



TEACHER I, II, III, IV

Reports to: Center Manager/Mentor Supervisor
Department: Child & Family Services Programs
Classification: Nonexempt

Division: Program Operations
Program: Head Start
Grade: I-25, II-26, III-27, IV-28

The Mission of Tri-Valley Opportunity Council, Inc. is to “Improve the quality of life for people and communities by providing opportunities to meet their needs and realize their potential”.

SUMMARY OF PRIMARY FUNCTION

The Teacher is responsible for facilitating a safe, healthy environment and developmentally appropriate learning opportunities for the young children entrusted to her/him. The Teacher must consult and cooperate with the parent who has temporarily delegated the responsibility for the care and development of their child. The Teacher must also provide leadership and direction to other staff within the classroom and cooperate with other staff in providing services for the children and their parents. The Teacher has the overall responsibility for the operation of the learning environment and the people within it. The Teacher coordinates Assistant Teachers, Paraprofessionals, and Volunteers who are assigned to work within the classroom.

ESSENTIAL FUNCTIONS

Classroom Operations

1. Plans and arranges an environment and room arrangement for children which is supportive and appropriate to meet their needs according to NAEYC’s Developmentally Appropriate Practices and the Creative Curriculum guidelines.
2. Plans a daily schedule and weekly lesson plan creating a varied and wide-range of opportunities for children to explore and experience promoting their self-worth.
3. Plans field trips or programs for children, obtaining permission for each.
4. Assumes final responsibility and daily evaluations to ensure an optimum program operation.

Safety and Sanitation

1. Posts and complies with safety, sanitation and other guidelines for serving enrolled children (i.e., Child Care Licensing Standards, Head Start Performance Standards, Tri-Valley policy.)
2. Assures that safety and sanitation policies and procedures are followed appropriately.
3. Assures that children are dressed appropriately for the weather and type of play in which they are engaged.
4. Models and encourages appropriate health and safety habits to encourage social competence.
5. Assures that children are supervised at all times.

Physical Arrangement

1. Assures that a welcome and appropriate environment is set up and maintained.
2. Creates developmentally appropriate and well-defined activity areas in the classroom.
3. Assures sufficient and appropriate materials are displayed in orderly and accessible fashion.
4. Assures indoor/outdoor areas are safe and secure, and provides a variety of opportunities for children to explore.
5. Assures physical environment is child-sized.
6. Maintains current inventory of classroom materials and equipment.

Schedules, Plans and Transitions

1. Plans, posts, and complies with appropriate child lesson plans.
2. Assures schedules, plans, and policies are posted in Spanish and English.
3. Plans and implements transition activities to assist children with changes in the environment.
4. Provides predictable routines to help children gain a sense of security.

Individualizing

1. Determines the needs of children and plans and expedites services accordingly.
2. Cooperates and assists in coordinating services with other agencies for children with disabilities, i.e. attending IEP meetings.
3. Acts as an advocate for parents and children who are dealing with other agencies
4. Completes an individual growth inventory, observation/anecdotal records and other forms as directed.
5. Maintains up-to-date files on each child.

6. Observes, documents and refers to regional office children requiring mental health/nutrition consultation.

Parent Contact and Involvement

1. Conducts parent conferences and home visits.
2. Maintains and documents communication with families.
3. Prepares and distributes home/school learning sheets or letters to parents.
4. Provides ongoing contact with families via telephone calls, notes or visits, documenting activity on contact sheets.
5. Attends Parent Meetings as recommended or required.
6. Helps arrange parent volunteers, welcome them and utilizes their skills in the classroom.

Communication

1. Provides an environment that encourages verbal interaction.
2. Promotes interactions with other children, encouraging use of words.
3. Encourages expression of feelings.
4. Engages in conversation in child's language of choice as much as possible.
5. Involves Assistant Teachers, Paraprofessionals, and Volunteers in all aspects of planning and operating the classroom.

Guidance

1. Encourages problem solving.
2. Provides opportunities for children to become self-assertive.
3. Provides opportunities for children to develop self-help skills.
4. Sets reasonable and appropriate limits and rules for the classroom and explains why.
5. Informs, reminds, and assists children in learning appropriate behavior.

Self-Esteem

1. Provides opportunities for children to solve problems on their own.
2. Uses daily routines to help children master skills and feel competent.
3. Provides children with culturally relevant and meaningful activities.
4. Supports and encourages children's natural curiosity about people and objects in their world.
5. Provides secure relationships and opportunities for children to actively explore the world.
6. Spends individual time with each child every day.
7. Ensures that every child in the program is represented visually.

Interest Areas

1. Provides materials and opportunities that reflect diversity.
2. Uses real and meaningful pictures to decorate interest areas.
3. Organizes and displays materials on low shelves so children have access to them.
4. Provides materials that engage all of the child's senses.
5. Provides a variety of materials and rotates to peak children's interest.

Miscellaneous

1. Performs other duties and takes on additional responsibilities as directed by supervisor.

ESSENTIAL COMPETENCIES, SKILLS AND ABILITIES

1. Regularly attends work on time as scheduled. Contacts supervisor/designee when delayed, sick or otherwise unable to be at work as scheduled, as defined by direct supervisor.
2. Is knowledgeable of and complies with Tri-Valley and program policies and procedures and applicable laws and regulations.
3. Displays a positive, professional and respectful demeanor at all times toward employees, peers, professional contacts, parents and clients served, maintaining a professional appearance and positive company image.
4. Conducts self in respectful, cooperative manner when interacting with clients, co-workers and others, and constructively represents Tri-Valley and its programs.
5. Maintains a professional appearance and provides a positive company image within Tri-Valley, customer base and the public.
6. Promotes positive employee interaction, maintains open communication with other programs/departments at Tri-Valley to maintain a high level of knowledge regarding Tri-Valley's programs, goals and philosophy.
7. Respects the privacy of others by appropriately utilizing and protecting confidential or otherwise privileged information.

8. Ability to work independently, with minimal supervision, as well as work within a team environment. Demonstrates teamwork by cooperating with and assisting co-workers as needed.
9. Ability to follow through to completion with strong attention to detail.
10. Seeks clarification, asks questions when uncertain of position or task expectations.
11. Participates in learning experiences for personal growth and professional development to enhance professional skills and job satisfaction.
12. Participates in program meetings as directed and maintains informed as needed to work effectively.
13. Analyzes and/or reports problems in area of responsibility as they occur and determines/implements solutions as appropriate.
14. Ability to organize and prioritize work, identifying what needs to be completed and ensures the completion in a timely manner.
15. Must be able to handle diverse work problems on a daily basis. Requires ability to set priorities and work schedule, yet adjust to changes necessitated by last minute assignments and deadline requests that may prove stressful.
16. Must relate and interact with people at all levels of the agency and in a culturally diverse environment.

MINIMUM REQUIREMENTS

Teacher IV

Bachelor or Advanced Degree in

- Early Childhood Education
- Early Childhood Special Education
- Child Development/Family Science (practicum must have been in a child care setting)

Teacher III

- Associates in Applied Science (AAS) in Early Childhood Education and 1040 hours of early childhood experience
- Bachelor or Advanced Degree in Elementary Education with 6 courses in Early Childhood Education or Child Development and 520 hours of early childhood experience
- Bachelor Degree with a Family Ed/Early Childhood Educator license and 520 hours of early childhood experience OR completion of an ECFE practicum/student teaching
- Bachelor or Advanced Degree in a related field (Education, Special Ed, Home Ec Ed, Psychology, Music Ed, Family Relations, Spanish Ed) with 6 courses in Early Childhood Education or Child Development and 1040 hours of early childhood experience

Teacher II

- Bachelor or Advanced Degree in Elementary Education with less than 6 courses in Early Childhood Education or Child Development and 520 hours of early childhood experience
- Bachelor Degree in any field with 12 (S) credits and 1040 hours of early childhood experience

Teacher I

- Current, or the ability to obtain within one year, Infant/Toddler CDA (center-based) and 1560 hours of early childhood experience (for infant/toddler classrooms only).
- Current Preschool CDA (center-based) and 1560 hours of early childhood experience
- Child Care and Education Diploma from a MN Technical College and 2080 hours of early childhood experience
- High School Diploma or GED with 16 (S) credits and 4160 hours as an assistant teacher
- RN or LPN for Infant rooms only

PREFERRED REQUIREMENTS

1. Ability to communicate fluently in English and Spanish, verbally and in writing.
2. Two years experience working with computers, including Microsoft Word and Excel, email and the internet.
3. Familiar with Mexican/American, Migrant families cultures and lifestyles.
4. Knowledgeable of State and Federal Regulations, Head Start Performance Standards, National Association for the Education of Young Children (NAEYC) Best Practices and goals.
5. Proof of valid driver's license and current/adequate vehicle insurance coverage.

PHYSICAL DEMANDS / WORK CONDITIONS

1. Requires sitting, standing, bending, stooping and reaching with manual dexterity sufficient to operate standard office machines such as computers, fax machines, calculators, copy machines, telephone and other office equipment. May require lifting up to 40 pounds. Requires normal range of hearing and vision.
2. Requires the ability to travel by car, bus, train, air or other means of transportation as needed, providing own transportation as required.
3. Requires flexible schedule including days, nights and weekends as needed to accommodate program needs.
4. Frequently lifts, carries or otherwise moves objects weighing up to 40 pounds, including but not limited to children, desks, toys, carts, and center furniture.

5. Bends, stoops, squats, kneels, crouches, sits on floor on a regular basis.

ACKNOWLEDGEMENT

1. This position description does not constitute a contract for employment.
2. Contents of this position description reflect the responsibilities, duties, and requirements at this time. Tri-Valley Opportunity Council, Inc. has the right to make changes at any time due to corporation and/or program needs.

I have read this position description, and understand the essential functions, minimum requirements and expectations of the position. I have had the opportunity to ask questions and attest that I can perform the essential functions of the position with or without reasonable accommodations.

Employee Name (print) _____

Employee Signature _____ Date _____