

INTERPRETER II Tompkins County

Department: Tompkins-Seneca-Tioga BOCES

Classification: Non-competitive

Labor Grade: 0

Approved: BOCES Bd. Mtg 8/1/89

Revised: 7/98

By: AF Commissioner of Personnel

MINIMUM QUALIFICATIONS:

- (a) Two years of college level coursework in the area of deafness, interpreting, education or human service, **AND**
- (b) Six months of full-time paid (or the equivalent part-time, volunteer, and/or family related) experience as an interpreter for the deaf using oral and manual forms of communication; **AND**
- (c) Knowledge/background in working with children and education techniques as demonstrated by 40 hours of paid and/or voluntary experience in a school or related experience; **AND**
- (d) Graduation from a recognized Interpreter Training Program

Tompkins County is Committed to Equity and Inclusion. We encourage those with similar values to apply.

DISTINGUISHING FEATURES OF THE CLASS:

This is a responsible interpreting position in which the incumbent translates verbal communication into manual language and reverse interprets, with the purpose of facilitating the communication process for the deaf. Incumbents are responsible for interpreting presentations, instructions, and assignments in a variety of settings. Incumbents are also responsible for instructing in the use of sign language and collecting data for IEP interpreting goals. Does related work as required.

TYPICAL WORK ACTIVITIES:

- Translates or interprets into sign language all academic and special area classroom activities (teacher language, peer conversations, student contributions, films, assemblies, etc.) for hearing impaired students;
- Does reverse interpreting as needed;
- Instructs and aids students in the use of an interpreter;
- Tutors hearing impaired students in subject area of integration;
- Meets briefly with classroom teachers to determine information which may need explanation;
- Serves as a liaison to promote positive public relations between hearing impaired students and their hearing peers and teachers;
- Attends appropriate in-service training programs and staff meetings;
- Meets on a regular basis with appropriate teacher of the hearing impaired;
- Assists teacher of the hearing impaired with normal classroom routines where not interpreting;
- Dresses in a manner which will assist the student in reading signs;
- Reports directly to the teacher of the hearing impaired;
- Collects data for the IEP interpreting goals;
- Participates in parent conferences and IEP development under direction of teacher of the hearing impaired;
- Provides regular written logs of student's mainstream program;
- Facilitates regular interpreter meetings;
- Interprets all special situations including testing situations (e.g., psychological and counseling sessions);
- Troubleshoots auditory training equipment.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Thorough knowledge of the English language;
- Ability to translate oral and written communication into Manual English and reverse interpret;
- Ability to define abstract ideas into understandable manual language;
- Knowledge of the nature of deafness and its effect on language development of the hearing impaired child;
- Good knowledge of the communication problems confronting the deaf with in mainstreamed environments;
- Exhibits an interest for self-improvement in signing ability;
- Familiarity with classroom routine;
- Ability to establish good relationships with students, teachers, and co-workers;
- Ability to communicate effectively;
- Patience, endurance, tact, judgement, courtesy, dependability;
- Initiative and resourcefulness;
- Good moral character;
- Physical condition commensurate with the demands of the position.