

North Carolina Academically or Intellectually Gifted Program Standards Unpacking Documents

FALL 2021

The North Carolina AIG Program Standards (State Board of Education Policy ACIG-000) provide a statewide framework for quality and comprehensive AIG programs and services, while honoring local context and flexibility. In addition, the standards serve as a vehicle for conveying expectations for local AIG programs and articulating best practices for local AIG programs. The standards are further utilized to guide the development, revision, and monitoring of local AIG programs.

The unpacking documents have been developed in an effort to support deeper understanding of the standards and practices. Included in the unpacking document are reflection questions for each standard, as well as practice components to address and strategies for implementation for each individual practice. The reflection questions are designed to promote thoughtful dialogue among stakeholders who will impact the development of the local AIG program and plan. The practice components to address clearly explain what is expected to be covered in the plan by each of the practices within the standard, and the strategies for implementation are examples of best practices and strategies currently in use by districts across the state.

Contents

| | |
|---|----|
| Standard 1: Student Identification | 5 |
| Standard 2: Comprehensive Programming within a Total School Community | 15 |
| Standard 3: Differentiated Curriculum and Instruction | 26 |
| Standard 4: Personnel and Professional Development | 37 |
| Standard 5: Partnerships | 46 |
| Standard 6: Program Accountability | 54 |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

Standard 1: The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Reflection Questions:

- How will the LEA develop a shared understanding and strong foundation for the screening, referral, and identification processes?
- What are the goals of the screening and referral processes? How will qualitative and quantitative data be collected and used in the screening, referral, and identification processes?
- How will the district utilize the data/body of evidence/comprehensive learner profile to best understand a child's abilities and potential in making an identification decision?
- How will the district examine identification criteria to ensure it is fair and equitable for all student populations?
- How will the district monitor to ensure screening, referral, and identification processes are implemented consistently by every school across the district?
- How does the district intentionally communicate and educate students and families from every student group as well as faculty and staff to ensure understanding of the identification criteria and process?

a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| Outline the steps involved in K-12 screening and referral processes that lead to identification. Distinguish between screening and referral processes. Describe the opportunities provided for every student to show their strengths and talents. | Develop processes that are clear, with common vocabulary defined for both the screening and referral processes. Decide which qualitative and quantitative data will be collected in order to build a comprehensive learner profile, responsive to students' diverse needs and strengths. <ul style="list-style-type: none">• Examine student data already available in the district, state-wide and local, to see if the various data points can be used for screening purposes.• Consider using formative and summative assessments.• Use a variety of standardized evidence such as behavior checklists, interviews, observation tools, and portfolios to build a body of evidence.• Consider using off-grade level assessments when that data would support specific programming options, such as subject and/or whole grade acceleration, and to give students an opportunity to take an assessment without a ceiling. |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

| | |
|--|---|
| | <p>Provide opportunities for every student to show strengths and talents through</p> <ul style="list-style-type: none">• the use of a universal screener, using pre-existing data or an external data source,• multiple screening windows throughout the year,• ongoing opportunities for screening and referral,• talent development efforts that may lead to a portfolio of evidence or work samples gathered, and• referrals from various sources, including students themselves. <p>Partner with the EL Department and evaluate assessments to ensure they are equitable for EL students; consider partnering with IHEs to support this effort.</p> <p>Partner with EC Department to communicate with various stakeholder groups about district policies, practices, and resources to build awareness of and intent to reach and teach students who are twice-exceptional (2e).</p> |
|--|---|

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Outline the steps involved in the identification process at each grade level.</p> <p>Explain in the body of the plan criteria used to identify students as:</p> <ul style="list-style-type: none">a) Academically Gifted - <i>in reading (AR)</i>, <i>math (AM)</i>, or <i>both content areas (AG)</i>b) Intellectually Gifted (IG)c) Academically and Intellectually Gifted (AI) | <p>Develop identification criteria in consideration of best practices in gifted education:</p> <ul style="list-style-type: none">• No one criterion should exclude a child from AIG identification.• Any single criterion, if superior, may indicate a need for gifted identification and services.• Focus on multiple ways to see a child's strengths versus multiple hoops or barriers for identification.• Provide multiple opportunities, not multiple barriers.• Align identification practices with the services provided. <p>Review qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve.</p> <p>Analyze multiple data points to determine if a student's comprehensive learner profile shows a need beyond the regular education program.</p> <p>Develop multiple pathways for student identification, explaining the criteria for each, based on the district's definition of various categories of giftedness.</p> <p>Address the identification of students across the K-12 continuum. Even if there is no mass identification process for grades K-2 and/or 9-12, ensure that there is a means for identification at these grade spans when the body of evidence indicates a need for gifted services.</p> <p>Incorporate equitable identification practices such as:</p> <ul style="list-style-type: none">• Use of local norms and context for local programs• Consider the top 10-20% of each student group for gathering additional data to support an identification decision |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

| | |
|--|---|
| | <ul style="list-style-type: none">• Use portfolios and other non-traditional measures• Use talent development work samples to build a body of evidence/comprehensive learner profile• Consider a student's individual circumstances when gathering data for his/her comprehensive learner profile• Take advantage of existing student data and a variety of information sources <p>Partner with EC and EL personnel to gather data regarding students' strengths through assessment and performance.</p> <p>Promote collaboration and communication among AIG and other instructional staff who provide additional supports within the MTSS (e.g., translators, social workers, psychologists, counselors, EL teachers, EC teachers, etc) to better understand the comprehensive individual learner profile and see students' potential.</p> |
|--|---|

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Identify those underrepresented populations present in the district.</p> <p>Clearly state how the screening, referral, and identification procedures in the LEA intentionally respond to its demographics.</p> | <p>Monitor and analyze student group data to understand LEA demographics and determine which groups are underrepresented in the district's gifted program.</p> <p>Develop screening, referral, and identification procedures to respond to the underrepresented populations present in the district.</p> <p>Provide multiple pathways for identification; however, do not create an alternate pathway that is designated for use with only specific student populations, such as with students from a particular race or ethnicity.</p> <p>Incorporate opportunities for students to show their strengths, demonstrating a need for service by performing above grade level peers within the context of the students' learning environment.</p> <p>Provide professional development to expand understanding of giftedness and address misperceptions about various student groups.</p> <p>Develop a process for intentional screening and follow up with students who have participated in the district's focused K-3 Talent Development programming.</p> <p>Utilize local norms (both school and district data) to respond to the local context.</p> <p>Engage in regular analysis of available data (e.g., demographics, performance data) to determine if screening, referral, and identification strategies are effective and equitable across various student groups and revise the procedures to address issues.</p> <p>Review available district and statewide assessment data to determine if students have been overlooked for AIG identification and programming.</p> |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

| | |
|--|--|
| | <p>Partner with EC, EL, Title 1, and other groups to provide opportunities for students to show strengths that may lead to identification.</p> <p>Incorporate AIG representation into MTSS teaming structures:</p> <ul style="list-style-type: none">• Provide specific professional development opportunities around equitable identification practices.• Consider how to use the data sources within an MTSS to support realizing equitable identification goals. |
|--|--|

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

| d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA. | |
|--|--|
| Practice Components to Address: | Strategies for Implementation: |
| <p>Develop and implement strategies and resources to support consistent implementation of all screening, referral and identification processes across all schools in the LEA.</p> <p>Describe systems developed to monitor consistent implementation of all screening, referral, and identification processes across all schools in the LEA.</p> | <p>Provide resources for schools to identify students (forms, flowcharts, checklists, etc.) following the guidelines developed for screening, referral, and identification.</p> <p>Provide professional development for all school level committees/teams on screening, referral, and identification procedures to ensure consistent implementation across the district.</p> <p>Attend district principals'/leadership meetings (AIG Coordinator or Lead Specialist) to share AIG screening, referral, and identification information.</p> <p>Create a procedure for maintaining documentation for all students in the AIG process, including those who are referred, and/or screened, but not identified.</p> <p>Develop a plan to monitor the district's clear and comprehensive guidelines for screening, referral, and identification procedures.</p> <p>Develop a process for internal auditing of AIG school records to ensure screening, referral, and identification processes are implemented consistently across the district.</p> |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Outline the communication plan regarding AIG student screening, referral, and identification for the district K-12.</p> <p>Share processes in a variety of modes/formats with all stakeholders, including:</p> <ul style="list-style-type: none"> • School and district personnel • Parents/guardians • Students • Community at large | <p>Make screening, referral, and identification procedures available in different media formats utilizing technology where appropriate and applicable.</p> <ul style="list-style-type: none"> • Share process on home call alert systems. • Host informational meetings at district and school levels K-12, face-to-face and/or virtually. • Advertise procedures in various public settings, including community locations. • Create brochures, quick reference guides, and FAQs for parents/community. • Consider including quotes from current AIG students in the brochure and other media, highlighting the impact of AIG services for them. • Illustrate the processes using graphic organizers, flow charts, and bulleted lists. <p>Translate all written materials into different languages based on community needs.</p> <p>Integrate distribution of program and placement information for stakeholder groups throughout the year at events such as Kindergarten registration, open houses, and/or in conjunction with other school and district wide informational nights. Also distribute information with existing transitions to the district/new family packets and in new student registration materials.</p> <p>Develop and utilize a “standardized presentation” or video (i.e., Power Point, Prezi, other presentation format) outlining the screening, referral, and identification processes EACH year to teachers and other stakeholders across the district.</p> <ul style="list-style-type: none"> • Post materials on the school and/or district website. • Tailor the information in the presentation(s) to meet the needs of various audiences. <p>Produce an AIG Newsletter that details current information for teachers and parents, including a designated area that describes screening, referral, and identification practices, or where to find processes explained on the website.</p> <p>Write an article for the school or district wide newsletter that describes screening, referral,</p> |

