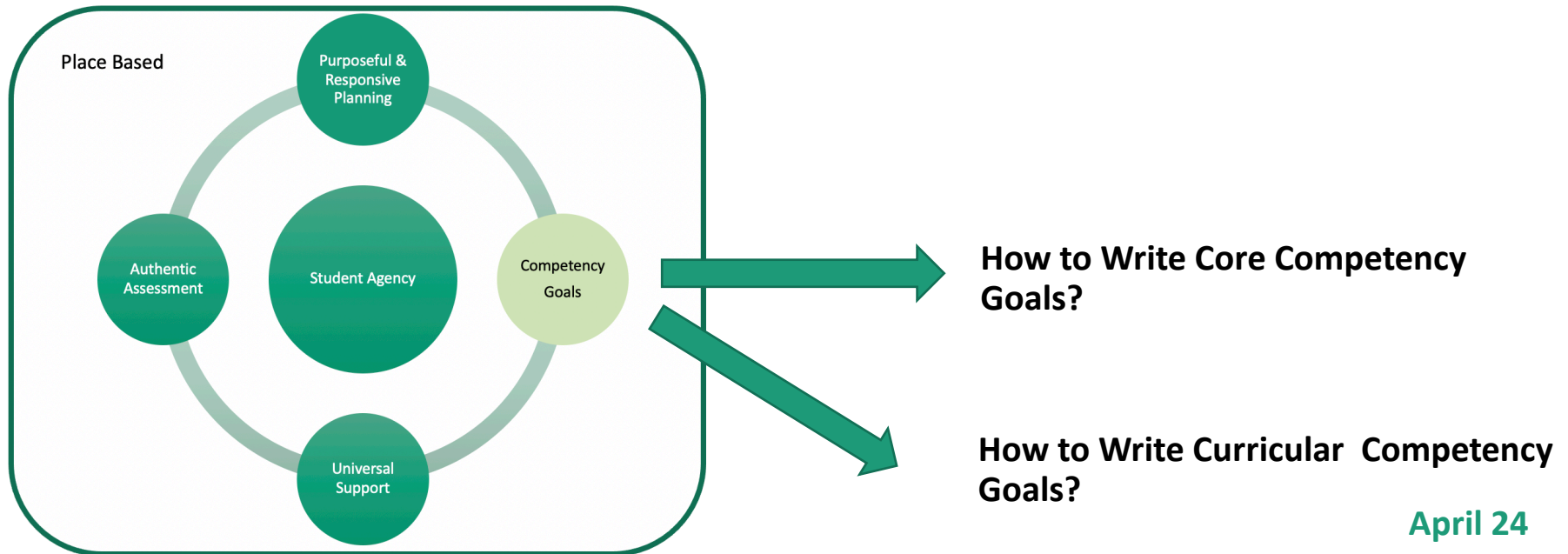




Inclusive & Competency Based IEPs

Core Competency IEP Goals

Competency Goals



Today's Session

- What are the different kinds of **competency-based goals**?
- How to create **core competency-based goals**?
- How can we create **core competency-based IEP goals** in ways that support the development of student agency and self-determination?

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

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

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)

What are the different kinds
of competency-based 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.

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.

British Columbia's Core Competencies

Core Competencies



British Columbia Ministry of Education, 2020

How to create core competency-based goals?

Core Competency Goals

All students:

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

Some students:

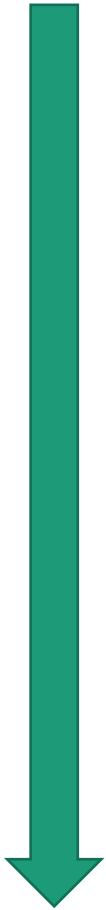
- will **capture their goal setting** process through an **I & CBIEP journey** to promote continuity, accountability and equity for students, especially **those with disabilities** or those who are **gifted**

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**

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context

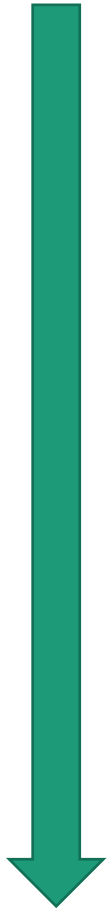


More specific to
individual student

Core Competency Goals			
Step 1. Goal Area			
Step 2. Competency			
Step 3. Goals			
Step 4. Objective(s)			
Step 5. Strategies			

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency			
Step 3. Goal			
Step 4. Objective(s)			
Step 5. Strategies			

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> • Personal awareness & Responsibility • Positive Personal Identity & Culture 	<ul style="list-style-type: none"> • Communication • Collaboration • Social Awareness & Responsibility 	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking
Step 3. Goal			
Step 4. Objective(s)			
Step 5. Strategies			

More specific to
individual student

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Specific facet of competency written as an “I can” statement Common goal for all students in class Approximately 3-5 		
Step 4. Objective(s)			
Step 5. Strategies			

More specific to
individual student

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Specific facet of competency written as an “I can” statement Common goal for all students in class Approximately 3-5 		
Step 4. Objective(s)	<ul style="list-style-type: none"> Written as an action to the goal, i.e., I can (goal) by (objective) Specific to individual student 		
Step 5. Strategies			

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Specific facet of competency written as an “I can” statement Common goal for all students in class Approximately 3-5 		
Step 4. Objective(s)	<ul style="list-style-type: none"> Written as an action to the goal, i.e., I can (goal) by (objective) Specific to individual student 		
Step 5. Strategies	<ul style="list-style-type: none"> Utilizes interests & strengths of individual student Specific activities & actions suggested to meet the goal 		

Examples – Core Competency IEP Goals

- Geeshan
 - Grade 11
 - Autism & Intellectual Disability
- Nella
 - Grade 8
 - Learning Disability
- Ben
 - Kindergarten
 - Down Syndrome
 - Hearing
- Kevin
 - Grade 6
 - Learning Disability
 - Behaviour

Step 1: Determine Goal Areas

More specific to Inclusive context

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Common goal areas to ALL students in a classroom
- Goal areas to target for a specific student are determined with the student and the family on the student profile
- Can be 1, 2 or all 3 three areas
- Based on strengths and stretches
- Focus on balance

