**Job Description**

Puget Sound Educational Service District

**Teacher, Mentor**

**Purpose Statement**

The job of Teacher, Mentor is done for the purpose/s of implementing core features and evidence-based teaching practices by providing staff with instructional leadership through the design, delivery, and coordination of intensive professional development; education program development and improvement; facilitation of interdisciplinary collaboration; and reflective supervision/administrative support in conformance with established guidelines.

This job reports to Educare Site Manager

**Essential Functions**

* Aligns classroom practices with Head Start performance standards for the purpose of delivering services in conformance with Head Start, state, or federal regulations.
* Collaborates with others (e.g. teachers, staff, parents, etc.) for the purpose of identifying issues, developing plans, and providing direct instruction or consultation in order to support positive outcomes and ensure cultural awareness.
* Delivers ongoing instruction, consultation, assessment, and personal observations to instructional staff for the purpose of ensuring exemplary early learning classroom and quality teacher and child interactions.
* Designs intensive professional development, education program development and improvement (e.g. triage processes for special needs classrooms, etc.) for the purpose of ensuring compliance with program, state, and federal regulations.
* Develops professional development goals. education, and action plans utilizing assessments and observations (e.g. Classroom Assessment Scoring System, videotapes, etc.) for the purpose of meeting program and agency requirements.
* Embodies the principles and practices that form our culture and commitment to becoming an Antiracist Multicultural Organization for the purpose of meeting the Agency’s End: Success for Each Child and Eliminating the Opportunity Gap by Leading with Racial Equity.
* Maintains a variety of manual and electronic documents, files, and records for the purpose of providing up-to-date reference and audit trail for compliance with district, local, state and federal regulations.
* Monitors training attendance and records (e.g. Washington State Training and Registry System, Managed Education and Registry Information Tool, etc.) for the purpose of ensuring compliance with state, federal, and/or program requirements.
* Monitors classroom (e.g. documentation, ratios, etc.) for the purpose of ensuring appropriate supervision of children, quality teacher-child interactions, and compliance with program, state, and federal regulations.
* Participates in a variety of meetings (e.g. reflective practice, workshops, conferences, in-service training, staff meetings, team meetings, etc.) for the purpose of contributing to program services and conveying and/or gathering information.
* Prepares a variety of written materials (e.g. reports, documentation, evaluations, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
* Provides instructional leadership (e.g. promoting first relationships, developing secure base in classroom, etc.) for the purpose of ensuring exemplary early learning classroom and quality teacher- child interactions.
* Serves as Teacher (e.g. monitors students, supervises instructional staff, administers curriculum and practices, etc.) for the purpose of providing a safe and positive learning environment, and ensuring compliance with established regulations and performance standards in regular teacher's absence.
* Supervises personnel (e.g., provide coaching and consultation on technical issues, adaptive challenges, personnel matters, strategic opportunities, career goals, professional development, job performance, etc.) for the purpose of advancing the development of effective leaders and high performing teams and achieving agency and departmental objectives.

**Other Functions**

* Assist other personnel as may be required for the purpose of ensuring an efficient and effective work environment.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge, and Abilities**

**SKILLS** are required to perform single, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: See competencies under Abilities below.

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: See competencies under Abilities below.

**ABILITY** is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include:

**ANTIRACIST LEADERSHIP COMPETENCIES**

**CULTURAL PROFICIENCY**: Articulates and applies historical context of racism and understands the current reality of students and communities of color in order to support racial equity. Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities to meet the Agency's End and goal of becoming an Antiracist Multicultural Organization in support of eliminating the opportunity gap.

**RACIAL EQUITY ADVOCATE**: Recognizes, supports, and engages in dismantling institutional racism. Partners with and is accountable to those with whom we are in a transformational relationship, including children, families, and communities of color.

**RACIAL EQUITY MINDSET**: Demonstrates awareness of biases, internalized racial superiority and oppression. Leads with a racial equity lens and actively uses the racial equity tool in meaningful ways.

**TRANSFORMATIONAL VALUES**: Contributes to valuable and positive, antiracist transformation in individuals, organizations, and social systems in an effort to actively progress across the antiracist multicultural institution continuum. Is able to foster a sense of community and shared purpose via collaboration and cooperation with others inside and outside PSESD. Embodies the principles and practices that form the Agency’s culture. Operates from an abundance mentality that recognizes opportunities, and is optimistic and realistic about the future.

**JOB-SPECIFIC COMPETENCIES**

**BUILDING EFFECTIVE TEAMS**: Builds a diverse and cohesive team who work together toward shared goals.

**CLASSROOM GUIDANCE AND LEADERSHIP**: Demonstrates knowledge of evidence-based classroom leadership practices that create a climate for student learning.

**CREATING A SUPPORTIVE WORKPLACE**: Demonstrates respect and empathy when interacting with people. Listens to ideas, issues and suggestions with an open mind. Offers support, flexibility and guidance when others are balancing differing priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization’s services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 15% sitting, 40% walking, and 45% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience**: Job related experience with increasing levels of responsibility is desired

**Minimum Education**: Bachelor’s Degree in job-related area with an emphasis in 45 Early Childhood Education credits

**Required Testing Certificates and Licenses**

**Continuing Education / Training** **Clearances**

 Criminal Justice Fingerprint/Background Clearance

 Proof of physical examination including TB Screen

**FLSA Status Approval Date Salary Grade**

Exempt