Understanding the Advanced Learning Plan (ALP)
Elementary/Secondary
GT Parent Seminar:
2019-2020
Legalities

- Colorado HB 1244
  - Required to identify student when data exists
  - Required to program for student
  - Required to document student progress
  - Unfunded mandate

- Legal document
Gifted Programming

Focus and purpose of ALPs

A guide for enhancing instruction to meet the needs of students with outstanding potential.

Accommodations support advanced levels of performance in the areas of strength and/or embed talent(s) into core subjects.
The ALP should be like a Blueprint

- Take control of their learning
- Have a deeper understanding of their learning style and become strength based learners
- Become driver in improving their education
- Acquire learning skills that will apply to learning situations in life
- Will develop a greater sense of their abilities and become autonomous
Programming Options

Neighborhood Schools

- Grade Level Content
  - Flexible Grouping
  - Content Acceleration
  - Content Differentiated

Gifted Center Schools

- 1-2 (+) Identification
  - Areas of Strength

- Advanced Core Content
  - Compacted
  - Pace Accelerated
  - Differentiated and Extended

ALP Created

Multiple Areas of Strength

ALP Created
The Exceptional Children’s Educational Act (ECEA) Rules specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas):

**General or Specific Intellectual Ability**
Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

**Specific Academic Aptitude**
Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.
Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes)
Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

Creative or Productive Thinking
Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Abilities
Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility).
General Intellectual Ability (GIA):
GIA is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections) - CDE, 2017.

- All new students with a cognitive strength area will have the GIA focus area.
  - Most newly identified student(s) will also have a specific academic aptitude focus/strength area.
- All students formerly identified with a cognitive strength such as nonverbal, verbal or quantitative will now be designated using the GIA focus/strength area. Students formally identified prior to the new identification guidelines will be “grandfathered in” and will remain identified within Jeffco.
  - As we continue to build a body of evidence we will gradually add specific academic aptitude strength/focus areas as determined by qualifying data.
Advanced Learning Plan
Flow Chart \ Life Cycle

**Beginning of Year**
- Evaluate Goals - set goal status as Met or Unmet
- May / End of year

**Goal Setting**
- Student: set goals using ALP tool
- August to October

**Progress Monitoring 1st**
- Checkpoint - adjust services as necessary
- November to February

**Progress Monitoring 2nd**
- Checkpoint - adjust services as necessary
- March to April (continued Monitoring)
Lifecycle

• September/October:
  • Students will set a strength based SMART goal & an affective based SMART goal.

• November to February:
  • Students will work on their goals & progress monitor the SMART goals.

• March/April:
  • Students will continue working on the goals & progress monitor the SMART goals.

• May:
  • Students will evaluate the ALP goals for completion.
How Do ALPs Change in Secondary Grades?

• Students take another step toward autonomy

• Counselors work with students to set one academic and one affective goal per school year

• Most secondary schools in Jeffco allow students to self select themselves whatever level of course they find appropriate

• Most schools use the Naviance system to monitor advanced learning plans.
Elementary Goal Setting

Two quality goal(s) per student based on:

- an identified Strength Area/or passion area
- Affective goal
- written in collaboration with teacher and student
- Receive parent input at PT conference

Written in SMART Goal format:
Secondary GOAL Setting

Two quality goal(s) per student based on:

- an identified Strength Area/or passion area
- Affective

Written in SMART Goal format:
OUR Goal is: How can we support students in making their goals more meaningful and manageable?
Here’s what your students know about ALP goals
SMART goal template

This is a tool educators might utilize to collaborate with your child to guide crafting ALP SMART goals.
Why Affective Goals?

ALPs for the Whole Gifted Child
JEFFCO GENERATIONS

A Learning-Centered Vision for our Community’s Schools

JEFFCO PUBLIC SCHOOLS
READINESS FOR LEARNING

- Social-Emotional and Counseling Supports

“Students who are socially and emotionally healthy can focus their attention and energy on learning” -- Dr. Jason Glass
Affective / Social-Emotional Learning is infused throughout the curriculum to develop the Whole Gifted Learner
How can we infuse Social-Emotional Learning into our Advanced Learning Plans?

Into our daily classroom instruction (TASK)?

CASEL Competencies
When affective issues are addressed and social emotional needs met, gifted students face their challenges with emotional balance and appropriate coping mechanisms that promote success in reaching personal potential rather than failure to do so.

-- Annemarie Roeper
Advanced Learning Plans

“Legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making.”

“The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations” [12.02(2)(f)(v)].

“An ALP shall be developed for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs.”
CDE Requirements

ALPs are “a written record of a gifted student’s strengths, academic and affective learning goals, and the resulting programming utilized with each gifted child and considered in educational planning and decision making.”

[ECEA Rules, 12.01(2)]
An Introduction to the Why...
Beyond Compliance, Toward Commitment
READINESS FOR LEARNING

- Social-Emotional and Counseling Supports

“Students who are socially and emotionally healthy can focus their attention and energy on learning” -- Dr. Jason Glass
District Support

Gifted and Talented Student Support

- **Classroom Teacher:**
  - Student sees on a daily basis

- **Gifted and Talented Building Liaison/Counselor:**
  - Contact person in every school
  - Works directly with the Gifted and Talented Resource Teacher assigned to their school

- **Gifted and Talented Resource Teacher:**
  - Under the direction of the Gifted and Talented Department
Elementary ALP: Parent Engagement
**Goals and Progress Monitoring**

<table>
<thead>
<tr>
<th>Started</th>
<th>Goal</th>
<th>Progress Monitoring</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2015</td>
<td>will create a game using technology - such as Kahn Academy. He will complete the game by spring 2016.</td>
<td>Teacher observation, self evaluation, and student created check list.</td>
<td>Three times a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Progress Monitoring Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2016</td>
<td>Through the use of technology, programmed using Kahn Academy, Hour of code, worked with a mentor. The group will share their work with the class at the end of May</td>
</tr>
<tr>
<td>1/27/2016</td>
<td>had completed the hour of code and is working on other programming sites.</td>
</tr>
</tbody>
</table>
Secondary ALP SMART goal options

Two different school based options:

Platform #1: NAVIANCE

Platform #2: Google Sheets
Secondary Accessing ALP/Naviance

• Utilizing the NAVIANCE system, you can access their ALP goals once they have been set by signing into NAVIANCE (http://www.naviance.com/).

• User Name: Student ID
• Password: 8 Digit Birthday
1. Select “My Planner”.
2. Choose the Select the + add new ALP
SMART Goal Template

ALP

* My Goal is: (required)

Specific: What specific things will you accomplish?

Measurable: How will you know when you have achieved this goal?

Achievable: Is this goal realistic? Do you have the tools you need to achieve it?

Relevant: Why is this goal important in your life?

Timely: When can you achieve this goal?
SMART Goals

You will set TWO ALP goals:

• Strength Based Goal (ALP)

• Affective Goal (Other)
  - Autonomy
  - Further GT Resources
  - Healthy Risk Taking
  - Managing Mood
  - Motivation
  - Organization
  - Perfectionism
  - Self-Advocacy Skills
  - Stress & Anxiety
  - Teamwork
  - Time Management
  - Understanding Self & Others
Select + Add New ALP

Select Add to SAVE

Affective Goal

ALP
* My Goal is: (required)
Specific: What specific things will you accomplish?
Measurable: How will you know when you have achieved this goal?
Achievable: Is this goal realistic? Do you have the tools you need to achieve it?
Relevant: Why is this goal important in your life?
Timely: When can you achieve this goal?

Other Goals
* My Goal is: (required)
This goal is important because:
Steps I will take to reach this goal:
Complete Jeffco ALP Survey 1-Goal Setting using the information you inputted into your SMART goal

1. Complete Affective Survey questions
2. Complete ONLY subject area Strength based goal Survey questions
3. Save & I am Finished
How do I support my student’s ALP at Home?

- Western Academic Talent
- Search-through CBK
- Leadership through outside organizations
  - (Boy Scouts, Church, Community Service, Sports)
- Museums, Library, Community center classes
- School clubs/sports
- Volunteer opportunities
- Community Service
- Passion Projects

Support interests and strengths!
ALP Goal Setting

[Video Link]
Gifted & Talented

Advanced Learning Plans
Application & Testing Information
Early Access
GT Center Schools
Parent Resources
GT Identification

Jeffco Public Schools GT website