

Job Title:	<b>Educational Interpreter, Deaf/Hard of Hearing</b>	Job Code:	<b>1201</b>
Job Family:	<b>Student Services and Instructional Support</b>	FLSA Status:	<b>Non-Exempt</b>
Pay Program:	<b>Classified</b>	Shift Differential:	<b>No</b>
Typical Work Year:	<b>9 months</b>	Pay Range:	<b>G 24</b>

**SUMMARY:** Facilitate all communication, spoken and signed between Deaf/Hard of Hearing students and staff by using a manual mode of communication appropriate for the consumer. Tutor academic classes and lessons. Provide information to hearing staff and students to assist in better understanding the needs of Deaf/Hard of Hearing students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

Job Tasks Descriptions	Frequency	% of Time
<p>1. Interpret and/or transliterate all academic instruction, films, assemblies, conferences, student meetings, individualized education plan meetings, field trips, extra-curricular activities and support services in and out of the classroom for Deaf/Hard of Hearing student(s). When voicing for Deaf/Hard of Hearing students(s), exhibit a good range of sophisticated vocabulary; native like expression, and infrequent use of circumlocution. Use clear articulation with consistent pronunciation, intonation, and affect to sound like native speaker. Have strong command of grammatical structure and evidence of command of complex instruction for complete comprehension. Speech is effortless and smooth; rate and production approach that of a native speaker comfortably.</p> <p><b>Interpret:</b> the process of changing spoken English into the preferred manual mode of communication for the Deaf/Hard of Hearing student, or vice versa.  <b>Transliterate:</b> the process of changing spoken English into a manual communication mode that maintains the grammar and syntax of the English language, or vice versa.  <b>Translate:</b> the process of interpreting the spoken English preferred manual mode of communication into spoken English, or vice versa.</p>	D	60%
<p>2. Tutor Deaf/Hard of Hearing students (under the supervision of coordinating Teacher of the Deaf), both in and out of the classroom individually or in small groups by reinforcing concepts taught in the mainstream classes; assisting with missed assignments; modeling language; reinforcing vocabulary, study skills and life skills; assisting in learning variations of sign systems; developing of language concepts; changing CASE/PSE into written English; and teaching students the role of the interpreter, students' rights and responsibilities in how to use an interpreter.</p>	D	10%
<p>3. As a member of the Deaf/Hard of Hearing student's education team, communicate with the team (e.g., mainstream teachers, teachers of the Deaf and support staff) to give and receive appropriate information/progress/problems that may impact a student's performance or learning, including, but not limited to, mode of communication, tutoring strategies, educational goals of student, curriculum content, classroom goals and student educational rights and services. May assist with personal hearing equipment (e.g. helping a student put hearing aids in) and/or assist with district hearing equipment (e.g. DM systems). May be asked to support instructors on monitoring behavior during class and extra-curricular activities; follow through with behavior programs established for individual students; use various equipment, augmentative communication systems or adaptations, any OT/PT requirements set forth in student I.E.P. (individual educational plan) and any medical conditions that require staff monitoring. Analyze and review instructional material to prepare for content and message delivery. Ensure appropriate logistics (e.g., lighting, seating, etc.). May be asked to assist Deaf Education Department staff by preparing instructional materials and various clerical duties as Interpreter time allows (e.g., scheduling interpreters for extra-curricular and after school activities, copying materials, and documenting information for DH/H Department, etc.).</p>	D	10%

4. Interpret and/or transliterate confidential in-school individual and group counseling/mental health sessions, disciplinary interactions, disciplinary hearings, and physical/occupational/speech therapy sessions between Deaf/Hard of Hearing student and staff. Interpret and/or transliterate for Deaf/Hard of Hearing students, or Deaf/Hard of Hearing staff at parent/teacher conferences, staff department meetings, district level meetings, in-services, and other required training. Interpret and/or transliterate for Deaf/hard of hearing parents of students in the District at parent/teacher conferences, back-to-school nights, after school performances, individual meetings and staff meetings. May provide Deaf awareness education to hearing staff and students through staff in-services, student groups and one-on-one communication. Promote positive public relations between the Deaf education program, the school and the community.	W	15%
5. Perform other job-related duties as assigned.	Ongoing	5%
	<b>TOTAL =</b>	<b>100%</b>

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Degree from an Interpreter Preparation Program (IPP) (Associates or Bachelors as required by IPP).
- Proficient in use of Conceptually Accurate Signed English (CASE)/Pidgin Signed English (PSE), and/or American Sign Language (ASL).
- No experience required; one (1) year of experience preferred in educational interpreting.

**LICENSES, REGISTRATIONS, or CERTIFICATIONS:**

- Criminal background check required for hire.
- Educational Interpreter Performance Assessment (EIPA) 3.5 or above.
- Must keep up-to-date any licenses, registrations, certifications, and/or authorizations required in this section.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to frequently travel among district facility locations.
- Interpersonal and public relations skills.
- Critical thinking and problem solving skills.
- Knowledge of and ability to utilize various signing systems including, but not limited to American Sign Language (ASL), Manually Coded English, Conceptually Accurate Signed English (CASE), and Finger spelling. Must demonstrate knowledge of oral interpreting skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to diffuse and manage volatile and stressful situations.
- Ability and willingness to carry a cell phone, DM systems or assistive technology devices during work hours.
- Ability to promote and follow Board of Education policies, District policies and building and department procedures.
- Ability to engage in effective communication, collaboration, and teamwork with individuals from diverse backgrounds, cultures, and perspectives, while demonstrating respect and appreciation for their differences. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of DM systems, cochlear implants, hearing aids and visual aid equipment (closed captioning on TVs for videos required within three months after hire).

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	POSITION TITLE	JOB CODE
<b>Reports to:</b>	Building Principal, Special Education Coordinator of DHH, or Director of Special Education	3095

	POSITION TITLE	# of EMPLOYEES	JOB CODE
<b>Direct reports:</b>	This job has no supervisory responsibilities.		

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands and fingers to handle and/or feel				X
Reach with hands and arms				X
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk		X		
Hear				X
Taste	X			
Smell		X		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
51 to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare		X		
Analyze		X		
Communicate				X
Copy		X		
Coordinate			X	
Instruct		X		
Compute		X		
Synthesize		X		
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate		X		

Interpreting in classrooms throughout the District (e.g., welding class, automotive classes, trades classes, etc.) may expose the Interpreter to the work environment factors indicated below.

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals		X		
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level

<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	