

**Candidate: Tracy Inman, Ed.D.**

**Position: Parent Representative**

**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.**

Tracy Inman, Ed.D., has devoted her career to addressing the needs of young people, especially those with gifts and talents. She has taught on both the high school and collegiate levels as well as in summer programs for gifted and talented youth. Associate Director of The Center for Gifted Studies at Western Kentucky University, Tracy has presented on the state, national, and international levels; trained thousands of teachers in differentiation and gifted education; published multiple articles and books including five TAGT Legacy Award winners, and worked with thousands of parents. She has served in multiple parenting roles in NAGC including current parent representative to the Board, PECAB chair, then-Parent & Community Network chair, *PHP* Advisory Board chair, *PHP* author, and co-editor of NAGC's award-winning parent service publications. She has also been named to multiple task forces. She is the mother of two gifted young men, including one who is twice-exceptional.

**Personal Statement (200 words 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.**

Representing parents, families, and communities on the Board has, quite honestly, been one of the most demanding, difficult jobs I've ever had. And one of the most important.

In my tenure, NAGC has been challenged fiscally, ethically, and organizationally. After many critical conversations and deep introspection, we have reexamined values and are now intentionally matching actions to values. Personally, these years have been a time of great growth for me as a professional and a person. I am totally 100% committed to Championing Equity and Social Justice for Black Students in Gifted Education. I am also committed to equity and social justice for other underrepresented populations in gifted education.

My Board experience coupled with being treasurer of The Association for the Gifted as well as KAGE Foundation chair (my state organization) have taught me the critical role of fiscal responsibility. Funding must reflect an organization's values. This translated to tough decisions as we looked at deficit budgets. Organizationally, we also made tough decisions. NAGC is getting healthier under the leadership of a new executive director guided by policies that have been overhauled to be value-based. NAGC is poised to soar; I hope to play an integral role in moving forward.

**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)?**

From authoring TIP Sheets to moderating panels to keynoting parent conferences, I have made helping parents and families of gifted children and youth a priority. Parents are in desperate need of information about all areas of giftedness just as they are in need of finding specific answers to questions. I've co-edited two books that gleaned the best from *Parenting for High Potential* and co-wrote another book dedicated to helping parents and families of gifted children. As parent Board member, PECAB chair, and Parent, Family & Community Network chair, my main work in NAGC is voicing parental concerns and assisting in addressing those concerns.

**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)?**

Policies may not be the most stimulating aspect of working with gifted children, their families, and educators, but they may be one of the most important. Policies drive instruction, funding, identification, services, and more. I currently serve on the Policies Task Force where we are reexamining all NAGC policies in light of our equity plan. I have also revised The Association for the Gifted policies as well as the Kentucky Association for Gifted Education's policies. Not only must we write policies that advance identification and services, but we must also look for policies that intentionally or unintentionally provide barriers.

**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)?**

Mind, Policies, and Practices are interdependent components, but advocacy undergirds all three. Parents, families, and communities' voices are heard through effective advocacy. Having had experience advocating on the school, district, state, and national levels, I fully understand the importance of relationships with policy stakeholders, having a unified message, and being persistent. Take acceleration for instance. All stakeholders need to be aware of the overwhelming positive research concerning acceleration (Minds). Then sample policies can be examined, adopted/adapted, and shared (Policies.) This translates into equitable procedures for both identification and services (Practices.) Advocacy—and experience—are necessary at every single step.

