

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DIRECTOR I – PRE-K CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs a variety of supervisory and administrative tasks, which support the Guilford County Schools Pre-Kindergarten Program. This employee supervises the implementation of appropriate early childhood programming in each preschool classroom. The employee oversees the application process for Pre-Kindergarten students including the spring screening and placement of individual students. The Pre-Kindergarten Director collaborates with the Pre-K staff, Pre-K teachers, and principals to ensure that all federal, state, and local guidelines are followed in each program. The employee monitors the Title I and NC-Pre-K programs and works collaboratively with local universities, colleges, Guilford Child Development, and the North Carolina Division of Child Development to ensure quality preschool programs throughout the district. The Director performs general management functions of the department to include budget development and administration, organizational development, professional development and training, and other personnel related functions. Employee must have excellent oral and written communication skills and be able to work with other departments within Guilford County Schools as well as supervising the Curriculum Specialists. Reports to the Executive Director of K-5 Curriculum.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Supervises Pre-K school curriculum specialist.

Provides curricular and instructional support for teachers across the district in a collaborative effort with principals and the Partnership for Children.

Initiates and oversees curricular and instructional programs designed to improve instruction and student achievement in Pre-K.

Provides leadership, vision, and direction for the preschool programs in Guilford County Schools.

Aligns professional development plan with instructional and programming needs.

Coordinates professional development for Pre-K teachers and teacher assistants on district-mandated days.

Collaborates with external agencies, including colleges, universities, and Guilford County Child Development to provide training opportunities for teachers and teacher assistants.

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Works collaboratively with different departments within Guilford County Schools to support classroom instruction and comply with state and federal guidelines.

Serves as a liaison between administrative and instructional staff in order to support and implement initiatives that will increase student achievement and overall effectiveness.

Plans and facilitates marketing strategies to attract families to the Guilford County Schools Pre-K program.

Works collaboratively with local agencies to inform the general public about opportunities for school readiness and early childhood education.

Attends and contributes to community collaborations intended to improve early childhood services.

Serves as co-chair of NC Pre-K committee.

Collects & analyzes student, teacher, and school data to monitor & evaluate the Pre-K program.

Organizes and facilitates the application and screening process for over 2000 four year olds.

Supervises the placement process of students according to Federal and State regulations.

Evaluates and projects budgetary needs of Pre-K program.

Prioritizes and monitors budget spending to meet the needs of the Pre-K classrooms and program.

Attends local and state meetings to remain up-to-date with childcare regulations and curriculum development for preschool programs.

Works collaboratively with multiple departments and municipalities to ensure classrooms meet NC Pre-K licensure requirements.

Collaborates with Curriculum Specialist and teacher leaders to strategically assess and support current Pre-K practices and program needs.

## **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

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### **MINIMUM TRAINING AND EXPERIENCE**

A Masters' degree in education or child development and 5 to 7 years of classroom teaching experience as well as experience in an administrative capacity, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

### **SPECIAL REQUIREMENT**

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communications:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

**Language Ability:** Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, confidence and authority.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology.

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**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to express data in statistical nomenclature.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width, and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items, office equipment, presentation equipment, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shapes of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of federal, state and local policies and procedures regarding early learners.

Considerable knowledge of School Board policies, procedures and standards regarding education of students in Guilford County Schools.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, and developments in the field of pre-kindergarten education.

Considerable knowledge of the principals of supervision, organization and administration.

Working knowledge of testing and interpretation of educational data.

Skill in writing and speaking.

Ability to use common office machines and popular computer-driven word processing, spreadsheet, database and file maintenance programs.

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Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop and implement appropriate programs for early learners.

Ability to select and to develop appropriate curriculum for early learners.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to coordinate and supervise the work of other professionals.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.