

# Integrating Academically or Intellectually Gifted Services in a Multi-Tiered System of Support

In order to effectively meet students' advanced learning needs all day, every day, we must consider how the systems in which we work facilitate accomplishing this goal or could be better designed to do so. Understanding academically or intellectually gifted (AIG) services as one of the components within a Multi-Tiered System of Support (MTSS) allows this kind of systematic analysis and action to take place, where MTSS is utilized.

This guidance document is designed both for AIG educators desiring greater familiarity with MTSS and for MTSS coordinators seeking greater understanding about gifted programming's place in the system. This document discusses strategic actions for integrating AIG within MTSS and how their fundamental aspects align.

## What is a Multi-Tiered System of Support (MTSS)?

The North Carolina Department of Public Instruction (NCDPI) defines a multi-tiered system of support as “a school improvement framework which encompasses academic, behavioral, and social and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all” (NCDPI, 2022, June).

## MTSS Guiding Principles

The work of MTSS includes all educators collaborating to provide the necessary support for all students across and between the domains of academics, attendance, behavior, and social-emotional needs. All elements of an MTSS can be organized into Six Critical Components (NCDPI, 2022, February):

- **Leadership:** The work of district-level and charter school leadership, building principals, assistant principals, and school leadership teams to support MTSS implementation through professional development, planning, modeling the problem-solving process, communicating vision and mission, providing resources, and ensuring access to necessary data.
- **Building capacity/Implementation infrastructure:** Ongoing professional development and coaching, especially about data-based problem solving, multi-tiered instruction and intervention, and associated purposeful scheduling.
- **Communication and collaboration:** Ongoing communication among all stakeholders, including families and community partners, to drive consensus-building and continuous improvement.
- **Problem solving process:** The use of data across grade levels and tiers in order to address barriers to school-wide MTSS implementation and problem solve individual student outcomes. While several data-based problem-solving models exist, the four-step problem solving approach includes identifying goals and objectives to be attained, identifying reasons why these goals/objectives are not being attained, developing an evidence-based response plan, and evaluating the plan's effectiveness.
- **Multiple tiers of instruction and intervention:** The provision of core (tier 1) instruction to all students, supplemental (tier 2), and intensive (tier 3) intervention and enrichment for students in need across academic and social-emotional/behavioral areas. Note that in an MTSS context, intervention refers to the systematic and explicit support a student might receive to accelerate growth in an area of identified need. In the context of the NC AIG Program Standards the use of “early intervention,” refers to intervening on behalf of students early to ensure appropriate modifications of curriculum and instruction are intentional to maximize student learning (NC AIG Program Standards State Board of Education Policy, 2024).
- **Data/Evaluation:** Having a system in place that provides purposeful assessment data necessary for the data-based problem-solving process for individual students, as well as data on the fidelity of MTSS implementation, supports the appropriate analysis and decision-making processes.

## What is a Multi-Tiered System of Supports as it relates to gifted programming? What is it not?

It is not solely focused on a three-tiered model of instruction and intervention. *It is a comprehensive **system** comprised of the critical components of Leadership, Building Capacity/Implementation Infrastructure, Communication and Collaboration, Problem Solving Process, Multiple Tiers of Instruction and Intervention, and Data/Evaluation.*

It is not a pathway to exceptional children's (EC) services. *It is a **total-school framework** to consider how every student receives the individualized supports they need, including advanced learners.*

It is not a process for only some students and/or educators. *It is a **collaborative effort** of all faculty and staff to meet the needs of all students in a school and district.*

It is not a single programmatic intervention. *It is a **total school improvement framework** that includes a system of interventions and extensions using standardized protocols, based on anticipated strengths and needs, as well as intensive individualized plans.*

It is not a matter of cost. *It is a matter of determining **how existing resources can be used more effectively** in a system designed explicitly to place students first, rather than focusing on adults.*

It is not a checklist to be completed. *It is an ongoing, continuously improved, **"all day, every day"** approach to how we do school.*

## A note about key terms...

- **Intervention:** the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.
- **Enrichment:** a variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration. Enrich a content standard by providing activities that appeal to student interests and social/emotional well-being.
- **Extension:** instruction designed to broaden the understanding of a particular standard by adding depth and complexity. Extend a curriculum standard in a subject area by providing a task that delves deeper and is more complex.
- **Acceleration:** moving students through an educational program at a more rapid rate than their age-mates. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children (Acceleration Institute at the Belin-Blank Center, n.d.).
- **Talent development:** efforts to create learning environments where teachers can observe and recognize a student's potential through a multitude of ways and respond to develop a student's strengths through intentional learning experiences. These efforts focus on students whose strengths are readily observable and in particular, those students whose strengths are yet untapped.

