Faculty Handbook

Dean or Director's Review of Sabbatic Leave Proposal

In this review, taking into account the department's review of the application, consideration should be given to the impact on staffing within the applicant's unit and the potential benefit of the proposed project to the University. By November 1, one copy of this review must be sent to the applicant and seven copies to the chairperson of the Academic Leave Committee.

Names of Applicant	Marcia A. B. Delcourt Date- September 6, 2011
Academic Rank	Professor
Department	Department- Education and Educational Psychology, EdD in Instructional Leadership Program

Signature _____ Date_____20__

Revised: Aug. 1984; Mar. 1985; Sept. 1988
Senate Approval: Nov. 16, 1988
Admin. Approval: Jan. 2, 1990
Senate Approval: Apr. 26, 1991 (R91-4-8)
Admin. Approval: May 15, 1991

Faculty Handbook

Department, Library Faculty, or Counseling Center Review of Sabbatic Leave Proposal

In this review, consideration should be given to the professional merits of the proposal, the value to the unit and the impact of the applicant's absence on the unit. If the proposal is primarily for retraining, please comment upon its appropriateness and the benefit of the proposal to the unit.

By October 15th, one copy of the review must be sent to the applicant, seven copies to the Chairperson of the Academic Leave Committee, and one to the appropriate Dean or Director.

Names of Applicant	Marcia A. B. Delcourt Date- September 6, 2011
Academic Rank	Professor
Department	Department- Education and Educational Psychology, EdD in Instructional Leadership Program

Signature _____ Date_____20__

Revised: Aug. 1984; Mar. 1985; Sept. 1988
Senate Approval: Nov. 16, 1988
Admin. Approval: Jan. 2, 1990
Senate Approval: Apr. 26, 1991 (R91-4-8)
Admin. Approval: May 15, 1991

Faculty Handbook

Application For Sabbatic Leave For Faculty

Refer to Sabbatic Leave Procedures in the Faculty Handbook for instructions concerning completion and processing of this Sabbatic Leave Application and the attached Review forms. This application must be submitted by September 28th.

Name of Applicant	Marcia A. B. Delcourt	Date- September 6, 2011
Academic Rank	Professor Department- Education and Educational Psychology, EdD in Instructional Leadership Program	
Duration of Leave requested (half year at full pay or full year at half pay)	Half Year at Full Pay	
Inclusive Dates:	From January 2, 2013	To May 31, 2013
Length of Service in CSU	Since Fall 1999	
Previous Sabbatic Leaves and Date	I have applied for no other Sabbatic leaves.	

If previous sabbatic leave has been granted, attach a copy of the written statement as referenced by the Academic Leave Bylaws section III.D.1 and the AAUP contract article 13.7.

Applicant should realize that this form is the main document used by the Academic Leave Committee. Application should be prepared in detail and with care and include the following:

Other material may be included if applicant so desires. Attach additional pages and material to this application.

Revised: Aug. 1984; Mar. 1985; Sept. 1988 Senate approval: Nov. 16, 1988 Admin. Approval: Jan. 2, 1990 Senate Approval: Apr. 26, 1991 (R91-4-8) Admin. Approval: May 15, 1991
Revised Senate: R-09-03-05
Admin. Approval 7/14/09

Title: Characteristics of Instructional Leaders as Inquirers

1. Nature of the project.

The purpose of this project is to investigate the characteristics and perspectives of educators who have completed a doctoral program in instructional leadership. Specifically, a mixed methods design will be used to collect information about leaders as inquirers, including their post-graduation accomplishments and their perspectives of inquiry in their personal and professional lives. Instructional leaders include school administrators (NPBEA, 2002), teachers (Danielson, 2007), and other school personnel who have the skills to examine their classrooms, schools, and districts in order to reinforce best practices and initiate changes where necessary.

Characteristics of educational leaders are varied, but not particularly differentiated for administrative and instructional leaders. With respect to the inquiry skills of educational leaders, they are known to be decision-makers (NPBEA, 2002) and problem-solvers (Martin, 2007), but the ways that they use their leadership skills have not been thoroughly investigated across roles such as administrator, teacher, subject matter coach, psychologist, and counselor.

Inquiry is fundamentally about asking questions and being curious. Inquiry means to discover, show interest, be motivated, problem-find, problem-solve, think, and create meaning. "The idea of producing knowledge that is meaningful to yourself and others, and using knowledge to accomplish purposes that include those you set yourself or that you believe in, is central to inquiry" (Aulls & Shore, 2007, p. 23). For the purposes of this project, inquirers are individuals who have completed their doctoral research, having investigated a topic of interest in education.

Based on my research about inquiry strategies in education (Delcourt, 1993, 1994, 2007, Delcourt & McKinnon, 2011; Shore, Aulls, & Delcourt, 2007), I would like to investigate the characteristics of instructional leaders that relate to their use of inquiry as a result of participation in the

EdD in Instructional Leadership program. I am presently conducting an investigation with one of my doctoral students, Ms. Reine Issa, to assess the leadership characteristics and problem-solving styles of all of our graduates and current students. This aspect of the project is titled Part 1: Educators' Perceptions of Instructional Leadership Characteristics and Problem-solving Styles. The proposed research, Part 2: Characteristics of Instructional Leaders as Inquirers, will extend this work on characteristics of instructional leaders to investigate how the graduates use their inquiry skills in their personal lives and in their professional environments. A comparison within and across subgroups is planned since graduates of the program fulfill a variety of administrative and teaching roles in their school and districts.

An additional rationale for this project is based on the suggestion of our program consultant, Dr. Dennis Shirley from Boston College. In his evaluation from 2007, he stated that a next step for the program should be to investigate the characteristics of our students and disseminate this information to a wider audience (Refer to **Appendix A**).

2. General Goal: to describe instructional leaders as inquirers; Specific goals:

   a. To understand how the graduates of the EdD in Instructional Leadership program have changed over time as a result of their participation in the program, particularly with respect to their use of the inquiry process

   b. To describe instructional leaders' perspectives of inquiry and the role of inquiry in their personal lives

   c. To describe instructional leaders' perspectives of inquiry and the role of inquiry in their professional lives

   d. To understand conditions in schools that help to build and sustain inquiry skills and environments for inquiry

Subjects

There will be approximately 51 graduates from the program by the spring of 2013 (refer to Table 1). All graduates will be asked to complete questionnaires regarding their perspectives of leadership and inquiry. A subgroup graduates (n = 15) will be asked to participate in an interview. Selection will be based on obtaining representation in the following 4 groups:

a. practicing school or district administrators

b. educators who obtained an administrative certification, but are not presently employed as administrators

c. classroom teachers

d. those in other roles (i.e., content coaches, counselors, school psychologists)

Table 1

Graduation Rates for Candidates in the EdD in Instructional Leadership Program at Western Connecticut State University

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total
Number Retained	22	15	21	23	14	95
Graduated as of August 2011	21*	13**	n/a	n/a	n/a	34
Projected Number of Graduates by Spring 2013	22	14	15	n/a	n/a	51

*1 student resuming in fall, 2011; **1 student with health issues is on leave, 1 student on child care leave

Instrumentation

Data from four kinds of instrumentation will be used in this study. Two instruments are being used in Part 1 of the project and two types of data will be collected in Part 2.

Part 1: Educators' perceptions of instructional leadership characteristics and problem-solving styles. In the fall of 2010, the IRB approved an application to collect data about the leadership characteristics and the problem-solving styles of graduates and current students in the EdD in Instructional Leadership program. Ms. Reine Issa and I are currently collecting these data. The results will be used to describe the participants who will be contacted for Part 2 of the project.

Multi-factor Leadership Questionnaire (MLQ). This instrument was developed by Bass and Avolio (1995, 2000, 2004) to measure the nine components of leadership: five transformational leadership factors, three transactional leadership factors, and "laissez-faire" leadership. The MLQ has 45 items: 36 items represent the 9 leadership factors and the remaining 9 items represent 3 leadership outcome scales – extra effort, effectiveness, and satisfaction (Antonakis, Avolio, & Sivasubramaniam, 2003). The leadership factors are based on the transformational, transactional, and non-transactional leadership theories. Both validity and reliability values are reported by Antonakis et al. (2003).

VIEW: An Assessment of Problem-solving Style. Treffinger, Selby, Isaksen, and Crumel (2007) developed this problem-solving style model with three dimensions. Each has a continuum of preferences: Orientation to Change (Explorer – Developer), Manner of Processing (External – Internal), and Ways of Deciding (Person – Task). Individuals are located on the continuum depending on how they "prefer to define, solve, and carry out solutions for problems and to deal with change" (Treffinger, Selby, Isaksen, & Crumel, 2007, p. 5). Individuals' styles

located on either end of the continuum of any dimension are described as *well-defined* or *strongly differentiated*. Styles in the center of the continuum indicate *moderate* preferences. Validity an reliability of the instrument are reported in Treffinger (2008).

Part 2: Characteristics of instructional leaders as inquirers. All graduates (n = 51) will be sent a survey regarding their perceptions of inquiry, and a sample of these individuals (n = 15) will be interviewed about how they apply inquiry techniques within and outside of their work environments.

Conceptions of Inquiry Instrument. This 72-item instrument includes three open-ended questions about inquiry and 69 Likert-style responses about strategic demands of engaging in inquiry activities (Leung, 2009). Evidence to support the instrument's content validity and reliability are available from the author. The instrument is used to obtain the respondent's definition of inquiry and confidence in using inquiry strategies.

Interview Questions. The questions for this student will be refined with the assistance of colleagues from the inquiry lab group at McGill University. Questions will include, but are not limited to the following ideas:

Accomplishments

a. Explain your accomplishments over the past 4-5 years.
b. How has your completion of a doctoral program influenced you? (personally, professionally)
c. How has the completion of your dissertation research influenced you? (personally, professionally)
d. How have you used or shared the information you learned from your dissertation research?

e. Have you completed any other research projects? If so, please explain. If not, do you want to complete any other research? Why or why not?

f. What goals did you have for yourself when you completed the doctoral program? How have you addressed these goals? Why, why not?

g. Are there any resources that you would like to have to pursue your goals? How do you think that you could obtain these resources?

h. What contact do you have with other program graduates?

Inquiry

i. Based on your questionnaire, you defined inquiry in the following way (show response to interviewee). Are there any changes that you would like to make to this response?

j. What inquiry skills did you learn in the EdD program? How have you used these skills subsequent to completing the program?

k. Explain how you use these skills in your daily life- in your job, outside of your job.

l. What do you think is the role of inquiry in the school life of an administrator, a teacher, a student? What type of continuum should there be?

m. What types of skills do you think others should learn with respect to inquiry? (Administrators, teachers, students)

n. How are inquiry activities used in your school? What would you like to change about these activities?

Timeline

a. Fall 2012- Refine interview questions based on outcomes of projects at McGill University

b. Fall 2012- Submit research application to IRB

c. January 2013- Contact prospective subjects for the sample, send consent forms

d. February- March- Collect data, first survey information, then interview data

e. April-May- Analyze data, write results

3. Evidence of specific knowledge and skills necessary to achieve stated goals (including curriculum vitae, if relevant).

I have published or submitted research for publication related to inquiry strategies in education based on my work with students (Delcourt, 1993, 1994, 2007; Delcourt & Renzulli, submitted; Shore, Aulls, & Delcourt 2007; Shore, Delcourt, Syre, & Shapiro, 2007; Woodel-Johnson, Delcourt, & Treffinger, submitted) as well as adults (Issa & Delcourt, 2010; Delcourt & McKinnon, 2011).

I have been a member of a High Ability and Inquiry Research Group at McGill University since 1993. We collaborate on grant projects, co-author publications, present at professional conferences, and encourage our students in their inquiry-oriented research. While all dissertation projects represent inquiry activities for the individual, abstracts of students' research projects that specifically investigate inquiry skills are located in **Appendix B**. Refer to completed projects in my Curriculum Vitae in **Appendix C**.

4. Facilities necessary to achieve stated goals.

No specialized facilities are needed.

5. Professional contact for the project.

In order to share resources, discuss findings and obtain feedback about the project, I will continue to consult with the faculty members in my program area, local school leaders, and members of the High Ability and Inquiry Research Group at McGill University. The group at McGill plans regular meetings, 2-3 times/month. I communicate with the members by responding to meeting agendas and minutes as well as by communicating in person, by phone or through skype. In addition to my regular contact with members from McGill University, I plan to meet with them at least 1-2 times during the sabbatic leave.

6. Appropriate itinerary if travel is an integral part of the project.

Montréal is only 5-6 hours away by car. I will meet with colleagues either in person or through skype.

Survey data will be collected using an online Internet system and interview data will be obtained in person, by phone, or via skype.

7. Potential benefit of this project to the University.

A report about the characteristics of instructional leaders as inquirers will describe the types of activities in which school and teacher leaders engage. A publication describing this phenomenon can serve to recruit new students into the EdD in Instructional Leadership Program and promote the activities of this program to a broader audience. A national journal will be targeted for the manuscript that will be produced from this research.

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Appendix A

Evaluation of the EdD in Instructional Leadership Program by

Dr. Dennis Shirley, Boston College

Specific text is in bold.

MEMORANDUM

FROM: Professor Dennis Shirley

TO: Western Connecticut State University Faculty and Administrators in the Instructional Leadership Doctoral Program

SUBJECT: Site Visit Report

DATE: March 5, 2007

The following are observations and recommendations based upon a site visit to review Western Connecticut State University's doctoral program in Instructional Leadership on January 29, 2007. This site visit continues a longer history of relationship between the site visitor with program leaders, dating back to a first visit to review a proposal to create the program in January 2002 and continuing with a speaking engagement and workshop for the first cohort of doctoral students in November 2003.

The data for this report are drawn from multiple sources.

First, individual interviews were conducted with

- President James Schmotter
- Provost Linda Rinker
- Dean Lynne Clark
- Dean Ellen Durnin
- Department Chair Kay Campbell
- Program Director Marcy Delcourt
- Professor Karen Burke.

Second, three separate focus groups were assembled to discuss the program, comprising

- five faculty members;
- thirteen current doctoral students from the first and second cohorts;
- seven members of the Advisory Board.

Finally, I was able to review extensive print material on the program. These included

- two reports to the Board of Governors for Higher Education in Connecticut (from 2005 and 2006);
- a progress report for the New England Association of Schools and Colleges (NEASC) on the program (2006);
- the application for the certificate in intermediate administration or supervision (2006);

- a draft version of the program report for the preparation of educational leaders based on National Council for the Accreditation of Teacher Education (NCATE) standards (2007);
- application materials;
- the program's web site and affiliated links.

From these sources the following features of the program become evident.

First, assessments from students in the doctoral program and educational leaders on the Advisory Board were overwhelmingly positive in tone. Students expressed enthusiasm and appreciation for the academic rigor of the program, for faculty responsiveness to their concerns and needs, and for the direct relevance of their coursework to the enhancement of their instructional leadership. They stated that the range and depth of the program enabled them to obtain a better appreciation for the complexities of teaching and learning in their schools and gave them valuable scientific and philosophical background to be able to explain and expand upon the diversity of their teaching practices. They contended that their coursework was often immediately relevant to the teaching issues that they dealt with on a daily basis, and that their skills as instructional leaders had been strengthened in many ways that they had not anticipated. In short, they conveyed an infectious enthusiasm that indicated that the program is very much meeting the needs of teachers and principals for greater leadership development and technical expertise in classrooms and schools.

As a professor of education who is well aware that one of the persistent criticisms of schools of education for decades has been that they are excessively theoretical and irrelevant to the concerns of teachers, principals, and superintendents, I found myself admiring the commitment, talent, and vision of the faculty and staff at WCSU who created and are sustaining the Instructional Leadership doctoral program.

While a certain amount of self-selection may well be involved in the students who attended the focus group interviews, I should note that I have made other site visits to other institutions for similar purposes in the past and that students are entirely capable of being frank about their likes and dislikes of their programs. Some sessions have actually turned into something on the order of venting sessions for students. There was a natural ease and confidence in the WCSU students that indicated that their enthusiasm for the program was genuine and not entangled with politically-motivated desires to make a positive impression on the site visitor.

I should note that there was one outlier among the students who was seeking a greater degree of academic expertise in said individual's academic content matter. Other students rejoined that a strength of the program resided in the diversity of interests among cohort participants, including a full range of academic disciplines as well as those with cross-cutting concerns such as special education, the education of English language learners, and the use of technology in schools and classrooms.

Second, the collaborative nature of the instructional leadership doctoral program was evident throughout this site visit. Within WCSU, the program is viewed by students, faculty, and administrators to be internally coherent and well sequenced. Discussants held that the doctoral

program is embedded in a broader, university-wide commitment to the improvement of public education that they find praiseworthy and worthy of emulation by other universities. Significantly, local educational leaders on the Advisory Board agreed, confirming that the doctoral program is meeting their needs for highly qualified teachers and administrators.

