Inclusive & Competency Based IEPs

Session 7: Curricular IEP Goals
Kristie Ward

Kristie Ward is the English Department Head at Pitt Meadows Secondary in School District 42. A teacher for 6 years, she is passionate about literature, inclusion, and creating a classroom community where all students feel a sense of belonging. She loves to open the door and set the stage for all students to see and experience the power of words and language to inspire, create, and share their own voice with the world. In her free time, she enjoys getting lost in a good book, or a craft project with her trusty feline companion by her side.

His community-based collaborative work contributes a counter-argument to top-down approaches that operate from deficit models, instead, drawing from communities' funds of knowledge to build participatory, place conscious, and culturally responsive practices. His research, teaching, and practice also attend to self regulated learning.

Kate Campbell

Kate Campbell is an inclusive teacher consultant in the Richmond School District. She strives to support school teams to identify and remove barriers to learning. Kate especially aims to expand access to inclusive communities, for students with complex needs including those with intellectual disabilities.
Guiding Principles of a Renewed IEP

- Place Based
- Purposeful & Responsive Planning
- Student Agency
- Competency Goals
- Universal Support
- Authentic Assessment
Guiding Principles of a Renewed IEP

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- Purposeful & Responsive Planning
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- Student Agency
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Guiding Principles of a Renewed IEP

- Place Based
- Purposeful & Responsive Planning
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Guiding Principles of a Renewed IEP

- Student Agency
- Purposeful & Responsive Planning
- Authentic Assessment
- Competency Goals
- Universal Support

Place Based
Competency Goals

- What are Competency Based IEP Goals?  
  March 6
- How to Write Core Competency Goals?  
  April 10
- How to Write Curricular Competency Goals?  
  TODAY

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Today’s Session

• Who are curricular IEP goals for?
• How to create curricular IEP goals?
• How can we create curricular goals in ways that support the development of student agency and self-determination?
S.M.A.R.T. Goals

S - Strength Based

M - Meaningful

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 IEP 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: 21\textsuperscript{st} 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

- **Communicating**
  - Connecting and engaging with others
  - Focusing on intent and purpose
  - Acquiring and presenting information

- **Collaborating**
  - Working collectively
  - Supporting group interactions
  - Determining common purposes

- **Creative Thinking**
  - Creating and innovating
  - Generating and incubating
  - Evaluating and developing

- **Critical & Reflective Thinking**
  - Analyzing and critiquing
  - Questioning and investigating
  - Designing and developing
  - Reflecting and assessing

- **Personal Awareness & Responsibility**
  - Self-advocating
  - Self-regulating
  - Well-being

- **Positive Personal & Cultural Identity**
  - Understanding relationships and cultural contexts
  - Recognizing personal values and choices
  - Identifying personal strengths and abilities

- **Social Awareness & Responsibility**
  - Building relationships
  - Contributing to community and caring for the environment
  - Resolving problems
  - Valuing diversity

British Columbia Ministry of Education, 2020
What are Competencies?

You may have specific competencies in your local jurisdiction that you can connect to.
### How Core Competency-Based Goals are Organized?

<table>
<thead>
<tr>
<th>Step</th>
<th>Core Competency Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1. Goal Area</strong></td>
<td><strong>Personal</strong></td>
</tr>
<tr>
<td></td>
<td>Personal awareness &amp; Responsibility</td>
</tr>
<tr>
<td></td>
<td>Positive Personal Identity &amp; Culture</td>
</tr>
<tr>
<td><strong>Step 2. Competency</strong></td>
<td></td>
</tr>
<tr>
<td>• Personal awareness &amp; Responsibility</td>
<td>• Communication</td>
</tr>
<tr>
<td>• Positive Personal Identity &amp; Culture</td>
<td>• Collaboration</td>
</tr>
<tr>
<td><strong>Step 3. Goal</strong></td>
<td></td>
</tr>
<tr>
<td>• Specific facet of competency written as an “I can” statement</td>
<td>• Communication &amp; Responsibility</td>
</tr>
<tr>
<td>• Common goal for all students in class</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>• Approximately 3-5</td>
<td>• Social Awareness &amp; Responsibility</td>
</tr>
<tr>
<td><strong>Step 4. Objective(s)</strong></td>
<td></td>
</tr>
<tr>
<td>• Written as an action to the goal, i.e., I can (goal) by (objective)</td>
<td>• Communication &amp; Responsibility</td>
</tr>
<tr>
<td>• Specific to individual student</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>• Used to address specific designation requirements</td>
<td>• Social Awareness &amp; Responsibility</td>
</tr>
<tr>
<td><strong>Step 5. Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>• Utilizes interests &amp; strengths of individual student</td>
<td>• Communication &amp; Responsibility</td>
</tr>
<tr>
<td>• Specific activities &amp; actions suggested to meet the goal</td>
<td>• Collaboration</td>
</tr>
</tbody>
</table>

More specific to inclusive context

More specific to individual student

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There are **two types of common curricular goals** in inclusive classes

1. **Core Competency Goals**
   - Might also be called: 21\textsuperscript{st} century skills, learner characteristics & traits, attitudes, etc.

2. **Curricular Content & Competency Goals**
   - Might also be called: knowledge, skills & process, concepts etc.
     - Supplemental Curricular IEP Goals
     - Replacement Curricular 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.
### How **Supplemental Curricular Goals** are Organized?

| Step 1: Big Idea | • Grade Level Big Idea or  
<table>
<thead>
<tr>
<th></th>
<th>• Class wide Big Idea</th>
</tr>
</thead>
</table>
| Step 2: IEP Goal | • Any grade level learning outcome specific to need area  
|                  | • Written as an “Student knows” or a “Student can” statement  
|                  | • Focused on needs-based areas (i.e., areas where a student is not yet meeting grade level expectations) E.g., Literacy/ Numeracy  
|                  | • Minimum 1/reporting period when needed |
| Step 3: Objective | • Written as an action to the goal, i.e., Student can (goal) by (objective)  
|                  | • Specific to individual student needs and abilities  
|                  | • Used to address specific designation requirements |
| Step 4: Strategies | • Utilizes interests & strengths of individual student  
|                  | • Specific activities & actions suggested to meet the goal |
How **Replacement Curricular Goals** are Organized?

| Step 1. Big Idea | • Grade level Big Idea  
|                  | • Minimum 1/reporting period |
| Step 2. IEP Goal | • Grade level learning outcome written as an “Student knows” or a “Student can” statement  
|                  | • Common goal for all students in class/ subject area  
|                  | • Minimum 1/reporting period |
| Step 3. Objective | • Written as an accessible curricular action to the goal, i.e., Student can (goal) by (objective)  
|                  | • Specific to individual student  
|                  | • Used to address specific designation requirements |
| Step 4. Strategies | • Utilizes interests & strengths of individual student  
|                  | • Specific activities & actions suggested to meet the goal |

More specific to Inclusive context

More specific to individual student

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I&CB IEP: IEP Goal Flow Chart

Does the student have a ministry designation/code?

Yes → Student needs core competency goals on IEP

No → They don’t need an IEP, but the process can still be used as a part of inclusive core competency instruction for all.

Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class)

Yes → Does the student have an intellectual disability?

No → Student needs core competency goals on IEP

Yes → Does the student have an intellectual disability?

No → Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy and/or numeracy)

Yes → Is the student in an inclusive class that receives descriptive feedback instead of letter or number grades??

No → Student needs replacement curricular goal(s) on IEP for specific inclusive classes

Yes → Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy and numeracy)

Document supports & strategies that are working to meet student’s needs in Universal/ Essential Supports Section of IEP

Student does not need curricular competency goal(s) on IEP
Examples – Core Competency IEP Goals

• Ben
  • Kindergarten
  • Down Syndrome
  • Hearing

• Vinaj
  • Grade 2
  • Autism
  • Learning Disability

• Kevin
  • Grade 6
  • Behaviour

• Geeshan
  • Grade 11
  • Autism & Intellectual Disability
Examples – Core Competency IEP Goals

• **Ben**
  - Kindergarten
  - Down Syndrome
  - Hearing

• **Vinaj**
  - Grade 2
  - Autism
  - Learning Disability

• **Kevin**
  - Grade 6
  - Behaviour

• **Geeshan**
  - Grade 11
  - Autism & Intellectual Disability
I&CB IEP: IEP Goal Flow Chart: BEN

Does the student have a ministry designation/code?

