

2021-2022

OVERVIEW

Division of Academics

Judith J. White, Ed.D.
Chief Academic Officer

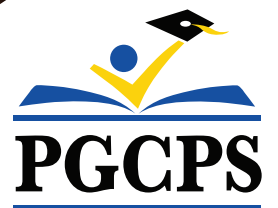




TABLE OF CONTENTS

Division of Academics Organizational Chart.....	2
Division of Academics Direct Report Contact List.....	3

Division of Academics:

Department of Special Education	4
Department of Career and Technical Education.....	7
Department of Creative and Performing Arts	9
Department of Curriculum and Instruction.....	12
Department of Early Learning	15
Department of Instructional Support.....	17

Additional Links

[Career and Technical Education Programs Listing](#)
[Specialty Programs Listing](#)

Division of Academics Organizational Chart



Division of Academics

Direct Reports

Department, Location, and Contact Information

DEPARTMENT/ LOCATION	NAME/ TITLE/EMAIL	PHONE (EXT)	ASSISTANT	PHONE (EXT)
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Special Education John Carroll Administration Building	Trinell Bowman Associate Superintendent trinell.bowman@pgcps.org	301-618-8355 (ext. 41035)	Jennifer Williams jen.williams@pgcps.org	301-618-8355 (ext. 41053)
Career and Technical Education (CTE) Green Valley Administration Building	Jean-Paul Cadet, Ed.D. Director jeanpaul.cadet@pgcps.org	301-669-6012 (ext. 40111)	Tarshae Washington tarshae.washington@pgcps.org	301-669-6012 (ext. 45226)
Creative and Performing Arts (CPA) Thomas Claggett Teacher Leadership Center	Lee A. Gibbs II Officer lee.gibbs@pgcps.org	301-808-8256 (ext. 44064)	Patricia (Trisha) Bell trisha.bell@pgcps.org	301-808-8256 (ext. 44096)
Curriculum and Instruction (C&I) Instructional Support Services Center (ISSC)	Kia McDaniel, Ed.D. Director kia.mcdaniel@pgcp.org	301-808-5956 (ext. 44108)	Keisha White keisha.white@pgcps.org	301-808-5956 (ext. 44019)
Early Learning Instructional Support Services Center (ISSC)	Gladys Whitehead, Ph.D. Director gladysw@pgcps.org	301-808-8240 (ext. 44015)	Denise Yorkshire den.yorkshire@pgcps.org	301-808-8240 (ext. 44016)
Instructional Support Instructional Support Services Center (ISSC)	Toni Brooks Instructional Supervisor tbrook@pgcps.org	301-386-1577 (ext. 44105)	LaTanya Torrence latanya.torrence@pgcps.org	301-386-1577 (ext. 44135)

DEPARTMENT OF SPECIAL EDUCATION

Trinell Bowman

Associate Superintendent

OFFICES

- Compliance
- Early Childhood
- Instructional Supports, Assessment & Accountability
- K-12 Instruction
- Special Education Administration
- Special Education Business Operations
- Support Programs & Related Services and Nonpublic Program

PROGRAMS

- Autism Extensions
- Community Referenced Instruction (CRI)
- Comprehensive Coordinated Early Intervening Services (CCEIS)
- Comprehensive Special Education Programs (CSEP)
- Deaf and Hard of Hearing
- Extended School Year
- Infant & Toddlers
- Nonpublic Programs
- Preschool/Child Find for Preschool
- Regional
- Social-Emotional Academic Development (SEAD)



CORE SERVICES

The mission of the Department of Special Education is to provide specially designed instruction and related services through a continuum of services to children and students with disabilities from birth to age 21. The Department of Special Education also ensures that the rights of students with disabilities are protected and federal and state regulatory requirements are met and provides resources to parents, guardians and families of children and students with disabilities.

DUTIES

Academic Innovation

- Monitor the implementation of Individualized Education Programs (IEPs) as it relates to specially designed instruction, interventions, accommodations, and supplementary aids, related services, and other areas.
- Develop and monitor the Local Application of Federal Funds, discretionary and restricted grants appropriated by the Maryland State Department of Education that focuses on narrowing instructional achievement gaps.
- Provide an Intervention Selection Procedure (ISP) tool to support school teams' decision-making for reading and mathematics interventions with technical support for selection and implementation.
- Regularly monitor and update elementary and secondary service delivery models:
 - Phasing out of Comprehensive Special Education Programs (CSEP) at the elementary level.
 - Speech and language services provided through co-teaching; participation in collaborative planning to support the understanding of language acquisition and academic vocabulary.

