

CHILD DEVELOPMENT SPECIALIST

DEFINITION

Under direction, performs a wide range of complex technical, instructional and clerical duties in support of a child development lab practicum; assists the faculty of record's lead in order to support student achievement of learning outcomes for respective child development lab course; assists in the direct care and education of young children ages birth to five, including the utilization of positive discipline and early intervention constructs from the Floor-time models; conducts and delivers focused learning experiences for students and family members of typical and atypical children enrolled in the lab. Helps to plan and facilitate culturally sensitive, relevant, developmentally appropriate and antibiased curriculum. Guides and mentors' students completing their lab practicum experience. Inventories, organizes and maintains indoor and outdoor lab environments. Operates, trains and maintains audio visual, media, and other equipment pertaining to the assigned instructional area. Provides administrative support for lab practicum faculty and performs related work as assigned.

DISTINGUISHING CHARACTERISTICS

This is a specialized technical instructional administrative class within the Yosemite Community College District (YCCD). The incumbent has complex responsibilities that require specialized knowledge of Child Development, administration and will assist faculty in carrying out course objectives.

The incumbent has advanced specialized knowledge of how both typical and atypical children, ages birth to five, grow and develop; plans and teaches learning activities that require documentation; facilitates developmentally appropriate curriculum, utilize positive discipline strategies while understanding students and families in the context of culture, race, ethnicity, socio-economic status and the special needs and/or identified disabilities of their children.

SUPERVISION RECEIVED AND EXERCISED

Incumbents in this class typically work under the direction of the Dean or senior manager and also work alone on routine or regular work assignments checking for clarity when in doubt as to the correct procedures to follow.

An incumbent in this class does not directly lead or supervise other full-time employees, but may serve as a lead worker by assigning, directing and/or monitoring the work of child development students enrolled in the respective child development practicum course, student employees and/or volunteers, on a project or assignment basis.

EXAMPLES OF DUTIES (*Illustrative Only*)

- Utilizes an array of anti-biased curricular activities and philosophies, providing activity documentation, modeling for Child Development majors with sensitivity to the socio-economic status, ethnic, racial and cultural backgrounds of the enrolled families.

- Utilizes an array of activities to meet the requirements of children with special needs to facilitate their full inclusion into the program.
- Provides routine and structure to the care and education of both typical and atypical children and guides their development of cognitive, language, physical, emotional, social, self-help, and aesthetic skills that promote culturally sensitive experiences.
- Assists faculty with the preparation, presentation, and facilitation of materials designed to enhance students' learning processes; sets up and conducts instructional exercises as directed.
- Interacts on a daily basis with families providing parenting assistance as requested remembering to maintain the integrity and cultural values of each family to fully include children with diverse developmental needs.
- Monitors and supports child behavior using a variety of positive discipline strategies.
- Provides for the physical needs of children; changes diapers and assists with toilet training; observes and monitors children to detect signs of ill health or for signs of neglect and/or child abuse.
- Reports student progress to instructional staff toward the accomplishment of course learning objectives.
- Participates in implementing a health/nutrition program for the children which meets state and federal guidelines.
- Helps plan menus and purchase food along with training student teachers to prepare and serve nutritious meals and snacks that align with an intuitive eating philosophy.
- Monitors and supports lab practicum student interactions with the children using a variety of positive mentoring strategies.
- Participates in planning and referral of children including parent teacher conferences, ISFPs, or IEPs; provides information regarding a child's growth, development, progress, and suggested goals.
- Maintains a safe and healthy physical environment meeting all requirements of regulatory agencies and ITERS/ECERS.
- Maintains individual children's portfolios in compliance with CDE, CDD.
- Participates with faculty in home visits, parenting classes and classroom orientations for students and families.
- Communicates and conducts formal and informal meetings with parents and faculty concerning the child's development.
- Evaluates student health status on a daily basis communicating issues with lead instructor. Maintains student and child attendance records.
- Instructs and/or tutors individual students and small groups to reinforce and follow up on classroom learning activities/course objectives/assignments.
- Operates and troubleshoots a variety of machines and equipment pertaining to the Early Care and Education Center.
- Conducts digital camera, video recorder, sound system/observation booth, and computer literacy and tutorial instructional exercises; helps students improve digital camera, video recorder, sound system, and computer operational skills and develop competency with the various equipment; helps students access the network.

- Maintains libraries and/or inventories of instructional resources and materials; maintains records of materials loaned to students.
- Performs a wide range of clerical and office support duties that typically require key boarding, proofreading, filing, checking and recording information; prepares computer documents and presentations; prepares a variety of materials for duplication, printing and lamination.
- Posts information to a computerized and/or manual management information storage and retrieval systems; retrieves and compiles information and prepares complex clerical forms, reports and summaries.
- Maintains the classroom/learning indoor and outdoor environments in a clean and efficient manner; organizes and cleans materials; monitors the safety and security of equipment; opens/closes facilities including calling various MJC departments such as maintenance/custodial, technology and outside agencies.
- Sorts and files documents and materials according to pre-determined classification systems.
- Operates a variety of machines and equipment including computers, digital cameras, video recorders, sound system/observation booth, and/or specialized equipment pertaining to the assigned academic area; performs troubleshooting.
- Performs other related duties as assigned.