## Strategic Actions for Integrating AIG in an MTSS Framework

This section provides a discussion of the strategic actions schools and districts may address as they work to build an effective MTSS that meaningfully integrates gifted education. The order of the listed actions suggests a sequence of steps; however, individual schools or districts may start in varied places or have entirely different considerations not listed here due to varying levels of understanding and implementation regarding both MTSS and AIG.

## Strategic Action 1: Integrate AIG within MTSS teaming structures

At the school and district levels, specific teams lead the implementation and monitoring of the Multi-Tiered System of Support (MTSS). It is critical that these teams involve AIG personnel. These may be as specific as an MTSS team that monitors the system itself or it could incorporate teams that are part of a system, such as the School Improvement Team (SIT) which incorporates all six components of a system of support. Regardless of label, these teams incorporate “cross-disciplinary representation” (NCDPI, 2021, p. 2); and may include the AIG Coordinator at the district level and AIG Specialists at the school level.

MTSS implementation led by district- and school-level teams is further supported and informed by two-way communication and collaboration with other school-based teaming structures (e.g., professional learning communities, grade-level, and subject-area teams, etc.). These teams of educators engage in collaborative, data-informed conversations often organized around four questions:

1. What do we want students to know and be able to do?
2. How do we know they are learning?
3. What do we do when they’re not learning?
4. How do we respond when they’ve already learned the information? (Bailey & Jakicic, 2012, p. 5)

The fourth question directly relates to gifted education. It is through these conversations that we consider what our most advanced learners need to stay engaged and continue to grow academically. Regularly and actively involving AIG Specialists in the teaming structures supporting MTSS in their schools will further enhance and support these conversations.

### How?

- Include the AIG Specialist on the school leadership team (e.g., School Improvement Team, an MTSS team, or a School Leadership team) to provide the unique perspective of gifted students and help with goal setting and action planning for gifted students.
- Include the AIG Specialist on teams that review student data, especially where data review includes discussion on extension of standards. These discussions serve as opportunities to incorporate gifted service options and talent development

opportunities into existing team meetings.

- Include the AIG Coordinator as part of the district level teaming structure(s) for MTSS to model collaboration at the district level and to support district level leadership in understanding the needs of AIG students within an MTSS.

### Example:

School A has a school leadership team made up of school administrators and representatives from a variety of stakeholder groups, including the AIG Specialist as well as academic coaches and student services representatives. This school leadership team monitors how the school is providing support (academic, behavior, social/emotional) for all students, and there are specific grade level representatives on this team who also serve as the AIG team. When student data are being reviewed (from either universal screeners or curriculum resources) the team can also consider the need for acceleration, extension, talent development, or possible student identification.

By utilizing the existing teaming structure, the school has reduced the number of committees that need to meet. This combined teaming structure has also provided support for the school improvement initiative that a system of support be put in place to help ALL learners.

### Why?

By integrating AIG staff within MTSS teaming structures, we bring individuals with perspectives and data relevant to one another around the same table **communicating and collaborating** as they engage in the **problem-solving process** and **data evaluation**. Communication and collaboration throughout the process guarantees each student, including those identified as gifted, can be best served within the **multiple tiers of instruction and intervention**. This commitment to effective-structured teams begins with **leadership** and helps ensure we are **building capacity/implementation infrastructure** for effective ongoing implementation of the MTSS model.

### Guiding Reflective Questions:

- What teams at the school and district levels are responsible for implementing, reviewing, and sustaining the MTSS framework?
- How is gifted education represented on these teams? By whom?
- If no such representation exists, why not? How can this be changed? Whose help and support would be needed to make that change?

- How can AIG Specialists/Coordinators lead conversations within these teams to help reframe the lens on supporting students with advanced learning needs?

## Strategic Action 2: Include talent development, acceleration, enrichment, and extension as components within the multiple tiers of instruction and intervention

The three-tiered model of instruction and intervention is a framework for supplemental and intensive support provided in addition to core instruction. These supports are often discussed in terms of intervention, for example, the support provided to students struggling to learn grade-level content, as considered through the third question of PLCs (“What do we do when they’re not learning?”). However, because all students—not just those struggling academically—are part of an MTSS, all students are served somewhere in the multiple tiers of instruction and intervention. This necessitates considering and planning for how gifted students’ needs are met and how their strengths are engaged in core instruction. Therefore, in response to the fourth PLC question (“How do we respond when they have already learned the information?”), the tiered supports must also meet the needs of AIG students through talent development, acceleration, enrichment, and extension.

### How?

- Build the master schedule to include time for intervention or extension of standards depending on the review of data.
- Use pre-assessments and common formative assessments, including universal screeners, to determine if students will need extension of the standard.
- Integrate active, inquiry-based, responsive materials as part of core instruction to create an environment where students’ strengths can be readily observed and developed.
- Provide time and opportunity for the AIG Specialist to review existing language in DEPs with School Leadership Teams to help streamline language and integrate MTSS and AIG.
- Consider using the ECATS-MTSS early warning system that general education and specialists can access to see academic, attendance, and behavior data that could

help determine interventions and extensions.

- Include talent development opportunities in the regular classroom and use a systematic observation tool such as the Teacher’s Observation of Potential in Students (TOPS) to document students’ gifted potential, as demonstrated through rich core instruction (Coleman et al., 2010).
- Provide access to school or district pacing guides and scope and sequence documents for AIG Specialists and other instructional support teachers to ensure specific standards that have been identified by grade level teacher teams or professional learning communities are available for planning instruction.
- Create an “extension matrix” that could complement the “intervention matrix” to provide a clear treatment protocol for students demonstrating mastery with a standard and in need of extension and acceleration, while supporting teachers with readily available differentiated tasks when needed.

### Example:

School B is preparing their master schedule for the coming school year. The School Leadership Team gathered input from the school’s teachers, student support services and instructional support teachers, including the AIG Specialist, to help generate the best schedule for the school. This year the schedule will allow for each grade level to have an intervention and extension time during the day, in addition to core instruction. Each grade level has thirty minutes per day to group students for intervention on designated standards or to extend the work of the standards. The AIG Specialists will be able to utilize this time for certain grade levels to support students demonstrating a need for extension of the standards, provide AIG services, and/or provide talent development support for students who demonstrate potential. The pre-assessments and common formative assessments used during core instruction with the general education teacher will help provide the data to determine student needs, as the general education teacher and the specialist answer the question, “*How do we respond when they have already learned the information?*”

### Why?

It is essential that the **multiple tiers of instruction and intervention** supports both struggling and advanced learners: “interventions should not be focused exclusively on struggling students, nor should [academic



interventions] come at the cost of students already learning on or above grade level” (Buffum et al., 2018, p. 29). Just as schools purposefully schedule time, personnel, and other available resources to support students struggling to learn, they must also do so for AIG students.

In addition, **communication and collaboration** around the specific standards being addressed informs decisions around enrichment and extension of the standards. It can also be helpful for teams to consider gifted services in the same way we understand supplemental and intensive interventions: as supports necessary to student success. When considered in this way, teams recognize and communicate that gifted services have direct connections to core instruction and may be supplemental or intensive in nature, depending on students’ strengths and needs.

**Guiding Reflective Questions:**

- Where, when, and how are gifted services provided? Are these services seen as a component of MTSS, or something outside of MTSS?
- Are talent development, enrichment, extension, and acceleration considered along with intervention in conversations about MTSS? If not, how can this be changed (e.g., through building MTSS capacity, examining teaming structures, etc)?
- How can AIG Specialists support all educators within the MTSS reframe their lens to view students as “at-potential” rather than “at-risk”? (Coleman et al., 2010)
- How are MTSS team(s) using the question “*How do we respond when they’ve already learned the information?*” to integrate discussions of gifted education into those of MTSS?
- How can using multiple tiers of instruction and intervention allow AIG Specialists to effectively provide a range of services to meet the academic and intellectual needs of gifted and advanced learners?

**Strategic Action 3: Understand the relationship between providing interventions and AIG services**

Once a student is identified as Academically or Intellectually Gifted (AIG), we have an obligation, as specified in Article 9B of the NC General Statutes (GS 115C.150.5-.8) to provide services beyond those ordinarily provided by the regular educational program.

Furthermore, best practice in gifted education ensures that when an identified student displays a need for support in a particular area, the student is not removed from gifted programming but is instead served in ways to support his or her optimal development, to include addressing the student’s area of demonstrated need. In such cases, it is entirely appropriate to take a needs-based approach with AIG students in addition to serving their strengths. Thus, gifted services can include interventions as needed, in addition to enrichment, extension, and/or acceleration. Providing these services for AIG students is not a matter of choosing one area of need over another but is a matter of balancing the approach to best meet the holistic needs of the student; the NC AIG Program Standards refer to this as the match of services to a student’s demonstrated needs with support from the total school community (NC AIG Program Standards State Board of Education Policy, 2024).

**How?**

- Include the AIG specialists on teams that conduct student data reviews and make decisions for meeting the needs of the students at the school level by considering interventions to fill areas of needs and AIG services for areas of strengths.
- Provide training for AIG Specialists to learn how to review and interpret data from curriculum programs or district assessment resources and determine how to best meet the needs of the students.
- Include information regarding the access to interventions with the entire teaching staff at the beginning of the year.
- Use the annual review of AIG services for the staff by the AIG specialist to clarify that AIG students have access to the tiered system of support and to interventions as they demonstrate a need.

**Example:**

A student who is identified as Academically Gifted in Math (AM) recently completed a diagnostic assessment for math. The data report revealed that this student needs intervention on a particular domain of the math standards; there was a clear gap in the student’s understanding. The AIG specialist who was trained with the grade level teachers in providing interventions participated in the meeting to review this newly available student data. The team decided that it is in this student’s best interest to take a balanced approach to provide strength-based services in the student’s areas of mastery while also

intervening on the evident need. The school master schedule includes an intervention/extension time for each grade level (approximately thirty minutes each day), so the team decided that the student would receive additional support for the math domain on two days with a specific intervention that will be progress monitored each week for six weeks. The student will also continue AIG service delivery during the regularly scheduled time for AIG services.

### Why?

All educators must recognize that gifted students may, like any other student, have needs for intervention within the **multiple tiers of instruction and intervention**, including behavioral and social-emotional needs. The **problem-solving process** allows educators to monitor, respond to, and **collaborate** in meeting the needs of AIG students; subsequent **data/evaluation** helps educators understand whether these interventions are working. It is critical that students with both advanced learning needs and gaps in their learning are intentionally supported in order to optimally grow and develop.

### Guiding Reflective Questions:

- Have all educators reframed their lens to recognize that gifted students may need interventions? Or does the myth of “they’ll be fine on their own” persist? How can this myth be dispelled? By whom? Using what information (e.g., MTSS training resources, research, student data)?
- What role do AIG Specialists, classroom teachers, and other educators play in the collective effort to provide necessary interventions to gifted students?
  - In what ways is this process working, and how can it be improved?
  - How can the principles of MTSS (e.g., problem solving process, multiple tiers of instruction and intervention, standard treatment protocols, etc.) make this service delivery more effective and/or efficient?

## Strategic Action 4: Plan for providing interventions to AIG students

When a need for intervention is evident, it is critical to develop a plan to support students in meeting the desired goals or outcomes. When developing a plan to provide interventions to AIG students the following variables need to be considered: planning the time to deliver the intervention, determining the duration and intensity of

the intervention, planning to monitor and reassess the student’s progress towards achieving the desired goal or outcome, and deciding who will be the appropriate personnel to deliver the intervention. With regards to delivering needed support, MTSS best practices recommend interventions be provided by any professional who is trained to deliver that specific intervention with fidelity. Therefore, an AIG student in need of intervention could receive this support by whomever is trained to do so.

In addition, the plan for providing AIG students the necessary support would ensure AIG students receive the same interventions that non-identified students would receive, and the intervention be presented as a standard treatment protocol to get a certain result based on a specific need. For example, a student with math skill gaps would receive a specific intervention that supports the student’s mastery of the skill.

Remember, in planning for the provision of interventions to AIG students, schools must ensure that all aspects of the student’s Differentiated Education Plan (DEP) are still fulfilled.

### How?

- Build the master schedule to include time for acceleration, extension of standards, or intervention, depending on the review of data.
- Identify time within the master schedule for intervention groups that could also be used as extension times for students who have already demonstrated proficiency.
- Intentionally monitor the data for AIG students when universal screeners or diagnostic assessments are completed. If the data indicates a gap, AIG students may need supplemental or intensive support, in addition to the services outlined in the DEP and managed by the AIG Specialist.
- Provide AIG Specialists and other instructional support teachers access to various school or district pacing guides and scope and sequence documents for specific standards that have been identified by grade level teacher teams or professional learning communities. Communication and collaboration around the specific standards will build teacher and learner capacity.
- Include the AIG Specialist when providing training for an intervention resource or a progress monitoring tool. Their knowledge of the processes and resources will support the needs of the AIG student.

- Provide time for the MTSS team, including the AIG Specialist, to develop and communicate the plan for intervention when needed.
- Include a member of the student services team, such as the school counselor, and the AIG Specialist when discussing intervention needs for an AIG student. The social and emotional needs of the AIG student will need careful consideration and perhaps counseling if the perception of their giftedness is questioned due to the need for an intervention.

### Example:

The AIG Specialist at School C has a schedule to serve AIG students in fifth grade three times a week during Intervention and Extension time. This time is part of the master schedule for fifth grade and the time is available every day at the same time. The AIG specialist is part of a larger team for fifth grade and has also been trained to provide math interventions using a purchased curriculum support program. The curriculum program can also be used to provide extension of standards for the same grade level.

During the last assessment cycle in the grade level, two AIG students presented a gap on a specific standard that indicated a need for more support. On the days that the specialist is not serving the larger fifth grade AIG student group, they can provide small group intervention for these two AIG-identified students. In this instance, the AIG Specialist manages both the services outlined in the DEP and the additional support through the intervention. The AIG specialist has a rapport with the two identified students and has training in providing the needed intervention. Since working with the AIG Specialist would also allow the routine for the students to remain consistent, this was deemed to be the most appropriate route for meeting the students' needs on the assessed specific standards.

In other cases, another professional (e.g., grade level teacher, specialist, or teacher assistant) with appropriate training folds the students into a larger group receiving the intervention. In both scenarios, the plan allows for appropriate intervention and differentiation for gifted services. The Individual Differentiated Education Plan (IDEP) may also be an option for students who need ongoing differentiation and intervention to be successful. Students who are identified as twice-exceptional may have a DEP and an IEP or 504 plan for outlining specific educational needs within a system of support. Collaboration and communication among instructional

support specialists and the general education teacher are critical components to student success.

### Why?

The goal, as always, is to ensure AIG students receive the instruction and other support they need to optimally develop and reach desired learning outcomes.

**Communication and collaboration** between AIG Specialists and other educators to develop the plan is necessary to understand the needs of each student, determine who is best suited to provide necessary interventions for AIG students, and in what environment, as well as considering the "when" and "how" of doing so, the **infrastructure** for intervention.

### Guiding Reflective Questions:

- What interventions may AIG students need?
  - How do you know the student needs the intervention? The need is determined based on what data?
  - How are these interventions intentionally integrated into the range of services AIG students receive?
  - How are educators paying attention to interventions AIG students may need for social and emotional support?
- Who has the necessary expertise to provide these interventions (e.g., the AIG Specialist, interventionist(s), other support staff)? Who else might need training in order to do so?
- Is time for intervention and enrichment/extension provided explicitly in the school master schedule?
  - If not already integrated, how could it be? Who would need to have a role in that planning?
  - If already integrated, is the time being used effectively, i.e., to dynamically and flexibly meet gifted students' needs, rather than being used as a study hall or club meeting time?

## Strategic Action 5: Document and monitor interventions effectively and appropriately

Documenting and monitoring the interventions for AIG students is done in the same way as for any other student receiving interventions in the school or district. In terms of AIG program documentation, no immediate changes may be necessary to a student's Differentiated Education Plan (DEP) or Individualized Differentiated Education

Plan (IDEP). In fact, the fluid and relatively rapid nature of interventions could make continuous paperwork changes counterproductive. If, in the process of providing interventions, educators identify supports that benefit an AIG student and will be kept in place long-term, then it may prove beneficial to document these supports on the DEP/IDEP immediately or at the next annual review.

### How?

- Determine which tool will be used to consistently document the support a student receives; data protocols and data monitoring tools help to provide a common platform to review student data.
- Provide professional learning opportunities to support the implementation of consistent documentation for interventions and extensions within the multiple tiers of instruction and intervention for all students.
- Include the AIG Specialist when providing training on any progress monitoring tools and data review to support decision making throughout the delivery of interventions and extensions.
- Prepare for parent communication about interventions delivered to AIG students. Collaboration with the general education teacher and the AIG specialist can help navigate the conversations with parents to help understand the differences in intervention supports and AIG services.
- Consider adding long-term interventions into a student's DEP/IDEP.

