



CHILD CARE PARTNERSHIP (CCP) COACH

Exemption Status: Full- Time, Exempt, Salaried Salary: 58,000 - 68,000

ORGANIZATIONAL OVERVIEW

As a recipient of the Early Head Start-Child Care Partnership grant, Educare DC will partner with childcare providers in Wards 7 and 8 to serve an additional 144 infants and toddlers and their families. The program provides high-quality full day, full year early care and education to children who receive child care subsidy and are eligible for Early Head Start. This federal grant will allow Educare's child care partners to increase the quality of their early education programs, and to add new services including health, oral health, nutrition, mental health, and supports for children with special needs. The grant also funds family engagement services, designed to help low-income families build positive relationships, and to support their journey as their children's first teacher, and as engaged community leaders and advocates. Educare DC has extensive experience in fully implementing quality Early Head Start education, comprehensive services and family engagement programming. Through this program Educare will provide respectful program design and management support that incentivizes childcare partners to provide continuity of care, improves child developmental outcomes, and engages parents in their child's school readiness and eagerness to learn.

POSITION OVERVIEW

The Child Care Partnership Coach assists in monitoring and planning the facilitation of full and effective implementation of Early Head Start Performance Standards, as well as evidence-based instructional practices by providing the Early Head Start Child Care partner staff and Child Care Partnership Instructional Assistants with instructional leadership under the direction of the EHS Partnership Director through design, delivery and coordination of intensive professional development, facilitation of interdisciplinary collaboration, and administrative support. Outcomes of the Child Care Partnership Coach's work include exemplary early learning classroom quality and teacher-child interactions

REPORTING RELATIONSHIPS

- The Child Care Partnership Coach reports directly to the EHS-CCP Director
- Classroom Teachers, Floater/Substitute Teachers, Instructional Assistants and appropriate consultants, volunteers, student teachers and interns are supported by the Child Care Partnership (CCP) Coach. The CCP Coach also supervises the Instructional Assistants.

MAJOR RESPONSIBILITIES AND KEY TASKS

Professional Development .

Leads the design, implementation and coordination of intensive staff development to build and enhance core competencies of the Education staff, specifically:

- Reflective Practice - Provides Classroom Teachers with a predictable schedule of reflective supervision to support, develop, and evaluate their performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices;
- Reflective Supervision – Provides individual reflective supervision to support, develop and evaluate Instructional Assistants’ performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices, classroom observations, and modeled instructional strategies
- Coaching – Implements a predictable schedule of coaching to support their implementation of Early Head Start core competencies and evidence-based instructional practices through a cyclical process of observation, reflection, and action
- Collaborative Planning- Coordinates a predictable schedule to collaborate and participate in lesson planning meetings with teachers. Models how to incorporate data use, Teaching Strategies Gold Standards/DC Early Common Core Standards, and individualization to best support students
- Reflective Practice Groups/Communities of Practice/Professional Learning Communities
Facilitates or coordinates, with the assistance of the Professional Development Coordinator, reflective practice groups comprised of partnering staff sharing the same or similar education roles to improve professional practice through shared inquiry, reflection, and learning

Administrative Support

- Monitors and ensures education plans and other required documentation for children and classrooms are completed
- Participates in the development of program policies and ongoing monitoring of EHS-CC partners.
- Establishes instructional assistant’s schedule, including approval of leave requests
- Completes Instructional Assistant’s performance evaluations

Key Deliverables

Leads and coordinates the EHS- CCP sites’ education program for children ages birth to three, including implementation of the following Head Start core features and evidence-based practices:

- Collaborates with Site directors, other instructional coaches, Professional development Coordinator and EHS-CCP Director to evaluate the need of each site and devise and overall training strategy.
- Development of high-quality curriculum, including standards, expectations, formative assessment, instructional planning and alignment of all across classrooms;
- Responsive, intentional, and developmentally appropriate implementation of curriculum and instruction to ensure children are provided with socially supportive, organized, and instructionally meaningful interactions that support their development

(i.e., social/emotional, physical, cognitive, and language) and learning (i.e., literacy, math, science, technology, social studies, and arts); and

- Use of child screening, assessment and progress data to inform lesson planning, individualization, and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and numeracy and problem-solving skills
- Monitors and reviews the professional development plans and progress of EHS-CCP teaching staff with Site Directors
- Use of child screening, assessment and progress data to inform lesson planning, individualization, and instruction in the areas of oral language, literacy, social/emotional development, self-regulation, numeracy and problem solving.
- Assess training needed and reports/coordinates with the EHS-CCP Director
- Offers Technical Assistance on various quality measures
- Provides reports on weekly visits to child care providers to EHS-CCP Director
- Coaches and/or corrects to ensure each program is compliant with all relevant Head Start Program Performance Standards
- Observation and feedback of modeled research-based practices, comprehensive curriculum and early learning standards as discussed with CCP instructional Coach

Other -

- Participates in the development of program policies and service delivery plans
- Ensures all assigned program area reports are completed and submitted on a timely basis
- Ensures all confidential information is protected
- Attends all required meetings and trainings
- Performs other duties, as assigned, within the scope of the job description

EDUCATION AND EXPERIENCE REQUIREMENTS

- Bachelor's degree in Child Development (CD), Early Childhood Education (ECE) or a related field
- At least five years of Early Childhood classroom experience
- At least one year of coaching experience
- At least five years of 0-3 classroom and/or a certification in infant toddler studies or similar credential

ADDITIONAL JOB REQUIREMENTS

- Clearance of background checks as required by local, state and federal regulations
- Physical examination and diagnostic tests as required by local, state and federal regulations
- A bi-annual physical exam, drug screen, full covid-19 vaccination and TB test are required as a condition of continual employment

REQUIRED SKILLS AND ABILITIES

- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practice for children and families ages birth to three
- Be able to remain abreast of developments in the child development field
- Demonstrate leadership abilities and the ability to utilize reflective practice
- Knowledge of and ability to assess, analyze, and interpret Head Start Standards, state and local licensing requirements and the organization's philosophy
- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with diverse families, various professionals and community groups
- Prior experience working in a program located in a high-risk, low-income community
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern
- Maintains a strong understanding of Head Start Program Performance Standards (HSPPS), licensing, Early Head Start curriculum and OSSE requirements

For additional information on Educare DC and Educare schools, please visit www.educaredc.org and www.educareschools.org.

This position is NOT in the collective bargaining unit.

**Submit your resume to via e-mail to jobs@educaredc.org or by mail to Attn: EducareDC,
640 Anacostia Ave., NE Washington, DC 20019
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www.educaredc.org**