



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>
EARLY CHILDHOOD EDUCATOR IV	33	B	5.181
EARLY CHILDHOOD EDUCATOR III	31	B	5.182
EARLY CHILDHOOD EDUCATOR II	29	E	5.183
EARLY CHILDHOOD EDUCATOR I	27	E	5.184

SERIES CONCEPT

Early Childhood Educators design, organize, implement, and deliver developmentally appropriate early childhood education programs which promote children’s social, emotional, cognitive, creative, and physical development and support a diverse and inclusive environment.

Identify and implement strategies appropriate to the developmental levels and learning styles of each child; research, design, resource and implement lesson plans; contribute to or lead the development of the broader curriculum framework such as themes and goals; conduct research and provide training into emerging trends and best practices in the field; coordinate the classroom setting.

Instruct in the classroom (indoor and/or outdoor) environment; observe, instruct, and guide children’s performance, behavior, social development, and physical health; develop and provide unique responses to individual child needs; observe and monitor the instruction and response of assigned classroom staff.

Administer, write, and compile individual assessments of each child’s development; communicate development and assessment results with families; implement intervention strategies; identify and collaborate with early childhood special educators and other allied education and health professionals as needed.

Engage in the development of academic practicum students in a lab setting by providing guidance, observing practicum students in a classroom setting, and through communication with academic instructors; may supervise academic practicum and field experience students in the lab environment; work with academic faculty to enhance the teaching/learning laboratory environment.

Review, implement, monitor, and participate in emergency, fire, and life safety activities to ensure the safety and well-being of children, students, staff, and visitors; assist with disaster, emergency, fire, and safety drills; ensure first-aid kits are stocked and up to date; perform basic first aid, CPR, and other health and safety functions as needed; recognize signs and symptoms of neglect and abuse and report accordingly; ensure compliance with applicable federal and State laws, rules, regulations, policies, and procedures.

Perform related duties as assigned.

CLASS CONCEPTS

Early Childhood Educator IV: Under limited supervision, and in addition to performing the full range of duties as described in the series concept, incumbents supervise lower-level Early Childhood Educator positions to include performance evaluations, work performance standards, work assignment and review, scheduling, training, and discipline and may supervise Child Care Workers, students, interns, volunteers, and other lower-level staff as assigned. This is the supervisory level in the series.

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CLASS CONCEPTS (cont'd)

Early Childhood Educator IV: (cont'd)

Incumbents assist in the development and design of the learning environment consistent with emerging trends and best practices. In addition, incumbents perform administrative functions to include, but not limited to: assisting in budget development and monitoring; grant writing; coordinating and performing accreditation and licensing activities; assisting in emergency plan development; assisting in policy and procedure development; assisting in quality improvement activities; developing and disseminating communications regarding operations, policy changes, closures, etc.; disseminating information to staff; and participating and contributing to programs concerned with improvements in the field of early childhood education.

Early Childhood Educator III: Under general supervision, incumbents perform the full range of duties described in the series concept and function as a lead worker over lower-level Early Childhood Educator positions, Child Care Workers, students, interns, volunteers, and other lower-level staff as assigned to include work assignment and review, training, and providing input related to performance evaluations and discipline. In addition, incumbents assist in curriculum design and development and assist in the performance of administrative functions. This is the advanced journey level in the series.

Early Childhood Educator II: Under general supervision, incumbents perform the full range of duties described in the series concept. This is the journey level in the series.

Early Childhood Educator I: Under close supervision, incumbents receive training in performing the duties described in the series concept. This is the trainee level in the series and incumbents may progress to the next level in the series upon meeting the minimum qualifications, satisfactory performance, and with the recommendation of the appointing authority.

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. These positions will be identified at the time of recruitment.
- * Pursuant to NRS 432A.170, 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 are required to provide verification that the applicant is free from communicable tuberculosis. This documentation must be attached to the application.
- * Positions must meet and comply with all requirements of The Nevada Registry as a condition of continuing employment.

INFORMATIONAL NOTE:

- * Incumbents must obtain and maintain infant, child, and adult CPR certification; basic first aid certification; and Automatic External Defibrillator (AED) certification within 120 days of appointment and as a condition of continuing employment.

