

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

Position: Centrally Funded IEP/Intervention Teacher (Division of Specialized Instruction and Student Support Three-Year Position)

Posted Date: June 9, 2020

Eligibility: Applicants must possess a valid New York State teaching certificate in special education for the grade levels served by the school, and a minimum of three years successful experience as a special education teacher and/or serving in the position of IEP teacher.

Job Description

The Centrally Funded IEP/Intervention 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/Intervention 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 at least five (5) periods per week.

IEP/Intervention teachers will also attend professional development approved by the Central DOE on evidence-based instruction and interventions and provide specially designed instruction to students with disabilities for one (1) to a maximum of five (5) periods a week. The balance of the IEP/Intervention teacher's program will be used to provide individual and/or small group instruction, interventions and progress monitoring for special education students and at-risk general education students.

In the event that the number of periods required in a given week to prepare for and participate in initial IEP team meetings and provide coverage for teachers to attend IEP team meetings, is fewer than the number allocated, such time will be used to: administer curriculum based assessments for 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 centrally supported evidence based instruction and interventions.

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.
- Candidates must receive an annual rating of 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, math and/or behavior 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 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) at least five periods per week;
- Provide instruction to students with disabilities (e.g., SETSS, Integrated Co-Teaching, or part-time special education classes) for from one (1) to a maximum of five (5) periods a week;
- Provide individual and/or group reading interventions for identified special education or identified general education students “at-risk” of academic failure;
- When fewer periods than allocated are required in a given week to prepare for and participate in IEP;
- meetings and/or covering classes of special education teachers who are attending IEP team meetings, such periods will be used as follows:

- Administration of curriculum-based assessments for “at-risk” general education students;
- Preparation and delivery of professional development workshops; and
- Provision of coaching support to teachers and paraprofessionals to build capacity for delivery of evidence-based instruction and interventions consistent with expertise developed through central DOE-sponsored professional development.
- IEP/Intervention teachers will also attend all PD required by the central Special Education Office on evidence-based reading interventions;
- The teacher filling this assignment will not be used as a substitute or be part of the regular coverage pool. 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.
 - In addition, the teacher filling this assignment should not have other out of class assignments that would impact their ability to fulfill all necessary requirements of this assignment.

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

Position subject to budget availability.