

White Pine County School District
1135 Avenue C Ely, Nevada 89301 (775) 289-4851 FAX (775) 289-3999

DEN Pre-K Teacher

Classification: Certified

Terms of Employment: 9/12 Months

FLSA Status: Exempt

This is a salaried position assigned to the Licensed Employee Salary Schedule.

The Pre-K Teacher reports to the Elementary Principals.

Purpose Statement: The job of Pre-K Teacher is overseeing related learning activities; supervising and teaching pre-K students; ensuring compliance with program requirements; assisting with parent involvement; and collaborating with other staff to continuously improve the Pre-K Program.

Essential Functions

- *Adapts classroom work for the purpose of providing students with instructional materials that address individualized learning plans
- *Collaborates with other Pre-K staff to create lesson plans and tailor the learning environment, including changing out and adapting learning centers and materials.
- *Administers subject specific assessment and test for the purpose of assessing the level of students' competencies.
- *Work closely with the Parent Outreach Coordinator to advise parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements with the purpose of developing methods for improvement and/or reinforcing classroom goals in the home environment.
- *Participate in annual program assessment and continuous quality improvement initiatives of the overall program.
- *Directs instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- *Facilitates Pre-K student's learning by encouraging experimentation, exploration, problem solving, cooperation, socialization, and choice-making; asking open-ended questions and listening respectfully to the answers for the purpose of improving the students' academic success and transition to elementary school.
- *Follow a consistent schedule, which includes small and large group experiences, choice time, music and movement, large and small motor activities, skill development, meals, and effective transitions between activities.
- *Models conversation, manners, clean up activities, listening skills, etc. for the purpose of demonstrating appropriate social and interpersonal behavior.
- *Sits with children during family style mealtimes and provide a model for good nutritional habits.
- *Occasionally assist with student toileting, including changing of soiled clothing.
- *Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
- *Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

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Candice Campeau, Member •, Matt Hibbs, Member • Pete Mangum, Member • Jessica Trask, Member
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Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; effective listening; facilitating meetings; guiding others; monitoring activities; problem solving; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; English grammar/punctuation/spelling/vocabulary; and behavioral management strategies.

ABILITY is required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; and exhibiting tact and patience.

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others.

Physical Demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. This includes the physical ability to move quickly in order to respond to children who are very active and may need redirection in order to insure their safety or the safety of others in the environment. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Requirements:

Bachelors' degree in ECE or in Elementary Education with an endorsement in ECE (provisional exceptions may be made for the right candidate actively pursuing this education).

Experience Job related experience with increasing levels of responsibility is desired.

Nevada Teaching License; ECE endorsement

Criminal Justice Fingerprint/Background Clearance

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY EMPLOYER This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, age, disability, or national origin.

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