



TEHAMA COUNTY DEPARTMENT OF EDUCATION JOB DESCRIPTION LEAD INTERPRETER

DEFINITION:

Under supervision of the Assistant Superintendent, SELPA, this position provides leadership in the performance of a variety of daily activities in the support services to students with hearing impairments. This includes communication facilitation between students and hearing persons in general education settings, Deaf and Hard of Hearing specific educational environments, social environments as well as other school related activities, including extracurricular activities. This position is also responsible for ensuring the DHH team obtains and maintains state-approved or state-recognized requirements for certification, licensing and registration or other comparable requirements.

ESSENTIAL FUNCTIONS AND JOB DUTIES:

Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks that may be found in positions within this classification.

- Assist in coordinating the interpreter team by providing technical leadership, training and assistance as needed.
- Provide input to administration on interpreter assignment needs.
- Effectively communicate academics and social information between teachers, staff, students with hearing impairments, general education students, matching language preference to the Individual Education Plan (IEP).
- Serve as a lead to other employees in the Interpreter classification, address day-to-day procedural questions/issues.
- Coordinate the use of adapted classroom work/homework/assessment instruments in partnership with the DHH program staff to provide direct tutoring in student's first language and/or through English to ASL and ASL to English and model interpretations reinforcing classroom objectives.
- Develop a variety of confidential and non-confidential manuals and electronic lists/records to document activities for administration and provide reliable and accurate information for interpreter professional development.
- Facilitate meetings, workshops and committees to convey and gather information required to perform functions and ensure DHH team remains knowledgeable about current trends and program requirements.
- Perform record keeping and data collection functions to support DHH program professional development, student access, adhering to state board of education requirements and keeping the administration team informed through provision of records and materials.
- Prepare a variety of documents, reports and written material for use in communicating information to the DHH team, general education teachers, administrators, school site staff, parents and community partners; provide written support, develop recommendations and convey information.
- Prepare necessary waivers for ESL interpreters to provide written and video support to team members working toward meeting the minimum requirements set forth by the California Department of Education's "Educational Interpreter Regulations" to maintain level of employment.
- Provide interpretation for group meetings to provide content understanding to participants in the DHH program (students and parents).
- Assess and recommend applicants of California credential/certificate requirements to administration.
- Contribute to the evaluation of DHH classified staff by providing feedback to improve interpretations and more effectively communicate academic and social instructional goals.
- Work with administration on the best match for assigning substitutes for interpreters, as needed, including overtime and extracurricular activities.
- Work with certificated supervisors to create a supportive learning environment in the classroom.
- Work with teacher supervisors to resolve conflicts or problems between employees.



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Job Description
Lead Interpreter

Official: 
Effective: 07/22/19

- Work with teacher supervisors regarding supervision strategies and training for classified staff.
- Input, process, maintain and evaluate a variety of data and information; audit information and prepare related reports as assigned.
- Confer with teachers, parents, and/or appropriate community agency personnel on instructional materials, goals, lesson plans, IEPs, vocabulary, discourse, content, concepts, to assist in evaluating student progress and/or implement student objectives.
- Provide sign to voice/voice to sign interpreting which may include American Sign Language, a form of manually coded English, and/or oral interpreting depending on the needs of the student.
- Provide tutoring and/or note taking and other support services (such as photocopying, typing, record keeping, etc.) when necessary and interpreting is not needed.
- Participate in educational team meetings providing insight on the success of communication strategies.
- Provide interpreting for extracurricular activities and parent meetings, including Individualized Education Plan (IEP) meetings as needed (such as back to school night, graduation, etc.). These activities/meetings may extend beyond the school day.
- Provide assistance with orientations to deafness, proper use of interpreting services to hearing students and staff, and/or other in-service training.
- Respond to emergency situations to interpret immediate safety concerns and direct appropriate personnel for resolution.
- Consult with the DHH program supervisor and classroom teachers on a regular basis.
- Collaborate with the DHH Assistive Tech staff on the effectiveness of hearing aids and other instruments intended to improve the students' ability to receive auditory input and maintain a log or record of these monitoring activities.
- Perform other duties as assigned.
- Drive frequently for department business.

EDUCATION AND EXPERIENCE REQUIREMENTS:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

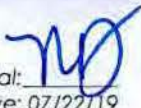
- Equivalent to the completion of twelfth grade.
- Passing score on Instructional Aide Proficiency Exam, 2 years college (48 units), or AA degree or higher.
- Completion of an Interpreter Training Program or ability to complete with a reasonable amount of time.
- Certification by the National RID or a score of 4.0 or above on the EIPA, EIPA – Cued Speech, ESSE-I/R or and NAD/ACCI assessment. TECU certification in Cued Language transliteration can be substituted.
- Minimum four (4) years' experience interpreting in educational field
- Valid California driver's license and evidence of insurance.

KNOWLEDGE OF:

- Sign communication used in educational settings, to include Manually Coded English, Pidgin Signed English (Contact Sign Language) and American Sign Language.
- Code of Ethics prepared by the National Registry of Interpreters of the Deaf.
- Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs.
- Behavior management strategies and techniques relating to pupils experiencing atypical control problems.
- Technical signs and/or vocabulary used in educational settings as well as appropriate English usage, punctuation, spelling, and grammar and basic arithmetical concepts.
- Confidentiality standards in the educational setting.



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- Methods and techniques used in communicating with deaf and hard of hearing persons.

ABILITY TO:

- Maintain confidentiality.
- Hear spoken language communication.
- Use Manually Coded English, Pidgin Signed English (Contact Sign Language) and American Sign Language.
- Interpret spoken English at a rate appropriate for expected job performance.
- Provide a voice for deaf and hard of hearing persons.
- Effectively partner and interact with Tehama County administration, staff, parents and others encountered in the course of work.
- Interpret or transliterate for a group of deaf and hard of hearing persons.
- Understand and use proper English, including vocabulary and grammar; use written, oral, and manual communication.
- Read and interpret information and analyze and solve basic problems.
- Observe and interpret people and situations.
- Use basic math and mathematical reasoning.
- Function as a member of the educational team performing support activities as required.
- Work under intensive deadlines.
- Learn and apply new information or skills appropriately.
- Maintain professional conduct at all times.

PHYSICAL DEMANDS:

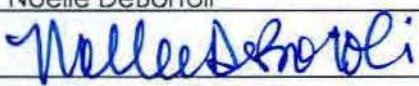
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee is regularly required to use hands to communicate using signed language, frequently for most of the working day. The employee frequently is required to stand, walk, sit, and reach with hands and arms.

- Regularly required to use hands to manipulate or feel objects, tools, or controls, talk, and hear well enough to translate speech into sign language.
- Occasionally required to stoop, kneel, crouch, or crawl.
- Must be able lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

TERMS OF EMPLOYMENT:

Salary and work year to be established by County Superintendent.

<i>HRS Office Use Only</i>	
Created: <u>July 22, 2019</u>	Revised: _____
APPROVED	
Print Name: <u>Noelle DeBortoli</u>	Title: <u>Executive Director, Human Resource Services</u>
Signature: 	_____
Date: <u>July 22, 2019</u>	_____