

Why Affective Goals?

*ALPs for the Whole
Gifted Child*



JEFFCO PUBLIC SCHOOLS





JEFFCO GENERATIONS

A Learning-Centered
Vision for our
Community's Schools



JEFFCO PUBLIC SCHOOLS

READINESS FOR LEARNING

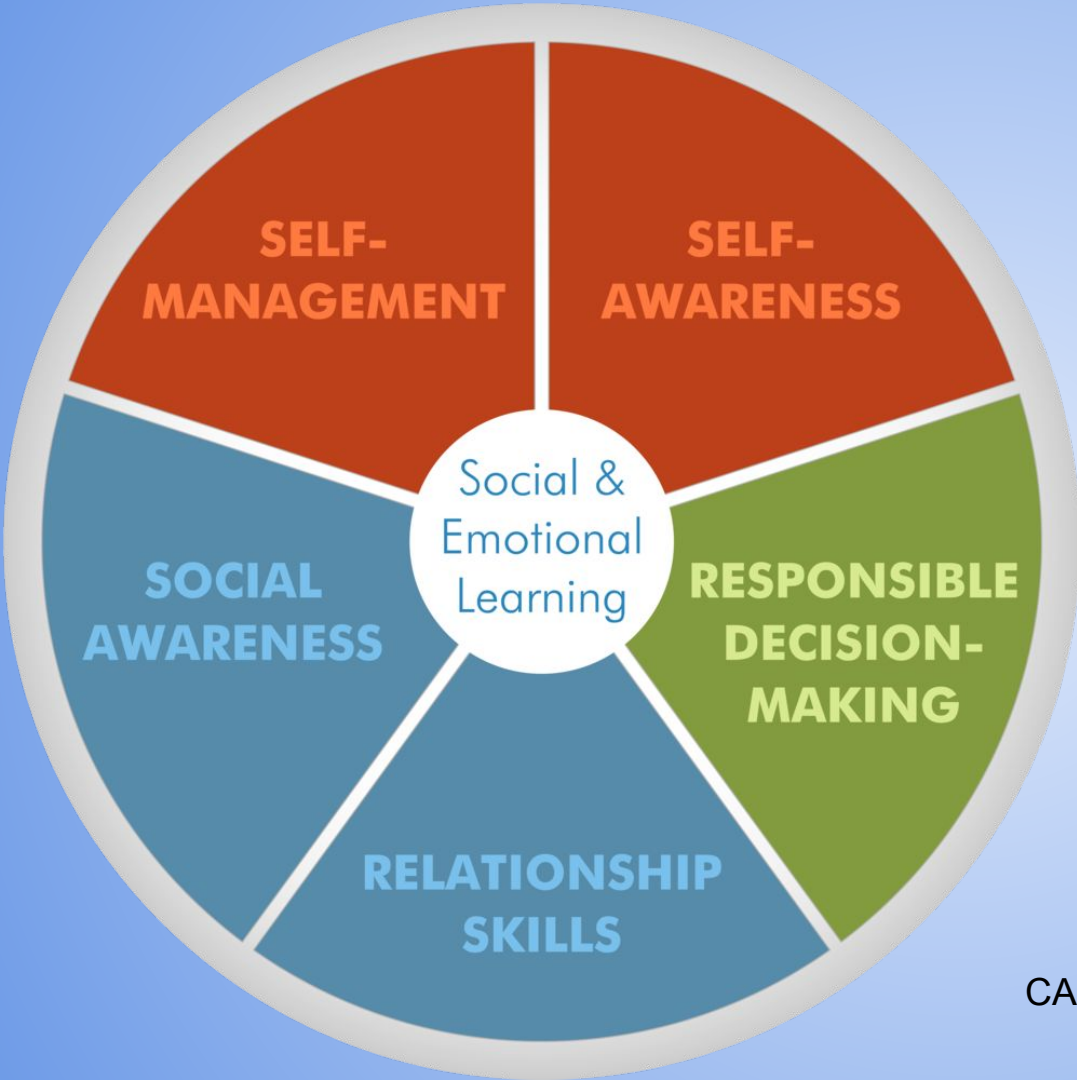
- Social-Emotional and Counseling Supports

“Students who are socially and emotionally healthy can focus their attention and energy on learning” -- Dr. Jason Glass



Affective /
Social-Emotional
Learning is infused
throughout the
curriculum to develop
the **Whole Gifted
Learner**





Affective ALP Goals

How can we infuse
Social-Emotional Learning
into our Advanced Learning
Plans?

Into our daily classroom
instruction (TASK)?

CASEL Competencies



When affective issues are addressed and social emotional needs met, gifted students face their challenges with emotional balance and appropriate coping mechanisms that promote success in reaching personal potential rather than failure to do so.

-- Annemarie Roeper

Advanced Learning Plans

“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 ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations” [12.02(2)(f)(v)].

“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.”



Definition

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

*A written record of a gifted student's strengths, academic and **effective learning goals** and the resulting programming utilized with each gifted child and considered in educational planning and decision making. 12.01(2)*

Description

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**. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. 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.

Key Indicators for Implementation

- ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and **affective needs**
- ALP is considered in planning for post-secondary readiness
- If ALP is blended into ICAP, gifted achievement and **affective goals are included**
- ALP articulates a transition process when students move to next schooling level
- ALP includes a student profile
- Annual, standards-aligned achievement goals developed for student's strength area(s)
- **Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency**
- Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals
- Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress
- **ALP development includes teachers(s), student, parent and support staff as appropriate**
- Parents, teachers and the student are notified about ALP development
- **Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals**
- Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP
- Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming
- **Students are active participants in the ALP process**
- ALPs are managed within the school cumulative record system and are transferred between grades and school levels
- Evidence of parent engagement in the ALP development

CDE Requirements

ALPs are “a written record of a gifted student’s strengths, academic and ***effective*** learning goals, and the resulting programming utilized with each gifted child and considered in educational planning and decision making.”

[ECEA Rules, 12.01(2)]



An Introduction to the Why...



A GT Department Film: Teacher Tutorial Series



0:09 / 5:17



Beyond Compliance, Toward Commitment



READINESS FOR LEARNING

- Social-Emotional and Counseling Supports

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