

Early Learning Instructional Coach (1.0 FTE)

Islands: Hawai'i, Oahu

Position overview

The Hawai'i State Public Charter School Commission ("SPCSC") seeks an Early Learning Instructional Coach to support high quality teaching instruction for pre-K instructors. 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 Instructional Coach reports to and works collaboratively with the Pre-K Education Specialist and Early Learning Manager and shall:

1. Use a strengths-based approach to provide ongoing instructional coaching and support based on data gathered to assigned charter school pre-K teachers that will challenge them and help them grow:
 - Develop professional collaborative relationships with teaching staff;
 - Use up-to-date research-based, effective methods of coaching to support high quality early learning instruction;
 - Develop written coaching plans and ongoing documentation of coaching strategies and progress for each school-based teaching team using assessment data, using an established data collection form, that will help early learning educators improve in their practice;
 - Conduct weekly meetings, at minimum, through face-to-face visits, phone calls, emails, webinars with teaching teams reviewing instructional strategies that challenge them to improve instructional practice;
 - Develop professional learning opportunities for teachers and school leaders (at least ten in service days per year);
 - Improve instructional practices that will implement high quality teacher-child interactions;
 - Improve instructional practices that will inform high quality early learning classroom environments;
 - Develop and implement innovative approaches that support practitioners to meet timelines and workloads; and
 - Assist in the preschool formative assessment process.

2. Provide critical feedback to early learning to grade three instructors that, when effective approaches are applied and followed up on, will lead to high quality teaching instruction across grade levels;
3. Assist with planning timeline in coordination with the SPCSC statewide calendar of support activities and professional development;
4. Provide program orientation to pre-K instructors, educational assistants, administrators and other school staff, including direct support in setting up new high quality classrooms;
5. Participate in the planning and facilitation of the pre-service professional learning for early childhood coaches and regular, on-going professional learning opportunities that address all areas of support that the coaches will be providing to assigned pre-K classrooms in schools. These assessment tools include but is not limited to CLASS, My Teaching Strategies, Early Childhood Environmental Rating Scale (ECERS), and Ages and Stages (ASQ);
6. Engage in the developmentally appropriate formative assessment process with instructors and educational assistants that promotes high quality, intentional, play-based learning.
7. Conduct professional learning for school administrators, pre-K to grade three instructors and education assistants, throughout the school year;
8. Effectively and enthusiastically communicate and collaborate with the SPCSC Achievement Division, the State Public Charter School Commission Staff and related partners to assist in conducting workshops or preparing for meetings for school administrators, community partners and others. Is able to participate in providing and receiving critical feedback to work towards program improvement;
9. Communicate bi-monthly, at a minimum, with Early Learning Specialist and/or Early Learning Manager to share updates on the program and to work towards resolving issues that may have developed;
10. Works with the pre-K educators to strengthen the P-3 approach for each school. This includes effective communication to enact horizontal and vertical alignment of high quality instructional practices within and between grade levels;
11. Participate in community meetings and share information about the charter schools;
12. Conduct outreach activities with community agencies to support the transition of children into the prekindergarten classroom and into the kindergarten classroom; and
13. Performs other duties as assigned.

The State Public Charter School Commission seeks an enthusiastic, reflective individual who possesses knowledge of high quality early learning practices and has strong interpersonal communication skills. This individual is able to work with early learning educators, and early learning support staff to progress teaching instruction which will lead to high quality instructional practice. This individual has the skills and experience to enact change in instructional practice through critical feedback. This individual is reflective about his/her own coaching to progress his/her skills.

Qualifications

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

1. Five years of successful teaching experience in an early childhood classroom;
2. The knowledge of the multi-faceted components of high quality early childhood teaching practices, which include but not limited to developmentally appropriate practices, instructional planning, curriculum, pedagogy, and assessment of young children; learning through play; culture base education; project-based learning; child development; equity, fairness, and diversity; the early childhood learning environment; reflection as a tool for educator growth; and professionalism within the early childhood community;
3. Able to establish and maintain collaborative, professional relationships with early learning instructors, school administrators, other department personnel, families, and community partners;
4. Experience in planning, facilitating and co-leading professional learning sessions;
5. Experience in effective coaching which challenged educators and resulted in improved instructional practices and student outcomes;
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. Knowledge of the host culture and actionable strategies to support the growth of instructional practices in the early childhood setting.

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:

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