

CURRICULUM VITA

Carol June Maker

CHRONOLOGY OF EDUCATION

<u>Institution</u>	<u>Major Field</u>	<u>Degree</u>	<u>Dates</u>
Western Kentucky University	Elementary Education	B.S.	1966-1970
Southern Illinois University	Special Education (Gifted)	M.S.	1970-1971
Thesis: <i>A Sixth Grade Social Studies Curriculum for Academically Talented Students: Critical Incidents Reported by Parents</i>			
Director:	Dr. V. Faye Shaffer		
University of Virginia	Dual majors in Educational Psychology and Special Education	Ph.D.	1975-1978
Thesis: <i>Successful Handicapped Adults: Their Perceptions of Significant Events, Causes, and Effects</i>			
Directors:	Carolyn M. Callahan (Educational Psychology) Daniel H. Hallahan (Special Education)		

CHRONOLOGY OF EMPLOYMENT

<u>Academic Year Appointments</u>	<u>Dates</u>
Caneyville Public Schools, Caneyville, Kentucky, <u>Teacher of science and sixth grade</u>	1970
Edwardsville Public Schools, Edwardsville, Illinois, <u>Demonstration teacher of the gifted</u>	1971
Department of Exceptional Children, Illinois Office of Education, <u>Regional Supervisor</u>	1971-1974
School of Continuing Education, Western Illinois University, <u>Off-Campus Instructor</u>	1972
National College of Education, Evanston, Illinois, <u>Off-Campus Instructor</u>	1973
Office of Gifted and Talented, U.S. Office of Education, <u>Administrative Intern</u>	1974-1975
Department of Foundations of Education, University of Virginia, <u>Graduate Instructor</u>	1976-1977
School of Continuing Education, University of Virginia, <u>Off-Campus Instructor</u>	1976-1978
Department of Special Education, University of New Mexico, <u>Assistant Professor</u>	1978-1981
Department of Special Education, University of Arizona, <u>Assistant Professor</u>	1981-1983
Department of Special Education and Rehabilitation, University of Arizona, <u>Associate Professor</u>	1983-1996
Department of Disability and Psychoeducational Studies, University of Arizona, <u>Professor</u>	1996-Present

HONORS AND AWARDS

Listed in <u>Who's Who Among Students in Colleges and Universities</u>	1970
Listed in <u>National Student Register</u>	1970
Ogden Award for Highest Scholarship in College graduating class. Presented by Western Kentucky University Board of Regents	1970
Certificate of Recognition for outstanding contributions to field of Gifted Education. Presented by U. S. Office of Education, Office of the Gifted and Talented	1976
Special fellowship for graduate study at University of choice in Consortium. Awarded by Graduate Leadership Education Program. Teachers College, Columbia University.	1976-1978

Pi Lambda Theta Honorary Membership. Awarded by Texas Women's University for distinguished service.	1983
Biography included in <u>Encyclopedia of Special Education</u> . (A listing of leaders in the field of special education)	1986, 1997
German Academic Exchange Scholarship for Lectures in Germany, Sponsored by Berlin University	1986
Fulbright Scholarship for Study and Advisement in Mexico. Sponsored by Universidad de las Americas and Secretaria de Educación Pública.	1987
Omicron Delta Kappa, The National Leadership Honor Society. Elected by The University of Virginia Alumni Association for Distinguished Leadership in Education.	1989
Arizona Association for Gifted and Talented (AAGT) Honor Board. Presented by AAGT Board of Directors.	1991
Listed in <i>Who's Who Worldwide, Who's Who in American Education, Who's Who in American Women, and Who's Who in the World</i>	1994 to 2010
Biography in <i>Most Influential Persons in Education of the Gifted</i> . Washington, DC: National Association for Gifted Students.	2003
International Research Award Presented by the World Council on the Gifted and Talented.	2015
Honorary Doctor of Letters Degree, Western Kentucky University, Degree to be Conferred by the Board of Regents and the President of Western Kentucky University.	2016

SERVICE/OUTREACH

Local/State Outreach

Advisory Board for Cholla High School Magnet Program	1999-2000
Arizona Department of Education Test Review Committee for Gifted Programs	2005
Advisory Committee for Early Childhood Center for La Paloma Family Services	2004-2007
Assistance to Local School Districts and Charter Schools	On-going

Examples of activities are the following: (a) In the Tuba City Unified School District on the Navajo Nation, I supervised and organized teams of consultants and teachers who provided staff development for teachers involved with a special summer school program, supervised a course for all teachers and paraprofessionals, and worked closely with the assistant superintendent for curriculum and instruction on various projects. (b) In two Bureau of Indian Affairs schools on the Navajo Nation, I provided curriculum development workshops for all teachers so they can adapt their teaching to the strengths of students identified by the DISCOVER assessment, and give on-going support to administrators, teachers, and assessment teams who implement the DISCOVER assessment. (c) I have written many proposals for funding in which the focus was on solving problems faced by the local schools and teachers. (d) The DISCOVER V project, funded from 1997 to 2000 included service and outreach activities as well as a research component. Two of the four schools involved in the project were Arizona schools. (e) After the end of the funded DISCOVER projects, I have developed cooperative arrangements with local schools, in which teams of my graduate students who are learning the DISCOVER performance-based assessment provide assessments and reports for teachers in the schools. (f) I am working with the early childhood special education program in the development and evaluation of the Vanderbilt model for inclusion, which may be a model program for placement of students in early childhood development and learning. (g) I worked closely with the American Indian Institute to present workshops on effective teaching for the Southern Pueblos and a special school for American Indian students. (h) I worked with a school district in Cleveland, Ohio to develop and test the DISCOVER K-2 assessment with younger children and place those with high potential in special programs as a way to increase minority student enrollment in programs for gifted children. (i) Based on the success of this research, I trained a new group of DISCOVER assessment observers. (j) In the Tuba City Unified School District, we have now trained a group of DISCOVER assessment observers. (j) In the Omega Alpha Charter school in Douglas, AZ, I trained a group of special education teachers and paraprofessionals in the use of the DISCOVER Assessment. (k) In the Arizona Leadership Academy in Tucson, I led a team of teachers and graduate assistants who assessed and developed profiles for students K-8 who had been referred by their teachers as potentially gifted. (l) With colleague Robert Zimmerman, I provided a workshop for all faculty in the Window Rock, AZ, school district on development of problem solving for gifted students. (m) Robert Zimmerman and I conducted research in third, fourth, and fifth grade classrooms at Hughes Elementary School in Tucson from 2008 to 2014. As part of this project, we assisted the

teachers in the use of a new teaching-learning model and provided support for students to take field trips to supplement their learning. (n) In 2013, I worked closely with faculty members from UA science and engineering colleges to develop a proposal to create new instruments and programs for gifted students from underserved students in Arizona. This project was funded by the National Science Foundation in 2014. (o) In 2014, I worked closely with Randy Pease and administrators at The Tucson Unified School District to write a proposal for funding a pilot project using the DISCOVER assessment; it was funded and the project is on-going. (p) In 2014, I also collaborated with Dr. Dorothy Sisk at Lamar University in Texas to write a proposal for a scale-up project using the DISCOVER assessment in Arizona and other states. It was not funded.

