

Language Facilitator for the Deaf/Hard of Hearing
New Hanover County Schools

Job Description

Class: Classified
Dept: Special Education

TITLE: Language Facilitator for the Deaf/Hard of Hearing

QUALIFICATIONS:

1. High School Diploma required and additional education preferred.
2. Experience working with Deaf and Hard of Hearing (D/HH) students with varying communication needs within the public school setting preferred.
3. Specialized training or the willingness to participate in training in the use of assistive devices, amplification, and language facilitation techniques.

REPORTS TO: Principal/Executive Director of Special Education and Related Services

JOB GOAL: To facilitate communication between D/HH students and classroom teachers, administrators, peers, and other school staff for the New Hanover County School System.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Follow all rules, policies and procedures of New Hanover County Schools, along with state and federal regulations, including IDEA.
2. Monitor D/HH students' understanding of all auditory information within the educational setting and facilitate communication between D/HH students and general education teachers, students, and other school staff as appropriate in the student's preferred communication mode(s).
3. Preview classroom setting (including lighting, placement, availability of captioning, etc.) and modify physical environment as needed to ensure the provision of equal access to visual and auditory information for D/HH students.
4. Preview instructional lessons and materials to ensure accurate facilitation of instructional content.
5. Collaborate with teacher of the D/HH and other school staff to ensure the needs of the students are met, and serve as a liaison within the school environment, promoting positive and cooperative relationships.

6. Monitor student comprehension and provide instructional reinforcement as needed under the direction of the teacher of the D/HH. Insure D/HH student has equal access to auditory information in the regular education classroom under the direction of the teacher of the D/HH and in accordance with student's IEP.
7. Assist in monitoring of amplification and/or IEP progress as appropriate, documenting progress and concerns through logs as determined by the educational team.
8. Lead student toward more responsibility for his/her own education and communicative competence. Expectations for language facilitators at the primary level are more comprehensive than at the intermediate level, with the goal of gradually phasing out the service to an individual student as appropriate.
9. Serve as a member of the educational teams(s) involved with particular D/HH student(s), and participate as appropriate in the Individual Education Program (IEP) process, in serving and consulting with regular education staff and students regarding language facilitation service, teaming with appropriate teachers and staff, and providing direct language facilitation service to learners.
10. Attend district level workshops, D/HH Professional Learning Communities, district interpreter/language facilitator staff meetings, and building level staff meetings. Participate in district and state special committees as requested.
11. Follow all school policies as stated in individual school handbooks and performs other duties required of all building staff as directed by the building principal to promote the safety and welfare of all students in the school as long as duties do not interfere with the primary role of facilitating communication for D/HH students.
12. Demonstrate professionalism, applying appropriate codes of conduct to the educational setting.
13. Assist teachers and administration with duties that contribute to the enhancement of the classroom environment while not interfering with the primary duty of language facilitation.
14. Perform related duties and responsibilities as requested by the Executive Director.

The above statements describe the general nature and level of work being performed by individuals assigned to this job. This is not intended to be an exhaustive list of all responsibilities and duties required of personnel so employed.

Terms of Employment: Ten month work year/FLSA Non-Exempt

Starting Salary and/or Grade: Grade 59

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board and local policy on evaluation of personnel.

Knowledge, Skills and Abilities:

- Working knowledge of typical language development.
- Understanding of the potential impact of hearing loss on communication, development, and learning, particularly in the areas of language and literacy.
- Knowledge of current federal and state legal mandates related to students with hearing loss, particularly procedural policies and confidentiality requirements.
- Skills in the communication mode(s) used by the deaf or hard of hearing student(s) with whom s/he would be working and appropriate strategies to facilitate understanding of auditory communication.
- Ability to communicate effectively in oral and written forms, with competence in English grammar and mechanics (spelling, capitalization, and punctuation) and strong interpersonal skills.
- Completion of appropriate staff development training to attain further knowledge, skills, and abilities.
- Understanding of content in K-12 curriculum areas.
- Ability to work with students of varying maturational, communicative, cognitive, and functional educational levels.
- Desire to continue development of knowledge, skills, and abilities in the field, and the completion of appropriate staff development training to attain further knowledge, skills, and abilities, including the completion of Individual Growth Plans as appropriate.
- Physical ability (able to exert up to 20 pounds of force occasionally) and dexterity to perform the duties and responsibilities of the job.