

Rena F, Subotnik



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Professional Background

- B.A., City College of New York, 1969; M.A., Columbia University, 1974; Ph.D., University of Washington, 1984
- Director of the Esther Ratz Rosen Center for Gifted Education Policy at the American Psychological Foundation, 2001-present
- Distinguished Scholar Award, National Association for Gifted Children, 2002
- Professor, School of Education, Hunter College, City University of New York, 1986-2000
- Represents the American Educational Research Association on the executive board of the National Council on Accreditation of Teacher Education (NCATE), 1999-present
- American Psychological Association Fellow in Child Policy for Senator Jeff Bingaman (D-NM), 1997-1998
- Judge, National Alliance for Excellence Academic Merit Scholarships, 1998-present
- Research grants in gifted education from the Spencer Foundation, 1990; the U.S. Department of Education, 1990-1993; and the National Science Foundation, 1988-1990;

as well as several New York City Board of Education grants for curriculum development for gifted students, 1989, 1990, 1992, 1993

- Coeditor, *Journal of Secondary Gifted Education*, 1998-2001
- American Psychological Foundation Congressional Fellowship in Child Policy
- The A. Harry Passow Scholar Award, the Distinguished Service Award, 1996

Contributions to the field

- Applying longitudinal research methodology to the study of high-ability individuals.
- Codeveloping a model of female talent development.
- Applying the values and methods employed in performance arenas (e.g., music) to the development of talent in the academic disciplines.
- Elucidating the implications of two basic premises of gifted education: giftedness as "who you are" and giftedness as "what you do."
- Focusing on eminence by way of "Conversations with Masters in the Arts and Sciences" in the *Journal for the Education of the Gifted*.

Influence on the field

Dr. Subotnik created and developed the Esther Katz Rosen Center for Gifted Education Policy. The mission of the Center is to address the needs of high-performing children and adolescents through policy development, model building, and service to psychologists and parents.

She has served as an advisor to *High Ability Studies* and *Roeper Review*, coeditor of *the Journal of Secondary Gifted Education*, columnist in the *Journal for the Education of the Gifted*, and reviewer for the major journals in the field. She was coeditor of the second edition of the *International Handbook of Giftedness and Talent*.

Dr. Subotnik provided leadership in the American Educational Research Association Special Interest Group on Research on the Gifted at two different points in its development, was chair of the Research and Evaluation Division of NAGC, and served on the board

of directors of the New York State gifted organization, Association for Gifted and Talented Education (AGATE), for several terms. She has pressed for focus on high performance in our field by looking at eminence as a desired outcome.

Publications

- Subotnik, R. F. (in press). Transforming elite level musicians into professional artists: A view of the talent development process at The Juilliard School. In L. Shavinina & M. Ferrari (Eds.), *Beyond knowledge: Extracognitive facets in developing high ability*. Mahwah, NJ: Erlbaum.
- Heller, K. A., Monks, F. J., Sternberg, R. J., & Subotnik, R. F. (Eds.). (2000). *International handbook of giftedness and talent* (2nd ed.). Oxford: Pergamon Press.
- Subotnik, R. F., & Coleman, L. J. (1996). Establishing the foundations for a talent development school: Applying principles to creating an ideal. *Journal for the Education of the Gifted*, 20, 175-189.
- Subotnik, R. F., & Arnold, K. D. (Eds.). (1994). *Beyond Terman: Contemporary longitudinal studies of giftedness and talent*. Norwood,
- NJ: Ablex. Subotnik, R. F., Kassan, L., Summers, E., & Wasser, A. (1993). *Genius revisited: High IQ children grown up*. Norwood, NJ: Ablex.

Influential people

- **Robert Sternberg**, for introducing Dr. Subotnik to the role of practical intelligence and tacit knowledge in the development of talent.
- **Martin Seligman**, for making a place at the psychology table for concerns about giftedness and eminence.
- **David Henry Feldman**, for focusing Dr. Subotnik's attention on the unique tradition of talent development that is evident in each discipline.
- **Rena Ochse**, for helping Dr. Subotnik to understand how humanistic psychology provides insufficient explanation for eminence and great performance.
- **Jane Piirto**, for focusing deeply on the creative process of eminent artists.

Perception of critical events in gifted education

The launching of Sputnik caught the attention of the U.S. government and general population. It led to placing value on developing academic talent.

The publication of *Conceptions of Giftedness*, edited by Robert J. Sternberg and Janet E. Davidson, set forth all the significant theories that were in play at the time and provided a real landscape of the field.

The establishment of two &visions (Research and Evaluation and Conceptual Foundations) at NAGC and the Wallace Symposium provided a platform and meeting place for a new cohort of researchers in the field.

Opinion on future changes necessary in the field

- Connecting identification with desirable outcomes in adolescence and adulthood.
- Placing greater emphasis on performance over potential in the course of talent development.
- Providing services to all who exhibit established criteria for giftedness and want to participate in programs.
- Making strong bonds with other associations in the professions, academic disciplines, and education.