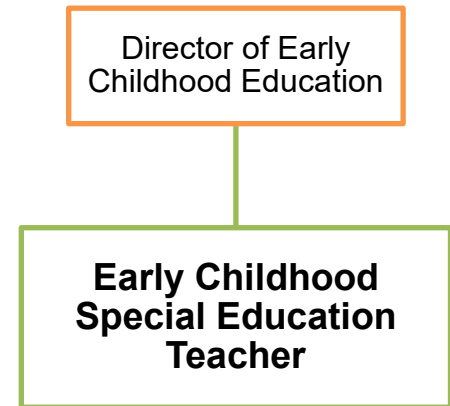


## EARLY CHILDHOOD SPECIAL EDUCATION TEACHER

<b>Job Title:</b>	Early Childhood Special Education
<b>Initial:</b>	November 30, 2015
<b>Revised:</b>	July 2024
<b>Work Year:</b>	182 Days
<b>Office:</b>	Education
<b>Department:</b>	Early Childhood Education
<b>Reports To:</b>	Coordinator of Early Childhood Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Pay Schedule

### Related Organization Chart



**POSITION SUMMARY:** The Early Childhood Special Education Teacher acts as the lead teacher in the preschool classroom and is responsible for the daily organization and teaching of all students in the District 49 integrated preschool classroom.

### ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Develops and implements IEPs by maintaining a compliance rating of 97% or higher consistent with district requirements.
- Completes in a timely, accurate manner, roster and caseload reports, as required by the Department of Human Services (DHS).
- Completes documentation and charting required to measure progress on student IEPs per the schedule established by the District.
- Continually incorporates the use of technology and the presentation and delivery of instruction to students.
- Continually monitors and adjusts students' instruction through the use of differentiation in such a manner as to enable the student to demonstrate proficiency toward state standards.
- Demonstrates effective use of oral and written communications in the completion of daily assigned duties.
- Differentiates instruction and curriculum to meet individual student needs.
- Engages students in rigorous, relevant and meaningful learning experiences.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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- Promotes critical thinking and problem solving.
  - Provides opportunities for student goal setting, reflection and self-assessment.
  - Uses assessments to improve learning and instruction.
  - Uses a variety of assessments to create a body of evidence to verify student achievement toward mastery of standards.
  - Gathers, completes and submits documentation for extended school year (ESY), transportation, change in placement, Para-professional requests and tutors as necessary.
  - Provides/coordinates and documents progress monitoring to develop a body of evidence for special education eligibility determination.
  - Trained in and able to utilize CPI techniques appropriately and consistently.
  - Takes personal responsibility for IEP compliance (i.e. notice of meetings, timeline waivers, parental safeguards, accurate and timely completions of IEP including present levels of performance and required signatures).
  - Monitors student attendance to ensure services and times indicated on the IEP are followed in order to maintain compliance.
  - Facilitates communication between building and special services center (i.e. submits spreadsheets, submits IEPs within expected time frames, building audits, etc.).
  - Clearly communicates among special education personnel (teachers, Para-professionals, itinerants) and other district/school staff (administrators, general education teachers).
  - Coordinates student placement in and out of district to provide Least Restrictive Environment (i.e. Building-based programs, center-based programs, and alternative programs).
  - Facilitates/participates in IEP meetings. Provides clear, supportive, and accurate information to parents.
  - Coordinates/administers and documents progress monitoring in order to accurately complete quarterly progress reports to disseminate to parents.
  - Routinely communicates with regular education teachers in regards to specific IEP needs of students within regular classroom environments.
  - Confers frequently with parents and professional staff members regarding the educational, social, and personal problems of such students.
  - Assists in screening, evaluating, and recommending placements of applicants in the school's special education program.
  - Keeps attendance records and all other records pertinent to the special education program for state reporting.
  - Participates in transition planning and preparation for adult life experiences.
  - Must be able to demonstrate competency in directing the day-to-day activities of assigned paraprofessionals.
  - Performs other related duties as assigned.

**Supervision & Technical Responsibilities:** This position does not directly supervise other employees, but does provide day to day supervision of the classroom support staff.

**Budget Responsibility:** This position has no budgetary responsibilities at this time.

## QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

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**Education & Training:**

- Bachelor's degree plus additional coursework required for certification or licensure, Masters preferred.

**Experience:**

- Early Childhood Experience preferred.

**Knowledge, Skills & Abilities:**

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem-solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability and willingness to be on call and/or respond to calls 24/7.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point, and Google Workspace.

**Certificates, Licenses, & Registrations:**

- Valid Colorado License endorsed in the area of assignment: 0-8 Early Childhood Special Education.
- First Aid/CPR certification required within 6 months of hire.
- Meet Department of Human Services requirements for Site Director within six months of employment.
- Criminal background check (CBI/FBI/child welfare and out of state background checks if applicable) required for hire.
- Valid Colorado driver's license required for hire.
- Physical required within 30 days of hire.
- Additional training as needed to meet minimum requirements outlined in licensing rules and regulations.
- Must possess a legal form of photo identification.

**OTHER WORK FACTORS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is required to stand, walk, climb or balance; stoop, kneel, crouch, crawl and sit with students at their level (table and floor). The employee must frequently lift and/or carry up to 40 pounds. The employee must be able to move quickly.

**Work Environment:** While performing the duties of this job, the employee will work primarily in a usual office or school environment.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate. The employee must be able to identify and react quickly to situations.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*