

Position: Sign Language Interpreter I	FLSA: Non-exempt
Department: Student Services and Support	Salary Grade: 12
Reports to: Director of Student Services and Support or Designee	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY

Professionally support the mission of Natomas Unified School District in providing high quality delivery of educational services to all students. Under the direction of the Director of Student Services & Support and/or an assigned site Administrator; provide interpreting/transliteration services that effectively, accurately, and impartially (both receptively and expressively), using any necessary specialized vocabulary, facilitates communication between deaf and/or hard of hearing students and others; teachers, administrators, parents, students, counselors, to assist deaf and hard of hearing students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Interpret and translate for students educated in a variety of educational environments, general education, and special education continuum including early childhood natural environments, community based and vocational instruction
- Provide interpretation for students engaged in classroom and related school activities
- Consult with teachers, instructional assistants, resource staff, other school personnel to identify pupils in need of special assistance, identify unusual problems and report to teachers as appropriate. Alert teachers to any special problems or information concerning students in assigned programs
- Confer with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives. Assist school sites with the implementation of the IEP as assigned
- Recognize and adjust interpretive language to match the student’s preferred language and language mode to ensure that the student comprehends the interpretation
- Interpret for parent conferences, IEP meetings and other school-sponsored activities as needed
- Participate in educational team meetings and provide information on students’ use of interpreting services and proficiency in communication
- Maintain confidentiality about student information and communication content, as appropriate to the educational system
- Participate in meetings and conferences as assigned
- Facilitate the ongoing acquisition of sign language skills for students and staff
- Assist in data collection, maintain records, class assignments and provide signing to assist in achieving IEP/IFSP goals and benchmarks; report student progress to assigned teachers
- Work with teachers to develop ways of increasing interaction between deaf students and all peers
- Support the use of assistive technology, hearing aids, sound amplification systems, etc.
- Maintain cultural awareness and sensitivity to different attitudes and lifestyles
- Perform other duties as assigned that support the overall objective of the position

QUALIFICATIONS

Knowledge of:

- Child development and learning concepts, theories, principles, and techniques
- Working with hearing impaired student populations. Requires a working understanding of the education and teaching methods.
- Communication skills to interact in both formal and informal settings with a wide variety of contacts
- A variety of sign languages and systems e.g. American Sign Language, Pidgin Sign English, Manually Coded English, Cued Speech
- Humanities, sciences, and the arts, often collectively called general studies on a broad spectrum
- Educational implications, challenges and issues that face students with hearing impairment
- Teaching sign language and about deafness or hearing impairment for the layperson
- Referral sources for general topics relating to deafness; when, how, and to whom to make referrals
- Recognizing and identifying resources that address challenges and issues that face students with deafness and hearing impairment

Ability to:

- Utilize Visual English and American Sign Language and demonstrate ability to understand and to be understood by a variety of students at different age level
- Facilitate communication between a student and the student's teacher that reflects a "sense of the whole message" rather than just a technically correct translation of the words used
- Convey the different "registers" of the speaker e.g. degree of formality, range of emotion, directiveness, and discourse makers which indicate the comment is an "aside" or a sidebar to the main conversation
- Recognize when communication provided by the interpreter is or is not clearly understood by the student
- Utilize appropriate signs from already known signs, to promote the understanding of concepts and words found in an academic setting, and research signs that are needed for the academic area
- Demonstrate interpersonal and professional skills with the ability to interact effectively with peers, supervisors, children and parents, utilizing tact, patience and courtesy
- Promote an expanded communication environment for the deaf or hard of hearing student; foster student participation in activities
- Encourage student independence, including use of communication
- Assist students in a positive, flexible and understanding manner
- Understand and follow oral, signed and written directions
- Speak, read and write clearly and distinctly
- Provide instructional assistance to students in a variety of activities
- Learn the functions, procedures and limitations of assigned duties, as well, maintain a professional relationship with all students and families
- Successfully supervise student
- Demonstrate on-going proficiency development in the area of sign language systems

PHYSICAL ABILITIES

This position requires:

- Well- developed arm, hand, and finger dexterity in order to perform advanced sign language interpretation
- The ability to stand for extended periods of time
- Visual acuity to recognize numbers and words, and detect speech patterns
- The ability to carry on conversation with students, teachers, and parents in person

EDUCATION AND EXPERIENCE

- Two years of college (minimum 48 semester units) or possession of an Associate degree
- Possession of an Interpreter certification, as determined by the California Department of Education (CDE), which at this time is certification by national RID, or equivalent; in lieu of RID certification or equivalent, an educational interpreter must have achieved a score of 4.0 or above on the EIPA, the ESSE-I/R, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech.

LICENSE OR CERTIFICATE

- Valid California Interpreter Certification required
- CA Drivers License Preferred