



**The Frances A. Karnes Center
for Gifted Studies**

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ENSURING THE SUCCESS OF GIFTED STUDENTS IN THE TRADITIONAL CLASSROOM

Susan Winebrenner

In these days of leaving no struggling child behind in American classrooms, the gifted students may be the ones who are actually being left behind. Much of their school time is being wasted by forcing them to complete the same grade-level learning tasks being undertaken by the other students, even though the concepts have already been mastered.

Classroom teachers who want to empower all students to learn can make a real difference in the quality of the school experience for gifted students by utilizing several simple strategies. Differentiating the regular curriculum for gifted students is appropriate because they are as divergent from normal or average as students receiving special education services. Accommodations for gifted students must be made in order to meet their uniquely different educational needs. Not because they are special; not because they are tomorrow's leaders; not because their parents know how to make wheels turn; but simply because of their advanced competence in learning grade-level standards.

Making appropriate curricular responses begins with acknowledging that gifted students actually learn differently from age peers in three important ways. First, they learn new material in much less time than age peers. Second, they tend to remember forever what they have already learned. Third, they perceive ideas and concepts at more abstract and complex levels than age peers.

The only fair way to identify gifted students in any classroom is to minimize the emphasis on the word gifted and simply allow any student who needs compacting and differentiation of the regular curriculum to identify themselves through their actual learning behaviors. Teachers are encouraged to describe, to the entire class, the manner in which any student can demonstrate that they already know the upcoming content or can learn it in a much shorter time than will be needed by age peers. Any student who can meet these criteria is eligible for differentiated activities and compacted curriculum instead of the regular work.

Compacting the curriculum involves condensing the regular curriculum through voluntary pre-assessment opportunities. Compacting allows students who can demonstrate that they have already mastered upcoming standards to receive full credit for that ability before being required to do the regular work. Teachers are not required by the state to teach all standards to all students. They are simply required to document that all students assigned to them have mastered the assigned standards. It is not legislated that students must all show mastery at the same time.

If there is one issue that frustrates gifted students, their teachers, and their parents, it is the issue of whether the student will do his/her work. This frustration arises from what may be called the confusion of pronoun syndrome. Rarely do gifted students refuse to do their work. What they usually resist doing is the teacher's work: work that the teacher assigns. Gifted students would actually be thrilled to be allowed to use school time to do their work, which is defined as learning something they do not already know!

Differentiating content without first compacting is like making cupcakes without the frosting. It's only half the job! Two strategies allow compacting to happen easily and fairly. The Most Difficult First strategy allows students who demonstrate mastery of one class period's work to receive full credit for that mastery and spend their school time working on extension tasks instead of the regular work. After the teacher has explained the concepts from the current day's lesson, students are invited to try the most difficult problems first, before completing the full assignment. Students who answer four or five of these five problems or examples correctly within 15 minutes would be finished with the reg-

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FROM THE DIRECTOR



Dr. Frances Karnes, Director

DEAR FRIENDS:

2006 started with the Saturday Gifted Studies Program with a record number of students. In 2005, 174 students were served and in 2006, 218 children were enrolled.

The federal grant, Appropriate Practices for Screening, Identifying, and Serving Gifted At-Risk Youth, was very successful. The results of the findings and suggestions for working with these students can be found on our Web site.

The summer programs are serving students from Alabama, Arkansas, Florida, Illinois, Louisiana, Mississippi, New Jersey, Oregon, and Tennessee. There are many returning students and lasting friendships will be formed.

Mark your calendar for two exciting conferences. Dr. Sylvia Rimm will be the keynote speaker for the Day of Sharing for Teachers of the Gifted on September 15 and for the Parenting Gifted Children Conference on September 16.

The Frances A. Karnes Endowed Chair is continuing to receive support. Please help us reach our goal of fully funding the endowed chair. A special thank you to our sponsors and donors.

Let's all think of additional ways that we can support gifted children and youth and their education.

Sincerely,

Frances A. Karnes, Ph.D.

PROFESSOR, Curriculum, Instruction, and Special Education
and DIRECTOR, The Frances A. Karnes Center for Gifted Studies

MISSISSIPPI LAW AND RULES AND REGULATIONS FOR GIFTED EDUCATION

MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN

www.msms.k12.ms.us/MAGC
Search Gifted Legislation/Law

Thank You! Thank You!

We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial Fund, the Summer Program for Academically Talented Youth, and Friends for Gifted Education. The Friends fund was established in 1999 for scholarships for needy and eligible students to attend our summer programs and the Saturday Gifted Studies Program.

PROGRAM SPONSORS

Sponsorships for our programs also provide necessary funding for program support and student scholarships. Programs and sponsors are

SATURDAY GIFTED STUDIES PROGRAM

PURPLE PARROT CAFÉ
CRESCENT CITY GRILL

LEADERSHIP STUDIES PROGRAM



SUMMER GIFTED STUDIES PROGRAM



PARENTING GIFTED CHILDREN CONFERENCE



SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH



FORREST GENERAL HOSPITAL



REGIONS

MISSION STATEMENT

Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as The Frances A. Karnes Center for Gifted Studies in 1999, its central purpose to further the education of gifted students and those with leadership abilities through teaching, research, and service. Emphasis is also placed on these areas for those interested in the gifted: teachers, parents, administrators, psychologists, counselors, and other concerned citizens.

SERVICES

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.

(Continued from page 1)

ular work, get full credit for the entire assignment, and spend the balance of their time in that subject working on differentiated extension activities.

The Pretest strategy allows students who demonstrate mastery of an upcoming week's worth of material, such as a spelling or vocabulary list, to work on extension tasks instead of the grade-level work. Since the opportunity to demonstrate mastery of upcoming standards is offered to all students, there is little or no resentment from those students who are not participating in compacting during a particular week toward students who are participating in compacting on a regular basis.

Many teachers offer work for extra credit and are perplexed and frustrated when some gifted students do not take advantage of that opportunity. Parents often encourage this practice by asking teachers to give their children more to do at home in the evenings, weekends, or over the summer months. No rational person, at any age, willingly does more than others are doing simply because "more is better." Rather than completing extra credit assignments, students should be working at levels that allow them to progress in their own learning every day during regular school time.

When the compacting has been accomplished, students are allowed to work on alternate tasks that push them to engage in more abstract and complex types of thinking. Almost every school in this country has a mission statement that describes the educational goals of that school. Such a statement usually includes a sentence that sounds something like, "All our students will actualize their learning to their highest potential." Parents of gifted students always have the right to ask how their school's mission statement is being experienced by their own sons or daughters, whose natural ability demands exposure to accelerated content in order for them to "actualize their learning potential." When adults advocate for what their gifted children need in school, it is important not to ask for anything special. Rather, we should be able to ask any teacher regarding any student, "What evidence do you have that this child is working at his or her challenge or ability level in your classroom?"

Whether or not separate special programs for gifted students exist at a school, gifted students have the right to experience what all other students experience regularly: challenging learning opportunities that move eager minds beyond what they already know to experiences that require effort and energy to understand and master. Many teachers acknowledge the reality that highly capable learners need challenging learning opportunities. Their fear, however, is that once they pretest and find some students already know the material they are planning to teach, there will be additional demands on their planning time to locate and set up extended learning experiences. Many teachers worry that there is simply not enough time available to them to accommodate gifted students' needs for compacting and differentiating the curriculum. Additionally, there is often a fear in some teachers' minds that they will be unable to assign appropriate tasks for the eligible students to work on in the time that is created by compacting. For teachers already feeling overworked and overstressed, this prospect may not be very pleasant.

The good news is that there are an increasing number of sources available to teachers which provide the actual extension activities for students. Renzulli Learning is a Web site that provides a service designed to help gifted students identify topics for which they may conduct an independent study. Once the student has selected a topic, the site then provides links to numerous places where the information they are seeking may be found. Free Spirit Publishing has several resources focusing on extension activities for students to use in their alternate learning experiences. Parents of gifted students

are usually aware of topics in which their children are interested. Some parents are willing to spend time in their children's classrooms assisting any student who needs help in locating materials and resources to use in their independent study. Additionally, most teachers have unused files of materials they have purchased over the years but rarely get to use with their students.

However, when students need acceleration of content in addition to or in place of extension, such as in subjects that are very sequential like reading or math, a different type of intervention is indicated. Students may be allowed to work with a group of students from a higher grade for the subject areas in which they are significantly advanced. In rare cases, where a student's entire learning level is significantly advanced from age peers, radical acceleration or double promotion is another option. The Iowa Acceleration Scales (Assouline et.al., 1999) is a wonderful resource available from Great Potential Press that provides step by step support to help educators decide which students should experience acceleration of content and also provides specific support regarding how to make the acceleration happen.

Teachers need to find and use methods to support each other as they work to implement compacting and differentiation opportunities in their classrooms. Research on staff development concludes that lasting change is more likely to happen when teachers have peer support during the entire implementation process. The formation of school-based study groups, led by teachers in the workshop and open to all interested teachers in their building, is strongly encouraged. Meeting together at regular intervals during the school year, teachers select methods to try, help each other with implementation, and have group discussions on the pros and cons of each method.

Without such a support system at a school, teachers who attempt to use methods they have learned in a workshop are likely to abandon that method as soon as they encounter any barriers to success. With the help of study group members, the likelihood of being able to work out glitches as they occur is very good. Therefore, the likelihood of lasting, effective changes coming from teacher training methods is also greatly enhanced.

Gifted students are experiencing great frustration in most mixed ability classes, especially with the presence of state standards and the expectations of the No Child Left Behind legislation. Several concrete suggestions have been offered to teachers which can be used to make sure their gifted students experience challenge in their own learning on a regular basis. —

References:

Assouline, S., Colangelo, N., Lupkowski-Shoplak, A., Lipscomb, J., & Forstadt, L. (1999). *Iowa Acceleration Scale, 2nd edition: A Guide to Whole-Grade Acceleration K-8*. Scottsdale, AZ: Great Potential Press.

