

## Figure 4.4: Professional Development How to Implement the KOI Process



### Objectives:

- Understand the conceptual underpinnings and instructional practices of the KOI process.
- Understand the categories to increase awareness of what advanced behaviors look and sound like in differentiated learning environments.
- Develop expertise in the implementation of analytical observation and the KOI Jot Down.
- Experience a clear examination of the KOI process so observations become intentional—observers understand what they are doing and why they are doing it.

### Content:

*KOI Categories of Gifted Characteristics*  
(Each of the three populations)

*Analytical Observation: Benefitting All Learners*

*Procedures for KOI Observations*

*KOI Jot Down*

*Completed KOI Jot Down Examples*

- ✓ Application: Following a brief review of the KOI behaviors for different populations, small groups create a Two Voices poem contrasting the differences in behaviors for two populations. Include at least five comparisons and end with a common need or behavior affecting

both populations of advanced students. (See Chapter 6, page 190 for more information about Two Voices.) Groups then perform their poems for each other.

- ✓ Application: Pairs use a KOI Jot Down to tally gifted behaviors observed in a video clip of a classroom differentiated lesson.
- ✓ Application: Share multiple examples of student products and responses. Pause after each example and invite pairs of teachers to discuss and interpret each product as typical or beyond expectations. Have the teachers record the KOI categories they identify. Include products typical of grade level as well as higher-level products so that teams experience a range of results to help them discern advanced responses.

### Objectives:

- Recognize the value of teacher expertise and professional judgments regarding students' capabilities and needs.
- Recognize the different learning profiles and instructional needs of gifted students from all represented populations when compared to others in the same classroom.
- Increase skills in interpreting observations to guide instruction and benefit learners.

### Content:

*Points to Ponder: Interpreting the Completed KOI Jot Downs*

*Using Holistic Scoring or District Norms to Quantify KOI Observations*

- ✓ Application: Provide relevant data results for one or more anonymous students.

Participants discuss and holistically score the completed *KOI Jot Down* for each student. Then, participants discuss and organize all data results for each student on a *KOI Scoring Form for Recommended Services*. As a whole group, reflect on the process and address any questions.

- ✓ Application: In pairs, engage participants in A Quiz: *Matching KOI Patterns with Students*. Participants interpret and discuss implications of the student scenarios.

#### **Objectives:**

- Acquire skillful ways to manage and implement the KOI process in a less intrusive manner.
- Assimilate a structure, standard, and common language for communication among educational colleagues and families regarding students' advanced potential and areas of emerging talent.
- Develop a personal motivation and commitment to implement the KOI with integrity.

#### **Content:**

*KOI Observation Folder*

- ✓ Application: Discuss and determine which component options participants should select to include in their school-wide or district-wide KOI Observation Folders. Identify in what ways those options are most relevant for their student populations.

#### **Content:**

*Teacher-friendly Applications*

*Timesaving Techniques When Time is Short*

- ✓ Application: Model a 3-minute Professional Kickback by asking participants

to think about a specific classroom of students they know well. Reflect on the process as a group.

- ✓ Application: Pair-Share-Discuss which timesaving techniques they think will work best in their classrooms. Elicit additional ideas.

#### **Objective:**

- Increase teachers' personal commitment to equitably recognize and nurture high-aptitude students.

#### **Content:**

*Epilogue*

- ✓ Application: Ask participants to visualize the vehicle they drive most often. Suggest that after they started driving it, they began to notice it *everywhere!* "How is that perception like the KOI process?" Facilitate a group discussion of classroom implications.
- ✓ Application: Roll Call Learning. Call participants' names and ask each to identify a student behavior they observed in the past that they would now tally as high ability or high aptitude. (See Chapter 6, page 172 for more information about Roll Call Learning.)
- ✓ Application: Q&A—Elicit questions from participants and if applicable, select some of the questions and possible solutions offered in Chapter 3.

Schools or districts new to the KOI system should pilot some of the KOI learning experiences with one or more experienced teachers to acquire instructional examples and products to model during professional development.