

## Job Description

Position Title:            Preschool: Special Education Teacher  
Department:               Teaching & Learning  
Reports To:                Building Principal  
Compensation:             Commensurate with Degree and Experience  
Contract:                 190 Day  
Position Type:             Certified Salary

### SUMMARY

Responsible for planning and instruction, including adaptations and modifications of the education program, in specialized and general preschool settings to enable special education students to benefit from educational experiences.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

Other duties may be assigned. Essential duties must be performed on site.

- Reports to work as scheduled on a regular and reliable basis.
- Responds to ongoing referrals of children aged 2 years 9 months to 5 years, (and not enrolled in kindergarten): Developmental screenings, problem-solving assessment intervention plans, and teaming to determine evaluation needs
- Participates as a case coordinator and team member for children in the evaluation process: Includes managing referral forms, release of information forms, and consent for evaluation forms, staffing notice, and IEP development. Also includes annual review, revisions, 3 year reevaluations, and second opinions
- Makes contacts and develop transition plans as necessary for Early Childhood to kindergarten transitions
- Collaborates with general education preschool teachers to adjust the learning environment, modify instructional methods, and adapt curriculum to meet the needs of students with IEPs
- Establishes ongoing working relationships with teachers and support staff by attending Early Childhood staff development.
- Consults with AEA Speech-language Pathologists, District Behavior Consultants, Occupational Therapist, Physical Therapist, Assistive Technology Consultant as well as Autism Team members, member of other specialty teams, and parents
- Collaborates with other Early Childhood Special Education teachers and AEA ECSE consultants for on-going learning about special education process, assessment tools, and IEP development
- Conducts home visits as needed to support the ongoing working relationships with parents
- Participates in ongoing learning with Council Bluffs Early Childhood teachers related to the High/Scope curriculum, implementation of appropriate accommodations and adapted activities.
- Observes children on IEPs throughout the daily routine, interact with them, model appropriate interactions and interventions for school staff, collect and analyze data on goals and objectives and/or classroom assessment
- Supports students with IEPs in general education settings outside of your classroom, and possibly at a different school
- Adapts to and integrates students with special needs into a program of instruction for the development of social skills

### SUPERVISORY RESPONSIBILITIES

- This position does not supervise employees.

### QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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.

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### EDUCATION and/or EXPERIENCE

- Required: Bachelor's degree in education from a four-year accredited college or university
- Required: Prior experience implementing special education program plans
- Required: Knowledge of instructional strategies, materials, and modifications/adaptations to support special education students in the classroom setting
- Required: Knowledge of functional behavior assessments and behavior intervention plans

### CERTIFICATES, LICENSES, ENDORSEMENTS

- Required: Valid Iowa teaching license with PK-3 Teacher, Regular Education/Special Education OR PK-3 Birth through grade three, Inclusive Settings
- Required: Certified or have the ability to become certified in Infant, Child, and Adult CPR & First Aid
- Required: Certified or have the ability to become certified in Crisis Prevention Intervention (CPI)

### LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

### MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

### REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### OTHER SKILLS and ABILITIES

Ability to apply knowledge of current research and theory to instructional programs for early childhood special education. Demonstrated knowledge of procedures and legal requirements for special education services. Demonstrated ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents. Demonstrated skill in oral and written communication. Advanced computer application skills. Experience with the instructional computer network. Knowledge of child growth and development and how it affects learning. Experience in teaching and learning processes. Demonstrated ability to work effectively with others in a group or team environment.

### 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 will frequently sit and stand and almost continuously walk. The employee is occasionally required to stoop, kneel, reach forward, and above the head 0 - 12 inches and on occasion up to 18 inches. The employee will occasionally lift and/or move up to 50 pounds 0 - 12 feet and up to 20 feet such as boxes of books and AV equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee regularly interacts with students, staff, and parents in addition to meeting multiple demands and deadlines from several people. This position may require a physical examination and tuberculosis test upon employment and within every three years thereafter.

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### WORK ENVIRONMENT

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 usually quiet and work is performed indoors. The employee may be required to travel from building to building in varying weather conditions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*