



GENERAL INFORMATION

<i>TITLE</i>	Early Childhood Educator
<i>DEPARTMENT</i>	Elementary Classroom Teachers
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	Self-Contained General Education - Birth to Grade 3 and/or Early Childhood Education - Birth to Grade 3
<i>APPROVAL</i>	Early Childhood Special Education
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Non-exempt
<i>REPORTS TO</i>	Building administration
<i>SUPERVISORY RESPONSIBILITIES</i>	N/A
<i>PRIOR EXPERIENCE</i>	Successful completion of student teaching and/or internship
<i>EVALUATION</i>	Evaluated by the Principal, Assistant Principal, and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers who have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.”

JOB GOAL(S)

Under general supervision, the employee will:

- Guide pupil progress toward established district standards; implement best-practice instructional techniques and strategies; adhere to curricular objectives; sustain an engaging and supportive learning environment; and demonstrate professional responsibilities.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

Planning, Preparation and Instruction

- Aligns content of lessons to common curriculum goals, learning standards, and IEP goals.
- Lessons include authentic, real world applications of knowledge and understanding.
- Works in collaboration with all staff to problem solve and identify innovative, practical, and effective differentiation and remediation strategies to meet students learning needs.
- Honors and ensures that legal mandates are integrated effectively into the classroom setting wherever applicable as laid forth by both 504 and IEP plans.
- Maintains accurate records of critical student information such as allergies, behaviors, and medical conditions, and is aware of the care required.
- Participates in meetings, trainings, and planning sessions to best meet the needs of individual students.
- Evaluates/monitors student performance and collects appropriate data related to student progress and IEP goals. Utilizes student data to inform instruction.
- Accurately prepares IEPs and assures all staff members and parents receive the final copy.
- Prepares clear, detailed, and organized lesson plans for substitute teachers including student emergency medical information.

Classroom Environment/Management

- Maintains a safe, student centered classroom, which supports students’ learning, collaboration, and choice.
- Develops a positive classroom culture that emphasizes respect for individual differences and expects all students to achieve at high levels.
- Develops effective classroom procedures and routines.

- Establishes classroom standards of conduct and clear consequences.
- Provides ongoing coaching for teaching assistants regarding instruction, behavior management, and strategies for individual students.
- Assists students in managing physical needs such as toileting and arrival and departure routines.
- Provides constant supervision for students in order to monitor their physical safety and well being.

Communication

- Provides timely and informative communication with parents regarding curriculum, classroom expectations, and individual student progress.
- Responds to parent inquiries that come in a variety of formats in a timely manner in line with district expectations.
- Establishes age appropriate, respectful dialogue with students.
- Effectively and collaboratively communicates with colleagues, and engages in respectful discourse.
- Problem solves with parents and school staff when the student is experiencing difficulties.
- Responsible for maintaining dialogue with relevant staff to address a variety of student needs including but not limited to behavior, academic, and social/emotional learning.

Technology

- Appropriately integrates technology/instructional media to enhance instruction and learning.
- Understands legal, ethical and social issues as they apply to responsible and acceptable use of the Internet and other digital resources.
- Provides for safe storage and proper use of technology materials, equipment and tools.
- Keeps current and up-to-date on applications and resources applicable for students with special needs as technology evolves.
- Utilizes resources for adaptive/assistive devices that provide access for all students.

Accountability

- Involved in ongoing self-assessment and refinement of practice in the classroom, as well as collaborative professional growth.
- Attends staff, department, mentor/mentee and inservice meetings as required by contract.
- Communicates and works collaboratively to support and create partnerships with colleagues
- Maintain organized data of students' growth including academic and social/emotional development.

MENTAL DEMANDS

Knowledge

The teacher possesses a working knowledge of curriculum, subject content and the developmental needs of students. Examples include, but are not limited to, a working knowledge of how to address appropriate curriculum standards; integrate key content elements; facilitate use of higher level thinking skills in instruction; demonstrate the ability to link present content with past and future learning experiences, other subject areas, and real world experiences; demonstrate accurate knowledge of the subject matter; exhibit skills relevant to the subject area taught; and display an understanding of the intellectual, social, emotional, and physical development of the age group.

Ability

The employee shall engage in collaborative dialogue with peers; maintain records and prepare applicable reports; communicate effectively both orally and in written form; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; read a variety of materials, engage in ongoing professional development; implement a student centered approach to problem-solving and conflict-resolution; demonstrate the ability to work cooperatively and effectively with other certified, classified, and administrative personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Bachelor's Degree in the field of Early Childhood Education; completion of teacher preparation program through an accredited university or college; successful completion of State proficiency exam(s) or equivalent; and at all times possess and maintain appropriate licensure through the State of Illinois.

Reasoning

The employee shall possess the ability to define problems, collect data, establish facts, and draw valid conclusions. The employee shall possess the ability to solve practical problems and deal with a variety of abstract and concrete variables in situations where only limited standardization exists. The employee shall possess ability to interpret an extensive variety of technical instructions in written, oral, diagram or schedule form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk, hear, taste, and smell. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

While performing the duties of this job, the employee regularly works inside and works in an educational setting with children of varying ages and abilities. Work duties may include occasional work in outdoor weather conditions and is subject to noises associated with an educational environment both indoors and outdoors. However, the noise level in the work environment is usually moderate. The employee is directly responsible for the safety, well-being, and work output of students. Duties may occasionally be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways and on field trips away from school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

- April 25, 2016