



Development and Implementation of
Written Education Plans (WEPs) Grant
Toolkit

June 30, 2005

DEVELOPMENT AND IMPLEMENTATION OF WRITTEN EDUCATION PLANS (WEPs) GRANT TOOLKIT

Introduction

The Written Education Plan (WEP) is defined in Ohio Administrative Code 3301-51-15: Identification and Services for Children Who Are Gifted (2000) as follows: Instruction shall be based on the individual's needs and be guided by a written educational plan. The district shall provide parents with periodic reports regarding the effectiveness of services provided in accordance with the gifted child's educational plan.

To determine the most appropriate WEP format(s) and processes for use by school districts in Ohio, the grant research team reviewed the most recent literature as well as the policies regarding such plans in all states. In addition, the results from a review of 2003-04 WEP forms used in Ohio school districts, and a survey completed by members of the Ohio Association for Gifted Children, were included. Further, the comments and suggestions from three Ohio school district grant partners, utilizing data from in-district focus groups, were important in determining the essential components of the WEP Tool Kit.

Assumptions

From the resources available to the team, there emerged five assumptions about the use of WEPs to provide a framework for appropriate instruction for identified gifted students in Ohio school districts. They are the following:

1. The WEP should be a tool that “drives” services for identified gifted students.
2. The WEP should be a “living document” and revised as necessary.
3. The WEP is a communication tool between students, teachers, and parents.
4. The WEP is an individual gifted student planning document, based on need.
5. The WEP should be used to measure the effectiveness of services provided.

Organization

It was determined that the National Association for Gifted Children (NAGC): Pre-K-Grade 12 Gifted Program Standards (1998) must be considered as a resource for the framework of the WEP document. (Please see **Appendix A.**) These national standards state the expectations for all gifted education programs in the country, so have relevance for school district WEP development and implementation in Ohio.

While there were many variations apparent in the source material and the WEPs reviewed, the research team was able to determine that there existed a continuum of

possibilities for a "best practice WEP" that could be characterized within a rubric framework. The rubric would reflect the national standards, allow districts to examine current practice, and determine if they are providing WEPs for their gifted students at the basic, effective, and/or exemplary level(s) in each of the emphasis areas determined for the WEP. This rubric would then serve as basis for continuous growth in the development of appropriate WEP(s) in each school district.

The four major emphasis areas of the WEP to consider are:

- 1) Document Format
- 2) District WEP Development Process
- 3) Implementation Process for the WEP
- 4) Measures of Both Student and Program Effectiveness.

Each emphasis area of the WEP will be discussed below:

WEP Document Format

The NAGC Standards most appropriate for the WEP Document Format review by an individual district would include those listed for Student Identification, and Program Administration or Management. It must also be understood that all Ohio districts have and must follow their approved Identification Plan (Ohio Revised Code 3324.01-.07, 1999). There must be a commitment to identify all students who qualify under the current Rule as a prerequisite to developing appropriate, individualized WEPs for service delivery.

The items to be included and reviewed as part of the WEP document format are the district information, levels of service, types of service, student information, match between student identification and services provided, and information sharing.

The district information includes identifying information that will travel on the WEP within and without the district. The levels of service refer to the grade levels for which the district provides services, while the types of service should include a listing of all available options that are part of the district continuum of services for gifted students. The Ohio Rule (2000) specifically lists the instructional settings and programs that may be included in a district continuum of services. Please see **Tables 1 and 2** for various grouping and acceleration options that should be considered in the development of student WEPs.

Table 1 Grouping Options That May Be Specified in the WEP

DAILY CHALLENGE IN TALENT AREA	CONSISTENT CHALLENGE IN OTHER ACADEMIC AREAS
Placement in a special school for giftedness or talent, a magnet school program, or a full-time gifted program	Placement in a special school for the gifted, a magnet school, or a full-time gifted program
Cluster grouping by performance level	Cluster grouping by ability
Cross-graded grouping in talent area	Multi-age or multi-grade classrooms
Cross-graded grouping in talent area	Pull-out or send-out program
Regrouping by performance level for advanced or accelerated instruction	Regrouping by ability level for advanced or accelerated instruction
Advanced Placement, International Baccalaureate classes in talent area(s)	Advanced Placement, International Baccalaureate classes
Within class achievement level grouping	Within class ability level grouping
Peer tutoring (like performance levels) dyads	Like ability cooperative grouping
Mentorship (expert-novice dyad)	Peer tutoring (like ability) dyads

Table 2 Acceleration Options That May Be Specified in the WEP

Daily Challenge in Talent Area	Consistent Challenge in All Academic Areas
Credit for prior learning/testing out	Early entrance to kindergarten or 1 st grade
Compacted curriculum in talent area – replacement of “bought time” with more advanced, complex content	Group compacting plans in academic curriculum areas – replacement of “bought time” by applications for this learning
Concurrent enrollment in talent area	Concurrent enrollment in some academic area
Talent Search for talent area	Talent Search for interest
Correspondence course in talent area	Correspondence courses
Distance learning in talent area	Distance learning
College-in-the-school program in talent area	College-in-the-school program
Post-secondary options in talent area	Post-secondary options
Subject acceleration in specific talent area	Grade skipping, grade telescoping

Comprehensive student information is necessary, and the rubric can be used to determine how complete a district WEP tracks such information. The match between areas of individual student identification and the services provided is extremely important and such instruction is essential for an appropriate WEP. To clarify this relationship further, a district can include such items as the EMIS codes that are reported by the district. A

sample of such a chart can be found in the newest version of the WEP for the Benjamin Logan Local School District for this grant report (See Below) Information sharing is an aspect of the WEP that could be considered to be part of staff and parent in-service, and the range from providing definitions to holding group meetings may be considered.

EMIS Service Option Chart -- Benjamin Logan WEP

Ohio Department of Education Instructional Service Settings: Please check all that apply
 *GIS Gifted Intervention Specialist

<input type="checkbox"/> 205040 Guidance Services	<input type="checkbox"/> 205045 Reg. Classroom Subject Acceleration	<input type="checkbox"/> 205050 Reg. Classroom grade acceleration	<input type="checkbox"/> 205055 Reg. Classroom early entrance K	<input type="checkbox"/> 205060 Reg. Classroom cluster grouping
<input type="checkbox"/> 205065 AP Courses	<input type="checkbox"/> 205070 Post Secondary Enrollment Options	<input type="checkbox"/> 205075 Honors Classes	<input type="checkbox"/> 205080 Educational Options	<input type="checkbox"/> 205085 Other service
<input type="checkbox"/> 206040 Guidance with GIS	<input type="checkbox"/> 206045 Reg. Class with GIS	<input type="checkbox"/> 206050 Reg. Class with grade acceleration and GIS	<input type="checkbox"/> 206055 Reg. Class with early entrance to K and GIS	<input type="checkbox"/> 206060 Reg. Class with cluster group and GIS
<input type="checkbox"/> 206065 AP with GIS	<input type="checkbox"/> 206070 Resource/Pull- Put Room led by GIS	<input type="checkbox"/> 206075 Honor(s) Class with GIS	<input type="checkbox"/> 206080 Educational Options with GIS	<input type="checkbox"/> 206085 Other service with GIS

WEP Development Process

The NAGC Standards that apply to processes would be those of Program Design. Each district must review the WEP processes that are in place for the development of individual student WEPs.

The items to be included and reviewed as part of the WEP development process are the individual student goals, curricular areas to be addressed, parent involvement, student involvement, timeline and district policy review.

Individual student goals would be designed to meet student needs, and would be most effective if they reflected current levels of performance through appropriate pretesting. The curricular areas addressed in the WEP ranged in current Ohio WEP documents from some of a student’s identification areas, to all. Parental and student involvement is an area to review, and the question of requiring signatures on the document is one for local district determination, based on policy and practice. Remember, the WEP is seen as a communication tool of great use for positive program regard—so the role of parents is one that needs to be determined and utilized effectively. The timeline that applies in each district for WEP development is another area for careful consideration. The Rule (2000) requires that parents be “periodically” informed of the student’s progress, so the WEP timeline should reflect that requirement. The rubric can be used to inform districts of basic, effective, and exemplary practices in this area. Finally, a formal district policy review should be undertaken to ensure that there are no barriers to the development of exemplary WEPs for students. Issues that need to be discussed at the local district level

would include those of time (both student contact time and teacher time for WEP development), student participation numbers (how many students are fully served and partially served annually), an appeal process, a privacy policy, a withdrawal policy, and a records policy related to WEPs.

A sample of a format that could be used for Collaborative Discussion and Goals Setting is apparent in the most recent WEP from the Cleveland Heights-University Heights City Schools:

Collaborative Discussion Page – Cleveland Heights- University Heights.

<p>Collaborative Discussion Minutes</p> <p>Check and note all topics discussed that apply:</p> <p>_____ Most recent Gifted Evaluation and/or Report Card</p> <p>_____</p> <p>_____</p> <p>_____ Most recent Achievement Test Scores</p> <p>_____</p> <p>_____</p> <p>_____ Current Services Provided</p> <p>_____</p> <p>_____</p> <p>_____ Social/Emotional Needs of Student Related to Giftedness</p> <p>_____</p> <p>_____</p>

Individual Goal Setting Page – Cleveland Heights-University Heights (condensed)

Individualized Goals for the _____ School Year(s)

Check all that apply and state related goal(s) and plan for the student: (Plans may include collaborative efforts from school, family, community services, etc. Results to be completed at end of Evaluation Period.) Goals to be added as needed.

_____ **Academic Achievement/Performance**

Goal #1 _____

Plan

Results _____

_____ **Creative Thinking**

Goal #1 _____

Plan

Results _____

_____ **Addressing Social / Emotional Needs Related to Giftedness**

Goal #1 _____

Plan

Results _____

_____ **Career – Related / Future – Planning**

Goal #1 _____

Plan

Results _____

WEP Implementation

This is the area of greatest flexibility and also the area where the greatest impact on individual student instruction can be made. The NAGC Standards that apply to curricular implementation would be those of Curriculum and Instruction as well as Socio-Emotional Guidance and Counseling. The Ohio Rule (2000) lists the instructional adaptations that are appropriate for gifted learners. The Ohio Rule (2000) also requires that the “the depth, breadth, and pace of instruction, based on the adopted course of study in appropriate content areas, shall be differentiated....”

The areas for consideration in the area of WEP Implementation include instructional management, curricular adaptations, content, resources available, and maintenance of records.

Instructional management is an often overlooked area of WEP implementation, but is crucial to the success of the plan, especially if the WEP team includes regular educators and specialists. The curricular adaptations afforded a student in an individualized WEP are an area for district personalization and excellence. These possibilities are listed in great detail in the tables below and may offer the opportunity for such choices as self-directed study and acceleration.

Table 3 Provisions That Develop Self-Direction and Independence in Gifted Learners

<u>Opportunity</u>	<u>Definition</u>
Discovery learning, inquiry learning	Active practice in finding problems, solutions, and answers for self
Independent study	Management of research without teacher direction
Self-instructional materials	Programmed units of study through which student progresses at own pace
Flexible project deadlines	Negotiation of time needed to complete project or task
Flexible task requirements	Negotiating of time needed to complete project or task
Individual projects	Teacher-structured projects or tasks to develop individual accountability
Real audiences	“Expert” provides realistic feedback to child’s product
Open-ended problems	Provision of projects that encourage divergent thought and products
Communication skills	Training on how to express self appropriately and accurately
Creative problem-solving	Practice in the process for solving ambiguous and ill-defined problems

Early content mastery	Provision of foundations of subject domain earlier than prescribed in school
Individualized benchmark setting	Negotiation of learning goals between teacher/expert and child
Critical thinking skills	Training in skills such as analysis, evaluation, and problem solving
Organization, time management	Training in how to accomplish projects, goals within appropriate and adequate timelines
Personal goal setting	Training in identification of personal goals and priorities
Planning techniques	Training in how to carry out projects, tasks, and plans
Problem-solving skills	Training in problem and solution finding skills
Self-direction training	Provision of experiences to learn autonomy and independent skills
Service learning projects	Provision of experiences in learning how to contribute to the community at large
Systematic feedback	Provision of regular, honest monitoring of student work and progress

Table 4 Differentiated Instructional & Curriculum Adaptations for Gifted Learners

<u>Opportunity</u>	<u>Definition</u>
Organization of content presentation	Whole-to-part sequencing of content, especially in mathematics and science
Arts-infused curriculum	Training in art history, aesthetics, and criticism of all art domains integrated within other curriculum areas
Intuitive expression	Practice to develop empathy and sensitivity to others through role playing and guided imagery
Social issues discussion	Integration of current events, social, political, and philosophical issues within curriculum areas
Self-concept development	Understanding of own strengths and talents
Literary “classics”	Foundations of literature to expand foundations of thinking
“World’s great ideas”	Foundations of philosophy, psychology, sociology, history, humanities to expand foundations of thinking

Abstract content	Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism
Accelerated pace of content presentation	Substantial increase in tempo of content presentation and acquisition, especially in mathematics, science, and low level fact learning (grammar, foreign language)
Complexity of content	Exposure to intricacies, details of a content area or to its more difficult concepts, skills, and ideas
Conceptual discussion	Integration of big ideas and concepts within curricular areas
Creative skills training	Training and practice in various creative thinking skills such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synectics, morphologies, analogies, imagination
Critical skills training	Training in higher order thinking such as cause and effect, sorting of relevant data, induction, deduction, generalization, etc.
Open-endedness	Provision of tasks, questions, etc. without single right answer or outcome; tasks with timelines and sequence of activities to be accomplished but outcomes will vary for each student
Problem-based learning	Provision of unstructured problems or situation for which student must discover answers, solutions, concepts, draw conclusions and generalizations in order to solve the problem
Proof and reasoning	Requiring students to cite their evidence to support ideas or concepts they generate
“Real audience” feedback	Using out-of-school experts to evaluate student work in an area of study
“Real-life/real world” learning experiences	Provision of projects and problems that relate to current issues and problems in society or students’ own world
Study of people	Relating of content to the important people, careers people hold in content area, and social issues and problems related to area
Methods of inquiry	Relating content to the methods related to area, the ways things are done in the content field, and the methods or practicing professionals in the field or area –“the way things work”

Transformational products	Development of a product that uses a nontraditional medium, that makes an idea visual, or uses what has been learned rather than summarizes the learning
Visualization techniques	Ways to make ideas, abstract concepts, concrete experiences visual –expression of learning in a visual medium
Subject integration/”thematic” approach/multi-disciplinary/interdisciplinary curriculum	Connection of disciplines by a common idea that elaborates the learning in the separate disciplines more fully

The content areas of the services offered are to be aligned with the needs of an individual student and the appropriate Ohio Content Standards. These may be overtly aligned with the grade-level benchmarks, at or above the grade level of the individual student. (See example of a WEP with alignment attached). It is essential that individual content mastery be demonstrated and recorded when accomplished. The resources available for student and teacher support are another important consideration for the full implementation of the WEP. Finally, the records must be maintained in such a way that the system works for an individual school district.

To review a detailed process for WEP implementation, you may consult the Focus Group summary from Cleveland Heights-University Heights City Schools:

“The WEP process should be streamlined to maximize efficient use of teachers’ time by including as much computer-generated information as possible and using the district data base for annual updating. For most gifted students, no WEP parent conference is necessary and WEPS can be shared with classroom teachers by groups of students in their class rather than by individual. For occasional individual students, these conferences may be necessary and when they occur, the participants (which should include classroom and gifted teachers, counselor, parent, and gifted coordinator) and outcomes should be documented in the WEP. For twice-exceptional students, well-written IEPs can include gifted services but clarification is necessary that these are not legally binding or mandated as are the other special education services in the plan. The building level gifted intervention specialist should attend the IEP meeting.”

Measures of WEP Effectiveness

Two major purposes of the WEP are (1) to determine the effectiveness of the overall district gifted program services, and (2) to determine the effectiveness of individual student WEPs for gifted students who are served. The NAGC Standards that correlate best with this area are those of Program Evaluation and Staff Development.

The areas for consideration in the area of WEP Effectiveness are evaluation, assessment, and staff development.

Evaluation of both program and broad student outcomes must be content-based and support program goals. Assessment of specific student goals must be designed to determine the effectiveness of the curricular adaptations that have been implemented for individual students. Staff development is then determined to address the gap between the goals and the performance as assessed. Please see Element 5 and Element 6, following the Rubric for examples of data sources to document WEP Effectiveness. Districts may also refer to the Progress Evaluation part of the Lincolnview Local Schools (Western Buckeye ESC) WEP for an example of Progress Reporting Evaluation format:

Progress Evaluation Page – Western Buckeye ESC (Lincolnview Local)

Progress Evaluation

1 st Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4 Teacher evaluation of student performance: 1 2 3 4	2 nd Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4 Teacher evaluation of student performance: 1 2 3 4
3 rd Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4 Teacher evaluation of student performance: 1 2 3 4	4 th Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4 Teacher evaluation of student performance: 1 2 3 4

1- Needs Improvement 2 – Meets Basic Requirements 3 – Performs Beyond requirements 4 – Exceptional Ability and Effort

WEP Tool Kit Rubric

The grant research team suggests that school districts utilize the following Rubric in combination with the WEP Effectiveness Indicators at the end of the Rubric, to design and operationalize their WEPs. The Partner Districts for this study have already included many of the exemplary indicators in their most recently revised WEP forms, and examples from these WEPs were included above. The initial WEPs from the three Partner Districts from 2003-04, as well as the “updated” WEPs from 2004-05 to date are included in the **Appendix A** so that other school districts may review their growth in the development of the WEPs for their students.

WEP Document Format:

	BASIC	EFFECTIVE	EXEMPLARY
District Information	Includes the district name, district logo, and the current school year. Includes level of WEP: primary, intermediate, middle school, high school	Includes Basic information plus a listing of the GT Program Staff and other personnel involved	Includes Effective information plus a listing of the District Program Philosophy and the Goals for All Gifted students in the district
Levels of Service	Reflects only the existing program options available in the district	Includes Basic information plus reflecting multiple options for service delivery in the school district, K-12	Includes Effective information plus options outside of the K-12 school offerings, such as extra-curricular, Pre-K, Post Secondary Enrollment Options and Community Resources
Types of Services	Includes a listing of only the options available for funding in the Rule: Resource Room, Self-Contained Classroom and the Intervention Specialist working through collaboration or consultation with educational personnel	Includes Basic information plus Visual and Performing Arts and Regular Classroom Options	This level would reflect a plan with continuity of options over time, K-12. It would include Effective information plus Guidance, Technology, Independent Study, Advanced Placement, International Baccalaureate, Post Secondary Enrollment

			Options, and Community Resources
Student Information	Includes, as a minimum, the Areas of Student ID, Test Results/Dates, EMIS Categories, and Other Exceptionalities with documents such as a 504 Plan or IEP	Includes Basic information plus Current Performance Levels (Use of Appropriate Pretests), Longitudinal and historical ID/Program information	Includes Effective information plus Anecdotal student information, Student interests/extra curricular activities , and Areas of need for extension / review
ID/Services Match	Some areas of student ID are aligned with services	All ID areas have aligned services	There is a full K – 12 continuum of services for all ID areas, and Collaborative planning with other special services such as English as a Second Language and Special Education
Supporting Information	Participants have definitions provided for all terms used	Definitions are provided plus related district policies, such as withdrawal, grading, etc.	WEP process, policies, and definitions are supported by a group meeting opportunity

WEP Development Process:

	BASIC	EFFECTIVE	EXEMPLARY
Individual Student Goals	Based on the offerings of the existing program options, and differentiated for elementary, middle school and high school students	Reflect current performance levels and needs of individual students (Based on student Pretest and mastery information)	Includes Effective goals plus those that address student Affective needs, Extracurricular involvement and Interests
Current Areas	Some individual	All student ID areas	All student ID and

Addressed	student ID areas		strength areas
Parent Involvement	Receive a copy of the WEP	Meet/conference about the WEP (signatures included)	Involved in the WEP development (all signatures required)
Student Involvement	WEP implemented	Informed of WEP contents	Involved in WEP development and implementation
Timeline	Deadlines established for development and implementation	WEP reviewed/revised at least 2 times annually	WEP is continuously reviewed and updated
District Policy Review	Review limiting factors for services such as Time and Student Participation numbers. Also review related policies such as Appeal Process, Privacy Policy, Records Policy and Withdrawal Policy	Includes basic review plus development of a district plan for staff collaboration for gifted student ID and services	Includes Effective review, then Policies become formalized in contracts, agreements, and other documents such as WEP, IEP, 504

WEP Implementation:

	BASIC	EFFECTIVE	EXEMPLARY
Instructional Management	Primary responsibility is that of the administrator/gifted coordinator	Gifted Intervention Specialist, or other personnel, matched to service	Team of teachers determine and implement the WEP, including specialists
Curricular Adaptations	From the list of Instruction in the Rule (D-2-b), only selected curricular options are offered/listed	Includes all of the Instructional options listed in the Rule. Also included are opportunities for research, communication, study skills, organization, careers, and college	Includes Effective curricular adaptations, with a clear emphasis on Individual Differentiation, Opportunities for self-directed study, and Acceleration. All staff and resources are

		goals	defined.
Content	Matched to ID area (s) and service offering (s)	Includes Basic plus all content is directly correlated to Ohio content standards and benchmarks	Includes Effective plus the content is further correlated to Ohio content standards at all appropriate levels, with outcomes defined for continuity, K-12
Resources Available	Same as regular curriculum (materials and personnel)	Enhanced or enriched materials. Additional personnel utilized in such areas as: media, technology, arts, and guidance.	Individualized materials and personnel support, including those outside of the school setting
Maintenance of Records	Gifted Coordinator/Program	GIS/School	Available to all needing access. Computerized system for availability and updates

Measures of WEP Effectiveness:

There are multiple ways to determine both program and student WEP effectiveness. The rubric below refers to the two kinds of WEP effectiveness that can be most directly determined. The Charts that follow this rubric detail selected measures that can be utilized by any district to most directly assess results, based on the district goals and implementation of WEPs.

	BASIC	EFFECTIVE	EXEMPLARY
Evaluation-Program Effectiveness	Content specific and coordinated with stated program philosophy and goals	Includes basic plus all areas of gifted identification. Coordinated with both program and student goals	Correlated to goals and outcomes at multiple levels of the services. Summary data.
Assessment-Student WEP Effectiveness	Measurable Annual/Qualitative Goals	Documented and periodic. Qualitative and Quantitative	On-going and continuous. Multi-faceted. Cumulative and

		measures used. Progress documented toward individual goals	utilizes value-added data for growth
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Examples of Data Sources to Document Student WEP Effectiveness

Area for Assessment	Potential Sources of Information
Perceptions of Effectiveness	Parent surveys Student surveys School satisfaction ratings School climate surveys
Degree of Independence and Motivation	Teacher ratings of student independence Student self ratings of independence Teacher ratings of student study habits Parent ratings of student study habits Student self rating ratings of study habits Parent/student/teacher rating of task commitment School attendance change
Process Skills	Creativity ratings Creativity ratings of student products Divergent thinking tests Teacher ratings of critical thinking Critical thinking tests Product sampling Student portfolios Performances in competitions that emphasize process skills (Science fairs, Odyssey of the Mind, etc) Music performances Arts portfolios/exhibits Dance and Drama performances
Academic Skills	Nationally normed achievement tests Ohio Achievement Test (OAT) Taking OAT out of level Number and performances on out-of-level tests AP courses taken AP examination scores IB courses taken Locally derived Pre-Post testing

	Assessment of performances above grade level in the area of identification Product ratings of mentorships Product ratings of individual/small group outcomes Advanced standing in content instruction Mastery tests Value-Added assessment data
Individual Achievements	Grade advancements Concurrent enrollment in middle/high school Achievement of International Baccalaureate Diploma Post Secondary Educational Options credit attained, grades in these National Merit Scholar semifinalist/finalist

With regard to the districts assessment of the overall effectiveness of the WEP, the following table provides some samples of the kind of summative data that might be used.

