Job Description

Job Title: **COORDINATOR, EARLY LEARNING COORDINATOR**

A. Primary Function:

The Early Childhood Coordinator provides leadership, oversight, and support for the district's Preschool (PK) and Transitional Kindergarten (TK) programs. As the instructional and operational leader for early learning, the coordinator ensures high-quality education, curriculum alignment, and professional development for PK and TK staff. This position oversees and manages district-operated preschool programs, partners with the Child Development Program Technician, and collaborates with elementary school principals to ensure a seamless transition from early childhood education to elementary school.

The Coordinator works in the department of Education Services and is responsible for implementing the District's strategic vision for early childhood education while ensuring compliance with all state and federal regulations in the preschool setting.

B. Directly Responsible To: Deputy/Assistant Superintendent, Education Services

C. Essential Duties and Assigned Responsibilities:

1. Provide instructional leadership for PK and TK programs, ensuring alignment with CA Preschool Learning Foundations.
2. Oversee the implementation of developmentally appropriate curriculum, assessments, and instructional strategies that support early literacy, numeracy, and social-emotional development.
3. Ensure consistent instructional practices across district-funded preschool programs and TK classrooms.
4. Lead the development and implementation of professional learning for PK and TK teachers, instructional assistants, and administrators.
5. Serve as the instructional and operational leader for the district's PK and TK programs, functioning similarly to a principal for early childhood education.
6. Provide visionary leadership and direction to all PK and TK instructional staff to ensure high-quality learning environments.
7. Design, lead, and evaluate the implementation of developmentally appropriate educational programs for PK and TK that include academic, social-emotional, and behavioral components.
8. Lead the design and delivery of professional development for PK and TK staff, aligned with best practices in early childhood education and instructional excellence.
9. Observe, coach, and evaluate PK teaching and support staff using observation protocols and performance frameworks.
10. Facilitate ongoing collaboration and Professional Learning Communities (PLCs) among early learning educators.
11. Serve as the primary liaison between PK/TK and elementary principals, ensuring a smooth transition for students entering kindergarten.

12. Engage in community outreach and family education to support early childhood development and kindergarten readiness.
13. Work in close collaboration with elementary principals to integrate TK into the broader school community and ensure a seamless transition into kindergarten.
14. Partner with school leaders, support staff, and the district office to coordinate student services and interventions for PK and TK students.
15. Supervise and evaluate PK teachers, instructional staff, and classified employees within the early childhood programs.
16. Ensure compliance with state and federal regulations for early childhood education, including licensing, safety, and instructional requirements.
17. Oversee budget planning, fiscal management, and enrollment for district-operated PK programs.
18. Monitor and report program outcomes, student progress, and areas for growth.
19. Promote and model an inclusive, welcoming school culture focused on whole child development.
20. Create systems for family communication and engagement, including orientations, conferences, and parent education opportunities.
21. Respond to parent inquiries, concerns, and feedback with empathy, professionalism, and a focus on problem-solving.
22. Represent PK and TK programs in district committees and planning teams to ensure early learning is integrated into broader district priorities.
23. Serve as the district representative in county or regional early childhood networks and collaborations.
24. Stay current on research, laws, and best practices in early childhood education, and make recommendations for continuous improvement.
25. Perform other duties as assigned by the Deputy Superintendent, Education Services.
26. Perform other duties as assigned.

D. Qualifications:

- Commitment to Los Alamitos Unified School District's mission, vision and priority goals.
- Experience leading professional development and instructional coaching for preschool or elementary educators.
- Deep understanding of early childhood learning and development, curriculum standards, and assessment practices.
- Strong leadership, problem-solving, and critical-thinking skills.
- Expertise in budgeting, compliance, and program evaluation related to school-based programs.
- Excellent interpersonal and communication skills to engage with diverse stakeholders, including families, teachers, site administrators, and district leadership.

1.	Credential:	California Administrative Services Credential and Director's Permit or eligibility to obtain permit.
2.	Education:	Master's Degree from an accredited institution of higher learning.
3.	Experience:	Five years of successful teaching experience in an elementary or preschool setting. Three years of administrative experience, preferably in early childhood education, elementary education, or a related field.

4. Knowledge: Legal requirements for CDC licensing. Legal requirements for TK.

E. Work Year: 212 days

F. Physical Demands and Working Conditions:
The physical demands described 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.

Primarily office environment involving sitting for an extended period of time, walking/standing on hard or carpeted floors. Lifts, carries, pushes, pulls up to 50 pounds; walks, stoops, bends, kneel and crawl; occasionally reaches over head; repetitively uses fingers on both hands; use hands to finger, handle and feel objects, tools and controls; reach with hands and arms; dexterity to operate office equipment, including keyboard, 10-key. Vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, see to read fine print and the ability to adjust and focus. Communicates clearly (hearing and speaking) and is able to understand and be understood in person and by telephone to exchange information. Mental skills to resolve complex problems, prepare and present complex reports and make independent decisions while meeting accuracy and productivity requirements. Must be able to work in difficult interpersonal situations. Frequently drives a vehicle to various locations; frequently operates a personal computer, telephone and other electronic devices. Frequently works with high volumes and tight deadlines without guidance from supervisor. While performing the duties of this job, the employee may have frequent exposure to airborne particles, fragrances, noise and other environment factors and vibrations. Also, the employee may occasionally work in outside weather.

Board Approved: April 8, 2025