

Curriculum Vitae
Tamra Stambaugh, Ph.D.
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Current Appointments

Research Associate Professor, Special Education, Vanderbilt University, Peabody College
Executive Director, Programs for Talented Youth, Vanderbilt University, Peabody College

Areas of Specialization

Gifted Education
Curriculum Development and Interventions for Gifted Learners
Leadership and Policy
Instructional Strategies in Gifted Education
Gifted Students Who Are from Low Income Households
Rural Gifted
Talent Development

Education

Ph.D. College of William and Mary May, 2007
Educational Policy, Planning, and Leadership – Emphasis: Gifted Education
Dissertation Title: *The effects of the Jacob's Ladder Reading Comprehension Program on third, fourth, and fifth graders' reading comprehension and critical thinking in rural, Title I schools*

Administrator Certification	Ohio University
M. Ed.	Gifted Education, Ohio University
Gifted Certification	Licensed K-12, Ohio
B.A.	Education, Mt. Vernon Nazarene University <i>K-3 Certificate, 1-8 Certificate, Magna Cum Laude</i> <i>English Literature Emphasis/Minor</i>

Professional Experience

2008-present	Director/Executive Director Vanderbilt Programs for Talented Youth Vanderbilt University – Nashville, TN <i>Provide vision and oversight of Programs for Talented Youth Department, which provides pre-college programs for gifted students in grades K-12, professional development for educators and parents, and</i>
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procurement of funding for research and service delivery. Program enrollment has grown by over 400% and the budget has quadrupled. Supervise an office staff of 10 full time individuals in addition to graduate students and approximately 150 part-time staff during programming inception.

2009-present

Assistant/Associate Research Professor, Special Education
Vanderbilt University – Nashville, TN

Teach graduate and undergraduate classes in gifted education. Instituted and teach classes for the Tennessee Employment credit in gifted education, held annually. Created an endorsement in gifted education including the alignment of courses to NCATE/CEC/NAGC standards and guidelines. Lead independent study courses in gifted education. Supervise practicum students and provide consultation and independent study opportunities for Master's & Doctorate level students interested in gifted education. Direct research initiatives as part of Programs for Talented Youth.

2010-2016

Director/Educational Consultant of Abu Dhabi, UAE Cycle One School
Vanderbilt University – Nashville, TN

Support educational initiatives for an elementary demonstration school in Abu Dhabi, as part of a Vanderbilt University project. Assisted with hiring of key staff, supporting and leading educational initiatives, and working with instructional coaches and administration to set up a school. In 2013 the duties changed to focus on supporting identification, curriculum, and service delivery models for gifted learners.

2006-2008

Director of Grants and Special Projects Williamsburg, VA
College of William and Mary, Center for Gifted Education

Managed two \$3 million dollar curriculum intervention scale-up research grants: Project Athena and Project Clarion. Duties included the oversight of data collection procedures, leadership of grant initiatives, oversight of staff, communication between schools and the Center for Gifted Education grant staff, implementation of professional development for grant participants and external audiences, and dissemination of findings to relevant audiences.

2003-2006

Research Associate Williamsburg, VA
College of William and Mary, Center for Gifted Education

Special projects included curriculum writing, data collection and analysis, teacher observation, implementation of scale-up intervention grant for Title I schools, and special projects with the Executive Director of the Center and past NAGC president including supporting the inception of a national poverty conference, alignment of NCATE standards to gifted education initiatives, and state policy analysis.

2000-2003	Education Consultant for Gifted Muskingum Valley Educational Service Center (MVESC) <i>Directed and advised ten school districts' gifted programs including provision of services, instructional guidance, professional development, scope and sequence development, curriculum selections, policy and procedure support, and identification of gifted students.</i>	Zanesville, OH
1999-2006	Adjunct Instructor Muskingum College <i>Taught all endorsement courses in gifted education including Curriculum and Instruction, Collaborative Partnerships, Psychology of the Gifted Learner, Characteristics and Assessment of Gifted Learners, and Program Planning/Leadership. Also advised Master's Thesis and practicum work.</i>	New Concord, OH
1998-2000	Coordinator of Gifted Education Morgan Local School District *1998-1999 (Part-time teacher and part-time coordinator)	McConnelsville, OH
1996-1998	Teacher of Gifted (grades 3-8) Morgan Local School District	McConnelsville, OH
1995-1996	First Grade Long-Term Substitute Teacher, Regular Substitute Teacher Morgan Local School District	McConnelsville, OH
1994-1995	Kindergarten Teacher Forest Park School	Columbus, OH

Honors & Affiliations

Awards

2019	Exemplary Curriculum Award (with Eric Fecht & Emily Mofield)	NAGC
2019	Distinguished Faculty Award for Service	Peabody College, Vanderbilt
2019	Exemplary Curriculum Nominee	Texas Association for Gifted
2017	Exemplary Curriculum Award (with Dr. Emily Mofield)	NAGC
2017	Exemplary Curriculum Award (with Dr. Emily Mofield)	Tennessee Association for Gifted
2016	Exemplary Curriculum Award (with Dr. Emily Mofield)	NAGC
2016	Exemplary Curriculum Award (with Dr. Emily Mofield)	Tennessee Association for Gifted
2015	Early Leader Award	NAGC

Given to the individual with most potential and early leadership track record based on contributions to gifted education in their early career (no more than 10 years post-doctoral award)

2015	Legacy Book Award for Scholarly Work <i>One award nationally is awarded for a book that informs graduate students and scholars of the research in gifted education; awarded for the book "Serving Gifted Students in Rural Settings"</i>	Texas Association for Gifted
2015	Exemplary Curriculum Award (with Dr. Emily Mofield)	NAGC
2014	Exemplary Curriculum Award (with Nicole Cruz, former student)	NAGC
2012	Curriculum Writing Award (with Dr. Emily Mofield)	NAGC
2012	Jo Patterson Distinguished Service Award	Tennessee Association for Gifted
2009	Exemplary Curriculum Award (College of William & Mary Team)	NAGC
2008	Exemplary Curriculum Award (College of William & Mary Team)	NAGC
2008	Distinguished Excellence in Education	Muskingum Valley Board of Education, Ohio
2007	Margaret The Lady Thatcher Medallion <i>Awarded to one graduating student who exemplifies strong character, service, and scholarship</i>	College of William and Mary
2006	Doctoral Student Award <i>National award for early scholarship</i>	NAGC
2006	Doctoral Student Award	College of William and Mary
2005	Higher Education Award <i>Exemplary leadership in higher education</i>	Ohio Association for Gifted Children
2002	Distinguished Service Honor	Ohio Association for Gifted Children
1998	Javits Best Practice Award	Ohio Department of Education
1998	Javits Distinguished Service & Leadership	Ohio Department of Education
1997	Affiliate of the Year	Ohio Association for Gifted Children

Affiliations and Memberships

American Education and Research Association (AERA)
 Giftedness and Talent SIG (AERA)
 National Association for Gifted Children (NAGC)
 Association of Supervision and Curriculum Development (ASCD)

Publications

Peer-Reviewed Books, Book Chapters, and Edited Volumes

Stambaugh, T. & Olszewski-Kubilius, P. (Eds). (2020). *Identifying and serving students from low-income households*. Prufrock Academic Press. Waco, TX.

Stambaugh, T. & Stambaugh, T. (2020). Empowering gifted students from low income households. In Douglas, D. & Davis, J. (Eds). *Breaking barriers: Self-advocacy essentials for underserved gifted learners* (pp. xxxx). Free Spirit Press. Minneapolis, MN.

Stambaugh, T. (2020). Designing curriculum for gifted learners. In Robins, J.; Jolly, J.; Karnes, F. A; and Bean, S. *Materials and methods for teaching the gifted* (pp. xxx). Prufrock Academic Press. Waco, TX.

Stambaugh, T. (2019). *Foreward*. In VanSickle, M., Swanson, J., Bazler, J., & Lubniewski, K. (Eds) (2019). *Identifying, describing, and developing teachers who are gifted and Talented* (p. xvi). IGC Global. Hershey, PA.

***Stambaugh, T. (2018). *Curriculum and instruction in a talent development model*. In Subotnik, R., Olszewski-Kubilius, P. and Worrell, F. (2018). *Talent development as a framework for gifted education* (pp 95-128). Prufrock Academic Press. Waco, TX.

*Stambaugh, T. (2017). The interplay between geography and giftedness. In Inman, T. F., Roberts, J. L., & Robins, J. H. (Eds). *Introduction to gifted education* (pp 369-386). Waco, TX: Prufrock Press.

**Stambaugh, T. & Wood, S. (Eds.) (2015). *Serving gifted students in rural settings*. Waco, TX: Prufrock Press. A Joint Publication with the National Association for Gifted Children.

Stambaugh, T. & Chandler, K. (2012). *Curriculum for under-represented gifted populations*. Waco, TX: Prufrock Press. A Joint Publication with the National Association for Gifted Children.

*Award Winner, Legacy Book, 2018, Scholarly Book Category, TTAG (Texas Association for Gifted)

**Legacy Book Award Winner, 2015, Scholarly Book Category, TTAG (Texas Association for Gifted)

***Book of the Year, National Association for Gifted Children, 2019

Select Peer Reviewed Articles and Special Edited Journals

*Stambaugh, T. (2018). Scaffolding is necessary for gifted students, too. *Teaching for High Potential*. August. National Association for Gifted Children: Washington, DC.

VanTassel-Baska, J. & Stambaugh, T. (Eds.) (2018). *Identifying and Serving Gifted Students from Low Income Households*. Special Edition of *Gifted Child Quarterly*. **Guest Co-Editor.

- VanTassel-Baska, J. & Stambaugh, T. (2018). Introduction to the Special Issue: Patterns and implications for identifying and serving gifted students from low income households. *Gifted Child Quarterly*.
- Kim, K.H.; VanTassel-Baska, J.; Bracken, B.A.; Feng, A. & Stambaugh, T. (2014). Assessing science reasoning and conceptual understanding the primary grades using standardized performance-based assessments. *Journal of Advanced Academics*, 25, 47-66.
- Kim, K. H., VanTassel-Baska, J., Bracken, B. A., Feng, A., T. Stambaugh, T., & Bland. L. (2012). Project Clarion: Three years of science instruction in title I schools among K-third grade students. *Research in Science Education*. doi:10.1007/s11165-011-9218-5.
- VanTassel-Baska, J., Feng, A., Brown, E., Bracken, B., Stambaugh, T., French, H. McGowan, S., Worley, B., Quek, C., & Bai, W. (2008). A study of differentiated instructional change over three years. *Gifted Child Quarterly*, 52, 297-312.
- Brown, E., Avery, L, VanTassel-Baska, J., Worley, B., Stambaugh, T. (2006). A five-state analysis of gifted education policies. Ohio policy study results. *Roeper Review*, 29(1), 11-23.
- VanTassel-Baska, J. & Stambaugh, T., (2006). Project Athena: A pathway to advanced literacy development for children of poverty. *Gifted Child Today*, 29(2), 58-65.
- Stambaugh, T. (2005). Leadership of gifted programs. *Gifted Education Communicator*, California Association for the Gifted, 36(1), 11-16.
- VanTassel-Baska, J. & Stambaugh, T. (2005). Challenges and possibilities for serving gifted learners in the regular classroom. *Theory Into Practice*, 44(3), 211-217, Columbus, OH: The Ohio State University.
- Stambaugh, T. (2005). A comparison study of two eminent women in psychology: Leta Stetter Hollingworth & Elisabeth Kubler Ross. *Current Issues & Trends*, 2(1), 12-14, Williamsburg, VA: College of William and Mary.

Peer Reviewed Conference Proceedings, Papers, and Presentations

- Stambaugh, T. (December, 2019). *What works in curriculum and instruction? A conversation with experts*. Texas Association for Gifted Children State Conference. San Antonio, TX.
- Stambaugh, T. (December, 2019). *Acceleration through pre-collegiate programs*. Texas Association for Gifted Children Special Acceleration Summit. San Antonio, TX.
- Stambaugh, T. & Fecht, E. (November, 2019). *From fluff and stuff to rigor and relevance: Differentiating for learning and expertise*. Featured Session. National Association for Gifted Children Annual Conference. Albuquerque, NM.

- Douglas, D.; Davis, J.; Brulles, D; Gentry, M.; Stambaugh, T.; & Coleman, A. (November, 2019). *Breaking Barriers: Self-Advocacy Essentials for Underserved Gifted Learners*. Panel Discussion. National Association for Gifted Children Annual Conference. Albuquerque, NM.
- DeLisle, S. & Stambaugh, T. (November, 2019). *Designing and leading extra-curricular programs*. National Association for Gifted Children Annual Conference. Albuquerque, NM.
- Fecht, E. & Stambaugh, T. (November, 2019). *Writing like an expert: Models for developing writing skills in the primary grades*. National Association for Gifted Children Annual Conference. Albuquerque, NM.
- Glynn, R., Lynn, J. & Stambaugh, T. (November, 2019). *The Jack Kent Cooke Foundation: A national report on rural gifted students*. National Association for Gifted Children Annual Conference. Albuquerque, NM.
- Stambaugh, T. (December, 2019). Featured Speaker at the Indiana Gifted Education Conference, Indianapolis, IN. Presented multiple sessions on curriculum and instruction and rural gifted education.
- Mofield, E. & Stambaugh, T. (July, 2019). *Models for problem solving in social sciences*. World Council for Gifted Education Conference. Nashville, TN.
- Stambaugh, T. & Stambaugh, T. (July, 2019). *Perceptions of gifted students' boredom, belonging, anxiety, depression and curriculum match*. World Council for Gifted Education Conference. Nashville, TN.
- Stambaugh, T. & Mofield, E. (July, 2019). *Models for developing expertise in literary analysis*. World Council for Gifted Education Conference. Nashville, TN.
- Stambaugh, T. (July, 2019). *Meeting the affective needs of gifted students through literature*. World Council for Gifted Education Conference. Nashville, TN.
- Stambaugh, T. (July, 2019). *A peek into accelerated, pre-collegiate gifted programs: What works? Featured pre-conference session*. World Council for Gifted Education Conference. Nashville, TN.
- Stambaugh, T. (April, 2019). *Leading for change: Evidence supported strategies that work*. Texas Association for Gifted Children Leadership Conference. Austin, TX.
- Stambaugh, T. (April 2019). *Co-Teaching and cluster grouping: Lessons learned in designing evidence supported systems for differentiation*. Texas Association for Gifted Children Leadership Conference. Austin, TX.
- Stambaugh, T. (January/February, 2019). Featured Speaker at the Illinois Gifted Education

- Conference, Chicago, IL. Presented multiple sessions on curriculum and instruction.
- Olszewski-Kubilius, P., Subotnik, R, Stambaugh, T., Horn, C., & Krissel, S. (November, 2018). *Talent Development as a Framework for Gifted Education*. Invited Signature Panel. National Association for Gifted Children Annual Conference. Minneapolis, MN.
- Stambaugh, T. (November, 2018). *Models for developing expertise for middle and secondary students*. Keynote: Texas Association for Gifted Children. Dallas, TX.
- Stambaugh, T. & Fecht, E. (November, 2018). *Integrating ELA and Science Instruction*. National Association for Gifted Children Annual Conference. Minneapolis, MN.
- Stambaugh, T. (October, 2018). *Proactive strategies for supporting the affective needs of gifted students*. Florida Association for Gifted Children State Conference. Tampa, FL.
- DeLisle, S, & Stambaugh, T. (October, 2018). *Gifted 101: What Leaders Need to Know to Support Gifted Learners*. LEAD Conference. TN Department of Education: Nashville, TN.
- Mofield, E., & Stambaugh, T. (February, 2018). *Differentiation for Gifted Learners: Simple Models that Lead to Complex Thinking*. Partners in Education Conference: Nashville, TN.
- Stambaugh, T. & Robinson, A. (November, 2017). *Identifying and serving gifted students from low income households*. Conference Co-Developer; Day-Long Pre-Conference Leader for the National Association for Gifted Children. Charlotte, NC.
- Stambaugh, T., & Mofield E. (November, 2017). *Simple models that lead to complex thinking in science, social studies, and language arts*. National Association for Gifted Children Conference: Charlotte, NC.
- Horn, C. & Stambaugh, T. (November, 2017). *Thinking processes and scaffolding: Models that work*. Pre-Conference for the National Association for Gifted Children: Charlotte, NC.
- Robinson, A., Stambaugh, T., Little, C., & Gallagher, S. (November, 2017). *Evidence-supported curriculum for low-income and gifted learners: Why reinvent the wheel?* National Association for Gifted Children Conference: Charlotte, NC.
- Stambaugh, T., Rodriguez Jansorn, N. (November, 2017). *It takes a village: Strategies for promoting social capital in low-income, high-achieving students*. National Association for Gifted Children Conference: Charlotte, NC.
- DeLisle, S., Fecht, E., & Stambaugh, T. (November, 2017). *I am already reading, so why do I have to do another alphabet activity?* National Association for Gifted Children Conference: Charlotte, NC.

- Stambaugh, T. & Robinson, A. (November, 2017). What matters when identifying and serving gifted students from low-income backgrounds? Mini-keynote at Pre-Conference for the National Association for Gifted Children Conference: Charlotte, NC.
- Stambaugh, T. (November, 2017). Cradle to Grave: Exemplary bridging programs and lessons learned. Panel moderator at Pre-Conference for the National Association for Gifted Children Conference: Charlotte, NC.
- Briggs, C., Pennington, L., Beasley, J., Mofield, E., & Stambaugh, T. (November, 2016). *Signature Series Session: Imagine the possibilities: Make it happen with high quality curriculum. Panel Discussion.* National Association for Gifted Children Conference, Orlando, FL.
- Stambaugh, T. & Wood, S. (November, 2016). *Identifying and serving gifted students from low income households.* Invited Keynote at NAGC preconference. Orlando, FL.
- Stambaugh, T. (November, 2016). *Making a difference: The impact on extra-curricular programs on students who are low-income.* National Association for Gifted Children Conference: Orlando, FL.
- Stambaugh, T., & Mofield, E. (November, 2016). *Beyond plot and theme: ELA curriculum that supports literary analysis and critical thinking for gifted learners.* National Association for Gifted Children Conference: Orlando, FL.
- Mofield, E., & Stambaugh, T. (November, 2016). *Beyond facts: Diving deeper in social studies instruction.* National Association for Gifted Children Conference: Orlando, FL.
- Mofield, E., & Stambaugh, T. (October, 2016). *Advancing advanced learners.* LEAD Conference. Nashville, TN.
- Mofield, E. & Stambaugh, T. (October, 2015). *Dare to differentiate: Meeting the needs of advanced learners in English Language Arts.* LEAD Conference: Nashville, TN.
- Stambaugh T. & Mofield, E. (October, 2015). *What district leaders need to know about serving intellectually gifted learners.* LEAD Conference: Nashville, TN.
- Wood, S. & Stambaugh, T. (2015, November). *Best practices for servicing gifted students who are rural.* National Association for Gifted Children Conference: Phoenix, AZ.
- Mofield, E. & Stambaugh, T. (November, 2015). *Engaging gifted students in the pairing of visual and literary arts.* National Association for Gifted Children: Phoenix, AZ.
- Stambaugh, T. & Mofield, E. (2015, November). *Integrating the Arts and ELA to accelerate gifted student learning.* National Association for Gifted Children Conference: Phoenix, AZ.

- Stambaugh, T. & Ford, D. (2015, November). *Microaggressions and gifted students*. National Association for Gifted Children Conference: Phoenix, AZ.
- Stambaugh, T. & Mofield, E. (2015, October). What administrators need to know about leading gifted programs. Tennessee State Department of Education LEAD Conference. Nashville, TN.
- Mofield, E. & Stambaugh, T. (2015, October). Adding Depth and Complexity to ELA instruction for advanced learners. Tennessee State Department of Education LEAD Conference. Nashville, TN.
- Peters, M., Stambaugh, T., and Amend, E. (2014, November). The impact of anxiety on gifted students' perceptions of self. National Association of Gifted Children conference: Baltimore, MD.
- Robinson, A., Jolly, J. Kaplan, S. & Stambaugh, T. (2014, November). Historical perspectives of curriculum and instruction and implications for future directions: Expert Panel. National Association of Gifted Children conference: Baltimore, MD.
- VanTassel-Baska, J., Baldwin, A., Stambaugh, T., & Olszewski-Kubilius, P. (2014, November). James Gallagher Panel: Implications for identifying and serving gifted students who are culturally diverse and/or of poverty. National Association of Gifted Children conference: Baltimore, MD.
- Stambaugh, T. & Peters, M. (2014, November). A research analysis of the K-BIT and UNIT in finding gifted students of poverty: Implications for identification and service. National Association of Gifted Children Conference: Indianapolis, IN.
- Stambaugh, T. (2014, October). *Illusions of differentiation*. Keynote Address: Tennessee Association of Gifted Children. Nashville, TN.
- Stambaugh, T. & Peters, M. (2014, March). *Differences and similarities in special and gifted education: It's not just semantics, it's all semantics*. Tennessee Council for Exceptional Children conference. Nashville, TN.
- Stambaugh, T. (2013, November). *Scaffolding instruction in reading for high ability learners*. National Association of Gifted Children Conference: Indianapolis, IN.
- Stambaugh, T. & Thomerson, G. (2013, March). *Leading change in gifted education*. Tennessee Council for Exceptional Children Conference: Nashville, TN.
- Olszewski-Kubilius, P., VanTassel-Baska, J., Plucker, J., Stambaugh, T., & Horn, C. (2012, November). Unlocking emergent talent: Distinguished panel series. Expert panel to discuss findings regarding low income promising students of poverty. National Association of Gifted Children: Denver, CO.

- Ford, D., Stambaugh, T., & Castellano, J. (2012, May). Unlocking emergent talent. Research summit on low income, high ability students. Invited speaker/panelist. National Association of Gifted Children: Washington, DC.
- VanTassel-Baska, J., Little, C., Stambaugh, T., Hedrick, K. (2011, November). *Separating the wheat from the chaff: Distinguished Keynote Panel*. National Association for Gifted Children. New Orleans, LA.
- Stambaugh, T., Watson, J., & Pitts, J. (2011, November). *Practical implications for identifying and assessing students for summer and Saturday programs*. National Association for Gifted Children. New Orleans, LA.
- Wood, S. & Stambaugh, T. (2010, November). *Affective curriculum for gifted learners*. National Association for Gifted Children. Atlanta, GA.
- Stambaugh, T. & Olszeweski, P. (2010, November). *Developing talent through Saturday and summer enrichment programs*. National Association for Gifted Children. Atlanta, GA.
- Chandler, K. & Stambaugh, T. (2010, May). *Leading change and innovation in Title I schools: A study of two post-grant initiatives*. Paper accepted at the Wallace Symposium, University of Iowa. Iowa City, IA.
- Bland, L. and Stambaugh, T. (2010, April). *Leading innovation and change in science curriculum*. Paper presented at the American Education Research Association (AERA). Denver, CO.
- Stambaugh, T. & Stambaugh, T. (2009, April). *A hierarchical model for behavioral interventions of the gifted and talented*. Paper presented at the American Education Research Association (AERA). San Diego, CA.
- VanTassel-Baska, J. & Stambaugh, T. (2010, February). *Conference for identifying and serving low-income gifted learners*. National Association for Gifted Children regional conference. Milwaukee, WI.
- VanTassel-Baska, J., Brody, L., Stambaugh, T., MacFarlane, B., Lord, W. (2009, November). *Perspectives and issues for serving promising students of poverty*. National Association for Gifted Children. St. Louis, MO.
- VanTassel-Baska, J., Bracken, B., & Stambaugh, T. (2009, April). Effects of using performance-based assessments in science. Paper presented at the *American Evaluation and Research Association*. San Diego, CA.
- Stambaugh, T. (2009, April). Effects of a scaffolding reading program on rural students' critical thinking and achievement. Paper presented at the *American Evaluation and Research Association*. San Diego, CA.

- Stambaugh, T. (2008, November). Panel member: Content matters: lessons from the experts in research and evaluation in K-12 schools. *National Association for Gifted Children*. Tampa, FL.
- Stambaugh, T., Pitts, J., Watson, J., & Bundy, K. (2008, November). Lessons learned from Saturday and summer programs. *National Association for Gifted Children*. Tampa, FL.
- Stambaugh, T., VanTassel-Baska, J. & Bracken, B. (2008, November). Longitudinal effects of science intervention curriculum on students in Title I schools. *National Association for Gifted Children*. Tampa, FL.
- Stambaugh, T. (2008, November). Science instruction for gifted learners: Best practices in curriculum and research. National Association for Gifted Children, Tampa, FL.
- Stambaugh, T. (2008, November). *What works with promising students of poverty?* National Association for Gifted Children Regional Conference. Chicago, IL.
- VanTassel-Baska, J., Bracken, B.A., Stambaugh, T., & Feng, A. (2008, April). *Findings from Project Clarion*. Paper presented at the American Education Research Association (AERA). New York City, NY.
- Stambaugh, T. (2008, March). Keynote presentation: *What works in curriculum and development: 20 years of research*. College of William and Mary Summer Institute, Williamsburg, VA.
- VanTassel-Baska, J., Tieso, C., & Stambaugh, T. (2007, November). *Project Athena: Longitudinal research on curriculum effectiveness*. National Association for Gifted Children. Minneapolis, MN.
- Stambaugh, T. (2007, November). *Project Clarion: Implementing inquiry-based science units for primary students*. National Association for Gifted Children. Minneapolis, MN.
- Stambaugh, T. (2007, November). *Scaffolding instruction in reading: The Jacob's Ladder Reading Comprehension Program*. National Association for Gifted Children. Minneapolis, MN.
- VanTassel-Baska, J. and Stambaugh, T. (2007, October). *Models for effective differentiation*. National Association for Gifted Children Pre-Conference. Minneapolis, MN.
- VanTassel-Baska, J., Bracken, B.A., Stambaugh, T., & Feng, A. (2007, September). *Findings from Project Clarion*. Presentation to the United States Department of Education Expert Panel. Storrs, CT, September, 2007.

- Stambaugh, T. (2007, April). *Effects of the Jacob's Ladder Reading Comprehension Program on Title I students' reading comprehension and critical thinking*. Paper presented at the American Educational Research Association (AERA). Chicago, IL.
- Brown, E., Tieso, C., VanTassel-Baska, J., & Stambaugh, T. (2007, April). *Project Athena: Scaling up reform through implementing innovation: A cross-analysis of school district case studies*. Paper presented at the American Educational Research Association (AERA). Chicago, IL.
- Stambaugh, T. & French, H. (2005, November). *Assessing gifted teacher practice using the COS-R*. National Association for Gifted Children: Louisville, KY.
- Feng, A. X. & Stambaugh, T. (2004, November). *A meta-evaluation of stakeholder perception of gifted program*. Paper presented at the annual conference of the American Evaluation Association, Atlanta, GA.
- Stambaugh, T. (2004, November). *Do you love me, yes or no? Evaluation of gifted programs*. National Association of Gifted Children: Salt Lake City, UT.
- VanTassel-Baska, J., Brown, E., Stambaugh, T., & Worley, B. (2004, November). *State policy implementation and guidelines. Presentation to state directors of gifted*. National Association of Gifted Children: Salt Lake City, UT.
- Stambaugh, T. & French, H. (2004, November). *Classroom observations for effective gifted programming*. National Association of Gifted Children: Salt Lake City, UT.
- French, H. & Stambaugh, T. (2004, November). *Passing the Test: Alternatives to Reading skill and drill*. National Association of Gifted Children: Salt Lake City, UT.
- Feng, A. & Stambaugh, T. (2004, November). *Stakeholder analysis of gifted programs*. American Evaluation Association: Atlanta, GA.
- VanTassel-Baska, J., Feng, A. X., Brown, E., & Stambaugh, T. (2004, May). *Assessing classroom practice: Developing and employing classroom and student observation scales*. Paper presented at the Seventh Biennial Wallace National Research Symposium on Talent Development. Iowa City, IA.
- VanTassel-Baska, J., Feng, A. X., Brown, E., & Stambaugh, T. (2004, April). *Assessing classroom practice: Developing and employing classroom and student observation scales*. Paper presented at the Seventh Biennial Wallace National Research Symposium on Talent Development. Iowa City, IA.
- Stambaugh, T. (2003, November). *Leadership for effective cluster grouping*. National Association for Gifted Children: Indianapolis, IN.

Sheldon, A. & Stambaugh, T. (2002, November). *Do gifted students make appropriate growth? Value-Added Assessment*. National Association for Gifted Children: Denver, CO.

Stambaugh, T. & Stambaugh, T. (2002, October). *Social and emotional needs of gifted children*. All Ohio Counselors Conference: Columbus, OH.

Stambaugh, T. (2001, November). *Cluster grouping gifted students in the regular classroom*. National Association for Gifted Children: Cincinnati, OH.

Stambaugh, T., Mautz, L., & Troutner, S. (2000, October). *Cluster grouping for effectiveness: One school's journey*. Ohio Association for Gifted Children: Columbus, OH.

Stambaugh, T. & Troutner, S. (1999, April). *Cluster grouping for effectiveness: One school's journey*. Ohio Association for Gifted Children: Columbus, OH.

Invited Webinars, Media Citations, and Interviews

Stambaugh, T. (2020). Identifying and serving rural gifted students: An interview with Tamra Stambaugh. Seward, K. Interviewer. American Association of Educational Research (AERA) Rural SIG Newsletter.

Stambaugh, T. and Wood, S. (April, 2016). *Serving gifted students in rural settings*. Webinar for the National Association for Gifted Children. Washington, DC.

DeNisco, A. (June, 2015). *How schools maximize gifted talent*. *District Administration*. Trumbull, CT.

Stambaugh, T. (2014). *An Interview with Tamra Stambaugh on Common Core and Its Impact on Gifted Education*. Davidson Institute. Reno, Nevada.

Stambaugh, T. (February, 2014). *Identifying and serving gifted students from low income backgrounds*. Webinar for the National Association for Gifted Children. Washington, DC.

Stambaugh, T. (2012, November) *Scaffolding and critical thinking for high ability readers of poverty*. South Carolina educational television special presentation. South Carolina State Department of Education. Columbia, SC.

Beasley, J. (2011). *Curriculum planning for low-income learners: An interview with Dr. Tamra Stambaugh*. *Teaching for High Potential*, National Association for Gifted Children, Washington DC.

Stambaugh, T. (March, 2011). *Curriculum for students from low income backgrounds*. Webinar for the National Association for Gifted Children, Washington, DC.

Non-Refereed Books and Edited Volumes

MacFarlane, B. & Stambaugh, T. (Eds.) (2009). *Leading change in gifted education*. Waco, TX: Prufrock Press.

VanTassel-Baska, J., & Stambaugh, T. (2006). *Comprehensive curriculum for gifted learners* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Invited Book Chapters

Stambaugh, T. & Pierce, J. (2019). Adaptive technology and the gifted learner. In Tatnall, A. & Argyropoulos, V. (Ed). *Encyclopedia of education and informational technologies*. New York: Springer.

Stambaugh, T. & Wood, S. (2018). Identifying gifted students in schools: Common practices and best practices. In Wood, S. & Peterson, J. S. (Eds.) *Counseling gifted students: A guide for school counselors*. (pp. 83-102). New York: Springer.

Stambaugh, T. & Little, C. (2017). Aligning curriculum for the gifted with content standards and state assessments. In VanTassel-Baska, J. & Little, C. (Eds). *Content-based curriculum for high-ability learners*. Third edition. (pp 485-503). Waco, TX: Prufrock Press.

Stambaugh, T. & Little, C. (2017). Applying higher order process skills to curriculum for advanced learners. In VanTassel-Baska, J. & Little, C. (Eds). *Content-based curriculum for high-ability learners. Third edition* (pp 121-148). Waco, TX: Prufrock Press.

Stambaugh, T. & Mofield, E. (2017). Concept-based curriculum design and practice in the United States. In Quek, G. C., Ponnusamy, L. D., & Tan, L.S. (Eds). *Curriculum for high ability learners: Issues, trends, and practices* (pp 61-76). Springer: Singapore.

Stambaugh, T. (2015). Celebrating talent: Identification of gifted students in rural areas. In Stambaugh, T. & Wood, S. (Eds). *Best practices for serving gifted students who are rural* (pp 97-110). Waco, TX: Prufrock Press.

Richards, Z. & Stambaugh, T. (2015). The national context of rural schools. In Stambaugh, T. & Wood, S. (Eds). *Best practices for serving gifted students who are rural* (pp 1-22). Waco, TX: Prufrock Press.

Stambaugh, T. (2015). Voices of rural gifted students: Patterns of talent development. In Stambaugh, T. & Wood, S. (Eds). *Best practices for serving gifted students who are rural* (pp 363-380). Waco, TX: Prufrock Press.

Stambaugh, T. (2015). Gifted students and effective classroom practices. In Scarlett, G.W. (Ed.) *Encyclopedia of Classroom Management: An A-Z Guide* (pp. TBD). Thousand Oaks, CA: Sage.

- Brown, E. & Stambaugh, T. (2014). Placement of students who are gifted. In Bakken, J., Obiakor, F., & Rotatori, A. (Eds). *Gifted education: current perspectives and issues (Advances in Special Education, 26)* (pp. 41-69). Emerald Publishers: United Kingdom.
- *Stambaugh, T. (2010). Incorporating standards in gifted education. In VanTassel-Baska, J. & Little, C. (Eds). *Content-based curriculum for gifted learners* (pp. 397-412). Waco, TX: Prufrock Press.
- Stambaugh, T. & Benbow, C. (2010). Implications for policy and practice in middle school mathematics for gifted learners. In Assouline, S., Sheffield, L. and Saul. M. *The peak in the middle: Developing mathematically gifted students in the middle grades* (pp. 1-28). Reston, VA: National Council of Teachers of Mathematics.
- Stambaugh, T. (2010). The education of promising students in rural areas: What do we know and what can we do? In VanTassel-Baska, J. (Ed). *Patterns and profiles for promising learners of poverty* (pp. 59-84). Waco, TX: Prufrock Press.
- Stambaugh, T. (2009). Promising students of poverty: Pathways and perils to success. In MacFarlane, B. & Stambaugh, T. (Eds.). *Leading change in gifted education* (pp. 135-148). Waco, TX: Prufrock Press.
- Stambaugh, T. (2009). Scope and sequence. In Kerr B. (Ed). *Encyclopedia for giftedness, creativity, and talent* (pp. 776-778). Sage: Thousand Oaks, CA.
- Van Tassel-Baska, J. & Stambaugh, T. (2008). Curriculum and instructional considerations in programs for the gifted. In Pfeiffer, S. (Ed.). *Handbook of giftedness in children*. (pp. 347-366). New York: Springer.
- Stambaugh, T. (2007). Next steps: An impetus for future directions in research, policy, and practice for low-income promising learners. In VanTassel-Baska, J. & Stambaugh, T. (Eds.). *Overlooked Gems: A national perspective on promising students of poverty* (pp. 83-90). Washington, DC: National Association of Gifted Children.
- *Legacy Award Winner, 2011 – Scholarly Book Category, TTAG

Monographs

- VanTassel-Baska & Stambaugh, T. (2008). *What Works: 20 years of curriculum research and development for high ability learners*. Center for Gifted Education, College of William and Mary. Waco, TX: Prufrock Press.
- VanTassel-Baska, J. & Stambaugh, T. (2007) (Eds.). *Overlooked Gems: A national perspective on promising students of poverty*. National Association of Gifted Children: Washington, DC.

Research and Policy Reports (excludes program evaluations)

Stambaugh, T. (2006). *Evaluation of written education plan policies for gifted learners across 50 states*. Columbus, OH: Ohio Association for Gifted Children.

Brown, E., VanTassel-Baska, J., Stambaugh, T. & Worley, B. (2005). *Ohio continuum of services: Evaluation and recommendations for Ohio's programs*. Williamsburg, VA: Center for Gifted Education.

Stambaugh, T., Worley, B., VanTassel-Baska, J. & Brown, E. (2005). *Analysis of state gifted education policy self-assessment forms: Results from the NAGC state policy workshop*. Center for Gifted Education. Williamsburg, VA.

Published Curriculum (from Descriptive and Quasi-Experimental Intervention Studies)

Stambaugh, T., Fecht, E., & Finn, K. (2019). *Transformations in literature*. An accelerated ELA and writing unit for students in grades 2-4. Waco, TX: Prufrock Press.

***Stambaugh, T., Mofield, E., Fecht, E., Knauss, K. (2019). *Encounters with archetypes*. An accelerated ELA unit for students in grades 4-6. Waco, TX: Prufrock Press.

Stambaugh, T. & VanTassel-Baska, J. (2018). *Jacob's Ladder Reading Comprehension Program Affective*. ELA and social-emotional needs programs for grades 6-8. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. (2018). *Jacob's Ladder Reading Comprehension Program Affective*. ELA and social-emotional needs programs for grades 4-5. Waco, TX: Prufrock Press.

*Stambaugh, T., Fecht, E., & Mofield, E. (2018). *Ecology in Literature: Integrated science and ELA lessons for gifted and advanced learners in grades 4-6*. Waco, TX: Prufrock Press.

**Stambaugh, T. & Mofield, E. (2018). *Space, structure, and story: Integrated science and ELA lessons for gifted and advanced learners in grades 4-6*. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. (2018). *Jacob's Ladder Reading Comprehension Program: Grades K-1 (2nd ed.)*. Waco, TX: Prufrock Press.

Stambaugh, T. & VanTassel-Baska, J. (2018). *Jacob's Ladder Reading Comprehension Program: Grades 1-2 (2nd ed.)*. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. & Chandler, K.L. (2017) (Eds). *Jacob's Ladder Reading Comprehension Program: Grade 3 (2nd ed.)*. Waco, TX: Prufrock Press.

- VanTassel-Baska, J. & Stambaugh, T. & Chandler, K.L. (2017) (Eds). *Jacob's Ladder Reading Comprehension Program: Grade 4 (2nd ed.)*. Waco, TX: Prufrock Press.
- VanTassel-Baska, J., Stambaugh, T., & Chandler, K.L. (2017) (Eds). *Jacob's Ladder Reading Comprehension Program: Grade 5 (2nd ed.)*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2017). *Jacob's Ladder Reading Comprehension Program: Grades 6-7 (2nd ed.)*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2017). *Jacob's Ladder Reading Comprehension Program: Grades 7-8 (2nd ed.)*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2016). *Jacob's Ladder Reading Comprehension Program: Nonfiction Grade 3*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2016). *Jacob's Ladder Reading Comprehension Program: Nonfiction Grade 4*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2016). *Jacob's Ladder Reading Comprehension Program: Nonfiction Grade 5*. Waco, TX: Prufrock Press.
- ***Mofield, E. & Stambaugh, T. (2016). *In the mind's eye: Truth vs perception*. Waco, TX: Prufrock Press.
- **Mofield, E. & Stambaugh, T. (2016). *Perspectives of Power*. Waco, TX: Prufrock Press.
- *Mofield, E. & Stambaugh, T. (2016). *I, you, we, me: Individuality vs. Conformity*. Waco, TX: Prufrock Press.
- Mofield, E. & Stambaugh, T. (2016). *Finding Freedom*. Waco, TX: Prufrock Press.
- *Cruz, N. & Stambaugh, T. (2015). *Case of the missing tomato plants: A problem-based unit on photosynthesis and respiration*. Unpublished Unit. Nashville, TN: Vanderbilt University.
- Stambaugh, T. & VanTassel-Baska, J. (2012). *Jacob's Ladder Reading Comprehension Program Level P1*. Waco, TX: Prufrock Press.
- VanTassel-Baska, J. & Stambaugh, T. (2012). *Jacob's Ladder Reading Comprehension Program Level P2*. Waco, TX: Prufrock Press.
- Stambaugh, T. & VanTassel-Baska, J. (2011). *Jacob's Ladder Reading Comprehension Program Level IV*. Waco, TX: Prufrock Press.
- VanTassel-Baska, J. & Stambaugh, T. (2011). *Jacob's Ladder Reading Comprehension Program Level V*. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. (2009). *Jacob's Ladder Reading Comprehension Program Level III*. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. (2009). *Jacob's Ladder Reading Comprehension Program Level II*. Waco, TX: Prufrock Press.

VanTassel-Baska, J. & Stambaugh, T. (2009). *Jacob's Ladder Reading Comprehension Program Level I*. Waco, TX: Prufrock Press.

Stambaugh, T., Fithian, E. & Jacquot, P. (2008). *What's the Matter?* Waco, TX: Prufrock Press.

Stambaugh, T. & deBrux, E. (2006). *Invitation to Invent*. Center for Gifted Education, Project Clarion: Williamsburg, VA.

Stambaugh, T. (2003). *Threads of Change: Companion Guide*. Williamsburg, VA: Center for Gifted Education.

*NAGC Curriculum Award Winner

**NAGC and Tennessee Association for Gifted Award Winner

***Nominated for a Legacy Award

Research, Contracts, and Grants

Principal Investigator

2019-2020	Coaching and Co-Teaching for Differentiation <i>Lead PTY staff members in supporting instructional lead teachers in an independent school in implementing differentiation strategies and curriculum models in heterogeneous social studies and ELA classrooms. Provide training to teachers and coaches/lead teachers prior to and during implementation.</i>	\$9,000
2019-2020	Differentiation in Cluster Group Settings <i>Lead PTY staff members in supporting elementary cluster group teachers and teachers of gifted with implementing differentiation strategies and curriculum models in heterogeneous and pull out classrooms. Provide training to teachers prior to and during implementation.</i>	\$26,250
2018-2019	Teaching Gifted and Academically Advanced Learners <i>Lead PTY staff members in supporting teachers and instructional coaches in an independent school with implementing differentiation strategies and curriculum models in heterogeneous English Language Arts classrooms. Provide training to teachers and coaches prior to and during implementation.</i>	\$8,500

2018-2019	Coaching for Differentiation <i>Lead PTY staff members in supporting teachers in an area school district with implementing differentiation strategies and curriculum models in heterogeneous and pull out classrooms. Provide training to teachers prior to and during implementation.</i>	\$25,000
2013-2018	Reading Academy at Vanderbilt Individual Donor <i>Researching the impact of reading seminars, access to high-interest books, and extracurricular reading opportunities on reading interest, motivation, and achievement of gifted students in low income and highly diverse schools. Annual gift awarded yearly for five years.</i>	\$1,000,000
2017-2018	Curriculum Implementation and Fidelity <i>Supervised PTY staff members in the coaching of middle school teachers who are implementing the Programs for Talented Youth curriculum in their classrooms. Provided training to teachers prior to and during implementation. Support educators in writing their own curriculum based on developed models from published curriculum.</i>	\$25,000
2016-2017	Classroom Teacher Training in Gifted Education <i>Provided training to teachers regarding gifted education practices during the course of a year.</i>	\$35,000
2012-2013	Program Evaluation <i>Led an evaluation of a gifted program</i>	\$40,000
2012-2015	Summer Enrichment for Low Income Students <i>Researching talent development factors that contribute to the success of gifted students who are low income.</i>	\$730,000
2009-2010	Grant Evaluator <i>Examined the efficacy of an Advanced Placement teacher mentorship program on teacher change and student achievement</i>	\$4,000
2006-2007	Jacob's Ladder Intervention Study <i>Conducted research on the impact of the Jacob's Ladder curriculum in Title I schools.</i>	\$11,365
2000-2003	Gifted Girls Project Co-Principal Investigator <i>Collected impact data on the effect of a career planning and self-awareness project for gifted 4th –8th grade girls</i>	\$4,000

2000-2001	Jr. Great Books Project <i>Supported teachers in training and classroom support for implementing Socratic seminars using the Jr. Great Books curriculum.</i>	\$4,000
1997-1999	Identifying Primary Gifted Children <i>Piloted a project and collected data on the impact of alternative identification options for students in the primary grades.</i>	\$60,000
1997-1999	Impacts of Inclusion on Gifted <i>Implemented a cluster grouping model and collected data on the impact of the model for gifted students identified in reading and math.</i>	\$60,000

Grants Directed

2007-2008	Javits Grant Director, Project Athena United States Department of Education <i>Managed a \$3 million dollar grant that measured the impact of a high-powered language arts curriculum in Title I schools. The grant was received by the College of William and Mary, Center for Gifted Education.</i>	\$3,000,000
2007-2008	Javits Grant Director, Project Clarion United States Department of Education <i>Managed a grant received by the College of William and Mary, Center for Gifted Education that measured the impact of newly developed, accelerated science curriculum for primary students in Title I schools</i>	\$3,000,000

Grant Team Member

2006-2007	Project Clarion Javits Grant Team <i>Edited science curriculum and measured effects of said curriculum on student achievement. Responsibilities included data collection, technical assistance curriculum editing, and staff development.</i>	College of William and Mary
2005	Ohio Continuum of Services Grant Project Research Team Member <i>Created a literature review and best evidence synthesis of practices and models in gifted education and provided guidance on using the models in practice given various contexts.</i>	College of William and Mary
2005	Ohio Written Education Plan Grant Project Research Team Member <i>Conducted a synthesis of the literature and provided recommendations for policy and best practice in implementing Written Education Plans for gifted learners.</i>	College of William and Mary

2003-2007 Project Athena Javits Grant Team College of William and Mary
Collected qualitative and quantitative data on the effectiveness of curriculum on students of high ability in Title I schools. Responsibilities included staff development, supplemental curriculum writing, consulting, teacher observation, and data collection.

Program Evaluation Research and Reports

Evaluate gifted programs and provide data findings and recommendations to school boards and district leaders.

2019-2022	IES Grant Evaluator Evaluate grant on curriculum for gifted students in rural settings awarded to Susan Assouline at the Belin-Blank Center, University of Iowa	University of Iowa
2017-2019	IES Grant Evaluator Evaluate grant on curriculum for gifted students in rural settings awarded to Susan Assouline at the Belin-Blank Center, University of Iowa	University of Iowa
2015-2016	Program Evaluation Co-Investigator Ottawa Hills School District (with Dr. Karen Rogers)	Ottawa Hills, OH
2012-2013	Principal Investigator New Albany Public Schools	New Albany, OH
2011-2012	Principal Investigator Metro Nashville Public Schools (with Dr. Ellisa Brown)	Nashville, TN
2008	Program Evaluation Consultant Rock Hill School District	Rock Hill, SC
2006-2007	Program Evaluation Consultant Batavia Local School District	Batavia, OH
2005	Program Evaluation Consultant Cambridge City School District	Cambridge, OH
2004-2005	Program Evaluation Consultant Goochland County Public Schools (with Dr. Heather Massey-French)	Goochland County, VA
2004	Program Evaluation Consultant Isle of Wight Public Schools	Isle of Wight, VA

Student Dissertations, Thesis, and Comprehensive Exams

- Fecht, E. (2017). *Emirati parents of gifted students: A study of role construction*. University of Southern California. Doctoral dissertation committee member.
- Chou, J. (2015). *An evaluation of an independent foundation's grant work*. Vanderbilt University. Comprehensive exam reader.
- Hall, E. (2015). *Examining cultural differences in teacher's self-efficacy and motivation*. Vanderbilt University. Provided data for the project. Comprehensive exam reader.
- Smeets, S. (2013). *Acceleration and well-being at age 50 in the top 1% of mathematical ability*. Study of Mathematically Precocious Youth. Vanderbilt University. Doctoral Dissertation committee member.
- Wells, C. (2001). *A handbook for teachers using cluster grouping*. Muskingum College.

Invited Keynotes and Presentations

Select Invited Keynote Addresses to National & State Conferences

- Stambaugh, T. (December, 2019). *Leading for learning: What does the research say?* Donna Darby Keynote Address. South Carolina Association for Gifted Children. Columbia, SC.
- Stambaugh, T. (October, 2019). *Teaching for expertise and growth*. Keynote Address: Virginia Association for Gifted. Richmond, VA.
- Stambaugh, T. (October, 2019). *Different or differentiated? Teaching for thinking and expertise*. Keynote Address: Mississippi Gifted Education Conference. Starkville, MS.
- Stambaugh, T. (April, 2019). *But I don't have any gifted kids in my school: Research and strategies for identifying and serving students from low income backgrounds*. Keynote Address: Iowa Coordinator Conference. Cedar Falls, IA.
- Stambaugh, T. (September, 2017). *But I don't have any gifted kids in my school: Research and strategies for identifying and serving students from low income backgrounds*. Keynote Address: Colorado State Department of Education Coordinator Conference. Breckenridge, CO.
- Stambaugh, T. (April, 2017). *Designing curriculum for students from low income backgrounds*. Keynote at the Northwestern University Summit on Students from Low Income Households. Elgin, IL.

- Stambaugh, T. & DeLisle, S. (April, 2017). *Gifted 101: Identifying and teaching gifted students in independent schools*. Special presentation for the Tennessee Association for Independent Schools. Nashville, TN.
- Stambaugh, T. (September, 2016). *Leading change in curriculum and instruction for high ability students: What works*. Keynote address to the Arkansas State Gifted Coordinator Association and the University of Arkansas Little Rock State Conference. Little Rock, AR.
- Stambaugh, T. (October, 2016). *Different or differentiated: Adding depth, complexity, and abstractness to develop expertise*. Ohio Association for Gifted Children State Conference Keynote. Columbus, OH.
- Stambaugh, T. (October, 2016). *Curriculum and instruction for gifted in the age of Common Core*. Keynote for the Maryland Association for Gifted Children State Conference. Baltimore, MD.
- Hebert, T. & Stambaugh, T. (2015, December). *Cultivating talent in gifted students: Linking theory and practice*. South Carolina Gifted Consortium Coordinator Day (Half Day Keynote). Columbia, SC.
- Stambaugh, T. (2015, October). Identifying and serving low income gifted students. Keynote for Iowa Talented and Gifted Association State Conference, Des Moines, IA.
- Stambaugh, T. (2015, October). Beyond the Common Core: Differentiation for gifted learners. Keynote for Iowa Talented and Gifted Association State Conference, Des Moines, IA.
- Stambaugh, T. (2014, December). *Fighting your Kryptonite: Evaluating and leading gifted programs*. South Carolina Consortium for Gifted Coordinator Day. Columbia, SC.
- Stambaugh, T. (2014, October). *Illusions of differentiation*. Tennessee Association for Gifted Children State Conference. Nashville, TN.
- Stambaugh, T. (2013, April). *Developing critical thinking skills in reading using a reading framework*. Connecticut Association for the Gifted: Greenwich, CT.
- Stambaugh, T. (2013, February). *Differentiating curriculum for the gifted in the age of Common Core*. Keynote at the Arizona Gifted Association Conference: Phoenix, AZ.
- Stambaugh, T. (2012, November) *Scaffolding and critical thinking for high ability readers of poverty*. South Carolina educational television special presentation. South Carolina State Department of Education. Columbia, SC.
- Stambaugh, T. (2012, November). *Curriculum patterns for promising students of poverty*. South Carolina Association for Gifted Children State Conference. Columbia, SC.

- Stambaugh, T. (2012, October). *The core of common core: Curriculum and the common core for gifted students*. Keynote at the Ohio Association for Gifted Children Teacher Academy. Columbus, OH.
- Stambaugh, T. (2012, October). *Evidence supported practices for curriculum and instruction with gifted learners*. Keynote at the Tennessee Association for Gifted Children State Conference. Nashville, TN.
- Stambaugh, T. (2012, October). *The core of common core: Implementing the common core for gifted students*. Keynote at the Ohio Association for Gifted Children Teacher Academy. Columbus, OH.
- Stambaugh, T. (2010). *Guiding Students of Poverty: What Does the Research Say?* Utah Association for Gifted Children Keynote Address. Salt Lake City, UT.
- Stambaugh, T. (2010). *Developing Critical Thinking Across the Content Areas*. Utah Association for Gifted Children Keynote Address. Salt Lake City, UT.
- Stambaugh, T. (2008, April). Keynote presentation: *Differentiating curriculum for gifted learners: Depth, complexity, and challenge*. Ohio Association for Gifted Children Spring conference. Columbus, OH.
- Stambaugh, T. (2008, June). *Overlooked Gems: Strategies for promising students of poverty*. College of William and Mary, Center for Gifted Education. Williamsburg, VA.
- Stambaugh, T. (2008, June). Implementing the Jacob's Ladder Reading Comprehension Program. *National Curriculum Networking Conference*, College of William and Mary, Center for Gifted Education. Williamsburg, VA.
- Stambaugh, T. (2008). *Rigor vs. rigor mortis: Providing challenging curriculum for gifted learners*. Keynote for Encinitas Union School District, Encinitas, CA.
- Stambaugh, T. (2007, March). *Curriculum and instruction for high ability students: What works?* Keynote for the Center for Gifted Education Networking Conference. Williamsburg, VA.
- Stambaugh, T. (2007, February). *Curriculum best practices for advanced learners across the content areas*. Julian Stanley Lecture Series. Vanderbilt University, Nashville, TN.
- Stambaugh, T. (2007). *Best practices in gifted education*. Encinitas Union School Division. Encinitas, CA.
- Stambaugh, T. (2007, February). *Parenting perfectionistic students: What does the research say?* Vanderbilt University, Nashville, TN.

Stambaugh, T. (2006). *Gifted 101: What educators in the middle and high school need to know about gifted learners*. Batavia Local School District Schoolwide Inservice: Batavia, OH.

Stambaugh, T. (2006). *Differentiation in the elementary classroom: Meeting the needs of all learners*. Athens City School District All Teacher Inservice, Athens, OH.

VanTassel-Baska, J., Brown, E., Stambaugh, T., & Worley, B. (2004). *State policy implementation and guidelines. Presentation to state directors of gifted*. National Association of Gifted Children: Salt Lake City, UT.

Select Invited Presentations to Local School Districts

Stambaugh, T. (February, 2020). *Teaching in a talent development era: What matters?* Denver Public Schools District Conference. Denver, CO.

Stambaugh, T. (February, 2020). *Leading in a talent development era: What matters?* Denver Public Schools Coordinator conference. Denver, CO.

Stambaugh, T. & Fecht, E. (December, 2019). *Differentiation and the gifted learner*. Texas Association for Gifted Children State Conference, San Antonio, TX.

Stambaugh, T. (December, 2019). *A parent's guide to school jargon and advocacy*. Texas Association for Gifted Children State Conference. San Antonio, TX.

Stambaugh, T. (2019, September, December). *Models for designing evidence supported curriculum and instruction*. D102 ongoing presentations and support. Westbrook, IL.

Stambaugh, T. (2019, February). *Scaffolding as part of differentiation for gifted learners*. Tampa City Schools. Tampa, FL.

Stambaugh, T. (2018, September). *Models for differentiation ELA curriculum for academically advanced students in middle and early high school*. Carrabus County Schools. Charlotte, NC.

Stambaugh, T. (2018, September). *Critical thinking models across the content areas: Applying the Jacob's Ladder Reading Comprehension Program to other content areas*. Williamson County Schools. Brentwood, TN.

Stambaugh, T. (2018, August). *Teaching for expertise in ELA: Models for curriculum design for middle school teachers*. Charlotte-Mecklenberg School District. Charlotte, NC.

Stambaugh, T. & Grundstrom, E. (2018, March). *Integrating ELA and science in the elementary classroom: Models for curriculum design and implementation*. Charlotte-Mecklenberg School District. Charlotte, NC.

- Stambaugh, T. (2018, February). *Differentiation Strategies in ELA*. West Central Ohio Association for Gifted and West Central Ohio Service Center. Dayton, OH.
- Stambaugh, T. (2017, November). *Concept-based teaching for advanced learners*. West Central Ohio Association for Gifted. Dayton, OH.
- Stambaugh, T. (2017, November). *Adding depth, complexity, and instruction to ELA instruction for middle school using the Vanderbilt PTY curriculum units*. Charlotte-Mecklenberg School District. Charlotte, NC.
- Stambaugh, T. (September, 2016). *Teaching for rigor*. Bellevue School District. Bellevue, WA.
- Stambaugh, T. (2015, October). *Adding depth and complexity to curriculum for high achieving students*. Pickens County School District, SC.
- Stambaugh, T. (2015, September). *Supporting the needs of low-income, high achieving students*. Two day workshop for Charleston College, SC Javits grant awardees.
- Stambaugh, T. (2015, August). *Differentiating curriculum for high achieving ELA students*. Two day workshop for Bellevue School District. Bellevue, WA.
- Stambaugh, T. (2014, December). *What does the research say about gifted students of poverty?* South Carolina Consortium for Gifted Education State Conference. Columbia, SC.
- Stambaugh, T. (2014, December). *Curriculum and instruction to meet the affective needs of gifted learners*. South Carolina Consortium for Gifted Education State Conference. Columbia, SC.
- Stambaugh, T. (2014, November). *Critical and creative thinking models that make a difference*. Featured Session. Tennessee Association of Independent Schools, Brentwood, TN.
- Stambaugh, T. & DeLisle, S. (2014, November). *Differentiating in the general education classroom: Implications for teachers*. Featured Session. Tennessee Association of Independent Schools. Brentwood, TN.
- Stambaugh, T. (2014, July). *Rigor and relevance for challenging gifted learners*. Franklin Special School District. Franklin, TN.
- Stambaugh, T. (2014, July). *Increasing literary analysis skills with the Jacob's Ladder Reading Comprehension Program*. Overbrook School. Nashville, TN.
- Stambaugh, T. (2014, June). *Adding rigor to content instruction*. South Carolina Regional Gifted Conference. Charleston, SC.

- Stambaugh, T. (2014, June). *Affective components of teaching Jacob's Ladder*. South Carolina Regional Gifted Conference. Charleston, SC.
- Stambaugh, T. (2014, May). *The art of thinking*. Olentangy Local School District. Powell, OH.
- Stambaugh, T. (2014, April). *Critical thinking and Common Core*. Cambrian Local School District. Cambrian, CA.
- Stambaugh, T. (2014, March). *Content relevance and rigor for gifted learners*. Featured Speaker: North Carolina Association for Gifted Children Conference. Raleigh-Durham, NC.
- Stambaugh, T. (2013, September). *Incorporating rigor into the gifted classroom*. Cambrian Local School District: Cambrian, CA.
- Stambaugh, T. (2013, August). *Teaching critical thinking across the content areas*. Franklin Special School District: Franklin, TN.
- Stambaugh, T. (2013, April). *Developing critical thinking skills in reading using a reading framework*. Connecticut Association for the Gifted: Greenwich, CT.
- Stambaugh, T. (2013, January). *Teaching gifted and talented students in English/language arts: A model for curriculum implementation and critical thinking*. Cambrian School District: Cambrian, CA.
- Stambaugh, T. (2012, November). *Curriculum patterns for promising students of poverty*. South Carolina Association for Gifted Children State Conference. Columbia, SC.
- Stambaugh, T. (2011). *Developing creativity in the content areas*. Muskingum Valley Education Service Center. Zanesville, OH.
- Stambaugh, T. (2011). *Identifying and serving gifted students*. Tennessee Association of Independent Schools. Nashville, TN.
- Stambaugh, T. (2009). *Evaluating Gifted Programs*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Critical Thinking and Reading: The Jacob's Ladder Reading Comprehension Program*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *The gifted child?* Keynote for Encinitas Union School District, Encinitas, CA.
- Stambaugh, T. (2009). *Working with Promising Students of Poverty*. Indiana State Gifted Conference, Indianapolis, IN.

- Stambaugh, T. (2009). *Critical Thinking and Science Curriculum*. Indiana State Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Getting the most out of writing and research*. Virginia Beach Public Schools. Virginia Beach, VA.
- Stambaugh, T. (2009). *Differentiation and instruction to meet the needs of all students, K-12*. St Charles District 303. St. Charles, IL.
- Stambaugh, T. (2009). *Research, writing, and reasoning in language arts*. St. Charles District 303. St. Charles, IL.
- Stambaugh, T. (2009). *Applying Paul's reasoning model across the content areas to help students think critically*. Virginia Beach Local School District. Virginia Beach, VA.
- Stambaugh, T. (2009). *Providing rigorous instruction for gifted students in language arts*. Encinitas Union School District (3 day seminar). Encinitas, CA.
- Stambaugh, T. (2009). *Differentiation in the regular classroom: Ratcheting instruction up for all learners*. Shayne Elementary, Metro Public Schools. Nashville, TN.
- Stambaugh, T. (2009). *Evaluating Gifted Programs*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Critical Thinking and Reading: The Jacob's Ladder Reading Comprehension Program*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Working with Promising Students of Poverty*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Critical Thinking and Science Curriculum*. Indiana Gifted Conference, Indianapolis, IN.
- Stambaugh, T. (2009). *Providing rigorous instruction for gifted students in language arts*. Encinitas Union School District (3 day seminar). Encinitas, CA.
- Stambaugh, T. (2008). *Research-based language arts curriculum for promising students of poverty*. North Carolina Department of Education, Raleigh, NC.
- Stambaugh, T. (2008, June). *Overlooked Gems: Strategies for promising students of poverty*. College of William and Mary, Center for Gifted Education. Williamsburg, VA.
- Stambaugh, T. (2008, June). *Implementing the Jacob's Ladder Reading Comprehension Program*. *National Curriculum Networking Conference*, College of William and Mary, Center for Gifted Education. Williamsburg, VA.

- Stambaugh, T. (2008). *Differentiating curriculum for gifted learners*. Northwestern University Center for Talent Development, Chicago, IL.
- Stambaugh, T. (2008). *Implementing the Jacob's Ladder Reading Comprehension Program*. South Carolina State Department of Education (2 day seminar). Columbia, SC.
- Stambaugh, T. (2008). *Meeting the needs of gifted learners in the regular classroom*. Encinitas Union School District (3 day seminar). Encinitas, CA.
- Stambaugh, T. (2008). *Implementing research-based science and math curriculum for gifted learners*. Western Ohio Gifted Coordinator Association, Dayton, OH.
- Stambaugh, T. (2008). *Best practices for curriculum development and instruction for gifted learners in language arts and science*. Lexington One School District, Lexington, SC (2 day presentation).
- Stambaugh, T. (2008). *Implementing Jacob's Ladder in the gifted classroom*. Horry County Public Schools, Myrtle Beach, SC.
- Stambaugh, T. (2007). *Differentiating the curriculum for gifted learners*. Chester County Public Schools, Chester, PA.
- Stambaugh, T. (2007). *Supplementary curriculum for gifted learners*. Norfolk City Public Schools, Norfolk, VA.
- Stambaugh, T. (2007, November). *Curriculum, instruction, and program evaluation: Research-based evidence*. South Carolina Gifted Association Conference, Featured Speaker. Columbia, SC.
- Stambaugh, T. (2007, October). *Project Clarion: Implementing effective inquiry-based science curriculum in the primary classroom*. Virginia Gifted Association Conference. Williamsburg, VA.
- Stambaugh, T. (2007, April). *Value-added assessment and differentiated instruction: Practical ideas for school leaders*. Battelle for Kids Annual Conference, Featured Speaker. Columbus, OH.
- Stambaugh, T. (2007, June). *Research-based literacy models*. College of William and Mary Summer Institute 3-day workshop. Williamsburg, VA.
- Stambaugh, T. (2007, March). *Science instruction in the elementary classroom*. College of William and Mary National Curriculum Conference. Williamsburg, VA.
- Stambaugh, T. (2007, March). *Overlooked Gems: A national perspective on promising students of poverty. What do we know? Where do we go?* College of William and Mary National Curriculum Conference. Williamsburg, VA.

- Stambaugh, T. (2007, March). *Building reading comprehension and critical thinking skills in reading*. College of William and Mary National Curriculum Conference. Williamsburg, VA.
- Stambaugh, T. (2007, February). *Helping your gifted child with perfectionism*. Focusing on the Future Institute. Williamsburg, VA: College of William and Mary, Center for Gifted Education.
- Stambaugh, T. (2007, February). *Parenting perfectionistic students: What does the research say?* Vanderbilt University, Nashville, TN.
- Stambaugh, T. (2007). *Language arts instruction for gifted middle school learners*. Jackson County School District, 3 day workshop, Jackson, MI.
- Stambaugh, T. (2007). *Language arts instruction for gifted middle school learners*. Jackson County School District, 3 day workshop, Jackson, MI.
- Stambaugh, T. (2007). *Language arts instruction for high ability learners*. Olentangy Local School District, 2 day workshop. Powell, OH.
- Stambaugh, T. (2007). *Best practices in curriculum across the content areas*. Virginia Beach City Schools, 3 day workshop. Virginia Beach, VA.
- Stambaugh, T. (2007). *Language arts for high ability learners*. Encinitas Union School Division, 3 day workshop. Encinitas, CA.
- Stambaugh, T. (2007, November). *Curriculum, instruction, and program evaluation: Research-based evidence*. South Carolina Gifted Association Conference, Featured Speaker. Columbia, SC.
- Stambaugh, T. (2007). *Using the William and Mary Language Arts Program in the regular classroom: Best practices for higher level thinking*. (2 day presentation) St. Charles School District: St. Charles, IL.
- Stambaugh, T. (2007). *The Jacob's Ladder Reading Comprehension Program*. Olentangy Local School District 3 day workshop. Powell, OH.
- Stambaugh, T. (2007). *Best practices for promising students of poverty*. Laredo, TX.
- Stambaugh, T. (2007). *Implementing the Jacob's Ladder Reading Comprehension Program*. Prince George County Schools, Prince George, MD.
- Stambaugh, T. (2007). *Language arts instruction for high ability learners*. Olentangy Local School District, 2 day workshop. Powell, OH.

- Stambaugh, T. (2007). *Best practices in curriculum across the content areas*. Virginia Beach City Schools, 3 day workshop. Virginia Beach, VA.
- Stambaugh, T. (2007). *Language arts for high ability learners*. Encinitas Union School Division, 3 day workshop. Encinitas, CA.
- Stambaugh, T. (2007). *Best practices in gifted education*. Encinitas Union School Division. Encinitas, CA.
- Stambaugh, T. (2007). *Differentiating in the regular classroom: A guide for cluster group teachers*. Isle of Wight Local School District: Smithfield, VA.
- Stambaugh, T. (2007). *Curriculum models for high end learning across the content areas* (2 day presentation). Sheboygan Local School District, Sheboygan, WI.
- Stambaugh, T. (2007). *Using the William and Mary Language Arts Program in the regular classroom: Best practices for higher level thinking*. (2 day presentation) St. Charles School District: St. Charles, IL.
- Stambaugh, T. (2007). *The Jacob's Ladder Reading Comprehension Program*. Olentangy Local School District 3 day workshop. Powell, OH.
- Stambaugh, T. (2007). *The William and Mary language arts curriculum*. District 11, Colorado Springs, CO.
- Stambaugh, T. (2007, February). *Curriculum best practices for advanced learners across the content areas*. Vanderbilt University, Nashville, TN.
- Stambaugh, T. (2006). *Designing appropriate curriculum for gifted learners based on content standards*. Southwest Ohio Gifted Consortium, Dayton, OH.
- Stambaugh, T. (2006). *Reading strategies for advanced readers*. Muskingum Valley Educational Service Center. Zanesville, OH.
- Stambaugh, T. (2006, June). *Using a reading comprehension program to promote critical thinking in reading*. National Summer Institute Curriculum Conference, 3 day presentation. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2006, March). *Scaffolding thinking skills in reading*. National Curriculum Spring Networking Conference Presentation. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2006). *Curriculum for gifted learners: Applications for science, social studies, and language arts*. Two day inservice. Lorraine Academy School for the Gifted, Lorraine, OH.

- Stambaugh, T. (2006). *Social and emotional needs of gifted students: What can educators do?* Isle of Wight School District: Smithfield, VA.
- Stambaugh, T. (2006). *Best practices and practical applications for teaching reading to middle school and high school students.* District 11 Colorado Springs, CO.
- Stambaugh, T. (2006). *Guiding gifted readers in the middle school using the William and Mary language arts curriculum.* Charles City County School District: La Plata, Maryland.
- Stambaugh, T. (2005). *Guiding gifted readers in the elementary school using the William and Mary language arts curriculum.* Charles City County School District: La Plata, Maryland.
- Stambaugh, T. (2005). *Differentiating to meet the needs of all students in the elementary classroom.* Prince George County School-wide Workshop, Prince George County, VA.
- Stambaugh, T. & French, H. (2005). *Introduction to the William and Mary Curriculum Units for language arts.* Project Athena 3-day Summer Institute Training. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- VanTassel-Baska, J. & Stambaugh, T. (2005). *Critical thinking and best practices for gifted learners.* Korean Delegation Institute. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- VanTassel-Baska, J. & Stambaugh, T. (2005). *The Three R's: Reasoning, Research, and Reporting.* Project Athena Midwinter Experimental Teacher Training. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2004). *Evaluating gifted student progress.* Southeast Virginia Coordinator Consortium. Smithfield, VA.
- VanTassel-Baska, J. & Stambaugh, T. (2004). *Training with the COS-R.* Project Athena Midwinter Administrator Training. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2004). *Gifted 101: What educators need to know.* Isle of Wight teacher inservice, Keynote, K-12. Smithfield, VA.
- VanTassel-Baska, J. & Stambaugh, T. (2004, June). *Evaluating gifted student progress and gifted programs.* National Curriculum Network Summer Institute. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2004). *Differentiation in the regular classroom.* Workshop for college credit: Horry County School District: Myrtle Beach, SC.

- Stambaugh, T. (2004). *Utilizing the William & Mary Curriculum Units in Science, Social Studies, and Language Arts*. Three-Day Presentation for College Credit: Horry County School District: Myrtle Beach, SC.
- VanTassel-Baska, J. & Stambaugh, T. (2004). *Training with the COS-R*. Project Athena Midwinter Administrator Training. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- VanTassel-Baska, J. & Stambaugh, T. (2004, June). *Evaluating gifted student progress and gifted programs*. National Curriculum Network Summer Institute. College of William and Mary, Center for Gifted Education: Williamsburg, VA.
- Stambaugh, T. (2004). *Differentiation in the regular classroom*. Workshop for college credit: Horry County School District: Myrtle Beach, SC.
- Stambaugh, T. (2004). *Utilizing the William & Mary Curriculum Units in Science, Social Studies, and Language Arts*. Three-Day Presentation for College Credit: Horry County School District: Myrtle Beach, SC.
- Stambaugh, T. (2003). *Models and methods for teaching social studies*. South Carolina Association for Gifted Children Conference, Greenville, SC.
- Stambaugh, T. (2003). *Using the William and Mary language arts units*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Stambaugh, T. (2003). *Problem-Based learning in science*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Stambaugh, T. (2003). *Navigating through language arts: A novel approach*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Lester, J. & Stambaugh, T. (2003). *Advanced options for high school students: What counselors need to know*. Featured presentation, Ohio Association for Gifted Children special conference for school psychologists and counselors: Columbus, OH.
- Stambaugh, T. (2003). *Value-Added Assessment and the gifted child: Collecting impact data for gifted students*. Southeast Ohio Gifted Consortium: Athens, OH.
- Stambaugh, T. (2003, October). *Using tiered learning centers in the regular classroom*. OAGC Teacher Academy Featured Presentation: Columbus, OH.
- Stambaugh, T. (2003, October). *Using tiered learning centers and contracts*. OAGC Teacher Academy Featured Presentation: Columbus, OH.
- Stambaugh, T. (2003). *Cluster grouping for effectiveness*. Two-day workshop for elementary and middle school teachers. Washington-Nile Local School District: Portsmouth, OH.

- Stambaugh, T. (2003). *Models and methods for teaching social studies*. South Carolina Association for Gifted Children Conference, Greenville, SC.
- Stambaugh, T. (2003). *Using the William and Mary language arts units*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Stambaugh, T. (2003). *Problem-Based learning in science*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Stambaugh, T. (2003). *Navigating through language arts: A novel approach*. South Carolina Association for Gifted Children Conference: Greenville, SC.
- Lester, J. & Stambaugh, T. (2003). *Advanced options for high school students: What counselors need to know*. Featured presentation, Ohio Association for Gifted Children special conference for school psychologists and counselors: Columbus, OH.
- Stambaugh, T. (2003). *Value-Added Assessment and the gifted child: Collecting impact data for gifted students*. Southeast Ohio Gifted Consortium: Athens, OH.
- Stambaugh, T. (2003, October). *Using tiered learning centers in the regular classroom*. OAGC Teacher Academy Featured Presentation: Columbus, OH.
- Stambaugh, T. (2003, October). *Using tiered learning centers and contracts*. OAGC Teacher Academy Featured Presentation: Columbus, OH.
- Stambaugh, T. (2003). *Cluster grouping for effectiveness*. Two-day workshop for elementary and middle school teachers. Washington-Nile Local School District: Portsmouth, OH.
- Stambaugh, T. (2002). *Cluster grouping gifted in the regular classroom*. Tuscarawaras County Regional Professional Development Center. K-12 teachers (8 school districts). New Philadelphia, OH.
- Stambaugh, T. (2002, April). *Curriculum compacting for gifted learners*. OAGC Teacher Academy Featured Presentation: Columbus, OH.
- Stambaugh, T. (2002). *Cluster grouping gifted in the regular classroom*. Tuscarawaras County Regional Professional Development Center. K-12 teachers (8 school districts). New Philadelphia, OH.
- Stambaugh, T. (2001). *Differentiating instruction in mixed ability classrooms*. River View Local School District K-12 In-service Day, keynote and featured small sessions speaker. Coshocton, OH.

Teaching

<i>ISL 72450 Independent Schools Master's Program Summer Modules 2015, 2016, 2017, 2018, 2019</i>	<i>Vanderbilt University</i>
<i>EDUC 3850 Honors Thesis Independent Study Spring, 2017; Fall, 2016</i>	<i>Vanderbilt University</i>
<i>SPED 2760/3760 Practicum in Gifted Education Spring, 2016 University Instructor of Record/Coordinator</i>	<i>Vanderbilt University</i>
<i>Differentiation for Gifted Learners Spring, 2016; Invited Instructor</i>	<i>University of New South Wales, AU</i>
<i>SPED 2750/3750 Organizational Structures and Planning Spring, 2016</i>	<i>Vanderbilt University</i>
<i>SPED 2740/3740 Curriculum and Instruction for the Gifted Spring 2012, Spring 2013, Spring 2014, Fall 2014</i>	<i>Vanderbilt University</i>
<i>SPED2720/3720 Introduction to Gifted Education Fall 2011, Fall 2012, Fall 2013, Spring 2015</i>	<i>Vanderbilt University</i>
<i>PSYCH3980 Directed Research Fall 2008, Spring 2009, Summer 2009, Fall 2009/10/11/13</i>	<i>Vanderbilt University</i>
<i>Tennessee Employment Standard (Eligibility for TN Gifted Teaching) Year Round 2016-17 and 2017-18 Summers 2009-2019 Characteristics and Assessment Summers 2009-2019 Curriculum and Instruction</i>	<i>Vanderbilt University</i>
<i>ED540 Characteristics and Assessment of Gifted and Talented Summer 2000, Winter 2001, Summer 2003 - 2007</i>	<i>Muskingum College</i>
<i>ED541 Curriculum and Instruction of Gifted - Guest Lecturer Summer 1999, Summer 2002</i>	<i>Muskingum College</i>
<i>ED542 Guidance and Counseling of the Gifted and Talented Winter 2002, Summer, 2005, Summer 2006</i>	<i>Muskingum College</i>
<i>ED543 Collaborative Partnerships for the Gifted and Talented Winter 2000, Fall 2002</i>	<i>Muskingum College</i>
<i>ED544 Practicum in Teaching the Gifted and Talented Winter 2000, Spring 2001, Fall 2001, Spring 2003</i>	<i>Muskingum College</i>
<i>ED565 Advanced Reading Strategies Summer 2004, Summer 2005, Summer 2006</i>	<i>Muskingum College</i>
<i>ED710 Practitioner Project/ Thesis Advisor Winter 2000, Spring 2001, Spring 2003</i>	<i>Muskingum College</i>

Service

Offices and Committees

2019-2022	National Association for Gifted Children Elected Board of Directors	Washington DC
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2018-2019	National Association for Gifted Children Publications Committee – Appointed Position	Washington DC
2017 – 2020	Tennessee Department of Education Invited Advisory Committee Member, Gifted Education	Nashville, TN
2015-2018	National Association for Gifted Children Awards Committee	Washington DC
2015-2017	National Association for Gifted Children Professional Standards Committee - Appointed Position	Washington DC
2016	Tennessee Department of Education Invited Advisory Committee Member, Gifted Education	Nashville, TN
2011-2015	National Association for Gifted Children Publications Committee – Appointed Position	Washington DC
2011 – present	Vanderbilt University Master and Doctoral Committee Member Served on 1 doctoral dissertation committee and 4 Master’s student thesis projects	
2010 – 2012	National Educational Testing Service Praxis Gifted Advisory Committee	Princeton, NJ
2010 – 2012	National Association for Gifted Children Professional Standards Committee – Appointed Position	Washington, DC
2009-2010	National Association for Gifted Children Higher Education Act Committee Common Core – Appointed Position	Washington, DC
2008-2010	National Association for Gifted Children Gifted Research Committee – Appointed Position	Washington, DC
2007-2010	National Association for Gifted Children Awards Committee – Appointed Position	Washington, DC
2005-2007	National Association of Gifted Children Education Commission Committee – Appointed Position	Washington, DC
2005-2007	National Association of Gifted Children Jack Kent Cooke Conference on Poverty – Coordinator	Washington, DC
2002-2003	Gifted Licensure Task Force Ohio Department of Education, Appointed Committee	Columbus, OH

2002-2003	Ohio Model Lesson Plan Development Ohio Department of Education, Special Appointed Committee	Columbus, OH
2002	Small Sessions Chair Ohio Association for Gifted Children <i>Chaired the small sessions committee, refereeing applied presentations for the annual conference.</i>	Columbus, OH
1999-2003	First Vice-President Ohio Association for Gifted Children – Elected Position (2 terms)	Columbus, OH
1999-2003	Legislative Liaison Ohio Association for Gifted Children <i>Invited to testify before Ohio Senate and House at arranged public meetings regarding gifted education needs, research, policy, and financing</i>	Columbus, OH
1998-2000	Mentor Teacher Morgan Local School District	McConnelsville, OH
1997-1999	Region 10 Board Member Representative Ohio Association for Gifted Children – Appointed position	Columbus, OH

Reviewer for Journals and Editorial Boards

Review(ed) articles for the following journals:

Council for Exceptional Children

Journal of Advanced Academics

Journal for the Education of the Gifted

Gifted Child Today

Gifted Child Quarterly – Editorial Board Member

National Association for Gifted Children Conference Proposal Reviewer

National Association for Gifted Children Publications Committee Publication Reviewer

International Invited Presentations and Contracts

2018	Hawker Brownlow Publishing Company Invited Speaker – Annual Conference <i>Invited lecturer for three-day presentation on gifted education, thinking skill development, and differentiation for annual conference; company purchased license to my books and curriculum for reprinting in Australia</i>	Melbourne, Australia
2017	Hawker Brownlow Publishing Company Invited Speaker – Annual Conference	Melbourne, Australia

Invited lecturer for three-day presentation on gifted education, thinking skill development, and differentiation for annual conference; company purchased license to my books and curriculum for reprinting in Australia

- 2017 Queensland Association for Gifted and Talented Brisbane, Australia
 Guest Lecturer and Keynote Speaker
Invited keynote speaker for annual preconference and conference
- 2016 University of New South Wales Sydney, Australia
 Guest Instructor and Keynote Presenter
Invited lecturer and presenter for Department of Ministry to teach a course in gifted education at the University of New South Wales and present at their annual gifted conference
- 2010-2016 Abu Dhabi Education Council Abu Dhabi, UAE
 Academic Consultant for Abu Dhabi Education Council/Vanderbilt
 Demonstration School Project
Advise educators of best practices in curriculum, instruction, and leadership; set vision for school pedagogy and curriculum; lead initiatives in gifted education programming and service delivery
- 2010 China National Gifted Consortium Hangzhou, China
Keynote speaker for first gifted education symposium