

**VITA**  
**Gina D. Schack**

**Address:**

College of Education and Human Development  
University of Louisville  
Louisville, KY 40292  
(502) 852-0581      E-mail: gina.schack@louisville.edu

**Professional Background:**

- 1989 - Present    **PROFESSOR**, University of Louisville. Assistant Department Chair (2005-2007), Coordinator of Gifted Education Program; teaching courses in challenging advanced learners, gifted education, curriculum and instruction; advising; self-study; program development and refinement; scheduling; former liaison with a professional development school, committee work, and research. (Assistant Professor, 1989-1994; Associate Professor, 1994-1999)
- 1986 - 1989    **ASSISTANT PROFESSOR**, Tulane University. Coordinator of Gifted Education Program, teaching courses in gifted education and secondary methods, research, advising, committee work, and investigator with Middle Grades Assessment Program; director of Tulane's Summer Program for the Academically Gifted (1987).
- 1982 - 1986    **STAFF MEMBER**, Teaching the Talented Program, University of Connecticut. Working under the direction of Dr. Joseph Renzulli, responsibilities included research, program development, editing, consulting with school districts and individuals, and other activities related to gifted education.
- 1983 - 1986    **INSTRUCTOR**, Teaching the Talented Program, University of Connecticut. Responsibilities included teaching off-campus (Workshop in Gifted Education), at Confratute (a two-week national conference/institute of over 600 participants), in the Three Summer Masters Program, and in Department of Defense Dependents' Schools summer institutes for gifted education.
- 1983 - 1986    **STATE DIRECTOR**, Future Problem Solving Program of Connecticut and Rhode Island. Creation of a state level program, including planning, coordination with existing state agencies and groups, communication, budget, publicity, training of coaches and evaluators, organization and administration of program and State Bowl competition, coordination with and contributions to the National F.P.S. program.
- 1984 - 1986    **LECTURER**, School of Education, University of Connecticut. Planning and instruction in laboratory sections of EPSY221, Educational Psychology, writing of test items and item analysis, on-going course evaluation and improvement.
- 1983 - 1984    **TEACHER OF THE GIFTED AND TALENTED**, Mansfield Middle School, Storrs, CT. Identification, program planning, and instruction for 160 Talent Pool students in grades five through eight using the Triad/Revolving Door model. Teaching of a Talent Pool reading class, planning student enrichment activities, training activities, and facilitation of independent study projects. Communication, consultation, and provision of enrichment activities to classroom teachers. (half-time)
- 1982 - 1983    **TEACHER OF THE GIFTED AND TALENTED**, Pomfret Community School, Pomfret Center, CT. Identification, program planning, and instruction for 57 Talent Pool students in grades six through eight. Planning of student enrichment activities, training activities, and facilitation of independent study projects. Communication, consultation, and provision of enrichment activities to classroom teachers. (half-time)
- 1980 - 1982    **TEACHER-COORDINATOR FOR GIFTED AND TALENTED**, Sturgis Public Schools, Sturgis, MI. Identification and instruction of 65 students in grades three through twelve in a partial pull-out program. Development of curriculum, communication with administrators and teachers in six schools and with parents and community members, and formative evaluation of the program.
- 1975 - 1980    **TEACHER**, Eaton Rapids Intermediate School, Eaton Rapids, MI. Teaching and curriculum development for mathematics (7th and 8th) and social studies (7th) in inter-

disciplinary teams, algebra and social studies (9th) in self-contained classrooms.

Department chairperson, social studies. Member of the planning and advisory committees for gifted education district-wide.

- 1972 - 1975 GRADUATE TEACHING ASSISTANT, College of Education, Michigan State University, East Lansing, MI. Planning and instruction of classes in the process of teaching (assessment, goal setting, strategies, evaluation) and interpersonal communication skills; tutoring and testing of students in the mastery model portion of the course dealing with behavioral techniques and their application to the teaching process; participation in weekly staff meetings assessing the effectiveness of the course and planning improvements.
- 1970 - 1972 STAFF MEMBER, Center for Urban Affairs, Michigan State University, East Lansing, MI. Workshop/group leadership and design of curriculum for inter-group relations; staff development and curriculum design for the Sixth Cycle Teacher Corps.

