

Durham Public Schools

Department Name: **Exceptional Children's Programs**

Job Description

Position Title: **Sign Language Interpreter**

JOB TITLE: Sign Language Interpreter

REPORTS TO: Teacher of the Deaf/HH (daily direction), Building Principal (building), DHH Lead (programmatic)

SALARY: Based on State and Local Salary Schedules

STATUS: Permanent, full time, 10 months, Classified, grades 67 and 71, Non-Exempt

SUMMARY:

The Interpreter's role is to facilitate communication between students who are deaf or hard of hearing (D/HH) and classroom teachers, peers, and other school staff, in order to minimize linguistic, cultural, and physical barriers. Interpreters apply specialized knowledge and skills to facilitate communication accurately and impartially between people using spoken and signed languages.

RESPONSIBILITIES & DUTIES:

- Interprets or transliterates auditory information in the school environment during regular school hours, into the student(s)' preferred mode of communication, as designated in their IEPs (interpreting service for school activities which occur beyond school hours is accepted at the interpreter's discretion, with district pre-approval for additional compensation).
- Voices into spoken English the manual communication of D/HH students who do not use speech to communicate expressively,
- Prepares classroom setting (including lighting and placement) and modifies physical environment as needed to ensure the provision of equal access to visual and auditory information for D/HH students through classroom interpreting.
- Prepares instructional lessons and materials to ensure accuracy of interpreted content.
- Collaborates with teachers of the D/HH and other staff to ensure needs of students are met.
- Explains vocabulary, repeats and reinforces classroom instruction, fosters interpreter use and student self-advocacy skills, coordinates the provision of lecture notes, and performs other tasks as appropriate to ensure D/HH students have equal access to auditory information in the general education classroom, under the direction of the teacher of the D/HH, and in accordance with student IEPs,. The interpreter is not a tutor, teacher, or teacher assistant.
- Gradually leads students toward more responsibility for their own education and independence in communication. Expectations for interpreters at the elementary level are more comprehensive than at the high school level.
- Serves as a member of the educational team(s) involved with particular D/HH student(s), and participates as appropriate in the Individual Education Program (IEP) process, inservicing and consultation with regular education staff and students regarding interpreting service, assisting in monitoring of FM systems or hearing aids for D/HH learners, teaming with appropriate teachers and staff, and providing direct interpreting service to learners.
- Collects and reports data to monitor student progress, behavior, and amplification, documenting progress and concerns through data logs, as determined by the educational team.
- Attends district level workshops, D/HH Professional Learning Communities, district interpreter staff meetings, and building level staff meetings.

- Follows all school policies as stated in individual school handbooks and performs other duties required of all building staff as directed by the building principal to promote the safety and welfare of all students in the school, as long as duties do not interfere with the primary role of facilitating communication for D/HH students.
- Demonstrates professionalism, applying the RID Code of Professional Conduct and Educational Interpreters Code of Conduct to the educational setting.
- Performs other duties as assigned by teachers of the deaf/hh, DHH Lead, or building administration that enhance the classroom environment and/or promote the safety and well-being of students while not interfering with the primary duty of interpreting or the role of the interpreter.

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:

Successful completion of a two year or four year degree interpreter training program from an accredited community college or university program, minimum of 2 years previous experience as a sign language interpreter for deaf and hard of hearing students in a school setting, a minimum score of 3.3 on the EIPA (OR certification from Registry of Interpreters for the Deaf or National Association for the Deaf), documented competence with American Sign Language and sign-based methods of communication and instruction

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Knowledge of principles, theory, methods, and effective practice in interpreting for D/HH.
2. Understanding of the potential impact of hearing loss on communication, development, and learning, particularly in the areas of language and literacy.
3. Knowledge of current legal mandates, including policies and confidentiality requirements.
4. Skills in a variety of communication modes used with D/HH students (including American Sign Language and English sign systems), with a commitment to a broad continuum of placement, service, and communication options. Given the variety of communication skills and preferences represented by D/HH students, an interpreter must be skilled in presenting information in the form most effective for a specific DHH student’s understanding.
5. Desire to continue development of knowledge, skills, and abilities in the interpreting field, and the completion of appropriate staff development training to attain further knowledge, skills, and abilities, including the completion of Individual Growth Plans as appropriate.
6. General academic background to allow understanding of content in K-12 curriculum areas including knowledge of signs for specialized terminology.
7. Ability to work with students of varying maturational, communicative, cognitive, and functional educational levels.
8. Good interpersonal skills.
9. Ability to work independently and efficiently.
10. Working knowledge and proficient level of experience with Microsoft Office programs such as Word, Excel and PowerPoint.
11. Ability to learn and implement departmental and systems procedures and policies.
12. Ability to communicate effectively; possess excellent oral and written communication skills.
13. Ability to perform as a team player, in a team environment, with diverse groups of people.
14. Ability to organize, prioritize, and manage multiple tasks in a fast-paced environment.
15. Ability to remain calm and professional in environment with shifting properties.

RESOURCE REQUIREMENTS: (Place an X by what is required. Leave blank what is not needed. Or insert a checkbox.)

- | | | |
|--|---|---------------|
| Laptop | <input checked="" type="checkbox"/> Desktop computer (may be docking station with laptop) | |
| <input checked="" type="checkbox"/> e-mail address | Outlook | VPN |
| Cellphone | <input type="checkbox"/> Pager | Two-way radio |

iPad
Office phone 10 digit telephone number 5 digit extension
Printer
Fax

District vehicle

Software (Related to the operation of hearing assessment and reporting)

AS400

SharePoint

Audio recording device

Web site access

Building access key/code (for necessary building access during non-traditional hours)

OPTIONAL: Wi-Fi hotspot to access VPN while away from their workstation (the person may already his/her own access)

PHYSICAL REQUIREMENTS:

Must be able to exert a negligible amount of force to move objects; classification consistent with Light Work.

DISCLAIMER:

The following statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.

(The employee should sign that he/she has read and understands the job description at the hiring conference or with hiring manager on first day of work)

Signature

Date