

## **STATE/IASA PRESCHOOL TEACHER**

### **DEFINITION:**

Under the general supervision of the Coordinator of Early Childhood Education, the State/IASA Preschool Teacher will implement the educational program for students in her/his Classroom. The primary function of the teacher (as written in the State Preschool Guidelines) is to conduct an educational program for preschool students to encourage and support intellectual, social, emotional and physical development, of the preschool child. The secondary function is to instruct parents in more effective parenting skills.

### **DIRECTLY RESPONSIBLE TO:**

The State/IASA Preschool Teacher is responsible to the Coordinator of Early Childhood Education. In the absence of the Preschool Director of Preschool Education, the teacher will report to Director of K-12 Instruction.

### **QUALIFICATIONS:**

Credential(s): Possession of a valid California Child Development Teacher, Master Teacher Permit, and/or Site Supervisor Permit

Education: A degree in child Development is desirable

Experience: A minimum of two (2) years' experience in a Compensatory Preschool class as well as instructional experience in other educational programs young children and parents is desirable

### **DISTINGUISHING CHARACTERISTICS:**

The State/IASA Preschool Teacher serves on all days required for the State/IASA Preschool Program as defined in the state Preschool Guidelines and are placed on the District Classified Salary Schedule based on years of employment in the program.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provides learning experience in compliance with school district rules and regulations in language arts, physical education, art, music, health and other subject matter suited to the needs of pupils from economically disadvantaged homes, utilizing proposed goals and objectives of State Preschool Guidelines as a resource base
- Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical and emotional maturities
- Develops in each pupil an awareness of his/her worth as an individual and his/her role in his/her family and community
- Encourages pupils to express themselves creatively in art, music and dramatic play
- Provides individual and small group instruction designed to meet individual needs of pupils in communication skills, health habits, physical skills and development of satisfactory self-concepts
- Works with community professionals and county welfare department in encouraging individual pupils to attend classes
- Enriches educational program through study trips to community resources such as museums, parks, etc. and through classroom visits by resource persons from the school and community
- Shares and interprets enrichment experiences with pupils and parents
- Plans and coordinates the work of associate teachers, aides, assistants, parents and volunteers in the classroom and on field trips in order to obtain the maximum benefit from their efforts
- Develops activities for parents which promote parent participation and involvement in education activities provided for their children, as noted in State Preschool Guidelines
- Communicates regularly with parents by means of parent meetings, and individual parent conferences
- Interprets school program to parents in order to strengthen parental understanding of the individual pupil's needs and the school's role in the individual pupil's life
- Complies with proposed goals and program objectives
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitude, and learning problems
- Cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems
- Creates an effective environment for learning through functional and attractive displays, interest centers, and exhibits of pupil's work
- Maintains professional competence through in service education activities provided by the district and/or self-selected professional growth activities
- Selects and requisitions books, instructional aids, and instructional supplies
- Participates in curriculum and other developmental programs as required
- Participates in staff committees

## **STATE/IASA PRESCHOOL TEACHER**

### **PHYSICAL REQUIREMENTS:**

**Physical abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### **WORK ENVIRONMENT:**

- The work environment characteristics described 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 usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.