

## **Norma Lu Hafenstein, PhD**

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### **EDUCATION:**

Doctor of Philosophy School Administration, Education of the Gifted, Communications Dissertation Title: <i>The Relationship of Intellectual Giftedness, Information Processing Style and Reading Ability in Young Gifted Children</i>	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
Master of Arts Musicology	University of Denver, 2020 - present

### **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 online)

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.

*Introduction to Qualitative Research Methods, RMS 4941* (Doctoral level)

(Delivered face-to-face or online, modified content for gifted education researchers)

Qualitative research involves obtaining in-depth information about the behaviors and beliefs of people in naturally occurring settings. This course introduces students to the philosophical underpinnings, history, and key elements of a minimum of six qualitative approaches including narrative, phenomenology, grounded theory, case study, educational criticism, and ethnography. Theoretical frameworks will be compared, various methodologies will be explored in relationship to research questions and writing strategies will be discussed. Examples of each approach will be reviewed and analyzed and strategies for selection of approach in alignment with research purpose will be examined.

*Foundations of Education: Cognitive Theory I, CUI 4700* (Masters and Doctoral level)

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

Cognitive Theory I is an introduction to and survey of various cognitive theorists and their work beginning with Rousseau through current day. Theorists and their work are examined to understand content, key elements, context, and settings. Works will be compared, strategies examined, and content analyzed. Examples of theoretical applications will be explored in both

practice and in research and scholarship. Integration and synthesis of concepts will be presented and evaluated. Students will gain an understanding of numerous approaches, analyze potential considerations, synthesize concepts and evaluate applicability.

*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.

*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.

*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.

*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.

*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.

*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.

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

(Delivered face-to-face or hybrid, lead instructor, 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.

*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 Funded:**

**Javits Gifted and Talented Students Education Act Grant – Principal Investigator**

U.S. Department of Education, Javits Gifted and Talented Students Education Program, \$2,845,155 (Five-year project: 2020-2025).

The goal of Impacting Rural Education through Expanding Culturally responsive curriculum, Computer science training and Higher order thinking skill development (I-REECCH) is to significantly increase identification of and services to traditionally underrepresented gifted and talented student populations in rural Colorado. The project will significantly increase identification of talent and giftedness in traditionally underrepresented populations in rural settings including students eligible for free and reduced lunch, English language learners and students who identify as Hispanic or Native American. All students in project elementary

schools/classrooms will participate in a computer science/computation thinking module by the end of fifth grade. Classroom practices will be improved through increasing rural faculty implementation of critical thinking skill development and talent and giftedness recognition and through increasing rural educator's ability to implement culturally responsive practices.

**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).

This grant, named “Right4Rural”, used various resources and implemented innovative, locally defined programs for strong sustainable gifted programs that could exist 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. Workshops, materials, protocols for interactions with administrators and teachers, workshop facilitation outlines, professional development and evaluator support activities were developed and implemented

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 \$13 million toward gifted education at the University of Denver.**

**RESEARCH Unfunded:**

*The National Research and Development Center to Improve Rural Education.* Partnership with the University of Iowa and the University of Denver. Co-PIs: Susan Assouline, **Norma Hafenstein**. Co-Investigators: Kristina Hesbol, Lori Ihrig, Brandon LeBeau, Duhita Mahatmya, Robert Reichardt. Key Personnel: Harvey Smith. U.S. Department of Education, Institute of Education Sciences (Five-year project: 2019-2024) REQ: \$9.9 million, declined.

**SELECTED SERVICE and LEADERSHIP:**

**International:**

**Global Principles for Professional Learning in Gifted Education Committee Chairperson,** (2019 - present). World Council for Gifted and Talented Children (WCGTC). Chair of international committee of thirty-seven international scholars tasked with developing global principles for professional learning in gifted education. Paper published through World Council for Gifted and Talented Children and presented at 2021 international conference.

**Initiator and Development Member,** (2019), World Council for Gifted and Talented Children. Initiator and development member of international team to examine higher education standards globally in field of gifted education.

**International Dabrowski Congress Planner and Host,** (2022). Selected as planner and host for the 14<sup>th</sup> International Dabrowski Congress.

**National:**

**Leadership Development Committee Member,** (2019-present), National Association for Gifted Children. Ten gifted education leaders from across the country will work with the national association in advocating for and serving gifted and talented students from all populations throughout the nation.

**Gifted Education Policy Symposium & Conference Developer and Host**, (2009 – present); Morgridge College of Education, University of Denver. 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.

