

CURRICULUM VITAE

CINDY M. GILSON

Assistant Professor (2014)
Tenure-eligible appointment (2020)
Initial Faculty Appointment (2014)
Program: Special Education – AIG Program

Department of Special Education and Child Development
University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
Phone: 704.687.8848

Home address:
8713 Kishorn Court
Charlotte, NC 28215
Phone: 860.617.5133
Email address: cgilson@uncc.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

| | | | |
|-------|------|---------------------------|------------------------|
| Ph.D. | 2014 | University of Connecticut | Educational Psychology |
| M.A. | 1999 | University of Connecticut | Elementary Education |
| B.S. | 1998 | University of Connecticut | Elementary Education |

Licenses

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| 2010 – present | State of Connecticut Professional Educator’s License Elementary Education (Grades K-6) |
| 2009 – present | State of New York Professional Educator’s License Elementary Education (Grades 1-6) |

PROFESSIONAL EXPERIENCE

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| 2014-Present | University of North Carolina at Charlotte <i>Assistant Professor – Academically or Intellectually Gifted Program Coordinator of the Graduate Certificate in AIG (Fall 2016)</i> |
| 2013-2014 | Renzulli Academy Pilot Program; New London, CT <i>Self-Contained Gifted Teacher, Grades 4-5, Nathan Hale Magnet School</i> |
| 2010-2013 | University of Connecticut <i>Research Assistant, National Research Center on Gifted and Talented ArkansasIDEAS Online Gifted Education Institute Project Manager (2012-2013) Schoolwide Enrichment Model – Reading Coach (2011-2013)</i> |
| 2006-2010 | Northville Central School, Northville, NY <i>Elementary Teacher, Grades 3 and 4 Math Olympiads Coach, Grades 4-5 (2009-2010) Odyssey of the Mind Judge, Regional Competition (2009)</i> |
| 2001-2006 | Ann Antolini School, New Hartford, CT |

1999-2001 *Elementary Teacher, Grades 3 and 5*
 Math Olympiads Coach, Grades 3-6 (2004-2005)
 Tolland Middle School, Tolland, CT
 Elementary Teacher, Grade 5
 Middle School Girls Soccer Coach, Grades 7-8 (2000-2001)

TEACHING/CURRICULUM DEVELOPMENT

Graduate Courses Taught at UNC Charlotte:

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| Spring 2018 | EDUC 3789 | Seminar: Honors in Education |
| | SPED 6695 | Research Proposal in AIG |
| | SPED 6800 | Research Implementation in AIG (SPED 6696 as an Independent Study) |
| Fall 2017 | SPED 5211 | Nature and Needs of Gifted Students |
| | SPED 6124 | Methods of Instructing Gifted Students – Two sections |
| | EDUC 3789 | <i>Seminar: Honors in Education (Instructor on Record)</i> |
| Spring 2017 | SPED 6696 | Research Implementation in AIG |
| | SPED 6224 | Adapting Curriculum Materials/Classroom Differentiation |
| Fall 2016 | SPED 6695 | Research Proposal in AIG |
| | SPED 6800 | Individual Study in Special Education |
| Summer 2016 | SPED 6241 | Advanced Curriculum for Gifted Students |
| Spring 2016 | SPED 6224 | Adapting Curriculum Materials/Classroom Differentiation – Two sections |
| Fall 2015 | SPED 5211 | Nature and Needs of Gifted Students |
| | SPED 6124 | Methods of Instructing Gifted Students – Two sections |
| Summer 2015 | SPED 6241 | Advanced Curriculum for Gifted Students |
| Spring 2015 | SPED 6224 | Adapting Curriculum Materials/Classroom Differentiation – Two sections |
| Fall 2014 | SPED 6124 | Methods of Instructing Gifted Students – Two sections |

Course Taught at University of Connecticut:

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|-------------|-----------|---|
| Spring 2013 | EPSY 5740 | Strategies for Differentiating the Grade Level Curriculum <i>Teacher Assistant</i> |
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Guest Lectures:

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|---------------|-----------|---|
| March 2018 | SPED 2100 | Intellectual Giftedness: Does it “fit” as an exceptionality? (2 sections) |
| April 2017 | EDUC 2100 | Intro to Gifted Education |
| April 2017 | SPED 3100 | Gifted Education: Applications for Practice |
| February 2017 | SPED 2100 | Intellectual Giftedness: Does it “fit” as an exceptionality? |
| October 2017 | SPED 8671 | Qualitative Research Designs |
| | SPED 2100 | Intro to Gifted Education (2 sections) |

April 2016 SPED 3100 Introduction to General Curriculum for Students with Special Needs. *Gifted education: An introductory examination.*

Curriculum and Course Development:

2017 *Updated syllabus and course outline for CAEP accreditation; created detailed course schedule and course content in Canvas; created evaluation rubrics for major assignments*