TYPICAL WORKING CONDITIONS

- Work is generally performed in an Early Care and Education center, including outdoor environments.
- May travel off campus with or without faculty to attend meetings, conferences, trainings, workshops, etc.
- Work may occasionally take place on evenings and/or weekends.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The knowledge and ability requirements are representative of essential duties. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.

Knowledge of:

- Child growth and development, early intervention, full inclusion, age appropriate and anti-bias curriculum, and parenting principles, philosophies, methodology and theories including needs and behavior of children, both typical and atypical, and their families from various ethnic, racial, cultural, and socio-economic backgrounds. National Association of the Education of Young Children (NAEYC) standards and practices.
- Organization and maintenance of an environment that offers holistic opportunities including the domains of physical, cognitive, language, emotional, social, self-help, and aesthetic that has a psychologically and physically safe indoor and outdoor environment for the respective age groups enrolled.

- Planning and organization techniques and methods including advanced skills in maintaining and organizing records.
- Health, safety and nutritional requirements of young children including Child Protective Services (CPS) reporting requirements.
- Mentoring strategies needed to effectively guide, instruct, and mentor lab practicum students in their teaching in the lab setting.
- Positive discipline techniques.
- State and federal regulations pertaining to the operation of an early childhood education facility.
- Operations, procedures, goals and objectives of the subject or program being supported.
- Modern office and classroom procedures and equipment in the instructional laboratory and classroom settings, including digital cameras, video recorders, sound system/observation booth, computers and associated software applications.
- Proper English usage, pronunciation, spelling, grammar and punctuation.
- Appropriate and effective communication and listening skills.
- Appropriate conflict resolution skills.

Ability to:

- Create an environment that provides for optimal emotional, social, physical and intellectual growth of the child. Provide opportunities for children to foster self-esteem and cooperative independence. Provide opportunities for them to explore, organize and take responsibility for their actions.
- Execute a broad curriculum, both indoors and outdoors sensitive to the socio-economic status, ethnic, racial and cultural backgrounds of the families enrolled.
- Use appropriate teaching methodology, which is culturally sensitive, in order to meet the individual child's developmental needs.
- Assess the developmental levels of individual children and the ability to provide feedback to determine appropriate objectives.
- Utilize positive discipline strategies.
- Guide and mentor practicum students and student workers/volunteers.
- Communicate effectively, verbally and in writing and understand and carry out oral and written directions.
- Participate in IFSPs, IEPs, and other developmental assessments of center children and their families.
- Work effectively as a member of an instructional team and establish and maintain cooperative working relationships with a diverse population during the course of the work i.e. faculty, students, parents, children, community contacts.
- Demonstrate personal characteristics which include physical and mental abilities necessary to care for and provide guidance to young children, adult students in training and volunteers.
- Perform basic mathematics.
- Provide hands-on academic support to students and instructors.
- Respond to a variety of requests for assistance from students and instructors.
- Maintain a professional level of objectivity.

- Serve as liaison among students and instructor.
- Take initiative to perform and complete duties as assigned.

LICENSES, PERMITS AND CERTIFICATES

- Must possess a valid Child Development Permit as a Site Supervisor (or higher level) from the California Commission on Teacher Credentialing (CCTC); OR must possess a bachelor's degree from an accredited college or university that included 12 semester (or equivalent quarter) units in early childhood or school age education plus 3 semester (or equivalent quarter) units of supervised field experience in early childhood or school age education. Applicants can be permit qualified when submitting application but must submit verification of permit within 30 days of hire date.
- Must possess and maintain valid Pediatric, Child and Adult CPR and First Aid training. Applicants must submit verification within 30 days of hire date.
- A valid license to drive in California is required.

PHYSICAL AND MENTAL STANDARDS

- **Mobility:** ability to sit for long periods, stand for long periods, move about a children's center environment utilizing child-sized equipment such as small child-sized chairs, reach above and below desk level, full range of motion in the upper and lower extremities including ability to sit on floor and move back into a standing position.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** frequent lifting, carrying, pushing, pulling, or otherwise moving objects up to 50 pounds.
- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person. **Emotional/Psychological Factors:** ability to make decisions and concentrate; ability to handle medical and building emergencies, frequent contact with students, children and their families, instructors and the public; many deadlines and time-limited assignments.

EDUCATION AND EXPERIENCE

Any combination of education, experience and/or training that would likely provide the above-required knowledge, skills and abilities is qualifying. Typical background patterns that would provide the knowledge, skills and abilities are:

- **Education:** AA degree (or 60 units) which includes: 24 ECE/CD units with core courses. Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas, plus 6 administration units (our 150 & 151), plus 2 adult supervision units (our 154)

- **Experience:** 350 days of 3+ hours per day within 4 years including at least 100 days supervising adults.

Alternative Qualifications:

- **Education:** BA degree or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; OR Admin. credential with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; OR Teaching credential (a valid Multiple Subject or a Single Subject in Home Economics) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting

Desirable: Bilingual-Spanish

SPECIAL REQUIREMENTS

- Verification of current TB clearance (issued no earlier than six months prior to hire).
- Verification of current Physical Examination upon hire.
- Live Scan Fingerprint and criminal record clearance upon hire.
- Verification of current CPR and First Aid training.
- Willingness to complete additional coursework in early childhood education.

Class Adopted: 2012

Class Amended: XX-XX-XX