BECOMING A SPECIAL EDUCATION TEACHER
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Find Your Match
• Your name
• Years in LTISD
• Current position, Campus
• Challenge position, Campus
• Why are you accepting the challenge
Case Manager
Only because...
FULL TIME
MULTI TASKING
NINJA
IS NOT AN ACTUAL
JOB TITLE
Knowing Your Students

- Read student file including assessment
- Read reevaluation assessments upon receipt
- Determine impact of disability and need for specially designed instruction
- Introduce yourself to the student and explain your role
- Meet with case student about their goals and progress, discuss ARD process before annual ARD
- Advocate for the student
Communicating and Planning

- Notify parent at the beginning of the school year, providing parent with your school email and school phone number
- Establish a positive on-going communication with the parents
- Consult with general education, speech, related service providers, LSSP, counselors, and others involved with the student including administration
- Ensure relevant sections of the IEP have been distributed and signed for by general education teachers and other staff responsible for IEP implementation
- Organize and hold parent conferences
Coordination

- Continually monitor progress on each IEP goal and request an ARD meeting when necessary to reevaluate goals and services. Case managers should hold a staffing prior to requesting an ARD meeting if progress is inconsistent/not being made, student has attendance issues, behavioral concerns, or the student is not passing a class.
- Ensure accommodations are being systematically provided/documented as indicated in the IEP.
- Ensure schedule of services is being provided as indicated in IEP.
- Ensure an ARD is scheduled when changes to IEP are needed.
- Monitor student placement and programming.
- Collaborate with the ARD facilitator to schedule ARD Committee meetings to ensure appropriate personnel (especially general education teacher) are present.
Administrative

- Maintain Teacher Work Folder (work is to be maintained for the current school year and the previous school year)
- Document classroom accommodations
- Ensure Special Education paperwork is completed accurately and thoroughly
- Distribute ARD paperwork within 24 hours of ARD
- Ensure that all 9 week progress reports on all IEP goals/objectives are completed, a copy is filed on top of the most recent ARD in the eligibility folder, and archived in eSped
- Gather all documentation and materials for students attending ESY
Behavior

• Monitor discipline referrals; consult with administrators and parents regarding discipline issues
• Collaborate with campus administration to ensure student days of removal are being monitored (MDRs must be held prior to days exceeding 10 for the current school year)
• Ensure that all providers are trained in and implementing a student’s BIP
• Hold staffings to discuss behavioral concerns when first encountered
• Collaborate with ARD Facilitators to schedule ARD meetings to review FBA and create or revamp BIP
• Document any restraint following Lake Travis ISD protocol
• Classroom Instruction
  • Ensure implementation of specially designed instruction for all special education students
  • Use research-based programs and methodologies for delivering instruction
  • Develop, implement, and maintain permanent product of modifications and/or accommodations
Assistive Technology (AT)

- Be familiar with the AT devices, programs, apps, and services your students utilize
- Provide training and support to other teachers, paraprofessionals, and staff regarding the student’s AT devices, programs, apps and services
- Collect and maintain data of the student’s use of the AT devices, programs, apps, and services
- Collaborate with assessment staff with conducting assistive technology trials
- Provide assistance to parents for routine AT device, programs, apps, and services training
- Notify district AT contact when issues arise with the devices, programs, apps, and services in a timely manner.
Professional Learning

• Meet with your Department Head on a monthly basis to obtain information from the Monthly Special Education Leadership Team Meeting
• Participate in campus and district professional development
• Engage in professional learning opportunities provided by the district and outside organizations
• Notify your campus administrator when you are in need of additional professional learning or support to implement student IEPs
WHAT WE ARE

LEAP OF FAITH

WHAT WE WANT TO BE

MAKE THE JUMP.
<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Special Education Aide</th>
<th>Special Education Teacher</th>
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<td></td>
<td>High school diploma or equivalent</td>
<td>Valid Texas teaching certificate with required endorsements for subject/level assigned</td>
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<td>Excellent communication skills</td>
<td>Bachelor’s degree from accredited university</td>
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<td>Ability to work well with children with disabilities</td>
<td>Knowledge of special needs of students in assigned area</td>
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<td>Two years experience working with children</td>
<td>Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation</td>
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<td>General knowledge of curriculum and instruction.</td>
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<td>Ability to instruct students and manage their behavior</td>
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<td>Strong organizational, communication, and interpersonal skills</td>
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<td>At least one year of student teaching or one year of approved internship</td>
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<td><strong>Special Education Aide</strong></td>
<td><strong>Special Education Teacher</strong></td>
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<td>Assists students with physical disabilities according to their individualized needs, including transferring to and from wheelchairs, lifting, or positioning</td>
<td>Collaborates with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned</td>
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<td>Assists students with physical needs and personal care including feeding, bathroom needs, and personal hygiene</td>
<td>Implements an instructional, therapeutic, or skill development program for assigned students and shows written evidence of preparation as required</td>
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<td>Assists in managing the behavior of students and crisis intervention, including restraining disruptive or dangerous physical behavior as needed</td>
<td>Plans and uses appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned</td>
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<td>Assumes responsibility for learning and adapting to each student's special medical, physical, communicative, and emotional needs</td>
<td>Works cooperatively with classroom teachers to modify regular curricula as needed and assists special education students in regular classes with assignments</td>
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| Works with assigned students or small groups to develop motor skills and conduct instructional exercises assigned by the teacher | ▪ Participates in ARD Committee meetings on a regular basis.  
▪ Conducts assessment of student learning styles and uses results to plan for instructional activities  
▪ Presents subject matter according to guidelines established by IEP |
| Assists the teacher in preparing instructional materials and classroom displays | ▪ Conducts ongoing assessments of student achievement through formal and informal testing.  
▪ Provides or supervises personal care, medical care, and feeding of students as stated in IEP  
▪ Assumes responsibility for compiling, maintaining, and filing all reports, records and other documents required |
Routes to Certification

- Traditional University-Based
- Alternative Certification
  - Pre-assignment preparation and observations
  - 1 year internship as teacher of record with supervisor OR 1 semester of clinical teaching
  - Observed by field supervisor and recommended for certification by alternative certification program
- Out-of-State/Out-of-Country
  - Review of credentials
  - One year certification granted
  - Texas certification tests as determined
Certification Programs

• At any accredited university that has an education preparation program
• At an accredited institution that provides an education preparation program: Texas Teachers, Region 13, iTeach Texas, etc.
• Programs can range from one to two years
• Programs require bachelor or master’s degree
• Standard
• Probationary
  • Bachelor’s degree from an accredited institution, except Trade & Industrial
  • Enrolled in Texas educator preparation program
  • Employed in the subject area and grade level of certification sought
  • Mentoring and professional development prior to and during the assignment
  • Valid for one year; may be extended two additional years
Intern Certificate

- Replaces probationary
- Up to 2 years rather than 3 granted with probationary
- Must have passed all certification tests (content and the PPR)
- Can be hired the first year on emergency permit and then moved to intern certificate if have not passed all tests
- Effective July 1, 2017
Testing Requirements

- **Elementary**
  - EC-6 includes: ELAR & Science of teaching reading; math; social studies; science; and fine arts, health and PE
  - 4-8 includes: ELAR, math, science, and social studies
  - Maximum of 5 attempts; $131; $65 retest
  - Can add special education supplemental to EC-6 and 4-8
  - Special Education EC-12

- **Secondary**
  - Certificates now 7-12 instead of 8-12
  - Can add special education supplemental to content area 8-12
  - Special Education EC-12
• Bachelor’s degree—$44,250
• Master’s degree—$45,480
• Current position
IF NOT NOW, WHEN?