

JOB DESCRIPTION
Puyallup School District
Professional Technical
Level 17

DHH Program Manager

Purpose Statement:

The job of DHH Program Manager is done for the purpose(s) of supporting Teachers of the Deaf, American Sign Language Interpreters and Related service staff with instructional strategies, curriculum, federal and state compliance, supervision and compliance within the Deaf and Hard of Hearing program (preschool to age 21) Duties include coordinating interlocal contracts for DHH services, out of district billing, contract services for DHH related services, Safety Net compliance application review for students within the DHH program, instructional mentorship for Teachers of the Deaf and interpreter/tutors, facilitating student placements, supervising and evaluation of American Sign Language Interpreters, planning, implementation and facilitation of professional development.

Essential Functions:

- Supervises and evaluates Interpreter/Tutors and Interpreter Coordinators in conjunction with the Special Education Administrator(s) for the purpose of applying objective evaluation criteria to assess each Interpreter/tutor, and interpreter coordinator for their overall performance. (e.g., hiring, evaluations, performance plans, etc.).
- Acts as the district liaison for contracting districts, facilitating student transition activities pertaining to adding services, changing placements, collaborating with outside agency, and following the federal and state compliance requirements.
- Supports district American Sign Language interpreters, including professional development opportunities, monthly meetings, annual evaluations, skill development plans, and mentorship of new employees.
- Supports Teachers of the Deaf, including professional development opportunities, instructional strategies, monthly meetings, supporting federal and state compliance requirements, and mentoring of new employees.
- Collaborates with families, school personal, building administrators, outside agencies, and Educational Staff Associates (ESA)
- Connects and collaborates with agencies and state outreach in the field of Deaf Education.
- Establishes connections with Birth to three programs and post-graduate transition programs in the field of Deaf Education.
- Participates in the recruiting and hiring of new staff in conjunction with the Special Education Administrator(s)
- Acts as a liaison between building administration and special services regarding Deaf and Hard of Hearing Program issues.
- Uses effective oral and written communication skills when serving as a communication liaison between administration, school personal and the community.
- Identifies staff development needs, assist in the development of training plans to meet those needs, and facilitates and provide professional development for school personal supporting students with hearing loss.
- Facilitates opportunities for all students in the DHH program to interact with the Deaf Community at large in WA State.

- Establishes continued parent/family ASL classes to promote language immersion and inclusion.
- Works a flexible schedule, which may include evenings and weekends.
- Performs other job functions as assigned.

Job Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS to interact with school-based personnel, families, students, and field professionals in a friendly, positive, professional, and respectful manner. Specific skills include effective conflict resolution skills, meeting deadlines, use a computer and perform basic technical tasks, and individual should be proficient with word processing (WordPerfect/Microsoft Word), database, spreadsheet; mathematical skills such as percentages, proportions, and averages; troubleshooting auditory equipment. Strong writing skills, organizational skills, and a demonstrated ability to effectively lead teams and work groups composed of multidisciplinary units.

KNOWLEDGE required to compose a variety of documents/written reports, proposals and other documents related to research best practices, and learning for students with hearing loss; maintain current knowledge of state and federal regulations and district policies/regulations; intermediate knowledge of instructional methods and techniques for students with hearing loss; theory and practice regarding communication approaches for students with hearing loss, including total communication and oral only programs; knowledge of methods in facilitating group discussions; analyze situations to define issues and draw conclusions; intermediate knowledge of classroom technologies including: projectors, document cameras, classroom sound systems; knowledge of current trends in the field including evidence-based practices and interventions in the general education setting and in the field of Deaf education; Experience with universal design, high leverage practices, and multi-tiered systems of support; understanding of deaf culture, audiology, speech and language development, experience working with individuals with diverse educational, language and culture backgrounds

ABILITY to create and provide professional development for all school-based personnel; to facilitate meetings and workshops; ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to meet deadlines and balance between tasks and projects with demonstrated organizational skills. Flexibility is required to work with others in a wide variety of circumstances; Ability to work with a significant diversity of individuals and/or groups; Ability to communicate effectively with Deaf community Demonstrated ability to promote competence with technology as integral part of Deaf and Hard of Hearing students access to information and communication. Able to use the latest trends in technology for students that are Deaf and Hard of hearing. Ability to promote competence with technology as an integral part of students with hearing loss to access information and communication. Organize schedule to meet the needs of students in a wide geographical range. Ability to effectively present information and respond verbally to questions from groups of parents, administrators, students, school staff and the general public. Ability to respond to common inquiries or complaints from students, parents, regulatory agencies, or members of the community; drive a car to various locations within the workday; lift files and instructional supplies in and out of car and into classrooms and home settings; work independently, make common sense decisions in potentially critical situations. Significant physical abilities include sitting, standing, climbing, pushing, pulling, reaching, handling, talking, hearing conversations

Responsibility

Responsibilities include working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and monitoring interpreter performance, support plans, monitoring instructional best practices. Utilization of significant resources from other work units is routinely required to perform the job's functions. Maintains regular and punctual attendance.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: generally performed in an indoor office/school environment with frequent interruptions; daily walking and moving between work areas/locations; exposure to visual display terminal for prolonged periods; arm, wrist, elbow and hand movements associated with prolonged keyboarding and signing; hand and finger dexterity; grasping, carrying, bending, twisting, pushing/pulling, reaching and walking.

Experience Minimum five (5) years' experience leading others in a supervisory role.
Minimum five (5) years' experience teaching in the field of Deaf Education.
Minimum two (5) years' experience as an educational interpreter.

Education Bachelor's degree required, Master's degree M.A Deaf Education or equivalent preferred; completion a university training program in the education for Deaf/Hard of Hearing and documentation of American Sign Language competency; Washington state special education teaching endorsement preferred

Required Testing

None Specified

Certificates & Licensing

Valid Driver's License and Evidence of Insurability

Continuing Education/Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance