



DIRECTOR OF EARLY LEARNING

Classification: Director Level III

Location: District Office

Reports to: Director of Categorical Programs

FLSA Status: Exempt

Employee Group: EASA

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

Part I: Position Summary

Provides leadership and strategic vision in planning, directing, and coordinating the district's early learning program. The job of director of early learning is done for the purposes of leading and overseeing the program and services, providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

Part II: Supervision and Controls over the Work

Serves under the guidance and administrative supervision of the director of categorical programs. Is held responsible for results in terms of effectiveness of planning, policies, and programs; and for contribution to and achievement of district goals and objectives. Work is guided by, and must be in compliance 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 focused on ensuring students enter school prepared for the academic rigor required by current state standards. Assures that the district is responsive to the learning and developmental needs of students and families in pre-kindergarten through third grade. This includes focus on P-3 alignment, kindergarten readiness, and engagement with birth to age five early learning providers in strategic alignment strategies.
2. Oversees the development, implementation, and continued improvement of the kindergarten model including support and professional development for teachers and staff. Lead and support 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) for the purpose of conveying and gathering information regarding a wide variety of subjects addressing P-3 efforts and instructional issues.
4. Performs personnel functions (e.g., interviewing, evaluating, training, supervising) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
5. Serves as district representative for all programs and services provided for early learning to include 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 to explore and/or participate in the advancement of early learning programs. Provide leadership and oversight of the district's early learning programs, such as *Play and Learn* groups and *Everett Ready* program. Prepare and disseminate program information to parents, community, and staff.
6. Identifies the need for, develop, coordinate, advocate, and gain support for P-3 alignment programs and initiatives to meet the needs of students. Coordinate with district staff, parents and community partners to include pre-schools and childcare providers in the development and coordination of 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 the implementation of early entrance for kindergarten and first grade.
8. Prepares a wide variety of written materials (e.g. reports, presentations, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information. Prepare information on a variety of topics (e.g. current practices, methods, curriculum guides, etc.) for the purpose of conveying information and/or recommendations regarding early learning and P-3 efforts.
9. Researches a variety of topics (e.g. best practices, instructional materials, methods, curriculum, guidelines, etc.) for the purpose of developing new programs and/or master plans.
10. Responds to issues and inquiries from school district administrators and staff, parents, and community regarding early learning for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

Program Leadership:

1. **Planning and Programming:** Awareness of the research on the changing nature of the 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 evaluation of 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 for the purpose of ensuring 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 to assure effective operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and 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 a high level of integration and synergy across program functions. Approves position structures and operating practices essential to the development and delivery of quality programs and services. Recruits and assigns staff assuring that they possess and practice the values necessary to achieving the level of 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 in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
5. **Program Evaluation, Analysis and Feedback:** Establishes a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to the Superintendent to share the program evaluation results.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening 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 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 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, may lift objects repeatedly, and may undertake repeated motions.