

## **Job Description – Early Childhood Special Education Teacher**

**Basic Function:** Under the direction of Site Principal and Special Education Coordinator. The Early Childhood Special Education Teacher will instruct non-categorical pre-school and TK aged children with a wide range of special needs from mild/moderate to intensive. The candidate will provide direct instruction and inclusion support for students with special needs within the preschool and TK classrooms.

### **Representative Duties:**

#### Principal Responsibilities:

- Develops, Instructs and serves students whose needs have been identified in an individualized Education Program (IEP) developed by the IEP team
- Works collaboratively with special education and general education teachers through co-planning, co-teaching, and direct service
- Modifies and adapts curriculum for special education students within the general education classroom
- Monitors student progress on a daily basis
- Provides behavior support, basic academic skills, organization, and social skills
- Communicates with parents/guardians on a weekly basis and builds strong relationships with students and parents
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes
- Supervises students in assigned classroom activities during the working day.
- Works collaboratively with the IEP team, including speech pathologists, occupational therapists, psychologists, parents, instructors, and instructional assistants.
- Administers testing in accordance with department/school testing practices.
- Maintains professional competence by attending all staff development programs, curriculum development meetings and other professional activities
- Creates an effective learning environment through functional and attractive displays, bulletin boards, and activity/learning centers.
- Adheres to safe work practices for the purpose of conducting early intervention services.
- Keeps current with early intervention strategies and techniques for the purpose of offering professional, best practices procedures and recommendations.

#### Other Duties:

- Performs related duties as assigned.

### **Skills, Knowledge and/or Abilities:**

Skills to:

- Assess and evaluate infant/toddlers;
- Problem solve in complex situations;
- Develop and implement an IEP;

Knowledge of:

- Special needs students;
- Various disabilities and early intervention eligibility criteria;
- Techniques and strategies to help children meet developmental milestones;

- Child development and critical developmental domain areas;
- IEP processes
- Methods and techniques in early intervention models best practices 0-3;

Ability to:

- Develop and implement IEPs
- Work with students with special needs including disabilities, prematurity, drug exposure, and more;
- Work independently with minimal supervision;
- Direct the work of paraprofessionals if assigned to assist with the caseload;
- Represent program in a professional manner;
- Communicate effectively, verbally, and in writing.

**Education/Experience:** Valid California Special Education Teaching Credential authorizing the following: Mild/Moderate or Moderate/Severe with Early Childhood Education classification. Experience in Early Childhood Special Education (ECSE) setting or special education experience.

\*\*\*Internships, STPs, and PIPs will be considered

**Working Conditions:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities, and functions of the job, and are not meant to be all-inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

**Classification: 2000 - 2007**

**Number of Days: 185**

**Board Approval: 05/25/2022**

**Revised:**

**FLSA Classification: Exempt**

**Certificated Bargaining Unit Position**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. The district does not discriminate based on disabilities.