



Job Description

Job Title: Early Childhood Development Specialist

Department: Education

Schedule: 9 months per year / About 179 days per year

Reports To: Principal

Classification: Class 13

Prepared By: HRA Job #56/DDSD HR

Prepared Date: 2023

FLSA Status: Non-Exempt

Approved By: HR

Approved Date: 7/12/2024

SUMMARY

Collaborate with the classroom teacher to create a strong positive, asset based classroom culture, implement a child focused creative learning environment that is focused on nurturing relationships with children and families. Early Childhood Development Specials develop quality partnerships that encourage family engagement in their child's learning. Assist the classroom teacher in providing children with a developmentally appropriate learning environment in preparation for school success. Understand and follow the requirements for early learning performance standards, following the district policies and procedures, and maintaining requirements of the early childhood registry.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This description covers the most significant essential and auxiliary duties performed by this position for illustration purposes, and does not include other work, which may be similar, related to, or a logical assignment for the position. The job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change.

Child Education and Curriculum

- Work directly with children individually, in small and large groups under the direction of a certified teacher.
 - Provide for their safety, guidance, and educational development.
 - Demonstrate skills and effective strategies in strengthening the parent/child relationship.
 - Implement educational program, which includes weekly curriculum preparation, that best characterizes developmentally appropriate practice in the Early Childhood Education field.
 - Use assessment information to individualize the weekly curriculum to build on each child's prior knowledge and experiences in order to provide curriculum that supports learning and development.
 - Help to implement the Individual Family Service Plan (IFSP) for children with disabilities and incorporate IFSP goals into weekly curriculum plan and apply the principles of Least Restrictive Environment.
 - Ensure all components of the curriculum guidelines are included in weekly curriculum plan.
 - Understand and implement the Child Guidance Procedure. Provide classroom management and facilitate the social and emotional development of children by using the program policies and procedures.
 - Provide in the moment coaching for students to gain skills in conflict resolution, skills to improve peer social relationships and emotional regulation.
 - Understanding of social emotional learning for preschool age students.
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Job Description

- Contributes to the creation of an environment that reflects the values and norms of the diverse children and families we serve Observations, Screenings, and Record Keeping.
- Conduct required developmental screening and assessments for assigned children.
- Take accurate, objective, and complete observations daily on assigned children.
- Enter observation data into the data management systems in a timely manner, including parent observations as appropriate.
- Maintain accurate and timely written and electronic records/reports (i.e., meal counts, staff sign in, child attendance, etc.) Parent Partnership/Family Engagement.

Develop partnerships with parents in regard to their child/children.

- Conduct and document home visits/family conferences which are designed to strengthen parent engagement.
- Assist parents to increase knowledge in child growth and development in order to mutually establish individual child goals. Incorporate this information into child assessment and curriculum planning.
- Participate in parent activities (i.e., parent meeting, family days, etc.).
- Provide brief informal training at parent meetings, as needed.
- Work occasional evening hours as needed to accommodate program and family needs. (i.e., parent meetings, home visits, etc.)

Communication and Debriefings

- Attend and participate in staff meetings, planning meetings, and training.
- Facilitate open communication and promote group problem solving.
- Participate in regular classroom team debriefings.
- Participate in regular child staffing in partnership.
- Maintains confidentiality in matters concerning CDFS families Staff Professionalism and Education.
- Works assigned schedule and exhibits regular and predictable attendance.
- Participates in regular training and technical assistance activities.
- Actively seek to maintain and increase competencies Interaction with Children, Parents, and Co-workers.
- Must relate in a positive, nurturing way, both verbally and physically, and be sensitive to the needs of children. • Must relate in a positive, supportive way, both verbally and physically, and be sensitive to the needs of parents.
- Must relate in a positive, supportive way, both verbally and physically and be sensitive to the needs of co-workers.
- Must use quick, safe, reactions and responses when working with children and families.
- Must work to understand issues of difference, privilege, and social justice, to eliminate racial and ethnic disparities and to cultivate a respectful, inclusive, and accessible learning and working environment Other Duties.
- May be assigned other related duties as appropriate. This job description describes the general nature and level of work but is not intended to be an exhaustive list of all responsibilities and duties that may be required. Other Responsibilities.
- Report suspected cases of child abuse or neglect in accordance with state law and agency policy.
- Medication administration (i.e., Epi pen, inhaler) and diapering as needed.
- Maintenance of center facilities, equipment, and materials.
- Represent agency on various committees and projects.
- Rides school bus as needed.

SUPERVISORY RESPONSIBILITIES

This position does not have any supervisory responsibilities.



Job Description

QUALIFICATIONS

Ability to perform essential job duties with or without reasonable accommodation and without posing a direct threat to the safety or health of employees or others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

- Step 7 or higher in the Oregon Registry (Step 4 – ability to get to Step 7); and
- Associate degree in early childhood education or child Development; or
- Associate degree in a related field such as General Studies, Social Science, Psychology, etc. (not limited to these degrees); or
- Must have an Infant / Toddler or Preschool Child Development Associate (CDA) or the ability to obtain within two years.
- Two years of experience teaching preschool-age children or birth – preschool.
- Current driver's license, insurance, and access to a reliable automobile during work hours.
- Experience working with diverse backgrounds of the communities.

LANGUAGE SKILLS

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of an organization. Bilingual preferred (The district's top languages are Spanish, Russian, Chinese, Vietnamese and Somali).

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, proportions, and percentages. Ability to apply concepts of basic algebra.

COMPUTER SKILLS

The job requires specialized computer skills. Must be adept at using various applications including database, spreadsheet, report writing, project management, graphics, word processing, presentation creation/editing, communicate by e-mail and use scheduling software.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

CERTIFICATES, LICENSES, REGISTRATIONS

See certifications above in the **EDUCATION and/or EXPERIENCE** section.



Job Description

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This level has a work environment that is usually well protected, free (minimal 0-20%) from hazards or obstacles. There is little element of personal risk or hazard. Job conditions are usually comfortable, with only occasional issues of confinement, temperature change, incident of noise, or interactions of a disagreeable nature, etc. Positions with minimal responsibility for driving are to be placed at least at this level.

PHYSICAL DEMANDS

Positions at this level require minimal (>20%) physical effort such as light lifting, carrying or movement, etc. Physical capability involves the use of office or equipment where some agility and hand eye coordination are needed. The employee must regularly lift and /or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee is frequently required to sit. The employee is occasionally required to stand; walk; reach with hands and arms; climb or balance and stoop, kneel, crouch, or crawl.

MENTAL DEMANDS

Positions at this level require regular (40-60%) adaptive and flexible responses due to changing priorities, need to juggle timeframes, and need to meet fluctuating deadlines. Interruptions to normal schedules occur and response to new situations is needed regularly. Contacts with others can frequently include difficult or disagreeable people.

PAY EQUITY SCOPE

Organization image is positively or negatively influenced by results of personal work. "Customer" service is an important part of the job and actions would likely impact the user's sense of satisfaction.

ADDITIONAL REQUIREMENTS

Post-job offer criminal background check will be required.

The David Douglas School District is a diverse community that provides equal opportunity in employment, activities, and its programs. It is the policy of the David Douglas School District to not discriminate on the grounds of race, color, religion, ethnicity, and use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, genetic information, or any other status protected under applicable federal, state, or local laws.

The school district also prohibits retaliation against an individual for engaging in activity protected under this policy and interfering with rights or privileges granted under anti-discrimination laws.

Persons having questions about equal opportunity and nondiscrimination should contact the Director of Human Resources for David Douglas School District.
