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Head Start Act	648A & 645A	Component Affected:	Education

Mid-Columbia Children's Council Job Description

Title: Associate Teacher Department: Education
 FLSA Status: Non-exempt Reports to: Center Coordinator/Area Mgr

The following information is designed to outline the functions and position requirements of this job. It does not identify all tasks that may be expected, nor address the performance standards that must be maintained.

Teachers may either be assigned to center-based or combo-based models. Center-based schedules usually entail four half days of teaching either morning or afternoon sessions. Combo-based normally involve two or three half days of teaching per week. Teachers in a combo-based model also perform Family Advocate duties (refer to specific section outlining those responsibilities within this description).

General Position Summary:

Position serves to provide a successful, safe and supervised educational setting for children while they are in the MCCC environments such as: classroom, outdoor play area, field trips and on home visits. Promote the language and literacy, social, emotional, physical, and cognitive development of MCCC children while meeting federal standards. Encourage parent involvement in all aspects of the program. Develop individual goals for children, provide on-going assessment, and facilitate transition into kindergarten or the child's next placement.

Essential Functions/Major Responsibilities:

- Monitor and supervise children at all times to ensure safety and appropriateness of activities.
- Plan, teach, and implement classroom activities. Develop and use integrated daily lesson plans to meet children's individualized goals and also meet the Federal Head Start Performance Standards and submit to Education Coordinator weekly.
- Create and change learning centers to support learning goals and to include materials that reflect children's culture and interests.
- Provide consistent schedule, which includes small and large group experiences, choice time, music and movement, gross and fine motor activities, skill development, meals, and effective transitions between activities.
- Adapt curriculum to meet individual goals for each child as identified. May include children with early intervention or special education plans; work with associated staff to meet children's needs.
- Encourage experimentation, exploration, problem solving, cooperation, socialization, choice-making, and respectful communication.

- Input observations into on-line system weekly for all children on caseload.
- Prepare family conference forms and share with parents at specified checkpoints.
- Document children's performance through on-going assessments to provide information regarding children's progress, interests, and goals.
- Utilize the program software system to document, report, and monitor job duties.
- Write and maintain behavior support plans as needed, and individualized goals for all children based on assessment information.
- Ensure screenings such as the Ages & Stages Questionnaire, DECA (social/emotional screening), and mental health screenings are conducted according to required timeframes.
- Prepare for and participate in required parent conferences, home visits and meetings, observing and reporting on each child's progress. Communicate on a regular basis regarding any educational strategies. Engage parents' participation and involvement.
- Collaborate with appropriate team and community members on a regular basis to assess and aid children in meeting goals and in securing needed services.
- Respond appropriately to any crisis or emergency situations.
- Provide necessary training to parents, volunteers, and teacher assistants to ensure adequate completion of tasks.
- Ensure toys and classroom materials are sanitized weekly.
- Ensure clean and well-maintained work area continuously, which may include sweeping, mopping, vacuuming, and use of cleaning fluids and sanitizing agents.
- Maintain record keeping and reporting systems, ensuring accurate information and data collection, including Program Information Report (PIR) data.
- Participate in agency activities, including but not limited to annual Self-Assessment (organization-wide process) and State and Federal program reviews.
- Provide services as stated in the MCCC Work Plans.
- Attend and participate in staff meetings as required; Maintain certificates and credentials by attending regular and special training events, degree/certificate programs or comparable studies by arrangement with the program administration and in accordance with a professional development plan.
- Stay informed of trends in Head Start and early childhood education.
- Adhere to the attendance time schedule as directed by the Area Manager/Center Coordinator.
- Participate as part of the team through sharing work ideas, communicating, problem solving, and providing mutual support.
- Model appropriate behavior for children, parents and other staff.
- Monitor and report child abuse/neglect as a mandated reporter.
- Adhere to any Federal Head Start credentialing requirements by attending regular and special training events, degree/certificate programs or completing comparable studies by arrangement with the program administration and in accordance with a professional development plan. Stay abreast of trends in field.
- Advocate for the MCCC programs in interactions and recruitment efforts with appropriate clients and community affiliates.
- Encourage parents' participation in all aspects of the program.
- Maintain confidentiality of staff and family information.

- Participate in student recruiting efforts to ensure full enrollment, and maintain participant waiting lists.

Associate Teachers who also have Family Health Advocate Responsibilities:

The Associate Teacher/Family Health Advocate's responsibilities continue outside the classroom with home visits with MCCC families. They assist MCCC families in accessing social services.

- Conduct regularly scheduled family home visits to assess goal achievement by families and individual students. Facilitate a family needs assessment.
- Evaluate, develop, and record individual assessments, goals, lesson plans, and progress of each child and family on an on-going basis.
- Communicate with parents through face to face visits, phone calls, letters, and e-mails. Provide support and education to families in the areas of family and health services.
- Complete required reports, records and case notes on each child. Enter data into appropriate software programs.
- Assist parents with individualized goal-setting by providing a program that meets the children and family's interests, abilities, individual strengths, needs, and development.
- Facilitate appointment-making by families to obtain necessary services, including assisting with transportation needs, appointment reminders and direct advocacy with service providers.
- Plan, schedule and facilitate parent meetings and parent trainings on a variety of topics.
- Coordinate and facilitate mental health services in consultation with Mental Health Specialist.
- Track medical/dental home screenings. Record immunizations received by students. Assist in the process of recruiting, electing, and supporting required number of Policy Council representatives and their attendance at meetings.
- Encourage parent involvement in all aspects of the program and other community agencies as indicated.
- Maintain business relationships with community partners to aid delivery of services to families and sustain these partnerships.

