

Carol Lynne Tieso

1. Personal Information

Office

Jones 311
P. O. Box 8795
Williamsburg, VA 23187-8795
757.221.2461

2. Associate Professor Curriculum and Instruction Gifted Education

3. Education

Ph.D. June 2000
Educational Psychology with Gifted and Talented
University of Connecticut
Dissertation: The Effects of Grouping and Curricular Practices on
Intermediate Students' Math Achievement

M.A. July 1994
History: International Relations
California State University, Stanislaus

Certification June 1980
Secondary Social Science with Government
University of California, Davis

B.A. June 1979
Political Science
University of California, Berkeley

4. Academic Positions

Assistant/Associate Professor, The College of William and Mary (2005-Present)

Teach graduate courses; provide service to the university, local and state community, and national organizations; make scholarly contributions to gifted and talented education through related research.

Assistant Professor, The University of Alabama (2000-2005)

Taught graduate courses; provide service to the university, local and state community, and national organizations; make scholarly contributions to gifted and talented education through related research.

Director, Summer Enrichment Workshop, The University of Alabama (2001-2005)

Served as director of the summer enrichment program that serves Tuscaloosa-area gifted and talented students in grades K-8.

Graduate Research Assistant, University of Connecticut, National Research Center on the Gifted and Talented (1997-2000)

Worked as a graduate research assistant involved in a national study of professional development practices in gifted education. Served as liaison to school districts, collected, entered, and analyzed data, contributed to practitioner publications.

5. Honors, Prizes, and Awards

Tieso, C. L. (2008). *Class of 1964 Distinguished Associate Professor of Education*.

Tieso, C. L. (2007). *Early Leader Award*. National Association for Gifted Children.

Tieso, C. L., & McCoach, D. B. (2004). Do LD, GT, and GLD Students Differ in Affective and Personality Characteristics? National Association for Gifted Children, Hollingworth Award, \$2,500.

Dean's Superior Merit (2001, 2002, 2004)

Dean's Merit (2003)

2005: Named to *Who's Who Among American Women*

2003: Named to *Who's Who Among American Women*

2003: Named to *Who's Who in American Education*

Offices in Professional Societies

American Educational Research Association, Special Interest Group (SIG): Research on Giftedness and Talent

Program Chair (2006-2008)

Member at Large, Executive Committee (2004-2006)

Chair, Committee on Membership (2004-2006)

Proposal Reviewer (2002-Present)

Chair, Paper Session (2008), Collaboration, Pedagogy, Grouping, and Achievement

Chair, Paper Session (2006), Social Processes in Gifted Education

Chair, Paper Session (2005), Identification Processes and Issues in Gifted Education

National Association for Gifted Children

Division Member, Board of Directors (2007-2009)

Elections Committee, Board Member (2007-2009)

Research and Evaluation Division: Newsletter Editor (2001-2007)

Research and Evaluation Division: Proposal Reviewer (2001-Present)

Chair, Graduate Student Committee (2002-2007)

Invited Participant, National Leadership Conference on Low-Income Promising Learners (2006)

Invited Participant, Gifted Education: Defining the Field (2004-2006)

Invited Participant, Parallel Curriculum Model: Training the Trainers (2002-2003)

Invited Speaker, Parent Meeting, Colorado Association for Gifted Children (2002)

Virginia Association for the Gifted

Executive Board (2006-2010)

Service on Review Boards

Gifted Child Quarterly

Editorial Review Panel (2007-Present)

Manuscript Reviewer (2006-Present)

Journal of Advanced Academics

Editorial Review Board (2007-Present)

Manuscript Reviewer (2006-Present)

Roeper Review

Manuscript Reviewer (2006-Present)

Journal of Secondary Gifted Education

Invited Manuscript Reviewer, Special Issue: New Voices in Gifted and Creative Education (2005)

Journal of Creative Behavior

Manuscript Reviewer (2003)

National Research Center on the Gifted and Talented

Manuscript Reviewer (2000-2005)

