



Academically and/or Intellectually Gifted Program

Teacher Information and Referral Packet

Article 9B Legislation

Article 9B is the legislation that mandates gifted education in the state of North Carolina. It provides a definition for Academically and/or Intellectually Gifted students as well as requires local education agencies to develop three year local plans to ensure continuous improvement in service for gifted students. Once the AIG plan is approved by the local school Board, it is sent to the State Board of Education and the NC Department of Public Instruction for review and comment.

How does Moore County Schools define gifted students?

Moore County Schools defines intellectually gifted students as those who demonstrate, or have the potential to demonstrate, superior intellectual abilities when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their needs. Intellectually gifted students can be found in all cultural groups, across all socio-economic groups and include the highly gifted and twice-exceptional. Intellectually gifted students are those who may not demonstrate academic talents; however, their intellect clearly demonstrates superior ability.

Moore County Schools defines academically gifted students as those who demonstrate, or have the potential to demonstrate, superior academic abilities in a specific content area when compared to peers of similar age, experience or environment and require specialized instruction beyond the regular classroom instruction to meet their needs.

Academically gifted students can be found in all cultural groups, across all socio-economic strata and include the highly gifted and twice-exceptional.

Moore County Schools recognizes that students may be both academically and intellectually gifted.

How does a child qualify for AIG services?

The process to qualify for AIG services begins with identification of the student. A screening process takes place during windows each year to look for students who may be gifted but not have been previously identified. Students may also be referred for identification to qualify for AIG services by a parent/guardian, teacher, community member, peers. A student may self-refer for identification.

Students who are screened or referred are placed into a screening pool and reviewed by the school-based Gifted and Talented Team. The team will decide based on the data and evidence gathered whether the student should be recommended to complete additional testing. If the student is identified for testing, the parents will be contacted by the school AIG teacher to discuss the data gathered and discuss 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 a student is tested for AIG services and does not qualify, testing will not be repeated for at least 18 months. This gives the student time to develop and mature and ensures any additional testing will provide valid results.

How do I know if a child is gifted or just smart?

Below are some characteristics and behaviors to help distinguish between students who are bright, smart, high achievers and students who are gifted. Remember that not all gifted students will exhibit all characteristics, nor will they all exhibit them in the same way.

The Bright Child (High Achiever)	The Gifted Learner	Possible Problems Associated with Giftedness
Knows the answers	Asks the questions	Possible gullibility
Is attentive	Is mentally and physically involved	Difficulty in accepting the illogical
Has good ideas	Has wild, silly ideas: unusual imagination	Viewed as weird by others; feels stifled by lack of creative opportunities
Works hard	Plays around, yet tests well	Disruptive in class; class clown
Answers the questions	Discusses in detail, elaborates	Tendency to challenge, question authority, unwilling to listen to opinions of others
Top group	Beyond the group	Bored with regular assessments; may or may not do well depending on effort
Listens with interest	Shows strong feelings and opinions	Dominates the discussion
Learns with ease	Already knows	Bored; can become mischievous
6-8 repetitions for mastery	1-2 repetitions for mastery	Becomes bored and frustrated; dislikes repetition
Enjoys peers	Prefers adults	Receives negative adult attitudes to smartness; viewed as a show-off, odd, superior
Grasps the meaning	Draws inferences; thinks "outside the box"	Not interested in details; rejection of the known, need to invent for oneself; invents own systems, sometimes conflicting
Completes assignments	Initiates projects	Refuses to do rote homework
Is receptive	Is intense; persistent; can concentrate on tasks of high interest for extended periods	Has difficulty with listening skills; may disrupt class routine; perceived as stubborn, uncooperative; difficult to move into another topic or task; resistant to interruption
Copies accurately	Creates new designs	Viewed as unmotivated when restricted

Absorbs information	Manipulated information; creates new questions; ideas form existing knowledge	Seen as off task; appear to be day dreaming or not paying attention
Good memorizer	Good guesser	Viewed by teachers and others as not paying attention
Enjoys straightforward, sequential presentation	Thrives on complexity	Dislike shallow curriculum
Is alert	Is keenly observant	Occasional resistance to direction
Is pleased with own learning	Is highly self-critical	Perfectionist; fears failure, avoids new situations to avoid possible failure; unrealistically high goals
Diligent worker	High energy level	Needs less sleep; becomes frustrated with inactivity, lack of challenge or active inquiry, lack of progress
Eager to please	Unusual emotional depth and intensity	Very sensitive; feels confused if thoughts and feelings not taken seriously; vulnerable to criticism; need for success and recognition
Concerned with fairness in the present	Concerned with adult/moral issues; concerned with fairness and justice on a grander scale	Develops a cynical attitude; receives intolerance from peers; feels frustrated or angry; critical of others
Feels like one of the group	Feels isolated and different from others; independence in work and study; self-reliance; need for freedom of movement and action	Low self-esteem; regards difference as bad
Laughs at jokes; repeats them	Has a keen sense of humor; invents jokes	Uses humor inappropriately; feels confused or rejected when others don't understand

Other characteristics to look for in identifying possible gifted students. Be aware that a student may not demonstrate all of these characteristics:

- Extensive reading
- Advanced vocabulary, verbal fluency
- Talent in art, music and/or drama
- Nonconformist
- Exceptional memory
- Impatient
- Demonstrates leadership or influences that activities of others (either positively or negatively)

Compiled from Queensland Association for Gifted and Talented Children, Inc., *Challenge Magazine*, and the work of May V. Seago

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. Parents cannot request consideration through Pathway 4.</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>	

What Does the AIG teacher do?

- Provide services for AIG identified students
- Screen and identify new AIG students
- Chairperson for school Gifted and Talented Review Team
- Conduct AIG testing to qualify students
- Communicate and collaborate with teachers: push-in to provide support in the classroom, plan to support classroom teachers differentiating lessons
- Communicate with parents regarding testing results, program services, etc.
- Talent development with students who demonstrate gifted characteristics but are not identified yet

What AIG Services are offered in Moore County?

The AIG teacher is available to collaborate with all classroom teachers, to plan for differentiation in the regular classroom setting, and to discuss individual student goals and needs.

- AIG Consultative Services: This service option is available to students in grades K-12. Students who are identified but elect not to receive direct AIG services are served through AIG Consultative Services. Identification under AIG Consultative Services requires the development of an Individually Differentiated Education Plan (IDEP) for the student to set specific academic goals and plan quarterly monitoring meetings with the AIG teacher or facilitator at the school. The AIG teacher collaborates with the classroom teacher(s) to ensure the academic and affective needs of the student are being met in the regular classroom environment.
- AIG Enrichment Study Groups: This service option is available to students in grades K-8. The purpose of enrichment study groups is to tap into the need for the specific intellectual development of gifted identified students. AIG teachers design these study groups to focus on developing student creativity, critical thinking and problem-solving through the use of a variety of activities such as project-based and problem-based learning, coding, robotics, and logic problems. Students identified as intellectually gifted (IG) or academically and intellectually gifted (AI) are recommended to participate in these groups. Various clubs that enrich AIG student learning may also fall into this category.
- AIG Academic Study Groups: This service option is available to students in grades K-8. The purpose of academic study groups is to enrich and extend the NC Standard Course of Study to new levels of rigor and depth that will challenge academically gifted students. AIG teachers plan with the classroom teacher to deliver these lessons to small groups either in the classroom utilizing a co-teaching model or through a small group pull-out model. This option works particularly well if the school has implemented cluster grouping within the regular classroom. Students identified as academically and intellectually gifted (AI), academically gifted in reading and math (AG), academically gifted in reading (AR), or academically gifted in math (AM) are

recommended to participate in these groups. When appropriate, the AIG teacher will create academic study groups to address reading and math skills separately.

- AIG Independent Study: This service option is available to students in grades K-12 who require individually designed projects, mentorships or internships. Students interested in independent study opportunities will work with the AIG teacher to develop a product plan outlining the problem/issue/topic to be studied along with a project timeline and final product. Students are expected to submit regular reflections and progress updates to the AIG teacher. Upon completion of an independent study project, students should share their final product with an authentic audience. Independent Study services are traditionally provided as an addition to other service options; they should not supplant other services offered. This service option is most often recommended for profoundly gifted students.
- AIG Acceleration: This service option is available to students who consistently demonstrate work that is beyond their grade-level peers. Students must meet Moore County Schools criteria for whole grade or single-subject acceleration for this option to be considered. A minimum of 60 points on the Iowa Acceleration Scale is needed to be recommended for whole-grade or single-subject acceleration. The final decision regarding subject and/or grade advancement rests with the school principal. This service option is recommended for academically gifted students and profoundly gifted students.
- Advanced Academic Coursework: This option first becomes available in grades 6-8 through compacted math coursework. Students who qualify for compacted math complete advanced academic coursework to put them on track to earn credit for the first year of high school math while in 8th grade. Students in grades 9-12 have access to a variety of advanced academic coursework including honors courses, Advanced Placement courses and community college courses. This service option is appropriate for students in all areas of giftedness, but is particularly aimed at supporting academically gifted students. It is important to note that students do not need to be identified as gifted to participate in advanced coursework.

AIG All Day, Every Day!

AIG students should receive differentiated instruction within the regular classroom in addition to their direct services from the AIG Teacher. Often, differentiating instruction allows gifted students to gain a deeper, broader understanding of content. By changing the pace of instruction, allowing independent work and choice of assignment the needs of the majority of gifted students can be met in the regular classroom.

Please consult with the AIG teacher at your school to determine which of your students are AIG identified and their specific area of identification.

More Information

If you have questions, please feel free to contact your school's AIG teacher or the Specialist for Advanced Studies. Let us know how we can assist you in working with our gifted learners.

Aberdeen Elementary School	Andrea Judge	ajudge@ncmcs.org
Cameron Elementary School	Fran Devlin	fdevlin@ncmcs.org
Carthage Elementary School	Andrea Judge	ajudge@ncmcs.org
Crain's Creek Middle School	Brittany Driggers	bdriggers@ncmcs.org
Elise Middle School	Angie Corrado	acorrado@ncmcs.org
Highfalls Elementary School	Angie Corrado	acorrado@ncmcs.org
McDeeds Creek Elementary School	Christine Cregan	ccregan@ncmcs.org
New Century Middle School	Kimberly Oakley	koakley@ncmcs.org
North Moore High School	Janet Smith	jsmith@ncmcs.org
Pinecrest High School	Deborah Holden	dholden@ncmcs.org
Pinehurst Elementary School	Carol Tuttle	ctuttle@ncmcs.org
Robbins Elementary School	Angie Corrado	acorrado@ncmcs.org
Sandhills Farm Life Elementary	Christine Cregan	ccregan@ncmcs.org
Southern Middle School	Johanna Jensen	jjensen@ncmcs.org
Southern Pines Elementary School	Brittany Bonner	bbonner@ncmcs.org
Union Pines High School	James Horwath	jhorwath@ncmcs.org
Vass-Lakeview Elementary School	Fran Devlin	fdevlin@ncmcs.org
West End Elementary School	Carol Tuttle	ctuttle@ncmcs.org
Westmoore Elementary School	Angie Corrado	acorrado@ncmcs.org
West Pine Elementary School	Brittany Bonner	bbonner@ncmcs.org
West Pine Middle School	Tamra Bowe	tbowe@ncmcs.org
Connect Virtual Academy	Fran Devlin (K-5) Tamra Bowe (6-8)	fdevlin@ncmcs.org tbowe@ncmcs.org
Specialist for Advanced Studies	Diane Fey	dfey@ncmcs.org

Teacher Referral for AIG Identification

Student's Given Name: _____ Student's Current Grade: _____

Student Number : _____ Date of Birth: _____

I wish to refer _____ because _____

I understand that referring a child for the AIG program does not guarantee testing and does not guarantee that they will qualify for AIG services.

Teacher's Signature: _____ Date: _____

Grade Taught: _____ How long have you known this student? _____

Please review each category and the list of descriptors which follow. **When completing the rating scale, carefully consider the individual student's abilities and performance and the degree to which they exhibit the descriptors listed below in comparison to others of their peer group.** As you respond to each item, ask yourself "To what degree does this student exhibit this behavior as compared to other children of similar age, background, experience, culture, and/or environment?" For example, when rating your students, try to compare those from low-income families to other children from low-income families, children from African-American families to other children from African-American families, etc.

For each indicator, circle the number that aligns to what you see related to the student's abilities. At the bottom of the page, total the ratings from each category to determine an overall rating.

1 = Seldom or rarely observed 2 = Occasionally observed 3 = Frequently observed 4 = Consistently observed

Advanced Communication				
Exhibits self-confidence	1	2	3	4
Elaborates with details	1	2	3	4
Respects opinions of others	1	2	3	4
Articulates ideas clearly	1	2	3	4
Total for Advanced Communication Section:				
Creative Thinking				
Imaginative thinking	1	2	3	4
Improves, adapts or modifies objects or ideas	1	2	3	4
Generates unique, unusual or clever responses	1	2	3	4
Does not mind uncertainty	1	2	3	4
Total for Creative Thinking Section:				
Critical Thinking				
Makes connections readily	1	2	3	4
Employs complex problem-solving behaviors	1	2	3	4
Recognizes cause-effect relationships	1	2	3	4
Sees differences easily	1	2	3	4
Total for Critical Thinking Section:				

1 = Seldom or rarely observed 2 = Occasionally observed 3 = Frequently observed 4 = Consistently observed

Personal Development and Interpersonal Relationships				
Ability to organize and bring structure to events, people and/or situations	1	2	3	4
Persistent in area of personal interest	1	2	3	4
Strives to achieve high standards especially in area of strength and/or interest	1	2	3	4
Tolerant of ambiguity	1	2	3	4
Total for Personal Development and Interpersonal Relationships Section:				



Application of Knowledge				
Transfers learning from one topic to another	1	2	3	4
Learns with minimal repetitions of information	1	2	3	4
Makes generalizations about events, people and things	1	2	3	4
Connects basic information to broad concepts	1	2	3	4
Total for Application of Knowledge Section:				



Transfer the totals from each section above to the table below and calculate the Total Points for this portion of the referral form:

Advanced Communication	Creative Thinking	Critical Thinking	Personal Development and Interpersonal Relationships	Application of Knowledge	Total Points (Maximum of 80 points possible)

Please continue to the next section of the referral form.

In the table 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 the 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. • Completes assignments ahead of others (gets A's without effort). • Shows strong memory, quick recall. • Uses complex language and math symbol systems. • Refuses and becomes impatient with tedious and repetitious work. • Appears bored with or rushes through "easy" work. • Corrects the teacher and students in class. • Does not show work, only answers. 	
<p>Shows Advanced Skills</p> <ul style="list-style-type: none"> • Reads and comprehends on an advanced level (this may be seen through listening comprehension if the student is not a fluent, independent 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). • Seeks non-fiction as well as fiction. • Generates many writing ideas and products. • Understands advanced number concepts. • Uses numbers and math skills in meaningful real-world ways. • Carries on conversations related to academic topics. • Masters and shows high level thinking in a specific content area. • Challenges teacher to go further in depth and complexity. 	

<p>Displays Curiosity and Creativity</p> <ul style="list-style-type: none"> • Asks unusual, provocative 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”. 	
<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 collections. • Is considered an “expert” in a particular topic (may seem domineering). • Chooses to become involved when area of interest is addressed. • Leads discussion back to one topic of interest. • Resists transitions moving onto a new topic of study. 	
<p>Shows Advanced Reasoning and Problem Solving</p> <ul style="list-style-type: none"> • 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 “out of the box” ways of solving problems and seeing situations. • Doesn’t do well on tests with limited answer choices. 	

Displays Spatial Abilities

- Has good sense of direction.
- Figures out why and how things work.
- Takes objects apart and reassembles with speed and accuracy.
- 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 /artifacts).
- Brings gadgets, toys, etc. to tinker with at school.
- Moves around often (keeps hands and body always busy).

Is Motivated

- 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 mature topics.
- Does not follow typical path (move to the beat of a different drummer).
- Questions authority (is considered a “trouble maker” or instigator).

Shows Social Perceptiveness

- Displays sense of humor (may be “class clown”).
- Enjoys working in groups.
- Uses skills to resolve conflict.
- Reads social situations well and can gain acceptance in most groups.
- Displays strong sense of justice (may over-reactemotionally).
- Is easily distracted by others’ needs.
- Is overly-talkative and social.
- Uses humor and sarcasm inappropriately.

Displays Leadership

- Organizes materials and activities.
- Accepts and carries out responsibilities.
- Is sought 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 attention).
- Dominates others (may not be a good follower).