

Position: Classroom Assessment Scoring System (CLASS)
Coach/Mentor (Bachelor's Degree)

Job Status: Grade 10, Step depending on experience and qualifications

I. General Responsibilities:

It is the responsibility of all EOAC employees to support EOAC's mission and goals, to respect the confidentiality of all who come to us for information or assistance, and to personally maintain the dignity and integrity of one who is placed in a position of public trust. We all bear the responsibility of improving the organization, communicating openly and empowering each other to excel at our work.

Under the supervision and direction of the Education & Disabilities Manager, the CLASS Coach/Mentor is responsible for providing high-quality coaching, guided reflection, training and technical assistance to Head Start and Early Head Start classroom teachers and teacher assistants on best practices related to early learning and supporting the social emotional development of infants and toddlers in compliance with comprehensive Head Start Performance Standards and other early childhood guidance for school readiness and parent/family engagement. The CLASS Coach/Mentor will work to maintain and/or improve program quality in Head Start/Early Head Start classrooms by conducting and/or reviewing Classroom Assessment Scoring System (CLASS) results, developing plans for improvement as appropriate, and providing coaching services if needed. The CLASS Coach/Mentor will conduct classroom based assessments using CLASS and target areas in need of improvement and/or maintenance by preparing a quality improvement plan. Appropriate resources will be coordinated through information gathering, analyzing, and problem solving in order to provide the following services: coaching/mentoring, professional development training, higher education opportunities, site/classroom meetings, and educational/curricular resources. In addition to conducting assessments, the CLASS Coach/Mentor, in collaboration with the Education Management Team, will provide direct coaching/mentoring services as well as professional training when appropriate.

II. Minimum Qualifications:

- Must have Bachelor's Degree in Early Childhood Education/Child Development, Child and Family Studies or Home Economics with a concentration in Early Childhood/Child Development.

- Must have four (4) years experience in working directly with preschool children, ages 0-5, at least two years teaching children ages 0-3 years.
- Be familiar with and adhere to the Head Start Program Performance Standards, State of Texas licensing requirements, Education Work plan, and agency's policies and procedures.
- Must be or become CLASS Reliable, Conscious Discipline trained, ECRS certified, and Challenging the Challenging Behavior trained
- Established and effective classroom management skills.
- Have knowledge and experience supporting the implementation of high-quality teaching and instructional practices for the purpose of stressing the powerful impact of teacher-child interactions and intentional approaches on school readiness and later school success.
- Identify professional and staff development needs for classroom staff.
- Ability to facilitate curriculum planning and implementation
- Peer observation, coaching, mentoring, and conferencing skills
- Must work independently with little supervision
- Maintain an open friendly, professional relationship with all staff and families, to include respect for culture, diversity and ethnicity.
- Must possess the ability to communicate effectively and relate positively to children, parents, staff and volunteers in a diverse environment.
- Must have the ability to adjust to varied situations, demands and new instructional concepts.
- Must have knowledge of basic clerical tasks such as record keeping, filing, copying, etc.
- Must be currently enrolled in the Child Care Division of the Criminal History Registry and have FBI fingerprinting clearance
- Must have First Aid and CPR card within 60 days of hire
- Must have completed Mantoux tuberculosis (TB) skin test or recent negative chest x-ray and a statement from a health care provider that the individual does not pose a risk to others
- Must be able to lift 25 pounds without limitations

III. Specific Responsibilities: Coaching and Mentoring

1. Provide mentoring support to Head Start and Early Head Start staff and program implementers in providing children and families with warm and nurturing learning environments which offer varied culturally respectful experiences that support individual social, intellectual, physical, and emotional development.
2. Support staff as needed in curricula implementation, individualization, screening, and child assessment.
3. In coordination with the Site Manager and education specialist team (Education & Disability Manager, Field Advisor and Child Outcomes Coordinator), develop a comprehensive teacher mentoring plan.
4. Allow classroom staff to observe appropriate classroom modeling, offer support, and lead discussions on what was demonstrated.
5. Utilize leadership styles that are developmentally appropriate for individual teaching staff and give guidance regarding classroom/time management, discipline, scheduling, planning and organizing for daily implementation and management.
6. Support teachers and school readiness goals, objectives and learning styles; analyze the nature, extent and duration of identified training needs; provide written and verbal feedback on general/specific teacher job competencies in the area of education services; coordinate scheduling of and may conduct training activities in coordination with the education management team.

Evaluation and Assessment

Develop and maintain schedules for on-site visits and observations for the purpose of conducting ratings and determining needs.

7. Participates in site visits, classrooms, observations, and work groups to assess program needs and planning strategies for system/process improvement and/or development of early childhood education, disabilities, and mental health.
8. Utilize Relationship Based Coaching cycle components for the purpose of assessing needs, engaging in focused observations, and providing reflection and feedback in order to set goals and develop action plans.
9. Provide constructive feedback and on-site support for teaching practices for the purpose of increasing teacher confidence and competence. This may include modeling, co-teaching, observing, providing reading materials or other resources as needed.

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10. Gather and record information about teacher's implementation of practices described in goals/action plans for the purpose of summarizing and displaying data.
11. Monitor staff progress and child outcomes based on school readiness goals, individualization, IEP, IFSP and other program, child, and staff specific goals and objectives.
12. Provide guidance and support to staff with implementation to curricular/individual plans and ongoing assessment.
13. Maintain a cooperative attitude of working together with the teacher, classroom staff, volunteers, and parents, management staff in planning and implementing classroom activities, consistent with the curriculum guide, resources and training provided.
14. Support teacher implementation of program's Planned Language Approach for the purpose of meeting the key language needs of all children as well as children learning English.
15. Plan and present individual and group workshops on relevant child development topics based on program data for the purpose of providing individualized professional development.
16. Provide follow-up support to staff following any form of training for the purpose of increasing implementation of information and transfer of skill into practice.
17. Work jointly with Early Childhood Education Management team and Site Managers to compile and interpret program data for the purpose of determining focus areas for mentoring and professional development as well as developing data related procedures as needed.
18. Complete monthly rating/monitoring reports or coaching logs for assigned sites and submit them according to timelines for the purpose of meeting program requirements for tracking and monitoring.
19. Travel s needed to all Head Start and Early Head Start centers for the purpose of fulfilling rating and/or mentoring duties and responsibilities.
20. Participate in substantial initial and ongoing professional development for the purpose of providing effective rating/mentor/coach activities as well as provide expertise on theory and practices that support children's development.
21. Demonstrate experience working with special populations or children in different learning environments, including children with disabilities,

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- children who are dual language learners and/or children who are homeless or involved in child welfare system for the purpose of providing guidance to staff on supportive practices.
22. Responsible for locating qualified classroom substitute to work in classroom when self or assistant will be absent from work
 23. Must immediately report violations of Personnel Policies and Procedures, Day Care Minimum Standards, or other guidelines governing the Head Start and Early Head Start Programs to the Site Manager, Education Management Team or Head Start Director
 24. Must comply with mandatory reporting requirements for suspected child abuse and/or neglect
 25. Assures confidentiality of records and privileged information at all times
 26. Reports to work at scheduled times and maintain a good attendance record
 27. Other duties as assigned

Immediate Supervisor: Child Education & Disability Manager

Secondary Supervisor: Field Advisor

Date of Approval _____