



## **Elementary Classroom Teacher Transitional Kindergarten (TK)**

Department/Division:	School Site
Reports To:	Principal
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	May 15, 2019
Date Adopted by Board:	
Salary Range:	Certificated Salary Schedule

### **LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

#### **DEFINITION**

Under the direction of the Principal, the Elementary Transitional Kindergarten (TK) Classroom Teacher will provide an educational program and environment which promotes learning and personal growth for transitional kindergarten students in a self-contained classroom. Transitional Kindergarten (TK) is part of the K-12 public school system and is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

#### **DISTINGUISHING CHARACTERISTICS**

The Elementary Transitional Kindergarten (TK) Classroom Teacher will create a quality transitional kindergarten program by demonstrating proficiency in the California Standards for the Teaching Profession: Standard 1-Engaging and supporting all students in learning; Standard 2-Creating and maintain effective environments for student learning; Standard 3-Understanding and organizing subject matter for student learning; Standard 4-Planning instruction and designing learning experiences for all students; Standard 5-Assessing student learning; Standard 6-Developing as a professional educator. The Elementary TK Classroom Teacher will provide curriculum, instruction, and a learning environment aligned California Content Standards to produce 21<sup>st</sup> century outcomes for all transitional kindergarten students. The TK Teacher will provide an age appropriate educational program for students transitioning into kindergarten.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Implements the mission, goals, objectives, policies, and course of study of the District as adopted by the Board of Trustees.
- Provides developmentally appropriate learning experiences for students to assist them in transitioning to kindergarten.
- Adapts and modifies the kindergarten curriculum by developing lesson plans, instructional materials, and teaching methods to meet the needs of the TK students.

- Provides balanced instruction in all curricular areas, including English language arts, English language development, mathematics, history/social science, science, visual/performing arts, physical education, health, utilizing the California Content Standards in each area.
- Maintains appropriate standards of classroom behavior, using behavioral management techniques and strategies that promote citizenship and socially positive outcomes in students; establishes a climate that promotes fairness and respect; plans and implements classroom procedures and routines that support student learning.
- Plans, develops, and utilizes a variety of instructional methodologies appropriate to the instructional level of students from diverse backgrounds and cultures.
- Delivers instruction in a variety of ways and modalities, including whole-class, individual and small group settings, in order to adapt learning to the needs of students of varying interests and abilities.
- Collaborates with colleagues to plan and deliver articulated and consistent curriculum that promotes evidence-based student learning; confers with kindergarten teachers regarding the transition of TK students to kindergarten.
- Collaborates with special education teachers and other personnel to provide appropriate instructional programs and modifications for special needs students based on the Individual Education Plan (IEP).
- Evaluates academic and social growth of students and keeps appropriate records; communicates, counsels, and collaborates with school personnel, parents, and school support staff about student performance.
- Holds parent conferences to discuss individual student progress and interpret the school program.
- Administers, analyzes, reports, and utilizes student assessments as prescribed by the District to provide an appropriate instructional program for all students.
- Plans and coordinates the work of paraprofessionals, classroom volunteers, if applicable.
- Creates, with assistance from pupils, an effective environment for learning through functional and attractive displays such as bulletin boards, interest centers, etc., that reflect units of study.
- Performs basic attendance accounting, and other record keeping, as required.
- Selects and requisitions instructional materials to support student learning and instructs students in the proper use and care of these materials; maintains an inventory of materials.
- Participates in curriculum development programs with the school of assignment, on a District or Interdistrict level, and participates on school/District/Interdistrict committees.
- Maintains professional competence through continuing education activities provided by the District, and/or professional learning communities.
- Cooperates in school-wide supervision of students during out-of-classroom activities; participates in faculty and/or District committees and the sponsorship of student activities.
- Utilizes technology in the classroom, as appropriate.
- Keeps current on work email, website communications, and technological proficiencies.

- Participates in school and District plans to assure the safety of students.
- Performs related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

- Common Core State Standards/ Curriculum Frameworks
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of elementary level students, especially TK students
- Principles and practices of early childhood development
- Child guidance principles and practices related to TK students
- Educational curriculum and instructional goals and objectives, and educational trends and research findings pertaining to TK students
- Motivational, behavior management, and behavior shaping strategies, techniques and methods and conflict resolution procedures
- Socio-economic and cultural backgrounds of the school population
- Effective use of technology integration strategies and multiple technologies into curriculum and instructional practices across content areas
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques
- Organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines

### **Ability to:**

- Perform all essential duties of the position
- Plan, organize, develop, and conduct a comprehensive teaching and instructional program for TK students
- Provide appropriate and effective learning experiences for students from a wide range of socio-economic levels and cultural backgrounds
- Effectively assess the instructional and educational needs of students
- Design, develop and implement sound instructional and educational programs
- Provide a motivating and stimulating learning environment
- Comply with the District's core values, continuous improvement efforts, and strategic initiatives
- Participate in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement
- Maintain an effective, collaborative learning climate at the school(s) with students and staff
- Communicate openly and work productively with a community of diverse opinions and ideas
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Operate a computer, iPad, and other office equipment
- Communicate effectively both orally and in writing in English
- Travel to various District locations and school sites, as needed

## **EDUCATION, TRAINING, AND EXPERIENCE**

Bachelor's degree, including all courses needed to meet credential requirements. Master's

Degree in education, preferred. A combination of student teaching, internship or teaching experience.

**Licenses/Certificates/Special Requirements:**

Valid California Teaching Credential with appropriate authorizations in grade levels and areas assigned.

ESSA Compliant

TK is not considered a preschool program and must be taught by an educator who holds one of the following credentials:

- Multiple Subject
- General Kindergarten-Primary
- Standard Early Childhood
- Standard Elementary
- Specialist Instruction Credential in Early Childhood Education

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, **on or before July 1, 2015**, is “grandfathered in” to teach TK without having to meet the additional unit requirement for TK teachers set forth in Education Code section 48000(g)

- Education Code section 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following by August 1, 2020:
  - At least 24 units in early childhood education, or childhood development, or both
    - Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described above (comparability determined by the local employing agency)
    - Child Development Teacher Permit issued by the Commission on Teacher Credentialing

English Language Learner authorization

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy

**PHYSICAL AND MENTAL DEMANDS**

*The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Physical Demands**

The employee is regularly required to hear and speak to exchange information in a proficient manner; and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more. The employee may be subject to physical and emotional outbursts by students, including

such behaviors as kicking, spitting, scratching, biting and running; the employee must be able to run quickly for brief spurts; should this occur, a meeting will be conducted to discuss preventative actions. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens.

### **Mental Demands**

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; meet deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and District employees; should this occur, the employee must report it to their supervisor. Some stress may be encountered while performing the duties of this position.

### **WORK ENVIRONMENT**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employees regularly work in a classroom environment and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical classroom conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens. The employee occasionally drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.

### **OTHER CONDITIONS OF CONTINUED EMPLOYMENT**

Participate in employer mandated training programs.