SUMMARY: Responsible for providing itinerant special education services to preschool children with disabilities ages 3-5 in the Lexington Two schools and participating community child care centers through coaching the teachers who work directly with these children.

ESSENTIAL DUTIES AND RESPONSIBILITIES. Other duties may be assigned.
- Develops and maintains relationships with community child care centers and Lexington Two preschool teachers
- Coaches preschool teachers (3K-5K) in using instructional strategies that are effective in promoting growth in preschool children with disabilities in inclusive settings
- Coaches teachers on-site and keeps documentation of all coaching sessions
- Plans professional development related to instruction of preschool children with disabilities relative to the needs of the children served
- Monitors and evaluates student progress based on data and observations in the inclusive setting
- Responsible for developing the IEPs and progress reports for these children; IEP meetings
- Maintains contact with parents of students to obtain parental input for IEPs and share student progress.

SUPERVISORY RESPONSIBILITIES:
Supervises students only when providing direct modeling of skills for teachers

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.

EDUCATION and/or EXPERIENCE:
Certification in Early Childhood Special Education and five years of experience

CERTIFICATES, LICENSES, REGISTRATIONS:
Teaching certificate for Early Childhood Special Education (ECSE)

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 define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; 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 working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication.

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 frequently walking and standing while performing the duties of this job. The employee may frequently bend or twist at the neck and back while performing the duties of this job. Specific vision abilities required by this job include peripheral vision and close vision such as to read typewritten material. The employee from time to time may be required to lift significant amounts of weight up to and exceeding 25 lbs. Such requirements would include, but are not limited to: lifting students, some of whom are of significant weight and age, and may also include lifting items such as wheelchairs and equipment.

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 moderate to loud. 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 when supervising students.