Children’s School at Carnegie Mellon University

Job Description for the Director

August 2012

**Speak and behave in a professional manner with staff, children, parents, university partners, visitors, service people, et cetera, at all times.**

**Strive to be a team player, taking initiative to help with tasks, share space and materials, offer support and constructive critique, etc. for the benefit of the whole staff.**

**Keep the “big picture” of our school’s entire mission in mind to effectively balance competing demands.**

**Follow the school and university policies and procedures carefully and with attention to timeliness.**

**Be prepared to flexibly adapt to the diverse situations that arise in early childhood education, particularly in a university lab school.**

**Use the core values and standards of the National Association for the Education of Young Children (NAEYC) to guide all aspects of program implementation and enhancement.**

**Abide by the ethical standards of NAEYC, with particular attention to confidentiality.**

**Task Categories** (** indicates highest priority)**

**Staff**
- provide professional and personal support as needed
- review and revise the job descriptions and Staff Handbook yearly
- serve as a resource as needed
- delegate responsibilities as needed
- review / approve external communications
- hire, orient, and integrate new staff
- observe and assess staff periodically
  - give feedback to staff
  - respond to problems
- conduct yearly professional reviews
- coordinate professional development
- prepare and lead meaningful staff meetings
- collaborate on conference presentations
- serve as the liaison with the University as needed re: salaries, PTO, leaves, etc.
- advocate for staff with the University as needed
- maintain staff files in accordance with NAEYC standards (e.g., transcripts, clearances, health records, professional progress, etc.)
- coordinate staff involvement in NAEYC accreditation

**Administrative Team**
- function effectively as part of the administrative team
- support administrative team daily in a reciprocal manner
- offer suggestions and constructive criticism as appropriate
- plan collaboratively to ensure that the school meets all aspects of its mission
work constructively as part of the Administrative Team to ensure effective school operations, resolution to problems that arise, and proactive responses to opportunities
proofread school correspondence as requested
delegate typing, copying, laminating, etc. as needed

**Program / Accreditation**
articulate & interpret school philosophy
articulate & interpret school policies
investigate and propose new philosophy & policy re: current issues
e.g., age cutoff, inclusion, etc.
coordinate curriculum, assessment, documentation, and developmental screening
meet with teaching teams to do overview planning (3’s, 4’s, Extended Day & K)
coordinate design of the whole school unit using the Understanding by Design approach
and documentation aligned with the NAEYC standards
coordinate program evaluation (staff and parent)
collaborate with Educational Administrators on NAEYC accreditation / DPW compliance
maintain the NAEYC program portfolio
serve as liaison / coordinator for children with special needs

Office Suite
backup phone/intercom answering
handle calls regarding program questions, complaints, family problems, etc.
serve as resource to Administrative Coordinator as needed

**Psychology**
serve as a liaison with Psychology administration as needed
participate in Psychology faculty meetings
serve as Co-Training Director of the Program for Interdisciplinary Education Research (PIER)
teach one course per semester
  Child Development 85-221 - spring
  Educational Goals, Instruction & Assessment 85-738 - fall
coordinate Child Development Practicum 85-484 at the Children’s School (see below)
supervise research at the Children’s School (see below)
advise undergraduate psychology majors
supervise graduate students as requested
attend graduate evaluation meetings
write recommendations for students
participate in colloquia, research groups, etc.
serve as a resource for faculty re: child dev issues, research sites, etc.
prepare annual report documenting Children’s School contributions
prepare re-appointment case every five years
coordinate Psychology’s program outcomes advancement, including learning goals specification & review

**Research**
formulate research and classroom observation policies
prepare policy & practice documents
review, approve & improve studies
review, approve & improve course uses
report to teachers and parents
prepare notices for school newsletter
respond to serious problems
coordinate all other uses of the Children’s School for laboratory purposes (e.g., user testing, filming)
serve as child advocate on the Carnegie Mellon Institutional Review Board (IRB)

**Children**

know and be known
treat children in developmentally appropriate ways
serve all children without bias or favoritism
greet children when possible/needed
visit classrooms frequently
lead activities in classroom as requested/needed
encourage children’s independence and pro-social behavior
discipline children in a positive, firm, and consistent way
attend special activities
respond to serious problems according to school policies
serve as resource for children with special needs
consult on admissions decisions for Kindergarten

**Families**

know and be known
review and revise the Family Handbook annually
serve as a resource as needed re: developmental, family, and school choice issues
speak to parent group at Parent Meeting
coordinate and speak at Staff / Parent Discussions, including at least one in the fall on school choices and one in the winter related to the whole school unit
coordinate and produce the monthly whole school newsletter, including writing the Director’s Corner and other columns as needed
respond to serious problems
help parents advocate for their children with special needs
represent the school in court when necessary in custody cases
send thank-you notes as appropriate

**Family Committees**

serve as a resource when necessary

**Special Events**

plan the Family Festival with staff collaboratively
coordinate the Kindergarten Graduation ceremony, including processional powerpoint and Director speech
help with preparations as needed
attend, mingle, facilitate appropriate activity, respond to problems, etc.

**Interns / Practicum Students**
write course description and advertise 85-484
schedule and register students
prepare course syllabus & expectations
orient students to school and responsibilities (using syllabus & support staff handbook)
meet with interns weekly to discuss child development issues
monitor work and classroom interactions
give feedback to students
respond to problems

**Field Placement / Pre-Service Teaching**
advertise field placement opportunities
coordinate placement & scheduling
respond to serious problems
prepare, distribute & collect evaluations from pre-service teachers

Student Employees / High School Apprentices
serve as a resource to students as needed
respond to serious problems

**Public Relations / Fund Raising**
model school philosophy (every staff member is an advertisement)
coordinate school web site content and delegate to Psych computer support
   Yearly Updates- daily schedule, admission policies, tuition and fees, calendar, event descriptions, staff bios and pictures
   Monthly Updates- school newsletters, 3-4-K-Ex newsletters, photographs, art gallery
   Other- outreach workshops, special events, research project summaries, all others as needed
participate in Psych department (see above)
participate in University as appropriate (e.g., IRB, Eberly Center, etc.)
network with other schools (public, private, parochial)
collaborate with other schools on projects (e.g., Alcoa Collaborative, etc.)
offer seminars for local colleagues (e.g., Ellis, PUCS, etc.)
participate in PAEYC and other local organizations
participate in national organizations (NCCCC, IALS, SRCD, etc.)
public relations
   represent school at local and University functions
   backup for initial phone contacts and tours
   discuss program with parents at January Open House
   seek venues for Children’s School promotion (e.g., Children’s Museum)
fund-raising
   collaborate with University re: funding possibilities
   write text for grant applications
   prepare thank you notes and grant reports as needed
**Budget**
develop and monitor overall budget plan and projections
set budget policies
prepare budget summaries
serve as resource to Educational Administrators as needed, particularly re: accounting, scholarship, tuition, and other decisions
check monthly statements for accuracy, completeness, etc.
liaison with Psychology financial staff and Dietrich College administrators as necessary
negotiate salaries, set tuition, etc.
set fund-raising goals

**Space**
coordinate vision for space usage with administrative team
allocate space within school as appropriate
authorize large expenditures
serve as resource to Educational Administrators as needed, particularly re: advocacy within the university

**Professional Development**
stay current re: learning about child development & early childhood ed, as well as school administration, NAEYC standards, health & safety, family support, etc.
via publications, coursework, conferences etc.
network with other schools, attend conferences, etc. to find innovative ideas
seek to improve personal practice
share new ideas with staff
seek new sources of input re: child development, school leadership, business management, etc.
coordinate the school’s professional development outreach
prepare trainer certification renewal (PQAS) every five years
participate in the collaborative professional development (e.g., neighboring centers, Dukung Women’s University partnership)
conduct research re: early childhood development & education
prepare presentations & papers
serve in leadership roles of local and national organizations (e.g., PAEYC, IALS, NCCCC)
participate in national and international efforts to enhance early childhood development and education

*All permanent Children’s School employees hired after 1991 must secure Criminal Record and Child Abuse clearances, and those hired after 2010 must also submit an FBI fingerprinting report. All employees must provide valid transcripts of educational achievement, yearly health assessments, and bi-annual TB test results.*