



Public Schools of North Carolina

# **Adapting AIG Programming to Remote Learning and Remote Instruction Plans Component #14**

Division of Advanced Learning and Gifted Education (DALGE)

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1:00-2:00

# NCDPI DALGE Team

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# Welcome to WebEx

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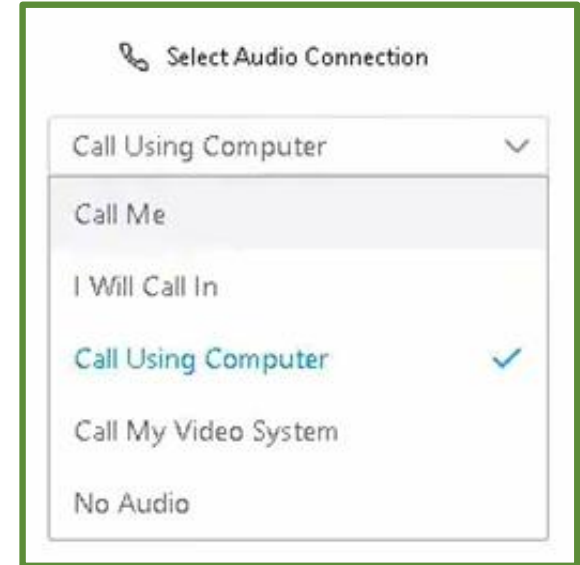
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*Thank you*

**for your hard-work and dedication to support NC's public school students during this COVID-19 pandemic.**

**We are here to support you during the reopening of schools.**



# Goals for Today and 2020-2021

- **Review Background, *quickly***
- **Ready to start school: Continue your Local AIG Plan and serve your AIG learners, *in any Reopening Plan***
- **Remote Instruction Plan: Due by July 20 -- AIG Component 14**



# Background and Foundations

## Academically and/or Intellectually Gifted

### General Statute § 115C-150.5, Article 9B

- Each local board of education and participating charters have established a local AIG plan which outlines the different types of services provided in a variety of settings to meet the diverse needs of identified academically and/or intellectually gifted students.

Article 9B provides a mandate to identify gifted learners.

Article 9B provides a mandate to serve gifted learners.

- Differentiate instruction based on NCSCOS
- Extend, Enrich, Accelerate based on student need



# Background and Foundations

Article 9B provides a mandate to develop a local AIG plan.

NC AIG Program Standards (SBE Policy ACIG-000):

- Guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs.
- Build a statewide framework for quality and comprehensive local AIG programs, while honoring local context and flexibility.
- Better meet the academic, intellectual, social, and emotional needs of gifted learners.



# Guiding Principles to Adapt AIG Programming to Remote Learning

*Different contexts, same expectations*

*Different paths, same destination*

*Preparation for success*

*Continued flexibility*





# Strategic Actions to Adapt AIG Programming to Remote Learning

## Continue to Accomplish Local AIG Plan goals.

- The actions, programs, and services provided by each LEA should all coordinate to help accomplish the LEA goal of serving AIG students all day, every day. What does “all day, every day” look like in a remote learning environment?
- How does a remote learning context change what needs to be done to accomplish this goal?



# Strategic Actions to Adapt AIG Programming to Remote Learning

## Maintain Focus on Equity and Excellence.

- How will a remote learning context affect what you have been doing to maintain equity and excellence?
- What new challenges will arise with remote learning and what are the actions you can take to mitigate these challenges?



# Strategic Actions to Adapt AIG Programming to Remote Learning

## Communicate.

- How has the AIG staff (personnel) been included in the planning for remote learning at each grade level?
- How have other staff been included and informed about planning for remote learning for AIG students?
- How will communication with students and families continue through a variety of modes described in the Local AIG Plan?



# Strategic Actions to Adapt AIG Programming to Remote Learning

## Reimagine Support.

- Who within the AIG team and within the larger LEA team and community will need to be recruited to help accomplish remote learning goals?
- Who will need to be more strongly supported to accomplish their work in a remote learning context?
- How can collaboration be facilitated for stakeholders to support each other?



# Strategic Actions to Adapt AIG Programming to Remote Learning

## Teach Students.

- How can you consistently promote student learning, growth, and achievement for AIG students?
- How can you make sure that students are engaged and developing understanding and not just being ‘kept busy’? or just doing assignments?
- How can the talents of students whose potential have not had previous opportunity be developed?



