



POSITION GUIDE

Position Title: Educational Interpreter

Code:

Department: Early Childhood & Special Education Services

Group: INSUP

Reports to: Supervisory of Sensory Impaired Programs

Date:

PURPOSE OF POSITION:

Educational Interpreters need to be able to interpret or transliterate in sign language all activities in the classroom and/or follow classroom schedules and interpret for students as indicated by their IEP's.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
 - ***professional and courteous verbal and nonverbal communication***
 - ***proactive problem solving***
1. Provides interpreted information at a level consistent with language and communication mode of the student who is hearing impaired.
 2. "Voice" interprets.
 3. Interprets on a need basis for school function outside the classroom.
 4. Serves as a liaison to promote good public relations between the students who are hearing impaired, hearing peers, and staff members.
 5. Is not responsible for classroom during the absence of the classroom teacher.
 6. Confers with classroom teacher and other interpreters to prepare for interpreting services, i.e. visual aides to be used, lighting, etc.
 7. Exhibits an interest for self-improvement in signing ability, interpreting skills and establishing a better understanding of the educational process.
 8. Attends all in-service programs and staff meetings as directed by the school building principal and/or supervisor of Sensory Impaired Programs.
 9. May provide tutoring and develops resource materials under the direction of classroom teacher.
 10. May be assigned by Supervisor of Sensory Impaired Programs.
 11. May provide in-service training, i.e., sign language classes.

12. Works with interpreters, students who have a hearing loss, teachers of deaf and hard of hearing and supervisors to make decisions regarding signs used in the program.
13. Assumes other duties as assigned by Supervisor of Sensory Impaired Programs.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Certification Required:	National RID certification preferred
Education Required:	Associate degree or higher, a degree from Interpreter's Training Program or other appropriate training/experience.
Assessment Test:	A score of 3.5 or higher on the Educational Interpreter Performance Assessment (EIPA)
Experience Required:	The ability to interpret/transliterate (expressive and voice) at a normal conversational rate. Skills in interpreting signing exact English desired. The ability to provide oral interpreting/transliterating (expressive and voice) required.

MISCELLANEOUS REQUIREMENTS:

Adheres to the established work schedule through regular and consistent attendance.

SUPERVISION OF PERSONNEL:

N/A

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities: Sit: 60%
Walk/stand: 40%
Driving to other locations: 0%

Lifting: Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)

Vision: Close concentration

Mental Demands: Interpret, analyze and problem solve

Environment: Normal classroom environment
