



# Academically/Intellectually Gifted Program



## Local Plan 2019-2022

*Our Commitment: Every Student*  
Collaborative ★ Competitive ★ Successful

**Cumberland County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2019-2022**

**Approved by local Board of Education on:** 14-MAY-19  
**LEA Superintendent's Name:** Marvin Connelly  
**LEA AIG Contact Name:** Carrie Childers  
**Submitted to NC Department of Public Instruction on:** 28-MAY-19

Cumberland County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2019-2022, Cumberland County Schools local AIG plan is as follows:***

**Cumberland County Schools Vision for local AIG program:** Cumberland County Schools' Academically/Intellectually Gifted (AIG) Program began in 1976 in response to the requirements of the North Carolina Creech Bill legislation. In 1994, because of the district's work in the identification of minority students, Cumberland County Schools served as one of nine pilot sites in the state for developing innovations in identifying and serving gifted students. In its commitment to excellence and quality services for students, the AIG Program has continuously evolved to reflect current best practices in the identification, instruction, and support of gifted students. Cumberland County Schools' AIG Program has been and continues to be recognized in North Carolina for its innovative and visionary practices. Because of the district's commitment to serve all students who "perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment" (N.C.G.S. § 115C-150.5), we currently have identified 10% of this county's students as gifted.

In addition to upholding the State's gifted guidelines, the Cumberland County Schools' AIG program here supports and expands on the district's statement that it "is committed to empowering all students to collaborate, compete, and succeed in an increasingly interconnected world". The goals of Cumberland County Schools are:

Every student in Cumberland County Schools graduates from high school prepared for work and

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further education

Every student has a personalized education

Every student every day has excellent educators

Every school district has up-to-date financial, business and technology systems to serve its students, parents and educators

Every student is healthy, safe, and responsible

The CCS AIG Program has adopted the following vision, mission, and values concerning gifted students and programming.

Vision: AIG All Day: Every day. CCS AIG challenges, inspires, and motivates gifted learners to collaborate, compete and succeed in an ever-changing world.

Mission: To identify, advance, and empower gifted learners to become self-starters who question and pursue curiosities through meaningful, interest-based, challenging opportunities. Through talent development, we will inspire students' continuous exploration and discovery of potential, preparing tomorrow's leaders today.

Values: We...

Accept and understand gifted students' special needs and desire to provide necessary support;

Inherently believe in the gifted student;

Genuinely love their unique ideas, the way they challenge us and each other, the questions they ask, and how they look at the world.

Our AIG Local Plan incorporates these goals and is dedicated to providing a quality education for all students across all cultural and economic strata. We continue to lead the charge to support our academically and intellectually gifted students.

#### **Sources of funding for local AIG program (as of 2019)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$3771957.00</b>	<b>\$171211.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### **Practice A**

Develops screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Cumberland County Schools will utilize the following methods, as needed, to screen and refer students at all grade levels.

#### Screening

At the beginning of each school year, the AIG consultant/teacher and AIG Needs Determination Team share the screening and referral process with the school staff and discuss the definition of giftedness, the characteristics of gifted students and the performance indicators available for teachers to use in recommending students for referral. Shortly thereafter, the Team requests teacher recommendations for students to be screened.

Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations), and/or community members with academic knowledge of students. There are forms for teacher referrals, parent/guardian/community members, and students to submit and request AIG screening. These forms can be obtained from the AIG teacher at the school or accessed on the AIG website. There are deadlines for submitting referrals for screening.

The AIG consultant/teacher creates a list of students who may be in need of differentiated services beyond those provided in the regular classroom. If there are students recommended for screening who do not meet referral criteria, the AIG Needs Determination Team still includes the student on the list and reviews student anecdotal data. This process ensures that a broad-based pool of students is screened for referral.

The screening process is ongoing and addressed several times throughout the year, to include students who have moved into the school since the beginning of the year. At the end of each school year, the Screening Pool Log is filed with the AIG records so that the AIG Needs Determination Team and AIG teacher can refer to the list as needed.

Using the following referral criteria, the AIG Team reviews students included in the AIG Screening Pool and selects those who have potential for high performance to continue in the identification process. Test data used for screening must be current and not exceed two years.

#### Screening Criteria (K-12)

##### Discovery Grades K-2

A talent development program is in place to serve K-2 students that demonstrate academic potential. The AIG Program provides Discovery services at each Cumberland County elementary school. Students are selected using multiple criteria to participate in this challenging and nurturing program. Screening for identification will begin in 3rd grade; however, in instances where a K-2 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple

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criteria. Once sufficient data is collected, the Discovery teacher, the Needs Determination team and the AIG Coordinator will review the body of evidence. If needed, the student will be referred to the school psychologist for individual aptitude testing.

#### ACES (Accelerated Curriculum for Exceptional Students) Grades 3-5

1 year of 90th percentile or higher on most recent EOG score or other achievement test OR 1 year of 90th percentile or higher on an aptitude test (not to exceed 2 years) AND a 3 year average of "A" or "B" in corresponding subject area

98th or 99th percentile on an aptitude or achievement test (not to exceed 2 years) Classroom performance/grades may not mirror this potential

Highest EOG score in student's ethnic group in the current classroom OR Highest grades in student's ethnic group in the current classroom

Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)

High performance in the classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

#### GEMS (Gifted Education for Middle School) Grades 6 - 8

2 years of 87th percentile or higher on most recent EOG score or other achievement test OR 1 year of 87th percentile or higher on an aptitude test (not to exceed 2 years)

AND 3 year average of an "A" or "B" in corresponding subject area

98th or 99th percentile on an aptitude or achievement test (not to exceed 2 years) AND Classroom performance/grades may not mirror this potential

Highest EOG score in student's ethnic group in the current classroom OR Highest grades in student's ethnic group in the current classroom

Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)

High performance in the classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

#### SAGES (Secondary Academically Gifted Exceptional Services) Grades 9-12

92nd percentile or higher on an acceptable achievement or aptitude test

Achievement at a substantially high level of performance in Honors or AP classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)

High performance in the Honors or AP classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

3 year average of "A" in English and/or Math and willingness to take Honors or AP classes in subject match

Top 5% GPA/class rank

Identify as capable of scoring a "3" on an AP exam as indicated by their AP Potential

Has scored a 1400 total on the PSAT in both areas or 700+ in reading or math to be identified in that area, 1200+ on SAT (reading and mathematics), or 27 on ACT or 27 on the PreACT

### **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides

multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** Cumberland County Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources

Classroom performance recorded on progress reports, grade cards, and other official school documents

Classroom observations completed by trained school personnel

Documented recommendations from appropriate sources verifying exemplary academic achievement within and/or outside of school

Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement

Standardized test scores: aptitude, achievement, and other tests

Anecdotal information appropriately documented and verified

Pathways to Identification and Placement

Grades K-2

If testing is needed, the student will be referred to the school psychologist for individual testing. Standardized achievement test score of 99th percentile in reading and/or math and an aptitude score of 99th percentile will be required for placement.

Grades 3-12

There are two pathways to identification. Students may be identified for services in reading and/or math in either pathway after meeting the screening criteria.

Pathway One ACES and GEMS (Grades 3-8)

Standardized achievement test score of 98th or 99th percentile in reading and/or math and an aptitude score of 80th percentile or higher OR Aptitude test score of 98th or 99th percentile and a standardized achievement score of 80th percentile or higher

"A" average in reading and/or math over past three years (average to include current grades) with Achievement test score of 87th –97th percentile in subject match AND Aptitude score of 87th - 97th percentile

"B" average in reading and/or math over past three years (average to include current grades) AND

Achievement test score of 90th – 97th percentile in subject match AND Aptitude test score of 90th – 97th percentile

(Grades 9-12)

"A" average in subject area over past three years AND enrolled in Honors or AP course in subject area AND Achievement OR Aptitude test score of 92nd percentile or higher in subject match

Intellectually Gifted (IG) Grades 3-12

Has scored 98 or 99 percentile on an approved aptitude test (within 2 years)

Pathway Two (Grades 3-12) This pathway applies to those students in grades 3-12 whose standardized testing and/or classroom grades do not fit into any of the sets of criteria in Pathway One and who are achieving or have the potential to achieve at substantial levels of performance. In Pathway Two, the student has appropriate indicators in combination with his/her screening data and test scores. Students must meet the criteria outlined on the identification matrix. All selected indicators must be documented.

Grades 3-8 Anecdotal considerations:

Has scored within one to three points needed for identification on the standardized testing required in Pathway One

Has scored Level 5 on the EOG in reading and/or math

Has the highest test scores and/or grades in his/her class and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment

Has the highest test scores and/or grades of his/her ethnic group in his/her current classroom and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment

Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales

8th Grade Only:

Final mark of "A" in reading and/or math for the last consecutive 3 years AND Level 5 on the most current EOG in reading and/or math AND served in the cluster classroom

Grades 9-12 Anecdotal considerations:

Has maintained an "A" or "B" average for three or more years in reading/math and will be enrolled in Honors or AP courses in area of identification

Has scored within 1-3 points of identification

Has a record of outstanding achievement through exceptional performances in academic contests, competitions, and extracurricular activities

Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales

Has demonstrated at least a 90% probability to score a "3" on an AP English/Math exam as documented by AP Potential

Has scored a 1400 total on the PSAT in both areas or 700+ in reading or math to be identified in that area, 1200+ on SAT (reading and mathematics), or 27 on ACT or 27 on the PreACT

Maintains a GPA which places the student in the top 5% of his/her class



### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to 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.

**District Response:** Cumberland County Schools will use some or all of the following indicators to ensure AIG screening, referral and identification procedures respond to underrepresented populations.

Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources  
Classroom performance recorded on progress reports, grade cards, and other official school documents  
Classroom observations completed by trained school personnel  
Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school  
Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement  
Standardized test scores: aptitude, achievement, intelligence and other tests  
Consideration of alternate scores with percent correct rather than percentile  
Anecdotal information appropriately documented and verified

#### Collection Of Information

Yearly data is disaggregated by subgroups of AIG students.  
Multiple screening criteria on referred students is collected from all appropriate sources. If the screening pool does not reflect the diversity of the school, then alternate screening criteria are considered to assist in finding students from under-represented subgroups. The screening process and periodic audits by the Oversight Review Committee ensure that equity and reliability exist system-wide.

#### The AIG Testing Program

The North Carolina End-of-Grade (grades 3-8) testing results are used in the screening portion of the identification process and are considered a part of the student's total profile. In grades 9-12, End-of-Course testing may be used in the identification of students.

Assessment instruments reflect sensitivity to economic conditions, learning differences, and diversity of students so that equal opportunity is provided to all students. When testing is complete, results are returned to the school for consideration by the AIG Needs Determination Team. There are times when testing is required beyond that completed by the AIG diagnostician. For second language or ELL students, testing in their native language may be necessary, and school psychologists or ELL staff may assist with this testing. Students with disabilities may require testing to be completed by school psychologists. Still other students may be referred to the school psychologist for testing because of inconsistencies in student test scores.

#### Documentation Collection

Although there is no set number of indicators needed to identify a student as gifted, the AIG teacher and Needs Determination Team should build a strong placement case with as many indicators as may apply.

Pathway One Indicators (See full description in Standard 1, Practice b)  
Test Data and Grade Performance

Pathway Two Indicators (See full description in Standard 1, Practice b)  
Highest test score/grades in class or in ethnic group and has a history of outstanding academic performance  
Outstanding academic achievement in academic contests, competitions, other activities  
Gifted characteristics and behaviors as indicated on an approved checklist  
Potential to score "3" on AP Exam as evidenced on "AP Potential" (Grade 9th-12th)  
Top 5% of class (Grade 9th-12th rank/GPA)

#### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Cumberland County Schools AIG Program implements the following to ensure consistency in screening, referral and identification:

The Case Preparation Handbook details procedures for all AIG staff  
Diagnostic specialists review cases with AIG teachers before referral to the AIG Needs Determination Team  
AIG Needs Determination Team at every school reviews casework  
Oversight Review Committee (ORC) ensures equitability through regularly scheduled casework review  
ORC maintains a database of all students referred for possible AIG placement  
Implementation of an identification matrix for consistency across schools  
AIG Leadership team audits casework yearly

#### **Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

**District Response:** Cumberland County Schools AIG Program effectively communicates the screening, referral, and identification processes to all stakeholders through the following:

AIG Quick Guide for administration  
Articles for district wide newsletter  
Staff Development training for all Needs Determination Team members  
Multimedia presentations for each grade level program pertaining to screening and identification reviewed annually

Distribute informational pamphlets or brochures county-wide  
Link the CCS Local Plan to the CCS AIG website  
Link the CCS Local Plan to each school's website under Student Resources  
Host Parent Meetings to explain AIG processes  
Share videos on CCS University/CCS website to explain referral, screening, and identification processes to stakeholders  
Communicate with teachers, administrators, parents, and students through various means, i.e., newsletters, secure online communication platforms, program update emails, etc.

### **Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

**District Response:** The Cumberland County AIG Program implements and maintains documentation that fully explains the identification process.

An individual AIG case folder is created for each student and contains the following:  
Summary of Indicators which includes student demographics, achievement and aptitude test scores, historical grades, parent approval for placement, approval decision of Needs Determination Team and ORC committee  
A Consent for Evaluation  
Test protocols  
Differentiated Education Plan

Once case work is approved by the ND team and/or ORC committee, parents are invited to discuss AIG identification, review individual test results and approve initial placement for the student to receive services. Service for the student will not begin until an initial parent meeting is held. After final ORC approval, the AIG teacher provides the parents with a copy of all AIG identification paperwork. The AIG record is housed at the student's current school in a secure location and will follow the student within the Cumberland County School system. When students leave the LEA, copies of the paperwork are made available upon parent or new school request.

### **Ideas for Strengthen the Standard:**

Recommend implementation of a district-wide universal screener for 2nd or 3rd grade. Request for funding to pilot at low AIG enrollment schools

Research and consider use of performance tasks at low AIG enrollment schools

Utilize alternate test scores or subsets of test scores for screening

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Consider additional anecdotal information on Pathway II Identification matrix

**Sources of Evidence:**

County brochure

Accessible links

Transfer form and process for identifying out of county students

Documentation of parent meetings

Summary of Indicators form

Pathway II - Identification matrix

Screening Log form

Approved Tests and Checklists

"The Gifted Education Planner: Inventories and Data Collection Forms" by Karen B. Rogers, Ph.D.

"Gifted Rating Scales" by Pfeiffer and Jarosewich

Needs Determination Team members roster

Oversight Review Committee checks and balances/audit

Multimedia presentation to explain screening, referral, and identification process for all staff

## **Standard 2: Comprehensive Programming within a Total School Community**

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.

### **Practice A**

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** CCS AIG Program provides comprehensive services that address the needs of gifted learners across all grade levels. These services are aligned to a student's AIG identification. The CCS AIG Program identifies students as either:

- AG - Academically Gifted in Reading and Math
- AR - Academically Gifted in Reading only
- AM - Academically Gifted Math only
- IG - Intellectually Gifted

#### Grades K-2

In this service option, CCS K-2 identified students (AG, AR, AM, and IG) will be served through year-long participation in the Discovery Program. In addition, independent enrichment opportunities will be provided to the classroom teacher based on student interest and area of identification.

#### Grades 3-5

##### ACES (Accelerated Curriculum for Exceptional Students) Program

In this service option, AIG students, identified AG, AR, or AM are appropriately clustered (see guidelines Standard 2, Practice c) for instruction with other academically capable students. The AIG teacher may serve AIG students by going into the classroom to work with the cluster teacher with differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. The cluster teachers, who have successfully completed the local requirement, plan and teach challenging enrichment and accelerated instructional activities. These teachers will receive guidance from the AIG licensed teacher.

AIG students will receive direct services a minimum of 1 hour and up to 3 hours per week by the licensed AIG teacher. Direct services provide AIG identified students with an opportunity to participate in AIG Enrichment units of study, which extend the NC Standard Course of Study and meet CCS gifted curriculum standards (see Standard 3, Practice d).

#### IG students

IG students may be served through the regular classroom consultation, cluster class placement, and/or direct services depending upon strengths and interests as outlined in their IDEP. This can be done on an individual basis or with other identified students.

### Grades 6-8 GEMS (Gifted Education for Middle School)

The following models are for students identified as AR, AM, and AG.

Sixth Grade: Cluster Reading and Compacted Math Class

Seventh Grade: Cluster Reading and Compacted Math Class

Eighth Grade: Cluster Reading and Math I

In this service option, the identified students are clustered for instruction in math and/or reading with other academically capable students (see guidelines Standard 2, Practice c). The cluster classes are enhanced by more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by teachers who have successfully completed the local requirement, with guidance from the AIG licensed teacher. The school's AIG teacher may teach one reading or math cluster class. The AIG teacher works with all cluster teachers at each grade level to provide differentiated lessons and activities that will enhance classroom units.

Students participate in direct service with the AIG teacher in the areas of reading, math, critical and creative thinking, writing and digital competencies. The AIG teacher serves as an expert in the field, infusing rigorous differentiated curriculum and implementing best practices in gifted education.

### IG students

IG students may be served through the regular classroom consultation, cluster class placement, and/or direct services depending upon strengths and interests as outlined in their IDEP. This can be done on an individual basis or with other identified students.

### Grades 9-12 SAGES (Secondary Academically Gifted Exceptional Services)

#### Enrichment Sessions

All identified students participate in enrichment sessions designed and conducted by the AIG Consultant to enhance their high school academic experience. These sessions include, but are not limited to: guest lecturers, college tours, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.

#### SAGES Academic Counseling and Advisement

All identified students participate in group and/or individual advisement, as needed, with the AIG Consultant. Course selection, registration, SAT/ACT, college and career advisement, and scholarship searches are some of the counseling opportunities provided to the AIG students. Opportunities with admissions officials to discuss the college application process and campus life are provided.

#### Advanced Curriculum Opportunities

The AIG Program expects all identified AIG students to participate in the College Pathway Curriculum, taking as many challenging courses as possible. These include:

Honors Classes

Advanced Placement Courses

AP Teleconferencing Courses

College Connections Courses

NCVPS/Online courses

Cumberland County Schools Secondary Education department provides support for the implementation of honors curriculum standards. The AIG Program provides ideas and strategies for appropriate differentiation for AIG students in reading and math.

Additionally, AIG students may participate in Schools of Choice opportunities, to include:

- International Baccalaureate
- Classical Studies
- Global Studies
- Early College High Schools
- Other individual school Academies

#### Review of Student Progress (K-12)

Monitoring the student's progress in the AIG Program occurs on an ongoing basis. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the student's needs. Student progress in the AIG Program is reviewed quarterly in order to determine if additional support is needed. The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.

After reviewing the progress indicators, the AIG Needs Determination Team decides if the student continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of two grading periods. The AIG teacher serves as the advisor and works with the student and parents to formulate and carry out the advisement plan. The AIG Needs Determination Team then reviews this information and recommends continued services, continued advisement, or a return to regular education on a monitored status. Placement on monitored status does not mean the student is no longer gifted. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and monitored status is indicated. An Individualized Differentiated Education Plan (IDEP) is developed for all students on monitored status.

#### **Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The AIG Program in Cumberland County Schools is an active partner in initiatives, policies and procedures in order to support AIG students' needs. The AIG Program is committed to adhering to the comprehensive goals of our LEA. AIG teachers serve on school and system-wide committees in order to provide a gifted education perspective. The CCS AIG Program strives to:

- Collaborate with all stakeholders to offer differentiated services that meet the social, emotional and intellectual needs of AIG students

- Work with the Professional Development department to provide coursework in gifted education

- Meet with the administrative team to discuss goals of the AIG Program, best practices and annual

updates

Serve as AIG representatives on various county committees and teams to include but not limited to: school improvement teams, AP dialogue sessions, curriculum and instruction writing teams, textbook and resource selection committees, mentorship programs, correlate teams, MTSS teams

AIG Program Goals:

Employ an identification system that is equitable and flexible to ensure representation among students from diverse ethnic and socioeconomic backgrounds

Provide an array of service options and educational experiences that support individual growth at varying levels of ability, need, and interest

Prepare teachers to implement differentiation, rigor, and advanced learning strategies in order to meet the needs of gifted students and their unique learning styles

Employ the district and schools' strategic improvement plans and goals.

Incorporate resources from our LEA to fulfill academic and social/emotional needs of gifted students.

Coordinate the education of gifted students with other system-wide initiatives in an effort to ensure that rigorous differentiated curricula and research-based instructional practices are implemented in each school

Cumberland County Schools understands that the services of the AIG Program are a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. In Cumberland County, these programs converge and blend to teach students to be lifelong learners who are capable of thinking critically, working creatively, and achieving excellence.

### **Practice C**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

**District Response:** AIG teachers and administrators collaborate to ensure all AIG students are placed in appropriate classes to meet their specific academic needs.

The AIG teacher along with the regular classroom teacher assess and review student data to assist in



flexible grouping practices. As a result, students who have mastered the content in the regular setting have the opportunity to participate in curriculum compacting, tiered assignments, and other best practices. These groups are generally temporary and change based on students' needs and curriculum mastery.

