

JOB ANNOUNCEMENT

(Please see end of document for application information)

POSITION: Individualized Support Teacher (Teacher II)
DEPARTMENT: Early Learning And Family Services
REPORTS TO: Program Coordinator II
SALARY GRADE: 4 (\$14.13 to \$17.66 per hour*)
 *Candidate offers consider experience, qualifications and internal equity

FLSA STATUS: Non-Exempt
SCHEDULE: Part Time (30 hrs/wk; Mon. 8:00 am-10:00 am; Tues. through Fri. 8:00 am-3:00 pm)
LOCATION: Cornwall Ave.
BENEFITS: The Opportunity Council provides a strong benefits package that includes paid school breaks, health leave, and holidays (including personal holiday(s)). Retirement plan includes employer contribution equaling 5% of pay. Paid health insurance for employees plus voluntary flexible spending account, dental, vision, life/ADD and long-term disability insurance, along with a culture that supports staff and their families.

JOB SUMMARY:

The Individualized Support Teacher works as part of a center-base team, providing a developmentally appropriate educational experience that supports access to a least restrictive environment for children with behavioral, developmental, or emotional delays in development. Additional time may be scheduled for meetings, planning, record keeping, setup and training. Individualized Support Teachers must maintain working knowledge of Federal Head Start Performance Standards, State ECEAP Standards, agency and department policies and procedures and other applicable regulations.

ESSENTIAL FUNCTIONS/RESPONSIBILITIES:

1. Develops and implements developmentally appropriate learning experiences for children who have met criteria determined by Head Start/ECEAP performance standards and the Integrated Services Team as needing one to one specialized classroom instruction.
2. Develops and implements small group skill activities for children. Work is performed in coordination with the Classroom Teacher, Site Supervisor, Integrated Services Team and/or Special Services Coordinator.
3. Guides and evaluates specified children’s progress in assigned classroom areas.
4. Works closely with teachers to integrate planned experiences into children’s individual classroom plans and/or Individual Education Program (IEP) goals.
5. Carries out a variety of written tasks including lesson planning, record keeping, documentation, and data collection, including but not limited to:
 - A. Group and individual observations of children and subsequent planning and record keeping, including areas of special need and regular progress reports.
 - B. Written lesson plans for assigned areas that reflect individual and group goals.
 - C. Preparation and participation in assigned staffings.
6. Participates in developmental screening processes for enrolled children.
7. Participates in the planning and implementation of various other program activities such as classroom visits by parents and others in the community, evening family functions and parent education activities.

OTHER RESPONSIBILITIES:

1. Attends parent events, meetings and training sessions as required by supervisor.
2. Assists with food service delivery, when needed.
3. Transports materials and equipment on occasion.

EDUCATION, EXPERIENCE, TRAINING REQUIREMENTS:

1. AA in early childhood education; or

2. BA or advanced degree in early childhood education or special education; or
3. BA or advanced degree and coursework equivalent to a major relating to early childhood education or special education, with experience teaching preschool-age children or working with young children with disabilities.
4. One year volunteer or work experience in early childhood education or special education preferred.
5. Experience working with children with special needs or behavior concerns preferred.
6. Experience working with families under stress preferred.
7. Bilingual skills, both written and verbal preferred.

SKILLS AND ABILITIES REQUIRED:

1. Competent language skills, including demonstrated ability to express oneself clearly verbally and in writing.
2. Competence in documentation and record keeping.
3. Demonstrated ability to relate in a supportive, nonjudgmental manner to families of varying cultural, educational and socioeconomic backgrounds.
4. Strong interpersonal communication and crisis intervention skills to relate supportively and assertively with families under stress.
5. Ability to participate in program training activities and demonstrate a commitment to continuing professional growth.
6. Knowledge of other languages and cultures would be helpful.
7. Good innovation skills. May occasionally be involved in projects that require new ideas or approaches; position is responsible for developing modifications to established procedures.
8. Ability to interpret and/or discuss information with others which involves terminology or concepts not familiar to many people; regularly provide advice and recommend actions involving rather complex issues. May resolve problems within established practices. May work with outside contacts, including other agencies and community resources.
9. Must be proficient in the use of computer software applications including word processing and spreadsheets. Macintosh experience preferred.
10. Must adapt interpersonal skills in response to individual styles, personalities and cultures.

ADDITIONAL REQUIREMENTS UPON HIRING:

1. Must have initial health examination indicating you are fit for duty and free from communicable disease within 60 days of hire. Medical checkups are required every two years thereafter.
2. Must have a TB test and submit test results prior to hire date.
3. Must submit to a criminal record check to ascertain that the applicant has not been convicted of a child abuse or neglect offense per Washington State Child Abuse Law (Ch. 486, Laws of 1987) or DSHS licensing requirements.
4. Must have current First Aid card and Infant/Child CPR training (or obtain within 30 days) and must maintain current certificates for length of employment.
5. Must have and maintain current Washington Food Handler's Permit during length of employment.
6. Valid Washington State Driver's License by time of hire.
7. Good driving record. A three-year driving abstract must be submitted prior to hire.

WORKING CONDITIONS:

Work is generally performed in a noisy, active preschool classroom environment or crowded office environment. Regular exposure to communicable diseases and body fluids and occasional crisis situations. May require lifting and carrying 50 pounds. May require sitting on the floor. May require moving quickly. Regularly requires local travel to and from classroom sites, special workshops and trainings, and other job related activities. May drive program vehicles. This work plan is not intended to be all-inclusive.

JOB PURPOSE:

A teacher provides education experiences to 3 – 5 year olds in support of school readiness along with mental, social, and emotional development support. May also work with families to provide coaching and resource information.

ESSENTIAL FUNCTIONS/RESPONSIBILITIES:

- Plans and implements curriculum
- Conferences with families on a regular basis
- Develops, in cooperation with families, individualized educational plan for children
- Creates a culturally and developmentally appropriate classroom environment
- Maintains record keeping and performs data entry
- Provides daily guidance for classroom staff

OTHER RESPONSIBILITIES:

- Maintains minimum ongoing professional development
- May drive school bus as needed
- Other related duties as assigned

EDUCATION/EXPERIENCE REQUIREMENTS:

- An AA in early childhood education; or
- A BA or advanced degree in early childhood education preferred; or
- A BA or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.
- One year volunteer or work experience in early childhood education preferred.
- Experience working with economically disadvantaged families preferred
- Bilingual skills, both written and verbal preferred, may be required depending on placement.

SKILLS AND ABILITIES REQUIRED:**Competencies:**

- Team Player: Shares resources, responds to requests from other parts of the organization, and supports larger legitimate organization agendas as more important than local or personal goals.
- Critical Thinking: Takes initiative, anticipates next steps, and problem solves issues to keep the work moving forward.
- Integrity: Thinks and acts ethically and honestly, applying ethical standards of behavior to daily work activities
- Customer Orientation: Views the organization through the eyes of the customer and goes out of his/her way to anticipate and meet customer needs.
- Cultural Competency: Respects and interacts effectively with people of diverse cultures and socio-economic background; has an awareness of his/her own cultural worldview and its impact on perspective
- Organizing and Planning: has strong organizing and planning skills that allow them to be highly productive and efficient; manages time wisely, and effectively prioritizes multiple competing tasks.
- Industry Knowledge: understands the general workings of classroom teaching, within which the organization functions; monitors activities and trends within these arenas and maintains a current knowledge base.
- Composure: maintains emotional control, even under ambiguous or stressful circumstances; demonstrates emotions appropriate to the situation and continues performing steadily and effectively.
- Sensitivity: values and respects the concerns and feelings of others: behaviors communicate empathy toward others, respect for the individual, and appreciation of diversity among team members
- High Standards: establishes and models standards that guarantee exceptional quality and necessary attention to detail; continually seeks to improve processes and products.

OTHER SKILLS

R = rarely O = occasionally F = frequently

Activity	R	O	F
Follow one or two step instructions			I
Carry out detailed but uncomplicated instructions			I
Solve practical problems			I
Arithmetic calculations involving fractions, decimals, %		I	

Follow verbal or written instructions			
Exchange basic information or data			
Interview to gather information			
Advise others on alternatives/options			
Coach and counsel			
Communicate and maintain composure			
Public speaking/presentations			
Explain specialized data/info in understandable terms			
Compose routine correspondence			
Compose reports			
Compose complex correspondence			
Proofread written communication			
Creative writing			

Equipment:

Computer/printer

iPad

Copier/fax/scanner

Telephone

Data base software

PHYSICAL, SENSORY, ENVIRONMENTAL QUALIFICATIONS:

R = rarely O = occasionally F = frequently

Physical Activity	R	O	F
Sitting			
Stationary standing			
Walking			
Crouching (bend at knee)			
Kneeling/crawling			
Bend at waist			
Twisting (knees/waist/neck)			
Climbing			
Grasping			
Driving a car			
Repetitive motions (keyboard/data entry)			
Lifting/Carrying: 60 pounds			

Sensory Activities	R	O	F
Talking (in person/on phone)			
Hearing (in person/on phone)			
Vision for close work			

Safety requirement:

Shoes that will accommodate climbing and running.

TO APPLY:

Application and application instructions may be found at: www.opcco.org/employment. Paper copies of the applications may be picked up at: Opportunity Council, 1419 Cornwall Ave., Bellingham, WA 98225

Position open until filled (Applications will be reviewed weekly)

Opportunity Council is a private nonprofit Community Action Agency working as a catalyst for positive change in our communities and the lives of low-income and disadvantaged people - serving Whatcom, Island, San Juan, Skagit, and Snohomish counties. EOE