



Classification Title: Teacher

Department: Early Childhood Education Lab School

EEO6 Code: N/A

Employee Group: Certificated Hourly Employee

Salary Grade: Grade C1 or Grade C

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

Date of Origin: 1999

Supervision Given: Assistant Teacher and Associate Teacher

Last Revision: August 2019

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 assigned classroom or group of children. Maintains a developmentally appropriate child-centered program. Plans and implements curriculum; assesses progress and development of children assigned to classroom/group; when appropriate, meets with parents to discuss child's progress. Serves as a substitute during the absence of Site Supervisor – Classroom, Master Teacher, Teachers, Associate Teachers, Assistant Teachers, and/or short-term or student workers.

DISTINGUISHING CHARACTERISTICS.

1. Receives additional oversight from Master Teacher, Site Supervisor, and/or Coordinator and the Assistant Superintendent/Vice President, Instruction.
2. Teachers can be left alone with children.
3. Teachers can be the lead teacher in a classroom.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.

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

1. Supervises and interacts directly with children both inside and outside of the classroom; implements a program 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.
2. 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.
3. Writes objective developmental descriptions for children based on observation and recording, incorporating family/cultural input.
4. 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.
5. Maintains up-to-date records on children and/or families.
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. Assists with nutritional and food handling guidelines; utilizes appropriate food handling procedures; follows all safety precautions to avoid contamination or food spoilage and choke hazards.
8. 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.
9. Maintains accepted standards of cleanliness and sanitation of program facilities.

10. When assigned to a classroom, plans, organizes, supervises and teaches a developmentally appropriate program for children ages 18 months to five years.
11. When assigned to a classroom, develops and implements curriculum and lesson plans.
12. When assigned to a classroom, assesses progress and development of children assigned to classroom; meets with parents to discuss child's progress.
13. Develops and provides developmentally and culturally appropriate activities; acknowledges the cultural diversities among families, and provides supplies and equipment that reflect 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.
14. Substitutes for absent staff members.
15. Follows procedures for child abuse reporting as mandated by law.
16. Follows emergency procedures as required; provides information about emergency procedures and health, safety, and transportation policies to Assistant Teachers and parents; assists in all fire and other emergency drills.
17. 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.
18. Invites and encourages 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. Participates in staff meetings.

Marginal Functions:

1. Maintains inventory of classroom supplies and informs Coordinator and/or Site Supervisor – Leadership 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 for placement at Grade C-1: At least 175 days (three or more hours per day within four years) in a childcare setting.
2. Required for placement at Grade C: One year of experience teaching in a childcare setting.

Education/Training:

1. One of the following options under a) – b) below is required to qualify for Grade C-1:
 - a) At least 24 units in child development or early childhood education from an accredited college or university including child growth and development; child, family and community; at least one program/curriculum class; plus 16 units of general education coursework as required by the current California Child Development Permit Matrix, 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 for placement at Grade C: An associate'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; and at least one program/curriculum class.

Licenses/Certificates:

1. Possession of, or ability to obtain, a Child Development 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 areas of responsibility.
4. Pertinent federal, state and local codes, laws and regulations.
5. Health and safety regulations for childcare.
6. 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. Designing, maintaining and implementing a developmentally appropriate environment for children following current Infant/Toddler Environmental Rating Scale (ITERS) and/or Early Childhood Environmental Rating Scale (ECERS).
7. Maintaining physical condition appropriate to the performance of assigned duties and responsibilities.
8. Administering first aid and/or C.P.R. to children as needed.

WORKING CONDITIONS.

Environmental Conditions: Early childhood classroom indoor and outdoor yard spaces with young children 18 months to five years; 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.