

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

*** 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Teachers in Caswell County Schools utilize curriculum based on the NC Standard Course of Study (SCOS) in grades K-12. Research-based curriculum is chosen because of its compatibility with the SCOS.

Most differentiation of the SCOS at the elementary level happens with technology or during small group instruction, which may be led by teachers, teacher assistants, or tutors. Amplify Boost utilizes a diagnostic reading assessment to place students' on individualized pathways administering lessons and practice with the standards and skills they need to grow. The fifth grade ceiling for Amplify Boost allows students acceleration opportunities in the lower grades. Small group instruction utilizes lessons from FlyLeaf, high level questions from SchoolNet integrated with texts from ReadWorks, novel studies, Jacob's Ladder lessons, vocabulary instruction, Problem/Project Based Learning, and rigorous, multi-step math problems. The Director of Elementary Curriculum, the Early Literacy Specialist, and the AIG coordinator support the elementary teachers through model lessons, coaching, and by providing lesson plans and materials.

Classroom teachers in ELA and Math provide most of the differentiated instruction in the middle school. Advanced ELA classes enrich the SCOS by digging deeper into the standards through discussions, projects, and written responses. Students in these classes may read different texts, participate in Socratic Seminars, and complete tiered assignments. Advanced Math classes are guided by the Advanced Courses in Mathematics Legislation, providing four years of math instruction in three years. This compacted curriculum allows students to accelerate in order to complete Math 1 by the end of middle school. Middle school students participate in both i-Ready Reading and Math. Diagnostic assessments within these programs place students on individualized pathways that allow students to access and master material prior to their peers. The middle school Instructional Coach and the AIG coordinator are available for small group and individual professional development to teachers, in addition to providing resources and materials.

Students at the high school level have opportunities for rigorous differentiation of the SCOS in AP courses that are offered through NC Virtual Public Schools and in honors courses. During the 2024-2025 school year, the Honors Implementation Team (members of the AIG department and the Secondary Curriculum department, high school administrators, and other instructional specialists such as instructional coaches and CTE staff) collaborated with those who teach high school honors courses to implement the new honors course requirements. Teachers reworked their curriculum and pacing guides to include acceleration, differentiation, enrichment, extension, depth, and/or complexity rooted in the SCOS. Now, course syllabi include a section entitled Honors Requirements that indicate the honors expectations of each unit within the course.

Additional, extension and enrichment is offered by the AIG coordinator at the elementary and middle school levels. By the end of the 2025-2028 AIG plan cycle, each cohort of AIG students in grades four through eight will participate in an integrated extension unit connecting their ELA and/or Math

standards to Science and/or Social Studies standards every year. As a culminating enrichment activity, students will participate in a field trip related to their unit. For example, AIG students in fifth grade utilize texts, videos, and discussions to dig into the Revolutionary War with a focus on the importance of the Battle of Guilford Courthouse. They travel to Guilford Courthouse National Military Park to gain additional insights into life during the Revolutionary War and the battle itself.

Differentiated Education Plans indicate the multiple learning environments, content modifications, and enrichment opportunities that afford enrichment, extension, and acceleration for AIG students.

Elementary School Learning Environments K-5

Cluster Grouping of AIG Students-ALL AIG students are placed in a cluster group. A cluster group of AIG students is assigned to a regular education classroom. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group. If a school has fewer than eight identified students in a grade, these students are clustered in one classroom. *Flexible Grouping Within the Classroom*-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.

Subject Grouping Within a Team-Students are grouped within a heterogeneous homeroom, but are clustered grouped for reading and/or math classes.

Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.

Content Modifications K-5

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. *Thematic or Integrated Units*-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level. *Computer-Based Instruction*-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Research Paper-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Differentiated Learning Stations/Centers-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.
Jigsaw Discussions-Students become experts on a topic and teach their peers about the subject in small groups.

