

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

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|-------------------------|------------|--------------|---------------------------------------------|
| Position Title: | Teacher | Job Class: | Incumbents Name: |
| Department Name: | Head Start | RU/Dept #: | Reports to: |
| Position(s) Supervised: | None | FLSA Status: | Date Written/Revised: |
| | | | Education Manager/ Site Supervisor 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 10 month, full-time position.

Scope:

The Teacher is responsible for the care and education of a group of children as a part of a teaching team. The teacher plans and implements the curriculum in accordance with the 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 Education Manager/ Site Supervisor 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 actively and effectively participate on committees and work teams as requested.

Adhere to 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 Education Manager/ Site Supervisor for supervision and direction, and with other teaching staff to implement the educational curriculum. Regular contact exists with school personnel, parents, and LEAs, for information sharing and transitioning of children to public schools or other educational settings.

Minimum Hiring Requirements:

Academic: Bachelor's Degree in Early Childhood Education/Development or related field.

Experience: Three years classroom experience with preschoolers 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 | Plan and implement nutritious food activities and appropriate cooking projects. | The lesson plan will reflect an appropriate nutrition activity weekly designed by Nutritionist. | E M I N | E M I N | |
| | Promote healthy eating practices through facilitation of meal times, classroom activities, and modeling of positive eating habits. | Staff member eats the same food as the children and models mealtime etiquette. The teaching team facilitates family style interactions as stated in the Head Start Performance Standards. | E M I N | E M I N | |
| | Maintain a safe and healthy environment both indoors and outdoors, according to the Service Area Plans. | Demonstrate familiarity with the health and safety policies and procedures. Must understand role in safety plan and be familiar with all safety emergency procedures of the building. Report any hazard's to Head Start Manager for immediate correction. Provide supervision to maintain required staff/child ratios. Taking attendance at drills. | E M I N | E M I N | |
| | Maintain a clean and orderly learning environment. | | | | |
| | Read and implement Grantee Health and Safety Procedure. | Each day the classroom materials will be put away and organized. Help Teacher Assistant in the daily cleaning and organization of the classroom. | E M I N | E M I N | |
| | Respond to illness/injury according to Grantee Health and Safety Procedure and the Head Start employee handbook. | Help Teacher Assistant in maintaining daily sign in and out sheets and release children only to authorized persons. Take First Aid bag with when outside classroom and in adult custody only. Follow all Bus loading/ unloading and sweep procedures. | E M I N | E M I N | |
| | Demonstrate understanding of Child Abuse policy 5.4 in the Procedure and Policy Manual. Attend required annual training on child abuse and neglect. | Attend training and Grantee Health and Safety Procedure and the Head Start Administration Manual. | E M I N | E M I N | |
| | Familiarity with Safety Sam curriculum and the ability to demonstrate safety procedures such as assisting children to exit and enter the bus safely. | <ul style="list-style-type: none"> • Complete incident reports and file. • Follow universal precautions. • Maintain custody of first aid bag. | | | |
| | | Attend required training and report any signs of child abuse neglect to Child Protective Services, immediately to the Principal, and Education Manager. | E M I N | E M I N | |
| | | Safety Sam is implemented within lesson plan or daily for first 35 days then weekly after that. | E M I N | E M I N | |
| | | Through use of hand to hand exchange and sign off/on the bus, staff assists children entering and exiting the bus safely. Teachers participate in bus evacuation drill within the first 30 days. Bus manifest signed and documented. | E M I N | E M I N | |
| | | Manager kept informed of all safety issues including request to access children by agencies and others, incidents in classroom etc. | E M I N | E M I N | |

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| Custody of Medicine | <p>Knowledge of procedure for administering, storing, and transporting, prescribed medication to and from school according to policies and procedures.</p> <p>Knowledge of procedures on rejected medication not prescribed.</p> | <p>Medication bag locked while in the classroom.</p> <p>Medication bag carried on person while in transition from classroom.</p> <p>MAR completed correctly and completely</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> | |
| Advance physical and intellectual competence of children | <p>Provide an integrated curriculum which is guided by the Head Start Performance Standards, and the principles of Developmentally Appropriate Practice (DAP) as defined by National Association for the Education of Young Children (NAEYC), and Service Area Plans.</p> | <p>Lessons plans, topics of study, implementation and documentation of activities that include:</p> <ul style="list-style-type: none"> • Health/Nutrition • Safety • Social Emotional • Creative Arts • Diversity/Social Studies • Language • Math/Science | E M I N | E M I N | |
| Support social and emotional development and provide positive guidance. | <p>Plan and implement hands-on activities that develop children's positive self-esteem and social skills.</p> <p>Plan and implement curriculum which is sensitive to socio-cultural context, avoids stereotypes, promotes equity, and increases children's cultural awareness.</p> <p>Use and promote positive guidance techniques.</p> <p>Establish routines with smooth transition periods which are sensitive to the developmental levels of the children in the group.</p> <p>Communicate with children at their developmental level.</p> <p>Encourage children to be independent.</p> <p>Create a warm, accepting atmosphere for children.</p> <p>SAT to address social emotional needs</p> | <p>Lesson plans will reflect teacher-facilitated socio-emotional activities and promote child social skills.</p> <p>Lessons plans will reflect activities and topics that promote equity and increase children's cultural awareness.</p> <p>Attend training and implement the Conscious Discipline strategies and techniques including; creating a school family effective redirection, positive attention, and conflict resolution process.</p> <p>The teacher will post, implement, and demonstrate ability to maintain a daily schedule and lesson plans will reflect consistent routines and a variety of transition activities.</p> <p>Teacher observes and listens to children throughout the day. Also shares control of conversations with children; physically positions themselves at child's level.</p> <p>Teacher encourages children's ideas, suggestions, and efforts throughout the day. Encourages leadership.</p> <p>Demonstrate shared activities in close proximity with children. Teacher demonstrates frequent eye contact, respectfully language, and positive affect. Teacher uses "Positive Discipline"</p> <p>Teacher participates in SAT. Document identifies individual needs and strengths create an intentional plan of action.</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>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> | |

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| Establish positive and productive Family and Community Partnerships | <p>Provides assessment information and resources to support child's development and growth to parents and collaborates in goal setting</p> <p>Maintain and keep assessments filed and up-to-date.</p> <p>Promote communication with parents.</p> <p>Encourage parents to participate in the program and provide a variety of ways that families can become engaged through various opportunities. (including individualization with instruction)</p> <p>Support children and families through times of transition (i.e. going to kindergarten, moving to new community, death or divorce in family).</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>Facilitate and support the Community Comment Process.</p> | <p>Plan and conduct home visits and parent/teacher conferences in collaboration with the teacher assistant within required timeframe and required location</p> <p>Assessments are complete, updated and present in files within the required timelines</p> <p>Will document on-going communication with parents through newsletters, phone calls, literacy bags, conferences, home visits, home activities, SAT, written notes, etc.</p> <p>Documentation including home visits, parent teacher conferences, and SATs will be complete and filed within a week of this event. Individualized plan in collaboration with parents. Lesson plans reflect input of parents. In-kind forms reflect parent involvement.</p> <p>Completion of:</p> <ul style="list-style-type: none"> Transition summary COR summary Letter and Number ID summary Portfolio SAT <p>Provide childcare during site meetings.</p> <p>Community Comment Forms are posted and available on Family Bulletin Board. Teacher participated in Community Comment training.</p> <p>Weekly lesson plans reflect input from parents and individualization of children based on anecdotes, and various parent engagement activities.</p> <p>Community Comment process will be available and staff will assist parent to follow the process.</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>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>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> | |

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| Ensure a well-run, purposeful program | <p>Team meetings occur and are documented.</p> <p>Implementing HighScope curriculum.</p> <p>Documentation is accurate, complete, and submitted for all required due dates.</p> | <p>Team meetings occur weekly highlighting attendance, classroom issues etc.</p> <p>CLASS scores above 5 on all dimensions but negative climate scoring 1. 85% or above on CAT scores. PQA average scores 3.5 minimum.</p> <p>Parent/teacher conferences, home visit schedules, assessments, COR notes, lesson plans, individual plans, end of month reports, and supporting documents complete, accurate and on time.</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. | <p>Familiar with and trained in COR Advantage.</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>Engage in the implementation of the IEP 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 works with FACS to coordinate schedules for SAT meetings</p> | <p>Lesson plans are completed weekly using COR software the Friday before implementation. COR notes written daily in COR notebook for each child and entered into COR Advantage at least 2x a month.</p> <p>All children's assessments will be completed in accordance with the education assessment timeline which includes DECA, Denver, COR, Number & Letter id and supportive documentation from home visits, parent/teacher conferences, and team meetings.</p> <p>Lesson Plan will reflect individualization and developmentally appropriate group activities based on COR, DECA, and Denver.</p> <p>Attend IEP interdisciplinary meetings when available. Weekly individualization for each child with social/emotional behavioral or developmental needs include IEP environmental and behavioral modifications. Modifications are apparent on lesson plans.</p> <p>Teacher attends and participates in SAT.</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>E M I N</p> <p>E M I N</p> | |

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| 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 Conduct).</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>Support the growth and development parents by sharing materials and information and providing helpful feedback and encouragement.</p> <p>Sign and demonstrate knowledge of the Consortium's confidentiality policy and its application.</p> | <p>Lesson plan and classroom observations reflect the practice of HighScope educational standards, Conscious Discipline practices and exhibited positive interactions with all community partners, families, and co-workers.</p> <p>Staff follows policies and procedures as evidenced by performance on the job. All outside requests for documents or information are presented to manager for guidance and review.</p> <p>Completes a self evaluation using the Elkhart and St. Joseph Counties Head Start Consortium Performance Appraisal. Also complete the Professional Development Plan for the coming year.</p> <p>Staff attends all annual and first Friday trainings. Staff will participate and display respectful conduct during trainings including being on time and zero phone use. Staff will participate in individual coaching if indicated by CLASS, PQA or Manager recommendation. Staff will attend trainings and courses that lead to certifications as well as keeping credential status current.</p> <p>Staff will provide meaningful materials to parents at home visits and parent/teacher conferences.</p> <p>Staff will keep student files confidential in locked cabinets and adherence to confidentiality policy.</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>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> | |
| Teamwork | <p>Works cooperatively with the parents, school personnel, and Head Start management.</p> <p>Communicates regularly with Education Manager to receive guidance, report progress, to plan new strategies and to problem-solve.</p> | <p>Demonstrates cooperation with the school personnel, parents, and all Elkhart and St. Joseph Counties Head Start Consortium staff including treating co-workers and building staff with dignity and respect.</p> <p>Staff implemented the recommended guidance from the Education Manager documented on the CAT.</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> | |

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| Flexibility | Perform other duties as assigned. | Demonstrate flexibility, a positive attitude and professionalism as assignment conditions change. | 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 and notify manager as early as possible if unable to work. Staff is expected to be punctual, as requested by policy 3.12. | 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 the standards outlined in policy 5.5. | 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

Education Manager Date

Employee Printed Name Date

Employee Signature

Education Manager 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

Education Manager Date

Teachers

Approval:
 Policy Council: 07/07
 Board Approval: 07/07
 Policy Council: 06/09
 Board Approval: 06/09
 Policy Council: 07/08
 Board Approval: 07/08
 Policy Council: 07/11
 Board Approval: 07/11
 Policy Council: 07/12
 Board Approval: 07/12
 Policy Council: 07/13
 Board Approval: 07/13