EDUC 3789 Seminar: Honors in Education

Updated syllabus; updated and moved course to Canvas; aligned course curriculum goals, objectives, and standards; created evaluation rubrics for major assignments

SPED 6696 Research Implementation in AIG

Updated and moved course to Canvas

SPED 5211 Nature and Needs of Gifted Students

SPED 6124 Methods of Instructing Gifted Students

SPED 6224 Adapting Curriculum Materials/Classroom Differentiation

SPED 6241 Advanced Curriculum for Gifted Students

SPED 6695 Research Proposal in AIG

Updated course outlines for CAEP accreditation

SPED 6124 Methods of Instructing Gifted Students

SPED 6224 Adapting Curriculum Materials/Classroom Differentiation

SPED 6241 Advanced Curriculum for Gifted Students

SPED 6695 Research Proposal in AIG

Submitted Course to UNC Charlotte Online Course Development & Quality Matters External Review (in-progress)

SPED 6124 Methods of Instructing Gifted Students

2016 *Updated course and syllabus; aligned course curriculum goals, objectives, and standards; created evaluation rubrics for major assignments*

SPED 6695 Research Proposal in AIG

2015-2016 *Created or significantly modified all four assessment rubrics aligned to the Graduate Certificate and M.Ed. in AIG SLOs for CAEP Accreditation*

SPED 5211 Nature and Needs of Gifted Students

SPED 6124 Methods of Instructing Gifted Students

SPED 6224 Adapting Curriculum Materials/Classroom Differentiation

SPED 6270 Gifted Assessment and Program Evaluation

2015-2016 *Significantly modified and updated course from synchronous to an asynchronous online course. UNC Charlotte Online Course Development & Quality Matters Internal and External Review (completed)*

SPED 6241 Advanced Curriculum for Gifted Students

- 2015 *Updated course and syllabus; aligned course curriculum goals, objectives, and standards; created evaluation rubrics for major assignments*
 SPED 5211 Nature and Needs of Gifted Students
- 2014-2015 *Significantly modified and updated courses from synchronous into asynchronous online courses; aligned course curriculum goals, objectives, and standards; created evaluation rubrics for major assignments.*
 SPED 6124 Methods of Instructing Gifted Students
 SPED 6224 Adapting Curriculum Materials/Classroom Differentiation

Advising/Student-Directed Scholarship:

- 2017-present Graduate Certificate in AIG Program advisor – 15 current advisees
 Master’s Capstone Research Project in AIG Committee Chair Member–
 Cassandra Jones – defended March 28, 2018
 Master’s Capstone Research Project in AIG Committee Member – 6 in progress
 and 6 completed (Spring 2017)
- 2017-2018 Dissertation Committee Member:
Ph.D. in Special Education: Kelly Clark - defended April 2, 2018
Ph.D. in Special Education: Katy Haughney defended March 27, 2018
Ph.D. in Special Education: Samantha Cleaver defended February 1, 2018
- 2016-2017 Graduate Research Assistant for Teaching Fellows Institute (TFI) research study
 and Understanding Teachers’ Listening Orientations research study
 Kellan Strong, doctoral student *Curriculum and Instruction* – co-author on TFI
 manuscript
- 2017 Dissertation Portfolio 2 Committee Member (May 2017)
Ph.D. in Special Education: Samantha Cleaver
- 2016-2017 Master’s Capstone Research Project in AIG Committee Member – 5 completed
 Dissertation Portfolio 1 and 2 Committee Member (April 2016; May 2017)
Ph.D. in Special Education: Kelly Clark
- 2016 SPED 6800: Individual Study in Special Education, Qualitative
 Research Methods – *Samantha Cleaver*
- 2015-2016 Dissertation Graduate Faculty Representative
Ed.D. in Educational Leadership: Kimberly Chinnis – completed, Spring 2016
- 2015 Charlotte Research Scholar Summer Program
Undergraduate Student in Special Education: Wendy Cook

RESEARCH

(* = data based)

Publications

Book Chapters and Monograph Chapters

- *Foreman, J., Gubbins, E. J., **Gilson, C. G.**, & Bruce-Davis, M. N. (2016). Nurturing multiple curiosities: Priorities from a national survey. In J. Newman, D. Sunal, D., & C. Sunal, C. (Eds.), *Science and Service Learning*. Charlotte, NC: Information Age Publishers.
- *Foreman, J. L., Savino, J., & **Gilson, C. M.** (2012). Review of the literature. In E. J. Gubbins (Ed.), *What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students* [Monograph]. Retrieved from <http://www.gifted.uconn.edu/nregt/nrconlin.html>
- ***Gilson, C. M.** (2012). Qualitative results from cohort I. In E. J. Gubbins (Ed.), *What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general*

- education teachers and their students* [Monograph]. Retrieved from <http://www.gifted.uconn.edu/nrcgt/nrconlin.html>
- Gilson, C. M.** (in press). Moving towards differentiated professional learning for teachers learning to differentiate for gifted students. In A. Novak & C.L. Weber (Eds.), *Best practices in professional learning and teacher preparation: Methods and strategies for gifted professional development* (xx). Waco, TX: Prufrock Press.
- ***Gilson, C.M.**, & Bruce-Davis, M. N. (2012). Qualitative results from cohort III. In E. J. Gubbins (Ed.), *What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students* [Monograph]. Retrieved from <http://www.gifted.uconn.edu/nrcgt/nrconlin.html>
- *Gubbins, E. J., **Gilson, C. M.**, McCoach, D. B., & DaVia Rubenstein, L. (2012). Methods and procedures. In E. J. Gubbins (Ed.), *What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students* [Monograph]. Retrieved from <http://www.gifted.uconn.edu/nrcgt/nrconlin.html>
- Siegle, D., McCoach, D. B., & **Gilson, C. M.** (2015). Extending learning through mentorships. In F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (pp. 473-518). Waco, TX: Prufrock Press.
- *Waterman, C., Gubbins, E. J., Foreman, J. L., **Gilson, C. M.**, & Bruce-Davis, M. N. (2010). *What works in gifted education: Excellence and equity for educating gifted students: Cohort III National Assessment of Education Progress grade 4 items*. [Monograph]. Storrs: University of Connecticut, The National Research Center on the Gifted and Talented.

Articles in Refereed Journals

- ***Gilson, C. M.**, & Little, C. A. (2016). Understanding how teachers listen in a reading enrichment program. *Journal of Advanced Academics*, 27, 210-240. doi:10.1177/1932202X16656572
- *Rubenstein, L. D., **Gilson, C. M.**, Bruce-Davis, M. N., & Gubbins, E. J. (2015). Teachers' reactions to pre-differentiated and enriched mathematics curricula. *Journal for the Education of the Gifted*, 38, 141-168. doi:10.1177/0162353215578280
- Bruce-Davis, M. N., **Gilson, C. M.**, & Matthews, M. S. (2017). Fostering authentic problem seeking: A step toward social justice engagement. *Roeper Review*, 39, 250-261. doi: 10.1080/02783193.2017.1363099
- *Bruce-Davis, M. N., Gubbins, E. J., **Gilson, C. M.**, Villanueva, M., Foreman, J. L., & Rubenstein, L. D. (2014). STEM high school administrators', teachers', and students' perceptions of curricular and instructional strategies and practices. *Journal of Advanced Academics*, 25, 272-306. doi: 10.1177/1932202X14527952
- ***Gilson, C. M.**, Little, C. A., Ruegg, A. N., & Bruce-Davis, M. N. (2014). An investigation of elementary teachers' use of follow-up questions for students at different reading levels. *Journal of Advanced Academics*, 25, 101-128. doi: 10.1177/1932202X14532257

Other Publications

**=*Massicotte is my former last name.*

- *Foreman, J., Gubbins, E. J. Villanueva, M., ****Massicotte, C.**, Callahan, C. M., & Tofel-Grehl, C. (2015). National survey of STEM high schools' curricular and instructional strategies and practices. *NCSS National Consortium of Secondary STEM Schools Journal*, 20, 8-19.
- ***Gilson, C. M.** (in press). Listening to gifted students: Inspiration from the longleaf pine tree. *Teaching for High Potential*.
- ***Gilson, C. M.** (2014). *Middle school teachers' listening orientations during individualized conferences*

with struggling, average, and high-ability readers (Doctoral dissertation). Retrieved from <http://digitalcommons.uconn.edu/dissertations/392/>

Funk, J. R., Floyd, C., **Gilson, C. M.**, Kapustka, K. M., & Yew, F. (2016, December). Research roundup for parents. *Parenting for High Potential*, 18-19.

Did You Know? Newsletter: A publication from the National Association for Gifted Children Research and Evaluation Network (2013-present) – Contributed to 5 issues of research summaries.

North Carolina Association for the Gifted and Talented Newsletter (2015-present) – Contributed to 3 issues.

Electronic Resources

Gilson, C. M. (2015). Literacy Tips for Second Grader, Third Grader, and Advanced Readers. Charlotte, North Carolina: University of North Carolina at Charlotte [webpage]. Retrieved from <http://education.uncc.edu/resources/literacy-tips>

*Gubbins, E. J., Villanueva, M., **Gilson, C. M.**, Foreman, J. L., Bruce-Davis, M. N., Vahidi, S. . . . Tofel-Grehl, C. (2013). *Status of STEM high schools and implications for practice* [iBooks version]. Retrieved from <https://itunes.apple.com/us/book/status-stem-high-schools-implications/id736858982?mt=11>

Massicotte, C. M. (2012, February). Setting the stage for differentiated instruction. *Educational Leadership (Online)*, 69(5). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Setting-the-Stage-for-Differentiation.aspx>

Instruments

Gilson, C. M. (2012). *Teachers' Listening Orientations Questionnaire (TLOQ)*. Unpublished instrument. Storrs, CT: University of Connecticut.

