



## JOB DESCRIPTION Early Learning Center Principal

### GENERAL INFORMATION

<b>Title:</b>	Principal Early Learning Center	<b>Union Status:</b>	Exempt
<b>Department:</b>	Administration	<b>Work Year:</b>	260 Days
<b>Location:</b>	Early Learning Center at CLA/District Elementary Buildings	<b>Reports To:</b>	Assistant Superintendent of Student Services
<b>ISBE Classification/Code:</b>	Administrator/EIS Code 103	<b>Evaluation:</b>	Annually by the Assistant Superintendent of Student Services
<b>FLSA Status:</b>	Exempt	<b>Supervisory Responsibilities:</b>	All staff assigned to Early Learning Center at CLA
<b>Benefits Package:</b>		<a href="#">Click Here</a>	

### **GENERAL RESPONSIBILITIES:**

Under general supervision of the Superintendent or Designee, the Principal of the Early Learning Center serves as the educational leader that also oversees safety, staff supervision and day-to-day functions of the school. The principal provides instructional leadership with a focus on early childhood development and actively supervises and leads the instructional activities within the school. The Principal is responsible for the special education and blended preschool programs, preschool screening and the preschool diagnostic team, and partnering with early intervention and community partners. The major areas of responsibility include implementing, monitoring, improving and evaluating the District preschool programs around the Illinois Early Learning and Development Standards and the requirements of the Preschool for All grant.

### **ESSENTIAL FUNCTIONS:**

#### **Early Childhood**

- Serves as liaison to regional early childhood forums and entities who serve prekindergarten students (Prevention-Initiative, ECDEC/FIND, Early Intervention, Non-public schools)
- Coordinate and facilitate timely referrals, IEP meetings, assessments/evaluations, intervention plans, multidisciplinary meetings, student records, and transitions between D15 schools
- Responsible for preparing our youngest learners for a successful school experience through developmentally appropriate service
- Fosters a culture of learning and support for students and staff
- Develops partnerships with families, local pre-schools, and community agencies
- Contributes to the coordination and submission of state and federal reporting and claims processes
- Coordinates the work of the related and student services personnel assigned to the school

#### **Mission, Vision, and Core Values**

- Execute District mission and provide all students opportunities to meet Portrait of a Graduate expectations
- Develops with the building and district staff an educational program in accordance with district, state, and federal guidelines which meets the specific needs of the community served, with an emphasis on inclusive preschool practices
- Committed to continuous improvement and data based decision-making
- Displays quality work through accuracy and attention to detail
- Enhance school culture and model the importance of child-centered learning through high expectations and student support; equity, inclusiveness, openness, caring, and trust

#### **Ethics and Professional Norms**

- Leads with integrity, respect and kindness
- Demonstrates professional conduct at all times
- Commits the necessary time and effort to meet professional responsibilities

- Models professional, moral, and ethical standards as well as personal integrity in all interactions
- Demonstrates strong interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures

**Equity and Cultural Responsiveness**

- With an equity lens, promotes and cultivates school climate valuing student voice and learning experiences
- Supervise in a fair and consistent manner
- In accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students

**Curriculum, Instruction and Assessment**

- Participates in coordination, implementation, evaluation and improvement of instructional program inclusive of Multi-Tier System of Supports process that meets students academic and social-emotional needs
- Coordinates, plans and/or facilitates professional development in matters related to early childhood special education, early childhood development and learning, SEL, with an emphasis on inclusive practices

**Community of Care and Support for Students**

- Create and sustain a school environment in which each student is known, accepted, valued, respected, cared for, and encouraged to be an active member of the school community
- Cultivate an inclusive, caring, and supportive school community that promotes academic success and student well-being for all learners

**Professional Capacity of School Personnel**

- Conduct crucial conversations for the purpose of enhancing student learning and achievement
- Serves as instructional leader that evaluates teacher/staff performance with goal of distinguished practice
- Coordinates all Extended School Year and Summer evaluation and transition activities
- Provides timely and specific feedback on instruction as part of building capacity and shared expectations
- Keeps Superintendent and Cabinet informed regarding condition of the school, its staff, and activities
- Recruit, hire, support, develop, and retain effective, diverse and caring staff

