

FT Child Development Center Teacher (Categorically  
Funded)  
Cerritos College

Direct Link: <https://www.AcademicKeys.com/r?job=254569>

Downloaded On: Apr. 2, 2025 12:34am

Posted Mar. 18, 2025, set to expire Apr. 14, 2025

<b>Job Title</b>	FT Child Development Center Teacher (Categorically Funded)
<b>Department</b>	Staff
<b>Institution</b>	Cerritos College Norwalk, California
<b>Date Posted</b>	Mar. 18, 2025
<b>Application Deadline</b>	04/14/2025
<b>Position Start Date</b>	Available immediately
<b>Job Categories</b>	Professional Staff
<b>Academic Field(s)</b>	Administration - Other
<b>Apply Online Here</b>	<a href="https://apptrkr.com/6086246">https://apptrkr.com/6086246</a>

**Apply By Email**

**Job Description**

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**FT Child Development Center Teacher (Categorically Funded)**

**Salary:** \$59,916.00 - \$72,000.00 Annually

**Job Type:** Full Time

**Job Number:** CDC Teacher-25

**Closing:** 4/14/2025 11:59 PM Pacific

**Location:** Norwalk, CA

**Department:** CDC Teacher-25

**Division:** Health Occupations

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## **Description**

### **Closing Date**

**This position will close on April 14, 2025 at 11:59 PM (or when 150 applications are received, whichever occurs sooner).**

### **Equity and Diversity**

**The District is strongly committed to achieving staff diversity and the principles of equal opportunity employment. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures or practices. In fact, the college encourages applications from all segments of qualified people.**

### **College Profile**

Cerritos College is ranked 14th among the top 100 schools with the highest Hispanic enrollment in the United States by the United States Department of Education. Cerritos College serves as a comprehensive community college for southeastern Los Angeles County. Communities within the College's district include Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Norwalk, and portions of Bell Gardens, Lakewood, Long Beach, Santa Fe Springs and South Gate. Cerritos College offers degrees and certificates in more than 180 areas of study in nine divisions. Enrollment currently averages 22,500 students. Visit Cerritos College online at [www.cerritos.edu](http://www.cerritos.edu).

### **Department Profile**

The Child Development Center (CDC) provides high-quality care and education to children ages 2 to 5 years old. The CDC also serves as a laboratory school for future teachers in the field of Early Childhood Education. Inspired by the Reggio Emilia approach, our purpose is to provide a safe, nurturing, and enriching program for all children and their families. Our child development services are offered to students and employees of Cerritos College, and the larger community.

Positions at this level are distinguished by the level of collaboration assumed with others to manage the flow of the day, document the child's learning, coach and mentor students, manage the teacher to child ratios and to facilitate co-inquiry meetings and round-table discussions.

### **Definition**

Under general supervision from the Center Director, will be responsible for planning, observing, and

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listening carefully to children to provide meaningful experiences, create engaging learning provocations, and scaffold children's learning through the use of the outdoor and indoor classroom environments. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will facilitate short and long term projects for assigned groups of children ages 2 to 5 years that focuses on their interest which will promote scientific inquiry, communication, literacy, social-emotional, cognitive, and creative development. Positions at this level are distinguished by the level of collaboration assumed with others to manage the flow of the day, document the child's learning, coach and mentor students, manage the teacher to child ratios and to facilitate co-inquiry meetings and round-table discussions.

## Job Duties

### EXAMPLES OF DUTIES

1. Plan, collaborate, prepare, and facilitate an emergent curriculum according to the specific age and development of each individual child; prepare a daily lesson plan using the designated "Plan of Possibilities Form" that outlines the child's interest and learning experiences, goals, and the Desired Results Developmental Profile (DRDP) Measures and Domains.
2. Arrange and design the classroom in collaboration with other staff members to create an inviting, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environment in line with Reggio-Inspired principles and practices; using the Early Childhood Environmental Rating Scale (ECERS) as a guide and the final approval from the Center Director.
3. Modify the indoor and outdoor classroom environment, in order to meet the needs of individual children with concern for their interests and long term projects. Collaboratively discuss those modifications with the other teachers, the ECE Program Specialist, Atelierista, and the Outdoor Classroom Coordinator and for final approval, the Center Director.
4. Create, facilitate, and supervise planned provocations intended for the indoor and outdoor classroom; schedule and plan for outdoor provocations with the Outdoor Classroom Coordinator; work with groups of children in a variety of experiences in a warm and positive manner while maintaining order and positive guidance.
5. Adapt the classroom to the cultural needs of the children incorporating an anti-bias curriculum into the one hundred languages of children.
6. Collaborate with Food Service staff, record and maintain the meal counts as required by the Child Care and Adult Care Food Program (CACFP). Sit with a group of children and supervise the family style meals provided for breakfast, lunch, and snack. Ensure that the dining area is set-up by a group of children assigned and properly cleaned up after each meal.
7. Responsible to design a quiet and peaceful atmosphere for children to nap. Ensure bedding and

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cots are cleaned weekly and properly maintained. Will remain in the classroom to supervise children napping when needed.

