

Purdue University  
College of Education

## Gifted Education Resource Institute

2011 – 2016 Strategic Plan

### GERI MISSION STATEMENT

GERI is an innovative center dedicated to the discovery, study, and development of human potential. Founded by John Feldhusen in 1974 and situated in the College of Education, GERI's mission is holistic development of giftedness, creativity, and talents among individuals throughout their lifespan. This is accomplished through accelerated and enriched programs for gifted, creative, and talented youth; graduate programs for future scholars and leaders; professional development and coursework for educators of gifted, creative, and talented students; and cutting-edge research in psychology and education related to giftedness, creativity, and talent development.

### GERI VALUES STATEMENT

WE BELIEVE in maximizing the potential of gifted, creative, and talented individuals in the world community.

WE BELIEVE outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

WE BELIEVE in sustaining a unique identity that focuses on the holistic development of talented youth and enables us to offer world-class leadership on their behalf.

WE BELIEVE creativity and innovation are essential to our leadership role in the world community.

WE BELIEVE a balanced emphasis on discovery, learning, and engagement creates an energizing synergy that enhances our mission and our work environment.

WE BELIEVE we can increase our influence in the field of gifted, creative, and talented studies by sharing innovations and research with varied audiences.

WE BELIEVE that we have a responsibility to nurture positive, collaborative relationships and clear, effective communications within our organization.

WE BELIEVE in striving for excellence at all times, in all aspects of our work.

## OVERARCHING GOALS

1. Build national and international reputation through outstanding graduates, effective collaborations, and overall visibility of program outcomes.
2. Continue efforts to secure funding through development, grants, and contracts.
3. Serve gifted, creative, and talented youth through exemplary programming.

**DISCOVERY WITH DELIVERY.** Engage in discovery addressing critical issues in the fields of psychology and education related to giftedness, creativity, and talent.

1. Provide a preeminent program of doctoral study.
  - a. Attract high-quality applicants to the program.
    - i. *Possible measures: Number of applicants, GRE scores, fellowships/awards*
  - b. Provide high-quality mentoring to doctoral students with focus on scholarship and academic productivity.
    - i. *Possible measures: Publications, presentations, grants*
  - c. Ensure timely degree completion.
    - i. *Possible measures: Individual and average degree completion times*
  - d. Place graduates in high-caliber institutions.
    - i. *Possible measures: Record of placements, qualitative description*
2. Conduct research that influences practice.
  - a. Seek collaborative research partnerships with P-12 schools.
    - i. *Possible measures: List of partners and nature of partnerships*
  - b. Study effects of GERI professional development on teacher practices and student achievement.
    - i. *Possible measures: Results of research*
  - c. Conduct cross-cultural research on students and educators in order to improve educational practices.
    - i. *Possible measures: Number, nature, cultures, and results of studies*
3. Focus on underserved populations.
  - a. Investigate effective recruitment, programming, and retention practices for underserved youth.
    - i. *Possible measures: Results of research*
  - b. Influence identification practices to be more inclusive by developing, studying, and contributing alternative methods.
    - i. *Possible measures: Tracked use of HOPE scale and other developed efforts*
  - c. Create a national research agenda for talent recognition and development among indigenous peoples.
    - i. *Possible measures: Development of agenda and record of results of this agenda*

4. Study effects of gifted education practices.
  - a. Study the effects of gifted education pedagogy when implemented in general education and with gifted students.
    - i. *Possible measures: Results of research, number of studies*
  - b. Study giftedness, creativity, and talent development in nontraditional settings and within a broad range of human endeavors.
    - i. *Possible measures: Venues, settings, and research results*
5. Develop pipeline and investigate longitudinal effects.
  - a. Develop longitudinal study of HOPE program participants.
    - i. *Possible measures: Baseline and follow-up results*
  - b. Develop database to enable the study of GERI program effects on university and career paths of participants.
    - i. *Possible measures: Creation of database and results from baseline forward*