### Example:

The school leadership team at School D has collaborated with the technology support teacher at the school to create an online document to record interventions and progress monitoring for students. The document is shared with grade level teachers and instructional support teachers (AIG Specialist, Reading Specialist, etc.) when a student shows a need for intervention. The resource includes areas for documenting the student information, the name of the intervention identified by the grade level team, the person who delivers the intervention, the frequency, duration, and intervention group size. This document, typically used for internal school communication, is consistently used in all grade

levels at the school to help guide the protocol for review and progress monitoring as the intervention is completed. Grade level teams (professional learning communities) at the school also use a designated protocol for documenting core instruction and working with common assessment data. School or grade level teams prepare communication for parents and guardians about the intervention plan and the AIG specialist has this data set to reference as they review or prepare the DEP or IDEP for the student.

### Why?

Effective documentation is a key aspect of the necessary MTSS **infrastructure**, as it facilitates the process of gathering data needed for **problem-solving** and **evaluation**. Getting documented information to the educators and other stakeholders who need to know and act on it is also an effort in effective **communication and collaboration**. Documentation supports these processes without inhibiting them.

### Guiding Reflective Questions:

- What systems, data sources, and meeting protocols do you have in place to regularly collect meaningful data and examine the progress of AIG-identified students who are receiving interventions?
- How does the analysis of available data for gifted students inform short-, mid-, and long-range planning for the services they receive, including both enrichment/extension and necessary interventions?
- What processes are in place to ensure intervention documentation is shared with AIG Specialists and used to inform DEP/IDEP development?

## Conclusion

It is essential that AIG programs be understood as an integral component of MTSS. To this end, it is critical that AIG Coordinators and Specialists are strategically included within the MTSS infrastructure and have two-way lines of communication and collaboration with other educators in order to analyze data and respond accordingly. By doing so, educators can collectively ensure that students with advanced learning needs receive the enrichment, extensions, and interventions that will allow them to thrive and grow *all day, every day*.



## References

- Acceleration Institute at the Belin-Blank Center, (n.d.). *Question & Answer*. [https://www.accelerationinstitute.org/Acceleration\\_Explained/qa.aspx](https://www.accelerationinstitute.org/Acceleration_Explained/qa.aspx)
- Buffum, A., Mattos, M., & Malone, J. (2018). *Taking Action: A handbook for RTI at work*. Solution Tree Press.
- Coleman, M.R., & Johnson, S. (2011). *Rtl for gifted students: A CEC-TAG educational resource*. Prufrock Press Inc.
- Coleman, M.R., Shah-Coltrane, S., & Harrison, A. (2010). *U-STAR~PLUS: Teacher's observation of potential in students: Individual student form*. Council of Exceptional Children.
- DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for professional learning communities at work*. Solution Tree Press.
- Bailey, K., & Jakicic, C. (2012). *Common formative assessment: A toolkit for professional learning communities at work*. Solution Tree Press.
- National Center of Learning Disabilities.(n.d.). *RTI Action Network Glossary*, Washington, DC. <https://www.rtinetwork.org/glossary>
- North Carolina Academically or Intellectually Gifted Program Standards State Board of Education Policy, ACIG-000 (2024). [www.dpi.nc.gov/nc-aig-program-standards-0/open](http://www.dpi.nc.gov/nc-aig-program-standards-0/open)
- North Carolina General Statutes, Article 9B, § 115C-150.5-8. Academically or Intellectually Gifted Students, (1996). [https://ncleg.net/EnactedLegislation/Statutes/pdf/ByArticle/Chapter\\_115c/Article\\_9B.pdf](https://ncleg.net/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf)
- North Carolina Department of Public Instruction. (2022, June). NC MTSS Definition, Mission, Vision, Belief. *NC MTSS Implementation Guide 2.0*. <https://www.livebinders.com/b/2957986#anchor>
- North Carolina Department of Public Instruction. (2022, February). Six Critical Components . *NC MTSS Implementation Guide 2.0*. <https://www.livebinders.com/b/2957986#anchor>
- North Carolina Department of Public Instruction. (2021). Facilitated Assessment of MTSS – School Level (FAM-S). *NC MTSS Implementation Guide 2.0*. <https://www.livebinders.com/b/2957986#anchor>

