



2026 NAGC Leadership Nomination Form

Nominee Information

Name Dornswalo Wilkins-McCorey **Photo**

Credentials Dr.

Organization Chesapeake City Public Schools

Job Title Supervisor of Gifted Education

This nomination is for the Board of Directors

Which board position is this nomination for? At-Large Member



Biography: Please share a biography 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.

Dornswalo Wilkins-McCorey, Ed.D., is the Supervisor of Gifted Education for Chesapeake Public Schools, having earned her doctorate in Educational Leadership and Policy Studies from Virginia Tech University.

With 26 years dedicated to the field, Dr. McCorey's work champions underrepresented student populations, leverages technology, and provides ongoing professional learning. Her career in Virginia spans roles from gifted teacher to supervisor, focusing on programs for exceptional learners.

A nationally recognized leader, Dr. McCorey was honored as the 2022 VA Gifted Leader of the Year and the 2020 NAGC Coordinator of the Year. She was also a 2006 Frasier Scholar for the National Association for Gifted Children (NAGC).

Dr. McCorey remains deeply committed to the broader field, currently serving as an At-Large Board Member for NAGC. Her service also includes roles on the Virginia Advisory Committee for the Education of the Gifted and as Chairwoman of the Virginia Consortium Gifted Education Administrators.

Personal Statement: Please share a personal statement explaining why you want to serve on the NAGC board, an organization whose mission is to empower all who support children with advanced abilities in accessing equitable opportunities that develop their gifts and talents.

True transformational leadership amplifies the inherent strengths within our communities. I do not just navigate the gifted ecosystem; I elevate it by building collaborative bridges.

As a career educator, district leader, and mother of two twice-exceptional African American children, my commitment to diversity, equity, and inclusion is fiercely personal. I bring an empowering, practitioner-first

perspective, championing the community of K-12 professionals comprising eighty percent of our membership. My advocacy footprint maximizes national capacity, serving as Past President of VA Gifted, VCGEA Chair, SEVA member, and presenting at William and Mary's NCNC.

By cultivating talent to double Governor's School applications and equipping future specialists through university endorsement courses this March, I seamlessly connect research and practice. I strategically leverage our center of expertise so every student thrives.

Over three years, my Board contributions have transformed strategic vision into tangible assets: Year One: Co-facilitated the SEL Task Force, building a practical resource toolbox. Year Two: Designed and co-chaired the NAGC Teacher of the Year Award utilizing dual frameworks. Year Three: Planned the April 2026 Colloquium, served the Teacher Preparation Committee, and co-authored a CLD student white paper. I am a tireless, strengths-based catalyst securing transformative support for every single gifted learner.

Board Service Questions

The following questions are designed to help both you and voting members better understand your qualifications and approach to board service.

What do you believe is the most important work of the NAGC Board of Directors?

I believe the most important work of the NAGC Board of Directors is fulfilling our fiduciary obligations through rigorous, meticulous preparation and objective decision-making.

During my previous tenure on the Board, I learned that you cannot effectively advocate for gifted learners if you do not understand the mechanics of the initiatives supporting them. I consistently completed comprehensive reviews of all Board initiatives before every meeting. Fulfilling the "Duty of Care" means arriving fully equipped to ask the hard questions.

Equally important is the "Duty of Loyalty." The vital action a Board member takes is casting a vote based strictly on what is best for the NAGC organization and the diverse communities we serve, intentionally setting aside all personal interests. Ultimately, the Board's most important work is safeguarding the organization's strategic vision and ensuring that every policy we champion translates into equitable, transformative support for our gifted learners and K-12 educators.

Review the Board Competencies & Dispositions. We strive to have all competencies and dispositions represented in the combined Board of Directors. Which competencies and dispositions can you bring to the NAGC Board of Directors?

My lived experience in Title I schools is exactly why I need a seat at this table: I instinctively identify the systemic blind spots and policy holes that middle-class or affluent perspectives often overlook. I am the voice of the voiceless not because I have merely researched their data, but because I have lived their reality.

This profound, firsthand perspective drives my absolute commitment to NAGC's mission. As a child, I utilized my God-given logical gifts to decode complex educational bureaucracies; today, I translate that same analytical and systems thinking into executive action.

A child's access to advanced learning should never depend on independently navigating a flawed system. Through transformational leadership, I foster a collaborative approach, engaging with the mutual respect of my peers to build consensus. Together, we will rewire these structures and build equitable pathways so every gifted learner is proactively identified and supported.

What leadership positions have you held in the association and the field? How has your service demonstrated your support and commitment to its mission and values?

My leadership in the field and NAGC is rooted in actionable advocacy. In the field, I serve as Supervisor of Gifted Education for Chesapeake Public Schools, Past-President of the Virginia Association for the Gifted, and Chairwoman of the Virginia Consortium of Gifted Education Administrators, coordinating development for 132 school divisions.

Within NAGC, I serve as an At-Large Board Member and contribute to the Finance, Elections, and National Convention Committees. My service demonstrates a profound commitment to NAGC's mission by

bridging systemic gaps. Recognizing a critical need, I co-facilitated the creation of the NAGC Teacher of the Year Award. To directly equip stakeholders, I co-facilitated the SEL Task Force to curate a resource toolbox, served on the Colloquium Task Force, and co-authored a white paper on Culturally Linguistically Diverse Learners.

Ultimately, I do not just participate in governance; I actively build systems to empower K-12 educators and champion gifted learners.

Using NAGC's Strategic Plan as a reference, describe how your experiences and background will help the board advance the plan. What aspects of the plan do you think are most impactful for NAGC members?

Advocacy is rarely comfortable; it often requires standing firm against systemic resistance. Recently, a parent mistakenly submitted a Suspension of Services form because her daughter, who is dyslexic, was struggling. I personally called the mother, explaining the duality of twice-exceptional (2e) learners and introducing our district's dedicated 2e specialist. Empowered, she immediately retained her daughter's gifted services.

The school principal, however, was livid. She was more concerned with preserving a "perfect" classroom of traditionally gifted students than supporting a neurodiverse child. Navigating this required absolute ethical integrity and a steadfast commitment to equity. I did not back down.

True leadership means protecting a child's right to advanced learning, even when it challenges the status quo. This is the exact systemic bias I fight daily as a division leader, and it is why I am so fiercely committed to driving NAGC's advocacy initiatives.

Using NAGC's Diversity, Equity, and Inclusion Policy as a reference, describe how it will help you understand and work effectively with those who are different from you in their thoughts, values, and backgrounds.

NAGC's Diversity, Equity, and Inclusion Policy emphasizes that true equity requires intentional cultural competence and a deep understanding of intersectional identities. This policy validates my hands-on approach to cross-cultural collaboration: moving beyond assumptions to find profound, shared connections.

For example, wanting to explore how Puerto Rican gifted learners' struggles aligned with African American experiences, I collaborated with a colleague to apply William Cross's Nigrescence identity framework to our diverse students. We later presented this impactful research at CONFRATUTE and NAGC.

This work is both academic and deeply personal. I recently performed authentic Bomba and Plena dances alongside a Puerto Rican student. Dancing to those rhythms, I felt my soul take a bath—experiencing how deeply intertwined her culture is with my African ancestors. Anchored in NAGC's DEI principles, I actively celebrate distinct cultural roots to build the unified, inclusive frameworks all diverse learners deserve.

What do you believe the organization's role and success in advancing the mission is now? What opportunities do we have to increase value to members in the future?

NAGC's current success lies in serving as the premier national voice for gifted advocacy, providing educators with the foundational research and policies needed to champion exceptional learners. However, to exponentially increase future value for our members, we must evolve alongside the technological landscape—specifically by proactively embracing Artificial Intelligence.

Our greatest opportunity is to model AI as a powerful tool for efficiency, not a replacement for human intellect. In my own practice, I utilize AI as an assistant to streamline workflows, save time, and polish my thoughts for a highly professional approach. It does not do the thinking for me; it empowers me to focus on the deeply human elements of leadership.

NAGC must lead this charge. By providing members with resources on ethical AI integration, we can save educators invaluable time, enhance their instructional design, and teach students to leverage technology to amplify—rather than replace—their giftedness.