

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: July 14, 2014

AGENDA ITEM No. 14-07-08

ACTION ITEM: (Y/N) Y

SUBJECT: Pre-K Specialist Position Approval

INFO. CONTACT: Dr. Del Burns / Dr. Lisa A. Napp PHONE: (919) 732-8126

ATTACHMENTS: Pre-K Program Specialist Position Description

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**PURPOSE:** To provide to the Board of Education for their review and approval the position of Pre-K Program Specialist to support Pre-K instruction and Kindergarten transition across the district.

**BACKGROUND:** Currently, Orange County Schools maintains 4 Title 1/Blended Pre-kindergarten classes (64 students) and 2 Exceptional Children low incidence classes for students with disabilities (8 students). In addition, there are 9 students with disabilities served in 2 playgroups each meeting 2 times a week for 90 minutes and 8 students served itinerantly in their daycare settings. Students receiving speech only services (48 students) are served in a variety of settings throughout the district and 6 students are served at the Children's Learning Center. In total, 145 children are served in Orange County Schools Pre-K programs. Posting the Orange County Schools Pre-K Program Specialist position will fulfill the goal of continuing to establish and maintain high quality Pre-K curriculum and instruction consistently throughout classrooms serving Pre-K students. Additionally, a Pre-K Specialist position will allow for increased support and programming to schools, students and families as well as offer a single point of contact for families, staff and related agencies across the district.

**FINANCIAL IMPACT:** Funds have been identified and set aside in the 2014 -2015 Blended Title I / NC Pre-K budget to support a 10.5 month Pre-K Program Specialist position.

- 10.5 month Pre-K Program Specialist Position - \$65,000

**RECOMMENDATION:** The Superintendent recommends that the Board of Education approve the additional 10.5 month position of Pre-K Program Specialist.



## **Pre – K Program Specialist Position**

### **Daily Functions of the Role**

- Lead discussions with teachers during planning periods and/or after school on the implementation of best practices
- Offer individualized professional development for specific early childhood learning goals
- Research and model and coach pre-literacy, literacy, and numeration strategies for teachers and teaching assistants
- Support the use of technology and documentation of student growth using Curriculum Gold
- Organize documents for vertical alignment
- Facilitate professional development for early release days as data and teacher Individual Growth Plans indicate
- Analyze data to facilitate discussions with individual teachers and the Pre-K PLC
- Formalize a template directly relating activities to developmentally appropriate goals

### **Expected Outcomes for the Role**

- Collaboration with Pre-K teachers
- Vertical alignment of standards and curriculum between Pre-K and Kindergarten Teachers
- District benchmark assessments developed and aligned to specific standards for Pre-K Essential Learning Outcomes and Kindergarten Readiness
- Crosswalk NC Pre-K Standards and Early Childhood Curriculum Gold Standards
- Embed professional development for Pre-K teachers implementing the Essential Learning Outcomes to deepen understanding of teaching strategies and student achievement outcomes in preparation for Kindergarten Readiness
- Embed professional development focused on implementation of differentiation strategies inclusive of students with IEP goals and students in need of developing early language skills
- Vet resources

### **How Would the Position Directly Impact Students?**

- Deepen understanding of Kindergarten Readiness and the use of formative data to differentiate daily classroom strategies and promote high student growth
- Specialist will role model for and support Pre-K teachers skills as classroom paradigm shifts to students engage in and/or initiate more language exchanges while teachers serve in a facilitative language capacity
- Students experiencing a language gap will benefit from direct, purposeful language activities designed to narrow the language gap before entering Kindergarten

### **How would the Pre – K Program Specialist collaborate with other departments/staff?**

- The Pre-K Program Specialist would work closely with the Early Literacy coach and Kindergarten lead teachers
- He/she would work with the Differentiation team
- He/she would work with building level principals and the Director of Pre-K Education to facilitate Kindergarten Readiness
- Collaborate with DPI Title I Directors, NC Pre-K Liaison, C&I team and Chief Academic Officer in developing curriculum
- Build relationships with Principal and Kindergarten teachers and provide resources as requested