

University of Nebraska Central Administration
Job Description

General Information

Working Job Title: Preschool – Grade 3 Educational Facilitator	Job Family: Education and Outreach	Job Family Zone: Specialist (49263300)
Position Number: 144	Department Name: Buffett Early Childhood Institute	SAP Organization Unit Number: 50008150
Employee’s Name: TBD	Date of Last Update: September 14, 2018	Title of Supervisor: Program Administrator
SAP Personnel #:	Last Updated By: Maria Malnack	Name of Supervisor: Chris Lopez Anderson

Position Summary

This position will be a member of the Superintendents’ Early Childhood Plan team to assist the Buffett Institute and school staff in implementing the preschool – third grade component of a comprehensive initiative to eliminate or reduce income-based social, cognitive, and achievement gaps among young children at risk in the Learning Community of Douglas and Sarpy Counties.

The initiative relies on a birth – third grade approach in which schools serve as a hub for connecting all early childhood services to provide high-quality continuous programming across the first eight years of life. Preschool – third grade educational facilitators work on-site at participating schools and within the community. Their role emphasizes leadership for preschool – third grade teacher professional development, including teacher consultation and coaching, while also building a connected network for community child care providers.

Duties & Responsibilities

Indicate % of time spent and indicate with an “*” the duties & responsibilities that are essential functions of this job. Arrange this list of duties in order of importance.	% of Time	Essential Functions
<ul style="list-style-type: none"> • Collaborate with school leaders to assist with the enhancement of teaching and learning within preschool through third grade classrooms. • Collaborate with school leaders and staff to design and facilitate professional development for teachers, including one-on-one instructional coaching. • Collaborate with school leaders and staff to utilize school data for continuous improvement. • Co-facilitate grade-level and preschool through third grade teams to plan for instruction. • Collaborate closely with assigned school’s instructional leaders and coaches to ensure that all professional development and teacher support is well-integrated. • Support preschool through third grade teacher practices for partnering with children’s families in ways that build upon birth through age 5 family support and engagement. • Engage in shared program planning and professional learning with the preschool – third grade educational facilitators across school sites, under the supervision of the preschool – third grade program administrator. 	100%	*

<ul style="list-style-type: none"> • Assist and coordinate with Buffett Institute leaders to execute data collection, communication and other needs that arise through the Superintendents' Early Childhood Plan implementation. • Identify and consult with the program administrator to resolve complex issues and problems that arise through field-based work. 		
--	--	--

Zone Definition Factors

Nature/Complexity of Work

Strong organizational and program implementation skills and the ability to prioritize tasks.
 Self-initiative, good follow-through and ability to work without supervision.
 Flexibility and openness to change.
 Ability to work collaboratively as a team player and relationship builder
 Ability to integrate and synthesize information.
 Excellent communication skills, including spoken and written communications.
 Adept with computer technology and utilizing distance learning techniques.

Problem-Solving/Decision-making

This employee must have strong management and organizational skills related to program content. Problem-solving and appropriate decision-making will be required as an element of this position.

Strategic Impact

This individual is required to be proficient and conscientious when representing the office of the Buffett Institute at all times. Any errors reflect unfavorably on the individual, the Institute, and potentially the university as a whole. The individual is accountable for taking appropriate steps to correct any errors.

Know How

Highly preferred know how demonstrating management and organizational skills related to early childhood development. Experienced with both school and community-based early educators.

Detail-oriented and accurate; able to prioritize effectively, multi-task, and quickly respond to shifting priorities; possess strong research skills, including the ability to collect, compile, and analyze facts, draw conclusions, and recommend solutions; and have a willingness to learn and utilize new technologies and train others when needed.

Interactions

Employee will work extensively with all staff at the Buffett Institute, UNCA, campus representatives, and community and school partners.

Leadership

Have the ability to manage workloads with the ability to work both independently in addition to being a team player to build relationships both within the school district and community.

Supervision

- This position exercises program specific supervision -both internally and with external colleagues, but no direct supervision over other employees within the Buffett Institute.
- This position receives direct supervision from the Program Administrator.

Minimum Requirements

- A bachelor’s degree in fields related to early childhood education and elementary education, master’s degree preferred.
- Five years of highly effective teaching at the preschool – third grade levels in public schools that serve economically, racially, and linguistically diverse children.
- Experience as an instructional coach for teachers at the preschool-third grade levels and/or experience in designing and delivering professional development.
- Commitment to and knowledge of educational practices that are informed by child development research, with an emphasis on birth – third grade.
- Professional leadership in early childhood education and related fields as documented by active participation in professional organizations, professional presentations
- Strong written and oral communication skills.

