

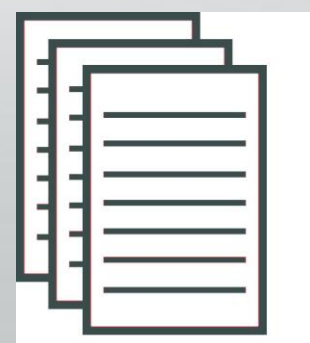
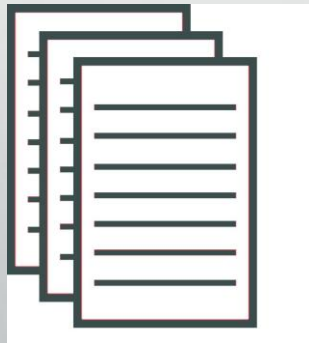
Navigating the World of Gifted

Written Education Plan (WEP)

and

Written Acceleration Plan (WAP)

Brought to you by OAGC Coordinator Division





This session will provide an overview for:

- **Written Education Plan (WEP)** Sandra Freeman, Region 3
Karen Qualls, Region 5
- **Written Acceleration Plan (WAP)** Kimberly Mayer, Region 12

Written Education Plan (WEP)

Ohio Administrative Code 3301-51-15 (D) (4) requires:

- Any student identified as gifted and reported as served must have a Written Education Plan (WEP).
- Instruction to identified gifted students shall be based on individual student needs and guided by a WEP.
- The district shall provide parents with periodic reports regarding the effectiveness of education services provided in accordance with the WEP.

Written Education Plan (WEP)

It may be helpful to think of the WEP as a **prescription** for individual differentiation of instruction rather than a **description** of a program, class or curriculum.



Written Education Plan (WEP)

pre·scrip·tion

prə'skripSH(ə)n/

Noun

1.

an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

synonyms: instruction, authorization;

2.

a recommendation that is authoritatively put forward.

synonyms: method, measure; recommendation, suggestion, recipe, formula

(Source www.google.com retrieved 07/30/2015)

Written Education Plan (WEP)

The Ohio Department of Education (ODE) has designed a Model Written Education Plan (WEP) for use by districts, or **school districts may elect to design one specific to the needs of the district.** The model can be found at <https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students> .

Written Education Plan (WEP)

All WEPs used by districts should contain provisions as described in OAC 3301-51-15 (4) (a-b). The following checklist can be used to evaluate the extent to which the district WEP meets minimum requirements outlined in the operating standards.

A WEP must include, but is not limited to, the following:

- ✓ Description of services to be provided
- ✓ Goals for the students for each service to be provided
- ✓ Methods for evaluating progress toward goals specified
- ✓ Method and schedule for reporting progress to parents
- ✓ Staff responsible for ensuring delivery of each service prescribed
- ✓ Policies regarding waiver of assignments and re-scheduling of tests
- ✓ Deadline for next review of WEP
- ✓ Copy of WEP to parents and staff responsible for providing service listed

Source: Checklist for Evaluating Local WEP, ODE (2014)

Written Education Plan (WEP)

Additional information you may want to include:

- ☐ Student name, date of birth and other demographic information.
- ☐ Date(s) and category(ies) of identification.
- ☐ Date prepared/revised.
- ☐ Student interests, strengths and challenges.
- ☐ Signature(s) of student, parent(s), service provider(s), Gifted personnel, administrators.
- ☐ Any other information needed to describe and document the specialized instructional services the student receives and to report student progress.



Written Education Plan (WEP)

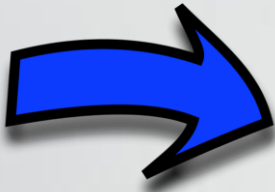
Who writes the WEP?

While most often the WEP is written by the Gifted Coordinator and/or the Gifted Intervention Specialist, individual school districts decide specifically who creates or completes a WEP. Input should be gathered from as many sources as possible. Classroom teachers, special area teachers, the guidance counselor, parents and students may all contribute to the plan.



Written Education Plan (WEP)

Some elements of the WEP may be selected from a menu or checklist. These include Service Options & Codes, **Instructional Strategies** and **Evaluation Methods**.