The high level of collaboration was evident not only in regard to the doctoral program, but was apparent up to the uppermost levels of the university. Members of the Advisory Board, for example, credited President Schmotter and Provost Rinker for demonstrating an exemplary level of proactive leadership in reaching out to local school districts to ascertain and meet their needs and to create new institutional linkages. Hence, distributed leadership across multiple levels of WCSU gave the program credibility and momentum in the eyes of local educational leaders that bodes well for continued success and capacity enhancement in the future.

Third, increased efforts in regard to the recruitment of applicants to the doctoral program are appropriate and are underway. Fifty applicants applied to the program in the 2003-2004 school year yet only 25 in 2005-2006. This does not appear to be a critical concern in terms of a good yield of student credit hours, since 18 students did enroll with the second cohort and a doctoral program should not be much larger than that to maintain an optimal sense of community. Dean Durnin, Professor Delcourt, and their colleagues recognize that a strong applicant pool is crucial for the success of the program and they are now exploring a multifaceted recruitment strategy to expand the applicant pool for 2007-2008. These include direct mailing to teachers' homes throughout the region and outreach to professional networks such as the Connecticut Education Association and the Western Connecticut Superintendent Association.

From these observations the following recommendations may be advanced.

First, I would describe the WCSU instructional leadership doctoral program as something of a well-kept secret in terms of its national visibility. Educators in national networks such as the Holmes Partnership (www.holmespartnership.org) and the National Network for Educational Renewal (http://depts.washington.edu/cedren/nner/index.htm) that promote school-university partnerships and inform members of research and funding opportunities most likely do not know about the WCSU program even though your work is of direct relevance to their mission. I encourage institutional membership in either one of these groups to enhance the program's visibility at a national level. With such visibility, your program faculty, area school administrators, and doctoral students will learn about other educational change efforts that are occurring nationally. They can develop their professional networks and can address similar problems with those who seek to develop intellectual capital and partnership capacity in similar ways. This might lead to participation in federal or privately-funded grants that can bring additional resources and prestige to the Instructional Leadership program.

Second, the solid and excellent intellectual foundation of the program may now be built upon to conduct research about the program itself. Traditionally, schools of education have offered doctoral degrees to future administrators or those who intend to enter the professoriate, with the result that programs geared to preparing highly-qualified teachers who wish to stay in the classroom have been neglected. With increasing recognition among policy makers and the general public about the high degree of correlation between teacher

quality and pupil achievement, there is a growing consensus (accompanied by real urgency) about the need to create doctoral programs that respond to the particular needs of classroom teachers and do not draw them away from daily contact with students. Since innovation is never easy and inevitably involves losses as well as gains, the creation and sustainability of the Instructional Leadership doctoral program is an achievement worthy of scholarly inquiry and belongs to the domain of what the late Ernest Boyer described as the "scholarship of application."

Third, there is always a temptation with any successful program to rest upon one's laurels and to continue practices that have proven their worth in the past. I advise WCSU faculty and administrators affiliated with the Instructional Leadership doctoral program to develop not just short-term plans for recruitment, networking, and dissemination, but also to develop intermediate and long-term goals for the program in terms of its desired constituency, research trajectory, and capacity enhancement. For example, you may wish to consider some of the following ideas:

- The creation of an electronic network that will enable graduates from the program to remain in continual contact with program faculty and administrators to assist with student recruitment and to develop new lines of research and grant funding;
- Requiring all doctoral students to share the results of their research with colleagues in their buildings, district administrators, and/or school board members to assure that knowledge is socialized and to inform the public about new knowledge that is being generated by participation in the doctoral program;
- Innovative institutional strategies that enable graduates of the doctoral program to establish part-time residencies on the WCSU campus while enabling higher education faculty to acquire reciprocal roles as part-time teachers and administrators in the local school system to expand capacity and share new forms of knowledge generated through collaborative partnerships.

In closing, I should like to reiterate my enthusiastic support for the work that WCSU faculty and administrators have made with the creation and development of your innovative and successful Instructional Leadership doctoral program. It has been a great pleasure to work with you over the past five years and to witness the creation of a program that combines academic rigor, community responsiveness, and teaching excellence.

Appendix B

Inquiry-Related Dissertations from Graduates and Current Students in the EdD in Instructional Leadership Program at Western Connecticut State University

Inquiry-Related Dissertations

Cohort 1 (n = 5)

Frank LaBanca, EdD
IMPACT OF PROBLEM FINDING ON THE QUALITY OF AUTHENTIC OPEN INQUIRY SCIENCE RESEARCH PROJECTS

Problem finding is a creative process whereby individuals develop original ideas for study. Secondary science students who successfully participate in authentic, novel, open inquiry studies must engage in problem finding to determine viable and suitable topics. This study examined problem finding strategies employed by students who successfully completed and presented the results of their open inquiry research at the 2007 Connecticut Science Fair and the 2007 International Science and Engineering Fair. A multicase qualitative study was framed through the lenses of creativity, inquiry strategies, and situated cognition learning theory. Data were triangulated by methods (interviews, document analysis, surveys) and sources (students, teachers, mentors, fair directors, documents). The data demonstrated that the quality of student projects was directly impacted by the quality of their problem finding. Effective problem finding was a result of students using resources from previous, specialized experiences. They had a positive self-concept and a temperament for both the creative and logical perspectives of science research. Successful problem finding was derived from an idiosyncratic, nonlinear, and flexible use and understanding of inquiry. Finally, problem finding was influenced and assisted by the community of practicing scientists, with whom the students had an exceptional ability to communicate effectively. As a result, there appears to be a juxtaposition of creative and logical/analytical thought for open inquiry that may not be present in other forms of inquiry. Instructional strategies are suggested for teachers of science research students to improve the quality of problem finding for their students and their subsequent research projects.

Nicholas Kowgios, EdD
EFFECTS OF CONCEPTUAL ASSESSMENTS USING TEST DEBATE AND TEST ANALYSIS ON CRITICAL THINKING SKILLS AND LITERARY ANALYSIS

This study examined the impact of the conceptually designed assessment, test debate and test analysis, on students' critical thinking and ability to analyze literature. The test analysis and test debate process involved three steps: (a) teachers created and administered a multiple-choice exam that asked conceptual questions; (b) students participated in a Socratic test debate in which they were required to support their answers using specific textual references; and (c) students wrote a metacognitive reflection of the evolution of their thought process including an initial interpretation of the question, the points gleaned during the debate, and their final interpretation of the course concept or theme addressed in the question. Using a sample of convenience (*n* = 157), this study assessed the use of test debate and test analysis in six separate classes among heterogeneously and homogeneously grouped students in grades 6 through 11. The quasi-experimental research design of this study used *The California Measure of Mental Motivation* (CM3), Advanced Placement English Language and Composition raw scores, and New York State English Language Arts assessments to consider how well the process enhances students' critical thinking skills and students' ability to read and analyze literature. A two-group and three-group multivariate analysis of variance (MANCOVA) with the Literature Pretest covariate was conducted on the six dependent variables: Literary Analysis, Mental Focus, Learning

Orientation, Creative Problem Solving, Cognitive Integrity, and Scholarly Rigor. The data set was analyzed using an independent variable with two levels and three levels. The two-group MANCOVA data analysis revealed statistically significantly group difference on three of the six dependent variables (Creative Problem Solving, Scholarly Rigor, and Literary Analysis). The three-group MANCOVA produced similar results with regard to significance level, but examination of mean scores was not consistent with the findings of the two-group MANCOVA. A statistically significant effect of the independent variable three groups (trained and treatment, trained no treatment, and no treatment) existed for Mental Focus, Creative Problem Solving, Scholarly Rigor, and Literary Analysis. It can be concluded that the statistically significant multivariate effect was driven in part by the impact of grouping on these dependent variables.

Christine M. Salon, EdD

STUDENT PERCEPTIONS OF THE DEVEOPMENT OF MATHEMATICAL SELF-EFFICACY IN THE CONTEXT OF THE INSTRUCTIONAL SETTING AND PROBLEM SOLVING ACTIVITIES

This multi-case qualitative study, conducted in two elementary schools, observed the self-efficacy experiences of 67 5th grade mathematics students in daily lessons. Four classrooms were observed a total of 40 times for 30 minutes each. Two classrooms each used traditional instructional materials and standards-based instructional materials. Problem solving activity, interviews, a self-efficacy survey, and analysis of student work samples and teacher instruction materials were used to confirm information gathered through observation. Analysis of information sources resulted in the development of four major constructs: social learning, feedback, modeling, and strategy use. Both groups experienced each construct however, students in standards-based classrooms were exposed to higher levels of each. Recommendations for future research include the following: similar research with a more diverse socio-economic sample, research committed to detecting the background forces, which promoted the site differences in social learning readiness, and inquiry into problem solving.

Susan C. Shaw, EdD

THE EFFECTS OF METACOGNITIVE AWARENESS ON THE DEVELOPMENT OF MATHEMATICAL PROBLEM-SOLVING SKILLS IN FOURTH-GRADE HOMEWORK ASSIGNMENTS

Presently, research is questioning the value of homework, especially at the elementary level. One reason homework is considered important is that it allows for the opportunity to practice and reinforce skills. Currently, elementary school students in the United States are assigned homework in mathematics three or more times a week. Since homework assignments extend learning beyond the classroom environment, these assignments need to demonstrate an effective use of students' and teachers' time and energy. Research has shown that mathematical problem-solving skills improve when students are metacognitively aware of the process they follow as they solve these problems, and this metacognitive awareness improves as students consistently practice and reinforce these skills. This study investigated the effects of metacognitive awareness on the development of problem-solving skills when metacognitive awareness practice was included as a part of mathematical problem-solving skills homework assignments of fourth-grade students. This quasi-experimental study examined the effects of the independent variable of homework assignments with or without metacognitive awareness practice, on the dependent variables of mathematical problem-solving achievement, completion,

accuracy, independence, and quality of responses. Although there was no significant effect of homework assignments, with or without metacognitive awareness practice, on these dependent variables, there was a significant correlation between independence and mathematical problem-solving, completion, accuracy, and quality. Students who independently completed their homework had higher achievement scores than students who did not. Students who received assistance on their homework showed a temporary improvement in the completion, accuracy, and quality of their responses. In other words, help with homework improved the homework assignment but did not carry over to improve achievement scores. The results of this study pointed out the need to explore how the construct of homework can be effectively utilized as an important element in the development of independent learners.

Billie L. Woodel-Johnson, EdD
CREATIVITY, LEARNING STYLES, AND PROBLEM-SOLVING STYLES OF TALENTED SECONDARY SCHOOL STUDENTS

This study's primary purposes were to: (a) explore relationships among creative thinking abilities, learning styles, and problem-solving styles of high school students who were talented in the domains of athletics, science, and the visual arts; and to (b) investigate the perceptions of creativity (person, process, product, and press), learning styles, and problem-solving styles of students who showed creative potential. Both quantitative and qualitative methodologies were utilized. The 105 participants had a mean age of 16.22 and were enrolled in three high schools with similar demographics and academic offerings. Participants were athletes from interscholastic varsity teams, science students from honors and Advanced Placement (AP) courses, and visual arts students from AP and studio art courses who were nominated by their teachers or coaches. The nine participants in the qualitative study were selected from the original sample using purposeful sampling; each talent domain was equally represented. Selection was based on students' creativity scores from the Torrance Tests of Creative Thinking (Verbal B and Figural B) and from teachers' nominations. The possible relationships between creative thinking abilities as assessed by the TTCT Verbal B and TTCT Figural B, learning styles as profiled by the Building Excellence Survey (BE), and problem-solving styles as computed by VIEW were analyzed. Students in the qualitative study participated in semi-structured interviews and follow-up email questionnaires, and all data were transcribed and coded for emerging themes using NVivo 8. Results of the correlational analyses supported few significant relationships between VIEW or the BE with the TTCT Verbal B or the TTCT Figural B. Significant relationships resulted between the BE and VIEW. Student perceptions of their creativity, learning styles, and problem-solving styles showed differences and similarities among and between talent domains. Implications of these findings suggest further research is needed to understand individual differences and talent domain influences on creativity, learning styles, and problem-solving styles.

Cohort 2 (n = 1)

Jacob C. Greenwood, EdD
THE EFFECT OF REFLECTIVE PORTFOLIO USE ON STUDENT SELF-REGULATION SKILLS IN SCIENCE

This study focused on the use of reflective portfolios in science as a means to provide students a medium to develop a repertoire of self-regulation strategies. The use of a reflective

portfolio addresses the theoretical framework laid out by Pintrich which organized regulatory processes according to four phases (a) planning, (b) self-monitoring, (c) control, and (d) evaluation. The reflective portfolio included student work samples, revisions of work, reflections, and goal statements. Construction of the portfolio gave students the opportunity to engage in a cyclical process of self-regulation facilitating an on-going assessment dialogue between themselves and their teacher. The focus of this study was a convenience sample of students from a public high school in a suburban community in the Northeast. The study used a quasi-experimental research design. Participants in the study included 158 (n=158) students in a nonrandomized control-group, pretest-posttest design. Two different situations were compared; (a) reflective portfolio use and (b) no use of reflective portfolios. Research question 1: Is there a significant difference in the self-regulatory skills of high school science students who produce reflective portfolios for their science assignments and those who do not? The Motivated Strategies for Learning Questionnaire (MSLQ) subscales of Metacognition Self-Regulation, Effort Regulation, Time and Study Environment, Rehearsal, Elaboration, and Organization were used to assess student self-regulatory skills. A multivariate analysis of variance (MANOVA) was applied where the six subscales served as the multiple dependant variables. The isolation of which specific self-regulatory learning strategies (Metacognition Self-Regulation, Effort Regulation, Time and Study Environment, Rehearsal, Elaboration, and Organization) were affected by reflective portfolio use in science was statistically insignificant. Research question 2: Is there change over time in the Portfolio Rubric scores within the group of students who produce reflective portfolios? The student generated reflective portfolios produced in the treatment group were assessed using the Portfolio Rubric. Four one-way repeated measure analysis of variance (ANOVA) procedures were used to ascertain if the rubric scores varied depending on the time interval. Statistically significant gains in students' rubric scores over time suggest students do benefit from structured goal setting, revision, and reflection. The findings of this study support the use of reflective portfolios to provide students the necessary mastery goal orientation to reflect upon their current progress towards meeting their academic goals. Additionally, this study suggests reflective portfolio use allows students to consider behavioral changes necessary to meet their goals and provides a framework for a dialogue about self-regulation and performance between teachers and students.

Cohort 3 (n = 7)

Stephanie Bell

THE EFFECTS OF PROBLEM-BASED SERVICE LEARNING ON CREATIVE PROBLEM SOLVING, CRITICAL THINKING, AND CIVIC RESPONSIBILITY

The purpose of this study is to determine if a problem-based service learning (PBSL) approach has an effect on creative problem-solving, critical thinking skills, and students' sense of civic responsibility. As our world becomes more technologically advanced, students need to be proficient in these 21st Century skills. This study is being conducted to connect the problem-based approach with service learning and find evidence for teachers and administrators that will be useful in evaluating PBSL as a viable method of instruction for students to acquire the necessary skills for future success in the global economy. In this quasi-experimental study, eighth grade students receiving the treatment will be participating in a problem-based instructional approach in social studies. This social studies instruction will be based on Joseph Renzulli's Enrichment Triad Model and will include Type I and Type II experiences including the learning of creative problem-solving

skills and critical thinking skills. Type III activities will also be incorporated into the service learning project. Quantitative research will be analyzed comparing the outcomes of the treatment group to a comparison group, and results will help determine the effectiveness of PBSL.

Andrew R. Cloutier
THE EFFECTS OF THEMATIC SOCIAL STUDIES INSTRUCTION ON EIGHTH GRAE STUDENTS' HISTORICAL REASONING ABILITY AND ATTITUDES TOWARDS SOCIAL STUDIES RELATED TASKS

This study will examine the potential benefits of thematic-based social studies instruction on middle school students' historical reasoning ability and attitudes towards social studies related tasks. Thematic instruction refers to a curriculum delivery that is based on themes in history. Historical reasoning "in the context of history education, is an activity in which a person organizes information about the past in order to describe, compare, and/or explain historical phenomena" (van Drie & van Boxtel, 2008, p. 89). Using a sample of convenience (n= 370 students) from two suburban, New England middle schools, this study will be employed to assess the impact of a thematic curriculum on grade 8 students. Two teachers will be utilizing a thematic method of instruction and be compared to a comparison group of two teachers using traditional social studies instructional methods. This quasi-experimental study will include a pre-test and post-test of student attitudes towards social studies related tasks and an analysis of student writing. During the course of the research, three writing prompts will be given and scored via a rubric to measure students' historical reasoning ability. A focus group of students will be created from each condition to define the attitudes and perceptions of students in the two different programs.

Susan Guertin
UNDERSTANDING TEACHER USE OF INQUIRY: A MULTI-CASE STUDY INVESTIGATING CATALYSTS AND BARRIERS

This study will explore the degree to which experienced teachers (teaching for a minimum of five years) in grades three and four implement inquiry learning. This qualitative, multi-case study will be employed to understand the catalysts and barriers related to implementing inquiry-based instruction in elementary school classrooms. Participants will include four or five teachers demonstrating frequent use of inquiry, and four or five teachers demonstrating infrequent use of this strategy. Using a rubric to identify the level of inquiry, there will be one or two classroom observations of each teacher. A five-minute problem-solving styles instrument will be administered to search for common patterns among teachers. Then participants will be interviewed about their understandings and use of inquiry-based learning, feelings about educational change, problem-solving preferences, personal experiences with inquiry, and perceptions of themselves as teachers. Information transcribed from the interviews will be coded first with identifying numbers to protect confidentiality, and later using HyperRESEARCH to examine themes, patterns, and trends. Triangulation by source (high frequency and low frequency inquiry teachers) and method (observations, interviews, and problem-solving styles assessment) will establish trustworthiness.

Christopher Longo
EFFECTS OF AN INQUIRY-BASED SCIENCE PROGRAM ON CRITICAL THINKING, SCIENCE PROCESS SKILLS, CREATIVITY AND SCIENCE FAIR ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS

This study will investigate the impact of an inquiry-based science program on the critical

thinking skills, science process skills, creativity, and science fair achievement of middle school students. Although research indicates the connection between inquiry and achievement, there is limited empirical research that connects specific inquiry-based programs to critical thinking, creativity, and science fair achievement in middle school classrooms. Therefore, this study will attempt to determine whether an inquiry-based program not only improves five domains of critical thinking, but also impacts science process skills, creativity in science learning and science fair achievement.

The research will take place in a small, suburban middle school in the northeast from November 2010 to May 2011. A sample of convenience will be used that is comprised of seventh and eighth grade students. The study will be quasi-experimental in nature, with a pretest-posttest comparison group design using intact classrooms of students. Upon the administration of four instruments, characteristics of problem-solving skills associated with critical thinking, elements of science process skills, characteristics of creative thinking, and science fair achievement will be examined. The scores of those students in the inquiry-based science program will be compared to those students in the traditional science classroom to determine the impact of each method of delivering instruction.

Jason McKinnon

EFFECTS OF SCAFFOLDING HIGHER ORDER THIKNING QUESTIONS ON READER SELF-EFFICACY AND CRITICAL THINKING OF SIXTH GRADE STUDENTS

This study will examine the potential benefits of instructional strategies that scaffold the development of Higher Order Thinking (HOT) questions on reader self-efficacy and critical thinking. The explicit instruction of HOT questions involves four steps: (a) selecting Bloom's revised taxonomy to identify effective questions strands; (b) assessing HOT questions use through the Classroom Practice Record (CPR); (c) implementing strategy instruction focusing on instructional scaffolding and allowing time to practice the implementation of strategies during assigned lessons for a period of eight weeks; and, (d) evaluating student self-efficacy, critical thinking and HOT question use.

Using a sample of convenience in which n=340 students at two different school sites belonging to the same District Reference Group (DRG), this study will assess the impact of instructional scaffolding of HOT questions in four classes among heterogeneously grouped students in sixth grade. Two teachers will be trained in the instruction and implementation of the program. One school will be randomly assigned to receive the treatment of instructional scaffolding of HOT questions while the remaining school will act as the comparison group. This study will have a quasi- experimental design and will measure student critical thinking, student perception of reader self-efficacy, and the frequency of HOT questions asked by teachers and students.

Deborah Mumford

AN EXAMINATION OF THE FACTORS RELATED TO ELEMENTARY SCHOOL CLASSROOM TEACHERS' SELF-EFFICACY AND THE IMPACT OF SELF-EFFICACY BELIEFS ON TEACHING OUTCOMES IN SCIENCE

Researchers have demonstrated that teacher beliefs may exert a strong influence on teacher practice. This study will examine kindergarten through fifth grade elementary school teachers' self-efficacy regarding classroom science teaching and then relate these findings to the daily instructional methods that elementary school classroom teachers find useful when teaching science. A review of the literature identified internal and external factors that impact teachers' professional careers. The study will examine the relationship between these factors and the manner in which they predict self-

efficacy in science teaching.

It is also important to examine the ways in which this self-efficacy impacts teachers' instructional methods in the classroom. Therefore, another focus of the research will be to examine the ability self-efficacy to predict science teaching outcomes that encourage student questioning and thinking. The study will conclude with an opportunity for practicing teachers in grades K-5 to identify in their own words the type of instructional methods they prefer to use when they teach elementary school science. Survey methodology will be used to elicit data from participants. Standard multiple and linear regression will be used to analyze quantitative data and open-ended responses will be coded qualitatively. Using these data, researchers and school district administrators will be able to further the conversation on how to best encourage classroom teachers to teach science more effectively.

Amy Reynolds

ATTITUDES AND BELIEFS HELD BY TEACHERS ON INTERDISCIPLINARY TEAMS WITH COMMON PLANNING TIME AT A HIGHLY EFFECTIVE MIDDLE SCHOOL

This study seeks to explore the beliefs and attitudes held by teachers on middle school interdisciplinary teams that share common planning time (CPT) at highly effective schools. Data will be analyzed to identify values, beliefs and attitudes towards students, fellow team members, and the larger school environment.

The most effective middle schools have interdisciplinary teacher teams (Carnegie Corporation of New York, 2000). Middle schools with teams sharing CPT are more effective than teams without CPT, as well as schools without teams at all (Warren & Payne, 1997). Much of this research involves quantitative measures: student test scores, suspension rates, as well as measures of work environment, self-efficacy, self-esteem, climate, etc. (Flowers, Mertens, & Mulhall, 1999; Warren & Muth, 1995).

In the current educational climate of high-stakes testing and value-added measurements, pressures on educators increase daily. It is important to continue validating the team concept as a critical aspect of middle level education. This study seeks to qualitatively explore the attitudes of effective middle level teachers on interdisciplinary teams sharing CPT, examine how these attitudes form, and understand what influences them.

Using a multiple case study, qualitative research design, one suburban middle school that has previously received outside recognition of success will be studied. Teachers from all participating teams will be given an extended response written survey. Focus groups will be held with individual teams, from at least two different grade levels. Individual interviews will be held with at least two members from each team, starting with the longest serving and the newest team members. Building administrators will also be interviewed. Artifacts and documents will be examined.

This research can influence professional development of pre-service teachers, middle level teachers, and administrators. Findings could provide specific topic foci for year-long small group learning community topics, stand-alone workshops, and more. The study's conclusions may also lend researched support to schools contemplating a move towards a team structure with CPT.

Appendix C

Curriculum Vitae

Marcia A. B. Delcourt, PhD
Coordinator EdD in Instructional Leadership
Department of Education and Educational Psychology
Phone: (203) 837-9121
email: delcourtm@wcsu.edu

Education

1984-1988 Doctor of Philosophy, Educational Psychology/Special Education, concentration in Measurement and Evaluation and Gifted and Talented Education, The University of Connecticut, Storrs, Connecticut, Date of Completion- Spring 1988

1987 Educational Administration, General Certification

1979-1980 Master of Arts, Special Education, Concentration in Gifted and Talented Education, The University of Connecticut, Storrs, Connecticut

1979 Elementary Education, Certified Nursery, K-8 in Pennsylvania and Connecticut

1975-1978 Bachelor of Science, Special Education, concentration in the Physically and Mentally Handicapped, Bloomsburg State University, Bloomsburg, Pennsylvania, Dean's List Award, participated in an exchange program-Liverpool, England

Work and Related Experience

2005-present Part-time Professor, McGill University, Montréal, Québec, Faculty of Education, Department of Educational and Counselling Psychology

2004-present Coordinator, Doctor of Education in Instructional Leadership, School of Professional Studies, Department of Education and Educational Psychology, Western Connecticut State University, Danbury, CT

Responsible for State and National recognition by the following organizations:
The Ed.D. in Instructional Leadership is accredited by:
The Connecticut Department of Higher Education (DHE)
The Connecticut State Department of Education (CSDE)
The New England Association of Schools and Colleges (NEASC)
National Council for the Accreditation of Teacher Education (NCATE): all standards met with no conditions (2009)

The Certificate in Intermediate Administration and Supervision (Endorsement #092) is accredited by:
The Connecticut Department of Higher Education (DHE)
The Connecticut State Department of Education (CSDE)

The Educational Leader Constituent Council (ELCC) of the National Policy Board for Educational Administrators (NPBEA): all standards met with no conditions (2008)

National Council for the Accreditation of Teacher Education (NCATE): all standards met with no conditions (2009)

2003-2004 Interim Coordinator, Doctorate of Education in Instructional Leadership, School of Professional Studies, Department of Education and Educational Psychology, Western Connecticut State University, Danbury, CT
-served on a organizational committee to develop EdD program mission, goals, objectives, curriculum and evaluation design

2002-2006 Adjunct Professor of the Doctoral Faculty of The Graduate School and University Center's Ph.D. Program in Criminal Justice, The City University of New York, NY

1999-present Professor, Western Connecticut State University, Danbury, CT, Education and Educational Psychology Department

Summer 2000 Adjunct Professor The University of Connecticut, Storrs CT, taught doctoral level course in research methodology

1997-1999 Associate Professor, Sacred Heart University, Fairfield, CT, Department of Education

1997-1999 Part-time Associate Professor, McGill University, Montréal, Québec, Faculty of Education, Department of Educational and Counselling Psychology

1996-1999 Program Evaluator, Project CUE- Creating Urban Excellence, District #9, Claremont Community School, #42, 1537 Washington Avenue, Bronx, New York

1993-1997 Assistant Professor, McGill University, Montréal, Québec, Faculty of Education, Department of Educational and Counselling Psychology (on leave 1996-1997)
-taught courses in measurement and evaluation, educational psychology, program evaluation, curriculum development, special education, and gifted education to graduates and undergraduates
-oversaw special activity projects, including the placement of graduate students in local classrooms
-advised students in M.Ed., M.A., and Ph.D. programs

1990- 1993 Principal Investigator, The National Research Center on the Gifted and Talented, University of Virginia, Funded by the Office of Educational Research and Improvement, United States Department of Education

1988-1993 Assistant Professor, The University of Virginia, Curry School of Education,

Department of Educational Studies, advised students in M.A. and Ph.D. programs

1988-1990 Program Coordinator, The University of Virginia's off-grounds Master's Degree Program in Educational Psychology

Summer 1989 Assistant Program Director, Summer Enrichment Program, The University of Virginia, Charlottesville, Virginia
-coordinated all teacher placements and teacher assessments
The University of Connecticut
-Strand Coordinator, taught one-week course: "Identifying and Developing Skills in the Affective Domain"

Spring 1988, Summer 1987 Creativity, graduate course, The University of Connecticut, Storrs, Connecticut
-presented theories and research related to creativity and the creative individual as well as practical applications of these issues

1987-1988 Graduate Assistant to Dr. Joseph S. Renzulli, Educational Psychology, Gifted Education, The University of Connecticut, Storrs, Connecticut
-participated in a variety of research projects, analyzed data, constructed exam items

1986-1987 The University of Connecticut
-Strand Coordinator, taught one-week course: "Teaching High Ability Students in the Affective Domain"

Fall 1985 - Fall 1987 Lecturer/Graduate Assistant in educational psychology, The University of Connecticut, Storrs, Connecticut, EPY221: Educational Psychology
-taught graduate and undergraduate students introductory theories and strategies related to educational practices (3, 2 hour classes/week)

Summer 1986 Course Presenter, Bowling Green State University, Ohio
-taught course: "The Social and Emotional Needs of the Gifted"

Practicum Evaluator, Bowling Green State University
-supervised and evaluated graduate students as they participated in a teaching practicum

1985 Research Assistant for the Bureau of Educational Research and Lab Assistant in a level II statistics course for the Social Sciences, The University of Connecticut, Storrs, Connecticut
-instructed graduate students in the interpretation of statistical theories and procedures

1980-1984 Teacher of high ability students, Whisconier Middle School, Brookfield Public

School District, Brookfield, Connecticut
-organized and taught in a resource room for gifted and talented students (grades 5-8),
-student advisor, compiled a general community resource guide and promoted an outdoor education program
-wrote district guidelines for the program, grades 2-12
-initiated a state and district-wide program for creative problem solving, Odyssey of the Mind
-served on a district computer implementation committee, instructed students and teachers in computer applications
-led a group of general education students in England

2/1979 6/1979 Teacher, Schuylkill Day Care, Schuylkill County, Pennsylvania
-taught in a preschool program, ages 2-6

4-1979-6/1979 Teacher, special education, Intermediate Unit #29, Schuylkill County, Pennsylvania
-taught a variety of subjects to mentally challenged students and those with physical handicaps

Summer 1977, 1979 Camp F.U.T.U.R.E. Counselor, (summer camp for exceptional children) Stillwater, Pennsylvania,
-organized and implemented educational programs for day and overnight camping experiences

1976-1978 Camp F.U.T.U.R.E.- summer camp for exceptional children, founding committee member, Bloomsburg State University, Bloomsburg, Pennsylvania

Summer 1976 - 1977 Teacher's Aide, special education, Intermediate Unit #29 Schuylkill County, Pennsylvania
-conducted classes for severely and profoundly retarded infants and trainable and educable, mentally retarded adults

Doctoral Advisement

2011-present Tanya Chichekian, The Articulation of Inquiry in Research about Teaching and Learning in the International Baccalaureate , Department of Educational and Counselling Psychology, McGill University, Montréal, Québec, Canada, Bruce Shore (Primary advisor), Krista Muis.

2008-2011 Holi Levy, *A Comparison of Parents' and Their Childrens' Attitudes Towards Mathematics at the Elementary and Middle School Levels.* Department of Education and Educational Psychology, Doctor of Education in Instructional

Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2008-2011 Melissa Jenkins, *Understanding Students' Perceptions of Learning*. Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present Stephanie Bell, The effects of Project-Based Learning on Creativity, Motivation, and Inquiry, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2010-present Andrew Cloutier, *The effect of a Digital Collaboration and Thematic Social Studies Program on Students' Historical Reasoning, Perceptions of Social Studies Instruction, and Inquiry Skills*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2010-present Christopher Longo, *The Effects of an Inquiry-based Science Program on Motivation and Problem-Solving of Middle School Students*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2010-present Amy Reynolds, *An exploration of the Beliefs and Identities Held by Highly Effective Middle School Teams Sharing Common Planning Time,* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2010-present Marguerite Aldrich, *Daughters of China: An Examination of the Home, School, and Community Experiences of Adolescent and Young Adult Chinese-American Adoptees.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present Margaret Feinstein, *Summer Literacy Experiences: A Case Study of Children's and Parents' Responses to Multicultural Literature.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present JoAnne Galdo, *Literature Response Blogs and Summer Reading: Exploring Summer Reading Setback and Reading Motivation Of 3rd Grade Struggling Readers.* Department of Education and Educational Psychology, Doctor of

Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present Susan Guertin, *An Investigation of Teachers' Perceptions of Inquiry Learning; Why Some Use it and Some Don't.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present Patrick Higgins, *The Effects of Using a Critical Thinking Graphic Organizer to Improve Connecticut Academic Performance Test (Capt) Interdisciplinary Writing.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2010-present Jason McKinnon, *The Effects of Instructional Scaffolding on Higher Order Thinking Reading Comprehension and the Self-Perception of Fifth Grade Students*. Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor.

2008-present Ruth Henrichs, *An Examination of the Multicultural Sensitivity of Fifth Grade Students.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2008-present Heather Colletti-Houde, *A Comparison of Characteristics of Instructional Leaders and Educational Leaders.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2008-present Kathleen, LaValley, *Students' Use of the Internet.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2005-2010 Billie Woodel, *Creative Thinking and Learning Styles of Secondary School Students Recognized for Their Artistic, Athletic, and Scientific Talents,* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor

2008-2010 Teresa Samuelson, *How Progress Monitoring of first and second grade struggling readers impacts their reading achievement and self concepts as readers.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2008-2010 Barbara Boller, *The Effects of Fast ForWord on Phonological Awareness and Rapid Naming Skills of At-risk Students.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2008-2010 Jacob Greenwood, *The Effect of Reflective Portfolios on Student Self-regulation Skills in Science.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2008-2010 Ana Zobler, *Effects of Listening Strategies Instruction on Listening Comprehension, Oral Proficiency and Metacognition.* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2008-2010 Julia Berrier-Ferriera, The Effect of the LANGUAGE! Literacy Program on the Reading Comprehension and Reading Motivation of Struggling Middle School Readers. Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2006-2008 Katie Saunders, Students' *Perceptions of the Important Outcomes of Inquiry-Based Teaching and Learning,* Department of Educational and Counselling Psychology, McGill University, Montréal, Québec, Canada. Secondary Advisor.

2005-2008 Frank LaBanca, *Problem Finding Characteristics of Poorly Conceived and Well Conceived Authentic Open-Inquiry Science Research Projects,* Department of Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor.

2005-2008 Christine Salon, *Student Perceptions of Mathematical Self-Efficacy in the Context of the Instructional Setting and Problem Solving Activities*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor

2005-2008 Deborah Hardy, *Perceptions of School Counselors and School Administrators With Respect to the Roles of School Counselors and a Follow-Up Examination of the Implementation of a Comprehensive Counseling Model in New York State,* Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Primary Advisor

2005-2008 Pauline Goolkasian, *Effects of a Collaborative Teaching Model of Professional Development as it Relates to New Seventh through Twelfth Grade Teachers'*

Attitudes, Implementation of Instruction, Self-Efficacy, and Motivation, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2005-2008 Nick Kowgios, *Effects of Conceptual Assessments Using Test Analysis and Test Debate on Critical Thinking Skills, Attitudes, and Literary Analysis*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2005-2008 Annmarie Spatola, *The Impact of Metacognitive Learning Strategies on Perceived Self-Efficacy and Academic Achievement*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2005-2008 Joan McGettigan, *An Investigation of the Relationship Between Writing Achievement and Writing Motivation By Gender in a Suburban Elementary School*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2005-2008 Susan Shaw, *The Effect of a Metacognitive Awareness Inventry on the Development of Mathematical Problem Solving Skills in Homework Assignments for Fourth Grade Students*, Department of Education and Educational Psychology, Doctor of Education in Instructional Leadership, Western Connecticut State University, Danbury, CT. Secondary Advisor

2003-2006 George Kain, *The effects of service learning for university students participating in a criminal justice course*. The Graduate School and University Center's Ph.D. Program in Criminal Justice, The City University of New York, NY, Defense date: May 5, 2006, Committee Member.

2003-2005 Leah Siedner, *A Study of New Principals' Perception of Their Problem Understanding and Problem Solving and the Role Disposition Plays in Re-culturing Low-Performing Urban Schools*, The University of Connecticut, Department of Educational Leadership, Committee Member.

1998-2000 Sandra Kase, *Institutionalization of educational reform: Foundation for successful change*, Fordham University, Department of Educational Leadership, Committee Member.

1994 Marian Barfurth, *The collaborative process as seen through children's disagreements while learning science*, McGill University, Department of Educational and Counselling Psychology, Committee Member.

1990 Mary Landrum, *The Effects of Peer Coaching as Follow-up to Inservice Training*, The University of Virginia, Department of Educational Psychology, Committee Member.

1991 Scott Hunsaker, *Outcomes of Creativity Training Programs*, The University of Virginia, Department of Educational Psychology, Committee Member.

Masters Thesis or Project Advisement

1999-2003 Western Connecticut State University: Advised 240 Students for their Masters Degree Projects

2000 Psychology Rachel Primeau, *Perceived Motivation of Students Who Have Trained in Competitive Sports and Who Pursue an Academically Challenging Program*, McGill University, Department of Educational and Counselling Psychology, Advisor.

1996 Pamela Carkner, *Teachers' and Students' Participation in an Inquiry-Oriented Curriculum: The Types of Questions They Used and Their Perceptions of Learning*, McGill University, Department of Educational and Counselling Psychology, Advisor.

1996 Heather Lyn, *Self-perceptions of Low and High Ability Adolescents in a Caribbean Context*, McGill University, Department of Educational and Counselling, Advisor.

1996 Stephanie Ying-Chen, *A Longitudinal Study of Preservice Teachers' Computer Attitudes, Computer Self-Efficacy, and Frequency of Using Computer Technologies*, McGill University, Department of Educational and Counselling, Committee Member.

1995 Marla Litvak, *A Comparison of the Scholastic Competence of Students Streamed for Academic Performance*. McGill University, Department of Educational and Counselling, Advisor.

1994 Susan R. Karovitch, *An exploration of gifted and nongifted school participants' persistence in French-immersion*, McGill University, Department of Educational and Counselling Psychology, Committee Member.

Commendations, Awards and Honor Societies

2009 Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology

2008-2009	Received the Excellence in Teaching Award for Western Connecticut State University
	Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology
	Woman of Achievement, Western Connecticut State University Chapter of Phi Delta Kappa
2007	Nominated for University-wide Excellence in Teaching Award, Western Connecticut State University
2005-2006	Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology
2004	Nominated for Award for Excellence in Research from American Mensa Education and Research Foundation and International Mensa Limited, a thematic issue of the *Gifted Child Quarterly*, "Five Ingredients for Success: Two Case Studies of Advocacy at the State Level"
	Connecticut Quality Improvement Award, Silver Award for the EdD in Instructional Leadership Program, 17th Annual Conference on Quality and Innovation
	Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology
2003	Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology
2002	Western Connecticut State University, Professional Achievement Award in recognition of outstanding accomplishments and contributions in the field of education and educational psychology
1996	Early Scholar Award from the National Association for Gifted Children
	Award for Excellence in Research from American Mensa Education and Research Foundation and International Mensa Limited in the 1995-1996 competition
1995	Nominated for Early Scholar Award from the National Association for Gifted Children

1994-1995	Recipient of a Royal Bank of Canada Teaching Innovation Award in an educational psychology course
1988-1989	Selected for Who's Who in American Education
1988	Ph.D. awarded, University of Connecticut, G.P.A.- 4.0/4.0
1986	John C. Gowan Graduate Scholarship Award (National Association for Gifted Children)
	Recipient of the Pi Lambda Theta scholarship for a returning student
1985	Pi Lambda Theta National Honor Society
1984-1985	Jesse Noyes Foundation Fellow, The University of Connecticut
1980	M.A. awarded, University of Connecticut
	Phi Delta Kappa, Professional Fraternity in Education
1979	Phi Kappa Phi National Honor Society
1978	Suma Cum Laude and Dean's List Award Bloomsburg State University, Bloomsburg, Pennsylvania
1977	Kappa Delta Pi, Honor Society in Education

Publications

2011 Woodel-Johnson, B., Delcourt, M. A. B., Treffinger, D. J. (submitted). Relationships between creative thinking and problem solving styles among secondary school students. *International Journal of Creativity and Problem Solving*.

Delcourt, M. A. B., & Renzulli, J. S. (accepted). The three-ring conception of innovation and a triad of processes for developing creative productivity in young people. In Larisa V. Shavinina (Ed.), The International Handbook on Innovation Education.

Delcourt, M. A. B., & McKinnon, J. (2011). Tools for learning: Improving questioning in the classroom. *LEARNing Landscapes, 4*(2), 145-160.

Callahan, C. M., Delcourt. M. A. B., Renzulli, J. S. (accepted). Major Considerations For Developing A Plan To Identify Gifted and Talented Students.

In C. M. Callahan and Holly Hertberg-Davis (Eds.), Fundamentals of gifted education. New York: Routledge.

Renzulli, J. S., & Delcourt. M. A. B. (accepted). Considerations for Identification of Gifted and Talented Students. In C. M. Callahan and Holly Hertberg-Davis (Eds.), Fundamentals of gifted education. New York: Routledge.

Gyles, P. D. T., Walker, C. L., Leung, D. A., Shore, B. M., & Delcourt, M. A. B. (submitted). Socio- and cognitive-affective outcomes of inquiry: Potential insights from gifted education. *International Journal of Creativity and Problem Solving*.

LaBanca, F., Delcourt, M. A. B., Yulo, R. J., & Dimock, A. W. (under revision). Problem finding behaviors in open inquiry precollege science research experiences.

Hardy, D., & Delcourt, M. A. B. (under revision). Perceptions of School Counselors With Respect to Their Roles

Kowgios, N., Burke, K., Cyganovich, P., Delcourt, M. A. B. & Shore, B. M. (under revision). Effects of Conceptual Assessments on Critical Thinking Skills and Literary Analysis.

Delcourt, M. A. B. (under revision). Project C.U.E.: Creating urban excellence through talent development. *Gifted Child Quarterly*.

Delcourt, M. A. B., & Carkner, P. A. (under revision). Student and teacher participation in an inquiry-oriented learning program. *Roeper Review*.

Delcourt, M. A. B., Baum, S. M., & Berman, K. (under revision). Project POTENTIAL: Recognizing artistic, mathematical, musical, and scientific talent in at-risk students. *Roeper Review*.

2008 Delcourt, M. A. B. (2008). *Project POTENTIAL*, Washington, DC: Jacob K. Javits Gifted and Talented Education Act.

Delcourt, M. A. B. (2008). *Bard Early College Academy*, Washington, DC: Jacob K. Javits Gifted and Talented Education Act.

2007 Delcourt, M.A.B. (2007). The effects of programming arrangements on the achievement and self-concept of gifted elementary school students. *Gifted Child Quarterly, 51*(4). 359-381.

Delcourt, M. A. B., Aslanian, A., & Duncanson, E. (2007). Inquiry in science education. In D. Pinou and Marcia. A. B. Delcourt (eds.) WestConn's Institute for Science Teacher Research (WISTR) Program Report, Danbury, CT: Western Connecticut State University.

Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.). (2007). *Inquiry in education: Overcoming barriers to successful implementation*. Boca Raton, FL: Erlbaum-Routledge.

Delcourt, M. A. B. (2007). Creative Productive Behavior and Self-Regulation: Keys to Developing Projects in the Natural and Social Sciences In B. M. Shore, M. W. Aulls, & M. A. B. Delcourt (Eds.), *Inquiry in education volume II: Overcoming barriers to successful implementation*. Mahwah, NJ: Erlbaum.

Shore, B. M., Delcourt, M. A. B., Syre, C. A., & Shapiro, M. (2007). The phantom of the science fair. In B. M. Shore, M. W. Aulls, & M. A. B. Delcourt (Eds.), *Inquiry in education volume II: Overcoming barriers to successful implementation*. Mahwah, NJ: Erlbaum.

2006 Delcourt, M. A. B. (2006). Life in the high potential lane: A 6-year-old's view of the world. *Parenting for High Potential* December, 10.

2004 Delcourt, M. A. B. (2004, Summer Issue). *Journal for Secondary Gifted Education: Special Issue on Science* (editor).

Renzulli, J. S., & Delcourt, M. A. B. (2004). The legacy and the logic of research on the identification of gifted persons. In J. S. Renzulli (Ed.), *Identification of Students for Gifted and Talented programs*. Thousand Oaks, CA: Corwin Press.

2003 Delcourt, M. A. B. (2003). Five ingredients for success: Two cases of effective advocacy at the state level. *Gifted Child Quarterly 47*(1), 26-37.

2002 Cray, M., Delcourt, M. A. B., Smith, N. C. (2002). *Improving schools study*. Portsmouth, NH: Center for Resource Management. Submitted to: Teachers Center Consortium, New York State Education Department, Board of Education of the City of New York, New York, NY.

2001 Delcourt, M. A. B. (2001). Effects of talent development on science process skills. In F. A. Dixon & C. M. Adams (Eds.), *Research Briefs of the Division of Research and Evaluation of the National Association for Gifted Children*. pp.150-165, Washington, DC: The National Association for Gifted Children.

Delcourt, M. A. B. (2001). *Journal for Secondary Gifted Education* (editor)

Delcourt, M. A. B. (2001, September). The qualitative reader: More than just stories. *Ohio Association for Gifted Children Review*, 6-7 and 12-14.

Delcourt, M. A. B. (2001). Message from the chair: Our strength rests in our members. *QUEST 12* (2), 1-5.

Delcourt, M. A. B. (2001). Message from the chair. *QUEST 12* (1), 1-3.

2000 Delcourt, M. A. B., & Cordy T. (2000). Guidelines for conducting and writing the research project for the Master's of Science Degree in Education. Danbury, CT: Department of Education and Educational Psychology, Western Connecticut State University.

Delcourt, M. A. B. (2000). Guide to the professional semester. Danbury, CT: Department of Education and Educational Psychology, Western Connecticut State University.

Delcourt, M. A. B. (2000). Message from the chair. QUEST 11(2), 1-3.

Delcourt, M. A. B. (2000). What makes a challenge? QUEST 11(1), 1-3.

Delcourt, M. A. B. (2000). An evaluation of Project CUE: Creating urban excellence through talent development. Washington, DC: Office of Educational Research and Improvement, United Stated Department of Education.

1999 Delcourt, M. A. B. (1999). What parents need to know about. . . recognizing and developing interests, strengths, and talents of gifted elementary school children. Storrs, CT: The National Research Center on the Gifted and Talented.

Delcourt, M. A. B. (1999). What parents need to know about. . . recognizing and developing interests, strengths, and talents of gifted adolescents. Storrs, CT: The National Research Center on the Gifted and Talented.

1998 Delcourt, M. A. B. (1998). What parents need to know about. . . recognizing and developing interests, strengths, and talents of very young gifted children. Storrs, CT: The National Research Center on the Gifted and Talented.

Delcourt, M. A. B. (1998). Elementary school programs in gifted education. In S. Baum, S. Reis, and L. R. Maxfield (Eds.), Developing gifts and talents of primary grade students (pp. 71-127). Mansfield Center, CT: Creative Learning Press.

1997 Delcourt, M. A. B., Lyn, H. D., & Rejskind, G. (1997). Self-perceptions of low and high ability adolescents in a Caribbean context. Journal for the Education of the Gifted 20(3).

1996 Shore, B. M., & Delcourt, M. A. B. (1996). Effective curricular and program practices in gifted education and the interface with general education. Journal for the Education of the Gifted 20(2), 138-154.

Karovitch, S. R., Shore, B. M., & Delcourt, M. A. B. (1996). Gifted and nongifted participants' persistence in French-immersion programs. Gifted and Talented International 11, 30-33.

1995 Delcourt, M. A. B. (1995). Characteristics related to high levels of creative/productive behavior in secondary school students: A multi-case study. In E. J. Gubbins (Ed.), Research Related to the Enrichment Triad Model, pp. 35-87, Storrs, CT: The National Research Center on the Gifted and Talented.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1995). Achievement and self-concept of minority students in elementary school gifted programs. Journal for the Education of the Gifted, 18, 189-209.

Delcourt, M. A. B. (1995). What educators need to know about. . . elementary school programs in gifted education. Storrs, CT: The National Research Center on the Gifted and Talented.

Clinkenbeard, P. R., & Delcourt, M. A. B. (1995). What educators need to know about. . . motivating elementary school students. Storrs, CT: The National Research Center on the Gifted and Talented.

1994 Delcourt, M. A. B. (1994). Focus on parent-school partnerships. AEGUS Newsletter, Spring, 5-6.

Delcourt, M. A. B. (1994). Exemplary elementary school programs in gifted education. The National Research Center on the Gifted and Talented Newsletter, Spring, 6-9.

Kinzie, M. B., Delcourt, M. A. B., & Powers, S. M. (1994). Computer technologies: Attitudes and self-efficacy across disciplines. Research in Higher Education, 35, 745-768.

Delcourt, M. A. B. (1994). Creative/productive behavior among secondary school students: A longitudinal study of students identified by the Renzulli three-ring conception of giftedness. In R. Subotnik and K. Arnold (Eds.), Beyond Terman: Longitudinal Studies in Contemporary Gifted Education (pp. 401-436). Norwood, NJ: Ablex.

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D (1994). Evaluation of the effects of programming arrangements on student learning outcomes (Report No. RM940608), 177 pages including executive summary, Storrs, CT: The National Research Center on the Gifted and Talented.

Delcourt, M. A. B., & Evans, K. (1994). Qualitative extension of the learning outcomes study (Report No. RM940710), 191 pages including executive summary, Storrs, CT: The National Research Center on the Gifted and Talented.

Cornell, D. G., Delcourt, M. A. B., Bland, L. C., Goldberg, M. D., & Oram, G. (1994). Low incidence of behavior problems among elementary school students

in gifted programs. Journal for the Education of the Gifted. 18, 4-19.

1993 Delcourt, M. A. B., & Kinzie, M. B. (1993). Computer technologies in teacher education: The measurement of attitudes and self-efficacy. Journal of Research and Development in Education, 27, 31-37.

Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining energy, interest and imagination. Gifted Child Quarterly, 37, 23-31.

Delcourt, M. A. B., McIntire, J. A, & Evans, K. (1993). Characteristics of exemplary program models for high ability learners. In S. Moon & J. F. Feldhusen (Eds.), National Association for Gifted Children Research Briefs, November, 5-10.

Delcourt, M. A. B., & McIntire, J. A. (1993). An investigation of student learning outcomes: Results of a program satisfaction survey. Newsletter of The National Research Center on the Gifted and Talented, Winter, 6-7.

