

**Cabarrus County
Schools**



**Gifted
Education**

Program Overview for Parents



The G Word

What does A.I.G. mean?

*Academically and/or Intellectually Gifted

Academically gifted: student performs well above grade level in one or more academic areas. “Strong student”

Intellectually gifted: student possesses a high aptitude score in comparison to peers. Has the ability to learn new information quickly.

Gifted programs VARY by county/state. Each has unique placement criteria.

One program does not fit all!

The Powerschool Identifiers

<p>AIG Academically & Intellectually Gifted</p>	<p>Student has high aptitude and elevated math <u>and</u> reading achievement</p>
<p>AM Academically & Intellectually Gifted (Math Only)</p>	<p>Student has high aptitude and elevated math achievement</p>
<p>AR Academically & Intellectually Gifted (Reading Only)</p>	<p>Student has high aptitude and elevated reading achievement</p>
<p>IG Intellectually Gifted</p>	<p>Student has extremely high aptitude (98-99%ile)</p>

The Implications of Being Gifted

Something to Ponder....

Giftedness is a mix of
“something you ARE”
and “something you DO.”

Dr. Annemarie Roeper
The Gifted Teen Survival Guide

Being gifted doesn't mean
you've been given something.

It means, you have something
to give.

- on a blog

Gifted children must be
taught **SKILLS** - not
just content, so they
can adapt to a future of
inevitable career
changes.



Cabarrus County School is working to meet the unique needs of our gifted learners in a variety of ways...

Let's take a look...

Navigate units are being added to 3rd, 4th and 5th grade AIG curriculum



CCS AIG Navigate Units

3rd Grade

Suggested Time Frame:
1st Quarter

What Does Gifted Mean?

- PBL activity
- Definitions, characteristics, myths related to being gifted

Growth Mindset Year 1: Foundations of Growth Mindset

- Growth vs Fixed Mindset
- Power of YET and goal setting
- Understanding failure and developing GRIT
- Practicing resiliency and perseverance

4th Grade

Suggested Time Frame:
1st Quarter

Gifted Identity Continued

- "Identity" and "The I Am" Poetry study
- Figurative language

Growth Mindset Year 2: Brain Plasticity

- Fixed to Growth Mindset Scenarios (Theater Style)
- How Neuroplasticity works
- This is Your Brain on Learning Activity

Multiple Intelligences and Learning Styles

- Identifying student learning styles and multiple intelligences
- Setting goals

5th Grade

Suggested Time Frame:
1st or 3rd Quarter

Profiles of Gifted Learners

- Jigsaw activity and presentations about the different types of gifted learners

Growth Mindset Year 3: Resiliency and Risk Taking

- CANVAS activities and research
- Historical figures with stories of resiliency

Gifted in Middle School & Beyond

- 8 Greats and Grips: advocating as a gifted learner
- Understanding middle school programming

A Gifted Local Endorsement course is now offered in ALL CCS schools (K-12) for teachers to learn more about these unique needs!

➤ Check out the list of teachers every school year with the Gifted Local Endorsement on the Gifted Education webpage:

➤ Link:

[https://www.cabarrus.k12.nc.us/
Page/38528](https://www.cabarrus.k12.nc.us/Page/38528)

