

**GIFTED EDUCATION  
ADVISORY COMMITTEE**

**PRINCE WILLIAM COUNTY  
PUBLIC SCHOOLS**

**COMMITTEE REPORT  
SUBMITTED TO  
DR. STEVEN WALTS  
SUPERINTENDENT OF SCHOOLS**

**Report Completed  
June 30, 2007**



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## EXECUTIVE SUMMARY

The Gifted Education Advisory Committee Report begins with a section on the Gifted Education Program in Virginia and the role of the School Division Gifted Education Advisory Committee. Following an overview of the Prince William County Gifted Education Program, the report is divided into five sections. Each section corresponds to a component of the Gifted Education Plan: Identification, Delivery of Services, Curriculum Development, Professional Development, and Parent and Community Involvement. Each of the five sections includes the specific goals from both the 2001-06 and the 2006-11 Gifted Education Plans. Each section includes Findings, Accomplishments, Challenges, and Recommendations. Wherever possible, the component on Findings compares results with School Division benchmarks. These benchmarks, based upon the School Division Strategic Plan, are designated Gifted Education Program Dashboard Indicators.

### Identification:

**Findings:** Increasing numbers of diverse learners are being identified for gifted education services.

**Accomplishments:** The implementation of a multi-criteria identification process and the administration of the Naglieri Non-Verbal Ability Test (NNAT) to all third graders have increased the identification of diverse learners.

**Challenges:** It is necessary to continue to develop and implement strategies to increase referrals of diverse learners and to refine a process that appropriately identifies these learners for services.

**Recommendations:** Provide continuing support for parents and guardians to include them in the identification process. Provide sustained professional development to continue to involve professional staff members, including Special Education and English for Speakers of Other Languages (ESOL) teachers, in the identification process.

### Delivery of Services:

**Findings:** Achievement of identified students, as measured by scores on external examinations, continues to increase.

**Accomplishments:** Differentiated Services Plans have been developed for identified students from kindergarten through grade twelve. The elementary task force on the delivery of services has completed a preliminary report.

**Challenges:** It is necessary to continue to develop and implement strategies to insure equitable services for each identified student in multiple educational settings. It is necessary to increase collaboration between classroom teachers and resource teachers to reach such a goal of equitable services.

**Recommendations:** Continue to refine and implement Differentiated Services Plans. Increase collaboration between classroom and resource teachers to insure equitable services for each identified student in multiple educational settings.

### Curriculum Development:

**Findings:** An increased number of identified middle and high school identified gifted students are taking advantage of extended and advanced programs and courses.

**Accomplishments:** External evaluation of gifted education resource program curriculum has strengthened and aligned the curriculum. External evaluation of extended and advanced programs and courses has strengthened and aligned the curriculum of these programs and courses.

**Challenges:** It is necessary to continue to align and strengthen the challenge level of the gifted education program curriculum. It is necessary to provide additional support to align and strengthen the curriculum of extended and advanced programs of study. The development of such challenging, inquiry-based curriculum has been limited on the elementary level.

**Recommendations:** Continue to align and strengthen the gifted education resource program curriculum. Continue to collaborate in the process of curriculum development to insure that challenging curriculum is provided for all students.

**Professional Development:**

**Findings:** Gifted education resource teachers continue to complete the endorsement requirement within the allotted three years. An increasing number of classroom teachers have completed the gifted education accreditation requirement.

**Accomplishments:** The number of endorsed and accredited teachers in Prince William County continues to increase.

**Challenges:** It is necessary to continue to provide carefully planned and sustained professional development to meet the challenges of identifying and serving diverse learners. Such professional development is also necessary to support instructional differentiation to provide academic challenge for all advanced learners.

**Recommendations:** Continue sustained professional development to support collaboration between classroom and resource teachers. Extend professional development to support differentiation within and across specific content areas to match services to identified learner needs.

**Parent and Community Involvement:**

**Findings:** Parent satisfaction with gifted education services as measured by triennial survey results is 97%. Parent satisfaction with classroom services for identified students in grades four through twelve meets the dashboard benchmark of 80% satisfaction. Parent satisfaction with services for students in kindergarten through grade three does not meet the dashboard benchmark of 80% satisfaction.

**Accomplishments:** Communication with parents and the community has improved through the increased use of face-to face and written communication. The major improvement has come through the increased use of e-mail and through the improvement of resource program web sites.

**Challenges:** It is necessary to continue to expand publications in languages other than English. Maintaining current web sites continues to be a challenge.

**Recommendations:** Continue to improve communication in all forms. Develop and publish a brochure in multiple languages with information about identification procedures and gifted education services. Continue to expand opportunities for appointment to the Gifted Education Advisory Committee to reflect the demographic and geographic composition of the School Division.

In summary, this report indicates that the identification process must identify and serve diverse learners. The delivery of services must provide equitable services for all identified students. Curriculum development must result in aligned and challenging curriculum. Sustained professional development must provide for collaborative delivery of services through resource and classroom service. Parents and guardians must be considered involved partners in the process of identification and in the delivery of services. Communication plans must support meaningful dialogue with community, staff, and students as well as the distribution of information in multiple languages.

This year the Gifted Education Advisory Committee examined the final results of the 2001-06 Division Gifted Education Plan as well as the results of the first year of the 2006-11 Division Gifted Education Plan. The 2001-06 Division Plan was focused upon meeting Virginia standards for gifted education services. The 2006-11 Division Plan is focused upon meeting national and international standards for gifted education services. This major conceptual difference between the two Gifted Education Plans means that the current plan is aligned with the vision of the School Division of *"Providing a World-Class Education."* This report includes findings, accomplishments, challenges, and recommendations to continue the journey toward such a goal.



## **SECTION I BACKGROUND**

### **A. THE GIFTED EDUCATION PROGRAM IN VIRGINIA**

#### **REGULATIONS**

Article III of the Constitution of the Commonwealth of Virginia mandates Standards of Quality for Public Schools. Within those standards, each local school board shall provide for the "...early identification of gifted students and enrollment of such students in appropriate instructional programs consistent with state and federal law." In addition, the standards require each local school board to provide "...a program of professional development...to assist teachers and principals in acquiring the skills needed to work with gifted students..."

The Regulations Governing Educational Services for Gifted Students were adopted by the Board of Education of the Commonwealth of Virginia on February 25, 1993 and became effective on July 1, 1994. The Regulations Governing Educational Services for Gifted Students provide basic definitions, establish areas of giftedness, establish criteria for identification and screening, and require the development of local plans. The regulations require that the Gifted Education Advisory Committee submit an annual report to the School Board through the Division Superintendent. The regulations require each School Division to prepare a local plan for gifted services. These Regulations have been included as Appendix A.

#### **LOCAL PLAN**

The Virginia Plan for the Gifted provides additional information on gifted education. This document provides information for local school boards to include definitions of giftedness in several areas of determination of eligibility; the identification, screening, and placement process; program and curriculum design; community involvement; the use of state and local funds; and the selection and training of teachers and administrators.

In 2005, a Reference Guide for Administrators of Gifted Programs was published by the Virginia Advisory Committee for the Education of the Gifted to provide information to support the preparation of the Local Plan for Services Provided for Gifted Students. In addition, detailed instructions for the preparation of the Local Plan are provided by the Virginia Department of Education.

In 2001 and in 2006, Prince William County complied with the Virginia mandate and prepared a five-year Local Plan. The 2006-11 Local Plan for Services Provided for Gifted Students has been reviewed and approved by the Prince William County Superintendent of Schools, by the Virginia Department of Education, and by the Prince William County School Board. All major revisions to the plan are approved through the same process.

## **B. THE GIFTED EDUCATION ADVISORY COMMITTEE**

This report from the Gifted Education Advisory Committee is submitted in compliance with the requirements of Article III, Section 2.6 of the Regulations Governing Educational Services for Gifted Students. The regulations require that the Gifted Education Advisory Committee submit an annual report to the School Board through the Division Superintendent.

All members of the Gifted Education Advisory Committee participated in the needs assessment process as a part of the preparation of the 2006-11 Gifted Education Plan. Because the 2006-11 Gifted Education Plan was completed during 2005-06 and the approval process was completed during 2006-07, this report includes both committee members from 2005-06 and committee members from 2006-07. A list of members of the Advisory Committee for Gifted Education has been included as Appendix B.

The Gifted Education Advisory Committee (hereinafter referred to as the Committee) reviewed the 2001-06 Prince William County Five Year Plan for Services Provided for Gifted Students to determine the extent to which the plan was implemented during the 2005-06 school year. A final review of that plan took place during 2006-07. The Committee supported the development of the 2006-11 Prince William County Five Year Plan for Services Provided for Gifted Students during 2005-06. During 2006-07, the Committee monitored the first year of implementation of the 2006-11 Gifted Education Plan.

