

**Unpacking the NC AIG Program Standards ~ On-Going  
STANDARD 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT**



***Standard 3: 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.***

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

<p><b>Clarifying Description:</b></p>	<p>Employ a Coordinator whose main job is to guide, plan, develop, implement, revise, and monitor the AIG plan/program for the district and who is AIG-licensed. If a district is unable to do so, specify how leadership will be provided for the AIG program.</p>
<p><b>Implementation Ideas:</b></p>	<p>Ensure that the coordinator at the district level has AIG licensure.</p> <p>Implement local AIG plan with fidelity.</p> <p>Provide clear and comprehensive descriptions for the role and responsibilities of the coordinator, such as student documentation, professional development, identification process, monitoring of program services and staff, and parent and community outreach.</p> <p>Establish a support system for AIG to ensure effective leadership and program improvement, in cases where the coordinator has multiple roles at the district level.</p> <p>Collaborate with other district leadership to synergize efforts on behalf of students.</p> <p>Provide leadership, at all levels, for the needs of AIG learners.</p> <p>Participate actively in regional/ area meetings, professional development opportunities, and other statewide initiatives to support gifted programs.</p> <p>Consider facilitating monthly AIG PLC meetings to develop capacity (and leadership potential) among AIG Specialists and staff and to promote systematic programming.</p> <p>Provide professional development and resources to engage AIG specialists in continued adult learning regarding high achieving students.</p>

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	Works with families and community to support AIG program.
<b>b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.</b>	
<b>Clarifying Description:</b>	Assign AIG specialists to support the AIG program and students.
<b>Implementation Ideas:</b>	<p>Provide clear and comprehensive descriptions for the role and responsibilities of the AIG staff. Thoughtfully distinguish between and clearly define the roles of the elementary, middle and high school specialists in the plan document. (Example: Henderson, New Hanover)</p> <p>Ensure specialists provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students.</p> <ul style="list-style-type: none"> <li>○ Directly provide services and resources to students.</li> <li>○ Indirectly support students by providing services and resources to families, and other school and district wide instructional staff.</li> </ul> <p>Develop system for AIG Coordinator to monitor AIG staff and programs at school level in support of the comprehensive needs of gifted learners and families. This might including submitting the specialists’ calendars, lesson plans, meeting agendas, etc. and reviewing these with school administrators periodically.</p> <p>Provide opportunities for AIG Specialists (or staff) to develop leadership capacity and systematic improved programming efforts.</p> <p>Participate actively in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners.</p> <p>Review current professional articles and books to engage with other AIG specialists in continued adult learning regarding gifted learners.</p>
<b>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.</b>	
<b>Clarifying description:</b>	Develop clear expectations for all roles regarding the skills, knowledge, and understanding needed to work with AIG learners.

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<p><b>Implementation Ideas:</b></p>	<p>Establish specific professional development requirements for each of the following groups involved in AIG programs: (Nash/Rocky Mount, Onslow)</p> <ul style="list-style-type: none"> <li>○ Regular classroom teachers</li> <li>○ School counselors</li> <li>○ Special Education teachers</li> <li>○ ESL personnel</li> <li>○ Administration</li> <li>○ Other specialists</li> </ul> <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. This training may be adapted to the specific role of the stakeholder.</p> <p>Ensure that direct AIG program services of identified AIG students are provided by AIG-licensed staff.</p> <p>Reconsider the use of the term “local endorsement” to avoid confusion with an official AIG licensure program.</p> <p>Provide resources and tools for all stakeholders to support the needs of AIG students, in alignment with your outlined expectations.</p> <p>Survey all certified staff and principals on possible in-service training topics. This is often done with the annual needs assessment survey with federal programs.</p> <ul style="list-style-type: none"> <li>○ Use the data to determine direction for staff development training with AIG emphasis. (Example: Asheboro City)</li> <li>○ Utilize AIG Specialists (or those who have completed licensure coursework and have experience) to lead the professional development sessions. (Example: Wilkes)</li> </ul>
<p><b>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.</b></p>	
<p><b>Clarifying description:</b></p>	<p>Schedule AIG students with general education teachers who have appropriate AIG credentials based on your plan.</p>

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<p><b>Implementation Ideas:</b></p>	<p>Partner with school-based administrators to ensure effective AIG student placement.</p> <p>Cluster AIG students with AIG-licensed general education teachers or with those who have met the requirements of the AIG plan across the K-12 continuum.</p> <p>Define clear process for AIG student placement in regular education classrooms to ensure effective implementation. For example, define cluster grouping and outline criteria for a teacher to be placed with a cluster group.</p> <p>Develop a process or system to monitor placement of students throughout the year and then report placement data to BOE and other leadership.</p> <p>Provide recognition at the local level (board meeting) for completing AIG add-on licensure or completing local requirements.</p>
<p><b>e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.</b></p>	
<p><b>Clarifying description:</b></p>	<p>Integrate AIG within other professional development initiatives across the district.</p> <p>Address how AIG PD relates to best practices in gifted education and NC AIG Program standards.</p> <p>Ensure PD addresses needs of AIG students K-12 with current best practices.</p>
<p><b>Implementation Ideas:</b></p>	<p>Ensure AIG perspective is clearly defined and included within various PD initiatives. For example:</p> <ul style="list-style-type: none"> <li>○ Consider how the staff development effort being presented impacts AIG students and services.</li> <li>○ Work collaboratively with instructional support staff to integrate best practices for gifted learners across PD settings and topics.</li> </ul>

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	<p>Connect the needs of gifted learners with the goals of the School Improvement Plan and align professional development activities accordingly.</p> <p>Plan and implement PD opportunities that are comprehensive and current:</p> <ul style="list-style-type: none"> <li>○ Utilize AIG staff to provide “AIG 101” course that cover topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction and social and emotional needs of gifted learners – using current research and models.</li> <li>○ Consider ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize “Booster Shots” and other resources available on DPI AIG wiki site.</li> </ul> <p>Ensure all teachers, including AIG staff have input on PD opportunities.</p> <p>Promote opportunities for PD outside of the district to support best practices and state/national standards.</p> <p>Support the establishment of district-wide vision, mission, and outline of strategic priorities, as the process occurs, to ensure AIG perspective is being heard and considered.</p>
<p><b>f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.</b></p>	
<p><b>Clarifying description:</b></p>	<p>Create time, place, and resources to facilitate collaboration among AIG specialists and other teachers to build capacity for AIG.</p>
<p><b>Implementation Ideas:</b></p>	<p>Build time for coaching, implementation, and reflection based on PD experiences.</p> <p>Facilitate best practice sharing sessions after PD experiences, among AIG staff and between AIG staff and regular education teachers, as well as other instructional support staff in collaborative settings.</p> <ul style="list-style-type: none"> <li>○ Consider using Early Release Days</li> <li>○ Utilize district wide professional development days</li> <li>○ Utilize monthly PLCs structures</li> </ul>

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	<p>Use technology to share new ideas and grade appropriate resource materials.</p> <p>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.</p> <p>Develop opportunities for vertical planning.</p> <p>Ensure AIG Specialists and regular education teachers are able to work together to support program improvement.</p>
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