

# Marcia Gentry

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

65

papers

924

citations

16

h-index

28

g-index

68

ext. papers

1,026

ext. citations

1.6

avg, IF

4.6

L-index

#	Paper	IF	Citations
65	Protocols for Identification. <i>Advances in Early Childhood and K-12 Education</i> , <b>2022</b> , 1-10	0.2	
64	Addressing Access, Equity, and Missingness to Transform Gifted Education <b>2022</b> , 181-200		0
63	Gifted Education's Legacy of High Stakes Ability Testing: Using Measures for Identification That Perpetuate Inequity. <i>Roeper Review</i> , <b>2021</b> , 43, 242-255	1.4	4
62	The Legacy: Coming to Terms With the Origins and Development of the Gifted-Child Movement. <i>Roeper Review</i> , <b>2021</b> , 43, 227-241	1.4	5
61	Academic Perfectionism of High-Ability and High-Achieving Students in Mathematics and Science: Differential Relations by Identification Criteria of Giftedness. <i>Roeper Review</i> , <b>2021</b> , 43, 173-186	1.4	
60	Underrepresentation in Gifted Education in the Context of Rurality and Socioeconomic Status. <i>Journal of Advanced Academics</i> , <b>2021</b> , 32, 135-159	1.7	5
59	Validity Evidence for the Revised Classroom Practices Survey: An Instrument to Measure Teachers' Differentiation Practices. <i>Journal for the Education of the Gifted</i> , <b>2021</b> , 44, 31-55	0.9	0
58	A Polyhedron Model of Wisdom: A Systematic Review of the Wisdom Studies in Psychology, Management and Leadership, and Education. <i>Roeper Review</i> , <b>2020</b> , 42, 241-257	1.4	16
57	Differentiation as measured by the Classroom Practices Survey: a validity study updating the original instrument. <i>Learning Environments Research</i> , <b>2019</b> , 22, 443-460	2.1	1
56	Who Gets Served in Gifted Education? Demographic Representation and a Call for Action. <i>Gifted Child Quarterly</i> , <b>2019</b> , 63, 273-287	2.3	56
55	Validating a Classroom Perception Instrument for Gifted Students in a University-Based Residential Program. <i>Journal of Advanced Academics</i> , <b>2018</b> , 29, 195-215	1.7	1
54	A Meta-Analysis of Gifted and Talented Identification Practices. <i>Gifted Child Quarterly</i> , <b>2018</b> , 62, 147-174	2.3	43
53	Sudanese Students' Perceptions of Their Class Activities: Psychometric Properties and Measurement Invariance of My Class Activities—Arabic Language Version. <i>Journal of Advanced Academics</i> , <b>2017</b> , 28, 141-159	1.7	0
52	High-Ability Students' Perspectives on an Affective Curriculum in a Diverse, University-Based Summer Residential Enrichment Program. <i>Gifted Child Quarterly</i> , <b>2017</b> , 61, 328-342	2.3	7
51	The Effect of an Out-of-School Enrichment Program on the Academic Achievement of High-Potential Students From Low-Income Families. <i>Journal of Advanced Academics</i> , <b>2017</b> , 28, 204-224	1.7	9
50	Social and Affective Concerns High-Ability Adolescents Indicate They Would Like to Discuss With a Caring Adult: Implications for Educators. <i>Journal of Advanced Academics</i> , <b>2016</b> , 27, 39-59	1.7	9
49	Commentary on Does Sorting Students Improve Scores? An Analysis of Class Composition. <i>Journal of Advanced Academics</i> , <b>2016</b> , 27, 124-130	1.7	6

