

FRANK C. WORRELL

Abbreviated CV

3278 Ramona Street
Pinole, CA 94564-1228
Hm: (510) 223-5313
Wk: (510) 643-4891
Admin: (510) 642-4202
Em: frankc@berkeley.edu

School Psychology Program
Graduate School of Education, MC 1670
2121 Berkeley Way
4th Floor
The University of California
Berkeley, CA 94720

ORCID ID:  <https://orcid.org/0000-0002-7122-527X>

DEGREES

Ph.D., Education (Educational & School Psychology), University of California, Berkeley, 1994
M.A., Educational Psychology, University of Western Ontario, London, Ontario, Canada, 1987
B.A. (Hons), Psychology, University of Western Ontario, London, Ontario, Canada, 1985

CERTIFICATIONS

California Pupil Personnel Services Credential, University of California, Berkeley, 1991 – present
California School Psychology Credential, University of California, Berkeley, 1993 – present
Pennsylvania School Psychology Certificate, The Pennsylvania State University, 1995 – 2003
Licensed Psychologist: Pennsylvania (#PS-008390-L), 1996 – present

CURRENT APPOINTMENTS

Professor Above Scale, School Psychology, Graduate School of Education, UC Berkeley, 2020 – present
Director, School Psychology Program, UC Berkeley, 2004 – present
Faculty Director, Academic Talent Development Program, UC Berkeley, 2004 – present
Faculty Director, California College Preparatory Academy, 2007 – 2011, 2012 – 2021
Affiliate Professor, Social and Personality Program, Psychology Department, UC Berkeley, 2011 –

RESEARCH INTERESTS

Academic Talent Development
African American Education
Education in the English-Speaking Caribbean
Education of At-Risk Youth
Ethnic and Racial Identity
Psychosocial Development
Scale Development and Validation
Teaching Effectiveness
Time Perspective

AWARDS

'A' Level History Prize, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, February 1981
General Merit Medal, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, February, 1981
University of Western Ontario Continuing Scholarship, University of Western Ontario, 1982 – 1985
Don Wright Award, Mustang Marching Band, University of Western Ontario, 1983
Commonwealth Scholarship (Trinidad & Tobago, Canada), Univ. of Western Ontario, 1983 – 1985
R. B. Liddy Gold Medal, Graduating Psychology class, University of Western Ontario, 1985
Foreign Student Visa Bursary, University of Western Ontario, 1985 – 1987

AWARDS (con't)

Non-Resident Tuition Scholarship, University of California, Berkeley, 1988 – 1989
George C. and Helen N. Pardee Scholarship, University of California, Berkeley, 1989 – 1991
Dr. Ned Flanders Scholarship, University of California, Berkeley, 1991 – 1993
Non-Resident Tuition Scholarship, University of California, Berkeley, 1991 – 1994
Provost Dissertation Research Award, University of California, Berkeley, 1993 – 1994
Outstanding Doctoral Dissertation Award, Graduate School of Education, UC Berkeley, 1995
Who's Who Among America's Teachers, 1996
Fellow, Division 16 (School Psychology), American Psychological Association, 2007
Friend of the McNair Program, University of California, Berkeley, 2007
Member, Society for the Study of School Psychology (**Elected 2007**)
Presidential Award, National Association of School Psychologists, 2009
Fellow, Division 5 (Evaluation, Measurement, and Statistics [now Quantitative and Qualitative Methods]), American Psychological Association, 2010
Esther Katz Rosen Lecture on Gifted Children and Adolescents, American Psychological Association, 2010
Chancellor's Award for Advancing Institutional Excellence and Equity, UC Berkeley, 2011
Fellow, Association for Psychological Science, 2011
Fellow, Division 52 (International Psychology), American Psychological Association, 2011
Presidential Citation, American Psychological Association, 2011
Fellow, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), American Psychological Association, 2012
Excellence in Research Award (Senior Category), with Rena F. Subotnik and Paula Olszewski-Kubilius for PSPI article), Mensa Education and Research Foundation, 2013
Jack Bardon Distinguished Service Award, Division 16, American Psychological Association, 2013
Distinguished Scholar Award, National Association for Gifted Children, 2013
Fellow, Division 15 (Educational Psychology), American Psychological Association, 2014
Fellow, American Educational Research Association, 2015
Distinguished Contributions to Research Award, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), American Psychological Association, 2015
Outstanding Service Award, Caribbean and African Studies in Education Special Interest Group, American Educational Research Association, 2016
Nadine Lambert Outstanding School Psychologist Award (Region II), California Association of School Psychologists, 2016
Member, National Academy of Education (**Elected 2018**)
Excellence in Research Award (with Jonathan Wai for PIBBS article), Mensa Education and Research Foundation, 2018
Outstanding International Psychologist Award, Division 52, American Psychological Association, 2018
The Palmarium Award in Gifted Education, University of Denver, Morgridge College of Education, 2019
Scholar Book of the Year Award, National Association for Gifted Children (with Paula Olszewski-Kubilius and Rena F. Subotnik), 2019
Legacy Book of the Year Award (Scholar Category), Texas Association for the Gifted and Talented (with Paula Olszewski-Kubilius and Rena F. Subotnik), 2019
Scholar Book of the Year Award, National Association for Gifted Children (with Rena F. Subotnik and Paula Olszewski-Kubilius), 2020

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA; Divisions D, E)
AERA Special Interest Group (SIG): Caribbean and African Studies in Education (CASE)
AERA SIG: Faculty Teaching, Evaluation, and Development (FTED)
AERA SIG: Research Focus on Black Education (RFBE)
AERA SIG: Research on Giftedness, Creativity and Talent (RGCT)
American Psychological Association (Divisions 5, 15, 16, 44, 45, 52)

CURRENT PROFESSIONAL AFFILIATIONS (con't)

Association for Psychological Science
Association of Black Psychologists (*Lifetime*)
California Association for the Gifted
California Association of School Psychologists
California Psychological Association
Caribbean Studies Association
Council of Directors of School Psychology Programs
European Council for High Ability
International School Psychology Association
International Society for the Study of Behavioural Development
National Association for Gifted Children (*Lifetime*)
National Association of School Psychologists
Society for Research on Adolescence
Society for the Study of School Psychology
Trainers of School Psychologists
Trinidad and Tobago Association of Psychologists

SELECTED PROFESSIONAL EXPERIENCES

Prior Appointments: Administrative

Director, YMCA Day Camps, Port-of Spain, Trinidad and Tobago, Summer, 1980
Coordinator, Daniell Educational Community Summer Programme, Trinidad & Tobago, 1986 – 1988
Principal, Daniell Educational Community High School, Trinidad and Tobago, 1987 – 1988
Site Administrator, Elementary Division, Academic Talent Development Program (ATDP), Graduate School of Education (GSE), University of California, Berkeley, 2001 – 2004
Faculty Co-Director, California College Preparatory Academy, UC Berkeley, 2005 – 2007

Prior Appointments: Teaching/Research

Teacher, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, 1980 – 1981, 1986 – 1987
Instructor, ATDP, GSE, UC Berkeley, 1989 – 1998, 2000
Graduate Student Researcher, ATDP, GSE, UC Berkeley, 1991 – 1994
Visiting Research Psychologist, ATDP, GSE, UC Berkeley, 1997 – 1999
Visiting Professor, School of Education, University of New South Wales, Australia, October 2015
Visiting Professor, School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Fall 2011, 2012 – 2017
Visiting Professor, Department of Psychology, Southwest University, Chongqing, China, March 2018
Visiting Professor, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia, December 2018

Appointments: Clinical/Consulting

Evaluator, Primary Science and Mathematics Project (PRISM), Lawrence Hall of Science, UC Berkeley, 1990 – 1992
School-District Intern, Alameda Unified School District, 1992 – 1993
Counselor, ATDP, Graduate School of Education, UC Berkeley, 1994 – 1997
Head Counselor, ATDP, GSE, UC Berkeley, 1998 – 2005
Consultant, School Leadership Center of Trinidad and Tobago, 2002 – 2008
Member, External Review Committee, Center for Talented Youth (CTY), Johns Hopkins University, Spring 2011
Consultant, Talent Development Lecture, St. John's University, New York, Summer 2011
Consultant, Psychological Assessment Resources, Inc., Lutz, Florida, 2012
Member, External Advisory Board, National Center for Research on Gifted Education, University of Connecticut, 2017 – 2019

SELECTED PROFESSIONAL SERVICE

Other Academic, Governmental, and non-Governmental Organizations

Reviewer, National Institute of Child Health and Human Development Panels, 2003
Reviewer, Qatar National Research Fund, 2010 – 2013
Education Judge, The Tech Awards, The Tech Museum of Innovation, 2014 – 2016
Panelist/Reviewer, Ford Foundation Fellowship Program, The National Academies, 2014, 2015
Reviewer, Spencer Foundation Dissertation Fellowship Program, National Academy of Education, 2019 – 2021

Professional Associations

Chair, Committee on Ethnic Minority Affairs, Division 16, APA, 2001 – 2003
Executive Board Member, SIG: Research on Giftedness and Talent, AERA, 2001 – 2004
Vice President, Education, Training, and Scientific Affairs, Division 16, APA, 2002 – 2004
Chair, Outstanding Dissertation Award Committee, Division 16, APA, 2002
Member, Senior Scientist Award Committee, Division 16, APA, 2002 – 2003
Member, Interdivisional Coalition on Giftedness and Gifted Education, Center for Psychology in the Schools and Education, APA, 2004 – 2012
Chair, Committee on Division/APA Relations, APA, 2006
Member, Board of Directors, California Foundation for Gifted Education, 2006 – 2018
President, Division 16, APA, 2007
Reviewer, AERA/IES Dissertation Grants Competition, 2007
Member, Award Committee, AERA SIG Research on Giftedness, Creativity, and Talent, 2007 – 2013
Member, Committee on Psychological Tests and Assessments (CPTA), APA, 2007 – 2009
Past President, Division 16, APA, 2008 – 2009
CPTA Representative, APA Coalition for Psychology in the Schools and Education, 2008 – 2009
APA Representative, Joint Committee on the Standards for Educational Evaluation, 2008 – 2010
Chair, Diversity Committee, Division 5 (Evaluation, Measurement, and Statistics [now Quantitative and Qualitative Methods]), APA, 2008 – 2010
Member, Postdoctoral Fellows Review Committee, AERA, 2009
Member, Publications Committee, National Association for Gifted Children, 2009 – 2012
Member, Joint Committee for the Revision of the *Standards for Educational and Psychological Testing*, AERA, APA, and the National Council on Measurement in Education, 2009 – 2013
Member, Paul Henkin Student Travel Award Selection Committee, Division 16, APA, 2010
Reviewer, Javits Grants Final Reports, Institute of Education Sciences, U.S. Dept. of Education, 2010
Member, APA Presidential Task Force on Educational Disparities, 2010 – 2012
Member, Society for the Study of School Psychology (SSSP) Early Career Awards Committee, 2011 – 2012
Catalyst Scholar, School Psychology Research Collaboration Conference, 2013
Faculty Participant, Mentoring Session for Graduate Students and Early Career Professionals, Division 52 (International Psychology), APA Convention, 2013
Member, Board of Scientific Affairs, APA, 2013 – 2015
Member, Diversity and Equity Committee, National Association for Gifted Children, 2013 – 2015
Member, Esther Katz Rosen Early Career Research Grant Committee, American Psychological Foundation, 2013 – 2015
Faculty Participant, Early Career Scholars Capstone Conference and Career Development Workshop, American Educational Research Association, 2014
Member, Presidential Arts and Psychology Committee, American Psychological Association (APA) 2014
Member, Presidential Citations Committee, APA, 2014
Co-Chair, Coalition for Psychology of High Performance, APA, 2014 – 2019
Chair, Board of Scientific Affairs, APA, 2015
Senior Scholar, European Association for Research on Adolescence (EARA)/Society for Research on Adolescence (SRA) Summer School, 2015
Chair, Jack Bardon Distinguished Service Award Committee, Division 16, APA, 2015 – 2017
APA Representative, Management Committee, *Standards for Educational and Psychological Testing*, 2016 – 2021

SELECTED PROFESSIONAL SERVICE (con't)

Professional Associations (con't)

Participant, Society for the Study of School Psychology (SSSP) Speed Mentoring, National Association of School Psychologists' (NASP) Annual Convention, 2016
Member-at-Large, Board of Directors, APA and APA-Practice Organization, 2016 – 2018
Member, SSSP/NASP Research Presentation Series Committee, 2017 – 2020
Member, National Association for Gifted Children (NAGC) Gifted Definition Task Force, 2018
Member, International Research Collaborative for the Psychology of Talent Development, 2018 – 2020
Board of Scientific Affairs Representative, Coalition for Psychology in the Schools and Education, 2019 – 2020
Chair and APA Representative, Management Committee, *Standards for Educational and Psychological Testing*, 2019 – 2020
Member, Edward Lee Thorndike Award Committee, Division 15, American Psychological Association (APA), 2020
Member, *Gifted Child Quarterly* Working Group on Journal Policies, Procedures, and Practices, 2020 – 2021
President-Elect, American Psychological Association, 2021

Selected Editorial Service

Editorial Boards

Member, Editorial Review Board, *The Journal of Secondary Gifted Education*, 2000 – 2006
Member, Editorial Advisory Board, *Gifted Dialogue*, 2002 – 2004
Member, Editorial Advisory Board, *Roeper Review*, 2002 – 2004, 2008 – 2010
Member, Editorial Review Board, *School Psychology Quarterly*, 2003 – 2016
Member, Editorial Review Board, *Gifted Child Quarterly*, 2003 – present
Contributing Editor, *Roeper Review*, 2005 – present
Member, Editorial Board, *Psychology in the Schools*, 2006 – 2014
Consulting Editor, *Assessment*, 2006 – present
Member, Editorial Board, *Journal of Advanced Academics*, 2007 – present
Consulting Editor, *Cultural Diversity and Ethnic Minority Psychology*, 2008 – 2009
Member, Editorial Board, *Journal of Applied School Psychology*, 2009 – present
Member, Editorial Board, *Identity: An International Journal of Theory and Research*, 2011 – 2020
Member, Editorial Board, *International Journal of School and Educational Psychology*, 2012 – 2020
Member, Editorial Board, *International Journal of Quantitative Research in Education*, 2012 – present
Member, Editorial Board, *Journal of Psychology in Africa*, 2012 – present
Editorial Advisory Board, *Gifted Education International*, 2020 – 2025

Action Editor, Guest Editor, and Editor

Action Editor, *Journal of Multicultural Counseling and Development*, 2001
Guest Editor, *Journal of Multicultural Counseling and Development*, 2001
Co-Editor, *Review of Educational Research*, 2012 – 2014
Guest Editor, *Journal of Educational and Psychological Consultation*, 2014
Guest Editor, *Psychology in the Schools*, 2014
Action Editor, *Sage Open*, 2014 – 2015, 2019
Editor, *Review of Educational Research*, 2015 – 2016
Guest Editor, *Annals of the New York Academy of Sciences*, 2016
Guest Editor, *Policy Insights from the Behavioral and Brain Sciences*, 2016, 2019, 2020
Guest Editor, *Journal of Black Psychology*, 2019
Guest Editor, *School Psychology Review*, 2020 – 2021
Senior Editor, *School Psychology Review*, 2020 – 2022

PROFESSIONAL SERVICE (con't)

Music

- Director*, Youth Choir, St. Michael's and All Angels, Diego Martin, Trinidad, 1978 – 1981
Assistant Director, Celestial Choir, Taylor United Methodist Church, Oakland, CA, 1989 – 1994, 2003 – 2012
Director, Graduate School of Education Chorus, UC Berkeley, 1990 – 1994, 2003 – 2018
Member, The Penn State Glee Club, The Pennsylvania State University, 1994 – 2003
Assistant Director, The Penn State Glee Club, The Pennsylvania State University, 1997 – 1998
Tour Coordinator, Trinidad and Tobago, The Penn State Glee Club, 1997 – 1998
Director, Youth Choir, St. John's United Church of Christ, Boalsburg, PA, 1998 – 2001
Associate Director, The Penn State Glee Club, Penn State, 1999 – 2001, 2002 – 2003
Tour Coordinator, Trinidad and Tobago, Juniata College Concert Choir, 2000 – 2001, 2006 – 2007
Co-Coordinator, *The Music of Desmond Waithe*, Juniata College, 2002
Musical Director, Long Service Award Ceremony Combined Choir, Ansa-McAl Group of Companies, Trinidad and Tobago, 2002
Member, African Chorus: World Premiere, *York: The Voice of Freedom*, The Pennsylvania State University, 2002
Adjudicator, Mini-Preliminaries, Trinidad and Tobago Biennial Music Festival, 2002, 2004
Member, Trinidad and Tobago Music Festival Committee, 2003 – 2004
Member, Board of Directors, East Bay Center for the Performing Arts, Richmond, CA, 2005 – 2011
Director, American Psychological Association Council of Representatives Choir, 2014 –
Choir Director, Opening Ceremony, Annual Convention of the American Psychological Association, 2014, <https://youtu.be/TCJv8pkUO2M>
Arts Lessons. (n.d.). Interviewer – Gretchen Kell. https://news.berkeley.edu/arts-lessons-2/?mgi_5061=56235/frank-worrell
Guest Conductor, Camerata Chamber Choir (*Summer Christmas*), Auckland, New Zealand, 2018
Director, Berkeley Way West Chorus (formerly the Graduate School of Education Chorus), 2018 –
Worrell, F. C. (2020, September 25). *Ain't misbehaving, Just social distancin' now*.
<https://www.instagram.com/tv/CFIV5Qdl98f?igshid=nhlrzi6p5re7>

SELECTED PUBLICATIONS

(¹student, advisee, or postdoc at time of submission)

Journal Articles

- Worrell, F. C. (1997a). Academically talented students and resilient at-risk students: Differences on self-reported risk and protective factors. *The Journal of At-Risk Issues*, 4(1), 10–18.
- Worrell, F. C. (1997b). An exploratory factor analysis of Harter's Self-Perception Profile for Adolescents in academically talented students. *Educational and Psychological Measurement*, 57(6), 1016–1024. <https://doi.org/10.1177/0013164497057006010>
- Worrell, F. C., ¹Roth, D. A., & Gabelko, N. H. (1998). Age and gender differences in the self-concepts of academically talented students. *The Journal of Secondary Gifted Education*, 9(4), 157–162.
- Worrell, F. C., Gabelko, N. H., ¹Roth, D. A., & ¹Samuels, L. K. (1999). Parents' reports on homework amount and problems in academically talented elementary students. *Gifted Child Quarterly*, 43(2), 86–94. <https://doi.org/10.1177/001698629904300205>
- Worrell, F. C., ¹Latto, I. K., & ¹Perlinski, M. A. (1999). The relationship of risk status to self-esteem and perceived life chances. *The Journal of At-Risk Issues*, 5(2), 33–38.
- Worrell, F. C. (2000). A validity study of scores on the Multigroup Ethnic Identity Measure based on a sample of academically talented adolescents. *Educational and Psychological Measurement*, 60(3), 439–447. <https://doi.org/10.1177/00131640021970646>
- ¹Schweigardt, W. J., Worrell, F. C., & Hale, R. L. (2001). Gender differences in the motivation for and selection of courses in a summer program for academically talented students. *Gifted Child Quarterly*, 45(4), 283–293. <https://doi.org/10.1177/001698620104500406>

