

center for

Gifted

STUDIES

Talent

DEVELOPMENT

BALL STATE UNIVERSITY

1994 - 2009

15 years of commitment to gifted education

Center for Gifted Studies and Talent Development

*in association with
Ball State University Teachers College*

Table of Contents



- Mission Statement3
- Steering Committee5
- Center Staff.....9
- Programs 10
- Services 10
- Partnerships 10
- Courses11
- Publications12
- Grants19
- Significant Contributors24



Mission Statement

The Center for Gifted Studies and Talent Development was created to identify, promote, and develop giftedness; to conduct research to improve programs for and create a better understanding of the needs of gifted and talented individuals; to provide professional development programs for those who work with gifted and talented individuals; and to make information about all aspects of the gifted and talented more accessible.

Founded in 1994 as part of the Ball State University's Teachers College and with funding from the Indiana Department of Education, The Center for Gifted Studies and Talent Development has amassed a mountain of accomplishments since its inception. From outreach work with schools across Indiana to offering classes at Ball State University, the Center has consistently contributed to excellence in gifted and talented education. It has been the recipient of millions of dollars of federal and state grant money; has hosted or participated in a number of regional, state and national conferences; and has created several long running programs. The Center celebrated 15 years of service in 2008-09.





Director's Letter . . .

When I arrived at Ball State in 1994, the Center had just been created through the efforts of Tracy Cross. It existed as a tote-bag, a toll-free number and a small group of individuals committed to gifted education in Indiana. The time and efforts of this small group immediately accomplished two huge tasks: bringing all the courses in gifted education into one organized framework and holding the first Share-IN Conference on gifted education. Over the next two years, as the Center's influence and opportunities to advocate for gifted children grew, Dean Roy Weaver acknowledged its potential to become a world-class center for gifted education and even relinquished his conference room so that there was a physical space in which to house the Center. The Center immediately instituted the Saturday Scholars Program for elementary students, followed by the Summer Scholars programs. With a dedicated space in which to work and a team of individuals with backgrounds in gifted education, we were now ready to write the first of several Javits grants. Receiving funding for our first Javits grant, Project GATE, a partnership with the Indianapolis Public Schools, was the first of many significant contributions of the Center. This was followed by the Esther Katz Rosen grant from the American Psychological Foundation, a second and third Javits grant, Projects CLUE and CLUE-Plus, several grants from the Indiana Department of Education Division of Exceptional Learners, including Shared Information Services, a state-funded resource library for gifted education, and a Discovery group grant to establish an undergraduate concentration in gifted education. Clearly grantsmanship has played a significant role in the Center's history.

The Center's contributions over the last several years have been many and varied, but the greatest strength of the Center is the level of commitment from those who are involved in its activities. The Center has been enriched by the quality of those individuals who have played a part in its development over the past fifteen years. Whether graduate students, staff members, or Center associates, all have helped the Center evolve into its current level of respect and recognition as one of the nation's top Centers for gifted education.

Sincerely,

Dr. Cheryll M. Adams

** On the bottom of each page runs a timeline, constructed to illustrate the Center's accomplishments throughout the past 15 years.*

January 1994 - January 2009
15 years of commitment to gifted education!

Steering Committee



Cheryll M. Adams, Ph.D. (University of Virginia)

- Director of the Center for Gifted Studies and Talent Development
- Co-Editor Emerita, *Research Briefs (NAGC)*
- Editorial Board—*Gifted Child Quarterly, Journal for the Education of the Gifted, The Teacher Educator*
- Contributing Editor, *The Roeper Review*
- Past President, Treasurer, Indiana Association for the Gifted
- Vice-President, Secretary, The Association for the Gifted
- Past Board Member, National Association for Gifted Children

Accomplishments

- Published articles in refereed journals, chapters in books, and one book
- Presented at national, international conferences, state, regional conferences
- Awarded over \$10 million in grants



Tracy L. Cross, Ph.D. (University of Tennessee)

- Associate Dean, Teachers College
- Executive Director, Institute for Research on the Psychology of Gifted Students
- George and Frances Ball Distinguished Professor of Gifted Studies
- Executive Director of the Indiana Academy for Science, Mathematics, and Humanities
- Editor of *The Journal for the Education of the Gifted*
- Editor Emeritus for *Gifted Child Quarterly, Journal for Secondary Gifted Education, Research Briefs* and *The Roeper Review*
- Professor of Educational Psychology
- President of The Association for the Gifted (TAG). Council for Exceptional Children, 2000–2002

Accomplishments

- Published articles in refereed journals and three books in their second editions
- Presented papers at national, international, state, and regional conferences
- Has been awarded over \$8 million in grants

1994

JANUARY

The center is founded and awarded a grant from the Indiana Department of Education

APRIL

The first Share-IN Conference takes place.

Steering Committee



Jerrell C. Cassady, Ph.D. (Purdue University)

- Associate Professor of Psychology, Educational Psychology
- Research Fellow, Indiana Academy for Mathematics, Science, and Humanities
- Co-editor, *The Teacher Educator*, Editorial Review Board for *Roeper Review & Journal of Literary Research*
- Director, Anxiety Research Consortium

Accomplishments

- Published articles in refereed journals and book chapters
- Presented research papers at national, international, regional, and state conferences



Rebecca L. Pierce, Ph.D. (University of Texas at Arlington)

- Associate Professor of Mathematics, Ball State University
- Director, Ball State Institute for the Gifted in Mathematics: BIG M (summer residential mathematics program for fifth- and sixth-grade students)

Accomplishments:

- Published articles in refereed journals, book chapters, and one book
- Presented at national, international, state, regional conferences
- Awarded over \$2.5 million in grants

“It is most difficult to condense 15 years into a few significant contributions because the Center for Gifted Studies and Talent Development has been very active in promoting and providing gifted education at many levels. When forced to choose, I would say the most significant contributions of the Center are the selection of Cheryl Adams to direct the Center, the award and implementation of three Javits grants, and the progress in establishing a gifted services plan at Burriss Laboratory School.”