Enrichment K-5

WordMasters-WordMasters is a national competition in which students work with vocabulary and word analogies.
Math Olympiad-Math Olympiad is a national competition in which students solve math problems in an allotted time to earn points.
Battle of the Books-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.
Science Buddies Engineering Challenge-This low-stakes engineering challenge has students partake in an engineering lesson where they are required to build something for a specific purpose.
Scripps National Spelling Bee-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.
Multiplication Madness-Multiplication Madness is a competition between classes in which students remain in the competition by answering multiplication facts quickly and correctly.
Super Saturday-Super Saturdays are weekend events in which AIG students from all of the elementary schools are invited to participate in STEM activities in one location.
Field Trips-AIG students prepare and partake in field trips related to their grade level curriculum with students from the other elementary schools.
Junior Beta Club-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Middle School

Learning Environments 6-8

Flexible Grouping Within the Classroom-Teachers use data from assessments, observations, or other evidence to create flexible groups within the classroom.
Subject Grouping Within a Team-All AIG students are clustered together within a team. The cluster teacher is trained in gifted education and receives consultative services from the AIG coordinator to develop appropriate instruction and lessons for this group.
Subject Acceleration-Students have tested out of a specific subject and receive a higher level of instruction with another group of students, but remain with their peers for all other subjects.
NC Virtual Public School-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

Content Modifications 6-8

Curriculum Compacting-Curriculum compacting is modifying or condensing the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities.
Themed or Integrated Units-Thematic or integrated units combine information from various disciplines. This information is integrated under a broad-based theme or concept, such as conflict or power. These units provide the opportunity to deal with content at a highly abstract level.
Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.
Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and

students must choose an activity from each section. TicTacToes list options on a traditional TicTacToe board. Students complete options based on the criteria established by the teacher.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content, process, and/or the product.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Research Paper-Students are either given or can choose a topic to study. They present their research and their interpretation of the information in an expanded essay.

Learning Contracts-Learning contracts are agreements made between the teacher and the student that outline individual work agreements. These plans may be utilized when a student is offered the opportunity to participate in an independent study.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Differentiated Learning Stations/Centers-Differentiated learning stations/centers are spaces set up in the classroom that can be independent, teacher-led, or group-based. The stations/centers are differentiated to ensure each student's success.

Socratic Seminar-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

Jigsaw Discussions-Students become experts on a topic and teach their peers about the subject in small groups.

Enrichment 6-8

WordMasters-WordMasters is a national competition in which students work with vocabulary and word analogies.

Continental Math League-Continental Math League is a national competition in which students solve math problems in an allotted time to earn points. *Battle of the Books*-Battle of the Books is a reading comprehension competition in which students read selected books and answer questions by stating the title and the author.

Scripps National Spelling Bee-The Scripps National Spelling Bee is an annual competition in the United States that challenges students to correctly spell words of increasing difficulty.

Field Trips-AIG students prepare and partake in field trips related to their grade level curriculum.

Junior Beta Club-Junior Beta is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

High School

Learning Environments 9-12

Honors Courses-Honors courses are advanced content courses that cover traditional content with added rigor, complexity, challenge, and creativity. *Advanced Placement (AP) Courses*-The AP program offers college level courses and examinations. AP course descriptions are carefully followed and are taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas through different platforms. College credit is available at some colleges and universities for passing AP examinations.

Credit by Demonstrated Mastery-CDM allows students to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply their knowledge of the material. CDM is the process by which the district uses a body of evidence to grant credit to a student for a particular course without requiring the student to complete the class instruction.

NC Virtual Public School-NCVPS allows students to take online courses in accord with their advanced ability levels when certain criteria are met based on course availability and the feasibility within the school day.

Dual Enrollment/College Career Promise-Students may be enrolled in high school classes and Piedmont Community College (PCC) courses at the same time. Students have a wider variety of classes available to them, which affords them the opportunity to receive college credits while in high

school.

Early Graduation-Students can create schedules that enable them to graduate early. This allows them to begin job training or enter a higher institute of learning earlier.

