

POSITION DESCRIPTION (Please Read Instructions on the Back)

2. Reason for Submission <input checked="" type="checkbox"/> Redescription <input type="checkbox"/> Reestablishment		3. Service <input type="checkbox"/> New <input type="checkbox"/> Hdqtrs. <input checked="" type="checkbox"/> Field		4. Employing Office Location Arlington, VA		5. Duty Station Various		1. Agency Position No. S9251	
Explanation (Show any positions replaced) Replaces PD S9209, GS-1702-09 Educational Technician (Hearing Impaired)		7. Fair Labor Standards Act <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel Financial Disclosure <input type="checkbox"/> Employment and Financial Interests		9. Subject to IA Action <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		6. OPM Certification No.	
		10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted (Specify in Remarks) <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (CR)		11. Position is: <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input checked="" type="checkbox"/> Neither		12. Sensitivity <input checked="" type="checkbox"/> 1-Non-Sensitive <input type="checkbox"/> 2-Noncritical Sensitive <input type="checkbox"/> 3-Critical Sensitive <input type="checkbox"/> 4-Special Sensitive		13. Competitive Level Code 0003	

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. U.S. Office of Personnel Management						
b. Department, Agency or Establishment	Education and Training Tech Educational Technician (Hearing Impaired)	YB GS	1702	02 09	sj	6/8/04
c. Second Level Review						
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position (If different from official title)		17. Name of Employee (if vacant, specify)	
18. Department, Agency, or Establishment Department of Defense Education Activity (DoDEA)		c. Third Subdivision School	
a. First Subdivision Area		d. Fourth Subdivision	
b. Second Subdivision District		e. Fifth Subdivision	

19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

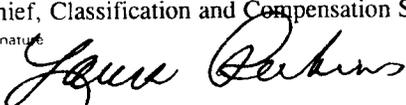
20. **Supervisory Certification.** I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

a. Typed Name and Title of Immediate Supervisor

b. Typed Name and Title of Higher-Level Supervisor or Manager (optional)

Signature _____ Date _____

Signature _____ Date _____

21. Classification/Job Grading Certification. I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.		22. Position Classification Standards Used in Classifying/Grading Position DoD Civilian Personnel Manual 1400.25-M, Subchapter 1920 OPM PCS for GS-1702 GLG for Instructional Work	
Typed Name and Title of Official Taking Action LAURA J. PERKINS Chief, Classification and Compensation Section		Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.	
Signature:  Date: 6/9/04			

23. Position Review	Initials	Date								
a. Employee (optional)										
b. Supervisor										
c. Classifier										

24. Remarks
This standardized position description for Education and Training Tech (Hearing Impaired), YB-1702-02 is appropriate for use in any DoDEA school.

25. Description of Major Duties and Responsibilities (See Attached)

INTRODUCTION

The Department of Defense Education Activity (DoDEA) is a major Department of Defense (DoD) field activity with worldwide scope and the critical mission of ensuring that high quality education programs, from preschool through grade 12, are provided for eligible dependents of DoD military service members and civilian employees stationed in 13 foreign countries, seven states, Guam, and Puerto Rico. DoDEA is comprised of the Department of Defense Dependents Schools (DoDDS), the overseas component, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS), the “stateside” component. DoDEA currently operates over 223 schools which employ approximately 14,500 professional educators and support staff serving over 101,500 students. DoDEA is one of the largest, most diverse and geographically dispersed school jurisdictions. DoDEA schools are fully accredited by U.S. regional accreditation agencies, and the DoDEA educational program consistently rates at or near the top in comparison with other U.S. school systems.

This is a standardized position description for Education and Training Tech (Hearing-Impaired) YB-1702-02, for use in any DoDEA school. The purpose of this position is to provide support to the educational program for hearing-impaired students.

MAJOR DUTIES

Performs a full range of classroom functions in support of the education of hearing-impaired students of DoDEA, including but not limited to the following:

Provides total communication support services and instructional assistance to facilitate educational programs of hearing-impaired students in special classrooms for the hearing impaired and/or regular mainstream classroom settings. The incumbent interprets and transliterates speech, previews educational material, and tutors hearing-impaired students to provide them access to directions, instructions, and incidental learning situations, and to be able to add voice to the signing of the hearing-impaired student. Sign language skills and fluency must be at a level sufficient to provide thorough instantaneous translation and interpretation of regular mainstream class lectures and to reverse-interpret (sign-to-voice) to give voice to everything the hearing-impaired student signs. These skills include all subject matter areas and elective worksheets, special projects, study material, audio-visual classroom presentations and activities (i.e., films, videos, tape recordings, phonograph records, compact disks, etc.), presentations and performances, information in assemblies, special programs, and activities. Interprets all spoken information, including interruptions, questions and answers, and messages on public address systems.

Serves as a student tutor, individually or in small groups, using curriculum developed by a professional educator. When rendering such assistance, all instructional methods and techniques employed must be within program guidelines and appropriate to maintain and reinforce students’ vocabularies and augment those vocabularies whenever possible. Assists the educator in preparing materials and instructional aids for hearing-impaired students. Depending on the student’s progress and adaptability, the incumbent gears instruction to the student’s learning pace

within the established educational program plan. The incumbent applies knowledge of hearing-impaired disabilities during the course of assignments. Observes and records student behavior and activity, noting productivity, ability, attitude, attention span, and sociability in relation to the objective of established learning process. Participates in educational team meetings and in the review and revision of the work of hearing-impaired students. Confers with special and regular education staff regarding student progress and behavior. Attends Case Study Committee (CSC) conferences and meetings in order to provide input involving student performance.

Performs other duties as assigned.

FACTOR EVALUATION STATEMENTS

Factor 1, Knowledge Required by the Position

Extensive knowledge of meanings associated signs of special terminology likely to be encountered while interpreting within an educational setting. Comprehensive knowledge of common expressions (spoken or signed) popular among students in the particular geographic and school setting. Detailed knowledge of techniques for assessing communication modalities of students who are hearing-impaired and hard of hearing. Ability to reverse-interpret (sign-to-voice) to express the thoughts of the hearing-impaired student.

Thorough knowledge of philosophies and techniques in educating hearing-impaired children and youth, as well as special legislation, regulations, and practices affecting the education of hearing-impaired persons of all ages.

Comprehensive knowledge of major curriculum areas (i.e., mathematics, social studies, and language arts) to be able to interpret highly technical concepts and terminology accurately and meaningfully for students who are hearing impaired. Must be proficient in English (i.e., vocabulary, spelling, grammar, reading, writing, and literature).

Ability to interact effectively with others in person-to-person encounters.

Factor 2, Supervisory Controls

Administrative supervision (i.e., leave and timecard approval, employee evaluation, administrative counseling) is provided by the school principal. Technical supervision is provided by a professional educator who provides specific goals and identifies any special methods or procedures to be observed. Work is considerably difficult and responsible along special technical lines. Incumbent completes assignments in accordance with accepted practices, resolving conflicts that arise in the course of the assignment. Completed work is evaluated for technical soundness, appropriateness, and conformity to policy and requirements. Methods are not usually reviewed in detail.

Factor 3, Guidelines

Guidelines include but are not limited to DoD, DoDEA, or unit procedures and instructions; reference guides; and administrative instructions, such as those pertaining to correspondence formats. Due to the evolving nature of education, speech, and signing language, guides may not be specifically applicable, requiring the employee to use judgment to interpret and apply guides to specific projects. A professional educator is available to assist in or approve the adaptation of procedures to accommodate unusual situations.

Factor 4, Complexity

The work consists of unrelated and varied duties involving several steps and processes to provide assistance to the teaching staff. Decisions regarding what is to be done are dependent upon analysis of the subject or issues involved in assignments. The chosen course of action may have to be selected from among many alternatives. The incumbent translates specific work assignments in such areas as mathematics, social studies, and language arts; prepares statistical reports for the teacher's evaluation of the student's progress; identifies needs of students who are experiencing learning difficulties; and participates in conferences with staff members regarding behavioral characteristics and problems of hearing-impaired students in the school environment or learning climate.

Factor 5, Scope and Effect

The purpose of this position is to assist the teaching staff in the development and instruction of the curriculum for hearing-impaired students in the areas of mathematics, social studies, and language arts. Completion of assignment is dependent upon the student's ability to understand the instruction/direction of the teacher's lesson plans. Works with other teachers, social workers, and Pupil Personnel Services team members in case conferences, parent meetings, and administrative meetings to interpret and share diagnostic material to develop a plan to aid in the learning process of hearing-impaired students. Monitors the plan to ensure it is effective and is continued to a successful conclusion. The work significantly impacts the social, physical, economic, and educational wellbeing of hearing-impaired students.

Factor 6, Personal Contacts

Personal contacts are with teachers, students, parents, and school employees in the immediate work unit, as well as education counterparts in a variety of locations.

Factor 7, Purpose of Contacts

Contacts are made to report problems, clarify information, exchange routine information and/or gather data for various reports or projects. When dealing with visitors, the purpose of contacts is to provide information or to refer the visitor(s) to the proper official.

Factor 8, Physical Demands

The work is basically sedentary, but involves some lifting and carrying of documents and other light items.

Factor 9, Work Environment

The work is performed in a classroom or other school-related setting with adequate heating, lighting, and ventilation. Work may also be performed in the immediate community during field trips or work experiences. Some positions are located overseas, requiring accommodation to foreign culture and adjustment to a variety of personal inconveniences, to include the possibility of exposure to terrorist attacks.

Other Significant Factors

The incumbent will be required to respect the privacy and sensitivities of students and parents by controlling and restricting personal information to those who “need to know.”

Must possess a Registry of Interpreters for the Deaf (R.I.D.) certification, either a Certificate of Interpreting or a Certificate of Transliteration, or a combination thereof.

OR

Must possess the National Association of the Deaf (N.A.D.) certification – Level III or higher.