University of Connecticut

Editor, *Confratute Times* newsletter (1996)

6. Courses Taught

College of William and Mary (2005-Present)

CRIN 592: Creativity and Innovation in Education

CRIN G60: Thesis

CRIN G80: Psychology and Education of Gifted

CRIN G82: Social and Emotional Development and Guidance of the Gifted Learner

CRIN G84: Practicum in Gifted Education

EPPL 612: Curriculum and Instruction for Gifted Learners

EPPL 650: Development Perspectives in Gifted Education

EPPL 670: Gifted Program Planning, Development, and Evaluation

University of Alabama (2000-2005)

SPE 581: Psychology of Gifted and Talented Children and Youth

SPE 582: Teaching the Gifted and Talented

SPE 584: Special Populations in Gifted Education

SPE 585: Teaching Thinking Skills

SPE 589: Internship in Gifted and Talented

SPE 602: Seminar: Research Design in Special Education

SPE 609: Practicum in Special Education: Gifted and Talented

SPE 612: Coordination and Articulation of Programs for the Gifted and Talented

SPE 681: Current Issues in Gifted Education

SPE 682: Advanced Curriculum Workshop in Gifted Education

University of Alabama: International Programs (Winter 2001)

SPE 582: Teaching the Gifted and Talented, in Guayaquil, Ecuador.

University of Connecticut (1997-2000)

EGEN 295: Honors Seminar for Undergraduate Education Majors

EPSY 341: Principles and Methods of Educational Research

EPSY 366: Teaching Thinking Skills

7. Fellowships and Grants

Funded

Tieso, C. L., Stoddard, J., & Chandler, K. (under review). Project *Civis*, a research-based social studies intervention for middle school students. *Jacob Javits Gifted and Talented Program* (\$450,000).

VanTassel-Baska, J., Bracken, B., & Tieso, C. L. (under review). *Using The William and Mary Language Arts Curriculum to aid struggling middle school readers*, \$1.99m.

Tieso, C. L. (2005). *Project Promise: An evaluation proposal*. Center for Gifted Education, The College of William and Mary, Virginia Department of Education (\$32,000).

Unfunded

Rose, V. C., Tieso, C. L., Davis, J. L., Dolph, K., & Lycan, A. (2007). A Retrospective Study of Summer Enrichment Program Participants. The Institute for Research and Policy on Acceleration (IRPA). The Belin-Blank Center, The University of Iowa (\$22,865).

Tieso, C. L., Wood, P. F., & Schader, R. M. (2006). *In their own words: To be gifted in school*. The College of William and Mary, Spencer Foundation, \$29,000.

Harris, J., Hofer, M., & Tieso, C. L. (2006). *A professional development approach to curriculum-based technology integration*, Spencer Foundation.

Tieso, C. L., Daane, C. J., Hsia, W., & Laurie, C. (2004). *Using the pedagogy of gifted education to improve mathematics achievement*. United States Department of Education, The Institute of Education Sciences, Mathematics and Science Research Grant: A collaboration among the mathematics, gifted and elementary education departments to implement gifted education pedagogy in regular elementary and secondary mathematics classes. University of Alabama, \$710,000.

Tieso, C. L., & Troutman, R. (2002). *Project Expanding Horizons: An innovative, research-based program of multicultural and gifted reading preparation*. Project Expanding Horizons is an original program that addresses the needs of culturally and linguistically diverse gifted students in their early years by promoting and supporting parental intervention in early reading. United States Department of Education, Jacob K. Javits Grant for Gifted and Talented Education. Dothan, AL Public Schools and the University of Alabama, \$1.6 million.

Tieso, C. L. (2002). Research Advisory Committee: Research grant to fund data analysis and preparation of scholarly products. University of Alabama, \$5000.

Tieso, C. L. (2001). *Mathematics and flexible ability grouping*. This proposal represents a longitudinal replication study based on an earlier pilot study that found significant math achievement gains when students are grouped and taught according to their levels of prior knowledge. USOE: Office of Educational Research and Improvement, Field-Initiated Studies Program. University of Alabama, \$497,130.

Tieso, C. L. (2000). University of Alabama: Research Advisory Committee: Research grant to fund data analysis and preparation of scholarly products. University of Alabama, \$5000.

8. Research

A) Refereed publications in periodicals, chapters in books, and conference proceedings

Tieso, C. L. (2007). Overexcitabilities: A new way to think about talent? *Roeper Review*, 29(4), 232-238.

Tieso, C. L. (2007). Patterns of overexcitabilities in identified gifted students: A hierarchical model. *Gifted Child Quarterly*, 51(1), 11-22.

Murdock, L. C., Cost, H. C., & Tieso, C. L. (2007). Measurement of Language and Social Interaction Skills of Children with Autism Spectrum Disorders and Their Typical Peers. *Focus on Autism and Other Developmental Disabilities*, 22(3), 160-172.

Tieso, C. L. (2005). The effects of grouping practices and curricular adjustments on achievement. *Journal for the Education of the Gifted*, 29(1), 60-89.

Tieso, C. L. (2005). Through the looking glass: One school's reflections on differentiation. In S. Johnsen and J. Kendrick (Eds.), *Teaching Strategies in Gifted Education*. Waco, TX: Prufrock Press.

Tieso, C. L. (2004). Through the looking glass: One school's reflections on differentiation. *Gifted Child Today*, 27(4), 58-62.

Tieso, C. L. (2003). Ability grouping is not just tracking anymore. *Roepers Review*, 26(1), 29-36.

Tieso, C. L. (2002). The Effects of Grouping and Curricular Practices on Intermediate Students' Math Achievement. Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

Tieso, C. L. (2002). Teaching creative dramatics to young adults with Williams syndrome. *TEACHING Exceptional Children*, 34(6), 32-38.

Tieso, C. L. (2001). Curriculum: Broad brushstrokes or paint-by-the numbers? *The Teacher Educator*, 36(3), 199-213.

Tieso, C. L. (1999). Meeting the socio-emotional needs of talented teens. *Gifted Child Today*, 22(3), 38-43.

D) Articles Published in Non-Refereed Conference Proceedings

Tieso, C. L. (2000). The Effects of Grouping and Curricular Practices on Intermediate Students' Math Achievement. Research Briefs. A Publication of the Research and Evaluation Division of the National Association for Gifted Children.

E) Invited Scholarly Papers and Talks

Invited Talks

Tieso, C. L. (2008). Meeting the affective needs of gifted students. National Curriculum Network Conference, Williamsburg, VA.

Tieso, C. L. (2008). Making a lame duck fly: Remodeling your curriculum for differentiation. NAGC Board Focus Session. National Association for Gifted Children, Tampa, FL.

Tieso, C. L. (2007). 2007 NAGC Award Winners Session: How to Become Involved in Gifted Education. National Association for Gifted Children, Minneapolis, MN.

Tieso, C. L. (2007). Curriculum compacting. Student Engagement Conference. Rock Hill School District Three of York County: Rock Hill, SC.

Tieso, C. L. (2007). Managing classroom differentiation. Student Engagement Conference. Rock Hill School District Three of York County: Rock Hill, SC.

Tieso, C. L. (2007). Meeting the affective needs of gifted children. Student Engagement Conference. Rock Hill School District Three of York County: Rock Hill, SC.

- Tieso, C. L. (2007). Whatever happened to creativity? Student Engagement Conference. Rock Hill School District Three of York County: Rock Hill, SC.
- Tieso, C. L. (2007). Differentiation made easy: An oxymoron? National Curriculum Network Conference, Williamsburg, VA.
- Tieso, C. L. (2004). Getting that first job in academia. Invited Panel. Research and Evaluation Division, National Association for Gifted Children, Salt Lake City, UT.
- Tieso, C. L. (2001). Differentiation made easy: An oxymoron? Special Invited Session. National Association for Gifted Children, Cincinnati, OH.
- Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., Emerick, L. J., & Burns, D. E. (1999). Extending the pedagogy of gifted education to all students: Results of a NRC/GT study. Keynote panel. National Association for Gifted Children.

H) Juried Shows, Exhibitions, and Performances (*Refereed; +Keynote)

Conference Presentations

- *Tieso, C. L. (2008). Creative thinking skills and state standards: An oxymoron? National Association for Gifted Children, Tampa, FL.
- *Tieso, C. L. (2008). Perfectionism gone bad or how I learned to avoid difficult tasks without really trying. National Association for Gifted Children, Tampa, FL.
- *Wood, P. F., & Tieso, C. L. (2008). A Validation Study of Instruments for Measuring Student and Teacher Perceptions of Reading Instructional Practices. American Educational Research Association, New York, NY.
- *Tieso, C. L., VanTassel-Baska, J., & Feng, A. X. (2007). A longitudinal study of the efficacy of the William and Mary language arts in Title I schools. National Association for Gifted Children, Minneapolis, MN.
- *Tieso, C. L. (2007). Using HLM to assess achievement. American Educational Research Association, Chicago, IL.
- *Tieso, C. L. (2007). Secondary analyses of Project Athena data to discern three levels of attributions to achievement differences. American Educational Research Association, Chicago, IL.
- *Wood, P. F., & Tieso, C. L. (2007). Student perceptions of reading class practices. American Educational Research Association, Chicago, IL.

- *Tieso, C. L. (2006). Ability grouping, self-efficacy, and self-concept: A bad rap? American Educational Research Association, San Francisco, CA.
- *Tieso, C. L. (2006). "Ascend" to Un-"Parallel"ed Heights! National Association for Gifted Children, Charlotte, NC.
- *Tieso, C. L. (2006). Does ability grouping REALLY harm self-concept? National Association for Gifted Children, Charlotte, NC.
- Tieso, C. L. (2006). Curriculum Compacting. South Carolina Consortium for Gifted Education. Charleston, SC.
- +Tieso, C. L. (2006). Differentiation made easy: An oxymoron? Keynote Address. National Curriculum Network Conference, Williamsburg, VA.
- Tieso, C. L. (2006). Differentiation made easy. South Carolina Consortium for Gifted Education. Charleston, SC.
- +Tieso, C. L. (2006). Differentiation made easy: An oxymoron? Keynote Address. South Carolina Consortium for Gifted Education. Columbia, SC.
- +Tieso, C. L. (2006). Differentiation made easy: An oxymoron? Keynote Address. Alabama Association for Gifted Children. Birmingham, AL.
- Tieso, C. L. (2006). Guiding diverse gifted students: A worthy trek! Hawaii Gifted Association, Honolulu, HI.
- Tieso, C. L. (2006). Managing Flexible Groups. South Carolina Consortium for Gifted Education. Charleston, SC.
- Tieso, C. L. (2006). Meeting the Affective Needs of Gifted Students. South Carolina Consortium for Gifted Education. Charleston, SC.
- +Tieso, C. L. (2006). Paving the way for culturally, linguistically diverse gifted students. Keynote Address. Hawaii Gifted Association, Honolulu, HI.
- *Tieso, C. L. & McCoach, D. B. (2006). Do LD, GT, and GLD students differ in affective and personality characteristics? American Educational Research Association, San Francisco, CA.
- *Tieso, C. L. (2005). Ascending levels of intellectual...WHAT??? National Association for Gifted Children, Louisville, KY.
- +Tieso, C. L. (2005). Critical issues in gifted education. Keynote Address. Virginia Consortium of Gifted Administrators. Charlottesville, VA.

- *Tieso, C. L. (2005). Flexible grouping with gifted students: A primer. Alabama Federation of the Council for Exceptional Children, Tuscaloosa, AL.
- *Tieso, C. L. (2005). Differentiating curriculum and instruction for gifted learners. Alabama Federation of the Council for Exceptional Children, Tuscaloosa, AL.
- Tieso, C. L. (2005). Meeting the socio-emotional needs of gifted students. Alabama State Department of Education MEGA Conference. Mobile, AL.
- *Tieso, C. L. (2005). Overexcitabilities: A new link to the inner world of gifted children? National Association for Gifted Children, Louisville, KY.
- Tieso, C. L. (2005). Using children's literature to address components of the Parallel Curriculum Model. Alabama State Department of Education MEGA Conference. Mobile, AL.
- *Sparkman., D., Daane, C. J., & Tieso, C. L. (2005). Special education teachers and the NCTM Standards: Is the vision of NCTM shared by special education teachers? American Educational Research Association, Montreal, CN.
- *Wood, P. F., & Tieso, C. L. (2005). Students' perceptions of reading class activities: An instrument validation study. National Association for Gifted Children, Louisville, KY.
- Tieso, C. L. (2004). Collaboration in Gifted Education. Alabama Association for Gifted Children, Florence, AL.
- *Tieso, C. L. (2004). Dabrowski's overexcitabilities: A new way to think about talent? American Educational Research Association, San Diego, CA.
- Tieso, C. L. (2004). Developing curriculum that is un-"paralleled." Alabama Association for Gifted Children, Florence, AL.
- *Tieso, C. L. (2004). Getting parallel with curriculum. Alabama Federation of the Council for Exceptional Children, Tuscaloosa, AL.
- *Tieso, C. L. (2004). Meeting the socio-emotional needs of gifted students. Alabama Federation of the Council for Exceptional Children, Tuscaloosa, AL.
- *Tieso, C. L. (2004). Patterns of overexcitabilities in identified gifted students: A hierarchical model. National Association for Gifted Children, Salt Lake City, UT.
- *Tieso, C. L. (2003). Ability grouping, self-efficacy, and self-concept: A bad rap? American Educational Research Association, Chicago, IL.
- *Tieso, C. L. (2003). Differentiation CAN be easy! National Association for Gifted

Children, Indianapolis, IN.

Tieso, C. L. (2003). Differentiation made easy. Neag Center for Gifted Education and Talent Development at the University of Connecticut, Confratute (Summer Institute for Enrichment Teaching and Learning).

Tieso, C. L. (2003). Schoolwide Enrichment Model: High school. Neag Center for Gifted Education and Talent Development at the University of Connecticut, Confratute (Summer Institute for Enrichment Teaching and Learning).

Tieso, C. L. (2003). Problem-based learning and gifted students: A perfect fit! Alabama Department of Education 2003 MEGA Conference, Mobile, AL.

*Tieso, C. L. (2003). You CAN make flexible grouping work. National Association for Gifted Children, Indianapolis, IN.

*Tieso, C. L. (2002). Differentiation CAN be easy! (Master Class). National Association for Gifted Children, Denver, CO.

+Tieso, C. L. (2002). Differentiation is NOT a four-letter word. Keynote Address. Alabama Association for Gifted Children, Huntsville, AL.

Tieso, C. L. (2002). Differentiation made easy. Neag Center for Gifted Education and Talent Development at the University of Connecticut, Confratute (Summer Institute for Enrichment Teaching and Learning).

Tieso, C. L. (2002). Problem-based learning and gifted students: A perfect fit! Alabama Association for Gifted Children, Huntsville, AL.

Tieso, C. L. (2002). Schoolwide Enrichment Model: High school. Neag Center for Gifted Education and Talent Development at the University of Connecticut, Confratute (Summer Institute for Enrichment Teaching and Learning).

*Tieso, C. L. (2002). You CAN make flexible grouping work. National Association for Gifted Children, Denver, CO.

*McClary, L., & Tieso, C. L. (2002). Is giftedness manifested in overexcitabilities? National Association for Gifted Children, Denver, CO.

*Tieso, C. L. (2001). Ability grouping is not just tracking anymore. National Association for Gifted Children, Cincinnati, OH.

*Tieso, C. L. (2001). Constructivism and gifted students: A perfect fit! California Association for the Gifted, Sacramento, CA.

- Tieso, C. L. (2001). Differentiation in an Enrichment Classroom? Absolutely!
Mississippi University for Women (TGIF Conference for Teachers of the Gifted),
Columbus, MS.
- +Tieso, C. L. (2001). Differentiation is NOT a four-letter word. Keynote Address.
Mississippi University for Women (TGIF Conference for Teachers of the Gifted),
Columbus, MS.
- Tieso, C. L. (2001). Differentiation made easy. Neag Center for Gifted Education and
Talent Development at the University of Connecticut, Confratute (Summer
Institute for Enrichment Teaching and Learning).
- *Tieso, C. L. (2001). The effects of grouping and curricular practices on intermediate
students' math achievement. American Educational Research Association, Seattle,
WA.
- *Tieso, C. L. (2001). How to make a lame duck fly. National Association for Gifted
Children, Cincinnati, OH.
- *Tieso, C. L. (2001). Meeting the socio-emotional needs of talented teens. California
Association for the Gifted, Sacramento, CA.
- Tieso, C. L. (2001). You can make grouping work. Neag Center for Gifted Education and
Talent Development at the University of Connecticut, Confratute (Summer
Institute for Enrichment Teaching and Learning).
- *Tieso, C. L. (2000). The effects of grouping and curricular practices on intermediate
students' math achievement. National Association for Gifted Children, Atlanta,
GA.
- *Tieso, C. L. (2000). Meeting the socio-emotional needs of talented teens. National
Association for Gifted Children, Atlanta, GA.
- Tieso, C. L. (2000). Meeting the socio-emotional needs of talented teens. Hawaii
Association for the Gifted, Honolulu, HI.
- *Tieso, C. L. (2000). Meeting the socio-emotional needs of talented teens. California
Association for the Gifted, Los Angeles, CA.
- *Tieso, C. L. (1999). Constructivism and gifted students: A perfect fit! National
Association for Gifted Children, Albuquerque, NM.
- Tieso, C. L. (1999). Curriculum compacting. Neag Center for Gifted Education and
Talent Development at the University of Connecticut, Confratute (Summer
Institute for Enrichment Teaching and Learning).

- *Tieso, C. L. (1999). How to differentiate using open-ended activities. New England Conference on Gifted and Talented Education, Killington, VT.
- *Tieso, C. L. (1999). Meeting the socio-emotional needs of talented teens. National Association for Gifted Children, Albuquerque, NM.
- +Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., Emerick, L. J., & Burns, D. E. (1999). Extending the pedagogy of gifted education to all students: Results of a NRC/GT study. Keynote panel. New England Conference on Gifted and Talented Education, Killington, VT.
- *Tieso, C. L. (1998). Constructivism and gifted students: A perfect fit! National Association for Gifted Children, Louisville, KY.
- Tieso, C. L. (1998). Curriculum compacting. Neag Center for Gifted Education and Talent Development at the University of Connecticut, Confratute (Summer Institute for Enrichment Teaching and Learning).
- *Tieso, C. L. (1998). Secondary students need differentiation, too! National Association for Gifted Children, Louisville, KY.
- Tieso, C. L. (1998). Secondary students need differentiation, too! National Association for Gifted Children, Louisville, KY.
- *Tieso, C. L., & Gable, R. K. (1998). Identifying factors associated with classroom differentiation practices. Northeastern Educational Research Association, Ellenville, NY.
- *Brown, S., Mayall, H., Ruban, L., Tieso, C. L. (1998). Self-efficacy, computers and statistics: A study of Bandura's theory of self-efficacy. American Psychological Society, Boston, MA.
- *Tieso, C. L., & Girolamo, J. A. (1997). Multiple intelligences in the classroom. California Association for the Gifted, Oakland, CA.
- *Tieso, C. L., & Girolamo, J. A. (1996). Multiple intelligences in the classroom. California Association for the Gifted, Los Angeles, CA.
- Tieso, C. L., & Girolamo, J. A. (1996). Multiple intelligences in the classroom. Merced County Association of School Boards, Lake Tahoe, NV.

J) Unrefereed Publications Not Listed Above

- Tieso, C. L. (2007). Everything you always wanted to know about differentiation (and weren't afraid to ask!). *Newsletter*. 28(2), 1-5. Virginia Association for the Gifted.

Tieso, C. L. (2005). When did ability grouping become a four-letter word? *Images*, 18(2), 1, 9-11.

Tieso, C. L. (2004). When did ability grouping become a four-letter word? *Quest*, 15(2), 13.

Tieso, C. L. (2003). Relationship unmasked: The whole true story of SES and academic achievement. *Quest*, 14(1), 10.

Tieso, C. L. (2002). The effects of grouping and curricular practices on intermediate students' math achievement. KAGE Update Spring 2002: The Newsletter of the Kentucky Association for Gifted Education, 4-5.

Tieso, C. L. (1998). Academic Decathlon and Gifted Students. National Research Center on the Gifted and Talented, NRC/GT 1998 Winter Newsletter, 13-15.

K) Research Report from Grant or Contract Work

*Reis, S. M., Schader, R. M., Shute, L., Milne, H., Bloomer, R., Stephens, R., Tieso, C. L., Don, A., & Williams, G. (2007). *A Study of Musical Talents and Persons with Williams Syndrome*. Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

Tieso, C. L. (2006). *Project Promise: An evaluation report*. Center for Gifted Education, The College of William and Mary.

Burns, D. E., Gubbins, E. J., Reis, S. M., Westberg, K. L., Dinnocenti, S. T., & Tieso, C. L. (2002). *Applying Gifted Education Pedagogy in the General Education Classroom: Professional Development Module*. Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

*Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., Muller, L. M., Park, S., Emerick, L. J., Maxfield, L. R., & Burns, D. E. (2002). *Maximizing the Effects of Professional Development Practices to Extend Gifted Education Pedagogy to Regular Education Programs*. Storrs, CT: University of Connecticut, National Research Center on the Gifted and Talented.

L) Works in Progress or Submitted

Tieso, C. L. (under revised review). Ability grouping and self-concept: What "Big Fish"? *Journal of Advanced Academics*.

Tieso, C. L. (under review). Differentiation made easy: An oxymoron? *Gifted Child Today*.

Tieso, C. L., & Stambaugh, T. (in progress). Secondary analyses of *Project Athena* data to discern three levels of attributions to achievement differences. *Journal of Advanced Academics*.

Tieso, C. L. (in progress). Gifted students' perceptions of giftedness: A survey of issues. *Gifted Child Quarterly*.

Tieso, C. L., & VanTassel-Baska, J. (in progress). Stakeholders' perceptions of reform. *AASA Journal of Scholarship and Practice*.

Tieso, C. L., & Wood, P. F. (in progress). In their own words: To be gifted in school. *Gifted Child Quarterly*.

Christopher, E., & Tieso, C. L. (in progress). The reading interests of secondary gifted students: A mismatch? *Gifted Child Today*.

Gurley, C., & Tieso, C. L. (in progress). Factors that explain gifted students' self-confidence for using technology. *Gifted Child Today*.

McCoach, D. B., & Tieso, C. L. (in progress). Do LD, GT, and GLD students differ in affective and personality characteristics? *Journal of Learning Disabilities*.

Pearson, N., & Tieso, C. L. (in progress). Use of Multiple Criteria as Identification of Gifted Eligibility. *Gifted Child Quarterly*.

Wood, P. F., & Tieso, C. L. (in progress). Students' and teachers' perceptions of reading class activities: Do they converge? *Journal for the Education of the Gifted*.

Wood, P. F., & Tieso, C. L. (in progress). A Validation Study of Instruments for Measuring Student and Teacher Perceptions of Reading Instructional Practices. *Roeper Review*.

O) Other Scholarly Activity, including Papers Presented at Professional Meetings and Publications of Abstracts

*Tieso, C. L. (2004). Abstract: The effects of grouping and curricular practices on intermediate students' math achievement. *Roeper Review*, 27(3).

9. Professional Service

A) College Committee Service

College of William and Mary

Faculty Research Committee (2008-2011)

School of Education (College of William and Mary)

Curriculum Committee (2007-2009)

Task Force on Research (2007-2008)

Chair, Task Force on Teacher Leadership Program (2006-2008)

Curriculum and Instruction (College of William and Mary)

Learning Plan Committee (2006-2007)

University (University of Alabama)

Faculty Senate Alternate (2003-2005)

University Honors Council (2004-2005)

Task Force on Recruiting Gifted and Talented Students to the University of Alabama (2003-2004)

Graduate Council (2001-2002)

College of Education (University of Alabama)

Task Force on Accreditation and Evaluation (2004-2005)

Task Force on Course Evaluations (2003)

Department of Interdisciplinary Teacher Education (University of Alabama)

Co-chair: Department NCATE Review (2004-2005)

Ph.D. program task force (2003-2005)

NCATE Program Assessment System: Programs in Gifted Education (2004)

B) Other Professional Service

School of Education (College of William and Mary)

Seminar Series: *Instrument design and development* (2005-2006)

Faculty Secretary (2005-2006)

Served as guest speaker for CRIN E10 (2005-2006)

University of Alabama

Coordinator and Host, University of Alabama, Duke Talent Search Recognition Ceremony (2002-2005)

College of Education (University of Alabama)

Invited and hosted Dr. Joseph S. Renzulli, University of Connecticut, James P. Curtis Lecture (2004)

Served as guest speaker for CEE 300 Elementary Education practicum students (2002-2005)

Served as guest speaker for CSE 500 Secondary Education (2004)

Department of Interdisciplinary Teacher Education (University of Alabama)

Online Program Evaluation: Programs in Gifted Education (2004)

Program evaluation: Summer Enrichment Workshop (SEW) (2003)

Guest speaker on gifted and talented students for SPE 500 Introduction to Special

Education (2002-2005)

Personal website for student use (2001)

Follow-up study of recent Special Education graduates (2001)

Voluntary External Service

Tieso, C. L. (2007). *A WJCC Cohort in Gifted Education*. Teachers of the gifted, Williamsburg-James City County School Division.

Tieso, C. L. (2007). *The Parallel Curriculum Model*. WJCC middle/high school teachers of the gifted.

Tieso, C. L. (2007). *What Parents Should Know about Ability Grouping*. Montgomery County Gifted Association. Rockville, MD.

Tieso, C. L. (2006). *Differentiation for Parents*. York County Gifted Parents Association. Williamsburg, VA.

Tieso, C. L. (2004). *The Parallel Curriculum Model (PCM)*. Tuscaloosa City and County Schools teachers of the gifted. Tuscaloosa, AL.

Tieso, C. L. (2004). *Problem-based curriculum and instruction*. Huntsville City Schools teachers of the gifted. Huntsville, AL.

Tieso, C. L. (2003). *Curriculum compacting*. Shelby County Schools. Columbiana, AL.

Tieso, C. L. (2003). *Meeting the social and emotional needs of gifted students*. Shelby County Schools. Columbiana, AL.

Tieso, C. L. (2003). *Meeting the social and emotional needs of gifted students*. Jefferson County Schools. Birmingham, AL.

Tieso, C. L. (2003). *Planning and evaluating gifted programs*. Tuscaloosa County Schools. Tuscaloosa, AL.

Tieso, C. L. (2003). *Using children's literature to address components of the Parallel Curriculum Model*. Tuscaloosa City Schools teachers of the gifted. Tuscaloosa, AL.

Invited and hosted Dr. Sally M. Reis, University of Connecticut, to speak to Jasper City School personnel (2003).

Tieso, C. L. (2002). *Overview of the Schoolwide Enrichment Model (SEM)*. Jasper City Schools. Jasper, AL.

Tieso, C. L. (2002). *Overview of SEM* for parents of gifted students. Jasper City Schools. Jasper, AL.

Tieso, C. L. (2001). *Curriculum Compacting*. Athens Middle School. Athens, AL.