#### AIG Cluster Class Guidelines

AIG Cluster teachers (grades 3-8), High School Honors teachers and Advanced Placement teachers work collaboratively with the AIG teacher to ensure best practices are implemented for gifted students.

AIG students are scheduled in classes with like-ability learners and with teachers who have completed the local professional development requirement. Clustering is mandated for reading and math based on student area(s) of identification. Other subject areas may also be clustered.

School personnel follow these guidelines when developing AIG cluster classes:

All AIG identified students will be placed in one cluster class per grade level (not to exceed state guidelines). If the AIG population exceeds state guidelines for class size, then a second or third cluster class can be formed to accommodate the need. AIG students will be dispersed equally among the cluster classes. Cluster class size should be able to accommodate newly identified students.

If a school has a small population of AIG identified students (1-9 per grade level), cluster all AIG students together in one class by grade level.

"Research indicates that clustering gifted students together, with a trained teacher, increases teacher morale, student achievement, innovative teaching throughout the school." (Gentry) In some cases, principals may opt to cluster students in no more than three cluster classes per grade level with a minimum of 5 AIG identified students in each cluster class.

#### **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.

**District Response:** The AIG Program strives to keep all stakeholders informed of differentiated services and AIG instruction by using various forms of communication.

Cumberland County AIG Local Plan is available on the CCS website and each school's individual website  
AIG teacher/consultants collaborate with AIG cluster teachers on lesson planning, strategies, and

differentiation for AIG students

AIG staff meets with stakeholders to disseminate information regarding the AIG Local Plan Needs Determination Team members are trained in screening and identification by the AIG teacher/consultant

Multimedia presentations related to AIG programs and services are available through various online platforms

Principals are provided with an AIG quick guide that highlights procedures and policies

All AIG teachers are given a Case Preparation Handbook, which is updated annually

### **Practice E**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

**District Response:** AIG staff establish a vertical line of communication between teachers and schools through the following means:

Communicate with teachers, counseling staff, and administrators about the academic progress of AIG students

Serve on his/her respective schools' SIT Teams as needed

Discuss AIG expectations, requirements, content modifications, clustering, and program initiatives with all stakeholders at all grade levels

Host meetings for AIG staff, cluster teachers, district vertical teams, and/or administrators to ensure a continuum of AIG services, especially at key transition points

Provide opportunities for high school students to participate in Advanced Placement Summer Bridge program to be introduced to the rigor of a college course

Share students' special needs for future accommodations, such as placement in cluster classes, dual identification, previous interventions, advisements, etc. between AIG staff and administration at key transition points:

K-2 Discovery teachers communicate the progress of 2nd grade students to the 3-5 ACES elementary teachers

ACES elementary teachers share digital portfolios for rising 6th graders as well a list of high achieving students to GEMS middle teachers to assist with the creation of cluster classes

GEMS middle teachers share portfolios and educational progress about rising 9th grade AIG students to the SAGES high school team

### **Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Our school system and AIG Program staff fully recognize and appreciate the special social and emotional needs of gifted learners. In order for students to achieve academic success, their social and emotional needs must also be addressed.

Collaborate with all stakeholders about the social and emotional needs of AIG students in the following ways:

Utilize AIG Professional Learning Communities (PLC) to share and create resources that support the social/emotional development of AIG students

Collaboratively work with counselors, social workers, and other support staff to organize small group sessions focused on the social and emotional needs of gifted students

Conduct DEP meetings and/or parent nights at the school and county level, inviting key stakeholders to discuss the affective needs of gifted learners.

Promote social and emotional needs of gifted students at various departmental meetings such as Student Services Team and Exceptional Children's Department.

Provide stakeholders with resources to support the social and emotional needs of gifted learners through our AIG Lending Library.

Collaboratively work with resource teachers to include art, music, and physical education as a means of integrating student interest in other areas

### **Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

**District Response:** Some students achieve remarkably well and may need subject or grade advancement, in addition to other differentiated services. For these students, a case study is prepared, using specific criteria for subject and grade advancement. This service option may be used at any grade level; however, students contemplating early high school graduation must meet the North Carolina graduation requirements. This option requires careful consideration and an Individual Differentiated Education Plan (IDEP) may be needed.

### Procedures for Requesting Grade/Subject Advancement

If an AIG student requires subject or grade acceleration or parents of an AIG student request acceleration, the AIG teacher and school must follow the procedure outlined in the Local Plan. If, however, the request is for a student not identified as AIG, the school may use the AIG procedure, but is not required to do so. Principals or school-based committees may have other procedures in place for such a request, but generally they seek advice from the AIG Program. Principals make the final decision regarding all subject/grade advancements. Transportation will not be provided by the school or the AIG Program to accommodate a grade or subject advancement.

### CRITERIA CHART

#### Subject Advancement

Outstanding class performance in subject for more than one year

Written parent statement of interest in subject advancement

Written statement of interest from student  
Written principal recommendation  
Written teacher recommendation  
Written AIG Teacher recommendation  
Approved Intellectual Assessment 97th percentile Full Scale Score (minimum)  
Achievement Test Score indicating four years above grade level in reading and math  
School psychologist statement concerning social/emotional development

#### Grade Advancement

Outstanding class performance in all subjects for more than one year  
Written parent statement of interest for subject/grade advancement  
Written student statement of interest from student  
Written principal recommendation  
Written teacher recommendation  
Written AIG teacher recommendation  
Approved Intellectual Assessment 97th percentile Full Scale Score (minimum)  
Achievement Test Score indicating four years above grade level in Reading and/or Math  
School psychologist statement concerning social/emotional development

#### Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. In 2013 the NC Dept. of Public Instruction instituted State Board Policy GCS-M-001-13: Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Students in grades 9-12, who are able to show a deep understanding of the content without seat-time and classroom learning experience are eligible. It is also open to students in grades 6-8 , but only for certain high school courses offered at the school. Earning Credit by Demonstrated Mastery requires students to complete a multi-phase assessment process that includes an examination and an artifact. The Phase I assessment process focuses on the examination which establishes that a student has a strong foundational understanding of the course material. The Phase II process focuses on the artifact and establishes a student's ability to apply knowledge to show deep understanding. A testing window is offered each fall and spring for high school students to provide an opportunity for students to use EOC tests or CTE Post- Assessments to earn credit by demonstrated mastery. For middle school students, a testing window is offered each spring. The applications for high school students are due in August and January with testing windows in September and February. The applications for middle school students are due in January with a testing window in February.

#### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** The Cumberland County AIG Program recognizes that all students deserve equitable access to advanced learning opportunities. The LEA is committed to identifying the academic needs of students from all populations. The AIG Program seeks ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of underrepresented populations. To ensure equitable access of advanced learning opportunities the CCS AIG Program:

Offers a K-2 talent development program focused on underrepresented populations

Implements Explorer (3rd grade) and Venture (4th and 5th grade) groups consisting of non-identified students with AIG potential in order to cultivate and develop their abilities

Collects data on screening and placement of underrepresented populations in order to support specific schools that need additional assistance and/or resources

Investigates potential curriculum extensions to support underrepresented populations

Promotes awareness of diverse backgrounds and cultural awareness through intentional selection of classroom resources

Affords all AIG identified students access to an AIG licensed teacher

Ensures access to higher level math for every student who scores a level 5 in grades 3-12

Assists students in selecting Honors and AP teleconferencing courses and/or NCVPS courses that may not be offered at the school

### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** At each level of service, grades K-12, AIG teachers provide students and parents with information and assistance pertaining to extracurricular interests and activities that will enrich students' academic strengths. In many cases, the AIG teacher serves as the advisor or sponsor of the academic activity. These include, but are not limited to:

Discovery (grades K-2)

Discovery Student Competition link

Home enrichment resources

Community resources link

Summer enrichment calendars

ACES (grades 3- 5)

Daughters of the American Revolution Essay Contest

Science/Math Fairs

Spelling Bee

Modern Woodmen of America Speech Contest  
Battle of the Books  
Duke TIP Program  
ACES Summer Enrichment  
Science Olympiad  
Academic Clubs and Organizations

GEMS (grades 6-8)  
Forensics Program  
Modern Woodmen of America Speech Contest  
Science Olympiad  
Daughters of the American Revolution Essay Contest  
Math competitions  
Quiz Bowl  
Battle of the Books  
Spelling Bee  
Young Authors Contest  
Duke TIP Program  
Methodist University STeM Camp Collaboration  
Academic Clubs and Organizations

SAGES (grades 9- 12)  
Forensics Program  
Math Competitions  
NC Governor's School  
NC School of Math and Science  
Volunteer organizations  
Performing Arts areas of study  
AP Summer Bridge Program  
Science Olympiad  
Student Government Association  
Academic Clubs and Organizations  
Summer Ventures in Science and Math  
Mock Trials  
Princeton Model Congress  
Academy of Scholars

**Ideas for Strengthen the Standard:**

Encourage new extra-curricular programs and events such as Lego Robotics club, Odyssey of the Mind, Destination Imagination, etc.

Intentionally place students in appropriate learning environments

Cultivate potential in underrepresented populations through Venture groups in 4th and 5th grade

Continue talent development in 3rd grade through Explorer groups

**Sources of Evidence:**

Advisement documents  
Differentiated Education Plan  
Archived confidential test and placement data  
Database of teachers who have completed local professional development requirement  
Database of Advanced Placement teachers who have completed AP College Board Summer Institute training  
AIG Local Plan Link  
AIG Webpage  
AIG At a Glance (quick reference guide for stakeholders)  
CCS University  
County wide transfer of records- Receipt of Transfer  
Documentation of communication (memorandums, letters, emails, presentations, etc.)  
Schools' School Improvement Team rosters  
K-2 Discovery lists  
Meeting agendas and minutes  
DEP/parent night presentation slides  
AIG Affective workshop/PD session  
Grade/Subject Acceleration protocol  
CDM brochure, flyer, FAQ document, application  
Shared files (lesson plans, links to resources)  
Pathway 2 identification protocol  
Screening/Identification profiles  
SAGES (9-12) Year End Progress Report  
ACES Summer Enrichment Brochure  
Methodist University STEM Camp Summer Enrichment Brochure  
AP Summer Bridge Brochure  
Duke TIP Scholarship Cover and Application

## **Standard 3: Differentiated Curriculum and Instruction**

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.

### **Practice 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.

**District Response:** In Cumberland County, regular classroom teachers are responsible for differentiation of the North Carolina Standard Course of Study of advanced learners. Support from the AIG Program teacher/consultant is provided in utilizing various strategies, such as flexible grouping, tiered assignments, curriculum compacting, independent studies, cross grade level grouping, and subject/grade acceleration. The AIG teacher collaborates with K-12 regular classroom teachers to develop extension activities with depth and complexity that are aligned with the North Carolina Standard Course of Study. These extension activities allow students to problem-solve, question at higher levels of thinking, and use advanced critical and creative thinking. The AIG program utilizes research-based educational strategies and helps the regular classroom teacher to incorporate appropriate content modifications as described on the Differentiated Education Plan (DEP). Elementary and Middle AIG Program Teachers/Consultants can co-teach with the regular classroom teacher to provide instruction as needed. Middle and High School AIG Teachers and the regular classroom teacher encourage students to utilize online learning explorations for content differentiation as needed to include the North Carolina Virtual Public School, the North Carolina School of Science and Math (virtual options), and CCS teleconferencing courses.

The AIG Program provides opportunities for students to work together with students of similar needs, abilities and interests:

K-2 Discovery

3-8 Enrichment

3-12 Cluster classes (see clustering, Standard 2, Practice C)

9-12 Acceleration through Honors and Advanced Placement classes, and/or Dual Enrollment, Early Colleges and International Baccalaureate Program, FTCC Enrollment/College Connections, NCSSM

Elementary and Middle AIG Program Teachers/Consultants are responsible for developing and implementing curriculum that enriches, extends and accelerates the NCSCOS and addresses gifted curriculum standards. The curriculum provides challenging learning experiences that match the students' learning needs. Reflective instruction is provided at the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Marzano's, etc.). Critical thinking skills, problem-solving and flexible thinking activities are incorporated into instruction. AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education. Updates to the AIG curriculum are also the direct result of student input and interest.

Differentiated Curriculum



AIG Program teacher/consultant grades 3-8:

Develops and implements thematic and/or interdisciplinary units of study for enrichment  
Facilitates small groups in or outside the regular classroom to participate in enrichment units of study  
Participates in the development of differentiated/compacted curriculum which can be used in the regular classroom or with the AIG Program teacher outside of the classroom  
Provide personalized learning experiences through blended learning opportunities which combines online educational materials and interaction with traditional classroom practices

AIG Program teacher/consultant grades 9-12:

Provides sessions with English and math honors and AP classes with topics relevant to the various grade levels  
Works with classroom teachers and curriculum specialists to offer acceleration opportunities through Credit by Demonstrated Mastery (CDM)  
Facilitates groups of students to participate in enrichment sessions  
Equips the honors/AP English and math teachers with strategies to differentiate the curriculum

### **Practice 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.

**District Response:** The Cumberland County AIG Program currently employs diverse and effective instructional practices to address a range of learning needs through, but not limited to:

Higher-order thinking skills  
Shared Inquiry (i.e. literature circles, Socratic Seminars)  
Interest-based learning (i.e. Passion Projects, Genius Hour)  
Self-paced learning (product choices, playlists)  
Technology based learning and digital integration  
Problem-Based Learning  
Project-Based Learning  
STEM activities  
Curriculum Compacting  
Tiered Assignments  
Independent studies

Implement cluster grouping grades 3-12 to allow students of similar readiness, interests, and ability to work together.

Direct services provided by the AIG Program teacher/consultant in grades K-12 provide another opportunity for students to work with students of similar abilities.

### **Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

**District Response:** Data on curriculum and instructional practices with gifted learners clearly favors accelerative, research-based curriculum in the core subject areas. Research-based curricula should be organized around higher-order processes, conceptual reasoning that explores problems and issues, critical and creative thinking skills, analogous/metaphoric relationships, inquiry/discovery and digital competencies. Cumberland County Schools AIG Program will continually research best practices, add and revise curriculum, and purchase materials to support the North Carolina Standard Course of Study and the AIG curriculum.

Below are some of research-based resources that are available for use with CCS AIG students:

Junior Great Books

Hands-on Equations

William and Mary units

Primary Education Thinking Skills

Literature guides and novel sets of a variety of levels and genres

Interact Simulations

Coding (Sphero Robots, games, coding apps, Lego Robotics)

Digital tools (educational apps, Virtual Reality Google Expedition kit)

EDU breakout kits

STEM kits (snap circuits, building kits, microscope with specimen slides, architect Kapla Block activities, etc.)

College Board Resources and support materials 9-12

AIG-IRP lessons

Sandra Kaplan's Depth of Knowledge

AIG teachers have access to school-specific resources and a centrally located lending library to share with all stakeholders.

### **Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**District Response:** In order for AIG students to compete globally in the academic arena, opportunities are provided to develop future-ready skills within a real world context. Cumberland County Schools AIG program has worked to develop curriculum standards for gifted education based on the standards set forth by the National Association of Gifted Children (NAGC). These standards assist students in developing advanced skills that include collaboration, problem-solving, innovation, leadership, creativity, and critical thinking. These curriculum standards and the NCSCOS provide a foundation for AIG units, lessons and activities used during AIG direct services and support K-12 extension and acceleration in the regular classroom.

### CCS Gifted Curriculum Standards

#### 1. Advanced Communication and Research Skills

Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study. (NAGC 3.3 and NAGC 3.4)

- 1.1 - The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
- 1.2 - The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.
- 1.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.
- 1.4 - The student participates in discussions to argue persuasively or reinforce others' good points.
- 1.5 - The student supports and defends his/her own opinions while respecting the opinions of others.
- 1.6 - The student can clearly articulate their own thinking to a variety of audiences.
- 1.7 - The student selects appropriate research tools and methodologies to conduct research.
- 1.8 - The student develops and uses systematic procedures for recording and organizing information.

2. Creative Thinking and Creative Problem Solving Skills Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products. (NAGC 3.4)

- 2.1 - The student formulates original questions and ideas about a specific topic, to include teacher directed and self-directed areas of interest.
- 2.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving
- 2.3 - The student incorporates brainstorming and other idea-generating techniques (for example: creative listing, graphic organizers, mind mapping) to solve problems or generate new ideas.
- 2.4 - The student develops original ideas, presentations or products.
- 2.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.
- 2.6 - The student uses technology to communicate and express themselves creatively for a variety of purposes appropriate to their goals.

### 3. Higher Order Critical Thinking Skills

Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level. (NAGC 3.2 and NAGC 3.4)

- 3.1 - The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.
- 3.2 - The student conducts comparisons and evaluates decisions using criteria.
- 3.3 - The student asks insightful and relevant questions.
- 3.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.
- 3.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship
- 3.6 - The student separates one's own point of view from that of others and examines an issue from more than one point of view.
- 3.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.
- 3.8 - The student will apply various thinking strategies (for example: convergent, divergent, metacognitive, evaluative, and/or algebraic) to become more competent across dimensions of learning.

4. Personal Development and Interpersonal Relationships Gifted Students will undergo personal

growth and development in order to achieve their highest potential. Gifted Students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences. (NAGC 3.2)

- 4.1 - The student accepts that their opinions, ideas and theories will change as they gain new knowledge.
- 4.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.
- 4.3 - The student will strive to achieve high standards, especially in areas of strength and/or personal interest, in order to become globally competitive in an ever changing world.
- 4.4 - The student predicts and understands consequences of decisions and responds appropriately.
- 4.5 - The student allows for and accepts differences of opinion.
- 4.6 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.
- 4.7 - The student responds to contributions of others, considering all available information.audiences of all ages.
- 4.8 - The student will display persistence when faced with challenges.
- 4.9 - The student will develop an awareness of global cultures, connections and issues in order to become actively engaged citizens of the world, with respect for differing values and goals.
- 4.10 - The student will collaborate with others in large and small group settings to work toward a common goal with shared responsibility for the outcome.
- 4.11 - The student will develop self-awareness of gifted traits (elitism, perfectionism, underachievement, asynchronous development, imposter syndrome, etc.) and the impact those traits can have on their personal development and academic achievement.

Experiences to develop future-ready skills:

Project-Based Learning

Problem-Based Learning

Design Thinking

Shared Inquiry

Socratic Seminar

Genius Hour

Global Math Task Twitter Challenge

Global Read Aloud

Creative and Critical Thinking

Web-hosted collaboration and communication forum (Google Suite applications, Web 2.0 tools, etc.)

Additional opportunities with like-minded peers:

Science Olympiad

Battle of the Books

Honor Societies

Student Government

Community service projects

STEM labs and coding clubs

Summer Enrichment Camp grades 3-5

### **Practice E**

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

**District Response:** Ongoing assessments of student readiness, achievement and growth are essential components of a differentiated curriculum. With the implementation of the Multi-Tiered System of Support (MTSS) framework, regular classroom teachers will be aware of students who have mastered a concept or skill. The AIG Program Teacher will work with the regular classroom teacher to analyze pre- and on-going assessment techniques and results, and will plan extensions for the gifted student and advanced learners to meet their needs.

Collaborate on differentiated instruction that responds to gifted learners' varying background knowledge, needs, and interests. During push-in times, the AIG Program teacher works with small groups of students that are excelling based on classroom data. These groups will change based on student needs.

Outside of the regular classroom AIG teachers use a variety of assessments in order to address the various needs and interests that exist among gifted students:

Formative and summative assessments and district-adopted tools are utilized to evaluate the effectiveness of implemented curricula and its impact on student achievement and growth

Differentiated curricula units for the AIG classroom are aligned with assessment results

K-2 Discovery Teachers offer three rotations of flexible grouping working with the classroom teachers to recommend students based on certain skills covered

AIG Program teachers work with a varied group of 3rd grade students in the first semester of school to determine needs

Venture groups target students in grades 4-5 who have either been referred for AIG and did not place and/or who need additional experiences. Skills are targeted based on the needs of the students.

These students are not yet identified as gifted, but have potential.

### **Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

**District Response:** Gifted students have unique social and emotional needs that require support; otherwise, the student's learning capacity, interest, motivation and growth are inhibited. This affective support is critical to the academic growth of advanced students.

Increase affective support for AIG students through:

Activities which nurture potential of K-2 students

Enrichment opportunities at low enrollment AIG schools for students not yet identified gifted (Venture Groups)

Professional development in the affective domain for teachers, counselors, and other professionals who work with AIG identified students

Advisement procedures for underachieving AIG students

Purchased and/or written curriculum that supports the affective domain (i.e. bibliotherapy, cinematherapy)

Clustering AIG students to provide like-ability support

Freshman Academy to assist with the transition to high school  
Motivational Speakers  
Duke TIP  
Lending Library - Social & Emotional books  
Units of study focused on "What it Means to be Gifted", overexcitability, perfectionism, etc. used during direct instruction by the AIG Program Teacher/Consultant  
ACES Elementary Summer Camp - self-selected, interest-based opportunities  
AP Summer Bridge Program - To ease the transition to an AP course  
Collaboratively working with resource teachers to include art, music and physical education as a means of integrating student interest in other areas

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** The Cumberland County Discovery Program serves students in grades K-2, in order to cultivate and develop academic potential of young students.

