Helping All Learners Reach Their Full Potential

Manistee Intermediate School District

TITLE: Interpreter for Deaf and Hard of Hearing (DHH)

FLSA: Non-exempt

REPORTS TO: Special Education Supervisor

SUMMARY:

An educational interpreter is an individual who facilitates communication among deaf and hearing persons in an educational environment through the use of techniques developed for communication between deaf, hard of hearing, and hearing persons. The interpreter is a member of the educational team, serving staff as well as students, hearing as well as deaf people, by minimizing linguistic, cultural and physical barriers.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. To interpret and/or transliterate according to the specifications of the student's Individualized Education Program (IEP). This may include but is not limited to:
   - Facilitate communication within the educational setting (e.g. interpret student dialogues within the hearing range [however if student is not interested in the background conversations, discontinue], interpreting procedures during tests, interpreting during fieldtrips, interpreting during assemblies, etc.)
   - Set up the physical setting for the most successful interpretation (e.g. determining the best physical arrangement for the interpreter in relation to the teacher's presentation style and movement within the classroom, working with the teacher to accommodate lighting needs during movies, overhead projector, etc.)
   - Interpret for extracurricular activities, per availability, when requested by students or staff to be present – when these activities occur
   - Interpreting the total class environment or activity to maximize the student's opportunities to obtain all information and communication; besides voicing, transliterating and interpreting, the interpreter will paraphrase, redefine and summarize as appropriate
2. Interpret in the appropriate modality and language for the student(s)
   - Reviewing and becoming familiar with content and vocabulary of the class to be interpreted, use of technical signs and spellings of terminology used
   - Provide feedback to the appropriate staff regarding the student's use of and need for interpreter services
   - Allow students to make mistakes and refrain from completing school work or inadvertently giving answers
   - Discourage the development of inappropriate dependence within the student/interpreter relationship
   - Interpret for a substitute teacher in the classroom for deaf and hard of hearing students during unscheduled time

- Interpreter may participate in IEP meetings as a member or as an interpreter, but not as both
- Maintaining the integrity of the oral and/or sign philosophy/;system designated by the program for the use as it meets each student's needs
- Respecting all rights of privacy and confidentiality
- Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisor. This may include but is not limited to:
    - Prepare for the interpreting assignment (e.g. letting staff know if you find out about a field trip – ask for what you need in advance, getting resources from teacher to help prepare for lesson, scheduling meetings with staff for team meetings)

3. All other duties as assigned by the Special Education Supervisor.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION/EXPERIENCE:

1. High school diploma or equivalent
2. Must meet State of Michigan interpreter standards
3. EIPA Requirements for interpreters working in elementary settings (birth - grade 6):
    - Earn a score of at least 4.0.
    - Pass an approved written assessment if the 4.0 has been earned after August 31, 2016
    - Possess an elementary endorsement. An interpreter who only has a Secondary endorsement cannot work in an elementary settings

4. EIPA Requirements for interpreters working in secondary settings (grade 7 - age 26):
    - Earn a score of at least 4.0.
    - Pass an approved written assessment if the 4.0 is earned after August 31, 2018.
    - Possess an elementary or secondary endorsement.
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5. Preferred:
    - Experience working as an interpreter in an educational setting

CERTIFICATES, LICENSES, and REGISTRATIONS:

1. Must meet State of Michigan interpreter standards
2. EIPA Requirements for interpreters working in elementary settings (birth - grade 6):Earn a score of at least 4.0.

- Pass an approved written assessment if the 4.0 has been earned after August 31, 2016
- Possess an elementary endorsement. An interpreter who only has a secondary endorsement cannot work in an elementary setting.

3. EIPA Requirements for interpreters working in secondary settings (grade 7 - age 26):
    - Earn a score of at least 4.0.
    - Pass an approved written assessment if the 4.0 is earned after August 31, 2018.
    - Possess an elementary or secondary endorsement.

KNOWLEDGE, SKILLS, and ABILITIES:

- Ability to establish and maintain effective working relationships with professionals, students, peers, parents, and community.
- Ability to speak clearly and concisely in written or oral communication.
- A demonstrated proficiency in the use of technology and computer skills.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to compose reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from various groups including administrators, staff, local school districts, and the general public.

REASONING ABILITY:

Ability to frame and solve a practical problem logically and rationally. Ability to apply common sense understanding, to interpret and carry out instructions furnished in written, oral, diagram, or schedule form. Ability to define problems, collect data, establish facts, and draw valid conclusions.

PHYSICAL DEMANDS:

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities used while performing this job are hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff, and will

occasionally work extended hours. The employee must be able to lift/push/pull up to 50 pounds individually.

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 noise level in the work environment is usually quiet. Work is generally performed indoors. When performing the duties with MISD classroom (s) the employee is directly responsible for the safety, well-being and work output of students. The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the MISD.

EVALUATION: Performance will be evaluated by the Special Education Supervisor.