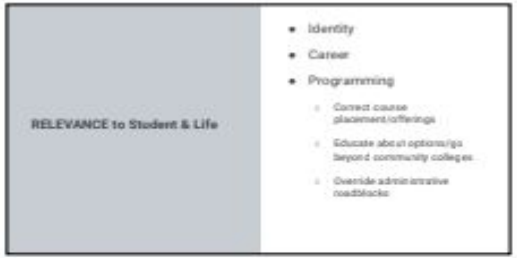
Secondary ALP

Options for collection and managing

NECESSARY CONSIDERATIONS FOR A VALUE ADDED ALP



Relevance

Collaboration

Interface/Platform

Compliance

Scalability

RELEVANCE to Student & Life

- Identity
- Career
- Programming
    - Correct course placement/offerings
    - Educate about options/go beyond community colleges
    - Override administrative roadblocks

Collaboration

- Who is driving?
- Keep it fresh/progress monitor
- Voice of ALL stakeholders
  - Student
  - Teachers
  - Parents
  - District/State

Interface/Platform

Integration with ICAP/Naviance?
Enrich?
Campus?
Micro credential Badges?
Passports?
Google?
Some combination?

Compliance

- Required components
  - Academic/Affective
  - Strength/Interest based
  - SMART goal
  - Standards-Based
  - Rubrics
    - Single column?

Scalability

Manageable

Oversite

Accessible

Affordable

Why Advanced Learning Plans?

- **Best practice** for advanced learners is *self directed, goal focused*
- **Students learn better**/remember more when learning is relevant
- Working toward goals and assessing progress is a lifelong skill

Jeffco Generations

Content Mastery

Civic & Global Engagement

Communication

Critical Thinking & Creativity

Self Direction & Personal Responsibility

Job Shadow

Internet research

Interview an expert in your field of interest

Self-advocacy

Attend a Job/college fair

Interview skills

Intern

Executive Function

Good for all...

Portfolio

Volunteer

Crucial for Gifted Learners

Resume

Attend a professional conference

Compete/Present at school, local, and state levels

Curriculum Vitae

College Tour

Instructional support

- Goals may be based on strength OR interest
- Teachers should be advised/willing to modify assignments for goals
- Help Students keep goals in mind
- Embed SEL instruction as indicated

Data Collection/Storage

What we've been doing:

- Collect all goals on Naviance (separate from ICAP)
  - Can be accessed by counselors and some teachers
- Collect all goals through Google Classrooms
  - Can be personalized by school

Special Note: We're trying something new, too...stay tuned!

Life Cycle:

1. Set Goals by mid-October
2. Progress monitor December 15-Jan 30
3. Close out by May 4

Strategies that haven’t worked

- Via email
- Self-directed instruction
- Open-ended SEL goals
- Grade-based goals

Strategies with mixed results

“GT students wait after ICAP and do some more”

Strategies that have worked

Collection through specific course (ELA)

ALP cluster Access

Center classrooms

Instruction based on:

- “Attainable”--what’s in your power?
- Management of time and materials

NEW Sample Pilot

Married ICAP/ALP via Naviance

- *Field testing has begun this week*
- *Minimal number of schools*

6th Grade

Naviance unavailable at most schools

Use Google Classroom/SOARS

(This is the common Jeffco practice for K-6)

Links to Instructional support

Drive

Link to MMTS for Meaningful and Collaborative Elementary ALP

Link to MMTS for Secondary Affective Goals Resources

Sample Goal Survey

Google Classroom Sample

Merged Naviance Sample Survey

Questions?

LogoType™

Personalized Learning with Project Based ALPs

ALLPPT.com _ Free PowerPoint Templates, Diagrams and Charts

District Background Info

Archuleta 50 Jt

We are a rural, Title 1 District

Archuleta 50 Jt

District enrollment ~ 1,600 Students

(~ 10% of student population comes from the Jicarilla Apache Reservation in New Mexico)

Identified Gifted = 68

Secondary ALPs = 23 Middle School + 32 High School

Gifted Staffing= .75 FTE Gifted Coordinator + 6 Gifted Lead Teachers at the Secondary Level

Gifted Lead Teachers

Full time classroom teachers that receive a stipend to take on gifted responsibilities.

These responsibilities include:

- Advocating for gifted students, leading discussions regarding gifted students and their ALPs within their team. Ie: making sure gifted are not forgotten
- Serving as extra support in concert with Gifted Coordinator to help students set project goals and monitor progress
- Assist Gifted Coordinator with scheduling student meetings, communicating with grade level team
- Provide at least 2 outside of class, and outside of duty hours, enrichment opportunities/ field trips

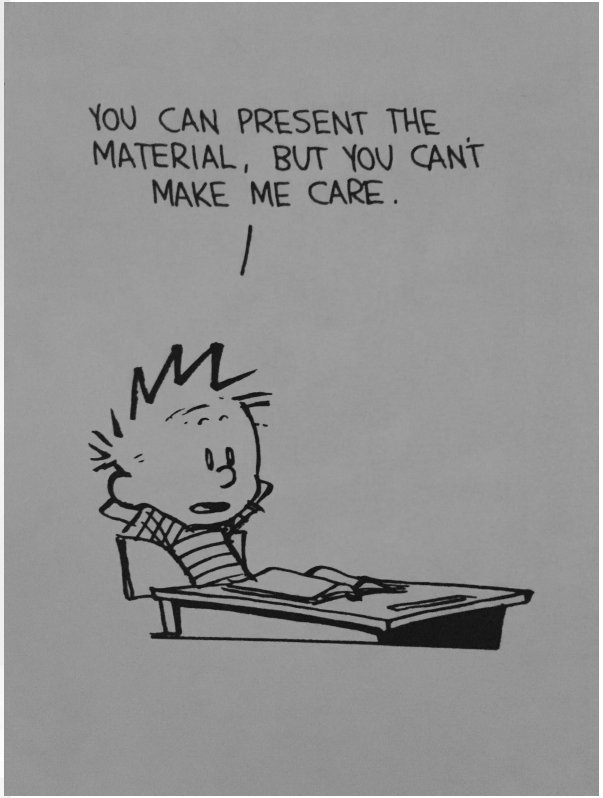
Middle School Gifted Leads

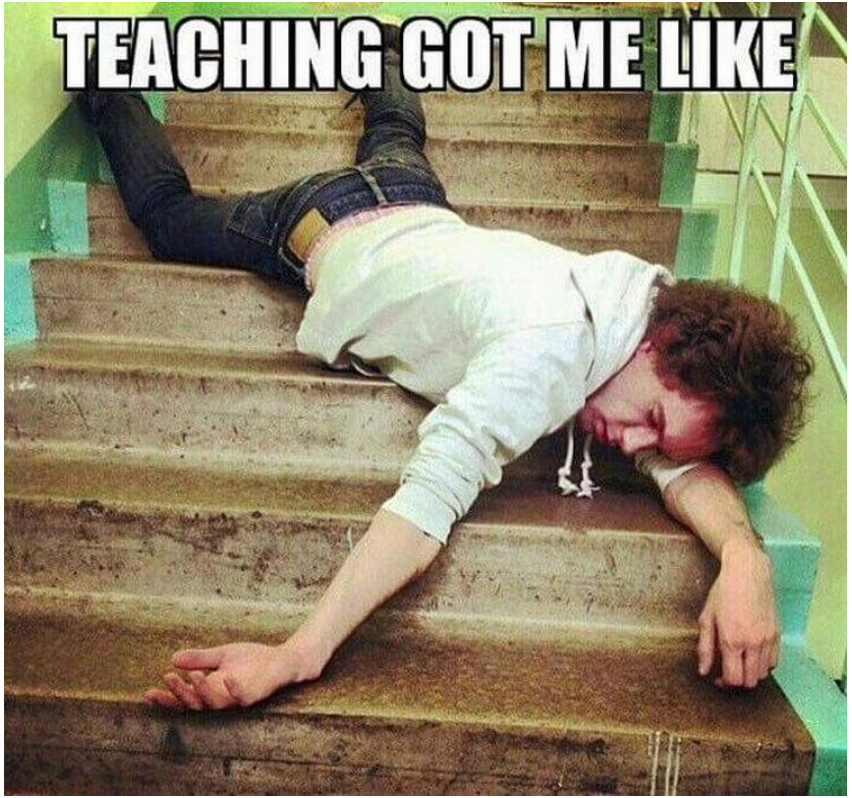
5th gr Science Teacher, 6th gr Science Teacher, 7th gr Social Studies Teacher, 8th gr Science Teacher

