

المراجع

References

- AAUW Educational Foundation. (1992/1995). How schools shortchange girls. A study of major findings on girls and education. The AAUW report. Washington, DC: Author and National Education Association. ED 339 674
- Anastasi, A. (1988). Psychological testing. New York: Macmillan publishing company.
- Art Works for Schools (in press). A curriculum for upper-elementary students that teaches thinking in and through the arts (with co-authors Laura Howick, Tina Grotzer & Debra Wise).
- Bailey, D. B., McWilliam, P. J., & Winton, P. J. (1992). "Building family-centered practices in early intervention: A team-based model for change." *Infants and Young Children*, 5(1), 73-82.
- Baldwin, A. (1987). Undiscovered diamonds. *Journal for the Education of the Gifted*, 10(4), 271-286.
- Barron, F., & Harrington, D. (1981). Creativity, intelligence. and personality. *Annual Review of Psychology*, 32, 439-476.
- Barrs, M., Ellis, S., Hester, H., & Thomas A. (1988). *The primary language record*. London: ILEA/Centre for Language in Primary Education.
- Behind the Scenes: The thinking teacher's guide to the visual arts (1992). A series of curriculum guides to accompany five nationally broadcast educational videos on various aspects of the visual arts. Lincoln, Nebraska: GPN/University of Nebraska. (Co-developer: Abby Remer).

- Bell, J. (1999) *Doing Your Research Project*. (3rd edition) Buckinghamshire: Open University Press.
- Bilhartz, T. D., Bruhn, R. A., & Olson, J. E. (2000). The effect of early music training on child cognitive development. *Journal of Applied Developmental Psychology*, 20(4), 615-636.
- Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives, handbook 1: cognitive domain*. New York: McKay.
- Borkowski, J., & Kuru, B. (1987). Metacognition and executive control. In J. Borkowski & J. Day (Eds.), *Cognition in special children: comparative approaches to retardation in learning disabilities, and giftedness*. Norwood, NJ: Ablex Publishing Corporation.
- Bredenkamp, S. (Ed.) (1987). "Developmentally appropriate." Washington, DC: National Association for the Education of Young Children. ED283587.
- Brinker, R. P. (1985). "Interactions between severely mentally retarded students and other students in integrated and segregated public school settings." *American Journal of Mental Deficiency*, 89, 587-594.
- Brown, H. D. (1991). *Breaking the Language Barrier*. Yarmouth, ME: Intercultural Press.
- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1966). *The process of education*. Cambridge, Mass.: Harvard University Press.
- Burke-Walker, D. (1989). An update on states' dance curricula: Idaho. *Journal of Physical Education, Recreation, and Dance*, 60(5), 40-41. EJ 398 439.
- Butler-Por, N. (1987). *Underachievers in school: issues and interventions*. New York: John Wiley & Sons.
- Butzlaff, R. (2000). Can music be used to teach reading? *Journal of Aesthetic Education*, 34(3-4), 167-178.
- Clark, B. (1989). *Guiding your gifted* •• 3rd edn. Columbus, OH: Charles H. Merrill.
- Caine, Renate N. and Caine, G. *Making Connections: Teaching and the Human Brain*. Reading: Addison-Wesley, 1994.
- Callaban, C. (1983). Issues in evaluating programs for the gifted. *Gifted Child Quarterly*, 27, 29.

- Callahan, C. & Caldwell, M. (1986). Defensible evaluations of programs for the gifted and talented. In c.J. Maker (Ed.), *Critical issues in gifted education: Vol. 1. Defensible programs for the gifted*. Rockville, MD: Aspen.
- Cambridge: Cambridge University Press.
- Campbell, P. B., & Sanders, J. (1997, January/February). Uninformed but interested: Findings of a national survey on gender equity in preservice teacher education. *Journal of Teacher Education*, 48(1), 69-75.
- Carini, P. (1986). Building from children's strengths. *Journal of Education*, 168(3), 13-24.
- Carini, P. (1987). *On value in education*. New York: The City College Workshop Center.
- Carta, J. C., Schwartz, I. S., Atwater, J. B., McConnell, S. R. (1991). "Developmentally appropriate practice: Appraising its usefulness for young children with disabilities." *Topics in Early Childhood Education*, 11 (1) 1-20.
- Carter, L. C. (1984). The state of dance in education: Past and present. *Theory Into Practice*, 23(4), 293-299.
- Cloud, N. (1988). *ESL in Special Education*. ERIC Clearinghouse on Language and Linguistics, ERIC Microfiche Number 303044.
- Coleman, M. (1992). A comparison of how gifted/ld and averagely boys cope with school frustration. *Journal for the Education of the Gifted* 15(3), 239-265.
- Commons, M.L., Armon, C., Kohlberg, L., Richards, F.A., Grotzer, T.A., & Sinnott, J.D. (Eds.). (1990). *Adult Development: Vol. 2: Models and Methods in the Study of Adolescent and Adult Thought*. New York: Praeger.
- Corbett, H.D., & Wilson, B.L. (1991). *Testing, reform and rebellion*. Norwood, NJ: Ablex Publishing Corporation.
- Cornell, D. G., Callahan, C. M., & L1oyd, B. H. (1991). Socioemotional adjustment of adolescent girls enrolled in a residential acceleration program. *Gifted Child Quarterly*, 35,58-66.
- Costa-Giomi, E. (1999). The effects of three years of piano instruction on children's cognitive development. *Journal of Research in Music Education*, 47(3), 198-212. EJ 604 142.
- Costa-Giomi, E. (2000). The relationship between absolute pitch and spatial abilities. In C. Woods, G. Luck, R. Brochard, F. Seddon, & J. A. Sloboda (Eds.), *Proceedings of the Sixth International Conference on Music Perception and Cognition*. Keele, UK: Keele University, Department of Psychology.

- Crabbe, A. (1982). Creating a brighter future: an update on the future problem solving program. *Journal for the Education of the Gifted*, 4, 2..\$}
- Crosswhite, F., Dossey, J., Swafford, J., McKnight, c., Cooney, T. & Travers, T. (1985). *Second international nuuhematks nudy: Summary report for the United States*. Cbampaign, IL: Stipes.
- Csikszentmihalyi, Mihaly. *Finding Flow: The Psychology of Engagement With Everyday Life*. New York: Basic Books, 1997.
- Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19, 3-13.
- Dance directions: 1990 and beyond. (1988). Reston, VA: National Dance Association.
- Darling-Hammond, L. (1993). Reframing the school reform agenda: Developing capacity for school transformation. *Phi Delta Kappan*, 74(10), 753-761.
- Darling-Hammond, L. (1994). *Professional development schools: Schools for developing a profession*. New York: Teachers College Press.
- Davis, G., & Rimm, S. (1989). *Education of the gifted and talented (2nd edn)*. Englewood Oiffs, NJ: Prentice-Hall.
- DeBryn, M. (1988). *Discovering the needs of K-6 dance education*. Holland, MI: Faculty Grant, Hope College.
- Delisle, J. (1990). The gifted adolescent at-risk: strategies and resources for suicide prevention among gifted youth. *Journal for the Education of the Gifted*, 13(3), 212-228.
- DeStefano, D. M., Howe, A. G., Horn, E. H., & Smith, B. (1991). "Best practice in early childhood special education." Tucson, AZ: Communication Skill Builders, Inc.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Dewey, J. (1938). *Education and experience*. New York: Macmillan.
- Dewey, J. (1956). *The child and the curriculum*. Chicago: University of Chicago Press.
- Dewey, J. *How We Think*. Boston: Heath, 1933.
- Dimondstein, G. (1990). Moving in the real and feeling worlds: A rationale for dance in education. In A. S. Akins & J. LaPointe-Crump (Eds.), *Encores II: Travels through the spectrum of dance* (pp. 48-50). Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance. ED 325 460.

- Dobbins, G. H., Farh, J. L., and Werbel, J. D. (1993). The influence of self-monitoring and inflation of grade-point averages for research and selection purposes. *Journal of Applied Social Psychology*, 23, 321-334.
- Douglas, S., & Willatts, P. (1994). The relationship between musical ability and literacy skills. *Journal of Research in Reading*, 17(2), 99-107. EJ 492 757.
- Eble, K. *The Craft of Teaching*. San Francisco: Jossey-Bass, 1988.
- Edelman, G.M. *Bright Air, Brilliant Fire*. New York: HarperCollins, 1992.
- Edwards, B. (1989). *Drawing on the Right Side of the Brain*. Los Angeles, CA: Jeremy P. Tarcher, Inc.
- Eisner, E. W. (1991). What really counts in schools. *Educational Leadership*, 48(5), 10-17.
- Entwhistle, and P. Ramsden. *Understanding Student Learning*. London: Croom Helm, 1983.
- Entwhistle, N. "Motivational Factors in Students' Approach to Learning." *Learning Strategies and Learning Styles*, edited by R. Schmeck. New York: Plenum Press, 1996.
- Falk, B. & Darling-Hammond, L. (1993). *The Primary Language Record at P.S. 261: How assessment transforms teaching and learning*. New York: NCREST.
- Feldhusen, J., & Treffinger, D. (1980). *Creative thinking and problem solving in gifted education* (3rd edn). Dubuque, IA: KendaJUHunt
- Fennema, E. (1990). Justice, equity and mathematics education. In E. Fennema & G. C. Leder (Eds.), *Mathematics and gender*, (pp. 1-9). New York: Teachers College Press.
- Flake, W. L., and Goldman, B. A. (1991). Comparison of grade point averages and SAT scores between reporting and nonreporting men and women and freshmen and sophomores. *Perceptual and Motor Skills*, 72, 177-178.
- Fosnot, C. T. (1989). *Enquiring teachers, enquiring learners*. New York: Teachers College Press.
- Franke, J. S. (1989). Coaching, dancing, and writing: Parallel skills. *Teaching English in the two-year college*, 16(4), 274-279. EJ 405034.
- Frasier, M. (1987). The identification of gifted, black students: developing new perspectives. *Journal for the Education of the Gifted*, 11(3), 155-180.
- Frucot, V. G., and Cook, G. L. (1994). Further research on the accuracy of students' self-reported grade point averages, SAT scores, and course grades. *Perceptual and Motor Skills*, 79, 743-746.

- Frucot, V. G., and Cook, G. L. (1994). Further research on the accuracy of students' self-reported grade point averages, SAT scores, and course grades. *Perceptual and Motor Skills*, 79, 743-746.
- Galbraith, J. (1985). The eight great gripes of gifted kids: Responding to special needs. *Roeper Review*, 8, 16
- Gallagher, J. (1984). Excellence and equity-A worldwide conflict. *Gifted Internatiolll1*, 2,1-11.
- Gallagher, J. J. (1985). *Teaching the gifted child* (3rd edn). Boston, MA: Allyn & Bacon.
- Gardiner, M. F., Fox, A., Knowles, F., & Jeffrey, D. (1996). Learning improved by arts training. *Nature*, 381, 284.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books, Inc.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
- Gardner, H. (1993a). *Multiple Intelligences, The Theory in Practice*. New York, NY: Basic Books, Inc.
- Gardner, H. (1993b). *The Unschooled Mind: How Children Learn and How Schools Should Teach*. New York, NY: Basic Books, Inc.
- Gardner, H. (1983). *Frames of mind: A theory of multiple intelligences*. New York: Basic Books.
- George, P. (1988). Tracking and ability grouping: which way for the middle school? *Middle School Journal*. 20, 21.
- Get Maths! (1993). A set of supplementary materials for late primary and secondary understanding of algebra and geometry, for use in non-white settings in South Africa. (With several co-authors).
- Gingrasso, S. H., & Stinson, S. (1989). Dance dynamics. *Journal of Physical Education, Recreation, and Dance*, 60(5), 31-60. EJ 398 439.
- Goddard, J. (1994, April 20). College admissions and the high school psyche. *Education Week*, p.34.
- Goldman, B. A., Flake, W. L., and Matheson, M. B. (1990). Accuracy of college students' perceptions of their SAT scores and high school and college grade point averages relative to their ability. *Perceptual and Motor Skills*, 70, 514.

- Goldman, B. A., Flake, W. L., and Matheson, M. B. (1990). Accuracy of college students' perceptions of their SAT scores and high school and college grade point averages relative to their ability. *Perceptual and Motor Skills*, 70, 514.
- Goleman, Daniel. *Emotional Intelligence: Why it Can Matter More Than IQ*. New York: Bantam Books, 1995.
- Goodrich Andrade, H., & Perkins, D. (1998). Learnable intelligence and intelligent learning. In R. Sternberg & W. Williams (Eds.), *Intelligence, instruction and assessment*.
- Goodrich, H., Hatch, T., Wiatrowski, G., & Unger, C. (1995). *Teaching through projects: Creating effective learning environments*. Menlo Park, CA: Addison-Wesley.
- Graziano, A. B., Peterson, M., & Shaw, G. L. (1999). Enhanced learning of proportional math through music training and spatial-temporal training. *Neurological Research*, 21(2), 139-152.
- Greenberg, J.B. (1989, April). Funds of knowledge: Historical constitution, social distribution, and transmission. Paper presented at the annual meeting of the Society for Applied Anthropology, Santa Fe, NM.
- Gromko, J. E., & Poorman, A. S. (1998). The effect of music training on preschoolers' spatial-temporal task performance. *Journal of Research in Music Education*, 46(2), 173-181. EJ 612 202.
- Grotzer, T., Howick, L. Tishman, S. & Wise, D. (2002). *Art works for schools: A curriculum for teaching thinking in and through the arts*. DeCordova Museum and Sculpture Park: Lincoln, MA:.
- Grotzer, T.A. (1989). Can children learn to understand complex causal relationships?: A pilot study. Unpublished qualifying paper. Harvard University, Cambridge.
- Grotzer, T.A. (1993). Children's understanding of complex causal relationships in natural systems. Unpublished doctoral dissertation. Harvard University, Cambridge.
- Grotzer, T.A. (1996). *Math/Science matters: Cognitive issues that affect math and science learning*. Cambridge, MA: Harvard Project on Schooling and Children, Exxon Education Foundation. [Essay #1: Understanding Counts!: Teaching for Depth in Math and Science; Essay #2: "The Moon's Taking Off!": How Children's Intuitive Theories Influence Math and Science Learning; Essay #3: Constructing Minds: Rethinking Math and Science Education following Constructivism; Essay #4: Effort Versus Ability: Which One Makes the Grade?]

