Candidate: Tamra Stambaugh

Position: Treasurer

Biography (150 words): Information regarding background, experiences, 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 an associate professor and the Margo Long Endowed Chair in Gifted Education at Whitworth University. Stambaugh’s research interests focus on students living in rural settings, students of poverty, and curriculum and instructional interventions that promote talent development. She is the co-author/co-editor of several book chapters, articles, and award-winning books and curriculum units including *Overlooked Gems*, the *Jacob’s Ladder* Reading and Affective Series, *Serving Gifted Students in Rural Settings*, *Unlocking Potential: Identifying and Serving Students from Low Income Households*, the GCQ special issue on poverty, and *The Vanderbilt PTY Curriculum*. Stambaugh provides professional development and keynotes nationally and internationally. She has held appointments on multiple NAGC committees over the past 15 years and regularly presents at the NAGC fall convention. She has served on the NAGC Board of Directors and the NAGC finance committee for the past three years. She has experience managing small and large grant and center budgets.

Personal Statement: Why do 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? (200 Words)

We are experiencing noteworthy times in gifted education, the nation, and the world. Our gifted students need school systems and advocates within their schools to support their academic and psychosocial development and growth. Our schools need to ensure that students have equitable opportunities for accessing the services they need for learning and developing their talents. NAGC has an important role to fulfill in supporting gifted students, their educators, their families, and their communities. I have held many roles throughout my career, including classroom teacher, administrator, director of a talent development center for summer and after school programs, grant awardee, and professor. In each of these roles I have learned fiscal management and ways to prioritize and maximize funds. I have overseen budgets that ranged from thousands to millions. I have also served on the NAGC finance committee for the past three years. I believe it is important to weigh the costs and benefits of initiatives and to understand when to take monetary risks because the investment is central to the mission and when to refrain because of competing priorities. When an organization has strong fiscal health, it can focus on the important work it was created to do.

A. 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)? (100 words)

I have worked with many gifted students and their families throughout my career. I have experienced first-hand the value of after-school and summer opportunities when students finally feel accepted or challenged. I have noted the power of curriculum and of teachers who use it to differentiate with confidence; and I have seen parents who finally find a champion in the school
who recognizes their child’s talent and understands their unique profile. These experiences allow me to connect theory and practice to real-life stories about students, teachers, and systems and the extent to which they are merely surviving or truly thriving.

**B. 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)? (100 words)**

Equitable policies with accountability and support structures can enhance a teacher’s ability to implement evidence-supported practices that ultimately lead to student achievement and engagement. My PhD is in educational policy, planning, and leadership, and this has enhanced my ability to create and support research-driven policies that promote student access, opportunity, and talent development. I have experience serving on local, state, and national advocacy boards. Many of these boards focus on developing or shaping policies and strategic initiatives for leading gifted education and promoting access. I have also co-edited monographs that have been used to support awareness and policy development.

**C. 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)? (100 words)**

My publications and presentations in gifted education focus on ways to bridge theory into practice so that educators have useful tools, resources, and strategies that support student learning and talent development. I have co-authored or edited multiple and award-winning curriculum units and books with a focus on gifted students from rural areas and students from low-income households. I have managed grants, projects, and centers with an array of budget amounts and constraints. I am passionate about supporting teachers in providing access and opportunities for students to develop talents at a pace and level appropriate for their personal growth.