

Project Facilitator – Title I, Pre– Kindergarten (Pre–K)

Position Details

Division: Human Resources

Classification: Certified

Terms of Employment: [This is a salaried position assigned to the Licensed Employee Salary Schedule](#), 9 Months; Additional hours/days at the contracted rate of pay may be available

FLSA STATUS: EXEMPT

Position Summary

The Title I Pre–K Project Facilitator will plan, develop, and provide professional learning, focusing on schools participating in Title I Pre–K. The Title I Pre–K Project Facilitator will provide leadership and curriculum expertise in Pre-Kindergarten (Pre–K) best practices while working with administrators, parents/guardians, teachers, and students to increase student achievement across all Early Childhood domains. This person will also guide and support new and seasoned teachers in all areas of environment and curriculum, based on the Nevada State Standards (Pre–Kindergarten) and the Nevada Academic Content Standards (NVACS) as well as the Early Childhood assessment. The Title I Pre–K Project Facilitator will also assist teachers in compliance with federal Title I regulations and non-regulatory guidance. The position will be expected to adhere to the District's *Professional Domains and Standards for Licensed Employees* and will reports directly to the Coordinator, Title I, Pre–K Program, Student Services Division (SSD).

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Work effectively with administrators, classroom teachers, and specialists at assigned schools to implement Early Childhood best practices.

2. Serve as team builders in all Title I Pre–K schools.
 3. Participate in ongoing professional learning activities related to Early Childhood.
 4. Develop and coordinate parent/guardian engagement activities for parents/guardians.
 5. Plan, prepare, and present professional learning activities including: before and after school meetings, collegial discussions, classroom modeling, observations, and feedback.
 6. Assist classroom teachers with the integration of using assessment data to plan tiered instruction.
 7. Provide instructional assessment resources and assist in assessing and monitoring student progress.
 8. Assist teachers in analyzing and interpreting assessment data.
 9. Collaborate and work closely with English Language Learner Department (ELLD) and special education staff.
 10. Work flexible hours on a limited basis, as needed.
 11. Serve as a mentor/coach for classroom teachers.
 12. Report directly to the coordinator of the Title I Pre–K programs.
 13. Perform other Title I Pre–K Program related duties, as required.
-

Position Expectations

1. A thorough working knowledge of the Nevada Pre–Kindergarten Standards.
2. Knowledge of the English Language Arts (ELA) Common Core State Standards.
3. Knowledge of the Early Childhood Environment Rating Scale (ECERS).
4. Strong knowledge using data to identify gaps in student achievement in young children.
5. Knowledge of and ability to integrate technology into planning, learning, and record keeping activities.
6. Knowledge of and ability to demonstrate a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students and based on the results of the assessment reporting system.
7. Demonstrate knowledge, skill, and ability to provide tiered instruction to students of all abilities.
8. Demonstrate knowledge of required Title I Pre–K procedures and documentation.
9. Demonstrate a high skill level in the use of technology and data reporting.
10. Effective presentation and workshop facilitation skills.
11. Effective communication, collaboration, and interpersonal skills.
12. Effective skills in planning, organizing, and coordinating activities.

13. Enthusiastic, adaptable to change, and presents a growth mindset in learning new literacy innovations.
 14. Ability to work cooperatively with students, parents/guardians, peers, administration, and community members.
 15. Ability to guide the learning process toward achievement of curriculum goals.
 16. Ability to maintain and improve professional competence.
 17. Ability to communicate effectively both written and verbally.
-

Position Requirements

Education and Training

1. An earned bachelor's degree from an accredited college or university.
2. Three (3) or more years of Early Childhood Education and/or Early Childhood Special Education teaching experience.
3. One (1) or more year(s) of successful implementation of early literacy instruction and intervention strategies, and/or prevention or remediation programs in the classroom.
4. Evidence of successful training in instructional strategies for birth to pre-kindergarten programs.

Licenses and Certifications

1. Must possess a teaching license in Early Childhood Education and/or Early Childhood Special Education issued by the Nevada Department of Education (NDE).
2. A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Successful experience in planning and leading professional learning sessions.
2. Experience in working with culturally, socially, and economically diverse students and parent/guardian populations.
3. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective instructional program.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/16/23
- Created: 02/28/22