

Early Learning Center Director

Job description

Position Summary

Guadalupe School is composed of innovative, dynamic, and professional faculty members. The Director of In-home Family Support, Toddler Transitions and Preschool programs, which are collectively known as the Early Learning Center (ELC) is responsible for ensuring the health, safety, and quality of education, for all children within the program's care. Assisting the Executive Director and Chief Financial Officer, the director is accountable for overall operational management in accordance with well-established guidelines, including curriculum development, staff and facilities management, funding and financial management, legal compliance, and long range planning. The Director of In-home Family Support, Toddler Transitions and Preschool programs ensures that the needs of the students and the goals of the center are met appropriately.

Essential Duties and Responsibilities

The essential functions include, but are not limited to the following:

Living a Mission and Vision Focused on Results

- Works with the Executive Director and CFO to create a vision, goals and plans for the programs. Jointly discuss, work together and make decisions that affect the programs.
- Works with the staff and community to foster the shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.
- Coordinates efforts to create and implement a vision and defines desired results and goals that align with the overall agency vision and lead to successful outcomes for all students
- Ensures that the programs' identity, vision, and mission drive organizational decisions
- Ensures that evidence-based tools are used for instruction and assessment of students/participants in all programs.
- Uses formative and summative assessment data to analyze program success, formulate goals, develop action plans, and hold all staff accountable for results.
- Conducts difficult but crucial conversations with individuals, teams, and staff based on student/participant data in a timely manner for the purpose of enhancing student success and results
- Working with the Development department, organization staff and CFO, tracks all funding grants to ensure timely and appropriate interactions as needed.
- Coordinates with leadership and support staff to ensure that ELC programs are adequately funded by monitoring, overseeing, administering and applying for grants and other appropriate funding channels.

Leading and Managing Cooperative Systems

- Creates and implements systems to ensure a high-quality, safe, orderly, and productive environment for student and adult learning toward the achievement of ELC priorities for ongoing success
- Develops, implements, and monitors the outcomes of the ELC annual goals and ELC-wide student/participant data results to improve student achievement
- Prioritizes practices and staffing to ensure the ongoing operations of high-quality programs in alignment with ECERS-3 standards, ITES-3 standards, and PAT Blue Ribbon certification
- Actively engages in collaborative practices across all Guadalupe programs to support educational success for all family members enrolled, including academic alignment with the K-6 charter school and providing highest-quality child care services for students of adult education
- Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to maintain the high-quality status of the ELC programs
- Employs current technologies for parent and family communication, inter-agency collaboration, and other operations as appropriate

Improving Teaching and Learning

- Works with the ELC staff and community to maintain fidelity to established research-based framework for effective teaching and learning. Appropriately refine practices to improve instruction for all students in alignment with NAEYC developmentally appropriate practices.
- Sets goals for ongoing staff growth and achievement. Delivers or arranges for professional development for all staff members
- Works with staff to maintain fidelity to DAP effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research- and evidence-based instructional practices, and high expectations for student performance
- Uses continuous improvement cycle, supported by multiple forms of data and student work samples, to support individual, team, and ELC-wide goals, identify and address areas of improvement and celebrate successes
- Works with organizational staff to appropriately refer students through Child Find, implement student interventions, and differentiate instruction based on student needs
- Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
- Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction
- Ensures the training, development, and support for high-performing instructional teacher teams

- Supports adult learning and ongoing professional development of all ELC staff to advance student and family success
- Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development
- Advances Developmentally Appropriate Instructional Technology within the learning environment

Building and Maintaining Collaborative Relationships

- Actively supports a collaborative ELC community where the staff, families, and community interact regularly and share ownership for the success of the school
- Sustains existing relationships and actively seeks out new opportunities for partnerships in the community that result in active family and student engagement
- Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies
- Proactively engages families and communities in supporting the ongoing education of all family members for community success
- Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

Creating and Sustaining a Culture of High Expectations

- Works with staff and community to maintain a culture of high expectations and aspirations for every student and their family
- Communicates and consistently supports clear staff and student expectations. Supports staff and students in meeting the expectations through attention to social emotional learning and whole child development
- Continues to build on the culture of high aspirations and achievement and for every student
- Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
- Leads a school culture and environment that successfully teaches the whole child by addressing all learning domains at school and supporting learning environments at home.

Leading with Integrity and Professionalism

- Works with the ELC staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others
- Treats all people fairly, equitably, and with dignity and respect

- Demonstrates personal and professional standards and conduct in alignment with NAEYC professional standards that enhance the image of the school and the early care and learning profession.
- Protects the rights and confidentiality of students and staff
- Supports a climate that values, accepts and understands diversity in culture and point of view
- Monitor and manage a healthy balance between personal and professional responsibilities.
- Performs other duties as assigned.

Minimum Qualifications (Knowledge, Skills, and Abilities)

- Minimum of Bachelor's Degree (Master's Degree preferred) in early childhood education, child development, or related field.
- Minimum of 3 years teaching experience in a program serving children ages 0-5.
- Minimum 2 years of experience working in a supervisory position in an early care and learning program.
- Ability to pass required background checks for Office of Child Care Licensing
- Current compliance with, and ability to maintain compliance with, other regulatory requirements as applicable.
- Experience with or understanding of ITERS-3, ECERS-3, Pyramid Model, and Parents As Teachers
- Personal ability to be sensitive, non-judgmental, and caring toward adults and children.
- Ability to work independently and in a team setting and to organize time effectively and productively.
- Ability to operate basic office and classroom equipment (computer, printer, projector, Smart Board, copier, phone, etc.).
- Ability to support staff in using basic office and classroom equipment.
- Willing to learn and stay knowledgeable in current educational practices. Attend ongoing in-service training and professional development.
- Ability to problem-solve issues individually and in a group.
- Strong oral and written communications skills; technology skills.
- Ability to work well with others (staff, children, and parents) and to foster a team environment.
- A strong understanding of current Developmentally Appropriate Practices for 0-5 years.
- Strong finance and budgeting skills.

- Excellent leadership, organizational, and interpersonal skills.

Preferred Qualifications:

- A valid State of Utah Teacher License
- Valid Utah Administrative Credential.
- ESL teaching endorsement or willing to obtain one.
- Parents as Teachers Model Certification (or willingness to obtain)
- Bilingual or basic understanding of Spanish preferred
- Experience with or knowledge of Parents As Teachers Blue Ribbon certification process
- Experience with or knowledge of NAEYC accreditation process
- LETRS Early Childhood and LETRS Administration certification