

## JOB ANNOUNCEMENT

**(Please see end of document for application information)**

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**Position:** Teacher (**Teacher II**)  
**Department:** Early Learning And Family Services  
**Reports To:** Site Coordinator  
**Status:** Non-Exempt  
**Salary Level:** 4 (\$14.13 to \$17.66 per hour)  
**Schedule:** FT (Monday-Friday; 7:00 am-3:00 pm)  
**Locations:** Bellingham and Mt. Baker  
**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 teacher works as part of a Center Base Team, providing educational experiences and resource information to three to five-year-old children and their families in a classroom setting for 4 to 5 days per week in 4 to 6 hour sessions. Teachers complete conferences and home visits with assigned children and families according to the schedule for the model. Additional time will be scheduled for planning, record keeping, setup and training. 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. General classroom activities will be cooperatively planned, implemented and evaluated in accordance with Head Start/ECEAP performance standards, under the supervision of the Field/Site Supervisor, including:
  - A. Design and setup of developmentally appropriate learning center activities.
  - B. Guidance and evaluation of children's progress in assigned classroom areas.
  - C. Planning and implementation of curriculum for a core group of 8-18 children.
  - D. Assistance with implementation of classroom volunteers' activities.
  - E. Participation in the following daily/weekly classroom and program activities. Responsibility and maintenance of:
    - 1) Education materials/program equipment,
    - 2) Setup and tear-down /cleanup of classroom and meals, and janitorial duties as required,
    - 3) Assigned program inventory.
  - F. Participation in planning and implementation of additional special program activities, including classroom visitors and interaction with outside agencies.
2. Center specific activities:
  - A. Inclusion: In cooperation with school district teachers and integrated services team, plan for integration of special needs children into classroom operation.
3. Home Visitor services will be provided to families, based upon program Center Base Home Visit curriculum and the family and child's individual needs, including:
  - A. Delivery, referral, facilitation and evaluation of services in the area of community resources, parent involvement and education, health, nutrition, safety and mental health.
  - B. Sharing of goals and progress of youngsters between home and school settings.
  - C. Developing or supporting individualized family plan based on Family Interest Assessment including parent education one-to-one and in groups, and development of volunteer plans with families.
  - D. May work with translators to facilitate service delivery to ELL families.
4. Documentation: responsibility for maintaining individual child/family files, documenting plans and services in the following areas:

- A. Education:
  - 1) Classroom observation
  - 2) Individual objectives including speech/language and OT/PT goals
  - 3) Written lesson plans reflecting objectives
  - 4) Child's Individual Learning Plan
- B. May include Family Services:
  - 1) Family Partnership Plan (FPP)
  - 2) FPP goals and objectives
  - 3) Ongoing tracking
  - 4) In-kind
- C. May include health/special needs
- 5. Prepares for and attends integrated services staffing as scheduled.
- 6. ChildPlus documentation is comprehensive and well-maintained. Data is complete for all required areas, entered according to the required to schedule, accurate, and current.
- 7. Available for occasional parent events, evening meetings, extended day field trips, workshops and training.
- 8. Drive program vehicles and provide pupil transportation as assigned.

**OTHER RESPONSIBILITIES:**

- 1. Perform other duties as assigned.
- 2. Provide occasional internal guidance to some individuals within several work teams regarding daily issues and some short-term planning, which enables others to take action or make decisions.

**EDUCATION, EXPERIENCE, TRAINING REQUIREMENTS:**

- 1. An AA in early childhood education; or
- 2. A BA or advanced degree in early childhood education preferred; or
- 3. A BA or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.
- 4. One year volunteer or work experience in early childhood education preferred.
- 5. Experience working with families under stress preferred.
- 6. 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. Interpersonal communication and crisis intervention skills to relate supportively and assertively with families under stress.
- 5. Be able 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. 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. Medical checkups are required every 2 years thereafter, including submission of documentation to ELAFS-HR.

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. May obtain a Class "C" commercial driver's endorsement (CDL) when the program offers training. This license must be maintained during length of employment.

**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. Regularly requires local travel to and from classroom sites, administrative office and clients' homes, as well as for community networking, meetings, special workshops and training's, and other job-related activities. May drive program vehicles to transport children.

**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			
Carry out detailed but uncomplicated instructions			
Solve practical problems			
Arithmetic calculations involving fractions, decimals, %			
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: <b>60 pounds</b>			

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

<b>Safety requirement:</b> Shoes that will accommodate climbing and running
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**TO APPLY:**

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

Applications must be received no later than **4:00 pm, Wednesday, November 21, 2018.**

**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**