

CURRICULUM VITAE

Marcia Gentry

Associate Professor of Education
Executive Director, Gifted Education Resource Institute
Purdue University
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EDUCATIONAL BACKGROUND

- 1996 Ph.D., University of Connecticut, Storrs, CT (years of study 1994-1996)
Major Areas: Educational Psychology, Gifted Education and Talent Development;
Research, Measurement, and Evaluation;
Related Area: Curriculum and Instruction
- 1992 Professional Diploma, University of Connecticut, Storrs, CT (years of study 1990-1992)
Major Area: Gifted Education and Talent Development
- 1985 M. A., Western Michigan University, Kalamazoo, MI (years of study 1984-1985)
Major Area: Reading Curriculum
- 1982 B. S., Western Michigan University, Kalamazoo, MI (years of study 1980-1982)
Major Areas: Science and Elementary Education

ACADEMIC APPOINTMENTS

- 2008-present Executive Director, Gifted Education Resource Institute, Purdue University
- 2004-present Associate Professor, Educational Studies (hired with tenure Summer 2004),
Purdue University
- 2004-2008 Associate Director, Gifted Education Resource Institute, Purdue University
- 1996-2004 Professor, Educational Studies: Special Populations
Minnesota State University, Mankato, MN (promotion to Associate Professor
granted 1999; Tenure granted 2001, promotion to Professor granted 2002)
- 1994-1996 Research Associate
The National Research Center on the Gifted and Talented (NRC/GT)
University of Connecticut, Storrs, CT

K-12 EDUCATIONAL POSIITON APPOINTMENTS

- 1988-1994 Coordinator of Gifted Education, Professional Development, Math/Science, and
Curriculum Council, Branch Intermediate School District, Coldwater, MI
- 1987-1988 Teacher, Jackson Public Schools, Jackson, MI
Grade 6, Self-contained classroom of gifted children
- 1983-1987 Teacher, Big Rapids Public Schools, Big Rapids, MI
Grades 6-8: Physical Science, Earth Science, Life Science, and Mathematics;
Science Olympiad Coach; Academic Enrichment Program Coordinator;
Equestrian Team Advisor

RELATED PROFESSIONAL EXPERIENCE

- 1990-present Strand Coordinator, *Confratute*: International Summer Institute on Talent Development, University of Connecticut, Storrs, CT
- *Increasing Student Achievement through Cluster Grouping and Differentiation* (2007)
 - *Promoting Meaningful Student Achievement: Cluster Grouping, Affect, and Student-Based Differentiation* (2003, 2005)
 - *Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning* (2003-2007)
 - *Cluster Grouping, Flexible Grouping, and Differentiation in the Elementary School: Meeting the Needs of All Learners* (1996-1998; 2000-2002, 2006)
 - *The Schoolwide Enrichment Model from Soup to Nuts* (1996-2000)
 - *Enrichment Clusters and Academies of Inquiry: Developing Student and Teacher Talents* (1995-2002)
 - *Schoolwide Enrichment Model: Middle School* (1995)
 - *Project WILD: A Program for Action* (1993-1995)
 - *Secondary Science Enrichment* (1990-1994)
- 1993 Adjunct Instructor, "Project WILD"
Western Michigan University, Kalamazoo, MI
- 1990 Adjunct Instructor, "The Reading and Writing Connection"
Western Michigan University, Kalamazoo, MI

ACTIVE ORGANIZATIONAL INVOLVEMENT

- 2004-present Secretary, AERA SIG on Research on Giftedness
- 2000-2006 Board Member, National Association of Gifted Children,
- Liaison to the Research and Evaluation Division (2000-2006)
 - Member, Secondary Education Task Force, NAGC (2005- present)
 - Member, National Committee on Gifted Program Standards and NCATE Standards for Graduate Work in Gifted Education (2000-2005)
 - Member, Publications Committee (2003-present)
 - Member, Awards Committee (2005-present)
 - Member, University Network (2000-present)
- 2005-present IDOE Recommended Speaker for IN District Staff Development and Field Coach trainer
- 2000-2002 Director: Summer Institute on Gifted Education and Talent Development (MN)
- 1999-2004 Board Member, Minnesota State Advisory Council on Gifted Education and Talent Development
- 1998-2002 Director: Bright Beginnings: Bi-Annual Fall Conference for Educators on Gifted Education and Talent Development, Minnesota State University, Mankato, MN
- 1990-1995 Board Member, Michigan Alliance for Gifted Education
- 1993-1994 President, Michigan Alliance for Gifted Education

NATIONAL REFERRED JOURNAL ARTICLES

- Gentry, M. (in preparation). Missions to misconceptions: Five common misconceptions and the myths on which they are founded that continue to prevent the integration of gifted education programs into mainstream educational reform.
- Gentry, M. & Gable, R.K. (in preparation). Secondary students' classroom quality perceptions: Are there differences across community types, grade levels and gender?

- Gentry, M. & Choi, Y.O. (in preparation). Differences between gifted Korean and general Korean students concerning perceptions of classroom activities.
- Gentry, M., & Mead, D.F. (submitted). Charter middle school student perceptions of interest, challenge, choice, and enjoyment: A descriptive study of one charter school.
- Kim, H. & Gentry, M. (submitted). Validation of the Korean version of the *Learning Style Inventory*.
- Gentry, M. & Hu, S. (submitted). Student-identified exemplary teachers: What makes them tick?
- Yoon, S., Hu, S., & Gentry, M. (submitted). Overrepresentation phenomena of Asian American students in gifted programs: A search for statistical evidence and explanations.
- Matthews, M., Gentry, M., Dixon, F., McCoach, D.B., Matthews, D., & Worrell, F.. (in press). Size does matter: An analysis of the use of effect sizes in the gifted education research literature. *Journal of Experimental Education*.
- Gentry, M., & Kim, H. (in press). A decade of effect size reporting in *Gifted Child Quarterly*.
- Kim, H. & Gentry, M. (in press). A survey of Korean elementary teachers' perceptions of and in-service needs for gifted education. *Roeper Review*.
- Gentry, M. & Hu, Saiying, Peters, S., & Rizza, M.G., (in press). Talented students in an exemplary career and technical education center: A qualitative inquiry. *Gifted Child Quarterly*.
- Chae, Y. & Gentry, M. (2007). Korean high school student perceptions of classroom quality: Validation research. *Gifted and Talented International*, 22(2), 68-76.
- Gentry, M., Peters, S., & Mann, R.L. (2007). Differences between general and talented students' perceptions of their career and technical education experiences compared to their traditional high school experiences. *Journal of Advanced Academics*, 18, 372-401.
- Renzulli, J. S., Gentry, M, & Reis, S. M. (2007). Enrichment Clusters for developing creativity and high-end learning. *Gifted and Talented International*, 22 (1), 39-47.
- Gentry, M. (2006). No child left behind: Gifted children and school counselors. *Journal of Professional School Counseling*, 10, 73-81.
- Gentry, M. (2006). No child left behind: Neglecting excellence. *Roeper Review*, 29, 24-27.
- Gentry, M. Rizza, M.G. Peters, S., & Hu. S. (2005). Professionalism, sense of community, and reason to learn: Lessons from an Exemplary Career and Technical Education Center. *Journal of Career and Technical Education Research*, 30, 47-85.

