

SANTA CLARA COUNTY OFFICE OF EDUCATION

POSITION: Substitute/Relief SL/Classroom Interpreter III

HOURLY RATE: \$27.16/hour

DUTIES AND RESPONSIBILITIES: The Substitute/Relief Classroom Interpreter III is an on-call, temporary position. The position assists certificated teacher(s) and staff, using sign language skills, in the instruction, supervision, and training of individual or groups of deaf and hard of hearing students by performing a variety of instructional support activities; and assists in the facilitation of communication between non/limited hearing students/parents and the Special Education Department by performing designated interpretive functions.

DISTINGUISHING CHARACTERISTICS: The Substitute/Relief Classroom Interpreter III is assigned to a middle or high school site with assigned deaf and hard of hearing students. Substitute/Relief workers receive direct supervision within a well-defined framework of policies and procedures. This position provides responsible instructional support activities within the Deaf and Hard of Hearing Program. This position requires a high degree of proficiency in sign language and the professional demeanor to serve as a role model to deaf and hard of hearing students.

ESSENTIAL/TYPICAL DUTIES

Assists assigned teacher(s) in the instruction of individuals and small groups of students using designated sign language; assists students with assigned work, answers operations, reinforces concepts, checks work for completeness and accuracy, etc.

Works with students in small groups or in prescribed one-to-one assignments to tutor, reinforce, or follow up learning activities in basic academic, language, and/or specialized subject areas related to the level of achievement; under direction of teacher, provides individualized instruction by matching instruction to needs of each learner

Controls volatile students physically as needed according to approved P.A.R.T. (Professional Assault Response Training) techniques

Assists in the implementation of assigned sections of the students Individualized Educational Plan (IEP) and behavior intervention plans which may involve use of approved behavior modification, physical management techniques or other skills or knowledge to establish and maintain appropriate behaviors

Assists the teacher in establishing and maintaining a clean, safe, and cooperative classroom and learning environment

Maintains accurate daily student attendance records for assigned classrooms

Assists in organizing learning materials, equipment, and classroom; sets up materials for daily activities; maintains, issues, and distributes textbooks and other instructional materials and supplies; monitors inventories; maintains neat and orderly instructional areas

Assists in the supervision and monitoring of students during lunch, recess, bus loading/unloading etc.; accompanies and assists students in “mainstream classroom activities”, computer lab, library, etc.

Accompanies and supervises students on community based instructional outings, work programs, and/or field trips; reinforces positive behavior in public settings; assists students in learning life skills such as crossing streets safely, riding buses, etc.

Performs routine clerical tasks as assigned; operates duplicating machines; assembles materials for classroom projects; prepares material and masters; files classroom, student, instructional and program materials; and may perform incidental typing tasks

Prepares instructional materials and/or equipment for use in classroom activities; types and makes copies; gathers appropriate resource information, materials, and equipment; prepares bulletin boards; assembles, collates, and staples materials, sets-up and/or requests equipment

Administers, corrects, scores, and records standardized and/or classroom tests, daily assignments, and homework

Monitors students' behavior; rewards appropriate behavior and discourages inappropriate behavior within established guidelines

Provides teachers and other certificated personnel with relevant feedback and information on students' progress through observation and daily contact; maintains accurate student progress reports

May interpret a variety of information during parent conferences and other meetings; may sign for substitute teacher when regular teacher is absent

Assists physical handicapped children with a variety of functions as needed; lifting students and/or pushing wheelchairs from place to place

Assists in coordinating instructional and related activities and special events as assigned

Performs kneeling, stooping, standing, and lifting activities in the performance of required daily activities

Perform related duties as assigned.

EMPLOYMENT STANDARDS

Knowledge of:

Basic concepts of child development and behavior

The unique needs of deaf and hard of hearing children

Proper English usage, spelling, grammar, and punctuation

Designated sign languages

Effective record-keeping practices and procedures

Ability to:

Effectively communicate in signing, oral and written forms

Learn the proper methods and procedures to be followed in the Deaf and Hard of Hearing Program of the Special Education Department

Learn the special needs and requirements of deaf and hard of hearing students

Understand the needs of limited/non-hearing students and effectively relate to these needs in a learning situation

Recognize and report safety hazards; learn, understand and adhere to laws, rules, practices, and procedures related to public education for pupils and those related to the program which assigned

Understand and follow both oral and written instructions

Establish and maintain accurate records and files

Maintain calm and patience in stressful situations

Exercise tact, diplomacy, and good judgment in dealing with students

Maintain the security and confidentiality of records and information

Operate standard office and instructional equipment

Meet the physical requirements necessary to safely and effectively perform required duties

Establish and maintain a positive and effective work relationship with those contacted in the performance of required duties.

May require the ability to:

Speak, read, and/or write in another language other than English.

TRAINING AND EXPERIENCE:

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

- One year experience working with or serving individuals in a deaf or hard of hearing program and graduation from high school or equivalent
- Graduation from high school or equivalent. Completion of 30 college semester units which include course work directly related to the job, such as behavior management, psychology, child care, child growth and development may substitute for six months of the required experience.
- Sign Language Certification

PHYSICAL DEMANDS: Dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; seeing to read fine print;

hearing and understanding voices over the telephone and in person; moving and transporting program materials, and lifting light objects.

WORKING ENVIRONMENT: Indoor classroom environment

BARGAINING UNIT: Substitute Workers Unit

Approved:

A handwritten signature in black ink, appearing to read "Philip Gordillo", is written over a horizontal line.

Philip Gordillo, Executive Director, Human Resources

06/12/13
Date