

Pre-K Incentive Teacher

Objective:

Support the Co- Teacher in implementing true-quality Developmentally Appropriate Program (DAP) in the PK Program.

Job responsibilities include but are not limited to:

Professionalism:

- Arrive at on-time and ready to begin work
- Follow all policies as outlined in the Employee Handbook
- Follow all health and safety procedures as outlined in handbook and in licensing and health regulations
- Work cooperatively with all staff members
- Develop positive “team” relationship with Teacher Assistant(s) and/or Co-teacher
- Demonstrate a positive attitude
- Be flexible with assignments and schedule when necessary
- Use appropriate avenues for reporting concerns and/or airing grievances
- Communicate directly, avoid gossip
- Be open to suggestions for growth/approach criticism with learning attitude

Learning Environment

- Before children start the program, set up the environment based on the curriculum selected
- On a weekly basis change materials and/or displays to reflect current area of study and interest of children
- On a weekly basis change displays of children’s art and writing efforts
- On a daily basis prepare materials that will be used by children in learning centers and by teachers in small group activity.

Teacher-child interaction

- Build relationships with each child by welcoming children each day, engaging in conversations and responding to their needs
- Guide children’s learning by talking about their work, providing additional information to extend their learning, and asking open-ended questions.
- Engage children in age-appropriate activities that support the ELS

Assessment

- Observe and document observations of children on a weekly basis
- Reflect on observations based on ELS and curriculum objectives
- Collect sample of children’s work to document progress
- Obtain input from parents on their child’s interests, characteristics, and development

Weekly lesson plans

- Develop weekly lesson plans based on the daily observations of children's developmental level and interests
- Integrate result of reflections into lesson plans
- Integrate the area of study throughout the learning centers and daily schedule
- Identify Early Learning Standards (ELS) that will be addressed for whole group
- Identify ELS that will be addressed for individual children

Family Involvement

- Develop a relationship with the family members who come into the program by greeting each person, learning their names, and listening to the things they would like to share.
- Communicate on a daily basis with parents, either in person, written form, or by telephone
- Send home ideas of activities parents/family members can do to support the ELS being addressed in the classroom
- Implement strategies to involve parents in the classroom, e.g. reading stories, making materials, sending in empty food containers to put in dramatic play, etc.
- Attend parent meetings

Professional Development

- Develop a professional portfolio
- Keep the portfolio up to date with training certificates, copies of lesson plans, significant achievements, photographs from the classroom that demonstrate competence
- Identify areas for professional growth
- Locate and attend workshops, training events, resources that support professional growth areas
- Pursue professional development by enrolling in higher education programs
- Apply new knowledge into the classroom setting to build competence

Required Education:

BA Early Childhood Education

Other Requirements:

MD Certification preferred in Early Childhood Education

Required Experience:

Two or more years of experience in the care and education of young children in a group care setting.