

**Candidate: Nancy B. Hertzog, Ph.D.**

**Position: At-large**

**Biography (Max 150 words) Provide 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.**

Nancy B. Hertzog, Ph. D., is a Professor of Learning Sciences and Human Development at the University of Washington. Her research examines curricular practices and policies in the field of gifted education. From 1995 to 2010 she was on the faculty in the Department of Special Education and directed University Primary School at the University of Illinois at Urbana- Champaign. Collaboratively with the head teachers, she won several curriculum awards from the Curriculum Division of the National Association for Gifted Children. She joined the University of Washington in 2010 as a professor in the area of Learning Sciences and Human Development, and the Director of the Halbert and Nancy Robinson Center for Young Scholars (2010-2020).

Currently her research focuses on equity and access to advanced learning opportunities in schools, and pedagogical strategies that help teachers challenge all students. She has been an active member of NAGC for over 40 years.

**Personal Statement (Max 200 words) Why do 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 am interested in providing the commitment of service to the field of gifted education that serving on the Board of Directors would demand. My 40 plus years in gifted education have given me a broad perspective of the field. I have had experience administering gifted programs and supporting children and their families from preschool – college. Prior to pursuing my Ph.D., I taught and coordinated gifted programs in New York, Virginia, and Illinois. I have served NAGC as Co-Chair of the Education Commission, Chair of the Early Childhood Network, Program Chair for the Research and Evaluation Committee and Chair of the Parent Editorial and Content Advisory Board.

My research has focused on examining environments that optimally challenge all students, including preschoolers all the way up to early college entrance students. I have mentored teachers and graduate students and have supported hundreds of families on their quest to find the appropriate learning environments for their children. With years of administrative experience, I have demonstrated competencies working collaboratively and remaining fiscally responsible for programs with extensive and complex budgets. I have advocated for equitable access to gifted education services and strived to create communities of support for advanced and appropriately accelerated instruction.

**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)?**

As the Director of University Primary School, and The Robinson Center for Young Scholars, I have participated in and convened numerous professional learning opportunities (e.g., workshops), conferences, forums, and public venues to share best

practices in the field of gifted education. I convened an Equity Summit in Gifted Education at the University of Washington that drew over 300 educators, parents, school board members, and policy makers – all focused on working together to provide equitable access to gifted education. I believe my strength is bringing people together to improve the quality of instruction that promotes advanced and accelerated learning opportunities.

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

My knowledge, experience, and years of studying early childhood programs globally have given me broad perspectives for promoting new policies in the field of gifted education, especially as they pertain to young children. As an early educator and former director of programs that bring students as young as 13 into college, I aim to promote new policies that meet the needs of those students, and do not leave underserved students out of our programs. I believe my perspectives are needed to expand and promote new policies for all advanced learners to thrive – regardless of current inequitable structures of schools.

**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)?**

Supported by Javits Funding, I was co-author of online professional learning modules, entitled, “Access and Equity,” and “Pedagogies and Strategies that Enhance the Learning of Highly Capable Learners.” Designed to bring research to practice, they are not only for educators in the field of gifted education, but for all general educators to become more informed about the learning needs and the teaching strategies that challenge our most advanced learners. I have had opportunities to work with school personnel in districts all over the country – co-constructing strategies and policies that enhanced the learning of their most highly capable students.