1995

A Steering Committee is formed and endorsement courses are evaluated

1996

JANUARY
Center Enrichment
Opportunities Program

Steering Committee



Kristie L. Speirs Neumeister, Ph.D. (University of Georgia)

- Assistant Professor of Psychology (Educational Psychology), Ball State University

Accomplishments

- Published articles in refereed journals
- Presented at national, international, state, and regional conferences

"I think the Center's most significant contribution has been the work with the Javits Grants. The outcomes of the Javits grants have significantly influenced gifted education in both rural and urban areas in Indiana. Without the Center, this impact on the lives of so many gifted children would not have been possible."



David Williams, Ed.D. (University of Tennessee)

- Director of Academic Life, Indiana Academy for Science, Mathematics, and Humanities
- Project Director of 3 Grants: Project Aspire (Javits and API) and Bridging the American Experiment (Teaching American History)

Accomplishments:

- Presented at national and state conferences
- Awarded \$3 million dollars in grants

APRIL
Share-Indiana
Conference

OCTOBER/NOVEMBER
First Saturday Scholars
Program

Steering Committee Awards

Cheryll M. Adams, Ph.D.

-)= Colby Award, Sigma Kappa National Sorority for Leadership in Education, 2006
-)= Outstanding Service Award, Indiana Association for the Gifted, 2005
-)= Outstanding Administrative Service, Ball State University, 2004
-)= Early Leader Award for significant contributions in the leadership and service to the field of gifted education, National Association for Gifted Children, 2002
-)= Recipient, John C. Gowan Outstanding Graduate Student Award, National Association for Gifted Children, 1994

Tracy L. Cross, Ph.D.

-)= Researcher of the Year Award for Ball State University, Office of Academic Research and Sponsored Programs, 2004
-)= Outstanding Research Award in Teachers College, Alumni Association, Ball State University, 2004
-)= Indiana Association for the Gifted, Outstanding Leader Award, 2003
-)= President of The Association for the Gifted (TAG), Council for Exceptional Children, 2000–2002
-)= Award for Outstanding Administrative Service Ball State University, 1999
-)= Early Scholar Award for significant contributions in conducting and reporting research regarding the education of gifted individuals, National Association for Gifted Children, 1997
-)= Early Leader Award. For significant contributions in the leadership and service to the field of gifted education. National Association for Gifted Children, 1996

Jerrell C. Cassady, Ph.D.

-)= Outstanding Junior Faculty member, Ball State University, 2004
-)= Outstanding Graduate Student Teaching Award, Purdue University, School of Education, 1999

Rebecca L. Pierce, Ph.D.

-)= Outstanding Faculty Service Award, 2006
-)= Leadership Award, Indiana Association for the Gifted, 2002

Kristie L. Speirs Neumeister, Ph.D.

-)= Recipient, John C. Gowan Doctoral Student Award, National Association for Gifted Children, 2002

1997

JANUARY/MARCH
Saturday Scholars
Program

APRIL
Share-IN Conference

JULY
First Summer Scholars
Program

Center Staff



Becky Zimmerman, M.A.

Becky Zimmerman serves as the Project CLUE-Plus manager. She has been working with the Center for Gifted Studies for 6 years.



Kim Petty

Kim Petty serves as the Coordinator for Shared Information Services, a lending library of quality educational resources that supports the learning of high-ability students and the professional development of educators throughout the state of Indiana. Her duties include the purchasing of such resources; the promoting and dispersing of these materials via mailings, and on and off-site visits; overseeing the center's daily operations; and innumerable other administrative tasks.



Suzy Smith

Suzy serves as the assistant librarian at Shared Information Services. Her duties include mailing and distribution of educational materials to patrons across the state of Indiana, maintaining business records, and other administrative tasks of the library.



Amanda O. Latz, M.A.

Amanda Latz serves as the Center's current doctoral assistant. She is pursuing a doctoral degree in Adult, Higher, and Community Education. Her duties at the Center include research, database management, and other administrative tasks.



Peyton L. Groff

Peyton Groff serves as the Center's current graduate assistant. He is pursuing a graduate degree in Clinical Psychology. His duties at the Center include scholarship management, assessment, and other administrative tasks.

1998

JANUARY
Gifted Girls Conference

JANUARY/FEBRUARY
Saturday Scholars
Program

Programs

Summer Scholars Program

The Summer Scholars Program offers a week-long program on diverse topics for students in grades one through eight. Topics include math, science, chemistry, surrealism, history, culture and literature. Admission to the program is based on a student's interest in a particular field of study or topic covered by a course and her/his ability to work in an atmosphere that encourages higher order thinking and advanced ability in a subject area.

Share-Indiana Conference on Parenting and Teaching Gifted Children

Every year, the Center for Gifted Studies and Talent Development, the Indiana Academy for Science, Mathematics and Humanities, and the Indiana Association for the Gifted sponsor this conference for parents, grandparents, teachers, administrators, and others to help them learn more about gifted children in Indiana. This one-day conference offers breakout sessions on various topics as well as a keynote speaker.

