



COLORADO
Department of Education

Go Slow to Go Fast



Strategic planning towards quality standards based ALPs

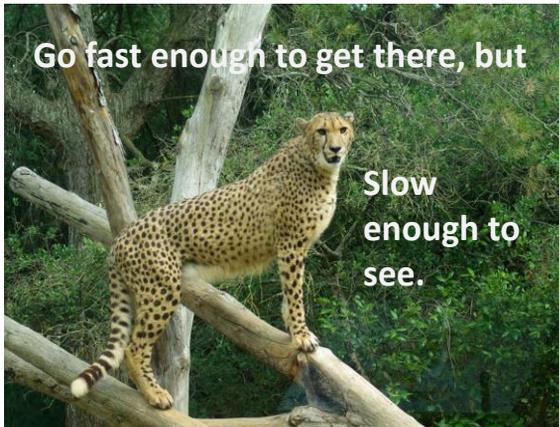
February 26, 2016 State Directors' Meeting



Objectives

- ✓ Learn about four different AU and district approaches to standards based Advanced Learning Plans
- ✓ Consider what approach might be best for your situation

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Go fast enough to get there, but
Slow enough to see.



Mesa Administrative Unit – Heather Baskin

- Plateau Valley – K-12; 250 students
- DeBeque – K-12; 125 students
- MCVSD 51 - Grand Junction
 - 24 Elementary, 8 MS, 6 HS, 9 Alternative Campuses
 - 22,000 students
 - Half-time GT Teacher at each school K-8
 - Stipend GT Coach(es) at each HS

4



MCVSD 51 - Past

- ALP System & Standards 2011
 - Academic
 - Progressions
 - Thinking Processes & Creativity
 - Affective
 - NAGC Standard 4
 - Personal Competence
 - Social Competence
 - Leadership
 - Cultural Competence
 - Communication Competence



ALP Goals

- Academic and Affective
- Services provided by
- Where
- Schedule
- Strategies
- Materials
- Measurement tool
- Progress Monitoring Notes



MCVSD 51 – Present/Future

- Perfect Storm
 - GT Curriculum
 - Standards Aligned ALPs
 - Personalized Learning



Google – Envisioning the Future

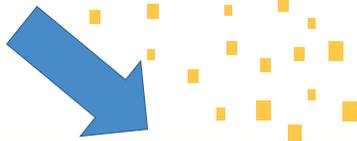


1998

2015



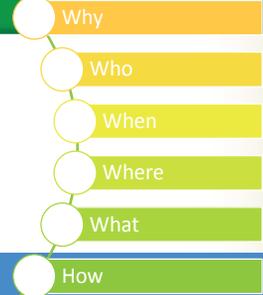
▪ Small Change



▪ Big Change



What often happens when looking at a model someone else has created?



Begin to Ask "Change" Questions



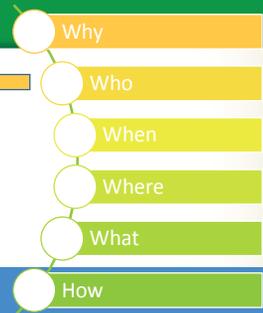
- What are the reasons to initiate this change?
- What might be some benefits? Challenges?
- What is the goal?



Begin to Ask "Change" Questions



- Which teachers might already have some skills that would lend to success?
- Which students would be good to start with? Future growth?
- Who all needs to be involved?
- Who will monitor progress of the change (individual and collective)?



Begin to Ask "Change" Questions



Why

Who

When

Where

What

How

- What time structures/systems are already in place or required?
- What are short range and long range goals?
- What time needs to be given for all stakeholders to understand and support?

Begin to Ask "Change" Questions

Why

Who

When

Where

What

How

- What structures/systems are already in place to support this?
- What is the starting place and the growing place?
- The where details – learning, materials, training, implementation

Begin to Ask "Change" Questions

Why

Who

When

Where

What

How

- What will be expected, provided, and offered?
- What resources can we use to support this?

Begin to Ask "Change" Questions

Why

Who

When

Where

What

How

This becomes the plan, initiative, proposal....

