



2026 NAGC Leadership Nomination Form

Nominee Information

Name Nielsen Pereira **Photo**

Credentials Ph.D.

Organization Purdue University/Gifted Education Research & Resource Institute

Job Title Associate Professor/Director

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.

Nielsen Pereira is an associate professor of Gifted, Creative, and Talented (GCT) Studies and Director of the Gifted Education Research & Resource Institute (GER2I) at Purdue University. He has been a member of NAGC since 2007 and has served in several Network leadership positions and NAGC committees (Awards, Publications, Elections). He served as Chair of the Special Populations Network (SPN; 2023–2025) and also chaired the SPN Awards (2018-2020) and Publications (2012-2014) committees. Within the Research & Evaluation network, he served as Chair of the Strategic Initiatives Committee (2012-2014) and Treasurer (2012-2014). He has served as PI or Co-PI for three grants from the U.S. Department of Education, one grant from the National Science Foundation, and multiple foundation grants, with a total of over 10 million dollars in external funding. He has received numerous awards, including NAGC's Early Career Award (2021), and Hollingworth Award (2018).

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.

I am seeking to serve on the NAGC Board because I am committed to advancing the organization's mission of empowering all who support gifted children in accessing equitable opportunities. My desire to serve is grounded in my commitment to helping the field move forward and in the belief that my experience - as a researcher, educator, and long time NAGC volunteer- positions me to contribute meaningfully at the national level. Throughout my career, I have focused on expanding access and improving educational experiences for historically underserved populations. My research, leadership roles, and program development efforts have centered on improving identification practices, strengthening educator preparation, and ensuring that children from all backgrounds have access to advanced

educational opportunities. These priorities align directly with NAGC's focus on advocacy, outreach, education, and research. Having served in multiple Network and committee roles, I have seen how strong leadership can expand NAGC's impact. On the Board, I hope to bring a research-informed, equity-oriented perspective; support initiatives that strengthen member engagement; and help advance national advocacy that benefits both gifted students and those who serve them. My goal is simply to help the organization continue to thrive and lead the field with vision, inclusivity, and purpose.

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 to provide clear, mission aligned leadership that advances the field. Central to this responsibility is shaping a strategic vision that guides advocacy, research, member engagement, and organizational sustainability. The Board plays a critical role in elevating national advocacy efforts so that gifted learners—especially those from historically underserved populations—remain visible in policy conversations and benefit from stronger state and federal support. It must also ensure that NAGC's work is grounded in rigorous research and that evidence-based practices are effectively shared with educators, families, and policymakers. Equally important is strengthening the member experience by fostering a connected, inclusive professional community and ensuring that NAGC's programs, networks, and resources provide meaningful value. Through thoughtful governance, responsible stewardship, and a commitment to equity, the Board ensures that NAGC continues to empower all who support gifted and talented learners.

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?

I bring to the NAGC Board a blend of strategic vision, research expertise, and national service shaped by almost two decades of involvement in gifted education. As Director of the Gifted Education Research & Resource Institute (GER2I) at Purdue University and a long time NAGC volunteer, I have led multi year grants, and interdisciplinary partnerships that require systems thinking, fiscal stewardship, and long range planning. My research and programming focus on expanding equitable access to gifted education and I regularly translate evidence into advocacy through presentations, and publications. I am a collaborative leader who communicates clearly, engages teams with transparency, and values inclusive decision making. My service across NAGC committees, networks, and publications reflects a deep commitment to the organization's mission and vision. I bring adaptability, integrity, and a strong service orientation and am dedicated to helping NAGC advance equity, excellence, and opportunity for all gifted and talented learners.

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?

I have held several leadership roles within NAGC that reflect my longstanding commitment to equity, research, and advancing best practices in gifted education. I have served as Chair of the Special Populations Network (2023–2025), following my term as Chair-Elect (2021–2023). Previously, I chaired the Special Populations Network Awards Committee (2018–2020) and Publications Committee (2012–2014). Within the Research & Evaluation Network, I served as Chair of the Strategic Initiatives Committee (2012–2014) and Treasurer (2012–2014). Across these positions, my work has consistently aligned with NAGC's mission to empower all who support children with advanced abilities in accessing advanced educational opportunities. My leadership has focused on expanding services for students from historically underserved populations, highlighting high-quality scholarship, and fostering collaboration across networks. These experiences demonstrate my deep commitment to the association's mission and my dedication to promoting excellence and equity in the field of gifted education.

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?

My background and experiences align closely with NAGC's strategic priorities and position me to

contribute meaningfully to advancing the plan. Much of my research and leadership has focused on improving identification and services for underserved gifted learners. My work also strengthens the plan's emphasis on connecting research and practice. Through close collaboration with educators and districts, I have extensive experience translating evidence into practical strategies, an essential component of NAGC's role as a national center of expertise. My longstanding involvement in NAGC networks has shown me the importance of cultivating an engaged, and inclusive professional community. I believe the plan's focus on expanding leadership pathways, outreach, and member engagement will have a significant positive impact on practitioners and scholars. Finally, I view the equity-centered advocacy agenda as especially impactful in ensuring that gifted learners receive the visibility and resources they need.

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.

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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 plays a critical role in advancing its mission by serving as a national leader in gifted education. The organization has been particularly successful in elevating issues of equity, expanding access to research-based resources, and fostering a strong professional community. Through advocacy, high quality publications, and opportunities for professional learning, NAGC provides essential guidance to educators, families, and policymakers seeking to create equitable opportunities for children with gifts and talents. I believe there are many opportunities to increase value for members. Strengthening state-level advocacy support, expanding access to research-based tools, and developing more accessible and culturally responsive professional learning can help members address pressing challenges in their local contexts. Additionally, enhancing pathways for member engagement—especially for early-career professionals and educators from underrepresented communities—can deepen connection and strengthen the association. By building on its core strengths, NAGC can continue increasing its impact and relevance across the field.