



# Advanced Learning Plans

## *ECEA Rules Guidance*

**Office of Gifted Education**

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## FORWARD

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### Readers and Users:

The 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 (ALP)**.

ECEA Rules support the development of an ALP that is *culturally responsive and culturally competent* in order to be **meaningful and purposeful**.

1. ALPs are meaningful and purposeful to the **gifted student** when the instructional plan described in the ALP is implemented with fidelity.
2. ALPs are meaningful and purposeful to the **teacher** providing instruction aligned to the goal(s). Academic 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.
3. ALPs are meaningful and purposeful to **families**. The content within the ALPs describes to families the annual instructional plan to meet the needs of their students and includes data to track progress and goal attainment.

The ALP is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used to guide educational planning and decision-making. There are two components to ECEA Rules for Advanced Learning Plans: **Content** and **Procedures/Responsibilities**. A complete ALP addresses critical requirements of both content and procedures/responsibilities for developing ALPs.

This document was created to serve as a tool when crafting Advanced Learning Plans (ALPs) PK-12. The document has a three-column format and follows the order outlined in ECEA Rule. The left column states the ECEA Rule. The middle column references the [CDE Guidance Worksheet for Contents of an Advanced Learning Plan](#) and Key Requirements for the Gifted Education Monitoring (GEM) process. The right column provides Effective Practices and Resources that Administrative Units (AUs) may choose to follow. The right column also includes links to documents and examples for AU assistance in developing ALPs.



Each AU has the local control to create ALPs that best meet the needs of their learners. When developing individual ALPs, be sure to adhere to all state and local Family Educational Rights and Privacy Act ([FERPA](#)) guidelines, and [Personally Identifiable Information \(PII\) guidelines](#). The data and contents of an electronic ALP must be kept secure.

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**Note: This document is not intended to be a replacement for professional development and/or training for ALP development.**

The ALP **Content** shall include, but is not limited to:

<p><b>ALP Content Based on ECEA Rules</b> <a href="#">ECEA Rules</a></p>	<p><b>ALP Key Requirements</b> <a href="#">ALP Review Form</a> Requirements for GEM Process</p>	<p><b>ALP Effective Practices and Resources</b> This document is not intended to be a replacement for professional development and/or training for ALP development.</p> <p><b>(ALP Development Training Resource - Under Development)</b></p>
<p><b><i>What?</i></b> ECEA Rule</p> <p>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 to guide educational planning and decision-making. The Exceptional Children’s Educational Act (ECEA) is Colorado’s primary law with requirements for the implementation of specific elements and procedures for ALPs.</p>	<p><b><i>Why?</i></b> Addresses ALP Key Requirements</p> <p>The Advanced Learning Plan is a written record of a student’s body of evidence, strengths, learning goals, and programming that supports a meaningful education necessary for the continuous development and growth of gifted and talented students.</p>	<p><b><i>How?</i></b> Using Effective Practices and Resources</p> <p>The Administrative Unit develops and uses a local process that meets conditions of ECEA Rule, designed to create relevancy for gifted and talented students. This process includes collaborative methods for the writing, housing, monitoring, data extraction, and reporting of each ALP.</p>



<p><b>12.02(2)(f)</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● At the high school level, ALPs may blend with the student’s individualized career and academic plan (ICAP) if all content of the ALP is inclusive in the ICAP which includes achievement and affective goals.</li> </ul>	<p><b>Area(s) of Giftedness</b></p> <ul style="list-style-type: none"> <li>➤ General/Specific Intellectual Aptitude Academic Aptitude:             <ul style="list-style-type: none"> <li>● Writing</li> <li>● Mathematics</li> <li>● Science</li> <li>● Social Studies</li> <li>● World Language</li> </ul> </li> <li>➤ Talent Aptitude:             <ul style="list-style-type: none"> <li>● Visual Arts</li> <li>● Performing Arts</li> <li>● Musical</li> <li>● Dance</li> <li>● Psychomotor Abilities</li> </ul> </li> <li>➤ Creative or Productive Thinking</li> <li>➤ Leadership Abilities</li> </ul>	<p>Create an ALP that is a strength-based planning guide for curriculum, instruction, assessment, and social-emotional development and identifies specific skills and concepts the student will master before moving on to new targets.</p> <p>Write ALP goals that are strength-based, attainable, and relevant to the needs and interests of the student based on available data and programming options within the AU.</p> <p>Develop affective goals that reflect personal, social, communication, leadership, and/or cultural competency;</p> <p>Include students, families, teachers, and other stakeholders in the setting and monitoring of ALP goals.</p> <p>Cultivate a growth mindset and validate the importance of the student’s own learning to promote growth and academic achievement with typical progress monitoring throughout the year.</p> <p>Design tiered programming options (under development) that meet the variety of identified strengths at all grade levels with post-secondary readiness in mind...Gifted programming is not one-size-fits-all.</p> <p>Establish whether the AU/district/school will blend the ALP and ICAP for gifted secondary students. The requirements of both the ALP and ICAP need to be on the platform(s) where data are collected and goals are established and monitored. Districts may also choose to retain separate ALP and ICAP systems.</p> <p>Determine if additional academic goals may be needed to address documented academic gaps or career interests.</p> <p>**Exemplars can be found within the ALP Development Training Resource.</p>
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<p><b>12.02(2)(f)(i)</b> A student profile described in a body of evidence.</p> <ul style="list-style-type: none"> <li>• This profile shall be subject to the AU’s student records confidentiality guidelines.</li> <li>• The local AU determines periodic updates of the student profile, especially in terms of interests, and/or demonstration of previously unidentified strengths;</li> </ul>	<p><b>Student Profile: Section II (Working Document Section of ALP) Student Profile is comprised of the following:</b></p> <ul style="list-style-type: none"> <li>➤ Original Qualifying Body of Evidence</li> <li>➤ Current Performance Data Periodic updates to note an additional area of giftedness, as appropriate</li> <li>➤ Student Interests and Participation Periodic updates to student interests</li> </ul>	<p>Use secure methods to transmit and share ALPs and documents that include Personally Identifiable Information (PII).</p> <p>The original qualifying body of evidence must meet conditions of portability according to ECEA Rule.</p> <p>Create an initial ALP and develop a process that includes a continuous cycle of review of student interests, strengths, and participation in the ALP process.</p> <p>Establish the AU/district/school periodic review cycle which typically begins at the end of a school year or at the very beginning of a school year when data are available.</p> <p>View more information about PII and Gifted Education in <a href="#">CDE’s Confidentiality Guidelines</a></p>
<p><b>12.02(2)(f)(ii)</b> A working document section of the ALP.</p> <ul style="list-style-type: none"> <li>• This portion of the ALP records annual, measurable, attainable academic and affective goals and progress.</li> <li>• Achievement goals are standards-based statements in strength area(s).</li> <li>• Additional academic goals may be needed to address documented academic gaps or career interests.</li> <li>• Affective goals reflect the development of personal, social, communication, leadership, and/or cultural competency;</li> </ul>	<p><b>Annual Performance and Affective Goals</b></p> <ul style="list-style-type: none"> <li>➤ Standards-aligned <b>Academic</b> Goal in strength/interest area(s)</li> <li>➤ Standards-aligned <b>Affective</b> Goal in strength/interest area(s) to address one or more competency: personal, social, communication, leadership, cultural and college/career planning</li> </ul> <p><b>Goal Attainment</b></p> <ul style="list-style-type: none"> <li>➤ Annual, measurable, attainable academic and affective goal progress</li> </ul>	<p>Record student academic and affective goals during a continuing and collaborative yearly cycle. The ALP is a working document that should be monitored and adjusted as needed throughout each academic year to continually challenge and support student academic and affective needs.</p> <p>Goals should encompass any academic gaps and career and/or personal interests.</p> <p>Develop a standards-aligned ALP that is student-driven and student-centered using data to inform decisions. A standard is the basis for a goal, but standards DO NOT need to be limited to the Colorado Academic Standards.</p> <p>SMART Goals: (*SMART is a well-known acronym for a system of goal writing. SMART Goals are: Specific, Measurable, Achievable, Relevant, and Time-based and encompass the <i>Goal</i></p>



		<p><i>Attainment</i> provision within ECEA Rules. <a href="#">SMART Goal Writing examples.</a></p> <p><b>Commonly Used Standards and Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="#">NAGC Gifted Affective and Achievement Programming Standards</a></li><li>• <a href="#">Colorado Academic Standards Online</a></li><li>• <a href="#">Standards for Mathematical Practice</a></li><li>• <a href="#">IB Course Standards</a></li><li>• <a href="#">Colorado Arts Standards</a></li><li>• <a href="#">National Core Arts Standards</a></li><li>• <a href="#">CDE Leadership Standards</a></li><li>• <a href="#">Standards for Mathematical Practice</a></li><li>• AP Course Standards (Vary by District)</li></ul> <p><b>Professional and/or Industry Standards</b></p> <p>Each professional industry has their own specific standards. You can work with your students to find those standards, based on their interests, as you cooperatively create their academic goals. Below are just a few examples:</p> <ul style="list-style-type: none"><li>• <a href="#">ISTE Technology Standards for Students</a></li><li>• <a href="#">Colorado Cosmetology Standards:</a></li><li>• <a href="#">CISCO Certifications</a></li><li>• <a href="#">Diesel Mechanical Program Standards</a></li></ul> <p><b>General Affective Resources for Programming</b></p> <ul style="list-style-type: none"><li>• <a href="#">NAGC Gifted Affective and Achievement Programming Standards</a></li><li>• <a href="#">CASEL Theory of Action: Standards</a></li><li>• <a href="#">SENG Library</a></li><li>• <a href="#">Colorado CDE: 2020 Comprehensive Health Standards</a></li></ul> <p>Incorporate <u>cultural competence</u> when developing deeply rooted and meaningful goals that are based on student strengths and interests. <b>A culturally competent goal represents a specific student.</b> Development of ALP goals requires local systemic responsiveness and relationship-building through all parts of the gifted program. <b>Goals should be personal and</b></p>
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		<p><b>directly tied to student interests and strengths and should extend beyond achievement. Achievement may be used to <i>measure</i> a goal, but should not be the goal itself.</b></p> <p>Cultural competence - Having awareness of one’s own cultural identity and views about difference and the ability to learn about and build on the varying cultural and community norms of others (NEA, n.d.). When individuals (or organizations) are culturally competent, they acknowledge and incorporate at all levels the importance of culture, the assessment of cross-cultural relations, the expansion of cultural knowledge, and the adaptation of services to meet cultural development needs (Cross, 1988; Cross, Bazron, Dennis, &amp; Jacobs, 1989; Ford, 2013).</p>
<p><b>12.02(2)(f)(iii)</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>➤ Description of supplemental curriculum, activities, specific programs or coursework, specific strategies and/or extended or expanded learning opportunities</li> </ul>	<p style="text-align: center;"><b>Program vs. Programming</b></p> <p>A <b>program</b> is a packaged system or resource toolkit of instruction adopted at the district or school level whereas <b>programming</b> is the components, options, and strategies that are locally designed to meet specific needs of individual students outside of a program.</p> <p style="text-align: center;">(Programming Graphic to be added after it is updated)</p>



Use the programming options available in the AU to match student strengths and support student goals.

Effective programming and instructional practices include:

Differentiation:

Differentiation Strategies			
Content	Process	Product	Environment
-Accelerated curriculum -Compacting -Tiering -Enhanced 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 -Formative/summative assessment -Real-world application -Content Extensions -Performance Assessments or projects	-Center -Cluster group -Early Access -Flexible movement and use of space -Independent -Resource rich room -Whole class -Online -Magnet classroom -Concurrent enrollment -Place-based rooted in community resources

**Choice: By content, process, product, or environment:**

- Determined by the teacher, and/or
- Determined by the student

**Creativity, Problem Solving, and Design:**

- Embed fluency, flexibility, originality, and elaboration within lesson design and student product

