



PRE-K TEACHER

Supervisor: Building Principal	FLSA Status: Exempt
Department: Instruction	Terms of Employment: According to terms of certified contract
Supervises: none	Position Type: Full-Time

Nature of Work

To create a flexible program and an environment favorable to learning and personal growth. To motivate each student to: develop skills, knowledge, and attitudes in accordance with his/her ability; to develop his/her special talents; to develop sound opinions based on facts; and to develop proficiency in inquiry skills and concepts.

Duties and Responsibilities

Preparation and Planning

- Teacher's plans reflect solid knowledge of the content and are clearly aligned to NM adopted standards. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
- The lesson is designed to implement instructional targets aligned to NM adopted standards as follows: creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students' cognitive abilities and skills. The sequence of learning experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners.
- Instructional targets are aligned to NM adopted standards and stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets.
- Teacher fully utilizes existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.
- Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
- Teacher's plan for assessing student learning is aligned with the instructional outcomes, success criteria, and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.

Creating an Environment for Learning

- Classroom interactions, between teacher and students, and among students, are as follows: are polite and respectful, demonstrate knowledge of cultural and developmental differences among groups of students, disagreements are handled respectfully.
- The classroom is safe as follows: learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities; there is posted evidence of student learning; teacher makes effective use of available physical resources, including technology.
- The classroom culture is characterized by high expectations for all students: the teacher establishes norms and participant structures in which students can learn with and from each other., i.e. student grouping, student presentations, and peer editing; teacher conveys content relevance; demonstrated commitment to the subject by both teacher and students, students demonstrate pride in their efforts.
- Little instructional time is lost: effective classroom routines and procedures; teacher leads effective routines for transition; effective use of supplies.
- Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another: standards are clear to students; teacher holds students responsible for maintaining behavioral standards; teacher response to student misbehavior is appropriate and respects the students' dignity; teacher response is consistent.

Teaching for Learning

- Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.
- The teacher's questioning techniques elicit a deep response and allows for sufficient time for students to answer through active engagement with peers and teacher.
- Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes: the lesson explicitly connects to prior understanding; all students are engaged; the lesson's structure is coherent and paced appropriately; the lesson has specific learning goals aligned to the standard; the lesson allows for student reflection.
- Assessments are consistently used in instruction: there are clear goals and performance criteria, communicated effectively to students; the assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction; teacher uses adaptive instruction including descriptive feedback; student involvement occurs through self and peer assessment.
- Teacher promotes the successful learning of all students: the teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests; the teacher utilizes a variety of strategies.

Professionalism

- The teacher successfully engages families in the instructional program: teacher communicates with families in a culturally appropriate manner; teacher frequently communicates with families.
- The teacher participates actively in professional community, and in school/district events and projects: teacher maintains positive and productive relationships with colleagues.

- Teacher provides an accurate and objective description of own and other instructional practices with specific evidence: teacher makes some specific suggestions as to how the instructional practices might be improved.
- The teacher displays a high level of professionalism in dealings with both students and colleagues; teacher complies fully and voluntarily with regulations; teacher promotes safe environment for students when monitoring students and activities.
- The teacher accepts opportunities for professional development after an individual assessment of need: teacher implements PD strategies; teacher welcomes and implements feedback from supervisors and colleagues.
- The teacher's systems for maintain both instructional and non-instructional records are efficient and successful: information from records is accurate and up to date; information is used by teacher to make decisions regarding students.
- Exhibit professionalism by maintaining good attendance and adhering to established work schedule.
- Comply with the Code of Ethics, administrative directives, board policies, local, state and federal statues and rules and regulations.
- Complete annual mandatory Vector Training.
- Communicate and display courteous and professional behavior toward students, the public, the Immediate Supervisor, School and District Administrators, staff and peers.
- Safeguard the confidentiality of information pursuant to the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal statutes.
- Evenings and weekend work may be required.
- Perform such other tasks as may be assigned.

Minimum Qualifications

1. Bachelor's degree in Early Childhood Education from a regionally accredited college or university.
2. Current Early Childhood Birth to Pre-K or Early Childhood Pre-K to 3rd Grade New Mexico Public Education Department License
3. Valid New Mexico driver's license
4. Ability to pass a criminal background check

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. Performance of this job will be evaluated in accordance with the provisions of the Cobre Consolidated Schools Board of Education's policy on evaluation of professional personnel.

I accept this position offered and agree to the above job description.

Print Name: _____

Signature: _____ Date: _____

The Cobre Consolidated School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Position will remain open until filled.