

TEACHER, PARENT EDUCATOR

Rev. Jun 2022

Job No.: T619

Reports to: Coordinator, Early Childhood

Dept./Campus: State & Federal Programs/Early Childhood

FLSA Status: Exempt

Pay Grade: Teacher Salary Scale

Term: 202 Days

PRIMARY PURPOSE:

To partner with parents of children ages 0 through 4 (including prenatal) to provide them with the skills, support, and resources so that their children begin school with age-appropriate skills and experiences.

Responsible for delivering all components of the Parents as Teachers model. **This position may be contingent upon funding in whole or in part through state or federal grants.**

MAJOR RESPONSIBILITIES AND DUTIES

- Use the PAT *Foundational Curriculum* and resources to plan and deliver home visiting services to qualifying families, including Foundational Plans and other required forms to document family information and data.
- Maintain a caseload of 35-40 children conducting personal visits (45-90 minutes in length) with each enrolled family on, at least, a bi-weekly or monthly basis, and completing a developmental/health/vision/hearing screening and family-centered assessment within the first 90 days after enrollment and at least annually thereafter for each enrolled family.
- Work with clients in their homes, accommodating the client's schedule (which may include evening hours).
- Adequately prepare for all personal visits, which includes reading appropriate parent educator resources, printing relevant handouts, and gathering materials for parent-child activities.
- Clearly document details of each visit, assessment, screening, follow-up resources, etc. on forms and enter into data system within 48 hours of each visit.
- Plan and provide monthly parent group connections focusing on a minimum of one of the following areas of emphasis: parent-child interaction, development-centered parenting, or family well-being.
- Document group connection activities and outcomes on appropriate forms.
- Positively publicize program in the community and participate in family recruitment efforts.
- Assist in developing and maintaining a current community resource network system that includes all necessary information to link families to identified supports and services as needed.
- Maintain and submit in a timely way all required family and program documentation.
- Organize and inventory all program-related supplies and materials.
- Meet with supervisor a minimum of twice monthly for reflective supervision sessions, and as necessary to discuss procedures, protocol, and other administrative processes to ensure quality record keeping and data entry.
- Participate in the program's monthly staff meetings and any continuous quality improvement process.
- Help parents and children transition to other services as needed, such as prekindergarten or kindergarten. This includes developing any transition plans.
- Complete annually required competency-based professional development hours to remain a certified Parents as Teachers Parent Educator.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- None.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree in education with emphasis in early childhood and/or parent education.
- Valid teaching certificate preferred.
- Obtain and maintain Parents as Teachers certification.
- Experience in early childhood and/or parent education.

Knowledge/Skills/Abilities:

- Knowledge of the challenges engaging and serving families in different communities.
- Skill in communication; group facilitation; organization; and problem-solving.
- Ability to communicate fluently in oral and written English and Spanish; and build personal and organizational sensitivity towards diverse cultural, socio-economic and lifestyle backgrounds.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- May be exposed to outdoor weather conditions during portions of workday.
- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain composure and professionalism at all times.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Occasional requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.