In the spring of 2006 and of 2007, community members of the Committee visited schools with gifted students and Gifted Education Centers in Prince William County Public Schools to review services to identified gifted students. Statistical and research data based upon the 2004-05 triennial survey and data from the 2005-06 academic year was provided by the professional members of the Committee to be incorporated into the findings for the report. The Committee also reviewed the extent to which Strategic Plan Indicators and Gifted Education Dashboard Indicators had been met. The Gifted Education Dashboard Indicators have been included as Appendix C.

## **SECTION II THE GIFTED EDUCATION PROGRAM IN PRINCE WILLIAM COUNTY**

### **PROGRAM OVERVIEW**

#### **Elementary School Delivery of Services Model**

According to the Local Plan for Services Provided for Gifted Students for 2001-06 and the Local Plan for Services Provided for Gifted Students for 2006-11, gifted education services are provided for Prince William County students in kindergarten through grade twelve. Students identified for gifted services in an academic area in kindergarten or in grades one through three are provided with appropriately differentiated instruction through the Strategies for Teaching and Reaching for Talent (START) program in each elementary school. The instruction is classroom-based and is supported by gifted education resource teachers. These students are evaluated for continuing gifted services at the end of grade three. Beginning at the end of grade three, students are identified formally in the category of intellectual aptitude or specific academic aptitude. These students receive additional services in grades four and five either in a school-based program in the elementary school or in a Gifted Education Center program. These programs are considered as Schools Involved in Gifted Needs in Education Today (SIGNET) programs.

In 2005-06, the eastern portion of the county was served by Elementary Center Programs based at Ashland, Lake Ridge, Mary Williams, and Swan's Creek Elementary Schools. In the 2006-07, Ashland Elementary and Swans Creek Elementary Schools were able to establish school-based gifted education programs. The Ashland Elementary Center was relocated to the Rosa Parks Elementary School. In both years, the central portion of the county has been served by centers at Coles and Marshall Elementary Schools. The western portion of the county is served by centers at Bennett, Ellis, and Victory Elementary Schools. The Alvey Elementary School Center, which was housed at Battlefield High School in 2005-06, was moved to Buckland Mills Elementary School for 2006-07.

Six elementary schools had school-based gifted education programs for students in kindergarten through grade five in 2005-2006. Each of these programs was established through a waiver process. These programs include Rockledge (beginning in 1991), Antietam (1993), Westridge (1994), Henderson (1995), Pattie (1996), and Springwoods Elementary Schools (1996). For 2006-07, two additional school-based programs were established at Ashland and Swans Creek Elementary Schools.

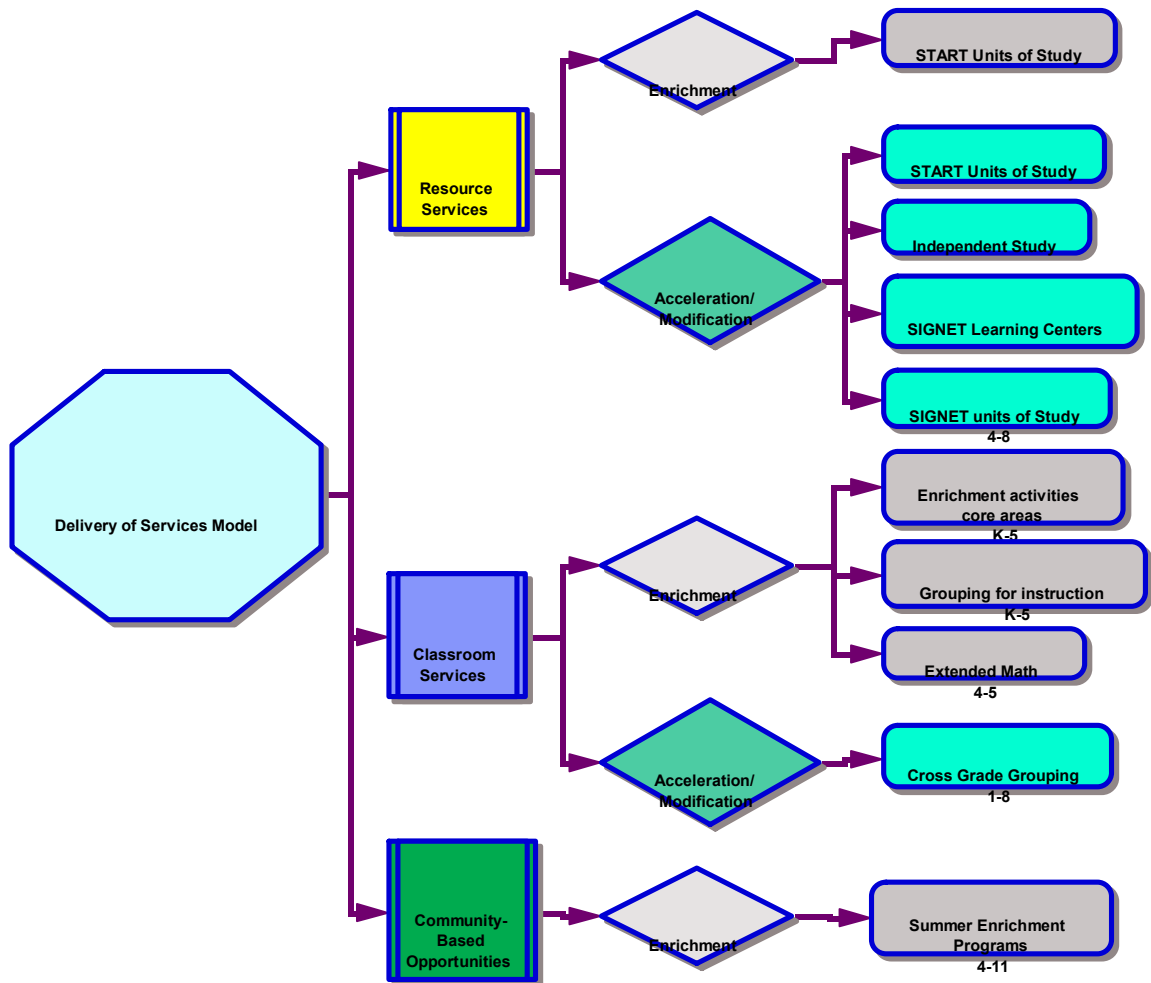
Gifted students involved in the central services program attend a center one day each week. Students involved in a school-based program receive comparable services within each school-based program.

Students also have an opportunity to select a foreign language in the elementary school (FLES) program in grades one through five or a mathematics and science program in grades four and five. Beginning in 2007-08, eight elementary schools will continue the consideration phase of the International Baccalaureate Primary Years Programme.

In addition, Pennington School provides services for students in grades one through five within the school setting. In 2005-06, Porter School provided services for students in grades one through five within the school setting. In 2006-07, Porter extended services to grade eight.

The model for delivery of services is illustrated in Figure 1, Delivery of Services, Kindergarten through Grade Five.

**Figure 1**  
**Delivery of Services**  
**Kindergarten through Grade Three**



## **Middle School Delivery of Services Model**

In grades six, seven, and eight, identified students receive appropriately differentiated instruction in each middle school. Each middle school has its own school-based gifted program. Each program provides a balance of opportunities for group interaction and individual independent study.

In addition, Pennington School provides services for students in grades six through eight within the school setting. In 2005-06, Porter School provided services for students in grades six and seven within the school setting. In 2006-07, Porter extended services to students in grade eight.

Middle school students may also apply for Mathematics and Science programs at three middle schools, for foreign language programs at three middle schools, and for International Baccalaureate Middle Years Programmes at three middle schools. All of the schools with IBMYP have authorized programs.

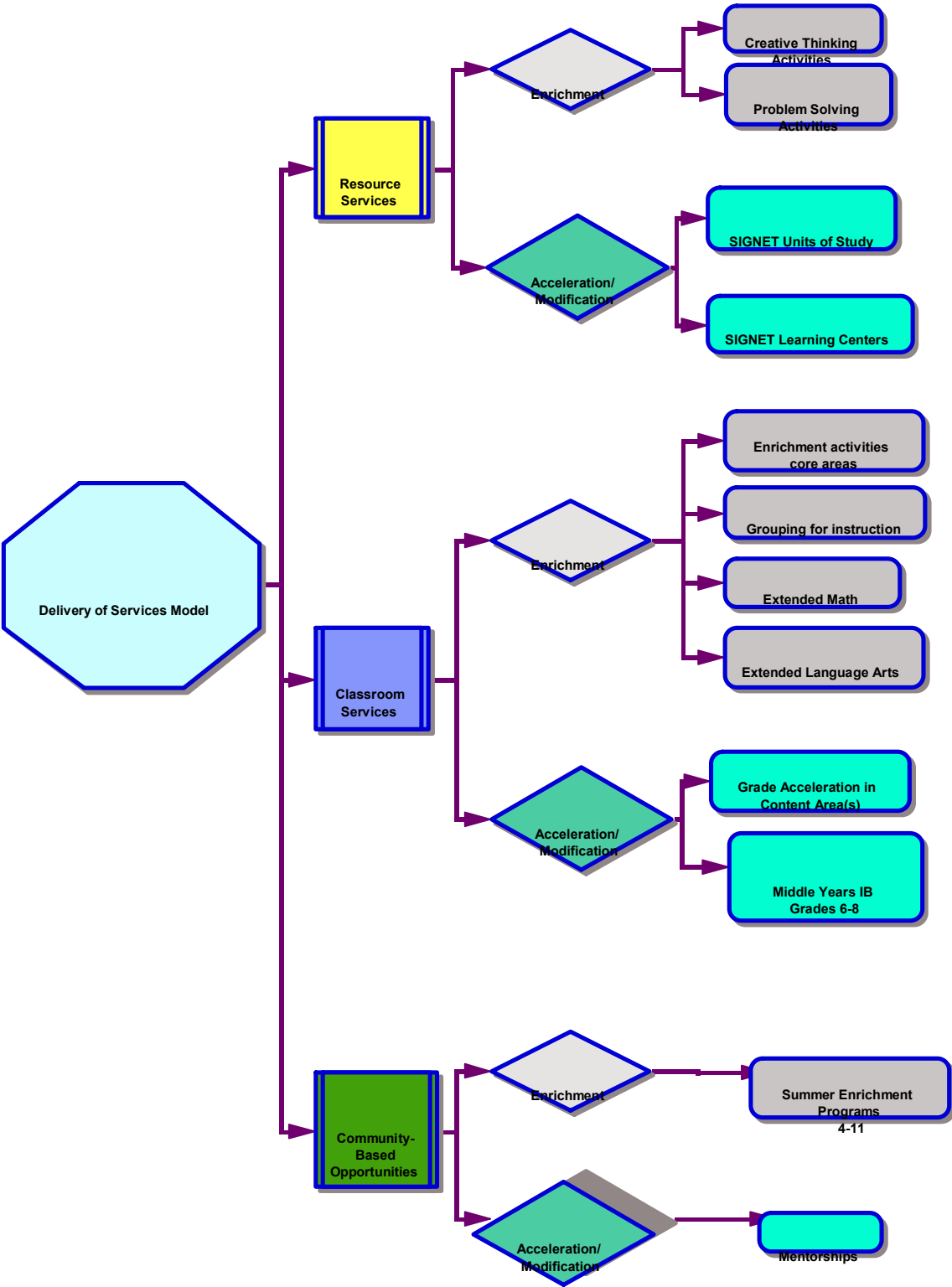
Students in grade eight may apply to attend the Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia. This Governor's School is designed for students with aptitude, interest, and achievement in science, mathematics, and technology.

Middle school gifted students in Prince William County have other related opportunities that include the following:

- Various summer enrichment programs offered in the Washington, D.C. metropolitan area and throughout Virginia
- Independent gifted education summer programs offered at various college campuses throughout the United States

The model for delivery of services is illustrated in Figure 2, Delivery of Services, Grades Six through Eight.

**Figure 2**  
**Delivery of Services**  
**Grades Six through Eight**



## **High School Delivery of Services Model**

In grades nine and ten, gifted students in each high school in Prince William County are provided services through pre Advanced Placement (ADV), International Baccalaureate Middle Years Programme (IBMYP), or International General Certificate of Secondary Education (IGCSE) courses. In grades eleven and twelve, students are provided services through Advanced Placement (AP), International Baccalaureate Diploma Programme (IB Diploma), and Advanced International Certificate of Education (AICE) courses. Seminar programs are available in all ten high schools. One or two members of the high school Gifted Education Program staff serve on the faculty of each high school to support each high school's program.

In grade twelve, identified students at six high schools offering an Advanced Placement Program may participate in the Gifted Education Multidisciplinary Seminar (GEMS) program. Stonewall Jackson High School and Gar-Field High School offer a Theory of Knowledge (TOK) seminar to senior students in the IB Diploma program. Brentsville District High School and Potomac High School offer services to students in grade twelve through AICE Thinking Skills.

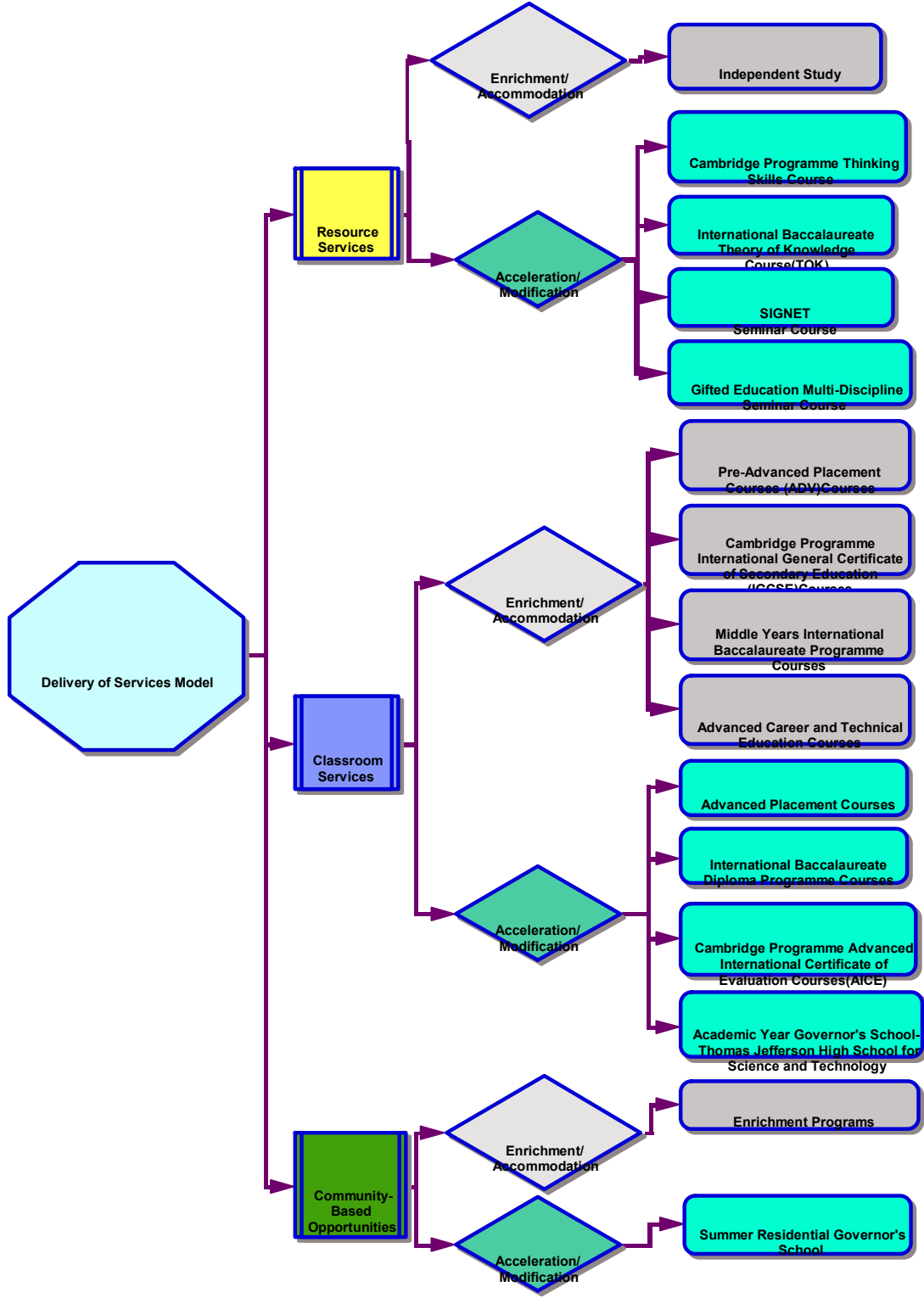
In addition to Advanced Placement Programs, International Baccalaureate Programmes, and Cambridge Programmes, gifted students may also choose to participate in Instructional Technology Programs, in a Bio-Tech Center, in the Center for Environmental and Natural Sciences (CENS), in the Center for International Studies and Languages (CISL), or in the Center for the Fine and Performing Arts (CFPA). Students who qualify may also enroll in the Thomas Jefferson High School for Science and Technology.