#### Discovery Program/ K-2 Nurturing Service Delivery

Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks which require concentration and academic skill, while others enter school at a much lower readiness level. It is sometimes difficult to determine in the early years of school those students who are truly gifted. However, it is possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms. The Discovery Program recognizes and nurtures young children who demonstrate the potential for exceptional academic performance in kindergarten, first and second grades.

#### Discovery Goals:

To recognize, nurture, and develop the academic gifts of young students, K-2, from all cultural groups and across all economic strata who have the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment  
To provide challenging instructional activities through higher order thinking skills to students in K-2 grades who demonstrate gifted potential

#### Discovery Activities:

The Discovery Program nurtures young students through the following:  
Collaboration with the classroom teacher to provide extension and acceleration  
Creative problem-solving exercises  
Critical/creative thinking skill-building activities  
Deductive logic and analytical thinking activities  
Evaluative and reasoning challenges  
Visual-spatial exercises

#### Discovery Methods:

In searching for potentially gifted students, the AIG Discovery teacher becomes familiar with the students in the primary classrooms through formal and informal achievement assessment levels, discussions with the teachers, and instructional activities with the students. The classroom teacher shares with the AIG Discovery teacher the students' progress in the general curriculum and performance on various K-2 assessments. After reviewing assessment information, the AIG Discovery teacher, in conjunction with the classroom teacher, selects students with whom to work in a small group for enrichment activities. At other times, the AIG Discovery Teacher provides materials to assist classroom teachers in differentiating for these students. The AIG Discovery teacher observes students for the manifestation of gifted behaviors and the need for differentiated instruction. The Discovery teacher takes care to include minority, ELL, economically disadvantaged, and culturally diverse students in all Discovery activities.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The Cumberland County AIG Program works diligently to ensure collaboration among AIG and other professional staff to develop and implement differentiated curriculum and instruction.

AIG Program Teachers/Consultants serve on a variety of district level meetings and committees to be a voice for high level learners and gifted students. Examples include, but are not limited to:  
ELA and math teams concerning new textbook adoptions, new resources and curriculum being implemented

Teacher of the Year meetings

Vendor meetings for the purchase of county-wide materials

Instructional Coach meetings

AIG collaboration continues with classroom teachers in the development and implementation of the curriculum. K-12 AIG teachers consult with cluster, honors, and Advanced Placement teachers to provide differentiation and utilization of best practices for gifted students to extend the NCSCOS through:

Curriculum compacting

Tiered assignments

Independent studies

Flexible grouping

AIG Program teachers/consultants also collaborate at their respective schools by attending grade level meetings, planning with cluster classroom teachers, working with all staff on how to differentiate for students by offering professional development opportunities on site for classroom teachers in differentiation and rigor.

K-12 AIG Program teachers/consultants meet monthly with grade level AIG colleagues to plan and share curriculum ideas which incorporate instructional strategies that add depth and complexity to be implemented in their school environments. Professional Learning Communities work together to plan AIG Units of Study for enrichment to be used during AIG direct services.

K-12 AIG teachers also meet on system-wide Professional Development days to collaborate and discuss best practices in gifted education, focusing on differentiated curriculum and instruction to be used during direct AIG instruction.

### **Practice 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.

**District Response:** The Discovery (K- 2), ACES (3-5), GEMS (6-8), and SAGES (9-12) AIG Programs have clearly articulated plans of differentiated instruction that match the needs of all identified students, K- 12. The curriculum and strategies are reviewed annually to ensure effective programming, a continuum of services, and appropriate school transitions. The Differentiated Education Plans and Individualized Differentiated Education Plans, when needed, serve as documentation of compliance in service delivery.

The Discovery Program (K-2) employs researched-based curriculum, as well as AIG teacher-made curriculum, that reflects best practices for nurturing young students with potential. Each Discovery teacher utilizes a myriad of materials during instruction. An IDEP is developed when needed.

The ACES Program (Accelerated Curriculum for Exceptional Students), grades 3-5, utilizes curriculum units specifically designed for AIG students at each grade level. These units address the Gifted Curriculum Standards adopted by the AIG Program. for direct services' curriculum. Consultative resources are available for the cluster class.

The GEMS Program (Gifted Education in Middle School), grades 6-8, academic guidelines are provided in the DEP.

The SAGES Program (Secondary Academically Gifted Exceptional Services), grades 9-12, consists of Honors and Advanced Placement course offerings, in addition to enrichment activities, college planning/campus tours and academic advisement conferences.

### **Differentiated Education Plan:**

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. By the end of the first nine weeks annually, the DEP is reviewed with parents. If it is not an initial placement, a group invitation is sent. However, parents may ask for an individual meeting if that is needed. If a DEP is changed or if the DEP is being shared at initial placement, parents are invited in individually. A copy of the DEP is maintained in the student AIG record and a copy is given to parents.

At the DEP Annual Review, a list of curriculum activities for the year is explained and given to the parents. Parents may also review portfolio collections of the students' work, hear presentations from the students about their learning, receive information from regular classroom teachers and



counselors, and learn about extra-curricular opportunities, the testing program, and post-secondary expectations.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's program. IDEPs are also reviewed annually or if there is a program change for the student.

In addition to the DEP/IDEP, gifted progress reports are sent home at the end of each grading period in grades 3-5. In grades 3-12, newsletters are sent periodically to parents outlining various aspects of the gifted program.

#### Advisement Procedures

In order to ensure that AIG students are working to their fullest potential, it is important for the AIG teacher to carefully monitor student progress. All AIG teachers check students' academic performance at the completion of each grading period. Students who are not maintaining requirements receive academic advisement. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the needs of the student. The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.

After reviewing the progress indicators, the AIG teacher decides if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of two grading periods. The AIG teacher serves as the advisor, working with the student and parents to formulate and implement the advisement plan.

Students not showing improvement will be referred to the Needs Determination Team who then reviews this information and makes a determination for appropriate services. In addition to active status, the student may continue on advisement or be placed on monitored status. Placement on monitored status does not mean the student is no longer gifted. However, by definition, a gifted student performs or has the potential to perform at substantially high levels of achievement and requires differentiated services. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and monitored status is indicated. An Individualized Differentiated Education Plan (IDEP) is developed for all students on monitored status.

#### **Ideas for Strengthen the Standard:**

Continue to share curriculum ideas and strategies with all stakeholders

Work with the classroom teacher to differentiate for gifted students in the regular classroom focusing on extension and acceleration practices.

Prepare and deliver intentional lessons for rising AIG 6th graders focused on social and academic transition to middle school

#### **Sources of Evidence:**

Curriculum matrix

Differentiated Education Plan

Documentation of instructional materials/supplies purchased

AIG staff development agendas

7/10/2019

AIG consult logs and lesson plans

AIG portfolios

EOG/EOC, EVAAS, School Net and other county data

Documentation of training and professional development sessions at each school or county-wide

Advisement procedures

Documentation of Professional Development in the affective domain

Discovery Online/Teacher Resources

ACES resources for consultative and direct services

GEMS curriculum matrix

SAGES differentiated resource bank

Monthly AIG grade level agendas

SAGES Enrichment Schedule

## **Standard 4: Personnel and Professional Development**

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.

### **Practice A**

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

**District Response:** The AIG Coordinator in Cumberland County Schools is required to have the following:

North Carolina teacher's license

Minimum of three years successful classroom teaching experience

Master's Degree in Education or Subject Area

North Carolina Licensure in Gifted Education

Minimum of three years' work experience in an AIG Program

The AIG Coordinator in Cumberland County is responsible for the following:

Ensures system-wide implementation of the Local Plan and accountability of the AIG Program

Chairs the AIG Steering Committee composed of principals, AIG teachers, parents and Central Services personnel

Communicates with schools, outside agencies, and others regarding AIG Program policies, procedures, and concerns

Serves as liaison between the AIG Program and Central Services

Represents the AIG Program at local, regional, state and/or national meetings and LEA functions to include online meetings

Attends state/national gifted conferences to stay abreast of best practices in gifted education

Initiates and oversees the development of the AIG curriculum

Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data

Oversees the development of all AIG protocol, guidelines, and procedures

Oversees all AIG personnel

Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local coursework requirement, AIG Professional Development, county-wide Professional Development days, etc.)

Chairs the AIG candidate pool interviews and coordinates with administrators and Human Resources in the hiring of AIG personnel

Chairs the Oversight Review Committee

Prepares AIG allotments for review and approval

Oversees the purchasing of all AIG equipment, curriculum materials, office supplies, etc.

Ensures that the AIG populations receive differentiated and appropriate services at school sites

### **Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** Cumberland County AIG licensed Specialists, Lead teachers, program teachers/consultants, and diagnosticians are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of all gifted learners. Job descriptions, accountability measures, monthly logs, school visits and observations, etc. ensure that AIG personnel utilize state-allocated funds strictly for the education of identified students. In addition, AIG personnel work with potentially gifted students utilizing enrichment groups at schools with low AIG populations and in K-2 through the Discovery program.

AIG Program personnel have specific job descriptions that highlight the minimum tasks required. All personnel have a minimum of three years successful teaching experience, a B.S. or B.A. in a subject area or education, and hold a North Carolina licensure in Gifted Education.

