

Teacher III, Susan Gray School

Job Identification: 10000706

The Teacher will independently lead the teaching team to plan, develop, and implement classroom instructional programs and activities, as well as, help in the development of individual educational program (IEP) for an inclusive classroom including typically and atypically developing children. Additionally, you will provide counseling, leadership, and oversight to junior teachers and assistants and also counseling and other assistance to students and families to promote the development of each child. This position reports administratively and functionally to the Associate Director of Susan Gray School. However, there are opportunities to provide feedback to classroom team and students who are assigned to the classroom as well as completion of student assignments as required.

For five decades, the Susan Gray School has served young children with developmental disabilities and young children who are at risk for developmental delay. The school has the distinction of being the first nationally recognized inclusive preschool where typically developing children learn alongside children with disabilities in an educational setting. More information about Susan Gray School can be found here: <http://peabody.vanderbilt.edu/admin-offices/sgs/index.php>.

Duties and Responsibilities:

1. Maintains a clean, safe, orderly learning environment which contributes to children's physical, emotional, social, and cognitive development.
 1. Follows policies and procedures established by TN DOE and the health department.
 2. Conscientiously supervises children.
 3. Establishes and implements behavior management in accordance with a positive behavior support approach.
 4. Supports the growing independence of each child by creating opportunities to participate in their classroom community.
2. Provides educational services in a manner consistent with compliance requirements.
 1. Plans and implements a developmentally appropriate curriculum following NAEYC criteria, DEC recommended practices, TN DOE standards, and SGS policies.
 2. Embeds early learning standards, IEP/IFSP goals, and NAEYC guidelines into daily activities and routines.
 3. Consistently meets requirements for timely filling of documentation as required.
 4. Consults with administrative team as needed to provide input on curriculum and individual child supports.
3. Collaborates with classroom team members to plan and implement daily curriculum and individual education plans.
 1. Coordinates and implements specific instructional strategies with classroom team members.

2. Plans for consistent opportunities for children to functional work on IFSP and IEP goals within the classroom routine.
 3. Leads classroom planning meetings.
 4. Creates and monitors the use of the Classroom Roles and Responsibilities used in the classroom to ensure adequate distribution of duties and that it is followed consistently.
4. Collaborates with children's extended educational teams to plan assessments, data collection needs, and develop educational plan.
 1. Develops educational plan according to DIDD regulations and SGS policies.
 2. Participates in IFSP/IEP development and meetings upon request.
 3. Participates in the development and implementation of transition plans.
5. Completes educational assessments using measures appropriate for the child
 1. Uses approved assessment tools to collect information regarding current levels of performance for all children in the classroom.
 2. Develops and maintains an ongoing data collection system to support observations of development and behaviors.
 3. Collects data on progress towards individual goals developed by educational team.
 4. Uses data from ongoing data collection to inform instruction for individual children and classroom planning and makes necessary changes when appropriate. Informs and monitors these changes with the classroom team.
 5. Reports progress to parents according to NAEYC and DIDD requirements.
6. Develops and maintains positive relationships with parents.
 1. Interacts with parents in a friendly, professional manner.
 2. Schedules and prepares for parent-teacher conferences three times a year or more frequently as needed.
 3. Provides communication from school to home including daily notes, monthly classroom newsletters, and school-wide updates.
 4. Responds to parent communication in a timely manner (typically within one school day).
7. Evaluates effectiveness of daily curriculum, classroom team efficiency, and individual educational plans on a regular basis.
 1. Discusses and recruits input regarding progress of all aspects of classroom (curriculum, teaming, and children) at team meetings, determine areas of need for improvement, and formulate possible solutions.
 2. Seeks outside resources (SGS admin, faculty, consult therapists) as necessary to meet classroom, educational team, and child needs.
8. Mentors and supports students working within the classroom environment.
 1. Facilitates positive experiences for student workers, student volunteers, and practicum students at all levels.
 2. Provides students with opportunities to teach and/or complete necessary assignments within the classroom setting under supervision.
 3. Models desired practices for interactions with children (group or individual), preparation of the environment, and interactions with families.

4. Observes and provides feedback about the use of desired practices.
5. Maintains balance of child needs and student requirements when planning for student interactions with individual children.
6. Provides students with information needed to complete assignments.
7. Assign all students duties as necessary by including them in the classroom team matrix. In some cases, students will be given additional responsibility in the classroom such as leading for a portion of the day under teacher's supervision.
8. May also serve as a SGS Fellow mentor and fulfill special supervisory roles related to teaching.
9. Mentors and supports staff working within the classroom environment
 1. Models desired practices for interactions with children (group or individual), preparation of the environment, and interactions with families.
 2. Observes and provides feedback about the use of desired practices in the classroom.
 3. Provides training to classroom staff as needed.
10. Displays a commitment to the early childhood field.
 1. Meets all mandated continuing education requirements.
 2. Participates in professional development opportunities provided by SGS (staff meetings, in-services).
 3. Seeks external professional development opportunities, including participation in professional organizations as members and event attendees.
 4. Participates in school in-service opportunities by leading or co-leading presentations, seeks out opportunities to participate in local conferences as a presenter, looks for opportunities outside of the school to increase professional growth.
11. Displays professionalism.
 1. Follows guidelines and policies of SGS and Vanderbilt University.
 2. Upholds child confidentiality.
 3. Interacts with children, parents, other staff, outside therapists, students, and administration respectfully.
 4. Upholds the SGS philosophy.
 5. Contributes to overall success of the school and share its commitment to the four-fold mission to service, training, research, and demonstration.
12. Completes additional responsibilities as assigned by the SGS administration.
 1. Flexibly participates in school-wide coverage plan to ensure smooth operation of the entire SGS program including early care, after care program, and special school events.

Qualifications:

- Minimum Education – Master's Degree.
- Work experience in Early Childhood and Special Education

Please apply online at

<https://ecsr.fa.us2.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX/requisitions/job/10000706/?keyword=10000706>

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