

POSITION DESCRIPTION <i>(Please Read Instructions on the Back)</i>						1. Agency Position No. S9253			
2. Reason for Submission <input checked="" type="checkbox"/> Redescription <input type="checkbox"/> Reestablishment <input type="checkbox"/> New <input type="checkbox"/> Other		3. Service <input type="checkbox"/> Hdqtrs. <input checked="" type="checkbox"/> Field		4. Employing Office Location Arlington, VA		5. Duty Station Various		6. OPM Certification No.	
Explanation <i>(Show any positions replaced)</i> Replaces PD K6269, GS-1702-05 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	
				10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted <i>(Specify in Remarks)</i> <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"/> 3-Critical Sensitive <input type="checkbox"/> 2-Noncritical Sensitive <input type="checkbox"/> 4-Special Sensitive	
						13. Competitive Level Code 0003		14. Agency Use	
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)									
c. Second Level Review									
d. First Level Review									
e. Recommended by Supervisor or Initiating Office									
16. Organizational Title of Position <i>(If different from official title)</i>					17. Name of Employee <i>(if vacant, specify)</i>				
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.					Signature of Employee <i>(optional)</i>				
20. Supervisory Certification. <i>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</i>					<i>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.</i>				
a. Typed Name and Title of Immediate Supervisor					b. Typed Name and Title of Higher-Level Supervisor or Manager <i>(optional)</i>				
Signature _____ Date _____					Signature _____ Date _____				
21. Classification/Job Grading Certification. <i>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.</i>					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 Initials Date Initials Date Initials Date Initials Date									
a. Employee <i>(optional)</i>									
b. Supervisor									
c. Classifier									
24. Remarks This standardized position description for Education and Training Tech (Hearing Impaired), YB-1702-01 is appropriate for use in any DoDEA school.									
25. Description of Major Duties and Responsibilities <i>(See Attached)</i>									

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 standardized position description for Education and Training Tech (Hearing-Impaired), YB-1702-01 is appropriate for use in any DoDEA school. The purpose of this position is to serve as an Educational Technician supporting learning programs for hearing-impaired students.

MAJOR DUTIES

Provides total communication support services and instructional assistance to facilitate educational programs of hearing-impaired students in the classroom for hearing-impaired and regular mainstream classroom settings. Using a sign language, the incumbent provides translation and interpretation of:

- Regular mainstream class lectures in all subject matter areas and elective work sheets, special projects, and study material, etc.;
- Presentations/performances, information in assemblies, special programs, and other activities.

The incumbent also reverse-interprets (sign-to-voice) the thoughts and comments of the hearing-impaired student.

Serves as a student tutor to individuals or small groups, in accordance with plans developed by a specialist or teacher. When rendering such assistance, all instructional methods and techniques employed must be within program guidelines and appropriate to maintain and reinforce students’ vocabularies. Depending on the student’s progress and adaptability, the incumbent makes minor adjustments based on a student’s progress. The incumbent applies knowledge of hearing-impaired handicaps during the course of assignments. During assignments, observes and records student behavior and activity, noting productivity, ability, attitude, attention span, and sociability in relation to the objective of the established learning process. Attends Case Study Committee (CSC) conferences and meetings regarding the student(s) to which assigned to provide input regarding performance in area of responsibility, as appropriate. Works with the teacher to enhance the incumbent’s signing and translation skills.

Performs other duties as assigned.

FACTOR EVALUATION STATEMENTS

Factor 1, Knowledge Required by the Position

Knowledge of and fluency in a sign language and reverse-interpretation (sign-to-voice) sufficient to provide thorough translation and interpretation for hearing-impaired students in a variety of settings (i.e., classroom, assemblies, recess, lunchroom, field trips, etc.). Skill in working with hearing-impaired children to provide meaningful assistance in classroom situations. Ability to work with teacher to enhance the incumbent's signing and translation skills.

Knowledge of educational techniques, priorities, and procedures to apply to specific learning situations with a variety of students with hearing disabilities.

Ability to communicate clearly and concisely, both orally and in writing, to effectively provide assistance to teacher(s) in a variety of school situations.

Must be proficient in English (i.e., vocabulary, spelling, grammar, reading, writing, and literature) to assist students in completing lessons and homework, learning to write creatively and properly, and to assist in understanding, analyzing, and appreciating literature.

Factor 2, Supervisory Controls

Administrative supervision (i.e., leave and timecard approval, employee evaluation,, administrative counseling) is provided by the school principal; however, work assignments and instructions are provided by the professional educator to whom assigned. The employee uses initiative in carrying out recurring assignments independently without specific instructions, but refers problems and unfamiliar situations not covered by instructions to the educator for decision. Work is reviewed for adequacy and effectiveness.

Factor 3, Guidelines

Work procedures have been established and a number of specific guidelines are available. The employee uses judgment in locating and selecting guidelines. Makes minor deviations to adapt the guidelines to specific cases. Refers to the educator those situations to which the existing guidelines cannot be applied or in which significant deviation from guidelines is required.

Factor 4, Complexity

The work consists of duties that involve related steps, processes, or methods. Decisions regarding what needs to be done involve various choices requiring the employee to recognize the existence of and differences among a few easily recognizable situations. Actions to be taken or responses to be made differ in such things as the source of information, the kind of transactions or entries, or other differences of a factual nature.

Factor 5, Scope and Effect

The purpose of this position is to assist teachers in the instruction of hearing-impaired students, and to assist students to understand the instruction/direction of the teacher's lessons. The work affects the ability of a teacher to give more time and attention to professional responsibilities. The translation affects the wellbeing, learning ability, and performance of the student(s).

Factor 6, Personal Contacts

Contacts are with teachers, parents, students, administrators, and visitors to the school.

Factor 7, Purpose of Contacts

Contacts are made to provide assistance to teachers and hearing-impaired students.

Factor 8, Physical Demands

The work involves varied physical activity, including standing, bending, and lifting of children.

Factor 9, Work Environment

The work is usually performed in a classroom or other school-related setting providing services for hearing-impaired children. There is adequate heating and ventilation. Work may also be performed in the immediate community when being transported in a school bus or van or on field trips. 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

Incumbent will be required to respect the privacy and sensitivity of students and parents by controlling and restricting personal information to those who "need to know."