EARLY CHILDHOOD EDUCATOR IV

EDUCATION AND EXPERIENCE: Bachelor’s degree from an accredited college or university in education, early childhood education, or closely related field and three years of experience teaching children in a child care, pre-school, or group setting which included one year of experience in curriculum and environmental

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MINIMUM QUALIFICATIONS (cont'd)

EARLY CHILDHOOD EDUCATOR IV (cont'd)

EDUCATION AND EXPERIENCE: (cont'd)

design, performing developmental assessments, and collaborating with families regarding children's health, wellness, safety, and development; **OR** Associate's degree from an accredited college or university in education, early childhood education, or closely related field and four years of experience as described above, one year which included experience in curriculum and environmental design, performing developmental assessments, and collaborating with families regarding children's health, wellness, safety, and development; **OR** graduation from high school or equivalent education and five years of experience as described above one year which included experience in curriculum and environmental design, performing developmental assessments, and collaborating with families regarding children's health, wellness, safety, and development; **OR** one year of experience as an Early Childhood Educator III in Nevada State service; **OR** two years of experience as an Early Childhood Educator II in Nevada State service; **OR** an equivalent combination of education and experience as described above. (*See Special Requirements*)

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

Working knowledge of: administrative duties and center operations; theories and research across all developmental domains, individuation of practice, and developmentally appropriate practices; program development related to accreditation and State licensing standards. **General knowledge of:** emerging research trends in the profession and necessary program modification; mentoring practices; emergency management plans; principles and practices of supervision; principles and practices of budgeting. **Skill in:** annual data assessment tools for early childhood. **Ability to:** collaborate in program center planning activities; oversee the work of others, train, evaluate performance, and correct performance deficiencies; research, analyze, and provide input regarding emerging trends and best practices in the field; evaluate academic practicum student performance; implement practices for inclusivity of all children, families, and staff members; collaborate with community partners and families regarding unit center activities; assist in the evaluation and implementation of accommodations needed to fully serve children with disabilities and/or special needs; assist in the design and development of safety protocols and procedures; communicate with community experts and faculty on practicum students' academic experience in the classroom.

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

Working knowledge of: principles and practices of supervision. **General knowledge of:** early childcare and education; pedagogy, developmental psychology, and child development; developmentally appropriate teaching strategies; data/metric analysis necessary to evaluate success and identify trends of the educational program area. **Skill in:** classroom assignments and staffing schedules. **Ability to:** gauge children's development across all domains; analyze information, problems, and situations to define the problem, formulate logical and objective conclusions, and recognize alternatives and their implications; oversee completion of administrative duties; foster a stimulating and cooperative work environment; assess subordinate skills, abilities, and limitations; analyze and summarize data; analyze administrative programs within an allotted budget; work directly with regulatory agencies, community experts, and faculty on practicum student academic experiences in the center; advocate for the early childhood education field.

EARLY CHILDHOOD EDUCATOR III

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in education, early childhood education, or closely related field and two years of experience teaching children in a child care, pre-school, or group setting which included one year of experience in curriculum and environmental design, performing developmental assessments, and/or collaborating with families regarding children's health, wellness, safety, and development; **OR** Associate's degree from an accredited college or university in education, early childhood education, or closely related field and three years of experience as described above, one year which included experience in curriculum and environmental design, performing developmental assessments, and collaborating with families regarding children's health, wellness, safety, and development;

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MINIMUM QUALIFICATIONS (cont'd)

EARLY CHILDHOOD EDUCATOR III (cont'd)

EDUCATION AND EXPERIENCE: (cont'd)

OR graduation from high school or equivalent education and four years of experience as described above one year which included experience in curriculum and environmental design, performing developmental assessments, and collaborating with families regarding children's health, wellness, safety, and development; **OR** one year of experience as an Early Childhood Educator II in Nevada State service; **OR** an equivalent combination of education and experience as described above. (*See Special Requirements*)

