Transitional Kindergarten (TK) Teacher

DEFINITION:

Under general supervision and direction of site administration, the Transitional Kindergarten (TK) Teacher provides developmentally appropriate, play-based instruction as part of a two-year kindergarten program bridging preschool and kindergarten. The teacher supports the academic, social-emotional, and developmental growth of young learners while ensuring alignment with district standards, California Education Code, and the California Preschool Transitional Kindergarten Learning Foundations (PTKLF).

QUALIFICATIONS:

Education:

- Valid California Teaching Credential authorizing service in the assigned grade level or subject area(s), including English Learner Authorization or CLAD
- Transitional Kindergarten Authorization as required by California Law
- Experience in early childhood or primary grade instruction is preferred

DISTINGUISHING CHARACTERISTICS:

Knowledge of early childhood development and play-based instruction

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Key Responsibilities:

- Plan and deliver developmentally appropriate, play-based instruction
- Implements the district-adopted curriculum through developmentally appropriate, play-based and intentional learning experiences
- Recognize that TK emphasizes growth and developmental readiness rather than mastery
- Support families in understanding TK philosophy and early learning development
- Maintain a safe, inclusive, and engaging classroom environment that meets the needs of diverse learners, including English learners and students with disabilities
- Maintain accurate and appropriate records of student progress and attendance, and prepare required forms/reports per district requirements
- Design and maintain TK learning areas, including but not limited to:
    - Literacy and language
    - Math and manipulatives
    - Dramatic play
    - Science and discovery

Health, Safety & TK-Specific Policies:

- Follow district TK policies, including:
    - Toileting procedures (students must self-manage; staff do not change students)
- Maintain a structured yet flexible environment appropriate for young learners
- Ensure all practices support developmentally appropriate early childhood education

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Learning Environment:

- Establish a classroom environment that is safe and supportive, where risk taking is encouraged, where students feel free to contribute their ideas, and where teacher and student interactions are respectful and polite
- Demonstrate fairness and empathy towards others
- Ensure compliance with the California Education Code, Board policies, district regulations, and school procedures
- Model mutual respect and maintain professionalism with students, staff, families, and administration
- Coordinate (if applicable) the daily activities of instructional aides, assistants, paraprofessionals, and volunteers
- Manage a well-organized learning environment, including the proper maintenance and order of all instructional materials and equipment
- Ensure the safety and well-being of students both within the classroom and throughout the school campus

Non-classroom Responsibilities Professionalism:

- Attend professional meetings such as staff meetings, PLCs, and professional development with a spirit of collaboration
- Support and collaborate with colleagues to promote school culture
- Attend student focused meetings such as Individualized Education Plan (IEP) meetings, 504 meetings, and parent conferences
- Follow established policies and procedures for reporting incidents such as child abuse, substance abuse, harassment, and violence
- Perform other non-instructional duties according to school and district policies and procedures: such as, but not limited to substitute plans, independent study, and attendance

Other:

- Perform other reasonable duties related to this position

KNOWLEDGE:

- California State Content Standards for assigned subjects/grade level
- California State Standards for the Teaching Profession
- Knowledge of teaching strategies and classroom management
- Data collection, management, analysis, and record keeping

ABILITIES AND SKILLS:

Specific skill-based competencies required to satisfactorily perform the functions of the job include:

- Ability to plan, organize, prioritize and manage time
- Ability to communicate effectively with students, families, peers, administrators, and other district personnel, both individually and in a group
- Ability to observe, monitor, and evaluate student progress and behavior
- Ability to establish and maintain cooperative and effective working relationships with others

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PHYSICAL REQUIREMENTS:

- Manual dexterity is sufficient to write, use a computer/keyboard, telephone, and other classroom technology, as needed.
- The mobility to stand, stoop, balance, reach overhead, kneel and bend.
- Physical mobility is sufficient to move about the work environment, and possibly from site to site.
- May require physical strength to push, pull, or lift up to 25 pounds.
- The job requires the accurate perception of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.
- Physical stamina is sufficient to sit, stand, or walk for prolonged periods of time.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation 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 onsite in a standard school/classroom environment and come in direct contact with district staff and the public.