Transformational Workforce

- Provide Department of Special Education Professional Learning Opportunities for Prince George's County Public Schools (PGCPS) staff members.

- Provide Rising Stars Leadership Development for Special Education Chairpersons and Coordinators.
- Partnership with High Learner Institutions (University of Maryland, Anne Arundel, Community College, and Bowie University).
- Conflict Resolutions Center Partnership provided training to the Department of Special Education Chairpersons and special education central office staff members.
- Yearly training provided to bus drivers and aides on transporting students with disabilities.
- Participation in the PGCPS Recruitment Fairs.

Organizational Learning Culture

- Collaborative planning and professional learning opportunities with Curriculum and Instruction.
- Provide a Specially Designed Instruction Tool to support the co-planning and co-implementation of instruction to build teacher capacity to teach students with disabilities.
- Monthly meetings with the Department of Transportation.
- Participation in Cross-Functional Department of Testing Committee.
- Participation in the Employee Performance Administrator/Teacher workgroups.

Safe and Supportive Environments

- Partner with Johns Hopkins University to train PGCPs teachers in Applied Behavior Strategies to improve positive behavior supports.
- Provide district-wide training in de-escalation techniques and physical restraint training through Crisis Prevention Institute training protocols.
- Provide social-emotional foundations for early learning coaches to support students in preschool and kindergarten with social-emotional development skills.
- Partner with the Department of Human Resources to provide behavior management training to all substitute and new teachers.
- Provide parent training, support group sessions, and resources to families of students with disabilities in the areas of social-emotional and mental wellness through the Department of Special Education Family Partnership Center.
 - The mission of the Family Support Center is to provide information about disabilities, increase awareness of community services, assist families in resolving concerns, connect parents with resources needed to make informed educational decisions, and strengthen collaborative relationships with community partners.
- Partner with various community-based and faith-based organizations.
- Reduce suspensions through the Comprehensive Coordinated Early Intervention Services CCEIS program. CCEIS Program Overview:
 - Offers a research-based intervention and social-emotional curriculum to improve social-emotional competencies at each targeted school.
 - Train school staff members in using the Response to Intervention (RTI) Tracking Tool to support the implementation of Administrative Procedure 5124.
 - Collaborates with Positive Behavioral Interventions and Supports (PBIS) specialists to ensure Tier I supports are provided at each school.

- Collaborates with the Department of Student Services to support the implementation of Restorative Practices at targeted CCEIS schools.
- Delivers the Crisis Prevention Institute (CPI) training to all CCEIS Crisis Intervention Teachers and staff members at each school.
- Supports schools in establishing monthly suspension monitoring meetings facilitated by the Principal/Pupil Personnel Worker to review monthly suspension reports and specific student cases.
- Provides a crisis intervention team (psychologist, social worker, behavior specialist, RTI resource teacher) at four targeted campuses to support schools in developing Tier II and Tier III interventions for students with challenging behaviors.
- Support school teams in developing Functional Behavioral Assessments and accompanying Behavior Intervention Plans (BIP).
- Monitor BIPs and physical restraint procedures in accordance with federal and state regulations.

Infrastructure and Operational Enhancements

- Developed Strategic Plan to focus on enhancing special education services, monitoring structures, and building teacher capacity to implement evidence-based strategies and specially designed instruction.
- Developed APEX data system to track dedicated and Nonpublic Placement Tuition/CIEP.
- Developed APEX staffing tool to track all special education positions and allocations.
- Developed Special Education DashBoard to monitor compliance and performance indicators at the school and district levels.

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

Jean-Paul Cadet, Ed.D.
Director

OFFICES

- Business and Experiential Learning
- Family and Consumer Science
- Health Professions
- Information Technology/Computer Science
- Public Safety, Security, and Service
- Technology, Engineering, and Design

PROGRAMS

- Administration of justice
- Adolescent Single Parenting
- Business Management and Finance
- Early Childhood Education
- Engineering and Science - Project Lead the Way (PLTW)
- Environmental Studies
- Graphic Arts and Media Productions
- Global Studies
- Health and Biosciences
- Homeland Security Sciences
- IT- Cisco Networking
- IT- Computer Science
- Information Communication/ Technology
- Teacher Academy of Maryland
- Technology Education
- Transportation Technologie



CORE SERVICES

The mission of Career and Technical Education is to provide high quality instructional programs that will prepare students for high demand, high skills, and high wages opportunities by offering experiential learning, post-secondary credits, and industry certifications. Students will gain technical and high level academic skills, equipping them to be lifelong learners and contributing members of society.

