

GLOSSARY of GIFTED EDUCATION TERMS

Ability Grouping - Children of high ability or with high achievement levels are placed in intentional groups to differentiate instruction. Ability grouping can be full or part-time, permanent or flexible.

AP - Advanced Placement Courses - The advanced placement program consists of college level courses and examinations for high school students. AP Course descriptions are carefully followed and are usually taught by teachers who have received specific training. Courses and examinations are available in several dozen areas of the curriculum. Anyone may prepare individually, perhaps with a tutor, and then take the AP examination. Courses usually require a full year to complete. There are over 1,300 United States colleges that currently accept AP credits. AP courses are usually open to any student demonstrating the prerequisite skills.

AIG – Academically and/or Intellectually Gifted

AIG Match Team – The purpose of the AIG Match Team is to determine if a student needs the differentiated services provided through the AIG Program. An AIG Match Team is established at each school site and will include the Gifted Education Specialist (GES), teachers and administrators, or designee who serve as team members. The team is responsible for identifying and matching the students with the appropriate service delivery option.

AIG Program Survey – Survey sent to all certified staff, identified students, and parents who have children with a DEP to evaluate the AIG Program.

Balanced Heterogeneous Group - Students are carefully placed by teams of teachers in order to create a balanced learning environment. Care is taken to equalize classes by race, gender, and learning ability. It is imperative that enough high ability students are clustered together to ensure an appropriate instructional group that can provide challenge.

CDM - Credit by Demonstrated Mastery. The process in which the LEA uses a body of evidence to award student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Cluster Grouping - Group at least four to eight AIG and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners, is trained to work with them and will devote proportional class time to differentiating for them.

Cluster Grouping within Teams - Students are assigned to teams heterogeneously. The students with high ability within each team are re-assigned to one or more teachers

for a specific block of instructional time. Grouping is flexible, based on student performance. Teams meet on a regular basis to review student progress.

Computer-Based Instruction - Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for students having specific skill gaps (gifted underachievers, learning disabled gifted students, or those from culturally diverse backgrounds). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the Internet.

Concurrent Enrollment - A student attends classes in more than one building level during the school year. Ex. Attending a traditional high school and taking classes at a local community college

Contracts - Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that teacher and student meet on a regular basis to review their progress.

Cooperative Learning Teams - intentional learning teams to promote equal accountability and positive interdependence. May be like or mixed ability groups.

Credentials - The district's recognition of the completion of DPI's professional development requirement for personnel working with gifted students. Teachers that complete this coursework, which is not the same as AIG state licensure, are posted on each school-based AIG website. It should be noted that these credentials are only recognized by New Hanover County Schools.

Credit by Demonstrated Mastery – CDM- The process in which the LEA uses a body of evidence to award student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Cross-grade classes, cross-age grouping - Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.

Curriculum Compacting -Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of demonstrated mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985). Curriculum compacting can be implemented at any grade level and with minimum additional funding, however, teachers do require training and support during implementation. During compacted time, students may pursue activities in their classroom, media center, or gifted resource room.

DEP -Differentiated Education Plan– The DEP is a plan that states the program service option appropriate for a student at specific grade levels (K-12) and is completed for each identified gifted student annually.

DEP Progress Review- this is a progress update for parents in regards to the student's DEP. The classroom teacher and the GES record how the student's needs have been addressed, as well as the student's response to the services.

Differentiation - Instruction that uses a variety of different and intentionally selected programs, methods, and strategies to meet the individual needs of students.

DPI- or NCDPI is the acronym for North Carolina's Department of Public Instruction

Dual Enrollment Learning - Enrollment in college courses or other challenging courses (ex. NC School of Science and Mathematics) while still enrolled in high school.

Early Admission - Students enter elementary, middle, high school or college earlier than their age and peers. New Hanover County follows the state guidelines for early admission.

ELL- English Language Learner

Extensions - relevant learning options that extend beyond the current curriculum for learners who need additional challenges.

Extra-Curricular Programs - Examples may include: Science Olympiad, Math Counts, Chess Club, ROCAME, History Bowl, Mock Trial, Poetry Out Loud, School Based Clubs.

Flexible Grouping- Students are matched to skills by virtue of readiness, not with the assumption that all need the same learning tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness, interests, and learning profiles.

Flexible Pacing Options (Acceleration) - Flexible pacing is "any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills" (Daniel and Cox, 1988). Flexible pacing includes such options as early entrance, continuous progress, course acceleration, grade acceleration, concurrent or dual enrollment, Credit by Demonstrated Mastery, and compacted course

GAC- Gifted Advisory Council- group made up of teachers, parents, community members, and others who advocate for gifted education and gifted students

GES – Gifted Education Specialist- certified teacher with an add on license in gifted education

GISA- Gifted Informational Sessions and Advocacy – partnership with UNCW and the NHCS gifted program that plans informational sessions for parents and the community about gifted education.

Honors Courses -Honors courses are advanced courses that cover traditional content, but also focus on issues, problems and themes related to topics. They are designed to help students develop a knowledge base in a specific discipline and learn to apply that knowledge at an advance level.

Independent Learning Contracts –student learning contracts designed with the teacher about what and how much will be learned and when product will be due, as well as behavior and work expectations; often connected with an individual or independent project.

Individual Differentiated Education Plan (IDEP) -An IDEP is completed for students who are identified as gifted, but need additional differentiation instruction other than that listed on the DEP. The plan defines and describes the appropriate program service options.

Independent Study - This may be used as a way to either accelerate or extend learning. Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, have strong interests and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress.

Individualized Program - This is an appropriate strategy for an individualized classroom or continuous progress model. Each student is carefully assessed and follows an individualized instructional program. Students continue to participate in regular class activities while still having opportunities to work independently on higher level tasks or areas of interest. This is particularly appropriate for a young student who may be appropriate for acceleration but who needs or desires to remain with his/her age group.

Learning Centers - These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to centers on a rotation basis Although this is usually thought of as an elementary activity, it has been used effectively with middle school students. Learning centers may be located in regular classrooms, media centers, or resource rooms.

LEA- Local Education Agency. When used in the plan this acronym refers to New Hanover County Schools

LEP – Limited English Proficiency

Mentors – Adults that can foster the further development of special interests or talents in students. They volunteer their time either during the school day or otherwise.

Mentorship - A student is placed with a subject matter expert or professional to further develop a specific interest or proficiency, which cannot be provided within the regular educational setting.

NCSCOS – North Carolina Standard Course of Study, which is also referred to as the Common Core, curriculum, and standards

NCVPS-North Carolina Virtual Public School offers online coursework for credit to middle and high school students. All work is done online. The courses are taught by North Carolina certified teachers.

Nurturing Program – An interdisciplinary program designed to promote both academic achievement and thinking skills for all students.

PETS – Primary Education Thinking Skills, a research-based curriculum that teaches critical thinking skills to students in grades K-3. Used in the NHCS Nurturing program

Problem- Based Learning –PBL-A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students may work in small collaborative groups. Teachers take on the role as "facilitators" of learning.

Pullout Grouping - gifted/advanced learners are pulled from the regular classroom for a specific period of time to work with a trained specialist on differentiated curriculum.

Resource Class - Resource classes meet regularly and focus on a specific area, usually reading, writing, mathematics, or intellect. The Gifted Education Specialist differentiates the SCOS. This may also be referred to as a pull out services.

Resource Support - Support is provided to classroom teachers through the services of a Gifted Education Specialist that helps design differentiated activities for students and helps secure appropriate resources for classroom use.

Subject Grouping - Students are grouped for specific subjects based on their aptitude and/or performance. Care must be taken that placement in one special class does not result in “tracking” in all classes due to scheduling restraints.

Subject Acceleration (Single) - A student bypasses the usual progression of skills and content mastery in one subject where significant advancement or proficiency has been documented. NHCS created the Subject Acceleration Checklist to help guide the process. The learner will progress at the regular instructional pace through the remaining subject areas.

Special Schools for the Gifted - Examples may include: North Carolina School of Science and Math, Governor’s School, and North Carolina School of Arts.

Tiered Assignments - The teacher uses different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.

Whole Grade Acceleration - Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. This has traditionally been used successfully with extremely able students as method of acceleration.