

Betsy McCoach

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Name Betsy McCoach

Credentials PhD

Organization Fordham University

Job Title Anne Anastasi Endowed Chair

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This nomination is for **the Board of Directors**

Which board position is this nomination for? **Treasurer**

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

D. Betsy McCoach, Ph.D., the Anne Anastasi endowed chair of Psychometrics and Quantitative Psychology at Fordham University, started her NAGC journey in 1994, when she was a teacher of the gifted in Pennsylvania. Since completing her Ph.D. at University of Connecticut, Dr. McCoach has conducted research in the field of gifted education and trained the next generations of researchers in quantitative methodology, measurement, and statistics. Dr. McCoach served as the founding co-editor of the Journal of Advanced Academics (2007-2011) and Gifted

have contributed to and participated in NAGC.

Child Quarterly (2012-2017). McCoach won NAGC's 2022 Distinguished Scholar award and has twice been co-author of GCQ papers of the year. Dr. McCoach has served as the Network Chair for NAGC's Research and Evaluation Network and the SIG Chair for AERA's Research on Giftedness, Creativity, and Talent Development SIG. For the past three years, she has served as an at-large member of the NAGC Board of Directors.

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 have been involved in gifted education for over 30 years, first as a teacher of the gifted and gifted specialist, then as a graduate student, and since 2003, as a researcher in the field of gifted education. NAGC has provided me with a community and network of support throughout this entire trajectory, and it is my honor to be able to lend my experience and expertise to support an organization that provides education, advocacy, community building in the field of gifted education. I am proud to conduct research that supports gifted and talented children and those who teach them, and serving in a leadership role in NAGC provides me with an opportunity to further strengthen the research to practice to pipeline and to use my methodological and research skills to support the organization. I am also passionate about helping to build a community of members who support and advocate for gifted children and advanced academics. During my time at NAGC, I have served as chair of the Research Network, editor of Gifted Child Quarterly, and for the past three years, as an at-large Board member of NAGC.

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

1. Setting the strategic direction of the organization. This includes supporting the implementation of the strategic plan.
2. Providing governance and oversight to the organization- this includes approving budgets, overseeing/evaluating the executive director, ensuring ethical and legal compliance, and maintaining organizational stability
3. Advocating on behalf of the organization and for the field of gifted education
4. Supporting and enhancing NAGC role as a Center of Expertise in gifted education
5. Representing the various contingencies within the organization

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 would bring several of the competencies and dispositions NAGC identifies as essential for Board service. My strongest contributions are strategic visioning, analytical and systems thinking, engagement with NAGC and the field, leadership and team collaboration, communication, and understanding of gifted learners. Across my career, I have combined rigorous research with sustained service through service on the NAGC Board, leadership in the Research and Evaluation Network, editorial leadership for Gifted Child Quarterly and Journal of Advanced Academics, and research focused on identification, equity, underachievement, and programming for gifted students. I also bring advocacy grounded in evidence, ethical judgment, and a collaborative style that values thoughtful dialogue and consensus-building. In terms of dispositions, I offer a deep commitment to NAGC's mission, service orientation, adaptability, collegiality, and a sustained commitment to diversity, equity, and inclusion. I would

bring institutional knowledge and focus on strengthening gifted education through rigorous, equitable, and forward-looking leadership.

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 numerous leadership roles in NAGC and in the broader field of gifted education for more than two decades. Within NAGC, I have served on the Board of Directors (and the Finance Committee) for the past 3 years. Prior to that, I served on the Publications Committee and the awards committee, and I also served as Chair of the Research and Evaluation Network/Division. I served as Editor of Gifted Child Quarterly and Journal of Advanced Academics, held multiple leadership roles in AERA's Research on Giftedness and Talent SIG, and helped lead national research efforts as Co-PI of both the National Research Center on the Gifted and Talented and the National Center for Research on Gifted Education. My service reflects a sustained commitment not only to NAGC as an organization, but also to making gifted education more rigorous, more equitable, and more responsive to the needs of talented 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?

NAGC's strategic plan focuses on the work the field most needs: equity, stronger connections between research and practice, professional community, trusted expertise, and effective advocacy. My background as a researcher, professor, editor, and board member has prepared me to help advance those priorities with both rigor and practicality. Across my work in gifted education, quantitative methods, and measurement, I have consistently focused on asking hard questions, evaluating evidence carefully, and translating research into forms that practitioners and leaders can use.

I believe I can contribute most by helping the board make evidence-based decisions about programs, publications, professional learning, and advocacy, while keeping equity at the center. For NAGC members, the most impactful parts of the plan are connecting research and practice, serving as a center of expertise, and strengthening advocacy. Those priorities directly support members' daily work and ultimately improve services for gifted learners and their families.

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 DEI Policy helps me approach board service with greater intentionality and humility. The policy treats inclusion as a core guiding principle, calls for ongoing evaluation of organizational culture, values, behaviors, and actions, and emphasizes that members should have voice, influence, and involvement in the organization. For me, that means I cannot assume that my perspective, training, or experiences are sufficient. I am keenly aware of my privilege. I need to listen carefully, question my assumptions, and make sure people with different backgrounds and viewpoints are not just present, but genuinely heard in decision-making. I also value the policy's emphasis on intentionally including voices from historically marginalized communities. That expectation helps me work more thoughtfully, respectfully, and effectively with colleagues whose values, experiences, and perspectives differ from my own.

What do you believe the organization's role

I think the greatest opportunity to increase value to members is to help them translate knowledge into action.

and success in advancing the mission is now? What opportunities do we have to increase value to members in the future?

NAGC already offers journals, webinars, conferences, standards, NAGC Engage, and differentiated membership pathways, including offerings that support school and district teams. The next step is to make those assets even more usable and targeted: more role-specific resources for our varied constituencies of members; more short, practical professional learning for general educators; stronger advocacy tools anchored in state policy data and other evidence; more active, year-round communities of practice through NAGC Engage; and deeper support around equitable identification, technically sound assessment, research supported programming and instructional practices, and program evaluation. I would also like to see us expand our reach by more effectively using new forms of communication such as social media.

Resume or CV (remove personal contact information)



Betsy CV 2026.pdf

Letter of Support - Peer



Betsy support letter_Peters.pdf

Letter of Support - Employer



Peggy_LOS_NAGCTreasu... .pdf

Photo



Betsy_Sept11_2022.jpg

I attest that I am a current NAGC member. I understand that if my candidacy is successful, I must maintain active NAGC membership for the duration of my term. Failure to do so will result in the loss of my leadership position.

Yes

I have read and understand the NAGC Standards of Conduct. I understand that failing to do so may result in the loss of my leadership position.

Yes

I agree to abide by NAGC's Campaigning Policy. I understand that failing to do so may result in loss of my candidacy.

Yes

I understand that if elected, I will be expected to abide by NAGC's Diversity, Equity, and Inclusion, Anti-Harassment, and other relevant policies. I understand that failing to do so may result in the loss of my leadership position.

Yes

By signing below, I attest that the information in this nomination form is truthful and accurate.

A handwritten signature in black ink, appearing to be 'J. M. Lee', written in a cursive style.