

HEAD START SCHOOL READINESS COACH

DEFINITION: Under general direction, performs work of considerable difficulty; works as a part of the education content area team and is responsible for education and early childhood development services in accordance with the Head Start Performance Standards; provides ongoing itinerant coaching, training and mentoring of the curriculum assessment and CLASS observation system to classroom staff; performs related work as assigned.

ESSENTIAL FUNCTIONS: This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions and tasks performed by incumbents of this class.

TASKS:

Mentors, coaches and/or assists teaching staff in the development, implementation and ongoing assessment of quality child development and education practices leading to school readiness outcomes for all children, in conjunction with family services staff as appropriate; mentors and coaches teaching staff in the planning, organization and delivery of developmentally appropriate practices based on the individual and collective developmental abilities and potential of children, and the indicators and behavioral markers as defined in the CLASS observation tool; mentors, coaches and/or assists teaching staff in providing experiential learning activities advancing the intellectual and emotional competence of children; coaches teaching staff in observing children, developing procedures and skills required to gather, aggregate and analyze data for informing teaching, curriculum implementation reports for parents, staff development and training and program improvement.

Conducts CLASS observations in assigned classrooms on a pre- and post-school year basis and uses this information in coordination with classroom team to determine professional development action goals; provides and/or facilitates expert information, evidenced-based practice techniques, guidance, materials and training for teaching staff to enhance their knowledge, skills and abilities; ensures teaching staff requests for special needs/mental health observations for child/families and the applicable follow through are being completed to ensure appropriate and timely interventions; promotes practices that support, encourage and respect parent/child attachment; coaches teaching staff in developing a system which offers parents opportunities for enhancing their skills as the first and most valuable educator of their children through the use of home learning activities, planning educational activities, providing opportunities to volunteer, attend training, etc.

Supports early head start to head start and head start to kindergarten transition strategies to promote continuity of services and involvement of parents; collaborates with site staff to ensure consistent implementation of and responsibility for Head Start Performance Standards in classrooms; supports teaching staff in integrating the infant/toddler and preschool program options in a manner that best serves the children and family needs; guides teachers in purchasing appropriate classroom materials to support curriculum implementation; leads team meetings to facilitate collaborative, consistent and appropriate planning for the needs of children and their families; participates in case conferences as necessary to ensure service coordination; maintains confidentiality all personnel performance, child and family records, observations, conversations, related communication, meetings and reports.

Plans and conducts research, surveys, studies, assessments and related activities of Navajo education programs, services and school systems; prepares, administers and interprets testing and measurement materials for evaluating and measuring educational programs and services; plans and implements pre-service and ongoing in-service trainings for classroom staff; identifies challenge areas and recommends alternatives and modifications; assists with planning, budget preparation and proposal writing; attends educational conferences, seminars, workshops and in-service training to maintain current understanding of child development and best practices; keeps abreast of and informed on educational developments,

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legislation and trends in early childhood; establishes and maintains contact and liaison with local, state and federal agencies and organizations; serves as a resource person in educational matters; prepares required reports; attends meetings as requested.

KNOWLEDGE, SKILLS, AND OTHER CHARACTERISTICS:

Knowledge of advanced educational concepts, principles, theories and applications.

Knowledge of early development of children from prenatal through age 8, in all domains represented in Head Start Child Development and Early Learning Framework, including working knowledge of recent early brain development.

Knowledge of Head Start Performance, Navajo Nation, federal, state and local laws, codes, regulations and guidelines governing aspects of tribal operations relative to program responsibilities.

Knowledge of various early childhood assessment tools and educational activities based on current and relevant research.

Knowledge of health and safety practices and requirements for early childhood education centers.

Skill in applying principles and modeling current early childhood developmentally appropriate practices.

Skill in working as a participating team member with agency employees, children, parents, support services and the general public.

Skill in oral and written communications, making presentations and providing training.

Skill in analyzing data and drawing valid and reliable conclusions.

Skill in working with parents and teachers to develop individually and developmentally appropriate programs for the children.

Skill in establishing and maintaining open communication and effective working relationships.

Skill in applying problem-solving strategies; and in exercising professional judgment.

Skill in the use of technology to effectively manage data and information.

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT: Work involves a minimum of physical effort in an office setting.

MINIMUM QUALIFICATIONS:

- A Bachelor's degree in Early Childhood Education, Education or related field; and three (3) years of classroom experience teaching.

PREFERRED QUALIFICATIONS:

- A Master's degree in Curriculum & Instruction, Education Leadership or related field with coursework in early childhood education.
- One (1) year of administrative and/or training experience.

SPECIAL REQUIREMENTS:

- A favorable background investigation.
- Possess a valid state driver's license.

Supplemental Requirements:

Incumbent must obtain a physical examination, a First Aid Certificate, a Cardiopulmonary Resuscitation (CPR) Certificate and a Navajo Nation Vehicle Operator's Permit within 90 days of date of hire. Incumbent must abide by the program's standards of conduct.

Depending on the needs of the Nation, some incumbents of the class may be required to demonstrate fluency in both the Navajo and English languages as a condition of employment.