



CHECKLIST FOR NAGC DISTINGUISHED SCHOLAR AWARD

THE FOLLOWING ARE REQUIRED

An individual may receive this award only once.

The individual must have continuously participated in research development in gifted education for more than ten (10) years

Required submission documents:

Details from the person submitting, on why the nominee would be an appropriate recipient of the award

A maximum of two (2) letters of recommendation from persons other than the person submitting the nomination who have the ability to judge the significance of the nominee's contributions.

A list of significant contributions the nominee has made to the field of gifted and to the development and support of NAGC.

Vita and/or supporting documents for the nominee.

DIRECTIONS AND CONSIDERATIONS FOR RATING NOMINEES FOR THE DISTINGUISHED SCHOLAR AWARD

The accomplishments listed under each criteria below reflect possible accomplishments for candidates of the award. They are not meant to be a required list, but a range of possibilities depending on the nature of the researcher's work and the institution where he or she works. These are based on the specific guidelines of NAGC's description of the award.

There are seven areas which are to be considered in rating a candidate for the NAGC Distinguished Scholar Award. In each case a number from one (1) to five (5) is to be assigned for the area with five indicating the strongest possible rating for the individual.

Additional factors other than those listed may be considered where relevant for specific applicants and should be indicated at the end of each section.

1. RESEARCH IN THE FIELD OF GIFTED EDUCATION: ASPECTS TO CONSIDER

Research contributions to the field of gifted education are recognized over at least 10 years and findings have contributed to the body of knowledge in the field.

Developed new theories, perspectives, avenues to serve and support students with gifts and talents and those with gifted potential.

History of resource acquisition shows a notable pattern of research awards generated through competitions in well-respected funding agencies. Note: because of restrictions this may not be possible to demonstrate at some agencies, universities, etc.

Acquisition of resources to further the research agenda have been awarded by granting agencies and award competitions with the most competitive acceptance rates and signify the highest level of accomplishment among one's peers. Note: because of restrictions this may not be possible to demonstrate at some agencies, universities, etc.

Research contributions to the field of gifted education have changed perspectives and practice as how programs serve students with gifts and talents. Examples of these could be:

- Changes to instructional programming and teaching practice
- Identification processes
- Assessment
- Under-representation of students of diversity and poverty in gifted programs
- Understanding of psychological and learning characteristics of gifted individuals

RATING FOR RESEARCH IN FIELD OF GIFTED EDUCATION:

1 2 3 4 5

Any additional factors considered for specific applicant:

2. EXPERTISE IN AN AREA OF GIFTED EDUCATION: ASPECTS TO CONSIDER

Work is recognized in the field of gifted education for a specific focus area such as gifted girls, differentiation strategies, meeting the needs of twice-exceptional students, etc.

Work is recognized within the field of gifted education and across the educational field to support students receiving gifted services and nurture talent development in others.

The individual's work is identifiable across the field of education both nationally and internationally making a prominent impact on education across the globe.

RATING FOR EXPERTISE IN AN AREA OR GIFTED EDUCATION:

1 2 3 4 5

Any additional factors considered for specific applicant:

3. PUBLICATION HISTORY: JOURNALS, BOOKS/BOOK CHAPTERS, MONOGRAPHS: ASPECTS TO CONSIDER

Published research advances new directions and findings.

Research publications (articles and/or books) are available each year documenting newest findings and contributing to the field of knowledge in gifted education and talent development on an annual basis.

Publication outlets are competitive and are considered well-respected by scholars within the field.

Multiple research publications are available each year (articles, books, grants), demonstrating a prolific research agenda and contributing to the field of knowledge in gifted education.

Publication outlets are among those with the highest impact factors and lowest acceptance rates.

RATING FOR PUBLICATION HISTORY: JOURNALS, BOOKS/BOOK CHAPTERS, MONOGRAPHS:

1 2 3 4 5

Any additional factors considered for specific applicant:

4. SEMINAL WORK IN FIELD (THEORY OR MODEL): ASPECTS TO CONSIDER

Work reflects a clear focus on a theory or model influencing ideas and practice in gifted education.

Work reflects a theory or model developed by this scholar or with a team of scholars.

Ideas impact the ideas and practice in gifted and traditional education across the nation.

Works focus on the scholar's own theory or model or those generated by the scholar's collaborative research team and impact ideas and practices in gifted and education and beyond and develop student talent on the national and international levels.

RATING FOR SEMINAL WORK IN THE FIELD (THEORY OR MODEL):

1 2 3 4 5

Any additional factors considered for specific applicant:

5. NATIONAL AND INTERNATIONAL PRESENTATIONS: ASPECTS TO CONSIDER: ASPECTS TO CONSIDER

Presentations reflect this individual's areas of research and scholarship including documentation of how the findings impact current theory and practice in the field.

Presents at multiple conferences each year at the national and international levels.

Presentations are scholarly and delivered at juried meetings, are invited keynotes, and are delivered in learned communities.

Presentations reflect a line of research that has changed the field of gifted education and talent development.

These changes can be noted at the national and international levels.

RATING FOR SEMINAL WORK IN THE FIELD (THEORY OR MODEL):

1 2 3 4 5

Any additional factors considered for specific applicant:

6. RECOGNITION AT THE UNIVERSITY, ORGANIZATIONAL OR ADVOCACY LEVELS: ASPECTS TO CONSIDER

Earned awards at the university level, professional organization, and/or advocacy level on behalf of students with gifts and talents and those with gifted potential.

This individual has eminence not only in the field of gifted but across the larger field of education. Awards earned for outstanding contributions to education at the university, professional and at the advocacy levels reflect the importance of this individual's work and influence on the field of education nationally and/or internationally.

RATING FOR RECOGNITION AT THE UNIVERSITY, ORGANIZATIONAL OR ADVOCACY LEVELS:

1 2 3 4 5

Any additional factors considered for specific applicant:

**7. SERVICES TO THE FIELD, ELECTED OFFICES, EDITORIAL BOARDS, OTHER JURIES OF PEERS:
ASPECTS TO CONSIDER**

Served as a member on the local, state and national committees, served as an officer of a committee, and on editorial boards.

Served in leadership roles on local, state and national committees.

Has served the field as an associate editor for at least one major journal.

Has served the field as the journal editor for at least one major journal.

Served in leadership roles at the local, state, and national or international committees with consistent presence for 10 or more years.

RATING FOR SERVICES TO THE FIELD, ELECTED OFFICES, EDITORIAL BOARDS, AND OTHER JURIES OF PEERS:

1 2 3 4 5

Any additional factors considered for specific applicant:

Total Points and Rank