48	Elementary students' perceptions of their classroom activities in China: A validation study. <i>Gifted and Talented International</i> , <b>2016</b> , 31, 73-87	1	
47	Understanding adolescent gifted girls with ADHD: motivated and achieving. <i>High Ability Studies</i> , <b>2016</b> , 27, 83-109	1.3	7
46	Gifted Native American Students: Literature, Lessons, and Future Directions. <i>Gifted Child Quarterly</i> , <b>2014</b> , 58, 98-110	2.3	12
45	Creativity and Working Memory in Gifted Students With and Without Characteristics of Attention Deficit Hyperactive Disorder: Lifting the Mask. <i>Gifted Child Quarterly</i> , <b>2013</b> , 57, 234-246	2.3	37
44	Additional Validity Evidence and Across-Group Equivalency of the HOPE Teacher Rating Scale. <i>Gifted Child Quarterly</i> , <b>2013</b> , 57, 85-100	2.3	14
43	A Qualitative Inquiry Into the Experiences of High-Potential Hispanic English Language Learners in Midwestern Schools. <i>Journal of Advanced Academics</i> , <b>2013</b> , 24, 164-194	1.7	11
42	Gifted native American students: Underperforming, under-identified, and overlooked. <i>Psychology in the Schools</i> , <b>2012</b> , 49, 631-646	1.5	12
41	Gifted Students' Perceptions of the Regular Classes and Pull-Out Programs in South Korea. <i>Journal of Advanced Academics</i> , <b>2012</b> , 23, 270-287	1.7	11
40	Group-Specific Norms and Teacher-Rating Scales: Implications for Underrepresentation. <i>Journal of Advanced Academics</i> , <b>2012</b> , 23, 125-144	1.7	66
39	Response to "A Quality of Giftedness" <i>Gifted and Talented International</i> , <b>2012</b> , 27, 47-48	1	1
38	Some Thoughts on "Cultural Variation and Dominance in a Globalised Knowledge-Economy" <i>Gifted and Talented International</i> , <b>2012</b> , 27, 123-124	1	1
37	Professional Development Through Engineering Academies: An Examination of Elementary Teachers' Recognition and Understanding of Engineering. <i>Journal of Engineering Education</i> , <b>2011</b> , 100, 520-539	2.3	27
36	Student-Identified Exemplary Teachers: Insights From Talented Teachers. <i>Gifted Child Quarterly</i> , <b>2011</b> , 55, 111-125	2.3	25
35	Gifted and general high school students' perceptions of learning and motivational constructs in Korea and the United States. <i>High Ability Studies</i> , <b>2011</b> , 22, 103-118	1.3	11
34	Multigroup Construct Validity Evidence of the HOPE Scale: Instrumentation to Identify Low-Income Elementary Students for Gifted Programs. <i>Gifted Child Quarterly</i> , <b>2010</b> , 54, 298-313	2.3	39
33	My Class Activities Instrument as Used in Saturday Enrichment Program Evaluation. <i>Journal of Advanced Academics</i> , <b>2010</b> , 21, 568-593	1.7	11
32	Developing Talents Among High-Potential Students From Low-Income Families in an Out-of-School Enrichment Program. <i>Journal of Advanced Academics</i> , <b>2010</b> , 21, 594-627	1.7	21
31	A Short Commentary on "Where Does Creativity Fit into a Productivist Industrial Model of Knowledge Production?" <i>Gifted and Talented International</i> , <b>2010</b> , 25, 45-47	1	2

30	Myth 11: A Comprehensive Continuum of Gifted Education and Talent Development Services: Discovering, Developing, and Enhancing Young People's Gifts and Talents. <i>Gifted Child Quarterly</i> , <b>2009</b> , 53, 262-265	2.3	15
29	Racial and Ethnic Representation in Gifted Programs: Current Status of and Implications for Gifted Asian American Students. <i>Gifted Child Quarterly</i> , <b>2009</b> , 53, 121-136	2.3	73
28	Evaluating the State of a Field: Effect Size Reporting in Gifted Education. <i>Journal of Experimental Education</i> , <b>2008</b> , 77, 55-68	1.3	16
27	Talented Students in an Exemplary Career and Technical Education School: A Qualitative Inquiry. <i>Gifted Child Quarterly</i> , <b>2008</b> , 52, 183-198	2.3	12
26	A Survey of Korean Elementary Teachers' Perceptions of and In-Service Needs for Gifted Education. <i>Gifted and Talented International</i> , <b>2008</b> , 23, 61-80	1	1
25	Differences Between General and Talented Students' Perceptions of Their Career and Technical Education Experiences Compared to Their Traditional High School Experiences. <i>Journal of Advanced Academics</i> , <b>2007</b> , 18, 372-401	1.7	6
24	Korean High School Student Perceptions of Classroom Quality: Validation Research. <i>Gifted and Talented International</i> , <b>2007</b> , 22, 68-76	1	5
23	Enrichment Clusters for Developing Creativity and High-End Learning. <i>Gifted and Talented International</i> , <b>2007</b> , 22, 39-46	1	5
22	No child left behind: Neglecting excellence. <i>Roeper Review</i> , <b>2006</b> , 29, 24-27	1.4	13
21	Professionalism, Sense of Community and Reason to Learn: Lessons from an Exemplary Career and Technical Education Center. <i>Career and Technical Education Research</i> , <b>2005</b> , 30, 47-85	1	7
20	Secondary Student Perceptions of Classroom Quality: Instrumentation and Differences Between Advanced/Honors and Nonhonors Classes. <i>Journal of Secondary Gifted Education</i> , <b>2004</b> , 16, 20-29		20
19	Rural and suburban cluster grouping: Reflections on staff development as a component of program success. <i>Roeper Review</i> , <b>2004</b> , 26, 147-155	1.4	11
18	Secondary Student Perceptions of Their Class Activities Regarding Meaningfulness, Challenge, Choice, and Appeal: An Initial Validation Study. <i>Journal of Secondary Gifted Education</i> , <b>2002</b> , 13, 192-204		16
17	Examining Perceptions of Challenge and Choice in Classrooms: The Relationship Between Teachers and Their Students and Comparisons Between Gifted Students and Other Students. <i>Gifted Child Quarterly</i> , <b>2002</b> , 46, 145-155	2.3	25
16	Students' perceptions of classroom activities: Are there grade-level and gender differences?. <i>Journal of Educational Psychology</i> , <b>2002</b> , 94, 539-544	5.3	55
15	Gifted Students' Perceptions of Their Class Activities: Differences Among Rural, Urban, and Suburban Student Attitudes. <i>Gifted Child Quarterly</i> , <b>2001</b> , 45, 115-129	2.3	30
14	A legacy of promise: Reflections, suggestions, and directions from contemporary leaders in the field of gifted education. <i>Teacher Educator</i> , <b>2001</b> , 36, 167-184	0.8	4
13	Admissions portfolio for a graduate program: Matching practice and paradigm. <i>Roeper Review</i> , <b>2000</b> , 23, 83-84	1.4	

## LIST OF PUBLICATIONS

12	An Investigation of the Effects of Total School Flexible Cluster Grouping on Identification, Achievement, and Classroom Practices. <i>Gifted Child Quarterly</i> , <b>1999</b> , 43, 224-243	2.3	49
11	StATS: A model of collaboration to develop science talent among rural students. <i>Roeper Review</i> , <b>1999</b> , 21, 316-320	1.4	4
10	Project high hopes summer institute: Curriculum for developing talent in students with special needs. <i>Roeper Review</i> , <b>1998</b> , 20, 291-295	1.4	6
9	Construct Validity Evidence for Enrichment Clusters and Regular Classrooms: Are they Different as Students See them?. <i>Educational and Psychological Measurement</i> , <b>1998</b> , 58, 258-274	3.1	6
8	The Application of Enrichment Clusters to Teachers' Classroom Practices. <i>Journal for the Education of the Gifted</i> , <b>1998</b> , 21, 310-334	0.9	21
7	AME+Cyber: Evaluating the online delivery of a holistic cyber-related talent development program. <i>Gifted Education International</i> ,026142942110543	0.3	3
6	Excellence, equity, and talent development: Time to retire the g-word. <i>Gifted Education International</i> ,026142942110542	0.3	
5	A Meta-Analytic Evaluation of Naglieri Nonverbal Ability Test: Exploring Its Validity Evidence and Effectiveness in Equitably Identifying Gifted Students. <i>Gifted Child Quarterly</i> ,001698622199780	2.3	3
4	Validity Evidence of The HOPE Scale in Korea: Identifying Gifted Students From Low-Income and Multicultural Families. <i>Gifted Child Quarterly</i> ,001698622110245	2.3	2
3	Gifted education of Syrian refugee students in Jordan: SWOT factors (strengths, weaknesses, opportunities, and threats). <i>Gifted and Talented International</i> ,1-14	1	
2	Equitable Identification of Underrepresented Gifted Students: The Relationship Between Students' Academic Achievement and a Teacher-Rating Scale. <i>Journal of Advanced Academics</i> ,1932202X2210888	1.7	3
1	Systemic Inequities in Identification and Representation of Black Youth with Gifts and Talents: Access, Equity, and Missingness in Urban and Other School Locales. <i>Urban Education</i> ,004208592210950	1.4	2