REVISED

JOB TITLE: DIRECTOR OF EARLY CHILDHOOD EDUCATION
REPORTS TO: Assistant Superintendent for Curriculum and Instruction
SUPERVISES: Students and staff assigned to the Early Childhood, Preschool Programs and assigned Elementary Schools

NATURE AND SCOPE OF JOB:
Supervises the development, organization, implementation, coordination, and evaluation of the Early Childhood and Preschool instructional programs to ensure that all students will meet or exceed the State Core Curriculum Content Standards. Achieving excellence requires that the Assistant Superintendent works collaboratively to lead and nurture members of the staff, and communicates effectively with parents, members of the community, and colleagues in other districts and schools.

QUALIFICATIONS:
The Director of Early Childhood Education shall:

2. Hold a Master’s Degree from an accredited college or university.
3. Have at least three (3) years of excellent administrative experience, excellent experience in teaching and/or educational services.
4. Hold a New Jersey Certificate in supervision and/or administration.
5. Demonstrate excellent leadership organizational skills and the ability to motivate people.
6. Have excellent integrity and demonstrate good moral character and initiative.
7. Hold a valid driver’s license with no serious violations.
8. Demonstrate knowledge and understanding of early childhood education, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning of young children.
9. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

10. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

11. Demonstrate the ability to use electronic equipment for word processing, data management information retrieval, visual and audio presentations, and telecommunications.

12. Demonstrate the ability to use computers for word processing, data management, and telecommunications.


14. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly person’s offense in accordance with 18A:6-7.1.

15. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.

16. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.

17. Meet such alternatives to the above qualifications as the Assistant Superintendent may deem appropriate, acceptable and legal.

VERIFICATION OF COMPETENCY:

1. District application and resume.

2. Required documentation outlined in the qualifications above.

3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching and/or administrative performance.
4. Official College Transcripts.
5. Employment interview.

EMPLOYMENT TERMS:
The Director of Early Childhood Education shall be employed in the following terms:
1. Work year of twelve (12) months.
2. Salary, benefits and leave time as negotiated with the Assistant Superintendent of Schools.
3. Conditions established by all Laws and Codes of the State, and all Policies, Rules, and Regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:
The Director of Early Childhood Education shall:
1. Establish and promote high standards and expectations for students and staff assigned to Early Childhood and Preschool programs.
2. Plan, organize, implement, supervise, coordinate and evaluate the Early Childhood and Preschool programs of the District to meet the requirements of the Abbott decision (N.J.A.C. 6A:24-1.1 et seq.). Ensure that each student will meet and exceed the Core Curriculum Content Standards, consistent with the mission, philosophy, values, and instructional goals of the district, and meeting all laws, codes, Board policies and regulations. Leadership of the program shall include:
   • Community planning process to enable the integrated and efficient provision of services to preschool students;
   • Coordinated use of Department of Human Services licensed child care providers within the community;
   • Arranging transportation services;
   • Ensuring class size requirements required under the Abbott decision;
   • Use of data to identify student and instructional needs;
• Clear procedures for the operation and functioning of the various programs;
• Curriculum development to meet the Core Curriculum Content Standards;
• Vertical and horizontal articulation of skills and content sequence;
• Coordination among the Core Curriculum Content areas;
• Consistent and regular program evaluation;
• Personnel supervision and evaluation;
• Personnel recruitment and recommendations for selection when vacancies occur;
• Orientation and assistance for new staff members and for substitutes;
• Communications among staff;
• Staff development to expand and improve skills;
• Analysis of assessments to improve instruction;
• Resources and personnel scheduling;
• Coordination of services with community agencies and resources;
• Parental support and training;
• Coordination and close working relationships with State and county officials, and with colleagues in other school districts;
• Evaluation and selection of instructional materials and equipment;
• Budget development and implementation;
• Application for grants and monitoring grants; and
• Compliance with all State and federal mandates.

3. Coordinate the efficient use of Department of Human Services licensed day care providers within the community, avoiding duplication of services and programs available in the community.

4. Collect and analyze data regarding the performance and experiences of all students and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs. Share with staff the results of State and other assessments.

5. Ensure coordination of services and articulation between the early childhood and elementary levels of the instructional program by communicating frequently with instructional supervisors, Success for All Facilitators, and principals on the grades Preschool-5 level.
6. Coordinate opportunities for community leaders to provide advice and support to the early childhood programs.

7. Provide leadership and coordination in the development of early childhood curriculum and the implementation of instructional program, evaluating programs and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on early childhood learning and child growth and development.

8. Organize and implement a system for the evaluation and selection of equipment and instructional materials that are free of prejudice and stereotyping and designed to meet the Core Curriculum Content Standards, using staff identified criteria reflecting the needs of the programs.

9. Ensure that the library media services are effectively used and support the instructional program.

10. Review instructional and grading policies, procedures, and standards to ensure consistency across the various grades.

11. Supervise personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis.

12. Develop with individual staff members a Professional Improvement Plan (PIP).

13. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements. Recommend to the Assistant Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned, following established procedures and timelines.

14. Recommend staffing needs and assist with the recruitment and selection of new personnel.

15. Assist in administering the substitute teacher program.

16. Provide opportunities for effective staff development that address the needs of the instructional program, including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff shares successful practices and strategies.
17. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

18. Provide and coordinate services to staff in the professional staff to assist them with students who experience difficulty in learning. Coordinate school and community resources for students who need specialized assistance, including the services of the guidance counselor, social worker, nurse, psychologist, learning disabilities teacher consultant, attendance officer, and others who may assist the student and family.

19. Identify and provide support for parents to enhance and extend the school learning experiences of children at home. Plan and coordinate parent support sessions, including strategies, care and nurturing, and proper nutrition.

20. Monitor instructional areas to ensure that the facilities that support instruction are attractive, organized, functional, healthy, clean, and safe, with proper attention to the visual, acoustic, and thermal environments. Ensure compliance with all State Health and Education requirements for early childhood education facilities.

21. Direct the administration of assigned schools, including:
   - Consistent and fair implementation of district policies, regulations, procedures and contracts;
   - Compliance with district procedures and timelines;
   - Effective Staff and student organization;
   - Recruitment, interview and selection of staff;
   - Budget development and resource acquisition;
   - Instructional schedule development;
   - Observation and evaluation of classroom instruction;
   - Assessment of student performance and program effectiveness;
   - Identification of students in need of academic support, 504 accommodation and/or special education programs and services;
   - Provision of support services;
• Reporting student progress to parents;
• District curriculum and performance benchmarks; and
• Development and implementation of emergency plans.

22. In collaboration with the Director of Human Resources and the Director of Security, coordinate internal investigation of incidents involving assigned personnel, conduct disciplinary hearings, and process staff appeals and grievances for assigned schools;

23. In collaboration with the Affirmative Action Officer/Ombudsperson and the Director of Security, coordinate internal investigation of incidents involving students or parents, conduct student disciplinary hearings, and process appeals and referrals to other agencies for assigned schools.

24. Serve as the primary evaluator for assigned administrative, instructional and/or secretarial staff.

25. Monitor the observation and evaluation of professional and support staff by school administrators for accuracy, performance standards and timeliness.

26. Administer assigned area(s) of responsibility, including:
   a. Program philosophy and operational procedures;
   b. Compliance with program guidelines, requirements and timelines;
   c. Effective and timely internal and intra-district communications;
   d. Fair and consistent interpretation and application of rules, regulations and contract language;
   e. Efficient use of resources; and
   f. Service orientation.

27. In collaboration with the Director of Professional Development, provide orientation, inservice training, and technical assistance for district and school staff.

28. Refer funding and program opportunities to the Director of Grant Development and Evaluation and work collaboratively to develop required applications and program proposals.
29. Establish a professional rapport with students and with staff that earns their respect, maintaining visibility with students, staff, parents, and the community.

30. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.

31. Serve as a role model for students, dressing professionally, and demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.

32. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.

33. Keep the staff informed about the instructional program and services and seek ideas for the improvement of instruction. Conduct meetings as necessary for the proper functioning of the instructional programs.

34. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.

35. Complete in a timely fashion all records and reports as required by law and regulations.

36. Confer with appropriate division directors on matters of concern.

37. Prepare grant and other applications as requested by the Assistant Superintendent.

38. Recommend budgets to support the instructional program.

39. Coordinate the purchasing of instructional materials and equipment following district procedures and guidelines.

40. Communicate with the Assistant Superintendent for Educational Accountability and Compliance (NJQSAC), Assistant Superintendent and with Principals regularly about the needs, successes, and general operation and services.

41. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the Core Curriculum Content Standards and responsibility for behavior.
42. Follow procedures for safe storage and integrity of all public and confidential school records, ensuring that personnel and student record keeping procedures comply with State and Federal Law and District Policy.

43. Attend Board of Education and administrative meetings.

44. Attend required staff meetings and serve, as appropriate, on staff committees.

45. Represent the school and district at community, State, and professional meetings.

46. Maintain a safe working condition and safely operate all electronic and other equipment needed to carry out job functions and responsibilities.

47. Continue to grow professionally through collaboration with colleagues and professional growth experiences.

48. Summarize, interpret, and disseminate current developments in instruction, learning theory and cognitive research through reading of professional journals, participation in professional development, and involvement in professional organizations.

49. Maintain in safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.

50. Observe strictly to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et seq.) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.

51. Perform any duties that are within the scope of employment and certifications as assigned by the Assistant Superintendent and not otherwise prohibited by law or regulation.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.
EVALUATION:

The Assistant Superintendent for Curriculum and Instruction shall evaluate the Director of Early Childhood Education in accordance with Policy No. 3221 or 3222; Regulation No. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

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Approved       Date