

## Technical Assistance Paper

308670

# Educational Interpreters

### PURPOSE OF PAPER

The purpose of this technical assistance paper is to assist principals in making services accessible for students who are deaf or hard of hearing (Rule 6A-6.03013, FAC, Special Programs for Students Who Are Deaf or Hard of Hearing). These students may need special adaptations such as assistive listening devices, captioning for films or videos, or support services, such as notetakers and interpreters to enable them to participate in educational programs. Decisions on support services and special adaptations needed for a student to participate in educational activities must be based on individual needs and determined at the student's individual educational plan (IEP) meeting. These decisions must be included in the student's IEP. All educational services must be accessible to students who are deaf or hard of hearing.

This paper addresses questions and best practices for providing interpreting services. The information is provided for school district staff to use in developing local policies and procedures for providing interpreting services in the educational setting.

### ROLES AND RESPONSIBILITIES

#### 1. What is an educational interpreter?

As members of the educational team, interpreters must adhere to federal and state laws, State Board of Education rules, and district and school rules and policies. An interpreter is a member of the educational team who acts as a communication link between people who would otherwise not be able to communicate effectively. The interpreter provides a visual presentation of what is being said to the students who are deaf or hard of hearing at their level of language comprehension through communication modes, such as speech, cues, sign language, fingerspelling, or oral interpretation of the spoken message. Interpreters may use one mode or a combination of modes to express the information being shared. The interpreter also voices the communication of students who are deaf or hard of hearing to individuals who are hearing.

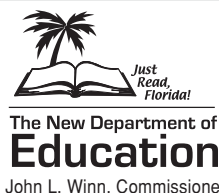
Secondary tasks (noninterpreting responsibilities) may also be assigned. These may include tutoring the assigned student (under the direction of the classroom teacher), conferring with educational personnel, and other duties which may be assigned as a result of the interpreter's knowledge and expertise in sign language and deafness. At all times, these secondary roles are subordinate to the primary role of interpreting.

#### 2. When are school districts responsible for providing interpreter services?

The individual educational plan (IEP) committee determines what special services are needed for a student to progress in the educational program. If the IEP committee determines that interpreting services are necessary for a student, the student's IEP should indicate when an interpreter is to be provided.

In order to ensure that students who are deaf or hard of hearing have equal access to all school activities, it may be necessary for the school district to provide interpreter services for school-sponsored events before and

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TECHNICAL ASSISTANCE PAPERS (TAPs) are produced periodically by the Bureau of Exceptional Education and Student Services to present discussion of current topics. The TAPs may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

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after normal school hours. These activities may include, but are not limited to, extended field trips, club and class meetings, tutoring sessions, athletic events, and assemblies.

School districts may need to develop a written policy regarding scheduling and compensation to ensure that students who are deaf or hard of hearing have equal access to all school-related activities. School districts could consider including flexible scheduling, supplemental pay, compensatory time, or outside contracting in developing their policies.

### **3. How will an interpreter's schedule be determined?**

Schedules may be determined by the principal or designee of the school to which the interpreter is assigned. If the interpreter works at several different schools, schedules may be determined by the district administrator or designee.

Conditions which may influence the work schedule include the educational level of the setting, whether the interpreter's position is full-time or part-time, the number of schools served by the interpreter, travel time between assignments, and additional responsibilities. Interpreters are often needed to work during some of the pre- and post-planning time period to allow for preparation for the year and the close of the school year.

Another aspect of scheduling is break time. Interpreters who interpret continuously for more than an hour should be given a break. Such breaks may occur naturally during the school day by virtue of class changes, pauses between subjects, and during independent work by the students. Prolonged interpreting may create health risks for the interpreter. These risks include a variety of overuse syndromes, the most common being Carpal Tunnel Syndrome, a disorder caused by pressure on the median nerve which carries signals between the hand and the brain. Opportunities for rest should be provided after intensive interpreting sessions. It is recommended that two interpreters be provided for events of two hours or more, such as parent conferences, meetings, student assemblies and presentations.

### **4. Do interpreters need a preparation period?**

Yes. Interpreters may use preparation time for meeting with teachers and other professionals, reviewing lesson and course outlines, previewing texts and materials used in the classroom, pre-reading chapters to be discussed, and previewing films and videotapes.

### **5. Can a sign language (manual) interpreter provide services to students who are oral communicators and students who are manual communicators during the same class?**

Yes, if the interpreter has also been trained in oral interpreting techniques. One interpreter may provide the necessary inaudible mouth movements for the student who is oral while using sign language and fingerspelling for the student who is manual. The interpreter can lower the signing hands so the signs do not interfere with the visibility of the mouth movement or facial expressions.

### **6. What kind of professional development opportunities should be made available to interpreters?**

Planned inservice activities specifically designed for enhancing the skills and knowledge of educational interpreters are encouraged. Continued growth and development may be achieved through workshops, professional meetings, interaction with professional colleagues, and current literature in the field.

### **7. What are some other considerations related to providing educational interpreting services?**

Best practices indicate that the following considerations be given to educational interpreters:

- appropriate desk and office space
- planning period

- budget for professional development resources (e.g., sign language dictionaries, reference materials on deaf culture, text books, skill-building videotapes)
- access to district or school handbooks outlining acceptable practices and procedures
- access to copies of teacher editions of textbooks
- access to audiovisual equipment to preview materials
- access to information concerning students being served, such as proposed outcomes, medical condition, measured achievement, IQ scores, social emotional maturity, and other pertinent information

**8. How does employing a lead interpreter benefit a school district?**

School districts with a number of educational interpreters will benefit from employing a lead interpreter. This individual can be assigned responsibilities such as serving as the liaison between the interpreters and other school or district personnel and coordinating or providing interpreting services. A lead interpreter can also assist district staff in screening applicants, developing staff development activities to establish continuity in interpreting skills, and facilitating the establishment of performance standards in the district.

**QUALIFICATIONS OF AN EDUCATIONAL INTERPRETER**

**9. What should an educational interpreter be able to do?**

An educational interpreter should be able to interpret for students who are deaf or hard of hearing in the full range of complex communication situations occurring in a prekindergarten through 12th grade educational environment. Educational interpreting requires more than basic sign, oral, or cueing skills. A professional educational interpreter must have communication skills to meet the needs of the students and should know and follow the Florida Code of Ethics for Educational Interpreters. (A copy of the Florida Code of Ethics for Educational Interpreters is included in Appendix C.)

**10. What competencies should interpreters demonstrate in order to be considered for employment?**

Competencies of educational interpreters should include:

- proficiency in interpreting as evidenced by credentials
- an excellent command of English including an extensive vocabulary and ability to spell
- ability to interpret a message presented at a normal speaking rate
- ability to understand sign language and verbally repeat (voice) the message
- ability to communicate nonverbally using body language, pantomime, facial expression, and gestures
- ability to understand and use a variety of communication modes used by the students
- knowledge of the implications of hearing loss and its potential impact on a student’s comprehension of English

**11. Is there an evaluation system for educational interpreters?**

Yes. The Florida Registry of Interpreters for the Deaf (FRID) developed and administers the Educational Interpreter Evaluation (EIE) which evaluates the skills of educational interpreters. This evaluation is for interpreters working in prekindergarten through 12th grade settings.

The Florida Educational Interpreter Evaluation system awards Levels I, II, or III to individuals who have successfully completed a written test and a performance evaluation which assess interpreting and voicing skills.

- Level I denotes an interpreter who is able to competently handle situations in which there is an opportunity to stop the student or professional for clarification or repetition.
- Level II denotes an interpreter who is able to handle more difficult, faster-paced communications in which there may or may not be an opportunity to stop for clarification or repetition.

- Level III denotes an interpreter who can proficiently handle a full range of complex communication situations occurring in an educational setting.

FRID is the statewide professional organization for interpreters working in all areas. The organization provides evaluations and various other services, including professional development opportunities and deaf awareness and advocacy programs.

