FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EEX 4932	***Current* Course Title**	Developing Individualized Education Programs

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: 1 **To:** 3

Change grading
From: **To:**

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:
Addresses the development of Individual Education Programs (IEP) for students with disabilities who are served in the school systems.

Change prerequisites/minimum grades to:
Programmed ESE major

Change corequisites to:
EEX 4066 and EEX 4843

Change registration controls to:
programmed ESE major

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Summer 2026	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Lisa Finnegan/lfinnegan@fau.edu/561-297-3284

Approved by	***Date***
Department Chair	12-1-25
College Curriculum Chair	12/18/2025
College Dean Charles Dukes	1/5/2026
UUPC Chair Korey Sorge	1/26/26
Undergraduate Studies Dean Dan Moeroff	1/26/26
UFS President	
Provost	

Email this form and syllabus to mlenning@fau.edu seven business days before the UUPC meeting.

EEX 4932
Developing Individual Education Programs
Department of Special Education
Semester, Year
3 credits

Office	xxxxxxxx
Office hours	xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

This course addresses the development of an Individualized Education Program (IEP) for students with disabilities who are served in school systems.

Instructional Method

This is a fully online course with no in-person lectures and no scheduled livestream lectures. The entire course will be delivered asynchronously via Canvas .

Prerequisites: programmed ESE major

Corequisite: EEX 4066 and EEX 4843

Course Objectives/Student Learning Outcomes

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.

By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.

The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

<u>Expected outcomes based on the FEAPs</u>

The Candidate:

- Conveys high expectations to all students (A.2.a)
- Respects students' backgrounds (A.2.d)
- Maintains a climate of openness, inquiry, fairness, and support (A.2.f)
- Integrates current information and communication technologies (A.2.g)
- Applies technology to organize and integrate assessment information. (A.4.f)
- Creates a classroom environment where students are able to demonstrate resiliency (A.2.j)
- Collaborates with the home, school and larger communities to foster communication to support student learning and continuous improvement (B.1.d)
- Implements knowledge and skills learned in professional development in the teaching and learning process. (B.1.f)

Note Regarding Florida ESOL Competencies
This course incorporates multiple language acquisition instructional strategies throughout its design and delivery. While these strategies are integrated into our coursework and classroom practices, they are not specifically identified in this syllabus because the Florida ESOL standards are currently undergoing revision. Students will receive guidance on appropriate language acquisition strategies during relevant course activities and discussions.

Course Evaluation Method:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge

and skills related to teaching students with exceptionalities, including students from various different backgrounds.

1. **CRITICAL ASSIGNMENT (CA) 2 - Parts (60 points; 36% of grade)**

2.

NOTE: The critical assignment for this class (IEP) is to be submitted to the Livetext website as well as being submitted through Canvas. More info on this will be provided in class.

(Completion of this activity requires identifying a student at the Practicum site).

a. Each student will write an IEP based on information gathered in the Practicum setting. Select one student at your site for the profile assignment. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and other distinctive characteristics of the student. The state generic IEP form (found in the Florida Department of Education publication Developing Quality IEPs: A Guide for Instructional Personnel) will be used. Students must demonstrate proficiency in writing IEPs and may be required to rewrite IEPs until proficiency is demonstrated. (The rewrite may be required for a different student).

b. IEP with Transition Activities: Complete the transition page of the IEP based on information gathered in the Practicum teaching setting or, in the case of students working in elementary schools, based on the data provided by the instructor. If your student is not age 14 or older, you need to make up a potential desired career outcome and develop objectives to the best of your knowledge. (Federal legislation requires transition planning at age 16; however, Florida legislation requires transition planning at age 14).

Rubrics can also be found on Canvas and Livetext.

A template will be provided on Canvas

FEAP-2023.A.1.g, FEAP-2023.A.4.a, FEAP-2023.A.4.b, FEAP-2023.A.4.c, FEAP-2023.B.2.a, FEAP-2023.B.2.c,

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program. For this course, the Educator Accomplished Practice (EAP b.1.c) will be measured by the Individual Education Program (IEP) with a Transition Plan, which is the Critical Assignment. Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a minimum grade of 73% of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- If a student is earning a grade of C or better in the course, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. Upon successful completion of the resubmitted assignment, the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. If the resubmitted Critical Assignment is not successfully passed, the grade for the course will be C- or below regardless of the total points earned in the course.
- If a student is not passing the course, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

---

3. Student Profile (40 points; 25% of grade) (Objectives 2,3)

(Completion of this activity requires identifying a student at your Practicum site).

