

TEACHER, EARLY CHILDHOOD

Rev. Jun 2022

Job No.: T807

Reports to: Principal

Dept./Campus: Assigned Campus

FLSA Status: Exempt

Pay Grade: Teacher Scale + Stipend

Term: 187 days

PRIMARY PURPOSE

To provide students with appropriate learning activities and experiences in the assigned subject area to help them fulfill their potential for intellectual, emotional, physical, and social growth. Support, accommodate, develop and/or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental or itinerant capacity as assigned. **This position may be contingent upon funding in whole or in part through state or federal grants.**

MAJOR RESPONSIBILITIES AND DUTIES

- Develop and implement lesson plans that address grade level TEKS and/or prerequisite skills necessary for access to the curriculum and progress toward individual IEP goals and show written evidence of preparation.
- Participate in ARD Committee and staff meetings on a regular basis, having knowledge of students' disabilities, strengths, and areas of need.
- Develop and follow system for collecting data and progress monitoring and use results to plan instructional activities.
- Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
- Plan and use appropriate and evidence based instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles, interests and needs of students assigned.
- Work cooperatively with educational team, including general education, special education, and related service staff, to provide feedback and guidance on implementation of students' current IEP, including assistance with accommodating and/or modifying curriculum.
- Work with other members of staff to determine instructional goals, objectives, and methods according to LISD requirements.
- Have knowledge of each student on caseload and communicate students' disabilities, strengths, and areas of need with teachers and appropriate school staff working with students.
- Be familiar with TEKS, district curriculum documents, website and resources for grade levels to support students.
- Consult and collaborate with district staff and appropriate outside resources regarding education, social, and personal needs of students.
- Conduct ongoing and annual assessment of student achievement through formal and informal testing.
- Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
- Be a positive role model for students, support mission of LISD.
- Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Use of technology to strengthen teaching/learning process.
- Manage student behavior in accordance with Student Code of Conduct, student handbook and/or Individual Behavior Intervention Plans.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

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- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Communicate student strengths and challenges to parents according to campus/district guidelines.
- Provide or supervise personal care and/or health delegated services, as stated in the IEP.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Participate in staff development/professional learning activities to improve job-related skills.
- Compile, maintain, and file all physical and computerized reports, records.
- Support, plan for, and facilitate the ELE Extended Day students' participation and learning in the classroom.
- Set up opportunities for extended day students to model age-appropriate skills to the special education students throughout the school day.
- Support and follow the ELE Extended Day guidelines to meet the program's purpose.
- Work with the campus administration, ELE Support Specialist, and parents to address any concerns that might arise.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- Supervise assigned teacher aide(s) and volunteer(s), student teacher(s), intern(s), beginning teacher(s) as needed.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree in education or related field.
- Valid Texas teaching certificate appropriate to subject and grade level assigned.
- Experience in student teaching, internship, fieldwork, observation and all other placements required by universities or state approved programs for certification.
- Background working with individuals with low incidence disabilities and developmental delays.

Knowledge/Skills/Abilities:

- Knowledge of assigned subject area; curriculum and instruction strategies; relevant technology; and state, LISD, and school regulations and policies for classroom teachers.
- Skilled in communication; organization; problem-solving; critical thinking; and flexibility.
- Ability to present information accurately and clearly; manage multiple priorities and projects; and instruct students and utilize behavior strategies.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- May be exposed to outdoor weather conditions during portions of work day.
- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.

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- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Occasional requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.
- May be required to pass a crisis prevention/intervention course and assist (verbally or physically) in crisis intervention.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Maintain composure and professionalism at all times.