Ellen Honeck, PhD is currently an Academic Program Manager for the Gifted and Talented Department in Denver Public Schools. She previously worked with several private schools for gifted students online, in California, and Nevada. Ellen has been involved in the field of gifted education working in various roles as a classroom teacher, administrator, gifted specialist, curriculum developer, consultant, adjunct professor, and Associate Director of a Gifted Education Institute. She has contributed to NAGC in several roles including an At-Large Board member, past network chair and chair elect and as a member of the Whole Child Task Force. In 2016 she received the 2016 NAGC President’s Award.

Ellen authored *Teaching Gifted Children in Today’s Preschool and Primary Classrooms*, “Let’s Play!, *Around my House!,* and *Let’s Go to the Market!*, all part of the “Smart Start Series”, *Teacher Compendium for Human Rights Education* and several chapters, curriculum units and articles.

**Personal Statement**

Throughout my involvement in NAGC, I have served in a wide range of roles within networks, on organizational committees, the Whole Child Task Force and as an At-Large member of the NAGC Board of Directors. I believe that NAGC is the premier organization for gifted and talented education and is a critical voice for students, families, educators and policy makers. I have seen the organization grow and develop with a stronger focus on equity and advocacy. This movement forward along with the partnership of research and practice is crucial as NAGC works to overcome myths in gifted education, promote equitable programming practices, and advocate for the needs of ALL gifted and talented learners.

My background working with gifted individuals, preschool though graduate level, across public and private settings allows me to bring a unique perspective to the board and will continue to help the organization with the strategic mission. The work the board has been focusing on is exciting and I would like to continue an active role in supporting NAGC to move forward focusing on minds, practices and policies. My work over the past several years in NAGC demonstrates my commitment to the organization and the direction moving forward.
Please answer the following questions:

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)?
My roles in gifted education have mostly been as a practitioner and I understand the various challenges in a large urban setting as well as in a small private setting. It is critical that NAGC has a collective voice on the unique needs of gifted learners AND the recognition that giftedness is across all cultures, races, and socioeconomic status. My diverse experience will aide NAGC to continue the focus on a strengths-based approach working to foster an understanding of gifted and talented children and youth and leveraging families.

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)?
NAGC needs policies in order to effect change and in order to effect change we need to utilize the minds, policies, and practices framework. We as an organization need to be working on these three areas simultaneously in order to elevate the importance of gifted education. My background across various settings and populations, provides me the opportunity to address and recognize systemic bias with the goal to develop policies to address the inequities. In addition, I will be able to provide a voice towards the continued work NAGC does in the area of advocacy and partnerships.

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)?
The majority of my career has been spent teaching in the classroom and working in school settings. I have worked with online programs for gifted, knowing it is imperative to meet the needs of gifted learners in all settings. Programming needs to focus on equitable, high level, rigorous opportunities. Programs must focus on the quality of the instruction and programming should focus on high quality research-based strategies and curriculum. Providing the advocacy and a strong vision, impacts learners across all settings. My experience demonstrates the ability to promote quality, impactful, equitable and effective practices for the gifted population.