- Gentry, M., & Owen, S.V. (2004). Student perceptions of classroom quality: Differences between honors, AP, and advanced students and students in general classes. *Journal of Secondary Gifted Education, 16*(1), 20-29.
- Gentry, M. & Keilty, W. (2004). On-going staff development planning and implementation: Keys to program success. *Roeper Review, 26*, 148-156.
- Gentry, M., & Gable, R.K. (2002). Students' perceptions of classrooms activities: Are there grade level and gender differences? *Journal of Educational Psychology, 94*, 539-544.
- Gentry, M., & Springer, P. (2002). Secondary student perceptions of their class activities regarding meaningfulness, challenge, choice, and appeal: An initial instrument validation study. *Journal of Secondary Gifted Education, 13*, 192-204.
- Gentry, M., Rizza, M.G., & Owen, S.V. (2002). Examining perceptions of challenge and choice in classrooms: The relationship between teachers and their students and comparison between gifted students and other students. *Gifted Child Quarterly, 46*, 145-155.
- Gentry, M., Gable, R.K. (2001). From the students' perspective *My Class Activities: An instrument for use in research and evaluation. Journal for the Education of the Gifted, 24*, 322-343.
- Rizza, M.G. & Gentry, M. (2001). A legacy of promise: Reflections, suggestions, and directions from contemporary leaders in the field of gifted education. *The Teacher Educator, 36*, 167-184.
- Johnson, A.P., & Gentry, M. (2001). Admissions portfolio for a graduate program: Matching practice and paradigm. *Roeper Review, 23*, 83-84.
- Gentry, M., Rizza, M.G., & Gable, R.K. (2001). Gifted students' perceptions of their class activities: Differences among rural, urban, and suburban student attitudes. *Gifted Child Quarterly, 45*, 115-129.
- Gentry, M., Gable, R.K., & Springer, P. (2000). Gifted and non-gifted middle school students: Are their attitudes toward school different as measured by the new affective instrument, my class activities? *Journal for the Education of the Gifted, 24*, 74-96.
- Gentry, M., Reis, S.M., & Moran, C. (1999). Expanding program opportunities to all students: The story of one school. *Gifted Child Today, 2* (4), 36-48.
- Gentry, M., & Ferriss, S. (1999). StATS: A model of collaboration to develop science talent among rural middle school students. *Roeper Review, 21*, 316-320.
- Gentry, M. & Owen, S.V. (1999). An investigation of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly, 43*, 224-243.
- Gentry, M., & Neu, T. (1998). Project High Hopes summer institute: Curriculum for developing talent in students with special needs. *Roeper Review 20* (4), 291-295.
- Gentry, M., Maxfield, L.R., & Gable, R.K. (1998). Construct validity evidence for enrichment clusters and regular classrooms: Are they different as students see them? *Educational and Psychological Measurement, 58*, 258-274.

Reis, S.M., & Gentry, M. (1998). The application of enrichment clusters to teachers' classroom practices. *Journal for the Education of the Gifted*, 21, 310-334.

BOOKS & INSTRUMENTS

Dixon, F. A., Gallagher, S. A., Olszewski-Kubilius, P., Gentry, M., Wood, S., Gavin, M. K., Stepien, W., & Clarenbach, J. (in press). *Secondary gifted education: The adolescent, current services, and visions for the future*. Waco, TX: Prufrock Press.

Gentry, M. & Owen, S.V. (in press). *Student perceptions of classroom quality: Instrumentation for assessing secondary student perceptions of appeal, challenge, choice, meaningfulness, and self-efficacy*. Mansfield Center, CT: Creative Learning Press. (Instrument).

Gentry, M. & Mann, R. L. (2008). Total school cluster grouping: A comprehensive, research-based plan for *raising student achievement and improving teacher practices*. Mansfield Center, CT: Creative Learning Press.

Renzulli, J.S., Gentry, M., Reis, S.M., & Selyuk, E. (2006) *Enrichment clusters: A practical plan for real-world, student-driven learning*. Vladivostok: VSUES Publishing House. (Original work published 2003).

Renzulli, J.S., Gentry, M., & Reis, S.M. (2003) *Enrichment clusters: A practical plan for real-world, student-driven learning*. Mansfield Center, CT: Creative Learning Press.

Gentry, M., & Gable, R.K. (2001). *My class activities: A survey instrument to assess students' perceptions of interest, challenge, choice and enjoyment in their classrooms*. (Instrument). Mansfield Center, CT: Creative Learning Press.

Gentry, M., & Maxfield, L.R.. (1995). *Student survey about . . . enrichment clusters*. (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.

Gentry, M., & Renzulli, J.S. (1995). *Inspiration: Targeting my ideal teaching and learning situation*. (Interest Inventory). Storrs, CT: The National Research Center on the Gifted and Talented.

Gentry, M., & Reis, S.M. (1994) *Parental attitudes about enrichment opportunities*. (Instrument). Storrs, CT: The National Research Center on the Gifted and Talented.

BOOK CHAPTERS

Gentry, M. & MacDougall, J. (in press). Total school cluster grouping: Model, research, and practice. In J.S. Renzulli (Ed.) *Systems and Models in Gifted Education*, 2nd ed. Mansfield Center, CT: Creative Learning Press.

Gentry, M., Peters, S., & Jeffrey, T. (in pres). Reform efforts in secondary gifted education, in F.A. Dixon et al. (Eds.). *Secondary gifted education: The adolescent, current services, and visions for the future*. Washington, D.C.: The National Association for Gifted Children.

Gentry, M. & Hu, S., & Thomas, A.T. (2008). Ethnically diverse students. In J. Plucker & C. Callahan (Eds), *Critical issues and practices in gifted education*, (pp.195-212). Waco, TX: Prufrock Press, Inc.

Patrick, H., Gentry, M., & Owen, S.V. (2006). Motivation and gifted adolescents. In F. Dixon & S.M. Moon (Eds). *The handbook of secondary gifted education*, (pp. 165-195). Waco, TX: Prufrock Press Inc.

Gentry, M. & Owen, S.V. (2004). An investigation of the effects of total school cluster grouping on identification, achievement, and classroom practices. In S.M. Reis & L.E. Brody, (Eds.), *Grouping and acceleration practices* (pp. 115-146). Thousand Oaks, CA: Corwin Press.

MONOGRAPHS

1. Dixon, F. A., Gallagher, S. A., Olszewski-Kubilius, P., Gentry, M., Wood, S., Gavin, M. K., Stepian, W., & Clarenbach, J. (2008). *Secondary gifted education: The adolescent, current services, and visions for the future*. Washington, DC: The National Association for Gifted Children.

Gentry, M. (1999). *Promoting student achievement and exemplary classroom practices through cluster grouping: A research-based alternative to heterogeneous elementary classrooms* (Research Monograph 99138). Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

Reis, S.M., Gentry, M., & Park, S. (1995). *Extending the pedagogy of gifted education to all students: The enrichment cluster study. Technical Report*. Storrs, CT: The National Research Center on the Gifted and Talented. (Jacob K. Javits Demonstration grant)

CONFERENCE PROCEEDINGS

Maxfield, L.R., Gentry, M., & Gable, R.K. (1997). Does achievement level affect student attitudes toward classroom activities? *NAGC Research Briefs*, 11, 33-41.

BOOK/TEST REVIEWS

ARTICLES IN NONREFERREED JOURNALS

Gentry, M. (in preparation). What every parent needs to understand about testing: From admission to performance. *Parenting for High Potential*.

Gentry, M. (in preparation). Making the transition from graduate student to scholar: Tips for creating meaningful productivity. *Quest*.

Renzulli, J. S., Gentry, M., & Reis, S. M. (2004). A time and place for authentic learning. *Educational Leadership*, 26, 73-77.

Rizza, M.G. & Gentry, M. (2001). Introduction: *The Teacher Educator* special issue on gifted education. *The Teacher Educator*, 36, ii-iii.

Gentry, M. (2002, December). PHP's parenting forum. *Parenting for High Potential*, 24.

OTHER PUBLICATIONS (VIDEO/CURRICULUM/TECHNICAL REPORTS)

Gentry, M. & Thomas, A.T. (2005). Ohio Department of Education final technical report
“Identification of Students Who Are Underrepresented Minority and/or Economically Disadvantaged as Gifted.”

Gentry, M., Reis, S.M., & Renzulli, J.S. (1996). *Enrichment clusters: Using high-end learning to develop talents in all students.* (Videotape and training manual). Storrs, CT: The National Research Center on the Gifted and Talented. (Jacob K. Javits Demonstration grant)

Gentry, M. (1995). *Project High Hopes: Summer institute curriculum.* Hamden, CT: Project High Hopes. (Jacob K. Javits Research Grant)

OTHER PUBLICATIONS (NEWSLETTER)

Gentry, M., & Kettle, K. (1998). Myths and realities of gifted education: A research-based perspective. *The National Research Center on the Gifted and Talented newsletter*, Winter, 9-12.

Gentry, M., (1996). Total school cluster grouping: An investigation of achievement and identification of elementary school students. *The National Research Center on the Gifted and Talented newsletter*, Spring.

Reis, S.M., Gentry, M., & Park, S. (1996). Extending the pedagogy of gifted education to all students. *The National Research Center on the Gifted and Talented newsletter*, Winter.

Gentry, M. (1994). *They want me for my cupcakes: Parent involvement in schools.* Ann Arbor, MI: The Michigan Alliance for Gifted Education.

Gentry, M., & Trosein S. (1993). *Talent development for Michigan’s children: An investment in our future.* (Position Paper) Ann Arbor, MI: The Michigan Alliance for Gifted Education.

OTHER PUBLICATION ACTIVITIES

Editorial Review Board and Contributing Editor, *Journal of Advanced Academics*, 2006-present
 Editorial Review Board and Contributing Editor, *Journal of Secondary Gifted Education*, 2004-2006.

Editorial Review Board and Contributing Editor, *Roeper Review* 1998-present

Editorial Review Board and Contributing Editor, *Journal for the Education of the Gifted*, 2000-present

Editorial Review Board and Contributing Editor, *Gifted Child Quarterly*, 2003-present

Guest Co-Editor, Special Issue of *Teacher Educator* focused on Gifted Education and Talent Development. (2001, Winter). Muncie, IN: Ball State University Teachers’ College Press.

AWARDS

2008 Leadership Award. Indiana Association for Gifted.

2003 Douglas R. Moore Faculty Research Lectureship award recipient (\$2000)

- 2002 National Association for Gifted Children's Early Scholar Award for significant contributions in conducting and reporting research regarding the education of the gifted.
- 2002 Minnesota State University, Mankato. Teaching Scholarship Award (\$6000)
- 2000 Minnesota State University, Mankato. Teaching Scholarship Award (\$4000)
- 1997 University of Connecticut's Harris Kahn Award for Outstanding Dissertation. (\$250)
- 1996 The National Association for Gifted Children's John C. Gowan Graduate Student Award. (\$200 and Membership)
- 1996 University of Connecticut Research Foundation Doctoral Dissertation Fellowship for the thesis entitled Cluster grouping: *An investigation of student achievement, identification and classroom practices*. (\$2500)
- Northeastern Educational Research Association's Lorne H. Woollatt Distinguished Paper of the Year Award for *Enrichment Clusters and Regular Classrooms: Are They Different as Students See Them?* Invited paper: 1996 annual meeting of The American Educational Research Association. (\$500)
- Certificate of Appreciation. Michigan Alliance for Gifted Education. Recognition for outstanding service and commitment to talent development and gifted education in the state of Michigan.
- 1994 Michigan Association of School Boards Education Excellence Award. *Outstanding program award for Branch Arts Technology and Science Summer Seminars*
- 1993 Branch County Chamber of Commerce Educational Program of the Year. *Studies for Academically Talented Students Program*
- 1990 The Michigan Academy: Research Award. *Management in Gifted Education: A National Investigation*. (\$2500)
- 1980 Undergraduate Academic Scholarship, Western Michigan University (\$2000)

GRANTS AND CONTRACTS

- 2008 Purdue Research Foundation, *High-Ability, Low-Income Children: Status, Instrumentation, and Understanding*. 2008-2009. Funded for \$14,772.
- Indiana Department of Education. *DISCOVER! Year 4*, funded for \$10,000.
- 2007 Jack Kent Cooke Foundation. *Project HOPE (Having Opportunities Promotes Excellence)*. 2007-2010, funded for \$598,390.
- Purdue Research Foundation, *Cluster Grouping, Year 2*. 2007-2008. Funded for \$15,772.
- Indiana Department of Education. *DISCOVER! Year 3*, funded for \$10,000.
- Purdue Research Foundation, *Gifted ADHD*, funded for \$1,270

