

ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT CERTIFICATED POSITION DESCRIPTION

SPECIAL EDUCATION TEACHER EARLY CHILDHOOD PRESCHOOL

POSITION: Special Education Teacher Early Childhood Preschool

REPORTS TO: Site Administrator

LOCATION: Various Locations

NATURE OF WORK:

The Special Education Teacher works with children in early childhood setting and must possess knowledge of child development.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools
- Ability to evaluate and assess students to determine eligibility for program
- Ability to deliver specialized instruction in the development of readiness skills
- Demonstrate an understanding of early childhood curriculum

DUTIES AND RESPONSIBILITIES:

- Completes standardized assessments and formal reports for review with families and other service providers
- Develops IFSP and Extended IFSP outcomes/IEP goals and objectives based on child and family needs as well as formative and summative assessment information
- Collaborates with families and additional service providers to disseminate information about student needs to determine what differentiated strategies to use in each lesson
- Coordinates case management for families and children with IFSPs, extended IFSPs and/or IEPs
- Utilizes assessment data to determine child and family needs
- Develops behavioral intervention plans for students with behavioral needs
- Performs frequent formal and informal assessments to monitor progress on child and family outcomes/IEP goals and objectives
- Collaborates with colleagues to develop lessons and assessments for students with disabilities
- Considers modifications and the scaffolding necessary for each student to access developmentally appropriate activities
- Ensures that all IFSPs, extended IFSPs/IEPs are implemented appropriately
- Assists families in making informed decisions by providing accurate information regarding the options for programming (extended IFSP/IEP)

- Collaborates with families and other service providers to ensure that children have access to developmentally appropriate activities
- Understands the continuum of services and make recommendations for programs that meet the needs of children and their families
- Provides positive communication to team members and families about student progress and achievement
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:

Required:

- Bachelor's degree

Preferred:

- Eligibility for professional certification/licensure of the appropriate grade and or content, with an endorsement in: Special Education Infant/Primary (Birth – Grade 3), or Special Education (K-Grade 8 and Early Childhood Education (PreK-3)

TERM OF EMPLOYMENT:

Full-time, ten-month position

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Teacher Career Ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 04.2025, 07.2024