TURNING “VISIONS” INTO REALITY: 
TWO WAYS TEACHERS CAN HELP 
STUDENTS BECOME 
SUCCESSFUL PRODUCT 
DEVELOPERS

— Kristen R. Stephens, Ph.D. 
Program in Education, Duke University

Teachers spend many hours planning engaging ways for students to demonstrate what they have learned. At times, we are amazed by the effort, creativity, care, and understanding that students exhibit through the products developed; however, there are also instances when expectations fall short, and student products become something other than what was originally envisioned by the teacher and student alike. So, how can teachers ensure that the products developed in school are truly representative of a student’s potential? The answer is two-fold:

1. Cultivate those dispositions or habits of mind that are the essential foundation for successful product development in the classroom, and
2. Establish and communicate clear expectations with students.

STEP 1: CULTIVATE THE DISPOSITIONS OF EFFECTIVE LEARNERS AND PRODUCERS

All too often, it is assumed that many of the dispositions or habits of mind needed by students to be successful product developers are innate or they have been previously cultivated and/or developed at some point in time. However, it is far more likely that students have not developed those pre-requisite dispositions and skills needed to support problem solving, critical thinking, self-reflection, and creativity.

There are a range of dispositions or habits of mind that have been cited in the literature. Though some of the terminology may vary and the cognitive focus may switch according to the content area being discussed, there is still considerable overlap in what constitutes necessary dispositions for effective learning. A sample listing of dispositions cited by researchers include the following:

• persistence, accuracy and precision, perseverance, thoroughness, and breadth of intellectual interest (Charbonneau, Jackson, Kobylski, Roginski, Sulewski, & Wattenberg, 2009);
• curiosity, openness, skepticism, and communication (Volkmann & Eichinger, 1999); and
• the inclination to visualize, notice and attend to relationships, tinker and experiment with ideas, check guesses, and make plausible conjectures (Goldenberg, 1996; Cuoco, Goldenberg, & Mark, 1996).

(Continued on page 3)
DEAR FRIENDS:

Thank you for your help and support. The Day of Sharing for Teachers of the Gifted held in March was very successful. Our three summer programs were exceptional, and all will continue to be conducted in the summer of 2011.

The topic of this newsletter is product development. In gifted education classrooms, advanced knowledge, process skills, and products are stressed. Years ago, very little was published regarding product development for gifted children and youth. Currently, there are two books, both of which are described in the “Book Ends” section of this newsletter.

Another federal grant, Continuous Progress Curriculum in Language Arts, has been awarded to the Center. This will be a continuation of the reading and math grants. Through these grants, all elementary students in four schools are placed at their instructional levels in those subjects. It is our hope that this will soon be in other public elementary schools in our state.

The Frances A. Karnes Endowed Chair is growing slowly, and hopefully more support from our friends will be given as the economy rises.

Sincerely,

Frances A. Karnes, Ph.D.

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:

SATURDAY GIFTED STUDIES PROGRAM

LEADERSHIP STUDIES PROGRAM

SUMMER GIFTED STUDIES PROGRAM

SUNSET CAFÉ

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SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

FORREST GENERAL HOSPITAL

BONNIE AND LAWRENCE WARREN

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.

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.
Costa and Kallick (2000) describe 16 habits of mind that must be developed and employed by students for new knowledge and ideas to incubate and thrive. While these habits of mind have ramifications for how students will approach and work through the development of a product, they also have a much wider application of fostering the attributes of a lifelong learner.

The implications of each of Costa and Kallick’s (2000) habits of mind with regard to product development are described below. These habits of mind should be points of departure for any intellectual activity. Introducing and nurturing these attributes in the classroom will instill the characteristics of a lifelong learner and provide the foundation needed for successful product development in the classroom.

1. **Persisting.** Knowing how to approach and sustain the problem-solving process over time is a fundamental skill in maintaining persistence. When developing products that require an extended focus and time commitment, some students may become frustrated when their product is not turning out as they initially envisioned and resort to haphazardly throwing something together so they can move on to the next step. Teachers must encourage alternative strategies in problem solving when students’ initial methods fail.

2. **Managing Impulsivity.** Before students dive head first into developing their products, they must have a vision and a plan of action that details their goal. Teaching students how to slow down and effectively reflect on each alternative and consequence will help eliminate the number of errors along the way.

3. **Listening to Others with Understanding and Empathy.** Students need to develop skills in group dynamics and become astute in listening, understanding, and considering other people’s perspectives relative to a specific problem. Such skills will allow students to build upon each other’s ideas, resulting in a more sophisticated and complex product.

4. **Thinking Flexibly.** Students must be willing to explore various perspectives and approach problems from different angles. Flexible thinking also requires students to consider and ponder various points of a problem, avoid making a rush to judgment, and tolerate ambiguity—all of which are essential to creative product development.

5. **Thinking About Our Thinking (Metacognition).** Reflection is a powerful mental process that helps students continually refine their products. Through each stage of creative product development students are planning, reflecting, and monitoring their progress toward established goals. Students need to be encouraged to think about the mental processes they are using as they work through the steps of a problem and how these steps and their sequence might be altered to improve performance.

6. **Striving for Accuracy and Precision.** Many times students strive for expedience rather than excellence. It is important for students to learn to value the craftsmanship of their work. The finished product should meet predetermined criteria and be of a quality of which one can take pride.

7. **Questioning and Posing Problems.** Inquiry is essential to the cultivation of lifelong learning. In order to produce new knowledge, students must be able to ask effective and relevant questions. Teachers can help develop student questioning skills by modeling intriguing questioning in the classroom.

8. **Applying Past Knowledge to New Situations.** Students should be encouraged to make connections between what was previously learned and the new ideas and concepts presented in class. Teachers can aid this process by making both inter- and intradisciplinary connections thereby fostering greater retention and understanding. Building such connections also helps students consider content in creative and novel ways.

9. **Thinking and Communicating with Clarity and Precision.** When students develop products with an audience in mind, they must consider the best methods for explaining their knowledge and ideas to others. Students also learn that certain forms of communication are more effective than others depending on the audience and/or subject matter.

10. **Gathering Data Through All Senses.** The act of creating a product allows students to utilize a variety of senses, both within and outside of their preferred learning style. The opportunity to manipulate materials and actively engage with the content enhances understanding.

11. **Creating, Imagining, and Innovating.** Through creative product development, students are able to generate original ideas and strive for improvement by eliciting and welcoming constructive feedback of their work. Students also must have the flexibility to fine-tune and explore their ideas in greater depth.

12. **Responding with Wonderment and Awe.** When students engage in product development they are able to explore the problems they are most passionate about. Teachers can model lifelong learning for their students by encouraging curiosity, enthusiasm, and inquiry in the classroom.

13. **Taking Responsible Risks.** Some students may be reluctant to take risks in their product development. For example, they may stick with creating those products for which they have experienced the most success. Teachers should encourage students to take intellectual risks by delving into new, uncertain areas.

14. **Finding Humor.** Knowing when and if the incorporation of humor is appropriate to the topic and tone of a presentation is vital to the creative problem-solving process. Teachers can help students learn to laugh at the mistakes they make along the way while learning to appreciate that human error is a fundamental part of the learning process. Humor also can help alleviate the stress that some students may feel as they engage in the product development process—particularly anxiety related to presenting in front of an audience.

15. **Thinking Interdependently.** Interaction with others can greatly enhance a learning experience. Whether a student is working independently or in a group, the activity of bouncing ideas off others can help refine and shape one’s thoughts. Even if students are each working on their own projects, teachers can encourage students to illicit suggested strategies and feedback from their peers along the way.
16. Learning Continuously. Even after a product has been created, a grade assigned, and a new topic introduced, students can continue to reflect and act on the ideas generated from the product development process. Teachers should encourage students to continue to explore alternatives and refine their solutions. (Stephens & Karnes, 2009, pp. 159-161)

