



Job title	<i>Special Education Teacher</i>
Reports to	<i>Director of Birth to Three</i>
Fair Labor Standards Status	<i>Exempt</i>

Job purpose

The Special Education Teacher is responsible for providing early intervention services to children in the environment in which the child naturally spends his/her day and those enrolled in center based birth to three programming. The teacher will address all areas of development and base his/her treatment activities on the goals written by the parents and stated on the IFSP. The teacher is also responsible to help support the families through the birth to three process. The Special Education Teacher reports directly to the Director of Birth to Three programming.

Working relationships

Agency Staff
Volunteers
Families
Community Professionals
General public

Prime functions

Work as a team member when participating in the screening, evaluation and IFSP process. Work with all early intervention staff under a Primary Provider Approach with an emphasis on Coaching as a strategy to promote provision of services that are relationship-based, family centered, collaborative and based on enhancing family strengths to support family functioning which increases each child's opportunities to achieve his/her maximum developmental potential:

- Be proficient in the administration of Standardized and/or Norm Referenced assessment tools in all areas of development in order to assist in determining eligibility for programming.
- Administer initial screening and/or evaluation in all areas of development.
- Facilitate and participate in the development and review of the IFSP.
- Conduct/administer ongoing educational assessments.
- Attend and participate in child's IFSP and IEP meetings (when invited).
- Complete necessary paperwork for initial evaluation and IFSP in a timely manner.
- Consult with MPS staff and complete MPS referrals in a timely manner.
- Participate as a member of the IFSP team. Communicate with other team members as necessary to assure understanding of all aspects of a child's program

Provide Special Instruction Services, either directly or on a consultation basis, to children with special needs, their families, and caregivers in a variety of settings, including; home-based, center-based classroom, Special Care Nursery:

- Develop appropriate education plans based on children's current interest and levels and parent input.
- Schedule home visits as necessary to provide services.

- Schedule and design activities to meet child's special needs.
- Provide home programs to parents as appropriate.
- Assist families in understanding appropriate discipline techniques
- Use a variety of behavior techniques, to help children behave constructively, including redirection, prevention, consistent clear rules, logical or natural consequences, and problem solving skills. Communicate techniques to parents/caregivers to assist in carryover in a variety of settings.
- Utilize multiracial, non-sexist, non-stereotyping materials during programming.
- Observe/ assess all children and keep records/portfolios to share with parents on a regular basis.
- Treat children and families of all races religions, family backgrounds, socioeconomic status and cultures with respect and consideration.
- Interact frequently with children showing affection, interest and respect
- Encourage children to use language
- Maintain neat and orderly materials in home, daycare and/or classroom
- Become familiar with and be able to execute emergency procedures in center based classroom
- Inform parents of meal menus, food consumption and other daily routines of their child when assigned to center based classroom
- Promote mealtime as a pleasant social and learning experience for children in center based classroom and promote good nutritional habits.
- Sit with children during meals to provide a good role model and encourage conversation
- Arrange space to accommodate children individually, in small groups, and in large groups, define these areas and have them prepared and inviting, when in classroom
- Provide mentoring and support to child care classroom teachers on special education techniques to utilize within their classrooms.

Support the families and/or caregivers to be an integral part of their child's Birth to Three Program:

- Support parents, caregivers and assist them in providing appropriate activities at home/community setting with their child.
- Engage parents/caregivers to become active participants in their child's program.
- Provide family support services in conjunction with Service Coordinators.
- Be flexible in coordinating service plans with families.
- Assist families/caregivers in understanding appropriate discipline techniques.
- Maintain on-going communication with parents, caregivers, and team members.
- Provide community resources to parents as appropriate to meet their needs.
- Assist families in accessing resources.

Follow agency policies and procedures:

- Maintain positive interaction with staff, families and other community agencies.
- Maintain prompt hours; notify direct supervisor in the event of illness/absence.
- Contact clients in the event of absence.
- Maintain appropriate attire according to PCC guidelines.
- Attend staff meetings as required.
- Become familiar with state daycare licensing rules and NAEYC Accreditation criteria.
- Meet state requirement for inservice training and continuing education.
- Maintain accurate records, attendance and progress notes.
- Complete weekly and monthly billing sheets, in a timely manner.
- Maintain expected level of productivity.
- Become familiar with first aid and personal safety. Maintain CPR certification.
- Attend weekly PCATT meetings.

Assist the agency as needed:

- Perform all other duties as assigned
- Encouraged to volunteer 4 hours of time per year to a Penfield activity

Qualifications

- Bachelors Degree in Early Childhood Special Education or related field required.
- DPI 808/809 License preferred. Maintain license (if applicable)
- CPR and First Aide certification
- Thorough knowledge of child development and developmental disabilities in children
- Familiarity with the design and implementation of early childhood curriculum
- Ability to work effectively with parents/caregivers from diverse backgrounds
- Excellent organizational skills and attention to detail
- Excellent communication skills – written and oral
- Computer literacy required: efficiency in Microsoft office. Ability to learn new programs.
- High level of confidentiality and ethics.
- Ability to work well independently or as a member of a team.
- Proficiency in the use of specialized therapy equipment (including G-tubes, oxygen, bolsters, wheelchairs etc.).
- Ability to lift or move objects of 50 lbs. or less on a daily basis.
- Must have sufficient mobility to move- including bend, stoop, reach, lift and grasp.
- Meeting vaccine standards as outlined in Bloodborne Pathogens Exposure control plan
- Valid Wisconsin driver's license and access to an insured vehicle during working hours

Performance criteria

- Deepen our impact, expand education services through Early Head Start partnership
- Organizational development , foster a culture of high performance, accountability and teamwork
- Financial Stability, maximizing organizational efficiencies through productivity and program improvements.
- Quality Improvements through Data Analytics, Implement electronic client records system

Penfield Children's Center is an Equal Opportunity Employer.