

Unpacking the NC AIG Program Standards ~ On-Going
STANDARD 4: COMPREHENSIVE PROGRAMMING WITHIN A TOTAL
SCHOOL COMMUNITY



Standard 4: 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.

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.

<p>Clarifying description:</p>	<p>Develop AIG programming and services across all settings for the K-12 continuum.</p> <p>Describe how AIG Specialists directly and indirectly support regular education teachers and other school and district wide instructional staff in order to meet the needs of gifted learners. These efforts might include:</p> <ul style="list-style-type: none"> ○ Coaching for instructional support; helping teachers with differentiation strategies to enrich, extend, and accelerate as needed. ○ Consulting for affective support; helping problem solve around the affective needs of gifted learners. ○ Resource development <p>Provide clear and comprehensive descriptions of programs and services available for each grade span and setting.</p>
<p>Implementation Ideas</p>	<p>Develop a system for delivery of services that meets the needs of your LEA demographics.</p> <p>Create a systematic way to ensure all aspects of student development (academic, intellectual, 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 information on student DEPs.</p> <p>Provide services and offerings for students that focus on the development of interests and special talents of students.</p> <p>Provide services for students that encourage the development of critical thinking, problem solving, and other 21st century skills.</p>

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	<p>Shift mindset from offering a gifted program to offering programming for gifted learners to provide a full continuum of services.</p> <p>Consider providing service options for AIG students including an AIG Self-Directed opportunity for students who have an interest in a specific area that they would like to explore with guidance from the AIG teacher. These opportunities promote self-initiated and self-directed learning as well as growth. Students submit a product planner to the AIG teacher and maintain a product and reflection log during the project. (Moore)</p>
<p>b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.</p>	
<p>Clarifying description:</p>	<p>Describe how your LEA matches programs and services with student identification area(s).</p> <p>Establish program goals based on students’ demonstrated needs.</p> <p>Match available resources with program and student needs.</p>
<p>Implementation Ideas:</p>	<p>Develop DEPs to show how programming and services for Academically Gifted (Reading, Math, or both areas), Intellectually Gifted services, and other areas, such as science, social studies, etc., align with students’ demonstrated needs.</p> <p>Establish a method to ensure all schools in the system have access to all resources, programs, and services; find a way to share all resources. Collaborate within the LEA to ensure programs are aligned and resources are available; making visuals and other materials to show clear alignment.</p>

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c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.	
Clarifying description:	<p>Connect AIG with other areas in LEA, such as professional development, curriculum and instruction, funding, and so forth.</p> <p>Intentionally address the needs of AIG learners with district policy and initiatives to ensure that AIG is considered as decisions are made.</p>
Implementation ideas:	<p>Communicate and collaborate with instructional departments to ensure AIG services are integrated with the total instructional program.</p> <p>Work with administrative teams to make sure the needs of gifted learners are addressed at all levels.</p> <p>Ensure that AIG is represented during leadership teams' dialogue and is represented when there are "standing meeting" agendas (local boards of education, curriculum, policy, finance, etc.).</p> <p>Review all local Board of Education policies that relate to AIG to ensure those policies are effective and based on current best practice; make recommendations for new policy as needed.</p> <p>Align gifted curriculum resources with the LEA instructional program.</p> <p>Look for opportunities to partner AIG program with other existing LEA programs.</p>
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.	
Clarifying description:	<p>Provide teachers, administrators, and support staff with access to student DEPs, the local AIG program and plan, and other legislation and regulations related to gifted education.</p>

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<p>Implementation ideas:</p>	<p>Integrate program standards, legislation and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings.</p> <p>Communicate the practices and services of your AIG program to all personnel.</p> <p>Discuss instructional services and programs for gifted learners during grade level, team, and on site staff meetings. Consider developing and utilizing a common power point (or other presentation) when sharing about AIG programs and services with all schools.</p> <p>Utilize system and school websites to disseminate information about the local AIG program.</p> <p>Determine how each school principal (and other district administrators) will receive information about the local AIG program. Will they receive print version of the plan, other summarized material, digital resources only?</p> <ul style="list-style-type: none"> ○ For example: AIG specialists collaborate with administration to ensure all school principals receive a print copy of the AIG plan and brochures about the program. (Davidson) ○ AIG staff provides an “AIG Quick Guide” to help with frequently asked questions and contact information (Cumberland) <p>Consider providing an AIG handbook for AIG specialists. This handbook would contain an overview of key information about the plan and gifted learners is shared at the start of each school year.</p> <p>Consider providing a similar resource (an abridged AIG Handbook) for all staff to understand the essential components of the local AIG plan.</p>
<p>e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	
<p>Clarifying description:</p>	<p>Ensure all teachers and schools are aware of student identification and service needs at each grade level.</p>

