



# **Independent Directed Studies in School District #27**

## **“How To” Guide**

**The 1. 2. 3 PLAN** for using Independent Directed Studies to provide graduation credit  
for cultural and community learning activities

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## Independent Directed Studies (IDS) Framework

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In SD 27 we encourage students to use the Independent Directed Study Framework to earn credit for learning they are doing beyond their regular classroom experience. We know there are opportunities across the communities in Cariboo-Chilcotin School District for students to **engage in learning that is meaningful to them culturally or personally while also connected to learning outcomes of the BC curriculum**. We recognize there are community experts and resources to support students following their interests and goals. This framework is designed to help students work with their school and community to plan, engage in, and demonstrate learning in a way that will allow students to **earn credit in the graduation program**.

The IDS is a school course, and it is **designed by the student with their support teacher, principal, or vice-principal**. It is a directed study which means it is **planned in advance** of the activities of the study.

**Community partners may have a valuable role** in supporting students in their learning during the IDS and may be part of the assessment process with the sponsor teacher, principal, or vice-principal who will be evaluating the demonstrated learning and assigning credit. We invite community partners to let us know about potential learning opportunities so we can work with students to design IDS.

**Independent Directed Studies** are by definition:

- ✓ **Independent** - building an individual plan
- ✓ **Directed** - towards an outcome, with specific objectives in mind
- ✓ **Studies** - involves learning - intentional (often repeated) activities that build skills/knowledge followed by reflection and assessment

**\*\*[Background provided on Summaries of Ministry Policy and Directions](#)**

## Framework for IDS use is guided by a series of questions:

### THE PLAN – How will I gain graduation credit for outside learning?

--- Student and Teacher plan together prior to activity.

#### 1. OBJECTIVES:

- a. Activity - What specific activity/swill I engage in?
- b. Reflection - What will I learn - What is my learning focus?
- c. Course connections
  - Which Ministry course will I connect my learning to?
  - What specific content will I be addressing? (Learning Intentions)
- d. Assessment - How will I demonstrate I have learned the course content?
  - Who do I want on my Assessment Team?
- e. Credit - How much time will my activity and learning involve?

#### 2. EVIDENCE OF LEARNING

- a. Documentation - How will I show evidence/ document my outside learning?
- b. Collection of 'artifacts' - What evidence should I collect as I do the activity that would help me show what I did?

***Once the Activity has been completed and the Plan has come together***

#### 3. CELEBRATION OF LEARNING - FINAL ASSESSMENT OF LEARNING

- a. Showcase - How will I demonstrate what I have learned?
- b. *ASSESSMENT TEAM CONVERSATION*
  - Teams' questions to probe for learning
- c. Teacher Assessment of the IDS Course Content
  - Consider objectives/evidence of learning from the plan
  - Assign letter grade and %

# I.D.S. PLAN

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To be completed by student and supporting teacher prior to engaging in the learning activities.

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Supporting Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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## 1. Objectives

*Activity:* \_\_\_\_\_

(Specific activity or activities)

*Reflection:* \_\_\_\_\_

(What main thing do I want to learn? = **Learning Focus** of activity)

Course connections:

- Ministry Course: \_\_\_\_\_
  - Specific Course Content = **Learning Intentions** (What content will I try to learn?)
- 
- 
- 

(See Activity - Ministry Connections Database – Page 9)

Assessment:

- Of Course, Content: (Showcase Plan)
- 

(How will I demonstrate what I have learned about this course content? **See Showcase Options Pg.10**)

- Team: \_\_\_\_\_

(Who will be on my assessment team?)

