

EARLY CHILDHOOD DEVELOPMENT SPECIALIST II

DEFINITION

Under general supervision, performs advanced technical and responsible support to the Assistant Director, Child Development Center; 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 plan; supervises 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 Assistant Director and Director, Child Development Center. Exercises technical and functional direction over and provides training to student workers and laboratory students.

CLASS CHARACTERISTICS

This is the second level class in the Early Childhood Development Specialist class series. This classification supports the work of management staff by conducting occasional administrative support activities, as well as planning, organizing, and implementing a variety of instructional activities to enhance early childhood development and learning. Incumbents at this level are required to be fully trained in all procedures related to the assigned area(s) of responsibility, working with a high degree of independent judgment, tact, and initiative. This class is distinguished from the Early Childhood Development Specialist I in that incumbents perform more specialized administrative and child care support duties and may occasionally be required to serve as the administrative designee. It is further distinguished from the Assistant Director, Child Development Center in that the latter assists the Director in managing all functions of the Center.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

- Provides technical and functional direction to assigned student workers and laboratory students; gives work assignments and reviews and controls quality of work to student workers and laboratory students; trains student workers and models appropriate practice for laboratory students in work principles, practices, methods, policies, procedures, and applicable Federal, State, and local laws, rules, and regulations.
- Performs technical and responsible support to the Assistant Director and Director, Child Development Center, including preparing staff development workshops for student workers and maintaining the substitute list.
- Perform some administrative functions and act as the Administrative Designee during Assistant Director and Director's absence, Child Development Center in his/her absence.
- Plans, organizes, 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.
- Serves meals and prepare bottles in accordance with United States Department of Agriculture (USDA) Child Care Food Program and licensing requirements.
- Observes, assesses, and documents each child by administering the Desired Results Developmental profile.

- Complies with relevant health, safety, accreditation standards, licensing laws and guidelines related to classroom instruction and supervision of children; maintains and updates all records required by Federal, State, and local regulatory agencies.
- 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.
- Provides referral information from Program Administration 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.
- Assists with administering Infant/Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale (ECERS) to assess classroom environment biannually; completes plan of action for ITERS and ECERS and includes in State reports.
- Prepares and maintains documentation for National Association for the Education of Young Children (NAEYC) accreditation and the State Credit Monitoring Review (CMR).
- Communicates and interacts with parents, staff, and the public to answer questions, address concerns, and provides requested information.
- Creates charts, documents, and displays to reflect the learning experiences of the children.
- Maintains a neat, clean, and orderly classroom environment to promote a safe and healthy environment for children and staff.
- Handles medical emergencies and injuries; provides first aid and/or adult and child cardiopulmonary resuscitation; contacts police, fire, and emergency medical services as required.
- Maintains accurate and detailed children's educational files, records, and student portfolios, verifies accuracy of information, researches discrepancies, and records information.
- Plans, organizes, and participates in assigned special events.
- Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Procedures for planning and implementing child development and age-appropriate educational programs and activities for infants, toddlers, and preschoolers.
- Concepts of nutrition, health and safety, and children's social, emotional, physical, cognitive, and language development.
- Basic principles and practices of providing technical and functional direction and training to assigned staff.
- Safety principles and practices, including basic first aid and adult and/or child cardiopulmonary resuscitation (CPR) methods.
- Applicable Federal, State, local, and District policies, codes, regulations, technical processes, and procedures related to the program to which assigned.
- Modern office practices, methods, and computer equipment and applications.
- Record keeping principles and procedures.
- English usage, spelling, vocabulary, grammar, and punctuation.
- 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.

Skills & Abilities to:

- Plan and coordinate child development program operations and activities.

- Plan and prepare education plans, child activity schedules, reports, and other related program materials.
- Oversee activities of assigned student workers and lab students.
- Inspect the work of Child Development Center staff and volunteers and maintain established quality control standards.
- Train Child Development Center staff and volunteers in proper and safe work procedures, as needed.
- Identify and implement effective course of action to complete assigned work.
- Interpret, apply, explain, and ensure compliance with applicable Federal, State, local and District policies, procedures, and regulations.
- Handle medical emergencies and injuries in a calm and effective manner, including providing basic first aid and adult and/or child cardiopulmonary resuscitation.
- Compose and prepare basic reports, correspondence, and other written materials independently or from brief instructions.
- Make accurate mathematical and basic statistical computations.
- Establish and maintain a variety of filing, record keeping, and tracking systems.
- Organize own work, set priorities, and meet critical time deadlines.
- Operate modern office equipment including computer equipment and software applications programs.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Understand scope of authority in making independent decisions.
- Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
- 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:

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

OR

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

Licenses, Certifications & Requirements:

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

PHYSICAL DEMANDS

Must possess mobility to work in 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 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. Incumbents may interact with upset staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.