Developing a Written Educational Plan (WEP) Project

# Aim

The aim of this project is to develop and critique major elements of a WEP to differentiate instruction for an advanced learner. It focuses on annual goals, interventions, and assessments based on present levels of performance and interests and learning style identified in the WEP. This project has two specific learning outcomes, which are keyed to an Ohio’s Operating Standards for Identifying and Serving Students Who are Gifted.

# Standards and Project Outcomes

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| --- | --- | --- |
| Standard | Outcome One | Outcome Two |
| ***The ability to participate in the development of the Written Education Plan*** | The teacher will identify annual goals, interventions, and assessments, based on advanced learners’ present levels of performance, their interests, and other relevant characteristics. | The teacher will use and build on Ohio’s current WEP to plan educational opportunities for advanced learners. |

## Background Information

Before completing the project, read the OLAC foundational concept, Monitoring Student Growth for Advanced Learners and the OLAC module, *Assessment.* Also,review the *Operating Standards for Identifying and Serving Students Who are Gifted*, especially the sections detailing the requirements for [Written Education Plans and the Provision of Services](http://codes.ohio.gov/oac/3301-51-15).

For an additional review of SMART goals, beyond what is included in the OLAC foundational concept for *Monitoring Student Growth for Advanced Learners* see: [Written Education Plans](https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Presentations-on-Gifted-Children/OAGC-2015-Written-Education-Plans.pdf.aspx).

## Estimated Time Completion

Six hours

# Procedures

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# Rubric: Social and Emotional Needs Project

Note: Teachers completing this project may need to search for WEP template if one is not readily available from their local school districts. Templates are available, along with useful information about WEPS, on the ODE website “[Written Education Plans for Gifted Students](http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students.)”

***Step 1: Select.*** Choose a student who is identified gifted to consider. If you do not have access to a current student, choose an example student from the case studies provided in the appendix to this project description.

***Step 2: Develop and Note.*** Consider the student’s present level of performance, interests and learning style. Given what you know or read about the student, develop measurable goals, interventions, and assessments to monitor progress for the student’s WEP. Consider the relevance to student’s abilities in order to ensure clarity and meaningfulness of goals. Make notes to yourself about issues or concerns that come to mind.

***Step 3:******Seeking More Information*.** If additional knowledge might help you address the issues or concerns you’ve noted, look for relevant information. For instance, if you aren’t sure about the validity of an assessment tool that might be mentioned on a student’s WEP, seek more information (perhaps from the publisher’s website) about the validity of that assessment tool. Or if you don’t know enough about a particular topic to identify relevant curriculum materials, investigate options (perhaps by talking to an expert in that topic, such as a Gifted Intervention Specialist or the Gifted Coordinator in your district or by searching the web).

***Step 4: Revise.*** Based on your notes and your understanding of the student’s abilities as well as any new information you were able to find, address the issues or concerns by revising the measurable goals, interventions, and assessments to monitor the student’s progress.

***Step 5:******Draft and Edit Report.*** Write a brief report based on what you learned in the readings, review, and WEP development.

# Report Format

***Sample Written Education Plan:*** Use a WEP form of your choosing (either a template or the one used by your school district) to present the measurable goals, interventions, and assessments to monitor student progress. Include the student’s present level of performance, interests and learning style.

Note: *You may not need to complete the entire WEP form, only the present level of performance, interests and learning style, measurable goals, interventions, and assessments.*

***WEP Report:*** Write a report of two to three type-written, double-spaced pages, based on what you have learned about developing WEPs and their purpose in guiding gifted services and meeting student academic and social and emotional needs.

Share the following with the person who is supervising the Gifted Education Professional Development (PD) in your district: your Written Education Plan and WEP Report.

# Rubric: WEP Project

Participants in the Gifted Education PD might review the “distinguished” column of the rubric below as a guide to what a complete and well-executed project would look like. The person who is supervising the Gifted Education PD can use the rubric to evaluate participants’ projects. Total rubric scores of **8 or higher** are sufficient for receiving credit for the project.

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| Criterion | Distinguished (Four points for each criterion at this level) | Accomplished (Three points for each criterion at this level) | Competent (Two points for each criterion at this level) | Emerging (One point for each criterion at this level) |
| Clear and complete measurable goals | The goals are closely tied to present level of performance and clearly in keeping with SMART goal conventions. | The goals are tied to present level of performance and in keeping with most of the SMART goal conventions. | The goals are loosely tied to present level of performance and shows awareness of most SMART goal conventions. | The goals have some limited relation to present level of performance and shows awareness of one or two SMART goal conventions. |
| Relevant interventions | The interventions are closely tied to the goal(s), fully explained, and shows understanding of gifted policies and standards. | The interventions are tied to the goal(s), explained, and shows awareness of gifted policies and standards. | The interventions are loosely tied to the goal(s), explained to a limited extent, probably in keeping with gifted policies and standards. | It is unclear whether the interventions are related to the goal(s), unclear in explanation, or unclear whether in keeping with gifted policies and standards. |
| Carefully selected assessments | The assessment methods appear valid and complete in meeting the need to monitor progress toward and achievement of the goal(s); and all assessment methods are described clearly. | The assessment methods appear adequate to the need to monitor progress toward and achievement of the goal(s); all assessment methods are described. | Most assessment methods appear adequate to most of the need to measures of student progress toward and achievement of the goal(s); assessment methods are described. | Some assessment methods appear valid as partial measures of student progress toward and achievement of the goal(s); effort to describe methods is apparent but limited. |
| Thoughtfully written report | The WEP report is well-written, well-informed, and thorough in explaining the development of the WEP and how the goals, interventions, and assessments to monitor progress address student academic and/or social and emotional needs. | The WEP report is articulate in explaining the development of the WEP and how the goals, interventions, and assessments to monitor progress address student academic and/or social and emotional needs. | The WEP report explains the development of the WEP and how the goals, interventions, and assessments to monitor progress address student academic and/or social and emotional needs. | The WEP report attempts to explain the development of the WEP and how the goals, interventions, and assessments to monitor progress address student academic and/or social and emotional needs. |

# Appendix: Sample Case Studies

## Adam (Elementary School Student)

Adam is a studious boy who is strongest in mathematics and hopes to become a mathematician in a Navy research program he read about in *Scholastic* magazine. He is in the 4th grade and is identified gifted in the area of specific academic ability in mathematics. His ESL teacher is working on his English, but not being a native English speaker causes Adam to sometimes misunderstand mathematics word problems. He consistently earns A’s on his math assignments except for those involving word problems.

### Present levels of academic and social/emotional functioning:

Adam scored at the proficient level on the state math test and makes A’s on all of his math classroom tests and assignments. Adam scored in the 95th percentile on the Woodcock-Johnson IV Tests of Achievement for math. Adam shows perseverance in his efforts to learn English.

### Student interests and learning styles:

Adam has a strong visual spatial orientation and has often expressed interest in shapes of different kinds and how to measure them. He enjoys math problems linked to basic geometry.

## Libby (Middle School Student)

Libby is an advanced learner whose parents are both medical doctors. She was identified as having superior cognitive ability in the 1st grade. Now that Libby is 12 years old and in 7th grade, her parents have asked for her to participate in the College Credit Plus program. Libby is interested in the Biology courses at the local university. Libby, is comfortable with her peers as well as with older students and adults. She studies hard and enjoys a challenge. She plans to go into medical research as a career.

### Present levels of academic and social/emotional functioning:

Libby’s Full-Scale score on the WISC was 150. Libby consistently earns A’s in her science courses. Libby has no apparent social or emotional difficulties.

### Student interests and learning styles:

Libby is interested in many subjects, but science, especially biology, is her major interest. She is a conscientious student who learns best from verbal material, oral or written, that is presented in logical and sequential order.

## Larry (Secondary School Student)

Larryis a tenth grader who is motivated and obviously smart. He is identified gifted in the area of Specific Academic Ability in Reading. . Larry is an avid reader. Consequently, his vocabulary is excellent, and he has a broad knowledge of many different subjects. An African American student himself, he has a keen interest in African American history. For subjects with which he has a strong interest, Larry earns mostly A’s. Unfortunately, he has no interest in math and makes C’s in math classes. including mathematics.

### Present levels of academic and social/emotional functioning:

Larry scored 125 Full Scale IQ score on the WISC. He scored 25 on the ACT English subtest and e he scored 17 on the ACT Mathematics subtest. He seems to find mathematics challenging and may be experiencing some math anxiety.

### Student interests and learning styles:

Larry enjoys literature and history, especially the history of African Americans after the Civil War up through the Civil Rights era. He also likes to write and give oral presentations. He joined the debate team and is considered one of the team’s strongest debaters.