



05/23

Community Action Partnership of Madera County

JOB TITLE: PROFESSIONAL DEVELOPMENT COACH/MENTOR

DEPARTMENT: Head Start Programs

REPORT TO: Deputy Director – Child Development Services

SUPERVISE: N/A

COMPENSATION: Range 25.0

FLSA: Full-time; Non-Exempt

JOB OVERVIEW: This position is responsible for providing on-site coaching / mentoring for Head Start teaching staff using a reflective practice model. Provides mentor/coaching to enhance teacher-child interactions and gains towards the program's adopted school readiness goals.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, ability, core competencies, and/or physical required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and EXPERIENCE:

- Bachelor 's degree in Early Childhood Education (ECE) / Child Development (CD) or related field with 24 ECE / CD units including core courses; and
- 3 units in ECE / CD infant and toddler units
- 6 units in administration
- 2 units in adult supervision
- 2 years teaching experience
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

LICENSES / CERTIFICATES:

- Must have a current and valid Site Supervisor Permit or obtain it within 12 months of hire.
- CLASS Reliability Certificate (Preschool) within 12 months of hire.

ABILITY TO:

- Read, write, and speak Spanish is preferred.
- Use Microsoft Outlook, Teams, 365 products, and with software including MS

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Work, Excel, Power Point, ChildPlus, and COPA.

- Understand and carry out oral and written directions.
- Communicate effectively, orally and in writing.
- Develop and maintain supportive, respectful, and empowering relationships with families and children.
- Plan, organize and implement approved training programs.
- Identify and analyze complex problems and recommend viable solutions.
- Analyze and prepare a variety of necessary reports.
- Remain calm in stressful situations.
- Work effectively with all socioeconomic and cultural backgrounds.
- Maintain confidentiality of information on Head Start families.

KNOWLEDGE OF:

- CAPMC Head Start Programs, Head Start Performance Standards, State regulations (where applicable), and licensing regulations (where applicable).
- General understanding of child development 0-5 years.
- Awareness of the services and agencies in the assigned service area.
- Preparation and use of individual education plans, record keeping, adult education principles, and principles of leadership and supervision.
- Child development theories and practices
- Early childhood education.
- Individual differences, learning styles, cultural needs, child development and community needs in setting up and implementing curriculum for the year.
- Assist in the development and implementation of staff development and in-service programs, inclusive of education plans for teaching staff.
- Trained in maternal child health practices.
- Key components of Practice Based Coaching (PBC) and Together Learning and Collaborating (TLC).
- Basic knowledge of CPR and First Aid

CORE COMPETENCIES:

- Customer Commitment – proactively seek to understand the needs of our customers and provide the highest standards of services.
- Dedication to Professionalism and Integrity – demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the communities we serve.
- Organizational Excellence – takes ownership for excellence through one's personal effectiveness and dedication to the continuous improvement of our programs and services.
- Success through Teamwork – collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals.

GENERAL PHYSICAL REQUIREMENTS

- Exerting up to 15 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Able to maintain regular, punctual attendance consistent with the Americans with

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Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA) and other federal, state and local standards.

- Able to perform the essential job functions consistent with the ADA, FMLA, CFRA and other federal, state and local standards.

MAJOR DUTIES & RESPONSIBILITIES:

LEADERSHIP

- Adheres to and applies the CAPMC mission, values, standards, policies and procedures.
- Attends mandatory new employee orientation/ mentor activities.
- Attends trainings, workshops, and classes to keep abreast of client engagement theories and practices.
- Engages and encourages personal and professional development.
- Ensures services are provided to all clients in a manner consistent with CAPMC mission, standards, values and grant requirements.
- Identifies and resolves concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
- Keeps apprised of developments and trends in the program's operation and be attentive to the changing or growing needs of the community.
- Keeps informed of current theories and practices in the field.
- Keeps informed of program terms, conditions, and eligibility changes.
- Maintains and ensures that staff and volunteers maintain the confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Makes recommendations for replacement, purchase, or repair of equipment.
- Models professionalism for parents, children, clients, community, co-workers, and volunteers.
- Prepares and actively participates in staff meetings and committees.
- Promotes a team environment and teamwork.
- Reports and assists in reporting suspected child abuse in accordance with CAPMC child abuse reporting procedures.
- Represents CAPMC in the community in a professional and competent manner.
- Responsible for setting priorities and meeting deadlines.
- Shares information and knowledge with appropriate staff members.
- Works as a team member to support the functions and operations of the Department and the Agency.

ADMINISTRATION

- Works closely with Area Managers, Site Supervisors / Teachers, Center Directors and Content Area Specialists to ensure that Head Start Performance Standards and the Head Start Program requirements are met.
- Reviews and analyzes children's outcomes, school readiness goals, CLASS, and monitoring data annually for planning and recommendations for program improvement and professional development.
- Prepares and submits requisitions for supplies and materials, as needed.
- Participates in scheduled self-evaluation of the Head Start Program.

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- Responsible for promoting strong community relations for the Agency & Head Start Program.
- Collaborates with the immediate supervisor and all the Content Specialists in Parent Involvement, Disabilities, Facilities and Education to develop a comprehensive child program to meet Federal requirements.
- Attends all meetings, training and workshops designated by the Deputy Director – Child Development Services and Head Start Program Director.
- Always maintains confidentiality.
- Participates in the data analysis of children outcomes, Classroom Assessment Scoring System (CLASS) assessments, monitoring, Program Information Report (PIR), to develop a training plan for teaching staff based on data findings.
- Collects and Analyzes data to prepare reports for staff, managers, Policy Council / Committee and Board of Directors.
- Develops systems to gather information and data on the effectiveness of mentoring/coaching practices.
- Annually analyses data collected throughout the year and shares information with mentored/coached staff for feedback and input.
- Facilitate the Practice Based Coaching process (PBC) and/or Together Learning Collaboration cycle (TLC).

COACHING

- Coaches teaching staff to increase their knowledge and skills in developmentally appropriate practice.
- Fosters professional growth of teachers and instructional staff in CLASS and Center on the Social and Emotional Foundations for Early Learning (CSEFEL) strategies, Program Curriculum(s), Home Observation Visiting Rating Scales (HOVRS), Program for Infant Toddler Care (PITC) Philosophy and other research-based practices used by CAPMC.
- Conducts observations of staff-child interactions and staff-parent interactions.
- Provides opportunities for discussion and reflection to give feedback in a non-judgmental way by establishing positive relationships.
- Provides opportunities for staff to reflect and apply theory and learning to everyday practice.
- Provides support for formal training on CLASS, CSEFEL, pre-service, in-service and any other research-based practices that promote positive teacher-child interactions and promote school readiness.
- Assists in conducting CLASS assessments under pre and post stages to determine areas of need for individuals and classrooms to develop a support plan.
- Develops individual support plans with specific goals and areas for growth identified which are based on teacher self-assessment, classroom and teacher observations and other areas identified by teacher, coach, and supervisor.
- Facilitates group workshops on relevant child development topics based on program monitoring outcomes.

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TRAINING AND DEVELOPMENT

- Supports and assists in the training for employees regarding program curriculum, developmental screenings and assessments, individualization, class assessment, and related areas.
- Assists in the coordination of training for staff focusing on newly hired Head Start staff needs, program findings, program goals, objectives, policies, procedures and program area plans.

OTHER DUTIES:

- Adheres to the Americans with Disabilities Act of 1990 (ADA), which prohibits discriminatory actions toward any qualified individuals. Children with disabilities are enrolled in the classroom as mandated by federal and state laws.
- Ensures strict compliance with universal precautions during work-related visits or when administering first aid.
- Other duties as assigned within scope of job classification.

LIMITS OF AUTHORITY

- Relative authority to maintain compliance with federal, state, and local laws as well as the Agency's policies and procedures.
- Relative authority to maintain compliance with program standards and the requirements of funding guidelines.
- Maintains close communication with the immediate supervisor to recommend a course of action and to receive directives on priorities.

OTHER REQUIREMENTS:

- Must be able to relate with all people of the community regardless of sexual, ethnic, racial, or religious background or socio-economic level.
- Must pass health screening and TB skin test or chest x-ray.
- Must meet SB 792 immunization requirement.
- Must meet AB 1207 mandated reporter training requirement.
- Must be dedicated to the goals and philosophy of CAPMC and Department.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
- Must have dependable insured transportation and a valid California Driver's License and acceptable driving record. A DMV printout and proof of insurance will be required. Mileage may be reimbursed subjected to CAPMC's policy.
- Must complete all background requirements: references, sex offender registry check, livescan checks, a pre-employment drug screen, acknowledgement of child abuse reporting responsibility, criminal record statement, and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving clearances from appropriate authorities.
- Must use reasonable precautions in the performance of one's duties and adhere to all applicable safety rules and practices; and act in such a manner as to always ensure maximum safety for oneself, fellow employees, clients, and children.

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PHYSICAL ACTIVITIES

- **Balancing:** Maintaining body equilibrium to prevent falling or tripping when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
- **Climbing:** Ascending or descending ladders, stairs, stepping stools, ramps, stairs, and the like, using feet and legs and/or hands and arms. Hands and arms may be used for balance, such as holding a railing.
- **Crawling:** Moving about on hands and knees or hands and feet.
- **Crouching:** Bending the body downward and forward by bending leg and spine.
- **Driving:** Driving is the operation of a motorized passenger vehicle or other vehicle such as forklifts, golf carts, riding mowers.
- **Eye/Hand/Foot Coordination:** Performing work through using two or more body parts or other devices.
- **Feeling:** Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- **Fine Manipulation:** Touching, picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in gross manipulation.
- **Foot or Leg Controls:** Use of one or both feet or legs to move controls on machinery or equipment. Control includes, and is not limited to, pedals, buttons, levers, or cranks.
- **Gross Manipulation:** Seizing, holding, grasping, turning, or otherwise working with the hand(s). It is often present when lifting involves the hands. Fingers are involved only to the extent that they are an extension of the hand to hold or operate a tool such as tin snips or scissors.
- **Hearing Requirements:** The ability to hear, understand, and distinguish speech and/or other sounds (e.g., machinery alarms, medical codes or alarms). This includes in person speech, other remote speech, other sounds, telephone, video conference.
- **Keyboarding:** Entering text or data into a computer or other machine by means of a traditional keyboard. Traditional keyboard refers to a panel of keys used as the primary input device on a computer, typographic machine or 10-Key numeric keypad.
- **Kneeling:** Bending legs at the knees to come to a rest on knee(s).
- **Lifting or Carrying:** Lifting is raising or lowering an object from one level to another. Lifting can include an upward pulling motion. Carrying is to transport an object – usually by holding it in the hands or arms or wearing it on the body.
- **Pushing or Pulling:** Pushing is exerting force upon an object so that the object moves away from the origin of the force. Pulling is exerting force upon an object

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so that the object moves toward the origin of the force. Pushing or pulling may involve use of hands or arms and/or feet or legs done with one side of the body or both sides.

- Reaching at or below Shoulder Level: Reaching at or below the shoulder is present when there is 'Reaching,' but it does not meet the threshold for 'Overhead.' 'Overhead' and 'At or Below the Shoulder Reaching' can be present in the same task.
- Reaching Overhead - Extending the arm(s) with the hand(s) higher than the head and one of these conditions exist: (1) A person bends the elbows, and the angle at the shoulders is about 90 degrees or more, or (2) A person keeps the elbow extended, and the angle at the shoulder is about 120 degrees or more.
- Repetitive Motions: Making frequent or continuous movement.
- Alternate Standing/Sitting at Will: The ability to alternate between standing and sitting is present when the employee has the flexibility to choose between standing or sitting as needed.
- Sitting: Remaining in a seated position.
- Speaking: Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.
- Standing or Walking: Standing is to remain on one's feet in an upright position without moving about. Walking is to move about on foot.
- Stooping: Stooping is bending the body forward and down while bending the spine at the waist 45 degrees or more either over something below waist level or down towards an object on or near the ground.

VISUAL ACUITY

- Near Visual Acuity: Clarity of vision at approximately 20 inches or less (i.e., working with small objects or reading small print), including use of computers.
- Far Visual Acuity: Clarity of vision at 20 feet or more. This is not just the ability to see a person or object, but the ability to recognize features as well.
- Peripheral Vision: Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point.

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.

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WORKING CONDITIONS

- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.

To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.