Mentor| Lead Teacher- Infant/ Toddler

Agency Overview
Founded in 1889, Felton Institute| Family Service Agency of San Francisco is the oldest nonsectarian, nonprofit charitable social-services provider in the City and County of San Francisco. For over 126 years, Felton Institute, has been at the forefront of social service innovation, pioneering new approaches to meet the emerging needs of underserved populations. Our mission is to respond to human needs with cutting-edge social services and treatment that combine evidence-based practices with cultural sensitivity and a deep respect for our clients. Today, we provide social and mental health services to over 13,000 people in need—from infants to the elderly—with over 30 different programs in 11 major languages. Our child-centered programs are committed to inclusive, positive learning environments that build on children’s positive self-esteem and self-image.

BRIEF DESCRIPTION:
Mentor responsibilities include demonstration teaching, providing consultation, team building, problem solving, collaborative instructional support, positive and non evaluative feedback, preparing, and planning trainings. The Mentor Teacher is responsible for mentoring and training the classroom teachers, in three (3) main areas: (1) Best practices in: Professional ethics, teacher/child, parent/teacher, teacher/teacher relationships, supervision, developmentally appropriate activities, curriculum implementation, observation and evaluation of children and implementation of Teaching Pyramid/ PITC Principles. (2) School Readiness: Social and Emotional Development; Language Development and Literacy; Approaches to Learning; Cognition and General Knowledge; Physical Well-Being and Motor Development. (3) Inclusion of children with special needs in areas of: Curriculum, planned activities, individualizing needs and identification of unmet needs for the child. In collaboration with Program Supervisors, the Mentor Teacher is responsible for the development, coordination and/or presentation of continued professional growth workshops/trainings/ in-services.

MENTORING AND COACHING
Mentor| Lead Teacher(s) will:
- Assumes Head Teacher responsibilities and supervise children under his/her care at all times to ensure their safety. Keeps all children within vision to be accountable for safety. Always follows protocols and procedures on a consistent basis.
- Coach and mentor staff by demonstrating HOW to acquire or improve a particular skill set or practice. (Clearly describing the area of needed improvement, creating a plan to include clear expectations, what, who, where and by when).
- Ensure environments support primary care groups, individual, small group, and whole group learning.
- Ensure organized classrooms and learning environments that exhibit order, safety, and clear and predictable routines so that children are not distracted or spend excessive time in transitions.
- Ensure centers’ environments are conducive to an appropriate learning environment for infants and toddlers & preschoolers.
- Equip all classroom with appropriate and with enough materials to engage children in meaningful play, that is also meet ERS standards. Ensure materials are rotated, easily accessible to classrooms.
- Ensure activities are prepared ahead of time to reduce and eliminate waiting time for children.
- Support Teachers in every classroom to have a well-organized classroom that exhibit clear routines and access to high quality materials that support diverse learning activities and use of a rich variety of objects and materials. In addition, to have learning environments that provide a climate that promotes positive and responsive interactions and supportive relationships among children, families, and staff.
- Work with Head Teachers and classroom teams to oversee consistent implementation of such practices and hold them and their staff responsible and accountable when they are not visible and always observed.
- Support the completion of CDE’s 3900 Report with Head Teachers
- In collaboration with HTs, structure warm, nurturing, and respectful environments (ITERS/ECERS)
Support and empower HTs in their roles to encourage positive communication and teamwork through modeling these skills.

Support Teacher/child, parent/teacher, teacher/teacher relationships

Ensure teaching teams are implementing the Teaching Pyramid Model (CSEFEL), and the California Infant/Toddler Learning Foundations, PITC standards for Infant/Toddler Care and the concepts of responsive/individualized care and primary groups.

Promotes the development of self-concept using positive reinforcement using verbal feedback. Encourages mastery of skills and ensures environment helps the child to feel important and develop a positive self image, self-esteem.

Encourages and ensures meaningful verbal and non-verbal interactions through role modeling, use of language that encourages children to use their words to express their needs as appropriate.

Make recommendations for the purchase of instructional materials, supplies and equipment to support the implementation of the program goals and curriculum. Request necessary assembly and distribute instructional materials to classrooms, MPR and infant/toddler/preschool yards.

