

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: TEACHER-COMMUNITY CO-OP PROGRAM

GENERAL DESCRIPTION

Under the supervision of the Supervisor-Head Start Preschool Sites and/or Supervisor-Preschool Instructional Support, the Teacher-Community Co-op program is responsible for the planning, implementation and coordination of a comprehensive education program; ensures that the education program is developmentally appropriate for each child's individual needs; works collaboratively with the principal of Painter School in Alum Rock Unified School District, Director of Early Learning Services, SOMOS Mayfair staff, and a larger population of parent-teacher volunteers from the community. The collective team will provide high-quality early childhood education programming for children and families. Through participation in the Co-op classroom, playground, and Painter school events, the program will nurture connections that sustain children and families as they grow and prepare for Transitional Kindergarten or Kindergarten.

REQUIRED MINIMUM CERTIFICATION AND EDUCATION

A Bachelor's Degree and a Child Development Teacher Permit or the ability to obtain it within six (6) months of the date of hire; two (2) years teaching experience beyond permit requirements (working with children six (6) weeks to six (6) years of age); possession of current CPR and first aid certification or the ability to obtain it within one (1) year from the date of hire; and a valid California Driver's License and a vehicle to perform home visits and attend meetings/trainings. Desired qualifications include bicultural proficiency in English and a second language (Spanish or Vietnamese).

KNOWLEDGE, ABILITIES AND EXPERIENCE

Knowledge of child development, early childhood education, and best practice teaching methods and techniques; ability and willingness to keep abreast of the developments in child development/early childhood education field; change classroom practice in response to individual professional development and coaching; participate in ECSV's commitment to continuously review, analyze and apply findings from local and national evaluations to program design and classroom practice; ability to work with an interdisciplinary team as a cooperative and supportive team member; lead and support other classroom staff and collaboratively problem solve; organize and direct classroom and outside activities; communicate effectively, verbally and in writing, in a manner that fosters supportive relationships with staff, families and children from diverse backgrounds.

Exhibits exemplary organizational skills with the ability to lead classroom staff, manage time and priorities; maintain child and family confidentiality and perform duties in an ethical and professional manner; ability and willingness to conduct classes in a changing, evolving environment that will frequently be observed, video-recorded, modified, examined, and studied in a laboratory setting for the purpose of determining what practices promote school readiness most effectively in all preschoolers; and familiarity with and willingness to use technology in all aspects of the program.

Must be able to administer, implement, and analyze the following: Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale (ECERS), Desired Results Developmental Profile (DRDP), Ages and Stages Questionnaire (ASQ) screenings and other required instruments.

DUTIES AND RESPONSIBILITIES**Curriculum and Instruction**

Leads, plans and implements developmentally appropriate classroom activities that intentionally support the developmental and educational goals of children's individual education plans; collaborates with the Instructional Teacher/Coach and parent-teachers to lead the intentional lesson plans and environment design of the operations and implementation of curriculum.

Analyzes and interprets assessment results and uses data to plan individual and classroom activities; shares children's educational and developmental progress with parents.

Intentionally integrates other activities i.e., health/physical activity, nutrition, mental health, disabilities, safety and parental involvement into the educational plan.

Child Development

Assesses student needs and develops an individualized educational plan for each child; observes, assesses and documents each child's skills, behavior, growth and development.

Brings to attention those children with special needs and works closely with other staff in assessing and developing individualized education plans and family service plans, coordinating referrals and providing services to support the development of children with special needs.

Assists children and families with educational transitions, into and out of classrooms, into K-12 education.

Encourages children to develop acceptable standards of behavior, including positive social relationships; provides opportunities for children to develop positive self-images of themselves and experience success.

Contributes to and participates in child and family reviews, Mental Health staffing and/or Individualized Educational Plans/Individualized Family Service Plans.

Fosters positive relationships with all children in the classroom.

Instructional Leadership

Provides leadership for the classroom team including leading team planning sessions, monitoring the development of individual education plans and assessments, advocating for and support of implementation of best practices in the classroom.

Serves as mentor/model for associate teacher and teacher assistant; supports the professional development of associate teacher and teacher assistant through delegation of appropriate responsibilities.

Participates in ongoing professional development, coaching and reflective supervision activities; and supports the implementation of changes in classroom practice to promote high quality instruction; supervises student teachers, interns and volunteers as needed.

Parent Involvement

Leads interactions with parents through regular classroom contact and contributes to and participates in interdisciplinary child and family reviews, parent conferences and home visits to share child educational and developmental progress and respond to their identified interests and/or needs.

Collaborates with family support staff to clarify and meet child and family needs; actively encourages parent engagement in program activities and implementing education activities for their children at home and in the community; mentors families in developing skills to act as advocates for their children in the education system.

Classroom Management

Creates an effective environment for learning that supports children’s development of school readiness skills, independence, and social and emotional development.

Ensures that children are under appropriate supervision at all times; maintains a clean, healthy and safe classroom environment; participates in the selection of instructional supplies and maintains inventory and inventory records; conducts authorized emergency and safety procedures; maintains necessary classroom records (e.g., attendance, USDA meal counts).

Ensures the timely completion of necessary paperwork including developmental assessments, lesson plans, parent information, incident/accident reports.

Supports the mission of ECSV by hosting classroom visitors.

Other

Performs other related duties as assigned.

Working Conditions

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Variations in conditions may occur under certain circumstances.

Physical Demands

Incumbents stand and sit for long periods of time; walk short distances on a regular basis; use hands and fingers to operate a computer keyboard or other office equipment; reach with hands and arms; stoop, kneel, or crouch; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voice over telephone and in person; and move and transport materials weighing up to 20 pounds.

Environment

Duties are performed in a specialized classroom environment. Classroom style is in a laboratory-like setting and video recording is a regular occurrence in the classrooms for the purpose of training, technical assistance, and classroom observation.

Approved: Anisha Munshi 7/15/19
Anisha Munshi, Ed.D. Date
Assistant Superintendent-Personnel Services

Authorized: Mary Ann Dewan 7/15/19
Mary Ann Dewan, Ph.D. Date
County Superintendent of Schools