

<b>Position Title:</b>	Director of Organizational Development
<b>Classification:</b>	Executive Leadership Team
<b>Reports To:</b>	President/CEO
<b>Responsibility:</b>	<p>The Director of Organizational Development provides strategic and operational leadership for all educational programs serving school-age students and adults with Intellectual and Developmental Disabilities (IDD), including Autism. This role is responsible for ensuring individualized, person-centered, and inclusive programming across all educational offerings. The Director also leads the design, implementation, and evaluation of comprehensive professional development initiatives that support high-quality, person-centered educational programming for individuals with Intellectual and Developmental Disabilities (IDD), including Autism and oversees workforce development strategies, including the implementation and monitoring of the NADSP credentialing program for Direct Support Professionals (DSPs) and Frontline Supervisors, and fosters a culture of continuous learning through coaching, mentoring, and leadership development initiatives.</p>

**Qualifications:**

- Minimum bachelor's degree in special education, Educational Leadership, Psychology, or related field
- Preferred master's degree in special education, Educational Leadership, Psychology, or related field
- Valid teaching or administrative certification
- Understanding about day habilitation, supported employment or community integration programs
- Strong leadership, communication skills, interpersonal and organizational skills
- Knowledge of curriculum development and instructional practices
- Ability to analyze data and identify trends
- Experience with adult service models, including supported employment, or community integration programs.
- Minimum of 3 years of experience in educational leadership, preferably within IDD/Autism services.
- Proven experience designing and implementing programs for individuals with developmental disabilities across age groups.
- Strong understanding of IDEA, ADA, person-centered planning, and transition services.
- Passion for equity, advocacy, and inclusion and the empowerment of individuals with disabilities.
- Experience with adult day/vocational programs.

- Knowledge of Direct Support Professionals competencies, adult education, and credentialing models.
- Familiarity with Home and Community Based Services (HCBS) guidelines, transition planning, and supported employment services.
- Deep understanding of IEP/ISP processes, adult learning strategies, and inclusive education principles.

**ESSENTIAL FUNCTIONS:** The essential functions of this position include, but are not limited to, the following fundamental duties, as well as all other duties as assigned by the President/CEO:

### **Program Leadership & Oversight**

- Direct all educational programs for school-age children and adults, including special education, transition services, life skills, and vocational readiness.
- Ensure that programs are compliant with all applicable local, state, and federal regulations (e.g., IDEA, ADA, HCBS).
- Supervise educational staff including special education teachers, adult education instructors, program coordinators, and related support personnel.
- Monitor the development and implementation of individualized education plans (IEPs) and individualized service plans (ISPs).
- Monitor ICareManager and MiTC programs as it relates to professional development, certification regulations and communication

### **Curriculum & Instruction**

- Oversee the development and adaptation of curriculum to support academic, vocational, and life skills instruction tailored to individual needs.
- Promote the use of evidence-based practices and teaching methods such as Universal Design for Learning (UDL), ABA, and trauma-informed approaches.
- Ensure integration of communication supports, sensory regulation, and assistive technology across programs.

### **NADSP Credentialing & Workforce Development**

- Lead the development and implementation of NADSP credentialing pathways for DSPs and Frontline Supervisors.
- Collaborate with HR and training departments to provide structured training, coaching, and mentoring that aligns with NADSP standards.
- Track and evaluate progress toward credentialing milestones and ensure fidelity to NADSP core competencies and code of ethics.
- Support a culture of professionalism, recognition, and career advancement for direct care staff.

### **Team Supervision & Development**

- Recruit, train, and supervise instructional and support staff, providing guidance, evaluation, and performance feedback.
- Foster a collaborative and supportive team environment that prioritizes staff growth and high-quality service delivery.
- Provide coaching, mentoring and professional development aligned with current research, best practices and staff needs.
- Assist in the development of a stream-lined onboarding approach that provides consistent and updated educational and care practices.

**Family & Community Engagement**

- Serve as a liaison to families, guardians, school districts, and funding agencies.
- Facilitate strong relationships and consistent communication with external partners and community stakeholders.
- Support advocacy efforts and inclusive opportunities in community-based settings.
- Build and sustain partnerships with educational institutions, vocational services and advocacy organizations.

**Evaluation & Compliance**

- Ensure compliance with all relevant licensing bodies, school district contracts and accreditation agencies.
- Monitor and evaluate program effectiveness through data collection and outcomes reporting.
- Maintain accurate and timely documentation and reporting for internal and external stakeholders.