- 2006 National Science Foundation. *ROUTES: Realizing Opportunities for Understanding Technology, Engineering and Science*. (\$3,000,000, not funded)
- National Institutes of Health. . *The Influence of Religion and Spirituality on the Health Risk Behaviors of Gifted and Non-Gifted Students (IRS-HRB)*. (\$275,000, not funded).
- National Science Foundation. *Developing STARS (STEM Talent Among Rural Students)*. (\$800,000, unfunded).
- Purdue Research Foundation Grant. *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. (\$13,750, funded)
- Purdue University, Synergy Grant, *Cluster Grouping: Effects on Student Achievement, Identification and Attitudes*. (\$2500, funded)
- Indiana Department of Education *DISCOVER! Institute, Year 2*. (\$10,000, funded)
- Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$10,159, funded)
- Wabash Valley ISD and Indiana Department of Education: *Cluster Grouping*. (\$9598, funded)
- Wabash Valley ISD and Indiana Department of Education: *Powerful Learning*. (\$54,516, funded)
- College of Engineering, Purdue University. *YES to Engineering! Curriculum Development and Delivery*. (\$45,000, funded).
- 2005 Institute of Educational Sciences. *Jacob K. Javits National Research Center for Talent Discovery and Gifted Education*. (\$10,000,000, not funded)
- Indiana Department of Education. *DISCOVER! Institute: Year 2*. (\$10,000, funded)
- Wabash Valley ISD and Indiana Department of Education: *GEM Modules, Year 4*. (\$38,889, funded)
- Wabash Valley ISD and Indiana Department of Education. *GEM Modules, Year 3*. (\$37,572, funded)
- 2004 Ohio Department of Education, Office of Exceptional Children. *Identification of Students Who Are Members of Underrepresented Minority and/or Economically Disadvantaged as Gifted*. Principal Investigator. (\$48,000, funded).
- Indiana Department of Education. *DISCOVER! Institute: A Collaborative Venture*. (\$5,000, funded).

- 2003 Jacob K Javits Gifted and Talented Students Education Program, Priority 2 grant application, *Reducing the Achievement Gap and targeting Limited English Proficient (LEP) Students for Gifted Education with Washington State's Schoolwide Enrichment Model (SEM) approach*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS)) (3-year request of \$292,000/year, Funded)
- 2003 Jacob K Javits Gifted and Talented Students Education Program, Priority 1 grant application, *Using SEM to Reduce the Achievement Gap While Enhancing Opportunities for Highly Capable Minority and/or Title I Eligible Elementary Students*. (Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS)) 5-year request of \$583,000/year, status: not funded.
- 2003 Minnesota State University, Mankato, Faculty Research Grant, *Student Perceived Excellence in Education ... A Case Study* (\$4000, funded)
- 2002 Jacob K Javits Gifted and Talented Students Education Program, Priority 1 grant application, *Using SEM to Reduce the Achievement Gap While Enhancing Opportunities for Highly Capable Minority and/or Title I Eligible Elementary Students*. Writing and Advisory team member with University of Washington, Center for Study and teaching of At-Risk Students (C-STARS) 5-year request of \$600,000/year. Status: not funded with an average of 95/100 possible points
- 2001 Minnesota State University, Mankato, Faculty Research Grant, *My Class Activities, Secondary Version*. (\$4000)
- 2000-2003 Consultant to Cass-Lake Bena Elementary School in their implementation of a Competitive Comprehensive School Reform Grant administered by the Minnesota Department of Children, Families, and Learning. (\$300,000)
- 1999-2002 Consultant to John Bullen Middle School, Kenosha, WI in their implementation of a Competitive Comprehensive School Reform Grant administered by the Wisconsin State Department. (\$300,000).
- 1998 Mankato State University Faculty Research Grant, *My Class Activities*. (\$1786)
- 1994-1995 Project High Hopes, Hamden, CT Jacob K. Javits Grant. Consultant for the development of science curriculum and summer institute student curriculum; development of student survey instruments.
- 1994-1995 Extending the Pedagogy of Gifted Education to All Students. Jacob K. Javits National Research Center, Demonstration Grant. Project Coordinator, Research Associate.
- 1988-1994 Michigan Department of Education Section 47.1 and 47.3 Grants for Gifted Education (Approximately \$55,000 yearly)
- 1993 Michigan Department of Education Competitive School Improvement Grants: *Restructuring at the Middle School and High School Through Student Involvement and Use of Technology* (\$49,000)

- 1992 W. K. Kellogg Foundation Grant: *Agri-Environmental Wilderness Expedition: An Environmental Awareness Program for Students*. (\$21,110)
- 1990-1991 Eisenhower Exemplary and Demonstration Project: *Studies for Academically Talented Students: A Collaborative Program Integrating Student Interests and the Environment at the Middle School Level* (1990: \$16,249; 1991: \$11,250)

RESEARCH ACTIVITIES

- 2007-present Studying the effects of gifted enrichment opportunities on the identification, recognition, and achievement of low-income children from 5 school corporations surrounding Purdue University.
- 2006-present Scaling up the cluster grouping work, 1 site as its own control, one site with a longitudinal study, and preparation of a national multi-site controlled study.
- 2005-present Investigating exemplary teachers, as identified by their students' attitudes toward their classroom activities.
- Longitudinal work replicating the cluster grouping study with Wayne Township Schools, Wayne, Indiana.
- Investigating whether My Class Activities, the Learning Styles Inventory, and Student Perceptions of Classroom Quality instruments can be used with Korean students.
- 2004-2006 Investigator of the experiences of gifted students in a career and technical education setting.
- 2002-2005 Investigator of a quality career and technical education learning center, a qualitative case study follow-up of site from sample used to norm the secondary instrument (SPOCQ). (with M.G. Rizza)
- 2000-2003 Investigator of a longitudinal follow-up of students involved in the StATS program in Branch County Michigan in the early 1990's. (with S. Ferriss)
- 1999-2005 Developer of a secondary affective instrument, *Student Perceptions of Classroom Quality*, Minnesota State University & University of Texas Medical School, San Antonio. (with S.V. Owen)
- 1999-2001 Investigator of a middle school implementation of Academies of Inquiry to extend gifted education pedagogy to all students, Minnesota State University & John Bullen Middle School, Kenosha, WI
- 1997-2000 Investigator and evaluator, using enrichment teaching and learning, cluster grouping, and enrichment clusters to improve achievement in urban students, Benjamin E. Mays Elementary Magnet School, Saint Paul, MN.

- 1995-2000 Co-investigator and primary author in developing the affective instrument and technical manual for: *My class activities: A survey instrument to assess students' perceptions of interest, challenge, choice and enjoyment in their classrooms*, University of Connecticut and Minnesota State University, Mankato (with R.K. Gable)
- 1989-1996 Investigator of a longitudinal study of a total school cluster grouping program, Branch ISD, Coldwater, MI and University of Connecticut
- 1995-1996 Research team member investigating student, teacher, parent perceptions regarding enrichment learning and teaching opportunities in an urban elementary school, University of Connecticut (with S.M. Reis et al.)
- 1994-1995 On-site research coordinator and co-author: *Extending the Pedagogy of Gifted Education to All Students*, University of Connecticut: NRC/GT
- 1994-1995 Co-investigator and primary author of the affective instrument *Student Survey About . . . Enrichment Clusters*, University of Connecticut: NRC/GT
- 1990 Investigator of the study *Management of Gifted Education: A National Investigation of Local, State, and Regional Coordination*, Michigan Alliance for Gifted Education

NATIONAL AND INTERNATIONAL INVITED ADVISORY MEETINGS

- 2006 Institute for Research on Acceleration and Policy. University of Iowa, (May 21-23, 2006)
- National Leadership Conference on Low-Income Promising Learners, National Association for Gifted Children, Washington, DC. (April 23-25, 2006)
- 2005 National Summit (NRC/GT, GCU, & Academy of Science) to address the problem of underrepresented populations in gifted programs. (January 20 & 21, 2005)

REFEREED NATIONAL AND INTERNATIONAL PRESENTATIONS

- Gentry, M. & MacDougall, J. (2008, March). *Total school cluster grouping: Preliminary findings from a longitudinal replication study*. Paper presented at the annual meeting of the American Educational Research Association. New York.
- Gentry, M., & MacDougall, J. (2007, November). *Total school cluster grouping: A model to improve student achievement and teacher practices*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.
- Gentry, M., Hebert, T., Olszewski-Kubilius, P., Plucker, J., Siegle, D., Tieso, C. & Callahan, C. (2007, November). *On becoming a scholar: A panel discussion for graduate students and new researchers*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.

