Job Description for
Special Education Teacher – Early Childhood Special Education

JOB TITLE: Early Childhood Special Education (ECSE) Teacher: Birth to Three/Early On

DEPARTMENT: Special Education

REPORTS TO: Program Supervisor

WORK LOCATION: CCRESA Educational Center or Local School District Site

WORK SCHEDULE: Number of work days set by 2015-16 master agreement for teachers according to a 12 month schedule of service delivery

SALARY SCHEDULE: Per master agreement

SUMMARY

Design and implement an appropriate instructional program to meet the individual needs of children and families with developmental delays and/or disabilities as identified through the Individualized Family Service Plan and/or Individualized Education Program (IEP) process. This position is assigned to the Birth to Three/Early On program.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provide services to families and children from birth to age 3: developmental evaluation, child and family assessment, family-centered services, service coordination, direct services and collaborative consultation with staff, parents, agency personnel, and administrators.
2. Facilitates the referral process including initial contact with families.
3. Provides comprehensive evaluation for children age 0-3 referred to Early On and/or Michigan Special Education for suspected developmental delays or disabilities: motor skills, cognition, communication and social-emotional areas. Family assessment, clinical observation, a developmental and health history will also be completed along with a written evaluation report.
4. Assists families in understanding child development, identifying developmentally appropriate expectations, understating the etiology and physiology of the child’s delay, disability and/or diagnosed condition. Supports the family by relating this information to the needs of the child, and by providing strategies and resources to assist the family in addressing the child’s needs.
5. Provides periodic home visits to the child and family providing support to enhance parent-child interactions and developmental guidance. Supports the family in providing an appropriate environment and activities and strategies to enhance their child’s development.
6. Provides developmental supports, services, and on-going assessments in natural environments for Early On children, age 0-3, and their families according to their Individualized Family Service Plan (IFSP). This requires planning for individual and group services which are provided in the child’s home or community setting.
7. Makes referrals to and coordinates with appropriate community resources and existing at-risk/special needs services to assist and support child and family needs.
8. Coordinates services for eligible Part C children and their families by developing and maintaining the Individualized Family Service Plan (IFSP).
9. Facilitates transition planning and activities identified by the IFSP for the child and family as they exit Early On by age three or as their program and service needs change.
10. Collaborates with appropriate community resources and medical providers to facilitate services and supports for the child and family. Adapts to and implements changing requirements in Early On as laws, rules and regulations are updated and reauthorized.

11. Perform other duties deemed appropriate by the Early Childhood Supervisor.

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

SUPERVISORY RESPONSIBILITIES
Paraprofessional, if applicable.

QUALIFICATIONS

Education: Possess a valid teaching certificate and meet requirements of R340.1795 in Michigan's Rules for Special Education in any of the following ways:
- An endorsement in both early childhood and special education.
- A major or minor in early childhood growth education or child growth and development and a special education endorsement with a full approval from the department of education.
- An endorsement with a designation of ZS (early childhood general and special education).

Experience: Experience in teaching children (0 - 5 years of age) with disabilities preferred

Certificates, Licenses, Registrations: Approval in appropriate area as identified in the Revised Administrative Rules for Special Education.

Other knowledge, skills and abilities:

1. Knowledge and expertise with child development, family-centered services, diagnostic services, early interventions, and diverse populations.
2. Training certifications and/or experience in administering tools such as the Infant-Toddler Developmental Assessment, and DECA I/T.
3. Qualified by training and/or experience to provide service coordination, diagnostic and direct services to children and families age 0-3, eligible for Early On and/or Michigan Special Education Services, focusing on family-centered services, procedural safeguards, transitions, and natural environments.
4. Ability to effectively work and communicate with administrators, staff, agencies, medical providers, young children, and families.
5. Take initiative and work independently when given a variety of responsibilities and assigned tasks.
6. Ability to make decisions and problem solve collaboratively with a team of service providers in partnership with the family.
7. Ability to interact in sensitive and/or complex situations and to make effective presentations to groups.
8. Knowledge and experience working with young children/families in their homes and/or community settings, to include parent-child playgroups.
10. Effective planning and organizational abilities.
11. Demonstrated knowledge of the necessary principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities.
12. Demonstrated knowledge of curriculum and instructional techniques; human behavior, development, and skill performance.
13. Demonstrated knowledge of individual differences in ability, personality, and interests; learning and motivation.
14. Demonstrated knowledge of the assessment and treatment of behavioral and affective disorders and effective instructional practices.
15. Ability to provide positive behavioral support to students in a group and in an individual setting.
16. Demonstrated understanding of the federal, state, and local mandates governing the determination and delivery of special education services.
17. Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members.
18. Excellent human relations skills and a working knowledge of the English language in written and verbal form.
19. Ability to maintain confidentiality.
20. Communication skills – ability to express ideas clearly and concisely, in writing and verbally.
21. Interpersonal skills – cooperative, courteous, flexible, good natured, and concerned with being helpful and making a good impression.
22. Effective work skills – conscientious, persistent, resourceful, productive and active.

**PHYSICAL DEMANDS**

Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment. Assignment may require the ability to physically move students or equipment weighing up to 50 lbs., position students in specialized equipment, and/or change diapers as needed.

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.*

**WORK ENVIRONMENT**

Services are provided within the child/family home settings requiring transport of materials to these settings. The ECSE Teacher will be provided office space including use of computer and phone.

**POSITION TYPE/EXPECTED HOURS OF WORK**

Number of work days and hours set by 2015-16 master agreement for teachers according to a 12 month schedule of service delivery. Occasional evening and weekend work may be required as job duties demand.

**TRAVEL:**

Services are provided within the child/family home settings requiring transport of materials to these settings. This position requires daily travel for which staff must provide their own transportation, but will be compensated for mileage at the allowable rate (currently 57.5 cents per mile).