INTERPRETER – DEAF AND HARD OF HEARING PROGRAM

CLASSIFICATION SUMMARY:
The Educational Interpreter is responsible for the deaf and hard of hearing students' (K-12) accessibility to education. Perform simultaneous interpretation of spoken language and sign language for deaf and hard of hearing students within and outside the classroom environment (spoken English into sign language and voicing of sign language into English). Interpret classroom instructions and activities including movies, intercom announcements, discussions, peer interactions, assemblies, and special events as assigned. Provide reteaching and other academic and classroom support.

DISTINGUISHING CHARACTERISTICS
Distinguished by the requirements of proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manual Coded English; Ability to adapt to varying styles and systems used in other schools and geographic regions. Able to communicate effectively with children and adults in both English and sign language. Ability to adapt and adjust interpretation to meet language, cognitive and developmental level of student and to facilitate students’ comprehension. Knowledge of instructional aiding and tutoring methods for students who are deaf and hard of hearing. Able to model appropriate use of ASL and spoken English. Able to provide supplemental instruction when needed to augment primary instruction.

EXAMPLES OF DUTIES
1. Interpret in all academic situations including classrooms, assemblies, and field trips.
2. Interpret in all student service areas including library, health center, counseling center, and administration.
3. Interpret extracurricular activities including: sports, drama, music, clubs and school-wide programs.
4. Assess and understand individual student’s communication abilities and styles to ensure accurate interpretation as related to the student’s age, cognitive level, register, personality, affect, learning style and language competencies.
5. Maintain a broad knowledge base that covers curriculum areas from kindergarten through Advanced Placement.
6. Assess and manage the educational environment to facilitate visual accessibility.
7. Jointly prepare for regular classes with the classroom teacher.
8. Prepare through daily contact with classroom teacher regarding classroom content and curriculum. Consult with classroom teacher regarding general goals, new vocabulary or materials presented.
9. Maintain regular contact with the teacher of the Deaf and Hard of Hearing regarding student's progress toward IEP goals.
10. Prepare for special school activities and extra-curricular events such as theater arts, music, story telling, poetry, field trips and assemblies.
REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

1. Proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manual Coded English. Able to adapt to varying styles and systems used in other schools and geographic regions. Able to communicate effectively with children and adults in both English and sign language.

2. Fluent in American Sign Language (ASL)/English Interpretation as demonstrated by Educational Interpreter Performance Assessment (EIPA) at level 3.5 or above.

3. Able to adapt and adjust interpretation to meet language, cognitive and developmental level of student and to facilitate students’ comprehension.

4. Knowledge of instructional aiding and tutoring methods for students who are deaf and hard of hearing. Able to model appropriate use of ASL and spoken English. Able to provide supplemental instruction when needed to augment primary instruction.

5. Able to follow the established RID Code of Professional Conduct. Able to maintain confidentiality.

6. Able to understand and interpret curriculum from Kindergarten to Advanced placement Science and Math and Foreign Language classes.

7. Able to teach social and communication skills appropriate for participation in mainstream hearing environments. Able to encourage and facilitate peer communication and socializing between deaf and hearing students in all school settings.

8. Able to educate staff and students on the interpreter’s function, diverse roles, and primary responsibilities. Able to provide ongoing instruction and coaching to staff and students regarding how to effectively use an interpreter to facilitate communication.

9. Able to provide basic education to hearing staff and students about Deaf culture and sign language to minimize cross-cultural misunderstandings. Able to teach sign language to staff, students, and families.

10. Participate in continuing professional development through college course work, in-services, workshops, conferences, and independent study. Maintain active involvement in local Deaf community and keep abreast of Deaf related issues.

11. Able to work as part of educational team to implement IEP goals related to specific activities.

12. Able to serve as liaison between classroom teacher and teacher of the deaf regarding all aspects of students’ mainstream experience.

13. Able to prioritize multiple tasks and expectations of the work assignment in a flexible and collegial manner.


MINIMUM QUALIFICATIONS

1. Completion of an Interpreter Education Program. AA/AS required. BA/BS in ASL/English Interpretation, Education, Linguistics or related field preferred.

2. Educational Interpreter Performance Assessment (EIPA) at level 3.5 per OAR 581-015-2035 Minimum Standards for Sign Language Interpreters in Public School.

3. Previous experience interpreting in a school setting preferred.
WORK ENVIRONMENT
1. Work is performed in a school setting.
2. Interpreting requires significant and prolonged movement of arms, hands and body.
3. Movement around school buildings, classrooms and between schools as necessary to provide effective interpretation. Travel to more than one work site in the course of a workday is required.

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