

EDUCATIONAL INTERPRETER III

NATURE OF WORK IN THIS CLASS:

This is advanced level sign language educational interpreting work. Employees in this class serve as a senior worker and/or as a lead worker. Facilitates communication between deaf, hard-of-hearing and hearing students and staff by consistently performing complex sign language interpreting services and/or reviewing and leading the work of lower-level interpreters.

Performs duties under the direct supervision of an administrator.

ILLUSTRATIVE EXAMPLES OF WORK: (These examples do not list all the duties which may be assigned; any one position may not include all the duties listed.)

Provides sign-to-voice and voice-to-sign interpreting for students who are deaf/hard-of-hearing in the various settings of the school environment, to include:

- general education classes, Individualized Educational meetings, meetings with parents, counselors, and administrators;
- general socialization situations or meetings, hearings, workshops, and other presentations regarding a variety of topics and including advanced vocabulary and theories.; and
- team interpreting or job coaching.

Prepares for classroom work through advanced planning/organization of course materials (familiarity with lesson plans, course content, technical signs, etc.) and consultation with faculty, student, and the educational team as appropriate; obtains or acquires instructional materials with teacher guidance; researches, understands and is proficient with terminology used in all educational settings.

Assesses language of students/consumers and determines optimal linguistic equivalence to determine type of interpretation; evaluates effectiveness of interpretation based on feedback and adjusts interpretation accordingly in order to maintain effective communication; assists the educational team in problem-solving complex issues that arise in the interpreting setting.

Reinforces lessons previously taught by the teacher one-on-one with the individual student or in a small group; monitors deaf/hard of hearing student's behavior in the classroom; assists teacher in the implementation of behavior plans.

Consults and maintains regular contact with faculty and students to establish rapport and explain interpreting services; attends staff/component meetings and maintains communications with other staff members for quality and consistent service; assists in developing and maintaining resources for the deaf and hard of hearing student population; develops and maintains cooperative working relationships within a diverse multicultural environment.

Maintains records of interpreter activity; completes daily activity logs and other documentation as required.

Provides information and presentations to individuals and groups regarding interpreting as a profession and to those interested in using interpreter services.

May observe and lead the work activities of lower-level interpreters; observes work in progress and makes recommendations regarding training suggestions, the effective use of interpreters, and program improvement.

Contributes to departmental and division-wide quality improvement efforts and projects; engages in professional development efforts.

Abides by the professional standards as delineated in the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct and in accordance with applicable local laws, rules and regulations, policies and procedures.

Performs related work as assigned.

MINIMUM KNOWLEDGE, ABILITIES AND SKILLS:

Knowledge of the principles and practices of American Sign Language interpreting.

Knowledge of the procedures, strategies and methods of interpretation and transliteration for facilitating effective unobstructed communications with deaf and hard-of-hearing persons.

Knowledge of instructional aiding and tutoring for students who are deaf and hard-of-hearing.

Knowledge of the principles and practices of educational psychology, deaf culture, and child growth and development.

Knowledge of the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct or equivalent local standards.

Skill in signing and interpreting utilizing correct usage of grammar and vocabulary of English and in such a manner that the meaning is conveyed accurately (no editing, summarizing, adding meaning, or omitting information).

Ability to provide communication access in situations which require interaction in highly technical and specialized fields as well as in more complex interpreting situations where multiple persons are being served at the same time.

Ability to learn other sign systems as may be assigned and/or required by a student's specialized program or Individualized Education Plan (IEP).

Ability to adapt and adjust interpretation to meet the language and cognitive level of the students to facilitate student comprehension and to interpret in a wide range of contexts.

Ability to provide supplemental instruction when needed to augment primary instruction.

Ability to understand and interpret curriculum from Kindergarten to Advanced Placement Science and Math and Foreign Language classes.

Ability to teach social and communication skills appropriate for participation in mainstream hearing environments and to encourage and facilitate peer communication and socializing between deaf and hearing students in all school settings.

Ability to work effectively with the public and to interact professionally and cooperatively with the educational team and other employees.

Ability to communicate effectively, orally and in writing, and with a diverse population of students.

Ability to maintain records and prepare reports.

MINIMUM EXPERIENCE AND TRAINING:


- (A) Four (4) years of sign language interpreting experience in an *educational setting (Prek-12)* and graduation from an accredited institution of higher education with a Baccalaureate Degree in Sign Language Interpreting or closely related field; and
- (B) Successful completion of a Master or Superior standardized assessment from a recognized Interpreter Certification Agency/Organization (e.g. Boystown, National Association of the Deaf, etc.).

ESTABLISHED: February 24, 2016

PAY GRADE/PLAN: K (GPP)

HAY EVALUATION

KNOW HOW:	EI2	175
PROBLEM SOLVING:	D3 (29%)	50
ACCOUNTABILITY:	DIII	57
TOTAL POINTS -		282


 JON J.P. FERNANDEZ
 Superintendent
 Department of Education