



Inclusive & Competency Based IEPs

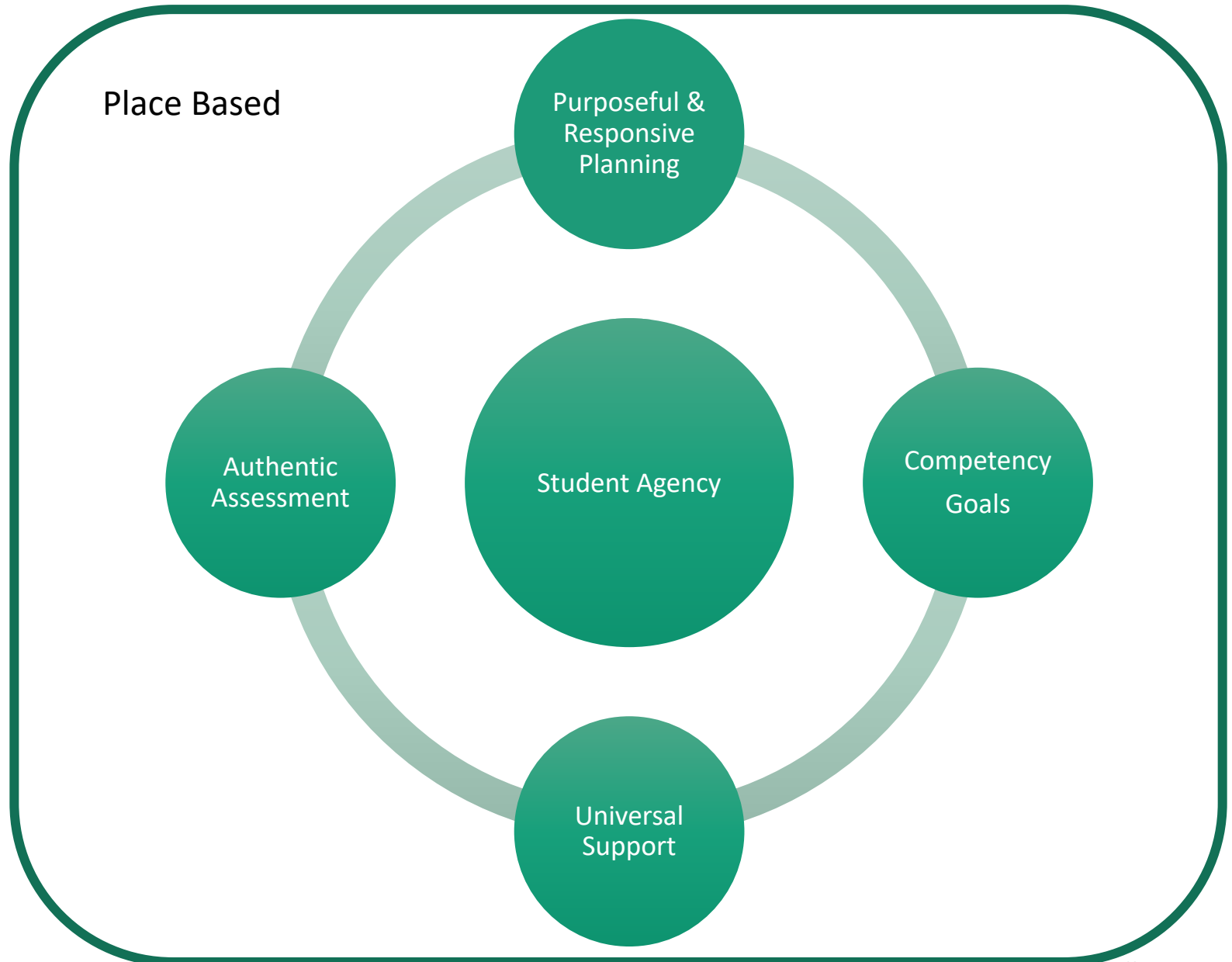
Session 5: Competency Based IEP Goals

Parker & Christine Danroth

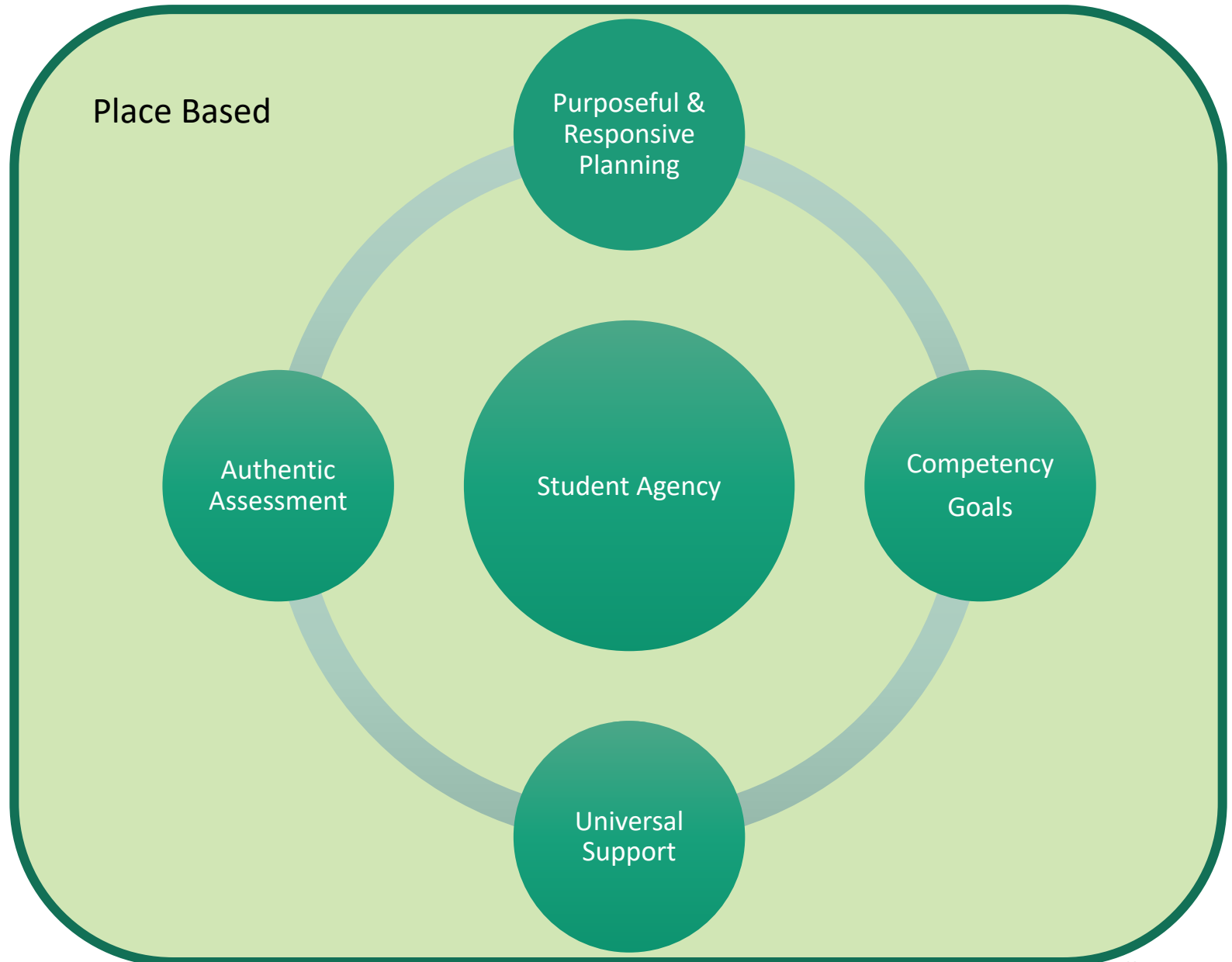
- Parker is a self advocate and grade 6 student from Prince Rupert, British Columbia. Parker loves spending time with his dogs and playing hockey and basketball. He wants to be an NHL player one day. He loves going to the movies and hanging out with his friends.
- Christine is a teacher, advocate and mom to Parker. She has worked for over a decade in inclusive education. She loves walking her dogs and being a hockey mom. One day she wants to own a tiny house and rent it to tourists!



