

MERIDIAN COMMUNITY UNIT SCHOOL DISTRICT NO. 223
JOB DESCRIPTION
PRE-KINDERGARTEN TEACHER

Position Title: Pre-Kindergarten Teacher
Reports to: Building Administration

Mission Statement of District:

To instruct and assist students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.

Qualifications:

- 1) Valid and properly registered Professional Educator License, issued by the Illinois State Educator Preparation and Licensure Board, with appropriate endorsement(s) for specific teaching assignment
- 2) Evidence of physical fitness and freedom from communicable disease
- 3) Successful completion of criminal background check
- 4) **PREFERRED:** CPR certified (~~preferred~~)
- 5) **PREFERRED:** ESL certified (~~preferred~~)

Required Knowledge, Skills, and Abilities:

- Possess effective oral and written communication skills
- Able to comprehend and follow written and verbal instructions
- Physically and emotionally able to perform job responsibilities
- Skilled in the use of office computer equipment, related software applications, and other standard office machines
- Able to gather data, compile information, prepare reports, and use to improve performance
- Able to make procedural decisions and judgments
- Able to work effectively with a wide range of constituencies in a diverse community
- Able to attend to detail
- Able to perform multiple concurrent tasks
- Able to set goals and establish methods for achieving goals
- Knowledge in content area and accompanying pedagogy
- Knowledge of resources available to best support personal and student growth

Responsibilities and Duties:

- Implement the District's philosophy of education and instructional goals and objectives as defined in the mission, vision, values, school improvement plan and district strategic plan.

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- Create a classroom environment conducive to learning and student growth and appropriate to the physical, social, and emotional development of students.
- Establish and maintain high standards and expectations for academic performance and student behavior needed to achieve a positive learning atmosphere in the classroom.
- Establish effective and professional rapport with students and parents that earns their respect.
- Motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for learning in accordance with each student's ability.
- Meet and instruct assigned classes/student(s) in the location and at the time designated.
- Make adequate preparation for daily instruction, including plans for substitutes, and provide for individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Select and requisition textbooks, instructional aids, uniforms, and equipment; maintain required inventory records.
- Guide the learning process toward the achievement of curriculum goals by:
 - a. Establishing and communicating clear objectives to students.
 - b. Gathering information and data about students to improve instructional performance.
 - c. Setting instructional outcomes of high rigor aligned with overall instructional goals and standards.
 - d. Monitoring student progress to inform instruction. Consistently assesses student achievement through formal and informal testing.
 - e. Asking effective and appropriate questions to deepen student learning, allowing them to make connections, and critically think.
 - f. Engaging students in critical learning.
 - g. Creating a classroom culture reflecting high expectations and the importance of learning.
 - h. Keeping students engaged ~~with the~~ ~~to the~~ task at hand consistently.
 - i. Designing coherent instruction by coordinating knowledge of content, students, and resources.
 - j. Designing student assessments to align with instructional outcomes that can be used to measure student growth from pre- to post-assessment.
 - k. Participating actively in a Professional Learning Community with colleagues by:
 - i. Attending staff meetings and in-service meetings as required.
 - ii. Creating, sharing, and analyzing data with team or departmental colleagues.
 - iii. Actively engaginge in district, building, and team-level committees and participatinge in district/building initiatives.
 - iv. Participating in curriculum development programs and in the selection of materials and equipment to support instruction.

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- Report suspected child abuse/neglect cases as required by statute and board policy and notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Work cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs, assessing and helping students solve health, attitude, and learning problems.
- Meet, as required, with students, parents, administrators, and/or consultants.
- Create a stimulating, attractive, organized, functional, healthy, effective and safe classroom, with proper attention to the visual ~~and~~, acoustic, ~~and thermal~~ environments; including functional and attractive displays, bulletin boards and interest centers.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
- Plan and implement sequential learning experiences, based on the use of data, for students in the content area for which the teacher is licensed and endorsed, using a variety of instructional strategies that are consistent with the district and school's philosophy, mission statement, instructional goals, school level objectives, and the Core Curriculum Content Standards. The learning experiences shall follow and use approved curricula and instructional materials.
- Engage the students in differentiated learning experiences for the range of skill levels and developmental needs found in the assigned group of pupils, managing, when appropriate, multiple instructional activities simultaneously.
- Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech
- Discipline students in a fair and consistent manner, using school approved procedures
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child.
- In those areas in which a teacher specialist takes the primary responsibility for the content and skills of the Standard, the teacher will coordinate classroom instruction with the teacher specialist in order to reinforce learning and student achievement.
- ~~Develop career planning and workplace readiness skills in all students.~~
- ~~Use technology, information, and other tools.~~
- Use critical thinking, decision-making, and problem solving skills.
- Demonstrate self- management and coordination skills and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school-approved procedures.
- Organize and supervise approved field trips to enhance classroom learning.

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- Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
- Assist with the preparation, monitoring, and following of Individualized Education Plans and 504 Plans for selected students assigned to the class.
- Employ a variety of methods for students to demonstrate learning and accomplishments.
- Evaluate and grade class homework, assignments, and assessment tests in a timely fashion, providing feedback to the student on performance. Maintain records and provide evidence of growth and progress to parents and students.
- Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students both in/out of class and/or building activities.
- Assist with extra-curricular activities, supporting the total program of the school. Instruct, advise, coach, and supervise extra-curricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
- ~~Attend student events to demonstrate genuine interest in the life of the students.~~
- Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
- Maintain accurate records and complete all records and reports in a timely fashion as required by law and regulation or building/department or requested by the Principal or designee. Maintain accurate attendance records. Account for all funds collected from students.
- Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
- Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
- Complete the required professional learning to keep licensure current.

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- ~~Participate cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.~~
- Protect confidentiality of records and information gained as part of exercising professional duties in accordance with the law and Board policies.
- Correspond and take part in the ISBE Pre-Kindergarten program audit.
- Assist in the writing of and management of the Prekindergarten grant.
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- ~~Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs).~~
- Complete CPI Training annually.
- Be knowledgeable of and adhere to contractual obligations and the law and regulations, including but not limited to, the Illinois School Code, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures.
- Manage the Preschool for All (PFA) Grant in coordination with the building principal and district bookkeeper.
- Perform other duties as assigned.

Commented [1]: Added on 5/18

Physical Demands and Work Environment:

The physical demands and work environment described below 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 the job, the employee is regularly required to sit; use hands to manipulate, handle, or feel; and talk or hear. The employee regularly is required to reach with hands and arms. The employee is regularly required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include: close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Other physical demands of the Meridian CUSD223 Our Mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

positions include: regular bending, squatting, kneeling, twisting/turning/balancing, reaching above shoulder/outward, and typing/keyboarding.

In the work environment, the employee is regularly exposed to video display and regularly works in typical interior/office environmental conditions. The employee works as designated through a collective bargaining agreement. The noise level in the work environment is usually moderate.

Term of Employment: As designated through collective bargaining agreement

FLSA Status: Exempt

Evaluation: As designated through collective bargaining agreement and Teacher Evaluation Plan

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and School Board Policy and procedures. Job functions are subject to modification.

Non-Discrimination Statement:

Meridian Community Unit School District No. 223 is an equal opportunity employer. The District does not discriminate on the basis of race, religion, color, sex, age, national origin, or disability.

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