### **Academic Preparation:**

- 1982 - 1986 UNIVERSITY OF CONNECTICUT, Storrs, CT. Doctor of Philosophy in Special Education (Gifted). Minors: Research Methodology, Administration. Dissertation: "Creative Productivity and Self-efficacy in Children"
- 1976 - 1981 MICHIGAN STATE UNIVERSITY, East Lansing, MI. Post- graduate coursework in gifted education, computer programming, administration, and curriculum.
- 1971 - 1975 MICHIGAN STATE UNIVERSITY, East Lansing, MI. Master of Arts in Curriculum. Certification in Elementary Education (K-8) with a major in social studies and minors in math and science.
- 1967 - 1971 MICHIGAN STATE UNIVERSITY, East Lansing, MI. Bachelor of Science Cum Laude in Psychology.

### **Publications**

#### **Single Authored Articles**

- Schack, G. D. (2000). Plusses, minuses, and interesting points about multiple roles and relationships of the PDS liaison. *Peabody Journal of Education*, 74(3&4), 306-309.
- Schack, G. D. (1998). [Book review of *Active learning handbook for the multiple intelligences classroom*]. *Roeper Review*, 20(4), 303-304.
- Schack, G. D. (1996). All aboard or standing on the shore: Gifted education and the educational reform movement. *Roeper Review*, 18(3), 190-197.
- Schack, G. D. (1994). Authentic assessment procedures for secondary students' original research. *Journal of Secondary Gifted Education*, VI(1), 38-43.
- Schack, G. D. (1994). [Book review of *Playing favorites: Gifted education and the disruption of community*.] *Educational Leadership*, 52(4), 89.
- Schack, G. D. (1994). Whole skating. *Reading TODAY*, 12(3), 34.
- Schack, G. D. (1993). Effects of a creative problem solving curriculum on students of varying ability levels. *Gifted Child Quarterly*, 37(1), 32-38.
- Schack, G. D. (1993). Involving students in authentic research. *Educational Leadership*, 50(7), 29-31.
- Schack, G. D. (1990). [Book review of *The meaning of intelligence: Implications for gifted education*]. *National Forum*, LXX(4), 47.
- Schack, G. D. (1989). Self-efficacy as a mediator in the creative productivity of gifted children. *Journal for the Education of the Gifted*, 12(3), 231-249.
- Schack, G. D. (1988). An activities approach to leadership training. *The Gifted Child Today*, 11(6), 20-22.
- Schack, G. D. (1988). Methodologies of the disciplines: A key to differentiated education for the gifted. *Roeper Review*, 10(4), 219-222.
- Schack, G. D. (1988). Experts-in-a-book: Using how-to books to teach the methodologies of practicing professionals. *Roeper Review*, 10(3), 147-150.

#### **Books**

- Schack, G. D. & Starko, A. J. (1998). *Research comes alive: Guidebook for conducting original research with middle and high school students*. Mansfield Center, CT: Creative Learning Press, Inc.

Starko, A. J. & Schack, G. D. (1992). *Looking for data in all the right places: A guidebook for conducting original research for young investigators*. Mansfield Center, CT: Creative Learning Press, Inc.

### Book Chapters

- Overturf, B. J. & Schack, G. D. (2002). On the high wire. In Bliss, T. & Mazur, J. (Eds.) *K-12 teachers in the midst of reform: Common thread cases*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Overturf, B. J. & Schack, G. D. (2000). On the high wire. In Bliss, T. & Mazur, J. (Eds.) *Elementary and middle school teachers in the midst of reform: Common thread cases*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Overturf, B. J. & Schack, G. D. (1998). On the high wire. In Bliss, T. & Mazur, J. (Eds.) *Secondary and middle school teachers in the midst of reform: Common thread cases*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Schack, G. D. (1998). Using how-to books. In S. M. Reis & S. Baum (Eds.) *Developing gifts and talents of primary grade students*. Mansfield, CT: Creative Learning Press.
- Reis, S. M. & Schack, G. D. (1993). Differentiating products for the gifted and talented: The encouragement of independent learning. In J. Maker (Ed.) *Critical issues in education of the gifted, Vol. III*. Rockville, MD: Aspen Publishers, Inc.
- Starko, A. J., Burns, D. E., & Schack, G. D. (1986). The Revolving Door Identification Model: Excellence without elitism. In J. S. Renzulli & S. M. Reis (Eds.), *The triad reader* (pp. 46-48). Mansfield Center, CT: Creative Learning Press.

### Curriculum Materials

- Schack, G. D. with Minnehan, J. & Flerlage, L. (1999). *Resource guide to support the development of leadership skills*. Frankfort, KY: Kentucky Department of Education.
- Schack, G. D., et al. (1991). *Middle school problem solving curriculum*. (Available from Jefferson County Public Schools, Louisville, KY)

### Published Reports

- Schack, G. D. (1988). Self-efficacy and creative productivity in children. *Triad/Revolving Door technical report (3rd Ed.)*, Storrs, CT: Bureau of Educational Research.