Each FAU student will choose one student at their Practicum site to profile. A 3-5-page summary of the evaluation will be submitted, including recommendations for instruction. The IEP described above will be based on the information in this summary. A template will be provided on Canvas.

FAU-FEAP-2023.A.3.c, FAU-FEAP-2023.A.4.e, FAU-InTASC-2023.9;

---

4. Case study: Writing IEP annual and short term objectives (10 points; 6% of grade) (Objectives 2,3,4,)

Students will demonstrate their ability to write high-quality, measurable IEP annual goals and corresponding short-term objectives. They will apply knowledge of IDEA requirements, grade-level standards, and student needs to draft goals and objectives that align with evidence-based practices and promote meaningful student progress.

Students will be given two different short scenarios.

For each scenario:

a. Identify the student's present levels of performance in one content or functional skill area.

b. Write two Annual Goals per scenario (this means that you will be writing a total of 4 annual goals) Draft a measurable annual goal aligned with the student's identified need.

c. Write Three Short-Term Objectives per annual goal (this means that you will be writing a total of 12 short term objectives). (It is understood that a school district may not require short-term objectives for each goal but for the purposes of this assignment recognizing the pathway to achieving the goal is critically important.)

- Develop three measurable short-term objectives or benchmarks that build toward the annual goal.
- Include clear conditions, behaviors, and criteria in each objective.

d. Provide a Brief Rationale (1 Paragraph)

- Explain how the goal and objectives support the student's progress toward grade-level or functional outcomes.

Highlight alignment with IDEA and best practices.

5.

4. Tracking IEP goals and objectives (25 points; 15% of grade) (Objective 2,3,4,5)

Students will develop and apply skills in monitoring and documenting Individualized Education Program (IEP) goals and objectives. They will practice identifying measurable goals, designing data collection systems, and using collected data to inform instructional decisions. Students will also demonstrate their ability to communicate progress effectively to stakeholders and reflect on the impact of systematic tracking on student outcomes. A template for this assignment will be available on Canvas.

Select a Student Scenario

Choose a primary or secondary education scenario on Canvas

Review the student's IEP to identify and write at least two (2) measurable annual goals and three (3) related short-term objectives for each annual goal. (It is understood that a school district may not require short-term objectives for each goal but for the purposes of this assignment recognizing the pathway to achieving the goal is important.)

Create a Tracking System

- Develop a data collection tool (e.g., spreadsheet, chart, or digital tracking form) that captures baseline, ongoing progress, and mastery of the selected goals and objectives.
- Include clear operational definitions of the skills or behaviors being measured.

Collect & Record Data

- Using either actual or mock data, simulate at least four data collection sessions.
- Graph the data to visually represent progress toward goals and objectives (bar graph or line graph).

Analyze Progress & Make Recommendations (2-part section)

- Summarize your findings in a brief narrative (1–2 pages double space).
- Explain in detail how the data indicate progress or lack of progress toward each goal.
- Recommend instructional adjustments or interventions based on the data.
- Consider how this process informs collaboration with families, administrators, and related service providers.

- Prior to submitting this assignment, please review the rubric

---

5. Assessing a student using DAR-2 (20 points; 12% of grade)

Students will assess a student from Practicum by using the Diagnostic Assessments of Reading™ 2nd Edition (DAR-2) to find the Present Level of Performance (PLOP) of reading for the student. Students will then write the PLOP section, at least one annual goal, and at least two short-term objectives for the reading IEP section. A copy of the DAR-2 will be disseminated on Canvas, and a template for writing this section will also be available on Canvas.

Assess a Practicum Student Using DAR-2

- Using the DAR-2, administer at least two subtests to your practicum student to establish the reading PLOP.
- If unable to administer, use the sample data provided on Canvas.

Write the PLOP Section

- Based on the DAR-2 data, write a present level of performance (PLOP) statement for the student's reading skills.

Develop Goals and Objectives

- Write at least **one measurable annual reading goal** aligned to the PLOP.
- Write at least **two measurable short-term objectives** supporting the annual goal.
- Use the provided template on Canvas to structure your submission.

Submit the Completed Assignment

- Include your scored DAR-2 record forms (or sample forms if using sample data).
- Include your written PLOP, annual goal, and short-term objectives in one document.

---

6. Writing the services, accommodations and transition sections of an IEP (10 points; 6% of grade) (Objective 5)

Students will demonstrate their ability to develop the services, accommodations/modifications, and transition plan sections of an Individualized Education Program (IEP). They will apply their understanding of IDEA requirements, evidence-based practices, and person-centered planning to ensure that students receive appropriate supports and a smooth transition to postsecondary settings.

Based on the case study on Canvas for this assignment:

Write the Services Section

- Specify the special education, related services, and supplementary aids/supports the student will receive.
- Include frequency, location, and duration of each service.

Write the Accommodations Section

- List 4 or more accommodations and/or modifications the student will receive in classroom and assessment settings.
- Clearly connect each accommodation to the student's unique needs.

Write the Transition Section

- Include at least two measurable postsecondary goals (education/training, employment, independent living if appropriate).
- Identify transition services and activities to support achieving these goals.
- Include the student's course of study and any community agency linkages (if applicable).

Course Readings

Students are expected to read the text and other readings assigned and are held responsible for knowledge of the content of readings to be prepared to discuss and apply content.

Rubrics can also be found on Canvas.

FEAP-2023.A.3.c, FEAP-2023.A.4.e,

Assessment	Percentage (%)	Number of Points
IEP (Critical Assignment)	36%	60
Tracking IEP goals and objectives	15%	25
Assessing a student using DAR	12%	20
Student Profile	25%	40
Writing the services, accommodations and transition sections of an IEP	6%	10
Case study: Writing IEP annual and short term objectives	6%	10

Assessment	Percentage (%)	Number of Points
TOTAL:	100%	165

Course Grading Scale

Department Grading Scale

Scores are cumulative and the grade scale represents percentage of total points earned.

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

Note: the minimum grade required to pass this course is a grade of "C."

Late Assignments Policy

Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will lose points in relation to the lateness of the project. For example, projects/papers submitted up to 1 week late will lose 5% of the possible points. Those submitted more than one week late will lose 10% of the total points.

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

MAKE-UP POLICY

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Incomplete Grade Policy

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Classroom Etiquette Policy

In addition to being prepared for class, criteria for class participation includes: punctuality, attendance, contributing to discussions without dominating them, maintaining an attitude that is open to different perspectives, and treating others with respect (even when you disagree with them).
FAU policy on electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." Cell phone use, text messaging, and using a computer for purposes other than note-taking is unacceptable during class and may result in a reduction in participation points and/or a request that you leave the class.

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please remember that you are adult students and professionals—your communication should be appropriate.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

LIVETEXT

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account

may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.
If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings:

Provided in Canvas: Florida Department of Education (FL DOE) guide to writing quality individualized education programs (2nd ed.). Available free online from the FL DOE and you can download a copy from within our Canvas course website.

Course Outline:

Class/Week	Topic	Readings	Assignment Due
1	Week of	Introduction to the course/Review Syllabus • Writing Quality IEPs • Writing the PLAAFP	Chapter 1

Class/Week	Topic	Readings	Assignment Due
		Statement	
2	Week of	- Writing Measurable Annual Goals, - Benchmarks, & STOs Measuring/Reporting Student Progress	Chapter 2 **Assignment:** - Case study: Writing IEP annual and short-term objectives.
3	Week of	• Requirement • General considerations • Using a problem solving approach	Chapter 3
4	Week of	• Identifying Services Needed • Participation in General Ed. • Accommodations Needed • Writing a Transition Plan	Chapter 4 **Assignments:** - Practice writing the services, accommodations and transition sections of an IEP. - Student profile project due
5	Week of	• Writing academic, social, and emotional present levels of academic achievement sections within an IEP • Reading • Math • Writing • Emotional and social	Chapter 5 **Assignment:** - Assessing a student using DAR
6	Week of	• Writing effective observable and measurable goals • Annual goals	Chapter 6 **Assignment:** - Tracking IEP goals and objectives

Class/Week	Topic	Readings	Assignment Due
		• Short-term goals • Evaluation of progress	
7	Week of	• Special education services and supports • Identifying specified services for students • Related services • Classroom accommodations and modifications • Extend of participation/engag ement in general education • Support for personnel	Chapter 7
8	Week of	• Implementation, review, and revision of IEP • Treatment and goal fidelity • Monitoring student progress • Interim IEPs	Chapter 8 **Assignment:** IEP critical assignment due

BIBLIOGRAPHY
(A partial list of resources used in the development of this course.)

*American Institute for Research (2025). *IEP Tip Sheet.* Progress Center: Promoting Progress for Students with Disabilities *https://promotingprogress.org/resource-collections/iep-tip-sheets*

Department of Education (2000). *Developing Quality IEPs: A Guide for Instructional Personnel*.

Hedin, L., & DeSpain, S. (2018). SMART or not? Writing a specific, measurable IEP goals. *Teaching Exceptional Children*, *51*(2), 100-110. https://doi.org/10.1177/0040059918802587

Knowlton, E. (2007). *Developing Effective Individualized Education Programs: A Case Based Tutorial (2nd Ed.).* Pearson.

Kraemer, B. R., Tomaszewski, B., Rentschler, L. F., Steinbrenner, J. R., Hume, K. A., McDaniel, S., ... & Szidon, K. (2022). Quality of the transition component of the IEP for high school students with autism. *Career Development and Transition for Exceptional Individuals*, *45*(4), 200-212. https://doi.org/10.1177/21651434221079743

Lesh, J. J. (2020). IEP 101: Practical tips for writing and implementing individual education programs. *Teaching Exceptional Children*, *52*(5), 278-280. https://doi.org/10.1177/0040059920917904

Lucido, R. J. (2013). Writing IEPs for the Audience of Teachers, Parents, and Students: The Case for the Communicative Individual Education Program. *Journal of the American Academy of Special Education Professionals*, *86*, 99.

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional children*, *72*(3), 299-316. https://doi.org/10.1177/001440290607200303

Tod, J., & Cornwall, J. (2018). Writing and implementing individual education plans. In *Managing Special Needs in Mainstream Schools* (pp. 138-150). Routledge.

Woods, A. D., Morgan, P. L., Wang, Y., Farkas, G., & Hillemeier, M. M. (2025). Effects of having an IEP on the reading achievement of students with learning disabilities and speech or language impairments. *Learning Disability Quarterly*, *48*(2), 73-87. https://doi.org/10.1177/07319487231154235

Valenzuela, R.L., & Martin, J.E. (2005). Self-directed IEP: Bridging values of diverse cultures and secondary education. *Career Development for Exceptional Individuals, 28*, 4-14. https://doi.org/10.1177/08857288050280010301

*Resource tool

Appendix A

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES 2023

FAU-FEAP-2023.A.1.a
Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;

FAU-FEAP-2023.A.1.g
Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A- 1.09401, F.A.C.

FAU-FEAP-2023.A.3.c
Identify gaps in students' subject matter knowledge;

FAU-FEAP-2023.A.4.a
Analyzes and applies data from multiple assessments and measures to diagnose students' learning
needs, informs instruction based on those needs, and drives the learning process;

FAU-FEAP-2023.A.4.b
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

FAU-FEAP-2023.A.4.c
Uses a variety of assessment tools to monitor student progress, achievement and learning gains.

FAU-FEAP-2023.A.4.e
Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);

FAU-FEAP-2023.A.4.f
Applies technology to organize and integrate assessment information.

FAU-FEAP-2023.B.1.d
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

FAU-FEAP-2023.B.2.a
Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

FAU-FEAP-2023.B.2.b
The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,

FAU-FEAP-2023.B.2.c
The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A- 10.081, F.A.C.