JOB DESCRIPTION

PROGRAM SPECIALIST- UPK

DEFINITION:

Under the direction of the Director of Special Education, the Program Specialist- UPK will oversee the district's preschool program and responsibilities related to UPK and program expansion. Monitor all UPK grant mandates, execute leadership related to creating strategic goals to create exceptional learning environments for grades preschool through kindergarten, train, supervise, evaluate, and provide feedback to program staff, and meet all compliance requirements on both the state and local level. Will ensure that the needs of all learners, including students with disabilities, will have access to foundational literacy and math concepts to prepare them to enter TK or Kindergarten the following year. (Days-195) (Salary-Placement on the Unrepresented Management Salary Schedule at a ratio of 1.1858)

Essential Job Functions:

- Collaborate with school leaders and district personnel regarding universal preschool programming and special education programming
- Create a K-2 vision and strategic priorities using assessment data and research-based practices
- Organize, coordinate, and implement the operations, activities, services, projects, and support functions of efforts for Universal Prekindergarten (UPK) inclusive of a mixed delivery preschool system focused on the whole child, P-3 alignment, and Universal Transitional Kindergarten (UTK) implementation
- Serve as a district liaison with local county agencies including BrightStart, FACES, and VDA
- Coach: Develop activities for teachers, administrators, extended care providers, and other staff to provide supports for UPK and enhance the educational effectiveness of UTK.
- Support teachers in developing teaching standards that engage all students for effective learning
- Assist administrators in providing instructional support to UPK-2 teachers and designing professional development
- Train, coach, and support UPK instructional aides and special education support staff
- Organize vision and activities for families as partners so they are engaged in their child's learning and understand end of year expectations
- Support administrators in solidifying progress monitoring metrics for UPK-2 students going the through Child Find, SST, Section 504, or special education assessment process
- Model instructional techniques to capture all students diverse learning styles
- Teach and model lessons to teachers
- Lead professional development in early learning, early literacy, and math experiential learning
- Identify various forms of data to build program and progress monitor. Attend IEP meetings.
- Develop and implement a foundation for writing in UPK-2

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:
Required-

- California Administrative Services Credential
- Early Childhood Credential and/or Multiple Subject Credential

Preferred-

- Mild Moderate or Moderate Severe credential
- Bachelor's degree with major coursework in child development, early childhood, or a related field, required.
- Master's Degree in child development, early childhood, or a related field, preferred.
- At least 5 years of directly related experience in early childhood or TK teaching, training, programming, and project management, required.
- At least one year of coach experience or similar roles
- Early Learning and Development research-based practices including Preschool Learning Foundations and Curriculum Frameworks, and Desired Results
- Cross—cultural language and academic development emphasis (CLAD) or equivalent
- Experience creating preschool and/or elementary school curriculum
- Proficient in technology
- Excellent oral and written communication skills

Licenses, Certifications, and other Requirements:

- Valid California Driver's License
- Criminal Justice fingerprint clearance

WORKING CONDITIONS:

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Environment: Office environment; fast paced work, constant interruptions.
- Physical requirements: Hearing and speaking to exchange information, make presentations and communicate over the telephone; seeing to read, prepare, and proofread documents and view computer monitors; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects; ability to go to sites apart from primary office to conduct business.

Physical Demands: The physical demands 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.

- Must be in good health and able to lift 30 lbs. and assist with diaper changing/toileting
- Must be able to walk, squat, bend and stand; ability to move freely to supervise and engage in indoor and outdoor activities with children

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved: BA September 27, 2022

FLSA Status: Exempt