

DeKalb CUSD
428 Job
Description

Position Title: Blended PreK Teacher
Supervisor: Building Principal/Assistant Principal
Calendar: 180 Days
FLSA Status: Exempt
Affiliation: DCTA
Date: March 14, 2025

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
4. Professional Responsibilities
 - a. Adheres to the Board of Education policies and procedures.
 - b. Implements the District's philosophy of education and instructional goals and objectives.
 - c. Participates in building and/or district initiatives as reasonable
 - d. Reports suspected child abuse/neglect cases as required by statute and district policy.
 - e. Attends staff meeting and in-service meetings as reasonably required.
 - f. Maintains accurate, complete and correct records as required by law, district policy or building procedures.
 - g. Maintains and improves professional competence.
5. Classroom Environment
 - a. Creates a classroom environment that is inclusive, nurturing and engaging environment for preschool-aged children, including both general education and special education students.
 - b. Implement developmentally appropriate curriculum, differentiate instruction to meet diverse student needs and collaborate with support staff to ensure the success of all learners.
 - c. Incorporate play-based and hands on learning experiences to foster social, emotional, cognitive and motor development. Follow the Preschool for All grant expectations for instruction.
 - d. Collaborate with student service team and paraprofessionals to implement IEP goals and monitor progress.
 - e. Ensure compliance with state and district guidelines for early childhood and special education.
 - f. Creates a classroom environment that is supportive of and responsive to

the culturally-rich, diverse student population.

- g. Maintains student discipline in the classroom in accordance with Board policy.
6. Planning and Preparation
- a. Meets and instructs assigned classes in the location and at the time designated.
 - b. Makes adequate preparation for daily instruction, including plan for substitutes.
 - c. Plans a program of study within the curriculum that, as much as possible, meets the individual needs, interests, and abilities of the students.
7. Instruction
- a. Employs 21st century learning models/tools consistent with the location provided and the needs and capabilities of the students.

- b. Guides the learning process toward the achievement of curriculum goals, and establishes and communicates clear objectives to students.
- c. Monitors student progress to inform instruction.
- d. Works cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs.
- e. Meets, as required and within reason, with students, parents, administrator and/or consultants.

Qualifications

1. Experience teaching children in a classroom setting with in-depth knowledge of sound instructional practices.
2. Demonstrate ability to coach, mentor, and/or teach adults learners.
3. Ability to build relationships, engage in critical conversations, and maintain a professional and positive attitude.
4. Experience integrating, or willingness to learn, a variety of 21st century learning models and tools.
5. Early Childhood Special Education Certification.

Knowledge, Skills and Abilities

The ideal candidate will have passion and enthusiasm for working with adults and collaborating in best practices. The candidate is an effective communicator, self-directed, highly collaborative, committed to lifelong learning, and uses 21st century learning models and tools. He/she has demonstrated knowledge of learning standards and has an understanding of how technology relates to key learning theories and instructional methods. Having knowledge and understanding of adult learners, and an ability to motivate and teach adults in a variety of settings is key to success in this position.

Supervisory Responsibility

No

Position TRS Eligible

Yes

Work Environment

This job operates in a professional school environment. This role routinely uses standard office computer equipment such as computers, laptops and servers.

Travel

Travel is primarily local during the business day.

Education and Experience

1. Prior experience in a related position/field preferred.
2. Bachelor's degree required
3. Professional Educator's License required-Early Childhood Special Educaiton

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

The physical activity of this position. <i>(Please check all blocks that apply)</i>		
<input type="checkbox"/>	A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
<input checked="" type="checkbox"/>	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
<input checked="" type="checkbox"/>	E.	Crouching. Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	F.	Crawling. Moving about on hands and knees or hands and feet.
<input type="checkbox"/>	G.	Reaching. Extending hand(s) and arm(s) in any direction.
<input checked="" type="checkbox"/>	H.	Standing. Particularly for sustained periods of time.
<input checked="" type="checkbox"/>	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<input type="checkbox"/>		Pushing. Using upper extremities to press against something with steady force in order to

	J.	thrust forward, downward or outward.
<input type="checkbox"/>	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<input type="checkbox"/>	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<input checked="" type="checkbox"/>	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<input type="checkbox"/>	N.	Grasping. Applying pressure to an object with the fingers and palm.
<input type="checkbox"/>	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<input checked="" type="checkbox"/>	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<input checked="" type="checkbox"/>	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<input checked="" type="checkbox"/>	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position. (Please check only one block)

<input type="checkbox"/>	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<input type="checkbox"/>	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

<input type="checkbox"/>	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move
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		objects.
The visual acuity requirements including color, depth perception, and field vision. (Please check only one block)		
<input type="checkbox"/>	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<input type="checkbox"/>	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
<input type="checkbox"/>	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
<input checked="" type="checkbox"/>	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. (Please check all blocks that apply)		
<input checked="" type="checkbox"/>	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
<input type="checkbox"/>	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
<input checked="" type="checkbox"/>	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.

<input type="checkbox"/>	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
<input type="checkbox"/>	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
<input type="checkbox"/>	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
<input checked="" type="checkbox"/>	K.	The worker is required to function in narrow aisles or passageways.
<input type="checkbox"/>	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

Signatures

This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: Click or tap to enter a date.

HR Representative: _____

Signature: _____ Date: Click or tap to enter a date.

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: Click or tap to enter a date.