

Candidate: Tamra Stambaugh, Ph.D.

Position: At-large

Biography (150 words max) 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.

Tamra Stambaugh, Ph.D. is the Executive Director of Programs for Talented Youth and an Associate Research Professor at Vanderbilt University. Stambaugh's research interests include students living in rural settings, students of poverty, and curriculum and instructional interventions that promote gifted student learning. She is the co-author/editor of several books, book chapters, articles, and curriculum units including *Comprehensive Curriculum for Gifted Learners*; *Overlooked Gems: A National Perspective on Low-Income Promising Students*, the *Jacob's Ladder Reading Comprehension and Affective Series*, *Serving Gifted Students in Rural Settings (Legacy Award Winner)*, the *GCQ special issue on low income*, and *The Vanderbilt Programs for Talented Youth Curriculum*. Stambaugh frequently provides keynotes, workshops, and consultation to school districts nationally and internationally. She currently serves on the National Association for Gifted Children (NAGC) publications committee and has held appointments on multiple NAGC committees over the past 15 years. She enjoys spending time with family and traveling.

Personal Statement:

Personal Statement (200 word max) explaining why 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.

Investment in human capital is critical. Not too long after I started teaching, I was elected to the board of the Ohio Association for Gifted Children. My work on the board taught me how organizations comprised of knowledgeable, passionate, and energetic individuals who work together can create positive changes when focused on a common goal. I have served in a variety of roles during and since my state board service including teacher of gifted, administrator of gifted programs, director of pre-collegiate programs, curriculum developer, researcher, and professor. In each of these roles I have relied on and contributed to the work and influence of NAGC. NAGC is a place to share ideas and resources, discuss empirical evidence and theories including how those translate into practice, and to invest in human capital. I want to contribute my energy, creativity, knowledge and experience toward shaping NAGC's ongoing efforts to equip others in providing appropriate and equitable educational opportunities for all gifted children.

Additional questions on how you can advance NAGC's mission. (100 words max for each response)

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)?

Gifted students are gifted every day. Support for gifted education is garnered by creating parent networks, building relationships, and providing evidence supported and relevant frameworks teachers can use to meet or exceed their required standards and get students excited about learning. I have had success in changing practices in schools through these means. A sense of urgency to support the needs of gifted students is developed when there is a critical mass of individuals who work together for the same goal and when others see the impact of gifted education personally through modeling of practices, value added gains, and student excitement.

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

A knowledge of what works in gifted education and how to make that information relevant and accessible is important when creating policy and advocating for gifted students. I have coedited national reports (i.e., *Overlooked Gems*) and served in an advocacy role by talking with local and national legislators about issues in gifted education. I serve on state committees, advising on policy matters, and I have supported students in testifying at state legislative hearings. I also work with districts to support policy changes based on best practices.

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)?

When I first started teaching I worked for a charismatic leader who argued that educational leaders need to “get the hay to the ponies”. We have empirical evidence and we have daily practices but how do we connect the two? I work to bridge theory and practice by codeveloping, piloting, and publishing curriculum (with input from content experts). I teach educators how to implement curriculum resources in their classrooms with fidelity, realizing that quality curriculum serves as an equalizer for students who may not otherwise have access to experiences to develop their expertise.