

About the Authors

Rena F. Subotnik has been Director of the Center for Psychology in Schools and Education at the American Psychological Association (APA) since 2002. Her main efforts have been directed at recruiting members from APA and various public and private associations to work together productively on projects based on psychological science designed to improve teaching and learning in precollegiate environments. Before going to APA, Subotnik was Professor of Educational Psychology and Research Design at Hunter College, where she also coordinated the secondary-education program and served as research and curriculum liaison to the Hunter College Campus Schools (grades PK–12) for gifted students. Subotnik has been awarded grants from the Institute for Education Sciences and the McDonnell Foundation for work on promoting the application of psychological sciences to teaching and learning in schools. She has also been supported by the National Science Foundation, the Jack Kent Cooke Foundation, the Camille and Henry Dreyfus Foundation, the American Psychological Foundation, the U.S. Department of Education Javits program, and the Spencer Foundation for research on and services for gifted adolescents. She was recently named a Fellow of the American Educational Research Association.

Paula Olszewski-Kubilius is currently Director of the Center for Talent Development at Northwestern University and a professor in the School of Education and Social Policy. She has worked at the Center for 28 years, during which she has designed and conducted supplementary, outside-of-school educational programs for learners of all ages. She is active in national- and state-level advocacy organizations for gifted children in the Midwest. She is currently president of the National Association for Gifted Children, serves on the board of the Illinois Association for Gifted Children, and is a trustee of the Illinois Mathematics and Science Academy. She has

conducted research and published extensively on issues of talent development, particularly the effects of accelerated educational programs and the needs of special populations of gifted children. She has served as the editor of *Gifted Child Quarterly* and as a coeditor of *the Journal of Secondary Gifted Education*. She has also served on the editorial advisory boards of the *Journal for the Education of the Gifted* and *Gifted Child International* and was a consulting editor for *The Roeper Review*. She currently is a member of the editorial board of *Gifted Child Today* and *Gifted Child Quarterly*. In 2009, she received the Distinguished Scholar Award from the National Association for Gifted Children.

Frank C. Worrell is a professor in the Graduate School of Education at the University of California, Berkeley, and serves as Director of the School Psychology program, as Faculty Director of the Academic Talent Development Program, and as Faculty Director for the California College Preparatory Academy. His research centers on academic talent development, the relationship of psychosocial variables to academic and psychological functioning, and the translation of research findings into school-based practice. Worrell is a member of several editorial boards and professional organizations. He is one of the coeditors-elect of the *Review of Educational Research* for a three-year term beginning in 2012. Worrell is a Fellow of Divisions 5 (Evaluation, Measurement, and Statistics), 16 (School Psychology), and 52 (International Psychology) of the American Psychological Association (APA); a Fellow of the Association for Psychological Science; and an elected member of the Society for the Study of School Psychology. He gave the 2010 Esther Katz Rosen Lecture on Gifted Children and Adolescents at the annual meeting of the APA and was honored with the 2011 Chancellor's Award for Advancing Institutional Excellence at the University of California, Berkeley.