

JOB DESCRIPTION
San Diego County Office of Education

TEACHER, SPECIAL EDUCATION – INFANT/TODDLER

Purpose Statement:

The Teacher, Special Education – Infant/Toddler provides special instruction focused on promoting caregiver-child interactions within the context of everyday activities and routines as the foundation of effective early intervention for infants and toddlers with developmental delays or disabilities. This position is the primary service provider who meets with families regularly to collaborate on intervention strategies that address IFSP outcomes in the context of everyday routines. Along with the support of other team members, assists the family to implement intervention strategies and meet the needs of their child. Works with children with a variety of disabilities, birth to age three, and their families.

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, as well as being accountable for their actions and their impact.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

Essential Functions:

- Provide direct support and coaching to families
- Provide relationship-based intervention utilizing both reflective and developmentally appropriate practices with families and children
- Educate parents and others regarding models of early intervention services and current research.
- Support and encourage parents to identify and access supports and community resources that will meet their needs.
- Participate in initial evaluations and ongoing assessment as a member of a multi- disciplinary team
- Develop family centered child goals and outcomes and implements activities to support the outcomes
- Write IFSP's (Individual Family Service Plans) in collaboration with the parent, other agencies and/or team members within required timelines and following legal requirements
- Coordinate service provision for families and function in the role of service coordinator when required
- Consult with parents, other service providers, and representatives of appropriate community

agencies to ensure the effective provision of services

- Complete all required assessments/evaluations and related reports required by Education Code, Department of Education or the program within timelines
- Supervise and guide Early Intervention Assistant in collaborative service to families
- Monitor implementation of all IFSP services for children on caseload
- Design and conduct training for team members, other agencies, and/or families
- Make appropriate referrals to other professionals and agencies on behalf of the child and family as needed
- Utilizes adult learning approaches to support caregivers' competence and confidence in meeting their child's needs
- Collaborate with San Diego Regional Center (SDRC) service coordinators and Part B district representatives to ensure successful integration and transition to preschool programs, services and/or community options at age three
- Participate and attend staff meetings, professional development, reflective groups, related workshops and trainings
- Collaborate with peers in work groups to improve professional practice and meet program goals
- Drive to home visits and community settings to provide services in the child's natural environment
- Demonstrate professionalism in all work

Other Functions:

- Perform other related duties as assigned.

Job Requirements: Minimum Qualifications:

Knowledge and Abilities

KNOWLEDGE OF:

Principles, theories, practices, methods and techniques used in working with infant/toddlers;

Applicable laws, rules, regulations, and policies;

Equipment used in the course of providing services.

ABILITY TO:

Organize and manage assigned caseload;

Establish and maintain effective relationships with those contacted in the course of work;

Maintain records and prepare reports;

Communicate effectively both orally and in writing;

Create a positive listening environment;

Monitor and evaluate student progress;
Train and provide work direction to others;
Maintain current knowledge of program rules, regulations, requirements and restriction;
Analyze situations accurately and adopt an effective course of action;
Work independently with little direction;
Meet schedules and timelines;
Provide quality services to diverse populations and demonstrate cultural humility.

Working Environment:

ENVIRONMENT:

Duties are typically performed in a home setting. May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift up to 25 lbs. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience

Experience: Three (3) years successful experience in early childhood programs for children with special needs. Experience with infants and toddlers from birth to age 3. Experience working as part of a multidisciplinary team responsible for assessment, writing IFSPs, providing consultation, support and strategies to families of young children with disabilities; and

Education: Bachelor's Degree in education or related field; or

Equivalency: A combination of education and experience equivalent to a bachelor's degree in education or related field and three (3) years successful experience in early childhood programs for children with special needs. Experience with infants and toddlers from birth to age 3. Experience working as part of a multidisciplinary team responsible for assessment, writing IFSPs, providing consultation, support and strategies to families of young children with disabilities.

Required Testing

N/A

Certificates, Licenses, Credentials

Valid California Education Specialist teaching credential with an authorization in Early Childhood Special Education; or equivalent document.

Valid California Driver's License

Proof of all required immunizations including current Measles and Pertussis vaccinations.

Continuing Educ./Training

N/A

Clearances

Criminal Justice Fingerprint/Background Clearance

Physical Exam including drug screen

Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade Basic Teacher Compensation Plan, Salary Plan 060

Approval Date: July 2014

Approved by: Human Resources Services

Revised: 8/14, 8/20