



EARLY CHILDHOOD COORDINATOR

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SUMMARY/SCOPE/GOAL

Provide administrative direction for all components of early childhood programs following district, state, and federal guidelines. Ability to plan, organize, and coordinate activities of federal and state grant programs to include leadership oversight of the program budget, implementation, and administration.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Master's degree from an accredited educational institution.
- Minimum of three (3) years' successful teaching experience in an educational setting.

PREFERRED/DESIRED:

CERTIFICATIONS/LICENSES/TRAINING:

REQUIRED:

- Certification in Educational Leadership, Administration, and Supervision or Administration by the State of Florida.
- Valid Florida Driver's License.

PREFERRED/DESIRED:

- Florida Teacher Certification, Early Childhood Education preferred.

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification, as necessary.

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1. Plan, develop, and coordinate all aspects of early childhood programs following district, state, and federal regulations.
2. Ensure all requirements specified by grant priorities are effectively monitored and accomplished utilizing discretion and sound judgment.
3. Deliver high quality early learning programs through the implementation of developmentally appropriate, standards-based curriculum aligned with district, state, and federal learning goals for Voluntary Prekindergarten (VPK), kindergarten, ~~and~~ transitional kindergarten-first grade (TK-1), ~~first grade and second grade.~~
4. ~~Coordinate professional development for teachers and staff in early childhood programs.~~
5. Coordinate administration ~~of state required early childhood assessments, of Florida Kindergarten Readiness Screener (FKRS), VPK Assessments, Gesell Screening, and other early childhood screening, progress monitoring, and assessment tools utilized throughout the district.~~
6. Monitor, interpret, and communicate assessment data to continuously guide instructional decisions and improve student learning outcomes.
7. Utilize technology to effectively manage and share data and information with all stakeholders.
8. Serve as the superintendent's designee on the Early Learning Coalition Board of Directors.
9. Manage eligibility, recruitment, and enrollment requirements and procedures for VPK, kindergarten, and TK-1 programs.
10. Collaborate with families and community agencies to enhance parental awareness, access, engagement, and transitional services.

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11. Deliver, modify, and integrate instructional and administrative technology and services appropriate to the unique needs of at-risk students.
12. Manage and coordinate budgets for VPK programs through the integration of various state and federal funding sources.
13. Collaboratively plan, implement, and evaluate early childhood program and professional development needs and opportunities to ensure high quality early learning environments, aligned with district strategic goals.
14. Attend conferences and other professional development opportunities to remain current in the field of early childhood education.
15. Plan and administer all early childhood initiatives under the direction of the Director of Early Childhood Education ~~and Title I~~ for all program activities and updates.
16. Develop/upgrade program manuals and communicate information district-wide for efficient operation of early childhood programs.
17. Supervise and evaluate instructional and non-instructional staff, including resource teachers, instructional coaches, content specialists, and program support personnel.
18. Collaborate with the ~~Office Division of e~~Early Learning (~~OEL DEL~~), ELCB, Title I, Title II, Title X, Head Start, Exceptional Student Services, CTE and other community agencies to advocate and support school readiness.
19. Travel to locations within and outside of the county as necessary to perform job responsibilities.

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OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Knowledge of rules and guidelines pertaining to federal projects, state projects, and school board rules and regulations; ability to communicate effectively with all levels of school, district, state, and federal personnel. Extensive knowledge of early childhood development and developmentally appropriate best practices; ability to plan, implement, and evaluate program components for early childhood programs; ability to monitor and interpret assessment data to improve student outcomes; ability to coordinate with state and community agencies; ability to work with other district departments and schools to coordinate early childhood programs; ability to engage families in educational process and facilitate transition to kindergarten for students and families. Considerable knowledge of finance procedures; ability to prepare budget and maintain budget controls; strong written and oral communication skills; ability to supervise, manage, and evaluate staff; ability to travel in and out of county.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

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EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(M) MEDIUM WORK

Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites often. Travel out of county occasionally.

FOR HR USE ONLY:

DIVISION:	Elementary Leading and Learning	DEPARTMENT:	Elementary Leading and Learning
TITLE CODE:	C2127	CONTENT BY:	Director, Elementary Programs
GRADE:	24	COMPENSATION:	Human Resources
UNIT:	NB (Exempt)	LABOR RELATIONS:	Karyle Green, Ed.D.
LAST BOARD APVD:	submitting 9/20/2022	CLASSIFICATION:	Beth Thedy, Ed.D.
SCHEDULE:	8 Hrs. – 12 Mos.		

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REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	5/9/2006	Developed	Direct, Elementary Programs
1.1	2/17/15	Revised	
2.0	12/1/20	New Format	Human Resources
2.1	12/1/2021	Update physical requirements to ADA format, add schedule	Ellie Kelly – Human Resources
3.0	8/1/2022	Updated essential functions to align with current role.	Marilyn Chapple – Director Early Childhood (Elem. Leading & Learning)

The above information on this 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 assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.