



Position: **Educational Interpreter, Deaf and Hard of Hearing**  
Department: **Special Education**  
Bargaining Unit: **CSEA**  
Salary: **Classified Unit Salary Schedule, Range 53**

### **DEFINITION**

Under general direction, facilitate communication between individual or small groups of deaf or hard of hearing students by providing advanced sign language interpreting/transliteration services; tutor individual and small groups of deaf and hard of hearing students; assist instructional personnel in the implementation of individualized education plans for assigned students with disabilities; serve as a liaison and interpreter between deaf or hard of hearing students, school personnel and others; perform interpreting and translation services for teachers, administrators, parents, peers and others as needed.

### **SUPERVISION RECEIVED AND EXERCISED**

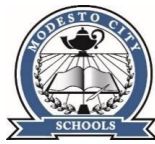
Supervision is provided by the Principal or designee.

### **DISTINGUISHING CHARACTERISTICS**

These classifications are distinguished in the following ways: The Instructional Paraprofessional Special Education, P12, Physically and Severely Handicapped - Sign Language is the entry level position within the series. This position is responsible for assisting teachers in the instruction of students to accomplish objectives of the instructional program. The Educational Interpreter, Deaf and Hard of Hearing is the senior position within the series requiring certification to perform the duties outlined above/below.

### **EXAMPLE OF RESPONSIBILITIES**

1. Interpret manually and orally for deaf or students in classroom settings using communication appropriate to the language and intent of the speaker and at the level of the student.
2. Work in collaboration with teachers, students, and/or other staff members to prepare for interpreting assignments by obtaining and reviewing future subject matter including but not limited to vocabulary and content knowledge to provide students access to high quality learning options and activities.
3. Interpret the content of the message clearly and accurately according to the receptive language level of the student (as described in the Individualized Education Plan (IEP)) and in the spirit of the speaker.
4. Under the direction of the classroom teacher, conduct individual and/or small group instructional activities and assist students with daily assignments, remedial or makeup work.
5. Disseminate and collect student assignment work sheets and materials, as directed.
6. As appropriate, participate as an IEP Team Member, during the student's IEP meeting. Provide insight on the success of communication strategies, the development of interpreter-use skills, and the student's academic, behavioral, and functional strengths and weaknesses during class periods, as documented by the Educational Interpreter.
7. Interpret for tutoring for selected Deaf and Hard of Hearing students under the specific direction of the teacher; provide interpretation and explanation for classroom and subject matter terminology.
8. Adhere to, support, and assist in the enforcement of classroom, school and district rules.
9. Adhere to District expectations regarding student confidentiality.
10. Assist in implementing Individual Educational Plan goals.
11. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
12. Perform other related duties as assigned.



Position: **Educational Interpreter, Deaf and Hard of Hearing (continued)**

### **JOB REQUIREMENTS**

#### Knowledge of:

- Fluency in written and spoken English.
- Core subject areas.
- Child Development.
- Code of Professional Conduct for Educational Interpreters.

#### Work Factors:

- **Observance of Work Hours** – Punctuality in reporting to or leaving duty station in accordance with prescribed schedule of working hours.
- **Safety Practices** – Complying with safety practices, particularly situations involving pupils.
- **Quality of Work** – Degree of excellence of the work performed.
- **Quantity of Acceptable Work** – The amount of work completed in relation to the scheduled work load.
- **Work Judgements** – Analyzing work situations and drawing sound conclusions.
- **Planning & Organizing** – Planning and organizing assigned duties to achieve desired results.
- **Work Knowledge/Skills** – Attainment of specialized knowledge needed to perform the job responsibilities.
- **Meets Assignment Deadlines** – Timely completion of reasonable deadlines.
- **Accepts Direction** – Acceptance of supervision, training, and instruction.
- **Accepts Change** – Adaptability and flexibility to work situations and/or circumstances.
- **Accepts Responsibility** – Willingness to accept responsibility.
- **Operation & Care of Equipment** – Concern for safe, responsible, and reasonable operation or use of equipment.
- **Initiative** – Showing initiative in work improvements, identifying and correcting errors, and initiating work activities.
- **Interpersonal Relationships** – Interacting with students, parents, coworkers, and administrators in a positive and constructive manner.
- **Appearance of Work Station** – Neat and efficient arrangement of work area.
- **Grooming & Dress** – Appropriate personal appearance and work attire in relation to health, safety, and organizational standards.
- **Reading Comprehension** – Demonstrating reading comprehension at least equal to that of a H.S. senior.
- **Writing Skills** – Demonstrating writing skill at least equal to that of a H.S. senior.
- **Mathematical Skills** – Demonstrating mathematical skills at least equal to that of a H.S. senior.

### **MINIMUM QUALIFICATIONS**

#### Experience

- Two (2) years experience working with school age students.

#### Education:

- Graduation from high school or General Education Development (GED) Certificate or California High School Proficiency Examination (CHSPE) Certificate.



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License/Certificate(s)

- Certification from the Registry of Interpreters for the Deaf (RID) OR one of the following:
  - Certification by the Cued Speech TEC Unit
  - American Consortium of Certified Interpreters (ACCI) Level 4 or above;
  - Education Sign Skills Evaluation - Interpreter (ESSES) Level 4 or above;
  - Educational Interpreter Performance Evaluation (EIPA) Level 4 or above.

Board Approved: 5/12/03

Reclassification/Equity Adjustment Committee Revised and Approved: 2/24/23