

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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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

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Competency Based Plans – Made WITH students

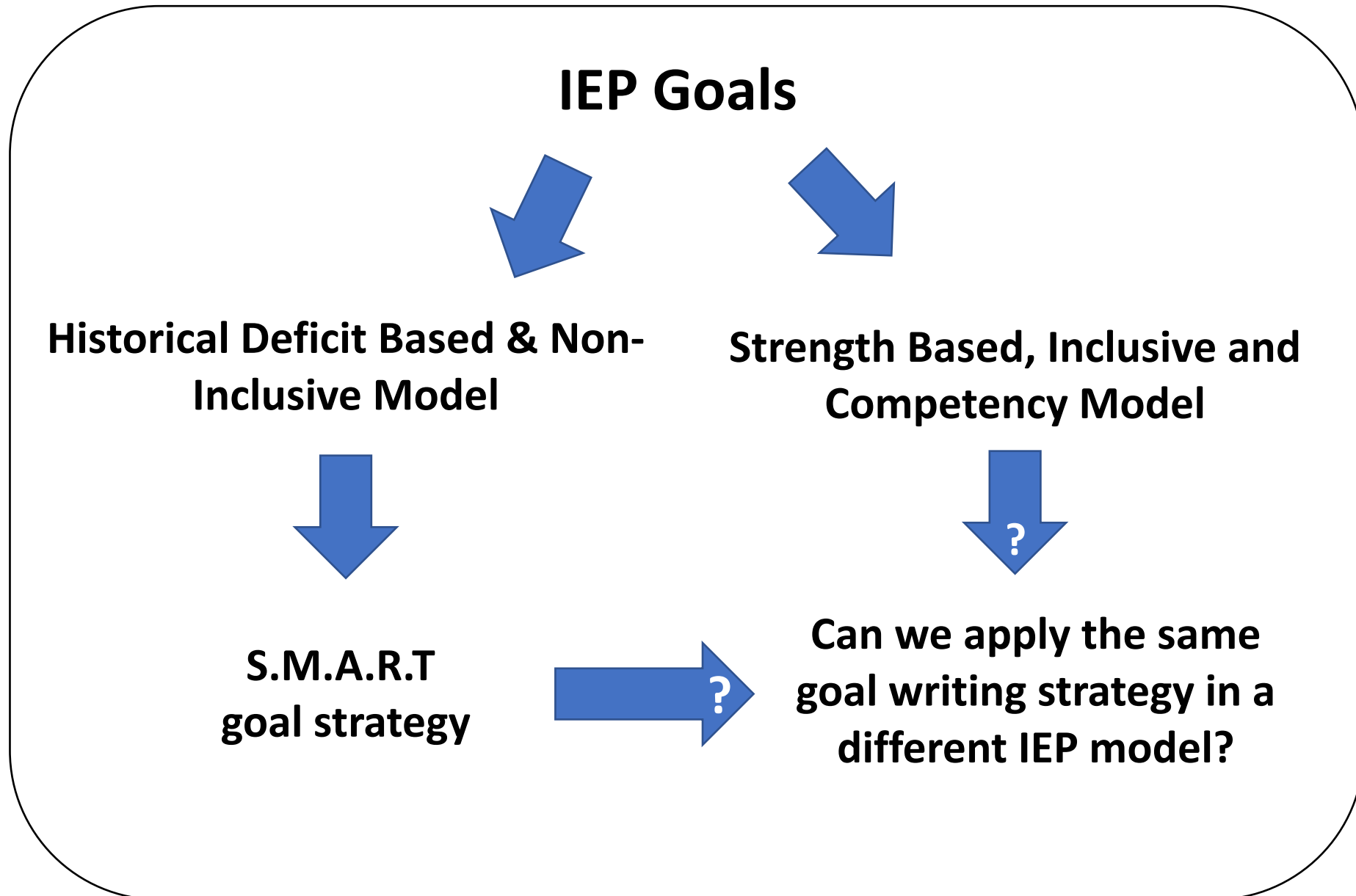
What do I know? What can I do?

