

Special Education Teacher/The Boys School
Job Description

Team Participation

Outcome: SPED team members align their practice with the department's vision and exhibit positive, student-centered communication across all settings.

- Attend and actively participate in all professional development sessions, work days, and team meetings (both SPED specific and grade-level as needed)
- Maintain student integrity in all conversations and actions and hold peers accountable to do the same

Caseload Management

Outcome: SPED providers coordinate, advocate for, and serve students' academic and behavioral needs across all settings.

- Establish relationships with families for all students on caseload and communicate with them regularly
- Thoughtfully and collaboratively develop IEPs, design accommodations, and write goals that are in the best interest of student outcomes
- Create snapshots for all students on caseload and distribute to grade level teams
- Collect, organize, and disseminate student-specific data trends
- Communicate IEP changes to grade level teams

Instruction

Outcome: SPED teachers support student outcomes by identifying academic and behavioral deficits and working across all settings to remediate and accommodate for those deficits.

- Plan, teach, and evaluate with general education teachers to support grade-level outcomes
- Act as a consultant for general educators by responding to inquiries and facilitating accommodations across settings
- Plan and teach intervention classes to address skill deficits using data to make instructional adjustments
- Conduct progress monitoring and track data across all settings
- Organize, update, and regularly communicate data to grade level teams

Accommodations oversight

Outcome: Students who have IEPs, 504s, and BIPs get their needs met consistently across special education, general education, and testing settings.

- Communicate school-wide accommodations needs to staff
- Manage PARCC accommodations
- Coordinate testing accommodations provision
- Communicate with assistive technology department; apply for and monitor equipment

District communication

Outcome: The SPED team aligns its practice with its vision, functions effectively, uniformly, and efficiently, and exhibits positive, student-centered communication.

- Communicate regularly with SPED district partners
- Serve as SPED liaison between district and building administration
- Order supplies and maintain departmental inventory (test kits, materials, chromebooks, etc..)

Stakeholder communication

Outcome: GALS' reputation for serving students with special needs becomes one of individualized educational planning and model inclusion practices.

- Attend enrollment events, meet with prospective families
- Attend transition meetings, meet with current providers