

Research Advisor Group

*LYI is dedicated to creating a community-based program to identify and develop 10-18 year olds, gifted in organizational leadership, scalable for other locations. This includes a value for research, designing instruments, best practices and strategies for training tomorrow’s leaders today. The research advisor group consists of experts offering their ideas and insights to these research projects.*

**Jennifer L. Jolly, Ph.D**., received her doctorate in educational psychology with a concentration in gifted education from Baylor University. Currently she is a professor of Special Education and Multiple Abilities at the University of Alabama. Her research interests include the history of gifted education and parents of gifted children. She also serves as editor-in-chief of NAGC's *Parenting for High Potential*. Before her tenure at LSU, she taught in both gifted and regular education classrooms as a public school teacher. Dr. Jolly is actively involved in research related to gifted education along with editing and writing articles, books and speaking at conferences related to gifted education

**Scott J. Peters, Ph.D.**, is assistant professor of educational foundations at the University of Wisconsin–Whitewater, where he teaches courses related to measurement and assessment, research methodology, and gifted education. He received his Ph.D. from Purdue University specializing in gifted and talented education with secondary areas in applied research methodology and English education. His research work focuses on educational assessment with regard to policy and practice, identification of student exceptionalities—particularly those from low-income or underrepresented groups—and gifted and talented programming outcomes. He’s frequently published and presents at a number of GATE events.

**Jessica Manzone, Ph.D.,** is currently a Post Doctoral Research Assistant on several Department of Education grants and an adjunct Professor in the MAT Program at the University of Southern California, Rossier School of Education. She has provided professional development in the areas of gifted education, curriculum design, and instructional strategies for school districts and for the California Association for the Gifted.  Her presentations at local, state, and national organizations such as the CAG and National Association for the Gifted include Differentiation in the Primary Grades with an Emphasis on Play, Introducing a Scope and Sequence for the Teaching of the Prompts of Depth and Complexity, and the Use of Pedagogical Practices for Gifted Learners.