

Marquardt School District 15 Job Description

Job Title: Early Childhood Teacher (Pre-K)

Supervises: N/A

Primary Evaluator: Principal and Assistant Principal

Position Type: General Education Teacher

Reports To: Assistant Principal/Principal

Role Purpose: The Early Childhood Teacher is responsible for fostering a nurturing, inclusive, and play-based learning environment that supports the foundational growth of our youngest learners. Grounded in Marquardt School District 15's curriculum, Illinois Early Learning and Development Standards (IELDS), and research-based early childhood practices, this role emphasizes purposeful, student-centered planning and responsive instruction. Through ongoing, authentic assessment and reflective practice, the teacher ensures that every child develops socially, emotionally, cognitively, and physically. By cultivating strong partnerships with families and collaborating within a supportive school community, the Early Childhood Teacher establishes a respectful, equity-driven foundation for lifelong learning and success.

Qualifications

- **Education:** Minimum of a Bachelor's degree in Early Childhood Education or a related field from an accredited college or university.
- **Licensure:** Valid Illinois Professional Educator License (PEL) with an Early Childhood Education endorsement (Birth to Grade 2).
- **Preferred Endorsements:** Early Childhood Special Education approval and/or Bilingual/English as a Second Language (ESL) endorsement to support the district's diverse student population.
- **Clearances:** Compliance with state and district employment requirements, including a criminal background check and health physical.
-

Knowledge and Skills

- **Standards Alignment:** Deep knowledge of the Illinois Early Learning and Development Standards (IELDS) and how to scaffold them into kindergarten readiness benchmarks.
- **Child Development:** Comprehensive understanding of early child development (ages 3–5), including typical and atypical progressions across social-emotional, cognitive, physical, and linguistic domains.
- **Instructional Frameworks:** Skill in implementing Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) frameworks within an early childhood context.
- **Language Acquisition:** Understanding of research-based strategies for supporting multilingual learners and developing early literacy and numeracy skills through rich oral language environments.
- **Physical Demands:** Ability to frequently sit on the floor, bend, kneel, squat, and safely lift or move equipment or students up to 40 pounds.

Beliefs

- **All Students Can Learn:** An unwavering commitment to the belief that every child can learn, grow, and achieve at high levels when provided with a supportive, equity-driven environment.
- **Investment in Community:** A dedication to being fully invested in our students, our school, our district, and the beautifully diverse families of our local community.

- **Collaborative Spirit:** A belief in acting as a supportive colleague, active team player, and proactive problem solver within professional learning communities (PLCs).
- **Reflective Practice:** Recognition that continuous improvement through self-reflection, coaching feedback, and lifelong learning is essential to professional excellence.

Essential Responsibilities

Planning & Preparation

- Design and implement a developmentally appropriate, play-based curriculum that aligns with the IELDS and Marquardt District 15's learning outcomes.
- Create intentional, student-centered lesson plans that embed early literacy, mathematical thinking, sensory exploration, and motor skills into daily routines.
- Incorporate knowledge of students' diverse backgrounds, cultures, languages, and specific learning needs (IEPs) into proactive instructional planning.
- Integrate modern, interactive technology tools and assistive learning technologies purposefully to enhance multi-sensory engagement.

Instruction

- Deliver instruction through a balance of teacher-guided activities and child-initiated, purposeful play that fosters active engagement and critical thinking.
- Use expressive oral language, responsive questioning, and storytelling techniques to expand vocabulary and communication skills.
- Demonstrate high levels of instructional flexibility and responsiveness, adjusting pacing and scaffolding in the moment to support struggling or advanced learners.
- Embed multi-sensory experiences throughout the day to cater to diverse learning styles and physical development needs.

Assessment & Student Progress

- Utilize authentic, observation-based assessment tools (e.g., portfolios, anecdotal notes, checklists) to continuously capture child development in real-world contexts.
- Collect and analyze formative and summative data to drive tier-groupings, individualize instruction, and monitor progress toward developmental milestones.
- Maintain accurate, comprehensive, and confidential records of child progress in accordance with district guidelines and state grant requirements.

- Use screening data (e.g., ASQ-3/ASQ-SE) to identify children who may require early intervention or special education services.

Classroom Environment & Student Management

- Establish a safe, predictable, and physically inviting classroom culture built on mutual respect, warmth, and high expectations.
- Design an optimized physical environment with clearly defined learning centers (e.g., blocks, dramatic play, literacy, science/sensory) that promote autonomy and collaborative play.
- Develop clear, age-appropriate classroom routines and transitions that maximize instructional time and minimize student frustration.
- Manage student behavior using positive behavior interventions and supports (PBIS) and trauma-informed strategies that teach self-regulation and emotional literacy.

Collaboration & Communication

- Establish strong, reciprocal partnerships with families through regular, transparent communication regarding student progress, milestones, and home-learning strategies.
- Collaborate actively with the early childhood team (including speech-language pathologists, social workers, occupational therapists, and administrators) to implement IEP goals and support the whole child.
- Participate productively in Professional Learning Communities (PLCs) to analyze student data, share best practices, and coordinate co-teaching frameworks.

Professional Responsibilities

- Engage deeply in reflective practice, actively utilizing feedback from administrators and instructional coaches to refine teaching methodologies.
- Participate in required district professional development, including district School Improvement Days and early childhood compliance training.
- Advocate tirelessly for early childhood resources and the specific needs of vulnerable or at-risk student populations.
- Maintain the highest standards of professionalism, integrity, legal compliance (including mandated reporting), and ethical conduct in all district and community interactions.

Work Environment

While performing the duties of this job, the employee regularly works inside but could occasionally be outside and is subject to noises associated with an educational environment both indoors and outdoors that is deemed moderate. The employee is regularly required to sit; climb or balance; and stoop, kneel, crouch, or crawl. Work requires some lifting, pulling or pushing during the normal performance of tasks and responsibilities. The employee works in an educational setting with children of varying ages and abilities and is directly responsible for the safety, well-being, and work output of students. Duties may be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways, and on field trips away from the school. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Terms of Employment: Salary is in accordance with the teacher salary range for MSD15

Reviewed/Revised: June 3, 2026