

CHILDREN'S PROGRAM SPECIALIST (CDC-MASTER TEACHER)**GENERAL DESCRIPTION OF CLASS**

Under direction of an administrator or manager, plans, implements, and evaluates a developmentally based curriculum for Center participants as permitted under the Child Development Permit - Master Teacher Level. Prepares accurate records and reports; maintains a safe and healthy environment.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Plans and implements a developmentally based curriculum for Center; participants in various areas, including but not limited to dramatic play, creative arts, science, nutrition, math, music, language arts, psychomotor, and perceptual development, community and cultural concepts, health, safety, toilet training, and character development. *
2. Sets up the daily pre-school environment and maintains a safe and healthy environment.*
3. Models' effective adult-child relationships and provides guidance techniques for Center participants, interns, service learners and observers to ensure a continuous quality program; serves as a resource for service learners, interns, etc.; redirects inappropriate methods when necessary. *
4. Maintains an open line of communication between Center staff, parents, students, and District personnel. *
5. Provides input into the evaluations for students, service learners and intern's on-going projects. *
6. Provides ongoing feedback to Child Development lab students and provides documentation to faculty for final grade determination. *
7. Delegates various tasks and provides direction to substitute and short-term employees, students, and participating parents. *
8. Implements all Center policies, procedures, and guidelines, including safety policies and regulations. *
9. Prepares and provides written assessments and evaluations regarding growth, progress, and development of children to parents and staff, as well as planning and conducting parent-teacher conferences and home/school communication. *
10. Receives and responds to inquiries regarding the Center, its purpose and activities from prospective students and parents. *
11. Participates in the design, preparation, implementation and evaluation of classroom and instructional materials appropriate for learning activities for both young children and their families; determines purchasing needs for instructional material, supplies, and equipment. *
12. Maintains program and participant records with accuracy and confidentiality, documents

- accidents and other non- routine incidents. *
13. Performs clerical functions and responsibilities related to the functions assigned, which include but are not limited to composing, typing, and distributing correspondence, memoranda, newsletters, reports, bulletins, questionnaires, purchase orders, emails, forms, etc. *
 14. Assists in the appropriate application of technology within Center operations to improve the accuracy and efficiency of record keeping and enhanced learning across all aspects of the Center. *
 15. Assists in the assessment of parent concerns and with parent orientations to ensure effective understanding of and involvement in Center policies and procedures on the part of program families; assists in on-going parent education events and experiences.*
 16. Utilizes community resources under the direction of the Center Director. *
 17. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
 18. Attends staff meetings and may attend professional meetings and conferences at direction of the Center Director.
 19. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
 20. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS

EDUCATION/EXPERIENCE:

- Bachelor's degree* in early childhood education/child development, elementary education, family and consumer sciences, early childhood special education which encompasses the following: child development and learning of children, birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development; **AND**
- Completed three (3) semester units in infant care; **AND**
- Completed three (3) semester units of supervised field experience in an Early Childhood Education/Child Development setting.
- Or, any combination of education and experience which would provide the required qualifications for the position.

*Bachelor's degree education equivalency is a 1 to 1 equivalency, one year of responsible work experience related to the classification for each full year (24-30 units) of college.

DESIRED QUALIFICATIONS:

- Experience working with parents.
- Bilingual.
- Experience with early childhood assessment/screening.
- Experience working with specialized groups, e.g., children, birth to five years of age, special education, pre-school, etc.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- Hold Pediatric First Aid and Pediatric CPR cards or, at time of hire, show proof of course enrollment and once obtained, must maintain valid card(s) throughout duration of employment with the District.

- Hold or meet all requirements to obtain a Master Teacher Permit at time of application, and once obtained, must maintain a valid permit throughout duration of employment with the District**.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

***At time of hire, you must submit a copy of your Master Teacher Permit or proof that your application to obtain your Master Teacher Permit has been submitted within six months of hire.*

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)

Knowledge of:

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- A college laboratory pre-school environment, including the relationship between the collegiate programs and the day-to-day operation of a Child Development Center.
- Principles and practices of child growth and development.
- Developmentally appropriate and culturally sensitive early childhood curriculum.
- Teaching principles, techniques and concepts used in early childhood education.
- Health, safety and nutrition rules and regulation requirements of young children.
- Child development and psychology.
- First aid and CPR applicable for pediatrics.
- Disciplinary and supervision techniques for children.
- Title 5 and Title 22 licensing requirements.
- Methods of observing, recording, and evaluating both child and adult behavior.
- Principles and practices of student-teacher mentoring.
- Interpersonal skills including empathy, tact, patience, and respect.
- Proper spoken and written English usage.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.
- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Modern office practices and procedures.
- Microsoft Office Suite (Word, Excel, Outlook).

Ability to:

- Perform the essential responsibilities of the position.
- Understand and apply District and department policies and procedures.
- Learn, interpret, and apply District and department rules, regulations, policies, and procedures.
- Design, lead, and apply age-appropriate instructional activities and curriculum for children.

- Work independently with little direction.
- Plan and organize activities for children.
- Operate instructional equipment.
- Administer first aid.
- Remain calm and patient in stressful situations.
- Apply good judgment.
- Utilize keyboarding skills commensurate with the required functions for this position.
- Operate computers and related equipment.
- Prepare and maintain records with accuracy, completeness, and confidentiality.
- Learn and interpret District and department rules, regulations, policies, and procedures.
- Apply good judgment.
- Utilize keyboarding skills commensurate with the required functions for this position.
- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Maintain records, files, file sharing, and filing systems accurately, completely, and with confidence.
- Maintain confidentiality.
- Make necessary mathematic calculations with accuracy.
- Plan, organize, and prioritize workload to meet timelines.
- Understand and carry out verbal and written instructions and direction.
- Effectively communicate both verbally and in writing.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.
- Work effectively with a diverse population.
- Establish and maintain cooperative relationships with those contacted in the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbents in this class may provide work direction and guidance to lower-level staff, student workers, student assistants, and/or short-term, temporary employees.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards.

Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist.

Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY

EMPLOYER: To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.