Begin to Ask "Change" Questions

Thompson School District—Carol Swalley

- Total enrollment (excluding early childhood): 15,494
- 30 Elementary, 5 Middle, 4 High, 2 Charter, 1 Alternative
- GT teacher at each elementary and middle, based on number of identified students
- GT counselor at each high
- 1,693 identified gifted students; approx. 93% identified in reading, math, or both reading and math

Beginning Dialogue

- Starting in January before the rules were passed, I talked about this transition with staff at every staff meeting
- We discussed the new rules using the crosswalk tool and what changes we would need to make to be in compliance
- Several teachers agreed to work over the summer to support the transition to standards-based ALP goals

Summer Work

- Started by discussing the implication of a move to standards-based ALP goals
- Agreed to focus on math practice standards rather than math content standards
- In ELA, the focus would be on the “overarching” standards that appear in more than one grade level
- This would allow us to work with students during the whole year



Summer work

- A group of six teachers worked over three days in the summer
- They created a document teachers can use to help them write standards-based goals
- These goals are focused on the major standards in ELA and the practice standards in math
- We also found or created rubrics to help measure progress



Implementation

- Because we had discussed this at staff meetings the past year, all teachers knew to anticipate this transition
- At the beginning of the year, I used state grant funds we received for .5 FTE for my position which is already paid by the district to pay for half-day subs for any GT teacher to attend a training
- All teachers were introduced to the new materials, practiced writing goals, and collaborated with colleagues on the best way to share this transition with parents
- All new ALPs written in 2015-2016 are standards-based, although it will take time to perfect this new process



Example

Reading: Informational Text and Literature

Key Ideas and Details

	So and so will
Specific	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS ELA-Literacy.RI.5.1 and RL.5.1) Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text (CCSS ELA-Literacy. RI.4.1 and RL.4.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCSS ELA-Literacy.RI.3.1 and RL.3.1)
Measurable	As measured by direct observation of classroom discussion and written work
Attainable/appropriate Relevant/realistic	On content rubric marked as proficient or advanced
Time-bound	

Example

Numbers & Operations in Base Tens

	So and so will
Specific	Understand the place value system (CCSSMath.Content.5.NBT1-4) Generalize place value understanding for multi-digit whole numbers (CCSSMath.Content.4.NBT1-3) Use place value and operations to perform multi-digit arithmetic (CCSSMath.Content.3.NBT1-3)
Measurable	As measured by unit and benchmark assessments As measured by performance assessment and challenge card activities at the extension level
Attainable	90% or higher Exemplar level
Relevant	
Time-bound	

Example

Affective -

NAGC Affective Standards

See affective goals folder

Suggestion: Utilize the TSD Affective Scales as a pre-assessment for students to determine an area to focus. Then create an affective smart goal utilizing the Menu of Options for ALP Affective goals for wording options.

	So and so will
Specific	
Measurable	
Attainable	
Relevant	
Time-bound	



Example

Thompson School District Student Affective Self Measurement Scales

Name:	1	2	3	4	5	6	7
Self-advocacy	I do not express my own needs and rights	I am beginning to express my needs and rights in safe situations	I frequently express my needs and rights in safe situations	I respectfully communicate my own needs and rights in varied settings	I express my own needs or wants with occasional disregard for others	I express my own needs or wants with frequent disregard for others	I aggressively demand my own way without regard for others
Time Management	I procrastinate until inadequate time is left to successfully complete activities or assignments	I occasionally budget time to allow for efficiency and productivity	I am beginning to budget time spent on activities to increase efficiency and productivity	I consistently budget time spent on activities to achieve efficiency and productivity	I occasionally spend more time than required to successfully complete activities or assignments	I frequently spend more time than required to successfully complete activities or assignments	I obsessively focus on irrelevant details rather than efficiency and productivity
Organization	I do not have any system for organization so that it always interferes with my ability to find materials	I have begun a system for organization but it frequently interferes with my ability to find materials	I have a system for organization that occasionally interferes with my ability to find materials	I use a personal organizational process that allows me to find and use materials	I occasionally allow over-organization to interfere with my ability to complete activities	I frequently allow over-organization to interfere with my ability to complete activities	I compulsively maintain a process for organization so that it interferes with my ability to complete activities
Perfectionism	I am satisfied with minimal or no effort and inadequate products	I put forth some effort resulting in poor performance or products	I put forth adequate performance or products	I strive for but not possible outcomes while understanding that mistakes are a valuable part of the learning experience	I occasionally am unable to complete assignments due to fear of making mistakes	I frequently am unable to complete assignments due to fear of making mistakes	I am paralyzed by fear of making mistakes which leads to incomplete or missing products

Middle School Sample ALP Goals

WRITING

1. The student will write _____ (#) of narratives each year to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences as measured by classroom LDC rubrics at least twice a year. (CCSS: W.8.3) to sequentially...

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3)
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3)
- Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose (CCSS: W.7.3)
- Revise writing to strengthen the clarity and vividness of voice tone and ideas. (CCSS: W.7.3)
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and ideas. (CCSS: W.8.3)
- Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect
- Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details
- Use mentor text/authors to help craft appropriate technique

Example



Middle School Sample ALP Goals

MATH

Mathematical practice standards:

1. make sense of problems and persevere in solving
2. reason abstractly and quantitatively
3. construct viable arguments and critique the reasoning of others
4. model with mathematics
5. use appropriate tools strategically
6. attend to precision
7. look for an make use of structure
8. look for an express regularly in repeated reasoning

We believe that these standards will be most meaningful and may act as the basis for most math ALP goals. You may want to include specific content standards as appropriate for individual students.

Example goals:

1. The student will make sense of problems and persevere in solving them during classroom activities as measured by student and teacher feedback using the Mathematical Practices Observation Tool.
2. By the end of the school year, the student will use appropriate tools strategically when interpreting key features of graphs and tables in terms of the quantities and sketching graphs showing key features to achieve proficient or advanced scores on standards-based assessments. (CCSS: 7.F.6)
3. By the end of the school year, the student will attend to precision in order to solve problems involving scale drawing of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale achieving 90% accuracy on teacher-developed assessments. (CCSS: 7.G.1)



Example

Example

STANDARDS FOR STUDENT MATHEMATICAL PRACTICES OBSERVATION TOOL

May 1, 2013

Quote: The mathematics tests focus on developing **CONCEPTUAL UNDERSTANDING** and encouraging **ALL** students to make sense of the mathematics and to persevere in solving mathematical problems. As you provide cognitively demanding tasks and encourage sense making for **ALL** students, check to see if **STUDENTS** exhibited the following behaviors in solving mathematics problems.

Students	Level 2	Level 3	Level 4
1A. MAKE SENSE OF PROBLEMS	Explain their thought processes in solving a problem one way.	Explain their thought processes in solving a problem and representing it in several ways.	Discuss, explain, and generalize solving a problem with multiple representations and in multiple ways.
1B. PERSEVERE IN SOLVING PROBLEMS	Stay with a challenging problem for more than one attempt.	Try several approaches in finding a solution, and only seek hints if stuck.	Struggle with various attempts over time, and learn from previous solution attempts.
2. REASON ABSTRACTLY AND QUANTITATIVELY	Reason with modes or pictorial representations to solve problems.	Able to translate situations into symbols for solving problems.	Convert situations into symbols to appropriately solve problems, as well as convert symbols into meaningful situations.
3A. CONSTRUCT VIABLE ARGUMENTS	Explain their thinking of the solution they found.	Explain their own thinking and thinking of others with accurate vocabulary.	Justify and explain, with accurate language and vocabulary, why their solution is correct.
3B. CRITIQUE THE REASONING OF OTHERS	Understand and discuss other ideas and approaches.	Explain other students' solutions and identify strengths and weaknesses of the solution.	Compare and contrast various solution strategies and explain the reasoning of others.
4. MODEL WITH MATHEMATICS	Use modes to represent and solve a problem, and translate the solution to mathematical symbols.	Use modes and symbols to represent and solve a problem, and accurately explain the solution to representation.	Use a variety of modes, symbols, representations, and technology tools to demonstrate a solution to a problem.
5. USE APPROPRIATE TOOLS STRATEGICALLY	Use the appropriate tool to find a solution.	Select from a variety of tools the ones that can be used to solve a problem, and explain their reasoning for the selection.	Combine various tools to explain and solve a problem as well as justify their tool selection and problem solution.
6. ATTEND TO PRECISION	Communicate their reasoning and solution to others.	Incorporate appropriate vocabulary and symbols in others.	Use appropriate symbols, vocabulary, and labeling to effectively communicate and exchange ideas.
7. LOOK FOR AND MAKE USE OF STRUCTURE	Look for structure within mathematics to help them solve problems efficiently.	Compare and decompose number situations and relationships through observed patterns in order to simplify solutions.	Find and explain basic patterns.
8. LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING	Look for obvious patterns, and use of their reasoning strategies for obvious patterns.	Find and explain basic patterns.	Discover deep, underlying relationships that unify the various aspects of a problem such as a discovery of an underlying function.

Adams 12 School District—Roger Dowd

Adams 12:

- 30 K-5 Elementary Schools
- 8 Middle Schools (6-8) + 1 alternative middle school
- 3 K-8 schools
- 5 comprehensive high schools, 2 alternative high schools & 1 CTE program
- 4 charter schools
- Stipend GT coordinators at each school (extra duty)
- 42,000 students



Example

ALP Goals Menu 2015-16

Identified Area of Strength	Standards Based ALP Goal Options			
LA	Focus on using creative problem solving strategies, nonfiction, and real-life readings to solve problems and judge the quality of ideas. (Standard 2)	Focus on publishing quality persuasive, expository, and/or creative writing. (Standard 3)	Focus on using a variety of nonfiction resources to generate and answer research questions in a product appropriate to the audience and content. (Standard 4)	Focus on critical thinking and oral presentation using a variety of topics for diverse audiences. (Standard 4 and 5)
Math	Focus on using creative thinking and depth-making to solve mathematical problems. (Standards 3)	Focus on applying mathematical ideas to other topics, subjects, and/or real world situations. (Standards 1-4)	Focus on the language, tools, and thinking strategies of a discipline to generate and answer research questions. (Standard 4)	Focus on critical thinking to create math models, present, and defend solutions. (Standards 2-4)
General Knowledge (other, nonverbal, visual spatial)	Focus on problem solving strategies related to a content area of strength and/or interest.	Focus on applying ideas to other topics, subjects, and/or real world situations.	Focus on the language, tools, and thinking strategies of a discipline to generate and answer research questions.	Focus on demonstrating critical thinking and reasoning in a variety of ways.
Crosscutting Practices	Focus on problem solving strategies related to a content area of strength and/or interest and create a detailed plan with solutions.	Focus on project-based learning activities that emphasize open-ended problems and creative products.	Focus on the language, tools, and thinking strategies of inventors to obtain copyright or patent for an original piece of work.	Take part in clubs or competitions: DE, DECA, Science/Ftech Competitions, debate, Future Problem Solvers, etc.
Visual/Art	Focus on the use of art to approach and solve problems. (Standard 1)	Focus on generating purposeful works of art across content areas. (Standard 4)	Focus on generating art using different media that expresses user feelings and values about various topics of study.	Focus on critical thinking and oral presentation to critique a variety of art forms. (Standard 2)
Leadership	Focus on effectively communicating using various media in large and small groups. (Standards 3)	Focus on time management, goal setting, project planning, preparation for meetings, and knowledge of organizational structure, responsibilities, and bylaws. (Standards 2 and 4)	Focus on recognizing appropriate decision-making roles for various situations and scenarios. (Standard 5)	Focus on understanding and using strategies for resolving internal and external conflicts. (Standard 7)
				Focus on positively contributing to oral, written, and/or global communities. (Standards 6)

Example

Measurement Options:

- Standardized Assessments (National, state, district)
- Norm referenced test
- Formative and summative
- Classroom data
- Pre/post assessments
- Rubrics for evaluation
- Advanced Performance Level Descriptors

- Log/anecdotal record
- Career-based interest inventory
- Personality test/gauge
- Honors class assessments
- Journaling
- Shows, fairs, competition results
- Rating Scales
- Pre and post self-evaluation

- Completed product or projects
- Parent/Teacher/Leader Observations

ALP on ICAP Resource Page: https://www.sdams17.org/ehed_talented/alp/navigation_alp

Elizabeth School District– Karen Kendig

- Two elementary schools with less than 20 students identified at this time
- One middle school with 30 students identified
- One high school with 70 students identified
 - 3,000 students
 - 100 teachers
 - One full time teacher in each building who receives a stipend to be the gifted education liaison for the building
 - One part-time gifted education coordinator

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If you want to go fast, go alone.

If you want to go far, go together.

African Proverb

Culture and Climate

- No consistent process in place for ALPs
- Behind on timeline to write ALPs for this year
- First time teachers were asked to write the ALPs
- Confusion, frustration, no idea where or how to begin

Executive Bandaid

- Go fast alone!
- Borrowed other district's work
- Created grade level "choice" goals based on limited standards
- Provided all rubrics and measuring tools
- Created pre-filled ALP worksheets
- Gave building liaison the job to enter into Alpine

Example

7th Grade Student Personal Writing/Research Goals

The students will choose one of the following as an ALP goal for writing/research:

- Read (R) of poems, stories or dramas and watch/listen to their audio, filmed, staged, or multimedia version, and write an essay to compare and analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
 - Goal will be measured (when) using a writing comparative analysis rubric.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)

Choose one writing piece from your writing portfolio to revise to the distinguished level and turn it into (choose one):

 - A multimedia presentation to be measured at the end of the year using a presentation rubric completed by student, peers and teacher.
 - A song, piece of art work or monologue to be measured using a rubric by the appropriate specials teacher(s). (Must first contact the specials teacher to be sure he/she is willing to do this.)
- Conduct a short research project on a specific event in history, drawing on relevant information from multiple print and digital sources including evidence from literary or informational texts, and primary sources to support analysis, reflection, and research. (CCSS: W.7.7, 7.8, 7.9) (CCSS:W, Research and Reasoning 3) Use the information to write a piece of historical fiction. Use this information to write a piece of historical fiction.
 - Goal will be attained at the (distinguished or strong) level (when) and measured using a notetaking rubric evaluated by the teacher and historical fiction rubric evaluated by the language arts teacher and history teacher. (Must contact the history teacher to be sure he/she is willing to do this.)

Example

Grade 3 Language Arts Advanced Learning Plan Goal

TEACHER DIRECTIONS: Copy the entire goal and the accompanying standards below into the ALP worksheet under SMART Goal.

The student will choose a topic of interest and research unanswered questions; work with at least three other people to gather information to answer questions and to discover points of view (i.e. librarian, parent, expert); fill out the Collaborative Research Chart and present the findings on the chart in a unique way. The chart will be completed by _____ and self-evaluated through a student/teacher interview using the Grade 3 Collaborative Research Process Interview Questionnaire. The presentation will be completed by _____. The student will demonstrate an average score of ____ (Choose 2-5) on the Grade 3 Research Project Rubric completed by the student and teacher evaluation rubric.

Standard 4- Research and Reasoning: Focus on the language and tools of discipline related to the topic chosen.

1. Researching a topic and sharing findings are often done with others. Conduct short research projects that build knowledge through investigation of different aspects of topic. (CCSS: W.4.7)
 - a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)
 - b. Develop supporting visual information (charts, maps, illustrations, models)
 - c. Present a brief report of the research findings to an audience
2. Inferences and points of view exist; state, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)
 - a. Recognize that different sources may have different points of view
 - b. Assess points of view using fairness, relevance, and breadth
 - c. Determine the clarity, relevance, and accuracy of information
 - d. Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations
 - e. Assess inferences for accuracy and fairness
 - f. Recognize what they know and don't know (intellectual humility)



Middle School Advanced Learning Plan (ALP) Goals for Mathematics

Students identified as gifted in mathematics are placed in accelerated math classes at the middle school level. For continued placement at that level and to attain the Advanced Learning Plan (ALP) accelerated math goal the student must meet two of the following mastery measures:

- Final class grade B or higher
- MAP above grade level Advanced rating or on target RIT score
- A distinguished rating on the state math assessment

To support the student's efforts to attain this goal, the math teacher will use the following instructional practices:

- Acceleration/Grouping
- The timing
- Guide student inquiry using Depth of
 - o Across Disciplines
 - o Details
 - o Language of the Discipline
 - o Patterns
 - o Rules
- Reinforce Mathematical Practices as
- Allow faster instructional pacing base

Personal Student ALP Goal

The student will choose at least three (3) out of the eight (8) mathematical practice standards to master at a level three (3) or four (4) on the teacher mathematical practice observation tool.

Mathematical practice standards:

1. Make sense of problems and persevere in solving
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

ALP Personal Math Goal:

The student will master at a level (3 or 4) on the teacher mathematical practice observation tool the following mathematical practice standards:

- X
- Xx
- Xxx

By (when):

Example

Example

Elementary Advanced Learning Plan (ALP) Affective Goals

All identified gifted students are required to have a standards-based affective goal. Goals for the 2015-16 school year will be based on the National Association for Gifted Children Standard 4.1 Personal Competence. "Student with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity."

Students will take a self-assessment on their competency in 8 of the 16 Habits of Mind. Based on those results, each student will choose at least two habits to work on throughout the school year that will assist them in attaining any personal, academic or talent goals. At the end of the year the student will take the habits of mind self-assessment again to determine what kind of growth has been made in their chosen habits.

Affective SMART Goal

The student will improve upon the following Habits of Mind

1. X
2. X

by the end of the school year as measured by moving from (level) to (level) on the Habits of Mind Self-Assessment.



Collaborative Planning

- Go far together!
- Gifted Education Collaborative Council
 - Building ALP guidance and procedures into 4-year program plan
 - Middle and High School students want to write ALPs themselves
 - Discussions include:
 - Merging with ICAP
 - Grouping gifted students together in the same advisory class where ALP writing and monitoring could be more manageable
 - What kind of programming options might need to be in place to help students meet their goals?



Questions

