



Academically or Intellectually Gifted Program

**Parent/Guardian
Nomination Information**

The intent of this parent/guardian information packet is to provide basic information about the Academically and/or Intellectually Gifted (AIG) program in Moore County Schools and to answer common questions about the process used to identify students for AIG services. Since screening and services for AIG students most often takes place at the individual schools, your primary source of information is the AIG teacher assigned to the school.

Moore County Schools is committed to meeting the educational needs of all students, including those with special abilities and talents. We believe that students with special gifts and talents are found in all ethnic, geographic, and socioeconomic groups and they represent a source of potential innovation, creativity and leadership. We are dedicated to supporting the development of these students through our AIG program services.

This information packet will provide information to help answer the following questions:

How do I know if my child is gifted?
What do gifted services look like for my child?
How can my child qualify for gifted services?

We hope the information in this packet will better inform you of Moore County's AIG program as well as the steps in qualifying for AIG services. If you have additional questions, please feel free to contact your school's AIG teacher or the Specialist for Advanced Studies.

Sincerely,

Diane Fey
Specialist for Advanced Studies
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How do I know if my child is gifted or just smart?

It is easy to assume that students who do well in school must be gifted academically. In fact, not every gifted student earns good grades. Similarly, every student who earns good grades is not necessarily gifted. So how do we know the difference? This chart lists things to consider when trying to determine if you have a smart, high achieving student or a gifted student.

A High Achiever	A Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is intellectually engaged
Has good ideas	Has original ideas
Works hard	Performs with ease
Commits time and effort to learning	May need less time to excel
Answers questions	Responds with detail and unique perspective
Absorbs information	Manipulates information
Copies and responds accurately	Creates new and original products
Is a top student	Is beyond his or her age peers
Needs 6 to 8 repetitions for mastery	Needs 1 to 2 repetitions for mastery
Understands ideas	Constructs abstractions
Grasps meaning	Draws inferences
Completes assignments	Initiates projects
Is a technician	Is an innovator
Is a good memorizer	Is insightful; makes connections with ease
Is receptive	Is intense
Listens with interest	Shows strong feelings, opinions, perspectives
Prefers information in order	Thrives on complexity
Is pleased with his or her own learning	Is highly self-critical

From "The Gifted and Talented Child" by Janice Szabos, Maryland Council for Gifted & Talented, Inc.

What do gifted services look like in Moore County Schools?

The AIG program looks different at each grade level and services provided to students will vary depending on the student's school.

During early elementary years (K-2), AIG teachers push-in to regular education classes or pull-out small groups of students to support the development of all students through our talent development program. Whole group and small group instruction may be used to develop thinking and problem solving skills. While students may be formally identified as gifted during the K-2 grade span, typically identification occurs during grades 3-5.

Students identified for AIG services work to develop skills in five key areas aligned with the Moore County Schools Gifted Education Standards. The areas of focused development include advanced communication and research, creative thinking and creative problem solving, higher order critical thinking, personal development and interpersonal relationships, and in application of knowledge. The AIG teacher collaborates and works with the core classroom teacher(s) to provide support and differentiated instruction within the regular classroom.

At the middle school, AIG students may be served in a variety of ways. Service may be provided during an encore time or during small group sessions when the students are pulled out of the regular classroom setting. Service focuses on enriching and extending the North Carolina Standard Course of Study through the Gifted Education Curriculum Standards adopted by Moore County Schools. AIG teachers may also push-in to the core classroom to support extensions and differentiation of the standard course of study.

At the high school level Honors, Advanced Placement, virtual or online classes, and College and Career Promise classes with Sandhills Community College help students differentiate their instruction. AIG students are expected to plan rigorous coursework to challenge their academic and intellectual capabilities. An AIG facilitator works at each high school to help advocate for AIG student's needs and to provide guidance to students in selecting classes and planning a path for their future studies.

How can my child qualify for AIG services?

The process to qualify for AIG services begins with identification of the student. A screening process takes place several times each year to look for students who may be showing signs of giftedness but are not identified. Students may also be referred for services by a parent/guardian, teacher, community member, peer, or self. Students who meet the screening criteria or are referred for services are placed in a screening pool and review by the school-based Gifted and Talented Team. This team, headed by the school AIG teacher, determines if there is enough evidence to support formal testing for AIG services.

If the student is identified for testing by the Gifted and Talented Review Team, the parents will be contacted by the school AIG teacher to discuss the data gathered and discuss possible testing. A *Consent to Test* form will be sent home for parents/guardians to fill out and return to the AIG teacher before any testing takes place for AIG services.

If additional data is needed, students may be given a variety of ability and/or achievement tests to determine whether or not they qualify for AIG services. The chart below outlines the scores used by Moore County Schools to identify students for AIG services.

If a student is tested for AIG services and does not qualify, testing will not be repeated for at least 18 months. This 18 month period allows time for the student to develop and mature; socially, emotionally and academically. In addition, this 18 month window ensures the best opportunity for valid and reliable test results if the student is reassessed for AIG identification and services in the future.

Qualifying for AIG Services

These are criteria needed in order to qualify for gifted services in Moore County Schools. Students will qualify using one of the pathways outlined below. Please refer to each pathway for additional information.

	Ability Testing	Achievement Testing
<p>Pathway 1</p> <p>Qualification as Intellectually Gifted</p> <p>IG</p>	<p>96th – 99th percentile composite or partial composite on an approved ability test</p> <p>OR</p> <p>Trend of 90th-95th percentile composite or partial composite on two ability tests</p>	
<p>Pathway 2</p> <p>Qualification as Academically Gifted (Reading, Math or Both)</p> <p>AR, AM, AG</p>	<p>90th percentile or higher composite or partial composite of an approved ability test</p> <p>OR</p> <p>90th percentile or higher on a content subtest of an approved ability test.</p> <p>If a content subtest is used then the achievement testing or EOC/EOG testing must be a subject-area match.</p>	<p>90th percentile or higher on an approved achievement test in Reading Total, ELA Total, Extended ELA Total and/or Math Total</p> <p>OR</p> <p>2 year consecutive trend of scoring a Level 5 on EOG/EOC in Math and/or ELA. Scores must be in the same subject area for 2 consecutive years.</p> <p>Area of identification will match the achievement test area(s).</p>
<p>Pathway 3</p> <p>Qualification as Academically and Intellectually Gifted AI</p>	<p>96th percentile or higher on composite or partial composite of an approved ability test.</p>	<p>90th percentile or higher on an approved achievement test in Reading Total, ELA Total, Extended ELA Total AND Math Total</p> <p>OR</p> <p>2 year consecutive trend of scoring a Level 5 on EOG/EOC in Math AND 2 year consecutive trend of scoring a Level 5 on EOG/EOC in ELA.</p>
<p>Pathway 4</p> <p>Students are referred to this pathway via the school-based Gifted and Talented Review Team.</p>	<p>Students who are referred for this pathway demonstrate a need for non- traditional consideration for gifted identification. Students participate in grade- appropriate performance tasks, which are used as part of a student portfolio to demonstrate potential. The student’s participation in the performance tasks is scripted. This scripting of student response and their work samples are analyzed based off a rubric by a district child placement team which include the Specialist for Advanced Studies and at least 2 other AIG teachers.</p>	

We hope this information packet has made you more familiar with the AIG program in Moore County Schools. If you feel your child is a gifted learner and would like to continue the process of referral and identification, please fill out the information on the next pages and return the completed form to the AIG teacher at your child's school.

If you have questions, please feel free to contact your school's AIG teacher or the Specialist for Advanced Studies.

Aberdeen Elementary School	Andrea Judge	ajudge@ncmcs.org	(910) 944-1523
Cameron Elementary School	Fran Devlin	fdevlin@ncmcs.org	(910) 245-7814
Carthage Elementary School	Andrea Judge	ajudge@ncmcs.org	(910) 947-2781
Crain's Creek Middle School	Brittany Driggers	bdriggers@ncmcs.org	(910) 245-3796
Elise Middle School	Angie Corrado	acorrado@ncmcs.org	(910) 948-2421
Highfalls Elementary School	Angie Corrado	acorrado@ncmcs.org	(910) 464-3600
McDeeds Creek Elementary School	Christine Cregan	ccregan@ncmcs.org	(910) 722-1012
New Century Middle School	Kimberly Oakley	koakley@ncmcs.org	(910) 947-1301
North Moore High School	Janet Smith	jsmith@ncmcs.org	(910) 464-3105
Pinecrest High School	Deborah Holden	dholden@ncmcs.org	(910) 692-6554
Pinehurst Elementary School	Carol Tuttle	ctuttle@ncmcs.org	(910) 295-6969
Robbins Elementary School	Angie Corrado	acorrado@ncmcs.org	(910) 948-2411
Sandhills Farm Life Elementary	Christine Cregan	ccregan@ncmcs.org	(910) 949-2501
Southern Middle School	Johanna Jensen	jjensen@ncmcs.org	(910) 693-1550
Southern Pines Elementary School	Brittany Bonner	bbonner@ncmcs.org	(910) 692-2357
Union Pines High School	James Horwath	jhorwath@ncmcs.org	(910) 947-5511
Vass-Lakeview Elementary School	Fran Devlin	fdevlin@ncmcs.org	(910) 245-3444
West End Elementary School	Carol Tuttle	ctuttle@ncmcs.org	(910) 673-6691
Westmoore Elementary School	Angie Corrado	acorrado@ncmcs.org	(910) 464-3401
West Pine Elementary School	Brittany Bonner	bbonner@ncmcs.org	(910) 673-2004
West Pine Middle School	Tamra Bowe	tbowe@ncmcs.org	(910) 673-1464
Connect Virtual Academy	Fran Devlin (K-5) Tamra Bowe (6-8)	fdevlin@ncmcs.org tbowe@ncmcs.org	(910) 947-2678
Specialist for Advanced Studies	Diane Fey	dfey@ncmcs.org	(910) 947-2342

AIG Nomination Packet

Parent/Guardian Inventory

Date: _____ School: _____

Student Name: _____

Birth Date (MM/DD/YYYY): _____ Grade: _____

Parent/Guardian Name(s): _____

Email Address: _____

Phone Number: _____

Preferred Method of Contact: Phone Email

Consider your child's characteristics and personality. On the form below, use the space in the right hand column to record any specific examples of the traits listed on the left. Remember that not every child will exhibit the same traits of giftedness nor do they always exhibit them in the same ways, so please try to provide as much detailed information as you can about your child.

(Adapted from Ann Harrison STAGE, 1996 and Harrison, Coleman, Shah Coltrane U-STARS-PLUS, 2004)

<p>Learns Easily</p> <ul style="list-style-type: none"> • Is eager to learn • Has lots of information • Retains and retrieves information easily • Carries out complex instructions with ease • Shows strong memory, quick recall • Refuses and becomes impatient with tedious and repetitious work • Appears bored with or rushes through "easy" work • Does not show work, only answers 	
<p>Has Strong Interests</p> <ul style="list-style-type: none"> • Is able to lose self in something of interest • Demonstrates unusual or advanced interests • Keeps extensive or unique collections • Is considered an "expert" in a particular topic by peers (may seem domineering) • Chooses to become involved when area of interest is addressed • Leads discussions back to one topic of interest • Resists transitions, struggles with change • Resists moving on to a new task or idea 	

Shows Advanced Skills

- Reads and comprehends on an advanced level (this may be seen through listening comprehension if the student is not yet a fluent reader)
- Tells or reproduces stories and events with detail
- Has a large vocabulary. Uses descriptive language, similes, and/or puns.
- Makes up songs, stories and rhymes
- Spends free time absorbed in books (may read when supposed to do other things)
- Generates many writing ideas and products
- Uses numbers and math skills in meaningful real-world ways
- Carries on conversations related to academic topics
- Shows high level thinking in a specific content area

Displays Curiosity and Creativity

- Asks unusual questions
- Is curious (asks how, why, what if) Tries to discover the how and why of things
- Puts unrelated ideas and materials together in new and different ways
- Offers unique responses
- Has an active imagination (likes to pretend)
- Does not follow or wait for directions (makes own rules)
- Refuses to follow rules unless they see “why”
- Develops and tells elaborate “stories”

Shows Advanced Reasoning and Problem Solving

- Is a keen observer (spots details others miss)
- Recognizes patterns
- Draws accurate and advanced conclusions based on information
- Makes mental connections (transfers learning into other subjects or real life situations)
- Sees cause and effect relationships. Asks “why?”
- Is aware of problems others do not see
- Devises or adapts strategies to solve problems
- Questions and reasons on a more mature level than peers
- Challenges “rote” approaches to problem solving
- Has “unique” ways of solving problems and seeing situations.

<p>Displays Spatial Abilities</p> <ul style="list-style-type: none"> • Has good sense of direction • Questions why and how things work • Takes objects apart and reassembles • Invents games • Creates three-dimensional structures • Has excellent motor planning and coordination • Prefers movement to connect learning to memory • Prefers hands-on experiences to learn (uses manipulatives often) • Brings gadgets, toys, etc. to tinker with at school • Moves around often (keeps hands and body busy) 	
<p>Is Motivated</p> <ul style="list-style-type: none"> • Is a self-starter (requires little direction) • Is persistent in pursuing and completing self-selected tasks • Is independent (requires little feedback) • Prefers to do things on own • Prefers interacting with older people • Converses about advanced topics • Does not follow typical path (move to the best of a different drummer) • Questions authority (is considered a “trouble maker” or instigator) 	
<p>Shows Social Perceptiveness</p> <ul style="list-style-type: none"> • Displays sense of humor • Enjoys working with others • Uses skills to resolve conflicts • Reads social situations well and can gain acceptance in most groups • Displays strong sense of justice (may overreact emotionally) • Is easily distracted by others’ needs • Is overly talkative and social • Uses humor and sarcasm inappropriately 	
<p>Displays Leadership</p> <ul style="list-style-type: none"> • Organizes materials and activities • Accepts and carries out responsibilities • Is sought out by others (influences others positively or negatively) • Adapts readily to new situations and changes • Is a positive and compassionate guide to others • Prefers adult company • Is seen as manipulative and strong-willed • Is seen as “bossy” • Wants to be the center of attentions • Not a good follower 	

Please answer the following questions to the best of your ability.

1. Why are you referring your child for gifted services?
2. What special talents or skills do you feel your child has? What hobbies or special interests does your child have?
3. How does your child approach something that is new, unfamiliar or different?
4. How often does your child read at home and what do they like to read?
5. How does your child feel about school? What do they like and dislike about school?

6. What are your goals and concerns for your child in school?

I understand that referring my child for the AIG program does not guarantee they will be tested or that they will qualify for AIG services.

Parent Signature: _____ Date: _____

Phone Number: (____) _____ - _____ E-Mail: _____