

PRESCHOOL LEAD TEACHER

Exemption Status:

Full Time, Non-Exempt, Hourly

ORGANIZATION OVERVIEW

Educare 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 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 OVERVIEW

Under the direction of the Master Teacher, the Preschool Lead Teacher will develop and implement individual educational plans for children, which support their development socially, intellectually, linguistically, physically, and emotionally in a manner appropriate to their age and stage of development. They will provide a high quality language enriched with early learning experience for children ages three to five, while establishing a developmentally appropriate classroom environment favorable to the development and personal growth of children. The Preschool Teacher will facilitate children's development of communication abilities, and content knowledge needed for future success in school, in accordance with each child's ability and based on the Educare core components and local early learning standards. The Preschool Teacher will be held responsible for implementing all program requirements in adherence to all performance and outcomes standards as prescribed by the multiple funding and model requirements.

REPORTING RELATIONSHIP

- The Preschool 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 their interdisciplinary efforts
- 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 communication skills, health habits, physical skills, development of self-awareness, and early literacy
 - 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:
 - Language and Literacy
 - Social/Emotional development
 - Problem-solving and numeracy
 - Integration of the Arts

Curriculum:

- Plan and implement classroom activities that are child-centered, developmentally appropriate, open-ended and process oriented
- Support children's ideas, initiatives, and creativity
- Develop and manage an attractive and engaging environment that encourages independence and self-selection of activities
- Provide early learning experiences in literacy, language, mathematics, sciences, social studies, physical education, fine arts, foreign language, social-emotional development, and other subject matter suited to the needs of children
- Develop and use instructional materials suitable for verbal or visual instruction of children with a wide range of mental, 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, individual children's goals and plans, and assign best practice teaching strategies
- Complete and submit required forms and records in a timely and accurate fashion, e.g., lesson plans, portfolio forms, assessments, time sheets, meal reports etc
- Assure that files are complete, accurate, and confidentially maintained
- Plan and coordinate the work of Aides, Assistants and Volunteers in the classroom and on field trips in order to obtain the maximum benefit from their efforts. Collaborate with student teachers/interns
- Provide individual and small-group instruction designed to meet individual needs of children in communication skills, health habits, physical skills, and development of self-awareness

- Enrich the educational program through study trips to community resources such as museums, parks, and through classroom visits by resource persons from the school and community. Share and interpret these experiences with children and parents
- Provide an appropriate climate to establish and reinforce acceptable child behavior, attitudes, and social skills
- Use the playground as an extension of the classroom; ensure that the playground is safe
- Assist in implementing an I.E.P. (Individual Education Plan) seeking clarification for any aspects that are not well understood
- Participate in curriculum and other developmental programs as appropriate

Assessment:

- Provide ongoing observations and authentic assessments of children and maintain documentation of each child's progress and growth according to Head Start guidelines
- Collect anecdotal notes and portfolio items to assess development using individual files
- Participate in Family Child Service Reviews for their primary children
- Complete band-aid reports and documentation of incidents in the medical log

Home-School Connection:

- Conduct parent teacher conferences at least twice a year and home visits at least twice a year
- Develop activities for parents that promote parent participation and involvement in education activities provided for their children. Collaborate with the Family Engagement staff to promote these goals
- Communicate regularly with parents by means of parent meetings, newsletters, home visits, and individual parent conferences
- Interpret school program to parents in order to strengthen parental understanding of the individual children's needs and the school's role in the child's life

Other:

- Attend staff trainings and meetings and parent meetings as requested
- Conduct daily health and environment checks
- Actively participate in the development and implementation of a personal Professional Development Plan
- Set up and maintain an environment in the classroom that fosters learning, including switching or rotating materials in learning centers on a regular basis
- Cooperate with other professional staff members in assessing and helping solve children's health and learning challenges
- In cooperation with other staff, carry out routine duties such as toileting, hand washing, 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 incidental tasks consistent with the goals and objectives 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 early childhood education, developmentally appropriate practice, emergent literacy and social emotional development
- Proof of a physical examination within the last six months, which includes a tuberculosis test, and compliance with other background checks as required by OSSE and ACF (Head Start)
- Personal qualifications such as: emotional maturity, willingness to cooperate with the aims of the program, respect for children and adults, flexibility, patience, good personal hygiene, and physical and mental health which does not interfere with responsibilities
- Experience collaborating with parents in the education and care of their children.
- Supervisory experience with teaching staff (preferred)

ADDITIONAL JOB REQUIREMENTS

- Clearance of background checks 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 (3-5)
- Knowledge of 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 and clients

Signature: _____

Date: _____

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 via e-mail to jobs@educaredc.org or by mail to Educare DC,
640 Anacostia Avenue, NE, Washington, DC 20019**

Educare DC is an equal opportunity employer
www.educaredc.org