



**POSITION TITLE:** Early Childhood Special Education Teacher

**REPORTS TO:** Director of Special Education

**TERMS OF EMPLOYMENT:** Full time (9 months)

**SALARY:** Base \$49,196

**BENEFITS:** Retirement (PERA), Leave Day, Health, Dental, & Vision Insurance

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**POSITION SUMMARY:** The early childhood special education teacher will assess and provide intervention to ensure student success and promote an exemplary education program fostering achievement for all students. Develops and promotes good relations among the school community: parents, staff, administration, and other community members.

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**JOB REQUIREMENTS/QUALIFICATIONS:**

- MA Degree or higher in Early Childhood Special Education or Special Education
- Valid Colorado teaching license with an endorsement in special education OR related service endorsement
- Endorsement of ECSE or combination of ECE and SPED, preferred
- Three to five years of experience working as a CFC/ECSE, preferred

**JOB EXPECTATIONS, SKILLS & ABILITIES:**

- Ability to communicate in a clear and concise manner, both orally and written
- Ability to regularly communicate, coordinate, instruct, synthesize, evaluate, and use interpersonal skills and negotiate
- Ability to work in a collaborative team environment.
- Ability to work independently in a remote setting and travel across the SC BOCES service region
- Willingness to support and actively participate in a professional learning community
- Demonstrates punctuality and good attendance
- Demonstrates confidentiality as to related to the job
- Knowledge of child development, approaches to learning, individual needs, and differences, identifying special needs and fostering positive outcomes and healthy relationships
- Knowledge of federal and state initiatives that promote high quality early childhood, support individualized needs, and promote positive outcome for young children and their families

- Knowledge of effective classroom management, communication, organization and planning skills in order function in a consultative manner to the general education classroom teachers
- Ability to utilize observation and assessment skills including the gathering of data, summarizing, interpreting, sharing and reporting findings
- Ability to foster partnerships that values families, respect diversity, uses effective communication, builds reciprocal relations with families and creates resources that support children and their families
- Ability to establish positive interactions and relationships with individual children
- Understands the roles of teachers and other support staff in positive outcomes for young children
- Willingness to collaborate with other team members to problem solve and identify more individualized services as needed
- Knowledge of health and safety regulations and quality indicators for the facilities that serve children and their families
- Demonstrates an ethical and professional demeanor
- Utilizes reflective practices for continuous improvement both personally and professionally
- Ability to structure and provide research-based curriculum that promotes positive outcomes in the following developmental domains; Physical, Language and Literacy, Cognitive, Social – Emotional, and Creativity
- Understands the role of effective transitions; ability to collaborate and communicate with all parties affected by them
- Ability to promote smooth transitions for children and their families into next learning environment

#### **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

- Assess and provide intervention services to students (3 to 5 years of age) who exhibit special needs, and monitor progress toward Individualized Education Program (IEP) goals
- Complete clerical and instructional planning duties:
  1. Enter referral paperwork into special education program, create initial consent, eligibility, evaluation report, and complete IEP beginning to end paperwork
  2. Schedule/coordinate/document initial, annual, special request meetings
  3. Complete/print/distribute copy of IEP/Quarterly Progress Reports to parents and preschool programs.
  4. Facilitate completion of quarterly progress report with service providers
  5. Develop lesson plans for service delivery
  6. Create/design instructional materials
- Assess and provide input on the development of IFSP for children referred by Part C agencies
- Use approved diagnostic assessments for Early Childhood Special Education as recommended by Colorado Department of Education

- Use knowledge of Early Childhood Outcomes, content area, teaching methods, learning styles and educational research related to special education students of all levels and abilities
- Positively impact achievement and differentiate instruction based on the needs of the students by supporting programs designed to increase student achievement
- Demonstrate problem-solving skills through collaborative work with students, teachers, staff, parents and administrators
- Willing to support and actively participate in a professional learning community
- Provide small group and individual services to all levels of student ability (service students' eligible with developmental delay in the following areas: cognitive, social, and emotional, adaptive, autism)
- Work cooperatively with the ECE team (classroom teachers, teaching assistants and other special education staff) to provide intervention and consultation regarding the needs of students
- Uses professional Code of Ethics and standards of practice to guide ethical decision making
- Participate in professional conferences, in-service sessions, etc. to keep abreast of current practices
- Operate the programs in accordance with Federal and State Department guidelines and SCBOCES Board of Directors regulations and policies.
- Attend meetings as required
- Demonstrates the ability to communicate effectively, collaborate with co-workers, and interact with colleagues in a professional manner
- Demonstrates a positive attitude towards change
- Performs such other tasks as may, from time to time, be assigned

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