

LAKEVILLE COMMUNITY SCHOOLS

11107 Washburn Road
Otisville, MI 48463

NOTICE OF A VACANCY

Applications are now being accepted for the following position:

GSRP Lead Teacher
LakeVille Community Schools
(This is an Edustaff position)

Make application to LakeVille Community Schools via the [Mid-Michigan Area Public Schools Consortium website](#).

The following items must be included in the application:

- Cover Letter
- Resume
- Transcripts
- Certificates
- References

Date Posted: November 5, 2025

Special Job Considerations:

Certification: Desirable

Bargaining Unit: None

Salary Schedule: Contracted, limited-duration grant-funded position; 35.5 hours per week

Starting wage with Bachelor's Degree: \$27.02 per hour

Benefits: Eligible for full family health, dental, and vision

Immediate Supervisor: Site Coordinator

Job Summary:

The Lead Teacher for the Great Start Readiness Program (GSRP) is responsible for planning, supervising, and implementing a developmentally appropriate early childhood program and meeting children's social, emotional, intellectual, and physical needs in GSRP.

Essential Duties (May include, but are not limited to):

- Plan individual and group activities to stimulate optimal growth in all learning domains. Planning must follow the National Association for the Education of Young Children (NAEYC) best practice guidelines, Early Childhood Standards for Quality, and the designated curriculum. Student interest informs all planned experiences and is play-based.
- Develop and use instructional materials aligned with the designated curriculum for students with a wide range of mental, physical, and emotional maturity.

- Plan instructional activities based on student goals and objectives as written in the Individualized Education Program (IEP) for students with disabilities.
- Plans and engages in outdoor experiences for at least 60 minutes per day per the State of Michigan's Childcare Licensing Rule.
- Maintains confidentiality with each student and family. Respect the culture and background of each family served. Maintains confidentiality with co-workers and the workplace.
- Use developmental screenings and student observation assessments to determine each student's development and growth in all domains.
- Analyze and utilize data for planning instruction and reporting results to program administrators and families.
- Provides a welcoming, nurturing, responsive, and supportive environment to establish and reinforce age-appropriate student behavior and social skills.
- Assesses families' needs and assists with follow-up.
- Conducts two home visits and two parent/teacher conferences per year for each student in class per GSRP regulations.
- It creates an effective learning environment through functional and attractive displays, interest centers, and exhibits of students' work.
- Provides data-driven individual and small group instruction to meet students' needs in language, cognitive, social, emotional, and physical skills and supports the development of healthy habits, independence, and self-concept development.
- Creates an effective learning environment through functional and attractive displays, interest centers, and exhibits of students' work.
- Provides data-driven individual and small group instruction to meet students' individual needs in language, cognitive, social, emotional, and physical skills and supports the development of healthy habits, independence, and self-concept.
- Utilizes the assigned computer software to document attendance, meal counts, communication, etc.
- Maintains a routine schedule of data collection for student assessment, including observations, collection of anecdotal notes, and completion of developmental screenings. Assessments and developmental screeners are completed in the required time frames.
- Use Teaching Strategies Gold (or other assigned evaluation tool) to analyze data and measure student growth within the timeframe provided by the program.
- Assists students with health and physical needs and personal care routines, including toilet training, diapering, and eating.
- Follows Child and Adult Care Food Program (CACFP) or other food service regulations during mealtimes.
- Plans and coordinates the work of the Associate Teacher, Classroom Support, students, and volunteers in the GSRP classroom.
- Assists in the room's orientation and training of staff and volunteers.
- Communicate regularly with families to discuss educational goals and concerns. Can develop written communication professionally when needed.
- Interprets the school program for families to strengthen their understanding of their student's needs and the school's role in their student's learning and growth.
- Promotes family involvement in educational activities provided for their students, including volunteering in the classroom or other activities.
- Participates in staff and center team meetings.
- Participates in required professional development hours virtually and in person. Completes virtual training within the designated time frame.
- Actively supervises students at all times and consistently uses active supervision strategies throughout the building, classroom, and outdoors.
- Understand and consistently implement the program's social-emotional and PBIS strategies when encountering challenging student behavior.

- Collaborates with other staff members to best support the student and family. This includes the Associate Teacher, Classroom Support, Early Childhood Specialist, Family Engagement Coordinator, and Site Coordinator.
- Assures physical safety as children get on and off the bus. Uses hand-to-hand transfers with bus staff.
- Uses Restorative Practices and other research-based models for conflict resolution with coworkers or stakeholders.
- Participates in a cycle of professional growth with the Site Coordinator and early childhood specialist that includes an annual evaluation and professional development plan.
- Conforms to the Lakeville Standards of Conduct.
- Engages in Restorative Practices.
- Follows policies and procedures of the local school district when applicable.
- Consistently models Win-Win leadership.

Other Duties:

Performs other related duties as assigned.

Education:

Bachelor's degree in Elementary Education with a ZA or ZS credential, or a Bachelor's degree in Early Childhood Education

Experience:

Experience with students in an early childhood setting is preferred.

Skills/Other:

- Evidence of accurate record-keeping and data-collection skills.
- Ability to use district technology and maintain proficiency as required.
- Ability to fulfill responsibilities per program goals.
- Maintains a positive working relationship with families, staff, and other stakeholders.
- Punctuality and good attendance are requirements for the position.
- Ability to work flexible workdays, work weeks, and work years.
- Strong teamwork, interpersonal communication, and problem-solving skills.
- Ability to maintain positive working relationships with team members.
- Discretion with confidential information.
- Must pass a TB test and obtain a satisfactory national sex offender registry and criminal history check through the district and the State of Michigan's childcare licensing fingerprinting.
- Must have a valid Michigan driver's license, current automobile insurance, and be able to travel to and from homes in the assigned geographical area.
- Represents the district professionally at all times, including following the district's dress code.
- Demonstrate physical stamina necessary for lifting and moving heavy equipment and materials, repetitive stooping, squatting, bending, lifting, walking, kneeling, and reaching while maintaining personal balance and stability.
- Demonstrate honesty, integrity, excellent customer service skills, and the ability to maintain a calm, poised, and professional image.
- Ability to exercise sound judgment and make decisions per board policies and established administrative guidelines.