**Professional Community for Teachers and Staff**

- Leads curriculum and staff development based on key areas of focus
- Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child
- Champions an approach that is focused on adult learning

**Meaningful Engagement of Families and Community**

- Develops, implements and supports school, family, and community partnerships
- Demonstrates the ability to work collaboratively with all stakeholder groups (Parents, Staff, BOE, District Administration, local Pre-Schools, & Community Agencies, ECDEC)
- Establish lines of communication regarding goals, accomplishments, and policies with parents and staff
- Maintain public relations for the school that consistently celebrates and informs parents and community of accomplishments of students and staff

**Operations and Management**

- Oversees the day to day operations of the building
- Know, understand and comply with local, state and federal laws, rights, policies and regulations
- Supports systematic implementation of programmatic planning, budgeting, and evaluation
- Reviews school's budget by monitoring expenditure related to program needs
- Participate in the development and oversight of budget recommendations for the early learning programs
- Provides grant oversight including compliance, budgeting and reporting for PFA and PFAE, and assists with IDEA preschool grant
- Leads emergency preparedness efforts

**School Improvement**

- Performs miscellaneous job-related duties as assigned
- Promote leadership among teachers and staff for innovation and improvement
- Facilitates all facets of the school improvement process to fulfill the District's (school's) mission, goals, and objectives that will lead to an increase of student learning.

This list of essential job functions is not exhaustive and may be supplemented as necessary by Superintendent or designee

**JOB REQUIREMENTS: MINIMUM QUALIFICATIONS**



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- Experience in implementing learning standards; including Common Core, Early Learning, Social Emotional, and 21<sup>st</sup> Century Learning Skills
- Demonstrates a record of dynamic leadership that includes partnering with staff and parents
- Possess a strong knowledge of early childhood education, including children who have disabilities, children at risk for academic and/or social emotional difficulties, and who follow a typical developmental trajectory
- Strong interpersonal and communication skills with students, staff and parents
- Must be independent, innovative administrator possessing ability to be part of an effective and responsive leadership team
- Strong commitment to student learning, continuous improvement and data-based decision making
- The ability to create and support a climate that values diversity
- Early Childhood experience, required
- Fluent in Spanish, strongly preferred

### **EDUCATION, CREDENTIALS and/or EXPERIENCE:**

- Illinois Professional Educator License with Administrator or Principal Endorsement
- Master's Degree in Administration or related field
- Teacher and Principal Evaluation Modules in Observation and Growth
- At least 2 years of successful administrative experience, early childhood education preferred
- Minimum of 5 years of teaching experience, preferred
- Possess strong knowledge of the Early Learning and Social Emotional Learning outcomes
- Previous leadership/coaching experience involving working with teachers and staff
- Must have the ability to travel to/from various locations in the district as needed

### **PREFERRED**

- Early Childhood Education (Self-Contained General Education Endorsement)
- ECT Early Childhood Special Education Approval, Learning Behavior Specialist I, Pre-Kindergarten through Grade 9 endorsement
- Bilingual/EL endorsement, preferred

### **Physical Demands and Work Environment:**

While performing job duties, the employee is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The employee is regularly required to reach with hands and arms. The employee is regularly required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include: close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The employee regularly types using a keyboard. Within the work environment, the employee is exposed to a computer screen and regularly works within an office environment. The employee occasionally works evenings and/or weekends. The employee is occasionally exposed to outdoor weather conditions and regularly works with the use of a personal vehicle. The employee will have contact with the public, which requires appropriate demeanor and apparel. The noise level in the work environment is typically moderate.

*The physical demands and work environment described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### **Reviewed/Revised:**

February 2024

*The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with the business necessity and School Board Policy and procedures. Essential and marginal job functions are subject to modification.*



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