

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