



# Hoke County Schools Academically/Intellectually Gifted Program Family Guide



***AIG ALL DAY, EVERY DAY!!!***



## *Purpose of the AIG Program Family Guide*

The purpose of the AIG family guide is to take the mystery out, and provide parents/guardians with the information and tools to burning questions necessary to support their academically/intellectually gifted children in Hoke County Schools academically/intellectually gifted program.

With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers/AIG specialists - thus developing the strong bond between students, families, and teachers.

The Academically/Intellectually Gifted program guide does replace the Hoke County Schools Local AIG Plan which was approved by the Board of Education on June 14<sup>th</sup>, 2022. It serves as a quick reference guide addressing parents/guardians frequently asked questions.

Hoke County Schools Academically/Intellectually Gifted program Ninth Generation Plan 2022-2025 is linked to the Hoke County Schools' website which can be found at: [www.hcs.k12.nc.us](http://www.hcs.k12.nc.us).

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## **State Definition of AIG Students**

Academically or Intellectually Gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or Intellectually Gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or Intellectually Gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Article 9B ([N.C.G.S. § 115C-150.5](#))

### **Article 9B.**

Academically or Intellectually Gifted Students. § 115C-150.5. Academically or intellectually gifted students. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

## **Vision of Hoke County Schools Academically/Intellectually Gifted Program**



Hoke County Schools' Academically and Intellectually Gifted Program, in partnership with the community, will challenge our gifted students through academic scholarship and provide them with real world experiences to support strong academic performance.



## **Mission of Hoke County Schools Academically/Intellectually Gifted Program**

The mission of the Hoke County Schools' Academically and Intellectually Gifted Program is to provide differentiated educational services beyond those ordinarily provided by the regular educational program. We will refer and identify students from all cultural groups, across all economic strata and in all areas of human endeavor. Our primary goal is to ensure that our AIG students become critical thinkers and problem solvers, prepared for college, career and life upon graduation.

## **Hoke County Schools**

### **Overarching Goals of Hoke County Schools' Academically and Intellectually Gifted Program:**

Program services for the academically/intellectually gifted students in Hoke County schools will address the specific learning needs of these students, which include the following:

- To identify those students who perform or show potential for performing at remarkably high levels of accomplishment within their academic areas through the use of a variety of assessments and multiple criteria.
- To increase the number of identified academically/intellectually gifted students in our under-served populations so that the demographics of the academically and intellectually gifted population will be more representative of the demographics of the total school population.
- To provide a continuum of services which maximizes students' full potential, supports individual growth at varying levels of abilities, needs, and interests and allows these students to advance at an appropriate pace through the use of advanced strategies and materials.
- To provide a comprehensive and ongoing staff development program that will enable teachers of academically/intellectually gifted students to process the skills needed to expand and extend the goals objectives of the North Carolina Standard Course of study as well as to help meet students' social and emotional needs.
- To integrate gifted education into the total school program by encouraging collaboration.
- To complete ongoing reviews of the Hoke County Schools' Academically/Intellectually Gifted Education program to assess strengths and needs and to make needed provisions.

### **Hoke County Schools Program Goals for AIG Students**

**Goal 1:** Students will be able to critically examine the complexity of a variety of fields of knowledge.

**Goal 2:** Students will be able to create, adapt and assess multifaceted questions in a variety of fields/disciplines.

**Goal 3:** Students will be able to conduct thoughtful research/exploration in multiple fields.

**Goal 4:** Students will be able to think creatively and critically to identify and solve real world problems.

**Goal 5:** Students will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.

**Goal 6:** Students will be able to set and achieve personal, academic and career goals.

**Goal 7:** Students will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding of multiple fields/discipline.

**Hoke County Schools**  
**Academically/Intellectually Gifted Program**  
**Indicators of Giftedness**

Coleman and Gallagher

**Observation of Student Behavior** (Indicator of a student's need for differentiation based on his/her observable behavior)

This may be shown through the student's abilities in the following areas:

- Communication-highly expressive and effective use of words, numbers, and symbols
- Motivation-evidence of desire to learn
- Humor-conveys and picks up on humor
- Insight-quickly grasps new concepts and makes connections, senses deeper meanings
- Interests-intense (sometimes unusual) interests maintained over time
- Problem Solving-effective, often inventive, strategies for recognizing and solving problems
- Memory-large storehouse of information on school or non-school topics
- Reasoning-logical approaches to figuring out solutions
- Imagination/Creativity-produces many ideas, highly original

(Source: Frasier, M. Panning for Gold. Athens, GA: National Research Center at the University of Georgia, 1992)

**Student Performance** (Indicator of a student's demonstrated mastery)

This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school area.

