

Preschool Teacher/Site Supervisor

DEFINITION

Under the general supervision of the Coordinator of Early Childhood Education, the California State Preschool (CSPP) teacher/Site Supervisor will implement the educational program for students in her/his pre-k classroom. The primary function of the teacher (as written in the State Preschool Guidelines) is to conduct an educational program for preschool students to encourage and support intellectual, social, emotional, and physical development, of the preschool child. The secondary function is to instruct parents in more effective parenting skills.

QUALIFICATIONS

Education: A degree in Child Development/Early Childhood Education is desirable.

Experience: A minimum of (2) years' experience in a Compensatory Preschool class as well as instructional experience in other educational programs for young children and parents is desirable.

License(s)/Certification(s):

Must obtain and maintain First Aid/CPR Certificate.

Valid California Driver's License

Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired.

TEACHER QUALIFICATIONS

A permit issued by the Commission on Teacher Credentialing authorizing service in the care, development and instruction of children in a childcare and development program. This can be either of the following permits:

- Child development master teacher permit child development teacher permit
- Child development associate teacher permit

SITE SUPERVISOR QUALIFICATIONS

Credential(s)

Possession of a valid permit issued by the Commission on Teacher Credentialing authorizing supervision of a childcare and development program operating in a single site. This can be either of the following permits:

- Child Development Site Supervisor Permit
- Children's Center Supervision Permit.

DISTINGUISHING CHARACTERISTICS

The CSPP Preschool Teacher/Site Supervisor is responsible to the Coordinator of Early Childhood Education. In the absence of the Coordinator of Early Childhood Education, the preschool teacher will report to the Director of K-12 Instruction.

ESSENTIAL DUTIES

- Provides learning experiences in compliance with school district rules and regulations in language arts, physical education, art, music, health, and other subject matter suited to the needs of pupils from economically disadvantaged homes, utilizing proposed goals and objectives of State Preschool Guidelines Foundations and Frameworks as a resource base.
- Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturities.
- Develops in each pupil an awareness of his worth as an individual and his role in his family and community. Encourages pupils to express themselves creatively in art, music, and dramatic play.
- Provides individual and small group instruction and plans lessons which are designed to meet individual needs of pupils in alignment with their development assessment and the social emotional development of the child.
- May work with behaviorist to assist with positive classroom climate, and development of social emotional skills.

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- Monitors family enrollment to ensure reporting procedures for attendance and fiscal information is accurate. May work with social worker to help encourage regular school attendance.
- Enriches educational program through classroom visits by resource persons from the school and community. Shares and interprets these experiences with pupils and parents.
- Plans and coordinates the work of associate teachers, aides, assistants, parents, and volunteers in the classroom and on field trips to obtain the maximum benefit from their efforts.
- Develops activities for parents which promote parent participation and involvement in education activities provided for their children, as noted in State Preschool Guidelines.
- Provide information to parents concerning their children's development, abilities, and areas of concern; explains procedures and classroom activities as requested.
- Establish and maintain effective communications with parents, care givers, school staff and community. Communicates regularly with parents by means of parent meetings, and individual parent conferences. Interprets school program to parents to strengthen parental understanding of the individual pupil's needs and the school's role in the individual pupil's life.
- Complies with proposed goals and program objectives.
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitude, and learning problems.
- Cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Creates an effective environment for learning through functional and attractive displays, interest centers, and exhibits of pupil's work.
- Ensures preschool rooms and play areas are maintained in a clean, orderly and safe condition and complies with Community Care Licensing Title 22 Guidelines
- Administers Desired Results Developmental Profile (DRDP) assessment twice each year and communicates results to parents through Parent Conferences.
- Maintains professional competence through in-service education activities provided by the district and/or self-selected professional growth activities.
- Selects and requisitions books, instructional aids, and instructional supplies.
- Participates in curriculum and other developmental programs as required.
- Participates in staff committees.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.