

JOB ANNOUNCEMENT

POSITION: Lead Teacher - Supervisor

PROGRAM: Duck Valley Busy Bee's

SUPERVISOR: Duck Valley Busy Bee's Learning Center Director

SALARY RANGE: \$28.15 Grade 18 Step 12

CLASSIFICATION: NON-EXEMPT

LOCATION: Owyhee, NV

OPENS: July 24, 2026

CLOSES: Open Until Filled

SPECIFICATIONS: All applications must be fully completed. Any incomplete, undated or unsigned applications will not be processed (Do not refer to the resume in lieu of making required comments on the application) **Please attach all required documentation as specified in the Job Announcement. Failure to attach required documents will disqualify you from consideration for this position.** Employment Applications are available at the Human Resource Department. Any questions regarding this position is to be directed to the Human Resource Department at the above listed telephone number.

Preference for filling vacancies will be given to qualified Indian Applicants in accordance with the Indian Preference Act (Title 25 U.S. Code, Section 472 and 473). However, the Shoshone-Paiute Tribes is an equal opportunity employer and all qualified applicants will be considered in accordance with the provisions of Section 703 (l) of the Title VII of the Civil Rights Act of 1964, as amended.

The Shoshone-Paiute Tribes application form for employment must be received by the Human Resources Office by 5:00 PM of the closing date of this job announcement.

In accordance with Shoshone-Paiute Tribes' Resolution No. 00-SPR-31, all new employees are required to pass a pre-employment drug/alcohol test.

THE SHOSHONE-PAIUTE TRIBES RESERVES THE RIGHT TO CONDUCT BACKGROUND CHECKS ON ALL NEW EMPLOYEES. In accordance with Shoshone-Paiute Tribes' Resolution No. 95-SPR-

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Special Consideration:

This position is subject to random drug testing and a background check as a condition of employment. This individual has access to and handles financial information as well as sensitive and confidential Tribal data. This individual must maintain the ability to be bonded as a condition of employment. Additionally, this person periodically operates a Tribal vehicle (unless accepted under the provisions of the American Disabilities Act).

Summary of Functions:

Responsible for overall center and classroom operations, including planning, record keeping, carrying out activities, engaging families, maintain the classroom facilities, supervising children, parents, teacher conferences, classroom volunteers, as well as mentoring other staff at site.

Major Duties & Responsibilities:

1. Establish mutually respectful partnerships with families to enhance the quality of their children's education.
 - a. Communicate effectively using appropriate verbal and non-verbal messages and reflective listening skills.
 - b. Conduct two home visits a year with the initial home visit prior to the children starting school.
 - c. Provide parents/guardians with orientation services provided
 - d. Conduct a minimum of two Parent/Teacher conferences to collaborate in the development of School Readiness Goals for individual children.
 - e. Report child's progress and update goals as needed during the school year.
2. Plans, trains, engages, and supports families to help their children reach children's School Readiness Goals.
 - a. Organize, conduct, and summarize initial child screenings within 45 days from the first day the child enters school. To include but not limited to:
 - i. Developmental screenings, Mental Health Observations, Health screenings (physical, dental, vision, nutrition, height & weight charts)
 - b. Review the summary of screening with families to collaborate in the development of their children's goals and transition activities.
 - c. Engages parents/guardians in classroom and home activities to promote school readiness goals:
 - i. Provide specific child activities for home to promote skills acquisition.
 - d. Provide opportunities, encouragement, and recognition for parents/guardians to volunteer in a variety of modalities to enhance the development of children in the program.
 - e. Conduct on going child assessment based on Readiness Goals under the mandated five essential domains of Physical health, Social/Emotional Health and Approaches to learning, Language & Literacy, and Cognition & General knowledge.
 - i. Conducts, maintains, and analyzes weekly observation on enrolled children to cement progress towards individual goals.

