

PUENTE Learning Center Early Childhood Education Lead Teacher

About PUENTE Learning Center

PUENTE Learning Center, a nonprofit, nonsectarian educational organization, is a place for learning, achievement and success. We are committed to making education and job training skills accessible to all. We offer classes for students ages 3 to 80+ including Digital Innovations, English as a Second Language, Adult High School Diploma, and more. PUENTE operates an award-winning Early Childhood Education (ECE) Program and Charter Elementary School, after school and summer programs. PUENTE is proud to be part of the Boyle Heights neighborhood, a primarily immigrant community, having served over 100,000 students in its 40-year history.

The ECE Program at PUENTE Learning Center offers early childhood high quality learning that focuses on the social-emotional development, language and literacy, English-language development, and mathematics to children in a family-centered, play-based learning experience designed to help them start the process to build a solid foundation for lifelong academic achievement.

RESPONSIBILITIES

Reporting to the Director of Early Education and ECE Program Coordinator, the ECE Lead Teacher will work in a community where children, parents, teachers and administrators are actively involved as partners in teaching and learning. The teacher will assume responsibilities including, but not limited to, the following:

Educational

- Develop and maintain a play-based emergent, stimulating and nurturing program and environment that meets student's individual and group needs
- Work with the school Leadership Team and other instructional staff to develop a curriculum that aligns and promotes children's progress across the standards described in the CA CDE Preschool Curriculum or Foundations Frameworks
- Ensure effective curriculum implementation and use of assessment data while including implementing the developmental and behavioral screenings, Desired Results Developmental Profile (DRDP), Individualized Goals, Transitional Plans, Observational Notes, Portfolio Assessment, Individual Lesson Plan activities for all children including those with diagnosed disabilities, and use of child outcomes and school readiness reports to develop the child's educational plan
- Evaluate classroom quality using the Early Childhood Education Rating Scale (ECERS).
- Advance children's intellectual and physical development, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, understanding and use of language and increasingly complex and varied vocabulary, appreciation of books, understanding of early math and science, problem-solving skills, and approaches to learning
- Establish and maintain a healthy, positive learning environment, creating opportunities for growth of the whole child
- Support children's social and emotional development
- Encourage family involvement of the children in the preschool program and support the development of relationships between children and their families
- Plans and implements the individualized lesson plans for the children in the classroom
- Creates daily classroom lesson plans in accordance with established curriculum.
- Develop and apply a variety of instructional strategies and learning methods
- Assess individual student learning needs on an on-going basis and evaluate student outcomes for instructional purposes

- Utilize innovative strategies to motivate children at every level of the learning spectrum
- Help to identify students with special needs and participate in assessing student needs and to create and implement appropriate Individualized Education Programs
- Maintain safety of students through close observation and monitoring through “line of sight” supervision. Utilizes optimal strategies of physical proximity; remaining alert at all times, and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene
- Demonstrate appreciation for and sensitivity to the diversity among individuals and the unique learning needs of each individual student

Professional Development

- Model and promote positive interpersonal communication and problem-solving skills
- Assume responsibility for professional growth which may include, but is not limited to, attendance at conferences, meetings, observation and in-service training
- Meet with instructional colleagues on a daily/weekly basis to reflect upon teaching, share best practices, analyze data and improve instructional practices

Consultation

- Participate in parent-teacher conferences as required, facilitating effective, supportive, constructive communication
- Participate in teacher team meetings to ensure consensus and unity in meeting charter goals

Leadership

- Act as a role model and resource for students and other staff members
- Demonstrate and encourage creativity, flexibility and teamwork
- Be willing to assume responsibilities outside of the classroom in order to fulfill the vision of the program

EMPLOYMENT WORK-YEAR

- Traditional, single-track calendar from August to June, with multiple breaks throughout the school year
- Occasional evening and weekend hours are required to participate in school functions and to attend a variety of meetings

PERSONAL ATTRIBUTES

- Dedication to mission driven work. Passionate advocate for the mission and those being served through the organization and school.
- Outstanding communication skills with a collaborative and communicative work-style.
- Must have an interest in becoming part of a dedicated team that works to meet high-performing academic outcomes.
- Cooperate in a variety of school-community events and assumes responsibilities both within and beyond the classroom with a professional attitude.
- Enthusiasm for on-going acquisition of knowledge across all program subject areas.
- Constant learner who seeks to expand their knowledge for all subject areas and is open to new ideas and innovations to enrich their work.
- A person who is comfortable with change for the growth of the child and school.
- Commitment to diversity, equity, and inclusion.
- A friendly, positive attitude is a must.
- Nurturing and compassionate characteristic is invaluable in this role

PREFERRED EDUCATION, CREDENTIALS AND EXPERIENCE

- California Teacher Credential with 12 units of ECE or School-Age, +3 units of supervised field experience in ECE OR School-Age setting
Minimum of 6 units must be in School-Age
- Required: 24 semester units Early Childhood Education (ECE) or Child Development (CD) including core courses*, plus 16 semester General Education units**, plus 6 semester specialization units, plus 2 semester adult supervision units.
- Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum.
- Must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.
- Minimum of two years in a licensed school/center serving children 3 to 5 years of age.
- Bachelor's Degree or higher (does not have to be in ECE/CD) with 12 semester units of ECE/CD, plus 3 semester units supervised field experience in ECE/CD setting.

***One course in each of the four general education categories, which are degree applicable:
English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.*

QUALIFICATIONS AND PHYSICAL DEMANDS

- Applicants should be technology literate and comfortable incorporating technology into instructional programs.
- Bilingual (English-Spanish) candidates are a plus.
- Must have an interest in joining a small dedicated team that works to meet academic outcomes, participate and engage in parent-participation projects, cooperates in a variety of school-community events and assume responsibilities both within and beyond the classroom.
- Ensure the physical ability to care for and engage young children in activities which includes: lifting up to 25 pounds, standing and walking up to 4 hours per day, and bending and squatting to work at child's eye level.

SPECIAL REQUIREMENTS

Prior to hire, the following must be assured.

Eligibility to Work

- All potential employees will be asked to present supporting documents establishing proof of identity and employment eligibility upon completing the I-9 form.
- Medical Examination: Must submit a medical examination demonstrating capability to perform type of work required; must submit a tuberculin skin test or chest x-ray. Proof of the following immunizations: Influenza, Pertussis TDAP (Whooping Cough), and Measles (MMR). Mandatory CPR and Pediatric First Aid certificate, which employee is responsible to maintain for the duration of their employment.
- Fingerprint Clearances: All potential employees will be subject to obtain fingerprint clearances from the Department of Justice (DOJ), the Federal Bureau of Investigation (FBI), and Child Abuse Central Index prior to starting work.

Job Type: Full-time

Salary: \$27.50 - \$29.50

To apply, please send a cover letter and resume via email to Tesa Marquez, Director of Human Resources, at tesa@puente.org. No phone calls please.
Review of applications will begin immediately.