G. Bandara, 2019-2020				
School District	Inclusive and Competency Based Individual Education Plan			
Student Photo	Student Details			
	Student Name	Geeshan Bandara	Primary Designation	Autism
	Grade	11	Additional Designation	Intellectual Disability
	Student Number	495204	IEP Review Date	May 16, 2020
	Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
	Student Support Team		Role	
	Rashani and Wasura Bandara		Parents (Mother and Father)	
	Keshana Bandara		Sister	
	A. Kwan		EA	
	SL Perret		SLP	
Winter		VP		
Parent/Guardian Consultation Date		Oct 9 th , 2019		
My Personal Profile Link to Evidence: video in digital portfolio Thoughts from my family and team				
My Identities	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> • Geeshan loves his family. We have a big extended family, and we value those connections" 		
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> • Geeshan loves to play with objects that have cause and effect functions • Loves spending time with his peers at school • Loves being included in anything and everything • Enjoys tasks where he can exercise his independence 		
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> • Support with effective communication • Differentiated access to curriculum • Some personal care routines 		
My Learning Profile Link to Evidence: video in digital portfolio				
My Strengths	Personal G chose "learn," and "waking up" and "happy" from picture options <ul style="list-style-type: none"> • G is content at school and at home • Enjoys coming to school everyday 	Social G chose "friends," and "play" from picture options <ul style="list-style-type: none"> • Wants to spend time with other students in the school • Enjoys watching his peers and engaging in simple games • Increased verbal echolalic communication when around peers 	Learning/Intellectual G chose "reading" and "listening" from picture options <ul style="list-style-type: none"> • Engaged in learning materials that have appropriately set access points • Engages in looking at books and listening while being read to • Engages when activities are age appropriate 	
	My Stretches	G chose "mad," and "waiting" from picture options <ul style="list-style-type: none"> • Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	G did not choose any picture options <ul style="list-style-type: none"> • Functional communication • Building vocabulary 	G chose "reading," and "numbers" from picture options <ul style="list-style-type: none"> • 1 to 1 correspondence
Areas I want to focus on this year				
Competencies that can help choose goals	<input checked="" type="checkbox"/> <ul style="list-style-type: none"> • Personal Awareness & Responsibility • Positive Personal & Cultural Identity 	<input checked="" type="checkbox"/> <ul style="list-style-type: none"> • Communicating • Collaborating • Social Awareness & Responsibility 	<input checked="" type="checkbox"/> <ul style="list-style-type: none"> • Creative Thinking • Critical Thinking & Reflective Thinking 	

Inclusive & Competency Based IEP, 2021

More specific to individual student

Example Geeshan: Choosing Goal Areas

G. Bandara, 2019-2020

School District		Inclusive and Competency Based Individual Education Plan			
Student Details					
Student Photo	Student Name	Geeshan Bandara	Primary Designation	Autism	
	Grade	11	Additional Designation	Intellectual Disability	
	Student Number	495204	IEP Review Date	May 16, 2020	
	Date of Birth	December 12, 2005	Case Manager	L. O'Donnell	
	Student Support Team			Role	
Rashmi and Wavara Bandara		Parents (Mother and Father)			
Keshan@Bandara		Sister			
A. Kwan		EA			
R. Perret		SIP			
Winter		VP			
Parent/Guardian Consultation Date		Oct 9 th , 2019			
My Personal Profile					
Link to Evidence: video in digital portfolio					
My Identities		Thoughts from my family and team			
G chose "Sri Lankan" from picture options		<ul style="list-style-type: none"> Geeshan loves his family. We have a big extended family, and we value those connections" 			
My Interests		<ul style="list-style-type: none"> Geeshan loves to play with objects that have cause and effect functions Loves spending time with his peers at school Loves being included in anything and everything Enjoys tasks where he can exercise his independence 			
My Needs		<ul style="list-style-type: none"> Support with effective communication Differentiated access to curriculum Some personal care routines 			
My Learning Profile					
Link to Evidence: video in digital portfolio					
Personal		Social		Learning/Intellectual	
G chose "learn," and "waking up" and "happy" from picture options		G chose "friends," and "play" from picture options		G chose "reading" and "listening" from picture options	
My Strengths		<ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 		<ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate 	
My Stretches		G did not choose any picture options		G chose "reading," and "numbers" from picture options	
<ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with 		<ul style="list-style-type: none"> Functional communication Building vocabulary 		<ul style="list-style-type: none"> 1 to 1 correspondence 	
Areas I want to focus on this year					
can help choose goals		<ul style="list-style-type: none"> Collaborating Social Awareness & Responsibility 		<ul style="list-style-type: none"> Critical Thinking & Reflective Thinking 	

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options <ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	G chose "friends," and "play" from picture options <ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	G chose "reading" and "listening" from picture options <ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options <ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	G did not choose any picture options <ul style="list-style-type: none"> Functional communication Building vocabulary 	G chose "reading," and "numbers" from picture options <ul style="list-style-type: none"> 1 to 1 correspondence

Areas I want to focus on this year



Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

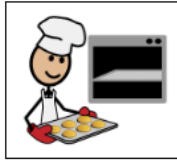
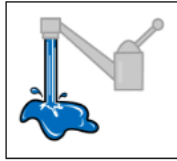
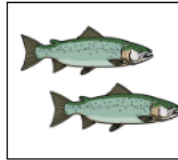
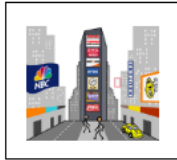
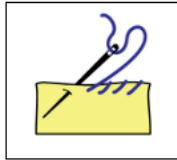
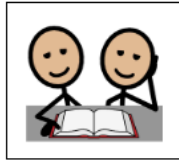
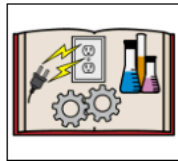
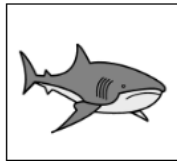
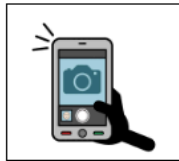
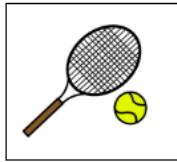
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support wit? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____	Who is Juni ?	What is Juni interested in?	What is Juni good at?	What is hard for Juni , but she can still do?	What does Juni need a lot of support with?
How do you know _____?	What words would you use to describe Juni ?	What does Juni like to do on her own, with her family and friends?	What could Juni teach others?	What do you think is something Juni wants to get better at?	What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

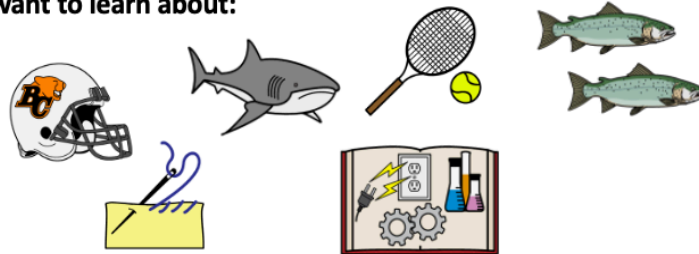




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



School: Forest Heights Elementary	Student Profile
-----------------------------------	-----------------

Who am I as a person				
	Name	Juniper Melnik	Age	9
	Grade	4	Year	2019
	A little about me...			
	My identities are:	Strong, Happy, Funny, Ukrainian		
	My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
	My needs are:	I get tired, I get mad, I worry		

Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing My team thinks... Teacher: Juni is strong and loves to learn, asks for help when she needs it Benny: Juni is so funny! Classmate: Juni is happy and a great dancer Mom: Juni is kind	I think... - I am good at being with my friends, sharing, making people laugh My team thinks... Mom: she is so great to hang out with Dad: a great listener Cousin: fun to play with Classmate: a great friend Benny: communicating with her friends	I think... - I'm smart My team thinks... Mom: She notices everything, a keen observer Benny: Juni knows what she likes and doesn't like Ms. Turner: making choices
My Stretches	For myself	With others	When I am learning
	I think... I want to get better at: waking up My team thinks: Benny: doing activities that she doesn't like, or if something is too hard, and not giving up	I think... I want to get better at: making friends, not getting so mad, playing games, using iPad to talk My team thinks: Benny: working with new people Mr. Lopez: communicating what she needs when she is frustrated Ms. Turner: practice using AAC to communicate wants and needs	I think... - I want to get better at: math My team thinks I could work on: Ms. Turner: asking questions Mom: trying new things (foods)

The areas that I want to focus on next year

Example Geeshan: Choosing Goal Area(s)

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Geeshan and his family chose:
 - All three goal areas

Example Nella: Choosing Goal Areas

N. John, 2019

School District		Inclusive and Competency Based Individual Education Plan				
Student Details						
Student Photo	Student Name	Nella John	Primary Designation	Learning Disability		
	Grade	8	Additional Designation	n/a		
	Student Number	6867678	IEP Review Date	May 05, 2020		
	Date of Birth	Jan 20, 2006	Case Manager	D. Creek		
	Student Support Team			Role		
	S. Allheas		Parent (mother)			
	S. John		Parent (father)			
L. Aracama		Counselor				
J. Gill		Youth Worker				
K. Che		Principal				
Parent/Guardian Consultation Date		October 18, 2019				
My Personal Profile	Link to Evidence: Student Portfolio		Thoughts from family and my team			
My Identities	"I have a lot of cousins, so my family is big. Some of my family are from other countries."		Nella has two homes that she shares her time between			
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing"		Showing a lot of interest and skill in the arts Enjoys making cross-curricular connections within her subject classes			
My Needs	"I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud."		* Strengthen organization and time management * Managing her worries and emotions			
My Learning Profile						
Link to Evidence: Student Portfolio						
Personal		Social		Learning/ Intellectual		
My Strengths	"I know what my feelings are when I'm having them." N is very expressive. She has a strong identity and is proud of who she is.	"I have 2 best friends that I like to spend time with." *Thoughts from my team	"I am really good at finding being creative with my work." *Thoughts from my team			
My Stretches	"Sometimes, I have anxiety around new people." N needs some support managing her anxiety, especially around	"I don't like talking to people I don't know." N needs support engaging in social dialog with unfamiliar	"Sometimes, I have a hard time writing." N needs some support organizing thinking within			
Areas I want to focus on this year <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>						
can help choose goals						
<ul style="list-style-type: none"> Responsibility Positive Personal & Cultural Identity 		<ul style="list-style-type: none"> Collaborating Social Awareness & Responsibility 		<ul style="list-style-type: none"> Critical Thinking & Reflective Thinking 		

Inclusive & Competency Based IEP, 2021



My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	"I know what my feelings are when I'm having them." N is very expressive. She has a strong identity and is proud of who she is	"I have 2 best friends that I like to spend time with." *Thoughts from my team	"I am really good at finding being creative with my work." *Thoughts from my team
	"Sometimes, I have anxiety around new people." N needs some support managing her anxiety, especially around new people and in new situations	"I don't like talking to people I don't know." N needs support engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." N needs some support organizing thinking within written tasks
Areas I want to focus on this year <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
Competencies that can help choose goals	<ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity 	<ul style="list-style-type: none"> Communicating Collaborating Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking Critical Thinking & Reflective Thinking

Inclusive & Competency Based IEP, 2021

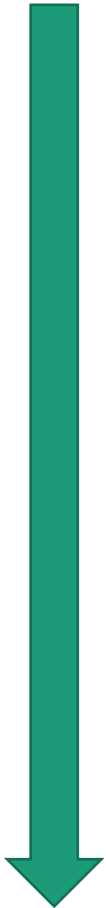
Example Nella: Choosing Goal Area(s)

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Nella and her family chose:
 - Two goal areas

