

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXCEPTIONAL CHILDREN'S PRESCHOOL ITINERANT TEACHER EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under general supervision, provides special education services to preschool students identified as exceptional children in accordance with local, state, and federal regulations. Work involves implementing IEP goals in a child's natural environment which could include community based private preschool programs, Headstart Programs, Pre-K programs, small group settings, or the child's home. The teacher is responsible for developing individualized educational plans, lesson plans, adapting materials and toys, and designing activities and specialized instructional materials which will assist the students in meeting their IEP goals. Services include direct instruction to students, consultation with school and community based preschool programs and Headstart centers, and developing specialized instructional materials as needed for student's use in their natural setting. Reports to Director of Exceptional Children Services and Preschool Lead Teacher.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and implements individualized education plans for eligible students.

Provides direct special education instruction to identified students.

Provides consultation with childcare providers, Pre-K teachers, Headstart teachers, and Child Service Coordinators regarding student's specialized needs.

Monitors student progress on a continuous basis.

Employs a variety of teaching methods to meet student needs. These techniques may require developing specialized materials or adapting toys and equipment.

Provides specialized instructional materials and management techniques for students to community based preschool teachers.

Acts as case coordinator for assigned students.

Conducts periodic prescriptive testing to assess student's progress.

Provides quarterly written progress notes to parents.

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Provides in-service training as needed to personnel in community based preschool programs.

Travels between locations where students require services.

Maintains records and complies with laws, rules, and regulations as established in the NC Rules and Regulations Governing Children with Special Needs.

ADDITIONAL JOB FUNCTIONS

Reviews CDSA evaluations and develops initial IEPs for transitioning or new students.

Conducts educational screenings for students referred for speech and language services.

Performs other related duties as assigned.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education; current license Birth to Kindergarten, or Bachelors degree in Special Education with preschool handicapped license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

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Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Must possess the knowledge, skills, and abilities to instruct preschool students with disabilities.

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

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General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.