



## **2100.11: DIRECTOR OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION**

## **Reports to: Associate Superintendent for Educational Services**

**General Summary:** Directs the planning, implementation, and evaluation of programming related to early childhood and elementary education for students birth through grade five, and its accompanying routines and activities for the school district, under the direction of the Associate Superintendent for Educational Services.

### **Essential Functions:**

**I. Coordinates the development of learner objectives, curriculum, assessments and support programs at the early childhood and elementary level and ensures PK-12 articulation. Interprets, along with building personnel, the elementary program to staff, parents, community and the Board of Education, uses student achievement data for curriculum review; provides expert assistance to district curriculum personnel related to developmentally appropriate curriculum, objectives, instruction, and materials for students in the PK-5 school. (20%)**

**II. Directs and serves as an advocate for early childhood education and directs the development of school based early childhood education programs (preschools, Montessori preschool, etc.); directs and develops parent and family education programs; researches current best practices in early childhood education and disseminates information; assists with development of transition plans for families and staff with the transitions from home and/or child care to school. (20%)**

**III. Directs the development of PK-5 education budgets; works with district grant coordinator in developing and securing grants for PK-5 programs; acts as a resource in the evaluation of staff and /or PK-5 education programs. (10%)**

**IV. Acts as curriculum department liaison with district, community, Nebraska Department of Education, state and metro educational organizations and state programs such as Early Childhood Special Education, Head Start, community child care programs, and Millard Public Schools Foundation education programming. (10%)**

**V. Works with and provides input to other departments and curriculum division members to ensure provision of a comprehensive and effective educational program that includes the integration of technology. (5%)**

**VI. Serves as a resource to elementary principals to ensure developmentally appropriate programming, implementing and monitoring curricular program components. (5%)**

**VII. Coordinates and assists with the development, implementation and maintenance of support programs: ELL, K-5 High Ability Learner, Multi-tiered Systems of Support (MTSS), Summer School and Parent**

**Programs of Choice in the elementary schools. (5%)**

**VIII. Works with Leadership and Learning, building principals and MEP Facilitators to design appropriate programming for the professional growth of staff in the PK-5 schools. (10%)**

**IX. Attends all school board and cabinet meetings. (5%)**

**X. Maintains knowledge of current educational issues through reading, conference attendance, and other personal growth experiences. (5%)**

**XI. Supervises elementary MEP and EC support program (Early Childhood Social Worker) and evaluates accordingly. Supervises and evaluates assigned elementary principals. (2%)**

**XII. Coordinates and directs the Title I program in the elementary schools. (1%)**

**XIII. Assumes those other responsibilities related to PK-5 education as assigned by the Associate Superintendent for Educational Services. (2%)**

**Qualifications:**

**I. Education Level: A doctoral degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A six-year specialist degree in educational administration or the accepted equivalent is required.**

**II. Certification or Licensure: Appropriate NE Administrative Certification required**

**III. Experience desired: Teaching experience in elementary and/or early childhood is required. Experience with family education and early childhood care is desired. Previous supervisory experience is required.**

**IV. Other requirements: Strong oral and written communications skills.**

**Special Requirements:**

		Occasional 1 - 32%	Frequent 33 - 66%	Constant 67% +
1.	Standing .....	X		
2.	Walking .....		X	
3.	Sitting .....		X	
4.	Lifting      20 lb max. ....	X		
5.	Carrying      50 feet .....	X		
6.	Pushing / Pulling .....	X		
7.	Climbing / Balancing .....	X		
8.	Stooping / Kneeling / Crouching / Crawling .....	X		
9.	Reaching / Handling .....	X		
10.	Speaking / Hearing .....			X
11.	Seeing / depth perception / color .....			X

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and/or superintendent.

**Date of Revision**

March 18, 1991

May 20, 1996

April 19, 2004

October 20, 2008

November 21, 2016

April 1, 2024