Early Childhood Special Education Teacher- Preschool (3 to 5 years of age)

**Purpose Statement/s:** Under supervision of the site administrator and/or the Director of Special Education, the job of Early Childhood Special Education – Preschool Teacher is done for the purpose of providing learning experience for students 3 to 5 years of age in the areas of cognition, receptive and expressive language, fine and gross motor, and self-help skills; oversee support services to students; supervise instructional assistants and volunteers in the classroom; and perform other related duties as assigned.

**Essential Job Functions:**
- Evaluates students in the areas of cognition, receptive and expressive language, fine and gross motor, and self-help skills utilizing criterion referenced tests, norm referenced tests and developmental tests appropriate to students’ functioning level.
- Participates in multidisciplinary team assessments of a child, the child’s family, and in the development of integrated goals and outcomes for the individualized education plan (IEP).
- Educates parents and others regarding the provision of services.
- Instructs students for the purpose of developing abilities in identified areas of need and in alignment with California Content Standards and/or California Content standards developed for this age group if and when developed for this age group.
- Instructs students and staff for the purpose of implementing educational goals.
- Consults with parents, other service providers and representatives of appropriate community agencies to ensure the effective provision of services.
- Facilitates inclusion opportunities with community preschool programs.
- Demonstrates and models appropriate developmental skills through play or interaction with the child and parent.
- Prepares a preplanned schedule of individualized/small group age-appropriate activities for classroom and/or home visits.
- Utilizes a variety of materials and teaching techniques.
- Participates physically with the students in activities being taught.
- Plans and conducts a system of continuous evaluation of each student’s progress.
- Consults with educational support staff for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates provision of services for the purpose of maximizing opportunities for learning.
- Facilitates requirements for service provision and functions in the role of service coordinator as mandated in Part B of IDEA-applicable to 3 to 5 population.
- Participates in meetings (e.g. IFSP/IEP conference, parent meetings, in-services, etc.) for the purpose of developing plans and/or providing information regarding students’ goals/outcomes.
- Participates in public awareness and outreach activities.
- Participates in and instructs in integration programs as assigned.
• Provides in-service training to related personnel and parents in the area of pupils’
disabilities.
• Attends meetings and conferences for the purpose of staying abreast of the field
and representing the organization.
• Maintain suitable classroom control.
• Prepares documentation (e.g. evaluations, observations, progress reports, contacts
with parents and support personnel and outside professionals, etc.) for the purpose
of providing written support, developing recommendations and/or conveying
information.
• Maintains records and reports as required and for complying with administrative
policies, state and federal laws and regulations.
• Assists other personnel as may be required for the purpose of supporting them in
the completion of their work activities.
• Monitors classroom instruction for purpose of ensuring student progress and a
safe learning environment.
• Maintains knowledge of current educational materials/software for the purpose of
making recommendation for purchase of instructional materials to meet
educational needs.
• Maintains basic attendance accounting and records and required student
information system.
• Makes appropriate referrals to other professionals and agencies on behalf of the
student as appropriate.
• Encourages parents and instruct them in appropriate methods to assist their child.
• Serves as a consultant to the schools within the county in collaboration with
SEPLA.
• Works as a consultant to schools within the county to ensure successful
integration and transition via SEPLA procedures.
• Maintains accurate inventory and repair records.
• Perform related work as required.

Knowledge of:
• Assessment instruments and their application
• Relevant education codes, state and district policies
• Child guidance principles and practices related to children with special needs
• Funding resources
• Knowledge of computers and various access methods and platforms.

Qualifications – Skills and Abilities:
• Ability to implement IEP’s
• Work under the supervision of a site principal and/or special education
administrator.
• Experience in adapting equipment for persons with disabilities.
• Demonstrate excellent organization and interpersonal skills.
• Sensitivity in working with individuals with various physical, psychological,
cognitive and sensory abilities.
Ability to work with students, families, professionals, and staff of various cultural and ethnic backgrounds.
Ability to interact with and maintain cooperative relationship with all levels of staff and the public.

Experience and Education:
- Hold or qualify for valid Early Childhood Special Education Credential or other Special Education credential authorizing instruction to special education students ages 3 to 5.
- Bachelor’s degree from an accredited college or university

Knowledge of
- First Aid
- CPR Certification within six (6) months of employment

Desirable Qualifications:
- Three years successful teaching experience with students with moderate to severe disabilities and/or experience working with preschoolers with disabilities and their families.
- Bilingual Cross-Cultural Language Academic Development (BCLAD) or Cross-Cultural Language Academic Development (CLAD) certificate or SB 1969/SB 395 Certificate.
- Communicate effectively in both English and Spanish language orally and in writing.

Licenses and Other Requirements:
- Valid California driver’s license
- Proof insurance
- TB test
- Fingerprint clearance