JOB DESCRIPTION
EDUCATIONAL SIGN LANGUAGE INTERPRETER

DESCRIPTION:
An educational interpreter is an individual who facilitates communication among deaf and hearing persons in an educational environment through the use of techniques developed for communication between deaf, hard of hearing, and hearing persons. The interpreter is a member of the educational team, serving staff as well as students, hearing as well as deaf people, by minimizing linguistic, cultural and physical barriers. The title “Educational Interpreter” is recommended by the National Task Force on Educational Interpreting.

QUALIFICATIONS:
The Educational Interpreter should have specialized preparation in deafness for the primary role of interpreting and be qualified to provide other educational services as required in the school setting.

RESPONSIBILITIES:
• Prepare for course work through means such as consultation with instructors, reading the assignments, and previewing educational videotapes.
• Informally assess student language skills and share pertinent findings with teachers.
• Work with the general education teacher to determine the best physical placement of interpreter and student.
• Explain the interpreter role to the general educational staff.
• Assume other in-school interpreting responsibilities such as: parent conferences, testing, disciplinary situations, counseling, field trips, etc., as requested by the direct supervisor or building administrator.
• Work as a part of the educational team.
• Work closely with the H.I. teacher to report on a consistent basis about student’s progress or any related problems/concerns.
• Implement and monitor the deaf or hard of hearing student in obtaining student or teacher notes and setting up notetakers.
• Maintain contact with the H.I. teacher and general education teacher who, in turn, will maintain contact with the family members.
• The interpreter will refer all questions from parents (family) about class work or services/supports to HI or general education teacher.
• Work with local school staff and H.I. teacher to schedule interpreting time and break times.
• Use break time/prep time to perform duties relating to the interpreting job to perform duties as assigned by the H.I. teacher.
• Perform non-interpreting tasks such as tutoring the deaf or hard of hearing student or tutoring other students as requested by school staff when interpreting is not required as long as the interpreter stays in the same room as the deaf student assigned.
• Perform out of classroom duties (lunch duty recess duty, etc.) only when interpreting services are not required by IEP.
• In-service consumers about the student’s communication needs when appropriate.
• Facilitate communication for all consumers rather than assisting or completing the work for the deaf or hard of hearing student.
• Avoid disciplining the deaf or hard of hearing student and other students while maintaining an understanding that they support expectations regarding discipline.
• Speak for (voice) the student when required, as well as interpret a spoken message to the student.
• Adhere to the R.I.D. code of ethics (see attached sheet) with the following two exceptions:

A. Guideline #1 (code of ethics) reads:
   “Interpreters/transliterators shall not reveal information about any assignment, including the fact that the service is being performed.”

B. Guideline #2 (code of ethics) reads:
   “Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person whom they serve.”

This statement implies that the mode of communication may be chose by the student or the interpreter. For educational purposes, interpreters should utilize the mode of communication specified in the student’s IEP.

TERMS OF EMPLOYMENT:
• Follow district calendar for students

PERFORMANCE APPRAISAL:
• Annual evaluation by the building based principal or by his/her designee