

## Job Template: Assistant Teacher

<b>Occupational Group</b>	Academic Programs/Services
<b>Job Family</b>	Child Development
<b>Job Path</b>	Early Childhood Education Teachers
<b>Job Title</b>	<b>Assistant Teacher</b>
<b>Job Category: P</b>	<b>Job Level: 1</b>
<b>FLSA Status: N</b>	<b>Job Code: A00000</b>

### **P1: Level Standards**

#### **GENERAL ROLE**

This level is accountable for directly providing service to any assigned work unit at the University. The service can focus on a single or a variety of job functions with varying degrees of independence.

Incumbents:

- Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
- Assignments tend to be reoccurring and work outputs generally are delivered in a prescribed form/format.
- May alter the order in which work or a procedure is performed to improve efficiency and effectiveness.

#### **INDEPENDENCE AND DECISION-MAKING**

→ *Supervision Received*

- Works under supervision.
- Progress and outcomes are reviewed for consistency with instructions and established procedures.

→ *Context of Decisions*

- Determines the process of how work is to be done based on precedent, practice, and existing policy at the unit/office level.

→ *Job Controls*

- Receives some instructions with respect to details of most work assignments.

#### **COMPLEXITY AND PROBLEM SOLVING**

→ *Course of Resolution*

- Resolutions are typically generated by utilizing existing procedures or practice.
- Typically, problems can be quickly and relatively easily resolved.

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### *→ Measure of Creativity*

- Tasks or activities are reoccurring with emphasis typically on precision and timeliness of execution.

## **COMMUNICATION EXPECTATIONS**

### *→ Manner of Delivery and Content*

- Regularly provides information on finished materials to others.

## **SCOPE AND MEASURABLE EFFECT**

- Actions regularly affect an individual, item, event, or incident, etc.
- Actions taken are generally done to meet reporting requirements or regulatory guidelines, or to satisfy internal checks and balances and/or existing standards.
- Incumbents indirectly promote the general welfare of students, faculty and staff, and safeguard the institution by playing an important role within a process.

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### **Job Template**

#### **GENERAL SUMMARY**

Under the supervision of a designated supervisor, supports the Human Development and Family Sciences and early-childhood education programs. Assists with research, teaching, and the training and leading of student staff.

#### **REPORTING RELATIONSHIPS AND TEAMWORK**

Works under general supervision of a supervisor or manager.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.*

- Teaches young children directly, providing for individual needs in all areas of development; arranges classroom environment to meet developmental needs.
- Interacts positively with young children.
- Acts as a model of best practice for all students.
- Assists in leading and training student staff, providing feedback to the Master Teacher.
- Provides information to teachers and master teachers for use in developmental assessments on individual children through observation of behavior and development.
- Participates in relationship maintenance with parents through daily connections, conferences, and electronic media.
- Serves as a resource to parents, the University community, the public, and outside agencies in matters pertaining to early childhood education.
- Assists in planning and implementing curriculum, program goals, and classroom procedures in accordance with the philosophy of the Child Development Labs.
- Maintains a safe and sanitary environment in compliance with university, state, and national accreditation policies.
- Provides input and observations to assist with educational innovations and improvements.
- Performs related work as required.

#### **MINIMUM QUALIFICATIONS**

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- Bachelor's degree in early childhood development or related field.
- Completed practicum work or one to two years of related experience.

### **COMPETENCIES**

#### **Knowledge of:**

- Principles and methods for teaching and instruction for individual and groups of young children
- Teaching methodology
- Techniques for the assessment of student learning
- Relevant equipment, policies, procedures, and strategies to promote effective local, state, or university security operations for the protection of the children
- Microsoft Office and related software applications

#### **Skill in:**

- Classroom management
- Planning and organization
- Understanding students and fostering student success
- Developing and maintaining effective and appropriate working relationships
- Critical thinking, problem solving, and analysis

#### **Ability to:**

- Lift up to 50 pounds
- Play on the floor with children
- Embrace and demonstrate the institution's Core Abilities and Standards of Teaching Excellence in development and delivery of instruction
- Meet Higher Learning Commission (HLC) standards
- Communicate effectively through both written and verbal means
- Respect diversity and work collaboratively with individuals of diverse cultural, social, and educational backgrounds
- Interact well with children, families, and campus personnel
- Learn new skills and be flexible

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- Maintain the confidentiality of information and professional boundaries
- Work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior
- Management

## Job Template: Teacher

<b>Occupational Group</b>	Academic Programs/Services
<b>Job Family</b>	Child Development
<b>Job Path</b>	Early Childhood Education Teachers
<b>Job Title</b>	<b>Teacher</b>
<b>Job Category: P</b>	<b>Job Level: 2</b>
<b>FLSA Status: E</b>	<b>Job Code: A00001</b>

### **P2: Level Standards**

#### **GENERAL ROLE**

This level is accountable for directly providing service to any assigned work unit at the University. The service can focus on a single or a variety of job functions with varying degrees of independence.