**STEP 2: ESTABLISH AND COMMUNICATE CLEAR EXPECTATIONS**

The creation of products to demonstrate the acquisition of knowledge, understanding, and skills is paramount in helping teachers evaluate student progress toward established goals and standards. Though a variety of ways exist for students to demonstrate their learning, many of the same types of student products continue to be assigned in classrooms. This tendency is due in part to teachers’ comfort and familiarity with evaluating certain types of products. For example, some products naturally lend themselves to a more objective form of assessment (i.e., an essay, poster, presentation), whereas the evaluation of other types of products may be deemed more subjective (i.e., artistic interpretation, musical composition). In addition, teachers have become very adept at creating rubrics for evaluating certain types of products but have not been as prolific in creating assessment instruments for those products whose criteria is more nebulous. A lack of clarity in performance criteria creates ambiguity for students and contributes to the likelihood that the final product will not meet the expectations of either the teacher or student. When clear guidelines are established and communicated, students have the information needed to thoughtfully plan their products.

Evaluation of the product development process is three-pronged. That is, when developing rubrics, teachers should consider assessing three distinct areas:

- **Prong 1:** understanding in the content area,
- **Prong 2:** expertise in product design, and
- **Prong 3:** exhibition of targeted disposition(s) and/or process skills.

It should be noted that students might have different dispositions being targeted for growth and development. For example, one student might have a goal targeting “persisting” during product development while a goal for “accuracy and precision” might be set for another student.

Figure 1 provides a sample analytic rubric for a poster using the above three-pronged system. Along with the criteria of an exemplary poster (Prong 2), the incorporation of criteria to assess content knowledge/understanding with regard to Rocks and minerals is included (Prong 1). Finally, consideration is given to “Listening to Others with Empathy and Understanding,” the disposition being targeted in this particular rubric (Prong 3). Karnes and Stephens (2000, 2009) have examined nearly 100 different types of products and identified key criteria that should be considered when developing rubrics. Consult both editions of their book for additional information.
BETH GLOVER participated in one of the first programs for gifted students at Southern Miss. She is now a professional actress living in New York and performing in a variety of musicals and plays both on and off Broadway. She recently starred in an off-Broadway production of Noel Coward's last musical *Sail Away* in the role of Mimi Paragon. Before that, she performed in the role of Audrey in Shakespeare's *As You Like It* at the Shakespeare Theatre Company of Washington, D.C., and also directed a play professionally for the first time. Beth graduated from The University of Southern Mississippi in 1986 with a B.S. in broadcast journalism and graduated from the American Academy of Dramatic Arts in New York in 1989 with an associate degree in acting. She received the 2008 San Francisco Bay Area Critics Circle Best Leading Actress in a Musical award for portraying both Big Edie Beale and Little Edie Beale in the musical of the documentary *Grey Gardens* at Theatre Works, Palo Alto, Ca. Her interests include serving as an active board member of The Depot Theatre in Westport, N.Y., visiting nursing homes, contributing to the saving of stray animals, reading, and writing.

ALLYSON HOLLIDAY attended the Summer Gifted Program in 1991 and the Academically Talented Program in 1990. She is currently enrolled in the American Studies program at the University of Alabama. In addition, she works as a library assistant at the W.S. Hoole Special Collections Library at the University of Alabama. She has served as president of the Library Support Staff Association from 2005 to the present. She also served as chair of the Office of Clerical and Technical Standing Committee of the University of Alabama, and as a member of the Dean’s Advisory Council of the University of Alabama Libraries. Her interests include camping, collecting old books, attending University of Alabama football games and NASCAR races. She has a son, Alex, who is in fifth grade and participating in the gifted studies program in Tuscaloosa County.

LAUREL WALLEY attended the Saturday Gifted Studies Program in 1996 and the Summer Gifted Program in 1997, 1998, and 1999. She is currently a graduate student at The University of Southern Mississippi majoring in the marriage and family therapy program and plans to graduate in December 2010. She currently works in the Frances A. Karnes Center for Gifted Studies. Laurel has assisted in various projects conducted by the Marriage and Family Therapy Student Organization to raise money for the clinic on campus and to donate to various organizations in the community; participated as a counselor at Kamp Kaleidoscope, a camp that serves children with autism; and participated as an intern at the Forrest County Adolescent Offender Program. She enjoys participating in the Marriage and Family Therapy Student Organization and making renovations with her roommates on the house in which they live. She also enjoys music, movies, books, and traveling.

DR. JAY WELLONS is currently an associate professor of pediatrics in the Department of Surgery, Division of Neurosurgery, at the University of Alabama at Birmingham, where he was awarded the rank of associate professor with tenure in 2009. He is also the assistant residency program director for the UAB Division of Neurosurgery and the UAB third- and fourth-year medical student advisor. Dr. Wellons attended the Saturday Gifted Studies Program in 1980 and 1982-1985, and the Summer Gifted Studies Program in 1982. He then earned his Bachelor of Arts degree from the University of Mississippi in 1991, and his medical degree from the University of Mississippi Medical School in 1995. He was recognized by the Birmingham magazine as Best Doctor of 2007, 2008, and 2009. He also served his community by acting as honorary co-chair of the Annual Hydrocephalus Association Walk in 2008 and 2009, and participating in a panel discussion on the WJOX Opening Drive Radio Show called *Sports Related Concussions* in 2009.

CHRIS WINSTEAD attended the SHARP program at Southern Miss in 1978. He earned his Bachelor of Science degree in physics/mathematics in 1988 from Southern Miss, and earned his doctoral degree in physics from Georgia Tech in 1995. In 2007, he received the University of Southern Mississippi Innovation Award for Applied Research. He is currently a professor in the Department of Physics and Astronomy at Southern Miss.
**THE BOOK OF QUESTIONS**

Dr. Frances A. Karnes, distinguished university professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi, and Dr. Kristen Stephens, assistant professor of practice at Duke University, have written a book entitled, *The Book of Questions*, for students, parents, grandparents, and teachers. Many adults look back in the past and regret not asking enough questions. The purpose of the book is to provide young people with a variety of questions that will be beneficial to them throughout their lives. The book is available through Royal Fireworks Press.

(Continued from page 4)

**CLOSURE**

Product development is a complex cognitive task that affords students the opportunity to practice and refine a number of essential dispositions, skills, and understandings. It is crucial that teachers establish an environment that supports student growth and success in such endeavors. By establishing clear expectations and being attuned to those dispositions that enhance student performance and potential, teachers can help students attain their “visions” for high-quality, creative products.

**REFERENCES**


The Career Explorations for Girls Conference will be held on Saturday, September 25, 2010, in Joseph Greene Hall on the Hattiesburg campus of Southern Miss from 8 a.m.–3:45 p.m. The keynote speaker will be Dr. Ann Blackwell, interim dean of the College of Education and Psychology, The University of Southern Mississippi. Her keynote address will be “Prepare Today for a Successful Tomorrow.” The conference is sponsored in partnership with Forrest General Hospital Spirit of Women. There is no charge for the conference, and lunch will be provided. This conference is open to all girls in grades 7-12. Each girl must be accompanied by her mother or another adult female. Enrollment in gifted education is not required.

The Day of Sharing for Teachers of the Gifted Conference will be held on Friday, November 5, 2010, at the R.C. Cook Union, rooms A/B, on the Hattiesburg campus of Southern Miss from 8 a.m.–3:45 p.m. The keynote speaker will be Dr. Debbie Troxclair, assistant professor, Professional Pedagogy department, Lamar University, Beaumont, Texas. Dr. Troxclair will be speaking on social and emotional issues for the gifted. Other session topics will include the following: product development, parent advocacy, and gifted education in Mississippi. There is no charge for the conference. CEUs will be available.

