



DIRECTOR OF P-5 INSTRUCTION & EARLY LEARNING

Classification: Director Level III

Location: District Office

Reports to: Chief Academic Officer

FLSA Status: Exempt (Executive)

Employee Group: EASA

This job description does not constitute an employment agreement between the district and the employee and is subject to change as the district's needs and job requirements change.

Part I: Position Summary

Provides leadership and strategic vision in planning, directing, and coordinating the district's early learning program. The director of early learning leads and oversees the program and services, provides information and serves as a resource to others, achieves defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines, and serves as a leadership team member.

Part II: Supervision and Controls over the Work

Serves under the guidance and administrative supervision of the Chief Academic Officer. Is held responsible for results regarding the effectiveness of planning, policies, and programs and contributing to and achieving district goals and objectives. Work is guided by, and must comply with, federal and state law, policy direction of the school board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

Program Administration:

1. Provides strategic direction and analysis of needs to guide the district's early learning efforts, which are focused on ensuring students enter school prepared for the academic rigor required by current state standards. Assures that the district is responsive to students' and families learning and developmental needs in pre-kindergarten through third grade. This includes focusing on P-3 alignment, kindergarten readiness, and engagement with birth to age five early learning providers in strategic alignment strategies.
2. Oversees the kindergarten model's development, implementation, and continued improvement, including support and professional development for teachers and staff. Led and supported district implementation of the Washington Kindergarten Inventory of Developing Skills (WaKIDS). Coordinate, lead, and facilitate professional learning opportunities in cross-curricular areas, including early literacy, numeracy, and social-emotional development.
3. Participates in, plans, coordinates, and facilitates meetings within the district and community (e.g., professional associations, networks, workshops, seminars, conferences) to

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convey and gather information regarding various subjects addressing P-3 efforts and instructional issues.

4. Performs personnel functions (e.g., interviewing, evaluating, training, supervising) to maintain adequate staffing, enhance personnel productivity, and achieve objectives within budget.
5. Serves as district representative for all programs and services provided for early learning, including internal and external staff, departments, agencies, partners, and parents. Collaborate with district curriculum and program facilitators and directors to achieve strategic goals. Develop and maintain effective relationships necessary to sustain and advance the program. Work with local early learning partners, community agencies, and educational institutions to develop educational goals and explore and/or participate in advancing early learning programs. Provide leadership and oversight of the district's early learning programs, such as *Play and Learn* groups and the *Everett Ready* program. Prepare and disseminate program information to parents, community, and staff.
6. Identify the need for, develop, coordinate, advocate for, and gain support for P-3 alignment programs and initiatives to meet students' needs. Coordinate with district staff, parents, and community partners to include preschool and childcare providers in developing and coordinating educational programs. Work to increase access to early learning for the community's most vulnerable children.
7. Provides leadership to the district's Early Childhood Education and Assistance Program (ECEAP). Support the ECEAP Program Manager in leadership, oversight, implementation, and evaluation of ECEAP in schools. Follow and stay abreast of new regulations and standards to comply with program expectations directed by the Department of Children, Youth, and Families (DCYF). Lead, facilitate, coordinate, and comply with board policy and procedure in implementing early entrance for kindergarten and first grade.
8. Prepares a wide variety of written materials (e.g., reports, presentations, correspondence, internal audits, etc.) to document activities, provide written references, and/or convey information. Prepare information on various topics (e.g., current practices, methods, curriculum guides, etc.) to convey information and/or recommendations regarding early learning and P-3 efforts.
9. Research various topics (e.g., best practices, instructional materials, methods, curriculum, guidelines) to develop new programs and/or master plans.
10. Responds to issues and inquiries from school district administrators and staff, parents, and the community regarding early learning to identify relevant issues and recommend or implement a plan of action to efficiently resolve them.

Program Leadership:

1. Planning and Programming: Awareness of the research on the changing nature of early learning, the field of public education, and changing national, regional, and local trends that may impact early learning. Participates in discussions on evolving demands and

expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession.

2. **Financial Management and Strategic Planning:** Advises the Superintendent and Board on the financial implications of assigned programs. Administers programs within approved budget parameters, including allocation of staff resources. Oversees and participates in evaluating financial reports to assess program implementation and status. Maintains sound risk management and/or internal control over program assets. Monitors budget allocations, expenditures, fund balances, and related financial activities to ensure that allocations are accurate, revenues are recorded, expenses are within budget limits, and/or fiscal practices are followed.
3. **Policy Formulation and Guidance:** Recognizes the need for and formulates policies necessary to implement program goals and objectives and assure the effective operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the department's goals and serve the overall needs of employees, managers, and the organization.
4. **Program Direction and Staff Supervision:** Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve high integration and synergy across program functions. Approves position structures and operating practices essential to developing and delivering quality programs and services. Recruits and assigns staff, assuring that they possess and practice the values necessary to achieve program delivery and customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates communication, collaboration, and coordination processes that assure all staff members are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment where all staff members are comfortable and forthcoming in sharing their ideas, needs, and concerns so that the staff collaborates to seek solutions and resolutions.
5. **Program Evaluation, Analysis, and Feedback:** Establishes a data collection and analysis system that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, a comprehensive assessment review of all programs is conducted to determine their effectiveness and contribution to the department's mission and identify problem areas, areas of high success, and areas in need of change. Prepare structured presentations for the superintendent to share the program evaluation results.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.

2. Master's degree or equivalent in assigned or closely related areas of study.
3. Minimum of five years of program administration or leadership experience that provided in-depth knowledge of early learning programs.
4. Strong analytical and problem-solving skills and understanding of client-centered support and services.
5. Excellent oral, written, presentation, and interpersonal communication skills.
6. Ability to work both independently and cooperatively.
7. Ability to organize work, set priorities, and meet deadlines—ability to establish effective working relationships at all levels of the organization.
8. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

Part V: Desired Qualifications

1. Bilingual skill in a language appropriate to the District.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here represent those that an employee must meet to perform the essential functions of this job successfully.

Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than 2 hours at a time, lift objects repeatedly, and undertake repeated motions.