

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 two of a three-part training and scoring experience, and takes place in the middle of the KOI observation window to allow teachers time to reflect on KOI practices, ask questions, and make any adjustments before the end of the observation window. All page numbers refer to those in *Recognizing Gifted Potential: Planned Experiences with the KOI*.

### Kingore Planned Experiences Training Plan

1. Welcome/Warm-up

*Create at least one "Gifted students are \_\_\_\_\_," metaphor. Use the index cards provided. Share out loud.*

2. KOI Check-in

*Meet with 2-3 teachers from different schools to share observation forms and observation strategies. Select one specific student to share specific behaviors observed and the gifted characteristic noted for the behaviors in the KOI form. If you had difficulty matching behaviors with a specific characteristic, take time to discuss your dilemma with those in your group.*

3. Introduction (Pages 1-4)

*a. Add notes to Note Taking template. Share thoughts with a different school team.*

*b. Any questions for the large group?*

4. Model Drawing Starts

*a. Facilitator leads activity. All training participants act as students.*

*b. In school team, reflect on the steps and actions of the facilitator. What did you notice? What questions do you have?*

*c. Large group debrief.*

5. Procedures for Using Planned Experiences (Pages 8-9, #3-13)

*a. Add notes to Note Taking template. Share thoughts with your school team.*

*b. Any questions for the large group?*

6. Organizational Chart for the Planned Experiences (Page iii)
  - a. *Explain how the chart is organized. Clarifying Questions?*
  - b. *Ask a few questions to determine level of understanding.*
  
7. Grade 1 KPE Activities Jigsaw
  - a. *Assign first-grade Planned Experiences, minus Drawing Starts.*
  - b. *Each teacher becomes an expert in 1-2 Planned Experiences.*
  - c. *Create small groups with one expert of each Planned Experience.*
  - d. *Take turns teaching your small group about your Planned Experience.*
  
8. School Activity Selections
  - a. *School teams meet to decide which Planned Experiences they will administer.*
  - b. *Add selections to the School Activity Matrix chart so the appropriate materials can be provided.*

A few specifics for administration with first-graders in Hillsboro School District:

- *Each school will administer 3-4 Planned Experiences.*
  - *All schools will administer Drawing Starts; schools select 2-3 additional Planned Experiences.*
  - *Because of the results in our previous two pilot years, we do not recommend administering Patterning or Attribute Cards.*
  - *When determining which additional two-three Planned Experiences your school will administer, use the Organizational Chart (Page iii) to make sure all 7 gifted characteristics are represented at least once; twice is preferred.*
- 
9. Activity Administration Prep
    - a. *Calendar of Activities—decide on administration dates and add them to the School Activity Matrix.*
    - b. *Resource Reservations—books, additional staff members, etc.*
    - c. *Affix Student Labels to KPE materials.*
    - d. *If time permits, begin practicing the administration of each Planned Experience your school has selected.*

10. *Suggestions for Encouraging Individuality*, pages 10-11

- a. *Add notes to Note Taking template. Share thoughts with a partner from a different school.*
- b. *Share ideas or questions with large group.*

11. *Suggestions for Taking Dictation from Students*, pages 12-15

- a. *Add notes to Note Taking template. Share thoughts with a partner from a different school.*
- b. *Share ideas or questions with the large group, and then meet with your school team to create a dictation plan.*

## 12. Modeling/Practice

*Teachers take turns modeling the administration of Planned Experiences selected by your school. Teammates ask questions and offer suggestions.*

Hillsboro Administration Notes:

- Strictly adhere to the given instructions, following the verbatim cues, except when minor alterations are needed to match the logistics of your classroom.
  - For example, do not say, “write a story about,” if the instructions say, “write about”.
  - For example, you may add instructions about raising your hand to ask for glue after thinking about how pieces of an activity may go together to guarantee more think time instead of providing the glue for them at the beginning of the activity.
- Remove all indications that activities are related to giftedness (i.e. the copyright notes at the bottom of the page).
- Place the student label on the back of the activity sheet.
- Make sure all glued pieces are securely attached.
- Students may write in their native language.