

**TITLE: EARLY CHILDHOOD SPECIAL EDUCATION -
TEACHER ON SPECIAL ASSIGNMENT -
INCLUSION SPECIALIST**

WORK YEAR: 186 Work Days

EDUCATION AND EXPERIENCE:

- California Early Childhood Special Education Credential
- Minimum of three years of successful teaching experience at the early childhood special education level

ADDITIONAL REQUIREMENTS:

- Immunization requirements include pertussis, measles, and influenza (or documentation of exemption)

PRIMARY FUNCTION:

The goal of the Inclusion Specialist is to provide direct support to students and teachers to ensure the most inclusive environment possible. Under the direction of the Director of Special Education, this role serves as a strategic bridge between general and special education, supporting and coordinating instruction, modifications, enrichment, and interventions for students with Individual Education Plans (IEPs) to facilitate their successful participation in the general education setting. The Inclusion Specialist works as a member of a collaborative team that includes teachers, instructional assistants, administrators, and parents to support the inclusion of students with disabilities.

PRIMARY RESPONSIBILITIES:

- Provide direct instruction and ongoing support to students in the general education setting in collaboration with classroom teachers, including maintaining service logs documenting frequency and duration of special education services.
- Consult, collaborate, and plan for instruction with general education staff, special education staff, and administrators.
- Demonstrate, model, and assist teachers in providing instructional, behavioral, and social-emotional strategies that best meet the needs of students with disabilities.
- Serve as a student's IEP case carrier and facilitate IEP meetings for students assigned to the caseload.
- Facilitate the development and implementation of Behavior Intervention Plans (BIPs) in partnership with service providers and teachers.
- Provide training, coaching, and ongoing support to staff, including instructional assistants, to build capacity and skill sets for inclusive practices.
- Collect and analyze student data to monitor the effectiveness of inclusion strategies and modify instructional programs accordingly.

- Administer, score, and/or interpret diagnostic instruments, such as initial and triennial/transition assessments as part of the IEP process, as part of a multidisciplinary team. Additionally, support the classroom teacher with implementing accommodations for state, district, and classroom assessments, including the Desired Results Developmental Profile (DRDP).
- Adapt and modify curriculum and instructional materials to meet the unique needs of students with disabilities.
- Attend Preschool Study Team meetings, IEP meetings, and/or student planning meeting to support the implementation of classroom interventions, student IEP goals, behavioral interventions, and inclusive practices.
- Maintain consistent and effective communication with parents and families regarding the implementation of interventions, IEP goals, and inclusion support.

ESSENTIAL JOB REQUIREMENTS/QUALIFICATIONS

- Strong knowledge of strategies for students who struggle with regulation, emotional issues, and behavior.
- Deep understanding of the Preschool/Transitional Kindergarten Learning Foundations, Multi-Tiered System of Supports (MTSS), and Universal Design for Learning (UDL).
- Possess deep knowledge of current early childhood curricula, state frameworks, and research-based pedagogy.
- Ability to discuss aggregated and disaggregated student learning data with teachers, coaches, and leadership.
- Proven ability to work collaboratively and effectively with a diverse team of educators and service providers.

ABILITY TO

- Work independently with little direction.
- Maintain professional and positive relationships with students, parents/guardians, colleagues, and administration.
- Operate a computer and job-related equipment.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Maintain accurate record-keeping and filing systems.
- Communicate effectively both orally and in writing.
- Demonstrate flexibility and responsiveness to the evolving needs of the district.

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 commute to various locations to conduct business.

MENTAL

- Ability to organize and coordinate schedules.
- Ability to analyze and interpret data for problem-solving.

- Ability to communicate with the public.
- Ability to create written communication that is clearly understood by others.

ENVIRONMENT

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