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Reflection: 3 minutes- Choose 1

2. the responsibility to include the voices of PwDs and their families

4. that inclusion relies on collaboration

5. that both social and academic inclusion is important

6. how IEPs need to evolve to better support individuals in inclusive classrooms and schools

- How can we be responsive to student voice and agency when planning for core competencies in a classroom?
- What role do EAs have in creating and implementing ICBIEPs?
- What role do you see core competencies having in your future classroom?
- Why is it important for IEPs to draw from a shared curriculum as their peers in inclusive classrooms?

EPSE 317: Development & Exceptionality in the Classroom

Big Ideas: I understand …

1. that there is variability in all learners
2. the responsibility to include the voices of PwDs and their families
3. that environments need to change, not students
4. that inclusion relies on collaboration
5. that both social and academic inclusion is important
6. how IEPs need to evolve to better support individuals in inclusive classrooms and schools

Learning Standards - Curricular Competencies: I can…

Students are expected to ***do*** the following:

1. Recognize historical legacies of the deficit model towards disability by:

a) applying the social, medical and person-environment/place models of disability to real life settings
b) evaluating teaching strategies and environments to identify barriers and develop methods to address these challenges
c) exploring the role of classroom environments including peers, teachers and other support adults in creating inclusive classrooms

2. Reflect and act on own and others' biases by:

a) engaging in critical reflection of classroom practices, structures, policies, and procedures

3. Inclusively plan, enact, reflect on, and assess in ways that maintain the integrity of classroom and individual diversities by:

a) applying inclusive frameworks, including UDL principles to design classroom practices that respond to students' dimensions (identities, interests, strengths, stretches, needs, barriers & supports)
b) determining flexible lesson supports (tools) and strategies (actions) informed by student dimensions
c) Using a student IEP to inform classroom planning

4. Collaborate with my colleagues to draw from and build on their expertise by:

a) explaining the role of teachers and other adult staff in inclusive classrooms
b) engaging in collaborative activities to met the needs of diverse students

Learning Standards - Content: I know…

Students are expected to ***know*** the following:

1. Strength based approaches
2. Models of disability
3. Inclusive education
4. Needs Based Design processes
5. Components of an inclusive IEP
6. School based teams
7. Collaborative support models

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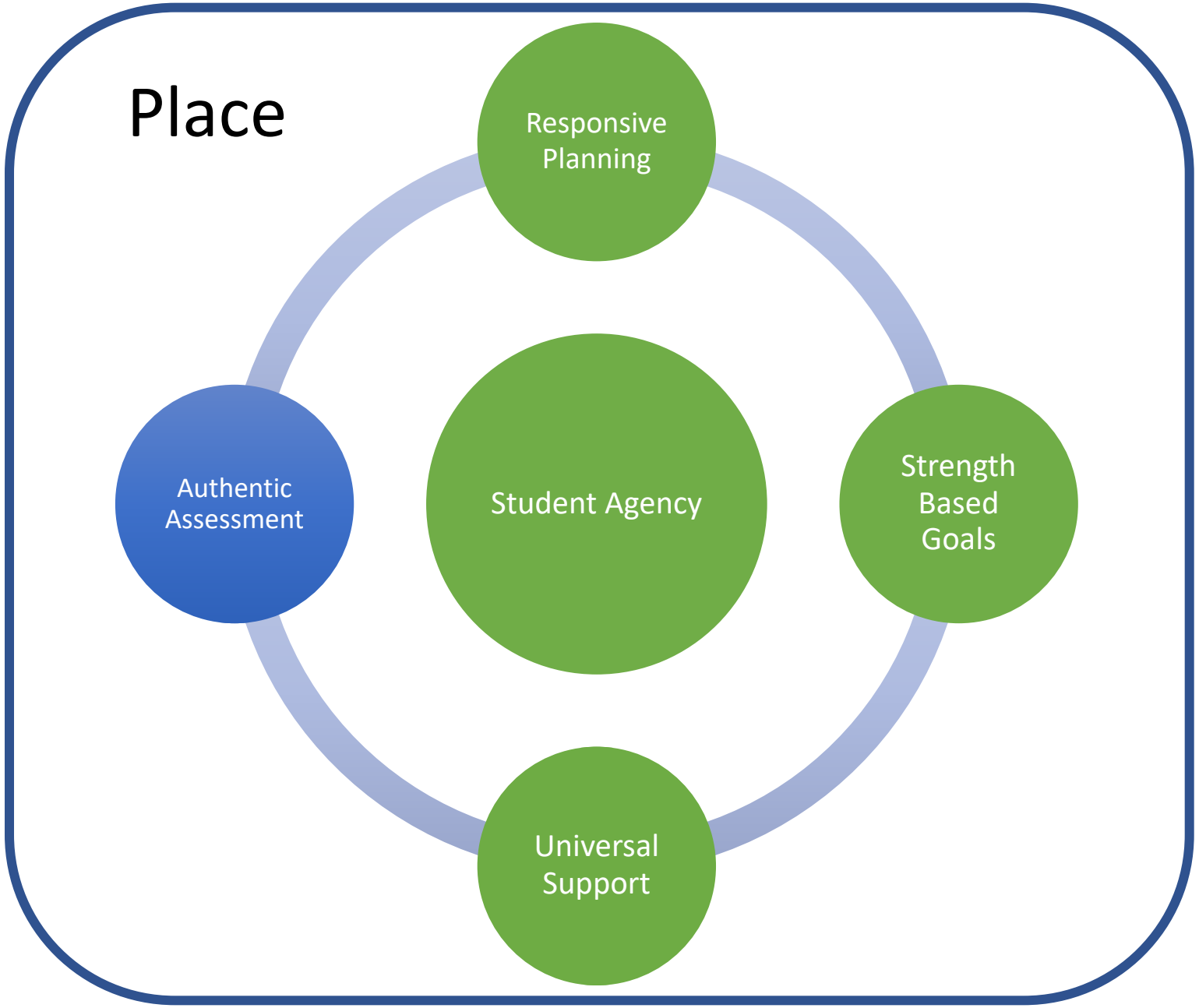
How do we use IEP *curricular goals* to support a whole class?

ICBIEPs

A plan for classroom teachers made with the student and their team



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)

A - Authentic Goals (British Columbia)

- Goals are connected to common curriculum of peers

- Big Ideas
- Content Goals
- Curricular Competencies
- Core Competencies

Student Curricular Goals

- All Students:
  - Can access and show progress within grade level curricular learning standards
- Some Students:
  - Will need additional support to target specific skill areas (i.e. literacy & numeracy)
- A few students:
  - Will need accessible versions of curricular goals derived from grade level learning standards

Curricular Content & Competency IEP Goals

Supplemental Curricular Goals & Objectives

- Goals designed for students who are not yet meeting grade level expectations
- Literacy & Numeracy goals for ALL students who have intellectual disabilities
- Goals are connected to inclusive grade or class level big ideas
- Goals can reflect any grade level learning outcome
- Goals are in addition to grade level learning outcomes
- Objectives are designed for individual needs-based areas that are curricular (E.g., literacy, numeracy)
- Goals are assessed and evaluated but not graded
- Example: Grade 4 student with a learning disability has an explicit literacy goal (at Grade 2 level) in addition to meeting Grade 4 level English Curriculum

Replacement Curricular Goals & Objectives

- Goals are designed for students with intellectual disabilities who need access to grade level curriculum
- Goals are connected to grade level big ideas and learning outcomes
- Goals replace grade level learning outcomes (change graduation trajectories)
- Objectives describe accessible curricular actions specific to individual student
- Goals are assessed, evaluated AND graded
- Essential when peers receive letter or number grades
- Example: Grade 11 student with an intellectual disability has a replacement IEP goal in Social Studies 11 class. Student is graded for class on their replacement goal.

