

## Early Childhood Inclusion Success Coach

### General Information

#### Organization Overview

Smart Start of Forsyth County (Smart Start or SSFC) is a Winston-Salem-based non-profit that funds local programs for children ages birth to five and their families. The organization is a catalyst for improving the lives of the 15,000 young children in our community, with a focus on health, family, early education, and literacy. We mobilize resources and forge partnerships to support evidence-based policies, practices, and programs to ensure all children enter kindergarten healthy and ready to succeed.

Smart Start has a budget of over \$9 million comprised of funding from the state of North Carolina, Forsyth County, and private donations and grants. SSFC funds approximately 15 programs annually serving over 15,000 young children and their families and administers Forsyth County's NC-Pre-K program, which provides free Pre-K to children in the community. SSFC also operates programs and campaigns internally, including Dolly Parton's Imagination Library, R.O.O.T.S., Family Engagement, Childcare Care Health Consultant, and the Childcare Subsidy. The organization is also the leader in research, data, convening, and collaboration on issues related to children birth to five in Forsyth County area.

#### Position Summary

The SSFC Success Coaches works with the childcare Site Administrators, Family Engagement Specialist, Teachers, Families and all SSFC staff to provide direct support and leadership to Early Care and Education teachers related to state and county standards in high-quality, early childhood instruction. This position is a resource for Childcare COVID-19 Relief Fund teachers to ensure that all program services meet the COVID-19 Relief Fund, Infant/Toddler Classrooms, and Family Childcare policies, specifically the implementation of the Creative Curriculum and Teaching Strategies GOLD.

#### Essential Duties and Responsibilities

##### Support Teacher and Site Administrators:

- Support the philosophy and vision of SSFC.
- Models and sets a high standard of evidence-based instructional practices that align with local, state, and COVID-19 Relief Fund policies and procedures. This includes the effective implementation of a research-based curriculum, while incorporating recognized "best practices" in the fields of Early Childhood and Special Education, as well as providing educational resources for staff and parents.
- Conduct regular site visits to observe teacher-student interactions and classroom instruction with students, providing specific feedback, make instructional recommendations in teaching strategies, and discuss next steps in teaching strategies with teaching team (teacher & assistant teacher) and Site Administrator.
- Assess and support needs of assigned teachers, serving as a resource to coaching the teaching team (teacher & assistant teacher).

- Guide teachers in developmentally appropriate content, pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, and effective family/community/school relationships.
- Work collaboratively with other Success Coaches and SSFC Support Team to arrange professional development opportunities that support teachers' needs related to best practices, trends and topics related to inclusion of children with disabilities in the early childhood classroom in consultation with the Education Manager. Teamwork is critical.
- Participates in appropriate professional groups, committees.
- Seeks consultation from SSFC Support Team and/or external agencies (e.g., TA providers, Consultants from My Teachstone & Creative Curriculum) as needed to ensure consistent implementation of high-quality services in Forsyth County.

### **Professional Development and Inclusion Support:**

- Attend required professional development, including but not limited to Family Child Care Environment Rating Scale (FCCERS), Creative Curriculum and Teaching Strategies GOLD (CC&TSG), Sudden Infant Death Syndrome (SIDS), Practice Based Coaching (PBS), Conscious Discipline, Adverse Childhood Experiences (ACEs), UNCC-EESLPD Orientation, NC Foundations Training, Teacher Evaluation training, Observation Based Learning, Challenging Behaviors, Family Child Care Credential, and Early Childhood Transitions.
- Conduct Family Child Care Environment Rating Scale (FCCERS) observations in assigned SSFC classrooms in which they do not coach the teacher.
- Review, analyze, and interpret data from assessments and Teaching Strategies fidelity tool to ensure Creative Curriculum and Teaching Strategies GOLD are implemented to fidelity in the Family Childcare Home/Facility classrooms.
- Support early learning facilities in implementing educational and assessment tools, as well as, review, analyze, and interpret data and results.
- Assist educators in making connections with and referrals to the Children's Developmental Services Agency (CDSA) for children up to age 3 to expedite assessments and home-based therapies.
- Assist educators in making connections with and referrals to local school systems for children ages 3-5 to support smooth transitions between early care and kindergarten.
- Attend and document conferences/meetings/trainings with Supervisors, classroom teachers, principals, and parents as required by the SSFC, local, state, and/or federal agencies.
- Attend home visits, parent conferences and Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) meetings when requested or as needed.
- Provide onsite embedded professional development through side-by-side coaching techniques that include observations, modeling lessons, and videotaping to support evidence-based practices in classroom instruction.
- Provide coaching on challenging behaviors, developmental delays and medically identified disabilities.
- Develop an Inclusion Coaching Plan to be used with childcare educators. The Coaching Plan shall identify strategies for providing meaningful care and education including but not limited to: Autism, Significant behavior disorders, Communication disorders, Physical disabilities, and Developmental delays.
- Create tools and resources for childcare agencies as well as parents and families.

- Coordinate/collaborate with partner agency staff as they provide Technical Assistance (TA) to assigned teachers and/or classrooms.
- Conduct regular conferences with new teachers, teacher assistants, and Site Administrators to ensure consistent and coordinated implementation of high-quality inclusion practices.
- Conduct classroom inventory assessments when new classrooms open. Makes recommendations to the Education Manager for ordering materials based on assessment results.
- Work collaboratively with site administrators, lead teachers, assistant teachers, SSFC staff, and others to promote a high-quality early learning setting that promotes child outcomes.

### **Internal & External Communication:**

- Communicate orally and in writing with internal staff and external partners about COVID-19 Relief Fund inclusion focused coaching & support services.
- Establish and maintain a cooperative working relationship with families, school personnel, and community ensuring open lines of communication.
- Maintain contact logs documenting teacher observations, strategies, other related activities, and action plans.
- Document monthly reports of coaching by site and classroom through an online tracking system and submit all appropriate documentation to childcare Site Administrators and Education Manager.
- Offer feedback to Education Manager and SSFC Support Team about general teaching practices, teacher support, and specific challenges or trends observed across Infant/Toddler classrooms to inform and strategize for additional supports or training needs.

### **Education and Experiential Requirements:**

- Must have bachelor's degree from an accredited institution in Early Childhood Special Education, Early Childhood Education, Family and Consumer Sciences or related field.
- A minimum of five years of experience in this or related field required.
- Expertise with curriculum development, dual language learning, inquiry-based learning, quality improvement planning, implementation, and systems.
- Five years of experience working with children with disabilities in an early childhood in a family childcare home or classroom setting.
- Five years as a successful support or teacher in an early childhood classroom using the Creative Curriculum and Teaching Strategies GOLD (TSG).
- Three to five years of increasingly responsible and progressive leadership experience in early education programs, including direct experience with young children combined with training, mentoring, or providing technical assistance to teachers.
- Proven training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals.
- Equivalent education and experience may be considered.

### **Additional Duties:**

- Attend required meetings and training.
- Follow all SSFC policies and procedures.
- Perform other duties as assigned by supervisor.
- Computer skills in Microsoft Word, Excel, PowerPoint, and Outlook.
- Operate an automobile and possess a valid driver's license.

- Participate in the professionalism of the organization.
- Demonstrate cultural competence.

### **Language Skills:**

- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of teachers, site managers, clients, parents, and the public.
- Ability to communicate in Spanish is preferred.

### **Physical Requirements:**

- Must be able to perform the basic life operational skills of fingering, grasping, talking, hearing, and repetitive motions.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Must be able to perform sedentary work; exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to move objects.

### **Position Type/Expected Hours of Work:**

- This is a full-time, exempt position.
- The role is office-base, field-base, and follows a traditional work week, with a high degree of flexibility including some remote work and off-site meetings during non-working hours.

### **Location & Travel:**

- This position is based in Winston-Salem, NC with a minor amount of travel.
- Travel is primarily local during the business day, although some out-of-the-area and *overnight travel may be expected*.

### **Other Duties:**

- Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job.
- Duties, responsibilities, and activities may change at any time with or without notice.

***This position is funded by ARPA funds from as part of the City's effort to address early childhood in its community and is funded for up to two years.***

*The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required for the position. All employees may have other duties assigned at any time.*

