

WABASH AREA DEVELOPMENT, INC.
CLASS Coach/Education Coordinator

Job Title: Education Coordinator
Department: Head Start/Early Head Start
Reports To: Head Start/Early Head Start Director
Grade: IX
Prepared By: Head Start/Early Head Start Director
Approved By: Executive Director
Approved Date: 5/7/14
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Summary: The Education Coordinator monitors and provides guidance to Head Start staff, regarding Head Start Standards, School Readiness plans and other quality standards including licensing regulations, Illinois Early Learning Standards and developmentally appropriate practices. The Education Coordinator oversees and provides guidance concerning curriculum implementation, data entry for accurate outcome based reports, and overall assessment with individualization.

Essential Duties and Responsibilities:

Know and adhere to Head Start Performance Standards, Head Start Early Learning Outcomes Framework, DCFS licensing standards, Illinois Early Learning Standards, and the agencies Personnel Policies.

Stay abreast of current ECE developmentally appropriate practices to keep staff informed and implement accordingly with the direction of the Head Start director.

Establishes and maintains a positive, trusting, supportive and professional relationship with staff.

Support staff with training needs individually to build upon the strengths each staff member has and provide training.

Provide guidance in language and literacy development, social-emotional development, curriculum planning, observation, child assessment, individualizing, tracking child outcomes, using classroom strategies, identifying resources, creating supportive learning environments, and working with families.

Oversee School Readiness plan, create and update revisions as needed, monitoring effectiveness and successful outcomes related to School Readiness.

Co-organize School Readiness Advisory meetings with the EHS/HS Homebase/Disability Coordinator annually.

Communicate with EHS/HS Homebase/Disability and Professional Development Coordinator in regards to employee professional development and plan and conduct training for staff.

Coordinate with all HS/EHS Coordinators as needed for streamline communication and cohesive management.

Maintain an effective line of communication, following the chain of command. Ensure all staff follow the proper chain of command for streamlined communication.

Monitor monthly reports and required monthly and/or seasonal emergency drills.

Monitor lesson plans assuring they are complete and developmentally appropriate.

Assure staff are trained annually on Mandated Reporting, USDA guidelines and regulations, and any other mandated training required by state or federal law.

Monitor data input into the COR assessment, to assure all teachers are entering the required data for accurate assessment.

Analyze COR data as a whole for Head Start Centers three times annually. Segregate and desegregate COR data outcomes to research trends, patterns, and possible training needs for staff for improved outcomes.

Serve as educational consultant to teaching staff and coordinate additional consultant help as necessary. Work with the Coordinators to plan and provide needed training.

Annually evaluate progress of children's outcomes, brainstorm with coordinators, community partners, policy council, and board members to create improvement plans for improved outcomes.

Model professionalism at all times as a leader for staff and families.

Monitor reports, ensuring that parent/teacher conferences and home visits are made as required.

Review center observation reports conducted by site supervisors three times annually.

Monitor all sites, assuring that developmental screenings are completed within 45 days of enrollment.

Keep supervisors informed of changes and updates in any regulations, standards, and policies.

Review necessary statistics and completed monthly reports submitted by site supervisors, ensuring the reports are submitted in a timely manner.

Monitor that DCFS files on all staff are current and up to date and kept orderly at sites for DCFS inspections.

Maintain up to date licensure on all centers.

Maintain good relations with linkages and community partners.

Monitor employee staff development and training files, checking for accuracy and completion of goal setting.

Attend coordinator meetings, trainings, webinars, and conferences related to Early Childhood Education, HS updates, School Readiness, and CLASS to stay up to date on standards, regulations, policy changes, etc. Attend trainings requested by the Director or agency.

Share outcome data reports with staff, Policy Council, board members, and community partners.

Ensure that all parents and children receive transportation education in timely manner to support safety when transporting.

Ensure bus monitors are trained on all transportation procedures prior to performing bus monitor duties and that documentation of this training is maintained on site for DCFS and monitoring review.

Any other duties as assigned to ensure smooth program operation and/or to assist with coordination of other agency sponsored services.

Supervisory Responsibilities: This job has no supervisory responsibilities.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies:

Analytical – Collects and researches data; uses intuition and experience to complement data.

Design – Generates creative solutions; demonstrates attention to detail.

Problem Solving – Identifies and resolves problems in a timely manner. Gathers and analyzes information skillfully; develops alternative solutions; works well in a group problems solving situation; uses reason even when dealing with emotional topics.

Project Management – Develops component work plans; coordinate projects; communicates changes and progress; completes projects on time and budget; manages project team activities.

Technical Skills – Assesses own strengths and areas of improvement; pursues training and development opportunities; strive to continuously build knowledge and skills; share expertise with others.

Customer Service – Manages difficult or emotional customer situations; responds promptly to customer needs; solicits customer feedback to improve service; responds to requests for service and assistance; meets commitments.

Interpersonal Skills –Focuses on solving conflict, not blaming; maintain confidentiality; remains open to others' ideas and tries new things; keeps emotions under control; listens to others without interrupting.

Oral Communication - Demonstrates group presentation skills; participates in meetings; participates in meetings; writes clearly and informatively; edits work for spelling and grammar; varies writing style to meet needs; presents numerical data effectively; able to read and interpret written information.

Teamwork – Balances team and individual responsibilities; contributes to building a positive team spirit; exhibits objectivity and openness to other's views; gives and welcomes feedback; puts success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

Delegation – Delegates work assignments; matches the responsibility to the person; provides recognition for results.

Leadership – Inspires and motivates others to perform well; gives appropriate recognition to others.

Mentoring People – Includes staff in planning, decision-making, facilitating and process improvement; makes self available to staff; provides regular feedback improvement on goals; role model and encourage growth; solicits and applies customer feedback (internal and external); continually works to improve outcomes for teaching staff and children.

Cost Consciousness – Works within approved budget.

Professionalism – Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position; accepts responsibility for their own actions; follows through on commitments; understands the dynamics of the operation of a successful business; encourage staff to improve rather than adjust performance downward to meet existing staff qualifications.

Planning\Organizing – Prioritizes and plan work activities; uses time efficiently.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the knowledge,

skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Must have a Bachelor's degree in Early Childhood or related field with some Early Childhood coursework. Must have 3 or more years experience in Early Childhood Education settings. Must obtain CLASS observation certification within a reasonable time frame set by the agency. Must have a valid driver's license and be willing to travel within the seven county area.

Language Skills: Must have the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Must have the ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills: Must be able to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Must be able to apply concepts of basic algebra and geometry.

Reasoning Ability: Must have the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Must also be able to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills: To perform this job successfully, an individual should have knowledge of ChildPlus software; Database software; Internet software; Inventory software; and Word Processing software.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Staff Signature

Date

Supervisor's Signature

Date