

Educational Service Unit No. 6, Inc.
Job Description

Job Title: Early Childhood MTSS Implementation Facilitator

Department: Student Services

Supervisor: Director of Student Services

FLSA Status: Exempt

Position Funding: Grant Funded

Prepared By: Human Resources

Prepared Date: 6/29/2021

Location: Milford, NE

Summary

The Early Childhood MTSS Implementation Facilitator is expected to work collaboratively with child care programs, school districts, Head Start programs, and state and local agencies/organizations within the region to ensure that a comprehensive array of early childhood supports that contribute to positive outcomes for programs, children, and families.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Recognizes the unique abilities of individuals and assists others in valuing everyone's contributions.
- Maintains confidentiality with regards to all program/provider information and clearly distinguishes his/her personal opinions from the Department's positions.
- Provides support in the use of appropriate practices to promote child development and learning across developmental domains.
- Assists teachers/caregivers to structure developmentally appropriate environments, routines, and interactions that contribute to positive outcomes for children and families.
- Provides support in coaching about environments and opportunities which promote the child's growth and development for any of the developmental domains, (language and literacy, health and physical development, approaches to learning, social emotional development, creative arts, science, mathematics).
- Offers resources and strategies to staff to enhance facilitator-educator relationships, offer expert suggestions, and utilizes reflective practices in all meetings.
- Is a conduit to state level public and private initiative leads to inform policy and improve practice and systems.
- Focuses on specific tasks, skills, or techniques which can be mastered and measured.
- If not already, become trained and reliable in the Teaching Pyramid Observation Tool (TPOT), Pyramid Modules, Early Childhood Coach training, Pyramid Coach Training.
- Participates with and receive guidance from the NeMTSS state –level team including NDE/UNL co-leads and NeMTSS state coordinator.
- Participates in Pyramid State Leadership Team meetings and workgroups as assigned.
- Attends regularly scheduled meeting to complete readiness measures and benchmarks of quality.

- Provides consultation, facilitation, system development including action planning, and fidelity assessment services to assigned region.
- Provides training and technical assistance opportunities for regional team members, school districts, ESU and community professionals.
 - Promotes and assists in community-wide implementation of the Pyramid Model
- Stays informed of evidence-based instructional materials, strategies, interventions, assessments, and technology for improved outcomes for all children.
- Is aware of new research and best practices around early childhood MTSS and bring other team members through the PLC process when teams are blended.
- Collaborates regularly with other MTSS Regional Consultants in Nebraska, ELC's and ELC coach consultants, and community coach collaborative teams.
- Maintains a record of all contacts, training and coaching activities.
- Contributes to enhancement of NeMTSS.
- Participates in ongoing professional learning opportunities at the state and national level.
- Follows rules and responsibilities outlined by the early childhood NeMTSS grant holder.
- Ability to travel, in state and out of state, including overnight stay.
- Regular and reliable attendance is an essential function of this job.

Supervisory Responsibilities

This job has no employee supervisory responsibilities.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Continuous Learning - Seeks feedback to improve performance; strives to continuously build knowledge and skills; shares expertise with others.

Job Knowledge - Competent in required job skills and knowledge; exhibits ability to learn and apply new skills; keeps abreast of current developments; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively.

Use of Technology - Demonstrates required skills; adapts to new technologies; checks ESU 6 email account each work day.

Problem Solving - Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Communications - Expresses ideas and thoughts verbally; expresses ideas and thoughts in written form; exhibits good listening and comprehension; keeps others adequately informed; selects and uses appropriate communication methods.

Cooperation - Establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; participates in meetings.

Teamwork - Balances team and individual responsibilities; exhibits objectivity and openness to others' views; contributes to building a positive team spirit; puts success of team above own interests; supports everyone's efforts to succeed.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; presents numerical data effectively; able to read and interpret written information.

Ethics - Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; upholds organizational values.

Organizational Support - Follows policies and procedures; supports organization's goals and values.

Adaptability - Adapts to changes in the work environment; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Personal Appearance - Dresses appropriately for position; keeps self well groomed.

Attendance/Punctuality - Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments; completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; undertakes self-development activities; asks for and offers help when needed.

Planning/Organizing - Uses time efficiently.

Quality - Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

Safety and Security - Observes safety and security procedures; reports potentially unsafe conditions; uses equipment and materials properly.

Qualifications

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.

Education and/or Experience

- Bachelor's degree in Early Childhood Education, Family & Consumer Science, Psychology, Social Work, Sociology, or a related field required.
- At least 3-5 years experience working with young children (birth to age 5).

- Knowledge and expertise regarding developmentally appropriate practices.
- Foundational knowledge of Pyramid Model practice.
- Successful completion of NDE Early Childhood Coach training and Pyramid Coach training.
- Experience implementing the Pyramid Model in early care and education settings.
- Experience and/or education in Adult learning.
- Coaching experience.
- Knowledge of early childhood systems in ability to collaborate.
- Knowledge and experience in reflective practice.
- Knowledge of program quality rating scales.
- Knowledge of child outcome data, i.e. Teaching strategies GOLD.

Language Skills

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations.

Reasoning Ability

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Computer Skills

To perform this job successfully, an individual should have working knowledge of email; word processing software; spreadsheet software and internet software.

Certificates, Licenses, Registrations

- Current NE Driver's License
- Valid Nebraska Teaching Certificate preferred

Physical Demands

The physical demands described here 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.

While performing the duties of this Job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee is frequently required to stand, walk and sit. The employee is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

