**IEP Students**

**Special Education Department and CTE Instructor Roles**

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| **Although roles and responsibilities are shown in a columnar format, they do not operate independently or in a vacuum. Each role needs the others and works with a spirit of collaboration.** | | | | | | |
| Role | Special Educator | | CTC Instructor | | Paraprofessional | |
| Instruction | * Provides instruction to individual students, small groups, and whole class per IEP goals (reinforces content) * Designs accommodations for and modifications of materials and instruction * Monitors students’ academic work * Coordinates support for individual students (e.g., medical and behavioral needs) * Collaborates with CTC instructor to provide strategies to modify instruction based on student data outcomes | | * Provides instruction to individual students, small groups, and whole class * Differentiates and adjusts instruction to meet student needs * Implements accommodations, modifications, and specially designed instructional strategies * Modifies instruction based on student data outcomes | | * Follows instructional plans as implemented by the CTC instructor and/or the special education teacher * Implements accommodations, modifications, and specialized strategies as designed by the special education teacher * Provides specialized assistance to assigned students as needed (e.g., personal care) | |
| Assessment | | * Assists in NOCTI and industry assessment administration as applicable * Adapts classroom assessments in collaboration with CTC instructor * Grades or assists with grading student performance (not tasks) * Measures student progress toward IEP goals * Provides CTC instructor with supports related to IEP data collection for individualized IEP goals | | * Conducts formative and summative assessments * Grades students on modified expectations * Adapts classroom assessments in conjunction with special educator * Administers local and state standardized measures * Measures student progress toward IEP goals within daily routines and activities * Provides timely and useful feedback to students | | * Assists in NOCTI and industry assessment administration as applicable * Assists and supports classroom assessment of student performance * Collaborates with CTC and special education teachers to report student progress on IEP goals |
| Communication | | * Attends problem-solving meetings * Facilitate IEP meetings and attends planning meetings with CTC representative(s) * Communicates with students, families, district LEA, and CTC faculty and administration * Participate in professional development relating to inclusive practices | | * Attends problem-solving meetings * Collaborates with the special educator to differentiate curriculum * Provides proactive and timely communication with families and IEP team on the effectiveness of strategies being used * Attends IEP and planning meetings with special educator * Collaborates with and provides information at CTC center meetings on curriculum and instruction * Participate in professional development relating to inclusive practices | | * Provides feedback to team members on the success of strategies and student progress * Maintains effective and open communication with the school * Honors confidentiality of student information |
| **Although roles and responsibilities are shown in a columnar format, they do not operate independently or in a vacuum. Each role needs the others and works with a spirit of collaboration.** | | | | | | |
| Role | | Special Educator | | CTC Instructor | | Paraprofessional |
| Leadership | | * Creates a positive and reinforcing environment for students * Models effective communication for other staff * Trains and supervises paraprofessionals * Facilitates use of related services professionals | | * Creates a positive and reinforcing environment for students * Models effective communication for other staff * Designs the structure of the class (e.g., curriculum, classroom management, physical design, policies, materials) | | * Creates a positive and reinforcing environment for students * Models effective communication for other staff |
| Recordkeeping | | * Maintains records of accommodations, modifications, and specially designed instruction * Leads development of student IEP’s * Maintains documentation of progress toward IEP goals | | * Maintains records of accommodations, modifications, and specially designed instruction * Records daily lesson and unit plans, activities, and assignments * Maintains student records of progress and grades on learning targets and standards * Maintains attendance records | | * Assists the special education teacher in documenting student progress toward IEP goals * Maintains logs and time sheets |