

PRESCHOOL TEACHER

Position Title: Preschool Teacher (Optional Designation: Head Teacher)

Position No: 10365100

Classification: Certificated / Classified Instructional Staff

Classified Salary Schedule: Group 2

Status: Full-Time / Part-Time (12-Month or 10-Month Position)

Reports To: Site Supervisor / School Administration / Superintendent

PRESCHOOL TEACHER

Position Overview

The **Preschool Teacher** is responsible for providing a safe, nurturing, developmentally appropriate, and engaging early learning environment for children enrolled in the Spencer Valley School Preschool Program. Under the direction of the Superintendent/Principal, the Preschool Teacher plans and implements high-quality early childhood learning experiences that support each child's social-emotional, cognitive, language, physical, and creative development.

Spencer Valley Preschool operates as a **California Department of Social Services (CDSS), Community Care Licensing (CCL) Title 22 licensed child care center**. The Preschool Teacher is responsible for understanding and following applicable Title 22 licensing requirements and supporting the program's continued compliance with all health, safety, staffing, supervision, documentation, and operational requirements.

The Preschool Teacher serves as the instructional leader of the preschool classroom and works collaboratively with Preschool Instructional Assistants, district staff, families, outside agencies, and community partners. The position also plays an important role in the program's participation in the **San Diego Quality Preschool Initiative (SDQPI)** and its ongoing quality improvement efforts.

Primary Duties & Responsibilities

1. Preschool Instruction & Curriculum

- **Curriculum Planning:** Plan, prepare, implement, and evaluate developmentally appropriate daily learning experiences based on children's ages, developmental levels, interests, strengths, and individual needs.
- **Daily Activity Plans:** Develop and maintain written lesson and activity plans that include opportunities for language and literacy, early mathematics, science, social-emotional

development, creative arts, sensory exploration, fine and gross motor development, and play-based learning.

- **Learning Through Play:** Provide purposeful, hands-on, play-based learning opportunities that encourage curiosity, creativity, problem-solving, independence, communication, and positive peer interaction.
- **Individualized Instruction:** Adapt activities, materials, routines, and instructional strategies to meet the developmental and learning needs of individual children.
- **Learning Environment:** Create and maintain an organized, welcoming, stimulating, inclusive, and developmentally appropriate classroom environment.
- **Outdoor Learning:** Plan and supervise developmentally appropriate outdoor learning, physical activity, nature exploration, gardening, and other experiences that extend learning beyond the classroom.
- **School Community:** Provide age-appropriate opportunities for preschool students to participate in Spencer Valley School activities, traditions, celebrations, and events when appropriate.

2. Child Development, Assessment & Documentation

- **Child Observation:** Regularly observe children during classroom activities, play, routines, and social interactions to monitor development and identify individual strengths and needs.
- **Teaching Strategies GOLD:** Conduct and maintain child assessments using **Teaching Strategies GOLD** and complete required documentation within established timelines.
- **Developmental Screening:** Participate in or conduct required developmental screenings and review enrollment information to identify potential developmental, behavioral, social-emotional, or health concerns.
- **Environmental Assessment:** Participate in applicable Environmental Rating Scale assessments and other classroom or program quality assessments.
- **Progress Monitoring:** Maintain documentation of children's developmental progress and use assessment information to guide curriculum planning and individualized instruction.
- **Referrals:** Communicate identified concerns to families and administration and assist with appropriate referrals for additional assessment, intervention, or community resources when needed.
- **Transition Support:** Collaborate with families and school staff to support children's successful transition from preschool into Transitional Kindergarten or Kindergarten.

3. Child Supervision, Health & Safety

- **Active Supervision:** Maintain continuous, active supervision of children at all times in accordance with Title 22 requirements and district procedures.
- **Child Safety:** Ensure children are accounted for throughout the day, including during classroom activities, outdoor play, meals, transitions, rest periods, arrival, and dismissal.

- **Health Practices:** Follow all applicable health, sanitation, illness, medication, injury prevention, and emergency procedures.
- **Hygiene & Personal Care:** Assist children with handwashing, toileting, diapering when applicable, changing clothes, and other personal care needs while encouraging increasing independence.
- **Meals & Snacks:** Supervise and assist children during meals and snacks and promote healthy eating habits and appropriate table behavior.
- **Classroom Sanitation:** Perform and oversee routine cleaning, disinfecting, and sanitizing of classroom surfaces, toys, equipment, eating areas, and other materials as required.
- **Emergency Procedures:** Understand and implement emergency procedures, including evacuation, lockdown, fire, earthquake, and other emergency protocols.
- **Injury & Incident Reporting:** Document and promptly report injuries, unusual incidents, suspected child abuse or neglect, and other reportable events according to law, licensing requirements, and district procedures.

4. Title 22 Licensing & Program Compliance

- **Licensing Compliance:** Maintain knowledge of and follow applicable **California Department of Social Services Community Care Licensing Title 22 regulations** governing licensed child care centers.
- **Classroom Compliance:** Ensure the preschool classroom remains in compliance with required staffing ratios, supervision standards, health and safety practices, documentation requirements, and facility expectations.
- **Licensing Visits:** Cooperate with Community Care Licensing during site visits, inspections, reviews, and investigations.
- **Required Documentation:** Maintain accurate and current records required by Community Care Licensing and Spencer Valley School.
- **Licensing Notifications:** Immediately notify the Superintendent/Principal of licensing concerns, citations, violations, unusual incidents, or other matters requiring administrative or licensing action.
- **Corrective Actions:** Assist with the development and implementation of corrective action plans when licensing or program deficiencies are identified.
- **Continuous Readiness:** Maintain the classroom and required documentation in a manner that supports ongoing licensing compliance and readiness for announced or unannounced CCL visits.

5. Staff Leadership & Collaboration

- **Classroom Leadership:** Serve as the instructional leader within the preschool classroom and provide daily direction to Preschool Instructional Assistants and other assigned support staff.

- **Staff Assignments:** Coordinate classroom responsibilities to ensure appropriate student supervision, instructional support, sanitation, transitions, meals, rest periods, and other daily operations.
- **Team Planning:** Collaborate with Preschool Instructional Assistants and other staff to plan and implement developmentally appropriate curriculum and activities.
- **Professional Conduct:** Model positive, respectful, professional, and developmentally appropriate interactions with children, families, colleagues, and community members.
- **Schoolwide Collaboration:** Work collaboratively with TK–8 teachers, special education staff, administration, and other school personnel to support continuity of services and children's successful transition into elementary school.

6. Family Engagement & Communication

- **Family Relationships:** Establish and maintain positive, respectful, and professional relationships with preschool families.
- **Daily Communication:** Communicate regularly with parents/guardians regarding children's experiences, progress, needs, and significant events during the preschool day.
- **Parent-Teacher Conferences:** Conduct parent-teacher conferences to discuss children's developmental progress, strengths, goals, and areas in which additional support may be beneficial.
- **Family Participation:** Encourage and provide opportunities for families to participate in preschool activities, celebrations, schoolwide events, and other engagement opportunities.
- **Family Resources:** Provide families with information about child development, school programs, and available community resources when appropriate.
- **Program Communication:** Prepare newsletters, notices, reminders, classroom updates, and other family communications as needed.
- **Confidentiality:** Maintain confidentiality regarding children and families in accordance with applicable laws, licensing requirements, and district policies.

7. Attendance, Enrollment & Program Records

- **Attendance:** Accurately maintain daily child attendance and required sign-in/sign-out records.
- **Absence Follow-Up:** Monitor student absences and communicate with families regarding attendance as appropriate.
- **Enrollment Records:** Assist with reviewing enrollment files to ensure required forms, emergency information, health records, permissions, and other documentation are complete and current.
- **Enrollment Support:** Support district efforts to maintain and grow preschool enrollment by welcoming prospective families, providing program information, participating in tours and outreach activities, and creating a positive preschool experience.
- **Records Maintenance:** Maintain accurate classroom, child, assessment, safety, licensing, and program records.

- **Data Collection:** Complete required preschool program data collection and reporting within established timelines.

