SAN MATEO COUNTY OFFICE OF EDUCATION
TEACHER, ITINERANT EARLY CHILDHOOD SPECIAL EDUCATION,
EDUCATIONAL SERVICES DIVISION

JOB SUMMARY:
Under the supervision of an assigned administrator, the Itinerant Early Childhood Special Education Teacher collaborates and consults with early learning staff, family members, and other specialists to develop an Individualized Education Program; develop and implement adaptations and accommodations to support preschool age children with IEP's to access and engage in developmentally appropriate activities; deliver specially designed instruction; monitor student progress and adapt instruction as indicated to maximize the development of preschool aged children with identified disabilities in a variety of inclusive classroom settings, which could include public, private, and nonprofit preschools and childcare settings, and children's homes.

ESSENTIAL DUTIES:
• Collaborate with early learning staff, family members, and specialists to conduct developmentally appropriate assessments to identify student preferences, strengths, and needs across developmental domains, and monitor student progress on IEP goals;
• Collaborate with family members and other educational service providers to develop a standards-aligned Individualized Education Program, and appropriate goals in areas of identified need;
• Encourage and facilitate family participation in all aspects of the IEP process;
• Consult with early learning staff to develop a safe, universally designed, developmentally appropriate, positive learning environment that maximizes student access and engagement;
• Design and deliver specially designed instruction in a variety of inclusive early learning settings;
• Support early learning staff to utilize strategies that embed support on IEP goals in child's daily activities, routines, and transitions;
• Support early learning staff and family members in learning how to apply effective teaching strategies to address children's IEP goals through modeling, creating, or sharing step-by-step explanations of how to use these strategies;
• Adapt, modify, and create instructional materials and equipment to maximize student access and engagement;
• Consult with early learning staff on developmentally appropriate, positive behavior management strategies to support student success;
• Prepare and maintain a variety of written records (e.g. academic progress, attendance, anecdotal records, etc.) for the purpose of documenting and sharing student progress and meeting mandated requirements;
• Collaborate with child's family, early learning staff and other specialists on completion of children's DRDP's;
• Consult with early learning staff on how to support students as needed with daily living tasks (e.g. feeding, toileting, dressing, etc.) while supporting student participation and maximizing independence, as appropriate given individual student need;
• Establish and maintain collaborative, effective working relationships with early learning staff in inclusive classroom, families, and related service providers;
• Participate in trainings and other activities to increase professional knowledge,
competence and skills;
- Utilize effective spoken and written communication skills;
- Maintain student and family confidentiality;
- Stay current regarding evidenced based practices, laws and regulations related to the education of young children with identified disabilities;
- Operate standard office and classroom equipment including a computer and assigned software;
- Multi-task, meet deadlines and complete assignments in a timely manner;
- Maintain consistent, punctual, and regular attendance;
- Perform other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE OF:
- Strong foundation in all aspects of child development;
- Early childhood and early childhood special education curriculum and instructional practices;
- Educational disabilities and the development of individualized, specially designed instruction;
- Developmentally appropriate assessment, program planning, and specially designed instruction for preschool age children with identified disabilities;
- Universal Design for Learning (UDL) principles and practices which support the inclusion of young children with identified disabilities in early learning environments with typical peers;
- Process for developing high-quality, inclusive Individualized Education Programs (IEPs);
- Applicable best practices, guidelines, rules, regulations, laws, and codes;

SKILLS AND ABILITY TO:
- Design, adapt, and modify developmentally appropriate instructional materials, environments, and equipment to maximize student access and engagement;
- Work cooperatively as part of a multidisciplinary team;
- Demonstrate strong collaboration and interpersonal skills;
- Keep accurate records and submit reports in a timely manner;
- Operate standard office and classroom equipment including a computer and assigned software.

LICENSES AND OTHER REQUIREMENTS:
- Education Specialist Instruction Credential – Early Childhood Special Education (ECSE)
- Bachelor's degree from an accredited college or university
- Minimum of 2 years of experience as preschool special education teacher, preferred
- Valid California's Driver's License

WORKING CONDITIONS: The characteristics described below are representative of those an employee encounters while performing the essential functions of this job. Reasonable
accommodations may be made to enable individuals with disabilities to perform the essential functions.

ENVIRONMENT:
- Varies from a climate-controlled office setting to working outdoors with temperatures ranging from mild/moderate to extreme cold/heat.
- Office environment; constant interruptions
- Driving a vehicle to conduct work
- Outdoor environment: visit sites and travel to other organizations, meetings, and workshops

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.