

Job Description

Title:	Lead Sign Language Interpreter (<i>previously Lead Interpreter</i>)
Unit:	CSEA 262
Range:	126
Committee Review:	8/3/2022
Synopsis:	Modification Classification needed to better reflect the work, duties, and expectations from the position.
Rational	Removing the necessity to provide oral translation and focusing more on interpreting. Minimum qualification were modified to bring in a more suitable pool of applicants after failed recruitments, standard language was added throughout. New title to assist with recruitment in being more explicit on the type of interpreter needed.
Incumbent	Vacant

LEAD SIGN LANGUAGE INTERPRETER

DEFINITION

Under general supervision, provides sign language ~~and/or oral interpreting~~ services to students who are deaf, hard of hearing, and/or have other communication disorders; performs interpreting services related to highly technical or specialized subject matters that require high levels of skill and advanced and fluent interpreting techniques; coordinates and monitors the daily operations of the interpreter internship program; coaches and mentors the ~~District's~~ **College's** hourly interpreters; **provides interpretation of lecture videos.**

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the ~~Manager, Deaf & Hard of Hearing Services~~ **assigned managerial personnel.** Exercises no supervision of staff. May provide technical and functional direction over and training to hourly interpreters and interpreter interns.

CLASS CHARACTERISTICS

Incumbents in this classification are required to perform highly complex assignments requiring a combination of high levels of training, skills, certification, and experience. Assignments often involve high levels of interactive discussions requiring the interpreter to rapidly switch between spoken English and sign language or manual sign system and vice versa. These assignments may include, but are not limited to, the following:

1. Advanced level or highly complex classes requiring significant and rapid interaction using highly technical or specialized subject matter and vocabulary;
2. Discussion situations in classrooms, conferences, and workshops involving advanced and/or complex topics requiring significant sign-to-voice and voice-to-sign translations; and
3. More complex interpreting situations such as conferences, workshops, seminars, theatrical, and/or other platform settings where multiple consumers, including students, faculty and staff are served simultaneously.
4. In addition, incumbents assist the ~~Manager, Deaf and Hard of Hearing~~ Services with the day-to-day operations of the interpreter internship program; monitoring, mentoring, coaching, training, and skills evaluation of interns and hourly interpreters; and participating in the evaluation of interns and their progress.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Interprets ~~and translates~~ classroom lectures simultaneously and facilitates communication between deaf and hard-of-hearing students and hearing faculty, staff, and students as related to coursework.
2. Accurately conveys the meaning and spirit of the hearing speaker using grammatically correct American Sign Language (ASL) or students' alternative preferred language mode, and verbally conveys the meaning and spirit of the deaf or hard of hearing signer using correct English grammar.
3. Utilizes resources to increase knowledge of ASL, professional interpreting techniques and procedures, deaf culture, specialized vocabulary, and the Registry of Interpreters for the Deaf Code of Professional Conduct.
4. ~~Observes and teams with other interpreters and receives mentorship from the Manager, Deaf & Hard of Hearing Services.~~
5. Serves as a mentor, coach, and trainer for hourly interpreters.
6. Assists in organizing and overseeing the interpreter internship program, including conducting regular individual and group meetings with interns, assisting interns with self video taping and self-

assessments, assigning homework, identifying classes approved for observation, and ~~assisting the Manager, Deaf & Hard of Hearing Services with evaluations and~~ **assists with intern interviews; conducts evaluations of interns.**

7. Assists with scheduling interpreters and captioners, including serving as emergency contact for after-hours and weekend classes and needs for services.
8. ~~Organizes and oversees the Deaf & Hard of Hearing Services skills library, including loaning out materials, following up on delinquent materials, maintaining and expanding library resources, and organizing and updating the list of available materials.~~
9. Responds to student difficulties and concerns with understanding and sensitivity; ensures confidentiality of all student information.
10. Attends and participates in workshops and conferences to improve and maintain interpreting skill level, and keep abreast of interpreting trends by studying specialized ASL vocabulary and other materials.
11. May read text, handouts, and dictionaries, and prepare translation of difficult-to-interpret course content.
12. Assists in on-going development of interpreter and captioner handbooks.
13. ~~Works in collaboration with the Manager, Deaf & Hard of Hearing Services and other interpreters to collect existing technical signs, and to e~~**Establishes** special signs and/or vocabulary for underrepresented scientific/technical terms or concepts.
14. **Records interpreted asynchronous classes and translates video lectures. Caption materials produced by DHH Center, and collaborate with DHH students translating course materials and tests.**
15. **Interprets for cohort classes (General Education classes with all deaf or hard of hearing enrollment).**
16. **Interprets for student mental health appointments made on campus.**
17. **Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and affiliated trainings.**
18. **Prepares and delivers presentations related to assigned areas if needed.**
19. **Provides a working and learning environment that is free from prohibited discrimination, harassment and retaliation (DHR), and provided by applicable law and College policies. Attends College mandated DHR training and participates in DHR investigations as directed. Assists in providing information and resources to individuals who bring forward DHR complaints and reporting possible DHR complaints to Human Resources and other appropriate authority as necessary.**
20. ~~Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.~~
21. Performs other related **or preceding classification** duties as assigned.

QUALIFICATIONS

Knowledge of:

1. **Principles and practices of supporting a diverse, equitable, inclusive, and anti-racist academic and work environment.**
2. American Sign Language and a wide variety of communication and interpreting techniques.
3. ~~Appropriate roles and individual responsibilities~~ **Interpreter scope of practice** relating to interpreting for deaf and hard-of-hearing persons.
4. Deaf cultural values and general issues in the field of deafness.
5. Resources **and current trends** available to sign language interpreters ~~and transliterators~~ in order to improve knowledge.
6. Working knowledge of the Americans with Disabilities Act.
7. ~~Current trends and development in the field of interpreting.~~

- ~~8. Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned area of responsibility.~~
9. Basic principles and techniques for directing, training, and coaching others.
10. Business letter writing and the standard format for reports and correspondence.
11. Principles and practices of data collection and report preparation.
12. Recordkeeping principles and procedures.
13. Modern office practices, methods, computer equipment and computer applications related to work, ~~including word processing, database, and spreadsheet applications.~~
14. English usage, spelling, vocabulary, grammar, and punctuation.
15. Techniques for providing a high level of customer service by effectively ~~dealing~~ **interacting** with the public, vendors, students, and ~~District~~ **College** staff, including individuals of various ages, disabilities, socio-economic and ethnic groups.

Skills & Abilities to:

1. **Participate in addressing gaps in diversity, equity, inclusion, and anti-racism in recruitment and retention of staff.**
2. **Communicate the College's vision and commitment to creating an equitable, diverse, inclusive, and anti-racist academic and work environment.**
3. **Participate in providing resources and programming towards the goal of being diverse, equitable, inclusive, and anti-racist academic and work environment.**
4. Interpret messages spoken by hearing people into ASL, Conceptually Accurate Signed English (CASE), and other formats.
5. Interpret messages signed by deaf and hard of hearing people into English, including the ability to read lips, create original signs for unknown or unusual terms/words, and interpreting foreign languages.
6. Interpret by translating higher-level technical academic material requiring specialized Sign Language vocabulary for high level technical academic materials utilizing highly proficient English, ASL, and/or CASE, used in classes such as science, history, and psychology, on ~~District's~~ **College's** skills performance evaluation examination.
- ~~7. Adhere to the Registry of Interpreters for the Deaf Code of Professional Conduct.~~
8. Assess individual situations to determine the needs of each deaf or hard-of-hearing student, such as language preferences or preferences in having comments voiced for him/her or voicing for himself/herself.
9. Attend and participate in workshops to improve interpreting/transliterating skill.
10. Communicate effectively with faculty, staff, and students with disabilities.
11. Learn to use the variety of assistive devices/equipment used to assist students with disabilities.
12. Work successfully in an interpreting team in the classroom or other campus setting.
13. Assist in the planning and implementation of assigned programs and services.
14. Assist in the organization, preparation and presentation of materials.
15. Learn methods and procedures to be followed in an instructional situation.
16. Read, understand, interpret and apply department rules, policies and materials relating to assigned field.
17. Analyze and evaluate information processing problems, plans, procedures, and requirements.
- ~~18. Compose correspondence and reports independently or from brief instructions.~~
- ~~19. Establish and maintain a variety of filing, recordkeeping, and tracking systems.~~
20. Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
- ~~21. Operate modern office equipment including computer equipment and specialized software applications programs.~~
22. **Interpret, apply, explain, and ensure compliance with federal, state, and local policies, procedures, laws, and regulations.**
23. **Communicate effectively through various modalities.**

24. Learn and apply emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.

~~25. Use English effectively to communicate in person, over the telephone, and in writing.~~

~~26. Understand scope of authority in making independent decisions.~~

~~27. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures; **understands scope of authority in making independent decisions.**~~

~~28. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.~~

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Equivalent to graduation from a regionally accredited four-year college or university with major coursework in American Sign Language, interpreting, education, social work, or a related field;
- Completion of an Interpreter Training Program; and
- Five (5) full-time equivalent years of increasingly responsible experience in interpreting for deaf and hard of hearing individuals in a higher-education setting.

Preferred Qualifications:

1. **Experience working with policies and procedures relating to diversity, equity, inclusion, and anti-racism, preferably in a minority serving institution such as Hispanic Serving Institution and Asian American Native American Pacific Islander Serving Institution; OR**
2. **Experience with participation in programs relating to diversity, equity, inclusion, and anti-racism, preferably in a minority serving institution such as Hispanic Serving Institution and Asian American Native American Pacific Islander Serving Institution.**

Licenses and Certifications:

1. The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.
2. Possession of Registry of Interpreters for the Deaf (RID) Certificate of Interpretation (CI) and Certificate of Transliteration (CT), National Interpreter Certification (NIC) Advanced or Master, and National Association of the Deaf (NAD) Level 4 or Level 5 Certification.

PHYSICAL DEMANDS

~~Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to provide interpretation services and to read printed materials and a computer screen; and good hearing, speech, and fine motor skills to communicate in person and over the telephone and to provide interpretation services. Sitting and/or standing for prolonged periods of time while providing interpreting services is required. This is partially a sedentary classification although standing in and walking between work areas is required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.~~

Must be able to work in a standard office setting and use standard office equipment, including technological devices; to communicate with individuals at various College and meeting sites; the ability to understand and comprehend written and electronic materials; and the ability to receive,

review, and respond to communications in person, before groups, and over and through various media. This is primarily a sedentary office classification although movement between work areas may be required. Positions in this classification occasionally may need to physically reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects weighing up to 20 pounds.

ENVIRONMENTAL ELEMENTS

~~Employees~~ **Incumbents** primarily work in an office or classroom environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Occasionally, employees may work in the field and be exposed to cold and hot temperatures, inclement weather conditions, and potentially hazardous chemical or physical substances in a classroom setting. ~~Employees~~ **Incumbents** may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.