Learners (2016)
- Weaving Together Innovative Thinking and Design: The Future of Differentiation
 - Policy and Practice: Trends and Challenges Impacting Gifted Learners (2015)
- 8th International Mathematical Creativity and Giftedness Conference (2014)
- Engaging the Heart & Mind; Character Education for Gifted Learners (2013)
- Articulate, Adamant and Abstract: Unwrapping the Gifted Adolescent (2011)
- Joys and Intensities: The Challenges and Delights of Young Gifted Children (2010)
- Greatest Potential, Greatest Need: Soaring Beyond Expectations (2009)

Teaching Evaluation Project, (2015 - present), Led college-wide analysis of teaching practices, examination of university practices and expectations, and developed new, integrated model for adoption, model adopted May 2017, Morgridge College of Education, University of Denver.

Faculty Executive Committee, Elected, (2014 - 2018), Part of seven-member elected faculty team serving as liaison between college administration and faculty through regular meetings, development of new faculty governance model, and faculty professional development, Morgridge College of Education, University of Denver.

Council for the Accreditation of Educator Preparation (CAEP) Site Visit Team Member; Standard 1 Lead, (2014-2017), Report development and writing, site visit preparation and participation, Morgridge College of Education, University of Denver.

Office of Teaching and Learning: Distance Learning Task Force, (2013-present), Part of university-wide group studying distance learning offerings, developing and implementing new strategies and evaluating effectiveness, University of Denver.

Distance Learning Council Program Review, (2013 - 2016), Part of university-wide group to examine distance learning offerings, determine challenges and raise solutions and provide support and direction, University of Denver.

Search Committee Chair, Appointed, (2016 - 2017), Chair of Teaching and Learning Sciences search committee for Tenure Track faculty in Science Education and Curriculum and Instruction, Morgridge College of Education, University of Denver.

Colorado Council for Educators of Gifted and Talented Education (CCEGTE), (2015 - present), Member of state level consortium to develop standards for higher education gifted education programs and to review submissions for endorsement approval, Colorado Department of Education.

Colorado Association for Gifted and Talented (CAGT), (2017 - present), Selected as Higher Education Representative.

Promotion Dossier Review: University of Texas at Austin (2016).

PROGRAM DEVELOPMENT:

Education Doctorate with blended online delivery system, approximately 20 doctoral students per cohort from across the state of Colorado, across the United States and internally (2014-present): Cohort 1: 2014; Cohort 2: 2017; Cohort 3: 2019: Initiated, developed and implemented an education doctorate delivered in a blended model through the Morgridge College of Education at the University of Denver. Program now includes specializations from other content areas.

University of Denver, Carnegie Project on the Education Doctorate CPED member (2012 – present): Part of Morgridge College of Education team to bring doctoral level programs for review and approval by CPED. Participant in CPED convening, program analysis, learning communities and improvement practices.

Institute for the Development of Gifted Education: research, publications, outreach, Palmarium Award decision committee, fundraising for programs, sponsored research-University of Denver (1998 – 2016): As part of the Morgridge College of Education at the University of Denver, the Institute supports practice, conducts research, develops publications, serves the community, expands gifted education at the University level, and leads professional development.

Ricks Center for Gifted Children: Founder and Director of private school for gifted children serving 250 three year olds through eighth graders; developed and administered program; hired and supervised associate directors, 45 faculty, graduate assistants and staff; administered annual budget of over \$3.45 million; worked cooperatively with Ricks Center Board, led fundraising for new 36,000 square foot building, multi-million dollar endowment, scholarships, and program enhancements; collaborated with AdvancEd for continued school accreditation; provided instructional leadership in curriculum development, gathered and analyzed program evaluation data; recommended and implemented programmatic improvements; fostered and directed program growth, University of Denver (1984 – 2013).

PROGRAM DEVELOPMENT AND EVALUATION:

Colorado Council for Educators of Gifted and Talented Education (CCEGTE), (2015-present)
Colorado Department of Education Gifted Education Review Team (C-GER), (2010 – 2015)
North Central Association (NCA), Quality Assurance Review Team Member, (2010-2013)
Morey Middle School, Denver Public Schools: Gifted Program Evaluation Team Member (2012)

PROFESSIONAL SERVICE AND MEMBERSHIPS:

American Educational Research Association (AERA): Advanced Creativity Session Discussant (April, 2014), Annual Meeting Conference Proposal Reviewer, Member (1990-present)
National Association for Gifted Children (NAGC): Chair of Early Childhood Division (1996-97), Member (1981-present), Member University Networking Group (2016 –present), Reviewer for Gifted Child Quarterly, Nominator of NAGC National Community Service Winner (2012)
World Council for Gifted and Talented Children (WCGTC): Member (2016-present)
Untapped Potential Project (UPP): Advisor (2017-2018)
University Council for Educational Administration (UCEA): Member and Proposal Reviewer (2016-present)
Whole Child Education Initiative: B4Kids: National Board Member; Considine Family Foundation (2013 – present)
Gifted Education: Colorado Consortium for Educator Programs (GE: CCEPP): Member of select Colorado Department of Education team from Higher Education in Colorado to examine current state and national standards and propose policy revisions in Gifted Education (2014-present)
Colorado Academy for Educators of the Gifted, Talented and Creative: Invited Member (1993 – present)
Colorado Association for Gifted and Talented (CAGT) (1983-present)
Association for Supervision and Curriculum Development (ASCD) (1989 to present)
Serving Emotional Needs of the Gifted (SENG): International Board Member (2013 – 2016)

SELECTED HONORS AND AWARDS:

Faculty Career Champion Award, University of Denver (July, 2018)
Named Daniel L. Ritchie Endowed Chair in Gifted Education, University of Denver (October, 2016)
Distinguished Alumni Award, Emporia State University (2012)
Lifetime Achievement Award, Colorado Association for Gifted and Talented (2006)
Distinguished Service to the University Award, University of Denver (2005)

Women in Your Life Award, The Women's Foundation, Denver, CO (1995)

Letter of Recognition from First Lady Barbara Bush, Ricks Center for Gifted Children (November 14, 1991)

SELECTED PRESENTATIONS:

Hafenstein, N.L. (presenting November 2019). *Leadership Attitudes and Beliefs Influencing Underrepresented Gifted Identification*. National Association for Gifted Children (NAGC), 2019 Annual Convention, Albuquerque, NM.

Hafenstein, N.L. (presenting July 2019). *Social and Emotional Gifted Characteristics and Over-Excitabilities in Students and in Teachers*. World Council for Gifted and Talented Children (WCGTC) 2019 Biennial Conference, Nashville, TN.

Hafenstein, N.L. (presenting July 2019). *Recognizing and Serving Diversity in Rural Gifted Populations*. World Council for Gifted and Talented Children (WCGTC) 2019 Biennial Conference, Nashville, TN.

Isaacs-McLeod, M., Hafenstein, N.L. (presenting July 2019). *Radical Acceleration: College for Content v. Sleep Away College*. World Council for Gifted and Talented Children (WCGTC) 2019 Biennial Conference, Nashville, TN.

Hafenstein, N.L., Michalec, P. (presenting July 2019). *Saints and Sensitivities*. SENG (Supporting Emotional Needs of the Gifted) 2019 Annual Conference, Houston, TX.

Hafenstein, N.L., Isaacs-McLeod, M. (presenting July 2019). *Intensity in Gifted Women: Recognition, Reflection and Renewal*. SENG (Supporting Emotional Needs of the Gifted) 2019 Annual Conference, Houston, TX.

Hafenstein, N.L., Sponsler, L. (presenting May 2019). *Teacher Evaluation for Teaching Effectiveness: The Morgridge College of Education Model*. Designing Effective Teaching, Lilly Conference, 2019, Bethesda, MD.

Hafenstein, N.L. (February 2019). *Theory & Practice: Conceptual Foundations and Classroom Strategies in Gifted Education*. Panel Moderator. Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L., Hesbol, K., (February 2019). *Strengths and Challenges of Place in Serving Rural Gifted Students*. Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium and Conference. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L. (November 2018). *Rural Gifted: Strengths and Challenges of Place*. National Association for Gifted Children (NAGC), 2018 Annual Convention, Minneapolis, MN.

