

## WELLSBORO AREA SCHOOL DISTRICT

**TITLE:** Educational Interpreter

**REPORTS TO:** Supervisor of Special Education

**JOB SUMMARY:** The educational interpreter is an individual who makes it possible for the learner to access classroom instruction and interactions with peers in the least restrictive environment. The facilitator must be able to communicate with the learner using a variety of communication modes including sign language, concepts or technology that will be challenging, yet appropriate for the student's developmental level. The interpreter must also assist other students and professionals in the school to use appropriate communication strategies and methodologies with the learner.

### **EDUCATION and/or EXPERIENCE**

- Bachelor's Degree Required
- Minimum of 3.5 (4.0 preferred) on the Educational Interpreter Performance Assessment (EIPA)
- Ability to draw from a broad spectrum of knowledge in general studies (humanities, sciences, and the arts) and interpreting (theory, psycholinguistics, and ethical behavior specific to the educational setting) in order to interpret K-12 coursework
- Ability to effectively interpret/transliterate in a variety of modes: American Sign Language (ASL), Pidgin Signed English (PSE)
- Ability to meet all mandates that the state of PA requires of Educational Interpreters
- Proficient computer skills and knowledge including use of Word, Excel, Outlook and other software as required

### **PRIMARY DUTIES AND RESPONSIBILITIES:**

- Demonstrate professionalism in all ethical areas, especially in applying the Registry of Interpreters for the Deaf (RID) Code of Professional conduct to the educational setting when providing interpretation/transliteration
- Provide interpreting/transliterating in all situations according to the specifications of the student's IEP
- Provide interpreting/transliterating for school sponsored activities for staff and/or adults who are Deaf and hard of Hearing (D/HH)
- Adhere to the WASD policy related to student confidentiality in all settings
- Participate in the development and presentation of orientations for general education staff and students regarding hearing loss and the role and use of an educational interpreter
- Prepare for the interpreting/transliterating situation by seeking necessary information from the speaker, and by discussing with the speaker and D/HH individual appropriate adjustments to the physical environments (seating, lights, acoustics, etc.)
- Promote direct communication between the general education teachers and D/HH teachers without breaching confidentiality as per the Code of Professional Conduct
- Maintain a portfolio/folder with necessary information/materials to assist a substitute educational interpreter manage his/her assignment in an informed manner

- Participate in educational team meetings to provide feedback regarding student use of the interpreter including contributing information for the student's IEP
- In conjunction with the D/HH teacher, develop student goals and objectives related to student's use of the interpreter, provide on-going assessment, and report student progress toward goals/objectives to the MDE/IEP team
- When not interpreting or preparing for an interpreting assignment, perform tasks that support students, their education program, and the overall operation of the classroom environment
- Strive to increase knowledge of the interpreting profession by regularly reading publications, attending professional development workshops and in-service training, viewing video recordings and Interpreter Education materials, and by viewing online resources to keep up with current trends in the field
- Serve as a resource to the educational team by providing information about research-based theory and practices that apply to the field of interpreting
- Assume any other responsibilities as assigned by the special education supervisor

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential function of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to reach with hands and arms. The employee frequently is required to stand, walk, sit, and talk or hear. The employee is occasionally required to use hands to finger, handle, or feel objects, tools or controls; climb or balance; and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the neck more than the average person does. Specific vision abilities required by this job include close vision, and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The paraprofessional will assist in physical management of students. This may include the lifting of students and occasionally, physical restraint.

*WORK ENVIRONMENT: The work environment characteristics described below are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment may be moderate to loud. The employee must work with students and other staff, continuously meeting multiple demands. Occasionally, this work environment may be stressful. Behavioral self-control and a professional demeanor must be displayed at all time.

**The information contained in this job description is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.**