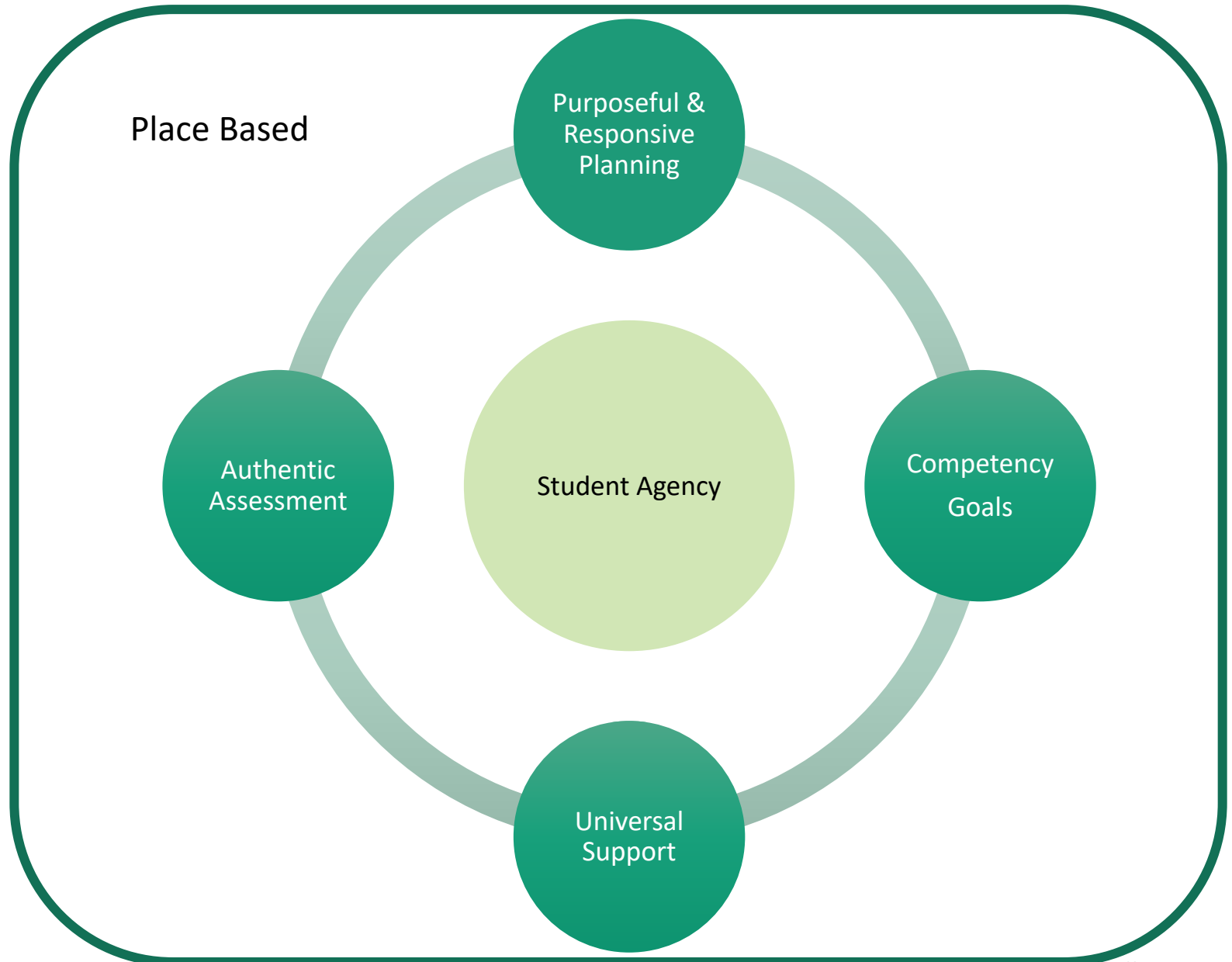
Guiding Principles of a Renewed IEP



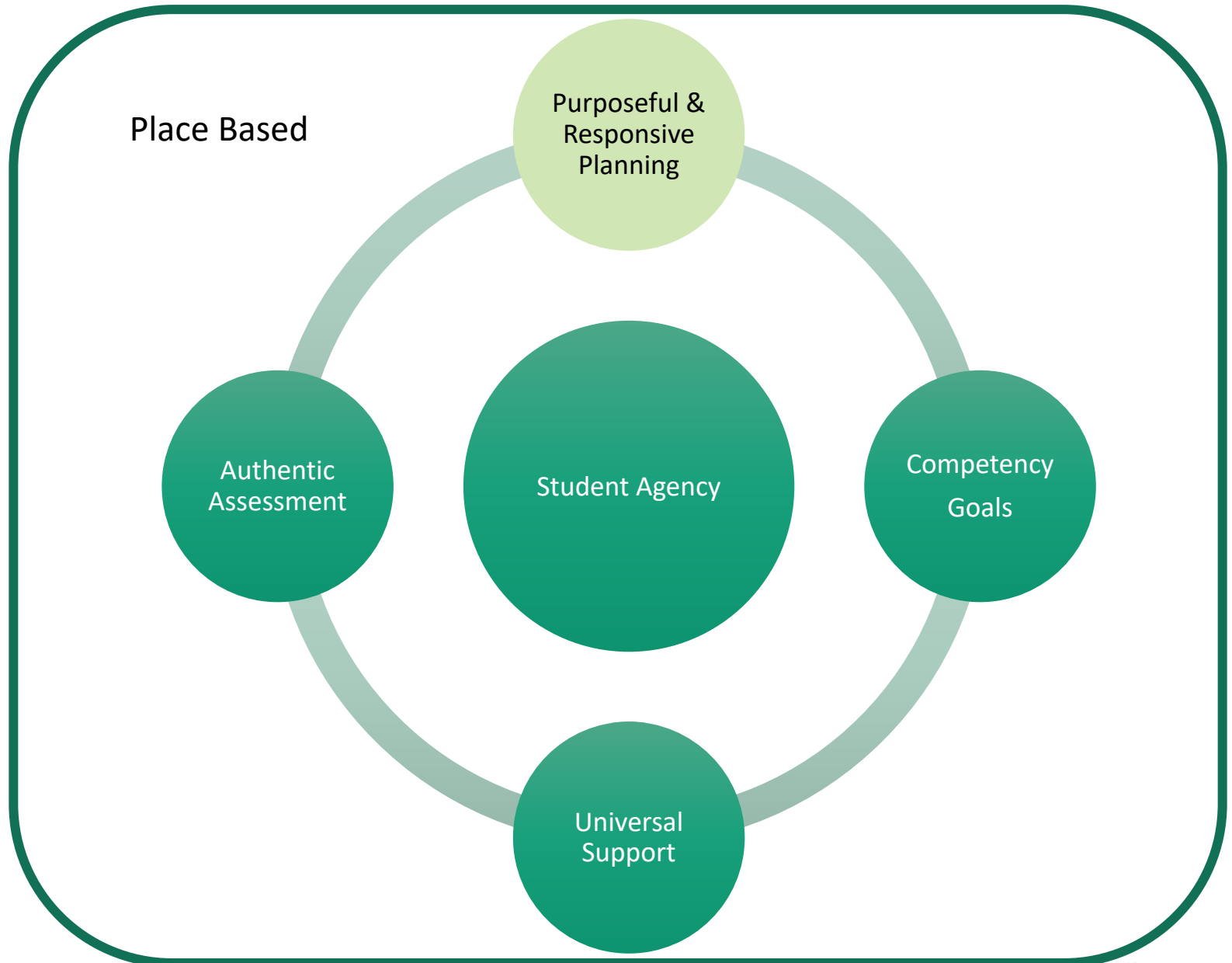
Guiding Principles of a Renewed IEP



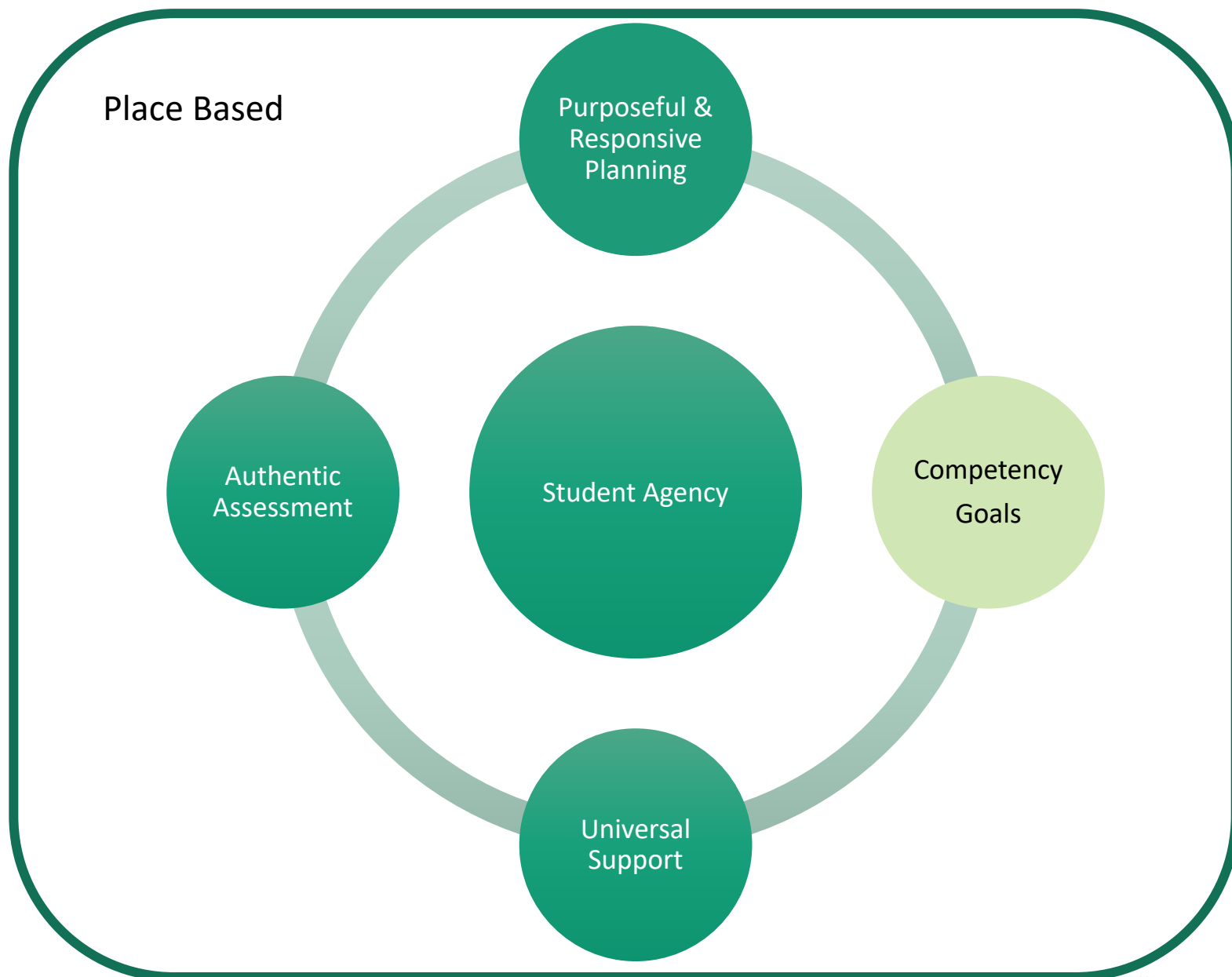
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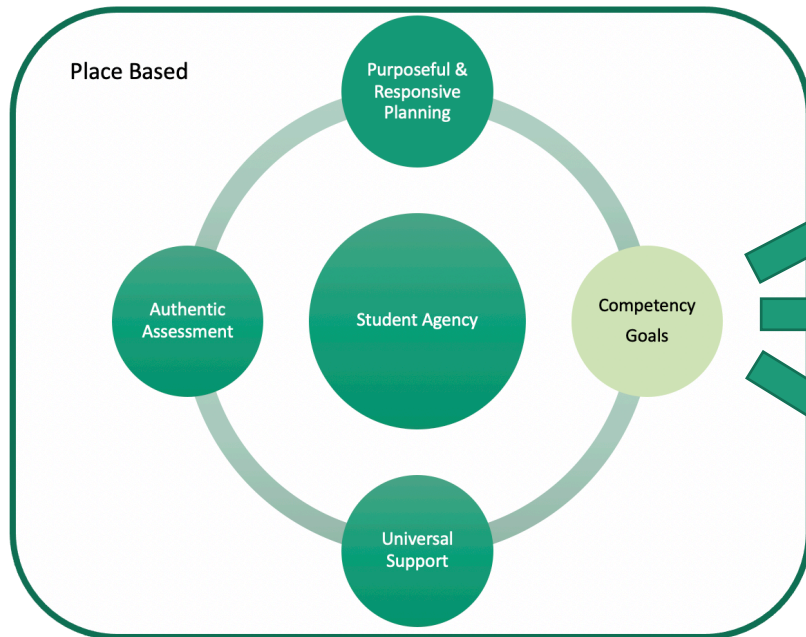
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Competency Goals



What are Competency Based IEP Goals?
TODAY!

How to Write Core Competency Goals?
April 10

How to Write Curricular Competency Goals?
April 24

Today's Session

- What are **competency-based goals**?
- Why are **competency-based goals** important?
- How do we connect **competency-based goals** to an I&CBIEP?
- How do **competency-based IEP goals** support the development of student agency and self-determination?

What are Competency Based Goals?

BC Ministry of Education
www.curriculum.gov.bc.ca

“**Competencies** are sets of proficiencies that **all students need** in order to engage in deep, **lifelong learning**. Along with literacy and numeracy foundations, competencies are central to **shifting curriculum** frameworks **around the world** and directly supports students in their **growth as educated citizens**”

Competencies are:

- **Interconnected, cross curricular** and **foundational** to learning
- Connecting **school, home, life** and **workplace** contexts

What are Competency Based Goals?

Competency Based Education Eric Hudson, 2018

Competency Based Learning is:

- Meeting students where they are, **no grade levels**
- Focuses on **what students know and can do**
- **Students have a role** in determining goals and next steps
- Students have **multiple opportunities** to demonstrate learning
- Student **rely on passion and strength** areas as they balance stretch areas
- Helps students to fulfill visions for **their future**
- Culture focusing on growth and **learning as a positive, not punitive, experience**

“There is only one direction in competency-based learning...forward”

Janet Platt

What are Competency Based Goals?

3 Principles to Follow for Competency Based Education Eric Hudson, 2018

Competency Based Learning focuses on **three essential elements**:

1. Learning is a **Positive & Inclusive Experience**

- Engaging students by empowering them to discover their identities and elevate their voice
- Learn in a diverse community together

2. **Student Led Learning**

- Students have a role in making decisions, thinking in complex ways and learning deeply
- Importance of developing student self determination and agency

3. **Teacher and Student Relationships are the Foundation of School Culture**

- Teachers & Students develop their competencies together
- A collective understanding about what competencies are
- A focus on articulating competencies in a strength-based way
- Relies on teacher to teacher and teacher to student collaboration

Why are Competency Based Goals important?



Why are Competency Based Goals important?

Why do we need to shift to Competency Based Learning?

Sturgis & Casey, 2018

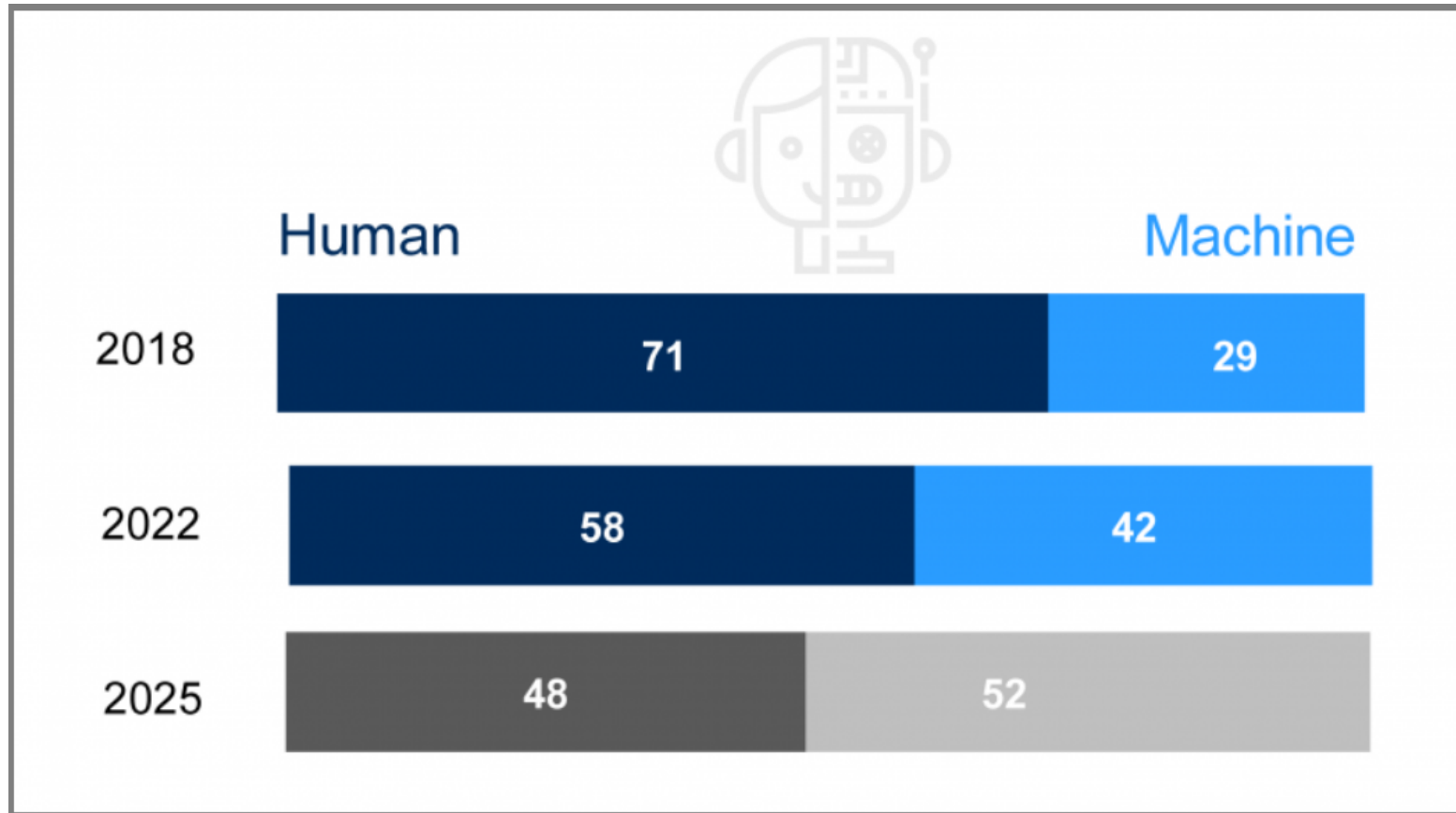
Historical Education

- **Narrow set** of academic outcomes with a **focus on replication** without attention to the social emotional skills needed to apply & learn life long
- **Fixed mindset** where abilities are predetermined, **students are sorted** and ranked **perpetuating inequities in society**
- Relies on **systems of hierarchies** perpetuating **colonialism**, power and compliance
- Aim to **cover curriculum** based on age groupings for efficiency and depends on **extrinsic motivation**
- Targets support for students based **on norm referenced criteria based in deficits**
- Summative assessment is a **one-size-fits-all approach** given at pre-determined points in time, in the same format, with the same content for all students, for learning to be verified
- **Focus on activities** rather than learning objectives, with limited information about learning or opportunities for revision
- **Academic grading** practices that are misleading as they often **reflect a variety of factors** including behaviour, assignment completion, being on time, and grade on a test – none of which assess learning

Why are Competency Based Goals important?



