

**CLASSIFICATION TITLE:** *Educational Interpreter*  
*Special Education Department*

**DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:**

The educational interpreter will provide interpreting/transliterating services to facilitate communication for Deaf and Hard-of-Hearing (Deaf/HH) students, their hearing peers, the classroom teacher, parents, service providers, and other personnel. The educational interpreter's primary responsibility is to function as the classroom interpreter in the public school and interpreting will take priority over any other tasks. The role and responsibility of the interpreter is distinct from that of the teacher and that of other professionals in the educational setting, and may vary based on age/grade level of assignment or individual student.

Other duties include preparation for interpreting and participation in meetings as a member of the educational team.

**DIRECTLY RESPONSIBLE TO:**

Under the direction of the Teacher, the immediate supervision of the site administrator, and the general supervision of the Director of Special Education.

**SUPERVISION OVER:**

None

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

(Any one position may not include all of the listed duties, nor do all the listed examples include all tasks which may be found in positions within this classification.)

Provide expressive and receptive interpreting, using the mode of communication most readily understood by the Deaf/HH student. Establish physical settings to optimize communication interaction.

Provide interpreting services for instructional activities, field trips, club meetings, assemblies, athletic competitions, telephone calls, parent meetings, meetings or evaluations with other staff and professionals, and community-based instruction, and other school based activities as deemed appropriate by administration.

When necessary, under the direction and supervision of the teacher, review material with the D/HH student that has been recently presented in class, introduce new vocabulary, and establish signs for vocabulary that may be used in an upcoming lesson.

Demonstrate professionalism in all interactions with administrators, teachers, and staff, with parents and students, and with visitors or individuals unfamiliar with the educational setting. Demonstrate professionalism in all ethical areas, especially in applying the Code of Ethics to the educational setting.

Participate, solely as a team member, during the student's Individualized Education Plan (IEP), at the direction of the Program Coordinator. Provide insight on the success of communication strategies, the development of interpreter-use skills, and the student's performance as it relates to the interpreting process.

Participate in educational team meetings, at the direction of the Program Coordinator, with D/HH teachers, regular classroom teachers, parents and any other members of the educational team to discuss student concerns, as they relate to the interpretation process.

Train students to become independent consumers of interpreting services. Work with teachers to develop ways of increasing interaction between Deaf/HH students and their hearing peers. Provide assistance to Deaf/HH students in the use of specialized signed vocabulary.

Act as a resource person for teachers and students. Assist in providing orientation about deafness, the role of the interpreter, and the role of the Deaf/HH student to the staff and/or the hearing students of the school. This should be a joint team effort between the interpreters, teachers of the Deaf/HH and/or outside consultants.

Prepare for demanding course material as necessary for successful interpreting. Assist in developing class materials, plans, and identifying students' needs to enhance the interpreting process. Assist in the set-up and use of equipment that specifically relate to Deaf/HH students (e.g., TTY, Closed Captioning equipment, etc.)

Adhere to the Registry of the Interpreters for the Deaf (RID) Code of Ethics, as it relates to the educational setting.

### **MINIMUM QUALIFICATIONS:**

#### Education, Training and Experience:

Interpreter Certification with a score of 4.0 or better by July 1, 2009. Certification can include one or more of the following: Registry of Interpreters for the Deaf (RID); National Association of the Deaf (NAD); American Consortium of Certified Interpreters (ACCI); Educational Interpreter Performance Assessment (EIPA); Educational Sign Skills Evaluation (ESSE).

High School diploma or equivalent; must have completed one of the following at the time of hiring, pursuant to the Elementary and Secondary Education Act (ESEA): 1) an associate's degree (or higher); or, 48 semester units of higher education; or, passing score on the paraprofessional exam; experience as an interpreter and experience working with individuals with varying disabilities.

#### License Requirements:

Obtain a valid California driver's license in order to drive from site to site as needed.

#### Knowledge of:

R.I.D. Code of Ethics with guidelines for Educational Interpreters; Stages of Childhood Development; special needs and limitations of individuals who are Deaf and Hard-of-Hearing; correct English usage, grammar, vocabulary and spelling; interpersonal skills necessary to work successfully with students, parents, and staff; safe practices in classroom and playground activities.

#### Ability to:

Interpret/Transliterate at a normal conversational rate; communicate effectively with children and adults; work effectively in a multi-ethnic setting; work with students in specialized and general settings with patience and understanding; understand and follow both oral and written instructions; print and write legibly; handle confidential material and information; establish and maintain effective work relationships with students, teachers, parents, and the general public.

#### Special Requirements:

Essential duties require, but are not limited to, the following physical abilities:

Mental acuity to perform the essential functions of this position in an accurate, neat, and timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments; physically able to operate a variety of office equipment; must be able to drive a vehicle to transport students; facility to sit at a desk, table, on low chairs, on the floor or on mats, or in classrooms of various configurations for extended periods of time; facility to see, read and distinguish colors, a computer screen, educational materials, books and other printed matter, with or without vision aids; manual dexterity to dial a telephone, to enter data into a computer, and to perform assigned classroom tasks using both hands; facility to hear and understand speech at normal classroom levels and outdoors, and to hear and understand speech on the telephone; facility to speak in audible tones so that others may understand clearly in normal

classrooms, outdoors, and on the telephone; facility to move quickly on uneven terrain, play yards, and school grounds; facility to push wheelchairs or pull wagons with students; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.