

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Parent Educator	<b>Department:</b> Community Education	<b>Unit:</b> Teachers
<b>Immediate Supervisor:</b> Family Education & Services Program Supervisor	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Family Education &amp; Services Program Supervisor, the Parent Educator is responsible for planning, designing, and delivering parent education curriculum to foster individual parenting and child development skills by focusing their tasks on the needs of the family, by modeling and guiding parent activities and offering support and resources to parents consistent with the goals and objectives of the program.</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 and designs appropriate curriculum to meet the needs of families and program participants. Plans long and short term goals and selects appropriate lessons using learning standards.
  - Prepares materials needed to implement lesson plans and activities.
  - Creates handouts and informational materials to support group discussions.
  - Implements ongoing assessment processes to assess progress towards learning goals and objectives and shares progress with families.
  - Designs programming based on evidenced based practices and child development topics.
  - Meets with parents to analyze their individual family needs and collaborates with them to develop strategies to meet those needs.
2. Implements lesson plans and facilitates group interactions and discussions with parents concerning parenting styles, methods and teaching parents in these techniques, procedures and methods. Advise parents concerning other community resources available to them and provide feedback to parents concerning their strengths and needs in parenting. Maintains an appropriate, orderly and positive classroom environment. Models appropriate parent child interactions to promote positive relationship building and parenting skills.
3. 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.).
  - Designs flyers, brochures, newspaper articles, field trip brochures to provide families with current information regarding program activities and events.
  - Participates in community and district events.
4. Provides professional expertise and assistance to individuals, other district staff and the community concerning early childhood and parent education. Collaborates with various agencies in Anoka County to gather information on family resources, community events, and to bring resources to staff and families. Collaborates with other teachers and staff to meet family and child needs. Participates in PLC’s to discuss and identify issues, goals and action steps.
5. Provides instructional leadership to other support staff within the classroom involved instructional support activities and functions. Assigns activities, provides guidance and instructional oversight (i.e. interns, educational assistants, etc.).
6. Performs other duties of a comparable level or type, as required.
  - 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**

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b>	
less than high school diploma		Type of degree: (B.S., M.A., etc.) Bachelor's Degree	
High school diploma or GED.		<b>Major field of study or degree emphasis:</b>	
1 year college		Parent Education, Early Childhood Family Education, or closely related area.	
3 years college	x	2 years college	
		4 years college	
1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>	
2nd year graduate level		<ul style="list-style-type: none"> <li>• Concepts, principles and philosophy of lifelong learning, public education, and relationship of community education to K-12 programming.</li> <li>• Fundamentals of public relations theories and techniques in promoting, advertising, and/or informing the public of programs, services, courses or other events/projects.</li> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development and adult learning theories and development stages and needs particularly infant and toddlers.</li> <li>• Knowledge of current trends, theories and technologies pertaining to learning environments and modalities.</li> <li>• Knowledge of fundamental principles and theories of child development and child psychology.</li> <li>• Knowledge of the fundamentals of family systems, structure and functions.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject of instruction.</li> <li>• Knowledge of the basic fundamentals, issues and trends pertaining to child health, nutrition and safety.</li> </ul>	
<b>Required Work Experience in Addition to Formal Education/Training:</b> Requires 3-6 month student teaching or related experience.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Valid MN driver's license. MN Parent Education Licensure.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Planning and developing lesson plans and curriculum consistent with program goals and objectives.</li> <li>• Presenting materials and concepts.</li> <li>• Leading group processes/discussion and leading structured play and in modeling parental techniques.</li> <li>• Assessing and employing a variety of learning styles.</li> <li>• Observing classroom setting and making inferences from observations.</li> <li>• Assessing and evaluating parental educational needs.</li> <li>• Applying conflict resolution strategies.</li> <li>• Dealing with children, staff, parents, administrators and other educational professionals over parenting issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs</li> </ul>	



- Advises and makes recommendations to district administrators or committees concerning family education and parenting needs in curriculum and learning approaches.

**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Physical Activities	Amount of Time Spent				Lifting/Forcing Exerting	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		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 classroom setting. There are minimal environmental hazards and risks associated with the nature of the work.



**SECTION IV: DISTRICT MISSION AND CORE VALUES**

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

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

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

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**Department Head's Signature**
**Date**

**Classification History:**  
 Created classification description 6/2016 BCC