National/International Outreach

Editorial Review Board for <i>The Journal for the Education of the Gifted</i>	1977-2003
Editorial Board of <i>Gifted Education International</i>	1985-Present
Editorial Board of <i>Gifted and Talented International</i>	2014-Present
Editorial Advisory Board for <i>Understanding Our Gifted</i>	1995-2007
Editorial Board for the <i>Eurasian Journal of Educational Research</i>	2002-2013
Editorial Board for <i>Evaluation and Research in Education</i>	2004-2012
Editorial Board for the <i>Journal of the Institute for Educational Research in Serbia</i>	2005-Present
Editorial Board for the <i>Journal of Advanced Academics</i>	2006-2010
Editorial Board for the <i>Turkish Journal of Giftedness and Education</i>	2011-Present
Scientific Committee for <i>Perspectiva Educacional</i> in Chile	2011-Present
Manuscript review for the <i>Gifted Child Quarterly</i> (1985-Present), <i>Roeper Review</i> (1989-present), the <i>Journal for the Education of the Gifted</i> (2003-Present), <i>Thinking Skills and Creativity</i> (2014-present), and <i>Learning and Individual Differences</i> (2012-present)	
Co-Guest Editor of <i>Gifted Education International</i>	2007, 2008, 2009, 2010
Sponsored Fulbright Scholars	
Usanee Anuruthwong, Srinakharinwirot University, Thailand	2002-2003
Ali Loury, Arabian Gulf University	2003-2004
Sponsored International Scholars funded by Foreign Governments or Self	
Aibi Chen, Beijing Institute of Education	2000
Yu Xin, Beijing Institute of Education	2002, 2003
Hing Fung Tsui, Hong Kong Institute of Education	2003
Ketty Sarouphim, Lebanese American University	2006
Sule Guyceter, Istanbul University	2012
Cigdem Nilefur, Istanbul University	2013
Sonmi Jo, Seoul National University of Education	2012-2013
Seyma Sengil-Akar, Istanbul University	2014
Ibrahim Akar, Hacettepe University	2014
Kunpeng Yu, Vice-Principal, Tangshan Special Education School, Anhui Province, China	2016
Sponsored Postdoctoral Scholar	
Sonmi Jo, Funded by National Science Foundation Grant	2013-Present
Visiting Scholar for the Hong Kong Institute of Education	2004
Visiting Scholar, Monash University, Melbourne, Australia	2012
Visiting Scholar, University of New South Wales, Australia	2014
Diversity Project Writer for The Association for the Gifted	1998-2001
Ad Hoc Member, Task Force on Identification of Gifted Minorities for the New Mexico Department Of Education	1998-2000
Advisory Committee for Center for Child Development, Hong Kong Baptist University, HK, SAR	2002-2009
Advisory Committee Member, Niños Brilliantes School, Juarez, Mexico	1998- 2001
Scientific Advisory Committee for Potentiels et Talents, A French Foundation to promote Discussions and programs for Gifted and Talented Students	2015-present

International Partnerships and Cooperative Research/Development Projects

Mainland China. The first project was a cooperative program to adapt the DISCOVER Assessment and Curriculum Models for use in schools in Mainland China. In a partnership with the Beijing Institute of Education, East China

Normal University, and the Ministry of Education in China, adapted and tested the Assessment and Curriculum Models in over 1000 schools in four regions—Beijing, Shanghai, Inner Mongolia, and Shandong Province. This project began in 2000, with expansion in 2004–2005, through the selection of several demonstration/model schools in various provinces. In 2006, my colleagues received funding for an international awareness project that included exchanges between teachers and students in China and the United States. In 2010, I was invited to present seminars to the Beijing Institute of Education faculty, students, and researchers in Multiple Intelligences. In 2015, I was invited to be a co-advisor of a research project to implement project-based learning in schools in Beijing and evaluate the effectiveness of the model. I will present a series of workshops in 2016.

Taiwan. In a project funded by the National Science Council in Taiwan, I was co-investigator with the Director of the Special Education Center at National Taiwan Normal University, on a 3-year research project to investigate Multiple Intelligences and problem solving in handicapped and non-handicapped preschool children. This project was completed in 2005 and in 2010, the director, colleagues from the project, and I published one article and we have another in press. The DISCOVER preschool assessment and curriculum models were adapted and applied in Taiwanese culture through this and a mentoring project for Kang Ning Junior College of Nursing early childhood faculty through the Kang Ning Foundation at the University of Arizona. I submitted a proposal to develop a Taiwanese version of the DISCOVER assessment; it was not funded.

Korea. In 2003, the Seoul Metropolitan Office of Education contracted with the U of A to provide a teacher institute for middle and secondary school teachers of gifted students, and in 2004, an agreement was made with the National Research Center on the Gifted for cooperative research and development projects. In the fall of 2004, we hosted 16 administrators from all over Korea, and in the spring of 2005, provided another teacher institute for elementary school teachers of the gifted students in science and math. In 2012 and 2013, I sponsored a postdoctoral scholar. She was hired on our National Science Foundation grant in 2013, and I continue to be her mentor, advising her about potential positions, and assisting in publishing; and in 2014 and 2015, co-authoring two manuscripts.

Thailand and England. Working with colleagues from the National Association for Able Children in Education (England) and the National Research Center on the Gifted (Thailand), I have developed an educational model that we are teaching to educators from various schools and agencies, conducting action research and arranging scholarly exchanges. In 2009, we began discussions and developed a proposal for development of a Thai version of the DISCOVER assessment. The project was approved, but placed on hold because of flooding in Bangkok, changes in administrators, and other financial difficulties experienced by the Thai government. In 2014, the project was funded by Srinakharinwirot University and the Patai Udom Suksa School in Bangkok. I conducted assessment observer training for faculty members from both institutions, and am supervising the director, Dr. Usanee Anuruthwong in the developing a Thai version of the assessment and conducting research on its effectiveness.

France. In 2006, I began a new project, which includes both research and practice. In cooperation with Todd Lubart, Professor of Psychology at Université Paris Descartes and Dr. Sylvie Tordjman, Psychiatrist at Rennes University Hospital field-tested and developed a French version of the DISCOVER assessment, and are conducting research on its effectiveness in identifying gifted children with problems. We also are conducting research comparing the components of the assessment with other measures of abilities and personality in French children and studies of alternative means of scoring the Test for Creative Thinking—Drawing Production. We are comparing US data with data collected in France. From 2008 to 2012, Todd Lubart and I mentored a former doctoral student in completing and publishing a study of the DISCOVER assessment. It was published in 2012. In 2015, I began to serve on the Scientific Advisory Committee for a French Foundation to Promote Discussions and Programs for Gifted and Talented Students.

Ukraine. Beginning in 2009, I hosted a Fulbright Scholar who is a psychologist and mathematician. We attempted to develop a modification of the DISCOVER math assessment that could be used in both countries to assess creativity in math. However, with the unrest in the region, we have discontinued the project.

Turkey. In 2010, Ugur Sak, former UA doctoral student, invited me to participate in cooperative projects, including academic exchanges. To begin this cooperation, I presented seminars with other panelists at a conference sponsored by the Ministry of Education and hosted the first visiting doctoral scholar in 2012. I hosted another scholar in January and February of 2013 and two in the spring and summer of 2014. In 2015, I began a 5-year professional

development project with Dr. Sak and Anabilim school in Istanbul, a private school for gifted students. I visited classrooms and held discussions with teachers and administrators in preparation for workshops in 2016.

Chile. In 2010, Maria Paz Gomez, doctoral student, and I submitted proposals to funding agencies in Chile so that we could develop a Chilean version of DISCOVER as well as introduce the REAPS model there. The proposal to the government was not funded, but we submitted an invited proposal for development of a Chilean version of the DISCOVER Assessment to Fundación para la Formación del Talento Juvenil-Elsie Kúpfer de Wernli (FundacEK), Santiago, Chile, and it was funded in 2012. We conducted an assessment training in 2012 and 2014. In 2013, I served on a committee to develop competencies for special education teachers in Chile with educators from the US and Chile, sponsored by the Catholic University of Valparaiso. I also conducted a workshop on the REAPS model at the Catholic University of Valparaiso in 2012. In 2015, I worked closely with the FundacEK to validate the DISCOVER model in Chile, train an assessment trainer, and mentor the new trainer in teaching her first group of observers. I presented a workshop about REAPS to the Catholic University of Santiago. With FundacEK, I began making plans for the second phase of the assessment project, which is to develop new assessments for music, visual arts, and movement; and to teach FundacEK personnel and local teachers how to implement the REAPS model. In 2015, after workshops, visits, and discussions, I began working on a memorandum of agreement for a partnership with La Universidad de los Andes in Valdivia to implement the REAPS model in local schools.

