



Job Class: Classroom Coordinator
Department: Head Start
Supervisor: Education Support Manager
FLSA Status: Non-Exempt
Revision Date: May 2019
Prepared by: Bi-County CAP, Inc.

## **Job Summary**

The Primary role of the Classroom Coordinator is direct supervision, coordination and support of classroom staff to further children's development toward their school readiness goals. The coordinator will monitor and provide assistance to teachers in the implementation and adaptation of curricula for the group and individual needs of children in each Head Start Classroom.

## **Scope of Responsibility**

- Coordinate and support services for children and families through consultation with parents and staff to ensure children's development toward the overall goal of school readiness.
- Build relationships with families and partner with parents.
- Support parents and guardians to become involved in the Head Start program.
- Directly monitor the delivery of educational services at assigned location.
- Directly supervise classroom staff and volunteers at assigned location.
- Ensure classrooms and sites meet Head Start Performance Standards and MN Rule 3 licensing regulations.

## **Essential Duties and Responsibilities**

1. Educational Support for assignments:
  - 1.1. Directly oversee overall Head Start Performance standards, MN Rule 3 licensing requirements and cooperative agreements; take action as needed to ensure standards are met for assigned classrooms;
  - 1.2. Monitor approved curricula and child assessment for fidelity;
  - 1.3. Review classroom lesson plans;
  - 1.4. Take appropriate steps to ensure compliance with program plans, policies and procedures;
  - 1.5. Assist staff in attaining professional development goals;
  - 1.6. Support, assist, and coach staff to meet ongoing expectations and thresholds for quality programming;
  - 1.7. Assist staff in developing individual and classroom child assessment reports, analyzing child and classroom outcomes, and developing improvement plans to meet school readiness goals.
2. Coaching duties which may include:
  - 2.1. Observation, reflective feedback and modeling of effective teaching practices;
  - 2.2. Provide researched-based professional development opportunities aligned with program school readiness goals as needed.
3. Assist with supporting family and community partnerships:
  - 3.1. Advocate for families through connections with other service providers and community agencies;
  - 3.2. Create partnerships and collaborations with local education agencies (LEA) and other child advocacy programs;
  - 3.3. Refer individual case management and transition services as appropriate;
  - 3.4. Support team planning for parental involvement activities.

4. Provide screening and support services to children:
  - 4.1. Coordinate and conduct developmental and social-emotional screenings for children to determine strengths and needs;
  - 4.2. Assist staff in making referrals to receive appropriate services;
  - 4.3. Coordinate with classroom teachers to provide follow up on all special services and referrals;
  - 4.4. Assist staff in regular attendance with Mental Health Consultant to support children and families with social-emotional needs.
5. Supervise classroom and home visit activities:
  - 5.1. Ensure parents are informed of child's activities and other pertinent information;
  - 5.2. Promote responsive practices and positive guidance in the classroom and on home visits;
  - 5.3. Coordinate intervention services for children with special and/or social emotional needs;
  - 5.4. Coordinate staffing for classrooms to include finding substitute teachers as needed;
  - 5.5. Act as a substitute teacher and/or assist in the classroom when substitutes are unavailable.
6. Supervision of staff:
  - 6.1. Provide staff with feedback and support through Professional Development Plans (PDP) and Performance Appraisals;
  - 6.2. Provide staff with additional support as needed to ensure program compliance and expectations are met;
7. Management of reports, records and documentation:
  - 7.1. Monitor, assist and support timely dissemination of required reports;
  - 7.2. Follow up on classroom and home visit attendance per attendance policy with families and Family Support Advocate.
  - 7.3. Maintain classroom, child and family records as required by program plans;
  - 7.4. Monitor online child assessments per requirements;
  - 7.5. Assist and support timely documentation of mental health and special needs referral processes.
8. Communicate and maintain working relationships with others in carrying out job functions:
  - 8.1. Frequently interact and communicate with program and agency staff and families to exchange information;
  - 8.2. Coordinate, at least monthly, team meetings with classroom staff, Family Support Advocate (include Health/Special Needs and Mental Health as needed), to discuss questions, concerns, goals and progress, options and ideas to assist families in reaching goals. Work to develop a positive team approach to meeting the needs of children and families.
  - 8.3. Receive and respond to routine and/or confidential issues requiring knowledge of departmental policies, procedures, activities, and rules;
  - 8.4. Refer issues and concerns to the appropriate party for resolution as necessary;
  - 8.5. Adhere to agency policies concerning confidentiality and data privacy.
9. Perform all job duties in compliance with safety guidelines and an ongoing awareness of safety practices:
  - 9.1. Know and follow department and BI-CAP rules as well as sound work and safety practices in order to accomplish the job objectives and avoid injury or loss;
  - 9.2. Wear proper protective equipment when policy requires or conditions indicate a need exists and utilizes proper body mechanics and ergonomics while performing work;
  - 9.3. Make effort to avoid or correct potentially unsafe conditions and/or report them to the responsible supervisor or safety representative in a timely manner.

10. Engages in on-going professional development.

11. Perform other duties and activities as assigned.

### **Qualifications**

Applicant must have a valid driver's license and auto insurance. Must have transportation available to attend meetings and home visits as appropriate. Must have a strong commitment to BI-CAP's values of collaboration, innovation and compassion as well as a respect for diversity.

Per Head Start Program Performance Standards 1301.91(2) *Education management*. As prescribed in section 648A(a)(2)(B)(i) of the Act, a program must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.

*Prior supervisory experience is preferred.*

### **Knowledge, skills and abilities include:**

- Knowledge of Head Start Performance Standards;
- Knowledge of Minnesota Rule 3 Licensing requirements where applicable;
- Must meet requirements of Head Start and Minnesota Department of Human Services background checks;
- Ability to understand and follow all policies and procedures in the Employee Handbook;
- Must have excellent reading, writing and communication skills;
- Proficient in the use of technology and learning new programs;
- Requires strong attention to detail;
- Requires CPR and First Aid Training;
- Must be unbiased toward low-income families, other racial and ethnic groups, and have an appreciation of cultural diversity and differing values;
- Ability to establish and maintain effective working relationships with others, including parents and other staff members.

### **Physical Demands & Working Conditions**

May experience stress from working with families experiencing difficult situations. Occasional driving to attend meetings. Occasional lifting up to 50 pounds.

Some requirements in this job description may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves or other employees. All requirements are subject to modification to reasonably accommodate individuals with disabilities.

Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document does not create an employment contract, implied or otherwise, other than an "at will" employment relationship. The Executive Director retains the discretion to add duties or change the duties of this position at any time.