SELECTED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Worrell, F. C., & ¹Kuterbach, L. D. (2001). The use of student ratings of teacher behaviors with academically talented high school students. *The Journal of Secondary Gifted Education, 12*(4), 236–247. <https://doi.org/10.4219/jsge-2001-670>
- Worrell, F. C., ¹Szarko, J. E., & Gabelko, N. H. (2001). Multi-year persistence of nontraditional students in an academic talent development program. *The Journal of Secondary Gifted Education, 12*(2), 80–89. <https://doi.org/10.4219/jsge-2000-646>
- Vandiver, B. J., & Worrell, F. C. (2002). The reliability and validity of scores on the Almost Perfect Scale-Revised with academically talented middle school students. *The Journal of Secondary Gifted Education, 13*, 108–119. <https://doi.org/10.4219/jsge-2002-372>
- Worrell, F. C. (2002). Global and domain-specific self- concepts in academically talented Asian American and White adolescents. *Gifted Child Quarterly, 46*(2), 90–97. <https://doi.org/10.1177/001698620204600202>
- Worrell, F. C., ¹Gibbons, T. A., ¹Starks, M. T., & Nicosia, M. W. (2003). Self -reported differences on risk and protective factors in rural honor students, at-risk dropouts, and at-risk graduates. *Journal of At-Risk Issues, 9*(1), 5–13.
- Worrell, F. C., & ¹Bucknavage, L. B. (2004). Participation in extracurricular activities by students attending assisted and prestige schools in Trinidad. *Caribbean Curriculum, 11*, 129–147.
- Worrell, F. C., & Schaefer, B. A. (2004). Reliability and validity of Learning Behaviors Scale (LBS) scores with academically talented students: A comparative perspective. *Gifted Child Quarterly, 48*(4), 287–308. <https://doi.org/10.1177/001698620404800404>
- ¹Bucknavage, L. B., & Worrell, F. C. (2005). A study of academically talented students' participation in extracurricular activities. *The Journal of Secondary Gifted Education, 16*(2-3), 74–86. <https://doi.org/10.4219/jsge-2005-474>
- ¹Mello, Z. R., & Worrell, F. C. (2006). The relationship of time perspective to age, gender, and academic achievement among academically talented adolescents. *Journal for the Education of the Gifted, 29*(3), 271–289. <https://doi.org/10.1177/016235320602900302>
- Worrell, F. C. (2007). Consultation in the gifted-education arena: Old wine in a new skin. *Journal of Educational and Psychological Consultation, 17*(4), 375–386. <https://doi.org/10.1080/10474410701634344>
- Worrell, F. C. (2007). Ethnic identity, academic achievement, and global self-concept in four groups of academically talented adolescents. *Gifted Child Quarterly, 51*(1), 23–38. <https://doi.org/10.1177/0016986206296655>
- Worrell, F. C., & ¹Mello, Z. R. (2007). The reliability and validity of Zimbardo Time Perspective Inventory (ZPTI) scores in academically talented adolescents. *Educational and Psychological Measurement, 67*(3), 487–504. <https://doi.org/10.1177/0013164406296985>
- Worrell, F. C., Roth, D. A., & Gabelko, N. H. (2007). Elementary Reading Attitude Survey (ERAS) scores in academically talented students. *Roepers Review, 29*(2), 119–124. <https://doi.org/10.1080/02783190709554395>
- Matthews, M. S., Gentry, M., McCoach, D. B., Worrell, F. C., Matthews, D., & Dixon, F. (2008). Evaluating the state of a field: Effect size reporting in gifted education, 1996 – 2005. *The Journal of Experimental Education, 77*(1), 55–65. <https://doi.org/10.3200/JEXE.77.1.55-68>
- Webster, N. S., & Worrell, F. C. (2008). Academically talented students' attitudes towards service in the community. *Gifted Child Quarterly, 52*(2), 170–179. <https://doi.org/10.1177/0016986208316038>
- Worrell, F. C. (2009). Myth 4: A single test score or indicator tells us all we need to know about giftedness. *Gifted Child Quarterly, 53*(4), 242–244. <https://doi.org/10.1177/0016986209346828>
- Kover, D. J., & Worrell, F. C. (2010). The influence of instrumentality beliefs on intrinsic motivation: A study of high achieving adolescents. *Journal of Advanced Academics, 21*(3), 470–498. <https://doi.org/10.1177/1932202X1002100305>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest, 12*(1), 3–54. <https://doi.org/10.1177/1529100611418056>
- Worrell, F. C. (2011). Promising practices in serving academically talented youth in urban settings. *Gifted Child Today, 34*(1), 44–49. <https://doi.org/10.1177/107621751103400112>

SELECTED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Worrell, F. C., & ¹Erwin, J. O. (2011). Best practices in identifying students for gifted and talented education (GATE) programs. *Journal of Applied School Psychology*, 2 (4), 319–340. <https://doi.org/10.1080/15377903.2011.615817>
- Young, A. E., Worrell, F. C., & Gabelko, N. H. (2011). Predictors of success in accelerated and enrichment summer mathematics courses for academically talented students. *Journal of Advanced Academics*, 22(4), 558–577. <https://doi.org/10.1177/1932202X11413886>
- ¹Erwin, J. O., & Worrell, F. C. (2012). Assessment practices and the underrepresentation of minority students in gifted and talented education. *Journal of Psychoeducational Assessment*, 30(1), 74–87. <https://doi.org/10.1177/0734282911428197>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012). A proposed direction forward for gifted education based on psychological science. *Gifted Child Quarterly*, 56(4), 176–188. <https://doi.org/10.1177/0016986212456079>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2012). Important issues, some rhetoric, and a few straw men: A response to comments on “Rethinking Giftedness and Gifted Education.” *Gifted Child Quarterly*, 56(4), 224–231. <https://doi.org/10.1177/0016986212456080>
- Rashid, K., Worrell, F. C., & Kenny, D. (2014). Aesthetic development in female students in Iran. *The Asia-Pacific Education Researcher*, 23(3), 473–481. <https://doi.org/10.1007/s40299-013-0122-9>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2015). Antecedent and concurrent psychosocial skills that support high levels of achievement within talent domains. *High Ability Studies*, 26(2), 195–210. <https://doi.org/10.1080/13598139.2015.1095077>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2015). Conceptualizations of giftedness and the development of talent: Implications for counselors. *Journal of Counseling and Development*, 93(2), 143–152. <https://doi.org/10.1002/j.1556-6676.2015.00190.x>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2015). Re-pensando las altas capacidades: Una aproximación evolutiva. *Revista de Educación*, 368, 245–267.
- Rashid, K., & Worrell, F. C. (2015). Aesthetic development in male students in Iran. *International Journal for Innovation Education and Research*, 3(8), 1–10. <https://ijer.net/index.php/ijer/article/view/392/0>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2015). From traditional perspectives on giftedness to embracing talent development: A transition based on scholarship in psychological science. *Psychologia Wychowawcza* [Educational Psychology], 50(8), 9–19. <https://e-psychologiawychowawcza.pl/resources/html/article/details?id=139263>
- ¹Dixon, D. D., Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2016). Beyond perceived ability: The contribution of psychosocial factors to academic performance. *Annals of the New York Academy of Sciences*, 1377(1), 67–77. <https://doi.org/10.1111/nyas.13210>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2016). Aiming talent development toward creative eminence in the 21st century. *Roeper Review*, 38(3), 140–152. <https://doi.org/10.1080/02783193.2016.1184497>
- Wai, J., & Worrell, F. C. (2016). Helping disadvantaged and spatially talented students fulfill their potential: Related and neglected national resources. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 122–128. <https://doi.org/10.1177/2372732215621310>
- Worrell, F. C., Knotek, S. E., Plucker, J. A., Portenga, S., Simonton, D. K., Olszewski-Kubilius, P., Schultz, S. R., & Subotnik, R. F. (2016). Competition’s role in developing psychological strength and outstanding performance. *Review of General Psychology*, 20(3), 259–271. <https://doi.org/10.1037/gpr0000079>
- Dixon, D. D., ¹Roberson, C. C. B., & Worrell, F. C. (2017). Psychosocial keys to African American achievement? Examining the relationship between achievement and psychosocial variables in high achieving African Americans. *Journal of Advanced Academics*, 28(2), 120–140. <https://doi.org/10.1177/1932202X17701734>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2017). Response to ACCEL: Emphasize development, domains, and application. *Roeper Review*, 39(3), 199–202. <https://doi.org/10.1080/02783193.2017.1318995>

