

**FRESNO UNIFIED SCHOOL DISTRICT**  
**Position Description**

---

<b>TITLE:</b>	Deaf or Hard of Hearing (DHH) Cued Language Transliterator ( <b>Certified</b> ): Itinerant	<b>REPORTS TO:</b>	Assigned Supervisor
<b>DEPARTMENT:</b>	Special Education	<b>CLASSIFICATION:</b>	Classified
<b>FLSA:</b>	Non-Exempt	<b>WORK YEAR:</b>	Varies
<b>BOARD APPROVAL:</b>	March 24, 2010	<b>SALARY:</b>	G-53/CSEA 125 Salary Schedule

---

**BASIC FUNCTION:**

Under general supervision of the Special Education Department, the Cued Language Transliterator (CLT) is to provide high quality transliterating services in order to facilitate communication among students and adults who are deaf or hard of hearing and their hearing peers, the classroom teacher, and other personnel within the school system who are participating in sanctioned District activities.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)**

Provide Cued Language transliteration services to meet the needs of students, parents and staff to demonstrate the desire to educate each student at a high level. *E*

Transliterate oral communication into cued English and cued communication into spoken English. *E*

Provide transliteration for the deaf-blind/low vision, with specific training, if needed. *E*

Transliterate the content of the message clearly and accurately according to the receptive language level of the student (as described in the Individualized Educational Plan (IEP)) and in the spirit of the speaker. *E*

Adhere to the District's rules of confidentiality. *E*

Adhere to the Cued Language Transliterator Code of Conduct, National Association of the Deaf-Registry of Interpreters for the Deaf Code of Professional Conduct and the District's Board policy. *E*

Participate as a member of the Individual Education Plan (IEP) team to provide information relevant to the transliterator's role and responsibilities. *E*

May assist the IEP team in data collection as determined by the IEP team. *E*

Report transliterating related concerns to the appropriate educational personnel, in a timely manner, as determined by the IEP team. *E*

Work in collaboration with teachers, students, and/or other staff members to prepare for transliterating assignments by obtaining and reviewing future subject matter including but not limited to vocabulary and content knowledge to provide students access to high quality learning options and activities. *E*

Assist in facilitating communication timely throughout the school day and in a variety of school settings in accordance with the IEP, such as: peer interactions, recess, educational outings, lunch, emergency drills, auditory environmental stimuli, and any related activities, to meet the needs of students, parents and staff. *E*

Perform non-transliterating related functions consistent with the transliterator's assignment when the function

does not adversely affect the communication needs of the student.

Assist in providing transliterating related information to students and staff.

Performed related duties as assigned.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school; three years of experience transliterating in an educational setting desired; must possess 48 college units or be No Child Left Behind (NCLB) compliant; prefer graduate of transliterator training program or equivalent experience.

**LICENSES AND OTHER REQUIREMENTS:**

Shall be certified by the Testing Evaluation and Certification Unit (TEC Unit) or have achieved a minimum score of 4.0 on the EIPA; valid California Driver's License.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Cued language, vocabulary, terminology and basic information in a variety of subjects.
- Communication needs of Deaf and hard of hearing students.
- Vocabulary and techniques used in transliterating.
- Applicable laws, rules and regulations related to assigned activities.
- Computer skills and technology used by Deaf and hard of hearing individuals.
- Correct oral and written usage of English, grammar, spelling, punctuation and vocabulary.
- Technical aspects of field of specialty.

**ABILITY TO:**

- Relate to the needs of students (infant through adult school) and adults of different ethnic, cultural, educational and socioeconomic backgrounds.
- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Access information on computers.
- Establish and maintain cooperative and effective working relationships with students, teachers, and other providers of educational services.
- Communicate, understand and follow oral and written directions effectively
- Continuously develop skills to meet changing needs of students.
- Prioritize and schedule work to meet schedules and time lines.
- Learn new or updated computer systems/software programs to apply to current work.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.
- Apply integrity and trust in all situations.
- Actively participate in meeting District goals and outcomes.
- Learn District organization, operations, policies, objectives and goals.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

School site, office, and other educational settings; infant/preschool through adult school; itinerant based on program needs.

**PHYSICAL ABILITIES:**

With reasonable accommodations, if necessary, dexterity of hands and fingers to cue; continuous use of elbows, shoulders, neck, back, lips and/or jaw; sitting or standing for extended periods of time; bending at the waist to assist students.

Fresno Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the American with Disabilities Act as required by law.

***E=Essential Functions***