

TITLE: Educational Interpreter

QUALIFICATIONS:

1. Minimum of 60 hours of college credit or highly qualified as a paraprofessional in Illinois.
2. State Approval as an Educational Interpreter in Illinois.
3. Proficiency in a variety of sign language modes.
4. Ability to function effectively as a member of the school team.

REPORTS TO: Teachers of the Deaf/Hard of Hearing; Director of Special Education

JOB GOAL: To provide language support for students who are deaf/hard of hearing in a variety of educational settings.

PERFORMANCE RESPONSIBILITIES:

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Interpret, transliterate, or sign lessons for students.
2. Work directly under the supervision of the assigned teachers.
3. Keep records on students as directed by supervising teacher.
4. Adapt interpreting level for students based on language needs.
5. Maintain cooperative relationships with classroom teacher, teacher for the deaf/hard of hearing, administrators and students.
6. Maintain knowledge and skills relevant to the field of manual communication.
7. Participate in special education IEP meetings for assigned students as directed.
8. Proficiently voice or reverse interpret for students.
9. Provide staff development in sign language as directed.
10. Facilitate and support participation and social communication.
11. Keep related service provider logs.

TERMS OF EMPLOYMENT:

One-hundred-eighty school days (180) per year. Hourly wages determined by the Board.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions according to Board policy on Evaluation of Educational Support Personnel.

PHYSICAL DEMANDS:

Handle work which deals mostly with people, objects, equipment in a general setting; depth perception and field of vision are important. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and

standing approximately 50-75% of each shift. Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

MENTAL DEMANDS:

The interpreter must be able to monitor and continuously adjust support for the student for maximum comprehension. The interpreter must be able to interpret complex language and vocabulary found in upper grade classrooms and produce interpretations that maintain the essential elements of meaning and message equivalence.

WORK ENVIRONMENT:

The work environment characteristics described here 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 foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.