Core Competencies Reflection & Goal Setting

Reporting Order Requirement

FAQs

This document has been created by SD 35 Instructional and Learning Support Services to answer questions by educators about the Ministry’s reporting requirement for students to reflect on the Core Competencies and goal set. Please note that this is a living document and questions will be added and updated as necessary.

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# New Reporting Requirements

##### What is changing with reporting for the 2023-2024 school year?

A new reporting order is being released in July 2023. Due to the work Langley has already done around proficiency scales, the only large change left to navigate is the new requirement for all K to 12 students to self-assess on Core Competencies. Access to the student’s reflection and goal setting must be in shared in formal report cards for parents and guardians. Districts are required to determine how student self-reflection on Core Competencies and goal setting should be taught and documented.

##### What is new in the July 2023 Reporting Order?

Key changes include:

* Provincial Proficiency Scale at Grades K-9
* Changing the “I” reporting symbol to “IE” to indicate “insufficient evidence” of learning instead of “incomplete” learning
* Student self-assessment of Core Competencies and goal setting, in all grades in the 3 written reports
* Graduation status updates at Grades 10-12
* All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program.

For more information on the K-12 Student Reporting Policy, [click here](https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-framework).

What are the Core Competencies?

The Core Competencies are “sets of intellectual, personal, and social and emotional proficiencies” that manifest themselves uniquely in each area of learning / discipline. Basically, think of the relationship between developing your core body muscles and your proficiency in different physical activities such as yoga, hiking, basketball, swimming, etc. Your core muscles are foundational, integral and integrated in each distinct activity. So too the Core Competencies are foundational, integral and integrated in each area of learning in our education system.

There are three Core Competencies: (1) Communication, (2) Thinking, (3) Personal and Social. Each is then broken down into sub-competencies which are then further distilled into facets (competency > sub-competency > facet). Additionally, student profiles are provided for each sub-competency. Instructional and Learning Support Services used the Ministry’s sub-competencies, facets and profiles to create the “I can . . .” statements for the Thinking competency poster.

For more information on the Core Competencies, [click here](https://curriculum.gov.bc.ca/competencies).

##### Do teachers assess students’ proficiency in the Core Competencies?

No. Students must self-assess their own Core Competencies and learning focus for themselves. Teachers assess the Learning Standards they teach (Curricular Competencies and Content).

##### How many Core Competencies do students need to self-assess?

The Reporting Order does not specify the number of Core Competencies that students must reflect on.

Why are students not setting a goal?

Students are setting a FOCUS for their learning, and thinking about how that focus might look in school and outside of school. A GOAL requires time to reflect on past behaviours, consideration of growth mindset, and a plan of action for accomplishment. Students will be supported in their Career Education classes in developing actionable goals based on the reflections and foci identified during Crunch It.

What is the difference between a FOCUS and a GOAL?

A “focus” is an intent for future behaviour while a “goal” has a specific plan of actions for accomplishment.

##### Why do we have to do this?

We have a new Reporting Order that mandates it. The Ministry of Education and Child Care released a new curriculum in 2016. The reporting order released July 2023 is designed to align with the 2016 curriculum. This will be the first major update to our reporting order in over 22 years.

##### How will students’ reflections and goal setting be shared with parents and guardians?

Teachers do not have to do anything different with their report cards. School administrators will be adding a generic comment to the school student’s report cards directing parents and guardians to the digital space where all this will be housed ([SpacesEDU platform](http://spacesedu.com/)).

##### What level of professional autonomy do I have with the Ministry’s Reporting Order?

None. A Ministry reporting policy is legislated under the School Act. Districts and district staff are required to implement reporting orders. Unlike with the curriculum, there is no professional autonomy around implementing reporting orders. For example, the requirement to provide letter grades for Grade 10-12 courses is required by both our old and new reporting order. There is no professional autonomy as to whether or not educators provide grades on formal report cards for Grades 10-12.

# Teacher Responsibilities

##### What do teachers have to do?

Teachers have two responsibilities:

1. During regular class time, support students in grabbing evidence linked to any relevant “I can” statement at least twice a term.
2. During a school designated Flex or MTSS block, support students in crunching the evidence they have grabbed. This will happen twice each semester prior to written report cards.

##### How many times per semester do I need to do the Grab It and Crunch It each semester?

Teachers need to complete an action 6x each semester. Specifically, teachers need to support students in:

1. “grabbing” evidence of Thinking **4x** a semester (twice a term) in their relevant subject area and;
2. “crunching” that evidence **2x** a semester in the designated Flex / MTSS block right before report cards.

