

Early Education Expert (EEE)

POSITION SUMMARY

The Early Education Expert (EEE) facilitates full and effective implementation of the Child Signature Program's Program Elements and evidence-based instructional practices by providing staff with instructional leadership through the design, delivery, and coordination of intensive professional development; education program development and improvement; facilitation of interdisciplinary collaboration; and administrative support. Outcomes of the EEE work include exemplary early learning classroom quality, teacher-child interactions, and retention of staff.

REPORTING RELATIONSHIPS

- The EEE reports directly to the Program Coordinator.
- Classroom teachers, floater/substitute teachers, and appropriate consultants, volunteers, and interns report to the EEE.

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 staff, specifically;

- Reflective Supervision - 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
- Coaching – Implements with classroom teachers a predictable schedule of coaching to support their implementation of core competencies and evidence-based instructional practices through a cyclical process of observation, reflection, and action
- Lesson Study – Facilitates or coordinates a predictable schedule “lesson study” strategy to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in systematically examining practice
- Reflective Practice Groups/Communities of Practice – Facilitates or coordinates reflective practice groups consisting of staff sharing the same role to improve professional practice through shared inquiry, reflection, and learning

Education Program Development

Leads and coordinates the CSP's education program for children ages 0 to 5 including implementation of the following core features and evidence-based practices:

- High quality curriculum, including standards, expectations, formative assessment, instructional planning, and alignment 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)
- Primary care-giving and continuity of care
- 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 early math skills and problem-solving skills

Interdisciplinary Work and Collaboration

Facilitates interdisciplinary collaboration among the CSP staff and other program areas/staff, including:

- Participating in the local and statewide evaluation and processes of continuous quality improvement and, in conjunction with the Local Evaluator, ensuring completion of child screenings and assessments and coordination of timely feedback to teaching teams;
- Collaborating with Family Support Specialist (FSS) and the Program Coordinator and participating in efforts to engage and involve parents with the program, staff and child development and learning;
- Participating in Family/Child Reviews (FCRs) and, in conjunction with the Family Support Specialist, ensuring FCR action plans are followed and progress monitored;
- Collaborating with the Mental Health Specialist and/or mental health resource(s) to facilitate completion of Case Consultations and Special Education eligibility, planning, and implementation processes when warranted; and
- Participating with FSS to lead teams of education, family support, and other support staff (i.e., mental health, disabilities) to plan and implement targeted and intensive interventions for children displaying challenging behaviors

Administrative Support

- Ensures all CSP requirements are met.
- Reviews education plans and other required documentation for children and classroom for completeness.
- Participates in the development of program policies, service delivery plans, and ongoing monitoring of program quality.
- Works with the Program Coordinator (PC) to ensure all assigned program area reports are completed and submitted on a timely basis.
- Ensures all confidential information is protected.
- Participates in recruitment efforts of program participants to help maintain full program enrollment as time allows.
- Collaborates with Human Resources to assist in recruitment and interviewing education staff for needed positions.
- Provides input to PC on education staff performance.
- Assumes responsibility of PC during PC's absences.
- Collaborates with the PC in determining training needs of staff.
- Coordinates with the PC the schedule of trainings to assure classroom coverage.

Other

- Attends all required E4 meetings and trainings, including supervisory trainings.
- Performs other duties as assigned within the scope of the job description.

EDUCATION AND WORK EXPERIENCE REQUIREMENTS

- Master's degree in Child Development (CD), Early Childhood Education (ECE), or in a related field
- At least five years of Early Childhood classroom experience
- At least one year of supervisory experience
- At least five years of classroom and /or supervisory experience with children ages 3 to 5
- At least five years of 0-3 classroom and/or supervisory experience and a certification in infant toddler studies or other credential such as PITC Trainer (For Early Education Expert, children ages birth to three)
- At least five years of experience working with low income children from culturally and linguistically diverse backgrounds
- Bicultural and bilingual competence in the predominant language (other than English) of the children served is preferred

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.

REQUIRED SKILLS/ABILITIES

- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practices for the specific age group (0 to 3 or 3 to 5) and be able to remain current on advancements and research in the child development field
- Demonstrated leadership abilities and ability to utilize reflective supervision
- 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 culturally, linguistically, and diverse families, various professionals, and community groups
- Ability and willingness to work 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
- Knowledge and background of effective strategies addressing the unique needs of Dual Language Learners
- Knowledge, skill, and ability to effectively work with culturally and linguistically diverse children