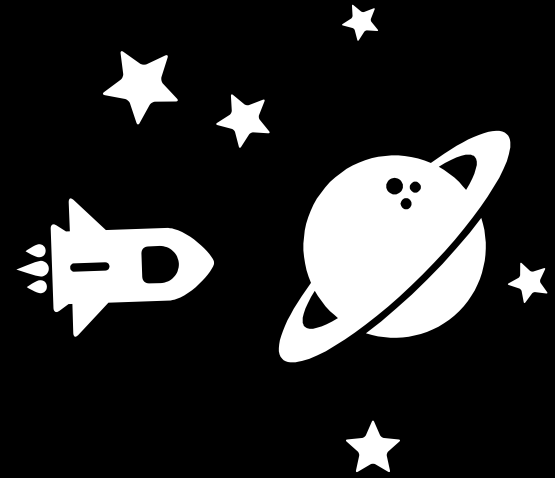


British Columbia's Competency Based IEP

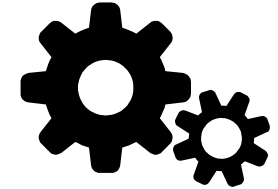


Why a new IEP?



IEPs?

- Why do we need IEPs?
- What do we use IEPs for?

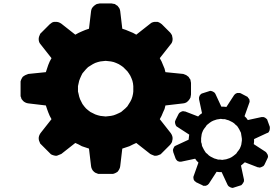


Our journey...

**A tension at one
school**

What was our Flash?!





Our journey...

**A tension at one
school**

**Collect some
data**

We asked **content** area
teachers & they said...



IEPs are:

- too long
- not connected to their curriculum
- not not helpful in assessment
- not useful as a teaching plan

We asked **support** teachers & they said...



IEPs are:

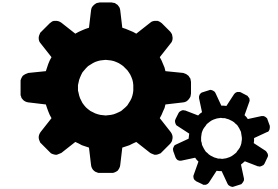
- something that just needs to get “done”
- not a living working document
- not connected to reporting periods
- not connected to curriculum of peers

We asked **parents** & they said...



IEPs:

- are not connected to subjects
- are not a clear record of progress
 - (often the same information is on them every year)
- only seem to focus on what kids are not good at
- don't provide grades?

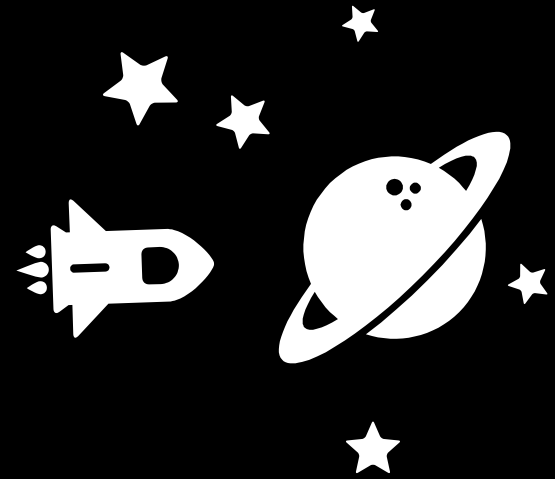


Our journey...



What is possible?

- Why do we wish IEPs could do?
- How could we shift IEPs to better meet the needs of teachers, parents AND students?



What if IEPs could...



- **Align** with the same curriculum as peers
- Be specific to the **changing contexts** of a students day
- Show **authentic progress** over time
- Shift to **focus on strengths** not “should”
- Include **cognitive goals** – not just behavioural
- Include support plans that are more **universal**
- Include the **role of student & family** more into the process
- Be a planning document that would be helpful for **ANY student**
- Focusing on more current & evolving “**life skills**”
- Student focused and **meaningful evidence** & data collection and **assessment** on what they can do – and be able to **show it off!**

One Page IEP

Student Name: _____ Year _____

One Page IEP

Student: Bagawan	Grade: 9
Classroom Teacher: Dave	Course: Hum 8
Educational Assistant:	Term: 1
Case Manager: Olivia	Block: 1

Goal Area: Physical Community (Self awareness/ responsibly regulation, behaviour)	NYM	MM	FM	EE
Goal: Will follow routines of the classroom by				
Objective: Initiating start up activity at beginning of the block				
Objective: Increasing time in classroom over the term				

Goal Area: Social-Emotional Community (Communication-expressive/receptive/interactive)	NYM	MM	FM	EE
Goal: Will interact with peers by				
Objective: Participating in partner shares, sharing circles and presentations				
Objective: Referencing peers during energizer activities				



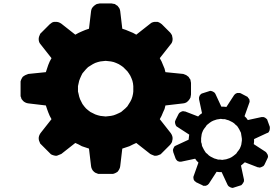
Goal Area: Learning Community (Critical/creative thinking, curricular outcomes)	NYM	MM	FM	EE
Unit: Ancient civilizations				
Goal: understand own culture by				
Objective: Identifying own culture celebrations and food				
Objective: Identifying own family				
Goal: understand another culture by				
Objective: Identifying cultures in Richmond				
Objective: Identifying cultural celebrations and food in Richmond				
Goal: Will increase reading comprehension by				
Objective: Identifying main idea in text				
Objective: Identifying 2 details of a main idea in text				

Instructional Strategies & Resources

Total				
Weight	X1	X2	X3	X4
	+	+	+	=
	Divide by (# of goals x 4) x 100			
Grade				
				%



Our journey...

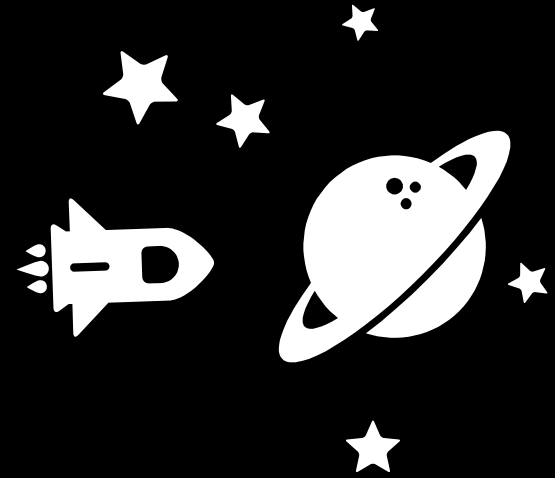


**A tension at
one school**

**Collect
some data**

**One-Page
IEP**

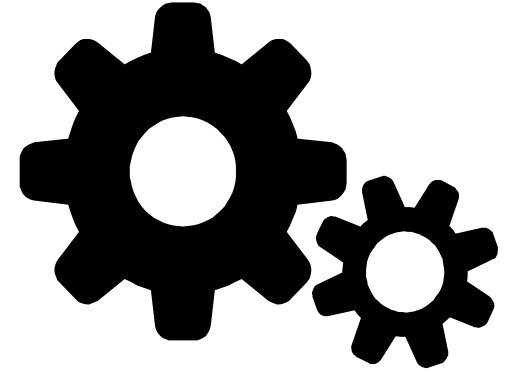
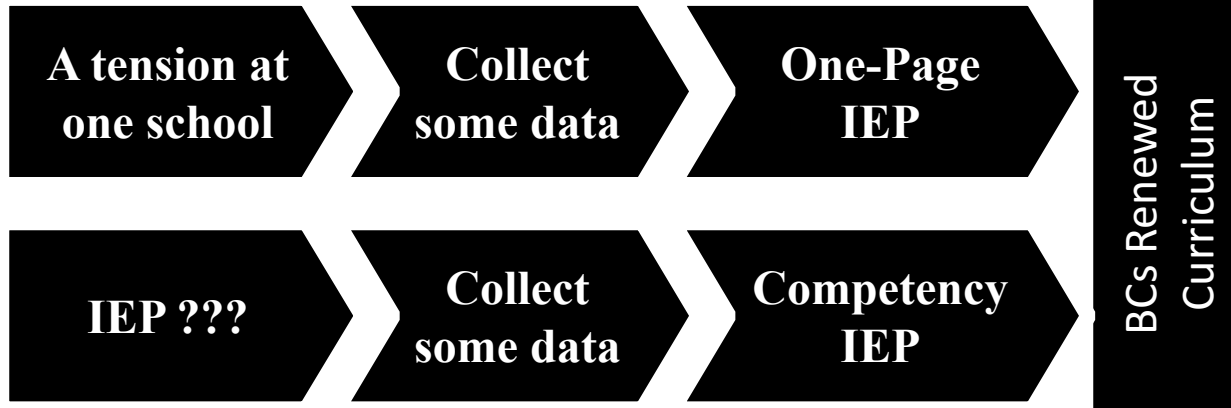
**District
template**



