

Position:	Preschool Teacher	FSLA:	Exempt
Department:	Educational Services	Salary Schedule:	Certificated
Reports to:	Coordinator of School Readiness/ Director of PreK-12/Adult Education		

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY

Under the direction of the Coordinator of School Readiness and the Director of PreK-12/Adult Education, provide supervision, care, and learning activities to preschool-age children in a classroom environment; assist in the preparation of instructional materials and the development and implementation of lesson plans, and perform clerical duties in support of classroom functions.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS

Essential and other important responsibilities and duties may include, but are not limited to, the following:

ESSENTIAL DUTIES AND RESPONSIBILITIES

- In collaboration with the Lead Preschool Teacher/Site Supervisor:
 - Provide an age appropriate learning environment that allows for individual differences and respect for the dignity and worth of each student; promote and encourage a positive and nurturing learning environment. Utilize the Early Childhood Environment Rating Scale (ECERs) to guide the creation of and improvement of the learning environment.
 - Establish and maintain an attractive, clean, safe, and functional classroom.
 - Create, organize and maintain instructional supplies, materials, and equipment.
 - Plan and prepare lessons; identify and select instructional support material; provide instruction to students.
 - Plan, train, assign, and direct the work of instructional support staff and volunteers or parents; review work practices.
 - Establish standards of student performance which can be quantitatively and qualitatively evaluated; prepare assessments; monitor student progress.
 - Prepare progress reports for at least two parent conference meetings each year and a final summary report for parents. Communicate with parents and students regarding the educational and social progress of students; identify areas for improvement and suggest strategies that will help support learning and growth. Make in-person, in writing and telephone contacts with parents.
 - Assist specialist in the identification, assessment, and resolution of special student challenges; participate in I.E.P. and Student Success Team meetings, as appropriate.
 - Assist with the maintenance of children's records and compliance with designated First 5 evaluation plan activities, including assessment using the Desired Results Developmental Profile (DRDP).
 - Assess test results; identify student needs and provide appropriate instructional activities.
 - Develop goals, prepare and implement specific objectives for students based on the Preschool Learning Foundations and according to Board and District policy.
 - Participate and help arrange screenings by partner agencies for preschool students in conjunction with the School Readiness staff.
 - Supervise students; follow and support all licensing regulations, District and school rules, regulations, policies and procedures; recommend behavior plans and disciplinary actions, as necessary.

- Participate in professional group meetings; stay abreast of changes in early childhood research and new developments related to teaching techniques.
- Assist the First 5 Coordinator of School Readiness with phone calls and home visits.
- Refer children and families to Social Worker Liaison or other agencies as needed.
- Assist in community and school outreach activities.
- Attend inservices, faculty meetings, related agency meetings and required staff development trainings.
- Participate in parent advisory and education meetings.
- Performs other activities as required for a successful preschool program.

QUALIFICATIONS

Knowledge of:

- Applicable laws and regulations, including but not limited to Title 22 and Title 5.
- Current principles of early childhood educational techniques and methods.
- NAEYC Accreditation process.
- Early Childhood Environment Rating Scale (ECERs)
- Preschool Learning Foundations and Frameworks

Ability to:

- Speak Spanish or predominate home language of the English Learner population at the preschool program is desired.
- Comply with applicable laws and regulations, including but not limited to Title 22 and Title 5.
- Work with a minimum of direct supervision.
- Communicate effectively orally and in writing sufficient to express ideas, thoughts, and instructions clearly to students, parents, community and staff, regardless of ethnic, racial, religious background or socio-economic level.
- Collaborate effectively on inter- and intra-agency levels.
- Assist the Coordinator of School Readiness with supervision of volunteers, coordinate and assign tasks, evaluate results and control assignments.
- Plan an effective educational program for preschool students, under the direction of the Coordinator of School Readiness and in collaboration with the Lead Preschool Teacher.
- Schedule and manage time effectively.
- Assist with assessing students using the Desired Results Developmental Profile (DRDP) or other current research-based curriculum assessment tools.
- Assist Coordinator of School Readiness in implementing the Early Childhood Environment Rating Scale (ECERs) and other preschool quality assessments.
- Maintain records.
- Read understand and implement policies, procedures and state mandates.
- Operate basic office equipment.
- Work confidentially with discretion.
- Keep accurate records.

PHYSICAL ABILITIES

This position requires:

- Sitting or standing for extended periods of time.
- Speaking and hearing to exchange information and make presentations.
- Sufficient arm, hand, and finger dexterity to operate a computer and other office equipment.
- Visual acuity to read words and numbers.
- Lifting of light to moderate objects.

- Sufficient ambulatory ability to stand for sustained periods of time and move to different locations.
- Ability to take precautions against exposure to health and safety risks.
- Speaking and hearing to communicate in person or over the phone.

EDUCATION AND EXPERIENCE

- Possession of a valid California teaching credential is required.
- Possession of a Child Development Teacher Permit or higher issued by the California Commission on Teacher Credentialing.
- Bachelors degree or higher is required. (Preferred: BA or higher in Early Childhood Education or Child Development.)

LICENSES AND CERTIFICATES

- Valid California Teaching Credential that is valid for the instruction and supervision of preschool-age children.
- Child Development Teacher Permit or higher issued by the California Commission on Teacher Credentialing, as outlined above.
- Successful completion and certification of Pediatric CPR, Pediatric First Aid and 15 hours of Health and Safety training, pursuant to Health and Safety Code Section 1596.866. The training shall include the following components:
 - (A) Pediatric first aid.
 - (B) Pediatric cardiopulmonary resuscitation (CPR).
 - (C) A preventative health practices course or courses that include instruction in the recognition, management, and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. The training may include instruction in sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse.