

SECTION I: GENERAL INFORMATION

Classification Title: ECFE Teacher	Department: Community Education	Unit: Teachers
Immediate Supervisor: Early Childhood Family Educator Program Supervisor	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Early Childhood Family Educator Program Supervisor, the ECFE Teacher is responsible for developing, planning, and implementing developmentally appropriate learning activities for children and their parents while serving as a role model and resource for parents in adult/child interactions to promote the child’s personal, social, academic and emotional development.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans long and short range goals and implements developmentally appropriate learning activities and experiences for parents and their children to engage in academically, socially, and in emotionally appropriate ways.
 - Plans activities consistent with the guidelines of the program and early learning standards.
 - Plans and coordinates curriculum with the parent educator(s) to include parent education objectives and goals.
2. Teaches and conducts classroom routines. Leads parent/child interactions, works with children 1:1 modifying activities based upon child’s age and abilities. Leads large group and circle time activities with parents and children.
 - Develops a rapport with parents and offers support, and resources to promote and facilitate the strengthening of their parenting skills and the developmental and emotional needs of their children.
 - Models appropriate and positive interactions between children to promote social and emotional development.
3. Sets up a safe and appealing environment in which to learn. Provides guidance and leads teaching assistants in setting up the room for activities, monitoring play and learning activities, and in implementing plans. Coordinates and assists in the cleaning of classroom toys, furniture, supplies following health and safety standards. Designs and implements the overall structure of the class including plans for room management and guidance of children.
4. Serves as a role model for parents and children on effective adult/child interaction. Provides parents and families with developmentally age appropriate activities to take home and facilitate early learning. Provides information and materials along with parent educator to families.
5. Implements ongoing assessment processes to assess progress towards learning goals and objectives.
6. Communicates with parents regarding their children and their individual developmental needs. Communicates through classroom conversations, home visits, conferences, email, phone calls, etc.
7. Implements effective strategies to engage families and introduce them to ISD #15 through various outreach efforts (i.e. community events, WIC, home visits, day care consults, etc. Assists in the marketing of classes and outreach activities to reach families in the community.
 - Designs flyers, brochures, newspaper articles, field trip brochures to provide families with current information regarding program activities and events.
 - Designs special parent/child events to engage families in the program.
8. Performs other duties of a comparable level or type, as required.

- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
- Attends training sessions, conferences, seminars, district and departmental meetings.
- Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
less than high school diploma		Bachelor's Degree	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college		Early Childhood Family Education, or closely related area.	
3 years college	x	2 years college	
		4 years college	
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level		<ul style="list-style-type: none"> • Concepts, principles and philosophy of lifelong learning, public education, and relationship of community education to K-12 programming. • Fundamentals of public relations theories and techniques in promoting, advertising, and/or informing the public of programs, services, courses or other events/projects. • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs particularly infant and toddlers. • Knowledge of current trends, theories and technologies pertaining to learning environments and modalities. • Knowledge of fundamental principles and theories of child development and child psychology. • Knowledge of the fundamentals of family systems, structure and functions. • Knowledge of subject material, concepts and issues related to grade/subject of instruction. • Knowledge of the basic fundamentals, issues and trends pertaining to child health, nutrition and safety. 	

Required Work Experience in Addition to Formal Education/Training:

Requires 3-6 month student teaching or related experience.

LICENSE/ CERTIFICATION	Identify licenses/certification required: Valid MN driver's license. Early Childhood Teaching License
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Skilled in presenting materials and concepts in an understandable and appropriate manner. • Skilled in leading, facilitating and implementing structured play, activities, social and learning activities. • Following curriculum guidelines and practices in the design and planning of lesson plans.



	<ul style="list-style-type: none"> • Communication skills (e.g. writing, speaking and group facilitation). • Documenting and maintaining appropriate records and services provided by family education. • Observes classroom settings and interprets observations. • Skilled in setting up and preparing a proper and safe environment for play and learning. • Collaborating, persuading, communicating and dealing with families, staff, coordinators, children, and other professionals in addressing various problems, issues, concerning or informing them regarding the services/programs of family education. • Performing activities to market and/or promote early childhood programs.
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PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs				x
Walk			x		Up to 25 lbs		x		
Sit		x			Up to 50 lbs	x			
Use hands to finger, handle or feel		x			Up to 100 lbs	x			
Reach with hands and arms			x		Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work. Some human contact (i.e. biting, hitting, toileting).



SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature
Date

Classification History:
 Created classification description 5/2016 BCC