How do I teach students to analyze their evidence?
As a teacher, all you need to do is support students in completing the ‘Crunch It’ template twice a term during a Flex / MTSS block. Students will be supported in deeper analysis and specific goal setting within designated Career Education classes.

##### What happens if a student is away when the school is competing the ‘Crunch It’ in Flex / MTSS?

The student will need to complete ‘Crunch It’ ASAP (during your next Flex / MTSS block with them). Please remind the student in that block.

What is the role of the Career Education teachers?

Since Career Education has a curricular competency related to goal setting, they will be responsible for teaching the process of effective goal setting. They will do this by using the evidence the students have gathered through their reflections and the focus they have created.

##### Why aren’t students doing all their reflections and goal setting for core competencies in their Career Education classes?

Most secondary schools only have a semester (or exploratory) face-to-face Career Education course in Grade 8, CLE 10, and CLC. Having reflections and goal setting only occurring in Career Education classes would not meet the Reporting Policy requirements. Therefore, we’ve designed a process where the Reflection/Learning Focus run parallel to Career Education classes, with the Career Education classes providing support for students to develop actionable goals from their reflections and focus.

What if I have a student who does not have access to technology?

Each school will identify a process for students who do not have an individual device to access SpacesEDU.

##### Do teachers have to enter a student’s reflection and focus into the report card?

No. School administrators will be adding a generic comment to all student’s report cards informing parents and guardians where they can find their child’s reflection/focus. Teachers do not need to do anything differently on report cards.

# Thinking Competency

##### Why aren’t we doing all three competencies?

There is strength in having students delve deeply into only ONE competency and doing so through ALL subject areas. While the Core Competencies are ‘habits for life’ there is value in exploring them one at a time to truly understand what they are about.

##### Why are we starting with the Thinking Competency?

All teachers are already teaching thinking in their classes and can see the direct link to what they are already doing. It made sense to start here so everyone can learn the process before focusing on competencies that may be more abstract or less explicitly connected to everyone’s context.

##### Can I choose to do a different competency if I think it fits better with my curriculum?

For this process, no. To make this new reporting requirement manageable for everyone and as meaningful as possible for students, it is essential that we all focus together on one Core Competency per semester. This way:

* Students will develop a deep understanding of each competency throughout all subject areas over a sustained period of time. Think depth over breadth.
* Everyone will have a chance to familiarize themselves with the actual process of what meeting this new reporting requirement looks like before having to learn or support additional core competencies.
* The district will have time to develop and share supports for each competency.

##### I have always embedded the Core Competencies in my classes. Can I continue to embed core competencies other than Thinking in my class?

Of course! All you need to do for this process is provide a minimum of two opportunities each term for students to grab evidence of the Thinking core competency in your class (see the Grab It one-pager). Whatever else you want to do in relation to the core competencies is up to you. However, it is crucial that each teacher supports students in “grabbing evidence” for the Thinking competency in their classes, so students have enough evidence to “crunch” during the designated Flex or MTSS block before each report card.

##### How did Instructional Services and Learning Support Services create the “I can” statements on the Thinking Competency poster?

We analyzed and synthesized the Ministry’s information on Core Competencies. Basically, we ripped apart the Thinking sub-competencies, facets and profiles with the goal of distilling what was essential into accessible (student-friendly) and self-assessable (specific) statements.

##### Why did you combine creative, critical and reflective thinking in the “I can” statements on the Thinking Competency poster?

As the Ministry states, these sub-competencies are “interrelated” so separating them seemed an artificial exercise. If you consider your own thinking processes, either individually or in teams, you’ll note that you are constantly shifting between thinking creatively (What if we . . .?), critically (We need more valid information on . . .) and reflectively (I think we’re close to where we want to be but need to tweak . . .).

##### Why did you use images instead of the facets as headings for the “I can” statements?

Accessibility, clarity, and practicality. The language of the facets requires too much unpacking and explanation. The idea is that students can quickly and intuitively identify the relevant visual and the corresponding “I can” statement. Also, a visual component can be more inclusive.

# Capturing & Storing Evidence

##### How are students going to “grab” evidence of Thinking so they can reflect and goal set?

Students will use the Spaces app on a computer, tablet or smartphone to capture evidence of Thinking at least 2x a term in every learning area / subject. They can snap a picture, upload a file, record audio, hyperlink and/or write.

