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102-H Ridley Hall
School of Education and Human Development, University of Virginia
Charlottesville, VA 22904
(434) 924-1022 brighton@virginia.edu

EMPLOYMENT

Senior Associate Dean, Academic Programs and Student Affairs (2014-present)

Professor (2018- present), Department of Curriculum, Instruction, Special Education
Co-Director, Institutes on Academic Diversity (2001- present)

Associate Professor (2008-present), Department of Curriculum, Instruction, Special Education
Program Coordinator, Curriculum, Teaching, and Learning (2010-14)

Assistant Professor (2001-08), Department of Educational Leadership, Foundations and Policy
Program Coordinator, (2006-08) Educational Psychology, Gifted Education

Curriculum Coordinator/Assistant Principal (1995-98) Charlotte-Mecklenburg (NC) Public Schools

Lead Teacher/Accelerated Schools Instructional Coach (1994-95) (Charlotte-Mecklenburg (NC)

Elementary Teacher (1991-94) Charlotte-Mecklenburg (NC) Public Schools

EDUCATION

Education:

1990 Catholic University of America (B.A.)
Drama and Speech Communication

1991 University of Virginia (M. Ed.)
Educational Psychology/Gifted Education emphasis

2001 University of Virginia (Ph.D.)
Educational Psychology/Gifted Education emphasis

Dissertation title: *Internal factors that influence teacher change: Teachers' beliefs and conceptions*

SCHOLARSHIP

* Denotes student/former student co-authors

**Denotes Post Doc

***Denotes Equal Contribution by Authors: Listed Alphabetical

Articles—Refereed

- Barnes, N., **Brighton, C. M.**, Fives, H., Meyers, C. V., & Moon, T. R. (in press). Where's the data to support educators' data use for instructional practice? *Theory into Practice*. (Authors listed alphabetically). Available online: <https://www.tandfonline-com>. doi/pub/10.1080/00405841.2022.2096379
- Kreamer, H. M.*, Wheatley, B.*, Mahoney, K.**, Moon, T. R., & **Brighton, C. M.** (in press). The writing continuum: Examining primary-aged students' writing. *Journal of Literacy Innovation*.
- Mahoney, K.**, Pennington, L.*, Patrick, J.*, Brown, A.*, Moon, T.R., & **Brighton, C. M.** (2022). (Feature Article). Designing and implementing interactive, collaborative family literacy events. *Gifted Child Today*, 45(1), 13-23. DOI: 10.1177/10762175211050700
- Meyers, C., Moon, T. R., **Brighton, C. B.**, & Patrick, J.* (2021). Data use processes in rural schools: Management structures undermining leadership opportunities and instructional change. *School Effectiveness and School Improvement*, 1-20. DOI: 10.1080/09243453.2021.1923533
- Kreamer, H. M.*, Orme, S*., Mahoney, K.**, Moon, T. R., & **Brighton, C. M.** (2020). Elevating instruction: Enhancing literacy practices for advanced readers in primary grades. *Gifted Child Today*, 43, 34-45, Doi: 10.1177%2F1076217519880590
- Barnes, N., **Brighton, C.M.**, Fives, H., & Moon, T.R. (2019). Literacy teachers' beliefs about data use at the bookends of elementary school. *The Elementary School Journal*, 119, 511-533.
- Moon, T.R., **Brighton, C.M.** *Buckrop, J., Invernizzi, M.A. (under review). Case studies of kindergarten teachers' use of data and the beliefs that shape them. *Educational Assessment*.
- *Buckrop, J.M., Mahoney, K.M., Invernizzi, M.A., Moon, T.R., **Brighton, C.M.** (under review). Teachers' conceptualization of early literacy: A case study. *Journal of Literacy Research*.
- *Trinter, C.P., **Brighton, C.M.**, & Moon, T.R. (under revision). The relationship between elementary teachers' mathematical knowledge for teaching and their preparedness for talent development in a heterogeneous classroom. *Journal for the Education of the Gifted*.
- *Trinter, C.P., **Brighton, C.M.**, & Moon, T.R. (under review). Elementary teachers' preparedness to differentiate math instruction for gifted learners in a heterogeneous classroom setting. *Journal for Advanced Academics*.
- *Doubet, K.J., *Hockett, J.A., & **Brighton, C.M.** (February, 2016). A teaching makeover improves learning for diverse learners. *Phi Delta Kappan*, 97 (5), 64-69.

- *Trinter, C.P., Moon, T.R., & **Brighton, C.M.** (April, 2015). Characteristics of students' mathematical promise when engaging with problem-based learning units in primary classrooms. *Journal of Advanced Academics* 26 (1), 24-58. DOI: 10.1177/1932202X14562394
- *Trinter, C.P., **Brighton, C.M.**, & Moon, T.R. (2015) Designing differentiated mathematics games: Discarding the one-size-fits-all approach to educational game play. *Gifted Child Today*, 38 (2), 88-94. DOI: 10.1177/1076217514568560
- Brighton, C.M.**, Moon, T.R., & Huang, F.H.L. (2015). Advanced readers in Reading First classrooms. *Journal for the Education of the Gifted*, 38, 257-293. DOI: 10.1177/0162353215592501
- *Fanning, E., Bunch, J., & **Brighton, C.M.** (2011). Innovations in education and entertainment settings: A quest for convergence. *International Journal on E-Learning*, 10 (2), 127-144.
- Brighton, C.M.** (2009). Embarking on action research. *Educational Leadership*, 66 (5), 40-44.
- Moon, T.R. & **Brighton, C.M.** (2008). Primary teachers' conceptions of giftedness: A national look. *Journal for the Education of the Gifted*, 31 (4), 447-480.
- Brighton, C.M.** & Moon, T. R. (2007). Action research step by step: A tool for educators to change their worlds, *Gifted Child Today*, 30 (2), 23-27.
- Hertberg, H.L., & **Brighton, C.M.** (2006). Support and sabotage: Principals' influence on middle school teachers' responses to differentiation. *Journal of Secondary Gifted Education*, 17 (2), 90-102.
- Hertberg, H. L., & **Brighton, C. M.** (2005). Room to improve: Home improvement concept helps staff developers lead a variety of personality to differentiated instruction in their classrooms. *Journal of Staff Development*, 26, 42-47.
- Moon, T.R., Callahan, C.M., **Brighton, C.M.**, & Robinson, A.E. (2005). Development of authentic assessments for the middle school classroom. *Journal of Secondary Gifted Education*, 16(2/3), 119-133.
- Brighton, C.M.** (2005). Preassessment: A differentiation power tool. *Teaching for High Potential*, 1(1), 2-5.
- Brighton, C. M.**, & Hertberg, H. L. (2004). Reconstructing the vision: Teachers' responses to the invitation to change. *Research in Middle Level Education Quarterly*, 27(2), 1-20. DOI: 10.1080/19404476.2004.1168170
- Moon, T. R., Callahan, C. M., **Brighton, C. M.**, Hertberg, H., Tomlinson, C. A., & Esperat, A. (2004). School characteristics inventory: Investigation of a quantitative instrument for measuring the modifiability of school contexts for implementation of educational innovations. *Journal for the Education of the Gifted*, 27 (2/3), 177-206.

Tomlinson, C. A., **Brighton, C. M.**, Hertberg, H. L., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L.A., & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, 27 (2/3), 119-145.

Brighton, C. M. (2003). The effects of middle school teachers' beliefs on classroom practices. *Journal for the Education of the Gifted*, 27(2/3), 177-206.

Moon, T. R., Brighton, C. M., & Callahan, C. M. (2003). The influences of state testing programs on elementary teachers and students. *The Roeper Review*, 25(2), 49- 60.

Moon, T. R., Callahan, C. M., **Brighton, C. M.**, Hertberg, H. L., Tomlinson, C. A., & Esperat, E. (2003). School characteristics inventory: Investigation of a quantitative instrument for measuring the modifiability of school context for implementation of educational innovations. *Journal for the Education of the Gifted*, 27(2/3), 146-176.

Moon, T. R., **Brighton, C. M.**, & Callahan, C. M. (2003). State standardized testing programs: Friend or foe of gifted education? *Roeper Review* 25 (2), 49-60.

Brighton, C.M. (2002). Straddling the fence: Implementing best practices in an age of accountability. *Gifted Child Today*, 25(3), 30-33.

