

The following training/workshop was developed by Erin Croley for Hillsboro School District in Oregon, using Bertie Kingore's *Recognizing Gifted Potential: Planned Experiences with the KOI* and *Recognizing Gifted Potential: Professional Development Presentation*. It is part one of a three-part training and scoring experience. All page numbers refer to those in *Recognizing Gifted Potential: Planned Experiences with the KOI*.

### **Kingore Observation Inventory Training Plan**

1. Welcome to participants
2. Caption writing activity with Gifted Cartoons (provided).
3. Discussion: Why Early Identification?
  - i. When giftedness manifests
  - ii. What happens when a gifted student's needs are not met...gifted students at risk for...
    1. Underachievement
    2. Dropping out
    3. Social-Emotional consequences
  - b. Assimilation pressure and the masking of gifted characteristics...a look at gender, ethnicity, and English Language Learners
4. Review Materials
  - a. *Recognizing Gifted Potential: Planned Experiences with the KOI* Binder
  - b. Purple Folder (provided)
  - c. Post-It Notes (provided)
  - d. *Capture Your Thoughts* Reflection form (provided)

5. What does Kingore measure? (Page 5)

*Skim, think, and share in groups of 7.*

Think of a past student who fits each category. What did they do or say that demonstrated that trait?

6. The Value of Assessment and Identification Through Analytical Observation (Pages 9-12)

*Jigsaw in groups of 3 and discuss.*

- a. How does this match your current thinking/understanding?
- b. How does this challenge your current thinking/understanding?

7. Procedures and Forms

*Read, ask questions, share understanding, and clarify.*

- a. Procedures 1-9 (Pages 13-15)
- b. Sample tallies (Pages 34-35)

8. Techniques and Activities to Nurture and Encourage Gifted Behaviors

*Jigsaw in groups of 3. Skim and share 2-3 favorite activities.*

- a. Techniques (Pages 65-76)
- b. Activities by gifted characteristic (Pages 77-112)
- c. Literature Activities (Pages 113-140)

9. More Procedures and Forms

- a. Optional Procedures 1-2 (Pages 16)
- b. K-3 KOI (Pages 17-18)

10. Understanding the characteristics—*Explanation of Behaviors* (Pages 21-26)

*Read characteristics, in a group of 3-4, share “I believe this is like....” statements for 1-2 of the 7 gifted characteristics, until all 7 have been shared. When group members have different understandings, go back and review descriptions to make a decision.*

11. Practice observations with KOI forms, using television and movie clips: *Little Man Tate, Bones, Phineas and Ferb, Matilda*

*After each video clip, compare what gifted characteristics each group member observed. When group member's observations differ, discuss reasons. After discussion, watch video clip a second time and share any new observations or changes in previous opinions.*

12. Questions from Teachers (Pages 49-52)

*Skim and Share in small groups*

- a. How does this match your current thinking/understanding?
- b. How does this challenge your current thinking/understanding?

13. KOI Overview Notes—

*First in small group, then in whole group with a speaker from each small group*

- a. Review notes
- b. Ask any clarifying questions
- c. Ask any probing questions

14. KPE prep—review and make any corrections to student rosters. We will use student rosters to make labels necessary during our training for the *Planned Experiences*.

15. *Capture Your Thoughts* Reflection