Credit: \_\_\_\_\_

(How much time will the activity/s involve = ? credit? **See Hrs. = Credit Page 9**)

Evidence of Learning:

**Activity Log** – (How will I show evidence of my learning - **copy attached Page 8**)

- student to complete all top information from Plan
- **activity leader to sign for each activity**
- students - take a picture with your phone each time!!
- final copy to be attached to completed plan

*Collection of Artifacts:* \_\_\_\_\_

*(What evidence should I collect to help with my showcase?)*

## Final Step - Once the plan has come together

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### Celebration of Learning - Final Assessment Plan

(Teacher will set context for showcase by reviewing Plan Objectives for the team)

1. Showcase:

\_\_\_\_\_

\_\_\_\_\_

(Final Plan for Showcase - may have shifted from original)

2. Assessment Team conversation to probe for learning

- See **Assessment Team Questions to Consider Page 11**

3. Teacher Assessment of I.D.S Course Content

Consider Objectives/Evidence of Learning of the Plan

- See **What do we know about Assessments Page 16-18**
- Assignment of Letter Grade and % \_\_\_\_\_
- Course and grade submitted to the office \_\_\_\_\_

(Scanned to portal)

(Date and Initial)

Date of Showcase and Assessment:

\_\_\_\_\_

**Signed off by:**

\_\_\_\_\_

1. Assessment Team Member:

\_\_\_\_\_

Assessment Team Member:

\_\_\_\_\_

Assessment Team Member:

\_\_\_\_\_

2. Principal:

\_\_\_\_\_

**\*\*** Copy of completed Plan to be placed in Student File / Activity Log Attached

## Activity Log for Independent Directed Study

Student Name:	School:
Activity (Activity/Project for which I want to receive credit):	Learning Focus (What will I learn?):
Ministry Course Connection:	
Learning intentions (Specific course content connection):	

<b>Specific Activity</b> (That supports my Project)	<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total hours</b>	<b>Activity Leader:</b> (Full Name/Signature/Phone number)

<b>Total hours for this page</b>	<b>Student signature:</b>	<b>Student phone number</b>

**\*\*\*\*\* Collect evidence/artifacts to support Showcase presentation \*\*\*\*\***



## Activity - Ministry Connections Database

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### **Activity Hours and Credits** ~~ *Important:*

1 credit = 30 hours of activity + creating a project/activity + sharing your project with a teacher at your school

2 credits = 60 hours of activity + creating a project/activity + sharing your project with a teacher at your school

3 credits = 90 hours of activity + creating a project/activity + sharing your project with a teacher at your school

4 credits = 120 hours of activity + creating a project/activity + sharing your project with a teacher at your school

**= 1 full course completion**

Talk to your school principal or counsellor about the activity or work you will be doing. They will be able to help you with the paperwork the school will need and explain the process.

### **Three steps to receive credit:**

1. Prepare a project plan to share your learning.
  - a. Meet with your school counsellor to discuss options to demonstrate your learning and build the plan.
2. Complete the Student Activity/Learning Log each time you do the activity.
  - a. Take a picture of the log each time in case it is lost.
  - b. Take pictures, videos of what you are doing, collect papers/maps
  - c. Other artifacts?
3. Demonstrate your learning (showcase) and receive course credit toward graduation.

### **How to use this data base:** [SD 27 Suggested Curriculum Connections for IDS](#)

1. In the search field type in the activity and a course will appear.
2. Click on the ministry link beside the course and you will go directly to the Ministry site.
3. Type in the course name and options will appear below.
4. Select the course and you will take to the learning standards - specific course content is available. Activities are connected to suggested Ministry course

If your key words do not produce a suggestion for course links please visit the Ministry Curriculum to explore course <https://curriculum.gov.bc.ca>

## Showcase Options for Independent Directed Study

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THIS PART OF YOUR ASSESSMENT IS A CREATIVE OPPORTUNITY FOR YOU TO SHARE AND EXPLAIN YOUR LEARNING WITH YOUR ASSESSMENT TEAM. YOU MAY USE A FEW OF THESE IDEAS OR CHOOSE ONE OPTION THAT IS MORE DETAILED.

