



The Klamath Tribes

501 Chiloquin Blvd/P.O. Box 436
Chiloquin, Oregon 97624

Phone: (541) 783-2219

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EXEMPT _____
NON-EXEMPT X

OPEN: 04/08/25
CLOSE: 04/22/25

POSITION DESCRIPTION

POSITION: INFANT-TODDLER TEACHER

RESPONSIBLE TO: ECDC Director

SALARY: Step Range: 15-34; Full Benefits
Salary Range: \$43,103 - \$75,581
Hourly Range: \$20.72 – \$36.34

CLASSIFICATION: Non-Management, Regular, Full-Time

LOCATION: The Klamath Tribes
Early Childhood Development Center
318 South Chiloquin Blvd.
Chiloquin, OR 97624

BACKGROUND: P.L. 101-630 level (childcare)

POSITION OBJECTIVES

The primary purpose of this position is to implement developmentally and culturally appropriate early childhood education programming at The Klamath Tribes Early Childhood Development Center (ECDC) for children ages 6 weeks to 3 years old. Position efforts will also be focused on incorporating tribal culture and language into the classroom curriculum. At times, the Infant-Toddler Teacher may also work with different age groups, but the main focus will be children ages 6 weeks to 3 years. This position is also responsible for actively supervising assigned groups of children in the classroom setting. This position requires creating positive, nurturing relationships with children while building cooperative relationships with parents/guardians. The Infant-Toddler Teacher will work cooperatively with the other Infant-Toddler Teacher in the development and implementation of the classroom curriculum. The Infant-Toddler Teachers will also support the development of the Teacher Aide(s) assigned to the classroom in collaboration with the ECDC Director.

This position requires being reliable, responsible, and dependable with a willingness to fulfill obligations associated with early learning and care. The ability to be flexible with schedules and activities in the classroom is required for this position. Regular and consistent attendance is an essential function of this position. Teamwork is a must.

MAJOR DUTIES AND RESPONSIBILITIES

1. Implement effective teaching practices within the classroom. Teaching practices must emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language-rich; promote critical thinking and problem-solving; support social, emotional, behavioral, and language development; provide supportive feedback for learning; and support all children's engagement in learning experiences and activities.
2. Collaboratively implement the chosen Center curriculum to fidelity, while also ensuring the classroom is culturally and linguistically responsive.
3. In collaboration with other Infant-Toddler Teachers, prepare written daily activity/lesson plans for each week. Submit weekly/monthly lesson planning forms to the ECDC Director through TSGold within the required timeframe. Ensure interest area planning reflects changes to the environment to support the study/project identified. Planning for groups reflects activities to support the study/project identified. Individual goals for children are documented on lesson plans. Lesson plans are linked to developmental and content areas. Classroom observations reflect implementation of planned activities and changes to plans have been documented. Lesson plans must also be posted within the classroom and available upon request to parents/observers. Lesson plans must also provide enough detail to be followed by a substitute teacher.
4. In collaboration with other Infant-Toddler Teachers, conduct ongoing formative assessments of assigned children within the classroom at least three times per program year. Assessment data must be used to create individual, small-group, and large-group activity plans.
5. In collaboration with other Infant-Toddler Teachers, conduct three parent-teacher conferences per program year sharing individual child outcomes obtained during the formative assessments. In partnership with families, develop and support learning and developmental goals for each child. Ongoing communication with families should include conversation regarding the child's daily activities, social interactions, home life, health, and attendance, including any barriers to consistent and regular attendance in the program.
6. Review lesson plans on a scheduled basis with the other Infant-Toddler Teacher and assigned Teacher Aide. Review responsibilities for each activity and ensure the Teacher Aide understands the objectives and responsibilities of the lesson plans. Schedule a weekly reflection with the Teacher Aide to discuss classroom and children's progress and identify any changes that may be necessary for future lesson planning. Work collaboratively with the ECDC Director to support the development of the Teacher Aide through coaching and identified professional development opportunities.

7. In collaboration with the ECDC Director and other ECDC staff support the implementation of strategies and practices to support successful transitions for children and their families transitioning to preschool classrooms.
8. In collaboration with the ECDC Director and other ECDC staff maintain family and child files with comprehensive case notes, file entries, and other appropriate records regarding services and child progress.
9. Follow and enforce all policies and procedures of the Klamath Tribes, and the ECDC program, including Health and Safety Standards. This can also include applicable State and Federal grant-related requirements. Effectively communicate policies, procedures, and Standards to families, observers, and other authorized individuals.
10. Required to attend facility events, including parent meetings, staff meetings, or training as directed; which may be held on weekends or evenings.
11. Like all employees of the Klamath Tribes, the incumbent will be called upon to accomplish other tasks that may not be directly related to this position, but are integral to the Klamath Tribes' broader functions, including but not limited to, assisting during Tribal sponsored cultural, traditional, or community events that enable the successful operation of programs and practices of The Klamath Tribes as aligned with The Klamath Tribes' Mission Statement. Some of these tasks may be scheduled outside of regular work hours, if necessary.

SUPERVISORY CONTROLS

Work is performed under the instructional supervision of the ECDC Director. Work is normally assigned in terms of objectives to be achieved, according to standard procedures utilized by the ECDC facility. Detailed instructions will be provided on assignments. Recurring assignments are carried out independently by the employee. New or unusual situations are to be discussed with the immediate supervisor.

KNOWLEDGE, SKILLS, ABILITIES

Knowledge of child development and developmentally appropriate practices.

Knowledge of effective behavior management skills and ability to implement behavior management systems within the classroom.

