

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE INTERPRETER

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs highly specialized interpretation and translation services for staff in the Deaf and Hard of Hearing (DHH) program; serves as a member of the educational team; provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving technical and specialized subject matter and vocabulary; supports the professional development of Education Interpreter staff by providing and/or coordinating professional development opportunities; coordinates staff assignments to ensure interpretation services are provided to students.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Performs specialized duties requiring the application of, and proficiency in, accepted and designated sign languages such as American Sign Language (ASL), Contact-Sign Language (PSE), Signing Exact English (SEE), and finger spelling.

Provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving specialized subject matter and vocabulary; uses specialized signs; accommodates consumer requests for varied language preferences; interprets fast spoken material.

Provides interpretation and translation services for staff of the DHH program, including participation in meetings with staff, teams, and administration.

Coordinates staffing to ensure interpreting needs for students are met; assigns teams to provide interpreter services to students participating in extra-curricular activities; monitors daily staffing levels to ensure proper coverage.

Adheres to the Registry of Interpreters for the Deaf (RID) and National Association of Interpreters in Education (NAIE) code of professional conduct.

Recognizes and adjusts language to match the assigned DHH students/staff's preferred language and language mode to ensure that the student comprehends the interpretation.

Researches specific terminology and signs appropriate to classroom material and lectures.

Serves as a resource to students and staff on appropriate use of interpreting services; serves as a positive liaison between DHH program participants and non-program participants; trains certificated and other staff members in simple signing methods as directed; enhances communications between students.

Renders the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation; consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated). Approach consumers with a professional demeanor at all times. Facilitate communication access and equality and support the full interaction and independence of consumers.

Supports the professional development of Education Interpreters by providing coaching and guidance; provides and/or coordinates professional education opportunities for interpreter staff.

Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.

Interprets/transliterates mainstream and self-contained classroom lectures, group discussions, movies, plays, videotapes, audio recording, guest speakers, general classroom instruction and extra-curricular activities.

Interprets/transliterates informal conversations, telephone calls, and other verbal communications for assigned DHH students/staff.

Interprets/transliterates for assigned student(s), staff, and parents at extracurricular activities, meetings, student orientations, workshops, and other related events.

Orients substitute staff to classroom routines and procedures and individual student's needs as necessary.

Participates in ongoing professional development.

Assists students in learning/practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence, decision-making, and problem-solving techniques necessary for mainstreaming and life skills as needed.

Prepares, designs, and develops instructional materials to assist students in a learning environment under the direction of a certificated teacher as needed.

May tutor and assist students in the DHH program, individually or in groups, in academic or elective subjects; may assist teachers in self-contained classroom with instruction as assigned.

May accompany students to and from means of transportation, including the supervision of students while loading and unloading buses; supervises students during student unstructured time, including recess, breaks, lunch, between classes and before and after school.

Observes students in the DHH program on day-to-day basis; provides feedback to staff as necessary.

May operate specialized communication equipment for students in the DHH program.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Various modes of sign language, finger spelling, and gestures as required by assignment, including American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE) and American Manual Alphabet (finger spelling).

Specialized Signs.

Team interpreting.

Registry of Interpreters for the Deaf (RID) Code of Professional conduct.

Basic child guidance principles and effective management techniques.

Basic social and emotional needs and challenges associated with students who are DHH.

Demonstrated knowledge of Deaf Culture.

Principles and practices of supervision and training.

Effective record-keeping practices and procedures.

Proper English usage, spelling, grammar, and punctuation.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Operation of a computer and assigned software.

ABILITY TO:

Effectively and accurately interpret/transliterate classroom lectures/instruction/discussion, videos and other related activities using sign language/voice and appropriate vocabulary.

Train and evaluate the performance of assigned staff.

Direct personnel to assure proper and timely completion of duties.

Produce an English interpretation at a speed required by the assignment, e.g., classroom, conference, small group meeting, and/or one-on-one meeting.

Team interpret in a mainstream environment providing support as needed.

Understand and follow both oral and written instructions.

Understand the basic social and emotional needs associated with students who are DHH.

Demonstrated ability to be a highly energetic, self-directed, self-starting, creative individual.

Ability to handle multiple programs and projects simultaneously.

Work effectively in a highly fast-paced and labor-intensive environment.

Knowledge and experience working with higher education institutions.

Accurately analyze situations and adopt an effective course of action under established guidelines.

Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment.

Organize and direct operation and activities in support of assigned department.

Analyze situations accurately and adopt an effective course of action.

Effectively communicate in both oral and written forms.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Establish and maintain effective working relationships with community partners, staff, funding representatives and participants of diverse ethnic; cultural, and socioeconomic backgrounds.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams.

Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.

Demonstrates emotional intelligence.

Models inclusive, effective, and authentic communication.

Applies knowledge of the intersectionality of race, equity, and inclusion.

Builds and sustains positive, trusting relationships.

Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

- Graduation from an interpreter training program and/or relevant documented interpreting experience;
- Possession of a current certification issued by RID;
- A score of 4.5 or above on the Educational Interpreter Performance Assessment (EIPA) in Elementary and Secondary assessment within two years of employment;
- Five years' experience interpreting, including two years at the administrative level, as well as three years in the field of education, including experience interpreting for a broad range of levels from the preschool classroom to high school level.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environments.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.

Seeing to perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to effectively sign, operate special equipment and perform the duties of the position.

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.

Lifting light objects.

Approved by the Personnel Commission: February 9, 2022

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Marisa Perry
Director III – HR / Classified Personnel Services

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