

**Central Valley School District
Job Description**

TITLE: Specialist – Lead Sign Language Interpreter

GENERAL SUMMARY

Interpret/translate and voice (if necessary) for deaf/hard of hearing/deaf plus students during classroom presentations, lectures, discussions and other communications for a wide variety of academic subjects and student grade levels; preschool K-12 settings. Adapt signing level to communication needs of the student. Tutors Deaf and Hard of Hearing student in selected subject areas as directed by the classroom teacher and or teacher of the deaf; and may perform classroom support functions as requested by the classroom teacher provided the communication needs of the student are met. In addition to a Sign Language Interpreter caseload, the Lead Sign Language Interpreter coordinates the overall organization of the interpreting staff disseminating pertinent information to assure students receive quality services by well qualified staff.

ESSENTIAL JOB FUNCTIONS

Depending upon the individual assignment, the Specialist – Lead Sign Language Interpreter may perform all or a combination of the following:

1. Required to interpret/transliterate for a wide variety of academic subjects and student grade levels. Exposed to a wide variety of student academic skills and behaviors.
 - a. Voice for Deaf or hard of hearing students, when appropriate.
2. The interpreter facilitates all communication in the classroom, adapts his or her signing level to the communication needs of the student, and interprets at school functions, as needed.
 - a. He/she assists students and professionals in understanding the role of the interpreter, ensures appropriate logistics (i.e., lighting, seating), and provides clear and appropriate information for substitute interpreters.
 - b. Instructs all members of the classroom how to interact in an interpreted classroom
 - c. Interprets after hours for school related functions in which deaf adults/students choose to participate.
3. Message equivalency is the key or goal of interpretation or transliteration. There are factors that influence message equivalency, such as;
 - a. The interpreter's language ability and content knowledge, the speaker's rate of delivery, discourse organization, communicative intent, register, etc.
 - b. Understanding vocabulary for difficult subjects is imperative for message delivery.
4. Knowledge of and ability to adhere to the Professional Code of Conduct for Educational Interpreters as well as school procedures and policies regarding discipline, safety and mandatory reporting.
5. The interpreter also plays a vital role as member of the IEP team. His/her role on the team is to provide consultation regarding strategies to promote student independence, encourage direct communication across various interactions and interpret content and non-content areas.
6. The interpreter must know the student's language and auditory skills both expressively and receptively, the student's cognitive and hearing potential, and the educational goals as outlined in the student's IEP.
7. Most educational interpreters may also provide tutoring services. As a tutor, the interpreter reinforces concepts and class content under the direction of a certified teacher. This portion of the job includes;

Specialist – Lead Sign Language Interpreter

- a. Understanding content and implementing instructional strategies as identified by the IEP team.
- b. Reinforcing and supervising practice of skills with individual and small groups, assisting the student and other professionals in understanding the role of the tutor.
- c. Providing clear and appropriate information for the substitute.
8. Attend building/department staff meetings and in-service workshops as requested.
 - a. Attend regular meetings with the interpreter team and the Teacher of the Deaf.
9. Interpret for students, parents, and/or teachers at conferences and other school-related meetings, and activities such as plays, sporting events, and field trips.
10. Assist with sound amplification systems, such as infrared, portable, personal FM and the wiring of overhead sound field systems.
 - a. Troubleshoot equipment issues
 - b. Perform daily listening checks
 - c. Maintain daily data
11. Perform other related duties as assigned by the Hearing Specialist, Principal, Supervisor and/or Director of Special Education.

ADDITIONAL RESPONSIBILITIES

1. Plan and facilitate bi-weekly interpreter meetings
 - a. Distribute agendas and minute.
 - b. Provide up to date building and district information
 - c. Inform interpreters of professional development opportunities.
2. Secondary coordination of substitute coverage once substitute system has been exhausted.
3. Train interpreter staff on set up and use of hearing assistance equipment.
4. Facilitate selection and placement of SFCC practicum students in the spring.
5. Coordinate the annual Spring Fling community event to promote awareness of Deaf and Hard of Hearing program.

OTHER FUNCTIONS

- Protect the safety and welfare of all students- Interpreters should always act to protect the safety of all students in the classroom, not just the student who is deaf or hard of hearing.
- Report child abuse and neglect- All individuals who work in a public school must report any suspicions of child abuse or neglect to the proper authorities. The interpreter must know and follow school policies or he/she may be held legally responsible.
- Report unlawful activity- Interpreters should inform students that they must report and conversations where the student admits to unlawful activity, such as drug and alcohol abuse, bringing weapons to school, etc. The student should understand that communications with the interpreter outside of class are no different than communications with teachers and other school personnel. Any communication that occurs outside of the interpreted classroom activity is not confidential.
- Within the program housed at University Elementary School there may not be para educators within the classroom. When a para educator is not available in the classroom within this program the interpreter may be asked to assist in basic or beginning self-help skills such as bath rooming and/or changing diapers.

All school communities have rules and policies that govern the behavior of school staff. Educational interpreters should understand and follow all school policies. Policies and procedures established by national

Specialist – Lead Sign Language Interpreter

organizations, such as the Registry for Interpreters for the Deaf (RID), do not supersede school district requirements. District policies and procedures can be found on the district web site.

REPORTING RELATIONSHIPS

This position reports to:

- The Special Education Supervisor
- The Building Principal and/or assigned building supervisor

MENTAL AND PHYSICAL DEMANDS

- Interpreting over long periods of time can involve repetitive motion for hands, arms and upper body. The repetitive motion can cause stress and cognitive fatigue. It is important that Interpreters take care of themselves physically during the time they are expected to interpret.
- Interpreting requires substantial dexterity, repetitive muscular motions using an interpreters entire body, precision and visual concentration; including interpreting at recess, P.E., lunch room, and field trips.
- Requires intense concentration for long periods of time.
- May require long periods of standing, sitting, or intensive movement to shadow teacher and maneuver for visibility.
- Interpreters are potentially exposed to ordinary diseases carried by students and staff.

QUALIFICATIONS

1. A degree or certificate in sign language interpreting/transliterating preferred.
2. Demonstrated organizational skills
3. Five years' experience as an interpreter in a school setting.
4. Knowledge of the Professional Code of Conduct for the Educational Interpreters.
5. Ability to maintain confidentiality.
6. Ability to interpret/voice for all sign language modalities and grade levels Preschool-12 grade.
7. Certification by the Registry of Interpreters for the Deaf, NAD or passing score on the EIPA written and performance examination required.
8. Core Competency courses 1-14 must be completed within 1 year of hire.
9. Demonstrated competency with Microsoft Office software especially Word and Excel.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

UNIT AFFILIATION

PSE – Specialist

CLASSIFICATION HISTORY

Revised 11/96

Revised 07/03

Revised 09/05

Revised 01/06

Revised 06/15

Revised 01/17