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	<p>Address school transitions with specific planning and opportunities for sharing of services and student needs, especially between elementary and middle, and middle and high school.</p>
<p>Implementation ideas:</p>	<p>Provide yearly notification of services to teachers and schools.</p> <p>Invite “receiving” teachers to “feeder” grade levels/schools to review program and student goals and services at next level.</p> <p>Provide transition visits from feeder schools to the middle school and high school level where changes in services are discussed.</p> <p>Offer quarterly site team meetings to discuss services within the school.</p> <p>Create a system of sharing student data regarding student eligibility, screening and identification, transitions and special concerns between schools to ensure effective continuation of K-12 services.</p> <p>Develop rigorous middle school programming and programs during the summer transition between 8th and 9th grade to prepare students for increased levels of challenge, especially where AP & IB programs are a significant portion of high school service delivery model.</p> <p>Conduct transition meetings between grade spans to develop student DEP’s; include school counselors, administrators, AIG Specialists, and regular education teachers.</p>
<p>f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.</p>	
<p>Clarifying description:</p>	<p>Develop a protocol for regularly including school counseling personnel and other school wide personnel to work together to develop the DEP, with specific components to address the social and emotional needs of gifted learners.</p> <p>Develop a plan to address the social and emotional needs of AIG students system wide.</p>

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<p>Implementation ideas:</p>	<p>Develop clear programming options to support the social and emotional needs of gifted learners.</p> <p>Establish an AIG support team within the system/school.</p> <p>Establish DEP meetings at the school level, inviting key stakeholders (teachers, counselors, elective area teachers, instructional support staff, and administrators) to focus on the holistic needs of gifted learners.</p> <p>Utilize existing district level meetings with other departments, to problem solve issues around supporting the holistic development of gifted learners. These departments might include the Curriculum & Instruction team, Student Services Team, or Exceptional Children’s Department.</p> <p>Utilize existing collaborative team structures, like PLCs, to share tools and resources that support the social/emotional development of AIG students, with teachers and other staff.</p>
<p>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.</p>	
<p>Clarifying description:</p>	<p>Develop a plan to address the needs of those who would benefit from acceleration.</p> <p>Develop school and district wide policies and practices to support grade and subject acceleration options for K-12 students, when needed.</p> <p>Ensure a variety of acceleration options are available to the student, when a body of evidence indicates the need.</p> <p>Develop a clear procedure for students to earn Credit by Demonstrated Mastery (CDM).</p>
<p>Implementation ideas:</p>	<p>Match services and programs provided with demonstrated student needs.</p>

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	<p>Provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/ placement decisions.</p> <p>Develop clear guidelines and policies surrounding many types of acceleration, to ensure consistency of practice across the LEA.</p> <p>Remove barriers from policy and practice, within the LEA that may hinder acceleration decisions.</p> <p>Create an IDEP based on student needs to support acceleration.</p> <p>Ensure opportunities for outside learning, mentoring/shadowing or one on one time with a specialist.</p> <p>Create opportunities for distance learning off grade level.</p>
<p>h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	
<p>Clarifying description:</p>	<p>Ensure that traditionally under-represented populations have equitable opportunities and service options available system wide.</p> <p>Develop programming that is responsive to all students who are in need of advanced opportunities.</p>
<p>Implementation ideas:</p>	<p>Differentiate the curriculum to meet the needs of varied levels of learning within the service options.</p> <p>Provide PD on recognizing and providing services that respond to the traditionally under-represented populations.</p> <p>Communicate service options to ELL, EC teachers, Title 1 and other teachers who have a specialized student focus and partner with these teachers for effective programming and to synergize efforts.</p> <p>Create an opportunity for teachers and students of under-represented populations to discuss service options outside of traditional services.</p>

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	<p>Create an IDEP based on student service needs, when warranted.</p> <p>Consider mentorships, job shadowing, curriculum compacting for interest based exploration, and other services to respond to the needs of the students.</p> <p>Focus on early K-3 programs to cultivate the potential of and address the needs of underrepresented populations.</p>
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	
<p>Clarifying description:</p>	<p>Provide an opportunity for AIG students to be involved in extra-curricular programs that match their cognitive, academic, social, and emotional needs.</p>
<p>Implementation ideas:</p>	<p>Develop a resource guide for extra-curricular programs within your LEA, community, and/or state, and communicate with parents, teachers and students about these opportunities. Incorporate descriptions, timelines, and other pertinent information in communication.</p> <p>Nurture academic and intellectual activities that are of interest or need to enhance the services for AIG students. Provide service projects and/or clubs across ALL grade spans.</p> <p>Provide an opportunity for students to demonstrate some of the interests explored during the school year. For example: Showcase Night is an annual after hours event where AIG students demonstrate some of the interests explored during the school year (Columbus)</p> <p>Establish and offer enrichment programs both during and outside of school hours; ensure all students have access to additional opportunities. For example: Kaleidoscope Camp is a locally funded program for rising 6th graders. Daily guest speakers and a fun and challenging curriculum in science, math, technology, art, music, drama, social studies and writing. (Lee)</p>

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j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

<p>Clarifying description:</p>	<p>Articulate how your district uses various grouping strategies to support learning.</p> <p>Intentionally places AIG students in regular education classes.</p> <p>Consider the comprehensive needs of the students when grouping for instruction.</p>
<p>Implementation ideas:</p>	<p>Monitor a variety of existing local and statewide assessment data to determine effectiveness of current grouping practices.</p> <p>Provide professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand the following:</p> <ul style="list-style-type: none"> ○ Data analysis ○ Grouping practices for growth of students ○ Instructional strategies that are effective with groups of advanced learners <p>Consider the growth of all students during collaborative planning conversations with teachers, instructional support staff (including AIG Specialists) and administrators.</p> <p>Group students flexibly based on a variety of factors, such as readiness, interest, and learner profile.</p>