

Interpreter/Translator/Teaching Assistant – Special Education

Definition:

Provides language interpretation and translation for students, staff and families in various environments as scheduled. For the purposes of this job description, interpretation is defined as spoken conversion of one language to another, and translation is the written conversion of one language to another.

Distinguishing Characteristics:

This job classification provides interpretation and translation services for students and families whose primary language is not English. This classification may be asked to perform simultaneous interpretation during classroom assignments and at meetings such as IEP meetings.

Supervision Exercised and Received:

Employees in this class receive direct to general supervision from a regional administrator within a well-defined framework of policies and procedures.

Examples of Duties and Responsibilities:

Duties and responsibilities may include, but are not limited to, the following:

- Performs interpretation during meetings, such as IEP meetings, hearings, and other times as assigned.
- Performs interpretation during lectures, classroom discussion, and social conversation for students when assigned.
- May perform interpretation at extra-curricular activities for students during work hours.
- Follows interpreter/translator code of ethics, including standards for confidentiality of information.
- Participates on ongoing training to keep skills proficient.
- Performs a variety of clerical tasks related to this position such as maintaining a log and reporting student absences.
- Translates written materials into professional format as requested.
- Helps with in-services for staff and students on use of interpretation and translation services.
- Clearly provides schedule of availability and commitments to necessary staff.
- Performs other duties as required to accomplish the objectives of the position.
- Assists in direct instruction, including:
 - Vocational skills, job- and work-related tasks
 - Academics—reading, writing, math concepts
 - Motor skills—physical education, body awareness
 - Speech/language—communication skills
 - Leisure/recreation skills
 - Independent living and domestic skills
 - Self-help—toileting, feeding, personal hygiene, dressing, etiquette and manners
 - Other specialized health care—diapering, toilet training
- Specialized subject areas, based on individual needs
- Makes effective use of materials, media, audio-visual, equipment and supplies;
- Prepares instructional materials to include worksheets and manipulatives;
- Performs a variety of clerical tasks, including typing, making copies, collating, gathering resource information and materials, filing, food program record keeping, fundraising activities, answering phones, taking and relaying messages, word processing;
- Contributes relevant feedback/information on student progress through observation, interaction and maintaining accurate records;
- Maintains informational and operational records and files, including test/homework scores, student work, meal counts, incident reports, and other records related to student instruction;
- Monitors and assists students in using adaptive devices; i.e., electric wheelchairs, hearing aids, speech synthesizers, cassette players, VCRs, and various recreational equipment;

Employment Standards:

Knowledge of:

- General needs and behaviors of special needs students;
- Basic differences and structures of the English language system and a second language system;
- Requires sufficient command of English and second language usage, spelling, grammar, and punctuation to prepare professional correspondence and standardized reports;
- Requires sufficient keyboarding skill to perform data entry onto pre-formatted screens and to compose correspondence at a rate sufficient for successful job performance;
- Requires sufficient human relations skill to communicate technical concepts to others and convey a positive, service-oriented image of the department.
- Record-keeping methods and requirements as established by the department;
- Safe work practices.

Ability to:

- Interpret and translate between two languages, one of which is English.
- Perform interpretation and translation to assist in the instruction of students, including reading, writing, and math skills;
- Apply math skills necessary to comprehend basic equations;
- Locate, understand, and translate written information in prose and documents, including manuals, textbooks, graphs, and schedules in English, and in a second language.
- Accurately follow assigned schedule that may change frequently;
- Report to assigned work in a timely way on a consistent basis;
- Be flexible to function in a variety of school and school related settings;
- Follow instructions accurately included written, and oral directions
- Must be able to perform all of the relevant duties of the position with only general supervision.
- Must be able to write correspondence in a professional manner and tactfully communicate in both oral and written forms; communicating thoughts, ideas, information and messages in English and a second language.
- Requires the ability to maintain confidential and sensitive information.
- Must be able to prioritize work in order to meet deadlines and maintain schedules.
- Must be able to work effectively as part of a team devoted to customer service.
- Establish and maintain cooperative working relations with those contacted during performance of job duties.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- NCLB requirements for paraprofessionals working in Title I programs:
- Required:
- High school diploma or the equivalent, **and**
- Pass a local assessment of knowledge and skills in assisting in instruction, **and**
- Formal or informal education or training that ensures the ability to communicate fluently two languages, one of which is English.
- Preferred:
- Two years of college (48 units), **or**
- A. A. degree (or higher)

Experience:

Preferred:

- Minimum 2 years experience in language interpreting and translation

Physical Demands (Level I):

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

Sitting:	Rarely
Standing/Walking:	Frequently
Waist Bending:	Occasionally to Frequently
Neck Bending:	Occasionally to Frequently
Squatting:	Frequently
Climbing:	Rarely
Kneeling:	Frequently
Crawling:	Rarely
Neck Twisting:	Occasionally to Frequently
Waist Twisting:	Occasionally
Pushing/Pulling:	Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
Running:	Occasionally
Reaching:	
Above Shoulder:	Occasionally
Below Shoulder:	Frequently
Lifting/Carrying:	
0-10 lbs:	Frequently - weights carried 50 to 100 feet at a time
11-25 lbs:	Occasionally- weights carried up to 100 feet at a time
26-50 lbs:	Occasionally - weights carried 10 to 100 feet at a time
51-75 lbs:	Frequently - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-150 lbs:	Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
Hand Activities:	
Repetitive Hand Use:	Occasionally
Simple Grasping:	Frequently
Power Grasping:	Occasionally
Fine Manipulation:	Rarely
Hand and Arm Twisting/Turning:	Occasionally to Frequently
Computer Operation/Writing:	Rarely

- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. For Preschool positions, this may include moving preschool equipment such as cots, tables, chairs; lifting infants and young children; perform twisting, bending, pushing, pulling, lifting, stooping, reaching motions during interaction with students and their children.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
- Must be able to lift and physically restrain students at times; to take appropriate action in emergency situations; and follow procedures in a calm, responsible manner.
- Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from certificated staff.
- Must be able to express self effectively, verbally and non-verbally in classroom with staff, student, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.
- Must have normal (20/20) vision, corrected or uncorrected.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections, and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.