



JOB DESCRIPTION

JOB TITLE: Early Literacy Intervention Specialist
REPORTS TO: Director of Program
FLSA STATUS: Qualified Full Time less than 12-month position
APPROVAL DATE: July 1, 2024

SUMMARY

Provide day-to-day embedded professional development through data informed coaching supports for teachers and teaching assistants in family child care, child care, and/or Head Start programs, as requested. This position is a foundational part of the educational team at Read to Succeed Buffalo and works collaboratively with child care staff in various locations throughout Buffalo. The particular focus of this position is concentrated on improving the language and literacy skills and environments of professionals in licensed child care programs or Head Start classrooms through the implementation of normed, literacy focused, observations, screenings, and assessments.

ESSENTIAL FUNCTIONS

- If a CARE Child Care ELIS - Recruit and maintain classrooms for participation in coaching quality improvement support in licensed child care programs in the City of Buffalo.
- If a CARE Preschool ELIS - Maintain coaching relationship with Head Start three and four year old classrooms for participation in coaching quality improvement support as per contract with Head Start providing agency.
- Embedded Coaching Support: Work directly with providers/teachers in the context of the early care and education program. Conduct fidelity observations to support the enhancement of literacy instruction and ensure it is being conducted consistently, accurately, and as intended.
- Environment: Use evidence based environmental observations to assess the quality of early childhood environments and interactions.
- Assessments and Data: Administer and support the analysis of child screening and student assessments. Conduct progress monitoring to quantify students' response to instruction and evaluate the effectiveness of instruction.
- Planning: Guide and assist planning time allocated to discuss observation data, analyze and interpret child data, and plan for intentional instruction to meet RTSB and program quality improvement targets.
- Professional Development: Design and facilitate professional development modules to support the individual training needs of professionals.
- Attend and participate in professional development.
- Dependability, punctuality, and commitment are always expected. Attendance is considered an essential function of any position in the Company. As such, employees are expected at work on all scheduled workdays and during all scheduled work hours, and to report to work on time.
- Provide weekly schedule and weekly report.
- Other duties as assigned by Executive Director.

REQUIREMENTS/QUALIFICATIONS

- Candidate must hold a minimum of a CDA or a bachelor's degree in early childhood - B-2 or Literacy B-6 preferred. Additional courses and experience in the areas of early childhood, reading, research-based instruction strategies, and assessment.
- Candidate must be skilled in the implementation and analysis of screening, diagnostic, and progress monitoring instructional assessment tools and screenings. Familiarity with the Peabody Picture Vocabulary Test, Ages and Stages Questionnaire and the Early Childhood Environment Rating Scale preferred.
- Candidate must have completed a minimum of two years of teaching SBRR literacy strategies in an early childhood setting). Direct experience as a literacy/instructional coach is a plus.
- Experience in Head Start or licensed child care required.
- Experience leading or working as part of a multidisciplinary team and communicating effectively with persons and communities from diverse cultural and socioeconomic backgrounds is mandatory. Experience in collaborating with or coaching/teaching adults is a plus.

Required:

- A strong belief in and passionate commitment to the ability of all children to learn regardless of identified risk factors.
- Strong analytical skills and the ability to draw conclusions and make recommendations based on observations and assessment data.
- Strong planning and organizational skills.
- Effective written and oral communication skills and proficiency in computer and web-based information technologies.
- Creative, high-energy, persistent, quick study.
- Capable of managing multiple priorities and projects and effective time management skills.
- Reliable transportation a must.

EDUCATION AND KNOWLEDGE

Check the box that indicates the minimal educational requirement for the job. (Note: choose the appropriate educational background for the position, which is not necessarily the background of the individual currently in the position).

CDA

EXPERIENCE

Minimum experience requirements

Indicate the minimum amount of experience required to perform this job.

- None
- 6 months to 1 year
- 1 to 3 years
- 3 to 5 years

On-the-job experience requirement (complexity)

Indicate how long it should take an employee with the necessary education and experience to become generally familiar with the job to perform it reasonably well.

- Less than 1 month
- 1 to 3 months
- 3 to 6 months
- 6 months to 1 year (6 months)

5 to 10 years

Over 1 year

Over 10 years

Other (indicate):

Or equivalent combination of education

and related experience

SUPERVISORY RESPONSIBILITIES

None

TRAVEL

Local WNY area

PHYSICAL REQUIREMENTS

Describe the on-the-job minimum physical requirements of the position based upon a typical workday.

Scale				
* Never = does not apply of the time		* Frequently = From 21% to 50% of the time		
* Occasionally = Up to 20% of the time		* Constantly = At least 51% of the time		
Mobility	Never	Occas.	Freq.	Const.
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bend/Stoop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Push	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squat/Crouch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift Usual lbs.= 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry, using two hands Usual lbs.=10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching, Handling, Finger Dexterity and/or Feeling	Never	Occas.	Freq.	Const.
1. Reaching by extending hand(s) or arm(s) in any direction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Handling by seizing, holding, grasping, turning or otherwise working with the hand or hands, but without finger dexterity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Finger dexterity required to manipulate objects with fingers rather than whole hand(s) or arm(s); using a keyboard, for example	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Feeling to perceive an object's size, shape, temperature or texture by means of senses in your skin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Never	Occas.	Freq.	Const.
1. Communication skills using the spoken word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Hearing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seeing	Never	Occas.	Freq.	Const.

1. Far vision (clear vision beyond 20 feet or more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Close vision (clear vision within 20 inches)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Color vision (ability to identify and distinguish colors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Depth perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Ability to adjust focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

WORKING CONDITIONS

How much exposure to the following environmental conditions does this position require based upon a **typical** workday.

	Never	Occas.	Freq.	Const.
1. Working at heights?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exposure to marked changes in temperature and humidity or extremes thereof?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exposure to dust, fumes, gases, chemicals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Risk of electrical shock?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work near moving mechanical parts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise Level (check 1 appropriate level below)				
Very quiet	<input type="checkbox"/>	Loud	<input type="checkbox"/>	
Quiet	<input type="checkbox"/>	Very loud	<input type="checkbox"/>	
Moderate noise	<input checked="" type="checkbox"/>			

Approval – Signature and Title

Date

Employee – Signature

Date