Hafenstein, N.L., Isaacs-McLeod, M. (November 2018). *Sleep Away College: Radical Acceleration or When Is It Time to Imagine Early College Attendance?*. Texas Association for the Gifted & Talented (TAGT), 2018 Annual giftedED Convention, Ft. Worth, TX.

Hafenstein, N.L. (October 2018). *Small Group Learning Exchange: Evaluating Effectiveness of Student Support Strategies*. The Carnegie Project on the Education Doctorate (CPED) 2018 October Convening, Phoenix, AZ.

Hafenstein, N.L., Medina, J. (October 2018). *Right4Rural: Assembling the Pieces*. Colorado Association for the Gifted and Talented (CAGT) 2017 Annual Convention, Loveland, CO.

Hafenstein, N.L., Hesbol, K. (August, 2018). *Culturally Proficient Leadership in Identification of Under-Represented Gifted Students*. 16th Conference of the European Council for High Ability (ECHA), Croke Park, Dublin, Ireland.

Hafenstein, N.L. (July, 2018). *Developmental Potential in Pre-Service Teachers: Self-Understanding and Classroom Applications*. 13th International Dabrowski Congress, Naperville, IL.

Hafenstein, N.L., Hesbol, K. (June, 2018). *Design Thinking: Innovative Strategies to Improve the Identification of and Service for Gifted Learners*. (Presented twice) Right4Rural Gifted Education Symposium, Denver, CO.

Hafenstein, N.L., Hesbol, Taylor, R. (April, 2018). *Leadership Considerations to Improve Gifted Identification and Talent Development for Historically Marginalized Students in Rural Settings*. Belin-Blank Center, The 2018 Wallace Research Symposium on Talent Development, Baltimore, MD.

Hafenstein, N.L., Hesbol, K., Medina, J., Taylor, R., & Amiri, F. (April, 2018). *Influencing Leadership to Enact Culturally Responsive Practices in Gifted Education*. Presented at the American Educational Research Association (AERA) 2018 Annual Meeting, New York City, NY.

Hafenstein, N.L. (February, 2018). *Policy and Practice: Trends and Challenges Impacting Gifted Learners*. Panel Moderator. Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L., Hesbol, K., Medina, J., Amiri, F., Lopez, J., Taylor, R. (February, 2018). *Cultural Competency: A Critical Component to Ensure Appropriate Gifted Identification of Every Student*. Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium and Conference. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L. (January, 2018). *Alternative Methods for Rewarding Teaching: Three Examples at DU*. Panel Member. The Office of Teaching and Learning, University of Denver, Denver, CO.

Hesbol, K., Hafenstein, N.L., Amiri, F. (January, 2018). *Rural and Remote: Changing the Underrepresentation of Giftedness among Underrepresented Minority Students*. Colorado Association of School Executives (CASE), 2018 Winter Leadership Conference, Westminster, CO.

Hafenstein, N.L., Lopez, J., Hesbol, K., Medina, J. (November, 2017). *Rural and Remote: Challenges and Strengths in Gifted Education*. National Association for Gifted Children (NAGC), 2017 Annual Convention, Charlotte, NC.

Lopez, J., Hafenstein, N.L., Hesbol, K., Medina, J. (November, 2017). *Rural and Remote: Underrepresentation of Giftedness in the Context of Poverty*. National Association for Gifted Children (NAGC), 2017 Annual Convention, Charlotte, NC.

Hesbol, K., Hafenstein, N.L., Taylor, R., Lopez, J., Amiri, F. (November 2017). *Rural and Remote: Underrepresentation of Giftedness among Historically Marginalized Demographic Subgroups*. University Council for Educational Administration (UCEA) 2017 Annual Convention, Denver, CO.