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

Working knowledge of: developmental domains in early childhood education; administering assessments validly and reliably; integration of creative expressions, diversity, and respect through curriculum; effective, developmentally appropriate, and stimulating indoor/outdoor learning environments. **General knowledge of:** accreditation and licensing requirements; how assessments inform curricular planning; instructional practices and pedagogical approaches that abide by principles of developmentally appropriate practice; administrative and center operations. **Skill in:** observation and assessment tools used in early childhood education; identifying appropriate and engaging classroom environments by age range; data collection; utilization of database, spreadsheet, and word processing software. **Ability to:** understand that children learn through multiple avenues and contexts; identify and recommend community resources and suggest referrals; perform child assessments independently; discuss assessments with families; gather the child's work to present a full and accurate picture; recognize developmental delays; use screening tools appropriately and adapt curriculum to address individual needs and differences in the group setting; create an environment that promotes respect for all individuals; provide opportunities for children to develop friendships and social skills; collaborate with families to address children's learning, behavioral, and social needs, resources available, etc.; monitor compliance for regulatory requirements; plan, implement, and modify the learning environment/schedule according to individual and group needs which promote developmental domains; adapt curriculum/individual plans for children with disabilities.

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

(*These are identical to the Entry Level Knowledge, Skills, and Abilities required for Early Childhood Educator IV.*)

EARLY CHILDHOOD EDUCATOR II

EDUCATION AND EXPERIENCE: Associate's degree from an accredited college or university in education, early childhood education, or closely related field and two years of experience teaching children in a child care, pre-school, or group setting to include implementation of curricular activities and environmental design, supporting developmental assessments, establishing relationships with families, and ensuring the health, wellness, and safety of children; **OR** graduation from high school or equivalent education and three years of experience as described above; **OR** one year of experience as an Early Childhood Educator I in Nevada State service; **OR** an equivalent combination of education and experience as described above. (*See Special Requirements*)

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

Working knowledge of: how children learn in each domain (physical, social, emotional, cognitive, linguistic, and general learning competencies); application of teaching strategies that address all developmental domains in early childhood; **General knowledge of:** family relationships in early childhood education settings; design of learning centers to encourage play-based learning; observation and assessment tools used to assist in the collection of information; emergency protocols; ethics requirements and how they affect the daily work; effective, developmentally appropriate, and stimulating indoor/outdoor learning environments. **Ability to:** plan activities and contribute to curriculum to addresses children's learning across developmental domains; recognize and positively respond to children's behavior, developmental, and/or emotional distress; identify

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MINIMUM QUALIFICATIONS (cont'd)

EARLY CHILDHOOD EDUCATOR II (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application): (cont'd)
and participate in appropriate guidance approaches; assist in the design of the learning center; set-up the learning environment and implement schedules to promote competencies in all developmental domains; collaborate with supervisors in communicating with families regarding issues of concern; participate in parent-teacher conferences to review children's assessment data; adhere to plans for children with disabilities or special needs; practice emergency drills with children; implement a safe and effective environment for learning; work with children and families of diverse backgrounds; convey inclusion and belonging of diverse backgrounds.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills, and Abilities required for Early Childhood Educator III.)

EARLY CHILDHOOD EDUCATOR I

EDUCATION AND EXPERIENCE: Associate's degree from an accredited college or university in education, early childhood education, or closely related field and one year of experience teaching children in a childcare, pre-school, or group setting; **OR** graduation from high school or equivalent education and two years of experience teaching children in a childcare, pre-school, or group setting; **OR** two years of experience as a Child Care Worker II in Nevada State service; **OR** an equivalent combination of education and experience as described above. (See *Special Requirements*)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
General knowledge of: instructional methods and techniques used in early learning classrooms; curriculum planning and development; the process and purpose of observation and assessment in an academic practicum setting; Early Learning Guidelines and Pre-Kindergarten Standards; play-based learning, creative spaces, and the different domains of development and subjects of learning in early childhood education; code of ethics; applicable laws and regulations; database, spreadsheet, and word processing software. **Ability to:** assist in curriculum planning and selection; provide age-appropriate instruction to children; recognize individual needs and differences in children; treat children with fairness and consistency; provide emotional and physical support; support aspects of diversity as strengths; observe, record, and report daily activities to families; uphold the safety of the learning environment; understand and carry out verbal and written instructions; communicate effectively both verbally and in writing; perform first aid, CPR, and other health and safety functions; recognize signs and symptoms of neglect and abuse and report accordingly.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills, and Abilities required for Early Childhood Educator II.)

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.

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ESTABLISHED:	2/28/23UC	2/28/23UC	2/28/23UC	2/28/23UC
REVISED:	6/9/23PC	6/9/23PC	6/9/23PC	6/9/23PC