



## SCHOOL DISTRICT OF SHIOCTON

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### Four-Year-Old Kindergarten (4K) Teacher

The School District of Shiocton is seeking an energetic, dynamic, student-centered, and innovative teacher to join our elementary team beginning with the 2024-2025 school year. The program consists of four full days per week with students and Friday being dedicated to team collaboration, planning, monthly family activities, and family contacts.

The ideal candidate will have the following:

- Passion for working with young learners and the ability to establish a positive, nurturing, and engaging learning environment resulting in high levels of achievement, individual growth, and social/emotional development.
- Strong ability to provide developmentally-appropriate curriculum and instruction to preschool-age children, including those with disabilities in keeping with their Individual Education Programs (IEPs)
- Solid ability to develop relationships with students and their families
- Ability to effectively progress monitor student skill and ability development, to plan instruction based upon results, and to maintain accurate records related to the data
- Strong communication, collaboration, and organizational skills
- Knowledge of the Wisconsin Model Early Learning Standards (WMEELS)
- Experience with Math Expressions, Heggerty, or Handwriting without Tears
- Effective skills with technology integration
- Understanding of Wisconsin's Equitable Multi-Level Systems of Support (EMLSS)
- Training with Conscious Discipline
- Commitment to life-long learning and their own professional growth and development

Applicants must possess a valid (or be eligible for) Wisconsin DPI License Early Childhood – Regular/Special Education (Birth - Gr 3) (#1088, 1808, or 1809) OR Elementary-Middle Level/Regular Education (#1777). Salary is commensurate with background, education, and experience.

Benefits include health and dental insurance, professional development opportunities, paid time off, access to on-site child care services, and complimentary membership to the Shiocton Fitness Center.

Interested applicants should submit a letter of interest, resume, and three recent letters of reference, along with a transcripts and a copy of valid teaching license via WECAN to the attention of Mrs. Kim Griesbach, PK - Gr 6 Principal. The posting will close on Thursday, June 20, 2024.

*The Shiocton School District does not discriminate on the basis of race, sex, color, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.*



## Teacher Job Description

**PURPOSE OF POSITION:** The purpose of this position is to assist in the learning process, which may take place in the traditional classroom or, in the employment of Digital Learning Days\*.

\* Digital Learning Days (DLDs) are used when instruction on campus is not possible, such as in the event of inclement weather, gas leak, or power outage. As a result, the use of DLDs often happens just a few days each year. This instructional format may take place in a remote, off-campus location.

**SUPERVISORY RESPONSIBILITY:** Students in the classroom, hallways, playground, and other learning environments both on-site and when at off-site school-sponsored event, as well as when students are at school-sponsored events.

**PRIMARY RESPONSIBILITY:** These duties and responsibilities are illustrative only and may include other duties and responsibilities as assigned and appropriate.

### INSTRUCTIONAL

- Understands the central concepts, tools of inquiry, and structures of disciplines being taught and can create learning experiences that make these aspects of subject matter meaningful for students.
- Understands how students with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
- Understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet the diverse needs of students, including those with disabilities and exceptionalities.
- Understands and effectively uses a variety of instructional strategies, including the use of technology, to encourage student's development of critical thinking, problem solving and performance skills.
- Uses Standards-based teaching and learning to provide opportunities for all students to reach high learning expectations. Establish clear learning targets for all lessons, units, and projects.
- Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Differentiates instruction and provides extended learning time to support varied learning styles and the success of all students.
- Organizes and plans systematic instruction based upon knowledge of subject matter, students, and the community and curriculum goals.
- Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- Reflects on and evaluates the effects of their choices and actions on students, parents, professionals, in the learning community and who actively seeks out opportunities to grow professionally.
- Fosters a relationship with school colleagues, parents and agencies in the larger community to support student learning and well-being and act with integrity, fairness and in an ethical manner.
- Advocates for student learning needs by seeking information, resources, and/or assistance beyond the classroom to support individual success.
- Provides timely information about learning expectations, curriculum, and student progress to students, parents and school personnel to inform and support learning.
- Collaborates within and across content areas and levels to ensure connection, consistency, and scope and sequence in curriculum and instructional practice.
- Prepares for classes assigned and prepares lesson plans
- Other duties as assigned by an administrator

## **PROFESSIONAL CHARACTERISTICS GROWTH**

- Participates in professional growth activities
- Reflects as practitioners and learners – seek professional growth opportunities
- Updates materials, methods, skills and knowledge
- Becomes aware of related district endeavors
- Creates a favorable impact on students, parents, and other employees
- Seeks constructive criticism for positive growth
- Understands and implements the Educator Effectiveness Standards and indicators provided in Frontline
- Exhibits a commitment to being a lifelong learner for the purpose of continued improvement.
- Engages with continued learning, both within and outside the district.

## **INTERPERSONAL RELATIONSHIPS**

- Demonstrates empathy toward students and strives for positive student relationships.
- Displays honest, fair, and consistent interaction with students
- Interacts effectively with parents
- Works well with and supports other employees
- Serves as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings

## **OCCUPATIONAL RESPONSIBILITIES**

- Completes and submits required reports promptly, legibly, and accurately
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Complies with and enforces district policies, state, federal and school rules and regulations
- Confers with appropriate staff regarding building and individual student needs
- Maintains accurate, complete, and correct records as required by law, district policies, and administrative regulation
- Adheres to staff handbooks, board policies, and state statutes.

## **MINIMUM EDUCATION, EXPERIENCE, CERTIFICATIONS:**

- Bachelor's Degree
- Wisconsin DPI Teaching Certification(s)
- CPR/First Aid Certification may be required (Training provided)

## **ESSENTIAL SKILLS, KNOWLEDGE AND ABILITIES:**

- Ability to demonstrate competence in the ten teacher standards
- Ability to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Ability to manage by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ability to manage the organization, operations, finances and resources for a safe and effective learning environment
- Ability to collaborate with families and community members responding to diverse community interest and needs, and mobilizes community resources
- Ability to act with integrity, fairness and in an ethical manner
- Ability to understand, respond to, and interact with the larger political, social, economic, legal and cultural context that affects schooling

## **WORKING ENVIRONMENTAL CONDITIONS**

Work is performed primarily in the classroom environment but may also include virtual or remote instruction through the use of technology. The professional educator will have the opportunity to work in one or more classrooms and may have the opportunity to work with a colleague. The professional educator will have the opportunity to work with multiple students with a variety of skills and abilities, with differing behaviors and moods, as well as values and beliefs. Working in tandem with colleagues and administration, the professional educator will be able to provide a healthy and safe learning environment that supports all learners.

## **PHYSICAL AND SENSORY REQUIREMENTS**

This position requires the educator to:

- Sit and walk throughout the day
- Lift and or carry books, computer paper or other teaching materials
- Climb stairs
- Reach, stoop, and bend to perform classroom activities
- Use general hearing, speaking and visual skills
- Have excellent verbal communication skills for instructing students
- Use cognitive reasoning to interpret report, compare, edit, organize and evaluate
- Use computer electronic devices proficiently

## **PROBLEM SOLVING**

Examples of typical problem solving included a variety of choices. Daily situations require analysis and judgment to apply the best solutions

## **JUDGMENT AND DECISIONS**

Examples of typical independent judgments include evaluating students according to district, state, and federal policies, procedures and appropriate regulations