- Addressing Disproportionality in Gifted Education (Virtual)
  - Policy & Practice: Trends and Challenges Impacting Gifted Learners (2021)
- Celebrating Gifted Education: Reflecting on our past and Impacting our future – Featuring Past Palmarium Winners; 10<sup>th</sup> Anniversary
  - Policy & Practice: Trends and Challenges Impacting Gifted Learners (2020)
- Theory & Practice: Conceptual Foundations and Classroom Strategies in Gifted Education – Featuring Named Endowed Chairs 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)
- 8<sup>th</sup> 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)

**Manuscript Reviewer**, (2020 - present). Gifted Unlimited, LLC., Review gifted education manuscripts submitted for publication.

**Learning Exchange Reviewer**, (2020). Carnegie Project on the Education Doctorate (CPED) Selected to review learning exchanges for the annual CPED Virtual Convening.

**Journal Article Reviewer**, (2019), SAGE Publishing Journal.

**Text Proposal Reviewer**, (2019), Routledge/Taylor & Francis.

**Promotion Dossier Reviewer**, (2016), University of Texas at Austin.

**State:**

**Higher Education Peer Reviewer**, (2020-present). Colorado Department of Education. Selected to review higher education applications for the State of Colorado Gifted Education Program Endorsement designation.

**Board Member** (2019 - present). Compositive Primary. Member of independent primary school with innovative delivery model serving the whole child. Denver, CO.

**Consortium Member** (2015 - present). Colorado Council for Educators of Gifted and Talented Education (CCEGTE). 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.

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

**University:**

**Search Committee Member**, Appointed, (2021- present), Morgridge College of Education, University of Denver. Member of search committee for the national search for Dean of the Morgridge College of Education.

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

**College:**

**Appointments and Promotions Committee Co-Chair**, (2017-present) Morgridge College of Education, University of Denver. Committee Co-Chair for design, review and recommendations of clinical faculty appointments and promotions. Committee responsibilities include: set policy, revise and update promotion documents, review appointment and promotion decisions, and design a professional development sequence for clinical faculty.

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

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

**Faculty Executive Committee Member**, Elected, (2014 - 2018), Morgridge College of Education, University of Denver. 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.

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



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

**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; Cohort 4: 2021. 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 MEMBERSHIPS AND RELATED SERVICE:**

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), Leadership Development Committee (2019- present)

World Council for Gifted and Talented Children (WCGTC): Member (2016-present), Global Principles for Professional Learning in Gifted Education Committee Chairperson (2019 – 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 – 2016)

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), Member (2013-present)

### **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.**, Lin, J., McClintock, R., Howard, J., Slifka, S., & Adams, M. (Presenting 2021, November). Pre-Service teacher education: Equitably addressing gifted learners [Presentation]. 68th Annual National Association for Gifted Children (NAGC) Convention, Denver, CO.

**Hafenstein, N. L.**, Reinert, L., Lin, J., Harper, M. J., Nielsen, D., & Barkemeyer, M. (Presenting 2021, November). I-REECCH to serve traditionally underrepresented rural gifted and talented students [Presentation]. 68th Annual National Association for Gifted Children (NAGC) Convention, Denver, CO.

Hesbol, K., **Hafenstein, N. L.**, Reinert, L., Amiri, F., & Lin, J. (Presenting 2021, November). Increasing identification of and services for diverse rural gifted students [Presentation]. 2021 National Forum to Advance Rural Education (NFARE), Indianapolis, IN.

**Hafenstein, N. L.**, & Lin, J. (Presenting 2021, October). Creatively teaching creativity [Presentation]. 2021 American Association for Teaching and Curriculum (AATC) Annual Conference, Albuquerque, NM.

**Hafenstein, N. L.**, & Lin, J. (Presenting 2021, October). Creating and delivering professional learning for rural Colorado educators to support underrepresented gifted students [Presentation]. 2021 American Association for Teaching and Curriculum (AATC) Annual Conference, Albuquerque, NM.

**Hafenstein, N. L.**, Gallagher, S., Mantak, Y., van Gerven, E, & Ronksley-Pavia, M. (2021, July-August). Global principles for professional learning in gifted education [Presentation]. 2021 World Council for Gifted and Talented Children (WCGTC) Biennial World Conference, Virtual.

**Hafenstein, N. L.**, Reinert, L., & Lin, J. (2021, July-August). Rural educator perceptions: Project I-REECCH year 1 implementation [Presentation]. 2021 World Council for Gifted and Talented Children (WCGTC) Biennial World Conference, Virtual.

Lin, J., **Hafenstein, N. L.**, & Adams, M. (2021, July-August). Aligning a graduate course in gifted education for all pre-service teachers with USA NAGC's standards [Presentation]. 2021 World Council for Gifted and Talented Children (WCGTC) Biennial World Conference, Virtual.

**Hafenstein, N. L.**, Hesbol, K., Reinert, L., Lin, J., & Amiri, F. (2021, March). *Impacting Rural Education through Expanding Culturally responsive curriculum, computer science training and Higher order thinking skill development (I-REECCH)* [Presentation]. 26th National Congress on Rural Education in Canada, Virtual.

Reinert, L., McGagin, B., Amiri, F., Lin, J., **Hafenstein, N. L.**, Hesbol, K., Reichardt, R., & DeCesare, D. (2021, February). *Initial descriptions, understanding, and design of I-REECCH* [Poster]. 2021 Gifted Education Policy Symposium and Conference, Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, University of Denver, Virtual.

**Hafenstein, N. L.**, Arnstein, K., Coggin, K., Faulkner, M., Norberto-Whipple, M., Soto-Harrison, M., & Peralta, S. (2020, October). *Diverse gifted learners: Strategies for practice from cutting edge research*. Colorado Association for the Gifted and Talented (CAGT) 2020 Annual Convention, virtual delivery.

**Hafenstein, N. L.** (Session Chair). Adams, A., & Ovalle, R. (2020, October) *Making lemonade out of COVID-19 lemons: Helping EdD students complete a DiP during a global pandemic* [Presentation]. The Carnegie Project on the Education Doctorate (CPED) 2020 October Convening, virtual delivery.

**Hafenstein, N.L.**, Michalec, P., Reinert, L., Schmidt, K. (2020, October). *Scholarly Practitioners as Leaders/Change Agents*. The Carnegie Project on the Education Doctorate (CPED) 2020 October Convening, virtual delivery.

**Hafenstein, N.L.** (2020, January). *Celebrating Gifted Education: Reflecting on our past- Impacting our future*. Panelist. 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.**, Michalec, P. (December 2019). *Saints and Sensitivities: An Examination of Social and Emotional Gifted Characteristics in Historical Mystics and Application to Current Educational Contexts*. Texas Association for the Gifted & Talented (TAGT), 2019 Annual giftED Convention, San Antonio, TX.

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

**Hafenstein, N.L.**, Freed, K., Matthews, J., McClintock, R., Peralta, S. (October 2019). *Impact on the Field: Gifted Education Doctorate Projects*. Colorado Association for the Gifted and Talented (CAGT) 2019 Annual Convention, Loveland, CO.

Michalec, P., **Hafenstein, N.L.** (October 2019). *Activism and Spiritual Formation in Educational Reform*. American Association for Teaching and Curriculum (AATC) 2019 Annual Conference, Birmingham, AL.

**Hafenstein, N.L.** (August 2019). *Curiosity, Challenge, Compassion and Community: Ricks Center for Gifted Children*. Ricks Center for Gifted Children, Morgridge College of Education, University of Denver, Denver, CO.

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

**Hafenstein, N.L.**, Isaacs-McLeod, M. (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., Lin, J. (July 2019). *Saints and Sensitivities: An Examination of Social and Emotional Gifted Characteristics in Historical Mystics and Application to Current Educational Contexts*. Supporting Emotional Needs of the Gifted (SENG) 2019 Annual Conference, Houston, TX.

**Hafenstein, N.L.**, Sponsler, L. (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) 2018 Annual Convention, Loveland, CO.

**Hafenstein, N.L.**, Hesbol, K. (August 2018). *Culturally Proficient Leadership in Identification of Under-Represented Gifted Students*. 16<sup>th</sup> 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*. 13<sup>th</sup> 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: 12<sup>th</sup> International Dabrowski Congress, Calgary, AB, Canada.

**Hafenstein, N.L.** (July 2016). *Intensities of Gifted Women: Challenges and Benefits*. 34<sup>th</sup> 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 33<sup>rd</sup> 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 33<sup>rd</sup> 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 8<sup>th</sup> 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: 10<sup>th</sup> 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:**

**Hafenstein, N.L.** (2020). Book cover statement in *On Gifted Elders: Awareness, Aspirations, and Advocacy*, by Joy Navan., Gifted Unlimited, LLC, Goshen, KY.

#### **Editor**

**Hafenstein, N.L.**, (Ed.), (Winter 2021). *Perspectives in Gifted Education: Influences and Impacts of the Education Doctorate on Gifted Education II, Vol. 8*. 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.**, (Ed.), (Winter 2020). *Perspectives in Gifted Education: Legal Issues, Vol. 7*. 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.**, 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.

**Hafenstein, N.L.**, Rainey, F., Baum S. (Eds.), (Fall 2001). *Perspectives in Gifted Education: Twice-Exceptional Children, Vol. 2*. Institute for the Development of Gifted Education, University of Denver, Denver, CO.

**Hafenstein, N.L.**, Walker, B., Hertzog, N., Robinson, N. (Eds.), (Fall 1999). *Perspectives in Gifted Education: Young Gifted Children, Vol. 1*. 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. *Roeper 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*.