### Multi-Authored Articles

- D'Antoni, J. L., Lewis, L. H., Miller, S. M., Moore, S. E., Schack, G. D., Thomas, M. S., Wallace, S. L., & Wilson, L. L. (under review). Inclusive teaching circles: Mechanisms for creating welcoming classrooms. Submitted to *Journal of Diversity in Higher Education*, December, 2007.
- Schack, G. D. & Wermuth, K. A. (2000). We teach them all: How to serve slow starters, cruisers, and high speed learners. *Middle Ground*, 3 (5), 18-22.
- Schack, G. D. & Overturf, B. J. (1998). Professional development teams. *Teaching Education*, 9 (2), 91-98.
- Schack, G. D., Kyle, D. W., McIntyre, E., & Hovda, R. A. (1993). Kentucky's primary programs and educational equity: An exploration of issues. *Equity & Excellence in Education*.
- Schack, G. D., Starko, A. J., & Burns, D. E. (1991) Self-efficacy and creative productivity: Three studies of above average ability children. *Journal of Research in Education*, 1(1), 44-52.
- Schack, G. D. & Starko, A. J. (1990). Identification of gifted students: An analysis of criteria preferred by pre-service teachers, classroom teachers, and teachers of the gifted. *Journal for the Education of the Gifted*, 13(4), 346-363.
- Starko, A. J. & Schack, G. D. (1989). Perceived need, teacher efficacy, and teaching strategies for the gifted and talented. *Gifted Child Quarterly*, 33(3), 118-122.
- Starko, A. J., Burns, D. E., & Schack, G. D. (1984-5). The Revolving Door Identification Model: Excellence without elitism. *Journal of the School Administrators Association of New York*, 15(3), 12-14.

### State, Regional, and National Presentations

- Schack, G. D. & Lasky, S. (2007, October). Reducing our attrition rate: Using data to strengthen our program. Transition To Teaching Project Directors & Evaluators Meeting, Crystal City, VA.
- Schack, G. D. (2006). (When) Is Differentiation Fair? Middle Level Essentials (National Middle School Association Conference), Louisville.

- Schack, G. D. (2005). Using the RASL to guide and assess differentiation. National Association for Gifted Children, Louisville.
- Schack, G. D., Ragsdell, V. & Cave, J. (2005). From adversary to ally: Improving parent-teacher communication and collaboration. National Association for Gifted Children, Louisville.
- Larson, A. & Schack, G. D. (2005). Assessing knowledge, skills and dispositions for success in teaching: Working with struggling teacher candidates . Pre-conference session of the Association for Teacher Education national conference.
- Schack, G. D. (1999). Modifying lessons and instructional strategies (ticketed session) Association for Supervision and Curriculum Development, San Francisco.
- Schack, G. D. with Overturf, B., Lafferty, S., & Sakashito, S. (1998). The many faces of talent development in middle schools. Pre-conference session of the Middle Grades Division of the National Association for Gifted Children, Louisville.
- Schack, G. D., Kugler, S., & Wermuth, K. (1998). Gifted collaboration: Curricular support for students and teachers. National Association for Gifted Children, Louisville.
- Schack, G. D., Kugler, S., & Wermuth, K. (1998). What's possible? A collaborative effort to develop the gifts and talents of students on a diverse middle school team. National Middle School Association, Denver.
- Schack, G. D. (1998). Assessing talent development and processes. DreamQuest Conference, Winnipeg, Manitoba.
- Schack, G. D. (1998). Standards for gifted? Raising artificial ceilings; Helping your child around artificial ceilings in the regular classroom; How to "raise the ceiling" in regular classrooms without major reconstruction costs. Hawaii State Gifted/Talented Conference, Oahu.
- Schack, G. D. (1997). Creating rubrics; Using authentic assessment to differentiate in the regular classroom. National Association for Gifted Children Advanced Institute, Baltimore.
- Schack, G. D. (1997). Maximizing educational reform strategies for gifted students. National Association for Gifted Children, Little Rock.
- Schack, G. D. (1997). Creating and using rubrics to assess student projects. National Association for Gifted Children, Little Rock.
- Schack, G. D. et al. (1997). Gifted students in the middle grades: What works, what doesn't? National Association for Gifted Children, Little Rock.
- Schack, G. D. (1997). Performance-based assessment in gifted education. National Association for Gifted Children Professional Development Academy, Baltimore.
- Schack, G. D. (1995). Gifted collaboration: Curricular support for students and teachers. National Association for Gifted Children, Tampa.
- Schack, G. D. (1995). Creating and using rubrics to assess student projects. National Association for Gifted Children, Tampa.
- Schack, G. D. (1995). Research comes alive! Teaching students to become original researchers. National Middle School Conference, New Orleans.
- Schack, G. D. (1995). Pluses, minuses, and interesting points about multiple role relationships in PDS work. NCREST Conference, Louisville.
- Overturf, B. J. & Schack, G. D. (1995). Professional development teams: Stepping stone (or next best thing) to professional development schools. NCREST Conference, Louisville.
- Schack, G. D. (1994). Developing integrated thematic units that challenge all students. National Association for Gifted Children, Salt Lake City.
- Schack, G. D. & Ray, S. M. (1994). Can style differentiated instruction increase achievement and self-efficacy? National Association for Gifted Children, Salt Lake City.
- Schack, G. D. & Overturf, B. J. (1994). Professional development teams: Stepping stones (or next best thing) to professional development schools. American Educational Research Association, New Orleans.
- Schack, G. D. & Overturf, B. J. (1994). To Beane or not to Beane: Developing integrated instruction. Kentucky Middle School Association, Lexington.
- Schack, G. D. (1993). Effects of heterogeneous instruction on middle school students. National Association for Gifted Children, Atlanta.
- Schack, G. D. & Overturf, B. (1993). Can middle school work for all kids? Yes!! National Association for Gifted Children, Atlanta.