- Yes
  - Student needs core competency goals on IEP
  - Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class)
    - Yes
      - Does the student have an intellectual disability?
        - No
          - Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy/numeracy)
        - Yes
          - Student needs replacement curricular goal(s) on IEP for specific inclusive classes
    - No
      - Document supports & strategies that are working to meet student’s needs in Universal/Essential Supports Section of IEP
      - Student does not need curricular competency goal(s) on IEP

- No
  - They don’t need an IEP but the process can still be used as a part of inclusive core competency instruction for all.

No
## Curricular Goals

<table>
<thead>
<tr>
<th>Learning/Subject Area</th>
<th>Type of Goal</th>
<th>Supplemental</th>
<th>Teacher/Support Staff</th>
<th>Ms. J/Ms. N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Big Idea (K)</td>
<td>Explore foundational concepts of print, oral, and visual texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 1 (K)</td>
<td>Bens knows language features, structures and conventions including letter knowledge by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1A</td>
<td>pointing to words when he is read to</td>
<td>Instructional Strategies</td>
<td>Hand under hand modelling, dots above words to point to, high interest pointer</td>
<td></td>
</tr>
<tr>
<td>Objective 1B</td>
<td>showing different parts of a book (front, back, top, left, words, etc.)</td>
<td>Instructional Strategies</td>
<td>High interest book, visuals of book parts, high interest pointer (flashlight, fly swatter)</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Big Idea</td>
<td>One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 3 (K)</td>
<td>Ben knows number concepts to 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3A</td>
<td>using objects to show 5</td>
<td>Instructional Strategies</td>
<td>High interest objects</td>
<td></td>
</tr>
<tr>
<td>Objective 3B</td>
<td>pointing to objects when he or others counts</td>
<td>Instructional Strategies</td>
<td>High interest objects, matching number to value, using a ten frame, egg carton to put objects in</td>
<td></td>
</tr>
</tbody>
</table>
Examples – Core Competency IEP Goals

• Ben
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  • Grade 2
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  • Grade 6
  • Behaviour

• Geeshan
  • Grade 11
  • Autism & Intellectual Disability
I&CB IEP: IEP Goal Flow Chart: VINAJ

1. Does the student have a ministry designation/code?
   - Yes: Student needs core competency goals on IEP
     - Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class)
       - Yes: Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy/numeracy)
         - No: Student needs replacement curricular goal(s) on IEP for specific inclusive classes
       - No: Student needs curricular competency goal(s) on IEP
         - Is the student in an inclusive class that receives descriptive feedback instead of letter or number grades??
           - Yes: Student needs replacement curricular goal(s) on IEP for specific inclusive classes
           - No: Student needs curricular competency goal(s) on IEP
     - No: Student does not need curricular competency goal(s) on IEP
   - No: They don’t need an IEP but the process can still be used as a part of inclusive core competency instruction for all.

Document supports & strategies that are working to meet student’s needs in Universal/ Essential Supports Section of IEP

CB IEP Curricular Goal Flowchart, Shelley Moore 2021
Vinaj – Grade 2

- **Supplemental curricular goals in curricular needs-based areas**
- **Numeracy**

<table>
<thead>
<tr>
<th>Learning/Subject Area</th>
<th>Numeracy</th>
<th>Type of Goal</th>
<th>Supplemental</th>
<th>Teacher/Support Staff</th>
<th>Ms. Yee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Big Idea (2)</td>
<td>Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 1 (K)</td>
<td>Vanij knows decomposition of numbers to 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1A</td>
<td>by decomposing and recomposing quantities of 10</td>
<td>Instructional Strategies</td>
<td>Use high interest objects, do math outdoors, use concrete materials,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1B</td>
<td>by knowing benchmarks of 5 and 10</td>
<td>Instructional Strategies</td>
<td>Math game on iPad using benchmarks as a strategy for adding &amp; subtracting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples – Core Competency IEP Goals

• Ben
  • Kindergarten
  • Down Syndrome
  • Hearing

• Vinaj
  • Grade 2
  • Autism
  • Learning Disability

• Kevin
  • Grade 6
  • Behaviour

• Geeshan
  • Grade 11
  • Autism & Intellectual Disability
I&CB IEP: IEP Goal Flow Chart: KEVIN

Does the student have a ministry designation/code?

- Yes: Student needs core competency goals on IEP
  - Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class?)
    - Yes: Document supports & strategies that are working to meet student’s needs in Universal/ Essential Supports Section of IEP
    - No: Student does not need curricular competency goal(s) on IEP

- No: They don’t need an IEP but the process can still be used as a part of inclusive core competency instruction for all.
  - Does the student have an intellectual disability?
    - Yes: Student needs replacement curricular goal(s) on IEP for specific inclusive classes
    - No: Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy/numeracy)
  - Is the student in an inclusive class that receives descriptive feedback instead of letter or number grades??
    - Yes: Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy/numeracy)
    - No: Student needs replacement curricular goal(s) on IEP for specific inclusive classes

CB IEP Curricular Goal Flowchart, Shelley Moore 2021
Examples – Core Competency IEP Goals

- Ben
  - Kindergarten
  - Down Syndrome
  - Hearing

- Vinaj
  - Grade 2
  - Autism
  - Learning Disability

- Kevin
  - Grade 6
  - Behaviour

- Geeshan
  - Grade 11
  - Autism & Intellectual Disability
I&CB IEP: IEP Goal Flow Chart: Geeshan

Does the student have a ministry designation/code?

- Yes: They don’t need an IEP, but the process can still be used as a part of inclusive core competency instruction for all.

- No:
  - Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class?)
    - Yes: Does the student have an intellectual disability?
      - No: Student needs replacement curricular goal(s) on IEP for specific inclusive classes.
      - Yes: Is the student in an inclusive class that receives descriptive feedback instead of letter or number grades??
        - No: Student needs supplemental curricular goal(s) on IEP for specific areas of curricular need (e.g., literacy/numeracy).
        - Yes: Document supports & strategies that are working to meet student’s needs in Universal/Essential Supports Section of IEP.

- No: Student needs core competency goals on IEP.

- Does the student need additional academic/learning support? (i.e., is student not meeting grade level expectations in inclusive class?)
  - Yes: Does the student need a replacement curricular goal(s) on IEP for specific inclusive classes?
    - No: Student needs supplemental curricular goal(s) on IEP addressing specific areas of curricular need (e.g., literacy/numeracy).
    - Yes: Document supports & strategies that are working to meet student’s needs in Universal/Essential Supports Section of IEP.

- No: Student does not need curricular competency goal(s) on IEP.
**Curricular Goals**

<table>
<thead>
<tr>
<th>Learning/Subject Area</th>
<th>Social Studies 11</th>
<th>Type of Goal</th>
<th>Replacement</th>
<th>Teacher/Support Staff</th>
<th>T. Ripley/A. Kwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Big Idea</td>
<td>Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 1</td>
<td>G knows sacred texts, traditions, and narratives of different cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1A</td>
<td>by identifying traditions and important events in his culture</td>
<td>Instructional Strategies</td>
<td>Survey the family about home culture traditions and celebrations</td>
<td>Create an emergent level text with pictures and important words, paired with objects</td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 2</td>
<td>G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2A</td>
<td>by describing important places, events and traditions in my culture</td>
<td>Instructional Strategies</td>
<td>Create an emergent level text with pictures and important words, paired with objects for own culture group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 3</td>
<td>G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3A</td>
<td>by describing important places, events and traditions in a culture different that my own</td>
<td>Instructional Strategies</td>
<td>Create an emergent level text with pictures and important words, paired with objects for a different culture group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular IEP Goal 4</td>
<td>G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Objective 4A</td>
<td>by sharing what I know about mine and another culture</td>
<td>Instructional Strategies</td>
<td>Visual options (power point, or objects, pictures, videos), pair words with visuals, include music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

<table>
<thead>
<tr>
<th>Curricular Goals</th>
</tr>
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<tbody>
<tr>
<td><strong>Learning/Subject Area</strong></td>
</tr>
<tr>
<td>Inclusive Big Idea</td>
</tr>
<tr>
<td>Curricular IEP Goal 1</td>
</tr>
<tr>
<td>Objective 1A</td>
</tr>
<tr>
<td>Objective 2A</td>
</tr>
</tbody>
</table>
- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, **Band 11/12**, English 11**