### Possible Options to demonstrate and explain your learning:

- ❖ Live Demonstration
- ❖ Bring in an item you built or created Video clips
- ❖ Photo display/sideshow/collage Power point
- ❖ Audio clips of singing/drumming/interviews of people
- ❖ Teach someone - a younger student/class or the assessment team or another person
- ❖ Write about your learning - a journal, a story, an essay, and you may include other information you researched
- ❖ Create a "How to Guide" to share the steps in your learning
- ❖ Interview the leaders of the activity about the cultural importance of this activity
- ❖ Use the artefacts you gathered to make a collection, put in a binder to have as a reference book, or create a bulletin board
- ❖ Include reference letters and biographies
- ❖ A creative way to tell the story of your learning
  - *spoken word*
  - *song*
  - *poem*
  - *graphic 'mini' novel*
  - *Make an advertisement/commercial*
  - *Do a dramatization*
  - *Draw illustrations or create a mural*

# Assessment Team - Questions to Consider

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## QUESTIONS FOR THE CELEBRATION OF LEARNING

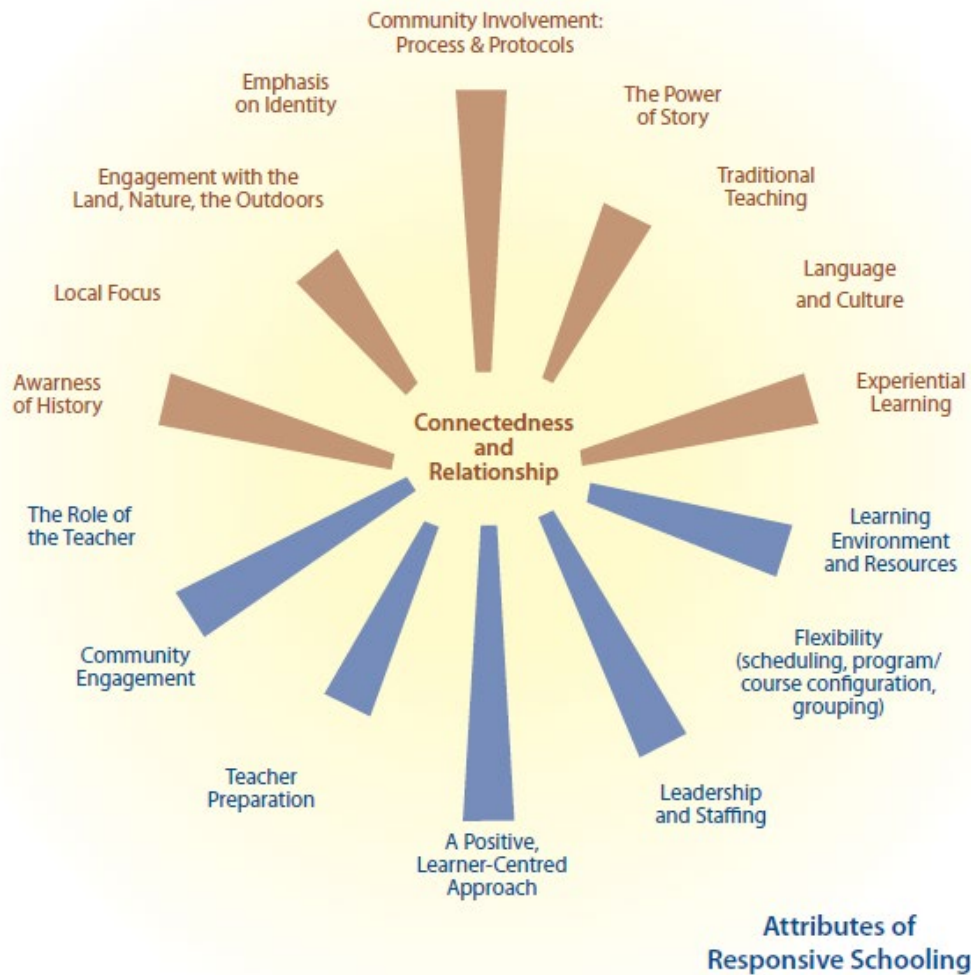
- The Assessment Team will be asked to take part in a conversation with the student following the showcase to assist the student in further demonstrating and explaining their learning.
- Questions will help to probe for student learning of specific course content - learning intentions.
- The teacher will start the Celebration of Learning with a review of the PLAN Objectives including the Learning Intentions to set the context for the assessment.
- Team members will be listening for student reflection of learning in the specific content areas of the Learning Intentions as questions are answered.
- Each team member might choose two or more questions

### QUESTION TO CONSIDER:

1. Looks like you put lots of time and energy into your Presentation - can you tell me a little more about .....
2. Your presentation was amazing - why did you choose this way to show your learning?
3. What was your Learning Focus? or I see your Learning focus was.....
  - Do you think you did some learning in that area - tell me about that?
4. You expected to learn about.... (*specific course content*)
  - Let's talk about that - tell me what you learned about .....
5. Did you learn some things you did not expect to? What kinds of things?
6. What was the most exciting thing that happened when you ..... ?
7. What was the most difficult thing?
8. How did you handle that?
9. What do you think you learned?
10. Will this change the way you do things going forward?
11. What would you tell someone else about this activity?
12. What was the most fun?
13. This is a new way for schools to give graduation credit. Did it work for you? Tell me why?

# Aboriginal Worldviews and Perspectives

## Characteristics of Aboriginal Worldviews and Perspectives



*Themes that emerged from the gatherings serve as organizers for the insights and ideas presented in this document. This circle graphic represents them, showing how themes identified with respect to the attributes of responsive schooling address and complement the themes associated with characteristics of Aboriginal Worldviews and Perspectives.*

### *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*

For more information please visit: [Aboriginal Worldviews and Perspectives in the Classroom](#)

# The Redesigned BC Curriculum

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## **Background Information:**

- The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.
- Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.
- BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.
- There has been a shift in the role of competencies and content. Previously we used competencies to help students acquire content knowledge, with the new curriculum, we are now using knowledge (content) to help students develop competencies. These competencies are the transferable skills, strategies, and processes students need to succeed in school and beyond.

## **The Core Competencies:**

These competencies are the transferable skills, strategies, and processes students need to succeed in school and beyond.

**Communication** - The Communication competency encompasses the knowledge, skills, processes, and dispositions we associate with interactions with others. Through their communication, students acquire, develop, and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose, and joy.

**Thinking** - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

**Personal and Social** - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

\*\*[Ministry of Education website](#)

## What do we know about Independent Directed Studies?

### Ministry Intention:

- To allow students to pursue curriculum in more detail (course +IDS)
- To allow focus on some course content of course not taken (IDS only)
- To recognize learning in course not completed - partial learning credit (IDS instead of course credit)

IDS may be up to 4 credits. 1 credit = value of knowledge skill and competencies acquired in 30 hrs. of instruction.

Districts are encouraged to use the IDS Policy to develop appropriate implementation procedures.

- Principals must approve IDS course arrangements between teachers and students

### IDS Process:

- Student works independently
- Individual plan is developed that includes the process for facilitation and assessment, the criteria for success and the credit value

### Recording of IDS on Permanent Record and for submission to Ministry:

- IDS + Ministry course title
- Course Code IDS 11A (More than 1 IDS course at grade level use, 11A, 11B, 11C etc.)
- Related or connected Ministry Course Code  
*\*\*Office staff - separate data field - left aligned for data transfer - [Handbook of Procedures](#)*
- Specify# of credits

### **Example:**

IDS Course Title	Course Code	Ministry Related Course Code	Specify # Credits
IDS Life Sc 11	IDS 11A	LFSC 11	1, 2, 3, or 4
IOS Active Living 11	IDS 11B	ACLV 11	1, 2, 3, or 4

**\*\* [Ministry of Education - Graduation Program Handbook of Procedures](#)**

Students may earn credit in a variety of ways. Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of regular school secondary programs.

Schools will grant credit for graduation for learning that has been assessed and matches or exceeds provincial standards.

**Independent Directed Studies:**

- Allows students to initiate their own area of learning and receive credit for graduation
- Allows schools to recognize learning in a Ministry developed course that the student has not completed
- It is the intention of Ministry to encourage schools to allow students to pursue studies of interest

IDS credit may be awarded by Boards to students who complete independent work based on the content of Ministry developed courses:

- Study in more detail content of a course already completed
- Study a subset of a course not taken
- Maximum value of 1 course = 4 credits (30=1credit)
- No limit to number of IDS credits earned
- Plan must be developed by student & teacher and approved by principal
- Gr 12 IDS may count towards 16 minimum Gr 12 credits required for graduation
- For reporting and transcripts schools must assign a LG and % for all credits gained through IDS

\*\* [Ministry of Education - Earning Credit through Equivalency, Challenge, External Credit, Post-Secondary Credit, and Independent Directed Study](#)

## What Do We Know About Assessment?

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- The framework for classroom assessment highlights the increased focus on "doing" in the B.C. curriculum.
- Assessment should enable students to demonstrate the same learning in different ways. The essential purpose of assessment is to explore the extent to which students have developed competencies, not the facility with which they perform specific tasks.
- When the focus is on competence, the assessment question is, "To what extent can students demonstrate this competency?"
- When assessment is task-driven, all students perform the same task. When assessment is competency-driven, the task is the vehicle for demonstrating one or more competencies.
- Different students may demonstrate the same competency through many different tasks. They are able to choose.

\*\* [Ministry of Education website](#)

### **Key ideas for assessment practices:**

- Assessment is:
  - formative and differentiated
  - infused in the learning cycle
  - Co-constructed
  - strength-based and includes goal setting
- We differentiate instruction and assessment "to ensure that we are providing access points for all students in our schools." - Joanne Chrona
- We help students value learning and the process of learning to build ownership; ownership is the foundation of student agency. With greater ownership comes increased motivation, engagement, and self-awareness, building students' capacity to direct their learning.
- We encourage this development of agency by ensuring that students are at the centre of their learning experience: they are given a voice and choice in what and how they learn.

\*\* [Ministry of Education Facilitator's Guide to the Video: Assessment Literacy in B.C](#)



## **Making Assessment Practices Valid for Indigenous Students:**

- "making assessment valid for Indigenous students requires the 'use of local wisdom, the recognition of culture and active involvement of community'(page 12)
- "An example of the ways in which Indigenous students can demonstrate their academic and social learning comes from Davidson's work on reclaiming Indigenous methodologies" (page 12)
- "decolonizing methodologies, involving collective processes like reflection, sharing and celebration, can tell a powerful academic story".

\*\* [Assessment Practices to Indigenous Ways of Knowing June 2018, Sheri Williams and Frank Perrone, University of New Mexico](#)

## **SUGGESTIONS:**

- "Provide options for students to visualize their learning through exhibits, artistic performances, storyboards, posters incorporating visual or symbolic illustration, cultural artifacts, photo collages, and the like"
- Scaffold the writing process
- "Create assignments that allow students to demonstrate their learning through the spoken word. Make space for cultural narratives"

\*\* [Equity and Assessment for Learning Outcomes, January 2017. Moving Towards Culturally Responsive Assessment](#)

## **ASSESSMENT APPROACHES:**

There is a need for assessments that allow students to demonstrate their learning in various ways while also being transparent about the learning that is taking place, help students reflect on their learning experiences, and allow students to actively participate in the learning and assessment process. Course level assessments such as culturally responsive rubrics, portfolios and cap-stone projects can lead to more valid, appropriate, holistic, and formative assessment where results are more indicative of what all students can do or lead to more targeted improvements in teaching and learning.

\*\* [Equity and Assessment for Learning Outcomes, January 2017. Moving Towards Culturally Responsive Assessment](#)

## **Ministry of Education Provincial Letter Grades Order for Final Reports:**

A = The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.

B = The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

(In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.

(Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

(Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

### Percentages for courses:

*Where the letter grades in Table 1 are used to indicate student performance in courses numbered 10, 11, or 12 for students to whom Ministerial Order 302/04, the Graduation Program Order, applies, percentages as set out opposite the letter grades in Table 1 must also be used in term and final student progress reports.*



<b>F</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B</b>	<b>A</b>
<b>0-49</b>	<b>50-59</b>	<b>60-66</b>	<b>67-72</b>	<b>73-85</b>	<b>86-100</b>

[Ministry of Education website](#)