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CREATE PROPOSAL
<input type="checkbox"/> A TALENT DEVELOPMENT PERSPECTIVE ON EDUCATING MATHEMATICALLY GIFTED STUDENTS
PROPOSAL DETAILS
ADDITIONAL PRESENTERS
VERIFICATION
<input type="checkbox"/> TEACHER EVALUATION IN A SCHOOL FOR GIFTED STUDENTS: A CASE STUDY

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## Verification: A Talent Development Perspective on Educating Mathematically Gifted Students

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**Deadline and Procedures**

<b>Deadline and Procedures</b>	I have read and agree to the deadline and procedures
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**My Account**

<b>First Name</b>	Rena
<b>Middle Name / Initial</b>	F.
<b>Last Name</b>	Subotnik
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Director, Center for Psychology in Schools and Education
<b>Company or Institution</b>	American Psychological Association
<b>Address Line 1</b>	Education Directorate
<b>Address Line 2</b>	750 First Street NE
<b>City</b>	Washington
<b>State / Province</b>	DC
<b>Zip / Postal Code</b>	20002-4242
<b>Country</b>	United States
<b>Daytime Phone</b>	202-336-5923
<b>Evening Phone</b>	
<b>Fax</b>	
<b>Email</b>	rsubotnik@apa.org
<b>Previous Presentations</b>	30

**Proposal Details**

<b>Title</b>	A Talent Development Perspective on Educating Mathematically Gifted Students
<b>Strand Selection</b>	Math and Science
<b>Intended Audience (check all that apply)</b>	Administrators, Advocates / Association Leaders, Consultants, Coordinators, Counselors, Parents, Researchers, Classroom Teachers K-5, Classroom Teachers 6-8, Classroom Teachers 9-12
<b>This session is a hands-on session suitable to a putting into practice session</b>	
<b>Research Paper</b>	No
<b>Underserved populations</b>	No
<b>Alternate Format</b>	No
<b>Global Perspectives</b>	No

<b>Description</b>	The trajectory of talent development in mathematics extends from early childhood through late adolescence into professional careers. Optimally, the pre-professional component takes place both inside and outside of classrooms housed in schools. This panel brings a developmental perspective to the education of mathematically gifted students, highlighting similarities and differences in effective instructional approaches and psychosocial support over time. The panelists will address the needs of audience members who are teachers, coordinators, counselors and parents by focusing their remarks on the best ways to coordinate formal and informal education, coaching and career guidance in developing mathematical talent.
<b>Expanded Description / Reponse to Division Criteria</b>	Benjamin Bloom and his colleagues (1985) conducted retrospective studies of elite talent development in six domains (1985) including mathematics. This classic study's most important contributions were to feature differences in instructional approaches and guidance offered to gifted young people by expert teachers over time. Notably, according to Bloom et al., talent development at the very highest levels is most effectively conducted outside of school. In mathematics, examples of out of school environments might include math circles, advanced courses, math competitions, and mentorships. However, schools do not have to be written off as sources of talent development in mathematics. Two of our presenters will address the elementary school years, discussing academic and psychosocial dimensions of talent development inside and outside of school. A second set of two panelists will address the development of adolescent talent in mathematics, with a special focus on academic instruction, psychosocial coaching and career guidance. A discussant will foster audience discussion on mechanisms for determining whether programs designed to develop mathematical talent in children and adolescents are effective in the short and long term. The panelists will address the needs of audience members who are teachers, coordinators, counselors and parents by focusing their remarks on the best ways to coordinate formal and informal education, coaching and career guidance in developing mathematical talent. Audience members should leave having learned that instructional techniques and approaches in math talent development vary according to the gifted students stage of development, psychosocial strengths and match with teacher expertise.

**Additional Information  
Required by Research and  
Evaluation**

**Co-Presenter: Susan Assouline**

<b>First Name</b>	Susan
<b>Middle Name / Initial</b>	
<b>Last Name</b>	Assouline
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Associate Director
<b>Company or Institution</b>	University of Iowa
<b>Address Line 1</b>	600 Blank Honors Center
<b>Address Line 2</b>	The University of Iowa
<b>City</b>	Iowa City
<b>State / Province</b>	IA
<b>Zip / Postal Code</b>	52242
<b>Country</b>	United States
<b>Daytime Phone</b>	319.335.6148
<b>Evening Phone</b>	
<b>Fax</b>	
<b>Email</b>	susan-assouline@uiowa.edu

**Co-Presenter: Linda Sheffield**

<b>First Name</b>	Linda
<b>Middle Name / Initial</b>	Jensen
<b>Last Name</b>	Sheffield
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Consultant
<b>Company or Institution</b>	Northern Kentucky University
<b>Address Line 1</b>	57 Chalfonte Place
<b>Address Line 2</b>	
<b>City</b>	Fort Thomas
<b>State / Province</b>	KY
<b>Zip / Postal Code</b>	41075

<b>Country</b>	United States
<b>Daytime Phone</b>	859-466-7983
<b>Evening Phone</b>	859-441-3255
<b>Fax</b>	859-441-3255
<b>Email</b>	sheffield@nku.edu
<b>Co-Presenter: Linda Brody</b>	
<b>First Name</b>	Linda
<b>Middle Name / Initial</b>	
<b>Last Name</b>	Brody
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Dr.
<b>Company or Institution</b>	Johns Hopkins University
<b>Address Line 1</b>	5801 Smith Ave. Suite 400
<b>Address Line 2</b>	McAuley Hall
<b>City</b>	Baltimore
<b>State / Province</b>	MD
<b>Zip / Postal Code</b>	21209
<b>Country</b>	United States
<b>Daytime Phone</b>	410-735-6123
<b>Evening Phone</b>	410-730-8291
<b>Fax</b>	410-735-6200
<b>Email</b>	lbrody@jhu.edu
<b>Co-Presenter: Bharath Sriraman</b>	
<b>First Name</b>	Bharath
<b>Middle Name / Initial</b>	
<b>Last Name</b>	Sriraman
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Professor of Mathematical Sciences
<b>Company or Institution</b>	University of Montana
<b>Address Line 1</b>	Dept of Mathematical Sciences
<b>Address Line 2</b>	
<b>City</b>	Missoula
<b>State / Province</b>	MT
<b>Zip / Postal Code</b>	59812-0864
<b>Country</b>	United States
<b>Daytime Phone</b>	406 243-6714
<b>Evening Phone</b>	
<b>Fax</b>	
<b>Email</b>	b_sriraman@yahoo.com
<b>Co-Presenter: Paula Olszewski-Kublius</b>	
<b>First Name</b>	Paula
<b>Middle Name / Initial</b>	
<b>Last Name</b>	Olszewski-Kublius
<b>Suffix (i.e. Jr, III, etc)</b>	
<b>Professional Title</b>	Executive Director
<b>Company or Institution</b>	Center for Talent Development
<b>Address Line 1</b>	Northwestern University
<b>Address Line 2</b>	617 Dartmouth Place
<b>City</b>	Evanston
<b>State / Province</b>	IL
<b>Zip / Postal Code</b>	60208-4175
<b>Country</b>	United States
<b>Daytime Phone</b>	847-491-3856
<b>Evening Phone</b>	
<b>Fax</b>	

Email

p-olszewski-kubilius@northwestern.edu

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