

Candidate: Kimberley L. Chandler, Ph.D. Position: President-Elect

Biography (150 words max) that provides NAGC members information regarding your background, experience, and qualifications for the position. Be sure to include the most significant ways you have contributed to and participated in NAGC.

I am the Senior Director of Learning & School Performance for the Essex County Public Schools in Tappahannock, VA. I also serve as an adjunct instructor for the Curry School of Education at the University of Virginia. My professional background includes teaching gifted students in a variety of settings, serving as a central office administrator of school district gifted education programs, and providing professional learning workshops for teachers and administrators nationally and internationally.

I served as the Network Liaison to the NAGC Board of Directors for six years. While on the board, I oversaw the revision of existing policies and development of new policies for the 16 Networks; I also chaired the Network Task Force, which examined the role of the Networks. Prior to serving on the board, I served as the Chair of the Early Childhood and Professional Development Networks. I have delivered numerous presentations at NAGC conventions since 1997.

Personal Statement (200 word max) explaining why you want to serve an organization whose mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research.

I would like to declare my candidacy for President-Elect of NAGC. I want to serve the organization because of its mission: to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. This mission is one to which I have devoted my entire career and for which I have a great passion! My professional and leadership experiences, as well as my educational background, have prepared me well to lead NAGC as it strives to improve services for all stakeholders, advocate for gifted students, and promote equitable practices through addressing the needs of underserved populations in gifted education.

I served on the NAGC board for six years as the Network Liaison. My deep knowledge of the networks' needs enabled me to advocate effectively for them and work with their leaders on many important endeavors that have influenced NAGC. As President-elect, I will use my understanding of both the practitioner and scholar roles to ensure that all members are represented and involved. I will also facilitate NAGC's potential for providing resources for teachers, students, and parents by promoting the resources generated through research and advocacy efforts.

Additional questions on how you can advance NAGC's mission. (100 words max for each response)

How would your knowledge, experience, abilities, and vision contribute to increasing the public's urgency to support the needs of gifted and talented children and youth (i.e., Minds)?

I grew up on a farm in rural Virginia. Although my parents valued education, preparing me for higher education was not part of their world view. Through my participation in a gifted education program and a summer Governor's School for the Gifted, my educational trajectory and career were shaped. Everyone I encountered as a student, teacher, and administrator in the field of gifted education influenced my thinking about what should be done in schools, family settings, and communities! I believe that sharing my story about the need to support gifted and talented students is one that will resonate with others.

How would your knowledge, experience, abilities, and vision contribute to advocating for the adoption of policies that promote programs and services in which gifted and talented children thrive (i.e., Policies)?

I have spent my entire career in Virginia, a state that has strong policies for gifted education. Having worked in urban, suburban, and rural districts as a teacher and administrator, however, I know the limitations and opportunities associated with policies when they are implemented. Additionally, with a doctoral degree that focuses on policy, and my leadership at the board level in various organizations in gifted education, I have a deep understanding of the role of viable policies in promoting programs and services. I am well-prepared to continue NAGC's advocacy for policies that improve the lives of gifted and talented students.

How would your knowledge, experience, abilities, and vision contribute to empowering supporters to implement effective practices for all gifted and talented children and youth in homes, schools, and communities (i.e., Practices)?

I have been a teacher in many different gifted education program models and worked as an administrator of gifted education-related programs at the university, school, and district levels. Having served in both the scholar and practitioner roles, I believe I am able to bridge the gap between research and practice in a way that few can. Because I understand the evidence base that supports best practices for working with gifted students and the realities of implementation, I can help NAGC be a catalyst to empower supporters as they employ new strategies, instructional materials, and practices in various settings.