

DeKalb County School District Position Specification

Title: Interpreter for the Deaf

DIVISION	School-Based		
DEPARTMENT	School-Based		
REPORTS TO	Principal		
CLASSIFICATION	Teacher	LEVEL	Teacher
CALENDAR	10 Month	FLSA	Non-Exempt
RETIREMENT	Teachers Retirement System	APPROVED (HR)	07/02/2012

General Statement of Job

Facilitates communication between deaf and/or hearing impaired students and staff, administrators, and parents by interpreting spoken language using American Sign Language (ASL) and transliterating spoken English into signed English.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Facilitates communication by interpreting spoken language into American Sign Language
- Provides instructional support to students in their classroom settings
- Attends field trips and various school system meetings including Parent Teacher Association (PTA), action team, and Individualized Education Plan (IEP) and other approved activities or meetings to provide interpreting services
- Educates consumers on deafness/hearing loss, as needed
- Performs other duties as assigned.

Education and/or Experience

High school diploma or GED equivalent required.

Associate's degree from an approved accredited college or university in an accredited interpreter training program preferred.

Minimum of one (1) year experience as an interpreter for deaf or hard of hearing required.

Certificates, Licenses, Permits

Valid approved certificate from the Registry of Interpreters for the Deaf, the National Association of the Deaf, or Georgia Registry of Interpreters for the Deaf (Quality Assurance Rating of Level III or higher).

Knowledge, Skills & Abilities

May require:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visual, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; and hearing loss in children

Skill in oral, written and interpersonal communications, including communications for sight, hearing and speech impaired, establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; American Sign Language (ASL) and signed English fluency both expressively and receptively; collaboration with and mediation between deaf and hearing cultures.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student and competence; incorporate formal and informal outside resources into educational processes; appropriately interact with students while fostering a positive, productive learning environment; evaluate student progress; use relevant computer applications; maintain confidentiality; prioritize assignments and manage multiple tasks simultaneously

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object

into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.