SELECTED PUBLICATIONS

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2017). The 15-minute audition: Translating a proof of concept into a domain-specific screening device for mathematical talent. *Gifted Child Quarterly*, 61(3), 164–171. <https://doi.org/10.1177/0016986217701835>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). Enhancing creative productivity: A developmental domain-specific approach. *International Journal for Talent Development and Creativity*, 6(1-2), 27–38.
- Young, A. E., & Worrell, F. C. (2018). Comparing metacognition assessments of mathematics in academically talented students. *Gifted Child Quarterly*, 62(3), 259–275. <https://doi.org/10.1177/0016986218755915>
- Olszewski-Kubilius, P., Subotnik, R. F., Davis, L. C., & Worrell, F. C. (2019). Benchmarking psychosocial skills important for talent development. *New Directions for Child and Adolescent Development*, 168, 161–176. <https://doi.org/10.1002/cad.20318>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). Environmental factors and personal characteristics interact to yield high performance in domains. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02804>
- Worrell, F. C., Subotnik, R. F., Olszewski-Kubilius, P., & Dixon, D. D. (2019). Gifted students. *Annual Review of Psychology*, 70, 551–576. <https://doi.org/10.1146/annurev-psych-010418-102846>
- Dixon, D. D., Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2020). Developing academic talent as a practicing school psychologist: From potential to expertise. *Psychology in the Schools*, 57(10), 1582–1595. <https://doi.org/10.1002/pits.22363>
- ¹Gelgoot, E. S., Bulakowski, P. F., & Worrell, F. C. (2020). Flipping a classroom for academically talented students. *Journal of Advanced Academics*, 31(4) 451–469. <https://doi.org/10.1177/1932202X20919357>
- Knotek, S. E., Foley-Nicpon, M., Kozbelt, A., Olszewski-Kubilius, P., Portenga, S., Subotnik, R. F., & Worrell, F. C. (2020). Gatekeeping in high performance settings. *Review of General Psychology*, 21(3), 254–267. <https://doi.org/10.1177/1089268020905578>
- Preckel, F., Golle, J., Grabner, R., Jarvin, L., Kozbelt, A., Müllensiefen, D., Olszewski-Kubilius, P., Subotnik, R. F., Schneider, W., Volk, M., & Worrell, F. C. (2020). Talent development in achievement domains: A psychological framework for within and cross-domain research. *Perspectives on Psychological Science*, 15(3), 691–722. <https://doi.org/10.1177/1745691619895030>
- Worrell, F. C., Mendoza-Denton, R., Vandiver, B. J., Fhagen, P. E. & Cross, W. E., Jr. (2020). Wai, J., & Worrell, F. C. (2021). The future of intelligence research and gifted education. *Intelligence*, 87, 101546. <https://doi.org/10.1016/j.intell.2021.101546>
- Andretta, J. R., & Worrell, F. C. (accepted). Attitudes toward the past, present, and future: Associations with self-reported academic outcomes in academically talented adolescents. *Gifted Child Quarterly*.

Special Issues of Journals

- Miranda, A. H., Radliff, K. M., Graves, S. L. Jr., & Worrell, F. C. (Eds.). (2014). Culture counts: Preparing school psychologists for working with diverse populations. [Special issue]. *Psychology in the Schools*, 51(4).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., Newcombe, N., & Worrell, F. C. (Eds.). (2016). Policy Insights from Education Research. *Policy Insights from the Behavioral and Brain Sciences*, 3(1).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., Newcombe, N., & Worrell, F. C. (Eds.). (2016). Policy Insights from Education Research. *Policy Insights from the Behavioral and Brain Sciences*, 3(2).
- Worrell, F. C., Beghetto, R. A., & Renzulli, J. (Eds.). (2016). Beyond the IQ test. [Special issue]. *Annals of the New York Academy of Sciences*, 1377(1).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., & Worrell, F. C. (Eds.). (2019). Policy Insights from Education Research 1. *Policy Insights from the Behavioral and Brain Sciences*, 6(2).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., & Worrell, F. C. (Eds.). (2020). Policy Insights from Education Research 2. *Policy Insights from the Behavioral and Brain Sciences*, 7(1).

SELECTED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Book Chapters and Bibliographies

- Worrell, F. C. (2003). Why are there so few African Americans in gifted programs? In C. C. Yeakey & R. D. Henderson (Eds.), *Surmounting the odds: Education, opportunity, and society in the new millennium* (pp. 423–454). Information Age Publishing.
- Worrell, F. C. (2007). Gifted education: Traditional and emerging approaches. In A. Burstyn (Ed.), *The Praeger handbook of special education* (pp. 122–125). Praeger Publishers.
- Worrell, F. C. (2009). What does gifted mean? Personal and social identity perspectives on giftedness in adolescence. In F. D. Horowitz, R. F. Subotnik, & D. J. Matthews (Eds.), *The development of giftedness and talent across the lifespan* (pp. 131–152). American Psychological Association. <https://doi.org/10.1037/11867-008>
- Worrell, F. C. (2009). Providing gifted and talented education to underrepresented minority youth: One legacy of Joyce VanTassel-Baska. In B. MacFarlane & T. Stambaugh (Eds.), *Leading change in gifted education: The festschrift of Dr. Joyce VanTassel-Baska* (pp. 149–160). Prufrock Press. <https://doi.org/10.4135/9781412971959.n56>
- Worrell, F. C. (2010). Psychosocial stressors in the development of gifted learners with atypical profiles. In J. L. VanTassel-Baska (Ed.), *Patterns and profiles of promising learners from poverty* (pp. 33–58). Prufrock Press.
- Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M., Messer, W. S., Miller, H. L., Jr., Prohaska, V., Zlokovich, M. S. (2010). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 129–144). American Psychological Association. <https://doi.org/10.1037/12063-008>
- Worrell, F. C., & Young, A. E. (2011). Gifted children in urban settings. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (pp. 137–151). Prufrock Press.
- Worrell, F. C. (2012). Mindsets and giftedness: Assumptions and implications. In R. F. Subotnik, A. Robinson, C. M. Callahan, & E. J. Gubbins (Eds.), *Malleable minds: Translating insights from psychology and neuroscience to gifted education* (pp. 153–163). National Center for Research on Giftedness and Talent.
- Worrell, F. C. (2013). Gifted African Americans. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 388–400). Routledge. <https://doi.org/10.4324/9781315639987>
- Worrell, F. C. (2013). Identifying gifted learners: Nonverbal assessment. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 135–147). Routledge. <https://doi.org/10.4324/9781315639987>
- Worrell, F. C. (2014). Ethnically diverse students. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: What the research says* (2nd ed., 237–254). Prufrock Press.
- Worrell, F. C. (2014). William Edward Burghardt Du Bois and the Talented Tenth (1868–1963). In A. Robinson & J. Jolly (Eds.), *A century of contributions to gifted education: Illuminating lives* (pp. 41–60). Routledge.
- Worrell, F. C. (2015). Being gifted and adolescent: Issues and needs of diverse students. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (2nd ed., pp. 121–153). Prufrock Press.
- ¹Dixon, D. D., & Worrell, F. C. (2016). Identity development in gifted children. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know* (2nd ed., pp. 55–64)? Prufrock Press.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2016). The role of domains in the conceptualization of talent. In D. Ambrose & R. J. Sternberg (Eds.), *Giftedness and talent in the 21st century: Adapting to the turbulence of globalization* (pp. 81–99). Sense Publishers. https://doi.org/10.1007/978-94-6300-503-6_5
- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2016). The psychological science of talent development. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know* (2nd ed., 145–157)? Prufrock Press.

