



Inclusive & Competency Based IEPs

Session 9: Capturing & Assessing Authentic Evidence

Katie White



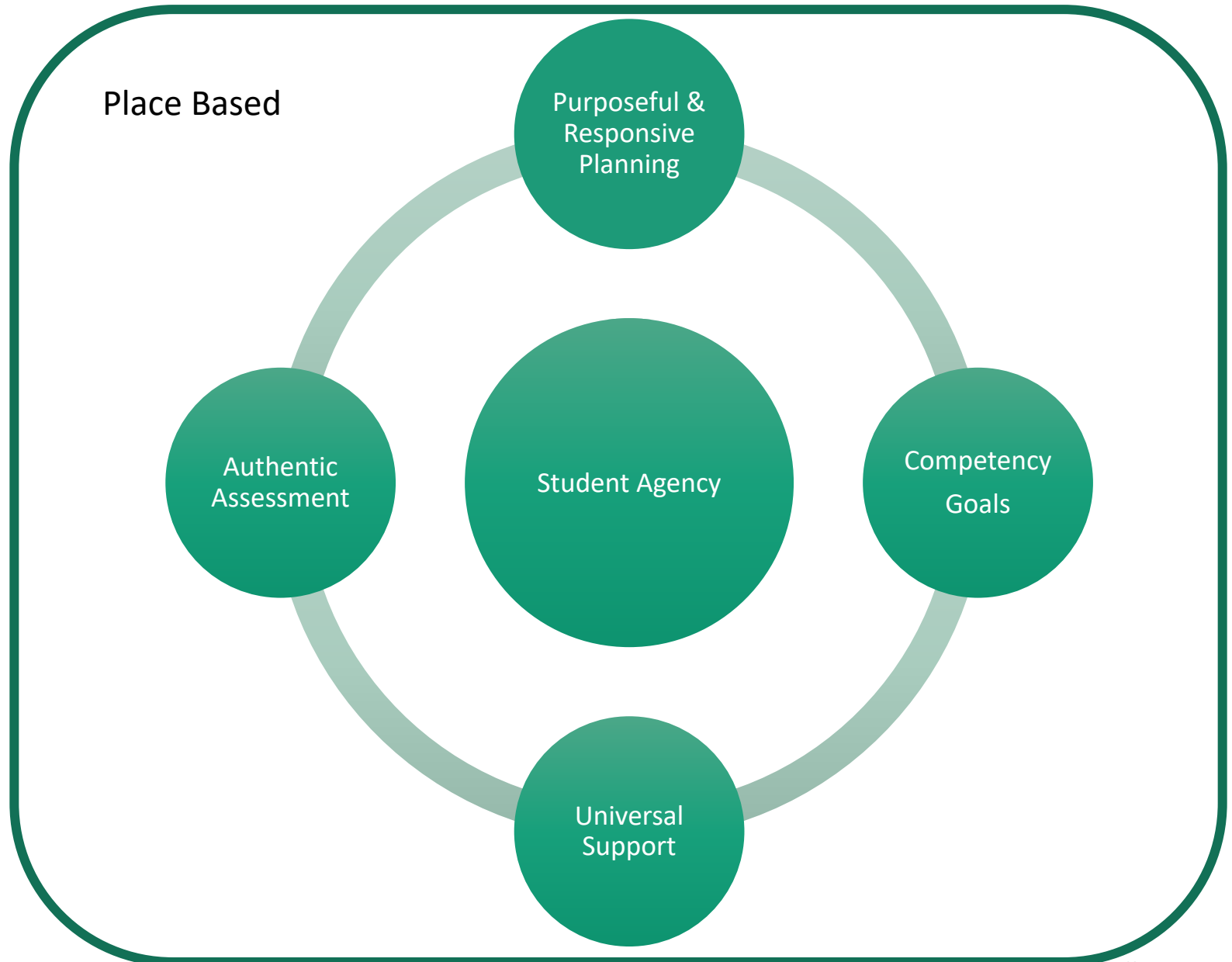
Katie White spends her days working to transform the educational experience for teachers and students. She has been an integral part of her own school system's multi-year journey through educational reform and has assisted systems worldwide in their work toward approaches that honour learning relationships. She has a passion for helping educators develop a personalized understanding of the connections between curriculum, assessment, and instruction and creative approaches for reaching and teaching every single learner in every single classroom.

In living out this passion, she not only works within her system, but serves as an educational consultant and author for Solution Tree. Her sense of humor and responsive approach to adult learning makes her a sought-after professional support for systems and schools. In addition, she is a co-moderator of the well-known #ATAssessment Twitter chat and she is on the board of the Canadian Assessment for Learning Network. Last but not least, she is an online teacher of high school ELA.

