

# **Early and Equitable Identification of Talented and Gifted First Grade Students**

## **NAGC Conference 2013**

### **Question**

Are talented and gifted first grade students identifiable using the Recognizing Gifted Potential: Planned Experiences with the Kingore Observation Inventory (KOI) when administered and evaluated by the classroom teacher?

### **Why Early Identification?**

Children from low-income and minority families, who are often unidentified at an early age, are less likely to be recognized later (Moon & Brighton, 2008)

When culturally and linguistically gifted children are not aware of their giftedness, the pressure to assimilate to mainstream American culture at younger ages in our schools often causes them to mask or hide their gifted characteristics before we engage students in formal identification processes.

### **Characteristics and Perceptions**

- Use of Kingore Observation Inventory and Kingore Planned Experiences with 1<sup>st</sup> grade students as a means to identify the potential for gifted performance
- Build awareness of gifted students and gifted education best practices with primary teachers.

### **Implementation**

- Deliver professional development workshops-Kingore Observation Inventory, gifted characteristics and behaviors, Kingore activities
- Kingore Observation Inventory used by teachers
- Potential for gifted performance
- Gifted education best practices with primary teachers
- Build awareness of gifted students and their needs
- Instructional strategies
- Deliver professional development workshops-Kingore Planned Experiences
- Teachers administer three or four Planned Experiences in classrooms, in student native language when appropriate to task
- Teachers meet and analyze student work
- Develop database
- Support school-based identification teams
- Identify potential for gifted performance in first grade students
- Teacher interviews
- Additional instructional practices and strategies
- Note: It is important to have the school-based advocate for gifted education, and the administrator as part of the training process

### Instructional Decisions

- Higher level activities for Potential to Perform students
- Specific activities and instructional strategies for Potential to Perform students
- Instruction with TAG students
- Subject Acceleration
- Grade Acceleration
- Counseling groups with TAG students

### Results

Year	Number of Schools	Number of Participants	Number Identified	Percent Identified
2010-11	1	76	3	3.9%
2011-12	9	571	14	2.5%
2012-13	25	1517	58	3.8%

### Resources

Kingore, B. (2007). *Recognizing Gifted Potential Planned Experiences with the Kingore Observation Inventory*. Austin, TX: Professional Associates Publishing.

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