AIG Specialist:

Oversee grade level AIG teachers

Manage the development and implementation of differentiated curriculum

Facilitate monthly professional development with teachers in order to disseminate, review, discuss and implement program information and curriculum

Conduct site visits and audits to ensure equity in services

Participate in system-wide AIG activities

Attend state/national gifted conferences to stay abreast of best practices in gifted education

Order materials and supplies for AIG teachers

Assist teachers in scheduling, record-keeping, and implementing all aspects of the AIG Program

Oversee implementation of the AIG Local Plan in assigned grade level

Serve on the Oversight Review Committee

Conduct professional development, online meetings, or other professional development initiatives

Work cooperatively with AIG Program teachers to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs

AIG Lead Teacher/Consultant:

Co-lead a specific grade level to oversee AIG teachers/consultants

Oversee the development and implementation of differentiated curriculum

Facilitate monthly professional development with AIG teachers/consultants in order to disseminate, review, discuss and implement program information and curriculum

Participate in system-wide AIG activities

Attend state/national gifted conferences to stay abreast of best practices in gifted education

Order materials and supplies for AIG teachers

Assist teachers/consultants in scheduling, record-keeping, and implementing all aspects of the AIG Program

Oversee implementation of the AIG Local Plan in assigned grade level

Serve on the Oversight Review Committee

Conduct professional development, online meetings, or other professional development initiatives

Work cooperatively with AIG Program teachers/consultants to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs

Also serve as an AIG Teacher/Consultant (see one of the job descriptions below)

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### AIG Teacher/Consultant (3-8)

#### Duties and Responsibilities:

##### Instruction

Develops the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP)

Provides service delivery to AIG students as described in the DEP or IDEP

Serves identified students in small groups in or outside the regular classroom to participate in enrichment units of study that extend the NCSCOS

Creates and assigns tasks that are intellectually challenging to students

Affords opportunities for identified students to interact with other like-minded peers

Develops and implements thematic units of study for use with gifted students

Employs a variety of instructional techniques, strategies, and media, consistent with the needs of gifted students

##### Curriculum and Instructional Support

Collaborates with cluster teachers to provide differentiation and utilization of best practices for gifted

Provides peer support on innovative instructional strategies

Observes AIG students in the classroom setting

Review AIG student progress with cluster teachers

Meets with cluster teachers to plan and write differentiated curriculum

Provides instructional strategies and resources materials to cluster teachers

### AIG Consultant (9-12)

#### Duties and Responsibilities:

##### Student Support

Advises AIG students on course selection and registration

Assists and reviews with students in the development of the 4 Year Plan of Study as needed

Advises students on academic issues and concerns

Assists students with post-secondary goals to include career paths, college selection, and scholarship availability

Interprets college entrance test results and advise appropriately

Advises and assists students in selecting extracurricular activities, community involvement, volunteer services, summer enrichments, and other opportunities to enhance the post-secondary pursuits

Coordinates NC Governor's School applicants for Cumberland County

##### Curriculum Support

Coordinates service delivery to AIG students as described in the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP)

Initiates, plans, and coordinates enrichments as specified in the DEP. These may include, but are not limited to, guest speakers, seminars, campus/admission tours, and field trips

Distributes materials to AP/Cluster Honors teachers

Assists AP/Honors teachers with differentiated curriculum strategies

Observes AIG students in classroom settings

Audits Advanced Placement course syllabus

In addition to the job descriptions above, all AIG Teacher/Consultants grades 3-12 are responsible for the following:

Program Management

Oversees the implementation of the AIG Local Plan and initiatives in assigned school(s)  
Coordinates AIG screening/identification activities in assigned school  
Completes all paperwork for identification, case studies and annual review  
Maintains all AIG records and accurate AIG headcount  
Schedules and chairs Academically/Intellectually Gifted Needs Determination Team Meetings in assigned school(s)  
Schedules and conducts parent meetings to review test results when applicable, explain program guidelines, present curriculum and inform parents of extra-curricular opportunities for gifted students  
Attends all AIG meetings and local staff development  
Represents the AIG Program on school committees and meetings  
Participates in AIG PLCs (Professional Learning Communities) designed to discuss current issues in gifted education, develop curriculum and ensure best practices are in place for gifted students  
Maintains educational competency through professional development activities provided by the district and/or self-selected professional growth activities  
Coordinates with school regarding cluster class schedules  
Assists in registration of AIG students  
Builds and maintains student portfolios

**Advisement:**

Provides individual or small group advisement with students and/or parents  
Develops a Plan of Action with students who are on advisement  
Monitors and documents student progress throughout the advisement process  
Provides documentation of advisement to parent and classroom teacher

**Communication (teachers, parents, and students):**

Disseminates information to school, principal, and teachers regarding AIG program initiatives and goals  
Monitors student progress throughout the year, to include status letters, conferences with parent/student, and consultation with cluster teachers  
Shares information with cluster, Honors and AP teachers regarding workshops, conferences, staff development, local requirement, licensure and renewal opportunities  
Conducts AIG staff development for stakeholders  
Prepares newsletters or other correspondence, as needed  
Disseminates information to students regarding opportunities for gifted students such as contests, summer programs and gifted organizations  
Writes letters of recommendation, as requested

**AIG Diagnostician (Grades K-12)**

**Duties and Responsibilities:**

**Screening and Identification Process**

Meets with AIG teachers to review screening  
Reviews referral data to ensure proper procedures have been followed  
Reviews data to determine testing needs  
Ensures parental consent has been obtained  
Maintains Request for Evaluation forms for all assigned schools  
Administers and scores standardized achievement / aptitude tests for assigned schools  
Maintains data on all students referred for AIG testing

Enters testing data into AIG database

#### Communication

Assists AIG teacher in reviewing screening information to ensure equity county wide  
Assists AIG teacher in disseminating information to school, principal, and teachers regarding AIG program testing if needed  
Communicates with AIG teacher and school personnel about testing dates and location

#### Program Management

Oversees the implementation of the AIG Local Plan testing procedures in assigned school(s)  
Records data on AIG Summary of Indicators  
Maintains all AIG testing data  
Attends all assigned AIG meetings and staff development  
Assists AIG Teacher in closing out procedures at assigned schools  
Records referral and placement information annually into AIG database  
Disaggregates referral/placement data

#### K-2 Discovery Teachers

##### Duties and Responsibilities:

##### Instruction

Plans and implements lessons involving the use of higher level thinking skills  
Creates units of study to be used during AIG direct instruction which are tied to the NCSCOS and gifted curriculum standards

##### Curriculum and Instructional Support:

Assists classroom teachers with implementing differentiation strategies  
Creates independent studies as needed for students in the regular classroom  
Communication (administration, teachers, and parents)  
Disseminates information to principals, teachers and parents/guardians regarding program initiatives and goals  
Prepares and maintains online resources for administrators, classroom teachers, and families

##### Program Management

Implements the AIG Local Plan and initiatives  
Monitors and documents student progress (Discovery Logs)  
Maintains accurate records of diversity within the students served  
Fosters and maintains positive rapport with multiple school administrators and staffs  
Attends all AIG assigned meetings and staff development

### **Practice 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.

**District Response:** With professional preparation, educators are more sensitive to the academic and affective needs of gifted students, have more strategies to meet these needs, and provide more avenues to success for these students. Local professional development opportunities are established through our online professional development office and include, but are not limited to:

"Differentiation by Design: Reaching and Teaching Every Learner" and "Strategies for Understanding and Teaching the Gifted". These courses are required for cluster class teachers and are recommended to all other stakeholders.

Training videos and other multimedia presentations are available on a variety of topics including AIG screening and identification, nurturing bright young learners, underrepresented populations, clustering, gifted characteristics, etc.

### **Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

**District Response:** To reach their fullest potential, research indicates that gifted students require instructional time with like-ability learners and with teachers who have been trained in gifted education.

Our local professional development requirement consists of North Carolina AIG licensure and/or the completion of the following courses: "Differentiation by Design: Reaching and Teaching Every Learner" and "Strategies for Understanding and Teaching the Gifted".

AIG students will be placed in cluster and honors classes with teachers who have met these requirements. See Standard 2 practice c for clustering requirements.

A system-wide database is maintained by the AIG coordinator and documents those teachers who have completed the local AIG requirement. Memos outlining the requirements are sent to principals three times a year. The AIG teacher/ consultant at each school reports on the status of classroom teachers working with AIG students pertaining to the local requirement.

The AIG Program supports Cumberland County Schools' requirement that Advanced Placement teachers complete a week- long training through CollegeBoard Institutes. CCS provides funding to properly train all Advanced Placement teachers.

### **Practice E**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** Professional Development should always be designed to improve effectiveness of teachers in meeting the needs of students. The AIG Program in Cumberland County continually strives to align its professional development with AIG goals as well as district goals and initiatives. All district and AIG professional development consists of relevant and effective strategies, skills, and information that enhance and refine AIG teacher practices. This ongoing, systemic mechanism ensures academic growth for both staff and students. Numerous professional development opportunities are employed throughout the school year to include:



Grade level AIG monthly professional development  
Required county-wide professional development days  
Cluster teacher meetings  
Curriculum development in AIG PLCs and curriculum development on district wide committees  
Digital Competencies

Professional Development on county-wide initiatives (i.e. new ELA and math curriculum to focus on how to assist the high level and gifted learner in the regular classroom, Multi Tiered System of Support considering extensions and acceleration for high level and gifted learners who have mastered current content, etc.)

AIG specialists, leads, and/or program teachers present curriculum, social/emotional support strategies, advisement strategies, or other gifted program components at district meetings.

AIG Personnel as well as other stakeholders are highly encouraged to attend regional, state, and national conferences and professional development opportunities that promote and support gifted education.

### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** The Cumberland County AIG Program provides opportunities for AIG staff to collaborate with each other, in professional learning communities, with regular classroom teachers and with other stakeholders.

AIG coordinator, specialists and leads make regular school visits to mentor and assist AIG teachers with the implementation of new strategies, technology and best practices in gifted education.

Monthly AIG grade level professional developments provide opportunities to collaborate with other AIG teachers and reflect on best practices.  
Grade level and vertical team professional learning communities develop standard-based curriculum. Information presented at the various professional development opportunities is shared with colleagues at the school level.  
District-wide sharing of information and resources is enhanced through various digital platforms. Professional development for AIG Program teachers facilitates the incorporation of technology and instructional practices.

### **Ideas for Strengthen the Standard:**

AIG Professional Development for administrators (i.e. Gifted Teacher observation checklists, subject grade advancement, social/emotional needs of gifted learners, etc.)

AIG Professional Development for parents

All classroom teachers working with gifted students are properly trained. Recognizing individual classrooms for teachers meeting the local requirement and/or schools in which all teachers have met the local requirement through a badging process.

Work on a process for notifying principals about classroom teachers not meeting the requirement

**Sources of Evidence:**

Licensure Documentation on file at Cumberland County Schools' Human Resources office and the Department of Public Instruction

Database of teachers who have met the local coursework requirement

AIG Professional Development letter and requirements

AIG Coordinator Job Description

Discovery Job Description

ACES Job Description

GEMS Job Description

SAGES Job Description

Diagnostic Job Description

Specialist Job Description

Documentation of Professional Development opportunities

Multimedia list and CCS University

Database of all Advanced Placement teachers at Cumberland County high schools; document completion of and/or registration and funding to attend summer institutes prior to teaching

Rosters and agendas from professional developments and monthly meetings

Resources and materials inventories

## **Standard 5: Partnerships**

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

### **Practice A**

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- \* academic and intellectual
- \* social and emotional

**District Response:** Cumberland County Schools AIG Program develops partnerships with parents and families to intentionally and meaningfully support AIG students in the following ways:

Special topics informational sessions for parents (social/emotional needs, transitional times such as 3rd, 5th and 8th grades)  
Student showcases at local school and inviting parents (i.e. art shows, literary readings)  
Parent involvement/family outreach nights (i.e. family paint nights, coffee talks, book clubs, etc.)  
Parent lending library  
Individual meetings with parents to review and discuss student work through portfolio samples, progress reports and overall development  
Network with parents to provide support and resources in meeting the needs of gifted learners in the areas of student interest

### **Practice 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.

**District Response:** In order to communicate effectively the goals and policies of the AIG local plan and program with all stakeholders, various strategies are employed. They include, but are not limited to the following:

Meetings with parents to discuss Differentiated Education Plans (see Standard 3, Practice i)  
Meetings with parents to review student portfolios  
PTA meetings  
School-site activities  
Parent-Teacher conferences  
AIG Progress Reports  
CCS AIG Program website/Individual school websites  
Student/Parent advisement procedures  
AIG Newsletters to parents/students  
Newspaper articles, media interviews, and special program bulletins  
Brochures designed to inform parents and the community about the service options and summer enrichment programs

Informational letters, emails and phone calls

Newsletters, direct mailings, emails, phone calls, portfolio reviews and advisory meetings are a few of the ways in which stakeholders are notified and informed of program initiatives and meetings. The AIG Program strives to provide relevant information that is precise, clear, and accurate.

Cumberland County school personnel are kept informed through brief presentations, embedded professional development sessions, teacher newsletters, the AIG Handbook, and both the Internet and Intranet sites. Feedback and input from the local requirement coursework and workshop sessions are valuable means of monitoring and adjusting the program components.

### **Practice 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.

**District Response:** Advisory groups are one way in which stakeholders are involved in the development and monitoring of the AIG Program and plan. The following teams have been established to assist in developing, implementing, and monitoring the local AIG program and plan:

AIG Steering Committee- comprised of parents, administrators, teachers and community members, guides the rewriting of each Local Plan through open discussions, online surveys to provide feedback, etc. The principals on this team represent each attendance area and share information from the meetings with vertical teams.

AIG Parent Advisory Team (PAT) - a group reflective of Cumberland County School's population that includes at least one parent member from each attendance area and varying grade levels. They are invited to participate in parent discussions, read the local plan, respond to surveys, provide feedback on local initiatives, etc.

Oversight Review Committee- consists of AIG leads and specialists from each grade level and serves as a "checks and balances" mechanism, reviewing all cases submitted

Needs Determination Team- required at each school and made up of an AIG teacher, classroom teachers, and other faculty/staff. This team discusses and evaluates students' placement needs. Feedback is taken from these meetings to determine changes needed in screening, referral, and identification.

### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:**

The Cumberland County AIG Program recognizes the importance of maintaining communication with all stakeholders.

Information is shared in the following ways:

- County and school web-pages
- CCS University
- Flyers for various AIG opportunities
- E-mails
- Google Classroom
- Remind app
- Twitter and other social media platforms
- Automated phone calls
- AIG newsletters
- AIG Brochure

Opportunities available for AIG students may include, but are not limited to:

- AIG Summer Enrichments
- Family Curriculum Nights
- Mentorships and Internships
- Job Shadowing
- Community outreach/ service learning opportunities
- Duke TIP

The AIG Program has resources available to effectively communicate opportunities to all stakeholders in their native language.

Translations are available in numerous languages on the CCS website

Translators are available on an as-needed basis

The AIG Program collaborates with the ELL Department as needed.

### **Practice E**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** The AIG program has established a pool of partnership opportunities for mentoring, financial initiatives, and curriculum experiences including, but not limited to:

- Chick-fil-a spirit days
- Fascinate-U
- The Arts Council
- Cape Fear Regional Theater
- Daughters of the American Revolution
- Woodmen of the World

Additionally, the AIG Program works cooperatively with local organizations, businesses and governmental agencies to extend the educational opportunities beyond the classroom:

- Guest speakers (judges, civic leaders, artists in residence, news agencies)
- Methodist University

Fayetteville State University  
Fayetteville Technical Community College  
Campbell University  
UNC-Pembroke

**Ideas for Strengthen the Standard:**

Partnership Expo - bringing the community and families together for the growth of AIG students

Parent book club on topics such as social/emotional needs of gifted, characteristics of gifted to include perfectionism, overexcitability, and asynchronous development

**Sources of Evidence:**

AIG brochure  
ACES Summer Enrichment brochure  
AP Summer Bridge Program brochure  
Advisement Plan of Action  
Documentation of Advisement  
AIG Progress Report  
Discovery Principal/Parent/Teacher information letters and Discovery Website  
Program Newsletters  
Needs Determination Team Minutes form  
Steering Committee minutes and rosters  
Parent Advisory Team presentations and rosters  
ORC database  
Parent feedback form  
CCS Website "Select Language" link  
Translator noted on AIG Documentation  
Duke TIP information

## **Standard 6: Program Accountability**

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.

### **Practice 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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** Cumberland County was one of the first school systems in the state to design and implement a Local Plan for the gifted. Cumberland County Schools has now written seven Local Plans since the 1996 passage of Article 9B legislation. The 2019-2022 Local Plan meets the legal requirements of Article 9B and includes current best practices in gifted education.

Cumberland County Schools (CCS) remains in compliance in developing and implementing an AIG Local Plan in accordance with state legislation and policy. Each Local Plan has been reviewed and approved by the Cumberland County Board of Education and sent to SBE/DPI for review and comment.

As mentioned in Standard 5, Practice c, an AIG Steering Committee, Parent Advisory Team, and AIG Team work to assist in developing, implementing, and monitoring the local AIG program and plan.

In year one of the Local Plan, feedback from DPI is shared with stakeholders and used to continue to build the best gifted programming for the students in Cumberland County. AIG Teachers begin to implement the ideas presented in the Local Plan and share at respective schools. The plan is posted on the CCS website and on all school websites. Ideas for strengthening the AIG Program are reviewed and addressed. All advisory groups meet periodically to provide input for the Local Plan.

In year two, all stakeholders have an opportunity to give feedback concerning the Local Plan and gifted programming. The feedback is used to analyze the effectiveness of the Local Plan and to complete the program self-assessment. Ideas for strengthening the AIG Program are reviewed and addressed. All advisory groups meet to discuss various aspects of the program.

In year three, all AIG teachers work together to determine new ideas for the Local Plan development. The AIG Leadership Team meets twice monthly to review program standards and practices to determine changes. The AIG Steering Committee and Parent Advisory Team meet and review program goals and ways to build the AIG Program in CCS. The AIG Coordinator uses information gathered from various regional and state groups, conferences, and other LEAs to inform decision making concerning the next three year plan. Once the plan has been completed, a reading day is designated for review of plan ideas, continuity, and other concerns. A rough draft is submitted to the CCS Superintendent and Cabinet. Next, the Plan is presented by the AIG Coordinator to the Student Services Board Committee for consideration. Finally, the plan is submitted to the full Cumberland County Board of Education and is voted on for approval. Once approved, the AIG Local Plan is submitted to the SBE/DPI.

### **Practice 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.

**District Response:** The Cumberland County AIG Program evaluation process is ongoing, with continual formative and summative reviews in place to assess program strengths and opportunities for growth.

Each grade level group has an assigned AIG Specialist/Lead to ensure proper implementation of the Local Plan across the district. They are available to monitor and assist the AIG program teachers, addressing best practices and curriculum development. This monitoring includes site visits, review of activity logs and monthly professional development to safeguard adherence to the Local Plan.

AIG staff, licensed in gifted education, conduct program evaluations; parents, teachers, administrators, and central office personnel have input as well. A Steering Committee as well as a Parent Advisory Team oversees the AIG Program needs assessment. Information is gathered from various sources to evaluate the program and to review and update the Local Plan. All program evaluation is based on current best practices and research in gifted education.

The Cumberland County School system continuously collects and analyzes demographic data to evaluate the performance of all subgroups, including identified AIG students. Local, state, and national assessments and grade reports serve as part of the evaluation data to be collected, disseminated, and analyzed. AIG student academic growth is one evaluative tool in measuring AIG Program strengths and opportunities for growth. Data is available regarding AIG students' selection to summer enrichment programs, admission to colleges/universities, and receipt of scholarships.

### **The School AIG Needs Determination Team**

Each school must have an AIG Needs Determination Team, charged with the responsibility of the identification of students and the development of the Differentiated Education Plan. A diverse team reflects the demographics of the school and is set by the principal. The team is comprised of at least four school-based personnel, representative of the various grade levels and subjects taught in the school. Administrators and counselors may also serve on the team. The AIG teacher assigned to the school chairs the team. Since the work of this team is extremely important, only those educators trained in the identification of gifted students and willing to spend the time necessary for appropriate identification of students should be selected by the principal for the team. The AIG Needs Determination Team identifies those students who perform or have the potential to perform at high levels of achievement and who need differentiated services beyond that provided by the regular classroom.

To ensure fidelity to the Local Plan, the team:

Requests referrals from appropriate sources

Requests testing, as needed, based on student referral information

Reviews all the information collected to determine identification and services

Recommends services needed

Recommends change in services when needed



## The Oversight Review Committee

The Oversight Review Committee (ORC) is appointed by the AIG Coordinator. ORC is comprised of AIG Instructional Specialists/Leads, licensed in gifted education and trained in the identification of gifted students. The primary purpose of ORC is to verify that schools have followed guidelines and procedures for the identification of gifted students and that the process used has been fair and equitable for all students. All school AIG Needs Determination Team decisions must be approved by ORC before the cases are complete and students begin receiving AIG services. ORC reviews and discusses the cases to ensure that data has been used appropriately, that parents have been involved as required and that a Differentiated Education Plan has been completed for each identified student. ORC may return cases to the schools for corrections, additional information, or for clarification. After a decision is approved by ORC, student data is entered into the AIG database maintained by the school system. The case is then returned to the school and services may begin. All AIG records are confidential and maintained at the school in a secured location.

### **Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

**District Response:** The North Carolina Department of Public Instruction and the Cumberland County School system recognize the importance of allocating funds for AIG Program services and expenditures. The AIG budget is one of the most critical components to support the efforts of gifted education programming. Budgets are prepared by the Cumberland County Finance Office in conjunction with the Exceptional Children's Finance Manager, Executive Director, and AIG Coordinator. All budget expenditures are allocated to accomplish the program's goals and objectives, reflecting integration with the total school curriculum. The budget aligns completely with the program's gifted services, and is monitored regularly for accuracy and accountability. Most of the state and local AIG monies are used for funding AIG certified teacher and staff positions.

Additional funding is considered through budget cases developed by the AIG Coordinator to address program continuity, new or expanding programs and growth. These requests are in addition to the state and local funds already allocated.

### **Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** Utilization of data provides important feedback for improving program components, to include identification, service delivery, and professional development. AIG students have important test data that provides insight into their particular strengths and academic needs.

The AIG Program maintains, analyzes, and shares data by:  
Evaluating AIG growth data annually

Utilizing student information systems to establish areas to enhance needed rigor  
Making growth data available to AIG staff and school staff as a means of discerning student growth and needs  
Accessing data sources for utilization in determining curriculum and enrichment needs  
Examining local dropout data yearly  
Reviewing screening and identification demographic profile

In collaboration with the counseling department data the AIG Program has access to data concerning scholarships awarded, college acceptance, and successful completion of AP and IB and number of students participating in dual enrollment

### **Practice 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.

**District Response:** The AIG Program monitors data and initiatives in the identification and retention of all underrepresented populations.

To ensure the initiatives for the identification and retention of underrepresented populations are effective, the AIG Program:

Utilizes screening criteria so all students have equitable access to an AIG referral to include highest scores and/or grades in each ethnic group, approved alternate scores, etc.  
Communicates with English as a Second Language staff to discern needs of underrepresented ELL students  
Implements an AIG identification matrix  
Monitors students' grades quarterly and provide support  
Applies knowledge gained from available books, resources, professional development, etc. on cultural diversity and underrepresented populations to identify and retain students in the program  
Partners with the Executive Director of Exceptional Children to further increase referrals and identification among twice-exceptional children  
Monitors referral process through annual collection of referrals and placements by ethnic group

### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The Cumberland County Schools' AIG Program maintains and monitors current data regarding the credentials of all AIG personnel, cluster teachers, and Advanced Placement teachers as required by the North Carolina Department of Public Instruction. Collaboration between Cumberland County Schools' Human Resources Department, administrators, and the AIG Coordinator ensures fidelity in maintaining and monitoring the credentials of teachers instructing AIG

students. The following information is maintained:

Cluster class local requirement completion data - AIG office  
AIG licensed staff data - Human Resources Department  
Advanced Placement Summer Institute completion - AIG office  
Advanced Placement College Board Authorization - College Board database

### **Practice G**

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** The Cumberland County AIG Program continually elicits and responds to feedback from students, parents, teachers, and other stakeholders regarding the quality and effectiveness of the AIG Program components (i.e. identification, service delivery, best practices, communication, etc.) to ensure that the AIG Program standards remain relevant to the needs of the community. Cumberland County Schools and the AIG Program fully recognize that stakeholder feedback is an integral part of the program development cycle.

Summative and formative evaluations, such as surveys, focus groups, interviews, parent meetings, and online tools, are established and disseminated. The data collected from these evaluative measures are utilized in informational meetings as well as in making changes in specific program components.

A Cumberland County Steering Committee, composed of various stakeholders, serves as a fair and impartial group of evaluators, providing weight to all voices from diverse positions and roles. Stakeholders may include parents, gifted students, Central Office administrators, gifted facilitators, classroom teachers, building principals, and others in the community. The Steering Committee also analyzes and attributes data outcome to AIG Program services and procedures.

A Parent Advisory Team, made up of at least one parent per attendance area, is afforded the opportunity to give feedback regarding gifted programming.

### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The Cumberland County AIG Program employs evaluative procedures at various intervals to substantiate and/or modify program identification, curriculum, service delivery models, and other program components. Through theoretical-based study, each program component has been planned, revised, evaluated, and monitored for effectiveness and impact on student academic performance and social/emotional growth. Based on the Cumberland County Schools' mission and philosophy, the AIG Program goals, policies, and procedures reflect best practices for gifted students. State and local assessments, grade performance, AIG performance, AIG administered tests, portfolio

submissions, and numerous other indicators are collected and reviewed to assist with program improvement.

At the district level, the Oversight Review Committee serves as a "checks and balances" team. Monitoring and adjusting is often imperative at the district level. Testing and placement data are examined to ascertain trends in program placements and services. The AIG Leadership Team continuously reviews and revises the implementation of the AIG Program. To ensure a rigorous and relevant curriculum, research-based materials are utilized at each level of service. Cumberland County has purchased multiple research-based materials and maintains a lending library of supplementary resources for AIG and cluster class teachers, parents and other stakeholders.

### **Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** Collecting and evaluating data is an important component of strengthening the AIG Program. The AIG leadership team recognizes the necessity of disseminating the evaluation of the AIG Program regarding effectiveness to all stakeholders through sharing:

AIG test data  
AIG informational fact sheet  
Program feedback/survey data

This information will be shared on the AIG page on the Cumberland County School's website, through newsletters, and multimedia presentations.

Aspects of the AIG Program are also discussed with the AIG Steering Committee, AIG Parent Team and other stakeholders. The AIG teacher and principal(s) meet bi-annually to set goals and review program effectiveness.

### **Practice 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.

**District Response:** The Cumberland County AIG Program mirrors the state policies and procedures governing the administration of gifted programs and services. The Cumberland County Local Plan, approved by the local Board of Education and reviewed by the NC Department of Instruction, remains in compliance in all program components. Screening, testing, and identification procedures are reviewed annually to ensure equity, consistency, and best practices.

The following committees serve as a "checks and balances" mechanism to protect the rights of all children who may qualify for screening, testing, and/or placement in the AIG Program. School-based AIG case decisions are decided and monitored by a Needs Determination Team at

each school site. Team minutes are required of each Needs Determination Team meeting as a means of documenting discussions and decisions. On the district level, an Oversight Review Committee (ORC), comprised of AIG leadership members, meets one day each week to review all casework for final decisions, including transfers. Students identified gifted from another LEA must meet local criteria for placement. Identification documentation is requested from the previous LEA and reviewed by ORC to determine if placement or testing is warranted.

A consent for evaluation signed by parent/guardian is required prior to testing. After a placement decision is made, parent/guardian must sign an agreement for services and the Differentiated Education Plan (DEP). The DEP, reviewed annually and signed by parents, safeguards the implementation of services, at each grade level. Program and service provisions are outlined in the Local Plan and approved by the local Board of Education. Appropriate and sufficient service delivery to both identified and Discovery students is monitored, adjusted accordingly, and reviewed for modifications on an annual basis, or as needed. Students requiring an Individual DEP or Grade/Subject Acceleration receive modified or adjusted services accordingly. Special needs gifted students, including those who are highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, receive services based on their appropriate needs. Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment tools, curriculum extensions, enrichment opportunities, and social/emotional support are articulated in the Local Plan and/or AIG Handbook to provide oversight to the program and service delivery.

#### Procedures To Resolve Disagreements

According to Article 9B, governing the screening, identification and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student. The Cumberland County Schools procedures for settling such disagreements will follow these steps:

1. The parent should first attempt to reach accord at the school level. The parent should request an appointment with the AIG teacher to discuss the concerns. If this does not resolve the concerns, the parent may request an appointment to meet with the principal to discuss how the disagreement can be resolved.
2. If no resolution is possible at the school level, the Executive Director of Exceptional Children's Program and the Academically/Intellectually Gifted Program Coordinator review the disagreement. The parent or school may request this review.
3. If no agreement can be reached following step 2, the parent or school principal should request in writing a review of the case by the Associate Superintendent of Student Services. The written request should describe the reasons for the disagreement.
4. If agreement cannot be reached administratively, the disagreement may be reviewed by the local school board, following procedures set forth by the board and superintendent. If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law Judge for a contested case hearing. The scope of the review shall be limited to whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or whether the Local Plan developed under the law has been implemented appropriately with regard to the child. Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. The decision

of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

**Ideas for Strengthen the Standard:**

Improve data collection and disseminating data to the public

Collect feedback from all stakeholders on a regular basis

Continue AIG high school student meetings with focus on implementation and effectiveness of the AIG program

**Sources of Evidence:**

Cumberland County Pilot Program Plan and subsequent AIG Local Plans are on file at DPI and/or in the AIG office. Electronic versions may be uploaded upon request.

Needs Determination Team Minutes

ORC Log

Monthly meeting agendas

Approved AIG Budget

Screening and identification demographic profile logs

List of resources available

Documentation of advisement plan of action

Cluster class local requirement completion database

Advanced Placement Summer Institute completion database

Advanced Placement College Board Authorization - College Board database

AIG Surveys

AIG informational fact sheet

Grade level DEPs

Transfer forms

Consent for Evaluation

Procedures to Resolve Disagreement

7/10/2019

**Glossary (optional):**

ACES - Accelerated Curriculum for Exceptional Students (3-5)  
ACT - American College Test  
AG - Academically Gifted in Reading and Math  
AIG - Academically/Intellectually Gifted  
AM - Academically Gifted in Math Only  
AP - Advanced Placement  
AR - Academically Gifted in Reading Only  
B.A. - Bachelor of Arts  
B.S. - Bachelor of Science  
CCS - Cumberland County Schools  
CDM - Credit by Demonstrated Mastery  
CTE - Career Technical Education  
DEP - Differentiated Education Plan  
Discovery - Kindergarten - 2nd Grade Nurturing Program (K-2)  
DPI - Department of Public Instruction  
Duke TIP - Duke University Talent Identification Program  
EC - Exceptional Children  
ELA - English/Language Arts  
ELL - English Language Learner  
EOC - End-of-Course (High School Summative Assessment)  
EOG - End-of-Grade (Elementary & Middle School Summative Assessment)  
EVAAS - Education Value-Added Assessment System  
FTCC - Fayetteville Technical Community College  
GEMS - Gifted Education for Middle School (6-8)  
GPA - Grade Point Average  
HR - Human Resources  
IDEP - Individualized Differentiated Education Plan  
IG - Intellectually Gifted  
IRP - Instructional Resources Project  
LEA - Local Education Agency  
MTSS - Multi-Tiered of Support System  
NAGC - National Association for Gifted Children  
NC - State of North Carolina  
NCSCOS - North Carolina Standard Course of Study  
NCSSM - North Carolina School of Science and Mathematics  
NCVPS - North Carolina Virtual Public School  
NDT - Needs Determination Team  
ORC - Oversight Review Committee  
PAT - Parent Advisory Team  
PBL - Project/Problem -Based Learning  
PLC - Professional Learning Community  
PSAT - Preliminary Scholastic Aptitude Test  
PTA - Parent-Teacher Association  
SAGES - Secondary Academically Gifted Exceptional Services (9-12)  
SAT - Scholastic Aptitude/Assessment Test  
SBE - State Board of Education

SST - Student Services Team  
STEM - Science Technology Engineering and Math

**Appendix (optional):**

CCS AIG System Commitment.pdf (*Local Board Approval Document*)