



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Teacher of Preschool Special Education**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: School
Reports to: Principal	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: March 11, 2019

POSITION SUMMARY:

To work in a partnership with students, staff, parents and the community in accordance with the district's vision and mission to promote student achievement.

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:

- Administers appropriate assessments to students to evaluate skill level, progress and achievement, when necessary or at the direction of the psychologist or support specialist.
- Provides instruction consistent with students' Individualized Education Plan (IEP) service page, utilizing strategies, methods and materials appropriate to the learner's abilities, needs and learning style.
- Develops materials and behavioral management strategies which will enable more effective learning.
- Participates as a member of the Multi-tiered System of Support (MTTS) team if asked and provides consultation and assistance in co-teaching environments.
- Recommends adapted equipment or alternatives, as appropriate, to promote student success in all environments.
- Schedules and participates in Multi-disciplinary Conferences, IEP Meetings and parent conferences as needed or appropriate.

- Develops and revises IEPs for students as necessary.
- Initiates Student Support plans as needed.
- Consults with parents, staff, related services, consultants, and outside agencies for both general education and special education as appropriate or necessary.
- Identifies and requests materials, supplies and equipment to enable implementation of IEP goals and objectives, within specified timelines.
- Attends required department and district in-services, and campus meetings.
- Identifies and requests environmental accommodations and adaptive equipment for students.
- Performs academic/achievement assessments as directed.
- Schedules students for direct and consultation services when indicated in the IEP, being mindful of conflicts and other program needs.
- Coordinates and schedules timely IEP Meetings with appropriate related service providers.
- Assumes responsibility for IEPs of which the teacher is assigned.
- Acts as administrative designee if directed by administration.
- Writes compliant IEP paperwork and adheres to IEP timelines.
- Collects and produces data regarding IEP progress toward goals, and sends a copy of the progress toward goals home to parents on a quarterly basis.
- Maintains and submits in timely manner accurate class lists and other IEP data when asked.
- Willing to work with students of differing disabilities and instructional need levels.
- Submits paperwork to the Intervention Specialist in a timely manner.
- Attends AIMS A trainings when required.
- Coordinates with the multi-disciplinary team in developing and using community based instructional environments and transition strategies when required.
- Develops graduation plan, and transition plan, if appropriate, with the input of the IEP team.
- Works effectively with support staff.
- Modifies general education curriculum, if appropriate, in conjunction with the general education staff.
- Effectively implements State Standards and District curriculum.
- Demonstrates knowledge of students and individualizes appropriately.
- Selects appropriate instructional goals.
- Utilizes all available resources to enhance instruction.
- Designs and implements coherent instruction.
- Effectively assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Effectively manages classroom procedures.
- Effectively manages student behavior.

- Optimizes physical space and resources for safety and usage.
- Communicates clearly and accurately with all audiences.
- Conducts observations in order to aid in the diagnosis as well as the development of programming and instructional strategies.
- Identifies student abilities and needs with the Individualized Education Program (IEP) team in developing long and short term goals and objectives for behavior, curriculum and instruction.
- Develops and implements lesson plans for each area of instruction aligned with the state standards and IEPs.
- Provides instructional, vocational, and developmental assistance to students who are profoundly emotionally disabled.
- Applies basic practices of effective behavioral management and teaches problem solving skills.
- Develops and maintains a behavior management system, including monitoring and charting behaviors specific to individual behavior plans.
- Applies and supervises the application of approved crisis intervention techniques to students with aggressive behavior and restrains violent students appropriately as needed.
- Adheres to District approved restraint and seclusion guidelines.
- Consults with the psychologist and other appropriate staff in developing and implementing counseling and processing activities/strategies.
- Supervises behavior techs in both instructional and non-academic duties.
- Has knowledge of intellectual, sensory and physical development of children and of their educational and developmental needs.
- Has knowledge of best practices in the assessment of students with autism, and specific evidence-based intervention methodologies for individuals with Autism Spectrum Disorder such as structured teaching, discrete trial training, pivotal response, peer training, naturalistic teaching, video modeling, etc.
- Has knowledge of the Autism Spectrum Disorders including the characteristics and behavioral manifestations.
- Uses effective questioning and discussion techniques.
- Engages students in meaningful learning.
- Provides useful and timely feedback to students.
- Demonstrates flexibility and responsiveness.
- Reflects on teaching and varies techniques and approaches accordingly.
- Maintains accurate records.
- Communicates well with parents, students, staff and administrators.
- Contributes to the school and district.
- Grows and develops professionally.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Provides differentiated instruction for students of all abilities.
- Works cooperatively with all staff members.
- Uses effective motivational techniques.

- Places emphasis on both student achievement and well being.
- Must meet any additional specific job requirements as indicated by the school.

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 students.
- Supervises any assigned parent volunteers or chaperones.
- Supervises and evaluates behavioral techs in both instructional and non-academic duties.

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 a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must have a valid Arizona Early Childhood Special Education Certificate.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Training and education with Positive Behavior Interventions and Supports (PBIS) required.

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 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be physically able to appropriately restrain students if there is the need for protection of staff and students.

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.