

## SCHOOL DISTRICT OF ST. JOHNS COUNTY

### PRE-K/EXCEPTIONAL STUDENT EDUCATION TEACHER - CLASSROOM

#### JOB DESCRIPTION

##### QUALIFICATIONS:

- (1) Bachelor's degree in Early Childhood from an accredited educational institution preferred.
- (2) Valid Florida teacher certification in ESE and either Pre-K Primary or Preschool Education (completion required within six (6) months of hire).
- (3) Florida Early Literacy and Standards Course requirements completed.
- (4) Multi-cultural and at-risk student experience preferred.
- (5) Satisfactory criminal background check and drug screening.

##### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies. Ability to write and follow through with Individual Education Plan (IEP) goals. Ability to document student goals and to assess children effectively.

##### REPORTS TO:

Principal or designee

#### JOB GOAL

To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. Each employee of St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

##### SUPERVISES:

N/A

##### PERFORMANCE RESPONSIBILITIES:

###### Service Delivery

- \*(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
- \*(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.

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- \* (3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- \* (4) Develop or select instructional activities which foster active involvement in the learning process.
- \* (5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- \* (6) Work in a collaborative model and other instructional and support staff to share strategies and best practices.
- \* (7) Use ongoing assessment results to guide instructional planning and IEP goals.

### **Expectations of All Employees**

- \* (8) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- \* (9) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.
- \* (10) Ensure adherence to good safety standards.
- \* (11) Maintain confidentiality regarding school/workplace matters.
- \* (12) Model and maintain high ethical standards.
- \* (13) Maintain expertise in assigned area to fulfill position goals and objectives.
- \* (14) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \* (15) Demonstrate initiative in the performance of assigned responsibilities.
- \* (16) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Counts! program and with modeling the characteristics of citizenship, character education and literacy.

### **Administrative/Management**

- \* (17) Maintain a positive, organized and safe learning environment.
- \* (18) Manage time effectively.
- \* (19) Participate successfully in non-instructional duties for school order and management.
- \* (20) Manage materials and equipment effectively.
- \* (21) Use effective student behavior management techniques.
- \* (22) Enforce school rules, administrative regulations and Board policies.
- \* (23) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.
- \* (24) Use technology resources effectively.
- \* (25) Coordinate and monitor the work of volunteers and aides when assigned.
- \* (26) Respond to inquiries and concerns in a timely manner.

### **Assessment/Evaluation**

- \* (27) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.
- \* (28) Assist in assessing changing curricular needs and plans for improvement.
- \* (29) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- \* (30) Establish appropriate testing environment and test security.
- \* (31) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- \* (32) Evaluate effectiveness of instructional units and teaching strategies.

### **Intervention/Direct Services**

- \* (33) Demonstrate knowledge and understanding of subject matter.

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- \*(34) Communicate high learning expectations for all students.
- \*(35) Apply principles of learning and effective teaching in instructional delivery.
- \*(36) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
- \*(37) Use appropriate material, technology, and other resources to help meet learning needs of all students.
- \*(38) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
- \*(39) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- \*(40) Provide instruction on safety procedures and proper handling of materials and equipment.
- \*(41) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- \*(42) Assist students with health and hygiene needs as required.

### **Collaboration**

- \*(43) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- \*(44) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- \*(45) Collaborate with other professional and parents after recognizing student distress or abuse.
- \*(46) Collaborate with peers and other professionals to enhance student learning.

### **Professional Growth and Improvement**

- \*(47) Engage in a continuing improvement of professional skills and knowledge.
- \*(48) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
- \*(49) Participate successfully in training programs, conferences, and workshops, as assigned or appropriate, to keep abreast of current practices, programs, legal issues, and character education.

### **Professional Responsibilities**

- \*(50) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- \*(51) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
- \*(52) Maintain confidentiality of student and other professional information.
- \*(53) Comply with policies, procedures and programs.
- \*(54) Exercise appropriate professional judgment.
- \*(55) Support school improvement initiatives.
- \*(56) Ensure that student growth/performance is continuous and appropriate for age group, subject area and/or student program classification.
- \*(57) Keep supervisor informed of potential problems or unusual events.
- \*(58) Follow federal and state laws as well as School Board policies, rules, and regulations.
- \*(59) Represent the District in a positive and professional manner.
- \*(60) Demonstrate support for the School District and its goals and priorities.

### **Leadership and Strategic Orientation**

- \*(61) Set high standards and expectations for self and others.
- \*(62) Exhibit interpersonal skills to work as an effective team member.

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- \*(63) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Perform other tasks consistent with the goals and objectives of this position.

\*Essential Performance Responsibilities

### PHYSICAL REQUIREMENTS:

*Worker is required to use two or more of the following on a regular basis: telephone / other voice communication devices; audio-visual equipment; personal computer; copy machine; calculator; personal safety devices such as back support or safety glasses necessary for the operation of power tools / equipment; physical fitness / therapy devices; other specialized equipment typically used in school buses and classrooms for exceptional students, resource rooms, vocational shop / laboratory, gymnasiums, physical therapy laboratory or room, or practice field .*

### II. PHYSICAL EXERTION REQUIREMENTS OF THIS POSITION:

**HEAVY WORK:** *Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects or individuals. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.*

### III. PHYSICAL ACTIVITY DURING A TYPICAL DAY:

*A typical day's activities include sitting, standing, walking, bending, stooping, pushing, pulling, lifting, stretching, twisting and reaching; normal finger dexterity, visual acuity (with or without corrective glasses), hearing, talking, and firm grasping are also required to carry out essential functions.*

### IV. WORKING CONDITIONS:

*Indoors and outdoors. Worker is subject to both conditions with most work occurring inside. The worker is subject moderate noise levels such that loud talking or even shouting is required to be heard on occasion.*

### TYPICAL JOBS:

*Jobs requiring the activities described above may include the following: Teachers of the Profoundly Disabled, Emotionally/Behaviorally Disabled, Physically Impaired; Physical and Occupational Therapy; Physical Education, Industrial Vocational Education; ESE Aide in classes for the moderate to severely disabled or certain vocational courses; Bus Attendant for the physically disabled; or other jobs requiring similar physical activity.*

Job Description Supplement

### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

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### **EVALUATION:**

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of personnel.

**POSITION CODE:** 52052, 52015

**Pay Type:** 12

**Pay Grade:** Instructional Negotiated Contract Salary Schedule

### **FLSA STATUS:**

**Exempt**

### **BOARD PPROVED:**

**December 2018**

**REVISED:April 2025**