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NEXWLÉLEXM (BOWEN ISLAND)

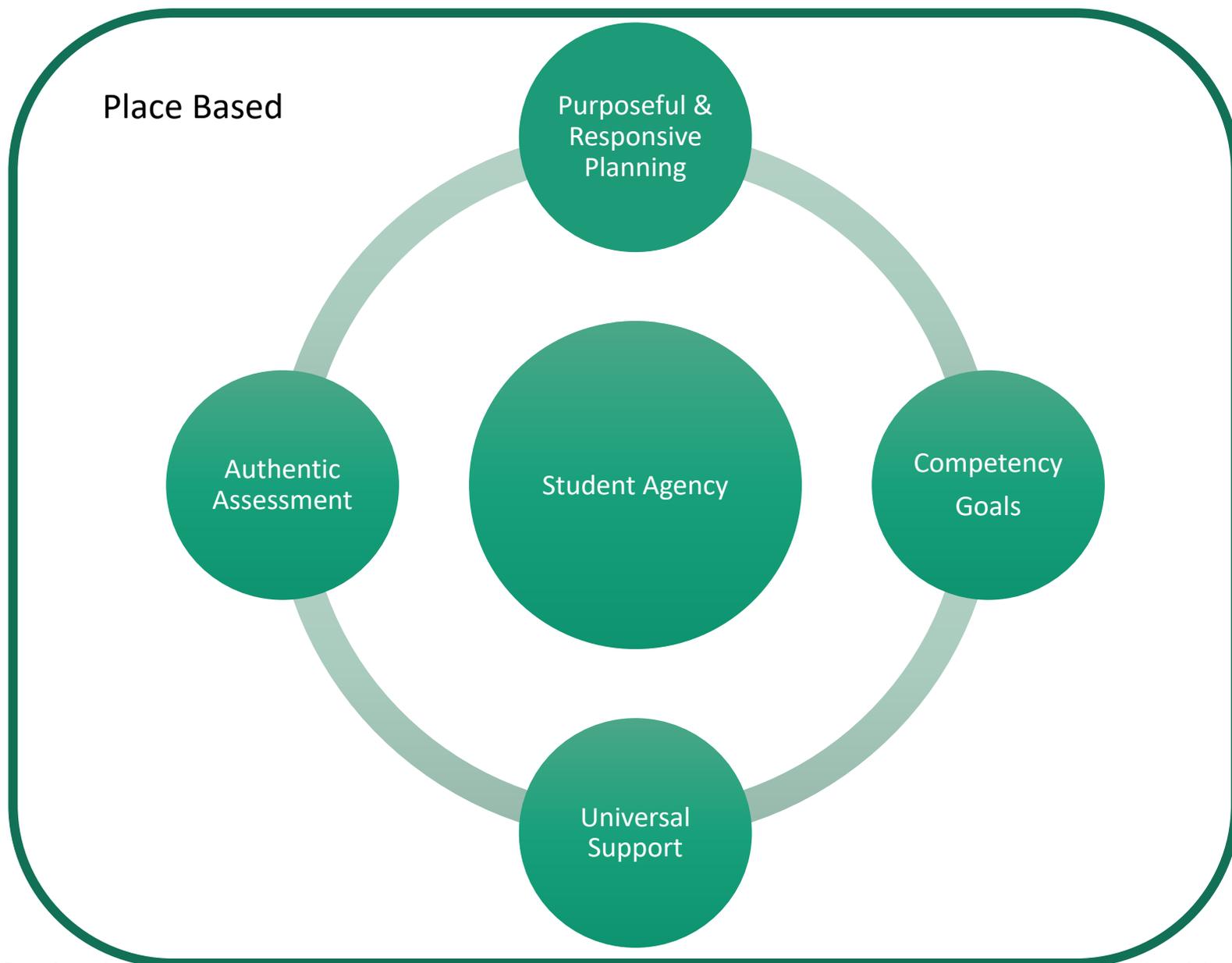
- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