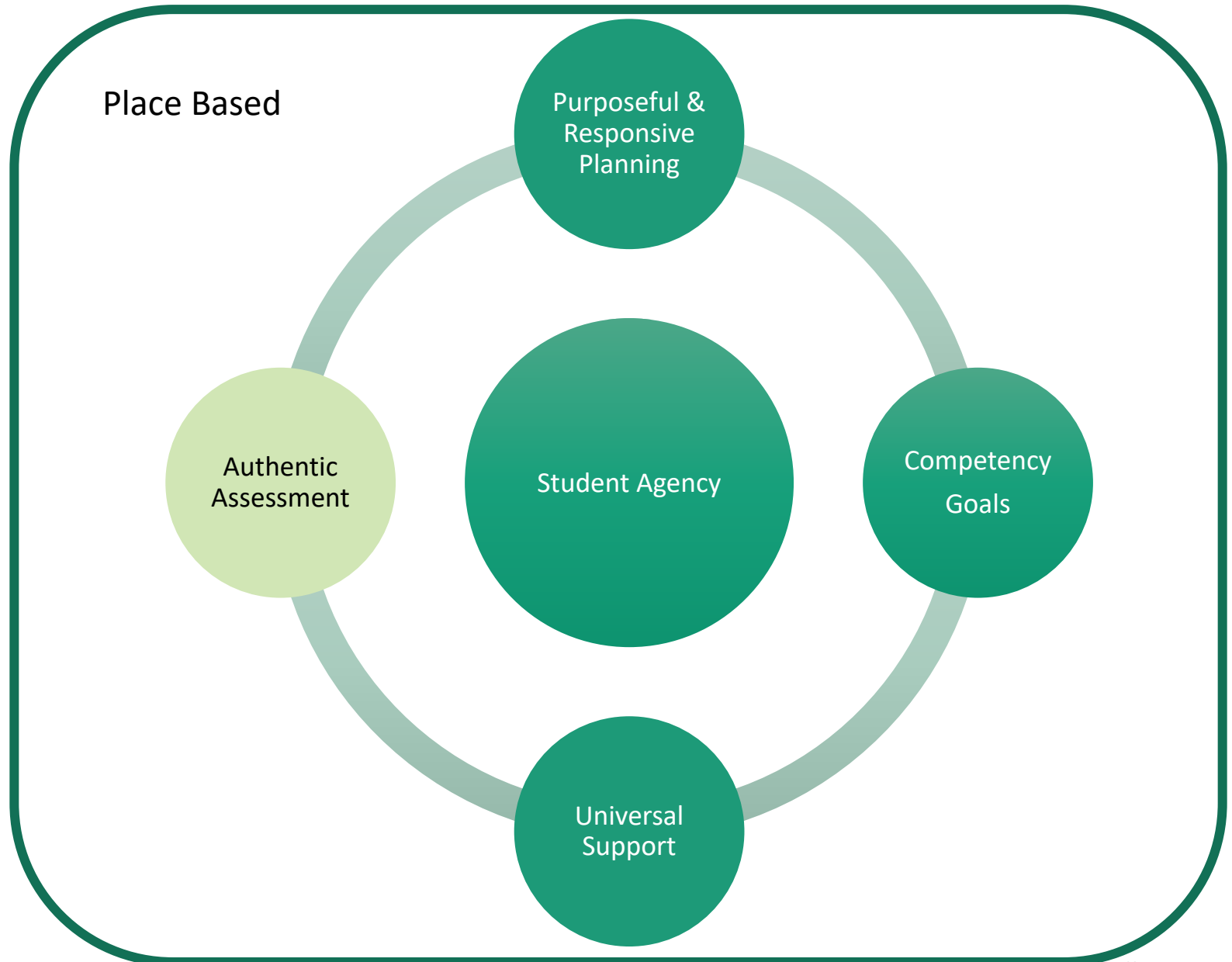
Softening the Edges: Assessment Practices that Honor K-12 Teachers and Learners

Unlocked: Assessment as the Key to Unlocking Everyday Creativity in the Classroom are her first two books. A third and fourth book are “in the works”.

Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Today's Session

- What is **authentic evidence**?
- How do we **capture & assess authentic evidence**?
- How to connect **authentic evidence** to an I & CB IEP?
- How can we inclusively **capture & assess authentic evidence** in ways that support the development of student agency and self-determination?

What is authentic evidence?

S.M.A.R.T. Goals

S - Strength Based

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

M - Meaningful

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

A - Authentic

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

R - Responsive

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

T - Triangulated

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

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

A - Authentic Goals

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

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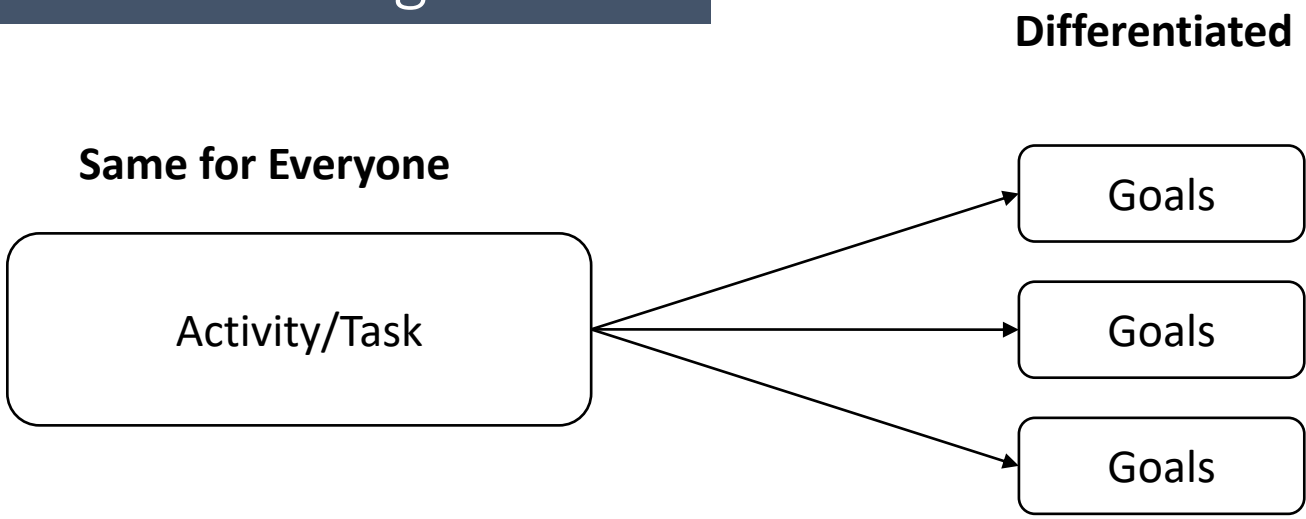
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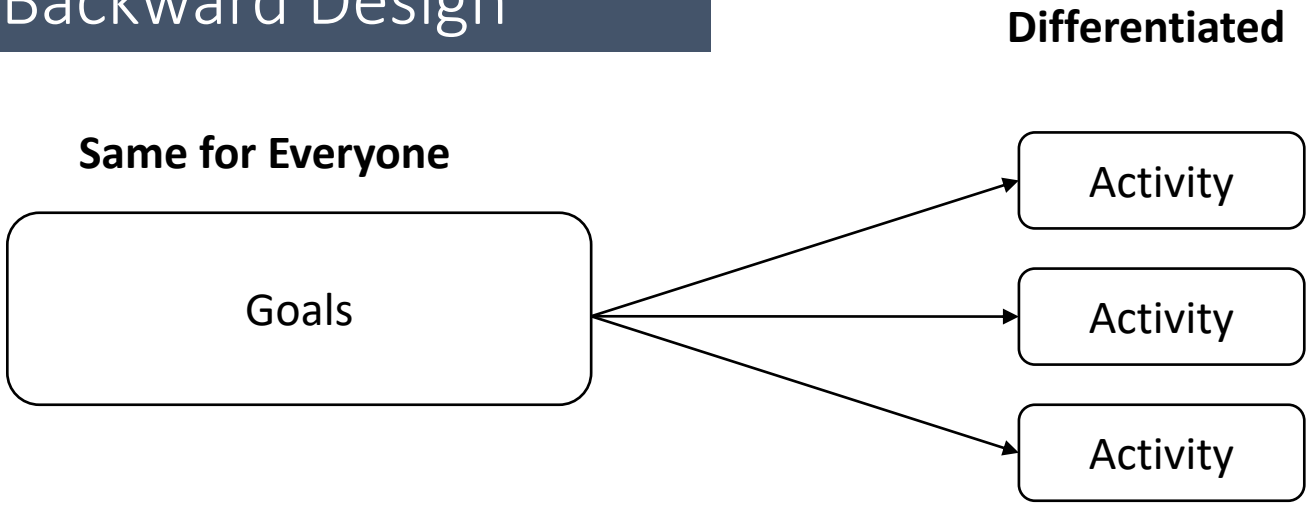
Backwards Design Big Ideas:

- Every curriculum/IEP has **goals**
- We **target goals** in every **unit/IEP**
- We organize **goals** around a **big ideas/questions**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

Forward Design



Backward Design



How can we capture &
assess authentic evidence?

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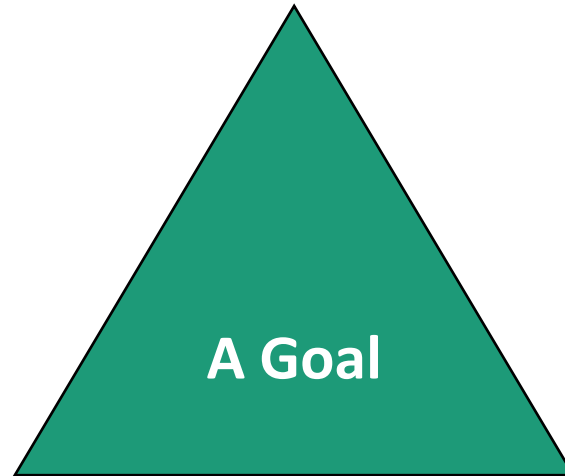
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T - Triangulated Evidence



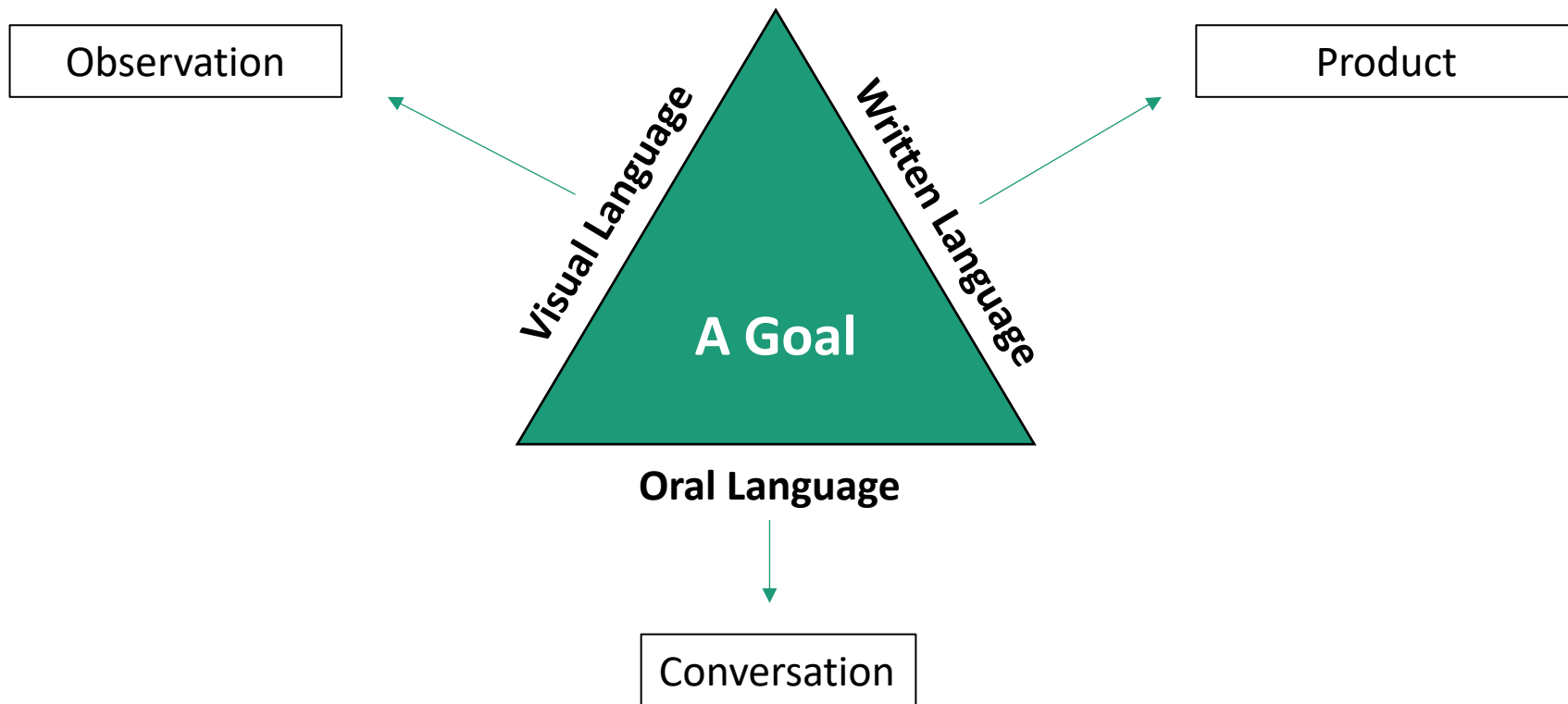
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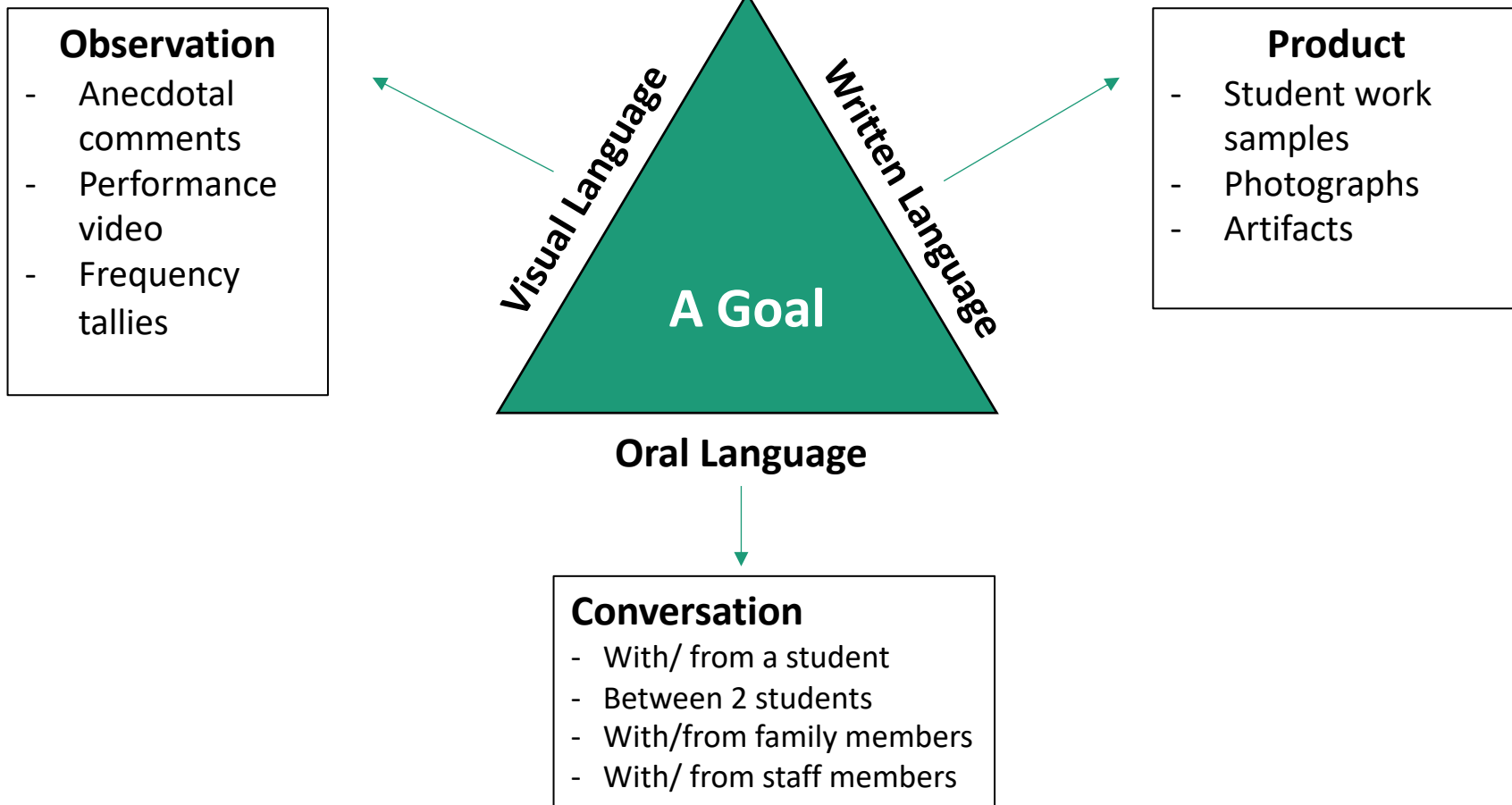
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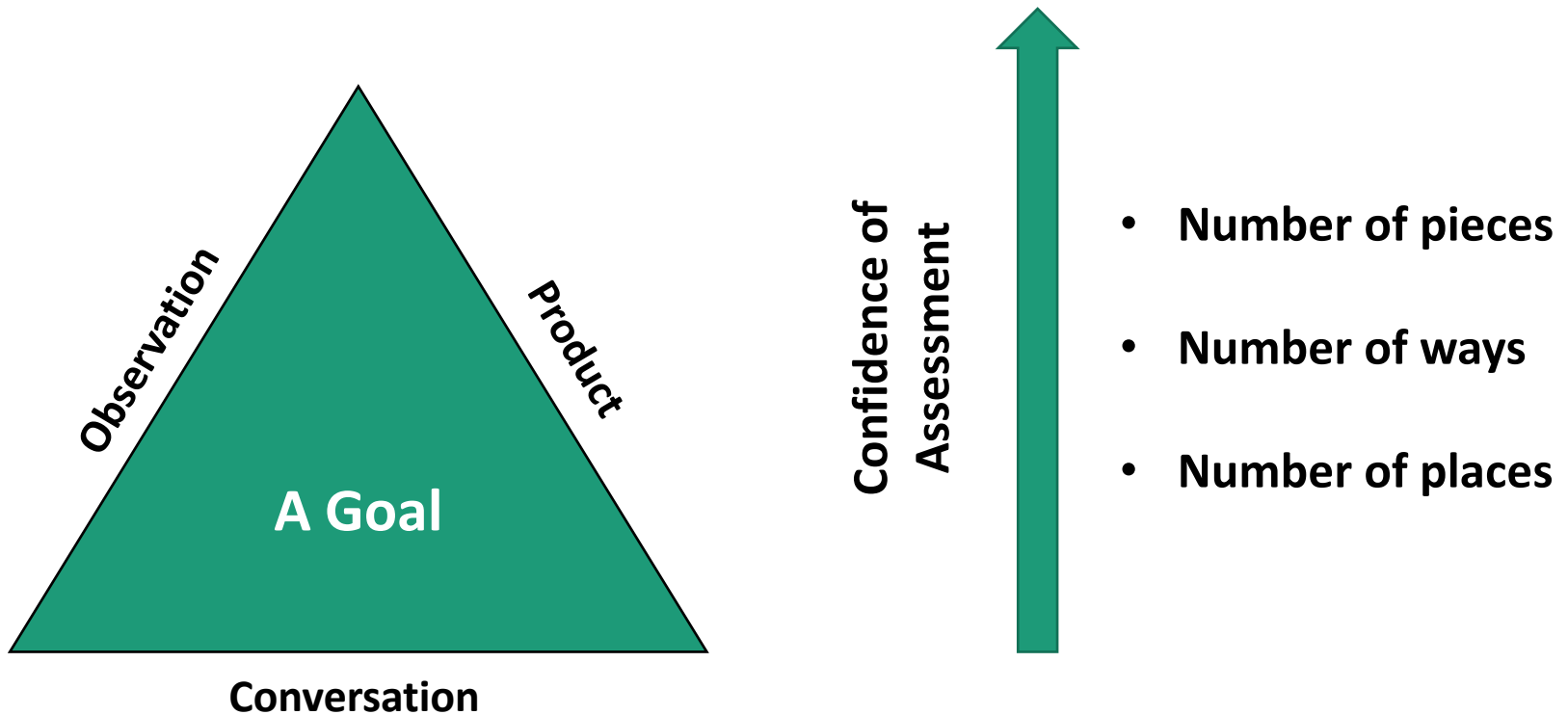


