

Comparison of Related Service Roles

	Classroom Teacher	Special Education Teacher	Teacher of the Deaf and Hard of Hearing (TDHH)	Speech Language Pathologist	Educational Interpreter
Definition of Roles	<i>“Teacher” means a licensed member of a school’s instructional staff who diagnoses, prescribes, evaluates, and directs student learning in a manner which is consistent with professional practice and school objectives, shares responsibility for the development of an instructional program and any coordinating activities, evaluates or assesses student progress before and after instruction, and who uses the student evaluation or assessment information to promote additional student learning [IAC 272.1(16)].</i> Supervised by AEA, LEA, or ISD administrator. State teaching license required by Iowa Board of Educational Examiners.	<i>General. Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in subrule 41.408(2) for creating a delivery system for instructional services. [IAC 281-41.408(1)].</i> Supervised by AEA, LEA, or ISD administrator. State teaching license required by Iowa Board of Educational Examiners.	<i>“Itinerant teacher” provides special education on an itinerant basis to eligible individuals [IAC 281-41.402(3)].</i> TDHHs use their expertise and knowledge of the unique needs of learners who are deaf or hard of hearing to support teachers, families, and other providers. They do this by identifying appropriate needs, accommodations, and modifications to support access to communication and instruction. These supports enable learners to meet the developmental milestones as outlined in the Iowa Academic Standards and the Iowa Expanded Core Curriculum for Students Who are Deaf and Hard of Hearing. Supervised by AEA, LEA or ISD administrator. State teaching license required by Iowa Board of Educational Examiners.	<i>“Speech-language pathology services” includes the following: (1) Identification of children with speech or language impairments; (2) Diagnosis and appraisal of specific speech or language impairments; (3) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; (4) Provision of speech and language services for the habilitation or prevention of communicative impairments; and (5) Counseling and guidance of parents, children, and teachers regarding speech and language impairments. [IAC 281-41.34(3)0}.</i> Supervised by AEA, LEA, or ISD administrator. State letter of recognition required by Iowa Board of Educational Examiners. Licensure required by Iowa Department of Health and Human Services or Iowa Board of Educational Examiners.	<i>“Educational interpreter” interprets or translates spoken language into sign language commensurate with the receiver’s language comprehension and interprets or translates sign language into spoken language [IAC 281-41.402(3)].</i> <i>“Interpreting services” includes the following: For children who are deaf or hard of hearing, oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C Print, and TypeWell and For children who are deaf-blind, special interpreting services. [IAC 281-41.34(3)d(1-2)].</i> Supervised by AEA, LEA, or ISD administrator. Licensure required by Iowa Department of Health and Human Services.

Focus of Service	General education teachers work with any learner that is assigned to their classroom. They provide whole grade and individualized instruction within the Iowa Academic Standards.	Special education teachers work with learners 3 to age 21 who have any disability including learning disabilities, behavioral disorders, physical disabilities, and intellectual disabilities. They are trained to administer assessments, provide specialized instruction, and monitor progress by differentiating instruction based on the individual needs of the learner.	TDHHs work with learners between the ages of birth to age 21. TDHHs may provide expanded core instruction and/or specially designed instruction based on assessment results and progress monitoring data. They consult and collaborate with other educational professionals and families. TDHHs have knowledge of communication options for families, skills at presenting and using communication strategies to increase both language and auditory skills, and experience with troubleshooting and using current listening technology.	Speech-language pathologists work with learners between the ages of birth to 21. SLPs administer assessments and provide consultative and direct speech and language services to learners who have difficulties in the areas of articulation, language, fluency, and voice. SLPs address and treat oral motor needs of a learner.	Interprets all communication as outlined in the IEP.
Language Support	Provides universal instruction to learners as well as implements targeted and intensive strategies. Collaborates with other special education providers to share curriculum, expectations, daily lesson goals, and integrate instructional strategies.	Collaborates with other providers to implement and integrate instructional strategies so communication and language skills are generalized across settings.	Provides specially designed instruction and/or support, in the primary mode of communication of the learner, to support the unique learning language needs as determined by the IEP.	Provides specially designed instruction in communication and language development and has global training in a wide variety of disorders and the use of augmentative and alternative communication (AAC) devices.	Interprets all communication as outlined in the IEP. The interpreter observes how the learner accesses their environment through auditory and visual means and shares observations with IEP team members. .
Individualized Educational Plan (IEP) Team Role	Required to attend IEP team meeting and provide information of learner's general education strengths and concerns, collaborates with other IEP team members, and integrates instructional strategies.	Required to attend the IEP meeting if they are a direct service provider. Designs, implements and monitors progress of specially designed instruction in identified goal areas. Special education teachers often serve as the lead in writing and implementing IEPs. They collaborate with other IEP members.	Required to attend the IEP meeting if they are a direct service provider. Designs, implements and monitors progress of specially designed instruction in identified goal areas. TDHH may serve as the lead in writing and implementing IEPs. They also collaborate with other IEP members.	Required to attend the IEP meeting if they are a direct service provider. Designs, implements and monitors progress of specially designed instruction in identified goal areas. They collaborate with other IEP members.	It is important for the interpreter to share with the IEP team how and what the learner is accessing in their environment. May attend the IEP meeting as a participant to provide input and feedback to the IEP team.
Hearing Assistive Technology	May provide or oversee daily maintenance, use and documentation of Hearing Assistive Technology as documented by the IEP.	May provide or oversee daily maintenance, use and documentation of Hearing Assistive Technology as documented by the IEP.	In cooperation with the educational audiologist, the TDHH supports the use of Hearing Assistive Technology in all settings. May provide or oversee daily maintenance, use and documentation of Hearing Assistive Technology as	Have knowledge of the importance of HAT and integrate its use into instruction.	May provide or oversee daily maintenance, use and documentation of Hearing Assistive Technology as documented by the IEP.

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