Incumbents:

- Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
- Tend to have assignments that are reoccurring and work outputs generally are delivered in a prescribed form/format.
- Alter the order in which work or a procedure is performed to improve efficiency and effectiveness.
- May recommend or implement modifications to practices and procedures to improve efficiency and quality, directly affecting the specific office operation or departmental procedure or practice.

#### **INDEPENDENCE AND DECISION-MAKING**

→ *Supervision Received*

- Works under general supervision.
- Periodic checks on accuracy, quality, and timeliness of outcomes.

→ *Context of Decisions*

- Independently develops how work is to be done based on precedent, practice, and existing policy at the unit/office levels.

→ *Job Controls*

- Possess the latitude to adjust the work processes or methods to effectively and efficiently manage their work assignments.
- Guided by general procedures and professional norms.

#### **COMPLEXITY AND PROBLEM SOLVING**

→ *Range of issues*

- Problems tend to be modestly technical or operational.

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### → *Course of Resolution*

- Performs comparisons, verifications, reconciliations, compilations, etc. and such of data, program or student services/practices, or operational/staff output.
- Understands the end product/outcome and where to send and receive information and materials to fulfill the assigned responsibilities.

### → *Measure of Creativity*

- Once problems are identified, solutions generally can be resolved using conventional or standard procedures.
- Most of the obstacles, issues, or concerns can be handled with established practice and policy.

## COMMUNICATION EXPECTATIONS

### → *Manner of Delivery and Content*

- Regularly provides information on finished materials to others.

## SCOPE AND MEASURABLE EFFECT

- Actions typically affect an individual, item, event, or incident, etc.
- Actions taken are generally done to meet reporting requirements or regulatory guidelines, or to satisfy internal checks and balances and/or existing standards.
- Incumbents indirectly promote the general welfare of students, faculty and staff, and safeguard the institution by playing an important role within a process.

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### **Job Template**

#### **GENERAL SUMMARY**

Team teaches an early childhood education program for young children and assists with the research and student training needs of the Human Development and Family Sciences Program. Leads, trains, and evaluates student staff and practicum students.

#### **REPORTING RELATIONSHIPS AND TEAMWORK**

Works under general supervision of a supervisor or manager.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.*

- Teaches young children directly, providing for individual needs in all areas of development; arranges classroom environment to meet developmental needs.
- Interacts positively with young children.
- Acts as a model of best practice for all students.
- Leads, trains, and provides feedback to student staff.
- Evaluates performance and provides feedback to introductory laboratory and fieldwork students.
- Conducts developmental assessments on individual children through observation of behavior and development.
- Writes developmental narratives and develops portfolios to document children's' progress and maintains accurate records.
- Maintains contact with parents through daily connections, conferences, and electronic media.
- Assists in developing and implementing curriculum, program goals, and classroom procedures in accordance with the philosophy of the Child Development Labs, state licensing, and national accreditation standards.
- Coordinates curriculum development and implementation with other classroom teachers.
- Maintains a safe and sanitary environment in compliance with university, state, and national accreditation policies.



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<b>FLSA Status: E</b>	<b>Job Code: A00001</b>

- Makes recommendations regarding educational innovations and improvements.
- Serves as a resource to parents, the University community, the public, and outside agencies in matters pertaining to early childhood education.
- Performs related work as required.

### **MINIMUM QUALIFICATIONS**

- Bachelor's degree in early childhood development or related field
- Three to four years of related classroom teaching experience
- Early Childhood Teaching Credential (ECTC)

### **COMPETENCIES**

#### **Knowledge of:**

- Principles and methods for training, teaching, and instruction of individuals and groups
- The principles and methods of play-based and other emergent curricula
- Techniques for the assessment of student learning
- Relevant equipment, policies, procedures, and strategies to promote effective local, state, or university security operations for the protection of the children.
- Microsoft Office and related software applications

#### **Skill in:**

- Classroom management and positive behavior guidance
- Planning and organization
- Understanding practicum students and fostering student success
- Developing and maintaining effective and appropriate working relationships
- Critical thinking, problem solving and analysis

#### **Ability to:**

- Lift up to 50 pounds
- Play on the floor with children
- Embrace and demonstrate the institution's Core Abilities and Standards of Teaching Excellence in development and delivery of instruction

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<b>FLSA Status: E</b>	<b>Job Code: A00001</b>

- Meet Higher Learning Commission (HLC) standards
- Communicate effectively through both oral and written means
- Respect diversity and work collaboratively with individuals of diverse cultural, social and educational backgrounds
- Interact well with children, families, and campus personnel
- Learn new skills and be flexible.
- Maintain the confidentiality of information and professional boundaries
- Work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior management

## **Job Template: Master Teacher**

<b>Occupational Group</b>	Academic Programs/Services
<b>Job Family</b>	Child Development
<b>Job Path</b>	Early Childhood Education Teachers
<b>Job Title</b>	<b>Master Teacher</b>
<b>Job Category: P</b>	<b>Job Level: 3</b>
<b>FLSA Status: E</b>	<b>Job Code: A00002</b>

### **P3: Level Standards**

#### **GENERAL ROLE**

This level is accountable for directly providing service to any assigned work unit at the University. The service can focus on a single or a variety of job functions with varying degrees of independence. Positions at this level may supervise student or support employees.

