

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



@tweetsomemoore

Introductions

- Who are you?
- What is your role?
- What are you hoping to get out of today?

Guiding Principles of a Renewed IEP



CB IEPS moving forward

- What is a take away from today?
- What is a realization or validation?
- What are your next steps moving forward

Today

- Quick review
- Next steps
 - Supports
 - Assessment

Guiding Principles of a Renewed IEP



Why does place matter?

Historically, IEPs have not been connected to place, which has made it difficult to plan for specific and changing contexts in an educational program

Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who am I with in this place with?

Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

WHERE CAN INCLUSION HAPPEN?



Where are the **possible places** that any student could go in a school community?

Where can inclusion happen?

- Possible places connected to an educational program
 - The **land**
 - Places within **the community**
 - Areas in **the school**
 - Specific **classes**
 - Contexts **within specific classes**
 - **Individual** spaces

FINDING OPPORTUNITIES FOR INCLUSION TO HAPPEN?

- places for **academics**
- places for **electives**
- places **inside** the school
- places **outside** of the school

DO **ALL** STUDENTS IN
OUR SCHOOL
COMMUNITY HAVE
ACCESS TO
ALL PLACES

Finding the Balance for Programming

- **Strategic Planning**

- Students are in classrooms with diverse peers
- Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
- Students are working on grade specific curriculum
- Making grade level curriculum accessible (not trying to close the gap)

- **Explicit Planning**

- Students are in smaller classrooms with their identity peers
- Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
- Students are working with age specific curriculum
- Working on developmental level (trying to close the gap)

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities*

Grade	% Strategic Instruction	% Explicit Instruction
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

*These are guiding ratios only, some individuals may need more individualized ratios

Place Conscious Planning for IEPs

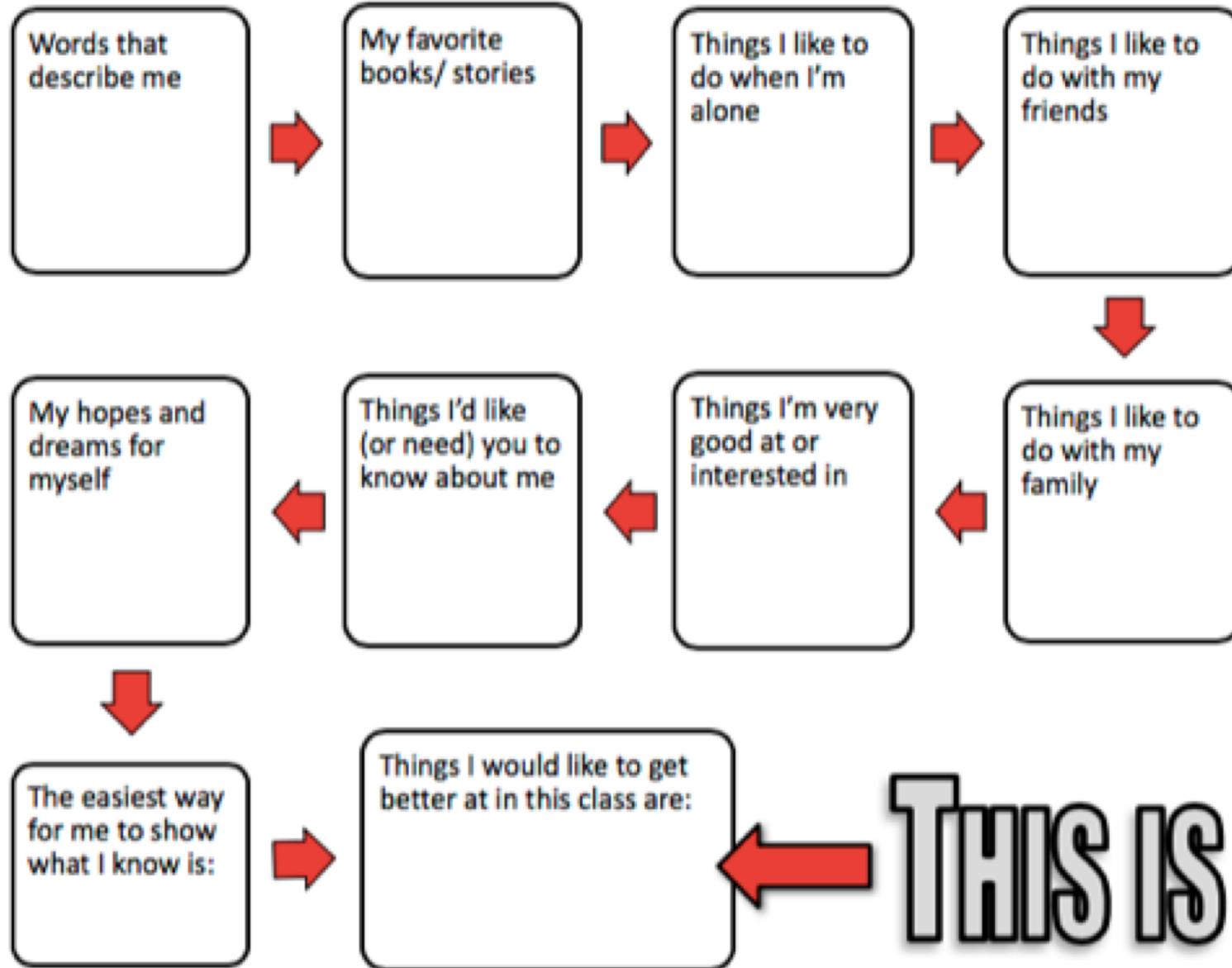
- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

Who am I in this place?

- Developing Individual Profiles
 - An opportunity for students to have identity and voice in a classroom community
 - Adapted from the “Who Am I” Profile by Schnellert & Brownlie
 - Allows student a place to communicate what they need to be successful, their interests and goal areas
 - This individual profile is where information from a student self assessment is collected
 - This profile is how we decide which goal areas to focus on for a student

Who Am I? Profile

Name:





Name: Susan

Grade: 12

1	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

Some things that I am good at:

Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.



Things I really like:

Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike



Some things you need to know about me:

I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by myself.

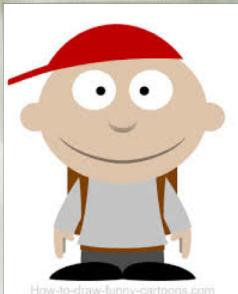


Some things I want to get better at this year:-to ask for help more often

- change for P.E.
- to get to class on time
- burp quietly



The easiest way to show what I know is: -writing, drawing. Talking, doing it, showing



Name: Scott

Grade: 9

1	class	Teacher/ EA
A	Art	Ms Butler
B	science	Ms Pickell
C	APPLS	Ms Moore
D	gym	Steve

Some things that I am good at:

I am good at wii and game cube and painting



Things I really like:

I like internet swimming alouette lake friends



Some things you need to know about me:

im good at swimming and listening to radio and I have a laptop



Some things I want to get better at this year:

Computers and making friends



The easiest way to show what I know is

The easiest way is talking and typing.



CB IEP V.11

 BRITISH COLUMBIA MyEducationBC	Individual Education Plan		
Student Details			
	Student Name:		Primary Ministry Designation: <input type="text"/>
	Grade:		Additional Designation(s): <input type="text"/>
	PEN:		IEP Date: <input type="text"/>
	Date of Birth:		Case Manager: <input type="text"/>
	Student Support Team:		Role: <input type="text"/>
			<input type="text"/>
			<input type="text"/>
			<input type="text"/>
	Parent/Guardian consulted on: <input type="text"/>		
My Personal Profile			
My Interests: <input type="text"/>	Evidence: <input type="text"/>	<input type="text"/>	
My Learning Preferences: <input type="text"/>	Evidence: <input type="text"/>	<input type="text"/>	
What you need to know about me: <input type="text"/>	Evidence: <input type="text"/>	<input type="text"/>	

Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

Who shares this place with me?

- Developing Class Profiles
 - A **collaborative process** for support teachers, curricular teachers, support staff and organizations to come together to talk about the class as a community
 - Relies on the principle that **we can support more students together** if we come together (i.e. bring supports to the students)
 - Focuses on the **strengths and stretches** of a classroom community
 - Also allows for discussion around students who **need more support**
 - These are **needs based** categories NOT disability categories (i.e. anyone can need support, regardless of label)

Class Review for: _____

Teacher(s): _____

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

STRATEGY: THE CLASS PROFILE

Class Review for: _____	Teacher(s): _____	www.FIVEMOOREMINUTES.com <small>Intergenerational teaching and learning, 10-12 different ways!</small>		
(adapted from Brownlie & King, 2000)				
Interests				
Classroom Strengths		Classroom Stretches		
Class Wide Structures		Class Wide Goals/ Competencies		
Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

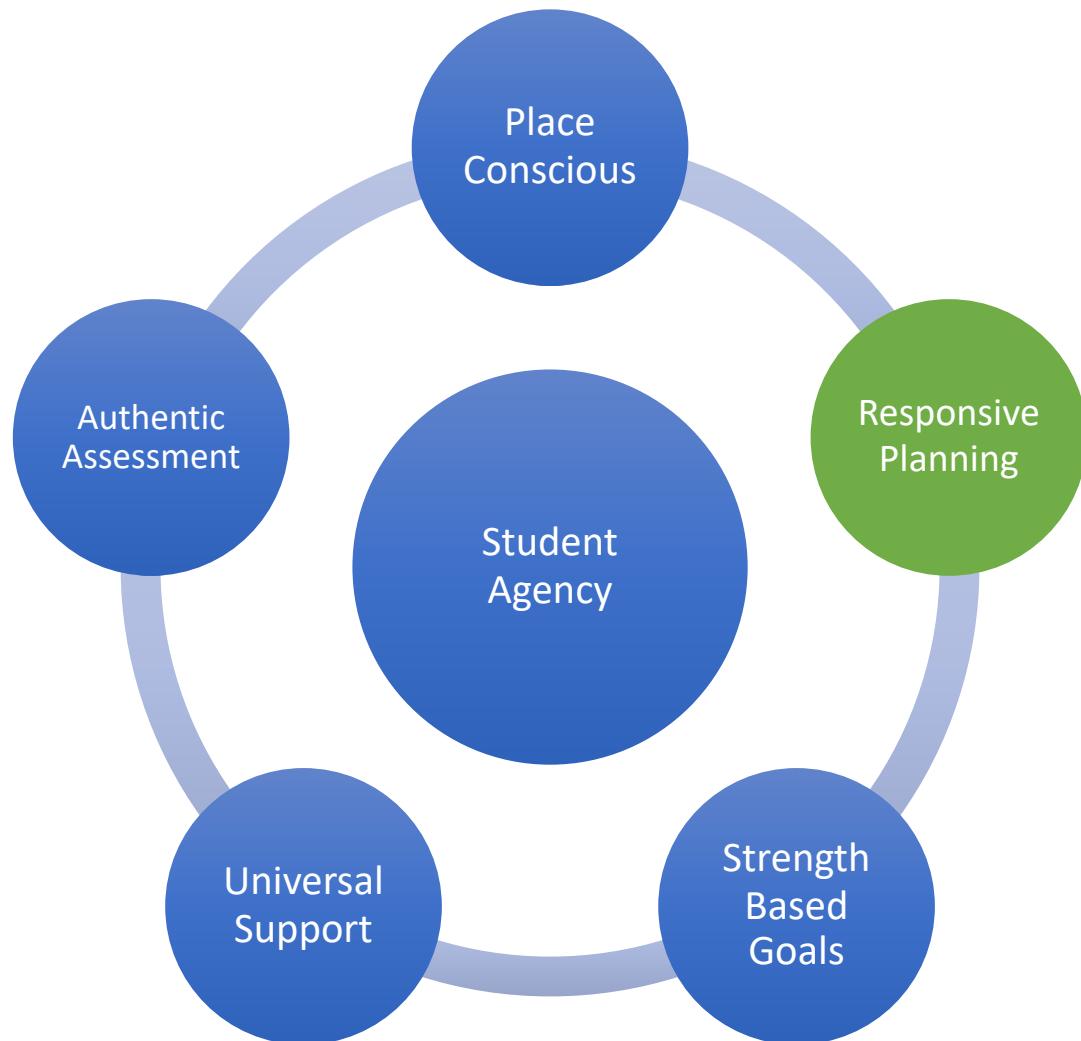
www.fivemooreminutes.com Episode 4 Strategy Shelley Moore, 2018

video strategy on www.fivemooreminutes.com

Talk to your neighbour

- How does **planning** around **place** support the development of **student agency**?

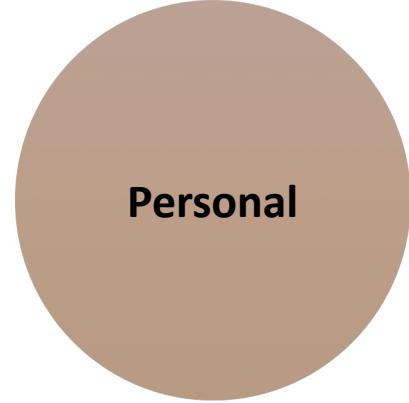
Guiding Principles of a Renewed IEP



Responding to place through purpose

- Inclusive lenses
 1. Personal Purpose
 2. Social Purpose
 3. Intellectual Purpose
- These three purposes guide all of us in knowing how to be successful in all the places they go
- These purposes are specific to place however, so it is important to start with place before figuring out the purposes within it

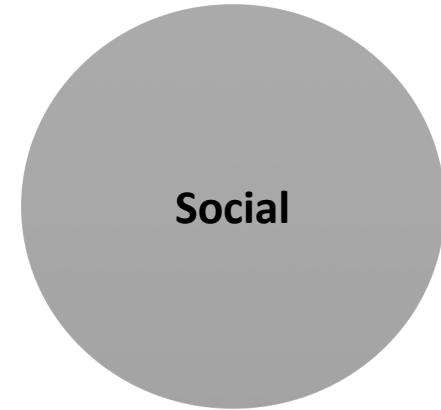
Personal Purpose



Personal

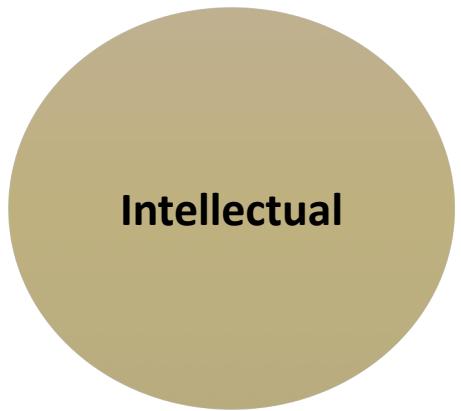
- Targets goals connected to how individuals exists in a place and community
 - How can we support individual identity?
 - How can we support positive behaviour?
 - How can we support individual awareness and regulation of self?
 - How can a community support individuals to personal exist in a meaningful way?
 - How can we co-construct a personal vision for a successful community that considers all the individuals within it?

Social Purpose



- Targets goals connected to how individuals exists with other people in a place and community
 - How can we support social identity?
 - How can we support positive interactions and communication?
 - How can we support social awareness and responsibility?
 - How can a community support individuals to socially exist in a meaningful way?
 - How can we co-construct a social vision for a successful community that considers all the individuals within it?

Intellectual Purpose



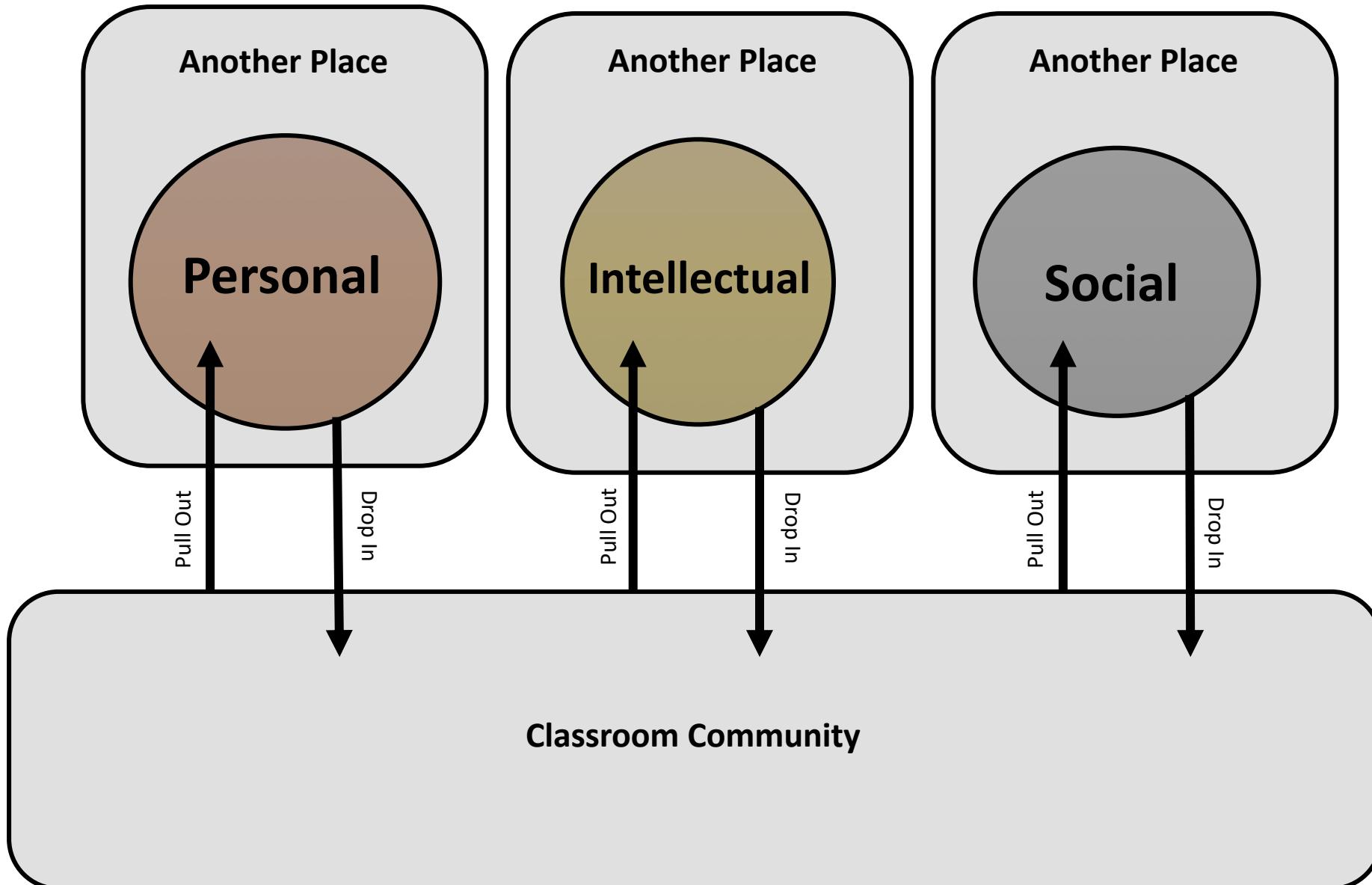
Intellectual

- Targets goals connected to how individuals learn with other people in a place and community
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing?
 - How can a community support individuals to intellectually exist in a meaningful way?
 - How can we co-construct a intellectual vision for a successful community that considers all the individuals within it?

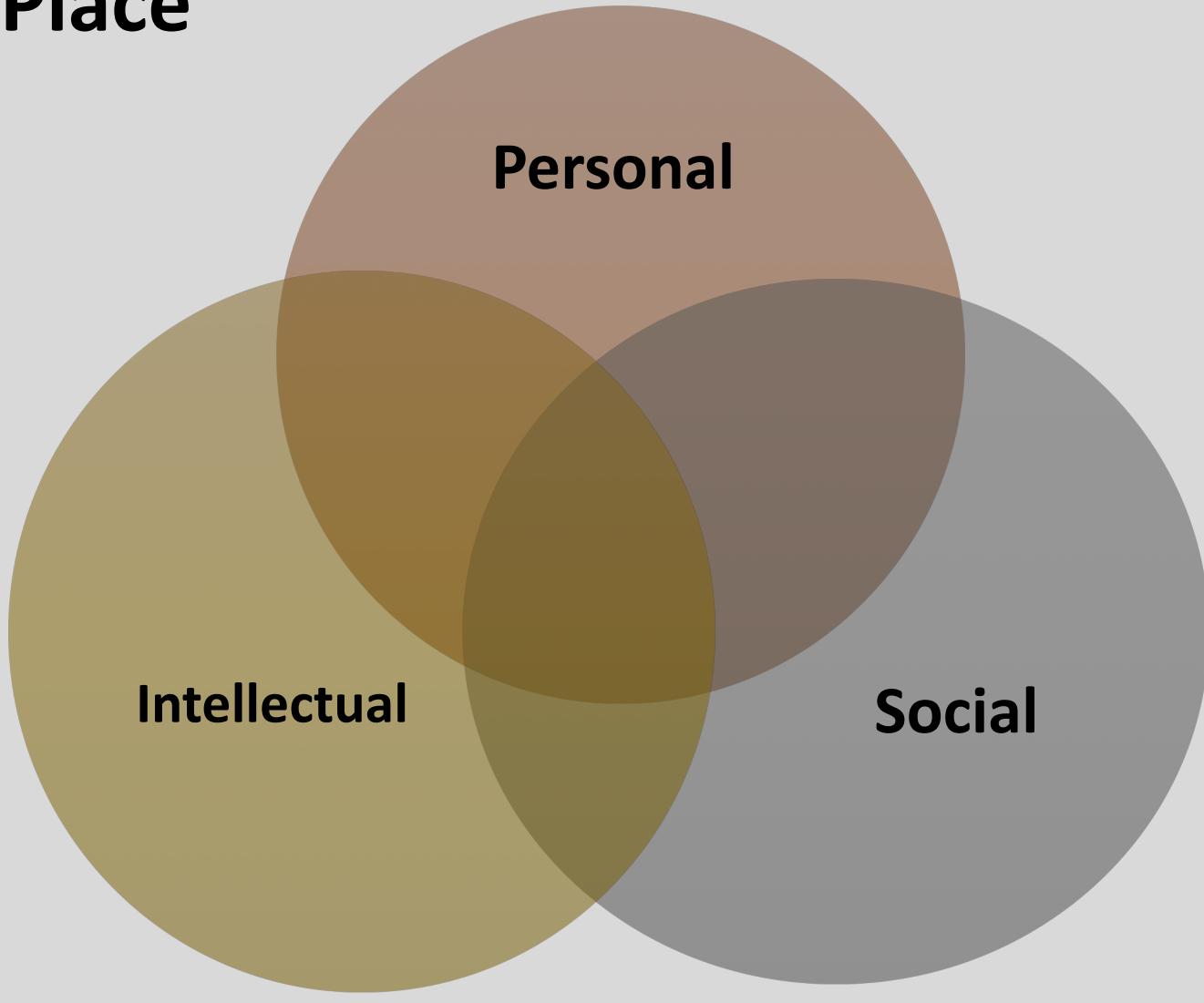
Traditionally however...

