

RIVERSIDE UNIFIED SCHOOL DISTRICT



TITLE: Preschool Inclusive Practices Specialist

WORK YEAR: 185 Days

REPORTS TO: Director, Pupil Services/Special Education Local Plan Area

BASIC FUNCTION:

Under the direction of the Director, Pupil Services/Special Education Local Plan Area; the Preschool Inclusive Practices Specialist is responsible for providing training, guidance, and support to staff in order to enhance academic achievement, behavioral success, and participation in the least restrictive environment for students with special needs at designated school sites. The Preschool Inclusive Practices Specialist works with district staff to develop and implement effective instructional and behavioral strategies for students identified with special needs across school settings and works with parents and parent groups to support participation in their child's education.

Education And Experience:

- A valid California Early Childhood Special Education Credential
- Minimum of five (5) years of experience as a successful teacher
- Experience in leading teacher teams and working with adult learners

ADDITIONAL REQUIREMENTS:

- Must possess a working knowledge of early childhood curriculum
- Ability to work well with and understand the particular needs of preschool-aged children and children with special needs
- Ability to serve as an effective role model, ability to establish and maintain cooperative relationships with staff, parents, and the public
- Ability to communicate effectively orally and in writing
- Valid California Driver's License

REPRESENTATIVE DUTIES:

- Provide general education and special education staff informal feedback, coaching, and consultation on classroom-based inclusive practices aligned to current research to support the implementation of instructional and behavioral strategies.
- Assists classroom teachers in identifying and addressing learning barriers and planning appropriate instructional strategies and accommodations to support struggling students (academically and/or behavioral/social-emotionally).
- Assist sites in cultivating and creating cultures that value supporting all students to learn at high levels.
- Regularly support school site team(s) to analyze student data, implement and monitor robust supports, and conduct problem-solving data cycles as part of the continuous improvement process.
- Provide regular support in the collection and interpretation of data so accommodations and/or modifications can be made to the instructional program.
- Attend IEP meetings and collaborate with multidisciplinary teams in the development of student goals.
- Assist in the development and support the implementation of behavioral support plans.
- Plan and conduct professional development for schools to support tiered instructional

- practices.
- Support the implementation of classroom instructional practices that support the success of students with disabilities, such as Universal Design for Learning, Positive Behavior and Support (PBS), Trauma Informed Practices (TIPS), Culturally Responsive Practices (CRP), and Social-emotional Learning (SEL).
 - Conduct demonstration lessons, and provide support and assistance to teachers in classrooms.
 - Collaborate with the educational services department to infuse inclusive practices strategies within district professional development and staff training.
 - Maintain accurate and confidential records.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Curriculum resources and effective instructional methodologies and research-based strategies to promote achievement for students with disabilities in both general education and special education preschool environments, including digital resources.
- Principles of Universal Design for Learning, and/or designing classroom environments and assessment and instructional practices to adapt to the unique learning needs of diverse learners.
- The Danielson Teaching and Learning Framework.
- Laws and regulations related to special education.
- Effective practices related to drafting measurable goals and constructing compliant Individualized Education Programs.
- Effective assessment practices.
- Adult learning theory and ability to plan, design, and implement differentiated professional development.
- Differentiated support frameworks that promote student success, such as Multi-Tiered Systems of Support (MTSS).

Ability to:

- Develop and maintain effective working relationships with staff, administrators, vendors, and community members.
- Conduct peer coaching or mentoring for instructional staff.
- Use technology and access data to inform instruction.
- Read, interpret and apply complex rules and regulations as it relates to federal and state programs, funding, IEP compliance, and assessment information.
- Communicate effectively with staff, parents, school sites, community members, and government agencies in both oral and written form.
- Work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups.
- Work confidentially with discretion.

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to drive a personal vehicle to conduct business

Mental:

- Ability to organize and coordinate schedules

- Ability to analyze and interpret data
 - Ability to problem solve
 - Ability to communicate with the public
 - Ability to read, analyze and interpret printed matter and computer screens
 - Ability to create written communication so others will be able to clearly understand the
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- written communication
 - Ability to communicate so others will be able to clearly understand a normal conversation
 - Ability to understand speech at normal levels

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration