

Elkhart and St. Joseph Counties Head Start Consortium
Position Description/Performance Appraisal/Competency Assessment

Position Title:	EHS Teacher	Job Class:	Incumbents Name:	
Department Name:	Early Head Start	RU/Dept #:	Reports to:	Head Start Manager
Position(s) Supervised:	None	FLSA Status:	Date Written/Revised:	07/18

Position Purpose:

To plan, organize, coordinate and implement a comprehensive education program at the Center level that is developmentally appropriate and meets the individual needs of the children. This is a full -year, full-time or part-time position.

Scope:

The Teacher is responsible for the care and education of a group of children and a team member with other teachers. The teacher plans and implements the curriculum in accordance with the Early Head Start Performance Standards and Developmentally Appropriate Practices as defined by the National Association for the Education of Young Children (NAEYC). This position requires active participation with other members of the teaching team, various Head Start staff, and parents to assess and address the needs of individual children. The Teacher works under the direct supervision of the Head Start Manager/Principal assigned to the site. The Teacher is expected to present a positive and professional image of Elkhart and St. Joseph Counties Head Start Consortium and the Early Head Start Division, and actively and effectively participate on committees and work teams as requested.

Adhere to HEAD START and Early Head Start performance standards, Elkhart and St Joseph Counties Head Start Consortium policies and procedures and STATE MANDATES regarding the reporting of child abuse and neglect.

Customer Contact/Relationships:

This position has frequent contact with the Head Start Manager/Principal for supervision and direction, and with other teaching staff to implement the educational curriculum. Regular contact exists with other staff for information sharing, with parents, with LEAs, Partners of the Early Head Start Program and with schools for transitioning children to public schools or other educational settings.

Minimum Hiring Requirements:

Academic: C.D.A. focus on Infants and Toddlers and must present evidence. Associates Degree in Early Childhood Education/Development or related field preferred.

Experience: One or more years of classroom experience with Infants and Toddlers in a licensed child care center based program, or other Head Start program, or public schools. Spanish speaking preferred.

Language: Ability to read, analyze and interpret technical/medical/legal information. Ability to respond to routine inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to effectively communicate with individuals and groups.

Math: Ability to apply concepts such as averages, ratios, fractions, and percentages to practical situations.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete and/or abstract variables where only limited information or standardization exists. Ability to interpret a variety of instructions furnished in written or verbal form. Ability to prioritize projects or assignments based on limited supporting information, and to develop creative alternative solutions.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. The employee must have the physical ability to consistently and competently perform the essential functions of the position, with or without reasonable accommodation. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear in order to communicate in person or over the telephone with employees, applicants, and other customers. This position must also be able to travel to customer sites when necessary, and may occasionally need to put in hours beyond the standard work week in order to meet customer demands.

The employee is frequently required to stand; walk; reach; bend; grasp objects, and reach with hands and arms. The employee is occasionally required to sit.

This position must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

The employee is required to have fine motor skills for legible and accurate writing of reports, charting, scheduling and correspondence. This position is required to visit customer homes and other required locations.

This position must be able to work with all individuals in a positive manner, and must be familiar with stress management and conflict resolution techniques. Must be able to tolerate a high degree of stress, and have the physical agility and emotional stamina to respond quickly, appropriately and effectively to emergency situations.

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Establish and maintain a safe and healthy environment	Design appropriate room arrangement to support the goals of the individual children and classroom.	Score a rating of a 3 or above throughout the Learning Environment Section of the PQA.	E M I N	E M I N	
	Maintain a safe and healthy environment both indoors and outdoors, according to the Service Area Plans.	Maintains a healthy physical environment by following health and safety procedures (e.g., following universal precautions, regularly sanitizing equipment, child-proofing environments)	E M I N	E M I N	
	Complete weekly Health and Safety checklist and forward to the Grantee office.	Submit Health and Safety checklist to the Head Start office every week.	E M I N	E M I N	
	Post and communicate necessary information to ensure the safety and well-being of children.	The emergency bulletin board is complete as per the posted items checklist in the education procedure manual.	E M I N	E M I N	
	Maintain daily sign in and out sheets and release children only to authorized persons.	Sign in and out sheet will be completed daily and child contact sheet is readily accessible to staff.	E M I N	E M I N	
	Plan for and provide appropriate supervision to ensure safety of all children.	No child will be left alone or unsupervised. Adequate staff/child ratio is maintained at all times.	E M I N	E M I N	
	Conduct, document, and post evidence of emergency evacuation drills as defined by Service Area Plan.	Participate in emergency drills. Completing the necessary actions within 2 min/maximum time frame, following all policies and procedures including name to face attendance in record book.	E M I N	E M I N	
		The lesson plan form will reflect on a weekly nutrition experience provided by the consortium nutritionist.	E M I N	E M I N	
	Plan and implement nutritious food experiences snacks and appropriate cooking projects. Promote healthy eating practices through facilitation of meal times, classroom activities, and modeling of positive eating habits.	Teachers will join children at mealtime to model etiquette. The teaching team facilitates family style meal service as stated in the Early and/or Head Start Performance Standards when appropriate.	E M I N	E M I N	

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	<p>Promote healthy tooth brushing and tongue swabbing practices through daily routine of dental hygiene and oral hygiene activities.</p> <p>Respond to illness/injury according to Health and Safety Procedure and Head Start Service Area Plans and Policies and Procedures.</p> <p>Report any signs of child abuse/neglect to Child Protective Services immediately and to the Head Start Manager and/Principal.</p>	<p>Teachers will ensure that all children with teeth brush after a meal each day.</p> <p>Teacher will demonstrate understanding of Health and Safety procedures as evidenced by implementation in classroom. Attend required training of Health and Safety Policies and Procedure.</p> <p>Attend required annual training and implement the Child Abuse policy and procedures as outlined in the Teachers Education Manual.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	
<p>Advance physical and intellectual competence of children</p>	<p>Provide a balance between child-centered and teacher-directed activities.</p> <p>Provide a balance between quiet and active learning activities.</p> <p>Use equipment and materials for indoor and outdoor play that promote children's physical development.</p> <p>Involve children, parents and volunteers in planning and implementing learning activities and document input and ideas from parents related to curriculum in cooperation with Family and Community Specialist.</p>	<p>Help children acquire meaningful content knowledge by ensuring that learning experiences and routines are child-centered PQA score average of no less than 3,g for Learning Environment, Schedules and Routines and Curriculum Planning</p> <p>Promotes children's development of fine- and gross-motor skills by utilizing a variety of materials (e.g., puzzles, stacking toys, balls, climbing structures), equipment, and opportunities PQA score average 3.5 Schedules and Routines</p> <p>Promotes children's active exploration, creativity, and development in all domains by planning indoor and outdoor activities that consider child development, learning, and individual abilities</p> <p>Uses information about children obtained through home visits, parent-teacher conferences, and other parent-staff interactions by incorporating this data into daily routines lesson planning and teacher/child interactions</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
	Provide an integrated HighScope curriculum which is guided by the Head Start Performance Standards, and the principles of Developmentally Appropriate Practice as defined by National Association for the Education of Young Children (NAEYC), and Service Area Plans	Fosters children's curiosity, engagement, reasoning, and problem solving by providing a balance of open-ended exploration, teacher-guided inquiry, structured activities, and sensory-based play Class score of 5 for Facilitated Learning, Global PQA average score of 3.5 minimum	E M I N	E M I N	
	<p>Plan and implement activities that promote children's language, acquisition, and literacy development.</p> <p>Plan and implement activities that promote children's acquisition of math and science activities.</p>	<p>Fosters teacher-child and child-child communication intentionally by facilitating mutual sharing and authentic exchange of ideas, thoughts, and feelings.</p> <p>Builds children's vocabulary by regularly introducing new and challenging words, discussing them, and infusing them into ongoing activities Class Score of 4.5 Early Language Support</p> <p>Cultivates children's understanding of and appreciation for books by reading a wide range of high-quality children's literature, including board books, for children to explore on their own or with a teacher</p> <p>Assists children in understanding math and science concepts by embedding math and science experiences into everyday routines, music, movement, literacy, art, and play.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Support social and emotional development and provide positive guidance.	Plan and implement hands-on activities that develop children's positive self-esteem and develop children's social skills.	Builds children's understanding of their own and other cultures by providing opportunities for them to learn about the culture and traditions, linguistic diversity, and family structures of the children and families within their classroom and the greater community	E M I N	E M I N	
	Plan and implement curriculum which is sensitive to socio-cultural context, avoids stereotypes, promotes equity, and increases children's cultural awareness.	Sets learning goals, plans, and learning experiences by integrating knowledge of each child's temperament, interests, gender, culture, language, learning approaches, understanding, misconceptions, and abilities and by working collaboratively with families and a range of specialists (e.g., medical, dental, speech, nutrition, mental health).	E M I N	E M I N	
	Use and promote positive guidance techniques in accordance with the Elkhart and St. Joseph County Consortium's Guidance Policy.	Attend training and implement the strategies and techniques including effective redirection, positive attention, and conflict resolution process and Conscious Discipline principles PQA average score 3.5 Teacher Child Interactions Class score 1 Negative Climate 6 Positive Climate 6 Relational Climate, 6 teacher sensitivity.	E M I N	E M I N	
	Provide a wide variety of creative and expressive activities.	Posted daily schedule and Lesson Plans will reflect consistent routines and a variety of transition activities. Teacher will allow children to make choices during transition time. Creative arts materials will be accessible to children	E M I N	E M I N	
	Establish routines with smooth transition periods which are sensitive to the developmental levels of the children in the group.	Wait time will be at a minimal amount of time allowing children to flex throughout the day to accommodate each child's individual needs, rhythms, and temperament. PQA average 3.5 Schedules and Routines	E M I N	E M I N	