SELECTED PUBLICATIONS (con't)

Book Chapters and Bibliographies (con't)

- Worrell, F. C. (2016). Talent development—The forging of an academic identity. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (pp. 317–344). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.003.0015>
- Worrell, F. C., & Dixon, D. D. (2016). Racial/ethnic and gender identity in gifted classrooms. In C. Hudley (Ed.), *Adolescent identity and schooling* (pp. 92–106). Routledge.
- Jung, J. Y., & Worrell, F. C. (2017). *School psychological practice with gifted students*. In M. Thielking & M. Terjesen (Eds.), *Handbook of Australian school psychology: Integrating international research, practice, and policy* (pp. 575–593). Springer. https://doi.org/10.1007/978-3-319-45166-4_29
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2017). The relationship between expertise and giftedness: A talent development perspective. In D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), *The science of expertise: Behavioral, neural, and genetic approaches to complex skill* (pp. 427–434). Routledge. <https://doi.org/10.4324/9781315113371-25>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2017). Transforming gifted education into talent development: Practical considerations and advocacy advantages. In J. A. Plucker, A. N. Rinn, & M. C. Makel (Eds.), *From giftedness to gifted education: Reflecting theory in practice* (pp. 249–266). Prufrock Press. <https://doi.org/10.1037/0000038-015>
- Subotnik, R. F., Olszewski-Kubilius, P., Worrell, F. C., & Lee, G. M. (2017). Models of education for science-talented adolescents in the United States. In M. Sumida & K. S. Taber (Eds.), *Policy and practice in science education for the gifted: Approaches from diverse national contexts* (pp. 170–184). Routledge. <https://doi.org/10.4324/9781315814155-13>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2018). Bridging the divide: Building on the best of gifted education with programming for talent development. In J. Danielian, C. M. Fugate, & E. Fogarty (Eds.), *Teaching gifted children*. <https://doi.org/10.4324/9781003238638-4>
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., & Thomson, D. (2018). Talent development as a framework for the delivery of services to gifted children. In J. L. Roberts, T. F. Inman, & J. Robins (Eds.), *Introduction to gifted education* (pp. 277–298). Prufrock Press. <https://doi.org/10.1037/0000038-015>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2018). Addressing misconceptions about the talent development framework and implications for policy. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 299–306). Prufrock Press.
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2018). The role of the family in talent development. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 465–477). American Psychological Association. <https://doi.org/10.1037/0000038-030>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). Talent development as the most promising focus of giftedness and gifted education. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 231–245). American Psychological Association. <https://doi.org/10.1037/0000038-015>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). The talent development framework: Overview of components and implications for policy and practice. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 7–23). Prufrock Press.
- Wai, J., Worrell, F. C., & Chabris, C. (2018). The consistent influence of general cognitive ability in college, career, and lifetime achievement. In K. Larsen-McClarty, K. Mattern, & M. Gaertner (Eds.), *Preparing students for college and careers: Theory, measurement, and educational practice* (pp. 46–56). Routledge. <https://doi.org/10.4324/9781315621975-5>
- Worrell, F. C. (2018). Gifted African Americans. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd ed., 386–398). Routledge. <https://doi.org/10.4324/9781315639987-35>
- Worrell, F. C. (2018). Identifying gifted learners: Utilizing nonverbal assessment. In C. M. Callahan & Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd ed., 125–134). Routledge. <https://doi.org/10.4324/9781315639987-12>

SELECTED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Chapters and Encyclopedia Entries (con't)

- Worrell, F. C. (2018). Motivation: A critical lever for talent development. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 253–279). Prufrock Press.
- Worrell, F. C., & Dixson, D. D. (2018). Recruiting and retaining underrepresented gifted students. In S. I. Pfeiffer (Ed.), *Handbook of giftedness in children* (2nd ed., pp. 209–226). Springer.
https://doi.org/10.1007/978-3-319-77004-8_13
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Engaging in advocacy and affecting public policy. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (289–302). Routledge. <https://doi.org/10.4324/9781315627816-27>
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Evaluating the effectiveness of talent development programs. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 281–297). Prufrock Press. <https://doi.org/10.1037/0000038-016>
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Talent development: A path toward eminence. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 247–258). American Psychological Association.
<https://doi.org/10.1037/0000038-016>
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., Wardman, J., Tan, L. S., & Lee, S-Y. (2019). Sociocultural perspectives on the talent development megamodel. In S. R. Smith (Ed.), *International handbook of giftedness and talent development in the Asia-Pacific* (pp. 101–127). Springer.
https://doi.org/10.1007/978-981-13-3021-6_4-1
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2020). Programming for talent development beyond the classroom. In J. H. Robins, J. L. Jolly, F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (5th ed.; 439–455). Prufrock Press.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2020). Talent development. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (3rd ed., pp. 443–455). Prufrock Press.
- Worrell, F. C., Ahrens, I., Bessette, M., Golshirazi, M., Macpherson, K. H., Mejia, F. B., Saldivar, N., Spence, J., & Zapata, M. A. (2020). Macro-identification approaches and systems for students from low-income backgrounds. In T. Stambaugh & P. Olszewski-Kubilius (Eds.), *Unlocking potential: Identifying and serving gifted students from low-income households* (pp. 47–78). Prufrock Press.
- Worrell, F. C., & Dixson, D. D. (2020). Diversity and gifted education. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (3rd ed., pp. 169–183). Prufrock Press.
- Kanaya, T., Wai, J., & Worrell, F. C. (in press). The “Flynn Effect” and decision-making in education: Addressing fairness concerns. In J. L. Jonson & K. F. Geisinger (Eds.), *Fairness in educational and psychological testing: Examining theoretical, research, practice, and policy implications of 2014 Standards*. American Educational Research Association,
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., & Foley-Nicpon, M. (2019). Academia. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 171–172). American Psychological Association.
- Olszewski-Kubilius, P., Worrell, F. C., Subotnik, R. F., & Foley-Nicpon, M. (2019). Reflections on talent development in academics. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 225–236). American Psychological Association. <https://doi.org/10.1037/0000120-011>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). High performance: The central psychological mechanism for talent development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 7–20). American Psychological Association. <https://doi.org/10.1037/0000120-002>

SELECTED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Chapters and Encyclopedia Entries (con't)

- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). Introduction. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 3–5). American Psychological Association. <https://doi.org/10.1037/0000120-001>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2019). The psychology of high performance: Overarching themes. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 369–385). American Psychological Association. <https://doi.org/10.1037/0000120-018>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. S. (2020). Identifying and serving gifted and talented students. In F. C. Worrell, T. L. Hughes, & D. D. Dixson (Eds.), *The Cambridge handbook of applied school psychology* (pp. 598–612). Cambridge University Press. <https://doi.org/10.1017/9781108235532.034>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2020). The talent development megamodel. In T. L. Cross & P. Olszewski-Kubilius (Eds.), *Conceptual frameworks for giftedness and talent development: Enduring theories and comprehensive models in gifted education* (pp. 29–54). Prufrock Press.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2021). The talent development megamodel: A domain-specific conceptual framework based on the psychology of high performance. In R. J. Sternberg & D. Ambrose (Eds.), *Conceptions of giftedness and talent: Worldwide perspectives* (pp. 425–442). Palgrave-Macmillan.
- Worrell, F. C., ¹Gelgoot, E., & Young, A. E. (2021). Gifted children in urban settings. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (2nd ed.; 167–184). Prufrock Press.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2021). Gifted and talented students. In E. Cole & M. Kokal (Eds.), *Consultation and mental health interventions in school settings: A scientist – practitioner’s guide* (pp. 199–216). Hogrefe.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2021). Serving gifted students: A talent development perspective. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (2nd ed.; pp. 29–44). Prufrock Press.
- Olszewski-Kubilius, P., Subotnik, R. S., Salas, E., & Worrell, F. C. (2022). Talent management: Insights from the study of giftedness and implications for high performance in the business domain. In I. Tarique (Ed.), *Contemporary talent management: A research companion* (35–54). Routledge.
- Müllensiefen, D., Kozbelt, A., Olszewski-Kubilius, P., Subotnik, R. S., Worrell, F. C., & Preckel, F. (in press). Talent development in music. In G. McPherson (Ed.), *Oxford handbook for music performance, Vol. 1*. Oxford University Press.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (in press). The development of gifted and talented students’ creativity in school contexts. In S. W. Russ, J. D. Hoffmann, & J. C. Kaufman (Eds.), *The Cambridge handbook of lifespan development of creativity*. Cambridge University Press.

Books

- Weinstein, R. S., & Worrell, F. C. (Eds.). (2016). *Achieving college dreams: How a university-charter district partnership created an early college high school*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.001.0001>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (Eds.). (2018). *Talent development as a framework for gifted education: Implications for best practices and applications in schools*. Prufrock Press.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (Eds.). (2019). *The psychology of high performance: Developing human potential into domain-specific talent*. American Psychological Association. <http://dx.doi.org/10.1037/0000120-000>
- Worrell, F. C., Hughes, T. L., & Dixson, D. D. (Eds.). (2020). *The Cambridge handbook of applied school psychology*. Cambridge University Press. <https://doi.org/10.1017/9781108235532>

SELECTED PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Invited Addresses/Presentations

- Worrell, F. C. (2015, April). *Gifted education, talent development, and the underrepresentation of diverse students: What do we know, what can we do?* Invited presentation at the Berkeley Advanced Learner Support Advocacy (BALSA) Community, Berkeley, CA.
- Worrell, F. C. (2015, October). *Are students “gifted” or “talented”? What’s in a name and does it matter?* Keynote address at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). Panelist. *Collaborating in gifted education research: Experiences from the field.* Panel discussion at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). In S. Reis (Chair), *Controversies of educating the gifted.* Panel discussion at the Nueva Innovative Learning Conference, The Nueva School, Hillsborough, CA.
- Worrell, F. C. (2015, October). *Giftedness reconceptualized: From a trait perspective to the potential outcome of complex interactions.* Keynote address at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN.
- Worrell, F. C. (2015, October). *Identifying low-income gifted learners for gifted and talented programming.* Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN.
- Worrell, F. C. (2015, October). *Identifying students for programs serving the gifted and talented: Truth vs. fiction.* Presentation at the Nueva Innovative Learning Conference, The Nueva School, Hillsborough, CA.
- Worrell, F. C. (2015, October). *Motivational paradigms and academically talented students: What do we know?* Public lecture at the University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). Panelist. *Obtaining funding for gifted education.* Panel discussion at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). *Parenting for talent.* Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN.
- Worrell, F. C. (2015, October). *Psychological factors that contribute to outstanding performance.* Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN.
- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2015, November). *Talent development as a framework for gifted education.* Invited presentation to the Council of State Directors of Programs for the Gifted at the annual meeting of the National Association for Gifted Children, Phoenix, AZ.
- Worrell, F. C. (2015, November). *Active development of psychosocial skills to support talent development.* Signature Series Session at the annual meeting of the National Association for Gifted Children, Phoenix, AZ.
- Worrell, F. C. (2015, November). *Addressing the needs of today’s gifted student: Putting research into practice.* Signature Series Session at the annual meeting of the National Association for Gifted Children, Phoenix, AZ.
- Worrell, F. C. (2016, January). *Understanding gifted education and talent development: Theory and practice.* Invited presentation to the parents and teachers of gifted students, San Ramon Valley Unified School District, Danville, CA.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. (2016, April). *Appropriate outcomes for research on academic talent development?* Paper presented at the inaugural European-North American Summit on Talent Development, Washington, DC.
- Subotnik, R. F., & Worrell, F. C. (2016, September). *Helping academically talented students embrace failure as an opportunity for learning and growth.* Presentation to the faculty of Thomas Jefferson High School for Science and Technology, Alexandria, Virginia.

SELECTED PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2016, October). "Did I tell you my child is gifted?" "How do you know?" "What can you do?" Invited presentation for the Partners for the Advancement of Gifted Education, Oconomowoc, WI.
- Worrell, F. C. (2016, October). *The key elements of gifted performance*. Keynote address at the conference of the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
- Worrell, F. C. (2016, October). *Motivation paradigms in gifted education and their application to students from underrepresented groups*. Presentation at the conference of the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI.
- Worrell, F. C. (2017, February). *Identifying underrepresented students for gifted and talented education* [Invited presentation]. Morgridge College of Education's 7th annual Gifted Education Conference (Transformational Leadership: Inspirations and Issues in gifted education"), University of Denver, Denver, CO, United States.
- Worrell, F. C. (2017, February). *Transforming gifted education: From identifying ability to developing potential talent* [Keynote address]. Morgridge College of Education's 7th annual Gifted Education Conference ("Transformational Leadership: Inspirations and Issues in gifted education"), University of Denver, Denver, CO, United States.
- Worrell, F. C. (2017, October 11–13). Gifted identification, college admissions, and implications of the "Flynn Effect" and re-normed cognitive tests for special education identification [Invited presentation]. In *Fairness in educational and psychological tests: Critical issues and methodological solutions: A working meeting*. Buros Center for Testing, Omaha, NE, United States.
- Worrell, F. C. (2017, November 9–12). Creating equitable identification methods within pre-established systems [Keynote address]. In A. Robinson & T. Stambaugh (Co-Chairs), *What works: Identifying and serving gifted learners from low income households*. Pre-conference, National Association for Gifted Children 63rd annual conference, Charlotte, NC, United States.
- Worrell, F. C. (2017, November 9–12). Panelist. In M. Makel (Moderator), Identification insights: Protocols and practices that work [Panel discussion]. In *What works: Identifying and serving gifted learners from low-income households*. Pre-conference, National Association for Gifted Children 63rd annual conference, Charlotte, NC, United States.
- Worrell, F. C. (2017, November 9–12). Panelist. In S. Krisel (Moderator), *Shaping the future: Changing minds, policies, and practices*. [Panel discussion]. Closing General Session, National Association for Gifted Children 63rd Annual Conference, Charlotte, NC, United States.
- Worrell, F. C. (2018, January 31–February 1). *Gifted today, but not tomorrow: Helping gifted children become gifted adults* [Keynote address]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Worrell, F. C. (2018, January 31–February 1). *Identifying underrepresented students for gifted and talented education* [Invited presentation]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Worrell, F. C. (2018, January 31–February 1). *Understanding motivation in working with gifted students from diverse backgrounds* [Invited presentation]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2018, April 29–May 1). *Moving childhood potential to adult creative achievement: The psychology of high performance* [Keynote address]. 12th Henry B. & Jocelyn Wallace National Research & Policy Symposium on Talent Development, Baltimore, MD, United States.
- Worrell, F. C. (2018, June 27–29). *Challenges in identifying and supporting academic talent in diverse populations* [Keynote address]. Annual Meeting of the Undergraduate Scholars Program Administrators, Association, San Jose, CA, United States.
- Jurišević, M., & Worrell, F. C. (2018, October 4–6). *Differences in academic self-concept, personality, and coping strategies between gifted and non-gifted students* [Paper presentation]. Biennial European-North American Summit on Talent Development, Nuremberg, Germany.
- Worrell, F. C. (2018, October 19). *Identification, effort, and persistence: Translating potential into adult talents*. Presentation to the Directors of Early Entrance College Programs, Los Angeles, CA.

SELECTED PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2018, November 1). *Talent development for all students: Rising to the challenge*. [Invited address]. Berkeley Unified School District Superintendent's Speaker Series on Equity and Excellence in Education ("Onward and Upward"), Longfellow Middle School, Berkeley, CA, United States.
- Worrell, F. C. (2018, December 18). *The psychological science of high performance: Talent development* (Psihološka znanost o visokih dosežkih: razvoj talenta) [Keynote address]. Centre for Research and Promotion of Giftedness Annual Meeting, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia.
- Worrell, F. C. (2019, February 6–7). *The lack of diversity in gifted education: Addressing the elephant in the room* [Palmarium Award address]. 9th Annual Gifted Education Conference and Policy Symposium ("Theory and Practice: Conceptual Foundations and Classroom Strategies in Gifted Education"), Morgridge College of Education, University of Denver, Denver, CO, United States.
- Worrell, F. C. (2019, March 4–6). *Setting the stage for developing talent* [Keynote address]. Vanderbilt Gifted Education Institute, Nashville, TN, United States.
- Worrell, F. C. (2019, April 22). *Aren't "gifted" and "talented" the same thing? Moving from gifted education to talent development* [Colloquium]. Graduate School of Education, Berkeley, CA, United States.
- Worrell, F. C. (2019, July 24). *Accepting the fact that gifted education is really a talent development process* [Invited presentation]. Weiming Education Group Principals, Berkeley, CA.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2019, July 24–28). *The psychology of high performance* [Keynote address]. World Council for Gifted and Talented Children 23rd Biennial Conference, Nashville, TN, United States.
- Worrell, F. C. (2019, September 29 – October 2). *Why gifted education cannot solve the achievement, excellence, and opportunity gaps* [Invited address]. The 2019 Nuremberg Conference on Diversity and Inclusion in Talent Development and Gifted Education, Nuremberg, Germany.
- Worrell, F. C. (2019, October 17–18). *Talent development: The gateway to outstanding performance* [Invited address]. Innovative Learning Conference, The Nueva School, San Mateo, CA.
- Worrell, F. C., Andretta, J. R., & Jurišević, M. (2019, October 28). *Time attitudes in gifted students: The importance of examining profiles* [Invited address]. Faculty of Psychology, Southwest University, Chongqing, China.
- Worrell, F. C. (2019, November 7–10). *Bias and diversity in gifted identification: Confronting the facts and changing the conversation* [Keynote address]. National Association for Gifted Children 66th Annual Convention, Albuquerque, NM, United States.
- Worrell, F. C. (2020, January 30–31). Panelist. In S. Assouline (Chair), *Celebrating gifted education: Reflecting our past – Impacting our future* [Policy Symposium]. 10th Annual Gifted Education Conference and Policy Symposium, Morgridge College of Education University of Denver, Denver, CO, United States.
- Worrell, F. C. (2020, January 30–31). *Motivating gifted and talented students* [Invited Presentation]. 10th Annual Gifted Education Conference and Policy Symposium, Morgridge College of Education University of Denver, Denver, CO, United States.
- Worrell, F. C. (2020, February 21–23). *Gifted education and talent development are synonyms* [Keynote address]. Jeanne Delp Lecture, California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, February 21–23). Moderator. *Supporting diversity in gifted education* [Panel Discussion]. California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, February 21–23). Panelist. In J. Nyberg (Moderator), *Gifted expert panel* [Panel Discussion]. California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, March 5). *Giftedness and gifted education: Challenges of definition and diversity* [Invited address]. School of Education and Human Development Colloquium Series, Florida International University, Miami, FL, United States.

SELECTED PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2020, June 27). *Understanding motivation in gifted and talented students: Theoretical frameworks and practical applications* [Webinar]. Center for Talent Development, Evanston, IL, United States.
- Worrell, F. C. (2020, July 29). *Increasing diversity in gifted education programs* [Invited address]. California Association for the Gifted Summer Institute.
- Worrell, F. C. (2020, September 25). *Cultural factors in the development of talent* [Invited presentation]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, September 25). *The role of psychosocial variables in the development of talent* [Invited presentation]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, September 25). *Why gifted education is really talent development* [Keynote address]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, November 5). *Identifying potential in culturally diverse students* [Invited presentation]. The Grayson School, Radnor, PA, United States.
- Worrell, F. C. (2020, November 5). *Intersectionality, giftedness, and cultural identity* [Invited presentation]. The Grayson School, Radnor, PA, United States.
- Worrell, F. C. (2021, February 5). *Understanding and addressing disproportionality in gifted education*. [Keynote address]. Illinois Association for Gifted Children Equity and Inclusion in Action Virtual Summit, United States.
- Worrell, F. C. (2021, February 5). *Unlocking potential: Diversifying gifted education* [Invited presentation]. Illinois Association for Gifted Children Equity and Inclusion in Action Virtual Summit, United States.
- Worrell, F. C. (2021, March 23–28). *Diversifying gifted and talented education: An uphill battle for our field* [Keynote presentation]. 2nd Thematic European Council for High Ability Conference ("Closing the Achievement Gap in Gifted Education"), Budapest, Hungary.
https://www.youtube.com/playlist?list=PLMjxCVGGqMMJwapGs97bl2sk_9MQCP40x
- Dixon, D. D., & Worrell, F. C. (2021, April 14–17). *The relationship of hope to outcome variables in gifted and talented adolescents* [Invited presentation]. Third Biennial European/North American Talent Development Summit (Virtual), Berkeley, CA, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2021, April 14–17). *Domain-specific abilities and characteristics: Moving the talent development megamodel (TDMM) forward* [Invited presentation]. Third Biennial European/North American Talent Development Summit (Virtual), Berkeley, CA, United States.
- Worrell, F. C. (2021, April 14–17). *Moderator*. Third Biennial European/North American Talent Development Summit (Virtual), Berkeley, CA, United States.
- Worrell, F. C. (2021, July 18–23). Examining Multiple Competitive Attitudes Inventory scores in academically talented youth. In M. Fülöp (Chair), *Competition: Individual and contextual determinants of its beneficial or detrimental nature* [Invited Symposium]. Thirty-second International Congress of Psychology, Prague, Czech Republic.
- Worrell, F. C., (2021, July 18–23). From intelligence to potential: The ascendancy of talent development. In M. Jurišević (Chair), *Psychological science in gifted education* [Invited Symposium]. Thirty-second International Congress of Psychology, Prague, Czech Republic.