**Student Achievement** (Indicator of a student's knowledge)

This may be shown through a standardized test score or an End-of-Grade/End-of-Course test score. Achievement may also be reflected on criterion-referenced tests designed by teachers.

**Student Aptitude** (Indicator of a student's capacity for learning)

This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ Score or Ability Score.

**Student Interest** (Indicator of a student's focus areas and/or curiosity)

This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extra-curricular activities.

**Student Motivation to Learn** (Indicator of a student's commitment to pursue learning experiences)

This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students, who have often been called "underachievers", an individual case study may be important to reflect the student's specific areas of need.

# State Learning Standards

Each individual content area in the North Carolina Standard Course of Study (NCSCOS) communicates basic knowledge and skills that all students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills should be delivered through multiple approaches and materials should be described. Specific teaching strategies, materials, or other information should be explored in optional curriculum support documents rather than in the NCSCOS. Hoke County schools use these standards as a guideline for teaching and testing and to help determine the curriculum—the courses taught. The standards are a way to help all the students in the state have fair, equal opportunities to learn.

## **Taxonomy/Framework**

According to revised Bloom's Taxonomy (2001) which is a taxonomy for teaching, learning and assessment, students should be able to carry out the following actions in their daily studies in order to master the NC state standards for their specific grade level content. Students should be able to:

### **Remember**

- Recognizing
- Recalling

### **Understand**

- Interpreting
- Exemplifying
- Classifying
- Summarizing
- Inferring
- Comparing
- Explaining

### **Apply**

- Executing
- Implementing

### **Analyze**

- Differentiating
- Organizing
- Attributing

## Evaluate

- Checking
- Critiquing

## Create

- Generating
- Planning
- Producing

## Taxonomy - types of knowledge Students Need to Master

In the revised taxonomy, knowledge is at the basis of these **six cognitive processes**, but its authors created a separate taxonomy of the types of knowledge students should be able cognitively master in their learning daily:

- **Factual Knowledge**

- Knowledge of terminology
- Knowledge of specific details and elements

- **Conceptual Knowledge**

- Knowledge of classifications and categories
- Knowledge of principles and generalizations
- Knowledge of theories, models, and structures

- **Procedural Knowledge**

- Knowledge of subject-specific skills and algorithms
- Knowledge of subject-specific techniques and methods
- Knowledge of criteria for determining when to use appropriate procedures

- **Metacognitive Knowledge**

- Strategic Knowledge
- Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
- Self-knowledge

*All of the text in the section above was taken from Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [November 2021] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.*

## Student Identification

### Procedures for Nomination, Screening, Referral and Evaluation

There are four steps in the process of identifying potentially gifted students and determining eligibility for gifted services in Hoke County Schools. Steps leading to the determination of eligibility are **nomination, screening, referral and evaluation**.



**Step 1 Nomination:** A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members, self or peer. Nomination indicates a request that the student is considered as a potential candidate and initiates the process of compiling information about the student. Nomination procedures assume parents and teachers have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students, including underrepresented populations in the district. Nomination data will be collected from a variety of sources. Teachers, parents, community members, psychologists, school administrators, guidance counselors, etc. may provide data in support of a nomination. Data may include classroom test scores, EOG/EOC test scores, NC Check-ins, I-Ready scores, report period grade averages, portfolio documentation, work samples, behavioral checklists, etc. Data will be recorded on the Individual Student Eligibility and Placement form. No single piece of information can exclude a potential AIG student from consideration for gifted services.

HCS' AIG Program utilizes a variety of tools to identify AIG students. HCS' AIG Program uses psychoeducational evaluation tools to identify twice-exceptional students for example: Gifted Behavior Scale; Stanford-Binet Intelligence Scale 4th Edition; Woodcock-Johnson 1V Psycho-Educational Battery-Revised test of Cognitive Ability and the Wechsler Intelligence Scale for Children-Third Edition.



**Step 2: Screening:** The goal of the screening process in HCS is to gather information and build a body of evidence to examine for students who will be considered for AIG services. It provides a measure to identify those students who might be referred for an individual evaluation. Screening of all EOG/EOC scores in the 90<sup>th</sup> + percentile is done with individual students or with groups of students. HCS' screening is utilized to distinguish a student's potential for eligibility. Both qualitative and quantitative measures are utilized in the screening process. These measures are utilized to determine if a student meets the criteria for gifted identification and to build a student profile of strengths, interests and talents.

**Quantitative assessment** provides numerical scores or ratings that can be analyzed or quantified. **Qualitative assessment** provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances. The former is considered objective, while the latter is considered subjective.

