



Leadership • Collaboration • Support

JOB TITLE: Educational Interpreter, Deaf/Hard of Hearing

CSEA Salary Schedule, Range 38

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITY

The educational interpreter shall assist the instructional staff by facilitating communications with Deaf/Hard of Hearing (D/HH) students utilizing a variety of communication modes and methodologies while meeting the highest proficiency standards for interpreting.

JOB REQUIREMENTS AND QUALIFICATIONS

- High school diploma or General Education Development (GED) equivalent; Associates degree desired.
- 2-3 years of experience in an educational interpreting setting is preferred.
- Score of 4.0 or higher on approved interpreter assessment required, (National Interpreter Certification/Registry of Interpreters certification desired).
- Completed at least twelve (12) college/university units (academic and/or Continuing Education Units (CEUs)) in Interpreter Training and/or Education of the Deaf desired.
- Completion of an Interpreter Training Program (ITP) desired.
- Participation in Interpreter Professional Development.
- Valid California driver's license.
- Ability to move from site to site based on department/student need.

Knowledge of:

- The nature of Deafness, hearing loss, and its effect on language development.
- American Sign Language (ASL), and Deaf culture.
- Rationale for the use of a variety of sign language modalities.
- Education based technology devices and applications.
- Instructional tutorial procedures provided by the teacher.

- Standard oral and written English (e.g., grammar, spelling, punctuation, etc.).
- The Educational Interpreter Code of Ethics and Professional Conduct.

Ability to:

- Adhere to certification standard practices and code of ethics for Educational Interpreters.
- Understand and implement the process of educating D/HH students.
- Interpret multi-speaker discussions and lectures delivered at an accelerated rate without compromising content.
- Interpret in high academic general education and advanced placement (AP) classes.
- Demonstrate proficiency in Sign-to-Voice and Voice-to-Sign interpreting for students and adults.
- Interpret for D/HH students and adults during conferences, meetings, IEP meetings, and assemblies.
- Interpret and provide appropriate cultural and linguistic access for D/HH students for all service providers.
- Prepare for specialized instructional needs in general, special, and advanced placement classes.
- Provide support in academic/college preparatory classes under the supervision of the teacher.
- Collaborate with teachers and D/HH students on note taking strategies based on Individualized Education Program (IEP) goals and accommodations. Understand and follow oral, written, and signed directions.
- Establish and maintain effective working relationships with students and adults.
- Ability to work with and establish rapport with students who have various communication modes.
- Handle confidential information with discretion.
- Incorporate IEP accommodations and modifications in the general education setting.
- Establish and adhere to the role of an Educational Interpreter in the general education setting.
- Provide feedback to teachers for student IEP's upon request.
- Coordinate with staff interpreters and D/HH teachers for planned absences.

ESSENTIAL DUTIES

- Interprets all instructions and discussions within the learning environment while in general education classrooms.
- Interprets at special activities, such as plays, lectures, films, and field trips as requested.
- Facilitates group and individual activities as planned by the D/HH teacher when in the D/HH special education class,
- Coordinates with the teacher to support students in the subject areas in which they are mainstreamed.
- Participates in educational interpreting and D/HH staff meetings, in-services, and IEP meetings upon request.
- Coordinates with team interpreter(s) and participate in general education classroom content preparations.
- Performs related duties as required.
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SUPERVISION RECEIVED

Employees in this classification receive limited supervision within a broad framework of policies and procedures.

SUPERVISION EXERCISED

None.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (60%)

Walking (20%)

Sitting (20%)

Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting – lbs. (0-40)

Lifting (2)

Bending (2)

Pushing and/or
Pulling Loads (2)

Reaching
Overhead (2)

Kneeling or
Squatting (2)

Climbing Stairs (2)

Climbing Ladders (0)