

Durham Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Durham Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Durham Public Schools local AIG plan is as follows:

Durham Public Schools Vision for local AIG program: The Department of Advanced Academics within Durham Public Schools will discover, cultivate, and develop the potential of every student through designing, guiding, and promoting rigorous programs that challenge and develop the gifts in all learners. In Advanced Academics, we are "Ready for Rigor!"

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$1633593.00	\$923387.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2013-2016.

Rationale: While the identification protocol is consistent through all Durham Public Schools' many schools, there remain misinformation, miscommunication and misunderstandings regarding the process among DPS personnel, families and community. It is important that strong efforts are made to effectively communicate clear procedures and processes to all parties. Teacher and parent surveys reveal that 35% of the participants either disagreed or strongly disagreed with the level of effective communication, while 15% neither agreed nor disagreed that communication was effective. Communication should be a strength of the AIG program, and when only half of the stakeholders feel that it is effective, DPS needs to analyze its communication methods. This will be an opportunity for increasing communication, especially about new identification procedures.

Goals: To ensure all DPS personnel, families and community are aware of and understand the screening, referral and identification process for AIG services.

Description:

1. AIG Facilitators and AIG Committee will host information sessions for their school communities
at least twice yearly.
2. Post Frequently Asked Questions (FAQs) on Advanced Academics website and within Parent Handbook
3. Inform counselors and administrators at all school levels of the identification procedures and programs available.
4. Include narrative or flowchart within brochure and parent handbook describing where parents can obtain information about the AIG program (i.e. list of websites and other resources available on-line)
5. Embed link on Advanced Academics webpage allowing for translation to multiple languages to accommodate parents who are non-English speaking.
6. Link school websites to district website, and provide link on each school website to that school's AIG Facilitator's webpage.
7. Create a consistent DPS Advanced Academics brochure that will be available in all school offices.
8. Department of Advanced Academics will create a presentation kit for all principals and AIG Facilitators, and post live presentations on-line via YouTube or another media tool.
9. Schools' Handbooks and Parent/Student Handbooks will be distributed at the beginning of the year
(what services are available, how can their child be identified, what does it mean to be identified?)

10. Schools host a Parent informational meeting at the beginning of the school year as well as in November after screening to explain test results.
11. Include description of all programs (EC, ESL, AIG etc.) during Kindergarten orientation, PTA meetings, Title I district meetings
12. Hold an Advanced Placement informational meeting in spring for students and parents.
13. Create a DPS channel 4 public service announcement regarding AIG services
14. Conduct Spanish radio public service announcements.
15. Connect Ed announcements to parents
16. Create and send email blasts through school and district listserves.

Planned Sources of Evidence: -Advanced Academics brochure

- School and Parent Handbooks
- Websites, Newsletters
- Informational sessions -flyers and agendas
- Presentation kit for principals and AIG Facilitators
- Communication with AP Coordinators, emails
- AIG and AP PLC agendas/minutes

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Focused Practice for 2013-2016.

Rationale: Based on feedback from an AIG program review implemented in December 2011, the use of the current matrix of scores used in the identification procedures needs to be revised due to the fact that one of the current criterion can exclude students in the identification process. Article 9B also states that students can be found intellectually gifted, academically gifted, or intellectually and academically gifted. The Advisory Council feels strongly that the matrix has kept identification procedures consistent across the district, while providing the opportunity to catch students who may perform better on one test than another. However, use of the matrix does exclude a student if he/she does not meet all four criteria: Aptitude, Achievement, Gifted Behaviors, and Class Performance. This current matrix will only allow for identification in both academically and intellectually gifted areas, when it should be multiple. Teacher surveys reveal that the ability range of AIG identified students is so broad that the district should investigate a multiple pathway identification model.

Goals: Durham Public Schools will employ multiple pathways for AIG identification and to ensure appropriate service matching. Identification procedures will be consistent and use multiple criteria.

Description: According to Article 9B,"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)). Durham Public Schools will use identification pathways in alignment with Article 9B.

Pathway I supports "high performance capability in intellectual areas"
Intellectually Gifted (IG)

Students are automatically identified as gifted when a score of 97% or higher on an aptitude/IQ test is achieved. These students will be classified as Intellectually Gifted (IG), and services will begin with a consultative model through an Individual Differentiated Education Plan.

Pathways II and III:

The K-12 identification criteria for Pathway II and III will consist of aptitude and achievement assessments, classroom performance through grades and/or EOG/EOC scores as evidence of the need for differentiated services. Students will meet 2 out of 3 criteria of the following with at least one based on a nationally-normed standardized aptitude or achievement assessment:

1. an aptitude composite or subtest score at or above the 90th percentile (nationally-normed)
2. an achievement composite or subtest score at or above the 90th percentile (nationally-normed)
3. student performance at 90% classroom grade or Level 4 on elementary classroom performance

grade average and/or an EOG/EOC score at 85th percentile or higher.

Pathway II supports "specific academic fields" for identification as stated in Article 9B, and will be a result of qualifying scores for numbers 2 and 3, as outlined in the criteria above.

Pathway III supports "both intellectual areas and specific academic fields" for identification as stated in Article 9B, and will be a result of qualifying scores for numbers 1 and 2 or 1 and 3, or even 1, 2, and 3 as outlined in the criteria above.

Once these data are collected, the AIG Committee will meet to determine eligibility and service match. Students in each pathway may or may not receive the same services, as they will depend on the students' needs. A variety of service options are available at each school in Durham Public Schools.

*AIG Committees will gather data for students who are currently designated as nurtured students to see if they will qualify for identification using the new criteria. The AIG Advisory Council will set parameters for nurturing designations during the 2013-2014 school year, effective 2014-2015.

*The AIG Advisory Council will collect data to investigate the use of alternate assessments (non-traditional standardized measures) for AIG identification during the 2013-2014 school year, also to go into effect for 2014-2015.

*K-2 Identification

Due to the unique needs of K-2 students, there must be a clear indication of a body of evidence over time before nomination or referral for identification for AIG services. This information will be gathered from the use of the USTARS-PLUS framework through high-end learning opportunities, hands-on activities, differentiation of instruction, and observation of gifted characteristics.

*9-12 note

Consult School Data team for EXPLORE, PLAN, PSAT or PSSS and any other aptitude/achievement results to identify students using the multiple identification pathways.

A. Student Search Process

To ensure that all students in need of services are recognized, the student search process will include the following:

AIG Facilitator/Committee will educate staff on gifted characteristics at the beginning of the school year.

AIG Facilitator will actively request names from teachers.

AIG Facilitator will review EOG/EOC scores and CogAt scores for scores of 85th percentile and higher.

B. Nomination/Referral

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or interest in a particular subject.

2. The AIG Committee/teachers will nominate students following a review of school-wide test results.

3. A student profile can be provided as evidence for referral through a portfolio of items including, but not limited to: classroom observations by AIG teacher, counselor, or above grade level teacher, interview conducted by a member of the AIG committee, a portfolio of work exemplifying higher order thinking.

3. Psycho-educational reports from Exceptional Children's testing will be provided by school psychologist as possible referral sources for AIG evaluation.

4. Parents may nominate their child(ren) by contacting the classroom teacher, AIG teacher, AIG Facilitator, counselor, or administrator.

5. Students may nominate themselves to the committee for review.

6. Students may nominate other students to the committee for review.

C. Collection of Data-

The AIG Facilitator will coordinate the collection of data to be reviewed by the AIG Committee during the assessment phase. Data will be collected from a variety of sources. No single piece of information will exclude a potential AIG student from consideration for differentiated services; however, a single piece of information can indicate that services are appropriate. Typically, the Committee reviews data in the following categories:

1. Achievement tests assess students' academic achievement level. For students in grade K-2, age appropriate tests will be given individually. For students in third grade and beyond, NC End-of-Grade Tests and End-of-Course Tests may be used. Nationally-normed standardized individual or group achievement tests will be given, including Psycho-educational evaluations shared by the school psychologist. The following tests are recommended (and supported by the Office of Advanced Academics):

a. Woodcock Johnson III Achievement Battery (using the 2007 Normative Update) and Bateria III Woodcock-Munoz Pruebas de aprovechamiento

b. Iowa Test of Basic Skills (2001-Form A; 2003-Form B)

2. Aptitude tests assess students' learning potential and aptitude. A district-wide aptitude test will be given to all students in the third and sixth grades. The testing dates will be set by central office administrators and announced in the district's annual testing calendar. Individual or group aptitude

tests may be given when additional information is needed, including Psycho-educational evaluations shared by the school psychologist. The following tests are recommended (and supported by the Office of Advanced Academics):

- a. Naglieri Nonverbal Abilities Test (NNAT, Version II)
 - b. Otis-Lennon School Ability Test (OLSAT) (Eighth Edition)
 - c. Kaufman Brief Intelligence Test (K-BIT-2, Second Edition)
 - d. Cognitive Abilities Test (CogAT®, Form 6, 2001) to work toward CogAT Form 7 during the next three years.
3. Student performance will be measured by a class grade and/or End of Grade/End of Course score.
 4. Information about a student's interests can be collected from interest inventories, extracurricular activities, self-assessments, records of participation in contests and competitions, and documentation of awards.
 5. Evidence of a student's motivation to learn may be gathered from extra-curricular activities, activities outside of school, gifted rating scales, interest surveys, or interviews.
- D. Guidelines for Testing Students for AIG Identification
1. Persons administering the tests must be trained to do so, and they must do so in accordance with procedures issued by the publisher.
 2. Testing accommodations for students with Individual Education Plans or 504 Plans will be honored.
 3. Current editions of the test must be used.
 4. Achievement test results must be no more than one year old at the time of the student's evaluation. There is no time limit on aptitude tests as long as they are not used to disqualify students.
 5. Teacher and parent checklists should be completed along with or shortly after the initial nomination.
 6. Parents must give written approval for a student to participate in any service delivery option. 7. Once the student's parent or guardian has signed the Differentiated Education Plan, services will begin, the student will be designated as AIG in Power School, and all materials related to the nomination, identification, and service match will remain in a confidential folder.

Parents must give written approval for a student to participate in any service delivery option. Once the student's parent or guardian has signed the Differentiated Education Plan, services will begin, the student will be designated as AIG in Power School, and all materials related to the nomination, identification, and service match will remain in a confidential folder.

E. Continuation of Services for AIG Students

The AIG Committee will guide the mid-term and annual performance review for each AIG student being served with a Differentiated Education Plan. All AIG students with a DEP will be reviewed annually to determine the appropriate service delivery options for the following year. Annual reviews will be based on the evaluation component of each service delivery option and on the student's progress and work performance. The AIG teacher and/or the classroom teacher will make recommendations for the next school year. When a student's learning needs are no longer being met by the current service delivery option, the AIG Committee (including the parent or guardian) will review all of the data to make a determination of the appropriate level of service required.

Transfer students are in two categories: those transferring into the school from another DPS school, and those transferring into the school from outside the district:

F. Continuation of Services for AIG Students

AIG students transferring from one DPS school to another will retain their AIG identification.

However, since service delivery options may vary from one school to another, the AIG Committee at the receiving school will review all information in the confidential file (forwarded from sending school) to determine the service delivery match in the new school. The student's DEP may need to be revised.

Any students with AIG identification from another district or state will present to the receiving DPS school all information regarding the student's identification or differentiated services. The receiving school will review the information, apply Durham Public Schools' district-wide criteria for identification, and make a decision concerning service delivery options within 30 days of receiving verification of the student's identification as AIG.

Planned Sources of Evidence: -Aptitude tests

-Achievement tests

-Student profile standards and rubrics

-Professional learning agendas/rosters for teachers provided in advance of nomination/referral window

-Teacher referrals (teachers are asked to submit names to the AIG facilitators at each school to begin the process)

-Parent referral form (parents may nominate their children)

-Student referral (students may nominate themselves)

-Screening and identification procedure documents

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: DPS has a diverse population that is progressing, but not fully represented in the AIG program. DPS recognizes that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary. DPS AIG demographics are not completely aligned with the demographics of the entire population of students in Durham Public Schools, but under-represented populations are showing an increase in the AIG Child Count every April. DPS will revise its identification procedures and will monitor them to ensure the demographics continue to align. This is an area of focus to ensure culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional students are not overlooked.

Goals: -Stay abreast of current research-based practices.

- Increase the number of AIG-licensed personnel.
- Ensure the AIG population is representative of the overall population of Durham Public Schools and the Durham community.
- USTARS-PLUS framework for cultivating potential is implemented in every elementary school, K-3.
- Utilize multiple pathways for identification and service match, so that all students' needs are met.
- Ensure rigor and differentiation for all students.

- Description:**
1. Gather data regarding each school's demographics at the beginning of the school year as well as by January 15 so that data can be compared and disaggregated carefully.
 2. Investigate ways to compare screening results over the past five years to gather trend data.
 3. Use Local norms in addition to National norms when analyzing sweep screen results for nominating students for AIG identification.
 4. Complete school-based AIG Facilitator checklists quarterly through the use of PowerSchool.
 5. Implement USTARS-PLUS in K-3 classrooms across the district to ensure teachers understand and use the teacher observation tool to build a body of evidence of students' intense or frequent gifted characteristics.
 6. Continue AIG support of K-3 classrooms with the implementation of USTARS-PLUS including critical thinking skills for all students.
 7. Use progress monitoring tools through Rtl to ensure students are receiving the proper differentiated instruction and extensions in the regular and resource classrooms.
 8. Develop a procedure for classroom and resource teachers to collaborate with this purpose in mind (AIG, ESL, EC).
 9. Analyze data monthly through the DPS AIG Data Dashboard and through PowerSchool to determine areas of priority.
 10. Hold a district-wide information session for teachers and other school personnel regarding sweep screen results.
 11. Continue to research best practices in identification procedures, monitor the revised procedures, and share with monthly AIG PLCs.

Planned Sources of Evidence: -CogAT data analysis

- AIG Facilitator quarterly checklists
- USTARS implementation schedule/plan
- USTARS monitoring checks by school
- AIG quarterly program checks
- Memos and checklists to teachers and parents
- Examples of parent referrals
- Samples of identification using non-traditional criteria
- Minutes from meetings or planning documents used with ESL and EC teachers
- Data from K-2 framework implementation, qualitative and quantitative
- Agendas from USTARS training presentations
- Annual demographic data
- Professional Learning rosters

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: There are district-wide procedures and frequent information sessions for AIG Facilitators regarding these processes. The Office of Advanced Academics collaborates with the Research and Accountability Department and State Testing Coordinator to prepare training materials and informational sessions. School testing coordinators and school-based AIG Facilitators attend training sessions together to ensure consistency. Having checklists or identification tools on which AIG Facilitators can store testing information has been most helpful in maintaining consistency across the district. Teachers surveyed wish that they knew more about the process so that they can explain it to parents. The more people who know about the process, the better it is communicated to parents. Standard and frequent communication of important information will be key to ensuring consistency across Durham Public Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

1. Collaborate with Research and Accountability Department especially the State Testing Coordinator to ensure screening windows for AIG are included in the district testing calendar.
2. Collaborate with the State Testing Coordinator to conduct testing training for school AIG Facilitators and Testing Coordinators.
3. As part of the AIG Facilitator orientation at the beginning of the year, identification procedures, forms, and timelines will be introduced, explained, and practiced for familiarity.
4. Continue business part of AIG PLCs with identification processes reviewed throughout the year.
5. Explore the use of results from state-approved nationally-normed tests to see if more students would qualify for AIG services in high school, which will give teachers and counselors more information to use as they guide students toward more rigorous coursework.
6. AIG Facilitators and AIG committee will use tools in the AIG presentation kit to educate staff members of their role in the AIG nomination process, providing them with characteristics, scenarios, and rating scales to complete.
7. AIG Facilitators will support K-2 teachers with the USTARS-PLUS framework to ensure gifted characteristics are understood and cultivated by the teachers.
8. AIG Area Facilitator will assist the Director of Advanced Academics in monitoring school-based testing and identification procedures.

Planned Sources of Evidence: -AIG orientation agenda

-AIG PLC agendas-Durham Public Schools Testing Calendar

-AIG presentation kit

-DPS screening, referral and identification forms

-AIG program evaluation for schools to record school-based presentation dates, etc.

-Teacher's Observation of Potential in Students (TOPS) through USTARS-PLUS

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: DPS has and distributes a parent handbook in English and Spanish, district-wide forms for consent, evaluation results, and meeting invitations and agendas. All procedures are written in the AIG Facilitator Procedure Manual and distributed to both AIG Facilitators and principals to review with the AIG Committee. Teachers report that they are mostly aware (78%) of the processes in place to safeguard the rights of all gifted children. It is important that all understand this process so that communication is enhanced and the proper policies followed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parents or guardians may request a review of academically and/or intellectually gifted (AIG) services if they feel that:

- (a) Durham Public Schools improperly failed to identify their child as an AIG student, or
- (b) The plan for the AIG Program has not been implemented appropriately in regard to their child.

Step 1: Principal's Conference

A. If a disagreement concerning AIG services is not resolved with the school-based AIG Committee, the parent or guardian may file a written appeal of the committee's decision with the principal within five (5) school days. If the principal is part of the AIG Committee, proceed to Step 2.

B. The principal shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG Committee chairperson, shall respond in writing to the parent or guardian and AIG Committee within five (5) school days after the parent conference.

Step 2: Appeal to the Director of Advanced Academics and the AIG Advisory Council

A. If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the Director of Advanced Academics within five (5) school days of receiving the principal's response.

B. The Director of Advanced Academics shall convene the AIG Advisory Council and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.

C. AIG Advisory Council shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Durham Public Schools Board of Education

A. If the disagreement is not resolved through the AIG Advisory Council's review, the parent or guardian may file a written appeal of the decision with the Durham Public Schools Board of Education within five (5) school days of receiving the response from the AIG Advisory Council.

B. The Board of Education shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.

C. The Board of Education shall notify the parent or guardian that he/she has sixty (60) days to appeal to the Office of Administrative Hearings under Article 3 of Chapter 150-B of the General

Statutes.

Step 4: State Level Grievance Procedure

A. In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

- (i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
- (ii) Whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions 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.

Planned Sources of Evidence: -AIG Parent Handbook

-AIG Facilitator Handbook of Processes and Procedures

-AIG forms (in English and Spanish)

-Access to language translation tools or translators for conferences and converting documents into students' and/or parents'/guardians' native language.

-Advanced Academics website

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Focused Practice for 2013-2016.

Rationale: DPS has district-wide standard documentation- forms and procedures to explain the identification and service options with families. Each school-based AIG Facilitator is trained to complete and maintain the documentation that is standard for the district and will keep the school in compliance. The parent survey revealed that about half of them feel well-informed about the AIG services offered at their child(ren)'s school. More intentional work must be done through AIG Facilitators and AIG committees to ensure that the identification process and service options are reviewed and understood.

Goals: The Differentiated Education Plan (DEP) is very informative and highlights appropriate services for AIG students.

All K-12 AIG Facilitators have a communication system that informs, engages, and educates students and families about services.

AIG students are served appropriately all day every day.

Description: 1. Revise current Differentiated Education Plan (DEP) so that it contains more purposeful and user friendly information for students and families regarding AIG service options.

8/7/2013

2. Develop a system for communication regarding the identification process and service options for all K-12 AIG Facilitators.

3. Ensure the Differentiated Education Plan (DEP) is a result of collaboration of the AIG and classroom teachers so that services are provided throughout a student's entire school day.

Planned Sources of Evidence: -Differentiated Education Plan (DEP)

- Meeting invitations, agendas and minutes
- DPS Advanced Academics brochure
- AIG Facilitator "Run of Show" for 2013-2014
- AIG Facilitator handbook of processes and procedures

Other Comments:

Standard 2: 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Adapting the Common Core and Essential Standards for the AIG students addresses the need for these students to make deeper connections, broaden understandings, and experience rigor and challenge. Currently, 50% of parents of AIG students feel that the regular classroom's assignments and instruction are extended to meet their children's needs. 65% of the parents understand that the AIG program focuses on the process of learning, using critical thinking skills and problem solving. The AIG program in DPS will work to engage students by differentiating through enrichment, extensions, and acceleration for the new standards through students' interests, readiness, and learning profiles. In gifted and advanced classrooms, guidelines and frameworks will be augmented for rigor and relevance to challenge gifted learners in all areas through the use of compacting, tiered assignments, Socratic Seminars, critical thinking, problem solving, service learning, and other tools which will enhance learning.

Goals: Current DPS units of study are revised and updated to include strategies and differentiated lessons to ensure AIG students are fully engaged in opportunities that accelerate, extend, and enrich.

Description:

1. Develop and implement differentiation tools for teachers to use at every grade level for engaging students in the learning process.
2. Give AIG teachers needed flexibility to adjust/adapt the pacing and planning so that they can teach using concept-based instruction.
3. Work as a part of the Curriculum, Instruction, and Assessment Department to align curriculum materials with a rigor rubric.
4. Utilize the AIG Wiki-NC AIG IRP (North Carolina Academically and/or Intellectually Gifted Instructional Resources Project) for lessons and ideas for increasing rigor.
5. Utilize the Curriculum, Instruction, and Assessment curriculum overviews and unit plans to create accelerated/enriched units of study to deepen and extend student learning.
6. Work with newly AIG-licensed teachers to post concept-based units for sharing.
7. Incorporate Pre-Advanced Placement (Pre-AP) strategies into every middle and high school.
8. Schedule AIG teacher/facilitator and AP Teacher PLCs for cross-district professional learning and sharing.
9. As the state develops guidelines for Credit by Demonstrated Mastery (CDM), the district will review and develop procedures that will best serve the interests of the students.

Planned Sources of Evidence: -Lesson Plans

- PLC agendas & minutes
- K-12 differentiated unit plans
- Advanced vocabulary resources
- Curriculum units for literacy and math
- Posters and other evidence demonstrating the use of Habits of Mind
- Examples of project and/or problem based learning projects
- PLC agendas and minutes
- Roster sign-in sheets

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: 63% of parents of AIG students feel that the services their child(ren) receive have been effective in improving their child(ren)'s academic achievement. All students have different academic, social and emotional needs. In order to effectively meet students' needs and help students to excel, teachers must be able to address the range of students' needs.

Goals: In order to make sure instruction is equitable across grade levels and throughout the district, all teachers will take part in professional learning regarding differentiation in relation to student readiness, interests, learning styles to address their academic, social and emotional needs.

- Description:**
1. Beginning of the year professional learning, both for returning teachers and new teachers, will include a session/focus on differentiated instruction.
 2. Professional learning focused on differentiation will be continued throughout the school year, with multiple sessions offered each quarter, in which teachers will choose a session to attend in each area (academic/social emotional/interest/etc.).
 3. In addition to a focus on differentiated instruction in each of the content areas, the units and extensions written for Practice A will also serve as the resources used in the professional learning for teachers to implement in their classrooms for differentiation.
 4. Work as a part of the Curriculum, Instruction, and Assessment Department to develop a rigor rubric.
 5. Utilize the AIG Wiki-NC AIG IRP (North Carolina Academically and/or Intellectually Gifted Instructional Resources Project) for lessons and ideas for increasing rigor.
 6. Work with newly AIG-licensed teachers to post concept-based units for sharing.
 7. Work with a curriculum writing team to create revised units as well as new concept-based units and a differentiation tool kit for sharing.
 8. Schedule AIG teacher and facilitator PLCs for cross-district professional learning and sharing.
 9. Schedule professional learning specifically for secondary teachers' needs, especially those who teach Honors and Advanced Placement courses.

Planned Sources of Evidence: - Professional Learning on student readiness- agenda/roster

- Student interest inventories
- Projects based on student interest
- Pre-assessments
- A range of flexible grouping employed (based on pre-assessments, interests, readiness, etc.)
- Curriculum compacting & learning contracts
- Professional Learning on social/emotional needs of gifted learners- agenda/roster
- Development of a uniform differentiated checklist for teachers to use while planning instruction
- High school teachers' Professional Learning on differentiation by learning styles and product- agenda/roster

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to appropriately challenge learners and prepare them for the 21st century, it is critical that DPS must continue to identify and use a variety of authentic resources to extend, enrich, and supplement the curriculum district-wide. 91% of teachers surveyed agree that DPS selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: DPS will continue to identify and use a variety of authentic resources through collaboration with other districts across North Carolina. DPS has adopted a variety of materials for supplemental use to support the needs of gifted and advanced students. At the elementary level, concept and research-based units are used in ELA and Math. At the middle school level, these units are used in Honors English classes. Technology-based resources are implemented across all grade levels, and are constantly evolving to stay current with the most efficient and engaging tools. In keeping with DPS's focus on cultivating potential in all learners K-3, more research-based units/materials will be created in both math and literacy. Expanding research-based materials across the curriculum in upper elementary, middle and high schools will also be analyzed. Sharing materials through district-wide Professional Learning Communities as well as from NCDPI and College Board will enhance each teacher's available resources to augment curriculum and instruction for the purpose of differentiation practices such as acceleration, enrichment, or extensions.

Planned Sources of Evidence: List of Resources

- Connected Mathematics Project (5th AIG math) lessons
- Mentoring Mathematical Minds (2-5) units
- William and Mary language arts units grades 2-8
- Primary Education Thinking Skills lessons (K-3)
- Novel list
- Technology evident in lessons

- Project-based learning lessons, student products
- Thinking Maps, Challenge Math, Superstars student work products
- USTARS-PLUS lessons (K-3)
- Digital AIG resource library to house research, evidence-based resources, articles, etc.
- College Board Advanced Placement Released Exams and free course materials posted
- Scholarly articles posted through Edmodo

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: The Mission of the Department of Advanced Academics is to design, guide and promote rigorous programs that challenge the gifted and advanced learners in Durham Public Schools. The Department will ensure that all DPS students have access to programs and courses that enhance and broaden opportunities for further education and career success. It is vital to the successful education of all students that they learn 21st century content and skills. AIG Facilitators as leaders must collaborate with classroom teachers weekly to ensure AIG students' needs for 21st century learning has been met. 65% of parents surveyed reported that critical thinking and problem solving are a focus of the AIG program. The teachers rated those skills as the most widely infused into the AIG classes. Rated closely after critical thinking and problem solving were real-world learning and creativity and innovation. Through the collaborative efforts of AIG Facilitators and teachers, AIG students will benefit from the teachers' use of these strategies every day, all day, appropriately challenging the students by meeting their unique needs.

Goals: To ensure all classes teach 21st century content and skills at an advanced level. To ensure all classrooms provide differentiated services to support the continuous progress for all learners. AIG Facilitators are planning and creating supplemental learning opportunities with classroom teachers for the purpose of meeting students' needs during the entire school day.

Description:

1. Continue use of Mentoring Mathematical Minds (3-5 math) and William and Mary units because they promote creativity, expansive thought processing, problem solving, and real-world awareness.
2. Provide professional learning opportunities for AIG staff to plan seminar opportunities for students as well as problem and project-based learning tasks to nurture collaboration among students.
3. Partner with Educational Technology to provide training on Wikis, Skype, blogs, and other technology tools for AIG and regular classroom teachers.

4. Create a digital AIG resource library to house research, evidence-based resources, articles, etc.
5. Expose teachers to AIG resources through DEPOT and the North Carolina AIG IRP (Instructional Resource Project) sites.
6. Capitalize on the technological expertise of Media Services personnel to provide training on research strategies such as Big 6 and Super 3, as well as collaborating with both AIG facilitators and classroom teachers.
7. Investigate and encourage additional enrichment opportunities, such as clubs, or electives, throughout the school day in order to increase access for all.
8. Develop trans-disciplinary units that help develop students' Global Awareness.
9. Connect students through technology with other students in the district, using Edmodo, or another appropriate, secure technology tool.
10. Continue professional learning regarding differentiation/acceleration, as well as the creation of concept-based units.
11. Continue district level AIG PLCs to address instructional strategies and resources for gifted and advanced learners.
12. Explore community partners for opportunities for AIG students to be mentored, participate in service learning, and/or apprenticeships.

Planned Sources of Evidence: -Student work products involving 21st Century content and skills

- Evidence of students collaborating across the district through Edmodo
- Assignments and project rubrics
- Student involvement in school, community, regional, and global applications of life skills (service learning projects, literature circles, book clubs, current events discussions, and other clubs)
- Before/after school enrichment activities.
- Professional learning agendas/rosters
- District level AIG PLC agendas/rosters
- Concept-based units and transdisciplinary units
- School schedules noting club/elective/project-based learning time
- AIG staff list as part of curriculum development/integration at the district level
- Documented opportunities for AIG students to be mentored, participate in service learning, &/or apprenticeships
- Media Service staff as part of the AIG team and the school and district level
- Digital AIG resource library
- Leading discussions by students- AIG Symposium flyer/schedule

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Through the district's implementation of the Teaching and Assessment Framework, informal and formal formative assessment is ongoing and impacting instruction. 73% of teachers surveyed report that they use ongoing assessment strategies to help guide them in their lesson planning for different groups. However, the Advisory Council would like to see more support for AIG teachers who are pre-assessing for differentiation purposes, because 65% of parents surveyed feel

that their children are receiving different opportunities in the AIG program, but 50% report that the regular classroom assignments are extended to meet their child(ren)'s needs. It is important to assess students in an on-going basis to be sure students who are struggling with a concept/skill get help sooner rather than later, and students who have mastered a skill or concept are appropriately challenged. For these reasons, DPS Advanced Academics will continue to promote a mindset that values formative instruction for differentiation purposes.

Goals: Teachers use assessment to inform instruction and group students more flexibly. AIG Facilitators have access to all data necessary to plan instruction for students. Ongoing assessment strategies are used to monitor the progress of AIG students according to services outlined in the Differentiated Education Plan.

Description:

1. Use non-verbal, verbal, and quantitative assessment tools for planning and instruction.
2. Work as an AIG team district-wide to create informal/formal assessments and strategies to inform instruction and group students more flexibly.
3. Use ongoing assessment strategies to monitor the progress of AIG students according to services outlined in the Differentiated Education Plan.
4. Work with the school's Rtl contact to access data to help with flexibly grouping students.
4. Continue to research best practices in ongoing informal and formal formative instruction.

Planned Sources of Evidence: -Formative assessments

- Digital evidence of projects
- Minute by minute assessments
- Teachers' anecdotal notes
- Student portfolios
- Learning contracts
- Compacting/accelerating lesson plans
- Exit tickets/slips

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The social and emotional needs of gifted students are often masked behind their intellectual abilities. There are many ways school leaders, counselors, and teachers can work together to make decisions that will impact and support the social and emotional needs of AIG students in a positive way. This is an area that is not assessed, but it affects each and every student in a different way. Given its impact on student learning, DPS will focus efforts to ensure all staff understand effective strategies and practice these strategies in and out of the classroom to support these particular needs of AIG students.

Goals: To recognize and respond to the social and emotional needs of gifted students in DPS through collaboration of all school personnel.

Description:

1. Include school guidance counselors on school-based AIG Committees.
2. Conduct professional learning for AIG licensed teachers through monthly district-wide PLCs (K-2) (3-5).
3. AIG Facilitators will share articles and other social/emotional resources through Edmodo.
4. Conduct professional learning for AIG, regular classroom teachers and guidance counselors on the social/emotional needs of gifted students, K-12.
5. Continue and strengthen partnership with Duke TIP and Durham PAGE through school and district information sessions and Saturday Academy opportunities.
6. Develop and Implement curriculum units which address the social/emotional needs of the gifted.
7. High School Area Facilitators collaborate with high school staffs and programs currently in place to support students.
8. Nurture vertical alignment, K-12.
9. District and School newsletters will include information regarding social/emotional needs to keep parents updated on current information.

Planned Sources of Evidence: -AIG school-based committee list of participants, agendas/minutes
-PLC minutes/agendas
-Habits of Mind lessons
-Interest Survey for students
-College Access Grant -pre-AP workshops for vertical team planning
-Newsletters

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Students enter Durham Public Schools with a wide range of experiences. With this in mind students need to be exposed to an enriched curricular environment and experience in the early years. DPS USTARS-PLUS framework is designed to motivate all learners to meet their maximum potential and bridge the gap between gifted services and students who lack formal identification. Though 74% of teachers surveyed feel that the district promotes and develops the potential in young (K-3) students, DPS will continue to provide opportunities for all students to gain skills in problem solving and thinking skills so K-3 students can reach their maximum potential.

Goals: Young learners will be challenged so they will develop to their full potential through differentiated curriculum and instruction. DPS will provide opportunities for all students to gain skills in problem solving and thinking skills so K-3 students can reach their maximum potential. At the school

level AIG committee members will be sure to attend grade level PLCs weekly to learn what is going on at the grade level and make themselves available to help teachers with ideas and strategies for differentiating instruction.

- Description:**
1. All schools will implement USTARS-PLUS as the nurturing framework for K-3.
 2. Provide professional learning on thinking skills instruction and nurturing to focus on higher order thinking skills in K-3 while incorporating Habits of Mind.
 3. Provide opportunities for K-3 students to build background knowledge through field trips as well as "in house" field trips.
 4. Provide opportunities for students to participate in interest-based clubs.
 5. Professional Learning on differentiation strategies provided by school level AIG committee.
 6. Create flexibility in accelerated/enriched units of study for teachers to deviate from pacing guides/frameworks to follow their students
 7. Increase number of AIG licensed teachers K-3.
 8. AIG Facilitator and Instructional Facilitator collaboratively support the U-STAR-PLUS implementation at each school by attending all professional learning sessions as well as monitoring implementation fidelity.

Planned Sources of Evidence: -Example of differentiated lessons and resources

- Data on patterns and trends
- Data on nurtured students identified as AIG, also data on nurtured students who do not qualify for AIG services
- PLC minutes and agendas
- Lists of school clubs/enrichment opportunities
- USTARS professional learning agendas/rosters

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to reach the wide range of academic, intellectual, social and emotional needs each gifted student possesses/requires, collaboration is essential. A team of experts is needed to make sure every aspect of a student's needs is being met in an equitable, efficient, effective manner so that student learning and enjoyment can be maximized. Specifically, the gifted needs of students who are twice exceptional often get overlooked due to a lack of communication between the EC and AIG departments, both at the district and school level.

Goals: To create a 2E Task Force to give clarity to both EC and AIG programs regarding student needs, thus meeting ALL the students' needs.

Description: 1. AIG Facilitators will attend weekly PLC's for all grades.

2. EC and AIG facilitators will meet monthly at the school level to discuss the needs of the school's twice exceptional students.
3. EC and AIG facilitators will meet quarterly as part of a district 2E Task Force to address issues across the district, problem solve and share ideas and resources.
4. AIG Facilitators will meet monthly with school counselors to discuss the social/emotional needs of the school's gifted learners.
5. AIG Facilitators will meet monthly with ESL Facilitators to discuss how best to meet the needs of ESL AIG students.
6. Continue monthly district level AIG PLCs.
7. School-level AIG Committees will encompass a member at each grade level, counselor, administrator, etc.
8. Any of the above meetings can occur with all specialists involved at the same time or during AIG committee time if the specialists have a representative on the AIG committee.

Planned Sources of Evidence: - Schedules that allow AIG facilitators to be a part of grade level PLCs

- Minutes from grade level PLC meetings
- Minutes from monthly meetings between AIG & EC facilitators regarding twice exceptional students
- Minutes from district level AIG/EC partnership meetings
- Minutes from monthly meetings between AIG & school counselors regarding social/emotional needs of AIG students
- Minutes from monthly meetings between AIG & ESL facilitators regarding ESL AIG students
- Minutes from school level AIG committees
- Minutes from monthly district level PLC's
- Agenda from professional learning regarding AIG (school and district level)
- The creation of a method for constant communication and collaboration for the needs of students who are at or above grade level.

Other Comments: Take every opportunity to build awareness among staff members and parents/families.

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: District-wide documents are used to communicate and document a differentiated education plan for each student within the school level and are reviewed annually. The current Differentiated Education Plan will be revised to ensure better understanding and communication regarding services a child receives.

Goals: Revise the current Differentiated Education Plan and Individual Differentiated Education Plan to better align with identification pathways, communicate exact services, and represent a document that is easier to read and use for students' benefit.

Description: The program service options for AIG students provide a variety of services to match the different needs of individual AIG students. These delivery options provide a continuum of services for students as they progress through the grades from elementary to middle and high school, but within the continuum, there is flexibility to address changing needs and interests of students.

Three components make up the program service options for students in the four grade clusters of K-2, 3-5, 6-8, and 9-12:

Grouping Options, Content Modifications, and Enrichment Opportunities.

Grouping Options are the ways students are grouped to receive instruction. These environments run the gamut of options from groups within classes to grade acceleration for students in grades K-8 and concurrent enrollment in high school and college for students in grades 9-12. All the options available provide a variety of opportunities for matching students to the most appropriate learning environment and facilitate providing differentiated educational services for AIG students.

Content Modifications are those ways in which students receive instruction in the classroom. In grades K-2, for instance, a content modification might consist of learning centers or computer-assisted instruction; in middle and high schools, Socratic seminars would be a way of modifying the content. The content modifications for each student reflects that student's abilities and interests.

Enrichment Opportunities are those programs which may exist within the curriculum, but which are often outside the regular curriculum or even outside the school day. They provide students with opportunities to explore topics or pursue interests in greater depth. Examples of enrichment opportunities are Math Superstars (K-5), Battle of the Books (4-8), Duke University's Talent Identification Program (4-7), Math Science Education Network (6-12), as well as mentorships, apprenticeships, and a variety of leadership opportunities.

On each student's Differentiated Education Plan, the school's AIG Committee will identify those learning experiences which best support the student's demonstrated abilities and interests. The Committee will consider each student and make recommendations for that student's learning environment, content modifications, and enrichment opportunities. (Note: different services may exist district-wide due to size of school and resources)

Planned Sources of Evidence: -Differentiated Education Plan for each identified AIG student

- Log of DEP reviews
- Transition flow charts
- Credit by Demonstrated Mastery
- Growth data demonstrated by EOGs

Other Comments:

Standard 3: 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: DPS employs an Advanced Academics Director to oversee the advanced courses and programs offered in DPS. The Director works with and fosters partnerships with committees and all departments within Central Services and the community to maintain, review, and move forward the local AIG program. The number of AIG students has maintained around 20% of the total population and more advanced and enrichment courses are offered in DPS schools. The Director is the support for school-based AIG Facilitators, AP Coordinators, AIG teachers and principals. The local AIG plan must be revised every three years to monitor the implementation and fidelity of the district program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. DPS employs an Advanced Academics Director who oversees the AIG program K-12 and is guided and

supported by the NC State Director of Gifted Education and Advanced Programs.

2. The Advanced Academics Director has oversight of equitable distribution of AIG Facilitators and/or teachers in order to meet the needs of individual schools, K-8.
3. The Director will maintain records of school-based AIG Program Checklists (to be completed by AIG Facilitators).
4. School-based AIG Facilitators work with classroom teachers to develop rigorous lessons infusing strategies that address the needs of gifted and advanced learners.
5. The Director of Advanced Academics will call together the AIG Advisory Council consisting of teachers, facilitators, principals, and curriculum leaders to meet quarterly to effectively monitor and evaluate the program.

Planned Sources of Evidence: -Advanced Academics Director's records

-Job description for Advanced Academics Director

-List of school-based AIG Facilitators, K-8

-3 Advanced Academics Area Facilitators

-Number of licensed AIG Facilitators

-Human Resources licensure information matched with spreadsheet maintained by Advanced Academics

Department

-Local university licensure cohorts' enrollment data

-AIG Advisory Council agendas and meetings

-Completed school-based AIG Program Checklists

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is imperative that the AIG Facilitators are engaged in these types of tasks so that the specific needs of gifted learners are being met. The tasks include, but are not limited to: providing services to students directly, collaborating with teachers to plan lessons, providing professional learning opportunities for staff, examining student data, and provide resources to classroom teachers and administrators. They are also expected to collaborate with other AIG licensed professionals across the district. This is a focused practice because there will be more communication and monitoring in place from the district level to ensure these professionals are able to conduct duties that are strictly aligned with the AIG program in the school. Teacher surveys indicate that there are about 25% of the professionals who are unsure of the role of the AIG Facilitator.

Goals: -Ensure AIG staff paid with AIG funds are spending their time working with and for gifted and advanced students through academic, intellectual, social and emotional supportive curriculum, services, and activities.

-In order to meet the professional learning needs and to support school-based AIG Facilitators and AIG teachers, it is imperative to have AIG Area Facilitators for elementary, middle, and high school levels.

- Description:**
1. Continue Monthly PLCs to provide time for collaboration and professional learning opportunities for AIG Facilitators and AIG teachers. These PLCs are facilitated by the Director of Advanced Academics with AIG Facilitators (both school-based and area) across the district to ensure each school is meeting the needs of AIG students.
 2. At the monthly PLC, AIG Facilitators meet with the Advanced Academics Director to discuss and collaborate using the Professional Learning Communities model for student needs, teacher best practices, and program implementation, in a supportive environment.
 3. Elementary AIG Facilitators will engage in curriculum-focused professional learning in order to support teachers in meeting the needs of gifted students.
 4. Monitor AIG programs through quarterly checklists, AIG staff's schedules, school visits, and AIG PLCs. Implement and reflect on the AIG Program Checklist in conjunction with the district's AIG Plan.
 5. The following list outlines roles and responsibilities of the school-based AIG Facilitator:
 - Requires AIG licensure.
 - Oversees the implementation of the district AIG Plan in the school and meets with school leadership.
 - Coordinates screening and identification activities in school in collaboration with testing

coordinator.

- Maintains accurate and appropriate records related to gifted education procedures which includes AIG files, documentation for AIG plan, and Power School.
- Coordinates the development of differentiated curriculum for gifted students with other AIG Facilitators and teachers at their school.
- Serves gifted and advanced learners through instruction and/or support of general education or cluster teachers. At the middle school level AIG Facilitators work also with social studies and science teachers for differentiation purposes.
- Collaborates with teachers, counselors, and administrators about the needs of gifted students through planning and professional learning.
- Facilitates the school's AIG Committee, which meets monthly.
- Creates and implements a plan for regular communication (i.e. regularly scheduled parent meeting, active maintained website, newsletter, etc.) with parents and families of AIG students.
- Coordinates professional learning and/or training for advisors of enrichment activities such as, but not limited to Battle of the Books, MathCounts, Science Olympiad, Speech and Debate, National Junior Honor Society, and Odyssey of the Mind.

6. The Advanced Academics Director and/or Area Facilitators will conduct mid-term and final meetings

school-by-school with school-based facilitators and principals in order to monitor the progress of school-based programs.

7. Advocate for the addition of an elementary and middle school Advanced Academics Area Facilitators

whose responsibilities will be:

- Monitor and provide feedback on school-based programs, testing/identification protocols, and record keeping.
- Identify and create school-to-school partnerships that strengthen AIG programs and service delivery.
- Deliver and/or coordinate professional learning for school-based facilitators and teachers focused on curriculum, instruction, and enrichment.
- Coordinate record exchange protocols between schools.
- Collaborate with the Advanced Academics Director to facilitate PLCs and provide AIG 101 and other professional learning courses.
- Keep records of professional learning and PLC attendance and completion.

8. The Advanced Academics Director will collaborate with school principals on the evaluation process

for AIG staff.

9. The Advanced Academics Director will supervise Area Facilitators.

Planned Sources of Evidence: -Completed AIG Program Checklists

- Sign-in sheets and agendas from professional learning workshops
- Student-Parent Survey results
- Minutes/notes from the mid-term and final school-based meetings
- School-based AIG Committee meeting minutes
- Area Facilitator evaluations
- Area Facilitator records

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Appropriate professional learning is necessary to ensure the successful implementation of the AIG program and services. DPS offers professional learning opportunities to any employee interested in working with the AIG program, and reviews and develops specific, on-going professional learning for teachers already involved with the AIG program. Teachers surveyed responded that they would like to learn how to differentiate for AIG learners, read scholarly articles addressing best practices for teaching gifted students, understand social and emotional needs of gifted learners, as well as collaborate and share ideas across schools in the district.

Goals: -Teachers who are providing AIG services in Reading/ELA and Math have earned an add-on AIG license.

- Maintain partnerships and funding for AIG Licensure programs at NCCU and Duke.
- AIG licensed staff will complete ongoing professional learning in the area of gifted education.
- Classroom teachers, exceptional children's personnel, school counselors, and administrators receive professional learning that will support them in meeting the needs of gifted students.
- AIG Facilitators' professional learning will be embedded in monthly Professional Learning Communities.

Description: 1. School-level professional learning expectations:

- Delivered monthly
 - Delivered by Area and/or school-based AIG Facilitators
 - Developed based on needs shown in the AIG Program Checklist
2. The Advanced Academics Director will ensure that professional learning sessions offered at the district level are:
- specific to the needs of gifted students.
 - meaningful and directed to classroom practices and instruction.
 - aligned with district goals and initiatives.
 - "tagged" or labeled in order to be easily identified as AIG specific.
3. Develop an outline of AIG professional learning needed for each school role: classroom teacher, counselor, EC teacher, administrator, AIG teacher so that each professional's understanding of gifted students' needs is appropriately sufficient.
4. Area Facilitators will keep records of attendance at AIG specific professional development.
5. AP Course teachers will complete College Board AP training prior to teaching an AP Course.
6. Honors teachers will follow state and district guidelines to ensure consistency of rigor in these courses in high school.
7. The Advanced Academics Director and the Area Facilitators will provide AIG 101 courses for middle and high school teachers who work with gifted students but have positions that do not require

AIG licensure.

8. The Advanced Academics Director will recruit teachers each year for the AIG Licensure programs at

NCCU and Duke as well as the M.Ed in Gifted program at Meredith College.

9. Research the development of a certificate program within the district for teachers who work with gifted students.

Planned Sources of Evidence: -Human Resources licensure records

-Agendas and attendance from professional learning

-Completed AIG Program Checklist

-Enrollment in university partnerships

-AIG PLC agenda, roster

-AIG Facilitators attendance at NCAGT Conference

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG students are served by AIG licensed teachers in order to most appropriately meet the needs of the gifted and advanced learners in Durham Public Schools. The more licensed teachers a school has, the better able the school is to implement a cluster grouping model, thereby serving students in multiple classrooms which results in gifted students working with their peer ability group as well as more students benefitting from gifted strategies.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Develop a contract with any teachers who receive funding for training/professional learning,

outlining a commitment to district employment.

2. Service options include cluster grouping, pull out, inclusion, and/or consultation.

3. A teacher can be teaching a gifted class or cluster while taking courses to fulfill the AIG add-on license. A provisional license must be requested through Licensure and course requirements completed per Licensure guidelines.

4. Teachers or Facilitators salaried from AIG funds must be AIG licensed.

5. The Advanced Academics Director and the Area Facilitators provide AIG 101 courses for middle and

high school teachers who do not require licensure but work with gifted students.

6. The district partners with local universities for licensure and degree programs.

7. High school Area Facilitators will support AP teachers with course audits and AP/College Board trainings.

Planned Sources of Evidence: -Human Resources licensure records

- AIG Licensure DPS Tuition Supplement Agreement
- Provisional AIG licensure guidelines
- Agendas and attendance from professional learning
- Completed AIG Program Checklist
- AP Course Audit process
- AP Course Ledgers by school
- Certificates of completion from College Board trainings

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: By aligning professional development with local AIG program goals and other district initiatives, teachers can better support the growth of gifted students as measured by a variety of data sources such as classroom observations, grades, and standardized assessments. Teachers surveyed indicate that professional learning initiatives have been heavy with Common Core. Now that they have that foundation, they would like more learning opportunities with differentiating the curriculum as well as strategies for working with twice-exceptional learners, Response to Instruction, and project/problem-based learning.

Goals: -Professional learning sessions are ongoing and relevant to the program goals and district initiatives.

- Bolster professional learning efforts specific to middle school social studies and science courses as well as high school courses and instruction.
- Accomplish school-level professional learning through program requirements.

Description: 1. Professional learning is offered to teachers and facilitators in the use of gifted educational

resources and enrichment activities such as, but not limited to: USTARS-PLUS, Differentiated instructional strategies for gifted learners, vocabulary strategies and resources, concept-based curriculum units for math and reading, DPS Accelerated/Enriched units of study, pre-AP strategies, strategies for twice-exceptional learners and meeting the social and emotional needs of gifted as well as enrichment opportunities such as MathCounts, Science Olympiad, Speech and Debate, and Odyssey of the Mind.

2. The Advanced Academics Director and the Area Facilitators will provide AIG 101 courses that cover

topics such as, but not limited to: Characteristics of gifted learners, Methods and models for gifted instruction, and social and emotional needs of gifted learners.

3. Advanced Academics will partner with Institutes of Higher Learning to provide ongoing professional learning opportunities for teams of teachers from all schools in the area of gifted and advanced programming.

4. High School AIG Area Facilitators will work with individual Honors and Advanced Placement

teachers to incorporate differentiated strategies within the Honors and AP courses.

Planned Sources of Evidence: -Agendas and attendance from professional learning opportunities
-Student achievement data and rates of growth
-Enrichment program brochures
-AIG PLCs agenda,minutes

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: Aligning professional development opportunities with Common Core and Essential Standards, including 21st century skills and content at advanced levels, will lead to increased student achievement. Focusing AIG Facilitator and AIG teachers' learning about conceptual planning will enable them to foster and develop globally competitive 21st century learners.

Goals: -Professional learning will be aligned with Common Core and Essential Standards to better supplement the curriculum.

-AIG professional learning will center on the accelerated/enriched units of study as well as conceptual planning within an inherently more rigorous set of standards.

-Collaboration between all professional learning providers in a school will increase to present a cohesive theme and framework for instruction.

-Area Facilitators will coordinate district-wide best practice sharing sessions in collaboration with other professional learning providers within the district.

Description: 1. Face to Face and Online professional learning tools will be used to align professional development to 21st century skills and content standards.

2. The intended outcomes of AIG professional learning include, but are not limited to:

- promoting awareness of characteristics and needs of gifted learners
- increasing positive attitudes toward gifted education
- providing information about differentiating instruction to gifted learners
- enhancing ability to work with AIG students
- generating enthusiasm for AIG programs

3. Conference attendance (i.e. NCAGT), NCAGT memberships, local university partnerships, and AIG/AP

collaborations on early release days are all used to enhance professional learning opportunities.

4. Brochures from outside vendors will be sent to AIG Facilitators to be disseminated.
5. If funding is available, AIG teachers and principals will attend the North Carolina Association for Gifted and Talented (NCAGT) Conference.
6. The Office of Advanced Academics will continue funding school NCAGT, NCASA, and College Board memberships.
7. DPS partners with NCCU, Duke, and Meredith for the AIG Licensure programs, which are aligned with state standards.
8. Design professional learning modules using archived National Association for Gifted Children WOW Webinars.
9. AIG or Advanced Placement teachers collaborate on Early Release Days.

Planned Sources of Evidence: -Attendance and agendas from professional developments and conferences

- AIG PLC minutes which address professional learning planning
- Examples of lessons which are rigorous and relevant- true 21st century learning examples
- Use of the North Carolina AIG IRP (Instructional Resources Project) site for planning purposes

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG specialists and other teachers must have time to work together through the Professional Learning Communities model to ensure that all teachers are receiving strategies and information needed to work effectively with AIG students. Continued growth of teachers ensures continued growth in students. This mostly exists in the district currently, however, with the new energy behind Common Core and the development of the accelerated/enriched units, this is a focused practice.

Goals: Dual-role AIG facilitators will be more intentionally matched with roles that are complementary to support this practice.

To ensure fidelity of this practice, principals and the Advanced Academics Director will be

accountable for professional learning release time for facilitators and teachers, and a year-long plan/schedule for all school-based professional learning.

AIG Facilitators are consistently working with teachers of gifted students on differentiating instruction.

Early Release Days are used for Advanced Placement/AIG teacher Professional Learning Communities.

Description: 1. At the school level, a regular schedule will be established for AIG Facilitators to meet with

teachers during grade level/subject specific PLCs or extended planning time. This shared time will allow the specialist to connect learning within the classroom to any pullout instruction as well as encourage collaboration during the planning session to build in extensions and appropriate differentiation in the regular classroom.

2. After monthly district-wide AIG Facilitator PLCs, AIG Facilitators will share upcoming events, changes in services, and plan appropriate strategies to meet the needs of gifted students with teachers and other school personnel.

3. AIG Facilitators at the middle school level will work with social studies and science teachers in addition to math and English/Language Arts to ensure that AIG students are receiving appropriate challenge all day, every day.

4. High School AIG Area Facilitators will work with individual Honors and Advanced Placement teachers

to incorporate differentiated and pre-AP strategies within the Honors and AP courses.

Planned Sources of Evidence: -PLC meeting schedules, agendas, and attendance records

-School-based meeting agendas and attendance records

-Examples of resources produced through collaboration

Other Comments:

Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Focused Practice for 2013-2016.

Rationale: Students are identified in Math and/or Reading, but their needs must be met all day every day, which means differentiation is required across all subjects. AIG specific services are provided based on identification; Differentiated Education Plans are crafted based on individual students' needs. As of April 2012, 6,515 students are identified as gifted in Durham Public Schools. To ensure that all needs of gifted students are met, the AIG program needs to be comprehensive and equitably serve students from elementary school through high school.

Goals: Construct a cohesive service delivery plan that vertically aligns across all schools and includes a specific and common curriculum for students identified in specific target areas. Ensure all schools are aware of DPS partnerships available district-wide and specific to each school level.

Description: 1. Classes are planned for students identified in math and/or reading. DPS provides appropriate curricular resources and materials for each class and grade level. These classes are aligned with the NC Standard Course of Study (Common Core and Essential Standards) and are augmented with research-based curricular resources, unit plans, and pacing guides.
2. A curriculum writing team will revise updated units of study to reflect the appropriate extensions, enrichment, and accelerative practices to challenge gifted and advanced learners.
3. Enrichment opportunities are available at each school level and vertically aligned throughout the district.

Planned Sources of Evidence: -AIG forms

- DPS Enriched and Accelerated units of study
- M3 units
- William and Mary curriculum units
- Word Within the Word and Building Language Vocabulary resource
- Durham's Enterprise Portal of Online Tools (DEPOT)
- Differentiated Education Plan
- List of NCASA opportunities
- List of DPS partnerships

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Students are identified in math and/or reading, and appropriate differentiated instructional services are provided based on committee recommendation. The program will meet the needs of the diverse academically gifted students. 93% of teachers surveyed indicate that programs and services are aligned with students' identification areas in Durham Public Schools. 80% of parents surveyed report that the AIG program provides opportunities their children do not receive elsewhere. District leaders and community partners will work to increase access to resources for academically gifted students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Students are identified in Math and/or Reading. Serving the students in their area(s) of strength

means that they are receiving the level of support and challenge they need.

2. Differentiated instructional services are provided based on identification at the elementary and middle school levels through cluster grouping and/or pullout for high ability learners.
3. Elementary and middle school AIG students receive math and reading instruction that is aligned with their accelerated level of skill and grade level content.
4. At the high school level, students are offered Advanced Placement and Honors classes in a variety

of content areas. In addition to identification, other factors that determine participation are: student choice, teacher recommendation, and graduation requirement status.

5. Share Differentiated Education Plans and areas of identification with teachers and counselors who work with the AIG students.
6. Identify students as academically or intellectually gifted in Power School and develop DEPs based on this identification.
7. Services include, but are not limited to, inclusion, pullout, and enrichment opportunities and will be chosen to best serve the needs of the students identified.

Planned Sources of Evidence: Differentiated lesson plans
Common assessments, pre assessments, post assessments
School Improvement Plans
AIG forms
Assessment Data
Differentiated Education Plans
Grants applied for (received and not)
New partnerships formed
Professional development including social and emotional needs of gifted students
Percentage of AIG high school students in Honors and AP courses

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG services conform to the instructional programs outlined by state, district, and school guidelines as is evidenced by consistent student data that demonstrates growth. The Director of Advanced Academics is part of the Curriculum, Instruction, and Assessment team and is also included on other district leadership teams, as the advocate for the needs of gifted/advanced learners and educators of the gifted. The goal for Durham Public Schools is to have a comprehensive and competitive AIG program, K-12. Collaboration is key to maintaining the connection to the total instructional program of Durham Public Schools. 70% of parents surveyed maintain that AIG services their child(ren) receives have had a positive impact on them.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. An AIG curriculum writing team will be revising current units of study used in the district so that they reflect accelerated, extended, differentiated practices which are best practice for gifted and advanced students. Other concept-based units of study will be included as options for teachers to use to develop globally-minded 21st century learners.

2. AIG Facilitators will collaborate with AIG teachers, classroom teachers, counselors and others to create and enhance lessons to ensure gifted and advanced students' needs are being met.
3. The AIG program continues to facilitate extra-curricular activities or clubs to meet the academic and social needs of the gifted learner.
4. AIG Facilitators collaborate with Rtl Coordinators and Instructional Facilitators at the school level to offer professional learning to classroom teachers of gifted and advanced students.

Planned Sources of Evidence: -DPS Accelerated/Enriched units of study
-Connected Math Project units (5th grade)
-William and Mary units (2nd-8th grades)
-Mentoring Mathematical Minds lessons
-Developing Verbal Talent (Michael Clay Thompson's work) Implementation Guide
-Data from standardized assessments including ACT, EXPLORE, PLAN, College Board PSSS, PSAT, and SAT
-AP/IB/Honors course lists, syllabi
-Individual record keeping/work portfolio for individual students

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to deliver quality programming for academically and intellectually gifted students, many people must work together. All members of the school community, including administrators at all levels, teachers, student services personnel, parents and community members have specific responsibilities. Collaboration among all individuals is vital if AIG students are to be successful. It is critical that there be consistency in the information that is shared about the local AIG program and plan so that all stakeholders have the same points of reference. Surveys indicate that the district has not gained that consistency yet, with parents and teachers alike. 45% of teachers surveyed indicate that this information is shared occasionally, seldom, or never. DPS will focus on improving this communication.

Goals: To educate and enlighten all professional educators about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Description:

1. AIG teachers and facilitators will play an integral role in parent/teacher conferences and parent information nights.
2. Progress reports will be provided twice yearly, once at year's midpoint, and once at year's end to determine appropriate services for the upcoming year.
3. The Director of Advanced Academics and AIG Advisory Council will prepare a presentation toolkit for each school's AIG Facilitator/Teacher and/or AP Coordinator/HS Liaison to use to present at faculty meetings to broaden communication about programs, services, and regulations surrounding gifted education.
4. The Advanced Academics team will update and relaunch the Advanced Academics website.
5. The Advanced Academics brochure will be revised and distributed to every school for distribution, K-12, for parents and staff.
6. Populate the district's instructional organizer with differentiated lessons and tools for acceleration and enrichment.

Planned Sources of Evidence: -Advanced Academics brochure

-AIG presentation toolkit – list of contents

-Faculty meeting agendas

-Agendas from district presentations

-Updated DPS website and online brochure

-Student progress reports housed in AIG folder/recommendations, observations, etc.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is important to ensure that gifted students receive equitable and appropriate educational opportunities at every level. Currently, transition points receive some attention district-wide when it involves 5th to 6th and 8th to 9th. However, DPS students are transient and require smooth transitions from one school to the next. 41% of teachers surveyed agree or strongly agree that there is communication among and between teachers and schools to ensure consistent programming. This is another example of why communication is so important to the consistency of AIG programming and services for students.

As Credit by Demonstrated Mastery (CDM) becomes part of our district plan, AIG will work to ensure that students' accelerated needs are being met. Differentiated Education Plans (DEPs) are reviewed annually to ensure services outlined continue to meet the students' needs.

Goals: To formally exchange pertinent information about services gifted students receive at each level.

All stakeholders (parents, students, teachers, counselors, administrators) are aware of services and service options at each grade level, K-12, especially key transition points.

Description: 1. Create a uniform set of procedures to ensure that vital information is consistently provided

and/or implemented in all educational settings throughout DPS- AIG file, PowerSchool, PAPA, DPS Data Dashboard.

2. Create vertical alignment procedures so that high schools are meeting with middle and middle with elementary periodically for communication and planning purposes.

3. Conduct an AIG Records Exchange at the end of the school year that includes AIG specialists at each of the K-8 schools and Records specialists or other appropriate personnel from high schools.

4. Continue to provide common materials/resources and training opportunities to ensure consistency across the district.

5. Schedule vertical alignment meetings at the high schools after end of year testing.

6. Schedule a time for a panel of Honors/Advanced Placement teachers to travel to middle schools.

7. Inquire about scheduling time for middle school and high school teachers to meet during PLC Early

Release time during January/February, which is during the registration process.

8. Schedule March information sessions district-wide for high schools.

9. Provide more detailed portfolios on each student, namely progress reports in AIG and progress monitoring records.

10. Organize information sessions for parents of students transitioning from elementary school to middle school and from middle school to high school.

Planned Sources of Evidence: -Procedures and Rosters from Records Exchange

-DEPs/IDEPs

-Schedules, rosters, and placement recommendations

-Agendas and minutes from meetings with related personnel

- Parent Nights agendas from middle and high schools
- Progress reports

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG personnel often collaborate with other professional staff. This is happening with increased frequency on the district level. DPS AIG staff would like to continue to strengthen their collaboration both at the district and individual school levels. To ensure this practice is happening, it will require consistent and quality communication, which is a major focus and overarching district AIG goal.

Teachers surveyed expressed an interest in learning more about twice-exceptional learners, about which is an area Advanced Academics and the Exceptional Children's program have begun to collaborate. This work will continue and involve more stakeholders, informational sessions, and professional learning opportunities.

Goals: Increase and improve the level of collaboration between all school and community stakeholders in regards to AIG students and their academic, intellectual, and social emotional needs.

Description: 1. AIG Advisory Council will meet quarterly to discuss communication and professional learning needs

- for teachers and parents/families.
- 2. Continue AIG PLCs to discuss common topics like identification, compliance, curriculum & instruction, and social/emotional needs and practices for serving gifted and advanced students.
- 3. AIG Facilitators will also plan and implement an annual meeting with parents, coordinate newsletters and progress reports sent to parents, conferences with parents, and hold conversations and meetings with teachers and administrators.
- 4. Continue collaboration with the Exceptional Children's Department to include opportunities for AIG and EC teachers to attend professional learning together and share best practices.
- 5. Update Advanced Academics brochure and website.
- 6. Promote enrichment opportunities throughout the school and encourage sponsoring a competitive team as an opportunity to partner with other teachers or parents/families.
- 7. Develop a system of communication in addition to the face-to-face meetings.

Planned Sources of Evidence: -Parent meetings (Offered twice yearly)
-Progress reports sent two to three times yearly

- Progress Reports/AP/Honors portfolios
- AIG facilitator/teachers attend conferences of AIG students/conference records
- Meeting agendas
- Advanced Academics brochure and website
- 2E professional learning agendas/rosters

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Gifted students often have unique social and emotional needs that are separate from academic needs. Continuity in services requires that all needs of the gifted be addressed. All stakeholders must be well-informed and educated in strategies that are useful and appropriate in addressing all needs of the gifted. Teachers surveyed indicate that the topic of social and emotional needs is something they would like to know more about because they are unsure of how to support these in their students.

Goals: To:

- Increase professional learning opportunities for all stakeholders.
- Increase collaboration between all specialists.
- Ensure that progress reports and conferences are implemented for AIG students.
- Increase progress monitoring to ensure service delivery applicability.
- Form an AIG Advisory team at the school level to review and support needs of AIG students.

Description: 1. Provide information on the topic of social and emotional needs of gifted learners to parents

- through Family Academy and District-wide information sessions.
- 2. Provide professional learning opportunities for counselors, regular education teachers, and AIG Facilitators, K-12.
- 3. AIG Facilitators will research to find appropriate articles, books, or other materials to assist in the professional learning about social and emotional needs for each group, so that professional learning is differentiated.
- 4. A social/emotional module for professional learning/group study could follow these topics in this order: a. Expert speaker b. Student panel c. Case study d. Plan of action

Planned Sources of Evidence: -Parent, teacher, facilitator surveys

- DEP that reflects differentiated services aligned to differentiated identification
- Professional learning logs/MyLearningPlan
- Professional learning modules/agendas
- Scholarly articles and books on social emotional needs of gifted
- Family Academy catalogue of offerings, agendas

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: It is important to ensure that all highly gifted students, as with any and all students, receive the best and most appropriate services available. Currently Durham Public Schools principals and school committees use the Iowa Acceleration Scale as a research-based tool for making these decisions, thereby gaining consistency and equity in service. With the state implementation of acceleration based on Credit by Demonstrated Mastery (CDM) for the 2014-2015 school year, Advanced Academics will work with district colleagues to establish procedures, policies, and guidelines in addition to the use of the Iowa Acceleration Scale to make opportunities for advanced coursework accessible.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Grade acceleration will be decided by school administration after conferring with the site-based AIG committee and based on information gathered using the Iowa Acceleration Scale (IAS).

2. Credit by Demonstrated Mastery procedures, policies, and guidelines will be developed in alignment

with State Board of Education policy and the North Carolina Department of Public Instruction's guidelines.

3. Advanced Academics will continue to partner with elementary personnel such as the Kindergarten Readiness specialist to ensure district-wide communication and consistent implementation of state policy regarding the Early Admission to Kindergarten process.

Planned Sources of Evidence: -Acceleration guidelines and options sheet

-Individual Differentiated Education Plans (IDEPs)

-AIG Procedure Manual

-IAS forms

-Minutes and agendas from related meetings

-Registration records for North Carolina Virtual Public High School

-Credit by Demonstrated Mastery policy, guidelines, procedures

-Early Admission to Kindergarten process/application

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted,

and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Durham Public Schools has a very diverse AIG student population with a variety of different needs. Instruction cannot reflect a "one size fits all" approach. In collaboration with English as a Second Language and Exceptional Children's teachers, AIG teachers will be revising and creating units of study that can be used to engage and challenge these gifted students in a differentiated environment. In addition, higher level thinking skills span all groups of students, and AIG personnel work hard to maintain that level of instruction. While 72% of teachers surveyed indicated that DPS does provide intentional services for traditionally under-represented AIG populations, they also wrote that they want to know more about how to intentionally serve this varied group of students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

1. Collaborate with Exceptional Children's and English as a Second Language Departments to analyze resources and other data to determine priority areas.
2. Create or implement current units of instruction featuring higher level thinking skills, choice, and enrichment.
3. Create and provide individual projects and accelerated instruction for students who are highly gifted. If a high school student's schedule allows, he or she will be able to design an independent study that is approved by an AIG facilitator. This may be a semester long or year-long program that contains the rigor of a college course. The student may choose his or her advisor and final project.
4. Collaborate with Title I Coordinators to gather some data regarding economically disadvantaged groups so that intentional programming can be focused in the correct areas.
5. Implement the USTARS-PLUS framework in all K-3 classrooms across the district to encourage best practices for teachers to use to engage students and cultivate potential in traditionally under-represented populations.
6. AIG Facilitators will continue to research best practices for providing intentional services for traditionally under-represented populations.

