



# Written Education Plan Goals

Elizabeth Hahn · March 31, 2015

# Today's Focus

What are examples of rigorous and relevant academic and/or social and emotional goals for gifted learners?

How do we know when the learning goals have been reached?

How do we communicate goals and outcomes to stakeholders in gifted student's education?

# SMART Goals

To help us think about our work let's take a look at SMART goals

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SMART goal components are required in Ohio IEPs

# Creating S.M.A.R.T. Goals

**S** Specific

**M** Measurable

**A** Attainable

**R** Realistic

**T** Timely

# Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.
- EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

# Measurable

Establish concrete criteria for measuring progress toward the attainment of each goal you set.

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To determine if your goal is measurable, ask questions such as.....

- How much? How many?
- How will I know when it is accomplished?

# Attainable - Achievable

When goals are identified, the student and teacher begin to figure out ways to accomplish them.

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It is more clear what attitudes, abilities, and skills need to be developed. Previously overlooked opportunities become evident.

# Realistic – Results Focused

To be realistic, a goal must represent an objective toward which the student and teacher are both *willing* and *able* to work. A goal can be both high and realistic.



# Timely

A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency.

**T** can also stand for Tangible

When a goal is tangible there is a better chance of making it specific and measurable and thus attainable.

# **S.M.A.R.T. – HOW WILL WE KNOW?**

Written Education Plans (WEPs) are in essence over-arching SMART goals for gifted students

# Written Education Plan (WEP) – an Intervention Tool

Primary tool for communication among stakeholders in gifted student learning

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Required to count services for gifted identified students in the Educational Management Information System (EMIS)

# Components of WEPs

In addition to goal pages that specify measurable learning targets or outcomes, there are several other components of WEPs.

Student name: \_\_\_\_\_

(Duplicate one page for each goal)

## Written Education Plan (WEP) Annual Goal Page

Annual Goal:	Goal # _____ of _____
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Content area(s) to be addressed by this goal:	
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Area of identification associated with this goal: <input type="checkbox"/> Superior Cognitive Ability <input type="checkbox"/> Specific Academic Ability: _____ <input type="checkbox"/> Creative Thinking Ability <input type="checkbox"/> Visual Performing Arts: _____
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What specific program components or curricular interventions will assist in accomplishing this goal? Consider the differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity.
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State the policy for waiver of assignments and scheduling of tests.
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Student Progress Measures (How will this student prove mastery of this goal?)
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Service Setting for this goal/objective: <input type="checkbox"/> Gifted Resource Room <input type="checkbox"/> Gifted Self-Contained Class <input type="checkbox"/> Regular Education Class (GIS) <input type="checkbox"/> Regular Education Class (Gen. Ed. Teacher) <input type="checkbox"/> Acceleration Placement <input type="checkbox"/> Arts Classroom (specify: _____) <input type="checkbox"/> Internship/Mentorship <input type="checkbox"/> Advanced Placement <input type="checkbox"/> Educational Options <input type="checkbox"/> Dual Enrollment including PSEO
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Personnel Responsible for Service: <input type="checkbox"/> Gifted Intervention Specialist <input type="checkbox"/> General Education Teacher <input type="checkbox"/> Arts Specialist <input type="checkbox"/> Gifted Coordinator <input type="checkbox"/> Other: _____
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# Present Levels of Academic and Social/Emotional Functioning

WEPs include any modifications to the course content or instruction that change the depth and complexity of the learning.

# Interests and Learning Styles

WEPs include accommodations and/or modifications which provide access to course content at the depth, complexity or pace in a meaningful task that promotes gifted student engagement.

# Service Settings

WEPs specify where the gifted learner can best meet the learning targets specified in the goals.

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The question can be asked – what is the most appropriate learning environment for the target?



# Focus on Strengths

Gifted operating standards state that “services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs”.

# Social-Emotional Goals

Social-emotional goals provide supports for progressing in an area of identification and may be included in a WEP.

# Specially Designed Instruction

The WEP goal and specific program components answer the question “How is the goal different from what every child has”?

# Differentiation Concepts

For gifted students we need to adjust depth, breadth, and pace through:

- Accelerated content
- Complexity (including text complexity)
- Depth
- Challenge
- Creativity
- Abstraction

# Formal Acceleration

- Evaluation process
- Written Acceleration Plan
- Reported in EMIS

Can be either compacting or skipping content.

# Formal Acceleration

Provide both higher grade level skills and higher grade level content for formal acceleration (e.g., subject or whole grade acceleration)

# Accelerated Content – Curricular Options

- Pre-assessment
- Compacting
- Provide higher grade level skills
- Provide higher grade level content
- Provide both higher grade level skills and higher grade level content

# Complexity

- Modify content by increasing text complexity
- Use several higher level skills (e.g., critical thinking, divergent thinking, logical reasoning, problem solving)
- Include several variables in the content
- Use several resources



# Depth

Use open-ended tasks (e.g., independent studies, research projects)

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Create a product

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Use oral, written or artistic expression

# Challenge

Use advanced content and resources

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Apply concepts across content areas

# Creativity

Student designed or constructed models with criteria or principles that are modified

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Oral, written, or artistic expression that is unique

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Products that reflect unique, complex abstract and/or higher level thinking skills

# Abstraction

Make connections within or across content areas

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Determine generalizations for a theme or concept

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Use themes to connect concepts within a topic

# Goal Writing Framework

Annual Goal

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Specific Program Components

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Student Progress Measure

# Annual Goal Statement

## ***ANNUAL GOAL:***

Student will demonstrate **{content, process, product knowledge or skill goal}**

by **{action}**

and we will know they accomplished this by **{evaluation tool for content, process, product}**.

# Goal Writing Framework

## SPECIFIC PROGRAM COMPONENTS:

- Specify the differentiation feature – acceleration, depth, complexity, challenge, or cognitive creativity;
- Specify the actions of the student;
- Capture specific materials or programs used in the curriculum;
- Specify the processes that will be used; and
- Align with the student progress measure.

# Goal Writing Framework



## STUDENT PROGRESS MEASURES:

- Specify the learning target;
- Specify the measurement tool; and
- Specify the expected learning outcome.



# Goal Writing

Guided practice for participants



# WEP Example - Middle School

**GOAL:** Mary will demonstrate enhanced critical thinking skills by engaging in the cognitive thinking process and we will know she accomplished this by a rubric for student performance.

## **SPECIFIC PROGRAM COMPONENTS (SPC):**

- Mary will be provided challenge through engaging activities that promote reasoning and making judgments and decisions through a simulation { e.g. Mock Trial, Future Problem Solving}.
- Mary will synthesize research of famous trials and draw conclusions about how the attorneys influenced the outcomes of the trials.

**STUDENT PROGRESS MEASURES (SPM):** A rubric will show Mary's demonstrated mastery as an attorney during a competition performance.

# WEP Example – Advanced Placement

**GOAL:** Tom will use critical and creative thinking skills to compare and contrast the theme of redemption in world literature texts and present an overview of findings using multi-media.

**SPECIFIC PROGRAM COMPONENTS (SPC):** Tom will be provided opportunity to explore British literature with greater depth. He will work across a variety of texts to explore a theme using film, novels, and artworks.

Tom will cite evidence from *Great Expectations*, *A Tale of Two Cities*, *Wuthering Heights*, and *Jane Eyre* to support his conclusions.

**STUDENT PROGRESS MEASURES (SPM):** Tom's progress will be measured by rubrics that include reading, writing, speaking and listening skills.

# Questions?

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