

Branch ISD

Job Description



Job title: Education Coach

Work Location: Varies

Classification: Non-Union

Reports to: Julie Dunks

☒ **Full Time**

☐ **Part Time**

☐ **Substitute**

☐ **Temporary**

☐ **Exempt**

☒ **Nonexempt**

Schedule:

Varies

Position Description:

The Education Coach/ECS is responsible for supporting the Head Start and Great Start Readiness Program (GSRP) to continuously improve educational services. Education Coaches provide consultation, mentoring, and training for Education staff through the use of the Coaching Model adopted by the program. They assist Education staff, management staff, and community members in the review and analysis of individual child, classroom, and program data, gathering input and making recommendations for program changes. The Education Coach/ECS works collaboratively with not only BISD staff, but also with local LEA's, ensuring smooth transitions between programs and schools. This is a part-time position.

Requirements:

1. Education and/or certification and experience:
 - a. Education Coach - Bachelor degree in Early Childhood Education, Child Development, or related field
 - b. ECS for GSRP - Graduate degree in Early Childhood Education. Child Development, or related field
 - c. Current CLASS reliability and PQA reliability status or willingness to obtain reliability within the school year.
2. Experience
 - a. Minimum five years of classroom experience with teaching experience at both the preschool and/or early elementary level,
 - b. Experience with child outcomes reporting and planning based on data.
3. Other
 - a. Have and maintain a valid driver's license, safe driving record and safe, dependable and insured transportation,
 - b. Provide criminal background check by digital fingerprinting, and
 - c. Maintain adequate physical health as evidenced by passing a physical exam and TB screening upon hire and thereafter every three (3) years.

Essential Functions:

1. Mental Tasks:
 - a. Ability to understand written and oral instructions.
 - b. Ability to demonstrate appropriate verbal and written communication in dealing with staff and the general public.
 - c. Ability to practice the principles of team play with other staff members.
 - d. Ability to extrapolate data and other information and put it into a finished document.
 - e. Ability to be flexible under stressful situations.
 - f. Ability to learn new technology to improve job performance.
 - g. Ability to give directions and supervise staff.
 - h. Ability to communicate, analyze, and evaluate plans.
 - i. Ability to manage time and demonstrate basic organizational skills.
 - j. Ability to perform functions from written and oral instructions, and from observing/listening to others.
 - k. Ability to evaluate material such as computer programs, books, tests, and other materials pertaining to the job.
 - l. Ability to interpret verbal and written communications, directives, or suggestions, for implied as well as explicit meaning or expectations.
2. Physical Tasks:
 - a. Ability to sit for long periods of time.
 - b. Ability to drive a vehicle to meetings, conferences, workshops.
 - c. Ability to work outside regular business hours when necessary (evenings).
 - d. Ability to write and type; requires manual dexterity.
 - e. Ability to hear within normal range in order to communicate with staff and the general public.
 - f. Sufficient visual ability to read written communications and print on monitors.
 - g. Ability to lift and move objects of at least 15 lbs. at least ten feet or more (i.e. files, books).
 - h. Ability to lift 30-40 pound child.

Policy requirements:

1. Adhere to all Master Agreement, district, and/or building policies regarding:
 - a. Attendance
 - b. Business procedures
 - c. Safety

- d. Obtaining parental permission
- e. Personal appearance
- 2. Portray a professional image in appearance, language, and attitude, in accordance with the program's Standards of Conduct.
- 3. Remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

Job Performance:

- 1. Communication and interpersonal relationship skills expected:
 - a. Communicate clearly, effectively, and diplomatically in verbal and written exchange with staff, administration, and the community
 - b. Interpret verbal and written communications of supervisor
 - c. Conduct self in a professional manner
- 2. Management and organization skills expected:
 - a. Analyze complex individual student data, classroom data, and program-wide data and provide recommendations about how to use this information to improve program services,
 - b. Make decisions appropriate to situations, based on objective and factual information,
 - c. Demonstrate the ability to seek out, learn, and share current knowledge about best practices and research regarding the education of young children,
 - d. Maintain the trust, confidence, and respect of staff and other administrators,
 - e. Make decisions under pressure, evaluate results, consider opinions of others, and make adjustments as needed, and
 - f. Meet specific performance objectives developed jointly with immediate supervisor.
- 3. Professional Expectations:
 - a. The ability to maintain a professional demeanor and confidentiality,
 - b. Highly developed communication skills with children, families, staff, and community members,
 - c. A sincere commitment to and appreciation of the needs of low income and at-risk children and families,
 - d. Willingness and flexibility to work as needed by the program and directed by supervisor,
 - e. The ability to work openly and cooperatively with supervisors and co-workers in a team approach,
 - f. An ability to devise innovative approaches to address classroom, program, or community concerns, and the requirements, how they align, and how they support a high quality program, and
 - g. Other duties as assigned.

Duties:

- 1. Contribute to the work of the BISD's Early Education Leadership Team. Collaborate and work as a team to interpret data and give input as to program changes to work toward continual improvement of programs,
- 2. Participate in "Data Dives" in order to review and analyze assessment data and make necessary changes to the programs' School Readiness Goals. School Readiness Goals must be aligned with the Head Start Performance Standards, Head Start Early Learning Outcomes Framework, State Early Learning Standards, and the expectations of the schools the children will attend when they exit BISD Early Education programs,
- 3. Serve as a resource to observe classrooms, review child assessment data, and mentor teachers in order to strengthen classroom practices and the individualization of lesson plans based on child needs,
- 4. Provide coaching to individual Education Staff based on the Coaching model adopted by the program which includes: setting goals and action plans, observing, reflecting, and adjusting subsequent goals and action plans,
- 5. Plan and provide training for Education staff based on recommendations from the Education and Professional Development Manager,
- 6. Produce written informational material to support the development of staff, such as monthly tips,
- 7. Review lesson plans on a monthly basis and give constructive feedback on ways to improve classroom practices and/or individualization for students based on their needs and interests,
- 8. Become thoroughly familiar with Head Start Performance Standards, the Head Start Early Learning Outcomes Framework, CLASS, PQA, the preschool curriculum and assessment tools, Great Start Readiness Program Requirements, Special Education Requirements, Michigan Child Care Licensing regulations, and best research-based practices in early childhood education in order to support the program's efforts to align these requirements and to communicate with Education Staff about the content of the requirements, how they align, and how they support a high quality program, and
- 9. Assist with other duties as defined and/or requested by the Early Education Coordinator/Head Start Director when additional work is necessary to fulfill the obligations of Branch ISD Early Education Services.
- 10. Other duties as assigned.

Employee Name:

Employee Signature:

Date:

The statements contained in this job description are intended to describe the general nature of the requirements and level of work being performed by people assigned to this position. They are not to be construed as an exhaustive list of all specifications and job duties of personnel so classified. This job description does not constitute a contract for employment.

Date Created: May 2022

Revisions:

