

Job Description Created 2014: revised November 2016
EHS Education Coordinator

CLEVELAND COUNTY PARTNERSHIP FOR CHILDREN

EARLY HEAD START

JOB DESCRIPTION

Education Coordinator

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Position: Education Coordinator

CLASSIFICATION	Non-Exempt – Full Time
COMPENSATION	TBD
SUPERVISORY CONTROL	Early Head Start Director
SUPERVISION EXERCISED	NA
SUMMARY OF RESPONSIBILITIES:	Responsible for the formulation, coordination, and implementation of the education component for the Early Head Start program including but not limited to monitoring teacher education/qualifications, classroom curriculum, child assessments, appropriate early childhood experiences and materials for enrolled children, parent involvement in their child's learning experiences and curriculum, teaching staff development opportunities, etc.

QUALIFICATIONS	
Education and Experience	<p>Required: Bachelor's Degree in Early Childhood Education or Bachelor's Degree and equivalent coursework in early childhood education with early childhood teaching experience.</p> <p>Preferred: Master's Degree in Early Childhood Education or Master's Degree and equivalent coursework in early childhood education plus 3-5 years' experience in early childhood teaching, coordinating staff training, and teacher/student educational advising.</p>
Knowledge and Skills Required	<ul style="list-style-type: none"> • Extensive knowledge of Creative Curriculum for young children • Knowledge of Galileo assessment • Appropriate experience with the eight domains of learning • Self-Assessment tools • Ability to communicate effectively both orally and in writing to the staff, public, and parents • Ability to work both independently and as a team • Experience with record keeping • Computer software skills: Excel, Word, email, Internet

DUTIES AND RESPONSIBILITIES

UPPER MANAGEMENT LEVEL RESPONSIBILITIES

- › Prepare, implement and evaluate the Education and Early Childhood Development Service Plan and Procedures with input from the Education Advisory Committee, the Policy Council, and parents
- › Coordinate and serve as staff to the Education Advisory Committee
- › Attend Policy Council meetings as directed by the EHS Director
- › Develop a teacher staff development/training plan
- › Assist as directed by the EHS Director in the development of a parent training plan
- › Coordinate jointly with the Mental Health/Disabilities Coordinator a plan for mental health education
- › Share child outcomes information with the EHS Policy Council, Education Advisory Committee, staff, and Board of Directors when asked by the Executive Director.
- › Participate in the program self-assessment process

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- › Ensure all Head Start Performance Standards related to the education component of the program is adhere to at all times
- › Participate in the program monitoring process for the educational component
- › Carry out any other duties as assigned by the Early Head Start Director

SPECIFIC PROGRAM RESPONSIBILITIES

- › Demonstrate a working knowledge of the Early Head Start Program Performance Standards through the execution of job responsibilities
- › The Education and Early Childhood Development Service Plan will reflect:
 - The curriculum and materials used to support this curriculum
 - Recommendations on strategies for new approaches to curriculum and teaching methods
 - The assessment instrument that will be used to track children's progress
 - How each child will receive appropriate experiences to foster their individual development in the following eight domains:
 - Language & Literacy
 - Social and Emotional
 - Early Math
 - Nature and Science
 - Fine and Gross Motor
 - Creative Arts
 - Physical Health Practices
 - Approaches to Learning
 - How parents are involved in the development of the curriculum and in supporting the curriculum by providing volunteer services and/or resources
 - How communication occurs between families and teaching staff and between teaching staff and support staff
 - What instruments are used to measure and monitor classroom environments and activities
- › Be responsible for the monitoring of the Education and Early Childhood Development Service Area Plan to ensure the following is provided in the classrooms:
 - A supportive social climate
 - Opportunities for the children's successes through well planned and carefully designed individual and small group activities
 - An atmosphere of acceptance and pride; building blocks for a healthy self-concept
 - Development of intellectual skills
 - Promotion of language understanding and easy communications between children and adults
 - Promotion of physical growth and development
 - Resources reflective of the child's needs and his/her racial and ethnic population
 - Inclusion of parents in the development of the daily program curriculum
- › Assist all teaching staff in the preparation, maintenance, implementation and evaluation of individual objectives and goals for each child
- › Monitor the teaching staff and assist when needed to see that the minimum of two home visits and two Parent/Teacher conferences are made each year
- › Assist, as directed by the Early Head Start Director, the Health/Dental/Nutrition Services Coordinator to see that all Early Head Start, Health and Human Services, and Administration for Children and Families' safety rules and regulations are strictly adhered to in every center
- › Monitor that adequate and appropriate furniture, equipment and supplies are maintained in each classroom
- › Respond to all email and other correspondence in a timely manner
- › Maintain all confidentiality procedures regarding child/teacher information classified as confidential

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- › Attend regularly scheduled staff meetings, and full staff meetings for the purpose of planning and coordinating program efforts
- › Share with the Health/ Dental Services Coordinator results of classroom monitoring visits when health and safety issues have been observed to ensure a healthy and safe environment
- › Submit reports as directed by and needed for the EHS Director and/or Executive Director
- › Prepare a report of Child Outcomes for the program year
- › Prepare a chart of mid-year Child Outcomes to share with teachers to assist them in planning
- › Provide information, as directed, necessary to complete the Program Information Report
- › Maintain classroom lending library books including distributing Spanish books to the classrooms that have families whose primary language is Spanish
- › Maintain a file of teacher credentials and monitor classroom staff qualifications
- › Monitor the Galileo online assessment to ensure that accurate records and on-going observations and evaluations of each child's growth and development are maintained by teachers
- › Assist the Early Head Start Director in preparation for his/her participation for relevant community programs and organizational functions
- › Participate in the program self-assessment process
- › Analyze outcome results to establish program goals so that the EHS Director may work to develop a program strategic plan
- › Prepare self-assessment packets for teaching staff to complete. Review and prepare results to include in the program self-assessment
- › Coordinate and provide orientation and training to new teaching staff
- › Provide teaching staff and parent training in child development that includes physical, social/emotional, cognitive, literacy, and language development
- › Participate in staff development activities both in center and in the office
- › Ensure that annual performance reviews are conducted on teaching staff and placed in each individual's educational file
- › Ensure that an annual Professional Development Plan is completed by all teaching staff and placed in each individual's educational file
- › Provide in-kind documentation for Education Advisory Committee members and the work within this position including others who provide in-kind support to the education service area.

PHYSICAL FUNCTIONS

In order to carry out the essential functions of this position, the employee must be able to perform the following physical functions without any health restrictions: walk with or without mechanical assistance; sit in adult chairs for 120 minutes continuously; bend occasionally; lift and carry 10 lbs.; reach laterally with arms; hear and see within normal ranges; work indoors in temperatures between 60 and 90 degrees; have finger dexterity to write, type, collate, and staple repetitively; and be exposed to noise that is typical in an office and in classrooms with program children.

MENTAL AND EMOTIONAL REQUIREMENTS

- › Patience with visitors, callers, especially families and children visiting the office
- › Effective time management skills
- › Mental flexibility
- › Problem solving, and ability to work with others
- › Initiative and resourcefulness
- › Judgment that results in sound decisions
- › Motivation and self-discipline to learn independently
- › Interpersonal skills that support constructive workplace relationships and teamwork
- › A strong belief in the value of early childhood education programs for child and family benefit
- › Energy and enthusiasm for the agency and its goals/objectives

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- › Ability to maintain professional boundaries with other employees, children/families, Policy Council members, and the Board of Directors

MARGINAL FUNCTIONS

Have access to a vehicle with current registration, inspection, and insurance; have a valid driver's license; and be willing to use this vehicle on the job for self-transportation as necessary to perform duties of the position.

This job description is a general description of essential job functions. It is not intended as an employment contract, nor is it intended to describe all duties someone of this position may perform. All employees of the Cleveland County Partnership for Children, Inc. are expected to perform tasks as assigned, regardless of job title or routine job duties.

I HAVE READ AND UNDERSTAND THE DUTIES AND RESPONSIBILITIES OF THIS POSITION.

Name

Date