- Yoon, S., Hu, S., & Gentry, M., (2007, November). *The role of engineering in K-12 education: Implications for gifted education*. Session presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.
- Peters, S., & Gentry, M. (2007, August). *Career and technical education for gifted and talented students: New directions in research*. World Conference on Gifted Education, The University of Warwick, UK.
- Gentry, M., & Gable, R.K. (2007, April). *Secondary student classroom quality perceptions: Analyses across community types, grade levels, gender, and ethnic groups*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Gentry, M., & Peters, S. & Mann, R. (2007, April). *Career and technical education, talent development, and general high schools: A qualitative inquiry concerning student experiences*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Gentry, M. (2006, November). *No child left behind: Neglecting excellence*. Session presented at annual conference of the National Association for Gifted Children, Charlotte, NC.
- Bangel, N., Mann, R. L. & Gentry, M. (2006, November). *Infusing gifted pedagogy into a general education course for preservice teachers*. Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
- Gentry, M. & Hu, S. (2006, November). *Gifted teachers: What makes them tick?* Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
- Gentry, M., Matthews, M., McCoach, D.B., Matthews, D., Worrell, F., & Dixon, F. (2006, November). *Effect size reporting in gifted education, 1996 – 2005: Where we are, and why it matters*. Session presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.
- Gentry, M., Chae, Y., & Choi, Y. (2006, May). *Gifted students' perceptions of classroom quality: American and Korean cross-cultural validation*. Paper presented at the Eighth Biennial Wallace International Research Symposium on Talent Development, Iowa City, IA.
- Gentry, M., Matthews, M., Dixon, F., Worrell, F., McCoach, B., & Matthews, D. (2006, April). *Size does matter: To what extent and in what manner have researchers in gifted education reported effect sizes during the last decade*. Paper presented at the business symposium of the SIG on Research in Giftedness at the American Educational Research Association Annual meeting, San Francisco, CA.
- Plucker, J., Gentry, M., Martinez, R., Harris, B., Rapp, K., Owen, S.V., & Thomas, A.T. (2006, April). *Under-identification of minority, poor, and English language learners as gifted: A statewide evaluation study*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Gentry, M., & Hu, S. (2006, April). *Career and technical education and gifted students: A qualitative inquiry*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Gentry, M. (2005, November). *Exemplary teachers: Students' perspectives and teachers' practices*. Session presented at the annual convention of the National Association for Gifted Children, Louisville, KY.
- Gentry, M. (2004, November). *Instrumentation, gifted education, and student perceptions: Synthesized findings*. Session presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
- Cash, R. & Gentry, M. (2004, November). *Gifted middle school students need and want advanced math*. Session presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
- Gentry, M. (2004, April). *A case study of an exemplary secondary vocational education center: developing gifts and talents*. Paper discussion session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Gentry, M. (2003, November). *Qualitative follow-up of an exemplary secondary school: Gifted vocational students*. Research and Evaluation Division session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Gentry, M. (2003, November). *Placing children's emotional and cognitive needs first: A call to action*. Parent and Community Division session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Gentry, M. (2003, April). *Student perceptions of classroom quality: Rationale and instrumentation*. Paper session presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gentry, M. (2002, November). *Secondary student perceptions of their class activities: Instrumentation to assess meaningfulness, challenge, choice, self-efficacy and appeal*. Research and Evaluation Division session presented at the annual convention of the National Association for Gifted Children, Denver, CO.
- Gentry, M. (2002, November). *Feeding the testing monster: Reclaiming differentiation and affect*. Curriculum and Instruction Division session presented at the annual convention of the National Association for Gifted Children, Denver, CO.
- Gentry, M. (2002, May). *Instrumentation for assessing student affect: The forgotten key to meaningful education*. Session presented at the Belin-Blank Biennial International Research Symposium. University of Iowa, Iowa City, IA.
- Gentry, M. (2001, November). *Widespread, successful, embraced gifted programs: Barriers, myths, and solutions*. Session presented at the annual convention of the National Association of Gifted Children, Cincinnati, OH.
- Gentry, M. (2001, November). *Student based differentiation: A menu of successful practices for immediate implementation*. Session presented at the annual convention of the National Association of Gifted Children, Cincinnati, OH.
- Renzulli, J.S., Gentry, M., & Reis, S.M. (2001, August). *Academies of inquiry: Interest-based, student-directed, real-world learning for students and teachers*. Paper presented at the 14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August 1, 2001.

- Ferriss, S., & Gentry, M. (2001, August). *Student-based environmental studies: a longitudinal, qualitative, follow-up of special program effects*. Paper presented at the 14th World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain.
- Gentry, M. & Fretwell, G. (2000, November). Special classes for high achievers and schoolwide enrichment in a diverse urban magnet school: Effects on student achievement. Session presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
- Gentry, M., & Springer, P. (2000, November). *Secondary student perceptions of their class activities regarding meaningfulness, challenge, choice, and appeal: A pilot study*. Paper presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
- Gentry, M. & Keilty, W. (2000, November). *Ongoing staff development planning and implementation: Keys to program success*. Paper presented at the annual convention of the National Association of Gifted Children, Atlanta, GA.
- Gentry, M. & Gable, R.K. (2000, April). *Students' perceptions of classroom activities: are there grade level and gender differences?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gentry, M. (1999, November). *Promoting excellence in a diverse urban magnet school: enrichment for all and special classes for high achieving students*. Session presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
- Gentry, M. (1999, November). *Building successful cluster grouping through strategic staff development*. Session presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
- Gentry, M. (1999, November). *Teachers, gifted students, and regular students: How do their perceptions of class activities differ?* Paper presented at the annual convention of the National Association for Gifted Children, Albuquerque, NM.
- Gentry, M. (1999, May). *Gifted students' perceptions of their class activities: Differences among rural, urban, and suburban student attitudes*. Paper presented at the Inaugural Wallace Family National Conference on Gifted Education in Rural Schools, University of Iowa, Iowa City, IA.
- Gentry, M. & Gable, R.K. (1999, April). *Assessing middle school students' perceptions of classroom activities: Rationale and instrumentation*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Gentry, M. & Gable, R.K. (1998, November). *My Class Activities: An Affective Instrument for Assessing Middle School Students' Perceptions of Challenge, Choice, Interest, and Enjoyment*. Paper presented at the annual convention of the National Association for Gifted Children, Louisville, KY.
- Gentry, M. (1998, November). *Cluster grouping: A longitudinal look at student identification and achievement trends in two school districts*. Session presented at the annual convention of the National Association for Gifted Children, Louisville, KY.