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Supporting student, families & teams to collect:

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

How to connect **authentic evidence** to an I & CB IEP?

Strategy: IEP Evidence Log

IEP Evidence Log for: _____

School Year: _____

Term: _____

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

Strategy IEP Evidence Log: Core Competency

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

Strategy IEP Evidence Log: Curricular & Content

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

Examples: Core Competency Goals

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Example



Video: Observation

Student: Vinaj

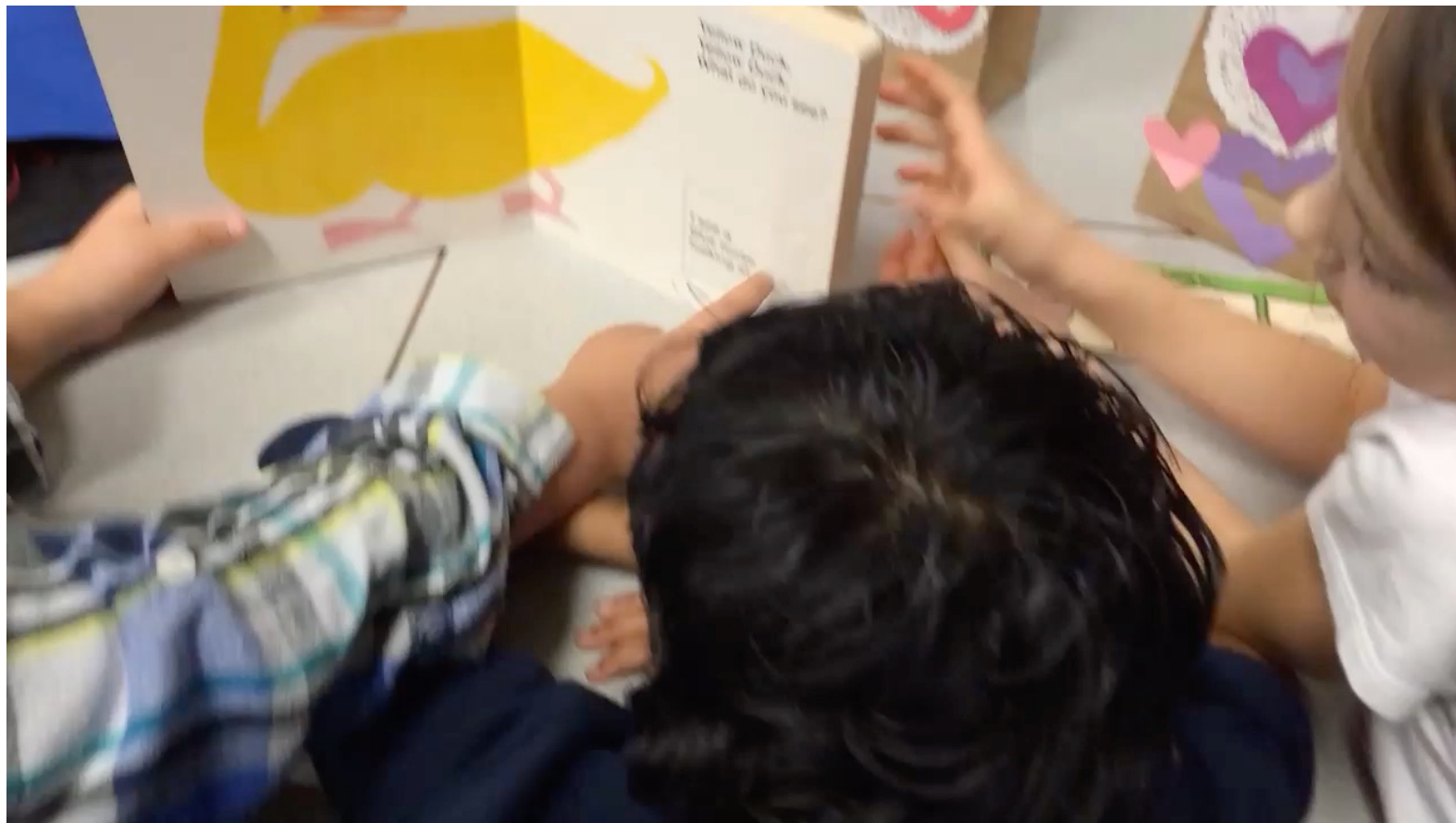
- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

IEP Goal

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

Core Competency-Based Goals

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

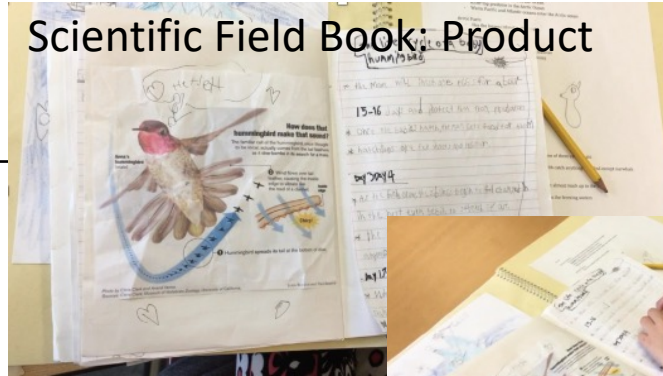


Core Competency Evidence Log

IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
10/19	Goal: I can be part of a group by Objective: choosing a buddy			✓		✓ ✓	✓	Digital portfolio, Evidence log
Comment	Classroom Teacher: VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day (observation) Conversation with student: I love when V chooses me! (conversation)							
10/19	Goal: I can be part of a group by Objective: taking turns		✓			✓	✓	Digital portfolio
Comment	Classroom Teacher: VG is great at choosing his buddies for reading. We are going to try and get him to choose his buddies for Phys Ed next (conversation)							

Example

Scientific Field Book: Product



Student: TS

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



Video: Conversation



IEP Goal

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

Core Competency Evidence Log

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

Example

Video: Observation



Student: ML

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

IEP Goal

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

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Core Competency Evidence Log

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

Progress

I can do this...

Type of evidence

Date Goal & Objective

I need a new goal

I want to keep working on this goal

I met this goal! I am ready for the next challenge

product

observation

conversation

Location

05/19

Goal: I can ask and respond to simple, direct questions by

Objective: using my AAC device to answer questions about where I like to sit in my classroom

✓

✓

✓

Video portfolio, Evidence log

Comment

Conversation with SLP: ML is using AAC to answer yes and no questions, I think we should shift this goal to naming different classroom locations to work (conversation)

05/19

Goal: I can ask and respond to simple, direct questions by

Objective: using my AAC device to name and locate classroom work locations

Comment

Examples: Curricular Competency Goals

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Example

Student: JK

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

IEP Goal

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

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Photo: Product



Video: Observation



Video: Observation



Curricular Competency Evidence Log

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

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

Example



Video/Book: Observation



Student: DY

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

IEP Goal

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

Book: Product



Photo: Product



Curricular Competency Evidence Log

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

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

How do you know when to move on?

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

Evidence

1. Goal:

Goal	Notes	Observation or Conversation	Date:	Captured by:

Evidence

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

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

Putting All Together

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How can we inclusively capture & assess authentic evidence in ways that support the development of student agency and self-determination?



School District #133	Inclusive Education Plan
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Student Details			
Student Name	Kevin N.	Primary Designation	Learning Disability
Grade	6	Additional Designation	Behaviour
Student Number	874930	IEP End of Year Review Date	June 15, 2020
Date of Birth		Case Manager	P. Rhee
Student Support Team		Role	
Mr. and Mrs. Nao		Parents	
W. Feetham		Classroom Teacher	
P. Mohar		Vice Principal	
Parent/Guardian Consultation Date			October 25, 2019

My Personal Profile	Link to Evidence: Student Profile in Portfolio (Ms. Rhee's Room 245)
My Identities	"I don't know" * We are from Hong Kong; our faith is very important to us (Christianity)
My Interests	"I like video games, Pokémon" * K likes to be outside; he likes to build things
My Needs	"I need people to leave me alone" * K needs help to control his emotions + K needs choice and flexibility

My Learning Profile	Link to Evidence: Student Sample in Classroom		
* Thoughts from my family + Thoughts from school team	Personal	Social	Learning
My Strengths	"Things I can do by myself is reading, playing video games" * K is a great helper and loves to move, he cares very much about his family	"I play with my little brother a lot, and I play soccer on a team" * K is great at interacting with younger students and adults	"I like to learn about how to build things" * K is curious and has many interests, he loves creating, he is a strong reader and has great number sense
My Stretches	"Maybe I need to clean my room more, sometimes I get mad" * K needs support to regulate his emotions and behaviour, he gets frustrated and sometimes gives up easily	"I'm not sure, sometimes I get into fights, I guess" * we want to support K and his class to become supportive of each other, we are hoping we can connect him more to his peers	"I'm not good at school" * K needs support to persevere when he needs to work on activities that are challenging or not as interested in. K needs support producing evidence of learning

Areas I want to focus on this year



Competencies that can help me set 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
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Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Self Determination	Choice in task, supports, strategies and evidence of learning, choice of who to work with, teach to interests and strengths, teach skills of self determination	Self Determination	Choice of where to work (in class or out), preferential seating
Attention	Provide frequent breaks, task checklist, flexible seating, graphic organizers, visual task reference and daily schedule, small, short mini lessons	Attention	Preferential Seating, premack preferred and non-preferred activities
Social Emotional	Leadership opportunities and times to shine in front of peers, support safe and respectful sharing, class-wide instruction on how to respond to negative comments and behaviours	Social Emotional	Morning mentor check ins (Mr. Mohar), cueing system to let teacher know if K needs an adult or a break
Supplementary Plans		Date	
Safety Plan		September, 2019	
Behaviour Support Plan		June, 2019	

Competency Goals			
Competency Area	Personal Awareness & Responsibility	Competency IEP Goal 1	
Objective 1A	setting a goal and accomplishing it	Instructional Strategies	Scaffolding S. Ward strategy "get ready, do, done," graphic organizers
Competency Area	Social Awareness & Responsibility	Competency IEP Goal 2	
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	
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

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Self Determination	Choice in task, supports, strategies and evidence of learning, choice of who to work with, teach to interests and strengths, teach skills of self determination	Self Determination	Choice of where to work (in class or out), preferential seating
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Competency Goals			
Competency Area	Personal Awareness & Responsibility	Competency IEP Goal 1	I can be self-determined and self-regulated by...
Objective 1A	setting a goal and accomplishing it	Instructional Strategies	Scaffolding S. Ward strategy "get ready, do, done," graphic organizers
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

Using I & CB IEP to Plan for ALL: Backwards Design

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

New format (3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format (letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Using I & CB IEP to Plan for ALL

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Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Using an I & CB IEP to Create an Access Point

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Goal	Goal for ALL	Goal for MOST	Goal for FEW
being self determined	<ul style="list-style-type: none"> I can set a goal 	<ul style="list-style-type: none"> I can celebrate my efforts and accomplishments 	<ul style="list-style-type: none"> I can advocate for my myself and my ideas 	<ul style="list-style-type: none"> I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none"> I can accomplish a goal 	<ul style="list-style-type: none"> I can persevere through challenging tasks 	<ul style="list-style-type: none"> I can implement a plan that I have made to meet a goal 	<ul style="list-style-type: none"> I can adjust a plan that I have made to meet a goal

Using an I & CB IEP to Create Access

Class: Gr. 6/7


Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Point	Goal for ALL	Goal for MOST	Goal for FEW
being self determined	<ul style="list-style-type: none"> I can set a goal 	<ul style="list-style-type: none"> I can celebrate my efforts and accomplishments 	<ul style="list-style-type: none"> I can advocate for my myself and my ideas 	<ul style="list-style-type: none"> I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none"> I can accomplish a goal 	<ul style="list-style-type: none"> I can persevere through challenging tasks 	<ul style="list-style-type: none"> I can implement a plan that I have made to meet a goal 	<ul style="list-style-type: none"> I can adjust a plan that I have made to meet a goal

Using an I & CB IEP to Create an Access Point

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

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Goal	Access Goal	Goal for ALL	Goal for MOST	Goal for FEW
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Classroom Support Plan

Classroom Support Plan		
Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support Kevin		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Self regulation	Kevin, Kendra , Max, Jackson	<ul style="list-style-type: none"> - Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life 	Choice to work alone, 2 min	K - ?????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> - Literature circles - Attend to vocabulary, Group work - connect to life 	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> - Attend to vocabulary - Group work - Text from multiple perspectives 	Oral, written, visual language options	translator
who needs the most challenge Johnathan Ethan				

Instructional Plan



Student Evidence

2016
May.12

Dear Mrs. Shackles

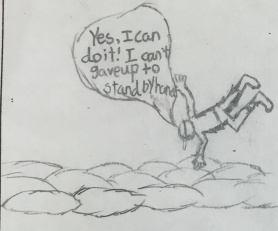
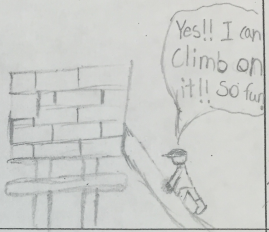
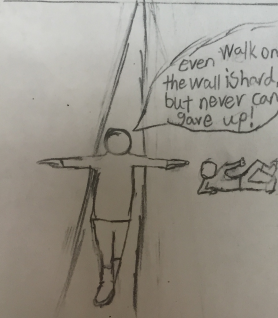
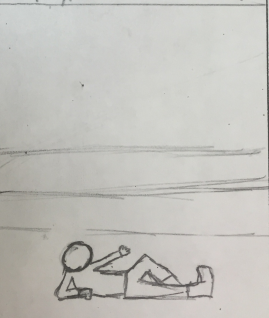
At the beginning of this unit I thought self-determination was improve myself, but now I noticed self-determination was more than just improve myself, it's cross the limit of yourself and thinking.

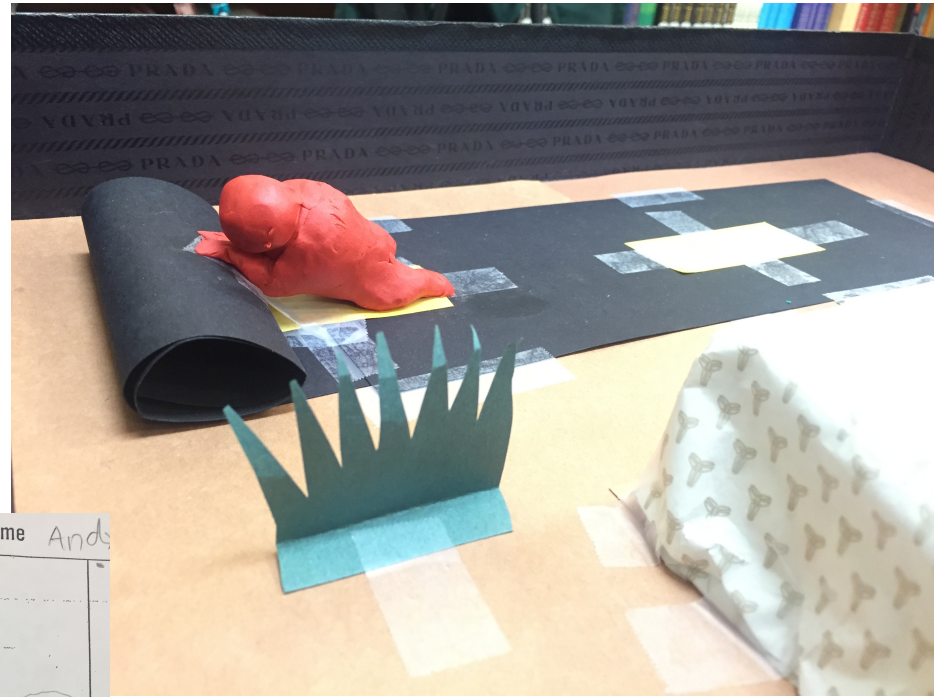
For example, Redmond's leg was injured during in the Olympic, but he pushed himself over his limit and run. Same as his father, his father was crossed over the crowded medias, and help Redmond finished race.

This unit was very important because it let me know that no matter how hard the obstacle is, how long the road is, you can still do it if you have hope and believe.

Even you can't change you completely, but you can struggle and make it better, just like He run around the Canada leg. He know he's going to die because the cancer so he didn't and wait, he fight with the illness and mated to the finished line.

This unit inspired me fr I know that if I can believe I can make a history.

Date	Name
Self-determination	Andr joy
	
- Growth mindset	- fixed mindset
	



Classroom Support Plan

Classroom Support Plan Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy
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Range of Students (RTI)

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who needs the most support <small>Kevin</small>		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Self regulation	Kevin, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, Connect to interest, 11 min. lessons (timer)	Choice to work alone, 2 min, Body zone/ tools	Choice to stay in the classroom or work outside the classroom (hallway, office, library)
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> - Literature circles - Attend to vocabulary, Group work - connect to life 	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge <small>Johnathan Ethan</small>				

The IEP Evidence Log

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

IEP Evidence Log for: _____

School Year: _____ Term: _____

Date _____ Goals & Objectives _____

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

Individual Education Plan Evidence Collection Log

S. Moore, 2018

Today's Session

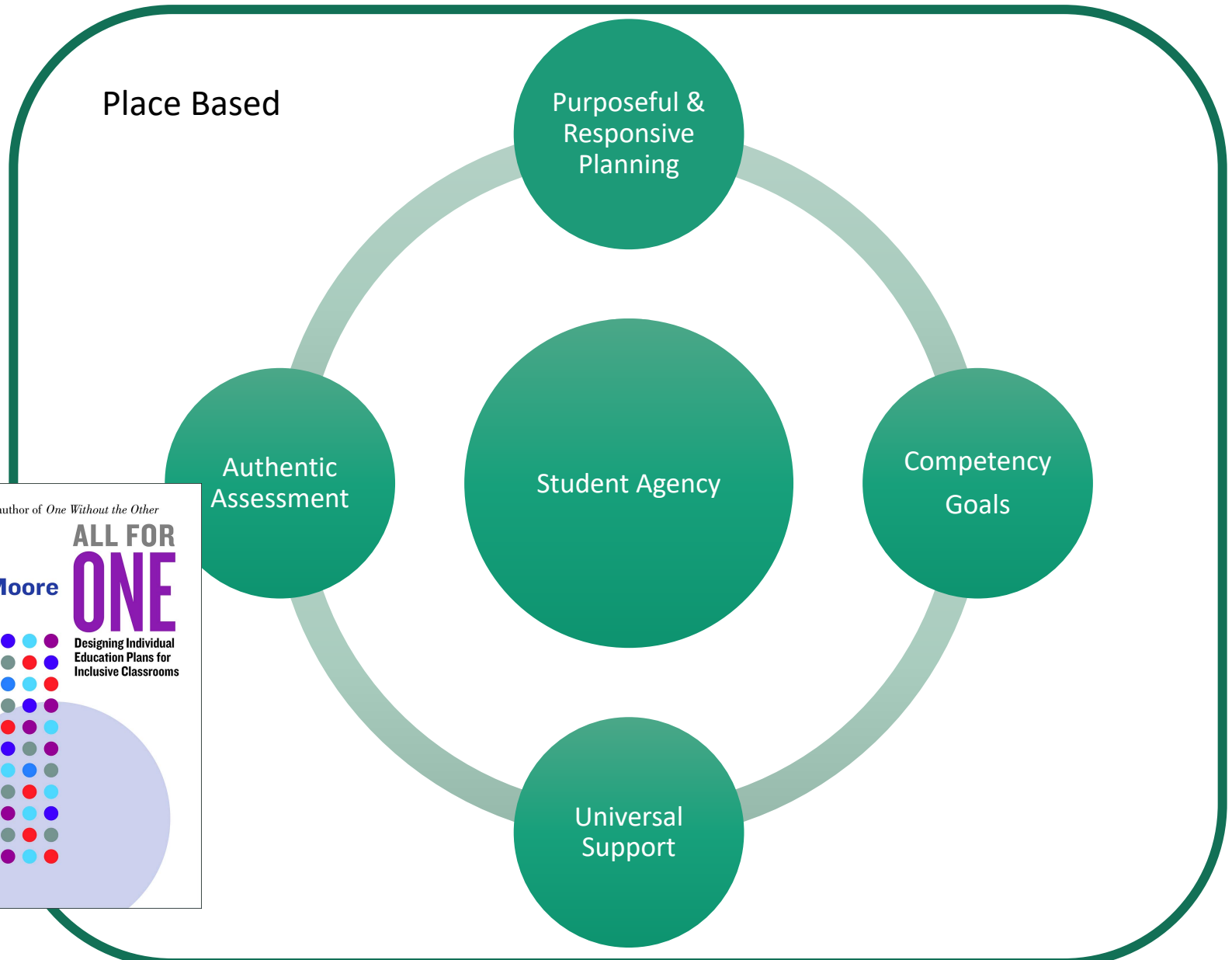
- What is **authentic evidence**?
- How do we **capture & assess authentic evidence**?
- How to connect **authentic evidence** to an I & CB IEP?
- How can we inclusively **capture & assess authentic evidence** in ways that support the development of student agency and self-determination?

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?

THANK YOU!!!

Inclusive & Competency Based IEPS

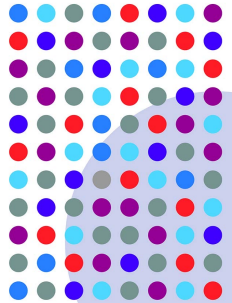


From the author of *One Without the Other*

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
- Replays
- Course
- School & district purchasing options are available
 - shelleymoore79@gmail.com