High School Gifted Leads

One HS Math Teacher, One HS LA Teacher

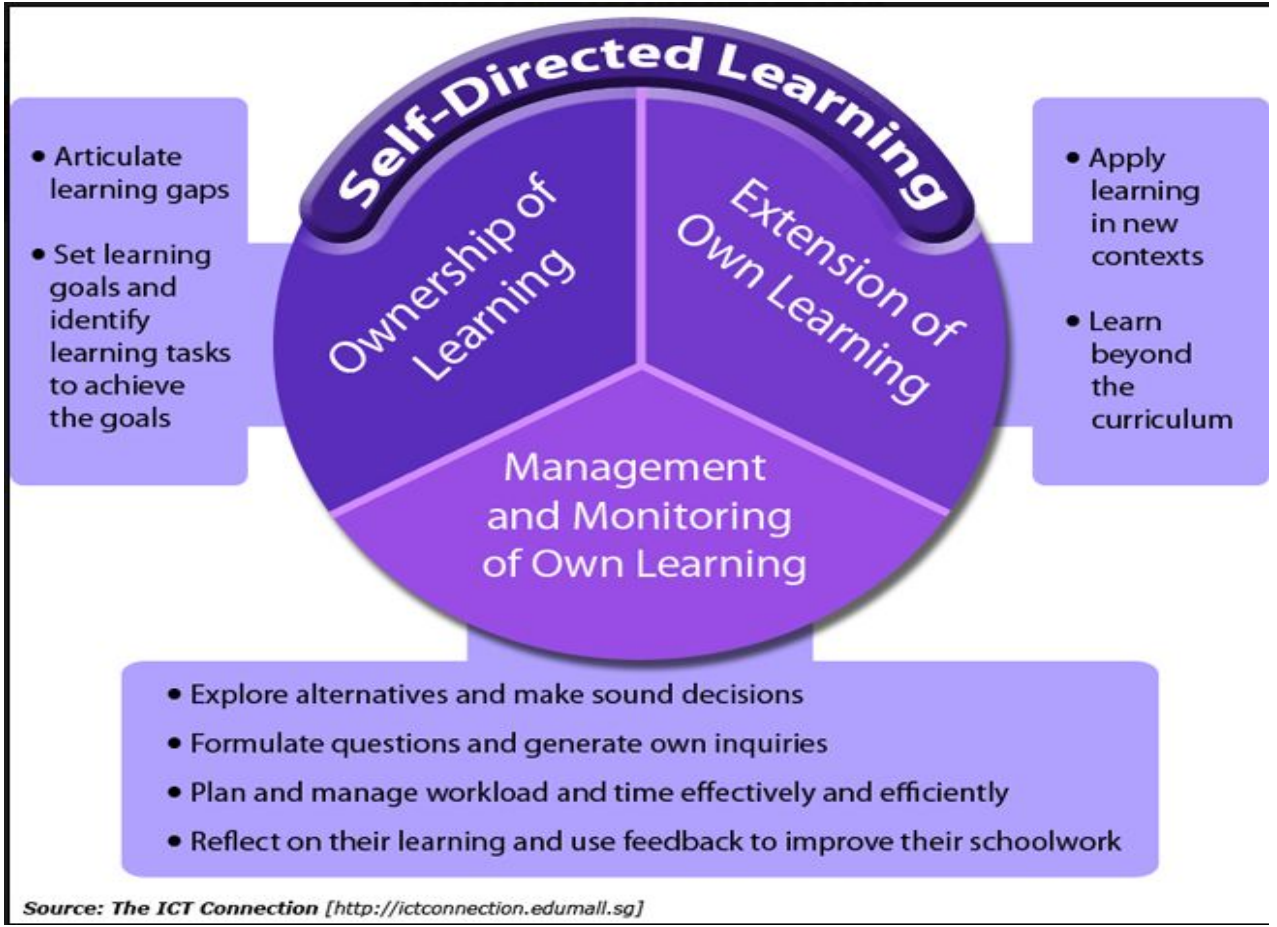
Secondary ALPs



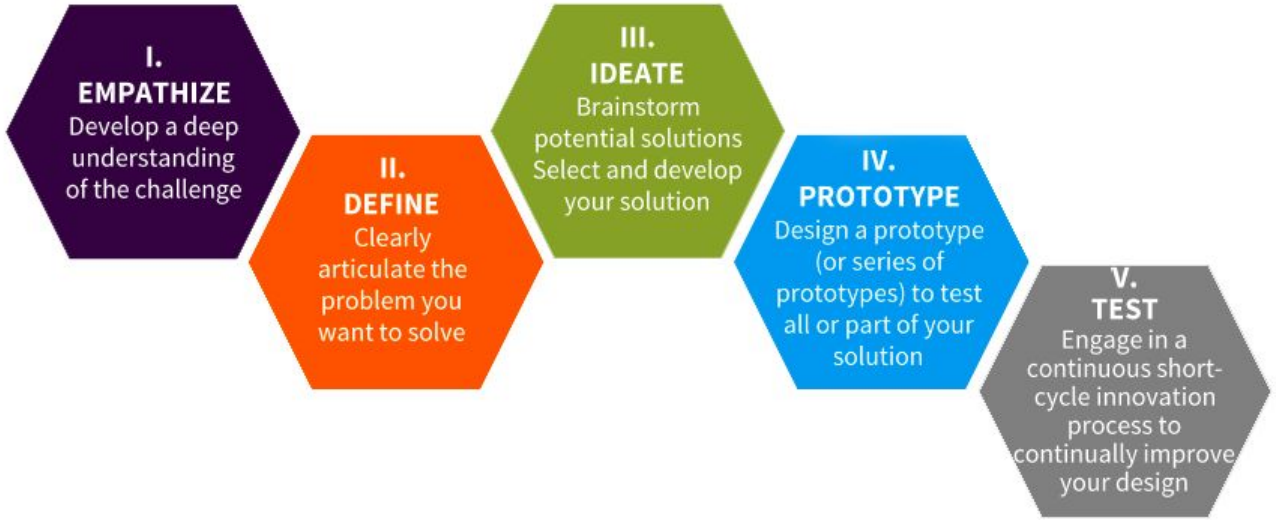