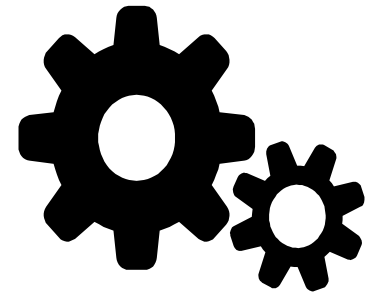
AND THEN!!!

British Columbia's Renewed Curriculum

Our journey...

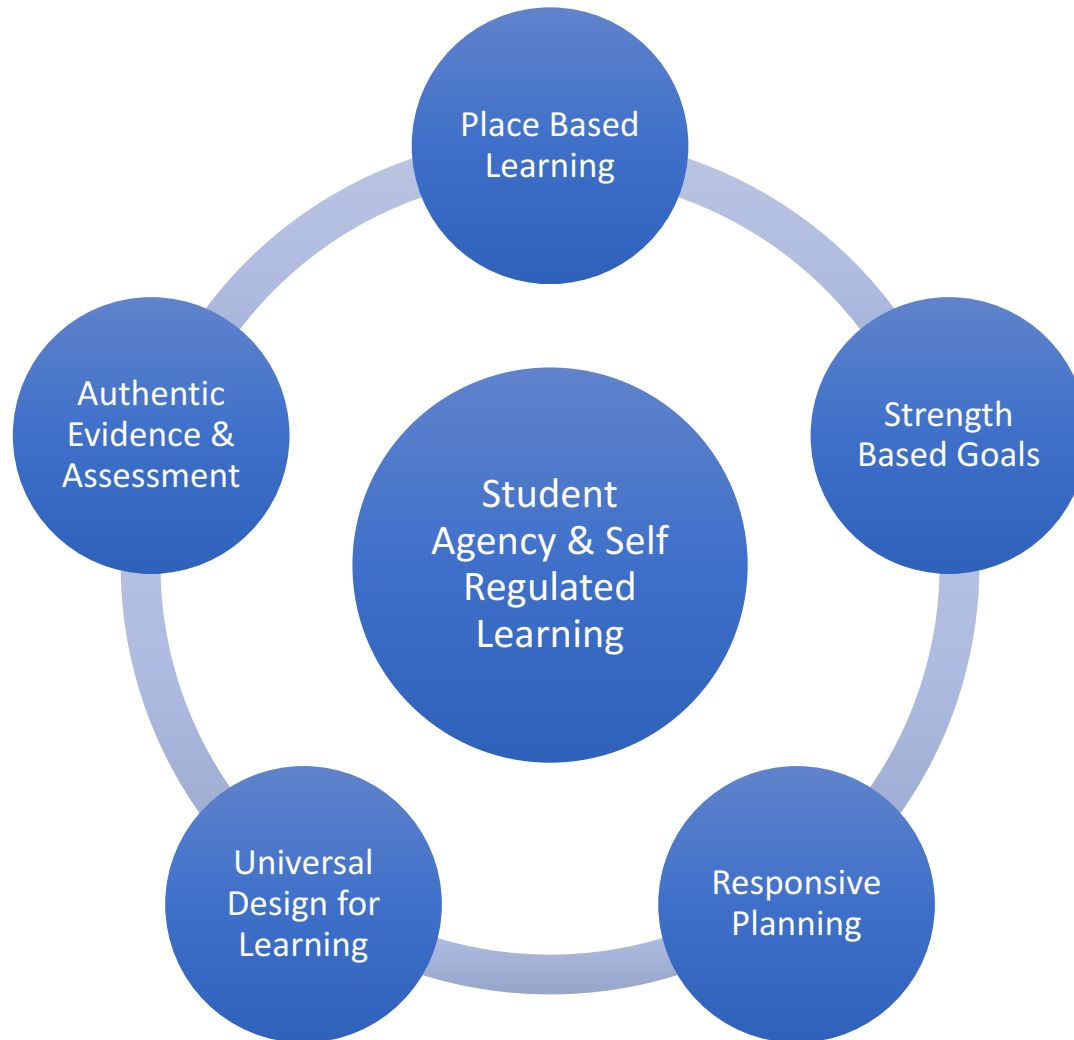


Formed a committee!



- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new competency based IEP framework?

Guiding Principles of the renewed IEP



Our journey...



