Job Description
MOORE PUBLIC SCHOOLS

Job Title: **Academic Resource Team Specialist for Early Childhood**

Qualifications:

Credentials: Current teacher certification with early childhood endorsement

Education: Master's degree in content area or administration

Training/Experience Required: Five years teaching experience

Special Skills, Knowledge, Abilities:
Knowledge of federal/state regulations and laws affecting Early Childhood programs.

Communication skills (oral, written, or business): Basic communication skills to exchange information, give/receive instructions and respond to inquiries (includes filling out forms; knowledge of grammatical structure; composing correspondence; training and directing others; using creativity and clarity in public speeches and presentations; understanding of specialized vocabulary for preparing correspondence; and proofing of completed documents).

Data Recording/Record Keeping: Performs data recording/record keeping operations determining what changes need to be made to existing records, including computerized records.

Mathematical Skills: Performs routine computations requiring knowledge of addition, subtraction, multiplication, and division using whole numbers, fractions, decimals and/or percentages.

Reading and Interpreting: Reads and interprets complex written or printed materials such as ordinances resolutions, policies and procedures, complex diagrams, plans, contracts, regulations.

Job Goals (Purpose of Position):

- Oversees the district's early childhood program;
- Performs duties under limited supervision by providing leadership relative to PK-2nd grade instruction;
- Provides professional development to improve the knowledge of teachers in these grade levels;
- Works with schools to provide parenting support, guidance, and educational information to families;
- Helps families and schools communicate about referrals from parents and outside agencies for the purpose of determining if students should receive special education services;
- Facilitates the coordination of special education and regular education teachers who serve students PK-2;

- Researches, develops, and distributes information relative to implementing district early childhood initiatives;
- Helps teachers provide instruction that meets district and state academic content standards; and that is differentiated in order to accommodate students with special needs in the EC programs;
- Assists district and school administrators in the implementation of RTI and with the development of appropriate interventions;
- Works with Special Services Department to fulfill federal requirements for students in EC settings who require special education.

Contact with Others: An incumbent in this position has regular contact with persons outside the district which requires tact and diplomacy and independent judgment such as problem solving; making formal presentations; interpreting policies and procedures based on experience.

Performance Expectations:
The incumbent/employee will need to:
(A) Be customer focused to resolve problems effectively;
(B) Manage human resources and diversity while promoting productivity and efficiency; health and safety; employee training and development, empowerment, and appraisal; corrective counseling and discipline; resolution of complaints or grievances;
(C) Manage resources with fiscal responsibility while maintaining proper accountability of records;
(D) Manage information and communications with staff and public effectively;
(E) Conduct short and long range planning to set and/or attain district goals and objectives;
(F) Demonstrate leadership by being a good role model to reinforce productive and customer-focused behavior; use creativity, innovation, and initiative to identify solutions to problems;
(G) Be a team player with co-workers, subordinates, supervisors, and community leaders to accomplish district objectives or goals;
(H) Contribute to quality of district programs including extracurricular programs;
(I) Actively pursue personal growth and development

Essential Job Functions (Performance Responsibilities):
1. Ensure that schools in the district provide professional development activities that are sustained, intensive, of high quality, and designed to improve teachers' content knowledge and instructional skills.

2. Evaluate professional development offerings to determine the program's effect on improving teachers' knowledge, skills, and student achievement.

3. Provide technical assistance and support to administrators, teachers, and support staff.

4. Take into account the findings of relevant scientifically based research indicating the services that may be most effective for students served through the district's academic programs.

5. Assist each school served by the program in developing or identifying examples of high-quality effective curricula.

6. Provide strategies and resources for teachers, principals, paraprofessionals, and parents to enable all children to meet the state's student academic achievement standards.

7. Work with principals to develop strategies to attract high-quality highly qualified teachers to high-need schools.

8. Develop strategies to increase parental involvement in programs such as family literacy services.

9. Work collaboratively with other content specialists and teachers to identify opportunities for integration and reinforcement of academic content.

10. Recommend program improvements based on observation, research, and an analysis of student achievement.

11. Work with new teachers to refine knowledge of the curriculum, materials, assessment standards and practices, and instructional approaches.

12. Assist teachers, principals, and other content coordinators with the analysis of data to improve teaching, accountability, decision making, and school improvement efforts and accountability.

13. Maintain a constructive professional working relationship with teachers, administrators, and parents.

14. Provide recommendations for long term plans in the area of responsibility that meet local, state, and federal requirements.

15. Recommend pilot programs in observance of established procedures or guidelines.

16. Devise and maintain records and reports as required.

17. Perform other duties as assigned.

Supervision exercised: May provide indirect supervision over staff in program area.

Reports To: Assistant Superintendent Curriculum and Instruction

Physical/Mental Requirements and Working Conditions:
This is an office job with few if any physical/mental requirements other than those included in the essential functions. May on occasion have to lift and transport supplies, equipment, materials, etc.

Terms of Employment: Work Year to be established by the Superintendent

Evaluation: Performance of this job will be evaluated in accordance with the provision of Board Policy

Approved 05/11/2015