PRESCHOOL – THIRD GRADE EDUCATIONAL FACILITATOR

Job Overview
The educational facilitator will 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. The preschool – third grade educational facilitators will work on-site at participating schools. Their role will emphasize leadership for preschool – third grade teacher professional development, including teacher and child care provider consultation and coaching. Funding is available from a taxing authority in the Learning Community of Douglas and Sarpy Counties.

Buffett Early Childhood Institute Profile
Envisioned as a new model for how public higher education is engaged in the first years of life, the Buffett Early Childhood Institute (https://buffettinstitute.nebraska.edu) is a four-campus, university-wide, multidisciplinary research, education, outreach, and policy institute of the University of Nebraska committed to helping transform early childhood development and education in Nebraska and across the nation. The long-term goal of the Institute is to be a leading center where scholars, practitioners, community members, and policymakers collaborate to advance a unified approach that can improve the lives of young children and families and the systems that support them.

Applicants should note that the goals of the Institute are university-, state-, and nation-wide, but the location of the Institute administration is in Omaha. This position will work primarily out of the Omaha office.

Job Responsibilities
This job description is not to be considered an exhaustive or exclusive statement of duties, responsibilities, or requirements. Employees may be required to perform other job-related activities as requested. This list describes major responsibilities to support the Buffett Institute:

Educational Facilitation in Coaching (40%)
- Collaborate closely with assigned school’s instructional leaders and coaches to ensure that all professional development and teacher support is well-integrated.
- Work as a team with home visitor and preschool – third grade family facilitator at assigned school(s) to ensure that goals and strategies for advancing family engagement and teaching-learning practices are coordinated.
- Provide consultation/coaching with program directors.
Educational Facilitation in Professional Learning (35%)
• Provide on-site consultation to school leaders to assist with the enhancement of teaching and learning within preschool through third grade classrooms.
• Design and provide professional development for teachers, including one-on-one instructional coaching.
• Facilitate preschool through third grade teams in the use of data.

Educational Facilitation in Planning (25%)
• Assist and coordinate with Buffett Institute leaders to facilitate at school sites and 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.
• Engage in shared program planning and professional learning with the preschool – third grade educational facilitators across school sites, under the supervision of the program administrator.

Required Qualifications
• A bachelor’s degree in fields related to early childhood education and elementary education
• 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 preschool – third grade
• Professional leadership in early childhood education and related fields as documented by active participation in professional organizations and professional presentations
• Demonstrated management and organizational skills related to program implementation
• Willingness to travel to regional school sites

Preferred Qualifications
• Master’s degree
• Fluent in Spanish

An equivalent combination of education and experience from which comparable knowledge and abilities is acquired may be considered.

How to Apply
Applications are processed through the online job posting at https://careers.nebraska.edu. Follow instructions to complete the Standard Application. Along with your application, attach a cover letter, resume, and contact information for three professional references. Direct questions about the position to: humanresources@nebraska.edu. Direct questions about the online application process to: (402) 472-3701.

The University of Nebraska is an Affirmative Action/Equal Opportunity Employer and participates in E-Verify. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, age, national origin, disability, gender identity, sexual orientation or protected veteran status.
ADDENDUM FOR PROGRAM EVALUATION COORDINATOR

Competencies

• Nature/Complexity of Work
  Scope is very broad including topics of interest to university leadership, executive management, state and federal agencies, peer institutions, and external constituents. Must be able to function as a team member on projects and collaborate other functional areas internal and external to the Institute. Possible adverse impact of errors in work necessitate that a team review approach be used to minimize errors. Meticulous attention to detail, accuracy, and timeliness are essential for purposes of planning and coordinating work, composing documents and reports, and exchanging information, plans and objectives.

• Problem Solving/Decision Making
  The employee has freedom to decide how tasks will be accomplished by prioritization and setting pace of workload to maximize outcomes in compliance with reporting guidelines, grant criteria, university policies, and state and federal law. Decisions must often be made quickly to meet aggressive stakeholder demands. Strong analytical, problem-solving, decision-making, and multi-tasking skills required. Requires independent judgment and self-direction to complete tasks, prioritize work, determine the tools and approach to be used in developing analysis, and determine the degree to which detail and information is needed to adequately respond to requests trends, barriers, opportunities, and threats.

• Strategic Input
  Confidentiality is required. The employee has access to work-in-progress discussions and confidential and sensitive information pertaining to employees, students, children, and families. Review is required by Institute leadership before information is released by this position, but responsibility for error-free detail supporting analytical results and for taking appropriate steps to correct errors rests on the employee. The impact of errors is far-reaching. Employee is required to be proficient and conscientious when representing the Buffett Institute and must demonstrate evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

• Know-How
  In addition to required qualifications, this position requires the ability to work under pressure and with stringent timelines, respond quickly to shifting priorities, make sound priority judgments, and work independently and in a team setting. Must possess strong research skills including the ability to collect, compile, and analyze facts, draw conclusions, and recommend solutions.

• Technical Skills
  In addition to required qualifications, this position may need to train others on tools and must be proficient with email, Internet browsers, and Microsoft Office (Word, Excel, Access, and PowerPoint) to plan, coordinate work, prepare data, process documentation, and create communication materials or informational presentations. This position must be willing to learn and use new technologies and keep current on technical skills and knowledge of university applications and systems. This position also will contribute to the development of systems and structures to improve School as a Hub practice.
• Interactions
Relationships with various entities both internal and external to the university are involved. Employee will work extensively with staff at the Buffett Institute, external constituencies, and with NU central administration and campuses. Employee must have the ability to work collaboratively, as well as independently, in a complex environment. Employee is required to have excellent interpersonal skills with the ability to explain diverse technical topics in easy-to-understand language to create and nurture a professional community of adult learners. Flexibility and openness to change also are required.

• Supervision
This position exercises no direct supervision over others. This position reports to, and receives direct supervision from, the Lead Educational Facilitator in the Program Development unit. Employee must model continual improvement, demonstrate lifelong learning, and apply new learning to help direct reports achieve the goal of student success by providing and receiving constructive feedback. Employee is required to assist educational facilitators in understanding the Buffett Early Childhood Institute mission and core values.

General Information:
Job Family: Education and Outreach
Job Code: 49263308
Salary Range: EO24
FLSA: Exempt
Position Number: 143
Org. Unit Number: 50008150 (BECI)
Date of Last Update: 05/26/2020 Sheryl Gartner, UNCA Director of Human Resources

Physical Requirements and Work Conditions
The physical requirements and work conditions described here are representative of what an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Attendance at the workplace is critical. While performing the duties of this job, the employee is routinely required to have vision for up close and far away, talk, hear, sit, and use hands to touch, feel, handle, and operate routine office equipment. The employee is occasionally required to stand, walk, climb stairs, bend, reach, twist, and lift, carry, or move up to 15 pounds. The employee is required to occasionally travel to and participate in meetings and conferences that may require the ability to drive a motor vehicle or stay overnight.

The noise level in the work environment is usually moderate, and there are frequent interruptions as the Institute staff conduct business in cubicles, walled office space, and conference rooms.