

Special Education Teacher Tompkins County

Department: Health Department

Classification: Competitive

Labor Grade: White Collar Grade 15

Approved: 11/2023

By: HB, Deputy Commissioner of Human Resources

MINIMUM QUALIFICATION:

1. Graduation from a recognized college or university with a master's degree in special education **AND** one year of full-time paid (or the equivalent part-time) post-certification experience teaching developmentally delayed children ages birth to five years; **OR**
2. Any combination of training and experience equal to or greater than that specified in (a) above.

SPECIAL REQUIREMENTS:

At the time of application, the candidate must be licensed and registered by the New York State Education Department to practice as a Special Education Teacher in New York State with a specialty in ages birth to 2, or 1 to 6 years of age.

All applicants are required to possess a valid New York State Driver's License at the time of application and maintain such license for the duration of employment.

All applicants must possess CPR certification (American Red Cross or American Heart Association) at the time of appointment and maintain such certification for the duration of employment.

Approved individual providers who deliver early intervention services must demonstrate continued professional development related to their professional field of practice, and on state and municipal policies and procedures of the Early Intervention Program, including participation in NYSDOH sponsored training. Providers shall participate in a minimum of ten clock (10) hours of professional development activities per year. Such professional development activities are not restricted to NYSDOH sponsored training and may include other professional activities necessary for licensure and activities identified by the provider to increase the provider's professional skills and knowledge. Providers must maintain documentation as proof of participation and must share this documentation with agencies that they deliver EIP services for. This documentation must be available at the time of provider monitoring review. New York State sponsored training is available online and free to providers and parents.

DISTINGUISHING FEATURES OF THE CLASS:

The professional Special Instruction Teacher position includes responsibilities for providing comprehensive evaluation, and education of infants and children from birth to three years of age, who are mild to severely delayed or disabled. This includes children with autism, sensory processing disorders, down syndrome, emotional disturbances, multiple disabilities, hearing and visual impairments, speech – language and physical impairments. The Special Instruction Teacher will work collaboratively with a diverse population of physicians, children, their families/caregivers, and Whole Health staff as part of an interdisciplinary team. This work is performed under the written order of a physician and under the general supervision of the division director or supervisor. The employee exercises a high level of autonomy and independent judgment. Contact with children and their families is the primary function of the position. Duties and responsibilities focus on providing direct care to others. High interpersonal skills and understanding are needed to persuade, motivate, or influence others, to facilitate meetings involving important or difficult issues. Internal contacts are with employees in the immediate work unit and/or closely related units or support groups and are required to fulfill basic work objectives. External contacts are with professional associates, liaisons, community groups and involve the development and delivery of programs or services. The work requires moderate physical effort such as periods of sitting on the floor, walking, standing, bending, reaching or repetitive motion and lifting of moderately heavy items (like small

children, equipment, and supplies). Equipment used requires considerable precision, manual dexterity and/or operating knowledge and skill. Due to extensive computer usage, the job requires considerable visual effort. Psychological demands are considerable for this position, with tight deadlines, and frequent exposure to distressing human situations. The work environment has moderate exposure to disagreeable conditions. The work involves some risk of minimal injury or illness. Supervision of others is not generally a function of this position. The incumbent will perform all related duties as directed.

TYPICAL WORK ACTIVITIES:

- The design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;
- Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan;
- Providing families and any primary caregivers (e.g., childcare providers) with information, skills, and support related to enhancing the skill development of the child; and
- Working with the child to enhance the child's development, by implementing modern methods of various early childhood teaching techniques or special education to promote learning;
- Conducts assessments and standardized testing to ascertain child's cognitive, behavioral and social development including lack of opportunities;
- Administers standardized evaluation tests/assessments as primary or generalist evaluator within a team - with regards to five functional domains of growth and development – Communication (receptive and expressive), Physical (fine and gross motor), Cognitive (thinking and reasoning), Social Emotional and Adaptive (self-help skills);
- Establishes and implements long term and short-term goals and teaching programs compatible with the individual comprehensive plan aiding in the treatment or remediation of the delay/disorder/impairment;
- Collaborates with child's family and team to provide intervention to meet the educational, developmental, functional and medical needs;
- Formulates and carries out plans to meet the needs of the child and family and routinely reviews the child's progress/delays with team members and supervisor;
- Consults with physicians and other health care and educational professionals and paraprofessionals as a member of a multidisciplinary team in developing and implementing appropriate program approaches;
- Develops and implements education curriculum based on evaluative data and behavioral objectives for each child;
- Provides Special Instruction using augmentative communication devices, basic sign language, specialized techniques and family education;
- Provide strength-based education strategies/techniques designed to stimulate and encourage growth and development with parents/guardians/family and daycare providers, to increase their capacity and confidence and ability to help the infant or child improve functional development of delay/disorder/impairment;
- Observes and measures progress of children receiving service;
- Establishes and maintains professional contacts with relative outside agencies to further benefit the overall treatment of child and families;
- Visits houses of children, parents/guardians, family, daycare providers, or via teletherapy and works to establish services according to child and family needs;
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email and database software in performing work assignments;
- Prepares a variety of reports, including computer-based reports as required;
- Accesses protected educational and health information in accordance with departmental assignments and guidelines;
- Maintains a variety of case management related records;
- Reviews existing case records for available information for use in formulating need/plan of service in collaboration with other team members;
- Participates in Department emergency preparedness training, drills and events as required.

FULL PERFORMANCE KNOWLEDGE, SKILL, ABILITIES AND PERSONAL CHARACTERISTICS

- Thorough knowledge of modern principals and practices and methods of teaching Early Childhood Special Education;

- Thorough knowledge of and the ability to work with children who are learning disabled, emotionally disturbed, and/or have other handicapping conditions requiring Special Education;
- Good knowledge of augmentative communication systems, basic sign language;
- Good understanding of child development and child psychology;
- Good knowledge and awareness of various cultural values and lifestyles;
- Good powers of observation and analysis;
- Good knowledge of federal, state and local laws, regulations and guidelines regarding the Early Intervention Program;
- Empathy, good judgment, initiative, tact, courtesy and sensitivity is required;
- Ability to interview, establish and maintain successful relations with others under various challenging conditions;
- Ability to make decision and take action in interventions in a variety of physical locations and social/ interpersonal situations;
- Ability to present ideas clearly and concisely both orally and in writing;
- Ability to prepare and maintain records, reports and correspondence;
- Ability to monitor the child for health and safety concerns;
- Ability to operate a computer for the entry and retrieval of data and research needed (speed is not critical);
- The employee's mental and physical condition shall be commensurate with the demands of the position.

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