

## POSITION GUIDE

**Position Title:** Educational Interpreter

**Code:**

**Department:** Early Childhood & Special Education Services

**Group:** INSUP

**Reports to:** Supervisory of Sensory Impaired Programs

**Date:**

### PURPOSE OF POSITION:

Educational Interpreters need to be able to interpret or transliterate in sign language all activities in the classroom and/or follow classroom schedules and interpret for students as indicated by their Individualized Educational Plans (IEP).

### ESSENTIAL FUNCTIONS:

***All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:***

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***

1. Provides interpreted information at a level consistent with the language and communication mode of the student who is hearing impaired (expressive and receptive interpreting/transliterating).
2. Adheres to the Pennsylvania Department of Education's Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct for Educational Interpreters as applicable.
3. As a related service provider, works with all members of the educational team, including the IU13 support team, and supervisors to meet the goals and objectives of the student's Individualized Educational Plan.
4. Functions as a substitute interpreter on an as needed basis for other educational interpreters and non-signing substitute teachers within the Sensory Impaired Program.
5. Functions as a team interpreter to support colleagues with the expectation of providing and accepting constructive feedback when applicable.
6. Interprets on an as needed basis for school functions outside the classroom.
7. Serves as a liaison to promote positive working relationships between the students who are hearing impaired, hearing peers, and school personnel, e.g. orientation, advocacy.
8. Exhibits an interest for self-improvement in signing ability, interpreting skills and establishing a better understanding of the educational process.
9. Attends all in-service programs and staff meetings as directed by the school building principal, supervisor of Sensory Impaired Programs, and/or Educational Interpreter Advisor.
10. May provide in-service training, i.e., workshops, sign language classes.

***This is not a complete itemization of all facets of this position.***

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11. May be assigned to interpret, as needed, by Supervisor of Sensory Impaired Programs and/or Educational Interpreter Advisor.
12. Adheres to the established work schedule through regular and consistent attendance.
13. Assumes other duties as assigned by Supervisor of Sensory Impaired Programs and/or the Educational Interpreter Advisor.
14. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

#### **MARGINAL FUNCTIONS:**

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

#### **KNOWLEDGE & SKILL REQUIREMENTS:**

<b>Education Required:</b>	Associate degree or higher, a degree from Interpreter's Training Program or other appropriate training/experience.
<b>Certification Required:</b>	National RID certification (ED: K-12) preferred; Minimum Educational Interpreter Performance Assessment (EIPA) rating 3.5 or higher in the assigned setting.
<b>Experience Required:</b>	Competence in verbal English, vocabulary, syntax, and grammar; the ability to interpret/transliterate (expressive and voice) at a normal conversational rate and/or the ability to provide oral transliteration.

#### **SUPERVISION OF PERSONNEL:**

N/A

#### **PHYSICAL/MENTAL/ENVIRONMENT:**

##### Physical Demands:

Activities:	Sit: 30% Walk/stand: 70%
Lifting:	Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)
Vision:	Close concentration

**Mental Demands:** Interpret, analyze and problem solve

**Environment:** Variety of typical school environments