

**SPECIALIZED ACADEMIC INSTRUCTION (SAI) TEACHER
PRESCHOOL****DEFINITION:**

Under the direction of the District Coordinator and the Director of Special Education, provide instruction in alignment with each student's Individualized Education Program (IEP), CA State, and District adopted curriculum standards. Develop, organize, and conduct a comprehensive education program and provide support in accordance with each student's abilities and IEPs. Assist in other school programs and activities as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Design and deliver instruction in a variety of settings (special education and general education), in a variety of configurations (individual, small group, and whole class), and utilize a variety of strategies to individualize programming and address learning needs of students with disabilities.
- Utilize an adopted course of study, curriculum, instruction guidelines, and other materials to develop lesson plans and teach students with unique learning needs; design and implement program plans for students on the caseload.
- Conduct formal standardized and informal curriculum-based assessments in a classroom/community which may include areas such as assessment of pre-academic/academics, behavior, adaptive, motor, and social emotional functioning.
- Participate as a member of the IEP team to develop IEP goals, objectives, accommodations, modifications, and instructional plans; implement and monitor the IEP through multiple measures including systematic data collection.
- Design, implement and evaluate the effectiveness of lesson plans based on each individual student's IEP Goals and Objectives; deliver a daily academic program consistent with State and Federal education code requirements; provide individualized instruction on appropriate areas of pre-academics/academics, language, self-help, motor, and socialization skills as appropriate; provide instruction individually, in small groups, or whole group in various service delivery models in the Least Restrictive Environment for the student.
- Provide inclusive programming in alignment with each student's IEP to maximize mainstreaming experiences.
- Based on the age of the student, design and implement transition plans to assist students transitioning between levels.
- Develop individual and group behavior management systems to run effective instructional settings and maintain student/staff safety. Demonstrate the ability to design and implement positive behavioral intervention/support plans, participate in assessing and implementing functional behavior assessments; supervise students in the classroom and, as needed, in out-of-classroom activities during the assigned working day, as directed by site or District level administrator.
- Collaborate, as needed, with other professionals involved in providing programming for a student with disabilities, such as General Education Teachers, Designated Instructional Service providers, agencies, private providers, and administrators regarding students' unique needs and program delivery.
- Work cooperatively with classroom teachers and community partners interpreting learning strengths and needs to staff working with student and assisting the student core curriculum instructional needs; assist other professional staff members in resolving the unique needs related to students.
- Confer frequently with parents and other staff members regarding the unique needs of students; conduct parent conferences and prepare progress reports aligned with District reporting periods.
- Create an effective physical room environment for learning through displays, exhibits, bulletin boards, and/or centers; and provide reasonable safety precautions to protect students, equipment, materials, and the school facility.

- Develop service delivery schedules and weekly lesson plans, providing appropriate, detailed instructions/plans for a substitute teacher in event of absence; plan a balanced instructional program; translate lesson plans into learning experiences to best utilize the available time for instruction.
- Keep appropriate records and all other records pertinent to the special education program for State/Federal and local program accountability; prepare grades and progress reports.
- Train and direct Special Education Instructional Assistants assigned to the program.
- Participate as needed by the administrator in curriculum development programs within the school or assignment and/or district level; attend school staff meetings, Professional Learning Communities (PLC), District meetings and in-services and professional growth activities related to special education; share in the sponsorship of student activities and participate in faculty committees when requested by the administrator.
- Develop personal and professional performance goals in accord with District and State guidelines.
- Maintain professional competence through participation in in-service educator activities provided by the District and/or self-selected professional growth activities; participate in faculty and/or District meetings and committees; and participate cooperatively with administration to develop and accomplish annual goals and objectives.
- Maintain District standards including sharing in the responsibility of school programs; fulfill responsibilities and duties in a timely and efficient manner; promote a professional image; maintain confidentiality; comply with all federal, state, district, and school regulations, policies, and procedures, District curriculum, and content standards; and accept supervision and direction.
- Assist pupils with personal care and physical needs, such as toileting, positioning, feeding, administering medication, monitoring dietary restrictions, and others, as specified by the student's IEP and health plan.
- Perform other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic principles and strategies of assessment, curriculum, child development, and instruction that are appropriate for early childhood learners with disabilities; knowledge of principles, theories, practices, methods, and techniques used in curriculum development, classroom instruction, behavior management, and assistive technology; IEP development and assessment practices; current knowledge of State/Federal compliance requirements, procedural safeguards, and other legal guidance related to special education; basic digital learning and technology skills; and knowledge of socio-economic and cultural background learning differences and inclusive practices.

Ability to:

Plan, organize, develop and conduct a comprehensive instructional program for students with disabilities from a wide range of socio-economic and cultural backgrounds and with varying levels of functioning across developmental domains; provide a stimulating learning environment; provide innovative programs designed to enhance student educational opportunities and experiences; utilize technology to enhance classroom lessons and as a means for various types of communication and record keeping; communicate effectively, both orally and in writing; work cooperatively and collaboratively with others; establish and maintain effective working relationships.

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe, effective, culturally responsive, and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships develop and maintain an effective schedule in cooperation with all staff;

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perform specialized physical health care procedures to assist high-risk students; train and provide work direction to designated staff members; maintain records and prepare reports.

Experience:

Student teaching, internship, or full-time teaching experience desirable.

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

Frequent sitting, standing, or walking much of the time with some bending, stooping, squatting, and twisting. Lifting of supplies and other work-related materials will vary, but generally, less than twenty pounds.

Licenses/Credentials:

Education Specialist Instruction Credential Preschool: Early Childhood Special Education (ECSE).
Possession of a valid California Driver's License, if required.

Board Approved: May 12, 2022