**12. Who can best determine the sign language proficiency of an applicant?**

Sign language proficiency is best determined by a professional in the field. Such professionals may include National Registry of Interpreters for the Deaf (NRID) certified interpreters, interpreter trainers, teachers of students who are deaf or hard of hearing, and deaf adults. These professionals may be contacted through local Deaf Service Centers, Interpreter Training Programs, Florida School for the Deaf and the Blind/Florida Diagnostic and Learning Resources System-Resource Materials Center for the Deaf and Hard of Hearing, and the Florida Registry of Interpreters for the Deaf. (See Appendix A.)

**13. What evaluation instrument may district staff use to evaluate the skills of educational interpreters and how are these instruments used?**

Any instrument which addresses technical competencies of interpreting, overall performance of the interpreter, and the interpreter's role as a member of the educational team may be used in addition to the appraisal instrument which evaluates other characteristics such as punctuality, dress code, attitude, and ability to complete tasks. (Appendix B provides a sample of such an instrument.)

The evaluation form works best when classroom observations are made by qualified personnel. It is suggested these classroom performance observations be conducted at least twice per school year. Evaluators should rate the interpreter's performance level in specific functions related to oral and manual interpreting in addition to any district staff appraisal. A listing of contacts for such qualified professionals can be found in Appendix A.

**14. Is there a code of ethics for educational interpreters?**

Yes. A code of ethics for educational interpreters has been developed by the Florida Registry of Interpreters for the Deaf. The Florida Code of Ethics for Educational Interpreters is a set of principles which guide interpreters in the performance of their jobs as a part of the educational support system for students who are deaf or hard of hearing. It is important for educational interpreters to base their behavior on ethical standards. (A copy of the Florida Code of Ethics for Educational Interpreters is in Appendix C.)

**EMPLOYING INTERPRETERS**

**15. What criteria are districts using to create interpreters' salary schedules?**

The pay level for educational interpreters may be based on interpreting skills, educational background, experience, certification, job performance, and responsibilities. (Examples of criteria and pay ranges are in Appendix D.)

**16. What are examples of questions to ask when interviewing an applicant for an interpreter position?**

The questions below can assist in the interview process. The interview may be conducted in tandem with another professional, such as an interpreter, a teacher of the deaf, or a supervisor, who possesses good communication skills with individuals who are deaf or hard of hearing.

- How do you communicate with deaf or hard of hearing students?  
(Note information on American Sign Language, fingerspelling, Pidgin Signed English (PSE), Signing Exact English (SEE II), signed English, speech, gestures, pantomime.)

- Do you know the current method of communication being used by the district?  
(Note information on Signing Exact English, Pidgin Signed English (PSE), Signed English, American Sign Language, Cued Speech.)
- What are your past interpreting experiences? Please address location, setting, class size, grade level, and supervision provided. (Note information on Florida districts; serving how many different students, prekindergarten, elementary, middle or high school, postsecondary; particular subjects; whether supervised by teacher of the deaf or principal.)
- How will the Florida Code of Ethics for Educational Interpreters assist you in your job? (For example, being part of the school team, tutoring students under teacher direction, enforcing school rules, provides guidance on my professional roles and responsibilities, helps clarify my position as part of the educational team, allows me to share information regarding the student's education with other professionals.)
- What personal educational experiences, strengths in particular subject areas, study skills, and sign language background will assist you as an educational interpreter?  
(Note information on postsecondary education, knowledge of particular subject areas, past work experiences, years of knowing and using sign language.)
- What is your involvement with professional organizations?  
(Look for membership in FRID, RID, Florida Educators of the Hearing Impaired, the Council for Exceptional Children, etc.)
- Can you provide evidence of interpreting proficiency?  
(Look for a FRID Educational Interpreter Evaluation card, a national certification card, or other proof of formal evaluation.)



## **APPENDICES**



## **APPENDIX A**

### **PROFESSIONAL CONTACTS**

#### **Registry of Interpreters for the Deaf (RID)**

333 Commerce Street  
Alexandria, VA 22314  
(703) 838-0030 (V)  
(703) 838-0459 (TTY)  
(703) 838-0454 (FAX)

#### **Florida Registry of Interpreters for the Deaf (FRID)**

P. O. Box 5112  
Jacksonville, FL 32247

#### **Florida Department of Education**

Bureau of Exceptional Education and Student Services  
Program Specialist: Deaf and Hard of Hearing  
325 West Gaines Street, Suite 601  
Tallahassee, FL 32399-0400  
(850) 245-0478 (phone)  
(850) 245-0955 (FAX)

#### **FDLRS/Resource Materials Center for the Deaf and Hard of Hearing**

Florida School for the Deaf and the Blind  
207 North San Marco Avenue  
St. Augustine, Florida 32084  
1-800-356-6731

#### **Interpreter Education Programs**

207 North San Marco Avenue  
St. Augustine, Florida 32084  
1-800-356-6731

#### **Deaf Service Center**

(see local phone book for listing)



## APPENDIX B

### INTERPRETER OBSERVATION FORM

Interpreter: \_\_\_\_\_ Observer: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Class/Interpreting Situation Observed: \_\_\_\_\_

|  |
|--|
| <p><b>CODE:</b>      <b>AE</b> = At Expectation      <b>U</b> = Unsatisfactory</p> <p>                  <b>NI</b> = Needs Improvement      <b>NA</b>=Not Applicable/Not Observed</p> |
|--|

|   | AE                       | NI                       | U                        | NA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Follow classroom schedule and interprets for students as dictated by individual student IEP's and as assigned to the interpreter.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Exhibits a competent level of knowledge of subject matter (sign vocabulary, sign systems, interpreting techniques), and skillful organization of resources to meet the needs of students and teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates the ability to use appropriate interpreting/transliterating techniques.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Interprets/translates and/or fingerspells all activities in the classroom.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Voice interprets as needed.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Exhibits an interest for self-improvement in signing ability, interpreting skills, and establishing a better understanding of the educational process.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Can establish and maintain rapport with staff, administrators, parents, and students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Serves as a liaison to promote good public relations between students who are deaf or hard of hearing, hearing peers, staff, and faculty members.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Accepts constructive criticism.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Follows established communication channels.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Attends all inservice programs and staff meetings as directed by the school building principal or directing teacher.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Arrives to work and/or classes on time and remains at interpreting assignments during the scheduled time.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Comment Sheet For: \_\_\_\_\_

Observer: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

**Signs**

- |                |   |                                       |  |
|----------------|---|---------------------------------------|--|
| accuracy ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| clarity .....  | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| position ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |

**Fingerspelling**

- |                |   |                                       |  |
|----------------|---|---------------------------------------|--|
| accuracy ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| clarity .....  | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| position ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |

**Performance**

- |                            |   |                                       |  |
|----------------------------|---|---------------------------------------|--|
| concept transmission ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| language level .....       | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| sign vocabulary .....      | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| speed/time lag .....       | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| facial expression .....    | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| mouth movements .....      | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| eye contact .....          | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| body stance .....          | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| appearance .....           | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| composure .....            | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| attitude .....             | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |

**Receptive**

- |                        |   |                                       |  |
|------------------------|---|---------------------------------------|--|
| accuracy .....         | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| continuity .....       | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| voice clarity .....    | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |
| voice inflection ..... | <input type="checkbox"/> unsatisfactory | <input type="checkbox"/> satisfactory | <input type="checkbox"/> above expectation |

