Competency Based IEP – A Meeting Guide

Student: _____   Date: _____

In attendance: _____

_____

Parent consulted _____   Thoughts from my team profile
                                             completed (Parent/Teacher)

Student profile completed

Student Profile
Interests
Learning Preferences
Important to know

Learning Profile			
	Personal (what I am able to do on my own)	Social (what I am able to do with others)	**Intellectual** (how I think)
Strengths			
Focus	Yes/No	Yes/No	Yes/No
Stretches			
Focus	Yes/No	Yes/No	Yes/No

Supports
Universal Supports (See attached checklist)
Essential Supports

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

Core Competency:	
Goal Area (Facet):	
Goal:	
Objective	Strategy

Area of Learning	
Big Idea	
Learning Standard (Goal)	
Objective	Strategy

Area of Learning	
Big Idea	
Learning Standard (Goal)	
Objective	Strategy

Strength Based Student Profile

Name: **School:**   **Class:**   **Grade:**

This is a picture of me	Some words that describe me are: Some things that I am interested in are:

The best ways for me to show what I know are:

Some things that I need to you to know about me are:

Some things that I want to get better at this year are:

My Goal Areas	Strengths (What I am good at/ know a lot about)	Stretches (what I still need support with/ need to get better at)
Personal Goals (Things I can do on my own)		
Social Goals (Things I can do with other people)		
Intellectual Goals (Things I can learn and think about)		

My IEP- Learning Profile

My Focus Area This Year

These learning domains can inform the IEP development in these core competency areas.

PS

☐ Core competency connections

Positive Personal +

Personal awareness +

C
PS

☐ Core competency connections

Communication

Social responsibility

T
T

☐ Core competency connections

Creative thinking

Critical thinking

	Personal What I am able to do on my own.	**Social** What I am able to do with others.	**Intellectual** How I think.
My Strengths (What I am already good at/ know a lot about)			
My Stretches (What I still need support with/need to get better at)			

Student Name: _____   **Date:** _____

Strength based student profile (edited), Dec. 2018

My IEP- Personal Profile

My Interests (and words that describe me):

My Learning Preferences (and best ways to show what I know):

What You Need to Know About Me:

Strength based student profile (edited), Dec. 2018

Universal Classroom Supports for Access

Universal Classroom Supports	
These are supports that could be made available to any student to foster greater inclusion in the classroom.	

Assessment / Response	Scheduling
Technology: *must specify (Text-to-speech, Speech-to-text) **Alternatives to print** (audiobooks, movies, videos, digital media etc.) **Oral instructions / reader** Use **simplified language**/directions **Sound field system** in the classroom **Visual presentations of verbal material** (word webs, visual organizers) **High-contrast materials** with minimal visual clutter **Lesson outlines** **Alternate ways of responding** (oral, dictation, **scribe,** written, drawing, word processor, media etc.) **Separate settings** **Additional time** **Graphic organizers**/Visual Supports Use of a **spelling dictionary**, etc. Use of a **calculator**, table of math facts, number line, manipulatives **Alternatives to assessments** / essays (demonstrations, conferences, projects etc.)	**Visual** classroom **schedule** **Calendars** with special events **Front-load schedule changes** Provide **choice** Allow **breaks**

Content/Process	Self-Management/Organization
Reduce workload (fewer questions, shorter assignments etc.) **Reduce complexity** of content (more concrete, simplified vocabulary etc.) **Increase complexity/abstractness** of content Allow **self-selected content/opportunities** to pursue individual interests **Flexible pacing** Alternatives to **note-taking** (scribe, audio recording, teacher notes provided, take a photo etc.)	**Planner** **Work organization system** (Colour coded files, binder etc.) **Classroom visual** supports

Environmental	Social-Emotional
Preferential / flexible **seating** Special **lighting** or **acoustics,** **Sound field system** Good **sight lines** and placement and illumination to facilitate communication for oral and visual language **Sensory tools** (fidget items, wiggle cushion, standing desks etc.) **Ability to move** around indoor and outdoor spaces easily to access materials Classroom zones/**alternate work spaces**	**Calm space** in the classroom **Check-ins**

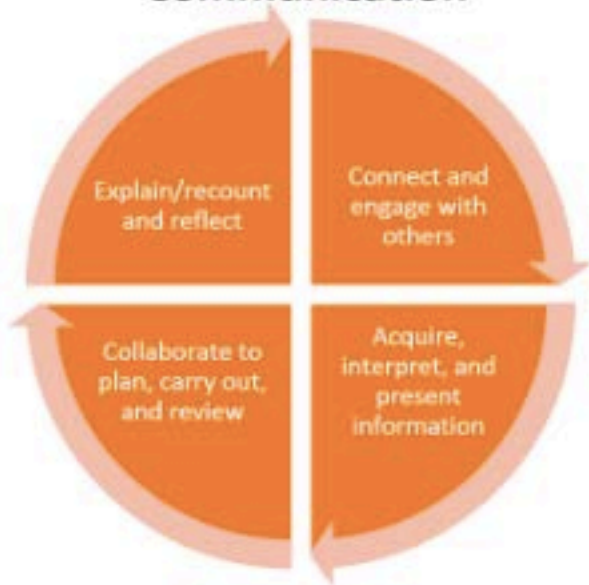| Instructional and Presentation	Timing
Text-to-speech and **Speech-to-text** **Alternatives to print** (audiobooks, movies, videos, digital media etc.) **Oral** instructions / **reader** Use **simplified language**/directions **Sound field system** in the classroom **Visual presentations** of verbal material (word webs, visual organizers) **High-contrast materials** with minimal visual clutter **Lesson outlines** **Alternatives to note-taking** (scribe, audio recording, teacher notes provided, take a photo etc.) **Provide captioning** (open and closed captioning)	**Additional time** for tasks and assignments **Additional time** to process oral information and directions Use of a **timer** (visual, auditory) or countdown

Other	

Essential Supports for Access

Essential Supports:
These are supports identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum.

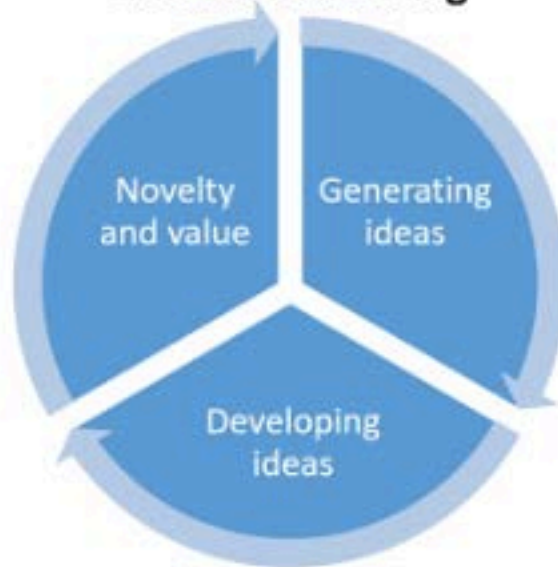| Assessment / Response	Scheduling
Alternate formats (Braille, specialized assistive technology) **Alternative and Augmentative Communication Device (**Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.) **Signing** Assessment over **several timed sessions** Hand held **microphone** for RMT (Remote Microphone Technology)	Personal **visual schedule** Work/Break **schedule** Scheduled sensory/movement **breaks** **Choice zone**
Content/Process	**Self-Management/Organization**
Acceleration **Interactions with peers who have similar ability**	**Work organization** system (basket system) Personalized **Visual or tactile supports** Learning **Contract** Personal communication intent **dictionary**
Environmental	**Social-Emotional**
Orientation and Mobility Support (lift, walker, standing frame, cane, GPS etc.) Specialized **Seating** (Source of sound to stronger ear, individual wedges etc.) **Alternative personal work space** **Specialized equipment** (Slant board, switch interface, Powerlink, audio hub etc.)	**Scheduled Check-ins**
Instructional and Presentation	**Timing**
Designated **reader** or **scribe** Personal **hearing aid(s)** Personal **FM/RMT** (Remote Microphone Technology) system **ASL Interpreter** **Alternative formats** (Braille, large print, auditory, specialized assistive technology) Low **vision tools** (monocular and magnifiers)	Personal **countdown** script/visual timer Personal **visual timer**
Other	
Service dog	

Creating Competency-Based Goals from Domain Areas
Cheat Sheet

'A' Designation	'B' Designation	'C' Designation
Consider the following domains (choose at least two): Communication (C1, C2, C3, C4) Self-Determination , Self-Regulation (PAR1, PAR2) Well-Being (feeding, dressing, toileting, mobility, personal hygiene) (PAR3) Social Interaction (SR1, SR4) *May include additional…* Motor Development (mobility support, OT/PT) (PCI3) Functional and/or Academic Skills (C2)	*Consider the following domains (choose at least two):* Communication (C1, C2, C3, C4) Social Interaction (SR1, SR2, SR3, SR4) Orientation & Mobility Skills (PAR1, PAR2, PAR3) *May include additional…* Visual & Auditory Skills (PCI3) Independent Living Skills (PAR3) Academic Skills (Curricular Competency) Specialized Skills in Reading/Math (Curricular Competency) Access to Technologies (Curricular Competency) Study Skills & Other Strategies (Curricular Competency)	*Consider the following domains (choose at least two):* Self-Determination/Independence (PAR1, PAR2, PAR3) Social Skills (SR1, SR2, SR3, SR4) Social/Emotional Functioning (PC2, PC3) *May include additional…* Cognitive Functioning (CRIT1) Independent Living/Life Skills (PCI3) Communication (C1, C2, C3, C4) Fine & Gross Motor Development (Curricular Competency) Academics/Functional Academics (Curricular Competency)

'D' Designation	'E' Designation	'F' Designation
Consider the following domains (choose at least two): Physical Functioning (health & safety) (PAR3) Communication (C1, C2, C3, C4) Social/Emotional Functioning (SR1, SR2, SR3, SR4) *May include additional…* Self-Determination/Independence (PAR1) Academic / Intellectual Functioning (Curricular Competency)	*Consider the following domains (choose at least two):* Orientation & Mobility (PAR1, PAR2, PAR3) Visual Skills (PCI3) Specialized Skills in Reading/Math (PAR1, SR2) *May include additional…* Access to Technologies (CRE1, CRE2, CRE3, CRIT1, CRIT2, CRIT3) Daily Living Skills (PAR1, PAR2, PAR3) Vocational Planning/Skill Development (Curricular Competency) Study Skills & Other Strategies (Curricular Competency)	*Consider the following domains (choose at least two):* Language/Auditory Development (C1, C2, C3, C4) Communication (signing, speech) (C1, C2, C3, C4) Social Interaction (SR2, SR4) *May include additional…* Vocational Planning/Skill Development (Curricular Competency) Study Skills & Other Strategies (Curricular Competency) Academic Skills (Curricular Competency)

'G' Designation	'H' Designation	'K' Designation
Consider the following domains (choose at least two): Social Interaction (SR4, SR2, C1, PR3) Communication (C1, C2, C3, C4) Behaviour/Emotional Functioning (SR1, SR2, SR3, SR4) *May include additional…* Self-Determination & Independent Living (PAR1, PAR2, PAR3) Health Factors (PAR3) Academics / Functional Academics (Curricular Competency)	*Consider the following domains (choose at least two):* Social/Emotional Functioning (PC2, PC3) Communication (C1, C2, C3, C4) Behaviour Skill Development (PAR2, SR2, SR4) *May include additional…* Self-Determination/Independence (PAR1, PCI2, PCI3) Academic / Intellectual Functioning (Curricular Competency)	*Consider the following domains (choose at least two):* Communication (C1, C2, C3, C4) Social Interaction (SR1, SR2, SR3, SR4) Behaviour/Emotional Development (PAR1, PAR2, PAR3) *May include additional…* Independent Living Skills (PCI1 PCI2, PCI3) Functional and/or Academic Skills (Curricular Competency) Motor Development (Fine & Gross) (Curricular Competency)

'P' Designation	'Q' Designation	'R' Designation
Consider the following domains (choose at least two): Social Interaction (C1, C2, C3, C4, SR1, SR2, SR3, SR4) Differentiated Curriculum Opportunities (CRE1, CRE2, CRE3, CRIT1, CRIT2, CRIT3, Curricular Competency) Social/Emotional Development (PAR1, PAR2, PAR3) *May include additional…* Community Experiences (SR1, PCI1)	*Consider the following domains (choose at least two):* Academic Interventions & Remediation (Curricular Competency) Social/Emotional Development (SR1, SR2, SR3, SR4) Cognitive Functioning (CRIT1, CRIT2, CRIT3) *May include additional…* Self-Determination/Independence (PAR1, PAR2, PAR3)	*Consider the following domains (choose at least two):* Social/Emotional Functioning (PC2, PC3) Communication (C1, C2, C3, C4) Behaviour Skill Development (PAR2, SR2, SR4) *May include additional…* Self-Determination/Independence (PAR1, PCI2, PCI3) Academic/Intellectual Functioning (Curricular Competency)

Communication
- Explain/recount and reflect
- Connect and engage with others
- Collaborate to plan, carry out, and review
- Acquire, interpret, and present information

Creative Thinking
- Novelty and value
- Generating ideas
- Developing ideas

Critical Thinking
- Develop and design
- Analyze and critique
- Question and investigate

Social Responsibility
- Building relationships
- Contributing to community and caring for the environment
- Valuing diversity
- Solving problems in peaceful ways

Positive Personal and Cultural Identity
- Personal strengths and abilities
- Relationships and cultural context
- Personal value and choices

Personal Awareness and Responsibility
- Well-being
- Self-determination
- Self-regulation

COMMUNICATION- ADAPTED	THINKING- ADAPTED VERSION		PERSONAL AND SOCIAL- ADAPTED		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY

COMMUNICATION- ADAPTED

Key Concepts
- Receptive and expressive language skills
- Share thoughts, ideas, and learning
- Get basic needs met
- Work well with others on a common goal
- Use technology and digital media

C1 Connect and Engage with Others (to share & develop ideas

Students begin to engage in informal and structured conversations where they listen, contribute, develop understanding and relationships.

➢ I ask and respond verbally or non-verbally (AAC, nod, smile, thumbs up) to simple, direct questions.
➢ I show active body listening.
➢ I can ask to for a partner or to join play.
➢ I can tell someone my needs (washroom, break) verbally or non-verbally (AAC, PECS, gestures).

C2 Acquire, Interpret, and Present Information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies/life skills.

Examples: "show & tell", read/share with partners, etc.

➢ I can listen to others tell me about their interests.
➢ I can understand and share information about a topic that is important to me.
➢ I present, teach or show someone a book, video or website that I like and tell them why I like it.

C3 Collaborate to Plan, Carry Out, and Review Constructions & Activities

Students work together to accomplish goals either face to face, or through media.

➢ I can work with others to achieve a common goal.
➢ I do my share.
➢ I can take on roles and responsibilities in a group.
➢ I can retell key ideas & identify the ways we agree.

C4 Explain/Recount and Reflect on Experiences & Accomplishments

Students tell about their experiences – share what they learned.

➢ I give, receive, and act on feedback.
➢ I can recount simple experiences and activities and tell something I learned.
➢ I can represent my learning and tell how it connects to my experiences and efforts verbally, in a drawing or a paragraph.

THINKING- ADAPTED VERSION

CREATIVE THINKING

Key Concepts
- Generate new ideas
- Move from having ideas to making ideas happen
- Get ideas from others
- Use imagination during play

CRE1 Novelty and Value

Students get new ideas that have value. Ideas may be new to them, new to peers, new in context, or completely new. The ideas may be fun, solve problems, or as a form of self-expression.

➢ I get ideas when I play.
➢ My ideas are fun & make me happy.
➢ I can get new ideas or build on other people's ideas.
➢ I generate new ideas as I pursue my interests.
➢ I can judge which of my ideas I like best.

CRE2 Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion.

➢ I get ideas when I play and explore.
➢ I build on others' ideas and add new ideas of my own.
➢ I actively learn details about something I like (e.g. by doing research, talking to others or practicing).
➢ I can relax my mind when I need to
➢ I have interest and passions that I like to learn about.

CRE3 Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way.

➢ I can shift my thinking when needed.
➢ I can problem solve with support.
➢ I try again if one idea didn't work.
➢ I use my experiences to think of ideas.
➢ I can handle it when my ideas don't work.

CRITICAL THINKING

Key Concepts
- Draw conclusions and make judgements
- Perspective taking
- Problem solve
- Tell fact from opinion

CRIT1 Analyze and Critique

Students tell what they like and don't like and give a reason why. They can judge and evaluate (ie good, better, best). They can accept other's opinions.

➢ I can show or tell if I like something or not.
➢ I can tell why I like something or not.
➢ I can show or tell one other perspective.
➢ I can reflect on and evaluate my thinking, products, and actions.
➢ I can set a learning goal to make tomorrow better.

CRIT2 Question and Investigate

Students can learn and engage in an inquiry type projects. They can ask and answer questions or challenges related to their inquiry.

➢ I can use books, materials and technology to answer who, what, when, where questions.
➢ I can tell a classmate some of the information I found.
➢ I can consider more than one way to proceed and can choose.
➢ I can tell fact from opinion.
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CRIT3 Develop and Design

Students consider the audience when telling their ideas. They can develop plans, monitor their progress, and change their procedures when needed . They can determine the extent to which they have met their goals.

➢ I can try different ways of doing things.
➢ I think about what my audience might what to hear or learn about.
➢ I can tell why I did a good job.
➢ I can tell the next step I have to take.
➢ I can make choices that will help me.

PERSONAL AND SOCIAL- ADAPTED

PERSONAL & CULTURAL IDENTITY

Key Concepts
- Know about family, culture, and heritage
- Have a positive personal identity
- Respect others who are different
- Make positive choices that help class, school and community

PCI1 Relationships & Cultural Contexts

Students understand that their culture background (ethnicity, nationality, language, ability, sex/gender, age, sexuality, religion, geographic area) contributes to who they are.

➢ I can say who is in my family.
➢ I can know the names of all my classmates.
➢ I am able to identify the different groups that I belong to.
➢ I can tell you at least 5 characteristics about myself.
➢ I understand that I will change as I get older

PCI2 Personal Values & Choices

Students can tell what they value. They understand that what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

➢ I can tell what is important to me.
➢ I can explain the choices I make.
➢ I can tell the difference between safe/unsafe. appropriate/inappropriate, expected/unexpected behaviours.
➢ I understand classroom and community expectations.

PCI3 Personal Strengths & Abilities

Students acknowledge their strengths and abilities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

➢ I can identify what I am good at.
➢ I can say what I need to work on.
➢ I can describe/express my thoughts and opinions.
➢ I can be a leader in my school, at home or in my community.
➢ I understand I will continue to learn new things that will help me.

PERSONAL AWARENESS & RESPONSIBILITY

Key Concepts
- Regulate emotions
- Make healthy choices
- Persevere when stuck
- Self-manage physical needs

PAR1 Self-Determination

Students are self-aware and are showing growth in confidence. They are able to identify needs and ask for help, when needed.

➢ I can show when I am happy.
➢ I can ask for help when I need it.
➢ I can celebrate my efforts & accomplishments.
➢ I can make safe choices by myself.
➢ I can follow routines and make safe transitions.
➢ I understand that learning sometimes takes more than one day.

PAR2 Self-Regulation

Students take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to understand how their actions affect themselves and others.

