



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4002
Date Adopted: July 1, 2008**

**FLSA Status: Nonexempt
Union Representation: Represented**

Paraeducator – DHH Total Communication

GENERAL PURPOSE

Under general supervision, uses a variety of manual and oral methods of communication for the deaf and hard of hearing (DHH) to communicate with assigned OCDE DHH students and may interpret and translate between students and hearing staff, students, faculty, and others; provides instructional support to individual and small groups of deaf and hard of hearing students in various subject-matter areas to reinforce classroom lessons in a DHH classroom setting; performs administrative functions in support of classroom activities; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Paraeducators – DHH Total Communication are responsible for providing, under the guidance and direction of a DHH classroom teacher, instruction on various subjects to deaf/hard of hearing students in the DHH total communication program. Incumbents may translate/interpret for non-academic general education classrooms and other extracurricular activities. Work assigned requires knowledge of subject areas applicable to areas of assignment and demonstrated proficiency in sign language/total communication skills to be able to interpret and facilitate communication between students, faculty/staff members and others. Incumbents are expected to adhere to the Code of Ethics of the Registry of Interpreters for the Deaf.

Paraeducator – DHH Total Communication is distinguished from Paraeducator – DHH Oral Program in that incumbents in the former class use sign language, finger spelling, and total communication skills in instruction and communication with DHH students and may provide interpretation/translation services in non-academic classes and extracurricular activities. Paraeducator – DHH Total Communication is distinguished from Educational Interpreter for the Deaf in that incumbents in the latter class provide interpretation/translation services in academic classes, requiring greater demonstrated skill and mastery of a variety of specialized manual communication systems/languages.

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. Works with, instructs, and tutors individual and/or small groups of deaf and hard of hearing students in assigned academic subject matter areas to reinforce class lessons, improve skill levels, and assist students in completing academic projects/assignments; supervises and monitors students while completing drills, practices, and assignments; assists teachers in monitoring student classroom activities and behavior; observes, monitors, and records student performance, including work habits and behavior under teacher direction; participates in assessing individual student learning needs and adapts classroom lessons/materials as appropriate to meet needs; uses a variety of manual and oral methods of communication for the deaf, including sign language, finger spelling, and total communication to successfully carry out these responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

2. May utilize manual and oral methods of communication for the deaf to interpret/translate non-academic general education classes classroom information, directions, discussions, lectures, demonstrations, announcements, movies, and activities for assigned deaf and hard of hearing student/s; provides manual and oral communication translation/interpretation for assigned students and teachers, coaches, referees, umpires, work supervisors, and/or co-workers/fellow trainees at assigned after-school sports and other events and Regional Occupational Program activities/worksites.
3. Oversees student activities and assists in observing and controlling student behavior; in accordance with established rules and procedures, assists with student discipline and conflict resolution and/or reinforces positive behavior; teaches student social and problem solving skills; covers the classroom as needed; may supervise students during classroom and recreational activities, before and after school, recesses, and snack/lunch breaks; may escort students as needed; may accompany classes on field trips to assist in supervising students; may assist students in entering and leaving school buses.
4. Confers with and provides and/or obtains information about student progress and/or problems to/from DHH class teacher/s, non-academic general education teachers and others; seeks input and guidance from teachers and others on programs/materials that will best meet student individual learning needs; reviews and reports observations of student performance and behavior progress/issues to teacher/s; assists teachers in determining students' comprehension and understanding of classroom, small group or individual lessons and activities and corresponding instructional materials; provides assistance to teachers and others to determine and understand reasons for and appropriately address performance and behavior progress/issues/problems.
5. As directed, prepares, organizes, arranges, and/or sets-up instructional materials/equipment for classroom/lesson use; sets up and prepares classroom bulletin boards, work areas, displays, and exhibits; prepares and modifies handouts and materials according to individual student needs; distributes and collects instructional materials and supplies; assists in researching, developing, and/or generating educational activities and homework for students under teacher direction.
6. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of students; assists in cleaning and straightening the classroom; may provide basic first aid as needed.
7. Performs general administrative duties in support of the classroom; within teacher-determined guidelines and requirements, creates, distributes, administers, collects, corrects, and/or scores class and homework assignments, study sheets and/or tests; tracks completion of assignments, as directed; prepares, organizes, and maintains a variety of program, classroom, and/or student records and files, including recording grades and taking/reporting attendance; duplicates and collates materials; types routine instructional materials and other documents; answers and refer telephone calls and/or takes messages; orders and maintains appropriate inventory of classroom supplies; may assist general education liaison with preparation and distribution of staff schedules
8. Monitors functioning of hearing aids and other adaptive devices/equipment.

OTHER DUTIES

1. Attends a variety of meetings and training sessions as required.
2. Performs CPR as required.
3. May assist in emergency drills.

QUALIFICATIONS

Knowledge of:

1. Standard methods of manual communication for the deaf and hard of hearing, including traditional ASL, finger spelling, and total communication.
2. The nature and challenges of deafness.
3. Methods and practices of child guidance, especially as it relates to deaf and hard of hearing students.
4. Principles of child development and age-appropriate methods and practices of student instruction and tutoring.
5. Current developments, trends and techniques in the field of interpreting for the deaf and hard of hearing.
6. Use and operation of various assistive devices for the deaf and hard of hearing.
7. Subject matter areas, including mathematics, grammar, spelling, language, writing, and reading, at a level sufficient to insure the use of proper terminology and signs, logical sequence of ideas, and overall continuity of interpretation.
8. Procedures and practices of classroom and school safety.
9. Conflict resolution methods and techniques.
10. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
11. Administrative practices and procedures, including record-keeping, and filing practices and procedures.
12. CPR.

Ability to:

1. Provide instructional assistance to students in subject matter areas taught in a middle/upper school, including mathematics, grammar, spelling, language, and reading.
2. Recognize individual student learning needs and adapt instructional methods, materials, and assignments to facilitate learning.
3. May convey the thought, intent, and spirit of a speaker to a deaf and hard of hearing person, interpreting every word at the speaker's speaking rate.
4. May interpret and reverse interpret expressively and receptively, using manual and oral methods of communication for the deaf and hard of hearing.
5. Operate a computer and other standard office equipment.
6. Organize, set priorities, and exercise sound judgment within areas of responsibility.
7. Organize and maintain confidential student records and files.
8. Communicate clearly and effectively, both orally and in writing.
9. Understand and follow written and oral instructions.
10. Assist in disciplining students according to approved policies and procedures.
11. Deal with sensitive and difficult situations.

Ability to: (cont.)

12. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
13. 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 one year of experience working with deaf and hard of hearing children in an organized setting; and one of the following, or an equivalent combination of training and experience:

- Completion of at least two years of study at a college or university; OR,
- An Associate of Arts degree; OR,
- Satisfactory completion of an approved paraeducator test; OR,
- Demonstration of a rigorous standard of quality through a state or local assessment including knowledge of and the ability to assist in instruction in reading, writing, and mathematics.

Licenses; Certificates; Special Requirements:

OCDE in-service or other training and certification as required to meet the needs of assigned student/s.

Obtain valid CPR certification within six months of employment.

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, or feel controls; and perform sign language interpretation services; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist, and lift up to 20 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.