

Job Title:	Educational Interpreter, D/HH Lead	Job Code:	1202
Job Family:	Student Support Services & Instructional Support	FLSA Status:	Non-Exempt
Pay Program:	Classified	Pay Range:	G25
Typical Work Year:	10 months		

SUMMARY: Accurately and effectively communicate information through sign language interpretation/transliteration, between students who are Deaf and Hard of Hearing and other individuals who use spoken communication in a variety of K-12 educational settings. Uses the mode of communication specified by the student's individual Education Plan (IEP). Provides administrative support work in assisting district administrators in planning, coordinating, monitoring, and facilitating administrative actions and processes.

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 accommodation may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
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. Interpret: the process of changing spoken English into the preferred manual mode of communication for the Deaf/Hard of Hearing student, or vice versa. Transliterate: the process of changing spoken English into a manual communication mode that maintains the grammar and syntax of the English language, or vice versa. Translate: the process of interpreting the spoken English preferred manual mode of communication into spoken English, or vice versa.	D	50%
2. Coordinates work schedules and agency/district assignments of interpreters in the district corresponding to the educational and communication needs of students. Coordinates and monitors educational interpreter coverage at school sites. Arranges for interpreter coverage for District activities. Participates in the interview process. Coordinates and monitors interpreter intern placements within the District. Maintains records of services requested, provided and coordinated for a variety of needs (staffing, billing, and district data). Develops and maintains accurate record keeping systems as the needs arise. Facilitate meetings to provide or clarify information, facilitates processes.	D	20%
3. 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.	D	10%

4. Maintains records of services requested, provided and coordinated for a variety of needs (staffing, billing, and district data). Develops and maintains accurate record keeping systems as the needs arise. Attend meetings to provide or clarify information, facilitate processes.	D	5%
5. In collaboration with a certified teacher, may adapt and/or create spoken and written classroom material (e.g., tests, quizzes, worksheets and homework assignments) to meet the student's learning level, including changing vocabulary and sentence structure, simplifying, and/or expanding information and repeating essential information at the student's language level.	D	5%
6. As an interpreter for district IEP teams, and/or 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 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, preparing summaries of IEP adaptations and modifications for mainstream teachers, copying materials, documenting information for DH/H Department, etc.).	D	5%
7. Perform other duties as assigned.	Ongoing	1%

EDUCATION AND RELATED WORK EXPERIENCE:

- High School Diploma or equivalent.
- Completion of an Interpreter Education Program (AA/AS required) or BA/BS in ASL English Interpretation, Linguistics or related field preferred.
- Educational Interpreter Performance Assessment (EIPA) 3.5 or above.
- RID Certificate of Interpretation (CI), National Interpreter Certification (NIC) preferred.
- Three years of experience interpreting in a school setting required.
- Supervisory experience preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Ability to travel among district facilities within a reasonable time period.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Demonstrated history of advanced customer service, communication, and interpersonal skills.
- Ability to promote and follow Board of Education policies, District Policies, School, 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.
- 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.
- Ability to stay current with district policy, standards, and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.

- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- 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.
- Strong organizational and communication skills.
- Strong Interpersonal and people skills.
- Ability to work harmoniously and effectively with various administrators, teachers, staff, parents and students.
- Ability to work independently and exercise good professional judgement.
- Adaptability to respond to emergencies such as absences and service voids.
- Strong record-keeping skills.
- Knowledge of administrative practices, methods, and procedures relating to administrative support areas.
- Strong word processing, spreadsheet, database, diagramming, and/or presentation software skills.
- Strong oral, written, and interpersonal communication skills.
- Ability to resolve work related problems or complaints.
- Ability to use judgment in search of solutions or improvement to work processes.
- Ability to research and compile data, prepare written reports and correspondence.
- Ability to interpret laws, rules, and regulations.
- Ability to operate standard office equipment such as personal computers, copiers, fax machines, and related equipment.
- Ability to read, understand, and apply job-related rules, policies and procedures.
- Ability to prepare reports.

MATERIAL 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, copiers, E-mail, etc.
- Operating knowledge of agency interpreter requests.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Student Support Services Coordinator	4120

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	None		

- Responsible for supervising the behavior and well-being of students in the classroom, getting on and off the bus, on recess.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

None

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 accommodation 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 touch 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			

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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		

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)	
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	X
Quiet	X
Moderate	X
Loud	X
Very Loud	X