

Position:	Lead Preschool Teacher (Child Care Center Site Supervisor)	FSLA: Exempt
Department:	Educational Services	Salary Schedule: Certificated
Reports to:	Coordinator of School Readiness/ Director of PreK-12/Adult Education	

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY

Under the direction of the Coordinator of School Readiness and the Director of PreK-12/Adult Education, coordinate the curriculum for students and adults of the First 5 Sacramento and/or Child Development Program. Provide information and materials to district and school readiness staff members upon request. In addition to teaching a partial class load, lead teachers are instrumental in cultivating and sustaining student success through exemplary teaching and ensuring that a positive, strong professional culture supports both student and adult learning (staff and parents). Act in collaboration with Social Worker Liaison to plan and facilitate parent and teacher outreach, including workshops and resources. In conjunction with the Coordinator of School Readiness, maintain all required records and perform duties as necessary to ensure program compliance with all regulations and licensing requirements.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS

Essential and other important responsibilities and duties may include, but are not limited to, the following:

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Responsible for the operation of the center, for compliance with all regulations (district, Title 22 and Title 5), and for communications with the Department of Social Services (DSS) and the program administrator; and has the authority to acknowledge receipt of deficiency notices and to correct deficiencies that constitute immediate threats to children's health and safety.
- Teach one session of the two preschool classes, five days a week, and be on site as supervisor during the other session the majority of the time. During the other session, work on duties as outlined below and within the scope of minimum services outlined in the First 5 Sacramento grant.
- Provide instructional leadership through modeling effective practices and strategies; support teachers and students as a resource by providing classroom feedback, strategies and suggestions
- Support teacher growth and thinking about curriculum design, project based learning, classroom management, advising and building relationships
- Serve as a liaison between principal and faculty at the school location.
- Provide an age appropriate learning environment that allows for individual differences and respect for the dignity and worth of each student; promote and encourage a positive and nurturing learning environment. Utilize the Early Childhood Environment Rating Scale (ECERs) to guide the creation of and improvement of the learning environment.
- Plan and prepare lessons; identify and select instructional support material; provide instruction to students.

- Lead staff /team in instructional design and implementation that is anchored to age-appropriate and rigorous academic expectations based upon the Preschool Learning Foundations and other preschool quality guidelines.
- Plan, assign, and direct the work of teachers, instructional support staff and volunteers or parents; train staff and review work practices.
- Help staff analyze data to make decisions. Establish standards of student performance which can be quantitatively and qualitatively evaluated; prepare tests and assignments; monitor student progress.
- Prepare progress reports for at least two parent conference meetings each year and a final summary report for parents. Communicate with parents and students regarding the educational and social progress of students; identify areas for improvement and suggest strategies that will help support learning and growth.
- Assist specialist in the identification, assessment, and resolution of special student challenges; participate in I.E.P. and Student Success Team meetings, as appropriate.
- Assist with the maintenance of student records and compliance with designated First 5 evaluation plan activities, including assessment using the Desired Results Developmental Profile (DRDP); and assisting parents volunteering in the classroom. Assess test results; identify student needs and provide appropriate instructional activities.
- In collaboration with the Preschool Teacher, develop goals, prepare and implement specific objectives for students based on the Preschool Learning Foundations and according to Board and District policy.
- Supervise students; enforce licensing regulations, District and school rules, regulations, policies and procedures; recommend behavior plans and disciplinary actions, as necessary.
- Participate in professional group meetings; stay abreast of changes and new developments related to teaching techniques.
- Assist the First 5 Coordinator of School Readiness with phone calls, in person contact with guardians and home visits.
- Refer children and families to Social Worker Liaison or other agencies as needed.
- Arrange screenings in conjunction with the School Readiness staff by partner agencies.
- Assist in community and school outreach activities.
- Develop a culture of discussion of relevant issues.
- Assume some administrative responsibilities and support professional development efforts.
- Attend monthly staff meetings, inservice and staff development trainings, faculty and school readiness collaboration meetings and other appropriate meetings.
- Utilize course of study or program guidelines adopted by the Board of Education to assist in coordinating and articulating the overall activities within assigned area of specialization.
- Develop preliminary budget proposals to be submitted to the appropriate administrator.
- Plan, recommend, and assist in the coordination of inservice education activities which have been approved for implementation at school sites.
- Provide recommendations for the development and/or modification of the curriculum or program.
- Interpret the District's curriculum or program, with particular emphasis upon early childhood education, to students, parents, and the professional staff.
- Review new materials appropriate to instruction.

- Oversee the selection and maintenance of instructional materials.
- Assist in updating existing materials and act as a resource to school staff members upon request.
- Observe and provide information for personnel assessment; inservice new personnel and demonstrate appropriate teaching techniques in assigned area.
- Create, organize and maintain instructional supplies, materials, and equipment.
- Establish and maintain an attractive, clean, safe, and functional classroom and Parent Teacher Resource Room.
- Establish and participate in parent advisory and education meetings, some of which may occur in the evening.
- Perform other activities as required for a successful preschool program and as required for compliance with licensing and regulations.
- In conjunction with the Social Worker Liaison, plan and implement Parent and Family classes, workshops and activities as outlined by funding sources. Such events will be scheduled to accommodate the needs of the families in the program, often in the evening.
- As specified by Title 22 regulations, the child care center director, or the substitute director (a fully qualified child care center teacher), shall be on the premises during the hours the center is in operation. When the child care center director is absent from the center, arrangements shall be made for a fully qualified teacher as specified in Section 101216.1(c) to act as substitute. This substitute child care center director shall be aware of center operations, including total enrollment; shall be trained in program operation; and shall be designated as an authorized person to correct operational deficiencies that constitute immediate threats to children's health and safety.

QUALIFICATIONS

Knowledge of:

- Applicable laws and regulations, including Title 22 and Title 5 child care center regulations.
- Current principles of early childhood educational techniques and methods.
- NAEYC Accreditation process.
- Early Childhood Environment Rating Scale (ECERs)
- Preschool Learning Foundations and Frameworks

Ability to:

- Ability to speak Spanish or predominate home language of the English Learner population at the preschool program is desired.
- Comply with applicable laws and regulations, including Title 22 and Title 5 child care center regulations.
- Work with a minimum of direct supervision.
- Communicate effectively orally and in writing sufficient to express ideas, thoughts, and instructions clearly to students, parents, community and staff, regardless of ethnic, racial, religious background or socio-economic level.
- Collaborate effectively on inter- and intra-agency levels and attend state, county and other meetings as needed.
- Assist the Coordinator of School Readiness with supervision of volunteers, coordinate and assign tasks, evaluate results and control assignments.
- Plan an effective educational program for preschool students, under the direction of the Coordinator of School Readiness and in collaboration with the Preschool Teacher.
- Schedule and manage time effectively
- Assist with assessing students using the Desired Results Developmental Profile (DRDP) or other current research-based curriculum assessment tools.

- Assist Coordinator of School Readiness in implementing the Early Childhood Environment Rating Scale (ECERs) and other preschool quality assessments.
- Maintain records.
- Read, understand and implement policies, procedures and state mandates.
- Operate basic office equipment.
- Work confidentially with discretion.
- Keep accurate records.

PHYSICAL ABILITIES

This position requires:

- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Sufficient arm, hand, and finger dexterity to operate a computer and other office equipment.
- Visual acuity to read words and numbers.
- Lifting of light to moderate objects.
- Sufficient ambulatory ability to stand for sustained periods of time and move to different locations.
- Ability to take precautions against exposure to health and safety risks.
- Speaking and hearing to communicate in person or over the phone.

EDUCATION AND EXPERIENCE

- Possession of an approved credential by the California Commission on Teacher Credentialing.
- Possession of a Child Development Site Supervisor Permit or a Child Development Program Director Permit issued by the California Commission on Teacher Credentialing.
- Bachelors degree or higher is required. (Preferred: BA or higher in Early Childhood Education or Child Development.)
- Experience in community and parent education preferred.

LICENSES AND CERTIFICATES

- Valid Teaching Credential issued by the California Commission on Teacher Credentialing.
- Child Development Site Supervisor Permit or Child Development Program Director Permit issued by the California Commission on Teacher Credentialing.
- Successful completion and certification of Pediatric CPR, Pediatric First Aid and 15 hours of Health and Safety training, pursuant to Health and Safety Code Section 1596.866. The training shall include the following components:
 - (A) Pediatric first aid.
 - (B) Pediatric cardiopulmonary resuscitation (CPR).
 - (C) A preventative health practices course or courses that include instruction in the recognition, management, and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. The training may include instruction in sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse.