

**Candidate: Michelle Frazier Trotman Scott, 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.**

Dr. Michelle (Shelli) Frazier Trotman Scott is the Director of Graduate Affairs and Professor at the University of West Georgia. She writes and presents on racial disproportionalities in gifted and special education, dual exceptionalities, culturally responsive teaching, and family involvement. She also serves and leads in professional organizations.

Affectionately known as “Dr. FTS”, Shelli earned her Ph.D. in Applied Behavior Analysis with an emphasis on special, gifted, and urban education, a Master’s in Technology Education, and her B.S.Ed. Special Education, from The Ohio State University.

Dr. Frazier Trotman Scott has conducted professional development workshops for urban school districts and been invited to engage in community dialogues regarding educational practices and reform. She has written and co-authored several articles, made numerous presentations at professional conferences, and co-edited six books. She is also on multiple editorial boards and serves as a reviewer for multiple peer-reviewed journals.

**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.**

In 2000, I presented for the first time at the 47th Annual NAGC conference. I engaged by focusing on minority gifted students and a need for greater cultural responsiveness among educators. Since then, I have presented at every NAGC conference and served in multiple leadership capacities. My focus has been consistent and sharpened--to advocate and enhance the growth of gifted children, more specifically, those who are marginalized and disenfranchised. In essence, I have served the organization in leadership roles as a task force member, founding member of a SIG, publications chair, chair-elect, chair of the Special Populations Network, and Chair of the NAGC Awards Committee. As SPN chair, I developed a pipeline leadership model which has enabled our network to better organize, attract new members and continue to thrive.

It is my sincere desire to serve the organization in a way that would allow me to work with others and strengthen the organization’s capacity to carry out its agenda for equity and social justice. I aim to create programs and policies that will help usher NAGC into a new space that removes excellence gaps and reflects equity in all aspects of giftedness and talent, regardless of one’s background

**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)?**

As a former teacher, principal, and superintendent, and current university administrator and professor, I often interact with students and school personnel, giving me a front row seat into the pressing issues and topics in education.

Despite constraints, deficit mindsets (of some), and the lack of awareness of GT needs, my capacity to cultivate collegiality and partnerships within and outside of the NAGC and the field of gifted education, enable me to work effectively with those who serve GT students. Many professionals simply need support that will aid in GT students' ability to thrive and reach their maximum potential.

**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)?**

I have managed the implementation of policies and procedures as they pertain to all aspects of education, including GATE. I ensure that policies are implemented equitably and consistently. In doing so, I can enter discussions with those who are looking to adopt and implement policies and provide insight as it pertains to implementation, accountability, and collaboration. Admittedly, I don't know everything and am open to learning. I will work to develop a cadre of people who are available to assist other NAGC leaders with implementation of policies to ensure all GT students are able to thrive in all environments.

**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)?**

Similar to what I shared earlier, I've had the opportunity to collaborate with different groups of people in different capacities. I believe that I would be able to work collaboratively with a diverse group of people with the goal to develop, implement, and manage practices and programs in an effective, efficient, and equitable manner for all students in all areas of the US.