In collaboration with Program Supervisors and Directors is responsible for overseeing the development, planning and implementation of agency-sponsored family celebrations/trainings and classroom parent meetings, that targets an increased amount of parent participation/involvement.

Enforce all Program policies and procedures, Licensing Regulations set forth in the Manual of Policies and Procedures, under Child Care Center, including, but not limited to ensuring that appropriate staff-child ratios are always maintained.

Complete additional duties/related tasks, as assigned by the Education Director/Instructional Coach, and Division Director, as requested.

Offer Mentoring and Coaching that is:
1. Time limited, focused on the Teacher's (mentee's) acquisition of a particular skill set, within an early childhood education | center-based context
2. Focused on specific behavioral objectives
3. Clearly articulated and has expectations, with clear task(s) and timeline(s) for both mentors and mentees
4. Created for the purpose of providing the Teachers (mentees) with an opportunity to learn specific skills in a specific context
5. A means for structured feedback from the Mentor | Lead Teacher to Teachers (mentees)
6. Actively engaging the Teachers (mentees) in reflection and self-assessment
7. Inclusive of an evaluation component to document results, i.e., organized and DAP environments, improved teacher practices over a period.

Success will be measured by observing tangible progress, organized, equipped environments, and improved teacher practices. Mentor | Lead Teachers are responsible for having evidence that teacher instruction, teamwork and collaboration, effectiveness are improving over time. They are responsible for visible & improved practices.

The observational tools used to assess teacher’s practices and effectiveness and provide timely and constructive feedback is the L.E.A.R.N 360 Teaching Pyramid Model tool.

Minimum Qualifications:
- BA/BS in Early Childhood Education or related field plus 4 verifiable years of teaching, supervisor experience in a licensed childcare, leadership position required. + hold or be eligible for State of California Commission on Teacher Credentialing Site Supervisor Permit or above
- Must have a Teacher Mentor Certificate or be willing to get it within 6 months of employment. - Required!
- Must pass a Department of Justice fingerprint clearance and a Child Abuse Index clearance as required by licensing.
- Must have demonstrated ability to create and maintain team effort in the implementation of all programs and projects.
- Ability to work with a staff of varying educational and experiential backgrounds with sensitive leadership, maturity, and stability.
- Strong communication and interpersonal skills required
- Ability to coordinate various tasks involving various staff person to meet the specific deadlines.

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• Must have through knowledge of Title V and Title 22 regulations.
• Must have demonstrated leadership skills and abilities.
• Must have excellent writing and oral communication skills.
• Must adhere to the principles of Early Childhood Education and the NAEYC Code of Ethics
• Knowledge of and sensitivity to the cultural background of staff, the children, and families.
• Ability to work independently under broad supervision
• Ability to be a team player with a welcoming attitude and flexibility
• Must be able to pass a physical exam, to meet Title 22 regulations as required.
• Ability to lift 25-40 lbs.
• Ability to bend, stoop, sit on the floor, lower, and raise self from floor during classroom activities and to use both hands to grasp securely on a consistent basis. Ability to move quickly in an emergency situation.
• Ability to independently speak, understand, read, and write English adequate to communicate effectively with children, parents, and staff
• Candidates of color and/or who are bi-lingual in Spanish/English, Cantonese/English, encouraged to apply
• Ability to work nights and weekends as needed.
• Computer skills: Microsoft Word, Excel other programs required.

Additional Information:
Division: Children, Youth and Family
Position Level:
Position: 100%
Salary DOE: + 21 paid vacation, 15 sick days and 3 Personal Business Days and 12 Holidays.
Reports to: Early Intervention and Inclusion Director

SEND RESUMES AND COVER LETTER TO:

Email: cyfjobs@felton.org
Subject: Mentor | Lead Teacher

Attention:
Michele Ryan, Instructional Coach
Felton | Family Service Agency of San Francisco

Alicia Torres, Education Director
Felton | Family Service Agency of San Francisco

Resumes sent without a proper cover letter and/or not meeting MINIMUM qualifications will not be considered.

Approved: __________________________ Date: __________________________
HR Director

Approved: __________________________ Date: __________________________
CFO

Approved: __________________________ Date: __________________________
CEO

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