8. San Diego Quality Preschool Initiative (SDQPI)

The Preschool Teacher will actively participate in the **San Diego Quality Preschool Initiative (SDQPI)** and support Spencer Valley Preschool's ongoing quality improvement efforts.

Responsibilities include:

- View required **SDQPI onboarding materials** and maintain an understanding of SDQPI expectations and implementation requirements.
- Participate in the development and implementation of a site **Quality Improvement Plan (QIP)**.
- Conduct a self-assessment using the **Quality Continuum Framework** and use the results collaboratively to identify measurable quality improvement goals and action steps.
- Participate in SDQPI coaching cycles, generally occurring every **six to eight weeks**, as scheduled.
- Participate in individual and group coaching, classroom observations, and virtual and in-person coaching sessions.
- Participate in Quality Improvement Plan development sessions with site staff.
- Engage in professional learning, training, and coursework aligned with the site's QIP goals within required SDQPI timelines.
- Maintain required QIP information and documentation within the **Vertical Change** web-based data management system.
- Establish and maintain required agency and program information in Vertical Change.
- Complete required SDQPI data entry and data collection according to the **SDQPI Data Reporting Timeline**.
- Maintain an appropriate registration process to collect required child and family information.
- Collect required **model release forms** and **First 5 Program Evaluation forms** from parents/guardians upon enrollment and retain documentation for the required period.
- Notify the assigned SDQPI coach by email within **48 hours** of any licensing violation received as a result of a Community Care Licensing site visit or review.
- Complete requirements associated with the annual SDQPI stipend, when applicable.
- Complete SDQPI surveys and participate in stakeholder groups or other activities designed to evaluate and strengthen SDQPI.
- Work collaboratively with administration, preschool staff, and the assigned SDQPI coach to implement identified quality improvement strategies.

9. Professional Development & School Participation

- **Professional Learning:** Participate in professional development, training, coursework, coaching, and other learning opportunities related to early childhood education, child

development, curriculum, behavior, health and safety, licensing, and program improvement.

- **Staff Meetings:** Attend required preschool, school, district, and staff meetings.
- **Program Evaluation:** Participate in preschool program evaluation and continuous improvement activities.
- **Evening Events:** Attend occasional evening or special events when required as part of the preschool program.
- **Collaboration:** Participate in schoolwide initiatives and professional learning opportunities that are appropriate to the preschool program.

Other Duties

The Preschool Teacher may also:

- Serve and supervise meals and snacks.
- Assist children with toileting, diapering, dressing, handwashing, and other personal care needs.
- Perform routine classroom cleaning, disinfecting, and sanitizing throughout the day.
- Prepare, organize, maintain, and replace classroom materials, equipment, and supplies.
- Assist with schoolwide activities involving preschool students.
- **ELOP Summer & Camp Support:** Work during and provide support for Expanded Learning Opportunities Program (ELOP) summer programming, intersession camps, and other camp sessions as assigned. Duties may include planning and leading age-appropriate activities, supervising students, assisting with field trips and special activities, supporting meals and transitions, and helping maintain a safe, engaging, and structured program environment.
- Perform other related duties consistent with the position as assigned by the Superintendent/Principal.

Minimum Qualifications

Education & Experience

Education

Applicants must possess the education and Early Childhood Education/Child Development coursework necessary to meet **California Community Care Licensing Title 22 requirements** for the position and assignment.

Experience

- Two (2) years of experience working with preschool-aged children in a licensed early learning and care center, preschool, or comparable group child care program is preferred.
- Experience planning and implementing developmentally appropriate preschool curriculum is preferred.
- Experience working within a Title 22 licensed child care program is highly desirable.
- Experience with Teaching Strategies GOLD, SDQPI, Vertical Change, or other early childhood quality improvement systems is desirable.

Required Certifications, Clearances & Documentation

The Preschool Teacher must possess or obtain and maintain all certifications, clearances, health requirements, and training required by California law, Community Care Licensing, and Spencer Valley School, including as applicable:

- Required Early Childhood Education/Child Development coursework.
- Current **Pediatric First Aid and CPR Certification** from an approved provider.
- Required preventive health and safety training.
- Current **Mandated Reporter Training**.
- Criminal Justice/FBI/DOJ fingerprint and background clearance.
- **Tuberculosis (TB) clearance or risk assessment** as required.
- Proof of required immunizations, including measles and pertussis, or qualifying exemption as permitted by law.
- Health screening/physical examination as required by Community Care Licensing.
- Valid California Driver's License when driving is required as part of assigned duties.
- Any additional training or clearances required by Community Care Licensing or the District.

The employee is responsible for maintaining required certifications, permits, training, and clearances throughout employment.

Knowledge, Skills & Abilities

Knowledge of:

- Principles and practices of early childhood education and development.
- Developmental characteristics and behavior patterns of preschool-aged children.
- Developmentally appropriate and play-based instructional practices.
- Positive behavior support and social-emotional development.
- Child observation, developmental assessment, and documentation.
- Teaching Strategies GOLD or similar early childhood assessment systems.

- California Community Care Licensing **Title 22** requirements applicable to child care centers.
- Health, sanitation, hygiene, nutrition, and safety practices appropriate for young children.
- Appropriate procedures for active supervision of preschool-aged children.
- Mandated reporter responsibilities and child abuse reporting requirements.
- Basic computer applications and electronic recordkeeping systems.

Ability to:

- Plan and implement engaging, developmentally appropriate preschool learning experiences.
- Provide consistent, active supervision of young children.
- Understand and respond appropriately to the developmental, social-emotional, behavioral, and physical needs of preschool-aged children.
- Establish a warm, nurturing, inclusive, and structured classroom environment.
- Develop positive relationships with young children while maintaining appropriate professional boundaries.
- Communicate effectively and professionally with families, staff, administrators, and community partners.
- Lead and provide direction to Preschool Instructional Assistants and other assigned staff.
- Observe children objectively and maintain accurate developmental documentation.
- Maintain accurate attendance, licensing, assessment, safety, and program records.
- Learn, interpret, and consistently follow Title 22 licensing requirements and district procedures.
- Use computers, electronic assessment programs, data systems, email, and standard office applications.
- Exercise sound judgment and respond calmly and effectively in emergency or challenging situations.
- Maintain confidentiality of child, family, and personnel information.
- Work independently while also functioning effectively as part of a small school team.
- Adapt to changing student needs, schedules, staffing, and program priorities.
- Attend required meetings, trainings, conferences, family events, and occasional evening activities.
- Maintain reliable and punctual attendance sufficient to fulfill the responsibilities of the position.

Working Conditions

Environment

Duties are primarily performed in preschool classroom, playground, outdoor learning, school campus, and office environments. The position involves frequent interaction with young children and regular exposure to the noise, activity, bodily fluids, illnesses, cleaning products, outdoor conditions, and other circumstances normally associated with a preschool and child care environment.

The Preschool Teacher may occasionally be required to participate in evening or special school events, professional development, meetings, or other activities outside the regular preschool schedule.

Physical Requirements

The position requires the physical ability to appropriately interact with, care for, and actively supervise preschool-aged children throughout the workday. Requirements include the ability to:

- Stand, walk, and sit for extended periods.
- Frequently bend, stoop, squat, kneel, crouch, reach, and sit on the floor.
- Move quickly when necessary to ensure child safety.
- Transition frequently between standing and floor-level activities.
- Use hands and fingers to operate computers, classroom equipment, and instructional materials.
- Hear and speak clearly to communicate with children, families, and staff and to respond to safety concerns.
- Visually monitor children throughout indoor and outdoor environments.
- Assist children with toileting, hygiene, dressing, and other personal care activities.
- Lift, carry, move, or assist children, classroom materials, and equipment weighing up to **50 pounds**.
- Actively supervise children outdoors in varying weather conditions.

Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the position.

This job description is intended to describe the general nature and level of work performed by the Preschool Teacher and is not intended to be an exhaustive list of all duties, responsibilities, or requirements. Duties may be modified or additional duties assigned based on student, program, licensing, and school operational needs. The Superintendent/Principal may assign additional duties consistent with the position to support the safe and effective operation of Spencer Valley Preschool and Spencer Valley School.