

INTERPRETER I – DEAF & HARD-OF-HEARING

Definition:

Under direction of special education administrative staff, provide voice to sign and sign to voice interpreting and other support services for deaf and hard-of-hearing students/staff in a variety of settings to facilitate communications between students, faculty, staff, parents and others; confer with students, teachers and administrators concerning instructional functions, interpretation services, educational progress and related issues, needs and activities.

Typical Tasks:

Provide expressive and receptive interpretation and transliteration in American Sign Language, manually coded signed English systems or oral interpreting for deaf and hard-of-hearing students/staff in support of educational programs and instructional activities; interpret for a variety of noninstructional activities such as counseling and nursing services, plays, assemblies, sports events, playground and other extracurricular activities; assist students with developing and enhancing communication and daily living skills; monitor and oversee student drills, practices, tests and assignments in various subjects; assist students by answering questions, providing proper examples and general guidance; assist with tutoring; monitor and assess progress regarding student performance and communication skills and provide input and documentation related to student progress for IEP's and evaluation tools; confer with faculty to identify and assist in meeting the special needs of deaf and hard-of-hearing students; provide suggestions regarding changes to enhance services for deaf and hard-of-hearing students; utilize and assist faculty with supplemental instructional materials, audio-visual aids and equipment, closed captioning equipment, FM systems, computers and related software; perform a variety of clerical duties in support of assigned activities such as preparing, typing, duplicating and filing instructional materials; serve as an informational resource to school staff and parents regarding deaf and hard-of-hearing students and related issues; advise students, parents and adults concerning interpreter services; attend and participate in various meetings and conferences; perform related duties as assigned.

**Minimum
Qualifications:**

Knowledge of: American Sign Language, sign vocabulary and various other sign systems; the Professional Code of Conduct for Interpreters; the general needs, problems, learning styles, and requirements of deaf and hard-of-hearing students; current developments, trends and techniques in the field of interpreting for the hearing impaired; deafness and related effects on language and development in deaf and hard-of-hearing individuals; child guidance principles and practices related to deaf and hard-of-hearing children; basic academic subjects including mathematics, grammar, spelling, language and reading; basic instructional methods and techniques; correct English usage, grammar, spelling, punctuation and vocabulary; standard office and classroom equipment; specialized equipment and aides, closed captioning, and FM systems; oral and written communication skills; recordkeeping techniques; interpersonal skills using tact, patience and courtesy. Ability to: provide voice to sign and sign to voice interpreting and other support services for deaf and hard-of-hearing students in a variety of settings; provide expressive and receptive interpretation and transliteration in American Sign Language, manually coded signed English systems or oral interpreting; translate information simultaneously during classroom and other activities; convey abstract concepts and technical terminology in American Sign Language; understand and relate to deaf and hard-of-hearing students; work effectively with individuals from various ethnic and cultural groups; monitor, observe and report student behavior and progress according to approved policies and procedures; understand and follow oral and written instructions; operate standard office and classroom equipment including a computer and assigned software; maintain various records and files; observe health and safety regulations.

**Working Conditions
and Physical Abilities:**

Indoor classroom and office settings as well as outdoor school campus setting. Ability to travel to and from school/work sites as job requires.

Must be able to hear and speak to exchange information; see to perform assigned duties; use hands, arms and shoulders repetitively; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate equipment and perform assigned duties; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lift light objects.

**No Child Left Behind
Act (NCLB)
Requirement:**

In order to satisfy the paraprofessional requirements of the NCLB Act, applicants must meet one of the following requirements:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

Certificates and Licenses:

Candidates must possess valid certification issued by the national Registry of Interpreters for the Deaf or achieved a score of 4.0 or above on the Educational Interpreter Performance Assessment, the Educational Sign Skills Evaluation-Interpreter, or the National Association of the Deaf/American Consortium of Certified Interpreters Assessment.

Experience and Education:

In addition to meeting the NCLB and certificate requirements for employment detailed above, applicants must have training and experience sufficient to demonstrate possession of the knowledge and abilities detailed above. Typical qualifying experience would include one year of related experience. Experience working in a school setting is preferred.

Distinguishing Characteristics:

Incumbents in the Interpreter II classification must have received a score of 5.0 on one of the Interpreter Assessment exams whereas incumbents in the Interpreter I classification must have RID certification or received a minimum score of 4.0 on one of the Interpreter Assessment exams. Additionally, incumbents in the II level assignment may be assigned the more difficult or specialized interpreting tasks and may serve as a technical resource to those in the I level assignment .

When an incumbent Interpreter I attains a score of 5.0 on the national certification assessment, his/her position will be reallocated to Interpreter II and the incumbent placed in the higher classification. A score of 5.0 on the national certification shall be deemed to be a qualifying score for appointment to the higher classification without further examination.

Established: 11/08

Approved by the Personnel Commission: 12-10-08