Advanced Learning Plans:
Meaningful, Motivating, & Manageable

https://bit.ly/2TJ4HmL
Welcome!

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1. Gathering Your Information
Key Components to an ALP

A standards based SMART Goal focused on student growth in the area of identified strength

A standards based SMART Goal Focused on student affective growth
Writing Goals In Collaboration
2. Gather Parent Information – Goals for student? Fears/concerns? History?
3. Gather classroom information – Current performance in identified areas.
Example: Reading

Data Gathered
- Student-3rd grade
  - Loves reading any type of fiction
  - Would like to review books as a career
  - Unsure of what they want their goal to focus on this year

Data Gathered
- Parent
  - Student dislikes school much of the time, but loves his/her book talk group
  - Student strengths include perseverance and ability to discuss books with different audiences
  - Student struggles with applying deeper thinking to assigned tasks.
Example: Reading

- Data Gathered
  - Classroom Information
    - Currently working at an 4th grade level with literary texts
    - Student has significant strengths regarding inquiry discussions
    - Student struggles with assigned tasks and texts when they don't directly fit into their strengths above, such as written reflections as well as supporting their thoughts and ideas with evidence from texts when asked.
    - Fall MAP RIT 200
    - Written reflection rubric for 3rd grade proficient but approaching for 4th grade rubric
Sample Student: Visual Arts

- Newly Identified - end of 5th grade student has had art instruction through school, yet no outside experiences.
- Had a piece chosen for the district art fair but was unable to attend in person.
- Technical skill demonstrates ability well beyond end of 5th grade standards (more aligned with 6th grade).
- Has explored a variety of mediums but tends to gravitate toward sketching and charcoal.
- Prepared pieces - Advanced/Distinguished
- Creativity Demonstration: Above average. Work lacks innovation within technical skill.
- Interview and Reflections highlight a lack of confidence in her own ability.
- Observation Scales: Gifted
2. Narrowing In On a Standard
What Standard Will Be Best?

CDE Academic Standards – Revised

NAGC Standards

DCSD Talent Identification Handbooks

- Dance
- Music
- Visual Arts
- Psychomotor
- Performing Arts
- Creative or Productive Thinking
- Leadership
Example: Reading

CAS: Reading, Writing, Communicating

4th Grade: Standard 2

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to comprehend and interpret literary texts.

Evidence Outcomes:

Students Can:

1. Use Key Ideas and Details to:
   - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
   - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
   - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions). (CCSS: RL.4.3)
   - Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
Sample Student: Visual Arts

Prepared Graduates:

6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.
7. Allow imagination, curiosity and wonder to guide inquiry and research.
9. Persist in the creative process and innovate from failure.

Grade Level Expectation:

2. Demonstrate technical skills and processes to achieve desired results.

Evidence Outcomes:

Students Can:

1. Create works of art from observation, photographs and stored mental images adding personal interpretations.
2. Demonstrate and apply perceptual skills to create works of art.
3. Research and communicate personal ideas and interests in works of art.
I Have a Standard? Now What?
3. Define Current & Desired State
Creating Growth Focused Goals

- What is the student’s current state regarding the standard?

- What do we wish student's to be able to do by the end of the term/year/unit/etc.? (Desired State)
By May of 2020, Abbas will apply strategies to comprehend and interpret literary texts so that he can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text during inquiry discussion as well as written response as measured by his reading body of evidence including but not limited to reading reflection, socratic circle rubrics, MAP data, and teacher observation.

*4th Grade CAS-Reading, Writing, Communication 2.1*
By May of 2020, Abbas will apply strategies to comprehend and interpret literary texts so that he can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text during inquiry discussion as well as written response as measured by his reading body of evidence including but not limited to reading reflection, socratic circle rubrics, MAP data, and teacher observation.

**Standard**

**Desired State**

**Measures**
Sample Goal: Art

By December of 2019, Marilyn will demonstrate technical skills and processes to achieve desired results art so that she can create works of art that includes her personal interpretation to said techniques, as measured by her visual arts portfolio including but not limited to original works of art, reflections, and classroom observations.

7th Grade CAS-Visual Arts 3.2
By December of 2019, Marilyn will demonstrate technical skills and processes to achieve desired results so that she can create works of art that includes her personal interpretation, as measured by her visual arts portfolio including but not limited to original works of art, reflections, and classroom observations.

**Standard**

**Desired State**

**Measures**
Work With Students to Put It In Their Language

*Reading*: By the end of next year I will be able to find and use the text clues that **best** supports my thinking when I talk about the choices authors made in the fiction books I read. Everyone will know I reached my goal by my classwork, discussion, and tests.

*Visual Arts*: By the end of the first term next year, I will create art that shown my own twist on the techniques other artists use. We will all know I have reached my goal by looking at my artwork, process in class, and reading my reflections.
4. Making It Manageable!!!
USE WHAT YOU HAVE TO TRACK & COMMUNICATE GROWTH!!!

**Writing Sample**
CAS: Reading Writing Communicating 3.3

**Collaboration Example**
NAGC 4.2 Social Competence

**Self–Advocacy Sample**
NAGC 4.1 Personal Competency
Steps Simplified

• Gather Student Data

• Narrow In on a Standard

• Specifically outline the student’s current and desired state for the specific standard

• Create a system for both students, teachers, and if/when appropriate parents to monitor progress

• Communicate progress with parents.
"I will grow up to do great things.
Give me a chance to develop my gift now.
So I do not lose it forever.

– Angie French
Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash
ALP Goal Development

Elementary Level
Jodi Church, ECBOCES
East Central BOCES

20 mostly small rural districts (from 45-1100 students)

GT Coordinators are classroom teachers, principals, special education teachers, counselors, etc.

GERC/BOCES GT Coordinator
Structure

Sub for a day

ALP Development Meeting

- District GT Coordinator
- Teacher
- Student
- Parent
- BOCES GT Coordinator
Laying the Groundwork

Student interest survey

Current data, NWEA scores, etc.

What worked last year

List some ideas for goals
Goal Resources

Colorado State Standards

The Common Core Companion: The Standards Decoded, Leslie Blauman & Jim Burke

8 Mathematical Practice Standards

CO Gifted Education Leadership Standards

NAGC Standards
Sample Elementary Goals
3rd Grade Math Goal

Student Interests and Data

T. thinks she is good at reading and writing. She is interested in learning more about math. Outside of school T. likes to do gymnastics or volleyball. Her main hobby is riding horses and she participates in 4-H.

Academic Goal

By December, T. will construct viable arguments and critique the reasoning of others in her accelerated math group with 80% accuracy as measured by written explanation on Eureka math assessments. She will practice this weekly and will be assessed every 2-3 weeks on Eureka. By May, her accuracy will increase to 90%. Mathematical Practice Standard 3

Content - accelerated Eureka curriculum, Process - acceleration, Product - demonstration (discussion and written explanation on test), Environment - cluster group
3rd Grade Math Goal

Student Interests and Data

G. feels he is best at math, reading, and P.E. He would like to work on baseball this year and learn more about history. Outside of school he loves to play sports, mostly baseball. G. collects baseball and football cards and he is active in 4-H, mostly showing sheep. He likes to read sports books by Tom Green.

Academic Goal

G. will develop a question that can be used to collect statistical information. With that question, he will begin investigating the concept of statistics and will practice by analyzing statistics during the football and wrestling seasons. By the end of the high school baseball season (end of May) G. will present the baseball statistics to his class. G. will be assessed on the accuracy of his statistical findings and on his presentation, with a goal of a score of 85% on the statistics and at least a ¾ on the class presentation rubric. Standard 6. Statistics and Probability

Content - accelerated curriculum, Khan Academy  Process - acceleration,  Product - Real-world application, Environment - independent with support from teacher, father, and middle school math teacher
4th Grade Affective Goal

Student Interests and Data

H. feels his best subjects are math and reading. He would like to work on science more this year and learn about technology and robots. Outside of school, he likes to play soccer, color, and relax. He also likes to collect souvenirs from around the world. He and his brothers like to mow lawns for their neighbors.

Affective Goal

By the end of November, H. will plan and implement a school wide coat drive. H. will create a timeline of tasks with the support of the school counselor. He will then present the coat drive plans to each elementary class, after practicing communication skills with the counselor. H. will work with a partner to create an informational flyer for all students to take home. This project will be measured with a pre and post self-reflection on how to plan a service project and discussion with the counselor at the middle and end of the project. Colorado Leadership standard 1.2.
5th Grade Reading Goal

Student Interests and Data

Q. thinks his best subjects are math and learning about prehistoric things. He would like to work on learning more about history, improving his math skills, and prehistoric creatures. Outside of school, Q. likes to play basketball and spend time with his family. His hobbies are playing football, basketball, guitar, and the Colorado Junior Rodeo Association.

Academic Goal

Before Christmas break, Q. will research and create an American Mammoth powerpoint presentation. Q. will use at least three above grade level texts and will effectively communicate his findings to his class. He will score at least a ¾ on the presentation rubric, focusing on content, appropriate eye contact, creating and referring to a display, proper tone and volume, and responding to audience questions. Reading Standard 1. Speaking and Listening Standards 4,5.

**Content** - higher level text, **Process** - compacted curriculum, independent study, **Product** - demonstration of new knowledge, **Environment** - independent with support from teacher as needed
5th Grade Affective Goal

Student Interests and Data

C. believes math, reading, and science are her best subjects in school. She wants to become a better writer this year. Her hobbies include reading and playing guitar. Her favorite genre is fiction or fantasy. This year she would like to learn how to be less stressed out.

Affective Goal

By May, C will demonstrate awareness of a healthy mind by creating realistic self-expectations. She will discuss positive aspects of a mistake or failure during weekly check-ins initiated by the classroom teacher. The weekly discussion will also focus on regulating and managing her feelings which will be supported with weekly whole group lessons with the counselor, using the Growth Mindset resources. C.’s goal will be to react appropriately to mistakes or failures 75% of the time, as measured by notes from the weekly check-ins.
Jodi Church

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Links to ALP Student Surveys

**ALP Elementary Student Interest Survey**
URL: [https://drive.google.com/file/d/1swpPrx7C8DG3iM5tptkXzIaUBBcwmd/view?usp=sharing](https://drive.google.com/file/d/1swpPrx7C8DG3iM5tptkXzIaUBBcwmd/view?usp=sharing)

**ALP MS HS Student Interest Survey**
URL: [https://drive.google.com/file/d/1acspEwMTfCgP2uJk8QF29GDxBPcLuH34/view?usp=sharing](https://drive.google.com/file/d/1acspEwMTfCgP2uJk8QF29GDxBPcLuH34/view?usp=sharing)
Writing Standards Based ALPs

Michelle Studwell, Gifted and Talented Teacher
Woodland Park CO
My “unique perspective”
My “unique” perspective

- Taught 13 years in a private school (Chesapeake Academy, Arnold, MD)
- 2 years in a large district (Academy School District 20-Colorado Springs)
- Came to WPSD RE2 12 years ago
- Small town, schools
- GT for 2 Schools
- Teacher /GT Facilitator
- Know students, families, teachers, curriculum from K-5
- GT is very different here from my previous 2 positions
My process—before the ALP meeting

After student has been identified, begin the qualitative data collection process

- First hand knowledge of kids—I know/work with kids from young age
- Students new to district may be sent to classes with me
- Talk with all teachers who work with the student (strengths, areas of weakness, interests, upcoming units or past units student expressed an interest in)
- Observe them, if possible
- Send home note/email asking them to think about possible goals, interests

Information to bring to ALP meeting

- data/scores
- Observations
- Work samples
- Standards at grade level and above
- NAGC Affective standards
- Suggestions for goals
- Any other relevant information
The ALP meeting

Whenever possible, include

- teacher(s)
- parents
- student

- Go over pre-filled areas of ALP
- Ask for areas of concern, interest
- Listen to goal suggestions and discuss
- Is it a SMART goal?
- Choose a goal that all feel can be accomplished
- Match to standard (grade level or above grade level)
- If goal cannot be matched to a standard, suggest another, or ask for more time to find how it links to standards
- Most important for my stakeholders-goal should be embedded in their home/classroom, not a stand alone
- Often goal will be worked on with me
4th grade Math
GT student

Academic Goal

Background-

J is a student who skipped Kindergarten, learned 4th and 5th grade math in 3rd grade, and is currently doing online Math at a 7th grade level. He just turned 9. He scores well on standardized tests in Math, but struggles with applying the skills in real life applications and word problems.
Standard-

Colorado Academic Standards

21st Century Skills and Readiness Competencies in Mathematics

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

SMART Goal-

J will complete application work on concepts he is learning on his online math course using materials from Math in Focus and Summit Learning. He will do this with the GT teacher at least 5 times during the 2018-19 school year, and will need to earn a score of Proficient or higher on a rubric of problem solving articulation. (see attached link)
5th grade Math GT student

Affective Goal

**Background-**

T is a quiet, somewhat shy boy who shows high performance in all areas of Math. He doesn’t contribute much in class, and teachers often aren’t aware of his gifts due to his quiet personality. His family are very involved, and wanted to support his affective goal, which was communication.
NAGC GT Standards-Standard 4-Learning Environments

Standard 4 Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.

https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-4

SMART Goal-

T will learn a new soccer skill with the help of his coach (dad) and teach it to his team. The skill will involve 5th and 6th grade Math (angles, Geometry) and require verbal explanation as well as a demonstration. He will also present his learning to his Math class during their “Monday Mathematician” time. He will do both of these presentations in the first semester of this school year, and will earn a score of proficient or higher on a teacher provided rubric of presentation skills.
Neatness and accuracy of work is a common problem for GT kids. They are so bright and confident that they don’t take the time to double check work or write neatly.

Sample SMART Goal:

The student will practice self-awareness when turning in written assignments, proofreading before turning in work. The student will turn in work that does not require rewriting or corrections over 80% of the time.

NAGC Affective Standards

Ensuring Student Outcomes for Learning Environment with Evidence-based Practices

Standard 4 Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity........self-awareness
Research and Independent projects are a great option

Research standards appear at many grade levels, and can be ideal for literacy goals.
Whenever possible, make goals a part/extension of something they are already doing.

Stand alone goals often feel like “more” work, instead of “better”.

A great way to accomplish this could be to have a higher level expectation on assignments than other students. For example, a student might be expected to earn a higher score on a proficiency scale or rubric than their classmates. The goal could be that they are expected to use more examples of figurative language in their writing, or complete a math problem in two different ways.
After the meeting...

Finalize, implement, progress monitor, document
My personal opinion on progress monitoring/goal attainment-

Goals can stress students out if not done properly. Goals are meant to be ongoing, so if they don’t meet their goal during the allotted time frame, (especially affective goals) feel free to continue them. Record progress and recommend continuing that goal. What is most important is that the student is growing, so keep it positive!
Thanks!

Contact me:
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These are just some examples that I found to share. I do not have rights to them. I usually look at several, then create my own that meets my needs.

**“Thermometer” style problem solving articulation rubric**

**Oral presentation rubric example**
http://4.bp.blogspot.com/-_yx2Zgb9P9w/UYFPlqoaD7I/AAAAAAAABC8/6A01eKmSMC4/s1600/Upper_ES_Presentation_Rubric_for_PBL_FINAL2013.png

**Organization/Executive functioning example**
https://noblesville.instructure.com/courses/28299/pages/organization-rubric?module_item_id=636865

**Research rubric example**
https://www2.uwstout.edu/content/profdev/rubrics/elemresearchrubric.html

**NAGC Affective Standards**
https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-4