**COMMENTS:**

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## APPENDIX C

### THE FLORIDA CODE OF ETHICS FOR EDUCATIONAL INTERPRETERS

1. Interpreters/transliterators may discuss assignment-related information only with other teachers and supervisors who are directly responsible for the educational program of the deaf child or children for whom the interpreter interprets.
2. Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.
3. Under the direction of the subject area teacher, the interpreters/transliterators may tutor the hearing impaired students and assist them to better comprehend the presented material. The interpreter should refer the students or direct them to an appropriate person for the advice the student seeks.
4. Interpreters/transliterators in the educational setting shall accept employment for which they are qualified, based on their certification level on the RID evaluation, the QA screening, or the Educational Interpreter Evaluation.
5. Interpreters/transliterators shall request compensation for services in a professional and judicious manner, according to their level of certification achieved on the RID evaluation, the QA screening, or the Educational Interpreter Evaluation.
6. Interpreters/transliterators shall function in a manner appropriate to the situation.
7. The interpreters/transliterators shall accept the same responsibility and authority as other members of the educational staff. They will abide by and enforce federal, state, school district, and individual school laws and rules. The interpreter shall be responsible for informing students regarding confidentiality.
8. Interpreters/transliterators shall strive to further knowledge and skill through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
9. Interpreters/transliterators are encouraged to hold membership in local, state, and national interpreting organizations and should strive to maintain high professional standards in compliance with the educational interpreter's code of ethics.

## APPENDIX D

### CRITERIA FOR SALARY

Most districts hiring educational interpreters must develop a classification using job descriptions requiring specific interpreting skills. Districts have been successful in creating classifications using the following criteria.

- 1) Level of interpreting skill—higher pay considerations should be given for higher levels of skill based on national certification and Florida Educational Interpreter Evaluation. The following information was reported by districts.
  - a. National Certification—Pay ranges from \$12.54 - \$17.92 per hour
  - b. Educational Interpreter Evaluation (EIE) Level III—Pay ranges from \$10.97 - \$13.77 per hour
  - c. Educational Interpreter Evaluation (EIE) Level II—Pay ranges from \$8.46 - \$11.63 per hour
  - d. Educational Interpreter Evaluation (EIE) Level I—Pay ranges from \$7.84 - \$8.82 per hour
  - e. No level—Pay ranges from \$6.25 - \$6.90 per hour

Note: It is recommended that districts develop a written policy which requires interpreters to participate in the EIE and continue to improve their skills. Interpreters currently on staff and applicants for interpreting positions who do not have interpreting credentials should be advised they have one year in which to take the Florida Educational Interpreter Evaluation and achieve a level.

- 2) Level of education — Higher pay considerations should be given for higher levels of education.
  - a. Master of Arts or Master of Science
  - b. Bachelor of Arts or Bachelor of Science
  - c. Associate of Arts or Associate of Science
  - d. High school diploma or General Education Diploma
- 3) Years of formal experience as an interpreter — Higher pay considerations should be given for the number of years of interpreting experience.

## JOB DESCRIPTION—EXAMPLE #1

**TITLE:** Lead Interpreter

**QUALIFICATIONS:**

**Education:** Minimum of an A.A. or A.S. degree and Educational Interpreter Evaluation Level III or national certification.

**Experience:** Minimum of two years of experience as an educational interpreter with knowledge of elementary, middle, and high school settings.

**RESPONSIBILITIES:**

This employee functions as a liaison between interpreters and other school district personnel, coordinates or provides interpreting services, assesses sign language and interpreting skills, and assists in establishing policy on interpreting services.

Duties of this position include, but are not limited to the following:

- Assisting in developing and maintaining standards for sign language interpreter positions
- Assisting administrators with interviews and skill assessment
- Assisting school personnel with educational evaluations, as needed
- Assisting in staff development activities for sign language and oral interpreters
- Assisting in staff development in-service, seminars, workshops, and summer training classes on awareness and role of educational interpreters
- Assisting in coordinating or providing interpreter services for attendees at staffings, IEP meetings, parent conferences, PT A and school meetings, district meetings, and school board meetings
- Assisting, when solicited, with annual performance evaluations of educational interpreters
- Coordinating scheduling of interpreter services in emergency situations
- Serving as a substitute interpreter or assisting in procuring substitute interpreters for long term leaves
- Performing other duties as assigned.

**ACCOUNTABILITY:** ESE Administrator, District Coordinator of Programs for Students Who Are Deaf or Hard of Hearing

**SALARY RANGE:** \$10.97 - \$17.92 per hour

**Note:** Salary range is based on reported information from districts and reflects Educational Interpreter Evaluation Level III to national certification.

