EC: Exceptional Children Preschool Facilitator/Interpreter

**Reports to:** Director for Exceptional Children  
**Supervises:** None  
**Term of Employment:** 11 months  
**Salary:** Certified Teacher Scale if licensed  
**FLSA Exempt/Non-Exempt:** May be exempt or non-exempt based on placement on the salary schedule  

**Qualifications:**  
- Minimum of five years of classroom/teaching experience or Human Services field  
- Evidence of oral/written proficiency in English and Spanish  
- North Carolina Teaching Licensure-Birth-Kindergarten or Preschool Add-On or EC Licensure or Bachelor’s degree in relevant Human Services field  

**Supports:** Community based preschool staff & preschool classroom teachers and assistants  

**Essential Job Functions:**  
- Interpret for all preschool meetings and events in which Hispanic families are involved  
- Coordinate the monthly screening clinic and ongoing screening in area childcares to include contacting and scheduling families referred by area physicians, sending appointment letters and letters to the referent, maintaining a data base of screenings completed and following up on recommended rescreens  
- Participate in transition planning conferences-schedule and hold meetings with the CDSA Early Intervention Service Coordinators, maintain records (share responsibility with Preschool Specialist)  
- Prepare Transition Planning Conference paperwork for itinerant staff to streamline the referral meeting process for Infant-Toddler Program children and families  
- Serve as LEA at referral, annual review and addendum IEP meetings scheduled by itinerant staff  
- Assist with child find activities for Moore County Schools, alone and in collaboration with members of Moore County’s Local Interagency Coordinating Council, and MCS’ Transdisciplinary Play Based Evaluation Team  
- Serve as a consultant to exceptional education preschool staff in the development of teaching strategies, classroom management  
- Provide training on, and ensure continued compliance with child care licensure rules and regulations  
- Assist with the collection and submitting of data for Indicators 7, 11 and 12 of the Continuous Monitoring Performance Plan  
- Assist with state data tracking for all preschool state indicators  
- Communicate with EC Data Manager to ensure all preschool timelines are met  
- Complete SEFEL Mindful Coaching Training to become SEFEL Coach  
- Complete TPOT SEFEL observations to ensure classroom fidelity  
- Assist in providing Preschool Professional Development and Professional Learning Communities  
- Assist with NC Pre-K application process  
- Attend NC Pre-K Committee meetings  
- Perform other duties and responsibilities as assigned by supervisor
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Physical and Cognitive Requirements:

The major physical and cognitive requirements listed below are applicable to this job classification within Moore County Schools.

Work in this classification is considered **light physical work** requiring the exertion of up to 20 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects.

Must be able to:

- walk, lift, reach, stoop, stand, grasp, kneel, crouch, key requiring repetitive motions
- use visual acuity in preparing and analyzing written or computer data
- operate a variety of machines, motor vehicles, and job specific equipment and tools
- determine the accuracy and thoroughness of work
- observe general surroundings and activities
- hear sufficiently to accurately perceive information at normally spoken word levels, receive detailed information through oral communications and make fine distinctions in sound
- communicate by spoken word to express or exchange ideas and convey detailed or important instructions to others accurately, loudly, or quickly
- safely work in situations of exposure to blood borne pathogens which may require specialized personal protective equipment
- communicate effectively orally and in writing
- establish positive relationships with students
- demonstrate a thorough knowledge of deaf culture, history, audio-logical issues and all aspects of deafness as it relates to the individual students needs and its effect on people
- utilize methods such as; transliteration, American Sign Language, Cued Speech, Signing Exact English, or other valid techniques needed in facilitating the communication process in an educational setting
- demonstrate knowledge of correct English usage, spelling, grammar and punctuation
- demonstrate working knowledge of language levels of different age groups
- demonstrate working knowledge of effective ways of dealing with children
- demonstrate working knowledge of subjects taught
- demonstrate working knowledge of the nature of deafness and its effect on language development
- demonstrate skill in expressive transliterating and interpreting at a rate commensurate with conversational and lecture speech
- demonstrate skill in reverse transliterating and interpreting
- maintain a working knowledge of the Registry of the Interpreters for the Deaf Code of Ethics as it applies to the educational setting
- demonstrate a thorough understanding of the Code of Ethics that is set up for interpreter to follow according to Registry of Interpreters for the deaf (RID)