

SHELLEY MOORE



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NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



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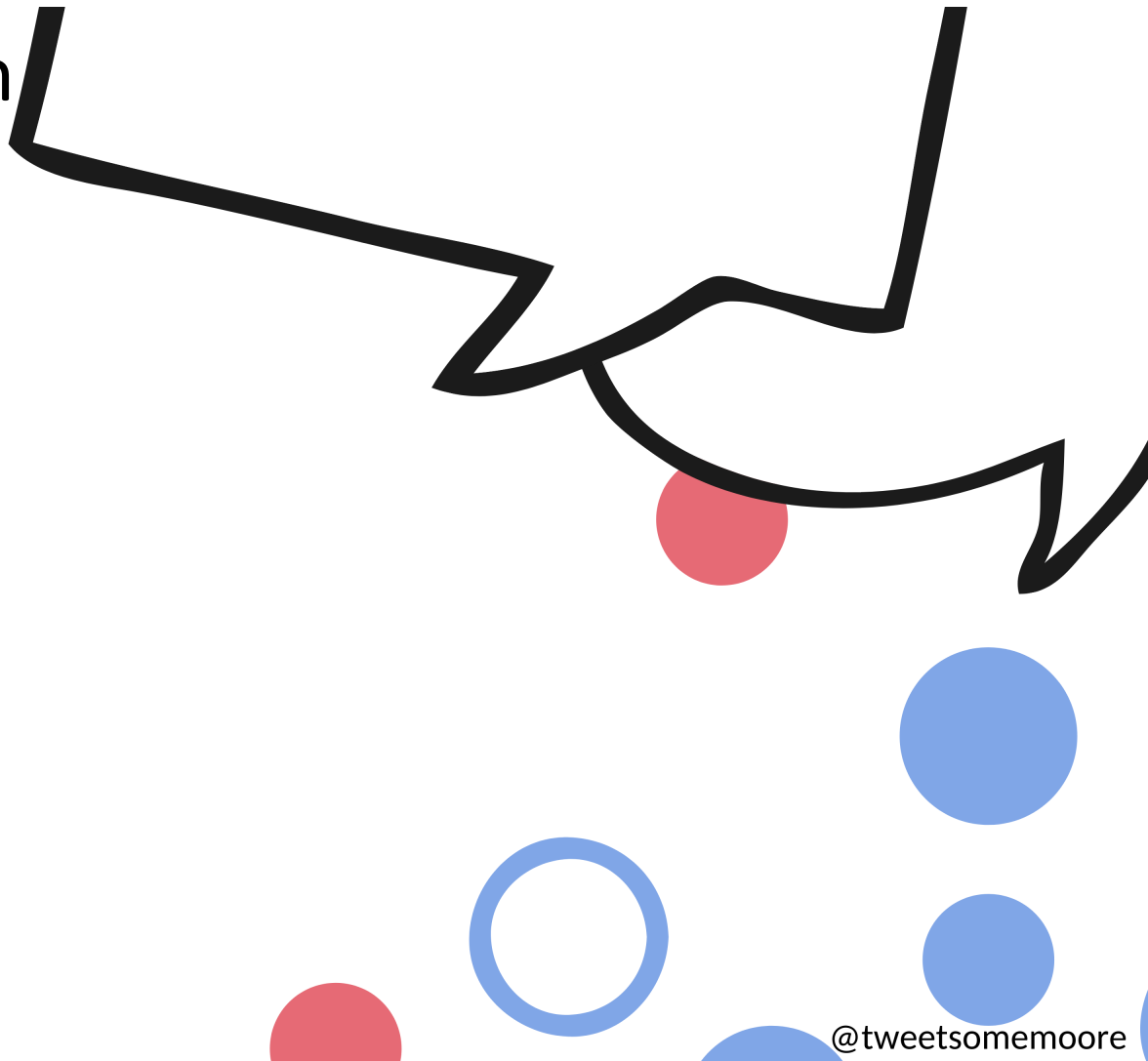
Virtual Participation Protocols

Chat Box

- Anytime! All the time!

Break Out Groups

- Popcorn conversations



Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

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

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)

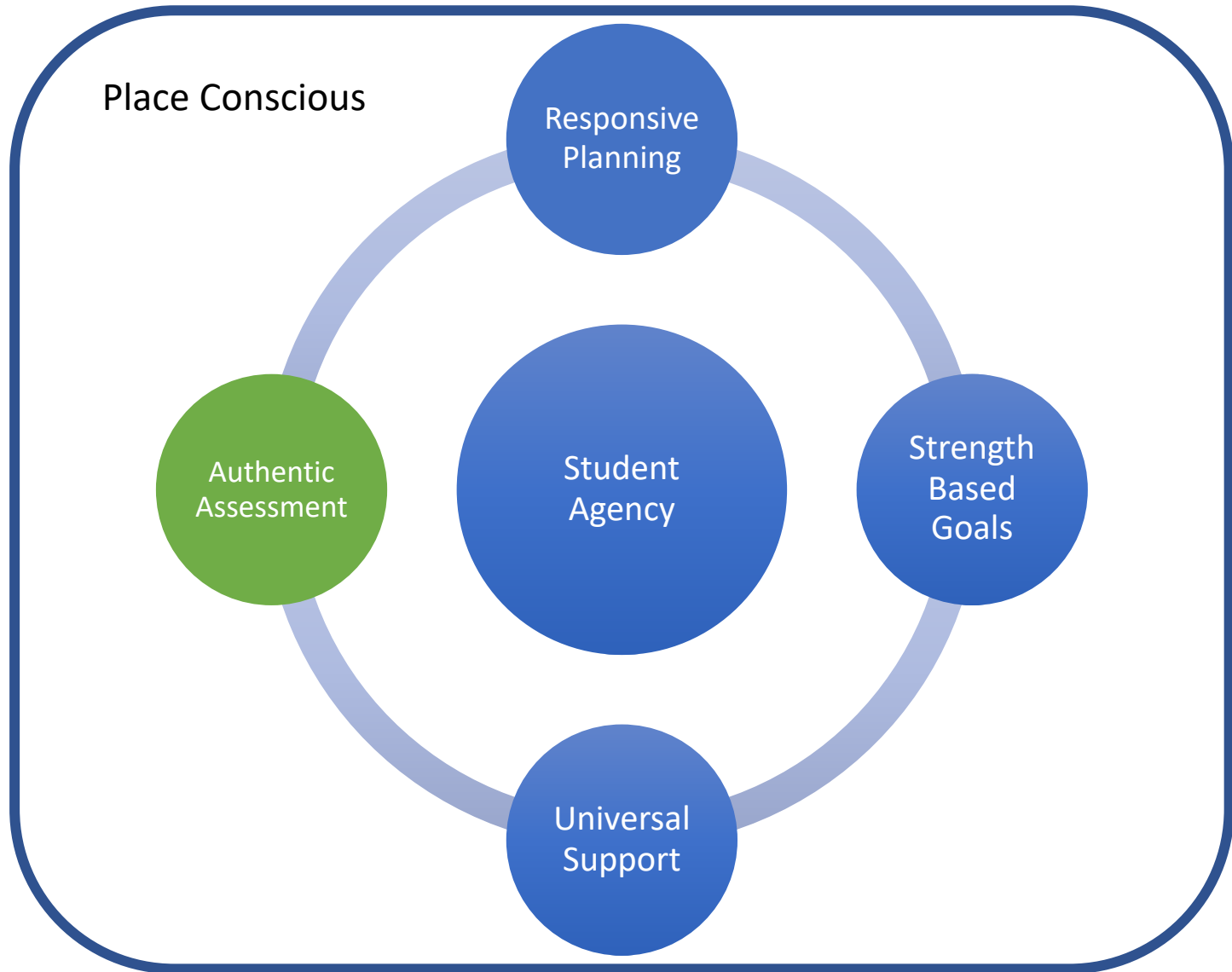
T - Triangulated

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

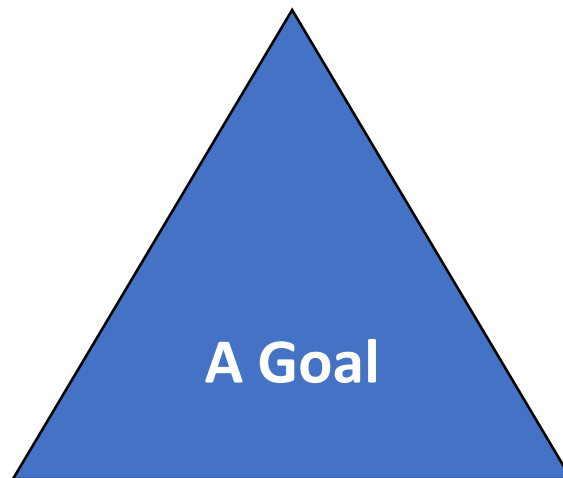
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Guiding Principles of a Renewed IEP



T - Triangulated Evidence



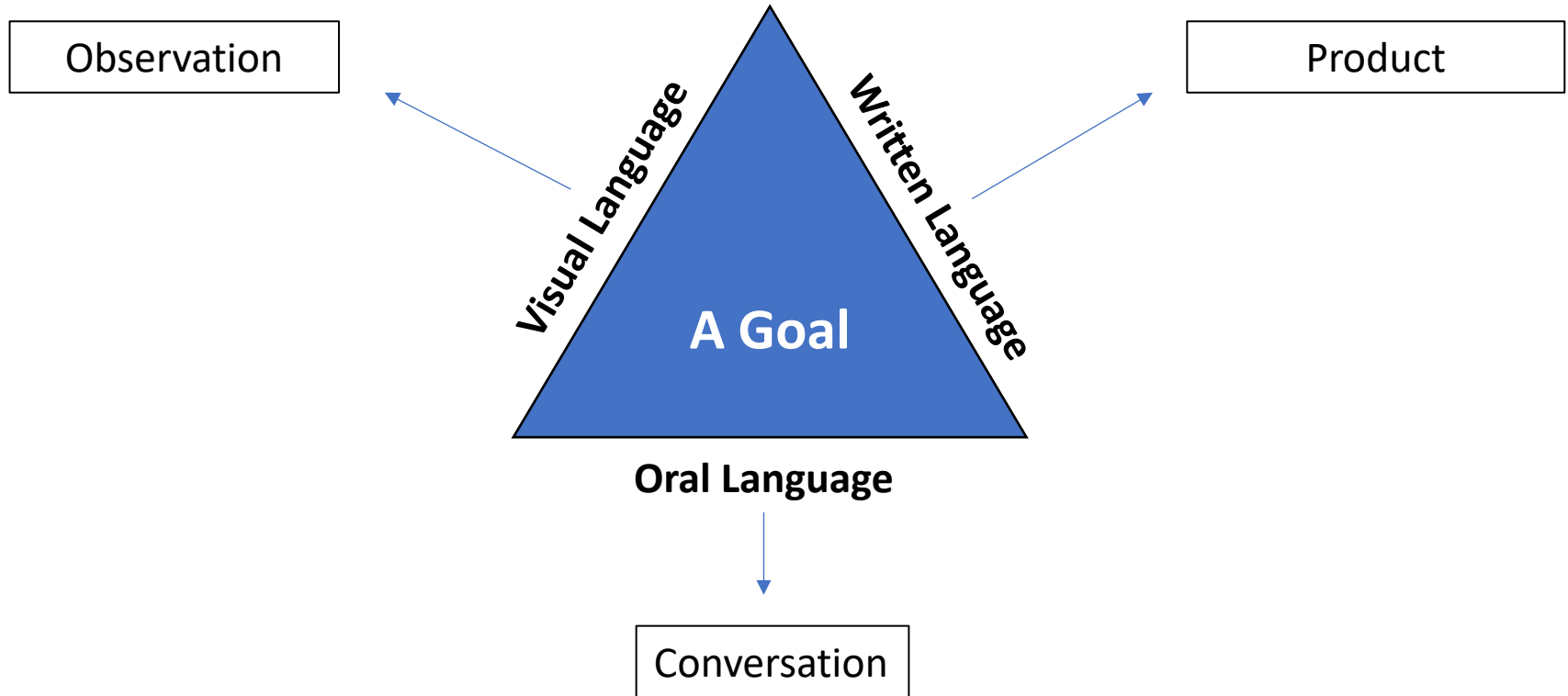
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T - Triangulated Evidence

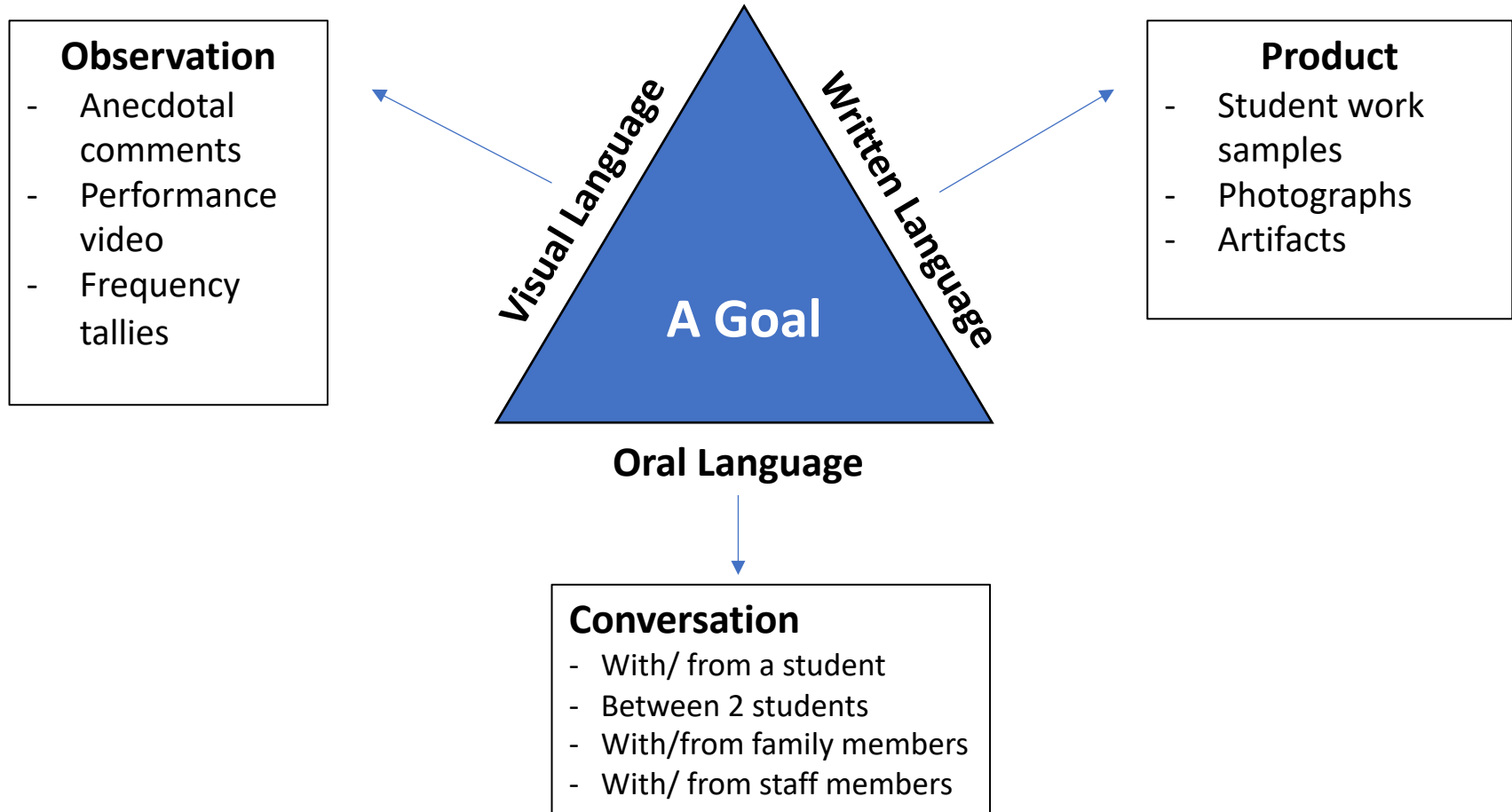


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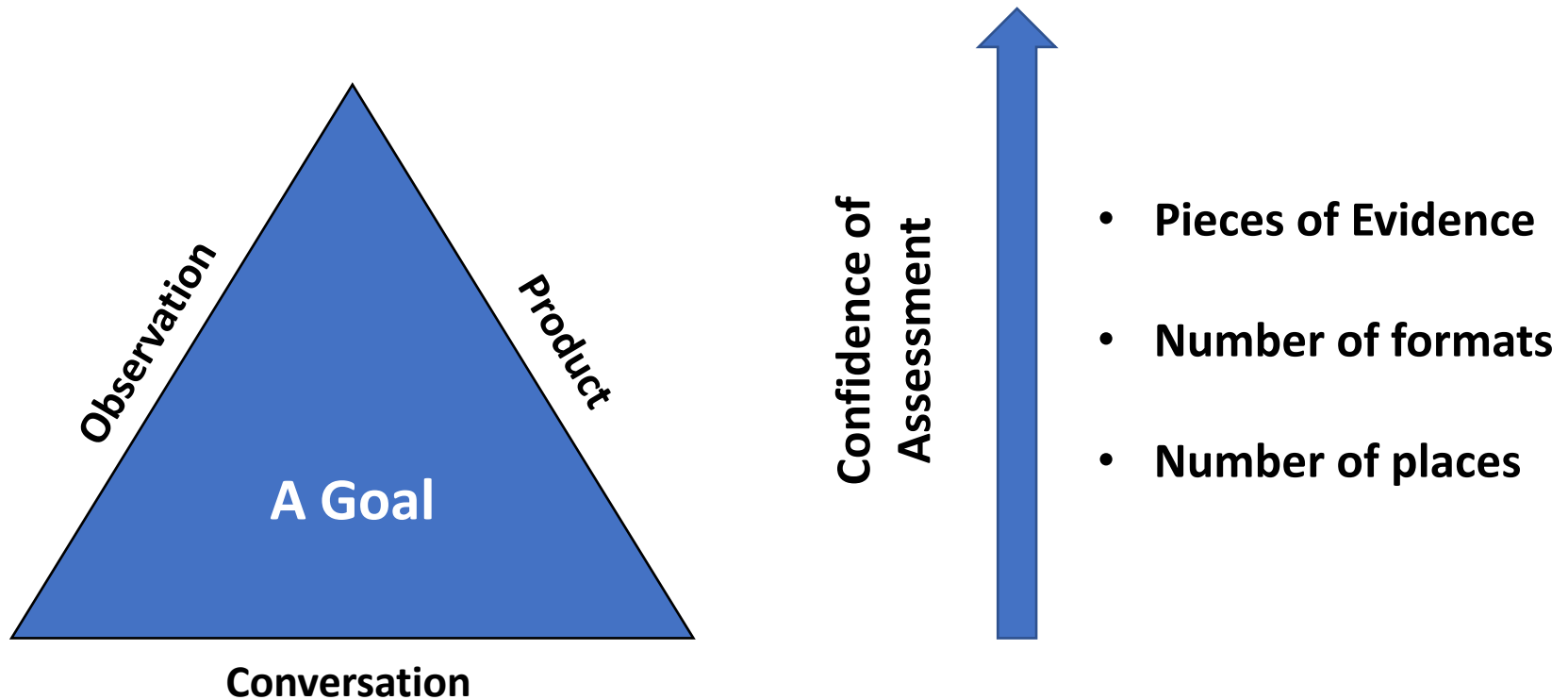
T - Triangulated Evidence



T - Triangulated Evidence



T- Triangulated Evidence



T - Triangulated Evidence

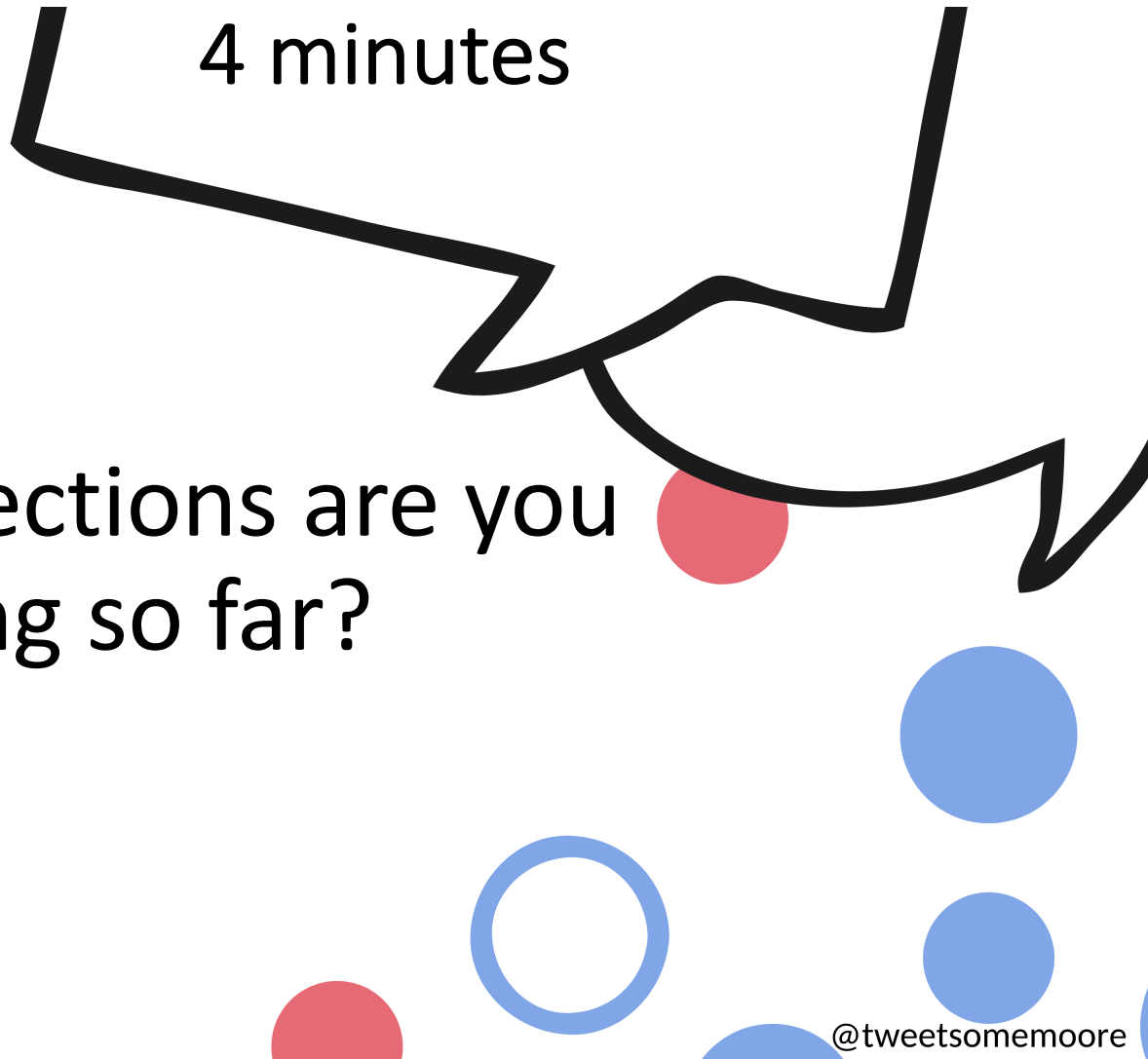
Supporting student, families & teams to collect:

- 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)

Popcorn

4 minutes

What connections are you
making so far?



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...						
		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	Observation	Conversation	
Date	Goal & Objective							
	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				
		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:							
Comment								Grade:
	Goal:							
	Objective:							
Comment								Grade:

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)

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R - Responsive

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Competency Goals

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Example



Video: Observation

Student: VG

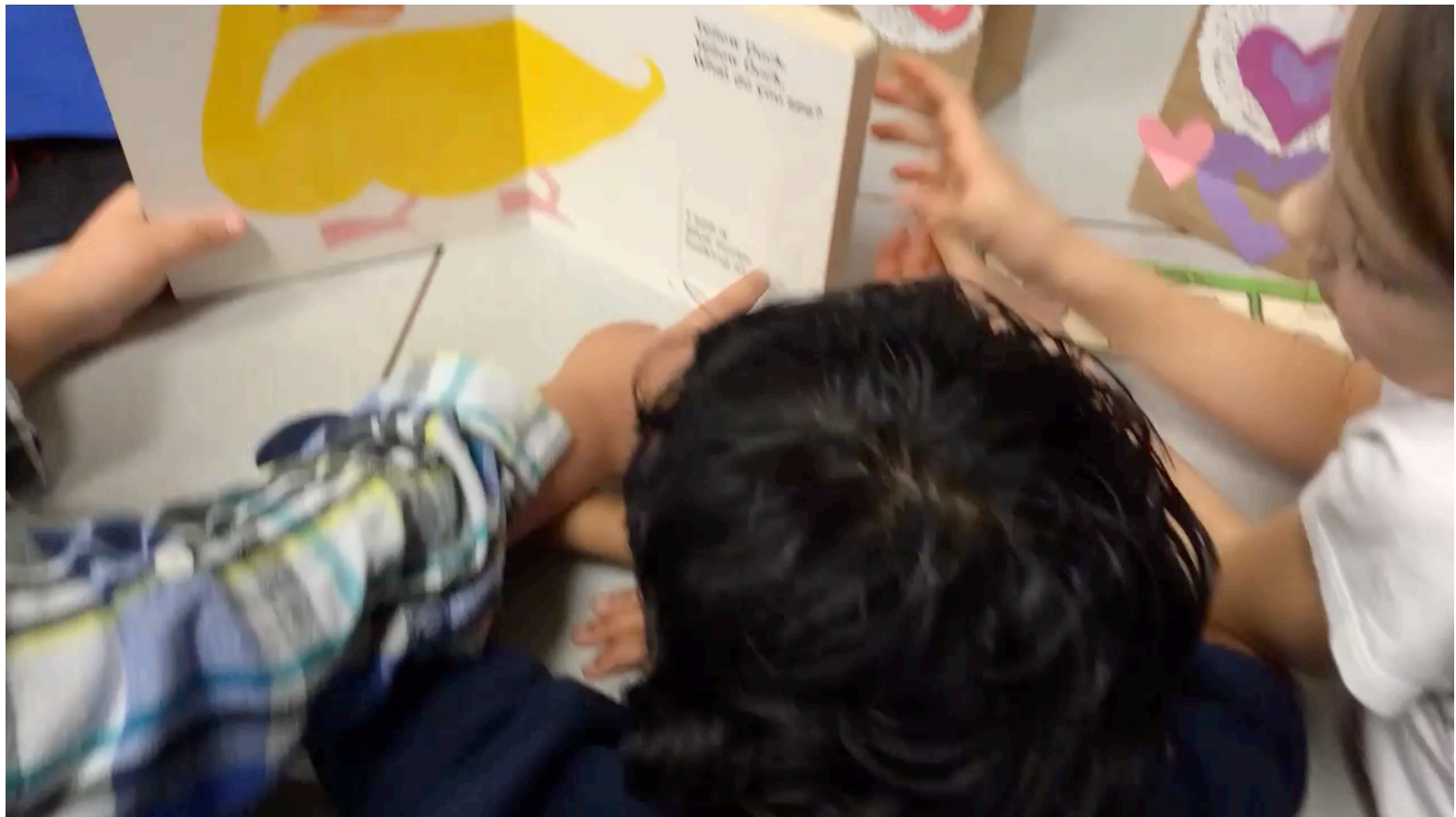
- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

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

Core Competency-Based Goals

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

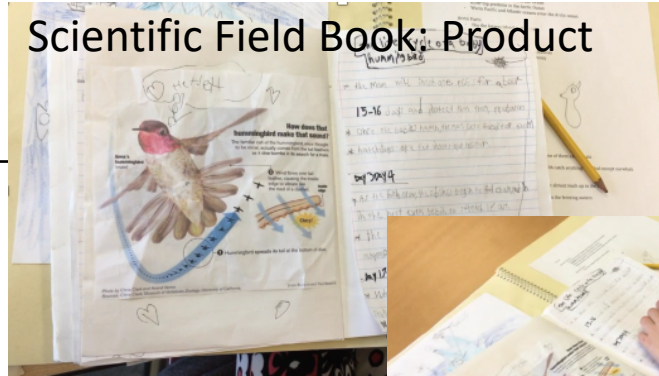


Strategy IEP Evidence Log

IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...						
		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	observation	conversation	
Date	Goal & Objective							
10/18	Goal: I can be part of a group by			✓		✓ ✓	✓	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	Goal: I can be part of a group by		✓			✓	✓	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

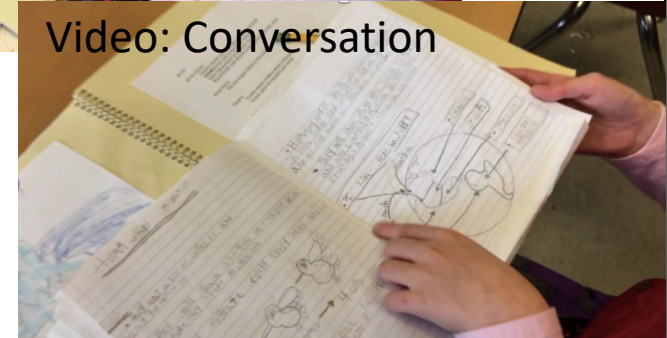
- Grade 3/4
- Autism
- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking

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

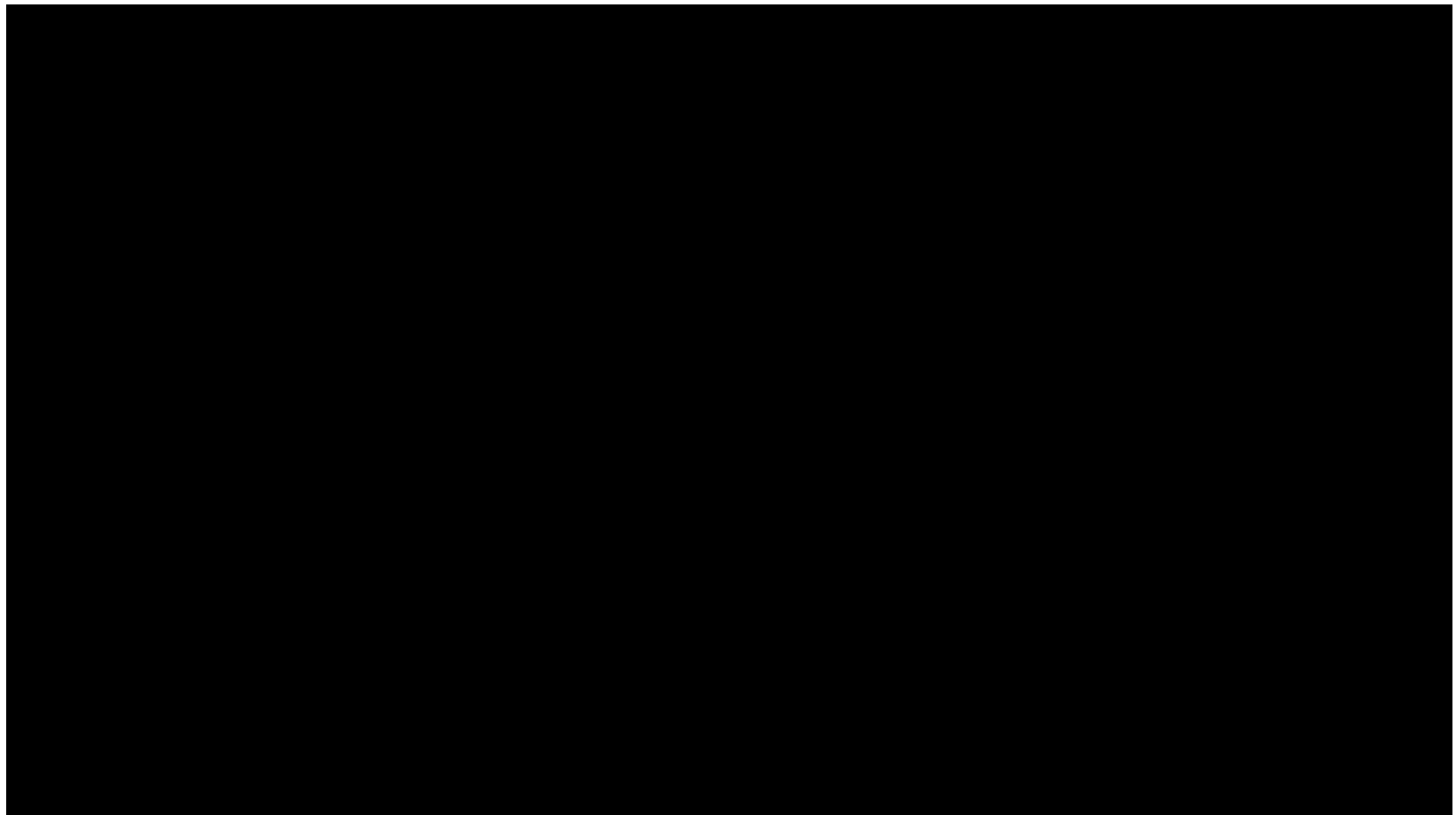


Video: Conversation



Core Competency-Based Goals

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



Strategy IEP Evidence Log

IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			
		I can do this...						
		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	observation	conversation	
Date	Goal & Objective							Location
04/19	Goal: I can deliberately learn a lot about something by			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
	researching something I am interested in over time							
Comment	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) From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)							

I can take ownership of my goals, learning and behaviour by making choices where I can work that will support my learning



Assessment: Evidence Logs

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

[illegible]

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

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Photo: Product



Video: Observation



Video: Observation



Strategy IEP Evidence Log

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	Replacement Goal: I know surface area and volume of regular solids, including triangular, right prisms and cylinders by			✓	✓	✓	✓	Student portfolio, Evidence log
	Objective: identifying the 2 dimensional shape faces of a prism (circle, triangle, rectangle, square)							
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

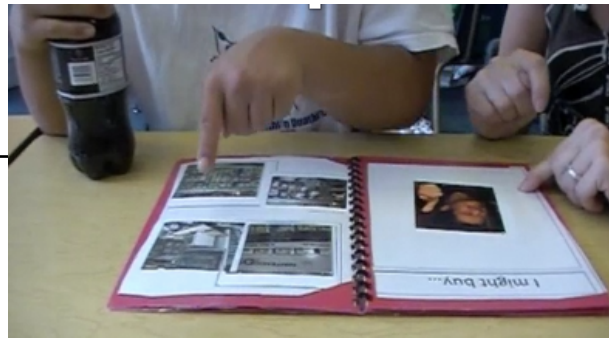
Student: DY

- 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

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Video/Book: Observation



Book: Product



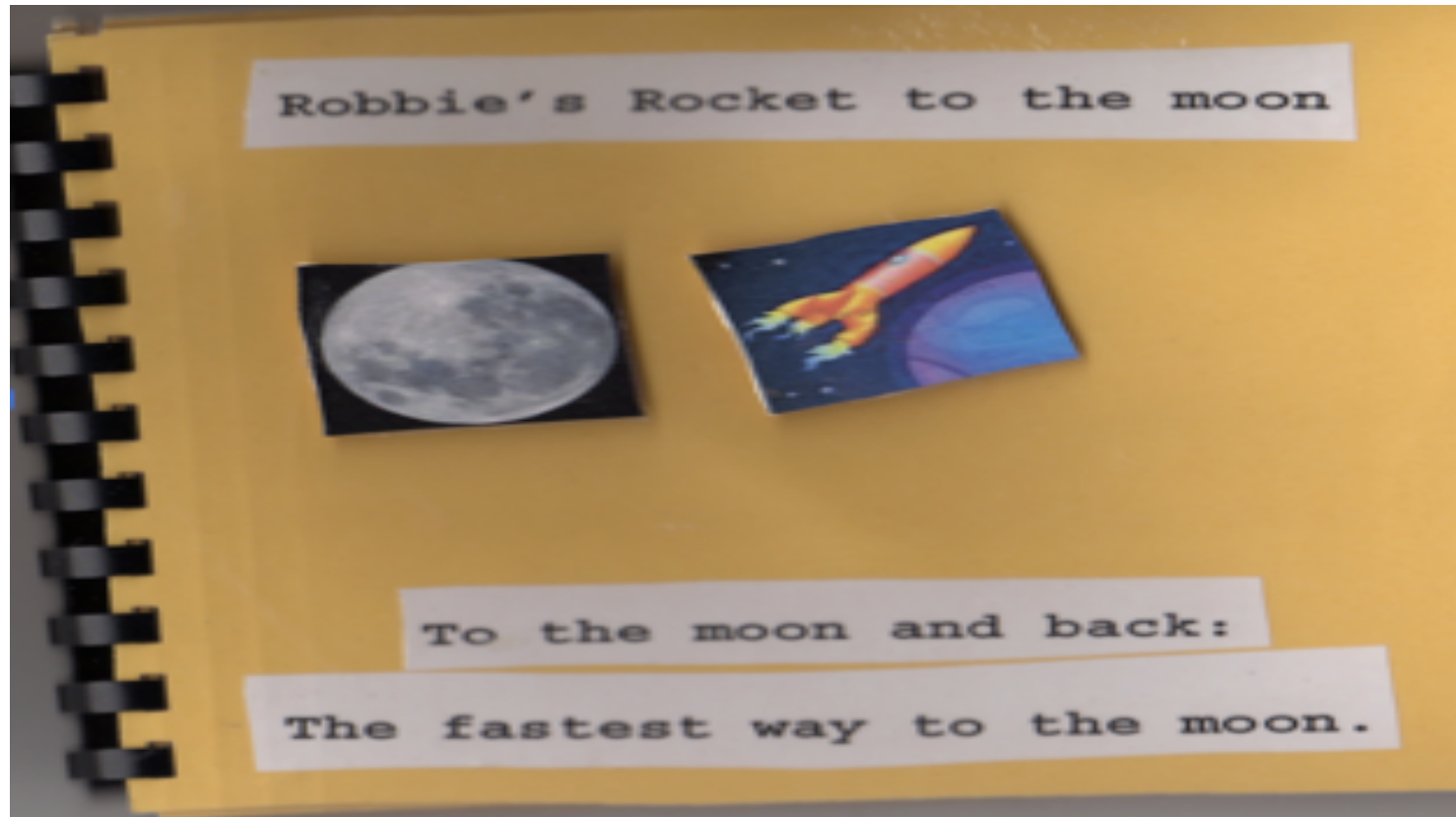
Photo: Product



Strategy: IEP Evidence Log

IEP Evidence Log for: DY School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...						
		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							
09/18	Replacement Goal: I can categorize products and identify market targets by			✓	✓ ✓	✓	✓	Student portfolio, Evidence log
	Objective: choosing products designed for children, parents, teenagers							
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	Goal: I can design and identify the 4 P's (price, product, placement, package) of marketing by			✓	✓	✓	✓	Student portfolio, Evidence log
	Objective: choosing a favourite product and identifying the 4P's							
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
Support Level 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
Independence Level 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
Participation Level 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)

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

4 minutes

What do you want to take
away from this session
today

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