

CHILD DEVELOPMENT CENTER MASTER TEACHER

DEFINITION

Under general supervision, coordinates and directs the care and instruction of infants, toddlers and preschool children in a child development center environment; instructs children in social, behavioral, cognitive and language development skills; plans, organizes and conducts instructional and training programs; coordinates services to aide parents in developing child rearing skills; and performs related work as assigned.

DISTINGUISHING CHARACTERISTICS

This is the advanced journey level class in the Child Development Teacher Series within the Yosemite Community College District (YCCD). Positions in this class perform advanced teaching duties that may include curriculum coordination and staff development. Incumbents may also serve as a technical resource by occasionally directing, training, and/or instructing subordinate staff on a project or assignment basis.

This class may be distinguished from the lower-level class of Child Development Center Teacher because that class is the journey-level class where incumbents preponderantly perform the full range of teaching duties but do not coordinate special programs or functions. This class may also be distinguished from the higher-level class of Child Development Center Site Supervisor because incumbents in that class typically serve as a designated lead worker at a single child care site.

SUPERVISION RECEIVED AND EXERCISED

Incumbents in this class work under general supervision, working alone on routine or regular work assignments and checking with a supervisor on non-routine assignments or 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 assign, direct and/or monitor the work of subordinate full time, part time, and/or student employees on a project or assignment basis.

ESSENTIAL DUTIES

- Coordinates, plans, organizes and provides instruction, motivation and guidance to infant and preschool children in their development of social, behavioral, motor, cognitive and language skills.
- Serves as a technical resource to others; explains policies, regulations and operational procedures to persons contacting the office such as faculty, students, staff and the general public; participates in outreach programs and activities.
- Evaluates, observes and documents the work of student teachers and practicum students as assigned.
- Coordinates activities designed to meet the requirements of children with special needs and facilitate their full inclusion into the program.

- Provides children with a variety of experiences in order to develop their skills; encourages and facilitates their participation in such activities.
- Prepares, develops and uses a variety of instructional aids and materials in the conduct of instructional and training processes; develops lesson and instructional plans based on program guidelines.
- Establishes and maintains standards of child behavior; uses a variety of behavior modification, reinforcement and other behavior-shaping strategies.
- Provides for the physical needs of children; changes diapers and assists with toilet training; washes and cleans children; assists with feeding; prepares nap areas.
- Helps prepare and serve meals and snacks; helps clean up food preparation and serving areas.
- Conducts parent teacher conferences; provides information regarding their child's growth, development and progress; consults with parents regarding Child Care Center policy and procedure; develops parent participation projects.
- Instructs parents on how to develop their parenting skills; uses demonstrations, examples, and a variety of other methods to teach parents about child nutrition, hygiene and childcare.
- Performs light housekeeping functions to help maintain equipment, bedding, and cooking/eating utensils in a clean and sanitary condition.
- Observes and monitors children to detect signs of ill health or emotional issues/concerns.
- Evaluates and charts child growth and developmental progress; prepares written evaluation reports.
- Performs other related duties as assigned.

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.

Education and Experience:

- Education: As required to meet the permit/credential requirements identified above. Typically, this would require satisfactory completion of 24 semester (or equivalent quarter) college units in early childhood education/child development, including at least 12 semester (or equivalent quarter) units in school age education; plus at least 16 semester (or equivalent quarter) general education units; plus 6 semester (or equivalent quarter) specialization units; plus 2 semester (or equivalent quarter) adult supervision units.
- Experience: As required to meet the permit/credential requirements identified above. Typically, this would include 350 days (at a minimum of 3 hours/day) caring directly for children during the last four years.

Special Requirements:

- Must pass licensing requirements that include a medical clearance and a background investigation, including reference checks and a state criminal history report, prior to the start

of employment. The cost for the criminal history report will be the responsibility of the candidate.

Knowledge of:

- Child growth and development principles and theories.
- Methods, techniques, and strategies pertaining to the instruction of infant, toddler and preschool children.
- Instructional goals and objectives related to infant and early childhood education.
- Planning and organization techniques and methods.
- Behavior management and shaping methods, strategies, and techniques.
- Age appropriate educational materials, supplies, and equipment typically utilized in a children's center program.

Ability to:

- Plan, organize, and implement an effective and efficient instructional and training program for Child Development Center participants.
- Provide effective learning activities for children experiencing a wide range of socioeconomic and cultural backgrounds and exhibiting varying levels of intellectual, social, and emotional maturity.
- Effectively assess the educational needs of Child Development Center children, and design and supervise the implementation of appropriate and sound educational and training plans and activities.
- Provide a warm, attractive, and inviting learning environment.
- Understand and carry out oral and written directions.
- Train and monitor the work of subordinate staff as assigned.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted during the course of the work.

Licenses and Certificates:

- Must possess a valid Child Development Permit as a Master Teacher (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.
- Depending upon assignment, a valid license to drive in California may be required.

Physical and Mental Standards:

- **Mobility:** ability to sit, walk or stand for extended periods.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes; must have a full range of motion in the upper and lower extremities.
- **Lifting:** occasional 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; frequent contact with others including substantial public contact.

TYPICAL WORKING CONDITIONS

- Work is generally performed in a childcare center environment, and also includes outdoor activities.
- Work may occasionally take place on evenings and/or weekends.

Class Adopted: 03/01/09

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