Secondary Functions:

- Assist with breaks, bus driving/monitoring and other classroom needs as requested.
- Provide substitution for other staff as needed.
- In the absence of the Head Teacher, the Associate Teacher will assume responsibility for the operation of the classroom, including supervision of assisting staff.
- Share general housekeeping duties of the classroom before, during, and after classroom hours, including snow removal as needed.

- Assist with the meal and snack preparation as needed, providing head counts to kitchen staff.
- Serve on committees as appropriately requested.
- Assure general maintenance, safety and security of facility. Assist with inventory of equipment and supplies.
- Document In-kind activities, services, and/or goods.
- Other duties and special assignments as assigned.

Job Scope:

Work is generally recurring with occasional variations from the norm. Job complexities are a result of the varying rates of development of young children and require the ability to make independent decisions. Position operates under a moderate level of supervision. Decisions are made within the scope of MCCC guidelines and the Federal Head Start Performance Standards. Errors in work can negatively affect a student's development and the reputation of MCCC within the community.

Supervisory Responsibility:

Position is not supervisory in nature, but incumbent may provide guidance/influence to volunteers, parents, teacher assistants, kitchen staff, bus monitors and drivers.

Interpersonal Contacts:

Contacts are most often with small children, parents and other staff. The Associate Teacher initiates the majority of the communication, which is generally face-to-face. E-mail, postal mail, telephone and texting are also common forms of communication. Communication often contains confidential, sensitive information including health, behavioral or other personal data.

Specific Job Skills:

- Ability to present educational materials in front of a classroom.
- Knowledge of Federal Head Start Performance Standards.
- Knowledge of community resources for children and parents.
- Ability to function professionally with proper boundaries, positively and effectively as a team member, working with parents, staff, volunteers, other agency staff and the community.
- Keyboarding skills, computer literacy and familiarity and/or ability to learn/use various applications such as database, word processing, e-mail and internet. Ability to use other office/classroom equipment such as a phone, copier, calculator and fax machine.
- Ability to perform basic math (add, subtract, multiply and divide).
- Ability to use self-control, independent judgment and make decisions providing a supportive, social-emotional climate for children.
- Ability to maintain confidentiality and use discretion when appropriate.

- Record keeping and organizational skills.
- Excellent written and verbal communication skills.
- Ability to communicate with parents outside of classroom hours face-to-face, via phone, electronically and/or using other appropriate methods.
- Appreciation for and flexibility in dealing with diversity.
- Ability to maintain the safety of the environment and children through visual, auditory, and smelling senses; knowledge and ability to implement safe bodily fluid handling practices.
- Ability to work and communicate with small children at their “close-to-the-ground level,” which may include sitting on the ground, crawling and using child-size chairs.
- Position requires continuous standing, walking, stooping, fingering, talking, hearing, and repetitive motions of hands/wrists/feet. Frequently requires reaching, bending kneeling, grasping and handling. May have to run quickly after children and walk over uneven ground.
- Ability to maintain a good driving record/insurability in order to keep home visit schedule current.
- Ability to occasionally lift or move a child or classroom equipment, usually up to 50 pounds.
- Ability to pass and maintain a criminal background check meeting State, Federal &/or local guidelines for working with children.
- Ability to respond to emergencies and/or non-standard situations both physically and mentally.
- Ability to effectively communicate with individuals speaking other languages; Bi-lingual and bi-literate (English/Spanish) preferred. Some locations may require bi-lingual fluency.

Education and/or Experience:

- Current Infant/Child CPR and First Aid certifications and Food Handler’s Permit.
- Dependent on program service:
 - Head Start teachers require Associate’s or Bachelor’s degree in Early Childhood Education (Bachelor’s required by 2013) OR Associate’s or Bachelor’s degree with six college courses in child development or early childhood education, focusing on children ages birth to five. (Diploma will be required to validate ECE degree and/or transcripts to validate six related classes.).
 - Early Head Start teachers must have current Infant/Toddler Child Development Associate (CDA) credential; additional college coursework or training specific to Early Childhood Education strongly preferred.
- Two years experience working directly with young infants, toddlers and/or children preferred.
- Social Services Competency Based Training (SSCBT) required within three years of employment for Associate Teachers with Family Health Advocate job responsibilities.

Job Conditions:

Classroom work takes place during daytime hours indoors and outside as weather permits, and includes constant standing. Some work will take place within MCCC participant family homes. Driving (including during inclement weather) is required in order to conduct home visits or attend trainings, on a regular basis. Exposure to various childhood health conditions (colds, flu, parasites, etc.) and bodily fluids. Occasionally meetings occur in the evening.

First Level Supervisory Approval

Second Level Approval