8. Meet weekly to collaborate with the ECE Program Specialist to create on-going documentation panels to make the children's learning and thinking visible in the classroom; record children's words, photograph children's engagement, and learning. Create a documentation notebook to be displayed in the areas of each learning center on a daily basis.

9. Create a "Daily Reflection" document that relates to their group of children's experiences and projects using the required format; confer with the ECE Program Specialist and submit the reflections twice a week to the Center Director to be posted and sent to parents via email.

10. Establish a clean, healthy, safe, and orderly indoor and outdoor environment by following Center policies and procedures for health and safety related issues; assist with performing, but not limited to, the following examples; clean tables before and after provocations, remove nap bedding for laundering, make beds, put materials and supplies away in the indoor and outdoor classroom.

11. Assist with the general hygiene of the children including, but not limited to; toilet training, diaper changing, washing hands, brushing teeth, cleaning mud or sand off of children, and helping with other activities that may require contact with bodily fluids.

12. Responsible for the health, safety, and welfare of all children; according to Title 5 and Title 22 Regulations, including but not limited to; helping children stay warm and dry in poor weather, managing risk in an outdoor setting, and addressing conflict resolution strategies for children.

13. Observe and document each individual child's growth and development on a continuous basis using journal books and iPads provided; document each child's growth and development through pictures, anecdotal notes, and sample work; implements state required Desired Result Development Profile (DRDP) Assessment for each child using the required program on the iPad.

14. Maintain appropriate records and complete assigned paperwork and reports in an accurate and timely manner; complete a "Daily Health Check" report to record children's attendance.

15. Mentor, coach, and supervise the practicum student's experiences with children at the Child Development Center, and is responsible for verification of observation hours and signing practicum, intern/volunteer students sign-in and sign-out sheets. Give input to Child Development Department Faculty regarding the evaluation of the student performance.

16. Confer with the Center Director and the ECE Program Specialist in preparation for parent/teacher communication and conferences of a delicate manner.

17. Communicate with parents and staff to develop positive, reciprocal relationships; conduct formal parent/teacher conferences twice a year to discuss assessments; conduct other conferences as needed with the Center Director.

18. Participate in bi-monthly staff meetings with the Center Director. Lead daily group documentation/co-inquiry meetings in collaboration with the ECE Program Specialist; act as a member of a team, available on occasion for night and weekend events, meetings or gatherings for any Child

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Development Department or any Center program events, roundtables, and meetings.

19. Assess children using the designated assessment tool, "Ages and Stages"; identify and refer children to the Child Development Center Director for possible implementation of an individualized education plan, (IEP) in collaboration with the parent and the teacher.

20. Submit requests for instructional supplies to the Atelierista; keep an inventory of instructional supplies received in classroom; distribute supplies in the classroom, store additional items for future use in an organized manner in the classroom cabinets.

21. Provide coaching and mentoring to practicum students, student workers, short-term temporary employees, parents, and volunteers assigned to the Center. Assist the Center Director and ECE Program Specialist in conducting training for other teachers, students, and volunteers; available to conduct and plan roundtable discussions with students and the community at large.

22. Serve as a liaison to the Child Development Center and ECE Program Specialist; convey concerns about practicum students, interns, volunteers, and parents to the Center Director.

23. Carry out the required funding conditions of the grants awarded by the State Department of Education; NAEYC Accreditation and the California Quality Rating and Improvement System (QRIS), including the CLASS assessment requirements.

24. Attend and participate in professional group meetings, conferences, and workshops; maintains awareness of new trends and developments in the field of early childhood education; communicate to the Center Director and ECE Program Specialist any new developments. Changes to the curriculum or systems established must be approved by the Center Director.

25. Maintain and upgrade the Child Development Permit; Complete the required 105 clock hours of continuing professional development every 5 years, or 21 clock hours per year, as required by the Commission on Teacher Credentialing and QRIS requirements.

26. Perform related duties as required and assigned by the Center Director.

### Minimum Qualifications

#### Education and Experience

Any combination of education and experience which provides the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

#### Education/Training

**Option 1:** 24 units in ECE/CD (including core courses) plus 16 GE units and 6 units of specialization, plus 2 Adult Supervision units; or Associate's Degree which includes 24 units in ECE/CD (including core courses) plus 16 GE units and 6 units of specialization, plus 2 Adult Supervision units OR

**Option 2 (preferred):** Bachelor's Degree or higher (does not have to be in ECE/CD), preferred Bachelor's Degree to be in Child Development, Early Childhood Education, Human Development, plus

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12 units in ECE/CD.

**Experience**

Minimum of 2 years of experience as a teacher working with children from ages 2-5 years and 1 year of experience working in an inspired Reggio Emilia, constructivist or emergent curriculum approach.

**License or Certificate (at employee's own expense)**

Possession of, or eligible to obtain a Child Development Master Teacher Permit or Site Supervisor Permit issued by the California Commission on Teacher Credentialing. Possession of a current pediatric C.P.R. and First Aid Certificate.

**Preferred Qualifications**

Bachelor's degree or higher.

Experience with infant-toddler and preschool age groups.

Experience with community college or university lab schools.

Child Development Site Supervisor permit.

**Supplemental Information**

**Health Requirements**

TB Clearance, record of flu shots, and immunization record as stipulated by Title 22 Regulations.

**KNOWLEDGE AND ABILITIES**

**Knowledge of:**

- Concepts in early childhood education;
- Principles and applications of child development theory;
- Principles and applications of the Reggio Emilia Approach;
- Basic child psychology and development;
- Principles and practices of curriculum planning;
- Age appropriate experiences, emergent curriculum, and the project approach;
- Methods and techniques of instructional program development;
- Appropriate provocations for children of various age and skill level to develop each child socially, emotionally, intellectually, creatively, and physically to his/her fullest potential;

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- Socialization techniques;
- Assessment tools - DRDP, ECER's Revised, CLASS, and Ages and Stages;
- Health and safety requirements of children;
- Potential safety issues within a group care setting; appropriate safety precautions and procedures;
- Methods of observing, evaluating, and recording child behavior;
- Child development assessment techniques;
- Principles of basic first aid and CPR;
- Basic nutritional requirements for young children;
- Principles and procedures of record keeping;
- Pertinent federal, state, and local codes, laws, and regulations governing the operations and activities of a child development center;
- English usage, grammar, spelling, punctuation, and vocabulary;
- Operations, services, and activities of a child development center;
- Basic early childhood center management principles and practices;
- Work organization principles and practices;
- Principles of supervision and training;
- Instructing and supervising children of various ages involved in child development center activities;
- Development of effective relationships with preschool students, parents, and staff;
- Observe, evaluate, and document children's learning;
- Recognize and define present and potential behavioral and learning problems of children;
- Appropriate conflict resolution strategies;
- Maintaining records and preparing reports;
- Conducting parent conferences;
- Awareness and appreciation of the cultural diversity of the community;
- Communication clearly and concisely, both orally and in writing;
- Mentoring, Leading, and review the work of other adults;
- Center policies and procedures.

**Cognitive Abilities**

- Plan an intentional curriculum based on developmentally appropriate practices;
- Exhibit critical thinking skills to respond to unexpected events and to solve problems efficiently;
- Integrate appropriate assessment techniques to evaluate children's progress and use data to plan effective and meaningful activities;
- Demonstrate critical-thinking ability sufficient for collecting, analyzing, and integrating information and knowledge in order to make safe judgments and decisions that promote positive learning

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outcomes and professional behavior;

- Awareness of, and the ability, to work with diverse learners;
- Reflect on own practice and seek opportunities for professional growth;
- Function effectively under stress and time constraints;
- Follow policies and procedures required by employers and academic settings;
- Respond appropriately to emergencies.

**Communication Abilities**

- Speak, read, comprehend, and write English at a level that meets the need for clear and effective communication with instructors, peers, children, and families;
- Adjust non-verbal and verbal language appropriately to meet the needs of the multilingual and culturally diverse children, families, and colleagues;
- Provide accurate verbal and non-verbal models of the English language;
- Demonstrate communication abilities sufficient for interaction with others in verbal, non-verbal, electronic, and written form;
- Demonstrate body language exhibiting a disposition commiserate with working with linguistically diverse children and families.

**Interpersonal/Intrapersonal Skills and Behavior Abilities:**

- Demonstrate emotional stability to cultivate and maintain positive relationships with children and adults;
- Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever-changing situations;
- Awareness of others' reactions and understanding of why they react the way they do;
- Able to identify the nature of problems and conflicts;
- Identify and practice problem-solving processes to deal with challenging behaviors and emergencies;
- Behave in a professional manner and follow the NAEYC code of ethics;
- Show evidence of cross-cultural competence;
- Compliance with HIPAA Regulations.

**Visual Ability**

- Demonstrate visual acuity sufficient for the observing, monitoring, and assessing of children's safety, learning, and development;
- Arrange safe and effective environments that facilitate the easy supervision and care of all children in the environment;
- Visually discriminate by color, shape, and size;



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- Demonstrate vision acuity sufficient for safe child care, including: close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus;
- See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

**Auditory Ability**

- Sufficient hearing acuity to ensure a safe environment and the ability to respond quickly in case of emergencies;
- Hear in the normal audio range with or without correction.

**Tactile Ability**

- Tactile ability sufficient for physical assessment and intervention.

**Olfactory Ability**

- Olfactory ability sufficient to detect unusual odors/smells in the environment and on individual children.

**Strength and Mobility**

- Strength and mobility sufficient to supervise and meet the needs of young children;
- Energy and vitality to interact with young children and to help them accomplish their tasks;
- Strength and mobility abilities required to manipulate and utilize equipment, materials, and supplies in the classroom, staff room, and front office.

**Motor Skills**

- Gross and fine motor abilities sufficient for providing safe and effective environments and responding to unexpected situations in a timely manner;
- Physical ability sufficient to maneuver in small spaces (including standing, walking, bending, and range-of-motion of extremities).

**Physical Endurance**

- Sufficient physical endurance to complete assigned periods, the required shift, and assigned tasks; for the care and education of young children;
- Attend and participate in workshops, trainings, small and large group discussions, group activities and experiences, projects, and observations of children in the outdoor and indoor classroom.

**Environmental Tolerance:**

- Function in a healthy and safe manner, in an inclusive classroom environment (a classroom that

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includes children with special needs);

- Ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust, and odors, residue from cleaning products, noise, congested workplace, and bodily fluids;
- Awareness that the classroom environment may contain latex and other allergens, including but not limited to, chemical and mundane; tolerance of such allergens in the work place must also be demonstrated.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

**Environment**

Work is performed in a child development center; exposure to communicable diseases; subject to noise from children and equipment operation; frequent interruptions and contact in person with children, parents, students, staff, and others.

**Physical**

Primary functions require sufficient physical ability and mobility to work in a child development center; to stand or sit for prolonged periods of time; to frequently stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate classroom equipment requiring repetitive hand movement and fine coordination; to verbally communicate to exchange information; and to occasionally travel to other offices or locations.

**Salary/Fringe Benefits**

Grade 3 on the District CDC Salary Schedule (\$4,993 -\$6,000/month).

Health and welfare benefits include District contribution for medical/dental/vision benefits and employee life insurance (\$50,000). (Cash in lieu option available on medical insurance.)

Participation in the Public Employee's Retirement System that is also integrated with Social Security.

**Conditions of Employment**

This is a full-time, 12-calendar month categorically funded position.

Hours of employment Varies. Monday through Friday, 7:30-am 4:30 pm or 8:00am -5:00 pm



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(hours are determined by the needs of the center, and must be available for any 8 hour shift between 7:30 am to 5:00 pm.)

Initial placement of employees on the District CDC Salary schedule is at Step 1. After six months of successful probationary employment, employee is placed at Step 2.

Employment is to be effective as soon as possible following completion of the selection process.

Individual who is offered employment shall be required to obtain fingerprints for a criminal history clearance through the State Department of Justice and remit the required fee for processing the fingerprints, Federal Bureau of Investigation (no fee if obtained at Cerritos College Campus Police Station), produce an original social security card, and submit negative TB test results (must be within the past four years or within the last 60 days if not previously employed in a school district in California) before employment.

Proof of eligibility to work in the United States and signing of loyalty oath per Government Codes 3100-3109.

\*\*Please note - the District does not provide for immigration sponsorships such as H1B Visas

Candidates must be available to work on site and be able to provide proof of California residency prior to employment.

### **Application Procedures**

Application materials must be submitted by the closing date. Applicants who need special services or facilities due to disability in order to apply or interview for this position must notify Human Resources at the time of application or at least 72 hours prior to the closing date or date of a scheduled interview.

It is the applicant's responsibility to provide copies of all transcript(s) verifying all educational degree(s) and/or coursework required for the position. Transcripts must be from regionally accredited institutions. A foreign transcript must be evaluated by a NACES certified agency. The website address is [www.naces.org](http://www.naces.org).

### **Required Documents**

1. Cover Letter
2. Resume/CV

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3. Transcript 1 (Must show all coursework completed and conferral date of the degree)
4. Child Development Permit, Master Teacher permit and higher
5. Master Teacher Permit and Pediatric CPR/First Aid Certificate

To apply, visit <https://www.schooljobs.com/careers/cerritosedu/jobs/4839155/ft-child-development-center-teacher-categorically-funded>

*The District ensures that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, veteran status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. .*

### Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

### Contact

Staff  
Cerritos College

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