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	<p>Encourage children to be independent.</p> <p>Support children in resolving conflicts.</p> <p>Create a warm, accepting atmosphere for children.</p>	<p>Supports children's decision making and autonomy by encouraging them to initiate activities of their own choice and by modeling conflicts independently and by modeling ways to share help, and cooperate with others. PQA scores of at least 3 will document child-initiated activities and children involved in the daily processes of the classroom. Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions</p> <p>Each classroom will have posted a conflict resolution process. III-F PQA. Encourages children to work collaboratively by fostering group learning, joint problem solving, and reasoning opportunities through teacher-initiated activities and play</p> <p>PQA scores of at least 3.5 observations will document children are accepted and cared for. (III-A, III- C, III-B) Class score 6 teacher sensitivity, Relational and Positive Climate scales</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Establish positive and productive Family and Community Partnerships.	Plan and conduct two home visits per year in cooperation with Teacher and Family and Community Specialist.	Supports families in extending children's learning at home by providing newsletters, take-home activities, home visits, and parent-teacher conferences	E M I N	E M I N	
	Relate assessment information to parents and engages in shared goal setting (1 st Parent Conference).	Parent conference forms accurately completed within the specified timeline and developmental progress is shared with parents.	E M I N	E M I N	
	Support children and families through times of transition (i.e. going to Head Start PreK, kindergarten, moving to new community, death or divorce in family).	Facilitates transitions to or from Early Head Start, Head Start, home, and/or other early education and care settings by engaging families, others in the program, and members of the community in planning and implementing strategies that ensure successful transitions, including the transfer of child records and documented on Individualized Plan	E M I N	E M I N	
	Maintain daily record logs, volunteer logs, and in-kind donation logs.	Complete in-kind forms and daily record sheets and forward to the Head Start Manager monthly.	E M I N	E M I N	
	Maintain a working knowledge of Program Governance.	Teachers will encourage parents to complete at least 10 hours per month of in-kind.	E M I N	E M I N	
		Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts	E M I N	E M I N	
		Encourages parents to participate in the program and provide a variety of ways that families can become involved.	E M I N	E M I N	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Ensure a well-run, purposeful program	<p>Post accurate and up to date information in the classroom in accordance with the Teacher Education Manual.</p> <p>Review Lesson plans to ensure supplies and materials are available for activities.</p> <p>Attendance book maintained daily.</p> <p>Conduct weekly team meetings</p> <p>Complete USDA documentation daily according to guidelines.</p>	<p>Required items on the classroom checklist are posted in the classroom.</p> <p>Gather all materials needed for lesson plan activities and prep all materials before children arrive for the day.</p> <p>Report child absenteeism of three consecutive days or more to the FACS. Submit weekly attendance and complete justification form by Friday a.m.</p> <p>Participate in weekly team meeting completing documentation to address classroom issues.</p> <p>Paperwork is completed at point of service and submitted with end of the month report.</p>	<p>E M I N</p>	<p>E M I N</p>	
To ensure a well-run, purposeful program	<p>Return all High Scope and materials and any screenings manuals to the Head Start Manager at the end of program year.</p> <p>Encourage and support the generation of appropriate in-kind services by volunteers, parents, vendors, community professionals, and appropriate others; to report in-kind services provided under his/her auspices to the Head Start Manager at least monthly.</p>	<p>Documentation reflects that all Elkhart and St. Joseph Counties Head Start Consortium materials are returned to the Head Start Manager as deemed appropriate.</p> <p>Completed in-kind forms, site meeting minutes, and notes to families reflect information about in-kind hours.</p>	<p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Provide a program which is responsive to individual children's needs.	<p>Lesson Plans completed in COR Advantage daily.</p> <p>Engage in developmental screening processes to identify the strengths and needs of each child (Denver II, Dev. Milestones and DECA).</p> <p>Assess children's needs and developmental progress on an ongoing basis through the use of work sampling, anecdotal observations, checklists and communication with parents and other staff.</p> <p>Use the results of screening and assessment to plan activities to meet both group and individual needs.</p>	<p>Cooperate with teaching team to develop daily lesson plans using COR Advantage.</p> <p>Developmental screens will be completed and in child's file by the within all incremental timelines.</p> <p>Children's assessments will be completed in accordance with the education assessment timeline that includes assessment tool (COR Advantage) home visits, parent teacher conferences, team meetings, and supportive documentation.</p> <p>Lesson plans will reflect individualization and developmentally appropriate group activities based on COR Advantage, DECA, Denver, SAT I, and IFSP/IEP.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	
Provide a program which is responsive to individual children's needs. (con't)	<p>Engage in the implementation of the IEP/IFSP for each child with special needs through the documentation of individualized planning, maintaining records related to developmental progress, and ongoing written and verbal communication with all members of the multi-disciplinary team, including parents.</p> <p>Teacher helps arrange and schedule SAT meetings in consultation with Manager.</p>	<p>Incorporate IFSP/IEP goals into lesson planning and individual Plan. Provide written feedback when requested or attend Special Ed. Meeting when possible</p> <p>Participate in Sat to address individual needs of child</p>	<p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Maintain a commitment to professionalism	<p>Promote the philosophy, mission and educational objectives of the Elkhart and St. Joseph Counties Head Start Consortium.</p> <p>Comply with Head Start personnel policies and the NAEYC Code of Ethical Conduct (Head Start Code of Ethics).</p> <p>Sets goals in the form of a Professional Development Plan, which includes specific objectives and time frames, which will lead to the achievement of these goals.</p> <p>Engage in ongoing staff development (as defined by the grantee) to improve professional skills and achieve/or maintain credentials.</p>	<p>Lesson Plan and classroom observations reflect activities that are in accordance with Early Head Start Performance Standards and Early/Head Start policies.</p> <p>Staff follows policies and procedures as evidenced by behavior on the job.</p> <p>Completes a self evaluation using the Elkhart and St. Joseph Counties Head Start Consortium Performance Appraisal including Professional Development and objectives for the coming year by the end of May of every school year.</p> <p>Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	
	<p>Support the professional growth and development of colleagues, volunteers and parents by sharing materials and information and providing helpful feedback and encouragement.</p> <p>Attend staff meetings, trainings, and in-service training provided by the Elkhart and St. Joseph Counties Head Start Consortium and other education experiences as required by the Head Start Manager.</p>	<p>Staff will participate in monthly staff meetings, trainings, parent meetings, and provide information to parents.</p> <p>Staff will attend all meetings as evidenced by the sign in sheets. Engage in team building and other activities as assigned by trainer.</p>	<p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
	Participate in evaluation of Elkhart and St. Joseph Counties Early and Head Start Consortium services through the Self-Assessment and Peer Review processes. Adhere to the confidentiality policy, sharing confidential information only with those staff members who need the information to perform their jobs.	Staff will prepare and participate in self-assessment and peer review. Ensures family confidentiality by limiting conversations about families and access to their records to those directly involved in providing services to them. Signed Confidentiality Policy at annual training or at initial training.	E M I N E M I N	E M I N E M I N	
Teamwork	Works cooperatively with the parents, school personnel, and head Start management Communicates regularly with Manager to receive guidance. Report progress. To plan new strategies and problems solve	Demonstrates cooperation with the school personnel, parents, and all Head Start Consortium staff. Treat co-workers and building staff with dignity and respect. Staff implemented the recommended guidance manager documented in CAT.	E M I N E M I N E M I N	E M I N E M I N E M I N	
Punctuality and Attendance	Demonstrates judicious use of time off (Reference Employee Handbook Section 4.5).	Calls sub line as early as possible if unable to work and has not exceeded time for the school year. Staff is expected to be punctual.	E M I N	E M I N	
Clothing and Hygiene	Dresses appropriately for the job at all times as defined by employee handbook policy.	Expected to maintain high standards of personal cleanliness and attire.	E M I N	E M I N	
Custody of medicine	Ensures that medication is transported in a secure manner.	Ensures that medication is delivered to an authorized individual, and that the chain of custody is documented as required by policy.	E M I N	E M I N	
Universal precaution	Practices universal precaution at all times.	Demonstrates an understanding and compliance with universal precautions protocol.	E M I N	E M I N	
Flexibility	Perform other duties as assigned.	Demonstrate flexibility and professionalism as assignment or conditions change.	E M I N	E M I N	