Examples of Data to Demonstrate Program Effectiveness

Type of Data	Data Collected for Overall Assessment of WEP effectiveness
Qualitative and Perceptions data	Summary data from surveys Focus groups conducted with parents and students Surveys of teachers assessment of adequacy and effectiveness of the WEP Number of students retained and leaving the program
Quantitative	Value-added assessment Gifted students' growth on annual assessments Numbers of students in accelerated placements Number of students in AP courses Number of students receiving ratings of 4 and 5 on AP exams Number of students and GPAs in IB courses Number of National Merit semifinalists and finalists and awardees Numbers of students and GPAs in PSEOP (Post Secondary Enrollment Options Program)

	District gifted students performance in academic or arts competitions
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Recommendations for Additional WEP Modifications

The following recommendations are to be considered in the development and implementation of WEPs in diverse settings, grade levels, and populations. They are drawn from the many examples of Ohio WEPs submitted to ODE in July, 2004.

Grade Level Adjustments: Many districts had different WEPs for primary, intermediate, middle school, and high school identified gifted students who were served. Most often, the primary WEPs were highly individualized and detailed, and were often used as Acceleration plans as well. Intermediate and Middle School WEPs mirrored most closely the sample WEPs in the ToolKit, with more program options, program settings, involvement of regular classroom teachers and specialists, and grading/assessment of individual goals listed. High School WEPs were not as detailed as other grade levels, but were seen as appropriate for this level of service. The High School WEPs often were used to define the parameters of an independent study, arts experience, or to list services such as AP classes, and PSEOP (Post Secondary Enrollment Options Program) experiences. All of the levels of WEPs would become more detailed as a district became more experienced in writing exemplary WEPs, because longitudinal information about a student would be included. Over time, it is expected that the High School WEPs would be the most comprehensive document of past and present Identification information, student information, and history of services.

Type of District: Most often, districts identified themselves as rural (or part of an Educational Service Center), suburban, and urban. These designations reflected an “assumption” of demographics and size of the identified gifted population. It would be more helpful for those who receive and implement a WEP to have student information that is informed by the district demographics. Because the district must report data for *No Child Left Behind* defined subgroups, an indication of the subgroup that the student represents might be appropriate. Additionally, the size of the district was not always correlated to the type of district (some suburban districts are larger than urban districts), so this is not useful data. The impact of the size of the district on WEP development was most apparent in the format of the WEPs reviewed. Those WEPs from larger districts tended to have less individual student goal setting (checklists only), while some of the smaller districts had detailed student goals and services. This research study would suggest that ALL served gifted students have an exemplary WEP, without consideration of the district demographics or size.

Appendix A

NAGC Pre-K – Grade 12 Gifted Program Standards

Pre-K–Grade 12 Gifted Program Standards



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Introduction

This document delineates both *requisite* and *exemplary* standards for gifted education programming, and depicts pre-collegiate gifted programming standards for gifted education, representing a range of minimal, or requisite, and exemplary, or visionary, levels of performance. These standards may serve as benchmarks for measuring programming effectiveness; criteria for program evaluation; guidelines for program development; and recommendations for minimal requirements for high-quality gifted education programming.

Several **organizing principles** guided the work of the task force, including:

- Standards should encourage but not dictate approaches of high quality.
- Standards represent both requisite program outcomes and standards for excellence.
- Standards establish the level of performance to which all educational school districts and agencies should aspire.
- Standards represent professional consensus on critical practice in gifted education that most everyone is likely to find acceptable.
- Standards are observable aspects of educational programming and are directly connected to the continuous growth and development of gifted learners.

Definitions

Gifted education programming is a coordinated and comprehensive structure of informal and formal services provided on a continuing basis intended to effectively nurture gifted learners.

A **standard** is a designated level of performance that programming must achieve for the criteria to be deemed a success (Worthen, Sanders, & Fitzpatrick, 1997).

Gifted learners are “children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment” (U. S. Dept. of Education, 1993, p.3).

Minimum standards include requisite conditions for acceptable gifted education programming practice.

Exemplary standards designate desirable and visionary conditions for excellence in gifted education programming practice.



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Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K–12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.

<p>5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.</p>	<p>5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.</p> <p>5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.</p>	<p>5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available.</p> <p>5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students’ interests, readiness, and learning style.</p>
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Gifted Education Programming Criterion: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education schoolwide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	<p>3.0M Gifted programming staff must establish on-going parent communication.</p> <p>3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members.</p> <p>3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).</p>	<p>3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc.</p> <p>3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator.</p> <p>3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision making on a regular basis.</p>

Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles	Minimum Standards	Exemplary Standards
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations. 4.1M Technological support must be provided for gifted education programming services. 4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.0E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations. 4.1E Gifted education programming should provide state-of-the-art technology to support appropriate services. 4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

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1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.

<p>3. Gifted education programming must evolve from a comprehensive and sound base.</p>	<p>3.0M Gifted education programming must be submitted for outside review on a regular basis.</p> <p>3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives.</p> <p>3.2M A continuum of services must be provided across grades pre-K–12.</p>	<p>3.0E Gifted education programming should be planned as a result of consultation with informed experts.</p> <p>3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming.</p> <p>3.2E A comprehensive pre-K–12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.</p>
<p>4. Gifted education programming services must be an integral part of the general education school day.</p>	<p>4.0M Gifted education programming should be articulated with the general education program.</p> <p>4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.</p>	<p>4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.</p> <p>4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.</p>
<p>5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.</p>	<p>5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.</p>	<p>5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensures that gifted students learn with and from intellectual peers.</p>
<p>6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.</p>	<p>6.0M Existing and future school policies must include provisions for the needs of gifted learners.</p>	<p>6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.</p>

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most of the constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program as well as critical issues that might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

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Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0M Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	<p>1.0M All school staff must be made aware of the nature and needs of gifted students.</p> <p>1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.</p>	<p>1.0E All school staff should be provided ongoing staff development in the nature and needs of gifted learners, and appropriate instructional strategies.</p> <p>1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.</p>
2. Only qualified personnel should be involved in the education of gifted learners.	<p>2.0M All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching.</p> <p>2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach.</p> <p>2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.</p>	<p>2.0E All personnel working with gifted learners should participate in regular staff development programs.</p> <p>2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education.</p> <p>2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.</p>
3. School personnel require support for their specific efforts related to the education of gifted learners.	<p>3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.</p>	<p>3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.</p>
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	<p>4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.</p>	<p>4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.</p>

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Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles	Minimum Standards	Exemplary Standards
<p>1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.</p>	<p>1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members.</p> <p>1.1M All students must comprise the initial screening pool of potential recipients of gifted education services.</p> <p>1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.).</p> <p>1.3M Parents must be provided information regarding an understanding of giftedness and student characteristics.</p>	<p>1.0E The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services.</p> <p>1.1E The nomination process should be ongoing and screening of any student should occur at anytime.</p> <p>1.2E Nomination procedures and forms should be available in a variety of languages.</p> <p>1.3E Parents should be provided with special workshops or seminars to get a full meaning of giftedness.</p>
<p>2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.</p>	<p>2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available.</p> <p>2.1M Assessments must be culturally fair.</p> <p>2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels.</p> <p>2.3M Student assessments must be sensitive to the current stage of talent development.</p>	<p>2.0E Assessments should be provided in a language in which the student is most fluent, if available.</p> <p>2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.</p> <p>2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.</p> <p>2.3E Student assessments should be sensitive to all stages of talent development.</p>
<p>3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.</p>	<p>3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services.</p> <p>3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.</p>	<p>3.0E Individual assessment plans should be developed for all gifted learners who need gifted education.</p> <p>3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.</p>
<p>4. All student identification procedures and instruments must be based on current theory and research.</p>	<p>4.0M No single assessment instrument or its results must deny student eligibility for gifted programming services.</p> <p>4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.</p>	<p>4.0E Student assessment data should come from multiple sources and include multiple assessment methods.</p> <p>4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.</p>

<p>5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.</p>	<p>5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels.</p> <p>5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.</p>	<p>5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.</p> <p>5.1E District guidelines and procedures should be reviewed and revised when necessary.</p>
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Appendix B

Previous and Revised WEP Formats from Case Study Districts

Previous WEP – Benjamin Logan – Grades 3 – 5

Name:	Grade 3	Grade 3	Grade 4	Grade 4	Grade 5	Grade 5
Test Result:	semester 1	semester 2	semester 1	semester 2	semester 1	semester 2
	math reading/writing social studies science	math reading/writing social studies science	math reading/writing social studies science	math reading/writing social studies science	math reading/writing social studies science	math reading/writing social studies science

Classroom Intervention Modifications

- accelerated/advanced pacing of content
- multidisciplinary study
- in-depth learning of a self-selected topic
- differentiated curriculum
- develop independent or self-directed study using themes through differentiated curriculum
- develop complex, abstract, critical, divergent logical thinking skills
- focus on open-ended tasks
- develop research skills and methods
- use of multiple resources
- encourage the development of products that use new techniques, materials and forms
- interaction with peers of the same ability level
- encourage the development of self-understanding
- cluster grouping
- counseling
- curricular compacting
- incorporate visual arts and performing arts into content area
- tiered assignments
- concurrent/dual enrollment
- flexible grouping-cross grade, across grade, interest, multi-age, subject

Previous WEP – Benjamin Logan – Grades 6 – 8

Classroom Intervention Modifications	math	reading/writing	social studies	science	math	reading/writing	social studies	science	math	reading/writing	social studies	science	math	reading/writing	social studies	science	math	reading/writing	social studies	science	
accelerated/advanced pacing of content																					
multidisciplinary study																					
in-depth learning of a self-selected topic																					
differentiated curriculum																					
develop independent or self-directed study using themes thru differentiated curriculum																					
develop complex, abstract, critical, divergent logical thinking skills																					
focus on open-ended tasks																					
develop research skills and methods																					
use of multiple resources																					
encourage the development of products that use new techniques, materials & forms																					
interaction with peers of the same ability level																					
encourage the development of self-understanding																					
cluster grouping																					
counseling																					
curricular compacting																					
incorporate visual arts and performing arts into content area																					
tiered assignments																					
concurrent/dual enrollment																					
flexible grouping-cross grade, across grade, interest, multi-age, subject																					

**Benjamin Logan Local School District
Written Education Plan (Revised WEP
for Students Identified as Gifted**

Student Name:
Grade:
Year of Graduation:

Gifted Meeting Date:

This student has been identified in the following area(s):

- | | | | |
|----------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Superior Cognitive | <input type="checkbox"/> Specific Academic | <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Visual/Performing Arts |
| | <input type="checkbox"/> Reading/Writing | | <input type="checkbox"/> Drawing/Painting/Sculpting |
| | <input type="checkbox"/> Mathematics | | <input type="checkbox"/> Music |
| | <input type="checkbox"/> Science | | <input type="checkbox"/> Dance |
| | <input type="checkbox"/> Social Studies | | <input type="checkbox"/> Drama |

Ohio Department of Education Instructional Service Settings: Please check all that apply

*GIS Gifted Intervention Specialist

<input type="checkbox"/> 205040 Guidance Services	<input type="checkbox"/> 205045 Reg. Classroom Subject Acceleration	<input type="checkbox"/> 205050 Reg. Classroom grade acceleration	<input type="checkbox"/> 205055 Reg. Classroom early entrance K	<input type="checkbox"/> 205060 Reg. Classroom cluster grouping
<input type="checkbox"/> 205065 AP Courses	<input type="checkbox"/> 205070 Post Secondary Enrollment Options	<input type="checkbox"/> 205075 Honors Classes	<input type="checkbox"/> 205080 Educational Options	<input type="checkbox"/> 205085 Other service
<input type="checkbox"/> 206040 Guidance with GIS	<input type="checkbox"/> 206045 Reg. Class with GIS	<input type="checkbox"/> 206050 Reg. Class with grade acceleration and GIS	<input type="checkbox"/> 206055 Reg. Class with early entrance to K and GIS	<input type="checkbox"/> 206060 Reg. Class with cluster group and GIS
<input type="checkbox"/> 206065 AP with GIS	<input type="checkbox"/> 206070 Resource/Pull-Put Room led by GIS	<input type="checkbox"/> 206075 Honor(s) Class with GIS	<input type="checkbox"/> 206080 Educational Options with GIS	<input type="checkbox"/> 206085 Other service with GIS

The student's learning may involve strategies/activities appropriate for gifted learners:

