

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Deaf or Hard of Hearing (DHH) Sign Language Interpreter (Certified): Itinerant II	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Special Education	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR:	Varies
BOARD APPROVAL:	October 26, 2022	SALARY:	G-55/CSEA 125 Salary Schedule

BASIC FUNCTION:

Under direct supervision of an assigned supervisor, provide of high-quality Sign Language services and spoken English interpreting services to facilitate communication between Deaf or Hard of Hearing District level administrators, staff members, students and teachers, community members, and peers, using any of a variety of manual and verbal communications systems in a highly proficient manner reflecting the affect of the speaker and/or signer.

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.)

Interpret for District level administrators, staff and students in a variety of educational settings, including but not limited to District offices, school sites, County and State offices, and other District sanctioned activities and events. *E*

Interpreting services include the use of complex language, specific technical terminology, working within a high linguistic register with ease; interpret the content of the message clearly and accurately accordingly to the receptive language of the adult or student and in the spirit of the speaker. *E*

Communicate proficiently from oral communication into sign language (voice-to-sign) and signed communication into spoken English (sign-to-voice) using a signing system such as American Sign Language (ASL), Conceptionally Accurate Signed English (CASE), Pidgeon Signed English (PSE), Manually Coded English (MCE) and facial expressions appropriate to the consumer's level of understanding. *E*

Work in collaboration with administrative staff to prepare for interpreting assignments by obtaining and reviewing future subject matter including, but not limited to, technical vocabulary and content knowledge to provide effective communication and to provide students access to high quality learning options and activities. *E*

Interpreting services for District level administrators includes interpreting for extended periods of time in a single setting such as management meetings, legal meetings, personnel meetings, District mandated trainings, workshops, webinars, Professional Learning meetings,

Board meetings, Community Advisory Committee meetings, and community events.

Support attempts at developing independent communication strategies to demonstrate the desire to educate each student at a high level. *E*

Provide a social/cultural link for students and staff to build supportive relationships within the educational setting for effective communication and to demonstrate the character and competencies for student success. *E*

Adhere to the National Association of the Deaf-Registry of Interpreters for the Deaf Code of Professional Conduct; adhere to the District’s rules of confidentiality and Board Policies. *E*

Work collaboratively and maintain effective working relationships with others in the course of work in assigned area. *E*

Debrief daily with team member(s) to improve service delivery. *E*

Perform various clerical and record keeping duties. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: high school diploma or the equivalent; two years of college (48 units) or AA degree (or higher) or pass a local assessment of knowledge and skills in assisting in instruction (Every Student Succeeds Act (ESSA) compliant); three years of experience interpreting for Deaf or Hard of Hearing in an educational setting is preferred. Graduate of an Interpreter Training Program (ITP) or equivalent experience preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license. Shall be certified by the Registry of Interpreters for the Deaf (RID) or have achieved a minimum score of 4.0 or above on the Educational Sign Skills Evaluation-Interpreter (ESSE-I), the Educational Interpreter Performance Assessment (EIPA), the American Consortium of Certified Interpreters (ACCI), or the National Association of the Deaf (NAD) assessment.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Specialized knowledge of expressive and receptive forms of sign language systems which may include American Sign Language, Conceptually Accurate Signed English, Signed Exact English, Manually Coded English, and Pidgin Signed English; vocabulary, terminology and basic information in a variety of subjects.

Interpreting strategies and techniques necessary to accommodate individual needs of District staff, students and professionals in a variety of education settings.

The foundational concept of deaf culture; communication needs of Deaf and Hard of Hearing District staff and students.

Sufficient human relation skills to exercise extreme patience when providing services and to convey technical concepts to others.

Interpersonal skills using tact, patience and courtesy.

Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.

Child guidance principles and practices.

Laws, rules and regulations related to assigned activities.

Computer skills and technology used by the District and by Deaf and Hard of Hearing individuals.

Basic record-keeping techniques.

Correct oral and written usage of English, grammar, spelling, punctuation and vocabulary

Technical aspects related to field of specialty.

ABILITY TO:

Interpret and communicate fluently and with high proficiency in the sign language system appropriate to the individual needs of the District staff and students.

Assess and adjust to the individual's language abilities and their preferred sign language system.

Maintain confidentiality.

Convey information promoting the awareness of the unique needs of, and issues pertinent to, Deaf and Hard of Hearing individuals.

Express common technical and vernacular expressions used in educational setting in a clear manner.

Demonstrate sensitivity to the communication process between Deaf and Hard of Hearing individuals and the needs of the persons involved in that process.

Speak and write English clearly and with proper structure.

Communicate, understand and follow oral and written directions effectively

Establish and maintain cooperative and effective working relationships with District administrators and staff, students, teachers, and other providers of educational services.

Prioritize and schedule work to meet schedules and timelines.

Learn current computer systems/software programs to apply to 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:

District offices, school sites and classroom environment, Board meetings and other educational settings; itinerant based on assignment needs.

PHYSICAL ABILITIES:

With reasonable accommodations, if necessary, perform work of an active nature. Requires well-developed arm, hand, and finger dexterity in order to perform advanced sign language interpretation for up to twenty-five hours per week. Requires the ability to stand or sit for extended periods of time. Requires visual acuity to recognize numbers and words and detect speech patterns. Requires hearing acuity sufficient to understand information to be interpreted in a variety of educational environments. Requires facial dexterity to produce readable mouth movements for specific sign language expressions. Requires manual dexterity to produce readable sign language through movement of fingers and arms. Requires continuous use of elbows, shoulders, neck, back, lips and/or jaw; reaching overhead, above the shoulders and horizontally, bending at the waist. Requires visual acuity to see information to be voiced (such as sign language and facial expressions).

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

E = Essential Functions