Principles of BCs Curriculum

Version 1
Trial &
Feedback

Version 2
Trial &
Feedback

Version
3, 4, 5, 6
Trial &
Feedback

Version 8
Trial &
Feedback



School District 47
POWELL RIVER
BOARD OF EDUCATION



Langley
Schools

VSB



Implementation

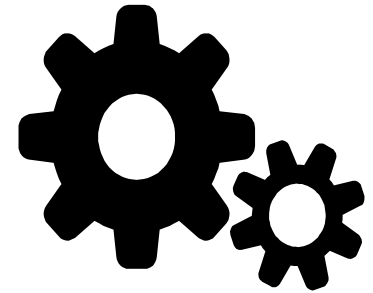
Full IEP Roll Out

- Gold Trail*
- Richmond*

IEP Pilot Projects

- Surrey
- Coquitlam
- Penticton

* These districts both passed audits using the new template



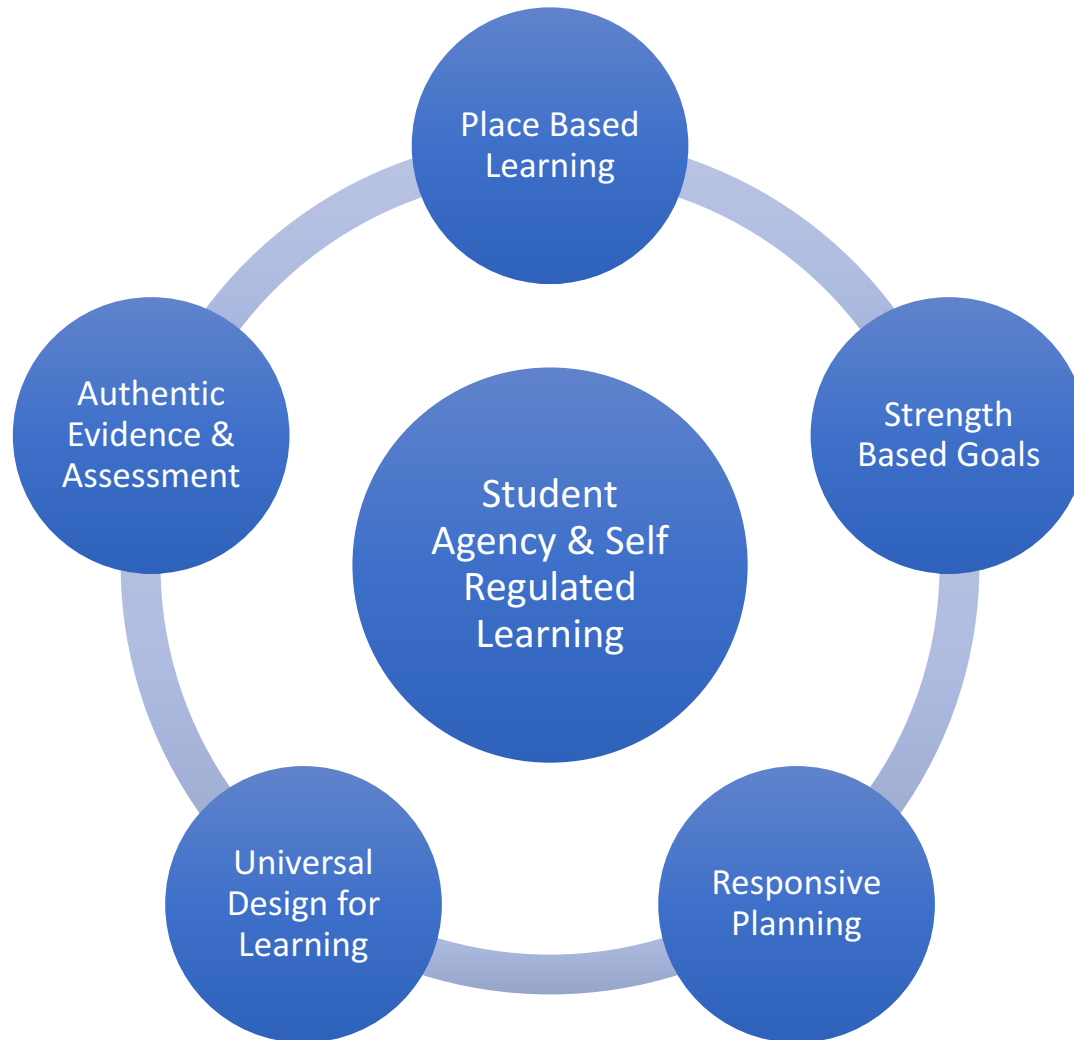
Student Details			
Student Name:		Ministry Designation (sp):	<input type="text"/>
Grade:		IEP Activation Date:	
PEN:		IEP Yearly Review Date:	
Date of Birth:		Case Manager:	
Student Support Team:		Role:	
			<input type="text"/>
			<input type="text"/>
			<input type="text"/>
Parent/Guardian consulted on:			

Student Profile	
My Interests:	<input type="checkbox"/> <input type="text"/> Link: <input type="text"/>
<input type="text"/>	
My Learning Preferences:	<input type="checkbox"/> <input type="text"/> Link: <input type="text"/>
<input type="text"/>	
What you need to know about me:	<input type="checkbox"/> <input type="text"/> Link: <input type="text"/>
<input type="text"/>	

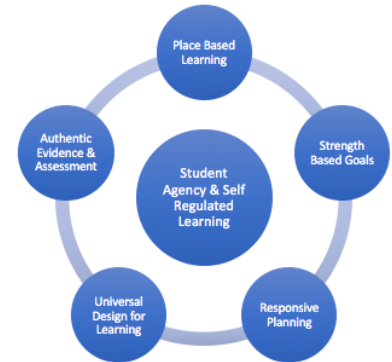
Core Competencies			
	My Strengths:	My Stretches	My Focus Area
Personal Skills Personal Awareness Personal Identity			<input type="checkbox"/>
Social Skills Communication Social Responsibility			<input type="checkbox"/>
Intellectual Skills Critical Thinking Creative Thinking			<input type="checkbox"/>

Support and Plans	
Universal Supports	Essential Supports
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Plans	Date
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Guiding Principles of the renewed IEP



BC's Competency Based IEP



- **Module 1: The Rational & Process**
- Module 2: Placed Based Learning
- Module 3: Strength Based Goals & Continuums of Success
- Module 4: Responsive Planning
- Module 5: Universal Design for Learning
- Module 6: Authentic Evidence & Assessment
- Module 7: Working Examples & Scenarios