# M1: Explain a Law

## Course

Special Education

## Location

Module 1

## Alignments

### Course Outcomes

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

### Module Outcomes

MLO 1.1: Identify the legal and ethical rights and responsibilities of various partners in special education services.

MLO 1.3: Evaluate personal understanding and professional development needs related to the field of special education.

### Specific InTASC Standards

| **InTASC** | **Type** | **Specific Standard** |
| --- | --- | --- |
| 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. |

## Assignment Instructions

### Purpose

Sometimes the best way to learn something is to teach it to someone else. As a future educator, the ability to communicate complex information to other partners in special education environments will help you ensure everyone is on the same page while working to help students grow and learn. As a bonus, imagining what information would be helpful to parents/guardians and students entering the world of special education will serve as a useful lens for building trusting and inclusive partnerships. This assignment invites you to practice effective communication, while also helping you to understand the relationship between law and practice in special education.

### Task

This assignment is very imaginative. You will choose an educator role within the special education environment and imagine yourself in that role:

* Classroom teacher
* Special education coordinator
* Administrator
* A role of your choosing

Next, you will select a law related to special education services that you are comfortable explaining to a varied audience. Once you select a law, you will want to consider how that law would be applied to the role you selected. Be prepared to explain the law to two people: a parent/guardian whose child will begin the special education evaluation and support process, and the child who will be receiving services. Help them understand how this law informs the way you (in your chosen role) and the rest of the team will work with them. You will create a video for each of these explanations where you 1. Introduce yourself and your role and 2. Explain a law related to special education services. Each video explanation should be no more than two minutes long, and it should include accurate captions.

There are several options you can choose to accomplish this task. Be creative! Think about the needs of your audience and what approach might best help them understand and feel empowered by this information. Here are just a few ideas:

* Find an adult and a child who are willing to represent these roles, and film your interaction with them as you explain the law.
* Create a graphic explanation (infographic, animation, etc.) and record yourself explaining to each person.
* Speak directly into the camera as though each person is in a video conference with you.

#### Technical Details

Submit a link to the video (not the video file!). You can choose any video platform available to you; some examples include

* YouTube
* Flip (formerly known as Flipgrid)
* Vimeo
* TikTok
* Your institution’s video platform (common examples include Kaltura Mediaspace and Panopto)

Captioning is available through all the platforms mentioned above. Be sure to review the captions for accuracy; you will also want to make sure the person you are sharing the video with can access your video and enable the captions. Keep each video’s length to two minutes or less.

### Criteria

You will be evaluated based on the accuracy of your explanation of the law, the effectiveness of your communication strategy for each targeted audience, and the validity of your explanation for how the law affects your relationship with each targeted audience. For your video, you will:

* Describe how a law applies to a family partner in special education.
* Design the explanation to be appropriate for the intended audience.
* Relate the law to the relationship between an educator and a student.
* Relate the law to the relationship between an educator and a parent/guardian.

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Describe how a law applies to a family partner in special education. | 9j | Describes how a law applies to a specific partner in special education through the lens of state-specific contexts. | Describes how a law applies to a specific partner in special education. | Describes how a law applies to a specific partner in special education; explanation is technically accurate but lacks thoroughness. | Inaccurately describes how a law applies to a specific partner in special education. | Does not describe how a law applies to a specific partner in special education. |
| Design the explanation to be appropriate for a parental/guardian audience. | 9n | Designs the explanation to be appropriate for the intended audience; employs an example, analogy, or other helpful technique for better understanding. | Designs the explanation to be appropriate for the intended audience. | Designs an explanation technically correct for the intended audience; does not consider their perspective as newcomers to special education. | Designs an explanation that is inaccurate and inappropriate for the intended audience. | Does not design the explanation for the intended audience. |
| Design the explanation to be appropriate for a student audience. | 9n | Designs the explanation to be appropriate for the intended audience; employs an example, analogy, or other helpful technique for better understanding. | Designs the explanation to be appropriate for the intended audience. | Designs an explanation technically correct for the intended audience; does not consider their perspective as newcomers to special education. | Designs an explanation that is inaccurate and inappropriate for the intended audience. | Does not design the explanation for the intended audience. |
| Relate the law to the relationship between an educator and a family participant. | 9o | Relates the law to the relationship between an educator and a family participant; uses this communication opportunity to develop trust with the student and their family. | Relates the law to the relationship between an educator and a family participant. | Relates the law to the relationship between an educator and a family participant; does not build trust or imply future collaboration. | Relates the law inaccurately to the relationship between an educator and a family participant. | Does not relate the law to the relationship between an educator and a family participant. |