Inclusive & Competency Based IEP: Part 3b

Learning/ Subject Area		Type of Goal		Teacher/ Support Staff	
Inclusive Big Idea			Inclusive Learning Standard		
Individualized Curricular IEP Goal 2					
Individualized Objective 2A ☐ specific to designation			Instructional Strategies		
Individualized Objective 2B ☐ specific to designation			Instructional Strategies		

Learning/ Subject Area		Type of Goal		Teacher/ Support Staff	
Inclusive Big Idea			Inclusive Learning Standard		
Individualized Curricular IEP Goal 3					
Individualized Objective 3A ☐ specific to designation			Instructional Strategies		
Individualized Objective 3B ☐ specific to designation			Instructional Strategies		

Explicit literacy goal (connected to Big Idea, can be any grade level, can be drawn from progressions)

Drawn from BC grade level curriculum (K)

Curricular Goals					
Learning/ Subject Area	**Literacy**	**Type of Goal**	**Supplemental**	**Teacher/ Support Staff**	**Ms. J/Ms. N**
Inclusive Big Idea	**Explore foundational concepts of print, oral, and visual texts**		**Inclusive Learning Standard (K)**	language features, structures and conventions including concepts of print	
Curricular IEP Goal 1	**Ben knows the important parts of a book by**				
Objective 1A	pointing to words when he is read to		**Instructional Strategies**	Hand under hand modelling, dots above words to point to, high interest pointer	
Objective 1B	showing different parts of a book (front, back, top, left, words, etc.)		**Instructional Strategies**	High interest book, visuals of book parts, high interest pointer (flashlight, fly swatter)	

Specific to student

Learning/ Subject Area	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. J/Ms. N
Inclusive Big Idea	**Recognize the importance of story in personal, family and community identity**		**Inclusive Learning Standard (K)**	language features, structures and conventions including letter knowledge by	
Curricular IEP Goal 2	**Bens knows the letters of the alphabet by**				
Objective 2A	recognizing his name		**Instructional Strategies**	Build name with high interest objects and activities, build a name book	
Objective 2B	matching letters of names of people he knows		**Instructional Strategies**	Build words with interesting items (foam, magnets, bocks), build a name book of friends and family	

Explicit numeracy goal (connected to Big Idea, can be any grade level, can be drawn from progressions)

Drawn from BC grade level curriculum (K)

Learning/ Subject Area	Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. J/Ms. N
Inclusive Big Idea	**One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers**		**Inclusive Learning Standard (K)**	Number concepts to 10	
Curricular IEP Goal 3	**Ben knows his numbers by…**				
Objective 3A	using objects to show 5		**Instructional Strategies**	High interest objects	
Objective 3B	pointing to objects when he or others counts		**Instructional Strategies**	High interest objects, matching number to value, using a ten frame, egg carton to put objects in	

Specific to student

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Asset Based Learning Continuum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a traditional rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			

S, Moore, 2024

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.

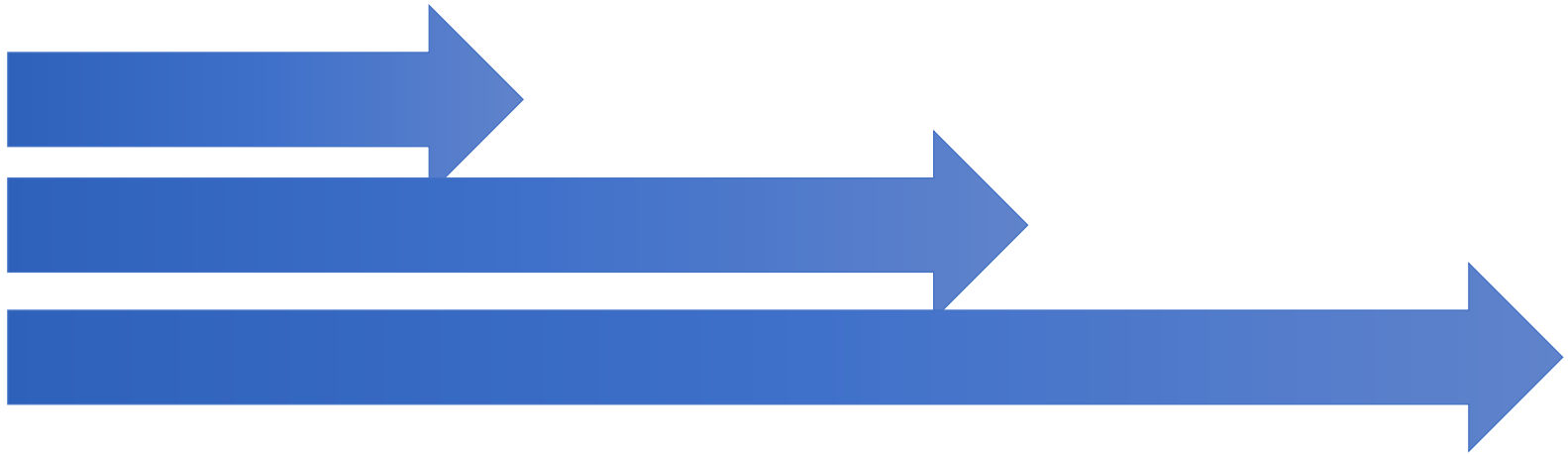
RIGHT ON!