Physical Requirements

1. **General Physical Requirements** Indicate the appropriate response for an eight hour day:

Indicate intermittent or constant

	Circle the appropriate number of hours									Intermittent	Constant
Sit	0	1	2	3	4	5	6	7	8	<u>6</u>	_____
Stand	0	1	2	3	4	5	6	7	8	<u>1</u>	_____
Walk	0	1	2	3	4	5	6	7	8	<u>1</u>	_____
Drive Motor Vehicle	0	1	2	3	4	5	6	7	8		_____

2. <u>THIS POSITION REQUIRES:</u>	Occasionally (less than 2 hrs daily)	Between 2 - 5 hrs daily	Over 5 hrs daily
Squatting	<u>X</u>	_____	_____
Bending	<u>X</u>	_____	_____
Kneeling	<u>X</u>	_____	_____
Reaching	_____	_____	_____
➤ Overhead	<u>X</u>	_____	_____
➤ Forward	<u>X</u>	_____	_____
➤ Low	<u>X</u>	_____	_____
Twisting	<u>X</u>	_____	_____
Crawling	_____	_____	_____
Climbing	_____	_____	_____
➤ Ladder	_____	_____	_____
➤ Stairs	<u>X</u>	_____	_____
➤ Other	_____	_____	_____
Walking on rough ground	_____	_____	_____
Exposure to changes of temperature/humidity	_____	_____	_____
Exposure to dust/fumes/gases/chemicals	_____	_____	_____

Being near moving machinery _____
 Working from heights _____

3. THIS POSITION REQUIRES EMPLOYEE TO:

Indicate letter in appropriate Space: **LIFT=L** **CARRY=C** **PUSH=P**

PULL-PL

	Less than 2 hrs daily	Up to 2 hrs daily	Between 2-5 hrs daily	Over 5 hrs daily
11 - 24 lbs	L, C, P, PL	_____	_____	_____
25 - 49 lbs	_____	_____	_____	_____
50 - 74 lbs	_____	_____	_____	_____
75 - 100 lbs	_____	_____	_____	_____
* Over 100 lbs	_____	_____	_____	_____

* If the position requires the employee to handle over 50 lbs - please explain

4. POSITION REQUIRES USE OF HANDS OR SPECIAL TOOLS/EQUIPMENT FOR:

	RIGHT	LEFT	BOTH
Keyboarding	_____	_____	Yes
Filing	_____	_____	Yes
Other	Operation of a computer mouse with their dominant hand.		

5. POSITION REQUIRES ATTENDANCE AT THE WORKPLACE YES

Job Family Zone Questionnaire

In Each Section, please select one answer that best describes your job:

Knowledge Skills and Abilities:

____ Requires the ability to understand and apply basic job skills, knowledge of several work routines and the ability to apply such routines with minimal interpretation. May possess knowledge of other, related work activities within own functional area. May require the operation of routine equipment/tools. [1]

____ Requires the ability to understand, interpret, apply and communicate information within a specialization and the ability to apply limited analysis in the completion of general functional procedures. May possess knowledge of work activities outside functional area. May require the operation of moderately complex equipment/tools. [2]

____ Requires the ability to utilize advanced information within a specialization. Within specialization, possesses the ability to assess/ analyze situations and make adjustments to achieve desired objectives. Possesses knowledge of work activities outside functional area. May require the operation of complex equipment/tools. [3A]

__x__ Requires the ability to apply, integrate and communicate extensive theoretical information within a recognized professional field. Facilitates and/ or establishes the achievement of functional area objectives. Requires knowledge of all related functional areas. May require the operation of highly complex equipment/tools. [3B]

_____ Integrates extensive theories and techniques within related or diverse disciplines to achieve results and/ or establish overall strategic directions. Requires wide-ranging administrative and/or specialized knowledge. May require the operation of highly complex equipment/tools. [4]

Problem Solving/Decision-making:

_____ Decisions/problem resolutions are repetitive and simple and typically guided by standard operating policies and procedures/practices exist. Tasks are clear and specific to a single discipline. [1]

_____ Decisions/problem resolutions require gathering/reviewing information from several sources. Simple analysis of facts determines course of action to be taken within the limits of standard operating policies and procedures/practices. Tasks are varied and may cross several disciplines. [2A]

