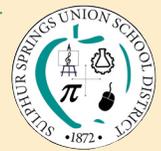


Sulphur Springs Union School District

Serving Grades - K – 6



27000 Weyerhaeuser Way, Santa Clarita, CA 91351 661-252-5131 www.sssd.k12.ca.us

Canyon Springs Community School
Leona Cox Community School
Pinetree Community School

Fair Oaks Ranch Community School
Mint Canyon Community School
Sulphur Springs Community School

Golden Oak Community School
Mitchell Community School
Valley View Community School

CERTIFIED EDUCATIONAL INTERPRETER

DEFINITION

Under the general supervision of a certificated administrator and direction of a teacher, to act as the communicator between pupil and teacher when pupil uses manual communication; to assist teacher in determining where special education pupils in integrated classes need help; to provide assistance through tutoring, guidance or arranging for other resources; to assist the teacher in determining needs of hearing impaired pupils; to interpret test responses; recitations and reports into or from manual communications; to act as an Instructional Assistant to a teacher in performing assigned tasks.

CLASS CHARACTERISTICS

This class is distinguished from the class of translator by the responsibility for interpreting subject matter and educational concepts to hearing impaired pupils and, in turn, interpreting to the teacher the pupil's understanding of educational concepts and primary information for one pupil or for a small group of pupils in a regular or mixed classroom setting.

This class is distinguished from an Instructional Assistant DHH I or DHH II by a higher level of skill and complexity in interpreting for deaf or hard of hearing in a variety of educational settings determined by a California State-recognized interpreter certifying agency.

EXAMPLES OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class. May include, but are not limited to, the following;

- Provides interpreter services for pupils in integrated classes
- Interprets a wide variety of subject matter and instructional materials into sign language for a teacher who does not sign
- Interprets between pupils and teacher to compensate for differences in communication abilities
- Interprets from sign to voice (reverse interprets) manual language so it is comprehensible to others in the classroom
- Tutors pupils
- Finds out from specialists what outside resources are available to assist the student for special needs
- Assists in arranging and conducting special activities
- Assists teachers with classroom activities for pupils
- Attends inservice and staff meetings as required
- Assists with lifting pupils in and out of wheelchairs
- Assists teacher in establishing and maintaining a clean, safe, and pleasant classroom and learning environment
- Assists teachers in implementing the curriculum through individual and group instruction
- Assists with supervision of classroom and outdoor playground to direct pupils to safe activities and relationships
- Performs routine clerical tasks, operates duplicating machines, assembles materials for classroom projects, prepares material and master, and performs incidental typing tasks

- Confers on a regular basis with a teacher in regard to planning and scheduling activities, instructional goals and objectives, student progress and pertinent health or behavior problems
- May participate as a member of the appropriate team or committee to assist staff with developing and implementing individual health care plans
- Assists teachers with implementations of pupil's Individualized Education Program (IEP) through instruction in a wide variety of activities, such as nature study, playing games, singing, dancing, and sports
- May administer first aid
- Under the direction of the school administrator and procedure observed by a certificated school staff member, assists pupils with taking medication
- Maintains confidentiality of pupil records in accordance with legal requirements and policies
- Acts as communicator between pupil and teacher when necessary and between pupil and peers as appropriate
- Consults with integrated class teachers to determine where pupils need special help and provide the help through tutoring
- Acts as liaison between Administration, staff of the deaf/hard of hearing (DHH), and the regular classroom teachers
- Performs related duties as assigned

QUALIFICATIONS

Knowledge of:

- Basic characteristics of human behavior
- Basic communication skills
- Personal hygiene practices
- Practical learning patterns and behavior
- Reading, speaking, and writing in English
- Elementary concepts of child development and behavior
- Basic math skills
- English grammar and composition
- High school academic courses

Ability to:

- Maintain emotional control under difficult situations
- Interpret to pupils written and verbal educational material through sign language
- Interpret manual communication into oral English-(sign to voice)- in all situations required
- Interpret oral English into manual communication-(voice to sign)- in all situations required
- Encourage and motivate children with varying abilities
- Supervise students in classrooms, on field trips, and out-of-doors
- Understand and carry out oral and written instructions
- Recognize and report safety hazards
- Develop or modify instruction and instructional materials to meet needs of special pupils
- Instruct pupils by observing and using the methods of teachers and resource persons
- Learn laws, rules, practices and procedures related to the education program to be assigned
- Perform routine clerical work such as incidental typing, sorting, measuring cutting, filing, and duplicating
- Communicate with pupils and staff and motivate pupils to participate in learning activities
- Learn to operate teaching and office machines, computers, and other devices which aid the pupil or the instructional program
- Establish and maintain an effective working relationship with the pupils and staff
- Establish and maintain an effective working relationship within the mainstreamed setting

EXPERIENCE AND EDUCATION

Any combination of experience and education that could likely provide the required knowledge and abilities would be qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Two years of paid experience working as an interpreter, with people who can communicate or be communicated with only by manual communication, one year of which must have been in working with children.

AND

Education:

Graduation from high school or equivalent. Two years (60 units) of college and the successful completion of an approved course in manual communications may substitute for the year of experience working with children. The 60 units of college should include coursework directly related to the job such as deaf studies, child psychology or child growth and development.

SPECIAL INFORMATION

Certification at Level 4 or higher from a California State-recognized interpreter certifying agency (receptive and expressive) such as: The Educational Sign Skill Evaluation (ESSE-I) or proof of an equivalent level of certification from: The Registry of Interpreters for the Deaf (RID); American Consortium of Certified Interpreters (ACCI); National Association of the Deaf (NAD); and Educational Interpreter Performance Evaluation (EIPA). Knowledge of, and acceptable level of fluency in, all modes of sign language including American Sign Language, Signed English and Signed Exact English is required. Some positions in this classification may require the availability of private transportation. Positions in this classification may occasionally be assigned any duties normally assigned from the classification specification for Instructional Assistant.

ESSENTIAL JOB FUNCTIONS

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to kneel or squat for extended periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 50 pounds
- Able to carry up to 50 pounds
- Able to push and pull objects weighing up to 100 pounds
- Able to sustain physical activity for a minimum of 3.75 hrs.
- Able to exhibit full range of motion for:
 - shoulder external rotation and internal rotation
 - shoulder abduction and adduction
 - elbow flexion and extension
 - shoulder flexion and extension
 - back lateral flexion
 - hip flexion and extension
 - knee flexion
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner
- Able to work with cleaning solutions, disinfectants and sanitizers in a safe and effective manner

- without allergic reaction
- Able to demonstrate manual dexterity necessary to assist students with buttoning clothing and eating, operate a computer, or assist staff with toileting/diapering procedures

While the ideal candidate will possess all these abilities, duties assigned can be modified to accommodate some physical restrictions.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF EMPLOYMENT

The Physical Abilities and Other Conditions of Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Employment and Associated Tasks which may be required of positions in this class. Sulphur Springs Union School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

PHYSICAL DEMANDS

Vision: (which may be corrected)

Read normal print

Hearing: (which may be corrected)

Hear sounds which warn of potential danger

Hear speech in a DHH classroom setting and within any mainstreamed setting

Speech:

Speak with a level of proficiency and volume to be understood in face-to-face public contact

Speak with a level of proficiency and volume to be understood in a classroom

Speak for prolonged periods

Endurance:

Use Sign Language over an extended period of time

Upper Body Mobility:

Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands wrist and elbow, extend arms to reach outward and upward, use hands and arms to lift objects.

Turn, raise, and lower head, twist and bend at torso

Lower Body Mobility:

Walk on uneven terrain

Walk on even surfaces

ASSOCIATED TASKS

To perform tasks such as to:

Read curriculum and grade student work

To perform tasks such as to:

Supervise students and respond to emergencies; hear breaking glass or falling furniture; hear students cry or scream

Respond to student/teacher questions; listen to reading groups

To perform tasks such as to:

Communicate with teachers and students

Reinforce instructions and talk to groups of students

Instruct and supervise students

To perform tasks such as to:

Assist students with back packs and special equipment; provide physical at assistance to students, write with pencil and pen; feed student; use hand to guide hand of student; carry student materials, tie shoes

Assist students with mobility, sit and kneel on floor to work with students, and respond to emergencies

To perform tasks such as to:

Supervise students on playground

Supervise students in the classroom setting; step up and over projects, boxes and other classroom clutter

Climb stairs

Bend at waist

Stoop

Stand for prolonged periods of 50 minutes

Strength:

To lift, and/or carry objects which weigh as much as 25 pounds on a regular basis

To lift and/or carry objects which weigh much as 50 pounds on an occasional basis

Environmental Requirements:

Constant work interruptions

Work around dirt/dust

Work independently

Work cooperatively with others

Work inside

Mental Requirement:

Read, write, understand, interpret, and apply information at 12th grade proficiency level

Math skills at a 12th grade proficiency level

Copying

Coordinating

Judgment and process information quickly

Learn quickly and follow verbal procedures

Listen

Demonstrate

Give verbal instruction

Walk to classrooms; follow disaster plan (some positions)

Pick up materials; assist children at desks

Assist students to tie shoes; clean spills; assist student who has fallen to get up

Circulate throughout classroom

To perform tasks such as to:

Lift instructional materials; lift stack of books

Lift, carry, or restrain a child, if necessary

To perform tasks such as to:

Instruct and supervise students; respond to student questions

Supervise students outdoors

Instruct groups of students in absence of teacher; supervise students during recess

Coordinate activities with teachers and staff; Test functioning level of amplification system for students including hearing aids and auditory trainers.

Perform all classroom duties

To perform tasks such as to:

Read and understand curriculum;

reinforce instruction in all subject areas

Reinforce instruction; correct and grade papers

Document information and maintain student records

Set up projects or field trips

Make quick decisions to work safely and effectively with students

Reinforce teacher instruction; assist teacher by following spontaneous instructions; follow instructions in emergency; follow child abuse reporting procedures

Understand student questions

Reinforce teacher lessons

Instruct and supervise students

The Sulphur Springs School District is an equal opportunity employer and does not discriminate on the basis of age, ethnicity, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, or sexual orientation.

Approved: August 16, 2006