

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

JOB TITLE: PRESCHOOL TEACHER

REPORTS TO: The Principal and assigned supervisor/principal

SUPERVISES: Students and, when assigned, paraprofessional(s)

NATURE AND SCOPE OF JOB:

Assumes professional responsibility for providing learning experiences and supervision of assigned students in a supportive and positive classroom climate that develops in each child the skills, attitudes, and knowledge to meet and exceed the New Jersey Elements of High-Quality Preschool (N.J.A.C. 6A:13A) and the Preschool Teaching and Learning Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Preschool Teacher work collaboratively with other members of the school staff and with parents of each child.

QUALIFICATIONS:

The Preschool Teacher shall:

1. Hold a New Jersey instructional certificate with the P-3 education endorsement and other appropriate endorsement(s) (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Have excellent experience in teaching and working with children.
3. Have excellent integrity and demonstrate good moral character and initiative.
4. Demonstrate knowledge and understanding of early childhood growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
5. Demonstrate a comprehensive knowledge of the content field when holding a content specific teaching responsibility on the preschool level.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.

9. Provide proof of eligibility to work in the United States by completing the I-9 form.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Preschool Teacher shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Preschool Teacher shall:

1. Establish high standards and expectations for all students for academic performance and responsibility for behavior.
2. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
3. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district and school's philosophy, mission statement, instructional goals, school level objectives, and the Preschool Teaching and Learning Standards. The learning experiences shall follow and use approved curricula and instructional materials.

7. Engage the learners in differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
8. Participate in regular meetings and sessions with the Preschool Coach and the Preschool Intervention and Referral Specialist. Use and implement feedback provided by the Preschool Coach.
9. Administer early childhood screenings to monitor student growth and development such as the Early Screening Inventory (ESI) or the GOLD Assessment.
10. Guide early childhood learners in independent, self-care routines and practices.
11. Participate on the Early Childhood Advisory Council (ECAC) as requested and/or engage with the Community Parent Involvement Specialist (CPIS) in order to ensure connection with the community.
12. Develop transition activities and meetings to transition students from home to preschool and from preschool to Kindergarten.
13. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school approved procedures. Organize and supervise approved field trips to enhance classroom learning.
14. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
15. Submit lesson plans in the approved format to the Principal/supervisor as required and requested.
16. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
17. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques. Discipline students in a fair and consistent manner, using school approved procedures. Seek assistance of the parents and the Principal when needed.
18. Establish a professional rapport with students that earns their respect.
19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
20. Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
21. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.

22. Employ a variety of methods for students to demonstrate learning and accomplishments. Evaluate and grade homework, assignments, and tests in a timely fashion, providing feedback to the student on performance. Maintain records and provide evidence of growth and progress to parents and to students.
23. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
24. Assist with extra curricular activities, supporting the total program of the school. Instruct, advise, coach, and supervise extra curricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
25. Attend student events to demonstrate genuine interest in the life of the students.
26. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
27. Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments.
28. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal. Maintain accurate attendance records. Account for all funds collected from students.
29. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
30. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
31. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
32. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
33. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
34. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.

35. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
36. Recommend to the Principal the supplies and equipment needed to support instruction and assist with ordering, following established procedures.
37. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
38. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
39. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
30. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey or exchange information effectively.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.

2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION

The Principal and assigned supervisor shall evaluate Preschool Teacher in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted:

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

JOB TITLE: PRESCHOOL COACH

REPORTS TO: Director of Pupil Services

NATURE AND SCOPE OF JOB:

The Preschool Coach shall support the preschool staff in implementation of high-quality early childhood educational strategies. The coach will visit all preschool classrooms, provide feedback to teachers and staff, use assessment tools to promote the reflective cycle, host professional development opportunities, and maintain positive relationships with staff.

QUALIFICATIONS:

The Preschool Coach shall:

1. Have teaching experience in early childhood education for at least three (3) years
2. Be a master teacher in preschool with advanced training in the area of early childhood education.
3. Hold a valid NJ teaching certificate, preschool through grade 3 (P-3).
4. Demonstrate excellent leadership and organizational skills and the ability to motivate people.
5. Knowledge of developmentally appropriate preschool curricula.
6. Evidence of successful presentation skills when working with adults. Experience in mentoring/coaching teachers or preservice teachers.
7. Ability and willingness to model effective teaching strategies.
8. Hold and maintain a valid driver's license with no serious violations.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Demonstrate knowledge and understanding of curriculum development and program evaluation, early child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
11. Exhibit enthusiasm and possess the interpersonal skills to relate well with students, staff, administration, parents, and the community.

12. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
13. Demonstrate the ability and willingness to model effective literacy teaching strategies within the classroom by planning and executing well designed lessons.
14. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
15. Meet all governmental and Readington Township certification and application requirements.
16. Meet such alternatives to the above qualifications as the Superintendent or Supervisor may find appropriate and acceptable.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Preschool Coach shall:

1. Visit all preschool classrooms on a regular basis to coach and provide feedback to teachers to support high-quality preschool teaching practices using the reflective cycle.
2. Provide feedback directly to teaching staff based on the reflective cycle plan and model exemplary practices and regularly meet with the early childhood supervisors, program directors or principals. Recordkeeping, including use of the reflective cycle, should be maintained during these visits
3. Coach teachers on the use of performance-based assessments including supporting quality assessment practices, interpretation of data and the use of assessment data in planning
4. Administer structured program evaluation instruments to measure quality practices in preschool classrooms. Examples of program evaluation instruments include curriculum implementation fidelity tools, Early Childhood Environment Ratings Scale -Third Edition (ECERS-3), Supports for Early Literacy Assessment (SELA), and the Preschool Classroom Mathematics Inventory (PCMI).
5. Use performance-based assessment data and results of structured classroom observations to determine and support a high-quality curriculum implementation, plan specific goals, and create training opportunities.
6. Model developmentally appropriate classroom practices and lessons, facilitate PLC meetings, and plan and implement workshops to strengthen areas of needed improvement identified from structured observation instruments (aggregated data), curriculum observation instruments, performance-based assessment results, district evaluation data, and other information.
7. Plan and provide professional development experiences for classroom teachers that align with the New Jersey Preschool Teaching and Learning Standards, the school district's Department of Education (DOE) approved curriculum, the district's DOE approved professional development plan and classroom-quality assessment data. Professional development should be presented in a variety of participant settings, ranging from small groups to cohorts to entire staff

8. Confer with early childhood supervisor to coordinate, articulate, and provide professional development for all staff.
9. Provide individualized follow-up support to the teacher's level of development and plan small group meetings/trainings for teachers with similar needs.
10. Reflect on own professional development needs, attend workshops, read research articles, consult with others.
11. Confer regularly with the Community Parent Involvement Specialist (CPIS), Preschool Intervention and Referral Specialist (PIRS) and other relevant school/district personnel to plan for smooth transitions for children entering preschool through grade three programs.
12. Assist the Community Parent Involvement Specialist (CPIS) in planning parent involvement activities (e.g., ensuring that the results of the performance-based assessment along with other information about the preschoolers are shared with kindergarten staff, planning parent workshops together, planning visits to kindergarten classrooms).
13. Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment, structured observation visits.
14. Support transition activities, programs, and services between and among preschool through grade three programs.
15. Assume a leadership role in the area of preschool instruction as applied to early childhood curriculum, instruction and assessment.
16. Demonstrate leadership in communicating with a variety of audiences throughout the district.
17. Maintain the confidentiality of schools, teachers, and classrooms.
18. Maintain paperwork consistently, appropriately and in a timely manner.
19. Perform other duties as may be assigned by the principals, private provider directors, and/or Director of Pupil Services.

