

EDUCATION INSTRUCTIONAL COACH	
REPORTS TO	Education Specialist
DEPARTMENT	Child and Family Development Programs
PROGRAM ASSIGNED	Head Start
LOCATION	Admin
SUPERVISORY	No
FTE STATUS	80%-100% (9.5 - 11 months a year)
FLSA STATUS	Non-Exempt
SCHEDULE	M-F, 08:00am-04:30pm
SALARY RANGE	\$30.63-\$45.25 / hour

PRIMARY PURPOSE

The Education Instructional Coach promotes positive child-adult interactions, sensory rich environments and age and developmentally appropriate activities and practices for children. The Education Instructional Coach will provide coaching and other support for classroom staff based on research based coaching methods to ensure high quality teaching and strong child outcomes. The Coach will develop relationships with teachers and provide personalized support by developing coaching plans to drive effective teaching practices and support professional development that expands and refines understanding of research-based instruction. All coaching will be consistent with program goals. Coaching may be provided in a group or individual format based on the goals and identified needs of individuals and the program.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Develop and maintain positive, professional relationships that ensure a high level of trust between coach and staff
2. Adhere to the research-based coaching system used by the program through consistent implementation of the program's coaching plan and the coaching cycle.
3. Supports a coordinated approach for improving teacher-child interactions, inclusive practices, sensory integration, language rich environments, curriculum fidelity, and school readiness.
4. Provide coaching, mentoring, and professional development for education staff to enhance and enrich teaching skills through
 - a. Visiting classrooms, observe education staff, facilitate focused observations, and provide feedback to improve instruction and student learning
 - b. Assisting education staff in setting goals that support improved instruction.
 - c. Providing modeling, side-by-side and verbal support and skill building opportunities of best practices in instruction to build education staff instructional skills.



- d. Supporting education staff in the use of data, to guide instruction and improve learning for each student.
5. Provide training and technical assistance in one-on-one, small group, and new teacher training formats.
6. Implement instructional behaviors and assessment strategies that demonstrate understanding, acceptance and honors diversity.
7. Maintain respect and positive communication regarding all children, families, and staff.
8. Communicates and provides feedback in a supportive, instructive, and non-judgmental way.
9. Assist in the gathering, use, and monitoring of program data to drive coaching strategies.
10. Maintain reliability for assessment tools and conduct observations as required.
11. Prepare written materials to communicate program information, provide written support, document progress, develop recommendations, and evaluate the coaching plan.
12. Meet with administrative team individually or as a group to help identify ongoing professional development of staff and review coaching goals.
13. Collaborates with the education/disabilities specialist, mental health consultant, and other content staff to develop, maintain and review a coordinated and cohesive approach to coaching and professional development for all staff, including all levels of support based on need and aligned to program goals.
14. Maintain good working relationships with community agencies and individuals.
15. Work in a cooperative manner with all staff and program committees to ensure a team approach to the delivery of services to the families and children in Head Start.
16. Must maintain a working knowledge and implement program plans, policies and Head Start Program Performance Standards.
17. Fulfill requirements as a Mandatory reporter.
18. Other duties assigned.

OTHER DUTIES AND RESPONSIBILITIES

1. Be a respectful, cooperative, and reliable team member, consistently treating co-workers, families, and community partners with respect and dignity.
2. Contribute to the operation of the program by attending and participating in program staff meetings; and sharing information gained through attendance at required trainings, workshops, and consultations.
3. Support in the evaluation and planning of program goals and plans.
4. Maintain professional and collaborative relationships by supporting and implementing position related duties of program contracts, MOU's and interagency agreements.
5. Maintain professionalism in dress and manner: Arrive to work on time, ready to work and participate. Meet program timeframes, checking email daily as well as site specific communication systems.

6. Ensures and maintains strict confidentiality of all sensitive information.
7. Facilitate and take an active part in teacher collaboration activities and planning times.
8. Assist in general classroom observations, providing feedback and guidance as requested.

Code of Conduct:

Perform all work in compliance with program plans, policies Performance Standards, and CAT Codes of Conduct.

Confidentiality:

Respect and maintain program and client confidentiality policies regarding enrolled children and families, personnel issues, and other program operations as appropriate. Continuously ensure strict confidentiality of all sensitive information encountered while performing the duties of the position.

Training:

In consultation with supervisor, develop professional work goals and development plan, participating in training as requested

JOB/BEHAVIORAL COMPETENCIES

1. Experience and education in children's learning styles.
2. Evidence of organizational skills with attention to detail.
3. Must have a current pediatric and adult First Aid/ CPR cards.
4. Must have dependable transportation and/or valid driver's license and auto insurance.
5. Evidence of ability to work in a cooperative team manner, coordinate directly with members of management, able to follow directions and program rules and policies.
6. Must be on the Central Background Registry, pass a pre-employment drug screening and have completed a TB screen.
7. Must be willing and available to work flexible hours, occasional evenings or weekends; also, to include the ability to attend meetings and trainings that may require out-of-town travel and overnight stays.
8. Must have intermediate knowledge and skills with computers including Microsoft Office, Adobe, Google Drive, etc.
9. Ability to work with families from a diverse population.
10. Ability to de-escalate situations effectively, and to problem solve efficiently and bring issues to resolution.
11. Ability to return to task quickly and maintain a high attention to detail despite



constant interruptions.

12. Ability to effectively communicate positively, respectfully, sensitively and confidentially in a professional manner with children, families, community partners and co-workers in both verbal and written format.
13. Make decisions independently in accordance with established policies, and use initiative and judgment in carrying out tasks and responsibilities. Utilize problem identification and resolution techniques. Establish and maintain records, reports and statistical data. Maintain confidentiality. Remain calm and use good judgement during confrontational or high-pressure situations. Courteously meet and interact effectively with coworkers, children and families as well as the public.
14. Effective organizational and record keeping, use of computers and a variety of software applications. Understanding effective mentoring and modeling strategies.
15. Ability to adapt to the organization's changing needs.
16. Strong analytical and problem-solving skills, and understanding of "client-centered" support and services.
17. Knowledge of early childhood development best practices, including supporting inclusion and positive behavior interventions and supports (PBIS).
18. Friendliness, empathy, and respect for staff balanced with the ability to individualize according to learning style and background.
19. Evidence of ability to work in a cooperative team manner including directly with management and to follow directions and program policies

MINIMUM QUALIFICATIONS AND EXPERIENCE

Minimum:

1. Baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education.
2. Training, knowledge and experience in adult learning styles
3. Must have two or more years preschool teaching experience in a classroom or center-based setting.

PREFERRED:

1. Familiarity with current research and understanding of how that research can be translated into classroom instruction.
2. Coaching and consultation skills, training in Practice based Coaching preferred.
3. Bilingual skills preferred.
4. Experience in Head Start preferred.



PHYSICAL DEMAND

<input type="checkbox"/> Lifting	<input type="checkbox"/> Pulling	<input type="checkbox"/> Reaching	<input type="checkbox"/> Manipulating
<input type="checkbox"/> Carrying	<input type="checkbox"/> Pushing	<input type="checkbox"/> Shoveling	<input checked="" type="checkbox"/> Keying/typing
<input type="checkbox"/> Other (specify)			

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15% to 40%	40% to 70%	More than 70%
Less than 1lb.				X
Between 1 & 5 lbs.				X
Between 5 & 25 lbs.	X			
Between 25 & 60 lbs.	X			
More than 60 lbs.	X			

<input checked="" type="checkbox"/> Sitting	<input checked="" type="checkbox"/> Standing	<input type="checkbox"/> Walking
<input checked="" type="checkbox"/> Stooping	<input checked="" type="checkbox"/> Bending	<input type="checkbox"/> Confined
<input type="checkbox"/> Other (Kneeling)		

MENTAL OR VISUAL DEMAND

<input type="checkbox"/>	Occasional mental and/or visual attention; the operation/task performed is either close to being automatic or the duties require attention only at long intervals.
<input type="checkbox"/>	Frequent mental and/or visual attention; the flow of work is either intermittent or the process involves intermittent checking or interacting with others.
<input type="checkbox"/>	Continuous mental and/or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor and respond to various situations.
<input type="checkbox"/>	Concentrated mental and/or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
<input checked="" type="checkbox"/>	Intense and/or exacting mental and/or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

WORKING CONDITIONS

<input type="checkbox"/> Dust	<input type="checkbox"/> Dirt	<input type="checkbox"/> Heat	<input type="checkbox"/> Cold
<input type="checkbox"/> Fumes	<input type="checkbox"/> Noise	<input type="checkbox"/> Vibration	<input type="checkbox"/> Water
<input checked="" type="checkbox"/> Other (Indoor)			



<input checked="" type="checkbox"/>	The job is typically performed under very comfortable working conditions; any disagreeable elements are generally absent during normal performance of job.
<input type="checkbox"/>	Work is typically performed under reasonably good working conditions; while exposure to any or all of the above elements may occur, such exposure is generally not present to the extent of being disagreeable.
<input type="checkbox"/>	The job is often performed under somewhat disagreeable working conditions; exposure to any or all of the above elements is likely, with at least one present to the extent of being disagreeable.
<input type="checkbox"/>	The job is continuously performed under disagreeable working conditions; exposure to any or all of the above elements is probable, with several being present to the extent of being objectionable.
<input type="checkbox"/>	Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.

ATTENDANCE

1. Typical schedule is Monday-Friday
2. Hours are generally 8:00 AM – 4:30 PM with occasional need for weekend or off-hours support for events, trainings, etc.

SAFETY

Compliance with regular safety guidelines is acceptable.

FLSA STATUS

Non-Exempt

CERTIFICATES/LICENSES

1. Food Handler's
2. Driver license
3. First Aid & CPR – Adult/Children

EEO CLASSIFICATION - This section should be completed by the Human Resources Department. It classifies positions for specific state and federal reporting requirements.

<input type="checkbox"/> Executive/Senior Level Managers (1.1)	<input type="checkbox"/> First/Mid-Level Managers (1.2)	<input type="checkbox"/> Professional (2)	<input type="checkbox"/> Technician (3)
<input type="checkbox"/> Sales (4)	<input type="checkbox"/> Administrative Support Workers (5)	<input type="checkbox"/> Craft Worker (6)	<input type="checkbox"/> Operative (7)
<input type="checkbox"/> Laborer (8)	<input type="checkbox"/> Service Worker (9)		

SIGNATURES & DATES - The following signatures are required to confirm the accuracy and completeness of the Job Description; that essential functions are aligned with organization goals and objectives; to validate that it is clear, concise and supports compliance with legal considerations; and employee understanding of the job requirements.



NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.

<i>Immediate Supervisor</i>	<i>Date:</i>	<i>Next Level of Management</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>