- Gentry, M. (1997, November). *Cluster grouping: Research-based implementation strategies*. Paper presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
- Gentry, M. (1997, November). *Project high hopes summer institute: Curriculum for developing talent in students with special needs*. Curriculum presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
- Gentry, M. (1997, November). *Challenge, choice, interest, enjoyment, and meaningfulness: Constructs for quality classrooms*. Session presented at the annual convention of the National Association for Gifted Children, Little Rock AR.
- Gentry, M. (1997, July). *From the student's perspective, my class activities: An instrument for use in research and evaluation*. Paper presented at the 12th World Conference of the World Council for Gifted and Talented Children, Seattle, WA.
- Gentry, M. & Ferriss, S. (1997, July). *StATS: A model of collaboration to develop science talent among rural students*. Paper presented at the 12th World Conference of the World Council for Gifted and Talented Children, Seattle, WA.
- Gentry, M. (1996, November). *Cluster grouping: Student achievement and classroom practices*. Session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Gentry, M. & Gable, R.K. (1996, November). *Does achievement level affect student attitudes toward classroom activities?* Session presented at the annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Gentry, M. (1996, November). *Enrichment clusters: Effects on teachers' classroom practices*. Session presented at the annual Convention of the National Association for Gifted Children, Indianapolis, IN.
- Gentry, M., Maxfield, L.R., & Gable, R. K. (1996, April). *Enrichment clusters and regular classrooms: Are they different as students see them?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gentry M. & Gable, R. K. (1996, April). *My class activities: A student survey for improving schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gentry, M. (1995, November). *Using enrichment clusters to develop parent and community partnerships with schools*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.
- Gentry, M. (1995, November). *Using gifted education pedagogy to meet the needs of all students: The enrichment cluster study*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.
- Gentry, M. (1995, November). *Cluster grouping: An investigation of achievement and identification of elementary school students*. Paper presented at the annual convention of the National Association for Gifted Children, Tampa, FL.

- Gentry, M. (1994, November). *Extending the school year through challenging summer enrichments*. Paper presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
- Gentry, M. (1994, November). *Cluster grouping: A total school program for educational improvement*. Paper presented at the annual convention of the National Association for Gifted Children, Salt Lake City, UT.
- Gentry, M. (1993, November). Total school cluster grouping: A model program. Session presented at the annual convention of the National Association for Gifted Children, Atlanta, GA.
- Gentry, M. (1993, August). *Project WILD: An international, interdisciplinary program for responsible action*. Full day Symposium presented at the 9th World Congress on Gifted Child Education, Toronto, Ontario, Canada.
- Gentry, M. (1992, November). *Integrating Science Olympiad and the Schoolwide Enrichment Model*. Session presented at the annual convention of the National Association for Gifted Children, Los Angeles, CA.
- Gentry, M. (1991, November). *STATS: A program blending environmental issues, research, and student interests*. Session presented at the annual convention of the National Association for Gifted Children, Kansas City, MO.
- Gentry, M. (1991, November). Science Olympiad: A vehicle for talent development. Session presented at the annual convention of the National Association for Gifted Children, Kansas City, MO.
- Gentry, M. & Kelly, T. (1990, November). *The management of gifted programs: A comparative analysis*. Paper presented at the annual convention of the National Association for Gifted Children, Little Rock, AR.

INVITED NATIONAL PRESENTATIONS

- Gentry, M. (2008). *Self-concept and gifted learners across domains and over time*. Discussant for paper session at the American Educational Research Association Annual Meeting, New York.
- Moon, T., Gentry, M., & Brighton, C. (2007, November). *How do you know you have a good program: Making sense of evaluation data*. Pre-conference workshop presented at the National Association for Gifted Children's Annual Conference, Minneapolis, MN.
- Dixon, F., Gentry, M., and members of the Secondary Education Task force. (2007, November). *Current issues in secondary gifted education: A synthesis of educational practices*. Pre-conference workshop presented at the National Association for Gifted Children's Annual Conference, Minneapolis, MN.
- Gentry, M. (2007, April). *Curriculum and instruction for gifted students*. Discussant for paper session at the American Educational Research Association Annual Meeting, Chicago, IL.

- Gentry, M. (2006, November). *Cluster grouping: Research, rationale, and practice*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Charlotte, NC.
- Gentry, M. (2006, June). *Cluster grouping: Nuts and bolts*. Session presented at DISCOVER! 2006. Purdue University, West Lafayette, IN.
- Clinkenbeard, P., Moon, S., Gentry, M., & Dai, D. (2005, November). *Motivation and the Gifted: A conversation about research directions*. Invited special session presented at the National Association for Gifted Children's Annual Conference, Louisville, KY.
- Gentry, M. (2005, November). *Student attitudes: What we know and the implications for practice*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Louisville, KY.
- Gentry, M. (2005, June). *Cluster grouping and differentiation*. Intensive session presented at the DISCOVER! institute, West Lafayette, IN.
- Gentry, M. & Olenchak, F.R. (2004, November). *Student based Differentiation: Strategies to promote meaningful achievement*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Salt Lake City, UT.
- Gentry, M. & Olenchak, F.R. (2003, November). *Student based Differentiation: Strategies to promote meaningful achievement*. Board of Directors' Workshop presented at the National Association for Gifted Children's Annual Conference, Indianapolis, IN.
- Gentry, M. (2003, June). *Gifted education and talent development: Enhancing education*. Week long intensive focus strand for National Heritage Academies, Grand Rapids, MI.
- Renzulli, J. S., Gentry, M., & Reis, S. M. (2002, November). *Enrichment clusters as vehicles for high-end learning*. Invited special session presented at the National Association for Gifted Children's annual conference, Denver CO.
- Gentry, M. and others (2002, November). *Research and evaluation division symposium*. Panelist in a special session of the National Association for Gifted Children's Early and Distinguished Scholar Award winners from the past 10 years, Denver, CO.
- Gentry, M. (2002, October). *Raising test scores at all costs? Dealing with external pressures, then developing meaningful differentiated educational experiences to develop student talents*. Board of Directors' Workshop presented at the National Association for Gifted Children's annual conference, Denver, CO.
- Gentry, M. (2001, November). *Cluster grouping, flexible grouping and differentiation in the Elementary school: Meeting the needs of all learners*. Board of Directors' Workshop presented at the Annual Convention of the National Association of Gifted Children, Cincinnati, OH.
- Gentry, M. and others (1999, November). *Researching and writing: Becoming a scholar in gifted education*. Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.

