

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Pre-K Coordinator

Department: Instruction

Date: July 2018

Reports To: Director of Teaching,
Learning and Innovation

Grade: Teacher Schedule

Days: 260 /12month

Purpose of Job

Coordinates, the implementation, and evaluation of all pre-kindergarten programs under the direction of the Director of Teaching, Learning and Innovation, in collaboration with the Director of Special Populations, including parent involvement for families and children ages birth to 5, for the district.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Coordinates required program components within the state and local policies, performance standards, and rules and regulations.

Communicates and monitors state expectations with program staff, school staff, principals, and parents.

Evaluates program progress by reviewing and monitoring all project activities and assists in the preparation of assessment and evaluation procedures.

Assists with the organization and preparation of local, federal and state reports, including the voluntary pre k and IDEA grant applications, and other correspondence as required by the Tennessee Department of Education.

Builds and maintains positive professional communication with program staff, school staff, principals, parents, and local and state early education and literacy agencies.

Coordinates programs or services with outside agencies as required by the position, including CMCSS Operations Department.

Keeps parents informed on program goals, objectives, programs, and activities.

Assists Pre-K teachers with improving techniques for instruction and improving overall student achievement; provides instructional strategies and various tools to aid the instructional process.

Conducts classroom visits and provides actionable feedback.

Assists with the overall evaluation of district initiatives and programs and develops strategies for Improvement.

Coordinates and provides professional development opportunities.

Ensures teachers and principals are familiar with any changes in curriculum, instruction and assessment, or other state mandated pre-kindergarten requirements; designs curriculum and new course offerings.

Assists with the development of district pre-Kindergarten assessment tools, including supporting the TEAM Growth portfolios.

Assists the school system with the acquisition of appropriate pre-Kindergarten instructional materials and equipment.

Schedules and conducts child find activities.

Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum leaders & academic coaches to provide an integrated program.

Provides support to teachers in their classrooms through coaching, modeling, and mentoring.

Additional Job Functions

Performs other management services as assigned within the instruction department.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master's degree in Educational Leadership/Administration or related discipline preferred
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Early childhood and/or special education teaching experience, including program coordination and delivery of professional development, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date