

SHELBY COUNTY SCHOOLS

JOB TITLE: EDUCATIONAL INTERPRETER/LANGUAGE ACQUISITION SPECIALIST

(Note: These positions may require re-assignment to various schools throughout the school year as the need arises.)

QUALIFICATIONS: To provide interpreting services for a student who is deaf or hard of hearing requires an educational interpreter to show evidence of:

1. Valid permit or license following the Alabama Board of Interpreters and Transliterators (ALBIT) state requirements.
2. Fluency in American English and American Sign Language (ASL) or Conceptually Accurate Signed English (CASE)
3. Must hold a Bachelor's Degree (or)
Complete a minimum of 48 semester hours of study at a regionally accredited institution of higher education (or)
Successfully completed the Alabama State Board of Education approved WORKKEYS test.
4. Good physical and emotional health as well as the ability to implement a behavioral management program with students of varying ages and sizes.
5. Effective interpersonal communication skills.
6. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

REPORTS TO: Principal / Designated Program Area Specialist

JOB GOAL: To provide Deaf and Hard of Hearing students with interpreting/transliterating services

PERFORMANCE RESPONSIBILITIES:

1. Interpret/Transliterate for students utilizing the students preferred mode of communication as documented in the Individualized Education Program (IEP). Provide interpreting during the school day in academic and non-academic settings including auditory and signed information such as environmental sounds, teacher instruction, student questions and peer communication as described in Educational Interpreters Performance Assessment (EIPA) Code of Ethics for Educational Interpreters.
2. Collaborates with general education staff/teachers and other school personnel to provide access to all instruction and materials.

3. Prepares for daily classroom lectures and activities (e.g. set up for speaker, review materials ahead of lectures, learns appropriate vocabulary etc.) for the purpose of ensuring a clear understanding and interpretation.
4. Provides tutoring/support to the deaf or hard of hearing student for the purpose of facilitating communication, reinforcing and supplementing classroom objectives to promote student success to appropriately match the child's language level as needed.
5. Assists deaf and hard of hearing students in academic and nonacademic activities, individually or in groups as well as deaf or hard of hearing staff and parents (e.g. classroom instruction, non-captioned movies, tests, library, computer lab, recess, sports, music, assemblies, special events, after school activities, etc.) for the purpose of presenting and/or reinforcing learning concepts.
6. Implements, under the supervision of assigned teacher, instructional/behavioral programs and lesson plans for the purpose of assisting the teacher in improving students' academic and life skill success through a defined course of study. Gather data when needed for purposes of documenting and improving instruction.
7. Respects confidentiality in all areas of interpreting/transliterating assignments; as well as maintains an appropriate interpreter/transliterator – student relationship at all times in accordance with Shelby County School Board of Education.
8. Demonstrate professionalism in all interactions with individuals within the educational setting.
9. Attend student's IEP Team meeting in order to provide information about the student's communication and needs.
10. Demonstrate and understand the educational process of interpreting by attending professional development including county provided interpreter training during staff development.
11. Assume other duties as assigned by supervisor that do not impact the effectiveness of the interpreting service to the deaf or hard of hearing student.

DUTIES:

1. Report for duty as assigned.
2. Dress professionally; be mindful of the student's eye fatigue and the impact clothing has on this (e.g. avoid wearing nail polish colors which contrast skin tone; avoid patterned, bright or reflective shirts; avoid unnecessary jewelry on hands or wrists).

3. Educate consumers (students and staff) about working with interpreters. This may include training students, both hearing and deaf/hard of hearing, working with interpreters, orientating of new interpreters to the school, and providing professional development for teachers and staff.
4. Promote direct communication between the student, teachers and others. Encourage student independence.
5. Through collaboration with the general educators and in reviewing lessons, be prepared for the classroom instruction and become familiar with the content in order to make appropriate sign choices, fingerspelling decisions and communication of concepts.
6. Guard against the development of inappropriate dependence in the student/interpreter relationship. The student's independence must be a priority. Promote age-appropriate self-advocacy and independence i.e., getting assignments, asking for clarification, organizational skills.
7. Develop a folder of information to assist a substitute educational interpreter.
8. Function in a manner appropriate to the situation and strive to maintain professional standards and interpersonal relations.

ESSENTIAL FUNCTIONS:

1. Capable of being trained in the Shelby County Board of Education approved behavioral management program (e.g. Managing Crisis Safely (MCS))
2. The usual and customary methods of performing the job's functions require physical abilities, physical dexterity, cognitive abilities, cultural and linguistic abilities and certain professional attributes as defined by the following:
 - A. Physical Abilities
 - a. Hearing Acuity
 - b. Visual Acuity
 - c. Articulate Speech
 - B. Physical Dexterity
 - a. Facial
 - b. Manual
 - finger
 - wrist-finger speed
 - limb movement and speed
 - dual-limb coordination
 - head control
 - physical stamina

- C. Cognitive Abilities
 - a. Critical Thinking
 - b. Self-monitoring of interpreting process
 - c. Selective, auditory, and visual attention
 - d. Mental stamina
 - e. Working memory
 - f. Sequencing information and patterns
 - g. Multi-tasking
 - h. Problem solving
 - i. Knowledge in broad variety of topics
 - j. Interpreting expansion techniques
- D. Cultural and Linguistic Abilities
 - a. Knowledge of both American English and ASL or CASE
 - b. Knowledge of cultural norms of both American English Speaking and American Deaf Community
- E. Professional Attributes
 - a. Appropriate interpersonal and intrapersonal skills
 - b. Adaptability and flexibility
 - c. Organizational, planning, and prioritizing skills
 - d. Resolve conflict in a respectful and professional manner at all times

TERMS OF EMPLOYMENT: 187-day contract

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy.

INTERESTED PERSONS SHOULD: Complete the classified application at www.alsde.edu