



CHILD CARE TEACHER I/II

DEFINITION

Under the direction of the Recreation Coordinator or Recreation Supervisor, plans the curriculum, and organizes and implements instructional activities and creates a positive learning environment in a child care program for children aged eighteen months to five years and/or children in grades kindergarten to fifth grade; performs related work as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives supervision from the Recreation Coordinator or Recreation Supervisor, and may receive direction from the Senior Program Assistant. The Child Care Teacher I has no direct supervisory responsibility but may direct volunteers and teacher's aides serving in the classroom and provide guidance to newer teachers. The Child Care Teacher II provides guidance to teachers, and supervises volunteers and Child Care Teacher Aides.

CLASS CHARACTERISTICS

This classification implements a variety of instructional activities to enhance early childhood learning and promote kindergarten readiness. Incumbents learn and perform the full range of duties as assigned, seeking to increase the children's ability to listen, speak effectively, to use vocabulary appropriately, and to develop academic and social readiness skills. Positions at this level must learn and be fully aware of the City's operating procedures and policies of assigned area of responsibility. Child Care Teacher II is distinguished from Child Care Teacher I by the level of understanding and ability to apply state regulations, interact with parents in development meetings, and has familiarity with both the Title 5 and Title 22 programs and may serve as the Lead Teacher when assigned to a particular classroom.

EXAMPLES OF TYPICAL JOB FUNCTIONS (ILLUSTRATIVE ONLY)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

CHILD CARE TEACHER I

- Works directly with children on class activities and projects; plans age-appropriate curriculum, learning experiences and activities to develop, physical, language, and social skills; designs activities to enhance the child's self-esteem and independence;
- Ensures health and safety of children;
- Prepares snacks;
- Maintains program records including attendance; lesson plans, health/accident, and discipline reports.
- Assists Coordinator with the following: providing program information, promoting community support, and handling emergency situations.
- May assist Coordinator with shopping for food and other supply items on occasion.
- Assists in the orientation, training and direction of personnel.

- Performs related duties of Senior Program Assistant, Teacher II or Coordinator in the Senior Program Assistant, Teacher II or Coordinator's absence; implements and enforces established policies and rules.
- Assists in the maintenance of office, activity rooms, bathrooms, and outside areas; conducts equipment inspections to insure proper use and safety; assists in daily facility set-up.
- Conducts field trips with children to off-site locations. Field trips are more frequent during summer months, and may involve van transport, if assigned to the after school program (children in kindergarten – fifth grade), and event coordination.
- Meets and speaks with parents regarding behavior issues, program details, and payment information.
- Maintains classroom discipline; utilizing positive reinforcement strategies, methods of positive/progressive discipline, and behavior modification to achieve classroom order.
- Prepares instructional materials which may include typing, duplicating, gathering, organizing, and setting up equipment.
- Maintains a neat, clean, and orderly classroom environment to promote a safe and healthy environment for children and staff.
- Demonstrates effective problem solving and conflict resolution methods to promote positive interaction with children, co-workers, and parents.
- Communicates effectively with program participants, parents, and co-workers.
- Conducts periodic conferences with parents regarding children's progress.
- Confers with staff regarding behavioral or learning issues.
- Observes and reports behavioral or learning issues to Teacher II, Senior Program Assistant, Recreation Supervisor or Coordinator to identify the resource needs of program participants or to make recommendations for assessment.
- Performs related duties as assigned.

CHILD CARE TEACHER II (In addition to the above)

- Implements curriculum and other activities for state-subsidized child care program that complies with State Department of Education Child Development Division policies and procedures.
- Completes detailed assessments of children's developmental levels.
- Uses the DRDP system (Desired Results Developmental Profile).
- Participates in IEP meetings.
- Guides Child Care Teacher Aides and Teacher I.

QUALIFICATIONS

Knowledge of

CHILD CARE TEACHER I

- Applicable regulations and rules related to the preschool and/or child care.
- General early education subject matter areas including: mathematics, language arts, grammar, spelling, writing, and reading readiness.
- Children's developmental levels
- Methods, practices, and techniques of improving student learning through specialized structured lesson plans, teaching techniques, and instructional materials.
- Basic concepts of nutrition, health and safety, children's physical and emotional development.
- Safety principles and practices, including basic first aid and CPR methods.