Services

Shared Information Services

SIS is an educational resource center funded and operated by the Indiana Department of Education. The office/library, housed in the Center, is the only one in Indiana. The SIS center is open to all Indiana residents wishing to peruse and/or check out materials and may be accessed by visitation, phone, mail or e-mail. Residents of Indiana are welcome to visit or contact the SIS center to request information about specific materials or topics. Individuals may check out materials for a period of one month. The SIS online catalog can be accessed at www.bsu.edu/sis.

Partnerships

The Indiana Academy for Science, Mathematics and Humanities

The Indiana Academy for Science, Mathematics, and Humanities is a two-year residential public high school for gifted and talented students located on the campus of Ball State University in Muncie, Indiana. Three hundred juniors and seniors from across the state attend the Academy every year and work toward the Indiana Academic Honors Diploma. The curriculum has extensive offerings in science, mathematics, and humanities with a wide variety of options in higher-level and advanced placement courses. Education, housing, and meals are provided to students at no cost to their parents. Students have access to the Ball State University campus, library, computer labs, wellness facilities and numerous other programs. The Academy student body reflects the cultural, economic, ethnic, and racial diversity of the state of Indiana.

Burriss Laboratory School

Beginning with the 2006-07 school year, Burriss admitted additional high ability students at each grade level. Enrolling these new students with exceptional abilities allows Ball State, through the laboratory school, to conduct more research into best practices in this extremely challenging area of education, and to enhance opportunities for pre-service teachers to broaden their understanding of how to meet the needs of high ability students. To serve these students Burriss builds on the programs and services provided by Ball State University including; the Shared Information Services repository of books and tapes; the Indiana Academy for Science, Mathematics, and Humanities; the Center for Gifted Studies and Talent Development; and BSU programs including the licensure program in educating high ability students, a cognate in gifted education for doctoral students and a concentration area in gifted education for elementary education majors.

1999

JANUARY/FEBRUARY
Saturday Scholars Program

JULY
Summer Scholars Program

Courses

The Educational Psychology Department, in coordination with the Center, offers several courses on gifted education that are applicable toward licensure in the field. The department offers a master's degree with an emphasis on gifted education, a Ph.D. in Educational Psychology, and a cognate in gifted studies in the doctoral program.

EDPSY 520 Introduction to the Gifted Student

An overview of the history and philosophy of gifted education.

EDPSY 611 Development of Creative Thinking

Theories and strategies for fostering creativity.

EDPSY 621 Identification and Evaluation of Gifted and Talented Students

Explores past and present practices in identifying gifted students.

EDPSY 623 Investigating the Social and Emotional Needs of Gifted Students

Explores theories that explain social and emotional experiences of gifted children and adolescents, with emphasis on real life experiences of gifted children.

EDPSY 625 Models and Practicum in Gifted Education

Models and strategies for teaching gifted students as well as teaching and laboratory experience with gifted and talented students under supervision of professional and college supervisors.

EDEL 657 Development, Implementation, & Evaluation of Programs for Gifted/Talented

Competencies necessary for the elementary teachers to develop and implement programs for gifted and talented students. Emphasizes processes, techniques, materials, resources, and models appropriate for enhancing educational experiences for gifted and talented elementary students.

AUGUST

Center receives Javits grant for Project Gate

SEPTEMBER

Share-IN Conference

Publications in Gifted Education

Selected Journal Articles (through Fall 2008)

- Adams, C. M. (1996). Adolescent suicide: One school's response. *Journal of Secondary Gifted Education*, 7(3), 410-417.
- Adams, C. M. (1996). Gifted girls and science: Revisiting the issues. *Journal of Secondary Gifted Education*, 7(4), 447-458.
- Adams, C. M. (2003). Twenty-five years later: Spinning our wheels or moving forward? *Roeper Review*, 25, 116-117.
- Adams, C. M., & Callahan, C. M. (1995). The reliability and validity of a performance task for evaluation of science process skills. *Gifted Child Quarterly*, 39, 14-20.
- Adams, C. M., & Cross, T. L. (1999/2000). Distance learning opportunities for academically gifted students. *Journal of Secondary Gifted Education*, 11, 88-96.
- Adams, C. M., & Pierce, R. L. (2003). Attitudes of American and English pre-service teachers towards gifted learners. In N. Hall & D. Springate (Eds.), *Occasional Papers 2003*, 109-122. The University of Greenwich: ETEN.
- Adams, C. M., & Pierce, R. L. (2003). Attitudes of pre-service teachers towards diverse learners. In N. Hall & D. Springate (Eds.), *The proceedings of the 13th Annual Conference of the European Teacher Education Network*, 147-153. The University of Greenwich: ETEN.
- Adams, C. M., & Pierce, R. L. (2003, November/December). Teaching by Tiering. *Science and Children*, 41(3), 30-34.
- Adams, C. M., & Pierce, R. L. (2004). A model for differentiating instruction using tiered lessons. In N. Hall & D. Springate (Ed.), *The proceedings of the 13th Annual Conference of the European Teacher Education Network*, 171-176. The University of Greenwich: ETEN.
- Adams, C. M., & Pierce, R. L. (2004). Attitudes of American and English pre-service teachers toward gifted learners. *Gifted and Talented international*, 19(1), 15-23.
- Adams, C. M., & Pierce, R.L. (2004). Critical questions about tiered lessons. In Carol Tomlinson, *Instructional Strategies: A facilitator's Guide*, 256-262. Alexandria, VA: ASCD.
- Adams, C. M., & Pierce, R. L. (2004). Using the CIRCLE MAP to Differentiate Instruction through Tiered Lessons. In N. Hall & D. Springate (Eds.), *Occasional Papers 2004*, 1-10. The University of Greenwich: ETEN.
- Bailey, N. K., & Cross, T. L. (1997). A phenomenological case study of the social cognition of one gifted adolescent in school. *Journal of Secondary Gifted Education*, 8(3). 137-148.
- Britten, J. S., & Cassady, J. C. (2005) "The Technology Integration Assessment Instrument: Understanding planned use of technology by classroom teachers." *Computers in the Schools*, 22(3), 49-61. [Selected for simultaneous publication by Haworth Press in book chapter]
- Burney, V.H., & Cross, T.L. (2006). Impoverished students with academic promise in rural settings: 10 Lessons from Project Aspire. *Gifted Child Today*, 29(2), 14-21.
- Cassady, J. C. (2004). The impact of cognitive test anxiety on test comprehension and recall in the absence of salient evaluative pressure. *Applied Cognitive Psychology*, 18(3), 311-325.

OCTOBER/DECEMBER
Saturday Scholars Program

2000

FEBRUARY/MARCH
Saturday Scholars
Program

JUNE
BIG M

Publications

Selected Journal Articles (continued)

- Cassady, J. C. (2004). The influence of cognitive test anxiety across the learning-testing cycle. *Learning and Instruction, 14*(6), 569-592.
- Cassady, J. C., & Gridley, B. E. (2005). The effects of online formative and summative assessment on test anxiety and performance. *Journal of Technology, Learning, & Assessment 4*(1). Available online: <http://www.itla.org>
- Cassady, J.C., Kozłowski, A.G., & Kommann, M.A. (2008). Electronic field trips as interactive learning events: Promoting student learning at a distance. *Journal of Interactive Learning Research, 19*(3), 439-454.
- Cassady, J. C., Mohammed, A., & Mathieu, L. (2004). Cross-cultural differences in test anxiety: Women in Kuwait and the United States. *Journal of Cross-Cultural Psychology, 35*(6), 715-718.
- Cassady, J. C., & Mullen, L. J. (2006). Reconceptualizing electronic field trips: A Deweyian perspective. *Learning, Media, and Technology, 31*(2), 149-162.
- Cassady, J. C., Speirs Neumeister, K. L., Adams, C. M., Cross, T. L., Dixon, F. L., & Pierce, R. L. (2004). The Differentiated Classroom Observation Scale. *Roeper Review 26*(3), 139-147.
- Coleman, L. J., Sanders, M., & Cross, T. L. (1997). Debates and tacit assumptions in the education of the gifted. *Gifted Child Quarterly, 41*(3), 105-111.
- Cook, R., Cross, T. L., & Gust, K. (1996). Psychological autopsy as a research approach for studying gifted adolescents who commit suicide. *Journal of Secondary Gifted Education, 7*(3), 393-402.
- Cross, T. L. (1994). Alternative inquiry and its contributions to gifted education: A commentary. *Roeper Review, 16*(4), 284-285.
- Cross, T. L. (1997). Psychological and social aspects of educating gifted students. *The Peabody Journal of Education, 72*(2&3), 181-201.
- Cross, T. L. (1999). Top ten (plus or minus two) list for the 20th century. *Gifted Child Today, 22*(6), 22-25.
- Cross, T. L., Adams, C. A., Dixon, F. A., & Holland, J. (2004). Psychological characteristics of gifted adolescents attending a residential academy: A longitudinal study. *Journal for the Education of the Gifted, 28*(2), 159-181.
- Cross, T. L., Cassady, J. C., Adams, C. M., & Dixon, F. A. (in press). The psychology of gifted adolescents as measured by the MMPI-A. *Gifted Child Quarterly*.
- Cross, T. L., Cassady, J. C., Dixon, F. A., & Adams, C. M. (2008). The Psychology of Gifted Adolescents as Measured by the MMPI-A. *Gifted Child Quarterly, 52*(4), 326-339.
- Cross, T. L., Cassady, J. C., & Miller, K. A. (2006). Suicide ideation and personality characteristics among gifted adolescents. *Gifted Child Quarterly, 50*(4), 295-306.
- Cross, T. L., Coleman, L. J., & Stewart, R. A. (1995). Psychosocial diversity among gifted adolescents: An exploration of two groups. *Roeper Review, 17*(3), 181-185.
- Cross, T. L., Cook, R. S., & Dixon, D. N. (1996). Psychological autopsies of three academically talented adolescents who

OCTOBER
Share-IN Conference

2001

JANUARY/FEBRUARY
Saturday Scholars
Program

Publications

committed suicide. *Journal of Secondary Gifted Education*, 7(3), 403-409.

- Cross, T. L., & Dixon, F. A. (1998). On gifted students in rural schools. *National Association of Secondary School Principals Bulletin*, 82(595), 119-124.
- Cross, T. L., Gust-Brey, K., & Bell, B. (2002). A psychological autopsy of an academically gifted student's suicide: Researchers' and parents' perspectives. *Gifted Child Quarterly* 46(4), 247-264.
- Cross, T. L., & Gust, K. L. (1995). An homage to first generation qualitative research in gifted education. *Journal of Secondary Gifted Education*, 6(4), 281-283.
- Cross, T. L., Margison, J., & Williams, D. (2003). The Indiana Academy for Science, Mathematics, and Humanities. *Gifted Education Communicator* 34(3 & 4), 44-46, 62 & 63.
- Cross, T. L., & Stewart, R. A. (1995). A phenomenological investigation of the lebenswelt of gifted students in rural high schools. *Journal of Secondary Gifted Education*, 6(4), 273-280.
- Cross, T. L., Stewart, R. A., & Coleman, L. J. (2003). Phenomenology and its implications for gifted studies research: Investigating the lebenswelt of academically gifted students attending an elementary magnet school. *Journal for the Education of the Gifted* 26(3), 201-220.
- Dixon, F. A., Cassady, J. C., Cross, T. L., & Williams, D. (2005). Effects of technology on critical thinking and essay writing among gifted adolescents. *Journal for Secondary Gifted Education*, 16(4), 180-189.
- Dixon, F. A., Cross, T.L., & Adams, C. M. (2001). Psychological characteristics of academically gifted students in a residential setting: A cluster analysis. *Psychology in the Schools*, 38, 433-445.
- Dixon, D. N., Cross, T. L., Cook, R., & Scheckel, J. (1995). Gifted-adolescent suicide: Database vs. speculation. *Research Briefs*, 10(1), 45-50.
- Gust, K. A., & Cross, T. L. (1998). An exploration of the suicidal behaviors and knowledge and perceptions about suicide of school personnel in state supported residential high schools for gifted students. *Research Briefs*, 12(1), 1-8.
- Gust, K. A., & Cross, T. L. (1999). An examination of the literature base on the suicidal behaviors of gifted students. *Roeper Review*, 22(1), 28-35.
- Gust, K. A., Waldron, D., & Cross, T. L. (1997). Characteristics of gifted children referred to a clinic. *Research Briefs*, 11(1), 45-60.
- Hébert, T., Cramond, B., Speirs Neumeister, K. L., Millar, G., & Sylvian, A. (2002). E. Paul Torrance: His life, accomplishments, and legacy (Research Monograph No. 02152). Storrs, CT: National Research Center on the Gifted and Talented.
- Hébert, T. P., Long, L. A., & Speirs Neumeister, K. L. (2001). Using biography to counsel gifted young women. *Journal of Secondary Gifted Education*, 12, 62-79.
- Hébert, T. P., & Speirs Neumeister, K. L. (2000). University mentors in the elementary classroom: Supporting the intellectual,

JUNE
BIG M

JULY
Summer Scholars
Program

Publications

Selected Journal Articles (continued)

- motivational, and emotional needs of high ability students. *Journal for the Education of the Gifted*, 24, 122-148.
- Hébert, T. P., & Speirs Neumeister, K. L. (2001). Guided viewing of film: A strategy for counseling gifted teenagers. *Journal of Secondary Gifted Education*, 14, 224-235.
- Hébert, T. P., & Speirs Neumeister, K. L. (2002). Fostering the social and emotional development of gifted students through guiding viewing of film. *Roeper Review*, 25, 17-21.
- Latz, A. O., Speirs Neumeister, K. L., Adams, C. M., & Pierce, R. L. (in press). Peer coaching to improve classroom differentiation: Perspectives from Project CLUE. *Roeper Review*.
- Pierce, R.L., A closer look at past and current research about mathematically talented children. *Images*, 15(5), 15.
- Pierce, R. L., & Adams, C. M. (2002, April). Differentiated instruction through tiered lessons in mathematics. *Ohio Journal of Mathematics*, (45), 24-27.
- Pierce, R. L., & Adams, C. M. (2004, Spring). Tiered lessons: One way to differentiate mathematics instruction. *Gifted Child Today*, 27(2), 58-65.
- Pierce, R. L., & Adams, C. M. (2005). Differentiation and mathematics instruction using tiered lessons. *Mathematics Teaching in the Middle School*, 11, 144-149.
- Pierce, R. L., Adams, C. M., & Speirs Neumeister, K. L. (2006) A case for using nonverbal assessment to identify gifted minority students. *Journal of the European Teacher Education Network*, 1(2).
- Pierce, R. L., Adams, C. M., Speirs Neumeister, K. L. Cassady, J. C., Dixon, F. D., Cross, T. L. (2007). Development of an identification procedure for a large urban school corporation: Identifying culturally diverse and academically gifted elementary students. *Roeper Review*, 29, 113-118.
- Speirs Neumeister, K. L. (2002). Shaping an identity: Factors influencing the achievement of newly married, gifted females. *Gifted Child Quarterly*, 46, 295-309.
- Speirs Neumeister, K. L. (2004). Interpreting successes and failures: The influence of perfectionism on perspective. *Journal for the Education of the Gifted*, 27(4), 311-335.
- Speirs Neumeister, K. L. (2004). Understanding the relationship between perfectionism and achievement motivation in gifted college students. *Gifted Child Quarterly*, 47, 219-231.
- Speirs Neumeister, K. L. (2004). Factors influencing the development of perfectionism in gifted college students. *Gifted Child Quarterly*, 48, 259-274.
- Speirs Neumeister, K. L. (2007). Perfectionism in gifted students: An overview of current research. *Gifted Education International*, 23, 254-263.
- Speirs Neumeister, K. L., Adams, C. M., Pierce, R. L., Cassady, J. C., & Dixon, F. D. (2007). Fourth-grade teachers' perceptions of giftedness: Implications for identifying and serving diverse gifted students. *Journal for the Education of the Gifted*, 30 (4), 479-499.

