

Educational Interpreter

Purpose Statement

The job of Educational Interpreter is done for the purpose/s of providing support to the instructional program with specific responsibilities for assisting in the instruction or supervision of students who are deaf or hard of hearing, in the educational environment; providing voice to sign and sign to voice support; and serving as a resource to other school personnel requiring assistance for individuals who are deaf or hard of

This job reports to Assigned Administrator

Essential Functions

Adapts classroom work under the direction of the teacher (e.g. preparing course materials for successful translating, interpreting written to sign or cued speed, etc.) for the purpose of providing a method to support and/or reinforce lesson plans to assigned students.

Administers subject specific tests and skill assessments under the guidance of a classroom teacher or itinerant teacher at multiple sites for the purpose of evaluating students' language ability and subject proficiency.

Assesses classroom, assemblies, and other room setups for students who are deaf or hard of hearing at multiple sites (e.g. noise level, visibility, etc.) for the purpose of ensuring proper setup to facilitate student learning.

Assists in assessment (e.g. students' receptive and expressive language use and abilities; adjustment of interpretive language to match student's preferred language and language mode, etc.) for the purpose of ensuring maximum student comprehension.

Assists students in understanding educational environments at multiple sites (e.g. location of visual materials, interpretation of teacher lessons, etc.) for the purpose of ensuring equal access to the educational environment.

Conducts in-service meetings for the purpose of conveying information and upgrading classroom skills necessary for the successful educational process for students who are deaf or hard of hearing.

Confers with teachers, parents and/or community agency personnel (e.g. appropriate programs and materials; appropriate methods of instruction, etc.) for the purpose of utilizing appropriate methods of instruction to achieve student goals and objectives and provide appropriate access.

Facilitates communication, making adjustments, as appropriate (e.g. sign language, spoken English, cultural mediation, knowledge of visual accessibility, etc.) for the purpose of ensuring comprehensive understanding.

Follows NAD-RID Professional Code of Conduct for the purpose of ensuring confidential, professional instruction in an educational setting.

Instructs students (individual or small groups) at multiple sites (e.g. reading, spelling, self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student skills and ensuring students success by the conversion of language to ASL.

Interprets in meetings and activities for individuals who are deaf or hard of hearing for the purpose of providing communication between voice to sign and sign to voice.

Maintains a variety of student confidential files and records for the purpose of documenting activities and/or providing reliable, information that meets professional standards.

Monitors individual students, classroom, library, playground activities, etc. for the purpose of providing a safe and positive learning environment.

Participates in Individual Education Program meetings with assigned student(s), as appropriate (e.g. collaborating with Special Education instructor, etc.) for the purpose of providing input into the evaluation of students' progress and/or implementing/modifying students' objectives through the conversion of conversation to ASL.

Participates in professional development (e.g. activities provided to stay current with the profession and with the evolution of signing systems, etc.) for the purpose of ensuring a high level of proficiency.

Performs record keeping and clerical functions (e.g. scheduling, copying, etc.) for the purpose of supporting the teacher and/or administrator in providing records/materials.

Provides individual or small group instructional support for the purpose of assisting with the support of student educational goals as per YCOE standards, IEP, or regulatory standards.

Responds to emergency situations (e.g. injured student, incidents, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

Reverse-interprets spoken words of DHH student(s) with limited speech for the purpose of facilitating classroom instruction of the DHH student(s).

Translates verbal communication for the purpose of assisting students, teachers and parents in communicating effectively between voice to sign and sign to voice.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in instructional media machines and specialized equipment for the deaf and hard of hearing; using pertinent software applications; strong oral and written communication skills; meeting general needs, problems, learning styles and requirements of deaf and hard of hearing students; preparing and maintaining accurate records; and operating standard office equipment.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: student behavior management strategies/techniques; and ASL/ other manual communication language; correct grammar, spelling, punctuation and vocabulary usage; and background knowledge of deaf culture, history and literature.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; ability to adjust the interpretation to the student's language skills (scaffolding) and preferred mode (ASL, PSE, Cued Speech); problem solving; training others; sensitivity; and collaborating.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's

services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: High school diploma or equivalent.

Equivalency: A proficiency level of 4.0 on the EIPA, ESSE or NAD/ACC exam is required.

Required Testing:

Pre-Employment Proficiency Test

Certificates and Licenses

Valid Driver's License & Evidence of Insurability
NAD-RID certification (NIC)

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

2/14/2018

Salary Grade

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