

MARION COUNTY JOB DESCRIPTION

Position Title: Teacher, Pre-School Department: Instruction Reports To: Principal Approved By: Marion County Board of Education Date: December 2010
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SUMMARY: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Develops lesson plans/units of study based upon appropriate academic expectations/student goals/school objectives/student needs and goals.

- Identifies targeted academic expectations in lesson/unit

- Matches activities/learning experiences to academic expectations

- Selects appropriate materials/media/technologies for lesson presentation

- Includes student activities that address various student learning styles/intelligence/skills

- Selects appropriate materials/media/technologies for lesson presentation

- Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

- Includes a culminating activity (performance) that measures the identified academic expectations

- Plans activities to make effective use of class/instructional time available

- Incorporates performance-based assessments

- Identifies school and community resources

- Designs instructional units and student activities that integrate knowledge and skills from more than one discipline

- Involves student, when appropriate, in designing student activities

- Designs instructional activities and themes of interest to students

- Designs or uses projects, manipulative, and simulations to provide “real life” experiences

- Collaborates with others (students, teachers, parents) to develop, design, deliver and aligned curriculum to meet the identified needs of students, school, district, and community

- Formulates academically-relevant and essential questions

- Provides for learning experiences that parallel that which students are ready to learn and do

Develops a positive learning climate and arranges physical environment to enhance learning and delivery of instruction

- Builds on a young child’s natural desire to learn through play by providing a quality environment which fosters cognitive, speech/language, social-

emotional, adaptive and physical development.

Arranges environment to accommodate individual, small group, and large-group activities

Alters physical arrangement to match planned activities/students' needs

Maintains a safe/functional environment that minimizes barriers to learning

Arranges instructional materials/media/equipment/technologies to maximize learning opportunities

Maintains positive student-teacher interactions

Displays sensitivity when dealing with students and others

Interacts positively with students, colleagues, parents, and community members

Implements instructional units/lesson plans

Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other)

Communicates/displays specific learner expectations and desired results

Connects student activities/lesson objectives to "real life" applications

Includes appropriate uses of media and technologies

Provides multiple perspectives and differing viewpoints when applicable

Provides connections to students' activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations

Makes smooth, clear transitions between activities

Provides time and activities for all students to apply knowledge/practice skills

Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses

Poses academically-relevant and essential questions during instruction

Uses appropriate response techniques when responding to student's answers in order to maximize learning

Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures

Provides opportunities for individual and cooperative learning experiences

Involves all students in learning opportunities

Emphasizes/repeats essential ideas, concepts, procedures throughout instruction

Brings closure to unit/activity that reinforces learning

Encourages students to apply learning in "real-life" setting

Reinforces student learning with specific academic praise

Demonstrates abilities techniques to improve instructional/learning by using a variety of assessment procedures

Provides students immediate and specific feedback on a consistent basis

Provides feedback that is meaningful and timely

Incorporates comprehension checks of understanding by circulating throughout the room, interacting with students; asking questions, observing students, and guiding students' practices/activities

Uses a variety of assessment techniques to evaluate student performances (open response items, performance events, portfolio entries, standardized tests, group participation, etc.)

Analyzes assessment results to improve/revise instruction

Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)

Provides opportunities for student analysis of unit/lesson activities (reflections, assists in developing scoring guides, etc.)

Monitors child progress through a variety of data recording methods which may include: anecdotal observations, videotaping, portfolio, or other assessment protocols.

Manages students' behaviors in order to maximize teaching and learning opportunities

Established/maintains behavioral expectations (class rules) of students

Monitors students' behaviors according to local school/district policies and procedures

Reinforces acceptable student behaviors with genuine, specific praise

Holds each student accountable for his/her own behaviors

Manages disruptive behavior constructively while maintaining instructional momentum

Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences

Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors

Communicates positively/effectively with students, colleagues, parents, and others

Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions

Speaks directly and clearly

Adjusts volume and tone for emphasis

Models correct grammar and pronunciations

Provides clear instructions

Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.

Displays awareness of space and presence when interacting with others

Maintains positive interactions with others

Makes effective uses of non-verbal cues, expressions, gestures, etc.

Conducts and documents a minimum of two (2) home visits per child during the school year.

Provided parents with ideas for developmentally appropriate activities

Assists in affecting a child's smooth transition from other programs into the pre-school classroom.

Assists in affecting each child's smooth transition into the primary program.

Seeks and completes professional growth opportunities/activities to improve instruction
Evaluates self to identify needs for instructional improvement
Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions
Reviews professional growth plan annually and revises plan as needs/goals change
Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.)
Shares instructional materials, information, ideas with colleagues
Strives to improve instruction on a consistent basis
Maintains appropriate confidentiality regarding students' behaviors and performances
Encourages professional growth of peers
Uses appropriate language in the presence of students
Maintains standards in accordance with national Academy of Early Childhood Program Accreditation.

Meets local school district job expectations and requirements in job descriptions
Follows proper channels to address issues and problems
Meets assigned time frames as stipulated
Serves on various school/district committees
Follows school/district policies and procedures including employee time and attendance
Performs other (out-of-class) duties consistent with contract/job expectations
The teacher exercises proper care of materials and equipment

SUPERVISORY RESPONSIBILITIES: Supervises classroom and students.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCES: Bachelor of Arts degree.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here 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 moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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