Step 2: Determine Competency

More specific to
Inclusive context

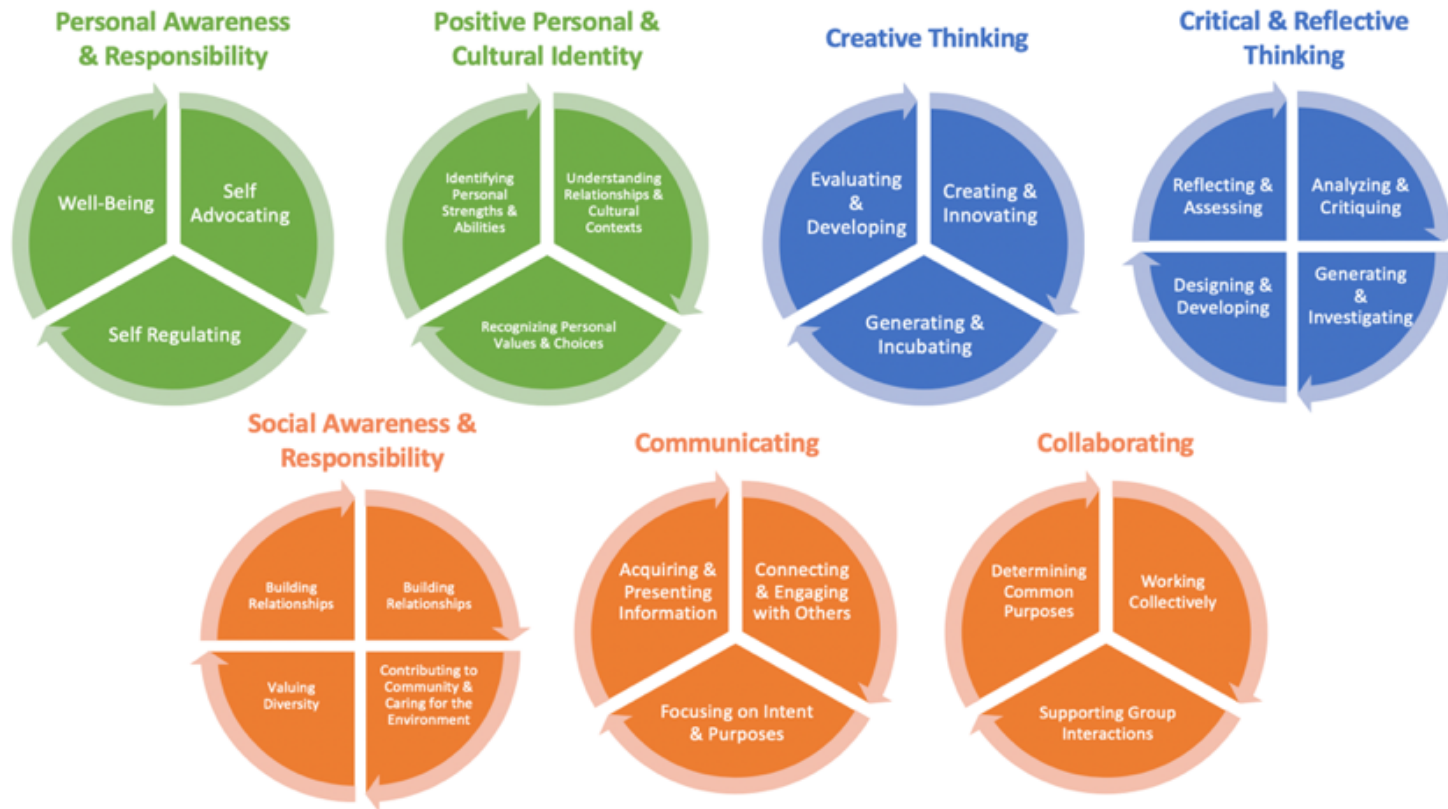


Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking

- Common competency to ALL students in a classroom
- Competency to target for a specific student are determined by the focus area with the student and the family
- Based on priorities and values of the student/family
- The competency is often determined at the IEP meeting/conversation
- Aiming to create 3-5 goals in total

More specific to
individual student

Competency Overview



British Columbia Ministry of Education, 2020

Example Geeshan: Choosing Competency

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none">• Personal awareness & Responsibility• Positive Personal Identity & Culture	<ul style="list-style-type: none">• Communication• Collaboration• Social Awareness & Responsibility	<ul style="list-style-type: none">• Critical Thinking• Creative Thinking

- Geeshan and his family chose:
 - All three goal areas
 - Three different competencies

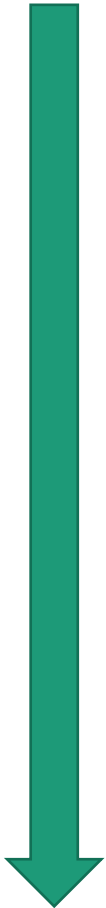
Example Nella: Choosing Competency

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none">• Personal awareness & Responsibility• Positive Personal Identity & Culture	<ul style="list-style-type: none">• Communication• Collaboration• Social Awareness & Responsibility	<ul style="list-style-type: none">• Critical Thinking• Creative Thinking

- Nella and her family chose:
 - Two goal areas
 - Three different competencies

Step 3: Determining Goals

More specific to
inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Self/ Family/ Class assessments of competency Specific facet of competency written as an “I can” statement Common goal for all students in class 		

- Common goal for ALL students in a classroom
- Goal is designed for a specific student and is determined by the competency chosen
- Based on self/family/class assessment of competency
- Not based on teacher evaluation

Examples of Core Competency Assessment

- Student/ Family self assessments
- Class-wide self assessment
- Individual conferencing
- Family conferencing

Only the assess the competencies targeted

Self/ Family Self Assessment



BC Core Competencies 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			

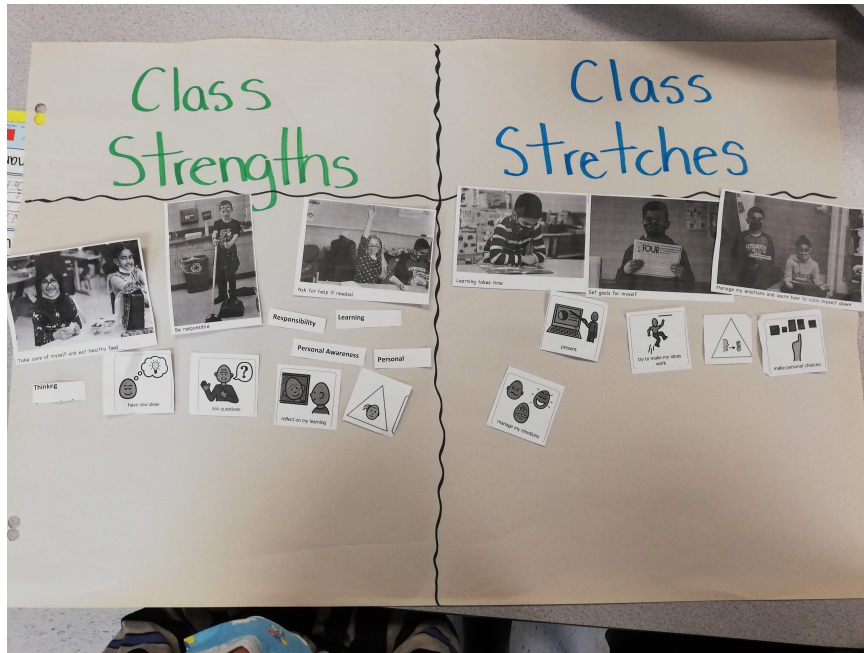
	I can do this*	I want to keep working on this	This is my next step!
Personal Values and Choices			
I can tell what is important to me			
I can explain what my values are and how they affect choices I make			
I can tell how some important aspects of my life have influenced my values			
I understand how 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 meeting this goal in multiple ways



Class Wide Self Assessments



Community Competency Goal Planner

Student Name: Kevin Date: May 17, 2019

Class Chosen Inclusive Purpose	Personal		
Class Chosen Core Competency	Personal Awareness & Responsibility		
Individually Chosen Core Competency Goal	I feel confident about this	I feel like I need to keep practicing	I feel like this is an area where I need support
• I can accomplish a goal that I set	✓		
• I can show a sense of accomplishment and joy		✓	
• I can celebrate my efforts and accomplishments		✓	
• I can connect actions with both positive and negative consequences and can make <u>adjustments</u>		✓	
• I can persevere through a challenging task	✓		
• I can advocate for myself and my ideas	✓		
• I can imagine and work to make change in myself and the world	✓		

The core competency goal(s) I want to work on this term is:

Setting goals

(Circle the words in that are important and help you or others understand your goal)

What are some actions I can take to work on this goal at school? At home? In my community?

