

## VITA

### **SALLY M. REIS**

Professor, Educational Psychology  
Board of Trustees Distinguished Professor  
Teaching Fellow, University of Connecticut  
Principal Researcher, The National Research Center on the Gifted and Talented  
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### **EDUCATION**

- Ph.D. 1981      University of Connecticut, Storrs, CT  
Major Area: Educational Psychology  
(Measurement and Assessment; Gifted and Talented Education)
- M.S. 1977      Southern Connecticut State College, New Haven, CT  
Major Area: Special Education
- B.A. 1973      Chatham College, Pittsburgh, PA  
Major Area: English/ Psychology
- 1971-1972      University of London, London School of Economics,  
London, England

### **PROFESSIONAL EXPERIENCE**

- 2006-Present      Board of Trustees Distinguished Professor, University of Connecticut
- 1997-Present      Professor, Educational Psychology, University of Connecticut
- 2000-2006      Department Head, Educational Psychology, University of Connecticut
- 1990-1996      Associate Professor, Educational Psychology, University of Connecticut
- 1988-1990      Assistant Professor, Educational Psychology, University of Connecticut
- 1981-1988      Project Director, Neag School of Education, University of Connecticut
- 1994-Present      Co-Director, Confratute-Summer Institute on Enrichment  
Learning and Teaching

1993-Present	Educational Consultant, Future Problem Solvers Program of Connecticut
1990-Present	Principal Investigator, National Research Center on the Gifted and Talented
1982-Present	Director, Internship Program, University of Connecticut Neag Center for Gifted Education and Talent Development
1979-Present	Strand Coordinator, Confratute Schoolwide Enrichment Strand Inservice Strand Coordinator's Strand Secondary Programming Strand Gifted Females Strand Schoolwide Enrichment Reading Strand
1978-Present	Consultant, Area Service Centers, State of Connecticut
1978-Present	Consultant, Creative Workshops Associates
1989-1997	Associate Professor, Educational Psychology, University of Connecticut
1986-1991	Editor, <i>Confratute Times</i>
1986-1990	Assistant Professor, Educational Psychology, University of Connecticut
1982-1991	Director, Young Scholars Saturday Semester (a ten-site Saturday program throughout Connecticut)
1980-1987	Instructor, University of Connecticut Teaching the Talented Program
1979-1982	Originator and Director of "Project Discover: An Exploration of the Arts," a Title IV-C Grant for Identifying and Programming for Students in the Arts
1978-1989	Coordinator of Programs for the Gifted and Talented Torrington Public Schools, Torrington, CT
1977-1978	Teacher of the Gifted and Talented, Grades K-12 Torrington Public Schools, Torrington, CT
1976-1977	Teacher of the Gifted and Talented, Grades 7-8 Vogel Junior High School, Torrington, CT
1975-1978	Teacher of English and Language Arts, Grades 7-8 Vogel Junior High School, Torrington, CT
1973-1975	Teacher of English and Reading, Grades 8-9

Shaler Area Junior High School, Shaler Township, PA

**Consultant to over 370 school districts including Toronto, Canada Public Schools, Department of Defense Schools, and New York Public Schools.**

Consultant to Scott Foresman Reading Basal Series

Consultant and Author for Houghton Mifflin Basal Reading Series

Research Consultant to Scholastic Books, New York City

**PROFESSIONAL AWARDS AND OTHER HONORS:**

Distinguished Scholar and Leader Award, The Center for Education and Study on the Gifted and Talented, University of Northern Colorado, 2007

Elected as a Governor by the Colorado Academy of Educators, 2007

Distinguished Service to the Field: Colorado Association for Gifted Education, 2007

University of Connecticut Board of Trustees Distinguished Professor, awarded annually to three professors on a university-wide basis, 2006

Neag School of Education, Outstanding Research Award, 2006

Distinguished Scholar Award, for outstanding scholarship by the *National Association for Gifted Children*, 2003.

Named one of the most 25 influential psychologists in the world in the area of Gifted Education by American Psychological Association, *Monitor on Psychology*, 2000.

Educator of the Year, Connecticut Future Problem Solving, 2003.

Pi Lambda Theta, Outstanding Educator Award, 2000.

California Association for the Gifted. (1999). The Ruth A. Martinson Memorial Past President's Award for Significant Contributions that have had a Sustained National Impact in Education

Teaching Fellow, University of Connecticut, 1998.

Ohio Distinguished Service Award 1996, for outstanding contribution to gifted education, given annually by the Ohio Association of Teachers.

San Diego City Schools, Distinguished Lecture Award, 1996, given annually.

Vassar Award for Distinguished Service in Connecticut, 1996 given by the Connecticut Association for the Gifted.

National Association for Gifted Children--Research Paper of the Year Award, 1992, for Gifted Child Quarterly.

University of Connecticut, 100 Years of Women, March 26, 1992 Special Award for Achievement.

Friend of Michigan, for outstanding service, granted annually by *the Michigan Association for the Gifted*, 1989.

Distinguished Service Award, for outstanding service by the *National Association for Gifted Children*, 1988.

Early Leader Award, for active and outstanding service by the *National Association for Gifted Children*, 1985.

Graduate Student of the Year Award, Scholarship award for outstanding graduate student contribution to the field of education of the gifted by the *National Association for Gifted Children*, 1981.

Educational Fellowship sponsored by the Jessie Smith Noyes, 1980-81.

Educational Fellowship sponsored by the Office of Gifted & Talented, U.S.D.E. 1978-79.

#### **CURRENT MEMBERSHIPS IN PROFESSIONAL SOCIETIES**

1987-Present	American Educational Research Association
2000-Present	Past Presidents Executive Committee, National Association for Gifted Children (NAGC)
1982-Present	Council for Exceptional Children, The Association for the Gifted Publications Committee for Revising Fact Sheets on Gifted and Talented
1981-Present	American Psychological Association
1978-Present	State Task Force on the Gifted and Talented, Connecticut State Department of Education
1982-2003	Board of Directors, NAGC
2001-2003	Past President, NAGC

1999-2001	President, NAGC
1997-1999	President-Elect, NAGC
1997-1999	Program Chair, NAGC
1994-1997	Division Secretary, NAGC
1993-1996	Convention Committee, Elections Committee, NAGC
1991-1994	Chair, Research and Evaluation Panel, <i>Gifted Child Quarterly</i>
1986-1991	Editor, <i>Connecticut Student Journal</i>
1986-1991	Founder and President, Connecticut Educators' Network for the Talented and Gifted (CENTG)
1997-1999	Treasurer, Connecticut Educator's Network (CEN)
1982-1988	Chair, Legislative Liaison Committee, NAGC

#### EDITORIAL BOARD MEMBERSHIP

1992-Present	Review Editor, <i>Creativity Research Journal</i>
1987-Present	Review Editor, <i>Journal for the Education of the Gifted</i>
1984-Present	Review Editor, <i>Gifted Child Quarterly</i>
2004-Present	Reviewer, <i>Journal of Educational Psychology</i>
2004-Present	Reviewer, <i>Contemporary Psychologist</i>
1981-1990	Contributing Editor, <i>Roeper Review</i>
1981-1988	Review Editor, <i>Teaching Exceptional Children</i>

#### CLASSES TAUGHT AT UCONN:

##### GRADUATE

EPSY 384, Seminar  
 EPSY 381, Master's Degree Practicum  
 EPSY 460, Doctoral Practicum  
 EPSY 368, Social Emotional Needs

EPSY 360, Education of Gifted and Talented Students  
EPSY 459, Curriculum and Methods  
EPSY 365, Creativity  
EPSY 370, Program Development  
EPSY 341, Research Methods  
EPSY 311, Qualitative Methods: Workshop  
EPSY 311, Workshop in Education on Gender  
EPSY 326, Curriculum  
EPSY 410, Doctoral Seminar in Research Design  
EPSY 410, Doctoral Seminar in Program Evaluation

#### UNDERGRADUATE

EPSY 250, Introduction to Learning Theory  
EPSY 221, Educational Psychology  
EPSY 251, Differentiating Learning  
EGEN 233, Seminar and clinic placements  
EGEN 221, Seminar in Teaching  
EGEN 298 Honors Seminar on Research  
EGEN 299 Honors Independent Study for Thesis Preparation  
EGEN 298 Honors Seminar on Qualitative and Quantitative Methods of Research  
EGEN 299 Honors Thesis Supervision  
EGEN 300 Student teaching supervision  
EGEN 381 Honors practicum supervision

### PUBLICATIONS

#### Books

- Renzulli, J. S. & Reis, S. M. (2008). *Enriching curriculum for all students*. Corwin Press: Thousand Oaks, CA.
- Renzulli, J.S., Gentry, M., Reis, S.M., Lee, M.S., (2008) *Enrichment Clusters: A Practical Plan For Real-World Student Driven Learning*. Hanyang University Press, Seoul, Korea. [Korean Language Edition]
- Reis, S.M., Burns, D.E., Renzulli, J.S., Lee, M.S., (2008) *Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students*. Hanyang University Press, Seoul, Korea. [Korean Language Edition]
- Reis, S. M., Eckert, R. D., Jacobs, J., Coyne, M., Richards, S. Briggs, C. J., Scheriber, F. J., Gubbins, E. J. (2005). *The Schoolwide Enrichment Model—Reading Framework*. Storrs, CT: The National Research Center on the Gifted and Talented.
- Reis, S. M. & Renzulli, J. S. (2005). *Curriculum Compacting: An Easy Start to Differentiating for High-Potential Students*. Waco, TX: Prufrock Press.