- Grotzer, T.A. (1996). *Math/Science matters: Issues of instructional technique in math and science learning*. Cambridge, MA: Harvard Project on Schooling and Children, Exxon Education Foundation. [Essay #1: Learning the Habits of Mind that Enable Mathematical and Scientific Behavior; Essay #2: Teaching Thinking Skills: Does it Add Up for Math and Science Learning?; Essay #3: Interdisciplinary Curriculum: Weaving a Tapestry of Understanding; Essay #4: Beyond Rote: Inventing Math and Science Formulas from Understanding; Essay #5: Problem-Based Learning: A Solution for Math and Science?]
- Grotzer, T.A. (1996). *Math/Science matters: Issues that impact equitable opportunities for all math and science Learners*. Cambridge, MA: Harvard Project on Schooling and Children, Exxon Education Foundation. [Essay #1: Teaching to Diversity: Math and Science Learning for All Children; Essay #2: Making the Difference in Math and Science for Children with Learning Disabilities; Essay #3: Meeting the Needs of Able Learners in Math and Science; Essay #4: Girls Count!: Balancing the Gender Equation in Math and Science Learning.]
- Grotzer, T.A. (1998). *The keys to inquiry*, Hypertext Document, ECT Website: Harvard Smithsonian. Available:<<http://hea-www.harvard.edu/ECT>>
- Grotzer, T.A., & Bell, B. (1999). *Negotiating the funnel: Guiding students toward understanding elusive generative concepts*. In L. Hetland & S. Veenema (Eds.) *The Project Zero classroom: Views on understanding*. President and Fellows of Harvard College.
- Grotzer, T.A., & Perkins, D.N. (2000). *The teaching of intelligence: A performance conception*, In R. Sternberg (Ed.) *Handbook on intelligence*. New York: Cambridge University Press.
- Grotzer, T.A., & Sudbury, M. (1998, December). *Where is the language of causality?* THINK Magazine.
- Guralnick, M. J. (1989). "Recent developments in early intervention efficacy research: Implications for family involvement in P.L. 99-457." *Topics in Early Childhood Special Education*, 9(3), 1-17.
- Guralnick, M. J. (1990). "Social competence and early intervention." *Journal of Early Intervention*, 14(1), 3-14.
- Guzzetti, B.J, Snyder, T.E., Glass, G.V., & Gamas, W.S. (1993). *Promoting conceptual change in science: A comparative meta-analysis of instructional interventions from reading education and science education*. *Reading Research Quarterly*, 28 (2), 117-155.

- Hake, R.R. "Interactive Engagement vs. Traditional Methods: A Six Thousand Student Survey of Mechanics Test Data for Introductory Physics Courses." *American Journal of Physics* (in press).
- Hanna, J. L. (1992). *Connections: Arts, academics, and productive citizens*. Phi Delta Kappan, 73(8), 601-607.
- Hanson, M. J. & Hanline, M. F. (1989). "Integration options for the very young child." In R. Gaylord-Ross (Ed.), "Integration strategies for students with handicaps," (pp. 177-194). Baltimore: Paul H. Brookes.
- Hanson, M. J., & Lynch, E. W. (1989). "Early intervention: Implementing child and family services for infants and toddlers who are at-risk or disabled." Austin, TX: PRO-ED.
- Hatch, T., & Seidel, S. (1997). Putting Student Work on the Table. *Phi Kappa Phi Journal*, 77(1), 18-21.
- Hatch, T., Goodrich, H., Unger, C., & Wiatrowski, G.H. (1994). On the edge of school: Creating a new context for students' development. In F. Villarruel & R. Lerner (Eds.), *New Directions for Child Development: Promoting Community-Based Programs for Socialization and Learning*, 63. San Francisco: Jossey-Bass.
- Hetland, L. (2000a). Listening to music enhances spatial-temporal reasoning: Evidence for the "Mozart Effect." *Journal of Aesthetic Education*, 34(3-4), 105-148. EJ 658 281.
- Hetland, L. (2000b). Learning to make music enhances spatial reasoning. *Journal of Aesthetic Education*, 34(3-4), 179-238. EJ 658 284.
- Hilsendager, S. (1990). In transition--American dance education. *Journal of Physical Education, Recreation, and Dance*, 61(2), 47,49,51. EJ 407 881.
- Ho, Y., Cheung, M., & Chan, A. S. (2003). Music training improves verbal but not visual memory: Cross-sectional and longitudinal explorations in children. *Neuropsychology*, 17(3), 439-450.
- Hoffman, M.-S. (1984). Practical planning for the language/learning disabled student. 1984 Massachusetts Speech and Hearing Association Convention.
- Hundert, E.M. *Lessons From an Optical Illusion*. Cambridge: Harvard University Press, 1995.
- Husain, G., Thompson, W. F., & Schellenberg, E. G. (2002). Effects of musical tempo and mode on arousal, mood, and spatial abilities. *Music Perception*, 20(2), 151-171.

- Gallagher, J. J. (1991). Educational reform, values, and gifted students. *Gifted Child Quarterly*, 35(1), 12-19.
- Keys to Thinking (1995). A thinking skills course for use in Township primary school settings in South Africa (With several co-authors). Stellenbosch, South Africa: The UPTTRAIL Trust. Translated and currently in use in Venezuela.
- Kolb, D.A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1984.
- Kotulak, R. *Inside the Brain: Revolutionary Discoveries of How the Mind Works*. Kansas City, MO: Andrews and McMeel, 1996.
- Kraus, R., Hilsendager, S., & Dixon, B. (1991). *History of the dance in art and education*. Englewood Cliffs, NJ: Prentice Hall.
- Langer, E. *The Power of Mindful Learning*. New York: Addison-Wesley, 1997.
- Lave, Jean, and Wenger, E. *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press, 1991.
- Lavoie, R. (n.d.). F.A.T. City, How Difficult Can This Be? Understanding Learning Disabilities . PBS Video, 1320 Braddock Place, Alexandria, Virginia 22314-1698.
- Learning from children: Teachers do research. (1988, July/August). *The Harvard Education Letter*, pp. 1-5.
- Levine, M. (1984, September). Learning abilities and disabilities, *Harvard University Medical School Health Letter* , pp. (1-2) Cambridge, MA: Harvard University.
- Levine, M. (1992). *Developmental Variations and Learning Disorders*. Cambridge, MA: Educators Publishing Service, Inc.
- Lewis & L. Rosenblum (Eds.), *The uncommon child*. New York: Plenum Publishers.
- Lickona, T. (Ed.) (1976). *Moral development and behavior: Theory, research and social issues*. New York: Holt, Rinehan & Winston.
- Lieberman, A, Falk, B., & Alexander, L. (1994). *A culture in the making: Leadership in learner-centered schools*. New York: NCREST.
- Lieberman, A. & McLaughlin, M.W. (1992). Networks for educational change: Powerful and problematic. *Phi Delta Kappan*, 73(9), 673-677.
- Lieberman, A. & Miller, L. (1992). The professional development of teachers. In M. Alkin (Ed.). *The encyclopedia of educational research*. New York: Macmillan, vol. 3, 1045-1053.

- Lieberman, A. (1994). Practices that support teacher development: Transforming conceptions of professional learning. In McLaughlin, M.W. (Ed.) *Professional Development*. Press?
- Link, F. (1991). Instrumental enrichment. In: A. Costa (Ed.), *Developing minds: A sourcebook for teaching thinking*, Vol. 2: The programs (pp. ~11). Alexandria, VA: Association for Supervision and Curriculum Development.
- Lipman, M., Sharp, A., & Oscanyan, F. (1980). *Philosophy in the classroom*. Philadelphia, P A: Temple University Press.
- Little, J. W. (1990). Teachers as colleagues. In A. Lieberman (Ed.), *Schools as collaborative cultures: Creating the future now*. New York: The Falmer Press.
- Lockheed, M. (1985). Sex equity in classroom organization and climate. In S. Klein (Ed.), *Handbook for achieving sex equity through education (189-217)*. Baltimore: The Johns Hopkins University Press. ED 290 810
- Lytle, S., & Cochran-Smith, M. (1992). Teacher research as a way of knowing. *Harvard Educational Review*, 62(4), 447-474.
- MacKinnon, D. W. (1962). The nature and nurture of creative talent. *American Psychologist*, 17,484-495.
- MacKinnon, D. W. (1965). Personality and the realization of creative potential. *American Psychologist*, 20,273-281.
- Mader, C. (1994). Gender equity instruction in Michigan teacher education programs. Doctoral dissertation, Michigan State University. *Dissertation Abstracts International*, 55, 1917-A.
- Mansfield, R. S., Busse, T. V., & Krepelka, E. J. (1978). The effectiveness of creativity training. *Review of Educational Research*. 48(4), 517-536.
- Marton, F., and R. Saljo. "On Qualitative Differences in Learning: 1. Outcome and Process. *British Journal of Educational Psychology*, 46(1976): 4-11. (See also *National Teaching & Learning Forum*, vol. 5, no. 1 (1995): 1-4.)
- Marzano, R. J., & Arredondo, D. E. (1986). *Tactics for thinking: Teacher's manual*. Aurora, CO: Mid-continent Regional Educational Laboratory.
- Matter, M. K. (1986). "Legitimate Ways to Prepare Students for Testing: Being Up Front to Protect Your Behind." In J. Hall and F. Wolmut (eds.). *National Association of Test Directors 1986 Symposia*. (pp. 10-11). Oklahoma City, OK: Oklahoma City Public Schools.
- McDonnell, A. & Hardman, M. (1988). "A synthesis of "best practice" for early childhood services." *Journal of the Division for Early Childhood*, 12, 32-341.

- McKelvie, P., & Low, J. (2002). Listening to Mozart does not improve children's spatial ability: Final curtains for the Mozart effect. *British Journal of Developmental Psychology*, 20(2), 241-258.
- McLaughlin, J. (1988). A stepchild comes of age. *Journal of Physical Education, Recreation, and Dance*, 59(9), 58-64.
- Mehrens, W. A. (1984). "National Tests and Local Curriculum: Match or Mismatch?" *Educational Measurement: Issues and Practice*, 3, (3), 9-15.
- Mehrens, W. A. and Kaminski, J. (1989). "Methods for Improving Standardized Test Scores: Fruitful, Fruitless or Fraudulent?" *Educational Measurement: Issues and Practices*, 8 (1), 14-22.
- Michigan State Board of Education. (1987). Michigan K-12 program standards of quality. In *The Dance Education Program* (pp. 31-33). Lansing, MI: Author.
- MickJus, C. S. (1984). *Odyssey of the mind*. Glassboro, NJ: Creative Competitions, loc.
- Milgram, R. M. (1983). A validation of ideational fluency measures of original thinking in children. *Journal of Educational Psychology*, 75, 619-Q4.
- Milgram, R. M. (1990). Intrinsically motivated behavior in adolescents as a prediction of giftedness in adults. Presentation at the 1990 International Creativity Research and Networking Conferences, Buffalo, NY.
- Milgram, R. M., & Milgram, N. A. (1976). Creative thinking and creative performance in Israeli children. *Journal of Educational Psychology*, 68, 255-259.
- Miller, R. (1956). Social status and socioeconomic differences among mentally superior, mentally typical, and mentally retarded children. *Exceptional Children*, 23, 111-119.
- Mirman J., & Tishman, S. (1988). Infusing Thinking Through "Connections." *Educational Leadership*, 45 (7), 64-65.
- Mischel, W., & Mischel, H. N. (1976). A cognitive social learning approach to morality and self-regulation. In T. Lickona (Ed.), *Moral development behavior*. New York: Holt, Rinehart & Winston.
- Mithen, Steven. *The Prehistory of the Mind*. London, Thames and Hudson: 1996.
- Modgil, S., & Modgil, C. (Eds.) (1985). *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: The Falmer Press.
- Moll, L.C., Amanti, C., Neff, D., and Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

- Monarez, P. (1992, August 25) Im not a scatterbrain. Providence Journal-Bulletin, p. F3.
- Monks, F. J. (1985). Gifted adolescents: A developmental perspective. The Freeman (Ed.), The psychology of gift children. New York: Wiley.
- Motorola, Inc. (1991). The crisis in American education. Chicago, IL: Motorola Corporation.
- Music Educators National Conference (MENC). (1994). The school music program: A new vision. Reston, VA: Author.
- Myers, R. E., & Torrance, E. P. (1964). Invitations to thinking and doing. Lexington, MA: Ginn.
- Myers, R. E., & Torrance, E. P. (1966b). Plots, puzzles, and ploys. Lexington, MA: Ginn.
- Myers, R. E., & Torrance, E. P. (19663). For those who wonder. Lexington, MA: Ginn.
- Narvaez, D. (1991). Studies of moral judgment in gifted students. In O. Andreani, Logical and moral reasoning in gifted adolescents and young people. Symposium at the IXth World Conference on Gifted and Talented Children, The Hague, The Netherlands.
- National Assessment for Educational Progress. (1981). Reading, thinking, and writing: Results from the 1979-80 National Assessment of Reading and Literature. Denver: NAEP.
- National Commission on Excellence in Education. (1983) A nation at risk. Washington, D.C.: Author.
- National Council of Educational Research and Training.
- New arts partnership to support AMERICA 2000 communities. (May 4, 1992). America 2000, p. 1.
- Nirpharake, A. (1981). Developing of creativity: some experiences in Journal Prabodhini, 199/981. Bhopal, India:
- Nisbell, R., & Ross, L. (1980). Human inference: Strategies and shortcomings of social judgment. Englewood Cliffs, NJ: Prentice Hall.
- Noller, R. B., & Frey, B. R. (1983). Mentoring: An annotated bibliography. Buffalo, NY: Bearly Limited.
- Noller, R. B., Pames, S. J., & Biondi, A. M. (1976). Creative action book. New York: Scribners.
- Nunnally, J. C., and Bernstein, I. H. (1994). Psychometric Theory (3rd Ed.). New York: McGraw-Hill, Inc.

- Nunnally, J. C., and Bernstein, I. H. (1994). *Psychometric Theory* (3rd Ed.). New York: McGraw-Hill, Inc.
- O'Brien, T. (1987). Some thoughts about treasure-keeping. Unpublished manuscript, Southern Illinois University, Teachers' Center Project, Edwardsville, 111.
- Ortiz, A. and Ramirez, B. (eds.) (1988). *Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions*. ERIC Clearinghouse.
- Osborn, A. F. (1953). *Applied imagination*. New York: Scribners.
- O'Shea, H. (1960). Friendship and the intellectually gifted child. *Exceptional Children*, 26, 327-335.
- Overy, K. (2002). *Dyslexia and music: From timing deficits to music intervention*. Unpublished doctoral dissertation, University of Sheffield.
- P1omin, R. (1989). Environment and genes: determinants of behavior. *American Psychologist*, 44, 105-111.
- Palmer, P. *The Courage to Teach*. San Francisco: Jossey-Bass, in press.
- Parnes, S. J. (1967). *Creative behavior guidebook*. New York: Charles Scribner's Sons.
- Parnes, S. J. (1987). The creative studies project. In: S. G. Isaksen (Ed.), *Frontiers of creativity research: beyond the basics* (pp. 156-188). Buffalo, NY: Bearly Limited.
- Panowitsch, H. R. (1975). *Change and stability in the defining issue test*. Doctoral dissertation. Minneapolis, MN: University of Minnesota.
- Pappalardo, M. (1990). *Survey of dance in grades 7 thru 12*. Unpublished manuscript prepared for the National Dance Association, Reston, VA.
- Parnes, S. (1981). *The magic of your mind*. Buffalo, NY: Creative Education Foundations.
- Parnes, S. J., Noller, R. B., & Biondi, A. M. (1977). *Guide to creative action*. New York: Scribners.
- passow, A. (1982). Differentiated curricula for the gifted! talented. In *Curricula for the gifted* (pp. 4-20). Ventura, CA: National State Leadership Training Institute on the Gifted Talented.
- Paul, R., Binker, A., Martin, O., & Adamson, K. (1989). *Critical thinking handbook: high school*. Rohnen Park, CA:

