

CURRICULUM VITAE

CHRISTINE J. BRIGGS

EDUCATION

Ph.D. 2003 University of Connecticut, Storrs, Connecticut
Major: Educational Psychology
Specialization Gifted Education and Talent Development
Other Areas of Concentration Multicultural Education
Professional Development, Curriculum Development, and
Elementary Education

Doctoral Dissertation: *Promising Interventions and
Practices that Develop the Gifts and Talents of Culturally,
Linguistically, and Ethnically Diverse Students*

M.A. 1999 The University of Connecticut, Storrs, CT.
Major Gifted Education and Talent Development

B.S. 1978 Texas Christian University, Fort Worth, TX
Majors Elementary Education and Special Education

Other credentials:

1997 Texas State Gifted Certification, Baylor University, Waco, TX

1997 Texas State English as a Second Language Certification

PROFESSIONAL EXPERIENCE

2013-present University of Louisiana at Lafayette, Lafayette, LA
Center for Gifted Education, Director

2012-2013 University of Louisiana at Lafayette, Lafayette, LA
Teaching and Learning Alliance, Director

2009-2012 University of Louisiana at Lafayette, Lafayette, LA
**Associate Professor & Department Head
Curriculum and Instruction**

2003 –2009 University of Louisiana at Lafayette, Lafayette, LA
Assistant Professor - Curriculum and Instruction

2007 –2008 Coordinator, M.Ed. programs in Curriculum & Instruction

1999 – present Educational Consultant, working with school districts, regional and
state organizations.

- 2000 - 2003 The National Research Center on the Gifted
and Talented, University of Connecticut, Storrs, CT
Research Assistant
- 2000 - 2001 University of Connecticut
Accelerated School Project
Graduate Assistant
- 1999 - 2000 Advanced Academic Services
Fort Worth Independent School District, Fort Worth, Texas
Elementary Staff Development/Enrichment Specialist
Provided program and teacher support for high ability elementary
students, redesigned elementary gifted identification procedures,
developed and presented district wide gifted education certification
and renewal in-service offerings, explored potential grant
opportunities for Advanced Academics Office, facilitated district
gifted identification procedures in 75 elementary schools,
developed a curricular framework for grades 2-5, and coordinated
implementation of the curriculum framework with district content
directors.
- 1997 - 1999 Instructional Support Team
Fort Worth Independent School District, Fort Worth, TX
Gifted and Talented and Elementary Reading Specialist
Developed and presented area and district in-service offerings,
facilitated gifted identification process in 17 elementary schools,
facilitated three elementary reading adoptions, and provided
implementation coaching for gifted strategies, and instructional
support to teachers for the district reading curriculums.
- 1994 - 1997 Fort Worth Independent School District, Fort Worth, TX
Teacher, Grade 4/5 Multi-age, Traditional Classroom
Gifted cluster classroom
Grade level chair - three years
Site based management team member - four years
Gifted identification and program facilitator - three years
Developed and provided district in-service on multiage
classroom strategies
- 1989 - 1994 Fort Worth Independent School District, Fort Worth, TX
Teacher, Grade 4 Traditional Classroom
Gifted Cluster Classroom
Designed and developed a school curriculum on the histories of the
surrounding neighborhoods

- 1980 - 1982 Burleson Independent School District, Burleson, TX
Teacher, Grades 7 & 8 Special Education Reading Resource Room
Drama club sponsor
- 1978 - 1980 Pearland Independent School District, Pearland, TX
Teacher, Grades 6, 7 & 8 Special Education Reading Resource Room
Coordinated after-school tutoring program for students with learning disabilities

PUBLICATIONS

Refereed Publications

Beasley, J. G., **Briggs, C. J.**, & Pennington, L. (2017). Bridging the Gap 10 years later: A tool and technique to analyze and evaluate advanced academic curricular units. *Gifted Child Today, 40 (1)*. 48-58.

Research Papers/Presentations

Briggs, C.J., Hebert, N., Kreamer, H. M. & Richard, M. (2017). *Action research as an agent of change: Capstone projects of gifted education candidates*. AERA: San Antonio, TX.

Briggs, C. J., Hebert, N., Kreamer, H. M., & Richard, M. (2015). *Action research as an agent for change: Capstone projects of gifted education masters' candidates*. MSERA, Lafayette, LA.

Briggs, C. J. (2015). *Action research: An essential experience for masters' candidates in education*. NSSA: New Orleans, LA.

Trahan, M. P., **Briggs, C. J.**, & Autin, N. P. (2015). *The changing winds of educational expectations*. NSSA: New Orleans, LA.

Briggs, C. J. (2013-present) NAGC/CEC SPA Gifted Education, Chair
Received National Recognition Status in Fall 2017

Books & Book Chapters

Beasley, J.G., **Briggs, C. J.**, Pennington, L. (2015). *Engaging and challenging curriculum: Supporting advanced and gifted learners*. NAGC Select.