- Schack, G. D. & Starko, A. J. (1993). Authentic research for middle and high school students. National Association for Gifted Children, Atlanta.
- Luvisi, C. & Schack, G. D. (1993). Project DISCOVERY: Encouraging gifted behaviors in primary students. National Association for Gifted Children, Atlanta.
- Schack, G. D. (1993). Teaching gifted students to do original research. Kentucky Association for Gifted Education, Louisville.
- Schack, G. D. (1992). Ungraded primary: Promises and pitfalls. National Association for Gifted Children, Los Angeles.
- Schack, G. D. & Reid, B. (1992). Making cooperative learning work for gifted students. National Association for Gifted Children, Los Angeles.
- Schack, G. D. (1992). Ungraded primary: Promises and pitfalls. Kentucky Association for Gifted Education, Lexington.
- Runge, C. & Schack, G. D. (1992). The schoolwide enrichment model. Kentucky Association for Gifted Children, Lexington.
- Schack, G. D. (1992). Research in progress: Development of giftedness in the multi-age, multi-ability primary school. Esther Katz Rosen Symposium on the Psychological Development of Gifted Children, University of Kansas, Lawrence, KS.
- Schack, G. D. (1991). Differential effects of a problem solving curriculum. National Association for Gifted Children, Kansas City, Missouri.
- Schack, G. D. (1991). Can teachers' perceptions be modified through differentiated curriculum? National Association for Gifted Children, Kansas City, Missouri.
- Starko, A. J. & Schack, G. D. (1990). Teaching gifted students to become original researchers. National Association for Gifted Children, Little Rock, Arkansas.
- Schack, G. D. (1990). Differentiating curriculum by teaching the methodologies of the disciplines. Kentucky Association for Gifted Education Conference, Owensboro, Kentucky.
- Starko, A. J. & Schack, G. D. (1989). Relationships among perceived need, teacher efficacy, and use of teaching strategies for gifted and talented. American Educational Research Association, San Francisco.
- King, J. A., Pechman, E. M., Schack, G. D., & VanDyke, N. (1989). Collaborative program improvement: A mechanism for site-based change in middle-grade schools. American Educational Research Association, San Francisco.
- Schack, G. D. (1989). Differentiating curriculum by teaching the methodologies of the disciplines. National Association for Gifted Children, Cincinnati.
- Schack, G. D. (1989). Middle school/junior high gifted programs: What's appropriate? National Association for Gifted Children, Cincinnati.
- Schack, G. D. & Starko, A. J. (1989). Identification criteria preferred by three types of teachers. National Association for Gifted Children, Cincinnati.
- Schack, G. D. (1989). Problem finding/focusing: Keys to successful student investigations. National Association for Gifted Children, Cincinnati.
- Schack, G. D. (1988). Creative productivity and self-efficacy in gifted children. National Association for Gifted Children, Orlando. Abstract in 1988 Research Briefs.
- Starko, A. J. & Schack, G. D. (1988). Perceived need, teacher efficacy, and use of differentiated teaching strategies. National Association for Gifted Children, Orlando. Abstract in N.A.G.C. 1988 Research Briefs.
- Schack, G. D. (1988). Middle school/junior high gifted programs: What's appropriate? National Association for Gifted Children, Orlando.
- Schack, G. D. (1988). Creative productivity and self-efficacy in gifted children. American Educational Research Association, New Orleans.
- Schack, G. D. (1988). When insiders control the change process: The Middle Grades Assessment Program. American Educational Research Association, New Orleans.
- Schack, G. D. (1987). Social studies for the gifted: Process and content. National Association for Gifted Children, New Orleans.
- Schack, G. D. (1986). Self-efficacy for creative productivity. American Educational Research Association, San Francisco. (ED 271 494)
- Schack, G. D. (1985). Research comes alive: The methodologies of the practicing professionals. National Association for Gifted Children, Denver.

Schack, G. D. (1984). *The Future Problem Solving Program: A creative challenge*. National Association for Gifted Children, St. Louis.

**Invited Lectures and Workshops (1989-present)**

- "Advanced Research Methods: Type II Process Training for the How-to of Research," Confratute, University of Connecticut, Storrs, Connecticut, July, 1989
- "Teaching Students Research Skills to Improve Type III Investigations," Confratute, University of Connecticut, Storrs, Connecticut, July, 1989
- "Increasing the Sophistication of Type III Investigations: How to Use How-to Books," Confratute, University of Connecticut, Storrs, Connecticut, July, 1989
- "Implementing the Schoolwide Enrichment Model at the Secondary Level," Confratute, University of Connecticut, Storrs, Connecticut, July, 1989
- "The Future Problem Solving Program," Confratute, University of Connecticut, Storrs, Connecticut, July, 1989
- "Curriculum Compacting," Mountain Brook Schools, Alabama, August, 1989
- "Type III's: From Lightbulb to Completion," St. Charles Parish Public Schools, Louisiana, September, 1989
- "Gifted Underachievers," Ft. Knox/Elizabethtown Schools, Kentucky, November, 1989
- "Advanced Research Methods: Type II Process Training for the How-to of Research," Confratute, University of Connecticut, Storrs, Connecticut, July, 1990
- "Increasing the Sophistication of Type III Investigations: How to Use How-to Books," Confratute, University of Connecticut, Storrs, Connecticut, July, 1990
- "Implementing the Schoolwide Enrichment Model at the Secondary Level," Confratute, University of Connecticut, Storrs, Connecticut, July, 1990
- "The Future Problem Solving Program," Confratute, University of Connecticut, Storrs, Connecticut, July, 1990
- "What Makes Giftedness" and "Differentiated Curriculum," Jefferson County Public Schools, Kentucky, August, 1990
- "Differentiated Curriculum," Sioux Falls Public Schools, South Dakota, August, 1990.
- "The Schoolwide Enrichment Model," Daviess County Schools, Kentucky, December, 1990.
- "Curriculum Compacting," Daviess County Schools, Kentucky, March, 1991
- "Serving Gifted Students in Heterogeneous Classrooms," Anchorage Public Schools, Kentucky, April, 1991
- "Helping At-risk Middle Grades Students," Hebron Middle School, Kentucky, September and October, 1991
- "The Schoolwide Enrichment Model," Brandeis Elementary School, Louisville, Kentucky, October, 1991
- "Helping At-risk Middle Grades Students," Mt. Washington Middle School, Mt. Washington, Kentucky, October, 1991
- "Schoolwide Enrichment Model," Jefferson County Public Schools, Louisville, Kentucky, July, 1992
- "Cooperative Learning," Bullitt Central High School, Shepherdsville, Kentucky, August and October, 1992
- "Cooperative Learning and Questioning Skills," Shepherdsville Middle School, Shepherdsville, Kentucky, August and October, 1992; March 1993
- "Schoolwide Enrichment Model," Martin Luther King Elementary School, Louisville, Kentucky, August, 1992.
- "Schoolwide Enrichment Model," AP Prep, Jefferson County Public Schools, Louisville, Kentucky, September, 1992.
- "Broadened Definition of Giftedness" and "Developing Giftedness Through Investigations," Project DISCOVERY Administrators, Ohio Valley Educational Cooperative, Louisville, Kentucky, November, 1992
- "Broadened Definition of Giftedness" and "Developing Giftedness Through Investigations," Project DISCOVERY Teachers, Ohio Valley Educational Cooperative, Louisville, Kentucky, November - February, 1993
- "Questioning Skills" and "Pathways to Productivity," AP Prep, Jefferson County Public Schools, Louisville, Kentucky, January, 1993.
- "Learning Styles," AP Prep, Jefferson County Public Schools, Louisville, Kentucky, March, 1993.
- "Learning Styles," Jefferson County Public Schools, Louisville, Kentucky, July, 1993
- "Thematic Units," Jefferson County Public Schools, Louisville, Kentucky, July, 1993

