

JOB DESCRIPTION

EDUCATIONAL INTERPRETER

General Description

The Educational Interpreter provides interpreting and other support services to students with a hearing impairment who are receiving all or part of their education in classrooms with children who hear. The educational interpreter's primary function is to facilitate communication among students with hearing impairments, their hearing peers, the classroom teacher, and other personnel in the school system. Other duties that may be performed when not required to provide interpreting include tutoring, notetaking, test reading, and participating in meetings with the transdisciplinary team. The day-to-day activities, and consequently the responsibilities vary across educational levels and environments.

General Qualifications

1. The ability to interpret/transliterate at a normal conversational rate in situations where students with hearing impairments or parents are present utilizing American Sign Language, Pidgin Sign English and/or Signed Exact English.
2. A working knowledge of the Educational Interpreter Performance Assessment Guidelines for professional conduct.
3. General knowledge of the educational process, deafness, the growth and development of children and children's language, and the culture of the deaf.
4. Ability to use total communication with each child as it is required.
5. Ability to work as part of an educational team providing the children with hearing impairments appropriate opportunities to benefit from their education.
6. EIPA or National Certification

Responsibilities

1. Provide expressive and voice interpreting (e.g., American Sign Language, some form of manually coded English, and/or oral interpreting) for students with hearing impairments who are receiving their education in the general education classroom or other class with peers who are hearing **at a language level appropriate for the student with a hearing impairment**.
2. Arrange the best possible interpreter location to interpret every class activity including discussion, films, lectures, excursions, questions and answers.
3. Serves as liaison between the students with a hearing impairment, classmates, instructors, and the administrative staff by:
 - a. Encouraging students to work directly with the classroom teacher
 - b. Familiarizing the classroom teacher with the exact role of the interpreter/tutor in the classroom, coordinating and identification of notetakers when appropriate, and encouraging good relationships among students
 - c. Promoting the participation of students with hearing impairment in all classroom activities by following:
 - assisting the classmates to understand the role of the interpreter
 - helping peers to understand the social and communication needs of the students with a hearing impairment
 - supporting the teacher in developing a level of comfort with the interaction styles and needs of the students with hearing impairments
4. Keep a daily notebook/log/calendar, which should include all class topics/assignments for classes, new vocabulary, questions to ask the teacher, etc.

5. Participate in educational team meetings, including the development and review of progress on the IEP, providing insight on the success of communication strategies currently being used by students and staff.
6. Provide interpreting for extracurricular activities, parent meeting, on other special student needs when necessary and when appropriately scheduled.
7. Work cooperatively with other interpreters, staff and administration to provide the most appropriate services possible throughout the school day.
8. Be familiar with the maintenance and utilization of assistive devices for students with a hearing impairment.
9. Provide interpreting services to students with a hearing impairment during fieldtrips, counseling sessions, meetings with the Dean of Students, Principals or other building staff.
10. Tutoring responsibilities:
 - a. Assist the teacher(s) by working on an individual or group basis with the students with hearing impairment as needed.
 - b. Provide instructional tutoring support by obtaining and reviewing all textbooks and supplementary materials required for classwork, developing and reviewing vocabulary lists, and providing review sessions.
 - c. Restate and rephrase material presented in the classroom and in texts using the language level of students with a hearing impairment.
11. Completion of the Educational Interpreter Performance Assessment, and provide documentation of training and certification to Special Services, Johnson County and Surrounding Schools.
12. Other:
 - a. If the Hearing Impaired student to which the interpreter is assigned is absent, the interpreter should report to the Principal in the elementary or the Department Chair in the middle and high school for a temporary assignment for the day.
 - b. If it is necessary, the interpreter may sit in on the class to obtain assignments and information. Hearing Impaired teacher will determine whether this is necessary.

GENERAL RESPONSIBILITIES WITH RESPECT TO ACADEMIC LEVELS

PRIMARY

1. Tutoring
2. Getting a child's attention
3. Attending IEP conferences
4. Disciplining the child in conjunction with the classroom teacher
5. Writing notes home to parents with teacher supervision
6. Convocations
7. Fieldtrips
8. Teaching signs to parents, students and teachers
9. Check hearing aids and FM Systems

ELEMENTARY

1. Tutoring
2. Getting a child's attention
3. Attending IEP conferences
4. Disciplining the child in conjunction with the classroom teacher
5. Monitoring the classroom if teacher must step out in an emergency situation
6. Writing down assignments with teacher supervision
7. Convocations
8. Fieldtrips
9. Teaching signs to parents, students and teachers
10. Checking hearing aids and FM systems

MIDDLE SCHOOL

1. Tutoring
2. Attending IEP conferences
3. Convocations
4. Fieldtrips
5. Teaching signs to parents, students and teachers

HIGH SCHOOL

1. Tutoring
2. Attending IEP conferences
3. Convocations
4. Fieldtrips

As can be seen by reviewing the responsibilities of interpreters across the grades, the number of functions performed by an interpreter decreases and the student's independence increases.

Additional responsibilities may include: note taking, classroom paperwork, grading papers and developing materials for specific students.