

Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>		
Current standards & practices	Proposed Change	Rationale for Revision
a) Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.	a) Develops screening and referral processes that lead to AIG identification at all grade levels.	To clarify language
b) States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.	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.	To clarify language
c) Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations	c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the	To update language, removed "traditionally" under-served

of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.	gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.	
d) Implements screening, referral, and identification processes consistently within the LEA.	-	-
	e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.	To clarify language and bring focus to communication; separated from other previous practices.
e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.	f) Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.	To clarify language

Standard 2: 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.

Formatting Note: All content in standard 2 will be moved and become standard 3.

Current standards & practices	Proposed Change	Rationale for Revision
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.	- remove comma (not necessary)	Technical correction
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.	-	-
c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.	c) Incorporates a variety of evidence-based resources that enhance student learning.	To clarify language
d) Fosters the development of 21 st century content and skills at an advanced level.	d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.	To update language

e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.	-	-
f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.	f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.	To clarify language
g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.	g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.	To clarify language
h) Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.	h) Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.	To clarify language
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/families to ensure effective programming, provide a continuum of services, and support school transitions.	-	-

Standard 3: 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.

Formatting Note: All content in standard 3 will be moved and become standard 4.

Current standards & practices	Proposed Change	Rationale for Revision
a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	-	-
b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.	b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of gifted learners.	To clarify language
c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.	-	-
d) Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.	d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.	To clarify language

e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.	-	-
f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional learning.	-	-

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Standard 4: Comprehensive Programming within Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Formatting Note: All content in standard 4 will be moved and become standard 2.

Current standards & practices	Proposed Change	Rationale for Revision
a) Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.	a) Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student’s AIG identification.	To clarify language
b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.	b) Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.	To clarify language
c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.	Develops procedures to support and encourage for intentional, flexible grouping practices to facilitate effective instruction and the achievement and growth of AIG and other students with advanced learning needs.	To clarify language
d) 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.		
e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	-	-
f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.	f) Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.	To clarify language
g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.	g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.	To clarify language
h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.	h) Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.	To clarify and update language

<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>-</p>	<p>-</p>
<p>j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.</p>	<p>-</p>	<p>-</p>

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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.

Current standards & practices	Proposed Change	Rationale for Revision
a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students: <ul style="list-style-type: none"> • academic and intellectual • social and emotional 	a) Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students: <ul style="list-style-type: none"> • academic and intellectual • social and emotional 	To clarify language
b) Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.	-	-
c) Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.	-	-
d) Informs parents/families and the community of opportunities available to	-	-

AIG students on an ongoing basis and in their native language.		
e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.	e) Partners with the community stakeholders, such as institutions of higher education and local business and industry, to enhance and gain support for AIG programs and services.	-

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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 academic, intellectual, social, and emotional needs of gifted learners.

Current standards & practices	Proposed Change	Rationale for Revision
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 LEA's school board and sent to SBE/DPI for review and comment.	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 LEA's school local board of education and sent to SBE/DPI for review and comment.	- use "local board of education" to be in alignment with language of legislation (Article 9B)
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.	-	-
c) Uses and monitors state funds allotted for the local AIG program according to state policy.	c) Develops 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.	To further develop and strengthen, based on LEA feedback.
d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.	-	
e) Monitors the representation, performance, and retention of under-represented populations in the local AIG	-	-

program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.		
f) Maintains current data regarding the credentials of personnel serving AIG students.	-	-
g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.	-	-
h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.	-	-
i) Disseminates all data from evaluation of the local AIG program to the public.	-	-
j) Safeguards the rights of all AIG students and their parents and families 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.	-	-