



Job Description  
**EARLY CHILDHOOD SPECIAL EDUCATION TEACHER**  
Certified

**Position Goal:** The Early Childhood Special Education Teacher (ECSE) creates a learning environment to facilitate the personal, social and intellectual development of pre-school students. The ECSE Teacher's responsibilities include providing individualized and small group instruction to students, collaborating with other general and special education providers in order to ensure students are making progress on individualized education program (IEP) goals and the general education curriculum. In order to respond and meet the needs of the each student, the ECSE Teacher must work closely with parents, other staff members and the administration of USD 231.

**Preferred Qualifications:**

- Bachelor's degree from accredited college/university
- Hold or be eligible for teaching license in state of Kansas in area of early childhood
- Training and experience serving students with exceptionalities
- Health and inoculation certification on file (post-employment offer)
- Pass criminal background check (post-employment offer)
- Demonstrate ability to implement best practice, motivation others and help students, set and achieve high performance levels
- Desire to enhance skills and improve job performance

**Reports to:** Building Principal and Director of Special Services

**General Responsibilities:**

- Responsible for a providing day-to-day instruction to students with special needs
- Facilitate the personal, social and intellectual development of assigned students
- Demonstrate effective interpersonal relationships
- Communicate and work effectively with members of school district and community
- React to change productively and handle other tasks as assigned
- Set high expectations for student achievement and behavior
- Keep information and records confidential
- Appropriately use all technology
- Actively support and promote the school's philosophy, mission, and goals
- Obtain prior approval from Building Principal or Director of Special Services for all activities and expenditures
- Implement and follow all district health and safety policies, including all precautions of the blood borne pathogens exposure plan
- Perform other duties and assume other responsibilities assigned by the Building Principal, Director of Special Services or other administrative staff

**Essential Functions:**

- Assist in the early recognition and prevention of educational needs
- Participate as a team member in the screening, initial evaluation, review, and re-evaluation process

- Plan, implement and evaluate an annual IEP, including goals and objectives for each student based on individually assessed needs in accordance with district and state procedures
- Adhere to required program guidelines as defined by the Kansas Plan for Special Education
- Monitor and report on student progress (i.e. progress reports, parent conferences)
- Maintain developmentally appropriate curriculum and instructional practices
- Demonstrate awareness of the needs of students and provide for individual differences
- Assess and document progress of students on short-term objectives every nine-weeks
- Plan, conduct and complete necessary paperwork for annual IEP meetings
- Develop lesson plans, including activities and materials, and implement with individual students and small groups of students
- Provide leadership in the selection and implementation of developmentally appropriate curriculum and subject matter
- Maintain developmentally appropriate curriculum and instructional practices
- Adapt available curriculum materials and design new materials to meet student need
- Employ variety of instructional techniques, strategies and media, consistent with capabilities of the individual student or group
- Motivate students with effective communication and feedback
- Establish and maintain a positive climate for learning through appropriate classroom management
- Provide mealtime/snack supervision, toileting, hygiene, and health care as needed
- Assist students in developing feelings of self-worth and in making social adjustments, which permit them to cope with disabilities
- Treat all students with respect and dignity, be responsive to their circumstances
- Knowledge of standardized testing and other assessment data to deliver appropriate instruction to each student
- Management of data collection system for individual students
- Collaborate with general education colleagues to promote appropriate inclusion opportunities
- Supervise student field trips, as needed
- Attend and assist with school events, such as musicals, athletics, student recognition ceremonies, open houses and graduations, as needed
- Proficient in use of technology and effectively integrate technology into the classroom environment and instruction
- Work cooperatively with parents to meet the needs of students
- Regular and effective parent communication through planned and unplanned activities
- Plan and implement transitional programs for students transitioning from Infant Toddler Services and to Kindergarten.
- Refer students and their families to appropriate community agencies and services
- Cooperate with agencies serving students and their families
- Develop and conduct necessary in-service programs to inform colleagues on the identification process and goals/objectives for program
- Implement programs and assist in training general ed. staff in activities as recommended by support service staff (occupational therapy, physical therapy, speech therapy, etc.)
- Order and maintain an adequate inventory of material and supplies to facilitate implementation of IEP's.
- Keep abreast of new information, innovative ideas, and research based techniques
- Train and supervise paras as assigned
- Attend building and district level department meetings

#### Service Delivery

- Scheduling Indirect Services – planning with the general education teachers and related services support staff to assist with creating developmentally appropriate center and group activities, modifications and accommodations for a wide range of learners, classroom

management strategies, awareness and skills training on disabilities for parents and staff, data collection procedures.

- Scheduling Direct Services – When appropriate special services will be provided in general education classrooms. This may be a team teaching situation with the general education teacher or actually teaching a learning activity for a student(s) with an IEP. Pull-out services may be needed when student needs require a more restrictive setting because of skill level, classroom environment stimulus, etc.
- Be a team member of the building in which you provide services and with ECSE Team – participate in CARE meetings, assessment and evaluation, provide learning strategies ideas and interventions as appropriate.
- Playgroup – planning with the Speech-Language Pathologist, assisting with creating developmentally appropriate activities, classroom management strategies within a playgroup setting for preschoolers with speech-language delays.

**Physical Requirements/Environmental Conditions:**

- Work in multiple settings
- Work in noisy and crowded environments
- Work indoors and outdoors, year-round
- Able to physically monitor student performance and manage classroom behaviors
- Good physical agility which requires the following:
  - Frequent bending
  - Sitting
  - Standing
  - Walking
  - Kneeling
  - Reaching
- Physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 40 pounds

**Terms and Benefits:**

- Compensation, work terms and fringe benefits per GENE and USD 231 Board of Education Negotiated Agreement
- Work days per GENE and USD 231 Board of Education Negotiated Agreement
- Evaluation per GENE and USD 231 Board of Education Negotiated Agreement
- Single dental and single medical insurance benefit
- Section 125/Cafeteria Plan
- KPERs retirement plan

**Revised:** October 2015

The Gardner Edgerton School District is an Affirmative Action, Equal Employment Opportunity Institution