POSITION OPENING

POSITION POSTING
Great Start Readiness Program (GSRP) Associate Teacher

POSITION SUMMARY
The classroom associate teacher is responsible for working as a team member in providing a quality educational program for assigned students by providing additional support for the teacher. Also responsible for non-instructional and concept/skill reinforcement tasks.

EDUCATION AND/OR EXPERIENCE
Associates degree in early childhood education or child development, or the equivalent, or; a valid classroom CDA credential.

QUALIFICATIONS
Strong oral and written communication skills
Ability to handle sensitive information with confidentiality.
Excellent professional attendance record; dependability.
Must possess patience, creativity, imagination and problem-solving skills.
Strong interpersonal skills.
Initiative, motivation and professionalism.
Ability to prioritize; strong organizational skills.
Valid Drivers’ License required.
Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.
Presence on the job is an employee’s fundamental obligation. Regular, reliable and punctual attendance is required.
Work with individual and small groups of students.
Support children’s emotional and social development, encouraging understanding of others and positive self-concepts.
Assist children with personal health care needs.
Works collaboratively and communicates with the classroom teacher regarding children’s behavior and progress.
Follows Great Start Readiness Program Implementation Manual and supporting documents as defined by MDE.
Adheres to WESD Great Start Readiness Program Teacher Handbook and WESD Policies and Procedures.
Follows written IEP and support plans and ensure requirements of IEP are followed in relation.
Collects and documents data regarding the student(s).
Supervise students in classrooms, halls, cafeterias, and/or playground.
Supervises the classroom when lead teacher is out of the room and/or assumes lead teacher role when lead teacher is absent.
Assist with loading and unloading of children transported to and from the program.
When needed, assist with the medical needs of students.
Assist with the grooming needs of students, including diapering if required.
Observe students’ performance and record relevant data to assess progress.
Maintains accurate and complete student records.
Maintains confidentiality of families and workplace.
Work closely with building principal, support staff, teachers, volunteers and students.
Participates in home visits and parent teacher conferences.
Participate in trainings and on-going professional development.

Available: School Year/Non-Union Position
Up to 177 day, grant funded position (contingent upon available funding)

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.
Salary Range: The hourly wage will be commensurate with education and demonstrated experience of the successful candidate to fulfill the requirements of the position as determined by administration.

Application Process

Applicants should submit

☐ A letter of interest expressing personal qualifications and experience, reasons for interest, and a description of current employment and responsibilities; resume, transcripts, credentials, letters of recommendation to:

   Terri Steih, Director of Human Resources
   West Shore Educational Service District
   2130 West US 10, Ludington, MI 49431 OR via email: tsteih@wsesd.org

Applications Accepted: Until Filled

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information, or any other legally protected characteristic, in its program and activities, including employment opportunities.
**JOB TITLE:** Great Start Readiness Program (GSRP) Associate Teacher  
**DEPARTMENT:** Instructional Services  
**REPORTS TO:** Assistant Superintendent of Instructional Services  

**PREPARED BY:** Brenda Vronko  
**APPROVED BY:** Amy Taranko  
**DATE:** August 2019  
**FTE:** 1.0  
**EXEMPT STATUS:** Non-Exempt  
**Work Days:** 177-192  

**SUMMARY:**  
The classroom associate teacher is responsible for working as a team member in providing a quality educational program for assigned students by providing additional support for the teacher. Also responsible for non-instructional and concept/skill reinforcement tasks.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Other duties may be assigned.  
Presence on the job is an employee’s fundamental obligation. Regular, reliable and punctual attendance is required.  
Work with individual and small groups of students.  
Support children’s emotional and social development, encouraging understanding of others and positive self-concepts.  
Assist children with personal health care needs.  
Works collaboratively and communicates with the classroom teacher regarding children’s behavior and progress.  
Follows Great Start Readiness Program Implementation Manual and supporting documents as defined by MDE.  
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Maintains confidentiality of families and workplace.  
Work closely with building principal, support staff, teachers, volunteers and students.  
Participates in home visits and parent teacher conferences.  
Participate in trainings and on-going professional development.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individual with disabilities to perform essential functions.

**EDUCATION and/or EXPERIENCE:**  
Associates degree in early childhood education or child development, or the equivalent, or; a valid classroom CDA credential.

**CERTIFICATES, LICENSES, REGISTRATIONS:**  
Valid Drivers’ License required.

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**KNOWLEDGE, SKILLS and ABILITIES:**

- Strong oral and written communication skills.
- Ability to establish and maintain effective working relationships with students, peers, administrators, parents and the community.
- Ability to speak clearly and concisely in written or oral communication.
- Demonstrated proficiency in the use of technology and computer skills.
- Must carry out all responsibilities with awareness of all requirements, standards and policies established by the Board of Education.
- Ability to handle sensitive information with confidentiality.
- Excellent professional attendance record; dependability
- Must possess patience, creativity, imagination and problem-solving skills. Strong interpersonal skills.
- Initiative, motivation and professionalism. Ability to prioritize; strong organizational skills

_Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable._

**LANGUAGE SKILLS:**

- Ability to read and comprehend instructions, correspondence, memos, Board policies, and handbooks.
- Ability to write reports, correspondence and procedures. Ability to effectively present information in one-on-one small group situations to customers, students, and other employees of the organization.

**MATHEMATICAL SKILLS:**

- Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals; compute rate, ratio and percent and to develop and interpret bar graphs.

**REASONING ABILITY:**

- Ability to frame and solve a practical problem logically and rationally. Ability to apply common sense understanding, to interpret and carry out instructions furnished in written, oral, diagram or schedule form. Ability to define problems, collect data, establish facts, and draw valid conclusions.

**PHYSICAL DEMANDS** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and stoop, kneel, crouch, or crawl. The employee is occasionally required to sit and reach with hands and arms. The employee must regularly lift up to 40 lbs. individually push or pull up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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