PRESENTATION AT PROFESSIONAL MEETINGS

National/International: Peer- Reviewed Proposed Presentations

Brown, E., Mofield, E., **Briggs, C. J.**, & Williams, C. A. (November 2018). *Focusing on practice: Real teachers implementing exemplary curriculum units resulting in real student change*. NAGC, Minneapolis, MN.

Briggs, C. J., & Bruce-Davis, M. (November 2018). *Engaging the minds of parents: Building to connections to empower and support*. NAGC, Minneapolis, MN.

Briggs, C. J. & Bruce-Davis, M. (November 2018). *Best practices in gifted: Designing programs to meet NAGC/CAEP teacher prep standards*. NAGC, Minneapolis, MN.

Brown, E. F., Mofield, E., & **Briggs, C. J.** (2017) C.P.R.: Curriculum units which produce results. NAGC, Charlotte, NC.

Briggs, C. J. & Williams, C. A. (2017). *High quality curriculum: How to submit a curriculum for a network award*. NAGC, Charlotte, NC.

Bruce-Davis, M., & **Briggs, C. J.** (2017). Supporting Parents and Guardians of Gifted Students: Methods to Meet Their Needs, NAGC, Charlotte, NC.

Briggs, C. J. (2017) Twice-Exceptional Students? Finding their Strengths and Supporting their Learning. Invited Keynote, Super Conference, Lafayette Louisiana.

Williams, C.A., & **Briggs, C. J.** (2016). *High quality curriculum: How to submit a curriculum for the network award*. NAGC: Orlando, FL.

Mofield, E., Beasley, J., **Briggs, C.J.**, & Stambaugh, T. (2016). *Imagine the possibilities: Make it happen with high quality curriculum*. NAGC: Orlando, FL.

Williams, C. A., & **Briggs, C. J.** (2015). *Developing a curriculum: How to win an award*. NAGC, Phoenix, AZ.

Shuler, P, Beasley, J., Hines, M., **Briggs, C. J.** & Missett, T. C. (2015). *Curriculum & the whole child*. Signature Series – invited presentation. NAGC: Phoenix, AZ.

Barber, A. H., **Briggs, C. J.**, & Bruce-Davis, M. N. (2015). *Creating their world: Design thinking with elementary students*. NAGC: Phoenix, AZ.

Briggs, C. J. & Bruce-Davis, M. N. (2015). *Developing quality enrichment programs beyond the classroom for high-ability students*. NAGC. Phoenix, AZ.

National/International Invited Presentations

Beasley, J. G., & **Briggs, C. J.** (Fall 2015) *Developing high quality curriculum for gifted and Talented learners*. NAGC Webinar.

State

Briggs, C. J. (2017). *Briggs, C. J. (2017) Twice-Exceptional Students? Finding their Strengths and Supporting their Learning. Invited Keynote, Super Conference, Lafayette Louisiana.*

Briggs, C. J., & Daspit, T. (2015). *Academic challenge Vs. intellectual stimulation: What do gifted students need? CEC Superconference, Lafayette, LA.*

GRANTS

Abington-Pitre, A.S., **Briggs, C. J.,** Bruce-Davis, M., & Bourque, R. M. (2017). BORSF Enhancement Grant (\$37,405).

Briggs, C. J. (2017) *Brown Foundation (\$2,500) Summer Scholars Residential and Commuter Program*

Briggs, C. J. (2016) *Brown Foundation (\$20,000) Summer Scholars Residential and Commuter Program*

Briggs, C. J. (2015) *Brown Foundation (\$30,000) Summer Scholars Residential and Commuter Program*

GRADUATE PROGRAM REDESIGN

Core team member and contributing author of Redesigned M.Ed. program in Gifted Education, to align to the most recent National Standards and reorganization to attract more candidates 2017-present

2016-2017 **Briggs, C. J.** Served as Co-Chair for Davita Lancelin QP and EDD dissertation

CURRENT RESEARCH

2018 - present Social and Emotional Needs of Gifted Adolescents – Grant under development: collaborating with faculty from the School of Counseling and faculty from the Educational Leadership to develop a grant proposal to examine the social and emotional health of highly able adolescents particularly from rural areas. We are currently in the grant proposal development stage. Target submission date June 2019

2018-present

Reading study to examine how the use of reading technology during tutoring sessions can impact student engagement in reading and how technology can better prepare teacher candidates to teach in 21st century schools. The sample consists of teacher candidates enrolled in the reading assessment course in the fall and spring semesters and the student sample consists of those K-7th grade students participating in the tutoring sessions offered by the reading center at UL at Lafayette. Data collection tools include questionnaires, audio tapes and observations. The intervention includes the use of Chromebooks as reading tools to use EBooks. Data will be analyzed to find patterns and themes indicating the impact of using reading technology when teaching reading. Data collection ends Spring 2019

2018- present

Many students receive *Response to Intervention* (RtI) services during the regular school day in order to scaffold their learning and determine if additional, more intense interventions will be needed. The goal for RtI is to determine if instructional support can be delivered within a classroom setting before a student is considered for special education services. Many schools schedule an RtI time within the school day when all students receive support at a specific time. But to what extent do all of the stakeholders hold a shared understanding of what is RtI and its purpose? This study examined administrators, traditional teachers, teachers of the gifted and special education teachers' understandings of RtI. A Likert scale instrument with one open-ended question was administered to the participants to learn what is currently understood about RtI. Data is in analysis phase to determine frequency of responses and themes of understanding about RtI. Presentation in Spring 2019 and journal submission to follow.