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

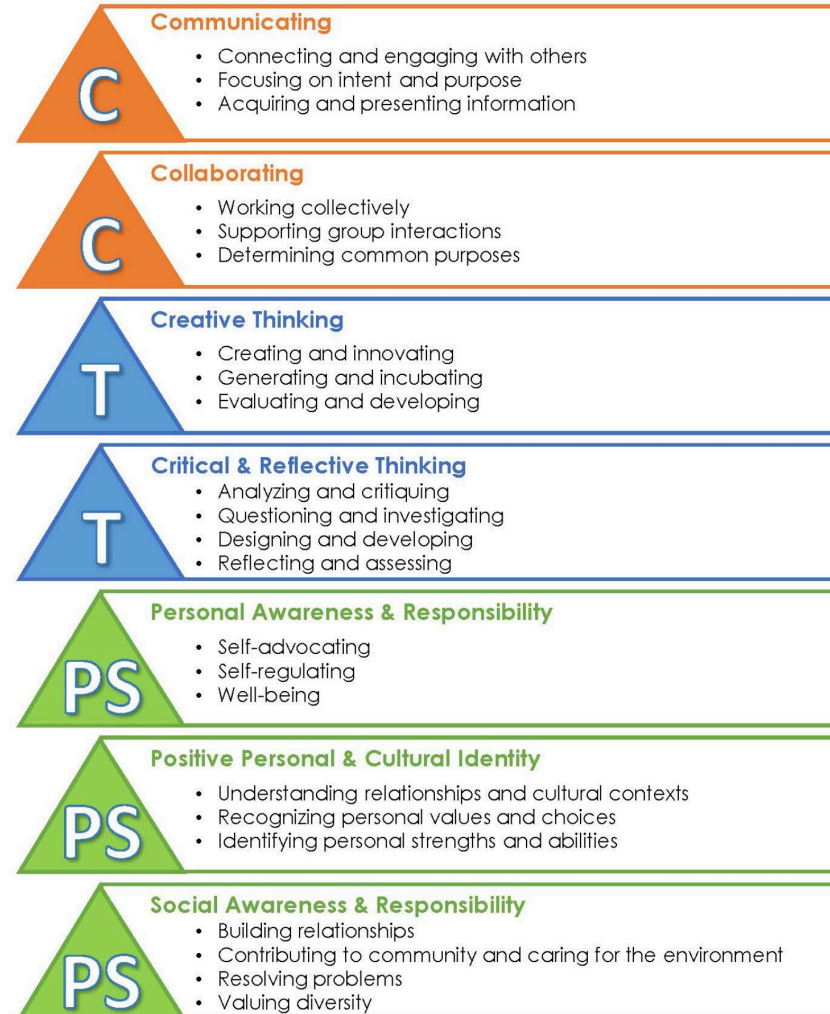
Alberta Competencies



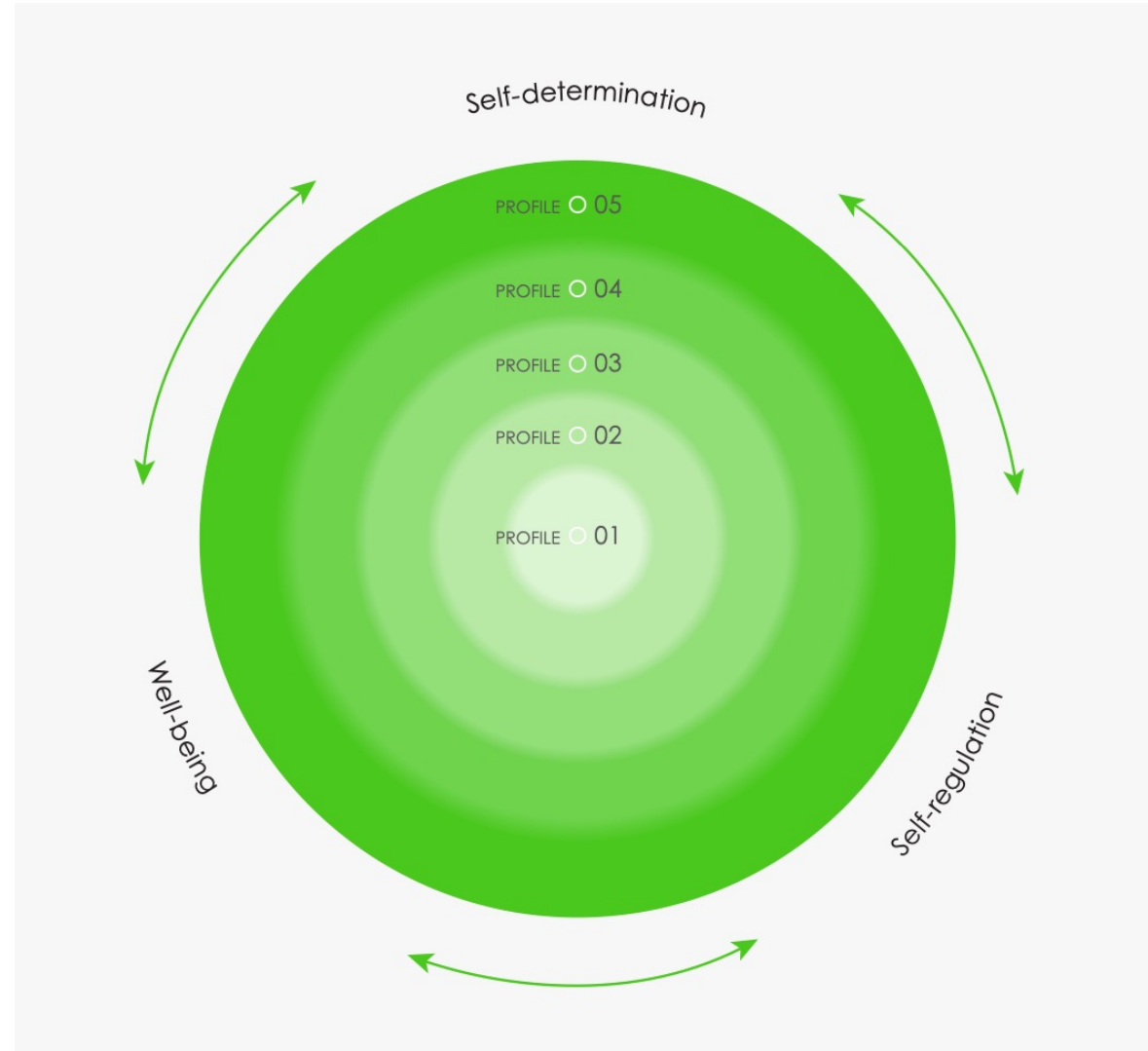


British Columbia's Core Competencies

Core Competencies



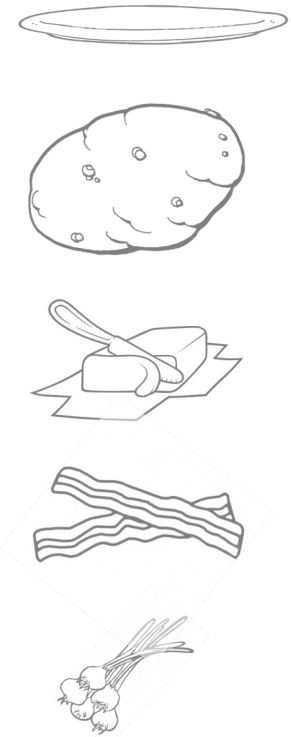
Example: Personal Awareness & Responsibility



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.



