M0: IEP Team Member Guide: Open Pedagogy Project

## Course

Introduction to Special Education

## Location

Course Project (all modules)

## Alignments

### Course Outcomes

CLO I: Describe the professional practices of special education teachers.

CLO II: Identify the 13 disability categories recognized by the Individuals with Disabilities Education Act (IDEA).

CLO III: Examine the historical and philosophical foundations of special education.

CLO IV: Explain intervention and assessment procedures for prospective special education students.

CLO V: Describe the utility of important collaborative relationships: school, district, and family members.

CLO VI: Identify relevant pedagogy to maximize student learning.

### Specific InTASC Standards

| **InTASC** | **Type** | **Specific Standard** |
| --- | --- | --- |
| 2h | Knowledge | The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. |
| 7m | Knowledge | The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). |
| 8m | Knowledge | The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. |
| 9i | Knowledge | The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. |
| 9j | Knowledge | The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). |
| 9n | Disposition | The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. |
| 9o | Disposition | The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. |
| 10d | Performance | The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. |
| 10l | Knowledge | The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. |
| 10n | Knowledge | The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. |
| 10q | Disposition | The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. |

## Assignment Instructions

### Purpose

As an educator who is part of an IEP team, you should contribute toward ensuring that all IEP team members are on the same page. Not all members of an IEP team, however, will be familiar with important terms, laws, and procedures related to ensuring a student receives FAPE (Free Appropriate Public Education). This project not only will build your special education knowledge and communication skills, but also will be a resource that others can use with IEP team members.

This assignment employs *open pedagogy* practices. Open pedagogy is an approach to learning that centers student agency in the creation of knowledge and process of learning, in ways that bring authentic value to audiences and environments beyond the classroom.[[1]](#footnote-2) What this means is that *you*, the students, are collaboratively gathering what you’re learning in this course and organizing that learning in a way that makes it useful to others after the course is complete. Not only does open pedagogy bring greater relevance, engagement, and overall learning effectiveness to *you*, but it also helps you develop crucial skills as a future educator: communication, informal teaching, and collaboration, among others. Here is an example of Open Pedagogy project end-products in a college course: [CORE 101 Open Pedagogy Project](https://sites.google.com/view/core-101-open-pedagogy-project/home)

### Task

Create a publicly available resource that explains the special education process for an IEP team member.

#### Step 1: Informed consent and licensing

Out of respect for your agency as the owner of your intellectual property, and in adherence to Family Educational Rights and Privacy Act (FERPA) guidelines protecting your privacy as a student, you will choose whether your work will end up being publicly available and under what type of license your work will be published. If you opt not to make your work publicly available, you may be placed into a group of students who have made a similar decision. Your work will be held to the same standard as all other students, but you will not have a published product that is publicly available at the end of the course.

1. Read the [Open Pedagogy Student Toolkit](https://pressbooks.pub/openpedstudenttoolkit/)
2. Complete the [Permission Form](https://docs.google.com/document/d/1UBsNkrTDLU7nhCpxEuOLOb2_yps-iM35e2hi7sTuqL4/edit) according to your decisions about publication

#### Step 2: Choose group roles

You will be working with a group of 3-5 of your peers on this project. Each of you will be individually responsible for submitting materials for each of the smaller assignments that will help you build your overall resource. In addition, each participant needs to take on one of the following roles within the group: Project Manager, Designer, Writer, Builder.

| **Tasks** | **Role Responsible** |
| --- | --- |
| Schedule group meetings or methods of communication | Project Manager |
| Identify due dates for each item | Project Manager |
| Track team member completion of each item | Project Manager |
| Communicate with the instructor regarding project progress and individual team dynamics | Project Manager |
| Identify what elements are needed to successfully meet project criteria | Designer |
| Lay out the structure of the end-product | Designer |
| Collaborate with builder to resolve technical issues around the build (including accessibility) | Designer |
| Collaborate with writer to ensure appropriate language and content (including bias mitigation) | Designer |
| Develop and revise language (including scripts) to be used in the end-product | Writer |
| Ensure language proactively addresses potential for bias and increases transparency | Writer |
| Provide additional resources beyond end-product as appropriate | Writer |
| Ensure information is accurate and that proper attribution is given to each source | Writer |
| Create end-product in chosen platform | Builder |
| Ensure all group participants have access and can add/revise materials | Builder |
| Test for end-user access and user experience | Builder |
| Ensure accessibility compliance according to [Accessibility Checklist](https://opentextbc.ca/accessibilitytoolkit/back-matter/appendix-checklist-for-accessibility-toolkit/) | Builder |
| Contribute individual materials to end-product | All roles |
| Collaborate with others to develop materials for end-product | All roles |
| Attend meetings, communicate asynchronously as needed, and meet agree-upon deadlines | All roles |

If you do not have enough group members to fill all roles, evenly reassign tasks from the unclaimed role across existing group members (you can simply change what’s listed in the “Role Responsible” column above). If you have more team members than roles, create an additional position and identify what tasks this position will take from the existing roles. NOTE: successfully accomplishing your role is one way that you will be assessed on InTASC Specific Standard 10n: “The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.” Failure to fully contribute will affect your grade for this project.

#### Step 3: Choose an audience

You will be learning about the roles and needs of each IEP team member as you move through this class. Choose one of the following IEP team member roles as the audience that will benefit from your resource.

* Parents/guardians
* Students
* Specialized services providers (SLPs, OTs, Counselors, etc.)
* Classroom teachers
* School/District representatives (LDAs)

#### Step 4: Choose a platform

Choose a platform for delivering the resource to your intended audience. Your choice should be easily accessible to all group members, so consider using a tool that is supported by your institution or that is free for use. The resource should be accessible, both for people with disabilities and for people in your chosen audience (so no cost or sign-up required to access the finished product). Examples include the following:

* Pressbooks
* Manifold
* Google Workspace (Site, folder, etc.)
* Edublogs
* Canva
* [PubPub](https://help.pubpub.org/pub/gcrys5tp/release/2)

#### Step 5: Plan and complete project elements

As noted above, your ultimate end-goal is to create a resource that walks your chosen IEP team member through the special education process from start to finish, in a way that helps them contribute to their maximum potential in developing support for a student receiving services. There are no *required* elements or structures per se; your group simply needs to demonstrate competency in the criteria for this project. However, the course includes several resources, activities, and assignments that you can opt to use as part of your end-product. Consider developing your individual assignment submissions with your group’s audience in mind.

* M1 Explain a Law
* M1 Special Education Abbreviations
* M1 Procedural Safeguards
* M5 Propose an IEP Change
* 4.2 10 Steps of special education process

#### Step 6: Compile and publish end-product

Throughout the class’s duration, each of you will be developing individual and group materials to submit for various assignments or activities. Share these with your group, then determine which ones would be helpful to include in your end-product. Decide what additional materials need to be located and/or created, then create those collaboratively or distribute responsibility for these additional materials equitably. Build the site throughout the class’s duration, based on the audience and design your group chooses, and then publish it according to your group’s licensing and access agreements.

### Criteria

Your projects will likely look very different from each other. However, all projects should strive to achieve the following criteria:

* Identify the role and possible needs of the chosen IEP team member.
* Explain current key laws, procedures, and ethical standards pertinent to the IEP team member’s role.
* Design a layout that walks the IEP team member through the process from start to finish.
* Employ communication strategies appropriate to the team member’s experience and familiarity with special education services.
* Provide examples of successful collaboration between the team member and the rest of the IEP team.
* Offer resources to assist the team member with achieving their role’s responsibilities.
* Incorporate proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies.
* Evaluate the resource for future improvements beyond the scope of your group’s project work.
* Collaborate equitably in the creation of the end-product.

Your group may consider starting your project by exploring this example of a similar resource that introduces parents to the IEP process. How (and how well) does it meet the criteria for this project? What are some ways that this resource could be improved, updated, or expanded? Analyzing this example may help to inform your group’s plan for completing your own resource for an IEP team member.

[A Guide to the Individualized Education Program (IEP)](https://www.pacer.org/parent/iep/guide-to-iep/), from the [PACER Center](https://www.pacer.org/about/)

[Note for instructors: once you have completed this project with at least one class, include examples of prior projects here. You might consider also folding in an all-class activity, where students evaluate the projects using the provided rubric. An alternate approach to the overall project is to ask students to evaluate existing resources and revise/update them with their own materials as their end-product, rather than creating a resource from scratch.]

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Identify the role and possible needs of the chosen IEP team member. | 10l, 10q | Identifies the role and possible needs of the chosen IEP team member and uses several concrete examples to support answer. | Identifies the role and possible needs of the chosen IEP team member. | Identifies some elements of the role and possible needs of the chosen IEP team member. | Inadequately identifies the role and possible needs of the chosen IEP team member. | Does not identify the role and possible needs of the chosen IEP team member. |
| Explain current key laws, procedures, and ethical standards pertinent to the IEP team member’s role. | 9j, 9o | Explains current key laws, procedures, and ethical standards pertinent to the IEP team member’s role using concrete examples to support explanation. | Explains current key laws, procedures, and ethical standards pertinent to the IEP team member’s role. | Explains some of the current key laws, procedures, and ethical standards pertinent to the IEP team member’s role. | Inaccurately explains current key laws, procedures, and ethical standards pertinent to the IEP team member’s role. | Does not explain current key laws, procedures, and ethical standards pertinent to the IEP team member’s role. |
| Design a layout that walks the IEP team member through the process from start to finish. | 7m, 10l | Designs a comprehensive layout that explicitly walks the IEP team member through the process from start to finish. | Designs a layout that walks the IEP team member through the process from start to finish. | Designs part of a layout that walks the IEP team member through the process from start to finish. | Inadequately designs a layout that walks the IEP team member through the process from start to finish. | Does not design a layout that walks the IEP team member through the process from start to finish. |
| Employ communication strategies appropriate to the team member’s experience and familiarity with special education services. | 8m, 10n | Employs communication strategies appropriate to the team member’s experience and familiarity with special education services; draws on evidence-based practices for effective IEP team communication. | Employs communication strategies appropriate to the team member’s experience and familiarity with special education services. | Employs some communication strategies appropriate to the team member’s experience and familiarity with special education services. | Employs ineffective communication strategies appropriate to the team member’s experience and familiarity with special education services. | Does not employ communication strategies appropriate to the team member’s experience and familiarity with special education services. |
| Provide examples of successful collaboration between the team member and the rest of the IEP team. | 10d, 10n | Provides several examples of successful collaboration between the team member and the rest of the IEP team and comprehensively explains the collaboration. | Provides examples of successful collaboration between the team member and the rest of the IEP team. | Provides some examples of successful collaboration between the team member and the rest of the IEP team. | Ineffectively provides examples of successful collaboration between the team member and the rest of the IEP team. | Does not provide examples of successful collaboration between the team member and the rest of the IEP team. |
| Offer resources to assist the team member with achieving their role’s responsibilities. | 7m, 10n | Offers high quality resources to assist the team member with achieving their role’s responsibilities. | Offers resources to assist the team member with achieving their role’s responsibilities. | Offers some resources to assist the team member with achieving their role’s responsibilities. | Inadequately offers resources to assist the team member with achieving their role’s responsibilities. | Does not offer resources to assist the team member with achieving their role’s responsibilities. |
| Incorporate proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies. | 9i, 10q | Incorporates proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies; approach thoughtfully mitigates any bias that could possibly arise. | Incorporates proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies. | Incorporates some proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies. | Ineffectively incorporates proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies. | Does not incorporate proactive techniques for mitigating bias in the IEP team’s collaboration, including accessibility and UDL strategies. |
| Evaluate the resource for future improvements beyond the scope of your group’s project work. | 9n | Evaluates the resource comprehensively for future improvements beyond the scope of your group’s project work. | Evaluates the resource for future improvements beyond the scope of your group’s project work. | Evaluates part of the resource for future improvements beyond the scope of your group’s project work. | Inaccurately evaluates the resource for future improvements beyond the scope of your group’s project work. | Does not evaluate the resource for future improvements beyond the scope of your group’s project work. |
| Collaborate equitably in the creation of the end-product. | 10n | Collaborates equitably in the creation of the end-product and proactively seeks opportunities to be a supportive team member and leader. | Collaborates equitably in the creation of the end-product. | Collaborates in completing listed task for the creation of the end-product, but without consideration of team dynamics or needs. | Inconsistently or inequitably collaborates in the creation of the end-product. | Does not collaborate equitably in the creation of the end-product. |

1. For an overview of the various definitions of Open Pedagogy, see Open Education Network (2020). [Open Pedagogy](https://www.citationmachine.net/apa)**.** In [*Open Pedagogy Student Toolkit*](https://pressbooks.pub/openpedstudenttoolkit/), licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). [↑](#footnote-ref-2)