

Early Start Teacher
Early Childhood Special Education (Mild to Severe Disabilities)

Primary Function:

Primarily responsible for the academic, social and psychological growth of students ages birth through age 5 placed in a special education.

Directly responsible to: Building Administrator with assistance from Student Support services staff

Major Duties and Responsibilities:

- Serves as case manager and provides instructional program to address the needs of pupils assigned to the class.
- Collaborates with parents and other service providers in the development and implementation of the IEP
- Coordinates the integration of pupils with special needs in general education activities, when appropriate
- Coordinates, prepares goals and objectives, and participates in Individual Education Planning (IEP) Team meetings for students and/or prospective students
- Participates in staff development activities pertaining to the needs of children in special education in addition to site staff development activities
- Coordinates and participates in parent training activities
- Conducts ongoing evaluation of pupils with special needs
- Participates as part of the initial and transition assessment team
- Collects ongoing data and reports progress to parents at regular reporting period
- Attends school and special education staff meetings
- Directs activities of special education para-educators
- Provides additional instructional time in such settings as general education, preschool, extended day, and other special day classes within regular work day
- Participates in 90 minute planning at site and/or with other special education teachers and or preschool teachers
- Meets California standards for the teaching profession
- Diapers, and/or participates in toilet training, feeding and other activities to promote self-help skills
- Performs a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, and advisory and consultation activities

QUALIFICATIONS GUIDE**Knowledge of:**

- Principles, theories, methods, techniques, and strategies pertaining to educational trends, core and alternate core curriculum and strategies for implementation as related to students with mild to severe disabilities
- Child growth and development and behavior characteristics of children experiencing mild to severe educational and social challenges
- Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to the infants, toddlers, and preschool students
- Behavioral management and behavior shaping strategies, techniques and methods, and conflict resolution procedures
- Socio-economic and cultural background differences of the school population

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching, instruction, and behavior management program for students with mild to severe special needs, ages birth through 5
- Provide effective learning experiences for pupils from a wide range of socioeconomic and cultural backgrounds and with varying mental, social, emotional disabilities
- Effectively assist in the assessment of the educational needs of infants, toddlers and preschool children with disabilities, and in the design, development, and implementation of individual education plans and individual family service plans
- Provide an attractive, inviting, and stimulating learning environment
- Perform research and development activities pertaining to curriculum and instruction programs, pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences

Credential Required:

- Education Specialist Instruction Credential with specialization in Early Childhood Education
- **OR:** any other combination of special education credentials that meet authorization requirements

ESSENTIAL JOB FUNCTIONS:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines

- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to kneel or squat for extended periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 50 pounds
- Able to carry up to 50 pounds
- Able to push and pull objects weighing up to 100 pounds
- Able to sustain strenuous manual labor for a minimum of 3.75 hrs.
- Able to exhibit full range of motion for:
 - shoulder external rotation and internal rotation
 - shoulder abduction and adduction
 - elbow flexion and extension
 - shoulder extension and flexion
 - back lateral flexion
 - hip flexion and extension
 - knee flexion
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner
- Able to work with cleaning solutions, disinfectants and sanitizes in a safe and effective manner without allergic reaction
- Able to demonstrate manual dexterity necessary to assist students with buttoning clothing and eating, operate a computer, or assist staff with toileting/diapering procedures

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.