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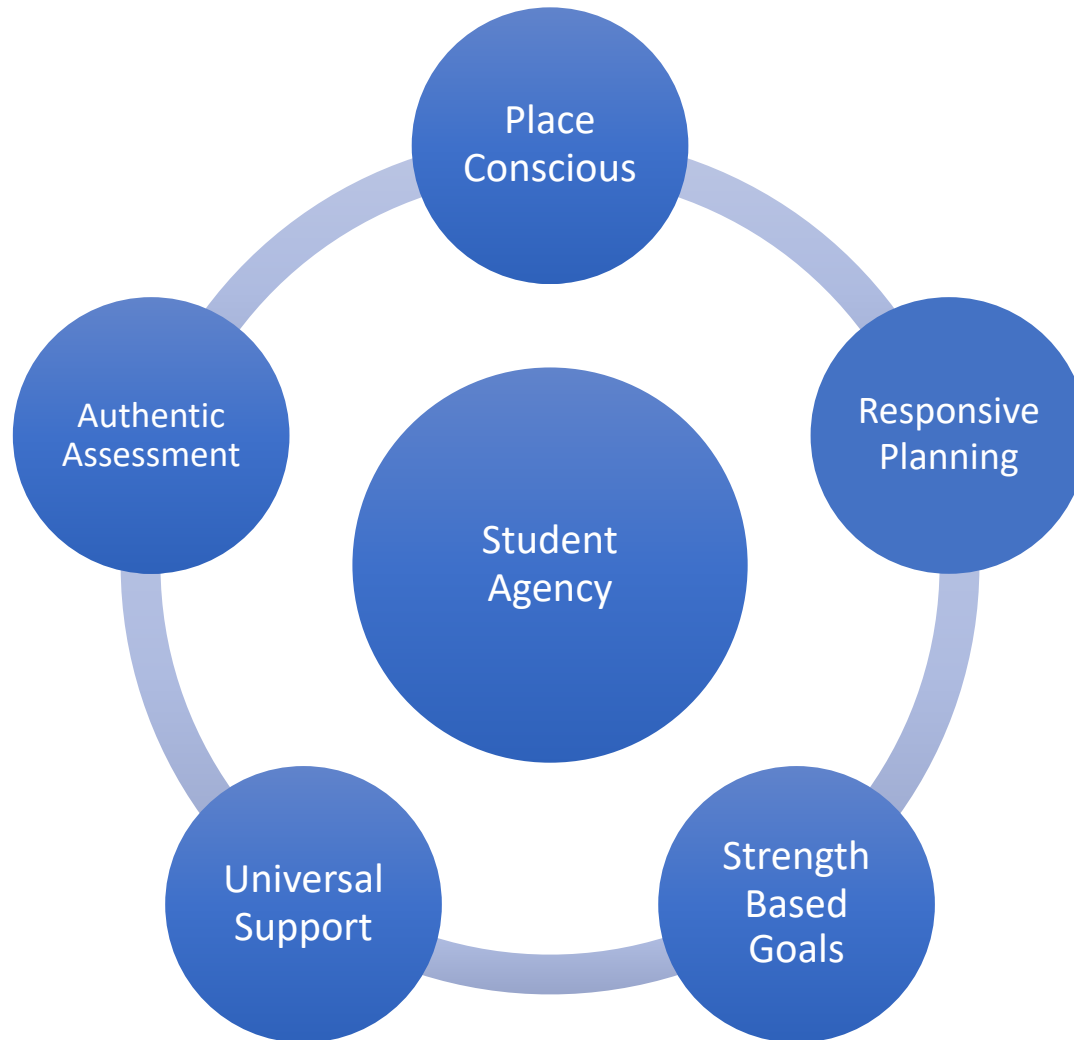


British Columbia's Competency Based IEP



1. What is working?
2. What questions/tensions do you have?

Guiding Principles of a Renewed IEP



Place Conscious Planning for IEPs

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

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:

Words that
describe me



My favorite
books/ stories



Things I like to
do when I'm
alone



Things I like to
do with my
friends



My hopes and
dreams for
myself



Things I'd like
(or need) you to
know about me



Things I'm very
good at or
interested in



Things I like to
do with my
family



The easiest way
for me to show
what I know is:



Things I would like to get
better at in this class are:



THIS IS ME!



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 my self.

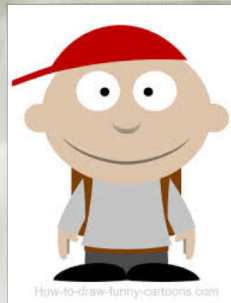


Some things I want to get better at this year:

-to ask for help more often
-change for P.E.
-to get to class on time
-burr 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



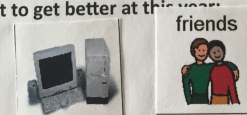
Some things you need to know about me:

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.



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): _____

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

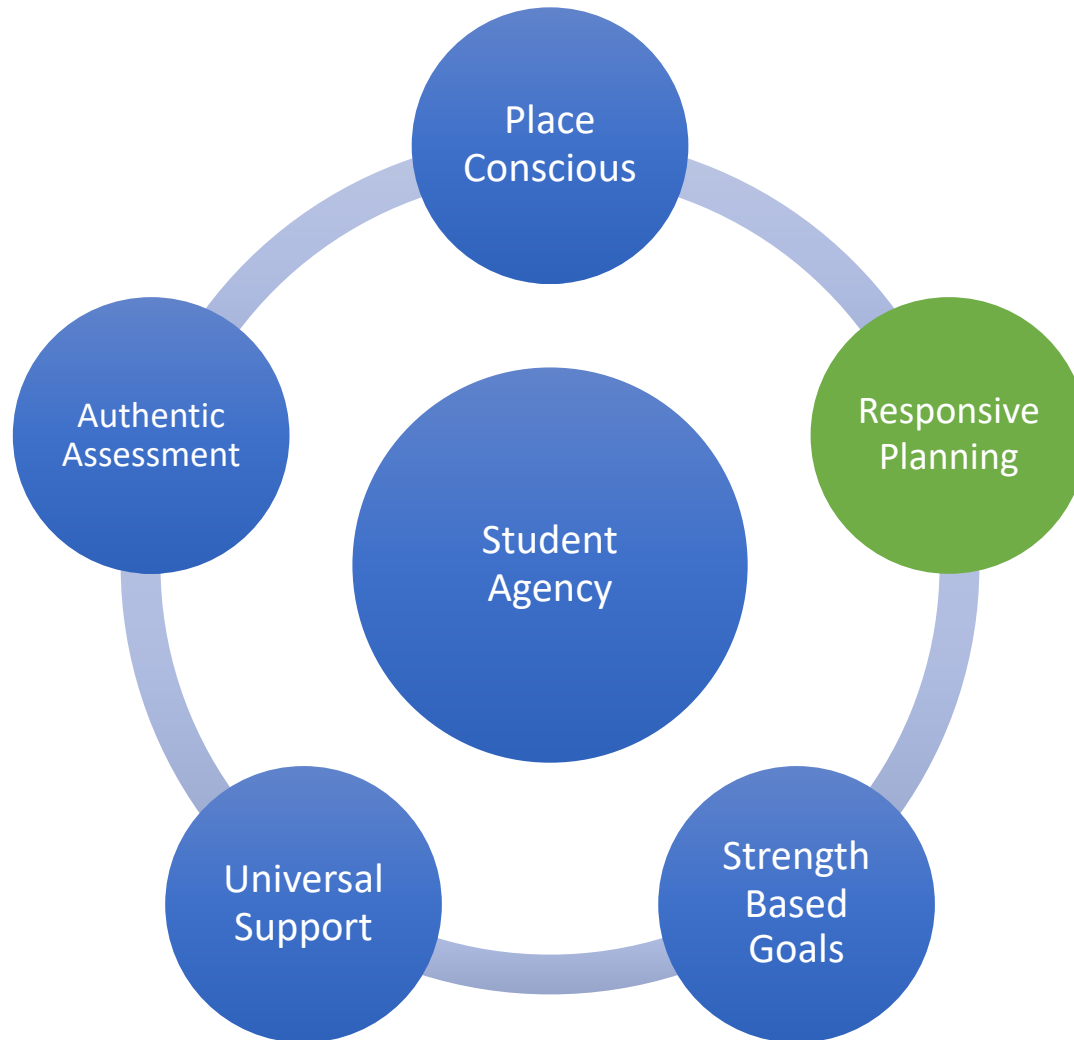
STRATEGY: THE CLASS PROFILE

Class Review for: _____		www.FIVEMOOREMINUTES.COM (INCLUDE CLASSROOM 101 TO ADD MORE WORDS, 101 TO ADD MORE WORDS)		
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

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

video strategy on www.fivemooreminutes.com

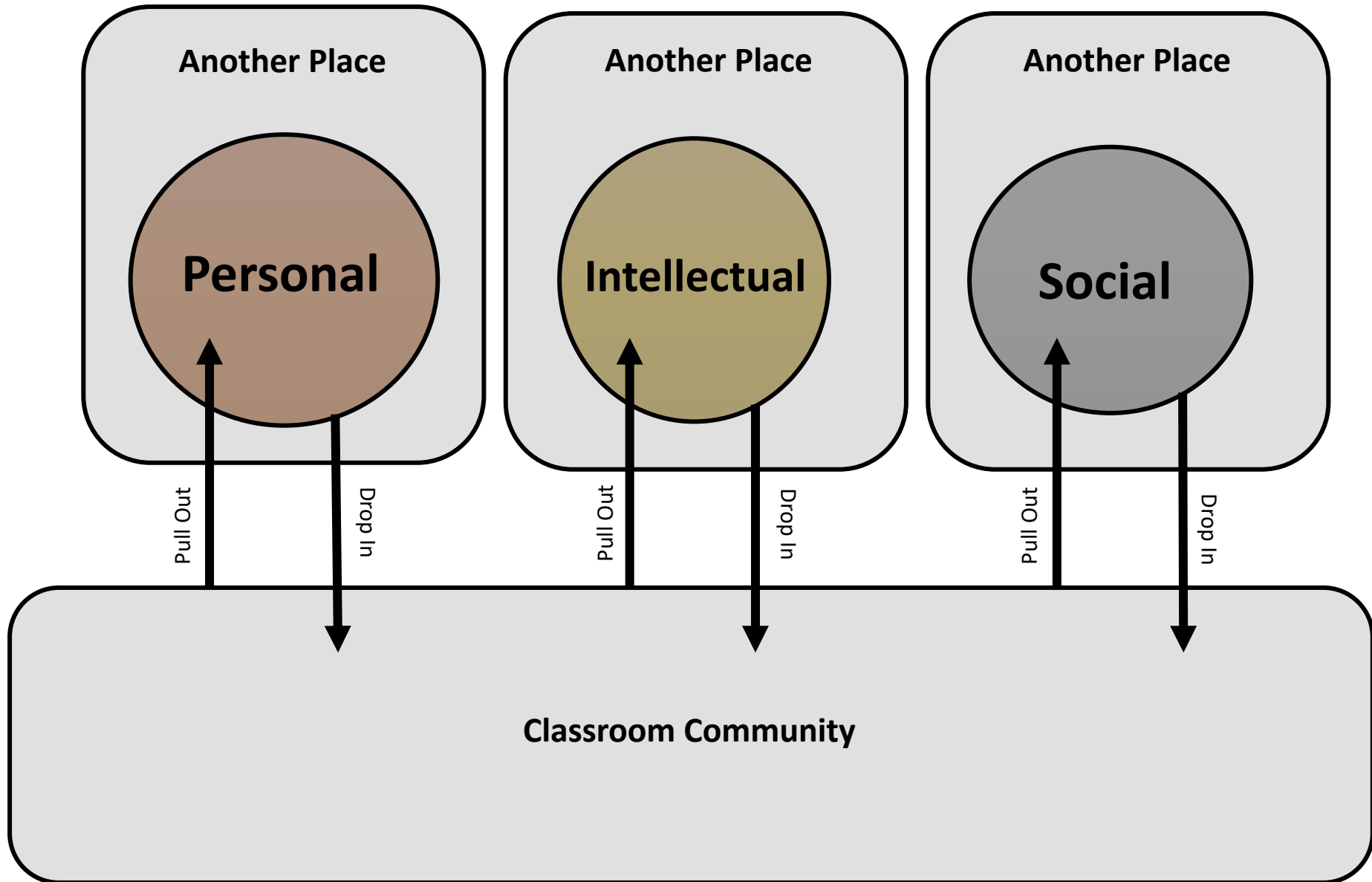
Guiding Principles of a Renewed IEP



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

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

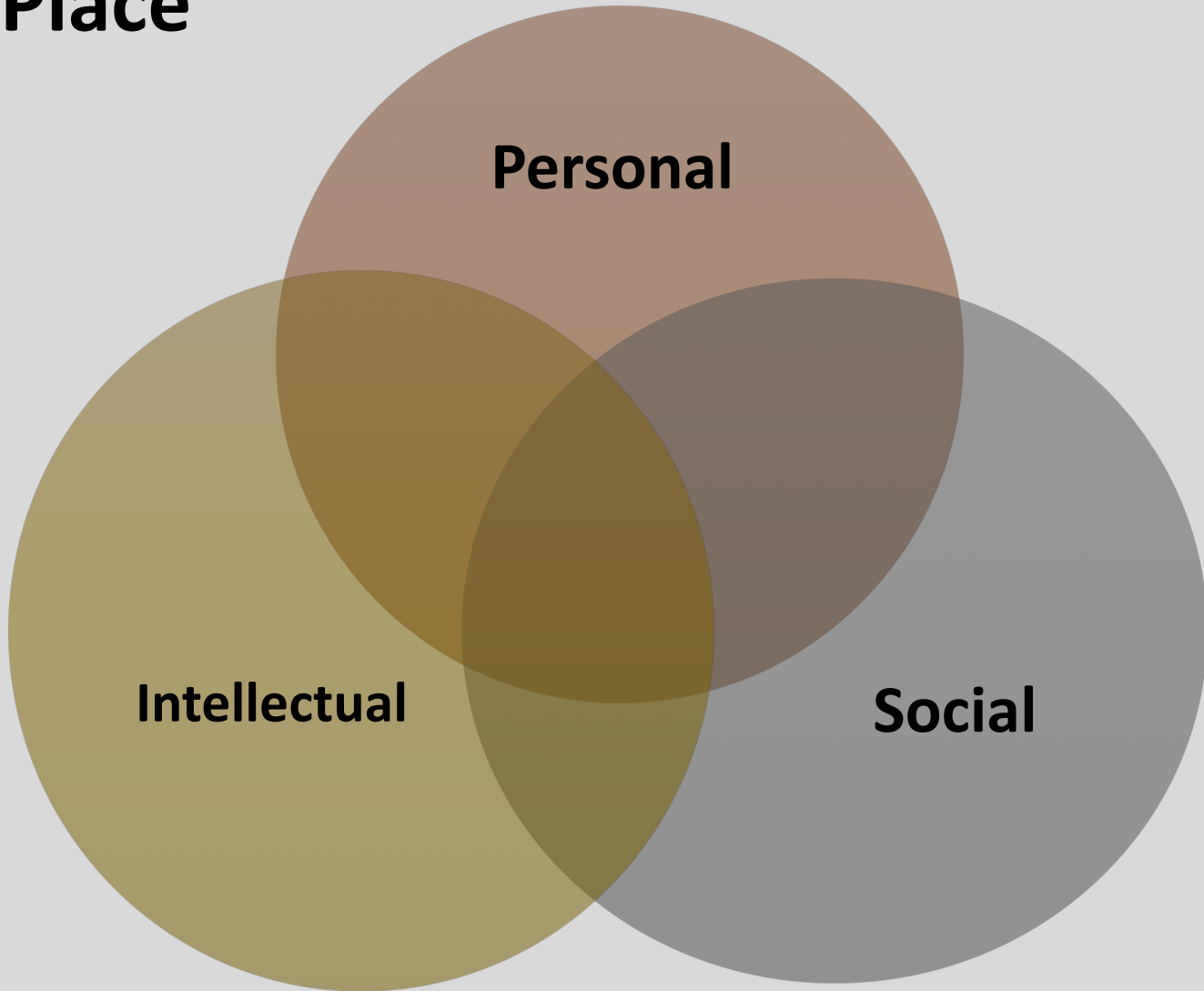


Place

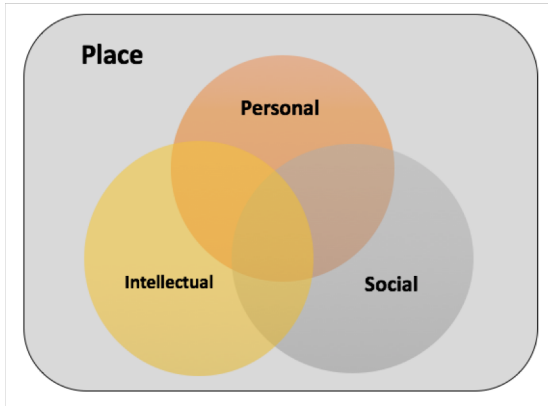
Personal

Intellectual

Social



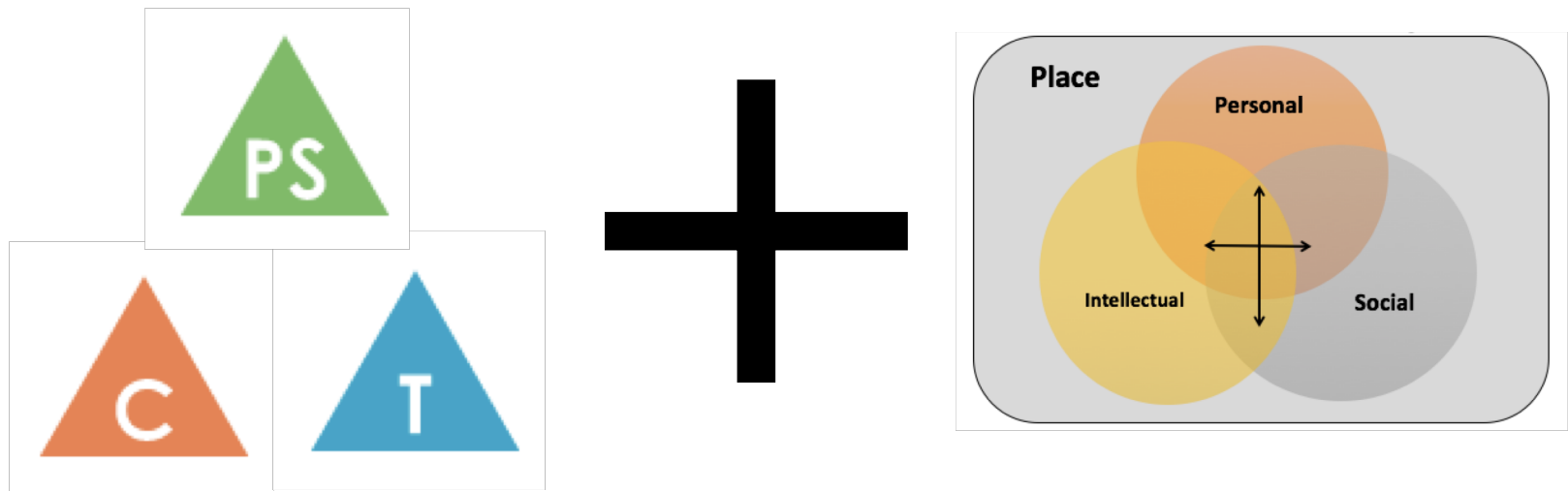
Balancing Bubbles within a Place



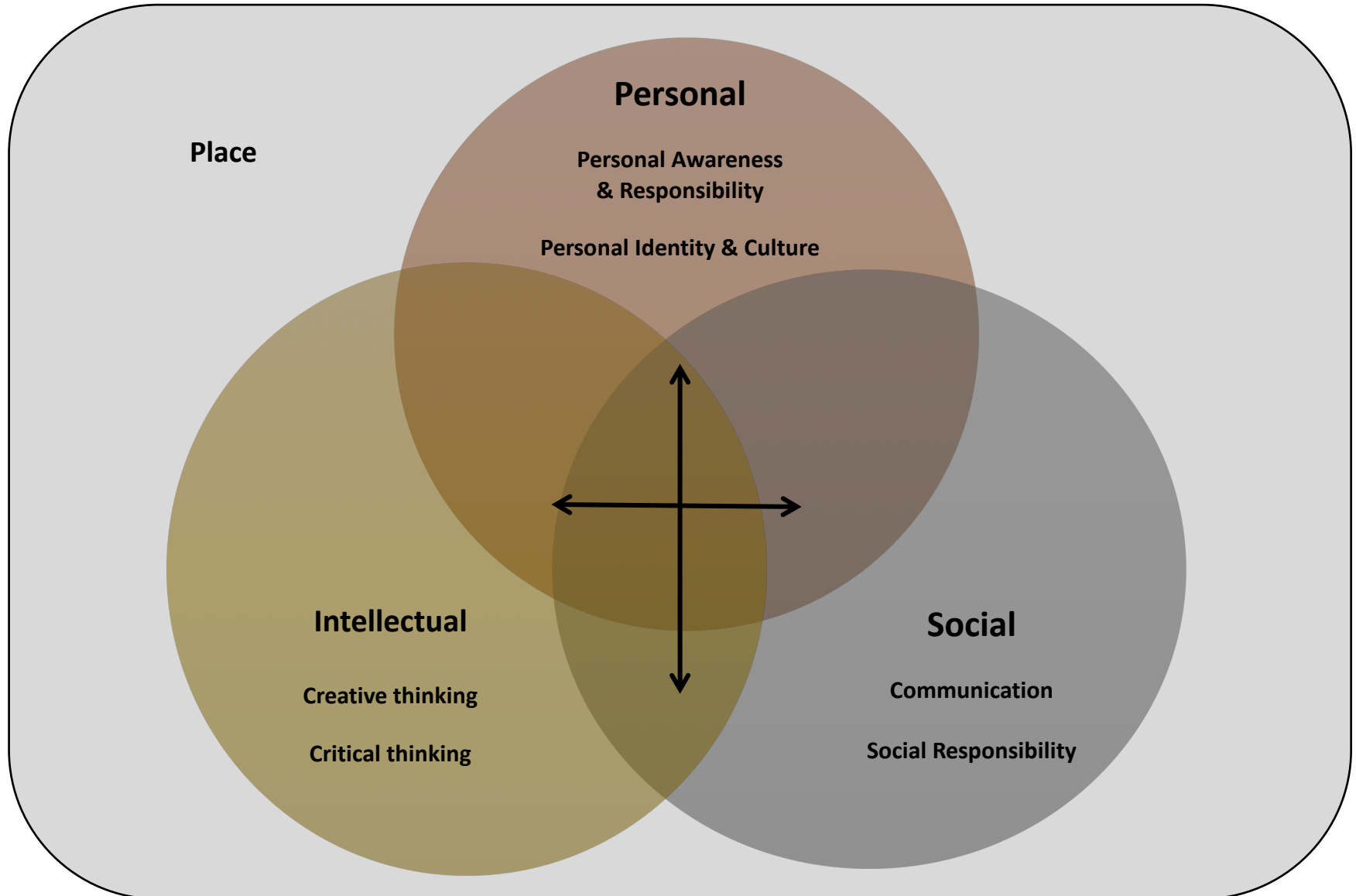
- This approach assumes that all students need support in these areas
- The focus is on balancing the bubbles, instead of trying to “fix” them
- It allows us to rely on areas of strength as a support for areas of stretch
