



Community Action Program CLASS Mentor-Coach Job Description

Job Title: CLASS Mentor Coach
Department: Education
Reports to: Director of Education
FSLA Status: Exempt
Date Prepared: April, 2016
Approved By: Policy Council
Date Approved: April 2016
Grade: 12

Summary:

The Classroom Assessment Scoring System (CLASS) Mentor-Coach is responsible for working with the Education Specialist, Education Managers, and Child Outcomes Specialist to maintain and improve program quality in Head Start classrooms by conducting CLASS and reviewing results, developing plans for improvement, and providing mentor coaching services to staff. The CLASS Mentor Coach will target areas in need of improvement by preparing professional development plans and providing on-site mentor coaching. Appropriate resources will be coordinated through information gathering, analyzing, and problem solving.

Minimum Duties, Essential Duties and Responsibilities include the following. Other duties may be assigned.

PROGRAM MANAGEMENT

1. Maintain and submit time sheet and activity log in a timely manner, ensuring complete and accurate information.
2. Maintain support and on-going communication with content area specialists and center staff.
3. Maintain and submit accurate reports and information (e.g. reports and records).
4. Ensure timely disposition of memos, correspondence (e-mail, telephone, etc.), and messages to appropriate personnel.
5. Participate in the orientation to the program and agency for all staff as required.
6. Attend center staff meetings, Education Team meetings, and any other staff meetings that may be required.
7. Contribute to the efforts of the program to meet or exceed state and local licensing requirements.

8. Facilitate a working partnership with all program and agency personnel where communication is shared regarding services and records for enrollees and their families.
9. Be a member of and participate in a designated committee for the program.
10. Effectively facilitates and offers problem solving strategies to improve classroom quality arriving at appropriate solutions for the benefit of all individuals and the program as a whole.

COMPONENT RELATED

11. Maintain yearly CLASS certification as required.
12. Participate in ongoing professional development for the purpose of providing effective mentor/coach activities as well as provide expertise on theory and practices that support children's development.
13. Meet schedules and time lines as designated procedurally.
14. Coordinate and conduct a variety of meetings and trainings/workshops to support staff development in pre-service and in-service.
15. Develop and maintain schedules for on-site classroom visits and observations for the purpose of conducting CLASS observations and determining professional development needs.
16. Complete CLASS observations in all classrooms as designated on the timeline, observing and scoring at the time of the observation. (September, March/April)
17. Meet with the teaching staff whose classroom(s) were observed within forty-eight hours of the observation, discussing the results of the observation (strengths, areas that need support, and results range).
18. Complete the identified sections of the CLASS Staff Professional Development Plan and submit to the Education Specialist for review prior to meeting with staff to include:
 - A. Goals
 - B. Resources/support needed
 - C. Projected timeline
 - D. Evidence goal attained
19. Maintain a CLASS notebook with all supporting observations/follow-up, and all Professional Development Plans for review by the Director of Education.
20. Work jointly with Education Managers, the Education Specialist, and Child Outcomes Specialist, meeting bi-weekly to communicate progress in curriculum implementation, classroom management, and quality interactions between teachers and children, for the purpose of compiling and interpreting classroom/program data interpret program data to determine focus areas for mentoring and professional development.
21. Utilize CLASS coaching components to assess needs, engage in focused observations, and provide reflection and feedback in order to set goals and develop action plans through:

- Providing constructive feedback and on-site support for teaching strategies
 - Increasing teacher confidence and competence through modeling, co-teaching, observing, videotaping, and other resources as needed.
22. Complete and submit monthly monitoring reports for assigned sites according to timelines for the purpose of meeting program requirements for tracking and monitoring.
 23. Support effective and appropriate implementation of all developmental areas of the Head Start Early Learning Framework in order to meet school readiness goals.
 24. Support teaching staff in the development and implementation of individualization activities for each child.
 25. 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.
 26. Demonstrate experience working with special populations or children in different learning environments, including children with disabilities, children who are dual language learners and/or children who are homeless or involved in the child welfare system for the purpose of providing guidance to staff on supportive practices.
 27. Participate in the revision of education procedures and forms.
 28. Provide input in the evaluation of teaching staff using a team-based approach based on progress of professional development goals.
 29. Assist in planning and conducting monthly curriculum meetings with teachers and teacher's assistants.
 30. Attend and engage in Education team meetings.

AGENCY RELATED

31. Observe the Agency's confidentiality policy regarding participants, records, technology, reports, and staff.
32. Adhere to professional standards of ethics as outlined in Personnel Policies.
33. Establish and foster good working relationships within the Agency and with community partners, serving as an advocate for the Head Start program.
34. Participate in community events that promote Community Action Head Start.
35. Demonstrate work habits which comply with Agency Personnel Policies and Procedures.
36. Acts as a representative of the Head Start Program and Escambia County Community Action Agency within the community.
37. Assume other work-related responsibilities as assigned by the immediate supervisor.
38. Report any observed health and safety violations to the supervisor immediately.
39. Report noted violations of agency Policies and Procedures to the supervisor immediately.

Supervisory Responsibilities: None

Competencies: The competencies listed here are representative of those that must be met to successfully perform the essential functions of the job – organizational skills, record-keeping, leadership, problem solving, time management, self directed and requires minimum supervision. The employee must have good literacy skills and be able to communicate effectively both orally and in writing.

Mathematical Skills: Ability to calculate figures and determine percentages

Computer Skills: Ability to use word processing software, database management system, e-mail and internet.

Qualifications: To perform this job successfully, an individual must be able to perform each minimum and essential duty satisfactorily. The requirements listed are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with diagnosed disabilities to perform the essential job functions.

Education and/or Experience: Must have a minimum Associate degree in Early Childhood Education or related field with a minimum of 5 years teaching experience required. A BA or BS degree or higher in Early Childhood Education or a related field with classes equivalent to a minor in Early Childhood Education is preferred. Applicants must have a minimum of two years of supervisory experience in Head Start or a related field. **CLASS certification is required or must be obtained within 3 months of employment.** Cross training as an Education Manager will be required.

Other Qualifications: Applicants must have a current Florida Driver's license, reliable transportation, satisfactory criminal records check for abuse and neglect, negative TB skin test, drug testing as required and state required minimum vehicle insurance and uninsured motorist insurance. Applicants must meet all Department of Children and Families requirements for employment and must be able to successfully complete the forty-hour child care class.

Physical Demands – This position requires the employee to be actively involved with children and staff in classrooms. They may be required to stand for long periods of time while completing observations in the classroom and on the playground. Moderate to vigorous physical activity is required when working in and among staff and children at center sites. The employee must be able to stoop, bend, kneel, hop and skip and are expected to sit on the floor with children during circle time and center time. The employee must be able to lift 40 lbs. Reasonable accommodations may be made to enable individuals with a diagnosed disability to perform essential job functions.

Work Environment – The employee will be required to perform work indoors and outdoors. Work location will be determined yearly. Employee can be expected to be moved from one center to another during the course of employment. Reasonable accommodations may be made to enable individuals with a diagnosed disability to perform minimum and essential job functions.