

**Job Summary:**

The job of Early Childhood Special Education Teacher is done for the purpose/s of coaching and consulting with families of children with special needs; developing and implementing Individualized Family Service Plans (IFSP); directing and guiding the work of paraprofessionals assigned to the program, modeling appropriate instruction; completing assessments and making recommendations; working closely with agencies as part of the transition process; providing consultation to Early Start Instructional Assistants including reviewing reports and assessments to determine appropriate services; and promoting positive, collaborative relationships with agencies.

**Essential Functions:**

- ▶ Adheres to safe work practices for the purpose of conducting early intervention services.
- ▶ Assesses/evaluates present infant/toddler developmental levels in critical domain areas for the purpose of IFSP development and on-going planning.
- ▶ Collaborates with agencies and school district personnel and families for the purpose of transition planning and necessary placement.
- ▶ Coordinates appropriate services and providers for the purpose of IFSP planning.
- ▶ Demonstrates/advises/recommends approved techniques and strategies to the Early Start Instructional Assistants for the purpose of planning and instruction processes.
- ▶ Determines/follows developmental progress and eligibility of infants/toddlers assigned to the caseload for the purpose of recommending services (IFSP & IEP) and transitional programs.
- ▶ Develops/implements the IFSP services for the purpose of providing an early intervention program.
- ▶ Functions as a positive team member for the purpose of determining quality early intervention services.
- ▶ Keeps current with early intervention strategies and techniques for the purpose of offering professional, best practices procedures and recommendations.
- ▶ Maintains productive daily schedule for the purpose of completing meetings, documentation, reports and other documents as needed.
- ▶ Prepares/writes data, instructional plans, reports and documents for the purpose of planning and implementation of the IFSP and transition process.
- ▶ Provides training to assistants and direct instruction in home-based and groups of infants/toddlers for the purpose of carrying out the IFSP.
- ▶ Receives infant/toddler referrals with background information for the purpose of determining appropriate early intervention (e.i.) services.
- ▶ Oversees the daily/monthly record keeping, assessment reports and other work of the Early Start Instructional Assistants for the purpose of providing input and direction and on-going service planning that meets best practices.
- ▶ Solves complex issues regarding infant/toddlers assigned to the caseload for the purpose of providing effective program services.

**Skills, Knowledge and/or Abilities:**

- ▶ **Skills to:**
  - assess and evaluate infant/toddlers;
  - problem solve in complex situations;
  - develop and implement an IFSP;
- ▶ **Knowledge of:**
  - special needs students;
  - various disabilities and early intervention eligibility criteria;
  - techniques and strategies to help children meet developmental milestones;
  - child development and critical developmental domain areas;
  - IEP and IFSP processes;
  - methods and techniques in early intervention models best practices 0-3;
- ▶ **Ability to:**
  - develop and implement IFSP's;
  - work with students with special needs including disabilities, prematurity, drug exposure, and more;
  - work independently with minimal supervision;
  - teach children birth to 3 years individually and/or in large groups;
  - direct the work of paraprofessionals if assigned to assist with the caseload;
  - represent program in a professional manner;
  - communicate effectively, verbally, and in writing.

Responsibilities include: working under limited supervision; directing other persons within a small work unit; and operating within a defined budget and/or financial guidelines. Utilization of resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to impact the Organization's services. The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking and 25% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

**Experience Required**

- ▶ Job-related experience within specialized field is required.
- ▶ Experience in Early Childhood Special Education (ECSE) setting or special education experience.

**Education Required:**

- ▶ Bachelors Degree in job-related area.

**Certificates, Licenses, Clearances, Testing and/or Bonding Required:**

- ▶ Early Childhood Special Education Credential.
- ▶ EL Authorization.
- ▶ Valid CA Driver's License and proof of automobile insurance.
- ▶ Department of Justice and FBI Fingerprint Response.

**Other Requirements:**

- ▶ Must be able to use own vehicle to travel to various sites within the county.

**FLSA Status:** Exempt

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This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, creed, age, gender or disability. Inquiries regarding compliance procedures may be directed to our personnel office.

This organization complies with the Americans with Disabilities Act. Persons with a disability who may need some accommodation in the hiring process should contact our personnel office.

This organization is a Drug and Tobacco - Free Workplace.

This organization requires a successful candidate to provide it with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.