



## Our Core Values

Students at the Center, Excellence, Equity,  
Relationships, and Community

# DIRECTOR, EARLY CHILDHOOD EDUCATION

Location: Early Childhood Education

Classification: Administrative

Reports To: Deputy Superintendent

Supervisory Responsibilities: Yes

Salary Grade: 210A - Administrative Salary Schedule

Terms of Employment: 12-month (260 days)

FLSA Status: Exempt

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*Our Vision: All students graduate and are prepared for a successful life*

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## Position Summary

The Director, Early Childhood Education provides strategic leadership and operational oversight for the district's early learning programs, including state and federally funded preschool initiatives. This position ensures high-quality, equitable early learning experiences by overseeing program design, compliance, fiscal management, community partnerships, and continuous improvement efforts. The role collaborates with district leadership, families, and community agencies to strengthen kindergarten readiness and long-term student success.

## Essential Performance Responsibilities

*Incumbents may perform any combination of the essential performance responsibilities listed below.*

Actively participates in team, school, and district initiatives by fostering collaboration, shared problem-solving, and a culture of mutual respect. Contributes ideas, supports colleagues, and advances common goals.

Demonstrates commitment to continuous learning by seeking feedback, pursuing professional development opportunities, and applying new knowledge and skills to improve performance and service.

Provides high-quality, values-aligned service to internal and external stakeholders by responding with accuracy, efficiency, and empathy. Maintains a positive, solutions-oriented approach in all interactions.

Identifies opportunities for improvement by contributing ideas that enhance efficiency, service, or outcomes within established procedures. Demonstrates openness to new ideas and approaches.

Provides strategic direction and oversight for district early childhood education programs, ensuring alignment with district vision, equity commitments, and state/federal requirements.

Ensures compliance with all applicable federal and state regulations, including Head Start Performance Standards and Oregon Department of Education requirements.

Develops and manages program budgets, grants, and contracts; monitors expenditures and ensures fiscal responsibility.

Leads grant development, renewal applications, and reporting processes.

Supervises and evaluates program leadership and staff; supports professional development systems.

Establishes and maintains strong partnerships with families, community organizations, and governmental agencies.

Oversees curriculum implementation and instructional quality in early learning classrooms.

Develops and implements data systems to monitor child outcomes, program effectiveness, and compliance metrics.

Facilitates continuous improvement planning and prepares required board and agency reports.

Supports transition-to-kindergarten systems to ensure continuity of learning.

Performs other duties related to the position, as assigned.

## Knowledge

Organizational policies and procedures, role-specific guidelines, and the ability to learn and apply district standards.

Federal and state regulations governing early childhood education programs, including Head Start Performance Standards, Oregon Department of Education early learning requirements, and applicable grant compliance regulations.

Early childhood development theory, research-based instructional practices, and developmentally appropriate curriculum design.

Program evaluation systems, child outcome assessment tools, and continuous improvement frameworks.

Grant development, budget management, fiscal oversight practices, and contract administration in public-sector environments.

Equity-centered early learning practices, culturally responsive pedagogy, and family engagement strategies.

Supervision, performance evaluation systems, and professional development practices in educational settings.

Interagency collaboration practices, including coordination with social services, health providers, and community-based organizations.

Data collection systems, student information systems, and reporting requirements related to early childhood programs.

## Skills

Strong oral and written communication appropriate to the responsibilities of the role.

Using common technology tools appropriate to the role, including email, productivity applications, digital communication platforms, and district and role-specific systems with the ability to learn new tools as needed.

Strong collaborative leadership skills with the ability to build trust and alignment across diverse stakeholder groups.

Strategic planning, program design, and implementation of multi-site initiatives.

Analyzing program, fiscal, and student data to inform decisions and improve outcomes.

Budget development, monitoring expenditures, and ensuring fiscal accountability.

Facilitating meetings, public presentations, and board or advisory council reporting.

Conflict resolution and problem-solving in complex educational environments.

## Abilities

Build and maintain positive, productive, and culturally responsive relationships with students, staff, families, and community partners.

Provide timely, accurate, courteous, and empathetic service that reflects district core values.

Exercise sound judgment, maintain confidentiality, and navigate sensitive situations with professionalism, discretion, and integrity.

Work effectively under deadlines, interruptions, and changing or competing priorities.

Lead and manage complex programs with multiple funding streams and regulatory requirements.

Supervise, evaluate, and develop licensed and classified staff in alignment with district evaluation systems.

Interpret and apply laws, regulations, policies, and collective bargaining agreements.

Analyze legislation and emerging policy trends and determine operational impact.

Center equity in decision-making and ensure access to high-quality early learning for historically underserved populations.

Prepare clear, comprehensive reports and recommendations for executive leadership and the school board.

## Minimum Qualifications

Any combination of training, experience, and/or education may be considered in meeting these position requirements.

### Education

Master's degree in Education, Educational Leadership, Early Childhood Education, or related field.

### Experience

5–7 years of progressively responsible experience in early childhood education leadership.

Experience managing federal/state grants.

### Licenses, Certifications, and Other Requirements

Possession of a valid US driver's license and availability of private transportation (mileage reimbursement provided)

Valid Oregon Administrative License

## Working Conditions

## Physical Demands

Constantly (more than 5.6 hours or 69% of the day): Hearing, Sitting

Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day): Finger Dexterity, Standing

Occasionally (Up to 2.5 hours or 32% of the day): Carrying/Lifting, Crawling, Crouching/Kneeling, Walking

Rarely: (Less than 1 hour or 12% of the day): Color Vision, Balancing, Climbing, Multi-limb Coordination, Pulling/Pushing, Reaching, Repetitive Motion

## Work Type/Physical Demands

**Light work:** Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

## Mental and Psychological Demands

**Moderate demands:** The position involves moderate cognitive demands within a generally structured work environment. The role may require occasional management of emotionally challenging interactions or customer concerns. Work is sometimes performed under tight or competing deadlines. Exposure to public feedback or criticism is limited. The position occasionally requires sustained focus on complex tasks or problem-solving activities.

## Working Environment

**Everyday risk and discomfort level:** The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting rooms, classrooms, libraries, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

## EEO Statement

Salem-Keizer Public School is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

## Representative Duties

This job description is intended to accurately reflect the duties, responsibilities, and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The district reserves the right to modify, add, or remove duties and assign other duties as necessary.

## Revision History

03/01/2026 - Revised