

**Winooski School District (“WSD”)
Job Description**

JOB TITLE: **Preschool/Early Essential Education Teacher**

FLSA STATUS: **Exempt**

UPDATED: **2/24/22**

POSITION OBJECTIVE(S):

Consistent with state and federal law, case manages, coordinates and provides an effective and efficient system of Special Education and Support Services designed to meet the needs of assigned students, and effectively integrate students into the least restrictive environment.

Creates, organizes and implements meaningful and engaging lessons/instructional program to diverse groups of students in a preschool learning environment that guides and encourages students to develop and fulfill their academic potential, as well as help them develop their character, personality and social and emotional skills. Promotes enthusiasm for growth and development. Adheres to state curriculum standards. Collects and reports on correct and detailed records of student performance. Creates and maintains a safe and respectful learning environment. Creates a relationship of mutual trust and respect with students from all backgrounds and abilities. Organizes a class and activities to make learning an easy and meaningful process. Cultivates the students' interest in education and serves as their dedicated ally in the entire process of learning and development.

STUDENT ASSIGNMENT: All students in the District age birth to five who have demonstrated behavior and/or learning problems that require intervention and instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Planning & Preparation

- Integrates current best practices, research, and special education laws into the education of the disabled, to assure compliance with state and federal laws, and to provide the most effective educational program for assigned students.
- Demonstrates knowledge and understanding of assigned students including: characteristic signs of developmental delay or handicapping conditions; intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; economic and cultural influences; student's family, school and community context.
- Develops and follows transition guidelines that will result in a successful transition of the student into the kindergarten program.
- Assists in the development of a standards-based Individualized Educational Plan (IEP) for those students who qualify for such services once the student is placed in the kindergarten program, and provides appropriate consultation and/or follow up to assure a successful transition.
- Researches, coordinates and effectively utilizes available school and community resources and outside agencies to ensure proper delivery of students' IEP. (SLP, Social Worker, OT/PT, internal and external professionals and agencies, and the like).
- Plans, develops, and monitors and/or delivers extended school year programs for identified students age birth to 5.
- Selects, designs/modifies classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) for assigned students designed

to promote the academic, physical and social development needs of students, adhering to accommodations as appropriate.

- Coordinates and implements regularly scheduled community-based screenings that will properly identify children who may need a more comprehensive assessment.
- Administers and/or coordinates a thorough assessment of identified students which may include language, behavior, visual motor, gross and fine motor, and cognitive skills using a variety of techniques including standardized tests, rubrics, checklists, curriculum based measures, developmental scales, observations, behavior objectives, and the like.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine proper assessment tools and procedures, and to discuss evaluation results.
- Interprets both educational and clinical findings and referrals to accurately determine program eligibility and to assess student progress.

Learning Environment

- Creates and maintains an environment of respect and rapport.
- Effectively serves all children on general caseload using the concepts of normalization and least restrictive environment.
- Coordinates services and assures productive, effective, and efficient use of assigned para-educators.
- Determines appropriate affective and social behavior, identifies children's competencies in their daily living skills, and develops and implements effective student behavior support plan.
- Identifies and implements appropriate assistive technology devices and other adaptive or augmentative systems that will enhance student communication and accessibility to learning.
- Provides a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities. Recognizes and properly communicates building/maintenance needs to the district's Property Services Department to help assure a safe and healthy learning environment for students.

Instruction

- Effectively provides academic instruction, social skills training and other direct services to assigned students to develop the readiness skills necessary for success in future school placements.
- Implements appropriate classroom activities/educational materials to effectively engage students in learning and to maximize student comprehension of the lesson; including implementation of instructional groupings, schedule of activities, behavioral management techniques, peer support and the like.
- Provides effective, timely, and quality feedback on student progress to parents, students and other professionals as needed or required.
- Accurately assesses the effectiveness of classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) to make sure instructional goals of assigned students are being met; and persistently seeks thoughtful alternative approaches/resources to improve student learning.

Other Professional Responsibilities

- Makes regular home visits as identified by the students' plan, and provides services and coordination to students who attend other preschools/Daycares within the community.
- Assists the Director of Early Learning in planning and evaluating program effectiveness and identifying program needs.
- Prepares and maintains accurate, complete, timely, effective and confidential student records and related reports as required by law, district policy, and administrative regulations.
- Communicates/collaborates effectively with parents to keep families informed of the instructional programs and individual student progress; and effectively engages families to encourage involvement by providing strategies

and materials that will support parents as teachers in the home setting. Means of communication may include annual open house, observation sessions for parents, conferences, sessions for program discussion, making home visits, and other individual meetings as necessary.

- Works effectively, cooperatively and respectfully with supervisors, colleagues, subordinates and outside agencies. Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student programs.
- Actively participates in school events, workshops, in-service meetings, building level staff meetings, district meetings, and other school and district committees/projects.
- Responsible for ongoing professional growth activities as outlined in one's own Individual Professional Development Plan, consistent with district goals and school action/strategic plans, and as directed by the Director of Early Learning.
- Keeps abreast of current best practices, research, special education laws and other birth to 5 developmentally appropriate practices.
- Acts as a general resource person for assigned para-educators, and administration; and participates as a leader in teacher training activities (both school-wide and district-wide).
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the WSD.

SUPERVISION RECEIVED:

Reports to, evaluated by, and receives general administrative direction from the Director of Early Learning with input from the Director of Support Services. Receives some technical direction from the Director of Early Learning.

SUPERVISORY RESPONSIBILITIES:

Trains and plans, assigns/directs the activities, and is responsible for quality of work of assigned para-educators; plays a key advisory role in evaluation, hiring, and continued employment.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Master's degree or equivalent in Special Education or other appropriate discipline plus 3 to 4 years of relevant experience preferred (or a combination of education and experience from which comparable knowledge and skills are acquired). Working knowledge of Vermont Special Education Law and/or recent experience working in a Vermont school district preferred.
- Certifications and Licenses. Valid Vermont Professional Educator's License with a 0-80 Endorsement.
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and special education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to Special Education regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
- Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- Knowledge and experience of a variety of adaptive equipment and software.
- Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS.

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	NA		X

CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	O			X
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	O

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

.....
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.