Gubbins, E. J., Bruce-Davis, M. N., **Gilson, C. M.**, Villanueva, M., Foreman, J. L., Callahan, C., & Tofel-Grehl, C. (2012). *Science, technology, engineering, and mathematics (STEM) administrator survey*. Unpublished instrument. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Gubbins, E. J., **Gilson, C. M.**, Bruce-Davis, M. N., Villanueva, M., Foreman, J. L., Callahan, C., & Tofel-Grehl, C. (2012). *Science, technology, engineering, and mathematics (STEM) teacher survey*. Unpublished instrument. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Curriculum Units

Gilson, C. M., (2011). *A science enrichment curriculum writing guide: Using Cromptley's extension of the Wallas model of the creative process*. Unpublished curricular unit. University of Connecticut, Storrs, CT.

Rubenstein, L. D., Cole, S., **Gilson, C. M.**, Bruce-Davis, M. N., & Gubbins, E. J. (2013). *If aliens taught algebra multiplication and division would be out of this world: Teacher manual*. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Rubenstein, L. D., Cole, S., Bruce-Davis, M., **Gilson, C. M.**, & Gubbins, E. J. (2013). *If aliens taught algebra multiplication and division would be out of this world: Student manual*. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Technical Reports

Gilson, C. M., & Strong, K. W. (2017). *Teaching Fellows Institute at Charlotte*

research study report [Unpublished Technical Report]. Charlotte, NC: University of North Carolina at Charlotte.

Works in Progress:

Submitted/Under Review

- ***Gilson, C. M.**, Beach, K. D., & Cleaver, S. (2018). *Reading motivation of adolescent struggling readers receiving general education supports*. Manuscript under review.
- ***Gilson, C. M.**, & Matthews, M. S. (2018). *Case study of a new engineering early college high school: advancing educational opportunities for urban students*. Manuscript under review.

Manuscripts in Preparation

- *Beach, K.D., Cleaver, S., Wood, C., & **Gilson, C.** (2017). Improving reading and motivation of low-performing 6th graders through an intervention with school- and home-based components. *Remedial and Special Education*. Manuscript in revision.
- *Brigandi, C., & **Gilson, C. M.** (2017). *The perceived effects of professional development in differentiated instruction and enrichment pedagogy: A case study in gifted education*. Manuscript in preparation.
- *Cardetti, F., **Gilson, C. M.**, & Casa, T. M. (2017). *An inservice and a preservice teacher's conferences focused on classroom discourse: An exploratory study*. Manuscript in revision.
- Gilson, C. M. (2017). *Adding rigor to students' research reports*. Manuscript in preparation.
- Gilson, C. M.**, Bruce-Davis, M. N., & Matthews, M. S. (2015). *Fostering problem seeking and student engagement for social justice*. Manuscript [book chapter] completed.
- Gilson, C. M.**, & Gaesser, A. (2016). *Teacher listening in a student-oriented reading classroom: A merging of perspectives from the counseling and gifted education fields*. Manuscript in preparation.
- Gilson, C. M.**, & Housand, B. (2016). *Essential questions for differentiating for gifted students using technology*. Manuscript in preparation.
- ***Gilson, C. M.**, Lamm, E., Gaesser, A., & Bruce-Davis, M. N. (2016). *Understanding teachers' listening orientations*. Manuscript in preparation.
- ***Gilson, C. M.**, & Strong, K. W. (2017). *Talented teachers' perceptions of their learning experiences at a summer professional development symposium*. Manuscript in preparation.
- ***Gilson, C. M.**, & TBD. (2016). *Survey results of the TLOQ: Teacher Listening Orientation Questionnaire*. Manuscript in preparation.

Conference Presentations:

(# = refereed presentations, *=data-based)

National/International Presentations

- #**Gilson, C. M.**, Bruce-Davis, M., & Matthews, M. S. (2017, November). *Strategies for Promoting Social Justice Problem Seeking*. National Association for Gifted Children Annual Conference, Charlotte, NC.
- #**Gilson, C. M.**, & Little, C. A. (2017, November). *Enhancing the Rigor of Reading Discourse*. National Association for Gifted Children Annual Conference, Charlotte, NC.
- #***Gilson, C. M.**, & Matthews, M. S. (2017, April). *Case study of a new engineering early college high*