1992 Coover, D., & Delcourt, M. A. B. (1992). Construct and criterion-related validity of the adult-attitudes toward computers survey for a sample of professional nurses. Educational and Psychological Measurement, 52, 653-661.

Delcourt, M. A. B., & Bland, L. C. (1992, March). The learning outcomes study. Newsletter of the National Research Center on the Gifted and Talented, 6.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1992). Learning characteristics of elementary students entering gifted programs: The learning outcomes project at the University of Virginia. Journal for the Education of the Gifted, 15, 309-331.

Delcourt, M. A. B., McIntire, J. A. (1992). Creative Behavior: Suggestions for Its Development in Children. Journal of Child Development, Taichung Teachers College, Taichung, Taiwan, 261-270.

1991 Delcourt, M. A. B., Cornell, D. G., Bland, L. C., & Goldberg, M. D. (1991). What happens to students in programs for the gifted? The learning outcomes project at the University of Virginia. Newsletter of the National Research Center on the Gifted and Talented. November.

Delcourt, M. A. B. (1991). Teacher as researcher. AEGUS Newsletter, 1(2), 4.

1990 Callahan, C. M., Cornell, D. G., Delcourt, M. A. B., Hunsaker, S. L., & Lundberg, A. C. (1990). University of Virginia. . . achievement, attitudes, and adjustment: The learning outcomes study. California Association for the Gifted, Newsletter. November.

1989 Delcourt, M. A. B. (1989). Make maps. Skill development challenge project to accompany the story- Old Blue. In Caravans (grade 3). Boston, MA: Houghton-Mifflin.

Delcourt, M. A. B. (1989). Make a game about rivers. Skill development challenge project to accompany the story- Wonders of Rivers In Journeys (grade 4). Boston, MA: Houghton-Mifflin.

Delcourt, M. A. B. (1989). Conduct a survey. Skill development unit to accompany the story-Miss Rumphius. In Journeys (grade 4). Boston, MA: Houghton-Mifflin.

Delcourt, M. A. B. (1989). Design a board game. Skill development unit to accompany the story-Two Big Bears. In Flights (grade 5). Boston, MA: Houghton-Mifflin.

Delcourt, J. P., & Delcourt, M. A. B. (1989). Study other cultures. Skill development unit to accompany the story- The Adobe Way. In Flights (grade 5). Boston, MA: Houghton-Mifflin.

Delcourt, M. A. B.C(1989). Conduct an ethnographic survey. Skill development unit to accompany the story- Industrialization Changes Life. In Triumphs (grade 9). Boston, MA: Houghton-Mifflin.

1988 Delcourt, M. A. B. (1988). Profiles of creative producers: Combining energy, interest, and imagination. In R. Jenkins-Friedman & A. Robinson (Eds.), Research and evaluation committee: Research briefs. Circle Pines, MN: National Association for Gifted Children.

Delcourt, M. A. B. (1988, Spring). Weekend Travel at Confratute. Confratute Times.

1987 Delcourt, M. A. B., & Emerick, L. J. (1987). Social/emotional needs of the gifted: The educator's perspective. In R. Jenkins-Friedman & A. Robinson (Eds.), National association for gifted children: Research briefs. Circle Pines, MN: National Association for Gifted Children.

Delcourt, M. A., & Lewis L. H. (1987, February). Measuring adults' attitudes toward computers: An initial investigation. Proceedings of the Lifelong Learning Research Conference. College Park, MD.

1986 Renzulli, J. S., & Delcourt, M. A. B. (1986). The legacy and the logic of research on the identification of gifted persons. Gifted Child Quarterly, 30(1), 20-23.

Publications- Technical Manual

1996 Baum, S. M., & Delcourt, M. A. B. (1996). Manual for the Teacher Searchlist. New York, NY: College of New Rochelle.

1995 Delcourt, M. A. B., & Kinzie, M. B. (1995). Technical manual for the ACT and SCT surveys. Charlottesville, VA: Department of Educational Studies.

Thesis

1988 Delcourt, M. A. B. (1988). Characteristics related to high levels of creative/productive behavior in secondary school students: A multi-case study. Unpublished doctoral dissertation, The University of Connecticut, Storrs.

Instrument Development and Analysis

2002 SEAT: Self-Efficacy for Academic Tasks, By S.V. Owen and S. M. Baum, 1991; Middle School Version adapted by Marcia A. B. Delcourt, 2002

SEAT: Self-Efficacy for Academic Tasks, By S.V. Owen and S. M. Baum, 1991; Middle School Version adapted by Marcia A. B. Delcourt, translated into Spanish by Jean P. Delcourt, 2002

1996 Teacher Efficacy in Developing Gifts and Talents in Children, with Baum, S. M.

Teacher Confidence in Using Instructional Materials, with Baum, S. M.

1995-1996 Inquiry Questionnaire

Attitudes Toward Students with Learning Disabilities

Self-perceptions of Adolescence

1994 Program Profile Form for Assessing Internal Consistency of a Program for the Gifted

1991 Attitudes Toward and Confidence in Frog Dissection, The University of Virginia, Department of Educational Studies

Student Activities Survey

Students' Attitudes toward the Gifted Program

Teachers' Attitudes Toward the Gifted Program

Administrators' Attitudes Toward the Gifted Program

Parents' Attitudes Toward the Gifted Program

1990-1991 Attitudes Towards Computer Technologies, Self-Efficacy of Computer Technologies

Actitudes hacia las tecnologías de computadoras, Confidencía en si mismo en el uso de tecnologías de computadoras

1990 Self-efficacy Toward Conducting Scientific Investigations, Instrument Development and Analysis, The University of Virginia and Sullens Academy, Virginia

1986-1987 Research Consultant for a grant sponsored through Department of Educational Leadership at The University of Connecticut and the IBM Corporation
-wrote statistical programs and analyzed data concerning the implementation of computers and specialized software employed in classes for adult, basic education students
-developed and investigated initial field testing for an instrument measuring adult's attitudes toward computers

1986-1987 Research Consultant, West Hartford Public Schools, West Hartford, CT
-developed and analyzed computer programs related to the student testing program

Spring 1985 Graduate Assistant to Dr. Robert K. Gable, Bureau of Educational Research and Service, The University of Connecticut, Storrs, Connecticut
-aided graduate students and faculty regarding research design and statistical/computer application issues
-developed and evaluated programs in SPSS, SPSSX and BMDP

<u>Grants Accepted for Funding</u>

2011 Identification et évaluation des retombées de l'enseignement et l'apprentissage par investigation raisonnée, phase 2: L'alignement et les outils soutenant le développement professionnel- The identification and evaluation of outcomes of inquiry-based teaching and learning, phase 2: Alignment and tools that support professional development, FQRSC, Co-Applicants: Aulls, M. W., Kalman, C. S., Muis, K. R., Savard, A., Shore, B. M., Stringer, R. W., Delcourt, M. A. B., LaBanca, F. ($562,480 Canadian for 3 years)

2010 Center for Creative Learning, Research Grant awarded to conduct research using VIEW: An Assessment of Problem Solving Style, Project title: Educators' Perceptions of Instructional Leadership Characteristics and Problem-solving Styles, Issa, R., & Delcourt, M. A. B.

2010 WCSU Faculty Development Grant- Attendance at workshop to become certified to use the VIEW Problem-Solving Styles instrument

2008 2008-2013 21st Century Community Learning Centers Program, funded by The State of New York Education Department, PI: Slatin, B.; Evaluator: Delcourt, M. A. B.

2008-2013 21st Century Community Learning Centers Program, funded by The State of New York Education Department, PI: Johnson, J.;Evaluator: Delcourt, M. A. B.

2007 L'identification et l'évaluation des résultats de la participation dans l'apprentissage et l'enseignement basés sur l'enquête: Lancer les passerelles entre la recherche et la pratique, Fonds de recherché sur la société et la culture, PIs: Aulls, M., Kalman, C. S., Shore, B. M., Stringer, R., Mcbride, J., McGill University, Montréal, Québec, Canada & Delcourt, M. A. B. Western Connecticut State University, Danbury, CT, USA ($373,486 Canadian over 4 years)

2006 Teacher Quality Partnership (TQP) grant: WestConn's Institute for Science Teacher Research (WISTR), PIs: Pinou, T. (Science Department, WCSU), Delcourt, M. A. B., Norwalk Public Schools, New Haven Public Schools ($125,000 for 18 months)

2005 Jacob K. Javits Gifted and Talented Education Act, Project POTENTIAL, Peekskill City School District, Project Co-Directors: Baum, S. & Barthelmes, K., Evaluator: Delcourt, M. A. B. ($810,000 for 3 years)

Jacob K. Javits Gifted and Talented Education Act, The Early College Academy, Bard High School Early College (BHSEC) and The Island School/PS 188, NYC, NY; Project Director: Slatin, B.; Project Coordinator: Peterson, R.; Evaluator: Delcourt, M. A. B. ($156,599 for each of 3 years)

2004 2004-2009 New York 21st Century Community Learning Centers Program, funded by The State of New York Education Department, PI: Slatin, B.; Evaluator: Delcourt, M. A. B.

2004-2009 New York 21st Century Community Learning Centers Program, funded by The State of New York Education Department, PI: Johnson, J.; Evaluator: Delcourt, M. A. B.

Mentoring Program: Mentor Works, U. S. Department of Education, Director: Gia Dardani, Evaluator: Delcourt, M. A. B. ($529,173 for 3 years).

Providence, RI High School Reform initiative, Carnegie Evaluation Component, Project Director: Lachat, M., CRM: Center for Resource Management, Evaluation Consultant: Delcourt, M. A. B.

2003 Mathematics Continuous Content Improvement Institute (MCCII) sponsored by the 2003 Teacher Quality Partnership Grants, Connecticut State Department of Education, Division of Education Partner: PI-Marcia A. B. Delcourt; School of Arts and Sciences Partner: PI-Ron Kutz; School/District Partner: PI-William Glass ($125,506 total), 19 months

2002 Title II Grant, Connecticut State Department of Education; PAM: Performance Assessment in Mathematics, PI: Burns, D., Co-PI: Delcourt, M. A. B. ($30,000)

Improving Schools Study, The New York State Education Department's Research Study on Building and Monitoring School Success, PI: Cray-Andrews, M., CRM: Center for Resource Management, Evaluator: Delcourt, M. A. B.

Providence, RI High School Reform initiative, Carnegie Evaluation Component, Project Director: Lachat, M., CRM: Center for Resource Management, Evaluation Consultant: Delcourt, M. A. B.

2001-2004 Project BRACE (Bronx Regional Access to Culture and English), PI: Kase, S., Evaluator, Delcourt, M. A. B. ($749,892.00).

1997-2000 Inquiry as a Teaching and Learning Experience, FCAR (Fonds pour la Formation de Chercheurs et l'Aide à la Recherche), PIs-Shore, B. M., Aulls, M. W., Delcourt, M. A. B., Rejskind, F. G., Austin, L. B., $72,000.00 (Canadian).

1996-1999 Inquiry in Education: The Teacher As Researcher, SSHRC, Co-researchers-Shore, B. M., Aulls, M. W., & Delcourt, M. A. B., $124,000.00 (Canadian).

Project CUE: Creating Urban Excellence, Grant supported by the Jacob K. Javits Gifted and Talented Education Act, funded by the Office of Educational Research and Improvement and the United States Department of Education, PI- Kase, S., Evaluator, Delcourt, M. A. B.

1995-1996 The Development of Inquiry Skills Among Graduate Students, Faculty of Graduate Studies & Research: Research Development Fund, $6100.00 (Canadian). PI- Delcourt, M. A. B., Collaborator- Rejskind, F. G.

1994-1995 Explorations Research Grant, McGill University, Inquiry 2000, $4000.00 (Canadian). PI- Delcourt, M. A. B., Collaborator- Halliday, F.

Teaching Innovation Grant, Royal Bank of Canada, $1500.00, plus matching funds from both the Faculty of Education and the Department of Educational and Counselling Psychology ($5,500.00 Canadian). PI: Delcourt, M. A. B.

1992-1995 Social and Emotional Adjustment of the Gifted, Co-Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of

Educational Research and Improvement, United States Department of Education, $146,593.00 (U.S.) each year for two years.

1991-1992 Qualitative Extension of the Learning Outcomes Study, Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of Educational Research and Improvement, United States Department of Education, $143,782.50 (U.S.). PI: Delcourt, M. A. B., Collaborator: Karen Evans.

1990-1992 Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes, Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of Educational Research and Improvement, United States Department of Education, $98,821 (U.S.) for each of two years. PI: Delcourt, M. A. B., Collaborators: Loyd, B. H., Cornell, D. G., Goldberg, M. D.

Grants Submitted

2011 Inquiry Perceptions of Beginning Teachers: Social Sciences and Humanities Research Council of Canada (SSHRC), Aulls, M., Shore, B., Kalman, C., Stringer, R., Collaborators: Savard, A., Delcourt, M. A. B., LaBanca, F.

Teacher Quality Partnership (TQP) grant: WestConn's Institute for Science Teacher Research II (WISTR II): Peer to Peer Teaching Using a "Mentor-constructed Data Set," PI: Pinou, T. (Science Department, WCSU), Evaluator: Delcourt, M. A. B. (Department of Education and Educational Psychology), Ruth Gyure, Nancy Heilbronner; Bethel Public Schools, Bridgeport Public Schools, Danbury Public Schools, New Haven Public Schools, Norwalk Public Schools, Waterbury Public Schools, ($104,614 for 3 years).

2010 Predicting the Decision to Employ an Inquiry Approach to Instruction as a First Year Teacher: Social Sciences and Humanities Research Council of Canada-Conseil de reserches en sciences humaines du Canada, PI- Muis, K. R, Co-Applicants: Aulls, M. W., Shore, B. M., Stringer, R. W. Kalman, C. S., Collaborators: Savard, A., , Delcourt, M. A. B., LaBanca, F. ($250,000.00 Canadian total for 3 years)

2007 Teacher Quality Partnership (TQP) grant: WestConn's Institute for Science Teacher Research II (WISTR II), PI: Pinou, T. (Science Department, WCSU), PI: Delcourt, M. A. B. (Department of Education and Educational Psychology), Danbury Public Schools, New Britain Public Schools, New Haven Public Schools, Norwalk Public Schools ($177,690 for 18 months).

What University Students Know and Do Not Know about Inquiry-Based Teaching and Learning: The Alignment of Teachers Education and Science Education with a Model of Inquiry, Social Sciences and Humanities Research Council of Canada (SSHRC), Shore, B., Kalman, C., Aulls, M., McBride, J., Stringer, R., Delcourt, M. ($249,060 Canadian) over 3 year.

2006 Building Community . . . Building Character, The Office of Education's Office of Safe and Drug-Free Schools, Project Director: Dr. Slatin, B., Evaluator: Delcourt, M. A. B. ($350,000 each year for 4 years).

Classroom Conditions, Student Participation and Discourse, and Inquiry Instruction in Higher Education, Social Sciences and Humanities Research Council of Canada (SSHRC), PIs: Shore, C., Aulls, M., Stringer, R., & Delcourt, M. A. B. ($249,435 Canadian) over 3 years.

2005 Identification and Evaluation of Outcomes of Engagement in Inquiry-Based Learning and Teaching, Social Sciences and Humanities Research Council of Canada (SSHRC), PIs: Shore, B. M., Kalman, C., Aulls, M., Stringer, R., & Delcourt, M. A. B. ($248,009 Canadian) over 3 years.

L'identification et l'évaluation des résultats de la participation dans l'apprentissage et l'enseignement basés sur l'enquête, Fonds de recherché sur la société et la culture, PIs: Aulls, M., Kalman, C. S., Shore, B. M., Stringer, R., Mcbride, J., & Delcourt, M. A. B. ($381,093 Canadian)

2004 Cyberscientists' Content Improvement Partnership-CCIP, Teacher Quality Partnership (TQP) grant: PIs: Pinou, T. (Science Department, WCSU), Delcourt, M. A. B., Norwalk Public Schools, New Haven Public Schools

Fonds de recherche sur la société et la culture Québec (FQRSC): La relation entre la motivation, les aptitudes, le sexe, et résultats de l'apprentissage sous forme d'enquête/ The relation between motivation, ability, and sex, and inquiry-learning outcomes, PIs: Shore, B. M., Aulls, M.W., Kalman, C. S., Stringer, R., & Delcourt, M. A. B. ($381,093.00) over 4 years.

Early College Academy, Jack Kent Cooke Foundation, Sports & Arts Foundation in collaboration with Bard High School Early College, Teachers College/Columbia University, University of Connecticut, and the Lower East Side Girls Club, Evaluation Consultant: Delcourt, M. A. B.

