

**Candidate: Shelagh A. Gallagher, Ph.D.      Position: At-large**

**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. Shelagh A. Gallagher's career in gifted education spans 30 years, with positions including teacher, Research Assistant (Duke TIP), Director of Research and Assessment (Illinois Mathematics and Science Academy), grant manager (William & Mary Center for Gifted Education), team member founding two gifted schools, and 13 years as professor, researcher, writer, and Javits grant director (UNC Charlotte). Today she conducts research, provides professional development, recruits gifted teachers for academic programs in China (DDC), and contributes to state and national policy initiatives. She mentors in a 4th-grade reading program and spend summers with gifted youth at Camp Yunasa. Throughout, Shelagh has been active in NAGC, missing one convention since 1986. Her roles in NAGC include: Convention Program Committee, Convention Task Force (co-chair), two Local Arrangement Committees (subcommittee chair), Development Committee (chair), Javits-Frasier Scholars program, two Secondary Task Forces (chair once), Assessment Task Force, and editor of Quest (Research and Evaluation newsletter).

**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.**

All education should engage and challenge children; ideally, gifted education also cultivates higher levels of reason, imagination, and passion for learning--an education that is qualitatively different from the norm. I want to serve NAGC as a member of the Board because the nation still has a long way to go to provide all gifted students with this education. We still lack a national infrastructure: many states have no mandate for gifted education and many states with mandates have little or no funding. All states struggle with inequitable access to gifted programs. Gifted education remains largely unaddressed in preservice teacher preparation; this perpetuates pervasive problems including insufficient high-end differentiation in the regular classroom, infrequent opportunities for gifted students to accelerate, and inaccurate referrals to gifted programs--especially the persistent under-identification of gifted minority and low-income students. We have made progress providing models of effective, rigorous curriculum, but we still need to define the skills and qualities that represent the heart of best practice in instruction for teachers of gifted students. I want to help NAGC promote policies, build relationships, and support research to ensure equitable, accessible, high-quality programs for all gifted students regardless of location, income, or race.

***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)?**

Over 30 years I acquired experience persuading the **Minds** of the public while (1) working on teams founding two schools for gifted students, (2) reviving university licensure and M.Ed. programs, (3) directing grants for gifted students in low-income schools, and (4) organizing efforts to engage agencies outside of gifted education in the needs of gifted minority and low-income students. Each of these ventures required knowledge of the benefits of gifted education, a vision of its long-term aims, and the ability to encourage people outside the field to embrace that vision; I hope to bring all these to NAGC Board efforts.

**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)?**

Gifted education needs **Policies** ensuring accessible and equitable programs for gifted students regardless of their race, gender, income, or geographic location. To this effort I contribute historical knowledge and new contributions to research, theory, and practice especially related to (1) effective curriculum for low-income gifted students, and (2) proper alignment of gifted programs with gifted students' attributes and developmental needs. I also have practical experience developing policies for schools and associations. Most recently, I contributed to the report *America Agrees*, a public opinion poll documenting widespread support for many elements of gifted education, suggesting promising directions for policy.

**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)?**

My vision for **Practice** is for teachers to build upon gifted students' natural penchant for inquiry, adding the knowledge, tools, dispositions, and the personal agency needed to pursue ideas with an expert's skill and devotion. I contribute experience helping educators acquire skills in curriculum and instruction consistent with this vision while (1) leading a university program, (2) adjunct teaching, (3) leading workshops for teachers and parents, and (4) helping gifted students develop their sense of agency at camp Yunasa. I also have experience developing award-winning curriculum and guiding its implementation, primarily through Javits grants I either contributed to or led.