



JOB POSTING

Position Title: Master Teacher

Position Available:

How to Apply:

Send resume, with letter of interest to:

Human Resources
c/o Educare of West DuPage
851 Pearl Road
West Chicago, Illinois 60185

OR

Email: dgaitan@educarewd.org

Other Information:

Salary Range: Commensurate with experience

Please see attached position description.

Pass along this information to applicable candidates.

Educare West DuPage is an Equal Opportunity Employer

No phone calls, please

MASTER TEACHER - EDUCARE WEST DUPAGE

Exemption Status: Full Time, Exempt - Salaried

ORGANIZATION OVERVIEW

Educare is a state-of-the-art, full-day, year-round school that serves at-risk children from birth to five years. Building on the program foundations of Early Head Start and Head Start, Educare promotes school readiness by implementing effective programming aimed at preventing the development of an achievement gap in the early years.

Each Educare is part of a national initiative that serves as a platform for broader change, inspiring high-quality programs in communities, improving public policies within each state, and demonstrating a comprehensive approach to the first five years of life and learning. As part of the Educare initiative, each school is a highly visible program that is host to a wide variety of visitors. The Educare model draws on a unique blend of private and public dollars, including child care, Early Head Start, Head Start, and other state and local education funding streams.

POSITION SUMMARY

The Master Teacher facilitates full and effective implementation of Educare's Core Features and evidence-based instructional practices by providing Education staff with instructional leadership through design, delivery and coordination of intensive professional development; facilitation of interdisciplinary collaboration; and administrative support. Outcomes of the Master Teacher's work include exemplary early learning classroom quality, teacher-child interactions, and retention of staff.

RESPONSIBLE TO: School Director

SUPERVISOR TO: Lead Teachers, Floater/Substitute Teachers, and Education consultants, volunteers, student teachers and interns

EDUCATION AND EXPERIENCES

- Master's degree in Child Development (CD), Early Childhood Education (ECE) or in a related field
- At least five years of Early Childhood experience
- At least one year of supervisory experience

ADDITIONAL JOB REQUIREMENTS Clearance of background checks as required by local, state and federal regulations Physical examination and diagnostic tests as required by local, state and federal regulations

MAJOR RESPONSIBILITIES

Professional Development Master Teachers promote a culture of collaboration and structure contexts for professional reflection, inquiry and learning. They

coordinate/facilitate group-based professional development strategies for teachers to work collaboratively to share reflections, examine practice, solve application challenges, manage conflict and promote continuous learning and improvement in professional practice and child outcomes. Specifically;

- Team Lesson Planning - schedules and protects time for regular collaboration among the teaching team to review data, reflect on children's progress and teaching practices, and plan for interaction and family engagement.
- Lesson Study- Facilitates or coordinates a predictable schedule of the "lesson study" strategy for teachers to unpack early learning and development standards, discuss children's progress, examine their practice and design innovative learning experiences.
- Reflective Practice Groups/Communities of Practice- Facilitate/coordinate reflective practice groups for teachers to engage in shared reflection, inquiry and professional learning.
- Reflective Supervision - Provides classroom teachers with reflective supervision to support, develop, and evaluate their performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.
- Coaching- Implements with Classroom Teachers a predictable schedule of coaching to support their implementation of core competencies and evidence-based instructional practices through the formal cycle of reflective-content-based coaching (planning conversation, observation, reflecting conversation) to support the transfer of knowledge and improvements into practice.
- Education Programming Development Leads and coordinates the Educare's education program for children ages birth to three or three to five, including implementation of the following core features and evidence-based practices:
 - Ensures primary care-giving and continuity of care practices are followed.
 - Research-based, comprehensive high-quality curricula are in place, and that alignment of early learning standards, expectations/outcome goals, formative assessments, and alignment of instructional strategies across classrooms.
 - Teacher-child interactions are responsive, intentional and developmentally appropriate so children are provided with socially supportive, organized and instructionally meaningful interactions that support their development (i.e. social-emotional, physical, cognitive and language) and learning (i.e. literacy, math, science, technology, social studies and arts).
 - Use of child screening, assessment and progress data to inform lesson planning, individualization and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and numeracy and problem-solving skills.
- Interdisciplinary Work and Collaboration Facilitates interdisciplinary collaboration among the education program/staff and other program areas/staff, including:
- Participating in the Research Program Partnership and processes of continuous quality improvement and, in conjunction with the Local Evaluation Partner, ensuring

completion of child screenings and assessments and coordination of timely feedback to teaching teams;

- Collaborating with Family Support and the School Director and participants in efforts to engage and involve parents with the program, staff and child development and learning;
- Participating in Family/Child Reviews (FCRs) and, in conjunction with the Family Support Supervisor, ensure FCR action plans are followed and progress monitored;
- Participating with Family Support Supervisor to lead teams of Education, Family Support and other support staff (i.e. mental health, disabilities) to plan and implement targeted and intensive interventions for children displaying challenging behaviors
- Collaborating with the Mental Health and Disabilities Coordinator to facilitate completion of Case Consultations and Special Education eligibility, planning and implementation processes when warranted; and
- Administrative Support Ensures all Head Start performance standards, Educare core features, state and local licensing requirements, and other funder requirements related to education are met
- Monitors and ensures education plans and other required documentation for children and classrooms are completed
- Participates in the development of program policies, service delivery plans, and ongoing monitoring of program quality
- Ensures all assigned program area reports are completed and submitted on a timely basis
- Maintains inventory of all classroom equipment
- Ensures all confidential information is protected
- Participates in recruitment efforts of program participants to help maintain full program enrollment
- Participates with Human Resources to recruit and hire educational staff and facilitates hiring approval by the Head Start Policy Council
- Establishes education staff schedules, including approval of time off requests, and coordinates placement of classroom substitutes and floaters, as needed
- Assumes responsibility of School Director during School Director's absences
- Attends all required meetings and trainings, including supervisory trainings
- Performs other duties as assigned within the scope of the job description
- Model and/or supervise staff in active supervision of children which requires focused attention and intentional observation of children at all times. Staff positions themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what he/she will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

The above statements are intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position.

REQUIRED SKILLS/ABILITIES

- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practice for the specific children and families ages three to five
- Be able to remain abreast of developments in the child development field
- Demonstrated leadership abilities and ability to utilize reflective supervision
- Knowledge of and ability to access, analyze, and interpret Head Start Standards, state and local licensing requirements and the organization's philosophy
- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with diverse families, various professionals and community groups
- Ability and willingness to work in a program located in a high-risk, low-income community
- Ability to exercise discretion in handling confidential information and materials
Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed

Signature: _____

Print Name: _____

Date: _____