

Mentor/Coach Manager- Head Start Program

JOB CODE: HS002

Schedule: Full Time On-Site

Work Status: Regular

Salary: Starting at \$48,690.00 based on experience

Location: Oshkosh, WI

Why Choose UMOS? You can make a positive difference in the lives of those who need it the most!

Programs and services provided by UMOS are divided into three major divisions: workforce development, child development, and social services, which include farm labor housing, Teen Tobacco Prevention, HIV prevention services, domestic violence, sexual assault and human trafficking supportive services, home energy assistance, food pantry, farm labor housing and after school programs. In addition to these programs, UMOS sponsors and organizes a number of corporate, cultural and community events in Wisconsin. Currently, UMOS operates 40+ programs in several states.

Benefits Include:

Full-time employees receive Paid Time Off; 12 Paid Holidays; Health, Dental, and Vision Insurance; Short-Term and Long-Term Disability Insurance; Life Insurance, Accidental Death & Dismemberment (AD&D) insurance; Retirement plan options (401(k) and/or ROTH IRA

Help others succeed! We have an outstanding opportunity available!

Under the direct supervision of the Regional Director, the Mentor Coach Manager is responsible for providing staff, consultants, and volunteers a research based approach to professional development through coordinated coaching strategies. The Mentor Coach will establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skill sets needed to provide high-quality, comprehensive services. The Mentor Coach will use a research-based approach to professional development for staff that focuses on curriculum implementation, knowledge of the Head Start Early Learning Outcomes Framework (HSELOF), and the content of the Head Start Parent, Family and Community Engagement Framework (PFCE). The Mentor Coach position is responsible for assessing all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching.

Primary Responsibilities:

1. Conduct center and family childcare site observations to promote developmentally appropriate practices, sound program approaches to delivery of services, and impart culturally and linguistically appropriate beliefs.
2. Conduct observations and work collaboratively to develop individualized learning plans that support professional development goals. Use CLASS to measure performance and design learning strategies to enhance teaching skills.
3. Provide one-to-one mentor coaching strategies for improving teacher-child interactions and how to work with culturally, linguistically, and developmentally diverse groups of children.
4. Implement a research-based, coordinated coaching strategy for education staff. Engage in dialogue and problem-solving using reflective inquiry, both individual and group and use small group meetings to discuss appropriate curriculum planning and implementation, the ongoing assessment process, and how to individualize curriculum.
5. Assist with the collection and gathering of child progress data.
6. Gather and track coursework documentation from teaching staff and submit early care and education support coordinator.
7. Provide training, technical assistance, and guidance to staff on a range of early learning and child development topics including understanding children's needs and behaviors, implementing appropriate strategies that support learning and development, strengthening supportive home environments, and promoting nurturing relationships between children and caring adults.
8. Provide guidance and support to assist staff with the implementation of strategies and resources that individualize services and promote inclusive practices for all enrolled children including children with disabilities.
9. Work with management team to complete Program Self-Assessment, internal quality assurance reviews, and other planned activities that promote continuous quality improvement of program services and positive child outcomes.
10. Implement Child Development and Wellness program including classroom observations, monthly CLASS reviews, child and classroom transition assistance, case notes and coordination of training/coaching services while maintaining confidentiality of child and family, and as necessary perform classroom teacher duties.
11. Develop and document progress on professional development plan for assigned staff and facilitate and engage in professional development activities to increase skills.
12. Provide training and technical assistance, including guidance, support and supervision to teaching staff to identify strengths, areas of needed support, and staff that would benefit most from intensive coaching.
13. Provide opportunities for intensive coaching to identified staff through observation, constructive feedback, and modeling of effective teaching practices that are directly related to the program performance goals.
14. Provide opportunities for teaching staff not identified for intensive coaching to receive other forms of research-based professional development that is aligned with the program performance goals.
15. Will coach staff by through training and experience in adult learning, and in using assessment data to drive coaching strategies.
16. Will adhere to Policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support without providing time and resources for those staff to improve.
17. Ensure children are supervised at all times and that staff-child ratios are maintained in each classroom.

18. Protects the safety of children by ensuring the implementation of active supervision techniques to ensure no child is left alone or unsupervised at any time.
19. Monitor classroom practices including room arrangement, lesson plans, daily schedules, routines, and transitions to assure their adherence to program policies and school Readiness goals.
20. Creates ways to engage parents in the education of their children including encouraging classroom involvement and home activities.
21. Attend Center and Regional staff meetings, case reviews, trainings, open houses and other program activities as assigned.
22. Report suspected child abuse and neglect in accordance to state law and UMOs policies and procedures.

Qualifications:

1. Must possess a bachelor's degree in Early Childhood Education/or related field
2. Must have at least 5 years of classroom experience and/or combination of 3-year classroom and 2 year of supervisory experience. Preferred at least 1-year experience involving parent/adult education, college or preschool instruction, which included program planning, organizing, and adult education and training.
3. Possess adult learner presentation/training experience and be proficient in Microsoft Office
4. Strong oral and written communication skills
5. Bilingual in English and Spanish (oral and written preferred)
6. Have reliable transportation and possess a valid driver's license and have adequate insurance.
7. Able to work IRREGULAR HOURS with TRAVEL required.

CONDITION OF EMPLOYMENT:

Employment with UMOs is contingent upon successful completion of a criminal background check prior to employment. In accordance with licensing regulation, the Mentor Coach position:

Must have physical exam and TB test showing absence of Tuberculosis within 30 days of employment or sooner if required by local/state regulation. Must complete approved Shaken Baby Training prior to working with children, Fire Extinguisher Training, Infant/Child CPR and First Aid within 30 days or sooner if required by local/state regulation. Must submit all relevant education documentation at the time of hire (transcripts, certificates, trainings). Complete the online training modules and become reliable in Teaching Strategies Gold within 30 days.

Must register with State Childcare Registry (WI or MO) within 30 days of employment.

Must be CLASS Reliable or become Class Reliable within 180 days of employment.

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