AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**GF INTERPRETER EDUCATIONAL SIGN LANGUAGE**			PAY GRADE:	**PRF 2**
DUTY DAYS:	**187**	FLSA STATUS:	**EXEMPT**	DATE REVISED:	**06/25/2025 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS:

A Bachelor's degree from an accredited college or university is preferred. A high school diploma or equivalent is required. Two (2) or more years of related experience is required. Incumbent to be Registry for Interpreters of the Deaf (RID) or Board for Evaluation of Interpreters (BEI) certified either Level I or basic certification. A valid Texas driver license is required.

SKILL REQUIREMENTS:

Incumbent must possess and demonstrate proficiency in the following:

Ethical Practice: A comprehensive working knowledge of the RID-NAD Code of Professional Conduct (or the equivalent BEI Code of Ethics) and its practical implications within diverse educational settings, including adherence to confidentiality, professional boundaries, and impartiality.

Interpreting Fluency & Accuracy: The ability to accurately and fluently interpret across all educational levels (elementary, middle, high school, and post-secondary), effectively conveying communication at the speaker's natural rate. This includes maintaining semantic and pragmatic equivalence between spoken English and American Sign Language (ASL) or Cued Speech. Adapting interpretation to match students' comprehension levels, including variations in expressive signed language, cued speech, and linguistic nuances. Demonstrated ability to interpret complex academic concepts, technical vocabulary, and abstract ideas within various subject matters (e.g., science, math, literature).

Communication & Collaboration: Ability to effectively facilitate communication among students who are deaf and hard of hearing, their classroom teachers, peers, support staff, and other school personnel. Proficiency in applying guidelines outlined in the district's Interpreter Handbook and relevant policies. Strong interpersonal skills for effective collaboration with educational teams, including participation in Individualized Education Program (IEP) meetings and other student-focused discussions.

Deaf Culture & Education Knowledge: In-depth knowledge of the implications of hearing loss in the educational setting, including pedagogical strategies, communication methodologies, and assistive technologies. Understanding and adherence to the communication philosophy adopted by the education program of the district.

Instructional Support (as needed): Ability to provide basic instruction in sign language or cued speech to students, staff, and families to foster an inclusive communication environment.

Professional Development & Preparedness: Demonstrated commitment to ongoing professional development to maintain certification and enhance interpreting skills. Ability to prepare thoroughly for interpreting assignments by proactively studying content areas, lesson plans, outlines, and relevant materials.

JOB PURPOSE AND RESPONSIBILITY:

This position will serve as a member of the educational team who acts as a communication link between Deaf and Hard of Hearing (D/HH) students and their peers, teachers and school staff members who provide instruction and direction to the student. The incumbent will act as facilitator of communication between the students and the mainstream teachers by providing a complete auditory link for students when appropriate and possible.

ESSENTIAL FUNCTIONS:

- Provide accurate and complete interpretation using the sign language system (ASL, SEE, PSE) or cued speech adopted by the educational program for all communication and discussions between students who are deaf and hard of hearing, their peers, and teachers.
- Interpret effectively in a wide range of educational environments, including but not limited to classrooms (all subject areas and grade levels), co-curricular activities (e.g., sports, clubs, performances), school-related programs and meetings (e.g., assemblies, parent-teacher conferences, individualized education program (IEP) meetings), staff development sessions and professional learning communities, and other school-sponsored events and situations requiring communication access.
- Meet regularly with classroom teachers and other relevant school personnel to discuss students' communication needs, upcoming content, and strategies for optimal interpreting support.
- Proactively prepare for interpreting assignments by reviewing lesson plans, curriculum materials, textbooks, and other pertinent content in advance.
- Actively participate as a member of the educational team, contributing to discussions regarding student progress, accommodations, and communication strategies.
- As appropriate and designated by each student's Individual Education Plan, track and analyze student progress data on interpreting skills development and use of interpreters for students who are Deaf and Hard of Hearing.
- Develop and provide training and support in sign language or cued speech to students, campus staff, and, as appropriate, families, to enhance understanding and promote a communication-rich environment.
- Serve as a resource on Deaf culture, communication best practices, and effective interaction strategies for hearing individuals working with deaf and hard-of-hearing students.
- Adhere strictly to the Board of Evaluation of Interpreters Code of Ethics (or the RID-NAD Code of Professional Conduct) and all district policies and procedures.
- Actively participate in required staff development training programs to improve job performance, maintain certification, and meet program expectations as outlined in the RDSPD Binder or other district documentation.
- Maintain current certification with RID or BEI, including fulfilling all continuing education requirements.
- Serve as a peer mentor and evaluator for novice, apprentice, or practicum interpreters; provide structured feedback and guidance to support their professional growth and readiness for certification.
- Collaborate with leadership to develop and maintain a centralized repository of specialized, high-level vocabulary resources and sign parameters for advanced academic subjects (e.g., Advanced Placement courses, technical career and technology education [CTE] paths).
- Assist program leadership in assessing complex interpreting needs across the district, coordinating coverage for high-stakes district events, and onboarding new interpreting staff.

- Collaborate with D/HH teachers to implement specialized linguistic strategies for students exhibiting severe language delays or deprivation, tracking communication growth over time.
- Providing an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including personal computer and peripherals, teaching tools

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse

Lifting: Occasional light lifting and carrying (under 15 pounds)

Environment: Work is conducted in a classroom environment depending on course material or activities assigned (e.g., field trips, extra curricular activities, and recess may require outdoor activities). Districtwide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

PERSONAL WORK RELATIONSHIPS:

Incumbent reports to the administrator or supervisor in charge. Incumbent consults frequently with the teacher, students, and other staff members.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	