

<p style="text-align: center;">2006 - 2011 Local Plan for the Education of the Gifted</p>

Submitted to the
Virginia Department of Education
Office of Middle and High School Instruction
P.O. Box 2120
Richmond, Virginia 23218-2120

School Division	Fairfax County Public Schools		
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2006 - 2011 Local Plan for the Education of the Gifted

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2006-2011 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of division plans. For more information, please contact Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, 804/225-2884, (Barbara.McGonagill@doe.virginia.gov).

Timeline for Submission, Review, and Approval

June 30, 2006	Draft 2006 - 2011 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his or her approval are due to the Virginia Department of Education.
July–August 2006	Peer review sessions are conducted at geographically selected locations.
September 2006	If needed, plans are returned to school divisions for modification and approval by the local school board.
December 2006	Revised plan with local school board approval is sent to the Virginia Department of Education.
January 2007	Letters of approval are issued to the division superintendent from the Virginia Department of Education.

**Local Plan for the Education of the Gifted
2006-2011
Fairfax County Public Schools**

Part I: Vision/Mission, Philosophy, and Goal Statements

A. Division Vision/Mission Statement

Vision

Looking to the Future

FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

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Mission

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

B. Division Statement of Philosophy for Education of the Gifted

[8 VAC 20-40-60. A. 1]

Every child has the basic right to an education that promotes the development of his or her potential. Each child has a unique profile of strengths and abilities. FCPS is committed to providing challenging learning experiences for all learners that build on their individual strengths and optimize their abilities.

Children who have been identified as gifted and talented (GT) have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit unusual performance capability in intellectual, creative, and/or artistic endeavors. They may also demonstrate exceptional leadership capacity, and excel in specific academic areas. In order to meet their needs and develop their abilities, these highly able learners require a differentiated curriculum that provides advanced learning opportunities.

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Part I, continued

C. **Goals** [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

1. Identification

- Continue to increase the identification of students from historically underrepresented groups to include low socioeconomic status, twice exceptional, and students from diverse cultural, linguistic, and ethnic backgrounds through the Young Scholars model, the middle school Honors program, and expansion of Advanced Placement (AP)/International Baccalaureate (IB) enrollments.

2. Delivery of Services

- Strengthen and expand the delivery of gifted services through a continuum of gifted services that includes four levels.

3. Curriculum Development

- Continue to expand K-8 curriculum based on the essential framework of each discipline through the implementation of the Parallel Curriculum Model.
- Expand use of technology to increase access to curriculum and instruction that is differentiated for advanced learners.

4. Professional Development

- Continue to implement ongoing professional development plan for all teachers of the gifted.
- Increase professional development opportunities for meeting the needs of twice exceptional learners, ESOL students, and other special gifted populations.

5. Parent and Community Involvement

- Continue to strengthen family and community involvement in the GT Program

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Part II: Current Status of Gifted Education

A. Area(s) of Giftedness/Grade Levels Served in the Division
 [8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	3 - 12
Specific Academic Aptitude (SAA)	K- 12
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

B. Screening, Identification, and Placement Procedures [8 VAC 20-40-40]

All students in grades K – 8 are considered each year for gifted services using multiple criteria. Local screening committees determine a need for school-based gifted services at the elementary and middle school levels. Students are screened and selected for the GT center program, 3 – 8, by a central selection committee. At the high school level, students self-select for Honors, Advanced Placement, and International Baccalaureate Classes. Thomas Jefferson High School for Science and Technology administers a separate screening and selection process.

1. Screening Procedures [8 VAC 20-40-40]

Area of Giftedness: 3 – 12 General Intellectual Aptitude
K – 12 Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 _____ Visual and Performing Arts Aptitude

General Intellectual Aptitude

All second grade students take the Cognitive Abilities Test and the Naglieri Nonverbal Ability Test (Attachment A). Results from these tests are used to create a second grade pool of candidates (Attachment B) for the GT center program (Level IV). Any student who is not in the pool and students in grades three through eight may be referred for the GT center by parents, teachers, and administrators (Attachment C).

Specific Academic Aptitude

All K-6 grade students are considered for gifted services through an annual review of ability test scores, achievement test scores, progress reports, and a gifted behaviors rating scale (Attachment D). The GT resource teacher at each

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elementary school reviews data for students at that school and collaborates with classroom teachers and other school professionals to identify students who need additional challenge through a level of gifted service. All decisions are made by committee using the guidelines in the *GT Testing, Screening and Identification Procedures Manual* (Attachment E).

Schools with high numbers of students on free and reduced lunch, and/or students from diverse cultural, ethnic, and linguistic backgrounds have incorporated a Young Scholars (YS) model (Attachment F) into the screening and identification process (Attachment G). At the Young Scholars' schools all kindergarten students take the Naglieri Nonverbal Ability Test (NNAT) in June. Results from the NNAT and portfolios of student work are used to screen and nurture students with gifted potential from underrepresented populations in grades K- 6.

Beginning in the spring of second grade, the GT resource teacher places students on a matrix (Attachment H). This matrix includes ability test scores, achievement test scores, and a score on the gifted behaviors rating scale. Students receive a total score on the matrix which is then ranked. The matrix is used by a local screening committee to decide which students need direct school-based services (Level III) beginning in third grade and in which academic areas. In addition to the matrix, referrals (Attachment I) are accepted from parents, teachers, and administrators.

At the end of sixth grade multiple criteria are sent forward to middle schools for appropriate placement in the middle school Honors classes. Middle school screening committees review ability test scores, achievement test scores, progress reports, the gifted behaviors rating scale, and teacher recommendations to determine which students will benefit from placement in one or more Honors classes. In addition to the matrix, referrals are accepted from parents, teachers, and administrators. The middle Honors classes have increased access to higher level courses for underrepresented populations in areas of academic strength.

Some FCPS middle schools have been authorized by the International Baccalaureate Organization to offer the International Baccalaureate Middle Years Program (IBMYP). IBMYP provides an academically challenging framework for students in grades 6 through 10.

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TIMELINE

October/November	Local schools administer group abilities test (Cognitive Abilities Test (CogAT) and the Naglieri Nonverbal Test (NNAT) to all second graders and third through seventh graders missing an ability test score.
February/March	Local schools administer CogAT and NNAT to new FCPS students grades 2 - 7.
June	Local schools administer NNAT to YS Kindergarteners.

Part II, continued

2. Referral of Students [8 VAC 20-40-40]

All Fairfax County Public School students have access to all gifted services. GT Lessons (Level I) are available to all general education teachers grades K-6. In addition to the ongoing review of data that is conducted by the GT teacher and other school professionals, referrals for GT services Levels II, III, and IV may also be submitted to the local elementary or middle school principal. Screening for Level II service is ongoing throughout the year based on student's changing needs. Screening for Levels III and IV takes place in the spring for placement the following school year. Level III is also available in response to parent request. If a parent requests that their child receive Level III services during the school year, the GT teacher will meet with classroom teachers and decide if the student is ready for this level of challenge. Students are then placed in Level III during the school year in response to these requests if appropriate. Accommodations are also made for students new to the county. The academic records of all students who are geographically new to the county are screened for the appropriate level of gifted service when they register. A parent information packet (Attachment J) that includes the screening and identification timeline, forms, and procedures is distributed online through the FCPS web site and is made available at local schools. Parents and guardians or school personnel can initiate a referral by completing a *GT Center Referral* form available at all FCPS schools. Information is also provided in the FCPS *FAMILYGRAM* (distributed to all K-12 students and made available online). These materials are translated into other languages (Arabic, Chinese, Farsi, Korean, Spanish, Urdu, and Vietnamese) Press releases (Attachment K), school newsletters, and the FCPS web site also makes this information available. Three countywide evening information meetings are held for parents in the fall.

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General Intellectual Aptitude

3-8 Center Program (Level IV):

All second grade students are administered the CogAT, and the NNAT. Subtest scores on the CogAT and the score on the NNAT are used to determine a second grade screening pool for the GT center program. In addition, students in grades 2-8 are screened after referral from staff and/or parents (Attachment L). Referrals may be submitted in the fall if students are new to the county. All other referrals are due in early February and the deadline is posted each year. The GT screening committee at each local school prepares the Gifted Behaviors Rating Scale. The GT resource teacher prepares and submits the completed screening files to the GT Programs Office for division-wide central selection committee review.

Students whose parents or guardians are residents of Fairfax County but who are not enrolled in and attending FCPS may be considered for GT center placement. Students do not need to be registered in a Fairfax County public school in order to be screened during the regularly scheduled fall or spring division-wide central selection committee meetings. Parents submit a completed screening file directly to the GT Programs office according to the published timeline. A \$50 administrative fee is required in order to cover the cost of processing the additional files. This fee may be waived for students with financial hardship.

The division-wide central selection committee reviews the following data:

- Ability test scores
- Achievement test scores (when available)
- Gifted Behavior Rating Scale (Attachment D)
- Progress reports
- Parent or guardian questionnaire (optional) (Attachment N)
- Student work samples and awards (optional)
- Other appropriate data

The central selection committee determines eligibility for the GT center program based on a holistic case study approach. An oversight committee reviews decisions from the central selection committee. Parents and guardians receive notification of eligibility by mail (Attachments O, P, and Q).

High School:

Students apply for Honors/Advanced Placement/International Baccalaureate classes on a course selection sheet. Students self-select AP and IB courses based on established prerequisites. Teachers, counselors, and administrators may make recommendations.

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Thomas Jefferson High School for Science and Technology is a highly competitive Governor's School that conducts a separate screening and selection process using a standardized reasoning test and multiple criteria.

Eighth grade students who live with their parents or guardians in a participating school division (the counties of Fairfax, Arlington, Fauquier, Loudoun, or Prince William or the city of Falls Church) are eligible to apply to Thomas Jefferson High School for Science and Technology (TJHSST). Applications are available from a liaison counselor in all public middle schools and most private schools in the participating school divisions.

A student handbook for test preparation is available for download from the admissions web site at <http://information.tjhsst.edu/admissions>. Middle schools also have the test preparation handbooks for students who cannot print the book from a computer. FCPS offers the Thomas Jefferson Admissions Test Preparation Program countywide to students in grade 8.

Specific Academic Aptitude

K-6 Differentiated Services (Level II):

Parents/guardians, teachers, and/or administrators may submit a referral for students who may need services beyond those routinely provided in the regular curriculum. Referral forms are available in every elementary school. GT resources teachers provide training for all new teachers in recognizing the needs of gifted students and recognizing giftedness in diverse populations. The GT resource teachers guide and administer the referral process. The referral process is ongoing as needs arise. Referrals are acted upon within two to three weeks (Attachments R and S).

3-6 School-based Services (Level III):

Parents/guardians, teachers, and/or administrators may submit a referral for students who may need services beyond those routinely provided in the regular curriculum. *GT School-based Services Referral* forms are available in every elementary school and they are acted upon within two or three weeks. Teachers screen all students using the Gifted Behaviors Rating Scale (GBRS) to determine potential candidates for gifted services. The GBRS provides teacher assessment in four categories of gifted behaviors:

- Exceptional Ability to Learn
- Exceptional Application of Knowledge
- Exceptional Creative/Productive Thinking

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- Exceptional Motivation to Succeed

Achievement tests, ability tests, and student progress reports are also reviewed to identify students who require program modification(s). Parents and guardians are notified in writing of eligibility decisions (Attachments T, U, and V).

7-8 Middle School Honors (Levels II and III)

The academic records of all sixth grade students are reviewed for possible placement in one or more middle school Honors classes. Middle schools review the following information when making placement decisions:

Ability test scores
Achievement test scores
Gifted Behavior Rating Scale with Commentary (GBRSwC)
Progress reports
Teacher recommendations
Other appropriate data

This information is sent to each middle school by the Department of Instructional Technology.

Parents may refer their child for Honors classes by notifying the director of student services at their local middle school. Students are tested for appropriate math placement (Attachments W, X, and Y). The school reviews the student's academic records and notifies the parents if placement is approved.

Some FCPS middle schools have been authorized by the International Baccalaureate Organization to offer the International Baccalaureate Middle Years Program (IBMYP). IBMYP provides an academically challenging framework for students in grades 6 through 10.

TIMELINE

September-May	Local school staff collaborates to refer students for K-6 Differentiation (Level II)
September/October	Local schools receive referrals for new FCPS 3-6 students and parents of FCPS students who request a review for School-based services (Level III)
January-May	Local schools receive referrals for 3-6 school-based services (Level III) for following year

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March –May Local schools receive referrals for 7-8 Honors
December & February Deadlines for submitting referral for GT center (Level IV)

Students who are geographically new to Fairfax County may be considered for gifted services once they have registered at a local school.

Admission information and timelines for Thomas Jefferson High School for Science and Technology are available on their web site at <http://information.tjhsst.edu/admissions>.

Part II, continued

3. Multiple Criteria Listing [8 VAC 20-40-50]

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

- x 1. Assessment of student products, performance, portfolio
- x 2. Record of observation of in-class behaviors (Gifted Behaviors Rating Scale with commentary – annual division-wide data available)
- x 3. Appropriate rating scales, checklists, and questionnaires (Parent or guardian questionnaire)
- x 4. Individual interviews (at some high schools)
- x 5. Individual or group aptitude test(s)

Specify: Cognitive Abilities Test and Naglieri Nonverbal Ability Test in Fall and Spring
- x 6. Individual or group achievement test(s)

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Specify: Virginia State Standards of Learning Tests

- x 7. Record of previous achievements (awards, honors, grades, etc.)
- x 8. Additional valid and reliable measures or procedures

Specify: Fairfax County Public Schools student progress report

Part II, continued

4. Identification/Placement Committee [8 VAC 20-40-40]

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child. Please indicate who will serve in that capacity.

Area of Giftedness: 3-12 General Intellectual Aptitude
K-12 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

 2 Classroom Teacher(s)

 1 Gifted Education Resource Teacher(s)

 1 Counselor(s)

School Psychologist(s)

 Assessment Specialist(s)

 1 Principal(s) or Designee(s)

 Gifted Education Coordinator

 2 Other(s) Specify: K-8 Reading Teacher/Media Specialist/ESOL teacher

- b. Type of Identification/Placement Committee
This section indicates the type of Identification/Placement Committee the division uses.

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__x__ School __x__ Division

Each school has a local screening committee that makes decisions regarding school-based services (Level III) and completes the Gifted Behaviors Rating Scale w/ Commentary (Level IV) The student's classroom teacher is a member of this committee. In addition, the Division has a central selection committee that makes decisions regarding GT center eligibility (Level IV). Both the local screening committee and the central selection committee consist of the above professionals.

5. Eligibility [8 VAC 20-40-50]

No single instrument, score, or criterion may be used to exclude or include a child for eligibility.

Area of Giftedness: 3-12 General Intellectual Aptitude
 K-12 Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 _____ Visual and Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Gifted Behaviors Rating Scale	Current classroom teacher and other professionals who work with the student	Local school screening committee	Elementary: GT Resource Teacher Middle School: Guidance Counselor
CogAT	Teachers	Scoring services	Department of Testing
NNAT	Teachers	Scoring services	Department of Testing
Progress Reports	Classroom teacher	Classroom teacher	Elementary: GT Resource Teacher Middle School: Guidance Counselor
State Standards of Learning Tests	Classroom teacher	Scoring services	Department of Testing
Parent or guardian Questionnaire	Parents/guardians	N/A	Elementary: GT Resource Teacher Middle School: Guidance Counselor
Work samples and awards	Parents, guardians and/or teachers	N/A	Elementary: GT Resource Teacher Middle School: Guidance Counselor

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Criteria from the list above are used to determine eligibility for gifted services, Levels II, III and IV. Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. If a student is found ineligible for the center program he or she may be referred to the local school for school-based services. If a student is found ineligible for gifted services, he/she may be referred again the following school year.

Students retain eligibility for the GT center through eighth grade. If a student is found eligible and does not attend the GT center, the parent or guardian may activate eligibility for future placement by writing to the coordinator of Gifted Programs (Attachment Z). Parent or guardian permission is necessary for program changes.

- **General Intellectual Aptitude**

- **3-8 GT Center Program (Level IV):**

- A division-wide central selection committee determines eligibility for the GT center program (Level IV) through a review of multiple criteria.

- The central selection committee uses a case study approach and no one piece of information can find a student eligible or ineligible. Each screening file is read by six professionals and decisions are made through committee consensus. Students are offered placement in one of twenty-three elementary GT centers or ten middle school GT centers serving their local area. Curriculum and instruction that is differentiated for highly gifted learners is offered in language arts, social studies, science, and mathematics. Transportation is provided. Eight elementary schools offer the GT center (Level IV) curriculum at their local school for children that qualify for GT center placement and choose not to leave their local school.

- **Specific Academic Aptitude**

- **K-6 Differentiated Services (Level II):**

- Differentiated Services are offered to students who have specific academic strengths. The GT resource teacher collaborates with classroom teachers to support differentiated instruction and to provide additional challenges within the general education program. Students are identified through a review of multiple criteria and decisions are made by the GT resource teacher in collaboration with the classroom teachers.

- **3-6 School-based Services (Level III):**

- Each year a local GT screening committee uses a matrix (Attachment H) to screen all 2-6 students for possible participation in grades 3-6 GT school-based services. Students receive points for achievement test scores, ability test scores, and a score on the Gifted Behaviors Rating Scale. Eligibility decisions

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are made by a local screening committee based a review of the multiple criteria. The committee automatically accepts students at the top of the matrix and then discusses and reviews the records for the rest of the students and makes decisions based on areas of academic strength. The GT resource teacher provides direct services for these students. Students who receive GT school-based services are challenged through lessons, models, and strategies designed to extend and enrich the Fairfax County Public Schools Program of Studies (POS) in the four core subject areas.

7-8 Honors (Level II and III):

The 7-8 Honors program offers students who demonstrate previous high achievement in specific areas of academic strength the opportunity to experience an extended Program of Studies at greater levels of depth and complexity. All sixth grade students are considered for Honors classes through a review of multiple criteria that are provided to middle schools on a matrix. This matrix is generated by the Department of Information Technology and is sent to all middle schools. The middle schools review achievement test scores, ability test scores, a score on the Gifted Behaviors Rating Scale, sixth grade teacher recommendations, parent input, and student report card grades when making decisions about placement in Honors classes. Students might take one, two, three, or four Honors classes. Decisions are made on a case study basis for each student by the middle school guidance department after a careful review of the spreadsheet of information provided by the department of information technology. Parents may also request Honors classes for their children or may appeal the decision of the middle school by contacting the Director of Student Services at each middle school. Middle school students who take one or two Honors courses receive Level II services. Middle school students who take three or four Honors courses receive Level III services.

Some FCPS middle schools have been authorized by the International Baccalaureate Organization to offer the International Baccalaureate Middle Years Program (IBMYP). IBMYP provides an academically challenging framework for students in grades 6 through 10.

Some FCPS middle and high schools offer the Advancement Via Individual Determination (AVID) program. The mission of AVID is to ensure that students "in the middle" who have the potential to be successful in a college preparatory path will succeed in a rigorous curriculum, enroll in four-year colleges, enter mainstream activities of the school, and become educated and responsible participants and leaders in a democratic society.

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AVID targets average students who have the potential to succeed in a rigorous academic program if given both opportunity and support. It is not a remedial program for failing students, nor is it a program for gifted students who are underperforming. Candidates for the AVID program are identified by counselors, teachers, parents and/or students themselves. Through AVID, students--often from those groups most underrepresented on postsecondary campuses--are prepared to meet four-year college entrance requirements by mastering college preparatory curricula. Additional information is available at <http://www.fcps.edu/DIS/OMSI/avid/> or at www.avidonline.org.

High School:

Honors classes in English, Mathematics, Science, and Social Studies are provided in 24 high schools. Either AP or the IB program is offered at each high school. Courses are offered in the four core disciplines, foreign languages, computer science, art, music, and other disciplines. Thomas Jefferson High School for Science and Technology is a governor's school that offers advanced classes with a focus on mathematics, science, and technology.

Part II, continued

6. Determination of Services [8 VAC 20-40-40]

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Parents and school staff work together to ensure that children receive the appropriate level of gifted service. Fairfax County Public Schools offers a continuum of gifted services that provides all students with opportunities to engage in complex subject matter and helps prepare them for more challenging and rigorous classes as they advance in grade level. All FCPS students have access to all levels of gifted services. Further, parents may request Level II, and may submit a referral for school-based (Level III) and center-based (Level IV).

The local screening committee reviews and discusses multiple sources of information that are compiled in a student screening file and looks for strong

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evidence that the student needs additional challenge in one or more areas of academic strength through a level of gifted service. The local screening committee makes one of three recommendations: 1. the student's academic needs can be met through the General Education Program with differentiated instruction (Level II); 2. the student needs services through the Gifted and Talented School-based program (Level III); or 3. the student's file merits further consideration by the division-wide Central Selection Committee for Gifted and Talented Center placement (Level IV).

The division-wide Central Selection Committee conducts a careful review of ability test scores, achievement test scores, a gifted behavior rating scale, student progress reports, a parent or guardian questionnaire, and student work samples in order to take an in-depth look at each child as decisions are made.

Each middle school conducts an in-depth review of the academic records of all incoming sixth grade students. Students who have demonstrated high academic achievement and who have specific academic strengths are offered one or more Honors classes.

Some FCPS middle schools been authorized by the International Baccalaureate Organization to offer the International Baccalaureate Middle Years Program (IBMYP). IBMYP provides an academically challenging framework for students in grades 6 through 10.

At the high school level, Advanced Placement and International Baccalaureate courses are open to all students who have met the proper prerequisites. The Thomas Jefferson High School for Science and Technology conducts a competitive application process to select students who would benefit from a strong focus on mathematics, science, and technology. TJ admissions information is available on their web site at <http://information.tjhsst.edu/admissions>.

7. Notification Procedures [8 VAC 20-40-60. A. 4]

This section includes the procedures used for (1) notifying parents and guardians when the individual identification process is initiated, (2) requesting permission for individual testing and/or collection of additional information, and (3) requesting permission for provision of services.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
 Practical and Technical Arts Aptitude

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_____ Visual and Performing Arts Aptitude

School and central office communications inform parents and guardians of GT services and the procedures and timelines for identification and placement. These communications include newsletter articles, news releases, parent information meetings as well as the FCPS web site. When students are recommended for center screening, parents are notified and have the option to decline. When testing data is missing, students may be tested during the fall and spring testing cycles.

Parents receive written notification of all placement decisions. This includes the GT center program (Level IV), GT school-based services (Level II and Level III), and middle school Honors (Level II and Level III). Permission for placement is required for all programs. When a change in the level of service is recommended by the school staff, the parents are invited to participate in a conference where the recommendation is discussed.

The high school course registration, which requires parent or guardian signature, constitutes permission for placement.

Thomas Jefferson High School for Science and Technology mails notification of placement decisions.

TIMELINE

January and May	GT center placement notification to parents/guardians by mail
April - May	Middle schools notify parents/guardians of Honors placement decisions by mail
October through May	Elementary schools notify parents/guardians regarding school-based services (Levels II and III).

8. Change in Instructional Services [8 VAC 20-40-60. A. 5]

This section includes the procedure used when (1) a change in services is recommended by school staff, or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

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Fairfax County Public Schools does not have a formal exit policy. When a change in the level of service is recommended by the school staff, the parents are invited to participate in a conference where the recommendation is discussed. Parents have the option to continue the service if they believe that is best for their child.

Parents and guardians who wish to initiate a change in school-based gifted services notify the local school principal. If parents want to activate GT center eligibility or if they would like to withdraw their child from the GT center program, they notify the GT center school and the GT central office. Again, parents have the option to decide what is best for their child.

At the high school level, students work with their guidance counselors and/or other school professionals if a change in courses is needed.

9. Appeals [8 VAC 20-40-60. A. 5]

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness: 3-12 General Intellectual Aptitude
K-12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

- **General Intellectual Aptitude**

The appeals committee reviews all appeal requests. Parents/guardians of students not selected for the center program who wish to appeal, must complete an *Appeal* form (Attachment AA) according to the scheduled deadline. All screening files receive an in-depth data review by the Central Selection Committee and the Oversight Committee. Their decision is based on currently available information. Therefore, appeals must contain new information (not in the original screening file). This may include students work samples (stories, projects, or artwork), awards, certificates, honors, and/or reports of academic extracurricular activities, and letters from parents or other adults who know of the child's advanced abilities. Further, parents/guardians may elect to obtain additional, optional testing. FCPS agrees to honor and accept these assessments. Individual intelligence testing from a private licensed psychologist must be accompanied by a copy of the psychologist's state license. Testing results from George Mason University testing services and other universities can also be submitted. George Mason University Testing Service will waive the fees for students who have financial need. The appeals committee consists of the GT coordinator, GT program specialists, ESOL specialists, and school

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psychologists. The parents and guardians are notified by mail of the decision (Attachments BB and CC).

- **Specific Academic Aptitude**

Appeals for the school-based services at the elementary level and for middle school Honors classes are submitted in writing to the principal of the local school. The local schools notify parents and guardians in writing of the local school decision.

C. Delivery of Services [8 VAC 20-40-60. A. 9]

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners.

Levels/Grade	General Intellectual Aptitude (GIA) Level IV	Specific Academic Aptitude (SAA) Levels II, III, and IV
Primary Grades K-3	2a, 2b, 9a, 9b, 9c, 18	2a, 2b, 9a, 9b, 9c, 13a, 13b, 18
Elementary Grades 3-6	2a, 2b, 6b, 8b, 8c - provided by school counselor as needed, 9a, 9b, 9c	2a, 2b, 8c - provided by school counselor as needed, 9a, 9b, 9c, 9d - flexible instructional groupings, 13a, 13b
Middle School Grades (6) 7-8	2a, 2b, 3a, 3c, 3d, 3e, 6b, 8b, 8c - provided by school counselor, as needed	2a, 2b, 3a, 3c, 3d, 3e, 6b, 8b, 8c - provided by school counselor, as needed
High School Grades 9-12	1, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f, 7, 8a, 8b, 8c, 10b, 11, 12, 15, 17	1, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f, 7, 8a, 8b, 8c, 10b, 11, 15, 17

Fairfax County Public Schools offers a continuum of gifted services that provides all students with opportunities to engage in complex subject matter and helps prepare them for more challenging and rigorous classes as they advance in grade level. Teachers, administrators, and specialists work together to make decisions that provide the appropriate level of service for each learner, allowing students to move to another level as needed. The Gifted & Talented Resource teacher works with the school principal to develop a school plan (Attachment DD) based on the Levels of Service.

The county has adapted the Levels of Service approach designed by Donald Treffinger (see Treffinger, D. J., Young, G. C., Nassab, C. A., & Wittig, C. V. (2004). *Enhancing and expanding gifted programs: The levels of service approach*. Waco, TX: Prufrock Press.)

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(Attachments EE and FF) and the work of Dr. Harry Passow to create a continuum of services with increasing levels of challenge.

Students receiving services are entered into the FCPS Student Data Base (Attachment GG) and a record of GT services is maintained in students' academic files (Attachment HH).

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1. Academic-Year Governor's School
2. Acceleration based on individual needs
 - 2a. Content area
 - 2b. Grade level
3. Advanced/Honors classes in specific content areas
 - 3a. English
 - 3b. Foreign language
 - 3c. Mathematics
 - 3d. Science
 - 3e. Social Studies
 - 3f. Other _____
4. Advanced Placement
 - 4a. English
 - 4b. Foreign language
 - 4c. Mathematics
 - 4d. Science
 - 4e. Social Studies
 - 4f. Other _____
5. Cambridge
 - 5a. English
 - 5b. Foreign language
 - 5c. Mathematics
 - 5d. Science
 - 5e. Social Studies
 - 5f. Other _____
6. Center-based program
 - 6a. Biweekly
 - 6b. Full-time
 - 6c. Weekly
 - 6d. Other _____
7. Dual enrollment
8. Guidance services addressing special needs of the gifted
 - 8a. College/career counseling
 - 8b. Small group sessions
 - 8c. Other _____
9. In-class differentiation by regular classroom teacher (cluster model)
 - 9a. Heterogeneously grouped
 - 9b. Homogeneously grouped
 - 9c. Multi-age grouped
 - 9d. Other cluster format _____
10. Independent study
 - 10a. For credit
 - 10b. Not for credit
11. International Baccalaureate
12. Mentorship program
13. Resource teacher
 - 13a. Pull-out
 - 13b. Within regular classroom
14. Special seminars
 - 14a. For credit
 - 14b. Not for credit
15. Saturday or summer services
(May not be used as the division's single delivery of services)
16. Summer Regional Governor's School
17. Summer Residential Governor's School
18. Talent Pool, grades K-2

The type of school or program and the grades served should be noted. Divisions may not use 6a, 6c, 6d, 13a, 13b, or summer or weekend services as the sole services provided to students at any grade level.

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Center Information

NAME OF CENTER	GRADES SERVED	TIME FRAME (Daily, Weekly, Biweekly, Monthly)	AREAS OF GIFTEDNESS SERVED (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	SPECIAL PROGRAMS (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)
<p>Gifted and Talented School-Based Center Program (serves students from local school) Elementary Schools: Annandale Terrace, Beech Tree, Braddock, Cameron, Columbia, Spring Hill, Timber Lane, Wolftrap</p>	Three - six	Daily	General Intellectual Ability	
<p>Gifted and Talented Center Program (serves students from local area schools) Elementary Schools: Belvedere, Bull Run, Canterbury Woods, Churchill Road, Clearview, Colvin Run, Forest Edge, Greenbriar West, Haycock, Hunters Woods, Keene Mill, Lorton, Louise Archer, Mantua, Mosby Woods, Oak Hill, Riverside, Sangster, Springfield Estates,</p>	Three - Six	Daily	General Intellectual Ability	

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Stratford Landing, Sunrise Valley, White Oaks, Willow Springs Middle Schools: Glasgow, Carson, Frost, Hughes, Lake Braddock, Longfellow, Rocky Run, Sandburg, Twain, Kilmer	Sixth - Eighth	Daily	General Intellectual Ability	
Glasgow MS & Stuart HS Holmes MS & Annandale Terrace HS Hughes MS & South Lakes HS Poe MS & Annandale Terrace HS Whitman MS & Mt. Vernon HS	Six - ten	Daily	General Intellectual Ability	International Baccalaureate Middle Years Program (IBMYP)
Annandale, Edison, Lee, Marshall, Mt. Vernon, South Lakes, Stuart, Robinson Secondary	Eleven - twelve	Daily	General Intellectual Ability	International Baccalaureate
Thomas Jefferson High School for Science and Technology	Nine - twelve	Daily	General Intellectual Ability	Advanced Placement
Hayfield, Lake Braddock Secondary, Centreville, Chantilly, Fairfax, Falls Church, Herndon, Langley, Madison, McLean, Oakton, South County, Westfield, West Potomac, West Springfield, Woodson	Nine - twelve	Daily	Specific Academic Ability	Advanced Placement

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Part II, continued

D. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

FCPS has adopted the notion of ascending levels of intellectual demand as articulated through the *Parallel Curriculum Model* (Tomlinson et.al, 2002). Three assumptions of the model are in alignment with our notion of giftedness in children and the need to provide a continuum of gifted services. These assumptions are as follows:

1. There is no one-size fits all approach to teaching gifted learners and it is important to design curriculum that taps the potential of many learners.
2. Curriculum and instruction for advanced learners must be flexible enough to address the needs of a diverse population of gifted learners.
3. Teachers, as curriculum decision makers, play an important role in the development of high potential (Tomlinson et.al, 2002).

The parallel model serves as a guideline for designing and selecting curricula and instruction for gifted learners that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction. Units and model lessons promote an understanding of broad-based interdisciplinary concepts, foster the development of higher level thinking skills, guide the student toward expertise, and nurture student self-understanding, self-direction, and interpersonal skills (Attachments II and JJ).

Model lessons and units created by teachers and central office staff are posted on the FCPS 24/7 Blackboard site for easy access for all teachers at all times. In addition to lessons and units created by teachers and central office staff, FCPS has identified high quality units and lessons developed for high ability learners, e.g., language arts and social studies units developed by the Center for Gifted Education at the College of William and Mary, TOPS problem-solving cards in mathematics, Library of Congress resources, and others (Attachments KK and LL).

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A combination of resources and units published for gifted learners in combination with units and lessons developed by Fairfax County Public Schools staff supports a differentiated curriculum framework in the four core subjects at every grade level which are available on our GT Programs 24/7 site (Blackboard) and distributed to schools by the GT programs office.

Instruction in pre-IB, or Honors classes in English, mathematics, science, and social studies is provided in all high schools. The Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, and the Thomas Jefferson High School for Science and Technology provide additional curricular options for high school students to accelerate and pursue in-depth studies in areas of academic strength. Both AP and IB programs offer open enrollment. Thomas Jefferson High School for Science and Technology, a regional governor's magnet school, offers a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology.

2. Instructional Strategies

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners.

Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

Instructional strategies used to accelerate, enrich, and extend the content beyond grade-level or course expectations for gifted learners included but are not limited to:

Compacting: Compacting is used in mathematics to provide ongoing opportunities for acceleration. GT center students complete middle school mathematics by the end of sixth grade. Students who have a specific academic strength in mathematics may also participate in the compacted/accelerated mathematics curriculum for grades 3- 6. Students who complete the compacted mathematics six coursework may qualify for algebra in seventh grade.

Concept Attainment: Broad-based themes or concepts are used to facilitate interdisciplinary and intradisciplinary connections to deepen student understanding and knowledge.

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Differentiation: In order to address the needs and build on the strengths of advanced learners, the teacher may:

- Use advanced reading, resources, and research materials.
- Accelerate the pace of teaching and learning.
- Compact basic knowledge and skills in core content areas.
- Present content with greater levels of depth, breadth, complexity, or abstractness through levels of questioning, problem-based learning, and instruction that focuses on “big ideas”.
- Apply ideas and skills to contexts that are unfamiliar and dissimilar from those explored in class.
- Offer assignments that are more open-ended or ambiguous in nature.
- Assign products that require greater levels of independence.
- Create rubrics with indicators of quality that model the work of experts in the field.

Historical Analysis and Interpretation: Students assume the role of a historian as they investigate historical issues, people, and events through historical analysis and interpretation of primary source documents.

Independent Research and Inquiry-Based Instruction: Students and/or teachers generate questions and explore problems, issues, and events through research and independent study using a variety of resources.

Problem-based Learning: Students work on the solution to an ill-structured, complex problem through collaboration and research.

Simulations: Students role-play and engage in first hand experiences with complex issues, problems, and ideas in scenarios that provide an important connection to real-world situations.

Socratic Seminar: A powerful strategy that improves comprehension and challenges students to think and apply knowledge on increasingly higher levels. Carefully constructed questions lead to dialogue that fosters reflective and critical thinking. The seminar is a catalyst for lively discussions that lead to a deeper understanding of issues, themes, and ideas.

Student Debates: Students learn to research and debate complex issues from both sides of an argument. Participation in the debate process strengthens critical thinking, speaking, and persuasive writing skills.

Synecdotics: A strategy used by teachers to develop metaphors, similes, and/or analogies that deepen understanding of concepts and ideas presented within and among disciplines.

3. Assessment Strategies

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

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Area of Giftedness: 3 - 12 General Intellectual Aptitude
K - 12 Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ Visual and Performing Arts Aptitude

Units and lessons designed for advanced learners may include assessment components such as: preassessments, ongoing or formative assessments, and post assessments. Complex performance-based assessments are used to assess the solutions, products, and/or projects that are a result of differentiated curriculum. Student work portfolios, oral presentations, projects, and exams are used to evaluate student learning and achievement.

Rubrics are designed to provide clear criteria, to assist students in self-assessment, and to support students as they journey from novice toward expert in their knowledge, skills, and understandings.

The final product for an advanced learner becomes more than an indicator of student learning, it is a means of assessing a student's ability to apply, transfer, transform, and extend their learning as they ultimately become producers of knowledge.

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E. Personnel and Required Training [8 VAC 20-40-60. A. 11]

1. Designation of Personnel and Training Requirements

Teachers who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation of teachers of the gifted.

Full-time teachers of the gifted are typically those persons who work predominantly during the day and/or week with identified gifted students.

TEACHING/GRADE	PROGRAM	REQUIRED TRAINING
GT center teachers in grades 3- 8 (Grades 3-6) 246 Full Time Teachers (Grades 7 & 8) _____ Part Time Teachers	General Intellectual Ability	Four graduate level courses in gifted education that lead to an endorsement in gifted education on a state teaching license within five years of assignment. (Attachment MM). Ongoing professional development coordinated by GT center office.
GT Resource teachers K - 6 80 Full Time Teachers 26 Part-time Teachers	Specific Academic Aptitude	Four graduate level courses in gifted education that lead to an endorsement in gifted education on a state teaching license Ongoing professional development coordinated by GT center office (Attachments NN, OO, and PP). GT resource teachers continue to support regular education teachers.
AP/IB High School Teachers	General Intellectual Ability and Specific Academic Aptitude	IB and AP staff development is provided in conjunction with IB program and the College Board: <ul style="list-style-type: none"> • Ongoing subject specific staff development throughout the year • Honors workshops during the summer • Vertical training in math and English for teachers in grades 7-12 • IB training for pre-service and in-service teachers; 3-5 day offsite training for IB program • Summer curriculum writing • AP training is a 5 day content-specific workshop every 5 years
General Education Teachers (Level I and II)	General Intellectual Ability	Entry- level training with a focus on differentiation
Focus Lead Teachers/Department Chairs	General Intellectual Ability	Entry- level training with a focus on differentiation and identification

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Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

TEACHING/GRADE	PROGRAM	REQUIRED TRAINING
Classroom teachers at Young Scholars schools 63 YS Schools Approximately____ Teachers YS Summer School _____ 110 Teachers	General Intellectual Ability and Specific Academic Aptitude	Annual local training in curriculum differentiation and social and emotional needs of students with gifted potential from diverse populations. Ongoing professional development coordinated by GT center office.
Middle School Honors teachers	Specific Academic Aptitude	Honors training provided by GT Middle School Office <ul style="list-style-type: none"> • <i>Parallel Curriculum Model</i> • Critical and Creative Thinking Skills
AP/IB High School Teachers	Specific Academic Aptitude	IB and AP staff development is provided in conjunction with International Baccalaureate program and the College Board: <ul style="list-style-type: none"> • Ongoing subject specific staff development throughout the year • Honors workshops during the summer • Vertical training in math and English for teachers in grades 7-12 • IB training for pre-service and in-service teachers • 3-5 day offsite training for International Baccalaureate program through the IB regional office • Summer curriculum development

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2. Methods of Selection

A meeting to discuss job opportunities for teachers interested in becoming elementary GT resource teachers and GT center teachers is held each spring. This informational meeting for potential applicants explains the FCPS GT programs, the expectations and requirements for the positions, and the opportunities available to teachers who want to work with highly able learners.

Teachers who have an interest in a GT resource teacher position apply through the GT coordinator, are interviewed for potential placement, and if hired are assigned to two or more elementary schools.

All other GT teaching positions to include GT center teachers, middle school Honors teachers, and high school AP and IB teachers, are posted on the FCPS web site and principals interview and select teachers for advanced learners in the elementary, middle, and high school program.

Recruitment efforts concentrated on candidates with GT endorsement.

3. Methods of Evaluation

Teachers of the gifted are evaluated by their local school administrators following the guidelines and instruments for teacher evaluation in FCPS.

F. Parent and Community Involvement [8 VAC 20-40-60. A. 13]

The following strategies are used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

- Coordinate and facilitate parent involvement in GT programs through monthly meetings of the Gifted and Talented Advisory Committee (GTAC)
- Publish brochures, newsletters, notices of parent information meetings, and parent information guides and packets in multiple languages (Attachment QQ).
- Present workshops, coffees, and evening meetings to parents in schools throughout the county. These are provided by GT central office personnel, GT center teachers, and GT resource teachers.
- Assist in parent orientations at GT center schools.
- Support individual schools as they make local site-based decisions on parent volunteer efforts, business partnerships, and the selection of mentors who support the education of the gifted students.
- Provide updated information on programs, resources, and services through the FCPS GT web site <http://www.fcps.edu/DIS/gt>.

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- Publish a column on the GT web site for parents to address current issues and activities that are relevant to gifted education.
- Conduct parent information meetings with parent participants to provide a real-world connection to GT program and services for parents.
- Collaborate with the Office of Community Relations and utilize a division-wide “keep in touch” service for disseminating information through electronic mail system.
- Facilitate and support the growing relationship between the GT center students and parents with the base school parents and students.

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Part III: Plan for the Education of the Gifted

This section includes the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals (Part I, Section C) in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

**Local Plan for the Education of the Gifted
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GIFTED PLAN COMPONENT	Identification			
GOAL STATEMENT	Increase the identification of students from underrepresented populations including low socioeconomic groups, twice exceptional, and students from diverse cultural, linguistic, and ethnic backgrounds.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Improve methods of identification in order to find gifted potential in underrepresented populations.	Continue to incorporate alternative methods of assessment to include observations, anecdotal records, nonverbal measures of general intellectual ability, and performance assessments into identification practices.	GT program staff	2007	Greater representation of students from historically underrepresented populations in Gifted and Talented programs.
Strengthen parent communication and awareness about the options available in the middle school honors program.	Provide parent information nights for the community. Clearly communicate and highlight the aspects and benefits of the middle school honors program to parents and teachers. Evaluate the understanding of the honors program through an electronic survey.	GT program staff DIT staff	2008	Increased understanding of and participation in the middle school honors program.
Increase opportunities provided to students within the AP or IB programs.	Increase efforts to encourage participation of underrepresented populations in AP and IB courses through active outreach.	GT program staff IT staff	2010	Greater participation of underrepresented populations in AP and IB courses.
Deepen community and parent understanding of the Young Scholars	Provide information to the community through district and community meetings, use of technology, news letters, and	GT program staff	2011	Increased community awareness of the Young Scholars model and the

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<p>model and the identification process.</p>	<p>information guides. Provide staff members with training on effective methods to identify gifted potential in young learners. Utilize the Response and Model Thinking Lessons to aid in identifying gifted potential in students, K- 6.</p>			<p>value of non-traditional methods of identification.</p>
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GIFTED PLAN COMPONENT	Delivery of Services			
GOAL STATEMENT	Strengthen and expand the delivery of gifted services through a continuum of services.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
<p>Continue to explore options for improved delivery of gifted services for grades K-6 (Levels I and II).</p> <p>Increase interventions for Young Scholars during the school year, as well as through intersessions and summer school.</p>	<p>Produce & distribute K-2 Response Lessons & Grade 3-6 Model Thinking Lessons that extend and enrich the Program of Studies.</p> <p>Provide staff development for GT Resource Teachers in models and strategies designed to provide additional levels of challenge within the classroom setting.</p> <p>Increase the number of GT resource teachers assigned to Young Scholars schools in order to provide time for interventions.</p> <p>Develop curriculum for YS summer school and intersessions.</p> <p>Provide staff development opportunities for YS schools including the GT resource teacher, classroom teachers, principals, librarians, and school counselors.</p>	<p>GT programs staff GT resource teachers</p> <p>GT programs staff</p> <p>GT programs staff GT resource teachers at YS schools</p> <p>GT programs staff YS GT resource teachers</p> <p>GT programs staff YS GT resource teachers</p>	<p>Ongoing</p> <p>2007</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increased use of model lessons with all students (Level I).</p> <p>Increased differentiated services for K-6 students through Level II.</p> <p>Increased number of students from underrepresented populations participating in GT programs.</p> <p>Increased and strengthened advanced learning opportunities designed to nurture gifted potential.</p> <p>Strengthened the implementation of and support for the YS Model.</p>

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	Provide opportunities for parent participation in YS activities such as field trips, coffees, open houses, class visitations.	YS GT resource teachers	Ongoing	Increased understanding of how to advocate for and how to nurture gifted potential in Young Scholars through parent involvement and home support.
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GIFTED PLAN COMPONENT	Delivery of Services			
GOAL STATEMENT	Strengthen and expand the delivery of gifted services through a continuum of services.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Continue to strengthen and support delivery of services for school-based services grades 3-6 (Level III)	Provide staff development for GT resource teachers in curriculum and instruction designed to challenge advanced learners. Provide units, books, and resources that support the implementation of models and strategies to challenge advanced learners.	GT program staff Consultants	Ongoing	Strengthened and enhanced Curriculum and Resources Framework for school-based services.
Continue to strengthen and support delivery of services for GT center program grades 3-6 (Level IV)	Provide ongoing staff development for GT center teachers in models, units, and strategies that support implementation of the FCPS Curriculum Frameworks Differentiated for Gifted Learners.	GT programs staff Consultants	Ongoing	Consistent implementation of the FCPS Curriculum Frameworks Differentiated for Gifted Learners through high quality curriculum and instruction.
Continue to recruit and train highly qualified teachers for delivery of gifted services.	Hold recruitment meetings for GT resource and GT center teachers	GT Programs staff	Ongoing	Increased number of highly qualified teachers to deliver levels of gifted services.