## JOB DESCRIPTION—EXAMPLE # 2

### **TITLE: Educational Interpreter**

### **QUALIFICATIONS:**

- Education:** Holds an Educational Interpreter Evaluation (EIE) Level II or higher, or the equivalent combination of training and experience. Meets minimal qualifications as a teacher aide under Rule 6A-1.070, FAC, Teacher Aides and Volunteers.
- Experience:** Minimum of one year experience as an educational interpreter or the equivalent combination of training and experience in educational settings.

### **RESPONSIBILITIES:**

Provides interpreting services for students who are deaf or hard of hearing when students are scheduled into basic education and vocational education classes. The interpreter conveys the spoken message through speech, sign language with mouth movements, and fingerspelling or oral interpretation. Duties of this position include, but are not limited to the following:

- Working with teachers of students who are deaf or hard of hearing, basic education teachers, and students who are deaf or hard of hearing
- Interpreting lectures, discussions, questions, and answers so that individuals or groups of students who are deaf or hard of hearing may participate in classroom and extracurricular activities
- Facilitating communication for the student who is deaf or hard of hearing during counseling sessions, evaluation situations, individual educational plan conferences, and other approved activities during or after the school day
- Performing voice interpreting by converting and verbalizing manual signs for the teacher
- Maintaining communication among the student and the classroom teacher when the student's behavior is inappropriate for learning or disrespectful in any way
- Establishing, in conjunction with the basic teacher, a physical setting within the classroom for communication interaction
- Meeting with the classroom teacher on a regular basis in regard to the communication needs of the students
- Preparing for interpreting assignments by studying content areas, lessons plans, outlines, etc.
- Following required policies in regard to matters of confidentiality concerning personal information about students
- Participating in professional improvement activities
- Performing other related duties as required, i.e., tutoring.

**ACCOUNTABILITY:** Teacher of the Deaf or Hard of Hearing  
Principal, District Coordinator, or ESE Administrator

**SALARY RANGES:** \$8.46 - \$17.92

**Note:** Salary range is based on reported information from districts and reflects Educational Interpreter Evaluation Level II to Educational Interpreter Evaluation Level III.

### **JOB DESCRIPTION—EXAMPLE #3**

**TITLE: Interpreter Aide**

**QUALIFICATIONS:**

**Education:** Meets minimal qualifications as a teacher aide under Rule 6A-1.070, FAC, Teacher Aides and Volunteers.

**Experience:** Two years of experience working in classroom situations.  
*Note:* Employees have one year from date of hire in which to take the Florida Educational Interpreter Evaluation and achieve a level.

**RESPONSIBILITIES:**

This employee is responsible for providing interpreting services to students who are deaf or hard of hearing in basic education classrooms and assisting the teacher of the deaf and hard of hearing in the classroom.

Sole responsibility for the supervision of pupils should not be assigned to the interpreters/transliterators. They should work under the supervision of a member or members of the instructional or administrative staff at all times. Duties of this position include, but are not limited to the following:

- Providing interpreter services for students who are deaf or hard of hearing
- Providing voice interpreting as needed
- Providing interpreting for tutoring done by regular classroom teachers
- Providing interpreting for school functions outside the classroom, during regularly scheduled school hours
- Serving as a liaison to promote good public relations among the students who are deaf or hard of hearing, hearing peers, staff, faculty members, and parents
- Participating as part of the instructional team
- Conferring with basic classroom teachers and teachers of students who are deaf or hard of hearing in order to better prepare for interpreting services
- Assisting with the collection and correlation of materials used in both the basic and the exceptional student education classrooms, for students who are deaf or hard of hearing
- Attending inservice programs to improve skills necessary to work effectively with students who are deaf or hard of hearing
- Assisting in maintaining equipment used in the classroom, including auditory trainers
- Other related duties as assigned by the supervising teacher.

**ACCOUNTABILITY:** Principal, or a teacher of students who are deaf or hard of hearing

**SALARY RANGES:** \$6.25 - \$8.82 per hour

*Note:* Salary range is based on reported information from districts and reflects no level to Educational Interpreter Evaluation Level I.