



Job Title: **Preschool Teacher**

Department: **Elementary School**

Supervisor: **Principal/Director of Special Education**

Lane Placement: **Licensed Salary Schedule**

Schedule: **Varies** Evaluation Group: **CTESS**

FLSA Classification: **Exempt**

JOB DESCRIPTION

The Preschool Teacher is responsible for providing education to children who are at risk, culturally diverse and with or without disabilities. This job requires creating a positive learning environment where students develop the skills to develop language and become critical thinkers and problem solvers. Preschool Teachers maintain a safe environment; establish rapport with students, parents and colleagues; and motivate pupils to develop attitudes and knowledge that will help them reach their career potential and be college ready. Preschool Teachers adjust, modify, and differentiate curriculum and use effective research-based methods of instruction to suit each student's needs.

ESSENTIAL FUNCTIONS

- Teach students the core content area(s) outlined in the USOE's Pre-Kindergarten Guidelines, and adopted by the Board of Education, using research-based strategies and materials correlated with other approved learning activities and adjusted to suit each student's needs.
- Provide culturally responsive instruction to students who are linguistically diverse.
- Administer and score standardized assessments.
- Write and conduct IEP meetings.
- Maintain student records as required by IDEA and Title I.
- Case Manager to Title I and Special Education Students.
- Assure confidentiality of all students' information.
- Instruct pupils in citizenship.
- Meet regular, punctual and predictable attendance requirements.
- Develop lesson plans and instructional materials and provide individualized and small group instruction.
- Translate lesson plans into learning experiences to best utilize the available time for instruction.
- Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom and develop an individualized behavioral plan when needed.
- Evaluate pupils' academic and social growth, maintain appropriate records, and prepare progress reports.
- Communicate with parents through conferences, telephone calls, e-mails, student planners, school website, and other means, to discuss the pupils' progress.
- Work collaboratively with Title I staff to support parent involvement strategies designed to create parent skills as educators in the home.
- Identify pupil needs and cooperate with other professional staff members in helping pupils solve health, academic, social and psychological challenges.
- Utilize computers and other technological classroom support equipment in student instruction and IDEA and Title I compliance.
- Provide and maintain a safe and supportive environment in the classroom, on the school campus, and on field trips.

- Maintain professional competence through staff development education activities provided by the school district and self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission.
- Function as a member of the Special Education team by attending meetings and collaborating with other professionals.
- Administer appropriate pupil attendance policies and procedures.
- Participate in appropriate educator evaluation procedures as per District guidelines.
- Participate in faculty meetings for preschool staff and home school as required.
- Maintain required inventory records.
- Model professional and ethical standards when dealing with students, parents, peers, and community.
- Understand and adhere to all laws, Special Education policies and procedures and District policies, and procedures.
- Strong oral and written communication skills with students, parents, and staff.
- Effective problem solving, organizational, multi-tasking, and time management skills.
- Ability to organize and supervise the work of others.
- Ability to establish and maintain effective working relationships with pupils, parents, school staff, district staff, and patrons.
- Other duties as assigned.
- Predictable and reliable attendance.

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check.
- ESL endorsement preferred.
- Requires a Bachelor's Degree from an accredited college or university.
- Requires a valid Professional Educator License for the State of Utah within the relevant "License Area of Concentration" and, if applicable, "Endorsement".
- Requires an Early Childhood Special Education License.
- Requires Highly Qualified Status for ESEA teaching assignments.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- While performing the duties of this job, the teacher is regularly required to speak and/or hear. The employee is frequently required to stand, walk, reach with hands and arms, and stoop, kneel, or crouch. The teacher is occasionally required to use hands to handle or feel and must occasionally climb or balance.
- The employee must frequently lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.
- The teacher must be able to respond to the unique educational needs of students with disabilities in a stressful setting.
- This job may emphasize intervention with and management of aggressive and self-abusive students, angry students, emotional students, students with infectious diseases, and personal physical abuse.

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

***Note:** This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: 6/11/2020