

Job Description

Position Title	Early Childhood Special Education Teacher (0-5)		
Building	Lincoln Junior High School	Department	Early Childhood Special Education
Hours	Salaried	Supervisor	Building Principal or Appropriate Supervisor
Band and Grade	C-43	Tools and Equipment	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

Primary Function	Under the direction of the building principal or appropriate supervisor, teaches zero- to five-year-old children in a center-based preschool program and provides evaluations to children aged zero to five. Makes visits to children’s homes as needed.
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Essential Duties	
1	Teaches children aged three to five in a center-based preschool program.
2	Teaches children aged three to five in a regular education preschool setting (School Readiness).
3	Prepares lesson plan developmental-appropriate activities that also address students’ IEP goals and objectives.
4	Attends meetings and writes evaluations, IEPs, and progress reports.
5	Provides evaluations to children aged zero to five.
6	Communicates with parents via email and telephone (outside of meetings).
7	Communicates with service providers about students’ progress and educational needs.
8	Helps with GSL’s Early Childhood Screening.
9	Participates in staff development (District wide and specifically in ECSE stay updated in best practices).
10	Designs and implements appropriate educational and/or behavioral programs for students to meet specific needs of the students.
11	Develops and maintains necessary due process special education forms.
12	Participates and conducts portions of the evaluations and observations to determine special education eligibility of students placed in the program and conducts periodic assessments to determine educational progress of the students.
13	Participates in the Child Study Committee meetings for students in the program.
14	Supervises and educates paraprofessional support staff with regards to implementing students’ IEPs.
15	Does referral intake.

16	Screens and evaluates zero- to five-year-old referrals.
17	Manages cases; coordinates service; develops IFSP and IEPs.
18	Provides direct/indirect services to caseload.
19	Collaborates with ECSE service providers (OT, PT, DHH, speech).
20	Collaborates with outside agencies (Public Health, Social Services, medical).
21	Serves on committees of IEIC/Help Me Grow: Family Support, Interagency Referral Team (IRT), Public Awareness
22	Responsible for communicating with the building's/program's supervising administrator.
23	Responsible for maintaining high ethical standards and a cooperative attitude in dispensing the duties of the position.
24	Responsible for implementing school district policies and building/program procedures and guidelines.
25	Performs other duties of a similar nature and/or level.

Minimum Qualifications	Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education.
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Knowledge Required	<ul style="list-style-type: none"> • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of learning theory and approaches. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of subject material, concepts and issues related to grade/subject of instruction. • Considerable knowledge of the principals and practices of a special education teacher. • General knowledge of special education practices and procedures. • Ability to establish and maintain effective working relationships with students, parents, school staff, and administrators. • Ability to handle a variety of assignments or problems independently. • Ability to apply a variety of procedures, policies, and/or precedents. • Ability to read, summarize, and/or compare data. • Ability to communicate effectively, both verbally and in writing, with students, parents, school staff, and administrators. • Ability to write clearly and concisely.
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Skills Required	<ul style="list-style-type: none"> • Skill in planning and developing lesson plans consistent with approved curriculum. • Skill in presenting complex materials and concepts in an understandable and level appropriate manner. • Skill in assessing and evaluating student performance and needs.
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	<ul style="list-style-type: none"> • Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.
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<p>Physical Activities/ Requirements</p>	<p>Balancing, stooping, kneeling, crouching, crawling, reaching, standing, walking, pushing, pulling, lifting, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</p>
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