- "Schoolwide Enrichment Model," Jefferson County Public Schools, Louisville, Kentucky, July, 1993
- "Designing Thematic Units," Newburg Middle School, Louisville, Kentucky, August, 1993
- "Original Research," Fairbanks/North Star Borough, Alaska, August, 1993
- "Designing Thematic Units," Bloomfield Middle School, Kentucky, August, 1994
- "Differentiating Curriculum for Gifted Students," Eliahu Academy, Louisville, Kentucky, March, 1995
- "Teaching Students to Conduct Original Research," Central Kentucky Educational Cooperative, Lexington, Kentucky, June, 1995
- "Differentiating Curriculum for Gifted Students," Dunn Elementary, Louisville, Kentucky, August, 1995
- "Differentiating Curriculum for Gifted Students," Liberty Elementary, Oldham Co., Kentucky, August, 1995
- "Multiple Intelligences," Bullitt East High School, Mt. Washington, Kentucky, August, 1995
- "Learning Styles," Bullitt East High School, Mt. Washington, Kentucky, August, 1995
- "Differentiating Curriculum for Gifted Students," The Brown School, Louisville, Kentucky, August, 1995
- "Multiple Intelligences," St. Barnabus School, Louisville, Kentucky, February, 1996
- "Differentiating Curriculum for Gifted Students," East Middle School, Shelby Co., Kentucky, August, 1996
- "Differentiating Curriculum for Gifted Students," Crestwood Elementary, Oldham Co., Kentucky, August, 1996
- "Differentiating Curriculum for Gifted Students," West Middle School, Shelby Co., Kentucky, October, 1996
- "Providing Challenge for All Students," Project PROMISE Equity Workshop, Oldham Co., Kentucky, November, 1997
- "Meeting the Needs of Gifted Students in the Regular Classroom," Crestwood Elementary School, Kentucky, 1998, 1996
- "Developing Leadership in Students," Murray Independent Schools, Kentucky, 1998
- "Meeting the Needs of Gifted Students in the Regular Classroom," Franklin Independent School District, Tennessee, 1998
- "Addressing the Needs of Diverse Students in the Regular Classroom," Louise S. McGehee School, New Orleans, Louisiana, March & April, 1999
- "Multiple Intelligences," Hite Elementary School, Jefferson County Public Schools, Louisville, KY,
- "Multiple Intelligences," Oldham County High School, Buckner, KY, 2003

### **Program Evaluation**

- Schoolwide Enrichment Model Pilot Program, St. Charles Parish, Louisiana, Interim and End-of-Year, 1989; End-of-year, 1990.

### **Needs Assessment**

- Gifted Programming, Portland Public Schools, Connecticut, 1990.

### **Professional Service**

#### **National**

- Proposal reviewer, American Educational Research Association, Division K, 2006 – present; Division B, 1987; SIG for Research on the Intellectually Talented, 1989
- Gifted Child Quarterly, Reviewer (1997 – present)
- Journal for the Education of the Gifted, Reviewer (1988 – present)
- Research in Middle Level Education Quarterly, Reviewer (1997 – present)
- National Association for Gifted Children,  
Middle Grades Division, Division Chair (1996-98)  
Research and Evaluation Division, Program Chair (1989-90), Program Committee (1990-91),  
Nominations Committee (1989-90), Proposal Reviewer (1988, 1995)  
Curriculum Division, Proposal Reviewer (1995)
- National Research Center on the Gifted and Talented (NRC/GT) Content Area Consultant Bank, Invited member (1991 – present)
- Future Problem Solving Program, Evaluator for Open Division (1986-1991) and International Competition (1986-1990), Parliamentarian for Advisory Council meeting (1990)

Textbook review, Merrill Publishing Company, 1988, 1989

### **State**

Gifted/Talented Cadre Member, 1994-1997

Invited participant in the Symposium on Kentucky's Gifted Children, Shakertown, KY, 1991, 2002

Secretary and member of the Board of Directors, Louisiana Middle School Association, 1988 - 1989

### **Local**

Conference Coordinator, Regional PDS Conference, Louisville, Kentucky, 1998

Advisory Council, Project DISCOVERY, Louisville, Kentucky, 1992-1994

Advisory Board, Institute for Creative Learning, Louisville, Kentucky, 1989 - 1991

Consultant to Anchorage Independent School's Site-based Decision Making Committee, 1992

### **College of Education and Human Development**

Curriculum Committee, Chair

Standard I Self-Study/NCATE Committee Co-facilitator, 2006-present

### **Dept. of Teaching & Learning**

Personnel Committee, 2007-present

Middle/Secondary Program Committee

M.Ed. Re-design Committee, 2007-present

### **Grant Support from Non-University Sources**

Transition to Teaching – U. S. Department of Education, \$263, 899 for each of five years (Project Director; grant written by Linda Irwin-DeVitis, who also directed it from 10/02 – 7/03)

Teacher Quality Enhancement Grant – Education Professional Standards Board, \$74, 218 for the first year of a three year grant (co-Project Director; Diane Kyle, co-Project Director; Linda Irwin-DeVitis, co-author of the proposal)

Developing the Leadership Talents of Gifted Students -- Gifted & Talented Education Division of the Kentucky Department of Education, \$35,000, 1997-99 (P. I., Planning and leadership for summer Leadership Academy, development of materials, and follow-up meeting for 31 teachers and administrators from 17 schools in 13 districts, development of guidebook, including lessons and resources for leadership development, housed in the state's eight regional service centers, OVEC, UofL, and given to participants)

Project DISCOVERY: Nurturing Giftedness in Young Students through Investigation -- Javits Gifted and Talented Students Education Grant Program of the U.S. Department of Education, \$233,000 per year, 1992-1995 (primary consultant to Ohio Valley Educational Consortium in the writing of the grant, one of only 23 awarded nationally during this funding cycle)

The QUEST Team -- Ohio Valley Educational Consortium, 1993-1994 (consultant to a sixth grade interdisciplinary team at Mt. Washington Middle School, Bullitt County, for study group to investigate exploratory programs)

The STARS Team -- Ohio Valley Educational Consortium, 1991-1993 (consultant to a seventh grade interdisciplinary team at Mt. Washington Middle School, Bullitt County, for study group and demonstration grant implementing interdisciplinary, heterogeneous teaming and authentic assessment)

University of Louisville's support of the JCPS middle school improvement grant -- Edna McConnell Clark Foundation, 1989-1992 (participant; Wynn Egginton, P.I.)

The Metropolitan New Orleans Middle Grades Consortium -- The BellSouth Foundation, 1987-1989 (co-investigator; Dr. Jean King, P.I.)

### **Support from University Sources**

Community Problem Solving -- U of L/JCPS Coordinating Committee, 1994-1996 -- Train and support teachers at Dunn, Brown, Englehard, and Greathouse Shryrock Elementary Schools in using the creative problem solving process to solve community problems; dissemination to other teachers (L. Taylor & G. Schack, P. I.)

Course Development/Revision Grant -- UofL Provost's Office, 1994-1995

- The Schoolwide Enrichment Model -- U of L/JCPS Coordinating Committee, 1991-1992 -- workshops and technical assistance to the involved teachers at Kammerer Middle School (G. Schack & C. Runge, P.I.)
- Maximizing Potential in a Primary School -- U of L/JCPS Coordinating Committee, 1991-1992 -- help implement and study an ungraded, heterogeneously grouped primary program in eight classrooms serving 6 and 7 year old students at Tully Elementary School: workshops and consulting to the teachers and administrators; evaluation design; participant observation; case studies; data gathering and analysis; and dissemination of findings; (G. Schack, C. Buddo, E. Kasian, P.I.)
- Middle School Problem Solving Curriculum -- U of L/JCPS Coordinating Committee Grant, 1990-1991 -- develop and implement a middle school curriculum in problem solving with nine Jefferson County Public Schools middle school teachers: leadership in the project; substantial contributions to the writing and revision of the curriculum unit; design of the evaluation/research, including gathering and analyzing both quantitative and qualitative data; observations in seven middle schools field testing the curriculum; and dissemination of findings. (G. Schack & M. Onnen, P.I.)
- Interdisciplinary Curriculum Development, 1989-1991, Edna McConnell Clark Foundation (Wynn Egginton, P.I.)

### **Areas of Current Research Interest**

- Teacher education with respect to challenging and supporting advanced students
- Curricular and instructional differentiation for gifted, high ability, and grade-level students: current practice, effects on students, interventions
- Alternative certification programs (effectiveness, impact, students involved, etc.)
- Teaching for diversity (cultural, readiness, learning styles, interests, SES, ESL, etc.)
- Attitudes and practices of pre- and in-service teachers with respect to diversity

## **TEACHING**

### **Courses Taught**

#### **University of Louisville (1989 - present)**

- EDEM 452/453, Middle Grades Student Teaching
- \* EDUC 504, Core III: Middle Grades
  - \* EDEM 512, Core III Seminar: Middle Grades
  - EDEM 550, Teaching in the Middle Grades
  - EDEM 581, Introduction to Gifted Education
  - \* EDEM 581, Teaching for Talent Development
  - \* EDEM 582, Gifted Students in the Regular Classroom
  - EDEM 604, Workshop in Literature-based Units (with Ric Hovda)
  - \* EDEM 607, Middle Grades Curriculum
  - \* EDEM 608, Integrated Thematic Units
  - \* EDEM 664, Trends in Social Studies Education
  - \* EDEM 681, Teaching Through Investigations
  - EDEM 681, Curriculum for the Gifted
  - \* EDEM 682, Thinking and Problem Solving
  - EDEM 682, Methods and Materials in Gifted Education
  - \* EDEM 683, Creativity
  - EDEM 684, Practicum in Gifted Education
  - \* EDEM 685, Special Topics in Gifted Education: Modifying Curriculum for Gifted Students; Leadership Giftedness; Teaching Multi-Ability Classes
  - \* EDEM 686, Multiple Intelligences
  - \* EDEM 686, Learning Styles
  - \* EDEM 673/690, MAT Methods (Gifted)
  - \* EDEM 674/691, MAT Instructional Strategies
  - EDTP 345/346, Special Populations in Schools/Field Experience
  - \* EDTP 501, General Methods
  - \* EDTP 505, Challenging Advanced Learners

#### **Tulane University (1986 - 1989)**

- EDUC 302/308/608, Secondary School Methods
- \* EDUC 309/609, Secondary Methods in the Disciplines (an innovative subject-specific methods

course team-taught by university faculty and classroom teachers)

EDUC 429/619, Student Teaching in the Secondary School (Seminar, supervision of students)

- \* EDUC 647, Middle School Theory and Practice
- \* EDUC 648, Seminar in Gifted Education: Research Methodology for School Practitioners
- \* EDUC 648, Seminar in Gifted Education: Creativity
- EDUC 653, Gifted Children
- EDUC 654, Methods for the Gifted
- EDUC 679, Practicum and Field Experiences in Education

#### **University of Connecticut (1982 - 1986)**

EPSY 221, Educational Psychology (recitation sections)

EPSY 311, Workshop in Gifted Education

EPSY 459, Methods and Materials for Teaching the Gifted and Talented

#### **Michigan State University (1973 - 1975)**

EDUC 201, Introduction to Education (small group sessions)

\* *Developed as a new course*

#### **Elected to the Graduate Faculty, February, 1990**

#### **Doctoral Committee Chair**

Harriette Seiler (ELFH, dissertation committee chair), 2007-present

Kimberly Goff (C&I, program chair), 2002-present

Brenda Overturf (Supervision, program & dissertation committee chair), 1994-1999

Monica Nichols (Supervision, program & dissertation committee chair), 1998 - 1999

#### **Doctoral Committee Membership**

Janet Parrish (C&I, dissertation committee), 2006-present

Cindy Gnadinger (Dissertation committee), 2000-2001

Kimberly Clayton-Code (Supervision program committee), 1999 - 2001

Sandy Ledford (Supervision dissertation committee), 1997 - 1999

Jim Bonner (Dissertation committee), 1995 - 1997

Timothy Rice (Social Work dissertation committee), 1987-1988 (at Tulane University)

#### **Current Advising**

Kentucky Gifted and Talented Endorsement

M.Ed.

Rank I Program

P-12 Art MAT

P-12 Foreign Language MAT

Alternative Certification Program

#### **Other Qualifications**

#### **Honors and Awards:**

University of Louisville Young Investigator Award, 1992

Phi Kappa Phi, 1986

NOYES Fellow, 1982-1986

N.A..G.C. John C. Gowan Outstanding Graduate Student Award, 1985

#### **Certifications:**

Teacher: Michigan: K-8 (all), 9 (social studies, science); Connecticut: Grades 1-8; Massachusetts: Elementary

Intermediate Administration/Supervision: Connecticut

Kentucky Teacher Internship Program

**Professional Memberships:**

American Educational Research Association  
SIG, Research on the Intellectually Talented  
National Association for Gifted Children  
Professional Development Division  
Curriculum Division  
Council for Exceptional Children  
The Association for the Gifted  
Association for Supervision and Curriculum Development  
Developing Giftedness and Talent Network  
Phi Delta Kappa  
National Middle School Association  
Kentucky Middle School Association  
Kentucky Association for Gifted Education

**Consultantship:**

Creative Learning Press, screening and editorial work on methodological books section, 1985 - 1994

**Professional Training**

History Alive! (five day summer institute)  
Style Differentiated Instruction (Certified Trainer)