



Classification Title: Master Teacher

Department: Early Childhood Education Lab School

EEO6 Code: 5

Employee Group: Certificated Permanent or Hourly Employee

Salary Grade: Grade D1 or Grade D

Supervision Received From: Dean, Instructional, Social and Behavioral Sciences

Date of Origin: 1999

Supervision Given: Teacher, Associate Teacher, Assistant Teacher, and Palomar College lab students

Last Revision: 10/2022

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.

JOB SUMMARY.

Maintains responsibility for an assigned classroom. Plans and implements curriculum; assesses progress and development of children assigned to classroom; meets with parents to discuss children's progress; in absence of Site Supervisor, arranges for substitute Teachers, Associate Teachers, Assistant Teachers and short-term or student workers as needed.

DISTINGUISHING CHARACTERISTICS.

1. Receives additional oversight from the Site Supervisor, Coordinator, and/or Liaison to the Early Childhood Education (ECE) Lab School and the Assistant Superintendent/Vice President, Instruction.
2. Serves as lead teacher assigned to a classroom and is responsible for all parts of the program within that group/classroom.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.

Essential Functions: Essential responsibilities and duties may include, but are not limited to, the following:

1. Supervises and directly interacts with children both inside and outside of the classroom; implements a play-based ECE curriculum that meets the needs of children, families and staff; provides oral and written language experiences appropriate to each child's level of readiness, interest, and developmental capability and aligns with the philosophy of the ECELS.
2. Supervises, interacts with, and mentors Palomar College students who are placed in the classroom for observation, interaction, or student teaching for Palomar College coursework; responds to and collaborates with Palomar College Child Development faculty as needed related to student placements.
3. Plans, organizes, supervises and teaches a developmentally appropriate program for children ages 18 months to five years.
4. Develops and implements curriculum and lesson plans.
5. Designs, creates, and maintains a predictable, yet flexible, environment following current Infant/Toddler Environmental Rating Scale (ITERS) and/or Early Childhood Environmental Rating Scale (ECERS) guidelines; provides materials and supplies necessary for classroom activities.
6. Develops and implements conflict management and problem-solving strategies with children; assists children in identifying and verbalizing concerns and issues and helps them identify compromises and solutions to those issues.
7. Writes objective developmental descriptions for children based on observation and recording, incorporating family/cultural input.
8. Performs current version of Desired Results Developmental Profile (DRDP) and assessments on children and holds bi-annual conferences with parents to review and revise expectations and special requests.

9. Assesses progress and development of children assigned to classroom; meets with parents to discuss children's progress.
10. Maintains up-to-date records on children and/or families.
11. In absence of Site Supervisor, arranges for substitute Teachers, Associate Teachers, Assistant Teachers, and short-term and student workers as needed.
12. Assists children with hygiene procedures as necessary; follows universal health precautions; follows a written plan for dealing with blood or bodily fluid spills, and ensures that Assistant Teachers understand and follow as well.
13. Maintains accepted standards of cleanliness and sanitation of program facilities.
14. Implements a program of food service according to established nutritional and food handling guidelines; utilizes appropriate food handling procedures; follows all safety precautions to avoid contamination or food spoilage and choke hazards.
15. Develops and implements emergency procedures as required; provides information about emergency procedures and health, safety, and transportation policies to assistants and parents; assists in all fire and other emergency drills.
16. Inspects and reports replacement/repair needs to ensure that the physical plant is maintained in good repair; monitors outdoor play areas to ensure that children cannot gain access to unsafe or unsupervised areas.
17. Participates in ECE Lab School events and functions including, but not limited to, orientation, open house, end of the year party and parent breakfast.
18. Invites and encourage family participation in children's activities; provides information about community resources to parents and staff including health, social services, mental health, developmental and family support services.
19. Develops and provides developmentally and culturally appropriate activities; acknowledges the cultural diversity among families, and provides supplies and equipment that reflects the diversity within the community; provides models for children to maintain primary language and culture while acquiring a second language and developing an understanding of new cultures.
20. Follows procedures for child abuse reporting as mandated by law.
21. Serves on at least one District committee.
22. Plans/leads area staff meetings and participates in bi-monthly lead teacher staff meetings.
23. Plans/leads classroom orientation.
24. Maintains annual professional development requirements of at least 105 hours for five-year renewal of California Child Development Permit.

Marginal Functions:

1. Maintains inventory of classroom supplies; informs Coordinator and/or Site Supervisor of needed items.
2. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Experience and Education/Training Guidelines: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

1. Required to qualify for Grade D-1: At least 350 days (three or more hours per day within four years) in a childcare setting.
2. Required to qualify for Grade D: Two years of experience teaching in a childcare setting.

Education/Training:

1. One of the following options under a) – b) is required to qualify for Grade D-1:
 - a) An associate's degree in child development, early childhood education or a related field from an accredited college or university with at least 24 units of early childhood education/child development including child growth and development; child, family and community; at least one program/curriculum class; six specialization units; and two adult supervision units; OR
 - b) A bachelor's degree or higher in any discipline with at least 12 units in child development or early childhood education from an accredited college or university, plus 3 units of supervised field experience in a child development/early childhood education setting.

2. Required to qualify for Grade D: A bachelor's degree from an accredited college or university in child development, early childhood education, or a related field with at least 24 units of early childhood education/child development including child growth and development; child, family and community; at least one program/curriculum class; six specialization units; and two adult supervision units.

Licenses/Certificates:

1. Possession of, or ability to obtain, a Child Development Master Teacher Permit or higher.
2. Possession of, or ability to obtain, a valid, appropriate pediatric cardiopulmonary resuscitation (C.P.R.) certificate.
3. Possession of, or ability to obtain, a valid, appropriate first aid certificate.

Knowledge of:

1. Ages and stages of child development and the developmental assessment process.
2. Principles and procedures of recordkeeping.
3. Modern computer programs and functions applicable to assigned area of responsibility.
4. Pertinent federal, state and local codes, laws and regulations.
5. Health and safety regulations for child care.
6. Most current versions of Desired Results (DRDP), Infant/Toddler Environmental Rating Scale (ITERS), Early Childhood Environmental Rating Scale (ECERS).
7. Principles and procedures of emergency first aid and C.P.R.

Skill in:

1. Maintaining confidentiality of child/family conversations, records, and reports.
2. Interpersonal communications and negotiation and conflict resolution skills.
3. Communicating clearly and concisely, both verbally and in writing.
4. Establishing and maintaining effective working relationships with those contacted in the course of work.
5. Recognizing children's needs and child behaviors that indicate emotional stress.
6. Applying the current Desired Results Developmental Profile (DRDP).
7. Applying the current Infant/Toddler Environmental Rating Scale (ITERS) and/or Early Childhood Environmental Rating Scale (ECERS).
8. Maintaining physical condition appropriate to the performance of assigned duties and responsibilities.
9. Administering first aid and/or C.P.R. to children as needed.
10. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, age, cultural, physical or mental disability, gender, gender expression, gender identity, medical condition, nationality, race, sex, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

WORKING CONDITIONS.

Environmental Conditions: Early childhood classroom indoor and outdoor yard spaces with young children 18 months to five years old; exposure to bodily fluids and odors, potential exposure to childhood communicable diseases, hazardous chemicals, and stressful classroom situations including, but not limited, to children crying, yelling, and screaming; exposure to computer screens, contact with children, other staff, and college students on a daily basis.

Physical Conditions: Essential and marginal functions require maintaining physical condition necessary for standing, walking, bending, squatting, kneeling, sitting on the floor and in child-sized chairs for frequent periods and/or prolonged times throughout the day; occasional running; moderate lifting of children and materials; moving equipment and furniture (child-sized); visual and auditory acuity to supervise young children in a classroom and yard setting.

TERMS OF EMPLOYMENT.

All positions within this classification are specially-funded, and the duration of any position in this classification is dependent upon the continuation of funding. Successful hire is contingent upon completion of a criminal background check, a negative tuberculosis (TB) test and required immunizations for pertussis and measles. Influenza immunization is optional.