LAWNDALE Elementary School District

LAWNDALE ELEMENTARY SCHOOL DISTRICT – Job Description

Transitional Kindergarten Early Education Support Provider

Department/Division:	Principal or designee
Reports To:	Principal
Provides Support To:	Not applicable
Classification Status:	Classified
Date Prepared:	April 2025
Board Adopted:	April 17, 2025

GENERAL PURPOSE

Under the direction of the Principal, the Transitional Kindergarten Early Education Support Provider assists a Transitional Kindergarten (TK) Classroom Teacher in the instruction, supervision, and care of TK-aged children in individual or small groups within the classroom, common areas, and playground at an elementary school site. Supporting a developmentally appropriate instructional program, this role aligns with Lawndale Elementary School District's commitment to fostering a just, accessible, and diverse learning environment by implementing culturally responsive learning through the principles of Universal Design for Learning (UDL). As a key contributor to early education, the Early Education Support Provider ensures that all students, regardless of background, ability, or learning style, have equitable access to meaningful early learning experiences.

ESSENTIAL FUNCTIONS

- Assists teacher in the implementation of the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) in supporting language development, early literacy, numeracy, and social-emotional development lesson plans by providing positive, developmentally appropriate learning experiences for children.
- Instructs small groups of students, reinforcing instruction as directed by the teacher; monitor. While supporting differentiated instruction based on students' developmental needs, cultural backgrounds, and learning abilities.
- Assists instructors in administering a variety of informal and formal assessments or tests using a variety of screening tools as directed by the teacher.
- Prepares lessons as directed by the teacher; monitors and scores a variety of assignments/assessments
- Observes and positive behavior strategies aligned with the district's Positive Behavior Interventions and Supports (PBIS) program.
- Reports progress regarding student performance and behavior
- Provides one-on-one and small group support to students needing additional academic or behavioral assistance.
- Encourages peer awareness and social interaction through play-based, inquiry-driven,

and hands-on activities using the Universal Design for Learning (UDL) principles to create flexible, accessible learning experiences that support diverse learners, including multilingual learners and students with disabilities.

- Provides support to the teacher by setting up work areas, displays and exhibits, operating
- audio-visual equipment, technology, operating educational training equipment and
- distributing and collecting paper and supplies.
- Supervises students during classroom activities, recess, mealtime, and transitions to ensure safety and engagement.
- Promotes multilingual development and emergent bilingual learners by incorporating diverse language supports and strategies.
- Provides one-on-one and small group support to students needing additional academic or behavioral assistance, and supports an engaging and accessible learning environment that accommodates all learners.
- Provides input for student assessments and parent-teacher conferences by sharing observations on student growth, engagement, and participation.
- Assures the health and safety of students by following health and safety practices and procedures.
- Assists with toileting, handwashing, and other self-care routines in accordance with California Early Childhood Education Guidelines, Title 5, and Title 22. Maintains a clean and sanitary toileting area, following best practices for hygiene and infection control.
- Maintains the confidentiality of records and information related to students, parents and school employees.
- Support group activities of students as assigned including field trips, as required.
- Participates in required meetings and in-service training programs as assigned.
- Performs related duties as assigned.
- Maintains professional confidentiality regarding students, families, and staff.

KNOWLEDGE, SKILL, ABILITIES, AND PERSONAL CHARACTERISTICS

KNOWLEDGE OF:

- Knowledge of child development principles, early literacy, and numeracy foundations.
- Commitment to inclusive educational strategies.
- Strong communication skills to collaborate effectively with students, families, and staff.
- Ability to integrate culturally responsive teaching practices into daily interactions and curriculum.
- Knowledge of child guidance principles and practices.
- Basic subjects taught in district schools, including arithmetic, grammar, spelling, language and reading.
- Safe practices in classroom activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping techniques.
- Classroom procedures and conduct.

ABILITY TO:

- Assist a certified teacher with instruction in prescriptive learning activities.
- Print and write legibly.
- Understand and follow oral and written directions.
- Learn the procedures, functions and limitations of assigned duties.
- Communicate effectively with children and adults.
- Read, interpret and follow rules, regulations, policies and procedures.
- Establish and maintain effective working relationships with others.
- Work confidentially with discretion.
- Communicate effectively both orally and in writing.
- Supervise and redirect students according to approved policies and procedures aligned with the district's PBIS practices.
- Appropriately and safely operate instructional and office equipment.

EDUCATION AND EXPERIENCE:

- Applicants must have a secondary school diploma (high school), or its recognized equivalent, and pass a formal academic assessment (conducted/provided by LESD).
- 48 Units or an associate's (or greater) degree from an accredited college/university is required. A Minimum of 12 semester units in Early Child Development or Early Childhood Education to be included in the degree or in addition to.
- Experience in working with school-age children in an organized setting is desirable.

WORKING CONDITIONS

ENVIRONMENT:

The Early Education Support Provider will work in a classroom, playground, or indoor/outdoor learning environments including but not limited to multipurpose rooms, cafeterias, libraries and STEM Makerspace classrooms.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

The Early Education Support Provider role relies on the abilities of seeing to monitor student behavior during classroom activities, hearing and speaking to provide assistance and information related to classroom assignments, dexterity of hands and fingers to operate audio-visual and educational training equipment, bending at the waist, kneeling and standing and walking for extended periods of time. Reasonable accommodations may be made to enable a

person with disability to perform the essential functions of the job.

MENTAL DEMANDS:

Demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students, parents, and others encountered in the course of work. Establish and maintain cooperative relationships throughout the work environment. Learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents. Some stress may be encountered while performing the duties of this position.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.