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- school: advancing educational opportunities for urban students.* Poster presentation at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- #**Gilson, C. M.**, & Gaesser, A. (2016, November). *Adjusting teacher listening for the student-oriented classroom: strategies and perspectives from the counseling and gifted education fields.* National Association for Gifted Children Annual Conference, Orlando, FL.
- #Helbling, J. B., & **Gilson, C. M.** (2016, November). *Help! My 1st grader reads at a 5th grade level!* National Association for Gifted Children Annual Conference, Orlando, FL.
- ****Gilson, C. M.** (2016, March). *Understanding how teachers orient their listening in a reading enrichment program.* Paper presentation at the International Listening Association Conference, Tucson, AZ.
- ****Gilson, C. M.**, & Gaesser, A. (2015, November). *A Discussion of Teacher Listening in Student-Oriented Classrooms: A Merging of Perspectives from the Counseling and Gifted Education Fields.* National Association for Gifted Children Annual Conference, Phoenix, AZ.
- ****Gilson, C. M.** & Little, C. A. (2015, April). *Middle School Reading Teachers' Listening Orientations.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- ****Gilson, C. M.** & Little, C. A. (2014, November). *Promoting professional teacher reflection on listening behaviors.* National Association for Gifted Children Annual Conference, Baltimore, MD.
- **Casa, T. M., Cardetti, F., & **Gilson, C. M.** (2014, April). *Exploring a preservice and an inservice teacher's collaborations about discourse within the coordinated experiences model.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- **Foreman, J., Gubbins, E. J., Callahan, C. M., Tofel-Grehl, C., Bruce-Davis, M. N., **Gilson, C. M.**, & Villanueva, M. (2014, April). *First-hand STEM inquiry for all? Student research opportunities in selective and inclusive STEM schools.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- ****Gilson, C. M.**, Little, C. A., & Kearney, K. L. (2013, November). *Promoting teacher reflection on questioning and listening behaviors.* National Association for Gifted Children Annual Conference, Indianapolis, IN.
- **Gubbins, E. J., Callahan, C. M., Bruce-Davis, M. N., **Gilson, C. M.**, Villanueva, M., Foreman, J. L., & Tofel-Grehl, C. (2013, November). *STEM schools of excellence: Unique characteristics and effective strategies.* Paper presented at the National Association for Gifted Children Annual Conference, Indianapolis, IN.
- **Little, C. A., & **Gilson, C. M.** (2013, November). *Questions and answers and what happens in between: Examining higher-level questioning in instructional practice.* National Association for Gifted Children Annual Conference, Indianapolis, IN.
- **Bruce-Davis, M. N., Gubbins, E. J., Villanueva, M., Foreman, J., & **Gilson, C. M.** (2013, April). *STEM schools of excellence: Administrator, teacher, and student perspectives on curriculum and instructional strategies.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- **Little, C. A., Ruegg, A. N., **Gilson, C. M.**, & Kearney, K. (2013, April). *What the teacher says: A study of questioning and differentiation in elementary reading conferences.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- **Bruce-Davis, M. N., Gubbins, E. J., **Gilson, C. M.**, & Rubenstein, L. D. (2012, November). *STEM schools of excellence: students' perceptions of STEM-focused high schools.* Paper presented at the National Association for Gifted Children Annual Conference, Denver, CO.
- ****Gilson, C. M.** (2012, November). *An investigation of elementary teachers' use of differentiated follow-up questions during individualized reading conferences.* Paper and poster presented at the National Association for Gifted Children Annual Conference, Denver, CO.

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- #*Gubbins, E. J., Rubenstein, L. M., Bruce-Davis, M. N., Foreman, J., **Gilson, C. M.**, & Villanueva, M. (2012, November). *What can we learn from STEM schools of excellence?* Paper presented at the National Association for Gifted Children Annual Conference, Denver, CO.
- #*Little, C. A., **Gilson, C. M.**, Kearney, K. L., & Ruegg, A. N. (2012, November). *Higher-level questioning: closing the citation gap.* Paper presented at the National Association for Gifted Children Annual Conference, Denver, CO.
- #*Rubenstein, L. D., **Gilson, C. M.**, Bruce-Davis, M. N., Gubbins, E. J., Garner, J., Savino, J., Cole, Shelbi, & McAnallen, R. (2012, April). *Access to differentiated math curricula: How do teachers respond?* Paper presented at the Annual Meeting of the American Education Research Association, Vancouver, Canada.
- #Gilson, C. M. (2011, November). *Inspiring students to become independent problem seekers.* National Association for Gifted Children Annual Conference, New Orleans, LA.

State/Regional Presentations

Invited State/Regional Presentations

- Gilson, C. M.** (2017, July). *Differentiating curriculum and instruction in a student-oriented elementary classroom.* Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.**, & Bruce-Davis, M. N. (2017, June). *Enrichment for teachers to support the creativity of students.* Louisiana Lagniappe Conference, Lafayette, LA.
- Bruce-Davis, M. N., & **Gilson, C. M.** (2017, June). *Seven strategies for developing social justice problem seeking and solving.* Louisiana Lagniappe Conference, Lafayette, LA.
- Gilson, C. M.** (2016, November). *Fostering student potential through real-world problem seeking: a spotlight on humanitarian efforts.* Eastern Carolina University Annual AIG Conference, Greenville, NC.
- Gilson, C. M.** (2016, July). *Differentiating curriculum and instruction in a student-oriented elementary classroom.* Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.**, Fiske, E., Lane, S., Miller, R. Eneman, S., & McKee, M. B. (2016, July). *Instructional Innovation Incubator (i3@UNC) – Faculty development of online & hybrid courses.* Invited panel presentation at the Appalachian State Free Conference, Boone, NC.
- Gilson, C. M.** (2016, April). *Five strategies for using tech tools to empower advanced readers.* University of North Carolina at Wilmington Annual AIG Conference, Wilmington, NC.
- Gilson, C. M.** (2015, October). *Strategies for Preparing Future Problem Seekers and Solvers.* Eastern Carolina University Annual AIG Conference, Greenville, NC.
- Gilson, C. M.** (2015, July). *On your marks, get set...! Preparing middle and high school students for learning in the differentiated classroom.* Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.** (2015, July). *On your marks, get set...! Preparing elementary students for learning in the differentiated classroom.* Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.** (2015, April). *How to use stories to facilitate student-oriented problem seeking and solving.* Scholars Academy Gifted Education Minds in Motion Conference, Metrolina Regional Scholars Academy, Charlotte, NC.
- Gilson, C. M.** (2014, July). *How to organize and coach students for outstanding Type III's.* Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.** (2012, March). *Inspiring children to become independent problem seekers.* Connecticut Association for the Gifted, Minds in Motion Conference, Middletown, CT.

Other State/Regional Presentations

- #*Gilson, C. M.** (2018, March). Listening to gifted students: A key ingredient to rigorous reading discourse. [Poster presentation]. North Carolina Association for the Gifted and Talented One-Day Institute, Winston-Salem, NC.
- #Gilson, C. M.** (2017, July). *Fostering authentic reading discourse: Advice from gifted students*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M., & Chancey, J.** (2017, July). *Developing teacher creativity to inspire student creativity!* Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M., Bruce-Davis, M. B., & Matthews, M. S.** (2017, March). *Creatively promoting social justice*. North Carolina Association for Gifted Children Annual Conference, Winston-Salem, NC.
- #Gilson, C. M.** (2016, July). *Five(ish) cool tech tools to differentiate for advanced readers*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M.** (2016, July). *Tiering reading assignments without tears!* Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M.** (2016, March). *Five tech strategies and resources to differentiate for advanced readers: Grades 3-8*. North Carolina Association for Gifted Children Annual Conference, Winston-Salem, NC.
- #Gilson, C. M., & Matthews, M. S.** (2016, March). *Gifted identification: Why students fall through the cracks and what we can do about it*. North Carolina Association for the Gifted and Talented Annual Conference, Winston-Salem, NC.
- #Gilson, C. M.** (2016, January). *Practical Strategies for Reaching and Teaching Advanced Learners: K-5*. North Carolina Council for Exceptional Children Annual Conference, Pinehurst, NC.
- #Gilson, C. M.** (2015, March). *Practical strategies to jump-start creative problem solving in the classroom*. North Carolina Association for the Gifted and Talented Annual Conference, Winston-Salem, NC.
- #Bruce-Davis, M. N., & Gilson, C. M.** (2014, July). *Developing students' awareness of social justice through problem seeking*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M., & Rios, A.** (2014, July). *Promoting 21st century problem seeking*. Neag Center for Gifted Education Conference, Storrs, CT.
- #*Bruce-Davis, M. N., Gubbins, E. J., & Gilson, C. M.** (2012, July). *The value of STEM schools: Student perspectives from 6 STEM-focused high schools*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M.** (2012, July). *Inspiring students to become independent problem seekers*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Bruce-Davis, M., & Gilson, C. M.** (2011, October). *Putting the pieces together: Creating teacher-parent partnerships that support gifted education*. New England Conference on Gifted & Talented Education Annual Conference, Burlington, VT.
- #Gilson, C. M., & Bruce-Davis, M.** (2011, October). *Inspiring students to become independent problem seekers*. New England Conference on Gifted & Talented Education Annual Conference, Burlington, VT.
- Gilson, C. M.** (2011, August). *Setting the stage to differentiate for high-ability students*. Capital Region BOCES Annual Summer Literacy Institute, Guilderland Center, NY.
- #Gilson, C. M.** (2011, July). *Create your own enrichment unit*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Gilson, C. M.** (2011, July). *Setting the stage for a differentiated classroom*. Neag Center for Gifted Education Conference, Storrs, CT.
- #Bruce-Davis, M. N., & Gilson, C. M.** (2011, July). *The Goldilocks conundrum: The role of choice in the differentiated classroom*. Neag Center for Gifted Education Conference, Storrs, CT.

