

OVERVIEW - Changes to NC AIG Program Standards (ACIG-000)

Every three years, the Office of Advanced Learning and Gifted Education team undergoes a comprehensive review of the NC AIG Program Standards. The proposed revisions that follow incorporate feedback and suggestions from various internal and external stakeholder groups. The changes proposed seek to further streamline and clarify the content and intent of the NC AIG Program Standards, as well as effectively integrate the language of both our multi-year strategic initiative for realizing equity and excellence in gifted education and the agency's Portrait of a Graduate initiative. This document is a side by side comparison of the current NC AIG Program Standards (adopted June 2021) with the proposed revisions (Spring 2024), along with the rationale for the changes, to promote better understanding of the proposed changes to the NC AIG Program Standards.

Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>		
2021 Standards & Practices	Proposed revisions (Spring 2024)	Rationale for change
a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.	a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening , for every student to show their strengths and talents.	Incorporates universal screening, which is a research-based and common practice across NC.
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.	b) Establishes a process and criteria for AIG student identification at all grade levels, K-12 , 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.	Clarifies all grades (K-12) are to be included as aligned with Article 9B legislation.
c) Ensures AIG screening, referral, and	c) Ensures AIG screening, referral,	Updates language to align with new

<p>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 learners, highly gifted, and twice-exceptional.</p>	<p>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 learners, multilingual learners, highly gifted, and twice-exceptional.</p>	<p>recommendations by our Office of Academic Standards and shift to an asset based rather than deficit mindset.</p>
<p>d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.</p>	<p>No changes recommended</p>	
<p>e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p>	<p>No changes recommended</p>	
<p>f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/ guardians and maintained in student records.</p>	<p>No changes recommended</p>	
<p>g) New practice added New placement of existing practice</p>	<p>Recommendation to relocate practice: 1g) 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 developed and reviewed annually</p>	<p>Moves the practice outlining a plan for serving students, like a Differentiated Education Plan (DEP), to the end of standard 1 as a result of feedback from stakeholders to better align with the overall standard, which states the purpose of identification is to lead towards appropriate educational services. <i>*This practice is currently included in standard 3 - same content, new location.</i></p>

	with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.	
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Standard 2: Comprehensive Programming within Total School Community		
<i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i>		
2021 Standards & Practices	Proposed revisions (Spring 2024)	Rationale
a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.	a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners , AIG students across all grade levels, K-12 , and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.	Adding "K-12" to clarify that all grades (K-12) are to be included as aligned with Article 9B legislation Take out the strikethrough, to improve readability. Also aligns language to AIG students - to be consistent with language throughout the practices across other standards.
b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.	No changes recommended b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners , AIG students across all grade levels, K-12 , and learning environments, through collaboration with a variety of personnel based on student needs.	Adding "K-12" to clarify that all grades (K-12) are to be included as aligned with Article 9B legislation. This change aligns with the parallel practice above. Also aligns language to AIG students - to be consistent with language throughout the practices across other standards.
c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.	No changes recommended	

<p>d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p>	<p>No changes recommended</p>	
<p>e) 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.</p>	<p>No changes recommended</p>	
<p>f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>No changes recommended</p>	
<p>g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p>	<p>No changes recommended</p>	
<p>h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.</p>	<p>h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.</p> <p>h) Cultivates and develops the potential of young (K-3) students with early intervention and talent</p>	<p>Moves the current practice to standard 2, practice i.</p> <p>Inserts current practice 3g here - to align with talent development programming and allow for discussion of K-3 efforts before discussing efforts for grades 4-12.</p>

	development opportunities through purposeful and intentional programming differentiated curriculum and instruction.	
i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.	<p>i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.</p> <p>Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development efforts, including frontloading, in grades 4-12. at all grade levels</p>	<p>The new practice 2i - a shift from previous 2h.</p> <p>Incorporates front-loading into the standards; this is nationally seen as gifted best practice with a research base to support this work. Also is a natural extension of our talent development efforts across the state.</p>
j) New placement, revised content	j) Enhances and further develops the needs, talents and interests of AIG students through extra-curricular programming during and outside of the school day.	Removes “needs” and provides additional clarity regarding ‘extra-curricular programming’, in response to feedback from stakeholders.

Standard 3: Differentiated Curriculum and Instruction <i>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.</i>		
2021 Standards & Practices	Proposed Language (Spring 2024)	Rationale
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.	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 by differentiating curriculum and instruction through the use of differentiation strategies , including enrichment, extension, and acceleration strategies.	Focuses on the differentiated curriculum and instruction and eliminates repetition between practices a and b.
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.	b) Employs diverse and effective instructional practices according to Uses students' identified abilities, readiness, and interests, and learning profiles to address a range of learning needs K-12 . at all grade levels.	Shifts attention from providing a list of instructional practices to a focus on considering how to match the identified needs of students with instructional strategies.
c) Incorporates a variety of evidence-based resources that enhance student learning.	c) Incorporates a variety of evidence-based resources that enhance student learning address the range of academic, intellectual, and social and emotional needs of AIG students.	Focuses on using resources to meet the range of learning needs of gifted students. *Also incorporates 'range of' to align with practices a & b above.
d) Fosters the development of future-ready skills including critical thinking, communication, collaboration,	d) Fosters the development of future-ready skills including critical thinking, communication, collaboration,	Incorporates NC's Portrait of a Graduate framework to consider the development of these skills for gifted learners. Note: in

<p>creativity, curiosity, and leadership.</p>	<p>creativity, curiosity, and leadership. durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p>	<p>addition to the seven durable skills identified in the Portrait of a Graduate framework, creative thinking is included, as it is widely considered gifted best practice.</p>
<p>e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>	<p>e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. and inform flexible grouping practices.</p>	<p>Eliminates duplication by removing the "flexible grouping practices" - these have been described in standard 2d.</p>
<p>f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.</p>	<p>Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.</p>	<p>Removes practice as this content has been included with the proposed revisions to standard 3 practice c outlined above, to eliminate duplication and streamline efforts.</p>
<p>g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.</p>	<p>Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.</p>	<p>Moves practice to standard 2 to help districts and charters consider a cohesive approach to talent development opportunities, including options for K-3 students and those beyond 3rd grade.</p>
<p>h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of</p>	<p>f) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through</p>	<p>Creates 3f with removal/reassignment of practices above. Changes the focus of this practice to the partnership/collaboration efforts needed to implement differentiated curriculum and</p>

<p>personnel based on student needs.</p>	<p>collaboration—Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p>	<p>instruction..</p>
<p>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/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.</p>	<p>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/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.</p>	<p>Moves practice without revisions to standard 1 practice g to better align with the overall goal of standard 1.</p>

Standard 4: Personnel and Professional Development		
<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is on-going and comprehensive.</i>		
2021 Standards & Practices	Proposed revisions (Spring 2024)	Rationale for change
a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	No changes recommended	
b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of K-12 gifted learners.	b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 gifted learners AIG students and supports the implementation of the local AIG program and plan.	<p>Adds language to ensure consideration of all the components of the local AIG program and plan are being addressed by AIG Specialists - without elaborating on the specific programming components.</p> <p>Also aligns language to AIG students - to be consistent with language throughout the practices across other standards.</p>
c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.	No changes recommended	
d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.	No changes recommended.	
e) Develops strategies for the recruitment and retention of AIG-licensed professionals,	No changes recommended	

including those of diverse backgrounds.		
f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	No changes recommended	
g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.	No changes recommended	

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Standard 5: Partnerships <i>The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>		
2021 Standards & Practices	Proposed revisions (Spring 2024)	Rationale for change
a) Develops intentional, two-way partnerships with parents/ guardians to support the following needs of AIG students: <ul style="list-style-type: none"> • academic and intellectual • social and emotional. 	No changes recommended	
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 program and services.	No changes recommended	
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/guardians, AIG teachers, and other instructional and support staff.	No changes recommended	
d) Informs all students, parents/guardians, and the community of the following: <ul style="list-style-type: none"> • Local AIG Plan • Local AIG program services • Policies relating to advanced 	d) Informs all students, parents/guardians, and the community of the following: <ul style="list-style-type: none"> • Local AIG Plan 	Encourages communication about advanced learning opportunities to all students and ensures policies and procedures are addressed in communication efforts. Also adds language to include other needs of the community when developing plans for

<p>learning and gifted education</p> <ul style="list-style-type: none"> • Ways to access opportunities available to AIG students <p>Communication is ongoing and responds to the diverse language needs of the community.</p>	<ul style="list-style-type: none"> • Local AIG program services • Policies and procedures relating to advanced learning and gifted education • Ways to access advanced learning opportunities available to AIG students <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>	<p>communication.</p>
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Standard 6: Program Accountability		
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>		
2021 Standards & Practices	Proposed revisions (Spring 2024)	Rationale for change
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.	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}), based on a comprehensive program evaluation. This local AIG plan which has been approved by the local board of education and sent to SBE/DPI for review and comment.	Eliminates duplication by combining the previous 6a with 6h here.
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.	No change recommended	
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.	No change recommended	
d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity	No change recommended	

and excellence.		
e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.	No change recommended	
f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.	No change recommended	
g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.	g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	Clarifies intent of practice.
h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.	Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.	Eliminates duplication of content by combining with 6a, as evaluation is the precursor to revising the local AIG plan and submitting to SBE/NCDPI. <i>Note: The remaining practices in standard 6 will shift up.</i>
i) Shares all data from local AIG program evaluation with school and district personnel,	This will become 6h	Clarifies intent of practice by focusing on local AIG program evaluation.

<p>students, parents/guardians, families, and other community stakeholders.</p>	<p>h) Shares local AIG program evaluation all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p>	
<p>j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p>	<p>This will become 6i No change recommended</p>	

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