DUTIES

Academic Innovation

- Conduct informal and formal classroom visitations in support of teacher and program needs.
- Support programs and teachers to meet instructional targets through professional development and coaching.
- Collaborate with school administration, guidance counselors, and schedulers to ensure schools are offering the approved program of study.
- Collect, analyze and maintain statistical data on Technical Skills Assessments (TSA) scores and reports on program-specific data.

Transformational Workforce

- Youth Apprenticeships
- Registered Apprenticeship
- Teacher Academy - Return and Earn with PGCPSS
- CTE Graduates earn industry approved certifications, licenses, and endorsements

Organizational Learning Culture

- Collaborate with schools to plan career and experiential learning opportunities, in collaboration with Program Advisory Committees (PAC).
- Collaborate with schools in support of program enhancements and program improvements.

- Ensure program facilities are aligned with program curriculum and industry.
- Facilitate the Local Advisory Committee (LAC) to engage community, school, business, and religious stakeholders.

Safe and Supportive Environments

- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.
- Provide OSHA and safety training for all students.
- Ensure teachers are trained to utilize program specific equipment.

Infrastructure and Operational Enhancements

- Develop and monitor local and Perkins budgets.
- Collaborate with CTE staff to develop Perkins school improvement plan.
- Engage industry partners such as the Ready for Work Program with Venture Philanthropy Partners (VPP) to increase the number of students engaged in CTE programs, taking and passing Technical Skills Assessments (TSA), and earning industry certifications in the focus schools.
- Interface with vendors who desire to bring their solutions to PGCPSS either as an intervention or as a supplemental resource.

DEPARTMENT OF CREATIVE AND PERFORMING ARTS

Lee A. Gibbs II
Officer

OFFICES

- Arts Integration
- Dance
- Instrumental Music
- Media Arts
- Theatre/Drama
- Visual Art
- Vocal/General Music

PROGRAMS

- Creative and Performing Arts (CPA)
- Visual and Performing Arts (VPA)



CORE SERVICES

The mission of the Department of Creative and Performing Arts is to provide all students - Pre-K through Grade 12 - with an opportunity to receive experience, exposure and educational opportunities in every art form (Dance, Instrumental Music, Media Arts, Theatre, Visual art, and Vocal/General Music). Furthermore, it is our mission to ensure that Arts Integration (AI) strategies are embedded in all curricula so that all children have access to teaching and learning in and through the arts, and all students have multiple pathways for success.

DUTIES

Academic Innovation

- Provide experience, exposure and educational opportunities in every art form (Dance, Instrumental Music, Media Arts, Theatre, Visual Art, and Vocal/General Music) for PreK - Grade 12 students.
- Collect qualitative and quantitative data regarding arts instruction for every student in the CPA/VPA specialty programs, in order to measure growth using the state and national arts standards.
- Incorporate Arts Integration, as a research-based instructional strategy, into every schools' instructional plans.
- Ensure that all Creative Arts curricular documents and instruction is culturally appropriate and skills-based in a manner that would guarantee that all students, on each level, are provided equitable access to the arts.
- Provide a student-centered, trans-disciplinary approach to learning through the arts that will equip students with the necessary 21st century competencies and prepare them to be informed consumers of the arts.
- Collaborate with the Special Education department and Adaptive Physical Education leadership to improve Fine Arts teachers' instructional capacity.
- Design courses and instructional strategies that directly align to the goals and needs of our EL and SPED students.

Transformational Workforce

- Recruit and retain high-quality teachers in every art form by presenting at local universities, external job fairs, and district-led recruitment fairs.
- Provide project-based leadership opportunities and experiences to teachers who have demonstrated a desire to lead and/or participate in them.
- Encourage teachers to facilitate workshops at local, state, and national conferences.
- Establish professional learning communities in which teachers lead professional development, curriculum writing, and systemic projects and initiatives.
- Utilize social media and technology tools to view candidate performance and instruction.
- Strengthen teacher content knowledge and pedagogical skills through office hours, content mentorship, and monthly professional development opportunities.
- Encourage teachers participation in workshops, conferences, and state and national organization memberships by providing financial support as well as opportunities to present to the network.

