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

“A 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.”
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

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