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

| | |
|--|---|
| | <p>and identification procedures for AIG.</p> <p>Conduct ongoing parent and community training, focused on understanding the screening, referral, and identification processes.</p> <ul style="list-style-type: none">• Create an intentional timeline for ongoing parent communication to create a culture of expectation around information sharing• Use digital platforms available district or statewide to conduct the training and house related resources• Host face to face learning opportunities in community spaces• Consider a 'lending library' or physical space to house resources <p>Communicate with various stakeholder groups about district policies, practices, and resources to build awareness of and intent to reach and teach students who are twice-exceptional (2e).</p> <p>Work with interpreters during EL Parent Meetings and/or other established parent gatherings or meetings, individual or group, to communicate about the AIG program in different languages based on the community needs.</p> <p>Ensure AIG personnel have ongoing designated opportunities to disseminate information and provide training about equitable screening, referral, and identification practices within an MTSS structure to support meeting the goals of the AIG program.</p> |
|--|---|

Unpacking the NC AIG Program Standards

STANDARD 1: STUDENT IDENTIFICATION

f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/ guardians and maintained in student records.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Describe how the district documents the evidence gathered and analyzed to support the identification decisions for each student.</p> <p>Share the process by which documentation is initially reviewed with parents/ guardians.</p> <p>Share the procedures for maintaining AIG documentation for students.</p> | <p>Create an individual AIG file for each student that contains all evidence which has led to an AIG identification decision:</p> <ul style="list-style-type: none">• Develop a paper or electronic file to maintain an individual student's AIG documentation at a school site and/or central location.• Use features in PowerSchool to document identification evidence for students. <p>Communicate with families to show the data-based evidence used to match students to academic, behavioral, and social-emotional programming options.</p> <p>Provide parents/guardians with copies of all documentation and meet for initial review. Include signatures of all associated parties.</p> <p>Collaborate and align with other district programs to develop local procedures and practices around maintaining student documentation. Consider how and where to store files, how long to keep records, etc.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

Standard 2: 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' demographic background or economic means.

Reflection Questions:

- How does the district provide a variety of academic, intellectual, and social and emotional services across all settings along the K-12 continuum?
- How do the services provided reflect programming designed to meet the needs of the student, rather than the student adjusting to the program?
- How do AIG personnel collaborate with parents/guardians and district personnel to determine the services which match the demonstrated needs of students?
- How is the AIG program aligned with curriculum and instruction and other district initiatives to ensure services are integral and connected to total school programming?
- How does the district ensure that under-represented populations have equitable opportunities and service options available system wide?
- How are services communicated with parents/guardians, district/school personnel, and the community each year, as well as during transitions?

a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| Provide clear and comprehensive descriptions of the AIG program; including specific services available for each grade span, identification area, and setting. Describe how AIG services are delivered across the K-12 continuum to meet the academic and intellectual needs of | Develop a range of services to ensure academic and intellectual needs are addressed within each grade level, classroom environment, and setting. Shift mindset from offering “a one size fits all” gifted program to offering programming for gifted learners that provides a full continuum of services. Shift mindset from the practice of “de-gifting” students to adjusting services that more appropriately meet the needs of the student. Provide services and opportunities <u>for students</u> that focus on the development of |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

| | |
|---|---|
| <p>gifted learners.</p> <p>Describe how the LEA matches programs and services with students' demonstrated advanced learning needs and identification area(s):</p> <ul style="list-style-type: none">• Academically Gifted (Reading, Math, or both areas)• Intellectually Gifted• Academically and Intellectually Gifted | <p>academics, interests, special talents, and strengths of students.</p> <p>Provide experiences <u>for students</u> that encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and other future ready skills.</p> <p>Provide all teachers, specialists, and guidance counselors with access to student Differentiated Education Plans (DEPs).</p> <p>Utilize AIG specialists, or other AIG personnel to provide direct and indirect support for <u>regular education teachers and other school and districtwide instructional staff</u> to meet the needs of gifted learners. These efforts might include:</p> <ul style="list-style-type: none">• Coaching• Consulting• Resource development and support• Content acceleration• Professional development <p>Ensure collaboration for service delivery includes consideration for the IEP/504 for a twice-exceptional student or LIEP for an English learner.</p> <p>Develop an infrastructure that facilitates an effective MTSS to meet AIG students' academic and intellectual needs by:</p> <ul style="list-style-type: none">• providing space and time for communication, collaboration, data-based problem solving, and service delivery within a three-tiered MTSS model• providing service delivery options which vary in duration and intensity, and may occur during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS (e.g. "I/E Time," "FLEX Time," etc). |
|---|---|

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Describe the AIG services designed to meet the social and emotional needs of gifted learners and outline how they are delivered throughout the K-12 continuum.</p> <p>Share who the various personnel are, how they collaborated, and the roles and responsibilities of each group in addressing the social and emotional needs.</p> | <p>Develop a range of services to ensure social and emotional needs are addressed within each grade level, classroom environment, and setting.</p> <p>Provide all teachers, specialists, and guidance counselors with access to any social and emotional goals and service information on student Differentiated Education Plans (DEPs).</p> <p>Determine which staff will provide services to support various social and emotional needs, as a part of the planning process.</p> <p>Utilize existing district level department meetings to share information and problem solve issues around supporting the holistic development of gifted learners. These departments might include the Curriculum & Instruction team, Student Services team, English Learner or Exceptional Children's Department.</p> <p>Establish an AIG support team, inviting key stakeholders such as teachers, counselors, other instructional support staff, and administrators to focus on and plan for social and emotional needs of gifted learners.</p> <p>Include strategies to meet the social and emotional needs when the Differentiated Education Plan (DEP) is developed by the AIG support team to ensure the holistic needs of the student are considered.</p> <p>Utilize existing collaborative team structures, such as district and school-wide MTSS teams, and grade level or departmental PLCs, to share tools and resources that support the social and emotional development of AIG students, with teachers and other staff.</p> <p>Match area mental health professionals or community agencies that specialize in social and emotional wellbeing with guidance counselors to promote ongoing learning or professional development that supports the unique needs of gifted students.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

| | |
|--|---|
| | Use existing collaborative team meetings (which include AIG Specialists and School Counselors), to discuss not only students' academic performance, but also observations and quantitative data related to their social-emotional needs. Also consider and address the interplay between academics and behavior. In cases of more intense student needs, teams can escalate these discussions to school-level MTSS Teams for further problem-solving and intervention planning. |
|--|---|

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| <p>Describe how the AIG program and services are connected with the district's priorities.</p> <p>Explain how the district allocates available resources to support the implementation of the AIG program and services.</p> <p>Share how the needs of AIG learners are addressed in district policy and in practice.</p> | <p>Communicate and collaborate with instructional departments to ensure AIG services are integrated and connected with various other district priorities.</p> <p>Partner with various departments across the LEA to ensure programs are connected and resources are available, making visuals and other materials to show clear alignment.</p> <p>Establish a systematic method to ensure every school in the system has access to all resources, programs, and services.</p> <p>Work with school and district administrative teams to make sure the needs of gifted learners are addressed at all levels in practice and policy by:</p> <ul style="list-style-type: none">• reviewing all school-wide policies that relate to AIG to ensure those policies are effective and based on current best practice,• reviewing all Local Board of Education (LBE) policies that relate to AIG to ensure those policies are effective and based on current best practice, and• making recommendations at the school and district level for new policy as needed. <p>Ensure that the AIG program is a part of leadership teams' dialogue and is represented when there are "standing meeting" agendas (local boards of education, curriculum, policy, finance, etc) to advocate for the needs of gifted learners.</p> <p>Develop a task force to review/create policies and practices when serving twice exceptional (2E) children and English Learners.</p> <p>Integrate AIG Coordinators and Specialists intentionally into teaming structures and other MTSS infrastructure so that the AIG Program and gifted students can be consistently represented and advocated for in the MTSS context.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| Articulate the procedures the district uses to support various grouping strategies at the beginning of and throughout the year. | <p>Review various state and local board policies to determine:</p> <ul style="list-style-type: none">• where support for grouping procedures already exists• where changes can be made to further develop mindsets that support grouping practices which facilitate student achievement and growth and• how to further align policy, research, and local practices. <p>Analyze current AIG student achievement and growth data to inform grouping practices and procedures at the school and district level.</p> <p>Design grouping procedures and practices based on the comprehensive needs of all students. Include descriptions of grouping for student placement, as well as grouping strategies used throughout the year.</p> <p>Develop grouping policy and/or procedures based on evidence-based best practices and current research in gifted education.</p> <p>Support flexible grouping practices through work with school-based teaming structures (e.g., grade-level and subject-area teams, professional learning communities, within an MTSS, etc.).</p> <p>Work with the MTSS team to discuss and plan configurations of flexible groups within the classroom, which can be further supported by additional time in the master schedule specifically devoted to intervention, enrichment, extension, and acceleration (i.e., "I/E Time, "FLEX Time") beyond gifted services outlined in the DEP.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Determine which components of the local AIG Plan are pertinent for each internal stakeholder group for the success of overall AIG plan implementation.</p> <p>Outline how pertinent information will be shared with each stakeholder group.</p> <p>Explain how the district will inform teachers, administrators, and support staff to better understand:</p> <ul style="list-style-type: none">• the delivery of differentiated services and instruction,• the local AIG program and plan, and• other legislation and regulations related to gifted education. | <p>Develop and utilize a common presentation when sharing about the AIG program and services and make it available for all school and district personnel.</p> <p>Provide a “District Plan 101” for schools that covers the local AIG plan specifics.</p> <p>Integrate program standards, legislation and regulations around gifted programming into locally offered professional development, administrative meetings, and site team meetings.</p> <p>Discuss how the district’s AIG program provides instructional services for gifted learners with teachers, administrators, and support staff during grade level, team, and onsite staff meetings.</p> <p>Provide an AIG handbook for AIG personnel containing key information about the local AIG plan and gifted learners at the start of each school year.</p> <p>Provide an overview in a resource such as an abridged AIG Handbook, an AIG Quick Guide, FAQ document, brochure, or video for all personnel to understand the essential components of the local AIG plan.</p> <p>Provide AIG personnel specific time to discuss delivery of differentiated services and instruction for AIG students within an MTSS and additional opportunities to communicate and collaborate with stakeholders who can support the AIG Program.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| Outline the communication plan which details specific strategies and opportunities for sharing information about student needs and services, especially between elementary/middle, and middle/high school. | <p>Provide quarterly site team meetings to discuss services within the school.</p> <p>Create a system of sharing AIG student data and AIG services to instructional staff at the beginning of each year to ensure effective continuation of K-12 services. Documentation within this system would include:</p> <ul style="list-style-type: none">• how the student was identified• how the student is currently being served• information regarding academic, intellectual, and social and emotional needs of the student to ensure a supportive transition (especially when there are unique needs)• how the student’s services should change in the next grade span. <p>Invite “receiving” teachers to feeder grade levels/schools to review program and student goals and services at the next level.</p> <p>Organize transition visits from feeder schools to the middle school and high school level where changes in services are discussed.</p> <p>Conduct transition meetings between grade levels and spans to develop student DEPs; include school counselors, administrators, AIG Specialists, and classroom teachers.</p> <p>Develop rigorous programs to support the summer transition between 8th and 9th grades to prepare students, as specialized advanced programs are a significant portion of the high school service delivery model.</p> <p>Partner with the EL and EC Departments to establish collaborative transition meetings for twice-exceptional and EL/AIG students.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Share how the district addresses the needs of students, including those who are highly gifted, who would benefit from acceleration through policy.</p> <p>Articulate the procedures for students to access the following opportunities:</p> <ul style="list-style-type: none">• compacted curriculum• Credit by Demonstrated Mastery (CDM)• dual enrollment• subject and grade acceleration• other forms of acceleration, like Early Admission to Kindergarten or early graduation from high school | <p>Develop clear guidelines and policies surrounding many types of acceleration to ensure consistency of practice across the LEA.</p> <p>Provide resources and support for administrators, teachers, and families to better understand the opportunities available in order to make informed acceleration decisions that match students' demonstrated needs.</p> <p>Remove barriers from policy and practice that may hinder acceleration decisions or opportunities within the LEA.</p> <p>Utilize an unbiased tool based on evidence or research to support acceleration decisions.</p> <p>Develop a personalized plan, such as an IDEP based on student needs to support subject and/or grade acceleration, possibly including:</p> <ul style="list-style-type: none">• content replacement as a strategy to accelerate advanced and/or highly gifted learners.• opportunities for distance or virtual learning beyond grade level.• a long-term plan for future coursework and programming. <p>Find ways to intentionally and strategically integrate district programming, such as Early Admission to Kindergarten, AP/IB/CIE/Honors, dual enrollment, and Credit by Demonstrated Mastery (CDM), and any others, into your plan for serving gifted learners.</p> <p>Provide opportunities for learning outside the typical classroom environment, such as, mentoring, interning, shadowing, or one on one time with a specialist or expert in a desired area.</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Describe district efforts to broaden access to advanced learning opportunities across the K-12 continuum.</p> <ul style="list-style-type: none">• Explain how these efforts are supported by district policy.• Outline the talent development opportunities (practices) available/offered/ provided to bring out and develop a student's strengths and talents. <p>Describe how data is utilized to determine intentional talent development practices that are employed in the district and to respond to all student groups, including underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, or twice exceptional).</p> <ul style="list-style-type: none">• Share how the examination of data impacts the mindsets of various stakeholders. | <p>Evaluate district wide data and have collaborative inter-departmental conversations to identify and implement practices to broaden access to advanced learning opportunities and services for students from under-represented AIG populations.</p> <p>Implement talent development opportunities/ programming across the K-12 continuum to cultivate potential and address the needs of under-represented populations. In addition to the district's specific K-3 Talent Development opportunities (3g), the following practices could be used:</p> <ul style="list-style-type: none">• Provide advanced learning options for elementary students such as advanced math groups, enrichment clubs, book clubs, and other opportunities for enhancing learning experiences for students.• Utilize mentorships, job shadowing for interest-based exploration, peer counseling, curriculum compacting, and other strategies to respond to the needs of students• Gather feedback directly from students of under-represented populations to discuss additional service options that are needed outside of traditional services. <p>Focus on addressing the opportunity gap by providing opportunities which front-load experiences that support student success and growth, such as summer bridge and early whole-class programs to activate potential.</p> <p>Analyze talent development programming data to determine how to respond to students' demonstrated needs with various service delivery options.</p> <p>Use talent development data and conversations to educate stakeholders in order to reframe their lens, inform and shift mindsets, and shape future policy.</p> <p>Communicate service options to EL, EC, Title 1 and other teachers who have a specialized</p> |

Unpacking the NC AIG Program Standards

STANDARD 2: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

| | |
|--|---|
| | student focus and partner with these teachers to synergize efforts for effective programming. |
|--|---|

i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| Describe opportunities for AIG students to be involved in extra-curricular programs that match their academic, intellectual, social, and emotional needs, and enhance or further develop their talents and interests. | <p>Provide opportunities which foster academic and intellectual interests to enrich the services for AIG students. Share examples, such as service learning projects and/or clubs across ALL grade spans.</p> <p>Consider approaching existing district partners and establishing new partnerships to offer extra-curricular opportunities.</p> <p>Establish and offer academic extra-curricular programs both during and outside of school hours and ensure all students have access to these engaging opportunities.</p> <p>Provide an opportunity for students to showcase or demonstrate some of the interests explored and knowledge gained during the school year.</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

Standard 3: 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.

Reflection Questions:

- How does the district align resources and strategies with curriculum & instruction initiatives to ensure all students' needs are met?
- How does the district embed appropriate rigor and challenge in the instruction to meet the range of diverse needs of K-12 gifted learners?
- How does the district implement a talent development model that is aligned with other initiatives and is beneficial to each and every K-3 student?
- How does the district use available resources to support teachers' ability to evaluate student data and respond appropriately to students' academic, intellectual, and social and emotional needs?

a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Describe the expectations for instructional staff (including regular classroom teachers, AIG specialists, and others) to differentiate for AIG students through enrichment, extension, and acceleration.</p> <p>Describe how the district addresses differentiation with respect to each of the following:</p> <ul style="list-style-type: none">○ All grade levels○ Multiple content areas○ The identified ability and/or achievement of the students | <p>Develop district expectations around differentiating the curriculum or content for students considering the following guidelines:</p> <ul style="list-style-type: none">• Use the NC Standard Course of Study as an entry point for differentiation.• Provide opportunities for students to work together with students of similar needs, abilities, and interests.• Support use of specific strategies to differentiate the curriculum and instruction, with a focus on enrichment, extension, and/or acceleration. <p>Provide opportunities that enrich, extend, and accelerate the NCSCOS and address student needs throughout the day. Some examples are:</p> <ul style="list-style-type: none">• Consider whole day/longer experiences to provide acceleration and extension/enrichment opportunities for students where project-based learning and problem-based learning are tied to NCSCOS in math, ELA, science and social studies.• Utilize blended learning at the elementary, middle and high schools by using 1:1 technology to create personalized learning environments through accelerated pacing and differentiation. |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

| | <ul style="list-style-type: none"> Implement a consistent plan (standard curriculum) of concept-based units for each grade level, using extension and enrichment opportunities throughout. <p>Support staff in differentiating the NCSCOS by:</p> <ul style="list-style-type: none"> Developing opportunities for classroom differentiation by providing AIG staff and classroom teachers with common planning time. Providing coaching support and instructional resources for K-12 classroom teachers to enrich, extend, and/or accelerate the NCSCOS for AIG students. Considering co-teaching to support partnerships to provide support and direct instruction for AIG students. |
|--|---|
| b) Employs diverse and effective instructional practices according to students’ identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels. | |
| Practice Components to Address: | Strategies for Implementation: |
| <p>Share how the LEA addresses and supports instructional practices for advanced learners.</p> <p>Articulate the instructional strategies used to differentiate for advanced learners in the district/school.</p> | <p>Utilize a variety of evidence-based strategies which provide rigor, depth, complexity, sophistication, and abstractness.</p> <p>Incorporate student interest to offer additional courses, enrichment activities, and/or independent projects.</p> <p>Use school-based teaming structures (e.g., grade-level and subject-area teams, professional learning communities, etc.) to provide support to classroom teachers in employing diverse and effective instructional practices.</p> <p>Consider the strengths of the students, or areas of identification, when selecting instructional strategies or approaches to meet their needs.</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

c) Incorporates a variety of evidence-based resources that enhance student learning.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Describe evidence-based resources that are recommended and utilized in the district.</p> <p>Share how these resources are used to support instruction to enhance student learning.</p> | <p>Use evidence-based instructional resources that support the needs of advanced learners.</p> <p>Research and identify resources to be utilized with gifted learners by providing AIG personnel with planning and professional learning time to do so.</p> <p>Develop and provide curriculum guides/maps that outline how to use the evidence-based resources within the district instructional framework.</p> <p>Develop and implement instructional resources that support the needs of advanced learners by collaborating with instructional support staff at the district or school level.</p> <p>Curate a variety of resources to support teachers in the development and implementation of differentiated lessons and experiences.</p> <p>Make materials readily available in a variety of formats for teacher use, through a variety of means such as a resource library, digital repository, or other means of sharing.</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Describe the opportunities that develop future ready skills within a real-world context. These skills include the following:</p> <ul style="list-style-type: none">critical thinkingcommunicationcollaborationcreativitycuriosityleadership | <p>Develop integrated curriculum units incorporating the designated future ready skills (critical thinking, communication, collaboration, creativity, curiosity, and leadership) across all grade levels (primary, elementary, intermediate, middle, high) and content areas.</p> <p>Provide experiences for students which target the development of the designated future ready skills at an advanced level.</p> <ul style="list-style-type: none">Embed critical thinking skills within advanced programming options, including AP/IB/CIE and/or other advanced courses.Seek out opportunities to apply learning in real-world contexts, such as Model UN, GeoCaching, World Peace Game, Odyssey of the Mind, Coding, Robotics and others.Promote these future ready skills through partnerships with community organizations, by using the following:<ul style="list-style-type: none">real-world scenarioscommunity service learning projectsmentoring, job shadowing, internships, and/or apprenticeships with local businessesIntegrate opportunities for students to have critical discussions and dialogue with like-minded peers. Some examples may include:<ul style="list-style-type: none">Student Seminars for specific grade levels to foster the development of future ready skillsLunchtime book club discussionsClubs such as speech and debate, philosophy, Science Olympiad, ethics, Continental Math League |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Describe how the district uses a variety of assessments to inform instructional and grouping decisions.</p> <p>Explain how assessment data is used to differentiate curriculum and instruction for gifted and advanced learners.</p> | <p>Build a balanced assessment approach aligned with district curriculum resources and ensure assessments measure a range of students' needs and abilities.</p> <p>Build capacity by training teachers how to assess students, how to analyze and act on assessment data in school-based teams (e.g., grade-level and subject-area teams, professional learning communities, etc.) to enable all students to reach their potential.</p> <p>Administer pre-assessments to match instruction with academic need, drive curricular decisions, and support flexible grouping decisions.</p> <p>Consider how to cultivate the growth of gifted students in flexible groups during collaborative planning conversations with teachers, instructional support staff (including AIG Specialists) and administrators to determine the most beneficial flexible grouping arrangements based on student readiness, interest, and/or learner profile.</p> <p>Use research-based tools and/or assessments to determine how to flexibly group students for instruction.</p> <p>Group students flexibly based on a variety of factors, such as readiness, interests, and comprehensive learner profiles.</p> <p>Monitor a variety of existing local and statewide assessment data to determine effectiveness of current grouping practices.</p> <p>Use research-based tools and/or assessments to determine how to differentiate curriculum and instruction for students in a variety of subject areas for acceleration, enrichment, and extension.</p> <p>Analyze the growth of gifted students during collaborative planning conversations with teachers, instructional support staff, including AIG Specialists, and administrators to determine the overall effectiveness of instruction, as well as the implications for differentiation, in preparation for the</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

| | |
|--|--|
| | <p>next instructional unit.</p> <p>Foster open communication and collaboration with school-based teams using structured MTSS protocols to facilitate unbiased, effective data analysis conversations.</p> <p>Develop and use tools to collect assessment data about learner profiles that facilitate analysis of student progress toward academic goals, and synthesize this information with data related to attendance, behavior, and social-emotional needs in order to consider each student holistically within a multi-tiered system of supports (MTSS).</p> |
|--|--|

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| <p>Articulate instructional strategies utilized in the district to address aspects of social and emotional needs.</p> <p>Describe the curricular resources used to address the social and emotional needs of AIG students.</p> | <p>Establish strong connections with the student services department for collaborating to develop instructional strategies to better meet social and emotional needs of AIG students.</p> <p>Create special units of study to utilize at targeted grades which focus on the social emotional needs of that group of students. Some examples occur within:</p> <ul style="list-style-type: none">• Freshman Academy for 9th graders (freshman seminar) to foster abilities, readiness and interests utilizing comprehensive learning profiles to assist with the transition to high school, strengthen organizational and study skills and build relationships with teachers.• Summer camp for rising 4th-6th or 4th-8th grade students around a specific instructional concept each summer.• A unit of study provided for entering grade level gifted students (typically 3rd or 4th grade) – <i>“What it Means to be Gifted.”</i> <p>Provide bibliotherapy lessons and/or units (using relevant books & movies) for gifted students that teachers and counselors can use.</p> <p>Design units of study that intentionally support the social and emotional development of gifted students. These could be taught during AIG Enrichment/ Extension Classes.</p> <p>Include AIG Specialists with school-based grade-level, subject-area, and/or MTSS Teams that intentionally gather, monitor, and discuss relevant social-emotional data (behavior screening results, discipline referrals, attendance data, and student observations) to determine appropriate interventions to be delivered by qualified and trained staff (e.g., the AIG Specialist, school counselor, school social worker, school psychologist, etc.) within the context of the three-tiered instructional/intervention model.</p> <p>Facilitate access to social and emotional resources that will support teachers, parents, and students who are twice-exceptional or EL/AIG.</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Outline district efforts to intentionally address the academic, intellectual, social, and emotional needs of young students with outstanding potential and those with advanced achievement through differentiated curriculum and instruction.</p> <p>Describe how the district supports collaboration among teachers to recognize K-3 students with outstanding potential and respond to their needs through differentiated curriculum and instruction.</p> <p>Describe instructional strategies that are utilized within the K-3 classroom to differentiate curriculum to support K-3 students with high potential or advanced achievement.</p> | <p>Develop effective programming to intentionally cultivate the potential of all K-3 students using intentional differentiated curriculum and instructional strategies, as well as evidence-based curriculum and resources.</p> <p>Provide early intervention and development opportunities to maximize potential by creating classroom environments that elicit a variety of observable behaviors and indicators of students' strengths which allow teachers to:</p> <ul style="list-style-type: none"> • Involve all primary students as a component of talent development efforts • Observe student strengths • Recognize potential • Respond to outstanding potential with intentional differentiated curriculum and instruction <p>Address the needs of K-3 students by fostering creativity, curiosity, and critical thinking through access to advanced content and intentional opportunities to strengthen communication, collaboration, and leadership for students.</p> <p>Involve regular educators, AIG personnel, special educators and other instructional staff in developing differentiated curriculum and instruction to cultivate potential in K-3 learners.</p> <p>Talent development efforts are purposeful practices where educators:</p> <ul style="list-style-type: none"> • create intentional learning environments where teachers can observe students experiencing a range of activities seeking a variety of strengths; • recognize a student's potential; • respond to a student's needs and opportunity gaps; and • develop a student's strengths. <p>These efforts focus on <i>all</i> students - those students whose strengths are readily observable in addition to those students whose strengths are not yet cultivated.</p> |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Explain how all instructional personnel collaborate to develop differentiated curriculum and instruction to meet the needs of advanced learners.</p> <p>Explain how the differentiated curriculum and instruction are implemented within the district.</p> | <p>Work with the district leadership to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff.</p> <p>Create relevant units and lessons for the district by using existing differentiated curriculum and instruction examples (units, lessons) for planning teams.</p> <p>Use existing teaming structures to provide dedicated and ongoing collaboration time among AIG personnel and classroom teachers for:</p> <ul style="list-style-type: none">• planning advanced content• problem-solving (use of advanced content)• refining implementation of differentiated instructional units• evaluating effectiveness of curriculum and instructional units <p>Advocate for the use of differentiated curriculum/content during PLCs and/or during various grade level meetings where AIG student needs are part of the agenda.</p> <p>Utilize guiding questions when AIG specialists are meeting with teachers (or PLC teams), to assist with reflecting on differentiation for the gifted learner. These are some sample questions:</p> <ul style="list-style-type: none">• Are gifted students able to accelerate when needed?• Do gifted students have regular opportunities to expand upon their areas of interest and strengths?• Are gifted students encouraged to extend learning beyond the basic level of understanding?• Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential? |

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

| | |
|--|---|
| | <p>Guide the use of differentiated units and/or lessons and the integration of basic differentiation strategies across the school/district to support the advanced learning needs of gifted students.</p> <p>Advocate for the use of differentiated curriculum and instruction through AIG Coordinator participation in regular meetings of district-level instructional teams, including the district MTSS team.</p> <p>Provide classroom teachers and AIG personnel with curriculum examples of questions, scenarios, and models of teaching rigorous curriculum supplemented with resources and strategies designed to engage and challenge gifted ELs.</p> <p>Identify a menu of modifications and accommodations to ensure support and services are provided to address the 2E student's strengths and challenges.</p> |
|--|---|

Unpacking the NC AIG Program Standards

STANDARD 3: DIFFERENTIATED CURRICULUM AND INSTRUCTION

i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| <p>Explain how DEPs, IDEPs, or other service plans are developed for individual students. Include the following information:</p> <ul style="list-style-type: none">the personnel involved with developing the service planthe data used to determine appropriate service match to meet the needs of the studentthe process for involving parents/ guardians in developing the plan <p>Outline how the service plans are reviewed annually with parents/ guardians.</p> | <p>Develop and utilize documentation to clearly outline the services a student will receive, explain how these services will meet the student’s needs, and share the desired outcomes of these services. <i>If the district does not have documentation in place already, the Program Services Tab within the statewide Power School system can be utilized to record and monitor program service information for gifted learners.</i></p> <p>Establish annual meetings with parents to review services reflected on the DEP; include (AIG Specialists) regular education teachers, counselors, and administrators in the meeting.</p> <ul style="list-style-type: none">Individual meetings with parents will support student needs best, however, if team meetings are utilized, ensure access for individual meetings as requested.Review DEPs as part of a child’s evaluation and to determine needs for next year. <p>Ensure that AIG personnel are present during high school registration meetings to ensure appropriate services in high school.</p> <p>Include a “AIG Program Progress Report” with the regular report card at each marking period to provide additional communication regarding the student’s progress towards meeting the goals outlined on the DEP.</p> <p>Integrate the four-year plan of coursework /program of study with the High School DEP - reviewing and updating the plan on an annual basis at a parent meeting.</p> <p>Utilize DEP meetings as a guide to review student portfolios and curriculum activities from the year.</p> <p>Collaborate with EL personnel to ensure the DEP and LIEP outline the supports required/provided to meet the unique needs of the student each day.</p> <p>Include the AIG Specialist in the IEP meeting when considering the needs of a twice exceptional child. The IEP can be used as the AIG IDEP for the student or as a support document when creating the IDEP (or DEP) for the student.</p> |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Standard 4: The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

Reflection Questions:

- How does the district support personnel assigned to lead the AIG program in the district?
- How does the district support the collaboration of AIG staff/specialists with other instructional staff to meet the academic and social and emotional needs of gifted and advanced learners?
- How does the district align professional development goals and requirements to include the needs of gifted/advanced learners?
- How does the district recruit teachers to earn their AIG add-on license?
- How does the district retain teachers who have earned their AIG add-on license?

a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| State clearly whether or not this person is AIG-licensed. Describe how the coordinator accomplishes these tasks: guide, plan, develop, implement, revise, and monitor the AIG program and plan for the district. | Ensure that the coordinator at the district level has earned an AIG add-on license. Develop a support system for the AIG program to ensure effective leadership and program improvement, in cases where the coordinator has multiple roles at the district level. Develop and share a clear and comprehensive outline of the coordinator's roles and responsibilities. Collaborate with other district leadership to synergize efforts on behalf of gifted students. Collaborate with district-level leadership to ensure the AIG Coordinator is included on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context. Facilitate periodic AIG PLC meetings to develop capacity and leadership potential among AIG Specialists and to ensure the needs of gifted learners are being met consistently across the district. |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

| | <p>Some of the duties include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Overseeing the screening, referral, and identification processes at the district level • Maintaining documentation of student identification evidence and services provided • Providing leadership and advocacy for the needs of AIG learners at all levels • Monitoring implementation of program services and staff • Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs • Developing, monitoring, and evaluating the local AIG plan • Providing professional development and resources to engage AIG Specialists in continued adult learning regarding gifted and advanced students • Developing partnerships with and communication strategies for families and the community to support the AIG program |
|--|--|
| b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners. | |
| Practice Components to Address: | Strategies for Implementation: |
| <p>Share current structure of AIG support personnel.</p> <p>Provide clear and comprehensive descriptions for the role and responsibilities of the AIG staff, distinguishing between elementary, middle, and high school.</p> <p>Describe the ways in which AIG specialists support the AIG program and meet students' academic, intellectual, social, and emotional needs.</p> | <p>Describe the personnel directly involved with AIG services within the district. For example, how many specialists are in the district, how many schools does each serve?</p> <p>Ensure AIG specialists and/or staff provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students; this may happen through:</p> <ul style="list-style-type: none"> • Directly providing services and resources to students. • Indirectly supporting students by providing services and resources to teachers, other school and district-wide instructional staff, and families. <p>Provide opportunities for AIG specialists and/or staff to collaborate for the purpose of strengthening services designed to meet the needs of gifted and advanced learners. This may be through a monthly or bi-weekly meeting/work session that allows for collaboration to create differentiated curriculum and instruction to meet students' academic and social and emotional needs.</p> <p>Encourage AIG specialists and/or staff to review current professional articles, books, and</p> |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

| | <p>NCDPI resources to engage with others in continued adult learning regarding gifted learners.</p> <p>Promote a variety of professional development opportunities, including statewide initiatives to support gifted programs and advanced learners.</p> <p>Collaborate with school-level leadership to ensure the AIG specialist is integrated with school-level MTSS team(s) (e.g., grade-level and/or subject area teams, professional learning communities, school MTSS teams, etc) in order to effectively represent, provide information about, advocate for, and serve gifted students within an MTSS context.</p> |
|---|--|
| c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. | |
| Practice Components to Address: | Strategies for Implementation: |
| Outline specific professional development requirements for each of the following groups involved in AIG programming: | <p>Establish expectations for the skills, knowledge, and understanding each stakeholder needs to have to support AIG students effectively.</p> <p>Provide targeted professional development modules in a variety of formats, for each of the various stakeholder groups, to help all personnel understand the needs of gifted learners and the local AIG program.</p> |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

- classroom teachers
- instructional specialists
- student services personnel
- school administrators

Provide support for teachers and/or other instructional support personnel to earn an AIG add-on license or complete district professional development expectations. Avoid using the term “local endorsement” to avoid confusion with statewide AIG add-on licensure. Instead, consider using ‘met the LEA AIG requirements.’

Provide resources and tools for all stakeholders to support the needs of AIG students, in alignment with outlined expectations.

Survey all certified staff and principals to determine additional AIG in-service training topics needed.

- Use these data to determine direction for staff development training with an AIG emphasis.
- Utilize AIG Specialists (or those who have earned an AIG add-on license) to lead the professional development sessions.
- Consider gathering this data in conjunction with other departments as a component of an annual needs assessment survey for the district.

Utilize AIG Specialists as well as other internal support staff and external providers on a variety of topics related to differentiation (e.g. differentiation techniques, brain-friendly strategies, student data analysis to inform instruction).

Provide opportunities for AIG Specialists and other support staff to collaborate with classroom teachers and support differentiation by modeling and coaching teachers using these strategies.

Ensure all educators receive professional learning on the role of gifted education within a Multi-Tiered System of Supports (MTSS).

Ensure all educators receive professional learning on gifted EL and EC students.

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| Explain how the district ensures that, regardless of the setting, the individual responsible for delivering direct educational services for gifted students has earned an AIG add-on license or has met the LEA requirement. | <p>Define a clear process for AIG student placement in regular education classrooms to ensure effective service delivery match. For example, define cluster grouping and outline criteria for students to be served in a cluster group with an appropriately licensed or prepared teacher.</p> <p>Cluster AIG students across the K-12 continuum with AIG-licensed classroom teachers or with those who have met the LEA certification requirements according to the AIG plan.</p> <p>Partner with school-based administrators to ensure effective AIG student service match with an AIG licensed teacher or one who has met the LEA requirements for the position.</p> <p>Develop a process or system to monitor the effective assignment of students to an AIG licensed teacher or one who has met the LEA requirements for the position. Share this data with principals, district leadership, and local board of education as appropriate.</p> <p>Provide recognition at the local level (board meeting, for example) for completing AIG add-on licensure or completing local requirements.</p> |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Develop a plan to recruit teachers to the district who are AIG licensed, including those of diverse backgrounds.</p> <p>Outline a plan to recruit teachers within the district to earn the AIG add-on license, including those of diverse backgrounds.</p> <p>Share strategies to retain teachers who are AIG licensed, including those of diverse backgrounds.</p> | <p>Partner with the IHE community to provide coursework for teachers and support staff to earn an AIG add-on license.</p> <p>Provide local professional development to prepare teachers and other support staff to earn AIG licensure through the Praxis exam.</p> <p>Partner with other LEAs, RESAs, IHEs or other groups to provide local and/or regional professional development to prepare teachers and other support staff to earn an AIG add-on license through the Praxis exam.</p> <p>Work with district leadership to provide financial support for teachers to earn an AIG add-on license, either through IHE coursework or Praxis. Consider working with district leadership to utilize appropriate federal and/or local funds to support these efforts.</p> <p>Consider a teacher commitment to continue to serve the district after earning an AIG add-on license.</p> <p>Work with Human Resources to support hiring practices for teachers with an AIG add-on license:</p> <ul style="list-style-type: none">• Use the district's application system to filter for candidates who have AIG Licensure or Gifted Certification from outside NC.• Consider embedding questions in the interview process related to meeting the needs of gifted and advanced learners.• Analyze staff needs among the schools in the district to strategize during the hiring process. |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Determine the district's professional development needs regarding the mindsets, policies, and practices for realizing equity and excellence in gifted education.</p> <p>Develop and implement plans to provide focused professional learning opportunities regarding the critical actions for equity and excellence in gifted education.</p> | <p>Identify the needs of the district personnel with regards to realizing equity and excellence in gifted education.</p> <p>Partner with district leadership to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs regarding equity and excellence in gifted education.</p> <p>Integrate with existing efforts regarding equity and excellence in your district and schools to collaborate and plan professional development.</p> <p>Utilize resources provided by NCDPI - Call to Action and Guidebook to support these goals, as well as other local resources.</p> |

g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Define the district's local AIG program goals and share how the professional development opportunities are aligned to these goals.</p> <p>Describe how AIG is integrated within other professional development initiatives across the district.</p> <p>Explain how AIG professional</p> | <p>Work to 'be at the table' by:</p> <ul style="list-style-type: none"> • Partnering with the district's professional development office for planning professional development, and • Serving on other district committees when strategic vision, mission, and priorities are being set to ensure AIG needs are being heard and considered, and • Collaborating with instructional support staff to integrate best practices for gifted learners across professional development settings and topics. |

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

development is focused on addressing the needs of AIG students utilizing best practices in gifted education.

Describe the structures in place for facilitating collaboration among AIG specialists and other teachers to build capacity for AIG and refine their own learning.

Ensure the AIG perspective is clearly defined and included within various district professional development initiatives and how new district programs align with AIG program goals/needs.

Connect the needs of gifted learners with School Improvement Plan goals and align professional development activities accordingly.

Plan and implement professional development opportunities that specifically address best practices in gifted education.

- Provide a “District Plan 101” for schools that covers the local AIG plan specifics.
- Provide an “AIG 101” professional learning opportunity that covers topics such as characteristics and instructional practices that support gifted education, including the social and emotional needs of gifted learners, using current research and models.
- Use resources creatively when designing and delivering professional development; for example, collaborate with neighboring school districts, partner across a region, and utilize “Booster Shots” available from NCDPI.

Promote opportunities for professional development outside of the district to support best practices and state/national standards.

Build time for coaching, implementation and reflection based on professional development experiences to support participant understanding and program improvement.

Facilitate best practice sharing sessions after professional development experiences among AIG staff and between AIG staff and classroom teachers, as well as other instructional support staff in collaborative settings.

- Use technology tools to share new ideas and grade appropriate resource materials from professional development learning experiences.
- Provide exemplar lessons illustrating the theory and concepts learned during professional development to help with differentiation and co-teaching, as a component of AIG coursework.

Unpacking the NC AIG Program Standards

STANDARD 4: PERSONNEL AND PROFESSIONAL DEVELOPMENT

- Consider the use of structures that exist:
 - Early Release Days
 - District-wide professional development days
 - Monthly (or periodic) Professional Learning Community (PLC) structures

Prioritize professional development on the related topics of MTSS itself, the role of purposefully-organized school-based teams in this framework (e.g., grade level and/or subject area teams, professional learning communities, etc.) and the necessity of high-quality differentiated instruction within these structures, in order to effectively establish and maintain an MTSS.

Involve the AIG Coordinator and AIG Specialists directly with school and district MTSS teams for explaining AIG Program goals, aligning them with school and district MTSS goals, and planning and delivering professional learning in order to integrate the perspective of gifted education throughout.

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

Standard 5: The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Reflection Questions:

- How does the district support an AIG Advisory group that is inclusive of various internal and external stakeholder groups as well as reflective of diverse populations within the community?
- How does the district AIG Advisory group support the development and implementation of the Local AIG Plan? How does this group monitor the effectiveness of plan implementation and support efforts to revise the Local AIG Plan?
- How does the district utilize, nurture, and sustain supportive partnerships with families, community agencies and businesses that are two-way partnerships?
- How does the district ensure that information is communicated in the variety of languages represented within its school community?

a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| Describe two-way partnerships developed between the school system and parents/guardians and families to develop services and programs that meet the needs of gifted learners. | Identify leaders from various parent and family networks who may be willing to partner with the district and brainstorm ways to support programming options and develop services for gifted learners. |
| Include examples that demonstrate how parents/guardians contribute to (or support) the AIG program and how the LEA interacts with parents/guardians. | Plan and implement community events and enrichment activities to increase partnerships with families and engage AIG students. |
| Describe how these partnerships meet the needs of gifted learners, paying attention to both academic/intellectual and social/emotional needs. | Provide intentional opportunities for parents to share how they would like to be involved with and supportive of the AIG program. |
| | Utilize parents/family members as guest speakers to address current issues/concerns regarding gifted learners, and/or to speak about an interest or passion area of gifted learners. |
| | Facilitate on-going opportunities for families of gifted students to ask questions as well as share concerns and successes. |

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

| | |
|--|--|
| | <p>Explore the possibility of creating a partnership/advocacy group consisting of parents and other partners to support meeting the needs of gifted learners. (PAGE chapter - contact the NC Association for Gifted and Talented (NCA GT) for guidance]</p> <p>Seek support for new and additional programming options and services for gifted learners by providing clear and concise information about the needs of gifted learners to various parent networks.</p> <p>Collaborate with other district departments to share successes and seek further strategies to bring in parent and family engagement/ involvement partnerships.</p> <p>Provide opportunities for parent/ guardian involvement, aside from the district-wide AIG Advisory group. Some options might include:</p> <ul style="list-style-type: none">• School level AIG councils or committees• Parent Advisory (open forum) sessions <p>Establish collaborative and strong partnerships with families of English Learners, communities and students to overcome any language barriers that will impede participation in educational opportunities through AIG programs.</p> |
|--|--|

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Describe how partnership efforts with various community stakeholders provide enrichment, extension, and acceleration opportunities for students.</p> <p>Describe partnerships with institutions of higher education, local businesses and industry, and community organizations that result in opportunities for teachers/staff, thereby enhancing your local AIG program and services you provide.</p> | <p>Work with district leadership to extend conversations with businesses and community leaders about the need for services for AIG students and to troubleshoot and problem-solve ways to provide for these identified needs.</p> <p>Provide clear examples of how these partnerships assist the district/school in providing each of the following for students:</p> <ul style="list-style-type: none">• Enrichment• Extension• Acceleration <p>Use existing structures within the community, like local business advisory groups, local Chamber of Commerce, and other groups to advocate for additional gifted programming options to meet the needs of gifted learners.</p> <p>Partner with external organizations such as institutes of higher education, Regional Education Service Alliance (RESA), North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), and other LEAs to create opportunities for professional development for teachers, administrators, and the community.</p> <p>Partner with district leadership regarding ways to share resources and volunteer support from local institutions of higher education and the LEA to support gifted programming.</p> <p>Develop partnerships with local IHE's to support grants or research opportunities that can strengthen your AIG program.</p> |

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

| | |
|--|--|
| | <p>Provide opportunities for community involvement, aside from the district-wide AIG Advisory group. Some options might include:</p> <ul style="list-style-type: none">• School level AIG councils or committees• Community-based Open Forum sessions <p>Pursue volunteers and sponsorships from various community organizations to support gifted learners in various interest areas, such as competitions, clubs, etc.</p> <p>Showcase AIG student achievements by inviting community partners to various events and competitions to encourage further participation and funding/resource support of student programming. For example, highlight teams participating in “AIG Student Expert Projects,” Destination Imagination, Odyssey of the Mind, etc.</p> |
|--|--|

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| <p>Detail the establishment of the leadership group that advises the LEA's AIG Program including how the district ensures stakeholders are representative of the district's demographics. This group may include students, but would minimally include:</p> <ul style="list-style-type: none"> • AIG parents/guardians and families • AIG teachers/specialists • Other instructional and support staff from the school and district level • Community members <p>Explain how the advisory group assists with developing the local AIG program and plan.</p> <p>Explain how the advisory group assists in monitoring the implementation and effectiveness of the local AIG program and plan.</p> <p>Describe the involvement of the advisory group in the revision of the local AIG plan.</p> | <p>Recruit parent/guardians and family leaders from each segment of the community to serve in an AIG Advisory capacity.</p> <p>Work with the schools' administrations and AIG teachers/specialists to invite parents/guardians of AIG students from across grade spans, student representatives, and a cross-section of school and district personnel to serve on the AIG Advisory group.</p> <p>Make an intentional effort to be inclusive of many community stakeholder groups. Possible entities may include:</p> <ul style="list-style-type: none"> • Business representatives • Community Arts/Music organizations • City/County government • Faith-based agencies • IHE community • Local education foundation representatives • Service-based organizations <p>Balance the representation of the district's diverse population on the team. Review district demographics to ensure representation on the advisory board from various groups.</p> <p>Provide childcare for meetings to encourage participation. Some free sources of childcare include using older AIG student volunteers, along with their sponsors from different high school clubs/service organizations. Consider organizations that require volunteer hours, and provide each student a certificate that documents the event and amount of time. Examples could include the National Honor Society, Beta Club, Jr. Civitans, learning hours, etc.</p> |

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

| | |
|--|--|
| | <p>Provide an interpreter for meetings to encourage participation of family members representing English Learners.</p> <p>Provide periodic opportunities for the Advisory Group to gather together to learn more about the local AIG plan, review data to monitor the implementation of the local AIG plan, and make recommendations for future programming.</p> <p>Develop a structure for the Advisory group to review input regarding AIG programming. Determine specific goals and action steps/plans for the Advisory group to support Local AIG plan and program implementation.</p> |
|--|--|

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

d) Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Share a communication plan that includes explanations about:</p> <ul style="list-style-type: none">• how information is disseminated to students, parents/guardians, and community regarding the local AIG plan and program.• how information is shared with stakeholders regarding the range of services available for AIG students.• how information is shared with stakeholders regarding district and state policies impacting gifted and advanced learners.• how the district is intentional in communicating opportunities and events for AIG students with all parents/guardians and community members.• how information is shared in all languages represented in your district/school.• how communication occurs | <p>Utilize existing district resources and structures to communicate with families regarding the local AIG plan, program services, policies that impact gifted and advanced learners, and opportunities available for students throughout the year.</p> <ul style="list-style-type: none">• Send automated calls to parents/guardians about the local AIG Plan, meetings, and policies.• Create a district AIG parent/guardian and community list-serve to foster electronic communication.• Host virtual informational meetings. <p>Ensure that stakeholders know where the local AIG plan is located; make it available on the district/school homepage, and other locations as needed to reach a variety of audiences.</p> <p>Utilize existing meetings and activities to share information with stakeholders (such as school and district parent meetings, principals' meetings, other departmental advisory board meetings, PTSA/PTA meetings, Board of Education meetings, etc.).</p> <p>Create brochures, pamphlets, fliers and newsletters (digital versions/printed versions) and/or an AIG Handbook for Parents/Guardians to outline information regarding the plan and policies related to gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary.</p> <p>Prepare a video, virtual recording, or other digital presentation that informs stakeholders of the local AIG program, plan and policies.</p> <ul style="list-style-type: none">• Make this available to families who are planning to relocate to the area.• Translate the video/recording/presentation in various languages. |

Unpacking the NC AIG Program Standards

STANDARD 5: PARTNERSHIPS

| | |
|-----------------------------|---|
| <p>throughout the year.</p> | <ul style="list-style-type: none">• Post the resource on the district website and/or other digital platforms such as social media or various learning management systems accessed by parents/ guardians where appropriate. <p>Utilize local newspaper and media outlets when appropriate to “share the good news” about student accomplishments to improve perception and community relations.</p> <p>Share information with students and families about partnerships with civic and local agencies, including CTE department opportunities. These opportunities might include mentorships, community outreach/service learning opportunities, internships and/or job shadowing.</p> <p>Share information with students and families regarding events, speakers, informational sessions, field experiences, articles, camps, and other opportunities.</p> <p>Develop and share a resource guide for extra-curricular programs within the LEA, local community, region, and/or state; include descriptions, timelines, and other pertinent information in the communication.</p> <p>Translate written information that is shared with parents/guardians, families and the community in appropriate languages. Have translated written materials available when families attend parent activities or events.</p> <p>Have language interpreters available at informational meetings where parents/guardians are informed of AIG opportunities as well as explanations regarding AIG identification and services outlined in the AIG plan.</p> <p>Share with partner organizations the variety of language needs in the district so they can make promotional communication regarding community opportunities available in a student’s native language. If hosting an opportunity fair/showcase, each organization can be sure to have literature already translated in each language available when families attend.</p> |
|-----------------------------|---|

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

Standard 6: 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 gifted learners.

Reflection Questions:

- How is the district developing an effective program for AIG students that meets their academic, intellectual, and social and emotional needs?
- How is the district monitoring both implementation and effectiveness of the local AIG program for all student populations?
- How is the district utilizing various data points, including feedback from stakeholders, to evaluate the AIG program and revise the local AIG plan?
- How does the district support the process of revising the written AIG plan?
- How does the district stay abreast of current issues and trends occurring within local district initiatives or state policy or legislation that would potentially impact the current local AIG program?
- How does the district consider and safeguard the rights of parents/guardians in policy and practice?

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Outline the process by which the local AIG plan was revised.</p> <p>Submit an AIG plan following SBE guidelines and the NC AIG Program Standards, which has been approved by the local Board of Education, to DPI/ SBE for review and feedback, per legislation.</p> | <p>Create a team that represents a variety of stakeholders to lead revisions of the local AIG Plan and implementation of the AIG program.</p> <p>Develop a process for:</p> <ul style="list-style-type: none">• assessing the current reality regarding implementation of program vision and goals,• gathering feedback to evaluate the local AIG program,• creating a timeline to complete local AIG plan revisions, and• communicating updates regarding the AIG plan revision process to various stakeholders in a timely manner. <p>Gather feedback from all stakeholders to complete a self-assessment of the AIG program and guide the plan development process.</p> <p>Develop a comprehensive local AIG program based on self-assessment and overall program goals in consideration of the local context.</p> <p>Write and submit a local AIG plan based on guidance and feedback from NCDPI.</p> <p>Obtain approval from the Local Board of Education; submit to SBE/NCDPI for review and feedback.</p> <p>Include EL and EC personnel on the local AIG plan development team to ensure a variety of perspectives is shared regarding these underrepresented populations.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Outline district efforts to monitor program and plan implementation on an ongoing basis.</p> <p>Identify clear roles of district personnel involved in program implementation and monitoring efforts.</p> <p>Describe how the district will ensure what is documented as practice and policy in the local AIG plan is being carried out.</p> | <p>Create a structure to build capacity and leadership among AIG staff, and determine which individuals or groups will support local AIG plan monitoring efforts.</p> <p>Develop district project management tools to assess progress towards program implementation, utilizing feedback from individual schools, district level staff, and other key stakeholders.</p> <p>Create a systematic way of reporting progress to local stakeholders, including the AIG Advisory group or other district leadership and the local Board of Education.</p> <p>Provide annual updates to various stakeholder groups.</p> |

c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

| Practice Components to Address: | Strategies for Implementation: |
|---|--|
| <p>Describe how a plan for strategic use of the AIG district budget is developed, ensuring it is aligned with program goals, student and stakeholder needs, and plan implementation.</p> <p>Detail how expenditures are monitored to ensure funds are utilized for comprehensive local AIG plan implementation.</p> | <p>Make clear connections between goals of the local AIG plan and program with the budget.</p> <p>Prioritize people, resources and professional development, based on program needs and by comparing costs, to ensure students will benefit when planning purchases and other expenditures.</p> <p>Work with the district Finance Officer or others to develop a budget which aligns the local AIG plan with available resources.</p> <p>Advocate for use of other funding sources, such as local monies, federal monies, grant funds, and business partnerships, to meet the needs of the AIG program and its learners.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Describe the system developed for monitoring and analyzing student achievement and growth data.</p> <p>Describe the system for monitoring and analyzing annual drop out data for AIG students.</p> <p>Explain how/when data is analyzed to identify trends and consider how this information will inform instruction and service delivery.</p> <p>Explain how trend data disaggregated over time is used to inform mindsets, policies, and practices.</p> | <p>Develop relationships with other district personnel such as Testing/Accountability, Standards, Curriculum and Instruction, Career and Technical Education, Student Services and more, to help with access to and analysis of data.</p> <p>Ensure you are aware of what data already exists in your LEA, schools, and classrooms to determine if any other information is needed. Always start with what you have and then expand as needed.</p> <p>Gather and analyze AIG student growth and achievement data, paying close attention to underserved populations as well as disproportionality issues. These data may include formative and summative assessments.</p> <p>Disaggregate data regularly to help determine whether or not AIG student needs are being met, taking into consideration the holistic needs of gifted children.</p> <p>Collect other indicators of student performance that speak to the growth and achievement of AIG students. Such data might include:</p> <ul style="list-style-type: none"> • Number of internships or mentorships • Number of students participating in dual enrollment • College acceptances information • Scholarship information • Qualitative data regarding social and emotional needs • Successful AP, IB, or CIE class completion rates <p>Develop a plan to monitor data for the purposes of early warning for dropout prevention.</p> <p>Gather and analyze annual drop-out data for AIG students, following up with AIG drop- outs (via interview) to find out why these students left school.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

| | <p>Use available data (e.g., aggregate and disaggregated student achievement and growth data, annual drop-out data, etc.) to evaluate the effectiveness and equity of the AIG Program, as well as the effectiveness of the multi-tiered system of supports.</p> <p>Provide annual updates on the state of the AIG program, including analysis of data sources and corresponding recommendations, with groups including the district and school MTSS teams.</p> |
|--|---|
| <p>e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students’ racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.</p> | |
| Practice Components to Address: | Strategies for Implementation: |
| <p>Explain the system developed to maintain and analyze the referral, identification, services, and retention data for under-represented populations within the gifted program. These populations often include students who are culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, or twice exceptional.</p> <p>Share district demographics and AIG demographics here when creating AIG goals regarding referral, identification, services, and retention.</p> | <p>Create a systematic procedure for collecting and analyzing data focused on referrals, identification, services, and retention of AIG students.</p> <p>Gather and analyze referral, identification, services, and retention data to ensure that students’ demographic factors do not reduce their likelihood of access to and participation in the AIG program.</p> <p>Foster collaboration between AIG staff and the school and district-level MTSS teams to gather, analyze, and act on multiple data sources regarding referral, identification, services, and retention of students within the AIG program. Use the data analysis to answer the following questions:</p> <ul style="list-style-type: none"> • Are various demographic groups equitably identified for intervention within an MTSS? • Are the MTSS interventions in place for AIG students effective? <p>Study how students from underrepresented populations are being referred, identified, served and retained to look for disproportionality issues, by:</p> <ul style="list-style-type: none"> • Examining trends in referral, identification, and services. |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

