



Open Position

Open Positions:	Mentor Coach
Closing Date:	March 15, 2010
Location:	West Central Family Service Center; Danube, MN
Schedule:	Full-time / 9 month position scheduled to work mid March through mid December each year.

Benefit Packet Included:

Single health, family dental and vision insurance; any AFLAC plan; flexible spending account for both health and dependent care; 401(k) with a 5% company match; the employee assistance program free membership; sick/vacation accrual

To Apply:

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Please see the following job description(s) (below) for a more detailed view of the necessary knowledge, skills, and abilities needed for these positions.

Tri-Valley Opportunity Council, Inc. is an Americans with Disabilities Act / Affirmative Action / Equal Opportunity Employer



MENTOR COACH

Reports to:	Center Manager / Assistant Center Manager	Division:	Program Operations
Department:	Child & Family Services Programs	Program:	Head Start
Classification:	Nonexempt	Grade:	28

The Mission of Tri-Valley Opportunity Council, Inc. is to “Improve the quality of life for people and communities by providing opportunities to meet their needs and realize their potential”.

SUMMARY OF PRIMARY FUNCTION

The Mentor Coach supports the overall priority of strengthening Head Start. Mentor-coaching strategies focus on the “on-the-job guidance and training” for teachers to support excellence in daily practice. Assures that teaching staff implement effective strategies to support children’s learning with an emphasis in the areas of early literacy and language development leading to positive outcomes and school readiness. The Mentor Coach provides training and support of teaching staff in implementing early childhood education services for infants, toddlers, and preschoolers and their families. The Mentor Coach supports curriculum planning, observation and assessment of children, and individualization. The Mentor Coach also supports the requirements set forth in the Head Start Program Performance Standards, Head Start Program Plan, and other quality standards for childcare and education (including licensing regulations and developmentally appropriate practices). The Mentor Coach works in coordination with the Center Manager and other program service areas.

ESSENTIAL FUNCTIONS

Relationship Building

1. Establishes and maintains a positive, trusting, supportive relationship with teaching staff.
2. Facilitates effective communication, problem solving, planning, cooperation, and follow-through among teaching staff and between classrooms through periodic meetings, written communication, and other means.
3. Builds communication and cooperation with parents through periodic meetings, written communication, and other means to assure parental and family involvement and understanding.

Culturally Sensitive Approaches

1. Works together with parents and teaching staff to help foster positive self-identity in all children.
2. Supports teaching staff in learning more about a family’s culture, honoring home language and respect for practices and priorities that parents have for their children.
3. Assures that teaching staff recognizes the primary role of the parent and involves parents and families in services provided for their children.
4. Assures that teaching staff responds to the needs of each child and his/her family in a timely, respectful, and supportive manner.

Communication, Listening, and Reflective Inquiry

1. Utilizes effective communication skills - building trust and confidentiality, careful listening, and asking questions to achieve clarity.
2. Provides teaching staff with on-going individual feedback, modeling, and coaching toward the goal of effective performance.
3. Supports teaching staff to examine and enhance their own teaching practices.
4. Leads teaching staff in analyses of observed events, address any challenges, and discuss next steps.
5. Assists teaching staff in identifying, refining and setting realistic goals.

Problem Solving

1. Assists teaching staff in finding solutions when problems arise by defining the problem and selecting strategies for remedying the situation.

Providing and Receiving Feedback

1. Utilizes guiding principles of honesty, encouragement, and respect when providing feedback to teaching staff.
2. Assists teaching staff in understanding that feedback is about moving forward or being proactive.
3. Models effective approaches and encourage positive change through reflective practice in a supportive and caring environment.

Planning and Development

1. Involves parent representatives, teaching staff, and others in planning the center’s early childhood education services and coordinates with all service areas and program plans to achieve a comprehensive,

- integrated program.
2. Assists in the hiring and placement of teaching staff.
 3. Assists in the planning, coordination, and implementation of orientation, pre-service, in-service and post-service training of teaching staff using the Head Start Program Plan, policies and procedures, and other appropriate resources (literature, videos, trainers, etc.).
 4. Plans and prepares for implementation of early childhood education service activities at the center in compliance with Head Start Performance Standards, State and Federal standards, NAEYC Developmentally Appropriate Practices, and other applicable standards.
 5. Develops the center's education resources consistent with the Head Start Program Plan.

Training and Implementation

1. Provides group, pre-service, in-service, and post-service training and presentation as appropriate and necessary.
2. Assures compliance with State, Federal, and program guidelines for education, health, and safety of enrolled children (i.e. Tri-Valley policy, Head Start Performance Standards, childcare licensing standards, etc.).
3. Assures classrooms and outdoor play areas are developmentally appropriate learning environments, as defined by the National Association for the Education of Young Children.

Support and Coordination

1. Offers guidance in language and literacy development, social-emotional development, curriculum planning, observation, child assessment, individualizing, tracking child outcomes, using classroom strategies, identifying resources, creating supportive learning environments, and working with families.
2. Facilitates the integration of Developmentally Appropriate Practices into daily routines.
3. Demonstrates practices of modeling, reflective practice, and individualizing.
4. Provides ongoing information on professional development activities and early learning resources.
5. Shares knowledge of child development and teaching strategies to implement in the classroom.

Observation and Evaluation

1. Observes, monitors, and documents each classroom's compliance with State, Federal, and program guidelines regarding health, safety, and education issues.
2. Observes, monitors, and documents each teaching staff to assure compliance with responsibilities identified.
3. Observes, monitors, and documents children in classrooms in order to assist staff in responding to individual needs and individual educational plans.
4. Reviews classroom documentation required in providing services to assure compliance with State, Federal, and program guidelines.
5. Identifies short-term and long-term staff training needs, including recommendations for professional development to improve qualifications and performances.
6. Assures that developmental screenings are completed in a timely manner and properly documented in the child's health file.

Resource Development

1. Investigates and utilizes appropriate and available resources to enhance the quality of the program operation and necessary services for children and families.
2. Develops knowledge of the communities and population served by the program.

Miscellaneous

1. Performs other duties and takes on additional responsibilities as directed by supervisor.

ESSENTIAL COMPETENCIES, SKILLS AND ABILITIES

1. Regularly attends work on time as scheduled. Contacts supervisor/designee when delayed, sick or otherwise unable to be at work as scheduled, as defined by direct supervisor.
2. Is knowledgeable of and complies with Tri-Valley and program policies and procedures and applicable laws and regulations.
3. Displays a positive, professional and respectful demeanor at all times toward employees, peers, professional contacts, parents and clients served, maintaining a professional appearance and positive company image.
4. Conducts self in respectful, cooperative manner when interacting with clients, co-workers and others, and constructively represents Tri-Valley and its programs.
5. Maintains a professional appearance and provides a positive company image within Tri-Valley, customer base and the public.
6. Promotes positive employee interaction, maintains open communication with other programs/departments at Tri-Valley to maintain a high level of knowledge regarding Tri-Valley's programs, goals and philosophy.

7. Respects the privacy of others by appropriately utilizing and protecting confidential or otherwise privileged information.
8. Ability to work independently, with minimal supervision, as well as work within a team environment. Demonstrates teamwork by cooperating with and assisting co-workers as needed.
9. Ability to follow through to completion with strong attention to detail.
10. Seeks clarification, asks questions when uncertain of position or task expectations.
11. Participates in learning experiences for personal growth and professional development to enhance professional skills and job satisfaction.
12. Participates in program meetings as directed and maintains informed as needed to work effectively.
13. Analyzes and/or reports problems in area of responsibility as they occur and determines/implements solutions as appropriate.
14. Ability to organize and prioritize work, identifying what needs to be completed and assures the completion in a timely manner.
15. Must be able to handle diverse work problems on a daily basis. Requires ability to set priorities and work schedule, yet adjust to changes necessitated by last minute assignments and deadline requests that may prove stressful.
16. Must relate and interact with people at all levels of the agency and in a culturally diverse environment.
17. Ability to effectively organize, prioritize, solve problems and handle multiple tasks while maintaining high quality of work and meeting deadlines.
18. Ability to work under pressure, in stressful situations and with frequent interruptions.
19. Ability to think and act proactively in order to minimize problems.
20. Above average communication and interpersonal skills.
21. Adapts well to change, has the ability to create and implement changes to positively affect the Corporation or area of responsibility.

MINIMUM REQUIREMENTS

1. Meets or exceeds one of the following qualification requirements:
 - a. Bachelor or advanced degree in Early Childhood Education, Child Development of Early Childhood Special Education
 - b. Associate degree in Early Childhood Education or Bachelor degree in Elementary Education with 6 courses in early childhood education/child development
 - c. Bachelor degree with a Family Ed/Early Childhood Educator license
 - d. Bachelor or Advanced degree in a related field, such as Education, Special Education, Home Ec Ed, Family Relations, or Spanish Education with 6 courses in early childhood education/child development
2. Two years experience working in an early childhood classroom.
3. Two years experience with computers, including, Microsoft Word, Excel, email and the internet.
4. Effective communications skills, verbal and written.
5. Proof of valid driver's license and current/adequate vehicle insurance coverage.

PREFERRED REQUIREMENTS

1. Ability to communicate fluently in English and Spanish, verbally and in writing.
2. Familiar with Mexican/American, Migrant families cultures and lifestyles.
3. Knowledge of State and Federal Regulations, Head Start Performance Standards, National Association for the Education of Young Children (NAEYC) Best Practices and goals.
4. One year experience providing supervision to others, preferably teaching staff, in a lead teacher or similar role.

PHYSICAL DEMANDS / WORK CONDITIONS

1. Position frequently lifts, carries or otherwise moves objects weighing up to 40 pounds, including but not limited to children, desks, toys, carts, and furniture. Bends, stoops, squats, kneels, crouches, sits on floor on a regular basis.
2. Requires sitting, standing, bending, stooping and reaching with manual dexterity sufficient to operate standard office machines such as computers, fax machines, calculators, copy machines, telephone and other office equipment. May require lifting up to 40 pounds. Requires normal range of hearing and vision.
3. Requires the ability to travel by car, bus, train, air or other means of transportation as needed, providing own transportation as required.
4. Requires flexible schedule including days, nights, weekends and occasional overnight travel as needed to accommodate program needs.

ACKNOWLEDGEMENT

1. This position description does not constitute a contract for employment.
2. Contents of this position description reflect the responsibilities, duties, and requirements at this time. Tri-Valley Opportunity Council, Inc. has the right to make changes at any time due to corporation and/or program needs.

I have read this position description, and understand the essential functions, minimum requirements and expectations of the position. I have had the opportunity to ask questions and attest that I can perform the essential functions of the position with or without reasonable accommodations.

Employee Name (print) _____

Employee Signature _____ Date _____