

**CLINCH VALLEY COMMUNITY ACTION
HEAD START/EARLY HEAD START
JOB DESCRIPTION**

POSITION: School Readiness/Instructional Coach
JOB CLASSIFICATION: Non-Exempt, Full-time, 10 Months
SALARY RANGE: \$15.90 hr. - \$19.58 hr.
SUPERVISED BY: Assistant Head Start Director
SUPERVISES: No One

GENERAL RESPONSIBILITIES

The School Readiness/Instructional Coach has a two-fold area of responsibility: 1) **Coaching** responsibilities include assessing all education staff to identify strengths, areas of needed support for which staff would benefit from coaching, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals; provides opportunities for education staff not identified for intensive coaching through the process to receive other forms of research-based professional development aligned with program performance goals; ensures that intensive coaching opportunities align with the program's school readiness goals, curricula, and other approaches to professional development; provides input into the programs overall T/TA and Coaching Plans; and 2) **School readiness** responsibilities include helping to ensure an on-going educational program that meets the educational, transitional, and developmental needs of individual pre-school age children, infants, toddlers and pregnant women.

SPECIFIC SCHOOL READINESS RESPONSIBILITIES (60% allocation of time):

1. To ensure an on-going educational program that meets the educational and developmental needs of individual pre-school age children, infants, toddlers and pregnant women.
 - a. Meets regularly with Head Start Director, Education/Disabilities Coordinator, and teachers to establish future goals and identify specific training needs;
 - b. Develops innovative ideas and concepts, and devises realistic plans and programs that may be adopted or implemented to execute those ideas;
 - c. Familiarizes themselves on a systematic and continuing basis with new trends and publications;
 - d. Helps collect data for the education program, including PALS scores and KG Screener assessments; and
 - e. Aides in preparing and implementing the domains of the Head Start Early Learning Framework: The domains in the revised Framework are:
 - Approaches to Learning
 - Social and Emotional Development
 - Language and Literacy
 - Cognition
 - Perceptual, Motor, and Physical Development
2. To plan in-service training for staff and to ensure the maintenance of high standards of teaching excellence.
 - a. Studies educational needs, noting changes, and develops and implements staff training programs that will effectively meet the needs. Serves as a liaison between the agency and other educational agencies in the development, coordination, and implementation of new programs for instructional improvement;
 - b. Maintains confidentiality of staff, children and families; and
 - c. Assists in providing or implementing services for all eligible Head Start/Early Head Start children.
3. To help the agency improve the public's assessments of the effectiveness and transition of the educational program.

- a. Educates and prepares parents for transition, in cooperation with Family and Community Partnership staff;
- b. Plans cluster training for parents that involves staff from Head Start and appropriate schools annually, or as needed;
- c. Distributes transition information to parents whose children will be transitioning into and from Early Head Start to Head Start and/or Head Start to Kindergarten annually;
 - 1. Contributes information about transition and disability issues to the Head Start newsletters.
 - 2. Coordinates transportation for all transition activities as needed.
 - 3. Gives parents guidance on ways to become involved with their child's education in public schools after transitioning from Head Start.
- d. Documents transition activities that are carried out with current Early Head Start and Head Start children;
- e. Distributes a transition schedule of center and home-based transition activities to be followed throughout the year preceding transition from one program to another;
- f. Solicits and documents updated information from Head Start staff regarding transition activities that take place in Head Start and community setting;
- g. Coordinates end of year transition activities;
- h. Reminds parents of Head Start and Kindergarten registration dates, as soon as this information is available from the LEA;
- g. Arranges for each child leaving Early Head Start/Head Start to visit a Kindergarten or Head Start class or private placement in his/her attendance zone, including lunch in the cafeteria or with the class, if possible.
- h. Works with Family and Community Partnerships staff to help parent complete paperwork necessary for enrollment in Head Start or Kindergarten;
- i. Coordinates Pre-K PALS testing and reports;
- j. Develops and maintains tracking and monitoring plans;
- k. Documents transition tracking instrument to meet Head Start regional requirements; and
- l. Documents transition tracking instrument to meet Early Head Start regional requirements.

SPECIFIC INSTRUCTIONAL COACH RESPONSIBILITIES (40% allocation of time):

- I. Establishes the Coaching Agreement
 - a. Effectively explains the goals and parameters of the coaching initiative in which the coach and education staff members are partnering. These may include time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, roles of other parties;
 - b. Sets mutually defined goals and coaching agendas that align those of the education staff members, the early childhood program, the coaching initiative, and the coach; and
 - c. Reaches agreement about roles and responsibilities of the coach and the education staff members and expectations for coaching interactions (i.e. norms related to missed appointments, giving and receiving feedback, follow-through on tasks, etc.)
- II. Defines the Relationship
 - a. Establishes trust with the staff;
 - b. Demonstrates respect for and interest in the education staff member's individual strengths, learning styles, goals and cultural context;
 - c. Demonstrates appreciation for the staff's perspective, even when it is different from his/her own;
 - d. Establishes and maintains clear goals;
 - e. Maintains professional boundaries;
 - f. Provides ongoing support for new behaviors and actions, focusing on learning opportunities even when outcomes are disappointing; and
 - g. Celebrates success with the staff and validate capabilities for future growth.

III. Communicates Effectively

- a. Demonstrates active listening – encourages, explores, and accepts without judgment the staff’s expression of feelings, perceptions, concerns beliefs, and suggestions; and
- b. Asks questions that solicits the staff’s perspective, facilitates vision and creates challenge, and that create greater clarity.

IV. Provides Direct Communication

- a. Clearly articulates coaching objectives, provides feedback, and makes recommendations; and
- b. Develops methods to share information with administrators, teachers, families, and funders.

V. Facilitates Learning and Results

- a. Helps the education staff members evaluate alignment of values, goals and actions;
- b. Assists education staff members to identify major strengths and major areas for learning and growth; and
- c. Communicates insights and broader perspectives to help the staff see different, interrelated factors that affect them and their program.

VI. Plans and Sets Goals

- a. Consolidates collected information to establish a coaching plan with the staff that addresses concerns and major areas for learning and program improvement;
- b. Supports the education staff members in prioritizing goals and actions and creates an implementation plan with goals that area attainable, measurable, specific, and have target dates;
- c. Targets early successes that are important to the education staff;
- d. Supports ongoing reflection with the education staff to determine progress on goals and whether adjustments to the plan are necessary; and
- e. Helps the education staff member identify and access different resources needed to achieve their goals.

VII. Designs Actions for Implementation and Assesses Outcomes

- a. Promotes active experimentation and self-discovery, assisting the education staff member to identify and act on opportunities that will enable them to demonstrate, practice, and deepen new learning and practices;
- b. Chooses the coaching mode most appropriate for the specific objectives and learning needs of the education staff member, i.e. uses consulting, technical assistance, collaborating or cognitive coaching methods depending on the education staff member’s level of information and skill in addressing a goal;
- c. Demonstrates and models processes and actions that can help the education staff member achieve their goals;
- d. Supports the education staff member in acting strategically to take advantage of activities, partnerships, and/or environmental conditions that will contribute to achieving their goals;
- e. When barriers to progress are identified, engages the education staff member to explore alternative ideas and solutions, evaluate options, and make decisions;
- f. Continually engages in self-reflection of his/her own professional practices and how these practices influence the education staff member’s performance and outcomes;
- g. Utilizes feedback tools that provide the education staff member’s satisfaction with the coaching partnership;
- h. Develops, with the education staff member, measurable criteria for success on the following areas:
 - 1) Expansion of the education staff member’s ability to self-reflect, self-analyze, and self-modify;
 - 2) Shift in the education staff member’s disposition (beliefs, attitudes, and/or thinking) in relation to their individual practices and/or program framework;
 - 3) Increase in the education staff member’s skills and knowledge; and
 - 4) the education staff member’s improved practices/application of disposition, skills, and knowledge, in relation to their individual and program goals.

QUALIFICATIONS

- *A minimum of a baccalaureate degree in early childhood education or a baccalaureate degree in a related field with coursework at least equivalent to an associate's degree in early childhood education;
- *A related degree (other than early childhood) may include Interdisciplinary Studies, Human Development, Child and Family Development or Psychology;
- *Coursework equivalent to a major relating to early childhood education includes, but is not limited to, courses that focus on child development, early childhood education, early childhood curriculum (as a whole or by domain such as math, science, or literacy), early childhood teaching/instruction, child assessment, psychology, family development, health and physical development, mathematics, science, and children's literature. Such courses may be offered in various departments, such as education, home economics, music, art, library sciences, physical education and recreation, psychology, human services, family studies, and others.)
- *Candidate must have experience teaching in a preschool classroom utilizing a structured curriculum and assessment measures and experience with adult learners;
- *Must hold or obtain CLASS reliability certification:
- *Understands social and economic background and developmental needs of children and families;
- *Demonstrates knowledge of overall Head Start goals and philosophy;
- *Exhibits effective interpersonal and communication skills;
- *Has good computer skills;
- *Maintains confidentiality;
- *Be familiar with the ethnic background, be able to communicate in the language of families in the program and be able to serve and effectively communicate, to the extent feasible, with children and families with limited English proficiency.

ADDITIONAL REQUIREMENTS

Anyone hired in this position after November 7, 2016, the candidate must be interviewed, have references verified, have a sex offender registry check and obtain one of the following: (i) criminal history records, including fingerprint check; or (ii) Federal Bureau of Investigation criminal history records, including fingerprint checks. A program has 90 days after an employee is hired to complete the background check process by obtaining: (i) Whichever check listed above was not obtained prior to the date of hire; and (ii) Child abuse and neglect state registry check, if available. A pre-employment drug/alcohol test and a Sworn Disclosure statement will be completed. After initial hire, must submit to Child Protective Services check, DMV check, TB Screening or PPD, and health examination. Must have first-aid certification and CPR certifications or be willing to obtain certifications. Must have reliable transportation, valid driver's license with satisfactory driving record, provide proof of automobile liability insurance, and be willing to use personal automobile for work purposes; Must submit to random, and if applicable, post-accident and reasonable suspicion drug/alcohol tests. This position may require constant or extensive standing, walking, bending, stooping, speaking, hearing, reaching, running, lifting, and seeing. Must be able to lift and carry up to 50 lbs.

I understand and agree that in the performance of my duties as an employee of Clinch Valley Community Action I must hold all information regarding children, families, volunteers and staff in confidence. I understand any violation of the confidential information may result in disciplinary action up to, and including, termination.

I have read, fully understand, signed, and agree to comply with the responsibilities set forth in this job description.

Signature: _____

Date: _____

AN EQUAL OPPORTUNITY EMPLOYER