Durham Public Schools

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

Job Description

Position Title: **Spoken Language Facilitator**

JOB TITLE: Spoken Language Facilitator

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

SALARY: Based on State and Local Salary Schedules

STATUS: Permanent, full time, 10 months, Classified, Grades 58 and 63 ~~Grade 63~~, Non-Exempt

SUMMARY:
The Spoken Language Facilitator's primary role is to facilitate spoken language communication between students who are deaf or hard of hearing (DHH) and classroom teachers, administrators, peers, and other school staff, and to foster language development in DHH students.

RESPONSIBILITIES & DUTIES:

- Monitors DHH students' understanding of all auditory information within the educational setting and facilitates spoken language communication between DHH students and general education teachers, students, and other school staff as appropriate in the student's preferred communication mode(s) (providing acoustic highlighting, repetition, visual aids, cuing, and other auditory enhancement strategies).
- Previews classroom setting (including lighting, placement, availability of captioning, etc.) and modifies physical environment as needed to ensure the provision of equal access to visual and auditory information for DHH students.
- Previews instructional lessons/materials to ensure accurate facilitation of content.
- Collaborates with TODs and other school staff to ensure the needs of students are met; serves as a liaison within the school environment, promoting positive and cooperative relationships.
- Monitors student comprehension and provides instructional reinforcement as needed, under the direction of TODs. Introduces and explains vocabulary, repeats and reinforces classroom instruction, fosters appropriate classroom communication strategies and student self-advocacy skills, coordinates the provision of lecture notes, and performs other tasks as appropriate to ensure DHH students have equal access to auditory information in the general education classroom, under the direction of the TOD, and in accordance with student IEPs. The spoken language facilitator (SLF) is not a teacher, nor is s/he a teacher assistant for the general education classroom teacher.
- Collects and reports data to monitor student progress, behavior, and amplification, documenting progress and concerns through data logs, as determined by the educational team.
- Gradually leads student toward more independence, assuming responsibility for his/her own education and communicative competence. Expectations for SLFs at the primary level are more comprehensive than at the intermediate level, with the goal of gradually phasing out the service to an individual student as appropriate.

- Serves as a member of the educational team(s) involved with particular DHH student(s), and participates as appropriate in the Individual Education Program (IEP) process, inservicing and consulting with general education staff and students regarding spoken language facilitation service, teaming with appropriate teachers and staff, and providing direct spoken language facilitation service to learners.
- Attends district level workshops, DHH Professional Learning Communities, district interpreter/language facilitator 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 spoken language communication for DHH students.
- Demonstrates professionalism, applying appropriate codes of conduct to the setting.
- Performs other duties as assigned by TODs, DHH Lead, and 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 spoken language facilitation (such as clerical tasks, building supervisory duties, etc.).

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:

- Completion of NCDPI's 20-hour Spoken Language Facilitation Canvas course prior to being hired or within the next available offering upon employment (required).
- Associate's degree; or transcripts showing 48 semester hours of education earned/passed; or passing scores on WorkKeys tests for Reading (Score must be 4 or higher), Writing (Score must be 3 or higher), Mathematics (Score must be 4 or higher) (preferred).
- ~~Associate degree (required) and additional education (preferred).~~
- Experience working with Deaf and Hard of Hearing (DHH) students (preferred).
- Specialized training OR the willingness to participate in training in the use of assistive devices, amplification, and language facilitation techniques. Sign language skills (preferred).

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Working knowledge of typical language development.
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 federal and state legal mandates related to students with hearing loss, particularly procedural policies and confidentiality requirements.
4. Skills in the communication mode(s) used by the DHH student(s) with whom s/he is working and appropriate strategies to facilitate understanding of auditory communication.
5. Desire to continue development of knowledge, skills, and abilities in the field, and the completion of appropriate staff development training to attain further knowledge, skills, and abilities, including the completion of Professional Development Plans as appropriate.
6. General academic background to allow understanding of content in K-12 curriculum areas.
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 good oral and written communication skills (grammar, spelling, etc).
13. Ability to perform as a team player, in a team environment, and relate well to diverse groups.
14. Ability to organize, prioritize, and manage multiple tasks in a fast-paced environment.
15. Ability to remain calm and professional in environments with shifting priorities.

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

Laptop	X Desktop computer (may be docking station with laptop)	
X e-mail address	Outlook	VPN
Cellphone	☐ Pager	Two-way radio
iPad		
Office phone	10 digit telephone number	5 digit extension
X Printer		
Fax		
☐District vehicle		
Software		
AS400		
SharePoint	☐Audio recording device	
X Web site access		

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

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)

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Signature Date

DPS, Developed June 2009. Revised 2012, 2015, 2019, 2023. Sources: Nebraska Guidelines for Educational Interpreters (2002), Best Practices in Educational Interpreting (Brenda Chafin-Seal, 1998), Registry of Interpreters for the Deaf, National Association of the Deaf, Ohio Guidelines for Educational Interpreters (2000), Kansas State Board of Education Guidelines for Educational Interpreters (1995), and Guilford County Schools (NC) Language Facilitator Job Description (2007).