



DISTRICT 89

MAYWOOD | MELROSE PARK | BROADVIEW

Early Childhood Lead Teacher

THIS JOB DESCRIPTION IS A GUIDELINE AND IS NOT INCLUSIVE OF ALL DUTIES AND RESPONSIBILITIES

Qualifications

- B.A. or B.S. in Early Childhood, Special Education, or related educational field preferred.
- Valid Illinois Special Education teaching certificate (LBS1), and Educational Leadership certificate preferred, with valid transcripts and certification of good physical health as required by law.
- Computer literacy skills; office suite; ability to use general office equipment proficiently.
- Fluent in English and Spanish preferred.
- Demonstrates strong organizational skills; ability to work independently and with a team, multitask, and respond effectively to oral and written direction.
- Commitment to supporting at risk families and students with disabilities.
- Holds a valid driver's license and is willing to commute within the schools and community.
- Flexible to work some evenings and weekends for parent and/or community events.
- WIDA Screener and Pre-IPT knowledge and experience.

Reports To

Early Childhood Coordinator; Executive Director of Student Services; Assistant Director of Student Services.

Location

District 89

Terms of Employment

Twelve (12) months – salary and benefits commensurate with experience, “at will” terms as determined by the Board of Education.

Job Goal

The position will provide leadership and collaborative support across Preschool for All (PFA), early childhood, and special education bi-lingual programs by working with families, district and building staff, and community partners to sustain meaningful communication, ensure compliance, and promote the growth and success of students and programs.

Duties and Responsibilities

- Acknowledges and exhibits an attitude of respect and courtesy to students, parents, colleagues, and administrators.
- Collaborates with and supports the Early Childhood Coordinator and Student Services and Bi-Lingual in monitoring PFA classes and special education services for quality and compliance with state and district requirements.
- Collects and maintains data to support PFA and special education compliance with state specific objectives and reporting requirements.
- Collaborates and plans in coordination with District and Building Administrators.
- Supports staff in strengthening their skills to gather authentic documentation, complete checkpoints, and maintain each student portfolio as required.
- Supports the program’s structure through organization, preparing materials, using multiple forms of technology, and utilizing databases.
- Supports program efforts in recruitment, enrollment, screening, and records.
- Supports families with the registration process and students transitioning from early Intervention services and into the program.

- Contacts parents and families through phone calls, home visits, and meetings at school or district sites in order to encourage participation in school/community district events.
- Supports and monitors placement of dual/EL language programming of students.
- Must be willing to commute within the schools and community.
- Uses clear communication to educate and support families through all interactions.
- Maintains open communication and collaboration with the Early Childhood Services Coordinator.
- Maintains and organizes a variety of confidential and nonconfidential lists, files, documents, and records (computerized and manual) (e.g., work/appointment schedules, logs, sign in sheets, contact logs, parent resources, program documentation, etc.) for the purpose of documenting and/or providing reliable information.
- Leads PFA with special education department meetings and serves as an LEA representative for multiple buildings.
- Reviews PFA school IEPs to help ensure quality and compliance and support the accuracy of information in Preschool For All.
- Coordinates with principals/teachers regarding caseloads, schedules, and special education state assessment processes.
- Assists in overseeing special education eligibility and reevaluation processes, including domain meetings and review of educational assessments as related to eligibility. In collaboration with psychologists and EL coordinators.
- Coordinates with Child Find referral activities and fosters parental participation in the special education process.
- Ensures procedural safeguards are supported and assists with the transition checklist process for change and services and ensures transition services are coordinated.
- Submits records, reports, and paperwork promptly and effectively.
- Maintains and upholds school and district policies and procedures and assists in upholding and enforcing school rules and administrative regulations.

- Attends and participates in district level student services meetings and other staff meetings called by school or administration.
 - Demonstrates behavior that is professional, ethical, and responsible; maintains a good record of attendance and punctuality.
 - Participates and attends all staff development programs as requested and engages in continued professional development and personal growth.
 - Works in partnership with other staff members to complete tasks relevant to enhancing the success of students.
 - Performs such other duties and assumes such other responsibilities as may be assigned by the Early Childhood Coordinator, Executive Director of Student Services, Assistant Director of Student Services, District Administrator, and/or the Superintendent.
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Essential Functions

- Ability to communicate clearly and concisely in oral and written form.
 - Ability to work independently and multi-task in an unsupervised environment.
 - Ability to respond effectively to oral and written direction.
 - Ability to work as part of a team.
 - Ability to use computer and general office equipment proficiently and to effectively use organizational skills.
 - Ability to stand, walk, sit, squat, bend, and climb stairs.
 - Ability to disseminate and comprehend student data.
 - Ability to meet daily attendance requirements.
 - Ability to speak fluently in English and Spanish. preferred
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Evaluation

TBD