

## POSITION GUIDE

**Position Title:** Substitute Educational Interpreter

**Code:**

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

**Group:** INSUP

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

**Date:** Feb 2019

### PURPOSE OF POSITION:

Daily substitute position is responsible for Educational Interpreter duties. The Substitute Educational Interpreter needs 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 deaf or hard of hearing (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. Functions as a team interpreter to support colleagues with the expectation of providing and accepting constructive feedback when applicable.
  4. Serves as a liaison to promote positive working relationships between the students who are deaf or hard of hearing, hearing peers, and school personnel, e.g. orientation, advocacy.
  5. Exhibits an interest for self-improvement in signing ability, interpreting skills and establishing a better understanding of the educational process.
  6. Adheres to the established work schedule as accepted via Absence Management System.
  7. Staff must observe all LLIU requirements governing FERPA, HIPAA, and any LLIU policies on FERPA and/or HIPAA's policies and notices of privacy practices.

### 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

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