Gifted high school students in Prince William County have other related opportunities that include the following:

- Dual enrollment opportunities where students may take college courses
- The Prince William County Summer Art Institute conducted on college campuses
- The Summer Residential Governor's Schools for the Gifted in humanities, science and technology, visual and performing arts, agriculture, and foreign languages offered at a variety of locations throughout the Commonwealth of Virginia
- Various summer enrichment programs offered in the Washington, D.C. metropolitan area and throughout Virginia
- Independent gifted education summer programs offered at various college campuses throughout the United States

The model for delivery of services is illustrated in Figure 3, Delivery of Services, Grades Nine through Twelve

**Figure 3**  
**Delivery of Services**  
**Grades Nine through Twelve**



## A. IDENTIFICATION

### **Gifted Education Plan Objectives for 2001-06:**

*Increase identification of underrepresented student populations through the use of research-based multiple criteria for identification so that the demographic profile of the gifted education program reflects the demographic profile of the School Division.*

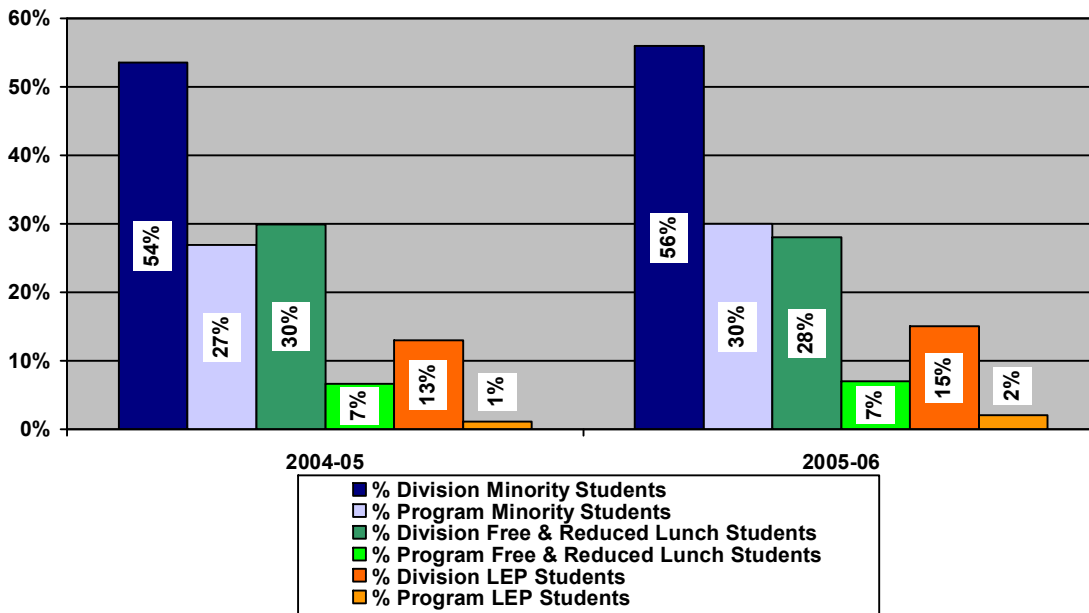
### **Gifted Education Plan Objectives for 2006-11:**

*In order to reach the Division Gifted Education Program Performance Measure indicating that the demographic composition of the gifted education program shall reflect the demographic composition of the school division, the identification procedures of the gifted education program will continue to be revised based upon research-based national best practices to continue to increase identification of students from underrepresented student populations.*

### **Findings:**

- Chart A below summarizes the performance measure used in determining the effectiveness of the multiple criteria identification procedures originally implemented in 2003-04.
- The identification of minority students increased by almost 10 percent in the 2005-06 school year.
- In this same time period, the identification of Limited English Proficient (LEP) students almost doubled.
- While the demographic profile of the gifted program still does not match the demographic profile of the School Division, considerable progress has been made identifying students in underrepresented areas.

**Chart A**  
**Comparison of Gifted Program and**  
**School Division Demographic Profiles**  
**2004-05 and 2005-06**



**Accomplishments:**

- The multi-criteria identification process has resulted in a steady rise in the identification of the underrepresented populations, including Minority, Free and Reduced Lunch, and Limited English Proficient (LEP) students.
- The School Division continues to serve as one of two source Divisions on the Federal Javits Grant. This grant, *Project PROMISE*, focuses on the identification and service of underrepresented students.
- The Parent Referral and Permission forms are now available in Spanish.
- The Parent Referral forms are now available for downloading from the Gifted Education Program webpage.
- The Naglieri Non-Verbal Ability Test (NNAT) was administered to all third graders in the fall of 2006 to enlarge the screening pool.

**Challenges:**

- Develop strategies to increase referrals from low-income, minority, special education, and LEP student populations.
- Educate and inform non-English speaking parents of the availability of gifted services in Prince William County.

**Recommendations:**

- Train English for Speakers of Other Languages (ESOL) teachers and Special Education teachers in the identification process and enlist their assistance in providing referrals when appropriate.
- Provide assistance to parents with limited English proficiency in completing parent forms through ESOL and foreign language teachers.
- Provide assistance to parents who have difficulty completing parent reports.
- Provide sustained professional development to support the identification of students from underrepresented populations.
- Continue to monitor progress toward Strategic Plan Goal 1, Objective 2, Indicator 2.

## **B. DELIVERY OF SERVICES**

### ***Gifted Education Plan Objectives for 2005-06:***

*Examine current service delivery models, increase accountability for services through documentation, and modify services based upon analysis of performance data at the elementary, middle and high school levels.*

### ***Gifted Education Plan Objectives for 2006-11:***

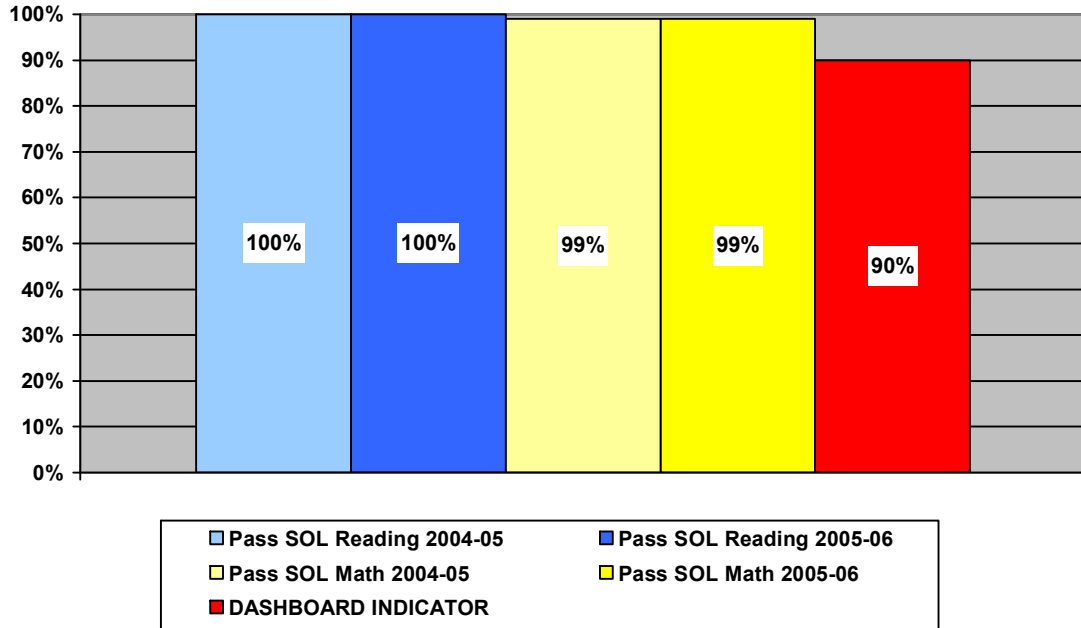
*In order to reach Division Gifted Education Performance Measures indicating specific standards for academic performance of identified gifted students on state, national, and international examinations, models for delivery of services for identified students will be examined and aligned with national and international research-based standards to provide support for modifications to improve delivery of services.*

*In order to reach Division Gifted Education Performance Measures indicating specific standards for academic performance of identified gifted students on state, national, and international examinations, plans based upon research-based national and international best practices standards will be developed for increased documented support of identified students in gifted resource program and in classroom settings.*

