Gifted Identification

Writing Colorado Standards-aligned Advanced Learning Plans (ALPs)

Office of Gifted Education

1560 Broadway, Suite 1175
Denver CO 80202

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Table of Contents

Writing Standards-aligned Advanced Learning Plans (ALPs)

The **Exceptional Children's Educational Act** (ECEA) is Colorado's primary law with requirements for the implementation of specific elements and procedures for gifted education programs. These requirements include Administrative Unit (AU) provisions for the Advanced Learning Plan.

The **Advanced Learning Plan** (ALP) is a legal document outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. 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.

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.

For more information on ECEA Rules for ALP, see Appendix A

- A standards-aligned approach to developing an ALP incorporates ECEA Rules, standards-aligned education, and **best practices** in gifted instruction. This approach identifies the appropriate standards, at or above grade-level, to challenge a gifted student, and provides opportunities to show application and transfer of those standards.

- A standards-aligned ALP is a process and a document that is informed by and based upon Colorado Academic Standards (CAS) and National Association for Gifted Children (NAGC) affective standards.

- Teacher(s) and other school personnel directly responsible for **instruction** or programming using ALP goals in collaboration with gifted personnel at an end-of-year review or within the first month of the beginning of a school year.

The ALP is a working document which is updated throughout the school year. The report card cycle is a suggested routine. This working portion of the ALP records annual measurable, attainable achievement and affective goals, and monitors progress toward goal attainment.

Initial versus Annual ALP

An **initial ALP** is developed shortly after a student's gifted identification. The initial ALP records the body of qualifying evidence used for identification, the area(s) of gifted identification, student interests and strengths (profile), and evidence of family engagement. The initial ALP includes academic and affective goals aligned to area(s) of identification and psychosocial development.

In subsequent years, new **achievement** and **affective goals** are developed and monitored for progress. As appropriate, the student's profile is updated and data are reviewed for possible new areas of identification. Family engagement is documented annually.

Initial ALP	→	**Developed 30-45 (school) days after initial gifted identification**	→	**Includes:** • **Identification BOE** • **Student Profile** • **Area(s) of Giftedness** • **SMART Goal(s) for Achievement** • **SMART Goal(s) for Affective Development** • **Evidence of Family Engagement**
Annual ALP	→	**Reviewed and updated End-of-year or Beginning-of-year (First 30 school days)**	→	**Includes:** • **Student Input** • **Synthesis of Performance Data** • **Update Student Profile if necessary** • **New SMART Goal(s) for Achievement** • **New SMART Goal(s) for Affective Development** • **Evidence of Family Engagement**

Advanced Learning Plan Content

The AU determines the **format** and **student data system** used to develop and warehouse student learning plans. Many vendors of Colorado student information systems offer a template for developing an Advanced Learning Plan. AUs should ensure the template contains the information required by ECEA Rules. While ECEA Rules require certain content to be included in an ALP, Colorado does not have a required state ALP.

Personal Identifiable Information

The development of an ALP rely on data collection and communication with the family, the student, and teachers. Maintaining a child's data privacy is required by law. It is important for gifted educators to consult with their district administration and Information Technology departments for local policies and procedures regarding communication protocols and management of student records.

As defined by the Family Educational Rights and Privacy Act (FERPA), Personally Identifiable Information (PII) includes, but is not limited to, the student's name; the name of the student's family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

When developing an ALP it is recommended that you only use secure methods to transmit and share documents that include PII.

View more information about PII and Gifted Education:
https://www.cde.state.co.us/gt/piialp

ECEA RULES
ALP CONTENT

- **Student profile described in a body of evidence;**
- **Updated student interests;**
- **Previously unidentified strengths;**
- **Annual standards based achievement SMART goal aligned to strength area(s);**
- **Annual standards based affective SMART goal;**
- **Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;**
- **Progress reports;**
- **Personnel involved with ALP development;**
- **System to show evidence of family engagement and input into ALP.**

Benefits of Standards-aligned ALP

➢ Aligns with the *Colorado Academic Standards and/or approved district standards

➢ Identifies specific skills and concepts student must master before moving on to new targets

➢ Uses data to determine proficiency and mastery

➢ Ensures student is challenged at appropriate level of readiness

➢ Enables the student to be personally involved in setting targets

➢ Cultivates growth mindset and validates importance of student's own learning

➢ Identifies areas where differentiated options are necessary to promote growth and achievement

➢ Integrates with typical progress monitoring throughout the year

*It is important to note that a standard is the basis for a goal, but standards DO NOT need to be limited to the Colorado Academic Standards. View more information about other Academic Standards: https://www.cde.state.co.us/gt/dvancedlearningplansecearulesguidanceupdated2022

Means to an End
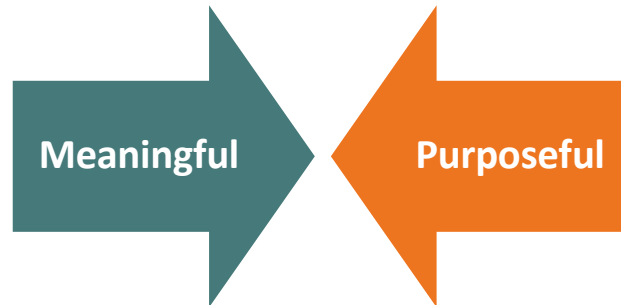
ECEA Rules support the development of an ALP that is **meaningful** and **purposeful.**

1. ALPs are meaningful and purposeful to the **teacher** providing instruction aligned to the goal(s). Achievement and affective goals that are developed to meet the unique needs of the individual gifted student provide a road map to the teacher. The document directs and guides instructional planning to ensure gifted student achievement and growth.

2. ALPs are meaning and purposeful to **families**. The content within the ALPs describes to families the annual instructional plan to meet the needs of their student and includes data to track progress and goal attainment.

3. When the instructional plan described in the ALP is implemented with fidelity, the **gifted student's _LEARNING_** is meaningful and purposeful. The document is simply the *means to an end*.

Academic Standards

It is important for all stakeholders to be familiar with their district's comprehensive curriculum, the **Colorado Academic Standards** (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. This framework guides the content that teachers teach, but not the methodology for teaching the concepts.

CAS reflect instructional priorities valued by Coloradans and provide a road map to help ensure students are successful in college, careers, and life.

Colorado Academic Standards have been developed for the following ten content areas:

- Dance
- Drama/Theatre Arts
- Mathematics
- Music
- Reading, Writing, and Communicating
- Science
- Social Studies
- Visual Arts
- World Languages

Instructional Priorities

Rigor: Systematic, methodical, and deep engagement to:
- Develop concepts and skills in each content area.
- Compel the use of inquiry, critical thinking, and creative processes.

Relevancy: Authentic and meaningful experiences that:
- Include real world scenarios that necessitate individual and group problem-solving.
- Require the application and transfer of knowledge, concepts, and skill across situations and contexts.

Disciplinary Literacy: Content-specific texts and communication processes/strategies that:
- Facilitate working, thinking, talking, arguing as mathematicians, artists, scientists, readers/writers, and historians, etc.

View more information about the Colorado Academic Standards:
https://www.cde.state.co.us/standardsandinstruction/standards

Leadership Standards

The Colorado Gifted Leadership Standards support students identified in the area of Leadership. More information on the Colorado Gifted Leadership Standards may be found at: https://www.cde.state.co.us/gt/gt_leader_cde_standards

Creativity Standards

The Colorado Academic Standards encompass many standards that support students identified in the area of Creativity. Consider standards in any content area that align to creative and critical thinking as indicated by the use of verbs such as:

- Create
- Produce
- Develop
- Analyze
- Construct
- Problem solve
- Evaluate
- Generate

Affective Standards

Standards for affective goal development come from **three areas**:
1. *National Association for Gifted Children (NAGC) Pre-K to Grade 12 Programming Standards* support affective goal development. More information on these standards may be found at: https://www.nagc.org
2. Colorado Academic Standards:
   - Comprehensive Health: Emotional and Social Wellness https://www.cde.state.co.us/cohealth
     - Utilize knowledge and skills to enhance mental, emotional, and social well-being
     - Exhibit responsible personal and social behavior that respects self and others in physical activity settings

     Social Studies: Civics https://www.cde.state.co.us/standardsandinstruction/standards
     - Rights, roles and responsibilities of citizens

3. Colorado Career and Technical Education (CTE) Standards, Essential Skills for Postsecondary and Workforce Readiness (PWR) https://coloradostateplan.com/

There are several **types** of affective goals written around these standards:
- Goals that further develop personal or social skills
- Goals that develop leadership and communication
- Goals that increase cultural awareness and understanding
- Goals that modify or eliminate personal or social behaviors that interfere with a student reaching their potential
- Goals that prepare students for college and/or a career

Affective goals may be **measured** in two ways:
- Student self-evaluation:
  - Document a behavior (graph, chart, calendar, journal reflection)
  - Develop a portfolio (experiences, visits, action steps completed)
  - Evaluate a performance (rubric, checklist, journal reflection)

- Teacher, family, or expert evaluation:
  - Interview about goal attainment
  - Observation of practice and/or mastery of goal
  - Review of documents, portfolios, and performances

Access more information about Affective Goals: https://www.cde.state.co.us/gt/affective

Factors that could interfere with a student's achievement & growth

Sometimes it is determined that a gifted student is not performing to his/her full potential. The word "underachiever" should not be a label placed on a child, but rather a definition used to describe a child's current progress in school.

Diane Heacox states, "Underachievement is defined as a discrepancy between the child's school performance and his or her actual ability." Sylvia Rimm, suggests that the lack of control in making decisions contributes to behaviors of underachievement.

> **When underachievement and/or motivational issues are observed behaviors in a gifted student, the answer is not to remove the child's gifted identification, but rather to support the student with a strong intervention plan that includes family involvement and other support personnel as necessary.**

student problem solving team including special education personnel. Regardless, identify if certain pressures are being placed on the student causing the underachievement, analyze the purpose of underlying behavior, or explore possible specific social or emotional barriers creating roadblocks to learning. After determining possible causes of the underachievement, initiate a plan to address the situation with the development of student-led affective goals.

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is defined by the Colorado Department of Education as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

The development of ALPs closely aligns with this framework by defining the individualized tiered interventions and programming specifically designed to address the needs of a gifted student. This systemic approach involves an examination of the interconnected influences of instruction, curriculum, and learning environment on student success.

For more information on MTSS, see Appendix C.

For more information about ALPs and Twice-exceptional Students, see Appendix D.

At a Glance: The Seven Thinking and Action Steps toward Meaningful Standards-aligned ALPs

The following seven steps highlight the process utilized in the initial development, annual update, and review of an ALP. Not all steps require actions but are part of the thinking required in the process.
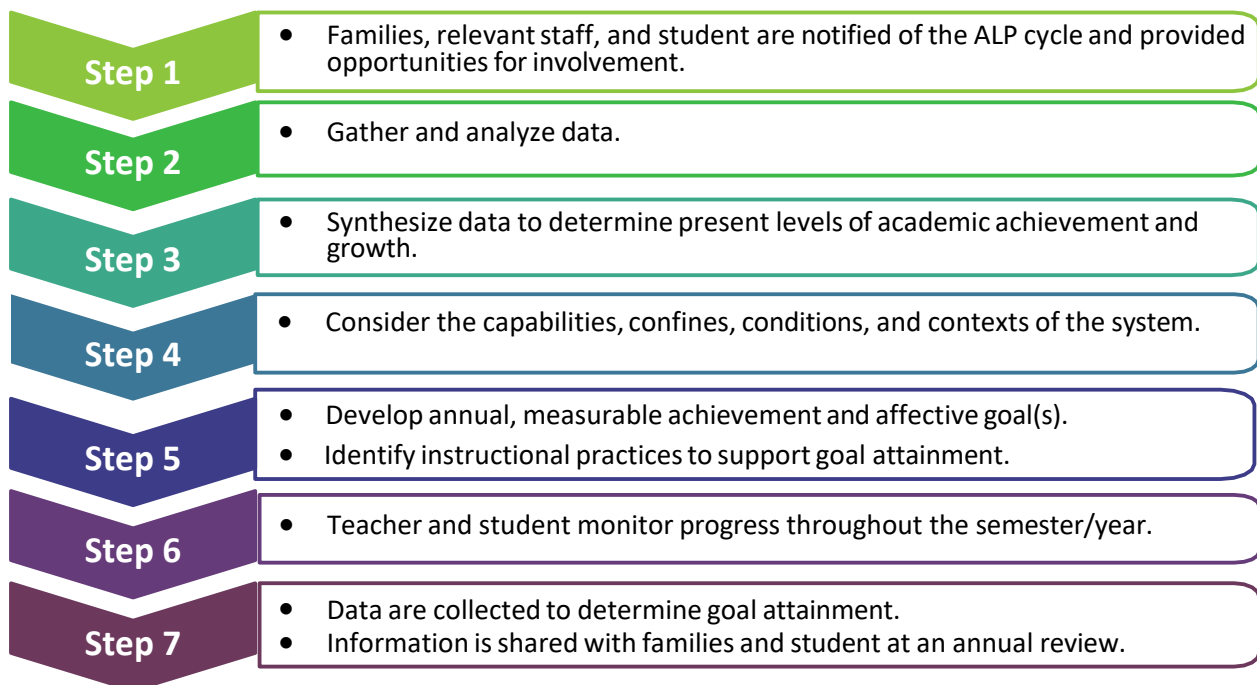
Steps 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with typical instructional routines for all students and occur prior to the writing of the actual goal(s). Step 1 requires a resource specialist, counselor, or classroom teacher to notify all stakeholders the ALP process is beginning and to solicit their input. Steps 2 and 3 exemplify the cognitive or thinking process that occurs within the typical classroom routine of data analysis, progress monitoring, and planning for data-driven instruction.

Step 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level that ensure all possible instructional options for gifted students have been fully considered. An example might be a district that has never allowed content acceleration based on past experience. A
discussion about the research on the subject as well as about scheduling conflicts and K-12 articulation might open doors that had previously been closed to gifted students. Such considerations may naturally occur annually when the gifted program plan is reexamined and self-evaluated.

Step 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.

Steps 6 and 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student, and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district.

Step 1
- Families, relevant staff, and student are notified of the ALP cycle and provided opportunities for involvement.

Step 2
- Gather and analyze data.

Step 3
- Synthesize data to determine present levels of academic achievement and growth.

Step 4
- Consider the capabilities, confines, conditions, and contexts of the system.

Step 5
- Develop annual, measurable achievement and affective goal(s).
- Identify instructional practices to support goal attainment.

Step 6
- Teacher and student monitor progress throughout the semester/year.

Step 7
- Data are collected to determine goal attainment.
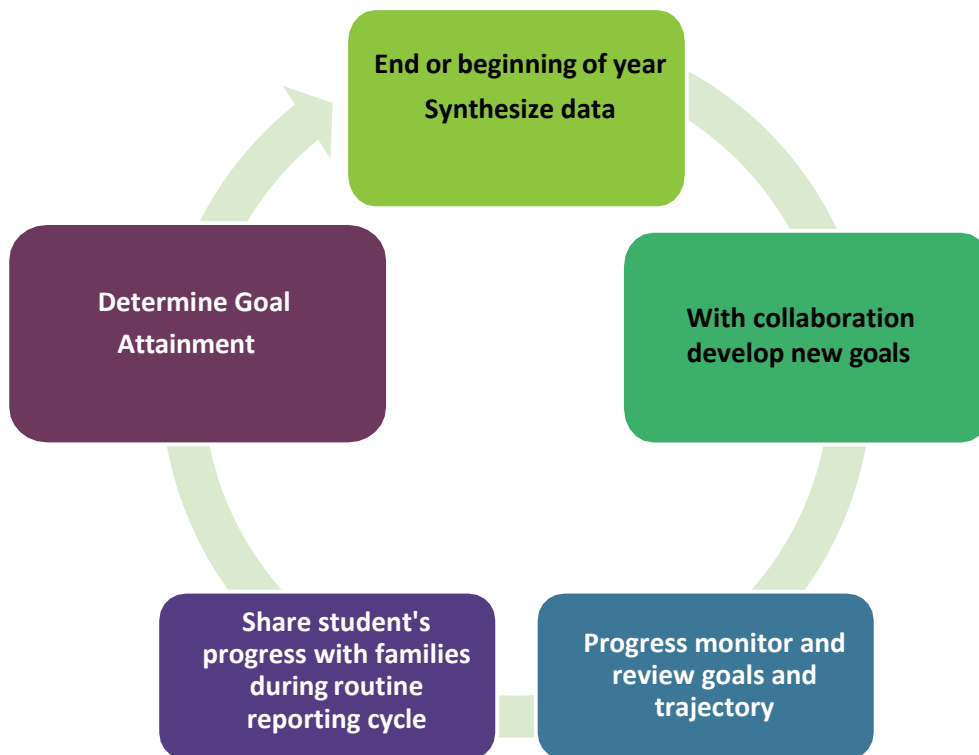- Information is shared with families and student at an annual review.

Step 1

Families, relevant staff, and student are notified of the ALP cycle and provided opportunities for involvement

The initial creation of the ALP and regular updates are a **collaborative** process. Input is solicited from those who know the student best.   This includes, but is not limited to, the student, the previous and current teacher(s), counselor, gifted personnel, and the families. Feedback provides information that is both quantitative and qualitative (e.g., assessment data, questionnaire, checklist, survey, interview, observations). In preparation for an ALP conference, input is collected formally and informally in a number of ways such as email, traditional mail, phone call, and conference or school open house.

After the creation of an initial ALP, the process is a continuous cycle of review. The cycle typically begins at the end of a school year or at the very beginning of a school year when data are available.

co

End or beginning of year
Synthesize data

With collaboration develop new goals

Progress monitor and review goals and trajectory

Share student's progress with families during routine reporting cycle

Determine Goal Attainment

Step 2

Analyze data to determine student's performance level and potential

The body of evidence (BOE) that identified the student
- A comprehensive BOE includes quantitative and qualitative data. While some qualitative and quantitative data are used as qualifying measures for gifted identification, additional data within the BOE are used to develop a student's learning profile of strengths and interests that may vary over time. This profile assists in the development of the ALP and ICAP.

New data available since the student was first identified
- Examination of data allows educators to define the current performance level of a student and determine appropriate goals.
- Annual review of data may lead to the team adding a new area of identification to the student's profile.

Content standards in student's area of strength for which the student has been and will be receiving instruction
- Analysis of data allows educators to assess the student's level of mastery.
- Data informs where the student needs to go next for continued growth and achievement

Student Profile

Body of Evidence (BOE)

Qualifying ID data	Additional data	Achievement data
• Norm-referenced test • Criterion-referenced test • Norm-referenced observation scale • Performance evaluation	• Anecdotal records • Interview • Observation • Checklist	• State assessment • District assessment • Class assessment

For more information on BOE or determining strength areas, access the Gifted Identification Guidance Handbook: https://www.cde.state.co.us/gt/idguidebook

Data-driven decision making

Developing a standards-aligned ALP is centered upon using data to inform decisions. Data comprise the primary "cog," which in turn drives the creation of SMART goals. Finally, the SMART goals propel decisions about effective instructional practices or programming options that will be required to move the student forward in their growth.

It is only through a thorough analysis of data that a complete picture can emerge of where a student is in relationship to the mastery of concepts and skills in the standards. Without that picture as the basis of decision making, next steps will be based on conjecture and assumptions, resulting in an ALP that is not useful to the student's learning.

Questions to consider when analyzing data:

What does the data tell us about the student's academic performance?

- Does the student **exceed expectations** on the state assessment in their strength area? If not, are other data sources providing additional insight into the students current level of mastery? Remember, state assessments are a single snapshot of performance and should not be the only data used to determine student performance.
- On which standards is the student scoring at the highest level on state, district and/or school assessments?
- On which standards is the student scoring below expectations compared to ability and competence?
- Does the student demonstrate a **95th percentile or higher** on a norm-referenced test in their strength area? If not, determine the possible reasons for the performance level and seek other data sources to help inform decision making.
- Does the student demonstrate an advanced level of achievement or ability in an area not tested using state or norm-referenced assessments? If so, how do the data indicate next steps to ensure continued growth?
- How will the team take into consideration any underachievement and/or motivational observations when developing the ALP?

