

EDUCATIONAL INTERPRETER I

Purpose Statement

Under the direction of assigned supervisor, provides voice to sign and sign to voice support; facilitates communication between students, teachers and parents in manual and/or oral interpreting; provides input into the evaluation of students' progress; and serves as a resource to other school personnel requiring assistance with deaf and hard of hearing persons.

Essential Functions

- Interprets adapted classroom work/homework/assessment instruments under the direction of certificated staff for the purpose of providing voice to sign and sign to voice support and/or reinforcing classroom objectives.
- Facilitates communication between students teachers and parents through the use of American Sign Language (e.g. voice to sign and sign to voice) for the purpose of assisting students, teachers and parents in communicating effectively as presented by the speaker to facilitate classroom instruction.
- Interprets for individual students, (e.g. classroom, library, recess, hallways, lunch, grounds, etc.) for the purpose of providing a safe and positive learning environment.
- Interprets for students and/or adults for the purpose of providing communication between voice to sign and sign to voice.
- Orally-interprets spoken words of hearing impaired student(s) (e.g. if student has limited speech) for the purpose of clarifying classroom instruction and/or responding to classroom activities.
- Provides teachers with input for the purpose of assisting in evaluation of students' progress and/or students' objectives.
- Assesses classroom, assembly hall, and other room setups (e.g. noise level, visibility, etc.) for the purpose of ensuring proper setup to facilitate hearing impaired students' learning.
- Confers with teachers for the purpose of assisting in evaluation of students' progress and/or implementing students' objectives.
- Attends, when necessary, Individual Education Program (IEP) meetings with assigned student(s) for the purpose of providing necessary input into the evaluation of students' progress and/or implementing students' objectives.
- Identifies unusual problems for the purpose of notification to the teachers and case carriers.
- Interprets for students during tutoring for the purpose of academic support.
- Participates in a variety of meetings, program workshops, seminars, conferences, trainings, etc. for the purpose of conveying and/or gathering information required to perform job functions.

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 need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: orally interpret using designated methodology; and plan and organize work.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes: stages of child development, as it relates to sign language; and interpret/voice interpret accurately.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to

work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include: maintaining confidentiality; working as part of a team; establish and maintain effective working relationships with others; and meet schedules and time lines.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations and some hazardous conditions.

Education/Experience

Any combination equivalent to High School diploma or equivalent and job related training and experience.

Required Testing

Pre-Employment Proficiency Test or 48 college credits

Certificates & Licenses

Certification at Level 4.0 or above on Educational Interpreter Performance Assessment (EIPA)

Continuing Educ./Training

None Specified

Clearances

Pre-placement Physical Exam; TB Clearance; and Criminal Justice Fingerprint/Background Clearance.

“Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics.” SUHSD Board Policy 0410

Paraprofessional Job Description

Adopted by BOT 2/19/13

Revised BOT 06/12/17

Salary Range: 68