

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Preschool Lead Teacher
<b>DEPARTMENT &amp; PROGRAM:</b>	Early Learning Programs
<b>WORK YEAR:</b>	Instructional Calendar (Up to 185 days)
<b>SALARY   PLACEMENT:</b>	Based on highest level of education and/or Oregon Registry Step
<b>SUPERVISED BY:</b>	Assigned Administrator
<b>ASSOCIATION:</b>	Classified
<b>FLSA STATUS:</b>	Non-exempt

*The description contained herein reflects general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

### GENERAL DESCRIPTION OF THE POSITION:

The Preschool Lead Teacher provides a successful, safe, and supervised learning environment for children in the school district preschool setting. The Lead Teacher promotes the social, emotional, physical, and cognitive development of enrolled children through age-appropriate instruction, progress monitoring/assessment of each child, development of individualized goals, and curriculum development. Family involvement is encouraged in all aspects of the program. The Lead Teacher works to ensure that program requirements are consistently met. The Lead Teacher ensures that services are coordinated and address each child's individual learning strengths and needs.

### ESSENTIAL FUNCTIONS:

1. Utilizes integrated curriculum plans, which reflect developmentally appropriate practice, parental and cultural influences, and promote the social, emotional, physical and cognitive development of enrolled children
2. Follows a consistent schedule, which includes small and large group experiences, choice time, music and movement, large and small motor activities, skill development, snacks, and effective transitions between activities
3. Encourages experimentation, exploration, problem solving, cooperation, socialization, and choice-making; asks open-ended questions and listens respectfully to the answers
4. Prepares classroom materials to support developmentally appropriate lesson plans; creates and changes learning centers as needed
5. Promotes family involvement by providing an atmosphere that promotes and reinforces parental participation in the classroom and parent meetings
6. Communicates regularly with parents, regarding each child's progress
7. Conducts parent conferences and parent meetings for the purpose of assessment and support, and to share information on classroom progress and educational strategies at school and at home
8. Plans and provides a safe learning environment in which children are supervised and monitored at all times
9. Adapts curriculum to address and meet individual goals for children as identified in their individual learning plans with the support of program staff
10. Assesses individual and group needs, attending to special needs, specific interests, strengths and concerns with the support of program staff
11. Documents baselines and ongoing assessments using the state selected assessment tool

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

**ESSENTIAL COMPETENCIES:**

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. Associate's degree in child development, early childhood education, or similar field, or a Step 9 on the Oregon Registry. CDA or Step 8 can be accepted with a plan to earn an associate's degree or Step 9 within one year. Candidates with a CDA and a Step 7 on the ORO registry may also be considered, provided they are able to obtain an associate's degree or a Step 9 within two years of employment.
2. Recent successful experience providing instruction to preschool children
3. Ability to apply current research and best practice within the field of Early Childhood Education to service delivery
4. Demonstrated ability to work cooperatively with families, program staff, the district, Clackamas ESD and community resource personnel
5. Ability to manage time, prioritize, and schedule multiple activities across settings, and to coordinate these activities with others
6. Ability to design, develop, and adapt materials and routines which support learning and encourage autonomy in children
7. Ability to obtain a Central Background Registry number.
8. Ability to acquire and maintain a valid first aid and infant/child CPR card
9. Ability to train, manage, and provide support to adults whose roles and responsibilities vary depending on the early childhood setting, including assigned education assistants
10. Demonstrated skills in communication, collaboration, and cooperation with other disciplines, community based professional teams, and families as resources for planning and delivery of Early Childhood Education services
11. Ability to compose and produce concise professional documents
12. Ability to acquire computer skills for word processing, use of database, and production of instructional materials
13. Physical and mental attributes sufficient to perform the essential functions
14. Written and oral communication skills sufficient to perform essential functions

**PREFERRED QUALIFICATIONS:**

1. Bachelor's degree in child development, early childhood education, or a related field.
2. Bilingual: English and Spanish preferred

**WORKING CONDITIONS:**

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning, as well as assisting with toileting need, physical handling/positioning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

**EQUIPMENT USED:**

## 1. Personal Vehicles

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Light/Medium work.** Lifting 30 pounds' maximum with frequent lifting and/or carrying of objects up to 15-20 lbs; or requires walking or standing to a significant degree. If someone can do light/medium work, we determine that they can also do sedentary work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
26-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb		Never		Rare	X	Occasionally		Frequently		Continuously
Crawl		Never	X	Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare	X	Occasionally		Frequently		Continuously
Kneel		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare	X	Occasionally		Frequently		Continuously
Squat		Never		Rare		Occasionally	X	Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously
Twist		Never		Rare	X	Occasionally		Frequently		Continuously

Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Carrying: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										

Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	X	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare	X	Occasionally		Frequently		Continuously
Noise		Never		Rare		Occasionally		Frequently	X	Continuously
Safety Equipment		Never		Rare	X	Occasionally		Frequently		Continuously
Wetness		Never	X	Rare		Occasionally		Frequently		Continuously



**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**X = Requirement | ☐ = Not Required**

**REASONING ABILITY:**

- X** Complete routine, repetitive tasks with simple instructions
- X** Follow detailed instructions that require few changes
- X** Follow detailed procedures with several potential variables
- X** Accurately interpret behaviors and nonverbal communication and act on decisions
- X** Demonstrate logical or deductive thinking
- X** Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- X** Perform simple copying, addition, counting, subtraction
- X** Perform multiplication and division
- ☐ Understand the metric system and conversions
- X** Manipulate fractions, decimals, and percentages
- ☐ Understand and use statistics
- ☐ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- X** Read and understand product labels, policies written at the 10th grade level
- X** Follow verbal or demonstrated instructions
- X** Explain simple directions, copy data from one form to another
- X** Complete form letters or answer routine correspondence
- X** Compose correspondence independently
- X** Read and interpret complex technical material
- ☐ Speak and understand a second language
- X** Prepare complex reports and documents
- X** Speak with individuals and small groups in an articulate manner
- X** Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request accommodation(s) to perform the essential functions of the position, and
3. I can perform the essential functions of this position with or without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.*