

Hidden in Plain Sight!

Bellevue Public Schools HAL Team

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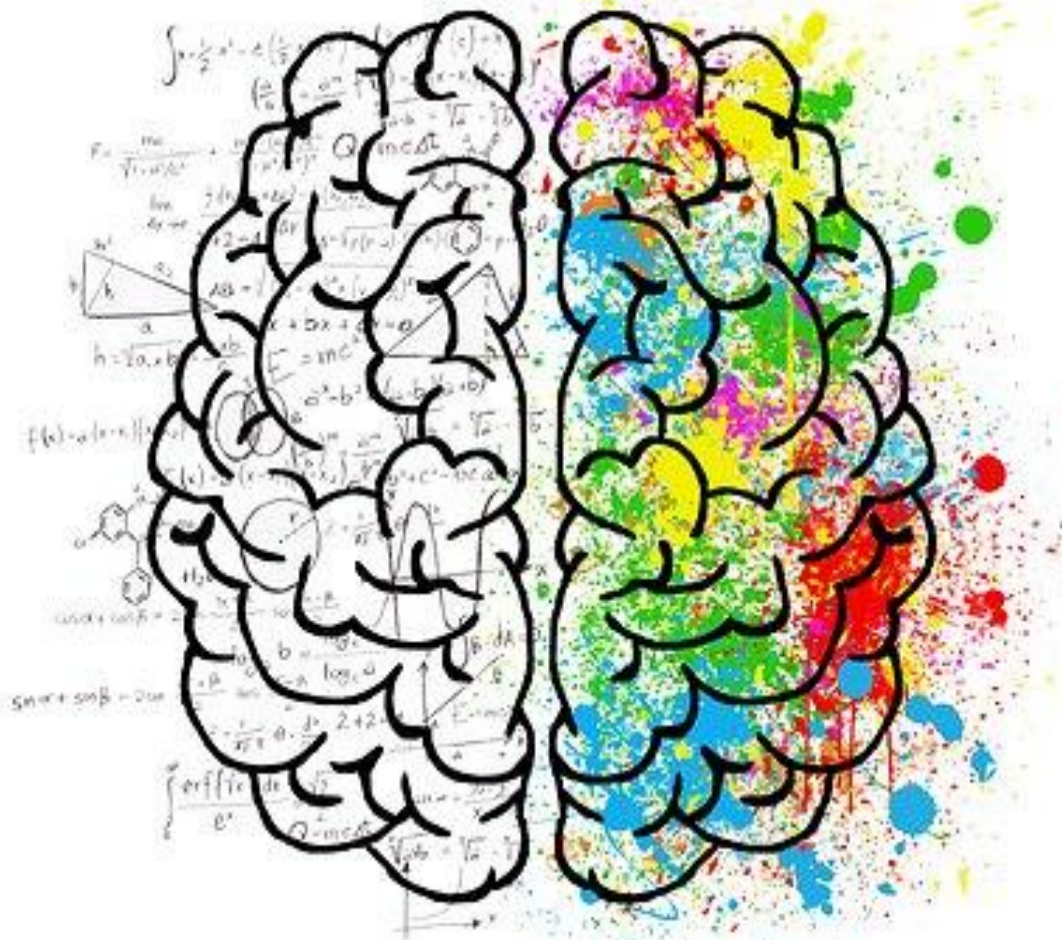
10%



Current numbers in BPS

<u>Ethnicity</u>	<u>District</u>	%	<u>HAL</u>	%
American Indian	174/9,873	1.76%	7/174	4.02%
Asian	454/9,873	4.36%	54/454	11.89%
Black	1,234/9,873	12.5%	49/1,234	3.97%
Hispanic	1,368/9,873	13.86%	47/1,368	3.44%
White	6,643/9,873	67.28%	680/6,643	10.24%

LOGIC



CREATIVE



Talent Development

Our Initial Focus



*Title 1 &
Low ID
Schools*



*K-2
Students*



EL Students

The one. The only.



KOI
Kingore

Revised
Expanded

The
Kingore
Observation
Inventory

SECOND
EDITION

Bertie Kingore, Ph.D. AUTHOR
Jeffery Kingore GRAPHIC DESIGNER

DIFFERENTIATION: SIMPLIFIED, REALISTIC, AND EFFECTIVE

*How to Challenge Advanced Potentials in
Mixed-Ability Classrooms*

BERTIE KINGORE, Ph.D.
AUTHOR

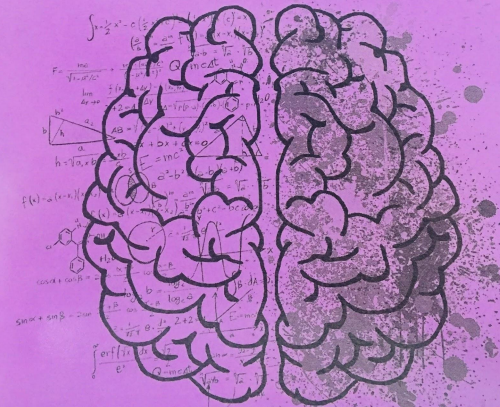
Jeffery Kingore
GRAPHIC DESIGN



KOI Reboot

- Ongoing -- not filed or turned in
- Emphasis on helping us see strengths in students
- Helpful tools embedded -- question stems and characteristics

Anecdotal
Folder
K - 2



Powerful Question Stems...

Questioning for High-Level Thinking

To facilitate critical and creative thinking, ask these questions:

- "Tell me about your work."
- "What do you already know and understand about this?"
- "How would you ____?"
- "Why did you ____?"
- "How do you know ____?"
- "How did you decide whether ____?"
- "Describe what you did."

As students work, ask...

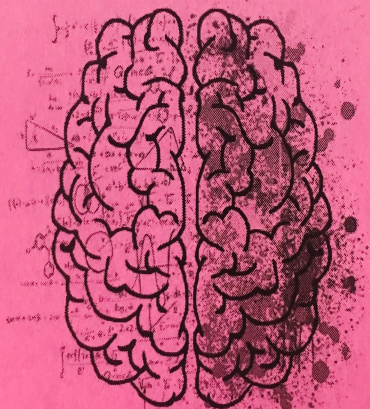
- "Elaborate what you mean."
- "How did you figure that out?"
- "Why do you think that?"
- "Is that a reasonable answer? Why?"
- "What if ____?"
- "How is this like ____?"
- "How could you do this another way?"
- "What is a significant question you would ask?"
- "Identify a potential problem or issue."

After students finish, ask...

- "How did you arrive at your answer?"
- "What evidence do you have to support that?"
- "Who might have a different perspective? Why?"
- "How might someone get the same answer but by a different way of reasoning?"
- "How would you explain this to someone else?"
- "What question is essential to this topic?"
- "How could you use this to ____?"
- "What is the most important thing you learned?"
- "What do you not understand?"
- "What is something you are doing to help yourself learn?"
- "Does this lead you to another question or problem? Explain."

Explanation of Behaviors

Categorized in the Kingore Observation Inventory (KOI),
2nd ed.
Grades K through 3



PERSPECTIVE

- **Interprets another's point of view:** Gifted children who demonstrate advanced perspective more readily understand another's viewpoint. They interpret what influences or motivates others. They may try to explain other viewpoints to peers or adults, such as: "What he meant was..."
- **Demonstrates complex dimension or perspective in language, art, or problem solving:** The natural, artistic expressions of these students may reveal objects drawn from an unusual angle, such as a bird's eye view of a dog. Their conversations are filled with "but what about..." as they pursue the multiple

ANALYTICAL THINKING

- **Demonstrates complex and abstract thinking:** Gifted children who demonstrate advanced degrees of analytical thinking connect relationships that other children do not understand. They may form associations across time and disciplines as they study a topic.
- **Analyzes classroom tasks and instructional techniques:** Primary gifted children like solving problems, such as figuring out how to improvise with common materials and objects. They may exhibit less trial-and-error behavior because they analyze the task before they begin.

MEANING MOTIVATION

- **Is philosophical; pursues issues atypical of agemates:** Young gifted children who exhibit advanced meaning motivation startle adults with their philosophical interests and questions, such as a kindergartener who said to her teacher: "If I only had my eyes and my brain, I would still be me because I could see things and think about them."
- **Asks penetrating, intellectual questions; intense need to understand:** These children ask unexpected, intellectual questions. They question and want to talk about things an adult does not expect them to even know. Their questions

SENSE OF HUMOR

- **Says or does something indicating a sense of humor beyond agemates:** Gifted children who demonstrate advanced degrees of humor love to use it. When a story with layers of humor is read aloud, these children laugh at incidents and puns that peers do not understand.
- **Catches an adult's subtle or sophisticated humor:** A gifted child frequently understands adults' jokes. One teacher commented about a boy who knew the other children did not understand her humor. So, each time she said something funny that went over the heads of the others, he just winked at her.

ACCELERATED LEARNING

- **Requires minimum repetition for mastery:** Because many young gifted children need little repetition to master material, their learning accelerates. They are able to assimilate larger amounts of information and complex material more easily than average learners. They often master a new skill with unusual speed.
- **Increases rate of learning after introduction and exposure:** Primary gifted children may exhibit substantial growth spurts in academic areas such as reading and math once learning begins.

ADVANCED LANGUAGE

- **Uses multisyllabic words unassumingly; descriptive:** Gifted children who demonstrate advanced language are frequently noticed for their large vocabularies and unexpected use of multisyllabic words. For example, a child in second grade wrote a creative story about a rock music group which she names "Igneous". Because of their larger vocabularies, gifted primary children may also be unusually descriptive and use more adjectives than their age mates.
- **Asks questions about words (in print or oral language):** "What does that word mean?" "Why did you use that word?"

SENSITIVITY

- **Exhibits intense concern for human issues:** Gifted children who exhibit an intense degree of sensitivity seem to develop a concern for human needs and rights before their agemates. After seeing homeless people asleep on the street, a primary child asked his mother, "What is our family doing about this?"
- **Acts spontaneously to help someone in need:** Many gifted children are highly aware of others' needs. They may help another person without being asked.
- **Shows nonverbal awareness of another's needs and feelings:** A young gifted child's face may reveal empathy for a character in a read-aloud story or for a peer in the



Q-bitz Jr.
VISUAL PLAY LEARNING FUN

Q-bitz Jr.
VISUAL PLAY LEARNING FUN

FLIP MASTER
VISUAL PLAY LEARNING FUN

Animal Logic
Solve the puzzle to stop the stampede!

3 WAYS TO PLAY
GEOBRIX
VISUAL PLAY LEARNING FUN

3 WAYS TO PLAY
GEOBRIX
VISUAL PLAY LEARNING FUN

Q-Blox
VISUAL PLAY LEARNING FUN

Brainiac Junior
20 to 40 minutes

Brainiac Junior
20 to 40 minutes

LOGIC LINKS
VISUAL PLAY LEARNING FUN

LOGIC LINKS
VISUAL PLAY LEARNING FUN

Reached out to principals to sign up for a time during district PL days or during monthly staff meeting.

Time	Monday 1/8	Monday 2/19	Time	Jan. & Feb. Staff Mtg	Other
8:15-9:15	Avery				
			3:15-3:45		
9:30-10:30		Belleaire			
			3:15-3:45		
10:45-11:45	Birchcrest	BB/CE (@CE)			

Thinker Power in Action!





M O R E A C T I O N S H O T S

The K-2 Think Power kits were a great resource that allowed students to use critical thinking, teamwork, and communication skills. As a classroom teacher, I loved observing how each child had the power to shine as they were thinking strategically through the games!

-- Melissa Ridgeway CE

My students have enjoyed the opportunity to use the K-2 Think Power kits. In their minds they were "playing". Little did they know they were using and building upon many different skills. It was exciting to watch the students talk to each other and plan out the way to be successful at the game. It was also nice to see some of the students who are not the "high level thinkers" shine as they solved the game. Thanks for this opportunity.

-- Denise Braasch CE

Fast Forward

record



play



rew/rev



ff/cue



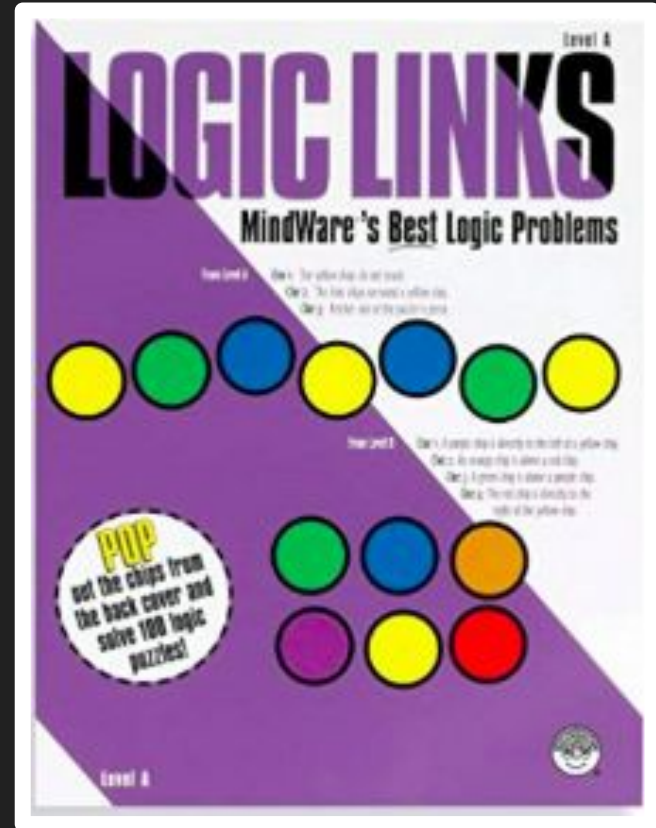
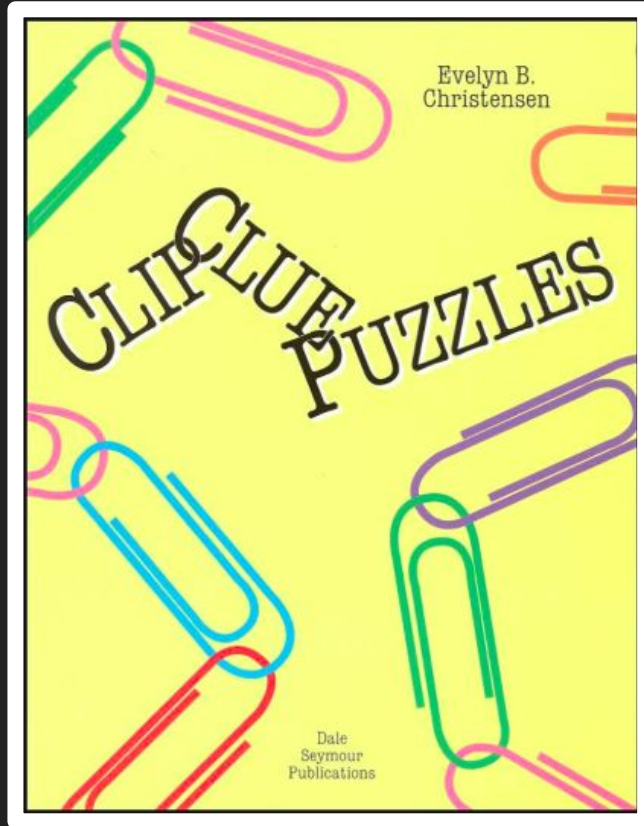
stop/eject



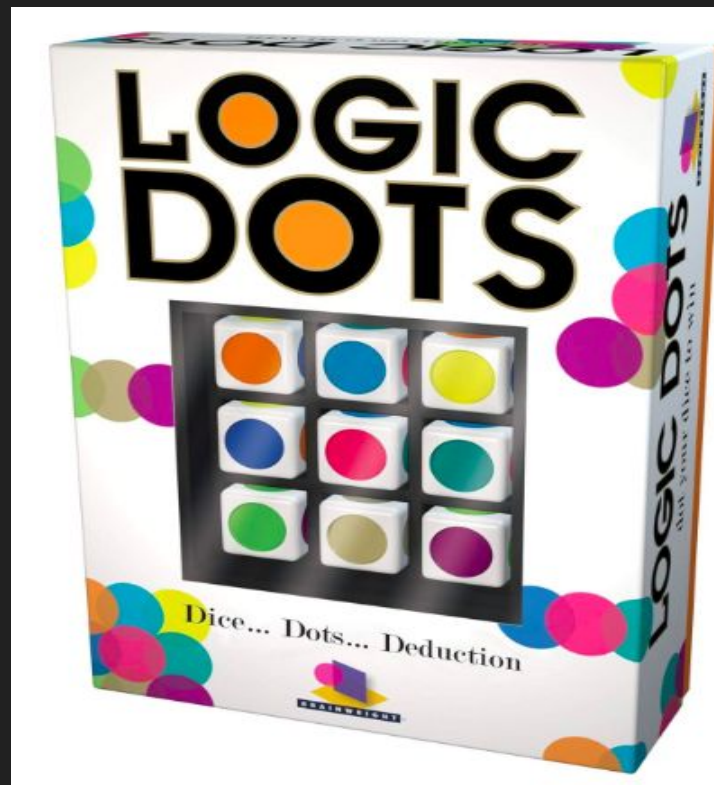
pause



Lots of Logic







Now it's your turn!

We're all ears!

