

JOB DESCRIPTION

1. POSITION INFORMATION

Position and Classification

ECEAP Teacher, (Classified II) Temporary Full-Time (no more than 229 paid days of employment in a program year).

Reports To

ECEAP Education Supervisor

Supervises

ECEAP Teacher Assistant, Classroom Aides, Foster Grandparents, and classroom volunteers.

Purpose

To support the Educational Opportunities for Children and Families in realizing a common mission by providing and implementing a developmentally appropriate early childhood classroom experience for children enrolled in the Early Childhood Education and Assistance Program (ECEAP).

Starting Salary

Employees typically begin at Step 1 of EOCF's ECEAP wage schedule (Classified II).

2. REQUIREMENTS

Education

Associates degree in Early Childhood Development or Early Childhood Education.

Experience

One year consistent paid experience-teaching children, 3 to 5 years of age in an early childhood program, including supervision of adults and classroom planning and management.

Certifications and Other Requirements

1. Valid First Aid and CPR cards
2. Valid Food Handler's card.
3. Valid Oregon or Washington State driver's license, and proof of automobile insurance as mandated by Washington State law.
4. Ready access to a personal, legally licensed motor vehicle.
5. Submit to finger printing and criminal history background check.
6. Pass a pre-employment health screening indicating freedom from communicable diseases, and an annual health checkup indicating freedom from communicable diseases.
7. Commit to EOCF's drug-free work place policy.

Physical Requirements

See attached checklist.

3. KNOWLEDGE AND ABILITIES

Knowledge of

1. Principles of child development and Early Childhood Curriculum planning.
2. Principles of effective supervision.
3. Current best practices in early childhood development and education.

Ability to

1. Observe and assess children and set individualized goals.
2. Prepare the classroom environment to meet the educational needs of each child.
3. Track each child's progress and incorporate the information into the curriculum.
4. Work cooperatively with staff members and clients from diverse cultural, socio-economic and educational backgrounds.
5. Maintain confidentiality of records and information.
6. Use the team approach to resolving problems or conflicts, planning and evaluation.
7. Demonstrate professional and effective written and verbal communication skills; receive information and feedback in an understanding manner; use good judgment.
8. Attend appropriate staff meetings and out-of-town training sessions as assigned.

4. ESSENTIAL FUNCTIONS

Key performance Area: Work Habits and Practices

1. Report to work on a regular basis, as scheduled. Salaried exempt employees must work until their essential job functions are completed which may require working beyond their regularly scheduled days and hours.
2. Function as an effective team member with co-workers and the community to build productive, collaborative relationships and to achieve program goals and objectives.
3. Perform multiple tasks simultaneously.
4. Demonstrate commitment to EOCF's mission, values and policies in performance of daily duties.
5. Continue to increase professional knowledge, skills and competencies in job-related areas; incorporate and demonstrate new knowledge and skills on the job.
6. Attend and participate in staff meetings and local or out-of-town training as assigned.
7. Maintain confidentiality of program, staff and client information.
8. Demonstrate professional behavior and conduct.
9. Accept responsibility for seeking assistance and guidance when needed; incorporate constructive direction from supervisor to improve job performance.
10. Accept responsibility for the quality of job performance, and make changes as needed.

Key Performance Area: Planning, Monitoring and Evaluation

1. Plan and implement a curriculum that encourages the advancement of children's physical, intellectual, and social-emotional competence.
 - a. Demonstrate knowledge of the principles of early childhood curriculum planning.
 - b. Observe, assess and analyze children's physical and cognitive behavior.
 - c. Implement and track an individualized education plan for each child.
 - d. Make appropriate referrals for children with special needs.
2. Plan and direct a classroom program that builds and strengthens positive self-concepts and individual strengths of children.
 - a. Provide positive, supportive responses to all children.
 - b. Incorporate mental health activities in the curriculum.

Key Performance Area: Classroom Operation and Services

1. Establish and maintain a safe and healthy learning environment.
 - a. Supervise and train staff on implementing principles of safe and healthy environments for young children.
 - b. Assure that classroom materials and equipment stimulate exploration, problem solving, and reflect various cultures.
 - c. Include activities to promote good health, nutrition and personal safety.
2. Provide positive guidance and discipline to support social-emotional development of children.
 - a. Organize and facilitate age appropriate classroom routines.
 - b. Establish and enforce consistent limits.
 - c. Provide an environment to stimulate children and encourage them to work cooperatively in groups.
 - d. Encourage children to develop positive attitudes towards a variety of ethnic, racial, and social groupings.
 - e. Provide guidance and support on appropriate discipline to staff and parents.
3. Support family involvement in the program.
 - a. Encourage parents to volunteer in various parts of the program.
 - b. Demonstrate respect for diversity.
 - c. Seek parent input in developing the child's education plan.
 - d. Conduct conferences with parents on the child's progress as prescribed by the program work plan.
 - e. Conduct family home visits as prescribed by program work plan.
 - f. Work with ECEAP Teacher Assistant and Family Advocates to plan and implement parent center meetings.
 - g. Attend center meetings
4. Ensure the program operates in response to performance standards, agency policies and participant needs.
 - a. Evaluate the total classroom program regularly to improve quality.
5. Assist in developing and implementing a transition plan for children and families.

Key Performance Area: Supervision

1. Assign, coordinate, supervise, monitor, and evaluate the work of staff and volunteers to assure that EOCF's operations and services are provided and conducted in accordance with performance standards, agency mission, vision, and values, and requirements of grants, contracts, policies, procedures, and work plans.
2. Assist in recruiting, interviewing, selecting, orienting and training employees.
3. Develop, implement and monitor individualized staff development and training plans.
4. Complete performance appraisals as prescribed by EOCF Personnel Policies.

Key Performance Area: Communication

1. Assure continuous and timely flow of verbal and written information to and from other staff, supervisor, program participants and community.
2. Conduct all communication with staff, supervisor, program participants and community in an effective, respectful, timely and supportive manner.
3. Meet regularly with Family advocates to assure child and family information is current, and service roles and responsibilities are understood.
4. Prepare and provide timely and accurate written reports, memoranda and other statistical and narrative information as required or requested.
5. Coordinate team meetings, including cross-component teams, to assure that EOCF's operations and services are provided and conducted in accordance with performance standards, agency mission, vision, and values, and requirements of grants,

- contracts, policies, procedures, and work plans.
6. Prepare and present information and reports to EOCF groups and teams, including the Board of Directors and Policy Council, and to community organizations, agencies and groups.
 7. Maintain organized and accessible record keeping and filing system.
 8. Serve as an advocate for EOCF and its families in the community.
 9. Maintain confidentiality of program, staff and client information.

5. MARGINAL FUNCTIONS

1. Perform other duties as assigned by ECEAP Education Supervisor.
2. Participate in the planning and implementation of inter and intra-component meetings.

PHYSICAL, SENSORY, ENVIRONMENTAL AND EMOTIONAL CHECKLIST

Job Title: ECEAP TEACHER Date: 07/25/2001

Please complete the following sections by putting X's in the appropriate boxes						
In a <u>8</u> hour work day, this job requires:		R= Rarely	(less than 0.625% of time)			
		O= Occasionally	(0.625% - 30% of time)			
		F= Frequently	(31% - 68% of time)			
		C= Continually	(69% - 100% of time)			
		NA= Not Applicable				
RFCP= Requirements for Consecutive Performance (make notes in "Comments" column)						
1. PHYSICAL REQUIREMENTS	R	O	F	C	NA	Comments (RFCP)
Sitting		X				
Stationary standing		X				
Walking			X			
Ability to be mobile/running				X		
Crouching (bending at knees)				X		
Kneeling/crawling		X				
Stooping (bending at waist)		X				
Twisting (knees/waist/neck)			X			
Turning/pivoting			X			
Climbing	X					
Balancing		X				
Reaching/lifting overhead		X				
Reaching extension		X				
Grasping		X				
Pinching	X					
Pushing/pulling Typical weight <u>15 LBS</u> Max. weight <u>50 LBS</u>		X				

Lifting/carrying Typical weight <u>15 LBS</u> Max. weight <u>50 LBS</u>		X				
Manual dexterity/keyboarding			X			
Other physical demands:						
2. Sensory Requirements	R	O	F	C	NA	Comments (RFCP)
Talking in person				X		
Talking on telephone		X				
Hearing in person				X		
Hearing on telephone		X				
Sight				X		
Other sensory requirements:						
3. Emotional Requirements	R	O	F	C	NA	Comments (RFCP)
Demonstrating courtesy				X		
Handling clients calmly				X		
Handling emergencies calmly		X				
Handling stress calmly			X			
Meeting deadlines under pressure			X			
Accepting feedback professionally			X			
Exercising verbal/physical self-control				X		
Demonstrating patience				X		
Communicating professionally				X		
Remaining alert/attentive				X		
Other emotional requirements:						
4. Environmental Setting	Comments					
Safety requirements (e.g., clothing, equipment used, such as ladders)	MUST BE ABLE TO EVACUATE SELF, CHILDREN AND PARENTS FROM BUILDING SAFELY. MUST BE ABLE TO IMPLEMENT EMERGENCY SAFETY PROCEDURES.					
Exposure (e.g., fumes, chemicals, vibrations, humidity, cold, heat, dust, noise, blood and bodily fluids, contagious diseases)	EXPOSED TO HEAT AND AIR CONDITIONING SYSTEMS IN CLASSROOMS AND OFFICES. MAY BE EXPOSED TO BLOOD, BODILY FLUIDS AND CONTAGIOUS DISEASES. MAY BE EXPOSED TO SECOND-HAND SMOKE. EXPOSED TO OUTDOOR WEATHER CONDITIONS.					

Operation of equipment and machines (e.g., motor vehicles, computers, power and hand tools, copiers)	MUST BE ABLE TO OPERATE AUTOMOBILE, COPIER AND DISHWASHER. MAY OPERATE A COMPUTER.
Hygiene standards (e.g., food handling, sterilizing equipment, cleaning blood and bodily fluids)	MUST HAVE CURRENT FOOD HANDLER'S CARD AND CPR AND FIRST AID CARDS; MUST BE TRAINED IN IMPLEMENTING UNIVERSAL PRECAUTIONS. MUST BE TRAINED IN FOOD HANDLING AND ESTABLISHED HAND - WASHING PROCEDURES.
Other environmental requirements:	

This position is classified as salary as defined by the federal Fair Labor Standards Act, and is exempt from overtime.

EOCF is an equal opportunity employer.

EOCF is an at-will employer.

Deputy Director

Date

Executive Director

Date

I have read this job description.

Employee

Date

The information contained herein is intended to describe the general content of, and requirements for, the performance of this job. It is not to be construed as an exhaustive statement of duties, essential functions, responsibilities or requirements.