Incumbents:

- Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
- Alter the order in which work or a procedure is performed to improve efficiency and effectiveness.
- Recommend or implement modifications to practices and procedures to improve efficiency and quality, directly affecting the specific office operation or departmental procedure or practice.

#### **INDEPENDENCE AND DECISION-MAKING**

→ *Supervision Received*

- Works under limited supervision.

→ *Context of Decisions*

- Utilizes general departmental guidelines to develop resolutions outside the standard practice.

→ *Job Controls*

- Possesses considerable freedom from technical and administrative oversight while the work is in progress.
- Defines standard work tasks within departmental policies, practices, and procedures to achieve outcomes.
- Serves as the advanced resource to whom more junior employees go to for technical guidance.

#### **COMPLEXITY AND PROBLEM SOLVING**

→ *Range of issues*

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<b>Job Path</b>	Early Childhood Education Teachers
<b>Job Title</b>	<b>Master Teacher</b>
<b>Job Category: P</b>	<b>Job Level: 3</b>
<b>FLSA Status: E</b>	<b>Job Code: A00002</b>

- Handles a variety of work situations that are cyclical in character, with occasionally complex situations.
- Issues are regularly varied.
- Problems tend to be technical or programmatic in nature.

### *→ Course of Resolution*

- Assesses a variety of situations, and develops resolutions through choosing among options based on past practice or experience.

### *→ Measure of Creativity*

- Issues are solvable through deep technical know-how and imaginative workarounds.
- Most of the obstacles, issues, or concerns encountered require considering alternative practice or policy interpretation.

## **COMMUNICATION EXPECTATIONS**

### *→ Manner of Delivery and Content*

- Regularly provides information on finished materials to others.

## **SCOPE AND MEASURABLE EFFECT**

- Actions regularly affect an individual, item, event, or incident, etc.
- Actions taken are generally done to meet reporting requirements or regulatory guidelines, or to satisfy internal checks and balances and/or existing standards.
- Incumbents have an indirect impact on a larger action or process, such as serving as a single component in an approval process, where the process is “owned” by a different work unit.
- May be designated to guide or organize the work of several employees within the unit.

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### **Job Template**

#### **GENERAL SUMMARY**

Plans and team-teaches an early childhood education program while supporting the student training and research needs of the Human Development and Family Sciences Program. Supervises, trains, and evaluates student staff and practicum students, including student teachers.

#### **REPORTING RELATIONSHIPS AND TEAMWORK**

Works under direction of a manager. Serves as the first full level of supervision over the day-to-day operations of a group of employees.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.*

- Teaches young children directly, providing for individual needs in all areas of development and arranging classroom environment to meet developmental needs.
- Interacts positively with young children.
- Acts as a model of best practices for all students.
- Plans and implements curriculum and programs based on observations and developmentally appropriate practices.
- Coordinates curriculum planning, development, and implementation with other classroom teachers.
- Supervises, trains, and evaluates student staff.
- Evaluates performance of practicum students, including student teachers, and provides feedback.
- Works with director to develop, document, and evaluate the overall goals for curriculum, programming, instruction, and classroom procedures in accordance with the philosophy of the Child Development Labs, state licensing, and national accreditation standards.

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<b>Job Category: P</b>	<b>Job Level: 3</b>
<b>FLSA Status: E</b>	<b>Job Code: A00002</b>

- Conducts developmental assessments on individual children through observation of behavior and development.
- Writes developmental narratives and develops portfolios to document children's progress and maintains accurate records.
- Maintains a safe and sanitary classroom in compliance with university, state, and national accreditation standards.
- Makes recommendations to the Director regarding educational innovations and improvements and policy changes or actions.
- Serves as a resource to parents, the University community, the public, and outside agencies in matters pertaining to early childhood education.
- Performs related work as required.

### **MINIMUM QUALIFICATIONS**

- Bachelor's degree in early childhood development or related field
- Four to six years of related classroom teaching experience
- Early Childhood Teaching Credential (ECTC)

### **COMPETENCIES**

#### **Knowledge of:**

- Principles and methods for training, teaching, and instruction of individuals and groups
- The principles and methods of play-based and other emergent curricula
- Current OEC instruments for curriculum and assessment
- Techniques for the assessment of student learning
- Relevant equipment, policies, procedures, and strategies to promote effective local, state, or university security operations for the protection of the children
- Microsoft Office and related software applications

#### **Skill in:**

- Classroom management and positive behavior guidance
- Planning and organization
- Understanding practicum students and fostering student success

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- Developing and maintaining effective and appropriate working relationships
- Critical thinking, problem solving and analysis

### **Ability to:**

- Lift up to 50 pounds
- Play on the floor with children
- Embrace and demonstrate the institution's Core Abilities and Standards of Teaching Excellence in development and delivery of instruction
- Train and evaluate practicum students and student teachers
- Meet Higher Learning Commission (HLC) standards
- Communicate effectively through both oral and written means
- Respect diversity and work collaboratively with individuals of diverse cultural, social and educational backgrounds
- Maintain the confidentiality of information and professional boundaries
- Work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior management