

EARLY CHILDHOOD DEVELOPMENT SPECIALIST I

DEFINITION

Under general supervision, provides instruction, activities, and care for infants, toddlers, and preschoolers to promote all developmental domains, including social, emotional, physical, cognitive, and language development; works collaboratively with parents to identify each child's abilities, learning styles, and individual needs and develops appropriate curriculum/education plans; oversees and directs student workers and laboratory students; ensures compliance with relevant health, safety, permitting, and licensing laws and guidelines.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Director and Assistant Director, Child Development Center. Exercises technical and functional direction over and provides training to student workers and laboratory students.

CLASS CHARACTERISTICS

This is the first level class in the Early Childhood Development Specialist class series. This position plans, organizes, and implements a variety of instructional activities to enhance early childhood development and learning, Incumbents at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit. This class is distinguished from Early Childhood Development Specialist II in that the latter performs more specialized administrative and childcare support duties and act as the administrative designee in the absence of the Director and Assistant Director, Child Development Center.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Plans, organizes, establishes classroom policies, procedures and provides instruction, activities, and care for infants, toddlers, and preschoolers to promote all developmental domains, including social, emotional, physical, cognitive, and language development; models, promotes, and establishes relationships with the children based on mutual trust, consistency, and respect.
2. Prepares bottles and serves meals for children in accordance with United States Department of Agriculture (USDA) Child Care Food Program and licensing requirements.
3. Observes, assesses, and documents each child by administering the Desired Results Developmental profile.
4. Complies with relevant health, safety, accreditation standards, permitting, and licensing laws and guidelines; maintains and updates all records required by Federal, State, and local regulatory agencies.
5. Conducts parent intake interviews upon initial enrollment, reviews parent handbook guidelines, and gathers information on children's needs; conducts parent orientation meetings to review program policies and procedures; conducts biannual parent-teacher conferences to review assessment results.

6. Provides referral information to parents for appropriate community resources, health, and public assistance agencies as needed; provides guidance to parents and families on methods of developmental learning practices, including positive reinforcement strategies.
7. Assists with administering Infant/Toddler Environment Rating Scale (ITERS) and/or Early Childhood Environment Rating Scale (ECERS) to assess classroom environment biannually; completes plan of action for ITERS and/or ECERS for individual classroom which is included in State reports.
8. Prepares and maintains documentation for National Association for the Education of Young Children (NAEYC) accreditation and the State Credit Monitoring Review (CMR).
9. Provides technical and functional direction to assigned student workers and laboratory students; gives work assignments; reviews and controls quality of work; trains student workers and laboratory students in work principles, practices, methods, policies, procedures, and applicable Federal, State, and local laws, rules, and regulations.
10. Communicates and interacts with parents, staff, and the public to answer questions, address concerns, and provides requested information.
11. Creates charts, documents, and displays to reflect the learning experiences of the children.
12. Maintains a neat, clean, and orderly classroom environment to promote a safe and healthy environment for children and staff.
13. Handles medical emergencies and injuries; provides pediatric first aid and/or adult and child and infant cardiopulmonary resuscitation; contacts police, fire, and emergency medical services as required.
14. Maintains accurate and detailed records and child portfolios, verifies accuracy of information, researches discrepancies, and records information.
15. Plans, organizes, and participates in assigned special events, as necessary.
16. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
17. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
18. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
19. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
20. Prepares and delivers oral presentations related to assigned areas as required.
21. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
22. Performs other related duties as assigned.
23. Models appropriate practices for lab students and assigned staff.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.

2. Procedures for planning and implementing child development and age-appropriate educational programs and activities for infants, toddlers, and/or preschoolers.
3. Concepts of nutrition, health and safety, and children's social, emotional, physical, cognitive, and language development.
4. Basic principles of supervision and training.
5. Safety principles and practices, including basic pediatric first aid and adult and/or child and infant cardiopulmonary resuscitation (CPR) methods.
6. Applicable Federal, State, local, and District policies, codes, regulations, technical processes, and procedures related to the program to which assigned.
7. Modern office practices, methods, and computer equipment and applications.
8. Record keeping principles and procedures.
9. English usage, spelling, vocabulary, grammar, and punctuation.
10. Techniques for providing a high level of customer service by effectively dealing with the public, students, and District staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups
11. Reporting procedures for suspected Child Abuse, laws and regulations covering such abuse.

Skills & Abilities to:

1. Advocate for and communicate the College's vision and commitment to creating a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Participate in addressing gaps in diversity, equity, inclusion, social justice, anti-racism, and accessibility in the recruitment and retention of staff.
3. Participate in providing resources and support towards the goal of a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
4. Plan and coordinate child development program operations and activities.
5. Plan and prepare education plans, activity schedules for children, reports, and other related program materials.
6. Oversee activities of assigned student workers and lab students.
7. Train student workers and lab students in proper and safe work procedures.
8. Interpret, apply, explain, and ensure compliance with applicable Federal, State, local and District policies, procedures, and regulations.
9. Handle medical emergencies and injuries in a calm and effective manner, including providing pediatric first aid/CPR/AED.
10. Compose and prepare basic reports, correspondence, and other written materials independently or from brief instructions.
11. Make accurate mathematical and basic statistical computations.
12. Establish and maintain a variety of filing, record keeping, and tracking systems.
13. Organize own work, set priorities, and meet critical time deadlines.
14. Operate modern office equipment including computer equipment and software applications programs.
15. Use English effectively to communicate in person, over the telephone, and in writing.
16. Understand scope of authority in making independent decisions.
17. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.

18. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

Any combination of training and experience which would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

1. Equivalent to an Associate's degree from a regionally accredited college with coursework in early childhood education, child development, or a related field; and
2. Three (3) years of teaching experience, with children zero (0) to five (5) years of age.

OR

1. Equivalent to a Bachelor's degree from a regionally accredited college with coursework in early childhood education, child development, or a related field; and
2. One (1) year of teaching experience, with children zero (0) to five (5) years of age.

Desirable Qualifications:

1. Experience working with policies and procedures relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI); OR
2. Experience with participation in programs relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

Licenses, Certifications & Requirements:

1. Possession of, or ability to obtain, valid Pediatric First Aid/CPR/AED Certificate.
2. Possession of a current Child Development Teacher Permit from the California Commission on Teacher Credentialing.
3. Current immunization against influenza, pertussis, and measles/mumps/rubella.

PHYSICAL DEMANDS

Must possess mobility to work in a classroom setting, use standard classroom equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Must possess the physical stamina to bend, stoop, kneel, reach, climb, and walk on uneven surfaces to participate in instructional and care activities; and push and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials, objects, and children, typically weighing up to 50 pounds.

ENVIRONMENTAL ELEMENTS

Incumbents primarily work in a classroom with exposure to moderate to high noise levels and controlled temperature conditions. Incumbents may be exposed to blood and body fluids rendering First Aid and CPR or when tending to children's hygiene. Employees may interact with upset staff, students, and/or the public in interpreting and enforcing departmental policies and procedures. Exposure to contagious childhood diseases.

Amended: 7/2023