

# SHELLEY MOORE



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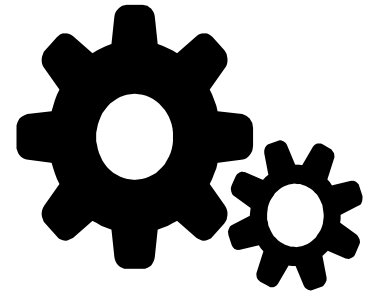


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# Re - Intros

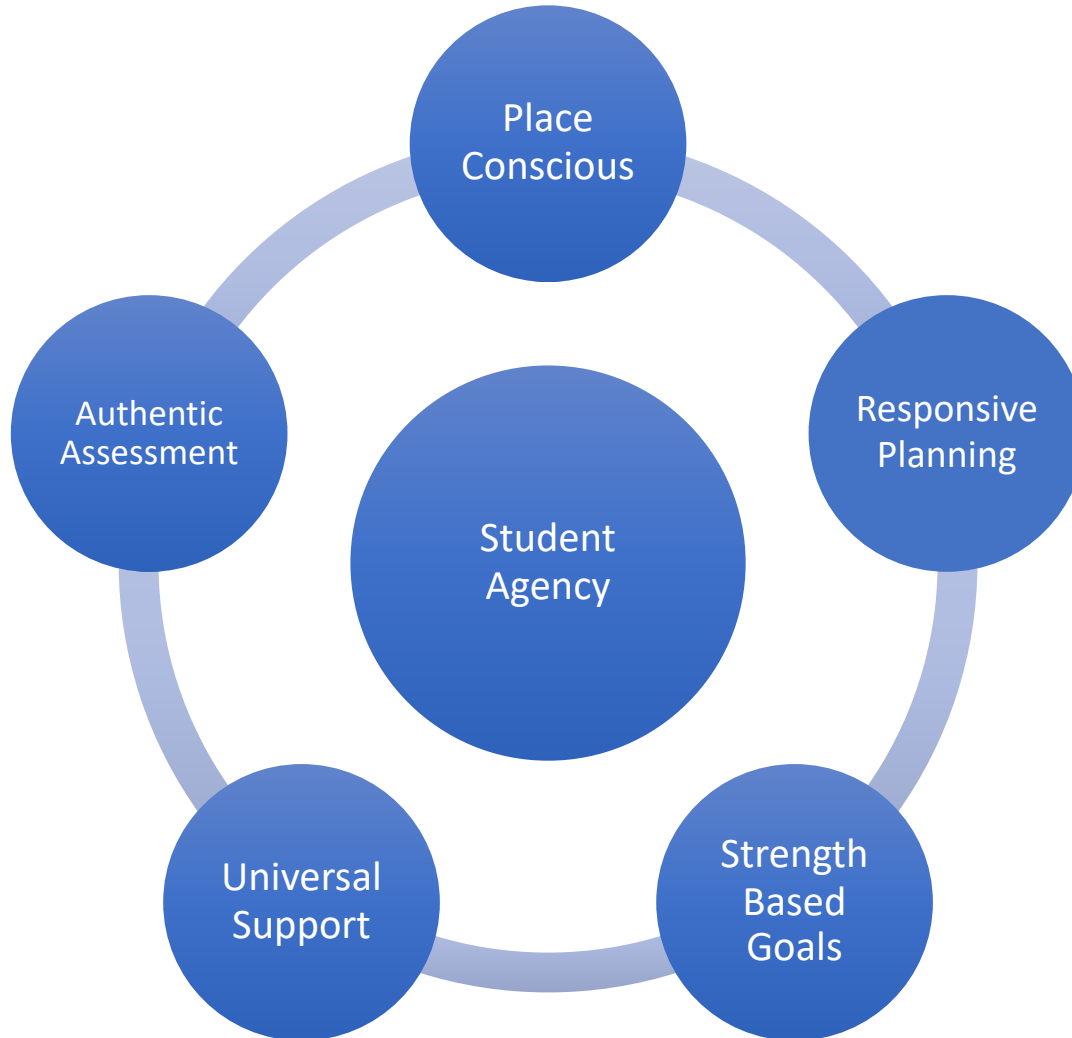
- What stands out/ do you remember from last session?
- What questions have come up? Do you have about the competency based IEP?

# Formed a committee!

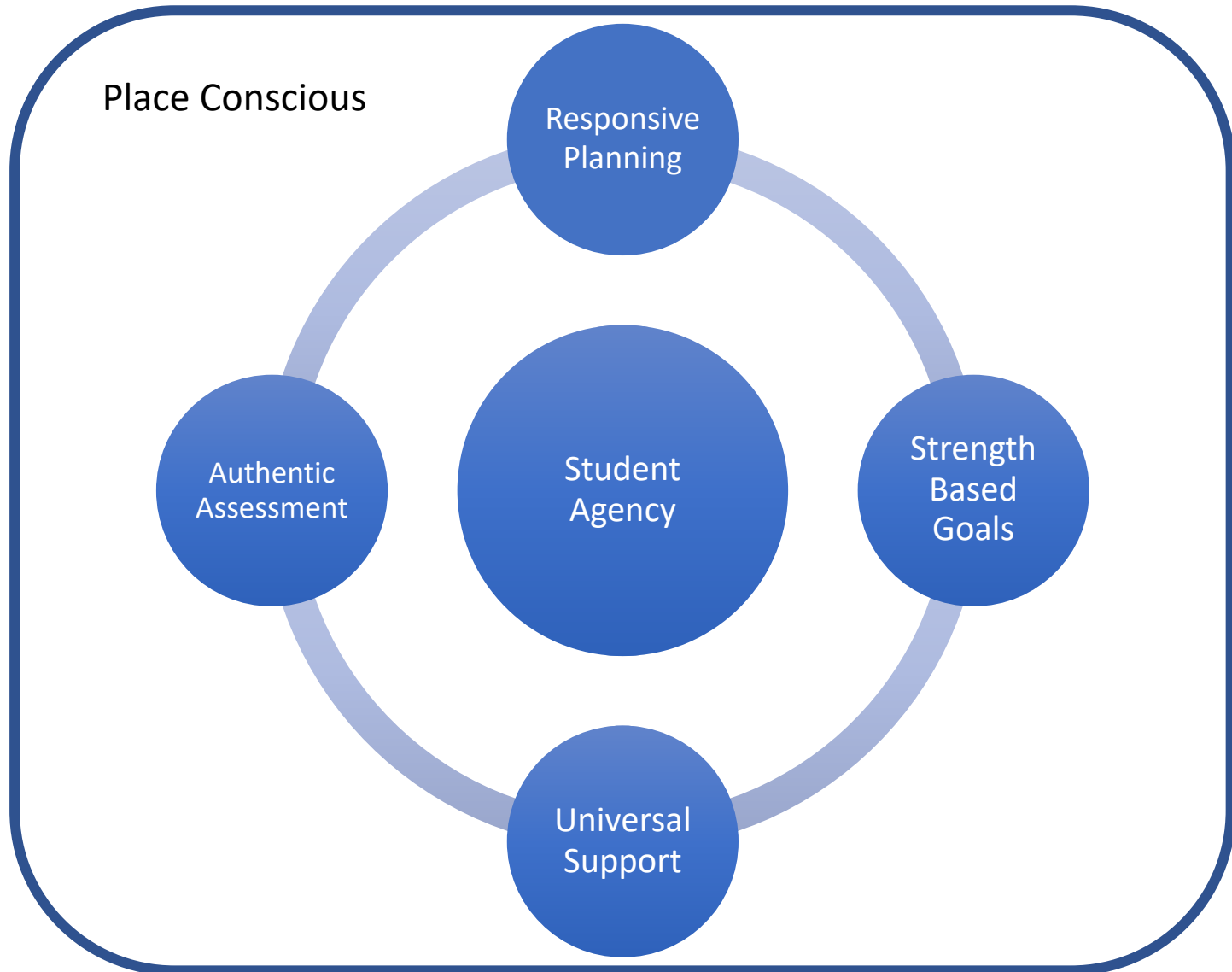


- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new competency based IEP framework?

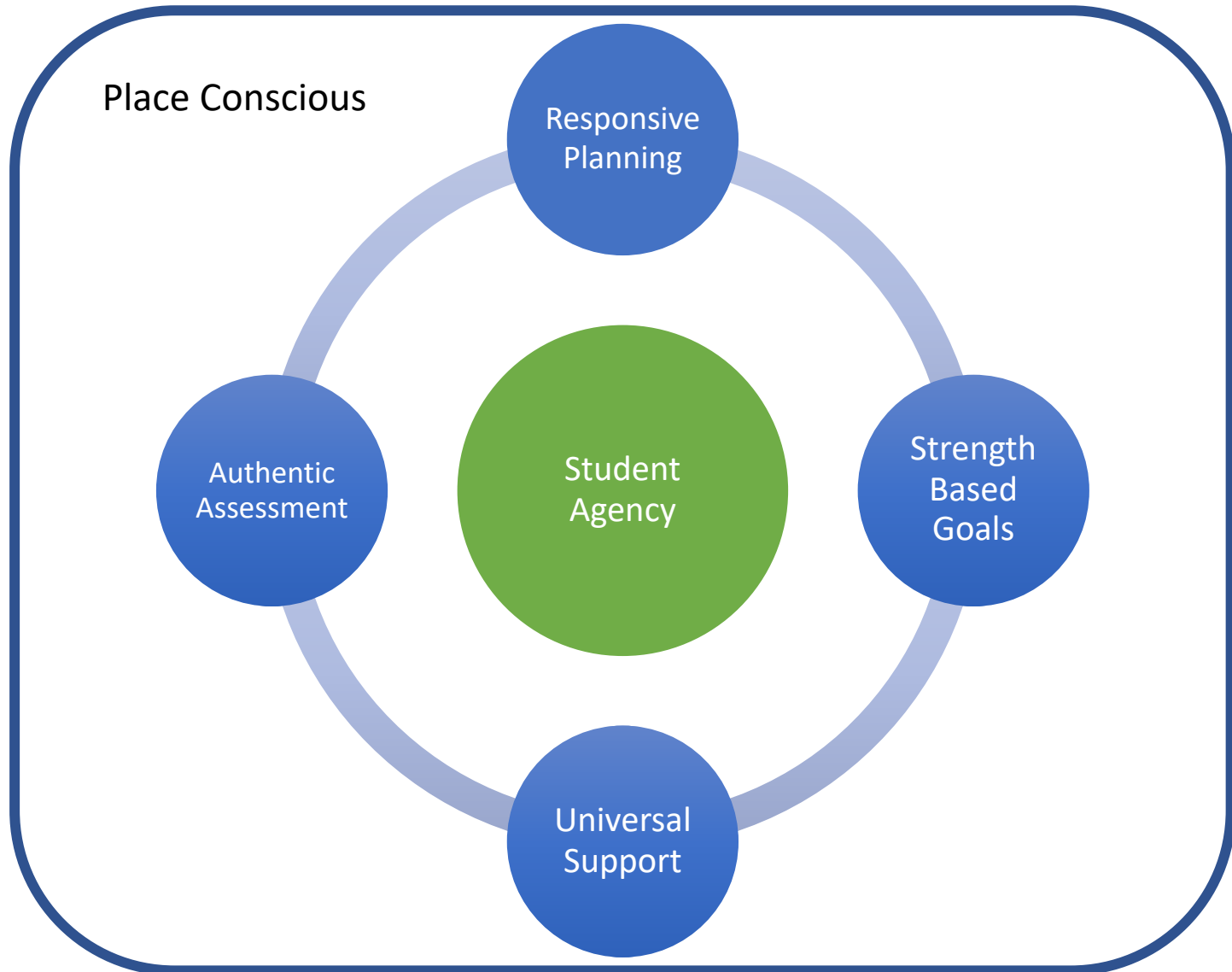
# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



**Strengths**

**Identities**

**Interests**

**Goals**

What are student **dimensions** that we develop & capture to help students be agents of their learning?

