



## **SIGN LANGUAGE INTERPRETER**

Classification: Classroom Specialist

Location: Assigned School(s)

Reports to: Special Services Director

FLSA Status: Non-Exempt

Employee Group: EAP

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the position change.

### **Part I: Position Summary**

Under the direction of the teacher, this position is responsible for providing sign language interpretation for hearing impaired or deaf students, as well as other responsibilities assigned by the teacher. Services may be provided in a group or one-on-one setting.

### **Part II: Supervision and Controls over the Work**

Works under the overall supervision of the director special services and the day-to-day direction of the staff member being supported and the principal or principal designee. The director and/or the special education teacher provides training, direction, and guidance governing the performance of duties. Sign language interpreters are responsible for being familiar with the school/district policies and procedures which govern their work.

### **Part III: Major Duties and Responsibilities**

Duties may include, but are not limited to:

1. Serves as an aide and interpreter for hearing impaired students and assists students within the student's assigned educational environment; facilitates communication between deaf and/or hard of hearing students and hearing persons; and performs a variety of duties relative to assigned area of responsibility.
2. Integrates the hearing-impaired student into the educational program of the classroom through use of sign language, finger spelling, speech, reading, writing, gestures, pictures, and other methods. Provides instructional support to the hearing-impaired students as required. Assists students in developing communication skills such as sign language, speech reading, and English. Assists students by interpreting explanations of vocabulary and basic concepts from lessons and readings; takes notes as needed. Reverse interprets by orally

responding for the student as needed. Assists students by providing proper examples, emotional support, friendly attitude, and general guidance.

3. Participates in IEP meetings as member of the educational team. Shares observations about how well the student understands the interpreted classroom or any other issues related to interpreting. Evaluates how well the student is doing academically or behaviorally, as they relate to interpreting. Informs the IEP team about the limitations associated with the interpretation process.
4. Assesses the classroom environment and develops strategies with the educational team regarding seating arrangements, lighting, use of media, turn-taking, and other factors that may impact the interpreting process and access to the classroom content. Confers with teachers concerning programs and materials to meet students' needs. Assists hearing impaired students to become self-reliant.
5. Assists the student in understanding the role of an interpreter versus that of a tutor, teacher, or friend. Assists the teacher in all communication needs, including the promotion of safety and the encouragement of acceptable behavior and maintenance of discipline. Works under the direction of the classroom teacher when dealing with student behavior issues to include inattention.
6. May participate in in-service programs with building administrators, teachers, and parents on the roles and responsibilities of interpreters within the school.
7. Participates as needed in parent-teacher conferences to provide interpreting services. Assists the teacher in providing parents with skills to aid in communicating with their hearing-impaired children in support of the classroom instructions.

Provides support to the teacher by setting up work areas, displays and exhibits, operating various educational equipment as needed, and distributing and collecting papers and supplies. May perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files.

Performs other duties as assigned.

#### **Part IV: Minimum Qualifications**

1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. High School diploma or equivalent.

3. Successful completion of an associate's degree or two years (72 credits) of post-high school education in related areas of study. The education requirement may be substituted by successfully passing the ParaPro Assessment.
4. Required to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.
5. Skill in the use office and computer equipment and use standard office software and student information system software.
6. Knowledge of student discipline procedures.

**Part V: Desired Qualifications**

1. Bachelor's degree.
2. Bilingual skills in a common language to the district and community.
3. Two years of experience that demonstrates the ability to work successfully with children in a learning environment.
4. Ability to work in an environment with frequent interruptions and changing tasks and priorities.
5. Ability to assist, console, and manage students who may be emotional, distraught, or frustrated. Ability to conduct conflict resolution between students.
6. Ability to remain professional, calm, focused and in control when working with students, parents, guardians, and community members who may be difficult and challenging to engage.
7. Ability to follow written and verbal direction and take the initiative to seek clarity and take action when needed.
8. Ability to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
9. Ability to work collaboratively and effectively with staff, students, parents, volunteers, and community members.
10. Ability to communicate effectively verbally and in writing.

**Part VI: Physical and Environmental Requirements of the Position**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform work at a computer display terminal.

The employee must lift and/or move 25 to 50 pounds, and may assist or move students with greater weight when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee frequently works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels. The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.

Additional physical requirements specific to this classification include the following: hearing acuity sufficient to understand information to be interpreted in a variety of educational environments; facial dexterity to produce readable mouth movements for specific sign language expressions; manual dexterity to produce readable sign language through movement of fingers and arms; visual acuity to see information to be voiced (such as sign language and facial expressions).