

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Early Childhood Educator

CLASSIFICATION: Classified (SEIU)

REPORTS TO: Director of Special Education

RANGE: 270

WORK YEAR: 9 Months

CLASS: Instructional Support

BOARD APPROVAL: 1/14/16

BOARD REVISION:

PRIMARY FUNCTION: Under the management of the Director of Special Education, to implement the educational program and maintain an effective learning environment for students with special needs; to conduct an educational preschool program that encourages and supports the intellectual, social, emotional, and physical development of students; and to do related work as required.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by offering an early childhood education program to special needs students that increases their access to a relevant and rigorous education.

SUPERVISION OVER: Students

ESSENTIAL DUTIES AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Provides learning experiences for young children using the State Preschool Guidelines as a foundation.
- Develops and uses instructional materials appropriate for the students' ages and developmental levels.
- Implements students' targeted interventions and Individual Education Plans.
- Works independently with groups of students using a learning center approach.
- Works independently with individual students requiring additional assistance
- Uses various instructional strategies to meet the needs of all learners (s).
- Assists students in the use of computers and classroom technology for educational purposes.
- Establishes an appropriate climate to encourage and reinforce acceptable pupil behavior and attitudes.
- Supervises students to maintain an effective learning environment by addressing behavioral problems and implementing appropriate behavior management strategies.
- Discusses rules and consequences of actions for inappropriate behavior with students and implements positive behavior supports according to approved policies and procedures.
- Evaluates each child's progress and conducts parent conferences; develops activities for parents which promote their participation and involvement in their children's education; communicates regularly with parents.
- Provides Special Education Department staff with relevant feedback and information on students' behavioral and academic progress through regular observation, daily interaction, and collection of accurate student data.
- Works cooperatively with paraprofessionals and other District staff.
- Sets up and organizes instructional areas/learning centers, retrieving and issuing equipment/materials, and maintaining a clean and orderly classroom.
- Performs class-related clerical work with a focus on student learning (i.e. prepares/organizes instructional materials, assembles manipulatives, collects and records student data, charts student progress, etc.).
- Escorts students to and from the library, playground, cafeteria, bathroom, and other school areas.
- Monitors and supervises students during lunch, recess, field trips, etc.

- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- High school diploma or the equivalent; community college and/or vocational training certificate preferred.
- Possession of a valid California Child Development Master Teacher, Site Supervisor, or Program Director Permit; Minimum requirements are 24 units of ECE/CD including the following core courses – Child Growth and Development, Child/Family/Community, and Program/Curriculum plus 16 general education units.
- Three to five years’ experience in instructional support work OR an equivalent combination of experience and education from which comparable knowledge, skills, and abilities have been achieved.
- Prior experience working in a preschool class and/or other educational programs for young children and students with special needs desirable.

LICENSES AND OTHER REQUIREMENTS:

- Current CPR and First Aid Certificate required.
- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- The State Preschool Guidelines and concepts of child growth, development, and behavior characteristics.
- Instructional strategies appropriate to preschool aged and special needs students.
- Positive behavior supports appropriate to preschool aged and special needs students.
- Methods and procedures to be followed in instructional settings.
- Strategies for organizing a classroom and learning center.
- Correct English usage including, vocabulary, composition, grammar, spelling, and punctuation.
- Basic mathematical skills.
- Routine record-keeping practices.
- Computer procedures, software, and applications.
- Student behavior modification and motivation techniques.
- School standards and code of conduct.

ABILITY TO*:

- Demonstrate skill and knowledge in early childhood education and child development.
- Learn about and provide instructional support for the District’s preschool curricula.
- Communicate clearly and effectively both orally and in writing.
- Monitor and address student progress regarding behavior and performance.
- Perform a variety of clerical and supportive duties related to tutoring and instructional activities.
- Develop rapport with students, being fair, consistent, and respectful.
- Maintain a positive, encouraging, patient, and empathetic attitude toward students.
- Develop positive relationships and regular communication with parents.
- Operate and assist students in the use of computers and classroom technology.
- Operate standard office machines.
- Assume responsibility for supervising students.
- Maintain confidentiality of privileged information obtained in the course of work.
- Exercise caution and comply with health and safety regulations.

- Provide service and assistance to others using tact, patience, and courtesy.
- Give, understand and carry out multi-step oral and written instructions.
- Form and maintain cooperative and effective working relationships with others.
- Sustain productivity with frequent interruptions.
- Maintain consistent, punctual, and regular attendance.
- Work both independently with little direction and as a part of a team.
- Meet District standards of professional conduct as outlined in Board Policy.

**Candidates should have fundamental working knowledge of these concepts, practices, and procedures, and the ability to apply them in varied situations.*

WORKING CONDITIONS:

PHYSICAL DEMANDS (*With or without the use of aids*)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office/campus to utilize equipment, technology, etc.
- Work is performed while positioning self to assist student, access supplies, etc.
- May require traveling in a vehicle to job assignments.
- Work is performed while moving supplies weighing up to 20 pounds across the classroom or office.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

**Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job.*

SAMPLE ENVIRONMENT: Indoor classroom setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual classroom sounds, dust, and possible odor of perfume or room deodorizer; Outdoor environment on campus in variable weather conditions; in vehicle traveling to job assignments.