Step 3

Part I: Synthesize data to determine student academic and affective needs

In step two, educators look at data and ask, *"What are the data telling us?"* In step 3, the question becomes, "Based on our data analysis, what conclusions can we make?" Each separate data point is combined together to make an informed decision on how best to meet the student's unique needs.
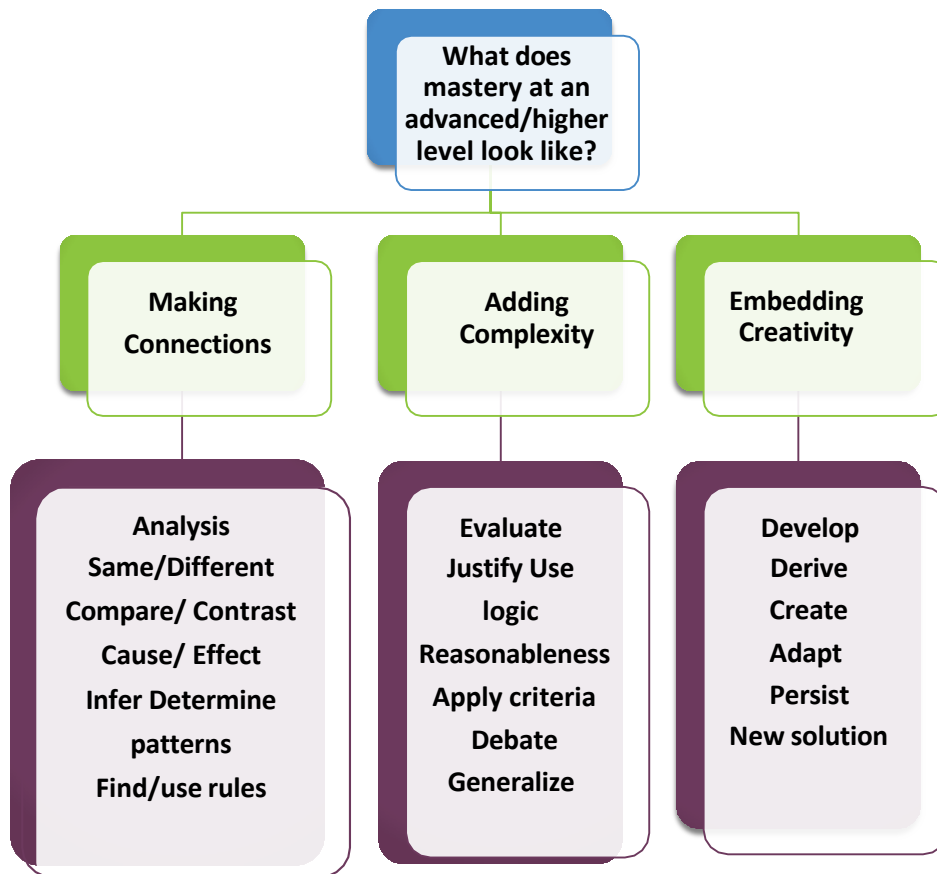
An essential step in the synthesis of data is to review the vertical articulation of the standard to identify what the student should know, understand, and be able to do within each grade-level standard. It is helpful to examine the **Evidence Outcomes** (EO) for this level of specificity. It is not uncommon for a gifted student to be above grade-level on a majority of grade-level standards, particularly in a content area that is a strength, but also to have a small number of standards where an additional level of focus is needed to increase and improve proficiency.

Examining the **Academic Context and Connections** within each standard provides a framework for adding an additional level of rigor, relevance, depth, and complexity.

After examining the EO's and Academic Context and Connections, a team **may** determine a student has mastered all content standards at a grade level and is a candidate for acceleration. It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access to kindergarten or first grade
- Whole-grade acceleration
- Content acceleration
- Curriculum compacting
- Concurrent enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping curricula
- Credit by examination
- Special fast-paced classes
- Individual tutoring in advanced subject matter
- Mentorships
- Early college entrance without a high school diploma
- College early entrance programs

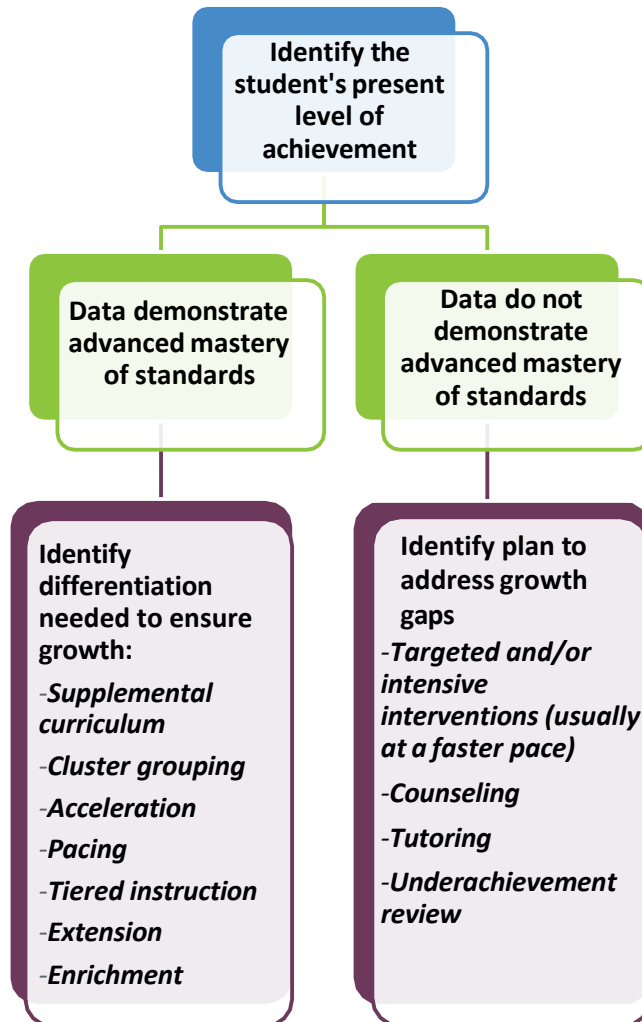*Consider the following when evaluating level of mastery:*

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                    ┌─────────────────────┐
                    │     What does       │
                    │    mastery at an    │
                    │  advanced/higher    │
                    │   level look like?  │
                    └─────────────────────┘
```

Making Connections	Adding Complexity	Embedding Creativity
Analysis	Evaluate	Develop
Same/Different	Justify Use	Derive
Compare/ Contrast	logic	Create
Cause/ Effect	Reasonableness	Adapt
Infer Determine	Apply criteria	Persist
patterns	Debate	New solution
Find/use rules	Generalize	

Lin Kuzmich (2011)

Standards-aligned goals for the accelerated student

When a team of educators, student's family, and the gifted child deem whole-grade or content acceleration is appropriate, it is important to understand this targeted programming strategy may sufficiently provide an adequate level of challenge and rigor to promote student growth and achievement. Therefore, the gifted student's data may indicate student growth is proficient for the accelerated grade-level and not at an advanced/distinguished level. If data indicate that the student is making significant growth in the new grade-level, this is not perceived as a "gap" or weakness. Review the accelerated student's data and develop SMART goals in the strength area(s) or area(s) of interest.

It may not be realistic to expect advanced or distinguished performance from the student immediately after acceleration has occurred. Remember, SMART goals must be attainable and realistic for the individual student. Accelerated students may need an additional level of affective support to develop realistic self-expectations. However, it is also not uncommon for a gifted student who has been accelerated to the next grade to still require content/subject level acceleration and/or curriculum compacting. Examining the data will drive these instructional decisions.

```
┌─────────────────────────┐
│   Identify the          │
│   student's present     │
│   level of              │
│   achievement           │
└─────────────────────────┘
```

Data demonstrate advanced mastery of standards

Data do not demonstrate advanced mastery of standards

Identify differentiation needed to ensure growth:

-*Supplemental curriculum*

-*Cluster grouping*

-*Acceleration*

-*Pacing*

-*Tiered instruction*

-*Extension*

-*Enrichment*

Identify plan to address growth gaps

-*Targeted and/or intensive interventions (usually at a faster pace)*

-*Counseling*

-*Tutoring*

-*Underachievement review*

*For more information on Acceleration, see Appendix B.*

Step 3

Part II: Establish the learning target

Once data have been synthesized, set a student learning target. In most cases, the target is student growth, mastery, or achievement.

The target is **general and overarching**. For example, an appropriate target for a student identified in the Specific Academic Aptitude area of Mathematics might include the student demonstrating a year and a half of growth as measured by a norm-referenced assessment or exceeding expectations on a state assessment.

After setting the target, the team determines how it will know if the student successfully reaches the target and the type of programming that will be required to support attainment of the target. Setting the target will lead to determining the specific standards that align to the student's needs.

Target is growth and/ or achievement.
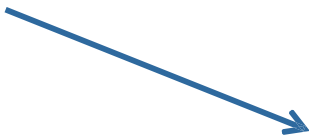
How do we know if the student reaches the target?

Assessment data

Performance data

Qualitative data

Step 4

Consider capabilities, confines, conditions, and context

Once a student's target is established, consider the student's needs and align those to the capabilities, confines, conditions, and contexts of the system. The guiding question becomes, ***"How can we support the student in reaching the target within the designated period of time?"***

Limited capabilities, confines, conditions, and context are **not** always fixed or unchangeable. A review of possible limitations creates an opportunity to examine systemic areas for programming growth and improvements. If teachers lack knowledge in differentiation, professional development can be offered to enhance teacher capacity. Rural schools are often limited by small populations. Cluster grouping may not be an option due to small numbers; however, accommodations can be made to allow students to accelerate in a variety of ways.

What are the capabilities within the system?
- What is the student's potential?
- What is the teacher's proficiency level for providing advanced, differentiated instruction?
- How effective is the curriculum for advanced learning?
- Are appropriate materials available?
- What personnel are available?
- What course options can be provided?
- What community resources are available?

What are the confines within the system?
- Will transportation be required?
- Do materials need to be purchased?
- Is professional development required?
- Are there affective concerns?
- Does the plan align with district/school policy and procedures?
- Will it require additional funds?
- Is there time in the day/week/semester?

In what type of condition or situation will learning occur within the system?
- Are there options for grouping inside and outside the classroom?
- Are there options for advanced level or coursework?
- Are there options for enrichment activities in school and after school?

In what type of condition or situation will learning occur within the system?
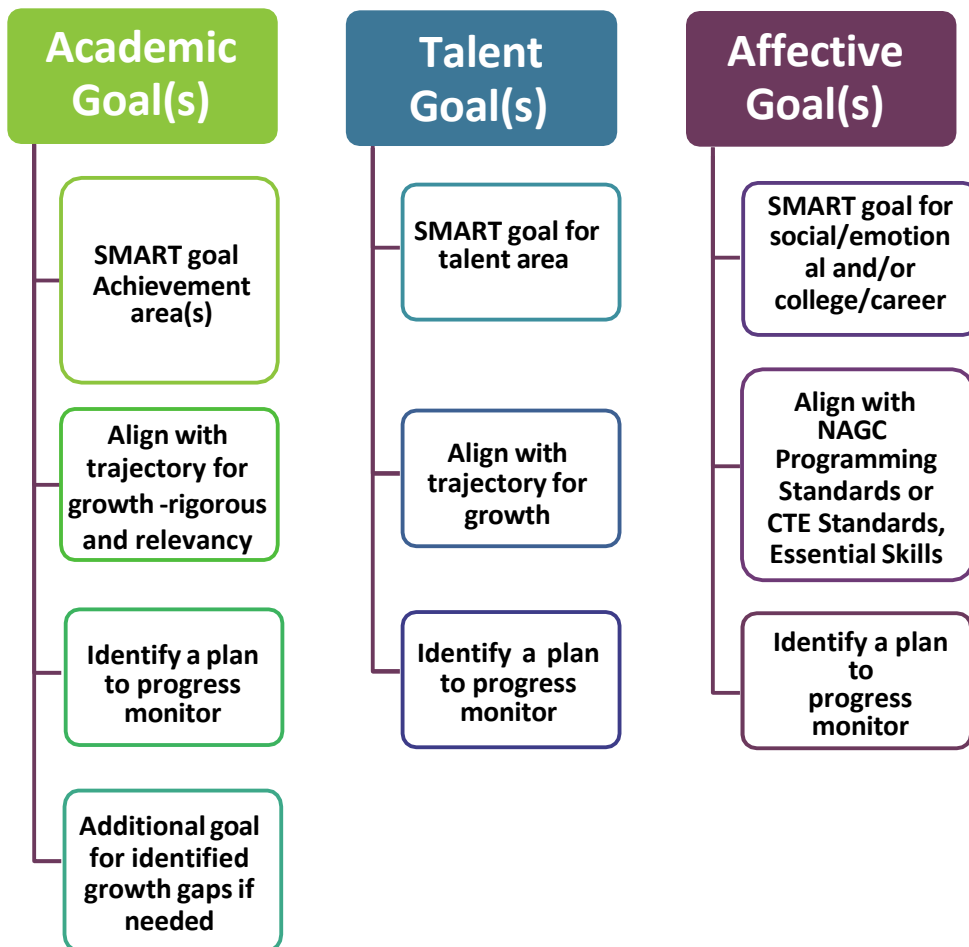- Is there a variety of delivery of learning models available within the system?
  Examples: Project based Learning, supplemental curriculum, internships, independent study, etc.

Step 5

Part I: Develop annual, measurable goals

ECEA Regulations require gifted students have at least two **SMART** learning goals within their ALPs:
- One achievement goal, academic and/or talent, for their identified area(s) of strength
- One affective goal for social-emotional development or college and career planning

Academic Goal(s)	Talent Goal(s)	Affective Goal(s)
SMART goal Achievement area(s)	SMART goal for talent area	SMART goal for social/emotional and/or college/career
Align with trajectory for growth -rigorous and relevancy	Align with trajectory for growth	Align with NAGC Programming Standards or CTE Standards, Essential Skills
Identify a plan to progress monitor	Identify a plan to progress monitor	Identify a plan to progress monitor
Additional goal for identified growth gaps if needed		

Goals differentiated based on a student's grade-level

Elementary
- Achievement learning goal(s) to support strength area(s)
- Affective goal

Middle School
- Achievement learning goal(s) to support strength area(s)
- Affective goal that may include college and career goal

High School
- Goals may be student-directed with educator support
- Achievement learning goal for strength or interest area(s)
- College and career goal (ICAP)
- Additional affective goal addressing leadership, communication, social or cultural competence

Regardless of the grade level, students are always part of the ALP process. At the elementary and middle school levels, standards-aligned achievement goals are typically developed by the educator providing the primary, daily instruction to the student in his/her strength area. Middle school students begin examining pathways for college and career readiness. At the middle school level, an affective goal might include a focus on developing a student's leadership, communication, social or cultural competence. The affective goal may also include a focus on college and career readiness.

At the high school level, many AUs transition to student-directed ALPs and/or ICAPs. An ICAP may take the place of an ALP if the ICAP indicates the student is identified as gifted and includes achievement and affective standards-aligned SMART goals. At this level, goals may shift from the student's strength area to a passion or interest area to support college and career readiness. If students create their own goals, the goal must be aligned to standards and follow the SMART goal guidelines. Within the ICAP, all high school students must also have a college and career goal. The goal the student develops for the ICAP may also be considered as the affective goal required for an ALP. An additional affective goal might be added based on student need.

Blending an ALP with ICAP

The Individual Career and Academic Plan (ICAP) is an individualized plan developed by the secondary student and the student's family or legal guardian in collaboration with school counselors, school administrators, and school personnel and/or approved post-secondary service providers. The ICAP is used to establish personalized academic and career goals, explore postsecondary career, and

educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce.

It is critical that counselors and/or ICAP administrators meet with gifted students prior to the beginning of high school and throughout the high school years. Conversations with the student about post-secondary goals and aspirations ensure appropriate coursework is recommended to align with college entrance requirements. Providing the student and families with information about the various institutions the student is capable of attending and the scholarships available can identify opportunities the family or student might not have thought possible.

A district/school may choose to blend the ALP and ICAP for gifted secondary students. The requirements of both the ALP and ICAP need to be met on the singular portfolio system where data are collected and goals established and monitored. Districts may also choose to retain separate ALP and ICAP systems.

The personnel who support gifted students in developing the combined ALP/ICAP should have:

1. Training in the understanding of gifted students and their academic and affective needs;
2. Information for programming in the strength area(s) with appropriate course selection, rigor, acceleration methods, or concurrent enrollment; and
3. Knowledge of differing college and university requirements such as AP exam scores and accepted core or elective credits, required ACT/SAT scores for admittance, foreign language and other course requirements, service hours, etc.

If the ICAP will replace the ALP, the following requirements must be met:

- Designation of gifted identification
- Annual academic SMART goals in strength area(s)
- Affective SMART goals
- Course selection plan appropriate for desired college/career path
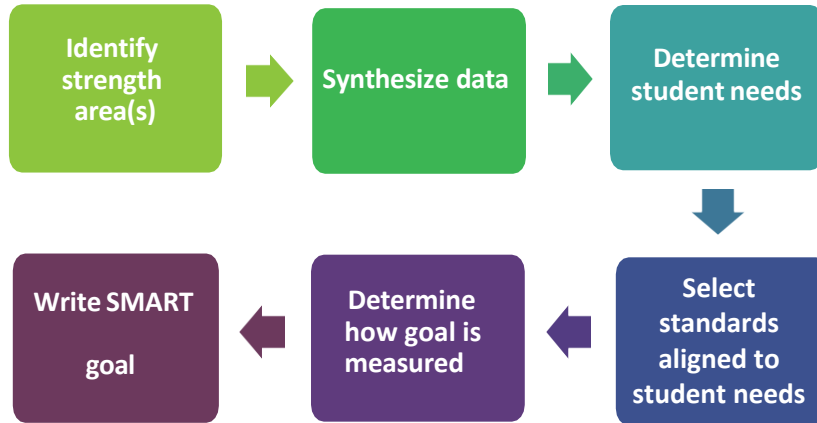- Evidence of family collaboration and/or signature

See Student Example IV

Selecting standards for goal development

There are many different standards within a content area. The question then becomes, *"Which standards are selected for the student's goal?"* This decision is made by analyzing student performance and growth data and taking into account a student's needs and interests.
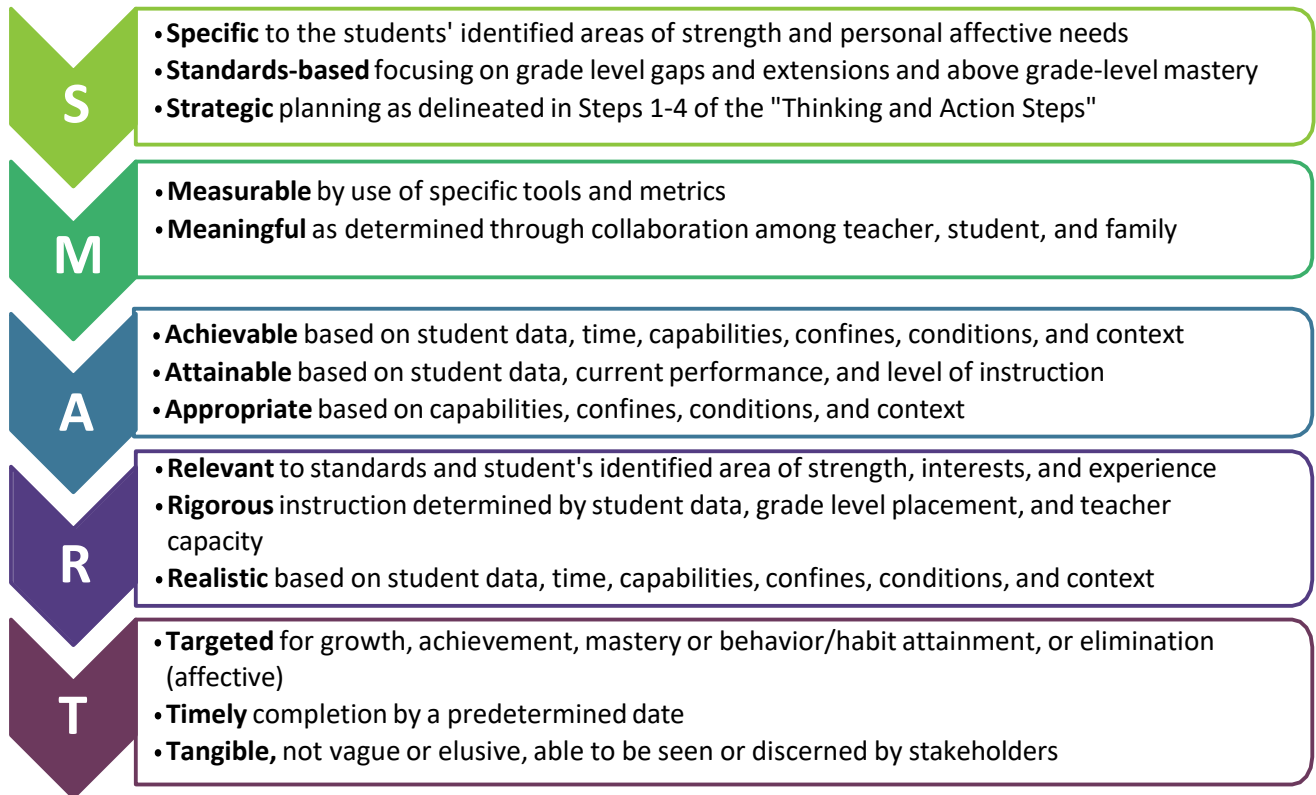
The lead teacher may consider the following four scenarios:

I.	• Synthesis of data show student has mastered most of the Evidence Outcomes (E)'s) in the content area. • Select standards to extend readiness competencies or standards to support **higher level thinking** and **problem solving**; and/or • Select **above grade-level standards** • See Student Example #1
II.	• Synthesis of data show the student scores **lower** in one or two standards compared to all the other grade-level standards in a content area • Select standards to support both the **deficit** and **strength areas to ensure** continued growth • See Student Example #2
III.	• Synthesis of data show student is **not performing** at the expected level • Consider if the student is not receiving advanced differentiated instruction and/or potential reasons for **underachievement** • Select standards to support rigorous and relevant learning aligned to student interests • See Student Example #3
IV.	• The classroom teacher establishes a **measure of student learning/outcome** (MSL/O) for the course for ALL students • Review the MSL/O and determine how it might be differentiated to support a greater level of depth and complexity for the gifted student • See Student Example #4

Steps for considering standards for goal development

```
┌─────────────┐     ┌─────────────┐     ┌─────────────┐
│ Identify    │ ──▶ │ Synthesize  │ ──▶ │ Determine   │
│ strength    │     │ data        │     │ student     │
│ area(s)     │     │             │     │ needs       │
└─────────────┘     └─────────────┘     └─────────────┘
                                               │
                                               ▼
┌─────────────┐     ┌─────────────┐     ┌─────────────┐
│ Write SMART │ ◀── │ Determine   │ ◀── │ Select      │
│ goal        │     │ how goal is │     │ standards   │
│             │     │ measured    │     │ aligned to  │
│             │     │             │     │ student     │
│             │     │             │     │ needs       │
└─────────────┘     └─────────────┘     └─────────────┘
```

ALP goals are SMART

S
- **Specific** to the students' identified areas of strength and personal affective needs
- **Standards-based** focusing on grade level gaps and extensions and above grade-level mastery
- **Strategic** planning as delineated in Steps 1-4 of the "Thinking and Action Steps"

M
- **Measurable** by use of specific tools and metrics
- **Meaningful** as determined through collaboration among teacher, student, and family

A
- **Achievable** based on student data, time, capabilities, confines, conditions, and context
- **Attainable** based on student data, current performance, and level of instruction
- **Appropriate** based on capabilities, confines, conditions, and context

R
- **Relevant** to standards and student's identified area of strength, interests, and experience
- **Rigorous** instruction determined by student data, grade level placement, and teacher capacity
- **Realistic** based on student data, time, capabilities, confines, conditions, and context

T
- **Targeted** for growth, achievement, mastery or behavior/habit attainment, or elimination (affective)
- **Timely** completion by a predetermined date
- **Tangible,** not vague or elusive, able to be seen or discerned by stakeholders

Student-focused Goals

Standards-aligned learning goals are **student-focused** rather than activity-focused. Although a student may participate in a designated gifted activity or event or be provided a specific course to meet their gifted needs, goals quantify what the student will **know, understand, or be able to do** over an extended period of time.

Goals align to and support the **daily**, rigorous, differentiated, direct instruction a gifted student receives in their strength area. Standards-aligned goals specify how the strength area is supported by **all** educators providing daily instruction in the student's strength area. Daily classroom instruction is differentiated to ensure individual student growth and achievement, and pull-out classes align to standards and the student's strength area.

Example of Early Model of Gifted Education

SMART GOAL
Aligned to participation in enrichment seminar

> ➢ **2 hours per week: Attend gifted enrichment seminar**
> ➢ **Remainder of week: 6thgrade class schedule**

Early models of gifted education primarily consisted of pull-out programs for gifted students. Typically, these stand-alone enrichment programs were provided weekly by gifted personnel and may or may not have addressed student strengths. The remainder of the week, a gifted student attended regular education classes with instruction similar to that of other students. SMART goals aligned to participation in the pull-out program. While these enrichment classes provided students an opportunity to explore topics with greater depth and breadth, the student's strength area may not have been supported the remainder of the school week or aligned to specific standards.

Example of Current Model of Gifted Education

SMART GOAL
Aligned to standards Data-driven Student-focused

> ➢ **2 hours a week: Attend gifted enrichment seminar aligned to standards & strength area**
> ➢ **Remainder of week: 6th grade class schedule with _Differentiated Instruction_**

The current model of gifted education considers the individual needs of the identified student and ensures **daily**, direct instruction is provided to support achievement and growth in the student's strength area. Supplemental activities, also aligned to standards, may be provided to support a student's interest or passion area and to extend learning opportunities.

Step 5

Part II: Identify instructional strategies to support goal attainment

Whereas the goal specifies what the **student** will know, understand and/or be able to do over an extended period of time, **educators** working with the student examine instructional strategies that will be implemented to support goal attainment. Differentiated strategies often include:

- 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?*

The chart below lists examples of strategies used within content, process, product, and/or environment that can be used to develop differentiated learning opportunities and programming. This is not an all-inclusive list.

Content	Process	Product	Environment
• Accelerated Curriculum • Compacting • Tiering • Enhance content via novelty, depth & complexity • Honors/AP/IB • Online classes • Supplemental curriculum • College courses/Dual enrollment • Credit by Exam	• Acceleration • Compacting • Depth & Complexity • Depth of Knowledge (DOK) • Extension • Flexible Grouping • Higher order thinking skills • Independent study • Research • Telescoping • Tiered instruction • Individual Tutoring • Mentorships	• Open ended tasks • Authentic audience • Cross-curricular • Demonstration of new knowledge (DOK) • Formative/summative assessment • Real-world application • Content Extensions • Performance Assessments • Projects	• Center • Cluster group • Early Access • Flexible Movement & use of space • Independent • Resource-rich room • Whole class • Online • Magnet classroom • Concurrent enrollment • Place-based rooted in community resources

Step 6

Monitor student progress

Progress monitoring is an evidence-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. **The ALP is a working document.** This means once learning goals are written, it is important to continually review the document throughout the year and make changes when necessary.

Progress monitoring data are used to inform instructional decisions. Gifted student data should be monitored at the same scheduled intervals established by the district for all students. Some students in an accelerated or advanced class might need weekly check-points around knowledge and understanding to monitor student success or needed scaffolding. If at any time it is determined the student is not on target, modifications should be made in the programming options, curriculum, and/or instructional strategies provided to the student.

The following Questions can help guide progress monitoring of student data:

1. What pre-assessments will be administered to measure level of mastery prior to beginning a new unit?
2. What assessments will be administered to monitor the progress of the student?
3. What are the dates for progress monitoring review?
4. What indicators will be used to ensure the student is on track?
5. **How will the student demonstrate what they know?**
6. In what ways will the student be involved in monitoring their own progress?
7. How does the student's performance compare with the expected growth target of the SMART goal?
8. If the student is not on-target, what changes should be made?

Steps of how progress monitoring informs instructional planning:
➢ STEP 1: Pre-assess before instruction
➢ STEP 2: Collect and analyze data
➢ STEP 3: Adjust pace or content*
➢ STEP 4: Formative Assessment
➢ STEP 5: Adjust pace or content*
➢ STEP 6: Summative Assessment

* Adjusting the pace and/or content may include providing the student increased direct instruction, compacting the curriculum, and/or providing extensions

Measures for Progress Monitoring

Elementary:

- Curriculum-based assessment
- Norm-referenced test
- Writing prompt
- Standards-based, district-wide common assessment
- Formative assessment
- Performance assessment
- Observation scale
- Journal/Log

Secondary:

- Mid-term or semester curriculum-based assessment
- Norm-referenced test
- Writing prompt
- Standards-based, district-wide common assessment
- Formative assessment
- Performance assessment
- Observation scale
- Juried performance
- Journal/Log

Step 7

Determine Goal Attainment

In the continuous ALP cycle, the seventh step is to collect and analyze data to determine the level to which the student attained annual goals. The information gathered at this step should be shared with the student and families. The summary data become an essential element for dialogue in developing new goals. If the student successfully attained the established goals, new goals should align with a continued trajectory for growth and achievement. If the student did not attain the goal(s), an examination of potential causes should be explored and interventions and/or multi-tiered system of supports (MTSS) identified in the development of new goals.

New ALP goals are written at the end or beginning of the school year with student and family involvement. Fall and spring family conferences or open houses provide an opportunity for reporting ALP progress or obtaining a family signature if necessary.

Examining data is important to determine goal attainment. Additionally, it is important to review new data annually to reevaluate a potential change to a student's category of gifted identification. Remember, **gifted identification is not fixed**. As a student grows, new strength areas may emerge.

Guiding Questions

1
- • Who must be notified the ALP cycle is beginning?
- • How will input be collected?

2
- • What are the data telling us?

3
- • Based on our data analysis, what conclusions can we make?
- • What target should we set to ensure student growth and achievement?

4
- • How can we get the student to the target within the designated period of time?
- • What are the capabilities, confines, conditions, and contexts of the system?

5
- • Which standards are selected to support the student reaching the target?
- • What instructional strategies will be necessary to support goal attainment?

6
- • How will we monitor the student's progress throughout the year?

7
- • Did the student attain the goal?
- • How will this be communicated to the student and family?

Student Example I:

Elementary Mathematics

Description

- Beginning-of-year: 5th grade
- Student was identified in mathematics at the end of third grade

Step 1: Families, relevant staff, and the student are notified of the ALP cycle and provided opportunities for involvement

On a beginning-of-the-year questionnaire, the family expressed concern their daughter complained about being "bored" in fourth grade math. They stated her math homework was finished in a few minutes and the worksheets provided little challenge. Over the summer, she completed a 6th grade math workbook her mother bought at the store.

Step 2: Gather and analyze data

The 5th grade student, identified in mathematics, scored a 94% on the beginning-of-the-year math pretest and scored 99th percentile on the norm-referenced math achievement test in 3rd and 4th grades. She has exceeded expectations on her math state assessment for two years; however, last year her median growth percentile was 38.

Step 3, Part I: Synthesize data

Data demonstrate mastery of a majority of the 5th grade math standards. For continued growth, the student is prepared for the introduction of some sixth grade math standards as per pre-assessment data.

Step 3, Part II: Establish the learning target

The student's target is to increase her growth percentile on the 5th grade math state assessment.

Step 4: Consider capabilities, confines, conditions, and context

The ALP team determines acceleration is not an option because the elementary school cannot provide personnel to teach a sixth-grade math class.

The student will receive a pre-assessment prior to the introduction of each math chapter and based on analysis of test data, she will receive a compacted curriculum.

Step 5, Part I: Develop annual, measurable goals

The student will be provided differentiated math activities requiring her to apply **mathematical concepts** (Number and Quantity; Algebra and Functions; Data Analysis, Statistics, and Probability; Geometry) to solve multi-step, real-world contextual word problems with an emphasis of **Mathematical Practice Standard #3**: *Construct viable arguments and critique the reasoning of others*.

Under the Academic Context and Connections section of each 5th grade math standard, the subsection, Coherence Connections, provides specific skills for 6th grade math. These standards are used to develop the student's goal.

Colorado Department of Education MATHEMATICS Fifth Grade, Standard 1. Number and Quantity	➢ **Math Concepts** ➢ **Math Practice Standard** ➢ **5th Grade Level Expectation-***Ensure mastery of skill before moving on to 6th grade skills* ➢ **6th Grade Skills**

Academic Goal

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.

Affective Goal

The student will participate in a monthly gifted group. Activities will focus on development of cultural competencies to include: Collaborative skills in diverse groups; Effective group communication; Positive social skills; and confronting discriminating behaviors by others. Students will complete a pre- and post-evaluation to measure growth and development of cultural skills during the school year.

Step 5, Part II: Identify instructional strategies to support goal attainment

Differentiation	Instructional Strategy
Content:	• Compacted 5th grade math curriculum, intro to 6th grade skills Math problem solving activities • Understanding Cultural Competency
Process:	• Independent work time, with individual small-group direct instruction when needed • Small group discussion with counselor
Product:	• *Project M3: Mentoring Mathematical Minds* supplemental curriculum projects
Environment:	• 5th grade math class, with twice-a-week check-ins with the teacher for direct instruction on a math skill if needed • Monthly small group with counselor

Step 6: Monitor student progress

Data from each pre-assessment will determine what lessons can be compacted; thereby, providing the student time to work on the supplemental 6th grade math problem-solving activities.

Mid-year: The teacher will record the supplemental units completed, the grade the student earned on unit projects and the student's score on the End-of-Semester math assessment administered to all students.

Step 7: Determine level of goal attainment

End-of-year: The student and teacher will meet to determine level of affective goal attainment and record this in the ALP.

Beginning of 7th Grade: Given state assessment data are not available until summer, goal attainment will be determined and recorded during the 7th grade ALP cycle.

Student Example II:

Middle School English Language Arts

Description
- End-of-year: 6th grade
- Student was identified in Reading in second grade
- Data demonstrate student now meets criteria for adding Writing as an area of ID

Step 1: Families, relevant staff, and the student are notified of the ALP cycle and provided opportunities for involvement

Student families are invited to attend the spring ALP conference. If the family cannot attend, the student is encouraged to contact the school's gifted resource teacher with questions or concerns. A completed ALP is emailed to the family using an encrypted password. Receipt of the email is evidence of family engagement. The grandparents, who are legal guardians of the student, replied via email they had no concerns about their granddaughter. They noted she reads all the time when she is at home.

Step 2: Gather and analyze data

A review of classroom performance and the end-of-year norm-referenced assessment indicate the 6th grade student demonstrates advanced command on all Reading, Writing and Communicating (RWC) Standards, with the exception of standards aligned to **informational text** (Standard 2.2).

New data for writing indicate the student meets criteria for adding writing as an area of identification. This is documented on the ALP and in the student information system. Grandparents are notified of new area of identification.

Step 3, Part I: Synthesize data

Data indicate the student should be placed in the 7th grade Honors English course.

Step 3, Part II: Establish the learning target

The student's target is to successfully complete the 7th grade Honors English class and increase achievement aligned to informational text.

Step 4: Consider capabilities, confines, conditions, and context

The student will be enrolled in the 7th grade Language Arts Honors class.

Step 5, Part I: Develop annual, measurable goals

The 7th grade Honors English class includes a focus on rigorous instruction through the use of complex text (beyond grade-level) and the integration and application of knowledge.

The student's goal will address the need for the added focus on comprehending informational text at an advanced level.

The student's goal will include a focus on CAS 7th grade RWC Standard 2.2. A review of the Academic Context and Connections within this standard provide suggestions for higher level learning and thinking.

Several of the gifted students who will be enrolled in this class share this same academic need.

Therefore, the same goal is used for multiple students. The ALP provides the teacher guidance on instructional planning to ensure the inclusion of assignments aligned to informational text.

CDE
READING, WRITING, AND COMMUNICATING
Seventh Grade, Standard 2. Reading for all purposes

**Colorado Department of Education
READING, WRITING, AND COMMUNICATING
Seventh Grade, Standard 2.
Reading for all purposes**

- ➢ Standard for Informational text
- ➢ Grade Level Skills
- ➢ Essential Skills for higher level learning and thinking

Academic Goal

The student will use complex informational text to plan and evaluate complex solutions to global challenges and examine how individuals interpret messages differently; how values and points of view are included and excluded; and how media can influence beliefs and behaviors. The student will apply the following skills: cite textual evidence; summarize and analyze text and word choice; determine point of view; analyze two or more authors' presentation of information; and evaluate arguments and
will score a 90% or higher on the informational text authentic assessment
completed by all students second semester.

Affective Goal

Students in the 7th grade Honors English course are provided the opportunity to use bibliography as a means to enhance personal competence. Students select books to read and complete journal activities. Students self-evaluate social/emotional growth throughout the year upon completion of each book read.

Step 5, Part II: Identify instructional strategies to support goal attainment

Differentiation	Instructional Strategy
Content:	• 7th grade Honors English course Complex, above grade-level text
Process:	• Higher level thinking Extended learning
Product:	• Informational text authentic assessment
Environment:	• 7th grade Honors English class

Step 6: Monitor student progress

Mid-year: The 7th grade teacher will record mid-year assessment data and student's first semester grade.

Step 7: Determine level of goal attainment

The 7th grade teacher will review the student's self-evaluation essay to record affective goal attainment and record academic goal attainment based on the student's authentic assessment grade.

Student Example III:

High School – Teacher Directed ALP for Underachieving Student

Description
- Mid-year: 9th Grade
- Student was identified in Mathematics in 3rd grade and Science in 6th grade
- MTSS meeting to address achievement concerns of 9th grade student

Step 1: Families, relevant staff, and the student are notified of the ALP cycle and provided opportunities for involvement

The biology teacher refers one of her students to MTSS. A review of the student's identification data and previous achievement data indicate the student is not performing to his potential. The student has become disengaged and at times disrespectful to the teacher and other students. The teacher has tried to call the student's mother but has not been able to reach her.

Step 2: Gather and analyze data

The student has demonstrated advanced and exemplary performance in math and science until this school year. At mid-term, the student has a "D" in Algebra II and a "C" in biology. Examination of his grades demonstrate he has earned an "A" on all assessments, but he has not completed many of the homework assignments. During MTSS, it is determined the counselor will meet with the student.

Step 3, Part I: Synthesize data

The counselor meets with the student who reports "high school is boring" and he sees no point in doing homework to practice concepts he already knows. In math he is expected to do a nightly worksheet with 30 problems. He reports he already knows how to do the problems and doesn't need to practice them 30 times. The homework that he has been given for biology is difficult to complete because he doesn't have INTERNET at home and the assignments require research he cannot do. He can't stay after school because he babysits his sister.

The following week at MTSS, the counselor, the math and science teachers, and the student meet to develop a new ALP.

Step 3, Part II: Establish the learning target

Reverse the student's underachievement trajectory.

Step 4: Consider capabilities, confines, conditions, and context

The math teacher agrees to provide the student with a pretest prior to each new chapter and modify homework according to the score on the pretest. When the student is exempt from certain math assignments, he may use the time to work on an authentic assessment for science during the school day.

When the science teacher hears the student's ICAP goal is to become a doctor and cure diabetes, she provides the student with several options of authentic assessment projects to work on in lieu of some of the more skill-based biology assignments. The student will have access to materials and supplies to complete the project at school. The teacher arranges a video conference with a local Endocrinologist to provide the student with some initial ideas and guidance to begin his project research.

Step 5, Part I: Develop annual, measurable goals

**Colorado Department of Education
SCIENCE
High School, Standard 2.
Life Science**

➢ Essential Skills for higher level learning and thinking

Academic Goal

The student will research DNA codes for the complex hierarchical organization that enables life's functions. The student will construct an explanation, design a model, and conduct an investigation on the physical and behavioral characteristics of an organism and how they are influenced by varying degrees by inheritable genes and compare and contrast this analysis as to how it plays a role in obesity and diabetes and what might be done to prevent this from happening to future generations. The student will earn a 90% or higher on the project.