Gentry, M. and others (1999, November). *Lessons learned from the national research center on the gifted and talented*. Invited special session presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.

Gentry, M., Kulik, J., Rogers, K., & Renzulli, J.S. (1998, November). *The controversy rages on! Ability grouping: Tool or time bomb?* Invited special session, organizer and panelist, presented at the Annual Convention of the National Association for Gifted Children, Louisville, KY.

Gentry, M. (1990, July). *Effective management of gifted programs*. Invited session presented at Confratute, Summer Institute on Talent Development, Storrs, CT.

Gentry, M. (1990, July). *Science Olympiad*. Invited session presented at Confratute, Summer Institute on Talent Development, Storrs, CT.

INVITED KEYNOTE ADDRESSES AND PRESENTATIONS

Gentry, M. (2007, February). *Cluster grouping: Helping all students achieve*. Keynote address presented at the Arizona Association for Gifted Children. Phoenix, AZ.

Gentry, M. (2005, October). *Promoting positive student affect and achievement*. Keynote address presented at the Ohio Association for Gifted Children, Annual Conference, Columbus, OH.

Gentry, M. (2005, June). *Reaching and developing talents: Lessons from scholars*. Keynote Panel, first Annual DISCOVER! Institute, West Lafayette, IN.

Gentry, M. (2005, April). *Feeding the testing monster: Reclaiming differentiation and affect*. Keynote address presented at the 25th Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.

Gentry, M. (2005, April). *Parenting forum and panel*. Keynote panel presented at the 25th Annual Montana Association of Gifted and Talented Education spring conference, Billings, MT.

Gentry, M. (2004, July). *Promoting real student learning: Focusing on affective dimensions to enhance learning*. Keynote address presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute. Appleton, WI.

Gentry, M. (2004, July). *Enrichment clusters: A practical plan for real-world, student-driven leaning*. Keynote address presented at the Wisconsin Center for Academically Talented Youth Annual Excellent Educator Institute. Appleton, WI.

Gentry, M. (2004, March). *Barriers, myths, and solutions to successful gifted programs*. Keynote address presented at the New Jersey Association for Gifted Children, Annual Conference, Princeton, NJ.

Gentry, M. (2004, March). *Placing children's emotional and cognitive needs first: A call to action*. Keynote address presented at the New Jersey Association for Gifted Children, Annual Conference, Princeton, NJ.

Gentry, M. (2004, February). *NCLB and gifted education*. Keynote panel session presented at the Minnesota Educators of Gifted and Talented State Conference. Brainerd, MN.

- Gentry, M. (2003, October). *Enrichment clusters*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
- Gentry, M. (2003, October). *Student-based differentiation*. Keynote address presented at the North Dakota State Conference on Gifted Education, Grand Forks, ND.
- Gentry, M. (2003, February). *Testing, affect, and student performance*. Keynote address presented at the Arizona Association for Gifted Annual Conference, Phoenix, AZ.
- Gentry, M. (2002, October). *Feeding the testing monster*. Keynote address presented at the Michigan Alliance for Gifted Education's Annual State Conference, Lansing, MI.
- Gentry, M. (2001, October). *Widespread, successful, embraced gifted programs? Barriers, myths, and solutions*. Keynote address presented at the Indiana Department of Education Gifted/Talented Conference, Indianapolis, IN.
- Gentry, M. (2001, February). *Challenge, choice, interest, and enjoyment: Dimensions for student-based differentiation*. Keynote address presented at the Minnesota Educators of Gifted and Talented State Conference, Brainerd, MN.
- Gentry, M. (2001, February). *District goals and gifted students: Is there a match?* Keynote address presented at the Minnesota Educators of Gifted and Talented State Conference, Brainerd, MN.
- Gentry, M. (1999, October). *Myths and realities of gifted education*. Keynote session presented at the Iowa Talented and Gifted Association Annual Conference, Des Moines, IA.
- Gentry, M. (1999, June). *Myths and realities of gifted education*. Keynote address presented at the Talent Development Institute. Dearborn Public Schools, Dearborn, MI.
- Gentry, M. (1997, June). *Research-based achievement grouping: A solution for promoting academic achievement among all students*. Keynote address presented at the Michigan State Conference on Gifted, Lansing, MI.
- Gentry, M. (1994, December). *Somewhere over the rainbow: A report from the national research center*. Keynote address presented at the Promoting Instructional Vision and Optimal Teaching Conference, Ann Arbor, MI.
- Gentry, M. (1994, May). *Town hall meeting: Educational reform and gifted education in Michigan*. Keynote panel session at the Annual Conference of the Michigan Alliance for Gifted Education, Lansing, MI.

REFEREED REGIONAL AND STATE PRESENTATIONS

- Gentry, M., Maxfield, L.R., & Gable, R.K. (1996, February). *An investigation of student attitudes toward regular class activities and toward their enrichment clusters*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Cambridge, MA.
- Gentry, M., Maxfield, L.R., & Gable, R.K. (1995, October). *Enrichment clusters and regular classrooms: Are they different as students see them?* Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

- Gentry, M. (1993, May). *Project WILD: A program for action*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Dearborn, MI, May 8, 1993. (juried)
- Gentry, M. (1993, May). *Branch area technology and science seminars: An exemplary program for summer enrichment*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Dearborn, MI.
- Gentry, M. (1992, May). *Integrating Schoolwide Enrichment and Science Olympiad*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Grand Rapids, MI.
- Gentry, M. (1992, March). *Integrating Science Olympiad and Schoolwide Enrichment*. Annual Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
- Gentry, M. (1991, April). *Schoolwide Enrichment and Science Olympiad equal scientific excitement*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
- Gentry, M. & Kelly, T. (1991, April). *Coordination of gifted and talented programs: A closer look*. Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
- Gentry, M. (1991, February). *Secondary Science Olympiad: A form of Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
- Gentry, M. (1991, February). *Integrating elementary Science Olympiad and Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
- Gentry, M. (1991, February). *STATS: An exemplary program in science education*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.
- Gentry, M. (1990, April). *Integrating Science Olympiad and Schoolwide Enrichment*. Annual Session presented at the annual conference of the Michigan Alliance for Gifted Education, Flint, MI.
- Gentry, M. (1990, March). *Integrating Science Olympiad and Schoolwide Enrichment*. Session presented at the annual conference of the Michigan Science Teachers Association, Lansing, MI.

OTHER PRESENTATIONS (INVITED STATE AND REGIONAL PRESENTATIONS)

Since 1994, Professor Gentry has frequently been invited to speak to state and regional groups on topics of gifted education related to our research. She has made 83 presentations at 48 such conferences in 18 states in that time. These presentations are summarized below by year, topic, and state. Details available upon request.

