



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Early Childhood Specialist

Position Type: Certified	Department: Early Childhood/Student Support Services
Salary Schedule: Certified	Location: Schools
Reports to: Early Childhood	
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: May 30, 2024

POSITION SUMMARY:

This position provides direct support to Early Childhood (EC) teachers through instructional coaching, curriculum development, compliance support for required paperwork and licensing and acts as a liaison between site principals, SSS Leadership and outside agencies.

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

ESSENTIAL FUNCTIONS:

The EC Specialist will:

- Proactively work with early childhood professionals in developmental preschool and Head Start Programming in DVUSD.
- Support and guide special education service delivery, as well as compliance processes.
- Be responsible for collaborating with multiple stakeholders, including: Student Support Services, Developmental Preschool, Head Start Programming, Curriculum Assessment and Instruction, Human Resources (mentors) and site leadership on campuses.
- Supports TPP (Teacher Prep Program) teachers in Early Childhood.
- Supports and collaborates with other Early Childhood professionals in collaborative teams as a part of the PLC structure.

CURRICULUM/INSTRUCTION/ASSESSMENT:

- Guides instruction aligned with the State Standards and District adopted curriculum appropriate to each student's level of need according to Early Learning Standards.
- Supports safe and socially acceptable replacement behaviors in order to build a repertoire of communication, social interaction, and problem-solving skills.
- Supports, Identifies, selects, creates, accommodates and modifies instructional resources to meet the needs of students with varying backgrounds, abilities, and needs through differentiated instruction to engage all students in meaningful learning.
- Uses technology to supplement instruction.
- Uses technology to provide access to curriculum for students that require assistive technology.
- Identifies and requests needed materials, supplies and equipment to implement IEP services, utilizing all available resources to enhance instruction.
- Guides and supports academic/achievement assessments as directed.
- Coaches and supports specially designed instruction consistent with students' Individualized Education Plans (IEP)s utilizing strategies, methods and materials appropriate to the learner's abilities, needs and learning style.
- Supports and guides IEP Meetings in conjunction with general education staff and related service providers.
- Supports and guides Multi-disciplinary Evaluation Team meetings.
- Supports the development of compliant IEPs that meet all federal and state guidelines for students by the annual IEP due date.
- Identifies and requests environmental accommodations and adaptive equipment for students.
- Supports and guides IEP goal progress monitoring and sends a copy of the progress toward goals home to parents on a quarterly basis.
- Encourages the development of IEP data repositories to inform data discussions and decision making at IEP meetings.
- Supports and leads quarterly IEP reviews for each student in conjunction with the student's home campus.

BEHAVIORAL:

- Supports the management of student behavior using positive behavior intervention techniques and an extensive knowledge
- Provides coaching regarding a classroom wide behavior management system.
- Supports the collection of behavioral data using District approved data collection sheets and consistently analyzes data sets to inform behavioral intervention.
- Collaborates on Functional Behavioral Assessments (FBA) in conjunction with the school psychologist.
- Collaborates on individualized Behavior Intervention Plans (BIP)s for each student in conjunction with the IEP team.

- Assures that EC staff utilize District-approved restraint and seclusion guidelines and is properly trained through District protocols.
- Supervises the application of approved crisis intervention techniques.

COLLABORATION/COMMUNICATION:

- Assigned by Early Childhood Manager as a liaison between multiple stakeholder groups.
- Creates and facilitates professional development for EC staff.
- Communicates and collaborates with site administration, special education staff, and general education staff regarding student progress.
- Communicates with each student's home campus regarding student progress.
- Collaborates with each student's home campus to support opportunities for modeling.
- Consistently communicates site leadership regarding student/classroom instructional and behavioral needs.
- Communicates and collaborates with site and district leadership to determine needs for professional development and procedural training.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned Early Childhood paraprofessionals.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Ability and desire to provide outstanding customer service.
- Ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have the ability to keep abreast of information pertinent to the job.

- Must maintain a well-groomed appearance.
- Must have patience and an aptitude for technical troubleshooting.
- Must have knowledge of Microsoft Office, and internet-based applications.
- Demonstrates the ability to work effectively under time constraints.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Properly certified in special education (preferred).
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must be trained in Crisis Prevention Intervention (CPI) techniques on an annual basis.

EDUCATION AND/OR EXPERIENCE:

- Must have a Bachelor's degree (BA) from a four-year college or university.
- Minimum of 3 years successful experience working with students that have academic and/or behavioral challenges.
- Special education and/or administrative experience preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be physically able to appropriately physically intervene with students if there is the need for protection of staff and students. This is always as a last resort.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate to high.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.