

INCA Community Services

Job Description



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| Title: | Practice-Based Coach | Reports to: | Education Manager |
| Program | Head Start | Status: | Non-exempt, 40 hours a week, full benefits, some flexibility in schedule. 12 month. |
| Revised: | March 2024 | | |
| Approved: | May 2017 | Wage: | See Salary Scale |

Benefits: Health, Dental and Life Insurance, Sick and Annual Leave, Retirement Program (401k), All paid holidays.

Job Summary:

Responsible for high-quality coaching, guided reflection, training, technical assistance, and individualized support and follow-up to teachers guided by data from CLASS Observations, LAP-D Assessments, Mental Health Observations, and a Curriculum Fidelity Checklist. This position is not a supervisory role, the coach will ensure teachers are receiving the instruction and guidance needed to successfully teach and implement the assigned curriculum and practices which promote high-quality learning and school readiness.

This position does have recurring access to a vulnerable population.

Essential Functions: *The below is intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position.*

Coaching Duties and Responsibilities: (75% of the time)

- Develop and maintain positive, supportive relationships with teaching staff.
- Maintain knowledge of the program's curriculum and operational procedures related to child development.
- Maintain awareness of trends and best practices, and is continually acquiring knowledge in fields related to early childhood development and education, children and families, and poverty.
- Meet regularly and effectively communicate with the Education Manager on:
 - Scheduling classroom observations to determine needs
 - Developing and coordinating on-site work schedules, classroom observations, and training timelines to share with area supervisors and the management team.
 - Analyzing data to determine individualized coaching needs for teaching staff and program improvement goals
 - Coaching plans and assessing teaching staff progress.
 - Support the ongoing professional development of teachers.
- Develop individualized coaching plans, with specific goals and areas for growth based on classroom and teacher observations.
- Submit coaching plans to review with the Education Manager.
- Implement plans and assess teacher progress.
- Provide one-to-one mentor coaching strategies for improving teacher-child interactions with culturally, linguistically, and developmentally diverse groups of children.
- Provide constructive feedback and support to teaching staff for learning and growth, including activities, reading materials, or other resources as needed to guide learning.
- Document classroom and teacher observations and individual mentor coaching plans
- Gather and track coursework, assessments, and training events documentation from teaching staff
- Monitor the staff's progress and child outcomes based on school readiness goals.
- Follow up on individual teaching staff requests for coaching services and document the nature of training needed.

- Train new teaching staff and maintain support as needed while they gain knowledge of their role and the responsibilities of their position..
- Plan and present small group workshops on relevant child development topics based on program monitoring outcomes.
- Promote best practices in early childhood development based on Head Start Performance Standards, Creative Curriculum, Oklahoma Early Learning Guidelines, and other prescribed curricula used by INCA Head Start.

Class Observer Duties: (10% of the time)

- Receive and maintain Classroom Assessment Scoring System (CLASS) Certification
- Assist with CLASS observations and analyze data to measure progress in child outcomes.
 - 2 cycles of observation of 20 minutes (minimum) per classroom assigned.
 - Code and enter data into Child Plus (data system)

Data Input Duties: (15% of time)

- Assist with the collection and gathering of child progress data.
- Prepares source data for computer entry by compiling and sorting information; and establishing entry priorities.
- Processes child progress data, reviews data for deficiencies; resolves discrepancies
- Enters child progress data in Child Plus (database)
- Maintains data entry requirements by following data program techniques and procedures.
- Verifies data by reviewing, correcting, deleting, or reentering data

General Duties:

- Serves as a role model to staff, children, and parents;
- Attend work punctually and regularly to provide consistency of service;
- Attend upon request all staff and other appropriate meetings, training, and conferences some of which may require out-of-town travel and evening/overnight attendance;
- Follow Agency personnel policies as established by the Board;
- At all times maintain a professional attitude and respect for parents, children, and staff;
- Ensure confidentiality of all records and information;
- Demonstrate commitment to mission, values, and policies in the performance of daily routines;
- Perform other program-related assignments as designated;
- Present a positive image of the agency to members of the community.

Supervisory Relationships:

Works under the supervision of the Education Manager and is accountable to the Head Start Director, Executive Director, Policy Council and Board of Directors.

Knowledge and Skills:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the education, certification, licensing, experience, knowledge, skill and/or ability required.

- Ability to organize and manage effectively, and work independently.
- Flexible and self-motivated to handle the needs of the staff to meet goals.
- Ability to exercise good judgment in recognizing scope of authority.
- Ability to analyze, interpret, and utilize various forms of data.
- Advanced skills in effective communication, both verbal and written.
- Ability to build and maintain effective and professional working relationships with staff, management, and families.
- Ability to prepare clear, concise, and accurate records and reports.
- Ability to effectively present information, respond to questions and deliver training in group or one-on-one settings.
- Ability to efficiently interpret, explain and implement guidelines, policies and procedures.
- Ability to work independently and maintain professional boundaries and confidentiality.
- Ability to exercise tact and discretion in all employee interactions.

- Ability to work well with people of diverse cultural and socioeconomic groups.

Qualifications:

Education: Degree in Early Childhood Education or Child Development or a related degree and coursework equivalent. Within six month receive CLASS Certification.

Experience:

- Desired - Three years of experience in an early childhood classroom or 5 years experience in a child development program working directly with children, families and staff
- And/ or a position involving parent/adult education or college or preschool instruction, which included program planning, organizing, and adult education and training.
- Must have ability to use technology in an instructional environment and be able to successfully implement technology in presentations.
- Advanced computer skills, including social media and internet research.
- Experience in reading, interpreting and implementing guidelines and following written and oral instructions;

General:

- Valid Oklahoma driver’s license
- Reliable transportation with liability insurance,
- Character references
- Must pass:
 - Physical,
 - Pre-employment drug testing
 - Criminal Background check including:
 - NSOPW (national sex offender)
 - Child Care Restricted Registry (Joshua’s List)
 - FBI fingerprint-based criminal history as required of the ODHS

Physical Requirements: Employee must be able to:

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.

- Stand, walk, bend over, kneel, stretch, grasp, reach overhead, stoop, twist, push, pull and move lift and/or carry 0 to 60 pounds to waist height. Must be able to regularly lift and/or move up to 20 pounds.
- See and read a computer terminal and printed matter with or without vision aids.
- Good hearing. Hear and understand speech at normal levels and on the telephone with or without hearing aids.
- Clear and understandable speaking ability.
- Enter data into a computer terminal, operate mainframe/personal computers, operate standard office equipment and operate communication devices.
- Operate a motor vehicle
- Repetitive motion especially with hands and arms, frequent keyboard use:
- Sit for extended periods of time.

INCA IS AN EQUAL OPPORTUNITY SERVICE PROVIDER AND EMPLOYER

Acknowledgment: I acknowledge receipt and understand the contents of this job description.

Signature of Employee:

Date:

INCA Community Services, Inc. is an Equal Opportunity provider and employer. The functions, qualifications, requirements, and physical demands listed in this job description represent the essential functions of the job, which the employee must be able to perform either with or without reasonable accommodation. As an equal opportunity provider and employer, INCA will make reasonable accommodations to enable individuals with disabilities to perform their job duties/functions. The listed functions, duties and responsibilities do not

necessarily include all activities that the employee may perform. Nothing herein restricts INCA's right to assign or reassign duties and responsibilities to the job at any time.