SAN MATEO COUNTY OFFICE OF EDUCATION
TEACHER, EARLY CHILDHOOD EDUCATION

JOB SUMMARY:
Under the supervision of the Site Principal, provide leadership to create a safe, welcoming and stimulating inclusive educational environment for young children ages 2-5 with and without identified disabilities and their family members, fellow educators and service providers; create a developmentally appropriate, universally designed, high quality learning environment; monitor student progress and adapt instruction to maximize the development of preschool aged children in an inclusive classroom setting.

ESSENTIAL DUTIES:
• Establish and maintain a safe, universally designed, developmentally appropriate, and positive play-based learning environment;
• Utilize developmentally appropriate assessment and screening procedures to identify student preferences, strengths, and needs across developmental domains;
• Plan weekly lesson plans in partnership with classroom team to demonstrate alignment with developmental objectives in all content areas with individualized instruction in mind;
• Facilitate teaching team’s participation with reflective practices and inquiry process in order to identify changes to better meet the needs of the children;
• Collaborate with family members and other educational service providers (if applicable) to address each child’s individual needs;
• Participate in the development and implementation of children’s Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP) (if applicable);
• Provide feedback, observations and attend IEP/IFSP meetings as appropriate;
• Adapt and modify instructional materials and equipment to maximize all students’ access and engagement;
• Develop and use various strategies to foster positive social-emotional development and all the areas of the child’s development;
• Plan and conduct a system of continuous evaluation of each student’s progress;
• Prepare and maintain a variety of assessment records (e.g. checklist, collection of student’s work, anecdotal records, etc.) for the purpose of documenting and sharing student progress and for curriculum planning;
• Create a stimulating educational environment that fosters children’s emerging interests, curiosity, knowledge and skill development;
• Support students as needed with developing daily living tasks (e.g. feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as needed;
• Maintain a balanced daily schedule which provides a balance of choice and structured activities through indoor, outdoor and the routine times of the day;
• Support the development and implementation of positive behavior support plans and procedures which may include collaboration with outside providers;
• Promote family engagement throughout the year with various activities, communication and home-school connection about their child’s developing skills, and growth;
• Conduct parent teacher conferences at least two times per year to develop individual learning plans in partnership with a child’s family;
• Lead the classroom team in planning comprehensive, developmentally appropriate inclusive curriculum based on the CA. Preschool Learning Foundation, Preschool Curriculum Framework and the Desired Results Developmental Profile (DRDP), the CDE’s Inclusion Works Guide;
• Guide children’s learning by utilizing a variety of strategies including intentional interactions, scaffolding, explicit instruction, modeling;
• Plan and implement a variety of strategies and activities that are responsive to children’s emerging interests;
• Provide the foundation for the children’s education in math, language, literacy, arts, science, social emotional and physical development;
• Establish and maintain collaborative, effective working relationships with families and colleagues;
• Participate in training and other activities to increase professional knowledge, competence and skills;
• Participate in continuous quality improvement though coaching and technical assistance to maintain high quality teaching and learning environment;
• Maintain student and family confidentiality;
• Provide adequate supervision at all times to ensure a safe environment for children and adults;
• Oversee the associate teachers, volunteers and interns in the classroom, providing direction and constructive feedback as needed;
• Maintain consistent, punctual and regular attendance.;
• Other Duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE OF:
• Title 22 and Title 5 regulations
• California Preschool Learning Foundation and Preschool Curriculum Framework
• Developmentally appropriate practice
• High quality, universally designed early environments and teaching strategies
• DRDP;
• Current evidenced based practices, laws, regulations related to the education of young children;
• The role of early childhood teacher in the IEP process;
• Inclusive practices that promote access and engagement of all learners;
• First aid and CPR procedures.

SKILLS AND ABILITY TO:
• Ensure teacher-child ratios are continuously maintained in accordance with federal and state regulations;
• Develop and maintain a positive classroom environment that welcomes all children;
• Collaborate effectively with other team members, including members of special education team;
• Provide guidance and feedback to assistant teachers and classroom volunteers;
• Utilize effective spoken and written communication skills;
• Authentically engage family members as partners in educational process;
- Multi-task, meet deadlines and complete assignments in a timely manner;
- Operate standard office and classroom equipment including a computer and assigned software;

**LICENSES AND OTHER REQUIREMENTS:**
- Child Development Teacher Permit or higher (issued by the California Commission on Teacher Credentialing)
- Bachelor of Arts in Early Childhood Education or related field;
- Minimum of 3 years’ experience in blended-funding preschool program;
- Inclusion experience preferred.
- Experience in Title 5 & Title 22 programs preferred

**WORKING CONDITIONS:**

**ENVIRONMENT:**
- Indoor and outdoor work environment

**PHYSICAL DEMANDS:**
- Ability to stoop, bend, stretch, grasp, pull, and push;
- Ability to react and respond quickly;
- Ability to walk extended distances;
- Ability to lift 35 pounds (one person), and up to 100 pounds with two person lift.
- Stamina sufficient to sit or stand for extended periods of time.
- Flexibility sufficient to bend at the waist, kneel and crouch to assist students working at low desks or on the floor.