

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

ORIGINATION DATE 1/3/96
 LAST REVISION DATE 6/29/99
 BAND & GRADE B-2-2-5

POSITION TITLE LANGUAGE FACILITATOR

IMMEDIATE SUPERVISOR _____

Job Summary (Basic Purpose of Position)

Under the direction of a teacher of students who are deaf or hard of hearing, provide an alternative communication system to student(s) who are deaf or hard of hearing. To promote the educational development of students who are deaf or hard of hearing.

 SUPERVISOR

 EMPLOYEE

Note: The signature of the supervisor and employee indicates they have read this job description and agree with its contents

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job function	BAND/ GRADE	% OF TIME D,W	WC	NECESSARY SKILLS KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS					
1.0 UNDER THE DIRECTION OF A TEACHER: 1.1 Interpret classroom communication to students as specified in the IEP using Signed Language or Cued Speech. 1.2 Provide drill to develop student's manual communication skills. 1.3 Assist student with understanding of classroom assignments. 1.4 Provide student drill in language development as directed by the teacher of the hearing impaired. 1.5 Communicate with student using manual communication. 2.0 CARE FOR HEARING IMPAIRED EQUIPMENT 2.1 Adjust and monitor special equipment used with hearing impaired students.		65D 5D 10D 5D 8D 3D		KNOWLEDGE OF: 1.1 How to interpret spoken and written communication. 1.2 Handicapped conditions, particularly the types of hearing impairments. 1.3 State and federal laws relating to students with handicaps. 1.4 District policies regarding confidentiality and privacy of data. ABILITY TO: 1.1 Demonstrate a positive attitude and enthusiasm when working with students who have handicapping conditions. 1.2 Work cooperatively with others (teachers, parents and administrators).	1.1 The teacher of the hearing impaired and classroom teachers conclude the interpreter is communicating to the student as specified in the IEP. 1.2 Observations by the teacher of the hearing impaired indicate the interpreter correctly uses manual communication 99% of the time. 1.3 Classroom teachers conclude that the interpreter is providing assistance helping the student understand assignments. 1.4 Drill is provided by the interpreter to the student as specified by the teacher of the hearing impaired. 1.5 Able to pass a communication proficiency exam using signed language or cued speech (standard set by school district). 2.1 Equipment is adjusted and operational every school day.

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<p>3.0 PROMOTE A POSITIVE CLIMATE FOR LEARNING TO OCCUR</p> <p>3.1 Foster social acceptance of hearing impaired students by other non-hearing impaired students by explanation, encouragement and inclusion of other students in the communication process.</p> <p>3.2 Maintain a positive working relationship with teachers of hearing impaired, classroom teachers, parents and other educators.</p>		<p>2D</p> <p>2D</p>		<p>1.3 Follow the instructions and directions of the supervisor.</p> <p>1.4 Pass basic skills test.</p> <p>SKILL:</p> <p>1.1 Proficient in translating and interpreting using manual communication.</p> <p>1.2 Proficient in operating computers for instruction and word processing.</p>	<p>3.1 Based on observations by the teacher of the hearing impaired, the interpreter promotes social acceptance of hearing impaired students by other non-handicapped students.</p> <p>3.2 Based on observations by the teacher of the hearing impaired, classroom teacher and building supervisor, effort is put forth by the interpreter to maintain a positive working climate.</p>