2003 The relation between motivation, ability, and gender, and inquiry-learning outcomes, Fonds de rechèrche sur la societé et la culture (FQRSC), PIs: Shore, B. M., Aulls, M.W., Kalman, C. S., Stringer, R., & Delcourt, M. A. B. ($381,093.00) over 4 years.

Project Pathways, Grant supported by the Jacob K. Javits Gifted and Talented Education Act, funded by the Office of Educational Research and Improvement and the United States Department of Education, Co-Principal Investigators: Baum, S. M. and McCauley, D., Evaluation Team Leader: Delcourt, M. A. B. ($3,000,000.00) over 5 years (resubmitted)

2002	Project Pathways, Grant supported by the Jacob K. Javits Gifted and Talented Education Act, funded by the Office of Educational Research and Improvement and the United States Department of Education, Co-Principal Investigators: Baum, S. M. and McCauley, D., Evaluation Team Leader: Delcourt, M. A. B. ($2,966,917.00) over 5 years
2001	Arts Integration in the Curriculum, Dana Foundation, Evaluator: Delcourt, M. A. B.
1996	Project CIMS: Computer-Enhanced Inquiry in Mathematics and Science, Hewlett-Packard, PIs- Delcourt, M. A. B., Shore, B. M., Aulls, M. W., Rejskind, F. G., $124,000.00.
1995	Understanding Effects of an Inquiry Approach to Curriculum on Middle School Students' Motivation: A Comparison of High and Average Ability Students, SSHRC, $79,600.00, PI- Delcourt, M. A. B.
	Innovations in Teacher Education: The Revision and Integration of Simulated Interactive Classroom Environments into an Educational Psychology Course. Royal Bank, $3000.00, PI: Delcourt, M. A. B, Collaborator: Halliday, F.
1994	At-Risk High Ability Students, SSHRC, PI: Delcourt, M. A. B. Inquiry and High Ability, F-CAR Equipe
1993	Inquiry and High Ability, F-CAR Equipe
1992	At-Risk High Ability Students, F-CAR New Researcher, PI- Delcourt, M. A. B.

Reviews

2003-present	Roeper Review- Advisory Board Member
2003-present	Journal for Secondary Gifted Education- Editorial Review Board Member
2001-present	Parenting for High Potential, Editorial Advisory Board Member
2000- 2003	Co-editor- Journal for Secondary Gifted Education
1995-present	Gifted Child Quarterly- Editorial Review Board Member
1995	FCAR New Researcher Grant Reviewer
1994-1999	Roeper Review- Contributing Editor
1993	Urban Education- Article Reviewer

1991-present The National Research Center on the Gifted and Talented, Research-Based Decision Making Papers

Presentations at Professional Conferences and Invited Presentations

2011 Delcourt, M. A. B. Kurup, A., Sharma, J., Basu, A. (November, 2011). *The Identification of Gifted Children in Science and Mathematics: Outcomes from Three Contexts in India*. Paper presentation at the fifty-eighth annual convention of the National Association for Gifted Children, New Orleans, LA.

Woodel, B., & Delcourt, M. A. B. (November, 2011). *Toward a Better Understanding of Creativity and Problem-Solving Styles of Talented Secondary School Students.* Paper presentation at the fifty-eighth annual convention of the National Association for Gifted Children, New Orleans, LA.

Aldrich, M., Hardy, D., Delcourt, M. A. B., & Kain, G. (May, 2011). *Daughters of China: An Examination of the Home, School, and Community Experiences of Adolescent and Young Adult Chinese-American Adoptees.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Bell, S., Delcourt, M. A. B., Hibbard, M. K., Kowgios, N. (May, 2011). *The Effects of Problem-Based Service Learning on Creative Problem Solving, Critical Thinking, and Civic Responsibility*. Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Chichekian, T., Delcourt, M. A. B., Gyles, P., Hua, O., Longo, C., Guertin, S., & Bruce M. Shore, B.M, (May, 2011). *Initiating and Refining Ideas for Doctoral Research About Inquiry in Education.* Presentation at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Feinstein, M., Gangi, J, M., Delcourt, M. A. B., & Reilly, M. A. (May, 2011). *Summer Literacy Experiences: A Case Study of Children's and Parents' Responses to Multicultural Literature.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Galdo, J., Gangi, J. M., Delcourt, M. A. B., & Salon, C., (May, 2011). *Literature Response Blogs and Summer Reading: Exploring Summer Reading Setback and Reading Motivation of 3rd Grade Struggling Readers.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Guertin, S., Mitchell, J. F., Delcourt, M. A. B., & LaBanca, F. (May, 2011). *Understanding Teacher Use of Inquiry: A Multi-Case Study Investigating Catalysts and Barriers.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Gyles, P., Chichekian, T., Hua, O., Bruce M. Shore, B.M, & Delcourt, M. A. B. (May, 2011). *Inquiry-Based Learning Toolkit*. Presentation at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Higgins, P., Heilbronner, N., Delcourt, M. A. B., Schramm, H., & Slavinsky, R. (May, 2011). *The Effects of Using a Critical Thinking Graphic Organizer to Improve Connecticut Academic Performance Test (CAPT) Interdisciplinary Writing.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Longo, C., Delcourt, M. A. B., Jordan, J., & Greenwood, J. (May, 2011). *Effects of an Inquiry-Based Science Program on Critical Thinking, Science Process Skills, Creativity And Science Fair Achievement of Middle School Students.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

McKinnon, J., LaBanca, F., Delcourt, M. A. B., & Mitchell, J. F. (May, 2011). *Effects of Scaffolding Higher Order Thinking Questions on Reader Self-Efficacy and Critical Thinking of Sixth Grade Students.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Reynolds, A., Delcourt, M. A. B., Cyganovich, P., & Abramo, M. (May, 2011). *Attitudes and Beliefs Held by Teachers on Interdisciplinary Teams with Common Planning Time at a Highly Effective Middle School.* Poster Session at the Second Biannual Instructional Leadership Conference, Danbury, CT.

Delcourt, M. A. B., Sharma, J., & Kurup, A. (April, 2011). Identification and Mentoring of Gifted Children in India. Round Table presentation at the Connecticut State University System Faculty Research Conference, Danbury, CT.

Levy, H., Delcourt, M. A. B., Cicco, G., & Salon, C. (April, 2011). *A Comparison of Parents' and Their Childrens' Attitudes Towards Mathematics at the Elementary and Middle School Levels.* Poster Session at the Connecticut State University System Faculty Research Conference, Danbury, CT.

Greenwood, J., Delcourt, M. A. B., Duncanson, E., Pauker, R. (April, 2011). *The Effects of Reflective Portfolio Use on Student Self-regulation Skills in Science.* Poster Session at the Connecticut State University System Faculty Research Conference, Danbury, CT.

Melissa Jenkins, Campbell, K., Delcourt, M. A. B., Burke, K. A. (April, 2011). *Understanding Students' Perceptions of Learning*. Poster Session at the Connecticut State University System Faculty Research Conference, Danbury, CT.

Delcourt, M. A. B. (January, 2011). *Overview of Gifted Education Programmes with Specific Reference to Identification*. First NIAS GEAR Workshop on Identification of Gifted Children in Science and Mathematics for School Teachers, National Institute of Advanced Studies, Gifted Education and Research Foundation, Bangalore, India.

Delcourt, M. A. B. (January, 2011). *Models of Gifted Education Program Relevant to the Indian Context*. First NIAS GEAR Workshop on Identification of Gifted Children in Science and Mathematics for School Teachers, National Institute of Advanced Studies, Gifted Education and Research Foundation, Bangalore, India.

Delcourt, M. A. B. (2011, January). *Equity, excellence, and economy in a system for identifying students for gifted education programs*. Presentation at the Sanskriti School, New Delhi India.

2010 Gyles, P. D. T., Leung, O., Delcourt, M. A. B., Walker, C. L., Chichekian, T., & Shore, B. M. (November, 2010). *Ability and student Outcomes in inquiry classes: Teachers' perspectives*. Paper presentation at the fifty-seventh annual convention of the National Association for Gifted Children, Atlanta, GA.

Shaw, S., Delcourt, M. A. D., & Duncanson, E. (April, 2010). *The effects of metacognitive awareness on the development of mathematical problem-solving skills in fourth-grade students' homework assignments*. Presentation at the thirteenth Connecticut State University Faculty Research Conference, Central Connecticut State University, New Britain, CT.

Delcourt, M. A. B. (January, 2010). *Identification and Mentoring of Gifted Children in India*, Lead presenter for the National Research Center on the Gifted and Talented, Sponsored by the Government of India, Ministry of Science and Technology, The National Council for Science & Technology Communication (NCSTC-Network), Department of Science and Technology, Technology Bhawan, New Delhi, India.

2009 Delcourt, M. A. (November, 2009). *The early college academy: Preparing disadvantaged middle school students for acceptance to competitive high schools*. Presentation at the fifty-sixth annual convention of the National Association for Gifted Children, St. Louis, MO.

LaBanca, F., & Delcourt, M. A. B. (April, 2009). *Online dynamic asynchronous peer-audit strategy for reflexivity in the qualitative paradigm*. Poster Session at the Annual Meeting of the American Educational Research Association, SanDiego, CA.

Delcourt, M. A. B. (April, 2009). The Early College Academy: Changing middle school students' minds and habits in preparation for college. Presentation at the

Connecticut State University System Faculty Research Conference, Southern Connecticut State University, New Haven, CT.

Salon, C., & Delcourt, M. A. B. (April, 2009). Student perceptions of the development of mathematical self-efficacy in the context of the instructional setting and problem solving activities. Presentation at the Connecticut State University System Faculty Research Conference, Southern Connecticut State University, New Haven, CT.

2008 Delcourt, M. A. B. (November, 2008). Project POTENTIAL: The Identification Process and the Curriculum Working Hand-in-Hand. Presentation at the fifty-fifth annual convention of the National Association for Gifted Children, Tampa, FL.

Shore, B. M., Gyles, P. T., Leung, D., Walker, C. L. & Delcourt, M. A. B. (November, 2008). Differentiated Cognitive-Affective Outcomes of Gifted: Students' Engagement in Inquiry-Based Learning [Symposium]. Presentation at the fifty-fifth annual convention of the National Association for Gifted Children, Tampa, FL.

Delcourt, M. A. B. (2008). Action Research in Your Classroom: How to Get Started. Presentation at the October Meeting for Phi Delta Kappa International Chapter 0176, Danbury, CT.

Delcourt, M. A. B. (September 29, 2008). Inquiry in education volume II: Overcoming barriers to successful implementation. Presentation at Banned Books Week, Western Connecticut State University, Danbury, CT.

Baum, S. M., Delcourt, M.A. B., Berman, K. (July, 2008). Grant writing: Good news and bad news. The thirty-first Annual Confratute, Storrs: CT.

2007 Delcourt, M. A. B. (October, 2007). Cognitive and affective learning outcomes of gifted elementary school students: How to investigate program effects for gifted children. Presentation at the Jacob K. Javits Gifted and Talented Education Grantees Conference, Hartford, CT.

2006 Delcourt, M. A. B., Berman, K., Kase, S., & Baum, S. M. (November, 2006). Project POTENTIAL: Using the curriculum to inform G/T identification. Presentation at the fifty-third annual convention of the National Association for Gifted Children, Charlotte, NC.

Delcourt, M. A. B., & Dai, D. (October, 2006). Motivation, cognition, and Affect: Outcomes of student learning in programs for the gifted and talented. Presentation at the Roeper School Conference, Birmingham, MI.

Delcourt, M. A. B. (April, 2006). Learning Outcomes of Students in Gifted Programs: Are We Meeting the Needs of Gifted Minority Students? Presentation

at the 20th Annual AEGUS Conference, The College of New Rochelle, New Rochelle, NY.

2004 Delcourt, M. A. B., Robinson, G., & Neu, T. (October, 2004). Talent development in science. Presentation at the AGATE (Advocacy for Gifted and Talented Education in New York) Conference: "No Gifted Child Left Behind," College of New Rochelle, New Rochelle, NY.

Delcourt, M. A. B. (October, 2004). Evaluating gifted/talented programs. Presentation at the AGATE (Advocacy for Gifted and Talented Education in New York) Conference: "No Gifted Child Left Behind," The College of New Rochelle, New Rochelle, NY.

Delcourt, M. A. B. (November, 2004). Qualitative research techniques. Presentation at the fifty-first annual convention of the National Association for Gifted Children, Salt Lake City, Utah.

Delcourt, M. A. B. (November, 2004). Linking concept-based curriculum development with performance assessment. Presentation at the fifty-first annual convention of the National Association for Gifted Children, Salt Lake City, Utah.

Delcourt, M. A. B. (April, 2004). Panel on Assessment Issues. 2004 CSU Faculty Research Conference, Southern Connecticut State University, New Haven, CT.

Roach, J., Greenbaum, S., Cambpell, K., Davis, E., Delcourt, M. A. B., Durnin, E., Goetz, J., Bernstain, W., & Shaw, D. (March, 2004). Emerging leadership roles in education. Panel presentation at the Western Connecticut state University Chapter of Phi Delta Kappa, Danbury, CT.

2003 McCoach, B., & Delcourt, M. A. B. (November, 2003). *Roundtable research clinic for doctoral students.* Presentation at the fiftieth annual convention of the National Association for Gifted Children, Indianapolis, IN.

Delcourt, M. A. B. (November, 2003). Creating Performance Assessment Tasks for High Ability Students. Presentation at the fiftieth annual convention of the National Association for Gifted Children, Indianapolis, IN.

2002 Burns, D., & Delcourt, M. A. B. (December, 2002). *PAM: Performance Assessment in Mathematics*. Connecticut State Department of Education, New Britian, CT.

Delcourt, M. A. B., & Baum, S. M. (November, 2002). Talent development in an urban setting. Presentation at the forty-ninth annual convention of the National Association for Gifted Children, Denver, CO.

Delcourt, M. A. B. et al (November, 2002). Research symposium. Presentation at

the forty-ninth annual convention of the National Association for Gifted Children, Denver, CO.

Robinson, A., Moon, S. M., Grantham, T., Hertzog, N. B., Delcourt, M. A. B., Gonzales, J. (November, 2002). Special Session- Advocacy: Lessons from research and action. Presentation at the forty-ninth annual convention of the National Association for Gifted Children, Denver, CO.

2001 Delcourt, M. A. B., & Tolle, K. (November, 2001). The effects of talent development on science process skills. Presentation at the forty-eighth annual convention of the National Association for Gifted Children, Cincinnati, Ohio.

2000 Delcourt, M. A. B., & Baum, S. M. (November, 2000). Comparative perceptions of artistically talented elementary school students. Presentation at the forty-seventh annual convention of the National Association for Gifted Children, Atlanta, GA.

Cross, T., Coleman, L. J., Cramond, B., Delcourt, M. A. B., Olszewski-Kubilius, P., & Subotnik, R. (November, 2000). *Publishing in the field of gifted education*. Presentation at the forty-seventh annual convention of the National Association for Gifted Children, Atlanta, GA. This was selected as a special Master Session in Research and Evaluation.

Delcourt, M. A. B., & Baum, S. M. (May, 2000). School reform through talent development: A comparison of two sites. Presentation at the Fifth Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Delvelopment, Iowa City, IA.

1999 Delcourt, M. A. B., Baum, S. M., Kase, S., Karafelis, P. (November, 1999). School reform through talent development. Presentation at the forty-sixth annual convention of the National Association for Gifted Children, Albuquerque, NM.

Delcourt, M. A. B. (March, 1999). The identification of talent development for Project CUE: Creating Urban Excellence. Presentation at the Conference for the Northern Virginia Council of Gifted and Talented Education, Falls Church, Virginia.

1998 Delcourt, M. A. B., Kase, Shore, B., Grantham, T., & Rogers, K. (November, 1998). Programs developing urban excellence for gifted learners. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

Delcourt, M. A. B., Kase, S., Baum, S., Joyce, J., Oreck, B. (November, 1998). Project CUE: A program evaluation model for an urban setting. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

Robinson, A., Moon, S., Dumas, E., Delcourt, M. A. B., Enerson, D., Grantham, T., Hertzog, N., Kennedy, D., Corbell, L., & Zhro, C. (November, 1998). A national study of exemplary advocacy events. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

1997 Delcourt, M. A. B., Halliday, F. E., Rejskind, F. G., Laws, J. (November, 1997). Exploring environments that foster inquiry and creative thinking. Presentation at the forty-fourth annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B., Kase, S., Baum, S., Joyce, J., Oreck, B. (November, 1997). Project CUE: Creating urban excellence through talent development. Presentation at the forty-fourth annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (April, 1997). What parents and educators should know about gifted programming. Second Annual Parents' Conference, Ball State University, Muncie, IN.

Halliday, F. E., Hayes, J., Rejskind, F. G., Delcourt, M. A. B., Vekilis, I. (May, 1997). Relating curriculum histories and curriculum change. Presentation at the Mid-Year Conference for the National Association for Gifted Children, Montréal, Québec, Canada.

