Career Development Center
New York Early Childhood Professional Development Institute

Preschool Teacher

Agri-Business Child Development

Batavia, NY 14020

Teacher | Full-time | Onsite | $20.00 - $23.00 an hour

Posted on November 5, 2026

Organization Statement

Agri-Business Child Development (ABCD) is in the business of changing and shaping lives. The work we do at our Migrant and Seasonal Head Start, Early Head Start, and Head Start centers, is aimed at providing a holistic approach to solving some of our society's biggest challenges ~ closing the education gap and giving each and every child a head start in life! We make sure ABCD children, and their families are encouraged to thrive by supporting their education and social needs.

https://www.abcdny.org/

ABCD is a community of dedicated individuals. As early education leaders, who continually work to make strong, lasting, positive impact on children. At ABCD you will find a dynamic environment and diverse culture that is friendly, welcoming, and collaborative.

Job Description

Under the supervision of the Education and Disabilities Coordinator and in coordination with the Center Director, the Preschool Teacher I serves as the classroom's lead teacher. The position plans and implements the education program, coordinates the classroom team, maintains active supervision and a safe learning environment, uses child data to individualize instruction, and partners with families and interdisciplinary staff to promote school readiness and inclusive participation.

Responsibilities

Classroom Leadership and Planning: Assume primary responsibility for the classroom's daily education program; develop weekly and daily plans; organize roles, schedules, transitions, materials, and routines; communicate expectations; and coordinate implementation with Teacher II, In-Training, substitute, volunteer, and support staff.

Responsive Teaching and Relationships: Build warm, consistent, culturally and linguistically responsive relationships; use positive guidance; support belonging, self-regulation, curiosity, problem-solving, creativity, and peer relationships; and prohibit corporal punishment, humiliation, threats, isolation, or other unsafe practices.

Active Supervision and Accountability: Maintain continuous active supervision through positioning, scanning, listening, anticipating behavior, engaging children, counting and name-to-face verification, transition checks, and prompt communication; never leave a child unattended or release a child to an unauthorized person.

Curriculum and Learning Experiences: Implement the approved research-based curriculum with fidelity and provide intentional, developmentally appropriate experiences across approaches to learning, social-emotional development, language and literacy, cognition, mathematics, science, physical development, and creative expression.

Individualization and Inclusion: Use observations, assessment information, family input, screening results, and authorized IFSP, IEP, health, mental-health, and disability strategies to individualize experiences and support full participation of children with disabilities, suspected delays, and differing learning needs.

Dual Language Learners: Support development of English and each child's home language through responsive interactions, visual and contextual supports, family partnership, qualified bilingual resources, and approved instructional strategies without discouraging use of the home language.

Observation, Assessment, and Data: Complete objective, timely observations and assigned developmental records; enter accurate information in Teaching Strategies GOLD or other

approved systems; review reports with authorized staff; and use data to inform planning without diagnosing children.

Family Partnership: Recognize families as children's primary educators; maintain respectful communication; participate in required home visits and parent-teacher conferences; share progress and practical learning strategies; obtain required consent; and protect family choice and confidentiality.

Health, Safety, and Daily Care: Follow ratios, group-size requirements, attendance and transition procedures, emergency plans, sanitation, handwashing, diapering or toileting, meal service, allergy and individualized health plans, safe sleep when applicable, playground safety, and injury or illness reporting procedures.

Mental Health and Social-Emotional Support: Use trauma-informed and developmentally appropriate prevention and support strategies; follow approved consultation recommendations; document and promptly route behavioral, developmental, family, or safety concerns through established procedures.

Classroom Environment: Maintain an organized, welcoming, inclusive, and hazard-free classroom and playground; prepare accessible materials; sanitize and complete routine classroom care; and promptly report facility, equipment, pest, environmental, or supply concerns.

Child Protection and Professional Conduct: Immediately report known or reasonably suspected abuse or neglect, prohibited conduct, missing-child events, injuries, inappropriate releases, and other safety concerns as required by law and policy; maintain professional boundaries and never retaliate against a reporter.

Team Collaboration and Development: Participate in coaching, observation, reflective supervision, training, meetings, drills, and continuous improvement; communicate respectfully; follow through on assigned responsibilities; and maintain required credentials and professional-development records.

Home Visits and Conferences: Ensure completion of at least two educational home visits and two parent-teacher conferences per program year, or the frequency required by the applicable program option and approved procedures; document contacts and coordinate reasonable alternatives when necessary.

Team Feedback and Accountability: Observe classroom practices, provide timely coaching and task feedback, document concerns, and contribute factual information to performance reviews or corrective processes under the authority of the Education and Disabilities Coordinator and Center Director; do not independently impose discipline unless formally delegated.

Qualifications

Preferred: Bachelor’s Degree in Early Childhood Education or Child Development from an accredited institution.

Accepted: Bachelor’s Degree in a related field with 6 credit bearing courses relevant to competencies in early childhood education AND experience working with young children.

Bi-lingual English/Spanish preferred.

- **Minimum Education Level:** Bachelor's Degree
- **Preferred Education Level:** Bachelor's Degree

Application Instructions

To view ABCD's open positions, please visit: https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=a67e5cbf-ca04-41e2-bd33-6ed0f2910bab&ccId=19000101_000001&source=IN&lang=en_US&ittk=6GXTB2KHMA&selectedMenuKey=CurrentOpenings

Language Requirements

English, Spanish

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