



WALDO COMMUNITY ACTION PARTNERS JOB DESCRIPTION

POSITION SUMMARY

The **Coach** works with child development staff to expand staff's skills, knowledge and practice.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Coaching:

1. Assess education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching with support from Managers/Supervisors.
2. Provide opportunities for practice-based coaching for identified education staff, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals.
 - a. Provide coachees with one-on-one observations and mentoring based on tiers of need as outlined in the Practice-Based Coaching (PBC) model.
 - b. Ensure intensive coaching opportunities for the staff identified that align with the program's school readiness goals, curricula, and other approaches to professional development.
 - c. Assures use of child data to inform lesson planning, individualization, and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and numeracy and problem-solving skills.
 - d. Implement formal cycles of reflective-content using PBC to support the application of curricular learning objectives as well as the transfer of knowledge and improvements in daily practices.
3. Provide opportunities for education staff not identified for intensive coaching to receive other forms of research-based professional development aligned with program performance goals as able or assigned.
4. Utilize training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals.
5. Promote ongoing, high quality communication and team cohesion amongst the team.
6. Partner with external early childhood education professional development experts as appropriate to meet the training needs of education staff, as appropriate.
7. Assist in the development and coordination of staff pre and in-service trainings as well as other trainings as requested.
8. Support full implementation of the Agency's designated research-based classroom curriculum and other adopted models that support curriculum implementation.
9. Work with Teachers to provide support to coachees, as applicable.
10. Facilitate interdisciplinary work and collaboration among the education program/staff and other program areas/staff, including:
 - a. Through teacher-child interactions and instruction that is responsive, intentional and developmentally appropriate to ensure children are provided socially supportive, organized, and

Position Title:

Coach

Department:

Early Childhood Program

Reports To:

Child Services Manager

Supervises:

N/A

FLSA Status:

Non-Exempt

Salary Range:

RH1/L3

Last Revised/Approved:

April 2021

instructionally meaningful interactions to support their development (i.e. social-emotional, physical, cognitive and language) and learning (i.e. literacy, math, science, technology, social studies, and the arts)

- b. When applicable, collaborate with Teachers and Supervisors to integrate developing a mutual learning partnership promoting shared responsibility and accountability. Coaches and Supervisors develop a shared plan for change that is meaningful and sustainable.
 - c. Assist with developmental screenings as assigned.
 - d. Offer resources and strategies to staff to enhance relationships, create appropriate environments, and support children's individual learning.
11. Collaborate with Site Supervisors and Child Services Manager regarding teacher site/classroom assignments and goal setting.

Documentation & Data Collection

1. Document and collect data on coaching activities.
2. Collaboratively design data-informed tools to evaluate effectiveness of coaching approach.
3. Monitor impact of coaching strategies and adjust coaching approach to maximize positive impact.

Onboarding & Ongoing Professional Development

4. Meet with new departmental staff upon hire.
5. Support departmental orientation and onboarding of new staff.
6. Assist in monitoring of staff progress of training and certifications.
7. Participate in the review and revision processes of onboarding and continued professional development structures.

Leadership & Teamwork

1. Builds cooperative goals and relationships of mutual trust.
2. Works in collaboration with WCAP staff to facilitate a team environment.
3. Demonstrates effective communication skills in building relationships with all employees and clients.
4. Collaborates with all partner agencies to assure effective communication processes across agencies.
5. Adheres to Agency policies in the use of computer technology and all telecommunication devices.
6. Performs light housekeeping duties in classroom and building as necessary.
7. Shares monitoring of voice and email systems.
8. Follows Code of Conduct.
9. Demonstrate the ability to cope with stressful situations directly, courteously, and with respect for the rights of co-workers, parents/guardians, children, and community persons.
10. Promotes a culture of professionalism, collaboration, and continuous improvement. Structures routine contexts for individual and group-based professional development for teachers to work collaboratively to reflect on and examine practice, solve application challenges, manage conflict, and promotes continuous learning and improvement in professional practice and child outcomes. Indicators include:
 - a. Plans regular opportunities for group and individual practice-based reflection related to identified effective teaching practices.
 - b. Coordinates opportunities for teachers to unpack early learning and development standards, discuss children's progress, examine practice and together design innovative learning experiences.

