

Designing for Diversity

Coaching Series

Session 7: Evolving IEPs to be more inclusive: Goodbye Modified Goals; Hello Access Points

Shelley
MOORE PH.D.



Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



2023-2024 Guided Planning Series

**Aligning IEP and
Classroom Planning Processes**

Session 1: Strategies to Get to know Learners

Growth Year: _____

Name: _____ Grade: _____

Identities I am...
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Interests I really like and/or what to learn more about:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Strengths I am really good at and/or could teach others:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Goals I want to grow in these areas:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Needs: I need this support in these areas to grow:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Supports: I need this in my garden to grow:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Barriers: This is what makes it hard for me to grow:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Thank You For helping me GROW!

Help us get to know: _____ Date: _____

Personal characteristics	Identities	Interests	Strengths	Strategies	Needs
Who are you and how do you grow?	What words would you use to describe you?	What are you interested in? What do you like to do on your own? With your friends? Family? Community?	What is your good at? What are your strengths?	What is hard for you? What do you need to get better at?	What does a good teacher look like? What is important for people to know about you?
Factor 1:					
Factor 2:					
Factor 3:					
Factor 4:					

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Strategies)	What makes it hard for me to grow? (Needs)
How do you identify yourself? What are some words that describe you? Complete the statement: I am _____ What communities are you and your family a part of? What are your goals? What place do you call home? What languages do you speak? What cultures, races or traditions do you identify with? Are there any disabilities that you identify with?	What brings you joy? What are some words that describe your favorite things/activities? What are some things that you do with your family and friends? What do you wish you could spend more time doing? What do you want to learn more about? What do you want to learn how to do? What would you do if you had a full day off? What do you like to learn/ read about? What kinds of things/ movies/ books do you like?	What feels easy to you? What do you know a lot about? What perspective do you bring to conversations? What are you really good at? How can I help others? (Strategies) What could you teach to someone else? Why is your family/ community/ culture/ beliefs important to you? How do you help out at home/ in other activities? What do you do that brings other people joy?	What is a goal that you have for yourself? What do you want to get better at? What is something you want to learn more about? What do you wish you could do more of? What is an area that you need more practice in? What do you wish you were different about? What do you wish was different about school? What do you wish your teacher to know about you?	What makes it hard for you to learn? What helps you learn best? What makes it hard for you to pay attention/ focus? Do you prefer to work alone or in a group? What makes it hard to get to school/ go to class? What do you wish was different about school? What materials/books do you need in a classroom? What is important for your teacher to know about you?

Who am I? Profile

Words that describe me: _____

My favorite books/movies: _____

Things I like to do when I'm alone: _____

Things I'm very good at or interested in: _____

Things I like to do with my family: _____

Things I like to do with my friends: _____

Things I like for you to know about me: _____

My hopes and dreams for myself are: _____

The easiest way for me to show what I know is: _____

Things I would like to get better at in this class are: _____

THIS IS ME!

Student Dimension Inventory (Confidential) Class: _____

Name	Identities	Interests	Strengths	Strategies	Needs	Barriers	Supports/Strategies

Session 2: Strategies to Evolve IEPs

School:	Student Profile
---------	-----------------

Who am I as a person?				
	Name		Age	
	Grade		Year	
	A little about me...			
	Words that I or others might use to describe me and/or who I am as a person	My identities are:		
	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:		
	Things I want my teachers to know about me/ things that will help others understand me better	My needs are:		

Who I am as a learner			
My Strengths (Things I'm good at and can help others with)	For myself	With others	When I am learning
	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...
My Stretches (Things I need help with or need more practice at, things I want to get better at this year)	For myself	With others	When I am learning
	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...

Session 3: Strategies to connect IEPs to the Class Review Process

Class Review:		School Team:		Date:
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student Perspectives: Team Perspectives:	
Class Needs				
Need:	Need:	Need:	Need:	Need:
Team Goals				
Some big questions and/or goals that we have for this class:				
Team Reflections & Decisions				
What works well for this class?			What else can we do to reduce barriers for this class?	

