



Orange County Department of Education
Human Resources Department
Classified Class Specification

Class Code: 4041
Date Adopted: 7/1/2024

FLSA Status: Nonexempt
Union Representation: Represented

Educational Interpreter for the Deaf

GENERAL PURPOSE

Under general supervision, provides comprehensive interpretation/transliterating of educational and general information for students and deaf or hard-of-hearing staff members by using manual and oral methods of communication, and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Educational Interpreters for the Deaf work in collaboration with Mainstream Resource Teachers (MRTs) and mainstream staff to provide manual and oral interpretation/transliterating and services for deaf and hard-of-hearing students in accordance with their Individual Education Plans (IEPs) and program needs. Incumbents must have demonstrated proficiency in sign language skills to be able to interpret for students and faculty and staff members. Incumbents are expected to adhere to the Code of Ethics of the Registry of Interpreters for the Deaf.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Attend academic classes and other student activities with deaf and hard-of-hearing students to interpret/transliterate educational information, classroom lectures and discussions, announcements, and activities through the use of manual and oral methods of communication for the deaf.
2. Interpret/transliterate tutoring sessions for individuals and small groups in assigned subject matter areas to reinforce class lessons; assist with class and homework assignments; and interpret and transliterate lesson plans, educational activities, and homework for students.
3. Assist the MRTs in assessing student communication skills in order to adapt communication methods based on the student's needs and preferences in accordance with IEPs; observe student performance in individual or group tutoring sessions; and meet with MRTs to discuss student progress and educational needs.
4. Accompany classes on field trips to interpret and translate for students.
5. Interpret/transliterate for parent meetings and school activities and events, including assemblies and performances.

OTHER DUTIES

1. Mentor interpreter trainees.
2. May facilitate mobility training and monitor after-school transportation for assigned students during extra-curricular activities.
3. Attend a variety of meetings and training sessions as assigned.

QUALIFICATIONS

Knowledge of:

1. Standard methods of manual communication for the deaf and hard-of-hearing, including conceptually accurate signed English as the primary signing system with the support of American Sign Language (ASL) and English-based sign systems.
2. The nature and challenges of deafness.
3. Subject matter areas in academic and vocational classes at a sufficient level to ensure the use of proper terminology and signs, logical sequence of ideas, and overall continuity of interpretation.
4. Current developments, trends, and techniques in the field of interpreting for the deaf and hard-of-hearing.
5. Use and operation of various assistive devices for the deaf and hard-of-hearing.
6. Correct English usage, including spelling, grammar, and punctuation.
7. CPR and first aid.

Ability and Skill to:

1. Interprets/transliterate sign to voice and voice to sign.
2. Convey the thought, intent, and spirit of the speaker.
3. Operate a computer and other standard office equipment.
4. Organize, set priorities, and exercise sound judgment within areas of responsibility.
5. Communicate clearly and effectively, both orally and in writing.
6. Understand and follow written and oral instructions.
7. Deal with sensitive and difficult situations.
8. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
9. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is an associate's degree; with major coursework in interpreter training, education, sign language, or related field and one (1) year of responsible interpretation experience, preferably within an educational setting; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

Possession of an appropriate valid certification issued by the National Registry of Interpreters for the Deaf or equivalent certification, Level 4, on any of the following nationally recognized sign language assessments: the NIC (National Interpreter Certification), the EIPA (Educational Interpreter Performance Assessment), the ESSE (Educational Sign Skills Evaluation), or the NAD (National Association of the Deaf).

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform sign language interpretation services often for long periods of time; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Employees typically work in a classroom setting, and the noise level is moderately quiet. Employees also work in schoolyard and cafeteria settings, where the noise level can be very loud.