

JOB DESCRIPTION

September 2009

Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

TEACHER, PRESCHOOL INCLUSION PROGRAM

General Purpose:

A Teacher, Preschool Inclusion Program is responsible to the County Superintendent and works under the direct supervision of the designated special education manager. The Teacher, Preschool Inclusion Program provides itinerant special education services, providing instruction, assessment program planning for special education students with severe and low incidence disabilities enrolled in community preschool programs; monitors and evaluates student progress, researches, obtains and provides instructional materials, augmentative communication devices, and adaptive equipment for assigned students, and serves as a resource for students, parents, and preschool staff members.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Acts as case manager for students enrolled in his/her case load which includes but is not limited to: prepares future Individualized Education Plan (IEP) forms utilizing web based IEP system; receives and distributes reports for service provider unable to attend IEP; notifies administrator and/or staff regarding student information or assessment plans; co-chairs each IEP following a prescribed format; completes web based IEP paperwork within prescribed time period; and ensures delivery of a copy of the signed IEP to administrator.
- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and records any changes as they occur to ensure accurate IEP scheduling.
- Provides support for students in inclusive settings.
- Promotes positive public relations and advocates so as to establish and maintain inclusive classroom/sites.
- Collaborates with general educators, administrators, and other school support staff, as well as with parents, teacher assistants, and related service personnel.
- Where appropriate, adapts curriculum to meet the needs of the student, coordinates the infusion of the IEP goals into the curriculum and assists with the implementation of IEP goals.
- Consults with and provides support and in-service to the inclusion classroom team.
- Provides training, direction and supervision for assigned ancillary staff; modifies environment to accommodate for individual disabilities.
- Coordinates the implementation of the inclusion support program including: scheduling students, maintaining necessary records, coordinating, supervising, and training staff who are dispersed in several locations, providing direct instruction to students, conducting collaborative team meetings, assessing individual student performance and evaluating program effectiveness.
- Prepares written reports as required; meets with parents on a regular basis to review student progress and works on individual education-related issues.
- Participates in transition plans for students moving to other environments; works cooperatively with personnel from the student's district of residence and/or outside agencies.
- Instructs adults and students (when appropriate) in the use of technological aids appropriate to the student's disability; lifts, moves and properly positions students in wheelchairs, standers, and other devices; provides personal physical care and/or medical procedures to students following appropriate training.

TEACHER, PRESCHOOL INCLUSION PROGRAM/PAGE 2

- Utilizes positive strategies to manage student behaviors and assists in developing behavior management plans.
- Participates in professional growth activities such as conferences, classes, staff meetings and program visitations.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- Required level of education in order to obtain the appropriate authorization from the California Commission on Teacher Credentialing (CTC) for the position.

Experience:

- Professional training and paid or volunteer experience with individuals with disabilities.

Knowledge, Skills and Abilities:

- Knowledge and understanding of current educational best practices related to early childhood special education.
- Knowledge of early childhood assessment tools and procedures.
- Knowledge of early childhood curricula.
- Knowledge of early childhood development.
- Knowledge of typical and atypical child development.
- Knowledge of classroom procedures and developmentally appropriate student conduct.
- Knowledge of applicable laws, codes, regulations, policies, and procedures.
- Skills in evaluating and modifying classroom activities to create an inclusive learning environment.
- Skills in instructing and training paraprofessionals to carry out the instructional program.
- Skills in oral and written communication.
- Ability to teach students, demonstrating a wide variety of abilities and instructional needs.
- Ability to work effectively with parents, other program staff members, and public and private agencies.
- Ability to function as a positive, contributing member of a professional team.
- Ability to demonstrate tact, courtesy and patience in interactions with others.

Required Testing:

- None

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess one of the following credentials: Early Childhood Special Education credential, Physically Handicapped/Other Health Impaired, or Moderate to Severe with Early Childhood Certificate.

TEACHER, PRESCHOOL INCLUSION PROGRAM/PAGE 3

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, and involves continuous contact with staff, and representatives of other agencies.

Physical Requirements:

- The usual and customary method of performing the job's functions requires the following physical demands: frequent lifting with the ability to lift 40 pounds; sufficient strength to lift non-ambulatory students, and lift and move adaptive equipment; carrying, pushing and/or pulling.
- Frequent stooping, kneeling, crouching, and reaching.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Facility to drive an automobile.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Certificated

Salary Grade: Placement based upon education and experience

Reviewed and Approved:

Supervisor: _____

Date: 9-25-09

Human Resources: _____

Date: 9/25/09