

Written Education Plan (WEP) for Gifted Students in Ohio

Definitions and Instructions

The purpose of this document is to guide you through the writing of a WEP, using the approved Ohio Department of Education (ODE) model form. A copy of the form is available online at education.ohio.gov, keyword search: *WEP*.

Cover Page

- **Box 1:** The data requested in this box is demographic in nature and should be readily available to any personnel filling out this form.
- **Box 2:** In addition to the area of identification, there is room for you to write the date of identification. This information may be helpful to gifted coordinators.
 - Boxes 3 and 4 are included to give the reader of the document an overview of the child. The information provided by the school/district personnel should be general in nature.
- **Box 3:** This information is included on this form because it reminds us to keep the student's personal needs in mind when planning for her/his education. The information in this box can be obtained by speaking with the student, her/his teachers (past and present), or from tests and inventories.
- **Box 4:** The intent is to have pertinent information available during educational planning to help guide placement, not preclude services based on perceived problems with motivation or social/emotional issues.

Annual Goals Page

Annual goals are statements that describe the knowledge, skills and/or behaviors a student is expected to demonstrate during the time period for which the WEP is in effect. Annual goals should be based on the student's needs, as identified in the present levels of performance.

Goals should not be a restatement of the general education curriculum or a list of everything the student is expected to learn in every curricular content area during the course of the school. In developing WEP goals, the question should be: What knowledge and skills will add depth, breadth and pace to the regular curriculum? rather than What curriculum content does the student need to master?

Try to focus on how the student's giftedness impacts him or her. Take, for example, a fifth-grade student who has already mastered the benchmarks and indicators for fifth and part of sixth grade. This student needs to access higher grade-level curriculum. This is different from a third grader who learns grade-level content at a faster pace than her or his peers but still needs instruction that is on grade level. This student needs enrichment to deepen the learning around the concepts taught.

Example goals:

- Ben's reading skills will be strengthened, increased and developed at an advanced rate as determined by ongoing criterion-referenced curriculum-based assessment.
- Margaret will develop her independent research skills and creative thinking skills in economics.
- Jamie will learn advanced concepts in mathematics through curriculum that is accelerated in pace and content.

A single copy of the Annual Goal Page is provided in the WEP form. It is anticipated that an additional page will be used for each goal written for the student. A separate goal should be written for each area of advanced ability that the student demonstrates. Goals should include both academic and social/emotional needs. Goals should be targeted toward specific needs, skills or content in each area of identification that will be served.

Many of the boxes on the Annual Goal Page are self-explanatory but a brief description is provided here to ensure understanding of the intent and importance of the item for compliance with Ohio Administrative Code 3301-51-15 (Operating Standards).

Annual Goal: This box should contain a single measurable goal.

Goal #: This box should be completed at the end of the process and indicate how many goals were written for the student.

Content area to be addressed by the goal: This refers to the academic area(s).

Area of identification associated with the goal: The area of identification should be goal specific. Do not check all areas of identification as required on the cover page.

Specific program components or curriculum interventions: This box refers to the specific curriculum options that will be in place to accomplish the goal as written. In addition to the what, when and where questions, this information should address how the regular curriculum will be differentiated to accommodate the goal and ultimately the needs of the student. Also included in this section is the description of the policy in place for the waiver of assignments and rescheduling of testing. The Operating Standards require that a provision must be made to address how to handle all work or tests missed in the regular curriculum while the student participates in gifted services. This provision should reflect a standing district policy or be created as the goal page is written.

Differentiation concept to be addressed by this goal: Differentiation as defined in this box is based on the work of VanTassel-Baska and refers to the conceptual framework upon which instructional strategies and classroom activities are designed. The purpose of this list is to identify the cognitive level at which the student will operate with regard to the content and skills listed in the goal.

- *Acceleration* refers to the pace at which students can learn. Acceleration is commonly applied to whole-grade or subject-specific areas but it also can be used within a unit or lesson. Some students may benefit from a faster paced curriculum than is typically provided at a grade level.
- *Complexity* is generally measured by the level of higher thinking required by the tasks. Complex tasks are layered, requiring advanced thought processes applied to multiple and/or more abstract variables and allowing for multiple solutions.
- **Depth** of understanding requires the student to understand and apply the concepts and principles of the field of study from which the content emanates.
- *Challenge* refers to the sophistication of the content and requires the student to use advanced reasoning skills or resources to accomplish the goal.
- *Abstractness* is defined by the interdisciplinary nature of thinking required by the tasks. To think abstractly, the student must transcend the singularity of one content area to view issues and problems more globally.
- *Cognitive Creativity* is similar to general concepts of creativity but is applied to academic or cognitive tasks. Creativity used in this way allows students to be fluent and flexible in their thinking and to explore multiple pathways to understanding tasks and formulating solutions.

Student Progress Measures: Student learning, regardless of placement, must be measured. Student progress should be measured after each lesson or learning experience. The purpose of this box, however, is to identify the larger progress monitoring mechanisms used to demonstrate student understanding and knowledge of the goal-specific content and skills.

Service Settings:

- *Gifted Resource Room* occurs outside the regular classroom where the Gifted Intervention Specialist (GIS) has a maximum of 15 gifted students at any one time and a maximum caseload of 60 gifted students. Each student served in this setting shall be provided instruction of no less than 225 minutes per week throughout the school year at the elementary level (kindergarten through grade five) and no less than 240 minutes per week throughout the school year at the secondary level (grades six through 12).
- *Gifted Self-Contained Class* where the gifted intervention specialist is the teacher of record with a maximum of 20 gifted students at the elementary level (kindergarten through grade five) or a maximum of 25 gifted students at the secondary level (grades six through 12).

- GIS Teacher of Record (Self-contained) refers to a single-subject course where the gifted intervention specialist is the teacher of record with a maximum of 20 gifted students at any one time and a maximum caseload of 80 gifted students at the elementary level (kindergarten through grade five) or a maximum of 25 gifted students at any one time and a maximum caseload of 125 gifted students at the secondary level (grades six through 12). Each student served in this setting shall be provided instruction of no less than an average of 225 minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of 240 minutes per week throughout the course at the secondary level (grades six through 12).
- Co-Teaching (Regular Classroom Teacher and GIS work directly with students) is a class where the general education teacher is the teacher of record with a maximum of 20 gifted students at any one time and a maximum caseload of 80 gifted students at the elementary level (kindergarten through grade five) or a maximum of 25 gifted students at any one time and a maximum caseload of 125 gifted students at the secondary level (grades six through 12). Each student served in this setting shall be provided instruction by the intervention specialist of no less than an average of 225 minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of 240 minutes per week throughout the course at the secondary level (grades six through 12). Services are provided through collaboration or team teaching with the general education teacher. Several gifted students are deliberately placed (clustered) with a general education teacher who has received professional development in differentiating instruction for gifted students. The gifted intervention specialist and general education teacher shall be provided with regularly scheduled collaborative planning time.
- *Accelerated Placement (WAP)* The acceleration can either be subject-specific or whole-grade. A Written Acceleration Plan must be in the student's file.
- Arts Classroom Services for this goal are provided in a classroom specifically designed for instruction in music, drama, dance or visual arts.
- *Internship/Mentorship* Services in this category are provided outside the boundaries of the school in a community placement.
- *Advanced Placement* AP is a specific class where College Board-approved curriculum is delivered.
- *Educational Options* Independent or small group opportunities that do not readily fit into the regular or gifted curriculum are provided to gifted students. Instruction also may be provided via virtual learning systems.
- *Dual Enrollment* Programs in this category include Post-Secondary Education Option (PSEO) and access to high school courses for middle school students. These programs allow students to receive credit for classes in their regular program as well as from another institution.

Personnel Responsible for the Service: This box is self-explanatory. An "other" category is included if needed.

Signature Page

There are several components on this page that are specifically required according to Ohio Administrative Code 33015-51-15:

- Date of next review
- Reporting periods
- Parent notice of district service provisions

The ODE model form provides space for meeting attendees to sign and confirm their agreement with the form. Districts may alter this to include any additional persons not listed or to indicate anyone who is not in attendance during the review meeting. In some cases, when parents are not available for the meeting, the district may request a signed copy be returned at a later date. This provides confirmation that the parent has read the document and further supports the district in proving compliance with the notification requirement in the operating standards.