



Job Title: Certified Educational Interpreter III

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions consistently and to the satisfaction of the employer. Reasonable accommodations may be made for qualified disabled individuals. This job description is not an exhaustive list, as employees may be required to perform duties not specifically designated within this document, at the employer's discretion. The Escambia County School District reserves the right to modify or interpret this job description as needed.

FLSA Status: Nonexempt
Reports to: Appropriate Supervisor or Designee
Supervises: Appropriate Staff as required
Pay Grade: Educational Support – 26

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD

JUNE 20, 2017

MALCOLM THOMAS, SUPERINTENDENT
VERIFIED BY RECORDING SECRETARY

JOB SUMMARY

The purpose of this position is to provide interpretive sign language support to students who are deaf or hard of hearing, and their peers, teachers, and administrative personnel.

ESSENTIAL JOB FUNCTIONS

- Performs a wide variety of interpretive duties for students who are deaf or hard of hearing and hearing individuals, in compliance with all school district pre-established policies, procedures, and guidelines applicable to the work.
- Assists entry and journey level Educational Interpreters with highly complex or sensitive translation activities.
- Assists instructional staff with lecture translation and communication with hearing impaired students.
- Translates and effectively communicates class/course objectives, standards, and requirements for successful student achievement.
- Facilitates communication for hearing impaired students with peers, instructors, and staff; interprets sign language into spoken English.
- Translates various meetings, e.g., administration and meetings, parent teacher conferences, inservice meetings, field trips, school plays, and extracurricular activities as assigned.
- Restructures expressed language to receiving party for clarity and comprehension.
- Provides guidance and assistance to hearing impaired students, in order to ensure appropriate assimilation of class/course content, supporting student success and achievement.
- Performs various clerical tasks, e.g., distributes materials, maintains various files and records, types correspondence and instructional materials when student interpreting services are not needed.
- Acts as liaison among administrative/educational staff, resource personnel, and student body promoting an understanding and sensitivity toward the needs of the deaf or hard of hearing.
- Participates in continuing education to develop technical vocabulary and communication skills.

- Modifies student curriculum to include picture sign supports to assist with vocabulary development.
- Performs other duties as assigned.

MINIMUM REQUIREMENTS

- High school diploma, GED, or other equivalent.
- Six (6) years of progressively responsible professional experience in the translation and sensitive customer service for hearing impaired individuals.
- An equivalent combination of education, training, and experience which provides the required knowledge, skills, and abilities to perform the essential functions of the job.
- Must possess and maintain a valid Driver License.
- Must possess an EIPA, QA, SLPI, or RID certification (or equivalent performance/written test score) at a level III or higher.

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires knowledge of techniques for communicating nonverbally using body language, mime, facial expression, gestures, and cues.
- Requires knowledge of methods used in reverse interpretation of the manual communication of students who are deaf or hard of hearing (sign to voice techniques).
- Requires knowledge of broad sign language vocabulary.
- Requires the ability to display knowledge of modern office practices and procedures.
- Requires knowledge of the English language, including grammar and spelling.
- Requires knowledge of the impact and implications of hearing loss on the student's comprehension of English.
- Requires the ability to display knowledge of the use of specified computer applications involving word processing, data entry, and/or standard report generation.
- Requires the ability to display knowledge of recordkeeping principles.
- Requires knowledge of the Florida Code of Ethics for Educational Interpreters.
- Requires the ability to interpret and transliterate at a reasonable rate as determined by EIE III certification requirements.
- Requires the ability to understand and utilize a variety of communication modes used by hearing impaired students.
- Requires the ability to display knowledge of reverse interpreting (sign to voice) the signed communication of students.
- Requires the ability to recognize symptoms of abuse and documenting/reporting observations.
- Requires the ability to display knowledge of general office practices and clerical skills.
- Requires the ability to use routine word processing software and familiarity with computer operations.
- Requires the ability to establish and maintain effective working relationships.
- Requires the ability to use small office equipment, including copy machines or multi-line telephone systems.

PHYSICAL DEMANDS

While performing the essential functions of this job the employee is regularly required to work in an environment for training/teaching hearing impaired students, use standard and specialized equipment and materials, stand for long periods of time, use arms, hands, and fingers to sign, read printed materials and a computer screen, and communicate in person or over the telephone in a professional manner. The work also requires the following physical

abilities in order to perform the essential job functions: crouching, fingering, grasping, handling, hearing, kneeling, mental acuity, repetitive motion, speaking, standing, stooping, talking, and walking.

WORKING CONDITIONS

Employees in this position work in a dynamic environment that requires sensitivity to change and responsive to changing goals, priorities, and needs.

Date of Board Approval: June 20, 2017, effective July 1, 2017

Date of Revision: