



Orange County Department of Education  
Human Resources Department  
Classified Class Specification

Class Code: 4041  
Date Adopted: July 1, 2008

FLSA Status: Nonexempt  
Union Representation: Represented

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## Educational Interpreter for the Deaf

### GENERAL PURPOSE

Under general supervision, provides comprehensive interpretation/transliterating of educational and general information for students and deaf/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 services for deaf and hard of hearing students in accordance with their Individual Education Plans (IEPs) and program needs. Incumbents must have a demonstrated proficiency in sign language skills to be able to interpret for students and faculty/staff members. Incumbents are expected to adhere to the Code of Ethics of the Registry of Interpreters for the Deaf.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Attends 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. Interprets/transliterates tutoring sessions for individuals and small groups in assigned subject matter areas to reinforce class lessons; assists with class and homework assignments; and interprets/transliterates lessons plans, educational activities, and homework for students.
3. Assists 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; observes student performance in individual or group tutoring sessions; and meets with MRTs to discuss student progress and educational needs.
4. Accompanies classes on field trips to interpret and translate for students.
5. Interprets/transliterates for parent meetings and school activities and events, including assemblies and performances.

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## **OTHER DUTIES**

1. Mentors interpreter trainees.
2. May facilitate mobility training and monitor after-school transportation for assigned students during extra-curricular activities.
3. Attends 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 insure 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 to:**

1. Interprets/transliterate sign to voice and voice to sign.
2. Convey the thought, intent, and spirit 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 graduation from a two-year college with major coursework in interpreter training, education, and sign language or a closely related field; and at least one year of responsible interpretation experience preferably within an educational setting.

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

#### **Physical Demands**

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers and standard office equipment, and perform sign language interpretation services often for long periods of time; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers; lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus.

#### **Mental Demands**

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills; read and understand documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work with frequent interruptions; work under intensive and changing deadlines; 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 the essential functions. Employees typically work in a classroom setting, and the noise level is moderately quiet. Employees also work in school yard and cafeteria settings where the noise level can be very loud.