• doing my work

• listening

• _____

• _____

Student & Family Conferencing

Core Competencies "I can" Statements Aligned to Inclusive Lenses

Increase in complexity

	Personal Purpose			Social Purpose		Intellectual/Learning Purpose	
	Personal & Social Competencies			Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	<p>PAR 1a) I can show a sense of accomplishment and joy</p> <p>PAR 1b) I can express needs and wants and preferences</p> <p>PAR 1c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR1c) I can help and be kind</p> <p>SAR1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 1a) I can respond meaningfully to communication from peers and adults</p>	<p>CRI 1a) I can get ideas when I play</p> <p>CRI 1b) I can get ideas when I use my senses to explore</p> <p>CRT 1c) I can have fun when I use my ideas to play</p> <p>CRT 1d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>
Profile 2	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2b) I can celebrate my efforts and accomplishments</p> <p>PAR 2c) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2d) I can give evidence of my learning</p> <p>PAR 2e) I can recognize and/or explain my role in learning activities</p> <p>PAR 2f) I can participate in activities that support my wellbeing</p> <p>PAR 2g) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM 2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build out other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build out other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>
Profile 3	<p>PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction</p> <p>PAR 3b) I can work towards a goal and/or solving a problem</p> <p>PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions</p> <p>PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments</p> <p>PAR 3e) I can accept feedback</p> <p>PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being</p>	<p>PPC 3a) I can identify my individual characteristics</p> <p>PPC 3b) I can explain what interests me</p> <p>PPC 3c) I can describe different groups that I belong to</p>	<p>SAR 3a) I can build and sustain relationships</p> <p>SAR 3b) I can share my feelings in my relationships</p> <p>SAR 3c) I can contribute to group activities that make my classrooms, school, community and/or natural world a better place</p> <p>SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies</p> <p>SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know</p> <p>SAR 3f) I can explain why something is fair or unfair</p>	<p>COL 3a) I can take on different roles and task in the group and work respectfully and safely in our shared space</p> <p>COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included</p> <p>COL 3d) I can work with others to achieve a common goal and can evaluate our group processes and results</p>	<p>COM 3a) I can participate in conversations for a variety of purposes</p> <p>COM 3b) I can listen and respond to others</p> <p>COM 3c) I can consider my purpose when I am choosing a form and content</p> <p>COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practices</p> <p>COM 3e) I can gather the information I need and present it</p>	<p>CRT 3a) I can ask open-ended questions, explore and gather information</p> <p>CRT 3b) I can experiment purposefully to develop options</p> <p>I can contribute to and use criteria</p> <p>CRT 3c) I can describe my thinking and how it is changing</p> <p>CRT 3d) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions</p> <p>CRT 3e) I can establish goals individually with others</p> <p>CRT 3f) I can connect my learning with my experiences, efforts and goals</p> <p>CRT 3g) I can give and receive constructive feedback</p>	<p>CRE 3a) I can generate new ideas as I pursue my interests</p> <p>CRE 3a) I can deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new ideas about it</p> <p>CRE 3a) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tries</p> <p>CRE 3a)</p>
Profile 4	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths & stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 4h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe ways that I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classrooms, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust our plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I am an active listener ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately for quieting my mind so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>

Example Geeshan: Determining Goal

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Critical Thinking
Step 3. Goal	I <u>can</u> participate in activities that support my well-being	I <u>can</u> respond meaningfully to communication from peers and adults	I <u>can</u> use my senses to explore

- Through conferencing, Geeshan and his family did an assessment of specific goals at the IEP meeting and chose one goal for each competency

Student & Family Conferencing


Core Competencies "I can" Statements Aligned to Inclusive Lenses

Increase in complexity

	Personal Purpose			Social Purpose		Intellectual/Learning Purpose	
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	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	<p>PAR 1a) I can show a sense of accomplishment and joy</p> <p>PAR 1b) I can express needs and wants and preferences</p> <p>PAR 1c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR1c) I can help and be kind</p> <p>SAR1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 1a) I can respond meaningfully to communication from peers and adults</p>	<p>CRI 1a) I can get ideas when I play</p> <p>CRI 1b) I can get ideas when I use my senses to explore</p> <p>CRT 1c) I can have fun when I use my ideas to play</p> <p>CRT 1d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>
Profile 2	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2b) I can celebrate my efforts and accomplishments</p> <p>PAR 2c) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2d) I can give evidence of my learning</p> <p>PAR 2e) I can recognize and/or explain my role in learning activities</p> <p>PAR 2f) I can participate in activities that support my wellbeing</p> <p>PAR 2g) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM 2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRE 2b) I can make predictions</p> <p>CRT 2c) I can use my senses to gather information</p> <p>CRT 2d) I can explore with a purpose and use what I learn</p> <p>CRT 2e) I can communicate something about my thinking</p> <p>CRT 2f) I can contribute to and/or use criteria</p> <p>CRT 2g) I can find evidence</p> <p>CRT 2h) I can make a judgment based on evidence</p> <p>CRT 2j) I can reflect on my work and experiences and communicate to others what I learned</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build out other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>
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Profile 4	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths & stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 4h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe way that I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classrooms, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust our plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I am an active listener ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately for quieting my mind so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>

Geeshan – family assessment through conferencing


Core Competencies "I can" Statements Aligned to Inclusive Lenses



	Personal Purpose			Social Purpose		Intellectual/Learning Purpose	
	Personal & Social Competencies			Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
Profile One							
Profile 2							
Profile 3							
Profile 4							

Geeshan


Core Competencies "I can" Statements Aligned to Inclusive Lenses



	Personal Purpose	Social Purpose	Intellectual/Learning Purpose		
	Personal & Social Competencies		Communication Competencies	Thinking Competencies	
	Personal Awareness & Responsibility		Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	PAR1 a) I can show a sense of accomplishment and joy PAR 1b) I can express needs and wants and preferences PAR 1c) I can recognize my emotions		COM 1a) I can respond meaningfully to communication from peers and adults	CRI 1a) I can get ideas when I play CRI 1b) I can get ideas when I use my senses to explore CRT 1c) I can have fun when I use my ideas to play CRT 1d) I can make my ideas work and/or I can change my what I am doing	
Profile 2					
Profile 3					
Profile 4					

Geeshan

Core Competencies "I can" Statements Aligned to Inclusive Lenses



	Personal Purpose	Social Purpose		Intellectual/Learning Purpose		
	Personal & Social Competencies		Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility			Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	PAR1 a) I can show a sense of accomplishment and joy PAR 1b) I can express needs and wants and preferences PAR 1c) I can recognize my emotions			CRI 1a) I can respond meaningfully to communication from peers and adults	CRI 1a) I can get ideas when I play CRT 1d) I can get ideas when I use my senses to explore CRT 1c) I can have fun when I use my ideas to play CRT 1d) I can make my ideas work and/or I can change my what I am doing	
Profile 2	PAR 2a) I can feel happy and proud PAR 2b) I know and can seek out experiences that make me feel happy and proud PAR 2b) I can celebrate my efforts and accomplishments PAR 2c) I can use strategies to help me manage my feelings and emotions PAR 2d) I can give evidence of my learning PAR 2e) I can recognize and/or explain my role in learning PAR 2f) I can participate in activities that support my wellbeing PAR 2g) I can describe how specific					
Profile 3						
Profile 4						

Example Nella: Determining Goal

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency		<ul style="list-style-type: none"> • Social Awareness & Responsibility 	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking
Step 3. Goal		I can solve problems myself and ask for help when I need it	<p>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans</p> <p>I can get new ideas or reinterpret others' ideas in novel ways</p>

- Through a student self assessment, Nella determined specific goals for the competency chosen

Nella: Student Self Assessment

Community Competency Goal Planner		Student Name: Nella John	Date: October 15, 2019
Inclusive Goal Area	Social	Core Competency	Social Awareness and Responsibility (P2)

Core Competency Goals	I feel confident	I feel like I need to keep practicing	I feel like I need support
• I can build relationships		X	
• I can work and play cooperatively	X		
• I can participate in activities to care for and improve my social and physical surroundings			X
• I can use materials respectfully	X		
• I can solve problems myself and ask for help when I need it			X
• I can listen to others' ideas and concerns		X	
• I can be part of a group and invite others to join		X	
• I can identify when something is unfair to me or others	X		

The core competency goal(s) I want to work on this term is:

I can solve problems myself and ask for help when I need it

High light the important words in your goal that will help you to understand it better.

