

KERN COUNTY SUPERINTENDENT OF SCHOOLS
APPROVED NOVEMBER 2023
RANGE: 17.0
CLASSIFIED MANAGEMENT – OVERTIME EXEMPT
CODE: 6, 8

LEAD EARLY LEARNING COACH - KERN EARLY STARS

DEFINITION

Under general direction, the Early Learning Lead Coach is responsible for supervising Early Learning Coaches, assist with grant writing, support the planning, organization, coordination, and implementation of early learning programs and initiatives associated with the Kern County Superintendent of Schools (KCSOS).

EXAMPLES OF DUTIES

Oversee the implementation of all Quality Counts California initiatives and other early learning programs, including Universal Pre-Kindergarten (UPK), as appropriate;

work in partnership and support local school districts with early learning programs (i.e., California State Preschool Programs), child care providers, and other direct service stakeholders to support positive outcomes for children and families, and increase public awareness of the benefits of investing in high-quality early learning and care programs;

assist with planning, coordinating, and facilitating the local Quality Rating and Improvement System (QRIS) Consortium for the purpose of planning and addressing current and future issues, includes recruitment of members;

participate in the local Universal Pre-Kindergarten Mixed Delivery Workgroup meetings;

attend and represent KCSOS at appropriate State meetings, conferences, and trainings;

collaborate with local institutions of higher education to address the educational needs of the early learning workforce;

maintain a coaching caseload, as appropriate ensure all Early Learning Coaches maintain current applicable certifications, including but not limited to, Desired Results Developmental Profile (DRDP), Classroom Assessment Scoring System® (CLASS®);

collaborate with Early Learning Coaches to develop a Quality Improvement Plan (QIP) for participating preschool and child care sites;

provide intensive coaching, technical support, in-service training, tools, linkages to resources and follow up visits to support achievement of goals identified in QIP;

provide constructive feedback and on-site support for teaching practices to increase teacher implementation of information and transfer of new skills into practice; (may include modeling, co-teaching, observing and use of observation tools, providing reading materials or other resources as needed);

facilitate large and small group culturally relevant and inclusive practices professional development;

participate in substantial initial and ongoing professional development for the purpose of providing effective mentor/coach activities as well as provide expertise on theory and practices that support children's development;

collaborate with each assigned program staff to develop a specialized action plan and determine appropriate dosage and frequency of coaching visits;

work jointly with program directors and site supervisors to compile and interpret program data to determine focus areas for mentoring and professional development as well as develop data related procedures as needed;

enter descriptions of all consultation activities and strategies, provider response, referrals, and other progress notes for each coaching activity (e.g. on-site visits, phone calls, emails, etc.) in the online database system monthly. To include teacher's implementation of practices described in goals/action plans;

conduct formal classroom assessments and write formal program assessment reports for the purpose of rating sites;

assist with writing, implementing, and monitoring grants and contracts issued by federal, State, and local funders;

assist with researching, organizing, preparing, evaluating, and maintaining a variety of quantitative and qualitative reports and program evaluations to ensure compliance of early learning quality improvement programs, staff development, and goals and objectives of the office;

recommend and assist in strategic planning and implementation of department and division goals and objectives;

train, supervise, and evaluate the performance of assigned staff, including providing training on quality improvement coaching strategies;

maintain current knowledge and best practices of leadership and management to assist employees with growth and development;

meet regularly with participating site program administrators to facilitate support for coaching process, program involvement and sustainability;

provide focused technical assistance to participating site program administrators to meet site Quality Improvement Plan (QIP);

use the Quality Rating and Improvement System (QRIS) Matrix and California Preschool Learning System to focus on site level technical assistance;

Perform other related duties as assigned.

QUALIFICATIONS

Knowledge of:

The implementation of high-quality teaching and instructional practices for the purpose of stressing the powerful impact of teacher-child interactions and intentional approaches;

environment Rating Scale (ERS), Classroom Assessment Scoring System (CLASS®), Desired Results Developmental Profile (DRDP), Ages & Stages Questionnaires® Third Edition (ASQ®-3), Ages and Stages Questionnaire: Social-Emotional (ASQ-SE-2), Program Administration Scale (PAS) or Business Administration Scale (BAS), Teaching Pyramid, the California Preschool Learning Foundations/Frameworks, and the Preschool English Learners Guide;

applicable state laws, rules and regulations related to child care licensing;

Adult Learning Theory and proven strategies for working with each style;

relationship, Strengths and/or Practice based Coaching components for the purpose of assessing needs, engaging in focused observations and providing reflection and feedback in order to set goals and develop action plans.

Ability to:

Demonstrate initiative and work independently with minimal supervision;

meet attendance requirements of the position, be punctual and timely in all meeting requirements for work performance;

work some weekends and evenings; travel within Kern County and the State of California;

communicate clearly and effectively, orally and in writing;

maintain confidentiality of all records.

Experience:

Minimum of five years full time, progressively responsible experience in a public or private child development program working directly with children, families, and staff including teaching young children, conducting classroom assessments, and providing staff training and/or technical assistance to child development professionals.

Experience in mentoring, peer coaching, or coaching in the early learning field, or in education.

Education:

Graduation from a recognized four-year college or university with a Bachelor's degree in Child Development, Child and Family Services, or related field required.

Conditions of employment:

Proof of privately owned automobile insurance and possession of a valid California Motor Vehicle operator's license which must be maintained for the duration of the assignment;

Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

This position is overtime exempt and has a probationary period of one year.

MG: ra

10/10/23

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