**Quantitative screening measures use include:**

- Norm-referenced test (e.g. CogAT, ITBS, NNAT)
- Criterion-referenced test (e.g., BOG data, mClass data, EOG (two (2) consecutive years of data); EOC (two (2) consecutive years of data)
- Historical trend of exceptional classroom achievement/performance
- Data collected during sweep screen
- 90<sup>th</sup> percentile + on EOG/EOC

**Qualitative screening measures include:**

- Anecdotal
- Rubric
- Performance
- Observation
- Checklist
- Interview
- Portfolio

AIG specialists share screening, referral, and identification procedures with school personnel during each school year at faculty meetings, grade level meetings, and with parents/families/students at annual Differentiated Education Plan (DEP) meetings. Students' searches are ongoing and conducted throughout the school year to create a pool of students for review and nomination. In Hoke County Schools, a student is considered screened for gifted identification, when he/she is evaluated using instruments approved for gifted identification. Teachers of HCS are required during the screening process to pay particular attention to students who show potential for academic excellence and who are representative of the diverse population of Hoke County.

Classroom teachers are required to observe and collect documentation on students who consistently display academic excellence or who show potential for excelling academically and/or intellectually.

Documentation may include work samples, test scores, grades, writing samples, student motivation indicators, EOG/EOC scores, etc. The AIG director and AIG specialists collaborate with other departments (EC, ELL) in the sharing of assessment and observational information to refer students who may be Twice Exceptional or English Language Learners.



**Step 3 Referral:** A referral is the official request for an individual evaluation of a student who shows indications of needing gifted education services, often based on the screening process. In Hoke County Schools, referrals are conducted yearlong. They are utilized to find additional students who might not have stood out in the screening process. Parents, guardians, teachers, members of the community, or peers may refer students for a gifted identification evaluation. Students may also refer themselves. The school staff initiates the formal move toward an individual evaluation. If the parent/guardian gives written consent, the student will be evaluated. The goal of HCS' AIG program in the screening and referral process is to capture students who demonstrate a need for acceleration and/or a more complex and rigorous curriculum than what was provided in the regular education classroom through the utilization of diagnostic tests, observational tools, anecdotal evidence, student work samples, etc.



**Step 4: Evaluation:** In HCS, an individual intellectual evaluation is administered within ninety days of the initial referral to determine eligibility for gifted service. An individual evaluation is a way of collecting information about a student's learning needs, strengths and abilities. It is used to make decisions about whether a student is eligible for services. No decisions about services can be made until and after the individual evaluation is completed and reviewed. **A student who after testing is ineligible for gifted identification services can be re-tested one year after their initial test.** The district maintains data for use in reassessing students who are referred more than once. **AIG Identification testing is administered in the fall and spring.**

## **Guidelines for Service Delivery**

### **Identification Criteria**

#### **AIG Formal Identification**

Students will be served directly by the AIG teacher in the regular classroom using a variety of service delivery methods/options.

Students must meet **three** of the following requirements: **two** of which **must be #1 and/or #2 /or #5**, along with **either #3 or #4**.

- 1. Achievement (current EOG/EOC score) 90th percentile or above AND**
- 2. Aptitude( CogAt) 90<sup>th</sup> percentile or above , in addition to**
- 3. Grade Averages 93 (A-) or better in subject OR**
- 4. Checklist/Observation by subject teacher**
- 5. Portfolio**

# Testing Instruments

<u>Achievement Tests</u>	<u>ABILITY/IO TESTS</u>
Iowa Tests of Basic Skills (ITBS)	Naglieri Nonverbal Ability Test (NNAT)
Woodcock-Johnson IV	Cognitive Abilities Test (CogAT)
EOG/EOC	Woodcock-Johnson IV-Test of Cognitive Abilities (Extended Version)
	WISC-IV

## AIG Program Services

### Grades 3-5



Activities for this group have been designed to ensure that these students in these clusters receive the support he or she needs to succeed in academically. Services for these students take place in the regular classroom with the consultation and support of the AIG Specialist. These students participate in challenging enrichment and accelerated instructional activities which require them to think critically and to solve problems. Classroom instruction is designed to meet

their academic, social and emotional needs. Teachers receive instructional support and resources from the AIG Specialist to enhance their differentiated instruction with the aim of challenging these students academically.

### Grades 6-8

At the 6-8 grade level, identified AIG students are clustered in teams and receive services in math and/or reading with other academically capable students. These cluster classes are challenged with rigorous reading and math activities that are aligned and extend beyond the NC standard Course of Study. Teachers receive instructional support and resources from the AIG Specialist at their respective school to offer differentiated instruction that would challenge these students academically.

