



AIG: ALL DAY, EVERY DAY

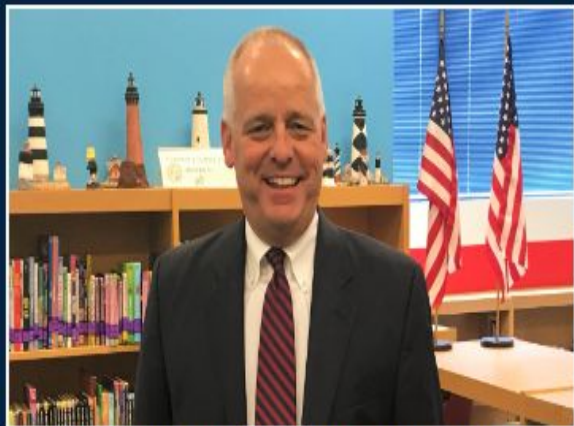
Equity & Excellence



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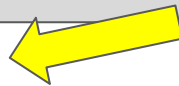
July 2022 Video Update from the Superintendent



RCSS AIG Overview/Resources

[Link to RCSS AIG Program](#)

Academically/Intellectually Gifted



"To identify and serve gifted students from all demographics and student populations requires the commitment of educators throughout the entire school system. Teachers must be aware of the unique packaging of gifts that all students bring to the classroom."

-Paul Slocumb

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Goals for RCSS AIG Program

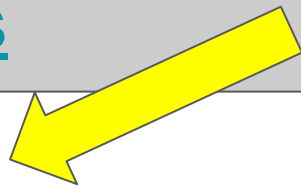


RCSS AIG Program Goals:

- *Implement a consistent screening, referral, and identification process to ensure equity and excellence across all grade levels.
- *Utilize multiple sources of data for students, particularly under-represented populations of students, to create learner profiles that reflect students' strengths, talents, and potential giftedness.
- *Provide a variety of program services that meet the unique, individual academic, intellectual, and social and emotional learning needs of gifted learners.
- *Utilize multiple sources of both summative and formative assessment data to cluster and flexibly group students for instruction.
- *Implement evidence-based curriculum strategies, resources, and practices that are equitable, rigorous, and challenging for gifted, as well as all, students.
- *Build the capacity of all teachers of gifted learners to differentiate instruction in order to accelerate and extend students' learning beyond mastery of grade level standards.
- *Build the capacity of all personnel working with gifted learners to meet the academic, intellectual, and social and emotional needs of identified students by providing professional learning opportunities that focus on equity and evidence-based best practices and strategies..
- *Promote enrichment and extra-curricular opportunities that align with the needs of gifted learners and enhance the goals of the local AIG plan.
- *Implement a K-12 Talent Development Continuum for all students.
- *Increase opportunities for AIG Specialists to participate in collaborative teams (e.g., Professional Learning Communities, Multi-Tiered Systems of Support) in order to advocate for gifted learners.
- *Increase the number of certified staff who earn an add-on AIG license or local AIG endorsement.
- *Continue to grow partnerships with institutes of higher education and other community businesses and organizations that enhance and align with the local AIG program goals.
- *Implement the RCSS AIG Plan 2022-2025 to fidelity.
- *Elicits regular feedback from students, parents/guardians, teachers, and other stakeholders.
- *Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices.

Documents and Links

Documents and Links



AIG Parent Handbook

📄 RCSS AIG Parent Handbook 2022-25.pdf

AIG Plan

📄 RCSS AIG Plan 2022-2025 BOE
29June2022.pdf

NC DPI Web page

📄 NC DPI Web page

📄 AIG Curriculum Links.pdf

RCSS AIG Overview

📄 RCSS AIG Overview.pdf

Links

[Gifted Development Center](#)

[National Association for Gifted Children](#)

[Neag Center for Gifted Education and Talent
Development](#)

[North Carolina Association for the Gifted/Talented](#)

[Supporting the Emotional Needs of the Gifted](#)

[The Association for the Gifted](#)

State Definition of Giftedness (North Carolina . General Statute 115C-150.5) (1996)

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or **intellectually** gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or **intellectually** gifted students exhibit high performance capability in **intellectual areas**, specific academic fields, or in both intellectual areas and specific academic fields. Academically or **intellectually** gifted students **require differentiated educational services** beyond those ordinarily provided by the regular education program. **Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.**



NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).



Article 9B.

Academically or Intellectually Gifted Students.

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.6. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education shall:

- (1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.
- (2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under

North Carolina Academically or Intellectually Gifted Program Standards

State Board of Education Policy ACIG-000 – June 2021

Historical Overview of Academically or Intellectually Gifted (AIG) in NC

North Carolina has had legislation governing gifted education since 1961, exemplifying the state's strong commitment to gifted education for sixty years. In 1974, state legislation identified gifted and handicapped children as children with special needs. In 1977, Chapter 927 in the NC Session Laws brought into compliance a system of educational opportunities for all children requiring special education. In 1983, Chapter 247 in the NC Session Laws revised the program title to "Academically Gifted" to emphasize North Carolina's commitment to academic programs and legislated that a student's gifted education program may be described with an Individual Education Plan (IEP) or a Group Education Plan (GEP). In 1993, Chapter 321, Section 134(c) in NC Session Laws, required that the State Board of Education "reexamine the State's laws, rules, and policies concerning

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Rationale for the AIG Program Standards

"The General Assembly believes that public schools should challenge all students to aim for academic excellence" (Article 9B). The State Board of Education's (SBE) vision is that "Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society." Therefore, quality and comprehensive AIG programs are essential in supporting these goals and meeting the advanced learning needs of students, including those identified as gifted across North Carolina.



RCSS AIG Identification Process

Grades 3-12

Aptitude
(CogAT)
97%-99%



Achievement
(IOWA)
97%-99%



Gifted Identification
AI:
Academically/Intellectually
Gifted
In
Math and/or Reading

Aptitude
(CogAT)
85%-99%



Achievement
(IOWA)
90%-99%



Gifted Identification
AG:
Academically Gifted
In
Math and/or Reading

Aptitude
(CogAT)
97%-99%



Achievement
(IOWA)
Below 90%



Gifted Identification
IG:
Intellectually Gifted
In
Math and/or Reading

Alternative Assessments/Pathways for Identification:

Aptitude: Otis Lennon School Ability Test (OLSAT); Naglieri Nonverbal Test (NNAT); Reynolds Intellectual Abilities Scale (RIAS); Weschler Intelligence Scale for Children (WISC); Intelligence Quotient (IQ)

Achievement: District-developed Performance Tasks Minimum Score: 3.0 (Reading and/or Mathematics);
90% or above End-of-Grade (Reading and/or Mathematics)/ End-of-Course
(English/Mathematics)

Other: Slocumb-Payne Teacher Perception Inventory; William & Mary Classroom Observation Scale, Gifted Rating Scale(GRS); RCSS Alternative Placement form; subgroup data (NC EOG/EOC; WIDA ACCESS

Grades K-2 Criteria for Identification:

RCSS offers students in grades K-2 access to screening for potential identification of giftedness on a referral basis. To ensure equity and consistency, the district establishes two screening windows, one in the fall, and one in the spring, to conduct K-2 screening.

NOTE: Students in grades K-2 recommended for screening must meet the following criteria in order to be formally tested for potential identification:

1. Recommendation from parent/guardian/teacher/administrator
2. Score 85% or higher on the RCSS AIG K-2 Checklist (minimum of 36 points)
3. Must meet the following mCLASS designations:
 - *K-2 reading levels at the time of screening (beginning, middle, end of year) should be at least one grade level above the expected proficient level at the time of screening.
 - *K-2 Text Reading Comprehension (TRC) /Dynamic Indicators of Basic Early Literacy Skills (DIBELS): students should score in the above proficient "blue" range.

AI:

97%-99% standardized aptitude test (CogAT)
97%-99% standardized achievement test (IOWA)

AG:

85%-99% standardized aptitude test (CogAT)
97%-99% standardized achievement test (IOWA)

IG:

97%-99% standardized aptitude test (CogAT)
Below 97% standardized achievement test (IOWA)

Grades 3-5 Criteria for Identification:

AI:

97%-99% standardized aptitude test: (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

NOTE: Once the initial screening/identification process for grades 3-5 is complete, students who do not meet RCSS criteria for identification may be recommended for nurturing services provided by the AIG specialist at the school.

Grades 6-8 for Identification Criteria:

AI:

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

Grades 9-12 Criteria for Identification:

AI:

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and/or Mathematics

NOTE: 90%-99% End of Course achievement test performance in English and/or Mathematics may be used as achievement criteria for Academically Gifted identification.

IG:

97%-99% standardized aptitude test (CogAT): Total Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Total Reading and/or Mathematics

NOTE: The AIG Program Specialist works collaboratively with the Director of Secondary Education, middle and high school counselors, career development coordinators, and other staff involved in the high school registration process. Students identified as gifted in grades 9-12 are strongly encouraged to enroll in rigorous courses of study that may include Honors/Advanced Placement courses across all subject areas including Career and Technical Education.

Identification/Placement:

Once the screening process is complete, the next step in the identification process involves the AIG Specialists (K-8) or the AIG Program Specialist (9-12) convening a School-Based AIG (SBC-AIG) Committee meeting. The purposes of the committee are to review initial screening data to determine potential gifted identification, complete required AIG identification paperwork, and initiate the development of the Differentiated Education Plan (DEP). The DEP is a required document outlining gifted services, content modifications, and instructional programs or strategies to be implemented at the school level based on a student's area(s) of identification. Parents/guardians of any student not meeting RCSS criteria for identification receive a letter of notification.

Differentiated Education Plan (DEP)

Section I: Demographic Profile:

Last Name:	First Name:
Grade:	School:

Section II: Area(s) of Identification: (Select all that apply)

Academically & Intellectually Gifted: (AI) <input type="checkbox"/> Reading and/or <input type="checkbox"/> Math
Academically Gifted : (AG, AR, AM) <input type="checkbox"/> Reading & Math (AG) <input type="checkbox"/> Reading (AR) <input type="checkbox"/> Math (AM)
Intellectually Gifted: (IG) <input type="checkbox"/> Reading & Math <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Nonverbal

Section III: School-Based Committee AIG Differentiated Education Plan Recommendations:

Service Model/Learning Environment	Content Modification	Programs/Instructional Strategies
<input type="checkbox"/> Resource Classroom	<input type="checkbox"/> Differentiated Instruction	<input type="checkbox"/> Junior Great Books
<input type="checkbox"/> In-Class Cluster Grouping	<input type="checkbox"/> Curriculum Compacting	<input type="checkbox"/> Jacob's Ladder
<input type="checkbox"/> Cross Grade Subject Acceleration	<input type="checkbox"/> Contract/Learning Centers	<input type="checkbox"/> Depth and Complexity
<input type="checkbox"/> Whole Grade Acceleration (Grade Skip)	<input type="checkbox"/> Independent Study	<input type="checkbox"/> NCDPI Advanced Learning Labs
<input type="checkbox"/> Enrichment/Extension (Core and/or School-Wide)	<input type="checkbox"/> Technology Enhanced Instruction	<input type="checkbox"/> Problem/Project-Based Learning (PBL)

Differentiated Education Plan (DEP)

Section I. Demographic Profile:

Last Name:	First Name:
Grade:	School:

Section II. Area(s) of Identification: (Select all that apply)

Academically & Intellectually Gifted (AI) : _____
Academically Gifted : ____ Reading & Math (AG) ____ Reading (AR) ____ Math (AM) (AG, AR, AM)
Intellectually Gifted (IG): _____ <input type="checkbox"/>

Section III. School-Based Committee AIG Differentiated Education Plan Recommendations

Learning Environment/Content Modification (Options for Identified Students)	Instructional Strategies (Required):
Accelerated Courses: Honors/Advanced Placement Courses, Credit By Demonstrated Mastery (CDM)	Differentiated Units (Cluster/Flexible Grouping)
Enrichment/Extension (Core and/or School-Wide)	Tiered Assignments
Extra-Curricular Activities: Academic/Interest-Based/ Athletic Clubs and/or Competitions, NC Governor's School	Curriculum Compacting (as needed)
AP Capstone (SWRHS)	Problem/Project-Based Learning (PBL)
Randolph County Early College High School (RECHS) (application process)	Inquiry/Interest-Based Learning

Standard 2: Comprehensive Programming within a Total School Community

Grades 3-5:

Resource Classroom: This accelerated service option is for identified students in grades 3-5. This model affords students opportunities to receive direct differentiated instruction that extends regular education core curriculum standards. This service option is provided by the AIG Specialist in a separate setting with like peers. This model is referred to as "pull out" services for students in grades 3-5.

In-Class Cluster Grouping with Identified Students: This accelerated service option affords identified students to be grouped for differentiated extension opportunities within the regular education classroom. The AIG Specialist serves identified students through small group instruction. This model is referred to as "push in" services for grades 3-5.

Grades 6-8:

Core Classroom Cluster Grouping: This accelerated service option groups identified students having similar academic needs and abilities to a regular education, mixed ability English Language Arts and/or Mathematics classroom. This model is the primary service model for identified students in grades 6-8.

Grades 9-12:

Core Classroom Cluster Grouping: Students in grades 9-12 identified as Academically and/or Intellectually Gifted are encouraged to enroll in rigorous, challenging courses. Identified students are encouraged to enroll in Honors/Advanced Placement (AP) or Career College Promise (CCP) courses when feasible. Identified students are also encouraged to explore Career Technical Education (CTE) courses, which currently include Advanced Placement courses.

Grades K-12:

Core Classroom Flexible Grouping: All teachers are encouraged to utilize this model for all students. This accelerated service option allows learners to be flexibly grouped on a regular basis. Teachers base groupings on data, readiness, multiple intelligences, learning styles and/or interests. Flexible grouping is a fluid process allowing both identified and non-identified students opportunities to interact academically, as well as socially and emotionally.

Cross Grade Subject Acceleration: This accelerated service option provides students who need accelerated instruction in one more content areas to be placed in classes with older peers for part of the school day. Students remain with grade level peers for the majority of the school day.

Whole Grade Acceleration/Grade Skipping (K-8): Whole skipping is appropriate for a small percentage of gifted students whose academic and social-emotional needs are substantially more advanced than their age/grade peers. The Randolph County School System recognizes and utilizes the IOWA Acceleration Scale as a primary tool to guide educators in making important decisions regarding whether a particular student is a candidate for whole grade acceleration. The IOWA Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of school and district staff, including the AIG Specialist, and may include the AIG Program Specialist, to review data from the IOWA Acceleration Scale and other relevant data to render a final decision regarding whole grade acceleration.

School-wide Extension/Enrichment: This accelerated service option provides opportunities for all students, particularly identified students, to participate in small group settings offered during the school day based on the school's master schedule.

Extra-Curricular Opportunities: This service option varies at schools across the district. These services are not exclusive to identified students. Extra-curricular opportunities may be aligned with academics, visual and performing arts, and/or various areas based on student expertise/passion.

Independent Study: This service option is available for identified students who demonstrate exceptional need for accelerated enrichment or extension on a case-by-case basis based on the unique, individual needs of academically and/or intellectually gifted students. Independent study opportunities are developed collaboratively by the AIG Specialist and regular education teachers.

Standard 3: Differentiated Curriculum & Instruction

The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do. These standards provide the foundation for curriculum, instruction, and assessment. The NCSCOS is used as the entry point for differentiation. Teachers of gifted learners are expected to demonstrate the ability to differentiate standards in order to meet the academic and social-emotional learning (SEL) needs, and to extend and/or enrich learning experiences for advanced learners.

