



POSITION: EARLY CHILDHOOD SPECIAL EDUCATION TEACHER
FLSA STATUS: EXEMPT
FTE STATUS: 1.0
REPORTS TO: BUILDING PRINCIPAL/ DIRECTOR OF SPECIAL EDUCATION AND STUDENT SERVICES
DATE: January 26, 2021

SUMMARY:

The Early Childhood Special Education Teacher provides Special Education services to preschool age children with disabilities. The Early Childhood Special Education Teacher creates and sustains a community of learners through the development of a positive classroom and school culture by holding high expectations for students and utilizing quality instructional practices matched to student learning needs. The Early Childhood Special Education Teacher continuously improves their practice through professional learning and collaboration with peers. The Early Childhood Special Education Teacher supervises students, develops and delivers lessons, utilizes established curriculum and maintains high levels of communication with parents/guardians regarding student growth and wellbeing.

EARLY CHILDHOOD SPECIAL EDUCATION TEACHER PERFORMANCE RESPONSIBILITIES:

- Commits to ongoing learning and the development of their craft; encourages, supports and mentors ongoing learning in students.
- Commits to high expectations for students, developing a vision of success for each student and moving the student towards achievement.
- Commits to positive relationships and communication, promoting and modeling a safe and supportive learning culture for all.
- Commits to honoring all students, embracing their community and diversity.
- Commits to establishing a learning environment that is accountable for effective instruction, assessment and data-driven decision making.
- Commits to collegiality and professionalism of self and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Participates in a multi-disciplinary evaluation team to determine eligibility for children ages 3-5.
- Works collaboratively with parents and staff to develop Individual Education Plans (IEPs).
- Works collaboratively with parents and staff in adapting learning activities and tasks to meet the individual needs of each student.
- Conducts periodic and annual IEPs.
- Creates and maintains a file for each student utilizing appropriate technology, to ensure compliance with Part B of IDEA.
- Documents students' progress using assessment tools on a regular basis; monitoring through observations/evaluation and/or collecting data. Uses student data to improve instruction and service provision.
- Creates and maintains appropriate reports as required by the district and/or state and federal laws.
- Participates in district level staff meetings, in-service activities, staff development/special programs, school improvement teams and planning committees as appropriate to the assignment.

- Maintains appropriate certification and qualifications and keeps current in changing pedagogy.
- Interact with co-workers, administration, students, parents, and the community in positive, supportive and cooperative ways.
- Prepares for and attends parent/teacher conferences.
- Prepares for and attends staff meetings.
- Participate in organizational quality.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Keep in confidence all personal, student or personnel records and information.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Adheres to district and school rules and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Mandated Reporter for Child Abuse and Neglect.
- Regular and reliable attendance is an essential function of the position.
- Other duties as assigned by the Principal

SUPERVISORY RESPONSIBILITIES:

- Position includes supervisory responsibilities over Students and may include supervision over Paraprofessionals.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

- Possession of a Bachelor’s degree or higher.
- Valid Michigan teacher’s certificate with a special education endorsement.
- Early Childhood certification required.
- Must meet No Child Left Behind Standards as defined by the State of Michigan.
- Applicants must satisfactorily pass a criminal background check as defined by the State of Michigan.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

LANGUAGE SKILLS:

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret periodicals and professional journals.
- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write lesson plans, business correspondence and other related correspondence.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday work flow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.

- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communications mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.
- Reliable access to internet and technology which allows for remote meetings and remote education opportunities from home

MATHEMATICAL SKILLS:

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

REASONING ABILITY:

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to define problems, collect data, establish facts and draw valid conclusions.

INTERPERSONAL SKILLS:

- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

ENVIRONMENTAL ADAPTABILITY:

The work environment characteristics described here 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.

The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be

outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

TERMS:

The contract, salary and other employment conditions will be established by the Board of Education in conjunction with the Lincoln Consolidated Schools and the Washtenaw County Education Association/MEA/NEA collective bargaining agreement. Further, applicant must agree to fully participate in all relevant training inclusive of or unique to the building assigned and the District.

FUNCTIONS OF POSITION DESCRIPTION:

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. Lincoln Consolidated Schools retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

Lincoln Consolidated Schools is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Lincoln Consolidated Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information or any legally protected characteristic, in its programs and activities, including employment opportunities.

"The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District."

Employee Signature

Date

Human Resources Signature

Date