Project Based ALPs

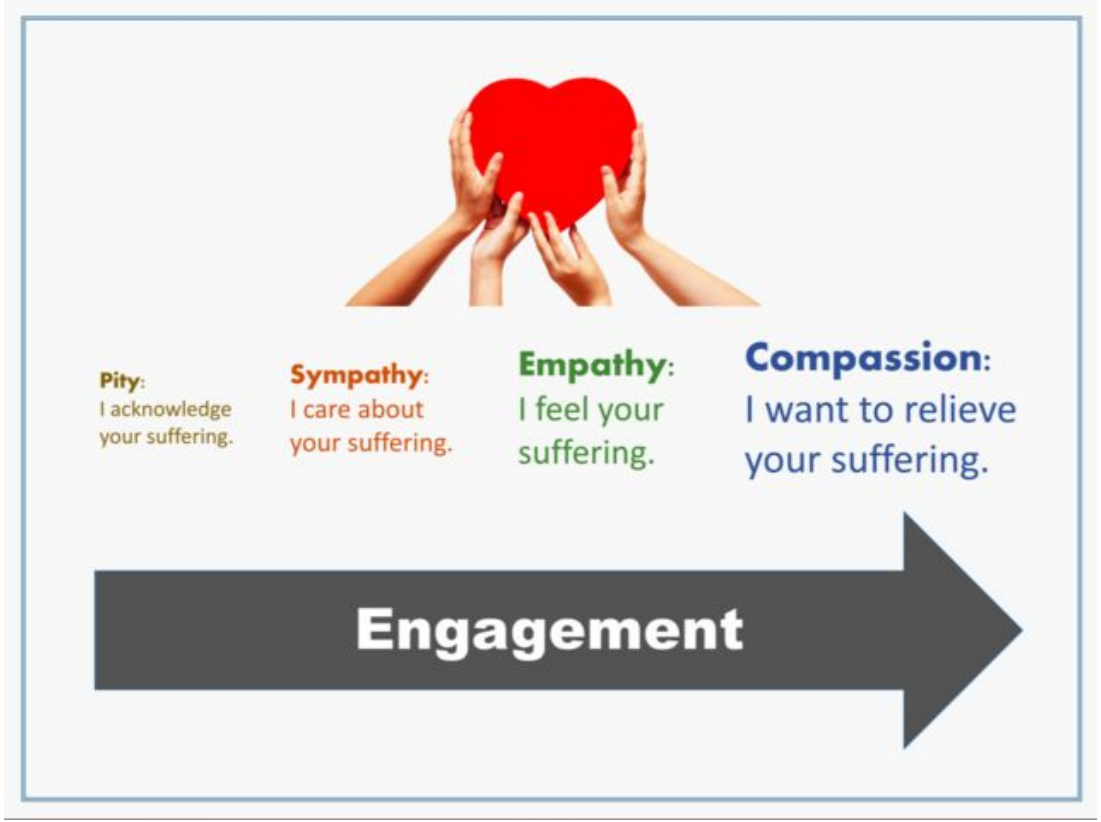
- Self directed learning
- Student Centered
- Personalized
- Empowerment
- Passion
- Creativity

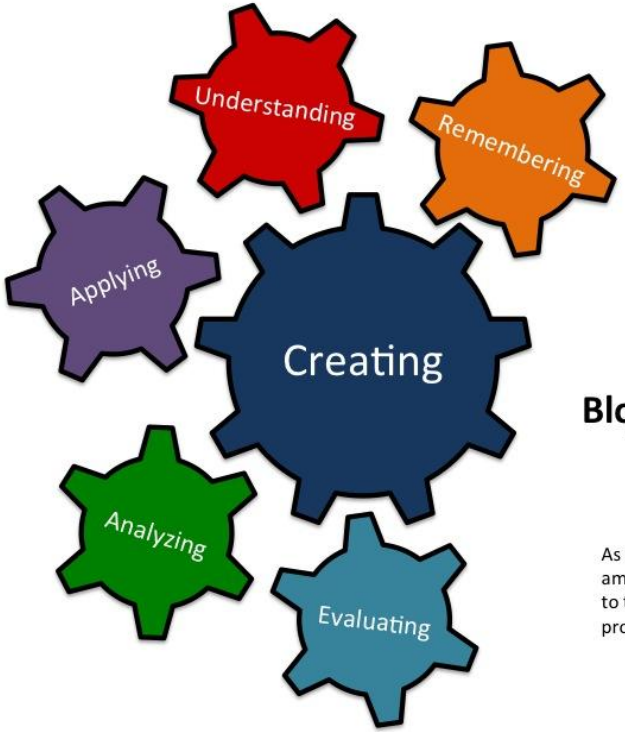


Design Thinking Process



Why Start With Empathy?





Bloom's Revised Taxonomy

The interlocking of cognitive processes

As one encounters new content, the ability to move among the cognitive levels as needed is important to the acquisition of knowledge. The creating process involves aspects of all of the levels.

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Example- Kinetic Motion Machine

Source of empathy= spending time in Children's Hospital for multiple surgeries utilizing interactive sensory wall

Completed project will now be donated to center based Sped Program here at the school

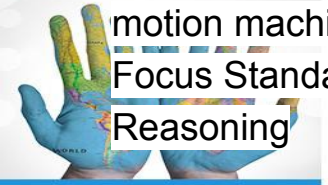
Interest/Passion= science, making neat stuff

ALP Goals

Language Arts Learning Goal:

I will conduct research regarding design ideas for a kinetic motion machine. As a part of my research, I will also read about Newton's Laws of Motion and other Physical Science theories and explanations pertaining to movement and motion. Using my research, I will create a kinetic motion machine for ping pong balls. For example, I might build a roller coaster for ping pong balls that includes several design features. I will then explain my design features and the motions of the ping pong balls in terms of Newton's Laws of Motion or other scientific theories regarding motion by writing a research paper. I will work on my research and research paper using a Chromebook during class time in Reading, Writing, Math, Science and Social Studies as my teachers think is appropriate. I may also work on my kinetic motion machine and research paper during my free time if I choose. I will discuss my research, paper and kinetic motion machine with Mrs. A and Mrs. M at least once each week. Mrs. A and Mrs. M will help me to review my research paper using a rubric before I share it . I will share both my research paper and kinetic motion machine during a project presentation event on 5/19.

Focus Standard: Reading, Writing and Communicating Fifth GradeStandard: 4. Research and Reasoning



Math Learning Goal:

I will research and find solutions to real world problems related to my kinetic motion machine. I will ask questions such as

What is the diameter and or circumference of a ping pong ball?

What is the diameter of tubing that I will need to use in order to allow the ping pong balls to move freely or as I have designed them to?

What would be the most appropriate height for the starting point of the ping pong ball in the kinetic motion machine?

What would be the most appropriate height of obstacles and features in the kinetic motion machine?

What would be the most appropriate distance between obstacles and features in the kinetic motion machine?

At what speed do the balls travel when in the kinetic motion motion?

Using the questions above I will calculate and accurately measure all of the components of my kinetic motion machine. I will share the final design of my kinetic motion machine on 5/19.

Focus Standard:

Mathematical Practice Standard 2 :Reason abstractly and quantitatively.

Social/Emotional Goal:

I will develop my leadership skills by demonstrating initiative in planning and organizing my ALP Project. I will accomplish this by establishing project timelines for myself and adding them to my google calendar. Both Mrs. A and Mrs. M will assist me in creating project timelines. I will check in with both teachers about my project about once a week to see if I need to add tasks related to my research and kinetic motion machine on google calendar. For example, I will choose one element from the Research Paper Rubric to be completed and added to my calendar each week until my research paper is completed.

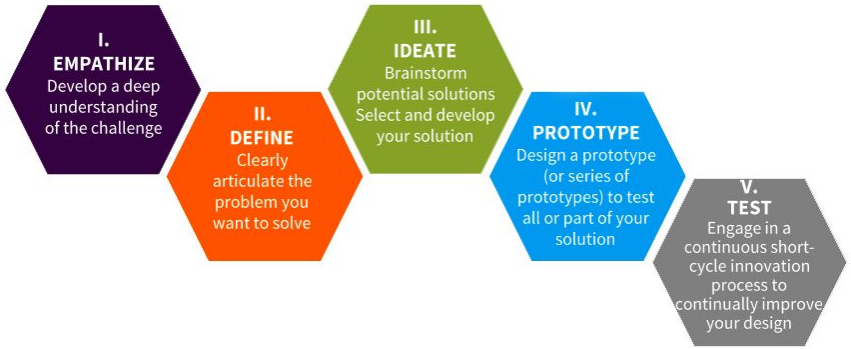
Focus Standard: CDE Gifted Education Leadership Standards
1.2 Student plans & implements organized projects.

Structure

Planning, Planning and more Planning

- Gifted Coordinator meets with all gifted MS students once per month for Advisory by grade level
- HS meets once per quarter for Advisory all grade levels
- MS Gifted students are clustered into Advisory with Gifted Lead Teacher
- Gifted Coordinator meets as needed with gifted leads and content area teachers as a support and Differentiation Coach
- GT Coordinator supplies students with personalized project specific resources; websites, tools, research, rubrics

ALP Meeting



Present: student, parent, main content area teacher, gifted coordinator

Scheduling: Middle School- ALP Meetings are scheduled during the planning time of the main content area teacher

High School- Trying something new, Parent Teacher Conferences

Agenda:

Student is sharing plans and ideas, asking questions

Parent is typically helping students problem solve and set timelines

Gifted Coordinator & Teacher are sharing resources and discussing specific plans for how and where student projects will fit into the curriculum/class time

Gifted Coordinator facilitates collaborative development of SMART goals

Process

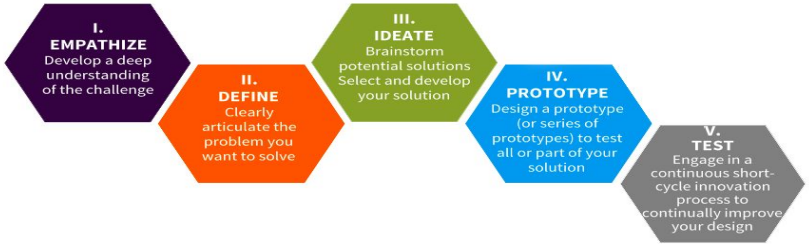
A statement from last year's 5th gr Gifted Lead

This year all the gifted/talented students in 5th grade have been working on independent ALP projects. The students self-selected their projects in their area of strength. The projects are impressive and diverse and range from designing a pump bike track to coding a video game to writing a novel to aquaponics to designing a kinetic ball machine to name just a few. However, the most impressive part of the projects have been the student excitement and ownership of their learning. The students impressively work independently on this while at school and at home. They are learning to advocate for themselves through these projects at times when they are doing something in class they are proficient on, they will ask if they can instead have time to work on their projects. They are also seeking help from different teachers as they need support. It is exciting to see what they students are creating.

Roles

- Self Advocacy is built into the entire process. Did you discuss your project idea with your Gifted Lead Teacher? With your _____ content area teacher? What is your plan for? Do we need to send that teacher an email? So the student really takes on a leadership role. With support of course!
- Gifted Coordinator is behind the scenes. Sharing specific project resources with students and teachers. Emailing websites, tools, resources, rubrics. Meeting with Gifted Leads and content area teachers. Helping teachers examine standards discovering where ALP Projects fit into their curriculum and how to manage.
- Gifted Lead is visible daily face to face contact for students and content area teachers. How is your project going? What do you need?

Parents



Parents are notified for every student meeting with Gifted Coordinator via email and input is welcome at each step. Gifted Leads also have contact with parents and discuss ALP needs during PT Conferences.

Because so much planning goes into projects beforehand, the ALP meeting is reserved for creating a specific plan of action the how, what, where and when of the project and collaborative creation of SMART Goals.

Parent attendance at ALP Meetings is over 90% for the Middle School

HS= parent input came from shared google forms and email

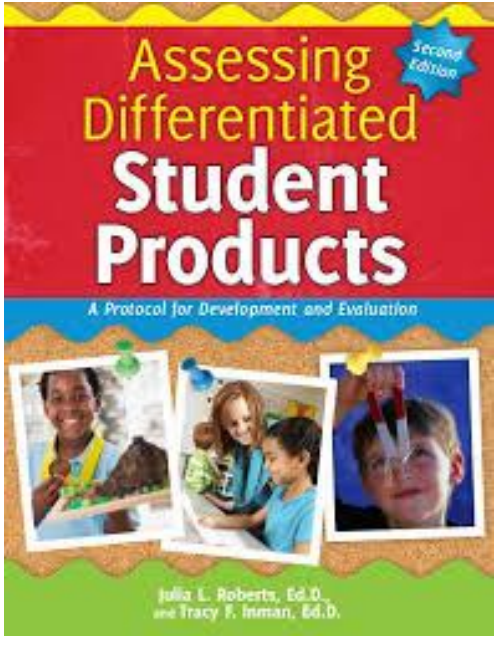
Trying something new at PT Conferences this year.

Student Symposium

Process ends with a Student Symposium where students are invited to share their projects and work with the public as well as each other.

Resources

http://www.enetlearning.org/register-for-courses/pmief-introduction-into-project-management-17/?utm_source=eNetLearning&utm_campaign=c93246245c-December_Course_Opportunities_2017&utm_medium=email&utm_term=0_3206cfa8c2-c93246245c-711179817&ct=t%28December_Course_Opportunities_2017%29&mc_cid=c93246245c&mc_eid=722b1f8c97



Feel free to email me

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DPS HSGT: ALPs

Authentic, Wise and Otherwise

Background: Meeting the **Meaningfulness** Challenge

- Authenticating an ALP for today's young adult
- Authenticating ALPs for a world class city
- Mediating ALP communications
- Navigating multiple ALP systems/options
- Good faith efforts and compliance goals

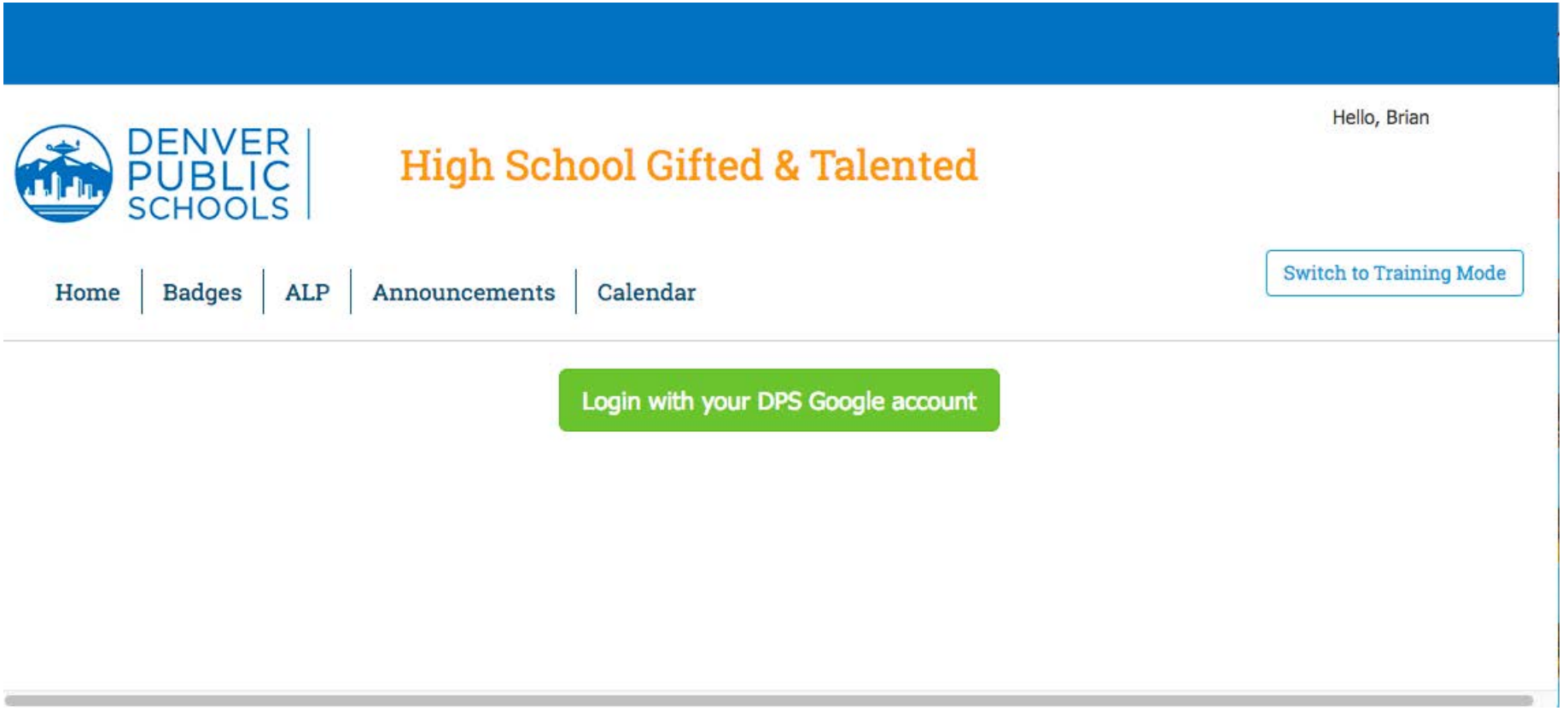
Management Phase 1: '17/'18: Website to Mobile

- Establishing community, common language
- Calendar and announcements
- Secure ALPs on mobile devices
- ALP Survey/Worksheet
- ALPs incentivized, Digital Badging
- College Recommendations
- "Uniquely GT" v Rehash of other programs
- QR Code Consultation Prompt

