Advanced Learning Plan

Part I: Student Profile

The test protocol data may be pass code protected for need to know only personnel (e.g., resource teachers, case manager and classroom teachers) as per district guidelines.

District/BOCES   Plan date

Student name   Student ID   DOB

School   Grade   Date identified

Twice-exceptional: IEP ☐ or 504 Plan ☐   ELL ☐

TCAP Accommodations ☐   ILP Plan ☐

Body of Evidence for Identification   *(refer to CDE Guidelines and Resources)*
Qualifying evidence must be from parents and educators, and from multiple data sources. Both quantitative and qualitative data from assessments in varied domains comprise a BOE. At least 3 data points at the exceptional rate in at least two components of the body of evidence are required. Some students will require the collection of many data points over time before formal identification in one or more area of giftedness: • Cognitive or intellectual ability   • Specific academic area/s – achievement   • Creativity or Leadership - behaviors and characteristics   • Visual arts, music, performing/dance arts, and/or creativity - demonstrated performance
Test/s and results of *cognitive or intellectual ability*:   Test/s and/or assessments and results of *academic achievement*:   Measures of *behaviors and characteristics (Creativity, Leadership)*:   Information about *demonstrated performance (Visual arts, music, performing/dance arts, and/or creativity)*:
Area/s of Strength   *(as documented in a Body of Evidence)*
[Pull-down menu]   **Cognitive/intellectual strength:**   • Verbal reasoning   • Quantitative reasoning   • Nonverbal reasoning   **Specific academic strength:**   • Reading   • Writing   • Language Arts   • Mathematics   • Science   • Social Studies

Creativity or Leadership strength:

Demonstrated performance -

- Creativity
- Leadership

Visual arts, music, performing arts, dance, theater, and/or creativity strength:

Demonstrated performance –

- Visual arts
- Music
- Performing arts/dance
- Performing arts/drama
- Creativity

Student: Interests, Activities and Service

Part II: Programming Goals

Student Goals in area/s of strength

Write one or more Academic Goals and one or more Affective Goal for the student based upon strength area/s and needs.

Incorporate depth, complexity, achievement and higher order thinking skills as described in the ALP guide for strength-based goals (e.g., math, leadership, achievement).

Academic (measurable) Goal:			Date:	
Strategies and/or activities to meet the goal:				
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Affective (measurable) Goal:			**Date:**	
Strategies and/or activities to meet the goal:				
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal

Note: Descriptors for the affective components are listed near the end of the form for guiding affective goals.

Parental Involvement (measurable) Goal:			**Date:**	
Strategies and/or activities to meet the goal:				
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Note: Descriptors for the parental involvement follow for guiding affective goals.				

Parental Involvement

Parent Involvement (select one or more):
- Seek out and share information about community resources with schools.
- Coordinate, facilitate, or provide transportation for content extension opportunities as needed.
- Offer support with content extension opportunities or assignments.
- Monitor student progress and satisfaction.
- Commit to attend parent, teacher, student conferences to review academic achievement and social-emotional development.
- Provide homework space and time.
- Establish ongoing collaboration with teachers and your child; be as involved as possible.
- Talk about homework with child.
- Model mistakes and humor in fixing mistakes.
- Expect school attendance.
- Help child with time management.
- Help child with organizational skills.
- Celebrate school successes.
- Assist child with realistic life goals and aspirations.
- Seek opportunities to praise students on their effort rather than innate ability
- Encourage child to equate effort with success.]
- Other (Specify)

College and Career Goal
For Secondary Students: This goal should align with ICAP goals. ALP and ICAP may be merged. Goal statement should include steps to achieve goal - strategies for talent development and strategies for meeting post-secondary and workforce goals.

College and Career Goal:			**Date:**	
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal
Progress Monitoring Notes:	Date	Goal Met	Goal Adjustment	Continue w/ goal

Colorado Department of Education   *Gifted Education Guidelines, Chapter 4*

Part III: Programming Options and Strategies

Structure

Where will student needs be addressed? (Specify delivery model, school setting, placement, and/or grouping)

Pull-down menu:

- Classroom with flexible grouping
- Classroom with cross-grade grouping
- General education with resource room
- General education honors classroom
- General education with peer tutoring
- General education with cluster grouping
- Clusters for special interests
- Magnet classroom
- Advanced Placement/International Baccalaureate
- School within a school
- Magnet school
- School for gifted students
- Out-of-school learning option – specify]
- Other (Specify)

Content Options

What content options will be provided? (List *programs*, *courses*, *curriculum*, and *community resources* that will guide learning.)

Pull-down menu:

Level I

- Differentiated curriculum
- Pre-assessment and curriculum compacting with extensions
- Problem-based learning
- Self-paced study guides (e.g., *Navigator* guides from College of William & Mary)
- Thinking skills development
- Independent projects
- Interest and/or learning centers
- Leadership development
- Creativity training
- Biographical study in area/s of interest
- Other (specify)

Level II

- Academic program or group – specify
- Small group or individualized supplemental or replacement curriculum
- Resource room/Pull-out program with replacement curriculum
- Specialized curricula (e.g., College of William & Mary curriculum units, M3 Mathematics units)
- Honors class – specify
- AP course – specify
- Advanced online course – specify
- Flexible counseling group
- School or community talent opportunity – specify
- Competition – specify
- Advanced club – specify
- Early instruction in advanced research skills

- Advanced elective class
- Mentorship
- Summer program for gifted students
- Saturday program for gifted students
- Talent Search programs
- (Other specify)

Level III

- International Baccalaureate
- Magnet classrooms
- Radical acceleration – specify
- Concurrent enrollment
- Early college entrance
- Early Access to kindergarten or first grade
- Credit by assessment
- Long-term internship or mentorship
- School for gifted students
- Specialized counseling
- Produce, publish and/or present original work to authentic audience
- Juried shows/performances
- Advanced leadership opportunity (e.g., exchange student, service abroad program, ambassador program)
- Specialized diploma]
- Other (specify)

Differentiated Instruction

A. **Acceleration** : What acceleration approach will support student learning? (Select one or more)

Pull-down menu:

Curriculum-based

- Single-subject acceleration – specify
- Concurrent enrollment
- Talent Search programs with credit
- Independent study for credit
- Online learning
- Honors classes – specify
- AP classes – specify
- International Baccalaureate
- Mentorships/Internships
- Post-secondary options – specify

Grade-based

- Early Access to kindergarten or first grade
- Grade skipping
- Multi-age/Multi-grade classroom
- Grade telescoping
- Credit by assessment
- Early college entrance]

Other

B. **Depth, Complexity and Novelty (Select one or more)**

Pull-down menu:

- Advanced level resources (e.g., textbooks, supplemental materials)
- Alternative resources
- Advanced product/presentation
- Open-ended questions/tasks
- Pre-/Post-testing
- Processing activities differentiated along The Equalizer
- Content extensions
- Related studies (orbital studies)
- Socratic Seminars
- Differentiated questioning techniques
- Student choice in activities, products
- Service learning/Social action
- Tiered assignments/homework
- Self-selected content
- Group investigations
- In-depth study
- Advanced use of technology
- Experimentation/Inquiry
- Real-world applications
- Research
- Other

C. **Higher order thinking skills (Select one or more)**

Pull-down menu:
- Uses creative problem solving to reach solutions to real life problems (describe problem)
- Uses logical problem solving strategies to analyze and solve problems (describe problem)
- Uses critical thinking skills to solve complex problems effectively (describe problem)
- Uses research skills to investigate and present data (describe research question)]

Affective Guidance and Learning Environments Select items from the components of affective guidance that align with the affective goal(s) to help write a relevant goal(s).

Personal Competence attributes to be developed:

Pull-down menu:
- self-efficacy
- confidence
- motivation
- resilience
- self-awareness
- independence
- curiosity
- openness to risk-taking
- self-advocacy
- dealing with perfectionism
- stress management
- connection of effort to success
- reversing underachievement]
- other

Social Competence attributes to be developed:

Pull-down menu:

- positive social interactions with age peers
- appropriate peer relationships with intellectual/ artistic/ creative peers regardless of age
- positive social skills with adults
- effective ways of requesting solitude
- effective ways of working in groups]
- other

Leadership dispositions and skills to be developed:

Pull-down menu:

- self-confidence
- flexibility
- listening skills
- presentation/speaking skills
- empathy
- sense of commitment
- self-efficacy
- goal-setting
- group communication skills
- helping bring out the best in others
- social responsibility
- moral responsibility
- decision making]
- other

Cultural Competence dispositions and skills to be developed:

Pull-down menu:

- positive regard for own language and heritage
- appreciation and sensitivity toward diverse backgrounds and languages of others
- collaborative skills in diverse groups
- effective communication with diverse peers
- positive social skills to address stereotyping
- positive social skills for confronting discriminatory behavior by others
- other

- **Communication Competence dispositions and skills to be developed:**

Student's Teachers, Counselor and/or Specialist			
Subject	Person Responsible	Initials	Support/Services provided
Signatures			
Student:		GT Facilitator Name:	

Colorado Department of Education   *Gifted Education Guidelines, Chapter 4*

Signature_____	Signature_____
Parent: Signature: _____	**Parent:** Signature: _____
Teacher, Counselor, Specialist: Signature: _____	**Teacher, Counselor, Specialist:** Signature: _____
Teacher, Counselor, Specialist: Signature: _____	**Teacher, Counselor, Specialist:** Signature: _____
Other/Title :_____ Signature:_____	
Date of Fall or mid-year conference:	**Date* of Developing Next ALP:** **(**This may be the same date as the annual review date.)