

Developing and Implementing High-Quality IEPs: Resources for Educators and School Administrators

Want more information about an IRIS Module before diving into the resource itself? Module Spotlights are a great place to start. Learn about the module's main topic, expert contributors, and key resources and activities, all in one place.

High-Quality IEPs: New Online Resources

Public school classrooms today are made up of diverse students with a wide variety of strengths and challenges. Among these students are those with disabilities, whose educations are guided by individualized education programs (IEPs).

A U.S. Supreme Court case, *Endrew F. v. Douglas County School District* (2017), has clarified the substantive standard for determining whether a student's IEP is sufficient to confer educational benefit. But what is a "high-quality" IEP and how should educators go about developing them? What are the responsibilities of school administrators in this new instructional and legal environment? Two new online modules from the IRIS Center have answers.



Above: Recent legislation and litigation have changed how schools must think about and develop student IEPs.

IEPs: Developing High-Quality Individualized Education Programs

iris.peabody.vanderbilt.edu/module/iep01

Available now from IRIS, this interactive learning resource explains the step-by-step process of developing high-quality IEPs, as outlined in the Individuals with Disabilities Education Act (IDEA), and then provides additional considerations in light of the *Endrew F.* ruling.

More specifically, users will find:

- A detailed background of the circumstances leading up to *Endrew F.*, as well as how that decision translates into specific expectations and requirements for IEPs
- An overview of an IEP's required components, including guidelines and recommendations for IEP teams as they work through the development process
- Audio interviews with experts like Johnny Collett, Assistant Secretary, Office of Special Education and Rehabilitation Services, U.S. Department of Education; Larry Wexler, Director of OSEP's Research to Practice Division; and Mitchell Yell, Fred and Francis Lester Palmetto Chair in Teacher Education, University of South Carolina

Substantive Requirement Guideline

Develop challenging, ambitious, and measurable annual IEP goals, based on the identified educational needs of the student.

Above: Tips and reminders throughout the module help explain the IEP development process.

IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs

<https://iris.peabody.vanderbilt.edu/module/iep02>

Effective school administrators are responsible for creating a vision that promotes and supports high expectations and success for all students. This includes ensuring that students with disabilities receive a free appropriate public education (FAPE), a guiding principle of IDEA. Because the development and implementation of high-quality IEPs are key for these students to receive a FAPE, it's more important than ever that school administrators have a solid understanding of the steps in the IEP process.



Above: School administrators are ultimately responsible for ensuring the development and implementation of high-quality IEPs.

This new interactive learning module from IRIS is the perfect way to learn more about this crucial role. Designed specifically with school administrators in mind, this module will offer guidance on how to support and facilitate the development and implementation of high-quality IEPs. More specifically, users will find:

- Information about the legal implications regarding the education of students with disabilities
- A detailed look at the administrator's role in overseeing the IEP process
- Key procedural and substantive requirements for developing and implementing high-quality IEPs
- An overview of the actions that an administrator should take to ensure that the services and supports outlined in the IEP are implemented with fidelity
- Explanations of the importance of documenting a student's progress toward meeting her IEP goals and reporting that progress to parents

What Are IRIS Modules?

The signature resource of the IRIS Center, IRIS STAR Legacy Modules offer in-depth looks at topics like differentiated instruction, assessment, behavior and classroom management, high-quality IEPs, mathematics, reading, and many others of importance to educators in today's classrooms. These instructional resources provide content in a variety of engaging formats: text, video demonstrations, audio interviews with experts and practicing educators, and interactive activities.



What Is IRIS?

IRIS develops and disseminates free online open educational resources (OERs) about evidence-based instructional and behavioral practices. Intended for use in personnel preparation and professional development, these instructional resources are designed to help current and future educators improve the learning and behavioral outcomes of all students, especially struggling learners and those with disabilities. Visit us at iris.peabody.vanderbilt.edu



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