



Pittsburgh  
Public Schools

EXCELLENCE  
FOR ALL

*The Pathway to the Promise.™*

## **Pittsburgh Public Schools**

**We Dream Big.  
We Work Hard.  
We Promise.**

**Early Childhood Teacher, Level II  
2 Positions Available**



## Early Childhood Teacher

<b>Job Title:</b>	Early Childhood Teacher, Level II
<b>School/Department:</b>	Early Childhood Education Program
<b>Reports to:</b>	School Principal, Executive Director, Program Officer, and Education Coordinator
<b>Grade:</b>	Level 3, Preschool Teacher II Schedule
<b>FLSA Status:</b>	Exempt
<b>Residency:</b>	Exempt from city residency
<b>Posting Date:</b>	February 5, 2010 – February 12, 2010

### Job Goal:

To plan and implement daily program activities in accord with the Early Childhood Philosophy in order to plan for and coordinate activities of the Educational Assistant I, building principal and other program coordinators, coaches and officers with designated activities and responsibilities.

### Qualifications:

Bachelor's Degree in Early Childhood Education or related field with an Early Childhood Teaching certificate required. Satisfactory experience in a preschool setting preferred. Experience with curriculum & assessment implementation, lesson planning & standards alignment, and early childhood best practices.

### Competencies:

#### 1. Documenting/Recording Information:

- Observe and evaluate children's daily performance, behavior, social development, and physical health, via anecdotal notes.
- Assess children according to established assessment schedule.
- Plan weekly lesson plans, aligning with federal and state early learning standards.
- Organize and follow a posted daily schedule.

#### 2. Performing Administrative Activities and Organizational Ability:

- Follow PPS' and programs policies and procedures.
- Report to work and depart on time daily.
- Report personal absences according to established procedures.
- Maintain confidentiality surrounding child records and sensitive parent information.
- Attend scheduled professional development activities and workshops.

#### 3. Technical Proficiency:

- Implement curriculum according to curriculum guidelines and state & federal regulations.
- Teach uniformly in all pre-academic domains: language & literacy, mathematics, science, health & personal/social skills and physical.
- Establish and maintain positive classroom & child management utilizing appropriate behavior management strategies.



- Provides for the safety, health and well-being of all children.
  - Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play.
  - Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists.
  - Attend to children's basic needs by feeding them, dressing them, and changing their diapers; and attending to other health related/medical needs, whenever necessary.
  - Implement child's IEP in coordination with Early Intervention staff. Review IEP on a weekly basis.
  - Differentiate instruction for all children according to individual skills and abilities.
4. **Workflow management:**
- Maintain all established timelines and deadlines.
  - Managing one's own time and the time of others.
5. **Stakeholder Relations:**
- Welcome child and parent/guardian each morning upon entering classroom and departing at end of the day.
  - Maintain frequent contact with families regarding child progress and daily activities.
  - Meet with parents and guardians to discuss their children's progress and needs, determine their priorities for their children, and suggest ways that they can promote learning and development.
6. **Other Related Essential Skills and Abilities:**
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
  - **Speaking & Oral Expression** — Talking to others to convey information effectively. The ability to communicate information and ideas in speaking so others will understand. The ability to speak clearly so others can understand you.
  - **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
  - **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
  - **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
  - **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
  - **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
  - **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
  - **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
  - **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.



- **Originality** — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Written Comprehension & Expression** — The ability to read and understand information and ideas presented in writing. The ability to communicate information and ideas in writing so others will understand.
- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- **Integrity** — Job requires being honest and ethical.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- **Social Orientation** — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
- **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- **Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.
- **Initiative** — Job requires a willingness to take on responsibilities and challenges.

#### **Essential Job Functions:**

- Provide children with a learning environment and the varied experiences that will help them develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development toward the ultimate goal of social competence.
- Provides easy and natural transitions for children moving from one activity to another.
- Maintains a wide range of suitable activities so that the children can make choices according to their own interests and needs.
- Meets weekly with staff at the center level for the purpose of planning and evaluating the program and assessing the needs of the children.
- Plans and supervises the activity of the children at all times; and participation of the Preschool Assistant, observers and volunteers.
- Attends pre- and in-service trainings as scheduled.
- Insures that equipment and materials are in good condition, and provides a setting that is orderly and attractive.
- Completes home visits as mandated by Head Start guidelines.
- Completes student's developmental records as mandated by the Early Childhood Program.
- Encourages healthy adult/child relationships among children, staff and volunteers.
- Recognizes individual problems of children and develops skills in handling those behavior problems.

- Remains alert to the needs and progress of the children.
- Is responsible for keeping, using and sharing with staff, such records as are necessary.
- Develops and maintains a sound relationship with parents, scheduling conferences regarding student's developmental profile, accepts differences due to cultural background and environmental situations, and keeps the parents informed of center activities.
- Facilitates plans for transition into kindergarten.
- Participates on various component committees.
- Responsible for meals consistent with family style service. Confers with the Nutritionist to assure consistent quality of classroom meals.
- Follows health and safety regulation standards.
- Coordinates field trips with parents at the center.
- Performs other duties as assigned by the school principal and Early Childhood Administration.
- Follows district policies and standards of funding entities.

**ADA:** The employer will make reasonable accommodation in compliance with the American with Disabilities Act of 1990.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.

#### **Application Instructions:**

All interested applicants must apply and attach an updated resume via the Pittsburgh Public Schools Application Process by the Posting closing date in order to be considered for a position with the Pittsburgh Public School. Please click on the appropriate link below to apply.

**Current PPS Employees, please apply using the link below:**

<https://apply.pps.k12.pa.us/internal>

**Outside Applicants (External), please apply using the link below:**

<https://apply.pps.k12.pa.us/external>

#### **Other Information:**

Certain transfers and promotions, pursuant to state legislation, may require an employee or interested applicant to obtain an Act 151 Clearance at a cost of \$10, an Act 34 State Criminal Clearance at a cost of \$10, and an Act 116 FBI Clearance at a cost of \$36 paid for by the interested applicant or employee. Negative reports will be reviewed on a case by case basis and appropriate action will be taken.

The Pittsburgh Public School District is an equal opportunity education institution and will not discriminate the basis of race, color, national origin, gender, sexual orientation, age or disability in its activities, programs or employment practices as required by Title II of ADA, Title VI, Title IX and Section 504. It is the policy of the Pittsburgh School District to make all programs, services, activities and facilities available and to provide reasonable accommodations to persons with disabilities. For information regarding accommodations, civil rights or grievance procedures, contact Ms. Tonia Suber-Hill, Manager, Employee Relations, 341 S. Bellefield Avenue, Pittsburgh, PA 15213-3516; Fax (412) 622-7968

### **More about the Pittsburgh Public Schools and our vision of *Excellence for All***

At PPS, we aspire to be one of America's premier school districts, student-focused, well-managed, and innovative. Our mission - *preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life* – guides our work.

At the Pittsburgh Public Schools and are working hard everyday on behalf of the many children that we are privileged to serve. For the past three years, we have improved student achievement through the deliberate sequencing of strategies, commonly referred to as *Excellence for All*. In July 2009, Pittsburgh Public Schools became the largest school district in Pennsylvania ever to achieve the national standard for improvement: Adequate Yearly Progress (AYP).

But our ambitions are much higher, for we know that today more than ever, education defines life opportunity. The completion of not just high school, but *education beyond high school* is new standard of attainment for every student.

As a community, we have united around this goal to create game-changing conditions to promote success. The launch of *The Pittsburgh Promise* in 2008 is one example. With \$135 million in commitments already made to *The Pittsburgh Promise*, our community has eliminated money as an obstacle to higher education for at least a generation of students in the Pittsburgh Public Schools.

As the next building block in *Excellence for All*, we have developed a plan to support and empower effective teachers. Our planning has been done in collaboration with the leadership of the Pittsburgh Federation of Teachers (PFT). The plan, entitled *Empowering Effective Teachers in the Pittsburgh Public Schools*, is available at [www.empoweringpittsburghteachers.com](http://www.empoweringpittsburghteachers.com).

This is an exciting time to be a part of a great organization at the forefront of innovation in urban public education. Access to a high quality of education for all children in America is an issue of social justice. We are seeking talented individuals to join this vastly important and rewarding work.