Inclusive & Competency Based IEPs

Capturing & Assessing Authentic Evidence

Shelley Moore, 2021

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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@tweetsomemoore

Waterfall

One thing that stands out from last time

OR

What are you hoping for today?

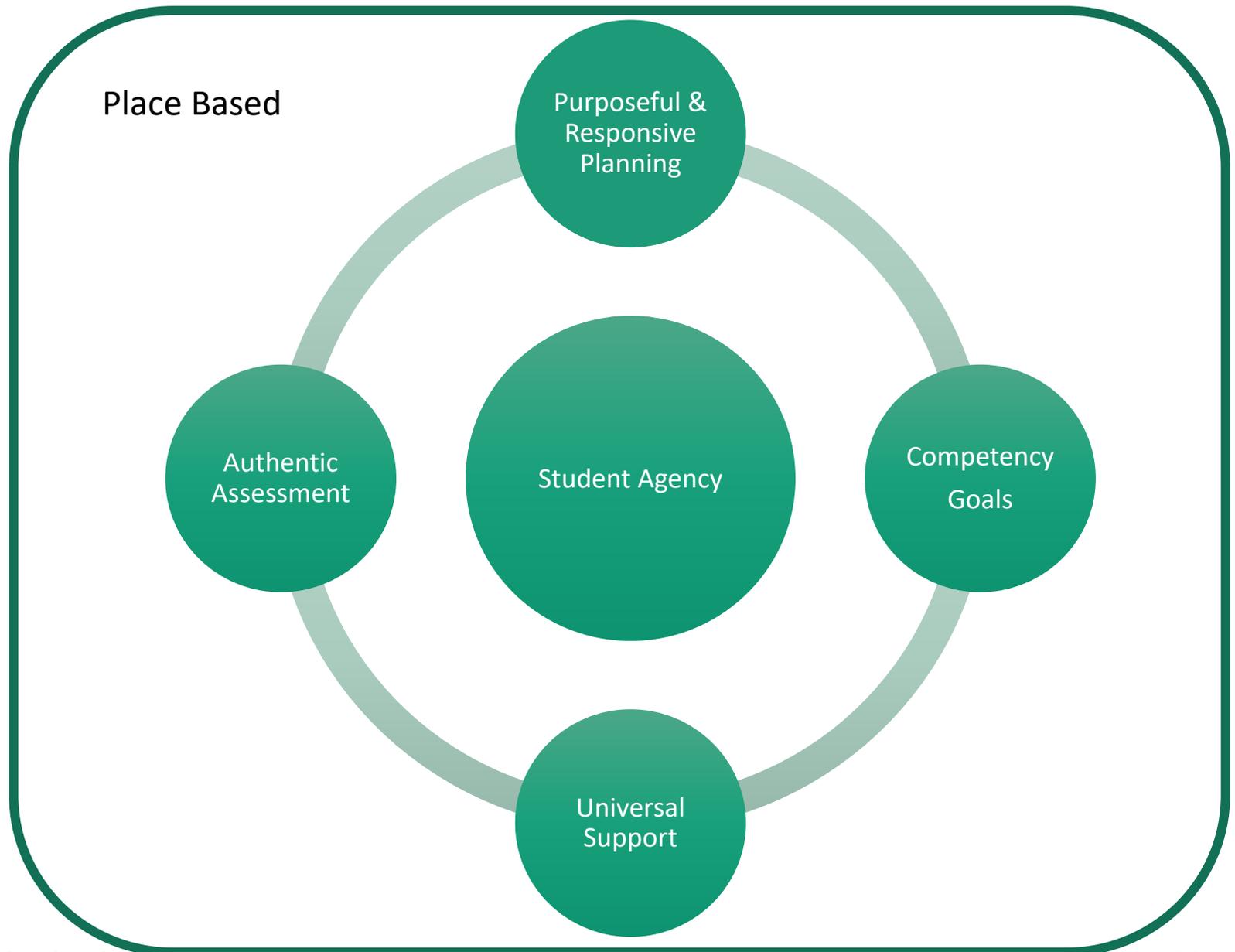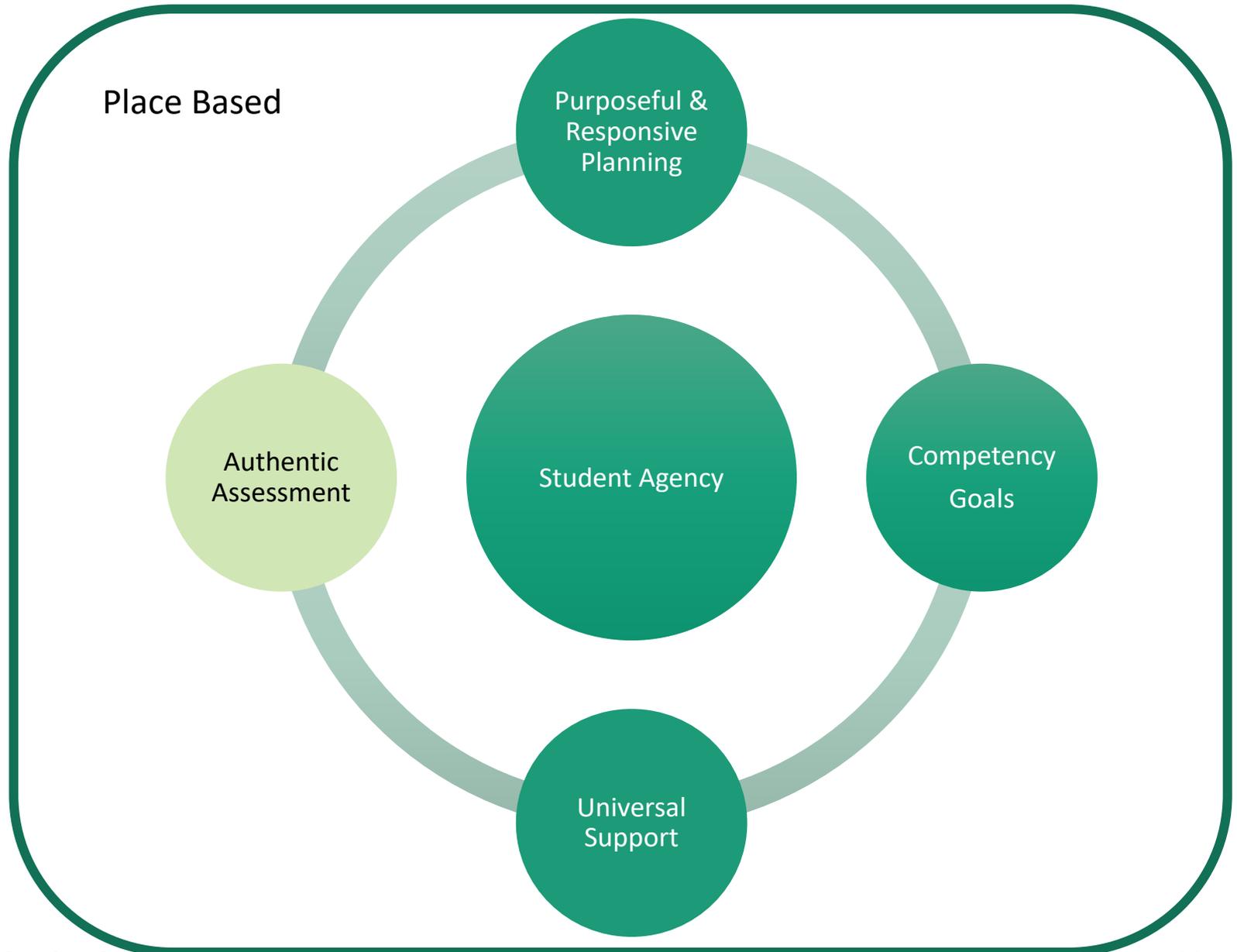Shelley Moore, 2021   @tweetsomemoore

