

NEW YORK CITY DEPARTMENT OF EDUCATION  
DIVISION OF HUMAN RESOURCES  
BROOKLYN, NY 11201

Posted Date: June 20, 2016

**Position:** IEP Teacher  
Division of Specialized Instruction and Student Support  
Three-Year Position

**Eligibility:** Applicants must possess a valid New York State teaching certificate in special education for the grade levels served by the school, and must have achieved a rating of highly effective, effective, developing, or satisfactory for the past three years.

**Job Description:**

The IEP teacher is a learning specialist who will fulfill the role of the special education teacher at initial IEP team meetings for newly identified students with disabilities. The IEP teacher will also provide coverage for the special education teachers of students already receiving special education services while they participate in IEP team meetings (annual reviews, three-year reviews and requested reviews) for their students. The number of periods per week for these tasks will be based on a workload allocation created by the Division of Specialized Instruction and Student Support prior to the beginning of each school year but will not be less than five (5) periods per week.

In their first year and as part of their ongoing work, during their contractual workday, IEP teachers will also attend professional development approved by Central DOE, on evidence based reading instruction and interventions; provide specially designed instruction to students with disabilities up to five (5) periods a week; provide individual or small group reading instruction interventions and progress monitoring for special education students and at risk general education students; prepare and deliver professional development workshops and provide coaching support to teachers and paraprofessionals to build capacity for delivery of evidence based instruction and interventions in reading, e.g., Wilson, Orton-Gillingham.

**Selection Process:**

- Selection for this position will be in accordance with the collective bargaining agreement (the "CBA"), from among those applicants who meet the posting qualifications. Only Special education teachers who served as education evaluators during the 2002-03 school year will have a preference for this assignment consistent

with the UFT-DOE collective bargaining agreement covering teachers

- Candidate must receive an annual rating of highly effective, effective, developing, or satisfactory to continue in this position.

#### Selection Criteria:

- A minimum of three years successful experience as a special education teacher and/or serving in the position of IEP teacher;
- Knowledge of special education process, especially the role of the special education teacher at initial IEP team meetings;
- Proven experience and expertise delivering specially designed instruction to students with disabilities;
- Successful completion of a multi-sensory, structured language program certified by the International Dyslexia Association (IDA), International Multi-Sensory Structured Language Education Council (IMSLEC) or the Academy of Orton-Gillingham Educators and Practitioners, Preferred;
- Participation in professional development programs in evidence based literacy instruction and interventions, Preferred;
- Knowledge of current research and best practices for delivering specially designed reading instruction to students with disabilities and implementing interventions for students with dyslexia and struggling readers, Preferred;
- Commitment to a research-based approach for delivering specially designed instruction and reading interventions;
- Demonstrated ability to work collaboratively with school administration and staff.

#### Job Duties / Responsibilities

- Prepare for and participate in IEP meetings of students initially referred to special education;
- Cover classes of special education teachers who are attending IEP meetings for their students (annual reviews, requested and triennial reevaluations);
- When not preparing for and participating in IEP meetings and/or covering classes of special ed teachers who are attending IEP meetings, the balance of the teacher's schedule will be programmed at the principal's discretion with functions including, but not limited to the following:
  - In their first year and as part of their ongoing work, during their contractual workday, attendance at professional development approved by Central DOE, on evidence based reading instruction and interventions;

- Instruction of students with disabilities (e.g., SETSS, Integrated Co-Teaching, or part-time special education classes) up to five periods a week;
  - Individual and group reading instruction and interventions for identified special education or identified general education students “at-risk” of academic failure;
  - Providing interventions recommended by the Pupil Personnel Team/Instructional Support Committee;
  - Administration of curriculum-based assessments for “at-risk” general education students and
  - Prepare and deliver professional development workshops and provide coaching support to teachers and paraprofessionals to build capacity for delivery of evidence based instruction and interventions in reading, e.g., Wilson, Orton-Gillingham.
- The teacher filling this assignment will not be used as a substitute or be part of the regular coverage pool unless s/he volunteers for such duty. In the event that an uncovered class exists, the teacher filling this position will only be assigned to the class if those teachers in the regular coverage pool (teachers on preparation period or professional period) have been assigned for that period.

Hours and Salary:

As per UFT-DOE Collective Bargaining Agreement for classroom teachers

Work Year:

As per UFT-DOE Collective Bargaining Agreement for classroom teachers plus up to two weeks for professional development during summer break.

**Position subject to budget availability.**