Job Responsibilities-Special Education Teacher

The role of the Special Education Teacher encompasses a broad range of responsibilities, extending from the individual student, to the classroom, to the school as a faculty member, to the central office, and into the community at large.

The responsibilities of the Special Education Teacher include:

1) Developing and Maintaining IEPs
   - Follow district and state guidelines for writing IEPs
   - Review IEPs on an on-going basis
   - Report progress on annual goals at the end of each grading period
   - Maintain a current IEP for each child on teacher’s caseload

2) Maintaining Student Records/Reporting Student Data (Student records entail more than academic reporting – Special Education is a funding stream and the record of services and eligibility impacts federal dollars)
   - Maintain student records in a uniform order
   - Report student data as requested by the Administrator or Special Education Director
   - Provide a Caseload Report as directed to the Administrator or Special Education Director
   - Completing portions of all Eligibilities

3) Parent/Guardian/Surrogate Contacts
   - Building relationships with parents/family members
   - Contacts with parent(s)/guardian(s)/surrogate(s) for school meetings should be documented in the student file (document phone calls, home or work site visits, written notice, e-mail, etc.)
   - Other contacts with parent(s)/guardian(s)/surrogate(s) should be recorded in a permanent file

4) Evaluating Student Progress
   - Uses progress monitoring (CBM, SLO, Benchmarks) to report progress on the student’s IEP goals.
   - Reports progress on IEP goals when Report Cards are issued (i.e., typically every 9 weeks).
   - Reminder: Progress Monitoring is a DUE PROCESS requirement.

5) Completing Referrals for Reevaluation
   - Teachers are responsible for gathering the needed referral information for all students reported on their Caseload Reports.
   - Referral information should be reviewed by the School Administrator and forwarded to the Central Office to Special Education Records Clerk.
   - Teachers are responsible for completing referral paperwork in timely manner prior to 3 year Reevaluations
6) IEP Meetings
- Attendance is required at all IEP Meetings for students on caseload
- Work with the Administrator to schedule IEP Meetings
- Bring appropriate paperwork
  - Documentation of progress
  - Testing scores
  - Progress reports from general education teachers
  - Transition plan/interview (if age 14 or older)

7) Keeping other professionals informed
- Inform general education teachers of the accommodations and modifications necessary for the students in their classroom and secure acknowledgement of IEP Snapshot, BIP, etc.
- Inform other school personnel, such as bus drivers, of Modifications/Accommodations and/or Behavior Intervention Plan when necessary to meet the needs of the student.
- In addition, general education teachers must be informed of their responsibilities related to the IEP and have access to the student’s full IEP.
- Provide information to new teachers when the student’s schedule changes.

8) Attending team Meetings
Grade/content team meetings are held for content planning purposes. By attending these meetings special education teachers can:
- Offer support for accommodating the curriculum for students with disabilities as well as at risk students.
- Understand general education expectations.
- Look for opportunities to include students with disabilities
Student support teams are designed to be collaborative “problem solving” teams. By attending these meetings special education teachers can:
- Offer evidence-based strategies to implement in the general education classroom.
- Provide data collection tools to monitor behavior (academic or social) of concern.
- Provide an insight to special education services and when it is appropriate to move forward with the special education referral process

9) Instruction
Oh Yeah! Special Education Teachers - TEACH