Brighton, C. M. (2001). Stronger together than apart: Building better models through collaboration and interconnection. *Journal of Secondary Gifted Education*, 12, 163-165.

Research Monographs—Refereed

Moon, T. R., **Brighton, C. M.**, & Trinter, C. P. (2012). *Project Parallax*. Washington, DC: U.S. Department of Education, Washington, DC.

Brighton, C.M., Moon, T.R., *Jarvis, J.M., & *Hockett, J.M. (2008). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation*. National Research Center on the Gifted and Talented.

Gubbins, E. J., Housnd, B., Oliver, M., Schader, R., deWit, C. F., Moon, T. R., Hertberg Davis, H., Callahan, C. M., **Brighton, C. M.**, Sternberg, R., Grigorenko, E., Jarvin, L., McNeil, N., & Donnolly, K. (2008). *Unclogging the mathematics pipeline through access to algebraic understanding*. (Research Monograph No. 08236). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Moon, T.R., **Brighton, C.M.**, *Jarvis, J.M., & *Hall, C. (2007). *State standardized testing programs: Their effects on teachers and students*. Research monograph. *Office of Educational Research and Improvement, U.S. Department of Education*. National Research Center on the Gifted and Talented.

Brighton, C.M., Hertberg, H.L., Moon, T.R., Tomlinson, C.A., & Callahan, C. M., (2006). The feasibility of high-end learning in the diverse middle school: Research monograph. *Office of Educational Research and Improvement, U.S. Department of Education*. National Research Center on the Gifted and Talented.

Book Chapters

Moon, T. R., **Brighton, C.M.**, & Hock, M.* (in press) Project-based tasks for assessment of gifted learners. In S. Johnsen & J. VanTassel Baska (Eds.), *Assessment in gifted education: A Handbook*.

Moon, T.R., **Brighton, C.M.**, *Buckrop, J.M., Mahoney, K., & Invernizzi, M. (2018). Promising practices of data use for literacy and language development of kindergarten students. In N. Barnes & H. Fives (Eds.), *Cases of Teachers' Data Use* (pp. 176-192). New York: Routledge.

Brighton, C.M. & *Jarvis, J.A. (2018). Early identification and intervention in gifted education: Developing talent in diverse learners. In: Kauffman, J.M; Hallahan, D.P., & Pullen, P., (Eds.), *Handbook of Special Education* (2nd ed.). London: Routledge.

Brighton, C.M. & *Wiley, K.R. (2013). Analyzing pull-out programs: A framework for planning. In C. Callahan & H. Hertberg Davis (Eds.), *Fundamentals of Gifted Education* (pp. 188-198). New York, NY: Routledge Publications.

Brighton, C.M., & *Jarvis, J.M. (2011). Early identification and intervention in gifted education. In J.M. Kauffman & D.P. Hallahan (Eds.), *Handbook of Special Education* (pp. 731-741), London: Routledge.

Moon, T.R., **Brighton, C.M.**, Callahan, C.M., & Jarvis, J.* (2008). Twice exceptional students: Being gifted and learning disabled. Implications of the 2004 reauthorization of IDEA. In E. Grigrenko (Ed.). *Educating Individuals with Disabilities: IDEA 2004 and Beyond* (pp. 295-318) New York, NY: Springer.

Brighton, C.M. (2007). *A visit to a school moving toward differentiated instruction. (Resource Guide accompanying video series)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Brighton, C.M. (1999). Keeping good teachers: Lessons from novices. In M. Scherer (Ed.), *A better beginning: Supporting and mentoring new teachers*. Alexandria: Association for Supervision and Curriculum Development.

Brighton, C.M. (1998). Teacher instructional support guide. In *IBM Instructional planner software guide*. Yorktown, NY: International Business Machines.

Under Consideration

Refereed Journals

Pennington, L.*, Patrick, J.*, Moon, T. R., Brighton, C. M., & Mahoney, K**. Curriculum implementation for equitable learning opportunities. *Gifted Child Quarterly*

Non-Peer Review Journals

Barnes, N., Brighton, C. M., Fives, H., Meyers, C., & Moon, T. Reconsidering data use in rural schools. *Educational Leadership*

Solicited Chapters

Moon, T. R., Brighton, C. B., & Hock, M.* Project-based tasks for assessment of gifted learners. In S. Johnsen & J. VanTassel Baska (Eds.), *Assessment in gifted education: A Handbook*.

Grants and contracts

Leading data use in schools: Exploring how rural elementary school leaders make data-informed decisions (IDEAS- Seed funding through Curry School of Education and Human Development; **Co-PI**, 2018-19). The purpose of this study is to better understand how data team leaders in three elementary schools in one rural district increase understanding about literacy data teams. Further we explored how (and the extent to which) various building leaders promote effective data team behaviors, including analyses and instructional change. (\$10,000)

Project Kaleidoscope (Funded through the U.S. Department of Education; **Co-PI**, 2015-20). The purpose of this project is to study how online professional development modules for teachers focused on the intersection of best literacy practices, data use and classroom assessment, and talent development influence teachers' classroom practices. A second project focus includes the development of summer intersession curriculum focused on the three project foci (best literacy practices, teachers' data use/classroom assessment, and talent development) and the use of the summer curricula with diverse primary-grade learners. (\$2.5 million)

Kindergarten Teachers' Use of Data to Inform Reading Instruction (Funded through Spencer Foundation; **PI** 2014; **Co-PI**; 2015-2018). The purpose of this project is to study how kindergarten teachers use formative reading assessment data (e.g., PALS-K) to plan and implement appropriately challenging instruction for varying student needs; and to study how the school and/or district "cultures" surrounding data use help or hinder teachers as they attempt to find out where the students are relative to instructional goals in reading/language arts. (\$300,000)

Project Parallax, University of Virginia (Funded through the US Department of Education) (**Co-PI**, 2008-2012) The overarching goal of *Project Parallax* was is to increase the gifted identification of and provide innovative, STEM-focused services to elementary students from underrepresented groups using

challenging Problem-Based Learning (PBL) units differentiated to meet the needs of the learners. (\$2.2 million)

National Research Center for Gifted and Talented (NRC/GT), University of Virginia (**Co-PI** 2001-2008):

- a) *What Works in Gifted Education: Excellence and Equity in Educating Gifted Students: Providing Evidence on the Effectiveness of Programs, Practices, and Policies* (Funded October 2006-2011, funding amount \$3,264,825, Institute for Education Sciences)
- b) U.S. Department of Education. National Research Center on the Gifted and Talented, 2000-2005. Co-principal investigator with C. M. Callahan & C.A. Tomlinson, \$2,000,000.
- c) *Case-based Instruction: Identifying talent in primary grades*. (Funded 2001-05)
- d) *State standardized testing programs: Their effects on teachers and students* (Funded 2001-04)
- e) *Advanced Placement and International Baccalaureate Programs: A fit for gifted learners?* (Funded 2001-05)

HOTTLINX: High-quality Online Teacher Training: Linking Instruction Novice to Expert (Research Associate; Funded 2000-03, amount funded \$675,394, U.S. Department of Education)

Unfunded grants:

National Science Foundation (March, 2007)

“Opening Doors: Using Information Technology to Investigate Real World Math, Science, and Engineering Problems for Elementary Teachers and Students.”

Principal Investigators: **Catherine Brighton** (Curry School of Education); Dee Weikle (University of Virginia School of Engineering and Applied Science); Tonya Moon (Curry School of Education); Aaron Bloomfield (University of Virginia School of Engineering and Applied Science)

Institute of Education Sciences (September, 2007)

“Building Middle School Teachers Content Knowledge and Skill through a Differentiated Training Intervention” (**84.305A-2 Education Research; Topic: Teacher Quality- Mathematics and Science Goal: 2)**

Principal Investigators: **Catherine Brighton** (Curry School of Education); Dee Weikle (University of Virginia School of Engineering and Applied Science); Tonya Moon (Curry School of Education)

Articles- Non-Refereed

Brighton, C.M. (2007). Differentiating instruction in middle schools. *Middle Matters* 5(1), 3-6.

Brighton, C. M. (2004). Implementing Differentiated Instruction in Diverse Elementary Settings: Principles for Principals. *Instructional Leader*, 17 (3), 6-8.

Brighton, C. M., & Hertberg, H. L. (2004). Differentiated instruction. *Gifted Education Communicator*, 35 (2), 16-19.

Brighton, C. M. (2003) *No Child Left Behind and gifted education: Good news or bad news?* Virginia Association for the Gifted Newsletter, 24 (3), 9.

Brighton, C. M., Hench, E., & Callahan, C.M. (2002). Riding the train to glory: Students' perception of advanced placement. *2002 Research Briefs, National Association of Gifted Children.*

Brighton, C.M. (2002, Spring). A journey of a thousand miles: Coaching teachers to better address academic diversity. *Virginia Association for the Gifted Newsletter, 23* (3), 1-4.

Brighton, C.M. (2001, Fall). Effective coaching: Helping teachers address academic diversity. *The National Research Center on the Gifted and Talented Newsletter, 11-14.*

Brighton, C.M., & Hertberg, H. (1999, Spring). Feasibility of high-end learning in the diverse middle school. *The National Research Center on the Gifted and Talented Newsletter, 8-11.*

Book Reviews

Brighton, C.M. (2002). [Review of the book, *Aligning standards and curriculum for classroom practice*]. *Roeper Review, 25* (2), 90-91.

Editorships and Editorial Board Memberships

Associate Editor, *Gifted Child Quarterly* (2007-2012) The journal, published by SAGE, is the official journal of the National Association for Gifted Children.

Editorial Board Member- *Gifted Child Quarterly* 2007-present

Journal of Secondary Gifted Education- 2005-2010

Gifted Child Today- 2007-present

Educational Evaluations

State College Area School District (State College, PA; February-June, 2014). Evaluation focused on the degree of fit between district programs and the needs of students in the gifted and general education programs offered. Observations of K-12 general education and gifted and talented classrooms, interviews with parents, community members, teachers (gen ed/gifted ed), district and building-level administrators, and program staff.

Hempfield School District (Lancaster, PA; March, 2013) (*with Jessica Hockett*, Melinda Moran**). Instructional evaluation focused on the district's translation of differentiated instruction and *Understanding by Design* curriculum model.

Aga Khan Foundation (Mombasa, Kenya; October, 2012). (*with Tonya R. Moon*) Program evaluation focused on the self-contained Aga Khan Academy for Advanced Learners and the Foundation-supported outreach programs and professional development with government-run Kenyan schools.

North Shore/ Highland Park District 118 (Highland Park, IL; March-May, 2012). (*with Jessica Hockett*, Kristina Doubet**). Program evaluation focused on the quality of the K-6 implementation of differentiated instruction across elementary schools. Conducted observations of

general education classrooms (PK-8), conducted focus group and individual interviews, and analyzed curricular and policy documents. Analyzed data, compiled report and conducted follow-up professional development for PK-8 teachers.

Evanston-Skokie District 65 (Evanston, IL; May, 2011). (With Jessica Hockett*) Evaluation of differentiated instruction initiatives. Conducted observations of general education classrooms (PK-8), conducted focus group and individual interviews, and analyzed curricular and policy documents. Analyzed data, compiled report and conducted follow-up professional development for PK-8 teachers.

Hinsdale-Clarendon Hills District 181 (Chicago, IL: November-December, 2011). (with Tonya R. Moon). Evaluation of K-8 Gifted Education Program and Services. Conducted observations of general education classrooms (PK-8), conducted focus group and individual interviews, and analyzed curricular and policy documents.

Northwest Evaluation Association (NWEA) (Portland, OR; May-June, 2011). Evaluation of a sample of Virginia school divisions that utilize MAP (Measure of Academic Progress) testing.

Maggie L. Walker Governor's School for Government and International Studies (Richmond, VA; July, 2008-May, 2009). Evaluation of identification system. Conducted observations of classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Virginia Department of Education (August 03-June, 07) (with Tonya R. Moon). External Evaluator, Statewide Evaluation of Reading First Initiative. Responsible for oversight of qualitative component of evaluation.

University of Southern California (Los Angeles, CA; August, 2004-August, 2009). External Evaluation Consultant for U.S. Department funded Model Demonstration Grant. Conducted observations of general education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Seattle Public Schools (Seattle, WA; 2007). Evaluation of Advanced Progress Program. (with Carolyn Callahan, Holly Hertberg). Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Midland (MI) Public Schools. (Midland, MI; January 2007). Served as evaluator for their gifted program and differentiated instruction initiative, preparing a report of findings, and communicating with key district stakeholders.

Suffolk Public Schools, Evaluation of Gifted Program (Suffolk, VA; 2007). Lead Evaluation Consultant. (Program Evaluator, Winter, 2007). Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Jack Kent Cooke Foundation (Leesburg, VA; 2004) (with Carolyn Callahan, Tonya R. Moon, Holly Hertberg). External Evaluation Team Member, *Evaluation of Young Scholars Program*.

Metropolitan School District Lawrence Township (Indianapolis, IN; 2003). Evaluation Consultant, Advanced Academics and STRETCH Programs. Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Brandywine (DE) Gifted Program (Brandywine, DE, 2002-2003) (with Carolyn Callahan, Tonya R. Moon). External Evaluation Consultant on Gifted Program Evaluation. Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Montgomery County Highly Gifted Program (Montgomery, County, MD; 2002) (with Carolyn Callahan, Tonya R. Moon). External Evaluation Consultant on Gifted Program Evaluation. Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

Project MATRIX: Mathematics and Talent Recognition: Instruction for Excellence

(Charlottesville City Schools, Charlottesville, VA; February, 2000-June, 2003)

Program Evaluator; Conducted observations and interviews with teachers, program administrators, and reported formative findings bi-annually to the program director inform program implementation and a summative report to document degree to which program goals were achieved.

Montgomery County (VA) Public Schools Gifted Program (Christiansburg, VA; 1999-2000). Evaluation Consultant. Conducted observations of general education/gifted education classrooms, conducted focus group and individual interviews, and analyzed curricular and policy documents.

McIntire School of Commerce, University of Virginia (Charlottesville, VA; 2000).

Program Evaluator on the Integrated Curriculum Experience (ICE). Reviewed the pilot project curriculum materials and conducted focus groups on students' perceptions.

Paper Presentations

Meyers, C. V., Moon, T. R., **Brighton, C. M.**, & Patrick, J.* (October, 2021). *Data use processes in rural schools: Management structures undermining leadership opportunities and instructional change*. Consortium for Research on Educational Assessment + Teaching Effectiveness. Asheville, NC. (cancelled)

Patrick, J.*, Brown, A. C.*, Pennington, L.*, Moon, T. R., & **Brighton, C. M.** (April, 2021). *Examining a teacher's implementation of a high-quality curriculum*. American Educational Research Association. Virtual Conference.

Pennington, L.*, Patrick, J.*, Mahoney, K.**, Moon, T. R., & **Brighton, C. M.**, (April, 2021). *Curriculum implementation for equitable learning opportunities*. American Educational Research Association. Virtual Conference.

- Kreamer, H. M.*, **Brighton, C. M.**, & Moon, T. R. (April, 2020). *Adult collaboration to foster student learning: Multiple adults working together in a shared classroom setting*. American Educational Research Association, San Francisco, CA¹.
- Mahoney, K.***, Orme, S.*, Moon, T. R., & **Brighton, C. M.** (April, 2020). *Classroom talk to support reading comprehension in first grade literacy lessons*. American Educational Research Association, San Francisco, CA.
- Meyers, C., **Brighton, C. M.**, Moon, T. R., & Hayes, L. (April, 2020). *Leading data use in schools: Exploring how rural elementary school leaders make data-informed decisions*. American Educational Research Association, San Francisco, CA.
- Patrick, J. N*., Moon, T. R., **Brighton, C. M.**, Meyers, C. V., & Hayes, L. (April, 2020). *Exploring data-driven decision making in a rural elementary school*. American Educational Research Association, San Francisco, CA.
- Turner, A. B., Moon, T. R., & **Brighton, C. M.** (April, 2020). *Redesign of the education doctorate: One university's experiment*. American Educational Research Association, San Francisco, CA.
- Brighton, C.M.** (December, 2020). *High-Impact Instructional Strategies to Support Differentiation*. Tandem Profesores, Santiago, Chile. Webinar.
- Brighton, C.M.**, Barnes, N.B., Fives, H., Moon, T.R. (2018, April). *Literacy teachers' beliefs about data use at the bookends of elementary school*. Annual Meeting of the American Educational Research Association: New York, NY.
- *Kreamer, H. M., *Hobson, V., **Brighton, C. M.**, Mahoney, K., & Moon, T. R. (2017, November). *Extreme makeover: Amping up literacy practices for advanced readers in primary grades*. National Association for Gifted Children, Charlotte, NC.
- Moon, T. R., **Brighton, C. M.**, & Mahoney, K. (2017, November). *Developing pedagogical data literacy skills in teachers to differentiate instruction for gifted learners*. National Association for Gifted Children, Charlotte, NC.
- Moon, T. R., **Brighton, C. M.**, *Carr, C., Mahoney, K., & (2017, November). *Parent engagement: An avenue for referring more under-represented students to gifted education*. National Association for Gifted Children, Charlotte, NC.
- *Shanahan, K. J., Moon, T. R., **Brighton, C. M.**, & *Trinter, C. P. (2016, April). *Teacher-student interactions and the educational gaming context*. American Educational Research Association, Washington, DC
- Moon, T. R., **Brighton, C. M.**, Invernizzi, M. A., Buckrop, J., & Washburn, M. (2015, April). *Kindergarten teachers use of assessment data for literacy instruction*. American Educational Research Association, Philadelphia, PA.

¹ AERA 2020 cancelled

- *Shanahan, K. J., Moon, T. R., **Brighton, C. M.**, & *Trinter, C. P. (2015, April). *Characteristics of teacher-student interaction in the educational gaming context*. American Educational Research Association, Washington, DC.
- *Shanahan, K. J., Moon, T. R., **Brighton, C. M.**, & *Trinter, C. P. (2015, April). *Teacher expectations, differentiated group instruction, and the educational gaming context*. American Educational Research Association, Philadelphia, PA.
- Moon, T. R., **Brighton, C. M.**, & Invernizzi, M. (2015, April). *The practice of data use among kindergarten teachers for literacy development*. American Educational Research Association, Philadelphia, PA.
- Moon, T.R., **Brighton, C.M.**, & Huang, F.* (2015, April). *Advanced readers in Reading First classrooms: No child left behind?* Paper presented at American Educational Research Association, Philadelphia, PA.
- Moon, T. R., & **Brighton, C. M.** (2014, April). *The growth of advanced readers in the Reading First era*. American Educational Research Association, Baltimore, MD.
- Brighton, C. M.**, & Moon, T. R. (2013, November). *Advanced primary-age readers in federal legislation: Do they fall behind?* National Association for Gifted Children, Indianapolis, IN.
- Moon, T.R., *Trinter, C.P., & **Brighton, C.M.**, *Park, S., & *Brodersen, A. (2012, November). *A fidelity of implementation tool for planning differentiated professional development*. National Association for Gifted Children, Denver, CO.
- Brighton, C. M.**, & Moon, T. R. (2012, October). *Effectively teaching diverse students*. Aga Khan Mombasa Academy, Mombasa, Kenya.
- *Trinter, C.P., Moon, T.R., & **Brighton, C.M.** (2012, November). *The use of remote network cameras: Advancing the field for the collection of data*. National Association for Gifted Children, Denver, CO
- Brighton, C. M.**, *Trinter, C., & Moon, T. R. (2011, November). *The role of teacher mathematical content knowledge in developing talented math students*. Paper to be presented at the National Association for Gifted Children, New Orleans, LA.
- Brighton, C. M.**,*Trinter, C., & Moon, T. R. (2011, November). *Building elementary teachers' capacity to teach STEM content through problem-based curricula*. National Association for Gifted Children, New Orleans, LA.
- Brighton, C. M.**, *Trinter, C., Moon, T. R. (2011, November). *Portraits of student work produced in an elementary classroom using problem-based learning curricula*. National Association for Gifted Children, New Orleans, LA.

- Moon, T. R., **Brighton, C. M.**, & *Trinter, C. (2011, November). *Using data to design differentiated professional development: A fidelity approach*. National Association for Gifted Children, New Orleans, LA.
- *Merritt, E.G., **Brighton, C.**, *Trinter, C., Moon, T., *Whitlock, K., *Wiley, K., & *Malcolm, P. (April, 2012). *What do second graders notice? Examining student notebooks from a problem-based learning unit*. National Association for Research in Science Teaching, Indianapolis, Indiana.
- Brighton, C. M.**, & Moon, T. R. (2012, October). *Effectively teaching diverse students*. Aga Khan Mombasa Academy, Mombasa, Kenya.
- Moon, T.R., **Brighton, C.M.**, & Trinter, C.M.* (2010, November). Elementary teachers' preparedness to differentiate math instruction for gifted learners. National Association for Gifted Children, Atlanta, GA.
- *Boren, R., **Brighton, C.M.**, & Moon, T.R. (April, 2009). *What tests don't show: A phenomenology of teacher experiences with Reading First in one state*. American Educational Research Association, San Diego, CA
- Brighton, C.M.** (November, 2009). *Two decades of research about differentiation: Lessons learned*. Keynote at Southern Methodist University Distinguished Lecture Series, Plano, TX.
- Moon, T.R., **Brighton, C.M.**, & Gentry, M. (November, 2007). *Using evaluation data to defend gifted programs*. Pre-conference Research & Evaluation Institute at the National Association for Gifted Children, Minneapolis, MN.
- Brighton, C.M.** (2007, November). *Sixteen years of research on differentiation*. National Association for Gifted Children, Minneapolis, MN.
- Brighton, C.M.** (2007, November). *Developing talent in diverse primary learners: A multifaceted approach to primary talent development programs*. National Association for Gifted Children, Minneapolis, MN.
- Brighton, C.M.** (2007, November). *Modeling differentiated instruction in professional development: The key to transfer into practice*. National Association for Gifted Children, Minneapolis, MN.
- Kaplan, S.N., Moon, T.R., & **Brighton, C.M.** (2007, November) *Using the models of teaching to increase student achievement*. National Association for Gifted Children, Minneapolis, MN.
- Kaplan, S.N., Moon, T.R., & **Brighton, C.M.** (2007, April). *Student perceptions of and teacher expertise in differentiating curriculum through the use of models of teaching*. American Educational Research Association, Chicago, IL.
- Brighton, C.M.** (2007, April). *Influence of teachers on gifted students*. Discussant. American Educational Research Association, Chicago, IL.
- Moon, T.R., & **Brighton, C.M.** (2006, November). *Evaluating gifted programs*. Full-day, pre-conference National Association for Gifted Children, Charlotte, NC.

- Brighton, C.M.** & Hertberg-Davis, H.L. (2006, November). *Mission impossible: Middle school teachers' different pathways to differentiation*. National Association for Gifted Children, Charlotte, NC.
- Brighton, C.M.** & Gavin, K. (2006, November). *Tips for getting involved in leadership in gifted education*. Early Leader Award Presentation Paper. National Association for Gifted Children, Charlotte, NC.
- Brighton, C.M.**, & *Hockett, J.A. (2006, November). *Primary teachers' beliefs and practices regarding talent development*. National Association for Gifted Children, Charlotte, NC.
- Hertberg-Davis, H.L., & **Brighton, C.M.** (2006, November). *Do as I do: Modeling differentiation in professional development*. National Association for Gifted Children, Charlotte, NC.
- *Hockett, J.A., & **Brighton, C.M.** (2006, November). *Curriculum for developing talent in primary grades*. National Association for Gifted Children, Charlotte, NC.
- Brighton, C.M.** (2006, March). *Developing talent in diverse primary classrooms*. Presentation at the annual Jacob K. Javits meeting, Hartford, CT.
- Brighton, C.M.**, *Doubet, K.J., *Gilman, C., *Hockett, J.A., Moon, T.R. (2006, April). *Developing talent in diverse primary grade learners* American Educational Research Association, San Francisco, CA.
- Brighton, C.M.**, & Hertberg, H.L. (2006, April). *Middle school teachers' responses to change*. American Educational Research Association, San Francisco, CA.
- Moon, T. R., **Brighton, C. M.**, Gubbins, E. J., & Brown, E. (2005, November). *Evaluating gifted programs*. An All-Day Preconference Division Institute for the National Association for Gifted Children, Louisville, KY.
- *Schroth, S.T., *Hench, E., *Beasley, J.G., *Bramlett, A., & **Brighton, C.M.** (2005, November). *Removing the ceiling: Adapting basal readers for gifted learners*. National Association of Gifted Children, Louisville, KY.
- *Hockett, J.A., *Gilman, C., & **Brighton, C.M.** (2005, November). *Primary teachers' beliefs and practices regarding talent identification*. National Association of Gifted Children, Louisville, KY.
- Brighton, C.M.**, & Hertberg, H.L. (2005, November). *Responsive professional development: Differentiating differentiation*. Presentation at the annual meeting of the National Association of Gifted Children, Louisville, KY.
- Brighton, C.M.**, *Doubet, K.J., *Hockett, J.A., *Schroth, S.T., & *Capper, M. (2005, November). *Developing talent in diverse primary classrooms*. National Association of Gifted Children, Louisville, KY.
- *Schroth, S.T., *Hench, E., *Beasley, J.G., *Bramlett, A., & **Brighton, C.M.** (2005, October). *Removing the ceiling: Adapting basal readers for gifted learners*. Virginia Association for Gifted, Williamsburg, VA.
- Brighton, C.M.**, & Hertberg, H.L. (2005, October). *Responsive professional development: Differentiating differentiation*. Virginia Association for Gifted, Williamsburg, VA.

- Brighton, C.M.**, *Doubet, K.J., *Hockett, J.A., *Schroth, S.T., & *Capper, M. (2005, October). *Curriculum and instruction to support the development of talent in diverse primary classrooms*. Virginia Association for Gifted, Williamsburg, VA.
- Brighton, C.M.** (2005, November) *The question drives the methods: Qualitative research methods*. Research Crackerbarrel panelist, National Association of Gifted Children, Louisville, KY.
- Brighton, C. M.**, Moon, T.R., *Schroth, S.T., *Capper, M.R., *Clemons, T.L., & *Miller, E.M. (2005, April). *Identifying talent in underserved primary level students*. American Educational Research Association, Montreal, Canada.
- Hertberg, H.L., & **Brighton, C.M.** (2005, April). *Reconstructing the vision: Teachers' responses to the invitation to change their practices*. American Educational Research Association, Montreal, Canada.
- Moon, T. R., **Brighton, C. M.**, & Callahan, C. M. (2005, April). *The development of differentiated authentic assessments for middle school classrooms*. American Educational Research Association, Montreal, Canada
- Moon, T. R., **Brighton, C. M.**, & Callahan, C. M. (2005, April). *School characteristics inventory: A quantitative instrument for assessing the contextual modifiability for educational innovations*. American Educational Research Association, Montreal, Canada
- Moon, T. R., Hertberg, H. L. *Doubet, K., & **Brighton, C. M.** (2005, April). *State testing: Effects on teachers perceptions of student learning*. American Educational Research Association, Montreal, Canada
- Callahan, C. M., **Brighton, C. M.**, Moon, T. R., Austin, K. (2004, November). *Lessons learned from program evaluations*. National Association for Gifted Children, Salt Lake City, UT.
- Brighton, C.M.**, & Brown, E.(2004, October). *Elements of effective gifted programs: Evaluation beginning to end*. Seminar. Virginia Association for Gifted, Roanoke, VA.
- Brighton, C. M.**, & Moon, T. R. (2004, April). *Endangered challenge: The influence of testing mandates*. American Educational Research Association, San Diego, CA
- Brighton, C. M.** & Moon, T. R. (2004, January). *Teachers' beliefs and practices*. Hawaiian International Education Conference, Honolulu, HI
- Kaplan, S.N. & **Brighton, C. M.** (2003, November). *Integrating creativity into the Parallel Curriculum Model*. National Association of Gifted Children, Indianapolis, IN
- *Capper, M.L, *Doubet, K.J. & **Brighton, C. M.** (2003, November). *Hindsight is 20/20: Designing differentiated curriculum from the HOTTLINX project*. National Association of Gifted Children, Indianapolis, IN
- Callahan, C.M., Austin, K.L., Brighton, C. M. & Moon, T. R. (2003, November). *Lessons learned from program evaluation*. National Association of Gifted Children, Indianapolis, IN

- *Font-Rivera, M., Moon, T. R., **Brighton, C. M.** & *Reed, C. (2003, November). *State standardized testing programs: Effects on teachers and gifted students*. National Association of Gifted Children, Indianapolis, IN
- Brighton, C.M.** (October, 2003). *Making Change Happen*. Featured speaker at the Indiana Association for Gifted/Department of Education Annual Conference. Indianapolis, IN.
- Hertberg, H.L. & **Brighton, C. M.** (2003, November). *Reconstructing the vision: Teachers' responses to the invitation to change*. National Middle School Association, Atlanta, GA
- Moon, T. R., **Brighton, C. M.**, & *Reed, C. (2003, October). *Influences of state testing programs on teachers and students*. Virginia Association for Gifted, Williamsburg, VA
- Brighton, C. M.** & Hertberg, H. L. (2003, October). *Differentiating differentiation: Not a one-size-fits-all proposition*. Virginia Association for Gifted, Williamsburg, VA
- Hertberg, H.L, *Kyburg, R.M., Callahan, C.M., & **Brighton, C.M.** (2003, October). *Advanced Placement and International Baccalaureate: For gifted learners?* Virginia Association for Gifted, Williamsburg, VA
- Moon, T. R., **Brighton, C. M.**, & Callahan, C. M. (2003, April). *Middle School Teacher and Student Perceptions*. American Educational Research Association, Chicago, IL.
- Brighton, C.M.**, Moon, T.R., & Callahan, C.M. (2003, January). *State testing programs: Friend or foe of gifted education?* Hawaii International Education Conference, Honolulu, HI.
- Moon, T.R., **Brighton, C.M.**, & Callahan, C.M. (2003, January). *Differentiating performance assessments in diverse middle schools*. Hawaii International Education Conference, Honolulu, HI.
- Brighton, C.M.**, Moon, T.R., & Hertberg, H.L., (2002, November). *State testing programs: Friend or foe of gifted education?* National Association of Gifted Children. Denver, CO.
- Callahan, C.M., Moon, T.R., Tomlinson, C.A., **Brighton, C.M.**, & Hertberg, H.L., (2002, November). *Lessons learned from 10 years of research*. National Association of Gifted Children. Denver, CO.
- *Hench, E.P., Callahan, C.M., & **Brighton, C.M.** (2002, November). *Advanced placement and international baccalaureate programs: A fit for gifted learners?* National Association of Gifted Children. Denver, CO.
- Brighton, C.M.**, & Hertberg, H.L. (2002, November). *Differentiating differentiation: Coaching for success*. National Association of Gifted Children. Denver, CO.
- Brighton, C.M.** & Hertberg, H.L. (2001, November). *Differentiating differentiation: Professional development and coaching for diverse teachers*. National Association of Gifted Children, Cincinnati, OH.
- Hertberg, H.L. & **Brighton, C.M.** (2001, November). *Best practices and test practices*. National Association of Gifted Children, Cincinnati, OH.

- Brighton, C.M.** (2001, July). *Voices from the back of the room: Students' perceptions of differentiated learning*. World Gifted Conference, Barcelona, Spain.
- Brighton, C.M.** (2001, July). *Differentiating differentiated learning in the diverse middle school: A model of teacher change*. World Gifted Conference, Barcelona, Spain.
- Brighton, C.M. & Hertberg, H.L.** (2001, March). *Reconstructing Middle School Classrooms: A model of teacher change*. National Research Center on the Gifted and Talented Conference, Orlando, FL.
- Brighton, C.M. & Hertberg, H.L.** (2000, November). *Reconstructing the vision: Teachers' responses to the invitation to change*. National Association of Gifted Children, Atlanta, GA.
- Hertberg, H.L. & **Brighton, C.M.** (2000, November). *Students' perceptions of differentiated instruction: Listening to learners*. National Association of Gifted Children, Atlanta, GA.
- Brighton, C.M.** (2000, March). *Factors that support and inhibit teacher change*. Virginia Educational Research Association, Hampton, VA.
- Brighton, C.M.** (2000, February). *Differentiating for the gifted in the regular classroom*. Association for Teacher Educators, Orlando, FL.
- Brighton, C.M.** (1999, November). *Considering change theory when learning to differentiate*. National Association for Gifted Children, Albuquerque, NM.
- Brighton, C.M.** (1999, November). *Instructional models and strategies to support differentiation*. National Association for Gifted Children, Albuquerque, NM.
- Hertberg, H.L., **Brighton, C.M.** (1999, November). *Feasibility of high-end learning in the diverse middle school: Stories from the trenches*. National Association for Gifted Children, Albuquerque, NM.
- Brighton, C.M.** (1999, October). *Instructional models and strategies that support differentiation*. Virginia Association for Gifted, Richmond, VA.
- Brighton, C.M.** (1997, December). *Wired for learning*. Presentation and IBM product demonstration at the Rethinking Government Consortium, Raleigh, NC.
- Brighton, C.M.** (1997, November). *Small steps and giant leaps: Differentiation for learners in the regular classroom*. National Association for Gifted Children, Little Rock, AR.
- Brighton, C.M.** (1997, November). *Changing schools one (study) group at a time*. National Association for Gifted Children, Little Rock, AR.
- Brighton, C.M.** (1997, March). *Wired for learning*. Presentation and IBM product demonstration at the Reinventing Education conference, New York, NY.
- Brighton, C.M., Besaw, S.** (1996, November). *Museums, multiple intelligences, and meaningful learning*. National Association for Gifted Children, Indianapolis, IN.

Brighton, C.M. (1996, November). *Differentiation in a multiage setting*. National Association for Gifted Children, Indianapolis, IN.

Brighton, C.M. (1996, April). *Student created museums: Applying Gardner's multiple intelligences theory and concept-based teaching to end-states*. North Carolina Partnership for Accelerated Schools Regional Network, Durham, NC.

Passe, M., Romanoff, B., **Brighton, C.M.**, Fox, T. (1996, March). *What's wrong with IQ tests: Changing perceptions of intelligence*. North Carolina Association for Gifted and Talented, Winston-Salem, NC.

Brighton, C.M., Passe, M. (1996, March). *Differentiating to meet the needs of all learners in a heterogeneous setting*. North Carolina Association for Gifted and Talented, Winston-Salem, NC.

Passe, M., Romanoff, B., **Brighton, C.M.** (1995, January). *Multiple intelligences in the primary classroom*. New Ways of Learning Conference, Tucson, AZ.

TEACHING

Spring, 2020; 2021:2022

- Creativity and Problem Solving (EDIS 6800; 3 credits) 24 students from diverse programs [asynchronous online]

Spring, 2019

- Creativity and Problem Solving (EDIS 7280, 3 credits) 12 students from diverse programs [asynchronous online]

Fall, 2018

- Assessment of Curriculum and Instruction (EDIS 7180, 3 credits) 13 students from CISE M.Ed. and EdD programs [asynchronous online]

Spring, 2018

- *Creativity and Problem Solving* (EDIS 7280, 3 credits), 10 students from diverse programs [asynchronous online]

Spring, 2017

- *Assessment of Curriculum and Instruction* (EDIS 7180, 3 credits), 9 students from CISE Masters and Doctoral graduate programs [asynchronous online]

Fall, 2015

- *Assessment of Curriculum and Instruction* (EDIS 7810-500 Online, 3 credits), 16 students from CISE Masters and Doctoral graduate programs [asynchronous online]

Spring, 2015

- *Assessment of Curriculum and Instruction* (EDIS 7180, 3 credits), 14 students from CISE Masters and Doctoral graduate programs [asynchronous online]

Fall, 2014

- *Creativity and Problem Solving* (EDLF 7280, 3 credits), 14 students from diverse programs

Spring, 2014

- *Creativity and Problem Solving* (EDLF 7280, 3 credits), 11 students from diverse programs

- *Assessment of Curriculum and Instruction* (EDIS 7810), 18 students from CISE Masters and Doctoral graduate programs
- *Proseminar in Education Innovation: Special Topics* (EDIS 8500), 6 students from Curry and Darden in the MBA/M.Ed. dual degree program

Fall, 2013

- *Curriculum and Instruction: Elementary and Special Education* (EDIS 5010), 35 Teacher Education students enrolled (mentored and supported doctoral students Corrie Kelly and Emily Liebttag who assumed primary responsibilities for this course)
- *Models of Instruction* (EDIS 5055) 14 students from CISE M.Ed. and Doctoral graduate programs

Spring, 2013

- *Curriculum and Assessment* (EDIS 5020; 2 sections,) 60 students in the Elementary Teacher Education program. Supervised graduate students Corrie Kelly and Emily Liebttag as they assisted in the development and teaching of new course materials.
- *Creativity and Problem Solving* (EDLF 7280); 6 students in diverse programs.

Fall, 2012

- *Models of Instruction* (EDIS 5055); 25 students in M.Ed. and Doctoral programs
- *Curriculum, Instruction, and Assessment* (EDIS 5010; 2 sections), total 60 students in Elementary Teacher Education program. Supervised graduate students as they assisted in the development and teaching of course materials

Spring, 2012

- *Creativity and Problem Solving* (EDLF 7280); 13 students in diverse programs

Fall, 2011

- *Curriculum and Instruction for Elementary and Special Education* (EDIS 5010); 37 students
- *Internship in Gifted Education* (EDLF 8987); 1 student provided field based supervision during teaching placement

Spring, 2011

- *Creativity and Problem Solving* (EDLF 7280); 20 students in diverse programs
- *Research Literature in Gifted Education* (EDLF 7260); 3 students in Ed Psychology/Gifted Ed. Course designed to prepare students for the preliminary exam as well as learning other scholarly habits (e.g., serving as a discussant at a research conference) that aren't specifically covered in other courses.
- *Internship in Gifted Education* (EDLF 8987); 2 students, field based supervision during teaching placement

Fall, 2010

- *Qualitative Analysis* (EDLF 7404); 7 students in varied doctoral programs
- *Models and Strategies for Teaching the Gifted* (EDLF 7250) 4 students in Ed Psychology/Gifted Ed

Spring, 2010

- *Models and Strategies for Teaching the Gifted* (EDLF 7250) 12 students in Ed Psychology/Gifted Ed
- *Research Literature in Educational Psychology* (EDLF 7260) 3 students

Fall, 2009

- *Creativity and Problem Solving* (EDLF 7280) 23 students in diverse programs

- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 7260) 6 students in Educational Psychology/Gifted Ed
- *Qualitative Analysis* (EDLF 7404); 12 students in diverse doctoral programs

Spring, 2009

- *Models and Strategies for Teaching the Gifted* (EDLF 725), , 14 students from multiple graduate programs in the Curry School
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, variable credits, 1-3) Co-taught with Tonya Moon & Holly Hertberg Davis

Fall, 2008

- *Creativity and Problem Solving* (EDLF 728), 35 students from various programs within Curry and the University at-large
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, 1 credit), 6 first-year doctoral students to prepare for the preliminary exam in gifted education. Co-taught with Tonya Moon and Holly Hertberg-Davis

Fall, 2007

- *Introduction to Qualitative Analysis* (EDLF 753-2, 3 credits) Co-taught with Holly Hertberg Davis, 15 students from various graduate programs within Curry
- *Creativity and Problem Solving* (EDLF 728, 3 credits), 20 students from various programs within Curry and the University at-large

Spring, 2007

- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, variable credits, 1-3) 3 students; Co-taught with Tonya Moon & Holly Hertberg Davis

Fall, 2006

- *Creativity and Problem Solving* (EDLF 728) 17 students from diverse programs
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, variable credits, 1-3) Co-taught with Tonya Moon & Holly Hertberg Davis

Spring 2006

- *Program Models for Gifted Education: Design and Administration* (EDLF 725) 16 students in graduate gifted education program
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, variable credits, 1-3) 6 doctoral students; Co-taught with Tonya Moon & Holly Hertberg Davis

Fall, 2005

- *Creativity and Problem Solving* (EDLF 728) 24 students in diverse programs
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 726, variable credits, 1-3) 5 doctoral students; Co-taught with Tonya Moon & Holly Hertberg Davis

