HUMAN RESOURCES DEPARTMENT
JOB DESCRIPTION

Job Title:	**Early Childhood English Language Development (ELD) Instructional Coach**	FLSA Status:	**Exempt**
Job Family:	**Licensed**	Pay Range:	**T Salary Schedule**
Prepared/Revised Date:	**May 20, 2019**	Job Code:	**21808**

SUMMARY: The Early Childhood English Language Development (ELD) Instructional Coach will provide educator support using program resources, professional development, instructional modeling, implementation of curriculum/instructional recommended practices, progress monitoring, and student assessment for school readiness specific to Dual Language Learners. Adherence to federal, state, and district standards, policies, and procedures will be maintained.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

DESCRPTION OF JOB TASKS
1. Partner with educators to engage in instructional coaching cycles; develop and maintain confidential, collegial relationships with educators to ensure individual student progress.
2. Apply knowledge of research-based effective instructional practices specific to Dual Language Learners, Colorado Academic Standards, PSD's Standards-Based Teaching and Learning Framework, and the Office of Head Start Performance Standards and Early Learning Outcomes Framework.
3. Co-teach, model instruction (using gradual release structure), and support lesson planning that promotes language acquisition and cultural sensitivity.
4. Provide organized, individual, and/or group learning opportunities for educators as needed specific to children and families who are linguistically and/or culturally diverse.
5. Collaborate and partner with EC program leadership team, ELD Program Specialists, coaches, building administrators/staff, and district departments as needed.
6. Assist in the collection of instructional coaching data for reflective practice and measurement of impact of instructional coaching in PSD.
7. Participate in continued professional growth opportunities including district-offered professional learning.
8. Support and gather information as needed for the annual self-assessment process, monthly monitoring for governance and other intermittent monitoring processes.
9. Collect and use data to support staff in planning and implementing instruction, managing program requirements, measuring student growth, and reporting results to the Departments of Language, Culture & Equity and Early Childhood.
10. Support the successful transition from preschool to kindergarten by collaborating with Early Childhood and ELD teachers.

11. Demonstrate a commitment to:
    a. Understand, appreciate, and make accommodations for student diversity.
    b. Include and engage families in the student's education.
    c. Support all Poudre School District policies, procedures, and expectations.
    d. Provide personal and professional excellence.

12. Attend work and arrive in a timely manner.
13. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:
- Bachelor's degree in early childhood education or related field.
- Minimum 3 years teaching experience in an Early Childhood setting.
- Teaching license with endorsement in Culturally and Linguistically Diverse Education (CLDE) or equivalency.

LICENSES, REGISTRATIONS or CERTIFICATIONS:
- Criminal background check required for hire.
- Current Early Childhood State Teaching License.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Customer service and public relations skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain professional demeanor in stressful situations.
- Knowledge of CSEFEL Pyramid approach.
- Knowledge of CLASS Observation Tool.
- Familiar with Head Start performance standards, Poudre School District policies and community agencies.
- Ability to effectively work and communicate with EC program staff and leadership, teaching teams, school site staff and leadership and community partners.
- Ability to collaborate with leadership and coaching team to create Early Childhood professional development and resources that support program goals and adult learning principles.
- Knowledge of special educations laws, regulations and procedures.
- Knowledge of infant/toddler or home visitor programs.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:
- Operating knowledge of and experience with personal computers and educational technology
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	**Under 1/3**	**1/3 to 2/3**	**Over 2/3**
Stand				x
Walk				x
Sit				x
Use hands to finger, handle or feed				x
Reach with hands and arms				x
Climb or balance		x		
Stoop, kneel, crouch, or crawl			x	
Talk				x
Hear				x
Taste		x		
Smell		x		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	**Under 1/3**	**1/3 to 2/3**	**Over 2/3**
Up to 10 pounds		x		
Up to 25 pounds	x			
Up to 50 pounds	x			
Up to 100 pounds	x			
More than 100 pounds	x			

MENTAL FUNCTIONS:	Amount of Time			
	None	**Under 1/3**	**1/3 to 2/3**	**Over 2/3**
Compare				x
Analyze				x
Communicate				x
Copy				x
Coordinate				x
Instruct				x
Compute				x
Synthesize				x
Evaluate				x
Interpersonal Skills				x
Compile				x
Negotiate				x

WORK ENVIRONMENT:	Amount of Time			
	None	**Under 1/3**	**1/3 to 2/3**	**Over 2/3**
Wet or humid conditions (non-weather)	x			
Work near moving mechanical parts	x			
Work in high, precarious places	x			
Fumes or airborne particles	x			
Toxic or caustic chemicals	x			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Outdoor weather conditions	x			
Extreme cold (non-weather)	x			
Extreme heat (non-weather)	x			
Risk of electrical shock	x			
Work with explosives	x			
Risk of radiation	x			
Vibration	x			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	x
Distance vision (clear vision at 20 feet or more)	x
Color vision (ability to identify and distinguish colors)	
Peripheral vision	x
Depth perception	x
Ability to adjust focus	x

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	x
Loud	
Very Loud	