TERMS OF EMPLOYMENT:

The Preschool Coach shall be employed under the following terms:

1. Salary and work year to be determined by the Board of Education that shall include 5 days of per diem work over the summer.
2. Salary, benefits and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

EVALUATION:

The Director of Pupil Services in collaboration with the Building Principals and provider directors shall evaluate the Preschool Coach in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted:

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

JOB TITLE: PRESCHOOL INTERVENTION AND REFERRAL SPECIALIST

REPORTS TO: Director of Pupil Services

NATURE AND SCOPE OF JOB:

The Preschool Intervention and Referral Specialist consults with the Preschool Coach and all Preschool classroom teachers to develop intervention practices to help preschool children meet the Preschool Standards, as required by N.J.A.C.6A: 13A-4.4 (High Quality Preschool Programs).

QUALIFICATIONS:

The Preschool Intervention and Referral Specialist shall:

1. Have teaching experience in early childhood education for at least three (3) years
2. Be a master teacher in preschool with advanced training in the area of early childhood education.
3. Hold a valid NJ teaching certificate, preschool through grade 3 (P-3).
4. Demonstrate excellent leadership and organizational skills and the ability to motivate people.
5. Knowledge of developmentally appropriate preschool curricula.
6. Experience with multitiered system of supports (MTSS) and Intervention and Referral Services (I&RS).
7. Ability and willingness to model effective teaching strategies.
8. Hold and maintain a valid driver's license with no serious violations.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Demonstrate knowledge and understanding of curriculum development and program evaluation, early child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
11. Exhibit enthusiasm and possess the interpersonal skills to relate well with students, staff, administration, parents, and the community.

12. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
13. Demonstrate the ability and willingness to model effective literacy teaching strategies within the classroom by planning and executing well designed lessons.
14. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
15. Meet all governmental and Readington Township certification and application requirements.
16. Meet such alternatives to the above qualifications as the Superintendent or Supervisor may find appropriate and acceptable.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Preschool Intervention and Referral Specialist shall:

1. Visit all preschool classrooms on a regular basis to support the implementation of the early childhood curriculum.
2. Conduct classroom visits of all preschool classrooms to provide practice-based coaching on the Pyramid Model using written strategies, modeling, and consultation.
3. Use a system of anecdotal notes on student social emotional development to provide support to teachers and students.
4. Support preschool teachers by observing and collecting data on individual students who exhibit challenges in the classroom setting indicated through the screening process and/or observations.
5. Conducts Teaching Pyramid Observation Tool (TPOT) observations on assigned classrooms and meets with teachers and the Preschool Coach to provide feedback on areas of need as indicated by the tool.
6. Develop and maintain appropriate data for all steps of the intervention process including but not limited to: practice based coaching logs, TPOT collections, results for each assigned classroom, developmental screening results, meeting schedules, professional development, family interaction and consults, and referrals to special education.
7. Plan and provide professional development experiences for classroom teachers that align with the New Jersey Preschool Teaching and Learning Standards, the school district's Department of Education (DOE) approved curriculum, the district's DOE approved professional development plan and classroom-quality assessment data.
9. Confer regularly with supervisors.
10. Reflect on own professional development needs, attend workshops, read research articles, consult with others.
11. Confer regularly with the Community Parent Involvement Specialist (CPIS), Preschool Coach and other relevant school/district personnel to plan for smooth transitions for children entering preschool through grade three programs.
12. Support transition activities, programs, and services between and among preschool through grade three programs.

14. Assume a leadership role in the area of preschool instruction as applied to early childhood curriculum, instruction and assessment.
15. Demonstrate leadership in communicating with a variety of audiences throughout the district.
16. Assist the Community Parent Involvement Specialist (CPIS) in planning parent involvement activities (e.g., ensuring that the results of the performance-based assessment along with other information about the preschoolers are shared with kindergarten staff, planning parent workshops together, planning visits to kindergarten classrooms).
17. Collaborate and communicate with the Special Education Department in providing appropriate services for students with special needs.
18. Participate in parent needs with teachers to discuss student progress and interpret the preschool program.
19. Recommend curriculum modifications, as needed.
20. Maintain the confidentiality of schools, teachers, and classrooms.
21. Maintain paperwork consistently, appropriately and in a timely manner.
22. Perform other duties as may be assigned by the principals, private provider directors, and/or Director of Pupil Services.

TERMS OF EMPLOYMENT:

The Preschool Intervention and Referral Specialist shall be employed under the following terms:

1. Salary and work year to be determined by the Board of Education that shall include 5 days of per diem work over the summer.
2. Salary, benefits and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

EVALUATION:

The Director of Pupil Services in collaboration with the Building Principals and provider directors shall evaluate the Preschool Intervention and Referral Specialist in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted:

JOB DESCRIPTION

**READINGTON
TOWNSHIP
BOARD OF EDUCATION**

JOB TITLE: **PRESCHOOL RELIEF TEACHER**

REPORTS TO: Director of Pupil Services and assigned supervisor/principal

SUPERVISES: Students and, when assigned, paraprofessionals

NATURE AND SCOPE OF JOB:

Carries out the teacher's plans, instructions, duties, and classroom routines in the absence of the preschool teacher. The relief teacher, while in the position for a temporary amount of time, will assume professional responsibility for providing learning experiences and supervision of assigned students in a supportive and positive classroom climate that develops in each child the skills, attitudes, and knowledge to meet and exceed the New Jersey Elements of High-Quality Preschool (N.J.A.C. 6A:13A) and the Preschool Teaching and Learning Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Preschool Relief Teacher work collaboratively with other members of the school staff and with parents of each child.

QUALIFICATIONS:

The Relief Teacher shall:

1. Hold a New Jersey instructional certificate with the P-3 education endorsement and other appropriate endorsement(s) (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Have excellent experience in teaching and working with children.
3. Have excellent integrity and demonstrate good moral character and initiative.
4. Demonstrate knowledge and understanding of early childhood growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
5. Demonstrate a comprehensive knowledge of the content field when holding a content specific teaching responsibility on the preschool level.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
9. Provide proof of eligibility to work in the United States by completing the I-9 form.

10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Preschool Relief Teacher shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Preschool Relief Teacher shall:

1. Establish high standards and expectations for all students for academic performance and responsibility for behavior.
2. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
3. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district and school's philosophy, mission statement, instructional goals, school level objectives, and the Preschool Teaching and Learning Standards. The learning experiences shall follow and use approved curricula and instructional materials.

7. Engage the learners in differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
8. Participate in regular meetings and sessions with the Preschool Coach and the Preschool Intervention and Referral Specialist. Use and implement feedback provided by the Preschool Coach.
9. Administer early childhood screenings to monitor student growth and development such as the Early Screening Inventory (ESI) or the GOLD Assessment.
10. Guide early childhood learners in independent, self-care routines and practices.
11. Participate on the Early Childhood Advisory Council (ECAC) as requested and/or engage with the Community Parent Involvement Specialist (CPIS) in order to ensure connection with the community.
12. Develop transition activities and meetings to transition students from home to preschool and from preschool to Kindergarten when requested.
13. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school approved procedures. Organize and supervise approved field trips to enhance classroom learning.
14. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
15. Submit lesson plans in the approved format to the Principal/supervisor as required and requested.
16. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
17. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques. Discipline students in a fair and consistent manner, using school approved procedures. Seek assistance of the parents and the Principal when needed.
18. Establish a professional rapport with students that earns their respect.
19. Communicate when needed with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
20. Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
21. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.

22. Employ a variety of methods for students to demonstrate learning and accomplishments. Evaluate and grade homework, assignments, and tests in a timely fashion, providing feedback to the student on performance. Maintain records and provide evidence of growth and progress to parents and to students.
23. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
24. Assist with extra curricular activities, supporting the total program of the school. Instruct, advise, coach, and supervise extra curricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
25. Attend student events to demonstrate genuine interest in the life of the students.
26. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
27. Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments.
28. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal. Maintain accurate attendance records. Account for all funds collected from students.
29. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
30. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
31. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
32. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
33. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
34. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.

35. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
36. Recommend to the Principal the supplies and equipment needed to support instruction and assist with ordering, following established procedures.
37. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
38. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
39. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
30. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey or exchange information effectively.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.

2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION

The Principal and assigned supervisor shall evaluate Preschool Relief Teacher in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: