

DEPARTMENT OF EDUCATION  
STATE OF HAWAII

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Class Specifications for the:

EDUCATIONAL INTERPRETER III

**Duties Summary:**

Facilitates communication between deaf, hard-of-hearing and hearing students and staff, by providing educational interpreting support services for academic and/or extracurricular activities involving precision interpreting of a highly complex nature; assist administration personnel in providing proficient sign language in daily activities, various meetings, and in crisis/emergency situations; may be assigned to schedule, plan and coordinate interpreter services for students; performs related duties as assigned.

**Distinguishing Characteristics:**

Participates as an educational support team member serving students who are deaf or hard-of-hearing. Incumbents in this class provides interpretive instructional and/or non-instructional related support services to teachers, counselors, social workers, therapists, administration staff, and other professionals who have immediate and intrinsic concern for the academic, personal, social and/or vocational interest of deaf or hard-of-hearing students located in an educational setting.

The primary function is to convey all auditory information between deaf or hard-of-hearing individuals using the visual communication mode best understood by the person 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 on and off campus for various meetings and in emergency situations involving students in Pre-kindergarten through 12<sup>th</sup> grade. In addition, position may be assigned to plan, coordinate, and schedule interpreter support services with contracted interpreters assigned to the students.

Due to the motoric, cognitive, and highly 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 as well as on and off campus in a range of situations. 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 and/or in any given circumstance.

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

### **Grade Level Standards:**

Level III: This level interpreter/transliterater is characterized by its responsibility for independently providing instructional and/or non-instructional interpreting services to deaf, hard-of-hearing and hearing students and staff which involves precision interpreting of highly difficult and complex language and concepts. Positions will provide assistance in a wide range of meetings and in emergency situations requiring accurate and highly technical interpreting skills. Positions at this level may be assigned to assist students or staff serving them in the pre-kindergarten through 12<sup>th</sup> 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; serve as a liaison to promote positive and cooperative relationships within the school environment; 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; facilitate communication on and off campus in emergency situation that include involvement with enforcement officers, child welfare services and other state and city agencies, incident investigations, medical emergencies, last minute request for immediate communication assistance; assist in various meeting with the specific communication needs; schedule, plan, and coordinate staff and contracted interpreters; 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:

Graduation from high school or equivalent

In addition, 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 III	1	3

**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.

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

**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 4.0 or higher (*preferred*); Hawaii Quality Assurance System (HQAS) Interpreter Classification 4 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.

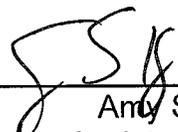
**Mental/Emotional Requirements:**

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

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This is the first class specification for the new class, Educational Interpreter III.

DATE APPROVED: AUG 21 2014

EFFECTIVE DATE: AUG 21 2014

  
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Amy S. Kunz  
Acting Assistant Superintendent  
Office of Human Resources