Lopez, J., Hafenstein, N.L., Medina, J., Hesbol, K., Amiri, F., Taylor, R., Berghoff, A. (October 2017). *Growing Cultural Competency in Rural Colorado School Districts*. Colorado Association for the Gifted and Talented (CAGT) 2017 Annual Convention, Loveland, CO.

Taylor, R., Hafenstein, N.L., Hesbol, K., Lopez, J., & Amiri, F. (October 2017). *Identifying Contextual Barriers of Historically Marginalized Gifted Students in Rural Colorado*. American Association for Teaching and Curriculum (AATC) 2017 Annual Convention, Denver, CO.

Hafenstein, N.L., Hesbol, K., Watson, J., Lopez, J. (July, 2017). *Doctoral Level Education: Impact and Influences*. World Council for Gifted and Talented Children (WCGTC) 2017 Biennial Conference, Sydney, Australia.

Hesbol, K., Hafenstein, N.L., Watson, J., (July, 2017). *Re-envisioning Culturally Proficient Leadership to Expand Student Success for All: Examining the Identification of Underrepresented Minority Gifted Children in Rural Colorado*. World Council for Gifted and Talented Children (WCGTC) 2017 Biennial Conference, Sydney, Australia.

Watson, J., Hafenstein, N.L., Hesbol, K., (July, 2017). *Pathways to Professional Proficiency in Gifted Education: A Process and Product*. World Council for Gifted and Talented Children (WCGTC) 2017 Biennial Conference, Sydney, Australia.

Lopez, J., Hafenstein, N.L., Watson, J., (July, 2017). *Developing Leadership Identity: Universal Needs Necessary for Cultural Connections*. World Council for Gifted and Talented Children (WCGTC) 2017 Biennial Conference, Sydney, Australia.

Sponsler, L., Hafenstein, N.L., (June, 2017). *Revising Teacher Evaluation: The Morgridge College of Education Model*. Evidence-Based Teaching & Learning, Lilly Conference, 2017, Bethesda, MD.

Hafenstein, N.L., Hesbol, K., Medina, J., Lopez, J. & Taylor, R. (April, 2017). *An Examination of the Identification of Underrepresented Rural Minority Gifted Students in a Western State*. American Educational Research Association (AERA) 2017 Annual Meeting, San Antonio, TX.

Hafenstein, N.L. (February, 2017). *Policy and Practice: Inspirations and Issues in Gifted Education*. Panel Moderator. Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium and Conference. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L., Hesbol, K., Medina, J., Lopez, J. & Taylor, R. (February, 2017). *Giftedness in Rural Poverty: What Do We Know?* Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium and Conference. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L. & Hesbol, K. (November, 2016). *Re-envisioning Culturally Proficient Leadership to Expand Student Success: Examining Underrepresented Minority Gifted Students in Rural Colorado*. University Council for Educational Administration (UCEA) 2016 Annual Meeting, Detroit, MI.

Hafenstein, N.L. & Harris, E. (November, 2016). *Project E-RiDGE (Evaluation and Replicability in Doctoral Gifted Education): Impact and Implications*. National Association for Gifted Children (NAGC) 2016 Annual Convention, Buena Vista, FL.

Hafenstein, N.L. & Isaacs-McLeod, M. (November, 2016). *Radical Acceleration: When Is It Time to Imagine Early College Attendance?* National Association for Gifted Children (NAGC) 2016 Annual Convention, Buena Vista, FL.

Hafenstein, N.L., Medina, J., & Hesbol, K. (November, 2016). *Giftedness in Rural Poverty: What Do We Know?* National Association for Gifted Children (NAGC) 2016 Annual Convention, Buena Vista, FL.

Hafenstein, N.L., Medina, J., Hesbol, K., Berghoff, A. (October, 2016). *Right4Rural: Innovations and Inspirations*. Colorado Association for Gifted and Talented (CAGT) 2016 Annual Conference, Loveland, CO.

Hafenstein, N.L. & Watson, J. (July, 2016). *Patterns in Multigenerations of Gifted Adults*. Institute for Study of Advanced Development: 12th International Dabrowski Congress, Calgary, AB, Canada.

Hafenstein, N.L. (July, 2016). *Intensities of Gifted Women: Challenges and Benefits*. 34th Annual SENG (Supporting Emotional Needs of the Gifted) Conference, Williamsburg, VA.

Hafenstein, N.L. & Joseph, N. (April, 2016). *Technology and Transformation: Two Professors' First Experience Teaching Online*. American Educational Research Association (AERA) 2016 Annual Meeting, Washington, D.C.

Hafenstein, N.L. (February, 2016). *Policy and Practice: Trends and Challenges Impacting Gifted Learners*. Panel Moderator. Institute for the Development of Gifted Education, Policy Symposium. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L., Isaacs-McLeod, M. (October, 2015). *Sleep Away College*. The Colorado Association for Gifted and Talented (CAGT) 2015 Annual Conference, Loveland, CO.

Hafenstein, N.L. (July 2015). *Reflections on the Past for Impact in the Future*. Co-Keynote at the 33rd Annual SENG (Supporting Emotional Needs of the Gifted) Conference, Denver, CO.

Hafenstein, N.L., Kutrumbos, B. (July, 2015). *Treating Gifted Children with Emotional Disorders*. The 33rd Annual SENG (Supporting Emotional Needs of the Gifted) Conference, Denver, CO.

Hafenstein, N.L. (February, 2015). *Policy and Practice: Trends and Challenges Impacting Gifted Learners*. Panel Moderator. Institute for the Development of Gifted Education, Policy Symposium. Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L. (February, 2015). *Intensity and Sensitivity: Gifts and Pain---Psychological Characteristics of the Gifted*. Presented at Beyond Giftedness XXII, Arvada, CO.

Hafenstein, N.L. (July, 2014). *Patterns of Perfection: Influences on Gifted Students' Mathematical Perceptions and Achievement*. The 8th International Mathematical Creativity and Giftedness Conference, Denver, CO.

Hafenstein, N.L. (January, 2014). *Social and Emotional Needs of Gifted Children*. The Ricks Center for Gifted Children, Parent Education Series, University of Denver, Denver, CO.

Hafenstein, N.L. (October, 2013). *Character Strength in Gifted Adults: Case Studies through Dabrowski's Theory of Positive Disintegration and Overexcitabilities*. Engaging the Mind and Heart: Character Education for Gifted Learners, Institute for the Development of Gifted Education, Morgridge College of Education, University of Denver, Denver, CO.

Hafenstein, N.L. & Honeck, E. (November, 2012). *Gifted Services at Full Spectrum: Special School, Research, Publications, Training and Outreach*. Super Session presented at the National Association for Gifted Children (NAGC) 2012 Annual Convention, Denver, CO.

Hafenstein, N.L. & Schiller, I. (November, 2012). *Precocious and Perfectionistic: Affective Needs of Young Gifted Children*. National Association for Gifted Children (NAGC) 2012 Annual Convention, Denver, CO.

Hafenstein, N.L. (July, 2012). *Multigenerational Overexcitability in Gifted Individuals*. Institute for Study of Advanced Development: 10th International Dabrowski Congress, Denver, CO (*American Psychological Association credit awarded*).

Over 150 presentations at local, State, National and World Conferences on topics relevant to gifted learners.

SELECTED PUBLICATIONS:

Editor

Hafenstein, N.L., Perry, J., Hesbol, K., Chou, S.H. (Eds.), (Fall 2017). *Perspectives in Gifted Education: Influences and Impacts of the Education Doctorate on Gifted Education, Vol. 6*. Gifted Education Monograph Series, sponsored through the Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, Morgridge College of Education, University of Denver, CO.

Hafenstein, N.L., Haines, K. & Cramond, B. (Eds.), (Fall 2009). *Perspectives in Gifted Education: Creativity, Vol 5*. Institute for the Development of Gifted Education, University of Denver, Denver, CO.

Hafenstein, N.L. & Castellano, J. (Eds.), (Spring 2009). *Perspectives in Gifted Education: Diverse Gifted Learners, Vol. 4*. Institute for the Development of Gifted Education, University of Denver, Denver, CO.

Hafenstein, N.L., Kutrumbos, B. & Delisle, J. (Eds.), (Fall 2005). *Perspectives in Gifted Education: Complexities of Emotional Development, Spirituality and Hope, Vol. 3*. Institute for the Development of Gifted Education, University of Denver, Denver, CO.

Hosted Conference Proceedings

Greatest Potential, Greatest Need: Soaring Beyond Expectations conference proceedings and selected articles focusing on the highly gifted, Fall 2011.

Perspectives in Gifted Education: Joys and Intensities: The Challenges and Delights of Young Gifted Children conference proceedings, Summer 2010.

Selected Juried Publications

Hafenstein, N.L. (1999). Case Studies in Diversity: Individual Differences in Abilities and Traits of Young Gifted Children, *Talent Development III*, Feature Chapter.

Hafenstein, N.L. (Winter 1999). Meeting the Needs of Gifted Learners in the Early Childhood Classroom, *Young Children*, Feature Article.

Hafenstein, N.L. & Tucker, B. (1997). Psychological Intensities in Young Gifted Children. *Gifted Child Quarterly*, 41 (3), 66-75.

Tucker, B., Hafenstein, N.L., Jones, S., Bernick, R. & Haines, K. (1997). An integrated-thematic curriculum for gifted learners. *Roepers Review*, 19(4), 196-199.

Hafenstein, N.L. (Fall 1996). *Smarter Kids: At Home & School*, Feature Chapter.

Hafenstein, N.L. (Fall 1995). Integrating Middle School Curriculum: A Two-Tiered Development Model, *Research in Middle Level Education Quarterly*.

Scholarly Publications

Hafenstein, N.L., Perry, J., Hesbol, K., Chou, S.H. (Fall 2017). Perspectives in Gifted Education: Influences and Impacts of the Education Doctorate on Gifted Education. *Perspectives in Gifted Education: Influences and Impacts of the Education Doctorate on Gifted Education, Vol. 6.*, Introduction.

Selected Media

Colorado 12 Public Television. (April, 2011). *Whiz Kids, A Look at Child Prodigies*, Denver, CO.

Selected Integrated Curriculum Units: Content, Development and Production Oversight

Architecture, Institute for the Development of Gifted Education, Summer 2010

Maya, Institute for the Development of Gifted Education, Fall 2008

Natural Disasters, Institute for the Development of Gifted Education, Fall 2003

SELECTED CONSULTING

Compositive School Design Team, (2016 - present), Leading conceptualization and design of new holistic education model. Denver, CO.

FlexSchool, (2017 – present), Instructional Leadership and School Design Consultant, New Haven, CT and Fanwood, NJ.

RECENT TRAINING and PROFESSIONAL DEVELOPMENT

The ECHO Model (June 2018). Using video conferencing and a collaborative hub-and-spoke model, ECHO connects experts with education providers in remote areas across the state/nation to deliver professional training. University of Wyoming, Wyoming Institute for Disabilities (WIND).

Collaborative Institutional Training Initiative (February 2018). Human Subjects Research, SBER Research Investigators and RCR FOR Social, Behavioral, Educational, and Humanities (virtual CITI Program).

Sheridan, S., & Bovaird, J. (2017, October 18). Studying educational effectiveness in rural settings [Webinar]. REL Central at Marzano Research.

DISSERTATION and DOCTORAL RESEARCH PROJECT COMMITTEES:

Completed: College of Education

Chair:

Cameron Hays, 2018, *Curiosity in Adolescent Gifted Populations*.

Jennie Mizrahi, 2018, *Underachievement in Creatively Gifted High School Students' Modifications*. Recipient of the 2018 John Laska Dissertation Award in Curriculum from the American Association of Teaching and Curriculum (AATC).

Amie Sharp, 2018, *Educator Perceptions in Gifted Versus High-Achieving Characteristics and Implications on Identification*.

Lisa Turner, 2018, *Educators' Knowledge and Perception of Gifted Students' Social Emotional Learning Needs*.

Jessica DeLallo, 2017, *Fandoms in the Lives of Gifted Individuals with Imaginational Overexcitabilities*.