- It encourages (and teaches) support from all individuals in a community rather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

Core Competencies + Place-Based Inclusive Framework

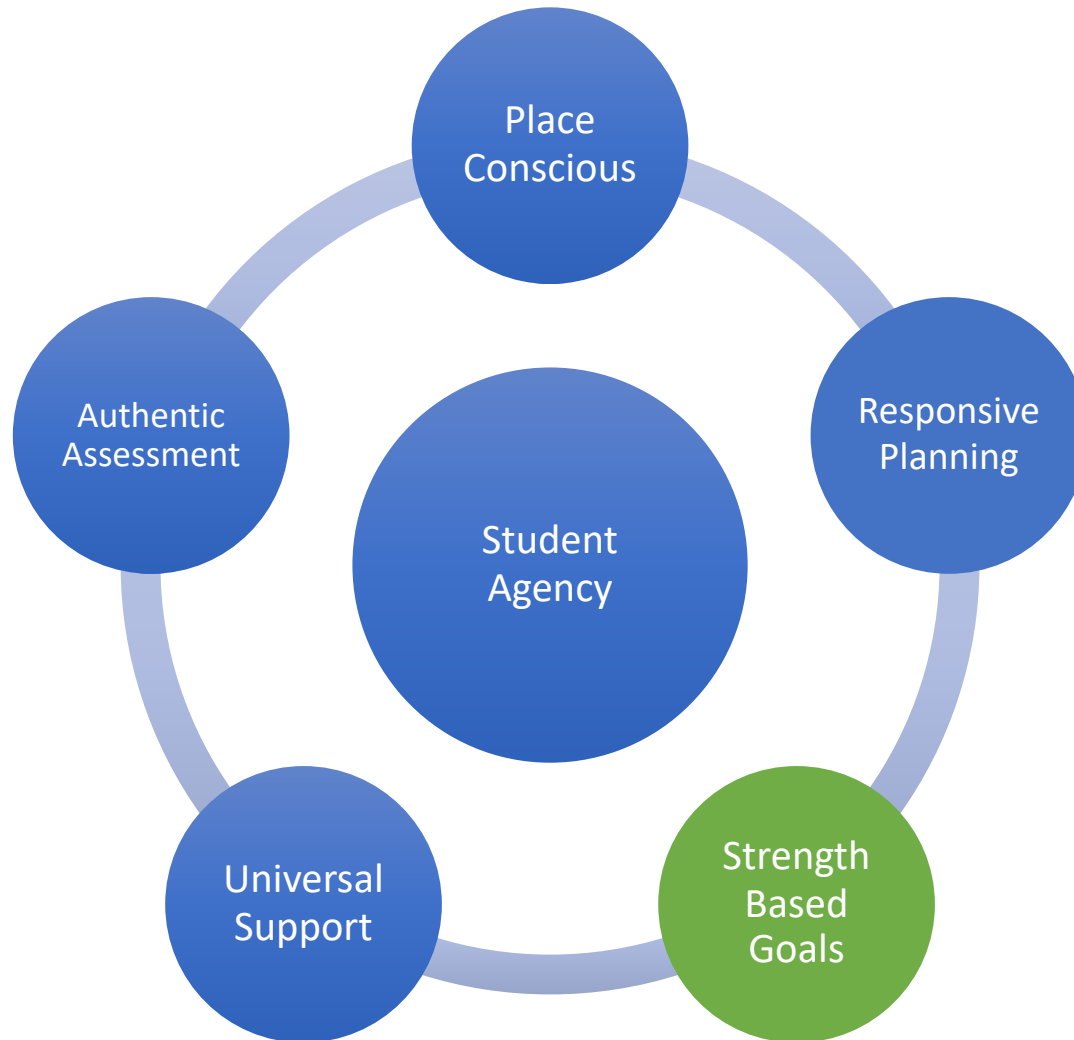
- If we want to combine these frameworks however, a few adjustments need to be made to best represent the principles of both



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



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			
☐ <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 <i>These learning domains can inform the IEP development in these core competency areas.</i>	☐	☐	☐
	Core competency connections	Core competency connections	Core competency connections
	 Positive Personal + Personal awareness +	 C  PS Communication Social responsibility	 T  T Creative thinking Critical thinking

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

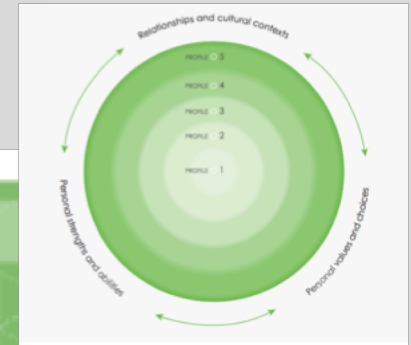
Example: Personal Strengths & Abilities

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

Competency Based IEP – A Meeting Guide

Student: _____ Date: _____

In attendance: _____

☐ Parent consulted _____

☐ Thoughts from my team profile
completed (Parent/Teacher)

☐ Student profile completed

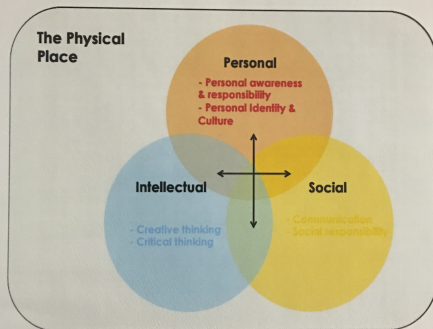
Student Profile			
Interests			
Learning Preferences			
Important to know			
Learning Profile			
	Personal (what I am able to do on my own)	Social (what I am able to do with others)	Intellectual (how I think)
Strengths			
Focus	Yes/No	Yes/No	Yes/No
Stretches			
Focus	Yes/No	Yes/No	Yes/No

Supports	
Universal Supports (See attached checklist)	
Essential Supports	

IEP Meeting/ Interview Guide

COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
The set of abilities that students use to impact 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.	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.	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.	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 narratives, 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 can do to contribute to their own well-being and to the well-being of their family, community, & society.	Involves 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.	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.
1. Connect and Engage with Others (to share & develop ideas) Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples: literature circles, book clubs, blogs, and email group discussions & decision making/informal debate	1. Novelty and Value 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 on the individual student, classroom, larger group of peers, in one's community, or on a global level	1. Analyze and Critique 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.	1. Relationships & Cultural Contexts Students understand that their relationship and cultural contexts help to shape who they are. The "[Culture]" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, transgender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and places) around them.	1. Self-Determination 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.	1. Contributing to Community & Caring for the Environment 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.
- 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	- I get ideas when I play. My ideas are fun & 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	- 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.	- 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.	- 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	- With some support, I can be part of a group. - I can participate in classroom and group activities to improve the 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.
2. Acquire, Interpret, and Present Information (include inquiries) 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. Examples: "how & self" explaining a concept, sharing a PowerPoint presentation about a research or inquiry topic, creating a video proposal	2. Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's idea, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student effort report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and cueing the filters and censors in the conscious or subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)	2. Question and Investigate 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.	2. Personal Values & Choices 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.	2. Self-Regulation 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.	2. Solving Problems in Peaceful Ways Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.
- 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 I may not know	- I get ideas when I use my senses to explore. - I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems - I deliberately learn a lot about something (e.g. by doing research, talking to others or <u>googling</u>) so that I am able to generate new ideas or ideas just pop into my head. - I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative. - I have interests and passions that I pursue over time	- 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.	- 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.	- 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.	- 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 clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.
3. Collaborate to Plan, Carry Out, and Review Constructions & Activities Students work together to accomplish goals either face to face, or through media. Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project	3. Developing Ideas 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 perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.	3. Develop and Design 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.	3. Personal Strengths & Abilities 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.	3. Well-Being Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, 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.	3. Valuing Diversity Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.
- 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)	- 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 I'm working 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 attempts 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	- 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.	- I can identify my individual characteristics. - I can describe/express my attitudes, 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.	- I can participate in activities that support my well-being, and tell others 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.	- With some direction, I can demonstrate respectful and inclusive <u>behavior</u>. - 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.
4. Explain/Recount and Reflect on Experiences & Accomplishments Students tell about their experiences—especially their learning experiences—and reflect and share what they learned. Examples: presentations of learning, self-assessment, and reviewing/reflecting feedback					4. Building Relationships Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.
- I give, receive, and act on feedback - I can recount simple experiences and activities and tell something I learned - I can represent my learning and tell how it connects to my experiences and efforts					- 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 feel included. - I build and sustain positive relationships with diverse people, including people from different generations.

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, and how they affect choices I make.

to me.
are and how they affect choices I make.
at aspects of my life have influenced my values.
shape my choices.

ilities

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 r relationships, and their communities.

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

CULTURAL COMPETENCY-DRAFT © MINISTRY OF EDUCATION

Profiles: Personal Awareness and Responsibility Competency

Descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, on, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from 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 feeling 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 take ownership 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.

Independent and/or Supported Self Assessment

BC Core Competencies Supported Self-Assessment		
Name:	Grade:	Year:

Personal Competency: Positive Personal Identify & Culture			
	I can do this*	I want to keep working on this	This is my next step!
Relationships and Cultural Contexts			
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 identify will continue to evolve			

	I can do this*	I want to keep working on this	This is my next step!
Personal Values and Choices			
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			

	I can do this*	I want to keep working on this	This is my next step!
Personal Strengths and Abilities			
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			

IEP Meeting/ Interview Guide

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

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 **perspectives** 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 can also be **specific supports** that this student may need to be successful in **meeting the goal**

Example: Rahul: Gr. 11

Target Area:

Core Competency Goals

Example: Rahul: Gr. 11

Target Area:

Core Competency Goals

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

Example: Grade 4

Curricular Goal: I can multiply fractions with a common denominator

Scenario	Classroom Teacher teaches a lesson that reaches a range of learners. All students are in small working groups with the support of an EA. All students working toward the same goal at different levels of complexity. Tasks are accessibly designed e.g. using fractions that use bench mark numbers (10/5/2)	Classroom Teacher teaches a lesson about Fractions. There is a group of students who need additional support with multiplication so they work in a small group with an EA targeting multiplication goals. Students are still there for the lesson, but working on a different remedial goal for additional pull out instruction	Classroom Teacher teaches a lesson about fractions. There is a student with a cognitive disability. All students have the same goal, this student is working on an accessible version of the goal i.e. I can share.
Type of goal	Curricular Goal	Curricular Goal + Supplemental Goal	Curricular Replacement
When it is worked on?	During lesson & instruction	After lesson & instruction	During lesson & Instruction
What is documented on IEP?	Supports e.g. scaffolded task, choice of challenge, manipulatives, small groups, bench mark numbers	Supplemental Goal e.g. I can become fluent with single digit multiplication	Replacement goal e.g. I can show my understanding of fractions by sharing some of my favourite things

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)	

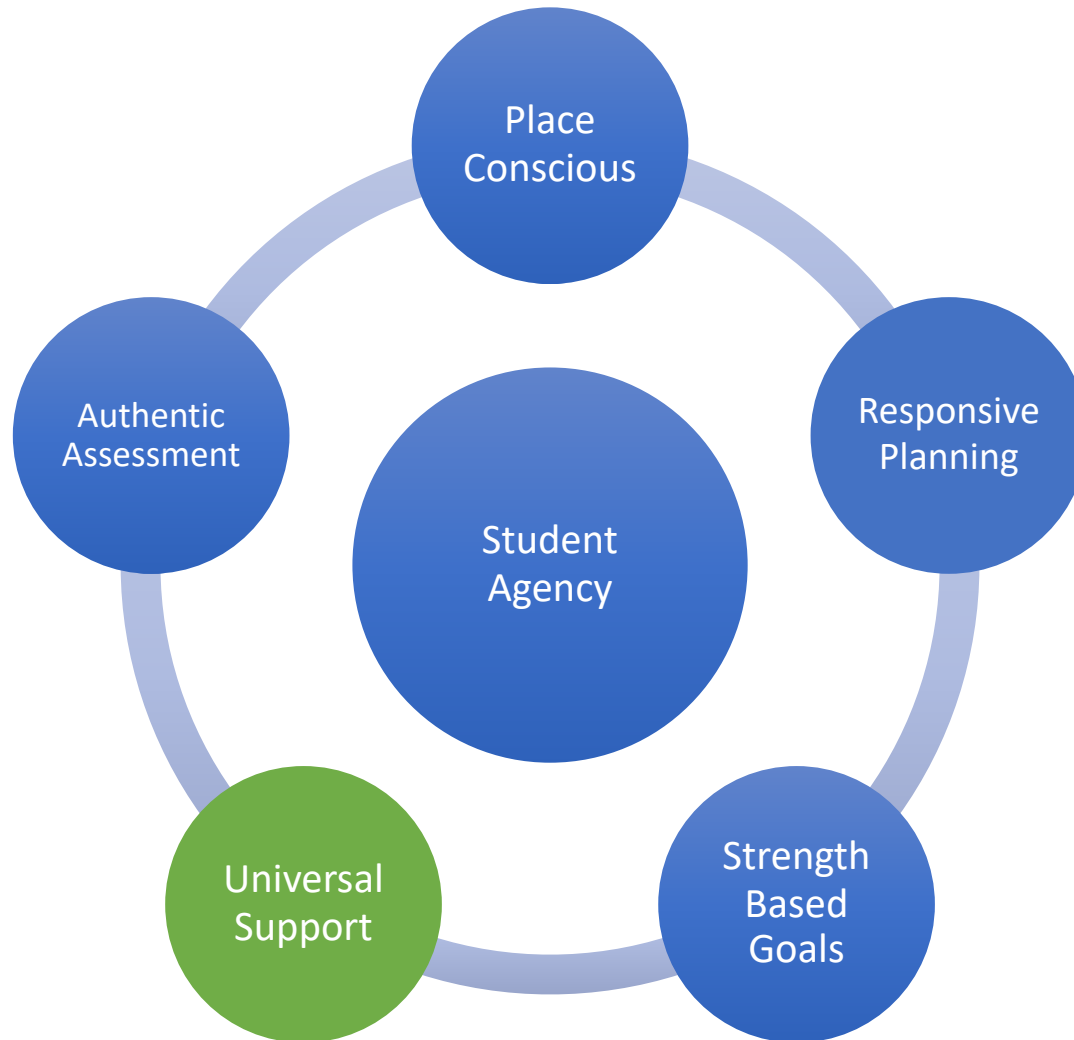
Take a look at the IEP Examples

- What do you notice about the goals?
- What questions do you have?
- How are the different types of goals the same or different from each other?

Assessment: Evidence Logs

Assessment Log for: Rahul M.				Term: 2			Year: 2019
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 ask and respond to simple, direct questions by using my AAC device to answer questions		✓					

Guiding Principles of a Renewed IEP





SHIFTING OUR **SUPPORT** MODELS

The cupcake model



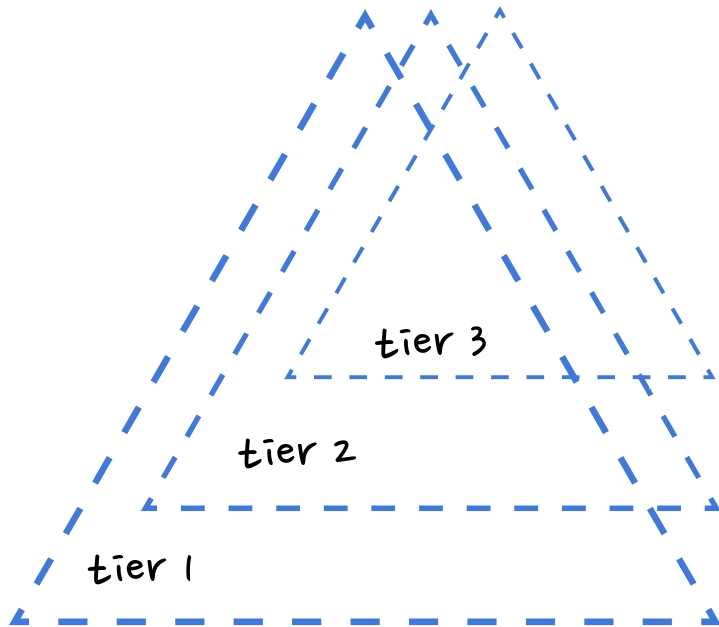
The layered cake model



The layered cake model



RTI: RESPONSE TO **INSTRUCTION**

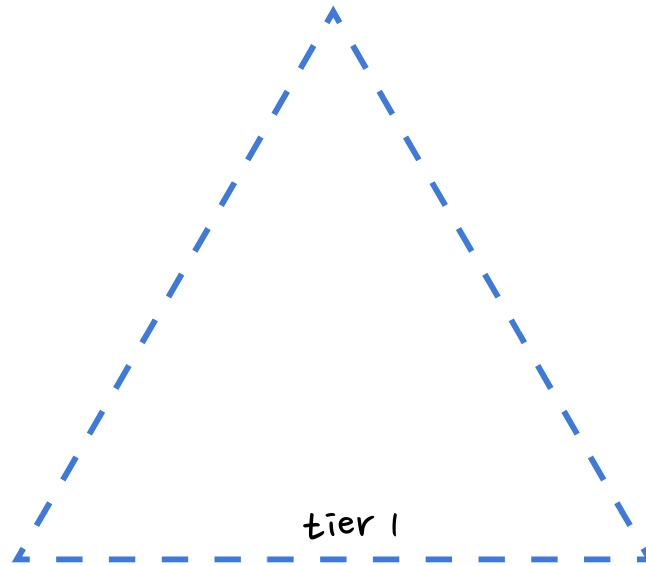


RESPONSE TO INSTRUCTION

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



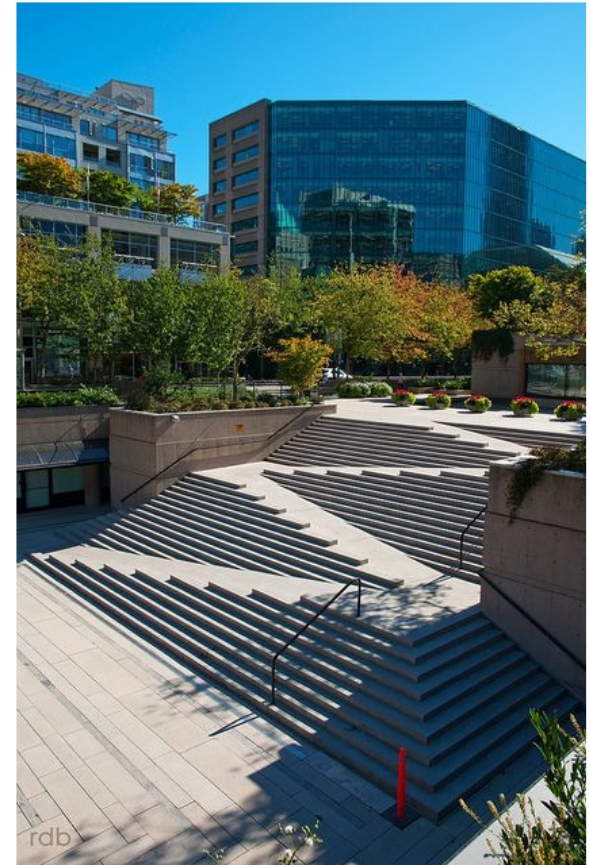
RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for **ALL**

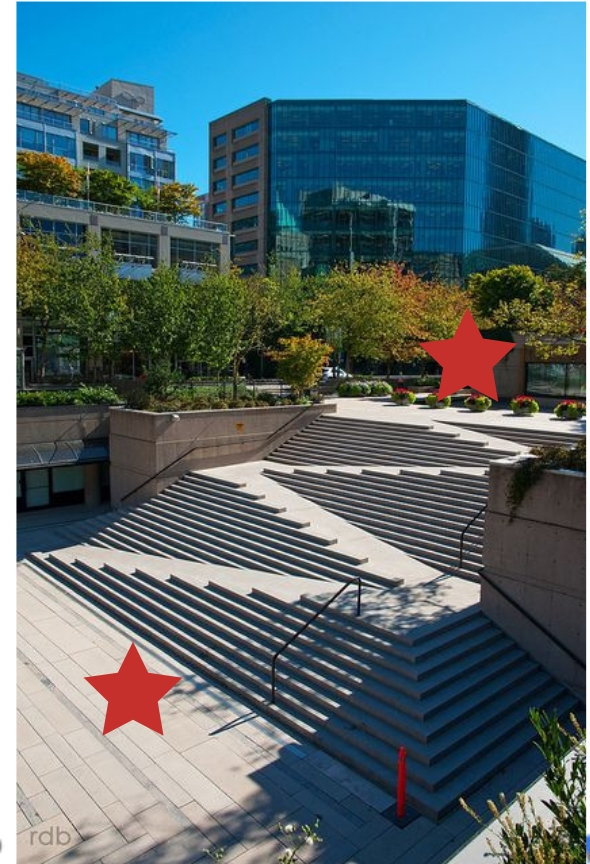
UNIVERSAL SUPPORTS

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**?



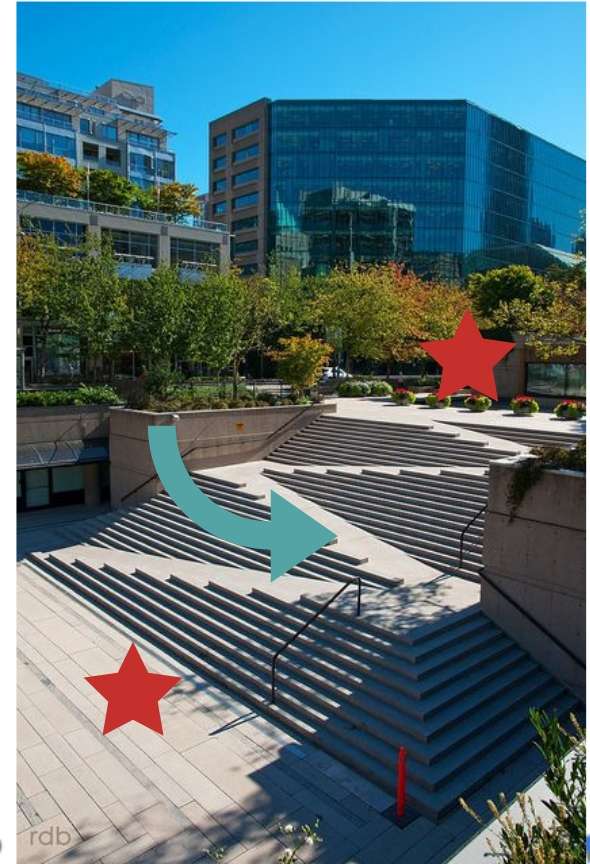
UNIVERSAL SUPPORTS

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



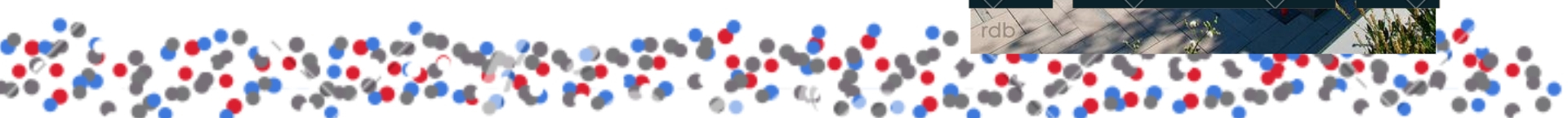
UNIVERSAL SUPPORTS

1. What is the **goal**?
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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

