

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: CHILD DEVELOPMENT SPECIALIST

BASIC FUNCTION:

Under general supervision, the Child Development Specialist ensures quality and efficient educational supports and resources are provided and implemented; conducts home visits; monitors and ensures environments for children are safe and healthy; ensures improvement plans are implemented and completed; implements and provides training, technical assistance, and coaching to all Early Head Start-Child Care Provider Program classroom staff, partners and providers to improve the quality of program services.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Assists with the implementation and timely delivery of the education and child development program services within the Early Head Start program (EHS); ensures quality and efficient educational supports and resources are provided and implemented across EHS center and provider sites.

Conducts on-site visits and small group sessions (e.g., professional learning communities) to provide a system of Training and Technical Assistance (TTA), coaching, mentoring and professional development; monitors program implementation and fidelity and provides support and feedback, for continuous improvement; ensures compliance with related regulations as stated in Head Start Performance Standards (e.g., Early Learning Outcomes Framework (ELOF), curriculum fidelity, developmental and social-emotional screenings, DRDP Assessment, and Community Care Licensing).

Implements and provides pre-service and in-service training, technical assistance, and coaching to EHS classroom staff, partners and providers to improve the quality of program services using the Desired Results Developmental Profile (DRDP) Assessment, individualization, inclusion, daily routines and health checks, lesson planning, Infant/Toddler Environmental Rating Scale (ITERS), Family Child Care Environmental Rating Scale (FCCERS), Creative Curriculum, and fidelity tools.

Prepares and tracks professional development plans for EHS classroom staff, partner staff and providers to ensure program educational requirements are met and maintained in collaboration with partner staff.

Collaborates with the Maternal Child Health Specialist to address concerns, issues, or non-compliances found during the evaluation process; assists with implementation plans to assure changes are made in accordance with established standards.

Conducts monthly teacher/provider-child observations; monitors and ensures environments for children are safe and healthy; ensures improvement plans are implemented and completed.

Gathers and analyzes ongoing assessment data including specific assessments to measure improvements; promotes developmentally appropriate practices and sound program approaches to service delivery;

imparts culturally and linguistically appropriate programs and achievement of individual child and program school readiness goals.

Works with family child care providers and classroom staff to implement the DRDP Assessment in accordance with program standards, including training providers and staff on how to use child and group level data to individualize curriculum activities and services.

Ensures provision of disabilities and mental health services including supports and case conferencing with parents, staff and/or providers, to address behavioral issues and concerns; communicates in a respectful and sensitive way to parents, partner staff, and providers, any concerns regarding a child's development or behavior, as soon as the concern arises and documents discussion.

Collaborates with the Family and Provider Specialist to plan and implement transition plans for children aging out of EHS and entering Head Start and State Preschool programs; provides disabilities, and mental health supports, materials, and resources including services to ensure seamless transitions to pre-school settings.

Conducts teacher home visits for children who are enrolled in family child care in accordance with program standards; monitors and ensures partner sites are completing teacher home visits and parent-teacher conferences in accordance with program standards.

Provides written reports after every coaching, mentoring assessment, and TTA visit with a summary of the activities completed and topics covered including a determination of compliance with any deliverables being assessed and a plan of action, as necessary.

Participates in the EHS meetings, provider meetings, EHS parent meetings, and planning sessions to ensure informed coordination of the Educational Service Area, goals and objectives take place.

Participates in the planning and implementation of curriculum fidelity, and site evaluation systems.

In collaboration with partners and providers, utilizes program self-assessment results, Program Information Report (PIR) data and audit reports to formulate Quality Improvement Plans to address non-compliance and maintain, correct, or improve delivery of services.

Ensures appropriate records, reports, and other required documentation for program reviews and audits are maintained.

Schedules and participates in evening and weekend parent contacts, meetings and workshops to accommodate parent work schedules.

Assists in community outreach events and attends community meetings as assigned, including marketing the program within the community; participates and assists in all scheduled staff, provider and parent meetings, workshops and trainings.

Travels to various sites to fulfill job duties; operates a vehicle to conduct work.

Prepares weekly and monthly activity reports as directed by the supervisor.

OTHER DUTIES:

All other duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Head Start and Early Head Start policies, procedures, regulations and performance standards (e.g., ELOF, DRDP Assessment, ITERS, FCCERS, etc.).

Federal, State, local requirements, and funding terms and conditions (e.g., Title 5).

California Child Care Licensing (Title 22).

Child development from birth to 5.

Infant mental health.

Adult learning theory and effective training methods.

Reflective consultation practices.

Record-keeping techniques.

Operation of a computer and assigned software.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience, and courtesy.

ABILITY TO:

Read and interpret Head Start and Early Head Start policies, procedures, regulations and performance standards to develop professional development.

Conduct training and staff development activities for staff and providers.

Analyze data and make data-informed decisions and recommendations.

Communicate effectively both orally and in writing.

Communicate effectively with families, staff, providers and supervisor.

Establish and maintain cooperative and effective working relationships with others.

Practice reflective consultation methods for feedback to staff and providers.

Work independently with minimal direction.

Exercise sound judgment, discretion and initiative.

Maintain records and prepare reports.

Operate a computer and assigned office equipment.

EDUCATION AND EXPERIENCE:

A Bachelor's degree in child development, early child development, human development, or a related field, including six (6) units of infant/toddler development, or three (3) units infant/toddler and other training or classes which address the needs of infants and toddlers, and three years of experience in a preschool program serving infants and toddlers. One year of experience in developing and delivering professional trainings is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

A driving record that meets the SCCOE's insurance requirements.

May require:

Fluency in English and a second language (Spanish or Vietnamese) as specified by the SCCOE.

WORKING CONDITIONS:

ENVIRONMENT:

Duties are performed in an office environment, preschool sites, and provider homes.
Evenings and weekends.

Must be able to drive a personal vehicle to conduct home visits, group sessions, and attend meetings with parents, staff, and providers.

PHYSICAL DEMANDS:

Physical, mental, and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions.

Hearing and speaking to exchange information.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting for extended periods of time.

Approved by Personnel Commission: September 11, 2019



Jonathan Muñoz
Director - HR/Classified Personnel Services

Date: 09/11/2019