Goals/Objectives: Professional Development

Goals for FY _____	Approach to accomplishing goals/objectives	Midyear Check _____	Status Circle one	Comments/Mitigating Circumstances	Year End Evaluation	Goals for FY _____
			Met Partially Met Did not Meet			
			Met Partially Met Did not Meet			

Goals/Objectives: Health and Wellness Plan

Goals for FY _____	Approach to accomplishing goals/objectives	Midyear Check _____	Status Circle one	Comments/Mitigating Circumstances	Year End Evaluation	Goals for FY _____
			Met Partially Met Did not Meet			
			Met Partially Met Did not Meet			

EMPLOYEE PRINTED NAME

EMPLOYEE SIGNATURE

DATE

SUPERVISOR'S SIGNATURE

DATE

HR MANAGER SIGNATURE

DATE

EXECUTIVE DIRECTOR SIGNATURE

DATE

Employee & Supervisor: Your signatures indicate that:	Employee & Supervisor: Your signatures indicate that:
This position description has been reviewed with the employer and the employee has been given a copy.	The 90 day performance appraisal/competency assessment has been reviewed with the employer and the employee has been given a copy.

Employee Printed Name Date

Employee Signature

Head Start Manager Date

Employee Printed Name Date

Employee Signature

Head Start Manager Date

Executive Director Date

The annual performance appraisal/competency assessment has been reviewed with the employer and the employee has been given a copy.

Employee Printed Name Date

Employee Signature

Head Start Manager Date

Executive Director Date

Teacher – Early Head Start

- Approval:
- Policy Council: 07/09
- Board Approval: 07/09
- Policy Council: 07/11
- Board Approval: 07/11
- Policy Council: 07/12
- Board Approval: 07/12
- Policy Council: 07/13
- Board Approval: 07/13