Affective Goal

*The student will increase personal competence and increase achievement in math and science.
The student will meet weekly with the counselor to review progress on the underachievement plan and begin development of an ICAP plan to address the student's post-secondary medical aspirations. The student's math and science grades will improve to a B or better by end-of-year*

Step 5, Part II: Identify instructional strategies to support goal attainment

Differentiation	Instructional Strategy
Content	• 9th grade biology • Algebra I
Process:	• Independent study • Research
Product:	• DNA project
Environment:	• Biology class • Algebra class • Video conference call

Step 6: Monitor student progress

The counselor will meet weekly with the student, as needed.
The counselor will check grades at each meeting.
At the end of third quarter, the counselor will note academic and affective progress.

Step 7: Determine level of goal attainment

At the end of the year the counselor and student will meet to determine level of goal attainment.

Student Example IV

Student Directed ALP with Measures of Student Learning/Outcomes (MSL/O)

High School ALPs

The number of gifted students at the high school level and finding time to meet with students can often present a challenge when developing ALPs. Creating a culture and climate of shared responsibility for gifted students is paramount to ensuring gifted education plans are meaningful, purposeful, and support student growth and achievement.

To address ALP challenges, some high schools choose to implement **student directed ALPs**. In terms of best practices, a student directed ALP means the student takes an active role in developing achievement and affective goals for the school year. Students may choose to focus on a goal that supports a **strength area** and/or **interest area**. The student works in **collaboration** with the teacher of the selected course to develop a purposeful, meaningful and standards-based goal. The goal focuses on what the student will know, understand, and be able to do within the course of study. It is not a goal based on mere participation in a course or earning a certain grade or test score. The grade or score may be used as a metric to measure goal attainment. Throughout the year, the teacher provides the necessary instruction, resources, materials, and guidance to support the student's goal attainment. The course may already be developed to support the needs of gifted students, such as the case for Advanced Placement or college-level courses. It is important the teacher is aware of the student's goal and the assistance the student may need for goal attainment is realistic in terms of teacher time.

Description
- Beginning-of-year: Junior year
- Student was identified in Reading and Writing in elementary school and World Languages in 9th grade
- Teachers create measures of student learning/outcomes (MSL/O) at the beginning of the year for the purpose of teacher evaluation
- The ICAP takes the place of an ALP and includes ALP requirements

Step 1: Families, relevant staff, and the student are notified of the ALP cycle and provided opportunities for involvement

Gifted students select one of their courses of study in which to develop an individual learning goal that supports their identified strength and/or an area of personal interest.

The teacher of the class for which the goal will be written conferences with the student and provides assistance to develop an appropriate standards-aligned learning goal. In this example, teachers share the MSL/O for their course and then identify ways the MSL/O may be differentiated to ensure an

appropriate level of challenge for the student. If the MSL/O is not appropriate for the gifted student, a new goal might be developed that better aligns to the student's individual and unique learning needs or interests.

Families access the confidential student information system to indicate they have reviewed their student's achievement and affective goals.

Step 2: Gather and analyze data

After the first two weeks of school, gifted students are required to select one of their courses for their ALP achievement/academic goal. The student informs the teacher of the course selected. Teachers are asked to meet with the student(s) for 5-10 minutes to collaborate on goal development and hear why their course was selected as an area of interest.

The third week of school, the junior class counselor sets a time for gifted students to come to the computer lab to type their annual achievement and affective goals into their ICAP. The counselor completes a data base with the student's name and the designated course selected for the ALP goal so follow-up email correspondence and monitoring of progress can occur during the school year.

Step 3, Part I: Synthesize data

After reviewing the course outcomes for all his classes, the student is intrigued with the topics he will be exploring in AP Human Geography. Because he loves to write, he is excited about some of the projects they will be completing during the year. He also thinks his ability to speak three languages fluently will help him better understand the exploration of different cultures.

The AP Human Geography teacher meets with the student for 10 minutes before the beginning of school since he coaches volleyball after school.

The teacher reviews the MSL/O he developed for AP Human Geography:

> AP Human Geography students will earn an 85% or higher on the summative course assessment. The assessment will require students to select one of the seven broad topical units of study and write an argumentative thesis to justify their position on their topic. Students must construct a line of reasoning, based on multiple sources, to include at least three or more of the enduring understandings to defend their logical argument. Students will then present their argument to the class using visual and oral formats. Seventy-five percent of the grade will be based on the student's thesis and twenty-five percent will be based on the oral presentation.

Step 3, Part II: Setting the target

When the teacher hears that his student has won numerous writing contests and wants to be a foreign diplomatic reporter, he suggests an additional level of challenge be added to the MSL/O. He asks the

student not only cite current research to support his argument, but also conduct his own authentic research to support his claim. The teacher states he will work with the student to submit his final research to the community newspaper for possible publication.

Step 4: Consider capabilities, confines, conditions, and context

The teacher may need to provide an additional level of support and/or instruction to the student to understand how to conduct his own authentic research and avenues for getting his work published.

Step 5, Part I: Develop annual, measurable learning goals

Academic Goal
In AP Human Geography I will conduct my own research and write a minimum of a 10 page or longer argumentative essay to defend my claim. I will present my argument to the class and then facilitate a debate on my topic. I will earn a 90% or higher on the project and will evaluate the strength of my argument based on the outcome of the class debate after my presentation. I will submit my research for possible publication.

Affective Goal
As a student council representative, I will strengthen my leadership skills by planning and organizing our annual community food drive. I want to increase our food donations from last year by 20%.

Step 5, Part II: Identify instructional strategies to support goal attainment

The teacher checks in monthly with gifted students in his class to provide individualized support and guidance as needed.

Step 6: Monitor student progress

At the end of each quarter, gifted students access their ICAP and record goal progress. The counselor emails students asking if additional support is needed and sets a time to meet with any student requesting assistance. For students who do not respond to email, the counselor personally touches base with students during the lunch period and reminds students to update their ICAP.

As a reminder, the counselor emails teachers who have students in their class with ALP goals requesting teachers check-in with students to monitor the student's progress.

Step 7: Determine Level of Goal Attainment

At the end of the year, students determine goal attainment and record this in their ICAP.

Appendix A

ECEA Rules for ALP

Advanced Learning Plan Content 12.02(2)(f)

The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs. The ALP shall be considered in educational planning toward post-secondary readiness outcomes and decision-making concerning subsequent programming for that student and be used in the articulation/transition process, preschool (if applicable) through grade 12. At the high school level ALPs may blend with the student's individualized career and academic plan (ICAP) if all content of the ALP are inclusive in the ICAP which includes achievement and affective goals. The ALP content shall include, but not be limited to:

12.02(2)(f)(i) A student profile described in a body of evidence. This profile shall be subject to the AU's student records confidentiality guidelines. The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;

12.02(2)(f)(ii) A working-document section of the ALP. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. Achievement goals are standards-based statements in strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interest. Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency;

12.02(2)(f)(iii) Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;

12.02(2)(f)(iv) Progress reports that align with the AU's or member district's schedule for family-reporting and/or conferences about student progress. Adjustments to goals and programming options may occur during any progress reporting period;

12.02(2)(f)(v) Personnel involved in ALP development, and in progress report meetings or conferences, including, but not limited to classroom teacher(s), student, families, gifted education staff or staff with training in gifted education identification and programming, and support staff as appropriate.
ALP Procedures and Responsibilities 12.02(2)(g)

ALP Procedures and Responsibilities 12.02(2)(g)

12.02(2)(g)(ii) Personnel assigned with the responsibility for development and monitoring. At minimum the student's family and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP. Goals are written and aligned

with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming;

12.02(2)(g)(iii) A method to develop student awareness and active participation in the ALP process;

12.02(2)(g)(iv) A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. It is highly encouraged that ALPs are written by those working with the gifted student and that the ALP is an ongoing plan for coursework, tiered instruction, and increasing performance in the student's area of strength. ALP goals should be written or reviewed for current relevancy to teachers and students at the beginning of the school year;

12.02(2)(g)(v) An ALP progress reporting timeline. The review of progress integrates with ongoing conference or reporting periods of the district. It is highly encouraged that ALPs be student-led at the secondary level; and

