

JOB DESCRIPTION

Absaroka, Inc.

POSITION: PRESCHOOL TEACHER

IMMEDIATE SUPERVISOR: Education Services Manager

SUPERVISES: Teacher Aide

CLASSIFICATION: Exempt

GENERAL SUMMARY:

Work as the lead in a teaching team, with the Teacher Aide, to establish and maintain a safe, healthy learning environment. Plan and implement learning experiences that advance the cognitive, physical, social, and emotional development of children, including improving school readiness skills. Encourage the engagement of families, and support the development of relationships between children and their families.

QUALIFICATIONS:

Must meet one of the qualifications below:

1. Baccalaureate or advanced degree in Early Childhood Education; or
2. Baccalaureate or advanced degree in a related or non-related field, with coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or
3. Associate degree in Early Childhood Education or related field, and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

(Teachers with less than a baccalaureate degree must show continuing progress toward related degree, or be engaged in related, documented coursework, per agency policy.)

Head Start experience preferred (includes volunteering).

Bilingual: fluency in both English and Spanish preferred.

REQUIREMENTS:

Individuals must be able to successfully perform all essential duties. Reasonable accommodations may be made to enable those with disabilities to perform job functions.

LICENSES OR CERTIFICATES:

- Current certification in Pediatric and Adult First Aid and CPR within 180 days of employment.
- Must have dependable, insured transportation, a valid Wyoming Driver's License, and acceptable driving record.
- Must pass an initial and periodic health screening, and TB clearance.
- Obtain current certifications in all Wyoming Department of Family Services' child care-required trainings.

KNOWLEDGE OF:

- Wyoming Department of Family Services' child day care licensing requirements.
- Head Start Performance Standards, Head Start Act, Absaroka, Inc. Policies and Procedures and Outcomes.
- Developmentally appropriate practices for young children, as defined by the National Association for Education of Young Children (NAEYC).
- Head Start Early Learning Framework, Head Start Family Framework, and HighScope Curriculum.
- Principles of supervision and training based upon the Absaroka Inc. Personnel Policies and Procedures manual.

ABILITY TO:

- Demonstrate strong leadership, organizational, and management skills.
- Negotiate and resolve conflicts, observe and record behavior objectively in writing, and possess good listening skills.
- Make adjustments to standard operating procedures, as necessary, to improve organizational effectiveness.
- Assist in supervising, training, motivating, coaching, and mentoring aides.
- Clearly and concisely communicate, both orally and in writing.
- Establish and maintain effective working relationships.
- Work effectively with adults and children from diverse backgrounds, cultures, languages, ethnicities, experiences, abilities, and temperaments.
- Conceptualize, develop, organize, and implement plans, reports and budgets.
- Use a computer to collect, record, retrieve data, and prepare reports.

OTHER REQUIREMENTS:

- Must be dedicated to the goals and philosophy of Absaroka, Inc.
- Required to occasionally travel out-of-county and out-of-state.
- Attend pre- and in-service trainings, and other trainings as required.
- Must use reasonable precautions in the performance of one's duties, and adhere to all applicable safety rules and practices. Must act in such a manner as to assure, at all times, maximum safety to oneself, fellow employees, clients, and children.

DUTIES AND RESPONSIBILITIES:

LEADERSHIP:

- Provide leadership and supervision for teacher aide in the daily operations of the center, in accordance with good management practice, and consistent with meeting the Performance Standards and adhering to the Absaroka Head Start Work Plan.
- Delegate appropriate tasks as needed for the teacher aide to accomplish objectives.
- Model appropriate professional dress, appearance, personal hygiene, and professionalism.
- Maintain confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Responsible for setting priorities and meeting deadlines.

PROFESSIONAL DEVELOPMENT:

Teachers must:

- Engage in professional development through college coursework and trainings, as required, based upon the individual's credentials.
- Be an active participant in the agency coaching program, in both the individual and group coaching settings, as directed.
- Work with the Center Coordinator to plan goals and action steps, engage in focused observation, and reflect/share feedback on teaching practices.

TEACHING PRACTICES:

Teaching practices must:

- Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities
- Focus on promoting growth in the developmental progressions described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* by aligning with and using the Framework and the curricula as described in §1302.32, to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning
- Integrate child assessment data in individual and group planning
- Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development, that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.
- Support the development of dual-language learners. Teachers must recognize bilingualism and biliteracy as strengths, and implement research-based teaching practices that support their development.

LEARNING ENVIRONMENTS:

Teachers must:

- Implement well-organized learning environments with developmentally-appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation, among a variety of learning, sensory, and motor experiences
- Provide for teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

MATERIALS FOR SPACE AND LEARNING:

Teachers must:

- Provide age-appropriate equipment, materials, supplies, and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations, and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.

PROMOTING LEARNING THROUGH ROUTINE:

Teachers must:

- Implement an intentional, age-appropriate approach to accommodate children's needs to rest or nap. For preschool-age children in a program that operates for 6 hours or longer per day, teachers must provide a regular time each day at which children are encouraged to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap. Ensure snack and meal times are structured and used as learning opportunities that support staff-child interactions and foster communication and conversation that contribute to a child's learning, development, and socialization through family-style meals.
- Approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
- Integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning.

CHILD SCREENING AND ASSESSMENT:

Teachers must:

- Ensure that a current developmental screening is obtained for every child.
- Use the OnlineCOR assessment tool for each child, to provide ongoing information regarding the child's developmental level. Assess outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework*.
- Use the data collected from the OnlineCOR to provide usable information for parents, and for individualization used within the lesson plans for whole classroom, small group, and individual children's strengths and needs.

LESSON PLANS/CURRICULUM:

Using the HighScope Curriculum and the Absaroka Head Start Lesson Plan templates as a foundation for lesson planning, teachers are expected to:

- Complete and post lesson plans weekly for review by the Education Services Manager.
- Create and post for review by the Education Services Manager, weekly Individualized Learning Plans for each child in the classroom, utilizing information from screenings, assessments, and IEPs.

SCHOOL READINESS/TRANSITIONS:

Teachers must:

- Establish working relationships with Early Head Start Home Visitors, if applicable, to create and implement an Absaroka Head Start Transition Plan to support transitions into Head Start.
- Create and implement, in cooperation with local school districts, the Absaroka Head Start Transition Plan to support children transitioning to school.

DISABILITIES and MENTAL HEALTH SERVICES:

Teachers must:

- Support mental health contracts to provide regularly scheduled on-site visits for children and parents.
- Review the developmental and mental health screening results to ensure appropriate mental health referrals are made to the local child development agency, or to community mental health resources.
- Establish and maintain working relationships with the local child development agency. This may include monthly or weekly meetings to discuss the development of children in the classroom, and progress on their IEP goals.
- Establish and maintain documentation on all children with a current IEP for Absaroka Head Start records.
- Review individual children's IEP documentation weekly, and establish learning goals, as documented within each child's lesson plan.
- Ensure individualized services, equipment, and/or materials are provided, as indicated on each child's Individual Education Plan.
- Assist in maintaining resources for parents and staff, and refer to appropriate agencies or services, as needed.

PARENT AND COMMUNITY ENGAGEMENT:

Teachers must:

- Establish positive and productive relationships with families, focusing on a relationship of trust and rapport with parents.
- Work with the Teacher Aide to complete Family Needs Assessments and set Family Goals on an Individualized Family Partnership Agreement.
- Encourage family engagement, and support the development of relationships between children and their families.

GENERAL PHYSICAL REQUIREMENTS:

While performing the duties of this job, the employee is regularly required to stand, walk,, handle, feel, talk, hear, sit, stoop, kneel, crouch, crawl, climb, balance, taste, smell, use hands and fingers, and reach with hands and arms.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

WORKING CONDITIONS:

- Worker is subject to environmental conditions, as activities occur both inside and outside. Worker is also exposed to cold, heat, noise, chemicals, and typical playground activities.
- This position works in a kitchen and office environment, and will be exposed to cooking fumes, dust, and other airborne particles. Worker will be expected to handle allergens such as milk, eggs, fish, crustaceans, shellfish, corn, wheat, soybeans, fruits, and other foods in a varied diet. Worker will need to use a variety of cleaning products for dishwashing, mopping, sanitation, and appliance cleaning.
- Worker may be exposed to bodily fluids and infectious diseases.

Approved by Absaroka, Inc. Policy Council: 4/25/17

Approved by Absaroka, Inc. Board: 4/25/17