Associate's Degree Pathway-Students can apply to be part of the Associate's Degree program at PCC. As a member of this program, students complete an accelerated course of study in 9th and 10th grade to be eligible to enroll in college courses at PCC during their junior and senior years.

Content Modifications 9-12

Computer-Based Instruction-Computer-based instruction can be used to enrich the curriculum, accelerate students' skills, and remediate specific skill deficits. Care is taken to ensure that software and applications are selected because they challenge thinking, encourage problem solving and decision making, and are adaptive to students' mastery levels.

Socratic Seminar-During a Socratic Seminar, students read a challenging piece of text and engage in a formal discussion in which they formulate and answer questions while listening and thinking critically.

Differentiated Units/Projects-Differentiated units/projects are designed to incorporate goals, tasks, and activities that integrate curriculum standards and are appropriate to individual learning abilities and skill levels. Differentiation may involve the content process, and/or the product.

Choice Boards/Menus/Tic Tac Toes-These tools offer students options in how they learn (process), what they learn (content), and/or how they prove their knowledge (product). Choice boards are structured graphic organizers that allow students to choose options. Menus are written in sections and students must choose an activity from each section. Tic Tac Toes list options on a traditional Tic Tac Toe board. Students complete options based on the criteria established by the teacher.

Tiered Assignments-Tiered assignments are based on a grade-level standard and involve varying (tiering) the assignments so that there are multiple assignments. Each student receives the appropriately tiered assignment based on established criteria.

Independent Study-An independent study gives students the opportunity to delve deeper into content in a way that builds on students' readiness and ability. It is recommended that a learning contract is used in conjunction with an independent study.

Enrichment 9-12

Beta Club-Beta Club is a national honor organization that recognizes high academic achievement and encourages civic responsibility.

Governor's School-Governor's School is a multi-week summer program that offers students an opportunity to delve into a specific content area.

After School Clubs-The high school can list clubs that are specific to that school that may be of interest to the students. Examples include 4H Club, Chess Club, Future Farmers of America Club.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Caswell County Schools promotes the use of evidence-based instructional practices to accommodate a range of learning needs in Kindergarten through twelfth grade. AIG service options are based on best pedagogical practices and include differentiated learning environments, content modifications, and enrichment activities, which are noted on each child's Differentiated Education Plan (DEP) and are described in Standard 3 Practice A. It is recognized that students' needs appropriate differentiation and evidence-based practices to maximize their potential.

The Needs Determination Team (NDT) and teachers use comprehensive student profiles to develop DEPs by indicating appropriate program service options. Student profiles are comprised of standardized test data, formative assessment data, observations, student interest surveys, and student work samples when applicable. The DEP matches the student's achievement, performance, motivation, interests, and needs. It indicates expected instructional practices to be used with each AIG student. Implementation of these services challenge and meet the needs of AIG students.

Additionally, student profiles may be used by teachers to support deeper differentiation in the classroom. For example, a profile may indicate that not only does a student need a book at a significantly higher Lexile level, but that the student may be interested in reading about a specific topic such as animals in the rainforest. The teacher can use this information to select appropriate texts for the student to read independently or as a part of a small group lesson. High school counselors can use student profiles to recommend courses and options available after graduation.

The middle school and high school instructional coaches and the AIG coordinator are available to support teachers as they implement the instructional practices located on the DEP. As teachers master these strategies and use them with fidelity or when a student's needs indicate a different form of differentiation is needed, the teachers may be interested in learning other instructional practices that are appropriate for AIG students. The AIG coordinator can facilitate professional development, model, co-teach, and/or observe these additional practices:

Taba's Concept Development Model: Students choose words from a selected text that correlate to a concept. Students meaningfully group and label the words and then re-sort them with new labels. Students explain how their groups have changed.

Visual Thinking Strategy (VTS): VTS is an inquiry-based strategy in which students examine a visual image. They make observations and give observable evidence about what they see.

Question formulation Technique (QFT): QFT is a method in which students ask and refine questions based on given information.

Jacob's Ladder: Jacob's Ladder is a comprehension program designed by the William & Mary School of Education. Students participate in an inquiry process that moves from lower order to higher order thinking skills.

It is important to note that due to the economically depressed, rural community that encompasses Caswell County Schools, many students lack background knowledge. To increase schema and the readiness for more advanced content, there is a strong push to reform core instruction to include more rigor, high level of Bloom's Taxonomy, and critical thinking in all subjects. Integration of reading and writing in all content areas and the use of primary sources help address a variety of needs.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Caswell County Schools is continuously reflecting on and updating evidence-based resources that address the range of academic, intellectual, and social emotional needs of AIG students.

The 2024-2025 school year was an adoption year for elementary curriculum. Teachers had the opportunity to offer their feedback about multiple curricula to the district curriculum team before a final recommendation was taken to the board. The 2025-2026 school year will be year one of implementation. The AIG coordinator will participate in new curriculum professional development alongside the teachers to ensure that she understands the scope, sequence, and lessons that are being taught. This allows the AIG coordinator to support the differentiation of those curricula by providing corresponding resources to the teachers, by writing enrichment and/or extension lessons to be used with the students, and/or by offering ways in which to modify the lessons and activities to increase the rigor and/or complexity.

The Elementary Curriculum and Secondary Curriculum directors will host collaborative sessions with teachers to create pacing guides that match the chosen curricula with the school calendar and NCDPI Check-Ins schedule. Pacing guides may include links to lessons, materials, and/or activities that differentiate the curricula for advanced students.

District-created lesson plans following the Comprehension Planning Checklist from LETRS will be used in grades kindergarten through second. These lessons have a high emphasis on vocabulary instruction, graphic organizers to create a mental model, and writing. Magnetic Reading will be utilized in grades three through five. Magnetic Reading focuses on building content-knowledge while strengthening vocabulary and skills in writing.

Eureka Math is implemented in kindergarten through fifth grade. The Eureka Math program is an extremely rigorous, sequential curriculum that focuses on deepening mathematical knowledge, problem solving, and reasoning instead of rote memorization and algorithms. Manipulatives are utilized to introduce new concepts and are used to support students until they can think abstractly. The Teacher Toolbox and Learning Games sections on the i-Ready platform provide lessons, games, and activities that cater to various levels and can be used to supplement or differentiate the Eureka Math curriculum in grades kindergarten through five.

The ELA curriculum at the middle school level combines Engage NY units with i-Ready curriculum. Engage NY units utilize themes and concepts and integrate high quality texts such as classic literary materials, expository texts, and primary sources. i-Ready materials are used to supplement the units and focus on specific standards. Math teachers at the middle school level use the i-Ready curriculum. The Math curriculum promotes conceptual understanding using real-world problem solving. Mathematical discourse is encouraged to strengthen collaboration in the classroom. Both ELA and Math teachers also have the ability to use the Teacher Toolbox and Learning Games sections on the platform to provide differentiation.

Other supplemental programs that are used in conjunction with the core curriculum are as follows: Primary Education Thinking Skills critical thinking program, Battle of the Books, WordMasters, Continental Math League, Math Olympiad, Scripps Spelling Bee, and a Multiplication Madness tournament. Additionally, the AIG coordinator has created multiple book studies and lessons that can be taught during Intervention & Enrichment blocks.

To ensure that the social emotional needs of the AIG students are met, the AIG department collaborates with the student services department to ensure that counselors are updated on best practices and expectations. Counselors problem solve special cases, plan affective lessons, and coordinate transfer students. The AIG department provides a library of books that counselors can use with students to address multiple social emotional concerns such as perfectionism, anxiety, and peer-interactions. School counselors are part of their schools' Needs Determination Teams and are involved in the creation of Differentiated Education Plans and Individualized Differentiated Education Plans (IDEPs). In this way, counselors are kept abreast of students who may need additional support with social emotional topics, time management, or other areas of personal need.

High school counselors work with AIG students to determine the best course load and aid students in college preparation by supporting the application, financial aid, and scholarship processes. They support the transition from middle to high school by individually conferencing with students as they choose courses and express concerns. The AIG coordinator regularly meets with underperforming students and students who are dually identified with IDEPs. These sessions often shed light on other areas of concern that the teacher(s), counselor, or social worker may need to be involved with. The counselors follow up with additional sessions and the social worker is involved when applicable.

Another transition that is important is when students move from the elementary to middle school level. Tours and information sessions are offered to all fifth graders. AIG fifth graders are invited to Transition Saturday, which offers students an opportunity to meet AIG students from other elementary school and middle school staff. Students work on their communication, problem solving, critical thinking, and collaboration skills during STEM activities that also encourage creativity and curiosity. This is an opportunity for students to learn more about the peers they will have in their middle school classes.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication,

critical and creative thinking, empathy, learner's mindset, and personal responsibility.

District leaders, administrators, coordinators, and instructional coaches encourage teachers to foster the development of durable skills and mindsets in their students. The North Carolina Portrait of a Graduate's competency set outlines many of the skills and mindsets that are required of students to be successful past graduation. These skills and mindsets, plus creative thinking, are taken into account when choosing curricula. It is imperative that they are woven throughout the lessons and units of instruction to ensure that students are learning and fine tuning these skills while learning the grade level content at the same time. This allows students to see the interconnectedness of them and it eliminates the need for a special time to teach the skills and mindsets. The curricula and instructional practices explained in Standard 3 Practices A, B, and C, are chosen because they foster the skills and mindsets of adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Professional development and support accompanies the implementation of new curricula. Administrators, directors, coordinators, and instructional coaches monitor their implementation and provide support to teachers at different stages. This ensures that the curricula are used with fidelity and that they increase students' durable skills and academic growth while developing mindsets.

Opportunities to develop durable skills and mindsets are also included through enrichment opportunities. Standard 3 Practice A describes many of the enrichment opportunities provided to the AIG students. Some examples of the integration of these skills and mindsets with the enrichment opportunities are below:

- Battle of the Books participants must collaborate and communicate with their team during practices and the meet to determine correct answers. They must adapt by being flexible when grouped with different teammates. They must show personal responsibility by honoring their commitment to read their books.
- Members of Junior Beta and Beta clubs communicate with each other while working on service projects. They must adapt to potential setbacks and use empathy when offering support. They must show personal responsibility by earning the trust of those they are helping.
- Clubs such as the middle school drama club and Future Farmers of America provide opportunities for students to think creatively and/or critically while solving problems. They must adapt when problems arise and have a learner's mindset in order to experience new ideas.

Integrating these skills and mindsets into instruction is so important that it is evidenced in Standard IV of the NC Teacher Evaluation Rubric. This allows administrators to continuously have conversations with teachers about ensuring that students are working on adaptability, collaboration, communications, critical and creative thinking, empathy, learner's mindset, and personal responsibility. District walkthroughs also offer an opportunity to look for the integration of these skills and mindsets. It is imperative that this integration stays at the forefront of administrators' and teachers' minds so that their students can be successful long after they leave school.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Assessment data is a critical component of each student's learner profile. Teachers use assessment data to monitor student learning and adjust instruction accordingly. Teachers work in Professional Learning Communities (PLCs) to review data and make instructional decisions. Assessment data is examined in a timely manner in order to make responsive changes to pacing, content, and flexible groups.

Pre-assessments should be utilized to determine readiness and possibly curriculum compacting for that unit of study. Formative assessments such as exit tickets, graded and non-graded assignments, quizzes, and anecdotal notes should be used throughout the unit of study. These data points

indicate if students should continue on with core instruction only or if they need remediation or enrichment/extension. Summative assessments should be used at the end of a unit and help teachers decide if reteaching is necessary or if students are proficient with the content. Check-ins are also used for this purpose. Summative assessment data is one of multiple data points used at the end of the year to determine placement for the following year.