Spring, 2005

- *Gifted Program Models: Design and Administration* (EDLF 725), 4 students in gifted education graduate program
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 589-12), 10 students, Co-taught with Tonya Moon & Holly Hertberg Davis

Fall, 2004

- *Creativity and Problem Solving* (EDLF 728), 19 students in diverse programs
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 589-09), Co-taught with Tonya Moon & Holly Hertberg Davis, 14 doctoral students

Spring, 2004

- *Creativity and Problem Solving* (EDLF 728), 17 students in diverse programs
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 589-12), variable credit, Co-taught with Tonya Moon & Holly Hertberg Davis, 4 students

Fall, 2003

- *Gifted Program Models: Design and Administration* (EDLF 725), 7 doctoral students
- *Doctoral Seminar: Research Literature in Educational Psychology* (EDLF 589-12), variable credit, Co-taught with Tonya Moon & Holly Hertberg Davis, 5 doctoral students

Summer, 2003

- *Introduction to the Gifted* (EDLF 722), 15 students

Spring, 2003

- *Creativity and Problem Solving* (EDLF 728), 23 students
- *Doctoral Seminar: Research Literature in Gifted Education* (EDLF 589-12), variable credit, 8 doctoral students, Co-taught with Tonya Moon & Holly Hertberg Davis

Fall, 2002

- *Introduction to the Gifted* (EDLF 722), 15 students

PROFESSIONAL SERVICE AND OUTREACH

Professional Memberships

National Association for Gifted Children (NAGC) 1992-present

* Organizer and Implementer of the Annual Research Gala (Research & Evaluation Division Event in conjunction with the Graduate Student Committee). *Conceptualized and implemented (with the support of colleagues from the Graduate Student Committee) a forum for graduate student researchers and just-graduated junior scholars to submit research projects and poster sessions that were juried by senior scholars in the field of gifted education. Responsibilities included communication with 84 colleges and universities with graduate programs in gifted education, solicitation of jurors, creation of evaluation tools for jurors to score papers and posters, organizing the Gala event at the annual meeting, November, 2006 in Charlotte, NC; November, 2007 Minneapolis, MN*

* *Awards Committee* (term 2007-2009) (first term, 2005-2007): Responsibilities include reading and scoring all submissions for annual awards from the National Association; Working with sub-committee members to review and revise the award criteria, scoring tools, and communication information (2007)

* *Program Chair, Research & Evaluation Division* (2005-06)

* *Assistant Program Chair, Research & Evaluation Division*; (2004-05)

* *Member, Membership Development Committee* (2004-06)

* *Review manuscripts/proposals for annual NAGC meeting* (2003-present)

* *National Association for Gifted Children Curriculum Strand, contributor to quarterly newsletter, 1996-1998*

* *National Association for Gifted Children Professional Development Strand, Task Force on Preparing*

* *Novice Teachers to Work with Bright and Talented Learners, 1994-95*

American Educational Research Association (AERA) 2000-present

* *Member, Classroom Assessment SIG*

* *Treasurer, Research in Giftedness and Talented Special Interest Group* (2004-06; re-elected 2006-08)

* *Chair, American Educational Research Association, Special Interest Group on Research and Talent Awards Committee*

* Reviewer, Conference proposal submissions

Virginia Committee for the Education of the Gifted (State Advisory Committee; Appointment by the Governor and the Virginia Board of Education) (term: 2004-2007)

Virginia Association for Gifted (VAG) Board member (1998-2010)

* *Vice-President, May 2008-2010* Duties include planning and implementing annual conference and seminar event, coordinating vendors, communicating with presenters, speakers, and participants.

* *Past-President, May 2006-2008* Duties include supporting the incoming president, chair of the By-laws committee, chair of the Elections committee, and chair of the Scholarship/Grants/Awards committee.

* *President, May 2004-06 (2-year term)* Duties include organizing and presiding over quarterly meetings with full board; organizing and presiding over quarterly executive board meetings; legislative advocacy at state level including January 2005 legislative advocacy day in Richmond; networking with other state affiliates at annual state affiliates meeting (March, 2005); established 3 new awards 2004-05; presided over annual seminar/conference business meeting with full membership (October, 2004); presenting seminar session at annual seminar (October, 2004); working with financial planner at SunTrust to develop long term financial plan for the organization; Working with members to create position paper on acceleration; review proposals for Fall, 2006 conference)

* *President-Elect, 2002-04* Assisted the President with leadership, organizing and facilitating meetings, and communicating with the membership. Served as chair for Scholarships and Awards committee. During this tenure, VAG increased scholarships, awards, and grants opportunities for members by more than 100% (from three annual awards to seven annual awards) and initiated systematic review and evaluation procedures and scoring documents for the reviewing of award submissions. Developed evaluation document for bi-annual personnel review for the Board's Executive Director.

* *Secretary, 2001-2002* Chronicled events of the Board and Executive Board in written format, developed computer template for meeting notes used by subsequent Board Secretary officers, communicated with Board members about relevant issues between quarterly meetings

* *University representative to the Virginia Association for Gifted Board 1998-2001* Attended quarterly Board meetings, served on publications committee, served as liaison between the Board and the University of Virginia students/faculty regarding issues of state concern, relevant legislation, policies, and available state resources for gifted education

Professional Development

Singapore Institute on Effective Differentiation (June 26-28, 2019) (with Carol Tomlinson and Tonya Moon). Workshop-style 3-day summer institute focused on differentiated curriculum, instruction and assessment. Sponsored by the Singapore Principals Academy

Singapore Summer Institute (June 18-20, 2018) *Exploring Differentiation: Responding Effectively to Learning Needs of your Students* (with Carol Tomlinson, Tonya Moon). Workshop-style, three day summer workshop focused on differentiated curriculum, assessment, and instruction. Sponsored by the Singapore Principals Academy

Mary Institute/St. Louis Country Day School (June 3-4, 2018) Daylong workshop. *Making Differentiated instruction Real*; and *Critical and Creative Thinking Skills as a Path to Differentiation*.

25 participants in a workshop-style learning experience.

Culpeper County Public Schools (with Tonya Moon) Performance Assessment Workshop (August 3, 2017) Focus on secondary-level ELA, Social Studies, and Science content areas. 100 participants in workshop-style session. (November 7, 2018) Focus on secondary-level Mathematics content area. 100 participants in workshop-style session.

VSUP (Virginia Superintendents University Partnership) (June, 2016; 2015) Daylong workshop on Performance assessments for K12 teachers across Virginia.

Henry County, VA (August, 2004-June, 2015; 2 days per month x 10 months of the academic year); Coach for two elementary schools with a focus on increasing the level of rigor for all students in general education setting, including gifted students. This evolved into a 5-year coaching/research project to determine the degree to which the differentiated instruction model can provide appropriately challenging educational opportunities within the general education classroom. This partnership also evolved into a research partnership (see Project Parallax) to investigate differentiated STEM curriculum as a lever to increase gifted identification of under-represented students.

Elizabethtown School District (Elizabethtown, PA; June-October, 2012) (with Jessica Hockett*, Kristina Doubet* and Holly Hertberg-Davis). This professional learning workshop series included a district-wide professional development day focused on differentiated instruction, followed by small-group intensive follow-up sessions with interested volunteer teachers.

Waco Independent School District (Waco, TX; June 13-17, 2011). I served as primary architect of a week-long summer institute, similar to the UVA Summer Institute on Academic Diversity (SIAD) but customized to the specific contextual needs of the Waco ISD. I formulated a team of presenters who designed and implemented complementary breakout workshops to the daily keynote presentations. In addition to program development and administration, I played a major role in providing the keynote and smaller group workshop sessions.

Charlotte-Mecklenburg Schools, NC (August, 2010), Providence Springs Elementary School. Provided one-day workshop for K-5 faculty on differentiated instruction.

Brighton, C.M. & Hertberg, H.L. (2005, July). *Reconstructing the vision: A model of teacher change*. University of Virginia, Summer Institute on Academic Diversity, Charlottesville, VA.

Moon, T. R., & **Brighton, C. M.** (2005, July). *School characteristics inventory: Determining a school's aptitude for change*. University of Virginia, Summer Institute on Academic Diversity, Charlottesville, VA.

