

INTERPRETER FOR THE DEAF**DEFINITION**

Under the supervision of a site administrator and daily work direction of a special education or general education teacher(s), provides skilled sign to voice and voice to sign interpreting services to deaf and hard of hearing students in general education classrooms and also to deaf teachers and parents; provides instructional assistance to deaf and hard of hearing students, individually or in groups, in a self-contained DHH classroom; performs related clerical duties; and performs other related duties as assigned.

The typical duties and employment standards are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position.

TYPICAL DUTIES

Accompanies deaf and hard of hearing students when they are mainstreamed into general education classrooms; interprets classroom lectures, discussions, and directions using the appropriate communication level and system for students; provides interpretation services to assist students in responding to teachers or asking questions; prepares for mainstream classroom assistance by reviewing lessons, viewing videos and films, reviewing vocabulary words, handouts, etc.; assists general education teachers in establishing a class setting optimal for interpreting, such as placing the DHH student in the best visually receptive position and adding visual support to the curriculum such as pictures or objects. Monitors and review progress of students with the DHH and general education classroom teachers; under direction of the teacher, reviews IEP goals and objectives to keep the student on target and monitors his/her work, as necessary. Interprets for DHH students in non-classroom settings, such as at special events, assemblies, field trips, etc. Interprets for deaf and hard of hearing teachers and parents in communication exchanges in a variety of settings (such as staff meetings, parent conferences, IEP meetings, workshops, assemblies, and seminars) while conveying the content and spirit of the speaker; answers telephone calls and responds to bells, alarms, and buzzers for deaf teachers; serves as a resource to school staff regarding the nature of, and problems associated with, deafness.

As directed by the teacher, instructs individual or small groups of deaf and hard of hearing students in a self-contained special education classroom; reinforces lesson concepts in various academic areas in the most appropriate sign language system; utilizes teacher-provided materials or selects instructional activities and techniques within a limited range consistent with the teacher's lesson plans to meet the needs of individual students; explains teacher instructions, activity directions, etc. to students, as necessary. Prepares and assists in instructing students in use of a variety of supplementary instructional materials and audiovisual aids; instructs students in use of appropriate oral language. Demonstrates or instructs students on life skills; monitors classroom to motivate and encourage students to stay on task; assists students in developing their self-control and social skills by following the teacher's plan for behavioral support and orderly classroom management. Relieves the teacher of routine work by: arranging classroom displays and exhibits; correcting tests, homework, and class work; maintaining records of pupil progress; gathering classroom materials; and typing, duplicating, and collating materials. May assist in the supervision of students in the classroom, at lunch, or during play. Performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The **Interpreter for the Deaf** provides interpreting and instructional assistance services to deaf and hard of hearing students and adults using advanced signing and interpreting skills. This level includes interpreting sign to voice and voice to sign at a conversational speed with grammatical correctness, a high degree of expression, and using adult, subject, and/or technical vocabularies. The **Instructional Assistant – Special Education (Signing)** primarily assists a credentialed teacher by providing instructional assistance in a self-contained

Interpreter For The Deaf

Page 2

special education or a general education classroom. The incumbent in this classification presents instructional exercises and curriculum materials using signing skills and, on occasion, beginning-level interpreting skills.

EMPLOYMENT STANDARDS

Knowledge of: Reading, writing, and mathematics exceeding the 12th grade level; American Sign Language and advanced techniques for use in interpreting; special signs for terminology used in an educational setting; correct English usage and appropriate vocabulary; the Code of Ethics for Interpreters and Translators; deafness and its effect on language development in deaf and hard of hearing individuals; basic academic subjects taught in elementary and middle schools; basic instructional methods and techniques; basic principles of child behavior and development; basic record keeping techniques.

Ability to: Assist in instructing or assist in instructing readiness for reading, writing, and mathematics in a classroom or assigned learning environment; communicate with deaf and hard of hearing adults and students by interpreting sign to voice and voice to sign rapidly and accurately for verbatim or paraphrased translations, as necessary; convey abstract concepts and technical terminology with a high degree of expression in a sign language system appropriate to the specific situation; assess and adjust to the language abilities and preferred communication mode of deaf and hard of hearing students; understand and carry out written and oral instructions; motivate, encourage positive learning patterns; gain the cooperation of, and relate well to students as an adult role model; be patient, consistent, and caring in approach to students; tutor students by observing and learning the methods of teachers and resource personnel; understand the special problems/needs of DHH students and modify instructional techniques, methods, or environment to meet them; monitor students and provide behavioral support according to approved policies and procedures; work cooperatively and effectively with teachers and follow their directions; work cooperatively with co-workers, site staff, parents, and other adults; exercise professional judgment and discretion in the performance of daily work activities; remain calm in stressful situations; be flexible and able to adapt to changes in duties and routine; be organized and manage time effectively; maintain records and confidentiality; be reliable in attendance, punctuality, and follow-through; work with some independence and exercise initiative; communicate clearly and effectively; perform routine clerical work and learn to operate office equipment.

Essential Physical Activities and Work Environment: Sufficient stamina to stand, walk, sit, squat, bend, and reach on a daily basis to perform various activities in a classroom; sufficient strength to carry small items and supplies in a classroom setting; sufficient visual acuity to read text in a wide variety of typed/written formats and monitor student activities; hearing sufficient to understand normal conversations; clarity of speech sufficient to explain instructional concepts to children and discuss them with adults; sufficient dexterity of fingers and hands to use sign language for long periods of time, operate a variety of office equipment, write and grasp, push and pull various light objects and equipment in a classroom setting; mobility sufficient to visit classrooms and other locations on campus. Work is performed primarily in indoor environments, but the necessity to go to various locations on school campuses involves some exposure to outdoor elements.

Required Background: Possession of a secondary school diploma or its recognized equivalent and one of the following: 1) completion of at least two years of study (minimum 48 semester hours) at an institution of higher education; or 2) possession of an associate degree or higher; or 3) passing a rigorous assessment that demonstrates the knowledge of and the ability to assist in instructing, reading, writing, and mathematics at a level meeting State and Federal requirements.

Interpreter For The Deaf

Page 3

Successful completion of an Interpreter Training Program (ITP) and work experience as an interpreter for the deaf are highly desirable.

License and/or Certificates: As of January 1, 2007, must be certified by:

1. Registry of Interpreters for the Deaf (RID), or
2. American Consortium of Certified Interpreters (ACCI), level 4 or above, or
3. NAD Certification, level 4 or above,

Or have passed one of the following assessments:

1. Educational Sign Skills Evaluation (ESSE –1), level 4 or above,
2. Educational Interpreter Performance Evaluation (EIPA), level 4 or above.

Or meet certification requirements in any other manner or date subsequently approved by the State of California.

Qualifications: In order to be considered qualified for a vacancy in this classification, a candidate must possess the required background and successfully demonstrate such background, knowledge, skills and abilities through an examination process.

1981 JW

Revised 1989:JW

Revised May 1990: Marlys Grodt & Associates

Revised Nov, 2002: JW/JC

Revised Aug., 2006: JW. Approved by the Commission on July 17, 2006

Revised 07/24/2009-AT