

TITLE: Child Development Lab Specialist

CLASSIFICATION: Classified

SALARY GRADE: C09

SCOPE OF POSITION:

Under general direction, serves as a model teacher for child development students, student assistants, and substitutes by providing developmentally appropriate education and supervision for children enrolled in the Child Development Center. Advises students through feedback and confers with faculty for grading and evaluations. Collaborates with and provides guidance to all center staff on how to implement developmentally appropriate curriculum for children. Establishes and maintains supportive relationships with children and parents.

KEY DUTIES AND RESPONSIBILITIES:

Examples of key duties are interpreted as being descriptive and not restrictive in nature. Incumbents routinely perform approximately 80% of the duties below.

1. Mentors student teachers enrolled in the practicum course and interns enrolled in work experience, to ensure adherence to all center policies and procedures. Reviews the work of students and interns, providing daily feedback and guidance on best teaching practices, written activities, and circle plans. Serves as a liaison between student teachers/interns and staff/supervisors.
2. Organizes and schedules breaks, meetings, circle and activity rotations; and communicates information to students, instructors, and staff members.
3. Consults with director, site supervisor and faculty, and participates in meetings, workshops, webinars, conferences, and other professional development opportunities.
4. Builds relationships with children and families. Communicates with caregivers regarding children's development, daily interactions, concerns, and accomplishments.
5. Supervises children to ensure health and safety per licensing regulations and center policies.
6. Hires and supervises volunteers and student employees and directs the work of short-term, non-continuing (STNC) employees. Provides training on all aspects of early childhood education, including licensing regulations, food program guidelines and meal service, diapering and nap procedures, planning and implementing circle time and activities, and completing a Desired Results Developmental Profile (DRDP) assessment.
7. Provides support for theory to practice for staff, students, and STNC's; maintains and sets up indoor and outdoor environments throughout the Center, and ensures they are clean, orderly, and safe.
8. Plans, adapts, and schedules developmentally appropriate curriculum across all domains according to children's interests and abilities. Modifies curriculum to meet the changing needs of children and families, including online distance learning, family visits, and uploading educational videos/books.
9. Administers daily wellness checks and monitors for signs of child abuse. Reports incidents of suspected abuse to appropriate authorities. Maintains appropriate confidential records.
10. Records observations on the behaviors and interests of children through photographs, videos, and anecdotal evidence. Uses the observations to plan curriculum and environmental changes and complete required assessments such as the DRDP.
11. Compiles data from DRDP assessments for Developmental Profile Summaries. May assist in the development of Behavior Plans, Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs). Consults with other professionals to support the child's development.

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KNOWLEDGE OF:

1. Current early childhood development and appropriate practices.
2. Specific subject matter in area to which assigned.
3. Materials, tools and equipment to support infants, toddlers, and young children in the classroom or laboratory setting.
4. Nurturing, care giving and education of young children.
5. Concepts of integrated curriculum development and implementation.
6. Principles of observation and assessment of young children.
7. Principles of parent communication and support.
8. Relevant local, state, and federal rules and regulations, policies and procedures.
9. Use of applicable technology, including standard office productivity software and other appropriate technology relevant to the occupation.

ABILITY TO:

1. Present classroom materials.
2. Interact positively with children ages 0-5 and serve as an appropriate adult role model.
3. Meet Title 5 and Title 22 regulations.
4. Maintain accurate records.
5. Read, understand, and interpret standard official legal documents.
6. Apply concepts of integrated curriculum development in a non-biased manner.
7. Relevant local, state, and federal rules and regulations, programs, policies and procedures.
8. Collaborate productively and cooperatively with individuals and groups both internally and/or externally.
9. Communicate effectively, both orally and in writing.
10. Exercise appropriate judgement in interactions with others and with work processes.
11. Interact with the public in a helpful, courteous and professional manner.
12. Demonstrate sensitivity to, and respect for, a diverse population.

QUALIFICATIONS:

Candidates/incumbents must meet the minimum qualifications as detailed below, or file for equivalency. Equivalency decisions are made on the basis of a combination of education and experience that would likely provide the required knowledge and abilities. If requesting consideration on the basis of equivalency, an Equivalency Application is required at the time of interest in a position (equivalency decisions are made by the supervising administrators, in coordination with the department where the vacancy exists, if needed.)

EDUCATION:

- Bachelor's degree in child development, early childhood education/child development or a closely related field of study.
- Must meet Commission on Teacher Credentialing requirements for a Mentor/Master Teacher.
- A minimum of 3 units of higher education coursework in infant/toddler care.

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EXPERIENCE:

1+ year of related experience working in an educational setting teaching young children.

OTHER REQUIREMENTS:

- Must be able to perform physical activities such as, but not limited to, lifting (up to 50 lbs. unassisted), bending, standing, climbing, crawling or walking.
- Must be able to work safely in an environment containing biological conditions, which may be unhealthful or hazardous (such as bodily fluids and waste, germs, childhood diseases).
- Must pass fingerprint clearance for all appropriate agencies (such as FBI, Department of Justice, and Child Abuse Index Services).
- Proof of Diphtheria, Tetanus, and Pertussis (DTaP or DTP) vaccination and the Measles, Mumps, and Rubella (MMR) vaccination or an Immunity Profile Test (Titer Test).
- Current and valid CPR and First Aid.

SANTA ROSA JUNIOR COLLEGE COMMITMENT:

All classifications require a commitment to the District's Vision, Mission, Values, Goals and Objectives as articulated in the [Strategic Plan](#).