

DEVELOPMENTAL DAY DIRECTOR I

Employees in this class plan and direct all operations of a small developmental day center which is serving clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders). The centers would normally serve between 15 and 30 clients. Employees are responsible for planning and coordinating food service and transportation services, maintaining physical facilities, supplies and equipment, as well as the budget. Employees supervise a staff of three to five teachers and aides, which requires ensuring that overall programmatic goals are being met. Employees are responsible for coordinating the services of other disciplines such as physical therapy, occupational therapy, psychology, and speech; and ensuring that these services are integrated into the overall program. Work requires extensive contacts with parents and other community agencies in order to plan and implement admission criteria and procedures and obtain resources for the clients and the program.

I. SUPERVISORY/MANAGERIAL FUNCTIONS:

Planning - Employees plan for long and short term goals such as the target population to be served, admission and discharge criteria, funding, equipment and space needed and coordination of services required with community agencies. These functions are accomplished through close coordination with the Area Developmental Disabilities Director or Specialist.

Organizing and Directing - Employees make changes in staffing patterns and class assignments in order to adhere to State Day Care, Mental Health and Department of Public Instruction standards, as well as changes in program emphasis and target populations being served. This may require adjusting or revising admission schedules.

Budgeting - Employees work with the Area Developmental Disabilities Director/Specialist in developing the fiscal year budget by recommending any changes needed from the previous year. Employees monitor the budget and make adjustments from one line item to another with the approval of the supervisor and the finance officer. Work may involve developing grant proposals for federal monies.

Training - Employees provide in-service training to staff either directly or through outside resources on a variety of programmatic topics.

Setting Work Standards - Internal center policies and standards are developed in conjunction with the Area Developmental Disabilities Director/Specialist based on established State Day Care, State Mental Health program, Department of Public Instruction, and agency standards.

Reviewing Work - Employees monitor the work of staff both technically and administratively through periodic meetings, reviewing curriculums and individual programs and observation within the classroom. The emphasis between technical and administrative supervision will vary depending on the size of the center and the staffing complement.

Counseling and Disciplining - Employees counsel staff members on job performance and the appropriate grievance and disciplinary system. Employees may initiate the oral and written portions of the dismissal/disciplinary action; all final disciplinary actions are reviewed by the supervisor.

Performing Other Personnel Functions - Employees interview applicants and make final recommendations to supervisor; conduct annual employee evaluations; and make recommendations, having considerable influence, on promotions, dismissals and salary adjustments.

II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Changes in populations served by programs and changes in laws and standards for educating children with exceptional needs cause program changes in the areas of staffing and curriculum.

Variety of Work Supervised - Employees provide technical and administrative supervision to staff who are responsible for teaching clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders) in a variety of basic educational/developmental areas.

Number of Employees Responsible For - Three to five employees.

III. EXTENT OF SUPERVISION RECEIVED: Work is reviewed through regularly scheduled meetings with Area Developmental Disabilities Director/Specialist and through written reports. Major issues regarding program changes and budgeting are reviewed with the supervisor.

IV. SPECIAL ADDITIONAL CONSIDERATIONS: Centers may operate on a ten or twelve hour day with staff schedules staggered due to the day care situation, work force is basically stable, and all staff work in one location.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of the techniques and methods used in teaching. Considerable knowledge of the developmental stages of learning in the areas of cognitive, language, motor, self-help, and psycho-social skills. General knowledge of basic educational/developmental principles and theories. General knowledge of various methods of assessing learning/developmental levels. Skill in adopting curriculum techniques to meet the needs of the specialized learning problems of the group. Ability to evaluate the performance and progress of other staff. Ability to provide the leadership necessary to organize and supervise activities of a group of employees. Ability to communicate effectively in oral and written form. Ability to establish rapport and maintain effective relationships with clients, parents, community agencies and organizations and other professional staff.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in special education, early childhood education, preschool education, child development, elementary education, or psychology in the areas of cognitive, language, motor, self-help, and psycho-social skills, and two years of experience teaching preschool or clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or graduation from a four-year college or university and three years of experience teaching preschool or clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or graduation from a two-year associate degree program in a related field and three years of experience teaching preschool or clients with or at risk for developmental delay; or graduation from high school or equivalent and six years of experience in a nursery school, kindergarten, elementary school, or day care facility setting, three of which must have been at the teacher level with clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or an equivalent combination of training and experience.