

DISTRICT SCHOOL BOARD OF PASCO COUNTY

JOB DESCRIPTION

Educational Interpreter Project (EIP) Professional Development Coordinator

Department: Student Support Programs and Services	Job Code: 1766
FLSA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Salary Schedule: MGMT 7
Reports To: Supervisor of Student Support Program and Services	Work Days: 245
Board Approved Date: September 5, 2017	Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for collaborating with districts, agencies, universities and administrators to provide a variety of statewide professional development to improve the skills of interpreters and transliterators working with students who are deaf, hard of hearing or dual sensory impaired. This includes implementing strategies to achieve project objectives and developing monitoring and evaluation methods to ensure effective implementation.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Collaborate with stakeholders to develop, provide, and facilitate state-wide professional development for interpreters and transliterators providing services to students who are deaf, hard of hearing, or dual sensory impaired.
2. Plan and implement statewide and regional professional development trainings, both in-person and online, in order to facilitate the improvement of credentials for educational interpreters.
3. Determine needs for and coordinate administration of financial assistance to meet grant deliverables.
4. Provide district professional development workshops or activities by request.
5. Provide skill development educational opportunities for personnel using non-traditional delivery methods, such as teleconferencing, video, online, weekends and community based.
6. Evaluate products, services, and training provided with documented evidence to measure program effectiveness.
7. Oversee maintenance of required project records, and identify state, regional, and district needs based on analysis of data.
8. Participate in and facilitate professional learning opportunities to deepen understanding and implementation of the Interpreter projects focus areas.
9. Serve as a liaison between districts and educational interpreters to provide a team approach to district needs.
10. Provide guidance in selection, location, utilization, and evaluation of resources to support deliverables within the EIP and meet the individual needs and interests of students and adult learners.
11. Oversee maintenance of project website to ensure information is current and updated regularly.
12. Continually reflect and apply current research and emerging trends in the area of professional development aligned to the EIP.
13. Provide technical assistance to school districts, as needed.
14. Maintain a flexible schedule to meet project goals, including providing a variety of trainings and technical support to school districts as needed.
15. Perform other duties as assigned.

MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of and ability to apply current interpreting/transliterating standards
- Ability to communicate effectively in written and oral form using positive interpersonal skills with all stakeholders
- Ability to employ effective coaching and facilitation skills to plan for and respond to learning across content areas
- Demonstrate command of leadership skills in formal and informal settings
- Ability to organize, prioritize, and manage work assignments in an efficient manner
- Ability to collaborate effectively across district, regional, and state teams

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- Knowledge and understanding of the Common Core State Standards and effective instructional strategies

EDUCATION, TRAINING & EXPERIENCE:

- Bachelor's degree from an accredited institution
- Experience using current communication technologies
- Successful instructional experience, including coaching and mentoring adults
- Experience evaluating, designing and facilitating professional development for adults
- Experience as an educational interpreter and/or National Certified Interpreter

CERTIFICATES, LICENSES, & REGISTRATIONS:

- National Interpreter Certification (NIC)
- Educational Interpreter Performance Assessment (EIPA) 4 or higher

PREFERRED QUALIFICATIONS:

- Post-graduate degree in an interpreting/communication from an accredited institution
- Experience with project implementation and management

SUPERVISORY RESPONSIBILITY: none

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input checked="" type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
R	Bending	Lowering the body forward from the waist.
O	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
O	Kneeling	Bending legs at knee to come to a rest on knee or knees.

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O	Crouching	Bending the body downward and forward by bending leg and spine.
O	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion
F	Reaching	Extending hand(s) and arm(s) in any direction
O	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward
O	Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion
O	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm
R	Grasping	Applying pressure to an object with the fingers and palm
R	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position. Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.
<input type="checkbox"/>	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

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General office equipment, including personal computers, fax machines, copiers, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.