Safety and Wellness:

1. Actively promotes safety and accident prevention within the workplace.
2. Reports any unsafe conditions, incidents and/or accidents immediately.

Professional Growth and Development:

1. Maintains qualifications for this position as required by Head Start and state childcare licensing regulations.

2. Attends professional development opportunities presented by Head Start or other professional organizations as appropriate.
3. Attends all regularly scheduled Early Childhood meetings, trainings and events including, but not limited to, team meetings, and WCAP staff days.

Non-Essential Duties and Responsibilities:

1. Performs additional duties as assigned.

GENERAL EXPECTATIONS

- Be committed to the Agency's Mission, Vision and Values.
- Maintain adequate knowledge of all WCAP programs in order to make referrals to other programs beneficial to the client, his/her family or friends.
- Maintain professional boundaries with all current, past, and prospective clients.
- Maintain confidentiality of clients, staff, and internal business information.
- Present professional and positive image as a representative of WCAP.
- Follow established policies and procedures and comply with all safety requirements.
- Communicate proactively with the supervisor regarding work flow, problems, suggestions, etc.
- Seek out and attend relevant professional development conferences, seminars, workshops, and other activities related to all aspects of this position. Participate in all Pre-Service and In-Service training and professional development activities as required by the position. Participate in other local and state level meetings related to all aspects of this position.
- Attend team and staff meetings as scheduled.
- Contribute to a positive, team-oriented work environment.
- Be punctual for scheduled work and use time appropriately.
- Perform required amount of work in a timely fashion with a minimum of errors. Meet deadlines.

PHYSICAL REQUIREMENTS

The physical requirements described here are representative of those that must be met by the Incumbent to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms and talk and hear. The employee is frequently required to stand; walk; sit and stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance and taste or smell. The employee must regularly lift and/or move up to 35 pounds, and occasionally lift and/or move up to 50 pounds. Must have the ability to arrange classroom equipment, lift and move furniture, sit in small chairs and on the floor for extended periods of time, and work at low tables. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those the incumbent encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is often performed in a classroom setting, which can include stressful crisis situations. Must be able to withstand outside conditions to meet licensing requirements. This position is an hourly position that typically works normal daytime schedule. However, evening and weekend time may be required to meet program and/or organizational needs. Overtime may also be required to meet program and/or organizational needs and requires prior approval. Assigned work will require travel throughout Waldo County.

QUALIFICATIONS NEEDED FOR POSITION

General Requirements:

- Must be able to pass a physical examination and TB screening.
- Must have adequate transportation, a valid driver's license and meet WCAP's insurance requirements.
- Must meet WCAP's background clearance requirements.
- Valid Criminal Record History Check (CHRC) through DOE.

Experience and Skill Requirements:

The following experience and skills are considered essential:

- Prior supervisory experience is preferred.
- Minimum of three years paid experience in early care and education – to encompass birth to five years.
- Ability to communicate effectively orally and in writing.
- Ability to implement program policies, goals and objectives.
- Ability to establish and maintain effective working relationships.
- Ability to prioritize tasks to ensure accurate, timely completion.
- Proficient skills in Microsoft Word, Excel and Outlook.
- Strong communication skills.
- Strong organizational/time management skills.

Education Requirements:

You must meet one of the following education requirements:

- Bachelor's Degree in Early Childhood Education or related field. Master's degree in early childhood education or closely related field preferred.

*** All requirements and skills are considered to be essential, unless otherwise indicated*

External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.

The job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

I have read and understand the above description, and I am confident that I will be able to meet the requirements of this job.

Employee Signature

Date

Supervisor Signature

Date