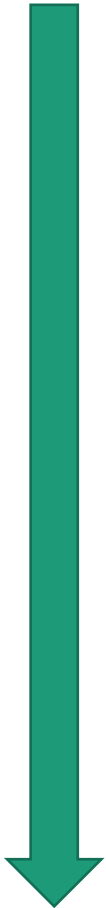
What are some actions I can take to work on this goal at school? At home? In my Community?

- I could try to practice what to say when I have a problem
- I could check in with Ms. A when I need so that I don't get too mad in the moment
- Ms. A and me could talk about what my problems are and how to solve them

Step 4: Determining Objectives

Core Competency Goals			
Step. 1 Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Self/ Family/ Class assessments of competency Specific facet of competency written as an “I can” statement Common goal for all students in class 		
Step 4. Objective(s)	<ul style="list-style-type: none"> Written as an action to the goal, i.e., I can (goal) by (objective) Specific to individual student 		

More specific to
Inclusive context



More specific to
individual student

- Objective specific to individual student need
- Draw on expertise of specialized staff/ consultants (i.e., SLP, OT, PT, LST etc.)
- Can be based on diagnostic assessment and recommendations for specific need areas (non-curricular)

Example Geeshan: Determining Objectives

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Critical Thinking
Step 3. Goal	<u>I can</u> participate in activities that support my well-being	<u>I can</u> respond meaningfully to communication from peers and adults	<u>I can</u> use my senses to explore
Step 4. Objective(s)	by engaging in activities with my friends and classmates	by making communication attempts through the exchange of pec symbols by sharing experiences between home and school	by interacting with a variety of hands-on learning materials in the context of group learning activities.

- Using feedback from Geeshan and his family, and the sample IEP objectives resource, the learning support teacher (LST) and the speech and language pathologist (SLP), constructed four objectives for Geeshan
- The LST connected with Geeshan and his family to review goals and get feedback
- Geeshan and family gave final approval of objectives

Sample Objectives for Core Competency IEP Goals

Goal Area		Personal
Core Competency		Personal Awareness & Responsibility
Code	Goal	Possible Objectives
PAR1a	I can show a sense of accomplishment and joy	<ul style="list-style-type: none"> by showing when I am joyful/happy on my face by showing I am joyful/happy with my body by showing that I am joyful/happy with words, pictures, symbols or objects by showing that I have completed a job or task
PAR1b	I can express my needs, wants and preferences	<ul style="list-style-type: none"> by showing what I like/do not like using words, pictures, symbols and/or objects by showing what I want using words, pictures, symbols and/or objects by showing what I need using words, pictures, symbols and/or objects
PAR1c	I can recognize emotions	<ul style="list-style-type: none"> by seeing pictures or videos of myself or others and identifying the emotion by showing what emotion I am feeling with words, pictures, symbols or objects
PAR2a	I can feel happy and proud	<ul style="list-style-type: none"> by identifying what makes me happy by identifying what I am interested in by identifying what I am good at/ my strengths by showing some thing I did, that I am proud of
PAR 2b	I can seek out experiences that make me feel happy and proud	<ul style="list-style-type: none"> by choosing activities that make me feel happy/ interested by choosing activities that I am good at/ make me feel proud
PAR2c	I can celebrate my efforts and accomplishments	<ul style="list-style-type: none"> by completing activity that is hard for me, and then choosing an activity that I love to do by completing an activity on my own by sharing with others something that I did that I am proud of
PAR2d	I can use strategies that help me manage my feelings and emotions	<ul style="list-style-type: none"> by recognizing when I do not feel content or ready to engage with others by trying out different tools and actions that can help me feel more content and ready to engage with others by choosing which tools and actions I need to help me feel content and ready to engage by using a tool or a strategy when I need to feel more content and ready to engage

PAR2e	I can create evidence of my learning	<ul style="list-style-type: none"> by engaging in different learning tasks and activities by taking pictures/videos of my learning by sharing my learning using words, pictures, symbols and/or objects by identifying when I am meeting a goal by choosing my favourite pieces of evidence of how I met a goal by collecting different kinds of evidence of meeting a goal
PAR2f	I can recognize and/ or explain my role in learning activities	<ul style="list-style-type: none"> by showing that I am ready to learn and engage with peers by sitting beside and learning with a peer by join a small learning group with my peers by engaging in learning activities in my whole class by helping my friends/classmates with their learning by showing that I am listening when I am learning with my peers by sharing my learning with my peers
PAR2g	I can participate in activities that support my well-being and share how they help me	<ul style="list-style-type: none"> by discovering what I like and do not like by engaging in activities with my friends and classmates by showing/making choices in a safe way about what I like/want/need by showing/making choices in a safe way about what I do not like/want/need by following instructions and listening to people I trust

Sample Objectives for Core Competency IEP Goals

Goal Area		Personal
Core Competency		Personal Awareness & Responsibility
Code	Goal	Possible Objectives
PAR1a	I can show a sense of accomplishment and joy	<ul style="list-style-type: none"> by showing when I am joyful/happy on my face by showing I am joyful/happy with my body by showing that I am joyful/happy with words, pictures, symbols or objects by showing that I have completed a job or task
PAR1b	I can express my needs, wants and preferences	<ul style="list-style-type: none"> by showing what I like/do not like using words, pictures, symbols and/or objects by showing what I want using words, pictures, symbols and/or objects by showing what I need using words, pictures, symbols and/or objects
PAR1c	I can recognize emotions	<ul style="list-style-type: none"> by seeing pictures or videos of myself or others and identifying the emotion by showing what emotion I am feeling with words, pictures, symbols or objects
PAR2a	I can feel happy and proud	<ul style="list-style-type: none"> by identifying what makes me happy by identifying what I am interested in by identifying what I am good at/ my strengths by showing some thing I did, that I am proud of
PAR 2b	I can seek out experiences that make me feel happy and proud	<ul style="list-style-type: none"> by choosing activities that make me feel happy/ interested by choosing activities that I am good at/ make me feel proud
PAR2c	I can celebrate my efforts and accomplishments	<ul style="list-style-type: none"> by completing activity that is hard for me, and then choosing an activity that I love to do by completing an activity on my own by sharing with others something that I did that I am proud of
PAR2d	I can use strategies that help me manage my feelings and emotions	<ul style="list-style-type: none"> by recognizing when I do not feel content or ready to engage with others by trying out different tools and actions that can help me feel more content and ready to engage with others by choosing which tools and actions I need to help me feel content and ready to engage by using a tool or a strategy when I need to feel more content and ready to engage