Classroom Support Planning: Collaborative Needs Based Reflection

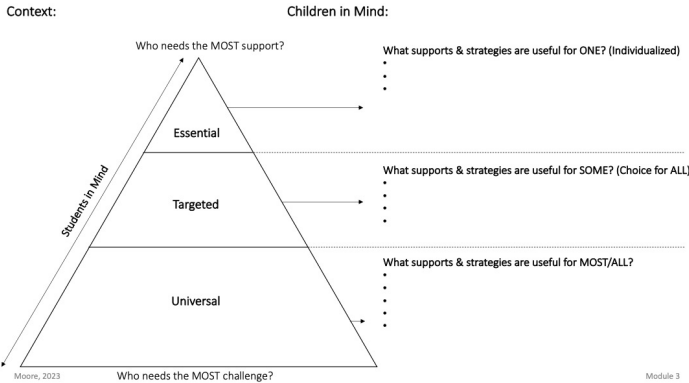
Target Classroom: Classroom Teacher(s): Support Teachers/Staff: Date:

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Session 4: Strategies to help us reduce barriers for students

Needs Based Support Plans			
Universal Supports and Strategies		Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Support Plans			
Plan	Adult(s) responsible	Valid until:	



Class Review:	School Team:	Date:	
Class Dimensions			
Class Identities Student Perspectives:	Class Interests Student Perspectives:	Classroom Strengths Student Perspectives:	Classroom Stretches Student Perspectives:
Team Perspectives:	Team Perspectives:	Team Perspectives:	Team Perspectives:
Class Needs			
Need:	Need:	Need:	Need:
Team Goals			
Some big questions and/or goals that we have for this class:			
Team Reflections & Decisions			
What works well for this class?		What else can we do to reduce barriers for this class?	

Session 5: Strategies to support individual needs, and facilitate self regulation of learning

Classroom Support Plan

Teacher(s): Mrs. P

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

Range of Supports & Strategies

Recipe for the cake

Students...		Strategies & Supports		
Who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL/ multi lingual	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge		I.K., R.M.		

Range of Student Need

Layers of the cake

Needs Based Classroom Support Plan

Dr. Shelley Moore, 2023



Session 6: Strategies to align IEPs to inclusive classrooms: Making IEP goals more inclusive

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., Looock, 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)

Your job: March 1, 2024

1. Choose an IEP for a student in your target class
2. Look at the goals and reflect on how they could be adjusted to reflect the updated SMART goal formula
3. Bring the IEP with you to the next session

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., Looch, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

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T - Triangulated

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



What are you trying?

**What are you noticing about your
thinking and practice?**

What questions are coming up?

Session 7: Strategies to align IEPs to inclusive classrooms (Part 2): Goodbye Modified Goals; Hello Access Points

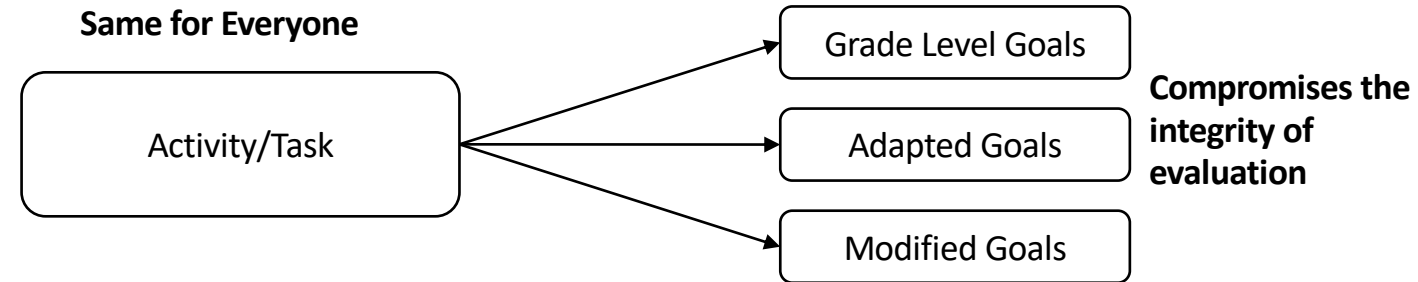
Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

