

Early Learning Specialist (1.0 FTE)

Island: O‘ahu

Position overview

The Hawai‘i State Public Charter School Commission seeks an Early Learning Specialist. The Commission is a nine-member body appointed by the Hawai‘i Board of Education that is responsible for the authorizing and oversight of Hawai‘i’s public charter schools.

The Early Learning Specialist reports to the Early Learning Manager and shall:

1. Use a strengths-based approach to support the Early Learning Instructional Generalists. This support to the Generalists shall facilitate effective instructional coaching that is informed by data that will challenge pre-K educators and help them grow. These include, but is not limited to:
 - Using a systems-approach to strengthen the P-3 (preschool to grade three) alignment. This includes developing positive, collaborative relationships with SPCSC, the early learning manager, the early learning instructional generalists, school support staff, pre-K educators, school administrators, and governing boards to maximize training and technical assistance to charter schools with pre-K programs; and
 - Participating in regularly scheduled meetings to increase effective communication and collaboration with members of the SPCSC Achievement Division;
 - Develop at least ten professional learning opportunities for educators per year which are reflective, individualized, and responsive to the teaching teams it supports, in alignment with high quality early learning instructional practices;
2. Provide ongoing mentoring and support to the early learning instructional generalists based on data and information gathered during periodic observations. Responsibilities include, but is not limited to:
 - Assisting and collaborating with the instructional generalists to use evidence-based, effective methods and strategies of coaching to support and drive high quality early learning instruction to challenge and help educators refine their teaching practice;

- Collaborating with and providing critical feedback to the early learning instructional generalists to effectuate coaching plans that progress teaching instruction, that is informed by assessment data, interest and/or need;
 - Collaborating with the early learning instructional generalists and manager to develop at least ten professional learning sessions for teaching teams annually, that is reflective of the assessment data or needs of the target audience;
 - Encouraging and modeling high quality interactions at all implementation levels that provide opportunity to practice and implement critical thinking, effective questioning, feedback loops and open-ended discussion;
 - Providing the oversight of the administration of the child formative assessment tool. This includes collaborating with the instructional generalists to develop and implement innovative approaches that support practitioners to meet timelines and high quality formative assessment practices;
 - Develop or make use of existing data collection tools that eases the burden of data collection and offers various mechanisms to collect data, that shall inform future professional learning opportunities (instructional coaching sessions, teacher workshops, leadership symposia);
3. Work collaboratively with the early learning manager to oversee the professional learning system of charter school pre-K programs:
- Develop the timeline of the charter school professional learning calendar of events. This includes coordinating and securing venue speakers, facilities, learning materials, supplies, meals, and other related duties;
 - Plan and conduct learning opportunities for school administrators, teachers and education assistants throughout the school year which includes but is not limited to an annual early learning symposium and follow-up meetings;
 - Plan and participate in the professional learning for instructional generalist which includes on-going feedback, support that drives challenges them and promotes professional growth. This professional learning support will include but not limited to CLASS, My Teaching Strategies, Early Childhood Environmental Rating Scale (ECERS), and Ages and Stages (ASQ);

- Ensure that the early learning instructional generalists have the skills to analyze and understand the data, can ask critical questions to guide thoughtful discussions, and are prepared for school data team meetings; and
 - Meet with school administrators on a monthly basis, to build upon early childhood knowledge and best practices, to talk story to share updates on the program and gather constructive feedback;
4. Participate in community meetings and share information about the PDG charter school pre-K program;
 5. Conduct outreach activities with community agencies to support the transition of children into the prekindergarten classroom and into the kindergarten classroom.
 6. Attend community meetings that address the effective practices that improves the support of children and families as they transition into pre-K and on to kindergarten;
 7. Performs other related duties as assigned.

This is an exempt, excluded position.

Qualifications:

The candidate must preferably have a postgraduate degree in early childhood education. The ideal candidate should possess at least:

1. Successful completion of early childhood education coursework;
2. Three years of successful teaching in an early childhood classroom;
3. At least two years of industry experience in the instructional coaching and mentoring of teachers;
4. Knowledge of the components of high quality prekindergarten programs including developmentally appropriate practice in instructional planning, curriculum, pedagogy, and assessment of young children; learning through play; project-based learning; child development; equity, fairness, and diversity; the early childhood learning environment; reflection as a tool for teacher growth; and professionalism within the early childhood community;

5. Training and certification in CLASS, ECERS, and ASQ observation, assessment and screening tools;
6. Knowledge of and experience in increasing family engagement participation in early childhood programs that is a predictor of school readiness. Able to assess current practices and provide critical feedback to drive the improvement of new strategies that will lead to improved family engagement in the school; and
7. Possesses strong public speaking skills and is able to establish and maintain effective communication and collaborative working relationships with others;
8. Experience in collaboratively planning, facilitating and co-leading engaging evidence-based professional learning events; and
9. Experience in overseeing effective individualized instructional coaching and mentoring. Has experience in providing professional learning opportunities for the early learning instructional coaches. These efforts have resulted in improved instructional practices and student outcomes;
10. Experience in using research-based, data-driven methodologies to increase the effectiveness of teacher instruction.

This is an exempt, excluded position.

How to apply

Interested candidates should respond in confidence by e-mail with cover letter, resume, and professional references to:

Sione Thompson
Executive Director
Hawai'i State Public Charter School Commission
1111 Bishop Street, Ste. 516
Honolulu, HI 96813
E-mail to: Jannelle.Watson@spcsc.hawaii.gov

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