AUGUST

Center receives Javits grant for Project CLUE

SEPTEMBER

Share-IN Conference

Publications

Selected Journal Articles (continued)

- Speirs Neumeister, K. L., & Finch, W. H. (2006). Perfectionism in gifted students: Relational precursors and implications for achievement. *Gifted Child Quarterly*, 50, 238-251.
- Speirs Neumeister, K. L., & Rinker, J. (2006). An emerging professional identity: Influences on the achievement of high ability, first-generation college females. *Journal for the Education of the Gifted*, 29, 305-338.
- Speirs Neumeister, K. L., Williams, K. K., & Cross, T. L. (in press). Gifted high school students' perspectives on the development of perfectionism. *Roeper Review*.
- Stuve, M. J., & Cassady, J. C. (2005). A factor analysis of the NETS performance profiles: Searching for constructs of self-concept and technology professionalism. *Journal for Technology and Teacher Education*, 13(2), 303-324.
- Tomlinson, C. A., Tomchin, E. M., Callahan, C. M., Adams, C. M., Pizzat-Tinnen, P. M., Cunningham, C. M., Lutz, L. J., Roberson, S. C., Landrum, M. S., Hunsaker, S., & Eiss, N. (1994). Practices of pre-service teachers related to gifted and other diverse learners. *Gifted Child Quarterly*, 38, 106-114.

OCTOBER/DECEMBER
Saturday Scholars
Program

2002

JUNE
BIG M

SEPTEMBER
Share-IN Conference

Publications

Selected Books, Monographs, and Book Chapters

- Adams, C. M. (2003). Assessment: Impact on children, parents, and teachers. In Joan F. Smutney (Eds.), *Designing and developing programs for gifted students* (pp. 145-164). Thousand Oakes, CA: Corwin.
- Adams, C. M. (2003). Nurturing talent in science. In Paula Olzewski-Kubilius (Ed.), *Early gifts* (pp. 19-38). Prufrock Press.
- Adams, C. M. (2006). Articulating program goals. In Jeanne Purcell & Rebecca Eckert (Ed.), *Guidebook for developing programs and services for gifted and talented children*. Thousand Oaks, CA: Corwin.
- Adams, C. M., & Moore, S. D. (2003). Designing and implementing curriculum for programs: Elementary and middle levels. In Joan F. Smutney (Ed.), *Designing and developing programs for gifted students* (pp. 59-68). Thousand Oakes, CA: Corwin.
- Adams, C. M., & Pierce, R. L. (2006). Creative thinking. In Felicia Dixon & Sidney Moon (Eds.). *Handbook of Secondary Gifted Education*, pp 343-362. Waco, TX: Prufrock Press.
- Adams, C. M., & Pierce, R.L. (2006). Differentiating instruction: A practical guide for tiering math and science lessons for the elementary grades. Waco, TX: Prufrock Press.
- Adams, C. M., & Pierce, R. L. (2008). Science, Elementary. In J. Plucker & C. Callahan (Eds.), *Critical issues and practices in gifted education*, pp 563-578.
- Britten, J. S., & Cassady, J. C. (2005) The Technology Integration Assessment Instrument: Understanding planned use of technology by classroom teachers. In C.D. Maddux & D. L. Johnson (Eds.) *Classroom integration of type II uses of technology in education*. Binghamton, NY: Haworth Press.
- Callahan, C. M., Adams, C. M., Bland, L. C., Moon, T. R., Moore, S. D., Perie, M. A., & McIntire, J. A. (1996). Factors influencing recruitment, enrollment, and retention of young women in special schools of mathematics, science, and technology. In K. Arnold, K. D. Noble, & R. F. Subotnick (Eds.), *Remarkable women: Perspectives on female talent development* (pp. 243-260). Cresskill, NJ: Hampton Press.
- Cassady, J. C. (2002). Learner outcomes in the affective domain. In J. Johnston and L. Toms Barker (Eds.) *Assessing the impact of technology on teaching and learning: A sourcebook for evaluators* (pp. 35 – 66) Ann Arbor: University of Michigan, Institute for Social Research.
- Cassady, J. C. (2002). Learner outcomes in the cognitive domain. In J. Johnston and L. Toms Barker (Eds.) *Assessing the impact of technology on teaching and learning: A sourcebook for evaluators* (pp. 9 – 34) Ann Arbor: University of Michigan, Institute for Social Research.
- Cassady, J.C., & Boseck, J. J. (2008). Educational psychology and emotional intelligence: Toward a functional model for Emotional Information Processing. In J.C. Cassady & M.A. Eissa (eds.) *Emotional intelligence: Perspectives on educational and positive psychology*. New York: Peter Lang.
- Cassady, J.C., & Eissa, M.A., Eds. (2008). *Emotional intelligence: Perspectives on educational and positive psychology*. New York: Peter Lang.
- Coleman, L. J., & Cross, T.L. (2000). Social-emotional development and personal experience of giftedness. In Monks, F. Heller, K., Sternberg, R. & Subotnik, R. (Eds.), *International Handbook of Giftedness and Talent* (2nd ed.) (pp. 203-212). Oxford, UK:

JULY
Summer Scholars
Program

2003

JUNE
BIG M

Publications

Selected Books, Monographs, and Book Chapters (Continued)

Elsevier Science.

- Coleman, L. J., & Cross, T.L. (2001). *Being gifted in school: An introduction to development, guidance and teaching*. Prufrock Press: Waco, TX.
- Coleman, L. J., & Cross, T.L. (2005). *Being gifted in school: An introduction to development, guidance and teaching*. (2nd ed.). Prufrock Press: Waco, TX.
- Cross, T. L. (2001). *On the social and emotional lives of gifted children*. Prufrock Press: Waco, TX.
- Cross, T. L. (2003). Rethinking gifted education: A phenomenological critique of the politics and assumptions of the empiric-analytic mode of inquiry. In Borland, J. (Ed.), *Rethinking Gifted Education* (pp. 72-79). New York: Teachers College Press.
- Cross, T. L. (2004). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (2nd Ed.). Prufrock Press: Waco, TX.
- Cross, T. L., & Coleman, L. J. (2005). A school-based conception of giftedness. In Sternberg, R. & Davidson, J. (Eds.), *Conceptions of Giftedness* (2nd Ed.) (pp. 52-63). Cambridge: Cambridge University Press.
- Cross, T. L., & Cross, J. R. (1999). Issues in the psychological and social development of gifted students. In Connelly, I. (Ed.), *Gifted Education in the 21st Century: Critical Issues and Concerns* (pp.215-222). New York: Winslow.
- Cross, T. L., & Gust, K A. (1999). Research in gifted education: A compendium. In Weible, D. (Ed.), *Starting a School for Gifted Students* (pp. 1-7). National Association for Gifted Children.
- Eissa, M.A., Boseck, J.J., & Cassady, J.C. (2008). Positive Emotions and Health Benefits: The Role of Emotional Intelligence and Coping. In J.C. Cassady & M.A. Eissa (eds.) *Emotional intelligence: Perspectives on educational and positive psychology*. New York: Peter Lang.
- Tomlinson, C. A., Tomchin, E. M., Callahan, C. M., Adams, C. M., Pizzat-Tinnen, P. M., Cunningham, C. M., Lutz, L. J., Roberson, S. C., Landrum, M. S., Hunsaker, S., & Eiss, N. (1994). Practices of pre-service teachers related to gifted and other diverse learners. In Carol Tomlinson (Ed.), *Differentiation for gifted and talented students* (pp. 191-208). Thousand Oaks, CA: Corwin.

NOVEMBER
NAGC 50th
Convention/
Parents' Day at NAGC

2004

FEBRUARY
IAG Convention

JUNE
BIG M

Grants

Adams, C. M. (2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008). Ball State University Institute for the Gifted in Mathematics (BIG M). Award: \$2,500.00 each year.

Adams, C. M. (2003). Identification of Students in Indiana. Indiana Department of Education. Award: \$2,700.00

Adams, C. M. (2003). Identification of Students in Indiana. Indiana Department of Education. Award: \$4,000.00

Adams, C. M. (2004). Action Research. Indiana Department of Education. Award: \$34,988.00

Adams, C. M. (2004). Program Standards for Gifted Education. Indiana Department of Education. Award: \$4,700.00

Adams, C. M. (2004). Scholarships for the License in Gifted Education. Indiana Department of Education. Award: \$32,800.00

Adams, C. M., Cross, T. L., Dixon, F. A., and Rice, R. (1998). Project Gate: Opening the Door for All. United States Department of Education. Jacob Javits Gifted and Talented Program. Grant Award: \$827,422.00

Adams, C. M., Cross, T. L., Pierce, R. L., Dixon, F. L., Melser, N. A., Cassady, J. D., & Moore, B. (2002). Project Clue: Clustering Learners Unlocks Equity. Jacob K. Javits Gifted and Talented Students Education program. Grant Award: \$2,520,967.00

Adams, C. M., Pierce, R. L., & Cassady, J. C. (2008). Project CLUE-Plus. Clustering Learners Unlocks Equity Scaled Up. Jacob K. Javits Gifted and Talented Students Education program. Grant Award: \$2,800,000.00, Five Years.

Adams, C. M., Dixon, F. A., & Cross, T. L. (1998). Psychological, Social, and Emotional Development of Academically Gifted Adolescents in a Residential Setting. Ester Katz Rosen Grant from the American Psychological Foundation. Award: \$28,400.00

Adams, C. M., & Myers, R. (2000). Shared Information Services. Indiana Department of Education. Award: \$120,000.00

Adams, C. M., & Myers, R. (2001). Shared Information Services. Indiana Department of Education. Award: \$120,000.00

Adams, C. M., & Myers, R. (2001). Shared Information Services. Indiana Department of Education. Award: \$12,000.00

Adams, C. M., & Petty, K. (2003). Shared Information Services. Indiana Department of Education. Award: \$85,000.00

Adams, C. M., & Petty, K. (2004, 2005, 2006, 2007, 2008). Shared Information Services. Indiana Department of Education. Award: \$88,000.00

Adams, C. M., & Zimmerman, R. (2002). Shared Information Services. Indiana Department of Education. Award: \$85,000

Boyer-Shrock, C., Cross, T. L., & Williams, D. C. (2002). Project Aspire: Creating Opportunities for Rural, Low-Income Students. Jacob K. Javits Gifted and Talented Students Education Program. Award: \$1,011,032.00

Cross, T. L. (2004). Enhanced Provost Initiative Grant for the development of a national center for gifted studies. Ball State University. Award: \$13,000.00

Cross, T. L. (2003). Nurturing the Social and Emotional Development of Gifted Children. Supporting the Emotional Needs of the Gifted (SENG). Award: \$5,000.00

