

EDUCATIONAL INTERPRETER II

Purpose Statement

Under direction of assigned supervisor, assists in the instruction or supervision of hearing impaired students; provides voice to sign and sign to voice support; facilitates communication between students, teachers and parents in manual and/or oral interpreting; provides content/concept expansion and/or explanation for pupils in need of special help; and serves as a resource to other school personnel requiring assistance with hearing impaired persons.

Essential Functions

- Translates verbal communication for the purpose of assisting students, teachers and parents in communicating effectively between voice to sign and sign to voice. Provides content/concept expansion and /or explanation for pupils in need of special help.
- Serves as a resource for Ed Interpreter I and IA-ASL work unit in developing student and staff supports.
- Facilitates regular meetings with team of Ed Interpreter I and IA-ASL staff.
- Disseminate resources gathered within the field of interpretation in an instructional setting that assist with implementation of services.
- Meets regularly with Special Education supervisor to discuss program implementation, makes recommendations based on student outcomes and consults with other providers (teachers, IA, IHCA, etc) to build understanding related to student needs.
- Observes, records and maintains data for students outcomes and abilities as it relates to receiving educational interpretation.
- 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, etc.) 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, etc.) for the purpose of facilitating classroom instruction of the hearing impaired student(s).
- 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/modifying students' objectives through the conversion of conversation to American Sign Language.
- 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, training's, 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: preparing and maintaining accurate records; and aural/oral techniques and/or cued speech, oral interpreting methodologies and techniques, and hearing aids.

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 analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: Instructional / tutorial procedures.

ABILITY is required to schedule activities, meetings, and/or events; 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; work with data utilizing defined and similar 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 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; and meeting deadlines and schedules.

Working Environment

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

Education/Experience

Any combination equivalent to High School diploma or equivalent and one year of job related experience.

Required Testing

Pre-Employment Proficiency Test
or 48 college credits

Certificates & Licenses

Certification by the National Registry of Interpreters for the Deaf (RID) or equivalent, OR Educational Interpreter Performance Assessment (EIPA) at Level 4.5 or above, OR Education Sign Skills Evaluation-Interpreting/Receptive (ESSE-I/R) at Level 4.5 or above, OR National Assoc. of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) at Level 4.5 or above. Valid California Driver's License.

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 6/12/17

Revised BOT 9/24/18

Salary Range: 70