### **Selected Scholarly Publications**

**Hafenstein, N.L.**, (Ed.), (Winter 2021). *Perspectives in Gifted Education: Influences and Impacts of the Education Doctorate on Gifted Education II, Vol. 8*. Introduction.

**Hafenstein, N.L.**, (Ed.), (Winter 2020). *Perspectives in Gifted Education: Legal Issues, Vol. 7*. Introduction.

**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*. 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 - 2019), Leading conceptualization and design of new holistic education model; school open Fall 2019. Denver, CO.

FlexSchool, (2017 – 2019), Instructional Leadership and School Design Consultant, New Haven, CT and Fanwood, NJ.

### **RECENT TRAINING and PROFESSIONAL DEVELOPMENT**

**Diversity Summit** (January 2021) The DU community explores the interplay and intersections of the impact of antiracism and antidiscrimination. Through asynchronous learning sessions and local and national speakers, shared diversity, equity, and inclusion (DEI) are explored to build consensus around one of DU's core commitments.

**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:**

Jennie Jones, 2021, *A Qualitative Study of the Perceived Effectiveness of a Self-Contained Gifted School Within a School*.

Karen Arnstein, 2020, *The Space Between: Examining the Perceived Developmental Transitions of Preadolescent Twice-Exceptional Students*.

Laura Boroughf, 2020, *Empathy and Understanding: The Impact of Gifted Adolescents in the Field of Education*.

Emily Coggin, 2020, *English Language Proficiency and General Intellectual Ability: Is There a Relationship?*

- Meryl Faulkner, 2020, *Gifted Identification in Young, Historically Underrepresented Populations: A Phenomenological Study*.
- Kimberly Freed, 2020, *Supporting the Affective Needs of Gifted Readers: An Educational Criticism and Connoisseurship Study*.
- Jessie Matthews, 2020, *Retaining Gifted Individuals for the Sustainability of Rural Communities*.
- Ryan McClintock, 2020, *Nurturing Excellence: A Case Study of High School Learning Environments for the Gifted*.
- Michelle Norberto-Whipple, 2020, *Building Classroom Community for Gifted Learners*.
- Stephanie Peralta, 2020, *Early Childhood Educator Knowledge: An Exploratory Study Regarding Giftedness and Students of Color*.
- Katie Seymour, 2020, *College Transition Experience: First Year Undergraduate Students and Self-Identified Mental Health Challenges*.
- Marisa Soto-Harrison, 2020, *Underachieving Profoundly Gifted Adolescents*.
- 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*.

**Completed: College of Education**

**Committee Member:**

- Jodie Wilson, 2021, *Student Outcomes of Aesthetic Learning Experiences*.
- Jennifer Bartee, 2020, *Creating Lifelong Relationships with the Arts: A Caring Philosophical Approach*
- Krystal Flanders, 2019, *Teachers Perceptions of Creativity*
- Justine Lopez, 2019, *Perceptions of Leadership and Power in Rural Educational Settings*
- 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:**

- Anna Armitage, *Historical Portrait of Ann F. Isaacs: Founder of the National Association for Gifted Children*.
- Jennifer Lemoine, *Perceptions and Practices of Families with Economic Disadvantages Regarding Giftedness and Family Involvement*
- Ann Makikalli, *Gifted Female Voices: Perceptions of Differentiation in Secondary and Higher Education*.
- Debra Maldonado, *Untold Stories of Native Americans and Giftedness*.
- Lora Romero, *Exploring the Lives of Parents of Traditionally Marginalized Gifted Students*.
- Jervaise Pileggi, *Bibliotherapy as a Means to Address Affective Needs: An Exploration of Bibliotherapy without Guided Discussion*.
- Amanda Reynolds, *The Diversity Gap in Gifted Education and Advanced Program Staffing: A Phenomenological Examination of Black and Latinx Teachers' Lived Experiences*.

Kayla Steffens, *Examining Relationships Among Creativity Skills Training, Domain-Specific Creativity, and Creative Self-Efficacy: A Mixed Methods Study*.

Robin Tobin, *Twice-Exceptional Identification, Achievement, and Identity*.

Darrell Trujillo, *Experiences of educators of color navigating through public education*.

Ashley Vacante, *The Role of School Psychologists in Gifted Education*.

Paul Viskanta, *Teachers who Collaborate with a Professional Writing Organization: The Importance of Critical Stance*.

Barbara Washington, *Well-Being and the Gifted Adolescent: Parents' Perceptions of Temperament and Character*.

Abby Winterbrook, *Multicultural Perceptions of Creativity*.

**Completed: School of Professional Psychology  
Committee Member:**

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

**International Advising:**

Carolyn Prince, Griffith University, Queensland, Australia

**COMMUNITY INVOLVEMENT:**

**Compositive Primary:** School Board Member, Denver, CO (2020-present).

**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 (2001 – 2004).