According to Tomlinson & Moon (2013), teachers of advanced learners should demonstrate skills to differentiate instruction in the follow areas:

*CONTENT - what a student needs to learn

*PROCESS - how a student will come to master and "own" knowledge, ideas, and skills

*PRODUCT - how a student will demonstrate what he/she learns

*AFFECTIVE/LEARNING Environment - the climate that encompasses the learning and interactions among students teachers: the personal, social, and physical arrangements in the classroom

In order to challenge advanced learners, teachers demonstrate an in-depth knowledge of content standards, and they assess learners to determine student mastery of grade level standards in order to plan and implement differentiated lessons to extend/enrich learning experiences. Teachers understand and respond to the academic, as well as SEL needs of their learners. Differentiation instruction is multi-faceted process. Daily differentiation is philosophy embraced by teachers who believe that students have potential and can be successful if instruction includes research-based best practices and strategies based on students' identified abilities and social-emotional learning needs. Effective differentiation results in lessons that are rigorous and challenging, and lessons that afford students opportunities to extend their learning beyond grade level standards.

Standard 3 (c): Incorporates a variety of evidence-based resources that enhance learning.



*Revised Bloom's
Taxonomy*

Depth of Knowledge

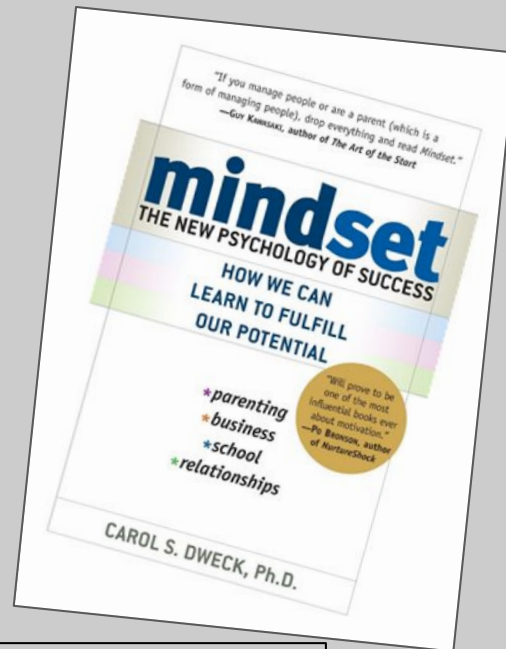
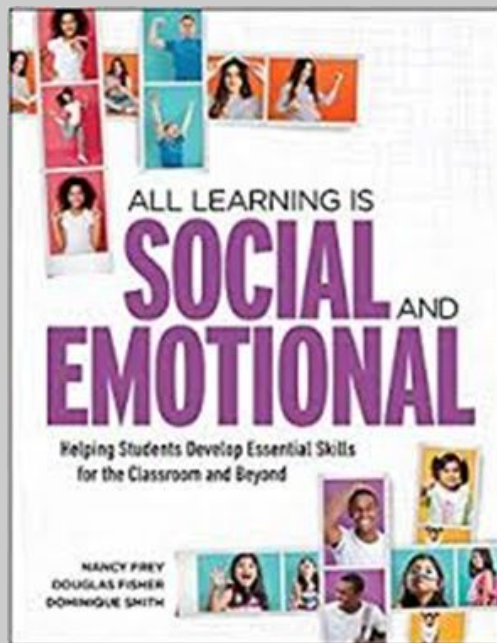
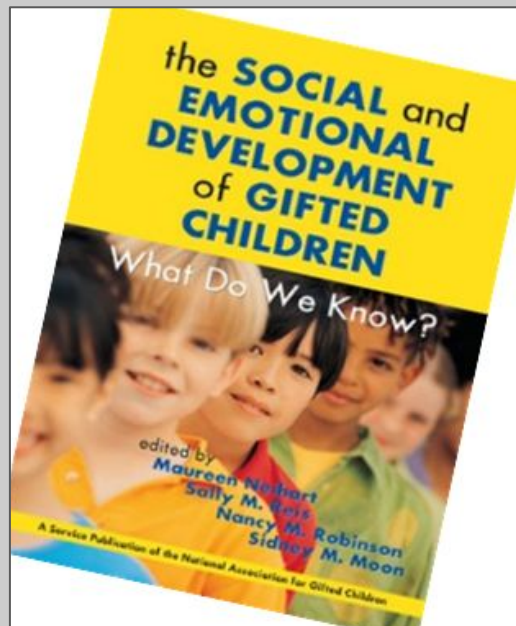
Depth and Complexity

Socratic Seminars

*Problem-Based
Learning*

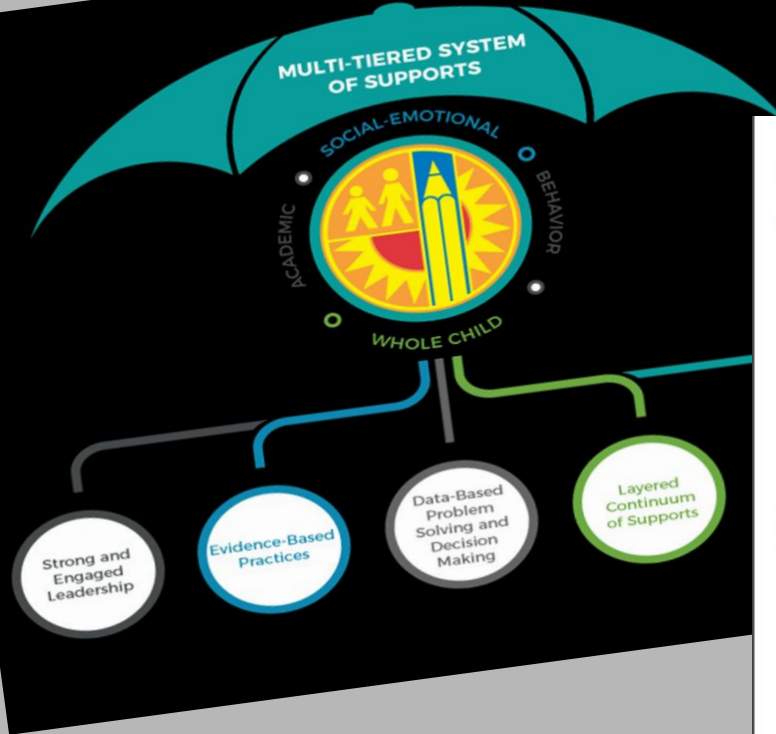
*Future Ready Skills:
Critical Thinking,
Creativity, Curiosity,
Collaboration,
Communication,
Leadership*

Social-Emotional Learning (SEL), Growth Mindset & Talent Development



Standard 3 (F): Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

MTSS & AIG



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

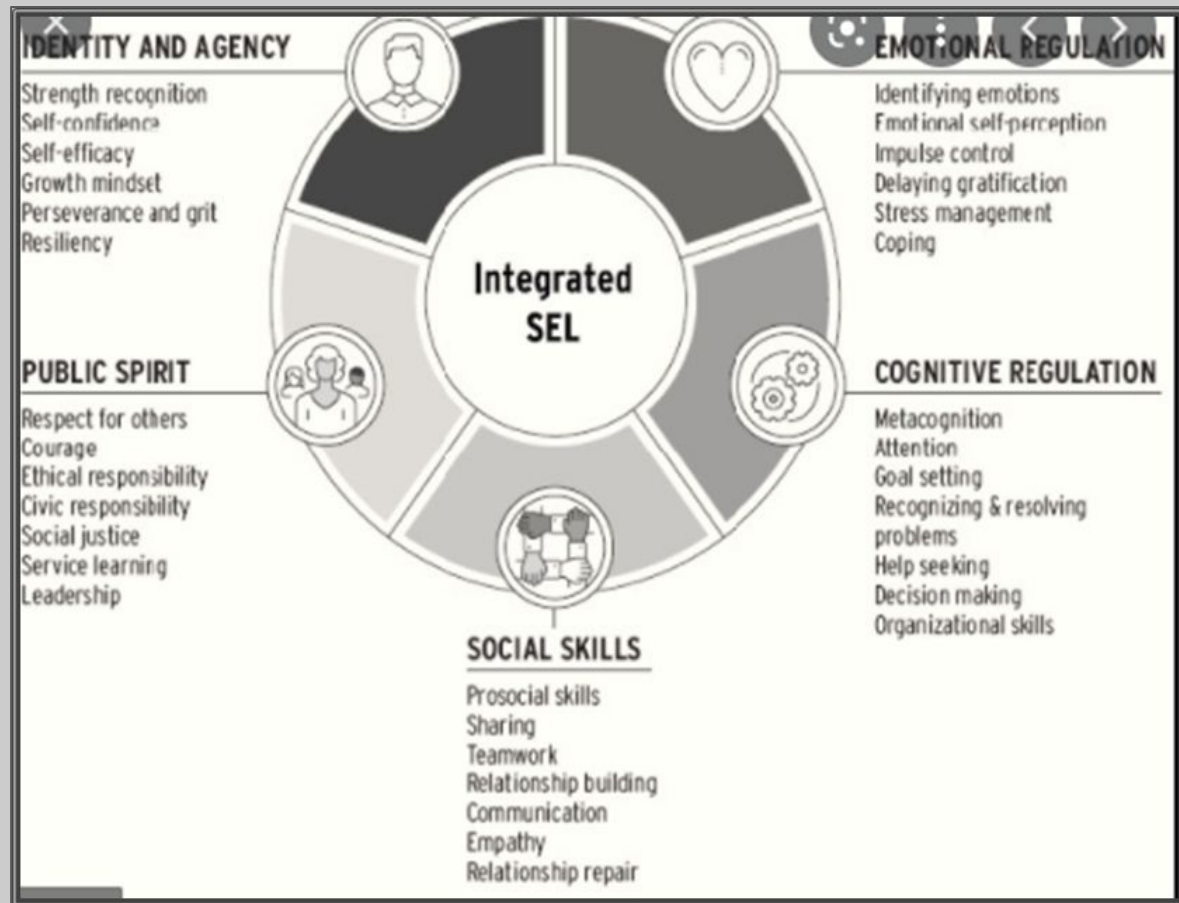
- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Focus on Integrating SEL Into Everyday Instruction



Frey, Fisher, & Smith, 2019,
ASCD



Standard 4: Personnel & Professional Development

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.

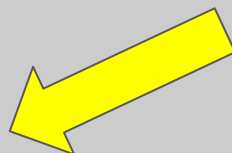
District Response:

RCSS requires teachers of gifted learners (both AIG Specialists and regular education teachers, particularly Mathematics and English/Language Arts teachers, to successfully complete one or more of the following preparation paths:

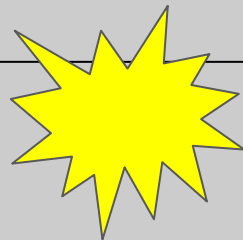
- 1) AIG add-on license through an institute of higher education
- 2) AIG add-on license by earning required score on PRAXIS test
- 3) Successful completion of the RCSS Local AIG Endorsement Program (which does not result in an add-on AIG license)

NOTE: During the 2022-2023 school year, RCSS will partner with an institute of higher education (IHE) to support a cohort of teachers to complete an add-on AIG license upon successful completion of the required courses. The four required courses will be taught using both synchronous and asynchronous instruction. The district will continue to seek partnership with IHEs for future opportunities for teachers to earn add-on AIG licensure.

NOTE: Teachers participating in the RCSS Local AIG Endorsement Program receive information for how to pursue add-on AIG licenses through institutes of higher education and/or by taking the required PRAXIS.



Standard 5: Partnerships



Practice A

Develops intentional two-way partnerships with parents/guardians to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional.

Practice B

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

Practice C

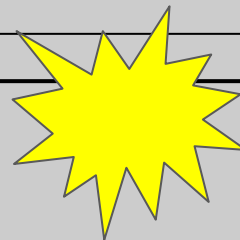
Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and guardians, AIG teachers, and other instructional and support staff.

Practice D

Informs all students, parents/guardians and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Standard 6: Program Accountability



St. 6 (a): Develop a three-year plan! ✓

St. 6 (b): Monitor the plan! ✓

St. 6 (c): Develop and monitor a budget! ✓

St. 6 (d): Analyze multiple sources of student achievement and growth data! ✓

St. 6 (e): Analyze multiple data sources focused on referral, identification, Services, and retention of students within the local AIG program. ✓

St. 6 (f): Maintain and utilize current data regarding the personnel serving K-12 AIG students. ✓

St. 6 (g): Elicit feedback from students, parents/guardians, teachers, and other Stakeholders regarding the implementation and effectiveness of the local AIG program. ✓

Thank You!



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