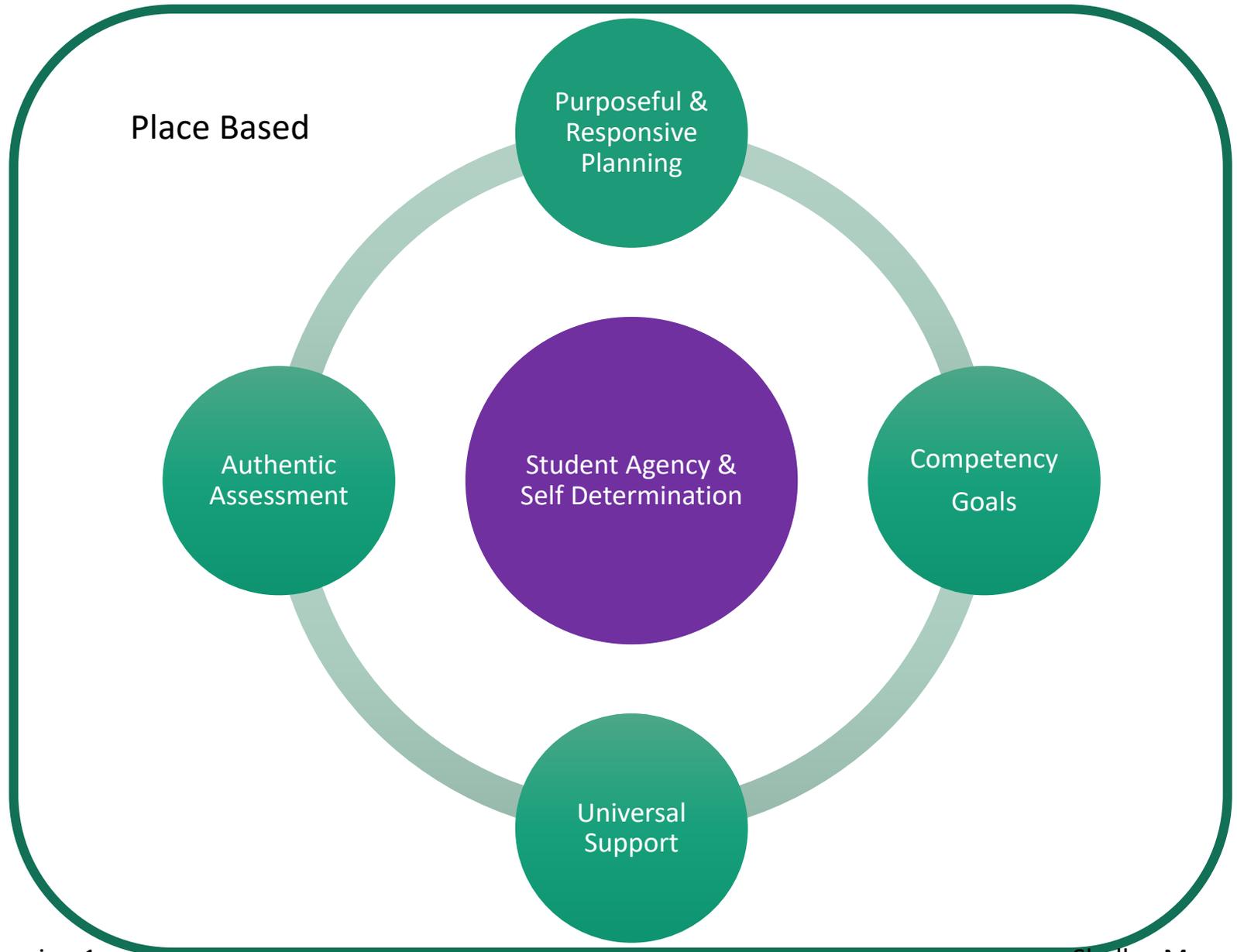
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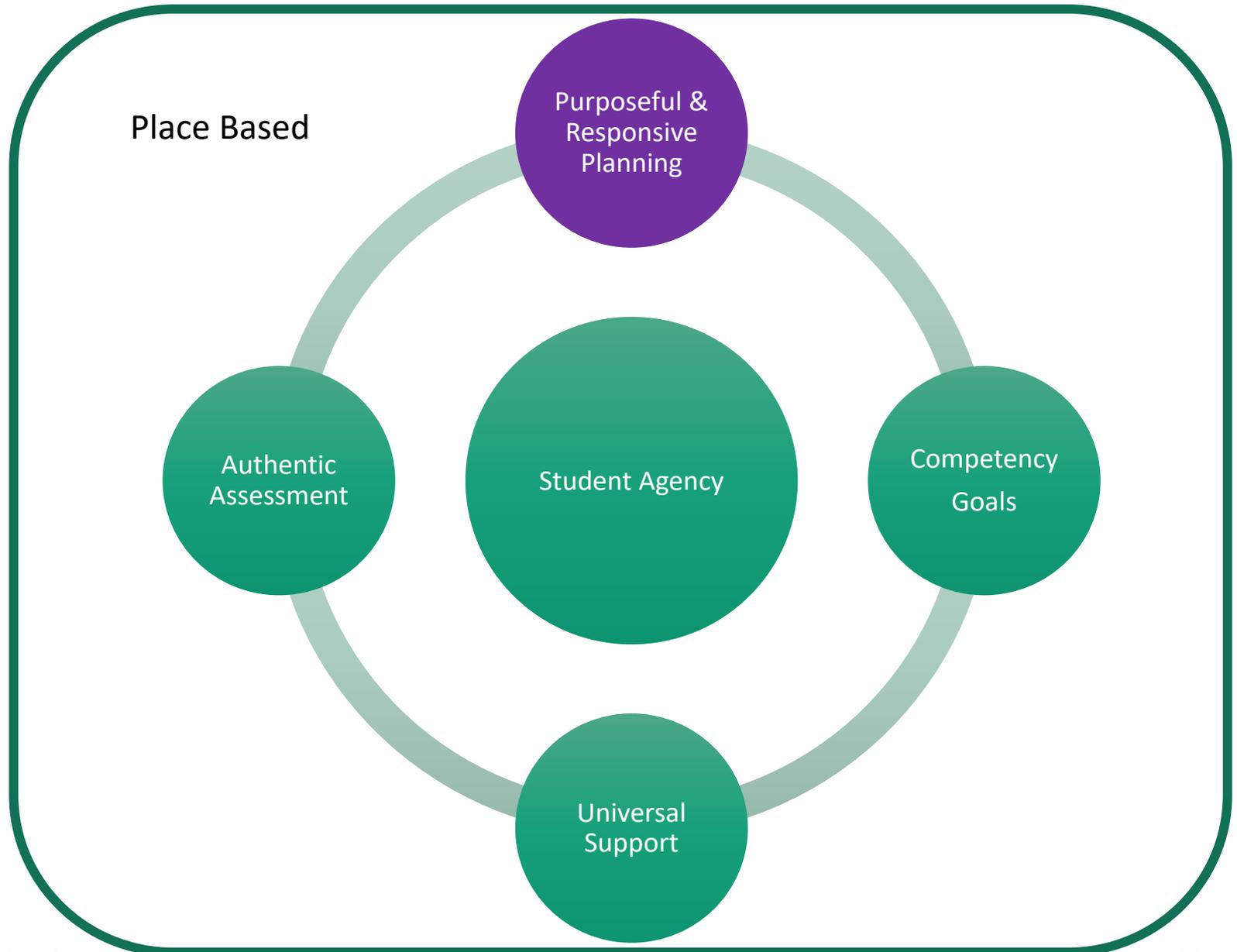
Guiding Principles of a Renewed IEP



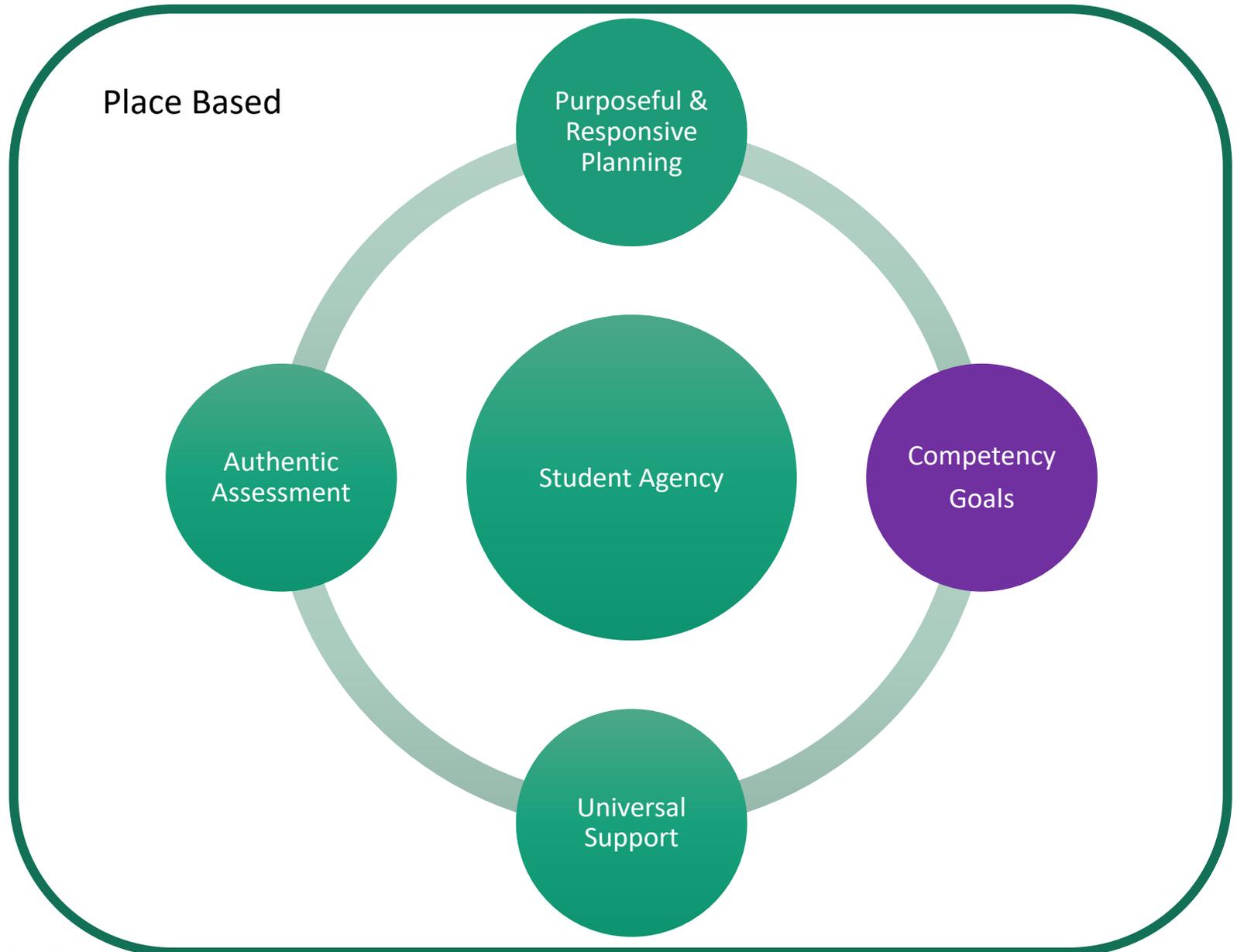
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



