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| **Job Title:** | **Education Coach** |
| **Department:** | **Child & Family Development** |
| **Reports to:** | **Education Coach Manager** |
| **Level:** | **C** |
| **Supervises:** | **None** |
| **FLSA Status:** | **Exempt** |
| **Prepared by:** | **Education Coach Manager** |
| **Date:** | **April 26, 2021** |
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| **Purpose:** To promote the support and growth of assigned education staff through Practice Based Coaching that will enhance the quality of programming children and families receive. To promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. | |
| **Position Objectives:**   * Demonstrated ability to work cooperatively and collaboratively. * Comply with and utilize the Head Start Program Performance Standards, Head Start Act, State of Michigan Child Care Center Licensing Rules, the Early Childhood Standards of Quality for Pre-Kindergarten, GSRP Implementation Manual (GSRP funded), Great Start to Quality, Program Procedure Manual Guidance, 5 Year Grant, USDA/CACFP/MDE Requirements, and NMCAA Personnel Polices. * Proven experience in group facilitation towards a common goal. * Knowledge and training in research theory and practical implications required. * Successful leadership experience in a school or center setting. * Experience in curriculum and assessment implementation including the use of data   information to plan effectively.   * CLASS reliable (certification verified and current) preference to trainers of CLASS. * Proficient in web-based platforms, video uploading, Zoom communicating and SWIVL. * Consider opportunities to participate in setting program goals and committing to making progress on an ongoing basis. | |
| **Essential Functions:**  ***Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA)***   * Team with the teacher to select eligible children and enroll them to ensure full enrollment at classrooms without an FES. * Monitor attendance through monthly recaps to ensure attendance is above 85%. * Actively recruit children and families through NMCAA’s recruitment process to ensure families know about the Head Start program in their area.   ***Education and Child Development***   * Utilize the Head Start Program Performance Standards, Head Start Act, NMCAA Head Start Policies and Procedures, Michigan Licensing Rules for Child Care Centers, the Early Childhood Standards of Quality for Pre-Kindergarten and Program Procedure Manual to ensure programs requirements are being met. * Ensure that the teachers are providing a developmentally appropriate classroom environment using the Creative Curriculum, School Readiness goals, Conscious Discipline, CLASS, PQA, and Early Learning Outcomes Framework. * Ensure and guide that the teachers are using data and child outcomes from My Teaching Strategies GOLD assessment reports; teaching team and parent input are to be used for weekly lesson plans, IEPs, individual and group planning. * Adhere to NMCAA Early Childhood Guidance Policy and NMCAA Child Development Programs Code of Conduct. * Provide coaching to the teachers that supports their professional skill development to help them gain the knowledge they need to provide high quality services to children and families using the Early Learning Outcome Framework and Your Journey Together parent curriculum. * Monitor the teachers’ monthly newsletters that must include center news/events, how to access current NMCAA job openings, child development with a focus on family literacy, community events, and a calendar that lists family engagement opportunities.   ***Health***   * Coach the teachers to provide a safe and healthy classroom environment using Licensing requirements, the Head Start Monitoring Tool, CLASS, and Preschool Program Quality Assessment as guidance. * Follow mandated child abuse and neglect reporting procedures. * Ensure that the teacher is planning healthy and multi-cultural food experiences for the children. * Approve mental health referrals for both children and families. * Support the teacher to implement the mental health plans put into place by the mental health professionals for the children and families. * Ensure that teachers are conducting child screenings and developmental assessments within specified time frames by using the Developmental Screener and Special Needs Follow-up as guidance.   ***Family and Community Engagement***   * Monitor the Child & Family Action Plans to ensure staff are developing family goals with families in a timely manner in classrooms without a FES. * Monitor the Family Engagement activities to ensure the plans are centered on school readiness. * Attend Family Engagement gatherings as time allows. * Ensure that the teachers are planning and implementing transition activities for the child and family in preparation for the child’s next school setting. * Facilitate curriculum meetings with the schools in assigned areas to discuss curriculums, children and families to bridge the Head Start program with the children’s next school setting. Turn in minutes from the meetings to the Education Coach Manager. * Develop relationships with other professional agencies. * Partner with the Intermediate School Districts to ensure that children and families are receiving the services to help their child reach their full potential.   ***Services for Children with Disabilities***   * Develop and implement an Interim Action Plan, as needed, to meet identified child goals and objectives from IEP’s, DECA’s, child assessments, etc. * Follow special needs referral procedures for children and families. * Guide teachers through the ISD referral process and attend IEP’s, if needed. * Ensure individualizing based on IEP goals is documented and carried out on lesson plans and home visits.   ***Training and Professional Development***   * Provide assigned teachers with professional and relationship-based coaching using the Practice Based Coaching model. * Coach education staff based on their needs assessment to improve their teaching practices to ensure continuous quality improvement is being monitored and achieved. * Observe teacher-child interactions as measured by CLASS. Complete two full CLASS observations and monthly goal setting to increase relationship-based teaching practices and children’s higher level thinking skills. * Ensure the education staff are knowledgeable of the Early Learning Outcomes Framework (ELOF) and how it supports daily implementation of the curriculum. * Work with the Education Coach Manager to integrate outcomes data that is readily and regularly retrieved and reviewed by the Education Coach and their partner teacher to inform and improve day to day instructional opportunities for the Head Start children in their classrooms/center. * Follow the Monthly Observation Schedule when observing/monitoring classrooms to ensure the curriculum is being implemented with fidelity. Turn in copies of the observations to the Education Coach Manager at the end of each month. * Actively participate, organize, and facilitate project guided Communities of Practice and study groups that embed current research shown to improve teacher knowledge and child outcomes. * Plan and facilitate outcomes driven Data Days (following the GOLD checkpoint dates) and study groups based on individualized coaching portfolios and individual/group needs to insure ongoing and continuous improvement for all teachers. * Attend one home visit or PTC a year with each assigned teacher. * Maintain work calendar on the Outlook program that is updated each Friday for the following week. * Conduct a monthly recap with assigned teachers. * Attend management meetings, Education Coach meetings, and Community of Practices. * Meet on a regular basis with the Education Coach Manager. * Meet on a regular basis with the assigned Site Supervisor. * Work with the Education Coach Manager, cohort teams, and NMCAA administration to identify improvement areas to impact ongoing work at the program, classroom, and individual teacher level.   ***Transition Services***   * Ensure transition meetings are happening with transitioning Early Head Start children. * Monitor transition activities on lesson plans that promote successful transitions to kindergarten for enrolled children. * Schedule transition meetings with schools, as needed, to transition children to next school setting. * Serve as the transition liaison between programs and families for transitions as needed.   ***Record Keeping***   * Basic computer skills with experience with internet access, web-based software, and e-mail. Working knowledge of office equipment. * Use provided guidance and checklists regarding due dates and timelines. * Knowledge of ChildPlus and activating the system to print reports and add data as needed.   ***Personal and Professional***   * Maintain professional and personal confidentiality. * Utilize the payroll system to meet employment requirements. * Adhere to established work schedule with the understanding that flexibility is necessary to meet all assigned job requirements. * Maintain an Employee Center File, including employee health requirements and certifications. * Participate in professional growth opportunities, including obtaining at least 24 hours of training each year, following Head Start, State of Michigan Child Care Licensing, and Great Start to Quality requirements. Maintain up-to-date records on MiRegistry. * Meet on a regular basis to recap job requirements and professional development with Teachers and Education Coach Manager. * Attend all required trainings, meetings, and recaps, on time, prepared and ready to participate. * Implement new ideas and mentor staff using supervisory/coaching feedback. * Report to LARA within 3 business days after an arraignment or conviction of 1 or more crimes as described in the State of Michigan Licensing Rules for Child Care Centers. * Perform other related duties as assigned by supervisor. | |
| **Measured by:**   * The accuracy and timeliness of completed work. * The quality of services provided. * Cooperation and feedback from families and co-workers. * The ability to represent NMCAA professionally in service to families and the larger community. * Performance in job duties in accordance with agency policies and procedures. * Adheres to NMCAA employee performance review expectations based off the Cornerstones of Culture, Working Habits, Job Performance and Personal Goals. | |
| **Minimum Education:**   * BA/BS degree in early childhood education or related field.   **Additional Qualifications Required:**   * CLASS reliable * Be at least 21 years of age. * Ability to meet the State of Michigan and Federal Bureau of Investigation background check requirements. * Ability to meet the State of Michigan and federal health requirements (medical clearance, mental wellness, and TB examination). | |
| **Minimum Experience:**   * Prior experience working with preschool-aged children and knowledge in mentoring teachers. * Experience working in a team environment. | |
| **Essential Abilities:**   * A commitment to the NMCAA and Head Start philosophy and mission. * Ability to maintain confidentiality. * Ability to interact positively with co-workers and clients in a non-judgmental, tactful and courteous manner. * Demonstrate sensitivity and understanding when working with children and families. * Ability to suggest innovative approaches in completing job responsibilities. * Ability to work openly and cooperatively as a team member. * Able to plan, organize and prioritize. * Willingness to seek further training and education. | |
| **Minimum Skills Required:**   * Effective written and verbal communication skills. * Computer skills. * CLASS reliable * Basic computer skills and experience with internet access, web-based software, and e-mail. Working knowledge of office equipment. | |
| **Minimum Physical Expectations:**   * Physical activity that requires keyboarding, sitting, phone work and filing. * Physical activity that requires travel by car. * Physical activity that requires lifting of 50 lbs. or more. * Physical activity that requires bending, stooping, reaching, climbing, kneeling and twisting. | |
| **Minimum Environmental Expectations:**   * Possible exposure to blood and bodily fluids or tissues. * Possible exposure to communicable diseases. * A moderate amount of driving is required. | |