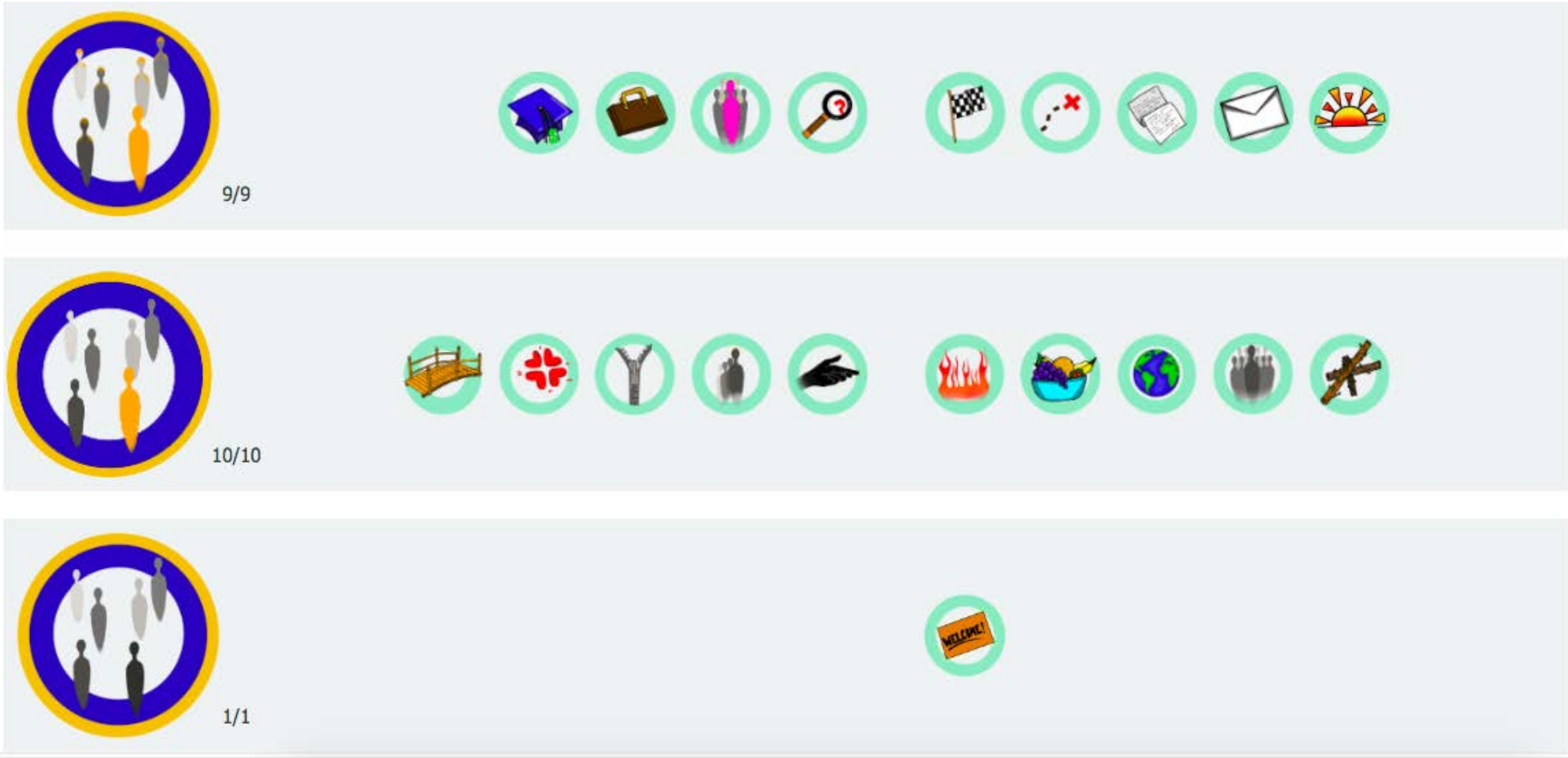
Management and Standards-Based
Phase II: ‘18/’19: Progress Monitoring

- ***The Curricular Vitae (CV) micro first and fast***
- Microcredentials and Badges
- Constituent, Stakeholder, Executive, Board, Specialist
- Approximation of 4-year HS trajectory
- Flexibility for asynchrony, multipotentiality
- Grouping by badge status, programming tool
- Building staff capacity for user rights

DPS ALP Login



Microcredentials and Badges



Implementation

Phase III: ‘19/’20: Sustaining Relevance

- Systems challenges: Charters, Old/Others, creation of a similar system
- Relevance in a world that changes every day
- Intergenerational relevance and wisdom
- Economy of the ALP and extrinsic rewards
- Sustaining “little red schoolhouse” wisdom
- Helping gifted young/young at heart adults

Questions and Conclusions