

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

TEACHER - TRANSITIONAL KINDERGARTEN

DEFINITION

Under the direction of the Principal, the Elementary Transitional Kindergarten (TK) Classroom Teacher will provide an educational program and environment which promotes learning and personal growth for transitional kindergarten students. Transitional Kindergarten (TK) is part of the TK-12 public school system and is the first year of a two-year kindergarten program that is age and developmentally appropriate.

EXAMPLES OF DUTIES

- Implements the mission, goals, objectives, policies, and course of study of the District as adopted by the Board of Trustees.
- Provides developmentally appropriate learning experiences for students to assist them in transitioning to kindergarten.
- Utilizes developmentally appropriate practices for young children, including play-based learning and whole child development methodologies.
- Provides balanced instruction in all curricular areas, including approaches to learning, social and emotional development, language and literacy development, mathematics, history-social science, science, visual and performing arts, physical education, and health, utilizing the California Preschool Transitional Kindergarten Learning Foundations in each area. Maintains appropriate standards of classroom behavior, using positive and proactive behavioral management techniques and strategies that promote citizenship and socially positive outcomes in students; establishes a climate that promotes fairness and respect; plans and implements classroom procedures and routines that support student learning.
- Plans, develops, and utilizes a variety of instructional methodologies appropriate to the instructional level of students from diverse backgrounds and cultures with an emphasis on play-based social interaction and peer collaboration.
- Delivers instruction in a variety of ways and modalities, including whole-class, individual and small group settings, in order to adapt learning to the needs of students of varying interests and abilities.
- Collaborates with colleagues to plan and deliver articulated and consistent curriculum that promotes evidence-based student learning; confers with kindergarten teachers regarding the transition of TK students to kindergarten.
- Assists children in basic care activities such as toileting, feeding, dressing and grooming.
- Collaborates with special education teachers and other personnel to provide appropriate instructional programs and modifications for students with special needs based on the Individual Education Plan (IEP)
- Evaluates developmental, academic, and social-emotional growth of students and keeps appropriate records; communicates, counsels, and collaborates with school personnel, parents, and school support staff about student performance.
- Foster collaborative relationships with families, supporting home-school partnerships for the benefit of student development.

- Administers, analyzes, reports, and utilizes student assessments as prescribed by the District to provide an appropriate instructional program for all students.
- Plans and coordinates the work of paraprofessionals and classroom volunteers.
- Creates an effective environment for learning through intentional design of the classroom, by incorporating learning centers that support various domains of development.
- Performs basic attendance accounting, and other record keeping, as required.
- Selects and requisitions instructional materials to support student learning and instructs students in the proper use and care of these materials; maintains an inventory of materials.
- Maintains professional competence through continuing education activities provided by the District, and/or professional learning communities.
- Cooperates in school-wide supervision of students during out-of-classroom activities; participates in faculty and/or District committees and the sponsorship of student activities.
- Utilizes technology in the classroom, as appropriate.
- Keeps current on work email, website communications, and technological proficiencies.
- Participates in school and District plans to assure the safety of students.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of early childhood education
- Preschool Transitional Kindergarten Learning Foundations
- Child growth and development principles and theories
- Developmentally appropriate practices for young children
- Educational, curriculum, and instructional goals and objectives, and the educational trends and research findings pertaining to a Transitional Kindergarten education program
- Behavior management and behavior shaping strategies, techniques and methods, including conflict resolution procedures
- Educational materials, supplies, equipment and learning aids used in a Transitional Kindergarten program
- Understanding and supporting the instructional needs of diverse learners
- District policies, federal and state regulations

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and instructional program for Transitional Kindergarten students
- Provide effective learning experiences for students from a wide range of socioeconomic and cultural backgrounds
- Effectively assess the educational needs of students, and design, develop individual remediation and educational plans
- Provide a warm, nurturing, and inviting learning environment
- Perform research and develop activities pertaining to Transitional Kindergarten curriculum including instruction modifications and revisions

- Assist in the development and implementation of pilot projects designed to enhance Transitional Kindergarten
- Work collaboratively with a variety of staff and families
- Comply with the District's customer service standards, as outlined in Board Policy.

Experience:

Successful completion of student teaching at a recognized college or university in a Transitional Kindergarten or Kindergarten classroom, or regular full time elementary classroom teaching experience in Preschool, Transitional Kindergarten, or Kindergarten classroom teaching assignment preferred.

Education:

Valid California teaching credential and:

at least 24 units in early childhood education or child development, or both; or

a Child Development Teacher Permit, or an early childhood education specialist credential, issued from the Commission on Teacher Credentialing (CTC)

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