Planned Sources of Evidence: -USTARS-PLUS resources

- Differentiated Education Plans and Individual Differentiated Education Plans
- Differentiated curriculum units
- Independent study
- Meeting agendas and minutes

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Extra-curricular programs and events allow a gifted child to explore an interest and experience something beyond the standard course of study/curriculum. Aligned with the Durham Public Schools Strategic Plan goal for increasing academic rigor, this practice addresses a need that has received attention in the district. 60% of teachers agree that DPS encourages extra-curricular programs for students, which means offerings as well as communication of what is already available need to be enhanced.

- Goals:**
1. All middle and high schools are members of the NC Association for Scholastic Activities to promote additional competitions/enrichment opportunities for students.
 2. Students have the opportunity to choose a club to meet with during, before, or after the school day.
 3. Students have a choice of extra-curricular academic programs in which they want to be involved.
 4. Create a one-week summer camp opportunity for AIG students.
 5. Continue to provide Summer Scholars Advanced Placement summer camps.

- Description:**
1. Through support of the Area Superintendent for Middle Schools, DPS middle schools are required to offer: Scripps Spelling Bee, Battle of the Books, Science Olympiad, and MathCounts, as well as at least three of the five NCASA-specific competitions.
 2. DPS as a whole strives to offer the following: Science/Math Fairs, PTSA Reflections contest, Game nights, Spelling Bee, Duke TIP, Odyssey of the Mind, Chess Club, Art show/fair, Geography Bee, specialty schools and pathways
 3. In high school extra curricular programs and activities develop the needs and interests of all learners, such as the Environmental Summer Science Program, Governor's School, and others.
 4. Work with high school Area Superintendent and principals to provide intentional enrichment opportunities, especially those that align with NCASA.
 5. Work with elementary school AIG Facilitators and principals to create enrichment opportunities during the school day as well as before and/or after school.

Planned Sources of Evidence: -Middle School enrichment brochure

- Spelling Bee list of school winners
- Spelling Bee pep rally agenda
- Geography Bee school winners participating in state competition
- Governor's School and Environmental Summer Science Program participant lists
- Lists of students participating in extra-curricular programs and events
- Event flyers, newsletters, and bulletins
- Odyssey of the Mind regional tournament list of teams and scores
- Celebrations at the BOE meetings and NCASA Conference in May each year
- Summer camp registration forms, announcement flyers, camp schedule

Other Comments:

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 and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Establishing strong partnerships and two-way communication with parents/families and the community ensures that all adults are working together to ensure student needs are met, that stakeholders remain vested in the education of our students, and that the integrity of the AIG program remains firm and intact. 45% of teachers surveyed agree or strongly agree that the partnerships are happening now. Parents' feedback mirrors these data, especially through feedback obtained at a district-wide opportunity for "Kitchen Table Conversations." Parents are eager to be partners with the schools and district.

Goals: To keep parents/families, the community and other stakeholders informed and involved in the educational programs designed to benefit gifted learners.

- Description:**
1. Create and maintain partnerships with parent advisory groups (PTA, PAGE, PAC, etc.), businesses, educational institutions and community agencies to enhance and enrich services for gifted learners.
 2. Promote regular two-way communication through use of a variety of media including an interactive Advanced Academics website, e-mails, list-serve, newsletters, flyers, and Connect Ed messages, conferences, and social media (like Facebook), detailing learning opportunities, service delivery, competitions, academic progress, celebrations, and policies and procedures that impact gifted students.
 3. Seek additional business and community partners to fund specific programs and AIG initiatives.
 4. Strengthen and elevate level of participation in the DPS AIG Advisory Council and school level AIG Advisory Committees.
 5. Develop a district-wide AIG Expo/Symposium to occur at least once each semester.
 6. Implement additional information sessions about AIG services and Advanced Placement courses.
 7. Seek additional forums, such as Family Academy, for disseminating information about AIG, AP and other opportunities available for advanced learners.
 8. Establish uniformity across the district regarding enrichment programs available at the school level.

Planned Sources of Evidence: -AIG committee agendas, rosters and minutes
-Parent conference log
-DPS Department of Advanced Academics website

- Newsletters, district and school
- Brochures and flyers
- Annual DEP meeting minutes
- ConnectEd messages
- Special Activity Agendas (Parent Nights, Durham PAGE, Duke TIP, Duke Days, Celebrations, etc)
- Promotional flyer for AIG Expo/Symposium
- Promotional flyer for information sessions
- Advanced Academics websites
- Progress reports and surveys
- Catalogue/roster from Family Academy

Other Comments: This also supports our efforts with Standard 2, Practice E because this will strengthen the district's ability to serve students using 21st Century advanced strategies and content.

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Information is provided in English, as well as Spanish, and it is made available to students and parents through use of websites, brochures, District information sessions, and special school gatherings such as Open Houses and Curriculum Nights. Survey feedback shows that about 50% feel they receive appropriate information, which means half the stakeholders feel as if they are not receiving information regarding gifted education in Durham Public Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. DPS school-based AIG Committees will use the presentation kit created by the Director of Advanced

Academics, AIG Facilitators, and the AIG Advisory Council to ensure that the information shared regarding the local AIG program is uniform and can be easily understood by all interested parties.

2. Information will be shared at the school level through the use of DEP meetings and parent nights and at the district level via AIG and AP information sessions.

3. Information regarding gifted education at the state and national levels is shared in the following manner:

- NCAGT newsletter (each school is a member)
- NAGC WOW Webinars (providing funding is available)
- Websites maintained by sponsors of gifted programs such as NCAGT, Duke TIP, NC Governor's

School and CollegeBoard.

Planned Sources of Evidence: -DEP annual meeting - agenda and minutes

- Parent Handbook - English and Spanish versions
- DPS AIG Brochure
- DPS AP Brochure

- Website--School and District
- District and Community meetings (PAGE, TIP and PAC)
- Connect Ed messages
- PTA/PTO newsletters
- School-based open houses
- Advanced Academics website
- Uniform presentation forum for District AIG Program

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG population of DPS is diverse. Working closely with a committee of diverse stakeholders in the development, implementation and monitoring of the AIG plan and program will ensure that the district's AIG program remains dynamic, and that all stakeholders stay vested in the education of AIG students. Currently, 69% of teachers feel that stakeholders are involved, which will improve with the involvement of the AIG Advisory Council.

Goals: To align the AIG Advisory Council through the involvement of a diverse group of stakeholders so that the primary focus will be to increase support for AIG across the district.

- Description:**
1. District AIG Advisory Council, comprised of district designated members and a member/
representative from each school, will meet quarterly throughout the year. This group will analyze AIG program data provided through checklists, program evaluation forms, and surveys to monitor the progress of the AIG program in Durham Public Schools.
 2. School-based AIG Advisory Committee meets at least quarterly to discuss programmatic needs and ideas to bring to the district level and make changes for the good of the school program.
 3. Utilize focus groups comprised of stakeholders to provide input in March/April of each year.
 4. Conduct annual stakeholder surveys at the end of February of each year, so as not to conflict with other district-wide surveys.

Planned Sources of Evidence: -List of AIG Advisory Council members and roles

- Agendas of quarterly meetings
- List of members of focus groups
- Minutes of meetings
- Survey results

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: DPS uses the Internet, school personnel, Connect-ed messages, school choice fairs and written communications to advise parents of opportunities available to AIG students. Translators are available through the district for AIG placement meetings and other important informational events. Information is published in Spanish as well as English, and the Advanced Academics Department works closely with the ESL Department to provide adequate translation of information for non-English speakers. The parent survey indicates that they are receiving information through emails and notes from the teachers. However, the survey and "Kitchen Table Conversations" feedback also indicate that the use of newsletters, websites, and social media could improve the quality of communication. Improved communication leads to increased participation, which leads to overall program improvement.

Goals: To maintain and improve effective means of communicating information about opportunities for AIG students to parents/families and community.

To broaden the use of the existing communication tools within Durham Public Schools so that parents/families and community members are aware of opportunities available to AIG students.

Description: 1. Schools and the Office of Advanced Academics communicate regularly with all stakeholders on

- learning opportunities, service delivery, competitions, academic progress, celebrations, and policies and procedures.
- 2. Investigate a tool that can be used on the Advanced Academics website for translating the information in different languages to ensure no one is omitted.
- 3. AIG Facilitators/Committees will encourage and support parents/families to be proactive with communication. Providing two-way communication, encouraging feedback, and other methods will support this effort.

Planned Sources of Evidence: -Newsletters, brochures and flyers

- PAGE Flyers
- Calendar of Events on the DPS website
- Links from Advanced Academics to school AIG websites
- Updated websites -school and district
- Connect Ed messages
- Translated documents and communications
- Parent email listerves

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: DPS has a broad base of resources throughout the community which increases the number of opportunities to provide gifted students programs that enhance classroom learning. Through maintaining this practice, DPS hopes to strengthen existing partnerships and expand partnerships with local institutes of higher learning, businesses and industry.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Maintain Partnerships with NCCU, Duke, Meredith, and NCSSM, (ex: Duke Student-Led Clubs)
2. Designate a parent from each school to serve as a liaison with PAGE in planning enrichment opportunities.
3. Maintain partnerships with parent advisory groups (PTA, PAGE, PAC).
4. Conduct District-wide information sessions in the early Fall and early Spring (AIG, AP, etc).
5. Seek additional sponsorships and opportunities from local businesses (ex: Career Fairs)
6. Plan Seminar and Speaker Series with focus on topics of interest for gifted education.
7. Create university partnerships for highly gifted learners, such as DPS-Duke Scholars
8. Survey parents for expertise to share and business connections to peruse.

Planned Sources of Evidence: -Flyers, agendas and minutes from meetings and special events
-AIG Licensure through Duke, NCCU and Meredith
-Duke Scripps Spelling Bee - news articles, e-mails and bulletins
-Duke TIP Informational session- agenda and lists
-AP informational session - agenda, sign-in sheet
-Survey to parents and list of possible enrichment opportunities created from survey

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Article 9B states: "Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student." Durham Public Schools adheres to state guidelines and strives to create consistent and equitable service delivery for AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The newly-formed AIG Advisory Council reviewed data from surveys, AIG program reviews, and a parent forum to assess each practice as maintained or focused according to the needs of Durham Public Schools as aligned with the NC AIG Program Standards. This plan was carefully designed to support AIG program improvement and innovation in all schools across the district using best practices in the field of gifted education. The next three years will prove to move AIG forward in Durham Public Schools.

The AIG plan will be submitted to the Durham Public Schools Board of Education for review and approval in June 2013. Once adopted, the plan will be made public via the district (www.dpsnc.net), Advanced Academics, and school websites.

Planned Sources of Evidence: -District AIG Plan
-AIG Advisory Council agendas, minutes
-Survey data
-Parent Kitchen Table Conversations feedback results

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: Though Durham Public Schools AIG students as a whole consistently meet and exceed growth on reading and math assessments at the end of the year, there is still work to be done to ensure that students are receiving the challenging instruction they require for academic growth. The Director of Advanced Academics collaborates with AIG Facilitators at every elementary and middle school as well as AP Coordinators and HS AIG Facilitators at the high schools monthly to ensure the AIG plan is implemented with fidelity.

Goals: 1. AIG Advisory Council made up of administrators, teachers, counselors, content specialists, and

- parents will oversee the implementation of the 2013-2016 AIG local plan.
2. Plan for increased feedback opportunities for stakeholders
 3. Continued and improved use of AIG Facilitator Professional Learning Communities for constant evaluation of the AIG program to ensure monitoring for specific improvement when needed.
 4. School-based program evaluation methods implemented
 5. Acquire additional Area AIG Facilitator for the elementary and middle school levels to provide increased hands-on support for school-based programs.

Description: 1. School-based AIG Facilitators and committees will examine and reflect on their own professional

- practices which they will share in district-wide Professional Learning Communities.
2. The AIG Advisory Council parent representatives will be from each of the schools in the district so that all voices are heard. This group will meet quarterly to analyze AIG program data and suggest/plan program improvements. This will help bring program consistency to the district.
 3. A survey will be administered annually to the students, parents of all AIG students, teachers, counselors and administrators to inform program improvement.
 4. The Director of Advanced Academics and Area Facilitators will conduct school-based programming checks/audits to ensure fidelity of program implementation.
 5. The Director and Area Facilitators will monitor their impact and professional goals through Professional Growth Plans (PGPs).
 6. The Director of Advanced Academics will collaborate with Research and Accountability to analyze student growth and proficiency data.

Planned Sources of Evidence: -School-based programming checks/audits
-Parent, Teacher, Student surveys/interviews
-Disaggregation of EOG, EOC, EXPLORE, PLAN, PSAT, SAT, and ACT data
-AIG Advisory Council agendas, minutes

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Advanced Academics Department works closely with state leadership and finance services in Durham Public Schools to ensure funds allotted for the AIG program are used appropriately. The money DPS receives from the state is used in conjunction with local funds to support teaching positions which support the instructional program and service options for AIG students. Quarterly meetings between the Executive Director of Budget Services and the Director of Advanced Academics ensure AIG funds are allocated in the best interest of the AIG program. Most of the funds are allocated to teaching positions. Other funds are budgeted in alignment with the NC AIG Program Standards and DPS Strategic Plan and used for materials, enrichment opportunities, and professional learning.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The money DPS receives from the state is used in conjunction with local funds to support AIG positions for teachers who deliver instruction, provide services, and monitor compliance with records and services for each student in the program.

Planned Sources of Evidence: -Human Resources Management System data sheets
-Budget documents

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Office of Advanced Academics works closely with Research and Accountability who prepares AIG growth reports for AIG Facilitators and committees to review at the beginning of each year. DPS used this strategy throughout the last plan cycle, so there are three years of data available. From these data, trends are analyzed and used when planning for program improvement.

Since the state's implementation of national assessments (EXPLORE, PLAN, ACT), this has provided the district with additional data to analyze, which brought the Council to identify this practice as focused. Work needs to be done to ensure all stakeholders at the middle and high school level have access to and understand how to use these data for program improvements.

Goals: Maintain an AIG Data Dashboard to analyze student performance growth. Ensure all stakeholders have data needed to identify and address program needs and improvements. Reduce number of AIG students at risk of failure or dropping out of school.

Description: 1. EOG and EOC data are analyzed for growth. AIG Facilitators are trained to understand the importance and effectiveness of EVAAS data.

2. Gather data from EXPLORE, PLAN, PSAT/PSSS, ACT, and SAT assessments to analyze for school growth.

3. Work directly with Research and Accountability and disseminate information to administrators and AIG Facilitators.
4. Collaborate with Student, Family and Community Services for dropout/early warning data.
5. Develop supports for students in danger of failing/dropping out through HS AIG Area Facilitator.
6. Produce and publicly disseminate an annual report on the achievement of AIG students and on the participation of AIG students/Advanced Learners in rigorous academic opportunities.

Planned Sources of Evidence: -Power School reports

- AIG Data Dashboard
- Dropout/Early Warning reports
- Training on Power School for AIG Facilitators, agenda/roster
- PLC Agenda minutes, powerpoints, graphs
- AIG growth data shared with principals and AIG Facilitators/committees
- Data published on website

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: DPS Advanced Academics monitors program demographics quarterly with AIG Facilitators. This information, however, will only satisfy part of the information needed to ensure students from traditionally under-represented populations are represented in the AIG program. Currently, these groups are increasingly represented in district-wide AIG Child Count data. DPS searches for ways to ensure this representation is proportionate to district data.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Director of Advanced Academics works closely with the Director of English as a Second Language Services and the Executive Director of the Exceptional Children's Program to ensure that English Language Learners and Twice Exceptional learners are consistently represented in the AIG group. Advanced Academics will work to maintain those collaborative relationships to nurture growth in those areas. Partnerships with gifted specific programs like Duke TIP, colleges and universities as well as ongoing AIG Facilitator research assist in the identification of and services for highly gifted learners. An additional collaboration has begun with the Title I Coordinator so that economically disadvantaged student representation can be monitored as well.

1. Through PowerSchool and the DPS AIG Data Dashboard, the Office of Advanced Academics monitors each school's child count monthly.
2. Share this information with the AIG Facilitator and Principal of each school as they make program

goals at the beginning of the year.

3. Send disaggregated AIG Child Count data to the Title I Coordinator in April of each year for representation and December of each year to monitor academic growth/proficiency.
4. Continue collaboration with ESL and EC departments twice each year for Child Count comparisons.
5. Analyze data and address disproportionalities if they exist.
6. Continue research of best practices in identification, retention, and services for these groups.

Planned Sources of Evidence: -Disaggregated Headcount chart

- PowerPoint with data shared
- DPI website linked to Advanced Academics website with data highlighted
- AIG School-Based Progress Monitoring Table for Title I report
- DPS AIG Data Dashboard
- Power School reports

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Advanced Academics works with Human Resources and the Office of Budget and Finance in Durham Public Schools to ensure that all educators funded to deliver AIG services are licensed by the state of North Carolina. This collaboration will be maintained for 2013-2016.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

1. Utilize HRMS to monitor staff certification.
2. Communicate with principals to guide proper placement of teachers
3. Collaborate with Budget and Finance to provide lists and review financial documentation/codes for AIG staff.
4. Gather reports from principals outlining the placement of AIG students with appropriately-licensed teachers.
5. Maintain partnerships with local universities and colleges for AIG licensure programs.

Planned Sources of Evidence: -Teaching Licenses
-HRMS documentation
-Advanced Academics licensure spreadsheet
-Report from principals outlining teacher placement

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: Durham Public Schools has begun building an AIG Advisory Council comprised of administrators, AIG Facilitators, K-12 teachers, and parents. Each school will be asked to have a parent advisory group from which one representative will join the district Advisory Council so that all schools have a parent voice on the Council. It is vital to the success of the AIG program that the advisory group provides ideas for its growth. This group will meet quarterly to review information from each school as well as district goals for promoting advanced opportunities for all students, K-12.

Goals: The AIG Advisory Council in Durham Public Schools will provide guidance and support for the growth of the AIG program through quarterly meetings at which data will be reviewed and discussed so that accomplishments can be highlighted and issues can have potential solutions.

Description:

1. Include parents from school-based AIG Committees to serve on the AIG Advisory Council.
2. Support school-based AIG Facilitators with appropriate facilitative leadership strategies.
2. Meet with the AIG Advisory Council quarterly.
3. Ensure community members are added to the Council for potential partnerships.

4. Use the information for programmatic decisions that enhance the AIG program in DPS.

Planned Sources of Evidence: -AIG Advisory Council list of members

-Meeting schedule/agenda/minutes

-Training and support documents for AIG Facilitators/committees

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Advanced Academics will conduct an annual survey of parents (online or paper, English and Spanish) and teachers, and would like to focus on more feedback from students regarding the AIG program experience. There should be several ways for someone to provide feedback about the AIG program. A district-wide Kitchen Table Conversation forum for over 130 parents proved to be very successful, so more forums need to happen at the school level to help guide program improvement.

Goals: To receive and organize feedback from students, parents/families, teachers and other stakeholders.

To present feedback to the Advisory Council for discussion in order to make informed decisions that will impact program improvement.

Description: 1. Create and distribute a parent, teacher, and student survey and analyze results

2. Conduct Student interviews/focus groups

3. Facilitate Parent focus groups

4. Facilitate Teacher focus groups

5. AIG Facilitator Survey

6. Investigate additional ways to solicit feedback from families regarding the AIG program.

Planned Sources of Evidence: -Data from surveys, interviews, focus groups with related stakeholders

-Data gathered from focused questions from DPS website and annual DEP/IDEP meetings

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: A variety of information is used in Durham Public Schools to ensure decisions regarding the AIG program are sound and in alignment with best practices for gifted learners. Surveys, focus groups, school visits, program evaluation documents, assessment data, and feedback from the website are used in addition to other methods of gathering quantitative and qualitative data outlining the effectiveness of the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Conduct surveys, focus groups, school visits, assessment data feedback from website, and other methods for gathering information about the AIG program.
2. Meet with AIG Advisory Council quarterly.
3. Discuss all input from meetings and surveys and decide what to implement for program improvement.
4. Continue to discuss with AIG Facilitators during Professional Learning Community
5. Develop strategies for strengthening opportunities for improvement.

Planned Sources of Evidence: -Surveys & results

- Local AIG plan
- Meeting agendas
- Graphs/Charts

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently data shared during annual updates with the Board of Education are shared with the public only through that method. The Advanced Academics website can house this information in its own place so that it is easily accessed by the public to find out more about the district AIG program. School-based AIG Facilitators are more familiar now with the information behind the numbers so that they can help explain what is posted with parents. This is another important step to ensure Advanced Academics is partnering with parents and community members for the benefit of gifted and advanced learners.

Goals: To provide transparent communication for the purpose of educating all stakeholders regarding the progress of the DPS AIG program.

Description: 1. Publish the results of program data, assessment results, and survey results on the DPS Advanced Academics website.
2. Develop an AIG Fact sheet that can be shared at DEP meetings, AIG Symposium, and other informational events for AIG students, parents, and community members.

Planned Sources of Evidence: -Annual Report posted on DPS Advanced Academics webpage
-Various modes of communication: newsletter, website, media coverage (Channel 4), memos, emails,
social media
-AIG Plan fact sheet
-AIG growth reports

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: DPS has procedures in place to protect the rights of AIG students. For example, students who transfer from other districts do not lose their identification as gifted. The district uses the data already available to ensure proper service match in the DPS AIG program. The Director of Advanced Academics in DPS also works collaboratively with principals to ensure the appropriate hiring and placement of teachers with gifted credentials. DPS will maintain practices such as these to ensure decisions are always made in the best interest of the student according to his/her identified needs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. At the annual meeting to discuss the Differentiated Education Plans, the AIG Committee explains each AIG student's right for identification, right to appropriate services, and the right to enrichment.
2. This information will also be in the parent handbook as well as the AIG Facilitator Procedure manual so that practices are consistent across the district.
3. AIG Facilitators will educate school staff to ensure teachers, counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students.

Planned Sources of Evidence: -AIG Parent Handbook, 2013-2016
-Board of Education policies
-AIG Facilitator Handbook/Procedure Manual

Other Comments:

Glossary (optional):

Appendix (optional):

DPS Approval Letter- BOE and Supt 6.27.13.pdf (*Local Board Approval Document*)