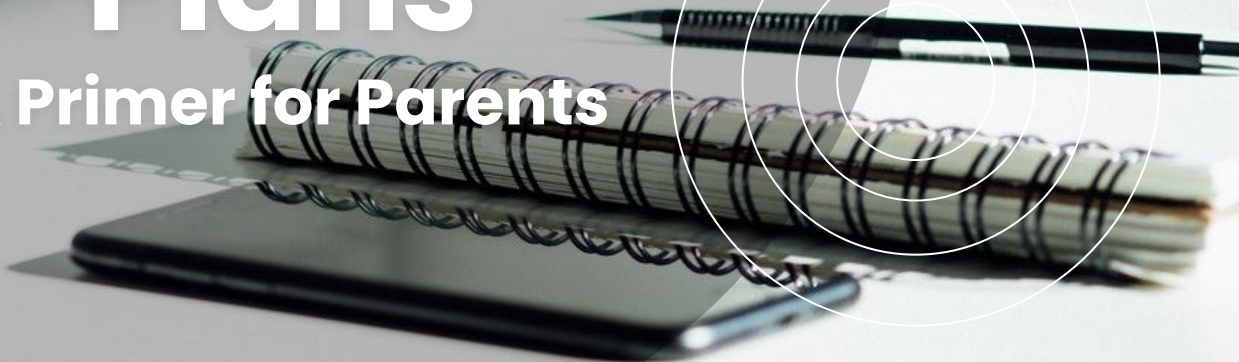


Advanced Learning Plans

A Primer for Parents





What Does JAGC Do?

What Can JAGC Do For Me?

Website: JeffcoGifted.org
Facebook: [JeffcoGifted](https://www.facebook.com/JeffcoGifted)
Email: info@jeffcogifted.org

Our Focus

- **Ensure consistency** in programming
- **Offer education** and outreach to schools
- **Educate the Board of Education** and district leadership on advanced learners
- **Understand and support** twice exceptional (2e) students
- **Support Jeffco** in the Advanced Learning Plan (ALP) process
- **Communicate opportunities** and resources to families
- **Provide social-emotional** support for families and schools
- **Recognizes GT excellence** with our annual GT Champion Awards

Our Successes

- **Advocated** for high school credit for some middle school courses
- **Secured** additional GT Center seats across the district
- **Ensured** the district accommodated GT Center 6th graders moving to middle school
- **Worked with** the Colorado Department of Education to implement GT needs in the Every Student Succeeds Act
- **Were instrumental** in establishing Jeffco's (and Colorado's) first GT Center high school program at Wheat Ridge High School
- **Continue to work** with Jeffco to bring uniform programming to all students with ALPs

Meet your hosts



Heather Groff

Secretary, JAGC

- Mom of 2 teenagers, both gifted, one officially twice exceptional
- JAGC involvement for 13 years
- Gifted Education teacher for 18 years
- Masters in Gifted Education
- Currently district level position in gifted education in Douglas County School District



Jana Betlach

Board Member, JAGC

- Mom of Gifted Young Adult, in college and elementary student
- Currently homeschooling
- JAGC member for 3 years
- Montessori Educator for 15+ years
- Masters in Leadership In Ed.
- Owner- Life Outside the Lines Consulting



Amy

Behind the Scenes Manager

She is keeping us on track and recording for placement on our website.

Agenda and Logistics

Advanced Learning Plans:

- The law and how ALP's are useful
- Jeffco's ALP process
- What it could be and what it should not be

Questions

We will be recording the informational part of this session.

- You may want to turn off your camera
- Please keep your microphone muted
- Feel free to put questions in the chat at any time

We will stop recording before the question part of this session.

Feel free to turn on your camera and ask general or specific questions



1

Advanced Learning Plans

What they are and why we want them



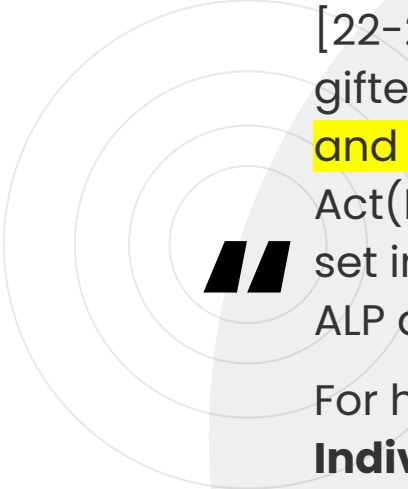
It is the law

**Exceptional Children's Educational Act (ECEA)
defines "Advanced Learning Plan" as:**

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. 12.01(2)

Resource: Colorado Department of Education, [ECEA Rules](#)





The Advanced Learning Plan (ALP) is 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 Exceptional Children's Educational Act (ECEA) states that there will be ALP **content** and **procedures** set in Rule for statewide implementation; and that goals in the ALP are **standards-based**.

