

Written Education Plan

DEFINITIONS AND INSTRUCTIONS

REVISED MARCH 2019

WRITTEN EDUCATION PLAN (WEP) DEVELOPMENT

Ohio Administrative Code 3301-51-15, the *Operating Standards for Identifying and Serving Students Who are Gifted*, requires districts to provide each student who is receiving gifted services with a Written Education Plan (WEP). A WEP is a document that outlines the goals of service for students who are gifted. These goals must include measurable academic goals but may also include affective goals. The WEP must specify for parents the timeline and methods for reporting student progress toward the goals described in the WEP. Districts are required to develop a student's WEP in collaboration with an educator who has a license or endorsement in gifted education. Districts must provide parents, the collaborating educator, and all educators responsible for providing gifted education services with a copy of the 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.

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 (The Operating Standards for Identifying and Serving Students Who are Gifted).

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

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

Content Area Addressed: This refers to the academic area (i.e. reading, mathematics, science, social studies, etc.) addressed by the goal.

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

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 classwork assignments and rescheduling of class tests. The gifted operating standards require that a provision must be made to address how to handle all work or tests missed in the regular classroom 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 Addressed: 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: This refers to the setting in which services to address the stated goal will take place. Possible service settings are listed below. For a detailed description of requirements for each service setting, including required instructional time and class size or caseload ratios, please see the guidance document, ***Implementing the Operating Standards for Identifying and Serving Students Who are Gifted***, available on the Ohio Department of Education website (*keyword search: implementing gifted operating standards*).

Full-time Gifted Self-contained Classroom

Single Subject Gifted Self-contained Classroom

Gifted Resource Room

Group Classroom (with co-teaching)

Cluster Group Classroom (without co-teaching)

Honors Classroom

Advanced Placement Classroom

International Baccalaureate Classroom

College Credit Plus

Educational Options (including internships, mentorships, credit flexibility, etc.)

Visual or Performing Arts Classroom

Accelerated Placement (settings for students who are formally accelerated per district acceleration policy where the student has a Written Acceleration Plan)

Service Provider: This box refers to the person (or persons) responsible for providing the service. 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
- Signature line

The gifted operating standards requires districts to make a reasonable attempt to obtain a parent or guardian signature on the WEP. Parent signatures must be in writing; however, an electronic signature can count as a parent signature. Districts may not deny services for a qualified student if the district is unable to secure a parent or guardian signature on the WEP.