INFANT-TODDLER LEAD TEACHER
Exemption Status: Full Time, Non-Exempt, Hourly
Salary Range: $42,000 to $57,000

ORGANIZATION OVERVIEW
Educare of Washington DC is a state-of-the-art, full-day, year-round school that serves children from birth to five years that are at-risk of academic failure. Building on the program foundations of Early Head Start and Head Start, Educare promotes school readiness by implementing effective programming aimed at preventing the development of an achievement gap in the early years. Educare of Washington DC is part of a larger national network that serves as a platform for broader change, inspiring high-quality programs in communities, improving public policies within each state, and demonstrating a comprehensive approach to the first five years of life and learning. As part of the Educare initiative, each school is a highly visible program that is host to a wide variety of visitors. The Educare model draws on a unique blend of private and public dollars, including child care, Early Head Start, Head Start, and other state and local education funding streams.

POSITION SUMMARY
Under the direction of the Master Teacher, the Infant-Toddler Lead Teacher will develop and implement individual education plans for children ages 6 weeks through 3 years, which encourage their social, emotional, physical, linguistic, and intellectual development in a manner appropriate to their age and stage of development. The Infant-Toddler Teacher ensures the teaching team (Teacher, Teacher Assistant and Aide) provides a safe, stimulating, and nurturing environment enriched by a high quality early language experience and an emphasis on social and emotional growth. In accordance with each child’s ability, and based on the Educare core components and local early learning standards, the Infant-Toddler Lead Teacher will be held responsible for implementing all program requirements in adherence to performance and outcome standards as prescribed by the multiple funding and model requirements.

REPORTING RELATIONSHIP
• The Infant-Toddler Lead Teacher reports directly to the Master Teacher

MAJOR RESPONSIBILITIES AND KEY TASKS
Program Core Features of the Educare Model:
• Participate in training to build an understanding of the Educare Model
• Provide a high-quality early learning program that incorporates evidence-based curriculum and instructional activities
• Implement, document, and demonstrate an understanding of the importance of multiple perspectives and have the skills to be successful in interdisciplinary efforts

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- Participate in Family Child Service Reviews as scheduled
- Maintain professional competence through in-service education activities provided by Educare of Washington, DC, the Educare Learning Network, and through other professional growth activities
- Meet with the Master Teacher on a weekly basis; review classroom and child data, develop an action plan, support goal achievement through active collaboration
- Facilitate reflective supervision, as both a participant and through utilization in managing classroom staff and volunteers
- Collaborate with the Family Engagement Specialist (assigned to each child), and other Educare personnel and support staff to promote individual children’s goals relating to early communication development, fine and gross motor skills, development of social and self-care skills
- Participate in the local evaluation and national Educare Implementation Study, engaging in a system of reciprocal, regular data feedback and utilization for individualized planning for children and families and continuous program improvement
- Create an effective environment for learning through functional and attractive displays, interest centers, and exhibits of children’s work
- Support and provide continuity of care to help children develop secure relationships.
- In support of ongoing, intensive professional development, Lead Teachers attend and participate in all scheduled trainings, engage in coaching cycles with their Teacher Assistants and Teacher Aides, and develop individual plans for their own professional development
- Provide an enhanced curriculum focused on:
  - social emotional development
  - early language and literacy
  - physical development
  - integration of the arts

**Curriculum:**
- Implement Creative Curriculum for Infants, Toddlers and Two’s framework in the classroom
- Perform the functions of this position with a strong understanding of developmentally appropriate practices
- Plan and implement learning experiences that promote all developmental domains (social, emotional, physical, and intellectual) including contributing to the readiness of children to enter school by developing their early language acquisition and vocabulary.
- Develop and manage an attractive and engaging environment that encourages exploration, and fosters independence
- Develop activities and use instructional materials suitable for infants and toddlers with a wide range of cognitive, physical, and emotional maturities
• Develop in each child an awareness of his/her worth as an individual and his/her role in the family and community
• Meet with Teaching Assistant and Aide to review lesson plans and individual children’s goals, and assign best practice teaching strategies
• Complete and submit required forms and records in a timely and accurate fashion, e.g., lesson plans, a comprehensive and ongoing portfolio, assessments, time sheets, USDA meal reports, parent communication records, etc.
• Provide responsive care giving, with a focus on the children’s social and emotional well-being
• Enrich the educational program through outdoor play, neighborhood walks, and through classroom visits by resource persons from the school and community. Share and interpret these experiences with children and parents
• Provide a positive climate to establish and reinforce acceptable child behavior, attitudes, and social skills
• Assist in the development and implementation of an IFSP (Individual Family Service Plan) seeking clarification for any aspects that are not well understood

Assessment:
• Provide ongoing observation and authentic assessment of individual children. Maintain documentation of each child’s progress and growth according to Early Head Start guidelines and the methods of Teaching Strategies GOLD
• Participate in Family Child Service Reviews

Home-School Connection:
• Conduct at least two home visits and two parent conferences a year to discuss each child’s individual development and progress
• In collaboration with the Family Engagement Staff, develop activities for families that promote parent participation and involvement in classroom-specific and school wide programming
• Communicate regularly with parents by means of parent meetings, newsletters, home visits, and individual parent conferences
• Interpret the Educare mission and program to families and other caregivers to strengthen parental understanding of infant and toddler development and learning, and the school’s role in the child’s life
• Participate in the development and support the implementation of effective transition plans for children entering into and leaving the classroom community

Other:
• Attend staff development and parent meetings as requested
• Conduct daily health and environment checks
• Actively participate in a personal Professional Development Plan
• Establish and maintain a classroom environment that fosters learning, including the rotation of materials in learning centers on a regular basis
• Cooperate with other professional staff members in assessing and helping to resolve children’s health and learning challenges
• In cooperation with other staff, carry out routine duties such as bottle feedings, meal preparations, diapering, toileting, hand washing, monitoring sleep times, cleanup, and supervision of children at all times, including outdoor play
• Compile a list of equipment and materials needed for the classroom
• Maintain a safe and healthy classroom environment
• Ensure that classroom equipment, furniture, materials, and supplies are properly maintained and stored
• Perform other required duties consistent with the goals of this position

EDUCATIONAL AND EXPERIENCE REQUIREMENTS
• Bachelor’s Degree in early childhood education (preferred) or Bachelor’s Degree in a related field with a minimum of three years teaching experience in an early childhood setting
• Knowledge and experience in the philosophy and practices of Infant-Toddler development and care, early language acquisition, and social emotional development
• Proof of a physical examination within the last six months, which includes a tuberculosis test, and comply with other background checks as required by OSSE and ACF (Early Head Start)
• Personal qualifications such as: emotional maturity, willingness to cooperate with the aims of the program, respect for children and adults, flexibility, patience, professional demeanor and appearance, and physical and mental health which does not interfere with responsibilities
• Experience collaborating with parents in the education and care of infants and toddlers.
• Supervisory experience with teaching staff (preferred)

ADDITIONAL JOB REQUIREMENTS
• Clearance of background check as required by local, state and federal regulations
• Physical examination and diagnostic tests as required by local, state and federal regulations
• A bi-annual physical exam, drug screen and TB test are required as a condition of continual employment

REQUIRED SKILLS AND ABILITIES
• Knowledge of early childhood curriculum and developmentally appropriate practice for the specific age group (6 weeks through three years)
• Knowledge of Early Head Start Performance Standards
• Knowledge of City and State licensing requirements
• Successful experience working in a team setting
• Ability to work respectfully and cooperatively with a Teacher Assistant and Teacher Aide assisting him/her in increasing professional knowledge and skills
• Ability to present a positive image of the organization to members of the community
• Ability to plan, organize and implement position responsibilities

ESSENTIAL JOB FUNCTIONS
• Must have advanced command of the English language and grammar, both verbal and written
• Visual and auditory acuity within professionally determined normal ranges, with correction if needed
• Manual dexterity sufficient to operate a computer and office equipment, including, but not limited to the telephone, fax machine, copier, and tape recorder
• Must be able to lift 40 pounds
• Must be able to travel
• Must be able to enter and exit a vehicle without assistance, and withstand exposure to adverse weather conditions
• Experience working successfully with a culturally diverse staff, children and families

For additional information on Educare DC and Educare schools, please visit www.educaredc.org and www.educareschools.org.

This position is NOT in the collective bargaining unit.

Submit your resume to via e-mail to educare@upo.org or by mail to Attn: Educare DC, 301 Rhode Island Ave, NW, Washington, DC 20001
Educare DC is an equal opportunity employer
www.educaredc.org