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Class Specifications for the:

EDUCATIONAL INTERPRETER I AND II

Duties Summary:

Facilitates communication between deaf, hard-of-hearing and hearing students and staff, by providing educational interpreting services during the school day in academic and extracurricular activities; and performs related duties as assigned.

Distinguishing Characteristics:

Participates as an educational team member serving students who are deaf or hard-of-hearing in the educational environment according to the specifications of the students' Individualized Education Plans (IEPs) and assigned educator.

These classes provide interpretive instructional related support services to teachers, counselors, social workers, therapists, and other professionals who have immediate and intrinsic concern for the academic, personal, social and/or vocational development of deaf or hard-of-hearing students located in an educational setting.

The primary function is to convey all auditory information to students who are deaf or hard-of-hearing using the visual communication mode best understood by the student and to provide vocalization of the communication from the deaf and hard-of-hearing. The position uses sign language, cued speech, or oral modes of visual communication to facilitate communication for students in pre-kindergarten through 12th grade in an assigned school complex or geographic area.

Due to the motoric, cognitive, and technical nature of the skills necessary to provide appropriate interpreting services in the classroom and elsewhere, the individual's knowledge and use of English is a critical factor affecting the quality of services. The interpreter must accurately understand and convey the spoken message in the diverse environment of public schools. The quality of message delivery is dependent on knowledge in the use of English and the use of specific and technical vocabulary. It is critical that educational interpreters have a broad knowledge base that will prepare them for information transmitted in classroom settings.

Interpreting duties and responsibilities are performed in compliance with the Code of Ethics for Educational interpreting.

Grade Level Standards:

Level I: This level interpreter/transliterater is characterized by its responsibility for independently providing educational interpreting services to deaf, hard-of-hearing and hearing students and staff which involve precision interpreting of moderately difficult or complex language and concepts. Positions at this level, typically, are assigned to students at the pre-kindergarten through 5th grade levels.

Level II: This level interpreter/transliterater is characterized by its responsibility for independently providing educational interpreting services to deaf, hard-of-hearing and hearing students and staff which involve precision interpreting of difficult or complex language and concepts. Positions at this level may be assigned to students at the pre-kindergarten through 12th grade levels.

Examples of Duties:

Positions may not be assigned all of the duties listed, nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are a logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.

Use recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrator, and other students; follow classroom schedule with deaf or hard-of-hearing student to interpret classroom activities, including lectures, conversations, films, special projects, and assemblies as dictated by the students' Individualized Education Plans (IEPs) and as assigned by students' teacher; serve as a liaison to promote positive and cooperative relationships within the school environment; familiarize oneself to the content of the class lessons to ensure accurate representation of the lesson; observe and report progress or problems to student's assigned teacher, and confers with students, parents, faculty, and administrators in areas related to student learning and behavior; participate in meetings, workshops and other training activities to keep abreast of current methods and trends in the field; and may teach basic sign language to students or staff.

Knowledge and Abilities Required:

Knowledge of: American Sign Language; various modes of tactile communication used by individuals who are deaf, deaf and blind or hard-of-hearing; instruction and testing related methods and techniques; common academic, social, behavioral and developmental problems of students; standard English language communication skills in order to speak, read and write effectively; teletype (TTY), videophone (VP), video relay service (VRS), and text

messaging equipment and calling procedures; Code of Ethics for Educational Interpreting; knowledge and understanding of deaf culture and the psychosocial aspects of deafness; and working knowledge of the subjects being interpreted.

Ability to: Competently interpret from spoken English to American Sign Language and reverse interpret from American Sign Language to spoken English; assess and adjust to students' language abilities and their preferred communication mode, such as American Sign Language (ASL), Pidgin Sign English (PSE), Sign Exact English (SEE); interpret/transliterate at normal conversational rate through speech, speech reading or signs; maintain good working relationships with school personnel, students and parents; maintain records and reports; communicate effectively, both orally and in writing; organize educational material to provide clarity and understanding of students' developmental backgrounds and interests; relate mentoring strategies to students' learning levels; prepare written reports; work as part of an Individualized Education Program (IEP) team; and ability to use teletype (TTY), videophone (VP), video relay service (VRS), and text messaging equipment.

Minimum Qualification Requirements for the Class:

Basic Education Requirements:

The following minimum education requirements have been established within the parameters described by the Federal Government's No Child Left Behind Act (NCLB) of 2001.

- 1) 48 semester credits, baccalaureate level courses, from an accredited institution of higher education recognized by the Hawaii Department of Education. The forty-eight (48) credits may be from various program or academic subject areas. In addition, of the 48 credits from baccalaureate level courses, 3 must have been for math and 3 for English courses.*

AND (either concurrently or separately)

- 2) Successful completion of an Educational Interpreter training program, e.g., Associate of Science (A.S.) or Associate of Arts (A.A.) from an accredited institution recognized by the Hawaii Department of Education with specialization in Educational Interpreting; or equivalent.

Experience Requirements:

Except for the substitutions provided for in this specification, applicants must have had experience of the kind and quality described below and in the amount shown in the table below:

Class Title	Gen Exp (years)**	Spec Exp (years)**
Educational Interpreter I	1	0
Educational Interpreter II	1	1

General Experience:

Progressively responsible work experience in the application of interpreting/transliterating services to people who are deaf or hard-of-hearing.

Specialized Experience:

Progressively responsible work experience in the application of interpreting/transliterating services to people who are deaf or hard-of-hearing in an educational setting.

**A school year of approximately 180 "teacher duty" days, or approximately 38 weeks per year, is considered equivalent to one (1) year of required work experience.

Substitutions Allowed:

Substitution for the Federal NCLB Education Requirements:

*Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS) may be substituted for the NCLB related basic education requirements noted in part one (1).

Substitution of Education for Experience:

Successful completion of an ASL/Interpreting Program leading to a Bachelor's degree from an accredited college or university may be substituted for the General and Specialized Experience requirements for levels I and II.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to

conclusively demonstrate that he/she has the ability to perform the duties of the position for which he/she is being considered.

Certification Requirement:

Educational Interpreter Performance Assessment (EIPA) level 3.5 or higher (*preferred*) or;

Hawaii Quality Assurance System (HQAS) Interpreter Classification 3 certificate (*or higher*) or;

National Interpreter Certification, e.g., Registry of Interpreters for the Deaf, Inc. (RID).

License Requirement:

Applicants must possess a valid license to drive in the State of Hawaii.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical Requirements:

Applicants must be physically able to perform, efficiently and effectively, the essential duties of the position which typically require the ability to read without strain printed material the size of typewritten characters, glasses permitted, and the ability to hear the conversational voice, with or without a hearing aid, or the ability to compensate satisfactorily. Disabilities in these or other areas will not automatically result in disqualification. Those applicants who demonstrate that they are capable of performing the essential functions of the position, with or without reasonable accommodation, will not be disqualified under this section.

Any condition which would cause applicants to be a hazard to themselves or others is cause for disqualification.

Any disqualification under this section will be made only after a review of all pertinent information including the results of the medical examination and requires the approval of the Superintendent or designee.

Mental/Emotional Requirements:

All applicants must possess emotional and mental stability appropriate to the job duties and responsibilities and working conditions.

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These are the first specifications for the new classes, Educational Interpreter I and II.

DATE APPROVED: NOV 06 2008

EFFECTIVE DATE: NOV 06 2008



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Resources