Go Slow to Go Fast

Strategic planning towards quality standards based ALPs

February 26, 2016 State Directors’ Meeting

Objectives

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

Go fast enough to get there, but

Slow enough to see.

Mesa Administrative Unit – Heather Baskin

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

MCVSD 51 - Past

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

ALP Goals

- Academic and Affective
- Services provided by
- Where
- Schedule
- Strategies
- Materials
- Measurement tool
- Progress Monitoring Notes
MCVSD 51 – Present/Future

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

Google – Envisioning the Future

- Small Change
- Big Change

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

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

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

Why
Who
When
Where
What
How

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

Begin to Ask “Change” Questions

Why
Who
When
Where
What
How

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

Begin to Ask “Change” Questions

Why
Who
When
Where
What
How

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

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

Thompson School District–Carol Swalley

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

Beginning Dialogue

- Starting in January before the rules were passed, I talked about this transition with staff at every staff meeting
- We discussed the new rules using the crosswalk tool and what changes we would need to make to be in compliance
- Several teachers agreed to work over the summer to support the transition to standards-based ALP goals
Summer Work
- Started by discussing the implication of a move to standards-based ALP goals
- Agreed to focus on math practice standards rather than math content standards
- In ELA, the focus would be on the “overarching” standards that appear in more than one grade level
- This would allow us to work with students during the whole year

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

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

Example
Reading: Informational Text and Literature

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

Example
Numbers & Operations in Base Tens

<table>
<thead>
<tr>
<th>Specific</th>
<th>So and so will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the place value system (CCSSMath.Content.5.NBT.1-4) Generalize place value understanding for multi-digit whole numbers (CCSSMath.Content.4.NBT.1-3) Use place value and operations to perform multi-digit arithmetic (CCSSMath.Content.3.NBT.1-3)</td>
<td></td>
</tr>
<tr>
<td>Measureable</td>
<td>As measured by unit and benchmark assessments As measured by performance assessment and challenge card activities at the extension level</td>
</tr>
<tr>
<td>Attainable</td>
<td>90% or higher Exemplar level</td>
</tr>
<tr>
<td>Relevant</td>
<td>Time-bound</td>
</tr>
</tbody>
</table>

Example
Affective -

NAGC Affective Standards
See affective goals folder
Suggestion: Utilize the TSI Affective scales as a pre-assessment for students to determine an area to focus. Then create an affective smart goal utilizing the Menu of Options for ALP Affective goals for wording options.

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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Attainable</td>
<td></td>
</tr>
<tr>
<td>Relevant</td>
<td>Time-bound</td>
</tr>
</tbody>
</table>
Example

Thompson School District Student Affective Self Measurement Scales

<table>
<thead>
<tr>
<th>Emotion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joy</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disinterest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Management

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Record data</td>
</tr>
<tr>
<td>2</td>
<td>Summarize data</td>
</tr>
<tr>
<td>3</td>
<td>Analyze data</td>
</tr>
<tr>
<td>4</td>
<td>Interpret data</td>
</tr>
</tbody>
</table>

Organization

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organize information</td>
</tr>
<tr>
<td>2</td>
<td>Create outlines</td>
</tr>
<tr>
<td>3</td>
<td>Use visuals</td>
</tr>
</tbody>
</table>

Evaluation

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set goals</td>
</tr>
<tr>
<td>2</td>
<td>Assess progress</td>
</tr>
<tr>
<td>3</td>
<td>Reflect on learning</td>
</tr>
</tbody>
</table>

Example

Adams 12 School District
Roger Dowd

- Adams 12:
  - 30 K-5 Elementary Schools
  - 8 Middle Schools (6-8) + 1 alternative middle school
  - 3 K-8 schools
  - 5 comprehensive high schools, 2 alternative high schools & 1 CTE program
  - 4 charter schools
  - Stipend GT coordinators at each school (extra duty)
  - 42,000 students

Example

Middle school sample arte task

1. The student will write a short (500 word) narrative each year to describe real or imagined experiences or events using affective techniques, well chosen details and relevant abstracts. This assessment assesses the quality and depth of the narrative.

2. The narrative describes the setting and action, and shows the relationship among experiences and events.

3. The narrative is written in clear, careful prose which shows knowledge of language and style.

4. The narrative is well organized and flows smoothly.

5. The narrative is free from spelling, syntax, and other errors.

6. The narrative is interesting, engaging and well written.

7. The narrative is well written and displays a clear understanding of the target audience.

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Two elementary schools with less than 20 students identified at this time

One middle school with 30 students identified

One high school with 70 students identified

3,000 students

100 teachers

One full time teacher in each building who receives a stipend to be the gifted education liaison for the building

One part-time gifted education coordinator

If you want to go fast, go alone.

If you want to go far, go together.

African Proverb

Culture and Climate

No consistent process in place for ALPs

Behind on timeline to write ALPs for this year

First time teachers were asked to write the ALPs

Confusion, frustration, no idea where or how to begin

Executive Bandaid

Go fast alone!

Borrowed other district’s work

Created grade level “choice” goals based on limited standards

Provided all rubrics and measuring tools

Created pre-filled ALP worksheets

Gave building liaison the job to enter into Alpine

Example

Grade Student Personal Writing/Research Goals

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

- Create a short research paper on a specific subject. History, science, or narrative. Information from multiple, print, and digital sources including evidence from primary or informational texts, and primary sources to support analysis, reflection, and research. (CCSS. W. 11-12.8.1.d, 12.10.3.d, 12.11.5.a, 12.12.7.e). Research and keeping track of information to write a piece of historical fiction. Use this information to write a piece of historical fiction.

- Give the student an assignment or task that is not planned and measured using a grading rubric provided by the teacher. The student will then create work that is planned and measured using a grading rubric provided by the teacher. (Example: the teacher provides a rubric for creating a presentation. The student makes a presentation and the teacher grades it.)
Example

Elementary Advanced Learning Plan (ALP) Affective Goals

All identified gifted student are expected to have a standards-based affective goal. Goals for the 3rd-12th grade will be based on the National Association for Gifted Children (NAGC) Personal Competence. “Student with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity.”

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

Affective SMART Goal

The student will improve upon the following Habits of Mind:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

By the end of the school year as measured by moving from (level 1) to (level 2) on the Habits of Mind Self-Assessment.