# REMOTE INSTRUCTION BEST PRACTICES

## Developing Effective Design & Delivery

- Instructional Time
- Connection to Families & Students
- Equity, Choice and Flexibility
- Feedback on Student Work
- Collaboration among Students
- Social & Emotional Learning
- Student Engagement Aligned to Standards



## Structure of a Digital Minilesson



### Greet

Connect with students on a personal level.  
Welcome, reminders, and SEL.



### Teach

Name what you are about to teach and why. Provide instruction.



### Show

Provide a quick model of what students will do.  
"Watch me before you try..." Anchor chart and/or clipboard.



### Do

Now you go try... Language like "press pause while you go work," "remember to reread the video," "post a photo of you working on SeeSaw" are seamlessly woven into the video.



### Keep Thinking

Thanks for coming back. How did it go? Turn and talk with someone in your family or reflect on your own. As you continue to do your work this week, remember to think about (teaching point).

<b>SCHEDULE for Mrs Jones' Class (Paper Packet)</b>	<b>Time</b>
Read article, sections A & B only	7 - 10 min
<p>What did you learn? You can use sentence stems, if needed.</p> <ul style="list-style-type: none"> <li>● I learned...</li> <li>● I was distracted by...</li> <li>● I figured out that...</li> </ul>	1 - 2 min
Continue reading the article, sections C & D	5 - 7 min
Summarize what you learned using _____ graphic organizer, if needed.	5 - 10 min
Take a break. Complete a brain teaser or send me "hello" video.	2 - 3 min
<b>Complete the application assignment</b>	<b>&gt; 30 min</b>



# Overview

## Remote Instruction Plans

**Who?** All public school units

**What?** Remote Instruction Plans - 15 sections  
*Component 14 - specific AIG*

**Why?** Framework for developing quality remote learning for future COVID-19 disruptions

**When?** By July 20, 2020

**Based on?** SB704(2020-3); SBE SPLN-006



# Remote Instruction Plan Components

*based on SPLN-006 cont'*

(14) Responding to how the needs of English learners, Academically and/or Intellectually Gifted learners and students who have been identified and are served under the McKinney-Vento Act as homeless will be met during remote instruction during remote instruction.



# Identification of AIG Learners

Continue student identification for services, both formal and for talent development.

## Questions to Consider:

- How is the LEA/PSU continuing to identify students who demonstrate a need for gifted programming, during remote learning?
- How can identification during remote learning still meet the goals of the AIG plan and align with the services you are able to offer?
- What types of data can be collected in the remote setting?
- How will those data be collected for students accessing remote learning in different formats (e.g., online, packet pickup, packet mailing)?



# Services for AIG Learners

Continue differentiated instruction and courses, ensuring advanced learning opportunities are provided.

## Questions to Consider:

- How will your service delivery options be provided remotely?
- For the upcoming year, how will the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) be revised to include potential remote learning opportunities and expectations?
- If not the DEP/IDEP, how will you communicate clearly the expectations for AIG learners and personnel?



# Services for AIG Learners (cont)

## Examples:

- Establish minimum expectations for communication with students, families, and personnel.
- Deliver student services through online or offline platforms, provide clear enrichment, extension, and acceleration.
- Work with classroom teachers to provide extension and acceleration opportunities.
- Utilize the NCDPI Advanced Learning Labs with students K-12 through the AIG staff (personnel) or other classroom teachers through online platforms and/or sending home in packets or other offline strategies.



# Resources

- **NCDPI Remote Learning Resources**
  - Advanced Learning Labs
  - Virtual Enrichment and Extension Resources for Students
  - Virtual Resources to Support Families and Educators of Gifted Students
  
- **Technical Assistance Tuesdays (9-10 & 2-3):**
  - **Tuesday, June 30**
  - **Tuesday, July 7**
  - **Tuesday, July 14**



# Advanced Learning Labs

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## ADVANCED LEARNING LABS

A partnership between the North Carolina Department of Public Instruction and Duke TIP  
TO ENGAGE, ACTIVATE, AND GROW OUR STUDENTS

GRADES  
4-5

### Lab 1 • Change



#### ELA

An acrostic poem is a poem where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell a message. Choose a character from your favorite fiction book. Create an acrostic poem using the character's name to explain the setting of the story, what motivated or changed that character throughout the story, and details about the character's actions. See the link below for an example.

Link: [poetry4kids.com/lessons/how-to-write-an-acrostic-poem](https://poetry4kids.com/lessons/how-to-write-an-acrostic-poem)



#### SOCIAL STUDIES

Mount Rushmore, built 1927-1941, features the faces of four great American leaders. Your task is to design a new monument, choosing the historical figures who are models of American democracy.

Prepare a detailed drawing of your monument, name the Americans you will include, and design a memorial plaque with inscription to describe why you have chosen to include these Americans.

Link: [nps.gov/moru/learn/historyculture/why-these-four-presidents.htm](https://nps.gov/moru/learn/historyculture/why-these-four-presidents.htm)



#### SCIENCE

In these times with people staying home there are many changes. Deer are exploring and walking into areas they normally don't go because fewer people are there. Additionally, more people are starting gardens.

How do these two phenomena impact each other?

What will be the impact once people begin moving around more?

Have a discussion about this topic with a friend or family member.



#### MINDFULNESS

Create a sound map!

On a piece of paper, mark the center of it with a picture of something that represents you. Find a spot where you can sit comfortably. Close your eyes. Quietly focus on what you hear around you for 5 minutes. Draw, write, or color the sounds you can hear on the paper and where they are coming from. Create a sound map at a new location each day this week.

Link: [sensorytrust.org.uk/information/creative-activities/sound-maps.htm](https://sensorytrust.org.uk/information/creative-activities/sound-maps.htm)



#### LOGIC PUZZLE

Word Garden:

This isn't your typical word search! Use deductive reasoning to uncover hidden phrases that will lead you to a mystery theme.

Link: <https://tinyurl.com/yamga24n>



#### FIELD STUDIES

Enjoy a virtual trip with TGR Foundation and Discovery Education to the Facebook Headquarters.

Consider how your interests and talents align to the careers described in the virtual tour.

What would be the next three steps you would take to learn more about that career?

Find a professional in that career you can contact for more information. See link below.

Link: <https://tgeduexplore.org/careerconnections>



#### RESEARCH EXPLORATIONS

Go for a 30-minute walk, practicing good social distancing. Every 3 minutes, record how many people and how many dogs you see during that block of time.

Using the data, construct a 2-way frequency table and calculate the conditional, joint, and marginal probabilities. Are the events independent? How do you think the data would have differed:

- (a) if you walked 4 hours earlier or later
- (b) at the same time of day before the pandemic



#### MATH

Redesign a space where you live to work for you better!

How would you optimize the current space given the size constraints to meet both your current and ideal needs?

Create a design proposal that includes all the relevant measurements and geometric concepts.

Helpful hint: Use or make grid paper to help you with scale.



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# Advanced Learning Lab 4



## RESEARCH EXPLORATIONS

Sociologists research how people within communities behave and interact.

Ask an adult about what games they liked to play at your age. Ask questions to learn more about the games and how they were different or similar to what you play.

What did you learn about how people behaved years ago compared to now? Write a description of the games they played and how they compare to the games you play. Include illustrations.

Would people who are other ages give similar or different responses? How are games kids play in other countries different than the games you play? Review the link below.

Link: <https://www.parents.com/fun/games/educational/games-from-around-the-world/>

### Concept: **Community**

1. Students receive task (paper or online)
2. Teacher can incorporate as a task within planned unit or launch extended learning beyond the task.
3. Teacher can provide time for a virtual check in to allow for collaboration and sharing among students.
4. Teacher provides feedback.





# Advanced Learning Lab 4

## Lab 4 • Community



### ENGLISH LANGUAGE ARTS

A community is a group sharing common location or common interests. Think of a community to which you belong (could be neighborhood, school, or family). Think of a way this community could be improved or changed.

Imagine your community has a newspaper or newsletter that everyone reads (this may in fact be true!). Write a letter to the editor sharing the ideas you want to be implemented. Be sure to state your opinion clearly and include reasons that are supported by facts and details. Use persuasive techniques to convince the audience, and anticipate any objections. Conclude your letter with a clear call to action for what the next step should be.



### SOCIAL STUDIES

The Declaration of Independence is a document that established the United States as a free nation, separate and apart from Great Britain.

Your task is to read and analyze the Declaration of Independence and RE-WRITE the document (the first and final parts) so that it would make sense to someone reading it today.

To assist you in this task, you may want to listen to this presentation by Katie, an expert with the National Archives, as she leads a group discussion online on the 5W's of the Declaration of Independence.

Link: <https://bit.ly/2xQYn2M>



# 3 Most Important Websites for You

1. [Instructional Resources to Support Remote Learning](#)
2. [Summer PD Opportunities - S, C, and I](#)
3. [DALGE Remote Learning Resources](#)



# Final Thoughts

Remember  
Student  
Needs



Adapt AIG  
Programming  
to the  
Context



# Wrapping Up:

*Thank you*

Remember:  
Remote Instruction Plans due  
by July 20, 2020

AIG is at the table.