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

What are Competencies?



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 | Personal | Social | Intellectual |
| Step 2. Competency | <ul style="list-style-type: none"> Personal Growth & Wellbeing Problem Solving | <ul style="list-style-type: none"> Collaboration Communication Cultural & Global Citizenship Problem Solving | <ul style="list-style-type: none"> Creativity & Innovation Critical Thinking Managing Information Problem Solving |
| Step 3. Goal | <ul style="list-style-type: none"> Specific facet of competency written as an “I ” statements 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 | | |

COMPETENCY PROGRESSIONS

Competencies are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world. The Competency Progressions identify behaviours that students may demonstrate by the end of the divisional age range.

| | Kindergarten (ages 4–5) | Division 1 (ages 6–8) | Division 2 (ages 9–11) |
|---|---|---|---|
| <p>Critical Thinking involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.</p> | <ul style="list-style-type: none"> • I wonder about the world around me. • I think about and share experiences or feelings. • I make predictions based on prior knowledge. • I make choices based on what I like or know. • I recognize how my thoughts, words, or actions affect others and myself. | <ul style="list-style-type: none"> • I ask relevant questions to help me learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from those of others. | <ul style="list-style-type: none"> • I pose questions to analyze information or evidence. • I begin to analyze complex issues and ideas based on criteria I help to develop. • I evaluate the effectiveness of my own thinking or that of others. • I make inferences, predictions, or decisions based on information. • I consider perspectives that do not fit with my understandings. |
| <p>Problem Solving involves selecting strategies and resources to move from what is known to what is sought.</p> | <ul style="list-style-type: none"> • I communicate when I have a problem. • I ask questions to help me solve problems. • I explore ways to overcome challenges independently or with others. • I try new ways to solve problems. | <ul style="list-style-type: none"> • I rephrase problems to clarify understandings. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. | <ul style="list-style-type: none"> • I acquire and select information to identify problems. • I generate solutions to complex problems based on criteria I help to develop. • I predict the possible outcomes of multiple courses of action. • I identify impacts of possible solutions. • I reflect on and revise approaches to solve challenges creatively. |
| <p>Research and Managing Information involves research skills as well as organizing and using information for specific purposes.</p> | <ul style="list-style-type: none"> • I use my senses to learn about the world around me. • I connect new information with things I already know. • I use information to understand my world and myself. • I share my ideas and information. | <ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas. | <ul style="list-style-type: none"> • I reflect on information gathering processes and revise if necessary. • I gather and organize information from multiple sources to enhance or clarify understandings. • I verify the accuracy of information collected from a variety of sources. • I apply socially accepted protocols when using, sharing, and storing information. |
| <p>Creativity and Innovation involves generating and applying knowledge and skill to create something new of value.</p> | <ul style="list-style-type: none"> • I create to learn and have fun. • I use my imagination to combine materials or ideas to create something new. • I change my creations based on new ideas, information, or materials. • I try new ways of doing things. | <ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. | <ul style="list-style-type: none"> • I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent. • I experiment with ideas, materials, or processes to express myself. • I evaluate and adapt creative ideas, products, or services in response to emerging conditions. • I understand that new challenges can help me develop resilience. |
| <p>Communication involves sharing ideas through oral, written, or non-verbal media.</p> | <ul style="list-style-type: none"> • I listen to others and respond to simple questions. • I communicate verbally or non-verbally. • I describe or represent my experiences, ideas, or feelings. • I communicate to interact, learn, or have fun. • I use a range of terms and symbols to express or interpret messages. | <ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understandings. | <ul style="list-style-type: none"> • I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks. • I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences. • I respect social or cultural practices in formal and informal situations when communicating with others. • I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings. • I share interpretations of ideas or information logically and clearly, using effects to enhance communications. |

COMPETENCY PROGRESSIONS

| | Kindergarten (ages 4–5) | Division 1 (ages 6–8) | Division 2 (ages 9–11) |
|---|--|--|--|
| <p>Collaboration involves working with others to achieve worthy common goals.</p> | <ul style="list-style-type: none"> • I interact in groups to learn and have fun. • I take turns when learning and playing with others. • I am a courteous member of my learning communities. | <ul style="list-style-type: none"> • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals. | <ul style="list-style-type: none"> • I exchange ideas and information respectfully when collaborating in digital or non-digital environments. • I encourage or assist others to successfully fulfill obligations associated with roles and responsibilities to contribute to group success. • I nurture positive relationships through compromise and being flexible. • I demonstrate sensitivity and respect for diversity when working with others to achieve a common goal. |
| <p>Citizenship involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.</p> | <ul style="list-style-type: none"> • I interact with people in my communities. • I advocate for myself to experience success in learning and play. • I help others in familiar environments. • I make decisions based on what I like or know. | <ul style="list-style-type: none"> • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities. | <ul style="list-style-type: none"> • I identify and apply approaches to reach shared understandings between differing perspectives. • I use constructive decision-making processes to address individual or common interests. • I initiate or organize activities or events that address a common need. • I explain more than one perspective that is relevant to an idea, a decision, or an action. |
| <p>Personal Growth and Well-being involves managing emotional, intellectual, physical, social, and spiritual aspects of living well. Students develop character and talent and apply the virtues of wisdom, courage, self-control, justice, charity, and hope.</p> | <ul style="list-style-type: none"> • I seek out experiences that make me happy. • I recognize and share my interests. • I participate in new learning situations. • I explore relationships through day-to-day interactions. • I communicate needs for comfort or assistance. | <ul style="list-style-type: none"> • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks. | <ul style="list-style-type: none"> • I develop and apply strategies to accomplish personal and common goals. • I use personal skills and abilities, programs, or relationships to support growth and well-being. • I examine potential risks to privacy or emotional safety when making healthy decisions. • I develop or maintain social networks to support well-being. • I perform multiple attempts and encourage others to persist with challenging tasks. |

What does the IEP look like?

| Core Competency Goals | | | |
|-----------------------|---|--------------------------|--|
| Competency | Common to all students in jurisdiction | IEP Goal | "I" 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 |

Examples – Core Competency IEP Goals

- Geeshan

- Grade 11
- Autism & Intellectual Disability

- Nella

- Grade 8
- Learning Disability

- Ben

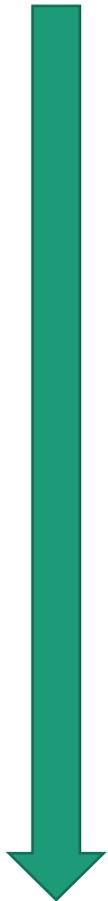
- Kindergarten
- Down Syndrome
- Hearing

- Kevin

- Grade 6
- Learning Disability
- Behaviour

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 | | |

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 Nella: Choosing Goal Areas

N. John, 2019

| School District | | Inclusive and Competency Based Individual Education Plan | | | |
|---|--|--|--|---|--|
| Student Photo | Student Details | | | | |
| | 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

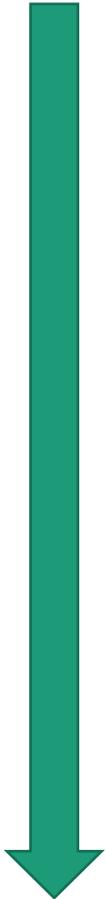
Example Nella: Choosing Goal Area(s)

| 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

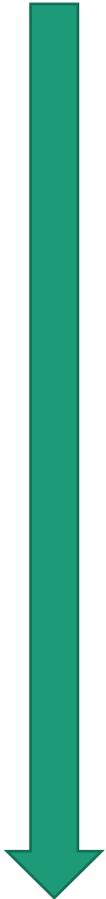
Example Nella: Choosing Competency

| 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

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 | | | |

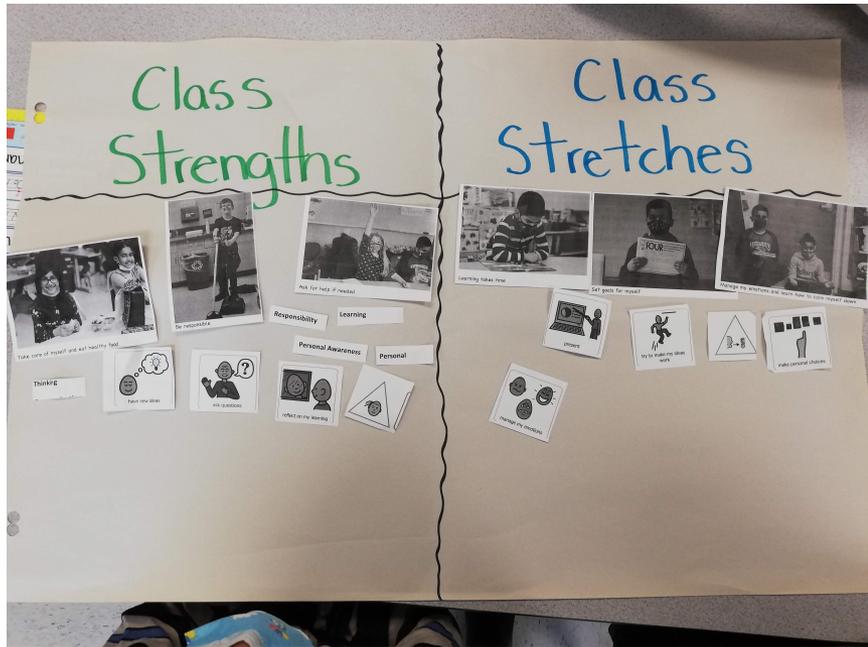
| | I can do this* | I want to keep working on this | This is my next step! |
|--|----------------|--------------------------------|-----------------------|
| Personal Values and Choices | | | |
| I can tell what is important to me | | | |
| I can explain what my values are and how they affect choices 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

• _____

• _____

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

Example Nella: Determining Goal

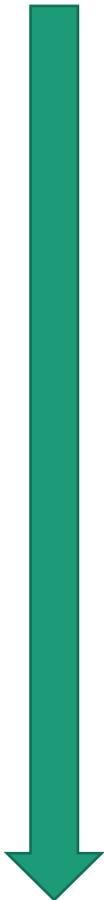
| Core Competency Goals | | | |
|-----------------------|----------|--|--|
| Step 1. Goal Area | Personal | Social | Intellectual |
| Step 2. Competency | | <ul style="list-style-type: none"> • Social Awareness & Responsibility | <ul style="list-style-type: none"> • Critical Thinking • Creative Thinking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

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)

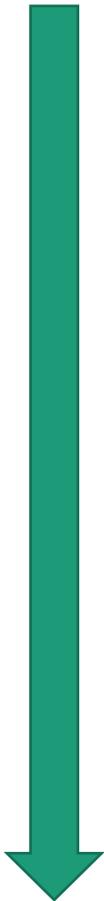
Example Nella: Determining Objectives

| 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 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

Nella's 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 |

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 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 | |
| | 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 | Social | Learning/Intellectual | |
| | 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 | | | | |
| 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

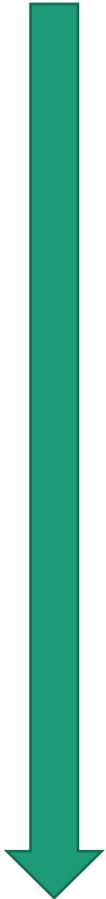
Example Geeshan: Choosing Goal Area(s)

| Core Competency Goals | | | |
|-----------------------|----------|--------|--------------|
| Step 1. Goal Area | Personal | Social | Intellectual |

- Geeshan and his family chose:
 - All three 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

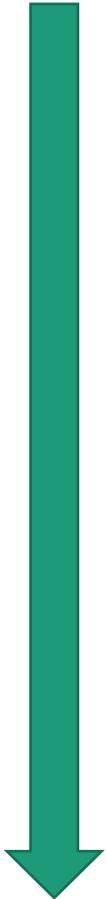
Example Geeshan: Choosing Competency

| 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

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

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 | |
|--------------------|---|---|---|---|---|---|---|
| | 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> | COL 1a) I can participate with others | COM 1a) I can respond meaningfully to communication from peers and adults | <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>CRT 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> |
| 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>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> |

COMPETENCY PROGRESSIONS

Competencies are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world. The Competency Progressions identify behaviours that students may demonstrate by the end of the divisional age range.

| | Kindergarten (ages 4–5) | Division 1 (ages 6–8) | Division 2 (ages 9–11) |
|---|---|---|---|
| <p>Critical Thinking involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.</p> | <ul style="list-style-type: none"> • I wonder about the world around me. • I think about and share experiences or feelings. • I make predictions based on prior knowledge. • I make choices based on what I like or know. • I recognize how my thoughts, words, or actions affect others and myself. | <ul style="list-style-type: none"> • I ask relevant questions to help me learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from those of others. | <ul style="list-style-type: none"> • I pose questions to analyze information or evidence. • I begin to analyze complex issues and ideas based on criteria I help to develop. • I evaluate the effectiveness of my own thinking or that of others. • I make inferences, predictions, or decisions based on information. • I consider perspectives that do not fit with my understandings. |
| <p>Problem Solving involves selecting strategies and resources to move from what is known to what is sought.</p> | <ul style="list-style-type: none"> • I communicate when I have a problem. • I ask questions to help me solve problems. • I explore ways to overcome challenges independently or with others. • I try new ways to solve problems. | <ul style="list-style-type: none"> • I rephrase problems to clarify understandings. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. | <ul style="list-style-type: none"> • I acquire and select information to identify problems. • I generate solutions to complex problems based on criteria I help to develop. • I predict the possible outcomes of multiple courses of action. • I identify impacts of possible solutions. • I reflect on and revise approaches to solve challenges creatively. |
| <p>Research and Managing Information involves research skills as well as organizing and using information for specific purposes.</p> | <ul style="list-style-type: none"> • I use my senses to learn about the world around me. • I connect new information with things I already know. • I use information to understand my world and myself. • I share my ideas and information. | <ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas. | <ul style="list-style-type: none"> • I reflect on information gathering processes and revise if necessary. • I gather and organize information from multiple sources to enhance or clarify understandings. • I verify the accuracy of information collected from a variety of sources. • I apply socially accepted protocols when using, sharing, and storing information. |
| <p>Creativity and Innovation involves generating and applying knowledge and skill to create something new of value.</p> | <ul style="list-style-type: none"> • I create to learn and have fun. • I use my imagination to combine materials or ideas to create something new. • I change my creations based on new ideas, information, or materials. • I try new ways of doing things. | <ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. | <ul style="list-style-type: none"> • I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent. • I experiment with ideas, materials, or processes to express myself. • I evaluate and adapt creative ideas, products, or services in response to emerging conditions. • I understand that new challenges can help me develop resilience. |
| <p>Communication involves sharing ideas through oral, written, or non-verbal media.</p> | <ul style="list-style-type: none"> • I listen to others and respond to simple questions. • I communicate verbally or non-verbally. • I describe or represent my experiences, ideas, or feelings. • I communicate to interact, learn, or have fun. • I use a range of terms and symbols to express or interpret messages. | <ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understandings. | <ul style="list-style-type: none"> • I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks. • I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences. • I respect social or cultural practices in formal and informal situations when communicating with others. • I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings. • I share interpretations of ideas or information logically and clearly, using effects to enhance communications. |

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

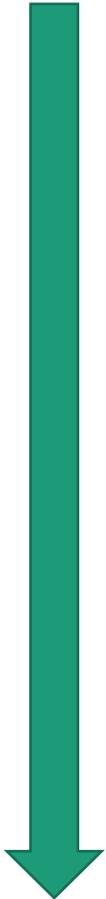


| | Personal Purpose | Social Purpose | | Intellectual/Learning Purpose | | |
|-------------|--|----------------|---|---|-----------------------|--|
| | Personal & Social Competencies | | Communication Competencies | | Thinking Competencies | |
| | Personal Awareness & Responsibility | | Communication | 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 | | | | | | |

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 |

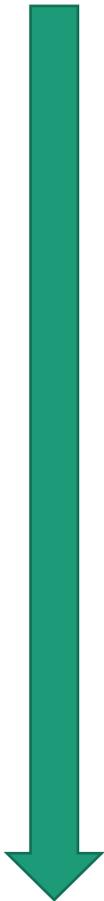
Sample Objectives for Core Competency IEP Goals

| 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 |

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

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 |

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?

Guiding Principles of a Renewed IEP