Australia. In 2012, Scientist Bob Zimmerman and I worked with a faculty member from Monash University in Melbourne and the administrators of a special high school for gifted students to introduce the new REAPS model and develop a cooperative project. Later in 2012, we also conducted a workshop for elementary, middle, and high school teachers in Brisbane. In 2013, Randal Pease and I developed differentiated learning units based on the Australian National Curriculum and presented a pre-conference workshop and conference sessions to teach the differentiation principles. We also visited the North Sydney Demonstration School because of interest in implementing REAPS in cluster classrooms for gifted students. With the principal, we submitted a research proposal, and started pre-test data collection in July 2013. Bob Zimmerman and I then conducted a teacher professional development workshop in July 2013, and continued to mentor the teachers in developing and implementing the model. In 2014, post testing was conducted, and results sent to us to analyze. After the first two terms, the administrators, teachers, and parents decided to implement the model school-wide. We continue to mentor, visit, and conduct professional development as needed. We are continuing the research on its implementation, including 2 site visits in 2015. In 2014, I also began collaborating with faculty members at the Gifted Education Research and Resource Information Centre (GERRIC) at the University of New South Wales and local administrators (Department of Education and a school) to develop an Australian version of the DISCOVER assessment to identify aboriginal students who are gifted. In 2015, in addition to our work with the North Sydney Demonstration School, we conducted a REAPS workshop and questioning skills workshops with 40 teachers from the Catholic Education schools in Sydney.

Serbia. In 2013, I worked closely with the director of the Institute for Educational Research to develop a cooperative agreement between the UA College of Education and the Institute. I visited Serbia and presented seminars, and at the end of the visit, I had a fall and broke both wrists. The Director was replaced, so the project did not continue. However, I continue to serve on the editorial board for the journal and submit manuscripts when appropriate to the journal content and the Serbian context.

Saudi Arabia. In 2014, my research team was offered a contract from King Abdulaziz University, funded through the Ministry of Education, to review research and literature about curriculum for gifted students, develop a curriculum framework, create sample teaching units based on the framework, and recommend teacher professional development to implement new special schools for gifted students in each major region in the country. After completing the first phase of the curriculum project, we were offered another contract to design scientific programs, a framework, and a physical space for Centers for Creativity and Innovation that also would be built in each of the regions in the country. We completed these contracts in 2014; the next phase will be implementation, professional development, and evaluation of three pilot projects for each of these contracts. These projects were put on hold because of the unrest in the region and the appointment of new Ministers of Education. However, our research team hosted an Executive Committee Member for the projects and the Dean of the College of Education from King Abdulaziz University in 2015, and we were invited to submit two proposals for additional projects to the Public Education Evaluation Commission, which we completed in December 2015. We have not yet been told if they will be funded.

New Zealand. In 2014, I began working with a faculty member from Massey University in Wellington. I met with several groups of teachers, researchers, and university administrators to discuss cooperative research projects using the REAPS model. Two projects were developed: One led by teachers in the region who were interested in using the model with aboriginal students and one led by faculty and local scientists, in which high potential high school students will be mentored by graduate students and faculty at the university to design and implement agricultural research. I visited schools and presented a seminar at the university. In 2015, the teacher-led project was funded, so the REAPS team conducted a workshop for teachers from two high schools who will be implementing this project with Maori students in all science classes (School 1) and a group of gifted Maori students (School 2). We are working closely with the faculty member at Massey University to conduct research on the implementation of this project.

United Arab Emirates. In 2014, I began discussions with faculty members at the United Arab Emirates University in Al Ain City about the use of the DISCOVER assessment to identify twice-exceptional children. After many discussions, the Special Education Department submitted a proposal to begin developing a UAE version of the DISCOVER assessment; it was funded, and I provided the initial workshop for 5 faculty members from the Special Education Department in 2015. Co-Author and former student, Ketty Sarouhim, from the Lebanese American University in Beirut will return to observe and certify observers in 2016; we are planning a long-term partnership to develop an Arabic version that can be used in local schools.

Departmental Committees

Publicity	1998-1999
Promotion and Tenure	2000-2001
Special Education Research Support Committee	2001-2002
Special Education Faculty Evaluation Committee	2001-2002
Promotion and Tenure	1999-2003
Promotion and Tenure (Alternate)	2006
Human Subjects Protection Program Review Committee	2003-2005, 2007, 2008, 2009, 2010, 2011
Post Masters Committee for Special Education (Chair)	2004-2005, 2009
DPS Faculty Evaluation Committee	2013

College of Education Committees

Awards and Recognition Committee	2001-2004, 2010, 2011, 2012
Promotion and Tenure	2002-2003
Early Childhood Development and Learning Steering Committee	2003-2013
Early Childhood Graduate Program Community of Practice, a College-wide committee responsible for developing a master's program in early childhood education	2010-2011
Dean's Committee to Develop a Business Plan for an On-Campus ECE Center	2011-2013

University Committees

Graduate Committee	1990-2002
Institute for Children, Youth, and Families (ICYF) Advisory Board	1997-2001
Conflict of Interest Task Force	2002-2003
Early Childhood Initiative Task Force (for ICYF)	2001-2003

SELECTED PUBLICATIONS

Scholarly Books and Monographs

Maker, C. J. (1975). *Training teachers of the gifted and talented: A Comparison of models*. Reston, VA: Council for Exceptional Children.

Maker, C. J. (1977). *Providing programs for the gifted handicapped*. Reston, VA: Council for Exceptional Children.

- Whitmore, J.R., & Maker, C.J. (1985). *Intellectual giftedness in disabled persons*. Austin, TX: Pro-Ed.
- Maker, C.J. (Ed.) (1986). *Critical issues in gifted education: Vol. 1. Defensible programs for the gifted*. Austin, TX: Pro-Ed.
- Maker, C.J., & Schiever, S.W. (Eds.). (1989). *Critical issues in gifted education: Vol. 2. Defensible programs for cultural and ethnic minorities*. Austin, TX: Pro-Ed.
- Maker, C.J. (Ed.) (1993). *Critical issues in gifted education: Vol. 3. Programs for gifted students in regular classrooms*. Austin, TX: Pro-Ed.
- Maker, C.J. & King, M.A (1996). *Nurturing giftedness in young children*. Reston, VA: Council for Exceptional Children.
- Wallace, B., Maker, C. J., Cave, D., & Chandler, S. (2004). *Thinking skills and problem-solving: An inclusive approach*. London: David Fulton Publishers.
- Maker, C. J. (2005). *The DISCOVER Project: Improving Assessment and Curriculum for Diverse Gifted Learners*. Senior Scholars Series Monograph. Storrs, CT: National Research Center on the Gifted and Talented.
- Maker, C. J., Alhusaini, A. A., Zimmerman, R. H., Pease, R., Schiever, S. W., & Whitford, D. K. (2014). *Recommendations for Developing Curricula for Creativity and Innovation in Saudi Special Schools for Gifted Students: Report of Phase I*. Submitted to King Abdulaziz University and the Saudi Arabia Ministry of Education, Riyadh, Saudi Arabia.
- Maker, C. J., Alhusaini, A. A., Zimmerman, R. H., & Pease, R. (2014). *Recommendations for Developing Curricula for Creativity and Innovation in Saudi Special Schools for Gifted Students: Report of Phases II and III*. Submitted to King Abdulaziz University and the Saudi Arabia Ministry of Education, Riyadh, Saudi Arabia.
- Maker, C. J., Alhusaini, A. A., Zimmerman, R. H., & Pease, R. (2014). *Supporting the Research of Developing Centers for Creativity and Innovation in Saudi Arabia: Final Report*. Submitted to King Abdulaziz University and the Saudi Arabia Ministry of Education, Riyadh, Saudi Arabia.

Textbooks

- Maker, C.J. (1982). *Curriculum development for the gifted*. Austin, TX: Pro-Ed.
- Maker, C.J. (1982). *Teaching models in education of the gifted*. Austin, TX: Pro-Ed.
- Maker, C.J. & Nielson, A.B. (1995). *Teaching/Learning models in education of the gifted*. (2nd ed.). Austin, TX: Pro-Ed.
- Maker, C.J. & Nielson, A.B. (1996). *Curriculum development and teaching strategies for gifted learners*. (2nd ed.). Austin, TX: Pro-Ed.
- Maker, C.J. & Schiever, S.W. (2005). *Teaching/Learning models in education of the gifted*. (3rd ed.). Austin, TX: Pro-Ed.
- Maker, C. J. & Schiever, S. W. (2010). *Curriculum development and teaching strategies for gifted learners*. (3rd Ed.). Austin, TX: Pro-Ed.

Chapters in Textbooks, Scholarly Books, and Monographs

- Maker, C.J. (1981). Problem solving strategies: A general approach to remediation. In D.D. Smith (Ed.), *Teaching the learning disabled*. (132-166) Englewood Cliffs, NJ: Prentice-Hall.

- Maker, C.J., Morris, E., & James, J. (1981). The Eugene Field Project: A program for potentially gifted young children. In *Balancing the scale for the disadvantaged gifted*. (117-175) Los Angeles, CA: National/State Leadership Training Institute on the Gifted and the Talented.
- Udall, A.J., & Maker, C.J. (1983). A pilot program for elementary age, learning disabled gifted students. In L.H. Fox, L. Brody, & D. Tobin (Eds.), *Learning-disabled/gifted children: Identification and programming*. (85-120) Baltimore: University Park Press.
- Maker, C.J. (1988). Curricula and teaching strategies for intellectually gifted students. In *Leadership project in education of the gifted*. (30-60) West Lafayette, IN: Purdue University Press.
- Maker, C.J. (1989). Programs for gifted minority students: A synthesis of perspectives. In C.J. Maker & S.W. Schiever (Eds.), *Critical issues in gifted education: Vol. 2. Defensible programs for cultural and ethnic minorities* (293-309). Austin, TX: Pro-Ed.
- Maker, C.J. (1986). Education of the gifted. In B. Blatt & R.M. Morris (Eds.), *Special education: Research and trends*. (190-221) Pergamon Press.
- Maker, C.J. (1986). Defensible programs for the gifted: What are they? In C.J. Maker (Ed.), *Critical issues in gifted education: Vol. 1. Defensible programs for the gifted*. (293-309) Austin, TX: Pro-Ed.
- Maker, C.J. (1986). Integrating content with processes in the teaching of gifted students. In C.J. Maker (Ed.), *Critical issues in gifted education: Vol. 1. Defensible programs for the gifted*. (151-161) Austin, TX: Pro-Ed.
- Maker, C.J. (1987). The gifted child. In V. Koehler (Ed.), *Educator's handbook: Research into practice*. (420-456). New York: Longman, Inc.
- Maker, C.J. (1989). Programs for gifted minority students: A synthesis of perspectives. In C.J. Maker & S.W. Schiever (Eds.), *Critical issues in gifted education: Vol. 2. Defensible programs for cultural and ethnic minorities* (293-309). Austin, TX: Pro-Ed.
- Maker, C.J. (1989). Curriculum content for gifted students: Principles and practices. In R.M. Milgram (Ed.), *Teaching gifted and talented children in regular classrooms* (33-61). Springfield, IL: Charles C. Thomas.
- Schiever, S.W., & Maker, C.J. (1991). Enrichment and acceleration: An overview and new directions. In G. Davis & N. Colangelo (Eds.), *Handbook of gifted education*. (9-110) Boston: Allyn & Bacon.
- Maker, C.J. (1993). Gifted students in the regular classroom: What practices are defensible and feasible? In C.J. Maker (Ed.) *Critical issues in gifted education: Vol. 3. Programs for the gifted in regular classrooms* (413-434) Austin, TX: Pro-Ed.
- Schiever, S.W., & Maker, C.J. (1997). Enrichment and acceleration: An overview and new directions. In G. Davis & N. Colangelo (Eds.), *Handbook of gifted education*. (2nd Ed.). (113-125) Boston: Allyn & Bacon.
- Maker, C. J. (1997). Authentic assessment of problem solving and giftedness in secondary school students. In B. Torff (Ed.) *Multiple intelligences and assessment: A collection of articles* (133-151) Arlington Heights, IL: Skylight Training and Publishing, Inc.
- Maker, C. J., Nielson, A. B., & Rogers, J. A. (1997) Giftedness, diversity, and problem solving. In B. Torff (Ed.) *Multiple intelligences and assessment: A collection of articles* (111-131) Arlington Heights, IL: Skylight Training and Publishing, Inc.
- Schiever, S.W., & Maker, C.J. (2003). Enrichment and acceleration: An overview and new directions. In G. Davis & N. Colangelo (Eds.), *Handbook of gifted education*. (3rd Ed.). (113-125) Boston: Allyn & Bacon.

- Maker, C. J. (2003). Creativity, Problem Solving, Multiple Intelligences, and Diversity. In *Diversity Appreciation and Education*. (101-107). Belgrade, Serbia: Institute for Educational Research.
- Maker, C. J. (2004). Creativity and multiple intelligences: The DISCOVER project and research. In Lau, S., Hui, N.N. A., Ng, Y. C. G. *Creativity: When East Meets West*. (341-392) Singapore: World Scientific Publishing Co. Pte. Ltd.
- Sak, U. & Maker, C. J. (2005). Selecting resources in the education of the gifted. In J. Purcell (Ed.) *Guidelines for Developing and Enhancing Educational Programs and Services for Highly Capable Students*. Washington DC: National Association for Gifted Children.
- Maker, C. J. (2006). Creativity, intelligence, problem solving, and diversity. In B. Wallace & G. Eriksson (Eds.) *Diversity in gifted education: International perspectives on global issues*. (28-45). London: Routledge Falmer.
- Begay, H. & Maker, C. J. (2007). When geniuses fail...Na-Dine (Navajo) conception of giftedness. In Shane N. Phillipson & Maria McCann (Eds.) *Conceptions of Giftedness: Socio-Cultural perspectives*. (127-168). Lawrence Erlbaum Associates.
- Maker, C. J. (2007). Following your dreams: A personal narrative. In J. Maree (Ed.) *Building on life stories: A narrative approach to career development and counselling*. (232-234) Pretoria, South Africa: van Schaik Publishers.
- Wallace, B. & Maker, C. J. (2007). DISCOVER/TASC: An approach to teaching and learning that is inclusive yet maximises opportunities for differentiation according to pupils' needs. In L.V. Shavinina (Ed.) *The Handbook on Giftedness*. Springer Science.
- Maker, C. J. (2008). The DISCOVER assessment and curriculum development model. In J.S. Renzulli & S. Reis (Eds.) *Systems and models for developing programs for the gifted and talented*. (2nd Ed.). Creative Learning Press.
- Maker, C. J. & Sarouphim, K. (2009). In H. Gardner, J. Chen, & Moran, S. (Eds.) *Multiple intelligences around the world*. (329-341) San Francisco: CA, Jossey-Bass.
- Gomez-Arizaga, M. P. & Maker, C. J. (2010). In Nata, R. V. (Ed.) *Progress in education*. (Vol. 22, Chapter 9) Hauppauge, NY: Nova Science Publishers, Inc.
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- Maker, C.J., Rogers, J.A., Nielson, A.B., and Bauerle, P.A. (1996). Multiple intelligences, problem solving, and diversity in the general classroom. *Journal for the Education of the Gifted*. 19(4), 437-460.
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- Maker, C.J. (in press). Recognizing and developing spiritual abilities through real-life problem solving. *Gifted Education International*. (1-36)
- Alhusaini, A., Alamiri, F., & Maker, C.J. (in press). Adapting the REAPS model to develop students' creativity in Saudi Arabia: An exploratory study. *Annals of Psychology*.
- Alhusaini, A., & Maker, C.J. (in press). Creativity in students' writing of open-ended stories across ethnic, gender, and grade Groups: From third to fifth grades. *Gifted and Talented International*.
- Wu, I-C., Pease, R., & Maker, C.J. (in press). Students' perceptions of Real Engagement in Active Problem Solving. *Gifted and Talented International*.

Manuscripts in Preparation

- Alhusaini, A., & Maker, C.J. (in revision). The predictive validity of the DISCOVER assessment to identify general creativity in Diné children. (Manuscript submitted to the *Asia-Pacific Journal of Gifted and Talented Education*, December, 2013; the journal has been discontinued, so it is being revised to submit to *Gifted Education International* in 2016).
- Alhusaini, A., & Maker, C.J. (manuscript in preparation). *Who is gifted? The stability of scores on the DISCOVER assessment in Diné gifted children.*
- Alhusaini, A., & Maker, C.J. (manuscript in preparation). *Who is gifted? The stability of scores on the Raven's Progressive Matrices in Diné gifted children.*

Erdimez, O., & Maker, C. J. (manuscript in preparation) *The predictive validity of the DISCOVER performance-based assessment to identify the academic achievement of Diné students.*

Kuang, C., Maker, C.J., & Alhusaini, A. (manuscript in preparation). *The predictive validity of the DISCOVER spatial artistic assessment.*

Tan, S., & Maker, C.J. (manuscript in preparation). *The Predictive Validity of the Raven Progressive Matrices for Identifying Academic Achievement of Diné Children.*

Guyceter, S., & Maker, C.J. (in preparation). *Relationships between Spatial and Logical-Mathematical Abilities.*

Jo, S., Alhusaini, A., Alfaiz, F., & Maker, C.J. (in preparation). *Assessing Creative Problem Solving in Science.*

Electronic Publications

Lane, R. and Maker, C. J. (2008). PowerPoint Rebellion: One Professor's Pioneering Experimentation with Interactivity, available at <http://office.microsoft.com/en-us/powerpoint/HA102895071033.aspx> and <http://office.microsoft.com/en-us/help/FX100485361033.aspx?pid=CL100605171033>

SELECTED SCHOLARLY PRESENTATIONS

Keynote Addresses (International)

Problem Solving: The Core Curriculum for the New Millennium. Presented to the Conference on Creation and Success sponsored by the Beijing Institute of Education and the China Institute of Promoting Eminent Teachers Experience, Beijing, China, 2000.

Problem Solving: The Core Curriculum for the New Millennium. Presented to the Sixth Asia-Pacific Conference on Giftedness sponsored by the World Council on Gifted and Talented Students, Beijing, China, 2000.

DISCOVERing and Exploring: Key Concepts in Igniting Children's Potentials and Creativity. Presented to The 7th Asia-Pacific Federation of the World Council on the Gifted and Talented Conference, Bangkok, Thailand, August, 2002.

Research on the Development and Assessment of Multiple Intelligences. Presented to the International Conference on Pushing Forward The National Education and Improving Students' Quality, Beijing, China, August, 2002.

Assessing and Developing Problem Solving, Presented to the Chinese Association of Gifted Education and the National Taiwan University Special Education Center Fall Conference, Taipei, Taiwan, October, 2002.

Identification and Education of Preschool Gifted Children, Presented to the Chinese Association of Gifted Education and the National Taiwan University Special Education Center Fall Conference, Taipei, Taiwan, October, 2002.

Social and Emotional Characteristics of Gifted Students. Presented to the Educators of the Gifted Conference Sponsored by Taiwan Normal University, Taipei, Taiwan, April, 2003.

The Predictive Validity of the DISCOVER Performance-Based Assessment, Presented to the 15th Biennial World Conference of the World Council for Gifted and Talented Students, Adelaide, Australia, August, 2003.

DISCOVERing and Exploring Around the World, Presented to the 3rd Annual Conference of DISCOVER in China, Beijing, China, May, 2004.

Developing Problem Solving and Creativity in Multiple Domains, Presented to the Hong Kong Innovative Education Conference, Hong Kong, SAR, May, 2004.

Problem Solving Across the Full Range of Human Abilities, Presented to the Annual Conference of the National Association for Able Children in Education, Crewe, England, July, 2004.

Recognizing, Identifying, and Teaching Gifted/Talented Students, Presented to the Thailand Ministry of Education Conference on Teaching Gifted Children, Bangkok, Thailand, April, 2005.

Identifying and Developing Creative Problem Solving in Science and Math, Presented to Mahidol Witayanusorn National School for Gifted Students in Science and Math, Bangkok, Thailand, May, 2005.

The DISCOVER Problem Continuum: Research and Implementation, Presented to the 4th Annual Conference of DISCOVER in China, Beijing, China, July, 2005.

Research and Application of the DISCOVER Problem Continuum, Presented to the National Taiwan Normal University Conference on Teaching Gifted Children, Taipei, Taiwan, July, 2005.

Integrating Creativity and Intelligence through Problem Solving: New Research and Innovative Practices, Presented to the Asia Pacific Federation of the World Council on the Gifted and Talented, Taipei, Taiwan, August, 2006. [Paper published in conference proceedings in Mandarin and English]

New Research and Innovative Practices at The University of Arizona: Creativity, Intelligence, and Problem Solving, Presented to the 2006 Korean International Symposium on Giftedness and Innovation, Seoul, Korea, October 2006. [Paper published in conference proceedings in Korean and English]

DISCOVERing Creativity, Multiple Intelligences, and Problem Solving: Research, Practices, and New Directions. Keynote speech presented to the International Centre for Innovation in Education (ICIE), Jerusalem, Israel, July, 2012.

How do we find and nurture talented children with the greatest potential to change their worlds? Keynote speech presented to the Asia Pacific Federation of the World Council on Gifted and Talented Students, Dubai, United Arab Emirates, July, 2012.

Building on Personal Interests and Abilities: Why and How? Keynote speech presented to the Queensland Gifted and Talented Education Conference, Brisbane, Australia, March, 2013.

DISCOVERing Creativity, Multiple Intelligences, and Problem Solving: Research, Practices, and New Directions. Keynote speech presented to the Northern Sydney Region GATE Conference 2013, Sydney, Australia, July, 2013.

Real Engagement in Active Problem Solving (REAPS): Practical Ideas and Research Results. Keynote speech presented to the World Conference on Gifted and Talented Students, Louisville, KY, August, 2013.

Early Identification and Programming for Gifted Children: Research on the DISCOVER Model. Keynote speech to be presented at the International Research Association for Talent Development and Excellence, Antalya, Turkey, September, 2013. [Unfortunately, I was unable to present this speech because of my accident in Belgrade, Serbia. I was in the hospital.]

A Curriculum for Gifted Learners - What Teachers Can Do. Annual Hotong Lecture on Gifted Education sponsored by the Hong Kong Academy for Gifted Education, Hong Kong, SAR, January, 2014.

Real Engagement in Active Problem Solving (REAPS): Practical Ideas and Research Results. Public Lecture presented to the School of Education community at the University of New South Wales, Sydney, Australia, July, 2014.

Prism of Learning. Keynote speech presented to the 4th National Special Education Conference sponsored by the Research and Development Institute for Special Education at Srinakharinwirot University, Bangkok, Thailand, July, 2014.

Real Engagement in Active Problem Solving (REAPS): Practical Ideas and Research Results. Keynote address presented to the Professional Association for Gifted Education (giftEDnz) 2014 Ignited Conference, Nelson, New Zealand, November, 2014.

Curriculum and Teaching Strategies for Gifted Students. Keynote address presented to the Association for Gifted and Talented Students, Kayseri, Turkey, May, 2015.

Discovering the Strengths, Talents, and Interests of Students from all Cultures: Innovative Methods for Assessment. Keynote Address presented to the University of New South Wales conference on Diversity in Programs for Gifted Students. Sydney, New South Wales, Australia, February, 2015.

Talent Development: Abilities, Motivation, and Opportunities. Inauguration speech presented to the faculty, parents, and students in Alta-Uach, a program for talented students at La Universidad Austral de Chile, Valdivia, Chile, March, 2015.

Keynote Addresses (National, Regional, and State)

Problem Solving: The Core Curriculum for the New Millennium. Presented to the Seventh National Conference on Gifted and Talented Education for Native People, Hilo, HI, 2000.

Giftedness, Diversity, and Problem Solving. Presented to the Idaho and Northwest Regional Conference on Gifted Students Education, Boise, ID, 2000.

Problem Solving: The Core Curriculum for the New Millennium. Presented to the Annual Conference of the Arizona Association for Gifted and Talented Students, Phoenix, AZ, 2000.

Curriculum for Gifted Rural Students. Presented to The Wallace Family National Conference on Gifted Education in Rural Schools, The University of Iowa, Iowa City, IA, May, 2001.

DISCOVER Projects: Problem Solving with a Global Perspective. Presented to the University of Central Florida Diversity Week, Orlando FL, November, 2001.

Multiple Intelligences, Problem Solving, and Diversity. Presented to the Training of Trainers Workshop sponsored by Northern Arizona University: Embracing Diversity, Yuma, AZ, May, 2002.

Problem Solving: The Core Curriculum for the New Millennium. Presented to the 16th Annual Educators Conference on Gifted Education, Morristown, NJ, October, 2002.

The DISCOVER Project: Improving Assessment and Curriculum for Diverse Gifted Learners: Senior Scholars Keynote. Presented to the National Association for Gifted Children Convention, Salt Lake City, UT, November, 2004.

Developing and Assessing Creative Problem Solving: Research on the DISCOVER Assessment and Curriculum Models. Keynote address presented to the E. Paul Torrance Center for Creativity Lecture Series. Athens, Georgia, March, 2008.

Integrating Creativity and Intelligence through Problem Solving: The DISCOVER Project. Keynote address presented to the Georgia Association for Gifted Children Conference, Atlanta, Georgia, March, 2008.

The Real Engagement in Active Problem Solving (REAPS) Model: Practical Ideas and Results of Research on a New Teaching Model. Spotlight Speech presented to the Arizona Association for Gifted Children Conference, Phoenix, Arizona, February, 2015.

Invited Seminars, Workshops, and Speeches (International)

Multiple Intelligences and DISCOVER: Invited Seminar presented to parents and teachers at Niños Brillantes School, Juarez, Mexico, 1999.

Developing Creativity: The DISCOVER Experience. Invited Seminar presented to the Third China - U.S. Conference on Education, Phoenix, AZ, 1999.

Research and Practice in the DISCOVER Project. Seminar presented to Arabian Gulf University, Manama, Bahrain, 1999.

Assessing Problem Solving: The DISCOVER Model. Presented to the Sixth Asia-Pacific Conference on Giftedness, Beijing, China, 2000.

Developing Problem Solving: The DISCOVER Model. Presented to the Sixth Asia-Pacific Conference on Giftedness, Beijing, China, 2000.

The DISCOVER Performance-Based Assessment: Theory, Research, and Practice. Seminar sponsored by the Laboratoire Cognition et Développement, Université de Paris 5, Paris, France, 2001.

Assessment of Problem Solving in Multiple Intelligences. Seminar sponsored by the Hong Kong Institute of Education, Hong Kong, SAR, 2004.

Education and Giftedness: The Need for Appropriate Options. Seminar sponsored by the Hong Kong Institute of Education, Hong Kong, SAR, 2004.

Research on Intelligence: Future Directions and Extensions. Seminar sponsored by the Hong Kong Institute of Education, Hong Kong, SAR, 2004.

Teaching Problem Solving to Secondary Students. Seminar presented to the National Association for Able Children in Education, Crewe, England, 2004.

Key Issues in Identifying and Planning Programs for Gifted Children. Seminar presented to the Ministry of Education and Faculty of Srinakharinwirot University, Bangkok, Thailand, May, 2005.

The Effects of Teaching Practices on the Development of Creativity in Elementary School Children, Special Symposium Chaired by Todd I. Lubart (University of Paris), Presented at the International Conference on Creativity: A Multifaceted View, Moscow, Russia, September, 2005.

New Definitions of Intelligence, Creativity, and Problem Solving. Seminar presented to the International Conference on Creativity: A Multifaceted View, Moscow, Russia, September, 2005.

Cultivating Multiple Talents and Problem Solving Ability in Young Children. Preconference Seminar presented to the Asia Pacific Federation of the World Council on the Gifted and Talented, Taipei, Taiwan, August, 2006.

Developing Opportunities for Learners to demonstrate their Strengths across the Spectrum of Human Abilities: Differentiating across 6 Types of Problem-solving. Preconference Workshop presented to the World Council on Gifted and Talented Students Conference, Warwick, England, August, 2007.

Recent Research on the DISCOVER Assessment and Curriculum Model. Invitational speech presented to the Beijing Institute of Education MI Project Group, Beijing, China, May, 2010.

Problem Solving and the DISCOVER Problem Continuum. Invitational speech presented to the Beijing Institute of Education Research Group, Beijing, China, May, 2010.

The DISCOVER Problem Solving Continuum: Recent Research in the USA and Practices in China. Invited chair of a session of Chinese practitioners and researchers using the problem continuum, presented at the 2010 World Symposium on Multiple Intelligences, Beijing, China, May, 2010.

Best Practices in Education of the Gifted in the USA. Invitational panel presentation with Dr. Joseph Renzulli and Dr. Sally Reis to the International Symposium on Gifted Education sponsored by the Turkish Ministry of Education, Istanbul, Turkey, September, 2010.

Educational Models for Teaching Gifted Students: Research and Practice. Invitational panel presentation with Dr. Joseph Renzulli, Dr. Sally Reis, Dr. Ugur Sak, and Dr. Mesook Kim to the International Symposium on Gifted Education sponsored by the Turkish Ministry of Education, Istanbul, Turkey, September, 2010.

Resolviendo problemas del mundo real: el modelo pedagógico REAPS [Solving Real Life Problems: the REAPS model]. Invitational web-based speech presented with Robert Zimmerman and Maria Paz Gomez to the 3rd Seminar in Gifted Education and Talent Development, sponsored by the Research Center in Gifted and Talent Education, Universidad Católica del Norte, Antofagasta, Chile, November, 2010.

How do we find and nurture talented children with the greatest potential to change their worlds? Invited symposium presented with Ali Al-Jasim, Abdunnasser Alhusaini, and Faisal Alamiri to the Asia Pacific Federation of the World Council on Gifted and Talented Students, Dubai, United Arab Emirates, July, 2012.

Differentiating Curricula for Gifted Students based on the Australian Curriculum. Pre-conference workshop presented to the Queensland Gifted and Talented Education Conference, Brisbane, Australia, March, 2013.

Differentiating Curricula for Gifted Students based on the Australian Curriculum: Master Classes. Invitational workshops presented to the Queensland Gifted and Talented Education Conference, Brisbane, Australia, March, 2013.

Real Engagement in Active Problem Solving (REAPS): An Exciting New Model for Teaching Gifted Children in Varied Settings. Invitational workshop presented at the Northern Sydney Region GATE Conference 2013, July, 2013.

DISCOVERing Creativity, Multiple Intelligences, and Problem Solving: Research to Practice. Invitational workshop presented at the Northern Sydney Region GATE Conference 2013, July, 2013.

Differentiating Learning for Gifted and Talented Students. Invitational video conferences presented for the Northern Sydney Region GATE Conference 2013, July, 2013.

Developing Differentiated Learning Units. Post-conference teacher workshop and pre-service teacher workshop presented for the Northern Sydney Region GATE Conference 2013, July, 2013.

Developing Creativity: Research on the Real Engagement in Active Problem Solving Model. Seminar presented for the Institute of Educational Research in Serbia, Belgrade, Serbia, September, 2013.

Engaging Students in Real Problem Solving: A Hands-On Workshop. Pre-Conference workshop presented with Randal Pease and Abdunnasser Alhusaini to the World Conference on Gifted and Talented Students, Louisville, KY, August, 2013.

Igniting and developing (gifted) students' creativity through active problem solving in regular classrooms. Workshop presented to primary teachers for the Hong Kong Academy of Gifted Education, Hong Kong, SAR, January, 2014.

Curriculum design for gifted learners in secondary schools. Workshop presented to secondary teachers for the Hong Kong Academy of Gifted Education, Hong Kong, SAR, January, 2014.

Engaging Students in Real Problem Solving: A Hands-On Workshop. Presented for the Gifted Education Research and Resource Information Centre (GERRIC) at the University of New South Wales. Sydney, Australia, July, 2014.

Real Engagement in Active Problem Solving: Research and Practice. Seminar presented to the Massey University faculty and local teacher network, Palmerston North, New Zealand, November, 2014.

Curriculum Differentiation: The Maker Model. Seminar presented to the Professional Association for Gifted Education (giftEDnz) 2014 Ignited Conference, Nelson, New Zealand, November, 2014.

Questioning Techniques: Focus on Hilda Taba Teaching Strategies. Workshops presented with Randal Pease to teachers from North Sydney Demonstration School, North Sydney Girls' School, and Teachers of the Gifted from Catholic Education Schools. Sydney, Australia, February, 2015.

The Real Engagement in Active Problem Solving (REAPS) Model: Practical Strategies and Research Results. Presented to Universidad de los Andes, Santiago, Chile, March, 2015.

Cultivating Abilities and Talents in Gifted Students: The REAPS Model. Workshop presented to the faculty of Alta-UACH, a program for talented students at La Universidad Austral de Chile, Valdivia, Chile, March, 2015.

Invited Seminars, Workshops, and Speeches (National, Regional, and State)

Principles of Teaching the Gifted for General Teacher Training. Special Session (with L.M. Cohen, J. Van Tassel-Baska, S.N. Kaplan, J.H. Borland, D. Ambrose, C. Tolson) presented to the 46th Annual Convention of the National Association for Gifted Children, Albuquerque, NM, 1999.

Connecting Disciplines through Curriculum. Invited Seminar presented to the 1999 Summer Institute on Gifted Children sponsored by the University of North Carolina at Charlotte, Charlotte, NC, 1999.

DISCOVER Assessment: Research and Practice. Invited speech/seminar presented to the Arizona State Task Force on Identification of Gifted Students, Phoenix, AZ, 1999.

Talent Development and Problem Solving. Invited Seminar/Workshop presented to the Charlotte Mecklenburg and Gaston County Talent Development Program, Charlotte, NC, 1999.

Curriculum Development and teaching Strategies for Gifted Learners. Seminar presented to the East Baton Rouge Parish School District, Baton Rouge, LA, 1999.

Multiple Intelligences and Problem Solving in High School Classrooms. Presented to the Dean's Forum for the Advancement of Knowledge and Practice in Education, Casa Grande, AZ, 1999.

Assessing Problem Solving: The DISCOVER Model. Presented to the Seventh National Conference on Gifted and Talented Education for Native People, Hilo, HI, 2000.

Developing Problem Solving: The DISCOVER Model. Presented to the Seventh National Conference on Gifted and Talented Education for Native People, Hilo, HI, 2000.

Recognizing and Caring for Special (Gifted) Children. Presented to the Inter Tribal Council of Arizona, Inc. Conference "Weaving Generations Together", Phoenix, AZ, 2000.

Problem Solving, Multiple Intelligences, and the Core Curriculum. Presented to the Alaska State Literacy Conference, Juneau, AK, 2000.

Differentiating Curricula for Social Studies, Math and Science, and English/Language Arts. Three seminars presented to The Alaska State Literacy Conference, Juneau, AK, 2000.

Access to Programs for Gifted Students from Linguistically Diverse Backgrounds. Presented to Conference on Access To a Quality Education sponsored by the Southern Division of the Office for Civil Rights and the U.S. Department of Education-funded Equity Assistance Centers, New Orleans, LA, 2000.

Invited Presentation, (with U. Sak) Identifying and Serving English Language Learners, Presented to the 29th Annual Conference of the Arizona Association for Gifted and Talented, Phoenix, AZ, February, 2003.

Invited Presentation, (with U. Anuruthwong) Discovering and Exploring: Ways Parents and Teachers Can Help Children Develop Their Gifts and Talents Naturally, Presented to the 29th Annual Conference of the Arizona Association for Gifted and Talented, Phoenix, AZ, February, 2003.

The DISCOVER Assessment: Theory, Research, and Practice, Presented to the 35th Annual Conference of the National Association for Gifted Children, Louisville, Kentucky, November, 2005.

The Great Debate: Traditional or Non-Traditional Identification Tools, Presented (with J. Naglieri, S. Cohn, & R. Olenchak) to the Arizona Association for Gifted and Talented Students, Phoenix, Arizona, February, 2005.

The DISCOVER Assessment: Research and Implementation (with U. Sak), Presented to the Arizona Association for Gifted and Talented Students, Phoenix, Arizona, February, 2005.

Developing Problem Solving: The DISCOVER Curriculum Model. Invitational workshop presented to the Georgia Association for Gifted Children Conference, Atlanta, Georgia, March, 2008.

Research on the DISCOVER Performance-Based Assessment: Reliability, Concurrent Validity, and Predictive Validity. Presented (with Sema Tan, Abdunnasser Alhusaini, Randal Pease, and Robert Zimmerman) to the Native American Institute, Identifying and Serving Gifted and Talented Native American Students: Future Directions for Research, Partnerships, and Practices at the 63rd Annual Convention of the National Association for Gifted Children, Phoenix, Arizona, November, 2015.

Engaging American Indian Students in University Research Laboratories and Solving Local Community Problems. Presented (with Robert Zimmerman and Randal Pease) to the Native American Institute, Identifying and Serving Gifted and Talented Native American Students: Future Directions for Research, Partnerships, and Practices at the 63rd Annual Convention of the National Association for Gifted Children, Phoenix, Arizona, November, 2015.

Submitted/Refereed Presentations (International)

DISCOVER: Project Results 1993-1998. Seminar (with K. Sarouphim, A. Lori, A. Kassymov) presented to the 13th World Conference on Gifted and Talented Students, Istanbul, Turkey, 1999.

Assessing Problem Solving: The DISCOVER Model. Seminar (with Drs. Ketty Sarouphim and Quitluahac Gonzales) Presented to the 14th Annual World Conference of the World Council for Gifted and Talented Children, Barcelona, Spain, August, 2001.

(With U. Anuruthwong) A Prism of Learning: Illuminating Children's Abilities from Inside, Presented to the 15th Biennial World Conference of the World Council for Gifted and Talented Students, Adelaide, Australia, August, 2003.

(With U. Sak) Assessing and Cultivating Children's Convergent and Divergent Thinking, Presented to the 15th Biennial World Conference of the World Council for Gifted and Talented Students, Adelaide, Australia, August, 2003.

(With U. Sak) The Development of Children's Creative Thinking in Math, Presented to the 15th Biennial World Conference of the World Council for Gifted and Talented Students, Adelaide, Australia, August, 2003.

- Curricula and Teaching Strategies for Developing Creative Problem Solving, A Symposium Presented to the 16th Biennial World Conference of the World Council on Gifted and Talented Children, New Orleans, Louisiana, August, 2005.
- A Performance Based Assessment of Giftedness: Research on Validity, A Symposium Presented to the 16th Biennial World Conference of the World Council on Gifted and Talented Children, New Orleans, Louisiana, August, 2005.
- Development of Creativity in Children: Research and Practice. Presented (with Son Mi Jo) to the International Creativity Conference, Colloque CREA Universite 2006, Paris, France, July, 2006.
- Exploring Children's Creativity through Storytelling. Presented (with Ching Chen Kuang) to the Asia Pacific Federation of the World Council on the Gifted and Talented, Taipei, Taiwan, August, 2006.
- Predictive Validity of the DISCOVER Spatial Artistic Assessment. Presented (with Ching Chen Kuang) to the Asia Pacific Federation of the World Council on the Gifted and Talented, Taipei, Taiwan, August, 2006.
- Development of Creativity: The Influence of Traditional and Non-Traditional Pedagogy. Seminar presented with Omar Muammar to the World Council on Gifted and Talented Students Conference, Warwick, England, August, 2007.
- The Domain Specificity/Generality of Creativity. Seminar presented with Ahmed Mohamed to the World Council on Gifted and Talented Students Conference, Warwick, England, August, 2007.
- Integrating Problem Based Learning, DISCOVER, TASC, and the Hilda Taba Teaching Strategies to Develop Creative Problem Solving. Seminar presented with Dr. Bob Zimmerman to CREATE 08, Paul Torrance Creativity Center Conference on Creativity, San Luis, Costa Rica, January, 2008.
- Ethnic and Gender Differences in the Use of DISCOVER: A Multi-Cultural Analysis. Seminar presented with Dr. Ketty Sarouphim to the American Educational Research Association, San Diego, CA, April, 2009.
- Adopting the REAPS Model for Developing Students' Creativity in Saudi Arabia: Exploratory Study. Presented with Abdunnasser Alhusaini and Faisal Alamiri to the Asia Pacific Federation of the World Council on Gifted and Talented Students, Dubai, United Arab Emirates, July, 2012.
- Real Engagement in Active Problem Solving (REAPS): Conceptual Basis, Research on Effectiveness, and Research on New Methods for Student Assessment. Accepted for presentation, with Sema Tan and Omer Erdimez at the International Research Association for Talent Development and Excellence, Antalya, Turkey, September, 2013. [Unfortunately, I was unable to present at this symposium because of my accident in Belgrade, Serbia. I was in the hospital. However, my two students presented the symposium.]
- Creativity and Specific Domains: Research on Verbal, Mathematical, and Scientific Creativity. Symposium presented with Abdulkadir Bahar and Sonmi Jo to the World Conference on Gifted and Talented Students, Louisville, KY, August, 2013.
- DISCOVER: A Performance Assessment to Identify Talents of Culturally and Linguistically Diverse (CLD) Students. Presented to the Special Interest Group on the Gifted at the 60th Annual International Literacy Association Convention, St. Louis, Missouri, July, 2015.
- Global Partnerships to Create Evidence-Based Curricula and Programs for Gifted Students in Saudi Arabia and Chile: Research Results and Practical Recommendations. Symposium presented with Faisal Alamiri (Saudi Arabia) and Cecelia Jara (Chile) to the 21st Biennial Conference of the World Council on Gifted and Talented Students, Odense, Denmark, August, 2015.
- Global Partnerships to Adapt and Validate the DISCOVER Performance-Based Assessment of Creative Problem Solving in Thailand and Chile: Research Results and International Procedures. Symposium presented with

Usanee Anuruthwong (Thailand) and Cecelia Jara (Chile) to the 21st Biennial Conference of the World Council on Gifted and Talented Students, Odense, Denmark, August, 2015.

Submitted/Refereed Presentations (National, Regional, and State)

DISCOVER Curriculum Modifications for Gifted Learners. Presented (with Randal Pease) to the 46th Annual Convention of the National Association for Gifted Children, Albuquerque, NM, 1999.

The DISCOVER Curriculum Model: Problem Solving as the Core Curriculum. Presented to the 47th Annual Convention of the National Association for Gifted Children, Atlanta, GA, 2000.

DISCOVER: A Performance-Based Assessment of Problem Solving. Presented to the 47th Annual Convention of the National Association for Gifted Children, Atlanta, GA, 2000.

Developing Problem Solving: The DISCOVER Model. Presented (with Sharon Shrout) to the 48th Annual Convention of The National Association for Gifted Children, Cincinnati, OH, November, 2001

Assessing Strengths and Gifts in Multiple Intelligences and Problem Solving: The DISCOVER Model. Demonstration session presented to the 31st Annual International Bilingual/Multicultural Education Conference (NABE), Philadelphia, PA, February 2002.

DISCOVER Assessment in STEM. Presented (with Sonmi Jo and Robert Zimmerman) to the 63rd Annual Convention of the National Association for Gifted Children, Phoenix, Arizona, November, 2015.

GRANTS AND CONTRACTS

Programs for Gifted Handicapped	1975-1977
Maker PI, \$3500 awarded by The Council for Exceptional Children (A Professional Association)	
An Inventory of Coping Strategies of Successful Handicapped Scientists	1977-1978
Maker PI, [90%] with Project Director [10%] from AAAS, \$32,697 awarded by the Bureau of Education for the Handicapped, USDE	
Preparation of Educators of the Gifted: An Emphasis on Special Populations	1981-1982
Maker PI, \$54,223, awarded by the Office of the Gifted and Talented, USDE	
Project DISCOVER I: Discovering Intellectual Skills and Capabilities while Providing Opportunities for Varied Ethnic Responses	1987-1989
Maker PI, \$116,787, awarded by the Office of Bilingual Education and Minority Languages Affairs, USDE	
Project DISCOVER III	1993-1996
Maker PI, [50%], \$863,069, awarded by the Jacob K. Javits Gifted and Talented Education Program, USDE	
Project DISCOVER IV	1993-1996
Maker PI, [30%], \$435,175, awarded by the Office of Bilingual Education and Minority Languages Affairs, USDE	
Shonto Preparatory School DISCOVER	1996-2000
Maker, [20%], 408,000, awarded by Shonto Preparatory School, Navajo Nation	

- Project DISCOVER V** **1997-2000**
 Maker, [50%], \$843,000 awarded by the Jacob K. Javits Gifted and Talented Education Program, USDE
- Korean Teachers Institute** **2004, 2005**
 Maker [4%], \$112,791 awarded by the Seoul National Metropolitan Office Of Education, Seoul, Korea
- Staff Development for Tuba City Teachers: Implementing Problem Based Learning in the Classroom** **2008**
 Maker [10%], \$28,000 awarded by the Arizona Governor's Office through the Tuba City Unified School District.
- Preparing Special Education Faculty for Universities and Colleges** **2008-2013**
 Maker [40%], \$199,807 awarded by the U.S. Department of Education
- Developing a Chilean Version of the DISCOVER Assessment** **2012-Completion**
 Maker is PI and Maria Paz Gomez-Arizaga is Co-PI on a contract funded by FundacEK, a private foundation, in which expenses and fees are paid on a continuing basis until the two phases of the project are completed.
- Real Engagement in Active Problem Solving (REAPS): Differentiation for Diverse Learners in Regular Classrooms** **2013-Completion**
 The North Sydney Demonstration School is funding this project on an as-needed basis. In New South Wales, 80% of the funding of schools is distributed directly to the schools, and they are expected to fund their own research.
- Cultivating Diverse Talent in Science, Technology, Engineering, and Mathematics (STEM)** **2103-2016**
 Maker, Co-PI [22%], \$1,499,145 awarded by the National Science Foundation.
- Developing Curricula for Creativity and Innovation in Saudi Special Schools for Gifted Students** **2014**
 Maker, PI, \$160,000, Awarded by the Ministry of Education in Saudi Arabia, Riyadh, Saudi Arabia, administered by the College of Education, King Abdulaziz University, Riyadh, SA. Maker and a team of researchers, practitioners, and graduate students reviewed research on curriculum for gifted students, made recommendations based on a synthesis of this literature and research, developed a framework for the curriculum, created sample units based on the framework, made recommendations for staff professional development, and administrative provisions for special schools for gifted students.
- Supporting the Research of Developing Centers for Creativity and Innovation in Saudi Arabia** **2014**
 Maker, PI, \$94,164, Awarded by the Ministry of Education in Saudi Arabia, Riyadh, Saudi Arabia, administered by the College of Education, King Abdulaziz University, Riyadh, SA. Maker and a team of researchers, practitioners, and graduate students created a theoretical framework, scientific programs, architectural plans, sample problem solving activities, professional development plans, administrative recommendations, and recommended materials for innovative centers for creativity and innovation that will be constructed in each of the 13 regions in Saudi Arabia.
- ANABILIM Institute: Empowering Teachers' Capacities for Teaching Gifted Students** **2014-2019**
 Maker, PI, \$5000 per year plus expenses for two trainers, Awarded by Anabilim School, Istanbul, Turkey.