

TITLE OF POSITION: ECEAP Lead Teacher
CLASSIFICATION: ECEAP
LOCATION: Cheney Middle School
SUPERVISOR: Student Support Services Administrator /ECEAP director
SALARY RANGE: *Placement on the Classified Salary Scale

*May be entitled to additional funds for provision of special hygiene functions as defined in Section 20.5 of the PSEC Collective Bargaining Agreement.

GENERAL DESCRIPTION:

Employees working in early learning/preschool settings are vital to the success of the program and to each child's development. Young children learn through a combination of intentional play and exploration and language-rich environments. A hands-on approach where adults foster exploration, language, and positive relationships is integral to an early learning environment. Employee in this role must be able to foster learning through language and play, must be able to move quickly to promote safety as well as have mobility that allows floor activities, gross motor activities/movement.

Early Childhood Education and Assistance Program (ECEAP, pronounced E-Cap) is funded by Washington State and provides an educational setting for children as well as family support and involvement. ECEAP primarily serves children and families who meet eligibility requirements based on age and family income. The ECEAP lead teacher is responsible for observing and assessing children's development, planning and implementing curriculum, design and maintain a safe learning environment.

DUTIES AND RESPONSIBILITIES:

An employee hired for this assignment may perform all or some of the responsibilities defined below:

1. Implement adopted curriculum.
2. Observe and assess children's development following Department of Early Learning (DEL) guidelines.
3. Design and maintain a safe, organized learning environment.
4. Supervise, model, and teach positive expectations and behaviors across educational settings, including classrooms, lunchroom, playground, hallways, etc.
5. Encourage and support family involvement in all aspects of program, including home visits, parent/teacher conferences, and classroom volunteering. Communicate frequently and routinely with families.
6. May support implementation of individual behavior support plans and academic goals as per IEP as well as support school wide positive interventions.

7. May assist student(s) with diet, feeding, personal care, hygiene, movement, and mobility needs.
8. May lead or support age/developmentally appropriate de-escalation/restraint procedures.
9. Foster social and language development through various activities and active engagement with children.
10. Support preparation and facilitate family style meals and snacks for children.
11. Administer assessment materials as trained or delegated.
12. Prepare instructional materials and perform clerical duties associated with instructional program and ECEAP guidelines.
13. Responsible for knowledge of all health plans/medications. May administer medications pursuant to Board policy and pursuant to state and federal law. May perform first aid.
14. Attend training and meetings as required by ECEAP professional standards.
15. Enter data in ECEAP management system and support Cheney School District student information system/data.

Each of the positions at the specific school serves as one unit of the whole team, and as such, is subject to assignment to tasks in other areas within the classification.

QUALIFICATIONS/ABILITIES:

1. AA degree* or higher with 30 college quarter credit hours in Early Childhood Education or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education or Early Childhood Special Education.
2. Have a current Food handler's permit or obtain.
3. Must have a high school education equivalent.*
4. Ability to use proper grammar, spelling, and language in both oral and written communication, as well as basic math skills.
5. Must be able to work in a team setting, collaborate and lead others as well as exhibiting mutual respect and support.
6. Ability to remain calm in times of high stress. Ability to move quickly to meet student needs, maintain safety and respond to crisis.
7. Ability to maintain confidentiality.
8. Willingness to be trained in district approved de-escalation and restraint procedure at the first available opportunity.
9. Ability to plan, lead and supervise recess activities, including the ability to respond quickly to an emergency or student need anywhere on the playground.
10. Must possess organizational skills and the ability to work independently.
11. Ability to build and maintain positive relationships with students, parents, and co-workers.

12. Ability to learn and apply both positive and corrective guidance and discipline techniques.
13. Demonstrate basic computer skills, including the ability to create and modify documents and to adapt to new technologies.
14. Ability to lift up to 50 pounds and willingness/ability to be trained in lifting techniques and fine/gross motor skills.
15. Ability to learn and operate a variety of educational/office equipment.
16. Must have or obtain first aid certification.
17. Must have access to reliable transportation.
18. Must maintain Department of Early Learning (DEL) educational professional requirements.

Testing may to be used to determine knowledge of pertinent skills.

*A professional development plan may be developed that results in an AA degree with five years of employment.

*For T1 funded positions and/or T1 schools: Must have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher degree; OR (3) met a rigorous standard of quality and be able to demonstrate through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics in order to be considered for a position.

AN EQUAL OPPORTUNITY EMPLOYER