Grants and Contracts:

- Gilson, C. M.** (2016-2017). *Understanding teachers listening orientations*. UNCC Faculty Research Grant, Charlotte, NC. \$6000. Funded.
- Gilson, C. M.** (2016-2017). *Teaching Fellows Institute research study*. Reemprise & The Foundation for the Carolinas, Charlotte, NC. \$9925. Funded.
- Gilson, C. M., & Gaesser, A.** (2016). *Influence of the AIR framework on teacher listening and gifted students' affect in the reading classroom*. Esther Katz Rozen Fund, American Psychological Foundation. \$50,000. Unfunded.
- Gilson, C. M., & Matthews, M. S.** (2015). *Melding of the minds: A collaborative professional learning conference focusing on student-oriented problem solving*. The Braitmeyer Foundation, Marion, MA. \$34,927. Unfunded.

Contracted as a consultant for the following:

- Gubbins, E. J., Bellara, A., Casa, T., Montrosse-Moorehead, B. (2017-2022). *Thinking Like Mathematicians: Challenging All Grade 3 Students*. \$2,500,000.

Invited Professional Development Contracts

- Matthews, M. S., & **Gilson, C. M.** (2017, August). Differentiation for AIG Readers in the General Education Classroom. Gaston County Professional Development Day, Gastonia, NC.
- Gilson, C. M.** (2015, October). Practical strategies for reaching and teaching advanced learners: Grades K-5. Haywood County Professional Development Day, Waynesville, NC.
- Gilson, C. M.** (2015, October). *Practical strategies for reaching and teaching advanced learners: Grades 6-12*. Haywood County Professional Development Day, Waynesville, NC.

SERVICE/OUTREACH/ENGAGEMENT

Service to the University, College, and Department:

| | |
|--------------|---|
| 2018-2020 | UNC Charlotte Faculty Advisory Library Committee – COED Representative |
| 2017-2019 | COED Library Departmental Representative |
| 2017-2019 | UNC Charlotte Graduation Marshal (alternate) |
| 2016-2019 | COED Honors Council |
| 2017-2018 | COED Diversity Award Committee |
| 2016-2018 | UNC Charlotte Faculty Advisory Library Committee (alternate) |
| 2017 | CDFS Hiring Committee – Tenure Line Faculty Member |
| | SPCD Hiring Committee – Administrative Support Associate |
| 2016-2017 | COED: College Staff Award Committee |
| 2016-2017 | Peer Observation of Online Teaching Revisions Committee |
| 2015-2017 | COED Library Departmental Representative |
| 2015-present | Mentored AIG program adjuncts for SPED 5211, 6124, and 6224 |
| 2014-present | Doctoral Program Committee |
| | Content Validator: 5 SPED Ph.D. SLO Rubrics (2016) |
| | Guest Speaker for Ph.D. Students: <i>Brown Bag Lunch Seminars</i> (2014-2015) |

Presentations to College Faculty

Gilson, C. M. (2017, April). *Understanding the nuances of reading teachers' listening orientations during dialogic discourse*. Faculty research colloquia. University of North Carolina at Charlotte.

Service to the Profession:

Editorial Service

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|----------------|--|
| 2014 - present | <i>Journal of Advanced Academics</i> (10 reviews) Editorial Board Member (2015 – present) |
| 2015 – present | <i>Gifted Child Quarterly</i> (5 reviews) Editorial Board Member (2017 – present) |

Guest Reviewing for Academic Journals

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|-------------|--|
| 2018 | <i>Roeper Review</i> |
| 2015 - 2016 | <i>Rural Special Education Quarterly</i> (2 reviews) |
| 2015 | <i>Journal of the Learning Sciences</i> |
| 2015 | <i>Australasian Journal of Gifted Education</i> |
| 2015 | <i>Asia Pacific Education Review</i> |

Professional Leadership and Service Positions

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|----------------------|---|
| 2014 – present | Member of the North Carolina AIG Institute of Higher Education Consortium Consortium Co-Chair (2015-present) |
| 2011, 2013 – present | American Educational Research Association Division: Teaching and Teacher Education SIG: Research on Giftedness, Creativity, and Talented Students Proposal Reviewer – 10 manuscripts (2015) AERA SIG Election Committee (2016) |
| 2010 – present | National Association for Gifted Children Attendee: (2010-present) Presenter: (2012-present) Network: Research and Evaluation Graduate Student Research Gala Paper Reviewer (2017) Assistant Program Chair & Program Chair (Fall 2016-present) Awards Committee Co-Chair (2014-2016) Graduate Student Network Committee Chair (2012-2014) Proposal Reviewer (2012, 2014-present) |

Professional Consultation

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|-------------|---|
| 2015 – 2016 | Hiring Committee Member for the Executive Director, Metrolina Regional Scholars Academy, Charlotte, NC. |
| 2015 | Lincoln Country AIG portfolio assessment revision, Lincoln County School District, Lincoln, NC. |
| 2014 – 2017 | On-going school transition professional support, Renzulli Academy Pilot Program, New London, CT. |

Service to the Community and Practitioners:

- 2017, 2018 Portfolio Review to Identify Potential Gifted Kindergarteners. Metrolina Scholars Academy, Charlotte, NC.
- 2015 – 2016 North Star Reading Program Volunteer. Newell Elementary School, Charlotte, NC.
- 2014 – present Ongoing professional support and advice for concerned parents of gifted or twice-exceptional students

Professional Development and School District Conferences

- Gilson, C. M.** (2016, April). *Using technology to challenge advanced readers*. Scholars Academy Gifted Education Minds in Motion Conference, Metrolina Regional Scholars Academy, Charlotte, NC.
- Gilson, C. M.** (2015, August). *Differentiating instruction and curriculum for advanced learning*. Central Cabarrus High School, Concord, NC.
- Gilson, C. M.** (2015, April). *How to use stories to facilitate student-oriented problem seeking and solving*. Metrolina Regional Scholars Academy, Charlotte, NC.
- Gilson, C. M.** (2014, November). *Schoolwide Enrichment Model*. Renzulli Academy, New London, CT.
- Gilson, C. M.** (2013, January). *The Schoolwide Enrichment Model – Reading framework*. Springfield Middle School, Springfield, MI.
- Gilson, C. M.** (2012, December). *Curriculum and instruction planning for Schoolwide Enrichment Model –Reading Framework*. North End Middle School, Waterbury, CT.
- Gilson, C. M.** (2011, April). *Developing and improving interest-based enrichment clusters*. Asian Studies Academy School, Hartford, CT.
- Bruce-Davis, M. N., & **Gilson, C. M.** (2011, February). *Developing and improving interest-based enrichment clusters*. Asian Studies Academy School, Hartford, CT.
- Gilson, C. M.** (2011, January). *Curriculum mapping using ATLAS software*. Northville Central School District, Northville, NY.

HONORS AND AWARDS

- 2016 Top Research Paper Award: International Listening Association Conference, Tucson, AZ
- 2015 i3@unc Fellowship for Online Teaching: UNC System, Willington, NC
- 2013 NAGC Doctoral Student Award; The National Association for Gifted Children, Indianapolis, IN
- 2012 1st Place Doctoral Level In-Progress Research: The National Association for Gifted Children, Research and Evaluation Network, Graduate Student Research Gala, Denver, CO
- 2011, 2012 Neag School of Education Predoctoral Fellowship Award; University of Connecticut: Storrs, CT
- 2011 Joseph Renzulli and Sally Reis Renzulli Fund for Graduate Studies in Gifted Education Scholarship

PROFESSIONAL MEMBERSHIPS

- American Education Research Association (2011, 2013 – present)
- International Listening Association (2015-2016)
- International Literacy Association (2015-2016)
- National Association for Gifted Children (2010 – present)
- North Carolina AIG IHE Consortium (2014 – present)

North Carolina Association for the Gifted and Talented (2014 – present)

PROFESSIONAL DEVELOPMENT

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|-----------------|--|
| 2018, March | Examining the Efficacy of Add-on Licensure Programming in AIG Education |
| 2018, February | QM Open Swim – preparing courses to submit to Quality Matters |
| 2017, August | WebEx training at CTL |
| | Powerful Classroom Strategies from Neuroscience Research - 1 day PD through Teaching Fellows Institute |
| 2017, April | VeriCite training at CTL |
| 2017, April | Canvas Open Swim – setting up gradebook, importing courses |
| 2016, October | Teaching fully online with Canvas |
| 2016, September | Assessment academy: Classroom assessment techniques for busy faculty |
| 2016, June | Canvas learning lab |
| 2016, May | Rebuilding my Moodle in Canvas |
| 2016, January | Moodle 2 Open Swim |
| 2015, August | Moodle 2 Open Swim |
| 2015, August | Quizzing with Moodle 2 |
| 2015, August | Strategies and Interventions Promoting Academic Mindsets – 1 day PD through Teaching Fellows Institute |
| 2014, April | Saba Meeting Part 1: Online Introduction |
| 2014, August | What’s new in Moodle 2? |
| 2014, August | Active teaching with technology |
| 2014, August | Moodle 2 for new faculty |
| 2014, August | New ways of engaging students: Screencasting |
| 2014, August | Syllabus 101: Roadmap to Success |