Why are Competency Based Goals important?



We need **humans** for different skills?

Why are Competency Based Goals important?



Top 10 skills of 2025

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

Source: Future of Jobs Report 2020, World Economic Forum.

How do **Competency Based Goals**
connect to the I & CB IEP ?

Competency Based Goals

Historical & Deficit Based Plans – Made FOR students

What can't students do? How do we fix it?



Competency Based Plans – Made WITH students

What do I know? What can I do?

What is my next step?

Competency Based Goals

Historical & Deficit Based Plans – Made FOR students

What can't students do? How do we fix it?



Competency Based Plans – Made WITH students

What do I know? What can I do?

What is my next step?



Strength Based Planning

Strength Based Planning

IEP Goals



Historical Deficit Based & Non-Inclusive Model

Strength Based, Inclusive and Competency Model



**S.M.A.R.T
goal strategy**



**Can we apply the same
goal writing strategy in a
different IEP model?**

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



www.fivemooreminutes.com

S.M.A.R.T. Goals

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

Why do we need to evolve

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

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

We need IEP goals to:

- presume potential 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)

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)

S - Strength Based Goals

- Focusing on what student's **could do** rather than what they **should do**
- “**I can...**” or “**I know...**” statements or “**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

M - Meaningful Goals

Inclusive Purposes: To make sure that students are included and not just integrated

- **Personal Purpose**
 - Goals that support students to be included in the *physical community*
- **Social Purpose**
 - Goals that support students be included in the *social/emotional community*
- **Intellectual Purpose**
 - Goals that support students to be included in the *thinking & learning community*
- **Curricular Purpose**
 - Goals that support students to be included in the *curricular community*

A - Authentic Goals

Authentic I & CB IEP goals are goals that connect to, and are derived from a common curriculum as peers in an inclusive class & school

A - Authentic Goals

There are **two types of common curricular goals** in inclusive classes

1. Core Competency Goals

- Might also be called: 21st century skills, learner characteristics & traits, attitudes, etc.

2. Curricular Content & Competency Goals

- Might also be called: knowledge, skills & process, concepts etc.

A - Authentic Goals

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British Columbia's Core Competencies


Core Competencies



What are Competencies?

You may have specific competencies in your local jurisdiction that you can connect to

The Four C's in Your Classroom



Communication - Collaboration - Creativity - Critical Thinking

Integrating the 4 C's ▶


Engaging in constructive and critical conversations. Listening for and sharing thoughts, questions, and ideas in diverse environments.	COMMUNICATION	CRITICAL THINKING Looking at problems in a new way. Reflecting, analyzing and evaluating evidence, arguments, claims and beliefs to draw conclusions.
	THE 4 C's	CREATIVITY Developing ideas that demonstrate curiosity, imagination, risk-taking and flexibility. Viewing failure as a chance to learn.
COLLABORATION Working together to accomplish a goal. A willingness to be a contributor and listener. Sharing responsibility.		

Competencies



Category Regional Consortium
 Government of Alberta
 Education, Culture and Multiculturalism
 Alberta Education
 Regional Learning
 Learning Network
 Manitoba
 NALC
 Northern Alberta
 Education Services

Life Skills



flexibility leadership initiative productivity social skills

21st CENTURY SKILLS

Critical thinking
Critical thinking is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.

Communication
Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.

Citizenship
Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

Creativity
Creativity is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.

Growth mindset
Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

Collaboration
Collaboration is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

21st Century Skills

Metro 4Cs Rubric Performance Areas

Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

Writing to:

- Inform
- Support an Argument With Claims, Evidence and Criteria
- Engage and Persuade

Core Competency Goals

All students:

- can **set and reflect on** Core Competency Goals

Some students:

- will **capture their goal setting** process through an **I & CBIEP journey** to promote continuity, accountability and equity for students, especially **those with disabilities**

A few students

- may need their **families and caregivers** to support them by **capturing their voice** in different ways to **maintain agency**, as students are guided through a **I & CBIEP goal setting process**

A - Authentic Goals

There are **two types of common curricular goals** in inclusive classes

1. Core Competency Goals

- Might also be called: 21st century skills, learner characteristics & traits, attitudes, etc.

2. Curricular Content & Competency Goals

- Might also be called: knowledge, skills & process, concepts etc.

WWW.FIVEMOOREMINUTES.COM

Inclusive Education: It's not more work, it's different work!

Curricular Content & Competency Goals

All students:

- have curricular goals that connect to a common and grade level curriculum

Some students:

- May need additional or supplementary goals that will support them to meet and be evaluated on common and grade level goals

A few students:

- may need replacement goals that are derived from a common and grade level curriculum, but are evaluated on replacement objectives specific to the individual student

Curricular Content & Competency Goals

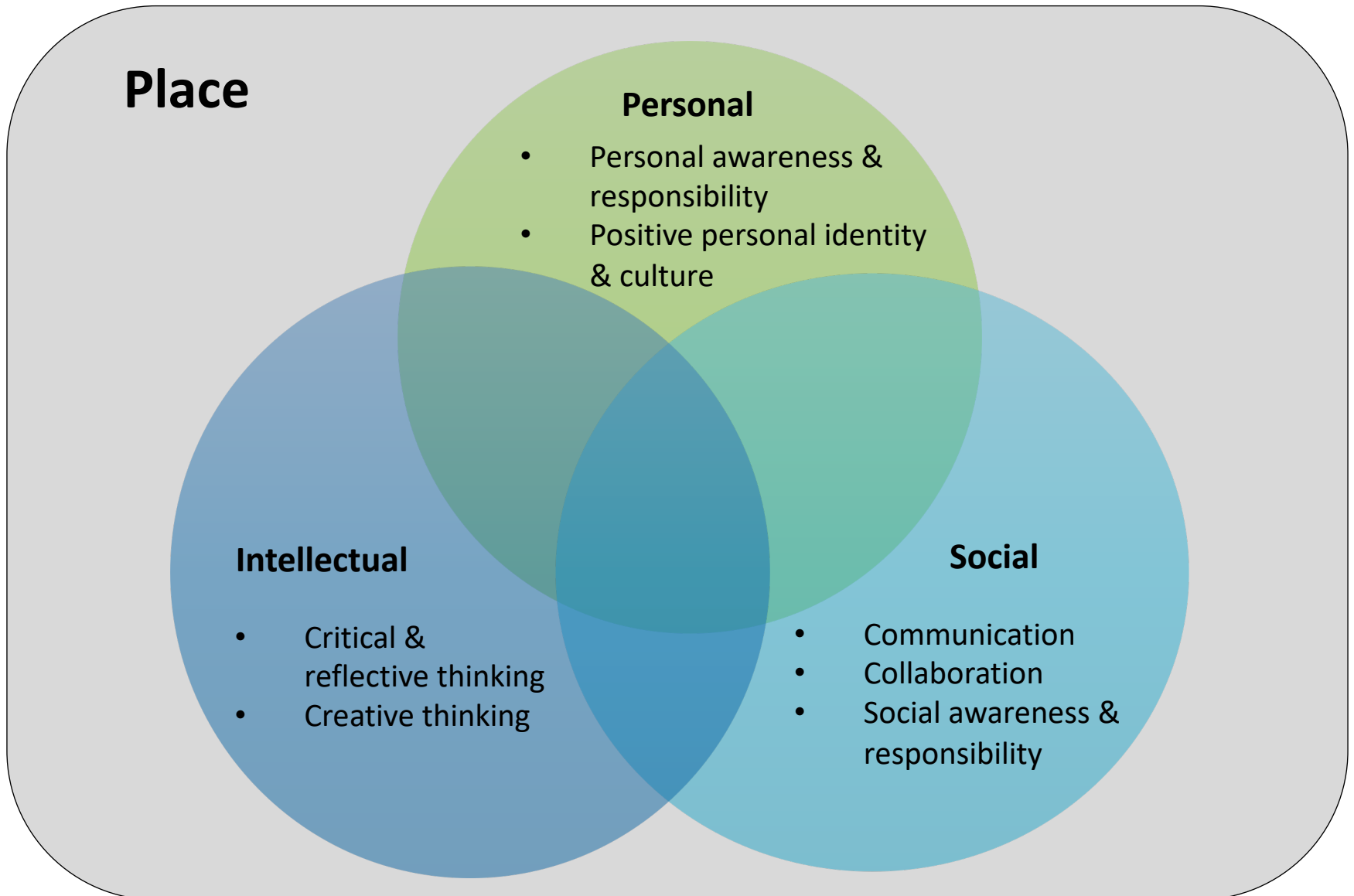
Supplementary Curricular Goals

- Goals **in addition to** grade level curriculum
- Students are still assessed and **evaluated in grade level** curricular outcomes
- **Supplementary Goals** are assessed but **not evaluated**
- **Explicitly targeting specific skill** areas (literacy, numeracy etc.)
- Goals are **constructed collaboratively** by classroom, support teachers, and/or consultants and **WITH students** and families

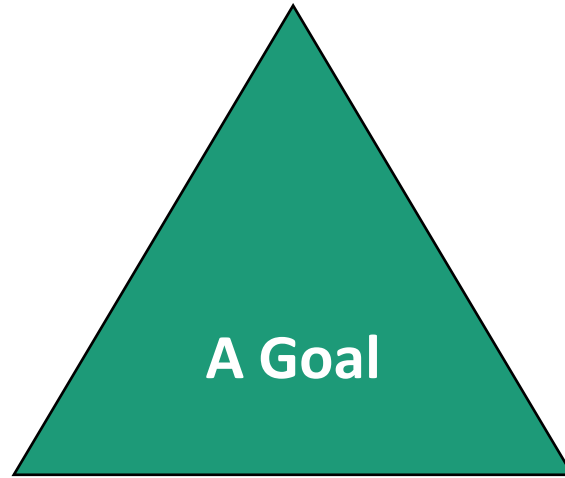
Replacement Curricular Goals

- Goals that are **derived from grade level curriculum** with objectives that **replace grade level** with **individual criteria** of success
- Students are assessed and **evaluated on this goal instead of grade level** curricular goal
- Designed for students with **intellectual disabilities**
- Aimed to **create strategic access** to grade level curriculum
- Goals are **constructed collaboratively** by classroom and support teachers

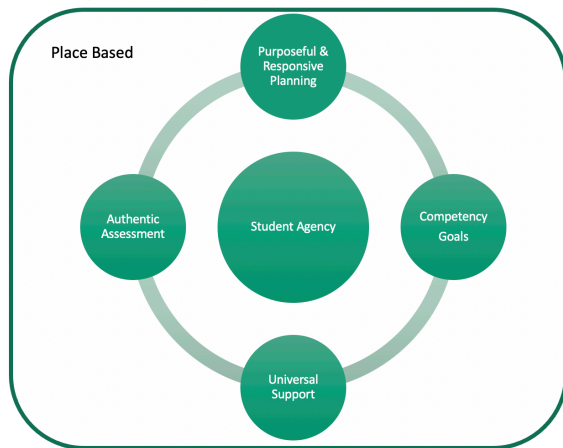
R: Responsive to Student, Family and Classroom Community



T - Triangulated Evidence



Session 9!



How does purposeful & responsive planning support the development of student agency and self-determination?

Reflecting

- What is useful from today?
- What is something you want to share with someone else?
- How does this session connect with what you are already doing in your contexts?
- How does this session connect to the previous session?
- What questions are coming up for you?

Next Session – April 10

- Core Competency IEP Goals
 - How to write them
 - Examples K-12
 - Next section of ICBIEP Template
 - Dr. Leyton Schnellert is back!

Next Session – April 10

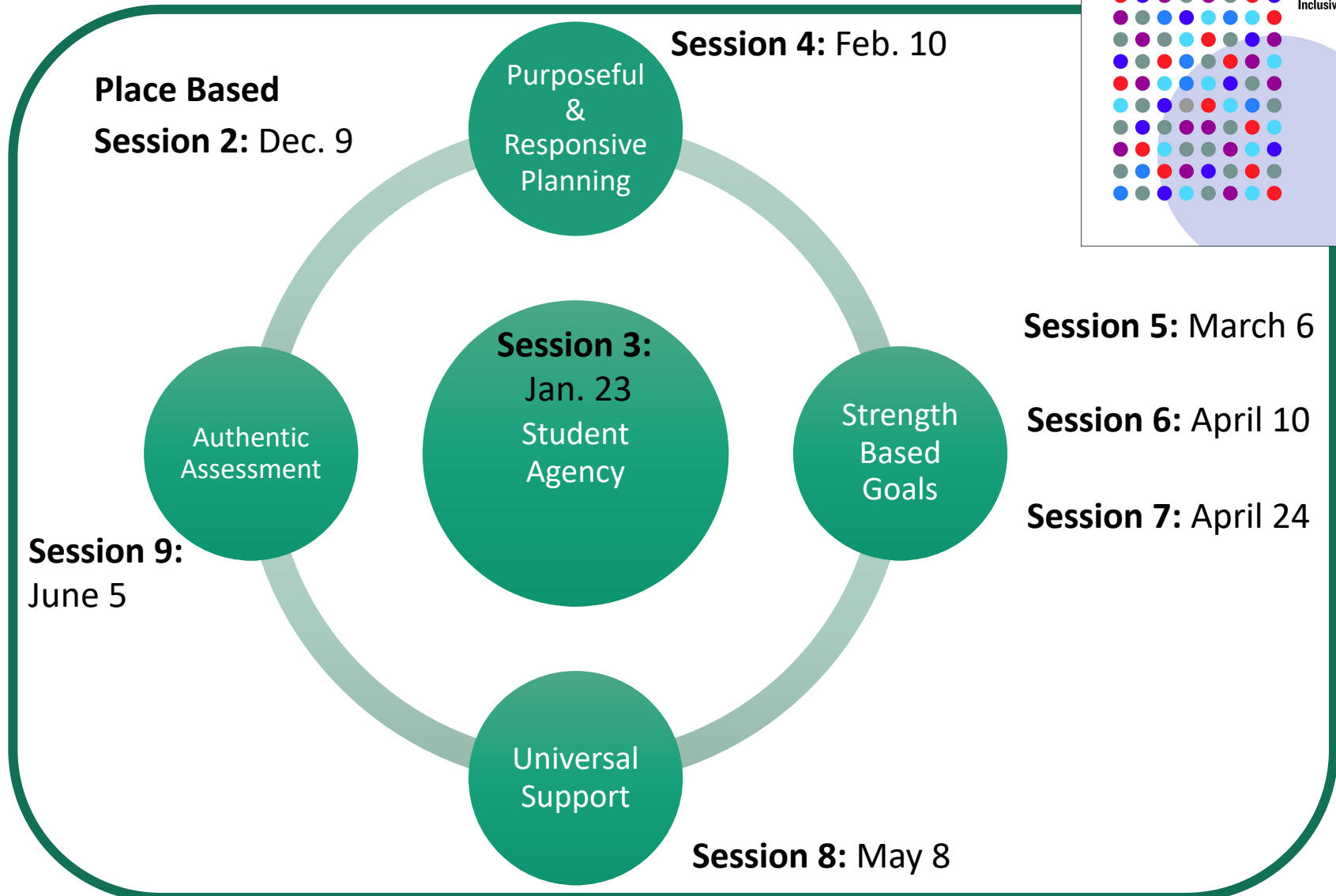
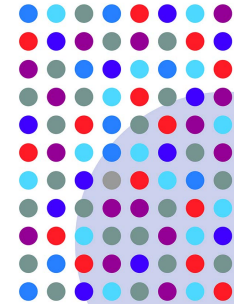
Guiding Principles of a Renewed & Inclusive IEP

From the author of *One Without the Other*

Shelley Moore

ALL FOR ONE

Designing Individual Education Plans for Inclusive Classrooms





Inclusive & Competency Based IEPs

Slides: www.blogsomemoore.com

Access to Session Recording

- Link will be sent to the email that you registered with
- Available for 72 hours after email is sent
- REPLAY options are available
- Sessions 1, 2, 3 now
- Sessions 4, 5 in the next coming weeks
- Registration open for Sessions 6-9