

Extending the Alberta Student Competencies to Support IPP Goals

Introductions

Our Goals

- What are competencies? Why are we looking to them as a source for an evolved IPP?
- Make a plan to extend Alberta Competencies to support IPPs
- Work groups

What are Competency Based Goals?

BC Ministry of Education

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

- Curricular Competencies
- Core Competencies

Alberta Education

“Competencies are combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They help students build upon how and what they know, understand, think and can do. Students develop and apply competencies when they face new challenges and develop solutions to solve the problems of today, while imagining and creating a new tomorrow.”

- Student Competencies
- Literacy & Numeracy Competencies

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- **Core Competencies**
- Curricular Competencies

Alberta Education

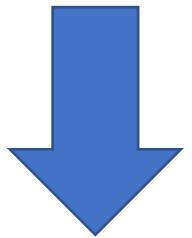
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- **Student Competencies**
- Literacy & Numeracy Competencies

Competency Based Goals

Historical & Deficit Based Plans – Made **FOR students**

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



Competency Based Plans – Made **WITH students**

What do I know? What can I do?

What is my next step?

Competency Based Goals

Historical & Deficit Based Plans – Made **FOR** students

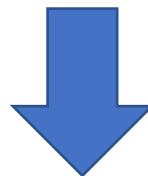
What can't students do? How do we fix it?



Competency Based Plans – Made **WITH** students

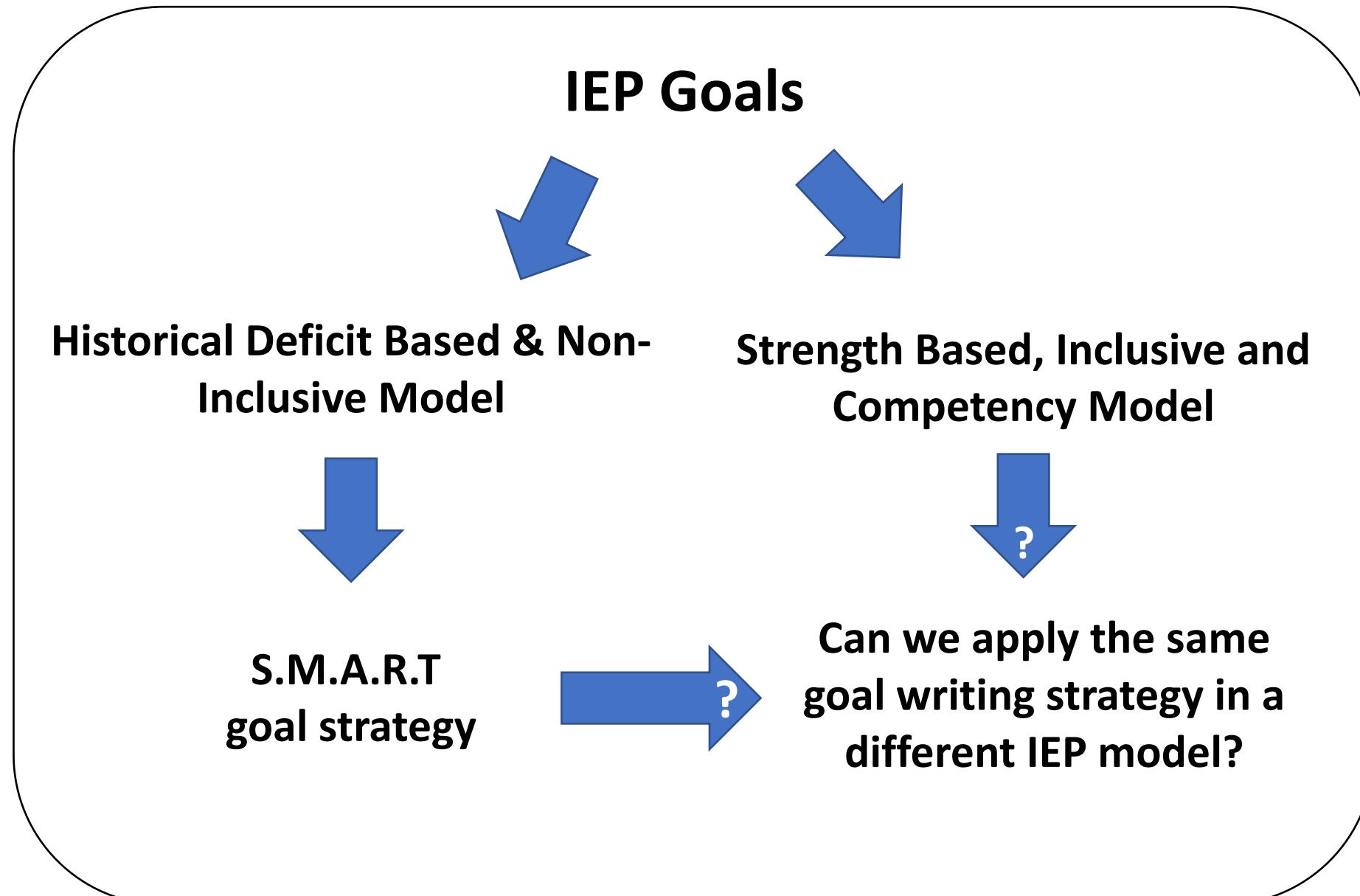
What do I know? What can I do?

What is my next step?



