

MONTEREY COUNTY OFFICE OF EDUCATION

COORDINATOR, CHILD DEVELOPMENT SERVICES HEAD START PROGRAM

CLASSIFICATION: Certificated Management

SALARY LEVEL: CI-IV

WORK YEAR: 12 Months

DEFINITION

Under general supervision provides training to all teaching personnel, develops curricula and provides educational resources for staff and parents. Reviews and evaluates the program needs to enhance compliance with performance standards, and assists in the planning and coordination of the child development services. Supervises and evaluates Site Supervisors. Act as the Quality Assurance Officer to assure Performance Standards are being met. And other related duties as assigned.

SUPERVISED BY

Assistant Director

POSITIONS SUPERVISED

Site Supervisor

QUALIFICATION REQUIREMENTS:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EXAMPLES OF DUTIES

ESSENTIAL DUTIES

- Assists the teaching staff to implement parent involvement in the education program both in the classroom and at home.
- Develops and implements a plan and system of monitoring and evaluating child development activities, determines areas of weakness and takes corrective action or makes recommendations for corrective action including Grantee Plan, Head Start Performance Standards and Title 22.
- Assists in the design and development and delivers in-service training programs and orientation for teaching staff.
- Provides on-site consultation to teaching staff providing feedback on lesson plans and activities.
- Confers with staff regarding behavioral or learning problems and recommends methods of modifying challenging behavior and encouraging learning.
- Assists staff in understanding of individual education plans and to transfer information into daily practice and curriculum planning, as necessary.
- Establishes and maintains linkages with public schools.
- Meets regularly with site supervisors, parents, public school teachers and administrators in order to assure effective planning and implementation of transition activities.
- Attends trainings, conferences, and workshops.
- Analyses and prepares recommendations on instructional materials, teaching, and related equipment and supplies. Also ensures the program resources reflect the multi-cultural diversity of the children in the program.

- Substitutes for teaching staff when necessary to maintain compliance with Title 22 staffing requirements.
- Routinely inspects center facilities to assure clean, attractive, safe and appropriate learning environment.
- Checks for health fire safety and occupancy violations and takes necessary corrective action.
- ECE resource to all service areas.
- Training of site supervisors and ECE staff and parents.
- Puts into practice “reflective supervision” strategies with teaching staff.
- Participates in writing the grantee plan of action in conjunction with other management staff. Assistant Director and parents. Assists in the preparation of the annual child development service area plan.
- Visits centers, analyzes children’s records, lesson plan, and other data for purpose of planning, evaluating and improving services to children.
- Assists teachers to develop a program that is responsive to the needs of each individual child.
- Maintains accurate records and prepares and submit reports as required.
- Participates in the screening and the interviews of prospective personnel and recommends for hire.
- Participates in the annual program self-assessment and develops improvement plans as necessary.
- Assists in preparation and management of the budget for Child Development Services.
- Assure compliance with transition such as participates in planning to enroll eligible children from infant special education programs and other ECE programs into Head Start and into school districts.
- Develop transition processes, district expectations and other issues related to transition
- Make presentations to parents, professionals, and community groups.
- Serves as a member of the management team in the administration of the Head Start team.
- Acts as an advocate for children and families.
- Assist the Mental Health/ Disabilities Coordinator in the out-reach and recruitment of children with disabilities and special needs and mainstreaming of these children into the Head Start program.
- Periodically observes Head Start children and consults with appropriate significant adults in the child’s environment in planning inclusive Child Development Services.
- Makes referrals or arranges for appropriate education and psychological intervention and or remediation.
- Serves as a resource person to staff and parents in area of curriculum, child development, test and measurements.
- Develops and maintains professional relationships with special education administration with MCOE and local school districts.
- Support development and implementation of professional growth plan.
- Performs other tasks as assigned.

PHYSICAL AND MENTAL CHARACTERISTICS

Physical, mental and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions; Manual dexterity sufficient to write, use telephone, business machines, operate an automobile; Vision sufficient to read printed materials; Hearing sufficient to conduct in person and telephone conversations; Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; Physical agility to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; Physical mobility sufficient to move about the work environment (office, District, from school or home site to site), to drive a an automobile; Physical strength sufficient to lift forty-five (45) pounds; Physical stamina sufficient to sit in a child's chair, squat at children's eye level, and to sand or walk for prolonged periods of time; Physical, mental, and emotional tolerance to be exposed to the noise generated by children in an enclosed environment; Mental acuity to collect and interpret data,

evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

REQUIRED QUALIFICATIONS

- Bachelors Degree with at least twelve (12) college semester units in Early Childhood related coursework and two years of continuous full-time employment in education or a combination of education, training and experience that is equivalent.
- A Multiple Subject teaching credential or Children's Center Instructional Child Development Permit/Master Teacher Permit.
- Ability to establish and maintain positive working relationships with school district personnel and other professionals.
- Knowledge of developmentally appropriate practices.
- Ability to communicate effectively in the English language, both orally and in writing.
- Ability to work with individuals of diverse educational, socio-economic and cultural backgrounds.
- Ability to analyze, evaluate and draw logical conclusions from data.
- Ability to make regular and frequent trips within Monterey County visiting sites, attending meetings, making home visits, etc.
- Ability to accurate records.
- Possess an appropriate California driver's license and the availability of an automobile with the state minimum insurance coverage.

DESIRABLE QUALIFICATIONS

Bilingual (Spanish/English).

Teaching experience in a K-3 public school setting.

Special education or other experience with children with disabilities.

Knowledge of Head Start philosophy and principles.

Board approval: Aug. 15, 2001

Policy Council approval: Dec. 12, 2006

Revised Nov 1 2006