

# **SNOQUALMIE VALLEY SCHOOL DISTRICT**

## **JOB DESCRIPTION**

Job Title: **Early Childhood Special Education Teacher**

Reports to: **Building Administrator**

Work Year: **School Year**

FLSA Status: **Exempt**

Classification: **Certificated-SVEA**

Salary: **As Stated in Schedule**

**Position Summary:** The Early Childhood Special Education Teacher will facilitate student success in academics, independence, social situations, and behavior across multiple settings through implementation of evidenced-based curriculum and individualized planning. The teacher will be responsible for case management of all students on their caseload: documenting student progress, data collection and analysis, addressing specific needs of students, providing a safe and optimal learning environment, and facilitating the Individualized Education Plan (IEP) process. The teacher performs under the general direction of the building principal or program director with assistance from appropriate staff personnel. The teacher might implement student IEPs within a Special Education Preschool classroom or on an itinerant basis across several different Early Childhood classrooms.

### **Qualifications Required:**

- Valid Washington State teaching certificate with Special Education endorsement.
- Demonstrated knowledge of standard Special Education processes.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

### **Qualifications Preferred:**

- Valid Washington State teaching certificate with Early Childhood endorsement.
- Experience with Trauma-Informed Practices.
- Knowledge of Universal Design for Learning (UDL).
- Knowledge of Multi-Tiered System of Supports (MTSS).

### **Essential Functions and Responsibilities:**

- Develops procedurally compliant IEPs that provide guidance for educational planning and behavioral intervention.
- Plans and provides specially designed instruction in accordance with students' IEP goals, including monitoring progress toward those goals by maintaining regular data collection, and by utilizing differentiated instructional practices and data drive instructional decision making.

- Modifies regular curriculum to meet individual needs in regular education classrooms and provide multiple means of engagement.
- Centers instruction on high expectations for student achievement by establishing a culture for learning, providing clear communication with students and engaging students in learning.
- Identifies individual student learning needs and develop strategies to address those needs.
- Works with students in small and large groups, and in multi-aged groups.
- Fosters and manages a safe, positive learning environment through creating an environment of respect and rapport, managing classroom procedures, student behavior, and organizing a safe physical space for student learning.
- Uses multiple student data elements to modify instruction and improve student learning.
- Designs student assessments, uses formative assessment in instruction, and maintains accurate student records.
- Communicates and collaborates with parents and the school community through effective and ongoing communication.
- Directs the activities of assigned non-certificated personnel.
- Actively connects students' culture, language, and/or life experiences to school content through Culturally Responsive Teaching.
- Works cooperatively with general education teachers, paraeducators, and related service providers; including consulting, working in general education classrooms, directs student support, and team teaching as appropriate.
- Exhibits collaborative and collegial practices focused on improving instructional practice and student learning.
- Participates in a professional community, grows and develops professionally and demonstrate professionalism.
- Attends or participate in all required staff meetings and other activities deemed necessary by the District and/or building principal, in order to accomplish the objectives of the position for and for professional development.
- Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren); advocates for the special needs of the student with the school community.
- Demonstrates and maintains positive working relationships with staff, parents, community, businesses and organizations, and national/local professional associations.
- Uses technology for communication, presentations, trainings, workload management, and workshops.
- Communicates openly and effectively with students, community, staff, and administration.
- Works cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment
- Assists with the development of an atmosphere of respect, interest, and enthusiasm within the school.

**Nonessential Skills and Experience:**

- Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

**Success Factors/Job Competencies:**

- Demonstrated ability to meet or exceed Essential Job Functions.
- Demonstrated knowledge of current research and resources related to student interventions, such as MTSS, positive behavior support systems, etc.
- Demonstrated positive attitude with the belief that each student is capable of learning and has the right and capacity to achieve personal excellence.
- Demonstrated understanding of current national, state and local education initiatives.
- Demonstrated ability to interact tactfully and positively with students, staff, parents, community, and other customers; maintain effective working relationships with a variety of people.
- Demonstrated strong initiative and self-motivation.
- Demonstrated ability to act with integrity, fairness, and in an ethical manner.
- Demonstrated ability to effectively establish work priorities, and to make independent decisions.
- Demonstrated ability to work on multiple tasks simultaneously.
- Demonstrated ability to be detail oriented with excellent organizational skills.
- Demonstrated ability to be flexible and open to new ideas.
- Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
- Demonstrated ability to follow directions, yet exercise independent and appropriate judgment.
- Reacts to change productively and handles other tasks as assigned.
- Demonstrated support of the value of education.
- Demonstrated support of the mission, vision and values of the District.

**Physical Demands and Work Environment:** The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

- *Physical Demands*—Positions in this class typically require stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, grasping, talking, hearing, seeing, repetitive movements, and quick physical transitions. Macay lift up to 50 lbs.; occasional sitting at computer, utilizing keyboard.
- *Work Environment*—Required to manage a wide range of student achievement and behavior; required to work with a range of student disabilities; required to remain flexible to meet students immediate needs; required to prioritize multiple tasks, may experience frequent interruptions; may occasionally interact with distraught or escalated students; appropriate instructional methods may require specific body positions and movements that require sufficient stamina and exertion; required to demonstrate physical techniques properly for

student safety, or to conduct or direct students; may be required to accompany students outdoors in inclement weather; potential exposure to ordinary infectious diseases carried by students.

**Performance Standards:** The person in this position will be evaluated annually in accordance with the provisions of the District policy on evaluation of certificated employees

**Approval/Revision Date:** October 2024

**General Sign-off:** The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.