**Roles and Responsibilities of Staff in Inclusive Preschool Classes**

| **Early Childhood Special Education Teacher** | **Head Start/Virginia Preschool Initiative Teacher** | **Assistant** |
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| * Collaborates with general education staff to define roles * Attends weekly team meeting with Head Start/VPI teacher and related service staff to plan and discuss issues related to all students:  1. Comes to meetings prepared 2. Encourages others to share concerns 3. Identifies concerns without implicating people 4. Shares ideas and seeks consensus 5. Records on team meeting notes who is to do what and by when 6. Reviews past meeting notes to ensure tasks are done  * Provides information to the Head Start/VPI staff about disabilities, the special education process, confidentiality, and individual student Individualized Education Programs * Plans weekly lessons with Head Start/VPI teachers and identifies accommodations and modification, co-teaching method to be used, and which ECSE staff (teacher or assistant) will be in the classroom * Plans with Head Start/VPI teachers regarding adaptations to schedule, lesson plans, room arrangements, and materials * Provides large group, small group, and individual instruction to ALL students * Uses teaching strategies to teach the children with disabilities with peers without disabilities during natural classroom routines * Provides and receives feedback from the Head Start/VPI teacher about use of teaching strategies * Documents progress of students through teacher observations, anecdotal notes, or other means and uses information to determine instructional needs of children * Participates in collaborative meetings to:  1. Make decisions about teaching IEP objectives and how progress will be recorded on objectives 2. Develop IEPs and Behavioral Intervention Plans (BIP)  * Develops data collection procedures for IEPs/BIPs and guides other to use in the classroom * Coordinates with Head Start/VPI to communicate with families of students in class * Holds joint parent-teacher conferences with Head Start/VPI teachers * Collaborates with the Head Start/VPI teacher to develop and implement activities to promote friendships among students with and without disabilities * Coordinates with the Head Start/VPI teacher concerning progress reports/assessments that will be implemented * Maintains the ECSE children’s cumulative records/daily weekly achievements in appropriate forms * Shares weekly schedule with assistant regarding class assignments and roles. Supervises and assists the assistant to work within the Head Start/VPI classes * Participates in all staff development activities provided for the Head Start/VPI teachers * Keeps all staff informed of medical needs of students with disabilities | * Collaborates with special education staff to define roles * Attends weekly team meeting with ECSE teacher and related service staff to plan and discuss issues related to all students:   1. Comes to meetings prepared   1. Encourages others to share concerns 2. Identifies concerns without implicating people 3. Shares ideas and seeks consensus 4. Records on team meeting notes who is to do what and by when 5. Reviews past meeting notes to ensure tasks are done  * Provides information to the ECSE staff about curricula, and Head Start/VPI process and approaches * Plans weekly lesson with the ECSE teacher (using theme and developmentally appropriate activities) for each routine across the day * Plans with ECSE teacher regarding adaptations to schedule, lesson plans, room arrangements, and materials * Provides large group, small group, and individual instruction to ALL students * Uses teaching strategies to teach the children with disabilities with peers without disabilities during natural classroom routines * Provides and receives feedback from ECSE teacher about use of teaching strategies * Documents progress of students through teacher observations, anecdotal notes, or other means and uses information to determine instructional needs of children * Participates in collaborative meetings to:  1. Make decisions about teaching IEP objectives within the Head Start/VPI curriculum 2. Assist in developing IEPs and Behavioral Intervention Plans (BIP)  * Plans with ECSE teacher regarding lesson plans and materials for instruction and behavior * Coordinates with ECSE teacher to communicate with families of students in the class * Holds joint parent-teacher conferences with ECSE teacher * Collaborates with the ECSE teacher to develop and implement activities to promote friendships among students with and without disabilities * Coordinates with the ECSE teacher concerning progress reports/assessments that will be implemented * Maintains the Head Start/VPI children’s cumulative records/daily weekly achievements in appropriate forms | * Collaborates with special and general education staff to define roles * Attends weekly team meeting with Head Start/VPI/ECSE teachers and related service staff to plan and discuss issues related to all students:  1. Comes to meetings prepared 2. Identifies concerns without implicating people 3. Shares ideas and seeks consensus  * Follows weekly schedule provided by the ECSE, Head Start, and VPI teachers * Participates in the instruction of all students using large and small groups and individual instruction * Provides suggestions to the Head Start/VPI and ECSE teachers regarding lesson plans, room arrangements, and materials * Participates in the instruction of ALL students * Implements teaching strategies developed by ECSE, Head Start, and VPI teachers with children with and without disabilities during natural classroom routines * Keeps other staff informed of known likes, dislikes, interests, and abilities of students * Assists in documenting progress of students through teacher observations, anecdotal notes, or other means and uses information to determine instructional needs of children * Assists in implementing IEPs and BIPs within the general education setting * Assists in collecting data on the progress of students (e.g., IEPs, BIPs, skill areas) * Collaborates with the Head Start/VPI/ECSE teachers to develop and implement activities to promote friendships among children * Assists in maintaining the children’s cumulative records/daily weekly achievements in appropriate forms * Provides support to preschoolers with disabilities in resource classes as needed |