
POSITION DESCRIPTION

Independent School District No. 284
Wayzata, Minnesota 55391

This Position Description was revised in March 2014

- I. Title Position: Early Childhood Education Coordinator
Unit: Unaffiliated – CES
Classification: Level 6
- II. Reporting Relationship:
The Early Childhood Education Coordinator reports to the Director of Community Education and is responsible to that person for the proper interpretation and performance of the duties and responsibilities of the position.
- III. Basic Function of the Position:
The Coordinator provides vision for and direct supervision of the early learning programs offered through the Family Learning Center; working in cooperation with the Early Childhood Special Education Coordinator regarding ECSE programming. The Coordinator also works in cooperation with the District's Teaching and Learning Department to determine and be accountable for appropriate kindergarten readiness objectives. The Coordinator administers the Early Childhood Family Education (ECFE), Peppermint Fence Preschool, Parent Education and all School Readiness programs offered through the Family Learning Center. Proposes other Early Learning programming needs as identified through on-going continual improvement mechanisms. The Early Learning programs are designed for children aged birth to kindergarten and their parents/guardians with on-going transition and support into kindergarten for students in need of such. The Coordinator also serves as a member of the Community Education Leadership Team, The District Leadership Council and is the representative Community Education leader on the Caring for Kids Initiative Executive Committee.
- IV. Duties and Responsibilities of the Position:
- A. Design, promote, implement, evaluate and maintain quality Early Learning programs offered through Wayzata Community Education, including, but not limited to ECFE, Peppermint Fence, Parent Education and School Readiness.
 - B. Develop, share and regularly update a strategic plan for the early learning work that reflects shared commitment to improve outcomes for children and close achievement gap.
 - C. Hire, supervise, create work schedules and evaluate all licensed and non-licensed staff in all Early Learning programs. Develop and implement staff in-services and other staff development opportunities ensuring that the professional development is informed by current research and student-based data and is focused on effective instruction.
 - D. Conduct regular classroom observations for the purpose of providing constructive and supportive feedback to teachers.
 - E. Establish and collaborate with other District departments and community organizations to provide leadership in developing and implementing community-wide strategies to serve the early learning needs of each and every preschool child. Increase the number and strengthen partnerships between child-care organizations.
 - F. Lead the development and regular updating of community-based needs assessments that identify child/family demographics and early learning needs.
 - G. Develop and maintain strong relationships with families of early learners, including the children, their parents and other care-takers. Incorporate family engagement in the Early Childhood Education strategic plan.
 - H. 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.
 - I. Work with elementary principals to provide seamless student transitions to our K-5 program.
 - J. Prepare and be accountable for fiscal affairs related to all Early Learning programming budgets and the state and local reports with the Community Education Director.

- K. Create and distribute ECFE catalogs and/or other promotional material to families of pre-school children; disseminate information about all individual programs and collaborative programs using a variety of modes of marketing and communications.
- L. Prepare for and conduct regular Early Learning staff meetings for all program areas.
- M. Organize the Family Learning Center advisory committee meetings where community needs, interests and the direction of Early Learning programs are discussed and where preliminary recommendations for future direction are formulated.
- N. Participate in the required Community Education staff meetings and Community Education Advisory Council meetings as requested.
- O. Remain a learner and stay current about topics related to early childhood development, developmentally appropriate curriculum, evidence-based instructional practices and research-based theory and strategies.
- P. Think and dream big about the possibilities and facilitate organizational change and transitions as appropriate in response to identified gaps and overlaps.
- Q. Assume other responsibilities as may be assigned or apparent pursuant to department goals.

V. Supervisory Responsibilities:

Supervise the Early Learning and ECFE licensed teachers and unlicensed paraprofessionals, the Peppermint Fence teachers, the Family Learning Center secretary and office Para, and members of the Family Learning Center Leadership Team.

VI. Education and/or Experience:

A Master's or Specialist degree in Early or Elementary Education and minimally five years of teaching experience in Early Education or Primary Elementary Education and/or ECFE and administrative experience in Early Education or Elementary Education. The Coordinator is required to hold a degree in Early Childhood Education.

VII. Certificates, Licenses and Registrations:

A license in Early Childhood Family Education or a license in Early Childhood Education required. Community Education Director's license or Pre-K/Elementary Principal License preferred.

VIII. Language Skills:

Ability to communicate effectively, using clear and concise language in oral and written forms. Ability to read, interpret and present written information. The ability to promote orally and in written form materials and information regarding all program components.

IX. Mathematical Skills:

Ability to design, implement and monitor a budget. Includes the ability to apply concepts of basic algebra.

X. Reasoning Ability:

Ability to apply knowledge of development, assessments, learning principles, behavior strategies and environmental variables in making decisions about early learner educational programming. Ability to design programs and instruct staff to effectively meet student needs.

XI. Other Skills and Abilities:

Efficiency and effectiveness in problem solving, conflict resolution and decision making. Effectively analyze crisis situations and make safe and appropriate decisions for students, families, and staff. Ability to collaborate with a variety of teams including parents, staff, and other professionals. Ability to maintain confidentiality as appropriate.

XII. Physical Demands:

Stamina to perform in stressful situations that require attention to many areas at the same time.

XIII. Work Environment:

The ability to work in a busy and fast-paced environment with frequent interruptions.