

Workforce Solutions Cameron

Texas Rising Star Program Mentor I

Department: Child Care

Reports To: Director of Child Care Programs

FLSA Status: Exempt

Salary Group:

Approved Date: November 4, 2022

Texas Rising Star Program Mentor I

Summary

The Texas Rising Star Program Mentor provides technical assistance and coaching support to assist child care and early learning programs in attaining, maintaining, and improving Texas Rising Star certification status. Mentors regularly consult with programs to develop and monitor Continuous Quality Improvement Plans (CQIPs), model best practices, provide constructive feedback, deliver targeted training, and refer programs to other helpful resources and training.

Essential Functions and Duties

1. Coordinating and implementing Texas Rising Star Mentor-related and quality-related activities
2. Provide technical assistance and coaching support to early learning programs.
3. Scheduling, developing, and delivering training and professional development to early learning programs.
4. Submitting and maintaining documentation/reports concerning mentoring and training functions.
5. Attend training and conferences as needed; travel overnight as necessary.
6. Travel is required to carry out assigned functions.
7. Performs other duties as assigned by supervisor.

QUALIFICATIONS

Minimum Education

1. Bachelor's degree from an accredited four-year college or university in early childhood education, child development, special education, child psychology, educational psychology, elementary education, or family consumer science; or
2. Bachelor's degree from an accredited four-year college or university with at least 18 credit hours in early childhood education, child development, special education, child psychology, educational psychology, elementary education, or family consumer science with at least 12 hours in child development; or
3. Associate's degree in early childhood education, child development, special education, child psychology, educational psychology, elementary education, or family consumer science **with** two years of suitable experience in early childhood education.

Minimum Work Experience

1. One year of full-time early childhood classroom experience in a child care, Early Head Start, Head Start, or pre-K through third-grade school program.

Knowledge, Skills, and Abilities

1. Knowledge of best practices in early childhood education
2. Knowledge and understanding of early childhood evaluations, observations, and assessments for both teachers and children
3. Knowledge and understanding of child development and management in early care and education settings
4. Understanding of TRS Certification Guidelines and the minimum standard of Texas Child Care Regulations
5. Ability to relate to individuals from culturally diverse backgrounds
6. Ability to work independently and manage multiple projects
7. Bilingual preferred; at a minimum, the ability to understand and to make oneself understood by all Spanish-speaking individuals
8. Knowledge and understanding of Microsoft Word and Excel, Internet, e-mail
9. Ability to enter and access data through various devices

Mental Demands

1. Most of the duties are varied and regularly require analysis, comprehension, or limited judgment and discretion. Some duties may not conform to standard practices requiring analysis and interpretation to resolve problems.
2. Requires continuous concentration, alertness, and attention to detail
3. Requires an intermediate to advanced level of reading writing

Physical Demand Classification

Light to Medium (Occasionally lifts up 25 pounds)

Physical and Communication Demands

1. Constant (67-100%): Standing, driving, walking, forward reaching, hearing, vision, talking with child care providers and staff, and receiving and responding to verbal and written requests of child care providers.
2. Frequent (34-66%): Sitting, grasping, bending, squatting, kneeling, talking on the telephone, receiving verbal and written instructions, and talking with co-workers.
3. Occasional (1-33%): Lifting from ground to waist height up to 25 pounds, carrying (10 to 15 feet) up to 25 pounds, stooping, crouching, twisting, side bending, overhead reach, hearing, and reading.

Description of Tasks

1. Lifting/Carrying: Occasional lifting/carrying is required when the mentor assists in child care providers' indoor and outdoor environments, rearrangement, and inventory of materials and equipment delivered to child care providers. Force pounds are estimated to be up to 25.
2. Sitting: The Mentor frequently sits at a workstation or desk.
3. Standing/Walking: Alternate standing and walking are performed constantly when providing on-site mentoring.
4. Climbing: Climbing is performed when the mentor needs to climb onto a step stool to reach items on shelves, cabinets, or ceilings.
5. Bending/Stooping/Crouching: Forward torso bending, stooping, and crouching may be the mentor's preference when reaching or material handling at lowered work surfaces and/or reaching

for items on the lower shelves.

6. Squatting/Kneeling: The mentor can use these techniques when performing lifting, carrying, or position tolerance tasks. Squatting/kneeling can be applied up to 1/3 of the workday.

Schedule

Approximately 8 hours per day between the hours of 8:00 a.m. to 5:00 p.m. with a 1-hour lunch break unless arrangements have been agreed to by the employer and the employee; 5 days/week. Usually 40 hours/week.

Other Requirements

Must possess reliable transportation, a valid driver's license, and current auto liability coverage.

ADDITIONAL INFORMATION:

This job description in no way states or implies that these are the only duties to be performed by the employee filling this position. The employee will be required to follow any other job-related instructions and to perform any other job-related duties requested by management. Management can add, revise, or delete information in this job description. Reasonable accommodation will be made to enable qualified individuals with disabilities to perform the essential functions of this position.