

## TCS AIG Plan

**NC AIG PROGRAM 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.*

NC AIG Program Practices  Standard 3	LEA Response
<p>a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p>	<p>In TCS, the AIG Coordinator directs K-12 AIG programming from the district level. Until 2015-2016, each elementary AIG Specialist served bands of grade levels at two schools, but beginning in 2016-2017, they will serve only one school each. Each school maintains a Team for Academically Gifted (TAG), consisting of regular education teacher(s), the AIG Specialist, and principal or designee (e.g., instructional coach/lead teacher). <i>See TAG Roles and Responsibilities in Appendix.</i></p> <p>Because the AIG Coordinator serves additional roles at the district level, in 2016-2017 TCS will implement a complementary support system for AIG. One facet of support is an AIG-licensed lead teacher, and the other is a revitalized district TAG composed of school and district leaders who can inform AIG planning, implementation decisions, fidelity checks, and program improvement. In LEA self-assessment discussion, principals and district representatives suggested quarterly meetings for these activities. TCS will use the 2016-2019 AIG Plan, national gifted programming standards, and regional/area and state NCDPI AIG meetings as stimulus for district TAG discussions.</p> <p>The AIG Coordinator and Lead AIG Teacher will continue to conduct monthly AIG Specialists meetings. Activities will include internal audits of DEP folders to ensure consistency in identification practices and service delivery, discussing and responding to needs emerging from Multi-tiered Systems of Support (MTSS) data team meetings, and reviewing and sharing resources for gifted instruction in the schools. TCS will use NCDPI AIG Booster Shots, information from regional/area and state NCDPI AIG meetings, national gifted programming standards, and AIG-focused book study/PLC described in Standard 3c to guide or support AIG Specialists in selecting strategies and practices to use with staff and leaders at their respective schools.</p>
<p>b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.</p>	<p>AIG-licensed specialists support the AIG program and gifted learners' academic and affective needs in all TCS schools.</p> <p>AIG Specialists support the AIG program by:</p> <ul style="list-style-type: none"> <li>● Coordinating annual AIG screening, referral, and identification processes for their schools,</li> <li>● Giving presentations to staff annually so they may nominate students for consideration who may not otherwise become part of the identification pool (especially Exceptional Children, English Language</li> </ul>

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	<p>Learners, and Culturally/Linguistically Diverse students, and newly enrolled students).</p> <ul style="list-style-type: none"><li>● Giving presentations to staff annually about differentiation, AIG modifications, and other “unpacking” information necessary for staff to fulfill DEPs</li><li>● Maintaining AIG records and performing fall and spring headcounts for state compliance</li><li>● Chairing school TAGs and working with administrators to determine monetary needs of AIG program</li><li>● Representing the AIG program at appropriate schools events such as student registration, school/grade orientation events, open houses, and curriculum fairs</li><li>● Actively participating in AIG professional development opportunities such as PLCs, book studies, or professional publication reviews, and local and statewide initiatives to support the AIG program and advanced learners</li><li>● Participating in and contributing to local professional development activities for teachers who serve clusters of AIG students in regular education classrooms</li></ul> <p>AIG Specialists provide support directly and indirectly to students by:</p> <ul style="list-style-type: none"><li>● Drafting/revising Differentiated Education Plans (DEPs) with students and their families annually</li><li>● Communicating with families about progress and opportunities</li><li>● Easing transitions between elementary/middle school and middle/high school services through activities such as site visits, parent and student orientation meetings, and drafting 4-year “High School Trajectory” Plans</li><li>● Serving on school MTSS team to monitor and respond to academic growth of AIG and nurtured students</li><li>● Coteaching or collaborating with teachers, guidance counselors, Media Specialists, Instructional Technology Facilitators, and Instructional Coaches to devise and implement differentiation and AIG modifications, including accelerated and enriched content in academic and affective curricula</li><li>● [In elementary and middle schools] conducting AIG enrichment classes during grade levels’ Intervention &amp; Enrichment periods in order to further develop gifted students’ interests, special talents, and 21st century skills</li><li>● [In middle and high schools] coteaching in classes where AIG students are clustered or teaching advanced/accelerated curricula in Honors,</li></ul>
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	<p style="text-align: center;">PreAP, or AP classes composed of AIG and other highly able/high-achieving students</p>
<p>c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.</p>	<p>TCS has established specific professional development requirements for teachers who serve as AIG Specialists. TCS has phased out using local endorsement as an alternative for official AIG licensure for its AIG Specialists. However, a licensed teacher with an NC Provisional AIG license may begin serving as an AIG Specialist, with the understanding that he/she will complete a North Carolina university's accredited gifted course of study within 2 years and earn full AIG licensure. TCS encourages AIG Specialists to become members of professional gifted education organizations such as the National Association for Gifted Children.</p> <p>Beginning in the 2016-2019 plan cycle, TCS will use professional development activities to support AIG Specialists with their unique role in MTSS implementation. AIG Specialists will participate in AIG-focused book study/PLC designed to develop their leadership skills, empowering them to advocate for and advance the capacity of staff to recognize and respond to the needs of gifted and other advanced learners in their schools. TCS plans to use Carol Ann Tomlinson's <i>Leading for Differentiation: Growing Teachers who Grow Kids</i> as its first AIG book study.</p> <p>TCS will continue its practice of conducting AIG Refresher Training each fall for all staff, including regular education teachers, special education teachers, instructional support staff, guidance counselors, and administrators.</p> <p>TCS will also continue its practice of conducting topical presentations for all staff throughout the school year. With guidance from principals and instructional coaches/lead teachers, these presentations may be adapted into workshop sessions differentiated for teachers, guidance counselors, and/or other instructional support staff, granting them time and applicable resources to refine their ability to serve gifted and other advanced learners. Local professional development may revolve around national gifted programming standards, e.g., Knowledge &amp; Skill Standards in Gifted &amp; Talented Education For All Teachers, <a href="https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/knowledge-and">https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/knowledge-and</a> <i>Included in Appendix</i></p> <p>Regular education teachers who serve AIG students will be encouraged to pursue professional development through local AIG certification, described in Standard 3d, below.</p>
<p>d) Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the</p>	<p>As a small school district, TCS delivers core instruction to gifted and other advanced students primarily through regular education classrooms. Clustering, differentiation, enrichment opportunities, and acceleration options</p>

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<p>LEA's professional development requirements for that position.</p>	<p>allow TCS to increase instructional offerings within the general education setting.</p> <p>In the 2013-2016 AIG plan, TCS articulated its standard of placing all students with teachers who are highly qualified and its goal to serve AIG students in advanced classes, whenever possible, with teachers who have earned master's degrees, National Board Certification, PreAP or Advanced Placement training, or other professional training advancing their content knowledge.</p> <p>For the 2016-2019 AIG plan cycle, TCS will implement professional development to introduce regular education teachers to research-based teaching methods and curriculum models specific to serving gifted students in heterogeneous learning environments. Prior to students' return in August, high school teachers who volunteer for the first cohort will receive introductory training and have time to "dig into" rostered students' DEPs and available achievement data. Through subsequent meetings on early release days, teachers will be supported from exploration into developing, delivering, and evaluating new lessons, units, formative assessments, and/or progress-monitoring tools for their classes each semester. TCS envisions this professional development culminating in a local AIG "badge" for all high school honors and PreAP/AP teachers, as well as other teachers in all grade levels who serve clusters of AIG students.</p>
<p>e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.</p>	<p>The AIG program draws together many existing strengths throughout TCS's K-12 educational programming. Similarly, this 2016-2019 AIG plan integrates AIG into other professional development initiatives across the district, most notably MTSS implementation and advancing a professional culture of ongoing learning and collaboration.</p> <p>MTSS is intended to improve overall student performance by improving core instruction and providing opportunities for all students to grow. The MTSS framework comprises tiered instruction for students driven by data-based decision-making. Ongoing professional development for all staff will characterize MTSS implementation in TCS. With AIG Specialists working with MTSS data teams in schools, with the Lead AIG Teacher serving on the district MTSS team, and with building and district leaders serving on the district TAG, TCS will be able to capitalize on new opportunities to integrate an AIG perspective into sustained curriculum and instruction improvement efforts.</p> <p>Beyond MTSS, professional development is research-based and aligned to district and School Improvement Plan goals. To ensure communication and mutual influence between AIG goals and other initiatives across subject and grade spans, AIG Specialists will participate in school- and district-based professional development activities and School Improvement meetings.</p>
<p>f) Provides opportunities for AIG specialists and other teachers to</p>	<p>AIG Specialists collaborate with regular education teachers to plan and implement service delivery through coteaching, enrichment, and consultation,</p>

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<p>plan, implement, and refine applications of their professional development learning.</p>	<p>ensuring that regular education teachers deliver differentiated content and that AIG Specialists supplement core instruction rather than supplant it. As noted in Standard 3a, elementary school AIG Specialists will each serve only one school, allowing them to focus their collaboration efforts with the teachers, instructional support staff, and MTSS team of one school instead of two.</p> <p>In TCS, all teachers are expected to collaborate. Grade levels and departments have protected shared planning or PLC time weekly or bi-weekly, and schools or inter-school vertical teams have protected shared planning, PLC, or professional development time on early release days four times per year. Additional planning may be scheduled formally after school or informally when schedules allow.</p> <p>In 2016-2017, TCS will implement MTSS to increase collaborative data analysis and instructional and/or programmatic response. As noted in Standard 2e, AIG Specialists will serve on or advise MTSS teams. Additionally, the Lead AIG Teacher will serve on the the district MTSS team which coordinates MTSS implementation at all schools. In these roles, supported by their own monthly book study/PLC activities, all AIG Specialists may help shape both curriculum and school or district staff development.</p>
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### Ideas/ Strategies for Strengthening the Standard:

- In middle and high schools, when AIG Specialists teach rostered core instructional classes, increase the proportion of advanced/accelerated classes in their teaching loads to increase their daily, direct contact with clusters of AIG students
- Encourage AIG Specialists' participation in regional/national AIG conventions/conferences as practitioner-researchers, particularly when such events occur within driving distance.
- Develop a follow-up series of professional development so that teachers who have earned a local AIG "badge" may continue to receive support in developing, implementing, and evaluating new lessons, units, and tools. Use annual/semi-annual feedback from "badge" cohort to revise/adjust subsequent offerings.

### Sources of Evidence:

School and district records of TAG membership  
Agendas/minutes of school and district TAG meetings  
Agendas of AIG Specialists meetings  
DEP audit results  
Annual identification and non-identification artifacts from each school  
AIG presentations in faculty meeting agendas and/or staff calendar  
Artifacts from school registration, orientation events, open houses, curriculum fairs, and transition events  
Professional development attendance records

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Annually renewed DEPs and “High School Trajectory” plans

Spreadsheets of AIG Specialists’ caseloads of identified and nurtured students

AIG Specialists’ lesson plan books and/or calendars documenting collaborative planning, consultation, coteaching

AIG Licensure and professional develop credits recorded or accessible by Human Resources Department

Purchase order for book study and schedule of activities

Schedule of “local AIG certification” professional development series

Documentation of “badges” earned by teachers

MTSS team agendas/minutes