Organizational Learning Culture

- Expose teachers and students to each of the art forms (Dance, Instrumental Music, Media Arts, Theatre, Visual Art, and Vocal/ General Music) in a way that integrates all aspects of society into curricula, pedagogy, and various arts experiences.
- Advocate for equitable access to each of the art forms in all schools with equitable teaching spaces, class sizes, and funding.
- Formulate a curriculum alignment to Student Learner Profile that is implicit versus inferred.
- Safe and Supportive Environments
- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.
- Ensure proper equipment, furniture, materials, and instructional spaces are up to date according to national, state, and local best practices.
- Ensure teachers are trained to utilize program specific equipment and materials.

Infrastructure and Operational Enhancements

- Advance synchronous and asynchronous learning through technology such as Smart Music, MusicFirst, Adobe Creative Cloud, Swivl, iPad Pros, Storyboard That, WeVideo, Adobe Spark, etc.
- Enhance, construct, upgrade and maintain physical learning and work environments (band/orchestra rooms, choir rooms, piano labs, dance studios, visual art studios, maker spaces, black boxes, tv studios, etc.) that maximize safety, facilitate learning, invite collaboration and encourage productivity in all schools.
- Interface with vendors and community partners who desire to bring their solutions to PGCPSS either as an intervention or as a supplemental resource.



DEPARTMENT OF CURRICULUM AND INSTRUCTION

Kia McDaniel, Ed.D.

Director

OFFICES

- Fiscal Analyst (Title II)
- Health Education
- Library Media Services
- Literacy
- Mathematics
- Physical Education
- Reading/English Language Arts
- Science
- Social Studies
- World Language

PROGRAMS

- Advanced Programs (IB, AP, AVID)
- English for Speakers of Other Languages (ESOL)
- Environmental Education Programs
- H. B. Owens Science Center
- Immersion
- Junior Achievement Finance Park (JAFFP)
- Science, Technology, Engineering & Mathematics (STEM)
- Talented and Gifted (TAG)



CORE SERVICES

The mission of the Department of Curriculum and Instruction is to provide curriculum, instructional materials, resources, and professional learning opportunities for teachers, students, parents, the community, school administrators, and other central offices.

Through these efforts, Curriculum and Instruction provides students with rigorous learning experiences that result in outstanding academic achievement across content areas to prepare them for the college and/or career of their choice.

DUTIES

Academic Innovation

- Provide digital curriculum resources for content implementation by teachers.
- Collaborate with the Department of Student Services to review courses for students entering PGCPSS, Dual Enrollment alignment, and confirming course alignment for graduation.
- Specialty Programs: Oversee the development, implementation, and monitoring of specialty programs including Immersion programs, Talented and Gifted (TAG) Centers and programs, International Baccalaureate, Advancement via Individual Determination (AVID), Science and Technology, STEM Middle Schools, Aerospace, Engineering and Aviation Technology program.
- Assist the Charter School Office with the review of charter applications, charter authorization, and charter re-authorization through the lens of instructional content.
- Provide field trip experiences, aligned to the curriculum, for students across the district through programming and partnerships at Howard B. Owens Science Center, William Schmidt Environmental Center, and Junior Achievement Finance Park (JAFP).

Transformational Workforce

- Collaborate with Human Resources to assist with reviewing and interviewing candidates for specific content areas and programs across the district.
- Partner with the Office of Professional Learning and Leadership to develop and deliver professional learning.
- Provide focused professional development on how to differentiate and scaffold content for special populations of students: English Learners, TAG, Students with Disabilities
- Provide classroom instructional support and professional learning opportunities for kindergarten - 12th grade teachers across all content areas: Reading/English Language Arts (RELA), Mathematics, Science, Social Studies, Science, Technology, Engineering and Mathematics (STEM), Health, Physical Education, World Languages, and ESOL.
- Oversee maintenance of all administrative procedures impacting Curriculum and Instruction.

Organizational Learning Culture

- Collaborate with the Area Office to train principals, assistant principals, and school leaders. Continued partnership through learning walk opportunities and review of school programs.
- Oversee the Literacy Plan 2.0 implementation across the district; development, implementation, modeling, and monitoring with support of literacy coaches, numeracy coaches, Professional Development Lead Teachers (PDLTs) and instructional specialists.
- Training for International Baccalaureate (IB) and Advancement Placement (AP) coordinators with a focus on school data, program implementation, exam management, and parent engagement.
- Oversee Title II, III, and IV (well-rounded educational opportunities) grant management and implementation of grant activities for federal and state grants that support professional development, English Learners and academic achievement.

Safe and Supportive Environments

- Partner with the Department of Family and School Partnerships Office to provide professional development experiences for parents around integrating instructional strategies at home.
- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.

Infrastructure and Operational Enhancements

- Oversee the English for Speakers of Other Languages (ESOL) program from screening and qualifying students, supporting schools and staff instructionally, reviewing and analyzing data trends, and exiting students from the program.
- Interface with vendors who desire to bring their solutions to PGCPs either as an intervention or as a supplemental resource.



DEPARTMENT OF EARLY LEARNING

Gladys Whitehead, Ph.D.
Director

OFFICES

- Early Childhood
- Early Learning Centers
- Judy Hoyer Family Learning Center Hubs

PROGRAMS

- Early Entrance to Kindergarten
- Early Entrance to PreKindergarten
- Kindergarten Readiness
- Montessori
- PreKindergarten



CORE SERVICES

The Department of Early Learning focuses on the following:

- **Academic Creation:** Creates and curates academic resources that are appropriate for all early learners using an equity lens.
- **Academic Development:** Developing learning supports for families that addresses all cultures and continuously focuses on building support structures to make them a partner in student learning.
- **Academic Exploration:** Advancing the delivery of content through technology, community-based programs in alignment with national and state standards for early learning education.

DUTIES

Academic Innovation

- Major Initiatives for the 2022-2023 school year include:
- Create and curate curriculum for lower and upper elementary in Montessori.
- Expand community partners and collaborate to provide quality programming and care for early learners.
- Provide professional development in collaboration with community and state partners to support readiness standards and unfinished learning.
- Focus on student access to all learning components whether synchronous or asynchronous.

Transformational Workforce

- Provide Professional Development and coaching to develop leadership skills of staff by cross-training staff with the tenets of Montessori.
- Provide Professional Development to PreK and K teachers around the readiness standards.

Organizational Learning Culture

- Incorporate strategies for Equity and Excellence in curriculum and training materials.
- Work with consultants to complete the Montessori curriculum at all levels.

Safe and Supportive Environments

- Work in collaboration with student services and mental health providers to provide support to students and families of PreKindergarten students.

Infrastructure and Operational Enhancements

- Ensure learning environments for PreK students are appropriate for academic learning.
- Review classroom environments each year for upgrades and refresh.

DEPARTMENT OF INSTRUCTIONAL SUPPORT

Toni C. Brooks

OFFICES

- Academics Administrative Procedures
- Course Catalog
- Summer Programs
- Textbooks



CORE SERVICES

The Department of Instructional Support focuses on professional practice in teaching and learning, through the management of instructional materials, summer programs, course catalogs, and administrative procedures that support students and staff.

DUTIES

Academic Innovation

- Coordinate the review, selection, procurement, distribution and inventory management of textbooks.
- Facilitate summer offerings and assist students, parents, staff, and stakeholders in navigating offerings.
- Maintain the SchoolMAX course catalog, the Maryland Course Catalog, and the National Collegiate Athletic Association master list for PGCPSS.
- Manage publications for courses and administrative procedures.

Transformational Workforce

- Collaborate with supporting offices to train designated summer managers in compliance with tasks in Human Resources, Payroll, Transportation, Security, Capital Programs, Building Services, Food Services, Budget, Nurses, Communications, Treasury, and Web Services.

Organizational Learning Culture

- Facilitate six-year cycle of textbook adoptions to support the alignment of course curricula with current educational standards.

Safe and Supportive Environments

- Facilitate Administrative Procedures for the Division of Academics.
- Work in collaboration with Student Services and mental health providers to provide support to students and families in summer programs.
- Work in collaboration with Capital Programs, Transportation, Security and Nursing offices to provide support to students and educators in summer programs.

Infrastructure and Operational Enhancements

- Process school requisitions for additional inventory, call tags to remove inventory, and audits to confirm inventory in the textbook inventory application.
- Coordinate the removal of surplus and obsolete instructional materials from every school.
- Facilitate professional development for school staff as it pertains to the use of the school system's textbook inventory management system.
- Manage warehouse storage and inventory.

Prince George's County Public Schools

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