

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SITE DIRECTOR II – EDUCARE

BASIC FUNCTION:

Educare California Silicon Valley (ECSV) is a collaborative partnership which includes SCCOE, Franklin-McKinley School District, FIRST 5 Santa Clara County and the Educare Learning Network. The mission of ECSV is to promote school readiness by enhancing the social and cognitive development of children ages 0-5 through the provision of an evidence-based education program along with health, nutrition, social and other services that support enrolled children and their families.

Under the direction of the Supervisor Preschool Sites, the Site Director II – Educare is responsible for the daily supervision of the teaching staff in 5-6 classrooms at ECSV and may also supervise Mentor Teacher Coaches or Family Engagement Specialists. The Site Director II – Educare utilizes reflective practice and strength-based management skills to assure staff are supported in the provision of high quality teaching practices and the utilization of data, while maintaining compliance with Program policies and procedures including Federal, State, and local requirements. Additionally, the Site Director II – Educare works in partnership with ECSV staff to organize and plan activities to support family engagement and positive school culture and responds to and resolves child, parent, or staff issues/concerns.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Organizes, guides, and supports the activities and operations of classrooms at the Educare site to provide a model of best early learning practices driven by a Reggio Emilia approach, while maintaining responsibility for the implementation of the Head Start adopted curriculum; monitors and supports teachers in the development of lesson plans which reflect developmentally appropriate practices and individualization and support with the use of child screenings and assessments; reviews and approves referrals made for health, mental health, and developmental services; supports the on-going implementation of the Planned Language Approach.

Coordinates with Mentor Teacher/Coaches to plan and support high-quality professional development and embedded instruction; provides on-going reflective practice to individual staff to support continued growth and understanding of high quality teaching practices; collaborates with Local Education Partner (LEP) and Mentor Teacher/Coaches to support staff in the utilization of data and to guide professional development needs.

Oversees the inclusion classrooms in collaboration with Franklin McKinley Special Education Program and attends multi-disciplinary team meetings to plan the least restrictive placement for children; ensures compliance when children transition between programs; participates in planning the enrollment of eligible children from special education programs into Head Start, and other community child care resources.

Supervises and evaluates the performance of assigned staff and provides improvement plans as necessary; participates in the interview process and selection of employees; manages and monitors staff attendance and absences utilizing HR substitute system.

Collaborates with ECSV partners to promote a positive school culture and to embrace and support cultural sensitivity; provides scheduled tours and information to visitors and guests; attends and contributes to monthly parent meetings; maintains positive relationships with families and responds to and resolves parent issues and concerns in a timely manner.

Maintains safe environments by monitoring site activities and compliance with Community Care Licensing requirements; Head Start Performance Standards, and Child and Adult Food Program (CACFP); assures that teacher/child ratios, child supervision regulations, and child head count procedures are adhered to; responds to Licensing citations and develops correction plans when applicable; participates in federal and state reviews and ensures staff are knowledgeable of processes and expectations.

Prepares and maintain reports, records, and files related to personnel and assigned activities; generates reports for monitoring of services and staff performance; identifies supply and equipment needs for the classrooms and prepares purchase requests; submits and approves work orders and maintenance needs for classrooms and yards.

Responds to parent concerns regarding their child, complaints regarding staff, and other site related questions; meets with parents to discuss discipline, developmental or other child issues and develop corrective plan of action; communicates with administrators, personnel and outside organizations to coordinate activities, exchange information and resolve issues/conflicts.

Oversees the Family Engagement and Services staff and activities to ensure compliance with federal and state regulations in addition to Educare program requirements.

Steps into classrooms as needed to fill in for staff absences or breaks; assists with lunch preparation or delivery; attends meetings (service coordination, IEP, school district, etc.) as assigned.

Operates a computer and assigned software programs; operates other office equipment as assigned.

OTHER DUTIES:

Performs related duties as assigned.

QUALIFICATIONS:

Education, Certification, and Experience

Bachelor's degree in Child Development, Early Childhood Education or a related field

California Child Development Site Supervisor Permit

Current Pediatric CPR/First Aid certification

Two (2) years of increasingly responsible experience in early childhood education including classroom teaching of children ages 0-5

Two (2) years of supervisory experience of two or more classrooms

Obtain CLASS Observer certification within six (6) months of hire

Valid California driver's license

PREFERRED QUALIFICATIONS

Bilingual-Spanish

Work experience working with infant and toddler programs.

Knowledge of:

Principles of child development, early childhood education, best practice teaching methods and techniques;
 Federal and State regulations pertaining to early childhood education including Title 22;
 Head Start Early Learning Outcomes Framework, Head Start Family Engagement Outcomes Framework, California Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Learning & Development Foundations, California Infant/Toddler Curriculum Framework, CSEFEL/Teaching Pyramid, Program for Infant Toddler Caregivers (PITC), Creative Curriculum;
 Assessment tools commonly used in early childhood settings including CLASS, ECERS/ITERS, DRDP, ASQ;
 Researched based comprehensive curriculum and content based supplemental curricula;
 Curriculum interpretation and application in early childhood education programs;
 Methods of observing, evaluating, and recording child growth and development;
 Problems and concerns of students with special needs;
 Dual language development and cultural child-rearing practices and other issues;
 Electronic child assessment software programs (e.g., ChildPlus, Learning Genie)

Ability to:

Plan, organize and direct the activities and operations of an early childhood center;
 Assure compliance with legal aspects of early childhood education programs;
 Supervise and evaluate the performance of assigned staff;
 Communicate effectively both orally and in writing;
 Interpret, apply and explain rules, regulations, policies, and procedures;
 Work in a collaborative and professional manner;
 Establish and maintain positive and effective working relationships with those contacted in the course of the work;
 Participate in on-going Professional Development which may involve travel;
 Work effectively within a culturally and linguistically diverse community;
 Speak, read, and write in fluent English;
 Maintain confidentiality and perform duties in an ethical and professional manner;
 Effectively use computer applications and web-based technology

Working Condition

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Variations in conditions may occur under certain circumstances.

Physical Demands

While performing the duties of this position, the employee is frequently required to stand, sit, walk, bend, move quickly, use hands to grip, touch, and feel and to reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception. Hearing within normal range is required.

Environment

Job duties are performed both indoors and outdoors. The noise level in the work environment is usually moderate.

Site Director II - Educare - continued

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Larry Oshodi
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Approved:

Larry Oshodi
Assistant Superintendent-Personnel Services

Date

Revised 9/8/20: Minor revisions to duties and qualifications

Revised 7/11/22: Qualifications updated