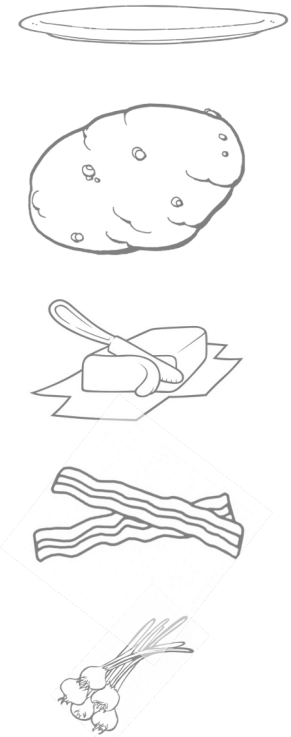
SAMPLE "I" STATEMENTS

- 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.



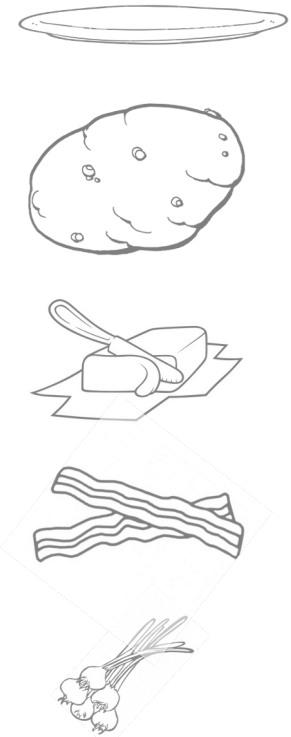
SAMPLE "I" STATEMENTS

- 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

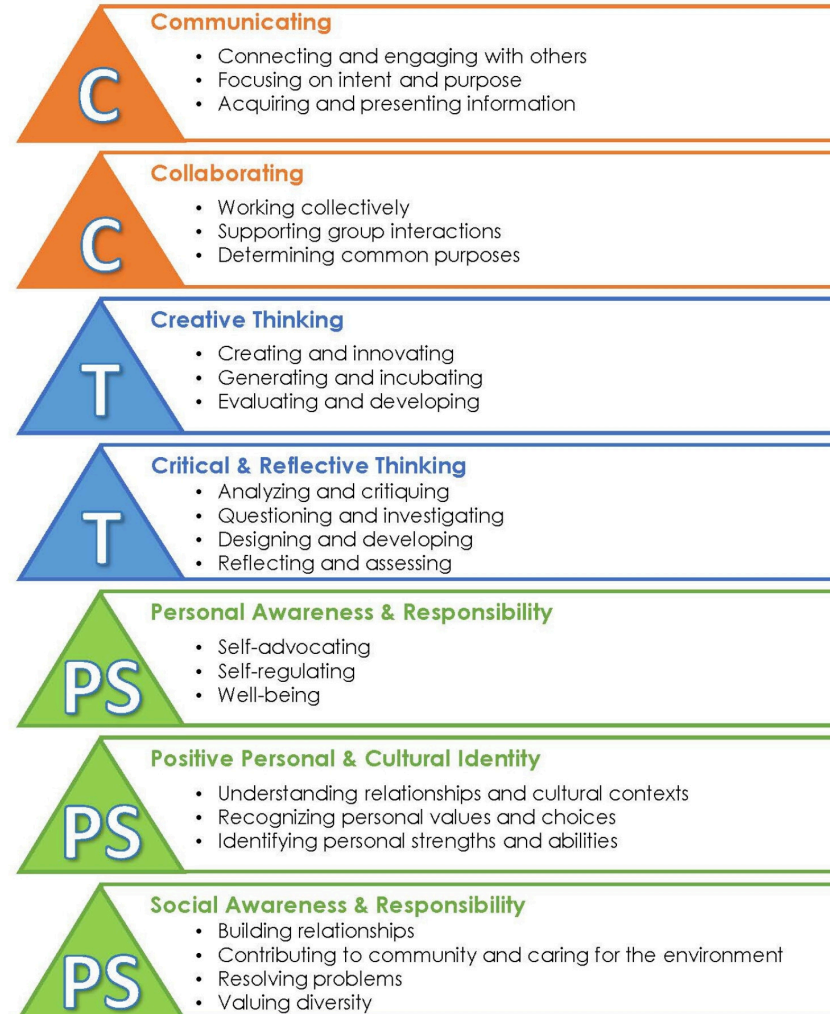
- I can participate in activities that support my well-being, and tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies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

Extending Alberta Competencies to support IPPs

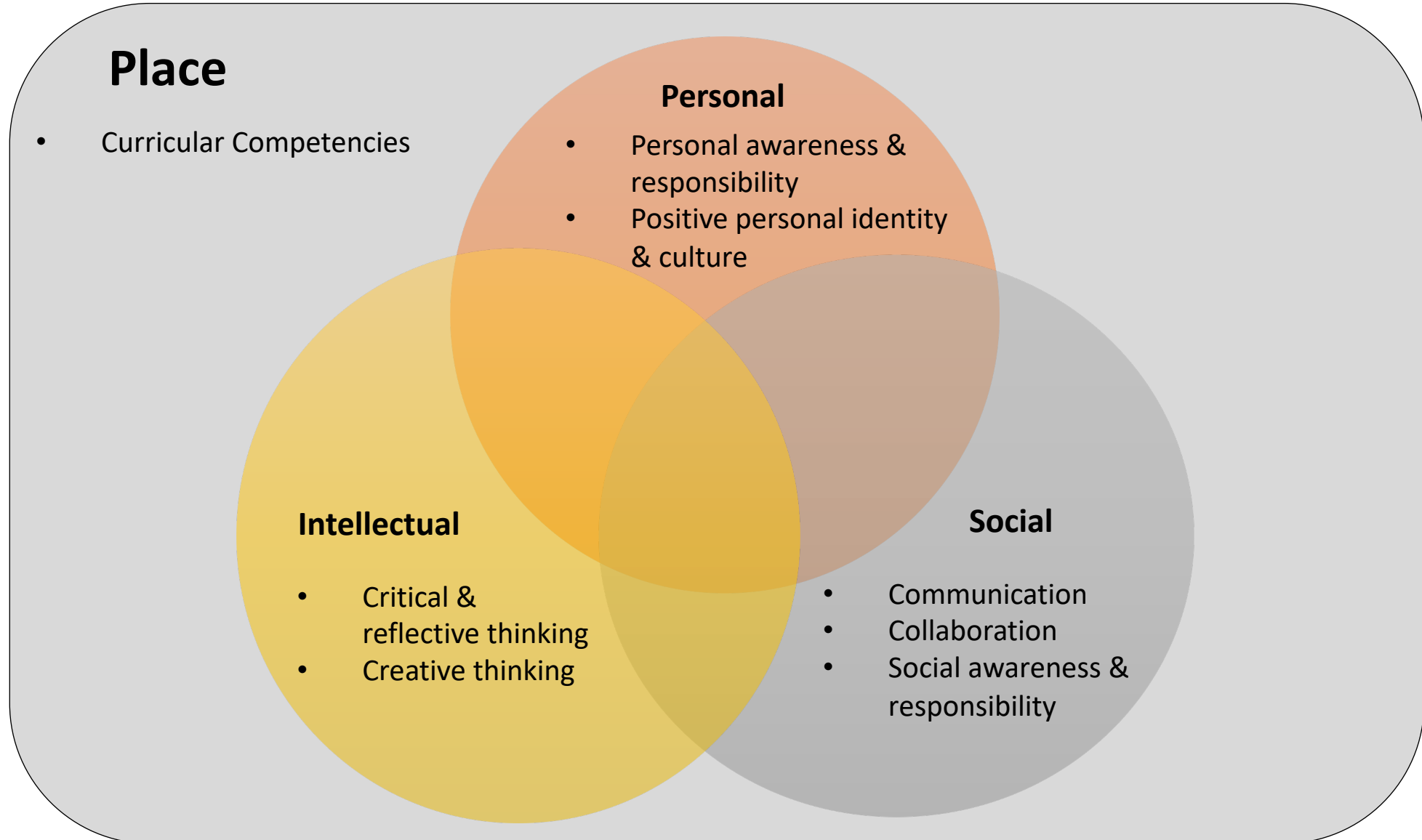
- Step 1: Organize the Competencies into Inclusive Purposes
- Step 2: Determine the Facet of each competency
- Step 3: Construct the scaffold of each facet
- Step 4: Develop the IPP Goal Bank
- Step 5: Construct example accessible objectives
- Step 6: Create IPP exemplars

British Columbia's Core Competencies

Core Competencies



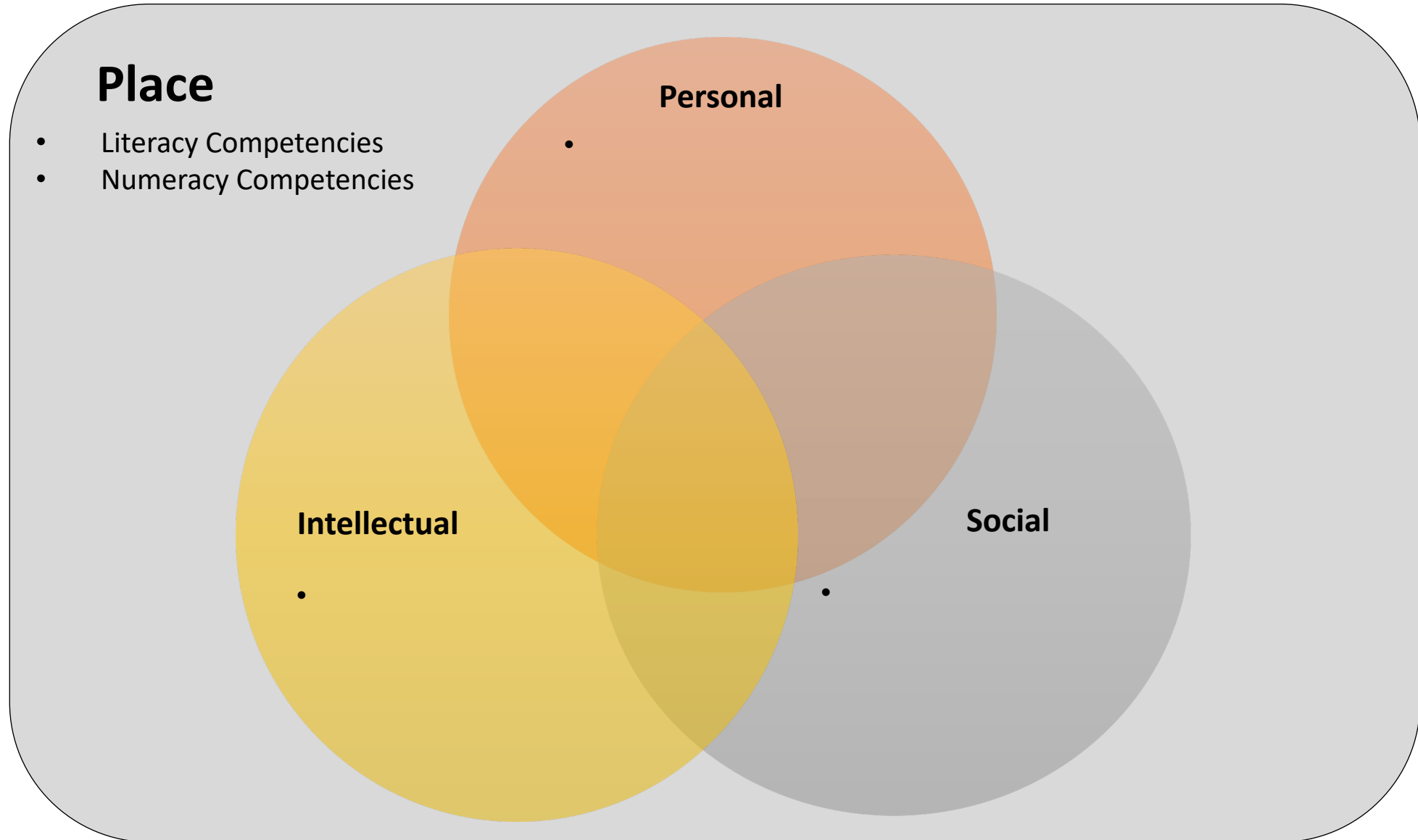
BC Competencies



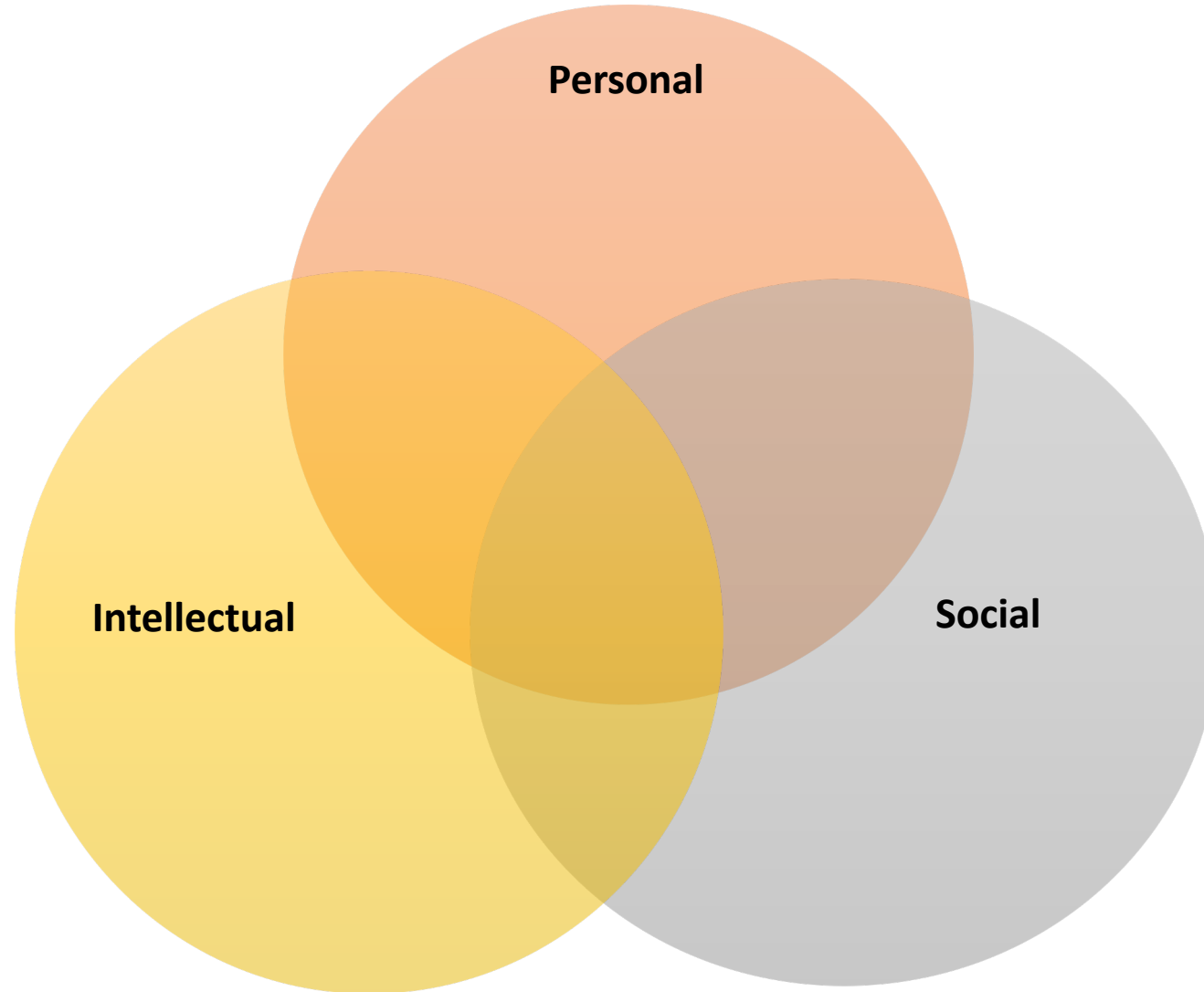
Alberta Competencies?