Instructional Strategies:

- | | | |
|--|---|---|
| <input type="checkbox"/> Pre-assess unit for proficiency | <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> In depth study project |
| <input type="checkbox"/> Flexible Ability Grouping | <input type="checkbox"/> Open-ended tasks | <input type="checkbox"/> Accelerated coursework |
| <input type="checkbox"/> Problem based learning | <input type="checkbox"/> Research skills | <input type="checkbox"/> Independent study |
| <input type="checkbox"/> Tiered assignments | <input type="checkbox"/> Targeted higher order thinking | <input type="checkbox"/> Oral, Written and/or Artistic expression |
| <input type="checkbox"/> Other: _____ | | |

Evaluation Methods:

- | | | |
|---|--|--|
| <input type="checkbox"/> Teacher observation | <input type="checkbox"/> Peer Evaluation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Written Critique | <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"/> Other (describe) _____ | | |

Written Education Plan (WEP)



A critical, and required, element of the WEP is **specific goals**, for each service setting, *including, but not limited to, academic goals*.

Some practitioners have developed menus or checklists for goals related to Academic Achievement/Performance, Creative Thinking, Social and Emotional Needs, or Career-related/Future Planning.

Written Education Plan (WEP)

ODE guidance indicates the goal statement is an annual, overarching goal, written as a **SMART** goal.

Specific

Measurable

Attainable

Realistic

Timely

Written Education Plan (WEP)

- 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}**.

Source: ODE Presentaton, "Written Education Plan Goals, March 31, 2015

Written Education Plan (WEP)

Laura will develop critical thinking ability and demonstrate precision of thought and language by participating in Socratic Inquiry to be evaluated by a checklist of observable behaviors and skills.

Written Education Plan (WEP)

Jorge will demonstrate **interpersonal skills** and **leadership ability** by identifying at least one group or organization of interest to him in the school community, apply for membership and campaign for a position of leadership such as committee chair, event coordinator or officer.

Written Education Plan (WEP)

✓ *Policies regarding waiver of assignments and re-scheduling of tests*

Sample policy (Resource Room)

ABC Local School District recognizes that gifted students need differentiated curriculum and instruction and support services in order to fully develop their cognitive, academic, creative and artistic abilities, or to excel in a specific content area, including opportunities to exceed grade level academic indicators and benchmarks. (OAC 3301-15-51 (D)).

Students who participate in gifted services are not assigned work missed in the regular classroom if this work:

- Provides practice or review
- Has been mastered
- Would be mastered easily if presented in another format.

Teachers should attempt to introduce new concepts and schedule tests at a time when the gifted students are in the regular classroom; if this is not possible, the teacher and/or the GIS will compact the material to the level necessary to obtain or demonstrate mastery of the essential elements. Long term projects or reports assigned by the classroom teacher are due on the date announced. Schedules for gifted services will be furnished to teachers, students and parents at the beginning of the school year, and revised as necessary.

Written Education Plan (WEP)



Who signs the WEP?

While signatures are not required, the Department of Education guidance suggests that signatures of parents and educators may be helpful in demonstrating compliance with OAC 3301-51-15 (D)(4)(b), **which states**, *Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.*

Department of Education Resources for Written Education Plans
www.education.ohio.gov search “gifted education plan”

Definitions and Instructions

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students/Information-Fact-Sheet.pdf.aspx>

Evaluation Checklist for Locally Designed WEP

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students/Checklist-to-Evaluate-Local-WEP-2014.pdf.aspx>

Written Education Plan Goals (powerpoint)

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students/OAGC-2015-Written-Education-Plans.pdf.aspx>

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum.



