



NEW MEXICO SCHOOL FOR THE DEAF

New Mexico School for the Deaf is an Equal Opportunity Employer/Affirmative Action Employer.

Posting Date: June 2, 2016

Position Title: Regional Supervisor, Early Intervention and Involvement Department

Reports to: Early Intervention and Involvement Director

Service Area: Southwest New Mexico

Employment Term: Full-time; Exempt position

Salary/Wage Range: Dependent upon qualifications and experience

Deadline for Application: Open until filled

Summary

The New Mexico School for the Deaf provides early intervention/developmental instruction services to parents of deaf or hard of hearing children, ages birth-6, through the Parent Infant Child and Deaf Mentor Programs. The Regional Supervisor is responsible for supervision, support, and ongoing training of Parent Advisors (early intervention Developmental Specialists) in his/her assigned geographical location. They are also responsible for the recruitment of new Parent Advisors, public relations with community and Early Childhood Agencies, intake of families referred, and collaboration with the EIID Director regarding program planning and development. In addition, the Regional Supervisor provides direct early intervention services to their own caseload of families. These supervision and service delivery activities require travel, at times to remote areas of the state. The Regional Supervisor knows and is compliant with all school, state, and federal policies and procedures related to early intervention. It is anticipated and expected that all functions of this position will be performed in a positive and receptive manner, while helping to advance the mission and vision of New Mexico School for the Deaf.

Essential Duties and Responsibilities *(Other duties may be assigned)*

- Administers and manages the Parent Infant Child Program activities within their assigned geographical region.
- Ensures early intervention services and documentation is in compliance with state and federal laws and mandates.
- Evaluates the Parent Infant Child Program on an ongoing basis and uses the evaluation information for change and improvement.
- Provides training to Parent Advisors and community programs on topics/curriculum/best practice related to cognitive and language development in young children who are deaf or hard of hearing.
- Provides Reflective Supervision to all Parent Advisors.
- Develops rapport/relationships with community stakeholders that builds infrastructure necessary for timely referral flow.
- Works as an integral part of the EIID Supervisory Team.
- Maintains own direct service delivery caseload with fidelity regarding timelines, paperwork, compliance, and content.
- Recruits new Parent Advisors.

Competencies

- Organization- Must be organized and detail-oriented.
- Analytical - Collects and aggregates data for program maintenance and improvement.
- Continuous Learning - Seeks feedback to improve performance; pursues training and development opportunities; strives to continuously build knowledge and skills.
- Job Knowledge - Competent in required job skills and knowledge; exhibits ability to learn and apply new skills; keeps abreast of current developments; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively.
- Use of Technology - Adapts to new technologies; troubleshoots technological problems; uses technology to increase productivity.

- Problem Solving - Gathers and analyzes information skillfully; develops alternative solutions; works in group problem solving situations.
- Cooperation - Establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts.
- Teamwork - Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit; supports everyone's efforts to succeed.
- Written Communication - Writes clearly and informatively; varies writing style to meet needs.
- State and Federal IDEA Compliance - exhibits knowledge of and adherence to all legal requirements related to early intervention.
- Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; builds a diverse workforce.
- Ethics - Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; upholds organizational values.
- Organizational Support - Follows policies and procedures; completes tasks correctly and on time; supports organization's goals and values.
- Adaptability - Manages competing demands.
- Personal Appearance - Dresses appropriately for position; keeps self well groomed.
- Attendance/Punctuality - Is consistently at work and on time; ensures work responsibilities are covered when absent.
- Dependability - Follows instructions, responds to management direction; takes responsibility for own actions.
- Initiative - Seeks increased responsibilities; asks for and offers help when needed.
- Quality - Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality.
- Safety and Security - Observes safety and security procedures; determines appropriate action beyond guidelines; reports potentially unsafe conditions.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Master's degree in Parent Infant-Deaf Education or related field. Minimum of two years of experience as an early interventionist or Parent Advisor. Possession of or ability to acquire a Developmental Specialist III certificate.

Language Skills

Ability to present to an audience. Superior reading and writing skills are required for extensive documentation related to home visits and supervisory activities. State and federal reports are integral to this position.

Sign Language

The applicant must have conversational fluency in American Sign Language. Conversational Spanish skills are desirable in this position but are not required.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability

Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to think independently, problem solve and work with the whole team.

Computer Skills

To perform this job successfully, an individual should have working knowledge of Microsoft Windows, Excel, as well as various software packages including Microsoft Office.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally required to drive for long periods of time; stand; walk and sit. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Application:

Download and complete the application from the [Employment Opportunities page](#).

Submit application via e-mail or mail to:

New Mexico School for the Deaf
Human Resource Department
1060 Cerrillos Road
Santa Fe, NM 87505
505.476.6300 V/505.216.2000 VP

HumanResources@nmsd.k12.nm.us