

## **SANTA CRUZ COUNTY OFFICE OF EDUCATION**

### **INFANT/TODDLER TEACHER**

#### **DEFINITION**

To provide directed learning experiences to parents and infants/toddlers in a specialized educational program with emphasis on positioning, handling, cognitive speech and language development, along with the transition process to preschool; coordinate the activities of aides and volunteers; assess and effectively manage parent and student progress; and perform related instructional duties as assigned.

#### **EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES**

Assess individual abilities and needs of parents and students and provide the appropriate level of directed learning experiences.

Establish realistic and appropriate goals and objectives for each parent and student.

Design and effectively implement an appropriate learning/support program for each parent and student.

In cooperation with other team members, develop Individual Education Program (IEP) objectives.

Adjust and individualize educational programs, including modifying an activity and creating adaptations, on an individual basis, for the purpose of helping the parent and student to address specific needs for progress.

Instruct and assist in the development of competencies that promote social, language, cognitive skills and habits that promote health, physical development and safety.

Promote the development of readiness for basic school subjects in a variety of instructional settings, such as home or classroom.

Participate in IEP (Individual Educational Program) meetings.

Evaluate, record, and report student progress, and provide special instruction as needed.

Confer with educational consultants and school officials regarding educational needs, and with appropriate outside agencies for related needs of students.

Establish and maintain effective communication with other instructional/support staff members, parents, community agencies, and the general public.

Visit the students' homes to exchange information with parents regarding school, home, and social life.

Participate in in-service programs and keep abreast of current development and research related to specialized infant/toddler instructional programs.

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## **JOB RELATED AND ESSENTIAL QUALIFICATIONS**

### **Knowledge of:**

Modern and effective teaching methods, practices and techniques, including those within the domain of the required credential.

Applicable rules and regulations pertaining to the Special Education Program.

Design and implementation of effective specialized directed learning and training program appropriate for assigned students and parents.

### **Skill and Ability to:**

Assess individual student needs, establish realistic and appropriate goals and objectives, and design and implement specialized learning programs.

Communicate orally and in writing sufficiently to express ideas, thoughts, and instructions clearly to students, parents, and staff.

Plan and conduct a system of continuous evaluation of each student's progress.

Maintain a suitable learning environment including appropriate planning and organization of classroom or related setting and educational aids.

Collaborate effectively with parents, staff, and outside agencies.

Keep accurate records and submit reports in a timely manner.

Meet the physical requirements necessary to perform assigned duties in a safe and effective manner for self and others.

## **EDUCATION AND EXPERIENCE**

*Any combination of education, training, and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the required knowledge and skills would be:*

### **Education:**

Possession of a Bachelor's Degree.

### **Experience:**

Recent teaching experience including experience and/or training with developmentally delayed children 0-3 years of age.

### **License or Certificate:**

Possession of an appropriate California Teaching Credential (SH).

Possession of a valid Class C California Driver's License.

Insurability by the designed liability carrier for the Santa Cruz County Office of Education.

**SPECIAL REQUIREMENTS**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Essential duties require the following physical skills and work environment:*

Standing and walking short distances frequently on a daily basis; sitting, bending, twisting, squatting, and pushing/pulling regularly to occasionally; lifting 25 to 50 lbs. maximum with frequent lifting and/or carrying objects weighing up to 25 lbs. Frequent use of hands, vision, hearing, speech/language processes; physical strength and emotional stamina sufficient to organize and coordinate a variety of activities; ability to use a variety of special education materials and supplies, telephone, computer, video equipment, various toys, swing sets, mats, balls, steps, gross motor equipment, wagons, adaptive technology and mobility devices, wheel chairs, walkers, braces, car seats, and various hand tools.

Assigned work is normally performed in a variety of settings including classroom, school, and home environments. Continuous contact is required with teachers, parents, administrators, and local community agencies.

**Approval Date:** September, 1995.