



## COMPENSATION AND CLASSIFICATION

### PEMAYETV EMAHAKV CHARTER SCHOOL PRE SCHOOL TEACHER

**JOB ANNOUNCEMENT:**        **TEACHER**

**QUALIFICATIONS:**        **Bachelor's Degree in Primary Education  
Current FL Teacher's Certificate/VPK Cert**

**SALARY:**        **Years of Service Honored**

**CLOSING DATE:**        **When Filled**

**JOB DESCRIPTION QUALIFICATIONS:**

- (1) Bachelor's degree from an accredited educational institution.
- (2) Valid Florida Teaching certification in the area of the teaching position.
- (3) Must meet the No Child Left Behind Act regulations and requirements.
- (4) Satisfactory criminal background check and drug screening.
- (5) Ability to perform the essential functions of the position.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of child growth and development and especially of characteristics of students/children in the group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of Seminole Tribe history, culture and operations. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

**REPORTS TO:**

Principal or designee

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Employee's Initials

## **JOB GOAL**

To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.

## **PERFORMANCE RESPONSIBILITIES:**

### **Classroom Management**

- \*(1) Maintains a positive, organized and safe learning environment.
- \*(2) Uses time effectively.
- \*(3) Manages materials and equipment effectively.
- \*(4) Uses effective student behavior management techniques.
- \*(5) Enforces school rules, administrative regulations and Board policies.
- \*(6) Establishes and maintains effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.
- \*(7) Celebrates student successes and rewards positive behaviors.
- \*(8) Demonstrates that classroom routines are established.

### **Direct Instruction**

- \*(9) Demonstrates knowledge and understanding of subject matter.
- \*(10) Communicates high learning expectations for all students.
- \*(11) Provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
- \*(12) Uses a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- \*(13) Uses a variety of instructional strategies which enhance the application of critical, creative and evaluative thinking capabilities.
- \*(14) Engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
- \*(15) Provides appropriate instructional modification/accommodation for students with special needs, including students with disabilities and students who have limited English proficiency.
- \*(16) Organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
- \*(17) Fosters student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- \*(18) Uses appropriate wait time when asking questions of students.
- \*(19) Poses questions that require a variety of responses (i.e.: true/false, multiple choice, fill-in-the-blanks).
- \*(20) Poses higher order questions appropriate for subject and level of class (i.e.: extended response, inferential, value judgment).

### **Assessment/Evaluation**

- \*(21) Develops and uses assessment strategies, traditional, alternative, and formative, to routinely track student progress on learning goals.

- \*(22) Interprets data including but not limited to standardized and other test results for diagnosis, instructional planning and program evaluation.
- \*(23) Provides students with recognition of their current status and their knowledge gain relative to the learning goal.
- \*(24) Communicates, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- \*(25) Evaluates the effectiveness of instructional units and teaching strategies.

### **Technology**

- \*(26) Uses appropriate technology in instructional delivery.
- \*(27) Provides students with opportunities to use technology to gather and share information with others.
- \*(28) Facilitates student access to the use of electronic resources.
- \*(29) Explores and implements innovative ways to incorporate existing technologies to increase active participation by students..
- \*(30) Uses technology to review student assessment data.
- \*(31) Uses technology for administrative tasks.

### **Planning and Preparation**

- \*(32) Creates or selects long-range plan based on a review of district and state content standards, student profiles, instructional priorities, and appropriate lesson design questions.
- \*(33) Defines learning goals with rubrics and objectives for unit and daily plans.
- \*(34) Plans and prepares a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- \*(35) Uses Multi-Tiered Student Support System (MTSS/RtI), Individual Education Plans (IEPs), Limited English Proficiency (LEP) plans and 504 plan goals as a basis for planning differentiated instruction.
- \*(36) Develops or selects instructional activities which foster active involvement in the learning process.
- \*(37) Develops lesson and unit plans that demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.

### **Professional Learning**

- \*(38) Engages in a continuing improvement of professional skills and knowledge.
- \*(39) Identifies an indicator within Domain 1 annually to focus on for professional development and improvement.

### **Collaboration**

- \*(40) Communicates effectively, both orally and in writing, with other professionals, students, parents and community.
- \*(41) Provides accurate and timely information to parents and students about academic and behavioral performance of students.
- \*(42) Collaborates with peers and other professionals to enhance student learning.

\*(43) Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement.

**Professional Responsibilities**

\*(44) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

\*(45) Follow attendance, punctuality and other qualities of an appropriate work ethic.

\*(46) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.

\*(47) Comply with policies, procedures and programs.

\*(48) Exercise appropriate professional judgment.

\*(49) Support school improvement initiatives.

\*(50) Performs tasks consistent with the job description for this position.

\*Essential Performance Responsibilities

**PHYSICAL REQUIREMENTS:**

Physical requirements may vary depending on particular assignment.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

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 as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the PEI's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the PEI's policy on evaluation of personnel.