Job Description

Job Title: Early Childhood/Early Childhood Special Education Teacher
Reports To: Preschool Administrator
FLSA Status: Exempt
Prepared Date: 4/13/2018

EXECUTIVE SUMMARY
The Early Childhood/Early Childhood Special Education Teacher is the educational leader in the preschool classroom and will ensure that the Sioux City Community School District programs and curricula are implemented with a high level of fidelity to maximize student-learning experiences. The teacher is responsible for the supervision and assessment of all students within his/her teaching assignment. Consistent with the Department of Education and Sioux City Community School District policies, the teacher will work within an established curriculum framework for the delivery of educational services which support student learning. The Early Childhood/Early Childhood Special Education Teacher will use the Iowa Early Learning Standards to develop academic, social, and motor skills of all students. Working collaboratively with a team of educational professionals, the teacher will demonstrate a strong commitment to analyzing data to design and deliver high quality instruction for all students and will also plan and implement specially designed instruction for students with disabilities. The Early Childhood/Early Childhood Special Education Teacher will plan, organize and present instruction in an environment which helps students learn content and skills that will contribute to their educational and social development. The goal is to ensure that all students receive challenging and engaging instructions to raise the level of student achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Adhere to Board policies, district procedures, and contractual obligations.

Demonstrate professional and instructional leadership, model professional and ethical behavior, and maintain professional confidentiality.

Share in the sponsorship of students activities and participate in facility committees.

Prepare course objectives and lesson plans by following Iowa Early Learning Standards, curricula guidelines, and requirements of the School Board or Department of Education.

Use a variety of assessment strategies and continually evaluate student's academic and social growth, adjusting the teaching procedure to stimulate continuous progress.

Use a variety of teaching strategies such as group work, exploration, questioning, discussion, demonstrations, audiovisual aids and cooperative teaching techniques. Focus learning on the next concept beyond that which the student already knows.

Maintain records for student attendance, evaluations, report cards, discipline records, and documents required by the School Board or Department of Education using prescribed formats.
Comply with Special Education Laws, regulations and procedures.

Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms. Communicate with parents through a variety of methods or means in order to develop a positive reinforcement of interest in student's progress.

Attend scheduled in-service meetings and make use of materials and techniques that support designing challenging and engaging instruction, which supports the multiple learning needs of all students in the classroom. Maintain professional competence through self-selected professional growth activities. Continue intellectual and professional development and pursue further education in primary academic discipline.

Develop classroom expectations and routines to support the social emotional development of all students. Use effective behavior management strategies to maintain order in the classroom and develop plans to prevent inappropriate behaviors, teach and reinforce positive behaviors in a developmentally appropriate manner.

Implement Iowa Quality Preschool Program Standards and assist in the development and implementation of the school improvement plan in order to improve student achievement and success.

Assist para-educators through job-embedded professional development by demonstrating strategies and lessons, introducing materials, modeling effective teaching and behavioral intervention strategies, and team planning and problem solving.

Collaborate with IEP team members and classroom team members in problem solving and planning for individual students to address academic and behavioral needs, including identifying needs, selecting research-based teaching strategies and interventions, developing a comprehensive intervention plan, and analyzing data to make instructional decisions.

Develop and sustain trusting, productive relationships with students, families, teachers, administrators, para-educators, AEA staff, outside agencies, and other colleagues individually and in teams.

Collaborate with special education and instructional coaches to design and deliver instructional strategies, analyze data, and adjust instruction to support student achievement.

Actively participate in the collection, analysis, and use of varied data to identify student behavioral and learning needs, to plan instruction and interventions to address the needs, to assess student progress toward expected outcomes, and to make instructional decisions based on this data.

Convey enthusiasm about learning and support the belief that all students can succeed, and fosters excellence in teaching and learning.
Evaluate student teachers as assigned.

Complete other duties as assigned.

QUALIFICATIONS
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, education and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMPETENCIES
To perform the job successfully, an individual should demonstrate the following competencies as defined and approved by the Iowa Department of Education.

1. Demonstrates ability to enhance academic performance and support for implementation of the Sioux City School District’s student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom and resource management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

EDUCATION and/or EXPERIENCE
Minimum qualifications include a valid Iowa teaching certificate with an endorsement in early childhood and early childhood special education from an accredited college or university with a major in education or an appropriate content area. Must possess proper state certification and licensure for position. Employee is expected to demonstrate continued professional growth.

TERMS OF EMPLOYMENT
The Early Childhood/Early Childhood Special Education Teacher retains the regular teaching contract issued in accordance with Iowa Code Chapter 279.

EVALUATION
Job performance will be evaluated according to the terms defined in the negotiated agreement.

KNOWLEDGE and EXPERIENCE in EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION
Evidence of professional learning and implementation of best practice strategies and programs in early childhood and early childhood special education, particularly strategies and programs for students with disabilities. Evidence of student success through specially designed instruction and behavioral intervention. Familiarity with Iowa Quality Preschool
Program Standards, Iowa Early Learning Standards, and effective early childhood instructional strategies.

**COMMUNICATION SKILLS**
Strong written and verbal communication skills are critical to the success of this position. Must possess the ability to communicate and collaborate effectively with a variety of individuals, including school staff, administrators, AEA staff, parents, and outside agency staff. Individual must have effective listening skills.

**POSITIVE RELATIONSHIP SKILLS**
Promotes the District, early childhood programs, and special education programs through positive support, modeling, and conversations. The Early Childhood/Early Childhood Special Education Teacher will be a collaborative team member that speaks positively and in a supportive way about education, teaching, learning, and the District.

**ANALYTICAL and REASONING SKILLS**
Must have skills in observing, gathering, and analyzing data. Position requires data gathering and analysis to develop educational plans.

**PLANNING SKILLS**
Must have the ability to plan both long-term and short-term goals and for coordinating efforts for timely accomplishment of those goals.

**INITIATIVE and SELF-DIRECTION SKILLS**
Must have the ability show initiative working independently and with groups and the ability to be self-directed. Position requires determining how to prioritize, allocate, and schedule time daily and weekly to address the learning needs of all students in the classroom.

**ORGANIZATIONAL SKILLS**
Position requires strong organizational skills. Must have the ability to organize and assimilate information, diagnostic data, scheduling, and other needs related to general/special education programming and individual student planning.

**ATTENDANCE**
Excellent attendance record is required.

**PHYSICAL DEMANDS AND WORK ENVIRONMENT**
Employee must be able to sit, stoop, bend, and walk as needed on a daily basis. While performing duties within this job, employee may be exposed to indoor and outdoor conditions. May have moderate physical demands and may be required to lift up to 50 pounds. The noise level in this work environment ranges from mild to loud.

**OTHER DUTIES AS ASSIGNED**
Will perform other duties as may be assigned by the superintendent or designee, necessary and appropriate to achievement of the program and/or District goals and objectives.