

Alexander Elementary Roles and Responsibilities

X = Not the responsibility Blank = Responsibility	General Ed. Teachers	Intervention Specialists	Paraprofessionals	Principals
INSTRUCTIONAL PLANNING				
Design Lesson Plans.	Use knowledge of student needs to design lessons that allow ALL students to master academics standards. <i>What & How</i>	Use knowledge of student needs to design lessons that allow ALL students to master academics standards, and IEP goals. <i>How & What</i>	X	Provide time for co-planning
Design or Select Methods & Materials for Learning Tasks.	Identify evidence based strategies (EBS)	Identify evidence based strategies (EBS)	X	X
Prepare Designed Materials for Activities.				X
Plan/Design Specially Designed Instruction (SDI) for Students With Disabilities (SWD)	Collaborate using knowledge of student needs based on accommodations and modifications identified in the IEP.		X	X
Establish and Implement Behavior expectations (PBIS).	Revise and continue to use school-wide expectations.			
Design Behavioral Support Plans.	Develop and plan Tier 1 & 2 behavior instruction and support.	Develop and plan Tier 2 & 3 behavior instruction and support.	X	X
Direct the work of the parapros within the classroom.	Paras report to the classroom teacher for the benefit of ANY student. Provide feedback to para regarding student support; establish protocol for collaboration (brief documentation for conversations)		X	X
Provide Access to Staff Development Related to Inclusive Practices (Training, Professional Development, Collaboration Opportunities)	X	X	X	Establish a PD plan for implementation (planned, purposeful)

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Write the IEP	X	Input may come from all stakeholders but actual writing will be done by the IS.	X	X
INSTRUCTIONAL DELIVERY				
Whole Group Primary Instruction.	Introduction of new skill/content will always be delivered by a Gen. Ed. teacher or IS.		Implement teacher developed plans to support/reinforce student learning.	X
Small Group and One on One Instruction.	Introduction of new skill/content will always be delivered by a teacher or IS.		Support and reinforce previously taught skills/content.	X
Communicate Learning Targets for lesson.	Communicate Learning Targets to Paras and students.		Communicate Learning Targets to students.	
Participate in delivery of SDI for SWD.				Specifically behavior instruction.
Implement Behavioral Support Plans				
Implement Behavioral Expectations (positive behavior support, i.e. Live RED)				
Facilitate Peer Interactions by Teaching Students Prosocial Behaviors, and Applying Positive Behavior Supports				
Nominate for Spartans Live RED				
Responding to Student Crisis Situations				
NON-INSTRUCTIONAL TASKS				
Provide Information/Required Documentation of the ETR	Submit	Submit	Inform	Inform
Provide Information/Required Documentation of the IEP	Submit	Submit	Inform	Inform
Participate in the IEP Meeting			Participate as available and appropriate	
Assist Students Who Require Personal Care Supports (Eating, Toileting, Dressing)	Create a plan for when para is unavailable.		Primarily	PD Support

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Deliver other Non-Instructional Tasks (Clerical Tasks, Group Supervision, in Lunch/Recess, Bus Boarding, Field Trips)	Create a plan for when typical staff member is unavailable.			
COMMUNICATION				
Communicate with Parent(s)/Guardian(s)	Communication regarding academic/behavior progress.		Teacher-directed or knowledge and awareness of para's communication with parents.	
Provide Information for IEP Progress Reports	Provide progress information to IS	Write progress reports with input from team members	Provide progress information to IS	X
Communicate Clear Expectations about Roles and Responsibilities of Team Members				Primarily
Communicate and clarify IEP components (goals, accommodations, modifications) for SWD	All teachers providing direct service (support, instruction) to students have access to IEPs on IC (Infinite Campus). Read and review IEPs quarterly.	Inform all teachers providing direct service (support, instruction) to SWD of student's identification and confirm access to IEP on IC. IS communicates with paras regarding students' IEP goals and services, teacher/para expectations, and expectations for student		
Communicate Learning Targets for lesson.	Communicate Learning Target to Paras, students, and parents.		Communicate Learning Targets to students.	
Communicate behavior supports for SWD		Primary		

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when applicable.		responsibility to communicate with staff (consider ethics of confidentiality aspects)		
EVALUATION				
Grading Assessment/Tests				X
Assign Grade on Report Card			X	X
Write IEP Progress Reports	X		X	X
SCHEDULING				
Scheduling Paraprofessionals			X	Master Schedule and Assignments
Scheduling Collaboration Time for Co-Serving Teams	X	X	X	

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