

Staff Name: _____

Campus: _____

Performance Responsibilities:

To maintain compliance of Head Start Performance Standards, specific expectations for the teacher include, but are not limited to:

1. Planning

- Plan and post daily schedule in classroom for children and parents.
- Write daily detailed lesson plans, including small group instruction, and keep them readily accessible.
- Follow daily schedule and written plans that meet TEA required 290 minutes of daily instruction.
- Maintain current lesson plan documentation. Include in written lesson plans concepts and skills to be taught as related to the program curriculum.
- Provide for special needs of individual children in written lesson plans.
- Invite parents/families to provide input to the curriculum and planning.
- Prepare needed teaching materials in advance.
- Set up learning centers and rotate activities and materials to reflect the theme being taught.
- Use child assessment data to drive instruction and planning.
- Design a developmentally appropriate learning environment that includes well-defined classroom arrangement according to the State Pre-K Guidelines.

2. Working in the Classroom & Playground

- Maintain adult / child ratio in the classroom and on the playground (1:10 or 2:20).
- Maintain an orderly and safe classroom environment.
- Teach and model correct hand washing techniques.
- Promote effective dental hygiene among children in conjunction with meals by teaching and assisting the children in brushing teeth.
- Reinforce positive behavior with verbal and/or nonverbal encouragement.
- Use classroom level voice and positive tone with the children. Direct comments towards the inappropriate behavior rather than towards the child personally.
- Deal with individual problems on an individual basis.
- Take time to help children reflect on their actions, behaviors, choices and consequences.
- Encourage child-initiated activities.
- Demonstrate knowledge of use of materials appropriate for the developmental level of the children.
- Demonstrate respect for each child and accept differences in children.
- Model correct speech patterns for children.
- Engage in activities with the children that promotes problem solving during center time, circle time, story time and outdoor play.
- Actively monitor the children in the classroom and at outdoor play to prevent accidents or injuries.
- Provide opportunities for each child to experience success.
- Encourage children to verbalize and explore new areas of interest to include math, science, writing, dramatic play, library, ABC, block and art centers.
- Assist assistants with toilet training/diapering of children, as needed.

3. Working with Parents and Families

- Attend and present at designated site Parent Committee meetings, to include a classroom presentation, if applicable.
- Recruit and utilize volunteers in the classroom.
- Treat parents with respect.
- Maintain confidentiality of all child and family information, to include medical or health information and suspected child abuse or neglect.
- Post and maintain a Parent Information board for the classroom.
- Conduct two home visits per child with parents during the school year. Work with families to schedule a home visit time that meets their needs.
- Conduct two Student Progress Conferences with parents during the school year.
- Track and share child progress data with families to keep them informed of child learning.

4. Working with Others

- Work collaboratively with the assistant and class monitor to identify individual responsibilities, duties, and expectations.
- Assume responsibility for helping the assistant and class monitor become more proficient in working with children. Delegate some planning, paperwork and child supervision responsibilities to the assistant.
- Support the assistant, volunteers, class monitor and family services associate.
- Conduct a professional and respectful working relationship with assistant, volunteers, class monitor and family services associate.
- Cooperate with the ESC-20 management team concerning reports, practices, procedures, guidelines and implementation of Head Start Performance Standards as detailed in service area plans and program procedures.

5. Additional Responsibilities

- Implement established program goals for improving the School Readiness of children participating in its program.
- Promote Family Engagement and School Readiness as outlined in the Head Start Parent, Family & Community Engagement Framework by participating/supporting program parent engagement activities and communicating with families.
- Complete on-going child assessment using the developmental and behavioral screens as well as the progress monitoring assessment tool. Complete and submit all documents as scheduled.
- Follow safety and environment Performance Standards using the Head Start Safe Environment Checklist and the Classroom / Playground Checklist.
- Apprise ESC-20 management team staff of classroom needs and individual needs of Head Start children.
- Maintain equipment in good repair, submit district Maintenance Repair Requests as needed and follow-up on needed repairs until they are completed.
- See that adequate health/hygiene items such as hand soap, paper towels, toilet paper, toothbrushes, and toothpaste are available.
- Post emergency plan for exiting building and practice fire and tornado drills as scheduled with the children.
- Practice three annual emergency bus evacuation drills with the children, if applicable.
- Sit with the children during meal time and have conversation.
- Attend all Head Start professional staff development, training, and planning meetings as required.
- Maintain up-to-date First Aid / CPR certification.
- Complete screening for tuberculosis and physical exam every five years.
- Develop and accomplish Professional Development Plans each school year.

- Attend, at a minimum, 15 hours of professional development each school year.

Standards of Conduct

- (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that:
- (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior;
 - (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment;
 - (B) Use isolation to discipline a child;
 - (C) Bind or tie a child to restrict movement or tape a child’s mouth;
 - (D) Use or withhold food as a punishment or reward;
 - (E) Use toilet learning / training methods that punish, demean, or humiliate a child;
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - (G) Physically abuse a child;
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward;
 - (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
 - (iv) Ensure staff, consultants, contractors, and volunteers comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members;
 - (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Volunteers

- (b) Ensure that children are never left alone with volunteers.

Furthermore, all individual staff members are expected to adhere to the Standards of Conduct established by their respective agency or LEA, which includes but is not limited to Education Service Center, Region 20, Alamo Heights ISD, Bandera ISD, Devine ISD, Hondo ISD, Lytle ISD, Medina Valley ISD, Natalia ISD, Somerset ISD, Southside ISD, and Southwest ISD.

I acknowledge that I have read the Standards of Conduct and agree to abide by them. I understand that consequences to violating the Standards of Conduct could result in disciplinary action in accordance with my respective employer Policy & Procedures.

Initials _____

Confidentiality Agreement

Education Service Center, Region 20 (ESC-20) Head Start staff are entrusted with confidential information about children and families enrolled in the Head Start program and learn additional confidential information about children and their families as a result of their work with parents/guardians.

It is the family’s right and expectation that confidential information will be respected and safeguarded by the Head Start program staff. As a partner in the provision of children’s services, you are bound to the expectation of protecting confidential information. This means that no information learned as a result of your work with families is to be shared outside of that professional service, even if identities are “disguised.” Casual conversations about child and family information with friends, other parents, and others

Head Start Teacher Roles & Responsibilities

**Education Service Center, Region 20
Head Start Program**

not involved with direct services to the child and family are prohibited. If you are unsure about the need to share a piece of information, you should contact your supervisor immediately.

The Family Educational Rights and Privacy Act (FERPA) identifies the following individuals as having legitimate educational interests And applies to ESC-20 Head Start staff as well: A school official is a person employed by the

District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or child serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

I acknowledge that I have read the Confidentiality Agreement and agree to abide by it. I understand that consequences to violating the Confidentiality Agreement could result in disciplinary action in accordance with ESC-20 or my respective employer Policy & Procedures.

Initials _____

Funding

The ESC-20 Head Start Program is federally funded out of U.S. Department of Health and Human Services, Office of Head Start and is implemented in compliance with all applicable statutory and regulatory provisions. This position is partially federally funded out of U.S. Department of Health and Human Services, Office of Head Start and all duties with this position are allowable and allocable to the grant. Time and effort records for this position are in accordance with the requirements in the applicable Office of Management and Budget (OMB) cost principles.

I acknowledge that I have read and received the Head Start Teacher Roles & Responsibilities document.

Teacher Signature

Date

Head Start Specialist Signature

Date

White Copy – ESC-20

Yellow Copy – Teacher

Pink Copy – Administrator