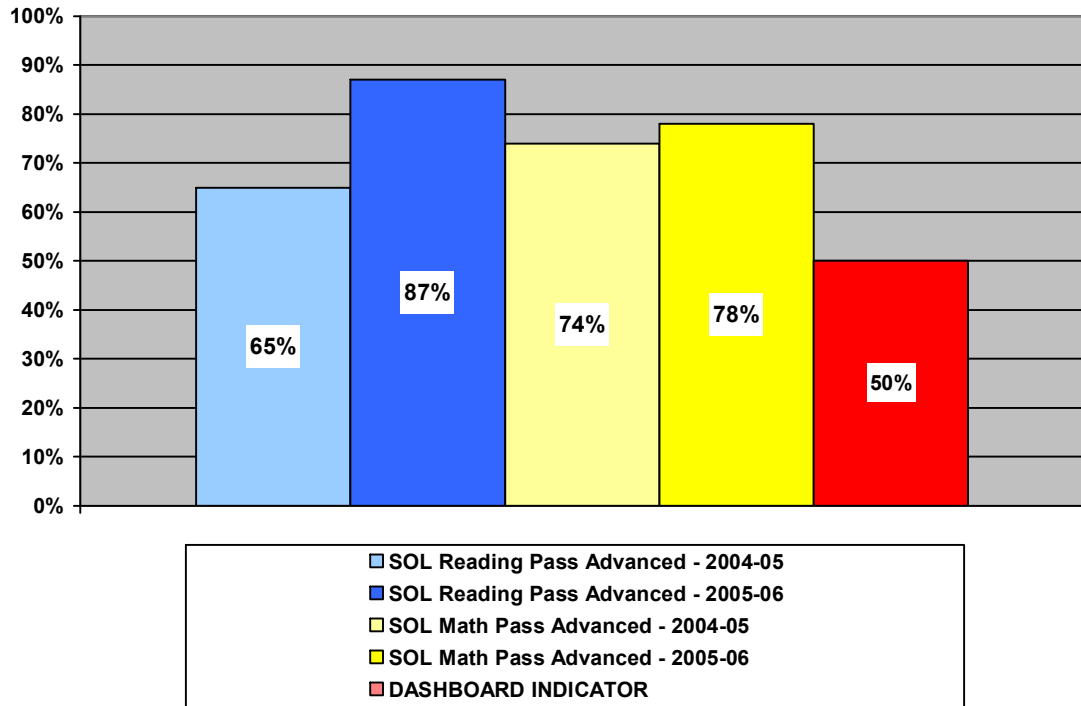
### ***Findings:***

- Performance of identified students on the Reading Standards of Learning tests exceeds the established dashboard indicator of 90% of identified gifted students passing and 50% of identified gifted students scoring in the pass advanced range. Chart B illustrates this finding.
- Performance of identified students on the Math Standards of Learning tests also exceeds the established dashboard indicator of 90% of identified gifted students passing and 50% of identified gifted students scoring in the pass advanced range. Chart C illustrates this finding.
- Performance of identified students on the eleventh grade research paper exceeds the established dashboard indicator of 80% of identified gifted students passing, but does not meet the standard of these students scoring 3 or higher on the first submission of the paper. Chart D illustrates this finding.
- Performance of identified students on college level externally moderated examinations meets or exceeds qualifying scores for 80% of Advanced Placement and International Baccalaureate examinations taken. The 80% dashboard indicator was not reached for AICE examinations. Chart E illustrates this finding.
- Student satisfaction with the current delivery of services model exceeds the established dashboard indicator of 80% student satisfaction with the program. Chart F illustrates this finding. Chart F also shows a high level of student satisfaction with the level of challenge in their regular classrooms. A copy of the student survey instrument can be found in Appendix D. This survey is administered on a tri-annual basis.
- The quality and quantity of the space available for gifted resource programs is dependent on the space available in the building.

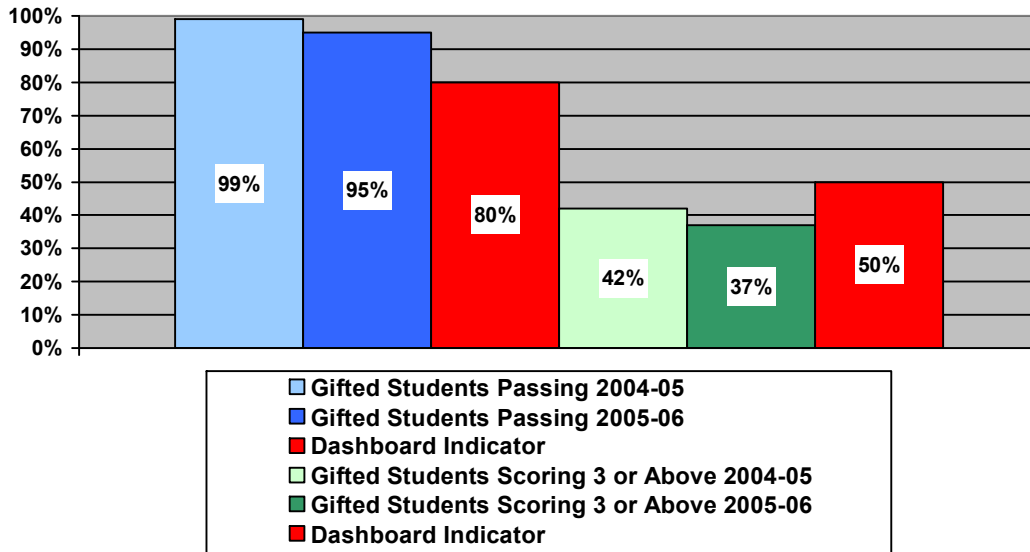
**Chart B**  
**Performance of Identified Students on**  
**2004-05 and 2005-06 Standards of Learning Testing**



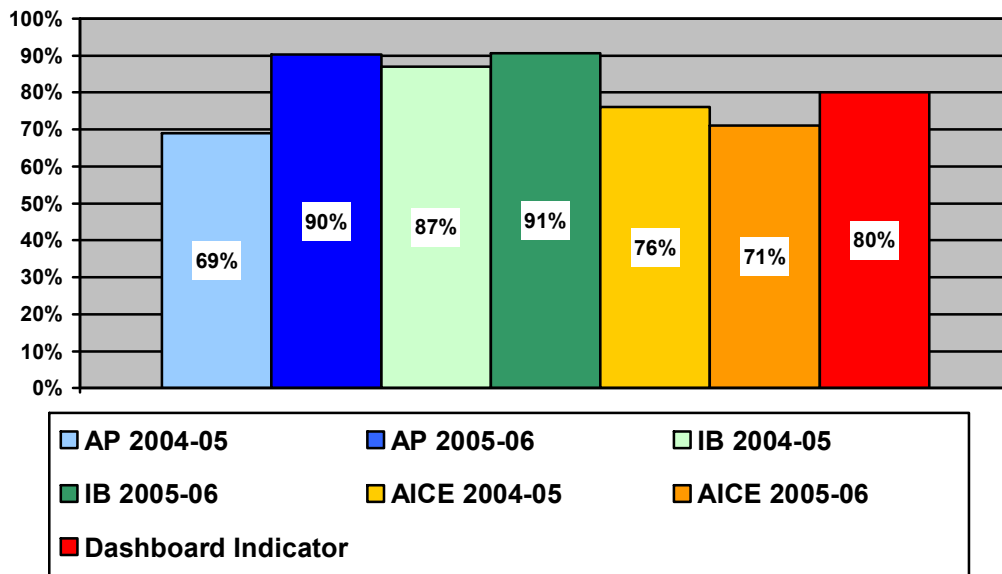
**Chart C**  
**Performance of Identified Students on**  
**2004-05 and 2005-06 Standards of Learning Testing**



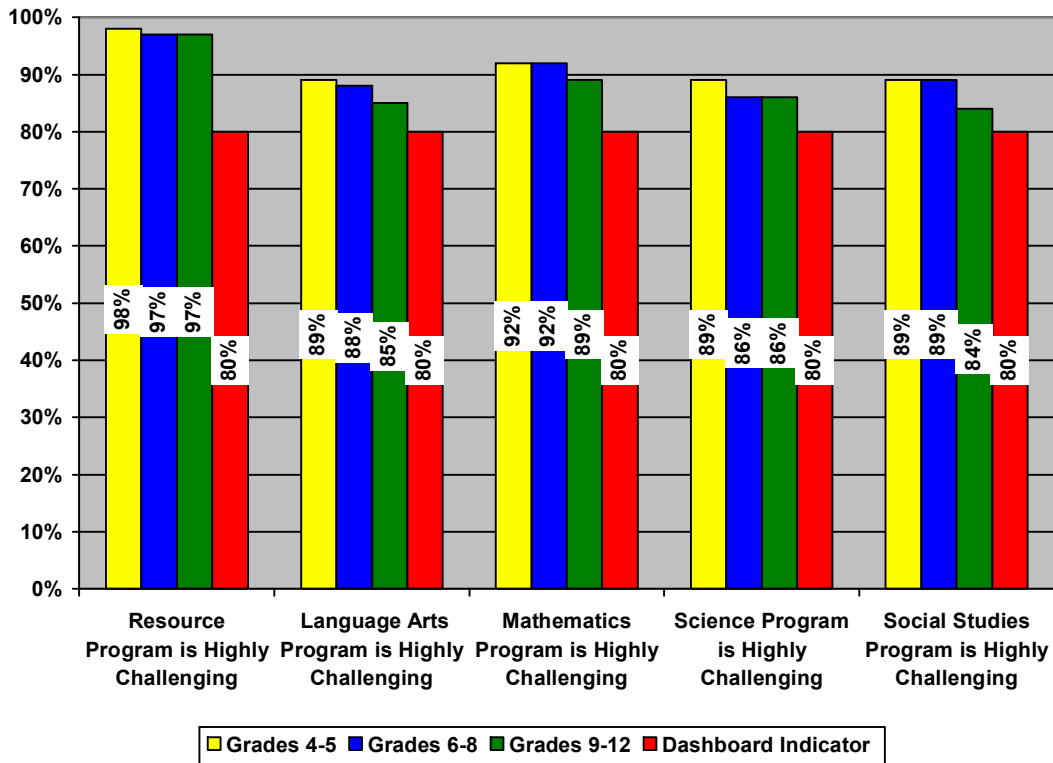
**Chart D**  
**Identified Students**  
**Passing or Scoring 3 or Above on the**  
**11th Grade Research Paper**  
**2004-05 and 2005-06**



**Chart E**  
**Identified Students Enrolled in Advanced Placement (AP),**  
**International Baccalaureate Diploma (IB),**  
**or Advanced International Certificate of Education (AICE)**  
**Examination Scores Meeting or Exceeding World Averages**  
**2004-05 and 2005-06**



**Chart F**  
**Identified Gifted Students**  
**Satisfaction with Gifted Education Delivery of Services**  
**2004-05**



**Accomplishments:**

- Block scheduling in the elementary schools preserves time for the K-3 resource program.
- The elementary center program provides students with gifted resource services that are evaluated as effective by both students and parents.
- A task force on the delivery of services for gifted students at the elementary level has completed its preliminary report.
- Differentiated service plans have been implemented for grades K-3, 4-5, 6-8, and 9-12.
- Unless a lottery must be held, opportunities for students to enter a specialty program provide choice in delivery of services for all students.

**Challenges:**

- Provide equitable services to each identified student in every school.
- Provide and maintain equity in access to technology for identified gifted students.
- Implement differentiated service plans with the collaboration of resource teachers and classroom teachers at all grade levels.
- Provide additional challenge for highly gifted students.
- Insure and protect space for delivery of instruction, especially in overcrowded schools.

***Recommendations:***

- Increase administrative support for delivery of services.
- Continue to refine Differentiated Services Plans.
- Continue opportunities for service through specialty programs.
- Increase collaboration between classroom teachers and resource teachers to insure equitable services for each identified student in multiple educational settings
- Continue to monitor progress toward Strategic Plan Goal 1, Objective 1, Indicators 2, 3, 4, and 5.
- Continue to monitor progress toward Strategic Plan Goal 1, Objective 5, Indicator 1



## C. CURRICULUM DEVELOPMENT

### ***Gifted Education Plan Objectives for 2005-06:***

- *Continue the refinement of curriculum for the gifted education resource program to align this curriculum with national standards for curriculum for gifted learners.*
- *Continue the development of extension materials for the elementary classroom.*
- *Continue to support specialty program opportunities for students in grades 1-5.*
- *Continue to develop extended language arts and mathematics materials in grades 6-8.*
- *Continue to support specialty program opportunities for grades 6-8.*
- *Provide foreign language Carnegie Unit courses in grades 6-8 through specialty program and IBMYP courses.*
- *Provide advanced (ADV), IBMYP, and Cambridge Programme (IGCSE) courses for students in grades 9 and 10.*
- *Provide Advanced Placement, International Baccalaureate, and Cambridge Program courses for students in grades 9, 10, 11, and 12.*

### ***Gifted Education Plan Objectives for 2006-11:***

*In order to continue refinement of curriculum for the gifted education resource program, current curriculum guides will be reviewed in terms of emerging national and international research-based curriculum standards for specific disciplines as well as national and international research-based standards for curriculum design for gifted learners to provide for continuing curriculum development for the gifted education resource program.*

*In order to support advanced learning opportunities for identified gifted and advanced learners in the elementary school classroom setting, advanced curriculum based upon national and international curriculum standards will be adopted, adapted, or developed within the structure of the International Baccalaureate Primary Years Programme and specialty program curriculum frameworks, as well as within the framework of the curriculum of Prince William County Public Schools.*

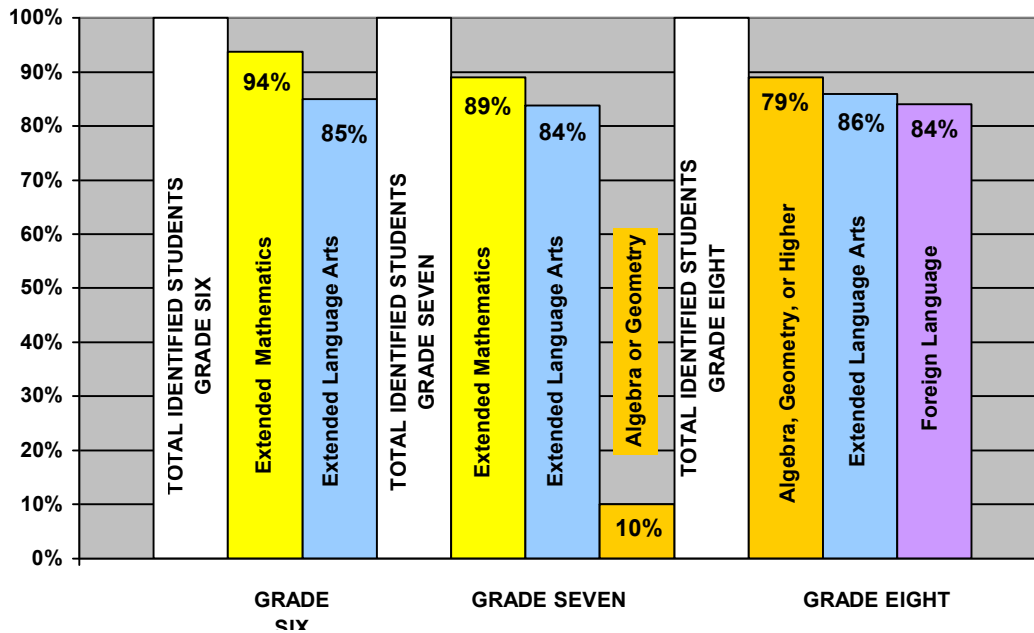
*In order to support advanced learning opportunities for identified gifted and advanced learners in the middle school classroom setting, advanced curriculum based upon national and international curriculum standards will be adopted, adapted, or developed within the structure of the International Baccalaureate Middle Years Programme and specialty program curriculum frameworks, as well as within the framework of the curriculum of Prince William County Public Schools.*

*In order to support advanced learning opportunities for identified and advanced gifted learners at the high school level, advanced curriculum based upon national and international curriculum standards will be adopted, adapted, or developed within the structure of Advanced Placement, Cambridge Programme, International Baccalaureate Programme, and specialty program curriculum frameworks as well as within the framework of the curriculum of Prince William County Public Schools.*

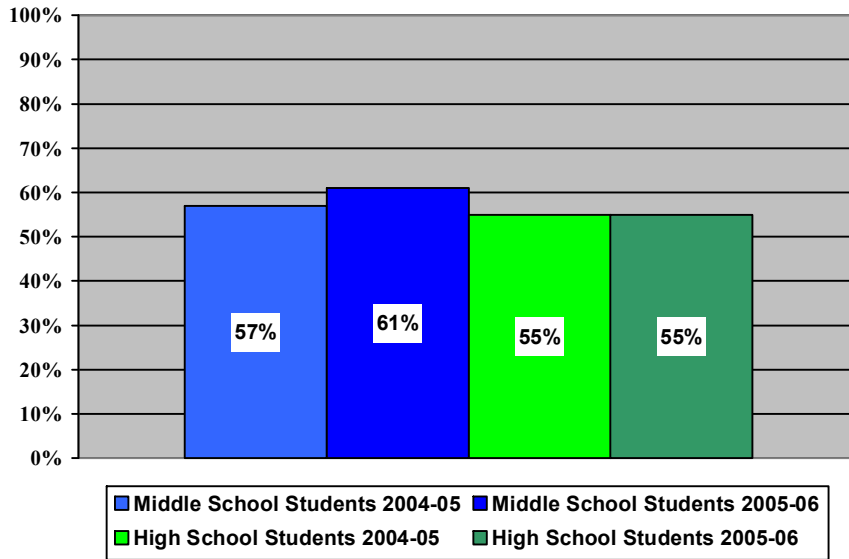
**Findings:**

- Resource teachers at all levels rely on research-based curricula for gifted students.
- Extended mathematics and extended language arts courses are offered in each middle school.
- Extension of grade level curriculum is offered through elementary, middle, and high school specialty programs.
- Identified middle school students are selecting courses with advanced curricula, such as Extended or Carnegie classes, as is illustrated in Chart G.
- An increasing number of identified middle school students are enrolled in the School Division’s specialty programs. A majority of identified high school students are enrolled in specialty programs. Chart H illustrates this finding.
- A large percentage of identified seniors graduate with Advanced Studies Diplomas. Chart I illustrates this finding.
- A majority of identified students at the high school level are selecting courses with advanced curricula. Chart J illustrates this finding.

