



## **DIRECTOR, CHILD DEVELOPMENT CENTER**

**Reports to:** Dean of Instructional Services

**Dept:** Career & Technical Education – Child Development      **Range:** CM-8

**FLSA:** Exempt      **EEO:** Executive/Administrative/Managerial

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### **BASIC FUNCTION:**

Under general supervision of the Dean, plans, supervises, assesses, and evaluates activities and operations of the Child Development Center and laboratory school. Oversees and collaborates with, and provides support to, early childhood education instructional programs, and perform related duties as assigned, including compliance with District and licensing requirements and related legal and regulatory provisions.

### **ESSENTIAL DUTIES & RESPONSIBILITIES:**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

#### **Supervisory Responsibilities**

1. Recruits, interviews, recommend hires, and trains staff.
2. Oversees scheduling, assignments, and the daily workflow of the child development center.
3. Provides constructive and timely performance evaluations.

#### **Duties/Responsibilities**

4. Exhibit an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, gender identity, sexual orientation, and ethnic backgrounds of community college students, and employees, including those with physical or learning disabilities, and successfully foster and support an inclusive educational and employment environment.
5. Plan, organize, direct and supervise the Child Development Center to provide a quality child development program for children, students in teacher training, and students in other disciplines in alignment with curriculum.
6. Initiate and perform strategic planning, program evaluation, research and advocacy for the Center; author and implement program vision, philosophy, and goals as well as policies and procedures.

7. Serve as business manager of the operation responsible for setting tuition levels, reporting income and expenditures and meeting acceptable business standards.
8. Develop and prepare the annual budget for the Child Development Center; analyze and review budgetary and financial data; control and authorize expenditures.
9. Generate resources/funds through grant writing and/or program proposals. Monitor grants and prepare and submit monthly, quarterly, and yearly reports as required by the funding agency. Work closely with the MiraCosta College Foundation on various fundraising initiatives and activities.
10. Provide leadership to communicate the mission and purpose of the Child Development Center to College and community constituencies.
11. Collaborate closely with discipline faculty to plan and implement curriculum to ensure the philosophy, policies, programs and methods of the laboratory school support the pedagogy of the Child Development program, address student needs, and meet the requirements for lab observations and practicum course work.
12. Identify, implement, and evaluate various state-level initiatives in the field of early care and education within the context of a campus laboratory school, including licensing compliance.
13. Implement program policies and directives according to district, federal, or state guidelines.
14. Address parent concerns and assist with parent orientations to ensure effective communication, understanding of, and involvement in Center policies and procedures on the part of the program families.
15. Assist with ongoing parent education events and experiences.

**OTHER DUTIES:**

1. Attend program-related regional and national conferences and workshops.
2. Maintain currency in the profession and in applicable technologies.
3. Perform related duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Principles and practices of supervision of early care and education programs.
- College laboratory school environments, including the relationship between the collegiate programs and the day-to-day operation of the Child Development Center.
- Principles and practices of child growth and the development assessment process.
- Principles and procedures of recordkeeping, including budget development and planning.
- Principles and practices of report preparation.

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- Current concepts, strategies and best practices used in inclusive early childhood care and education; developmentally appropriate and culturally sensitive early childhood curriculum.
  - Health, safety, and nutrition requirements of young children.
  - Pertinent federal, state and local codes, laws and regulations, including child development center licensing and applicable sections of Title 5 and Title 22 of the California Code of Regulations.
  - Most current versions of Desired Results (DRDP), Infant/Toddler Environmental Rating Scale (ITERS), Early Childhood Environmental Rating Scale (ECERS), and other relevant state-mandated requirements.
  - Methods of observing, recording and evaluating both child and adult behavior.
  - Interpersonal skills including empathy, tact, patience and respect.
  - Principles and practices of student-teacher mentoring and staff supervision.
  - Excellent verbal and written communication skills.
  - Excellent interpersonal and customer service skills.
  - Excellent organizational skills and attention to detail.
  - Excellent time management skills with a proven ability to meet deadlines.
  - Strong analytical and problem-solving skills.
  - Strong supervisory and leadership skills.
  - Proficient in a variety of office equipment including a computer and appropriate software.
  - Ability to act with integrity, professionalism, and confidentiality.
  - Interpret, apply and explain rules, regulations, policies and procedures and apply them in a variety of procedural situations.
  - Coordinate, supervise and use automated systems to maintain records, collect data and generate reports.
  - Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.

**EDUCATION AND EXPERIENCE:**

A bachelor's degree from an accredited college or university in Early Childhood Education, Child Development, Human Development, or a related field and at least one year of formal training, internship or leadership experience in a preschool program in a lead or supervisory capacity; or an equivalent combination of training and experience as demonstrated by meeting the requirements of the Child Development Permit for Site Supervisor or above.

A master's degree from an accredited college or university in Early Childhood Education or Child Development is preferred.

**LICENSES AND OTHER REQUIREMENTS:**

1. Possession of a Child Development Site Supervisor or Director by the first day of the assignment.
2. Possession of a valid, appropriate pediatric cardiopulmonary resuscitation (C.P.R.) certificate by the first day of the assignment.

3. Possession of a valid, appropriate first aid certificate by the first day of the assignment.
4. A valid California driver's license and the ability to maintain insurability under the district's vehicle insurance program.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

ECE Program Specialists, ECE Instructional Specialists, ECE Instructional Apprentices, student interns, student workers, substitute teaching staff, service learners, observers, college students and parent volunteers.

**CONTACTS:**

Departmental staff, students, faculty, district administrators, personnel from related community agencies, the Center parents and families, and the general public.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent to frequent standing and walking; intermittent bending and stooping; occasional light lifting and carrying of objects weighing 35 pounds or less; ability to work at computer, including repetitive use of computer keyboard, mouse or other control devices; ability to travel to a variety of locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving interactions and communications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily works in a classroom environment, office, or instructional lab; constant contact with students; subject to frequent interruptions by individuals in person or by telephone; intermittent exposure to individuals acting in a disagreeable fashion; may work at any district location or authorized facility during day and/or evening hours; occasional local travel may be requested.