

## DEVELOPMENTAL DAY TEACHER II

Employees in this class serve as lead teachers in a developmental day center providing technical guidance in the areas of assessment and curriculum development for other developmental day teachers or aides. Employees may also assist the director in some of the administrative aspects of managing the center. Employees are usually also responsible for their own classroom which involves many of the same duties as described in the Developmental Day Teacher I specification; however, they are required to utilize a wider variety of assessment tools and develop curriculums for more complex situations either through their role as lead teacher or because of their assignment of clients. Employees in this class may also manage the day-to-day operations of a very small center; however, their primary emphasis is on the technical aspects of the program.

### I. DIFFICULTY OF WORK:

Variety and Scope - In addition to providing direct assessment and teaching to a group of clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral/disorders) as described in Developmental Day Teacher I specification, employees provide technical guidance on assessment problems and curriculum and development to other staff.

Intricacy - Employees utilize a variety of educational/developmental/ emotional assessment tools and develop curriculum for more complex clients. Employees provide technical consultation and guidance to other staff which requires more independent judgment and application of professional knowledges, skills, and abilities than in the Developmental Day Teacher I classification.

Subject Matter Complexity - Work requires knowledge of theories of educational assessment and developmental needs of developmentally disabled and how to plan programs and activities around them.

Guidelines - Mental Health standards outline the basic components of the program and services to be provided. Established curriculums and professional resource materials are also utilized.

### II. RESPONSIBILITY:

Nature of Instructions - Assessments and planning of daily program activities are carried out independently with little instruction.

Nature of Review - Work is reviewed periodically to ensure that overall program goals are being achieved.

Scope of Decisions - Work is with a group of clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders) in a developmental day center. Employees also work with other staff in providing technical guidance and review of their work.

Consequence of Decisions - Decisions affect the development and preparation for clients to potentially participate in a public school program. Employees' work with other staff impacts on the overall quality of the program.

### III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work requires contact with clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders), parents, and other professional disciplines.

Nature and Purpose - Contacts are for the purpose of teaching clients needed skills and working with parents to reinforce these. Employees also work with other staff in improving their techniques.

### IV. OTHER WORK DEMANDS:

Work Conditions - Employees' workstation is normally located in schools or churches which have been set up for a day care situation. Odors and noise are often present due to the functioning level of the client. Work may require lifting of clients.

Hazards - Behavior problems of clients, such as aggression, or lifting of clients could cause bodily injury.

### V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of 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. 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 organize lesson plans, educational/developmental programs and activities on an individualized basis. Ability to communicate effectively in oral and written form. Ability to establish rapport and maintain effective working relationships with parents and other professional disciplines. Ability to direct the activities of subordinate personnel.

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, psychology, infant mental health, or child and family studies and one year 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 an equivalent combination of training and experience.