In 8th grade, students take the advanced math course-Math 1.



## Grades 9-12



Academically and Intellectually gifted high school students are advised to participate in the college and/or career pathway program. These students are enrolled in challenging courses such as:

- Honors Classes
- Advanced Placement Courses
- College Courses
- NC Virtual Public School Online Courses

Students participate in enrichment sessions designed to enhance and elevate their high school academic experience. Sessions include but are not limited to: guest speakers, paideia seminars, college tours, college planning programs, and presentations to include the senior project. High school students can also apply to attend the North Carolina School of Math and Science in their sophomore year. Students may also apply to attend the NC Governor's School Summer Program for gifted students

## College and Career Readiness

Following your child's progress according to learning standards is one way to consider their readiness for their next step after high school. As your child progresses from year to year, even in elementary school, it is natural for your child to consider: ***Where will my education take me?*** This is one of the most important of all questions, and it leads to other questions that will form the basis of many conversations you will have with your child over the years. An old maxim advises us: ***"begin with the end in mind."*** Children naturally wonder about their future and the possibilities, and it is never too early to talk to your child about what they want to do and where they want to be when they grow up. The sooner you encourage your child to look at the future with wonder and hope, the more readily they will seek a connection between what they learn in school and how it helps them confidently ask and answer such questions as: **Who am I? Where do I want to go? How will I get there?** Your unique knowledge of your child will help you guide them in exploring these questions. It is important that your child/children understand that it is perfectly normal for them to have lots of interests and consider lots of different possibilities, that often successful adults have more than one career or occupation, and that being a devoted parent is as important as work that takes place outside the home.

# All Families expect their children to succeed in school.

Research shows that children from homes where families are engaged with their children, other parents, and their children's schools;

 <p><b>Earn better grades</b></p>	 <p><b>Get better test scores</b></p>	 <p><b>Enjoy school more</b></p>	 <p><b>Are more likely to graduate from high school and attend college or technical school.</b></p>
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## Families at home



Have your children consider what is interesting to them and what they are curious about, even if it is different from children around them.



Make it safe for your child to consider a wide variety of possibilities-try not to shoot down any ideas just because it isn't what you would pick.



Help your child choose books (including biographies) that will open their imagination to different ways they can serve others as they mature. When appropriate, encourage them to speak to trusted adults about different types of interests and work, including the joys and difficulties involved in what they do to serve their families or serve in an occupation.



Encourage your child to be an eager learner, but also encourage ways to apply learning by developing simple skills that build confidence—from something as simple as helping with chores around the house to more complex skills in any area of interest.



Talk with your child about the value of effort and hard work, no matter what the task is.



Encourage your child to keep a journal to write out hopes, dreams, thoughts, feelings, and more, even if only writing once in a while. Children who keep a journal of their own impressions can use it as a tool to build confidence in their own decisions, to rebound in times of difficulty, and to grow in resilience.

## Parents and Families

You can help in the success of your child by becoming an active participant in your student's education:

1. **Communicate:** Staying informed and responding promptly to all communications from the school or the school district.
2. **Be an example:** Showing your child that education is important by reading, attending parent/ teacher conferences, and attending "open houses."
3. **Volunteer:** Volunteering at your child's school and helping with extra-curricular activities. Participate and support parent involvement activities at school.
4. **Learn:** How to help your child with classwork, homework, and future education plans.
5. **Get involved:** Joining school/parent organizations, school improvement teams, Title I, Part A parent advisory councils, and other parent committees.
6. **Collaborate with the community:** Participating in parent activities with other families, know and use local community resources, such as libraries, universities, community centers, etc., to increase skills and talents to obtain needed services for your child.

***"Gifted students represent a vital resource that has unlimited potential. We need to make sure that these exceptional young people have the support and services they need to be successful."***

**Chuck Grassley**

# Frequently Asked Questions

## **Is there an AIG program in every school?**

Yes, HCS has an AIG program that offers K-12 programming across the district.

## **Does every school have an AIG specialist?**

Yes, there is an AIG specialist in every school whose primary role is to advocate for the AIG students in their respective schools and ensure that their academic, social and emotional needs are addressed in the classroom.

## **Who can nominate a student for AIG Identification testing?**

A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members, self or peer.

## **When does AIG student screening take place?**

The screening process for AIG identification is conducted throughout the school year.

## **If my child was identified as AIG in another district or in another state, would my child maintain his/her AIG status when they enroll in Hoke County Schools?**

HCS honors the AIG status of students transferring into our district from across the state or from another state.

# ***NOTES***