



# DEER VALLEY

Unified School District

## JOB DESCRIPTION

JOB TITLE: Itinerant/Mentor Teacher of Preschool Special Education

Position Type: <b>Certified</b>	Department: <b>Student Support Services</b>
Salary Schedule: <b>Certified</b>	Location: <b>Schools/District Office</b>
Reports to: <b>Early Childhood Manager</b>	
Term of Employment: <b>10 months</b>	Shift: <b>Day</b>
Approved By: <b>Human Resources</b>	Date: <b>March 11, 2019</b>

### **POSITION SUMMARY:**

The Itinerant Teacher supports the implementation of age appropriate standards-based curriculum for students in special education and developmental preschool. To serve as a liaison between schools and the District. Works and supports early childhood staff in making appropriate accommodations and modifications in appropriate age and grade level curriculum for students with special education needs. The Mentor Teacher assists Early Childhood teachers in the development of effective instructional strategies and classroom behavior interventions as well as assisting in the understanding of departmental processes and procedures established to improve student learning, ensures behavioral compliance and supports the implementation of specific processes such as the MET, IEP and Student Support Plan. The Mentor Teacher collaboratively plans instruction that effectively uses the state standards, district curriculum, technology and other available resources in order to facilitate the growth and development of Early Childhood teachers and staff.

*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:**

- **Early Childhood Mentor**
  - Develops and implements training activities in order to meet the needs of the Early Childhood staff.

- Provides general support, guidance, and encouragement to the Early Childhood Staff.
  - Provides instructional support by demonstrating and coaching using strategies such as co-planning and co-teaching.
  - Models and demonstrates effective instructional and behavior intervention strategies.
  - Observes and monitors progress, documents observations, maintains a mentor log and maintains confidentiality.
  - Attends all required trainings related to improving instructional practices and mentoring skills.
  - Attends all scheduled meetings, including new teacher orientation.
  - Provides training in utilizing IEP Pro, development of individualized IEPs and facilitating effective IEP meetings.
  - Maintains weekly documentation in a shared folder including contacts, goals, PDSA's, progress, etc.
  - Supports the design and implementation of early childhood curriculum, instruction, and assessment as per requirements of IDEA, 504 and ESEA.
  - Provides instructional support by locating, developing and providing needed resources available both on campus and within the district.
  - Observes and conferences with teachers; supports teaching and learning standards of the state curriculum frameworks; refining various teaching strategies; addressing issues such as classroom management and communicating effectively with parents; recognizing and addressing multiple learning styles and individual student needs.
  - Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
  - Participates and develops professional development activities.
  - Serves as a resource for early childhood staff regarding accommodations and modifications within the Early Childhood based curriculum.
- **Itinerant Special Education Teacher**
    - Provides instruction for students in Head Start who have been identified with Special Education needs in the areas of social/emotional, cognitive and/or self help skills.
    - Works collaboratively with professional colleagues.
    - Attends meeting for preschool students in private placement or public day schools, and attends IEP meetings related to developmental preschool as needed.
    - Prepares and maintains records and reports as required for compliance with various state, federal, and administrative regulations.
    - Assists with data entry for Early Childhood Outcomes as needed. An Itinerant Special Education Teacher effectively determines and clearly communicates instructional goals.
    - Demonstrates knowledge of the alignment of curriculum with Arizona Academic Standards and Teaching Strategies Gold.

- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
  - Utilizes technology in developing curricular, instructional, and assessment strategies.
  - Attends specific meetings which affect curriculum, instruction, and special education as needed.
- **Expectations:**
    - Uses the professional day in a productive manner.
    - Completes assigned tasks and projects in a competent and timely fashion.
    - Communicates and responds in a competent and timely fashion.
    - Applies knowledge gained from professional development activities.
    - Persists in seeking effective approaches for students and staff who need help.
    - Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
    - Applies District policies and administrative procedures fairly and consistently.
    - Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
    - Demonstrates receptivity to ideas, issues, and concerns presented by constituents.

**MARGINAL DUTIES:**

- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the Early Childhood Manager.
- Provides substitute coverage as assigned by the Early Childhood Manager on an as needed basis.
- Must meet any additional specific job requirements as indicated by the Early Childhood Manager.

**SUPERVISORY RESPONSIBILITIES:**

- Works with school staff to supervise students.
- Works with school staff to supervise parent volunteers or chaperones.

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the 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 ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have excellent computer skills.

**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.
- Must have a valid Arizona Early Childhood Special Education certificate or Special Education certificate with an Early Childhood Endorsement.
- Must have and maintain a valid Arizona driver's license.
- Five years of teaching experience.
- Must attain an SEI endorsement as required by Arizona Department of Education.

**EDUCATION AND/OR EXPERIENCE:**

- Must have a Bachelor's degree (BA) from a four-year college or university.
- Must have experience working with children aged 3 to 5 years of age.

**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 and 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.

**ENVIRONMENTAL CONDITIONS:**

The noise level in the work environment is usually moderate.

- 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*