**Strategies**

**Barriers**

**Needs**

**Supports**

# What are some ways that we can get to know our student's **dimensions**?

- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Goals** – what do they want to work on as an individual/ community in class/ life?
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What I the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?



BRITISH  
COLUMBIA

MyEducationBC

# Individual Education Plan

## Student Details

	<b>Student Name:</b>	<input type="text"/>	<b>Primary Ministry Designation:</b>	<input type="text"/>
	<b>Grade:</b>	<input type="text"/>	<b>Additional Designation(s):</b>	<input type="text"/>
	<b>PEN:</b>	<input type="text"/>	<b>IEP Date:</b>	<input type="text"/>
	<b>Date of Birth:</b>	<input type="text"/>	<b>Case Manager:</b>	<input type="text"/>
	<b>Student Support Team:</b>		<b>Role:</b>	
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<b>Parent/Guardian consulted on:</b>		<input type="text"/>	

### My Personal Profile

**My Interests:**

**Evidence:**

--	--

**My Learning Preferences:**

**Evidence:**

--	--

**What you need to know about me:**

**Evidence:**

--	--

### My Learning Profile

*Thoughts from my team.*

**Personal**

*What I am able to do on my own.*

**Social**

*What I am able to do with others.*

**Intellectual**

*How I think.*

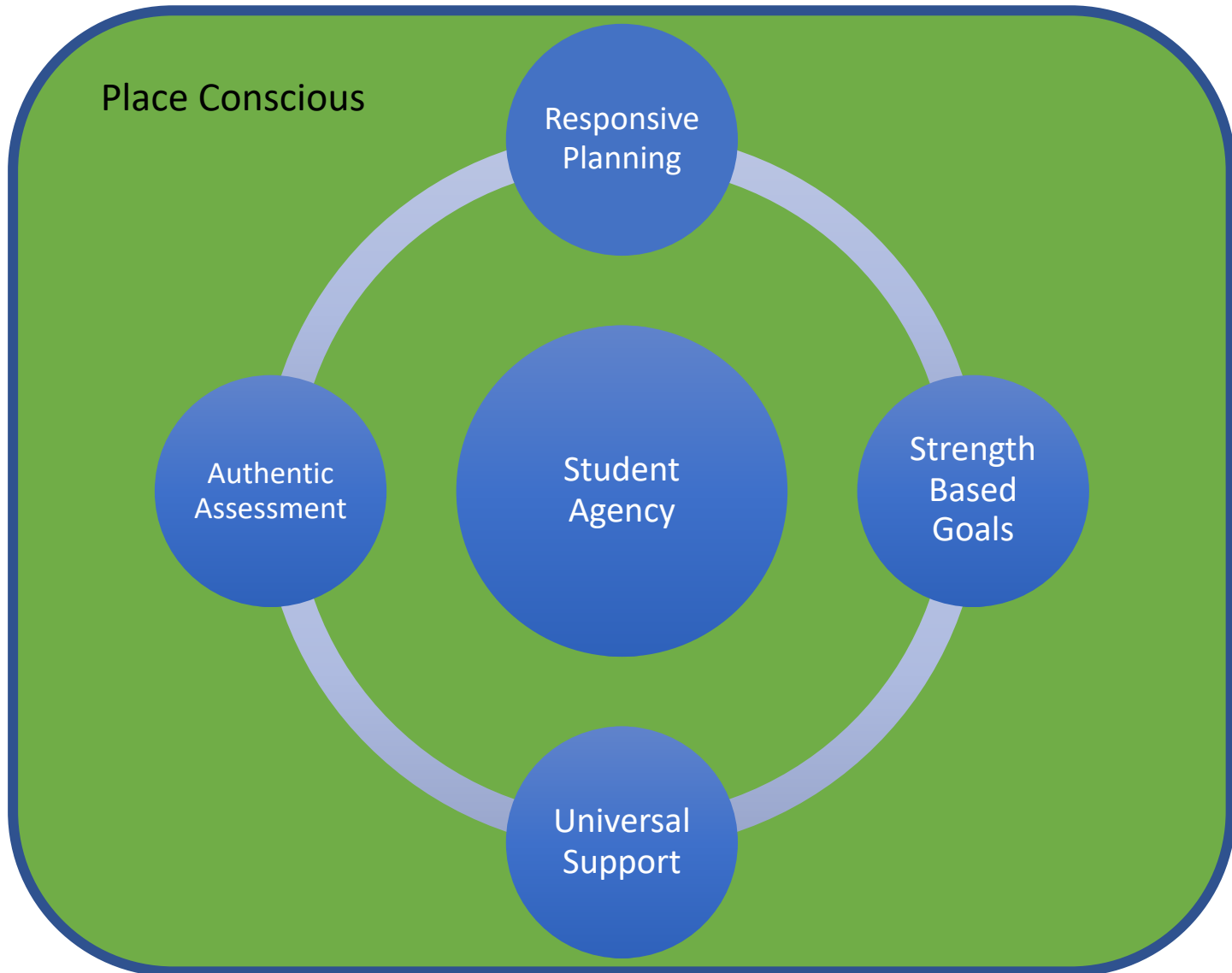
**My Strengths**

**My Stretches**


**The BIG goal I have for this class: Build their confidence in themselves, give them a problem and through perseverance they can be successful**

I can meet this goal by identifying individuals needs in this class:		I can meet this goal by creating a support plan for the needs in this class		
Students who need the most support KB, <b>MI</b> , <b>JK</b>		Range of Supports & Strategies		
		Universal (Good for ALL)	Targeted (Choice for ALL)	Essential (Good for ONE)
Need: Language	WW, NC, WJ, KJ	Instructions with pictures, strategic groupings (same language/ different language), explicit vocabulary teaching	Translator on phone when needed,	translated activities in specific languages
Need: Challenge	MA, RC	Scaffolding (Baked Potato Planning), offering an extension		Individual challenges/ goals that extend their stretches
Need: Anxiety	<b>VM</b> , KB, KL, <b>JK</b>	Choice of activities, choice of supports & strategies, choice of audience, safe spaces in the building, preferred/non preferred activities, direct reaching of anxiety strategies and management, problem solving strategies, teaching sizes of problem (a/A), choice, First Nations talking circles – check-ins/ accessible communication, soft start, mindfulness, sensory pathways	One on one check ins, quiet place, follow up/check ins with home	Specific goal setting, incentives, specific people to access any time that are safe, car greetings, altered day schedule, alternate day, go home for lunch
Need: Attention	<b>JK</b> , <b>MI</b>	Teaching how to support tools, activities that involve movement, patience, redirecting, maintain calmness, don't take behaviour personally, brain/ body breaks, clear learning intentions, teaching about "time robbers," time management strategies, Flexible seating options, on task buddy (peer reminders)	, fidgets, school secret codes to "go for a walk" (gets them moving), coming up with a signal or code to redirect	
Need: Attendance	KL, <b>VM</b>	First Nations talking circles – check-ins/ accessible communication, soft start, relationships, care and concern meetings, celebratory arrival, windows of arrival time, flexible spaces, purpose – low attention on arrival, transition supports to high school, or from rural areas,	Special jobs, buffer spaces, choice of spaces to learn throughout the school, options for quiet places	
Need: Identity	KL, MM	Teaching PPCI competency Teaching how to identify strengths, identities, needs, barriers, bring in examples that reflect identify of the class, challenges assumptions of "normal," asking for preferred pronouns, safe stickers, gender neutral language, bringing in diverse texts/examples, modelling	SOGI club,	
Need: self awareness/ regulation	KB	Schedule work breaks, awareness about when to take a break, chunking, flexible seating options	Choice break activity, sensory breaks, choice of breaks throughout the school, safe spaces,	Tea breaks,
Students who need the most challenge MA, RC, NM		Resources		

# Guiding Principles of a Renewed IEP



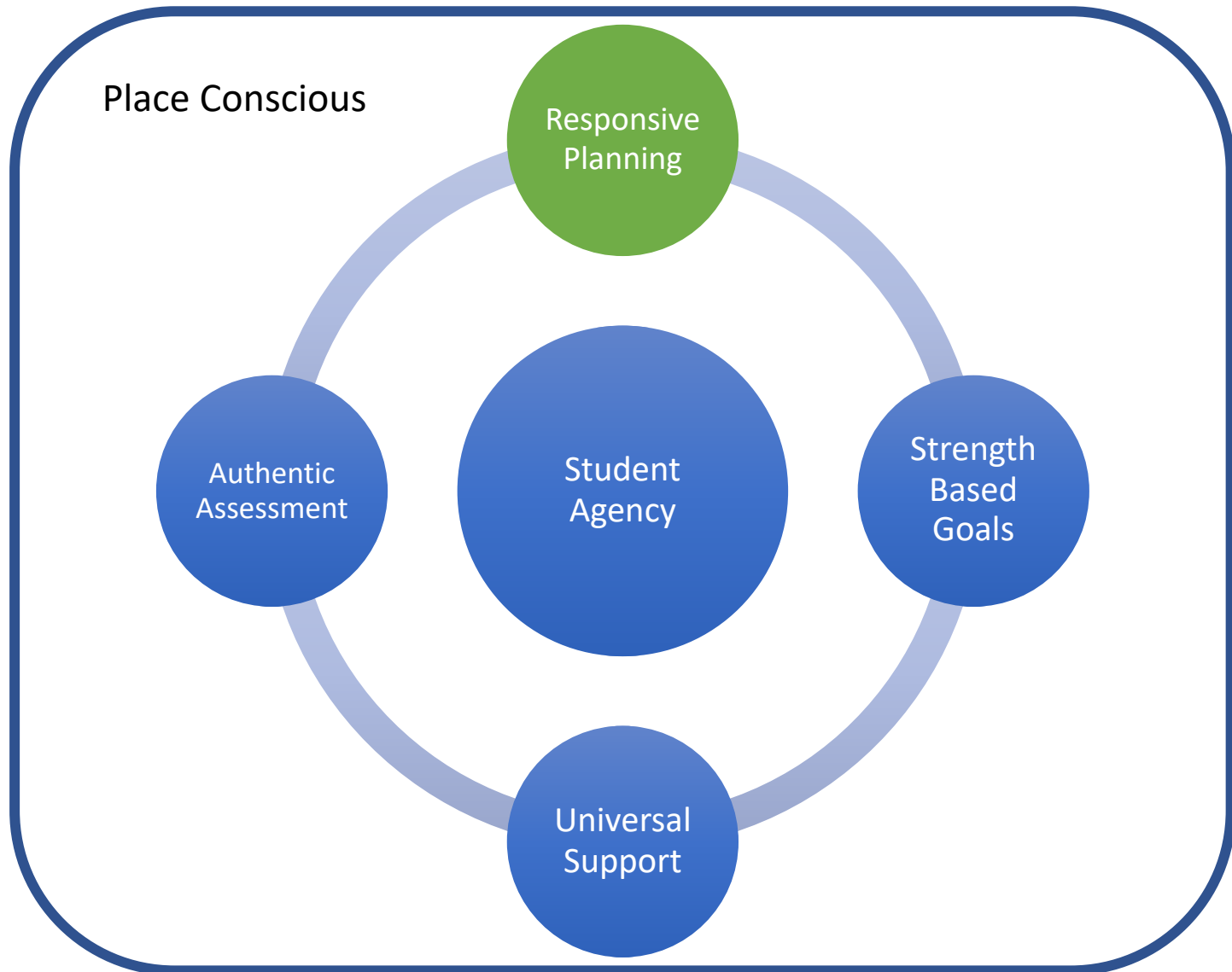
# Why does place matter?

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?

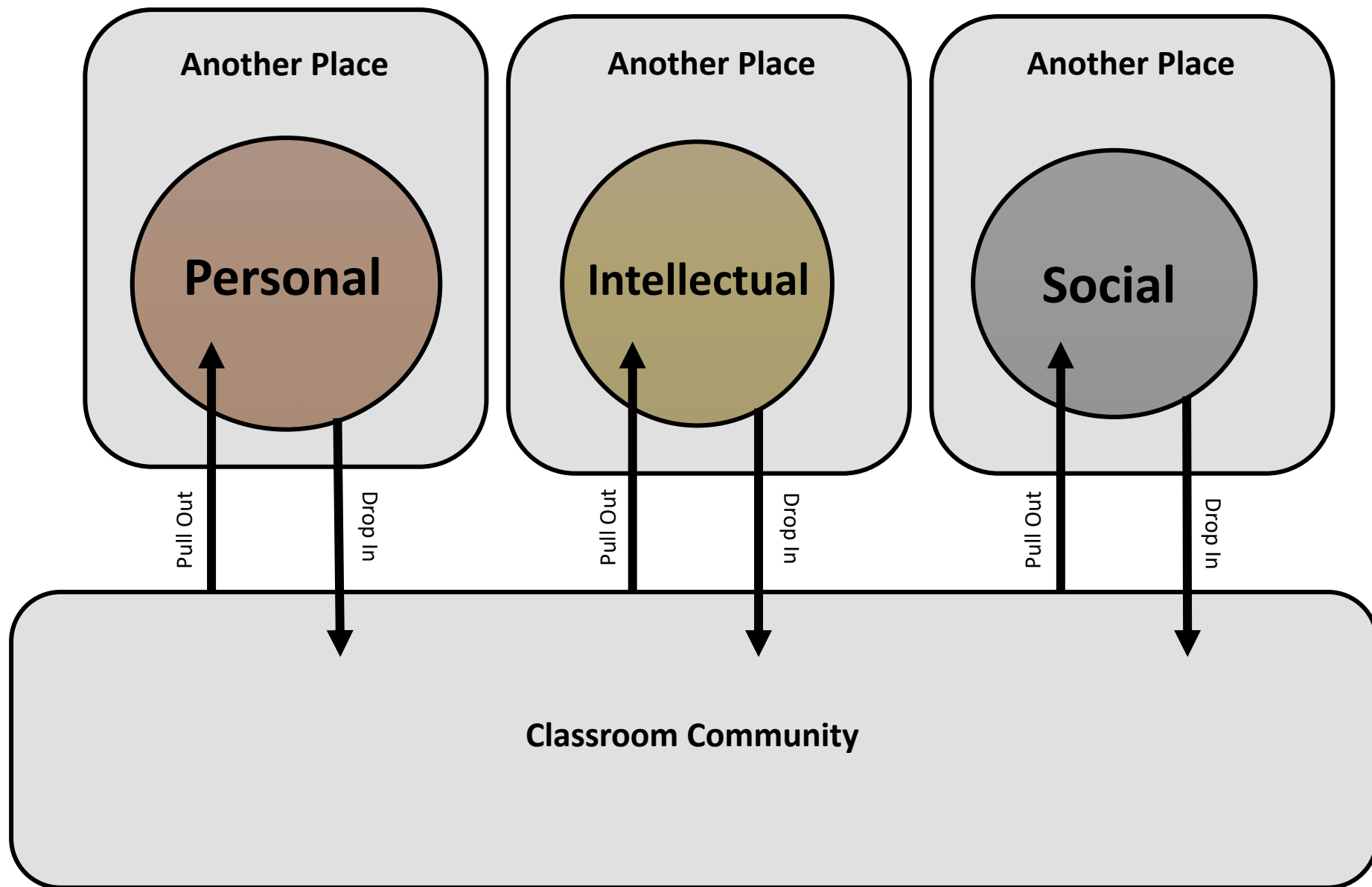
# Guiding Principles of a Renewed IEP



# 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

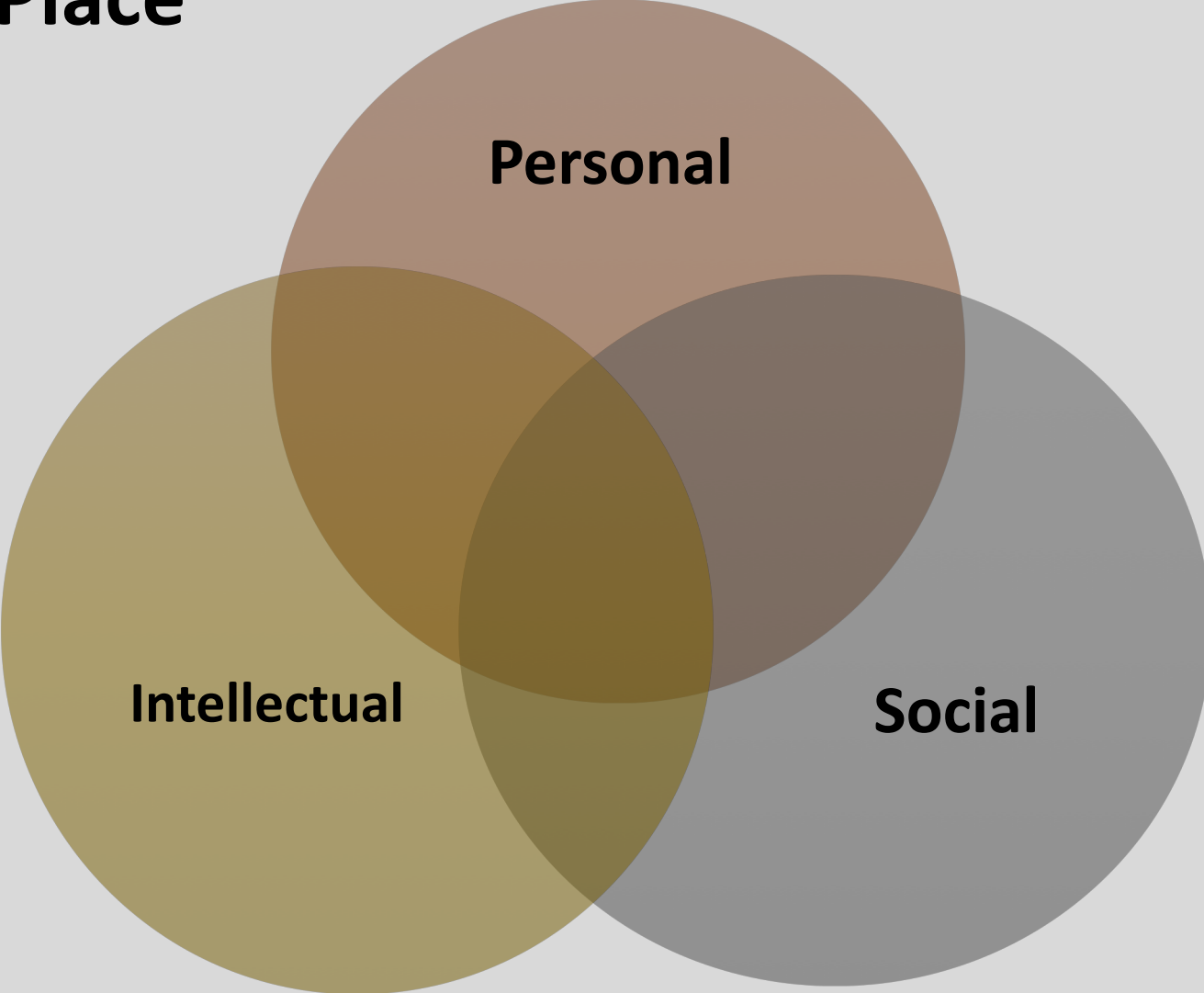


**Place**

**Personal**

**Intellectual**

**Social**



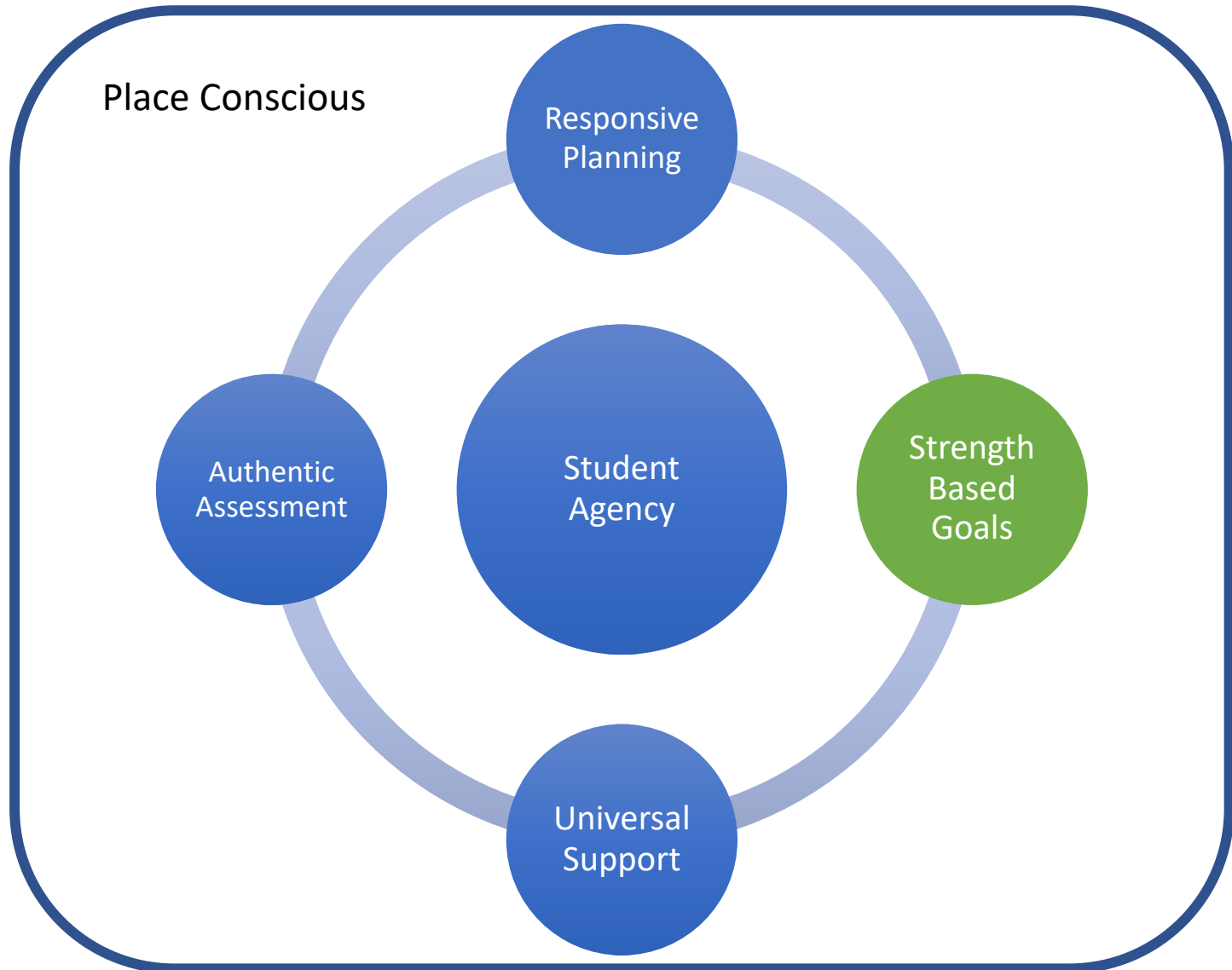
# Responsive Planning

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

# Guiding Principles of a Renewed IEP



# Strength Based Goals

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

# Medical Model Perspective

**Problem:** Putting gas in your car in America

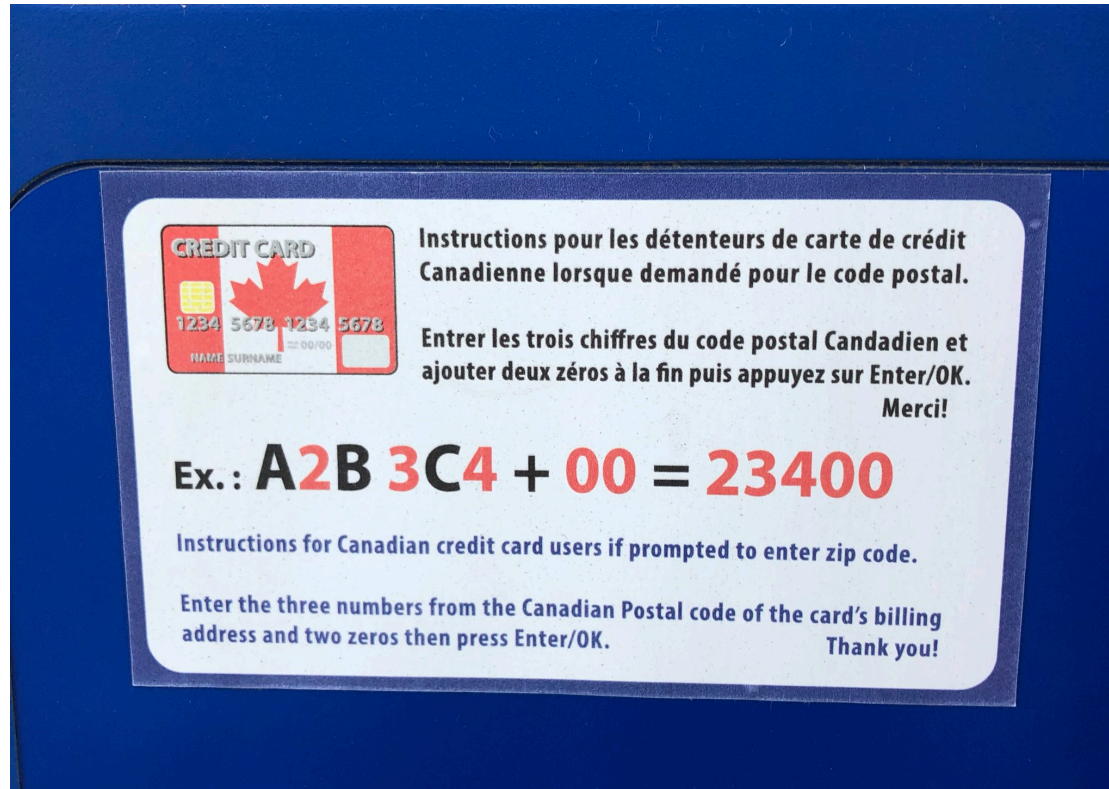
**Deficit:** Shelley can't fill up with gas in America

**S.M.A.R.T goal:** Shelley will fill up her car with gas in America with 90 % accuracy by June 2020 by

**Objective:** using planning strategies to fill up with gas

**Individual Supports & Strategies:** have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

# Why cant I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

# Person/Place Perspective

**Place:** AMERICA

**Purpose:** Filling up with gas

**Barrier:** Shelley can't fill up with gas in America  
because she doesn't have a Zipcode!

**Goal:** Shelley can fill up her car with gas in  
America by

**Objective:** turning her postal code into a Zipcode

**Individual Supports & Strategies:**

The Zip code strategy

## 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)

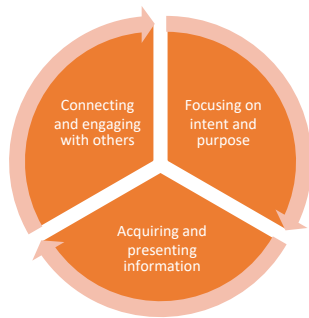
- a. Supplemental goals
- b. Replacement goals

# What are my goals??

- Student/ Family generated
- How can I make a plan to target my stretches?
- What do I want to get better at this year at school?  
At home? In life
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
- What competencies (or sub competencies) do I want to target?
  
- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books



### Communication



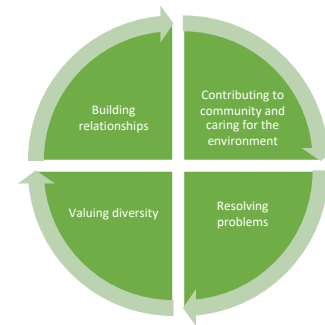
### Collaboration



### Critical and Reflective Thinking



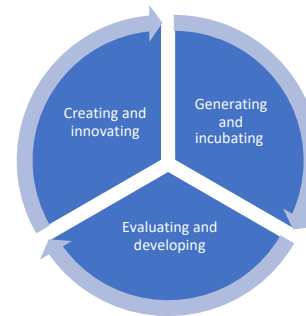
### Social Awareness/ Responsibility



### Positive Personal and Cultural Identity



### Personal Awareness and Responsibility



### Creative Thinking



# CB IEP V.11

Core Competency-Based Goals			
Core Competency ▾	<a href="#">Goal/ Facet:</a>	▾	
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Core Competency-Based Goals			
Core Competency ▾	<a href="#">Goal/ Facet:</a>	▾	
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Core Competency-Based Goals			
Core Competency ▾	<a href="#">Goal/ Facet:</a>	▾	
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 Arts<sup>27</sup> 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

# 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 Arts<sup>27</sup> 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

# See Ya Later S.M.A.R.T Goals



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# S.M.A.R.T. Goals

**S** - Specific

**M** - Measurable

**A** - Attainable

**R** - Realistic

**T** - Timely

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# Why do we need to evolve

## S.M.A.R.T. Goals?

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# Why do we need to evolve S.M.A.R.T. Goals?

## We need goals to:

- **presume competence** in ALL students

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010) (Biklen & Burke, 2006; Jorgenson, McSheehan & Sonnenmeier, 2010)

- **collect authentic evidence**

(Biklen & Burke, 2006, Cooper, 2006, Cameron & Gregory, 2014)

- **align to the curriculum of peers**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010; Courtade & Browder, 2011)

- **also include competencies**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010)

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# S.M.A.R.T. Goals

## S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

## M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

## A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

## R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

## T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

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# S - Strength Based Goals

- Focusing on what student's **could do** rather than what they should do
- “**I can...**” or “**I know...**” statements or the “**student can...**”
- Building on **strengths** to support stretches - not trying to “fix” weaknesses
- **Open ended** so they can be met in **multiple** ways, and places

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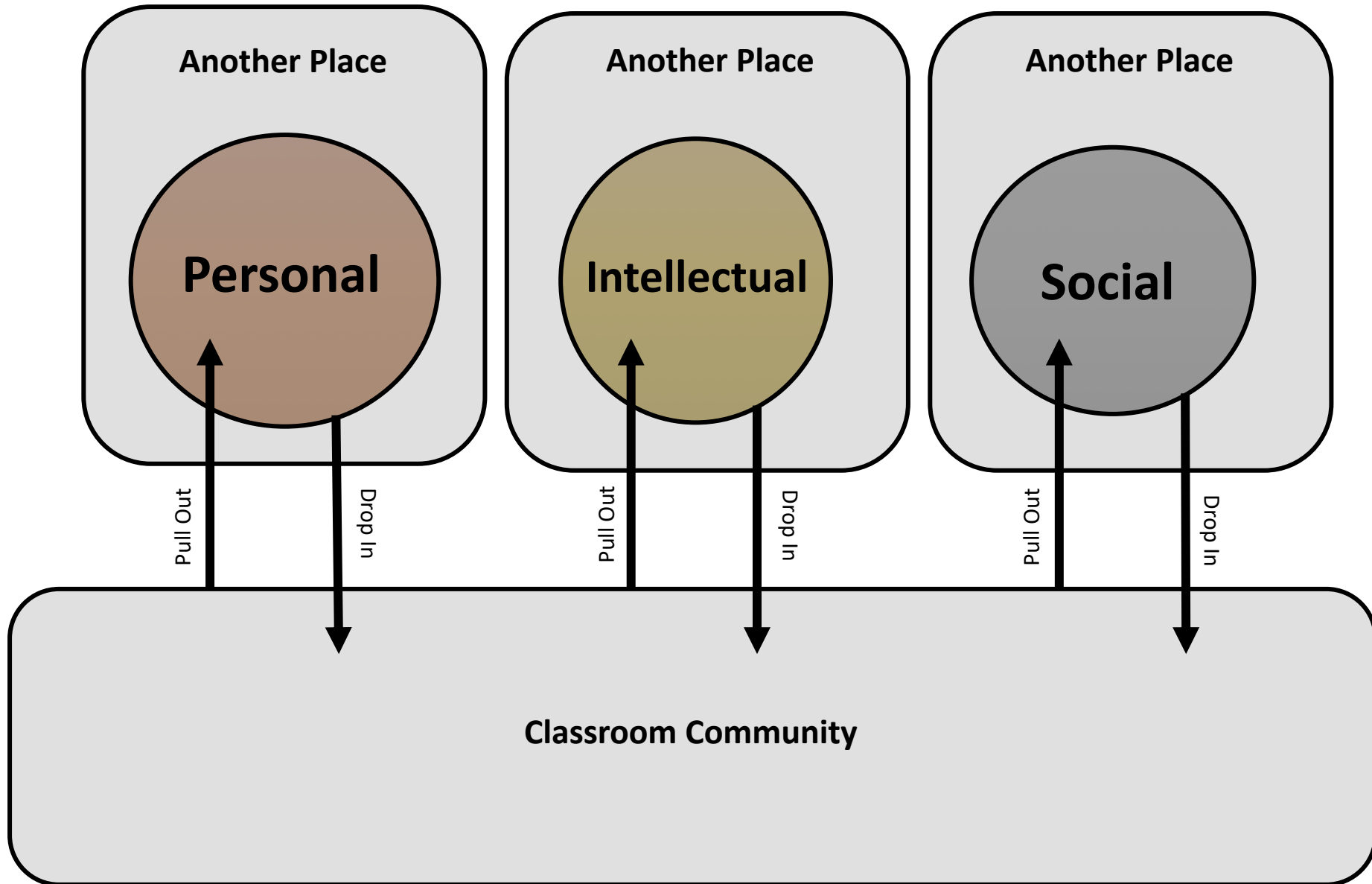
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# M - Meaningful Goals

**Inclusive Purposes:** What makes the places we go in our lives meaningful?

- **Personal Purpose**
  - Goals that support us to be included in the *physical community*
- **Social Purpose**
  - Goals that support us to be included in the *social/emotional community*
- **Intellectual Purpose**
  - Goals that support us to be included in the *learning community*

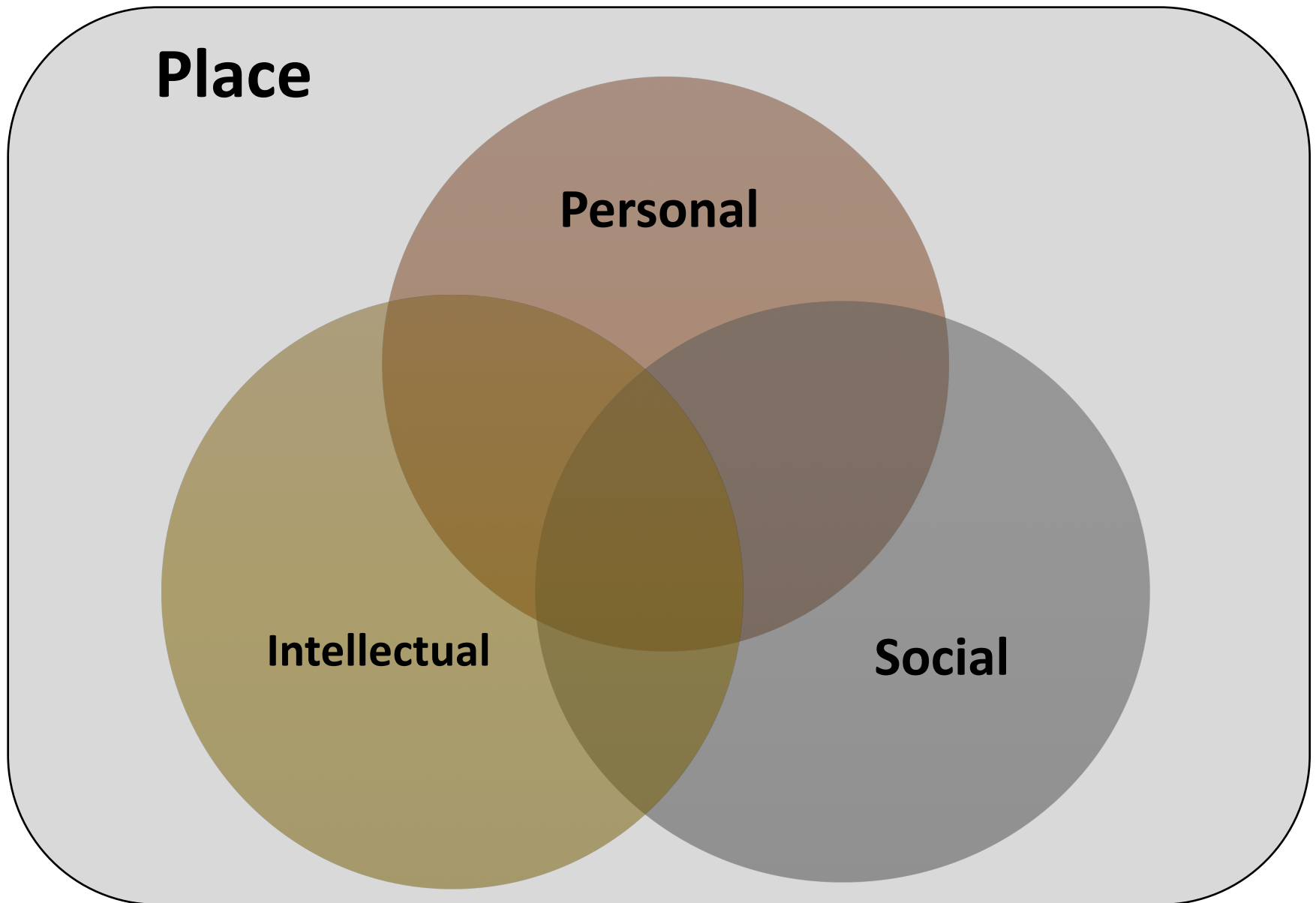
# Medical Paradigm: Pull students out to address deficit areas and then drop them back into a classroom



# Meaningful Goals – Why does **place** matter?

- Historically, Individual Education Plans (**IEPs**) have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **Place** connects individuals to others who are in the **community** to learn with
- **Purpose** is connected to **place**
- Place connects to an **inclusive vision** – the more places an individual is included in, with meaning, the better!

# An Inclusive Paradigm: Balancing Purpose in Place



# A - Authentic Goals (British Columbia)

- **Goals** are connected to **common curriculum of peers**
  - Big Ideas
  - Content Goals
  - Curricular Competencies
  - Core Competencies



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# A - Authentic Goals

- **Goals** are connected to **common curriculum of peers**
  - Concepts/ Understandings
  - Content/ Knowledge
  - Skills/Attitudes
  - 21<sup>st</sup> Century Skills & Competencies

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# R - Responsive Goals

**Student** and **Family** Driven:

- Responding to students **strengths** & stretches
  - Focus on **balance**
- Responding to student and family **values**
  - Connect to 21st century & **core competencies**

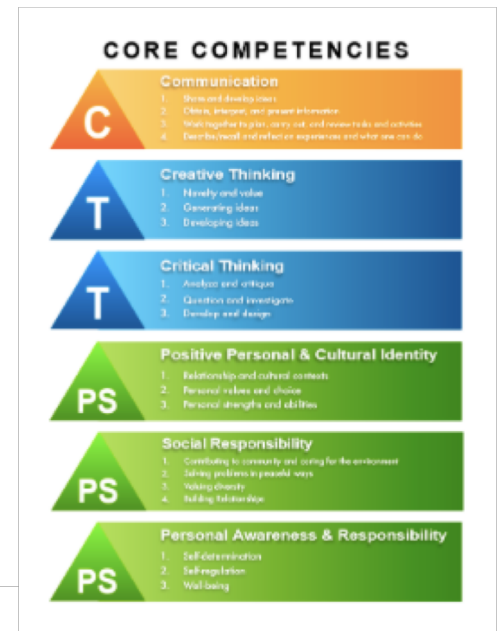
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# R - Responsive Goals

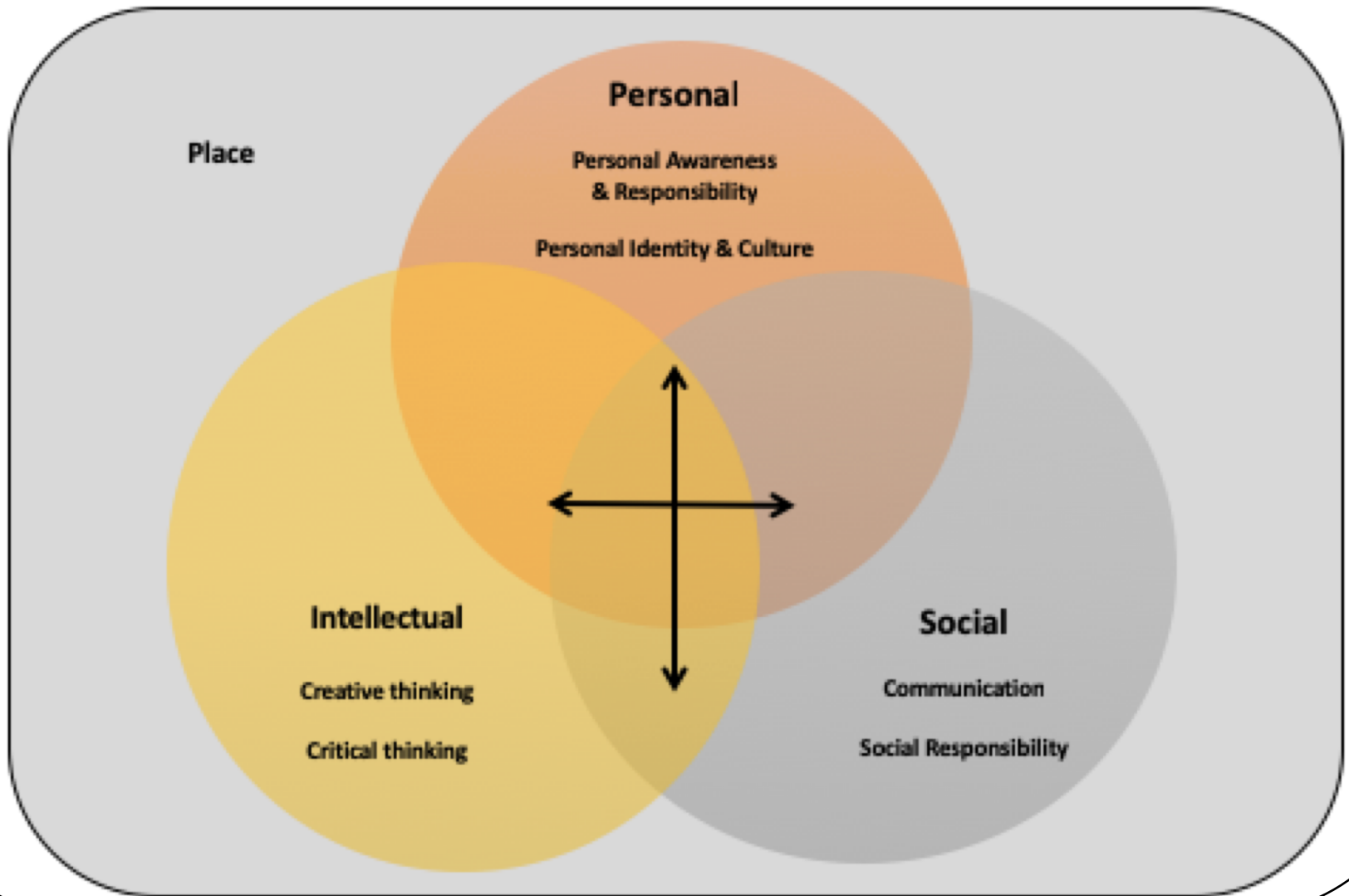
We can connect **inclusive purposes** to BC's **Core Competencies**:

- **Personal**
  - Personal awareness & responsibility
  - Positive personal identity & culture
- **Social**
  - Communication
  - Social responsibility
- **Intellectual**
  - Critical thinking
  - Creative thinking

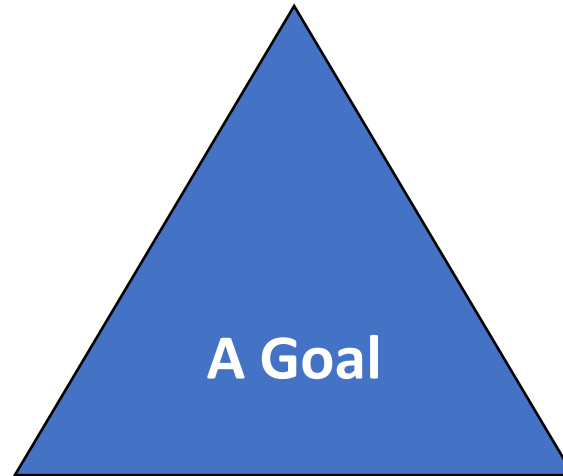


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# A Place Based, Competency Based & Strength Based IEP Framework!



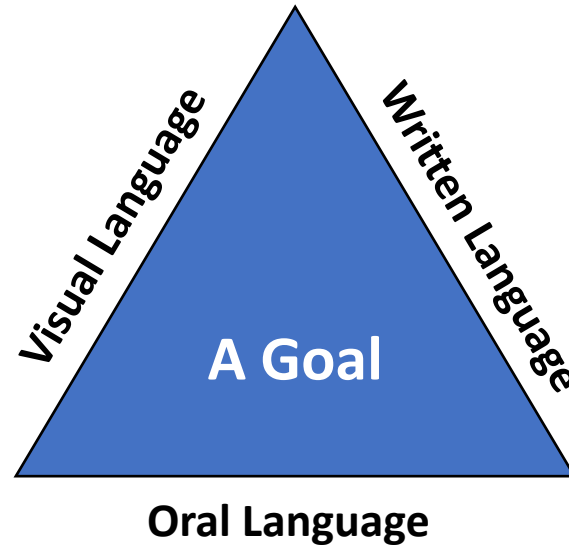
# T - Triangulated Evidence



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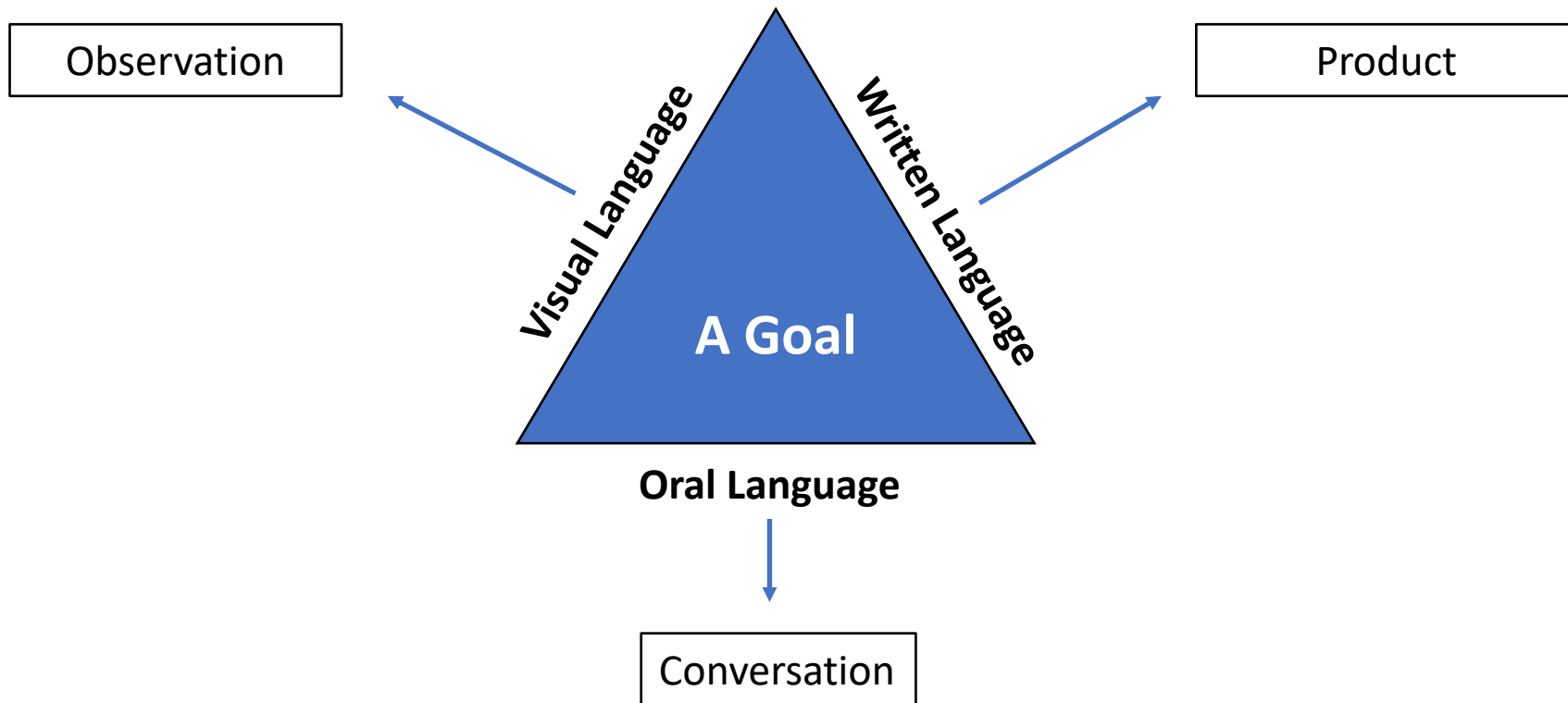
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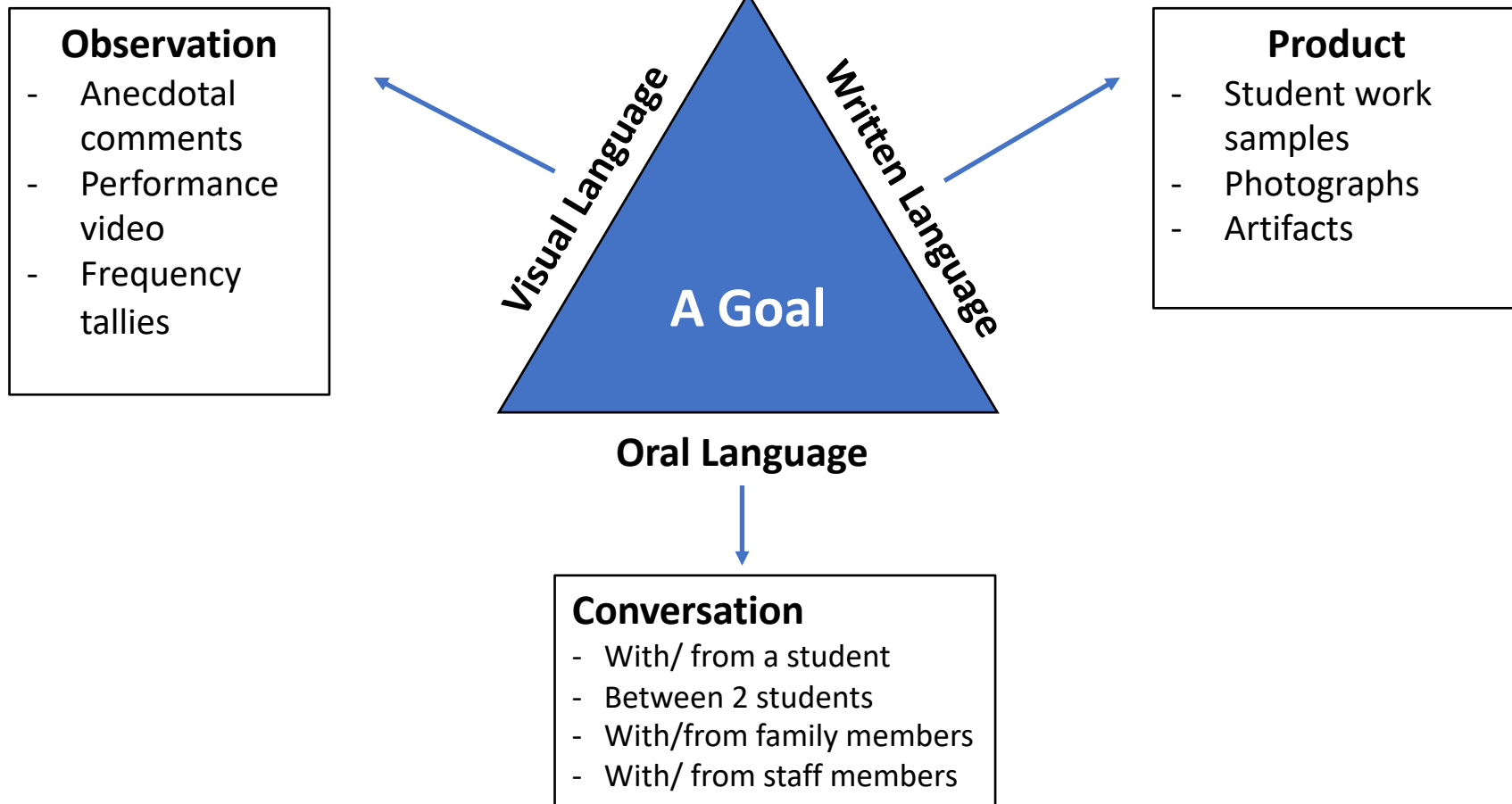
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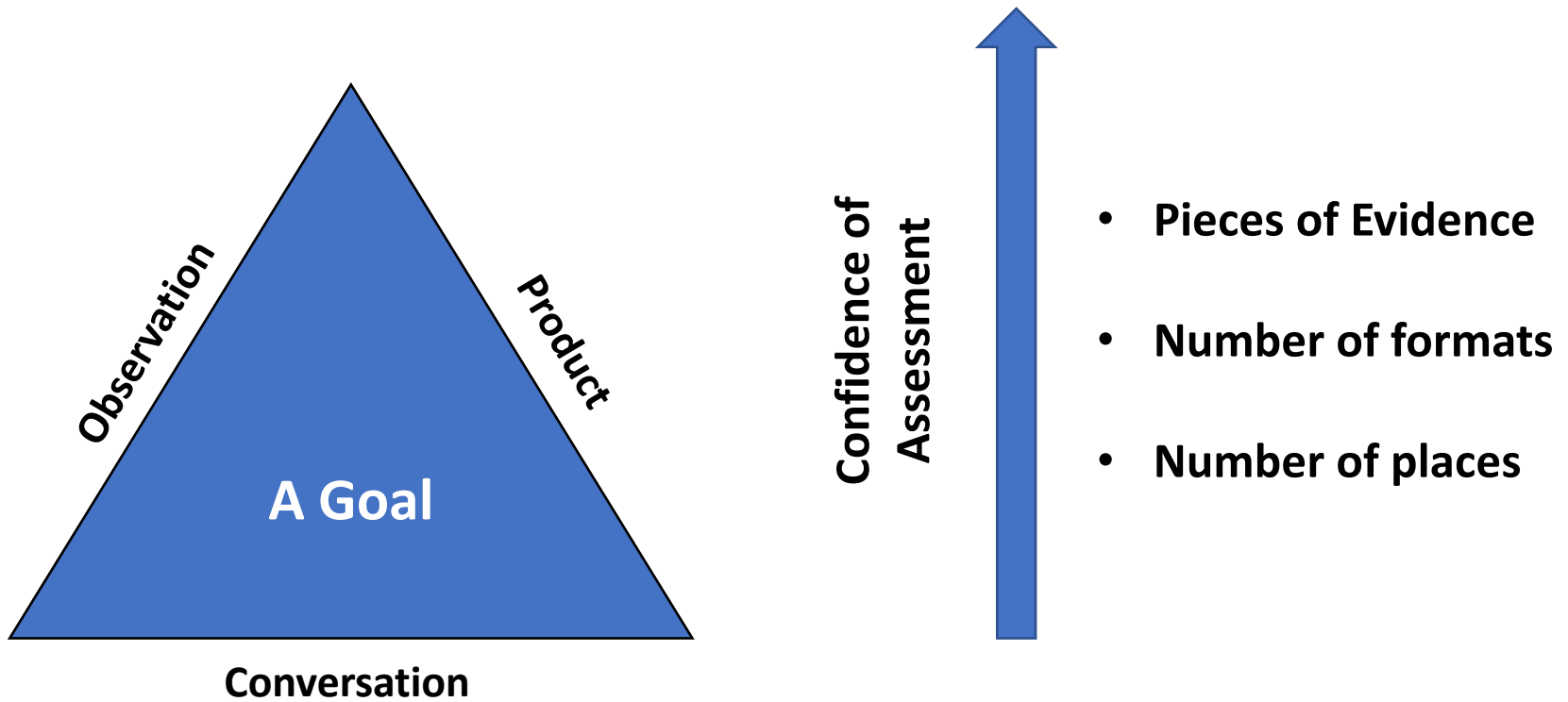
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# T- Triangulated Evidence



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# T - Triangulated Evidence

## Supporting student, families & teams to collect:

- the **3 best** pieces of **evidence**
- in at least **2** different **formats** (i.e. product, conversation, observation)
- in at least **2** different contexts or **places** (e.g. different classes, home, school, playground)

# Strategy: IEP Evidence Log

IEP Evidence Log for: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Date	Goals & Objectives	My learning progress			Triangulation of evidence			Location of evidence
		I can meet this goal! I am ready for the next challenge	I still need to work on this goal	I need a new goal	Observation	Product	Conversation	
	Goal _____ Objective _____ Comments: _____							
	Goal _____ Objective _____ Comments: _____							
	Goal _____ Objective _____ Comments: _____							
	Goal _____ Objective _____ Comments: _____							
	Goal _____ Objective _____ Comments: _____							

# Strategy IEP Evidence Log: Core Competency

Core Competency  IEP Evidence Log for: _____ School Year: _____ Term: _____		Progress			Type of evidence			Location
		I can do this...						
		Date	Goal & Objective	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	Product	
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

# Strategy IEP Evidence Log: Curricular & Content

Curricular & Content		Progress			Type of evidence			Location
		Emerging C	Developing B	Meeting A				
IEP Evidence Log for: _____ School Year: _____ Term: _____		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Product	Observation	Conversation	
Date	Goal & Objective							
	Goal:							
	Objective:							
Comment								Grade:
	Goal:							
	Objective:							
Comment								Grade:

# S.M.A.R.T. Goals

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(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

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# Core Competency Goals

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# Example

## Student: VG

- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

Video: Observation

## IEP Goal

- **Common Goal of Peers:** I can be part of a group by
  - **Individual Specific Objective:** choosing a buddy
  - **Individual Specific Objective:** taking turns

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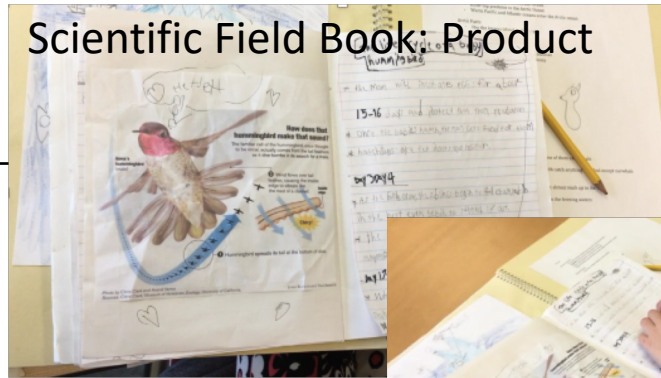
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# Strategy IEP Evidence Log

IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
10/18	<b>Goal: I can be part of a group by</b>			✓		✓	✓	Digital portfolio, Evidence log
	Objective: choosing a buddy					✓		
Comment	Classroom Teacher: VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day (observation) Conversation with student: I love when V chooses me! (conversation)							
10/18	<b>Goal: I can be part of a group by</b>		✓			✓	✓	Digital portfolio
	Objective: taking turns							
Comment	Classroom Teacher: VG is great at choosing his buddies for reading. We are going to try and get him to choose his buddies for Phys Ed next (conversation)							

# Example

Scientific Field Book: Product



## Student: TS

- Grade 3/4
- Autism
- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking



Video: Conversation



## IEP Goal

- **Common Goal of Peers:** I can deliberately learn a lot about something by
  - **Individual Specific Objective:** researching something I am interested in over time

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# Strategy IEP Evidence Log

IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
04/19	<p><b>Goal:</b> I can deliberately learn a lot about something by</p> <ul style="list-style-type: none"> <li>researching something I am interested in over time</li> </ul>			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
Comment	<p>From mom: T watches her hummingbird feeder that she made everyday after school for 15 minutes and takes notes/draws. She loves it and says she feels like a Scientist! (conversation, observation))</p> <p>From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)</p>							

# Assessment: Evidence Logs

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

# Example

Video: Observation



## Student: ML

- Grade 2/3
- Intellectual Disability/ Autism
- **Inclusive Lens:** Social
- **Core Competency:** Communication

## IEP Goal

- **Common Goal of Peers:** I can ask and respond to simple, direct questions **by**
  - **Individual Specific Objective:** using my AAC device to answer questions about where I like to sit in my classroom

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# Strategy IEP Evidence Log

IEP Evidence Log for: ML  
 School Year: 2018-2019  
 Term: 4

IEP Evidence Log for: ML School Year: 2018-2019 Term: 4		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
05/19	<p><b>Goal:</b> I can ask and respond to simple, direct questions by</p> <p>Objective: using my AAC device to answer questions about where I like to sit in my classroom</p>	✓				✓	✓	Video portfolio, Evidence log
<b>Comment</b>	Conversation with SLP: ML is using AAC to answer yes and no questions, I think we should shift this goal to naming different classroom locations to work (conversation)							
05/19	<p><b>Goal:</b> I can ask and respond to simple, direct questions by</p> <p>Objective: using my AAC device to name and locate classroom work locations</p>							
<b>Comment</b>								

# Curricular Goals

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# Example

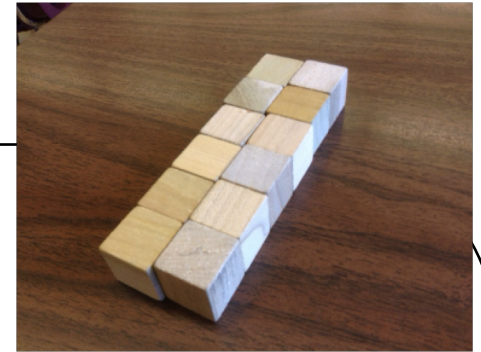
## Student: JK

- Grade 8
- Intellectual Disability/ Down Syndrome
- **Goal Type:** Curricular
- **Subject:** Math 8

## Replacement IEP Goal

- **Common Goal of Peers:** I know surface area and volume of regular solids, including triangular, right prisms and cylinders **by**
  - **Individual Specific Objective:** identifying the 2 dimensional shape faces of a prism (circle, triangle, rectangle, square)
  - **Individual Specific Objective:** building a rectangular prism

Photo: Product



Video: Observation



Video: Observation



# Strategy IEP Evidence Log

IEP Evidence Log for: JK  
 School Year: 2018-2019  
 Term: 4

IEP Evidence Log for: JK School Year: 2018-2019 Term: 4		Progress			Type of evidence			Location
		IP	B	A	product	observation	conversation	
		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
		Date	Goal & Objective					
05/19	<p><b>Replacement Goal: I know</b> surface area and volume of regular solids, including triangular, right prisms and cylinders <b>by</b></p> <p>Objective: identifying the 2 dimensional shape faces of a prism (circle, triangle, rectangle, square)</p>			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Conversation with EA: JK knows her shapes! It take her a bit of time, but she gets them every time! (conversation)							Grade: A
05/19	Objective: building a rectangular prism			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Classroom Teacher: J worked in her group and she was the “builder” she built the rectangular prisms for her group to then solve the surface area for. (conversations)							Grade: A

# Example



Video/Book: Observation



## Student: DY

- Grade 12
- Intellectual Disability/ Down Syndrome/ Autism
- **Goal Type:** Curricular
- **Subject:** Marketing 12

## Replacement IEP Goal

- **Common Goal of Peers:** I can categorize products and identify target market population by
  - **Individual Specific Objective:** choosing products designed for children, parents, teenagers
- **Common Goal of Peers:** I can design and identify the 4 P's (price, product, placement, package) of marketing by
  - **Individual Specific Objective:** choosing a favourite product and identifying the 4P's

Book: Product

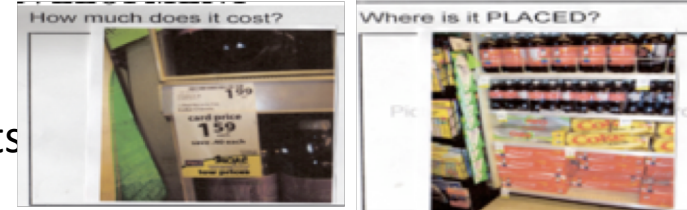


Photo: Product



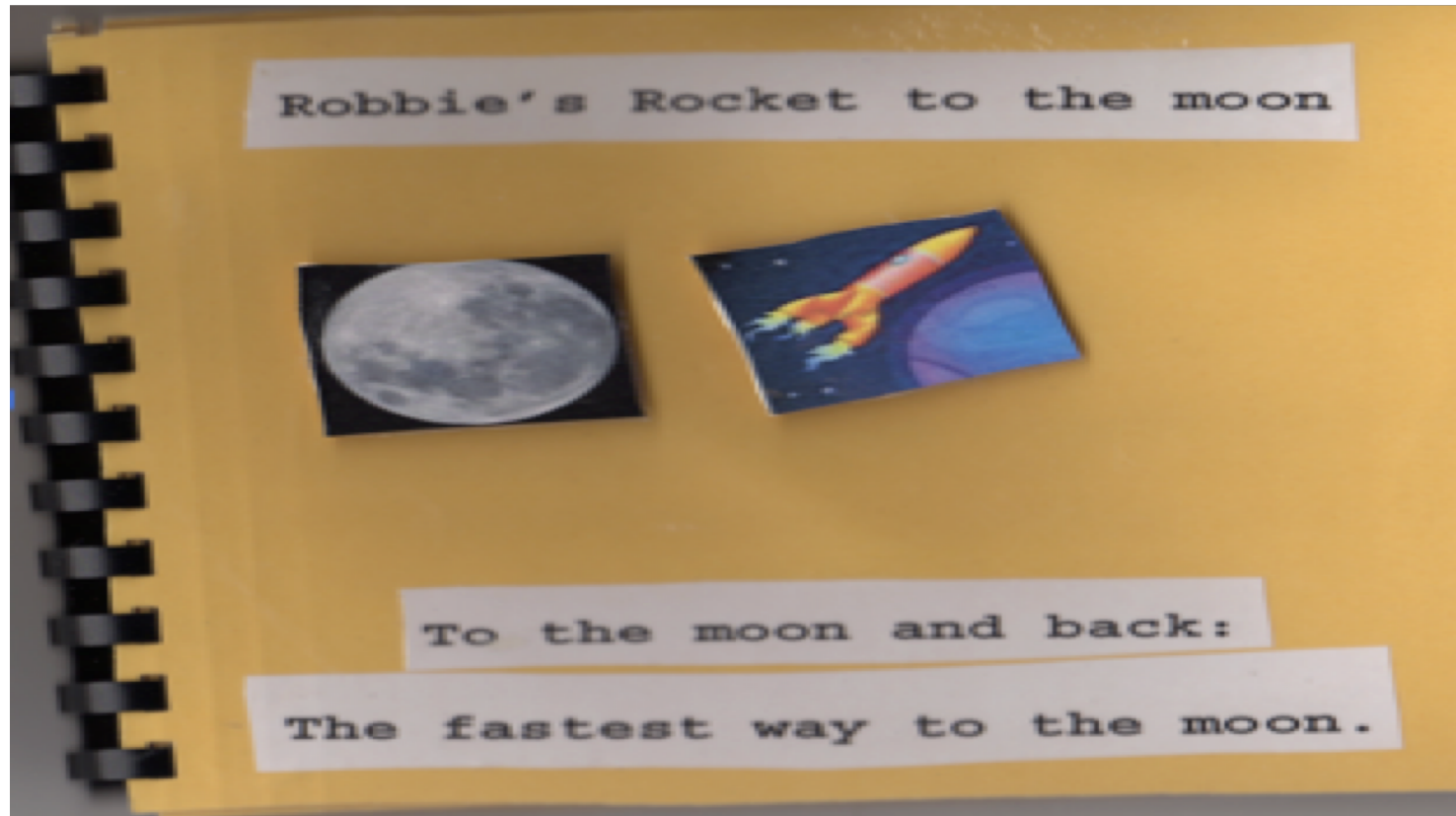
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# Strategy IEP Evidence Log

IEP Evidence Log for: DY  
 School Year: 2018-2019  
 Term: 1

IEP Evidence Log for: DY School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...						
		IP	B	A				
		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	product	observation	conversation	
Date	Goal & Objective							
09/18	<p><b>Replacement Goal:</b> I can categorize products and identify market targets by</p> <p>Objective: choosing products designed for children, parents, teenagers</p>			✓	✓ ✓	✓	✓	Student portfolio, Evidence log
Comment	EA: DY loves this class. He surveyed the teacher, and all the student in this class, to find out what they would buy at Future Shop. We went to Future Shop after he collected the information and took photos of items for his research book.						Grade: A	
09/18	<p><b>Goal:</b> I can design and identify the 4 P's (price, product, placement, package) of marketing by</p> <p>Objective: choosing a favourite product and identifying the 4P's</p>			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Classroom Teacher: When D showed his video reading his book about his 4P's project, I could hear a pin drop in the class. I think it set the bar really high for the other students' project because D did such a great job on his. (conversation)						Grade: A	

# Evidence Prompt: Take a picture of something that you are proud of this week



**Goal: I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon**

Sight seeing on the moon will include....



View of Earth



Flag left on moon



First footprint on the moon



Craters

# Evidence

**1. Goal: I can describe the characteristics and movements of an object in our solar system** by describing what I would see on that moon

Goal	Notes	Observation or Conversation	Date:	Captured by:
1.	I asked Robbie today what he was proud of, he showed me his Going to the Moon travel brochure and talked about all the things he would see if he was there.	C	03/01/12	EA
1.	Today Robbie presented his brochure to the moon to a small group in his class. He read his book out loud and talked about what he would see	O	03/19/12	Classroom Teacher

# Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence			Location
	I can do this...			product	observation	conversation	
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon	✓			✓	✓	✓	Robbie's Portfolio (Rm. 149)

## Assessment Rubric

Goal	Not Appropriate	Approaching Expectations	Meeting Expectations	Exceeding Expectations
<b>Support Level</b> What is the level of support given?	This goal is not within reach of for this student at this time	Student needs errorless support or significant prompting to meet this goal	Student can meet this goal with some assistance or prompting	Student can meet this goal without assistance or prompting
<b>Independence Level</b>  How independent is the student at this goal?		Student initiates with a lot of assistance or prompting	Student initiates sometimes or with some assistance or prompting	Student initiates independently or with minimal to no assistance or prompting
<b>Participation Level</b>  What supports does the student need to participate?		Student can participate when provided with 1-to-1 matching support (objects, words or pictures)	Student can participate when offered 2 or more choices to select from (objects, words or pictures)	Student can participate without being offered any choices (objects, words or pictures)

<b>A</b>	<b>Total</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>
<b>B</b>	<b>Weight</b>	<b>X1</b>	<b>X2</b>	<b>X3</b>	<b>X4</b>
<b>C</b>	<b>Multiply A and B</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>8</b>
<b>D</b>	<b>Add values in C</b>	<b>21</b>			
<b>E</b>	<b>Number of objectives x 4</b>	<b>28</b>			
<b>F</b>	<b>Divide D / E</b>	<b>0.75</b>			
<b>G</b>	<b>X 100 - %</b>	<b>75%</b>			
<b>Grade</b>		<b>B</b>			

# How do you know they have achieved a goal?

- It is content based and the unit is completed
- There is evidence in multiple formats (product, observation, conversation)
- There is evidence in multiple contexts (increase confidence)
- The goal may still need to be worked on, but at a higher level of complexity
- The goal is met with or without supports – it doesn't matter (independent)
  - You can document the supports used because they were useful, but not because they impacted the evaluation

# Replacement Curriculum Goal Planner for: \_\_\_\_\_

Target Class: \_\_\_\_\_

Target Teacher/Staff: \_\_\_\_\_

What is a topic, theme or unit that you are working on in this class?	Why is this unit important? (Big Idea)
What do you want everyone in your class to get out of this unit? (Goal for ALL)	Access Point: What could this look like for _____? (Objective)
What class resources/ materials are you using for this unit?	What resources/ materials will we need for _____ to access curriculum? (Strategies)
In what ways will you assess student learning in this unit?	What could this look like for _____? (Assessment)

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# The IEP Evidence Log

- **S**trength Based
- **M**eaningful
- **A**uthentic
- **R**esponsive
- **T**riangulated

IEP Evidence Log for: \_\_\_\_\_

School Year: \_\_\_\_\_ Term: \_\_\_\_\_

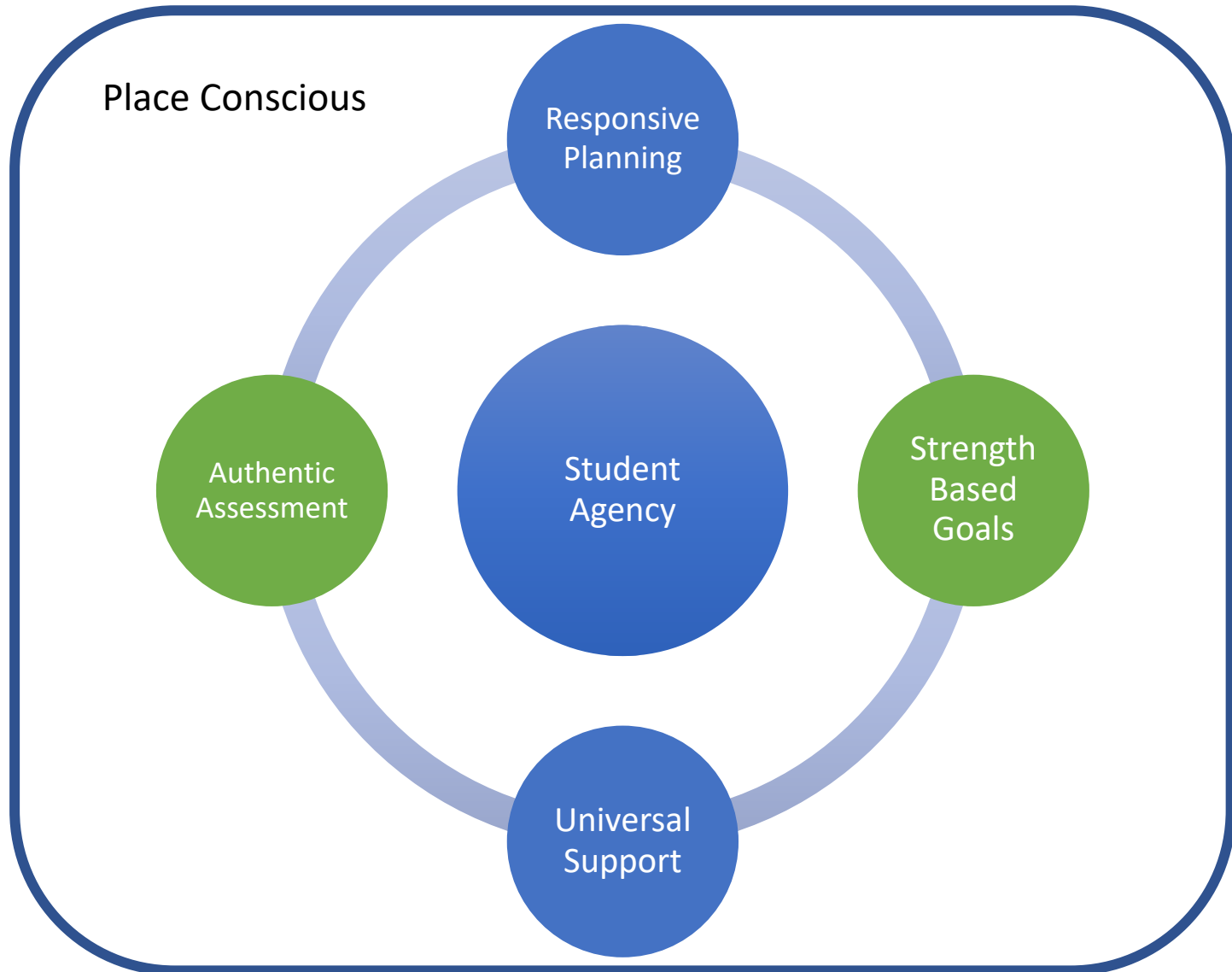
Date \_\_\_\_\_ Goals & Objectives \_\_\_\_\_

Date	Goals & Objectives	My learning progress				Triangulation of evidence			Location of evidence
		I can meet this goal! I am ready for the next challenge	I still need to work on this goal	I need a new goal	Observation	Product	Conversation		
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								

Individual Education Plan Evidence Collection Log S. Moore, 2018

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# Guiding Principles of a Renewed IEP



# Making a plan

- What is a take away from today?
- What is something you want to try?

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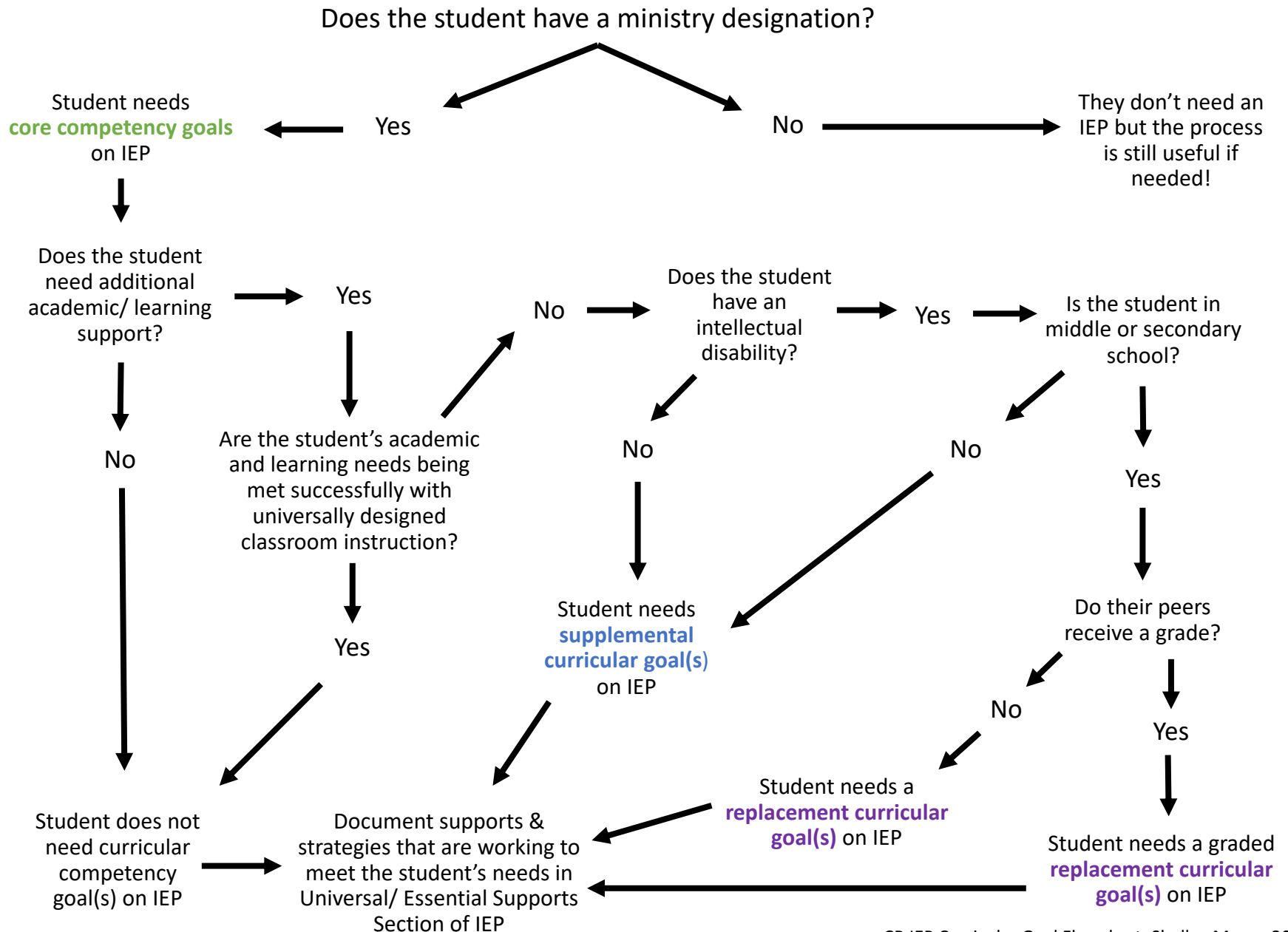


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# CB IEP: IEP Goal Flow Chart



# Making a plan

- What is a take away from today?
- What is something you want to try?
- What is something you can bring back to share?

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