Diagnostic testing and universal screening completed on the DIBELS, i-Ready, and CogAT platforms is used to determine readiness and proficiency. DIBELS, i-Ready Math, and the CogAT are used at the elementary level. i-Ready Math and Reading are used at the middle school level. Grade level MTSS teams can use this data, in addition to other information in the learner profiles, to determine students' levels of needed support and to place them in appropriate intervention and enrichment groups.

PLCs, supported by administrators, directors, and the Early Literacy Specialist, work hard at utilizing all the assessment and data pieces that they have to make the best instructional decisions for all students.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Because each gifted learner has different academic and/or intellectual needs, curriculum and instruction must be differentiated. Due to the size of the school district, Caswell County Schools relies on classroom teachers, teacher assistants, and tutors to provide each AIG student with differentiated instruction without the support of a school AIG specialist. Teachers who have AIG clusters or who teach advanced courses are required to meet the local AIG requirements by taking two courses called "Introduction to Gifted Education and the Social Emotional Needs of Gifted Learners" and "Differentiation and Instructional Strategies for AIG Students". The AIG coordinator is present at all of the classes in each course and supports the participants as they learn how to implement various differentiation techniques.

District leaders, administrators, instructional coaches and teachers all have the opportunity to offer input when a new curriculum is being adopted. Sample curriculum materials and teacher resources are rotated through the schools so that administrators, instructional coaches, and teachers can access them during their planning periods. Stakeholders are encouraged to examine the core curriculum of each program to make sure it aligns with the NC Standard Course of Study and to explore any differentiated lessons, assignments, and projects that are provided within the curricula. Feedback is collected through a Google form and reviewed by the curriculum team prior to the adoption of a curriculum.

Once a new curriculum has been adopted, district leaders, administrators, and teachers receive training. Teachers from across the district meet to create pacing guides for each grade. The curriculum directors, administrators, the Early Literacy Specialist, and instructional coaches support the teachers as they implement the new curriculum by meeting with them in Professional Learning Communities (PLCs) and one-on-one. They assist with lesson planning, modeling, co-teaching, observing, and offering feedback. Administrators, the Early Literacy Specialist, instructional coaches, and teachers should analyze different data points utilizing assessments from the curriculum and other areas to determine the appropriate differentiation for students during PLC meetings. Administrators should monitor the instruction and differentiation during walkthroughs and formal observations.

There is additional collaboration between the classroom teachers and the AIG coordinator throughout the year. The AIG coordinator provides differentiated activities that support the core curriculum and lesson plans, activities, and materials that help teachers extend or enrich the core curriculum. The AIG coordinator is available to any teacher to support differentiation in the classroom. A menu of differentiation best practices and programs, called the "AIG Coordinator-Support Options", is available for teachers to use when requesting help. Teachers may request modeling, co-

teaching, and support with implementation. The AIG coordinator is available to work with an entire grade level or can work with one teacher at a time. This support can be requested by the teacher, instructional coach, or administrator.

*** Ideas for Strengthening the Standard**

Caswell County Schools will reflect on the core curriculum as teachers receive training and implement it in their classrooms during the 2025-2026 school year. Enrichment and extension resources will be added at appropriate places so that teachers can plan their lessons with all district-provided resources in one place. It may be important to adopt a common enrichment curriculum, such as Junior Great Books, in order to provide consistent support of enrichment and extension across the district.

The AIG department will continue to work with the Secondary Curriculum department and the high school teachers to ensure that they understand the expectations of rigor in their honors courses by collaborating with the instructional coach.

With the recent high turnover of school counselors during the 2024-2025 school year, it will be imperative that new counselors participate in appropriate AIG professional development in order to understand the expectations of supporting gifted students.

Planned Sources of Evidence

* High school honors course syllabi	
* District pacing guides	
* Student reports from computer-based programs, data from formative and summative assessments, check-in results, CogAT reports	

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources		N/A	