



STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
CHILD CARE WORKER II	23	E	5.174
CHILD CARE WORKER I	21	E	5.175

SERIES CONCEPT

Child Care Workers assist in preschool programs that are designed for care of children and for stimulation of their social, emotional, cognitive and physical development.

Assist children to learn developmentally appropriate pro-social behavior by encouraging such things as listening, following directions, and taking turns.

Encourage the self worth and self esteem of individual children by supporting each child's abilities and uniqueness.

Help children to develop communication skills by speaking clearly and carefully, using the correct names of objects, letting children recount personal experiences, and listening attentively to their stories and comments.

Instruct and/or lead children in the use of equipment and in physical activities to aid in the development of muscular and gross and fine motor skills to include developmentally appropriate activities such as crawling, walking, climbing, balancing, jumping, game playing, book handling, cutting, pasting, painting, block building, buttoning, zippering and shoelace tying.

Assist in the development of language and early literacy skills by encouraging developmentally appropriate skills such as naming objects left to right, drawing lines, curves and circles, reading to children, identifying colors, shapes, and forms, learning finger plays, rhyming, poems and songs and recognizing own name in printed form.

Assist in the cognitive development of children by providing experiences with numbers, size and special concepts such as big, small, many, few, in front of, behind, inside, and outside.

Assist in the development of emotional well-being of children by creating a climate of acceptance, empathy and diversity awareness for individual children and by providing developmentally appropriate alternatives to unacceptable behavior.

Teach children to sing songs, play rhythm, distinguish between different rhythms, play musical games and participate in rhythmic movement exercises in order to help the children learn to express themselves creatively.

To further help the children learn to express themselves, provide a variety of art media such as finger paint, clay, poster paint, printing materials, and collage materials.

Communicate with families and staff about child's daily activities; develop a positive working relationship, and collaborate as part of a team with other staff in order to provide an effective, caring environment.

Participate in special activities for various events, celebrations and field trips as appropriate for age group.

SERIES CONCEPT (cont'd)

Implement health and safety practices and protocol; provide necessary child care such as administering first aid; diapering/toileting; feeding or preparing snacks; directing good health practices such as hand-washing and brushing teeth; assisting with naps; collect and record information into children's records.

Perform related duties as assigned.

CLASS CONCEPTS

Child Care Worker II: Under general supervision, incumbents perform the full range of child care duties. Additionally, Child Care Worker II's participate in the development of programs and curriculum and may serve as a leadworker for students and other personnel.

Incumbents develop programs and curriculum by working with supervising teachers and writing curriculum within subject areas of the Nevada Pre-Kindergarten Standards to include Language/Early Literacy, Mathematics, Social Studies, Science, Creative Arts, Physical Development and Health.

This class is distinguished from the Child Care Worker I level by the participation in program curriculum development and by greater involvement and interaction with children and parents.

Child Care Worker I: Under close supervision, incumbents assist Child Care Worker II's and other supervisory personnel in the performance of child care duties

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- * Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to a pre-employment screening for controlled substances.
- * Pursuant to NRS 432A.170, some positions in this series may be required to submit to a pre-employment background investigation. Positions offered employment in these positions must submit to a pre-employment background investigation.
- * Pursuant to NAC 432A.310, positions in this series may be required to provide written evidence that the applicant is free from communicable tuberculosis.

CHILD CARE WORKER II

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent and two years of experience working with small children in a preschool setting; **OR** one year of experience as a Child Care Worker I in Nevada State Service. (*See Special Requirements*)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

Working knowledge of: curriculum planning and development. **Ability to:** plan and implement developmentally appropriate activities/experiences for young children; stimulate and sustain interest of children and provide a positive learning environment; *and all knowledge skills and abilities required at the lower level.*

MINIMUM QUALIFICATIONS (cont'd)

CHILD CARE WORKER II (cont'd)

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

Ability to: apply developmental psychology/child development theory to classroom practices; use planning and organizational skills; be innovative and acquire fresh ideas based on current trends in research and practice; create stimulating ideas and designs according to themes, goals and philosophy of program.

CHILD CARE WORKER I

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent and one year of experience working with small children in a preschool setting. (*See Special Requirements*)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

General knowledge of: developmental psychology or child development; cooperative play; direct and indirect developmentally appropriate child guidance techniques; first aid and safety. **Ability to:** observe and document child's behavior; establish and maintain a good working relationship with families and co-workers; encourage children to develop social skills; communicate effectively and respectfully in teaching appropriate communication skills; guide play and teach games to facilitate the physical skill and growth of children; read and speak clearly when telling stories; provide acceptance, empathy and diversity awareness for each child to assist in emotional development; sing and play instruments as applied to teaching songs and rhythm instruments; provide appropriate games, activities, experiences, manipulatives, equipment, and books for particular age groups; speak to children using developmentally appropriate techniques/strategies that build self esteem; encourage each child to reach his/her full potential; communicate sufficiently to provide information and use appropriate judgment when making decisions or consulting with supervisor; lift children weighing 40 pounds; add, subtract and multiply; write in order to make notes on children's records, take dictation from children and write notes to parents.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

Working knowledge of: the child care center's rules and regulations for children and parents; proper nutrition for pre-school children. **Ability to:** work effectively with frequent interruptions and distractions; administer age appropriate CPR, age appropriate first-aid and provide a safe and sanitary environment.

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

5.174

5.174

ESTABLISHED:	10/17/86	10/17/86
REVISED:	7/1/91P	7/1/91P
	7/6/90PC	7/6/90PC
REVISED:	2/10/06PC	2/10/06PC
REVISED:	2/18/11PC	2/18/11PC