

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Interpreter for the Deaf I, II, or III	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	0938	WORK YEAR:	10 Months
DEPARTMENT:	Special Education	SALARY:	Range 50 Interpreter I Range 53 Interpreter II Range 56 Interpreter III Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	04-12-82
		BOARD REVISION:	12-06-94
		HR REVISION:	04-26-12

BASIC FUNCTION:

Provide specialized interpreting and transliterating services to facilitate communication for hearing-impaired students, their hearing peers, the classroom teacher, and other personnel; perform other duties to include tutoring, preparation, and participation in meetings as a member of the educational team.

PREPARATION FOR INTERPRETATION:

The interpreter will have one period daily or 250 minutes per week, as appropriate, to prepare for the interpretation process. Preparation duties include previewing texts, researching technical information, tutoring preparation, meetings with school personnel, paper work, and other related duties.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Provide voice to sign and sign to voice, using the mode of communication most readily understood by the hearing-impaired student; establish physical settings to optimize communication interaction. **E**

Participate, solely as a team member, during the student's Individual Education Plan (IEP). Provide insight on the success of communication strategies, the development of interpreter-use skills, and the student's academic strengths and weaknesses during integrated class periods, as documented by the educational interpreter. (Should a hearing impaired individual attend the IEP, interpreting services will be provided by a second educational interpreter.) **E**

Provide tutorial services in specific subject areas during a mainstreamed, hearing-impaired student's resource period; tutoring will be under the direction of the deaf and/or the regular classroom teacher with appropriate instructional materials selected to enhance the instructional process in adherence with the IEP goals. **E**

Provide interpreting services for extra-curricular activities, after school activities, requested telephone calls, meetings or evaluations with other staff and professionals, and community-based instruction. **E**

Train students to become independent consumers of interpreting services. **E**

Act as a resource person for teachers and students (e.g., sign language instruction). **E**

Assist in providing orientation about deafness, the role of the interpreter, and the role of the hearing-impaired student to the staff and/or the hearing students of the school. **E**

Provide the district with completed paper work as it relates to the position, and attend meetings as required; lift light objects. **E**

Meet with the deaf and hard-of-hearing (DHH) teachers, and the regular classroom teachers to discuss student concerns, as they relate to the interpretation process. **E**

Adherence to the Registry of Interpreters for the Deaf (RID) Code of Ethics, as it relates to the educational setting. **E**

Attend conferences, read journals/papers, take courses, attend workshops, and interact with professional colleagues to remain current concerning trends in interpreting. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant. Interpreting certificate or certificate from an interpreter training program, OR four years of experience as an educational interpreter and have completed a code of ethics class and completion of an interpreter training program within three years is required. National Association of the Deaf (NAD) Level 3 to 3.9 or RID Certification preferred.

Interpreter for the Deaf I requires college-level work (1-59 accredited units). Interpreter for the Deaf II requires college-level work (60 or more accredited units) and a certificate or degree from an interpreter-training program. Interpreter for the Deaf III requires college-level work (120 accredited units) OR completion of one of the following: (1) NAD Certification Level 4 or above; (2) National RID Certification or equivalent; (3) NAD/American Consortium of Certified Interpreters (ACCI) Level 4 or above; (4) Certification by the National Cued Speech Association Testing, Evaluation, and Certification (TEC) Unit; (5) Educational Sign Skills Evaluation – Interpreter (ESSE-I/R) Level 4 or above; (6) Educational Interpreter Performance Assessment (EIPA) Level 4 or above.

The school district's interpreter interview procedure will include a performance evaluation conducted by a qualified consultant.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Sign interpretation skills.

Educational implications of hearing impairment.

Concerns and problems of deaf and hard of hearing students.

Basic subjects taught in district schools.

Correct English usage, grammar, spelling, punctuation, vocabulary, synonyms, homonyms, and syntax.

Child guidance principles and practices.

Normal language development.

Safe practices in classroom and playground activities.

Interpersonal skills using tact, patience, and courtesy.

Basic record-keeping techniques.

Health and safety regulations.

ABILITY TO:

Perform the basic function of the position.

Assist deaf and hard of hearing students in a flexible and understanding manner.

Modify and prepare instructional materials for the deaf and hard of hearing as directed by the teacher.

Interpret/transliterate at a normal conversational rate.
Establish and maintain effective relationships with adults and children.
Perform routine clerical duties such as filing, duplicating, and maintaining interpreter records.
Understand and follow oral and written directions.
Provide assistance to students in a variety of activities.
Read and write clearly and distinctly.
Use clear speech and correct lip movements in speech production with expressive face and eyes.
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Lift light objects according to safety regulations.
Work cooperatively with others.
Learn the functions, procedures, and limitations of assigned duties.
Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Classroom or outdoor environment.

SAMPLE PHYSICAL ABILITIES:

Dexterity of hands and fingers to sign and finger spell; use of shoulders, arms, hands, wrists, fingers, face, neck, back, lips and/or jaw to interpret; sit, walk, or stand for extended periods of time; lift light objects.

SAMPLE HAZARDS:

Upper body repetitive motion injury.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)