- Tomlinson, C. A., Ford, Donna H., Reis, S. M., Briggs, C. J., Strickland, C. A. (2003). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and The National Research Center on the Gifted and Talented.
- Renzulli, J. S., Gentry, M., & Reis, S. M. (2002). *Enrichment clusters: A practical plan for real-world, student-driven learning*. Mansfield Center, CT: Creative Learning Press.
- George, P. S., Renzulli, J. S., & Reis, S. M. (1998). *Dilemmas in talent development in the middle grades: Two views*. Columbus, OH: National Middle School Association.
- Reis, S. M. (1998). *Work Left Undone: Compromises and Challenges of Talented Females*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1997). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Curriculum compacting: The complete guide to modifying the regular curriculum for high ability students*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1991). *The complete triad trainer's inservice manual*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1986). *The triad reader*. Mansfield Center, CT: Creative Learning Press.
- Reis, S. M., & Renzulli, J. S. (1985). *The secondary triad model: A practical plan for implementing gifted programs at the junior and senior high school levels*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., & Reis, S. M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S., Reis, S. M., & Smith, L. H. (1981). *Revolving door identification model guidebook*. Mansfield Center, CT: Creative Learning Press.
- White, A., Reis, S. M., & Harris, S. (1980). *Guidebook and materials for inservice training (Concept XI)*. Hartford, CT: Connecticut State Department of Education.

## Books Edited

- Reis, S. M. Fogarty, E. A., Eckert, R. D., & Muller, L. M. (Eds.) (2008). *The Schoolwide Enrichment Reading Model reading framework*. Mansfield Center, CT: Creative Learning Press.
- Reis, S. M. (2005). (Ed). *The Schoolwide Enrichment Model— Reading Framework Explorations*. Student Explorations. Storrs, CT: The National Research on the Gifted and Talented. Center on the Gifted and Talented.
- Reis, S. M. (2004). Series Editor, (Van Tassel-Baska, J.) Volume Editor. *Essential Readings in Gifted Education. Curriculum for Gifted and Talented Students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Renzulli, J.) Volume Editor *Identification of Students for Gifted and Talented Programs*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, (Sternberg, R.J.) Volume Editor. *Essential Readings in Gifted Education. Definitions and conceptions of giftedness*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Zimmerman, E.) Volume Editor *Artistically and musically talented students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Brody, L.) Volume Editor. *Grouping and acceleration practices in gifted education*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Tomlinson, C.) Volume Editor. *Differentiation for gifted and talented students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Baldwin, A.) Volume Editor. *Culturally diverse and undeserved populations of Gifted Students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Baum, S.) Volume Editor. *Twice exceptional and special populations of gifted students*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, *Essential Readings in Gifted Education*. (Moon, S.) Volume Editor. *Social emotional issues, underachievement and counseling of gifted and talented students*. Corwin Press: Thousand Oaks, CA.

- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Treffinger, D.J.) Volume Editor. *Creativity and giftedness*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Callahan, C.) Volume Editor. *Program evaluation in gifted education*. Corwin Press: Thousand Oaks, CA.
- Reis, S. M. (2004). Series Editor, Essential Readings in Gifted Education. (Gallagher, J.) Volume Editor. *Public Policy in Gifted Education*. Corwin Press: Thousand Oaks, CA.
- Neihardt, M., Reis, S. M., Robinson, N., & Moon, S. M. (Eds.). (2001). *The social and emotional development of gifted children. What do we know?* Waco, TX: Prufrock Press.
- Baum, S., Reis, S. M., & Maxfield, L. R. (Eds.). (1998). *Nurturing the Gifts and Talents of Primary Grade Level*. Mansfield Center, CT: Creative Learning Press.

#### Book or Technical Report Chapters

- Reis, S. M. & Sullivan, E. E. (2008). Characteristics of gifted learners: consistently varied; refreshingly diverse. In (Eds.). F. Karnes & S. Bean. *Methods and Materials for Teaching the Gifted*. (3-36), Waco, TX: Prufrock Press.
- Reis, S. M. (2008). Turning points in gifted education and talent development. In (Eds.). T. Balchin, B. Hymer & D. J. Matthews. *The Routledge International Companion to Gifted Education*. (317-324), London, England: Routledge, Taylor and Francis Group.
- Renzulli, J. S. & Reis, S. M. (2008). A computerized strength assessment and internet-based enrichment programme for developing giftedness and talents. In (Eds.). T. Balchin, B. Hymer & D. J. Matthews. *The Routledge International Companion to Gifted Education*. (185-194), London, England: Routledge, Taylor and Francis Group.
- Reis, S. M. & Hebert, T. P. (2008). *Gender and Giftedness*. In S. Pfeiffer (Ed.) *Handbook of giftedness in children*. (271-293). New York: Springer.
- Reis, S. M. (2007). *Talented readers*. In J. A. Plucker and C. M. Carolyn (Eds.) *Critical issues and practices in gifted education: What the research says* (pp. 655-668). Waco, Texas: Prufrock Press.
- Reis, S. M. (2007). The underachievement of gifted students: Multiple frustrations and few solutions. In K. Kay, D. Robson, J.F. Brenneman (Eds.). *High IQ Kids*. Minneapolis, MN: Free Spirit Press.

- Reis, S. & Housand, A. (2007). Characteristics of gifted and talented learners: Similarities and differences across domains. In F.A.Karnes & K. R. Stephens (Eds). *Achieving excellence* (pp. 62-81). New York: Pearson, Merrill/Prentice Hall.
- Schuman, J., Yungclas, T., & Reis, S.M. (2006). Vision and leadership: Extraordinary achievement at Henry C. Dwight School. In P. Behuniak, S.M. Reis, D.B. McCoach, & J.M. Stephens (Eds.). *A study of student achievement in Connecticut* ( pp. 36-55). Hartford, CT: Connecticut State Department of Education.
- Adelson, J.L., Housand, A., Vieth, R., & Reis, S.M. (2006). Differentiation and data: Extraordinary achievement at Hartford Magnet Middle School. In P. Behuniak, S.M. Reis, D.B. McCoach, J.M. Stephens (Eds.). *A study of student achievement in Connecticut* (pp. 86-112). Hartford, CT: Connecticut State Department of Education.
- Field, G.B., & Reis, S.M. (2006). Powerful leadership and arts integration: Extraordinary achievement at Westover School. In P. Behuniak, S.M. Reis, D.B. McCoach, J.M. Stephens (Eds.). *A study of student achievement in Connecticut* (pp. 56-70 ). Hartford, CT: Connecticut State Department of Education.
- Sweeny S.M., & Reis, S.M. (2006). Caring and collaboration: Extraordinary achievement at John B. Stanton School. In P. Behuniak, S.M. Reis, D.B. McCoach, J.M. Stephens (Eds.). *A study of student achievement in Connecticut* (pp. 125-141). Hartford, CT: Connecticut State Department of Education.
- Reis, S. M. (2007). The underachievement of gifted students: Multiple frustrations and few solutions. In K. Kay, D. Robson, J.F. Brenneman (Eds.). *High IQ Kids*. Minneapolis, MN: Free Spirit Press.
- Reis, S. M. & Hebert, T. (2007). Supporting academic achievement in culturally diverse and academically talented students. In J. L. Kincheloe & Kecia Hayes (Eds.). *Teaching city kids: understanding and appreciating them*. (pp .233-244). Peter Lang: New York.
- Renzulli, J.S. & Reis, S. M. (2007). A computerized strength assessment and internet based enrichment program for developing giftedness and talents. In K. Tirri (Ed.). *Values and Foundations in Gifted Education*. (pp. 141-155). Peter Lang: Bern.
- Briggs, C. J., Reis, S. M., Eckert, R. D., & Baum, S. (2006). Providing programs for special populations of gifted and talented students. In J. H. Purcell & R. D. Eckert (Eds.), *Designing services and programs for high-ability learners* (pp.32-48). Thousand Oaks, CA: Corwin Press.
- Reis, S. M. (2006). Comprehensive program design. In J. H. Purcell & R. D. Eckert (Eds.), *Designing services and programs for high-ability learners* (pp.73-86). Thousand Oaks, CA: Corwin Press.

- Reis, S. M. (2006). Gender, adolescence, and giftedness. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 87-111). Waco, TX: Prufrock Press.
- Reis, S. M. (2005). Feminist perspectives on talent development: A research based conception of giftedness in women. In R. J. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (2nd ed.). Boston, MA: Cambridge University Press, pp. 217-245.
- Gavin, M. K. & Reis, S. M. (2005). Helping teachers to encourage talented girls in mathematics. In S. K. Johnsen & J. Kendrick (Eds.), *Teaching and counseling gifted girls*, (pp. 147 – 176). Waco, TX: Prufrock Press, Inc.
- Reis, S. M. (2005). External barriers experienced by gifted and talented girls and women. In S. K. Johnsen & J. Kendrick (Eds.), *Teaching and counseling gifted girls*, (pp. 9-30). Waco, TX: Prufrock Press, Inc.
- Reis, S. M. (2005). Internal barriers experienced by gifted and talented girls and women. In S. K. Johnsen & J. Kendrick (Eds.), *Teaching and counseling gifted girls*, (pp. 31-66). Waco, TX: Prufrock Press, Inc.
- Reis, S. M. & Small, M. (2005). The varied and unique characteristics exhibited by diverse gifted and talented learners. *Methods and Materials for Teaching the Gifted*. F. A. Karnes & S. M. Bean, Eds. Waco, TX: Prufrock Press, pp. 3-32.
- Moon, S. M. & Reis, S. M. (2004). Acceleration and twice-exceptional students. *A Nation Deceived: How Schools Hold Back America's Brightest Students*. N. Colangelo, S. G. Assouline, & M. U. M. Gross, Eds. Iowa City, IA: The University of Iowa, pp. 109-117.
- Renzulli, J. S., & Reis, S. M. (2004). Curriculum Compacting: A Research-Based Differentiation Strategy for Culturally Diverse Talented Students. In *The Eyes of the Beholder: Critical Issues for Diversity in Gifted Education* D. Boothe & J. C. Stanley, Eds. Waco, TX: Prufrock Press, pp. 87-100.
- Reis, S. M. , & Rubin, L. M. (2004). Students with both gifts and learning disabilities. In (T. M. Newman & R. J. Sternberg). (Eds). *Students with both gifts and learning disabilities*. New York: Kluwer Academic. (pp. 155-198).
- Reis, S. M. (2003). Introduction to the Series Editor, Essential Readings in Gifted Education. *Curriculum for Gifted and Talented Students*. Corwin Press: Thousand Oaks, CA. (pp. IX-XXI).
- Renzulli, J.S., Reis, S.M. (2003). ¿Qué es el enriquecimiento escolar? ¿Cómo se relacionan los programas para superdotados con la mejora escolar total? In Alonso, J. S., Renzulli, J. S., Benito, Y. (Eds). *Manual Internacional De Superdotación*. Madrid, Fundamentos Psicopedagogicos.

- Milne, H. J. O., Reis, S. M., & Renzulli, J. S. (2003). Young adults with Williams Syndrome: Identifying interests. *Reimagining Practice: Researching Change, Vol. 2* (pp. 225-235). Griffith University Press.
- Briggs, C. J. & Reis, S. M. (2003). An introduction to the topic of cultural diversity and giftedness. In (C. A. Tomlinson, D. H. Ford, S. M. Reis, C. J. Briggs, C. A. Strickland. (Eds). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and Storrs, CT: The National Research Center on the Gifted and Talented, pp. 5-32.
- Briggs, C. J. & Reis, S. M. (2003). Case studies of exemplary gifted programs In (C. A. Tomlinson, D. H. Ford, S. M. Reis, C. J. Briggs, C. A. Strickland. (Eds). In search of the dream: *Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: The National Association for Gifted Children and Storrs, CT: The National Research Center on the Gifted and Talented, pp. 5-32.
- Reis, S. M. (2003). Reconsidering regular curriculum for high achieving students, gifted underachievers, and the relationship between gifted and regular education. In J. H. Borland (Ed). *Rethinking gifted education*. New York: Teacher's College Press, (pp. 186-200).
- Reis, S. M. & Renzulli, J. S. (2003) Developing high potentials for innovation in young people through the schoolwide enrichment model. In L. V. Shavinia (Ed.) *International Handbook on Innovation*. (pp. 333-346).
- Reis, S. M. (2003). Creativity, Adulthood. In T. P. Gullotta & M. Bloom (Eds.) *Encyclopedia of primary prevention and health promotion*. (pp. 355-361) New York: Kluwer Academic Publishers.
- Renzulli, J. S. & Reis, S. M. (2003). Que es el enriquecimiento escolar? Como se relacionan los programas para superdotados con la mejora escolar total? In J. A. Alonso Bravo, J. S. Renzulli, Y.B. Mate (Eds.). *Manual internacional de superdotacion*. EOS: Madrid, Spain. (pp. 243-257).
- Renzulli, J. S. & Reis, S. M. (2003). The Schoolwide enrichment model: Developing creative and productive giftedness. In Colangelo, N. and Davis, G. A. (Eds.). *Handbook of Gifted Education*. Boston: Allyn and Bacon, 184- 203.
- Reis, S. M. & Renzulli, J. S. (2003). Creativity, Adolescence. In T. P. Gullotta & M. Bloom (Eds.) *Encyclopedia of primary prevention and health promotion*. (pp. 3-35) New York: Kluwer Academic Publishers.
- Reis, S. M. (2002). Reading and writing problems of high school gifted students. University of Denver: Institute for the Development of Gifted Education. *Perspectives in Gifted Education: Twice Exceptional Children, 2*, 52-74.

- Olenchak, F. R., & Reis, S. M. (2001). Gifted students with learning disabilities. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children* (pp. 267-289). Waco, TX: Prufrock Press.
- Reis, S. M. (2001). Toward a theory of creativity in diverse creative women. In M. Bloom & T. Gullotta (Eds.), *Promoting creativity across the life span* (pp. 231-276). Washington, DC: CWLA.
- Reis, S. M. (2001). Gifted females in elementary and secondary school. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children* (pp. 267-289). Waco, TX: Prufrock Press.
- Reis, S. M., & McCoach, D. B. (2001). Underachievement in gifted students. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children* (pp. 81-91). Waco, TX: Prufrock Press.
- Reis, S. M., & Moon, S. M. (2001). Models and strategies for counseling, guidance, and social and emotional support of gifted and talented students. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children* (pp. 251-265). Waco, TX: Prufrock Press.
- Reis, S. M., & Small, M. A. (2001). Gifted and talented learners: Many, varied, unique and diverse. In F. Karnes & S. Bean (Eds.), *Methods and materials for teaching the gifted* (pp. 1-43). Waco, TX: Prufrock, Press.
- Renzulli, J. S., & Reis, S. M. (2001). Promoting creativity in children through the enrichment triad model. In M. Bloom & T. Gullotta (Eds.), *Promoting creativity across the life span* (pp. 127-157). Washington, DC: CWLA.
- Reis, S. M. (2000). Obstacles, challenges and choices faced by smart girls. Proceedings. National association of principals of schools for girls (pp. 51-101).
- Reis, S. M. (2000). Decisiones y compromisos en mujeres superdotadas y cont talento (pp. 59-76). Ideacion, Antehma: Centro Huerta del rey.
- Reis, S. M. (2000). Choices and compromises of gifted and talented females. In K. Maitra (Ed.), *Towards excellence: Developing and nurturing giftedness and talent* (pp. 89-105). New Delhi, India: Mosaic Books.
- Reis, S. M. (1999). Women and creativity. In M. A. Runco & S. R. Pritzker (Eds.), *Encyclopedia of creativity* (pp. 699-708). San Diego, CA: Academic Press.
- Reis, S. M., & Gavin, M. K. (1999). Why Jane doesn't think she can do math: How teachers can encourage talented girls in mathematics. In L. J. Sheffield (Ed.), *Developing mathematically promising students* (pp. 133-148). Reston, VA: National Council of Teachers of Mathematics.

- Reis, S. M., & Renzulli, J. S. (1999). Research relating to the development of creative productivity using the enrichment triad model. In A. S. Fishkin, B. Crammond, P. Olszewski-Kubilius (Eds.), *Investigating creativity in youth: Research and methods* (pp. 367-387). Cresskill, NJ: Hampton Press.
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#### Technical Reports and Research Monographs

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- P. Behuniak, S.M. Reis, D.B. McCoach, & J.M. Stephens (Eds.). (2007). *A study of student achievement in Connecticut*. Hartford, CT: Connecticut State Department of Education.

- Reis, S. M., Eckert, R. D., Schreiber, F. J., Jacobs, J., Briggs, C., Gubbins, E. J., Coyne, M., & Muller, L. M. (2005). *The schoolwide enrichment model reading study*. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Reis, S. M., Schader, R., Milne, H., & Stephens, R. (2005) Music & minds: Using a talent development approach for students with Williams syndrome. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
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- Reis, S. M., Neu, T. N., & McGuire, J. (1995). *Talents in two places: Case studies of high ability students with learning disabilities who have achieved* (Research Monograph No. 95114). Storrs, CT: The National Research Center on the Gifted and Talented.
- Reis, S. M., Westberg, K. L., Kulikowich, J. K., Caillard, F., Hébert, T. P., Plucker, J., et al. (1993). *Por qué no dejar a los estudiantes con habilidad superior comenzar la escuela en enero? Estudio de la compactación del curriculum* (Executive Summary). Storrs, CT: The National Research Center on the Gifted and Talented.
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- Reis, S. M. (1988). *Fiscal and program analysis of local and regional school district plans for gifted and talented programs*. Connecticut State Department of Education: Report to the Education and Appropriations Committees of the General Assembly pursuant to Public Act 87-464.

Reis, S. M. (1982). An analysis of the productivity of gifted students participating in programs using the revolving door identification model. In J. S. Renzulli (Ed.), *Technical report of research studies related to the enrichment triad/revolving door model* (3rd ed.). Storrs, CT: University of Connecticut, Teaching the Talented Program.

#### Facilitator's Guides

Gentry, M., Reis, S. M., Renzulli, J. S., Moran, C., & Warren, L. (1996). *Enrichment clusters: Using high-end learning to develop talents in all students (Manual No. V955). A how-to guide discussing implementation of enrichment clusters*. Storrs, CT: The National Research Center on the Gifted and Talented.

Siegle, D., Owen, S. V., & Reis, S. M. (1995). *Making a difference: classroom strategies to motivate students*. Storrs, CT: The National Research Center on the Gifted and Talented.

Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Curriculum compacting: A guide for teachers*. Storrs, CT: The National Research Center on the Gifted and Talented.

Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Facilitator's guide to help teachers compact curriculum*. Storrs, CT: The National Research Center on the Gifted and Talented.

