Job Title:	Special Education Teacher (Self-Contained)	**Wage/Hour Status:**	Non-Exempt
Reports To:	Principal	**Pay Grade:**	Teacher Salary Scale
Dept. /School:	Campus Assigned	**Date Revised:**	04/15/2026

Primary Purpose:

Provide special education students EE - 12 with specially designed instruction and individualized support designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify district-adopted curricula and prepare lessons, materials, and assessments aligned to student ability levels and IEP requirements. Deliver academic, functional, and behavioral instruction in self-contained, team, departmental, or itinerant capacity as assigned, including both direct pull-out instruction and push-in In-Class Support (ICS) across all assigned content and functional skill areas. Serve as case manager for an assigned caseload, maintaining compliance with federal, state, and district requirements throughout the ARD/IEP process.

Qualifications:

Education/Certification:

Bachelor's degree from accredited university

Valid Texas teaching certificate with required special education endorsements for assignments

Valid Texas teaching certificate with required endorsements for subject and level assigned

K-3 certified special education teachers are required to complete the Texas Reading Academy in accordance with state requirements.

Special Knowledge/Skills:

Knowledge of special needs of students in assigned area

Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation

Knowledge of Present Levels of Academic Achievement and Functional Performance (PLAAFP) development and evidence-based IEP goal writing

Knowledge of specially designed instruction (SDI) and strategies for modifying curriculum, materials, and assessments to meet diverse student needs

Knowledge of behavior intervention plan (BIP) development, implementation, and data collection

Knowledge of functional skills instruction, social skills curricula, and adaptive behavior development

General knowledge of district-adopted curriculum and instruction across ELAR, Math, Science, Social Studies, and functional skills

Experience:

At least one year of student teaching or approved internship.

Major Responsibilities and Duties:

Instructional Support:

1. Deliver specially designed instruction (SDI) in accordance with each student's IEP across all assigned academic content areas, including ELAR, Math, Science, and Social Studies, in both pull-out and push-in In-Class Support (ICS) settings.
2. Plan and implement individualized instructional programs with written evidence of preparation as required, utilizing district-adopted curriculum frameworks and resources as the foundation for instruction and adapting them to meet the identified needs of each student.
3. Develop and implement modifications, accommodations, differentiated instructional approaches, and scaffolding strategies that align instruction to each student's prerequisite skills and entry-level knowledge, ensuring access to grade-level content and progression toward IEP goals across all instructional settings.
4. Work cooperatively with general education classroom teachers to co-develop modifications to district-adopted curricula, support IEP accommodation implementation in the general education setting, and assist special education students with classroom assignments.
5. Employ a variety of instructional techniques, media, and technology to meet the needs and capabilities of each student assigned.
6. Plan assignments for teacher aide(s) to support the delivery of specially designed instruction and ensure effective use of paraprofessional support across all instructional settings. Provide ongoing coaching, training, and modeling for the implementation of student IEPs.

Self-Help and Behavior Support:

7. Deliver specially designed instruction in functional daily living, communication, vocational, and adaptive behavior skills in accordance with each student's IEP goals across all applicable settings.
8. Provide explicit instruction in social skills using district-approved curricula and evidence-based strategies, targeting IEP goals related to peer interaction, self-advocacy, and appropriate school and community behavior.
9. Implement each student's Behavior Intervention Plan (BIP) with fidelity across all instructional settings, ensuring paraprofessionals and relevant staff are trained on and consistently applying the plan, and delivering prescribed strategies including self-regulation, coping skills, and emotional management as outlined in the IEP and BIP.
10. Collect behavioral data consistently using district-approved methods, use data to evaluate the effectiveness of interventions and adjust strategies as needed, and collaborate with campus behavior specialists, diagnosticians, and district support staff to inform BIP review and revision.
11. Support students in generalizing functional and behavioral skills across settings, including general education classrooms, common areas, and community-based environments as applicable.
12. Consult with classroom teachers and campus staff regarding the management of student behavior in accordance with each student's IEP and BIP, providing guidance on consistent implementation of behavioral strategies across settings.
13. Provide or supervise personal care, medical care, feeding, toileting support, and other support for students' personal care needs as stated in the IEP or as directed by campus administration.

Student Growth and Development *(Progress Monitoring and Reporting)*:

14. Conduct district-approved assessments of student learning styles, needs, and IEP goal progress using formal and informal methods and district-approved tools, and use results to evaluate goal attainment, adjust instruction, and inform ongoing IEP development.
15. Maintain accurate, up-to-date documentation of each student's progress toward IEP goals, including dates and data collected for each goal and objective.
16. Assign and record grades for students in accordance with each student's IEP, applying grading modifications as applicable and ensuring that grades reflect student progress toward IEP goals and mastery of modified or accommodated content standards.

Classroom Management and Organization:

17. Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
18. Establish and maintain consistent daily routines, procedures, and schedules that provide structure and predictability for students, support effective transitions between activities and settings, and maximize instructional time across all service delivery environments.
19. Manage student behavior and administer discipline in accordance with each student's IEP and district policy, including intervening in crisis situations and implementing physical restraint as required and in accordance with district-approved training and procedures.
20. Maintain and regularly update accessible substitute coverage plans that ensure continuity of instruction and IEP services in the teacher's absence, including all student-specific accommodations, BIP strategies, personal care routines, and paraprofessional assignments
21. Assist in the selection of books, equipment, instructional materials, and adaptive resources to support the delivery of specially designed instruction across all assigned students.
22. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Case Management:

23. Serve as case manager for an assigned caseload, maintaining accurate and current student records, IEPs, and compliance documentation in accordance with federal, state, and district timelines.
24. Collaborate with students, parents, and other members of staff to develop and implement the IEP through the ARD Committee process for each student assigned.
25. Develop and maintain high-quality Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that accurately reflect each student's current performance across academic and functional domains, and write measurable, standards-aligned IEP goals that address identified areas of need across academic content, functional skills, social skills, and behavior, as applicable, incorporating data from district-adopted assessments and progress monitoring tools throughout both processes.
26. Conduct Functional Behavior Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) for students with identified behavioral needs in collaboration with campus behavior supports and district specialists, ensuring plans are grounded in behavioral data and aligned with IEP goals.
27. Participate in ARD Committee meetings on a regular basis, facilitating or co-facilitating as assigned, and send required documentation to parents within district-required timelines prior to each meeting to ensure meaningful parent participation and compliance with IDEA procedural safeguards.
28. Document service delivery minutes for each student in accordance with IEP requirements, ensuring that all mandated minutes are provided and recorded as required by district and state guidelines.
29. Prepare IEP progress reports for each student at each grading period and send completed reports home to parents within district-required timelines, ensuring parents receive clear, accurate information regarding their child's progress toward IEP goals.

Accommodations Management:

30. Document and maintain accurate records of each student's IEP-required accommodations and ensure accommodations are reflected in all relevant service delivery settings.
31. Following each ARD meeting, notify all general education teachers and relevant campus staff of the student's current accommodations in writing and obtain signed or documented verification from each teacher confirming receipt and review of the student's accommodations, in accordance with district procedures.
32. Communicate proactively with general education teachers regarding accommodation implementation, providing ongoing guidance and support to ensure accommodations are consistently and accurately delivered in alignment with each student's IEP.
33. Monitor on an ongoing basis that students are receiving their IEP-required accommodations across all instructional settings, document evidence of implementation, and address and escalate any identified gaps in accommodation delivery to campus administration or the Special Education coordinator as appropriate.

Communication:

34. Establish and maintain open, proactive communication with parents regarding student progress, IEP implementation, accommodation delivery, and upcoming ARD activities.
35. Maintain a professional relationship with colleagues, students, parents, and community members.
36. Use effective communication skills to present information accurately and clearly.
37. Consult with district and outside resource people regarding the educational, social, medical, and personal needs of students to ensure coordinated and comprehensive support.
38. Maintain confidentiality of student information and records at all times
39. Be a positive role model for students; support the mission of the school district.

Professional Growth:

40. Participate in staff development activities, professional learning communities, and district-provided training to improve job-related skills and stay current with evidence-based practices in special education.
41. Seek and apply new knowledge related to specially designed instruction, behavior supports, assistive technology, and legal requirements that impact students with disabilities.
42. Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers, including IDEA, Texas Education Code, and TEA guidance.

Other:

43. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
44. Attend and participate in faculty meetings and serve on staff committees as required.
45. Consult with district and outside resource people regarding the educational, social, medical, and personal needs of students as needed to coordinate comprehensive support services.
46. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
47. Other duties as assigned.

Supervisory Responsibilities:

- Provide ongoing coaching, modeling, and job-embedded training to paraprofessionals and assigned staff on the consistent and accurate implementation of student IEPs, BIP strategies, accommodations, and instructional supports across all settings.
- Direct and monitor paraprofessionals in the collection and recording of student data, including behavioral data, progress monitoring data, and service delivery documentation, in accordance with district procedures and individual student IEPs.
- Ensure paraprofessionals and assigned staff implement designated program procedures, instructional routines, and student support protocols with fidelity, providing corrective feedback and additional training as needed to maintain consistency and quality of service delivery.

Equipment Used: Wheelchair lift, ramp, personal computer, copier, and audiovisual equipment. Assist students with assistive technology devices, including communication devices, switches and orthopedic devices needed for sitting, walking, and/or standing. Equipment needed to meet personal care needs.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

- Maintain emotional control in stressful situations
- Frequent standing, stooping, bending, kneeling, pushing, and pulling
- Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment
- May be required to lift and position students with physical disabilities and assist non-ambulatory students
- Potential physical aggression from students that may be related to their disability and require them to control behavior through physical restraint
- May assist students with personal care needs including toileting, feeding, and hygiene support

- Exposure to biological hazards

NOTE: The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, or skills that may be required.