1996 Delcourt, M. A. B., Lyn, H. D., & Rejskind, F. G. (November, 1996). Self-perceptions of low and high ability adolescents. Presentation at the forty-third annual convention of the National Association for Gifted Children, Indianapolis, IN.

Delcourt, M. A. B., Shore, B. M., Rejskind, F. G., Halliday, F. E., Laws, J., Linda MacKinnon, & Carkner, P. (November, 1996). Developing environments for inquiry. Presentation at the forty-third annual convention of the National Association for Gifted Children, Indianapolis, IN.

Delcourt, M. A. B., & Carkner, P. (June, 1996). Teachers' and students' participation in an inquiry-oriented curriculum: The types of questions they ask and their perceptions of learning. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Watson, M., & Delcourt, M. A. B. (June, 1996). Impact of an inquiry-oriented curriculum on teachers. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Halliday, F. E., Rejskind, F. G., Delcourt, M. A. B., Shore, B. M. (June, 1996).

Explorations into inquiry learning: Future directions. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (April, 1996). Achievement and motivation of high ability and average ability children. Presentation at the American Educational Research Association, New York, NY.

Delcourt, M. A. B. (February, 1996). Does it matter how a gifted program is provided? Presentation at the Teachers and Parents of Bright Children Organization, Montréal, Québec.

1995 Delcourt, M. A. B., Shore, B. M., Aulls, M. W., Rejskind, F. G., & Halliday, F. E. (November, 1995). New Insights into Self-Perceptions and Giftedness. Presentation at the forty-second annual convention of the National Association for Gifted Children, Tampa, Florida.

Halliday, F. E., & Delcourt, M. A. B. (July, 1995). Classroom management: What do preservice teachers think about it? Presentation at the conference of the International Study Association of Teachers' Thinking, St. Catherine's, Ontario, Canada.

Delcourt, M. A. B., & Halliday, F. E. (June, 1995). Innovations in preservice education through simulated classroom environments/Innovations dans la formation initiale des enseignment utilisant la simulation des salles de classe. Presentation at the 23rd annual conference of the Canadian Society for the Study of Education, Montréal, Québec, Canada.

Delcourt, M. A. B. (May, 1995). What parents need to know about elementary school programs for high ability learners. Parenting Conference, McGill University, Montréal, Québec, Canada.

Delcourt, M. A. B. (March, 1995). Evaluation of the effects of programming arrangements on student learning outcomes. Presentation at the 5th annual conference of The National Research Center on the Gifted and Talented, Storrs, CT.

Delcourt, M. A. B., & Westberg, K. (1995, March). What educators need to know about developing elementary school programs for high ability learners. Presentation at the 50th annual conference of the Association of Supervision and Curriculum Development, San Francisco, CA.

1994 Shore, B. M, Aulls, M. A., Delcourt, M. A. B., Rejskind, F. G., Halliday, F. E., Barfurth (1994, November). Inquiry: Where Ideas Come From - - Where They Lead. Presentation at the forty-first annual convention of the National Association for Gifted Children, Salt Lake City, UT.

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., Goldberg, M. D., & Bland, L. C. (1994, November). Cognitive and affective learning outcomes of gifted elementary school students. Presentation at the forty-first annual convention of the National Association for Gifted Children, Salt Lake City, UT.

Delcourt, M. A. B. (1994, April). Characteristics of "exemplary elementary school gifted programs. Presentation at the 7th annual national conference for the Association for the Education of Gifted Underachieving Students, St. Paul, MN.

Westberg, K., Delcourt, M. A. B. (1994, March). Promising practices in gifted education, Presentation at the 49th Annual Conference for the Association of Supervision and Curriculum Development, Chicago, IL.

1993 Delcourt, M. A. B., McIntire, J. A., & Evans, K. (1993, November). Characteristics of exemplary program models for high ability students. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Delcourt, M. A. B., McIntire, J. A., Cross, J., Duncan, B., Kaczmarek, & Rodriguez, J. (1993, November). Programs for High Ability Students: Making an Impact on Students, Staff, and the Community. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Callahan, C. M., Adams, C. M., Cunningham, C., Rapkin, A., Lutz, L. Moore, S. D., Delcourt, M. A. B., Udall, A. J., & Baum, S. (1993, November). Nontraditional identification instruments with promise. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Delcourt, M. A. B., Bland, L. C., & McIntire, J. A. (1993, August). The learning outcomes study. Presentation at the 10th World Congress on Gifted and Talented Education, Toronto, Canada.

Delcourt, M. A. B., Evans, K. (1993, August). Exemplary programs for elementary school learners. Presentation at the 10th World Congress on Gifted and Talented Education, Toronto, Canada.

Delcourt, M. A. B. (1993, May). What a gifted program should be. Parenting Group, McGill University.

Delcourt, M. A. B. (1993, May). Parental Concerns of High Ability Children. Presentation at the Annual Parenting Conference, McGill University.

Callahan, C. M., Delcourt, M. A. B., Adams, C. M., Baum, S., & Udall, A. (1993, April). Reliability of instruments used in the identification of high ability students. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt. M. A. B., Loyd, B. H., Bland, L. C., Moon, T., & Perie, M. (1993, April). Trends in achievement and intrinsic/extrinsic motivation of high ability children. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt, M. A. B., & McIntire, J. A. (1993, April). Qualitative analysis of components of exemplary models of four grouping arrangements in gifted education. Presentation at the American Educational Research Association, Atlanta, GA.

Kinzie, M. B., Delcourt, M. A. B. (1993, April). Computer technologies: Attitudes and self-efficacy across disciplines. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., & McIntire, J. A. (1993, March). Characteristics of programs for high ability elementary school students: The Learning outcomes study at the University of Virginia. Presentation at the 48th Annual Conference of the Association of Supervision and Curriculum Development, Washington, DC.

Delcourt, M. A. B (1993, January). Cognitive and affective outcomes of students in programs for the gifted. Presentation at the Colorado Association for the Gifted and Talented, Denver, CO.

Delcourt, M. A. B., & McIntire, J. A. (1993, January). Cognitive and affective outcomes of students in programs for the gifted. Presentation at The National Research Center Advisory Council Meeting Charlottesville, VA.

1992 Delcourt, M. A. B., Loyd, B. H., Bland, L. C., McIntire, J. A., Moon, T., Perie, M. (1992, November). Cognitive and affective outcomes of students in programs for the gifted and talented. Presentation at the Northern Virginia Council for Gifted /Talented Education, Woodbridge, VA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., McIntire, J. A. (1992, November). Cognitive and affective outcomes of students in programs for the gifted and talented. Presentation at the thirty-ninth annual convention of the National Association for Gifted Children, Los Angeles, CA.

Delcourt, M. A. B. (1992, May). The teacher as researcher. All-day workshop at the Fifth Annual Conference for the Association for the Education of Gifted Underachieving Students, New Rochelle, NY.

Delcourt, M. A. B., Loyd, B. H., & Bland, L. C. (1992, April). Achievement, attitudes, and self-concept: An examination of measurement issues for gifted students across sex and racial/ethnic status. Paper presented at the Annual

Meeting of the American Educational Research Association, San Francisco, CA.

Delcourt, M. A. B. (1992, January). Achievement, attitudes, and self-concept of students enrolled in elementary school gifted programs: A comparison across minority status. Presentation at the Colorado Association for Gifted and Talented, Denver, CO.

1991 Delcourt, M. A. B., Cornell, D. G., Bland, L. C., Dodd, P., & Goldberg, M. G. (1991, November). The learning outcomes study at the University of Virginia: Year one. Presentation at the thirty-eighth annual convention of the National Association for Gifted Children, Kansas City, MO.

Cornell, D. G., Delcourt, M. A. B., Bland, L. C., Goldberg, M. G., & Oram G. (1991, October). Mental health adjustment of elementary school children entering a gifted program. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

Goldberg, M. D., Cornell, D. G., Delcourt, M. A. B., Bland, L. C., & Oram, G. D. (1991, October). Self-concept and intrinsic motivation of elementary school children in gifted programs. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

Oram, G. D., Cornell, D. G., Delcourt, M. A. B., Bland, L. C., & Goldberg, M. D. (1991, October). Intelligence and psychosocial adjustment in high ability children. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

(1991, October). Discussant on the Socio-emotional development of the gifted by Shelagh Gallagher, Mary Landrum, and Joyce Van Tassel-Baska. Symposium at the conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbances, Virginia Beach, VA.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. G., & Bland, L. C. (1991, April). Achievement and self-concept of students entering gifted programs: The learning outcomes study at the University of Virginia. Presentation at the annual convention of the Council for Exceptional Children.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. G., & Bland, L. C. (1991, April). Achievement and self-concept of minority students entering elementary school gifted programs: The learning outcomes study at the University of Virginia. Symposium presented at the American Educational Research Association, Chicago, IL.

Kinzie, M. B., & Delcourt, M. A. B. (1991, April). Computer technologies and

teacher education: Validation of instruments to assess attitudes and self-efficacy. Presentation at the American Educational Research Association, Chicago, IL.

Delcourt, M. A. B. (1991, January). Underachievement among highly creative/productive secondary school students. Presentation at the Colorado Association for Gifted and Talented, Denver, CO.

1990 Cornell, D. G., Delcourt, M. A. B, Bland, L. C., & Goldberg, M. D. (1990, November). What happens to students in gifted programs? The learning outcomes study at the University of Virginia. Research Panel at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (1990, November). The gifted kids forum. Panel Coordinator and Moderator at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (1990, November). Underachievement among highly creative/productive secondary school students. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B., & Emerick, L. J. (1990, November). The teacher as researcher: Qualitative techniques in the classroom. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Pyryt, M. C., Reid, B. D., & Delcourt, M. A. B. (1990, November). Graduate student development: Tacit knowledge for successful experiences. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Baum, S., Colangelo, N., Delcourt, M. A. B., Emerick, L. J., Olenchak, F. R., & Weddel, S. (1990, May). Research on the underachievement pattern: Issues and implications (Research Panel). Presentation at the third annual conference of the Association for the Education of Gifted Underachieving Students, St. Paul, MN.

Delcourt, M. A. B. (1990, May). The teacher as researcher: Gathering information in the classroom. Presentation at the third annual conference of the Association for the Education of Gifted Underachieving Students, St. Paul, MN.

Delcourt, M. A. B., Bland, L., & Schafer, S. (1990, March). Special populations of gifted students: Curriculum strategies that work. Presentation at the meeting of the Northern Virginia Council for Gifted and Talented Education, Leesburg, VA.

1989 Delcourt, M. A. B., & Hunsaker, S. L. (1989, November). Applying synectics:

Ten easy steps. Presentation at the meeting of the National Association for Gifted Children, Cincinnati, OH.

Delcourt, M. A. B., & Emerick, L. J. (1989, November). Affective needs of the gifted: A scope and sequence approach. Presentation at the meeting of the National Association for Gifted Children, Cincinnati, OH.

Murphy, C., Coover, D, & Delcourt, M. A. B. (1989, November). Computer attitudes and self-efficacy: Phase II in a three-part study of computer skills capability. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, New York.

Delcourt, M. A. B. (1989, October). Creative productivity in secondary school students: Combining energy, interest and imagination. Presentation at the meeting of the Virginia Association for the Education of the Gifted.

Delcourt, M. A. B. (1989, April). Underachievement among highly creative/productive secondary school students. Presentation at the meeting of the Association for the Education of Gifted Underachieving Students, New Haven, CT.

1988 Delcourt, M. A. B. (Panel Coordinator) (1988, November). Testing and the identification of the gifted. Panel presentation to coordinators of Programs for the Gifted in Virginia.

Renzulli, J. S., Burns, D., Delcourt, M. A. B., Emerick, L. J., Imbeau, M., Johnson, S., Reis, S., Steele, B. (1988, November). Materials for gifted students in basal readers: A breakthrough in the publishing industry. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Delcourt, M. A. B. (1988, November). Profiles of creative producers: Combining energy, interest, and imagination. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Emerick, L. J., & Delcourt, M. A. B. (1988, November). Guidelines for evaluating affective materials and activities for the gifted. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Coover, D., Delcourt, M. A. B., & Gable, R. K. (1988, November). Attitudes towards computers: Does working in a technical environment or computer accessibility make a difference for professional nurses? Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, New York.

Lewis, L. H., & Delcourt, M. A. B. (1988, July). Adult basic education students' attitudes toward computers. Paper presented at the international meeting of the

Adult Education Research Conference, Leeds, England.

1987 Delcourt, M. A. B., & Emerick, L. J. (1987, November). Social and emotional needs of the gifted: The educator's perspective. Presentation at the meeting of the National Association for Gifted Children, New Orleans, LA.

Delcourt, M. A. B. (1987, July). Synectics: Type II critical thinking strategies. Presentation at the annual Confratute, Storrs, CT.

Delcourt, M. A. B. (1987, May). Synectics: Critical thinking through analogies. Presentation at the conference of Practical Approaches for the Teaching of Thinking Skills, Storrs, CT.

Delcourt, M. A. B. (1987, May). Bit by bit: Using computers effectively with young children. Presentation at the conference of Curricular Approaches & Classroom Activities for Young Gifted Children, New Rochelle, NY.

1986 Delcourt, M. A. B. (1986, November). Games and simulations are for learning too! Presentation at the meeting of the National Association for Gifted Children, Las Vegas, NV.

1985 Delcourt, M. A. B. (1986, October). Development of an instrument to measure attitudes toward computer (ATC): Does computer accessibility or sex make a difference in attitudes? Paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Delcourt, M. A. B. (1985). The enrichment triad model: The inspiration of creative productivity. Presentation at the Southern Connecticut State University's conference on the education of the gifted and talented, New Haven, CT.

1981 Delcourt, M. A. B. (1981, August). Games and simulations for learning. Presentation at the Fourth World Conference for the Gifted and Talented, Montréal, Canada.

Media

2008 CSUS Board of Trustees, Slide Show, Western Connecticut State University

2001 Panel member on the cable television show *Now We're Talking!*,"Integrated & Differentiated Instruction: From Pre-School to high School," Ridgefield Public Schools, Ridgefield, CT.

1999 Guest on the cable television show *Western Weekly,* Western Connecticut State University, Danbury CT.

1994 My work in examining programs in gifted education has also received recognition

in the national press as articles have appeared in *Education Week* and *USA Today*.

Program Development

2000-present	Member of the Organizational Committee for the Doctorate of Education in Instructional Leadership
2007-2008	Coordinated the accreditation for the EdD in Instructional Leadership program, approved by NCATE
2006-2008	Designed the certificate program for the Intermediate Certification in Administration and Supervision (Endorsement #092); approved by the Educaltional Leadership Constituents Council (ELCC) of the National Policy Board for Educational Administrators (NPBEA), approved by NCATE
2001	Western Connecticut State University, Danbury, CT, Co-author of the EdD in Instructional Leadership
1999	Sacred Heart University, Fairfield, CT, Chair of the Departmental Planned Program Committee
1994	McGill University, Montréal, Québec, Elementary/Special Education Certification Program
1989	University of Virginia, Charlottesville, VA, Masters Degree Program in Gifted Education

Consulting- Curriculum Development, Program Evaluation, Workshops, and Courses

2011	Delhi, India, Equity, Excellence, and Economy in a System for Identifying Students for Gifted Education Programs
2009	Waterside School, Stamford, CT: Curriculum Development for high ability students
	Monterrey, Mexico: Principles of Curriculum Design
2008	Conceptions of Giftedness: The Definition and Identification of Children's Gifts and Talents. New York City Public Schools, Districts 20 and 21, Brooklyn, NY
2007	Santo Domingo, Dominican Republic, Action Research Projects for Curriculum Leaders
2005	Irvington Schools, Irvington, NY, curriculum consultant in differentiation for high

	ability learners
2004	Danbury Public Schools, Reliability and Validity of Literacy Assessments
2004-2005	New Fairfield Public Schools, New Fairfield, CT, curriculum consultant in differentiation for high ability learners
2000-2002	Ridgefield Public Schools, Ridgefield, CT, curriculum consultant, study group to differentiate the curriculum in mathematics, study group to differentiate the curriculum at the elementary school level
2000	Newtown Public Schools, Newtown, CT, instructional consultant, presentation to differentiate instruction in language arts and social studies for elementary school teachers, presentation to differentiate instruction in language arts and social studies for secondary school teachers
1999	New York City Public Schools, CES #235, Multiple Intelligences in the Classroom
1996-1999	New York City Public Schools, CES #42, evaluator for Project CUE (Creating Urban Excellence)
1998	New Vernon, NJ, consultant for Schoolwide Talent Development
	Greenwich Academy, Greenwich, CT, consultant for curriculum development
	Weston, CT, consultant for curriculum development
1994-1996	Protestant School Board of Greater Montréal (PSBGM), curriculum development and assessment
	Willingdon Elementary School, Montréal, Québec, curriculum development and program evaluation
1996	Talent Beyond Words program, New York, NY, program evaluation
1995-1996	Islamic Education Development Project, C.I.D.A., member of faculty team organizing courses to be taught in Indonesia
1994-1996	St. Joseph's Elementary School, Huntingdon, Québec, curriculum development and program evaluation
	Carlyle Elementary School, Montréal, Québec, curriculum development
	Royal Vale Elementary School, Montréal, Québec, program evaluation

1992-1993	Stone-Robinson Elementary School, Albemarle County, VA, curriculum development
	Curriculum consultant Williamsburg Public Schools, Williamsburg, VA., program consultant, Activity development for middle school students- "How to Conduct a Survey"
1991-1992	Program and curriculum consultant in gifted education, Southampton Academy, Courtland, VA.
1991	Program consultant in gifted education, Murray Elementary School, Albemarle County, VA.
	Program and curriculum development in gifted education, Flemington-Raritan Public Schools, Flemington, NJ.
1990	The Schoolwide Enrichment Model: Promoting Excellence in Education. Staunton Public Schools, Staunton, VA.
	Gifted Students from Minority Populations, pilot study in Arlington Public Schools, Arlington, VA.
1989-1990	Seminar Leader, for a year-long series of Selected Topics in Gifted Education, Albemarle County Public Schools, Charlottesville, VA
1989	The Social and Emotional Needs of the Gifted and Talented, Falls Church Graduate Center for Continuing Education
	Curriculum Compacting for High Ability Learners, Stanardsville Public Schools, Stanardsville, VA
	Introduction to Curriculum for the Gifted, K-12: A Focus on Science, Manassas Public Schools, Manassas, VA (graduate course)
	Identification of the Gifted: A Broadened Definition, Staunton Public Schools, Staunton, VA
	Creativity Training Workshop, The Kelly Group Advertising Corporation, Charlottesville, VA
1988	Introduction to the Gifted: Characteristics, Nature, and Needs, Abingdon Graduate Center, Abingdon, VA (graduate course)
	Applications of the Schoolwide Enrichment Model, Deerfield Public Schools, Deerfield, MA

1987-1988 District consultant for implementing the Schoolwide Enrichment Model, Voluntown Public Schools, Voluntown, Connecticut

1987 The Schoolwide Enrichment Model: How Does it Really Work? St. Joan of Arc Parish, Hershey, Pennsylvania

How to Conduct a Survey in 23 Easy Steps, Canton High School, Canton, Connecticut

1986-1987 Critical Thinking Skills incorporated into the curriculum, Torrington Public Schools, Connecticut

1986 Creative Problem Solving (CPS) techniques, Exeter, NH

Thinking skills and child development and games children should be playing. Parent Presentations at Young Scholar's Saturday Semester (YSSS).

Instrument Certifications

2010 Certified to administer and interpret the VIEW: An Assessment of Problem Solving Style

Courses Taught

2003-present Western Connecticut State University, EdD in Instructional Leadership
- ED898: Leadership Assessment and Development
- ED800: Foundations of Instructional Leadership
- ED804: Learning, Cognition, and Teaching
- ED860: Quantitative Methods Applied to Educational Research
- ED822: Talent Development Across the Curriculum
- ED865: Introduction to Educational Research Designs
- ED805: Program Administration and Assessment
- ED881: Dissertation Seminar 1

ED882: Dissertation Seminar 2
ED883: Dissertation Seminar 3
ED884: Dissertation Seminar 4
ED885: Dissertation Seminar 5

1999-2003 Western Connecticut State University, MS in Education
ED501: Introduction to Educational Research
EPY505: Measurement and Evaluation in Education
ED568: Education of the Gifted
ED733: Current Practice in Gifted Education
ED733: Curriculum Differentiation for Gifted Students

The University of Connecticut, PhD in Educational Leadership
EPY441: Methods and Techniques of Educational Research

1997-1999 Sacred Heart University
ED101: Educational Psychology (Undergraduate)
ED152: Education in the U.S. (Undergraduate)
ED205: Education of Special Needs Students (Undergraduate)
ED221: Methods of Teaching Reading, Writing, and Language Arts
ED552: Education in the U.S. (Graduate)
ED553: Educational Psychology, Course Syllabus, April Intensive and regular semester (Graduate)
ED568: Education of the Gifted (Graduate)
ED569: Education of Special Needs Students (Graduate)
ED600: Characteristics of Effective Schools and Teaching (Graduate)

1993-1997 McGill University
416-208: Educational Psychology
416-260: Introduction to Educational Psychology (Secondary Level) (Oversaw all sections)
416-351: The Processes of Development and the Secondary School Learner
414-526: Education of the Gifted
414-628: Gifted Students with Special Needs
414-665: Methods and Theories in Learning Disabilities
416-670: Research and Evaluation in Education

1988-1993 The University of Virginia (Coordinator of a Master's Degree Program in Gifted Education)
EDES 722: Introduction to the Gifted and Talented (off-grounds)
EDES 723: Introduction to Curriculum for the Gifted and Talented (off-grounds)
EDES 724: Social and Emotional Needs of Gifted Learners (on-grounds)
EDES 739: Social and Emotional Needs of the Gifted (off-grounds)
EDES 739: Special Populations of the Gifted (on-grounds and off-grounds)
EDES 790: Curriculum for the Gifted- (K-8) A Focus on Language Arts, Mathematics, Science, and Social Studies (off-grounds)
EDES 792: Internship in Teaching the Gifted (on-grounds and off-grounds)
EDES 817: Creativity and Problem Solving (on-grounds and off-grounds)
EDES 839: Advanced Seminar in Educational Studies- Research in Gifted Education (on-grounds)
EDES 839: Models and Strategies for Curriculum Planning in Gifted Education (off-grounds)

1985-1988 The University of Connecticut
EPY 221: Introduction to Educational Psychology (3 sections/semester for 5 semesters)
EPSY 365:Creativity

EPSY 300: Social and Emotional Needs of the Gifted
EPSY 459: Methods and Models in Gifted Education
Confratute- Teaching High Ability Students in the Affective Domain

Bowling Green State University
Social and Emotional Needs of the Gifted
Internship in Gifted Education

Professional Activities and Services (elected/appointed positions)

2011-2012

Western Connecticut State University:
Member of the WCSU NEASC Steering Committee
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Member of the Center for Excellence in Learning and Teaching (CELT)
Member of the Graduate Council
Member of the Graduate Council Vision Committees
IRB Committee Member

National Organizations:
Editorial Advisory Board member for *Parenting for High Potential*
Reviewer for the *Journal for the Education of the Gifted*
Reviewer for *Journal of Advanced Academics*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2010-2011

Western Connecticut State University:
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Chair, Cohort 5 Student Admissions Committee
Chair, Certification for Intermediate Administration and Supervision Admissions Committee
Co-Chair of WCSU's Second Biannual Instructional Leadership Conference
Member of the Center for Excellence in Learning and Teaching (CELT)
Member of the Graduate Council
Member of the Graduate Council Vision Committee
IRB Committee Member
Member of the University Instructional Technology Committee
Member of the Committee for Summer Curriculum Grants

National Organizations:
Editorial Advisory Board member for *Parenting for High Potential*
Reviewer for the *Journal for the Education of the Gifted*

Reviewer for *Journal of Advanced Academics*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2009-2010

Western Connecticut State University:
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Chair of Search Committee for a third Faculty member for the EdD in Instructional Leadership program
Chair of Search Committee for a fourth Faculty member for the EdD in Instructional Leadership program
Co-Chair of the Distinguished Lecturer Series
Member of the ERC
Member of the CSU Faculty Research Conference Organizational Committee
Member of the Center for Excellence in Learning and Teaching (CELT)
Member of the Graduate Council
Member of the Graduate Council Vision Committee
Acting Member of the Faculty Research and Development Committee
IRB Committee Member
Member of the University Instructional Technology Committee

National Organizations:
Editorial Advisory Board member for *Parenting for High Potential*
Reviewer for the *Journal for the Education of the Gifted*
Reviewer for *Journal of Advanced Academics*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2008-2009

Western Connecticut State University:
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Committee Member for the CSU Faculty Research Conference
Chair, First Conference on Instructional Leadership, WCSU
Chair, Search Committee for 2 faculty members in EdD in Instructional Leadership
Member of the ERC
Member of the Graduate Council Graduate Commencement Committee
Member of the Graduate Council
Member of the Graduate Council Vision Committee
IRB Committee
University liaison to the for the Western Connection Grant
Member of the University Instructional Technology Committee

National Organizations:
Editorial Advisory Board member for *Parenting for High Potential*
Reviewer for the *Journal for the Education of the Gifted*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2007-2008

Western Connecticut State University:
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Committee Member for the CSU Faculty Research Conference
Member of the Graduate Council Graduate Commencement Committee
Member of the Graduate Council
Member of the Graduate Council Vision Committee
IRB Committee
University liaison to the for the Western Connection Grant
Member of the University Instructional Technology Committee
Member of the President's Initiative Fund Committee

National Organizations:
Editorial Board Member for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2006-2007

Western Connecticut State University:
Organizational Committee Member and Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Co-Chair for the CSU Faculty Research Conference
Member of the Committee for the First Graduate Commencement
Member of the University's Advancement Committee
Chair, Departmental Evaluation Committee (DEC)
Member of the Graduate Council
Member of the Graduate Council Vision Committee
Member of the Graduate Council Graduation Committee
IRB Committee
University liaison to the for the Western Connection Grant

National Organizations:
Editorial Board Member for *The Journal of Secondary Gifted Education*

Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2005-2006 Western Connecticut State University:
Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Co-Chair for the CSU Faculty Research Conference
Member of the Committee for Danbury's Magnet School
Member of the University's Advancement Committee
Chair, Departmental Evaluation Committee
Member of the Departmental Assessment Committee
Member of the Departmental Graduate Curriculum Committee
Member of the Graduate Council
Member of the Graduate Council Assessment Committee
IRB Committee
Member of the Organizational Committee for the EdD in Instructional Leadership
University liaison to the for the Western Connection Grant

National Organizations:
Editorial Board Member for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2004-2005 Western Connecticut State University:
Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Chair, Departmental Evaluation Committee
Member of the Departmental Assessment Committee
Member of the Departmental Graduate Curriculum Committee
Co-Chair of the Values and Vision Task Force with Dr. James W. Schmotter, President of Western Connecticut State University
Member of the Graduate Council
Member of the University-wide Assessment Committee
IRB Committee
Member of the Organizational Committee for the EdD in Instructional Leadership

National Organizations:
Editorial Board Member for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*
Chair for the Hollingsworth Award of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2003-2004 Western Connecticut State University:
Interim Coordinator for the Doctoral Program in Instructional Leadership, Department of Education and Educational Psychology
Member of the Departmental Graduate Curriculum Committee
Member of the Departmental Waiver Committee
Member of the Graduate Council
Member of the University-wide Assessment Committee
Member of the Organizational Committee for the EdD in Instructional Leadership

National Organizations:
Past-Chair for the Division of Research and Evaluation of The National Association for Gifted Children
Editorial Board Member for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*
Chair for the Hollingsworth Award of The National Association for Gifted Children
Committee member for the Awards Committee of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2002-2003 Western Connecticut State University:
Graduate Program Coordinator for the Department of Education and Educational Psychology
Chair, NEASC Self-Study Committee for Graduate Programs
Member of the Departmental Graduate Curriculum Committee
Member of the Departmental Waiver Committee
Member of the Graduate Council
Member of the Faculty Development and Recognition Committee
Member of the Committee designing an EdD in Instructional Leadership (passed

12/18/02)

National Organizations:
Past-Chair for the Division of Research and Evaluation of The National Association for Gifted Children
Co-Editor for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*
Committee member for the Hollingsworth Award of The National Association for Gifted Children
Committee member for the Awards Committee of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2001-2002 Western Connecticut State University:
Graduate Program Coordinator for the Department of Education and Educational Psychology
Chair, Search Committee for a position in Special Education
Chair, NEASC Self-Study Committee for Graduate Programs
Member of the Departmental Graduate Curriculum Committee
Member of the Departmental Waiver Committee
Member of the Graduate Council
Member of the Faculty Development and Recognition Committee
Member of the Committee designing an EdD in Instructional Leadership

National Organizations:
Chair for the Division of Research and Evaluation of The National Association for Gifted Children
Co-Editor for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*
Committee member for the Hollingsworth Award of The National Association for Gifted Children
Committee member for the Awards Committee of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

2000-2001 Western Connecticut State University:

Graduate Advisor for the Department of Education and Educational Psychology
Member of the Departmental Graduate Curriculum Committee
Member of the Departmental Waiver Committee
Member of the Graduate Council
Member of the Faculty Development and Recognition Committee
Member of the Committee designing an EdD in Instructional Leadership

National Organizations:
Chair for the Division of Research and Evaluation of The National Association for Gifted Children
Co-Editor for *The Journal of Secondary Gifted Education*
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Editorial Advisory Board member for *Parenting for High Potential*
Committee member for the Hollingworth Award of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

1999-2000 Western Connecticut State University:
Member of the Departmental Graduate Curriculum Committee
Member of the Departmental Waiver Committee

National Organizations:
Chair for the Division of Research and Evaluation of the National Association for Gifted Children
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Committee member for the Hollingworth Award of The National Association for Gifted Children

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

1998-1999 Sacred Heart University:
Member of the Departmental Policy Committee
Chair of the Departmental Scheduling Committee
Member of the Departmental Graduation Committee
Member of the Departmental Curriculum Committee
Chair of the Departmental Planned Program Committee

National Organizations:
Member of National Committee for certification/endorsement in Gifted Education

Advocacy Task Force Researcher for the National Association for Gifted Children
Chair-elect for the Division of Research and Evaluation of the National Association for Gifted Children
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

1997-1998 Sacred Heart University:
Member of the Departmental Policy Committee
Member of the Departmental Scheduling Committee
Member of the Departmental Graduation Committee
Member of the Departmental Curriculum Committee

National Organizations:
Member of National Committee for certification/endorsement in Gifted Education
Advocacy Task Force Researcher for the National Association for Gifted Children
Elected Chair-elect for the Division of Research and Evaluation of the National Association for Gifted Children
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*

International Membership:
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

1995- 1996 McGill University:
Member of the Departmental Nominating Committee
Member of Committee to establish a B.Ed. degree in Special Education
Centre for Medical Education Program Evaluation Committee
Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada

International Membership:
Member of the Graduate Student Committee for the National Association for Gifted Children
Member of the Editorial Review Board for *Gifted Child Quarterly*
Contributing Editor for *Roeper Review*
Member of Task Force for the Teacher as Researcher for the National Association for Gifted Children

1994- 1995 McGill University:
Chair of the Departmental Social Committee
Departmental representative for the Joint/Coordinated Degree Program in the

	Faculty of Education Member of Committee to establish a B.Ed. degree in Special Education Member of the Departmental Nominating Committee Member of the University-wide Faculty of Graduate Studies and Research Faculty Council Centre for Medical Education Program Evaluation Committee Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada International Membership: Nominated as Chair for the Division of Research and Evaluation for the National Association for Gifted Children Contributing Editor for *Roeper Review* Member of the Graduate Student Committee for the National Association for Gifted Children
1993- 1994	McGill University: Chair of the Departmental Social Committee Member of Committee to establish a B.Ed. degree in Special Education Collaborator with the High Ability and Research in Inquiry (HAIR) Lab Group at McGill University, Montréal, Québec, Canada International Membership: Member of the Graduate Student Committee for the National Association for Gifted Children
1993-1995	Appointed as Editor of the Newsletter for the Association for the Education of Gifted Underachieving Students
1992-1993	Selected as Program Chair for the research proposals of the 10th World Congress on Gifted and Talented Education
1991-1992	Program Chair for the Division of Research and Evaluation within the National Association for Gifted Children
1990-1991	Assistant Program Chair for the Division of Research and Evaluation within the National Association for Gifted Children
1988 - 1995	Elected as a board member for the Association for the Education of Gifted Underachieving Students, Research and Resource Newsletter editor and Chair of committee
1988 - 1992	Program Chair for the Division of Guidance and Counseling of the Gifted within the National Association for Gifted Children
1988-1990	Co-representative of the University of Virginia: Northern Virginia Council for

Gifted and Talented Education

1987-1991 Association for the Education of Gifted Underachieving Students, Chair of the Research and Resource Committee

Professional Activities and Services

Member:
American Educational Research Association
Association for Supervision and Curriculum Development
Council for Exceptional Children
High Ability and Inquiry Research Group, Faculty of Education, McGill University
International Reading Association
National Association for Gifted Children
Phi Delta Kappa, Research Chair for WCSU Chapter 0176
Phi Kappa Phi