

The NC AIG Program Standards revision process:

The NC AIG Program Standards were initially approved by the State Board of Education in 2009 and then revised in 2012 and 2015. The NC AIG Program Standards play a critical role in the development of the local AIG programs and plan. Per legislation, the SBE develops guidelines for local AIG plan development and the NC AIG Program Standards are the official guidelines for the development of local AIG plans.

The NC AIG Program Standards have been developed to serve as a statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. These standards reflect Article 9B (N.C.G.S. § 115C-150.5-.08) and nationally-accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed.

In the year preceding the submission of a new three year plan, the NC AIG Program Standards are carefully reviewed to determine if revisions are necessary to further support the development of high quality gifted programs. As plans will be revised and resubmitted in summer 2019, the NCDPI staff is gathering feedback from all stakeholders and conducting a review of the NC AIG Program Standards.

So far in the process, the volunteer AIG Regional Leaders have worked collaboratively with the state consultant to gather feedback in each of the eight regions. During subsequent regional leaders work sessions, time was dedicated to synthesizing the feedback from across the state into the recommendations that follow. As next steps, the NCDPI staff will share these proposed changes with all district and charter school coordinators for feedback, as well as share the proposed changes with external partners.

Our goal is to take recommendations for change to the SBE by May 2018, and then receive feedback for an additional month before an opportunity to take the recommendations for action to the SBE in June 2018.

We invite you to review the revision ideas below and provide feedback to either Sneha Shah Coltrane (sneha.shahcoltrane@dpi.nc.gov) or Stephanie Cyrus (stephanie.cyrus@dpi.nc.gov).

Standards Revision Ideas:

Under consideration for the first time is a “Layout change”

In an effort to better understand how the standards are interrelated and connected, the proposal would be to change the order of the standards to become:

Standard 1: Student Identification

Standard 2: Comprehensive Programming within a Total School Community

Standard 3: Differentiated Curriculum and Instruction

Standard 4: Personnel and Professional Development

Standard 5: Partnerships

Standard 6: Program Accountability

This change would entail:

- Moving the current standard 4 (Comprehensive Programming within a Total School Community) to become standard 2
- Moving the current standard 2 (Differentiated Curriculum and Instruction) to become the new standard 3.
- Moving the current standard 3 (Personnel and Professional Development) to standard 4.

Feedback about potential layout change:

Standard 1: Student Identification

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

Current standards

Proposed New design/ format for standard 1

**FEEDBACK on proposed changes
AND other suggestions or
recommendations**

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.

What you read below is not the exact language of the practices – only an idea of what the practice would reference.

- a) Outline Screening & Referral processes
- b) Outline Identification process
- c) How do these processes respond to traditionally underrepresented populations
- d) How do we ensure the processes are consistently followed across the LEA
- e) How do we communicate/ share the processes with all stakeholders
- f) How do we document the identification evidence gathered and utilize the information to develop a DEP (which is reviewed annually by parents)?

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.

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.		
d) Implements screening, referral, and identification processes consistently within the LEA.		
e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.		
Standard & Practice	Proposed Change	FEEDBACK on proposed changes AND other suggestions or recommendations
<p>NC AIG PROGRAM STANDARD 2: Differentiated Curriculum and Instruction <i>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.</i></p>		
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.		
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.	Incorporates a variety of research-based supplemental resources that augment curriculum and instruction.	
d) Fosters the development of 21 st century content and skills at an advanced level.	Fosters the development of future ready skills including creativity, leadership, and critical thinking.	
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.		
g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.		
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	Collaborates to develop and implement differentiated curriculum and instruction with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators.	

instruction.		
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.	Remove this practice - combine with the old 1e - to make a new practice 1f.	
<p>Standard 3: Personnel and Professional Development <i>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.</i></p>		
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.		
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) Ensures general education teachers who have AIG students placed in their classrooms have earned an AIG add-on license or have met the LEA's professional development requirements for that position.	
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.		
<p>STANDARD 4: Comprehensive Programming within Total School Community <i>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.</i></p>		
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) Develops an AIG program that aligns with the goals of the program and the resources of the LEA, which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.	

b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.	b) Aligns AIG programs and services with areas of students' AIG identification-	
c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.	Integrates AIG programs and services into all aspects of LEA policy and practice.	
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.	
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.		
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) Provides intentional programming and talent development opportunities for traditionally underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.	
i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.		
j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.		
Standard 5, Partnerships <i>The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>		
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 	

<p>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.</p>		
<p>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.</p>		
<p>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</p>		
<p>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.</p>	<p>e) Partners 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.</p>	
<p>Standard 6, Program Accountability <i>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.</i></p>		

<p>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.</p>		
<p>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.</p>		
<p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p>	<p>Develop a budget which addresses the needs of the Local AIG plan by working collaboratively with the district financial person and other related staff.</p>	
<p>d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.</p>		
<p>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.</p>		

<p>f) Maintains current data regarding the credentials of personnel serving AIG students.</p>		
<p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>		
<p>h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.</p>		
<p>i) Disseminates all data from evaluation of the local AIG program to the public.</p>		
<p>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.</p>		