

Unpacking the NC AIG Program Standards ~ On-Going
STANDARD 2: DIFFERENTIATED CURRICULUM AND INSTRUCTION



Standard 2: 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.

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.

<p>Clarifying Description</p>	<p>Clearly articulate how differentiation occurs in the district for AIG students.</p> <p>Describe the expectations for staff to differentiate for AIG students.</p> <p>Describe how your district addresses differentiation with respect to each of the following:</p> <ul style="list-style-type: none"> ○ The entire K-12 continuum ○ Multiple content areas ○ The identified ability of the students <p>Describe how the curriculum is enriched, extended, or accelerated for gifted learners.</p>
<p>Implementation Ideas</p>	<p>Consider how your district differentiates the curriculum or content for students:</p> <ul style="list-style-type: none"> ○ Use the Standard Course of Study, as an entry point for differentiation. ○ Provide opportunities that enrich, extend, and accelerate the NCSCOS and address student needs throughout the day. Some examples are: <ul style="list-style-type: none"> ● H.O.L.E. (Hands On Learning Extravaganza) Days to provide acceleration and push-in opportunities for students in grades 4 and 5 during five of the six yearly grading periods. Project days are tied to SCOS in math, ELA, science and social studies. (Rutherford) ● Blended Learning Coaches at the middle and high school use 1:1 technology to create personalized learning environments through accelerated pacing and differentiation. (Iredell-Statesville) ● Implements a consistent plan (standard curriculum) of concept-based units for each grade level. (Buncombe)

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	<ul style="list-style-type: none"> ○ Provide opportunities for students to work together with students of similar needs and interests. ○ Describe any content strategies used to differentiate the curriculum. <p>Provide resources to support staff in differentiating the NCSCOS:</p> <ul style="list-style-type: none"> ○ Provide coaching support and instructional resources for K-12 classroom teachers to adapt the NC SCOS for AIG students. ○ Develop and provide curriculum guides/ maps for gifted learners (in conjunction with other district wide instructional support staff). <p>Use teacher observations and the evaluation instrument as a guide for PLC/ coaching conversations regarding differentiation.</p> <p>Provide opportunities for co-teaching.</p>
<p>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.</p>	
<p>Clarifying Description</p>	<p>Share how the LEA addresses and supports instructional practices for advanced learners.</p> <p>Describe instructional strategies used to differentiate for advanced learners.</p>
<p>Implementation Ideas</p>	<p>Consider a variety of strategies for providing rigor, depth, complexity, sophistication, and abstractness.</p> <p>Utilize student interest to offer additional courses, enrichment activities, and/or independent projects.</p> <p>Consider content replacement as a means of accelerating advanced learners.</p> <p>Consider how to work with high school students to develop and then periodically review a plan which meets his or her identified abilities, readiness, and interests. The plan is developed prior to high school entrance and then student performance is monitored throughout his or her high school experience.</p> <p>Articulate how your district provides support to teachers in employing diverse and effective instructional practices.</p>

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c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

<p>Clarifying description:</p>	<p>Identify and recommend supplemental resources that are utilized and share how they are incorporated within instruction.</p>
<p>Implementation ideas:</p>	<p>Provide AIG staff with planning time to research and identify resources to be utilized with gifted learners.</p> <p>Share how the district integrates the use of supplemental materials and research based resources into AIG Program services.</p> <p>Provide resource library for AIG staff and classroom teachers with differentiated lessons and other resources. Use other published resources, such as School Net to find resources.</p> <p>Consider how to extend & expand the access to and success within Honors and Advanced Placement (AP) and International Baccalaureate (IB) classes. For example, developing an afterschool or summer bridge program for high school students to better prepare students for advanced courses.</p> <p>Collaborate with curriculum coaches at the school level to understand school and district initiatives to develop curriculum strategies that support the needs of advanced learners (within the framework of the school’s curriculum model).</p> <p>Attend NCAGT and other professional conferences when resources allow to gather materials and new research based resources to support gifted programming.</p>

d) Fosters the development of 21st century content and skills at an advanced level.

<p>Clarifying description:</p>	<p>Integrate opportunities to develop 21st century skills within a real world context. These skills might include the following:</p> <ul style="list-style-type: none"> ○ global awareness, civic and economic literacies, and health awareness ○ critical thinking and problem solving ○ communication and collaboration ○ applied information and media literacy, including concepts, systems, and operations in challenging research contexts
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	<ul style="list-style-type: none"> ○ creativity and innovation ○ applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. <p>Describe and share implementation strategies.</p>
<p>Implementation ideas:</p>	<p>Consider how your LEA provides teacher support to more fully develop 21st century content and skills:</p> <ul style="list-style-type: none"> ○ Support the development of integrated curriculum units incorporating 21st century skills. (Planning utilizes available instructional support staff – including regular education teachers, AIG staff, and other instructional specialists). ○ Provide intentional professional development on 21st century content and skills. <p>Outline the unique student experiences that your students have access to which target the development of 21st century skills at an advanced level.</p> <ul style="list-style-type: none"> ○ Seek out opportunities to apply learning in real life contexts. Such as Model UN, Geocaching, Odyssey of the Mind and others. ○ Embed critical thinking skills within advanced programming options, including AP/IB courses. ○ Develop AP/IB Programs and ensure access to and success within other advanced courses and programs. ○ Promote 21st century skills in the classroom – through partnerships with community organizations, by using the following: <ul style="list-style-type: none"> ● real world scenarios ● community service projects ● mentoring, job shadowing, or apprenticeships with local businesses ○ Opportunities for students to have critical discussions and dialogue with like-minded peers. Examples: <ul style="list-style-type: none"> ● Student Seminars for specific grade levels to foster the development of 21st century skills, promoted with a student seminar bulletin with descriptions for student choice. (Pender) ● Nook Book Club Elementary AIG students assigned a Nook tablet to read books and come to lunch time book club discussions. (Person)

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

Clarifying description:	<p>Use a balanced assessment approach including formative, diagnostic and summative to inform instructional decisions.</p> <p>Describe how AIG Specialists support this work for AIG learners.</p>
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Implementation ideas:	<p>Use research based tools and/or assessments to determine how to flexibly group and differentiate for students in a variety of subject areas (math, language arts, science) for a variety of purposes (acceleration, enrichment, and extension).</p> <p>Administer pre-assessments to match academic need, drive curricular decisions, and support flexible grouping decisions.</p> <p>Utilize available resources to support teachers' ability to evaluate student data and respond appropriately to student needs (NCFALCON professional development, Booster Shot series on NC AIG Wiki site, and other resources available through Home Base professional development site).</p> <p>Ensure assessments have the ability to measure a range of students' needs and abilities.</p> <p>Build in a balanced assessment approach into school-wide programming.</p> <p>Describe how AIG staff supports the data analysis process.</p>
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f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

Clarifying description:	<p>Develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.</p> <p>Develop curriculum that addresses the social and emotional needs of AIG students.</p>
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Implementation ideas:	<p>Establish strong connections with other departments (like the counseling department or student services department) to become more aware of the social and emotional needs of AIG students and develop strategies to better meet those needs.</p> <p>Align units with topics that address and are relevant to the social and emotional needs of gifted learners.</p> <p>Address the social implications within the core curriculum.</p> <p>Intentionally plan units of study that support the social and emotional development of AIG children.</p> <p>Consider special grouping at targeted grades – to focus on the social emotional needs of that group of students. Some examples are:</p> <ul style="list-style-type: none">○ 9th grade freshman academy (freshman seminar) to foster abilities, readiness and interests utilizing learning profiles to assist with the transition to high school, strengthen organizational and study skills and build relationships with teachers. (Asheboro City)○ AIG summer camp, run by AIG specialists, for rising 4th through 6th graders centered around a specific instructional theme each summer (Granville)○ Unit of study provided for entering grade level gifted students (typically 3rd or 4th grade) – “What it Means to be Gifted.” <p>Provide Bibliotherapy lessons and/or units (using relevant books & movies) for gifted students that teachers and counselors can use.</p> <p>AIG Enrichment/ Extension Classes provided by school counselors and/or the AIG Specialist. Units focus on social and emotional needs:</p> <ul style="list-style-type: none">○ <i>Creative Problem Solving for Kids</i>○ <i>5 Traits of Competent Kids</i>○ <i>The Gifted Kid Survival Guide</i>○ <i>Too Young for This, Too Old for That</i>○ <i>Psychology for Kids I and II</i>○ <i>7 Habits of Highly Effective Teens</i>○ <i>Doorways to Decision Making</i>○ <i>Who Moved My Cheese?</i> <p>Provide a lending library for teachers with curriculum materials that highlight best practices for meeting the social and emotional needs of gifted students.</p>
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<p>g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.</p>	
<p>Clarifying description:</p>	<p>Address the academic, cognitive, social, emotional needs of young students with outstanding potential.</p> <p>Collaborate with teachers to recognize students with outstanding potential and respond to their needs.</p> <p>Integrate and embed strategies within the K-3 classroom to differentiate curriculum and instruction.</p> <p>Develop curriculum and instructional options to support K-3 students with high potential or advanced achievement.</p> <p>K-3 programs should have an opportunity for formal identification, as the need arises.</p> <p>Consider programming which allows for flexible grouping of K-3 students to ensure that all students are exposed to intentional strategies to develop and nurture potential.</p>
<p>Implementation ideas:</p>	<p>Address the needs of students through fostering creativity, curiosity, critical thinking and access to advanced content.</p> <p>Create varied classroom environments.</p> <p>Develop an intentional and comprehensive program for service delivery at K-3.</p> <p>Develop a plan and system for service involving regular educators, AIG personnel, special educators and other instructional staff.</p> <p>Consider a structure for observing all primary students prior to formal identification process.</p> <p>Develop a partnership between AIG and regular educators at the K-3 level.</p>

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	<p>Develop effective programming to intentionally develop and cultivate the potential of all K-3 students using researched based curriculum and resources.</p> <p>The goals for an effective program supporting the development of potential include:</p> <ul style="list-style-type: none"> ○ Promotes affective and cognitive growth for all students, including those from underrepresented populations. ○ Foster creativity and critical thinking ○ Develop talents through enhancing the students’ strengths, critical thinking and problem solving skills. ○ Develop potential, differentiate and work with students of high ability. ○ To uncover and develop student’s strengths that may lead to identification. <p><i>There are outstanding K-3 Programs that intentionally develop the potential of young gifted learners within every area/ region across the state. Consider as a topic for regional/ area meetings, “How to develop talent in K-3?”</i></p>
<p>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.</p>	
<p>Clarifying description:</p>	<p>Highlight how your LEA shares responsibility among all instructional personnel to meet the needs of advanced learners.</p>
<p>Implementation ideas:</p>	<p>Create a method for constant communication and collaboration among personnel to help meet the needs of advanced learners.</p> <p>Safeguard time for collaboration among personnel – planning advanced content and troubleshooting as issues arise.</p> <p>Establish clear roles for various personnel to support advanced learners.</p> <p>Facilitate continuous site-team meetings to ensure collaboration among and between those supporting advanced learners.</p> <p>Participation of AIG Specialists with PLCs at various grade levels where AIG student needs are part of the agenda.</p>

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	<p>When meeting with teachers, AIG staff use guiding questions to assist teachers in reflecting on their differentiation for the gifted learner. (Sample questions from Whiteville City)</p> <ul style="list-style-type: none"> ○ Are my gifted students able to accelerate when needed? ○ Do gifted student 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 my students have an opportunity to NOT succeed with ease in order to develop their talent and potential? <p><i>* The questions are incorporated into professional development activities, discussions about instruction and as a guide to gather data. Similarly, the use of the DuFour “PLC” model questions may also be incorporated into these environments.</i></p> <p>Provide training for classroom teachers on how to use various district and statewide assessment data to support all students.</p> <p>Clearer communication between special education department and AIG department so that needs of twice exceptional learners aren’t overlooked. EX: The development of a “2E Task Force” to give clarity to both EC and AIG programs regarding how each program area would support the unique needs of 2E learners. (Durham)</p>
<p>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.</p>	
<p>Clarifying description:</p>	<p>Develop DEPs, IDEPs or other service plans for individual students.</p> <p>Meet annually to review DEP/IDEP with families/parents.</p>
<p>Implementation ideas:</p>	<p>Utilize the documentation to clearly explain the services a student will receive, how these services will meet the students’ needs, and outcomes expected as a result of these services.</p> <p>Hold team meeting each year to review services with families, and include regular education teachers and administrators in the meeting.</p>

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Utilize the new tool within the statewide PowerSchool system to record and monitor program services information for gifted learners.

Outline in this practice, a Glossary of Terms describing the full continuum of service delivery options and eligibility criteria for each service.

Establish meetings with parents to review the DEP. Individual meetings with parents will support student needs best, however, if team meetings are utilized, ensure access for individual meetings as requested.

Reviews DEPs at end of year with families as part of child's evaluation and to determine needs for next year.

Consider the needs of a twice exceptional child when planning IEP meetings, and encourage the inclusion of the AIG specialist in the IEP meeting for this student. Also consider the following:

- The IEP could be used as a support document in creating an IDEP (or DEP) for the student
- If AIG programs and services are incorporated in the IEP, then the IEP could become the IDEP for the student.

A Gifted Progress Report is included with the regular report card at each marking period to provide additional communication on data, observations & service regarding the student's progress (in addition to the DEP).

High School DEP integrates the four-year plan of coursework, and is reviewed and updated on an annual basis at a parent meeting. AIG staff is present at high school registration meetings.

Use DEP meetings as a guide to review student portfolios and curriculum activities from the year (Cumberland).