**LEARNING.** Launch tomorrow's leaders through a focus on the development of giftedness, creativity, and talent.

1. Develop awareness about gifted, creative, and talented students among pre-service teachers.
  - a. Involve pre-service teachers in GERI programs as course assistants, instructors, and counselors.
    - i. *Possible measures: Number and nature of those involved in programs, evaluation results*
  - b. Engage pre-service teachers in undergraduate and/or graduate-level high-ability licensure courses.
    - i. *Possible measures: Record of those individuals involved, those who receive a license, placement upon graduation, exit survey*
  - c. Seek guest lecturing opportunities in undergraduate courses on topics related to gifted, creative, and talented learners.
    - i. *Possible measures: Number and nature of guest lectures*
  - d. Collaborate with the DeVito Scholars and the Undergraduate Research Trainee programs to provide undergraduate students research opportunities in GERI.
    - i. *Possible measures: Number of URTs and DeVito scholars and record of their involvement in the program*
2. Develop high quality graduate programs for global practitioners
  - a. Expand and promote the online gifted, creative, and talented licensure courses.
    - i. *Possible measures: Number who take courses, number who receive a license or certificate, record of where these students live and work and their positions (e.g., teacher, counselor, administrator), NCATE review, follow-up survey*
  - b. Develop an online Master's program.
    - i. *Possible measures: Enrollment and completion, position/placement follow-up survey*

- c. Develop and disseminate online Total School Cluster Grouping learning modules to Javits study participants.
  - i. *Possible measures: Description of modules, their content, and their use by project teachers. Incidence of credit (district, state, university certificate, university graduate credit)*
- d. Refine and disseminate online GCT learning modules and create an online learning system for educators' use nationally and worldwide.
  - i. *Possible measures: Dissemination efforts, downloads, hits, usage of modules. User evaluation of modules. Use of modules for professional growth.*

**ENGAGEMENT.** Build partnerships to effectively meet the local, state, national, and global challenges in development of giftedness, creativity, and talent.

1. Establish, support, and continue to build exemplary talent development experiences for P-12 students that prepare them to meet the challenges of the 21<sup>st</sup> Century.
  - a. Develop innovative strategies to enhance the academic and affective development of P-12 students by offering challenging curriculum based on pertinent and current topics.
    - i. *Possible measures: Enrollments in TDP programs*
  - b. Provide professional development to GERI program staff ensuring that students have quality educational experiences.
    - i. *Possible measures: Student/parent evaluations, course and instructor evaluations.*
  - c. Secure additional funds to enable more P-12 students from diverse backgrounds to attend GERI's programs.
    - i. *Possible measures: Report ethnicity, gender, and scholarship data for participants by program. Report funding, efforts to secure funding, and scholarships awarded with funds obtained.*
  - d. Create and implement an effective marketing plan for GERI student programs.
    - i. *Possible measures: Track enrollments by region and school and breakdown by district, commuter, state, and country. Report marketing plan, then assess effects of plan on enrollment and program recognition.*
2. Include and expand national and international components in programs and research.
  - a. Work with community, school, and corporate partners to identify and respond to challenges in educating gifted, creative, and talented students at local through global levels.
    - i. *Possible measures: Report number of new partnerships, corporate/foundation contacts, partnership efforts and outcomes. Number of mentions in news outlets. Number of academic publications and presentations.*

- b. Partner with organizations such as IAG, AERA, NAGC, and WCGTC to affect policy, programming, and development in GCT education.
    - i. *Possible measures: Report efforts, activities, and results*
  - c. Connect with international gifted, creative, and talented student programs.
    - i. *Possible measures: Number of connections and results of these connections.*
- 3. Develop cross-cultural materials and workshops related to gifted, creative, and talented studies.
  - a. Develop diversity curricula for teachers and students.
    - i. *Possible measures: Publication/dissemination of these materials and report of how and by whom they are used.*
  - b. Create professional development on the effects of cultural values on gifted education.
    - i. *Possible measures: Publication/dissemination of professional development curricula/modules and report of how and by whom they are used.*
  - c. Include diversity training and components to build understanding in student programs
    - i. *Possible measures: Assessment of staff understanding by GERI TDP staff members*