



Early Childhood Special Education Teacher

FLSA Status:

Exempt

Qualifications:

Minimum of Bachelor's Degree
Desire to continue career improvement by enhancing skills and job performance
Basic Technological Skills

Certification and Licenses:

Missouri State Teaching Certificate in Early Childhood Special Education

Clearances:

Criminal Justice
Fingerprint/Background Clearance

Salary Schedule:

Certified

Experience:**Reports to**

Building Administrator

Terms of Employment

Teacher contract days with benefits according to Board policy.

Purpose Statement

Provides specialized support to the instructional process by serving as a teacher with specific responsibility for supervising preschool students with disabilities within the classroom and other assigned areas; developing lesson plans and delivering group and/or individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parent or guardians regarding instructional program and student progress.

Essential Job Functions

- Abides by Missouri statutes, school board policies and regulations.
- Upholds school rules and administrative regulations.
- Attends meetings and performs duties as assigned by administrators or supervisors.
- Participates in faculty, grade level and subject area committees and sponsorship of pupil activities.
- Maintains a cooperative relationship with staff, students, and community.
- Serves as a case manager in the development and implementation of Individual Education Programs (IEPs) for students with disabilities.
- Provides specialized instruction to students with disabilities both in the regular education classroom and in separate special education classes or settings.
- Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences, emphasizing rigor.
- Identifies, selects, and modifies instructional resources to meet the needs of the special education students with varying backgrounds, learning styles, and needs.
- Assesses student needs to determine eligibility for the program.
- Collaborates with staff to create opportunities for extension of learning outside the classroom.

- Assists in assessing changing curricular needs and offers plans for improvement.
- Develops lesson plans, including activities and materials, and implements objectives through individual and small group activities.
- Employs a variety of instructional techniques, strategies, and media, consistent with capabilities of the individuals or student group involved.
- Maintains effective and efficient record keeping procedures including regarding individual student progress toward IEP goals and objectives, services and accommodations provided, parent contacts, notices and other documentation as required by the Department of Elementary and Secondary Education (DESE) regulations, the Executive Director of Pupil Services or the school principal.
- Participates in student eligibility evaluations and re-evaluations.
- Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
- Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- Collaborates with peers to enhance the instructional environment for gifted and regular education.
- Models professional and ethical standards as directed in board policy when dealing with students, parents, peers, and community.
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
- Provides students with opportunities for interaction with community, state and national resources.
- Participates in training opportunities as established by building principal and department.
- Maintains professional competence through professional development activities provided by the district and/or self-selected professional growth activities.
- Meets professional obligations through efficient work habits such as: following meeting protocol, honoring schedules, meeting collaborative assignment deadlines.
- Must be adaptable to mobility within the instructional environments.
- Consistent and regular attendance is an essential function of this position.
- Ability to work to implement the vision and mission of the district.

Other Job Functions

- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Participates as a member of an IEP team, 504 team or other student assistance team as requested.
- Prepares lesson plans for use by a substitute teacher.
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Supports district/school decisions in a positive manner with the public, other staff, etc.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Demonstrates professionalism and appropriate judgment in behavior, speech, dress, and appropriate professional manner for the work setting.
- Reads, analyzes and interprets professional journals, state data, state standards, Board policy, administrative procedures and forms, and governmental regulations and guidance.
- Maintains strict confidentiality.
- Adheres to good safety practices.
- Adheres to all district rules, regulations, and policies.
- All other duties as required or assigned.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age-appropriate activities; lesson plan requirements, stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities, meetings and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Physical Demands

Employee must have the ability to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. They must be able to move around the classroom and read handwritten or printed materials. The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 40% walking, and 50% standing.

Conditions and Environment

Employee will regularly work in a school environment that is noisy and active. Occasionally the employee will be required to work outdoors for short periods of time to perform such tasks as loading or unloading students from district transportation and supervising recess or other activities.