# The NC AIG Program Standards and MTSS Critical Components Alignment Table

| Standard  | MTSS Critical Components Alignment  | Description / Rationale   |
|---|---|---|
| <b>Standard 1: Student Identification</b><br>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.   | Building capacity/Implementation infrastructure<br><br>Communication and Collaboration<br><br>Problem solving process<br><br>Data/Evaluation  | <p>Teaming structures and processes exist so that AIG Specialists are included in MTSS conversations and have access to data that can be used in equitable gifted identification.</p> <p>Teaming structures and processes promote communication and collaboration between AIG Specialists and other educators who can meaningfully inform an equitable identification process.</p> <p>Through MTSS infrastructure, AIG Specialists and the teams which they lead/are a part of have access to a variety of reliable data to inform equitable gifted identification.</p> <p>As a part of/in concert with broader MTSS data evaluation, AIG Specialists and Coordinators regularly engage in and lead colleagues in evaluating AIG program data to determine whether gifted identification is taking place equitably.</p> <p>AIG Specialists are integrated into MTSS teaming structures in order to facilitate the collaborative process of developing and implementing differentiated education plans for AIG students.</p> |
| <b>Standard 2: Comprehensive Programming within Total School Community</b><br>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' background or economic means. | Building the Capacity/Infrastructure for Implementation<br><br>Communication and collaboration<br><br>Problem solving process<br><br>Multiple tiers of instruction and intervention | <p>AIG Specialists communicate and collaborate with other educators so that gifted services can be planned and delivered based on the data and perspectives gained through the MTSS.</p> <p>AIG Specialists, in collaboration with other educators, analyze data available through the MTSS and use it as the basis for developing and monitoring comprehensive differentiated education plans that address students' academic, intellectual, social, and emotional needs.</p> <p>AIG Specialists deliver services within the structure of the multiple tiers of instruction and intervention (e.g., during times intentionally scheduled for intervention and enrichment and at varying levels of intensity as indicated by available data).</p>   |
| <b>Standard 3: Differentiated Curriculum and Instruction</b><br>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.   | Building the Capacity/Infrastructure for Implementation<br>Communication & Collaboration<br>Problem solving process<br>Multiple tiers of instruction and intervention               | <p>Intentional MTSS teaming structures exist that regularly connect AIG Specialists with other educator to support purposeful and intentional communication and collaboration regarding gifted curriculum and student needs.</p> <p>AIG Specialists have access to data gathered within the MTSS to inform gifted curriculum development, student-service match, and flexible groupings.</p> <p>AIG Specialists and the educators with whom they collaborate design gifted curriculum with an eye toward varying levels of intensity, and they also account for interventions gifted students may need.</p>   |

## The NC AIG Program Standards and MTSS Critical Components Alignment Table

| Standard   | MTSS Critical Components Alignment   | Description / Rationale  |
|--|--|--|
| <b>Standard 4: Personnel and Professional Development</b><br>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is on-going and comprehensive.  | Leadership<br><br>Building capacity/Implementation infrastructure<br><br>Communication and collaboration | School- and district-level leadership understand that highly qualified AIG Specialists and Coordinators are important components of an effective MTSS, and they engage in recruitment and retention practices accordingly.<br><br>AIG Coordinators and Specialists have intentional, regular opportunities to provide professional development on the AIG program and its role within an MTSS.<br><br>AIG Coordinators and Specialists have intentional, regular opportunities to communicate and collaborate with other educators essential to comprehensively meeting the diverse needs of AIG students. |
| <b>Standard 5: Partnerships</b><br>The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.   | Communication and Collaboration  | By building the infrastructure to communicate and work with families and other community partners (NC Department of Public Instruction, 2022), AIG Coordinators and Specialists are able to form and maintain strong partnerships necessary for a robust AIG Program that provides rich experiences for its students.  |
| <b>Standard 6: Program Accountability</b><br>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of AIG students. | Communication and collaboration<br><br>Data/Evaluation   | AIG Coordinators and Specialists have intentional, regular opportunities to communicate and collaborate with all stakeholders to seek input on and provide updates about the effectiveness of the AIG program.<br><br>AIG Coordinators and Specialists have access to data gathered through MTSS infrastructure that can be analyzed to determine the effectiveness of the AIG program.  |