##### Why do students have to use Spaces to capture evidence of the core competencies?

It’s essential that students have a student owned space that:

* does not require staff monitoring or oversight.
* is easy and intuitive to use.
* stores everything in one space that will follow them between schools, grades and classes.
* is available across multiple platforms (smartphones, tablets, computers, etc.).
* can capture different types of evidence (visual, auditory, text, etc.).
* has the capacity for text-to-speech and speech-to-text.
* Is available from K-12

##### Does this have to be digital?

Yes and no. Everything has to be captured in the digital space (i.e. Spaces) as the logistics of managing print evidence for 1000+ students is unfeasible. However, evidence can be in original print form; just have students take a picture of any relevant print document and put it in Spaces.

##### I’ve been looking for an ePortfolio tool to use in my classroom as a teacher. Can I use Spaces as an ePortfolio in my classes?

Absolutely. Actually, Surrey is using Spaces for that exact purpose. Just two caveats:

1. A teacher using Spaces as an instructional ePortfolio is separate from a student using Spaces to reflect on the core competencies. Please don’t mix up the two!
2. Using Spaces as an instructional ePortfolio is 100% optional and is NOT required in any way.

# Supporting Students with IEPs

##### Do students with Competency Based IEPs need to do this?

Yes. This is a mandatory reporting order action. Students’ CBIEPs contains goals chosen by the student, their family, and school team which are evaluated by the resource teacher with student input. The new reporting order requires students to self-reflect and goal set. The Core Competency reflections and goal setting are specifically student driven but will help students continue to develop their CBIEP with their team.

##### Does anything change in the CBIEP?

Students may have a goal which addresses their reflective work such as “I can collect evidence on my chosen Core Competency.” In the report it would read “Student reflection is located in their Spaces account.” This is optional.

##### How do Resource Teachers support the reporting order?

Resource teachers support students through additional Core Competency instruction and help students collect, organize, maintain their evidence, and support the reflection process.

# SpacesEDU Tool

##### What is Spaces?

Spaces is myBlueprint’s newest product which is replacing the “All About Me” version the district has used for many years. It is an intuitive, user-friendly platform that allows students to document their learning in meaningful ways.

##### Why did the district select Spaces?

There is already familiarity and capacity in the district with myBlueprint. Also, myBlueprint’s Spaces tool:

* Allows single-sign-on (SSO). Students use their usual district username and password to sign on to Spaces. There will be no new username and password to remember.
* Does not require staff monitoring or oversight.
* Is easy and intuitive to use.
* Stores everything in one place that will follow students between schools, grades and classes.
* Is available across multiple platforms (smartphones, tablets, computers, etc.).
* Can capture different types of evidence (visual, auditory, text, etc.).
* Has the capacity for text-to-speech and speech-to-text.
* Is available from K-12

##### How do you access it?

Spaces is accessible via App as well as through a browser at [spacesedu.com.](http://spacesedu.com)

##### How do students sign in?

Students sign in with their single-sign-on credentials. This is the same username and password they use to sign on to a district computer.

What do we do if a student can’t sign in?
Ensure they have entered their username and password correctly. If they still can’t sign in, put in an IT ticket ([click here](https://its.sd35.bc.ca/how-to-create-a-ticket/)).

##### Can teachers see student Core Competency reflections and focus on Spaces? Do they need to?

At this point, teachers cannot see students’ Core Competency reflections and focus on Spaces and they do not need to in order to meet the new Ministry reporting requirements. In the future, teachers will have access to student portfolios if they would like to see what their students have posted.

##### Who do I contact/where do I go if I or a student needs support with SpacesEDU?

**NAVIGATION & USE**: Spaces is intuitive and easy to use. The “Grab It” handout has clear step-by-step instructions on how to upload evidence in Spaces. If anyone wishes additional information, there are Spaces video tutorials available ([click here](https://resources.spacesedu.com/en/all-resources/)).

**LOG-IN ISSUES**: If a student can’t log in, please have them check that they are using the correct username and password (the same credentials they use to access district computers). If their district username and password are not working for Spaces or to log into district devices, please submit an IT Ticket ([click here](https://its.sd35.bc.ca/how-to-create-a-ticket/)).

**PRODUCT GLITCH**: Each school will have a designated person that will liaison with the district Spaces lead, Alex Baxfield.

##### If I’m interested in using this as an eportfolio in my classes, where do I go to get started?

If you’d like to use Spaces beyond the Core Competency reflection piece, you can join the Spaces Team. Go to your district Teams account, select “Teams” in the left menu bar, select “Join a Team” (bottom of screen) and enter this code: **kretmpr**

In this group, you will find start-up documentation as well as teachers who have extensively used the platform and can help answer your questions. Spaces also has video tutorials and resources available ([click here](https://resources.spacesedu.com/en/all-resources/)).