**Rigor: Systematic, methodical and deep engagement to:**





		<ul style="list-style-type: none"> <li>● Develop concepts and skills in each content area</li> <li>● Compel the use of inquiry, critical thinking and creative processes</li> </ul> <p><b>Relevancy: Authentic and meaningful experiences that:</b></p> <ul style="list-style-type: none"> <li>● Include real world scenarios that necessitate individual and group problem-solving</li> <li>● Require the application and transfer of knowledge, concepts and skill across situations and contexts</li> <li>● Incorporate culturally competent elements across all programming</li> </ul> <p><b>Disciplinary Literacy: Content-specific texts and communication processes/strategies that:</b></p> <ul style="list-style-type: none"> <li>● Facilitate working, thinking, talking, arguing as mathematicians, artists, scientists, readers/writers, historians, etc.</li> </ul> <p><b>See CDE programming guidance for additional resources:</b>  <a href="#">Colorado Department of Education - Programming Guidance</a></p>
<p><b>12.02(2)(f)(iv)</b></p> <ul style="list-style-type: none"> <li>● Progress reports that align with the AU’s or member district’s schedule for family reporting and/or conferences about student progress.</li> <li>● Adjustments to goals and programming options may occur during any progress reporting period;</li> </ul>	<p><b>Progress Reporting</b></p> <ul style="list-style-type: none"> <li>➤ Date(s) of progress reporting aligned to the district’s schedule for family reporting or conferences</li> </ul> <p><b>Goal Adjustment</b></p> <ul style="list-style-type: none"> <li>➤ Data, updates, and adjustments to programming options</li> </ul>	<p>Within the locally established ALP cycle, gifted student data is collected, analyzed, and revised if needed to determine the level to which the student is achieving his/her annual goals. The information gathered should be shared with the student and family. The summary data becomes an essential element for dialogue in developing new goals.</p> <p>Standards-aligned goals propel decisions about effective instructional practices or programming options that will be required to move the student forward in his/her growth during any progress reporting period.</p> <p><b>Academic/Performance data can be gathered using:</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>● Curriculum-based assessment</li> <li>● Norm-referenced test</li> <li>● Writing prompt</li> <li>● Standards-based district-wide common assessment</li> <li>● Formative Assessment</li> <li>● Observation scale</li> </ul> </div>



		<ul style="list-style-type: none"> <li>● Journal/log</li> <li>● Juried Performance</li> <li>● Other</li> </ul> <p><b>Affective data can be gathered using student, family, and teacher input:</b></p> <ul style="list-style-type: none"> <li>● Document a behavior (graph, chart, calendar, journal)</li> <li>● Portfolio (experiences, visits, action steps completed)</li> <li>● Evaluate a performance (rubric, checklist, reflection)</li> <li>● Interview about goal attainment</li> <li>● Observation of practice/mastery of goal</li> <li>● Review of documents, portfolios, and performance</li> <li>● Other</li> </ul>
<p><b>12.02(2)(f)(v)</b></p> <ul style="list-style-type: none"> <li>● Personnel involved in ALP development, and in-progress report meetings or conferences, including, but not limited to the classroom teacher(s), student, families, gifted education staff or staff with training in gifted education identification and programming, and support staff, as appropriate.</li> </ul>	<p><b>ALP Team Members</b></p> <ul style="list-style-type: none"> <li>➤ Student</li> <li>➤ Family</li> <li>➤ Classroom teacher(s)</li> <li>➤ Gifted education staff or other staff with training in gifted education</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>➤ Additional support staff as appropriate             <ul style="list-style-type: none"> <li>● MTSS Team</li> <li>● Counselor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The initial creation of the ALP and regular updates are a <b>collaborative</b> 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 family.</li> <li>● 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 calls, and conference or school open house.</li> <li>● Within the ALP there should be a place where all school personnel involved in the ALP development and revisions are recorded.</li> </ul>

The ALP **Procedures and Responsibilities** shall include, but are not limited to:



<p><b><i>What?</i></b> ECEA Rule</p>	<p><b><i>Why?</i></b> Addresses ALP Key Requirements</p>	<p><b><i>How?</i></b> Using Effective Practices and Resources</p>
<p><b>12.02(2)12.02(2)(g)(i)</b> Notification of ALP development and times in the school year when families, teachers, and the student talk about student academic and affective goal progress;</p>	<p><b>Family Engagement and Participation</b></p> <ul style="list-style-type: none"> <li>➤ Date of family notification of ALP development</li> <li>➤ ALPs for early access students in grades K or 1st must be completed by September 30</li> <li>➤ Early Access: To receive state funding, clearly indicate on page 1 of the ALP that the K- or 1st-grade student is an “Early Access Student.”</li> </ul>	<p>Each AU determines how ALP information will be communicated between stakeholders (students, families, and personnel), administration, building levels, and classroom teachers.</p> <p>The initial creation of the ALP and regular updates is 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 family. 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 calls, and conference or school open house.</p> <p>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.</p> <p>ALPs for early access students in grades K or 1st must be completed by September 30</p> <p>Early Access ALPs need to be progress monitored every five to six weeks. The progress monitoring should be a shared responsibility between the classroom teacher and GT coordinator, and communicated to the families promptly via email or verbally.</p>
<p><b>12.02(2)(g)(iii)</b> A method to develop student awareness and active participation in the ALP process;</p>	<p><b>Student Interests and Participation</b></p> <ul style="list-style-type: none"> <li>➤ A method to develop student awareness and active participation in the ALP process</li> </ul>	<p>Regardless of the grade level, students should be part of the ALP process. At the elementary and middle school levels, standards-aligned academic goals are typically developed with the ALP personnel providing the primary, daily instruction to the student in his/her strength area.</p>



