



RANTOUL CITY SCHOOLS
BROADMEADOW-EASTLAWN-NORTHVIEW-PLEASANT ACRES
PREK CENTER - RISE ACADEMY - JW EATER
1 AVIATION CENTER DRIVE, RANTOUL, IL 61866
217.893.5400 - WWW.RCS137.ORG

Job Description

Position Title: Pre-K Teacher
Department: Pre-K
Reports to: Pre-K Director and Director of Special Education

Job Summary:

Under the direction of the Pre-K Director/Director of Special Education Director, the Pre-K Teacher will plan and provide for appropriate learning experiences for students.

General Qualifications:

- Possess a Bachelor's Degree (Education) or related field.
- Must hold a valid Illinois Professional Teaching License; With Early Childhood Special Education and Early Childhood Endorsements
- Understanding and experience with curriculum design, planning and instruction.
- Strong communication skills (written and oral).

Essential Job Skills:

Staff member will effectively perform the following duties in a timely manner:

- Supervises students in a variety of school related settings.
- Monitors and evaluate student outcomes.
- Develops, selects and modifies instructional plans and materials to meet the needs of all students.
- Monitors appropriate use and care of equipment, materials and facilities.
- Plans, organizes and provides instruction based on Common Core State Standards.
- Administers informal and formal assessments
- Incorporates district initiatives within instruction (adopted programs/policies).
- Evaluates and assesses student progress against instructional objectives.
- Demonstrates knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessments, diagnosis, and research related to learning.
- Demonstrates knowledge of educational research, trends, and best practices.
- Provides written feedback to students.
- Maintains accurate, efficient, and effective records for instructional and non-instructional purposes.
- Manages classroom organization

Other Duties:

- Communicates and interacts with students, parents, staff and community.
- Works cooperatively with the administration and staff to schedule meetings.
- Demonstrates knowledge of educational research, trends, and best practices.
- Participates in district-wide and building committees related to educational and employment matters.
- Performs other duties as assigned.

Teaching Framework Responsibilities:

Adapted from the Framework for Teaching. Charlotte Danielson.

- The teacher plans and demonstrates practices that reflect knowledge of the content, prerequisite relationships between concepts, and the instructional practices specific to that discipline.
- The teacher seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for his/her students.
- The teacher develops instructional outcomes that are of appropriate rigor and are suitable for his/her students, but consist of a combination of activities and goals, which permit viable methods of assessment. They reflect more than one type of learning and are aligned to the Common Core Standards.
- The teacher is aware of the resources available through the school or district to enhance his/her own knowledge, to use in teaching, or for students who need them.
- The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, address the Common Core Standards and are suitable for his/her

students. The lesson or unit has a clear structure and is likely to engage students in learning.

- The teacher's plan for student assessment is aligned with the instructional outcomes, Common Core Standards, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for students.
- The teacher's interactions with his/her students are friendly and demonstrate general caring and respect.
- The teacher will develop a classroom culture that is characterized by commitment to learning by teacher and student. Student engagement to the task at hand is consistent.
- The teacher's management of instructional groups and/or the handling of materials and supplies are consistent.
- The teacher ensures that students follow established classroom routines.
- The teacher will monitor student behavior and respond to student misbehavior. Teacher response to student misbehavior is consistent, appropriate and respectful to students.
- The teacher ensures the classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.
- The teacher clearly communicates the instructional purpose of the lesson and directions and procedures are explained clearly. The teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.
- The teacher's questions/prompts are of high quality, related to the lesson objectives and invite a thoughtful response. The teacher engages all students in the discussion and encourages them to respond to one another.
- The teacher creates lessons that are aligned with the instructional outcomes, Common Core Standards, are suitable to the students' development, and facilitate students in constructing knowledge. The lessons have a clearly defined structure, and the pacing of the lessons is appropriate, providing students the time needed to intellectually engage with their learning.
- The teacher uses assessments to support instruction, through frequent monitoring of progress by teacher and/or students. Teacher feedback to students is regular and accurate. The teacher ensures students are aware of the assessment criteria used to evaluate their work. Questions/prompts/ assessments are used to diagnose evidence of learning.
- The teacher modifies the lesson when needed and responds to student questions and interests. The teacher seeks approaches for students who have difficulty learning.
- The teacher's reflection on a lesson provides an accurate and objective description. The teacher can make suggestions as to how the lesson might be improved.
- The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.
- The teacher participates in the professional community and in school and district events and projects. The teacher maintains positive and productive relationships with colleagues, administrators and parents.
- The teacher participates in professional development based on an individual assessment of need and actively shares information with others. The teacher accepts and acts upon feedback from supervisors and colleagues.
- The teacher displays a high level of ethics and professionalism in dealings with students, colleagues, administrators and parents and complies with school and district regulations.
- The teacher supervises students or assists with supervision in both teaching and not teaching situations.
- Other duties as assigned.

Mental Demands:

- Ability to effectively communicate (verbal and written) with parents, colleagues, administration and all other members of the educational community
- Ability to instruct students effectively and capably.
- Ability to maintain emotional control under stress.
- Ability to use web-based programs, e-mail, and technology (laptop, Smartboard, etc.) effectively.

Working Conditions:

- Indoor classrooms/School, exposure to: student noise, lawn mowing, music, odors of food, mowed grass and possible communicable diseases.
- Outdoor schoolyard and grounds, field trips ; exposure to; temperatures (hot warm, cool, cold), and exposure to mowed grass.
- Regular work attendance.

| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities | | | | |
|---|--------------|-------------------------------|------------------------------|---------------------------------|
| Employee is required to: | Never | 1-33% Occasionally | 34-66% Frequently | 66-100% Continuously |
| Stand | | | | X |
| Walk | | | | X |
| Sit | | X | | |
| Use hands dexterously (use fingers to handle, feel) | | | X | |
| Reach with hands and arms | | | X | |
| Climb or balance | | X | | |
| Stoop/kneel/crouch or crawl | | | X | |
| Talk or Hear | | | | X |
| Smell | | X | | |
| Physical (Lift & carry): | | | | |
| up to 10 pounds | | | X | |
| up to 25 pounds | | | X | |
| up to 50 pounds | | X | | |
| up to 75 pounds | | X | | |
| up to 100 pounds | | X | | |
| more than 100 pounds | X | | | |

ADOPTED: 2/15/2024