Please check all that apply

- | | | |
|----------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Competitions/Contests | <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Tiered Assignments |
| <input type="checkbox"/> Summer Enrichment (YES Program) | <input type="checkbox"/> Flexible Skills Grouping | <input type="checkbox"/> Learning Centers |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Higher Level Thinking Skills/Questioning | <input type="checkbox"/> Contracts/Management Plans |
| <input type="checkbox"/> Guest Speakers | <input type="checkbox"/> Independent Study Projects | <input type="checkbox"/> Enrichment Projects |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Mentoring/Shadowing | <input type="checkbox"/> Science Fair |
| <input type="checkbox"/> Summer Institute for the Gifted | <input type="checkbox"/> Future Problem Solving Program | <input type="checkbox"/> Math Pentathlon |
| <input type="checkbox"/> Chess Club | <input type="checkbox"/> JETS | <input type="checkbox"/> County Art & Music Festival |
| <input type="checkbox"/> State Tournament of Mathematics | <input type="checkbox"/> American Mathematics Competition | <input type="checkbox"/> Ohio Model United Nations |

**Benjamin Logan Local School District
Written Education Plan (Revised WEP
for Students Identified as Gifted**

Student Name:
Grade:
Year of Graduation:

Gifted Meeting Date:

Goal	Instructional Objectives	Evaluation Tools
1.		
2.		<input type="checkbox"/> Teacher Observation <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Written Critique/Reflection <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Pre / post Tests <input type="checkbox"/> Portfolio <input type="checkbox"/> Rubrics <input type="checkbox"/> Conference <input type="checkbox"/> Checklists <input type="checkbox"/> Assessments that require complex, abstract thinking <input type="checkbox"/> Other (describe)
3.		
4.		
5.		
6.		
7.		

Signature indicates that you agree with the student's WEP.	Signature	Date
Parent/Guardian		
Student		
Teacher		
Teacher		
Guidance Counselor		
Gifted Coordinator		
Principal		

Previous WEP – Cleveland Heights-University

Cleveland Heights - University Heights City Schools MSSP Evaluation

Student: **DOB 12/27/1992 Grade 6 Date 2/24/2005**

School: **Monticello Middle School**

Teacher: **Mrs. Frost**

Sample
Gifted Coordinator: Rebecca Quinn (Current WEP used)

Areas of Superior Cognitive Ability: Math, Specific Academic Ability: Science, Specific Academic Ability: Social Identification Studies

Instructional Setting and Program: **Resource Rooms: Middle School Scholars Program**

Courses		Course Objectives	Evaluation: S1 S2
Creative Thinking		<ul style="list-style-type: none"> - examine the six levels of thinking, based on Bloom's Taxonomy, and apply these levels of thinking to specific academic activities - expand the repertoire of thinking strategies to include new approaches to inductive and deductive reasoning, brainstorming, forced analogies, metaphorical thinking, and attribute listing - apply skills such as measurement, calculation, mental computation and use of basic problem-solving strategies to create products as a team. Products may include three-dimensional models, propulsion devices, original works of art, structures that imitate the style of prominent architects and artists, etc. - analyze the effects of gravity, slope, mass, and distance on given materials and apply the laws of physics to generate solutions to problems and create motion devices. Clarify and develop the necessary observation skills and techniques needed to create original products and solve problems - determine the historical context and societal influences, which acted upon prominent artists, musicians, and architects, and reflect upon how those individuals have, in turn, impacted the society of today 	S
Find Out		<ul style="list-style-type: none"> - explore the social/emotional concerns of self and peers through group discussion and activities - explore the social/emotional concerns of self and peers through the topics of perfectionism and time management - explore the social/emotional concerns of self and peers by participating in readings, group discussions and activities focusing on scientific awareness - explore the social/emotional concerns of self and peers as related to personal experiences and opinions based on world issues and current events 	S

Cleveland Heights – University Heights City Schools
Proposed Written Education Plan for Identified Gifted Children

(FOR USE TO COLLABORATIVELY PLAN AND PROVIDE SERVICES TO MOST APPROPRIATELY ADDRESS THE INDIVIDUAL NEEDS OF OUR IDENTIFIED GIFTED STUDENTS)

General Information

ID Number _____ **Student Name** _____ **DOB** _____ **Sex:** _____

Grade _____ **SCHOOL** _____ **Parent/Guardian** _____ **Child/Student Address** _____

Home Phone _____ **Parent/Guardian Address** _____

Gifted Coordinator: Rebecca Quinn **Phone:** 216 320-2021 **Date:** _____

Effective WEP Dates from _____ **to** _____ **Meeting date** _____

Check one: _____ **Initial WEP** _____ **Periodic WEP Review**

Identification

Check all that apply:

_____ **Superior Cognitive Ability**

_____ **Creative Thinking**

Specific Academic Achievement

Visual and Performing Arts

- _____ Math
- _____ Reading
- _____ Science
- _____ Soc Stud.

- _____ Music
- _____ Art
- _____ Drama
- _____ Dance

Services Provided

Instructional Setting and Program Type: _____

Current Instructional Services (check all that apply – codes correlate with state EMIS reporting):

Differentiated Curriculum – Regular Classroom Services (205045)

- _____ Replacement or extension of the regular curriculum
- _____ Broad-based issues
- _____ Themes or problems
- _____ Multidisciplinary study
- _____ Curriculum compacting

Special Placement (GIS = Gifted Enrichment Specialist)

- _____ Reg. Classroom Grade Acceleration w/ Reg. Classroom Teacher – current yr. (205050) or w/ direct GIS support (206050)
- _____ Reg. Classroom Subject Acceleration w/ Reg. Classroom Teacher
- _____ Reg. Classroom Early K Entrance w/ Reg. Classroom Teacher (205055) or w/ direct GIS support (206055)
- _____ Honors' classes (Middle or High School only) with regular classroom teacher (205075) or with GIS as teacher (206075)
- _____ Pull-Out Math or Reading – Elementary with GIS (206070) or with Gifted Teacher (205075)
- _____ Advanced Placement classes (205065)
- _____ Cluster Grouping within Reg. Classroom (205060) or Cluster Grouping within Reg. Classroom w/ GIS direct support (206060)

_____ **Independent Study, Distance Learning, Mentoring sponsored by classroom teacher (205080) or by GIS (206080)**

Guidance Opportunities

- _____ High School (205040)
- _____ Elementary/Middle Level (206040) or (205040)

_____ **Other:** _____

Collaborative Discussion Minutes

Check and note all topics discussed that apply:

_____ **Most recent Gifted Evaluation and/or Report Card**

_____ **Most recent Achievement Test Scores**

_____ **Current Services Provided**

_____ **Social/Emotional Needs of Student Related to Giftedness**

Individualized Goals for the _____ School Year(s)

Check all that apply and state related goal(s) and plan for the student:

(Plans may include collaborative efforts from school, family, community services, etc. Results to be completed at end of Evaluation Period.)

_____ **Academic Achievement/Performance**

Goal #1 _____

Plan

Results _____

Goal #2 _____

Plan

Results _____

Goal #3 _____

Plan

Results _____

_____ **Creative Thinking**

Goal #1 _____

Plan _____

Goal #2 _____

Plan _____

Goal #3 _____

Plan _____

____ **Addressing Social / Emotional Needs Related to Giftedness**

Goal #1 _____

Plan

Goal #2 _____

Plan

Goal #3 _____

Plan

____ **Career – Related / Future – Planning**

Goal # 1 _____

Plan

Goal #2 _____

Plan

Goal #3 _____

Plan

(Current) Western Buckeye Educational Services: Written Education Plan

Student

DOB

Grade/Graduation Year

Address

School

Effective Date

Areas of Gifted Identification

Dates Identified

- Superior Cognitive ability
- Specific Academic Ability
 - Mathematics
 - Science
 - Social Studies
 - Reading, Writing or a combination
- Creative Thinking Ability
- Visual and Performing Arts
 - Music
 - Drama
 - Visual Arts
 - Drawing
 - Painting
 - Sculpting

Gifted Service Team

Gifted Interventions Specialist

Building Principal

Classroom Teachers

Service Delivery Method

- Self-contained classroom
- Resource Room (45 min per week)
- Clustered in regular classroom
- Honors classes
- Advanced placement classes
- Magnet school
- Post-secondary enrollment options
- Educational Options

Evaluation Procedures

The regular classroom teachers will be responsible for assessment and evaluation. The gifted Intervention Specialist will provide parents with quarterly program reports

NAGC Standards for Curriculum and Instructions

Ohio Academic Content Standards

Gifted Learner Behaviors/Outcomes:

Classroom Observations: (as needed basis – see attached form)

CO#1 _____

CO#2 _____

CO#3 _____

CO#4 _____

Dates for Review Progress Reports

October

January

March

May

PROPOSED REVISION
WRITTEN EDUCATION PLAN FOR GIFTED SERVICES (WEP)
Western Buckeye ESC

(419) 238-4746, ext 31 Sandra Freeman, Coordinator of Gifted Services wb_freeman@noacsc.org

Student Name _____ *School Year* _____ *Grade/Grad Year* ____/____

School _____ *Teacher* _____ *Date of Birth* _____

Areas of Gifted Identification: Date MM / YY

___/___ Superior Cognitive Ability ___/___ Creative Thinking Ability
 Specific Academic Ability: ___/___ Reading ___/___ Math ___/___ Science ___/___ Social
 Studies
 Visual and Performing Arts: ___/___ Visual Arts ___/___ Music ___/___ Dance ___/___
 Drama

Child's interests, strengths, and challenges

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Service Option

<input type="checkbox"/> 205040 Guidance, specific	<input type="checkbox"/> 206040 GIS with Guidance
<input type="checkbox"/> 205045 Regular class, no clustered	<input type="checkbox"/> 206045 GIS with Regular class
<input type="checkbox"/> 205050 Regular class, grade acceleration	<input type="checkbox"/> 206050 GIS with Regular class / grade acceleration
<input type="checkbox"/> 205055 Regular class, early entrance K	<input type="checkbox"/> 206055 GIS with Regular class / early entrance K
<input type="checkbox"/> 205060 Regular class, cluster grouping	<input type="checkbox"/> 206060 GIS Regular class / cluster grouping
<input type="checkbox"/> 205065 AP class	<input type="checkbox"/> 206065 GIS with AP class
<input type="checkbox"/> 205070 Post Secondary	<input type="checkbox"/> 206070 GIS in Resource Room
<input type="checkbox"/> 205075 Honor(s)	<input type="checkbox"/> 206075 GIS with Honors
<input type="checkbox"/> 205080 Educational Options	<input type="checkbox"/> 206080 GIS with Educational Options
<input type="checkbox"/> 205085 Other service	<input type="checkbox"/> 206085 GIS with Other service

Reviewers of this Written Educational Plan

II. Signatures	Agree	Disagree	Appeal	Date
Parent/Guardian				
Teacher				
Principal				
Gifted Services				

PROPOSED REVISION
Differentiation of Instruction

Areas Addressed ___ Cognitive Ability ___ Math ___ Reading ___ Science ___ Social Studies
 ___ Creativity ___ Visual and Performing Arts (_____)

Instructional Strategies

___ Pre-Assess Unit for Proficiency ___ Accelerated coursework or content acceleration ___ Replacement version of
 ___ Curriculum compacting ___ Task cards with critical thinking questions/activities regular curriculum
 ___ In-depth study projects/products ___ Website research, software study ___ Oral, Written, and/or
 ___ Flexible Ability grouping ___ Independent reading from self-chosen higher-level books Artistic Expression

NAGC Standard(s):

Goals/outcomes:

Evaluation Tools ___ Teacher observation ___ Peer Evaluation ___ Written Critique ___ Self-Evaluation ___ Pre/Post Tests
 ___ Portfolio ___ Rubrics ___ Conference ___ Checklists ___ Other (describe)

Regular classroom observation (date) _____

Persons responsible for implementing: _____

Progress Evaluation

<p>1st Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4</p> <p>Teacher evaluation of student performance: 1 2 3 4</p>	<p>2nd Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4</p> <p>Teacher evaluation of student performance: 1 2 3 4</p>
<p>3rd Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4</p> <p>Teacher evaluation of student performance: 1 2 3 4</p>	<p>4th Quarter date _____ Student comments and self-evaluation rating: 1 2 3 4</p> <p>Teacher evaluation of student performance: 1 2 3 4</p>

1- Needs Improvement 2 – Meets Basic Requirements 3 – Performs Beyond requirements 4 – Exceptional Ability and Effort