What is authentic evidence?

Guiding Principles of a Renewed IEP

Guiding Principles of a Renewed IEP

Today's Session

- What is authentic evidence?

- How do we capture & assess authentic evidence?

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

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

Shelley Moore, 2021

What is authentic evidence?

S.M.A.R.T. Goals

S - Strength Based

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

M - Meaningful

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

A - Authentic

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

R - Responsive

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

T - Triangulated

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

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S.M.A.R.T. Goals

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A - Authentic Goals

- Goals are connected to common curriculum of peers

  - Concepts/ Understandings

  - Content/ Knowledge

  - Skills/Attitudes

  - 21st Century Skills & Competencies

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A - Authentic Evidence

- Evidence are connected to common curriculum of peers
  - Concepts/ Understandings

  - Content/ Knowledge

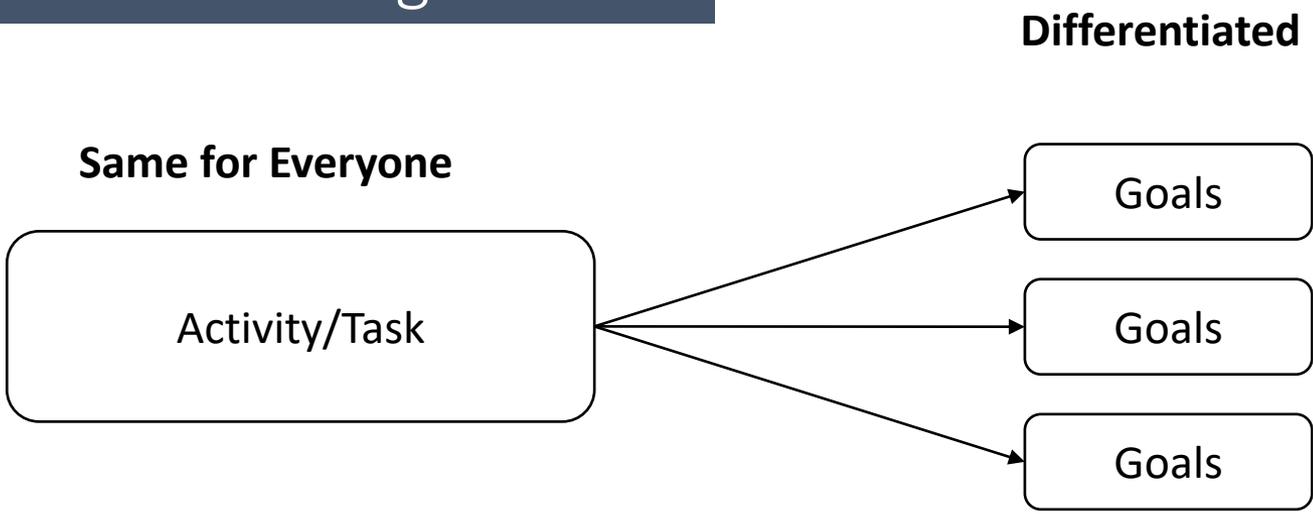 - Skills/Attitudes

  - 21st Century Skills & Competencies

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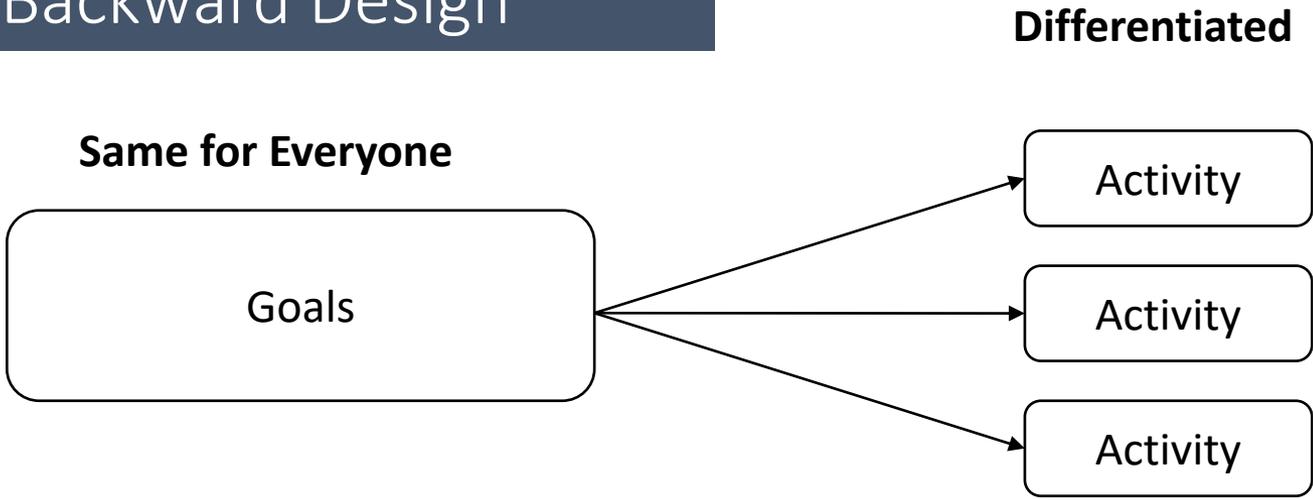Inclusive Education: It's not more work, it's different work!

Backwards Design Big Ideas:

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

Forward Design

Differentiated

Same for Everyone

Activity/Task → Goals

Goals

Goals

Backward Design

Differentiated

Same for Everyone

Goals → Activity

Activity

Activity

How can we capture & assess authentic evidence?