Strength Based Planning

Strength Based Planning



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



www.fivemooreminutes.com

S.M.A.R.T. Goals

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

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

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

We need IEP goals to:

- presume potential in ALL students

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

- collect authentic evidence

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

- align to the curriculum of peers

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

- also include competencies

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

S.M.A.R.T. Goals

S - Strength Based

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

M - Meaningful

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

A - Authentic

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

R - Responsive

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

T - Triangulated

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

S - Strength Based Goals

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

M - Meaningful Goals

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

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

A - Authentic Goals

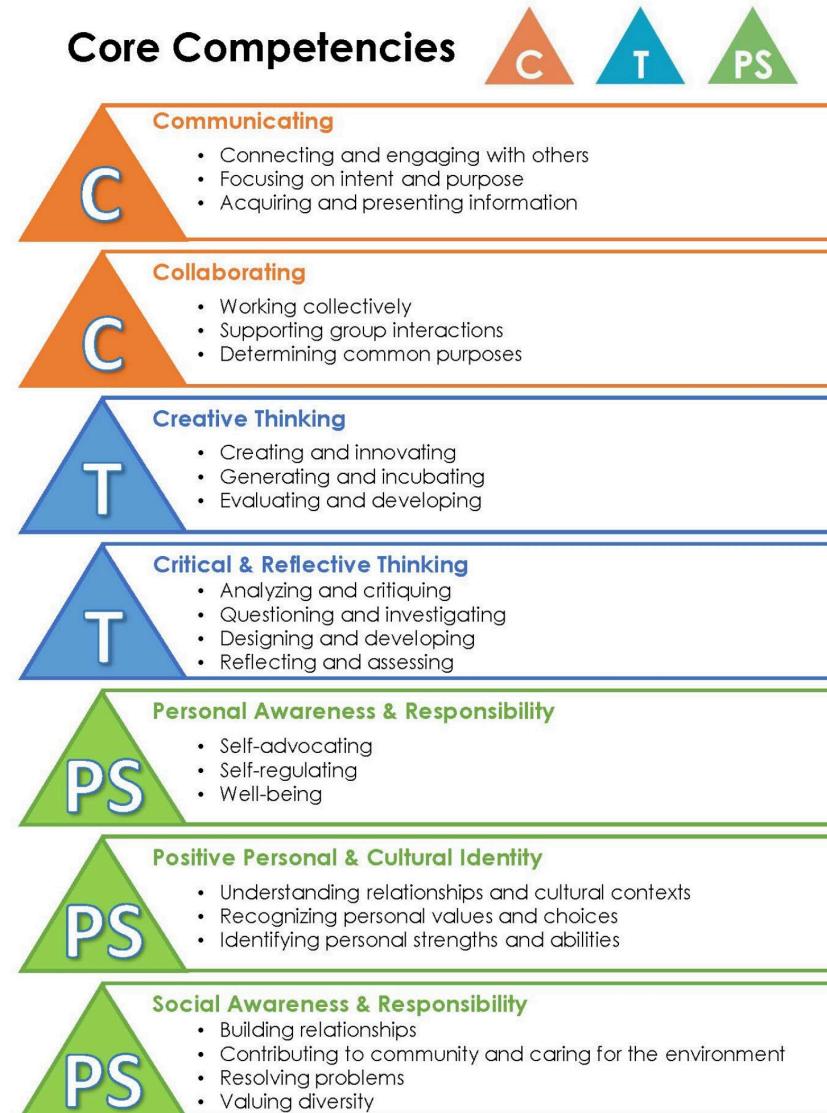
Authentic I & CB IEP goals are goals that connect to, and are derived from a common curriculum as peers in an inclusive class & school

Alberta Competencies





British Columbia's Core Competencies



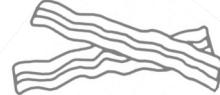
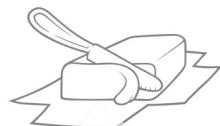
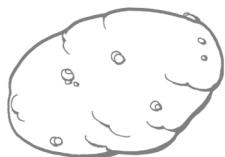
Example: Personal Awareness & Responsibility



Example: Personal Awareness & Responsibility

1. Self-determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.



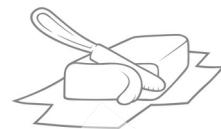
SAMPLE “I” STATEMENTS

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.

Example: Personal Awareness & Responsibility

2. Self-regulation

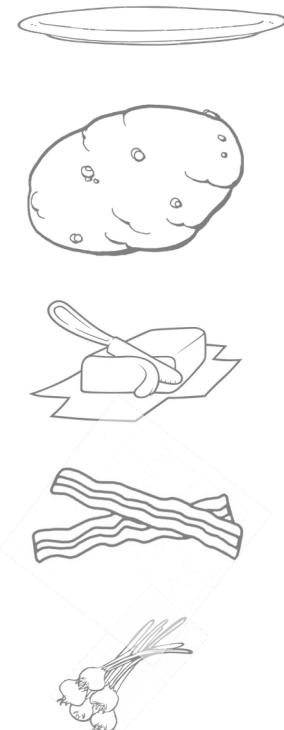
Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.



SAMPLE “I” STATEMENTS

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behaviour.

Example: Personal Awareness & Responsibility



3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.

