



INSTRUCTIONAL PROGRAM ADMINISTRATOR

Job Overview

The Instructional Program Administrator is critical to improving student achievement based on the three pillars of quality, equity, and continuity for children birth to Grade 3 in the Superintendents' Early Childhood Plan. The role of the program administrator is to strengthen the educational facilitators' capacity, their understanding of instructional practices as related to School as Hub, and coaching skills. This position will work collaboratively with the Principal Leadership Program Administrator and others in the Program Development unit, Professional Learning, Workforce, Communications, and Research and Evaluation. The Instructional Program Administrator will also promote reflection, provide guidance, establish structure, and focus on strengths, collaboration, and common issues of concern across the schools and districts that are part of the Superintendents' Plan.

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. A 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 section describes major responsibilities for the position but is not an exhaustive or exclusive statement of duties, responsibilities, or requirements. Employees may be required to perform other job-related instructions as requested.

- Model lessons through participating in Community of Practice sessions on a regular basis.
- Lead the development of the educational facilitators in understanding the coaching cycle, effective professional development design and delivery, implementation of curriculum, and use of varied assessments and data analysis.
- Build and maintain strong relationships with educational facilitators and district teaching and learning teams, including district coaches.
- Provide educational facilitators with resources, materials, tools, and information to support lead teachers and coaches with classroom instruction and planning, incorporating an equity perspective into their work, and using new resources.

- Manage educational facilitators in assisting lead teachers and coaches with planning and use of data for pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the varied needs of their students.
- Observe classrooms, grade-level meetings, and obtain feedback of educational facilitators to develop professional development opportunities for both the educational facilitators and school/district staff with a focus on equity and increasing opportunity.
- Collaborate with the Professional Learning unit, develop Institute staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development-targeted topics and designs.
- Collaborate with the Workforce Planning and Development unit and assist in building our "Grow Your Own" program.

Required Qualifications

- Master's degree and five years of increasing responsibility in elementary and/or early childhood education to include a minimum of three years of teaching experience in PreK – Grade 3
- Certified in elementary teaching
- Excellent written and oral communication skills and attention to detail

Preferred Qualifications

- Bilingual
- College coursework in education, education administration

Ideal Candidates Will Demonstrate:

- A record of successfully impacting student achievement and working successfully with students from diverse backgrounds, preferably in more than one setting or district.
- Extensive experience coaching teachers and other educators.
- Knowledge of state and district policies and funding sources that affect educational services for children, birth – Grade 3, and their families.
- Ability to work collaboratively.
- Knowledge of developmentally informed, research-based strategies and programs to promote child learning and family engagement from birth through Grade 3.
- Knowledge of culturally responsive practice and experience working effectively in racially, culturally, ethnically, and linguistically diverse school communities.

How to Apply

Application review begins immediately and continues until position is filled. Applications processed through the online job posting at <https://careers.nebraska.edu>. Follow instructions to complete the applicant profile. Along with the application, attach a cover letter, vita, and contact information for three professional references. Salary commensurate with experience.

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.**

ADDENDUM FOR INSTRUCTIONAL PROGRAM ADMINISTRATOR

Competencies

- **Nature/Complexity of Work**
This position requires an individual who works with considerable interdependence, energy, initiative, strong work ethic, and sound judgment in a complex day-to-day environment. Ability to lead a team of professionals. Strong attention to detail, accuracy, professional discretion, and sensitivity to confidential information, a record of effective teamwork with others, and time management skills such as the ability to prioritize and pace workload to maximize outcomes are required. Knowledge of the University of Nebraska's and school districts' organizational structure and interrelationships among the campuses and internal and external constituencies is helpful in this position.
- **Problem Solving/Decision Making**
Problem solving and appropriate decision making are required in every element of this position. Key duties involve independent judgment regarding analysis of issues and actions required to support day-to-day teaching and learning from an equity lens. Actions are governed by broad objectives, professional ethics, university, and school district procedures. Ability to gather multiple perspectives. Anticipate trends, barriers, opportunities, and threats.
- **Strategic Input**
This individual is required to be proficient and conscientious when representing the Buffett Institute and the university. Administrative review is often necessary before information is released by this position, but the responsibility for error-free detail supporting analytical information rests with the employee. A strong sense of the requirements of a stable organization and its long-term needs with the ability to exercise significant initiative and creativity in developing new value-added relationships with the Institute's stakeholders. Someone who is mission-driven, is deeply committed to the values of the Institute, and seeks to advance the Institute and its goals. Support the instructional development of the implementation of the School as Hub collaborative with other unit members. Provide direction and coordination for how the curriculum is taught consistent with district initiatives and recognized high-yield, research-based instructional practices. Contribute to the development of systems and structures to improve School as Hub practices.
- **Know-How**
This position demands the ability to be agile, entrepreneurial, operate interdependently, thrive in a fast-paced, multitasking environment and exercise judgment to seek supervision and/or input from others when necessary. The candidate should demonstrate exceptional interpersonal skills with a strong orientation toward diplomacy, tact, collaboration, and teamwork; possess exceptional verbal, writing, editing, and proofreading skills; must be detail-oriented and accurate; must have the ability to prioritize effectively and quickly respond to shifting priorities and the ability to collect, compile, and analyze facts, draw conclusions, and recommend solutions; possess a strong work ethic and willingness to work beyond regular hours, if necessary; and demonstrate a high level of professional discretion and confidentiality. Ability to interpret and prepare information for analysis activities and communicate findings to management is essential. Knowledge, enthusiasm, and passion for the field of early childhood and ability to establish credibility in the education/human service and university communities. Ensures a cohesive system of supports for schools and maintains an equity focus that is data-driven and directly linked to the needs of students and families. Proven ability in using student-level data to guide instructional decisions. Strong pedagogical knowledge and PreK to Grade

3 content expertise. Understanding of birth to age 8 developmental continuum. Understanding of systems that support children birth to Grade 3 and their families. Willingness to explore personal bias and personal impact on structural inequities. Must follow Board of Regents bylaws and policies and state and federal law and other rules and regulations.

- **Technical Skills**

This position demands technology proficiency, with a willingness to learn and utilize new technologies relating to (but not limited to) document management, project and portfolio management, analysis of various data sources, and budget tracking. Proficiency in using Microsoft Word, Excel, PowerPoint, and Outlook is also required. Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

- **Interactions**

This position will be expected to manage and collaborate with individuals and their projects. Ability to assume authority, advocate new ideas, identify and address obstacles, and possess the judgment to seek supervision and/or input from others when necessary is expected. This position will help build and strengthen relationships with schools and districts in metro Omaha and must have the ability to work as a member of a team, as well as independently, in a complex environment, and with respect for confidential and sensitive information. This position also interacts with many external organizations. Must approach work and challenges in a strategic manner by being resilient, agile, insightful, building consensus, problem-solving, and making performance-driven decisions. Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners. Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.

Supervision

This position reports to the Associate Director of Program Development. This position supervises the Preschool – Grade 3 Educational Facilitator positions.

General Information:

Job Family: Education and Outreach Senior

Job Code: 49264300

Salary Range: EO33

FLSA: Exempt

Position Number: 147

Org. Unit Number: 50008150 (BECI)

Date of Last Update: 07/29/2021 Sheryl Gartner – UNCA Director, 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.