Alberta Competencies



Alberta Competencies



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

CRITICAL THINKING

PROBLEM SOLVING

MANAGING INFORMATION

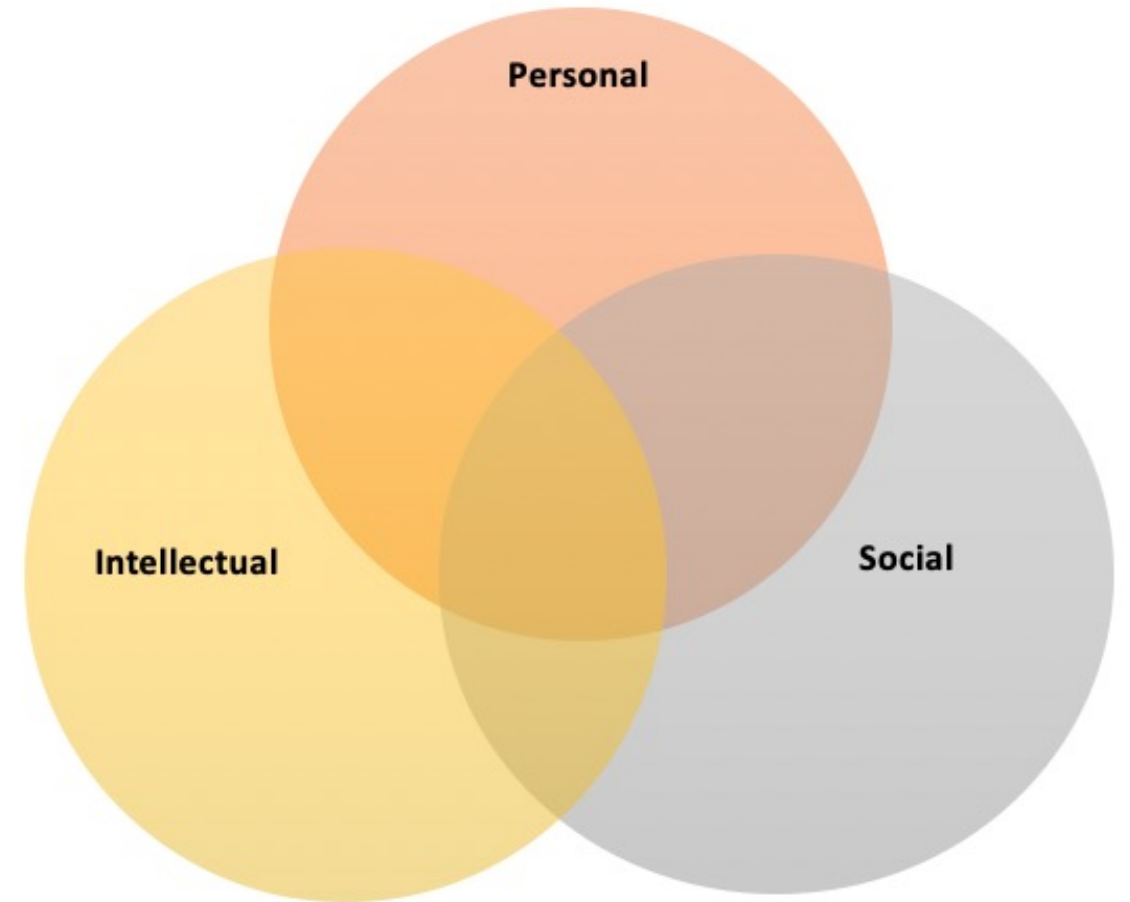
CREATIVITY AND INNOVATION

COMMUNICATION

COLLABORATION

CULTURAL AND GLOBAL CITIZENSHIP

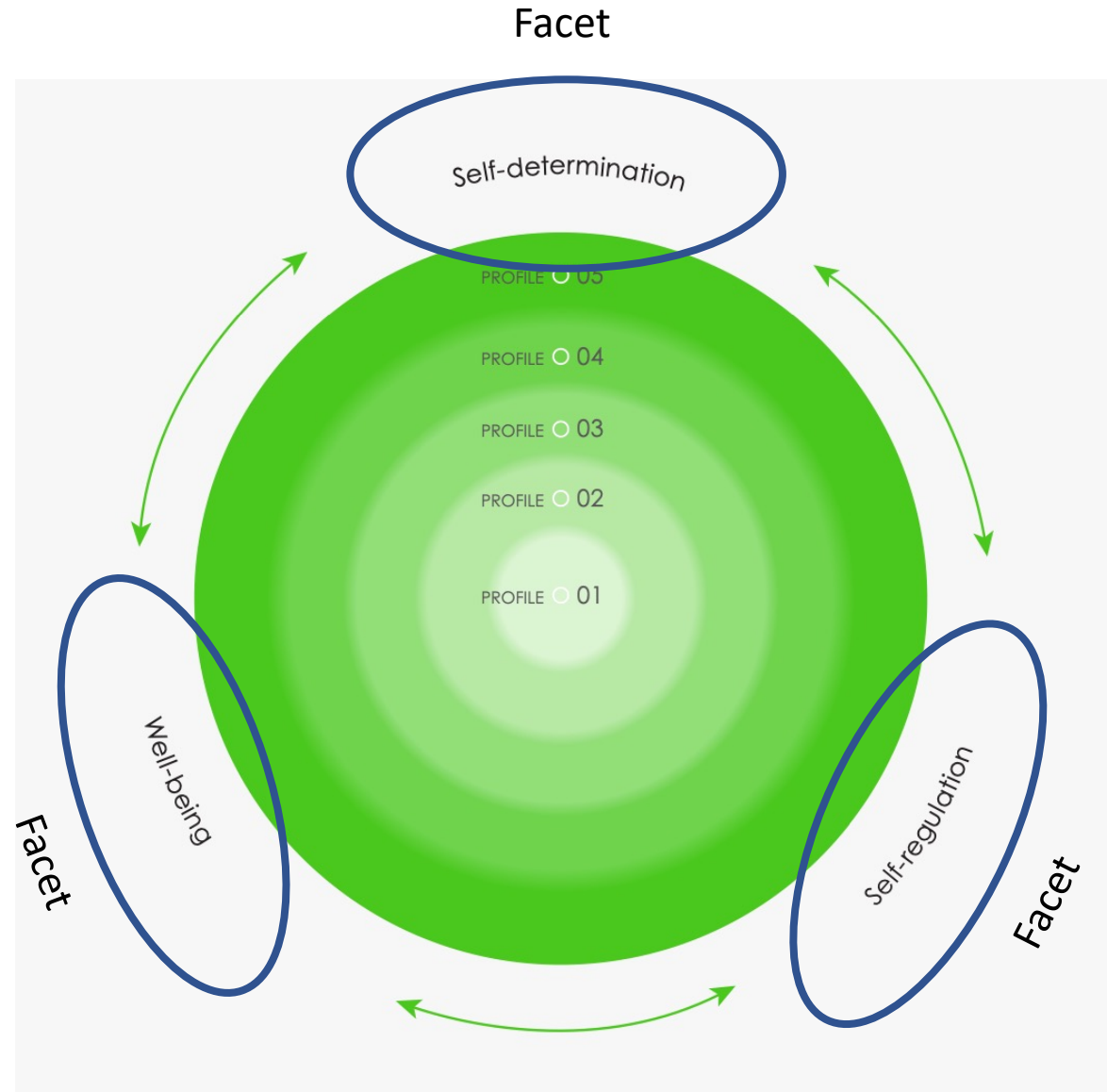
PERSONAL GROWTH AND WELL-BEING



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Competency: Personal Awareness & Responsibility



Competency

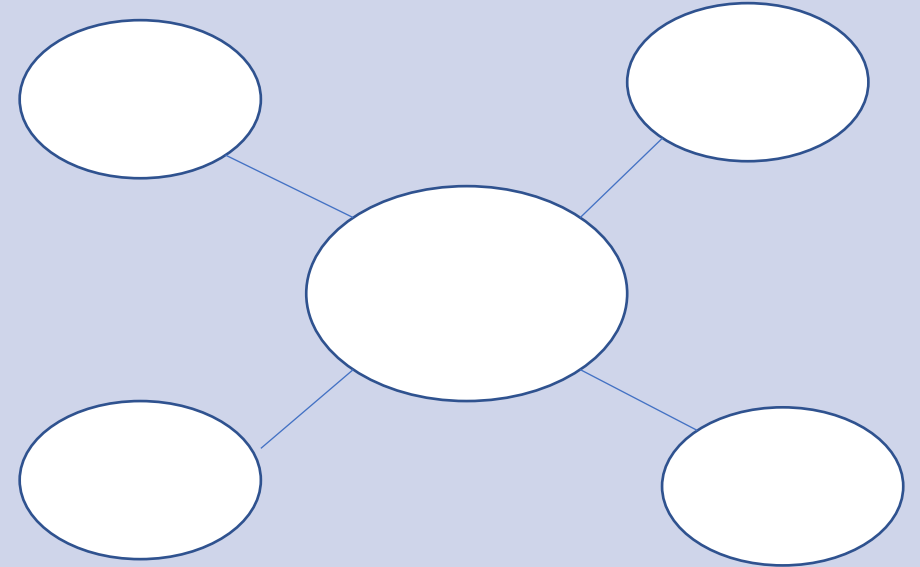


Finding the Facet

Student Competency:

Facet Statement:

Magnet Word/ Concept/ Verb:



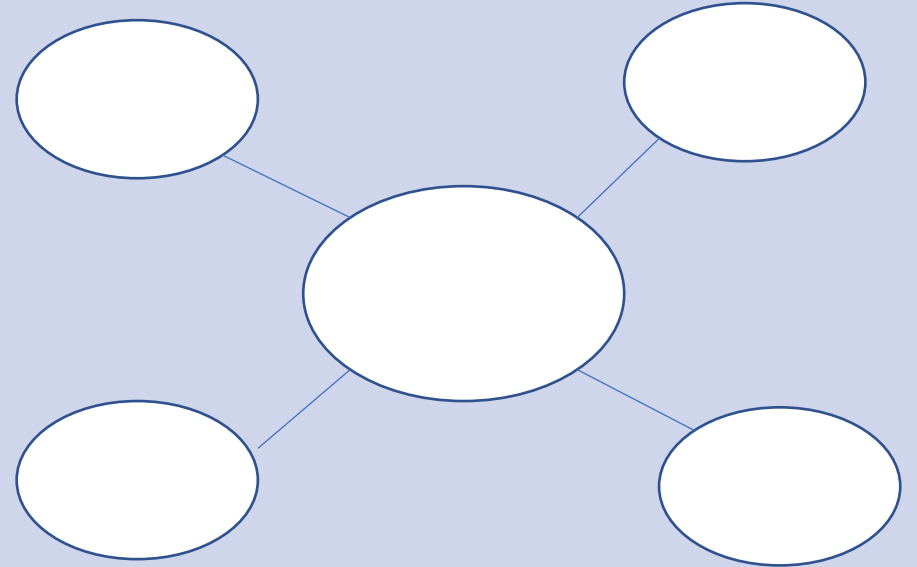
What word/concept would you put your finger one, that would be the magnet for all the other words to connect to?

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:



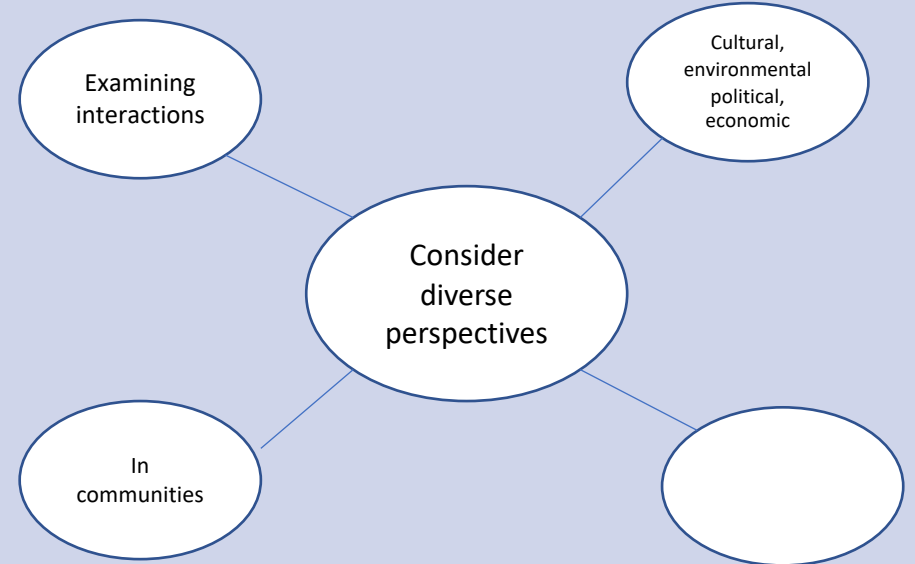
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Facet Statements: Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems & communities

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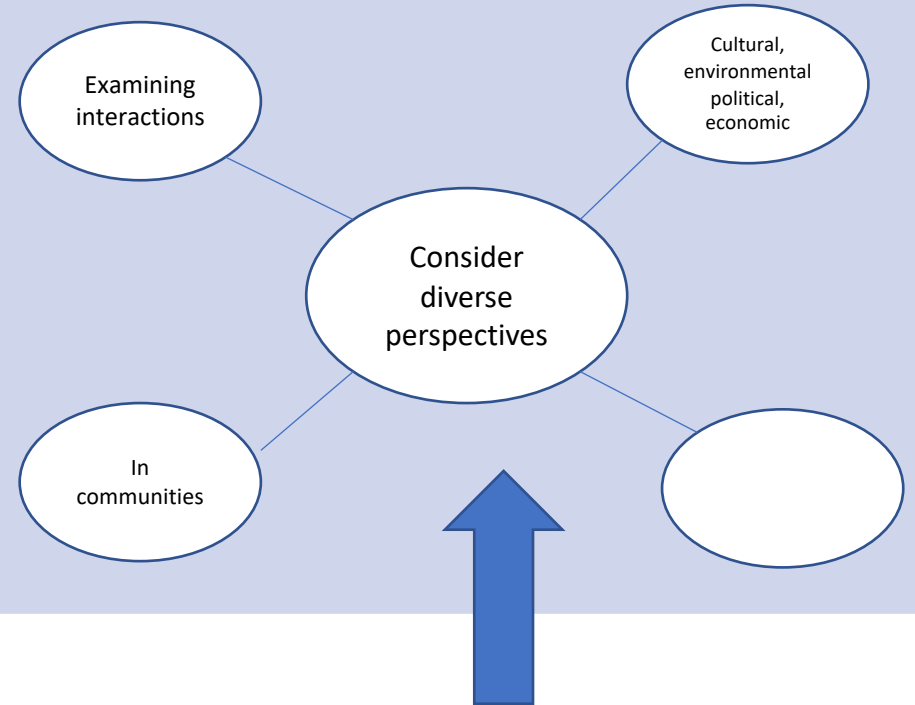
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Finding the Facet

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Magnet Word/ Concept/ Verb:



What word/concept would you put your finger one, 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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