



MASTER TEACHER

Exemption Status: Full- Time, Exempt, Salaried
Salary Range: \$65,000-\$75,000

ORGANIZATIONAL OVERVIEW

Educare DC serves 424 children from prenatal to five years – and their families – through our state-of-the-art center and through community partnerships. Building on the program foundations of Early Head Start and Head Start and accredited by NAEYC, Educare DC promotes school readiness by providing high-quality, comprehensive early learning programming for children who are historically underserved, eliminating the opportunity gap often experienced by low-income communities. Educare DC is part of the 25-school Educare Learning Network that serves as a platform for broader change, inspiring high-quality programs in communities, improving public policies nationally and within each state, and demonstrating a comprehensive, research-based approach to the first five years of life and learning. Educare draws on a blend of private and public dollars, including federal child care funding, Early Head Start, Pre-K, and other state and federal funding streams

POSITION OVERVIEW

The Master Teacher facilitates full and effective implementation of Educare’s Core Features and evidence-based instructional practices by providing the Education staff with instructional leadership through design, delivery and coordination of intensive professional development; facilitation of interdisciplinary collaboration; and administrative support. Outcomes of the Master Teacher’s work include exemplary early learning classroom quality, teacher-child interactions, and retention of staff.

REPORTING RELATIONSHIPS

- The Master Teacher reports directly to the School Director
- Classroom Teachers, Floater/Substitute Teachers, appropriate consultants, volunteers, student teachers and interns report to the Master Teacher

MAJOR RESPONSIBILITIES AND KEY TASKS

Professional Development

Leads the design, implementation and coordination of intensive staff development to build and enhance core competencies of the Education staff, specifically:

- Reflective Supervision - Provides Classroom Teachers with a predictable schedule of reflective supervision to support, develop, and evaluate their performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices;
- Coaching – Implements with Classroom Teachers a predictable schedule of coaching to support their implementation of core competencies and evidence-based instructional practices through a cyclical process of observation, reflection, and action;
- Lesson Study – Facilitates or coordinates a predictable schedule of the “lesson study” strategy to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in systematically examining practice; and

- Reflective Practice Groups/Communities of Practice – Facilitates or coordinates reflective practice groups comprised of staff sharing the same role to improve professional practice through shared inquiry, reflection, and learning

Education Programming

Leads and coordinates the School's education program for children ages birth to three, including implementation of the following core features and evidence-based practices:

- Primary caregiving and continuity of care;
- Development of high-quality curriculum, including standards, expectations, formative assessment, instructional planning and alignment of all across classrooms;
- Responsive, intentional, and developmentally appropriate implementation of curriculum and instruction to ensure children are provided with socially supportive, organized, and instructionally meaningful interactions that support their development (i.e., social-emotional, physical, cognitive, and language) and learning (i.e., literacy, math, science, technology, social studies, and arts); and
- Use of child screening, assessment and progress data to inform lesson planning, individualization, and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and numeracy and problem-solving skills

Interdisciplinary Work and Collaboration

Facilitates interdisciplinary collaboration among the education program/staff and other program areas/staff, including:

- Participating in the Research Program Partnership and processes of continuous quality improvement and, in conjunction with the Local Evaluation Partner, ensuring completion of child screenings and assessments and coordination of timely feedback to teaching teams;
- Collaborating with Family Engagement and the School Director by participating in efforts to engage and involve parents with the program, staff, child development and learning;
- Participating in Family/Child Reviews (FCRs) and, in conjunction with the Family Engagement Supervisor, ensure FCR action plans are followed and progress monitored;
- Collaborating with the Mental Health and Disabilities Coordinator to facilitate completion of Case Consultations and Special Education eligibility, planning, and implementation processes when warranted; and,
- Participating with the Family Engagement Supervisor to lead teams of Education, Family Engagement and other support staff (i.e., mental health, disabilities) to plan and implement targeted and intensive interventions for children displaying challenging behaviors.

Administrative Support

- Ensures all Head Start performance standards, Educare core features, state and local licensing requirements, and other funder requirements related to education are met

- Monitors and ensures education plans and other required documentation for children and classroom are completed
- Participates in the development of program policies, service delivery plans, and ongoing monitoring of program quality
- Ensures all assigned program area reports are completed and submitted on a timely basis
- Maintains inventory of all classroom equipment
- Ensures all confidential information is protected
- Participates in recruitment efforts of program participants to help maintain full program enrollment
- Participates with the Human Resources Department to recruit and hire educational staff and facilitates hiring approval by the Head Start Policy Council
- Establishes education staff schedules, including approval of time off requests, and coordinates placement of classroom substitutes and floaters, as needed
- Assumes responsibility of School Director during School Director's absences

Other

- Attends all required meetings and trainings, including supervisory trainings
- Performs other duties, as assigned, within the scope of the job description

EDUCATION AND EXPERIENCE REQUIREMENTS

- Master's degree in Child Development (CD), Early Childhood Education (ECE) or in a related field
- At least five years of Early Childhood classroom experience
- At least one year of supervisory experience
- At least five years of 0-3 classroom and/or supervisory experience and a certification in infant toddler studies or another credential such as PITC Trainer

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 and ability to implement early childhood curriculum and developmentally appropriate practice for children and families ages birth to three
- Be able to remain abreast of developments in the child development field
- Demonstrate leadership abilities and the ability to utilize reflective supervision
- Knowledge of and ability to assess, analyze, and interpret Head Start Standards, state and local licensing requirements and the organization's philosophy



- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with diverse families, various professionals and community groups
- Ability and willingness to work in a program located in a high-risk, low-income community
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern

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

**Submit your resume to via e-mail to jobs@educaredc.org or by mail to Attn: Educare DC,
640 Anacostia Ave., NE Washington, DC 20019
Educare DC is an equal opportunity employer
www.educaredc.org**