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.

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



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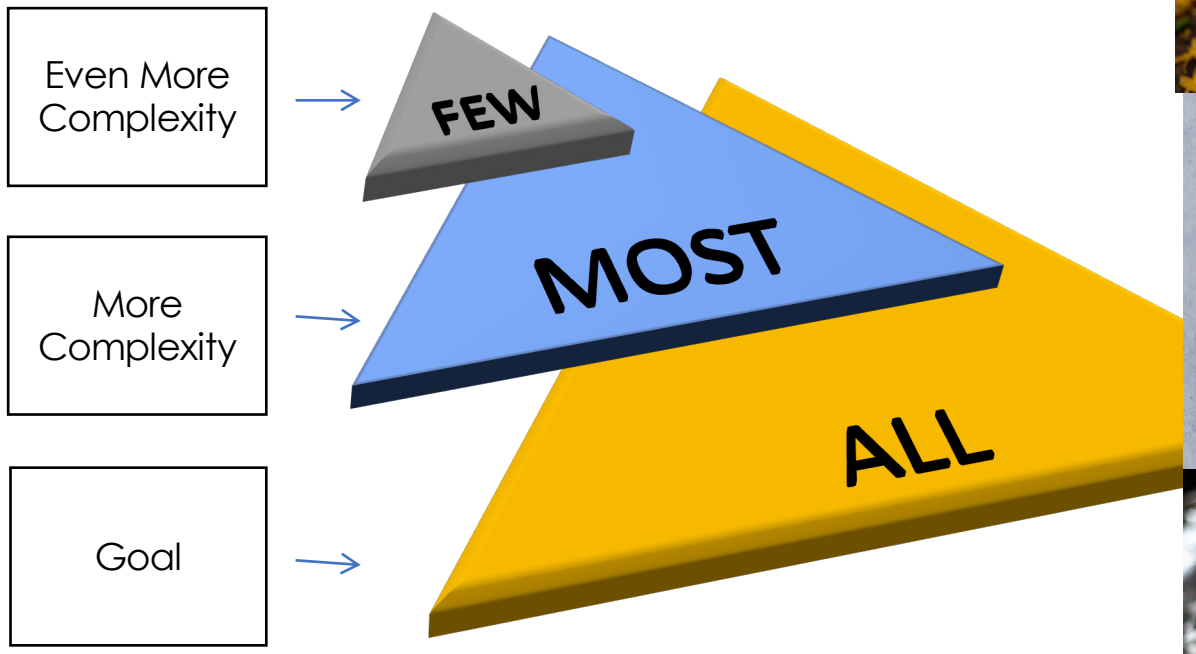
Planning Pyramid



Example: Traditional Rubric: Science K

Content Goal: Students will know that materials can be described using their properties				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I am sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know properties of familiar objects

Rubric: Science K

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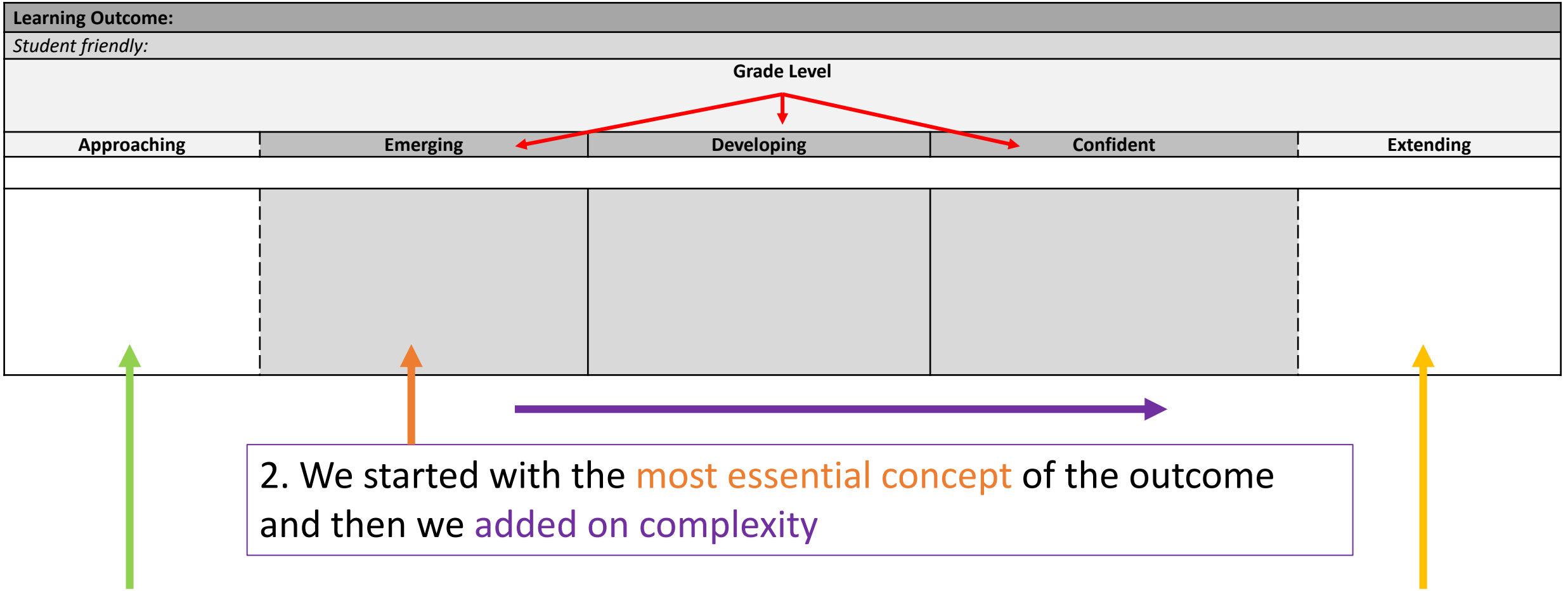
- The problem is frequency is not complexity & it is deficit based

- It doesn't matter is a student uses "support" or not if the tool or action increases independence (support is not a person)

- If they need a person to meet a goal, the goal is not accessible enough

Our Co-Planning Journey: Learning Continuums

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



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

Learning Continuums

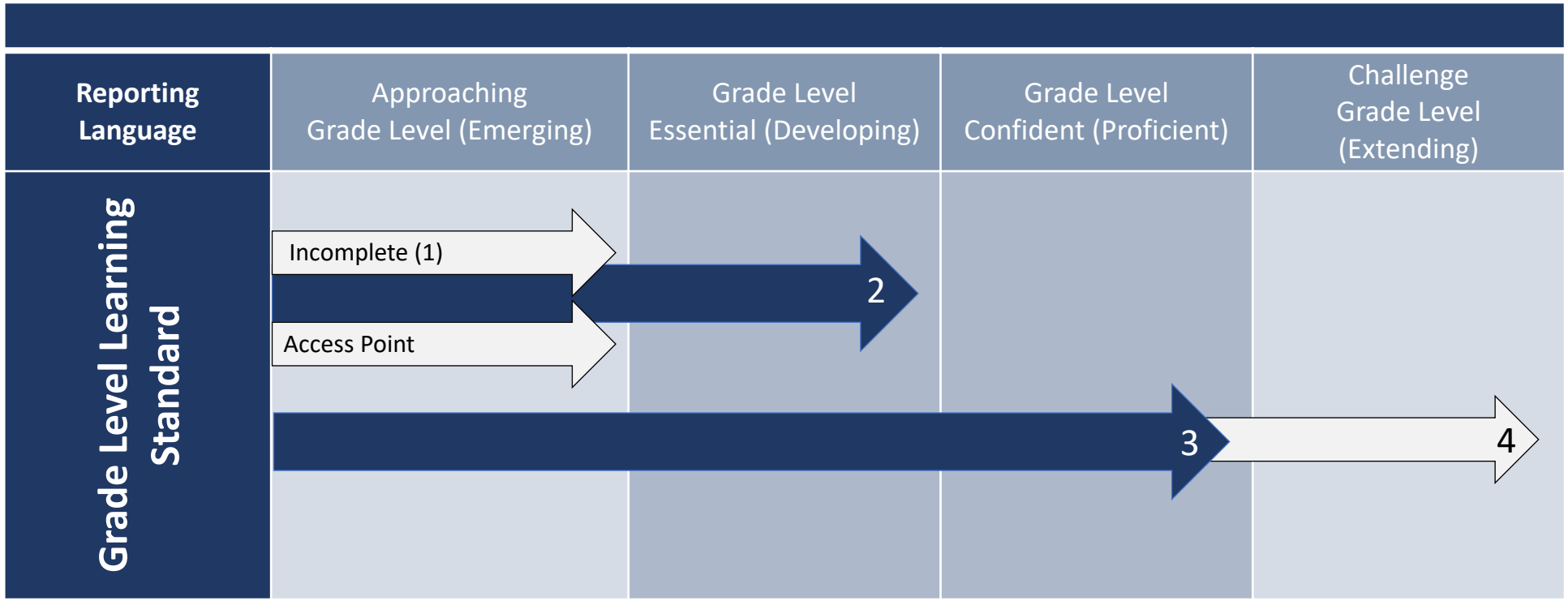
1. Choose a Learning Standard and translate it into student friendly language

Learning Outcome:			
Student friendly:			
Approaching	**Essential**	**Confident**	**Extending**

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

An Additive Continuum of Proficiency



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Additive Learning Continuum: Science

Content Goal: Students will know that materials can be described using their properties				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching (IEA/IEP)	**Emerging (2)**	**Developing (3)**	**Confident (3.5)**	**Extending (4)**
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Access Point

Activity:

Evidence: drawings (product), photos (observations)

Content Learning Outcomes

Science: properties of familiar materials
Kid Friendly: I know how to **interact** with objects and materials by using my **senses by:**

Math: concrete or pictorial graphs as a visual tool
Kid Friendly: I know how to show "**how many**" using objects and pictures

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses
Kid Friendly: I can share what happened by using my senses

Unit Guiding Questions

- How do I interact with different materials and objects?
- How can I describe different materials and objects?
- How can I be curious about play with different materials and objects?
- How can I use different materials and objects to share stories about myself and my family?
- How can I choose specific materials and objects to represent my family?

Learning Continuum: Science Content

Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• Using hardness and flexibility to describe objects and materials • Describing wood, sand, plastic • Describing rocks	• Using absorbency to describe objects and materials • Describing paper, sponges • Describing berries (frozen), dyed fabric	• Using lustre to describe objects and materials • Describing metals • Describing bones, fur

Learning Continuum: Math Content

Content Goal: concrete or pictorial graphs as a visual tool				
Student friendly: I know how to show "**how many**" using objects and pictures				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
• I can count the objects or pictures.	• I can draw a desired number of objects.	• I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	• I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	• I can compare quantities by using symbols. I can identify "fewer" and "more" by reading numbers.

Learning Continuum: Science Curricular Competency

Content Goal: Planning and conducting: making exploratory observations using senses				
Student friendly: I can share what happened by using my senses				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
I can look at different objects and materials I can follow a model to move objects	• I can use properties of objects and materials to describe what I see and feel	• I can observe different objects interact with different materials and describe what I see	• I can compare how different objects move on different materials	• I can explain which materials and surfaces work better for certain objects to move

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Final Reflection: 5 minutes- Choose 1

1. that there is variability in all learners

- How could access points designed for students with intellectual disabilities be useful for all students?

4. that inclusion relies on collaboration

- How does collaboration play a role in determining and implementing curricular IEP goals?

5. that both social and academic inclusion is important

- What do you think is the biggest barrier to students with intellectual disabilities accessing grade level academic curriculum?

6. how IEPs need to evolve to better support individuals in inclusive classrooms and schools

- How can you use an ICBIEP to inform your inclusive practice?

Seminar

Activity

- Reflection on Practicum

New Strategies

- Exit ticket (UDL: Expression)
- What other strategies were used in our class today that were helpful for your own learning?
  - What helped you to engage?
  - What helped you to understand?
  - What helped you to share your thinking & learning?

THANK YOU!!!