NOTE: The Floater is a permanent Substitute Teacher, so the specific job description could include any of the aspects below, depending on when the floater is substituting and for whom. The floater also needs to be versatile enough to substitute for teachers at any age level in regular or Extended Day programs, including those teaching gym or cooking, as well as for an Associate Teacher or the Administrative Coordinator. The floater must also be able to take the lead on advancement projects as delegated by the Director or Educational Administrators to maximize the effective use of the non-substitute teaching time. Project possibilities are listed after the Professional Development section, but the extent will depend on how much substituting is actually necessary.

**Speak and behave in a professional manner with staff, children, parents, university partners, visitors, service people, et cetera, at all times.**

**Strive to be a team player, taking initiative to help with tasks, share space and materials, offer support and constructive critique, etc. for the benefit of the whole staff.**

**Keep the “big picture” of our school’s entire mission in mind to effectively balance competing demands.**

**Follow the school and university policies and procedures carefully and with attention to timeliness.**

**Be prepared to flexibly adapt to the diverse situations that arise in early childhood education, particularly in a university lab school.**

**Use the core values and standards of the National Association for the Education of Young Children (NAEYC) to guide all aspects of program implementation and enhancement.**

**Abide by the ethical standards of NAEYC, with particular attention to confidentiality.**

**Task Categories** (** indicates highest priority)

**Program / Accreditation**

prepare an inviting and developmentally appropriate classroom environment
plan a developmentally appropriate curriculum that fits the philosophy, curriculum & assessment framework, themes, and calendar of the school
contribute to the team planning of units by taking a share of the leadership in unit development, communicating individual plans with the team, etc. as decided by the preschool and kindergarten teams separately
prepare thematic unit plans coded for the NAEYC standards
document weekly lesson plans with sufficient detail to demonstrate alignment with developmental objectives, broad coverage of all content areas, and accommodation for individual interests and needs
make, order, and/or purchase developmentally appropriate classroom and whole-school shared materials
plan & prepare materials for activities
set up, clean up materials before and after activities
plan and lead circle time, small group, and large group activities
implement plans with flexibility for meeting individual student, staff, and larger school needs at the time
engage children in activities that promote their development in one or more areas
plan and implement developmentally appropriate special guests, class events, class exchanges, etc.
plan and implement developmentally appropriate field trips
check date and funding needs with Educational Administrator
ask Administrative Coordinator to delete that date from research availability schedule
collect permission slips (& money if needed)
arrange appropriate number of chaperones
set up, prepare & clean up snack in classroom
take photographs of classroom and activities for use in newsletters, on the web, and in the classroom portfolio
document classroom program in the NAEYC portfolio
participate in NAEYC re-accreditation work every five years

** Director / Educational Administrator
offer suggestions and constructive criticism as appropriate
work constructively with the administration to solve problems that arise
collaborate with administrators and team members, together with parents and specialists to meet the special needs of individual children
request coverage, in advance if possible, when needed because of conferences, etc.
submit all newsletters, permission slips, and other major external communications for approval before distribution
delegate summer orders and work requests to an Educational Administrator

Administrative Coordinator
notify re: excursions, timing, and means of contact
notify re: expected phone calls, classroom visitors, scheduled events
delegate ordering of materials that can be purchased from Office Depot
deliver messages & forms, check folders and return to office in a timely manner
distribute mail to student lockers
collaborate on conference scheduling

Office Suite
backup phone/intercom answering
learn to use the primary features of the security system and all of the office equipment independently
copy, laminate, bind, etc. for classroom projects
distribute newsletters, memos, permission slips, etc., including providing a copy for the Director and Ed Admin Team, posting one in the hallway, and giving an electronic copy to the Administrative Coordinator
handle calls regarding individual children, specific incidents, etc.
submit incident reports as needed
file conference reports in a timely manner and give electronic copies to Administrative Coordinator
backup the team computer at least weekly
cleanup after yourself and your projects, and ensure that your student helpers do too

The Floater also handles Office Coverage, including being the initial point of contact and effectively using all office technology (phone, intercom, security system, copier, laminator, diverse computer programs, etc.), plus jobs assigned by the Administrative Coordinator and Educational Administrators (e.g., mailings, document organizing, etc.)

**Teachers**
- function effectively as part of the teaching team
- support peer teachers daily in a reciprocal manner
- collaborate on indoor and outdoor preparation and cleanup
- plan collaboratively for each theme
- work constructively with the teaching team to solve problems that arise
- proofread daily messages and conference reports as requested

**Associate Teachers**
- encourage associate to follow job description without direction
- support associate daily
- include associate in theme planning
- delegate classroom preparation & cleanup as necessary
- delegate laminating, binding, copying, etc. with appropriate lead time
- delegate additional roles as appropriate
- monitor work and classroom interactions
  - proofread daily messages and conference reports as requested
  - provide constructive feedback to associate as appropriate
  - relay concerns to Director

**Children**
- know and be known
- treat children in developmentally appropriate ways
- serve all children without bias or favoritism
- prepare beginning of the year communication for children
- greet children at gallery stairs or rotunda
- monitor children already greeted or waiting for dismissal
- keep attendance and dismissal change records
- monitor children in a free play situation (indoor or outdoor)
- monitor children at snack or lunch
- help with dressing, toileting, diaper changing, etc.
- be aware of individual dietary issues / health concerns, together with responses requested by the parents
- monitor children on playground, while taking walks, etc., being sure staff stay well spaced throughout the area in use
- respond to routine problems (may require lifting children)
- arrange care for sick children and call parents (or delegate such care)
- help children comfortably participate in research
- adjust activities to meet individual needs
- encourage children’s independence and pro-social behavior
discipline children in a positive, firm, and consistent way
monitor and record individual progress via frequent anecdotal records
follow the behavior response policies and procedures carefully
complete incident reports as necessary
document behaviors of concern
relay concerns and share documentation with Director as necessary
prepare written progress reports, according to the school’s framework, for bi-annual meetings with parents
document at least one additional contact with each child’s parents to discuss progress each semester

**Families**

know and be known
strive to understand and respond supportively to family values, needs, and concerns regarding school
contact parents at least twice per semester to discuss the progress of their child, including two conferences with written reports using the school’s assessment framework
talk with parents about their children in an honest, sensitive, and confidential manner
notify parents of positive developments, behavior incidents, accidents, or the emergence of special needs
keep records of significant parent interactions
make routine requests
create assigned portion of the daily email or web updates for families
produce assigned portion of eight newsletters per year for distribution to families (monthly or per theme)
prepare memos, permission slips, etc. for distribution to families
schedule special visitors, grandparents, etc.
send thank-you notes as appropriate
respond to routine problems
support parents in negotiating issues regarding bus transportation with the relevant provider (kindergarten only)
relay concerns to the Director
participate in team meetings relevant to special needs (IEP, ITM, etc.)
lead staff-parent brown bags as appropriate, or support them by helping with child care

**Family Committees**

respond to committee inquiries re: teacher/student needs
offer suggestions for committee tasks

**Special Events**

plan and implement developmentally appropriate special events
setup and cleanup (decoration hanging, table covering, furniture moving, etc.)
prepare, serve, and cleanup food
attend, mingle, facilitate appropriate activity, respond to problems, etc.
plan and supervise activities and/or playground
**Student Employees / High School Apprentices**
alert Educational Administrator to needs
give specific directions to students assigned to your group
delegate classroom preparation & cleanup as necessary
delegate roles with students as appropriate
monitor work and classroom interactions
provide constructive feedback to students as appropriate
relay concerns / absences to Educational Administrator
complete undergraduate evaluation form & submit to Educational Administrator
write recommendations as requested

**Interns / Practicum**
give specific directions to students assigned to your group
delegate roles with students as appropriate
monitor work and classroom interactions
provide constructive feedback to students as appropriate
relay concerns / absences to the Director
complete undergraduate evaluation form & submit to Director
write recommendations as requested
attend final student presentations

**Field Placement / Pre-Service Teaching**
give specific directions to students assigned to your group
delegate classroom preparation & cleanup as necessary
delegate roles with students as appropriate
monitor work and classroom interactions
provide constructive feedback to students as appropriate
relay concerns / absences to the Director
complete field work evaluation form & submit to Director
write recommendations as requested

Research
offer input on the design and scheduling of assignments and studies
facilitate the conduct of observations and studies
manage flow of the day by published schedule to facilitate observations and research
monitor children’s responses to studies and length of absence from classroom
relay concerns to the Director or Administrative Coordinator

Public Relations / Fund Raising
model school philosophy (every staff member is an advertisement)
talk with prospective parents as requested
network with other professionals via school visits, conferences, etc.

Budget
make purchases and request orders within budget & according to CMU procedures
submit labeled receipts to Educational Administrator for reimbursement
**Space**

- **Cleaning**
  - **Weekly**
    - Keep school clean and organized, return borrowed materials to appropriate shelves, request supply re-order as needed
  - **Quarterly**
    - Help with major cleaning / organizing of Art Closet, Shed, Booth, etc.
  - **Yearly**
    - Keep school organized, bring broken materials to office, request new materials to develop the area

- Do furniture moving related to classroom arrangement and organization
- Report other needs to Educational Administrator
- Help with special classroom and whole school projects, such as painting, gardening, etc.
- Be flexible in sharing space as appropriate

- Monitor condition of computers
- Handle or delegate light cleaning & repairs
- Notify Educational Administrator re: need for computer repairs when necessary

**Kitchen Cleaning** (follow established duty rotation)

- Set up, prepare & clean up snack for all groups (except extended day program)
- Daily touch up
- Weekly countertops, table, fronts of cupboards, leftovers check
- Bi-annual oven, fridge, and freezer cleaning (more often if there is a problem)

**Shed/Playground** (follow established duty rotation)

- Set up materials
- Monitor space for safety, cleanliness
- Check safety, setup & cleanup bikes & toys, bring broken toys to office
- Remove litter, sweep debris, dry playground equipment
- Return materials to storage

**Art Closet** (follow established duty rotation)

- Maintain an organized inventory
- Unpack new materials
- Keep organized and stocked by monitoring and ordering supplies

**Bathroom** (follow established duty rotation)

- Fill soap dispensers daily
- Monitor trash mid-day and empty if necessary
- Clean mirror weekly
- Wash dividers weekly

Substitute for snack, shed/playground, and art closet duties on days when the designated Teacher / Associate Teacher is not available

**Professional Development**

- Stay current re: learning about child development & early childhood ed via publications, coursework, conferences etc.
- Prepare for and engage in whole staff professional development (e.g., staff meetings, book clubs, seminars, training events, celebrations, etc.)
- Visit other schools, attend conferences, etc. to find innovative ideas
- Seek to improve personal practice
- Share new ideas with staff
- Contribute to the professional community
collaborate on presentations for the school’s workshops, as well as local, national or international conferences

The Floater also has responsibility for specific duties that can be flexibly scheduled around substituting, such as being trained to conduct developmental screenings and track relevant child data, organizing digital photos for year in pictures or whole school projects, etc.

There is also potential for long-term substituting in the event of an extended absence, short term teacher exchange, or even possibly half or full-time special project “sabbaticals” for a month or semester (all of which would involve unit planning, newsletter writing, conference data collection and conducting, depending on the timing).

All permanent Children’s School employees hired after 1991 must secure Criminal Record and Child Abuse clearances, and those hired after 2010 must also submit an FBI fingerprinting report. All employees must provide valid transcripts of educational achievement, yearly health assessments, and bi-annual TB test results.