#### Miscellaneous other publications

Curriculum Series for the 1989 Houghton Mifflin Reading Series--Challenge Projects

Sole Author:

<u>Level</u>	<u>Title</u>
0-2	Investigate a local history topic
0-4	Explore different kinds of poetry
F-2	Design greeting cards
I-6	Write a nature diary
L-6	Write a biography

Co-author:

<u>Level</u>	<u>Title</u>
E-5	Become a Storyteller
E-3	Making Cards and Story Placemats
E-7	Make a Display or a Diorama
E-4	Make Signs for a Treasure Hunt and for Your School
E-6	Make a Picture Dictionary of Animals

E-1 Make a Scrapbook for Your Art Work

Co-author:

<u>Level</u>	<u>Title</u>
E-2	Make a Poster to Help Protect an Animal
E-8	Write Poems
F-3	Make a Fact File
F-2	Design Greeting Cards
F-4	Grow Molds
F-1	Solve a Problem and Make a Picture Dictionary
F-5	Create Puppets and a Puppet Show
F-6	Make a Picture Story
G-7	Make a Booklet for New Students
G-6	Take a Survey
G-2	Write a Children's Guide to Growing Seeds and Plants
G-3	Make a Booklet About Small Animals
G-1	Write a Handbook on Animal Care
G-4	Write A Story and Make a Book
G-5	Make a Transportation Diorama and Plan a Future City
H-7	Interview People About Pets
H-1	Write Poems to Cheer People Up
H-8	Find Out About Animal Tracks
H-4	Become a Weather Forecaster
H-5	Plan a Project
H-6	Write a Story
H-2	Make a Brochure for Newcomers
H-3	Become a Sculptor
I-2	Make a Calendar of Poets
I-3	Write a Handbook for Fossil Collectors
I-7	Create a Travel Guide to Castles
I-9	Create a Hero Show
I-1	Become an Inventor
I-6	Write a Nature Diary
I-5	Creating a Fine Arts Interest Center
I-8	Make Maps
I-4	Organize a School Newspaper
J-3	Create the Diary Entries of a Pony Express Rider
J-2	Write a Mystery Story
J-4	Make a Sign Language Dictionary and Phrase Book
J-5	Find Out About the Life of Knights
J-1	Learn How Scientists Use Information About Birds

J-6	Conduct a Survey
J-7	Collect Seeds and Do Experiments With Them
J-8	Make a Game About Rivers

Co-author:

K-6	Become a Writer
K-1	Explore Computer Graphics
K-7	Learn to Write Song Lyrics
K-2	Interview on Older Person
K-3	Learn How an Inventor Plans and Keeps Records

Level

Title

K-4	Join the Effort to Save Endangered Animals
K-5	Study Other Cultures
K-9	Write a Biography
K-8	Design a Board Game

L-8	Plan Ahead to Handle Emergencies
L-10	Create an Animated Cartoon
L-1	Learn How Scientists Analyze Observation Data
L-2	Learn About Aging
L-4	Design a Board Game
L-3	Become a Set Designer
L-5	Write a Play
L-6	Present an Artist
L-9	Write a Biography

M-3	Become a Choreographer
M-5	Learn How to Start a Business
M-6	Plan an Archeological Tour
M-1	Present a Radio Show on a Well-Known Personality
M-2	Become a Local History Expert
M-9	Plan a Documentary
M-7	Write a Short Story
M-4	Become a Photographer
M-8	Direct a Play

N-2	Create a Cartoon Animal
N-8	Become a Storyteller
N-4	Research the Lives of Famous Women
N-1	Conduct an Experiment About the Effect of Noise
N-7	Write About a Time in History
N-5	Become an Inventor
N-6	Become a Sports Expert
N-3	Give a Lecture on Animals
N-9	Become a Sportswriter or Sportscaster

O-7	Become a Writer
O-3	Plan a Newscast of the Future
O-10	Recreate a Famous American
O-5	Study Nesting Birds
O-2	Investigate a Local History Topic
O-11	Collect the Folklore of Your Community
O-1	Conduct an Ethnographic Survey
O-6	Compile a Book of Turning Points
O-4	Explore Different Kinds of Poetry
O-8	Design an Earthquake-Resistant Playground
O-9	Make an Artifact Box

Videotapes (producer and/or main presenter)

*A Celebration of Excellence*, The National Association for Gifted Children, 2001.

*A Gifted Program in Action*, distributed by the National Education Association.

*The Politics of Working Together in a Gifted and Talented Program*, distributed by the National Education Association.

*Introduction and Overview of Curriculum Compacting*, distributed by Creative Learning Press.

*An In-Depth Look at Curriculum Compacting*, distributed by Creative Learning Press.

*Implementing the Schoolwide Enrichment Model at the Secondary Level*, distributed by Creative Learning Press.

*Type I Enrichment: General Exploratory Activities* (with Joseph S. Renzulli), distributed by Creative Learning Press.

*Type II Enrichment: Group Training Activities* (with Joseph S. Renzulli), distributed by Creative Learning Press.

*Type III Enrichment: Investigations of Real Problems* (with Joseph S. Renzulli), distributed by Creative Learning Press.

*A Rising Tide Lifts All Ships: The Schoolwide Enrichment Model*, Neag Center for Gifted Education and Talent Development, University of Connecticut.

Gentry, M., Reis, S. M., Renzulli, J. S., Moran, C., & Warren, L. (1995). *Enrichment clusters: Using high-end learning to develop talents in all students* (Videotape No. V955). Storrs, CT: The National Research Center on the Gifted and Talented.

Reis, S. M., Burns, D. E., Renzulli, J. S. (1992). *Curriculum compacting: A process for modifying curriculum for high ability students* (Videotape No. V921). Storrs, CT: The National Research Center on the Gifted and Talented.

**CURRENT POSITIONS OF DOCTORAL PROGRAM GRADUATES FOR WHOM I  
SERVED AS MAJOR ADVISOR**

Dr. Angela Housand  
Assistant Professor  
University of North Carolina, Wilmington

Dr. Sheelah Sweeney  
Assistant Professor  
Rhode Island College

Dr. Gara Field  
Assistant Professor  
University of Georgia

Dr. Elizabeth Fogarty  
Assistant Professor  
Eastern Carolina University

Dr. Liz Romey  
Assistant Professor  
University of Southern Alabama

Dr. Marcia Gentry  
Associate Professor of Education  
Purdue University

Dr. Lilia Ruban  
Associate Professor of Education  
University of Houston

Dr. Stuart Omdal  
Associate Professor of Education,  
University of Northern Colorado

Dr. Terry Neu  
Associate Professor of Education  
Sacred Heart University

Dr. Kristin Berman  
Assistant Professor of Education  
College of New Rochelle

Dr. Meredith Greene

Director of Research and Evaluation  
Nova Scotia Public Schools  
Canada

Dr. Rebecca Eckert  
Director of Education  
National Association for Gifted Children  
Washington, D. C.

Dr. Thomas Hebert  
Professor of Education  
School of Education  
University of Georgia

Dr. Harry Milne  
Professor of Education  
Griffith University  
Queensland, Australia

Dr. George Robinson  
Associate Dean  
School of Education  
College of New Rochelle

Dr. Katherine Gavin  
Associate Professor in Residence  
Neag School of Education  
University of Connecticut

Dr. Christine Briggs  
Assistant Professor of Education  
University of Southern Louisiana

Dr. Barry Oreck  
Director of Arts Programming and Enrichment  
Gifted Education Consultant  
New York City Board of Education

Dr. Joan Jacobs  
Director of Gifted Programs  
Lincoln Public Schools  
Lincoln Nebraska

Dr. Del Siegle  
Associate Professor of Educational Psychology  
Neag School of Education  
University of Connecticut

Dr. Jeanne Purcell  
Consultant for Gifted Programs  
Connecticut State Department of Education

Dr. Betsy McCoach  
Assistant Professor  
Neag School of Education  
University of Connecticut

Dr. Caroline Cohen  
Associate Professor of Education  
University of Hartford (Retired)

Dr. Nancy Lashaway  
Professor of Education  
Ferris State University

Dr. Mary Rizza  
Associate Professor  
Bowling Green University

Dr. Dale Schimmel  
Director of Science Education  
Wachussetts Public Schools, MA

Dr. Pat Shuler  
Professional Counselor  
Creative Insights, Rensselaer, NY

Dr. Nancy Eastlake  
Director of Gifted Programs  
West Hartford, CT

Dr. Leticia Hernandez-Garduno  
Professor of Education  
Niagara University

Dr. Valentina Kloosterman  
Associate Professor of Education  
Barry University, Florida

Dr. Diana Whitton  
Associate Professor of Education  
University of Western Sidney, Australia

Dr. Cheryl Kerison  
Assistant Professor of Education  
Quinnipiac University

Dr. Susan Dinnocenti  
Assistant Professor  
Sacred Heart University

Dr. Nancy Bickley  
Psychologist and Counselor

Dr. Elizabeth Fogarty  
Assistant Professor of Curriculum and Instruction  
Eastern Carolina University  
Wilmington, North Carolina

## EVALUATION REPORTS

- Reis, S. M. (1995). *An Evaluation of the South Windsor Curriculum*, South Windsor, CT.
- Reis, S. M. (1994). *An Evaluation of Torrington Public Schools*, Torrington, CT.
- Reis, S. M. (1994). *An Evaluation of Mansfield Public Schools*, Mansfield, CT.
- Reis, S. M. (1994). *An Evaluation of Old Saybrook Public Schools*, Old Saybrook, CT.
- Reis, S. M. (1988). *An Evaluation of Triad*, Plainville, CT.
- Reis, S. M. (1987). *An Evaluation of Project Spectrum*, Waterfield, MA.
- Reis, S. M. (1985). *An Evaluation of the Young Scholars Saturday Semester*, Storrs, CT.
- Reis, S. M. (1981). *An Evaluation of Project PRISM*, Harwinton, CT.
- Reis, S. M. (1981). *An Evaluation of Project SAGE*, Mansfield, CT.
- Reis, S. M. (1981). *An Evaluation of the Watertown Revolving Door/Triad Program*, Watertown, CT.
- Reis, S. M. (1981). *An Evaluation of the Durham/Middletown Revolving Door/Triad Program*, Durham, CT.
- Reis, S. M. (1981). *An Evaluation of the Ellington P.A.T. (Program for the Academically Talented)*, Ellington, CT.
- Reis, S. M. (1981). *An Evaluation of the Thompson Triad/Revolving Door Program*, Thompson, CT.

