

# DeKalb County School District

## Position Specification

Title: Executive Director, Early Learning and Pre-Kindergarten Programs

**DIVISION:** Student Services

**GRADE:** 134

**DEPARTMENT:** Student Service

**WORK DAYS:** 246

**REPORTS TO:** Chief of Student Services

**FLSA STATUS:** Exempt

**RETIREMENT:** Teachers Retirement System

**APPROVED (HCM):**

### General Statement of Job

Under limited supervision, The Executive Director of Early Learning and Pre-K for DeKalb County School District (DCSD) is responsible for developing, directing, coordinating, implementing and monitoring all facets of the Early Learning and Pre-Kindergarten (Pre-K) programs for the district. The Director serves as the instructional and operational leader of the district-wide Early Learning and Pre-K programs. The Executive Director will effectively communicate with stakeholders, ensure equitable access to resources, and establish an early learning ecosystem to enhance and sustain the overall development of the whole child in the Early Learning and Pre-K programs.

### Specific Duties and Responsibilities

#### **Essential Functions:**

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan. Other duties may be required and assigned.

- Provide direct supervision and evaluation for the staff assigned to the Department of Early Learning and Pre-K. Lead the Department in accordance with the tenants of the District's Core Values and best practices for positive work environments and stakeholder engagement. Lead continual efforts to improve the instructional efficacy and impact of Early Learning and Pre-K teachers' and staff's classroom instruction – via, including but not limited to: professional development, classroom observations, coaching and feedback.
- Develop and monitor programs and procedures to improve implementation of Early Learning and Pre-K curricula; develop and evaluate current programs for effectiveness and compliance with applicable laws, regulations, policies and mandates. Lead District-wide efforts to improve pedagogy, assessment practices, planning, and related services for students participating in the District's Early Learning and Pre-K programs- and present research-based and evidence-based recommendations for improvement.
- Collaborate with leaders and key personnel from other Divisions – including but not limited to – Curriculum and Instruction, Accountability and Continuous Improvement, Schools and Leadership, Human Resources, and Finance – to secure and dispatch resources, develop and implement intermediate and long term plans, implement and monitor services, and evaluate impact of all aspects of the District's Early Learning and Pre-K programs.

<ul style="list-style-type: none"> <li>Facilitate districtwide implementation and monitoring of professional learning programs for district and school-based staff around best practices for learning and developmental needs for early learners. Collaborate with leaders and key personnel from other Divisions – particularly Schools and Leadership and Curriculum and Instruction – to develop, implement, monitor, and measure impact of professional development experiences for Early Learning and Pre-K teachers across the District.</li> </ul>
<ul style="list-style-type: none"> <li>Utilize and monitor multiple methods to ensure the District remains compliant with applicable laws, regulations, policies, and mandates pertaining to Early Learning and Pre-K services. Lead the District’s Early Learning and Pre-K programs’ lotteries, roster verifications and waitlist processes. Support schools’ master scheduling efforts towards maximum academic and developmental impact on the needs for Early Learning and Pre-K students.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with leaders and key personnel from other Divisions – particularly Schools and Leadership and Curriculum and Instruction – to equip schools with the resources to implement the District’s Early Learning and Pre-K instructional programs with fidelity, and in accordance with applicable District, state, and federal laws, regulations, and policies- and sustain early learning initiatives and instructional best practices to improve the outcomes of the Early Learning and Pre-K programs.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with leaders and key personnel from other Divisions – particularly Assessment and Continuous Improvement, and Schools and Leadership – to administer, monitor, and respond to appropriate formative assessments for students participating in the Early Learning and Pre-K programs. Assists schools to use assessment results to improve the instructional program and develop and implement plans to meet students’ needs – and establish, implement, and maintain longitudinal data systems to monitor Early Learning and Pre-K students’ performance and outcomes over time.</li> </ul>
<ul style="list-style-type: none"> <li>Establish, administer, and provide direct oversight for the Early Learning and Pre-K departmental grants, budgets and expenditures- and ensure that spending levels are consistent with spending targets established for the fiscal year. Maintain compliance with all budget related rules, regulations, and legal requirements to ensure fiscal alignment and integrity to the division’s short and long term goals.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with leaders and key personnel from other Divisions – particularly Assessment and Continuous Improvement, Schools and Leadership, and Curriculum and Instruction – to develop, implement, and monitor continuous plans for improving student achievement and developmental milestones for Early Learning and Pre-K students – to include relevant training and professional development needs. Prepare and interpret qualitative and quantitative data and reports pertaining to the department’s progress towards goals and objectives - to strategically guide current and future instructional decisions and adjustments.</li> </ul>
<ul style="list-style-type: none"> <li>Serve as school district’s Early Learning and Pre-K representative for Bright From the Start, Georgia Department of Early Care and Learning, and for other applicable state and federal entities. Attend and conduct trainings relative to federal and state requirements; Georgia Early Learning Developmental</li> </ul>

Standards (GELDS), national standards, and international standards; and curricula initiatives. And Perform other duties as assigned.

**Education and/or Experience:**

Master's degree in Education, Education Administration or closely related area from a Professional Standards Commission approved accredited college or university is required.

Minimum five (5) years of managerial/administrative level or school based closely related experience is required.

Prior service in a formal instructional leadership position in an educational setting is required: with preference for prior service as a building principal, district-level director, district-level department head, or above.

**Certificates, Licenses, Permits:** A valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

**Knowledge, Skills & Abilities:**

*May require:*

**Knowledge of** organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; all relevant available public and private resources and services; curriculum guidelines for the school district and state requirements; standardized testing in accordance with school district policies and state laws; school district policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment

**Skill in** coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; and effective oral, written, and interpersonal communication

**Ability to** direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

**ADA Requirements:**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

**Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

**Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given precise directions relative to work steps or the final project.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Decision Making:** Ability to make appropriate business decisions.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.