

# **Executive Summary**

## **Local Plan for the Education of the Gifted**

### **2006-2011**

#### **Plan Organization**

The plan includes five components; identification, delivery of services, curriculum, professional development, and parent and community involvement. Goals are established for each component in Part I of the Plan and are described in greater detail in Part III. Part II is a detailed description of the current status of gifted education in Prince William County in each of the five plan components. Part IV includes the Local Advisory Committee with legal assurances.

#### **Summary of Major Goals – 2006-2011**

##### **Identification**

- Using research-based national best practices, continue to increase the number of students from underserved populations who are identified for gifted services.
  - Use the Naglieri Non-Verbal Ability Test as well as the Cognitive Abilities Test in grade three to increase the inclusion of students from underrepresented populations in the screening pool.
  - Make the identification process more accessible to all students and parents and guardians through simplifying parent and guardian reports and through translating referral forms, permission forms, and parent/guardian reports into multiple languages to increase the number of students from underrepresented populations who are referred for determination of eligibility.
  - Involve special education and ESOL teachers more directly in the gifted education eligibility process to increase the number of special education and ESOL students evaluated for gifted education services.
  - Based upon national research, change from the determination of eligibility through a numerical rubric to the use of a scale of *consistent with, exceeds, or far exceeds age peers of similar environment and experience* to determine eligibility for services.
- Continue to monitor the identification of students from all populations for gifted education services.

##### **Delivery of Services**

- Examine national best practices research to support the modification of the model for delivery of services at the elementary level to improve the delivery of services for identified gifted students.
  - Establish a Task Force to examine the delivery of services at the elementary level, to review national research for best practices, and to benchmark service delivery models.
  - Involve stakeholders from among parents and teachers of gifted students to insure support for any change in the delivery of services.
  - Receive recommendation, timeline, and implications for schedule, space, and budget from the Task Force by March 2007.
  - Pilot potential delivery of services models in current site-based gifted programs and in the IBPYP schools during 2006-07 and 2007-08.
  - Continue the expansion of the selected delivery of services model or models to the entire Division by 2008-09.

## **Summary of Major Goals – 2006-2011, continued**

### **Delivery of Services**

- Based upon national best practices research, expand the Differentiation of Services Plan at the elementary, middle, and high school level to document services accurately and to report a continuum of gifted education resource services.
- Expand the Differentiation of Services Plan at the elementary, middle, and high school level to document services accurately and to report a continuum of classrooms services, including specialty program opportunities, extended classes, Pre-AP and Advanced Placement courses, IGCSE and AICE Cambridge courses, and International Baccalaureate Primary Years, Middle Years, and Diploma Programme opportunities.

### **Curriculum Development**

- Continue to refine the gifted education resource program curriculum to align with national and international standards for specific academic disciplines as well as with national and international standards for curriculum design for gifted learners.
- In order to respond to the academic needs of identified gifted and advanced learners within the framework of the curriculum of Prince William County Public Schools, continue to refine appropriate, advanced curriculum aligned with national and international standards for academic disciplines to provide advanced curriculum options for the classroom at the elementary, middle, and high school levels.

### **Professional Development**

- Develop a continuum of professional development offerings aligned with the National Staff Development Standards to provide the opportunity for classroom teachers who teach identified gifted students to complete Virginia accreditation requirements.
- Provide the graduate level courses required for gifted education resource teachers to complete the Virginia Gifted Education Endorsement within three years of the date of hire.

### **Parent and Community Involvement**

- Based upon national, Virginia, and Division standards for communication, develop communication plans for the Division Gifted Education Program and for each level of the Gifted Education Program to improve parent and community involvement through improving communication.
- Modify the present structure and process of the Gifted Education Advisory Committee to adapt the process used by the Virginia Advisory Committee for the Education of the Gifted by using a sub-committee organization to analyze needs assessment data from the Committee's current report to focus upon the five goals of the Gifted Education Plan.

## **2001-06 Local Plan Compared with 2006-11 Local Plan**

In 2001, the Gifted Education Program of Prince William County Public Schools was focused upon meeting Virginia standards for gifted education services. In 2006, the Gifted Education program is focused upon meeting national and international standards for gifted education services. This major conceptual difference between the two five-year plans aligns the 2006-11 Gifted Education Plan with the vision of the Division of *"Providing a World-Class Education."*