<table>
<thead>
<tr>
<th>Learning/Subject Area</th>
<th>Band 11/12</th>
<th>Type of Goal</th>
<th>Replacement</th>
<th>Teacher/Support Staff</th>
<th>E. Karlicek/ E. Nester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Big Idea</td>
<td>A musician’s interpretation of existing work is an opportunity to represent identity &amp; culture</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Curricular IEP Goal 1</td>
<td>S can express my personal voice, cultural identity and perspective through music by:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Objective 1A</td>
<td>sharing a style or type of music as an artifact of her personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Strategies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Exposure to different types of music, develop music specific communication tools, access to switch adapted tools to make choices, teach how parts of music can represent personality features (e.g. fast tempo might be exciting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2A</td>
<td>Communicating her musical artifact represents her identity, perspective or worldview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teach identity – Who I am? Teach perspective – What I see? Worldview – What is important to me?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Geeshan – Grade 11
- Replacement curricular goals in inclusive classes
- Social Studies 11, Life Skills Numeracy, Band 11/12, **English 11**

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<thead>
<tr>
<th>Learning/Subject Area</th>
<th>English 11</th>
<th>Type of Goal</th>
<th>Replacement</th>
<th>Teacher/Support Staff</th>
<th>E. Lysmeier/A. Kwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Big Idea</td>
<td>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world</td>
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<tr>
<td>Curricular IEP Goal 1</td>
<td>can construct meaningful connections between herself, other texts and the world</td>
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</tbody>
</table>

**Objective 1A**
- Communicating when text connects to her personal life by making a comment or response
  - **Instructional Strategies**
  - Text specific vocabulary for communication, pre-teach new vocabulary, create accessible versions of text incorporating audio and tactile objects (might be exciting)

**Objective 2A**
- Communicating her musical artifact represents her identity, perspective or worldview
  - **Instructional Strategies**
  - Teach identity – Who I am?
  - Teach perspective – What I see?
  - Worldview – What is important to me?
# Deriving Replacement Goals & Objectives from Grade Level Curriculum

<table>
<thead>
<tr>
<th>Grade Level Curricular Learning Outcomes</th>
<th>Student Friendly Language (IEP Goals)</th>
<th>Access Points (Replacement Objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Standard:</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level Summative Task(s)</th>
<th>Replacement Summative Assessment Task:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Big Idea:**

Guiding Unit Questions:

**Grade Level Curricular Learning Outcomes**

**I & I & CBIEPs Session 7**

Shelley Moore, 2021
# Deriving Replacement Goals & Objectives from Grade Level Curriculum

<table>
<thead>
<tr>
<th>Class: Social Studies 11</th>
<th>Teacher: Tom Ripley</th>
<th>EA: Allison Kwan</th>
<th>Support Teacher: Lynn Lennette</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea:</strong> Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures</td>
<td><strong>Guiding Unit Questions:</strong> What is cultural expression? How does learning about one culture help us to understand other cultures?</td>
<td><strong>Grade Level Curricular Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level Curricular Learning Outcomes</strong></td>
<td><strong>Student Friendly Language (IEP Goals)</strong></td>
<td><strong>Access Points (Replacement Objectives)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Standard: Content</strong></td>
<td>• I know sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture)</td>
<td>• I know traditions and important events in my culture</td>
<td></td>
</tr>
<tr>
<td>• Sacred texts, traditions, and narratives of culture</td>
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</tr>
<tr>
<td><strong>Learning Standard: Curricular Competency</strong></td>
<td>• I can assess the cultural significance of people, important places, events, traditions, ideas and/or developments</td>
<td>• I can show important places, events and traditions in my culture</td>
<td></td>
</tr>
<tr>
<td>• Assess the significance of people, places, events, phenomena, ideas, or developments (significance)</td>
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<tr>
<td><strong>Learning Standard: Curricular Competency</strong></td>
<td>• I can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments</td>
<td>• I can show important places, events and traditions in a culture different than my own</td>
<td></td>
</tr>
<tr>
<td>• Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)</td>
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</tr>
<tr>
<td><strong>Learning Standard: Curricular Competency</strong></td>
<td>• I can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments</td>
<td>• I can share what I know about mine and another culture</td>
<td></td>
</tr>
<tr>
<td>• Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)</td>
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<tr>
<td><strong>Grade Level Summative Task</strong></td>
<td><strong>Replacement Summative Assessment Task:</strong></td>
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</tr>
<tr>
<td><strong>Respond to Guiding Unit Questions by:</strong></td>
<td><strong>Respond to Guiding Unit Questions by:</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Choosing 3 cultures (1 Indigenous, 1 from class, 2 choice)</td>
<td>• Learning more about your own culture</td>
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</tr>
<tr>
<td>• Describing how these cultures express themselves, what elements of their culture make them unique? What makes them similar to other cultures?</td>
<td>• Choose another culture to learn more about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explaining what the cultures you have chosen value or find important? What events or ideas have led to their existence and values?</td>
<td>• Describe importance places, events and traditions of the cultures you are learning about</td>
<td></td>
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</tr>
<tr>
<td>• Comparing and contrast the cultures you have chosen. What elements of their culture have changed or evolved over time? What has stayed the same?</td>
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</tr>
<tr>
<td><strong>Format:</strong> Choice of Essay, Presentation, Metaphor/3D model</td>
<td><strong>Format:</strong> Choice of Visual Essay, Presentation, 3D Model</td>
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</tr>
</tbody>
</table>

Shelley Moore, 2021
- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

<table>
<thead>
<tr>
<th>Curricular Goals</th>
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<tbody>
<tr>
<td><strong>Learning/Subject Area</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Inclusive Big Idea</td>
</tr>
<tr>
<td>Curricular IEP Goal 1</td>
</tr>
</tbody>
</table>
| **Objective 1A**                                       | by identifying traditions and important events in his culture | Instructional Strategies | Survey the family about home culture traditions and celebrations  
Create an emergent level text with pictures and important words, paired with objects |
<p>| Curricular IEP Goal 2                                  | G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments |
| <strong>Objective 2A</strong>                                       | by describing important places, events and traditions in my culture | Instructional Strategies | Create an emergent level text with pictures and important words, paired with objects for own culture group |
| Curricular IEP Goal 3                                  | G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by |
| <strong>Objective 3A</strong>                                       | by describing important places, events 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 |
| Curricular IEP Goal 4                                  | G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by |
| <strong>Objective 4A</strong>                                       | by sharing what I know about mine and another culture | Instructional Strategies | Visual options (power point, or objects, pictures, videos), pair words with visuals, include music |</p>
<table>
<thead>
<tr>
<th>Student:</th>
<th>Course</th>
<th>Teacher/Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What unit are you working on this term?</td>
<td>Why is this unit important? (Big Idea)</td>
<td></td>
</tr>
<tr>
<td>Unit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you want everyone to get out of this unit? (Goal)</td>
<td>What could this look like for ________________? (IEP Objective)</td>
<td></td>
</tr>
<tr>
<td>What resources/ strategies are you using for this unit?</td>
<td>What do we need for ____________? (strategies)</td>
<td></td>
</tr>
<tr>
<td>How will you assess all students learning in this unit?</td>
<td>What could this look like for ________________? (assessment)</td>
<td></td>
</tr>
</tbody>
</table>
How can we create curricular 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?
Next Session – May 8

• Universal & Essential Supports & Strategies
• What is the difference?
• How are they different from adaptations & accommodations?
• How to find them
• Examples
• Next section of ICBIEP Template
• Dr. Julie Causton
Guiding Principles of a Renewed & Inclusive IEP

Place Based
Session 2: Dec. 9

Authentic Assessment
Session 9: June 5

Student Agency

Session 3: Jan. 23

Universal Support

Session 4: Feb. 10

Purposeful & Responsive Planning

Strength Based Goals

Session 5: March 6

Session 6: April 10

Session 7: April 24

Session 8: May 8

I & CBIEPs Session 7

Shelley Moore, 2021
Inclusive & Competency Based IEPs

Slides: www.blogsomeomoore.com

I & CBIEPs Session 6
Shelley Moore, 2021
Access to Session Recording

• Link will be sent to the email that you registered with
• Available for 72 hours after email is sent
• Registration open for Sessions 7-9
• School & district purchasing options are available
  • shelleymoore79@gmail.com