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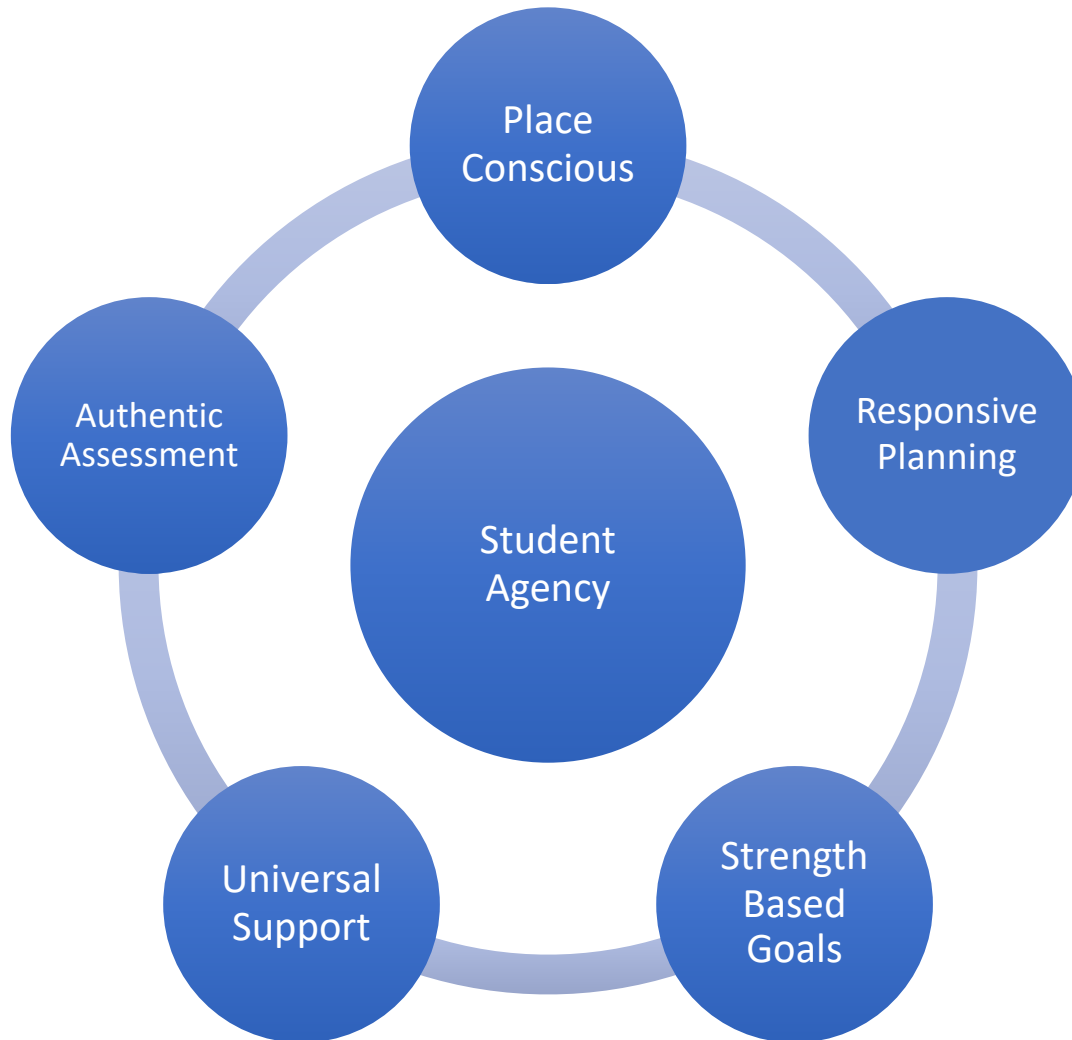
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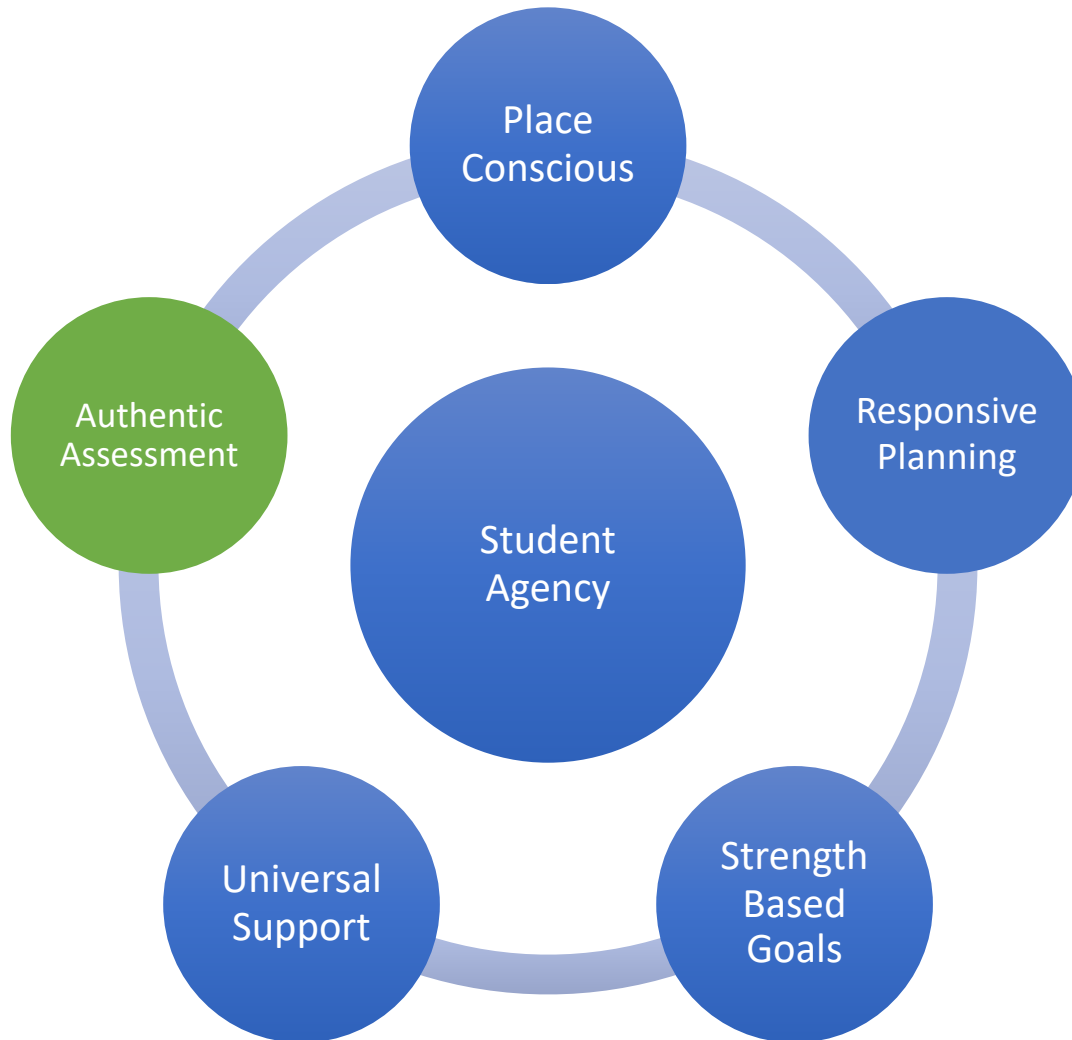
IEPs & Assessment

- What questions do you have about IEPs and evidence?

Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Strength Based Goals

- Presuming competence in all abilities
 - Focusing not just in deficit areas
 - Moving away from a SMART goal framework to better align with goals of peers and,
 - Move toward collecting evidence of learning that shows growth rather than mastery/proficiency

Presuming Competence

“Learning happens regardless to observation”

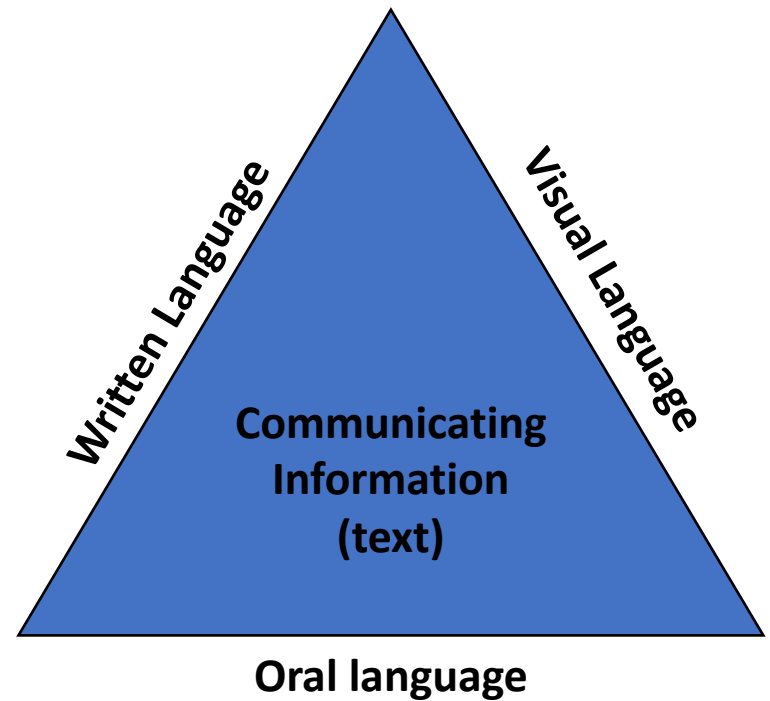
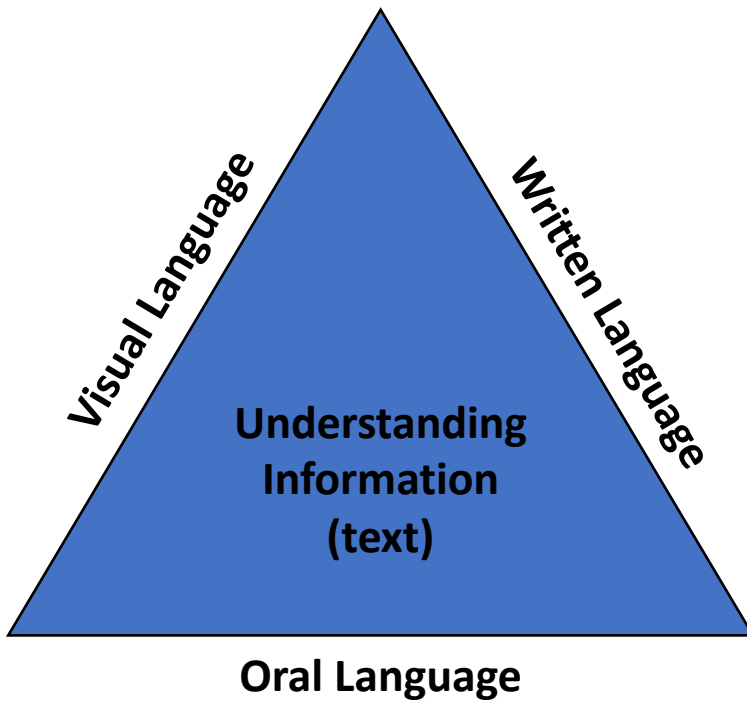
- Increasing the definition what it means to know and be
- Aligning evidence to curriculum
- Many ways to demonstrate learning
- Triangulation

Assessment

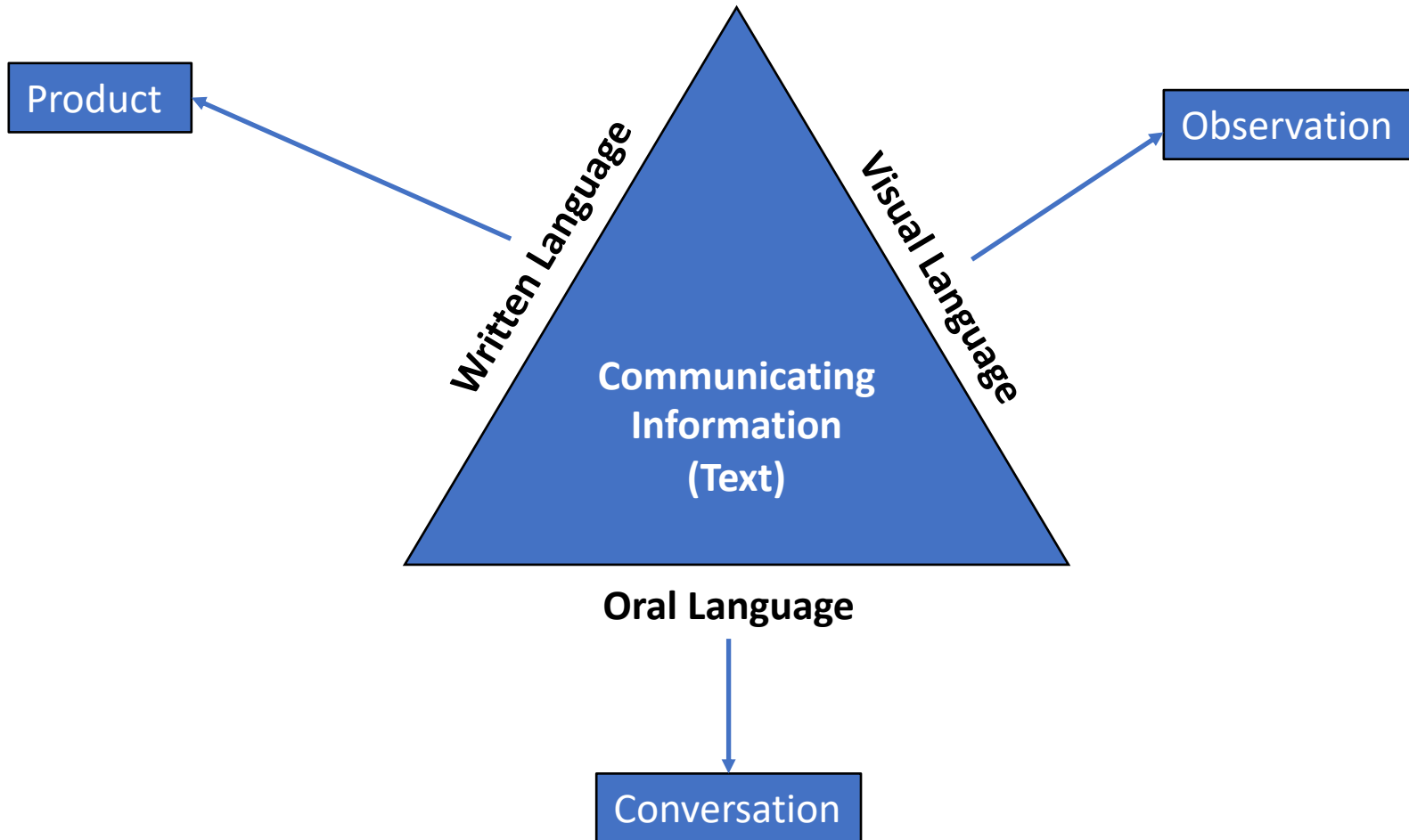
“Learning is only valid if it can be captured by someone else”

- This is tricky if someone has communication difficulties
- Evidence of learning heavily relied on behaviour (things we could see)
- No other curriculum in the world relies on learning in this way

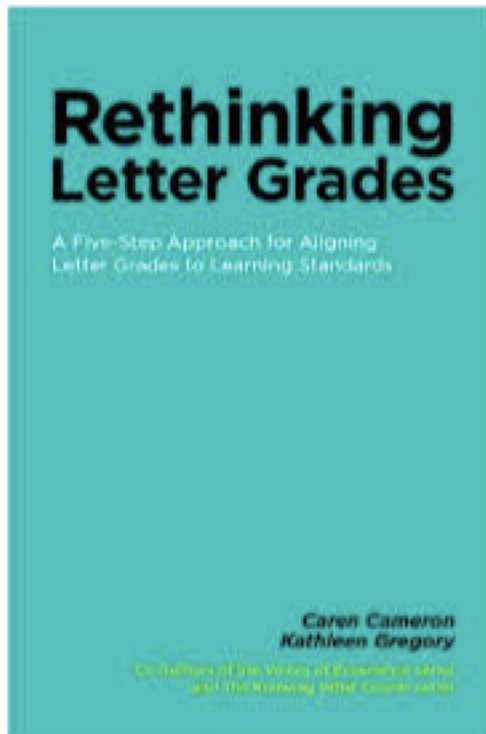
Teaching & Assessing



How do students show what they know?



Rethinking Letter Grades



Assessment: Evidence Logs

Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I need to keep working on this goal	I need a new goal				

Core Competency-Based Goals

Social Responsibility ▼	Goal/Facet:	With some support, I can be part of a group by ▼	
Objective:	taking turns	Instructional Strategies:	buddy reading, mimicking peers, using the prompt 'you're turn'
Objective:	choosing a buddy to read with	Instructional Strategies:	

Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can be part of a group by taking turns		✓		✓	✓		
I can be part of a group by choosing a buddy to read with		✓			✓		

Core Competency-Based Goals

Creative Thinking ▼	<u>Goal/ Facet:</u>	I deliberately learn a lot about something (e.g., by doing research, talking to others or practising)so that I am able to ▼	
Objective:	working on my own about something that is interesting to me	Instructional Strategies:	passion project about butterflies, drawing
Objective:		Instructional Strategies:	

Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can deliberately learn a lot about something so that I can generate new ideas by working on my own about something that is interesting to me	✓			✓		✓	

Core Competency-Based Goals

Personal Awareness ▼	Goal/ Facet:	I can take ownership of my goals, learning, and behaviour by ▼	
Objective:	making choices where I can work that will support my learning	Instructional Strategies:	flexible seating options
Objective:		Instructional Strategies:	

Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can take ownership of my goals, learning and behaviour by making choices where I can work that will support my learning		✓			✓	✓	

Core Competency-Based Goals

Communication ▼	Goal/ Facet:	I ask and respond to simple, direct questions by ▼	
Objective:	using my AAC device to answer questions	Instructional Strategies:	model device, "sorry, don't understand," practice
Objective:		Instructional Strategies:	

Assessment: Evidence Logs

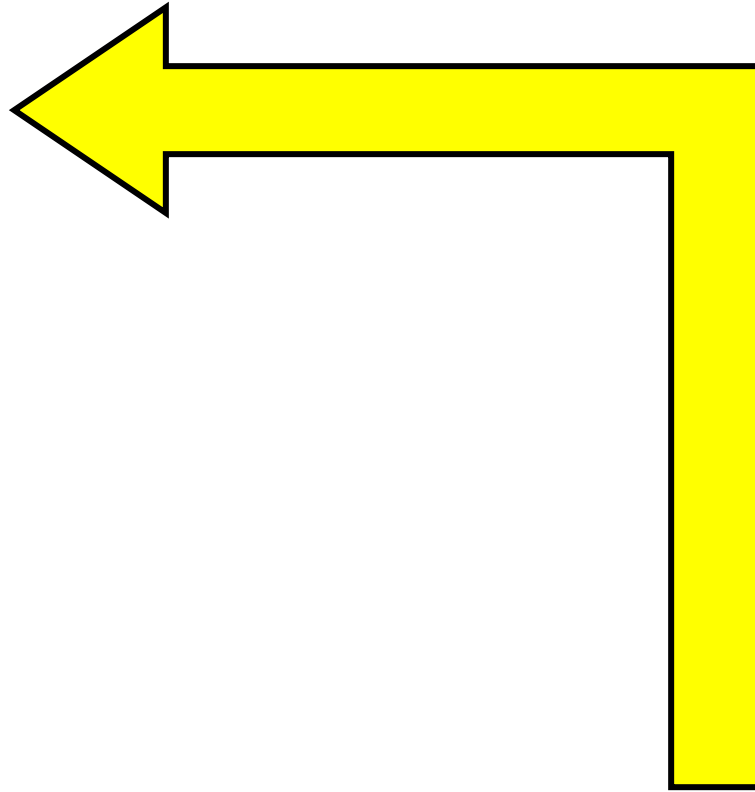
Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can ask and respond to simple, direct questions by using my AAC device to answer questions		✓					

I can persevere through a challenge task by putting my thoughts on stop!

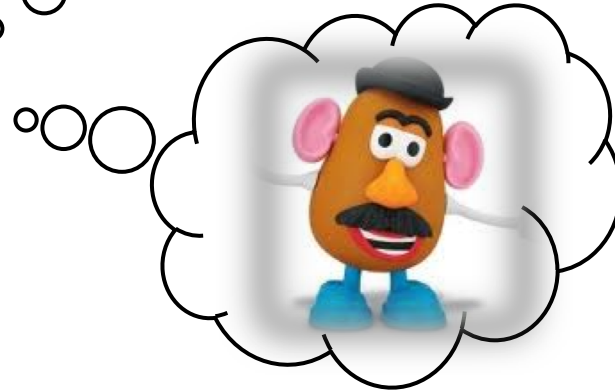
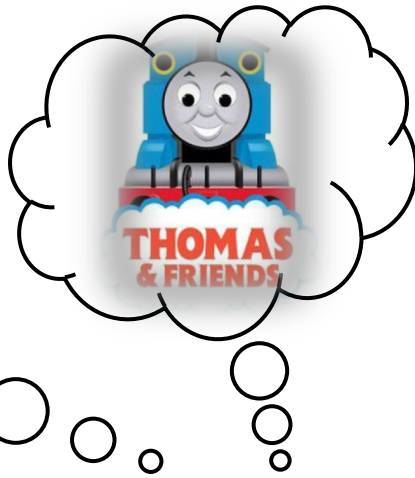
Me and My Head!!!!

By: Joshua & Ms. Moore

Hi! I am Joshua.

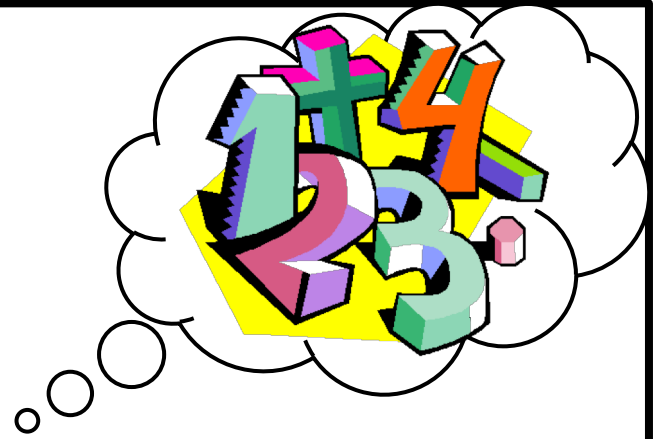
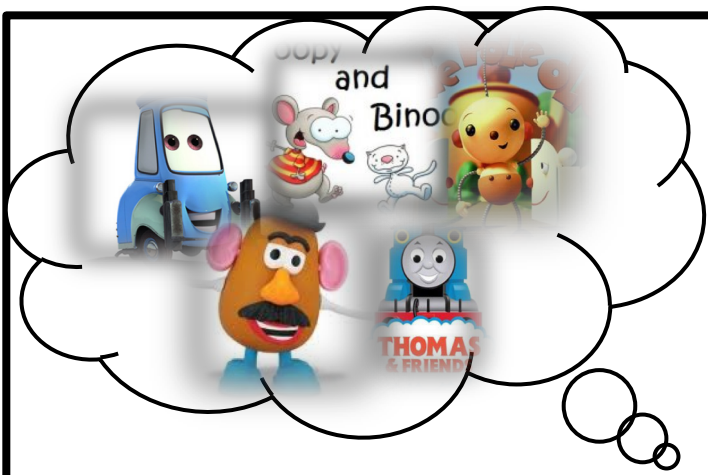


And this is my head!



My head is FILLED with lots of cool stuff.

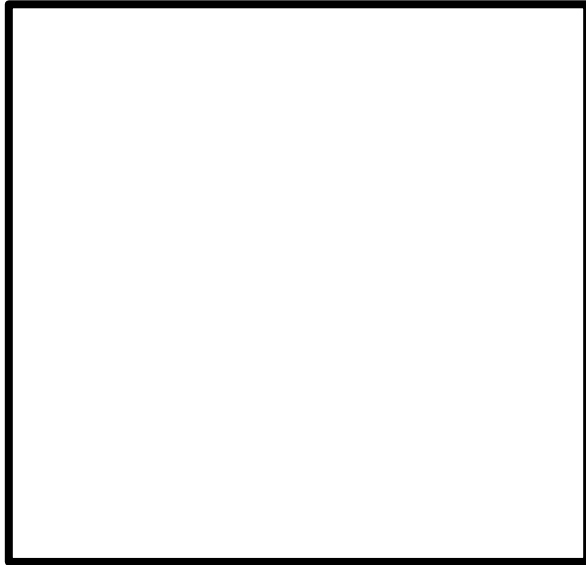
But sometimes I need to do work.



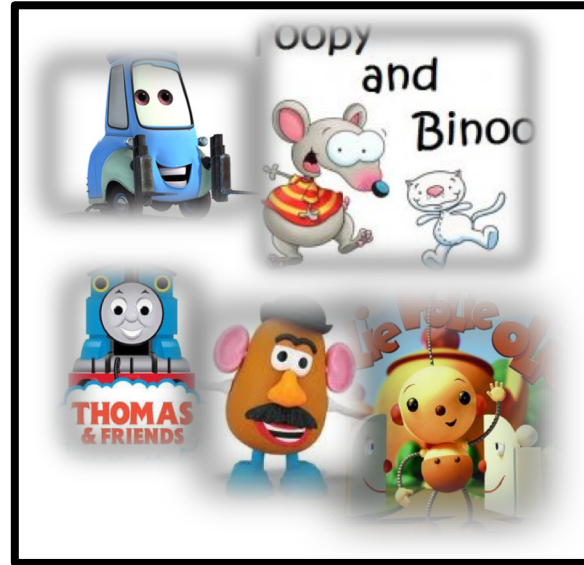
It is hard for me to focus on my work because of all the thoughts in my head.

I need to put my thoughts on stop so I
can do my work.

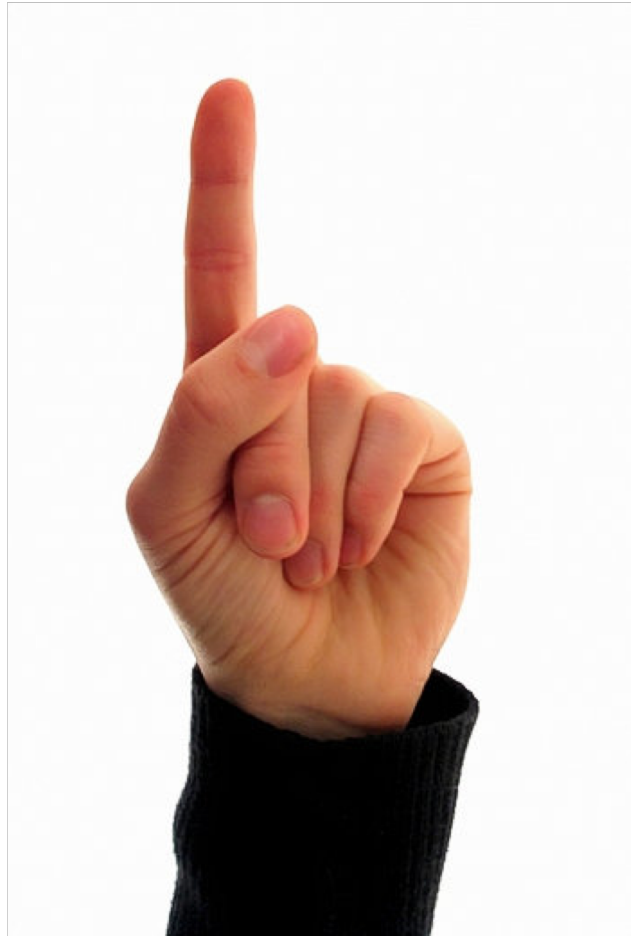
first



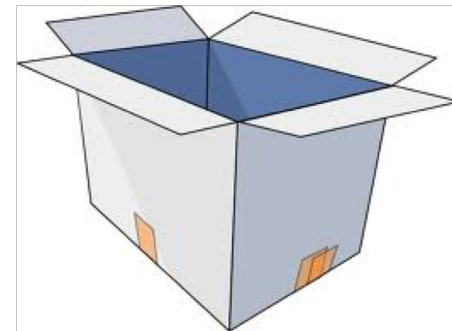
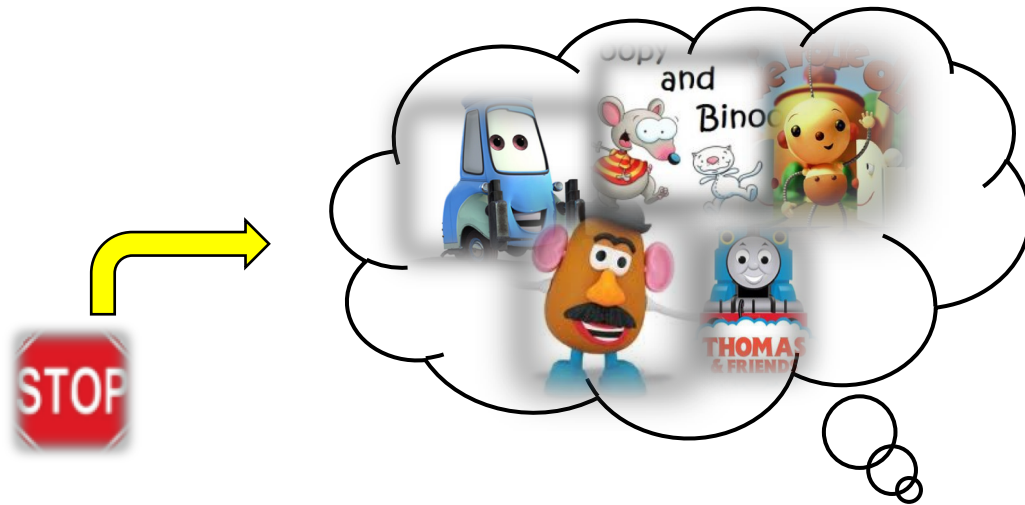
then



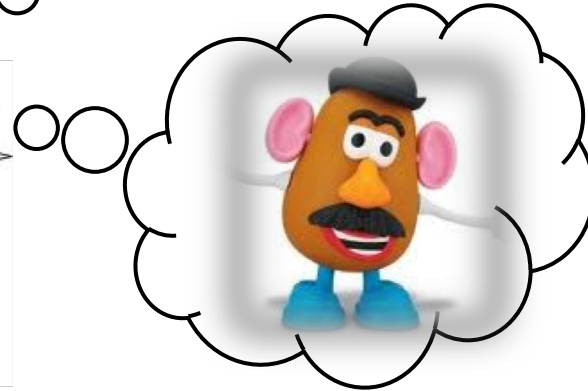
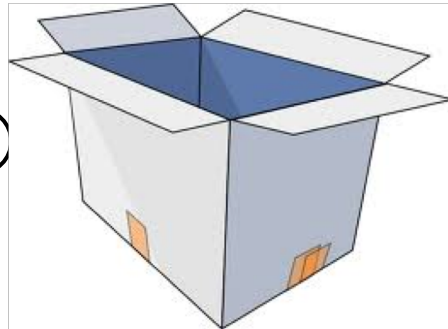
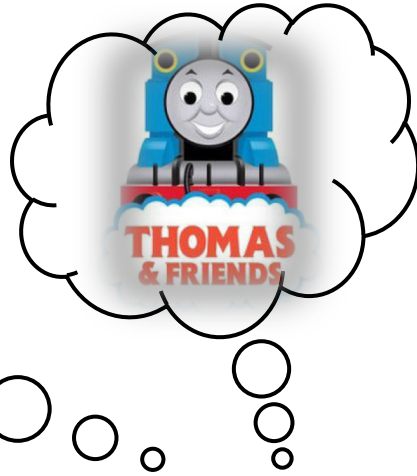
I can think about them again later,
when all my work is done.



I know one thing that helps me!!



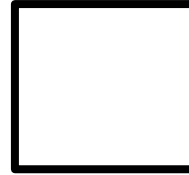
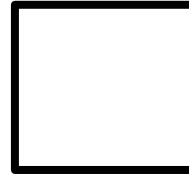
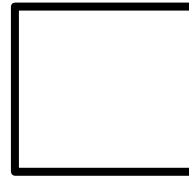
My head has a special box for me to put my thoughts in when I need to work.



Then, when my work is done, my thoughts can come back out of the box.

Here are my thinking steps:

1. I am not focused
2. I tell my thoughts to STOP
3. I put my thoughts in a box
4. I finish my work
5. I take my thoughts out of the box



Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can persevere through a challenge task by putting my thoughts on stop!		✓		✓			

Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge I want to keep working on this goal		I need a new goal				
I know surface area and volume of of regular solids, including triangular, right prisms and cylinders by identifying the 2D shape faces on an object			✓				
I know surface area and volume of of regular solids, including triangular, right prisms and cylinders by identifying a square, circle, rectangle and triangle		✓		✓	✓		

CLASS: MARKETING 12
TEACHER: K. CAMPBELL
EA: M. WATSON

THE ASSIGNMENT

The Marketing Mix

The Marketing mix is the key concept in any marketing program. You talk to anyone that has a background in marketing and ask them what is the marketing mix, they will come back with the 4 P's of Marketing;

Price

Place

Product

Promotion

Your assignment is to investigate on the internet what each of these means and create a powerpoint that could be used to explain to a non-marketer the basics of marketing. Be sure to use specific examples;

Due: End of Class on Friday February 13th

Be creative

Access Curricular & Content GOALS

Identify 4 P's of marketing (product, price, package, placement)

Apply the 4 P's to a sample chosen product

Identify and categorize products from a chosen supplier

Where is it PLACED?



It is

How much does it cost?



The PRICE is

I'm looking for



This PRODUCT's name is

Assessment: Evidence Logs

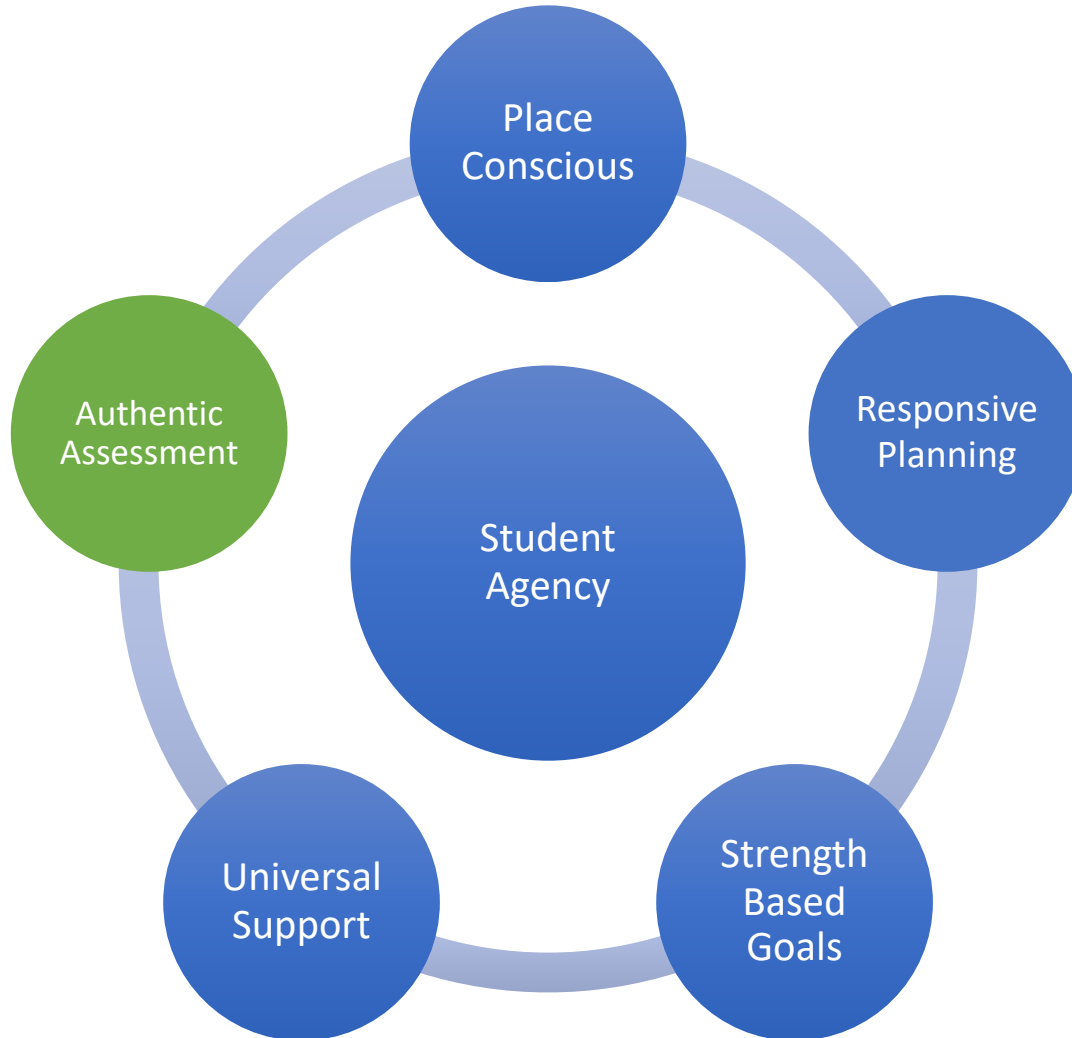
Replacement Curricular Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can identify and categorize products from a chosen supplier by choosing a favourite product	✓			✓	✓		
I can identify the 4P's of marketing by matching them on my chosen product	✓			✓	✓	✓	

I can understand and share information about a topic that is important to by connecting my learning to my interests

Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can understand and share information about a topic that is important to by connecting my learning to my interests	✓			✓	✓	✓	<ul style="list-style-type: none"> - Usb stick - Book bin

Guiding Principles of a Renewed IEP



Talk to your neighbour

- How does **triangulated** and **authentic evidence** support the development of **student agency**?

What to stay connected?!



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