



JOB DESCRIPTION

*****SENSITIVE*****

Job Title: Teacher
Dept./Division: Ili Uusim Mahtawapo/Education
Unit: Ili Uusim Mahtawapo
Job Family/Class: Early Childhood Education Series
Supervised By: Education Supervisor
Employee Type: Hourly-10 Month School Year
Pay Grade: 19-BA ECE or Elementary Education
20-With Special Education Certification

NATURE OF WORK:

The incumbent, under the supervision of the Education Transition Coordinator, team-teaches in an early childhood classroom. The Ili Uusim Mahtawapo Teacher plans, organizes, implements and delivers a program based on the Head Start Performance Standards, which provide a safe learning environment for children to develop socially, culturally and academically. Incumbent will act as a lead teacher in the classroom, providing mentoring and training for the co-teacher and classroom volunteers. The teacher participates as a member of an interdisciplinary team.

ESSENTIAL FUNCTIONS:

- Provide a stimulating and challenging environment where pre-school children may develop their full potential and to prepare them to succeed in school.
- Plan and coordinate lesson plans to promote education, health and well-being of young children as described in Head Start guidelines.
- Create lesson plans and activities, which are developmentally and linguistically appropriate and inclusive of children with disabilities, recognizing that children have individual rates of development.
- Develop weekly lesson plans, which are submitted to the Education Transition Coordinator for review; these lesson plans will promote academic rigor, including, but is not limited to, foundational literacy, math and science skills and promoting healthy social emotional and physical development.
- Use and implement classroom management techniques to maintain organization, orderliness, student safety and a productive learning environment.
- Work towards the invoking of a critical consciousness within each and every student.
- Promote and advocate for the demonstration of respect, understanding, appreciation, inclusion and love at every level of service.
- Attend scheduled staff meetings and professional development workshops.
- Evaluate students' performance regarding achievements in curriculum and activities.
- Ensure parents are informed of methods of evaluation used in the classroom, advise parent/guardian of instructional methods and promote family engagement in child's learning activities, which will assist the student to develop positive attitudes toward learning.
- Inform parents/guardians of student progress and school activities.

- Assist with the development of Individual Educational Plans, follows through on recommendations for the therapists/specialists and makes referrals as required.
- Serve as a lead to co-teachers and classroom volunteers, monitoring work, providing direction, training and demonstrates classroom behavior when dealing with children that may be modeled by team members.
- Observe behavior of children in the classroom and on the playground.
- Maintain a daily contact log, student files; compiles documentation related to attendance, training, home visits and referrals.
- Provide a monthly report to the manager covering; the daily attendance record, sign in/out sheets, summary of training referrals to coordinator for special needs, lesson plans and activity sheets, parent contacts including home visits.
- Conduct home visits, which include compiling home-base activity kits and guiding parents through the application.
- Introduce and reinforces Hiaki Language and Culture through implementation of lesson plans and materials.
- Performs other duties of a similar nature or level as requested by supervisor or director.

ESSENTIAL KNOWLEDGE AND SKILLS:

Knowledge of:

- Interweaving Yoeme and Tribal knowledge & understandings into curriculum and lessons;
- DHHS/Head Start academic standards and benchmarks;
- Teaching strategies to work with diverse learners;
- Child growth development;
- Early childhood education methods and practices;
- Applicable federal, state and local laws, rules and regulations;
- Yaqui culture, customs, resources and traditions and/or a willingness to learn.

Skills in & Ability to:

- Always keep the students' needs and rights first and foremost in any educational decision;
- Applying early childhood education principles and practices;
- Applying applicable local, state and federal laws, rules and regulations;
- Utilize social and academic scaffolds necessary to dramatically increase the level of student success;
- Work effectively with diverse learners, including children who may have exceptionalities;
- Assess students' developmental, cognitive and social needs and provides developmentally appropriate instruction to meet those needs;
- Select, adapt and individualize materials appropriate for diverse student populations and skills;
- Create, develop and foster critical thinking, reasoning and problem solving;
- Collaborate and communicate regularly with families in making educational decisions and utilize family and community resources to support learning;
- Always keep the students' needs and rights first and foremost in any educational decision making;
- Demonstrate competence in the Arizona Educational Standards of Effective Instruction. Facilitate positive interactions between students and teacher, student and peers and student and other adults;
- Communicate effectively, both verbally and in writing;
- Assess own instructional effectiveness;

- Organize and multi-task;
- Establish and maintain effective working relationships with employees, the public and other public agencies;
- Utilize computer software programs and technology;
- Using proper English, grammar, punctuation and spelling;
- Prioritizing work and performing multiple tasks;
- Maintaining records and preparing reports;
- Operating a variety of office equipment, including a computer and related software applications;
- Good communication and interpersonal skills as applied to interaction with co-workers, supervisor, management, Council members and the general public. Ability to sufficiently exchange or convey information and receive verbal and written work instructions.

TRAINING AND EXPERIENCE:

Teacher without Special Education Certification

- Bachelor's Degree or advanced degree in Early Childhood Education, Elementary Education, Special Education or any other relevant degree plus (3) years classroom experience in an Early Childhood Development School, Elementary, Primary School or Private Early Childhood Educational Institution.

And

- Bilingual Education Certification preferred;
- If Degree is not in Early Childhood Education, a current Child Development Associate (CDA) Certification is preferred, but not required.

Teacher with Special Education Certification

- Bachelor's Degree or advanced degree in Early Childhood Education, Elementary Education, Special Education or any other relevant degree plus (3) years classroom experience in an Early Childhood Development School, Elementary, Primary School or Private Early Childhood Educational Institution.

And

- Bilingual Education certification preferred;
- If Degree is not in Early Childhood Education a current Child Development Associate (CDA) certification is preferred, but not required.
- Special Education Certification required.

LICENSING REQUIREMENTS:

- Teaching Licensure, Arizona Teacher licensure preferred.
- Must possess and maintain a valid Arizona Driver's license.

BACKGROUND CHECK:

- Must have a current Level 1 Arizona Clearance Card. Failure to maintain a current Level 1 Clearance Card will result in removal from this position.
- Must provide at least three (3) business related reference letters.
- Must pass a background check and drug test; fingerprinting requirement determined by funding and sensitivity of position.

Applicants and employees may be subject to criminal background and character investigation in accordance with applicable federal laws including, but not limited to: Indian Child Protection and Family Violence Prevention Act (25 U.S.C. Section 3201), Minimum Standards of Character and Suitability for Employment (25 CFR 63), Section 231 of the Crime Control Act (P.L. 101-647), and Child Care Worker Employee Background Checks (42 U.S.C Section 13041).

TRIBAL VEHICLE USE POLICY NOTICE:

This position may require the use of personal, GSA or Tribal vehicle for Tribal business. Individuals must be physically capable of operating the vehicles safely, possess a valid driver's license and have an acceptable driving record. Use of a personal vehicle for Tribal business will be prohibited if the employee is not authorized to drive a Tribal vehicle or if the employee does not have personal insurance coverage. Failure to maintain a driving record that would allow you to drive Tribal or GSA vehicles may result in removal from this position.

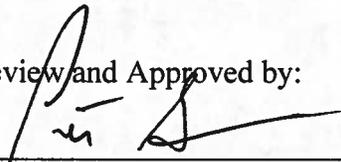
PHYSICAL REQUIREMENTS:

Positions in this class typically require: finger dexterity, feeling, talking, hearing, seeing and repetitive motions, stooping, kneeling, crouching, reaching, standing, walking, pushing, lifting and balancing. Incumbents may be subjected to poor ventilation, and workspace restrictions.

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

This description is intended to be generic in nature. It is not intended to determine specific duties and responsibilities or restrict management's right to assign or reassign, direct the work of employees under their supervision. Essential functions may vary based on the specific tasks assigned to the position.

Review and Approved by:



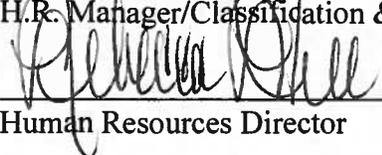
Department Head and/or Designee

7/16/14
Date



H.R. Manager/Classification & Compensation

7/21/14
Date



Human Resources Director

7/22/14
Date