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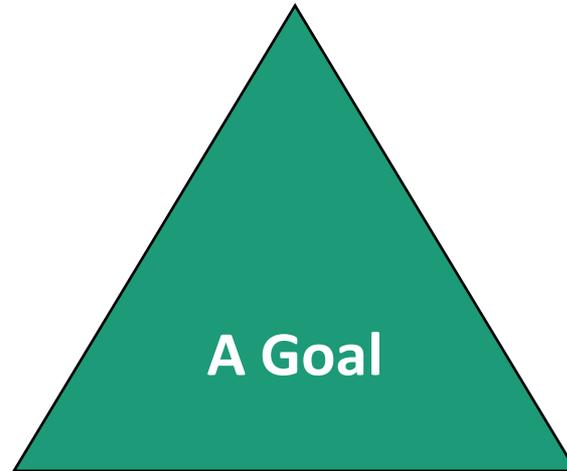(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

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T - Triangulated Evidence

A Goal

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T - Triangulated Evidence

A Goal

Visual Language

Written Language

Oral Language

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T - Triangulated Evidence

Observation		Product

Visual Language **Written Language**

A Goal

Oral Language

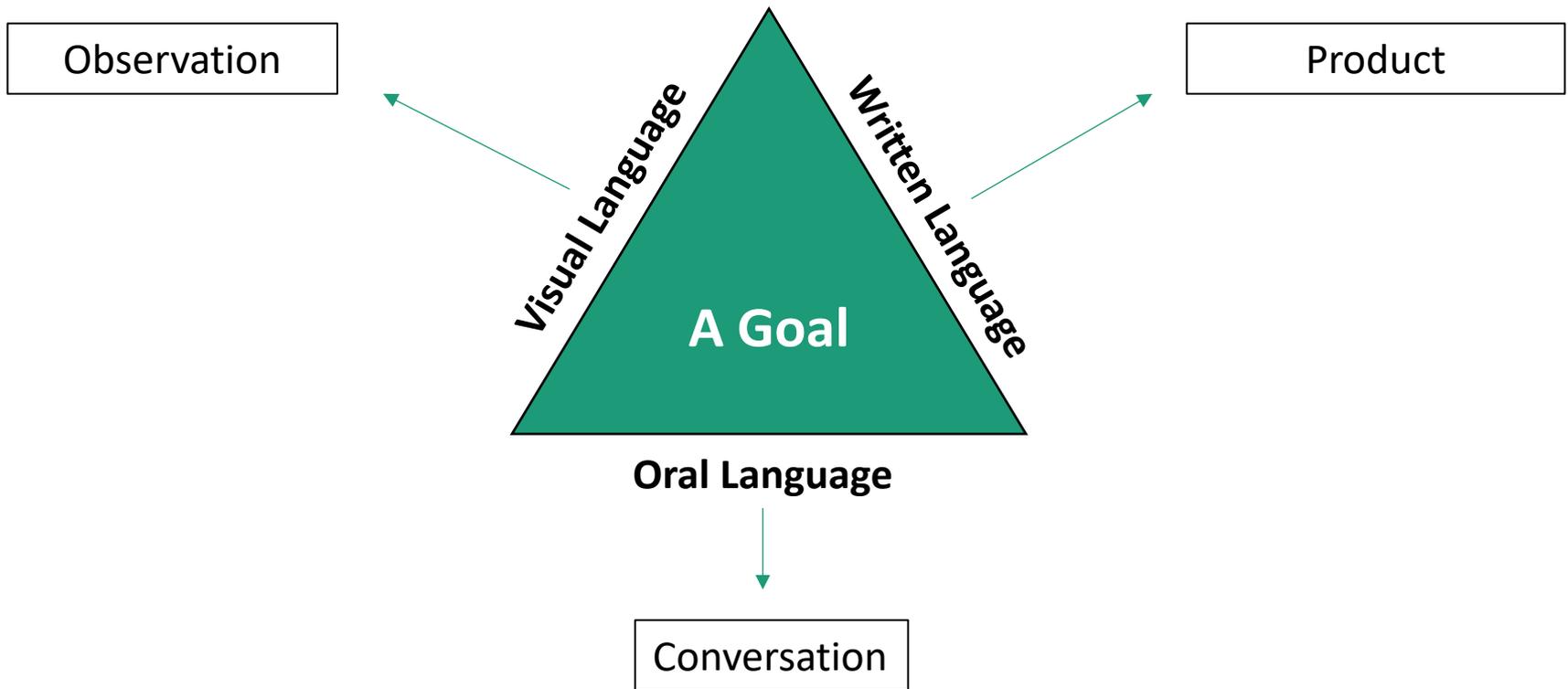| Conversation |
|---|

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T - Triangulated Evidence

Observation
- Anecdotal comments
- Performance video
- Frequency tallies

Product
- Student work samples
- Photographs
- Artifacts

Visual Language

Written Language

A Goal

Oral Language

Conversation
- With/ from a student
- Between 2 students
- With/from family members
- With/ from staff members

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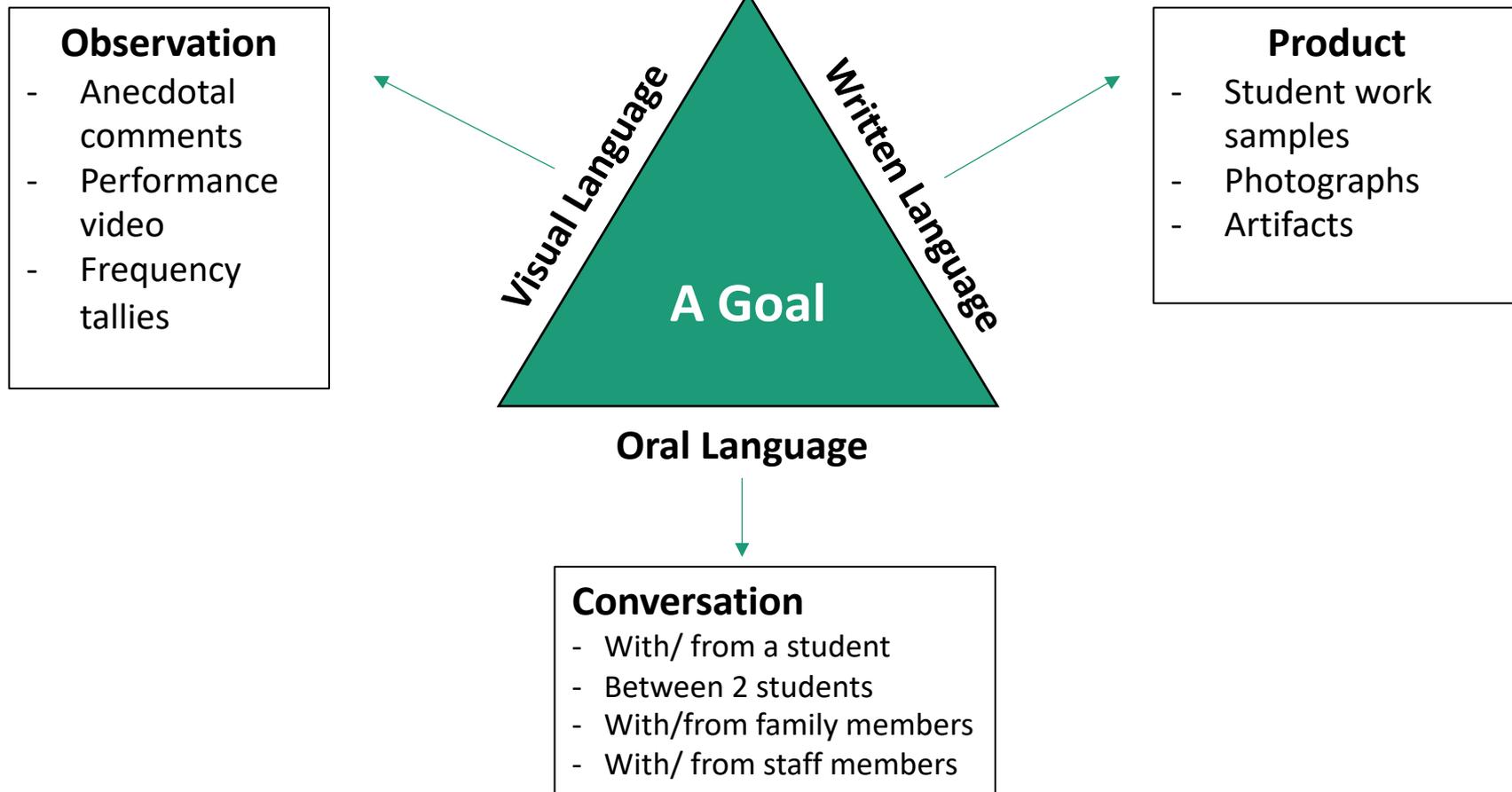
T- Triangulated Evidence

A Goal

Observation

Product

Conversation

Confidence of Assessment

- **Number of pieces**
- **Number of ways**
- **Number of places**

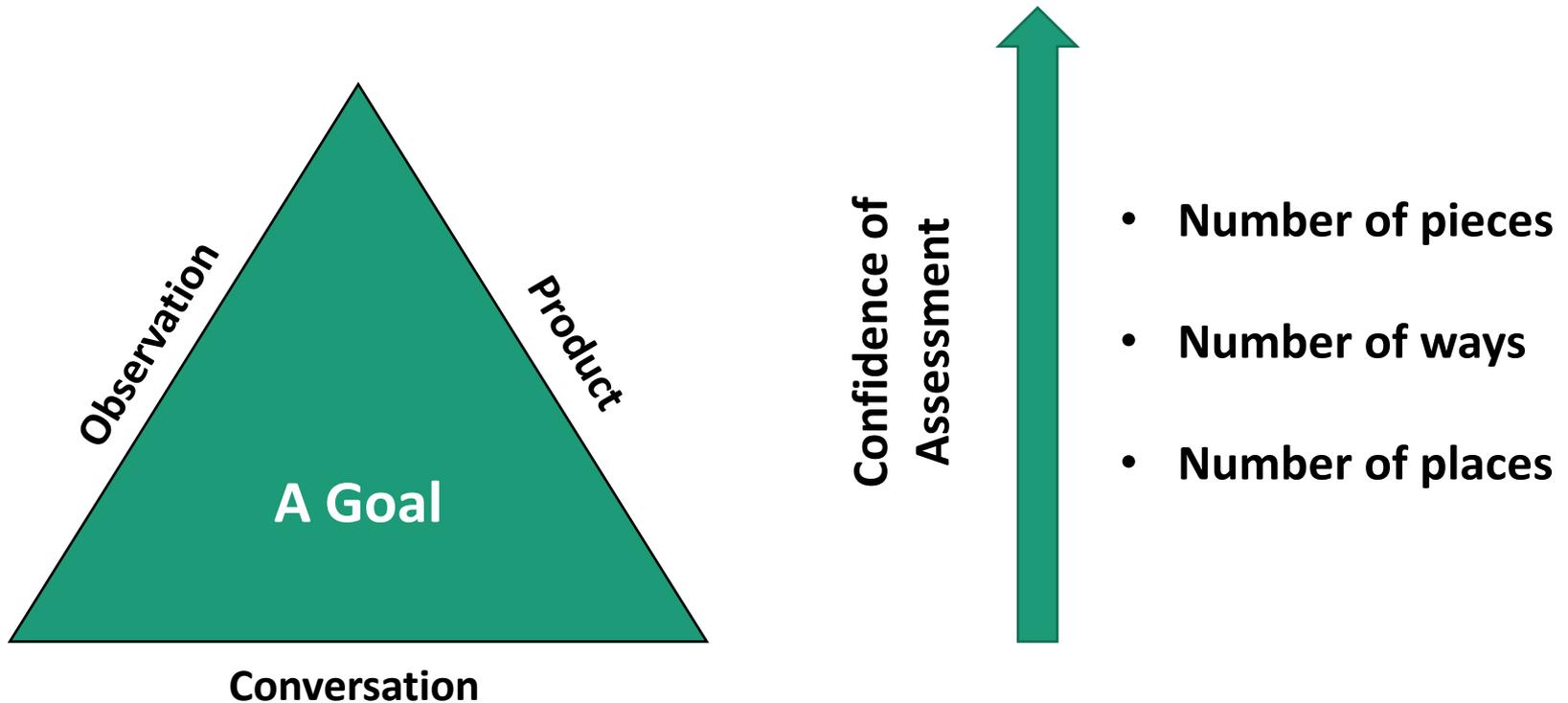**www.FIVEMOOREMINUTES.com**
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T - Triangulated Evidence

Supporting student, families & teams to collect:

- the 3 best pieces of evidence

- in at least 2 different formats (i.e. product, conversation, observation)

- in at least 2 different contexts or places (e.g. different classes, home, school, playground)

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

Strategy: IEP Evidence Log

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

IEP Evidence Log for: _____

School Year: _____   **Term:** _____

	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								

Individual Education Plan Evidence Collection Log

S. Moore, 2018

Strategy IEP Evidence Log: Core Competency

Core Competency — IEP Evidence Log for: _____ School Year: _____ Term: _____		Progress			Type of evidence			
		I can do this...						
Date	Goal & Objective	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	Product	Observation	Conversation	Location
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

Strategy IEP Evidence Log: Curricular & Content

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

Examples: Core Competency Goals

Example

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

Video: Observation

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

Core Competency-Based Goals			
Social Responsibil ▼	**Goal/ Facet:**	With some support, I can be part of a group by	▼
Objective: taking turns		**Instructional Strategies:**	buddy reading, mimicking peers, using the prompt "you're turn"
Objective: choosing a buddy to read with		**Instructional Strategies:**	

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Core Competency Evidence Log

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

Example

Scientific Field Book: Product

Video: Conversation
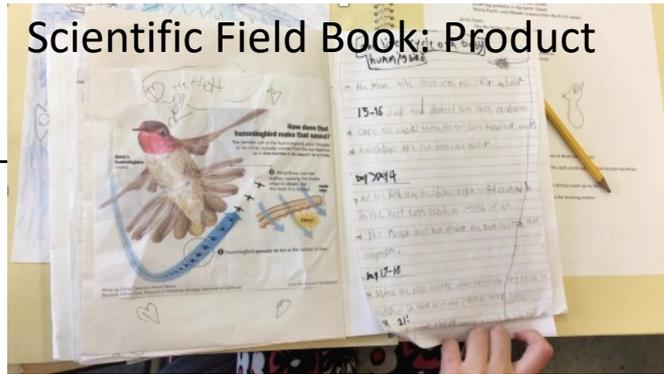
Student: TS

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

IEP Goal

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

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Core Competency-Based Goals		
Creative Thinking ▾	**Goal/Facet:**	I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to ▾
Objective: working on my own about something that is interesting to me	**Instructional Strategies:**	passion project about butterflies, drawing
Objective:	**Instructional Strategies:**	

Core Competency Evidence Log

| IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			
		I can do this…						
Date	**Goal & Objective**	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	**Location**
04/19	**Goal:** I can deliberately learn a lot about something by • researching something I am interested in over time			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
Comment	From mom: T watches her hummingbird feeder that she made everyday after school for 15 minutes and takes notes/draws. She loves it and says she feels like a Scientist! (conversation, observation)) From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)							

Examples: Curricular Competency Goals

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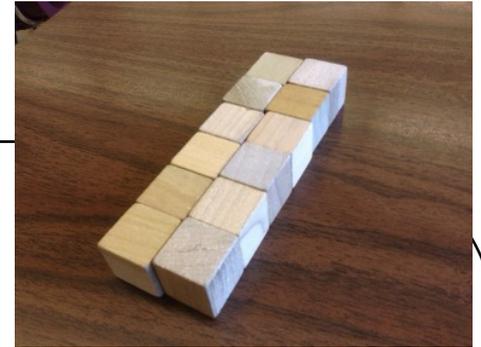
Student: JK
- Grade 8
- Intellectual Disability/ Down Syndrome
- **Goal Type:** Curricular
- **Subject:** Math 8

Video: Observation

IEP Goal

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

Video: Observation

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Curricular Competency Evidence Log

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

Example

Video/Book: Observation

Video/Book: Observation

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

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

Book: Product

Photo: Product

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Curricular Competency Evidence Log

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

How do you know when to move on?

- There is evidence in multiple formats (product, observation, conversation)

- There is evidence in multiple contexts (increase confidence)

- The goal may still need to be worked on, but at a higher level of complexity

- The goal is met with or without supports – it doesn't matter (independent)
  - You can document the supports used because they were useful, but not because they impacted the evaluation

Evidence

1. Goal:

Goal	Notes	Observation or Conversation	Date:	Captured by:

Evidence

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

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

Putting All Together

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

School District #133	Inclusive Education Plan

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

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

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

Inclusive IEP, 2019

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

Competency Goals				
Competency Area	**Personal Awareness & Responsibility**	**Competency IEP Goal 1**	I can be self-determined and self-regulated by…	
Objective 1A	setting a goal and accomplishing it	**Instructional Strategies**	Scaffolding S. Ward strategy "get ready, do, done," graphic organizers	

Competency Goals				
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 Goals				
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	

I & CBIEPs Session 9   Shelley Moore, 2021

The IEP Evidence Log

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

IEP Evidence Log for: _____

School Year: _____   Term: _____

Individual Education Plan Evidence Collection Log   S. Moore, 2018

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- What is authentic evidence?

- How do we capture & assess authentic evidence?

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

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

Sharing Your Learning

- What is one thing that you have tried/ can try based on your learning from this series?

- What are your next steps?

- How can share and celebrate you learning and growth?!
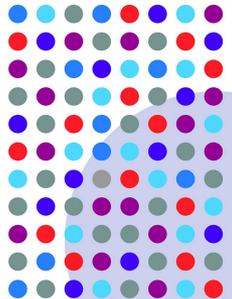
THANK YOU!!!
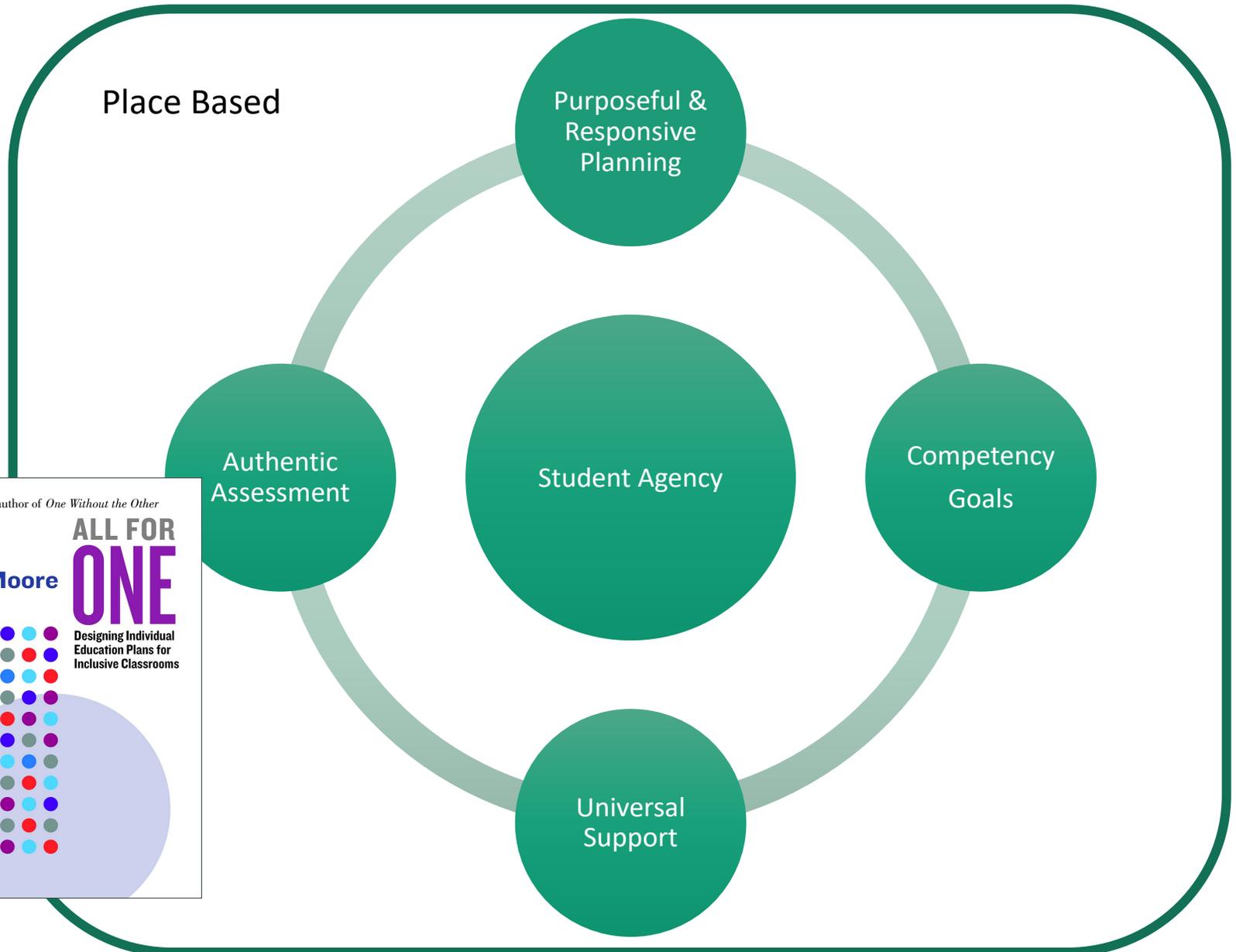
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Slides: www.blogsomemoore.com

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