## GRANTS AND UNIVERSITY FUNDING

As Co-Director of Confratute, I have helped to generate the following NET profit since 1983:

Confratute, 2006, \$900,000  
Confratute, 2005, \$872,000  
Confratute, 2004, \$ 678,000  
Confratute 2003, \$ 878. 000  
Confratute 2002, \$ 978. 000  
Confratute, 2001, \$ 892,000  
Confratute, 2000, \$ 992,000  
Confratute 1999, \$700,000  
Confratute 1998, \$850, 000  
Confratute 1997, \$750, 000  
Confratute 1996, \$950, 000  
Confratute 1995, \$700, 000  
Confratute 1994, \$850, 000  
Confratute 1993, \$750, 000  
Confratute 1992, \$950, 000  
Confratute 1991, \$700, 000  
Confratute 1990, \$650, 000  
Confratute 1989, \$750, 000  
Confratute 1988, \$540, 000  
Confratute 1986, \$490, 000  
Confratute 1985, \$495, 000  
Confratute 1984, \$500, 000  
Confratute 1983, \$595, 000

### Other Grants:

Using the Schoolwide Enrichment Model Reading Framework (SEM-R) to Increase Achievement, Fluency, and Enjoyment in Reading, Institute for Educational Science, USOE, IES, Washington, 2004  
(5 year: \$2, 950,000.00)

Principal Investigator of the Uconn site of National Research Center on the Gifted and Talented. Co-authored (with Joseph Renzulli and E. Jean Gubbins) the NRC/GT Grant in 1990, funding since : \$27,000,000.00

Extending the Pedagogy of Gifted Education to All Students grant from the Office of Educational Research and Improvement, U.S. Department of Education, 1998, \$141,000.

State of Connecticut Institute for Teaching and Learning ---\$ 25,000, 2000-2001

Video Technology Grant: Innovative Programs, Connecticut State Department of Education \$53,000.

Young Scholars Saturday Semester--\$16,000 grant from The Hartford Insurance Group to support a site in Hartford for economically disadvantaged students) 1990-1991.

Young Scholars Saturday Semester--\$32,000 grant from The Hartford Insurance Group to support a site in Hartford for economically disadvantaged students) 1988-1990.

Project Discover: An Exploration of the Arts, Title IVC, 1981-82, \$24,000.

Project Discover: An Exploration of the Arts, Title IVC, 1980-81, \$39,000.

Project Discover: An Exploration of the Arts, Title IVC, 1979-80, \$12,000.

### **CLINICAL OR OTHER "EXPERT" SERVICES**

65 (primarily radio and newspaper) interviews in the last decade, including 3 on National Public Radio

### **ACADEMIC AND PROFESSIONAL SERVICE**

#### **Departmental Service**

Department Head, Educational Psychology, 2000-2005

Chair Search Committee, Special Education, 2004-2005

Chair, Search Committee, Educational Psychology for Measurement and Evaluation, Assistant Professor, 2004-2005

Chair, Search Committee, Educational Psychology for Measurement and Evaluation, Associate Professor, 2004-2005

Chair, Search Committee, Educational Psychology for Measurement and Evaluation, Full Professor, 2004-2005

Chair, Search Committee, Cognition and Instruction, Assistant Professor, 2004-2005

Chair, Search Committee, Counseling Psychology, Assistant Professor, 2004-2005

Chair, Search Committee, Gifted Education and Talent Development, Assistant Professor, 2004-2005

Honors Committee, 1992-Present

Strategic Planning Committee, 1999-Present

Holmes Group Committee for the revision of the Undergraduate Special Education Major, 1989-Present

Chair, Scholarship Committee, 1997-1999

Scholarship Committee, 1999-Present

Chair, Honors Committee, 1995-1999

Promotion, Tenure and Reappointment Committee, review persons eligible for PTR, 1989-90, 1990-91, 1992-93, 1994-95 (chairperson); 1997-1998

Search Committee Educational Psychology for School Psychology, Assistant Professor, 1989-1991

Search Committee. Educational Psychology for Measurement and Evaluation, Assistant Professor, 1989-90

Board Member, Scholarship Foundation of America, Hazlet, New Jersey, 1986-1992

### **Neag School of Education Service Activities**

Chair, Dean's Promotion, Tenure, and Reappointment Committee, 2007-present

Elected Representative to Dean's Promotion, Tenure, and Reappointment Committee, 2006-7

Dean's Research Advisory Committee, 2005-present

Department Head, 2000-Present

Administrative Council 2000-Present

Symposium Committee, 2003-Present

Dean's Research Council, 2004-Present

Research Award Committee, 2004-Present

New Faculty Research Award Steering Committee, 2003-Present

Strategic Planning Committee—Elected School Delegate, 2002-Present

Teachers for a New Era, Steering Committee, 2004-Present

School of Education Award Steering Committee, 2003- Present

Neag School Naming Committee-2002

Professional Development School Delegate, 2000-Present

Program Coordinator, Gifted and Talented, 1996-2001

Carnegie Commission Grant, contributor and researcher, 2002- present

Honors Committee, School of Education, 1990-Present

Strategic Planning Committee, 2001-2003

Strategic Initiative Planning Committee, 1998-1999

Honors Board, School of Education, 1999-present

Honors Director, School of Education, 1997-1999

Search Committee, Department of Curriculum and Instruction, Curriculum Development  
Assistant Professor, 1989-1991

Assisted in the writing of the grant proposal for the NRC/GT, edited the final proposal in  
its entirety, 1989- 1990, 1995-96

Principal Investigator, The National Research Center on the Gifted and Talented 1990-  
1991, Curriculum Compacting Study, 1991-1992 Learning Disabled Gifted Study,  
Ethnographic Study 1992-1994, and 1994-1995 Extending the Pedagogy of Gifted  
Education to All Students

#### University Service contributions

University Senate, 1999-2005

University Senate, Executive Committee, 2002-2005

University Senate, Nominations Committee, 2003-2004

University Senate, Academic Standards Committee, 2001-2003

University Senate, Enrollment Committee, 2000-2001

Advisory Board for Institute for Teaching and Learning, 1998-2004

Committee W, AAUP

Commencement Policy Board, 2003-2005

Commencement Committee, 2001-present

University Hooding Marshall, 2000-2005

University Marshall, Mace Carrier, 2003-2005

Search Committee, Chancellor, 2000.

Faculty Review Board, 2000-2002; Chair, 2001-2002

Chair, Women's Leadership Council, Alumni Society, 1998-Present

President's Commission on the Status of Women, Faculty Member Designate, 1996-2003

Women in Science/Math-Committee formed by the Women' Center to investigate underrepresentation of females on the UConn campus in Science/Math, 1989-Present

Co-Chair, Women's Leadership Council, Alumni Society, 1999-2003

Selection Committee for Institute for Teaching and Learning Faculty Review Board, 1999-2004

University Committee for Undergraduate Research, 1998-1999

Honors Board Advisory Committee, 1997-1999

Honors Program Selection Committee, Nutmeg Scholars, 1997

Co-Director, Multiply Your Options Program, 1994-1995

Women's Studies Executive Board, 1993-1999

Invited Seminar leader, Connecticut Honors Seminar, 1992-1996

Women and Science Committee, 1992-1996

Director, Young Scholars Saturday Semester, A Saturday enrichment program operated at 9 sites across Connecticut attended by 800 students per semester from 1981-1991

**KEYNOTES AND INVITED SYMPOSIA FROM 1981-2005: OVER 500 INVITED STATE, NATIONAL, AND INTERNATIONAL SPEECHES AND SYMPOSIA**

**A sample of invited keynotes and plenary sessions since 1994:**

April 28, 1994-Conference Presentation: Wisconsin State Gifted Conference, (Appleton, WI), "Curriculum Modification" and "Gifted Females".

April 28, 1994-Invited Keynote: Wisconsin State Conference, (Appleton, WI), "Research on Meeting the Needs of Gifted Students in the Regular Classroom".

August 5, 1994-Invited Keynote: The World Conference on the Gifted and Talented, (Buenos Aires, Argentina), "Meeting the Needs of Gifted Students in the Regular Classroom".

October 7, 1994-Invited Keynote: The European Council for High Ability Students, (Niemegen, Holland), "Current Research about Classroom Practices".

October 28, 1994-Invited Keynote: Ohio State Gifted Conference, (Columbus, OH), "Current Research about Meeting the Needs of Gifted Students in the Regular Classroom".

December 6, 1994-Invited Keynote: Illinois Association for the Gifted, (Chicago, IL), "Research about High Ability Learners in the Regular Classroom".

December 6, 1994-Research Session: Illinois State Conference, (Chicago, IL), "Curriculum Modification" and "Gifted Students with Learning Disabilities".

March 3, 1995-Invited Keynote: California Association for the Gifted State Conference, (Oakland, CA), "Meeting the Needs of Gifted Students in the Regular Classroom".

March 20, 1995-Invited Keynote: Ball State Gifted Females Conference, (Indiana), "The Underachievement of Gifted Females: Fact or Fantasy?"

March 27, 1995-The Association for Supervision and Curriculum Development, (San Francisco, CA), Schools are Places for Talent Development: "Applying Gifted Education Know How to Total School Improvement".

April 1, 1995-Research Session: The National Research Center on the Gifted and Talented Conference, (Hartford, CT), "High Ability Students in an Urban High School". (With Eva Diaz)

June 5, 1995-Invited Keynote: Oklahoma State Conference, (Oklahoma City, OK), "The Schoolwide Enrichment Model".

August 12, 1995-Scholarly Symposium: (NY, NY), The American Psychological Association, "A Comprehensive Plan for Developing High End Learning in All Students".

September 18, 1995-Research Session: San Antonio Regional Service Center, (San Antonio, TX), "Curriculum Compacting".

November 9, 1995- Research Session: The National Association of Gifted Students,

(Tampa, FL), "Meeting the Needs of Gifted Students in the Regular Classroom". (With Karen Westberg)

November 10, 1995-Research Session: The National Association of Gifted Students, (Tampa, FL), "Cluster Grouping for Talent Development".

November 10, 1995-Invited Research Session: The National Association of Gifted Students, (Tampa, FL), "Curriculum Compacting".

November 15, 1995-Invited Keynote Session: Texas State Gifted Conference, (Houston, TX), "Current Research About Meeting the Needs of Gifted Students in the Regular Classroom".

November 16, 1995-Invited Keynote Session: Texas State Gifted Conference, (Houston, TX), "Gifted Females".

November 16, 1995-Invited Session: Texas State Gifted Conference, (Houston, Texas), "Where has all the challenge gone?"

January 10, 1996-Invited Keynote: Jockey Club Presentation for the Hong Kong Schools, (Hong Kong, China), "Current Research about Classroom Practices".

January 13, 1996-Invited Keynote: Hawaii Association for the Gifted, (Honolulu, HI), "Research about High Ability Learners in the Regular Classroom".

February 18, 1996-Invited Keynote: Talents Unlimited National Conference, (Mobile, AL), "The Underachievement of Gifted Females: Fact or Fantasy?"

March 1, 1996-Invited Session: New England Regional State Conference, (Worcester, MA), "Gifted Females".

March 1, 1996-Invited Keynote: New England Regional State Conference, (Worcester, MA), "Research on Meeting the Needs of Gifted Students in the Regular Classroom".

March 21, 1996-Invited Keynote, North Carolina State Conference, (Winston Salem, NC), "Meeting the Needs of Gifted Students in the Regular Classroom".

March 21, 1996-Invited Session: North Carolina State Conference, (Winston Salem, NC), "Gifted Females".

March 21, 1996-Invited Keynote: North Carolina State Conference, (Winston Salem, NC), "Curriculum Compacting".

May 10, 1996-Invited Keynote: Montclair State University, Annual GT Conference, (Montclair, NJ), "Meeting the Needs of Gifted Students in the Regular Classroom".

July 9, 1996-Research Session: The National Association of Gifted Students, Confratute, (Storrs, CT), "Portraits of Urban Achievers and Underachievers". (With Eva Diaz, Jann Leppien, Thomas Hebert)

September 13, 1996- Chongdam Middle School, (Seoul Korea), "How To Develop Creative Productivity in Regular Schools".

September 14, 1996-Korean Minjok Leadership Academy, (Seoul, Korea), "The Schoolwide Enrichment Model".

September 17, 1996-Invited Keynote: National Kaohsiung Normal University, (Kaohsiung, Taiwan), "Schools for Talent Development".

September 18, 1996-National Kaohsiung Normal University, (Kaohsiung, Taiwan), "Talented Females: Problems, Challenges, and Solutions".

September 19, 1996-Invited Keynote: National Taitung Teachers College, (Taitung, Taiwan), "Schools for Talent Development".

September 19, 1996-National Taitung Teachers College, (Taitung, Taiwan), "Gifted Education in the U.S.A.".

September 20, 1996-National Taiwan Normal University, (Taipei, Taiwan), "Schools for Talent Development".

September 24, 1996- Massey University, (Palmerston North, New Zealand), "The Schoolwide Enrichment Model".

September 24, 1996-Massey University, (Palmerston North, New Zealand), "Gifted Females".

September 28, 1996-Griffith University, (Brisbane, Australia), "The Schoolwide Enrichment Model".

September 28, 1996-Griffith University, (Brisbane, Australia), "Gifted Females".

October 2, 1996- MacArthur University, (Sydney, Australia), "Research on Gifted Females".

October 13, 1996-Congresso Internacional, (Porto, Portugal), "Instructional Needs of Gifted Students".

October 21-22, 1996-United States Department of Defense Overseas Schools, (Heidelberg, Germany), "The Schoolwide Enrichment Model".

November 12, 1996-Brunnel University, (London, England), "The Schoolwide Enrichment Model".

February 28, 1997-Scholarly Symposium Keynote: California Association for the Gifted State Conference, Current Research from the National Research Center on the Gifted and Talented.

March 1, 1997-Invited Session: California State Conference, "Underachieving Gifted Females".

March 3, 1997-Invited Keynote Session: California Association for Gifted Annual State Conference. "Developing our Gifts, Talents and Interests".

March 21, 1997-Invited Session: New England Regional State Conference, (Vernon, CT), "Research on Gifted Students with Learning Disabilities".

March 22, 1997-ASCD --Assembly Session: Association for Supervision and Curriculum Development, (Baltimore, MD), "Schoolwide Enrichment Model".

April 4, 1997-Invited Keynote Session: The Principal's Center, Harvard University, (Cambridge, MA), "The Realities of Inclusion and Gifted Students".

April 11, 1997-Invited Keynote Session: The Ohio State Coordinators Conference on the Gifted, "Gifted Females".

April 11, 1997-Invited Session: The Ohio State Coordinators Conference on the Gifted, "Meeting the Needs of Gifted Students in the Regular Classroom".

April 15, 1997-Invited Session: Special Education Resource Center, Early Intervention Project.

May 2, 1997-Invited Session: National Association for Gifted Children, Mid year Conference, (Montreal, Canada), "Gifted Females: Obstacles, Challenges, and Choices".

July 31, 1997-Research Session: World Conference on the gifted and Talented, (Seattle, WA), "The Schoolwide Enrichment Model".

July 31, 1997-Research Session: World Conference on the Gifted and Talented, (Seattle, WA), "Where Has all the challenge gone? Meeting the needs of gifted students in the regular classroom".

August 1, 1997-Research Symposium: World Conference on the Gifted and Talented, (Seattle, WA), "Development of the Female Artist with Children". (With Joseph Renzulli, Taisir Subhi and Helen Siu Yin Ku-Yu).

October 3, 1997-Invited Session: The Kansas State Coordinators Conference on the Gifted, (Anaheim, CA), "Underachievement of Gifted Females".

October 3, 1997-Invited Session: The Kansas State Coordinators Conference on the Gifted, (Anaheim, CA), "The Schoolwide Enrichment Model".

October 3, 1997-Invited Keynote Session: The Kansas State Coordinators Conference on

the Gifted, (Kansas City, Kansas) "Where has all the challenge gone: Meeting the needs of gifted students in the regular classroom".

October 18, 1997-The State Association for the Gifted and Talented (AGATE), (NY, NY), "Underachievement in Women in the Sciences and Math".

January 29, 1998-Teaching and Parented Gifted Girls Conference, Ball State University, (Muncie, IN), "Parenting for helping gifted girls reach their full potential".

January 29, 1998-Teaching and Parented Gifted Girls Conference, Ball State University, (Muncie, IN), "Personal Choices and personality conflicts facing gifted girls".

January 29, 1998-Teaching and Parented Gifted Girls Conference, Ball State University, (Muncie, IN), "Underachievement in Gifted Women.

February 25, 1998-Women's History Celebration, Boise State University, (Boise, ID), "Talented Females: Problems, Challenges, and Solutions".

February 28, 1998-Scholarly Symposium Keynote, All Day Session: California Association for the Gifted State Conference, (Anaheim, CA), Current Research from The National Research Center on the Gifted and Talented.

March 1, 1998-California Association for the Gifted Annual Conference (CAG), (Anaheim, CA), "Gifted Females".

March 1, 1998-California Association for the Gifted Annual Conference (CAG), (Anaheim, CA), "The Schoolwide Enrichment Model".

July 24, 1998- Women's History Celebration, Boise State University, (Boise, ID), "Talented Females: Problems, Challenges, and Solutions".

June 20, 1998-Fulbright Lecture on the Development of Programs for Gifted Students in Jordan. Al al-Bayt University, (Amman, Jordan).

May 5, 1999-Invited Keynote: Annual Gifted Girls Conference, Southeastern Methodist University, (Texas), "Gifted Females: Challenges, Choices, and Compromises".

June 9, 1999-Invited International Presentation: The Kensington and Chelsea Center for Excellence, (London, England), "The Identification and Development of At Risk Gifted and Talented Pupils".

June 10, 1999-Invited International Presentation: Brunell University, (Uxbridge, England), "The Development of Programs for Gifted and Talented Pupils".

October 2, 1999-Invited Keynote Presentation: New Jersey Conference on Education of the Gifted, (Princeton, NJ), "A Rising Tide Lifts All Ships: The Schoolwide Enrichment Model".

October 14, 1999-The New Brunswick Department of Education, (St. John, NB, Canada), “The Schoolwide Enrichment Model: A How-To Plan for Educational Excellence”.

October 14, 1999-Invited Keynote Address: The New Brunswick Department of Education, (St. John, NB, Canada), “Gifted Females and underachievement”.

November 5, 1999- Special Session: Gifted Females 46th Annual NAGC Convention. (Albuquerque, NM).

November 9, 1998-National Association for Gifted Children, (Little Rock, AR), “The National Diversity Project”.

February 10, 2000-Invited Keynote: Connecticut Association of Independent Schools, Miss Porter’s School, (Farmington, CT), “Talented Females: Problems, Challenges, and Solutions”.

February 28, 2000-Invited Keynote: National Association of Principals of Girls Schools, Miss Porter’s School, (Columbia, SC), “Talented Females: Problems, Challenges, and Solutions”.

March 4, 2000-Invited Keynote Address: California Association for the Gifted, (Los Angeles, CA), “Underachievement of Gifted Students”.

March 23, 2000-Keynote Presentation: The Accelerated Schools Conference, (Las Vegas, NV), “The Schoolwide enrichment model and Curriculum compacting”.

April 29, 2000-Invited Keynote Presentation: Pennsylvania State Gifted Conference, “Case studies of Underachieving Gifted Students”.

May 8, 2000-Invited Keynote: Texas State Conference, Gifted by the Sea, (Corpus Christie, TX), “Gifted Females”.

October 20-21, 2000- Keynote: Rhode Island Convention, (Providence, RI), “Underachievement Developing America's Response: A New England Response”.

October 26-28, 2000-Ohio Association for Gifted Children, (Columbus, OH).

November 27-29, 2000-South Carolina Consultium: Gifted Education, Annual Conference, (Charleston, SC). “Gifted, underachievement, special issues related to NAGC”.

December 8, 2000-Invited Keynote: Annual Women’s Leadership, The Community Foundation of Southeastern Connecticut (New London, CT), “Gifted Females: Challenges, Choices, and Compromises”.

August, 2001-The 14th Biennial Conference of the World Council for Gifted and Talented Children, (Barcelona, Spain), “Needs of gifted and talented students: Research studies from the NRC/GT”.

August, 2001-Invited Special Session: The 14th Biennial Conference of the World Council for Gifted and Talented Children, (Barcelona, Spain), “Talented females: Problems, challenges, and solutions”.

August, 2001-Invited Special Session: The 14th Biennial Conference of the World Council for Gifted and Talented Children, (Barcelona, Spain), “The Schoolwide Enrichment Model and curriculum compacting”.

August 2, 2001-Special Session: The World Council for Gifted and Talented Children, (Barcelona, Spain), “The Schoolwide Enrichment Model”.

October 15, 2001-Breakout Session: The Missouri State Gifted Conference, (Ozarks, MO), “Curriculum differentiation and compacting”.

October 15, 2001-Breakout Session Presentation: The Missouri State Gifted Conference, (Ozarks, MO), “Gifted students with learning disabilities”.

October 15, 2001-Invited Keynote Presentation: The Missouri State Gifted Conference, (Ozarks, MO), “Underachievement of gifted and talented students”.

October 26, 2001-Invited Speaker: The Northeast Educational Research Association Annual Meeting, (Kerhonkston, NY), “Emerging trends in gifted and talented education”.

November 8, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “The Schoolwide Enrichment Model”.

November 9, 2001-Keynote Presentation: The 48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Why gifted programs make a difference in children's lives and how to ensure that these programs continue”.

November 9, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Come talk about the field: An open dialogue on gifted education”.

November 9, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Gifted readers: What do we know and what should we be doing?”

November 10, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Challenges to the field of gifted education”.

November 10, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Past president's panel”.

November 10, 2001-48th Annual Convention of the National Association for Gifted Children, (Cincinnati, OH), “Work left undone: Challenges and comprises of gifted females in middle grades”.

January 10, 2002-Invited Keynote Presentation: The GATE Conference, (Los Angeles, CA), "Curriculum compacting and differentiation".

February 7, 2002-Invited Session: The Arkansas State Gifted Conference, (Hot Springs, AK), "Talented females: Obstacles, challenges, & choices".

February 7, 2002-Invited Session: The Arkansas State Gifted Conference, (Hot Springs, AK), "Case studies of gifted students with learning disabilities".

February 7, 2002-Keynote Presentation: The Arkansas State Gifted Conference, (Hot Springs, AK), "The underachievement dilemma".

March 2, 2002-Invited Session: The California Association for the Gifted, (Palm Springs, CA), "The Schoolwide Enrichment Model".

March 2, 2002-Invited Session: The California Association for the Gifted, (Palm Springs, CA), "Case studies of gifted students with learning disabilities".

March 3, 2002-Invited Session: The California Association for the Gifted, (Palm Springs, CA), "Talented readers".

March 3, 2002-Keynote Presentation: The California Association for the Gifted, (Palm Springs, CA), "Underachievement and how gifted programs make a difference in students' lives".

April 3, 2002-Keynote Presentation: The Vermont State Gifted Conference, (Burlington, VT), "The underachievement dilemma".

April 3, 2002-Invited Session: The Vermont State Gifted Conference, (Burlington, VT), "Case studies of gifted students with learning disabilities".

April 3, 2002-Invited Session: The Vermont State Gifted Conference, (Burlington, VT), "Curriculum differentiation and compacting".

April 24, 2002-Invited Keynote: The Women and Girls Fund of Litchfield County, (Litchfield CT), "Talented Females: Obstacles, Challenges, & Choices".

April 29, 2002-Invited Keynote Presentation: The Crossing Boundaries Grant, (Westerly, RI), "The Underachievement Dilemma".

April 30, 2002-Invited Keynote Panelist: The Town and Country Club, (Hartford, CT), "Case studies of gifted students with learning disabilities".

July 15, 2002-Keynote Presentation: Confratute, (Storrs, CT), "How gifted program make a difference in students' lives".

September 25, 2002-Invited Keynote Presentation: The St. Louis School District, (St. Louis, MO), “Underachievement and gifted and talented students with learning disabilities”.

September 26, 2002-Invited Presentation: The St. Louis Conference, (St. Louis, MO), “Underachievement and gifted and talented students”.

September 27, 2002-Invited Keynote Presentation: The Kansas State Conference, (Kansas City, KS), “Underachievement and gifted and talented students”.

October 18, 2002-Invited Keynote Presentation: The 8<sup>th</sup> Annual New England Conference on Gifted and Talented Education, (Quincy, MA), “Standards and gifted education”.

October 31, 2002-49th Annual Conference of the National Association of Gifted Children, (Denver, CO), “The Schoolwide Enrichment Model”.

November 1, 2002-49th Annual Conference of the National Association of Gifted Children, (Denver, CO), “Enrichment Clusters as Vehicles for High-End Learning”.

November 1, 2002-49th Annual Convention of the National Association for Gifted Children, (Denver, CO), “Social and emotional issues and talented students”.

November 1, 2002-49th Annual Conference of the National Association of Gifted Children, (Denver, CO), Current Research from the National Research Center on the Gifted and Talented.

November 1, 2002-49th Annual Convention of the National Association for Gifted Children, (Denver, CO), “The SEM Framework for Readers”.

November 1, 2002-49th Annual Convention of the National Association for Gifted Children, (Denver, CO), “Meeting the needs of talented readers”.

November 2, 2002-49th Annual Conference of the National Association of Gifted Children, (Denver, CO), G.A.T.E.S. Research and Evaluation, “Fostering Creativity in Children, K – 8: Theory and Practice”.

November 2, 2002-49th Annual Convention of the National Association for Gifted Children, (Denver, CO), “Self-regulatory strategy use and motivation among LD and non-LD students”.

November 9, 2002-49th Annual Convention of the National Association for Gifted Children, (Denver, CO), “Gifted readers: What do we know and what should we be doing?”

November 14, 2002-Invited Keynote Presentation: The Texas Association for the Gifted and Talented Conference, (Austin, TX), “Why gifted programs make a difference”.

February 26, 2003-Invited Keynote Session: Indiana State Conference, (Indianapolis, IN), “Parenting Gifted Students”.

February 27, 2003-Invited Keynote Session: Indiana State Conference, (Indianapolis, IN), “How Gifted Programs make a difference in Students' Lives”.

February 27, 2003-Indiana State Conference, (Indianapolis, IN), “Meeting the needs of talented readers using the SEM-R”.

February 27, 2003-Indiana State Conference, (Indianapolis, IN), “Research on Curriculum Differentiation”.

March 31, 2003-Invited Keynote Presentation: Congreso Innovaciones Educativas de las Americas, (Monterey, Mexico), “Gifted Females”.

March 31, 2003-Invited Featured Presentation: Congreso Innovaciones Educativas de las Americas, (Monterey, Mexico), “Meeting the needs of talented readers using the SEM-R”.

April 8, 2003-Invited Presentation: Yale University Psychology Department Colloquium, “Meeting the needs of talented readers using the SEM-R”.

May 19, 2003-Invited Keynote Presentation: The Institute for Postsecondary Training for College Students with Learning Disabilities, (Mystic, CT), “Academically talented students with learning disabilities”.

October 6, 2003-Invited International Keynote Session: The National Association for Gifted Children, (Nottingham, England), “Underachievement and talented students”.

November 6, 2003-Invited Keynote: The Virginia State Conference, (Williamsburg, VA), “How gifted and talented programs make a difference”.

December 3, 2003-Invited Presentation: The National Research Center on the Gifted and Talented Meeting, (Washington, D.C.), “Using the schoolwide enrichment framework to increase reading achievement”.

December 3, 2003-Invited Panel Discussion: The National Research Center on the Gifted and Talented Meeting, (Washington, D.C.), “What we know and challenges for the future”.

December 3, 2003-Invited Keynote: The Berkshire Hills Music Academy, (South Hadley, MA), “Lessons learned at The National Research Center on the Gifted and Talented”.

January, 2004-Invited Keynote: University of Connecticut Honors Conference, (Storrs, CT), “Development of gifted students and Honors college years”.

January 29, 2004-Invited Keynote Presentation: The Utah State Conference, (Logan, UT), “Reading-SEM-R”.

March 4, 2004-Invited Keynote Session: The University of Missouri State Teachers Conference, (St Louis, MS), “The underachievement of gifted students”.

March 20, 2004-Invited Keynote Presentation: The V Congreso Internacional, Asociacion Mexicana Para el Apoyo a Sobresalientes A. C. (Acapulco, Mexico), “The schoolwide enrichment model in reading”.

June 3, 2004-Russian Academy of Sciences, Institute of Psychology, (Moscow, Russia), “The Underachievement of Academically Talented Students”.

July 13, 2004-Confratute, (Storrs, CT), “The Schoolwide Enrichment Reading Model”.

July 19, 2004-Confratute, (Storrs, CT), “How gifted programs make a difference in students’ lives”.

October 5, 2004-Invited Keynote Address: Karl Popper School International Symposium, (Vienna, Austria), “Reversing the Underachievement of Gifted Students”.

October 14, 2004-The Northeastern Alliance, (Storrs, CT), “Diversity identity & academic success summit”.

October 15, 2004-New England Conference on Gifted & Talented Education, (Groton, CT), “The use of gifts and talents to foster leadership and social responsibility”.

November 5, 2004-National Association for Gifted Children, (Salt Lake City, UT), “A nation deceived: A conversation about acceleration and the Templeton report”.

November 6, 2004-National Association for Gifted Children, (Salt Lake City, UT), “Schoolwide Enrichment Model Reading Framework”.

November 9, 2004-I Encontro Nacional do Conselho Brasileiro Para Superdotação – ConBraSD, (Brasília, Brazil), “Mesa-Redonda: O modelo de enriquecimento escolar”.

November 9, 2004-Palestra: O desenvolvimento de mulheres talentosas, (Brasília, Brazil).

November 11, 2004-Quinto Congreso Iberoamericano de Superdotación y Talento, (Loja, Ecuador), “Talented females: Obstacles and choices”.

January 15, 2005-Closing the Achievement Gap, (San Francisco, CA), “Accelerating achievement for every learner gender equity”.

February 3, 2005-Baltimore City Schools, (Baltimore, MD), “Differentiation for Academically Talented Students”.

February 17, 2005-Panel Presentation Keynote: Annual Javits Conference, IES, (Washington, DC), “Issues with conducting Experimental Research in Gifted Education”.

March 10, 2005-Georgia Association for Gifted Children, (Athens, GA), “The Underachievement Dilemma: what do we know and how can we intervene?”

March 11, 2005-Georgia Association for Gifted Children, (Athens, GA), “The Schoolwide Enrichment Model Reading Framework (SEM-R)”.

March 11, 2005-Georgia Association for Gifted Children, (Athens, GA), “Why gifted programs make a difference in children’s lives”.

March 18, 2005-Best Practices Institute, (Charlottesville, VA), “The Schoolwide Enrichment Model Reading Framework (SEM-R)”.

April 28, 2005-Massachusetts Alliance and the Massachusetts Association for Gifted Education, (Milford, MA), “Underachievement and Differentiation”.

May 18, 2005-Neag Center on Gifted Education and Talent Development, University of Connecticut, (Storrs, CT), “A Dozen Teaching Assistants in the Classroom”.

Reis, S. M. (2005, July 13)The Schoolwide Enrichment Reading Model. Confratute, Storrs, CT.

Reis, S. M. (2006, March 31). No child left behind: are we creating a nation of underachievers? AEGUS Conference

Renzulli, J. S & Reis, S. M. (2006, March 13). A Dozen Teaching Assistants In Your Classroom: A New Resource for Expanding Services To Develop Giftedness and Talents. New York City Elementary Principals Association.

Reis, S.M. (2006, Mar 5) Parenting high potential students: developing gifts and talents. Featured Speaker. “Annual California Association for the Gifted Conference” Palm Springs, CA.

Reis, S.M. (2006, Mar 4) The underachievement dilemma. Featured Speaker. “Annual California Association for the Gifted Conference” Palm Springs, CA.

Reis, S.M. (2006, Mar 4) A dozen teaching assistants in your classroom: Renzulli learning. Featured Speaker. “Annual California Association for the Gifted Conference” Palm Springs, CA.

Reis, S.M. (2006, Mar 4) The schoolwide enrichment model. Featured Speaker. “Annual California Association for the Gifted Conference” Palm Springs, CA.

Reis, S.M. (2006, Mar 3) Losing our way in the maze of federal mandates and standardization: whatever happened to creativity as a primary goal to gifted education? Invited Keynote. “Annual California Association for the Gifted Conference” Palm Springs, CA.

- Reis, S. M. (2005, March 11) Why gifted programs make a difference in children's lives. Georgia Association for Gifted Children, Athens, Georgia.
- Reis, S. M. (2005, April 28) Underachievement and differentiation. Massachusetts Alliance and the Massachusetts Association for Gifted Education, Milford, Massachusetts
- Reis, S. M. (2005, May 18). A Dozen Teaching Assistants in the Classroom. Neag Center on Gifted Education and Talent Development. Storrs, CT: University of Connecticut.
- Reis, S. M. (2006, May 2) Using the Schoolwide enrichment model reading framework as a planned enrichment strategy to improve reading fluency and comprehension. The International Reading Association. Invited Institute of Education Sciences Session.
- Reis, S. M. (2006, May 10) Differentiation for Academically Talented Students. Baltimore City Schools, Baltimore, MD
- Reis, S. M. (2005, March 10) The Underachievement dilemma: what do we know and how can we intervene? Georgia Association for Gifted Children, Athens, Georgia.
- Reis, S. M. (2005, March 18) The schoolwide enrichment Model reading framework (SEM-R). Best Practices Institute, Charlottesville, Virginia
- Reis, S. M. (2005, March 11) The schoolwide enrichment Model reading framework (SEM-R). Georgia Association for Gifted Children, Athens, Georgia.
- Reis, S. M. (2005, July 13 ).The Schoolwide Enrichment Reading Model. Confratute, Storrs, CT.
- Reis, S.M. (2005, July 20). Why gifted programs make a difference in students' lives. Confratute, Storrs, CT.
- Reis, S. M. (2005, September 24) Using Technology as a new resource for expanding services to develop giftedness and talents. Florida Association for the Gifted. Orlando, Florida.
- Reis, S. M. (2005, September 30) Using Technology to differentiate instruction for all students. Differentiation Conference for the State of Georgia, Athens, GA.
- Reis, S.M. (2005, October 14) Why gifted programs make a difference in students' lives. Florida Association for the Gifted. Orlando, Florida.
- Reis, S.M. (2005, October 15) The underachievement dilemma. Florida Association for the Gifted. Orlando, Florida.

Reis, S.M. (2005, October 14) A dozen teaching assistants in your classroom: a new resource for expanding services to develop giftedness and talents. Florida Association for the Gifted. Orlando, Florida

Reis, S.M. (2005, November 13) Why gifted programs make a difference in students' lives. National Association for Gifted Children, Louisville, Kentucky.

Reis, S.M. (2005, November 12) Living the research: parenting twice-exceptional girls. National Association for Gifted Children, Louisville, Kentucky.

Reis, S.M. (2005, November 12) Schoolwide enrichment model. National Association for Gifted Children, Louisville, Kentucky.

Reis, S.M. (January 19, 2006) Extending services to gifted students using and interactive, differentiation, and enrichment database. National Association for Gifted Children, Louisville, Kentucky.

Reis, S.M. (January 19, 2006) Schoolwide enrichment reading model. Connecticut Reading Association Invited Keynote.

Reis, S. M. (2006, March 31). No child left behind: are we creating a nation of underachievers? AEGUS Conference

Renzulli, J. S & Reis, S. M. (2006, March 13). A Dozen Teaching Assistants In Your Classroom: A New Resource for Expanding Services To Develop Giftedness and Talents. New York City Elementary Principals Association.

Reis, S.M. (2006, Mar 5) Parenting high potential students: developing gifts and talents. Featured Speaker. "Annual California Association for the Gifted Conference" Palm Springs, CA.

Reis, S.M. (2006, Mar 4). The underachievement dilemma. Featured Speaker. "Annual California Association for the Gifted Conference" Palm Springs, CA.

Reis, S.M. (2006, Mar 4). A dozen teaching assistants in your classroom: renzulli learning. Featured Speaker. "Annual California Association for the Gifted Conference" Palm Springs, CA.

Reis, S.M. (2006, Mar 4). The schoolwide enrichment model. Featured Speaker. "Annual California Association for the Gifted Conference" Palm Springs, CA.

Reis, S.M. (2006, Mar 3). Losing our way in the maze of federal mandates and standardization: whatever happened to creativity as a primary goal to gifted education? Invited Keynote. "Annual California Association for the Gifted Conference" Palm Springs, CA.

Reis, S. M. & Renzulli, J. S., and ( November 17, 2005). The Schoolwide Enrichment Model. European Council of International Schools, The Hague, Holland.

Reis, S. M. & Renzulli, J. S., and ( November 18, 2005). The Schoolwide Enrichment Model. European Council of International Schools, The Hague, Holland.

Reis, S. M. ( November 18, 2005). Talented Readers. European Council of International Schools, The Hague, Holland.

Reis, S. M. ( November 18, 2005). The underachievement dilemma .European Council of International Schools, The Hague, Holland.

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