___x___ Decisions/problem resolutions require interpretation, discretion and judgment based on precedent or standard operating policies and procedures. Tasks are diversified and may require some creativity in dealing with unprecedented activities. [2B]

_____ Decisions/problem resolutions require synthesis/analysis in the use of theories and accepted principles. Programs/projects are governed by broad objectives, policies and/or theories. Requires the use of creativity in dealing with unprecedented activities. [3]

_____ Decisions/problem resolutions require analysis and evaluation of major issues and courses of action impacting the overall direction of the functional area(s). Applies broad concepts and experience in making important decisions. May develop recommendations influencing long-term policies related to major organizational plans. [4]

Interactions:

_____ Regular contact involves receiving and/or referring inquiries as well as giving or obtaining routine information relating to work being done. Requires the use of common business courtesy. [1]

_____ Regular contact that involves giving or obtaining information as well as occasionally exchanging advice and opinions. Requires the use of common business courtesy, tact, discretion and some persuasion to maintain cooperative associations. [2]

___x___ Regular contact that involves exchanging advice and opinions as well as occasionally conveying conceptual ideas of a critical and/or long-range nature. Requires the use of judgment, timing, and persuasion to gain cooperation in the face of differences of opinion or controversy. [3]

_____ Regular contact with major Programs/Teams or individuals. Overriding job requirement involves conveying conceptual ideas regarding matters of critical and long-range nature. Significant requirement for diplomacy, timing, and persuasion to gain concurrence or cooperation on operational issues in the face of significant differences of opinion or controversy. [4]

Supervision Received:

_____ Supervised by procedures or by supervisor through periodic monitoring of progress and performance. May have latitude to determine sequence of own work tasks to meet clearly established schedules. [1]

____ Supervision by procedures or by supervisor through periodic monitoring of progress and performance. Determines sequence of own work tasks to meet established objectives. [2A]

____ General direction by supervisor by checking on completed tasks. Establishes own work schedule to achieve program objectives. Makes recommendations to superior regarding efficient functioning of program. [2B]

Responsible for conducting specialized assignments or developing programs under only general direction and guidance. [3]

____ Extensive latitude to work independently in matters that have a broad effect on overall policies, programs and/or areas of specialization. [4]

Supervision Exercised:

____ May provide incidental guidance to others. [1]

____ Provides functional supervision that is usually limited to assigning/reviewing work or may serve as work team leader. [2A]

____ Serves as work team leader. Distributes, schedules, and monitors the progress or work tasks of the program or project. May be involved in the recommendation of personnel actions to manager. [2B]

Supervises the work of a project or program that may include hiring, discipline, transfers, promotions, or salary changes within a functional area. May integrate work of two or more programs or one major function/or project. [3]

____ Establishes performance standards for designated programs and/or areas of specialization. Directs staff to include hiring, discipline, transfers, promotions, and salary changes. [4]

Impact:

____ Actions and decisions in this job are limited to the scope of the job, which primarily affect the immediate work group, but occasionally may extend beyond the immediate work group. Errors reflect unfavorably on the individual and may have an adverse impact on the functional area. [1]

____ Actions and decisions in this job have an impact which affects the immediate work group and also extends beyond the immediate functional area. Errors reflect unfavorably on the individual and the functional area. [2]

____ Actions and decisions in this job have discernible impact to the short-term performance of the Program/Team and exerts some impact to its long-term success. Errors reflect unfavorably on the individual, the functional area, overall business operations and potentially other functional areas. [3A]

Actions and decisions in this job have significant impact to the short-term performance of the Program/Team and exert an impact to its long-term success. The job exerts a considerable impact on decisions and final results typically affecting either an entire functional area or a major university activity; and may have unique accountability

for financial and program or project objectives. Errors effect business operations, services and other individuals which may require special interventions to correct. [3B]

_____Actions and decisions in this job exert broad and continuing impact on the future of one or more functional areas. The job exerts a major impact on decisions and final results affecting a major university activity; and/or has accountability for financial and program/project objectives and overall successes. Errors significantly interrupt business operations, services and potentially both internal and external constituents. [4]

Summary:	Zone Assignment= SPECIALIST
Authorization:	Name:
	Date:
Human Resources	Sheryl Gartner
Supervisor:	Chris Lopez Anderson
Administrator:	