		<p>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 competencies. The affective goal may also include a focus on college and career readiness.</p> <p>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 <u>and</u> includes academic 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 academic goal must be aligned to a standard and follow the SMART goal format. 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 their affective GT goal required for an ALP. Additional affective goals may be added based on student needs.</p>
<p><b>12.02(2)(g)(iv)</b> A process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● ALP goals should be written or reviewed for current relevance to teachers and students at the beginning of the school year;</li> </ul>	<p><b>Student Profile: Section II (Working Document Section of ALP)</b></p> <p>➤ <b>Current Performance Data</b> Increasing performance in student’s area(s) of strength</p> <ul style="list-style-type: none"> <li>● Academic data</li> <li>● State assessment data</li> <li>● Classroom data</li> <li>● Performance data</li> </ul>	<p>Each AU determines how they will maintain ALPs in a secure system.</p> <p>This system should also ensure the AU/district meets portability requirements. (“Portability” means that a student’s state-approved identification in one or more categories of giftedness transfers to any district in the state. <b>Gifted programming must continue according to the receiving district’s programming options.</b>)</p> <p>See CDE’s <a href="#">Portability Guidance</a> for Additional Information</p> <p>Each AU determines how ALP information will be communicated between stakeholders (students, families, and personnel), administration, building levels, and classroom teachers.</p> <ul style="list-style-type: none"> <li>● For more information on ensuring the ALP is a working document and part of an ongoing learning plan, please refer back to Section <b>12.02(2)(f)(ii)</b>.</li> </ul>



		<p>ALP goals are to be reviewed for relevance annually (AU determines timeframe.)</p> <ul style="list-style-type: none"> <li>● End of the year</li> <li>● Beginning of each school year</li> <li>● Early Access ALPs must be completed by September 30th for grades K and 1.</li> </ul>
<p><b>12.02(2)(g)(v)</b> An ALP progress reporting timeline.</p> <ul style="list-style-type: none"> <li>● The review of progress integrates with ongoing conferences or reporting periods of the district.</li> <li>● It is highly encouraged that ALPs be student-led at the secondary level;</li> </ul>	<p><b>D. Progress Reporting</b></p> <p>➤ Date(s) of progress reporting aligned to district’s schedule for family reporting or conferences</p>	<p>Each AU is responsible for establishing and maintaining ALP review timelines. (Local Control)</p> <p><b>Suggestions for student-led conferences:</b></p> <p><a href="#">Scholastic Guidelines- Prek-8</a></p> <p><a href="#">Student-Led Conferences K-12</a></p> <p><a href="#">NAGC - Student-Led Conference Guidance</a></p>
<p><b>12.02(2)(g)(vi)</b> A system to show evidence of family engagement and input in ALP development and in the review of progress.</p> <ul style="list-style-type: none"> <li>● Evidence may include but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance supporting the student’s growth.</li> <li>● If after 3 documented attempts to contact the families for signature, no familial signature is obtained, school personnel shall continue with ALP implementation and continue to engage families in the process.</li> </ul>	<p><b>Family Engagement and Participation</b></p> <p>➤ A method to show evidence of family engagement and input in ALP development and review of progress</p> <ul style="list-style-type: none"> <li>● Signature</li> <li>● Electronic signature</li> <li>● Checklist</li> <li>● Inventory</li> <li>● Survey</li> <li>● Questionnaire</li> <li>● Narrative description</li> <li>● Conferences</li> </ul>	<p>Within the ALP, there should be a place where family participation is documented and dated. Participation in the ALP development process can be in person, virtual, by phone, by text, by communication log, or by email. The AU is required to make 3 attempts to engage families. Regardless of family participation, the ALP will be implemented.</p>