



Job Title: Early Learning Program Administrator Title II

Exemption Status: Exempt

Reports to: Executive Director Teaching & Learning

Date Revised: February 2024

Dept./School: Teaching & Learning Development

Pay Grade: 109

Primary Purpose:

Provide leadership and direction for the ongoing development, implementation, coordination, and evaluation of the Early Learning instructional program, including the implementation of Reading Academy in Garland ISD. Provide leadership to ensure high standards of developmentally appropriate instruction, student performance, and teacher development. Oversee compliance with state and district policies and regulations. Model and support early learning classrooms through high-quality professional learning and implementation of developmentally appropriate practices.

Qualifications:

Education/Certification:

- Master's Degree in a related field
- Texas Administrative Certificate
- Early Childhood Certificate
- ESL certificate/Endorsement

Experience:

- Minimum of five (5) years of elementary teaching experience
- Some district or campus leadership experience
- Experience working with at-risk students and an Extensive curriculum and professional development preferred
- Educational Emphasis in Early Childhood, and experience using data to manage performance preferred

Special Knowledge/Skills/Abilities:

Required:

- Knowledge of federal and state compliance requirements of House Bill 3, including the implementation of Reading Academy and the Science of Teaching Reading
- Knowledge and experience of child development, with an emphasis on early PreK-3rd grade needs
- Excellent communication, public relations, and interpersonal skills
- Knowledge of the Texas Essential Knowledge and Skills (TEKS) and PreK guidelines
- Knowledge of early childhood programming and best practices
- Familiarity with data-driven instructional practices
- Ability to coach teachers and administrators

Major Responsibilities and Duties:

1. Oversee all aspects of federal and state compliance requirements.
2. Design and implement a program to improve outcomes for young children.
3. Oversee outcomes, including kindergarten readiness rates and 3rd-grade reading proficiency levels.
4. Provide increased specialized training support to teachers of early learners utilizing the latest research on successful classroom practices, the Science of Teaching Reading for improving cognitive development and social-emotional health of children in PreK-2nd grade.
5. Lead and develop a strategic vision for Pre-K through fifth-grade professional development, ensuring adequate support is provided for all teachers.

6. Coordinate with other district departments to facilitate program implementation (Special Education, English Language Learners, and Intervention).
7. Support PreK registration and recruitment.
8. Work collaboratively with district leadership to improve the quality of early childhood programming.
9. Perform all other duties as assigned.

Supervisory Responsibilities:

Early childhood team members and Reading Academy cohort leaders

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment, including a personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding, and use of a mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: Work irregular hours; occasional prolonged hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; maintain confidentiality

This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____

Date _____

Received by _____

Date _____