Written Education Plan (WEP)
For Gifted Students in Ohio

Modifications Checksheets Introduction

The purpose of this document is to provide a worksheet by which a general education teacher can begin to understand the specific needs of the gifted students in the class. The form is completed by a Gifted Intervention Specialist or Gifted Coordinator and shared with all teachers responsible for educating gifted students. This checksheet should be used as a support tool to provide general guidance. However, pre-assessment should be used with all students to guide compacting and differentiation of individual units, lessons, and activities.

The list on the worksheet is in no way exhaustive. The purpose of the document is to give you a starting place from which to begin. The document is modifiable; feel free to add or delete from the lists so the form more readily fits the need of the district.

The intent of this document is to provide a snapshot view of the instructional strategies appropriate for a gifted student. It is up to the gifted personnel who complete the form to provide definition and guidance to the teachers implementing the strategies. We hope that it opens the door to conversations on how to meet the needs of gifted students – every day, all day.
Modifications for Gifted Students

Student: ___________________________  Grade: _________
Regular Education Teacher: _____________________________  Room: __________
Person Completing this Form: ______________________________  Room: __________

Student Area of Gifted Identification

- Superior Cognitive Ability
- Creative Thinking Ability
- Specific Academic Ability: Reading/Writing/Combination, Mathematics, Science, Social Studies
- Visual Performing Arts: Drama, Dance, Music, Visual Arts

“Gifted and talented students need differentiated curriculum and instruction and support services in order to fully develop their cognitive, academic, creative and artistic abilities or to excel in a specific content area, including opportunities to exceed grade level academic indicators and benchmarks.” Ohio Administrative Code 3301-51-15 (D)

The above-named student would benefit from inclusion of the following instructions strategies or targeted skill building activities:

General Considerations:
- Curriculum Compacting
- Acceleration
- Advanced Content
- Tiered Assignments
- Independent Study
- Problem Based Learning
- In-depth study of a topic
- Open-ended tasks
- Different product development

Grouping based on: Ability, Learning Style, Interest
Expression style: Written, Oral, Artistic

Targeted Skills to include in the curriculum:
- Higher Order Thinking
- Socratic Inquiry
- Logical Reasoning
- Critical Thinking
- Creative Thinking
- Metacognition
- Decision Making
- Research Skills
- Problem Solving

Other Consideration:
- Career Planning
- Guidance
- Mentorships
- Internships
- Assistive Technology
- Educational Options
- Advanced Placement