Brighton, C.M. (2002). *Differentiating in mixed-ability classroom*. Taylor Ranch Elementary School, Sarasota Public Schools, Sarasota, FL (75 teachers, K-5)

Brighton, C.M., & Hertberg, H.L., (July, 2002). Coaching for differentiation. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA. (50 teachers, administrators, coordinators).

Moon, T.R., & **Brighton, C.M.** (July, 2002). Data-driven differentiation. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA (75 teachers, administrators, coordinators).

Brighton, C.M. (2000, October). *Journey of a thousand miles: Strategies that support differentiated instruction*. Charlottesville City Schools Professional Development Institute, Charlottesville, VA.

U.S. National Parks Service (Bethesda, MD; December 2010). Provided workshops focused on Creativity and Problem Solving to NPS Interpreters and Chiefs at the Mid-Atlantic Regional Education Conference

Sarasota Public Schools (Sarasota, FL; August, 2010). Provided day-long workshop at the annual Differentiation Back to School Conference.

Southern Methodist University, (Dallas, TX; November 2010). Provided day-long workshop and keynote presentation at annual meeting of gifted education facilitators.

Goleta Union School District (Santa Barbara, CA; August 2007). Organized and implemented 2-day training for K-6 school district on Differentiated Instruction.

Burning Tree Elementary School, Montgomery County (MD) Public Schools (Bethesda, MD; 2007-2008), year-long professional development and coaching of K-5 elementary school on Differentiated Instruction. (January-April, 2007) Indiana Department of Public Instruction (Bloomington and Syracuse, IN sites); Taught a non-credit course series, “Instructional Strategies for Teaching the Gifted and Talented” (6 course sessions over 4 months)

Henry County (VA) Public Schools (Henry County, VA; August 2006). Provided professional development to all 100+ new faculty in the county about differentiated instruction, best practices for teaching and learning

Solana Beach (Public) Schools (Solana Beach, CA; August 2006). Provided professional development during back-to-school institute on differentiated instruction; provided administrator institute on differentiated instruction and facilitated follow-up planning with upper elementary grade level teachers

Sarasota County (FL) Public Schools (Sarasota, FL; June 2006). Provided professional development during a county-wide institute on academic diversity

Portage County (MI) Schools (Portage, MI; June, 2006). Provided professional development to teachers and administrators on providing appropriate challenge for diverse learners in mixed-ability classrooms.

Midland (MI) Public Schools (Midland, MI; June 2006); Provided professional development to gifted education faculty about how to maximize the consultation/collaboration model to provide gifted education services in a variety of elementary settings

Penfield (NY) School District (Rochester, NY; August 2006). Organized 3-day summer institute with University of Virginia faculty and doctoral students on Differentiating Instruction.

Rowan-Salisbury (NC) Public Schools. (Salisbury, NC; June 2005). Provided 1-day workshop on Differentiating Instruction, K-12 for administrators

Henry County (VA) Public Schools (Collinsville, VA; 2004-2005). Worked with two elementary schools to promote awareness and implementation of appropriately challenging instruction for all learners. (Part of a larger district-wide project)

Christina School District (Wilmington, DE; 2004). Conceptualized and outlined potential K-12 programs for gifted learners.

Messiah College Education Department (Grantham, PA; 2004). Trained 12 member education department in the philosophy and principles of differentiated instruction. Presented NRC/GT research findings to college-wide faculty and student body.

Jericho (NY) Public Schools Jericho, NY; 2003-2004). Trained school district administrators and elementary teachers in the appropriate educational responses for highly able learners in mixed-ability classrooms

Council of Basic Education (CBE) (Washington, D.C, 2003). Provided training for three cohorts of principals/administrators participating in a CBE- funded program for leadership and instructional development with the D.C. Public Schools.

Taylor Ranch Elementary School (Sarasota, FL; 2001-2007). Trained school faculty in the philosophy and instructional implementation of differentiated instruction, yearly coaching and professional development.

Williamsville (NY) Public Schools (Buffalo, NY; 2002-2003). Co-organized and implemented a three-day institute for 200 teachers K-12 in the Williamsville Public Schools (and other invited teachers). Based on evaluation data from the 2002 institute, this 3-day institute was repeated in 2003.

Southeastern Regional Education Board (Atlanta, GA, 2001). Keynote presenter at the annual meeting of the SREB. 150 middle grades teachers and administrators participated in the two-day professional development related to differentiated instruction and performance assessment

Spotsylvania County Public Schools (Spotsylvania, VA; 2001-2002). Trained 150 teachers and administrators in the philosophy and practices of differentiated instruction

Charlottesville City Schools (Charlottesville, VA; 2000-2001). Year-long differentiation in-service, coaching sessions for the district's middle school teachers.

Carbon-Lehigh (PA) School District (Schnecksville, PA; 2000-2002). Year-long differentiation in-service, coaching sessions.

Glen Ellyn (IL) School District 41 (Glen Ellyn, IL; 2000-2001). Year-long differentiation in-service, teacher coaching, parent sessions.

Ashley Park School of Math, Science & Technology (Charlotte, NC; 1999-2000). Three one-day differentiation in-service sessions followed by individual teacher coaching and in-class instructional planning and support.

A.G. Richardson Elementary School (Culpeper County, VA; April 2000). One-day Differentiated Instruction session

Kinkaid School (Houston, TX; August 1999). Two-day Differentiated Instruction sessions Elementary, Middle, and High School divisions of the private school.

Charlotte-Mecklenburg (NC) Schools (Charlotte, NC; 1998-1999). Effective Teaching Practices Project, 10 professional development sessions and on-site coaching to four target schools

IBM Education Instruction Specialist. IBM K-12_Division, Atlanta, GA; 1998-1999).

Chesterfield County Schools, Ettrick Elementary School (Ettrick, VA, September, 1998)
Facilitated daylong workshop for 50 member staff regarding Differentiated Instruction. An additional daylong model teaching session followed in 5 elementary classrooms incorporating the differentiation strategies using the students of Ettrick Elementary.

NY State Department of Education (Albany, NY; July 1998). Taught teams of Middle School (6-8) teachers from across the state about standards-based teaching, incorporating technology to support best practices in the classroom, Instructional Planner.

HONORS and AWARDS

Outstanding Curriculum Awards (2018; 2019; 2020; 2021) Outstanding Curriculum Awards for Project Kaleidoscope units; Awarded by the National Association for Gifted Children, Curriculum Network

Curriculum Awards (2010, 2011, 2012, 2013) Outstanding Curriculum Awards for Project Parallax units; Awarded by the National Association for Gifted Children, Curriculum Network

Early Leader Award (2005) Awarded by the National Association for Gifted Children at the annual meeting, Louisville, KY. The Early Leader Award is awarded annually to an individual who has exhibited the highest and most consistent degree of leadership in the gifted education field since receiving his or her doctorate.

Beginning Scholar Award (2003) Recognition for manuscript, *Reconstructing the vision: Teachers' responses to the invitation to change*. (Co-authored with Holly Hertberg) by the National Middle School Association

Outstanding Doctoral Student (2001) Awarded by the National Association of Gifted Children at the annual meeting, Cincinnati, OH. The Outstanding Doctoral Student Award is given annually to individuals who exhibit the highest and most consistent degree of scholarship in the gifted education field.

UNIVERSITY and SCHOOL-LEVEL SERVICE

School of Education and Human Development (Curry) Service

* Co-Director, Institutes on Academic Diversity, (July, 1999-present)

Sponsored by University of Virginia, Curry School of Education, Department of Leadership, Foundations, and Policy

* Curriculum and Program Review Committee (Chair, 2013-14; Committee member 2012-13; Ex-Officio 2014-present)

* Doctoral Studies Committee (2014-present; Ex-Officio member)

* Diversity Action Committee (2014-present; Ex-Officio member)

* Faculty Council (2014-present; Ex-Officio member)

* Undergraduate Committee (2014-present; Ex-Officio member)

University Service

* Assessment Advisory Committee (2014-present)

* *Faculty Senate Grievance Committee (term 2007-2014)*

* Undergraduate Policy Committee (2014-present)

* Enrollment Management Committee (2015-present)

* Graduate Affairs Network (2015-present)

Leadership Development

* Completed Fall, 2013 Leadership in Academic Matters (LAM)