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<p>Continue to strengthen and support delivery of services for MS Honors and IBMYP.</p>	<p>Interviews candidates for GT resource and GT center teacher positions.</p> <p>Provide ongoing staff development for GT center teachers in models, units, and strategies that support implementation of the FCPS Honors and IBMYP Curriculum.</p>	<p>GT Programs staff</p> <p>GT programs staff IBMYP staff Consultants</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Increased number of highly qualified teachers to deliver levels of gifted services.</p> <p>Consistent implementation of the FCPS Honors Curriculum and IBMYP through high quality curriculum and instruction.</p>
<p>Continue to strengthen and support IB/AP programs 9-12</p>	<p>Provide staff development and opportunities for collaboration and networking for all high school teachers.</p>	<p>High school instructional staff</p>	<p>Ongoing</p>	<p>Increased options for and access to gifted services at the high school level.</p>

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GIFTED PLAN COMPONENT	Curriculum Development			
GOAL STATEMENT	Continue to expand K-8 curriculum based on the essential framework of each discipline through the implementation of the <i>Parallel Curriculum Model</i> .			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Incorporate the <i>Parallel Curriculum Model</i> as a uniform framework for curriculum development.	Instruct curriculum writers in the <i>Parallel Curriculum Model</i> through consultation with Dr. Carol Ann Tomlinson, a co-author of the model.	GT program staff	Ongoing	Consistent curriculum design and support for each learner on journey from novice to expert.
	Instruct Honors and middle school curriculum writers in critical and creative thinking skills to promote practices beneficial for high-ability learners.	GT program staff	Ongoing	Consistent curriculum design. Increased use of Honors model lessons.
	Instruct and advise teachers in the creation of a <i>Parallel Curriculum Model</i> unit through the FCPS partnership with the University of Virginia (UVA) graduate level GT endorsement class, Introduction to Curriculum for the Gifted.	GT program staff	Ongoing	Consistent curriculum design. Increased use of PCM units.
	Continue to develop, revise and share Honors model lessons	GT program staff Middle School Honors teachers	Ongoing	Consistent curriculum design. Increased use of Honors model lessons.

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<p>Incorporate Problem-Based Learning (PBL) as part of Parallel Curriculum Model units.</p>	<p>Retain services of Shelagh Gallagher, consultant for Problem-Based Learning, to instruct teachers how to write Problem-Based Learning units to extend the Program of Studies in elementary and middle school GT programs.</p>	<p>GT program staff</p>	<p>Ongoing</p>	<p>Increased understanding of PBL strategy. Increased use of PBL model lessons.</p>
<p>Incorporate <i>Parallel Curriculum Model</i> units in the Young Scholars model.</p>	<p>Develop and instruct teachers in the use of curriculum units written in the <i>Parallel Curriculum Model</i> for the Young Scholars model.</p>	<p>GT program staff</p>	<p>Ongoing</p>	<p>Consistent implementation of curriculum. Increased access to challenging curriculum for all populations</p>
<p>Develop critical and creative thinking skills in all students, K – 6.</p>	<p>Revise and refine model lessons that extend and enrich the Program of Studies for all learners.</p>	<p>GT program staff and GT teachers</p>	<p>Ongoing</p>	<p>Raise the level of academic challenge for all students.</p>

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GIFTED PLAN COMPONENT	Curriculum Development			
GOAL STATEMENT	Expand use of technology to increase access to curriculum and instruction that is differentiated for advanced learners.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Provide access to units written in the <i>Parallel Curriculum Model</i> on the Elementary and GT Programs 24/7 (Blackboard) site.	Provide curriculum units written in the <i>Parallel Curriculum Model</i> on the Fairfax County's Elementary GT Programs 24/7 (Blackboard) site, organized by subject area and grade level.	GT programs staff	Ongoing	Consistent curriculum design. Increased use of curriculum units written in <i>Parallel Curriculum Model</i> .
	Update and provide Honors model lessons written in the <i>Parallel Curriculum Model</i> on the subject-specific middle school Honors 24/7 (Blackboard) courses.	GT programs staff	Ongoing	Consistent curriculum design. Increased use of Honors model lessons.
Provide access to Model Lessons (K-2) and Model Thinking Skills Lessons (3-6) on the Elementary GT Programs 24/7 site.	Post Model Lessons on Elementary GT Programs 24/7 (Blackboard) site and on the Elementary Gateways site.	GT programs staff	2006	Increase use of resources on GT Programs site by all teachers to develop higher level thinking skills in all learners.

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<p>Incorporate the study of primary source documents on the Library of Congress web site.</p>	<p>Through <i>An Adventure of the American Mind</i> Library of Congress grant, instruct teams of teachers on how to use primary sources to teach the four parallels in the <i>Parallel Curriculum Model</i>.</p>	<p><i>An Adventure of the American Mind</i> Program Director & Specialist GT program staff</p>	<p>Ongoing</p>	<p>Strengthen historical analysis and historical interpretation skills through increased use of primary source documents for advanced learners</p>
<p>Promote professional dialogue and sharing of resources among teachers who work with gifted learners.</p>	<p>Create and share discussion board sites for teachers of gifted learners on the Elementary GT Programs 24/7 (Blackboard) site.</p>	<p>GT programs staff</p>	<p>Ongoing</p>	<p>Consistent curriculum delivery.</p>
<p></p>	<p>Use FCPS 24/7 (Blackboard) site, newsletters, and email communications to notify teachers of program, curriculum and staff development updates.</p>	<p>GT program staff</p>	<p>On going</p>	<p>Increased use of Elementary GT Programs 24/7 (Blackboard) site.</p>
<p></p>	<p>Restructure Honors courses on FCPS 24/7 (Blackboard) site to be more user friendly.</p>	<p>GT program staff Middle School Honors teachers</p>	<p>2006</p>	<p>Increased use of FCPS 24/7 Gifted Programs Office sites by Honors teachers.</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p>Increased number of all teachers who use lessons posted on Honors 24/7 (Blackboard) courses.</p>

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GIFTED PLAN COMPONENT	Staff Development			
GOAL STATEMENT	Continue to implement ongoing professional development plan for all teachers of the gifted.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
<p><u>ALL</u> (Elementary, Middle and High)</p> <p>Professional development based on research-based practices, and recommendations stated in five year plan.</p> <p>Increase opportunities for graduate level work toward GT endorsement.</p> <p>Improve collaboration with school administration.</p>	<p>Provide ongoing staff development opportunities by outside consultants, GT staff, and other FCPS staff.</p> <p>Offer two or more graduate level courses per semester through FCPS partnership with the University of Virginia (UVA).</p> <p>Utilize multiple opportunities for collaboration, such as technology, print resources, committee meetings, etc. to increase understanding of the program and to improve the distribution of resources.</p>	<p>GT programs staff ISD staff</p> <p>GT programs staff Office of Staff Development and Training (OSDT) GT programs staff UVA</p> <p>GT program staff School administration</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Implementation of research-based practices in gifted education.</p> <p>Increase number of staff with GT endorsement</p> <p>Strong partnership and more effective use of talents and resources.</p>

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<p>Provide support to administrators in staffing and retaining GT center positions with qualified personnel.</p>	<p>Update GT Handbook for GT center principals to include interview questions, characteristics of successful teachers of the gifted, and classroom observation scales developed by the Center for Gifted Education at the College of William and Mary.</p>	<p>GT programs staff Human Resources staff</p>	<p>2007</p>	<p>Employment and retention of qualified GT center teachers.</p>
<p>Increase use of technology to provide GT endorsement courses as an online option.</p>	<p>Offer at least one CaseNEX course per semester through the FCPS Academy.</p>	<p>GT programs staff Office of staff development</p>	<p>2007-2011</p>	<p>Increased number of teachers having access to GT endorsement courses.</p>
<p><u>Elementary</u> Incorporation of the <i>Parallel Curriculum Model</i> as a uniform framework for curriculum development.</p>	<p>Instruct GT teachers' grades 3-6 in the <i>Parallel Curriculum Model</i> through consultation with Carol Ann Tomlinson, a consultant in gifted education.</p>	<p>GT programs staff</p>	<p>Ongoing</p>	<p>Consistent curriculum design. Increased use of PCM model units.</p>
<p>Increase collaboration and planning between GT resource teachers and classroom teachers.</p>	<p>Share collaboration strategies to help forge relationships between GT resource teachers and classroom teachers.</p>	<p>GT programs staff School administration</p>	<p>Ongoing</p>	<p>Increased differentiation for advanced learners within the general education classroom.</p>
<p>Provide support to</p>	<p>Update GT Handbook for Young Scholars</p>	<p>GT programs staff.</p>		

