

# Branch ISD

## Job Description



**Job title:** Teacher

**Work Location:** Varies

**Classification:** Teacher, MEA

**Reports to:** Center Manager

☒ **Full Time**  
☐ **Part Time**

☐ **Substitute**  
☐ **Temporary**

☐ **Exempt**  
☒ **Nonexempt**

**Schedule:**  
8.5 Hours M-Th, 6 Hours F

### Position Description:

1. Provide children with a rich learning environment and varied experiences, based upon their developmental level, which will help them develop socially, intellectually, physically, and emotionally. Screen and assess children for development of appropriate programming and referrals. Communicate with parents regarding their child's progress and involve family members in the classroom program. Maintain compliance with requirements and standards, including required, computer generated documentation.
2. The employee fulfilling this job is accountable to the assigned supervisor for completion of assignments and to the high standards of accuracy, attention to detail, and timely completion of work. Expectations include: a pleasant and professional demeanor, a positive attitude and a willing spirit. The employee must also be willing to engage in professional development efforts as available to the position and requested by the supervisor.

### Requirements:

1. Education and/or certification for a Head Start classroom:
  - a. High School Diploma or equivalent.
  - b. Bachelor's degree in Early Childhood Education or a BA or advanced degree and course work equivalent to a major relating to Early Childhood Education preferred.
2. Education and/or certification for a GSRP classroom:
  - a. High School Diploma or equivalent.
  - b. Valid MI teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement, or Bachelor's degree in Early Childhood Education or Child Development with a specialization in preschool teaching. The transcript must document a major, rather than a minor, in Child Development or Early Childhood Education.
3. Experience:
  - a. A minimum 2 years of experience with preschool children in a classroom setting.
4. Other:
  - a. Have and maintain a valid driver's license, safe driving record and safe, dependable and insured transportation.
  - b. Provide criminal background check by digital fingerprinting.
  - c. Adequate physical health and to successfully pass a physical exam within thirty (30) days of hire and thereafter, every (3) years, including TB screening.

### Essential Functions:

1. Mental:
  - a. Ability to communicate/relate in writing and verbally.
  - b. Ability to demonstrate necessary organizational skills in directing classroom and other personnel.
  - c. Ability to complete necessary forms for evaluation and instruction.
2. Physical:
  - a. Ability to bend, stoop, squat and kneel, and lift children in and out of a wheelchair.
  - b. Ability to lift 30 lb. children having low tone.
  - c. Ability to lift 40 lb. children having normal tone.
  - d. Toileting and diapering children.
  - e. Ability in helping children on and off the bus.
  - f. Physically interact with children on the playground and inside the classroom in an appropriate and safe manner.
  - g. Ability to utilize office and classroom equipment such as the telephone, computer, printer, copiers, and other related equipment.

### Policy requirements:

1. Adhere to all Master Agreement, district, and/or building policies regarding:
  - a. Attendance
  - b. Business procedures
  - c. Safety

- d. Obtaining parental permission
- e. Personal appearance
- 2. Attend all required meetings and submit required reports on time.
- 3. Maintain child records, lesson plans, and inventory of equipment and materials according to identified system.
- 4. Follow administrative directives, verbal and/or written.
- 5. Safely supervise students during contact hours.
- 6. Remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment.

**Job Performance:**

- 1. Communication and interpersonal relationship skills expected:
  - a. Communicate clearly and accurately when writing/speaking.
  - b. Communicate child and family concerns to appropriate:
    - i. Center Manager
    - ii. Other school personnel
    - iii. External personnel
- 2. Management and organization skills expected:
  - a. Know whereabouts of children at all times.
  - b. Complete assignments accurately, on time, and without constant supervision.
  - c. Develop and implement a written lesson plan and provide an organized program according to identified system.
  - d. Recommend equipment, material, and resource purchases.
  - e. Maintain an environment that is conducive to learning by creating a balanced rapport among staff.
  - f. Establish an organized system to manage required child assessment, documentation, and reporting of child outcomes.
- 3. Application of job knowledge expected:
  - a. Gather all information and make sound decisions in solving problems.
  - b. Demonstrate skill in assisting students to meet objectives and in utilizing educational equipment, materials, and resources.
  - c. Provide positive reinforcement to students.
  - d. Update instruction, program objectives, courses, curriculum, and instructional materials according to identified system.
  - e. Meet specific performance objectives developed jointly with immediate supervisor.
  - f. Work in a team approach with other teachers and specialists to achieve educational goals.
- 4. Professional Expectations:
  - a. The ability to maintain strict confidentiality.
  - b. Highly developed communication skills with parents; an ability to relate honestly and effectively with others both in and out of target community.
  - c. A sincere commitment to the concepts of self-help and genuine appreciation of the people with whom Head Start/GSRP works.
  - d. A willingness to serve beyond the confines of a regular work week.
  - e. High energy and willingness to work at any site with any staff.
  - f. The ability to devise innovative approaches to classroom related challenges.
  - g. The ability to work openly and cooperatively with supervisors and subordinates in a team effort approach.
  - h. Ability to lift a 3,4, or 5-year-old child repeatedly throughout the day.
  - i. Willingness to perform duties that include caring for a sick child, administering medication/treatment or other duties as directed by Health Care Plan.
  - j. Ability to use a computer for documentation, newsletters, and other required communications.

**Duties:**

- 1. Development and documentation of appropriate classroom environment:
  - a. Provide language rich, developmentally appropriate environment that supports learning, socialization, pre-academic skill development within a play-based curriculum.
  - b. Support the language development of all children, including children from non-English speaking families.
  - c. Provide a classroom climate that develops positive relationships between children and between adults and children, including implementation of Second Step Curriculum.
  - d. Develop and submit weekly lesson plan reports and other documentation as required by TS Gold.
  - e. Develop a daily schedule and weekly lesson plans that integrate all Performance Standards, child outcome goals, and best practices in early childhood education, documented by TS Gold.
  - f. Develop an ongoing individualization plan for each child based on needs and strengths identified through screening, assessment, and from the input from specialists and parents, as documented by TS Gold.
  - g. Complete and update lesson plans showing the flow between IEP objectives and short-term objectives when needed.
  - h. Plan classroom activities that are culturally sensitive, avoid sex stereotyping, and involve and challenge children with disabilities and at all developmental levels.
  - i. Establish a classroom learning environment that provides a rich array of learning opportunities based upon the

developmental level of the children, diminishes negative behaviors, and is clean, safe, and attractive.

- j. Perform required screening of children if needed.
- 2. Contributing member of staff team, positive and continuing communication with team, specialists, supervisor:
  - a. Work as part of the Center Team to provide a high quality comprehensive program for each child.
  - b. Communicate with the Center Manager of any changes in classroom activities, child's status, work schedule, supply and equipment needs or any issues or concerns.
  - c. Provide input to the evaluation of the Teacher Assistant and others working in the classroom when requested.
  - d. Involve Teacher Assistants in classroom planning to the fullest extent possible.
  - e. Check e-mail daily to stay abreast of program concerns.
- 3. Functions as part of staff team to provide multidisciplinary services and resources to children and families:
  - a. Participate in Child and Family Concerns and other meetings to provide input regarding special concerns about specific children or families.
  - b. Attend behavior management meetings as requested; implement behavioral intervention strategies as determined at behavior meetings.
  - c. Work closely and maintain positive and ongoing communication with specialists, including Education, Disability, Nurse and Center Manager.
  - d. Assist in developing Individualized Education Plans, attend IEPC meetings, and maintain all necessary documentation regarding their implementation including reports, goals, and objectives, as per program procedures.
  - e. Develop individualized progress reports for each child using TS Gold data format.
- 4. Supports Family Engagement:
  - a. Prepare and distribute a weekly newsletter for families in a timely manner.
  - b. Make at least two home visits a year and participate in at least two parent-teacher conferences a year to involve parents in understanding the child's developmental needs and progress, and to identify other child and family needs.
  - c. Assist with parent involvement efforts and activities and encourage family participation in the program.
  - d. Participate in parent education events including evening site meetings, parent education programs, and presentations to parents.
- 5. Participates and supports food service activities:
  - a. Assist with duties related to food and nutrition services, including preparation of the breakfast or snack, taking attendance and meal count, and making menu changes as needed.
  - b. Establish a process for breakfast, lunch, and snack which is developmentally appropriate, providing family style meals in a positive setting.
- 6. Understands and follows all regulations, requirements, standards, attends required meetings:
  - a. Be familiar with all laws, guidelines and regulations of Michigan Child Care Licensing and assure they are implemented.
  - b. Attend all required meetings, conferences, and trainings.
  - c. Participate in annual Self-Assessment process and tri-annual federal review.
- 7. Assist with other duties as defined and/or requested by the Education Specialist and Center Manager when additional work is necessary to fulfill the obligations of Branch ISD Early Education Services.

**Employee Name:**

**Employee Signature:**

**Date:**

*The statements contained in this job description are intended to describe the general nature of the requirements and level of work being performed by people assigned to this position. They are not to be construed as an exhaustive list of all specifications and job duties of personnel so classified. This job description does not constitute a contract for employment.*

**Date Created:** May 2022

**Revisions:**