Year	Topic (number of presentations)	States
2007	Identification (1); Gifted programming (1)	IN
2007	Cluster grouping (3); Differentiation (3)	AZ, CA, CO, IN
2006	Cluster grouping (2); Student-based Differentiation (2); Myths; Affect/Attitude (2)	IN, IL
2005	Cluster Grouping (3); Enrichment Clusters; Staff Development; Program Goals	IN, MT OH
2004	Affect/Attitudes; Student Panel; Program Goals; Enrichment Clusters; Parenting; Student Perceptions	IN, MN. NJ, WI
2003	Student-based Differentiation; Gifted Students' Needs; Enrichment Clusters; Student Affect	MN, TX
2002	Student-based Differentiation (3); Affect/attitudes (3); Cluster Grouping; Test Scores (3)	CA, MI, MN
2001	Student-based Differentiation (2); Cluster grouping (3); Enrichment Clusters; Coordination of Gifted Programs (2)	IN, MN
2000	Coordination; Cluster grouping (4); Misconceptions	MN, OH
1999	Cluster Grouping (2); Compacting; Bioethics; Program Evaluation; Assessment; Student-based Differentiation;	IA, MI
1998	Cluster Grouping (3); Student Affect	MI, MN
1997	Flexible Grouping; Cluster Grouping (4); What is Giftedness (2); Enrichment clusters; Bioethics	MI, MN, ND, NY
1996	Enrichment Clusters	NC
1995	Project WILD	RI
1994	Differentiation Science	MI

MEMBERSHIPS IN ACADEMIC, PROFESSIONAL, AND SCHOLARLY SOCIETIES

Indiana Association for the Gifted 2004-present
 World Council for Gifted and Talented Children. 1996-present
 Phi Delta Kappa, 1995-present
 American Educational Research Association, 1994-present
 Association for Supervision and Curriculum Development, 1992-present
 National Association for Gifted Children, 1988-present
 Research and Evaluation Division Member 1993-present (currently, Board Liaison for this
 division)
 Administration Division Member 1993-2000
 Curriculum Studies Division Member 1993-present
 Middle Grades Division, 2000-present
 Council for Exceptional Children, 1988-present Talented and Gifted Division
 Member, Michigan Alliance For Gifted Education, 1987-present
 Minnesota Educators of the Gifted and Talented, 1996-2004
 Association for Education of Gifted, Underachieving Students, 1993-2000
 American Association of University Women 1992-2000
 Northeastern Educational Research Association, 1995-1998
 Altrusa International, 1992-1996 Co-chair community service committee, 1993-1994
 Member, Michigan Science Teachers Association, 1983-1996

COURSES TAUGHT AND COORDINATED

Purdue

Spring 2008 EDPS 631 Seminar
EDPS 591 Creativity and Intelligence

Fall 2007 EDPS 631 Seminar

Fall 2006 EDPS 631 Seminar
EDPS 430 Creating and Learning Environments (taught and coordinated)

Spring 2006 EDPS 631 Seminar
EDPS 430 Creating and Learning Environments (taught and coordinated)

Fall 2005 EDPS 631 Seminar
EDPS 591 Creativity and Intelligence

Spring 2005 EDPS 695 Practicum in Gifted Education
EDPS 430 Creating and Managing Learning Environments (coordinated)

Fall 2004 EDPS 430 Creating and Learning Environments (taught and coordinated)

Minnesota State University (summary of courses 1996-2004)**Courses taught:**

ESSP 600 Introduction to Educational Research

EDFN 355 Evaluation and Assessment

ESSP 625 Creativity and Intelligence

ESSP 635 Social and Emotional Needs of Gifted, Talented and Creative Individuals

ESSP 645 Programs, Systems and Models in Gifted Education

ESSP 639 Seminar in Talent Development

EDCI 362 Health and Assessment in the Elementary School

Learning Experiences Supervised

Clinical Experience

Student Teaching

Independent Study

Thesis/Capstone Preparation

Practicum in Gifted Education and Talent Development

PROFESSIONAL DEVELOPMENT AND CONSULTING (abbreviated, full detail available upon request)

Since 1992, served as both long-term and short-term consultant for over 70 schools/school districts in 15 states working with teachers, parents and administrators on a variety of issues related to gifted education and talent development.

Summary of Professional Development Workshops Presented in the past 5 years

Year	District	Topic	People
2008	Bloomington, IN	Cluster grouping/differentiation	
	Blue River Valley, IN (3 days)	Cluster grouping/differentiation	40
	Southern Hancock, IN (1 day)	Cluster grouping	20

	North White County, IN (.5 days)	Differentiation	40
	Eastern Hancock, IN (1 day)	Cluster grouping	60
	Washington Township, IN (6 days)	Cluster grouping	700
	Colorado DOE (.5 days)	Equitable Identification	150
	Salem, OR (2 days)	Enrichment Clusters	50
	Oak Hill, IN (1 day)	Cluster grouping	25
	Elkhard, IN (2 days)	Cluster grouping	100
2007	Longmont, CO (.5 days)	Cluster grouping	75
	North White, IN (.5 days)	Differentiation	30
	Blue River Valley, IN (3 days)	Cluster grouping/differentiation	50
	Washington Twp, IN (2 days)	Cluster grouping	40
	Wayne Twp, IN (5 days)	Cluster grouping/differentiation/ID	130
	Salt Lake City, UT (1 day)	Enrichment Clusters	40
	Indianapolis, IN (2 days)	Powerful Learning	60
	Oak Hill, IN (2 days)	Cluster grouping/differentiation	40
	Indianapolis south, IN (2 days)	Cluster grouping/differentiation	30
	Wabash, IN (2 days)	Cluster grouping/differentiation	30
2006	Prairie Heights, IN (1 day)	Cluster Grouping/Differentiation	20
	Oak Hill, IN (4 days)	Cluster Grouping/Differentiation	32
	Wayne Township, IN (4 days)	Cluster Grouping/Differentiation	112
	Central Indiana ESC (2 days)	Powerful Learning	100
	Wabash Valley ESC (4 days)	Cluster Grouping/Differentiation	77
	Franklin Twp, IN (3 days)	Cluster Grouping/Diff./parenting	120
	Branch ISD, MI (1 day)	Parenting	30
	Wabash, IN (1 day)	Differentiation/parenting	55
	Turkey Run, IN (1 day)	Curriculum Compacting/Motivation	40
	Wolcott, IN	Cluster Grouping/Differentiation	30
2005	Northern IN ESC (2 days)	Powerful Learning	50
	East Central ESC (1 day)	Cluster Grouping	30
	North Manchester, IN (2 days)	Cluster Grouping/Differentiation	24
	Crawfordsville, IN (1 day)	Cluster Grouping/Differentiation	35
	Tippecanoe County, IN (1 day)	Differentiation	300
	Wabash Valley ESC (1 day)	Powerful Learning	30
	Madison, IN (4 days)	Differentiation	30
2004	Wabash Valley ESC (2 days)	Powerful Learning	30
	Shoreview, WI (1 day)	Enrichment Clusters	40
	Jordan, MN (2 days)	Differentiation	60
2003	St. Peter, MN (1 day)	Cluster Grouping	30
	Newcastle, IN (2 days)	Parenting and Teaching	75