

<b>Job Title:</b>	<b>PARENTS AS TEACHERS - PARENT EDUCATOR</b>
<b>Department:</b>	Student Services
<b>Reports to:</b>	Director of Special Services, Assistant Superintendent
<b>Classification:</b>	Non-exempt / Support Staff
<b>Employment:</b>	9 months / At-will
<b>Evaluation:</b>	Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of support staff personnel.

## **SUMMARY**

This position will provide personal instruction, demonstrate appropriate educational activities; deliver research-based curriculum and curriculum materials to parents regarding children's development and related issues. Conduct childhood screenings included but not limited to vision, hearing, the understanding and use of language, motor development, hand-eye coordination, health and physical development for children birth to age five.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

### **Essential Duties**

1. Plans individualized lessons for each child and parent including family well being topics.
2. Participates in visits at the family home and at various times of the day based on family needs.
3. Plan, organizes, and assist in group connections. Maintains records and reports from group connection activities.
4. Participates in group meetings with parents.
5. Maintains confidential nature of all school-related matters.
6. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.
7. Assist in mass screenings. Maintain records and reports from screenings
8. Assist in developmental screenings, writes reports for parents and reviews/maintains copies for record keeping.
9. Assist in monthly staff meetings and attend monthly ZOOM meetings of MOPATA and other DESE trainings/meetings to report to Parent Educators.
10. Report to district personnel the status of the PAT program.
11. Report to Supervisor.
12. In-District travel required.

### **Parent Instructional Services**

1. Demonstrates and imparts knowledge of child development, child rearing practices, and age appropriate activities.
2. Instructs parents on relevant information regarding child development, language, motor and social skills and age appropriate milestones.
3. Instructs and supports parents in developing strategies for strengthening their effectiveness.
4. Addresses parent concerns by researching additional information, connecting parents to community resources as needed.

5. Implements the approved Parents as Teachers curriculum.

### **Student Screening Services**

1. Monitors progress of child's development.
2. Conducts health and developmental screenings for children on an annual basis.
3. Provides verbal and written summaries of screening results to parents.
4. Recognizes and informs on behavior and/or development of child that deviates from expected norms.
5. Makes appropriate referrals for additional evaluations or screenings as needed.

### **Organization and Management**

1. Provides information on child development to client families.
2. Maintains files to include records of all screenings.
3. Maintains program records for submittal for state reimbursement.
4. Maintains accurate mileage and student contact records for reporting.
5. In conjunction with the parent educators, prepare the monthly newsletter, maintain the web site and PAT social media.
6. Participate and record the reflective supervision session with parent educators.
7. Operate on a deadline in a fast paced environment.

### **Interpersonal Relationships**

1. Establishes good rapport and maintains an on-going positive relationship with each family in the program through active listening, encouragement, guidance and feedback.
2. Demonstrates positive interpersonal relationships with district personnel.
3. Demonstrates positive interpersonal relationships with outside agencies.

### **Professional Responsibilities**

1. Participates in professional growth activities as required by district policy and PAT certification requirements.
2. Follows the policies and procedures of the school district.
3. Demonstrates a sense of professional responsibility and exercises thoughtful independent judgment and discretion.
4. Understanding of limitations some families experience and being able to set aside own beliefs to build a relationship with families.
5. Communicates effectively with families to schedule visits, screenings etc.

## **SUPERVISORY DUTIES**

N/A

## **QUALIFICATIONS**

### **Background Checks**

Clearance on all background checks required by law that is satisfactory to the Administration.

### **Education/Experience**

Certification in **one** of the following:

- Early Childhood Education
- Early Childhood Special Education
- Elementary Education

- Vocational Home Economics or Family and Consumer Sciences
  - Occupational Child Care Services
- and** demonstrated ability in working with young children and their parents;

**OR**

A two-year associate degree or two-year certificate program in Early Childhood Education, Child Development, or Nursing **and** demonstrated ability in working with young children and their parents.

**OR**

Sixty college hours **and** two years of successful experience in a program working with young children and their parents;

**OR**

Five years of successful experience in a program working with young children and their parents;

**AND**

Successful completion of Department-approved training in parent education regardless of previous training and experience according to the following schedule:

- A minimum of 30 hours of preservice training

**Parenting experience is strongly recommended but not required.**

### **SKILLS AND ABILITIES**

Read, analyze and interpret professional journals, Board policy, administrative procedures and forms and governmental regulations and guidance. Complete forms, write reports and engage in written correspondence with parents. Present information effectively and respond to questions. Write clear and complete lesson plans.

#### **Computation**

Work with mathematical concepts such as probability and statistical inference. Apply concepts such as fractions, percentages, ratios and proportions to practical situations.

#### **Reasoning**

Solve a variety of problems in many different situations. Interpret instructions presented in written, oral, diagram or schedule form. Apply knowledge of current educational theory and instructional techniques.

#### **Technology**

Perform basic computer functions such as word processing and internet use. Use district software for recording student information. Utilize instructional technology provided by the district.

#### **Additional Skills and Abilities**

Identify needs and abilities of individual students and to adapt instructional methods accordingly. Establish and maintain effective relationships with students, peers and parents. Perform multiple tasks simultaneously.

### **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 job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

### **Physical Requirements**

The individual who holds this position is regularly required to walk, hear and speak as a major function of the job. Regularly required to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. Must be able to move around the classroom. Must have close moderate and distance vision ability. Regularly required to read handwritten or printed material.

Physical requirements also include, but are not limited to, sitting (normal seated position), standing, walking (level or uneven surface), bending/twisting neck, bending/twisting at the waist, kneeling, crouching, crawling, climbing, reaching, lifting (up to 50 lbs.), carrying objects (up to 50 lbs.) while walking, pushing, pulling, presence of heat (summer high temperatures, high humidity, ovens, furnaces, etc.), presence of cold (winter low temperatures, walk-in refrigerator/freezer).

Employee can be expected to help students with their mobility needs.

### **Hours / Attendance / Travel**

Beginning and ending work hours will be established by the supervisor. Consistent and regular attendance is an essential component of student learning. In-district travel is necessary. Out of district travel may be necessary on occasion.

A reliable vehicle is necessary with mileage reimbursement.

### **CONDITIONS AND ENVIRONMENT**

***The work conditions and environment described here are representative of those that an individual will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.***

The individual who holds this position will regularly work in a school environment that is noisy and active. Home visits are a required component of this position.

*As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.*