JULY
Summer Scholars
Program

OCTOBER
Share-IN Conference

2005

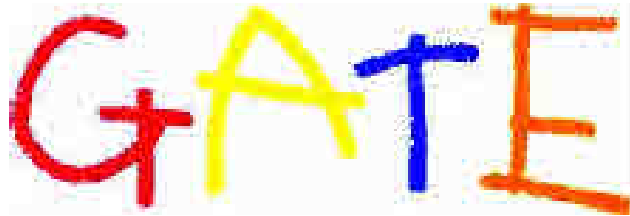
FEBRUARY
IAG/IDOE Conference

Grants

- Cross, T. L. (1996) Partnership to Meet the Academic, Social, and Emotional Needs of Gifted Students. Indiana Department of Education. Award: \$50,000.00
- Cross, T.L., Dixon, D. N., & Cook, R.S. (1995). Grant to fund the study entitled Psychosocial Histories of Three Gifted Adolescent Suicides. Ball State University. Award: \$1,500.00
- Cross, T., Gridley, B., & Adams (1997). Partnership to Meet the Academic, Social, and Emotional Needs of Gifted Children. Indiana Department of Education. Award: \$60,000.00
- Cross, T., Gridley, B., & Adams, C. (1998). Partnership to Meet the Academic, Social, and Emotional Needs of Gifted Children. Indiana Department of Education. Award: \$64,413.00
- Cross, T.L., & Hoilman, D. (1995). Partnership to Meet the Academic, Social, and Emotional Needs of Gifted Children. Indiana Department of Education. Award: \$56,966.50
- Williams, D., & Cross, T. (2002). Project Aspire: Creating Opportunities for Rural, Low-Income Students. United States Department of Education. Advanced Placement Incentive. Award: \$1,101,977.00

JUNE BIG M	JULY State Scholarship Grant	OCTOBER Share-IN Conference
----------------------	-------------------------------------------	------------------------------------------

Project

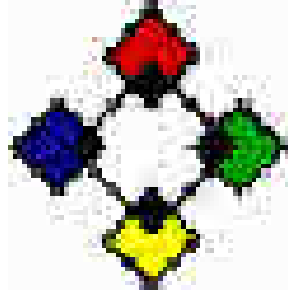


www.bsu.edu/gate

Project Project GATE was a five-year project with the Indianapolis Public Schools that provided professional development to all teachers in grades kindergarten through twelfth to differentiate curriculum in mathematics and science. The project was funded by a Jacob K. Javits Gifted and Talented Education Program grant.

During the first year, the building level principal and all faculty in each of the five elementary schools participated in intensive professional development sessions that targeted strategies for differentiating instruction in the regular classroom. In the second year, five middle schools were added. In the third year, five high schools were added.

2006	FEBRUARY IAG/IDOE Conference	JUNE BIG M	JULY State Scholarship Grant	SEPTEMBER Share-IN Conference
-------------	-------------------------------------------	----------------------	-------------------------------------------	--------------------------------------------



PROJECT • CLUE

CLUSTERING LEARNERS UNLOCKS EQUITY

www.bsu.edu/clue

Project Clue, Clustering Learners Unlocks Equity, is a partnership between the Center and the Indianapolis Public Schools. It implements all seven areas of the Ford-Harris Model to provide comprehensive services to gifted and talented students in grades three through five. The project is funded by a 2002 Priority One Jacob K. Javits Gifted and Talented Education Program grant.

2007

FEBRUARY
IAG/IDOE
Conference

JUNE
BIG M

JULY
State Scholarship
Grant

Project CLUE-Plus



Project CLUE-Plus is an experimental design with random assignment of schools to three conditions, scaled up from CLUE, our previous Javits grant with a large urban school, to include 45 other schools in Indiana that are either urban, small urban, rural, or private, 135 teachers, and approximately 10,000 students over five years. These schools have high incidences of students who are economically disadvantaged, limited English proficient, and/or who may not be identified and served by traditional assessment methods.

Project outcomes will incorporate new information that improves the capability of these schools, as well as other schools, to plan, conduct, and improve programs to identify and serve underrepresented gifted and talented students. We will place the project on the World Wide Web for accessibility to other school districts across the nation, as well as present outcomes of the project at local, state, national and international conferences that focus on gifted education, content and general education. Once in place, Project CLUE-Plus will be sustainable by the schools after Year Five of the grant. Because the CLUE-Plus schools will be characteristically typical of small and medium urban, rural and private schools that have a high percentage of minority, ESL, and/or low SES students, the results of the project will be generalizable to other systems with similar profiles.

<p>AUGUST Project CEM</p>	<p>OCTOBER Share-IN Conference</p>	<p>2008</p>	<p>FEBRUARY IAG/IDOE Conference</p>	<p>JUNE BIG M</p>
------------------------------------------	---------------------------------------------------	--------------------	----------------------------------------------------	------------------------------

Significant Contributors

Past and Present

David Dixon
Felicia Dixon
Betty Gridley
Nancy Melser
Mary Rizza
Vicki Vaughn
Nina Yssel

Hildegard Gordan taught the first gifted education class at Ball State in 1958. It was called “The First Learner.” The Center recently presented her with the “Pioneer Award” for her contributions in gifted education.



Dr. Gordan receiving her “Pioneer Award.”

JULY
 State Scholarship
 Grant

SEPTEMBER
 Center receives
 Javits grant for
 Project CLUE-Plus

OCTOBER
 Share-IN
 Conference