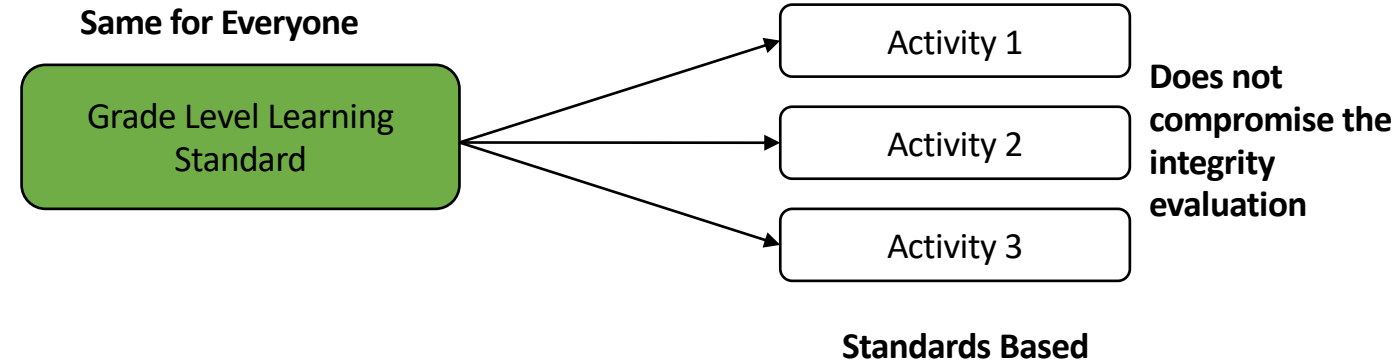
3. We extended the grade level scaffold to include an **access point** and **challenge point**

UBD: Determining the Learning Standard

Forward Design



Backward Design



Grade Level Learning Standards

By the end of Grade 8, students will:

B1. Number Sense

demonstrate an understanding of numbers and make connections to how numbers are used in everyday life

1 : —
2 : — **Specific Expectations**
3 : —



[Compare grades](#) >

Transferable skills:

Critical thinking and problem solving

Communication

Specific Expectations

By the end of Grade 8, students will:

Rational and Irrational Numbers

B1.1 represent and compare very large and very small numbers, including through the use of scientific notation, and describe various ways they are used in everyday life

[Teacher supports](#) ▾

B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts

[Teacher supports](#) ▾

B1.3 estimate and calculate square roots, in various contexts

[Teacher supports](#) ▾

Fractions, Decimals, and Percents

B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems

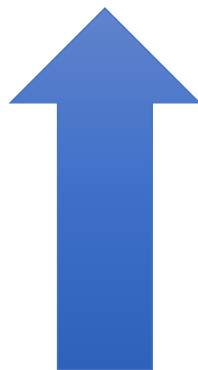
[Teacher supports](#) ▾

Additive and Asset-Based Learning Continuums

- Differentiated curriculum
- Shifts from “benchmark” to “window” of proficiency
- Same entry point for all/ Multiple exit points
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

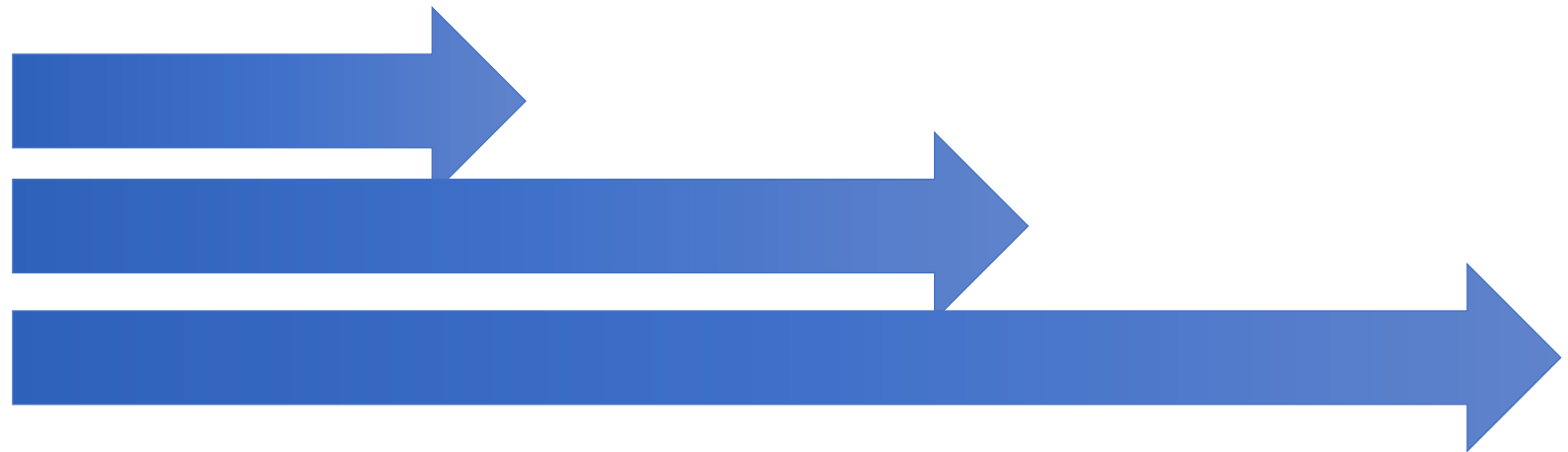
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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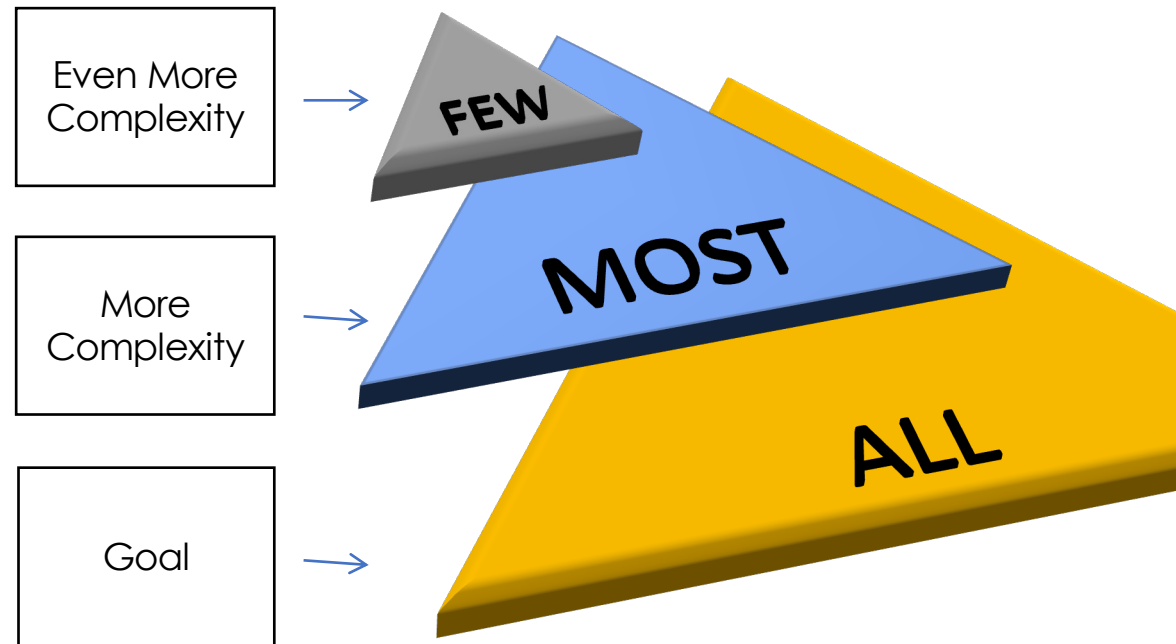
Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



Planning Pyramid



Asset Based Learning Continuums

Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

Rubric: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none">I can understand data and information by constructing, analyzing and interpreting visual representations of information with support	<ul style="list-style-type: none">I am beginning to understand data and information by constructing, analyzing and interpreting visual representations of information	<ul style="list-style-type: none">I sometimes understand data and information by constructing, analyzing and interpreting visual representations of information	<ul style="list-style-type: none">I consistently understand data and information by constructing, analyzing and interpreting visual representations of information	<ul style="list-style-type: none">I always understand data and information by constructing, analyzing and interpreting visual representations of information