- These three areas often correspond with an individuals areas of deficit:
 1. Personal – Behaviour Deficits
 2. Social – Communication & Social Skills Deficits
 3. Intellectual – Learning Deficits
- This leads to production of deficit based goals
- Which results in often the sending away of a student to receive support in these areas somewhere else

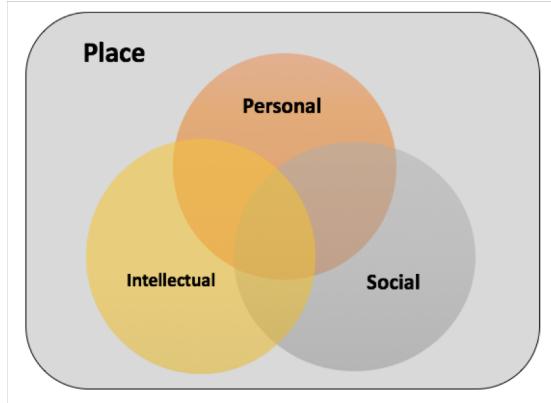
Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom



Place



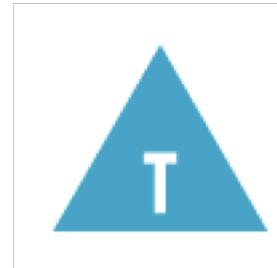
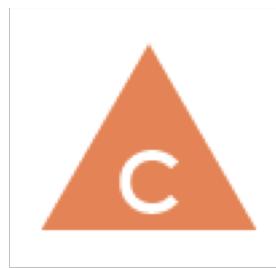
Balancing Bubbles within a Place



- This approach assumes that all students need support in these areas
- The focus is on balancing the bubbles, instead of trying to “fix” them
- It allows us to rely on areas of strength as a support for areas of stretch
- It encourages (and teaches) support from all individuals in a community rather than relying on one person
- Supports a collaborative model of support and the multiple expertise of all educators and support staff

Connection to the Core Competencies

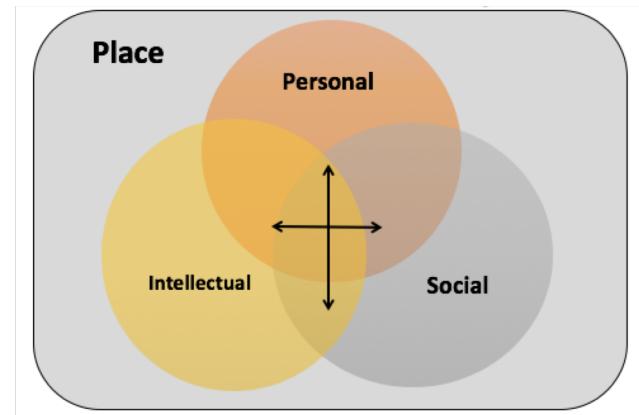
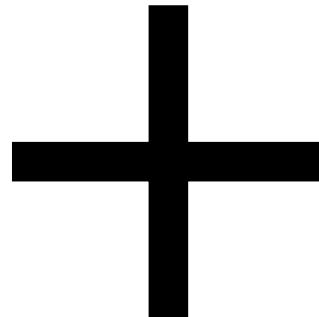
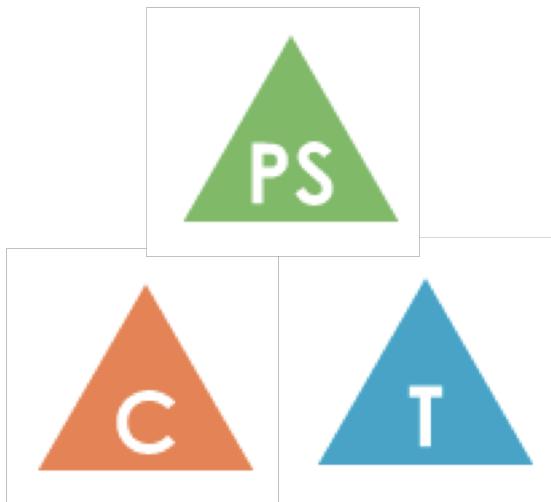
- This framework also aligns with BC's Renewed Curriculum!
- The Core Competencies have been organized in a similar arrangement:



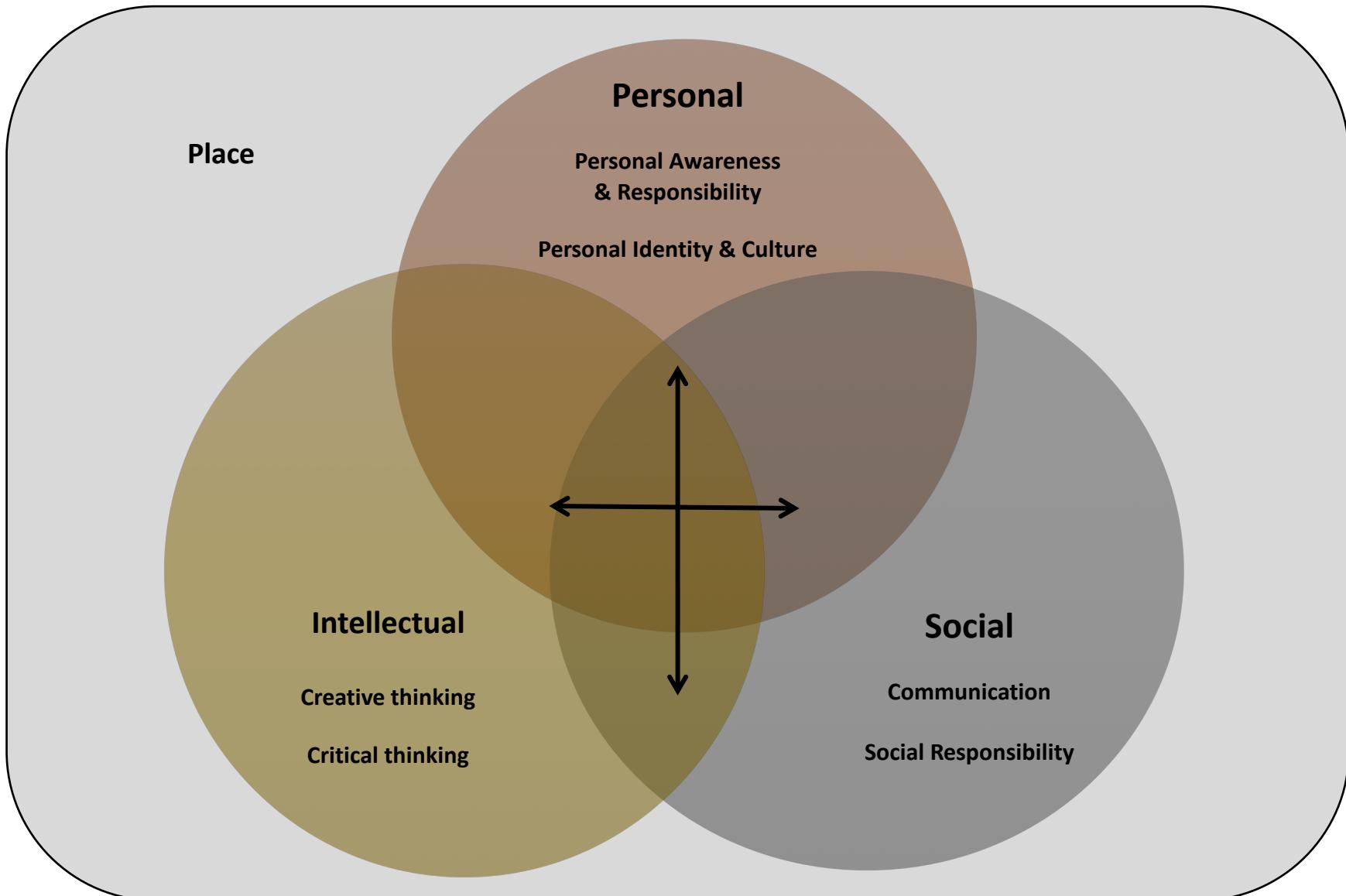
- Communication competency
- Thinking competencies
- Personal & Social competencies

Core Competencies + Place-Based Inclusive Framework

- If we want to combine these frameworks however, a few adjustments need to be made to best represent the principles of both



A Place Based, Competency Based & Strength Based IEP Framework!



Responsive Planning

- Choosing goal areas based on a need (stretch) of an individual or community
 - Instead of trying to cover goals, or try to “fix” deficits
- Choosing goal areas with input from students (and families) that reflect the areas that they (and their family) value and want to grow in

CB IEP V.11

My Learning Profile			
<input type="checkbox"/> <i>Thoughts from my team.</i>	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Intellectual <i>How I think.</i>
My Strengths			
My Stretches			
My Focus Area This Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Talk to your neighbour

- How does responsive planning support the development of student agency?

Guiding Principles of a Renewed IEP



Strength Based Goals

- Where are we now, and what is our next step?
 - Instead of where should we be and why are we there
- Focuses on what students (and teachers) bring to a community
 - Instead of trying to make everyone the same
- Aiming to align goals to a common curriculum with peers (core competencies)

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

IEP Goals (2 parts)

1. Core Competency Goals
(ALL students with an IEP)

2. Curricular Competency Goals
(in addition to core competency goals/ not for all students)

- a. Supplemental goals
- b. Replacement goals

CB IEP V.11

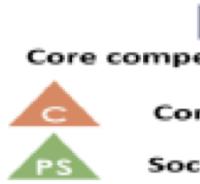
My Learning Profile			
<input type="checkbox"/> Thoughts from my team.	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Intellectual <i>How I think.</i>
My Strengths			
My Stretches			

My Focus Area This Year

These learning domains can inform the IEP development in these core competency areas.



Core competency connections
Positive Personal +
Personal awareness +



Core competency connections
Communication
Social responsibility

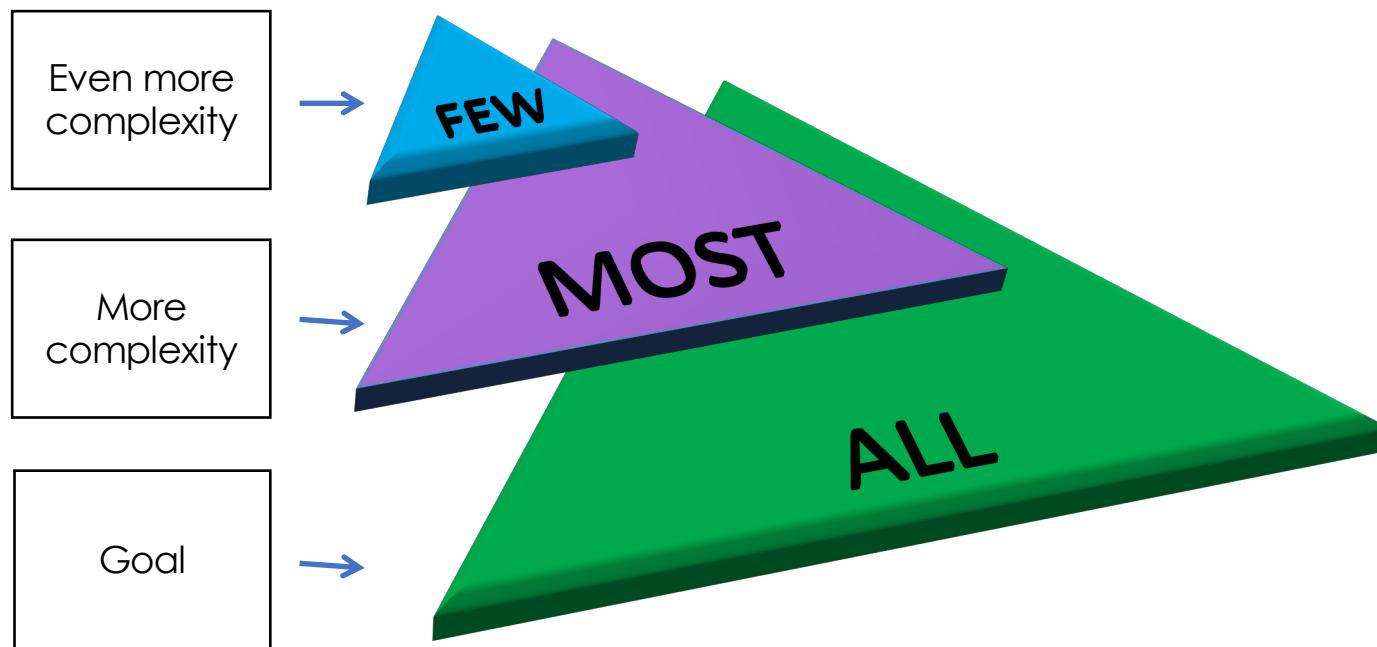


Core competency connections
Creative thinking
Critical thinking

Designing Continuums of Success

- Opening up goals to include multiple exits points of success
- Designing a range of goals that represent the range of a learner
- A continuum or range can also show progress of a goal area over time
- Provides an opportunity to create access and challenge points to curriculum and content of peers

Research Based Framework: The Planning Pyramid



Personal Purpose

Competency: Personal Awareness & Responsibility

Targeted Skills:

1. Self Determination
2. Self Regulation
3. Well-Being

Example: Self - Determination

Goals increase in complexity

SAMPLE "I" STATEMENTS

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.



Personal Purpose

Competency: Positive Personal Identity & Culture

Targeted Skills:

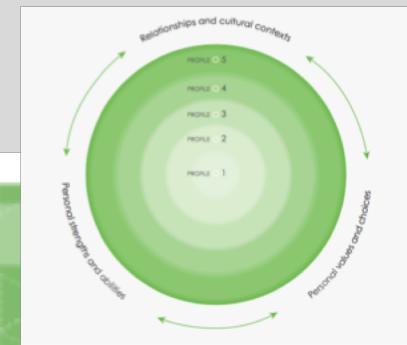
1. Relationships & Cultural Contexts
2. Personal Values & Choices
3. Personal Strengths & Abilities

Example: Personal Strengths & Abilities

Goals increase in complexity

SAMPLE "I" STATEMENTS

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.



Social Purpose

Competency: Communication

Targeted Skills:

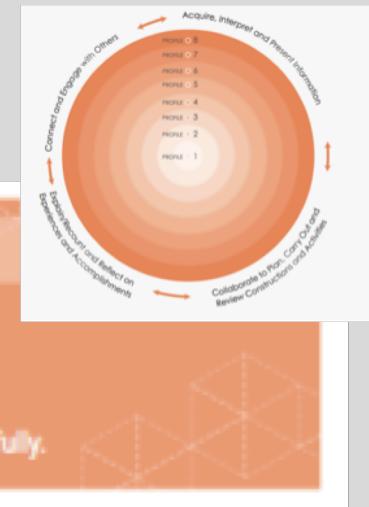
1. Connect & engage with others
2. Acquire, interpret & present information
3. Collaborate to plan, carry out & renew constructions & activities
4. Explain/recount & reflect on experiences & accomplishments

Example: Connect & engage with others

Goals increase in complexity

SAMPLE "I" STATEMENTS

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.



Social Purpose

Competency: Social Responsibility

Targeted Skills:

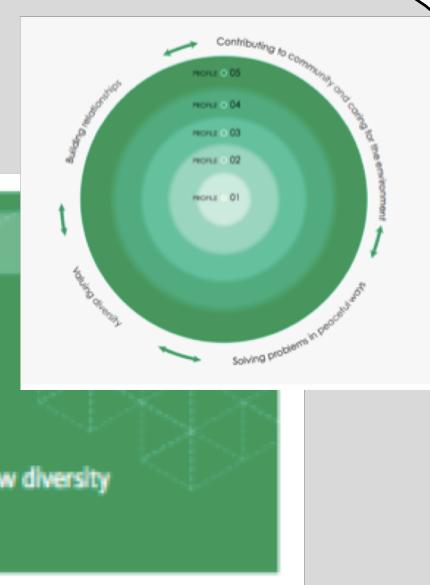
1. Contributing to community & caring for the environment
2. Solving problems in peaceful ways
3. Valuing Diversity
4. Building relationships

Example: Valuing Diversity

Goals increase in complexity

SAMPLE "I" STATEMENTS

- With some direction, I can demonstrate **respectful** and **inclusive** behaviour.
- I can explain **when something is unfair**.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.



Intellectual Purpose

Competency: Social Responsibility

Targeted Skills:

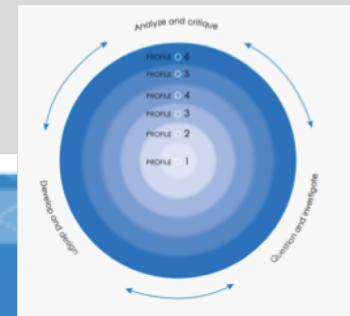
1. Analyze & critique
2. Question & investigate
3. Develop & design

Example: Question & Investigate

Goals increase in complexity

SAMPLE "I" STATEMENTS

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgments.



Intellectual Purpose

Competency: Social Responsibility

Targeted Skills:

1. Novelty & value
2. Generating ideas
3. Developing ideas

Example: Novelty & Value

Goals increase in complexity

SAMPLE "I" STATEMENTS

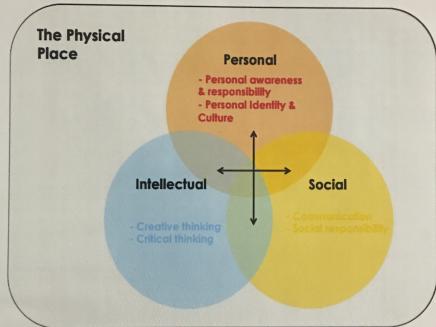
- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.



Supporting Strength-Based Self Assessment

- Now that we have a planning framework, we can support students (and families) assess what their strengths (and stretches) are!
- The core competencies are written as “I can” statements to support this process!
- We can use this information to help design each individual student’s IEP

**FOCUS AREAS FOR GROWTH – INDIVIDUAL
EDUCATION PLANNING
CORE COMPETENCIES**



SAMPLE "I" STATEMENTS

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

2. Personal values and choices:

Students define what they value. They understand how what they value has been influenced by their life experiences, to shape their choices in all contexts of their lives.

Profiles: Personal Awareness and Responsibility Competency

The descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a point of view.

DESCRIPTION

With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.

In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feelings of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.

I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.

I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.

I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities, implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.

I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.

I can evaluate the relationship of my goals, learning, and behaviour. I act on what is best over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

abilities

es, and explicitly consider these as assets that can help them in all aspects unique and are a part of larger communities. They explain how they are using relationships, and their communities.

characteristics
attributes, characteristics, and skills.
and identify my potential as a leader in my community.
e to develop new abilities and strengths to help me meet new challenges.

CULTURAL COMPETENCY - DRAFT © MINISTRY OF EDUCATION

COMMUNICATION	THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AND SOCIAL	SOCIAL RESPONSIBILITY	
<p>COMMUNICATION</p> <p>The set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.</p>	<p>CREATIVE THINKING</p> <p>Involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.</p> <p>1. Novelty and Value</p> <p>Students get creative ideas that are both novel and have value. Ideas may be: new to that student or their peers; may be novel for their age group or larger community, may be new in a particular context or absolutely new. The idea/product may also have value in a variety of ways and contexts it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classroom, larger group of peers, in one's community, or on a global level.</p> <ul style="list-style-type: none"> ➢ I ask and respond to simple, direct questions ➢ I am an active listener; I support and encourage the person speaking ➢ I recognize that there are different points-of-view and I can disagree respectfully <p>2. Acquire, Interpret, and Present Information (Include Inquiry)</p> <p>Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.</p> <p>Examples: 'show & tell' explaining a concept; sharing a PowerPoint presentation about a research or inquiry topic; creating a video proposal</p> <ul style="list-style-type: none"> ➢ I can understand and share information about a topic that is important to me ➢ I present information clearly & in an organized way ➢ I can present information & ideas to an audience / may not know <p>3. Collaborate to Plan, Carry Out, and Review Constructions & Activities</p> <p>Students work together to accomplish goals either face to face, or through media.</p> <p>Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project</p> <ul style="list-style-type: none"> ➢ I can work with others to achieve a common goal, I do my share ➢ I can take on roles and responsibilities in a group ➢ I can summarize key ideas & identify the ways we agree (commonalities) <p>4. Explain/Recount and Reflect on Experiences & Accomplishments</p> <p>Students talk about their experiences – especially their learning experiences – and reflect and share what they learned.</p> <p>Examples: presentations of learning, self-assessment, and receiving/offerings feedback</p> <ul style="list-style-type: none"> ➢ I give, receive, and act on feedback ➢ I can recount simple experiences and activities and self something I learned ➢ I can represent my learning and tell how it connects to my experiences and efforts 	<p>Critical Thinking</p> <p>Involves making judgments based on reasoning; students consider options, analyze these using specific criteria, and draw conclusions and make judgments. It encompasses a set of abilities that students use to examine their own thinking and that of others, about information that they receive through observation, experience, and various forms of communication.</p> <p>1. Analyze and Critique</p> <p>Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> ➢ I can show if I like something or not. ➢ I can identify criteria that I can use to analyze evidence. ➢ I can analyze evidence from different perspectives. ➢ I can reflect on and evaluate my thinking, products, and actions. ➢ I can analyze my own assumptions and beliefs and consider views that do not fit with them. <p>2. Question and Investigate</p> <p>Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> ➢ I can explore materials and actions. ➢ I can ask open-ended questions and gather information. ➢ I can consider more than one way to proceed in an investigation. ➢ I can evaluate the credibility of sources of information. ➢ I can tell the difference between facts and interpretations, opinions, or judgments. <p>3. Developing Ideas</p> <p>After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining persistence, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> ➢ I make my ideas work or I change what I am doing. ➢ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them. ➢ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries. ➢ I use my experiences with various steps and attempt to direct my future work. ➢ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking. <p>3. Develop and Design</p> <p>Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> ➢ I can experiment with different ways of doing things. ➢ I can develop criteria for evaluating design options. ➢ I can monitor my progress and adjust my actions to make sure I achieve what I want. ➢ I can make choices that will help me create my intended impact on an audience or situation. 	<p>Personal & Cultural Identity</p> <p>Involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural uniqueness, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they do to contribute to their own well-being and to the well-being of their family, community, & society.</p> <p>1. Relationships & Cultural Contexts</p> <p>Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion). Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <ul style="list-style-type: none"> ➢ I can describe my family and community. ➢ I am able to identify the different groups that I belong to. ➢ I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups). ➢ I understand that learning is continuous and my concept of self-identity will continue to evolve. <p>2. Personal Values & Choices</p> <p>Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> ➢ I can tell what is important to me. ➢ I can explain what my values are and how they affect choices I make. ➢ I can tell how some important aspect of my life have influenced my values. ➢ I understand how my values shape my choices. <p>3. Personal Strengths & Abilities</p> <p>Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> ➢ I can identify my individual characteristics. ➢ I can describe/express my attributes, characteristics, and skills. ➢ I can reflect on my strengths and identify my potential as a leader in my community. ➢ I understand I will continue to develop new abilities and strengths to help me meet new challenges. 	<p>Personal and Social</p> <p>Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.</p> <p>1. Self-Determination</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> ➢ I can show a sense of accomplishment & joy. ➢ I can celebrate my efforts & accomplishments. ➢ I can advocate for myself and my ideas. ➢ I can imagine and work toward change in myself and the world. ➢ I take the initiative to inform myself about controversial issues <p>2. Self-Regulation</p> <p>Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> ➢ I can sometimes recognize emotions. ➢ I can use strategies that help me manage my feelings and emotions. ➢ I can persevere with challenging tasks. ➢ I can implement, monitor, and adjust a plan and assess the results. ➢ I can take ownership of my goals, learning, & behavior. <p>3. Well-Being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual well-being, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> ➢ I can participate in activities that support my self-being, and tell how they help me. ➢ I can take some responsibility for my physical and emotional well-being. ➢ I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. ➢ I can use strategies to find peace in stressful times. ➢ I can sustain a healthy and balanced lifestyle. <p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ With some support, I can be part of a group. ➢ I am kind to others; can work or play, cooperatively, and can build relationships with people of my choosing. ➢ I can identify, when other need support & provide it. ➢ I am aware of how others may feel and take steps to help them if needed. ➢ I build and sustain positive relationships with diverse people, including people from different generations. 	<p>Social Responsibility</p> <p>Involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p> <p>1. Contributing to Community & Caring for the Environment</p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> ➢ With some support, I can be part of a group. ➢ I can participate in classroom, school, community, or natural world. ➢ I contribute to group activities that make my classroom, school, community, or natural world a better place. ➢ I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change ➢ I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change. <p>2. Solving Problems in Peaceful Ways</p> <p>Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ I can solve problems myself and can identify when to ask for help. ➢ I can identify problems and compare potential problem-solving strategies. ➢ I can clarify problems, consider alternatives, and evaluate strategies. ➢ I can implement, monitor, and adjust a plan and assess the results. ➢ I can take ownership of my goals, learning, & behavior. <p>3. Valuing Diversity</p> <p>Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> ➢ With some direction, I can demonstrate respectful and inclusive attitudes. ➢ I can explain when something is unfair. ➢ I can advocate for others ➢ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Independent and/or Supported Self Assessment

BC Core Competencies Supported Self-Assessment			
Name:	Grade:	Year:	
Personal Competency: Positive Personal Identity & Culture			
Relationships and Cultural Contexts	I can do this*	I want to keep working on this	This is my next step!
I can describe my family and community			
I am able to identify the different groups that I belong to			
I understand that my identity is made up of many interconnected aspects including life experiences, family, history, heritage, peer groups			
I understand that learning is continuous and my concept of self and identity will continue to evolve			
Personal Values and Choices	I can do this*	I want to keep working on this	This is my next step!
I can tell what is important to me			
I can explain what my values are and how they affect choices I make			
I can tell how some important aspects of my life have influenced my values			
I understand how my values shape my choices			
Personal Strengths and Abilities	I can do this*	I want to keep working on this	This is my next step!
I can identify my individual characteristics			
I can describe/express my attributes, characteristics and skills			
I can reflect on my strengths and identify my potential as a leader in my community			
I understand that I will continue to develop new abilities and strength to help me meet new challenges			
* My portfolio shows evidence of this meeting this goals in multiple ways			

Goal Setting

- Once a goal area is chosen, we can use the self assessment to decide which goals to use for the IEP
- Competency goals are directly transferred to IEP goals – It is the objective that will become specific to individual students
- These goals CAN NOT be teacher evaluated or reported on
- We support students to self evaluate and report

Writing Objectives

- The objectives of a goal is where we get specific to individual student need
- Students will meet goals differently depending on who they are – this allows for the multiple ways that students need to be successful
- This is also where the expertise of outside consultants and experts are critical to the IEP planning process

Determining Strategies

- Strategies are the resources, tools, materials and ideas for how a student could reach their goal
- This is the stuff we will create and/or use to teach a student about their goal area
- This is also the supports that this student may need to be successful in meeting the goal

Goals, Objectives & Strategies

- Example - Rahul
 - Competency Focus: Personal
 - Goal Area: Positive Personal Identity & Culture
 - Goal: I am able to identify the different groups that I belong to
 - IEP Goal: I can identify the different groups that I belong to **by:**
 - Objective: describing important people and activities in my life
 - Strategies: Make a map of all the places I go in my life, take photos, books about community etc.

Goals, Objectives & Strategies

- Example – Rahul
 - Competency Area: Personal
 - Goal Area: Personal Awareness & Responsibility
 - Goal: I can advocate for myself and my ideas
 - IEP Goal: I can advocate for myself and my ideas **by:**
 - Objective: taking my turn in group discussions
 - Strategies: visual cue to turn take, social story
 - Objective: Making sure I let people know when I don't feel heard
 - Strategies: make a list of things I want to say, social story

CB IEP V.11

Core Competency-Based Goals			
Core Competency ▾	Goal/ Facet:		
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Core Competency-Based Goals			
Core Competency ▾	Goal/ Facet:		
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Core Competency-Based Goals			
Core Competency ▾	Goal/ Facet:		
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

IEP Goals (2 parts)

1. Core Competency Goals

(ALL students with an IEP)

2. Curricular Competency Goals

(in addition to core competency goals/ not for all students)

- a. Supplemental goals
- b. Replacement goals

Curricular Competencies

(addition to core competency goals/ not for all students)

Supplemental

- Goals in addition to grade level/band curriculum
- Students DO NOT have a cognitive disability
- E.g. a reading fluency goal in addition to Language Arts curriculum

Replacement

- Goals that are instead of grade level/band curriculum
- Student DO have a cognitive disability
- E.G. developmentally appropriate literacy goal in place of Language Arts²⁷ curriculum

Supplemental Curricular Goals Goals, Objectives & Strategies

- Students with mild intellectual, learning disabilities
- Still aiming to achieve the same curriculum as their peers
- Students on a Dogwood track, but may need supplemental support
- In addition to lesson/instruction (not instead of)
- Can be remedial
- Goals specific to literacy/ numeracy
- Goals specific to an individual/intensive support (e.g. OT/PT/SLP/DHH etc.)
- Targeted, short term interventions
- Still needs to be connected to a curricular learning standard
- Functional Curriculum
- These goals CAN be evaluated and reported on

If these needs are met **IN THE CLASSROOM**, no supplemental curricular goals need to be documented

Curricular Competencies

(addition to core competency goals/ not for all students)

Supplemental

- Goals in addition to grade level/band curriculum
- Students DO NOT have a cognitive disability
- E.g. a reading fluency goal in addition to Language Arts curriculum

Replacement

- Goals that are instead of grade level/band curriculum
- Student DO have a cognitive disability
- E.G. developmentally appropriate literacy goal in place of Language Arts²⁷ curriculum

Replacement Curricular Goals Goals, Objectives & Strategies

- For students with cognitive disabilities
- These goals replace grade level goal in class
- Aimed to create access, not to close the gap
- These goals CAN be evaluated on reported on

STRATEGY: THE REPLACEMENT CURRICULAR GOAL PLANNER

Student:	Course	Teacher/Staff:
What unit are you working on this term?	Why is this unit important? (Big Idea)	
Unit 1:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (Access Goal/Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

video strategy on www.fivemooreminutes.com

Student:	Course	Teacher/Staff:
What unit are you working on this term?		Why is this unit important? (Big Idea)
Unit 1:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (Access Goal/Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

CB IEP V.11

Curricular Competency-Based Goals			
Area of Learning:	<input type="button" value="▼"/>	Teacher/Support Staff:	
<u>Big Idea:</u>			
Learning Standard:			
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

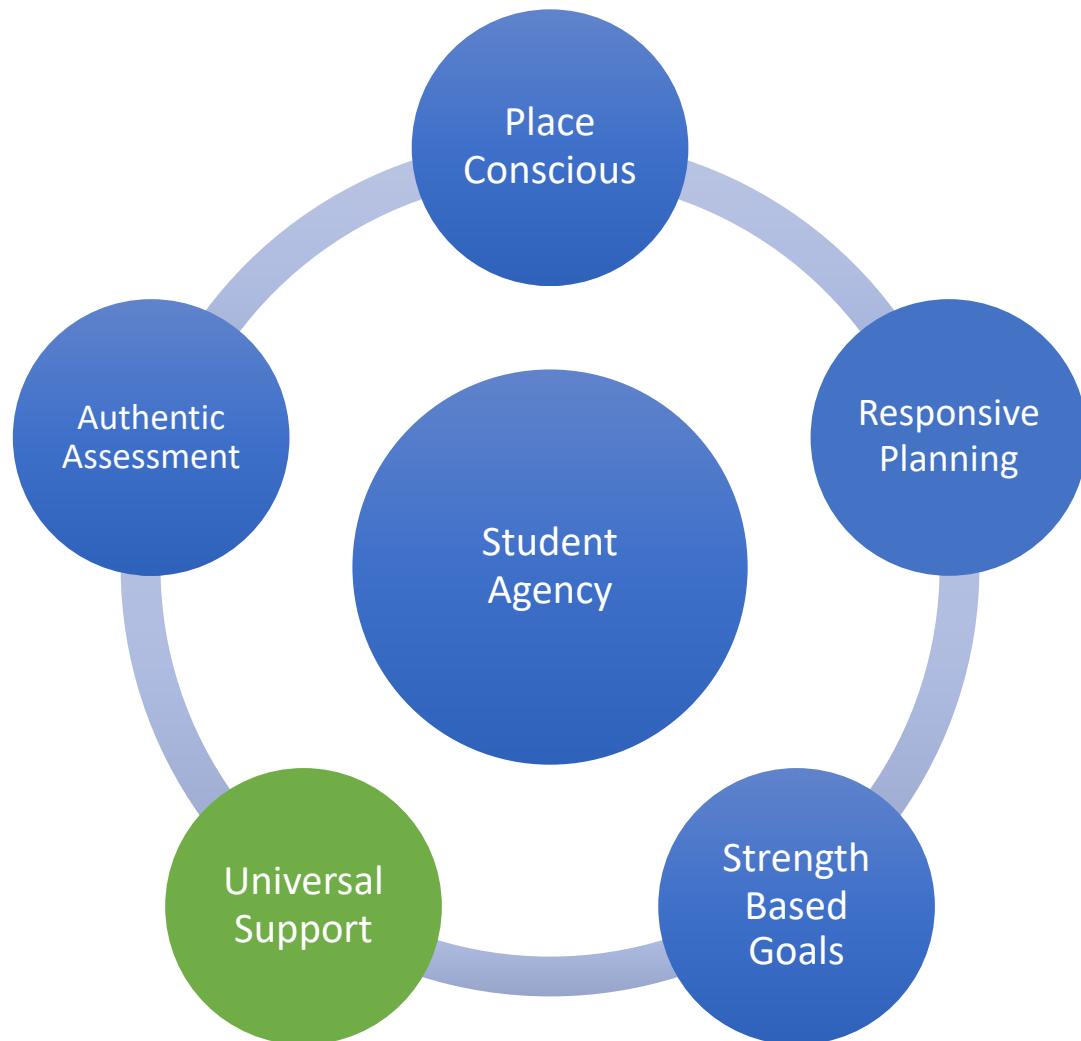
Curricular Competency-Based Goals			
Area of Learning:	<input type="button" value="▼"/>	Teacher/Support Staff:	
<u>Big Idea:</u>			
Learning Standard:			
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Curricular Competency-Based Goals			
Area of Learning:	<input type="button" value="▼"/>	Teacher/Support Staff:	
<u>Big Idea:</u>			
Learning Standard:			
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Talk to your neighbour

- How does **strength based goals** support the development of **student agency**?

Guiding Principles of a Renewed IEP





SHIFTING OUR SUPPORT MODELS

The cupcake model



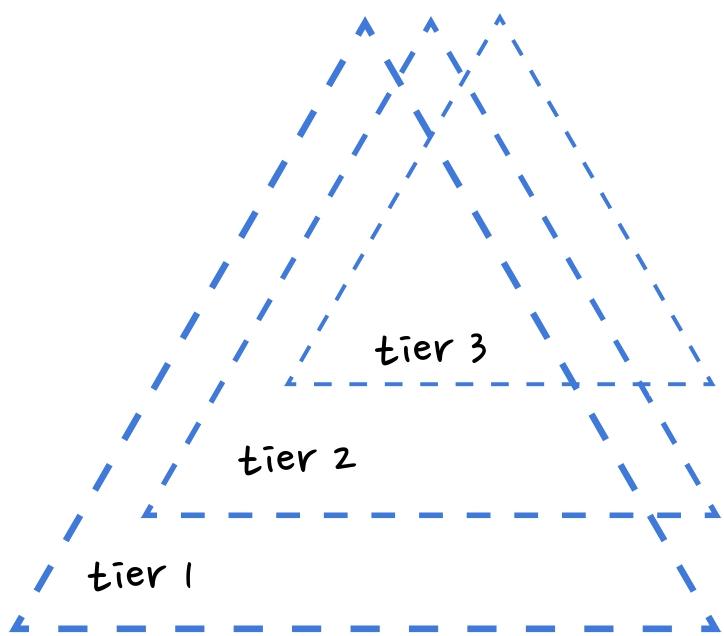
The layered cake model



The layered cake model



RTI: RESPONSE TO INSTRUCTION

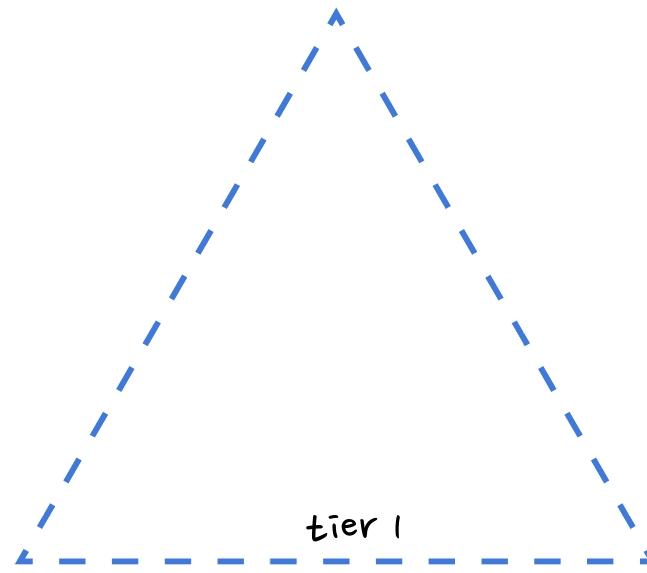


RESPONSE TO INSTRUCTION

- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



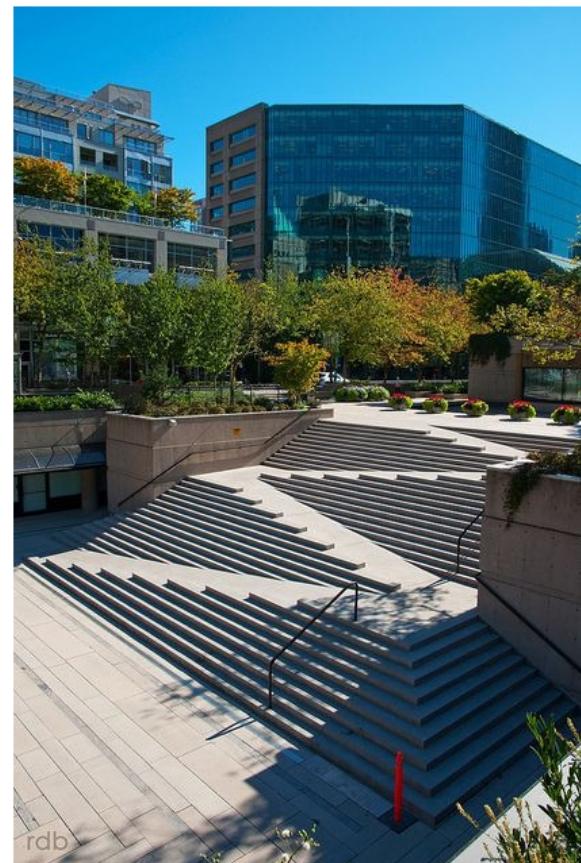
RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

UNIVERSAL SUPPORTS

1. What is the *goal*?
2. What *supports* are necessary to *access* the *goal*?
3. How do we make the *supports* available as to *ALL*?



UNIVERSAL SUPPORTS

1. What is the *goal*?
2. What *supports* are necessary to access the *goal*?
3. How do we make the *supports* available to *ALL*?



UNIVERSAL SUPPORTS

1. What is the *goal*?
2. What *supports* are necessary to *access* the *goal*?
3. How do we make the *supports* available to *ALL*?



UNIVERSAL SUPPORTS

1. What is the *goal*?
2. What *supports* are necessary to *access* the *goal*?
3. How do we make the *supports* available to *ALL*?



UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** **available to ALL**?





UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable plantain & design

universal supports



UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal SUPPORTS

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

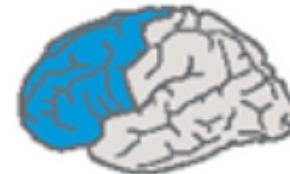
Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

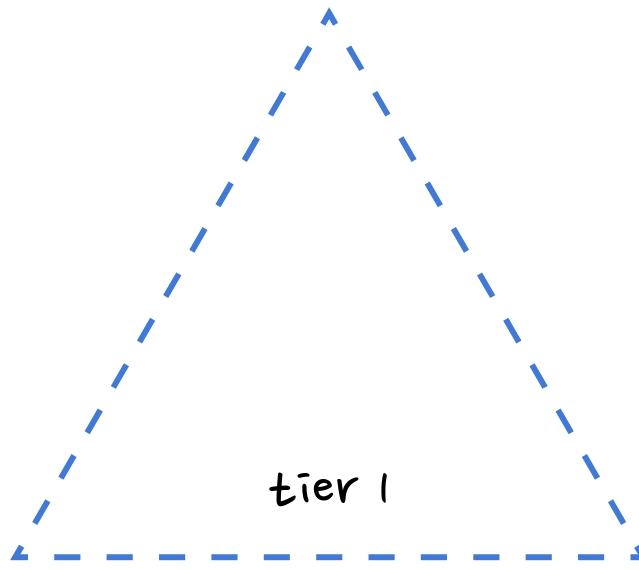


Provide Multiple Means of Representation



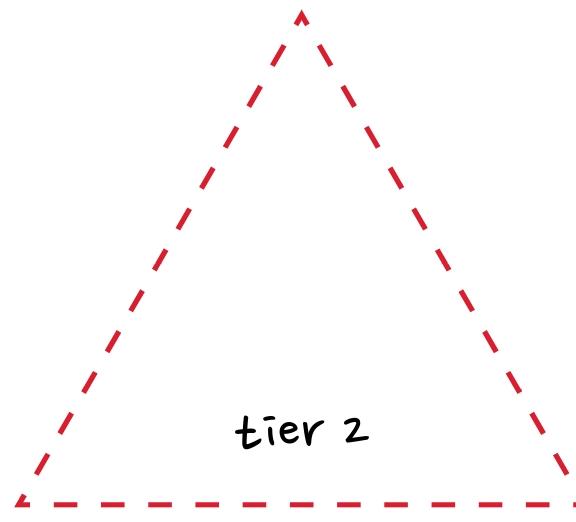
Provide Multiple Means of Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

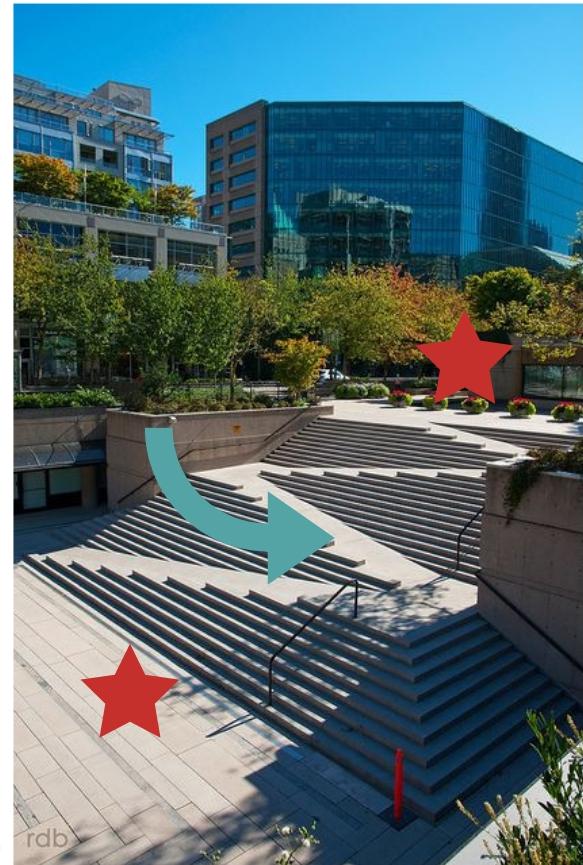
RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

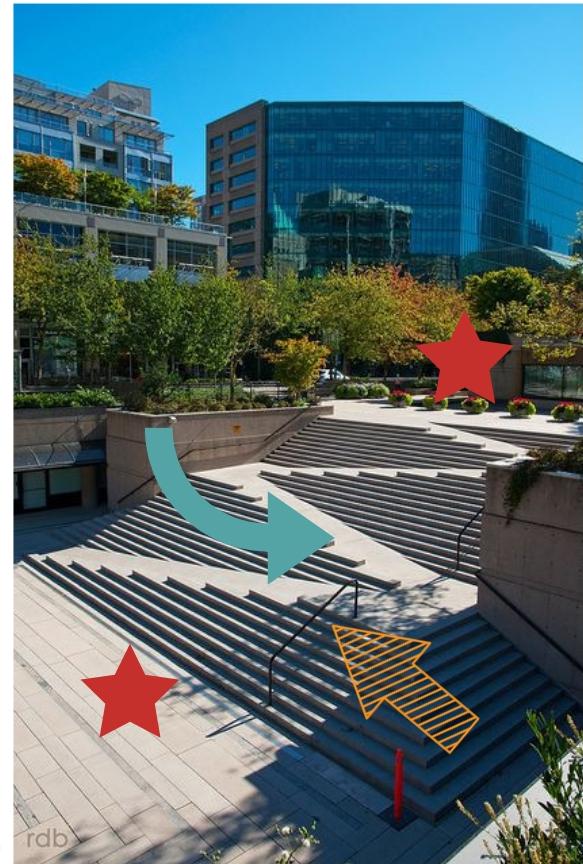
TARGETED SUPPORTS

1. what is the **goal**?
2. what **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



TARGETED SUPPORTS

1. what is the **goal**?
2. what **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



TARGETED SUPPORTS

1. what is the **goal**?
2. what **MORE supports** are necessary to **access** the goal?
3. How do we make the **supports** available as a **choice** for others?



TARGETED SUPPORTS

1. what is the **goal**?
2. what **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



WHAT ARE THE RAILS FOR LEARNING?

what additional supports are needed for targeted needs to meet the goal?

Learning
Disability (LD)



Autism Spectrum



LGBTQ2S



Fetal Alcohol



Syndrome

Attention Deficit/
Hyperactivity (AD/HD)

Refugee

English Language
Learners (ELL)

At risk

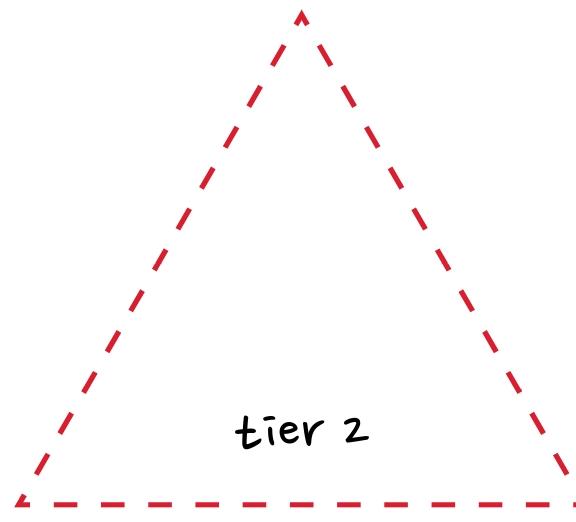
cultural/ Indigenous

Trauma

Anxiety/
Mental Health

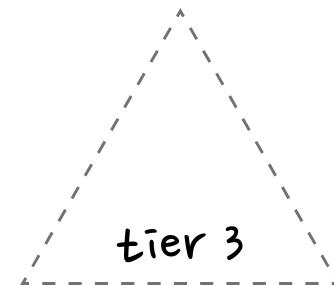
Behaviour

RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



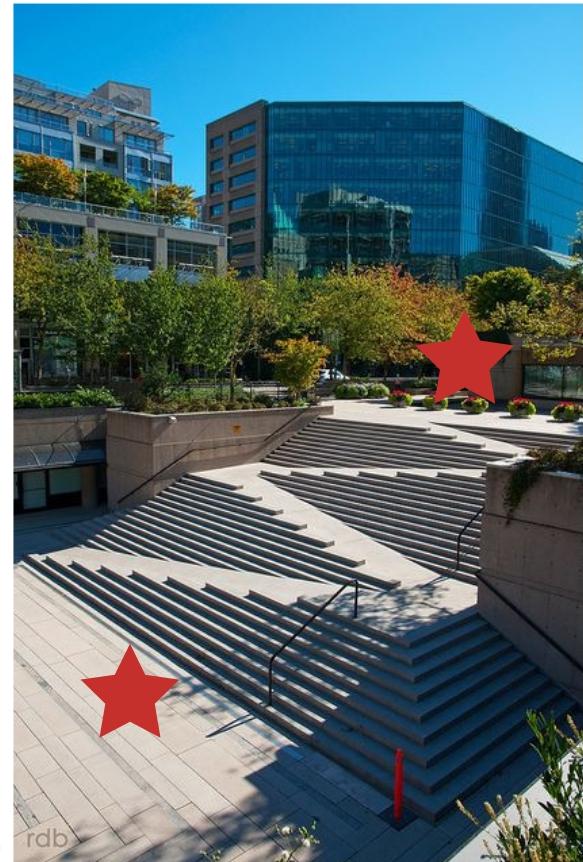
Designed for one; useful for one

ESSENTIAL SUPPORTS

1. What is the **goal**?

2. What **EVEN MORE SUPPORTS** are necessary to **access** the goal?

3. How do we **teach** everyone about the **SUPPORT** so that we can **advocate** for ourselves **and** each other?

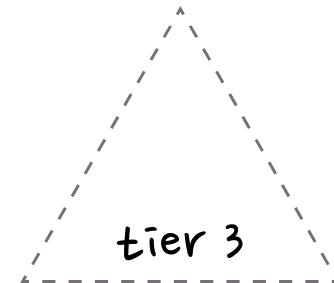


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?



RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)

Party (Class):

Who needs
the MOST
support?



Who needs
the MOST
challenge?



Cake Flavour (Lens):

Student(s) in mind Support/ Strategy

Toppings
(Even More
Supports)

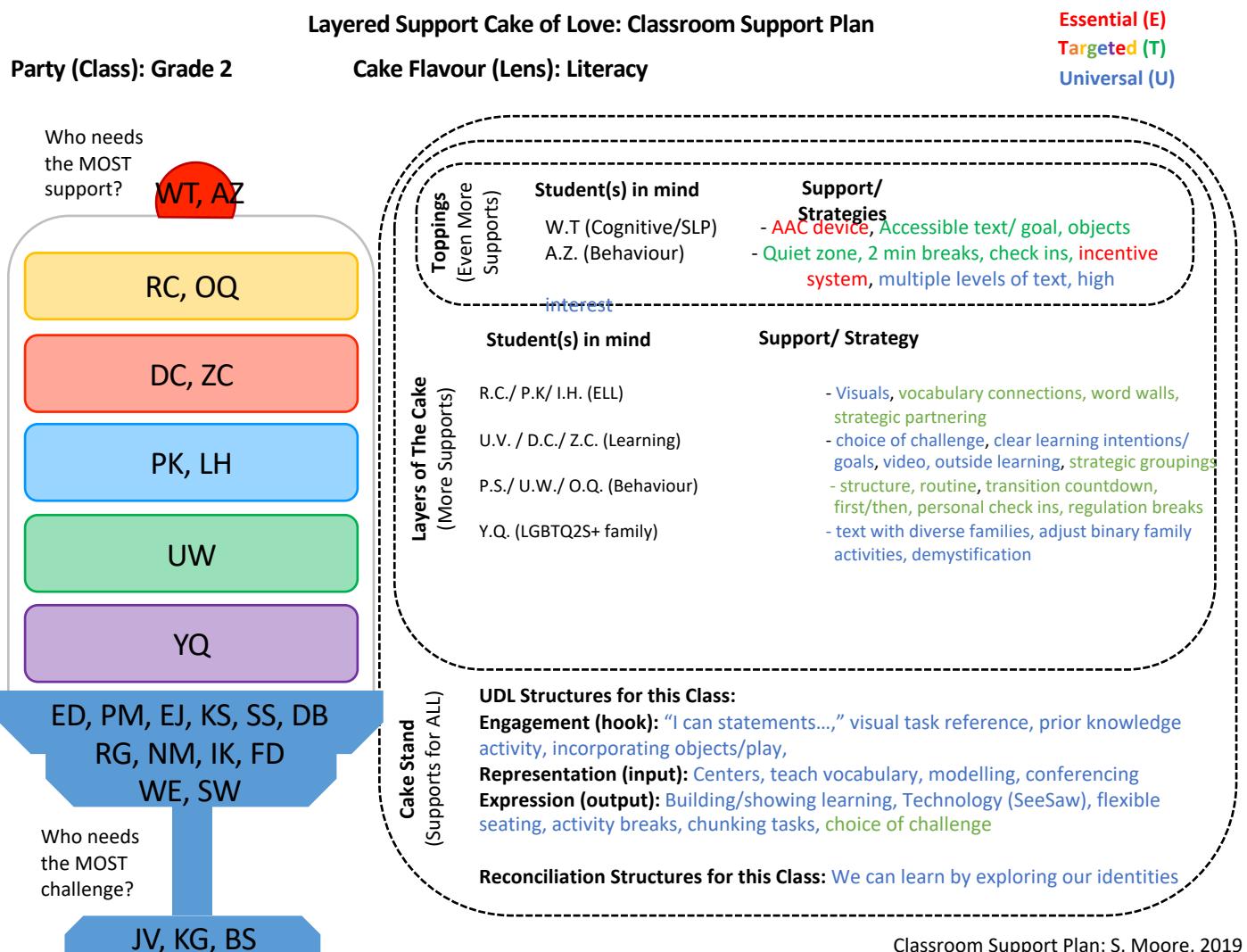
Student(s) in mind Support/ Strategy

Layers of The Cake
(More Supports)

UDL Structures for this Class:

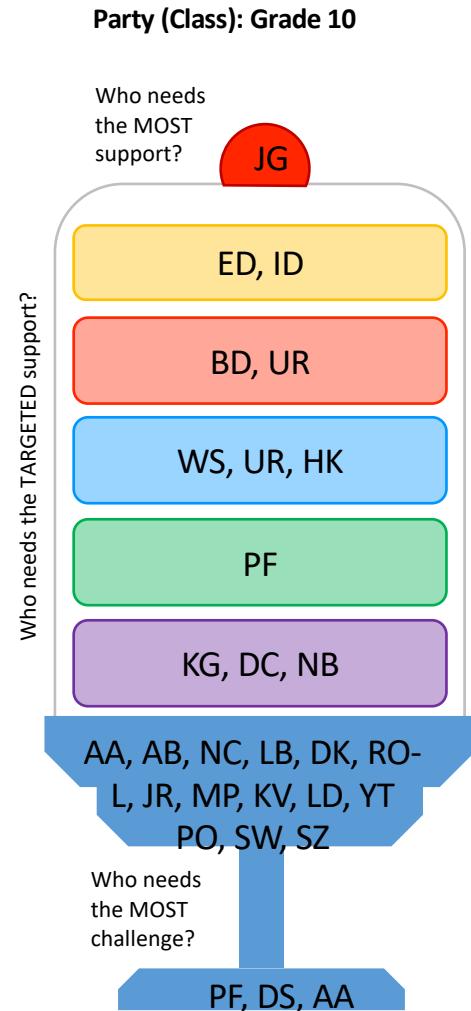
Cake Stand
(Supports for ALL)

Reconciliation Structures for this Class:

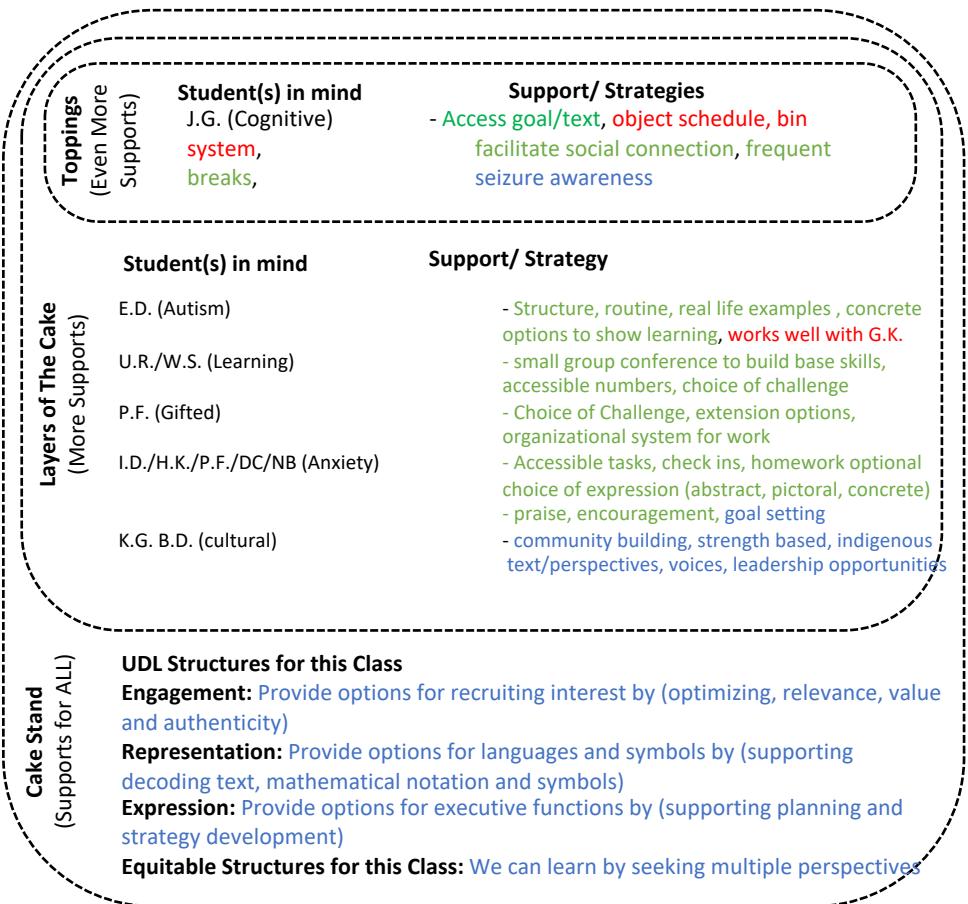


Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)



Cake Flavour (Lens): Math



Classroom Support Plan: S. Moore, 2019

CB IEP V.11

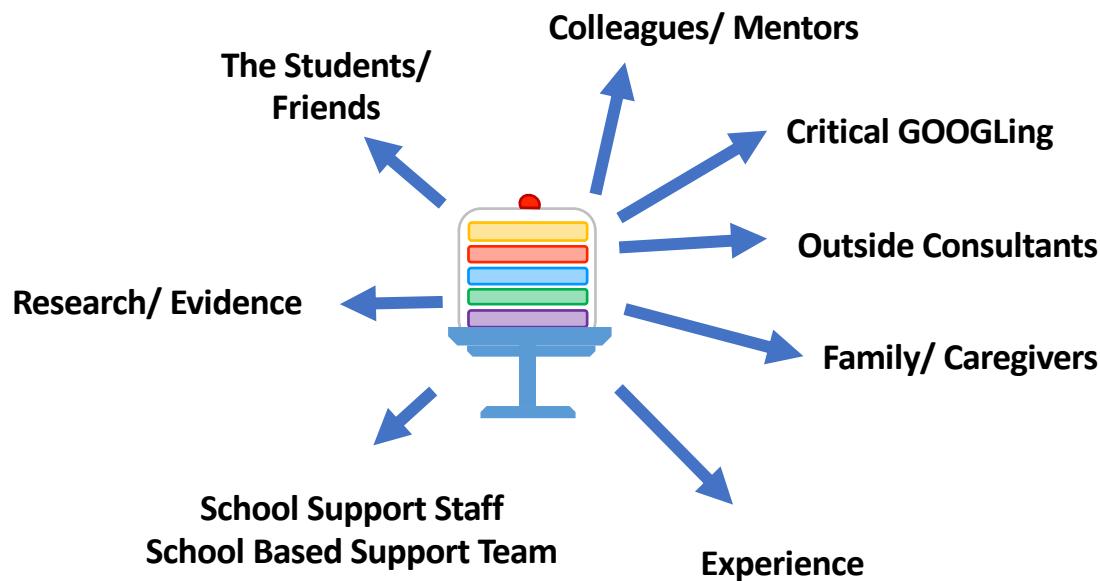
Support and Plans			
Universal Classroom Supports		Essential Supports	
▼	▼	▼	▼
▼	▼	▼	▼
▼	▼	▼	▼
Supplementary Plans		Date	
▼	▼	▼	▼
▼	▼	▼	▼
▼	▼	▼	▼



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



Talk to your neighbour

- How does universal supports support the development of student agency?

Guiding Principles of a Renewed IEP



Presuming Competence

“Learning happens regardless to observation”

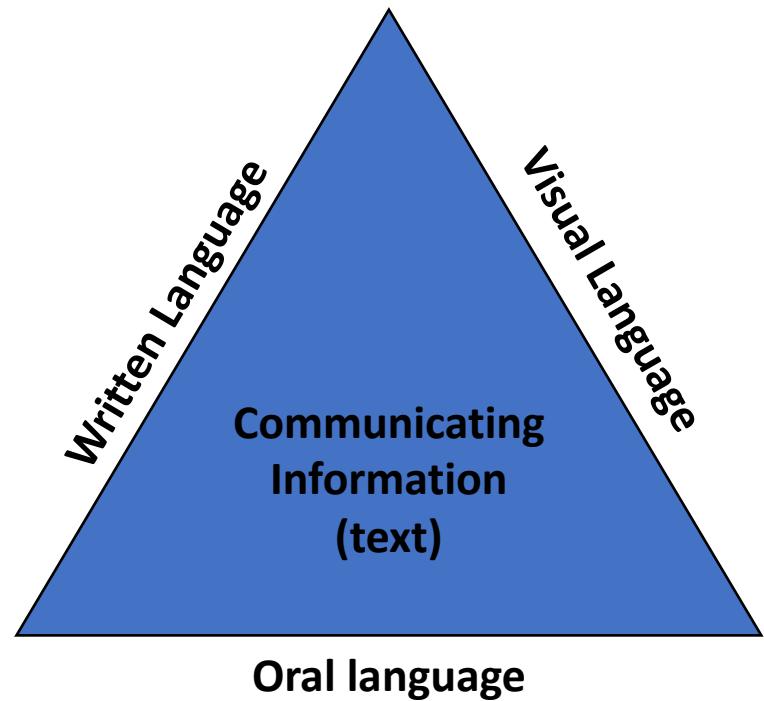
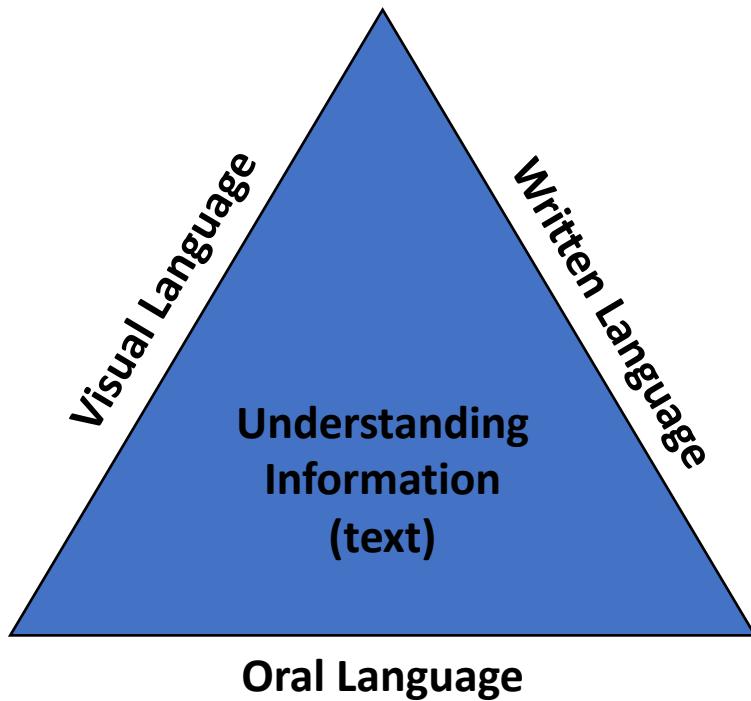
- Increasing the definition what it means to know and be
- Aligning evidence to curriculum
- Many ways to demonstrate learning
- Triangulation

Assessment

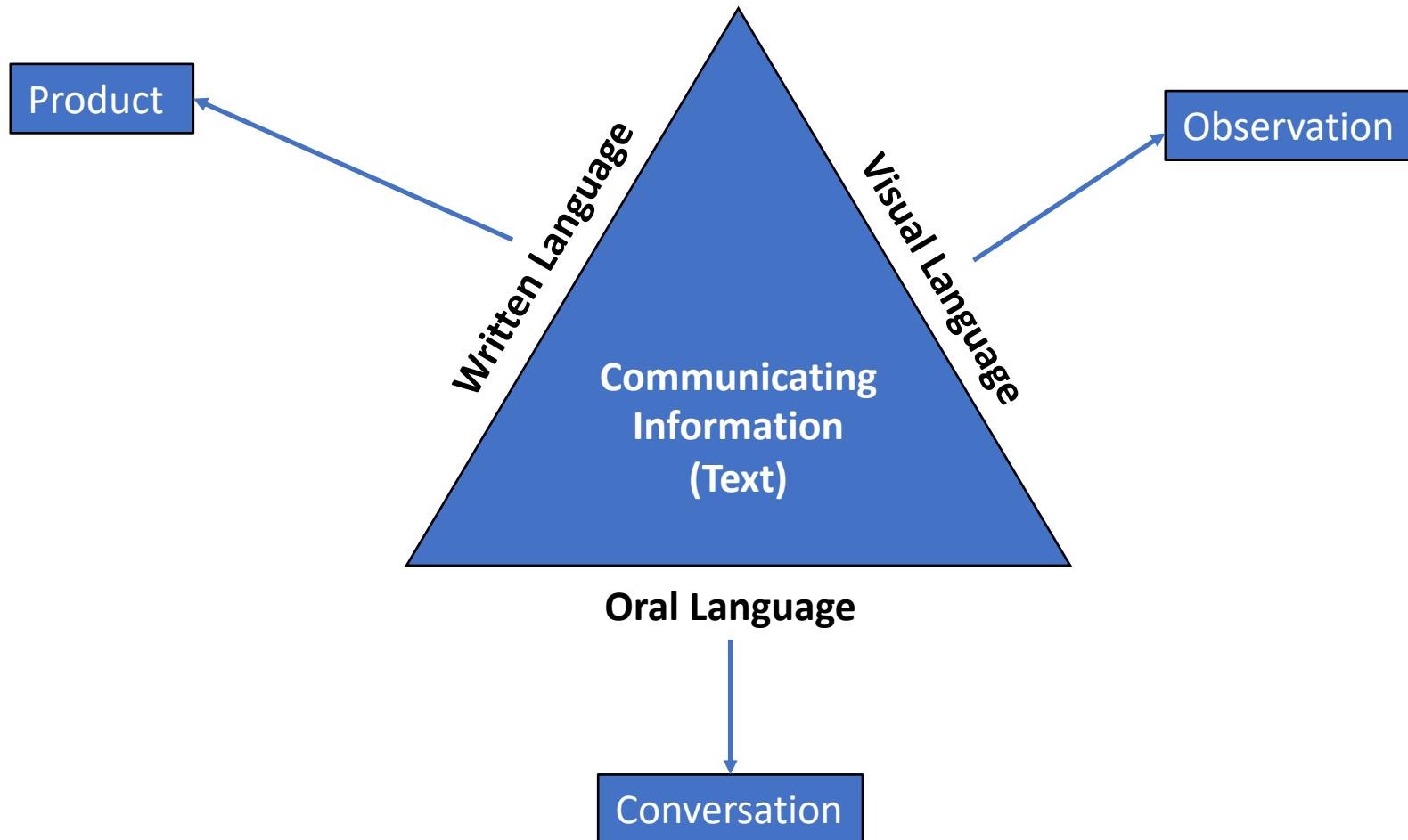
“Learning is only valid if it can be captured by someone else”

- 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

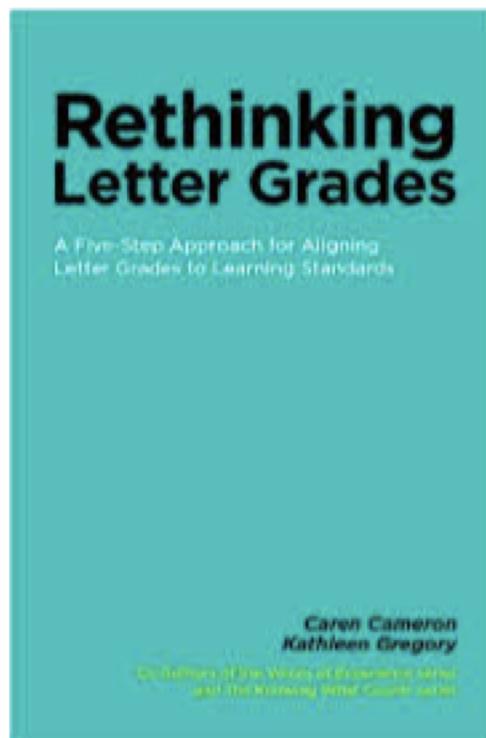
Teaching & Assessing



How do students show what they know?



Rethinking Letter Grades



Assessment: Evidence Logs

Goal	Progress			Type of evidence		Location
	I can do this...			product	observation	
On my own	With some support	With full support		conversation		

Assessment: Evidence Logs

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

Assessment: Evidence Logs

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

Assessment: Evidence Logs

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

Assessment: Evidence Logs

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

Assessment: Evidence Logs

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

Assessment: Evidence Logs

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

Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon	✓			✓		✓		

Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence	Location		
	I can do this...						
	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			✓	product	observation		
I know surface area and volume of of regular solids, including triangular, right prisms and cylinders by identifying a square, circle, rectangle and triangle		✓		✓	✓		

Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can understand and share information about a topic that is important to by connecting my learning to my interests	✓			✓	✓	✓	- Usb stick - Book bin	

Assessment: Evidence Logs

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

Talk to your neighbour

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