

155 Ayers Street, Suite #2

Barre, VT 05641

(802)-476-6237 (phone)

(802)-476-4045 (fax)

<https://cvtcc.org>



Jody Emerson

Director (ext. 1138)

Hannah Leland

Assistant Director (ext. 1045)

Abbey Allen

School Counseling Coordinator (ext. 1156)

Carrie Cook

Student Support Coordinator (ext. 1258)



JOB TITLE: Early Childhood Education Instructor

FLSA STATUS: Exempt/Salary

REPORTS TO: CTE Director

UPDATED: 08/08/2025

EFFECTIVE DATE: 08/08/2025

TERMS OF EMPLOYMENT: Per the collective bargaining agreement

POSITION FUNDING: 100% Perkins Funded (if approved Spring 26)

POSITION SUMMARY/ OBJECTIVES

The Early Childhood Education Program instructor will provide students with the academic and technical childhood education and human services skills necessary to enter employment with entry-level job skills or to prepare them for post-secondary certificate and degree programs in education, social work, early childhood development, psychology, or human services. Provide classroom and hands-on “living laboratory” or field work educational experiences within local partnerships.

This role directly supports Central Vermont Career Center’s efforts to meet and exceed Perkins V performance indicators, including:

- 1S1 Four-Year Graduation Rate
- 1S2 Extended Graduation Rate
- 2S2 Mathematics Proficiency
- 2S3 Science Proficiency
- 3S1 6-Month Post-Program Placement
- 4S1 Non-Traditional Program Concentration
- 5S1 Attainment of Recognized Post-secondary Credential
- 5S1a Attained Post-secondary Credits
- 5S1b Participation in Work-Based Learning

It also addresses needs identified in the school’s CLNA and Student Performance, Program Size, Scope and Quality, Program of Study, as well as Progress Towards Improvement of Equity & Access.

ESSENTIAL DUTIES/RESPONSIBILITIES

Essential duties and responsibilities include the following (other duties may be assigned):

PLANNING AND PREPARATION

- Integrates current best practices, research, and technical education laws into the instructional plans and practices to assure the most effective learning experiences for our students.
- Selects, integrates, and communicates instructional goals that are valuable, clearly stated, measurable, suitable for diverse students, and that create opportunities for different types of learning.
- Designs, plans, and conducts classroom and field-based activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate; and that support the instructional goals of the program.
- Seeks and effectively utilizes all available school and district teaching and student resources to enhance instruction and learning.
- Accurately and thoroughly assesses student learning using instructional goals; communicates assessment criteria and standards to students; and effectively utilizes assessment results to modify lessons and/or plan for individuals and groups of students.
- Works with school administration to purchase/bid program materials and/or subcontract work related to the program when needed.
- Plans, manages, sets up, and oversees all classroom and laboratory/field-based materials.
- Assures productive, effective, and efficient use of classroom assistants assigned to the program by planning, directing, supervising, and overseeing the activities of the assigned classroom assistant(s) and monitoring work-in-progress.
- Staying updated with advancements in programming and integrating new knowledge and technology into teaching.

INSTRUCTION & LEARNING ENVIRONMENT

- Implements a comprehensive, standards-based curriculum that incorporates industry skill standards and enables students to acquire the knowledge, skills, and attitudes that will prepare them to succeed in the chosen trade or industry. Specifically, the educator:
 - Creates instructional activities that provide students with the knowledge and skills to complete the industry-recognized third-party assessments within the particular trade or industry.
 - Develops learning opportunities that integrate industry-recognized credentials and incorporate current components of all aspects of the industry.
 - Integrates the teaching of applied academic skills throughout all instructional activities.

- Consults with industry advisory committees, colleagues, community, and parents to maximize curricular and instructional resources, and develops experiential/work-based learning opportunities for students.
 - Develops and implements lesson plans and assignments that align with state and industry standards for health sciences education.
 - Fosters the development of students' leadership, teamwork, and practical communication skills, and teaches deportment in a manner appropriate to the industry.
 - Advises students in the career planning process and teaches foundation employability skills as indicated in the program core competencies developed by industry and education.
 - Establishes a culture for learning that incorporates the importance of the content, student pride in high-quality work, and high expectations for student achievement.
- Effectively engages students in learning and maximizes comprehension of the lesson by instructing them individually and in groups, utilizing a range of teaching methods including demonstrations, questioning, discussion techniques, and lectures.
- Communicates directions, procedures, and performance expectations; and provides accurate, substantive, constructive, specific, and timely feedback on student progress and performance to students, parents, and other professionals as needed or required.
- Provides a safe learning environment for all students. Specifically, the educator:
 - Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
 - Instructs, demonstrates, and monitors students in the use and care of equipment and materials, to prevent injury and damage.
 - Provides instruction and demonstration on proper techniques, as well as the carrying and storing of materials and tools used in the program.
 - Plans, organizes, and manages laboratories/technical facilities for instruction so that activities are carried out per state and national safety guidelines and in compliance with all local, state, and federal regulatory codes governing the trade or industry (e.g., Safety First Handbook).
- Understands and demonstrates the role, responsibility, legal, and ethical requirements of the specific trade or industry.
- Incorporates essential entrepreneurial skills and other appropriate career and technical student organization standards into the curriculum.
- Effectively establishes, enforces, and communicates rules and expectations for behavior and procedures for maintaining order among the students for whom they are responsible; monitors and successfully and respectfully responds to student behavior and misbehavior; develops and implements effective student behavior support plan as needed.

OTHER PROFESSIONAL OBLIGATIONS

- Understands and keeps current with relevant emerging technologies to ensure the delivery of best practices within the industry.

- Understands and keeps current with local, state, and federal safety regulations, and ensures compliance with those provisions.
- Develops, maintains, and fosters positive partnerships and collaborative relationships (e.g, advisory committees) with industry, organized labor, parents, agencies, post-secondary institutions, and the community in delivering the curriculum.
- Prepares and submits accurate, complete, timely, and effective reports as required by law and administrative regulations. Records may include, but are not limited to:
 - Taking and recording students' daily attendance in the program.
 - Preparing, administering, and grading tests and assignments to evaluate students' progress.
 - Assigning and grading class work and homework.
 - Observing, evaluating, and recording students' performance, behavior, social development, and physical health.
- Follows all school rules, administrative regulations, and CVCCSD policy and procedure; assists in upholding and enforcing all administrative regulations and rules governing students.
- Develops, manages, and oversees the program's budget, ensuring the efficient and most effective use of resources.
- Participates in EST/504/IEP functions, including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested.
- Actively participates in and contributes to school events, workshops, in-service meetings, teacher trainings, building-level staff meetings, district meetings, and other school and district committees/projects.
- Seeks out and actively participates in opportunities for professional development to enhance content knowledge and teaching skills, to support district goals and school action/strategic plans, and/or as may be directed by the Principal/Director.
- Develops and implements an effective system to maintain accurate, complete, and confidential student records (both paper and electronic), including student completion of assignments, student progress in learning, and other non-instructional records as required by law, district policy, and administrative regulations.
- Assists the CTE Principal/Director in planning and evaluating program effectiveness and identifying program needs annually, contributing to the biannual Comprehensive Local Needs Assessment (CLNA).

SUPERVISION RECEIVED

Supervised, evaluated, and received administrative direction from the Technical Center Director and/or his/her designee.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

General Professional Attributes and Skills:

- Commitment to Student Success: A proven commitment to the success of all students is essential.
- Continuous Learning and Adaptability: Instructors must be willing to remain current in industry standards, emerging technologies, and relevant software/health sciences to ensure updated curriculum design and the delivery of best practices within their respective industries. This includes integrating new knowledge and technology into teaching.
- Teamwork and Collaboration: Both roles require the ability to work effectively as a team player, possessing excellent communication and collaboration skills. This includes interacting with others in a friendly, respectful, tactful, and positive manner, building constructive relationships, and helping to create an inclusive work and learning environment.

Core Operational Skills:

- Language Skills: The ability to read, analyze, and interpret various documents such as safety rules, operating and maintenance instructions, and procedure manuals. This also includes the ability to write reports, business correspondence, and procedure manuals, and effectively present information while responding to questions from students, administrators, vendors, and other internal and external constituents.
- Mathematical Skills: Proficiency in basic arithmetic (addition, subtraction, multiplication, and division) using whole numbers, common fractions, and decimals. The ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume is necessary, along with the ability to apply concepts of introductory algebra and geometry.
- Computer Skills and Experience: The ability to use email for effective communication. Experience in entering and retrieving data from databases. Proficiency in using word processing programs is required, with Microsoft Word experience preferred.
- Reasoning Ability/Mental Requirements: The capacity to solve practical problems and manage a variety of concrete variables in situations where standardization is limited. This also involves the ability to interpret diverse instructions provided in written, oral, diagrammatic, or schedule formats.
- Communication & Interpersonal Skills: The ability to communicate courteously, efficiently, and effectively with a wide range of individuals, including students, faculty, administrators, parents, and representatives from outside organizations. Crucially, this involves working cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies, demonstrating a strong commitment to achieving common goals as part of a team. This commitment is further underscored by the demonstrated ability to work with a team toward common goals.

Education and Industry Experience:

- Candidate must have an Bachelor's Degree and be eligible to teach courses for the Community College of Vermont.
- Candidate must have at least 5 years of industry-related experience.

Certifications and Licenses:

- A valid Vermont Professional Educator's License with a Career and Technical Education endorsement is required: **17-E: Career Technical Education-Education & Training.** If an applicant does not already hold the required license, a willingness to complete the CTE Teacher Apprenticeship Program (approximately 26 credits over three years) is acceptable.

Background Checks:

- Ability to complete necessary pre-employment criminal background checks with satisfactory verification as part of the District's commitment to creating a safe and secure work environment for all employees and students.

PROFESSIONAL EXPECTATIONS

- **Communication Skills:** Excellent oral and written communication skills (clear, accurate, articulate, concise, proper grammar). Communication is timely, courteous, respectful, and tactful. Excellent listening skills. Excellent teaching and facilitation skills.
- **Interpersonal Skills:** Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive learning environment. Excellent collaboration skills.
- **Team Player:** Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- **Organizational/Planning Skills:** Uses time efficiently—strong organizational skills; able to multitask and prioritize effectively.
- **Flexibility/Adaptable:** Embraces change to improve the systems. Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Effectively accepts constructive criticism. Maintains composure when faced with stressful situations that require flexibility and adaptability.
- **Motivation/Initiative:** Has a personal drive to success. Proven ability to work effectively without specific direction and with minimal supervision. Able to identify and implement improvements to systems and practices to increase efficiency and effectiveness.
- **Emotional Maturity:** Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.
- **Attitude/Personality/Style:** Friendly, helpful, and positive disposition; patient and understanding; takes pride in work; responsive to the needs of others; enthusiastic; good sense of humor; able to see the good in every situation; honest and direct; transparent.
- **Attendance/Punctuality:** Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on

time. Schedules appointments to minimize impact on work. Follows established leave requesting and reporting protocols.

- **Problem-Solving Skills:** Problem-solving is required to analyze issues and create action plans. Problem-solving with data frequently requires independent interpretation of guidelines. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable, and timely manner.
- **Professionalism:** Presents a professional image; remains calm and focused in stressful situations; treats others with courtesy and respect regardless of their status or position; maintains a professional appearance for the position in both dress and manner; tactfully approaches others; reacts well under pressure; accepts responsibility for own actions; follows through on commitments.
- **Organizational Support:** Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.
- **Safety and Security:** Dedication to providing a safe and respectful learning environment for students. Observes safety and security procedures. Reports of potentially unsafe conditions

VT Professional Code of Ethics

| Frequency | Code | Description |
|-----------------------|-------------|---|
| Sometimes | S | activity may exist sporadically, but not consistently. |
| Occasionally | O | activity exists consistently for less than 1/3 of the time. |
| Frequently | F | activity exists from 1/3 of the time up to 2/3 of the time |
| Constantly | C | activity exists for 2/3 or more of the time |
| Not Applicable | NA | activity is not present in the position |

PHYSICAL EFFORT AND STRESS

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

| | Frequency Code | Essential | Not Essential |
|--------------------------------|----------------|-----------|---------------|
| SITTING | S | X | |
| STANDING | C | X | |
| WALKING | C | X | |
| SEEING | C | X | |
| HEARING | C | X | |
| TALKING | C | X | |
| DEXTERITY (hands/fingers) | C | X | |
| USE OF COMPUTERS AND EQUIPMENT | O | X | |
| LIFTING | | | |
| up to 10 lbs. | F | X | |
| 10-25 lbs. | F | X | |
| 25-50 lbs. | F | X | |

| | | | |
|---|----|---|---|
| 50-100 lbs. | O | | X |
| 100+ lbs. | NA | | X |
| CARRYING | | | |
| up to 10 lbs. | F | X | |
| 10-25 lbs. | F | X | |
| 25-50 lbs. | F | X | |
| 50-100 lbs. | O | | X |
| 100+ lbs. | NA | | X |
| BENDING/STOOPING | O | X | |
| PUSHING/PULLING | O | X | |
| TWISTING | O | X | |
| CLIMBING | F | X | |
| BALANCING | NA | | X |
| CROUCHING | S | | X |
| KNEELING | S | | X |
| CRAWLING | NA | | X |
| REACHING (i.e., overhead) | O | | X |
| HANDLING | C | X | |
| DRIVING | O | | X |
| REPETITIVE MOVEMENTS (hands, feet) | C | C | |
| MANAGING STRESS | F | X | |
| RESOLVING CONFLICTS | F | X | |

WORKING CONDITIONS/ENVIRONMENTAL FACTORS

All conditions common to a school building, including, but not limited to, the following (Indicate appropriate code from above):

| | Frequency Code |
|---|----------------|
| EXPOSURE (dust, dirt) | F |
| EXPOSURE (extreme heat – non-weather, flames) | F |
| EXPOSURE (extreme cold – non-weather) | NA |
| EXPOSURE (fumes, odors) | F |
| EXPOSURE (viruses, infectious diseases) | F |
| EXPOSURE (water) | F |
| EXPOSURE (hazardous equipment) | F |
| EXPOSURE (chemicals, hazardous materials) | F |
| UNEVEN TERRAIN | NA |
| OUTDOOR WEATHER CONDITIONS | O |
| VIBRATION/NOISE | S |
| HEIGHTS | NA |

DEFINITIONS – PHYSICAL DEMANDS

- **Sitting:** remaining in a seated position

- **Standing:** remaining on one's feet in an upright position at a workstation without moving about
- **Walking:** Moving about on foot
- **Seeing:** Perceiving with the eye
- **Hearing:** Perceiving or listening to sound by ear
- **Talking:** Articulating, speaking, or discussing using spoken words
- **Dexterity:** Skill in the use of hands and fingers
- **Lifting:** Raising or lowering an object from one level to another (includes upward pulling)
- **Carrying:** Transporting an object, usually holding it in the hands or arms or on the shoulder
- **Bending/Stooping:** Bending the body downward and forward by bending at the spine at the waist. This condition occurs to a considerable degree and requires full use of the lower extremities and back muscles.
- **Crouching:** Bending the body downward and forward by bending the legs and spine.
- **Kneeling:** Bending the legs at the knees to come to rest on the knee or knees.
- **Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
- **Pulling:** Exerting force upon an object so that the object moves toward the force (includes jerking).
- **Twisting:** Rotating; moving to face in an alternate direction.
- **Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet, legs, and/or arms and hands.
- **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
- **Crawling:** Moving about on the hands and knees
- **Reaching:** Extending the hands and arms in any direction
- **Handling:** Seizing, holding, grasping, turning, or working with hands

NON-DISCRIMINATION

Equal Opportunity Employer Central Vermont Career Center School District is committed to maintaining a work and learning environment free from discrimination. Employment decisions are based on merit and business needs, and not on the basis of race, color, ancestry, religion, gender, age, marital/civil union status, national origin, sexual orientation, place of birth, citizenship, veteran status, disability, gender identity, genetic information or other protected class as defined and required by state and/or federal laws.

.....

This general outline illustrates the type of work that characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities, and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.