



## ECEAP PROGRAM SUPERVISOR

Classification: Professional-Technical Level 4

Location: District Office

Reports to: Director of Early Learning

FLSA Status: Exempt

Employee Group: Professional-Technical

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 childhood program.

### **Part II: Supervision and Controls over the Work**

Serves under the broad guidance and administrative supervision of the chief academic officer. Is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, operational direction of the superintendent and chief academic officer, policy direction of the school board, and compliance with state and local regulatory agencies.

### **Part III: Major Duties and Responsibilities**

#### **Program Leadership:**

1. Provides strategic direction and analysis of needs to guide the district's early childhood efforts focused on ensuring students enter kindergarten prepared for the academic rigor required by current state standards. Assures that the district is responsive to the early learning and developmental needs of students and families.
2. Serves as district representative for all programs and services provided for early childhood programs to include internal and external staff, departments, agencies, partners, and parents. Develops and maintains effective relationships necessary to sustain and advance the program. Works with local universities and educational institutions to develop educational goals and to explore and/or participate in the conduct of research in early childhood programs. Prepares and disseminates program information to parents and staff.
3. Identifies the need for, develops, coordinates, and gains support for new programs and initiatives to meet the needs of students. Coordinates with businesses to include clinics, pre-schools, and childcare providers in the development and coordination of educational and social service programs.
4. Planning and programming: Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas. 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.

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5. Financial management and strategic planning: Advises district leadership on the financial implications of early childhood programs. Administers programs within approved budget parameters including allocation of staff (FTE) resources.
6. Policy formulation and guidance: Recognizes the need for and formulates policies necessary to implement district early learning program goals and objectives and to assure effective implementation and operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the academics office and to serve the overall needs of employees and managers and the organization.
7. 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 programs functions. Approves position structures and operating practices essential to the development and delivering 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 learning of subordinate staff. Assumes instructional leadership and coaching role in all program curricula and implementation components. Creates communication, collaboration and coordination processes that assure all staff is 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.
8. 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 early childhood programs to determine their level of effectiveness and contribution to the mission of the academics office and to identify problem areas, areas of high success, and areas in needs of change. Implements recommendations from annual program review. Prepares structured presentations to district leadership to share the program evaluation results.
9. Serves as first responder to emergency and after hours situations.

Performs other duties as assigned.

### **Part IV: Minimum Qualifications**

1. Must have experience working or interacting successfully 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. Associate's degree with emphasis in education and/or educational leadership as well as early childhood, elementary education and/or social services.
3. Must meet qualifications of either ECEAP lead teacher or ECEAP family support specialist. An associate or higher degree with the equivalent of 30 college quarter credits in adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities.



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4. Minimum of five years of highly successful teaching in preschool to 5th grade programs which provided knowledge of preschool to 12th grade instructional intervention and support programs as well as curriculum and assessment knowledge relative to the program OR five years experience providing highly responsive family support services including knowledge of family systems, coaching practices, goal management, and resources and referral support OR a combination of teaching and family support services equaling five years experience.
5. Three years of school administrative experience and/or equivalent teacher/staff leadership experience which included the development of adult learning and professional growth.
6. Strong analytical and problem-solving skills, and understanding of “client-centered” support and services.
7. Excellent oral, written, and interpersonal communication skills.
8. Ability to work both independently and cooperatively.
9. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
10. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
11. Strong computer skills and ability to utilize database systems and curriculum and assessment platforms for analysis and monitoring of student and program data.
12. Demonstrated supervisory ability.
13. Valid state driver’s license and ability and willingness to operate district vehicles and equipment.

### **Part V: Desired Qualifications**

1. Bachelor’s degree or higher in education or educational administration.
2. Bilingual skill in language(s) common 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 two hours at a time, may lift objects repeatedly,



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and may undertake repeated motions.

May be exposed to infectious disease when working in schools and with or around students.