PAR2e	I can create evidence of my learning	<ul style="list-style-type: none"> by engaging in different learning tasks and activities by taking pictures/videos of my learning by sharing my learning using words, pictures, symbols and/or objects by identifying when I am meeting a goal by choosing my favourite pieces of evidence of how I met a goal by collecting different kinds of evidence of meeting a goal
PAR2f	I can recognize and/ or explain my role in learning activities	<ul style="list-style-type: none"> by showing that I am ready to learn and engage with peers by sitting beside and learning with a peer by join a small learning group with my peers by engaging in learning activities in my whole class by helping my friends/classmates with their learning by showing that I am listening when I am learning with my peers by sharing my learning with my peers
PAR2g	I can participate in activities that support my well-being and share how they help me	<ul style="list-style-type: none"> by discovering what I like and do not like by engaging in activities with my friends and classmates by showing/making choices in a safe way about what I like/want/need by showing/making choices in a safe way about what I do not like/want/need by following instructions and listening to people I trust

Example Nella: Determining Objectives

Core Competency Goals			
Step 1. Goal Area	Social	Intellectual	
Step 2. Competency	<ul style="list-style-type: none"> Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking 	<ul style="list-style-type: none"> Critical Thinking
Step 3. Goal	I can solve problems myself and ask for help when I need it	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans	I can get new ideas or reinterpret others' ideas in novel ways
Step 4. Objective(s)	by maintaining regular check ins with Ms. A and other people on my team	by using strategies for accessing prior knowledge to support new learning	by using my artistic skills to help me express my learning

- Using feedback from Nella and her family, referring to her Psycho-educational report and other level B assessments, the learning support teacher (LST) and the counsellor, collaborated to construct three objectives for Nella
- The LST connected with Nella and her family to review goals and objectives and get feedback
- Nella and family gave final approval of objectives

5. Determine Strategies

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Specific facet of competency written as an “I can” statement Common goal for all students in class 		
Step 4. Objective(s)	<ul style="list-style-type: none"> Written as an action to the goal, i.e., I can (goal) by (objective) Specific to individual student 		
Step 5. Strategies	<ul style="list-style-type: none"> Utilizes interests & strengths of individual student Specific activities & actions suggested to meet the goal 		

Example Geeshan: Determining Strategies

Core Competency Goals				
Step 1. Goal Area	Personal	Social		Intellectual
Step 2. Competency	Personal awareness & Responsibility	Communication		Critical Thinking
Step 3. Goal	<u>I can</u> participate in activities that support my well-being	<u>I can</u> respond meaningfully to communication from peers and adults		<u>I can</u> use my senses to explore
Step 4. Objective(s)	by engaging in learning activities with my friends and classmates	by making communication attempts through the exchange of pec symbols	by sharing experiences between home and school	by interacting with a variety of hands-on learning materials in the context of group learning activities.
Step 5. Strategies	Teach peers to invite and interact with G during learning activities Include a variety of access points within instruction Use differentiated instruction methods Include hands-on component in lessons Strategic pairings of students Repetition Bin System	Teach peers how to use symbols Opportunities to practice P.E.Cs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines	Have prompts for family about the day in the home/school communication book	Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling Repetition

- Referring to the recommendations on Geeshan's Psycho-Ed Report and other Level B assessments, and the strengths and interests on Geeshan's student profile, The LST, SLP and listed possible strategies to support Geeshan's classroom teachers

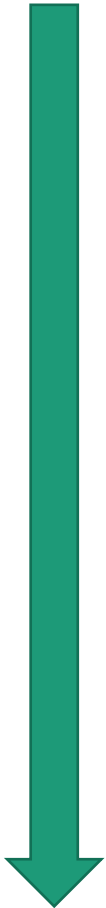
Example Nella: Determining Strategies

Core Competency Goals			
Step 1. Goal Area	Social	Intellectual	
Step 2. Competency	Social Awareness & Responsibility	Creative Thinking	Critical Thinking
Step 3. Goal	<u>I can</u> solve problems myself and ask for help when I need it	<u>I can</u> gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans	<u>I can</u> get new ideas or reinterpret others' ideas in novel ways
Step 4. Objective(s)	by maintaining regular check ins with Ms. A and other people on my team	by using strategies for accessing prior knowledge to support new learning	by using my artistic skills to help me express my learning
Step 5. Strategies	Schedule time with counsellor (Ms. A) Regular check-ins with RT (Ms. C) Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport	Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan	Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects

- Referring to the recommendations on Nella's Psycho-Ed Report and other Level B assessments, and the strengths and interests on Nella's student profile, The LST and the counsellor listed possible strategies to support Nella's classroom teacher

5. Determine Strategies

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> Personal awareness & Responsibility Positive Personal Identity & Culture 	<ul style="list-style-type: none"> Communication Collaboration Social Awareness & Responsibility 	<ul style="list-style-type: none"> Critical Thinking Creative Thinking
Step 3. Goal	<ul style="list-style-type: none"> Specific facet of competency written as an “I can” statement Common goal for all students in class 		
Step 4. Objective(s)	<ul style="list-style-type: none"> Written as an action to the goal, i.e., I can (goal) by (objective) Specific to individual student 		
Step 5. Strategies	<ul style="list-style-type: none"> Utilizes interests & strengths of individual student Specific activities & actions suggested to meet the goal 		

What does the IEP look like?

Core Competency Goals			
Competency	Common to all students in jurisdiction	IEP Goal	" I can...." statement Common to all students in inclusive class
Objective 1A	"by..." Determined based on specific needs of individual student	Instructional Strategies	Includes individual student identities, interests & strengths Implemented universally when possible
Objective 1B	"by..." Determined based on specific needs of individual student	Instructional Strategies	Includes student individual identities, interests & strengths Implemented universally when possible

What does the IEP look like?

Core Competency Goals			
Competency		IEP Goal	
Objective 1A		Instructional Strategies	
Objective 1B		Instructional Strategies	

Geeshan's Core Competency Goals

Core Competency Goals			
Competency	Communicating	IEP Goal 1	I respond meaningfully to communication from peers and adults
Objective 1A	by making communication attempts through the exchange of pec symbols		Instructional Strategies Opportunities to practice PECs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines
Objective 1B	by sharing experiences between home and school		Instructional Strategies Have prompts for family about the day in the home/school communication book

Competency	Critical Thinking and Reflective Thinking	IEP Goal 2	I can use my senses to explore
Objective 2A	by interacting with a variety of hands-on learning materials in the context of group learning activities.		Instructional Strategies Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling Repetition

Competency	Personal Awareness and Responsibility	IEP Goal 3	I can participate in activities that support my well-being by
Objective 3A	by engaging in group learning activities, with my friends and classmates		Instructional Strategies Include a variety of access points within instruction Use differentiated instruction methods Include hands-on component in lessons Strategic pairings of students Repetition Bin System

Nella's Core Competency Goals

Core Competency Goals			
Competency	Social Awareness and Responsibility	IEP Goal 1	I can solve problems myself and ask for help when I need it
Objective 1A	by maintaining regular check ins with Ms. A, and other people on my team		Instructional Strategies Schedule time with counsellor (Ms. A) Regular check-ins with RT (Ms. C) Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport

Competency	Critical Thinking and Reflective Thinking	IEP Goal 2	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans
Objective 2A	by using strategies for accessing prior knowledge to support new learning		Instructional Strategies Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan

Competency	Creative Thinking	IEP Goal 3	I can get new ideas or reinterpret others' ideas in novel ways
Objective 3A	by using my artistic skills to help me express my learning		Instructional Strategies Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects

Ben's Core Competency Goals

Core Competency Goals			
Competency	Personal Awareness & Responsibility	IEP Goal 1	I can show a sense of accomplishment and joy by...
Objective 1A	showing when I am happy		Instructional Strategies Take photos, videos of B when he is happy, match to activity or event
Objective 1B	celebrating when I have worked hard		Instructional Strategies Have Ben choose something he is proud of every day, share with parents in communication journal

Competency	Communication	IEP Goal 2	I can respond to peers and adults by...
Objective 2A	using my voice to ask and answer direct questions		Instructional Strategies Prepare iPad with common and preferred responses and questions, teach peers how to use it, have peers' model
Objective 2B	showing that I am listening with my whole body		Instructional Strategies Teach peers prompt for full body listening and provide visuals, teach B to look at peers as reference when it is time to listen

Competency	Critical Thinking	IEP Goal 3	I can explore materials and actions by...
Objective 3A	trying out new activities		Instructional Strategies Choice of centers (of 2), keep track of centers tried, celebrate the trying of new activities, take pictures, make a "I can try new things" book
Objective 3B	using my senses to explore		Instructional Strategies Visuals of senses connected to centers

Kevin's Core Competency Goals

Competency Goals			
Competency Area	Personal Awareness & Responsibility	Competency IEP Goal 1	I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...
Objective 1A	setting a goal to accomplish a task		Instructional Strategies Scaffolding S. Ward strategy "get ready, do, done," graphic organizers
Objective 1B	persevering when a task gets challenging		Instructional Strategies Connecting activities to interest, choice of supports and strategies, model options when he gets stuck, Premack activities
Objective 1C	celebrating my efforts and accomplishments		Instructional Strategies Sharing what is he proud of with peers, teachers and parents, verbal check ins F. Brownlie strategy "what's working, what's next?" Celebrating big when K meets a goal he sets

Competency Area	Social Awareness & Responsibility	Competency IEP Goal 2	I can interact with others and my surroundings respectfully by...
Objective 2A	solving problems myself and asking for help when I need it		Instructional Strategies Bank of taught strategies when stuck, social stories, comic book conversations, subtle post-it-note cueing system when he needs help
Objective 2B	building relationships and working and playing cooperatively		Instructional Strategies Strategic peers grouping, coach peers how to interact and respond, share successes with peers

Competency Area	Communication	Competency IEP Goal 3	I can communicate with peers and adults by...
Objective 3A	talking and listening to people I know		Instructional Strategies Offer choice to check in with Mr. Mohar, mini conferences with Ms. Feetham and Ms. Rhee
Objective 3B	communicating for a purpose		Instructional Strategies Time to share learning in class with peers, scaffolds to organize thinking prior to sharing activities, celebrations with the class

How to Co-Construct Core Competency IEP Goals

Process	Who	What	When	How
Step 1: Choose goal area(s) on the Student Profile	Student and/or family/ caregivers	<ul style="list-style-type: none"> Chooses goal areas (personal/ social and/or intellectual) on the Student Profile 	<ul style="list-style-type: none"> Student Profile occurs before an IEP meeting Student Profile is brought to the IEP meeting 	<ul style="list-style-type: none"> Student Profile can be done as a student or family conference, or a class wide activity Strategies such as the “Who am I?” Profile and the Student Dimension Inventory
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> Guide student/family through student profile process Collaborate with classroom teacher(s) to guide class through process 		
Step 2: Decide core competencies to target	Student and/or family/ caregivers	<ul style="list-style-type: none"> Chooses competencies based on which goal areas were chosen 	<ul style="list-style-type: none"> Competencies are often chosen at an IEP meeting Can also be chosen by the student during a class-wide activity that is brought to IEP meeting 	<ul style="list-style-type: none"> Use Core Competency overview graphics Do not show too much information at once
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> Walks student and/or family through process Collaborate with classroom teacher(s) to guide class through process 		
Step 3: Determine IEP goals (“I can...”)	Student and/or family/ caregivers	<ul style="list-style-type: none"> Self/ family assessment of specific competency chosen Choose 3-5 “I can” goal statements based on self/ assessment 	<ul style="list-style-type: none"> Assessment can be done at an IEP meeting Can also be done after IEP meeting in a student conference or Can also be done by the student during a class-wide activity that is brought to or added to information from an IEP meeting 	<ul style="list-style-type: none"> Use various self assessment formats including, self assessments with words/pictures, class wide activities e.g., sorting, voting, reflecting Goals at a glance core competency overview Do not show too much information at once
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> Guide student and/or family through self assessment process Collaborate with classroom teacher(s) to guide class through self assessment process 		
	Classroom Teacher(s)	<ul style="list-style-type: none"> Embed Core Competency IEP goals in competency planning and instruction for the whole class 		

How to Co-Construct Core Competency IEP Goals

Process	Who	What	When	How
Step 4: Determine objectives ("by...")	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.)	<ul style="list-style-type: none"> Collaborate to determine 1-2 objectives for each goal Review objectives with student and family to get feedback/ stamp of approval Translate objectives into student/family friendly language as needed 	<ul style="list-style-type: none"> Occurs after IEP meeting 	<ul style="list-style-type: none"> Refer to psycho-educational and other assessments to identify specific needs/ stretch areas to address Core competency objectives re not curricular Connect with specialist staff and consultants to support the creation of objectives refer to/ create sample objectives where needed
	Student and/or family/ caregivers	<ul style="list-style-type: none"> Review objectives and give feedback. Approval of objectives 		
Step 5: Determine strategies	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.), Educational Assistants (EA)	<ul style="list-style-type: none"> Collaborate to determine some possible strategies for each objective Ask for feedback from student and family about possible strategies Collaborate with classroom teacher about how to implement strategies in universal ways when possible Collaborate with support staff as needed to ensure clear communication 	<ul style="list-style-type: none"> Occurs after IEP meeting 	<ul style="list-style-type: none"> Refer to psycho-educational and other assessments to identify recommendations Draw from interests, identities and strengths on student profile
	Student and/or family/ caregivers	<ul style="list-style-type: none"> Review strategies and give ideas and feedback about what works/ doesn't work 		
	Classroom Teachers	<ul style="list-style-type: none"> Embed strategies universally when possible Collaborate with LST Collaborate with support staff as needed to ensure clear communication 		

How can we create **core competency-based IEP goals** in ways that 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?



Inclusive & Competency Based IEPs

Slides: www.blogsomemoore.com