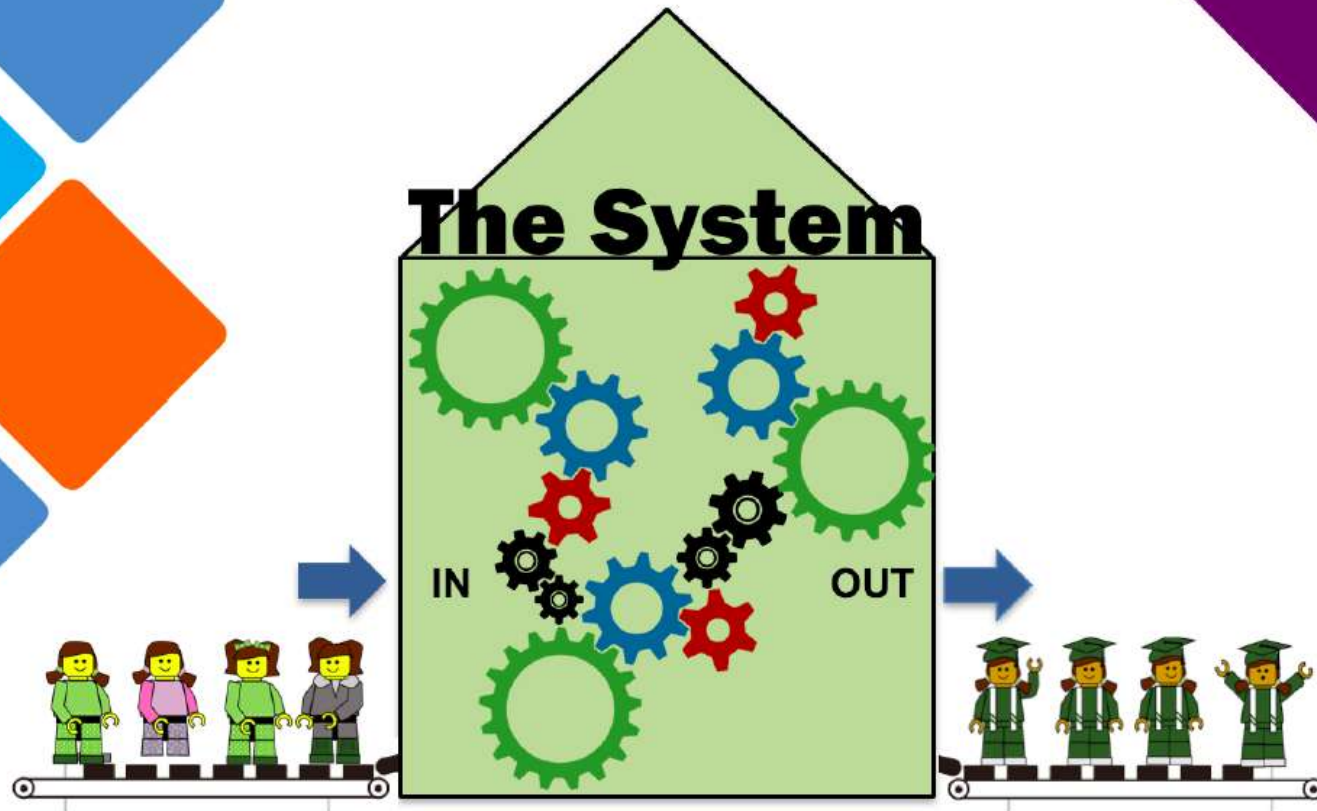




How can I support my gifted child moving forward...

Middle and High school are ahead!

How do we prevent our gifted students from getting “lost in the shuffle”?





Three Things Motivated, Independent, Self-Directed Learners Know

1. Where you are now in your learning (your strengths, weaknesses, needs)
2. Where you are headed in your learning (your goals)
3. How to get there (planning tasks and resources)



To Become an Independent Learner

- ◆ Understand how you learn best.
- ◆ Take responsibility for your own learning.
- ◆ Manage your time and the competing demands on it.
- ◆ Set realistic goals and make achievable plans.
- ◆ Get organized.
- ◆ Set up a support system for yourself.

A photograph of a corkboard with a light-colored rectangular note pinned to it. The note is held in place by two green pushpins. The text on the note is written in a casual, handwritten style and reads "who am I?". The corkboard has a natural, textured brown color.

who am I ?

Know your profile (feelings, behaviors, tendencies) and what your needs are...


YES, academics are important, but our gifted students need to know what their other needs are too.

A Venn diagram with three overlapping circles: a green circle at the top, a yellow circle on the left, and a blue circle on the right. The word "Ambivert" is written in purple text inside the green circle. The word "Extrovert" is written in purple text inside the yellow circle. The word "Introvert" is written in purple text inside the blue circle. A purple silhouette of a person stands in the center, with one hand on their hip and the other on their head, appearing to be in a state of thought or confusion. The background features a white central area with colorful geometric shapes (diamonds and triangles) in shades of blue, orange, and purple at the corners.

Ambivert

Extrovert

Introvert



PERFECTIONISM



- Intellectual: Highly active mind
- Psychomotor: High levels of energy
- Sensual: Heightened senses
- Imaginational: Vivid imaginations
- Emotional: Exceptional emotional sensitivity

Analytical
{ = + ? % # - }

Creative
!!!!!!!!!!!!!!



Motivation

Intrinsic

- ◆ Researching a topic just because it's **interesting**
- ◆ Cleaning your room because order makes your **life easier**
- ◆ Participating in a sport just because it's **enjoyable**
- ◆ Competing in a contest because the challenge is **exciting**

Extrinsic

- ◆ Studying because you want to get **good grades**
- ◆ Cleaning your room to **keep parents happy**
- ◆ Participating in a sport in order to **win awards**
- ◆ Competing in a contest in order to get a **scholarship**

What Do You Need or Want?

- ◆ More challenging work
- ◆ To explore an interest
- ◆ More time with kids like you
- ◆ Changes to match your learner profile



More Challenging Work

- ◆ Finish algebra and geometry in ninth grade
- ◆ Get into wind ensemble as a freshman
- ◆ Work at a faster pace in precalculus
- ◆ Skip eighth-grade English
- ◆ Take as many science classes as possible
- ◆ Take college classes in high school
- ◆ Graduate early



Explore an Interest

- ◆ Study Latin
- ◆ Learn cursive
- ◆ Take online computer programming
- ◆ Study abroad senior year of high school
- ◆ Learn more about animation and Photoshop
- ◆ Get a mentorship with the National Weather Service
- ◆ Take a philosophy class

More Time with Kids Like You

- ◆ Go to a residential school for gifted learners
- ◆ Start an Academic Quiz Bowl
- ◆ Form a Japanese media club
- ◆ Join a writers group
- ◆ Find other kids who want to learn to speak Tolkien Elfish
- ◆ Check into Talent Search summer programs
- ◆ Find online communities of gifted kids



Changes to Match Your Profile

- ◆ Create a quiet study hall
- ◆ Stop procrastinating
- ◆ Make a study space at home
- ◆ Talk to teachers about changing due dates
- ◆ Start a support group for perfectionism
- ◆ Get permission to eat breakfast midmorning
- ◆ Change math class to the afternoon



Gifted children must master the art of being
PROACTIVE!

SET GOAL.
MAKE PLAN.
GET TO WORK.
STICK TO IT.
REACH GOAL.

Action Plan

Goal: Pre-test out of some math units

Step	Person	Date	Done
Research examples of pre-testing	Mom and me	Sept 1	√
Look through math textbook	Me	Sept 5	
List concepts I feel I've mastered	Me	Sept 5	
Discuss the best way to approach my math teacher	Mom and me	Sept 5	
Make appointment to talk to my teacher	Me	Sept 6	

Few things in life are risk-free...

- **The struggle is worthwhile!**
- **Persistence is an essential skill!**
- **For a gifted child who is RESILIENT - the sky is the limit!**



Risky Business

Risk Taking

- Someone is often pushing you to accept a risk that was not on your personal agenda
- (“Wouldn’t you like to learn to ski so you can join the rest of us on winter weekends?”)
- Who do you FAIL?
 - The person who asked you to take the risk. This can be troublesome at times for gifted children who don’t like to disappoint.

VS.

Risk Making

- You are the person doing the pulling
- (“Gee, I’d really love to learn how to ski!”).
- Who do you FAIL?
 - Only yourself - no biggie. Try again or set a new goal!



The dynamics of risk-taking vs. risk-making is worth considering, especially with easy-to-criticize-themselves gifted children who are used to (addicted to?) success.

Fear of taking/making RISKS can...

- Lead to issues such as perfectionism, anxiety underachievement
- Prevent students from reaching full potential both in school and career
- Lead to the “I am bored” syndrome.





Self-Advocacy

The process of recognizing and meeting the needs specific to your own learning ability without compromising the dignity of yourself or others.

Loring Brinckerhoff, 1994

Do They Wish for Change?

Question: How often have you wished a teacher would modify something for you in order to make your work more challenging or more interesting?

N = 323	# of students	% of students	
Never/Almost Never	43		13.3
Occasionally	110	34.0	86.6
Frequently/Always	170	52.6	

Do They Ask For change?

Question: How often have you asked a teacher to modify something for you?

N = 323	# of students	% of students	
Never/Almost never	201	62.3	92
Occasionally	96	29.7	
Frequently/Always	26		8.0



Gripes!

