

EDUCATIONAL SIGN LANGUAGE INTERPRETER FOR THE DEAF AND HARD OF HEARING

DEFINITION

Under general supervision, provides communication facilitation between students who are deaf or hard of hearing (D/HOH) and their hearing peers, the classroom teacher, and others in the general education classroom; and for other school-related activities including extracurricular activities, as designed in students' IEPs; and provides interpreting and other support services to students who are deaf or hard of hearing, in a variety of settings such as, but not limited to, self-contained classrooms, integrated classes, school-related activities, special education related services, meetings, or individual conversations.

DISTINGUISHING CHARACTERISTICS

Incumbents in this class will be provided time, scheduled as appropriate, to prepare for the interpretation process. Preparation duties may include: previewing texts, curriculum review, researching technical information, meetings with school personnel, and related paperwork.

The interpreter may be relieved by a team interpreter as needed.

ESSENTIAL FUNCTIONS

- Provide voice to sign and sign to voice interpreting/transliterating using the mode of communication most readily understood by the student(s) who is/are deaf or hard of hearing.
- Establish physical settings to optimize communication interaction.
- Select and use a variety of communication modes appropriate to the student(s) and situations.
- Alert the supervisor/teacher of services such as close-captioned videos, note-taking, and assistive technology.
- Assist the teacher in developing curricular modifications and accommodations.
- Participate as a member of the education team including discussions with teachers, IEP meetings, parent conferences, and SSTs.
- Instruct students on how to become independent consumers of interpreting services.
- Provide interpreting services for extracurricular activities, school activities, requested telephone calls, meetings or evaluations with other staff and professionals, and community based instruction.
- Act as a resource person for teachers, staff, and students (e.g., in sign language instruction). Assist in providing orientation about deafness, the role of the interpreter, best practices and trends in the field, current legislation, and the role of the student who is deaf or hard of hearing.
- Provide the District with related paperwork as it relates to the position, and attend meetings as required.
- Adhere to the Registry of Interpreters (RID) Code of Professional Conduct (COPC) as it relates to the educational settings and be up-to-date on current best practices, etc.
- Understand school regulations and requirements (e.g., mandatory child abuse reporting)
- Perform other duties as may be assigned.

QUALIFICATIONS

Ability to

- Interpret/transliterate at a normal conversational rate and for a wide variety of complex classroom lectures and other educational content using highly specialized vocabulary.
- Must be able to accurately provide voice interpretation for deaf students among school faculty, staff, and hearing peers.
- Employee's signing skills will be re-evaluated every year and must remain at the set level or improve, pending full certification.
- Work well with children of all ages.

Experience and Education

Placement on level I, II or III will be determined by number of years of classroom experience, professional interpreting experience, certifications held, and education.

Level II requires 4.0 assessment testing, certificate from an Educational Interpreter training program, two years experience as an Educational Interpreter in a school setting, an AA degree (or working toward one). Coursework in child development, Deaf studies, and a BA degree, are desired.

Educational Sign Language Interpreter for the Deaf and Hard of Hearing (Continued)

Level I

Requires a high school diploma; completion of a code of ethics and professional aspects of interpreting classes; coursework in child development, working toward an Associate of Arts degree in sign language interpreting/deaf studies. Experience interpreting in a school setting is desired. Completion of an interpreter training program desirable/preferable.

As of July 1, 2008, must be certified by the National Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, shall have received a score of 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation –Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language Transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech

Level II

As of July 1, 2009, and thereafter, must be certified by the National Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, shall have received a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation –Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language Transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech.

Level III

Must be certified by the National Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, shall have received a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation –Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language Transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech

Must have an Associate of Arts degree, with a certificate from an educational interpreter training program, two years of experience as a full-time educational interpreter. A BA degree and Coursework in Child Development and Deaf Studies is desired.