Sheri Collier, 2017, *Uncovering the Gifts in English Language Learners*.

Robin Greene, 2017, *Gifted Culturally Linguistically Diverse Learners: A School-Based Exploration*.

Ruthi Manning-Freeman, 2017, *A Description of Early Access in Colorado*.

Rebecca McKinney, 2017, *Collaborative Conversations with Parents and Caregivers of Black Gifted Students*.

Lindsey Reinert, 2017, *The Limitations on Colorado School Districts Adoption of an Early Access Addendum Process*.

Colleen Urlik, 2017, *The Impacts of Principals' Knowledge and Advocacy on Gifted Programming in Site-Based Districts*.

Christine Winterbrook, 2017, *Exploring the Lives of Gifted Women*.

Gayle Jones, 1993, *A Qualitative Inquiry into Kindergarten Practices in Rural Colorado*.

Committee Member:

Krystal Flanders, 2019, *Teachers Perceptions of Creativity*

Allen Golden, 2018, *Assessing the Need for Colorado Gifted Adolescents to Engage in Affective Curriculum*.

Kate Bachtel, 2017, *Seeing the Unseen: An Educational Criticism of a Gifted School*.

Michelle DuBois, 2017, *Twice-Exceptional Learners: The Effects of Special Education Teachers' Perceptions of Learners with Disabilities on Gifted Referrals*.

Jessica Howard, 2017, *Affective Learning Opportunities for Gifted Adolescents in Rural Secondary School*.

Sydney Haugland, 2017, *Discovering the Impact of the Kingore Observation Inventory on the Referral of Gifted Students to an Enrichment Program*.

- Jill McVey, 2016, *Middle School Non-Cognitive Development in a Sample of Hispanic/Latino Youth*.
- Kari Colley, 2015, *Cultivating Creativity: The Practice of Teaching for Creativity in the Elementary Classroom*.
- Jennifer Arzberger, 2015, *Innovative Educational Design: The Development of Autonomous Schools*.
- Kipling Wiles, 2014, *Newcomers: Portraits of Immigrants Raising Academically Achieving Gifted Children*.
- Jacquelynn Truckey, 2009, *Social and Emotional Factors and Achievement Patterns Amongst High Ability Learners*.
- Rivian Bass, 2009, *Even in the Face of History: The Experiences of Gifted African-American Students*.
- Christine Phillips, 2009, *An Exploration of Identification of Leadership for Gifted Students*.
- Ellen Honeck, 2006, *Physical Education Teachers' Perceptions of and Strategies for Intellectually Gifted Learners: A Mixed Design Study*.
- Barbara Downing, 2005, *Psychological Profiles of Four Extraordinarily Intellectually Gifted Children*.
- Carrie Yeknik-Vanderbrook, 2005, *Gifted Girls in AP and IB Programs*.
- Jo Swanson, 2000, *The Identification of Reading Disabilities in Verbally Gifted Students: A Validation Study*.
- Brooke Walker, 2000, *Curriculum Jazz: The Enactment of Curriculum in a Primary Classroom*.
- Eisa Al-Bahan, 1998, *Training Kuwaiti Kindergarten Professionals in Knowledge of Child Development, Facilitation Strategies, and Developmental Analysis Through the Transdisciplinary Play-based Assessment Techniques*.
- Karen Brauer, 1997, *A Grounded Theory Study of Career Goal Development in Elementary Girls*.
- Deborah Wolcott, 1997, *Children with Disabilities: Risk Factors for Maltreatment*.
- Denina Brown, 1997, *A Study of the Educational Issues Facing Supertwins*.
- Millie Hamner, 1996, *Teacher Selection in Outcome-Based Education School Districts*.
- Jane Haltiwanger, 1995, *Relations between Dimensions of Parenting and Presented Self-Esteem in Young Children*.
- Natasha Cabrera, 1994, *Personal Beliefs and Evaluative Responses to Ill-Structured Problems*.
- Diana Howard, 1994, *A Naturalistic Study of the Psychosocial Development of Highly Gifted Young Girls*.
- Jean Ann Judson, 1994, *Self-Perceptions of Gifted Children and their Parents*.
- Betsy Kutrumbos, 1993, *The Effect of Phonemic Training on Unskilled Readers: A School-Based Study*.
- Ron Hueftle, 1992, *Focusing Technique to Facilitate Creative Problem-Solving*.
- Catherine Kelly, 1991, *Instrument Development: Parent Assessment of Child Care Quality*.
- Janis Dybdahl, 1991, *Gerbert d'Aurillac: Some Medieval Insights Based on Reflective Thought for 20th Century Education*.

- Jill Burruss, 1990, *A Naturalistic Study of Middle School Science Classes Containing Academically Gifted Eighth-Grade Students*.
- Helene Brenner, 1990, *Cognitive Adaptation to Spinal Cord Injury: The Role of Interpretive Control, Mental Imagery and Social Support*.
- Greg Pattridge, 1989, *The Effects of Identification, Labeling, and Program on Parents, Teachers, and Gifted Children*.
- Jana Leigh Waters, 1989, *The Silverman/Waters Checklist for Identifying Gifted Elementary School-Aged Children: A Validation Study*.
- Patricia Cook, 1988, *Factors Influencing Gifted and Talented Teacher Certification and Endorsement*.

In Process: College of Education

Chair:

- Karen Arnstein, *Examining the Developmental Transitions of Preadolescent Twice-Exceptional Students*.
- Laura Boroughf, *Empathy and Understanding: The Impact of Gifted Adults in the Field of Education*.
- Emily Coggin, *The Relationship Among English Language Proficiency Levels and General Intellectual Ability of English Language Learners*.
- Meryl Faulkner, *Gifted Identification in Young Underrepresented Populations: A Phenomenological Study*.
- Kimberly Freed, *Supporting the Affective Development of Gifted Readers: An Educational Criticism and Connoisseurship Study*.
- Jennie Jones, *A Study of a Model for Equity in Access*.
- Debra Maldonado, *Untold Stories of Native Americans and Giftedness*.
- Jessie Matthews, *Retaining Gifted Individuals for the Sustainability of Rural Communities*.
- Ryan McClintock, *Nurturing Excellence: A Case Study of High School Learning Environments for the Gifted*.
- Michelle Norberto-whipple, *Building Community in the Classroom*.
- Stephanie Peralta, *Elementary Gifted Students of Color: A Curriculum Implementation Exploration*
- Lora Romero, *Exploring the Lives of Parents of Traditionally Marginalized Gifted Students*.
- Katie Seymour, *College Transition Experience: First Year Students and Self-Identified Mental Health Issues*.
- Marisa Soto-harrison, *Underachieving Profoundly Gifted Adolescents*.
- Barbara Washington, *Well-Being in Gifted Adolescents*.

Co-Chair:

Heather Carson, *Depth and Complexity for Gifted and English Language Learners in Rural Districts*.

Justine Lopez, *Perceptions of Leadership and Power in Rural Educational Settings*

Mark Mishou, *Underrepresented Multi-Cultural Populations in Gifted and Talented Programs*.

Jodie Wilson, *Student Outcomes of Aesthetic Learning Experiences*.

Completed: School of Professional Psychology

Committee Member:

Krista Brittain, 2009, *Arts as Therapy for Gifted Clients*.

COMMUNITY INVOLVEMENT:

1874 School Cultural Arts Program: Treasurer – Georgetown, CO (2013 – present).

First Presbyterian Church: Elder, Session Member – Georgetown, CO (2013 – present).

Historic Georgetown, Incorporated: Board Member, Secretary – Georgetown, CO (2009 – present).

Impromptu: Women’s singing group performing locally and regionally (2007 – present).

Georgetown Community Choir: Founder and Director of small local group (2007 – present).

B4Kids: National Board Member, Educational Initiative, Denver, CO (2013—2017).

Regis Jesuit High School: Governance and Structure Committee Member of Regis Jesuit High School Board expansion project to develop and implement a girls’ division, first graduating class 2005.