

SECTION I: GENERAL INFORMATION

Position Title: ECFE Early Childhood Teacher	Department: Early Childhood
Reports to: Early Learning Coordinator	FLSA Status: Exempt
Classification: Teacher	Bargaining/ Work Unit: Teacher
Position Last Updated: June 2025	Next Position Description Update:

SECTION II: JOB SUMMARY

The ECFE Early Childhood Teacher is responsible for material development and lesson plans; conduct instruction; regularly evaluate instructional material for grade appropriateness; and continually assess student development and performance all in a fully proficient manner as defined in the five domains from the District's Framework For Teaching.

The teacher will regularly meet with parents / guardians / responsible adults and / or students to ensure everyone's clear understanding of that student's or students' overall performance in terms of strengths / weaknesses, progress / potential and any other observable characteristics, abilities or challenges that are affecting the student's or students' performance.

SECTION III: DUTIES AND RESPONSIBILITIES

- A. Develops and maintains a current knowledge of the District's policies, protocols and procedures that apply to this position so that work responsibilities can be performed purposefully, confidently and independently within the position authority and responsibility parameters.
- B. Develops and maintains collaborative work relationships that contribute to a pleasant and productive workplace.
- C. Demonstrates planning and preparation (Domain One) proficiency or better related to: knowledge of content and pedagogy; knowledge of students; selecting instructional goals; knowledge of available resources; designing coherent instruction; and assessing student learning.
- D. Demonstrates proficiency or better in establishing and managing the classroom environment (Domain Two) as evidenced by: creating an environment of respect and rapport; establishing a culture for learning; managing classroom procedures; managing student behavior; and organizing the assigned physical space.
- E. Demonstrates proficiency or better in classroom instruction (Domain Three) as evidenced by: communicating clearly and accurately; using questioning and discussion techniques; engaging students in learning; providing feedback to students; and demonstrating flexibility and responsiveness.
- F. Demonstrates proficiency or better in meeting one's professional responsibilities (Domain Four) as

evidenced by: reflecting on teaching; maintaining accurate records; communicating with families; contributing to the assigned school and District; growing and developing professionally; and showing professionalism.

- G. Demonstrates proficiency or better in cultural competence (Domain 5) as evidenced by: recognizing the impact of cultural diversity and learning; addressing demographic inequities in achievement; building relationships across cultures; adapting curriculum for cultural diversity; and following reflective practices built around professional development in diversity and cultural competence.
- H. Demonstrates a skilled or better level of performance on basic computer operations and file management as evidenced by: assisting others in technology competencies; using keyboard shortcuts; setting up a computer for use with peripheral devices; competency using the basic and more advanced features of the Macintosh and Windows operating systems; transferring files among available storage devices; and regularly performing file back ups.
- I. Meets or exceeds the District's Targets for using technology as outlined for the following areas: communication technology; assessment and instructional management; planning and designing integrated technology instruction; attitude; knowledge and use of technology; ethical use of technology; relevance and real-world application of technology by students; and personal / professional productivity.
- J. Performs other job-related responsibilities as apparent or assigned.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Knowledge:

- Develops and maintains a current knowledge of the District's policies, protocols and procedures that apply to this position so that work responsibilities can be performed purposefully, confidently and independently within the position authority and responsibility parameters.

Skills:

- Demonstrates proficiency or better in cultural competence including: recognizing the impact of cultural diversity and learning; addressing demographic inequities in achievement; building relationships across cultures; adapting curriculum for cultural diversity; and following reflective practices built around professional development in diversity and cultural competence.
- Demonstrates computer literacy and organizational skills.
- Excellent interpersonal communication skills, with the ability to interact effectively with students, families, community and school staff.

Abilities:

- Demonstrates interest and abilities to develop and sustain good relationships with students, families and school staff.
- Ability to travel among the district school sites and district office on an as-needed basis.
- Demonstrates ability to appropriately intervene with a student or family and manage the reactions and results from such interventions in a manner that strengthens the relationships among students, their families, community and the school.
- Ability to assist with occasional diaper changes and support potty training as needed, maintaining hygiene standards and ensuring a respectful, supportive environment for young children.
- Demonstrate reliability, professionalism, and a strong work ethic.
- Maintain confidentiality and demonstrate integrity in all interactions.

SECTION V: EDUCATION/CERTIFICATION REQUIREMENTS

- Bachelor's degree from a four-year college or university.
- Current Minnesota teaching license.

SECTION VI: EXPERIENCE REQUIREMENTS

- Previous teaching experience with children birth-age 5 preferred.

SECTION VII: PHYSICAL REQUIREMENTS & WORK ENVIRONMENT

Physical Requirements:

- Perform multiple tasks: standing, sitting on ground, using hands dexterously, talking, hearing.
- Lift and carry up to 50 pounds.
- Occasional reaching, stooping, walking, bending, and crouching.

Work Environment:

- Work is typically performed in an inside, temperature- controlled environment.
- Some outside duty time may be scheduled and expected in performance of this position.

SECTION VIII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission. Richfield Public Schools inspires and empowers each individual to learn, grow and excel. Perform assigned responsibilities in a manner consistent with the District's established Core Values.
- Advance the District's mission and values through careful attention to the key issues of Learning, Environment, and Resources.
- Promotes positive communication with families and the community, supports outreach efforts, and ensures all programs focus on Richfield Public Schools Equity Policy.