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<p>administrators and teachers in Young Scholars schools.</p>	<p>schools to include research-based best practices for finding and nurturing gifted potential in students from diverse cultural, linguistic, and ethnic backgrounds.</p>		<p>2007</p>	<p>Clear understanding of the Young Scholars model and its role in preparing Young Scholars for more challenging courses and increasing their access to gifted programs.</p>
<p><u>Middle</u> Incorporation of the <i>Parallel Curriculum Model</i> as a uniform framework for curriculum development.</p>	<p>Instruct GT teachers' grades 7-8 (includes all full and part-time Honors and center teachers) in the <i>Parallel Curriculum Model</i> through consultation with Carol Ann Tomlinson, a consultant in gifted education.</p>	<p>GT programs staff</p>	<p>Ongoing</p>	<p>Consistent curriculum design. Increased use of PCM model units.</p>
	<p>Instruct Honors and middle school GT center teachers in critical and creative thinking skills to promote practices beneficial for high-ability learners.</p>	<p>GT programs staff</p>	<p>Ongoing</p>	<p>Consistent curriculum design. Increased use of Honors model lessons.</p>
	<p>Conduct follow-up sessions with teachers after implementing Honors curriculum.</p>	<p>GT programs staff</p>	<p>Ongoing</p>	<p>Increased teacher reflection on practice.</p>
<p>Development of a cadre of teacher researchers at the middle school level.</p>	<p>Instruct middle school teachers on effective teacher research techniques in cohort modules.</p>	<p>Office of Staff Development and Training (OSDT)</p>	<p>Ongoing</p>	<p>Increased use of data to influence teacher practice.</p>
<p><u>High School</u></p>				

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Form A

Strengthen AP, IB and Honors classes through professional development.	Provide summer training for AP, IB, and Honors classes in conjunction with International Baccalaureate program and the College Board.	High School programs staff	Ongoing	Increased teacher preparation and use of best practices when teaching AP, IB and Honors curriculum.
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**Local Plan for the Education of the Gifted
2006-2011
Fairfax County Public Schools**

GIFTED PLAN COMPONENT	Staff Development			
GOAL STATEMENT	Increase professional development opportunities for meeting the needs of twice exceptional learners and other special populations of gifted.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Increase all teachers' understanding of giftedness in diverse populations.	Develop in-services designed to increase awareness of special populations of gifted learners, their special needs, and strategies that support their academic success. Collaborate with Office of Staff Development and the University of Virginia to offer on-line course on Special Populations. Update video on Gifted Behaviors Rating Scale to ensure that examples capture unique characteristics of underrepresented populations.	GT program staff GT program staff UVA Office of Staff Development	Ongoing 2006	Greater understanding of special populations of gifted learners. Increased differentiation for special populations of gifted learners.
Develop a greater understanding of meeting the needs of twice exceptional learners and other special populations of gifted.	Retain services of Dr. Shelagh Gallagher, a consultant in twice exceptional gifted learners, to train teachers in differentiation strategies for twice exceptional gifted learners.	GT programs office	2006	Greater understanding of twice exceptional learners.

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Develop partnership with the ESOL office to better meet the needs of gifted learners who speak other languages.	Create and share PowerPoint presentations designed to assist teachers in meeting the needs of twice exceptional learners. Create and share a PowerPoint presentation designed to share the identification system especially GBRS.	GT programs office	Ongoing	Increased differentiation for twice exceptional learners.
	Collaborate with the Special Education Office to provide staff development on twice exceptional learners for special educators, teachers of the gifted and all K-12 teachers.	GT program staff Office of Special Education	Ongoing.	Increased collaboration for greater understanding of twice exceptional learners.
	Collaborate with ESOL Office to incorporate research and strategies for teaching gifted ESOL learners into units and lessons.	GT program staff ESOL office	2006	Increased collaboration and implementation of research-based strategies for addressing the needs of gifted ESOL learners.
	Plan and implement staff development sessions for classroom teachers on strategies for working with gifted ESOL learners.	GT program staff. ESOL office.	2006	Increased collaboration and implementation of research-based strategies for addressing the needs of gifted ESOL learners.

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GIFTED PLAN COMPONENT	Parent and Community Involvement			
GOAL STATEMENT	Continue to strengthen family/community involvement in the GT Program.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Strengthen community awareness and understanding of gifted programs and the levels of service that are offered.	Incorporate Levels of Service language and descriptions into all communications and information brochures.	GT Programs Office	2007	Increased and consistent communication and articulation among all stake holders.
Increase understanding of giftedness as potential in children and the importance of providing the appropriate level of gifted services.	Provide countywide parent information nights to a broad audience. Develop video to explain the GT continuum of services to parents and community members.	GT Programs Office in collaboration with the Office of Community Relations	Ongoing	Support informed decision making through web site, newsletters, meetings, orientations, presentations, etc.
	Create PowerPoint presentations for GT resource teachers to share with parents in their school community.	GT Programs Office	Ongoing	Increased and consistent communication and articulation among all stake holders.

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	<p>Continue to update web site in response to parent or guardian questions and concerns. Post web column on website to keep broader community informed of updates and changes in program initiatives.</p> <p>Create PowerPoint and video presentation to educate parents and community about the middle school honors program.</p> <p>Produce an informational spotlight that highlights the understanding of the Levels of Service on channel Apple 21.</p> <p>Create a Back-To-School Night informational document or PowerPoint presentation for teachers to use with parents.</p>	<p>GT Middle School Programs Office</p> <p>GT Programs Office in collaboration with the office of Community Relations and Department of Informational Technology</p> <p>GT Programs Office</p>	<p>2006</p> <p>Ongoing</p> <p>2009</p>	<p>Increased understanding of the middle school honors program and its role in providing high quality and challenging curriculum and instruction at this level.</p> <p>Increased awareness of the levels of service to support making informed decisions.</p> <p>Increased and consistent communication and articulation among all stake holders.</p>
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Increase parent understanding of the QUEST program	Continue to provide information and promote the QUEST program to the community through the use of an informational brochure.	GT Programs Office Office of Minority Students Achievement	2008	Increase and enhance student diversity in advanced secondary school programs.
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**Local Plan for the Education of the Gifted
2006-2011
Fairfax County Public Schools
Local Advisory Committee and Assurances**

A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]

1. Composition of Local Advisory Committee

Categories	Number Represented
Parents	Included in other category
Teachers	3
Administrators	6
Support Staff	1
Community □ representatives of business, industry, arts	17
Community □ persons who are not parents of identified students	
Students (optional)	1

2. Selection of Members for the Local Advisory Committee

Appointed by community groups, school Division Superintendent and School Board members. School Board members are appointed by geographical composition and are representative of ethnic composition. They approve all appointments. Regulation 1710.6 Citizens Advisory Committee for the Gifted and Talented states, "The School Board shall appoint members to the committee in accordance with Regulations Governing the Educational Program for Gifted Students, which states that members should include: parents, teachers, community members, and the coordinator of the program for gifted and talented students." (Attachment RR)

3. Meeting Schedule of the Local Advisory Committee

Number of times the committee is scheduled to meet annually.

Monthly 3 times 4 times 5 times

Other, specify _____

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B. Assurances [8 VAC 20-40-60. A. 6 and 7]

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

C. Superintendent's Certification

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

Superintendent's Signature

School Division Name

Superintendent's Typed
or Printed Name

Date

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D. Approval by the Local School Board

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on

_____.

Board President's Signature

School Division Name

Board President's Typed
or Printed Name

Date

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Part V: Appendices

The following items must be included in the appendices:

- X Narrative of the division's services
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information
- X Referral form(s)
- X Checklists/observation documents for parents/teachers/others
- X Permission to test form
- X Permission to place form
- X Matrix/profile/other data collection instrument
- X Letter of acceptance
- X Letter denying eligibility with indication of parent's/guardian's right to appeal
- Change in placement form
- Exit form
- X Appeals process document
- X Professional development schedule for the current year
- Professional personnel evaluation document, if different from division's standard process
- X Letter/announcement of local advisory committee meeting