- f. Assist and engage parents in the transition of children into other programs and schools, including children with disabilities.
 - g. Advocate for the children and support parents as the primary teacher for their children and full partners in the education of their children.
 - h. Inform, assist, and encourage parents to be involved in the referral process for further need of assessment when children are not meeting expectations appropriate for their developmental level.
 - i. Provide parents with Assistance, information, and support necessary to actively participate in inter-disciplinary team meetings, for the diagnosis and development of Individual Education Plans (IEP) in a timely manner.
3. Provide Opportunities for parents to get engaged in group activities as learners, educators, advocates, and community leaders.
- a. Attend Parent and community functions (parent meetings, trainings, parent/child activities, etc.)
 - b. Provide curriculum planning reports to Center Committee and Tribal Leaders.
 - c. Provide training to parents on but not limited to activities that promote physical and health; social/emotional; approaches to learning language & literacy; and cognition and general knowledge:
 - i. Child development stages, brain development, etc.
 - ii. Guidance techniques and strategies.
 - iii. Nutrition activities/budgeting
 - iv. Importance of school attendance towards school readiness.
 - d. Share the curriculum objectives for interest areas in the classroom with parents and community.
 - e. Seek and document ideas for curriculum planning and donations of recyclable materials to use in classroom experiences.
 - f. Facilitate and guide center parent committees towards appropriate group activities that support and enhance the children's development as a focus.
 - g. Involve the parents in the self-assessment of the program to develop or update program goals.
 - h. Involve parents in the process of community assessment to identify strengths and needs, available resources, and advocate for the needed services in the community
4. Develop and implement developmentally appropriate experiences for pre-school children to meet school readiness goals in the mandated five essential domains of physical health, social/emotional, approaches to learning, language & literacy, and cognition & general knowledge.
- a. Provides a smooth planned program of experiences and activities, which support and enhance development appropriate practice for preschool children and parent engagement.
 - b. Utilizes appropriate discipline and guidance techniques such as re-direction, positive reinforcement, and setting acceptable limits.
 - c. Collect accurate child data through observations and child work samples regularly.

- d. Analyze data gathered and provide reports on child outcomes to demonstrate progress towards SRG in the Fall, Winter, and Spring.
 - e. Identify trends and patterns of learning for program improvement.
 - f. Develop children's goals and objectives based on ongoing assessment to demonstrate progress towards School Readiness Goals (SRG).
 - g. Plan and implement daily experiences to meet individual children's goals and objectives.
 - h. Develop a daily routine with alternating periods of strenuous activity and periods of rest or light activity to avoid over-stimulation and fatigue in children.
 - i. With a minimum of one hour of moderate to strenuous physical activity (Music and Movement, Indoor and or Outdoors, etc.)
 - j. Engage in all activities with children to promote emotional support, classroom organization, and instructional support as listed in the CLASS domains and indicators.
 - k. Develops activities based on IEP's goals so the child with disabilities receives integrated and full range of child development services, like all other children, in the least restrictive environment.
5. Provide a Safe and Healthy Learning Environment for the children enrolled in the program.
- a. Conduct facility safety checklists indoors and outdoors in accordance with the HIS Health Code.
 - b. Conduct regular emergency evacuation and fire safety drills.
 - c. Maintain a presentable, welcoming, and clean physical environment for children, parents, and community.
 - d. Work cooperatively with local tribal maintenance personnel to continue with consistent and ongoing maintenance of facilities.
6. Serve as a role model, a team leader, mentor, and trainer for self-development and the development of others in the center team to acquire necessary skills to do their job duties.
- a. Attend community college classes to acquire the necessary staff qualification degree for the position.
 - b. Attend Pre-Service and In-Service to maintain abreast of changes in strategies and skills to preform job duties in the classroom and as a productive leader of the team; minimum of fifteen clock hours of training per year.
 - c. Conduct effective staff meetings to maintain open communication with the center team and management staff.
 - d. Plans curriculum planning sessions to include all center staff and volunteers when available.
 - e. Supervises classroom, kitchen, and Family Service staff to implement activities planned.
 - f. Participates in the development and updating of individual education plans for self and subordinates.
 - g. Provides substitutes with orientation and guidance prior to first day as substitute.

- h. Provides regular training for substitutes and center staff in specific needed areas.
 - i. Provides guidance, hands-on-training, direction, and delegate duties to other center staff accordingly.
 - j. Provides subordinates with regular positive feedback and strategies to improve performance.
 - k. Develops, adjusts, and monitors the daily schedule of center staff. (Attendance, breaks, lunches, etc.)
- 7. Become an integral part of the community by developing and maintaining positive community partnerships with local resources.
 - a. Works collaboratively and maintains positive working relationship with other agencies in the community who provide services to children, including children with disabilities.
 - b. Develops and implements a smooth transition to Local Schools Agencies and Childcare Centers.
 - c. Assists with the on-going Child Find efforts to recruit and enroll children, including children with disabilities.
 - d. Become knowledgeable and follow the Screening, Referral, and IEP processes.
 - e. Participates as a member of the multi-disciplinary team (MDT) and individual education plan (IEP) team.
 - f. Provides reports to the local Tribal leaders in all aspects of program operations.
- 8. Respect and respond competently to the culture, traditions, lifestyle, language, and values of each family and community.
 - a. Be knowledgeable about and sensitive to each family's values, beliefs, traditions, cultural influences. Makeup, and circumstances.
 - b. Work with families representing diverse cultures using a culturally competent and flexible approach.
 - c. Identify and reflect on personal values, experiences, and biases that facilitate and present barriers in working with certain groups of people.
- 9. Contribute to effective program practices and maintain a commitment to professionalism.
 - a. Perform record-keeping, internal and external reporting tasks in a timely and objective fashion.
 - b. Effectively utilize supervisory professional development and technical assistance resources to improve competence.
 - c. Make decisions and act based on child development principles, practices, and theories.
 - d. Articulate an awareness of self, values, and ethics as the impact on working with families.
 - e. Maintain professional boundaries and confidentiality.
 - f. Exercise good judgement, courtesy, and tactfulness in dealing with staff, parents, and community.
 - g. Respond positively and constructively to common inquiries or complaints from parents, community, subordinates, and supervisors.

Minimum Qualifications:

1. Bachelor of Arts in Early Childhood Education.
2. Must pass a State and Federal Criminal History background check (PL 101.630 and PL 101-637).
3. Possess a valid Driver's License.
4. Have reliable transportation to attend training/technical assistance and conduct home visits.
5. Willingness to work primarily with families residing in high-risk communities.

Required knowledge, skills, and abilities:

1. Child development principals.
2. Interviewing skills and mentoring co-workers.
3. Goal setting, planning, and reporting strategies.
4. Basic computer proficiency skills.
5. Operate office machines – i.e., Xerox, fax, calculator, laminator, etc.
6. Knowledge of and sensitivity to the diverse population, with emphasis on American Indian/Alaska Native cultures and able to serve and effectively communicate with the children and families.
7. State and Tribal Child Abuse & Neglect Reporting Laws.
8. Strong oral and written communication skills.
9. Ability to:
 - a. Read and interpret documents
 - b. Draft Routine reports, correspondence and business communications that conform to prescribe style and format.
 - c. Speak effectively
 - d. Obtain a First Aid/CPR Certification
 - e. State Food Handler's Card
 - f. Travel away from assigned site for periods of a week at a time

Physical Demands:

The work outline in this job description involves considerable sitting, standing, walking, bending, and lifting (maximum of 45 lbs.) daily. Employees must be able to respond when needed by prompt appearance at a required location. Employees must be able to work under physically and emotionally stressed conditions and may be occasionally subject to verbal abuse, threats, and physical violence from angry, hostile, or disgruntled community and/or family members. The employee may be exposed to communicable diseases. This

employee must have specific vision abilities, to include close vision, distant visions, peripheral vision, and depth perception.

Work Environment:

Work is primarily preformed in a standard office setting that is well lit, temperature controlled with low to moderate noise levels. Work is also performed in a variety of early childhood education centers with moderate to loud noise levels, in a well-lit and temperature-controlled environment. May require some exposure to anti-bacterial hand sanitizers and standard household cleaning products as well as uneven terrain when carrying supplies to and from centers.