

Red Wing Public Schools Position Description

Certified Interpreter

General Information

Department:	Special Education
Unit:	Non-Classified Personnel
Immediate Supervisor:	Assistant Director of Special Education
Grade Placement:	13
FLSA Status:	Non-Exempt

Position Summary

The Certified Interpreter serves as a facilitator of communications between deaf or hard of hearing students and the classroom teacher, other students, and/or other staff within the building.

Essential Duties and Responsibilities

1.	Provides deaf or hard-of-hearing students with American sign language/English interpreter and/or cued speech transliterator services in educational settings including classrooms, conferences, field trips, Individual Educational Plan (IEP) meetings, meetings with teachers and other school staff, telephone calls, afterschool, extra-curricular and co-curricular activities, and other school-related functions.
2.	Provides voice to sign and /or sign to voice interpreting depending upon the needs of the student, including: a) Language mode should match student. b) Engages in cultural and/or linguistic expansion c) Register should match D/HH and hearing.
3.	Meets with teachers to prepare for interpreter/cued speech transliterator duties and assignments. Reviews classroom subject matter and related sign language vocabulary to ensure proper and effective communication between deaf or hard-of-hearing student and teacher.
4.	Reviews student IEP plans to gather an awareness of language and skill levels, as appropriate. Monitors the need for assistive listening technology, such as FM systems, text telephones (TTY), closed captioning, etc.
5.	Provides tutoring and instructional support to D/HH students to assist in meeting student goals and objectives. Follows and performs IEP accommodations; facilitates the ongoing acquisition of sign skills for students and monitors the understanding of concepts and vocabulary.
6.	Functions as a member of a student's educational team. Works to establish and maintain communication with students, parents and guardians, teachers, building administration and staff. Maintains confidentiality of student educational records as required by district policy, state and federal law.

7.	Complies with the National Association of the Deaf (NAD) and the Registry for Interpreters of the Deaf, Inc. (RID) Code of Professional Conduct.
8.	Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).

Required Education, Training, and Work Experience

Required Education / Training: 4 years of college

Degree Information: Baccalaureate Degree and satisfactory completion of an interpreter/transliteration training program affiliated with an accredited educational institution.

Bachelor’s Degree is necessary for a provisionally certified interpreter to take interpreting certification evaluations.

Major Field of Study or Degree Emphasis: Sign Language Interpreter / Transliteration

Required Work Experience: None

Licenses / Certifications Required:

- Valid driver’s license in Minnesota
- Interpreter / transliterator certificate from Registry for Interpreters of the Deaf, Inc. (RID) or general interpreter proficiency certificate from National Association of the Deaf (NAD) or comparable state certification from the Minnesota Department of Education

Essential Knowledge Required to Perform the Essential Functions of the Position

- K-12 educational operations as well as federal and state mandates and best practices.
- Role of the interpreter, particularly in an educational setting.
- Laws, rules, regulations and policies related to American sign language/English interpreters and Cued Speech Transliterators including the Code of Professional Conduct issued by RID.
- Assistive listening systems and hearing amplification devices and technology.
- Child language development.

Essential Skills Required to Perform the Work

- Oral communication skills.
- Establishing and maintaining effective working relationships with school staff and students.
- American sign language/English and/or cued speech transliteration.
- Taking instruction and direction from licensed personnel and following classroom/program routines.
- Interacting with and serving as a role model concerning learning and behaviors
- Performing duties with awareness of all district policies.
- Defining problems and collaboratively working towards resolution.
- Establishing and maintaining professional and courteous working relationships.
- Interpreting verbatim classroom instructions and directions.
- Paraphrasing a short oral story or classroom discussions in sign language.
- Applying judgment when dealing with students and resolving conflicts.
- Taking instruction from and direction from licensed personnel, building staff and administrators and following classroom/program routines.
- Voice interprets/reverse simple sentences.
- Maintaining daily logs, assignment books, or other documentation required by the district.
- Defining problems and collaboratively working towards resolution.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as 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 in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand			X	
Walk		X		
Sit			X	
Use hands to finger, handle or feel				X
Reach with hands arms		X		
Climb or balance		X		
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds				X
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are performed in a typical school setting. Due to the frequent use of hands, employees may develop Overuse Syndrome or Repetitive Strain Injury, often known as Carpal Tunnel Syndrome (CTS). Work involves minimal exposure to other hazards and/or risks associated with the performance of the job. There may be occasional disagreeable human interactions when dealing with students.

Classification History and Approval

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