

EARLY EDUCATION SUPPORT PROVIDER II

Purpose Statement

Early Education Support Provider II (EESP) will provide coaching, professional development and technical assistance to Quality Preschool Initiative (QPI) site Directors/Administrators and teachers, to enhance the early learning and development of young children.

Essential Functions

- Provide coaching and technical assistance to QPI site directors/administrators and teachers in support of continuous quality improvement. Share resources and materials that support the quality improvement in areas relating to the CA-QRIS Professional Development Pathways.
- Support Directors/Administrators and Teachers in creating systems that support ongoing program improvement by: using assessment data, including DRDP, ASQ, CLASS, ERS, and PAS; and available resources aligned to the CA Learning Foundations & Frameworks.
- Follow established SDCOE QPI coaching protocols in the delivery of services.
- Support creation and implementation of the agency's Professional Development Plan, according to SDCOE guidance.
- Plan and deliver professional development activities to early education professionals, following SDCOE process and protocols.
- Collaborate with SDCOE staff and subcontractor staff as appropriate to support successful implementation of the Quality Preschool Initiative.
- Support SDCOE staff to monitor QPI agency budgets.
- Prepare and/or maintain a variety of manual and electronic program reports, for the purpose of supporting ongoing program planning and implementation as well as compliance with regulatory requirements and established guidelines.
- Present information to various district or community groups for the purpose of information sharing, outreach, and/or QPI promotion.
- Achieve and maintain CLASS reliability and ERS calibration and other certifications as made available.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; performing standard bookkeeping; planning and managing projects; and preparing and maintaining accurate records; applying curriculum and instructional techniques; counseling and mentoring employees; facilitating meetings.

KNOWLEDGE required to satisfactorily perform the functions of the job include: bookkeeping principles; concepts of grammar and punctuation; office application software including relational databases; and conflict resolution.; keyboarding; knowledge of community resources; practicing cultural competency while working collaboratively with diverse groups and individuals; stages of child development.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: networking and facilitating internal and external groups; communicating with diverse groups and individuals; meeting deadlines and schedules; working as part of a team; leading, delegating and organizing tasks; and managing multiple projects.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures; extensive driving within San Diego County; some out-of-county travel; utilization of resources from other work units is often required to perform the job's functions.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: extensive driving; some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations.

Credentials, Certificates, Licenses or Other Requirements:

Possession of or eligibility for any one of the following:

- Child Development Master Teacher Permit
- Child Development Site Supervisor Permit
- Child Development Program Director Permit

- Driver's License & Evidence of Insurability

EDUCATION AND EXPERIENCE:

Possession of a Bachelor's degree in Child Development or a related field; five (5) years of successful experience in preschool or kindergarten (Early Ed), with at least three (3) years in a classroom and at least two (2) years of administrative experience, required; including experience in classroom and leadership settings.

Continuing Educ./Training

Clearances

Criminal Justice Fingerprint/Background Clearance

Drug Test

Proof of physical examination including TB Screen

Proof of required immunizations, including Measles and Pertussis vaccinations

FLSA Status: Exempt

Salary Range: Certificated Management Grade 27

Established: 10/2017