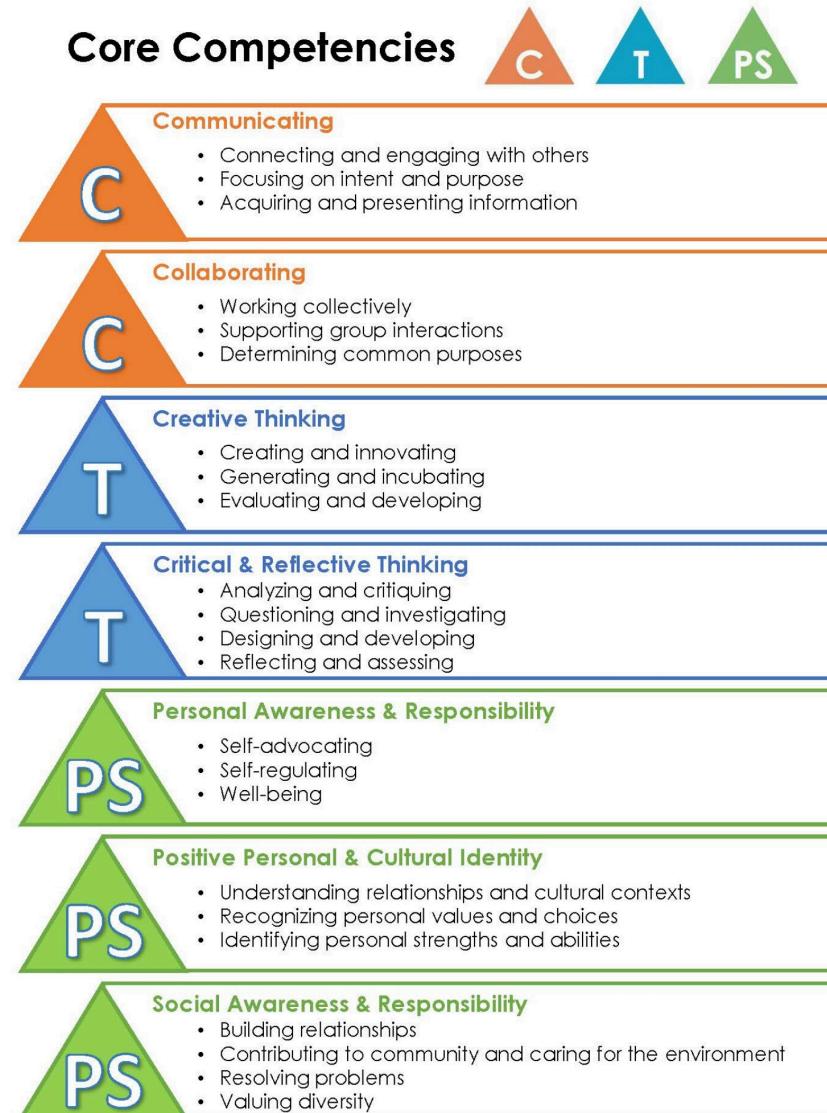
SAMPLE “I” STATEMENTS

- I can participate in activities that support my well-being, and tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle.

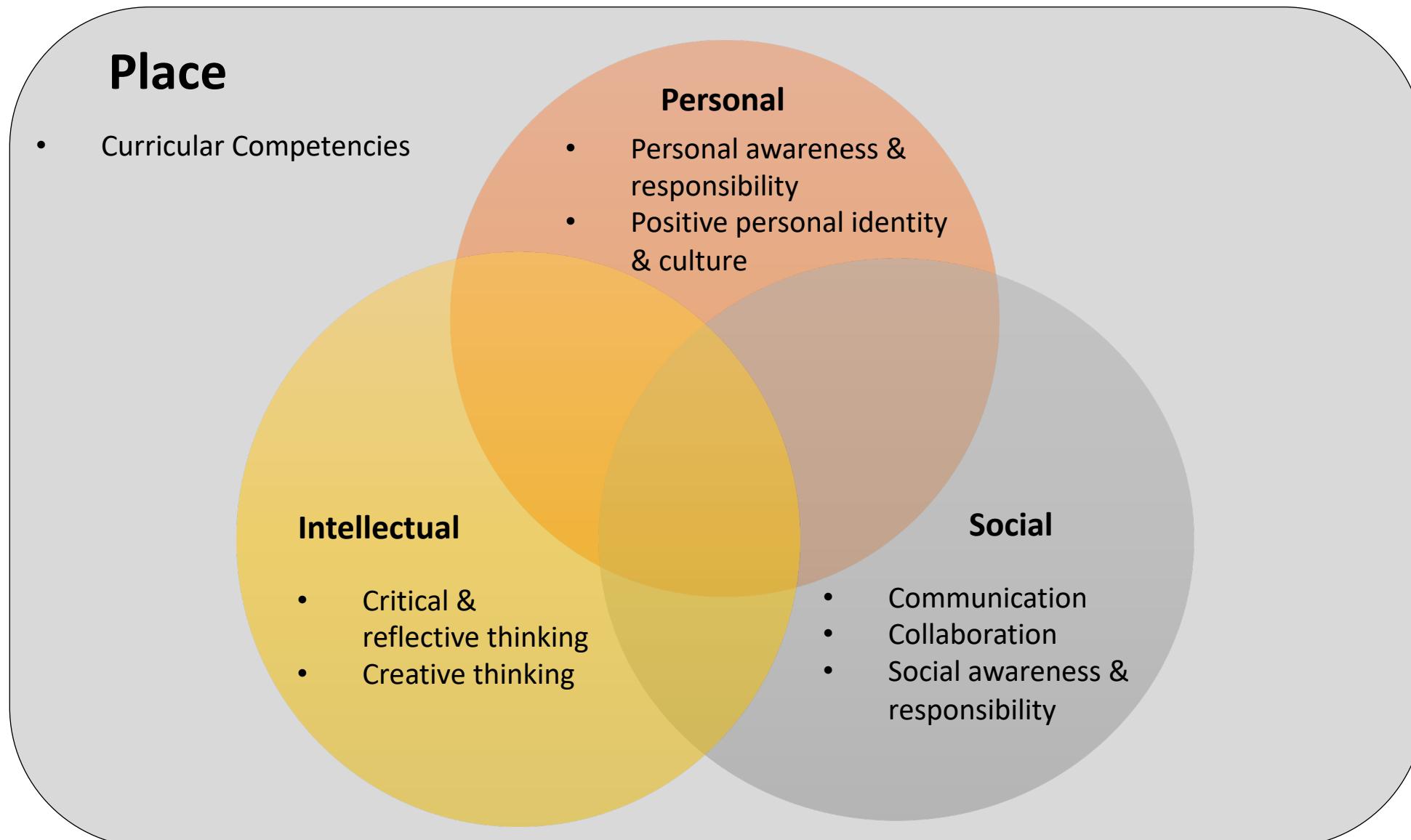
Extending Alberta Competencies to support IPPs

- Step 1: Organize the Competencies into Inclusive Purposes
- Step 2: Determine the Facet of each competency
- Step 3: Construct the scaffold of each facet
- Step 4: Develop the IPP Goal Bank
- Step 5: Construct example accessible objectives
- Step 6: Create IPP exemplars

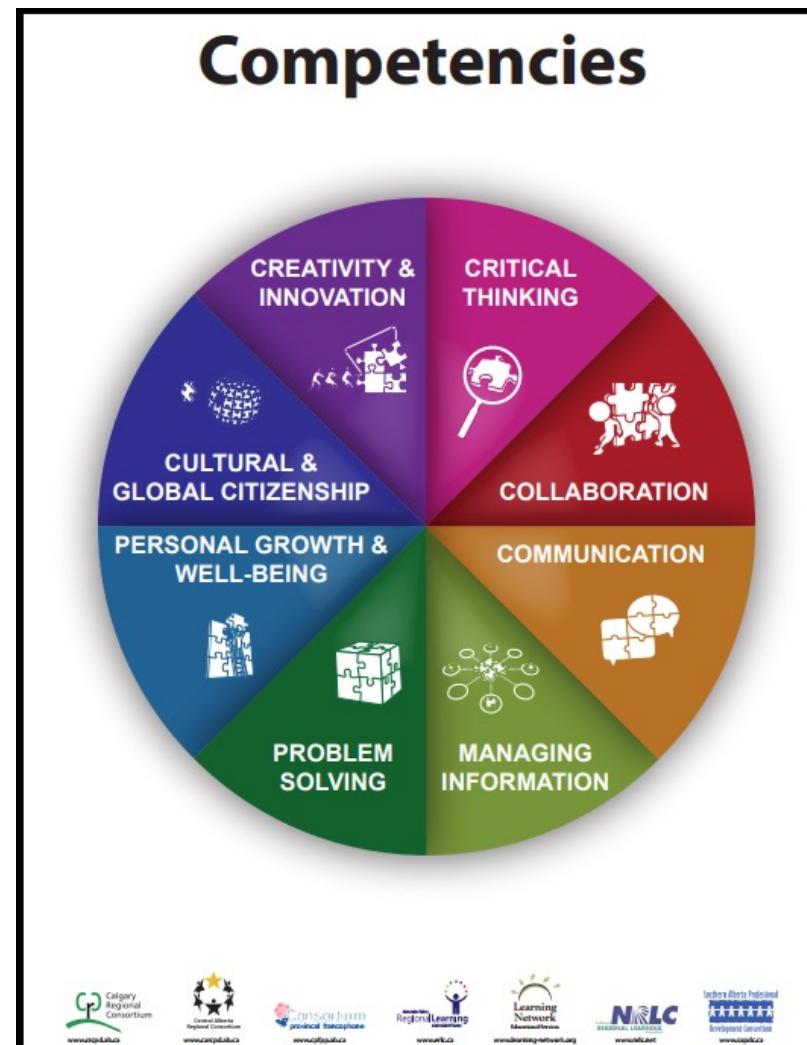
British Columbia's Core Competencies



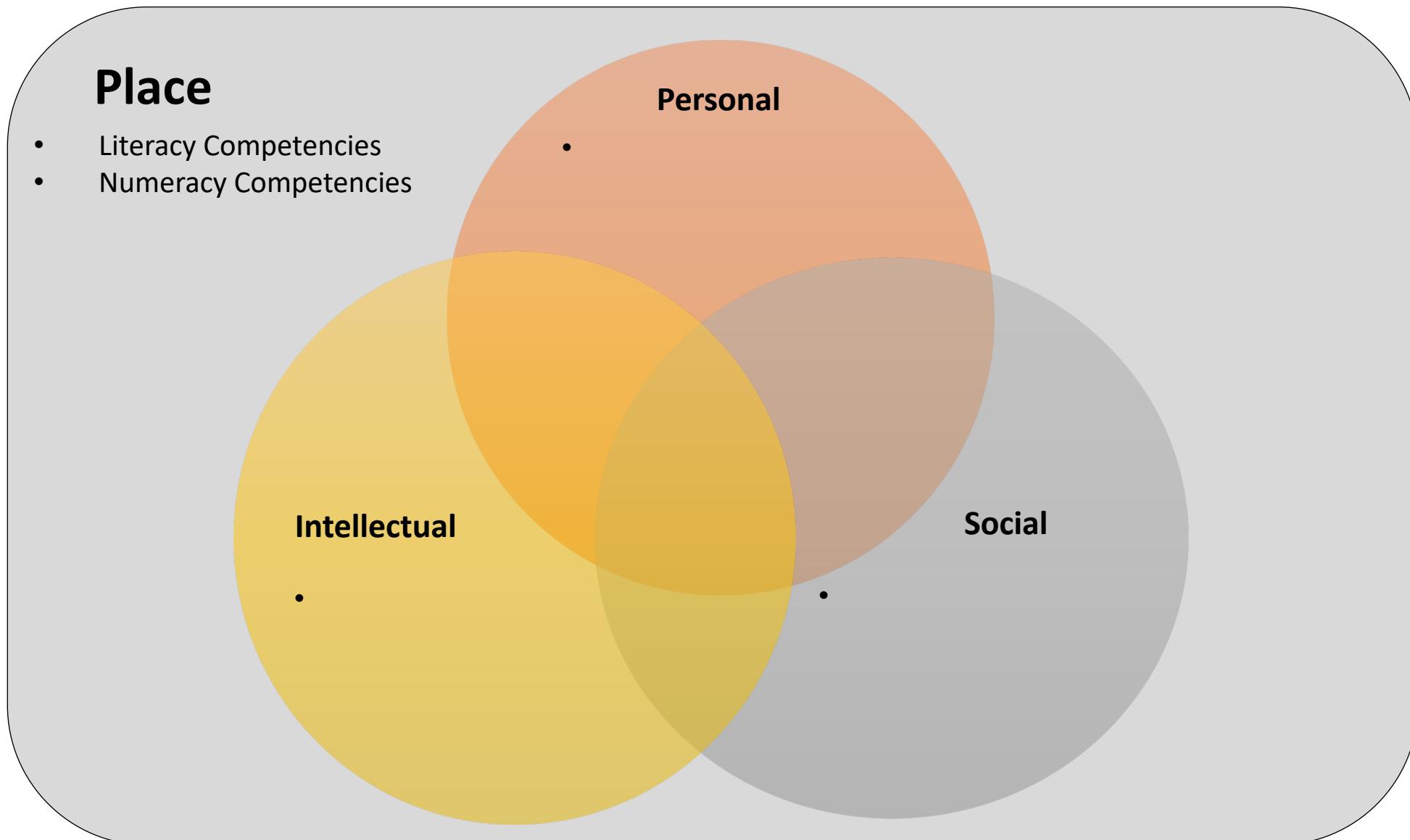
BC Competencies



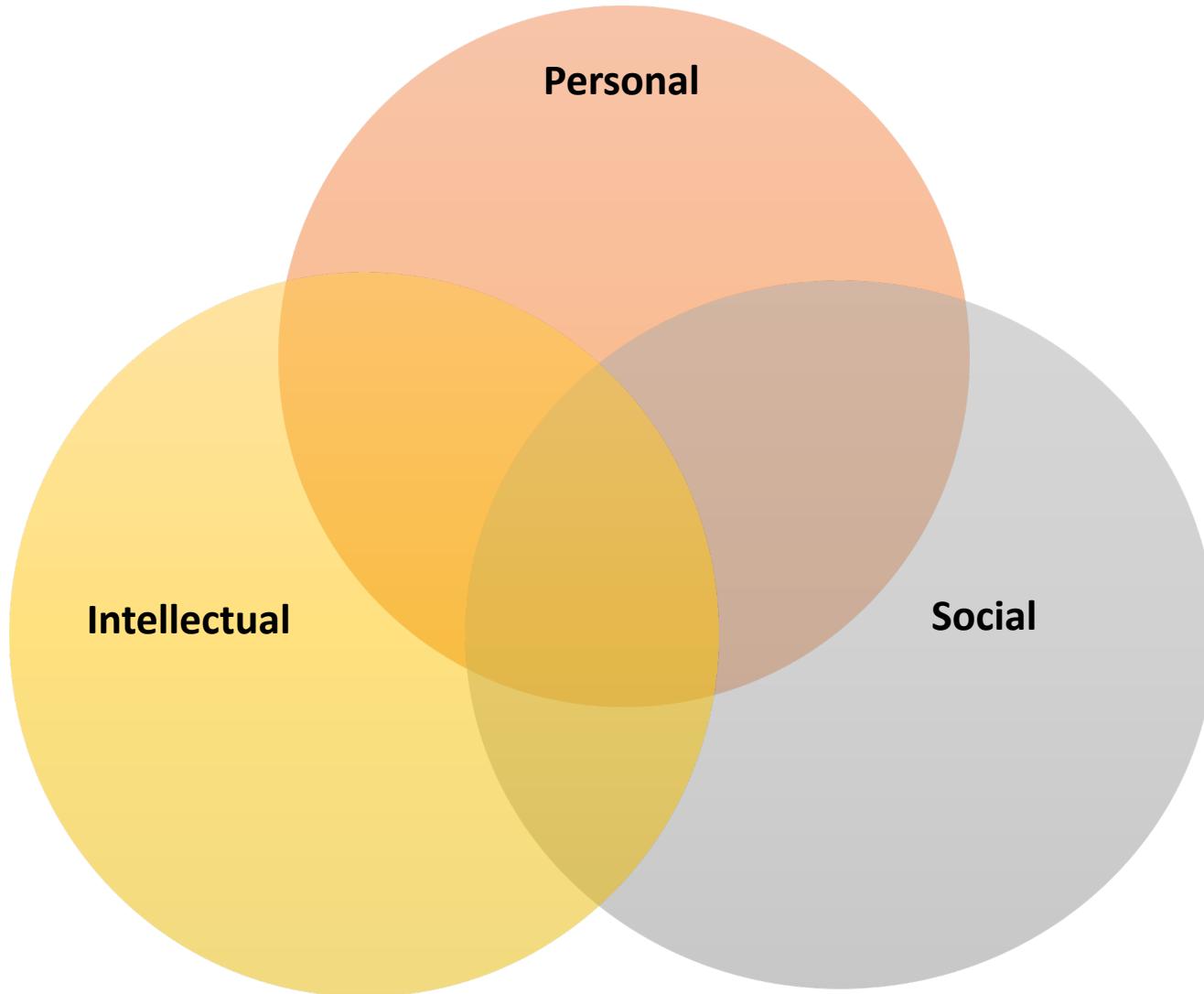
Alberta Competencies?



Alberta Competencies



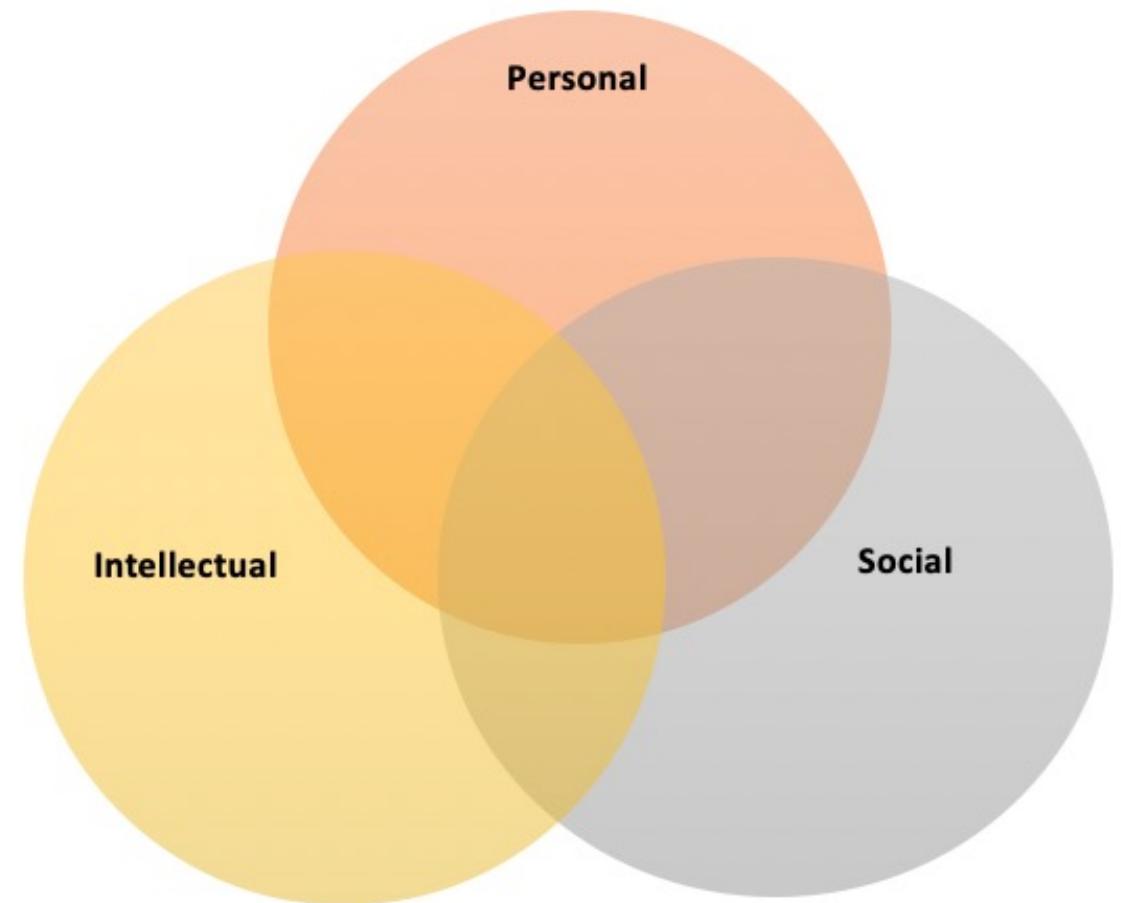
Alberta Competencies



How would you organize the Alberta Competencies into the three inclusive purposes?

CRITICAL THINKING
PROBLEM SOLVING
MANAGING INFORMATION
CREATIVITY AND INNOVATION

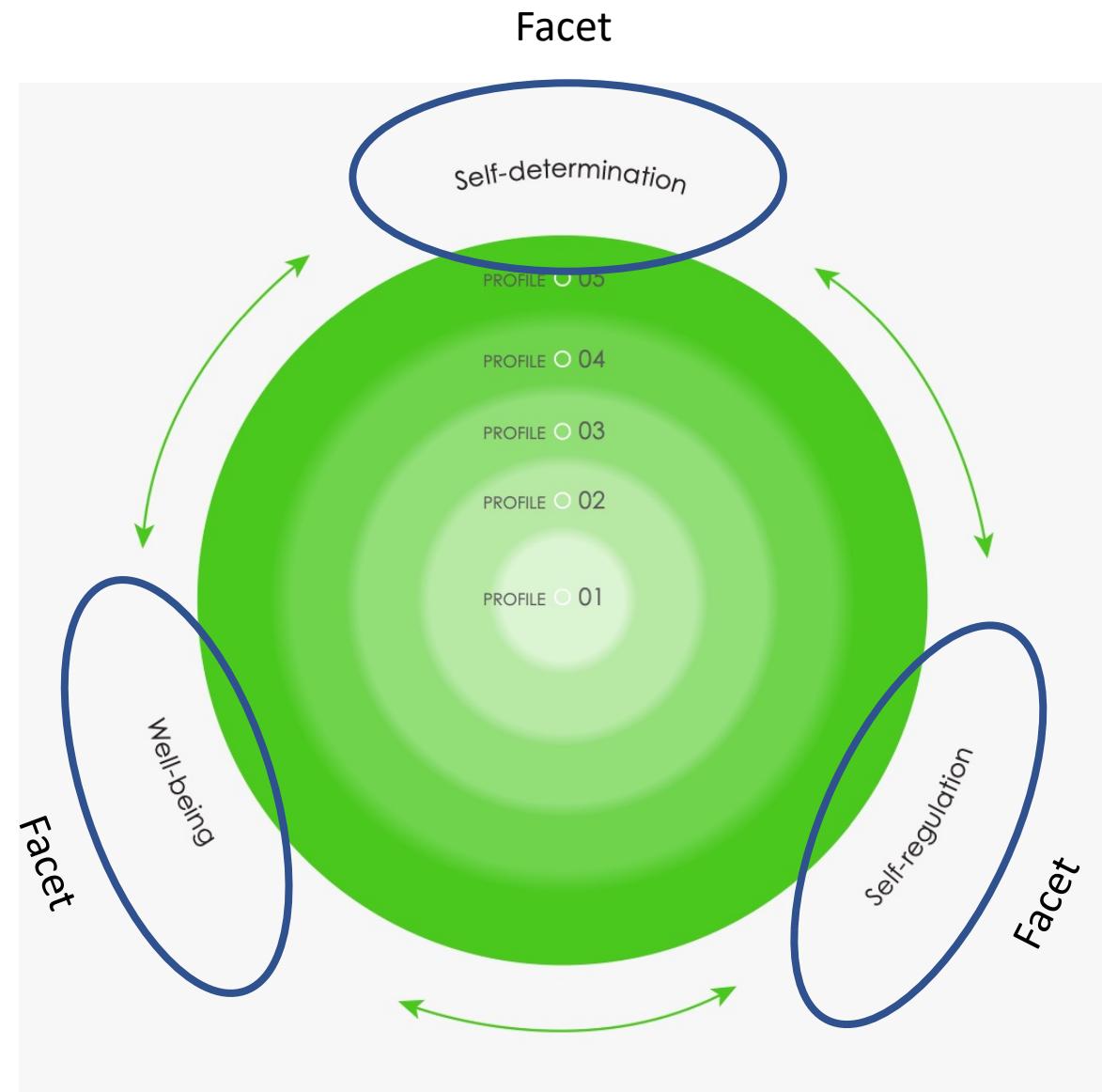
COMMUNICATION
COLLABORATION
CULTURAL AND GLOBAL CITIZENSHIP
PERSONAL GROWTH AND WELL-BEING



Extending Alberta Competencies to support IPPs

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Competency: Personal Awareness & Responsibility



Competency

CULTURAL AND GLOBAL CITIZENSHIP

involves actively engaging with cultural, environmental, political or economic systems. Students acknowledge First Nations, Métis, Inuit, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference.

INDICATOR

valuing equity and diversity and in the capacity to make a difference

Examples:

- I acknowledge that I am an agent of change.
- I balance the need for both equity and diversity in communities.

Facet

INDICATOR

demonstrating responsible citizenship through actions that contribute to healthy and sustainable communities

Facet

INDICATOR

evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities

INDICATOR

considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and communities

Facet

Examples:

- I examine how values influence communities.
- I evaluate how communities address issues to ensure that diverse social and cultural identities, roles or interests are included.

Facet

INDICATOR

analyzing various ways in which decisions are made within cultural, environmental, political or economic systems

Facet

analyzing how shared or diverse interests contribute to decision making.

- I recognize the importance of including different perspectives in decision-making processes.

Facet

INDICATOR

evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities

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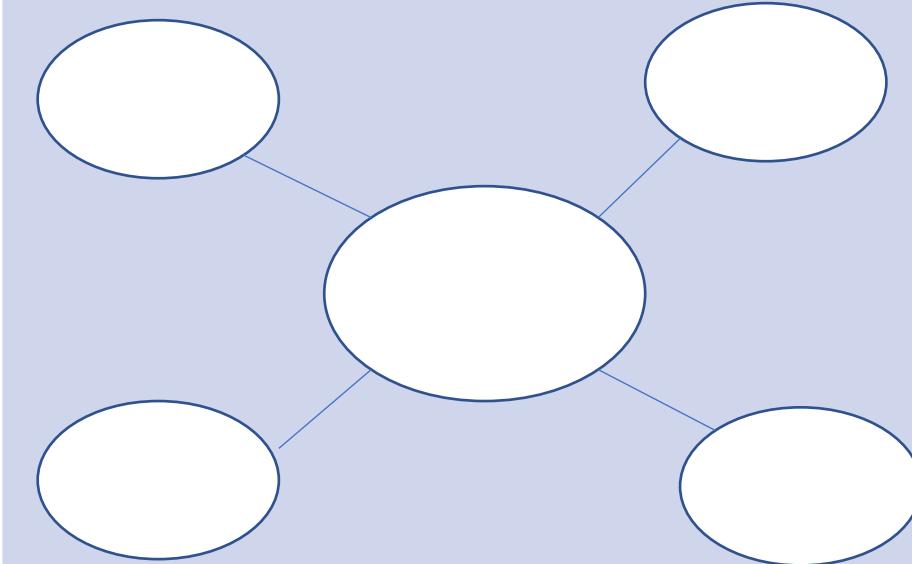
considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and communities

Finding the Facet

Student Competency:

Facet Statement:

Magnet Word/ Concept/ Verb:



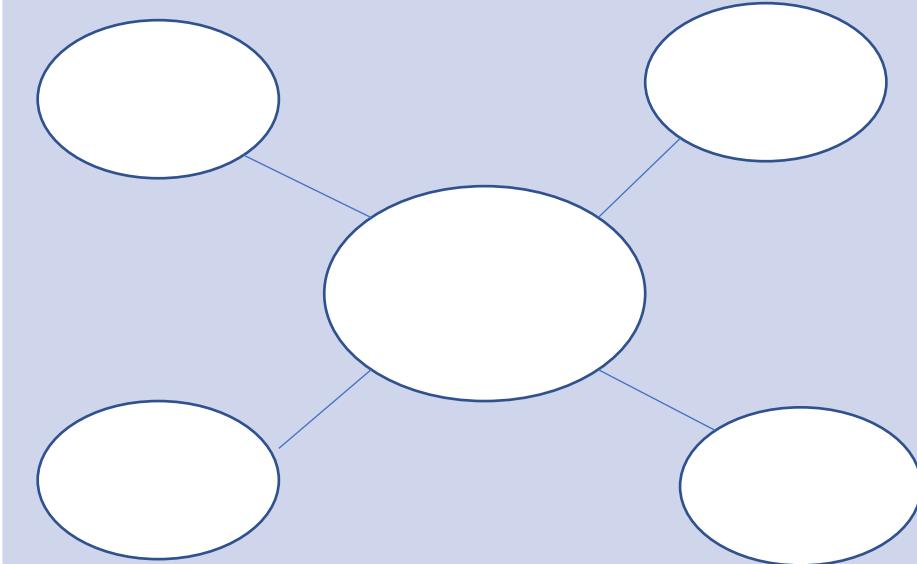
What word/concept would you put your finger on, that would be the magnet for all the other words to connect to?

Finding the Facet

Student Competency: Cultural & Global Citizenship

Facet Statement: Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems & communities

Magnet Word/ Concept/ Verb:



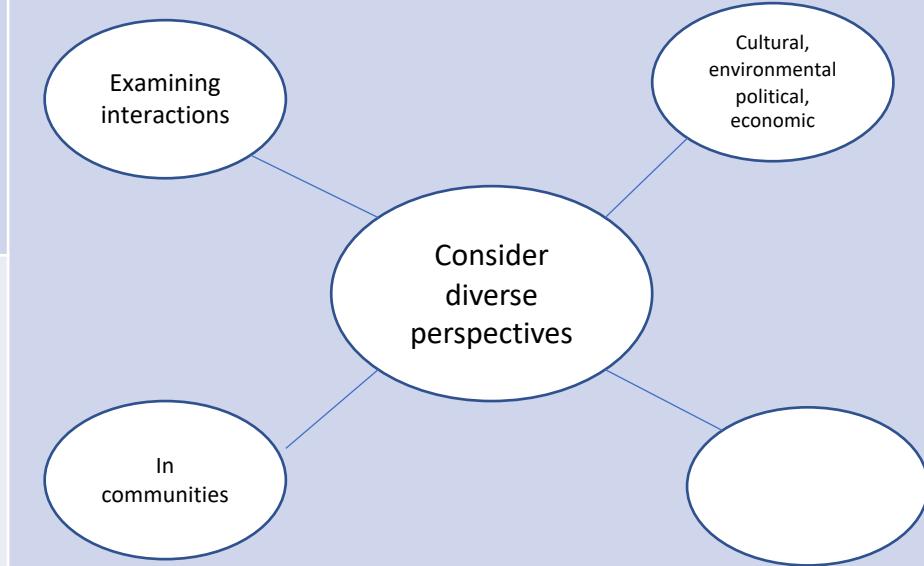
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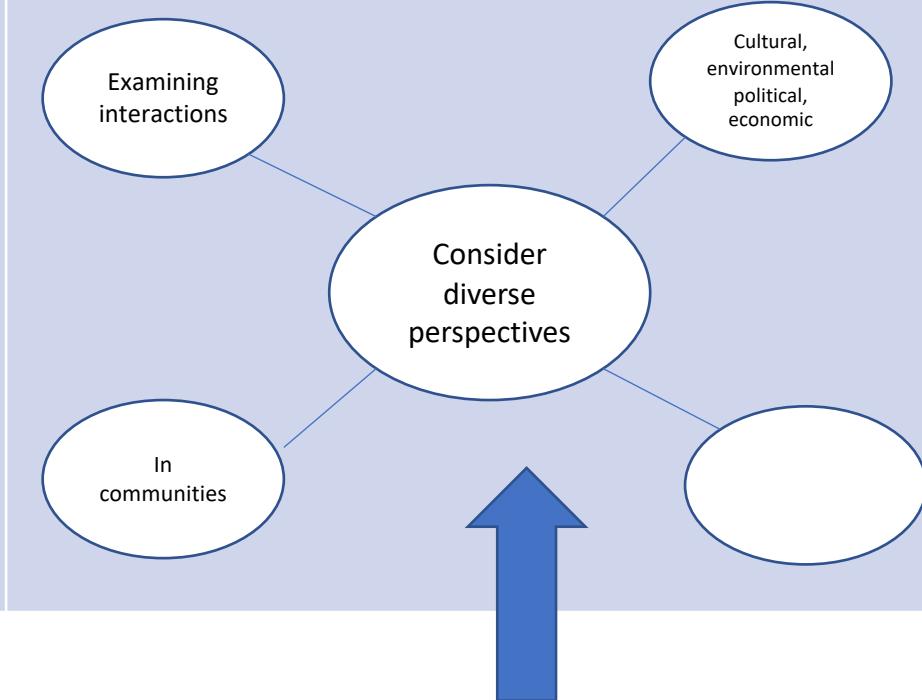
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Finding the Facet

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Facet Statements: Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems & communities

Magnet Word/ Concept/ Verb:



What word/concept would you put your finger on, that would be the magnet for all the other words to connect to?

This is the FACET!!!!
The facet turns into the Competency Goal:

I can consider diverse perspectives

Finding the Facets

Student Competency	Sign up team 1	Sign up team 2
Cultural & Global Citizenship		
Collaboration		
Communication		
Creativity & Innovation		
Managing Information		
Problem Solving		
Critical Thinking		
Personal Growth & Well-Being		

Working Groups

- Using the planning template, determine the facets for the competencies that you signed up for
- Upload plan to drop box by Nov. 1, 2021
- Next session: Nov 6, 2021 @ 9 am MDT

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