Ability to use effective classroom management strategies to create a positive learning environment for all children.

Ability to effectively communicate, with strong listening skills and ability to articulate oneself.

Ability to respond calmly to difficult situations and cope with conflict.

Ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Ability to shift back and forth between two or more activities or sources of information.

Ability to be flexible with schedules and activities.

Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Ability to monitor and assess the performance of other individuals as well as yourself and make improvements or take corrective actions. Identify the developmental needs of others and coach, mentor, or otherwise help others to improve their knowledge and skills.

Ability to develop constructive and cooperative working relationships with others, and maintain them over time.

Ability to manage own time and the time of others; able to plan, organize and prioritize workload.

Ability to operate general office equipment; telephone, copy machine, FAX, computer, et al, in order to accomplish work in an efficient manner.

Ability to operate vehicles safely under all types of weather conditions and traffic situations.

Ability to maintain **strict confidentiality** of client information.

WORKING CONDITIONS

The conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of physical demands, environmental conditions, with demands on one's senses and mental capacity.

Physical Demands (The nature of physical effort leading to physical fatigue)

- Caring for children can be physically demanding. The Teacher may be lifting and carrying children and/or equipment. May spend time sitting on the floor or child sized furniture. The Teacher will be expected to clean and maintain equipment and facility. May move throughout the community with children. The Teacher may come in contact with children who are ill and/or contagious and must take precautions to ensure the health and safety of all children, parents, staff, and self.

Environmental Conditions (The nature of demands on the incumbent's senses)

- The Teacher will be working in a busy and occasionally noisy environment. There may be multiple activities and situations occurring at once. The Teacher will have to ensure children are actively supervised at all times.

Sensory Demands (The nature of demands on the senses)

- The Teacher may experience smells associated with toileting and ill children. There may be times that the environment is noisy and busy.

Mental Demands (Conditions that may lead to mental or emotional fatigue)

- Caring for children can be stressful. The Teacher must ensure that children are supervised at all times and that children are involved in safe and appropriate activities. There may be a number of situations happening simultaneously, and the Teacher must be prepared to handle accidents and emergencies at any time.

QUALIFICATIONS, EXPERIENCE, EDUCATION

Minimum Qualifications: *Failure to comply with minimum position requirements may result in termination of employment.*

REQUIRED to have a Child Development Associate credential (CDA) or other state or nationally recognized credential related to infant and toddler care; or a minimum of an Associate's Degree (AS/AA) in Early Childhood Education or related field; or documentation of attaining at least Step 8 in Oregon's Online Registry (ORO).

- **REQUIRED** to have at least two (2) years of progressively responsible experience and skills working within an early childhood or other educational environment.
- **REQUIRED** to obtain and maintain a Pediatric First Aid/ CPR Card within 90 days of hire. (*Tribe may assist with training time and cost.*)
- **REQUIRED** to obtain and maintain a Food Handler's Certification within 90 days of hire (*Tribe may assist with training time and cost.*)
- **REQUIRED** to submit to and clear Hepatitis A and a tuberculin skin test as a condition of employment. (Must provide proof of the Hepatitis A and Tuberculin skin test before working with children.)
- **REQUIRED** to possess and maintain a valid Oregon Driver's License, (out of state applicants must receive ODL within 90 days of hire), have good driving record and be insurable by The Klamath Tribes' vehicle insurance policy. (*Must submit copy of driver license with application.*)
- **REQUIRED** to adhere to The Klamath Tribes Alcohol and Drug Free Workplace policy.

- **REQUIRED** to submit to a background and character investigation, as per Tribal policy. Following hire must immediately report to Human Resource any citation, arrest, conviction for a misdemeanor or felony crime.
- **REQUIRED** to accept responsibility of a mandatory reporter in accordance with the Klamath Tribes Juvenile Ordinance Title 2, Chapter 15.64 and General Council Resolution #2005 003, all Tribal staff are considered mandatory reporters.

Preferred Qualifications:

- Positive experience working with Native Americans in related field, preferred.
- Experience using Creative Curriculum or similar curriculum and assessment software program, preferred.

INDIAN PREFERENCE

- Indian and Tribal Preference will apply, as per policy. *(Must submit tribal documentation with application to qualify for Indian Preference).*

ACKNOWLEDGEMENT

This position description is intended to provide an overview of the requirements of the position. It is not necessarily inclusive and the job may require other essential and/or non-essential functions, tasks, duties, or responsibilities not listed herein. Management reserves the sole right to add, modify, or exclude any essential or non-essential requirement at any time with or without notice. Nothing in this job description, or by the completion of any requirement of the job by the employee, is intended to create a contract of employment of any type.

APPLICATION PROCEDURE

Submit The Klamath Tribes ***Application for Employment*** with all requirements and supporting documentation to:

**The Klamath Tribes
ATTN: Human Resource
P.O. Box 436
Chiloquin, OR 97624**

IT IS THE RESPONSIBILITY OF THE APPLICANT TO PROVIDE SUFFICIENT INFORMATION TO PROVE QUALIFICATIONS FOR TRIBAL POSITIONS.

Please Note: If requirements are not met, i.e., submission of a resume in lieu of a tribal application or not including a required certification, your application will not be reviewed and will be disqualified.

Indian Preference will apply. In accordance with Klamath Tribal policy, priority in selection will be given to qualified applicants who present proof of eligibility for "Indian Preference".

Applications will not be returned.

EMPLOYEE ACKNOWLEDGEMENT:	
I have reviewed this position description and have been provided a copy. I understand that The Klamath Tribes reserves the sole right to modify this position description at any time, with or without notice.	
Employee (printed name)	Employee (signature)