

## TRANSITIONAL K/PRIMARY COORDINATOR

Classification: Administrator

Location: District Office

Reports to: Executive Director, Elementary Programs

FLSA Status: Exempt

Employee Group: NCAA

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

### **Part I: Position Summary:**

Assists the Executive Director in the development and implementation of the district's early learning program. Assists in supervision of staff. Leads and coordinates multiple facets of early learning: curriculum, instruction, assessment, strong communication skills with families and community partners, and managing compliance with local, state, and federal requirements.

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

Serves under the guidance and administrative supervision of the Executive Director of Elementary Programs. Work is guided by, and must be in compliance with, federal and state law, operational direction of the superintendent and assistant superintendent, policy direction of the school board, and compliance with state and local regulatory agencies.

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

1. Program Leadership: 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 grade 3.

Oversees the development, implementation, and continued improvement of the kindergarten program, including ongoing professional development for teachers and staff.

Serves as the District representative for all programs and services provided for early learning to include internal and external staff, departments, agencies, partners, and families. 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 learning programs. Prepares and disseminates program information to families and staff. This is to include website design, development, and maintenance.

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.

Provides leadership to the District's Multi-Tiered Systems of Support (MTSS) program. Supports schools in the implementation and administration of MTSS to include staff training and development. Stays abreast of new developments in MTSS to ensure continued advancement and innovation within the program.

2. 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.
3. Financial Management and Strategic Planning: Advises district leadership on the financial implications of human resource management programs. Administers programs within approved budget parameters including allocation of staff (FTE) and resources.
4. Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement facility management goals and objectives, and to ensure effective implementation and operation of assigned programs within the district. 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.
5. Program Direction and Staff Supervision: Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work procedures are in place to achieve a high level of integration and synergy across program functions. Approves 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 skills 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 staff. Possesses the ability to communicate effectively, collaborate, and coordinate processes that assure all staff is effectively informed of department policies, issues, and guidance that their programs are expected to support. Timeliness is expected. 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.

6. 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 need of support. Prepares structured presentations to the superintendent in order to share the program evaluation results.
7. Serves as the first responder to emergency and after-hour situations.

Performs other duties as assigned.

**Part IV: Desired Qualifications:**

1. Teacher or administrator leadership experience in early learning/general education.
2. Bilingual skill in language appropriate to the district's demographics.

**Part V: Minimum Qualifications:**

1. Incumbents must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community; demonstrate strong skills in communicating with a diverse population.
2. Possess or ability to obtain Oregon administrative license.
3. Minimum of five (5) years of highly successful teaching in a pre-kindergarten to grade 3 classroom learning environment. This may include (not limited to): knowledge of pre-kindergarten to grade 3 instructional intervention and support programs, curriculum and assessment knowledge relative to the program, and experience with early learning programs.
4. Three (3) years of school administrative experience and/or equivalent teacher/staff leadership experience, which included the development of adult learning and professional development.
5. Strong analytical and problem-solving skills, and understanding of "client-centered" support and services.
6. Excellent oral, written, and interpersonal communication skills.
7. Ability to work both independently and interdependently.
8. Ability to organize work, set priorities, and meet deadlines in a timely manner. Ability to establish effective working relationships at all levels of the organization.
9. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

10. Demonstrated ability in observing and developing teachers and support staff. Experience with staff supervision and providing feedback that is timely and efficient.
11. Valid state driver's license.

**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 (2) consecutive hours, may lift objects repeatedly, and may undertake repeated motions.

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