

Candidate: Lauri B. Kirsch, Ed.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.

Dr. Lauri Kirsch serves NAGC's Board of Directors as Governance-Secretary; she previously served as Treasurer, State-Representative, Development Committee Chair, and Program Committee Member. Lauri serves on the Board of the Florida Gifted Network and is a Past-President of the Florida Association for the Gifted. From 2005-2018 Lauri was the Gifted Program Coordinator/Supervisor for Hillsborough County (Florida) where she created programs recognized nationally for equity and diversity. Her work as a coordinator is featured in *Designing Gifted Education Programs and Services: From Purpose to Implementation* (2017, Brulles & Peters). She is an Adjunct Instructor at the University of South Florida College of Education. She has been a presenter at the NAGC convention annually since 2007, leading more than 30 conference sessions. In 2014, Lauri received the NAGC Gifted Coordinator Award. Lauri is the parent of two grown gifted daughters. Dr. Kirsch earned her doctorate in Organizational Leadership from Nova Southeastern University.

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.

We are NAGC. We are teachers, parents, coordinators, counselors, university professors, and researchers who support and advocate for gifted children. Each of us is a voice to be heard; each of us has a contribution to make as we strive to positively impact the lives of gifted youth, our nation's future.

I seek election as President-Elect because I'm dedicated to and supportive of NAGC's mission and have a steadfast commitment to advocating for gifted children.

Leadership matters. Accomplishing NAGC's mission requires tenacious leadership with a track-record of success in changing minds, influencing policy, and empowering equitable practices. With years of experience, I bring deep understanding of our membership, our organization, and the field of gifted education.

I've demonstrated success as an organizational leader with service to NAGC as Governance-Secretary, Treasurer, State-Board Representative, and Committee-Chair. Within Florida, I've collaboratively influenced statewide policy development as a State-Affiliate President. My decades-long efforts as gifted-coordinator in the 8th largest school district resulted in national recognition for strong policy and equitable programming.

NAGC's membership deserves Board leadership with proven integrity, a record of selfless service, and a commitment to diversity and equity. I will bring perspective, perseverance, and proven leadership as we undertake our worthwhile mission.

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)?

Upping the urgency begins with thinking in the future-tense. As a nation, we must positively impact the future by developing bright young minds and unleashing creativity to solve the known and yet-to-be discovered problems facing our world. Providing each child what she needs now to support the growth of her potential requires opportunities to begin in early-childhood. Since this is a societal issue, the message must extend beyond traditional K-12 settings, starting with community organizations supporting young children, including children's museums and libraries. NAGC has the research-based knowledge to equip community organizations to effectively build the future capacity of their community!

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)?

Policies help ensure strong support for gifted children...provided they are good policies. While NAGC's periodic State of the States in Gifted Education Report provides basic information on State policies, the available information has not done enough to positively impact gifted education. Because gifted is local, it is essential to more closely examine what policies are working within both States and local districts to benefit gifted children, as well as identify policies that create barriers to appropriate services. NAGC can and should facilitate the replication of good district policies through a forum that connects district leaders with one another.

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)?

NAGC has made great strides in sharing effective identification and educational practices with the Giftedness Knows No Boundaries Micro-Credentials Program and the On-Demand Learning pre-recorded webinars. To further empower effective practices requires providing opportunities for active engagement between practitioners and NAGC experts in an interactive distance learning format. With the expertise of NAGC Committees and Networks, the support of NAGC's Director of Professional Learning, and the right distance learning platform, this more informal PD option could serve to connect educators with experts and with one another to push forward the implementation of effective practices within classrooms.