12.02(2)(g)(vi) A system to show evidence of family engagement and input in ALP development and in the review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student's growth. If after 3 documented attempts to contact the family for signature, no familysignature is obtained, school personnel shall continue with ALP implementation and continue to engage family in the process.

12.08(2)(e)(iii)(D)(II) When a child is deemed appropriate for early access, an advanced learning plan (ALP) shall be developed according to the AU's procedures, but no later than the end of the first month after the start of school. The ALP shall include academic and transition goals.

> ***The ALP Process is a collaborative effort between family, the student, and school personnel.***

Appendix B

Acceleration

It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access
- Whole Grade Acceleration
- Content Acceleration
- Curriculum Compacting
- Dual Enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping Curricula
- Credit by Examination
- Individual Tutoring in an Advanced Subject Matter
- Mentorships

These options can be tailored to the individual student and the resources available in a school. The goal is to provide gifted students with a combination of learning opportunities that can include acceleration, enrichment, and outside activities. These options are continually adjusted by data that reflects the gifted student's needs for appropriate instruction.

Keep in mind that acceleration is not just about pacing. The idea is not to rush through school but to "meet the needs of demonstrated precocity [through]...more rapidly paced instruction and advanced placement ... accommodations [for] the abilities, achievements, and needs of capable learners." (*VanTassel-Baska & Stephens, 2005*)

Appendix C

MTSS and Standards-aligned ALPs

The steps utilized to develop a standards-aligned ALP correspond with and support the six essential components of a Multi-Tiered System of Supports (MTSS):

1. Team-Driven Shared Leadership
2. Family, School, and Community Partnering
3. Data-Based Problem Solving Decision-Making
4. Evidence-Based Practices
5. Layered Continuum of Supports
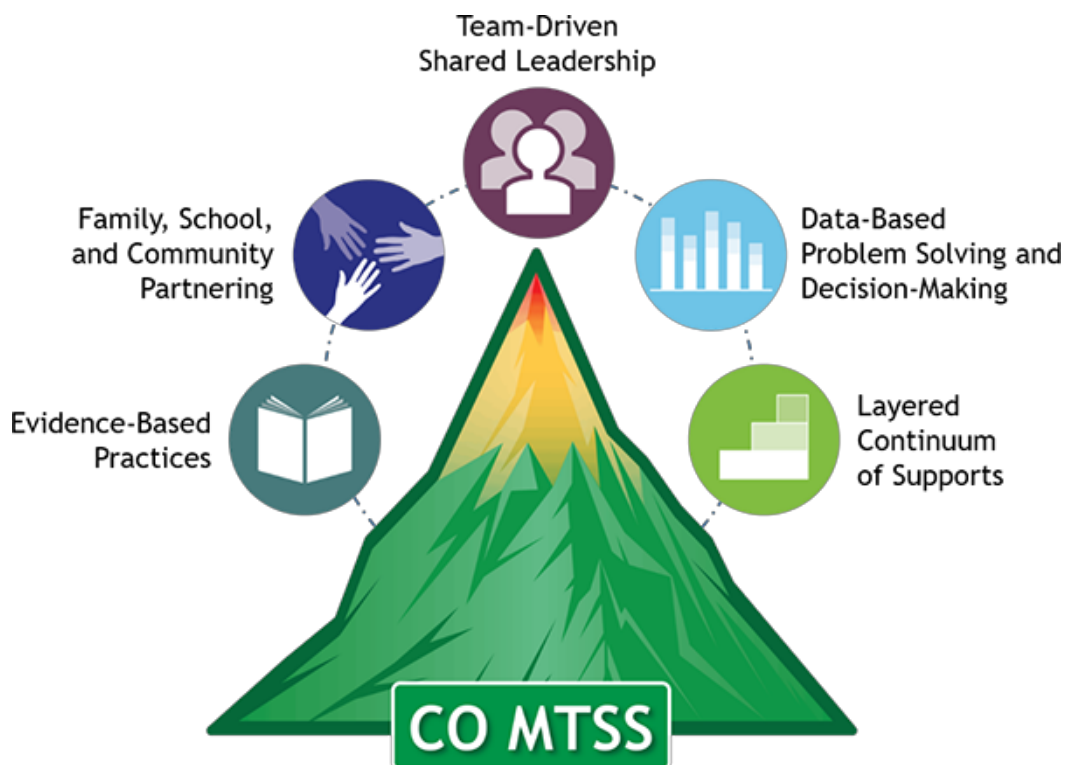
Connecting ALP and MTSS

Climate
Every student may require special support structures at different times.
Individualized planning facilitates implementation of special provisions that lead to student success.
Learning is a shared responsibility of enthusiastic, effective educators, students, and families.
Systemic infrastructures in the school system permit open dialogue, data analysis, and informed instructional decisions for determining programming options for individual gifted students.

Leadership
Sets a proactive, positive tone in the school environment in terms of gifted programming.
Supports the diversity and learning needs of every student.
Provides professional development, time for coaching and team dialogue about gifted education and social-emotional needs of gifted students.

Problem Solving
Team focuses on a student's strengths to ensure academic and affective growth.
Team investigates potential gap areas and implements appropriate interventions.

Layered Continuum of Supports
Select appropriate programming options.
Consider flexible grouping and cluster grouping.
Identify appropriate supplemental curriculum.
Use above grade level curriculum if deemed appropriate.
Offer extended and/or expanded learning opportunities.
Provide counseling opportunities.
Conduct peer seminars/groups.

Progress Monitoring
Progress monitoring is as essential for gifted students as it is for other students.
Mastery of knowledge, skills, and understanding requires evidence (no assumptions).
Evaluation of the impact of programming options and interventions on student achievement and growth is a component of discussions for an ALP meeting.
Ongoing, regular progress monitoring and summary assessments will inform decisions about pace, depth and complexity, extensions, and when acceleration is required for growth and achievement.

For more information on MTSS: https://www.cde.state.co.us/mtss

Appendix D

Twice-Exceptional Students: Students Identified as Gifted with a Disability

Students who have been identified as gifted under state criteria and have been identified with a disability under federal and state criteria are termed "twice-exceptional" students if their disability qualifies them for either an IEP (individual Education Plan) or a 504 plan under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). These students will have two plans, either the IEP or 504, and their Advanced Learning Plan (ALP).

Because there are two separate plans, the need for collaboration among educators is critical, both in the creation and management of the plans and in the educational programming that meets the student's needs.

All students have both strengths and weaknesses or areas of concern, but a twice-exceptional student has strengths and difficulties of such exceptional degree that both qualify them for specialized programming. The twice-exceptional student may be very difficult to identify or even to recognize, because the student's strengths and weaknesses may mask each other. There are three situations in which we generally find a twice-exceptional student:

- Identified as gifted yet exhibits difficulties in school
- Identified with a disability but exceptional abilities are unrecognized and unmet
- Abilities and disabilities mask each other – student is not identified for either exceptionality

Often, the twice-exceptional student in the third situation, the "hidden" twice-exceptional student, comes to the attention of educators only because of extreme behaviors. By that time, the focus is on getting rid of the poor behavior, not looking at the underlying causes for it.

Since a twice-exceptional student may be first recognized as such by a general classroom teacher, a special education teacher, or a teacher of the gifted, that person must take the initiative to involve other teachers who may have or may need to have responsibility for the student's instructional program. In addition, specialized service providers, such as those who may work with the student's specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists, or social workers), need to be in the planning loop so that collaboration may begin as soon as possible.

Collaboration among gifted education, special education, general education, and families should begin as soon as paradoxical characteristics and behaviors or discrepant data are noted. An established Multi-Tiered System of Supports (MTSS) makes this more likely and increases the chances that the student will begin receiving interventions right away, both to nurture the strength and to compensate for the weakness. As the problem-solving process continues, the need for accurate and thorough data is crucial.

The more data collected for identifying the twice-exceptional student, the better informed the team will be to create a thorough and accurate ALP, as well as to add information to the student's IEP or 504 Plan.

The 7-Step Process

The process for creating a standards-aligned ALP for a twice-exceptional student follows the same steps as it would for any gifted student. In **Step 1**, there may be a larger group of people that need to be involved including other teachers who may have or may need to have responsibility for the student's instructional program. In addition, specialized service providers, such as those who may work with the student's specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists, or social workers), need to be in the planning loop.

In **Steps 2-3**, special attention is needed because the student will likely have very discrepant data. The identification process will already have shown the team that the student, aptitude or cognitive ability, and their achievement are vastly different from each other

Step 1
- **Families, relevant staff, and student are notified of the ALP cycle and provided opportunities for involvement.**

Step 2
- **Gather and analyze data.**

Step 3
- **Synthesize data to determine present levels of academic achievement and growth.**
- **Establish student learning target.**

Step 4
- **Consider the capabilities, confines, conditions, and contexts of the system.**

Step 5
- **Develop annual, measurable achievement and affective goal(s).**
- **Identify instructional practices to support goal attainment.**

Step 6
- **Teacher and student monitor progress throughout the semester/year.**

Step 7
- **Data are collected to determine goal attainment.**
- **Information is shared with families and students at an annual review.**

In addition, disruptive behaviors are often developed by the student of high ability who is frustrated with the inability to fully demonstrate and communicate that ability. The team must concentrate on teasing out the *reasons* for poor behavior and the *true* academic needs. Academic targets for twice-exceptional should be as rigorous as are those for gifted students without disabilities. The difference is that accommodations may need to be in place for the student's disability, so that the student does not experience barriers to the achievement of rigorous targets.

Educators may find they need to stretch the boundaries of what they normally consider the capabilities and conditions of the system at their school or in their district when they think about the needs of the twice-exceptional student in

Step 4. Recent research indicates that many successful people, especially those whose work involves creativity and problem solving (e.g., entrepreneurs and inventors) are not only highly gifted, but also have some type of learning disability. Meeting the combined needs of a student with high-level thinking ability and insatiable curiosity while also helping them learn the basics of reading or learn simple organizational skills will most likely involve changing the status quo, not for every student, but certainly for this particular twice-exceptional student.
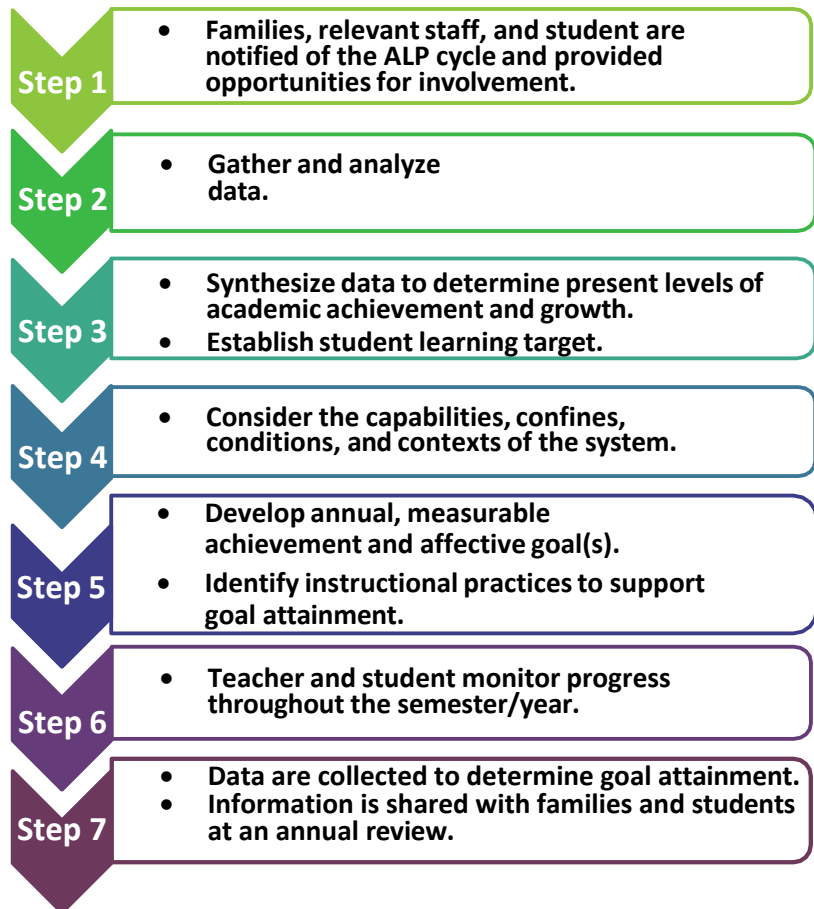
In **Step 5**, the academic learning goal will still need to be based on the student's area of giftedness. It is a common misconception that twice-exceptional students must first work on their area of disability before they are "permitted" to work on their strengths. More than twenty years of research shows that developing the gift is so important to the student's motivation and future success that it must be considered ***before*** devoting instruction to the student's area of disability. (See *Gifted Child Quarterly, 57*(4), 2013, for a retrospective on this research and new research on twice-exceptionality.) Remember that the student's IEP or 504 Plan will address his/her disability.

Instructional practices to help the student meet the academic and affective goals may be drawn from evidence-based practices in gifted education or special education, but successful implementation may require practices that are different from those in either specialty. This "third type" of differentiation is very individualized because it must be based on the student's specific strength(s), specific disability, and the interaction between the two exceptionalities. The team approach is especially helpful in generating ideas for such unusual circumstances.

Steps 6-7 are similar to those taken for gifted students without disabilities. Because progress monitoring is being done in connection with two different plans, however, the need for communication and collaboration continues.

For more information on twice-exceptional students: https://www.cde.state.co.us/gt/twice-exceptional