➢ I can stop and read the room before I enter.
➢ I can use strategies and tools to help me manage my feelings and emotions.
➢ I can persevere with challenging tasks.
➢ I can wait my turn.
➢ I can participate in classroom discussions.
➢ I can ask for breaks when I need them.
➢ I can adjust to changes in my routine.
➢ I can maintain focus for up to 15 minutes

PAR3 Well-Being

Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being.

➢ I can check my blood glucose monitor by myself.
➢ I can say when I need to use the washroom/drink.
➢ I can follow a washroom routine.
➢ I can find my way around the school.
➢ I can move in the hallway safely.
➢ I can make choices that are safe when playing in the playground.
➢ I know what to do when the fire alarm rings.
➢ I chew and swallow my food slowly.
➢ I can take a deep breath and choose a break when I feel stressed.

SOCIAL RESPONSIBILITY

Key Concepts
- Positively contribute to one's family, school, and community
- Create and maintain healthy relationships

SR1 Contributing to Community & Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

➢ With some support, I can be part of a group.
➢ I can participate in classroom activities.
➢ I contribute to group discussions.
➢ I can identify how my actions can affect other people.
➢ I can make by classroom, school, or community a better, safer place.

SR2 Solving Problems in Peaceful Ways

Students identify and develop an appreciation of different perspectives. They use strategies to resolve problems.

➢ I can solve problems myself.
➢ I can use my words when upset.
➢ I can keep my hands and feet to myself when saying no, stop or I don't like that.
➢ I can choose from two options to calm myself.

SR3 Valuing Diversity

Students value different viewpoints, help others, and tell the difference between helpful/unhelpful, safe/unsafe, expected/unexpected behaviour.

➢ With some direction, I can ask for a partner
➢ I can tell/show at least one classroom expectation
➢ I can explain when something is unfair
➢ I can help someone else
➢ I can accept another way of doing things

SR4 Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

➢ I can be part of a group.
➢ I am kind to others.
➢ I can identify when other' need support & provide it.
➢ I am aware of how others may feel.
➢ I have at least one friend.

September 2019

CORE COMPETENCIES (intellectual, personal, social and emotion proficiencies that all students need to develop in order to engage in deep life-long learning)

COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY

COMMUNICATION

The set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and Engage with Others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate

- ➤ I ask and respond to simple, direct questions
- ➤ I am an active listener; I support and encourage the person speaking
- ➤ I recognize that there are different points-of-view and I can disagree respectfully

2. Acquire, Interpret, and Present Information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.

Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal

- ➤ I understand and share information about a topic that is important to me
- ➤ I present information clearly & in an organized way
- ➤ I can present information & ideas to an audience I may not know

3. Collaborate to Plan, Carry Out, and Review Constructions & Activities

Students work together to accomplish goals either face to face, or through media.

Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project

- ➤ I can work with others to achieve a common goal, I do my share
- ➤ I can take on roles and responsibilities in a group
- ➤ I can summarize key ideas & identify the ways we agree (commonalities)

4. Explain/Recount and Reflect on Experiences & Accomplishments

Students tell about their experiences –especially their learning experiences – and reflect and share what they learned.

Examples: presentations of learning, self-assessment, and receiving/offering feedback

- ➤ I give, receive, and act on feedback
- ➤ I can recount simple experiences and activities and tell something I learned
- ➤ I can represent my learning and tell how it connects to my experiences and efforts

CREATIVE THINKING

Involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.

1. Novelty and Value

Students get creative ideas that are both novel and have value. Ideas may be: new to that student or their peers; may be novel for their age group or larger community; be new in a particular context or absolutely new. The idea/product may also have value in a variety of ways and contexts it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level

- ➤ I get ideas when I play. My ideas are fun & make me happy.
- ➤ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- ➤ I generate new ideas as I pursue my interests.
- ➤ I get ideas that are new to my peers.
- ➤ I can develop a body of creative work over time in an area I'm interested in or passionate about

2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)

- ➤ I get ideas when I uses my senses to explore.
- ➤ I build on others' ideas and add new ideas of y own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- ➤ I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- ➤ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- ➤ I have interest and passions that I pursue over time

3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.

- ➤ I make my ideas work or I change what I am doing.
- ➤ I can usually, make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- ➤ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- ➤ I use my experiences with various steps and attempts to direct my future work
- ➤ I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking

CRITICAL THINKING

Involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. It encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and Critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

- ➤ I can show if I like something or not.
- ➤ I can identify criteria that I can use to analyze evidence.
- ➤ I can analyze evidence from different perspectives.
- ➤ I can reflect on and evaluate my thinking, products, and actions.
- ➤ I can analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Question and Investigate

Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

- ➤ I can explore materials and actions.
- ➤ I can ask open-ended questions and gather information.
- ➤ I can consider more than one way to proceed in an investigation.
- ➤ I can evaluate the credibility of sources of information.
- ➤ I can tell the difference between facts and interpretations, opinions, or judgments.

3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

- ➤ I can experiment with different ways of doing things
- ➤ I can develop criteria for evaluating design options.
- ➤ I can monitor my progress and adjust my actions to make sure I achieve what I want.
- ➤ I can make choices that will help me created my intended impact on an audience or situation.

PERSONAL & CULTURAL IDENTITY

Involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, & society.

1. Relationships & Cultural Contexts

Students understand that their relationship and cultural contexts help to shape who the are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

- ➤ I can describe my family and community.
- ➤ I am able to identify the different groups that I belong to.
- ➤ I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)
- ➤ I understand that learning is continuous and my concept of self identity will continue to evolve.

2. Personal Values & Choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

- ➤ I can tell what is important to me.
- ➤ I can explain what my values are and how they affect choices I make.
- ➤ I can tell how some important aspect of my life have influenced my values
- ➤ I understand how my values shape my choices.

3. Personal Strengths & Abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

- ➤ I can identify my individual characteristics.
- ➤ I can describe/express my attributes, characteristics, and skills.
- ➤ I can reflect on my strengths and identify my potential as a leader in my community.
- ➤ I understand I will continue to develop new abilities and strengths to help me meet new challenges.

PERSONAL AWARENESS & RESPONSIBILITY

Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

1. Self-Determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- ➤ I can show a sense of accomplishment & joy
- ➤ I can celebrate my efforts & accomplishments.
- ➤ I can advocate for myself and my ideas
- ➤ I can imagine and work toward change in myself and the world.
- ➤ I take the initiative to inform myself about controversial issues

2. Self-Regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

- ➤ I can sometimes recognize emotions.
- ➤ I can use strategies that help me manage my feelings and emotions.
- ➤ I can persevere with challenging tasks.
- ➤ I can implement, monitor, and adjust a plan and assess the results.
- ➤ I can take ownership of my goals, learning, & behavior.

3. Well-Being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.

- ➤ I can participate in activities that support my self-being, and tell/show how they help me.
- ➤ I can take some responsibility for my physical and emotional well-being.
- ➤ I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- ➤ I can use strategies to find peace in stressful times.
- ➤ I can sustain a healthy and balanced lifestyle.

SOCIAL RESPONSIBILITY

Involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community & Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- ➤ With some support, I can be part of a group.
- ➤ I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- ➤ I contribute to group activities that make my classroom, school, community, or natural world a better place.
- ➤ I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change
- ➤ I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.

2. Solving Problems in Peaceful Ways

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- ➤ I can solve problems myself and can identify when to ask for help.
- ➤ I can identify problems and compare potential problem-solving strategies
- ➤ I can clarify problems, consider alternatives, and evaluate strategies.
- ➤ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- ➤ With some direction, I can demonstrate respectful and inclusive behaviours.
- ➤ I can explain when something is unfair.
- ➤ I can advocate for others
- ➤ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- ➤ With some support, I can be part of a group.
- ➤ I am kind to others, can work or play. cooperatively, and can build relationships with people of my choosing.
- ➤ I can identify when other need support & provide it.
- ➤ I am aware of how others may feel and take steps to help them feel included.
- ➤ I build and sustain positive relationships with diverse people, including people from different generations.