Renzulli Learning Systems, LLC. (2006). Renzulli Learning. <http://www.renzullilearning.com>.

Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom, 2nd edition*. Minneapolis: Free Spirit Publishing.

Winebrenner, S. (2006). *Differentiating content for gifted learners in grades 6-12: Over 140 extension menus by teachers for teachers*. Minneapolis: Free Spirit Publishing.

BOOKS AND RESOURCES for Teaching High-Ability Students in the Classroom

BOOKS:

Adams, C. M., & Pierce, R. L. (2006). *Differentiation instruction: A practical guide to tiered lessons in the elementary grades*. Waco, TX: Prufrock Press.

This book offers practical suggestions for effectively creating tiered lessons for gifted resource rooms or general education classrooms. Classroom management is addressed and sample lessons and units are included.

Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.

This text provides practical information and examples of a wide variety of differentiation techniques. This is a must have book for any teacher who wants to meet the needs of all gifted students in the classroom.

JOURNAL ARTICLES:

Joffe, W. S. (2001). Investigating the acquisition of pedagogical knowledge: Interviews with a beginning teacher of the gifted. *Roeper Review* 23(4), 219-26.

Joffe provides a qualitative examination of the frustrations and successes of a first year teacher in the gifted classroom. This article discusses the barriers to implementing proven techniques and suggestions for overcoming other difficulties.

Powell, T., & Siegle, D. (2000). Teacher bias in identifying gifted and talented Students. *The National Research Center on the Gifted and Talented Newsletter*, Spring. Retrieved on April, 25, 2006, from <http://www.gifted.uconn.edu/nrcgt/newsltr.html>

This article discusses the ways in which teachers' personal biases can interfere with the correct identification and appropriate differentiation for gifted students in the classroom.

Fiedler-Brand, E., Lange, R. E., & Winebrenner, S. (n.d.). Tracking, ability grouping and the gifted. *Pennsylvania Association for Gifted Education*. Retrieved April 25, 2006, from <http://www.penngifted.org/tracking.cfm>

This article is structured as a contrast between popular myths that exist concerning teaching strategies for high-ability learners and the reality that teachers and parents should understand.

PRESENTATION TRANSCRIPTS:

Baldwin, C. A., & Coleman, C. A. (2000). Achievement goal orientation: Instructional practices and teacher perceptions of gifted and/or academically talented students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 442213)

This presentation provides an in-depth look at the various motivating factors for achievement and how teachers may impact that motivation. Gifted children may exhibit more intellectual independence than is expected in the regular classroom.

Milligan, J. (2001). Effective staff development in a low socio-economic rural setting: A microethnography of teachers' perceptions of giftedness. Paper presented at the Annual Conference of Arkansans for Gifted and Talented Education, Hot Springs, AR. (ERIC Document Reproduction Service No. ED450992)

Milligan proposes a plan for extended professional development that allows all teachers in a school to partner with each other in order to raise the awareness of giftedness and the usefulness of teaching creative and critical thinking and differentiating lessons in the classroom.

Ronzone, D. M. (2000). The political work of teaching: Teachers' construction of the status "At-Risk." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED443934)

This presentation offers a warning to teachers to be aware of their personal biases toward students at all ability levels and to genuinely seek and heed the advice of others when dealing with difficult students.

Online Interview Transcript:

Vuko, E., & Davidson, J. (2004, July 15). Teacher says: Gifted students/gifted children with learning disabilities. *washingtonpost.com*. Retrieved April 24, 2006, from <http://www.washingtonpost.com/wp-dyn/articles/A32159-2004Jun10.html>

This interview provides insights into collaboration between students, parents, teachers, and administrators and offers advice on questions submitted by parents.

What is MAGC?

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a non-profit organization that serves as a public advocate for gifted children and youth in the State of Mississippi.

MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC please contact:
MAGC
P.O. Box 3545
Jackson, MS 39207
www.msms.k12.ms.us/MAGC

Visit the Duke University TIP Program Web site at www.tip.duke.edu for information on Duke TIP Interactive CD-ROM courses; Duke Gifted Letter for parents; and Duke TIP Learn on Your Own courses.

Summer Programs at the Center

During June and July approximately 400 students traveled from nine states to attend the three summer residential programs offered by the center. Students in each of the programs worked diligently at their course work during the day. The evening hours were spent visiting The University of Southern Mississippi's Art Museum and participating in a variety of enjoyable activities such as swimming, basketball, and visiting the deGrummond Children's Literature Collection in Cook Library.

This summer marked the 24th year of the Leadership Studies Program, which was held June 18-23, 2006. Students participated in a variety of activities that were designed to enhance their leadership skills and prepare them for leadership roles in school, civic, and religious organizations. The Leadership Studies Program is a three year program that enhances areas necessary for leadership development, such as fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. Students in the program



Dr. Karnes presents a plaque to Robert St. John and ????, owners of The Purple Parrot Café and Crescent City Grill and sponsors of the Saturday Gifted Studies Program.

welcomed area leaders for the annual Leadership Breakfast where they presented their own plans for leadership.

The Summer Gifted Studies Program was held June 25-30. Students learned about everything from creative writing and world cultures to entrepreneurship and inventions. The program offered instructional activities that were both enriching and accelerated in courses such as "Mind Power," "Business Leaders: Today and

Tomorrow," "Inventions," "Money, Money, Money," "World Cultural Connections," "Design Studio," and "Write On!" The Summer Gifted Studies Program is designed for intellectually gifted students in grades four through eight. Throughout the 28 years of its existence, the program has had as its goal to enhance the cognitive abilities of gifted students through the exploration of instructionally appropriate topics.

The Summer Program for Academically Talented Youth took place during the three weeks of July 9- 29. Students in grades seven through ten qualified for attendance based on SAT or ACT results. A variety of

intensive, fast-paced courses were enjoyed by these exceptional students. Courses included precalculus mathematics, human anatomy and physiology, creative writing, forensic science, and polymer science.

The Frances A. Karnes Center for Gifted Studies was proud to have hosted the many diverse students who attended the programs this summer and looks forward to many more years of summer programming. ●

CAREER EXPLORATIONS FOR GIRLS CONFERENCE

The Third Annual Career Explorations for Girls Conference will be conducted on the Hattiesburg campus of The University of Southern Mississippi on Saturday, October 21, 2006, from 8 a.m. to 3:45 p.m. The conference is open to all girls in grades 7-12 and each girl must be accompanied by her mother or another adult female. Girls do **not** need to be enrolled in gifted education to attend. More information regarding registration dates will be available during the summer and a registration form will be available online. ●

Connections

Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

AMANDA SMITH COLLINS participated in the Summer Program for Academically Talented Youth in 1991. She is a school psychologist certified with a Master of Education and Education Specialist. Amanda is currently a full-time doctoral student and research fellow at Georgia State University. She is a member of the Graduate Research Collaborative and the GSU Student Association of Psychologists. Amanda is also preparing for the birth of her first child.

KELLY ELYSE YATES DAY attended the Saturday Gifted Studies Program in 1991, 1992, and 1993, as well as the Summer Gifted Studies Program in 1993. She graduated from Southern Miss in 2003 with a Registered Nurse/Bachelor of Science in Nursing degree. She is currently a case manager with AseraCare Hospice of Hattiesburg. Kelly enjoys volunteering with the Petal School District and at local community health fairs and conferences. She also supports her son's soccer team.

TIMOTHY EVANS attended the Summer Gifted Studies Program in 1982. He was a National Merit Scholar and received a Navy ROTC Scholarship. Timothy was also awarded a Law School Academic Scholarship at the Mississippi College School of Law. He is currently an associate at Bryan Nelson P.A. in Hattiesburg, MS. Timothy spends his free time working with computers and reading techno-thrillers and history.

AMIE HILL attended the Saturday Gifted Studies Program in 1986. She graduated from Southern Miss in 2000 with a Bachelor of Fine Arts in Acting. Amie currently works as an entertainment manager for Universal Studios Hollywood.

KALE KIRKLAND participated in the Leadership Studies Program in 1997. He has recently been accepted as a doctoral candidate for clinical psychology at the University of Mississippi for 2006.

MARY LYNN MCCRAINE attended the Summer Gifted Studies Program in 1979. In 1990 she earned the Bachelor of Arts in Education in the field of special education from the University of Mississippi. In 2001, she earned the Master of Science in Elementary Education from Alcorn State University. While at Ole Miss, she was a member of Phi Kappa Phi and a recipient of the Marcus E. Taylor Medal in Education. Mary has taught for the Vicksburg Warren School District since 1990. She is currently educator of the year at Halls Ferry Elementary and is the Local

Survey Committee chairperson. Mary is a member of the Council for Exceptional Children and attended the state and national conferences for that organization this year. In 2004 Mary became the case manager for the Office of Special Education Vicksburg Warren School District and has served on the District Student Assistance Team. When Mary is away from her duties as an educator, she enjoys reading and traveling.

DANA PHILLIPS participated in the Leadership Studies Program in 1988. She graduated from Southern Miss in 1993 with a degree in polymer science. Dana was awarded a patent for work she did for Color Corporation of America in 1998/1999. She later worked as a lab group leader/chemist with Akzo Nobel in Clinton, MS. Currently, Dana is a homeschooling mother of two. She volunteers at her church and is active in the local homeschooling association. She is also a member of the design team and teaches classes for a local scrapbook store. When not occupied with home or community responsibilities, Dana continues to provide consulting services in the field of polymer science.

SHEA ROGERS participated in the Saturday Gifted Studies Program in 1995 and 1996. She is currently a sophomore at New York University majoring in English and sociology. She is actively involved in campus life and acts as an Admissions Ambassador, New York Cares Volunteer, and an member of the ACLU@ NYU. Shea's other interests include reading, music, photography, and the history and architecture of New York.

JOHN D. SUTTON participated in both the Saturday and Summer Gifted Studies Programs between 1979 and 1983. John received a Bachelor of Science in Business Administration from Southern Miss. He later attended the University Of Mississippi School Of Law where he graduated cum laude with a Juris Doctorate in 1994. He currently owns his own law practice in Monticello, MS. John also owns Poultry Pro Realty in Monticello and is a certified General Mississippi Real Estate Appraiser.

JAMIE HUDSON WALLACE attended the Summer Gifted Studies Program in 1993, 1994, and 1996 and the Leadership Studies Program in 1998 and 1999. Jamie recently graduated from Delta State with a degree in business. Two years ago, she became the owner of a successful salon and boutique in Yazoo City.

IN THE NEWS

The following article first appeared in the Hattiesburg American on February 19, 2006 under the title "School on Saturday? Southern Miss gifted studies program has record enrollment." Thanks are extended to Layla Essary for her interest in the work that is conducted at The Frances A. Karnes Center for Gifted Studies and her efforts to share that interest with others.

Saturday Gifted Studies

For the past couple of Saturdays in a row, Jane Meynardie of Biloxi gets her children up before sunrise and drives to Hattiesburg. And while you might find her out shopping or visiting local restaurants in the Hub City, Jane's two children are tucked away in classrooms, on a day when most kids are out of school.

"They can't wait for Saturdays to come," says Meynardie. Her two kids are among nearly 220 children participating in this year's Saturday Gifted Studies Program at The University of Southern Mississippi.

This is an annual tradition for the Meynardie family. She's been bringing her kids to the program for five years in a row.

"We get up at the crack of dawn and drive," says Meynardie. "It provides that little something extra scholastically that they need—an additional challenge."

She's not alone in making the long trip to Hattiesburg for the seven week program. Director and founder of the Center for Gifted Studies Dr. Frances A. Karnes says dozens of children are enrolled from as far away as Mobile, Alabama, Jackson and the coast.

"They come from lots of communities in the region because they know this center strives to provide children with an atmosphere of learning that meets their instructional ability and level," says Dr. Karnes. "We've had tremendous growth in the program over the course of the past 25 years here."

Mississippi State Rep. Virginia Carlton of District 100, which includes portions of Marion, Lamar and Jeff Davis counties, has three children enrolled in the Saturday Gifted Studies Program this year. She says her children have been able to apply knowledge from the program throughout the rest of the year.

"Later on, in school or summer programs, I've witnessed firsthand their desire to apply what they have learned here," said Carlton.

By Layla Essary

At a time when all state budgets are under intense scrutiny, Carlton said her personal experience as a mother of gifted children has helped her understand the value of funding gifted education in Mississippi.

"As a member of the Education Committee, I can tell you that our state legislature values education as a high priority and that includes programs that bring about instruction to gifted children, yet in a way that is fiscally responsible," said Carlton.



Heather Houston assists a student in the preschool course during the Saturday Gifted Studies program.

The Saturday Gifted Studies Program began in 1979 to serve all school-aged intellectually gifted youth and was expanded to include four- and five-year-olds last year. The 2006 program, which began in January, is serving its biggest group of participants ever. Dr. Karnes says dozens of applicants had to be placed on the waiting list after the program reached full capacity. ●

DAY OF SHARING FOR TEACHERS OF THE GIFTED

The Day of Sharing for Teachers of the Gifted will be held on Friday, September 15, 2006, at the Center for Healthy Living located at the Hattiesburg Family Y. This conference, sponsored by The Frances A. Karnes Center for Gifted Studies, is designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular education teachers, psychologists, and administrators are encouraged to attend. There is no cost for the conference. The deadline for registration is September 1, 2006.

Dr. Sylvia Rimm, director of Family Achievement Clinic in Cleveland, Ohio, will be the keynote speaker. She will present "The Social Emotional Development of Gifted Children: Understanding and Serving Their Needs". Dr. Rimm was a contributing correspondent for NBC's Today Show and was featured on the Oprah Winfrey Show and in People magazine. Dr. Rimm is also a clinical professor at Case School of Medicine, in Cleveland.

Other sessions will be lead by Dr. Conrad Castle, state consultant for Gifted Education, who will present "Mississippi Gifted Education: The Instructional Management Plan." Dr. Sandra Manning will present "Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers." Jean Prather, executive director of the Mississippi Association for Gifted Children, will give an update on current legislation and how it affects gifted education. Immediately following lunch, teachers will be given time to share activities and ideas. Teachers should indicate their intent to share materials on their registration form. For more information, contact The Frances A. Karnes Center for Gifted Studies at 601. 266.5236, or gifted.studies@usm.edu. Information may also be found on our Web site at <http://www.usm.edu/gifted>. ●

Book Ends

In this section of the newsletter, we will review books of interest to the field of gifted education.

Math Education for Gifted Students
By Susan Johnsen and James Kendrick (eds.)
Prufrock Press (2005)
ISBN: 1-59363-166-9

Reviewed by Kristen R. Stephens, Ph.D.

Part of the Gifted Child Today Readers series, *Math Education for Gifted Students* profiles several articles that appeared in *Gifted Child Today* and the *Journal for Secondary Gifted Education* regarding math education for gifted students. The volume is organized in two sections: *Differentiating Mathematics for Gifted Students* and *Instructional Strategies for Teaching Mathematically Gifted Students*. All of the articles should be engaging to teachers as they provide real life examples of how the needs of mathematically gifted students have been addressed in the classroom. The reader will garner information regarding the characteristics of mathematically gifted students, learn about the impact that certain instructional strategies have had on student achievement in math, and reflect on issues relating to tiered lessons, single-sex programs, technology-based instruction, and more. It is apparent that the articles included in this volume were selected based on their potential appeal to the classroom teacher and in consideration of elementary, middle, and high school teachers, as examples from all levels of instruction are included. While this book will provide a preliminary introduction to math education for gifted students, its main focus is on appropriate instructional strategies. Those with an interest in methods and procedures for identifying mathematically gifted youth and who need more information regarding programming, curricula, and assessment should consult *Developing Mathematical Talent* by Susan Assouline and Ann Lupkowski-Shoplak (Prufrock, 2003).

Language Arts for Gifted Students
By Susan Johnsen and James Kendrick (eds.)
Prufrock Press (2005)
ISBN: 1-59363-165-0

Reviewed by Lyn K. Hawks, M.A.

Language Arts for Gifted Students compiles Gifted Child Today articles on best practices for challenging verbally gifted youth. The book begins with an overview of identification methods, instructional strategies, and tips for responding to parents of gifted language arts learners. Organized in three sections, the articles address the selection of appropriate literature, the integration of dramatic performance activities, and a variety of other instructional strategies such as writers' workshops and writing to a purpose. Every article contains valuable anecdotes and rationales for the language arts pedagogy, and several of them provide classroom-ready questions and activities to guide an instructor. "Harry Potter: Enchantment for All Seasons," "Gifted Kids, Gifted Characters, and Great Books," and "Adventures with Words" are the most summative and least classroom-ready articles, but the general guidelines, realistic examples, and substantive rationale for teachers developing a syllabus and curriculum are helpful. Chapter 12, "RITE Reading: Constructing Meaning by Finding What's Wrong in an Informational Text" is one of the most specific and most helpful articles for its in-depth coverage of a meaningful, replicable activity for gifted readers. Likewise "Using Multicultural Literature in Gifted Education Classrooms" merges Bloom's Taxonomy with James Banks' model for integrating multicultural literature and provides a helpful template for teacher use. Any language arts teacher will find valuable research available in this collection and several articles that can translate to tomorrow's activities.

PARENTING GIFTED CHILDREN CONFERENCE XXII-XXII

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi will hold its 22nd/ 23rd Annual Parenting Gifted Children Conference on September 16, 2005. The conference is offered to assist parents and other concerned adults to better understand the unique intellectual, academic, and social-emotional needs of the gifted and talented. It will be held in Joseph A. Green Hall on the Hattiesburg campus of Southern Miss. The cost of attendance is \$30.

Dr. Sylvia Rimm, director of Family Achievement Clinic in Cleveland, Ohio, will be the keynote speaker. She will present "Growing Up Too Fast: What Parents Can Do to Help Their Gifted Child." Dr. Rimm was a contributing correspondent for NBC's Today Show and was featured on the Oprah Winfrey Show and in People magazine. Dr. Rimm is also a clinical professor at Case School of Medicine in Cleveland.

Other sessions to be held during the conference include "Developing Parent Leadership," "How to Start an MAGC Affiliate," "The Young Scientist, Supporting Visually Artistic Children," "Instructional Management Plans," "Resources for Scientific Exploration," and "Appropriate Practices for Gifted Preschoolers." The deadline for registration is September 1, 2006. Don't miss this opportunity to meet Dr. Rimm and other leaders in gifted education in Mississippi.

For more information please call 601.266.5236, e-mail gifted.studies@usm.edu, or visit our Web site at <http://www.usm.edu/gifted>. ●

LEADING THE WAY...

► **KEVIN BESNOY, PH.D.**, has been serving as project coordinator for The Frances A. Karnes Center for Gifted Studies where he supervised the research study “Appropriate Practices for Screening, Identifying, and Instructing Gifted/At-Risk Youth.” Kevin presented at the National Association for Gifted Children Conference in November 2005 and was appointed chairperson of the Computers and Technology Division. One of his articles, “How Do I Do That? Integrating Web Sites into the Gifted Education Classroom” was published in the winter issue of *Gifted Child Today*. Kevin successfully defended his dissertation in April and received a doctorate in curriculum, instruction, and special education with an emphasis in gifted education in August. He recently accepted an assistant professorship at Northern Kentucky University.

► **JESSE CUKIERKORN, M.A.ED.**, is currently working as a graduate research assistant at The Frances A. Karnes Center for Gifted Studies on the research study “Appropriate Practices for Screening, Identifying, and Instructing Gifted/At-Risk Youth. Jesse presented “Enhancing the Abilities of Your Young Gifted Child” with Heather Houston at the 52nd Annual National Association for Gifted Children in Louisville, Kentucky. She recently taught architecture for the fourth- through sixth- graders in the Saturday Gifted Studies Program. Jesse presented “Schools Drawn to the Arts” and “Mexican Ex Votos: Applying an Intercultural Model to Religious Art and Student Experience” at the 2006 National Art Education Association Conference in Chicago.

► **HEATHER HOUSTON, M.ED.**, is currently coordinating public relations for The Frances A. Karnes Center for Gifted Studies. She recently presented “Enhancing the Abilities of Your Young Gifted Child” with Jesse Cukierkorn at the 52nd Annual National Association for Gifted Children Conference in Louisville, Kentucky. For the second year, Heather taught the preschool class for the Saturday Gifted Studies Program. Heather will complete course work toward the doctorate in curriculum, instruction, and special education with an emphasis in gifted education and a minor in research and statistics in August 2006.

► **SANDRA MANNING, PH.D.**, NBCT, recently completed work as project coordinator of research funded through the U.S. Department of Education and The University of Southern Mississippi. Dr. Manning coordinated the publication of a best practices manual titled *Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers*. She became the Associate Director of The Frances A. Karnes Center for Gifted Studies in August 2005.

► **SANDRA K. WENTWORTH, M.ED.**, is currently pursuing a doctoral degree in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi. She has enjoyed 12 years of classroom experience in three states, has been a science fair sponsor and worked with the National Youth Sports Program at Southern Miss for the past four years. Sandy received the Intel International Science Fair Teacher Mentor Award in 2005. Her research interests include gifted girls and science, the health and physical fitness of students, and the preservice teacher training. She recently presented “Women Scientists: A Technology Project for grades 5-8” at the 52nd Annual National Association for Gifted Children Conference in Louisville, Kentucky and “Women Scientists” at the Mississippi Association for Gifted Children Conference. ●

Gifted/At-Risk Youth

A resource guide for screening, identification, and serving potentially gifted/at-risk youth will be available later this summer. The resource guide is a compilation of information gathered through extensive review of literature regarding gifted/at-risk youth and a research study conducted by The Frances A. Karnes Center for Gifted Studies. The study examined the relationship between self-concept and non-verbal intelligence in potentially gifted/at-risk youth. Instructional strategies are offered to enhance the academic achievement and self-esteem of gifted/at-risk students. The resource guide may be found at [giftedhttp://www.usm.edu/gifted/At_Risk_gifted_grant.htm](http://www.usm.edu/gifted/At_Risk_gifted_grant.htm).



Training workshops held as part of the center's research on gifted/at-risk youth challenged teachers to find creative solutions to puzzling issues.

Click on...

THE CENTER'S EXPANDED WEB SITE



Visit the expanded Web site for the Center at <http://www.usm.edu/gifted>.

Please offer your ideas on information to be added.

Educational Consulting Service
<http://www.susanwinebrenner.com>

This Web site, based on Susan Winebrenner's books *Teaching Gifted Kids in the Regular Classroom*, *Teaching Kids with Learning Disabilities in the Regular Classroom* and *Super Sentences*, offers information for teachers that helps them to meet the needs of the broad variety of students that are found in the regular classroom. The site provides links to advocacy organizations, contact information for schools which are successfully cluster grouping their classrooms, and printable versions of the many tools Susan has created to help teachers manage the curriculum adaptations and modifications that make inclusive classrooms successful.

The Hollingworth Center for Highly Gifted Children
<http://www.hollingworth.org/default.htm>

This Web site provides links to a variety of articles detailing the experiences of highly gifted children in the regular classroom as well as information regarding testing, home-schooling, and regional conferences of the Hollingworth Center.

The de Bono Group
<http://www.debonogroup.com>

The Web site of well-known author Dr. Edward de Bono provides introductions to Dr. de Bono's concepts of lateral thinking, Six Thinking Hats, and other methods to instruct students and business people in moving beyond analysis and argument to innovation and creativity.

Prufrock's Gifted Education Blog
<http://www.prufrock.com/client/giftedBlog/index.cfm>

This blog offers information for teachers about a variety of subjects ranging from underachievement to using technology in the classroom to integrating the arts into the curriculum. Links are also provided to other sources of information on each topic.

Northwest Regional Educational Laboratory
<http://www.nwrel.org/msec/resources/justgood.html>

This Web site provides access to 11 downloadable publications that inform teachers about the newest research on effective teaching methods for differentiating instruction for students at every ability level.

The Brain Connection
<http://www.brainconnection.com>

The Brain Connection in an interactive site that not only provides information about current brain research, it also connects students to interactive learning games and informs parents and teachers of strategies that stimulate learning in both home and school settings. The site also offers online solutions for professional development.

The College of William and Mary Center for Gifted Education
<http://cfge.wm.edu>

The College of William and Mary Center for Gifted Education provides a variety of materials that are appropriate for use with high ability learners. Teachers may download curriculum materials for language arts, social studies, science, and math units.

LD Online
<http://www.ldonline.org>

LD Online often provides information regarding the needs of all exceptional learners, including gifted and twice-exceptional learners. For teachers who are looking for strategies to help gifted students with learning disabilities, this Web site is a valuable tool.

The Council for Exceptional Children
<http://www.cec.sped.org>

According to this site, "The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted." Extensive information is provided regarding teaching methods, legislation, and professional development opportunities.

Renzulli Learning
<http://www.renzullilearning.com>

This Web site provides individualized profiles for each student and helps teachers to create, carry out, and assess independent enrichment activities for the students in their classrooms. The materials provided are based on Renzulli's Enrichment Triad Model. Teachers, parents, students, and program coordinators all have specialized versions of the site that respond to the various needs of each stakeholder. ●

THE FRANCES A. KARNES ENDOWED CHAIR IN GIFTED EDUCATION

WHAT IS AN ENDOWED CHAIR?

An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

WHY HAVE AN ENDOWED CHAIR?

An endowed chair provides assurance to the university and to the program that the position will be funded into perpetuity, eliminating the uncertainty of budget constraints and fluctuation of funding. The prestige of an endowed chair enriches the university by attracting and retaining highly qualified faculty.

HOW CAN THE ENDOWED CHAIR BE FUNDED?

The Frances A. Karnes Endowed Chair in Gifted Education will be funded by those individuals who share Dr. Karnes' vision of meeting the educational needs and challenges of gifted students. Donors may include, but are not limited to, former students, parents, teachers and graduate students who worked with Dr. Karnes, and other supporters of The Frances A. Karnes Center for Gifted Studies.

WHAT IS OUR FUNDING GOAL?

The primary funding goal to establish The Frances A. Karnes Endowed Chair in Gifted Education is \$1 million cash and \$2 million in planned gifts. Although all gifts are appreciated regardless of amount, the cash goal may be accomplished by 100 donors, each committing \$10,000 or more. Payments may be made in installments of up to 10 years. Planned gifts may be made in any amount to the endowed chair through a bequest in your will, irrevocable life insurance policy, gift annuity, life estate or charitable remainder trust.

HOW DO I INITIATE A GIFT?

Farsighted and generous friends of gifted education may initiate a gift by contacting the project coordinator, Ben Samel, development officer for the College of Education and Psychology. Requests for information on giving should be directed to Ben Samel, The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling 601.266.5481 or 601.549.6836.

Friends

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.

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| <input type="checkbox"/> Summa Cum Laude (\$1000 +) | <input type="checkbox"/> Special Honor Roll (\$100) |
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| <input type="checkbox"/> Cum Laude (\$250) | <input type="checkbox"/> Student (\$25) |
| <input type="checkbox"/> Laureate (\$150) | <input type="checkbox"/> I would like to learn more about corporate sponsorships and donations. |

Your donation is tax deductible.

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This donation is a gift. Please send donation gift card to

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Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies

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I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.

I would like more information about how to give stocks, property, and life insurance.

I give my permission to have my name listed with other donors.

Please send all donations to
 THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
 118 College Drive #10026, Hattiesburg, MS 39406-0001

Questions?
 Please call The Center at 601.266.5236 or .5246.
 The Frances A. Karnes Center for Gifted Studies
 118 College Drive #8207, Hattiesburg, MS 39406-0001

Calendar

SEPTEMBER 15, 2006

Fall Day of Sharing

SEPTEMBER 16, 2006

Parenting Gifted Children Conference XXII-XXIII

OCTOBER 21, 2006

Career Explorations for Girls Conference

JANUARY 20 – MARCH 3, 2007

Saturday Gifted Studies Program

ADVISORY COUNCIL

Our continued gratitude to the members of the Advisory Council who have agreed to offer suggestions and support for the advancement of teaching, research, and service initiatives of The Frances A. Karnes Center for Gifted Studies.

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Dr. Willie Pierce

Lost (HOPEFULLY TO BE FOUND)

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, e-mail addresses, and phone numbers. Thanks for helping.

Name _____

Address _____

City, State, ZIP _____

Phone (_____) _____

E-mail _____

Center programs affiliation(s) _____

Current school/year or career/position _____

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