

**Unpacking the NC AIG Program Standards ~ On-Going  
STANDARD 1: IDENTIFICATION**



***Standard 1: Identification***

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

**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.**

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| <p><b>Clarifying Description</b></p> | <p>Communicate procedures for AIG student identification for the district K-12.</p> <p>Outline procedures for screening, referral and identification processes.</p> <p>Share process with all stakeholders in a variety of modes/ formats.</p>  |
| <p><b>Implementation ideas</b></p>   | <p>Make procedures available in different media formats (including electronic, written, and verbal means) utilizing technology where appropriate and applicable.</p> <ul style="list-style-type: none"> <li>○ Share process on home call alert systems.</li> <li>○ Host open interest meetings at district and school levels K-12.</li> <li>○ Advertise procedures in various public settings, including community locations.</li> <li>○ Create brochures and quick reference guides for parent/community referrals. Consider including quotes from current AIG students about the impact of AIG service in the brochure.</li> <li>○ Integrate distribution of program and placement information for stakeholder groups all throughout the year at events such as Kindergarten registration, open houses, and/or in conjunction with other school and district wide informational nights (curriculum nights, etc.). Also distribute information with existing transition to the district/ new family packets and in new student registration materials.</li> <li>○ Provide FAQ's section on the district website with screening, nomination and identification information in English and other native languages, as needed.</li> </ul> |

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- Write an article for school or district wide newsletter that describes screening and identification procedures for AIG. Put newsletter on main website.
- Produce an AIG Newsletter that details current identification information. Provide copies of the newsletter at open house and other district wide events.

Translate information into needed languages for community.

- Translate ALL distributed materials, into student's native language (based on community needs)
- Work with translator during ESL Parent Meetings AND/OR other established parent gatherings or meetings to distribute materials regarding AIG (in native language).

Conduct parent and community training – ongoing and substantial (not distributing flyers, but focus on providing training and development)

- Organize Parent information and/or training sessions for the delivery of information to parents & the community to help understand eligibility and the spectrum of AIG services

Conduct Staff Training

- AIG Refresher Training for each school at the beginning of the year to ensure everyone understands the process for screening and identification
- 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. Post on the school and/or district website. Alternatively, consider all relevant audiences, and tailor the presentation for each audience.

Other Ideas

- AIG specialists submit revised yearly plans for their schools. The plans address several goals including the goal to implement identification procedures that are clear, equitable and comprehensive and lead towards appropriate educational services. (Rockingham)

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**b) States and employs multiple criteria for 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.**

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| <p><b>Clarifying Description</b></p> | <p>Define what it means in your district to be academically gifted, intellectually gifted, and both academically and intellectually gifted.</p> <p>Clearly define your LEA’s identification criteria for each of the gifted designations you utilize, including:</p> <ul style="list-style-type: none"> <li>○ Academically Gifted</li> <li>○ Intellectually Gifted</li> <li>○ Academically and Intellectually Gifted</li> <li>○ Any other designations</li> </ul> <p>PowerSchool currently includes four (4) designations to support your identification practices, with a fifth designation becoming available for your use in July 2016. They are as follows:<br/>         Academically Gifted in Reading – AR<br/>         Academically Gifted in Math – AM<br/>         Academically Gifted – AG<br/>         Intellectually Gifted – IG<br/>         Academically and Intellectually Gifted – AI <i>*effective summer 2016</i></p> <p>Gather data to build a body of evidence/ comprehensive learner profile to best understand a child’s abilities and potential.</p> |
| <p><b>Implementation ideas</b></p>   | <p>Ensure that you are focused on multiple ways to see a child’s strengths versus multiple hoops or barriers for identification.</p> <p>At a minimum, gather qualitative and quantitative evidence that include a student’s achievement, aptitude, and potential to achieve.</p> <ul style="list-style-type: none"> <li>○ Gather data across multiple criteria to determine if a child needs differentiated services for AIG.</li> <li>○ Consider using off-grade level assessments and nationally normed assessments to best understand a student’s profile.</li> <li>○ Create an opportunity to use innovative and unique evidence to show a child’s needs by allowing supporting qualitative evidence, such as the use of an artifact. (Nash/Rocky Mount)</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>○ Use typical as well as atypical standardized evidence, such as behavior checklists, observation tools and portfolios to build a body of evidence.</li> <li>○ Consider using student interviews as a part of identification, as well as, digital portfolios of student work.</li> </ul> <p>Develop multiple pathways for student identification.</p> <ul style="list-style-type: none"> <li>○ Consider using a pathway to identify IG that is different than what you currently use to identify AG students – depending on your district’s definition of giftedness.</li> <li>○ Consider using local norms (your local context – district and school wide data) to help understand and address student needs (Guilford) AND</li> <li>○ Consider the “Portfolio” option as an additional pathway for qualification. Eligibility is determined when a student demonstrates a need for service by performing above grade level peers within the context of the students learning environment. (Guilford)</li> </ul> <p>Examine your identification criteria to ensure it is fair and equitable for all student populations.</p> <p>With regards to identification practice:</p> <ul style="list-style-type: none"> <li>○ No one criterion should exclude a child from AIG identification.</li> <li>○ Any single criterion, if superior, may indicate a need for gifted identification and services.</li> <li>○ Gather a body of evidence to determine needs and match services to meet student need.</li> <li>○ Address the identification of students across the K-12 continuum. Even if you have no mass identification process for grades K-2 and/or 9-12, ensure that there is a means for identification at these grade spans as well when needed.</li> </ul> |
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**c) Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations 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.**

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| <b>Clarifying Description</b> | Clearly state how the identification procedures in your LEA intentionally responds to your demographics. |
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| <p><b>Implementation ideas</b></p>   | <p>Provide multiple pathways for identification; however, do not create an alternate pathway that is limited to only certain populations.</p> <p>Intentionally communicate with sub-groups (and underrepresented populations) information regarding screening, referral and identification.</p> <p>Analyze data for these sub-groups to inform procedures.</p> <ul style="list-style-type: none"> <li>○ Monitor and analyze sub-group data to understand LEA demographics.</li> <li>○ Partner with EC, ELL, Title 1, and other groups to best recognize and serve students.</li> </ul> <p>Screening &amp; Referral:</p> <ul style="list-style-type: none"> <li>○ Provide professional development to expand understanding of giftedness and tackle misperceptions.</li> <li>○ Consider using assessments in native languages.</li> <li>○ Create identification procedures that do not limit access to AIG identification services to certain populations.</li> <li>○ Consider and review available district and statewide assessment data to ensure equitable access. For example: The testing coordinator provides a list of the top 20% of student scores from across the district on standardized achievement tests for screening. (Ashe)</li> <li>○ Develop a comprehensive program to nurture and develop the potential of K-2 students to respond to all students, including diverse and underrepresented populations.</li> </ul> |
| <p><b>d) Implements screening, referral, and identification processes consistently within the LEA.</b></p> |   |
| <p><b>Clarifying Description</b></p>   | <p>Develop practices to monitor all screening, referral and identification processes to make sure they are the same across the LEA.</p>   |
| <p><b>Implementation ideas</b></p>   | <p>Develop clear and comprehensive guidelines for identification procedures.</p> <ul style="list-style-type: none"> <li>○ Provide tools for schools to identify students (flowcharts, checklists, etc.).</li> <li>○ Put plans in place to monitor student identification procedures.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>○ Put procedures in place to consistently evaluate students who have participated in your focused K-3 programming.</li> </ul> <p>Provide consistent professional development for all school level identification committees/teams on identification procedures.</p> <ul style="list-style-type: none"> <li>○ AIG Coordinator (or Lead Specialist) attend district principals meetings and share AIG identification information</li> <li>○ Provide training modules for all certified staff members for consistency in referrals</li> </ul> <p>Create a system for documentation compliance and completion.</p> <ul style="list-style-type: none"> <li>○ Create a procedure for maintaining documentation for all students in the AIG process, including those who are referred but not identified.</li> <li>○ Develop a process for internal auditing of AIG school records. For example, using “Screening Notebooks” to document the screening process, and review with buddy teachers to ensure consistency in district placement and criteria. (Union)</li> </ul> |
| <p><b>e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.</b></p> |   |
| <p><b>Clarifying Description</b></p>   | <p>Establish paperwork that is consistent across the LEA and clearly communicates a student’s AIG identification procedures and the outcomes for students.</p> <p>Establish a Differentiated Education Plan (DEP), K-12, or other documentation which explains how the identification matches the service options for an individual AIG student.</p> <p>Ensure that documentation is reviewed annually with parents and families.</p>   |
| <p><b>Implementation ideas</b></p>   | <p>Create documentation for all critical aspects of your identification process.</p> <ul style="list-style-type: none"> <li>○ Develop a paper or electronic file to maintain an individual student’s AIG documentation.</li> </ul>  |

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- Utilize features in PowerSchool to create a DEP for students (using program identification information report).
- Maintain documentation at a school site and/or central location.
- Provide families/parents with copies of all documentation and meet annually to review. Include signatures of all associated parties.
- Keep documentation for at least 3-5 years after high school graduation.
- Create an online system that is shared across the LEA and with families.

Consider how to utilize documentation of student participation and performance over the course of the year(s):

- Students in grades 3-12 submit exemplary work samples in their area of identification for student portfolios that document performance and participation in AIG service. (Cumberland)
- The high school AIG Specialist (Lead Specialist) reviews progress of identified high school students with school counselors every report card period and/or conferences with students regarding performance and course selection on an annual basis.