The Parenting Gifted Children Conference will be held Saturday, November 6, 2010, in Owings-McQuagge Hall, room 105, on the Hattiesburg campus of Southern Miss from 8 a.m.–3:45 p.m. The keynote speaker will be Dr. Debbie Troxclair, assistant professor, Professional Pedagogy department, Lamar University, Beaumont, Texas. Dr. Troxclair will be speaking on social and emotional issues for the gifted. Additional sessions will present information relevant for school administrators, teachers, counselors, psychologists, and other concerned adults. Registration fee is $30 per person.
**DUKE TIP**

The Frances A. Karnes Center for Gifted Studies hosted the Mississippi Recognition Awards Ceremony for the 30th Annual Seventh Grade Talent Search on June 5, in Bennett Auditorium on the Southern Miss campus to honor Mississippi students recognized by Duke University’s Talent Identification Program. There were 146 students in attendance.

Mr. Lawrence Warren delivered the keynote speech. Opening session greetings were given by Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies, and Chauncey Spears, director of Advanced Learning and Gifted Programs for the Mississippi Department of Education. Mr. Spears spoke on “Secondary Programs in Gifted Education.”

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**LEADERSHIP**  
**JUNE 13-18, 2010**

The Leadership Studies Program was held from June 13-18, 2010, on the Hattiesburg campus of The University of Southern Mississippi. There were 98 students in attendance. This one-week residential program is designed for students in grades six through 11 who have a desire to develop and enhance their leadership abilities. Leadership I specifically emphasized leadership skills. Training included those areas necessary for leadership development: fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. Avenues for becoming leaders in the schools, communities, and religious affiliations were utilized to heighten the awareness and development of leadership potential. Leadership II is a continuation of the program, with Leadership I as a prerequisite for entry. It is a more intensive study that further develops leadership concepts and qualities. In this course, emphasis was placed on the psychology of leadership, assertiveness training, and situational leadership. Leadership III is a further extension of the program, with Leadership II as a prerequisite for entry. Training in this class focused on the legal aspects of leadership, developing personal power, and leadership for the future. The students also had the opportunity for informal interaction with adult leaders.

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**SUMMER GIFTED**  
**JUNE 20-25, 2010**

The Summer Gifted Studies Program was held from June 20-25, 2010, on the Hattiesburg campus of The University of Southern Mississippi. There were 151 students in attendance. 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,” “Design Studio,” and “How to Be a Detective.” The Summer Gifted Studies Program is designed for intellectually gifted students in grades four through eight. Since the program began, it has had as its goal the enhancement of the cognitive abilities of gifted students through the exploration of instructionally appropriate topics.

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**WHAT IS MAGC?**

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit 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, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit www.magcweb.org.
LEADING THE WAY...

› **Marilyn D. Foxworth, Ph.D.**, retired in May 2010, after teaching middle school gifted education students for 15 years and Southern Miss graduate courses in gifted education for seven years, directing the Mississippi World-Class Teaching Program at The University of Southern Mississippi for nine years, and teaching undergraduate and graduate courses in the Curriculum, Instruction, and Special Education department at The University of Southern Mississippi for 12 years. Her future plans are to travel and develop a 21st century humanities curriculum designed for first-year teachers and their first-year experiences. Her practice reflects her passion for all students, including gifted, and her impact on 2,500 + individuals who were her students, two-thirds being teacher candidates and professional educators. Upon reflection, Dr. Foxworth states, “My professional life has been impacted profoundly by one of my mentor advocates, Dr. Frances Karnes. She charted my direction for understanding, educating and supporting gifted students and their families. She passed on her knowledge, allowed me to stand on her shoulders and to fight beside her in valiant and worthy causes for students in this state. I deeply appreciate Dr. Karnes who is considered one of the most dynamic and influential gifted educators in the world today. Fortunately my retirement will include and continue a long-standing friendship with Frances Karnes.”

› **Dr. Sandra Manning** is an assistant professor at The University of Southern Mississippi. She teaches graduate courses in gifted education and undergraduate courses in special and elementary education. Dr. Manning is currently serving as president-elect of the Mississippi Association for Gifted Children, and will serve as president beginning October 1, 2010.

› Associate Professor **Dr. Tracy Riley** continues her career at Massey University in New Zealand. Last year she was elected as the inaugural chairperson of *giftEDnz: The Professional Association for Gifted Education* (www.giftednz.org.nz). Tracy has also recently been appointed as a member of the Ministerial Advisory Group for gifted and talented education. She continues to teach, supervise research, publish, and present.

› **Dr. Kristen R. Stephens** is an assistant professor of the Practice in the Program in Education at Duke University. She was recently appointed governance secretary for the National Association for Gifted Children, and she is currently vice-president of the North Carolina Association for Gifted Children. Dr. Stephens and Dr. Frances Karnes recently co-authored a chapter for the *International Handbook of Giftedness* entitled, “Gifted Education and Legal Issues.”

2010 SUMMER PROGRAMS CONTINUED

**ACADEMICALLY TALENTED**
**JULY 4-23, 2010**

An award ceremony was held on June 5, to honor Mississippi students recognized by Duke University’s Talent Identification Program. Mr. Lawrence Warren delivered the keynote speech.

This summer, students from 10 states spent three weeks at the Summer Program for Academically Talented Youth on the campus of The University of Southern Mississippi. Students in grades seven through 10 enjoyed a variety of intensive, fast-paced courses that challenged their precocious intellect. Students completed an entire year's high school level course in three weeks in mathematics, human anatomy/physiology, forensic science, polymer science, criminal justice, psychology, creative writing, or debate. Moreover, guest speakers visited the classrooms to share with the students different career opportunities associated with each course. Students experienced a variety of extracurricular activities that supported the program's academic focus.

The Summer Program for Academically Talented Youth is a cooperative effort between The University of Southern Mississippi and the Duke University Talent Identification Program. The program is designed for students who score at or above the level of entering college freshmen on the ACT or SAT. It provides a balance of educational, cultural, and recreational experiences.
In this section of the newsletter, we will review books of interest to the field of gifted education.


This new edition features all new products that promote the development of 21st-century skills in students. It discusses how the skills and content gained from the development of products can be aligned with state and national standards. In addition, a special section of the book is dedicated to how teachers can nurture those habits of the mind necessary for successful product completion.

A detailed set of instructions is provided for teachers on using creative projects in the classroom. The authors suggest ways of incorporating projects into any curriculum, ways to help students plan and create their projects, and methods to easily evaluate student projects. The book also provides strategies for ensuring that students’ work is recognized by involving parents and the community in the process.


Julia Roberts, Mahurin professor of gifted studies and the executive director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science at Western Kentucky University (WKU), and Tracy Inman, associate director of The Center for Gifted Studies at WKU, have recently co-authored a new book titled, *Assessing Differentiated Student Products: A Protocol for Development and Evaluation*. Using products in the classroom can offer teachers a way to differentiate instruction and ensure continuous progress for all students. This book offers everything required to implement the entire process of student product development and ways to evaluate them after completion. It also provides a suggested products list over a hundred tools that teachers can use to assess content, presentation, creativity, and reflection at three different levels; and complete instructions on putting these tools to use in the classroom. The use of product development can engage and motivate students, use real-world connections, and develop high-level thinking and problem-solving skills. They also allow for teachers to adapt to individual learning preferences, provide a means of creativity and self-expression, and create lifelong learners.
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.

- Summa Cum Laude ($1000+)
- Magna Cum Laude ($500)
- Cum Laude ($250)
- Laureate ($150)
- Special Honor Roll ($100)
- Honor Roll ($50)
- Student ($25)
- I would like to learn more about corporate sponsorships and donations.

Your donation is tax-deductible.

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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 601.266.5246.

The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001
Calendar

SEPTEMBER 25, 2010
Career Explorations for Girls Conference

NOVEMBER 5, 2010
Fall Day of Sharing for Teachers of the Gifted

NOVEMBER 6, 2010
Parenting Gifted Children Conference

JANUARY 22 - MARCH 5, 2011
Saturday Gifted Studies Program

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 _______________________
_____________________________________________________
Activities or interests ___________________________________
_____________________________________________________

We express 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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