

PRAISE FOR DINA

“Today’s teachers need ready-to-use, go-to strategies and resources for managing the differentiated classroom. Dina Brulles, who is at the top of the list of education experts, lives the day-to-day world of teachers and has implemented the strategies for differentiation successfully. Recently, Dina inspired educators at our state gifted conference with her keen insights into appropriate programming for gifted learners, grouping strategies to maximize achievement, and ways to navigate the twists and turns of differentiation to meet gifted learners’ needs. We need more voices like Dina’s! She offers realistic commonsense solutions to problems we face in education, especially for gifted and talented learners from diverse populations who are under-identified and under-served.”

—Patti Wood, Ph.D., professor and director of Gifted Education, Samford University

“Our district had the opportunity to work with Dr. Dina Brulles this school year while implementing the Schoolwide Cluster Grouping Model. With her guidance, we have been able to train our teachers and principals in meeting the needs of both the high achieving and gifted learners within the regular classroom. She provided a basis of understanding to our staff and provided strategies that could immediately be implemented in the classroom. Her down-to-earth and straight-forward approach has allowed us to condense our implementation period, and, with her ongoing support, we are sure this process will be an absolute success. As a district, we are excited to see the growth in our gifted students and our teachers as they put into practice what has been learned through her teachings.”

—Jennifer Peterson, executive director of Elementary Instruction, Broken Arrow Public Schools

PRAISE FOR KAREN

“Today was hands down the best, most beneficial, most encouraging professional development I have received in a long time. It was specific, relevant, realistic, and perhaps most importantly for this year . . . in my own classroom WITH my own kids. My mind has been spinning all evening with renewed encouragement and ideas as to how I can refine my own practices to better serve my students. Karen is the real deal. She knows her stuff and she gets it . . . really gets it when it comes to being in a classroom today. I am grateful for the time I spent with her and greediness aside, will happily jump at any chance to work with her again.”

—Karen Freemantle, 4th-grade teacher, Rancho Elementary School

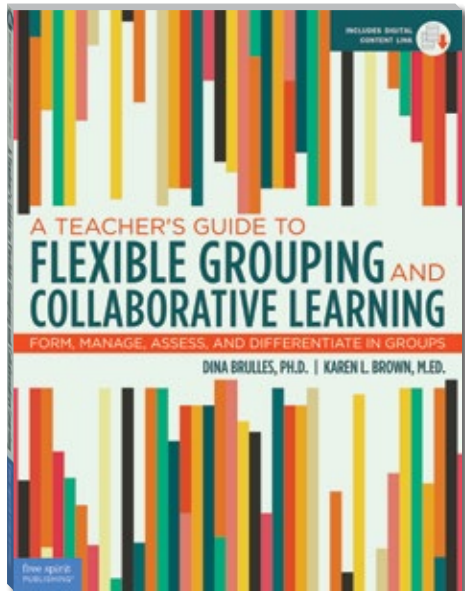
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DINA BRULLES, Ph.D., & KAREN L. BROWN, M.Ed.

WORKING WITH SCHOOL DISTRICTS TO
DEVELOP, SUPPORT, and EVALUATE
THEIR GIFTED PROGRAMS

DINA BRULLES and KAREN BROWN support schools in structuring gifted education services with an emphasis on building inclusive practices and training educators in strategies that enfranchise and support not only gifted learners but all learners.



Dina specializes in the following:

- Gifted program development and evaluation
- Schoolwide Cluster Grouping Model
- Teaching gifted students in today’s classroom
- Identifying and serving underrepresented populations
- Developing lessons with depth and complexity using Depth of Knowledge levels

Dina Brulles, Ph.D., is the director of gifted education at Paradise Valley Unified School District in Arizona where she has developed a continuum of gifted education programs, preschool through high school. The programs and services Dina oversees incorporate innovative uses of technology, enfranchise underrepresented populations, and provide extensive professional development opportunities. She is also the gifted program coordinator at Arizona State University.

Dina currently serves on the National Association for Gifted Children (NAGC) Board of Directors as the school district representative. She has also served as president of her state gifted association, as vice president of SENG, on NAGC Task Forces, and on leadership teams of NAGC Networks. Dina was a corecipient of the inaugural 2014 NAGC Gifted Coordinator Award and also the first NAGC Professional Development Network Award in 2013.

Dina coauthored the books *Differentiated Lessons for All Learners*; *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All*; *Teaching Gifted Kids in Today’s Classroom*; *Designing Gifted Education Programs: From Purpose to Implementation*; *Helping All Gifted Children Learn*; and *A Teacher’s Guide to Flexible Grouping and Collaborative Learning*, along with other publications and teacher training courses. Dina assists school districts in developing, supporting, and evaluating gifted programs with an emphasis on integrating current educational initiatives. Having implemented and supervised the Schoolwide Cluster Grouping Model, she has become a recognized expert in that practice.

Karen L. Brown, M.Ed., is the gifted program mentor for Paradise Valley Unified School District in Arizona where she supports a continuum of gifted education programs, preschool through high school. In her role, she provides direct support to teachers as they incorporate best practice strategies and innovative technology and design student-centric learning experiences. Karen organizes as well as provides extensive professional learning opportunities both in face-to-face and online formats.

Additionally, Karen teaches in the Gifted Masters Program at Arizona State University. She was a corecipient of the first NAGC Professional Development Network Award in 2013. Karen coauthored the books *Differentiated Lessons for All Learners* and *A Teacher’s Guide to Flexible Grouping and Collaborative Learning*, along with several other articles. Karen assists school districts in developing and supporting gifted programs with an emphasis on integrating best practice strategies and teaching structures that support all learners.

Karen specializes in the following:

- Gifted program development and evaluation
- Schoolwide Cluster Grouping Model
- Teaching gifted students in today’s classroom
- Supporting teachers in strategies to build learning environments of rigor and challenge
- Developing lessons with depth and complexity using Depth of Knowledge levels