- Modern office practices, methods, and computer equipment and applications related to assigned work. Basic principles of record keeping and file maintenance.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for providing a high level of customer service by effectively dealing with the parents, students, and City staff.
- State requirements for Title 22 certification or equivalent

CHILD CARE TEACHER II (In addition to the above)

- State requirements for Title 5;
- The DRDP system;
- Advanced assessment techniques; and
- The IEP process

Ability to

CHILD CARE TEACHER I

- Plan, organize, conduct and supervise a preschool and/or child care classroom.
- Develop activities appropriate for each student's developmental level
- Interpret, apply and explain policies, procedures, and regulations.
- Obtain first aid, infant CPR or other appropriate certifications to handle medical emergencies and injuries in a calm and effective manner, including providing basic first aid and CPR.
- Maintain facilities and equipment in a clean, safe and secure manner.
- Maintain accurate records.
- Drive a van, if assigned to the after school care program (children in kindergarten – fifth grade)
- Prepare afternoon snack.
- Communicate clearly, both orally and in writing.
- Maintain physical and mental capacities appropriate to the performance of assigned duties and responsibilities.
- Instruct and engage students in positive learning in a classroom or other learning environments.
- Learn, interpret, and apply City rules, regulations, policies, and procedures.
- Observe and control student behavior according to approved policies and procedures.
- Organize, maintain, and update student records and files.
- Maintain assigned work area in a clean, safe, and secure manner.
- Understand and follow oral and written instructions.
- Organize own work, set priorities, and meet critical time deadlines.
- Speak, write, read, and translate a designated second language as determined by the City is preferred.
- Operate modern office equipment including computer equipment and specialized software applications programs.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Use tact, initiative, prudence, and independent judgment within general policy, procedural, and legal guidelines.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

CHILD CARE TEACHER II (In addition to the above)

- Supervise volunteers, Child Care Teacher's Aides, substitutes and others in the classroom

EDUCATION AND EXPERIENCE

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

CHILD CARE TEACHER I

- Equivalent to high school graduation or GED, plus a minimum of twelve (12) units of course work in Early Childhood Education, recreation, physical education, elementary education, or closely related field. Twenty-four (24) units preferred.
- An A.A. Degree in early childhood education preferred.
- Equivalent of six months' experience in licensed group child care program or comparable setting or possession of a Children's Center Permit issued by the California Commission on Teacher Preparation and Licensing, or equivalent experience to provide the required knowledge and abilities.

CHILD CARE TEACHER II

- 16 semester units in general education;
- 24 units of Early Childhood Education coursework;
- An addition two units of adult supervision coursework; and
- One year of instructional work in a child care and development program.

LICENSES AND CERTIFICATES

CHILD CARE TEACHER I

- Possession of a valid California driver's license; and a satisfactory driving record, if assigned to the after school program (children in kindergarten – fifth grade).
- Ability to obtain American Red Cross First Aid Certificate and CPR Certificate. Must maintain and renew certification per the American Red Cross guidelines.

CHILD CARE TEACHER II

- Certification as Master Teacher or above.
- Possession of valid Class C California Driver's License and a satisfactory driving record.
- Ability to obtain American Red Cross First Aid Certificate and CPR Certificate. Must maintain and renew certification per the American Red Cross guidelines.

PHYSICAL DEMANDS

Must possess mobility to work in a classroom setting and occasionally in an office setting when using standard office equipment, including a computer. Will walk distances with children on field trips. Will operate a motor vehicle to take children on field trips, if assigned to the after school program (children in kindergarten – fifth grade). Will require vision to read printed materials and a computer screen; and to navigate while driving, if assigned to the after school program (children in kindergarten – fifth grade); and hearing and speech to communicate in person, before groups, and over the telephone. This is primarily an active instructional classification requiring standing and walking between classroom areas. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification frequently bend, stoop, kneel, reach,

push, and pull objects. Employees must possess the ability to lift, carry, push, and pull materials and objects, including children, up to 30 pounds.

ENVIRONMENTAL ELEMENTS

Employees work in a classroom with high to excessive noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances though frequent exposure to germs and illness. Employees are also outside with children and may be exposed to variable temperatures and weather conditions. Employees may interact with upset children and/or parents when interpreting and enforcing rules, policies and procedures.