

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

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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

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 regular curriculum
 ___ Curriculum compacting ___ Task cards with critical thinking questions/activities ___ Oral, Written, and/or
 ___ In-depth study projects/products ___ Website research, software study ___ Artistic Expression
 ___ Flexible Ability grouping ___ Independent reading from self-chosen higher-level books

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