

## DEVELOPMENTAL DAY DIRECTOR II

Employees in this class plan and direct all operations of a medium to large size developmental day center or several small satellite centers which are serving clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders). The centers would normally serve between 30 to 60 clients. This level differs from the I level in the size and scope of the operation primarily. Employees are responsible for planning and coordinating food service and transportation services, maintaining physical facilities, supplies and equipment, as well as the budget for the center or centers. Some of the centers may have a contract with the public schools to provide public school services. In these situations, employees are providing administrative supervision and coordination with the technical system. Employees supervise a staff of six to 15 teachers and aides which requires ensuring that programmatic goals are 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 contact with parents and other community agencies in order to plan and implement admission criteria and procedures and obtain resources for 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 resources. In situations where there are multiple sites, this may involve dealing with more than one local governing body. These functions are accomplished through close coordination with the Area Developmental Disabilities Director of Specialist.

Organizing and Directing - Employees make changes in staffing patterns, class assignments, and class structures between centers 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 and negotiating contracts with local education agencies.

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. The directors in the larger centers will spend most of their time in administrative matters, delegating technical supervision to lower level supervisors.

Counseling and Disciplining - Employees counsel staff members on job performances 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. In addition, employees administratively supervise and coordinate the services of other staff such as physical therapy, occupational therapy, psychology, and speech to ensure that these services are integrated into the overall program.

Number of Employees Responsible For - Six to 15 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 12 hour day with staff schedules staggered due to the day care situation; work force is basically stable; staff may be assigned to more than 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 in the areas of cognitive, language, motor, self-help, and psycho-social skills. Considerable knowledge of basic educational principles and theories. Considerable knowledge of various methods of assessing learning/developmental levels. Skill in adopting curriculum techniques to meet the needs of the specialized learning/developmental 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 delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or an equivalent combination of training and experience.