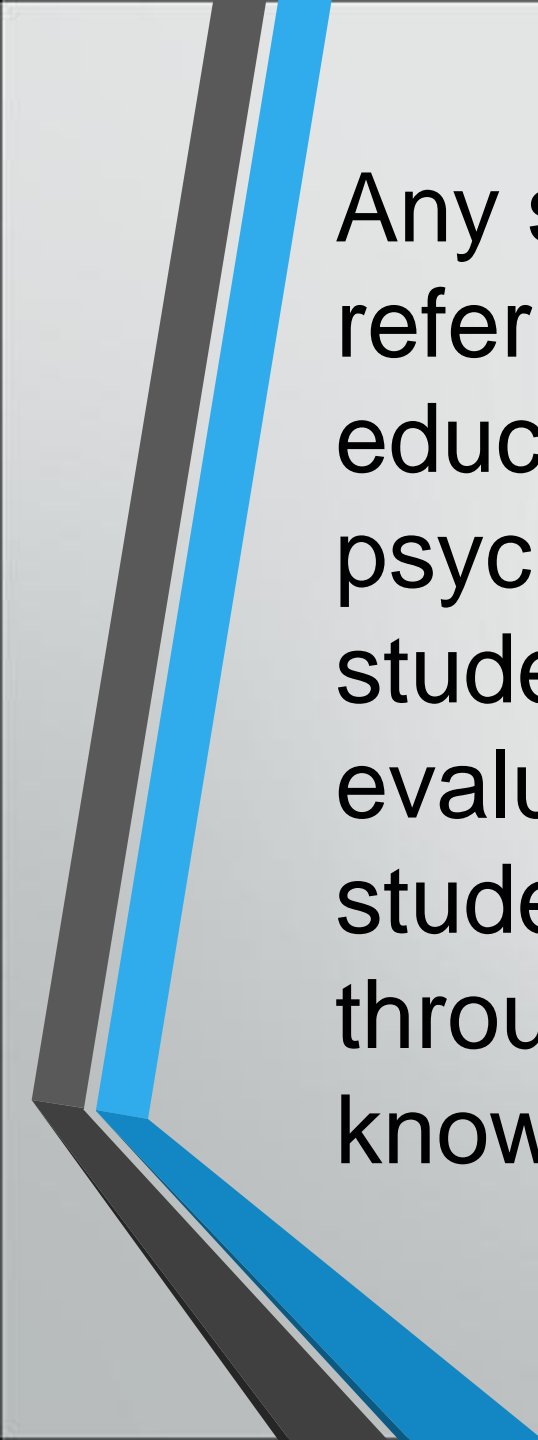
Acceleration

When children grasp information sooner and understand complex concepts faster than their classmates, chances are good they are capable of moving at a faster pace academically.

Ohio Department of Education

Acceleration opens up a pathway for children who are able to learn at a faster pace and are interested in moving ahead.





Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

Types of Acceleration

- Whole Grade Acceleration
- Subject Area Acceleration
- Early Entrance to Kindergarten
- Early Graduation

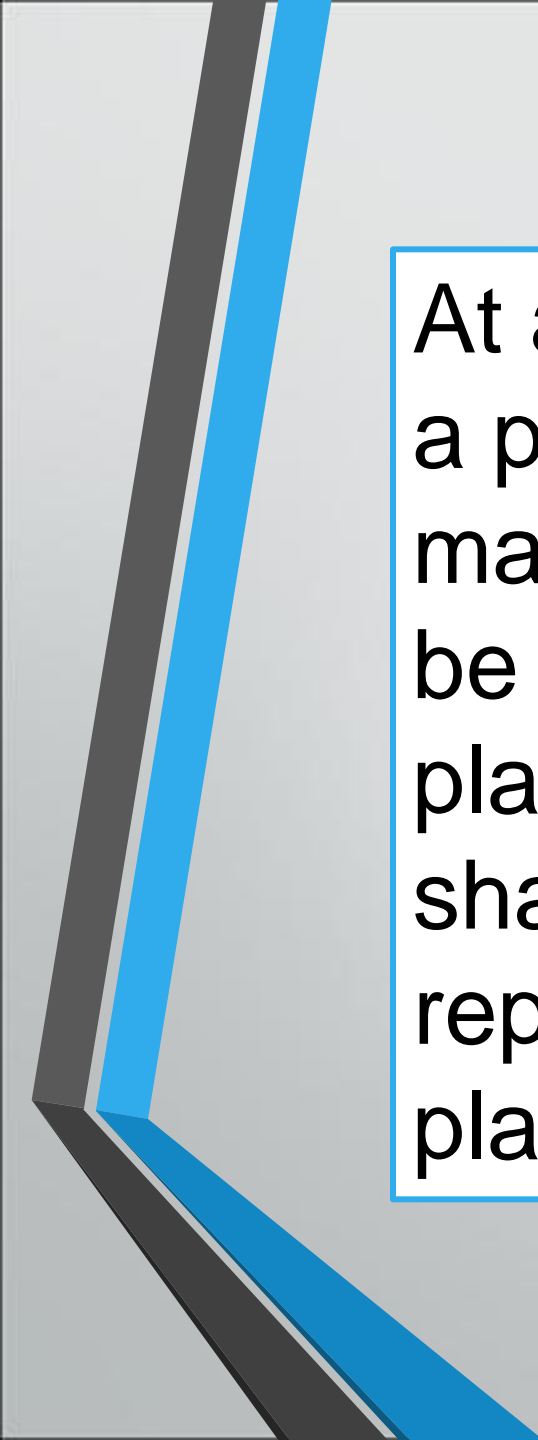


Written Acceleration Plan

The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

The Written Acceleration Plan (WAP) Shall Specify:

- Placement of the student in an accelerated setting
- Strategies to support a successful transition to the accelerated setting
- Requirements and procedures for earning high school credit prior to entering high school (if applicable)
- An appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.




At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

A Written Acceleration Plan is only required the first year of an accelerated placement.





The Ohio Department of Education (ODE) has designed a Model Written Acceleration Plan (WAP) for use by districts, or school districts may elect to design one specific to the needs of the district.

The model can be found at

[https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education-\(1\)/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners/Whole-grade-acceleration.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education-(1)/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners/Whole-grade-acceleration.pdf.aspx)

Written Acceleration Plan (WAP)

**WRITTEN ACCELERATION PLAN
FOR**

Student William Robert Johnson School Ohio City Local Grade 1

Type of Acceleration ☒ Subject (specify) _____
☒ Grade (from-to) 1st to 3rd
☐ Early Entrance

Placement From 1st Mrs. Anne Jolly Ohio City Elementary
GRADE/SUBJECT TEACHER BUILDING
To 3rd Mrs. Sara Strong Ohio City Elementary
GRADE/SUBJECT TEACHER BUILDING

Transition Period Begins August 21, 2006 Ends October 20, 2006
M/D/Y M/D/Y

Strategies to ensure a successful transition:
Mrs. Strong will notify Mrs. Goodloe of any signs of severe emotional or academic stress.
Mrs. Goodloe will check with Mrs. Strong on a weekly basis.
A third grade teacher/GIS will develop/provide compacted curriculum and assessments on second grade standards to which William has not yet been exposed. He will complete these during spare time at school and/or at home.
Mr. and Mrs. Johnson will assist William with mastering "skipped" content.

Strategies to ensure continuous progress following the transition period:
Following a successful transition period Billy shall remain in this accelerated setting until such time as additional acceleration options may be considered.

Requirements and Procedures for Earning High School Credit Prior to Entering High School (if applicable)
Not applicable at this time. Billy's case should be reviewed when he reaches middle school to determine whether "dual enrollment" options would be beneficial to him.

Staff member assigned to monitor the implementation of this plan:
Mrs. Goodloe Gifted Coordinator
NAME POSITION

Signatures _____ Date _____

SCHOOL DISTRICT REPRESENTATIVE _____ PARENT/GUARDIAN/REPRESENTATIVE _____

Distribute copies of this document to: student's building principal(s), current teacher, receiving teacher, gifted coordinator/GIS, and parent(s) or legal guardian(s). Place a copy in the student's file.

- Written Acceleration Plan required for all accelerations
- Model WAP available on ODE website site. Search "Written Acceleration Plan"



Department of Education Resources for Written Acceleration Plans

www.education.ohio.gov search “acceleration.”

Academic Acceleration for Advanced Learners

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>



QUESTIONS?

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