Student-Directed ALPs in Elementary & Middle School
HELLO!

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Gifted & Talented Educators
Why Student-Directed?

It’s their plan! Why NOT?
Fostering: understanding, investment, ownership, self-efficacy, follow through and task commitment, independence, self-awareness...

Prepping in elementary with the end in mind!
ALP Progression Across Grades

- **Elementary**: Awareness and Involvement
  Adults lead, students participate

- **Middle school**: Gradual Release
  Students use menus, take increasing responsibility

- **High School**: Taking Ownership
  ICAP, students write own goals in Naviance, counselors advise/support
Elementary:
Bringing Them Into the ALP Process
Elementary: Student-Directed ALP Process

Self-Assessments: developing awareness

Goal Setting: reading, math, affective

ALP meetings with parents
Elementary: Sample Goals

Reading:
Lily will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (CCSS L.3.6, 4.6, 5.6, and/or 6.6 - Language Acquisition and Use) using grade level or above texts to increase his/her i-Ready vocabulary score from Level 6 to Level 7 by May, 2016.

Math:
Brian will attend to precision as a mathematical practice measured by direct observation of classroom written work and end-of-unit assessments at 90% or above in the 2015-2016 school year.

Affective:
Jane will explore ideas for organization strategies both at home and school in preparation of middle school with the support of her parents and the GT teacher.

Emily will develop an understanding of self; including learning styles, nature of giftedness, and areas of strength through participation in TAG activities and discussions throughout the school year.
Middle School: Shifting Responsibility
Gradual Release: Working Toward Independence & Buy-In

6th grade: Engaging the Student
- Recalibrating
- ALP huh, what?
- *Educator guides collaboration with student

7th grade: Sharing Responsibilities
- Remember your ALP?
- How are goals going?
- *Educator questions, student directs with support

8th grade: Student Ownership
- Releasing Support
- ALP update, Prepping for High School
- *Student leads ALP update, educator supports as needed
Middle School: 6th Grade ALP Prep

Meet in small groups of identified students

1. Awareness
2. Understanding data
3. Translating data into suggested goals
4. Teacher input
5. Rehearse
6. Arena-style, student-led conferences
Middle School: 7th & 8th Grade ALP Prep

Meet individually with GT Educator

1. Update personal information
2. Review progress toward prior goals
3. Set new goals (using goal menus as needed)
4. Student confers with teacher(s) regarding goals - including Special Ed. as warranted
5. Student confers with parent(s) regarding plan
6. Student returns ALP to GT educator
7. Follow up as needed
Middle School: Newly-Identified Students (6th–8th)

- Contact parents to notify and schedule
- Meet with student to explain
- GT educator meets with student and family
- GT educator confers with classroom teacher regarding goals
Middle School: ALP Goal Menus

Math
Based on Common Core Practice Standards (for metacognition).
Content goals used if desired and needed.

Affective
Based on high-need areas seen in otherwise generally well-adjusted students. NAGC Standards taken into consideration.

Math

Reading
Varied in design. Most created from essential standards or 8th grade content.

Other
Writing, Art, Music, Creativity, Science, etc...

Menus in progress. Goals customized with student using standards for content.
**ALP Goal Menus: Math**

**Math:** Based on Common Core Practice Standards (for metacognition). Content goals used if desired and needed.

<table>
<thead>
<tr>
<th>Standards-Based Language</th>
<th>Common Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \sqrt{-1} ) 💖 Math</td>
<td>I will understand what the problem is asking and use grit to keep trying and not give up.</td>
</tr>
<tr>
<td>I will make sense of problems and persevere in solving them. (Rubric = 1a. &amp; 1b.)</td>
<td></td>
</tr>
<tr>
<td>( \sqrt{-1} ) 💖 Math</td>
<td>I will think creatively about math and think about how numbers relate. Does the answer make sense?</td>
</tr>
<tr>
<td>I will reason abstractly and quantitatively. (Rubric = 2)</td>
<td></td>
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<td>Standards-Based Language</td>
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<td>I will develop and/or participate in a book group focused on analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors as measured by self, peer, and adult reflections.</td>
<td>I will create and/or participate in a book club that compares and analyzes the differences and similarities between a book and movie/play and then decide if the best choices were made to portray the story.</td>
</tr>
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</table>
Standards-Based Language

In order to demonstrate quality comprehension and interpretation of literary texts, I will read at least ___ (#) book each semester at or above my Lexile level from at least four different genres as documented by a student reading log and personal reflection about new genres.

- I will read ___ (#) of novels each semester from at least these four genres each semester.
  ______________, ______________, ______________, ______________

- I will think about the different genres and decide which ones I enjoy the most and why by the end of the year.

Common Language

- Have your own idea? What do you want to improve or learn about in reading?
  - Find evidence in text, themes and ideas,
  - Analyze plot and character development
  - Determine meanings of word and text,
  - Compare different types of writing,
  - Analyze points of view
  - Analyze how literature impacts our daily lives

ALP Goal Menus: Reading

Reading: Varied in design. Most created from essential CC standards or 8th grade content.
## ALP Goal Menus: Affective

**Affective:** Based on high-need areas seen in otherwise generally well-adjusted students. NAGC Standards taken into consideration.

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<th>Affective Needs (Personal) ALP Goal</th>
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<td>I will work to <strong>manage stress</strong> levels by completing an independent book study for helpful tips or attending the Finding Balance class facilitated by the GT Advisor.</td>
<td><strong>Fighting Invisible Tigers: A Stress Management Guide For Teens</strong> by Earl Hipp</td>
</tr>
<tr>
<td>I will improve <strong>organizational skills</strong> by selecting an organizational system and working to use it consistently.</td>
<td><strong>From Worrier to Warrior: A Guide to Conquering Your Fears</strong> by Dan Peters, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Are you always losing papers, forgetting homework, or can’t find items quickly in your binder or locker? An organization system can help!</td>
</tr>
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ALP Goal Menus: Affective

Affective: Based on high-need areas seen in otherwise generally well-adjusted students. NAGC Standards taken into consideration.

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<td>I will practice <strong>self-advocacy</strong> by respectfully communicating my needs and rights in a variety of settings.</td>
<td>This means asking for help or more challenging material when you need it. (...and asking someone else if the first person is not helpful – be persistent &amp; use resources [GT Advisor])</td>
</tr>
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</table>
| I will complete **career exploration** activities throughout middle school. | Year 1: Interests Inventory - online  
Year 2: Research 2-3 careers of interest  
Year 3: Interview someone working in a field(s) you are investigating. |
Questions? Comments?
THANKS!

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✘ Presentation template by SlidesCarnival