- Perkins, D., Jay, E. & Tishman, S. (1993, January). Beyond abilities: A dispositional theory of thinking. *Merrill-Palmer Quarterly*, 39(1), 1-21.
- Perkins, D., Jay, E. & Tishman, S. (Guest editors, Special Issue of Educational Psychologist). (1993). *New Directions in the teaching of thinking*, 28 (1), 1-6.
- Perkins, D., Jay, E., & Tishman, S. (1993). Teaching thinking: From ontology to education. *Educational Psychologist*, 28 (1), 67-85.
- Perkins, D., Jay, E., & Tishman, S. (1994). Assessing thinking: A framework for measuring critical thinking and problem solving at the college level. In A. Greenwood (Ed.), *The national assessment of college student learning: Identification of the skills to be taught, learned, and assessed* (pp. 65-112). Washington, DC: The US Government Printing Office.
- Perkins, D., Simmons, R. & Tishman, S. (1990). Teaching cognitive and metacognitive strategies. *Journal of Structural Learning*, 10(4), 285-303.
- Perkins, D., Tishman, S., Ritchhart, R., Donis, K. & Andrade, A. (2000). Intelligence in the wild: A dispositional view of intellectual traits. *Educational Psychology Review*, 12(3), 269-293.
- Perkins, D.N., & Grotzer, T.A. (1997). Teaching intelligence. *American psychologist*, Vol. 52(10), 1125-1133.
- Perkins, D.N., & Ritchhart, R. (2004). When is good thinking? In D.Y. Dai & R.J. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*. Mahwah, NJ: Erlbaum.
- Perkins, D.N., Tishman, S., Ritchhart, R., Donis, K., & Andrade, A. (2000). Intelligence in the wild: A dispositional view of intellectual traits. *Educational Psychology Review*, 12 (3), 269-293.
- Perrone, V. (1991). *A letter to teachers: Reflections on schooling and the art of teaching*. San Francisco: Jossey-Bass.
- Piaget, J. & Inhelder, B. (1969). *The psychology of the child*. New York: Basic.
- Piaget, J. (1932). *Le jugement moral chez fenfant*. Paris: Alcan (trans. *The moral judgment of the child*. New York: Free Press, 1965).
- Piaget, J. (1973). *To understand is to invent*. New York: Grossman.
- Posey, E. (1988). Discipline-based arts education--Developing a dance curriculum. *Journal of Physical Education, Recreation, and Dance*, 59(9), 61-64. EJ 393 013

- Preston, D. (1979). A moral education program conducted in the health and physical education curriculum. Doctoral dissertation. Athens, GA: University of Georgia.
- Prospect Archive and Center for Education and Research. (1986). The Prospect Center documentary processes: In progress. North Bennington, Vermont: Author.
- Puka, B. (1991). Interpretive experiments: Probing the care-justice debate in moral development. *Human Development*, 34,61-80.
- Raina, M. K. (1980). Creativity research: International perspectives. New Delhi, India: National Council of Educational Research and Training.
- Raina, M. K. (1990). Ethnocentric confines in creativity research. Presentation at the 1990 International Creativity Research and Networking Conferences, Buffalo, NY.
- Rainforth, B., & Salisbury, C. L. (1988). "Functional home programs: A model for therapists." *Topics in Early Childhood Special Education*, 7(4), 33-45.
- Ramsden, P. *Learning to Teach in Higher Education*. London: Routledge, 1992.
- Rand, D., & Gibb, L. (1989). A model program for gifted girls. *Journal for the Education of the Gifted*, n, 142-155.
- Rauscher, F. H. (2002). Mozart and the mind: Factual and fictional effects of musical enrichment. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 269-278). New York: Academic Press.
- Rauscher, F. H., & LeMieux, M. T. (2003, April). Piano, rhythm, and singing instruction improve different aspects of spatial-temporal reasoning in Head Start children. Poster presented at the annual meeting of the Cognitive Neuroscience Society, New York.
- Rauscher, F. H., & Zupan, M. (2000). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment. *Early Childhood Research Quarterly*, 15(2), 215-228. EJ 633 368.
- Rauscher, F. H., Shaw, G. L., & Ky, K. N. (1993). Music and spatial task performance. *Nature*, 365, 611.
- Rauscher, F. H., Shaw, G. L., Levine, L. J., Wright, E. L., Dennis, W. R., & Newcomb, R. L. (1997). Music training causes long-term enhancement of preschool children's spatial-temporal reasoning. *Neurological Research*, 19(1), 1-8.
- Raver, S. A. (1991). "Strategies for teaching at-risk and handicapped infants and toddlers: A transdisciplinary approach." New York: Macmillan.

- Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Harvard University Press.
- Reis, S. (1989). Reflections of policy affecting the education of gifted and talented students: past and future perspectives. *American Psychologist*, 44, 399-408.
- Reis, S., & CaUaltan, C. (1989). They've come a long way ~r have they? *Journal for the Eduauion of the Gifted*, n,99-117.
- Renzulli, J. S. (1978). What makes giftedness-reexamining a definition. *Phi Delta Kappa*, 60, 180-184.
- Renzulli, J. S. (1986), The three-ring conception of giftedness: a developmental model for creative productivity. In R. Sternberg & J. Davidson (Eds.), *Conaptions of giftedness* (pp. 53-92). New York: Cambridge University Press.
- Renzulli, J. S. (1991). The National Research Center on the Gifted and Talented: The dream, the design, and the destination. *Gifted Child Quarterly*, 35, 73-S0.
- Renzulli, J. S., & Reis, S. M. (1991). The reform movement and the quiet crisis in gifted education. *Gifted Child Quarterly*, 35, 26-35.
- Renzulli, J., & Reis, S. (1986). The enrichment triad/revolving door model: A schoolwide plan for the development of creative productivity. In J. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented* (pp. 216-266). Mansfield Center, CN: Creative Learning Press, Inc.
- RenzuUi, J. S., & Reis, S. (1985). *The schoolwide enrichment model*. Mansfield Center, eT: Creative Learning Press.
- Rest, J. (1974). Judging the important issues in moral dilemmas: An objective measure of development. *Developmental Psychology*, 10, 491-501.
- Rest, J. (1983). Morality. In J. Flavell & E. Markman (Eds.), *Manual of child psychology: Vol. 3. Cognitive development* (pp. 55fHi29). New York: Wiley.
- Rest, J. (1985). Interdisciplinary approach to moral education. In M. W. Berkowitz & F. Oser (Eds.), *Moral education: Theory and application* (pp. 9-25). Hillsdale, NJ: Erlbaum.
- Rest, J. (1985). Moral research methodology. In S. Modgil & C. Modgil (Eds.), *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: The Falmer Press.
- Rest, J. R. (1984). The major components of morality. In W. M. Kurtines & J. L. Gerwitz (Eds.), *Morality, moral behavior, and moral development*. New York: John Wiley & Sons.

- Rest, J. R. (1991). The relation of moral judgment to behavior. In O. Andreani (Chair), Logical and moral reasoning in gifted adolescents and young people. Symposium at the IXth World Conference on Gifted and Talented Children, The Hague, The Netherlands.
- Rest, J. R. (Ed.) (1986). *Moral development: Advances in research and theory*. New York: Praeger.
- Rest, J., Deemer, D., Bamell, R., Spickelmier J., & Volker, J. (1986). Life experiences and developmental pathways. In J. R. Rest (Ed.), *Moral development: Advances in research and theory* (pp. 2&-58). New York: Praeger.
- Rhodes, M. (1961). An analysis of creativity. *Phi Delta Kappa*, 42, 305-310.
- Richart, E. (1985). Identification of gifted children in the United States: the need for pluralistic assessment. *Roeper Review*, 8, 6&-72.
- Rickards, T. (1980). Designing for creativity: a state of the art review. *Design Studies*, 1 (5).
- Rickards, T. (1988). *Creativity at work*. London: Gower. Rickards, T. (1990). The creative imperative. Presentation at the 1990 International Creativity Research and Networking Conferences, Buffalo, NY.
- Riley, D. A. (1981). *Moral judgment in adults: the effects of age, group discussion and pretest sensitization*. Doctoral dissertation. New York: Fordham University.
- Riley, D. A. (1981). *Moral judgment in adults: the effects of age, group discussion and pretest sensitization*. Doctoral dissertation. New York: Fordham University.
- Rimm, S. (1991). Underachievement and super achievement; flip sides of the same psychological coin. In *Handbook of gifted education* (pp. 328-344). Boston: AUyn & Bacon.
- Ritchhart, R. (1994). *Making numbers make sense: A sourcebook for developing numeracy*. Menlo Park, CA: Addison-Wesley.
- Ritchhart, R. (1994). *Teaching with the heart*. In K. Jennings (Ed.), *One teacher in ten*. Boston: Alyson Publications.
- Ritchhart, R. (1994). The note. *Teacher Magazine*, February.
- Ritchhart, R. (1997). In praise of messiness, betting against the odds, and reinventing the wheel as avenues for the development of understanding. In R. Ritchhart (Ed.), *Through Mathematical Eyes: Exploring Functional Relationships in Math and Science*. Portsmouth, NH: Heinemann.

- Ritchhart, R. (1997). Learning to see the world through mathematical eyes. In R. Ritchhart (Ed.), *Through Mathematical Eyes: Exploring Functional Relationships in Math and Science*. Portsmouth, NH: Heinemann.
- Ritchhart, R. (1998). Rethinking professional development: Supporting reform in middle grades mathematics through the cultivation of teaching dispositions. In L. Leutinger (Ed.), *Mathematics in the middle* (pp. 49-54). Reston, VA: National Council of Teachers of Mathematics.
- Ritchhart, R. (1999). Generative topics: Building a curriculum around big ideas. *Teaching Children Mathematics*, 5 (8), 462-468.
- Ritchhart, R. (1999). Pythagoras's bow tie. White Plains, NY: Cuisenaire.
- Ritchhart, R. (1999). Uncovering the dimensions of disciplinary understanding in mathematics (and other subject areas). In L. Hetland & S. Veenema (Eds.), *The Project Zero Classroom: Views on Understanding* (pp. 35-45). Cambridge, MA: Harvard Project Zero.
- Ritchhart, R. (2001). From IQ to IC: A dispositional view of intelligence. *Roeper Review* 23 (3), 143-150.
- Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, how to get it*. San Francisco: Jossey-Bass.
- Ritchhart, R. (Ed.) (1997). *Through mathematical eyes: Exploring functional relationships in math and science*. Portsmouth, NH: Heinemann.
- Ritchhart, R., & Blythe, T. (1999). *Creativity in the classroom: An exploration*. Burbank, CA: Disney Learning Partnership.
- Ritchhart, R., & Blythe, T. (2001). *The power of the creative classroom*. Burbank, CA: Disney Learning Partnership.
- Ritchhart, R., & Perkins, D.N. (2000). Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness. *Journal of Social Issues* 56 (1), 27-47.
- Ritchhart, R., & Perkins, D.N. (2005). Learning to think: The challenges of teaching thinking. In K. Holyoak & R.G. Morrison (Eds.), *Cambridge handbook of thinking and reasoning*. Cambridge: Cambridge University Press.
- Ritchhart, R., & Wiske, M. S. (with Hetland, L., & Buchovecky, E). (1998). How does teaching for understanding look in practice? In M. S. Wiske (Ed.), *Teaching for understanding* (pp. 122-158). San Francisco: Jossey-Bass.
- Ritchhart, R., Moran, S., Blythe, T., & Reese, J. (2002). *Teaching in the creative classroom*. Burbank, CA: Disney Learning Partnership.

- Robinson, A. (1990). Cooperation or exploitation? The argument against cooperative learning for talented students. *Journal for the Education of the Gifted*, 14, 9-27,31-36.
- Robinson, H. (1977). Current myths Concerning gifted children. In *Gifted and talented brief* (pp. 1-11). Ventura, CA: National State Leadership Training Institute.
- Robinson, H. (1981). The uncommonly bright child. In M.
- Roedell, W., Jackson, N., & Robinson, H. (1980). *Gifted young children*. New York: Columbia University.
- Rogers, K. (1986). Do the gifted think and learn differently? a review of recent research and its implications. *Journal for the Education of the Gifted*, 10, 17-40.
- Rolhenberg, A., & Hausman, C. R. (Eds.) (1976). *The creativity question*. Durham, NC: Duke University Press.
- Rosser, S. V. (1990). *Female-friendly science: Applying women's studies methods and theories to attract students*. New York: Pergamon Press.
- Rubin, J. (1975). What the Good Language Learner Can Teach Us, *TESOL Quarterly*, 9, 1 , pp. 41-51. [-8-] Saltus, R. (1992, September 21). With some U. S. help, Japan tackles dyslexia. *Boston Globe*, pp. 29, 31.
- Runco, M. A. (1990). The divergent thinking of young children: implications of the research. *G/C/T Magazine*, July/August, 37-39.
- Runco, M. A., & Albert, R. S. (1990). *Theories of cuativity*. Newbury Park, CA: Sage Publications.
- Rushton, J. P. (1975). Generosity in children: Immediate and long term effects of modeling, preaching and moral judgment. *Journal of Personality and Social Psychology*, 21, 459-466.
- Sadker, D., & Sadker, M. (1980). *Beyond pictures and pronouns: Sexism in teacher education textbooks*. Newton, MA: EDC/WEEA Publishing Center.
- Sadker, M., & Sadker, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York: Macmillan Publishing. ED 386 268
- Sanders, J. (1994). *Lifting the barriers: 600 strategies that really work to increase girls' participation in science, mathematics and computers*. New York: Jo Sanders Publications. ED 375 214
- Sanders, J., Campbell, P. B., & Steinbrueck, K. (1996). *One project, many strategies: Making preservice teacher education more equitable*. Submitted for publication.

Also see the final report for the Teacher Education Equity Project, Program for Women and Girls, National Science Foundation, Grant no. HRD-9253182.

- Sanders, J., Koch, J., & Urso, J. (in press). Volume 1: Teaching activities for education instructors. Volume II: Sources and resources for education students. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sanders, J., Koch, J., & Urso, J. (in press). Volume 1: Teaching activities for education instructors. Volume II: Sources and resources for education students. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sandler, B. R., Silverberg, L. A., & Hall, R. M. (1996). *The chilly classroom climate: A guide to improve the education of women*. Washington DC: National Association for Women in Education.
- Sandler, B. R., Silverberg, L. A., & Hall, R. M. (1996). *The chilly classroom climate: A guide to improve the education of women*. Washington DC: National Association for Women in Education.
- Schlichter, C. (1986). Talents unlimited: Applying the multiple talent approach in mainstream and gifted education. In: J. S. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented* (pp. 353-389). Mansfield Center, CT: Creative Learning Press.
- Schmiedler, A., & Michael-Dyer, G. (1991). *State of the scene of science education in the nation*. Washington, DC: U.S. Public Health Service.
- Schon, D. (1983). *The reflective practitioner*. New York: Teachers College Press.
- Schwartz, P. (1991). Multicultural dance education in today's curriculum. *Journal of Physical Education, Recreation, and Dance*, 62, 45-48.
- Scott, E., & Bryant, B. (1978). Social interactions of early reading and non-reading kindergarten students with high intellectual ability. *Catalog of Selected Documents in Psychology*, 8, 95.
- Seal, E., & Bryant, B. (1978). Social interactions of early reading and non-reading kindergarten students with high intellectual ability. *Catalog of Selected Documents in Psychology*, 8, 95.
- Senge, P. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday, 1990.
- Shafer, J. (1978). *The effect of Kohlberg dilemmas on moral reasoning, attitudes, thinking, locus of control, self concept of elementary science methods students*. Doctoral dissertation. Fort Collins, CO: University of North Colorado.

- Shafer, J. (1978). The effect of Kohlberg dilemmas on moral reasoning, attitudes, thinking, locus of control, self concept of elementary science methods students. Doctoral dissertation. Fort Collins, CO: University of North Colorado.
- Shepard, L. A. and Kreitzer, A. E. (1987). "The Texas Teacher Test." *Educational Researcher*, 16(6), pp. 22-31.
- Shepperd, J. A. (1993). Student derogation of the Scholastic Aptitude Test: Biases in perceptions and presentations of College Board scores. *Basic and Applied Social Psychology*, 14, 455-473.
- Shulman, L. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review*, vol. 57, no. 1 (1986): 1-22.
- Sicola, P. (1990). Where do gifted students fit? An examination of middle school philosophy as it relates to ability grouping and the gifted learner. *Journal for the Education of the Gifted*, 14,37-49.
- Simon, H. (1978). Problem solving and education. In D. Tuma & R. Reef (Eds.), *Problem solving and education: issues in teaching and research*. Hillsdale, NJ: Erlbaum.
- Simon, H. (1979). Information processing models of cognition. *Annual Review of Psychology*, 30, 363-396.
- Simon, S. B., Howe, L. W., & Kirschenbaum, H. (1972). *Values clarification: A handbook of practical strategies for teachers and students*. New York: Hart Publications.
- Simon. S. B., Howe, L. W., & Kirschenbaum, H. (1972). *Valfgs clarification: A handbook of practical strategies for teachers and student*. New York: Hart Publications.
- Snarey, J. R. (1985). Cross cultural universality of social Hnoral development: A critical review of Kohlberghian research. *Psychological Bulletin*, 97, 202-232.
- Snow, R. E. (1989). Aptitude-treatment interaction as a framework for research in individual differences in learning. In P. L. Ackerman, R. J. Sternberg, & R. Glaser (Eds.), *Learning and individual differences: advances in theory and research* (pp. 11-34). New York: Freeman.
- Snow, R. E. (1992). Aptitude theory: yesterday, today, and tomorrow. *Educational Psychologist*, 27(1),5-32.
- Sobesky, W. E. (1983). The effects of situational factors on moral judgments. *Child Development* , 54, 575-584.

Sonoma State University, Center for Critical Thinking and Moral Critique.

Sprinthall, N. A., & Bernier, J. E. Moral and cognitive development for teachers: A neglected area. Fordham University Symposium: Programs and rationale in value moral education. New York: Fordham University Press.

Sprinthall, N. A., & Bernier, J. E. (1977). Moral and cognitive development for teachers: A neglected area. Fordham University Symposium: Programs and rationale in value moral education. New York: Fordham University Press.

St Denis, H. (1980). Effect of moral education strategies on nursing students' moral reasoning and level of self actualization. Doctoral dissertation. Catholic University of America.

Stein, M. I. (1974). Stimulating creativity: Vol. 1, Individual procedures. New York: Academic Press.

Stein, M. I. (1975). Stimulating creativity: Vol. 2, Group procedures. New York: Academic Press.

Stenmark, J. K. (ed.), (1991). Mathematics assessment: Myths, models, good questions, and practical suggestions. Reston (VA): NCTM.

Sternberg, R. J. (Ed.) (1988a). The nature of creativity.

Sternberg, R. J. (1988b). The triarchic mind: A new theory of human intelligence. New York: Viking.

Sternberg, R. J., & Davidson, J. E. (Eds.) (1986). Conceptions of giftedness. New York: Cambridge University Press.

Stiggins, R.J., (1994), Student-Centered Classroom Assessment. New York: Merrill.

Storler, M. D. (1990). Intelligence and giftedness: The contribution of heredity and early environment. San Francisco, CA: Jossey-Bass.

Streitmatter, J. (1994). Toward gender equity in the classroom: Everyday teachers' beliefs and practices. Albany, NY: State University of New York Press. ED 367 739

Sylvester, R. (1990). Expanding the range, dividing the task: Educating the human brain in an electronic society. Educational Leadership, 48 (2), 71-78.

Sylwester, R. A Celebration of Neurons: An Educator's Guide to the Human Brain. Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Tajfel, H. (1981). Human groups and social categories. Cambridge: Cambridge University Press.

- Tan-Willman, C, & Gutteridge, D. (1981). Creative thinking and moral reasoning on academically gifted secondary school adolescents. *Gifted Child Quarterly*, 15, 149-153.
- Tannenbaum, A. J. (1983). *Gifted children: Psychology and educational perspectives*. New York: Macmillan.
- Tannenbaum, A. J. (1990). Social psychology of giftedness. Paper presented at the Theory Summit Conference on Optimal Development of Mind, Mt. Hood, OR.
- Taylor, C. W. (1986). Cultivating simultaneous student growth in both multiple creative talents and knowledge. In J. S. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented* (pp. 306-350). Mansfield Center, CT: Creative Learning Press.
- Taylor, C. (1989). *Sources of the self: The making of modern identity*. Cambridge, MA: Harvard University Press.
- Taylor, C. (1989). *Sources of the self: The making of modern identity*. Cambridge, MA: Harvard University Press.
- Taylor, C. W. (1964). *Creativity: Progress and potential*. New York: McGraw-Hill.
- Taylor, C. W. (1968). Be talent developed as well as knowledge dispensers. *Today's Education*, December, 67-70.
- Taylor, C. W. (1969). The highest talent potentials of man. *Gifted Child Quarterly*, 13(1), 9-30.
- Taylor, C. W. (1986). Cultivating simultaneous students growth in both multiple creative talents and knowledge. In: J. S. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented* (pp. 307-350). Mansfield Center, CT: Creative Learning Press.
- Terman, L. M. (1925). *Genetic studies of genius: Vol. I. Mental and physical traits of a thousand gifted children*. Stanford, CA: Stanford University Press.
- Terman, L. M., & Merrill, M. A. (1973). *Stanford-Binet Intelligence Scale. Manual for the third revision, Form L-M*. Boston, MA: Houghton Mifflin.
- Urban, K. K. (1990). Recent trends in creativity research and theory in Western Europe. *European Journal of High Ability*, 1, 99-113.
- Terman, L., & Oden, M. (1951). *The Stanford studies of the gifted*. In P. Witty (Ed.), *The gifted child*. Boston: Heath.
- Theory and application (pp. 175-194). Hiusdale, NI: Erlbaum.

- Thinking Connections (1994). A program that blends recent findings in cognitive psychology with educational practice to help teachers reshape instruction to integrate the teaching of thinking strategies into the regular curriculum. Menlo Park, CA: Addison-Wesley. (Co-Developers: David Perkins, Jill Mirman, and Heidi Goodrich)
- Third International Mathematics and Science Study. Successive Reports from Kluwer Academic Publishers, Boston/Dordrecht/London. (See also the websites: www.ed.gov/NCES/timss/index/html and www.ustimss.msu.edu/.)
- Thorndike, R. (1940). Performance of gifted children on tests of developmental age. *Journal of Psychology*, 9, 337-343.
- Thorndike, R. (1940). Performance of gifted children on tests of developmental age. *Journal of Psychology*, 9, 337-343.
- Tishman, S. & Wise, D. (1999). Thinking through the arts. In L. Hetland & S. Veenema (Eds.), *The Project Zero classroom: Views on understanding*. Cambridge, MA: Project Zero, Harvard Graduate School of Education.
- Tishman, S. (1985). Teaching critical and creative thinking: An introduction to programs and practices. Massachusetts Department of Education, Office for Gifted and Talented. Quincy, Massachusetts.
- Tishman, S. (1986). Philosophy and children: Encouraging critical and creative thinking. Massachusetts Association for Supervision and Curriculum Development (MASCSD) Yearbook, 21-25.
- Tishman, S. (1991) Connections. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking*. Association for Supervision and Curriculum Development (ASCD), revised edition, Vol. 2, 69-72.
- Tishman, S. (1994, December). What makes a good thinker? A look at thinking dispositions. *Harvard Graduate School of Education Alumni Bulletin*. 39 (1), 7-9.
- Tishman, S. (1995). Acquired ignorance: An intellectual virtue revisited. *Teaching and learning: The Journal of Natural Inquiry*, 9 (2), 5-10.
- Tishman, S. (1995, October). High-level thinking, ethics, and intellectual character. *Think: The magazine on critical and creative thinking*. 6 (1), 9-14.
- Tishman, S. (1997) Thinking dispositions and museum learning. *Journal of Education in Museums*, 18, 8-9.
- Tishman, S. (2000). Why teach habits of mind? In Costa, A. & Kallick, B. (Eds.), *Discovering and Exploring Habits of Mind* (pp. 41-52). Alexandria, VA: ASCD.