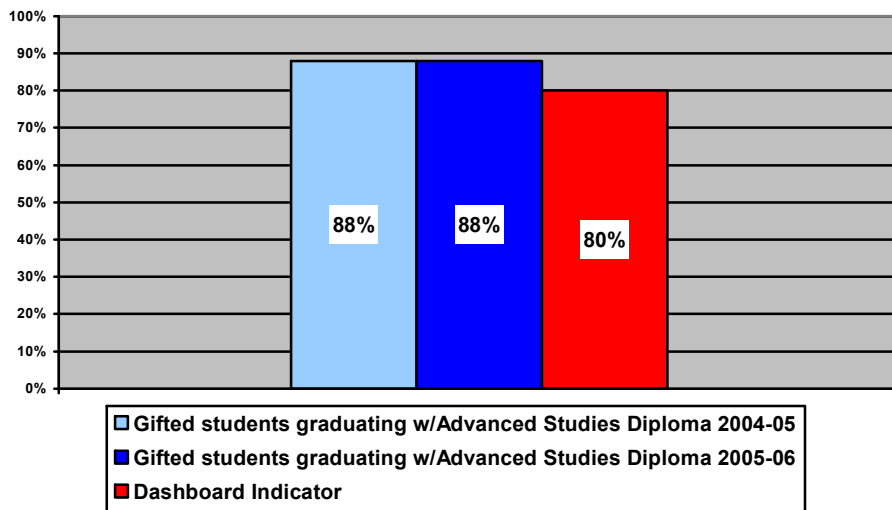
**Chart G**  
**Identified Middle School Students**  
**Enrolled in Extended or Carnegie Unit Courses**  
**2005 - 2006**



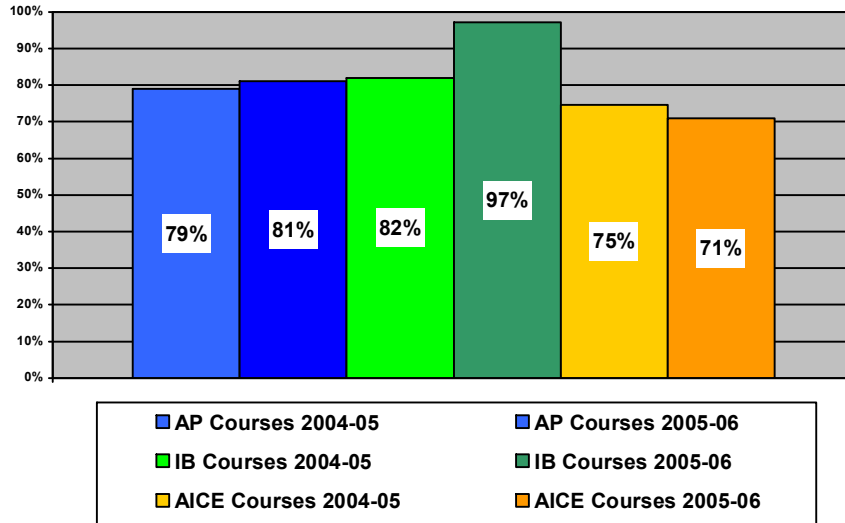
**Chart H**  
**Percentage of Identified Students**  
**Participating in Specialty Programs**  
**2004-05 and 2005-06**



**Chart I**  
**Identified Students**  
**Graduating with Advanced Studies Diplomas**  
**2004-05 and 2005-06**



**Chart J**  
**Identified Seniors Enrolled in Advanced Placement (AP),  
 International Baccalaureate Diploma (IB),  
 or Advanced International Certificate of Education (AICE)**  
**2004-05 and 2005-06**



***Accomplishments:***

- The external review of the START (K-3) resource curriculum has extended the challenge level of the curriculum and has improved the alignment of the resource curriculum with classroom curriculum objectives.
- Revision of resource curriculum for grades four and five is in process.
- Revision of middle school (6-8) resource program curriculum is continuing.
- Revision of high school (9-12) resource program curriculum has been completed.
- Specialty programs provide curriculum that extends learning for students at the elementary, middle school, and high school levels.
- Use of curriculum extension materials to extend learning is increasing in elementary schools.
- Use of extended curriculum and programs of studies extends learning in mathematics and language arts at the middle school level.
- Use of advanced curriculum (ADV), the International Baccalaureate Middle Years Programme (IBMYP), and Cambridge Programme (IGCSE) curriculum extends learning at the high school level.
- Enrollment of identified gifted students in Advanced Placement (AP), International Baccalaureate Diploma Programme (IB), and Advanced International Certificate of Education (AICE) courses extends learning at the high school level.
- The wide availability of AP, IB, and AICE opportunities provides advanced curriculum to meet the academic needs of gifted high school students.
- The external review of the IBMYP Programmes at Beville Middle School, Godwin Middle School, and Gar-Field High School has strengthened and aligned the curriculum for those courses.
- The external review of all Advanced Placement Program syllabi has strengthened and aligned the curriculum for those courses.

**Challenges:**

- Increase vertical alignment of curricula within the gifted education resource program.
- Fully utilize fourth and fifth grade extended mathematics curriculum across the School Division.
- Provide additional support to align and strengthen the curriculum of extended and advanced programs of study.

***Recommendations:***

- Align the gifted education resource program curriculum vertically and horizontally from kindergarten through grade twelve.
- Collaborate with content supervisors to ensure that differentiated curriculum is available to all identified students.
- Use collaborative school-based strategies to deliver the differentiated curriculum.
- Continue to support inquiry-based learning in elementary mathematics through Math Investigations to extend challenge in mathematics.
- Continue to support inquiry-based learning to extend learning from kindergarten through grade twelve.
- Continue to support the literacy initiative, especially the cross-content vocabulary component, to extend learning from kindergarten through grade twelve.
- Continue to monitor progress toward Strategic Plan Goal 1, Objective 2, Indicator 2.
- Continue to monitor progress toward Strategic Plan Goal 1, Objective 3, Indicators 2, 4, and 5.



## D. Professional Development

### ***Gifted Education Plan Objectives for 2005-06:***

*Provide a continuum of professional development options to support teachers in meeting established professional development requirements, including graduate courses, conferences, and local professional development sessions.*

### ***Gifted Education Plan Objectives for 2006-11:***

*In order to reach the Division Gifted Education Performance Measure that classroom teachers teaching identified gifted students have training in gifted education through graduate courses, specialized training, conferences, or local professional development sessions to complete an accreditation requirement, a five year plan of professional development opportunities based upon research-based national best practices will be revised and implemented.*

*In order to reach the Division Gifted Education Performance Measure that all Gifted Education Resource Teachers will have completed the Virginia Gifted Education Endorsement within three years after being hired for the position, graduate level courses to fulfill the endorsement requirement will be offered on a regular cycle in Prince William County.*

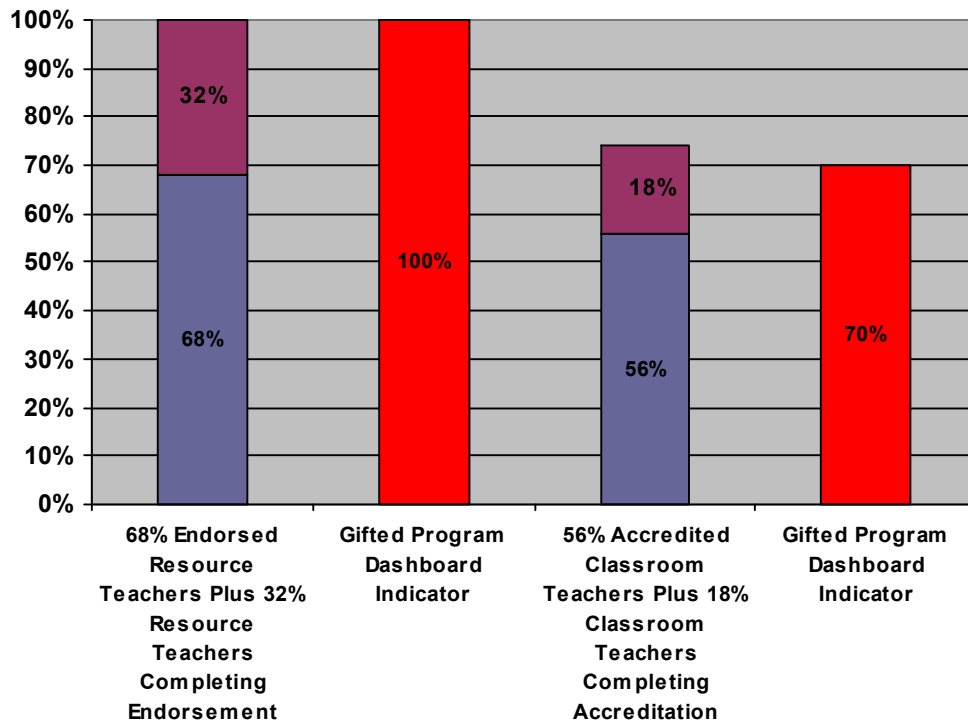
### ***Findings:***

- Each gifted education resource teacher has either completed the endorsement requirement or will complete the requirement within three years.
- The accreditation requirement necessary for teaching identified gifted students has been completed by 56% of classroom teachers. Another 18% of classroom teachers are working toward endorsement. This is a 2% increase over the 2004-05 school year.
- A review of professional development opportunities indicates that a continuum of professional development opportunities has been offered.

### ***Accomplishments:***

- The School Division is monitoring the progress of endorsement and accreditation via a central database. School principals are notified of the progress made toward the stated goals.
- Professional development provided for classroom teachers by the gifted education staff is evaluated as highly effective.
- Professional development offered to classroom teachers in the identification of gifted learners has also supported the School Division in meeting its identification performance objectives.
- A three day elementary institute is offered in June of each year. A one-two day secondary institute is offered in August of each year.

**Chart K**  
**Resource Teacher Endorsement**  
**Classroom Teacher Accreditation**  
**2005-06**



**Challenges:**

- Provide professional development for the increasing numbers of new teachers employed every year due to growth in the region.
- Provide adequate continuing professional development to meet the accreditation renewal requirement for accredited teachers.
- Provide sustained professional development to support the identification of diverse learners.
- Provide sustained professional development to support instructional differentiation to provide academic challenge for all advanced learners.

**Recommendations:**

- Expand professional development to professional school counselors so they are better prepared to meet the specific needs of gifted students.
- Expand professional development to improve collaboration between gifted education resource teachers and classroom teachers.
- Expand professional development in strategies for differentiation in specific content areas to match services to identification.
- Expand professional development in differentiation strategies for classroom teachers who have advanced studies classes.
- Continue to monitor progress toward Strategic Plan Goal 4, Objective 1, Indicator 1; Objective 2, Indicator 1; and Objective 3, Indicator 1.

## **E. Parent and Community Involvement**

### ***Gifted Education Plan Objectives for 2005-06:***

*Develop and implement a communication plan for the Office of Gifted Education.*

*Develop and implement a communication plan at each level of the Gifted Education Program.*

### ***Gifted Education Plan Objectives for 2006-11:***

*In order to meet the requirements of the Division Strategic Plan and of the Commonwealth of Virginia, the Gifted Education Program Office and each level of the Gifted Education Program will develop and implement a communication plan based upon national standards to foster dialogue among parents, staff, and community members.*

*In order to continue to increase the effectiveness of the Prince William County Gifted Advisory Committee, a model that incorporates the best practices of the sub-committee system used at the Virginia Advisory Committee for the Education of the Gifted will be adopted to continue to improve the monitoring and reporting functions of the committee.*

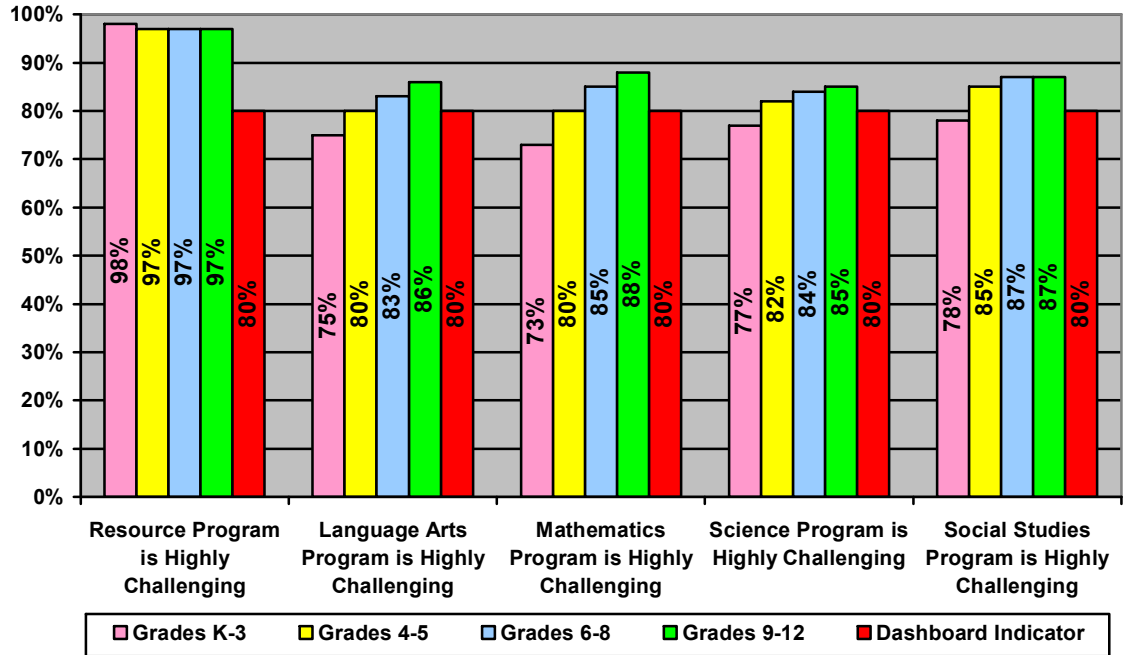
### ***Findings:***

- Parent satisfaction with the current delivery of services model exceeds the established dashboard indicator of 80% parent satisfaction with the program. Chart L illustrates this finding. A copy of the gifted education parent satisfaction survey instrument (2004-05 school year) can be found in Appendix E.
- Methods of communication have been assessed in the categories of face-to-face communication, written communication, and electronic communication including e-mail and web site communication. Chart M illustrates this finding, with the percentage figure indicating the percentage of gifted resource teachers who use each method of communication.

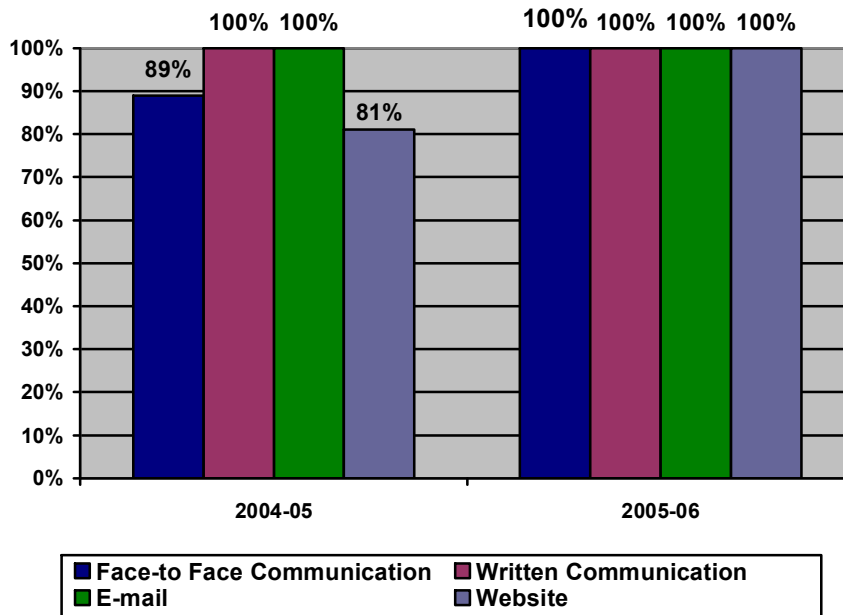
### ***Accomplishments:***

- The Prince William County Gifted Education Program has a web site with program information and links to other gifted resources.
- In 2005-06, a half-time gifted specialist was added to the central office staff. In 2006-07, the position became full-time. This staff member divides her time between communication and professional development objectives, and improvements in both areas are evident.
- Some schools have taken advantage of business partners who have provided funding and other resources (field trips, scholastic programs, and materials) to the school's gifted program.

**Chart L**  
**Parents of Identified Gifted Students**  
**Satisfaction with Gifted Education Delivery of Services**  
**2004-05**



**Chart M**  
**Communication Practices of Gifted Resource Staff**  
**2004-05 and 2005-06**



**Challenges:**

- Maintain an accurate and current web site at each school and at the Division level.
- Maintain and distribute accurate and current communication materials.
- Make communication materials available in languages other than English.
- Take full advantage of business partnerships.

**Recommendations:**

- Ensure that critical dates (test dates, application due dates, etc.) are posted on web sites for parents.
- Publish a Gifted Education Program brochure in multiple languages.
- Continue to expand opportunities for appointment to the Gifted Education Advisory Committee to reflect the demographic and geographic composition of the School Division.
- Add a recent PWCS graduate who participated in the gifted program to the Gifted Education Advisory Committee.
- Revise and implement communication plans to foster dialogue among parents, staff, and community members.
- Create business partnerships with identified students in cooperation with the Prince William County Business Partnership Office to support authentic experiences and provide highly qualified mentors.
- Continue to monitor progress toward Strategic Plan Goal 3, Objective 1, Indicators 1, 2, and 3.

