

Education Director – Outreach Director – Wisconsin Educational Services Program for the Deaf and Hard of Hearing

Position # 331865

Under the direction of the WESP-DHH Director, the Outreach Program Director provides leadership and supervision of professional and paraprofessional staff for the WESP-DHH Outreach Program. The Outreach Supervisor oversees the provision of programs and services to LEAs and other agencies serving children who are deaf, hard of hearing, or deaf-blind and their families. This position provides leadership in the design of the development and implementation of outreach services throughout Wisconsin and requires considerable travel. This position also oversees the grant-funded federal deaf-blind technical assistance program; Wisconsin Deaf-Blind Technical Assistance Project. This position requires a sign skill level of 2+ or better upon hire and 3 upon completion of probation as measured by the American Sign Language Proficiency Interview.

(45%) A. Oversee the development and provision of WESP-DHH Outreach and WDBTAP programs and services to deaf, hard of hearing, and deaf-blind children and their LEAs, parents, and other service providers.

- 1) Using stakeholder feedback and internal evaluation processes, provide direction, guidance, and oversight in the overall development of the WESP-DHH Outreach services and programs.
- 2) Plan, develop, and disseminate information regarding WESP-DHH Outreach services to LEAs, parents, teachers, and others working with deaf, hard of hearing, and deaf-blind children.
- 3) Provide vision and oversight for ongoing needs assessment and subsequent Outreach program development, with a focus on integration of state-of-the-art technology and effective use of resources.
- 4) Act as “liaison” with LEA and CESA Special Education Directors/leadership regarding services and programs provided by WESP-DHH Outreach and WDBTAP.
- 5) Collaborate with LEAs, state agencies, CESAs, community agencies and other service providers to ensure provision of needed services without duplication.
- 6) Oversee the planning, development and implementation of professional development programs for staff from LEAs and other agencies serving deaf, hard of hearing, and deaf-blind children.
- 7) Oversee the planning, development and implementation of programs for parents and families of children who are deaf, hard of hearing or deaf-blind.
- 8) Oversee the planning, development and implementation of programs for students who are deaf, hard of hearing and deaf-blind.
- 9) In consultation with the WESP-DHH Director, ensure effective communication between staff and programs of WESP-DHH Outreach and WDBTAP with the Madison DPI Special Education Team, Madison HR and Business office, and Janesville Business Office.
- 10) In consultation with the WESP-DHH Director, provide guidance and input, as needed, to the DPI consultants on the development of policy, and on statewide regular and special education initiatives (e.g. RDA: Literacy, College and Career Readiness).
- 11) Participate in planning and implementation of statewide PST meetings for Teachers of the Deaf/Hard of Hearing.
- 12) Participate, provide leadership and share information with the WDBTAP and WESP-DHH/DPI Advisory Councils regarding current programming and direction of each program.
- 13) Provide direction and oversight for existing grant application processes and reports (including IDEA pre-school discretionary grant and Federal OSEP TA grant for students who are deaf-blind) and for potential new grant applications.

- 14) With the support of the business office, provide fiscal monitoring and oversight of WDBTAP and WESP-DHH Outreach funds while minimizing travel expenses for Outreach staff.

(35%) B. Provide supervision and direction for WESP-DHH Outreach and WDBTAP staff.

- 1) Determine Outreach team personnel needs and specialization to meet the evolving needs of students who are deaf, hard of hearing and deaf-blind, their families and the professionals that serve them.
- 2) Ensure ongoing and regular internal and external evaluation of each Outreach staff member's work, to ensure effectiveness and in order to guide and support future work; in addition, conduct annual evaluations and provide direction and support to individual staff.
- 3) Assign staff duties and determine position responsibilities to ensure the provision of WESP-DHH Outreach and WDBTAP services.
- 4) Ensure that appropriate consultations regarding identified children, as requested by LEAs, are completed and documented results are distributed to school districts in a timely fashion.
- 5) Provide support to staff involved with planning, developing and implementing professional development programs and services.
- 6) Provide leadership and direction in the development and implementation of innovative Outreach programs.
- 7) Promote, arrange, approve, and evaluate effectiveness of Outreach staff development.

(5%) C. Coordinate provision of outreach services by WSD staff to LEAs, deaf, hard of hearing and deaf-blind students and their families.

- 1) Liaison with WSD educational administration to facilitate services by WSD staff.
- 2) Ensure effective internal communication and collaboration between staff and programs of WESP-DHH Outreach and WSD.
- 3) Liaison with the WSD librarian to ensure the development and maintenance of the WESP-DHH Resource Library as an informational and materials clearinghouse for WESP-DHH.
- 4) Support future collaborative planning, through the long range planning process (LRP) amongst all WESP-DHH programs (including WSD, WDBTAP and Outreach)

(5%) D. Provision of assistance to the WESP-DHH Director on specific tasks as directed.

- 1) Recommend policies and procedures relevant to effective operations of WESP-DHH Outreach.
- 2) Assist in grant development, reporting requirements, and other tasks as requested.

(5%) E. Participation in public relations and informational activities between WESP-DHH, parents, school districts, the community, and other organizations as appropriate.

- 1) Make presentations as requested and appropriate, at the local, state and national level.
- 2) Assist in the development of public information materials relevant to programs offered by WESP-DHH.
- 3) Serve on public boards, committees, councils, and other such organizations when requested and as appropriate.

(5%) F. Engagement in opportunities for professional growth

- 1) Attend professional seminars, workshops, and conferences.

- 2) Take course work as needed for recertification and professional issues to maintain current management/supervisory techniques.
- 3) Read professional literature.

Knowledge and Skills:

- 1) Knowledge of local school district and parents' needs/concerns related to child development in children who are deaf, hard of hearing, or deaf-blind.
- 2) Knowledge of the assessment team's role and methods for reporting findings to local school districts.
- 3) Knowledge of local, state and national resources and materials for providing in-services to local school districts.
- 4) Knowledge of DPI initiatives and application for students who are deaf, hard of hearing and deaf-blind.
- 5) Knowledge of how to clearly communicate goals and objectives, evaluate program outcomes and make future improvements.
- 6) Knowledge of the implication hearing impairments have on the education of students who are deaf, hard of hearing, or deaf-blind, including Common Core State Standards and expanded core curriculum.
- 7) Knowledge of trends and innovations in the education of the deaf, hard of hearing, and deaf-blind and their implementation such as communication technologies.
- 8) Knowledge and experience in providing personnel supervision, management and oversight.
- 9) Knowledge of the IDEA legislation, other federal/state laws and how it effects the IEP process and provision of educational services.
- 10) Experience and ability to seek out grant funds, write grant proposals and create annual reports.
- 11) Knowledge of effective supervisory and team building techniques.
- 12) Excellent oral and written communication skills.
- 13) Sign skill level of 2+ or better upon hire and 3 upon completion of probation as measured by the American Sign Language Proficiency Interview.

Special Requirement: *Possession of or eligibility for certification as an Administrator by the State Department of Public Instruction or eligibility for certification as an Instructional Administrator by the Wisconsin Technical College System.*