Students' frustration may keep them from being either subtle or tactful.

Without training, their naïve efforts to self-advocate tend to antagonize others.

10 Tips for Talking to Teachers

Galbraith and Delisle

Make an appointment to meet and talk.

If you know other students who feel the way you do, consider approaching the teacher together.

Think through what you want to say before you go into your meeting with the teacher.

Choose your words carefully.

Don't expect the teacher to do all of the work or propose all of the answers.

Be diplomatic, tactful, and respectful.

Focus on what you need, not on what you think the teacher is doing wrong.

Don't forget to listen.

Bring your sense of humor.

If your meeting isn't successful, get help from another adult.



Gifted programming in Cabarrus County Schools

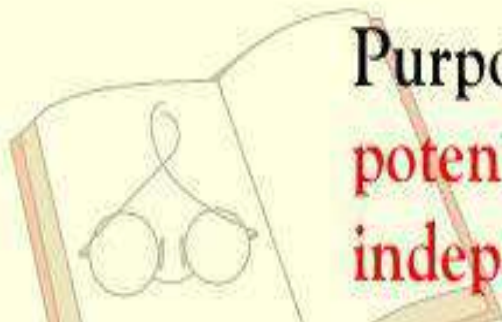
What to expect?

1st & 2nd

Learning
Interventions
For
Talented

3rd, 4th, 5th

Strategies
Opportunities
Activities
Resources



Purpose of LIFT: To increase nurturing gifted potential opportunities for high ability students independent of AIG formal identification

A Few FYI's

- Once a student qualifies for AIG Resource, he/she is served without further testing until the end of 5th grade.
- Students should continue to perform at an elevated level in the classroom to be pulled out for AIG services.
- AIG students will receive Progress Reports from the AIG teacher at the end of each SEMESTER.
- Meetings will be held at the beginning of each new school year for parents of current AIG students, as well as NEW AIG students, to discuss the AIG plans for the year.

3-5 SOAR Service Details

- Students attend resource class in the *AIG* classroom with other *AIG* peers and a certified *AIG* teacher
- 2 hours/week
- Project Based and/or Interdisciplinary units of study that extend/enrich the curriculum
- Focus on the *CCS AIG* Curriculum goals and objectives



What are the Implications for my child?

Curriculum

- ✓ ~~AIG classes do NOT instruct~~ math or reading at an advanced level.
- ✓ Skills that will prepare gifted learners for a globally competitive world
- ✓ Develops career awareness
- ✓ Directly addresses the implication of being a gifted learner, as well as related social and emotional issues.

AIG program encourages...

- ✓ ~~A love of learning~~
- ✓ Creativity
- ✓ Innovativeness
- ✓ Goal setting
- ✓ Responsibility
- ✓ Time management
- ✓ Technology
- ✓ Social interaction
- ✓ Teamwork
- ✓ Career readiness

Creative and Productive Thinking

Goal 1: Students will develop techniques that help in the search for innovative solutions and the creation of unique concepts.

Objectives

1.1 Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production

1.2 Demonstrate the use of the brainstorming process in creative problem solving .

1.3 Show knowledge of various creative thinking strategies to create an original product

1.4 Show knowledge of various creative processes (such as SCAMPER, webbing, brainstorming)

1.5 Produce ideas and solutions for real challenges using creativity techniques

Suggested Topics of Study:

Primary Education Thinking Skills, Figurative Language, Independent Study, Technology Integration, Inventions, Stories with Holes, Book Publishing, Interactive Notebooking, Service Learning

Problem Solving

Goal 2: Students will learn strategies for rational decision-making and apply them to problems and issues in today's world.

Objectives

2.1 Demonstrate understanding of a variety of problem solving skills

2.2 Develop problem solving techniques and group generated solutions

2.3 Apply problem-solving strategies to class-based situations, such as math word problems and conflict resolution

2.4 Apply problem solving strategies to real-life situations

Suggested Topics of Study:

Measurement, Architecture and Math, PETS Logic, Math in the Real World, Inventors and Inventions, Math Olympiad, Robotics, CSI, Junior Achievement, PBL, Service Learning

Thinking Skills

Goal 3: Students will make connections between present knowledge and new information, derived from varied materials and environments. They will identify premises, analyze relationships and validate conclusions.

Objectives

3.1 Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning

3.2 Develop strategies for critical thinking through abstract concepts, connections and generalizations

3.3 Develop techniques for inductive inquiry

3.4 Develop skills of visualization and spatial perception

3.5 Understand the nature of thinking and apply meta cognition
(Revised Bloom's Taxonomy and Jacob's Ladder)

3.6 Develop reflection and self-evaluation skills

Suggested Topics of Study:

Primary Education Thinking Skills, Tessellations, Architecture and Math, Newton's Laws of Motion, Aviation and Rocketry, Robotics, Service Learning, Self-Evaluations, Multiple Intelligences, Technology Integration, Analogies, Kohlberg's Moral Dilemmas, Debate

Research

Goal 4: Students will make effective decisions about the identification, implementation and presentation of ideas.

Objectives

4.1 Independently state a topic as a research question by:

- identifying concepts
- broadening and narrowing
- translating the question into a searchable query

4.2 Conduct and plan independent studies and research projects using:

- action plans
- time management skills
- study skills
- appropriate documentation
- multiple primary, secondary sources
- self-assessment

4.3 Evaluate research sources for relevance and accuracy

4.4 Understand appropriate usage with regard to copyright and patent law.

4.5 Analyze information to create a meaningful format/product

4.6 Reflect upon and personally interpret research results

Personal Growth

Goal 5: Students will recognize their individual strengths, needs and interests, and develop skills to achieve their potential while making meaningful contributions to society.

Objectives

5.1 Analyze and clarify feelings on being gifted, and explore related social and emotional issues

5.2 Gain an understanding and respect for each person's abilities, and recognize the similarities and differences between oneself and others

5.3 Explore feelings about a variety of ethical, moral, and cultural issues

5.4 Develop respect for self and empathy for others

5.5 Develop awareness for one's own learning profile and area(s) of giftedness

5.6 Develop self-monitoring skills for personal interactions

5.7 Demonstrate leadership and self-advocacy skills

5.8 Develop, pursue, and adjust short- and long- term personal and academic goals

Communication

Goal 6: Students will use effective communication skills to construct knowledge and interact with others through a variety of techniques and media.

Objectives

6.1 Participate effectively in a large group discussion. The student will edit and refine information, concepts and ideas to be reported individually and in groups to ensure quality products

6.2 Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience

6.3 Create, develop and deliver presentations in a variety of formats using various multi-media tools

6.4 Develop skills for delivery and acceptance of constructive criticism, peer and teacher review and self-evaluation

6.5 Identify and solve problems using appropriate communication skills in a collaborative endeavor.

Suggested Topics of Study:

Public Speaking, Self and Peer-Evaluations, Seminar, Technology Integration, Social Media, Debate, Science and Math Fairs, Math Olympiad, Living Museums, Product Presentations, Book Publishing, Service Learning

AIG Program Best Practices

Staggered Scheduling

AIG teachers will try to pull students out of the regular classroom from 2 different subjects if possible

(Ex: 1 hour from Math, 1 hour from Science)

Missed Classwork

While many classroom teachers do not give AIG students work from time missed, if they do, we must encourage our students to make up this work. The teacher may feel the missed work is an essential concept that needs to be practiced/reviewed.

Classroom Work is #1 Priority

Emphasize to students that their performance on regular classroom tests and assignments is critical to their continued participation in AIG. They need to show they can handle it.

AIG Differentiated Education Plan (D.E.P)

- Indicates the special options for learning **IN THE REGULAR CLASSROOM** available to AIG identified students.
- Your child will have a new DEP completed each school year, filled out by the new classroom teacher. This will “flag” the teacher about your child’s learning needs in certain academic areas.
- The AIG DEP is to be signed each year by the parent and the classroom teacher. Copies will be provided to parents, and a copy will remain in the student AIG File.

Let’s take a look at the DEP.

Cabarrus County Schools Elementary AIG Differentiated Plan

Student Name _____ School _____

The DEP is designed to provide appropriate learning opportunities that will support the unique learning needs of your child in their identified area of reading and/or math. The DEP Provides you with an annual education framework for your student. The curriculum content provided within the DPE is designed to extend and enrich the NC Common Core and Essential Standards in alignment with the NCDPI Standards for Gifted Education. Collaboration between general education and gifted education is essential. A yearly performance review will determine the appropriate service option.

Grade 3 DEP: Year _____ Areas of AIG Placement: ___ Reading ___ Math

General Ed provides differentiated services through the strategies listed below
 Cluster Grouping/Flexible Grouping
 AIG teacher provides differentiated services through enrichment (2 hours/wk.)
 Grade Acceleration ___ Subject Acceleration
 Other _____

I agree for my child to receive differentiated education as outlined on this document. I understand that continued eligibility for service is contingent upon satisfactory performance.

Parent _____ Date _____
 Classroom Teacher _____
 AIG Resource Teacher _____
 IDEP Developed

Grade 4 DEP: Year _____ Areas of AIG Placement: ___ Reading ___ Math

General Ed provides differentiated services through the strategies listed below
 Cluster Grouping/Flexible Grouping
 AIG teacher provides differentiated services through enrichment (2 hours/wk.)
 Grade Acceleration ___ Subject Acceleration
 Other _____

I agree for my child to receive differentiated education as outlined on this document. I understand that continued eligibility for service is contingent upon satisfactory performance.

Parent _____ Date _____
 Classroom Teacher _____
 AIG Resource Teacher _____
 IDEP Developed

Grade 5 DEP: Year _____ Areas of AIG Placement: ___ Reading ___ Math

General Ed provides differentiated services through the strategies listed below
 Cluster Grouping/Flexible Grouping
 AIG teacher provides differentiated services through enrichment (2 hours/wk.)
 Grade Acceleration ___ Subject Acceleration
 Other _____

I agree for my child to receive differentiated education as outlined on this document. I understand that continued eligibility for service is contingent upon satisfactory performance.

Parent _____ Date _____
 Classroom Teacher _____
 AIG Resource Teacher _____
 IDEP Developed

I decline services. I understand that should I want to access these services at a later date services will be extended only if my child meets the criteria.

Parent _____ Date _____
 Program Team _____

Differentiated Units, Learning Centers, Tiered Assignments, Curriculum Compacting, Contracts, Independent Investigation, Individualized Program, Advance Content, Computer Based Instruction, Special Programs, Other (describe)

Areas of identification **MAY** be updated year to year based on EOG scores.

Some strategies teachers may use when working with gifted students. Ask your child's teacher about specifics related to these strategies.

Advanced Courses in Middle School

ALPS: Advanced Language Arts Placement

- ◆ Identified Reading AIG students will be scheduled for this course with continued high performance in Reading in 5th grade.
- ◆ Non-reading identified students can still be for ALPS based on grades and available test data.

AMPS: Advanced Math Placement

- ◆ 3 years of math curriculum is covered in 2 years as preparation to take Math 1 in 8th Grade.
- ◆ Identified Math AIG students will be scheduled for this course with continued high performance in math in 5th grade.
- ◆ Non-math identified students can still be considered for AMPS based on grades and available test data.

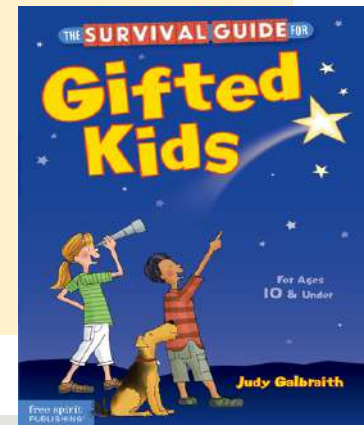
Middle School AIG Practices

- Student AIG Files will be transferred to the correlating middle school.
- Middle School AIG chairs will meet with AIG parents and review the DEP.
- AIG students should be cluster grouped together within ALPS and AMPS courses.



For more information about gifted education....

- Check out the Cabarrus County Gifted Education Webpage:
<http://www.cabarrus.k12.nc.us/Page/4272>
- Like the [CCS AIG Facebook page](#) to get tips from district psychologists about strategies to work with your gifted learner at home!
- Check out your AIG Teacher's webpage
- SENG Parent Group Information located on CCS Gifted Webpage.
- The Survival Guide for Gifted Kids by Judy Galbraith



THANK YOU!!!

QUESTION/COMMENTS

