

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT

TITLE: EARLY EDUCATION INSTRUCTOR

BASIC FUNCTION:

Under general direction, is responsible for supervising, managing, and providing an educational program for children between eighteen (18) months and five (5) years of age; may direct the activities of an Early Education Assistant. This classification is assigned to a work schedule consistent with the needs of the Early Education Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

An Early Education Instructor is responsible for providing developmentally appropriate educational programs and activities for assigned preschool aged children; assuring that activities are carried out in accordance with established policies and procedures; making sure that programs/activities are relevant to the age of the children assigned, and that discipline and safety procedures are maintained in an appropriate manner. The Early Education Assistant is an entry-level position in the District's Early Education program. The position generally serves under the direction and provides assistance to an Early Education Instructor or other assigned supervisor.

REPRESENTATIVE DUTIES:

Plans, organizes, schedules, and supervises classroom activities, field trips, cultural events, social experiences, parental involvement, and related activities.

Prepares developmentally appropriate activities and experiences for children between eighteen (18) months and five (5) years of age.

Coordinates, directs, and evaluates the activities of an assigned Early Education Assistant and/or parent volunteers in carrying out educational programs and classroom activities.

Answers questions and provides information, assistance, and instructions to an assigned Early Education Assistant or parent volunteer; plans and lays out job duties, as necessary.

Observes the interaction of children with each other, and with adults with who they come in contact.

Observes and supervises the children's use of equipment and materials; including, but not limited to, the manner in which the children participate in nutritional experiences.

Engages in the learning process with children and closely supervises them in the classroom and outdoors.

Performs written observations for the Desired Results Developmental Profile assessment and maintains records on each child's progress according to the child's age and development; discusses relevant data or information with the child's parents.

Conducts parent conferences twice per year, using the data from the Desired Results Developmental Profile. Summarizes Desired Results Developmental Profile data on students, to create and implement an annual action plan.

Enforces Early Education Program rules, and reports breach in conduct or misuse of equipment and materials to the Early Education Program Supervisor and uses Positive Behavior Intervention Supports (PBIS) strategies with children.

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Maintains assigned work areas in a neat and orderly condition and attends to the personal needs of assigned children, including assisting with or changing diapers or soiled clothing.

Serves or assists children with serving snacks and meals for themselves, as appropriate; clean up serving areas after meals, sit and eat with children to model good manners and healthy food choices during family- style eating; guide children in cleanup activities following meals and snacks.

Ensures the health and safety of assigned children by following health and safety rules and procedures.

Provides first-aid and cares for ill or injured students, as necessary.

Provides information to parents and visitors regarding specific children's activities, including techniques used in working with individuals and small groups of children; participates in parent conferences and/or general parent orientations.

Prepares and maintains accurate records including child observations, lesson plans, and attendance using proper spelling and accurate calculations.

Attends staff meetings, conferences, and in-service training programs as directed.

Performs clerical duties as assigned.

Performs other related duties as required or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to the Early Education Program Supervisor for direction and overall supervision. May provide work direction to an Early Education Assistant.

Internal Contacts: Frequent contact with children, an Early Education Assistant, the Early Education Program Supervisor, or the Executive Director, Early Education & Expanded Learning, school principal, special education specialists, custodian, and other school site personnel.

External Contacts: Continuing contact with parents.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Early childhood development, and appropriate child development practices for special needs children. Child guidance principles and practices.

Basic subjects taught in primary grades, such as mathematics, grammar, spelling, reading, writing, as well as physical and motor skill development.

Principles and practices of supervision and training.

Oral and written communication skills.

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Interpersonal relationship skills; using tact, patience, and courtesy.

Basic-record-keeping techniques.

ABILITY TO:

Coordinate and supervise the activities of others.

Assign, review, and inspect the work performed by subordinate personnel.

Plan, organize, and conduct an appropriate early education program, including classroom and playground activities.

Work effectively with individuals and groups of children.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Read, interpret, and follow rules, regulations, policies and procedures, including the provisions of the Americans With Disabilities Act, the provisions of Title 22 of the California Social Services Department Regulations and Section 504 of the Rehabilitation Act.

Prepare and maintain simple records and reports.

Maintains confidentiality and works with discretion.

Work effectively in a multi-ethnic setting, and be willing to work with students with special needs.

Maintain a classroom and/or other assigned area in a clean, orderly, and safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: [1] graduation from high school and an additional early education curriculum-related course; supplemented by twelve (12) ECE/CD including accredited college units in child development, child growth and development, child/family/community programs/curriculum, plus fifty (50) days of three plus (3+) hours per day within two (2) years experience; or [2] Child Development Associate (CDA) Credential. CDA Credential must be earned in California; or [3] CCTC approved training.

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LICENSES AND OTHER REQUIREMENTS:

Possession of a Child Development Teacher Permit or Child Development Associate Permit, or eligibility to receive such a permit.

Must demonstrate progress towards Child Development Teacher Permit per the regulations required of the CCTC.

The possession of or the securing of a valid First-Aid Certificate, or the completion of the Westminster School District basic first-aid training program, within thirty 30 days of employment in this classification.

The possession of, or the securing of a valid CPR Certificate, or the completion of the Westminster School District training program within thirty 30 days of employment in this classification.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

PREPARED BY:	<u>Classified Personnel Department</u>	DATE: 6/24/95
APPROVED BY:	<u>Board of Trustees</u>	DATE: 7/18/91
APPROVED BY:	<u>Personnel Commission</u>	DATE: 7/25/95
REVISED BY:	<u>Personnel Commission</u>	DATE: 6/22/04
REVISED BY:	<u>Personnel Commission</u>	DATE: 11/18/14