2018-present

Many students identified for special and gifted education have an Individual Education Plan (IEP) documenting the services provided during the regular school day in order to scaffold their learning and support achievement growth. The goal for the IEP is to identify the instructional support to be delivered within the special education/gifted classroom.

IEP process is required for all students receiving special education services, federal mandate, and for gifted in states such as Louisiana where gifted students' services are included in the program services at the state level.

But to what extent do all of the stakeholders hold a shared understanding of what is an IEP and its purpose? This study examines administrators, traditional teachers, teachers of the gifted and special education teachers' understandings of IEP. A Likert scale instrument with one open-ended question was administered to the participants to learn what is currently

understood about IEP. Data is in the analysis phase to determine frequency of responses and themes of understanding about IEP. Submission to a journal is targeted for Summer 2019.

2016-present Frontloading: Preparation and Opportunities for Talent Development in Early Childhood Students of Diversity and Poverty. This is a grant team working on a proposal to work with 3 high poverty schools and provide STEAM opportunities to children, parents and teachers. This team represents gifted education faculty and faculty from content departments including science, math, technology, engineering and the arts. Currently seeking funding sources.

PROFESSIONAL AWARDS AND HONORS

2016- Present Kathy Authement Prouet/BORSF Memorial Professor in Education II

2016 University of Louisiana at Lafayette
Outstanding Advisor Award

2015 University of Louisiana at Lafayette
Outstanding Advisor Award

TEACHING

CLASSES TAUGHT

University of Louisiana at Lafayette

Graduate:

Research to Impact Student Achievement *
Applied Research I *
Applied Research II *
Developing Curriculum for Gifted Students
Developing Creativity in the Classroom
Practicum/Internship in Gifted Education
* courses I designed

Undergraduate:

Classroom Management for Elementary Teachers
Social Studies in the Elementary School
Teaching in a Diverse Society
Reading in the Elementary School
Practicum in Reading: Elementary
Teaching Content Area Reading in the Elementary Classroom

Supervision of Student Teachers
Reflections and Professional Growth – redesigned course to include teacher action research

Teaching

- Advisor to 60 undergraduate advisees and all Masters' candidates in gifted education each semester

Administrative:

2013-present Center for Gifted Education UL at Lafayette, Director
2012-2013 Teaching and Learning Alliance UL at Lafayette, Director
2009-2012 Department Head– Curriculum & Instruction
University of Louisiana at Lafayette
2008-2009 Interim Department Head – Curriculum & Instruction
University of Louisiana at Lafayette

PROFESSIONAL SERVICE

2017-present Collaborated to begin the resurrection process for the Association for Gifted and Talented Students Louisiana (AGTSLA)
This is the State organization to support gifted & talented students which has been dormant for more than 10 years. AGTSLA is now soliciting membership in the South Central Region of Louisiana. Serve as the secretary for the AGTSLA board.

2016-present NAGC Education Committee, Member
Served as Chair for the Educational Needs Survey (2018)
Analyzed and synthesized data from the survey, wrote the report submitted to the National Association for Gifted Children Executive Board

2002-present NAGC Curriculum Awards, Chair

2013-2016 NAGC Awards Committee, Member
Developed Award Rubrics for Graduate Coordinator Award and Distinguished Scholar Award

UNIVERSITY SERVICE

2015-2018 University Library Committee, Chair
2012-present University Graduate Appeals Committee, Member

COLLEGE SERVICE

- 2013-present NAGC/CEC SPA Gifted Education, Chair
Received Nationally Recognized Status in Fall 2017
- 2013-present College of Education Selective Retention Committee, Member
- 2017 College of Education Search Committee, Generalist, Chair
- 2016-present College of Education Quality Matters Online Course, Reviewer
- 2006-present College of Education Recruitment and Retention Committee
- 2007-present College of Education Selective Retention Committee

OTHER PROFESSIONAL SERVICE AND ACTIVITIES

Community Service

- 2018-present University Art Museum – Education Committee member
- 2017 Indiana Department of Education, Curriculum Reviewer
- 2016-present David Thibodeaux Stem Academy Advisory Board, Member

CURRENT MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- 1997 - present National Association for Gifted Children (NAGC)
Curriculum Studies Network
Parent and Community Network
Special Populations Network
Professional Development Network
Early Childhood Network
- 2017- present American Education Research Association (AERA)
- 2000 - present Association for Supervision and Curriculum Development (ASCD)
- 2000 - present World Council for Gifted and Talented Children
- 2001 - present Council for Exceptional Children (CEC)