

Student Participation in IEP Development/Meeting  
Teacher/Instructor Self-Rating/Self-Reflection Form



Student: \_\_\_\_\_ School/Program: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: In an effort to increase compliance with procedural compliance standards related per Indicator #13, this form is designed to provide for systematic review of the IEP process related to procedural compliance standard #8.

Student Participation	Examples of Evidence
1. The student actively participated in the process to identify his/her post-secondary goals and to develop a plan for what he/she wants to do after high school.	
2. The student provided information about his/her preferences, interests, needs, and strengths in preparation for, and during, the meeting.	
3. The student provided information regarding his/her desired courses, subject interest areas, and participation in regular education.	
4. The student reviewed his/her prior goals and performance in school, in class, in peer-related activities, etc.	
5. The student participated in any formal or informal assessment used to gather information in preparation for determining present levels and/or proposed goals and objectives.	
6. The student received coaching and assistance in developing a "script" or other means for presenting aspects of his/her IEP (prior to the actual meeting).	
7. The student was provided opportunities to "set-the-stage" for his/her IEP meeting in terms of identifying the setting, invitees, times, etc.	
8. The student participated in decision-making during his/her meeting and was involved in summarizing the decisions and identifying any "next steps" planned as an outcome of the meeting.	

## Student Participation in IEP Development/Meeting Self-Rating/Self-Reflection Form Guidelines



### **Intended Uses of Form:**

- To highlight individual strengths and professional development needs relative to specific items contained in this self-assessment form
- To identify areas in which teams may seek to solicit consultation, training, and technical assistance to further enhance or develop skills and knowledge in evidence-based practices (EBP) related to IEP development
- To provide a means for group discussion that leads individuals and teams to focus on improvement efforts
- This form focuses on procedural compliance standards relative to the development of IEP's for/with students per Indicator 13, IDEA

### **General Guidelines:**

- This form can be completed individually or collectively as a team activity; however, each team member should be encouraged to respond to each item based on their own experiences, contributions, and perceived needs
- Comparison of individual responses can occur per initial group or team discussion and personal self-disclosure can be voluntary as well
- Consensus on specific items, if/when completed through a group/team activity, can occur if it is decided that is what is needed in order to prioritize items/activities for future consultation, training and technical assistance

### **Examples of Uses of Form:**

- Serve as a pre/post measure for educators and others as they seek to empower students in the IEP process and in self-determination and self-advocacy in general
- To aid in developing professional growth and practice aimed at increasing student participation in the IEP process including families, agencies, and others
- Provide opportunities for individual and/or team self-reflection on district-specific IEP processes in general

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\*These guidelines are designed to aid in the use of this form by educators and team members and are not intended to be exclusive of other team practices such as establishing group norms and is never to be used for formal staff evaluation.

[eivind.sorensen@wesd.org](mailto:eivind.sorensen@wesd.org)