| | |
|---|---|
| | <ul style="list-style-type: none"> Examining trends in retention (students remain in gifted programming over time) <p>Examine screening, referral, identification, and retention policies and practices to look for factors that contribute to disproportionality.</p> <p>Partner with other district personnel who may be monitoring information regarding disproportionality in other departments as well, to compare procedures for monitoring the data and discuss their findings. Evaluate if these practices align with district AIG program goals.</p> |
| f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan. | |
| Practice Components to Address: | Strategies for Implementation: |
| <p>Describe the process by which licensing and certification information for personnel serving K-12 AIG students is maintained.</p> <p>Outline a process by which information regarding the licensure and other qualifications are used, to align with the goals of the local AIG plan.</p> | <p>Work with appropriate personnel including Human Resources staff and/or Professional Development staff to document the employees earning an AIG add-on license, meeting the local professional development criteria, or participating in other professional development geared towards gifted learners.</p> <p>Collaborate with Human Resources to develop procedures and practices to use the personnel data to support goals and strategies outlined in the local AIG plan.</p> <p>Partner with school administrators to:</p> <ul style="list-style-type: none"> discuss needs of the school AIG program determine appropriate placement for gifted and advanced learners make informed hiring decisions. support the goals of the AIG program. |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| Describe the intentional ways the district will gather feedback from various stakeholders' perspectives. | <p>Collect data regularly, both formally and informally, to identify areas of program improvement.</p> <p>Include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools.</p> <p>Use multiple ways of gathering input, including surveys, interviews, focus groups, quick asks during other established meetings (DEP, principal or staff, inter-agency) all throughout the year, ensuring all stakeholders have opportunities to provide feedback.</p> <p>Use existing district/school collaborative team structures (PLCs, MTSS, Teacher Council) to gather formal and informal feedback for ongoing reflection from those indirectly and directly involved with AIG programming.</p> <p>Create surveys that parallel the self-assessment tool used in the plan development process.</p> <p>Analyze feedback data to determine the effectiveness of the AIG program, including its integration with the MTSS.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

| Practice Components to Address: | Strategies for Implementation: |
|--|--|
| <p>Outline the process to evaluate the local AIG program from multiple perspectives using an array of data points.</p> <p>Describe the process the district uses to revise the local AIG plan for serving gifted learners to improve programming and services for students and families.</p> | <p>Utilize existing collaborative structures (advisory group, PLCs, leadership team meetings, etc) during comprehensive program evaluation to:</p> <ul style="list-style-type: none">• establish a culture of data-rich discussions• focus on successes and challenges of program implementation and effectiveness• discuss data regularly with appropriate stakeholders to guide program improvements• review feedback from parents, students, teachers, other staff, and community members, and analyze data trends and patterns to inform program improvement efforts <p>Reflect on the local AIG plan during a comprehensive program evaluation to ensure the local AIG program is aligned with the district’s vision, mission, policies, practices, and procedures, especially through times of district leadership turnover (superintendent, etc.).</p> <p>Use the advisory group to assist in evaluating the effectiveness of the local AIG program and offering suggestions and practical applications to improve AIG programming.</p> <p>Establish a clear process to directly review and make changes to the local AIG plan document.</p> <p>Determine if changes are needed to the local AIG plan mid-cycle, based on local, state or other updates and changes.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

| Practice Components to Address: | Strategies for Implementation: |
|--|---|
| <p>Outline the methods used to share results of program evaluation and plan progress with everyone.</p> <p>Explain how the district provides access to the information and shares data trends.</p> | <p>Develop specific communication strategies based on the information needs of various audiences.</p> <p>Determine stakeholder audiences and consider what information is relevant to each group when sharing program evaluation data.</p> <p>Publish program evaluation data in a variety of formats (website, paper brochures, district fact sheets, report cards, etc.) and in the languages represented by district/school stakeholder groups.</p> <p>Share program evaluation data with the AIG Advisory group, district-wide leadership, school administrators, student advisory groups, family groups, PTA/PTSA, students, and community groups.</p> <p>Protect the confidentiality of all stakeholders who may have provided feedback during the comprehensive program evaluation.</p> <p>Protect confidentiality and adhere to the rules of FERPA when sharing student data with the public.</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

| Practice Components to Address: | Strategies for Implementation: |
|---|---|
| <p>Clearly articulate the Due Process rights of students and their parents/guardians within the body of the local plan.</p> <p>Outline the process for each of the following:</p> <ul style="list-style-type: none"> • Informed consent for assessment leading to identification • Informed consent for placement (services) • Reassessment • Transfer from other LEAs • Procedures to Resolve Disagreements | <p>Develop clear policies, procedures, and practices within the district to ensure:</p> <ul style="list-style-type: none"> • Informed consent for assessment leading to identification • Informed consent for placement to receive gifted services • Reassessment for students who would benefit from additional opportunities to demonstrate a need for gifted services <p>Ensure all documentation is available in the student’s native language(s).</p> <p>Develop policies and practices regarding transfer students from other LEAs and schools by:</p> <ul style="list-style-type: none"> • Examining policies that other districts/schools in the same region have regarding transfers from other LEAs. • Honoring the interstate compact on educational opportunities for military children (https://www.dodea.edu/Partnership/interstateCompact.cfm) • Considering the following questions for a student identified in another district/school: <ul style="list-style-type: none"> ○ How will this identification stay the same? ○ How will you evaluate the identification evidence to determine service options based on district criteria? ○ What steps will be in place to continue services for the student? ○ How will you communicate identification and services to parents/guardians? • Special Note: NCDPI strongly discourages the practice of “de-gifting” children. Instead, evaluate student data and determine appropriate placement and services within the local context. <p>Develop a process to resolve disagreements for students and parents that is clear and aligned with Article 9B, which ends with the state level of grievance and the involvement of an administrative law judge.</p> <p>Consider also aligning the procedures to resolve disagreements with other related district</p> |

Unpacking the NC AIG Program Standards

STANDARD 6: PROGRAM ACCOUNTABILITY

| | |
|--|---|
| | <p>policy.</p> <p>Include a clear outline of AIG student rights in the AIG Parent and AIG Specialist Handbooks.</p> |
|--|---|

FINAL THOUGHTS TO REMEMBER

Student Identification

- No one criterion should exclude a child from being identified as AIG.
- Any single criterion, if superior, can be used to include a child in services.
- DPI strongly discourages the practice of “de-gifting” children; instead we encourage districts to develop programs based on matching appropriate services to student needs. We recognize that students’ needs can change over time and are often influenced by variables beyond our control. However, strive to ensure programming meets these ever changing needs. The program needs to fit the child, not the child fitting the program.

Comprehensive Programming within a Total School Community

- Ensure consistency and quality across schools and grades for overall programming. If differences exist among school programs to honor and value local needs, develop a strong framework to guide services to ensure all children in your LEA are being served most appropriately.
- Find ways to intentionally and strategically integrate district programming, such as Early Admission to Kindergarten, AP/IB/Honors, dual enrollment and Credit by Demonstrated Mastery (CDM), etc. into your plan for serving gifted learners.
- Develop a comprehensive framework for talent development for students across the K-12 continuum. Talent development efforts are purposeful practices where educators:
 - create intentional learning environments where teachers can observe students experiencing a range of activities seeking a variety of strengths;
 - recognize a student’s potential;
 - respond to a student’s needs and opportunity gaps; and
 - develop a student’s strengths.

These efforts focus on *all* students - those students whose strengths are readily observable in addition to those students whose strengths are not yet cultivated.

Differentiated Curriculum and Instruction

- The NCSCOS is the guiding foundation of academic services for all public school students in NC. Specific attention and intention should be placed on accelerating, enriching, and extending these standards in gifted education services to further support the optimal development of our AIG learners in NC.
- Have DEPs (Differentiated Education Plans) or other student plan which document differentiated educational services in place for *all* identified K-12 students. Best practice supports an annual meeting with families to review and revise the DEP’s outlined services as demonstrated by student need.
- AP/IB/CIE is not enough for AIG learners in high school. Develop a more comprehensive program that will address their cognitive and social/emotional needs as well as their academic needs.

Personnel and Professional Development

- Provide appropriately differentiated professional development to meet the needs of various staff members overseeing service delivery to gifted students.

Partnerships

- Find ways to intentionally engage your community of stakeholders in two-way relationships to support the growth and development of your gifted and advanced learners.

Program Accountability

- Develop strategies to guide and monitor programming at the individual school and district level. Incorporate data-driven decisions at the local level by paying close attention to survey data, observations, and student data.

- Develop and monitor your AIG Budget and help ensure funds are used to address the needs outlined in the local AIG plan.

General Communication

- Consider ways to improve communication with families and personnel; the root of many concerns brought to the attention of DPI is lack of good, clear communication.

Overview of NC AIG Program Standards

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Standard 2: Comprehensive Programming within a Total School Community

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' demographic background or economic means.

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Standard 6: Program Accountability

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 gifted learners.