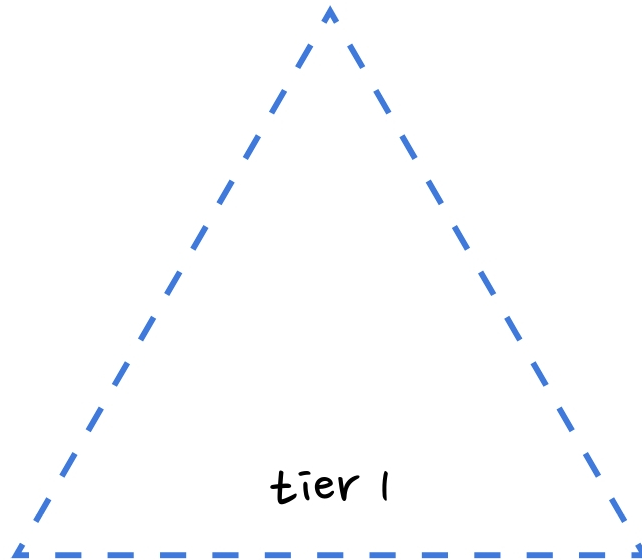


Provide Multiple Means of
Representation



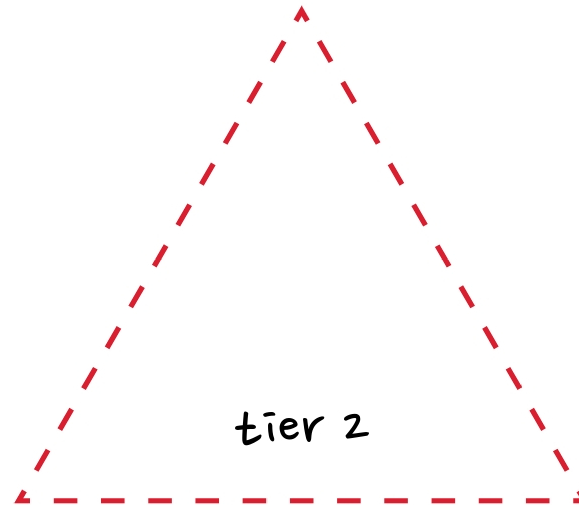
Provide Multiple Means of
Action & Expression

RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for **ALL**

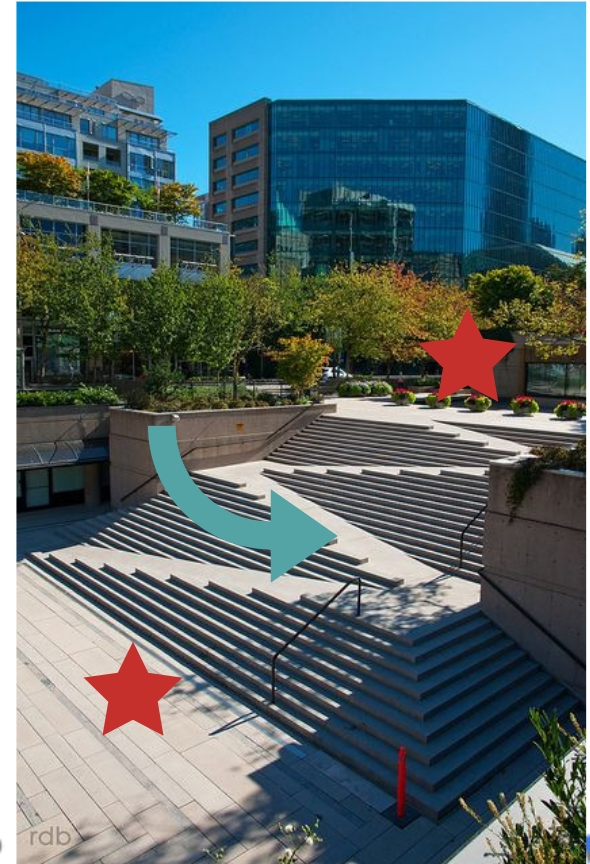
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

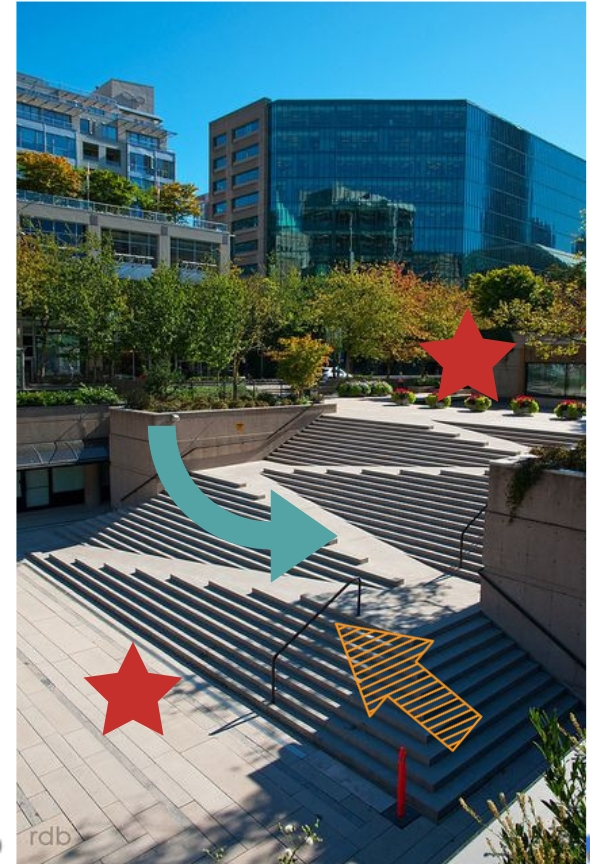
TARGETED SUPPORTS

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?



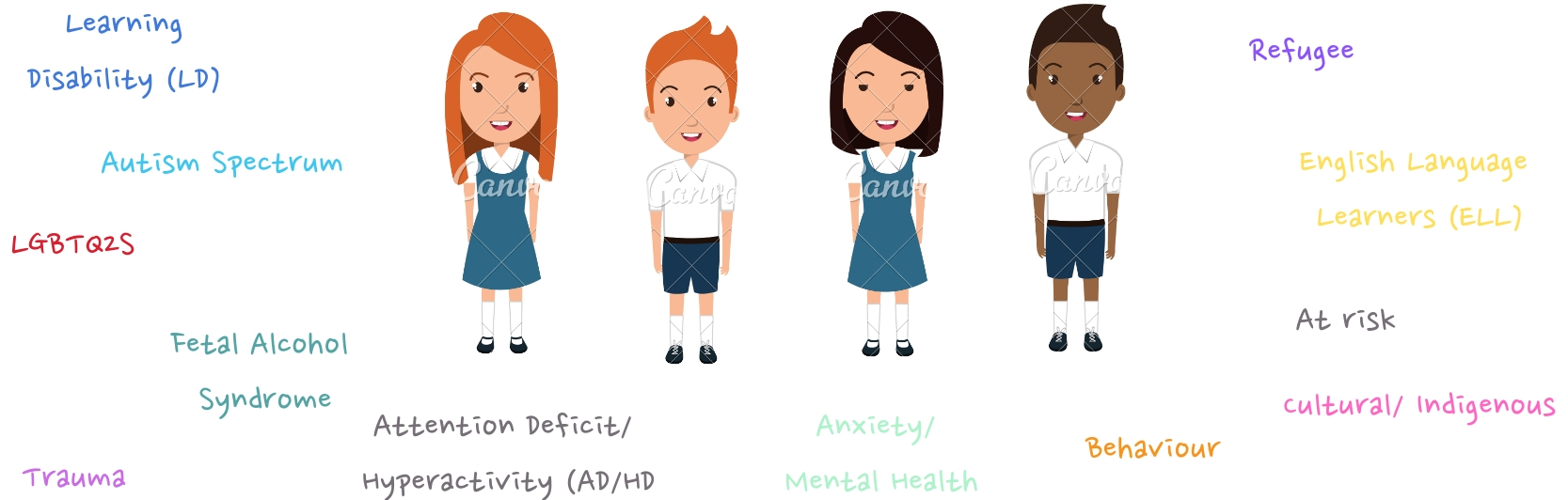
TARGETED SUPPORTS

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?

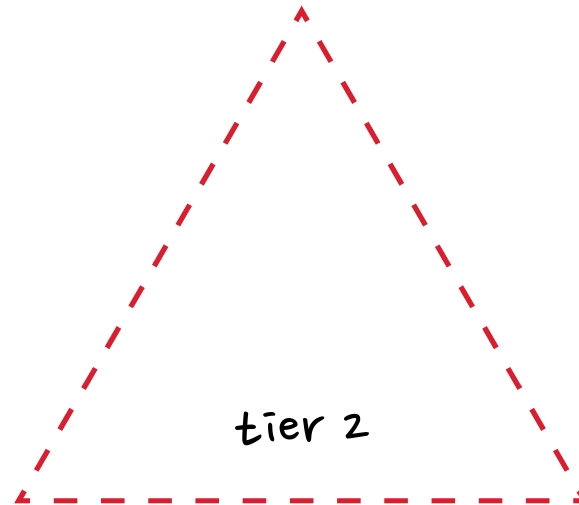


WHAT ARE THE RAILS FOR LEARNING?

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

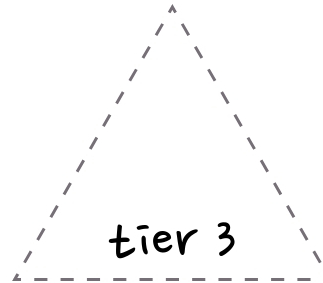


RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

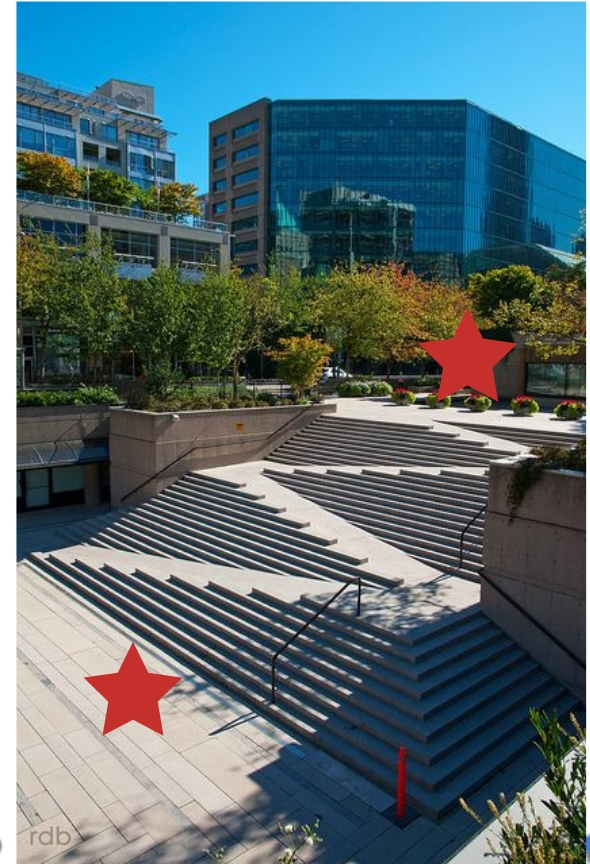
RTI/MTLS: ESSENTIAL SUPPORTS



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?

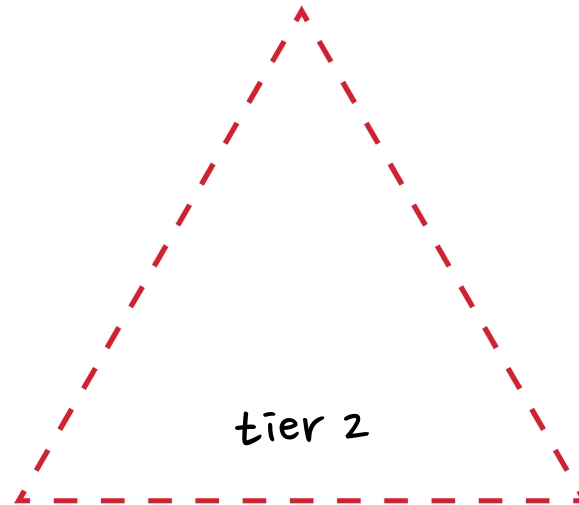


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?

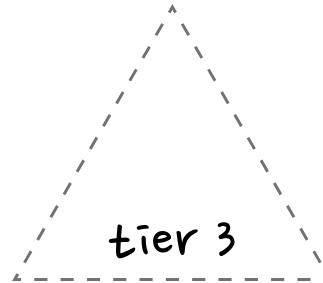


RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

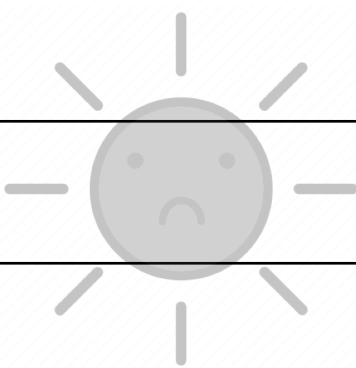
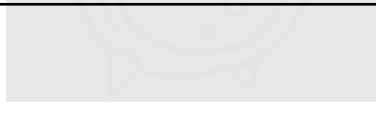
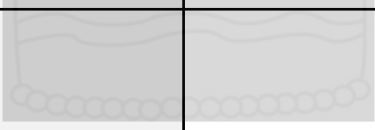
Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

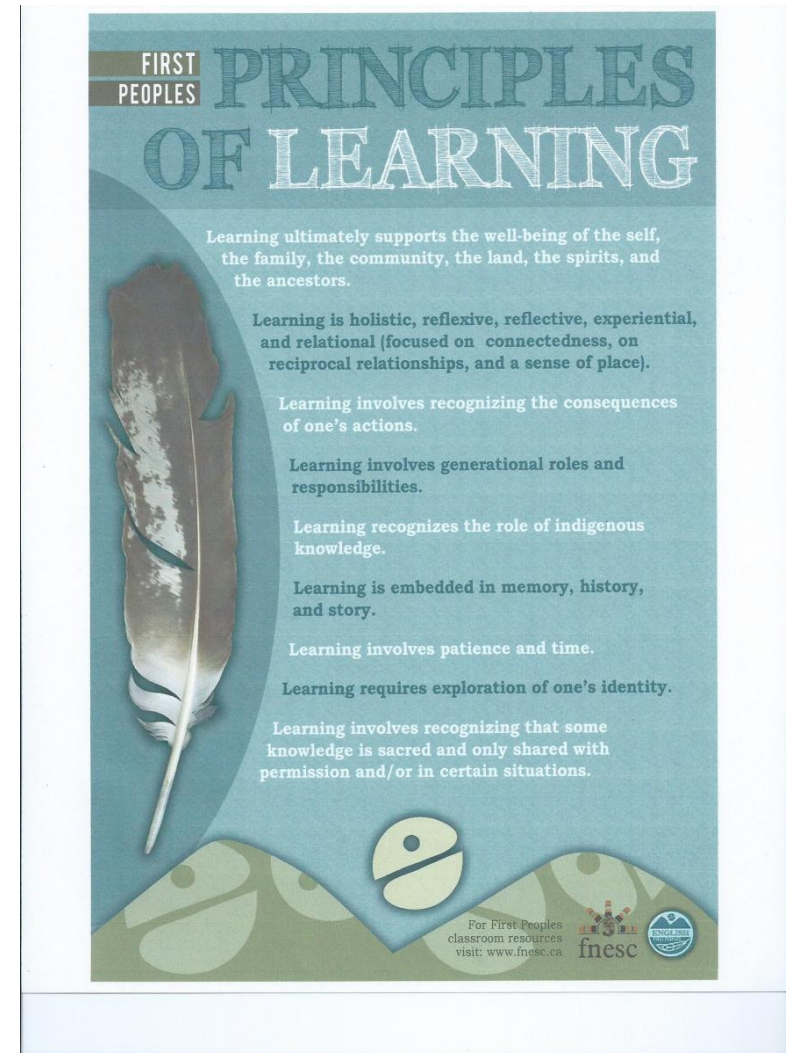


Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Reconciliation & Equity Targets:		

Reconciliation Targets

- http://www.fnesc.ca/irs_r/
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>



Equity Targets

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Equitable Classroom Practices Observation Checklist				
Equitable Classroom Practices is a checklist of 23 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practices. This guide is not an all-inclusive description of best instructional practices.				
Teacher	Observer	Subject	Duration	Not Observed (0 points)
Equitable Classroom Practice				
1. Welcomes students by name as they enter the classroom				
2. Asks students for correct pronunciation of their names; correctly pronounces students' names				
3. Uses eye contact with all students				
4. Makes culturally appropriate eye contact with all students				
5. Uses proximity with all students				
6. Circulates around student work areas to be close to all students				
7. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important				
8. Uses "I" instead of "you" when addressing students; turns toward students who are seeking to show interest				
9. Manages the classroom to accommodate discussion				
10. Arranges seating to facilitate student-student discussion				
11. Encourages bulletin boards, displays, and other visual aids in the classroom that reflect the racial, ethnic, and cultural backgrounds represented by students				
12. Displays and uses materials (e.g., books, posters, etc.) that reflect all students' racial, ethnic, and cultural backgrounds				
13. Uses a variety of visual aids and props to support student learning				
14. Uses multilingual photos, pictures, and props to illustrate concepts and content; uses appropriate technology to illustrate concepts and content				
15. Uses "real" and displays some words in students' heritage languages				
16. Posts some content words or phrases in students' heritage languages; uses some words or phrases from students' heritage language in the classroom				
17. Models use of graphic organizers				
18. Uses a variety of graphic organizers during instruction; encourages students to identify and use the task				
19. Encourages graphic organizers by modeling				
20. Uses class building and teambuilding activities to promote peer support for academic achievement				
21. Structures academic and social interactions between students				
22. Uses random response strategies				
23. Uses random response strategies (e.g., unprompted heads, color-coded cards, equity sticks, calling sticks)				
24. Uses cooperative learning structures				
25. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates consult, Jigsaw, Quiz Check, Partner A and B, Boggle, Last Word)				
26. Structures heterogeneous and cooperative groups for learning				
27. Uses random methods to form small groups; explicitly teaches collaborative learning skills to students; provides opportunities for cooperative groups to process/reflect on how well they accomplished the task				
28. Uses probing and clarifying techniques to assist students to answer				
29. Phrases the question; asks a related question; gives student a hint, clue, or prompt				

Adapted from "A Resource for Equitable Classroom Practice," 2010
Louisiana State Personnel Development Grant

Classroom Support Plan

Teacher(s):Mr. B
English 8

Support Staff: Ms. L (support teacher last 20 min of block)

Class:

Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I.D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

Students...