For high school students, the ALP may be blended with an **Individual Career and Academic Plan (ICAP)** if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.

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.

Breaking it down

1

Legal Document

- Requires schools to comply
- If not done, parents have structure to pursue compliance

2

Guide for Programming

- Outlines how student needs will be met
- Standards based considerations

3

Individualized for Student

- Area of identification
- Interests
- Instructional need
- Affective need

Why an ALP?

- ❖ 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

Resource: Jeffco [GT Parent Seminar Understanding the ALP presentation 2019-2020](#)





2

Advanced Learning Plans

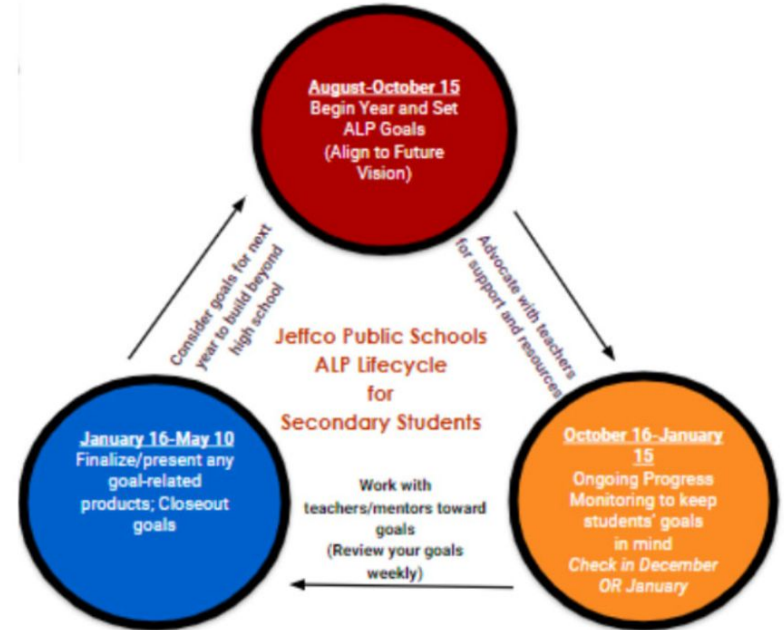
Looking at Jeffco's ALP Process

Jeffco's ALP Life Cycle

ELEMENTARY ALP LIFE CYCLE



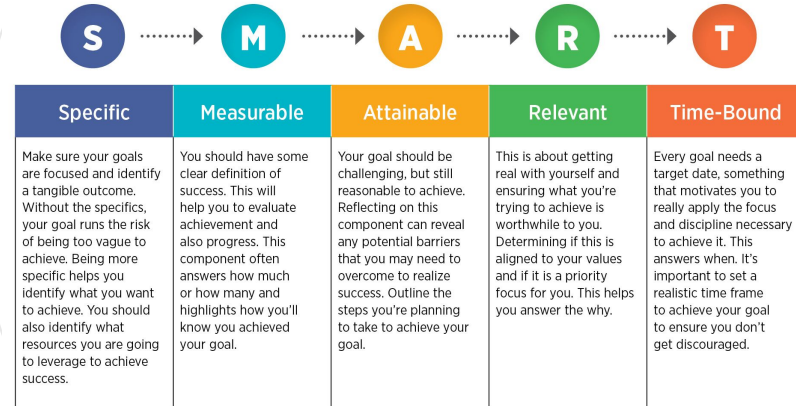
SECONDARY ALP LIFE CYCLE



Elementary Goal Setting

Two quality goal(s) per student based on:

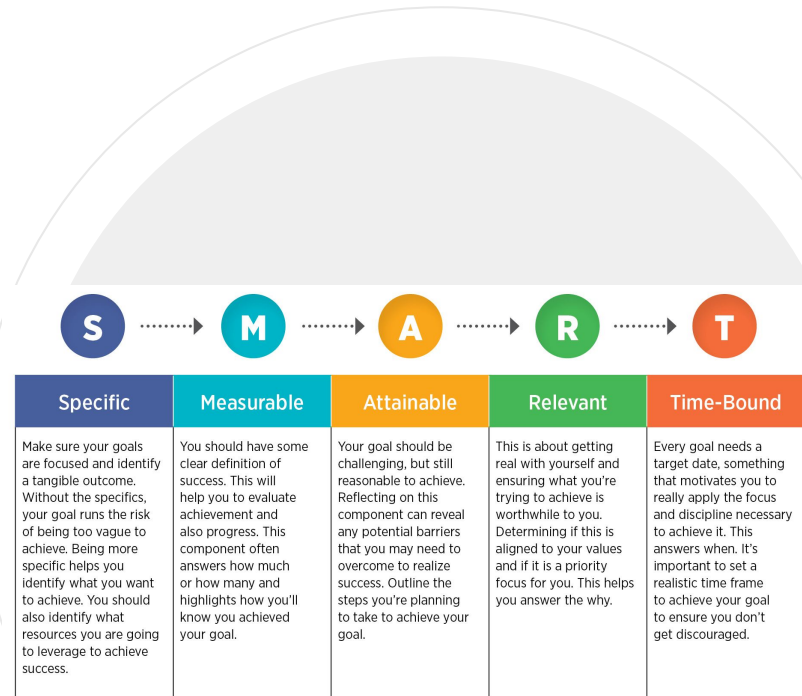
- ❑ An identified Strength Area/or passion area
- ❑ Affective goal
- ❑ Written in collaboration with teacher and student
- ❑ Receive parent input at PT conference
- ❑ Written in SMART Goal format



Secondary Goal Setting

Two quality goal(s) per student based on:

- ❑ An identified Strength Area/or passion area
- ❑ Affective goal
- ❑ Written in SMART Goal format



Jeffco's ALP Expectations

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.

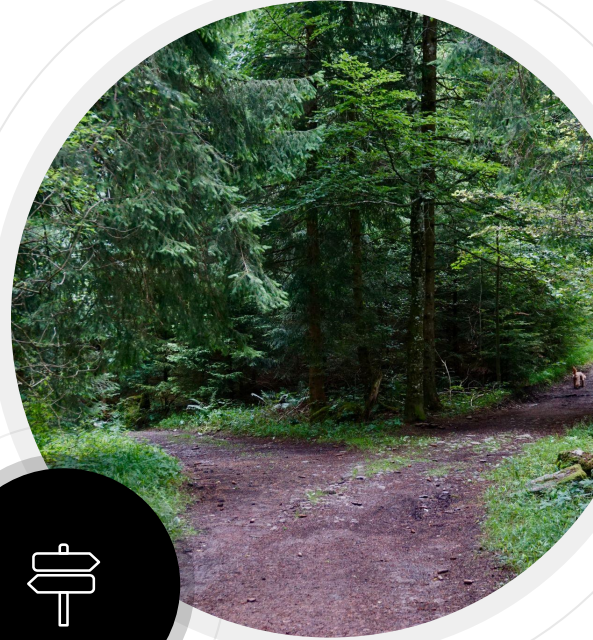
Programming Options in Jeffco

Neighborhood school:

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

GT Center School:

- ❖ Compacted
- ❖ Pace Accelerated
- ❖ Differentiated and Extended





3

Advanced Learning Plans

Putting the Pieces Together

Parts of the whole

Academic Goal

- Standards Based
- Generally year long goal
- Based on strengths and identification area
- Ways to track progress and reflect over time

Affective Goal

- Social emotional
- Career focused
- Based on strengths OR
- Based on areas students wish to address

Living Document

- Collaboration between student, teacher, parent
- Support development of strength over time



What can academic programming look like?

Content: What will students learn? Process: How will students learn? Product: How will students demonstrate and apply their learning? Environment: Where and when will students learn?

Content

- Accelerated curriculum
- Grade-level curriculum
- Honors/AP/IB
- Online classes
- Supplemental curriculum
- College courses

Process

- Acceleration
- Depth & Complexity
- Extension
- Grouping
- Higher order thinking
- Independent study
- Research
- Tiered instruction

Product

- Authentic audience
- Cross-curricular
- Demonstration of new knowledge
- Formative/summative assessment
- Real-world application

Environment

- Center
- Cluster group
- Flexible group
- Independent
- Resource room
- Whole class
- Online
- Concurrent enrollment

Elementary Example

Academic Goal

(By May 2023) The student will solve real-world problems using 6th grade mathematical skills to construct viable arguments and critique the reasoning of others by applying the following concepts: Find common factors and multiples; Solve one-variable equations and inequalities; Use ratios; Calculate area, surface area, and volume; Understand negative numbers and graph numbers on a 4 quadrant plane; and Use statistical variability to describe distributions. The student will exceed expectations on the 5th grade state assessment and score a 55 or higher growth percentile.

Specific-Measurable-Achievable-Relavent-Time-bound



Elementary Example

Affective Goal

(During 22-23 school year) The student will participate in a monthly gifted lunch group. Activities will focus on development of cultural competencies to include: Collaborative skills in diverse groups; Effective group communication; Math Concepts Math Practice Standard 6 th Grade Skills 5 th Grade Level Expectation *Ensure mastery of skill before moving on to 6th grade skill Writing Standards-aligned Advanced Learning Plans (ALPs) 32 Positive social skills; and Confronting discriminating behaviors by others. Students will complete a preand post-evaluation to measure growth and development of cultural skills during the school year.

Specific-Measurable-Achievable-Relavent-Time-bound



ALP Example

Jeffco

- Strength areas
- Qualifying data
- Academic goals & progress monitoring
- Affective goal & progress monitoring
- Staff names

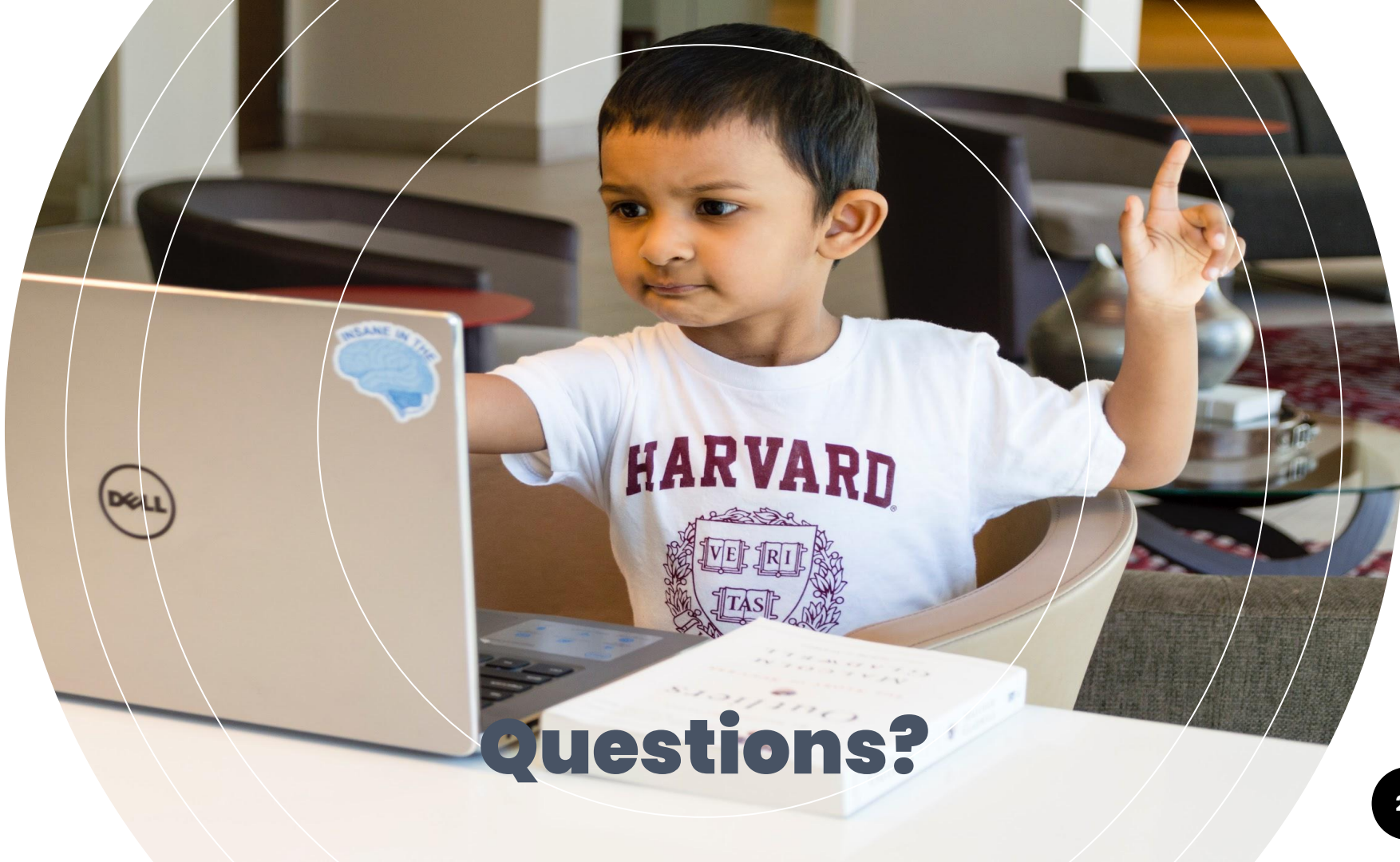


What it should not be

- Additional work after they accomplish what everyone else is doing
Different, not more!
- Mandatory participation in contest or club
- If pull out, should not have to make up classwork
- All independent work

Gifted kids need instruction too!





Questions?



Credits

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

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

