Gifted Children

Volume 5 | Issue 2

From the Editor

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Recommended Citation
Rudasill, Kathleen Moritz (2012) "From the Editor," *Gifted Children*: Vol. 5: Iss. 2, Article 1.
Available at: http://docs.lib.purdue.edu/giftedchildren/vol5/iss2/1

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From the Editor

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Welcome to the 2nd issue of volume 5 of *Gifted Children*, the electronic journal of the AERA Special Interest Group (SIG) for Research on Giftedness, Creativity, and Talent. It is with great excitement that I announce several major changes to *Gifted Children.* The SIG leadership decided last year at the annual AERA meeting to change the journal to a peer-reviewed format, with SIG executive committee members serving as editorial board reviewers. In addition, Marcia Gentry worked with Purdue University Libraries to establish online manuscript submission and publication for the journal. As a result, all future issues of *Gifted Children* will be processed and published through the Libraries' Purdue e-Pubs system and all previous issues of *Gifted Children* are now available in this system. The first issue using Purdue e-Pubs was published in December 2011, and this current issue is the first peer-reviewed issue of *Gifted Children* using the e-Pubs system for handling manuscripts. Already I have noticed that using this system results in a streamlined approach for finding reviewers, communicating with authors, and publishing the journal. I am also delighted to report that changing *Gifted Children* to a peer-reviewed journal has resulted in more manuscript submissions. I am no longer begging for submissions! Visit http://docs.lib.purdue.edu/giftedchildren/ to view past issues of *Gifted Children*, as well as to submit new manuscripts for consideration for publication in the journal.

The second change in *Gifted Children* is that this issue marks the end of my two-year term as editor. The next editor will be Dr. Kristina Ayers Paul. She is currently a research assistant professor in the Office of Program Evaluation at the University of South Carolina, but she will be joining the faculty at Purdue University this fall as Assistant Professor of Gifted, Creative, and Talented Studies. Kristina is a 2010 Ph.D. graduate of Educational Psychology from the University of Connecticut, where she focused her studies on gifted and talented education and program evaluation. Since 2008 Kristina has been an active member of the ROGCT SIG, serving on the Executive Committee as the Graduate Student Representative, planning the SIG Social events, and assisting with recruitment as part of the Membership Committee. Kristina's areas of research interest include program evaluation, gifted education policy, professional development, and talent development in rural youth and in early childhood settings. She will be at the helm of *Gifted Children* for a two-year term, and she has already begun processing manuscripts for the next issue. I am delighted that Kristina will be taking on this new role, and I wish her the very best in it!

This inaugural peer-reviewed issue of *Gifted Children* contains two research articles. The first is work by Dr. Victoria Molfese, Dr. Todd Brown, Dr. Jill Adelson, Jennifer Beswick, Jamie White, Dr. Jill Jacobi-Vessels, Lana Thomas, Melissa Ferguson, and Britney Culver. Dr. Molfese is a Chancellor's Professor at the University of Nebraska-Lincoln, and her research is focused on young children's cognitive development and the impact of classroom processes and child characteristics as predictors of this development. Her co-authors are at the University of Louisville. In this article, Dr. Molfese and her colleagues examine classroom process quality as a predictor of mathematics skill growth across preschool for high poverty children who show higher ability.

The second article is by Dr. Christian Mueller and Dr. R. Trent Haines. Dr. Mueller is Assistant Professor of Educational Psychology at the University of Memphis. He has published several

empirical articles utilizing nationally archived datasets, one of which may be found in the second issue of volume 4 of *Gifted Children* (http://docs.lib.purdue.edu/giftedchildren/vol4/iss2/3/). Dr. Haines is Assistant Professor of Psychology at Morgan State University. In this article, Drs. Mueller and Haines describe a study using the Add Health database to examine associations between perceptions of family and school connections and self-concept and depression with a sample of highly able African American and Hispanic adolescents.