Strategies & Supports

Who needs the most support

J.W.

Universal Support

(Good for ALL)

Targeted Support

(CHOICE for ALL)

Essential Support

(Good for ONE)

**Need
Cognitive**

J.W.

Start lesson with accessible task how to work with J.W., building community activities, manipulatives,

Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator

AAC Device, social role on class, works well with Y.T., glasses,

**Need
Vision**

R.P

Large print & high contrast outline of handouts, do not change furniture floor plan

Sitting close proximity to front of class

Magnifier,

**Need
Trauma**

H.L., U.B

Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,

Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave

Check in before class with Ms. H, might be late

**Need
ELL**

Y.I., O.R., B, F, N.M

Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall

translator

**Need
Anxiety**

R.M.

Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)

Taking breaks, choice of where to work, homework optional, parent check ins

Who needs the most challenge

I.K., R.M.

Reconciliation & Equity Targets:

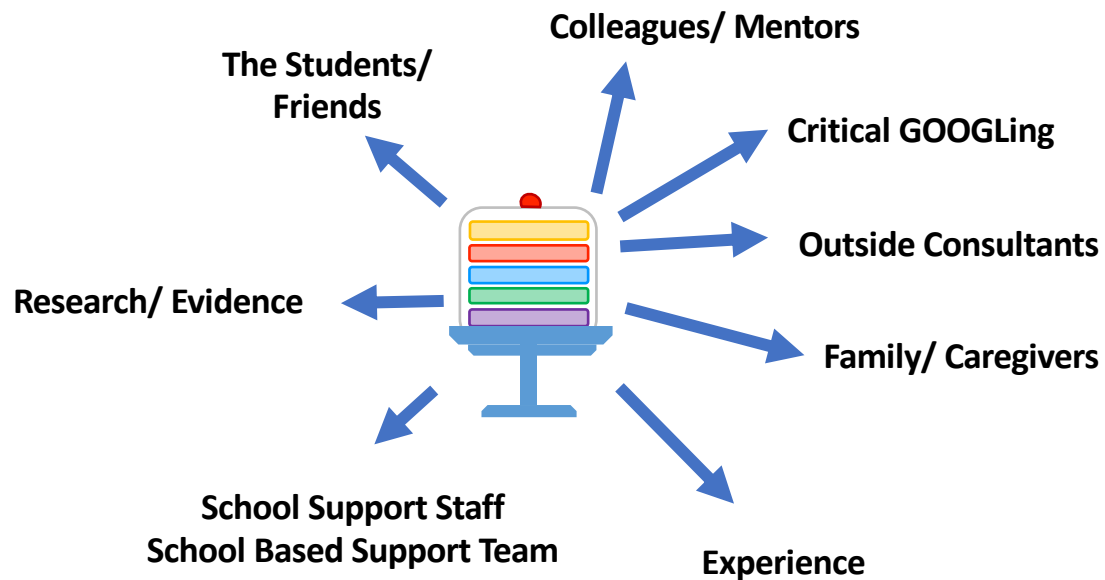
- Sharing local Indigenous content for math concepts
- Standards based grading and reporting



Layered Support Cake of Love: Classroom Support Plan



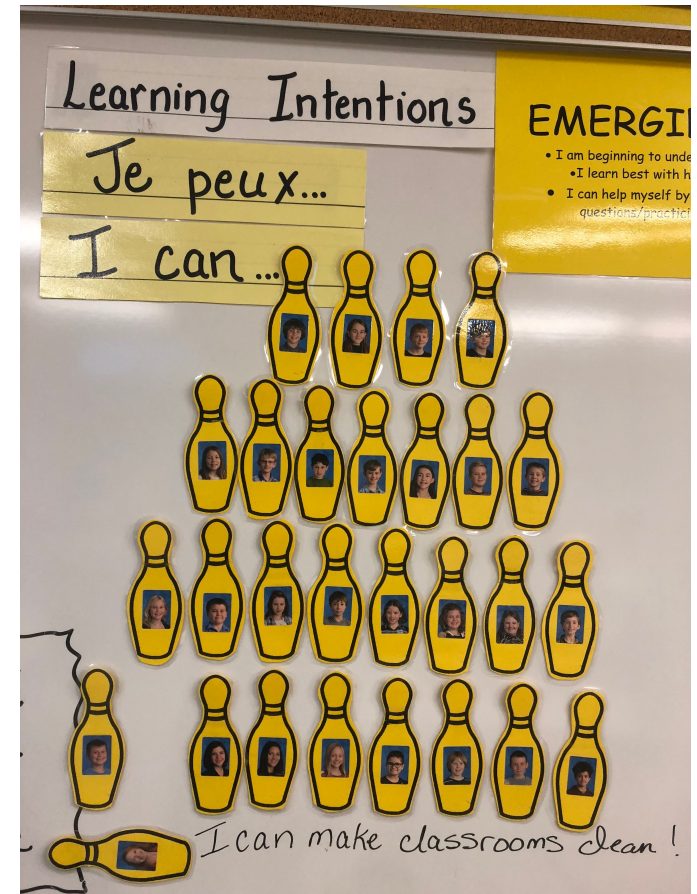
How do we figure out supports or strategies students need?



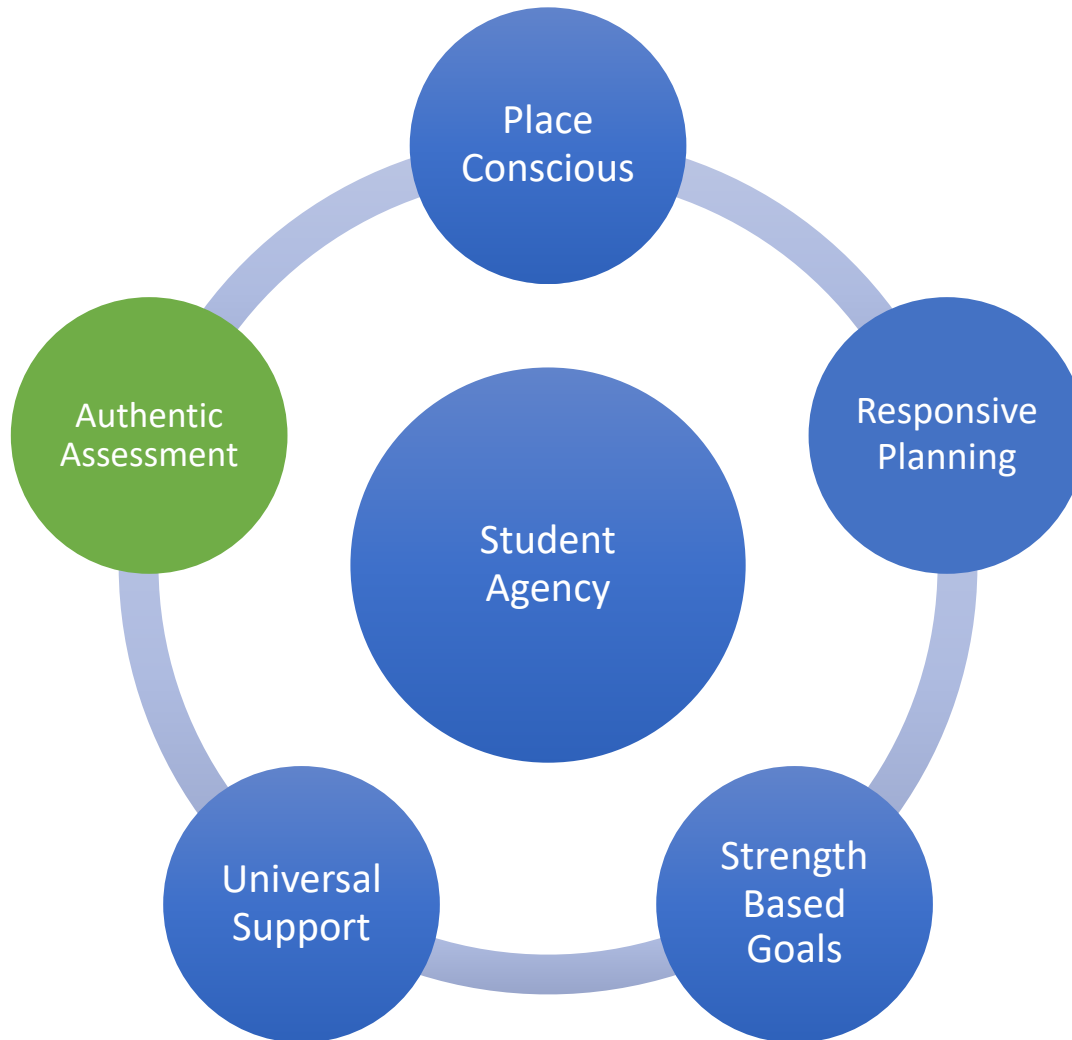
Making supports adjustable

“What ever I need I have access too!”

- What is this support?
- How do I use it?
- How do I know when I need it?
- How do I know when I don't?



Guiding Principles of a Renewed IEP



Thinking ahead

- What is something useful from today?
- What is something you want to try?
- What is something you want to share with someone else?
- What can you bring back for next time?