- Tishman, S. (2001). Added value: A dispositional perspective on thinking. In A.L. Costa (Ed.), *Developing minds*, 3rd Edition (pp. 72-75). Alexandria, VA: ASCD.
- Tishman, S., & Andrade, A. (1997). *Critical squares: Games of critical thinking and understanding*. Englewood, CO: Libraries Unlimited/Teacher Idea Press.
- Tishman, S., & Perkins, D. (1995, August). Critical thinking and physical education. *Journal of Physical Education and Recreational Dance*, 66 (6), 24-30.
- Tishman, S., & Perkins, D. (1997). The language of thinking. *Kappan*, 78(5), 368-374.
- Tishman, S., Goodrich, H., & Mirman Owen, J. (1990). Four Thought. *Teaching Thinking and Problem Solving*, 12 (4), 1-11.
- Tishman, S., Jay, E. & Perkins, D. (1993, summer). Teaching thinking dispositions: From transmission to enculturation. *Theory into Practice*, 32(3), 147-153.
- Tishman, S., Perkins, D., & Jay, E. (1995). *The Thinking Classroom: Teaching and learning in a culture of thinking*. Needham, MA: Allyn & Bacon.
- Titus, J. J. (1993, January/February). Gender messages in education foundation textbooks. *Journal of Teacher Education*, 44(1), 38-44. EJ 463 320
- Torrance, E. P. (1962). *Guiding creative talent*. Englewood Cliffs, NJ: Prentice-Hall.
- Torrance, E. P. (1963). *Education and the creative potential*. Minneapolis: University of Minnesota.
- Torrance, E. P. (1965). *Rewarding creative behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Torrance, E. P. (1966). *Torrance tests of creative thinking*. Princeton, NJ: Personnel Press.
- Torrance, E. P. (1970). *Encouraging cultivation the classroom*. Dubuque, IA: William C. Brown Company.
- Trice, A. D. (1990). Reliability of students' self-reports of scholastic aptitude scores: Data from juniors and seniors. *Perceptual and Motor Skills*, 71, 290.
- Trice, A. D. (1990). Reliability of students' self-reports of scholastic aptitude scores: Data from juniors and seniors. *Perceptual and Motor Skills*, 71, 290.
- Turiel, E. (1983). *The development of social knowledge: Morality and convention*. New York: Cambridge University Press.
- Tversky, A., & Kahnemann, D. (1973). Availability: A heuristic for judging frequency and probability. *Cognitive Psychology*, 5, 207-232.

- Tversky, A., & Kahnemann, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.
- U.S. Congress, Office of Technology Assessment. (1992, February). Testing in American schools: Asking the right questions. (OTA-SET-519). Washington, DC: U.S. Government Printing Office.
- Vail, P. (1987). *Smart Kids with School Problems, Things to Know and Ways to Help*. New York, NY: E. P. Dutton.
- Van Tassel-Baska, J. (1992). *Planning effective curriculum for gifted learners*. Denver, CO: Love Publishing.
- Vaughn, K. (2000). Music and mathematics: Modest support for the oft-claimed relationship. *Journal of Aesthetic Education*, 34(3-4), 149-166. EJ 658 282.
- Villenave-Cremer, S., & Eckensberger L. H. (1985). The role of affective process in moral judgment performance. In M. W. Berkowitz & F. Oser (Eds.), *Moral education: Theory and application* (pp. 175-194). Hillsdale, NJ:
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, Mass.: Harvard University Press.
- Walters, J. M., & Gardner, H. (1986). The theory of multiple intelligences: Some issues and answers. In R. J. Sternberg, & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 163--82). New York: Cambridge University Press.
- Walker, L. J. (1980). Cognitive and perspective-taking prerequisites for moral development. *Child Development*, 51, 131-140.
- Walker, L. J. (1984). Sex difference in the development of moral reasoning: A critical review of the literature. *Child Development*, 55, 677-681.
- Walker, L. J., & Richards, B. S. (1979). Stimulating transitions in moral reasoning as a function of stage of cognitive development. *Development Psychology*, 15, 95-103.
- Walker, L. J., & Taylor, J. H. (1991). Family interactions and the development of moral reasoning. *Child Development*, 62, 264-283.
- Walker, L. J., & Taylor, J. H. (1991). Family interactions and the development of moral reasoning. *Child Development*, 62, 264-283.
- Walker, L. J., De Vries, B., & Trevethan, S. D. (1987). Moral stages and moral orientations in real-life and hypothetical dilemmas. *Child Development*, 58, 842-858.

- Walker, L. J., & Richards, B. S. (1979). Stimulating transitions in moral reasoning as a function of stage of cognitive development. *Development Psychology*, 15,95-103.
- Wallach, G. and Butler, K. (eds.) (1992). *Language Learning Disabilities in School-age Children*. Baltimore, MD: Williams and Wilkins Publishers.
- Ward, V. (1961). *Educating the gifted: An axiomatic approach*. Columbus, OH: Charles C. Merrill.
- Ward, V. S. (1962). The function of theory in programs for the gifted. In W. C. Morse, & G. M. Wingo (Eds.), *Readings in educational psychology* (pp. 242-247). Chicago: Soott Foresman.
- Ward, V. S. (1980). *Differential education for the gifted*. Ventura, CA: Ventura County Superintendent of Schools.
- Ward, V. S. (1986). Criterially referenced curricular design: A critique of "Qualitatively differentiated curricula". In C. J. Maker (Ed.), *Critical issues in gifted education: Defensible programs for the gifted* (pp. 13S-145). Rockville, MD: Aspen Systems.
- Ward, V. S., & Jellen, H. G. (1979). Personality structure and curriculum differentiation: A synthesis in gifted education. In J. H. Orloff (Ed.), *Beyond awareness: Proceedings of Fourth Annual Northern Virginia Conference on Gifted/Talented Education* (pp. 4S-52). Falls Church, V A: Northern Virginia Council for Gifted Talented Education.
- Weber, L. (1991). *Inquiry, noticing, joining with, and following after*. New York: The City College Workshop Center.
- Weincek, B., & Richardson, A. (1991). The Interrelated ARTS program: Making arts connections with the basics. In L. Overby (Ed.), *Early childhood creative arts* (pp. 183-190). Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.
- Whiteley, J. (1982). *Character development in college students*. Schenectady, NY: Character Education Press.
- Wiggins, G. (1987, Winter). Creating a thought-provoking curriculum. *American Educator*, 10-17.
- Wilhelm, I. (1992). *Strategies to Promote Effective Learning in the Classroom*, Concord Public Schools, Sabbatical Report.
- Wycoff, J. (1991). *Mindmapping: Your personal guide to exploring creativity and problem-solving*. New York: Berkley publishing Group.