

CHILD DEVELOPMENT CENTER SITE SUPERVISOR**DEFINITION**

Under direction, leads and directs infant, toddler and preschool activities at a child development center site; oversees the day-to-day activities at the site; assigns, directs and leads subordinate teachers and support staff; prepares staff schedules; monitors instructional activities to ensure that they comply with State guidelines; participates in child and parent teaching activities; and performs related work as assigned.

DISTINGUISHING CHARACTERISTICS

This is the lead level class in the Child Development Teacher Series within the Yosemite Community College District (YCCD). Positions in this class serve as lead workers on a regular basis, by directing, training, and/or instructing subordinate employees while also performing advanced teaching duties that may include curriculum coordination and staff development. Incumbents serve as a technical resource to staff, and they may represent the District during site inspections.

This class may be distinguished from the lower-level class of Child Development Center Master Teacher because that class is the advanced journey-level class where incumbents perform some specialized teaching duties but do not serve as designated lead workers at a childcare site.

SUPERVISION RECEIVED AND EXERCISED

Incumbents in this class work under the direction of a senior manager, receiving occasional supervision while working toward a definite objective that requires use of a wide range of procedures. Incumbents plan and/or determine specific procedures or equipment required to meet assigned objectives and solve non-routine problems, referring only unusual matters to a supervisor. An incumbent in this class does not directly supervise other full-time employees, but serves as a lead worker by assigning, directing and/or monitoring the work of subordinate full-time employees on a regular basis.

ESSENTIAL DUTIES

- Serves as a lead worker for an assigned childcare site; plans, coordinates and monitors the work of subordinate teachers and other staff; receives and assigns day-to-day priorities; provides direction and guidance to staff and makes decisions regarding routine activities, particularly in the absence of a supervisor; prepares schedules and maintains staff coverage to meet licensing requirements.
- Serves as a technical resource to others; explains policies, regulations and operational procedures to persons contacting the office such as faculty, students, staff, parents and the general public; may represent the District during inspections and/or other site visits.
- Assists with family enrollment and new staff orientation activities.
- Assists with the collection of family fees; assists with reporting requirements and record keeping.
- Monitors and maintains equipment and supply inventories; oversees the purchase of supplies and materials as needed.
- Ensures that children are provided a variety of experiences in order to develop their skills; encourages and facilitates their participation in such activities.

- Establishes child behavior standards and expectations; trains staff in a variety of behavior modification, reinforcement and other behavior-shaping strategies.
- Ensures that the physical needs of children are met at the site.
- Monitors and oversees the preparation/serving of meals and snacks, as well as the cleanup of food preparation and serving areas; ensures that equipment, bedding, and cooking/eating utensils are maintained in a clean and sanitary condition.
- Monitors and 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.
- Observes and monitors children to detect signs of ill health or emotional issues/concerns.
- Reviews child growth and developmental progress charts and reports; researches and resolves problems/concerns.
- 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 Education/Experience, 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 60 semester (or equivalent quarter) college units that included the following: at least 24 semester (or equivalent quarter) units in early childhood education or child development with 12 or more 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) administration 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, including at least 100 days supervising adults.

Special Requirements:

- Must pass 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:

- Principles and practices of supervision and leadership; conflict resolution strategies, and problem-solving procedures.
- 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.
- Educational materials, supplies, and equipment typically utilized in a children's center program.
- Federal food programs as they apply to childcare centers.

Ability to:

- Lead and direct subordinate employees.
- 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.
- Establish priorities.
- Understand and carry out oral and written directions.
- 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 Site Supervisor (or higher level) from the California Commission on Teacher Credentialing (CCTC); **OR** may possess a teaching or administrative credential from the CCTC that included 12 semester (or equivalent quarter) units of 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 computer keyboard, handle individual papers, write and take notes; must have a full range of motion in the upper 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; frequent deadlines and time-limited assignments.

TYPICAL WORKING CONDITIONS

- Work is generally performed in a pre-school childcare and classroom environment, and may include some outdoor activities.
- Work may occasionally take place on evenings and/or weekends.

Class Adopted: 03/01/09

Class Amended: XX-XX-XX