Figure 1.4
10 Key Findings and Takeaways

Ten key findings support the efficacy of the KOI. Each finding is elaborated and its research support explained in the content that follows.

1. KOI observations are a reliable source of data.
2. The equitable recognition of underrepresented students increases when teachers are trained in observation and differentiation.
3. Underrepresented, high-aptitude students are more likely to be recognized after two to three years of academic opportunity.
4. Administrative commitment is crucial to the KOI process.
5. KOI data combine with multidimensional data to recognize high ability and guide recommendations for appropriate services.
6. Observation and differentiation benefit a range of students in addition to those recognized as gifted or potentially gifted.
7. Identification procedures are most beneficial when they are equitable, relevant, and positively affect the learning environment.
8. The KOI process positively impacts teacher practices.
9. A representative sample of student products corroborates observations.
10. Observations initiated early in the school year and continued over time may provide more equitable and valid data.

Kingore, B. (2016). *The Kingore Observation Inventory* (3rd ed.). Austin, TX: PA Publishing.