

Upper Des Moines Opportunity, Inc.

POSITION: Early Childhood Home Based Teacher

REPORTS TO: Early Childhood Programs Coordinator

SALARY: Full-time, 50 weeks per year/ Per Agency Salary Schedule

FLSA: Non-Exempt

POSITION STATEMENT:

The Home-Based Teacher provides educational services through weekly home visits to each enrolled child and family. Child-focused, evidenced-based early learning and enrichment opportunities promote the parents' ability to support their child's development. Parents and children come together for learning, discussion, and social activities in a classroom setting.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Minimum qualification of BA/BS Early Childhood (EC) Teacher, Nurse or Social Work fields.
2. Have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to link families with appropriate agencies and services, per HSPS 1304.52(e).
3. Previous experience working with infants, toddlers and pregnant women.
4. Ability to establish trusting relationships with young children and their families.
5. Effective written and verbal communication skills.
6. Knowledge of HS Performance Standards, State Licensing regulations and NAEYC Accreditation policies.
7. Certifications: Mandatory Reporter, CPR, First Aid, Universal Precautions
8. Limited chauffeur's license with acceptable driving record to transport children in isolated instances.
9. Ability to perform medium to heavy physical work, exerting up to 50 pounds of force on occasion, up to 20-30 pounds frequently and up to 5-10 pounds constantly, performing such activities as stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, and grasping, including some repetitive motion.
10. Initial physical and one every 3 years thereafter.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The necessary responsibilities for this position are outlined within the following competencies:

1. Demonstrates ability to enhance academic performance, supports, and implements a program to support children's goals.

- a. Provides evidence of child learning to families and staff.
- b. Implements strategies supporting children, building, and program goals.
- c. Uses child performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating home visit and socialization classroom that supports the learning of every child.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a home, school, and program culture that focuses on improved child learning.
- g. Communicates with children, families, colleagues, and communities effectively and accurately.

- 2. Demonstrates competence in content knowledge appropriate to the Home Based Teacher position.**
 - a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
 - b. Uses knowledge of child development to make learning experiences in the content area meaningful and accessible for every child.
 - c. Relates ideas and information within and across content areas.
 - d. Understands and uses instructional strategies that are appropriate to the content area.
- 3. Demonstrates competence in planning and preparing for instruction.**
 - a. Analyzes child achievement data, local standards, and the program/district curriculum in planning for instruction.
 - b. Sets and communicates high expectations for social, behavioral, and academic success of all children.
 - c. Uses child developmental needs, background, and interests in planning for instruction.
 - d. Selects strategies to engage all children in learning.
 - e. Uses available resources, including technologies, in the development and sequencing of instruction.
- 4. Uses strategies to deliver instruction that meets the multiple learning needs of children.**
 - a. Aligns in-home and socialization classroom instruction with local standards to deliver an evidence based and individualized, child development curriculum.
 - b. Takes the classroom learning environment into the home, to prepare the child for school.
 - c. Uses research-based instructional strategies that address the full range of cognitive levels.
 - d. Demonstrates flexibility and responsiveness in adjusting instruction to meet child needs.
 - e. Engages children in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - f. Connects children's prior knowledge, life experiences, and interests in the instructional process.
 - g. Uses available resources, including technologies, in the delivery of instruction.
- 5. Uses a variety of methods to monitor children's learning.**
 - a. Aligns in-home and socialization classroom assessment with instruction.
 - b. Communicates assessment criteria and standards to parents.
 - c. Understands and uses the results of multiple assessments to guide planning and instruction.
 - d. Guides parents in goal setting and assessing their child's learning.
 - e. Provides substantive, timely, and constructive feedback to children and parents.
 - f. Works with others in analysis of children's progress.
- 6. Demonstrates competence in socialization classroom management.**
 - a. Creates a learning community that encourages positive social interaction, active engagement and self-regulation for every child.
 - b. Establishes, communicates, models and maintains standards of responsible child behavior.
 - c. Develops and implements socialization classroom procedures and routines that support high expectations for learning.
 - d. Uses instructional time effectively to maximize child achievement.
 - e. Creates a safe and purposeful learning environment.
- 7. Demonstrates competence in working with families.**
 - a. Established mutually respectful partnerships with families to enhance the quality of their lives and their communities.
 - b. Support families' efforts to reach their goals.
 - c. Offer parents opportunities to be involved in group activities, including policy groups and educational activities based on interest and need.
 - d. Coordinate and integrate Head Start services in order to enhance effectiveness.
 - e. Support families in accessing community resources.
 - f. Assist and advocate with families in crisis.