Current Reporting Model in BC


Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams			
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information			
Emerging - 1	Developing - 2	Confident - 3	Extending - 4
• I have an emerging understanding of the learning outcome	• I have a developing understanding of the learning outcome	• I have a proficient understanding of the learning outcome	• I have a sophisticated understanding of the learning outcome

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: [Processing and analyzing data and information](#)

Construct, analyze, and interpret graphs, models, and/or diagrams

Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information

Approaching - IE	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
				
I can build a visual representation of data by following a model	I can construct a visual representation of data in one way	I can construct a visual representation of data in more than one way	I can construct a visual representation of data in any way	I can construct a visual representation of data based on the purpose
I can understand a visual representation of information that is familiar to me	I can understand what a visual is communicating (what is happening?)	I can analyze a visual representation of data (How do I know?)	I can interpret a visual representation of data (why does this matter?)	I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a **grade-level scaffold** in *student friendly language*

Specific Expectation:				
Student friendly				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

We started with the **most essential concept** of the outcome and then we **added on complexity**

We extended the grade level scaffold to include an **access point** and **challenge point**

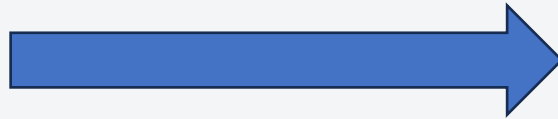
Asset Based Learning Continuum

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1 : —
2 : — **Specific Expectations**
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[Compare grades](#) >

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[Teacher supports](#) ▾

B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts

[Teacher supports](#) ▾

B1.3 estimate and calculate square roots, in various contexts

[Teacher supports](#) ▾

Fractions, Decimals, and Percents

B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems

[Teacher supports](#) ▾

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a **grade-level scaffold** in *student friendly language*

Specific Expectation:B1.2: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts				
Student friendly: I can describe, compare and put numbers in order				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending
I can I can describe, compare and order positive whole numbers	<ul style="list-style-type: none">I can describe, compare and order integers, fractions and decimals	<ul style="list-style-type: none">I can describe, compare and order irrational numbersI can explain different number systems	<ul style="list-style-type: none">I can describe, compare and order numbers in combinationI can make connections between different number systems	<ul style="list-style-type: none">I can apply different number systems to real life scenarios



Access point

- IEP goal for students with intellectual disabilities
- Fills in gaps in learning and lagging skills in all students
- Build background and prior knowledge for all students to connect new learning to
- Allow all student to start with success

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a **grade-level scaffold** in *student friendly language*

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Emerging (essential understanding of grade level standard)

- The base knowledge and skills needed to move onto more complex knowledge and skills
- Allows students wit intellectual disabilities to access grade level standards
- Clearly communicates what is essential for a “pass” in a standards-based grade book
- All students must show evidence (additive) of essential to be able to move forward

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a **grade-level scaffold** in *student friendly language*

Specific Expectation:B1.2: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts				
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Grade Level				
Approaching	Emerging	Developing	Confident	Extending
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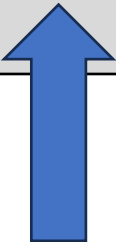
Developing (more complex)

- Adds on to the base or essential know and skill of the learning standard
- Is a scaffold or a step toward fully meeting grade level standard

Asset Based Learning Continuums

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Specific Expectation:B1.2: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts				
Student friendly: I can describe, compare and put numbers in order				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending
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Confident (more complex)

- Showing evidence of fully meeting grade level expectations of a learning standard

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a **grade-level scaffold** in *student friendly language*

Specific Expectation:B1.2: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts				
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Extending (more complex)

- Showing evidence of knowledge and skill that is beyond the grade level expectation
- Can either be a higher grade level or going deeper within the grade level standard
- All students have the opportunity to learn about extended learning opportunities (even if they do not demonstrate evidence of learning at this level of understanding)

Course/Subject/Grade(s): Math 9				Planning Team:		
Unit Guiding Question: What are statistics? How do I understand statistics? How can I use statistics to understand and respond to a local issue?						
Learning Standards		Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
I know statistics vocabulary and what these terms mean		I know where there are statistics in my life or statistics that describe my life/ community I know mean, median, mode & range and how they are connected	I know what statistics are and why they are useful I know that statistics tell a story	I know what these terms represent and communicate Measures of central tendency Standard deviation	I know I know what these terms represent and communicate Confidence interval Z-scores distributions	I know how the terms in statistics are connected and influence each other
Curricular Competencies	I can estimate reasonably	I can estimate I can estimate rational numbers I can use a variety of operations	I can defend an estimation I can determine a reasonable estimate I can use a strategy to help me estimate reasonably (benchmark)	I can be aware of and use multiple strategies to help me estimate reasonably I can choose a strategy that works for me	I can choose a strategy that is most strategic and efficient	I can mentally use a variety of strategies and operations to create a reasonable estimate
	I can identify the problem I can come up with possible solutions to a problem	I can use a math tool following a model	I can identify the problem I can use a strategy to solve a problem I can use math tools I can find a possible solution and describe my process	I can use a variety of strategies to solve a problem I know which math tools to use I can adjust my strategies and math tools if my solution doesn’t make sense	I can choose the most efficient strategy and math tools to solve a problem I can justify my solution	I can integrate solutions and adjust depending on the task
	I can identify and solve a problem connected to my local community	I can find/identifying statistics in my life	I can notice and understand what statistics are telling me in my daily life I can describe how perspectives (diverse /indigenous) can change how statistics are presented	I can wonder about statistics I can describe what is the story (perspective) that specific statistics are presenting	I can pose inquiry questions into statistics I can consider and describe other perspectives (diverse /indigenous) and possible stories are presenting	I can use statistics to inform and shape mine/others’ opinions
	I can identify the math concept we are working with	I can show my learning in one way I can follow a model	I can explain my mathematical argument I can explain my thinking in many ways (oral, written, visually) I can integrate technology I can identify that data can be interpreted to form different opinion/ stories	I can explain my mathematical argument by integrating oral, visual and written ways I can recognize bias/others I can question data by understanding the intent/perspectives behind why statistics are presented	I can consider an audience when explaining my mathematical argument	I can anticipate consequences and responses in my explanation
	I can connect math concepts to each other, myself and the world	I can find ways that I use math in my life	I can connect mathematical concepts to help us better understand ourselves and our daily life	I can connect mathematical concepts to the world around us (news, traditional practices, media) I can connect mathematical concepts to other curricular areas/concepts	Using mathematical concepts to form an argument in support of an issue or an opinion	I can connect mathematical concepts to concepts in social justice

Next Generation Science Standards (NGSS)		
Subject Area: Science	Strand: Matter and Its Interactions	Grade: 5
Performance Expectation: 5-PS1-1 Students can develop a model to describe that matter is made of particles too small to be seen		Guiding Unit Question: How do we know that something exists if we cannot see it?
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,		Unit Vocabulary (Skills): make, observe



Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

*Description: can include but are not limited to written, oral, pictorial, and kinesthetic

2. Start with determining the **most essential concept** of the standard and then **add on complexity**

3. Extend the grade level standard to include an **access point** and **challenge point**

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	resources	short term
expansion	civilizations	long term
colonization	cause & consequence	perspective
values & beliefs	worldview	ethical judgement
artifacts	traces	honour

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

Content Goal: I know exploration, expansion, and colonization	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

Collecting Evidence of my Learning

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Content Goal: I know exploration, expansion, and colonization


Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present
I know some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can assess long term consequences of a cause (decision, action, event)

Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Approaching	Emerging	Developing	Confident	Extending
I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change



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	
	H. 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		
	Personal	Social	Learning/ Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
	<ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	<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 	<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	G did not choose any picture options	G chose "reading," and "numbers" from picture options
	<ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	<ul style="list-style-type: none"> Functional communication Building vocabulary 	<ul style="list-style-type: none"> 1 to 1 correspondence
Areas I want to focus on this year <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div>			
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

G. Bandara, 2019-2020

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Need	Supports and/or Strategies	Need	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Ability	Access to differentiated texts and adapted materials Preferential seating	Ability	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	
Personal Health Care Plan		June 2017	

Competency Goals			
Inclusive Competency	Communicating	Inclusive IEP Goal 1	In a safe and supported environment, I respond meaningfully to communication from peers and adults by
Individual Objective 1A	making communication attempts through the exchange of pec symbols	Instructional Strategies	Opportunities to practice PECs level <u>one</u> Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines
Individual Objective 1B	sharing experiences between home and school	Instructional Strategies	Have prompts for family about the day in the home/school communication book

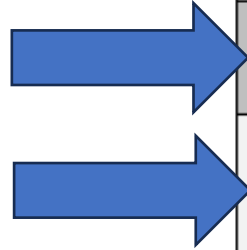
Inclusive Competency	Critical Thinking and Reflective Thinking	Inclusive IEP Goal 2	I can explore by
Individual Objective 2A	interacting with a variety of hands-on learning materials in the context of group learning activities.	Instructional Strategies	Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity to explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling, Repetition

Inclusive Competency	Social Awareness and Responsibility	Inclusive IEP Goal 3	I can interact with others and my surroundings respectfully by
Individual Objective 3A	engaging in group learning activities, within a classroom structure, for extended periods of time	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, familiar settings

All the Access Points for each unit in his Socials 11 class

Grade level standards

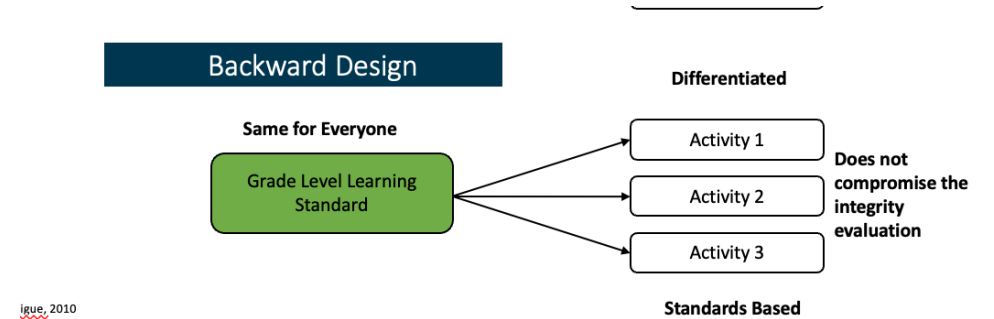
Access points to the grade level standard



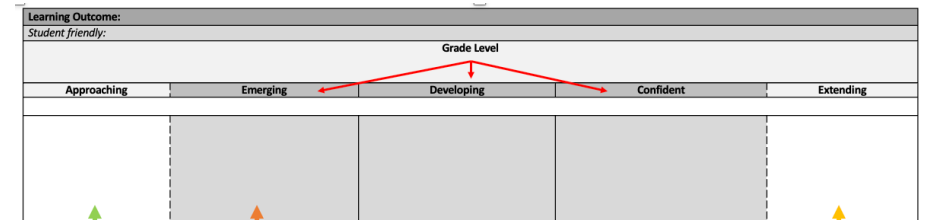
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Inclusive Curricular IEP Goal 4	Geeshan knows sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture) by				
Individualized Objective 4A <input checked="" type="checkbox"/> specific to designation/ required	knowing traditions and important events in his culture	Instructional Strategies	Survey family about culture and traditions, vocabulary activities, music etc.		
Individualized Curricular IEP Goal 5	Geeshan can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 5A <input type="checkbox"/> specific to designation/ required	sharing what he knows about his and another culture	Instructional Strategies	Visual Essay to share with class		
Individualized Curricular IEP Goal 6	Geeshan can <u>compare and contrast</u> different cultures including people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 6A <input type="checkbox"/> specific to designation/ required	describing important places, <u>events</u> and traditions in a culture different that my own	Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group		
Individualized Curricular IEP Goal 6	Geeshan can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 7A <input type="checkbox"/> specific to designation/ required	by sharing what I know about mine and another’s culture	Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music		

Your job: April 24, 2024

1. Choose a learning standard for a unit coming up
2. Use the key concepts in the curriculum documents to build an asset-based continuum that includes an access point and an extension



igue, 2010



2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

Our plan together

- **Getting to know ALL students in an inclusive classroom**
- **Aligning IEP supports to inclusive classrooms**
- **Aligning IEP goals to an inclusive classroom**
- **Aligning IEP assessment to an inclusive classroom**

Session 8: Aligning IEP goals to inclusive classrooms: Goodbye Adaptions; Hello UDL!

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



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