



Job Title: Interpreter

Reports To: School Principal

Grade: Varies depending on certification

- Level 1- QAST I or EIPA up to 2.5
- Level 2-QAST II or EIPA 2.6-3.4
- Level 3-QAST III or EIPA 3.5-4.4
- Level 4/NAD 3-QAST IV or EIPA 4.5
- Level 5/NAD 4-QAST V
- RID CI or RID CN/NAD 5
- RID CSC or CI/CT-RID: NIC, RID:ED K-12

Number of Days 172

Security Access: N/A

Current Date: January 10, 2017

Overtime Status: Non-Exempt

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day:

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Position Summary: Provide communication access for a deaf or hard of hearing individual between spoken and sign language communication.

Minimum Qualifications:

- Qualifications: as set forth in the Educational Interpreter for the Deaf Act (70 O.S. & 13-115.3) and the State Board of Education rules (OAC 210:15 -13-) are summarized below:

An Educational interpreter must have completed one of the following:

1. An interpreter training program
2. Obtained a Bachelor's degree, or
3. Worked three or more years in are related to the field of deaf education, which would include interpreting in non-educational settings, such as a church, etc.,

AND in addition to the above requirements, an educational interpreter must also maintain one of the following:

1. Certification by the Registry of Interpreters for the Deaf (RID),
2. or National Association for the Deaf (NAD) Level IV or better, or
3. Quality Assurance Screening Test (QAST) Level III or better, or
4. Signed Exact English Level 3.5 or better, or
5. National Council for Interpreters (NIC) Certification, or
6. Educational Interpreters Proficiency Assessment (EIPA) Level 3.5 or better in the area for which they are certified (elementary or secondary)

- Continuing Education: The minimum level of continuing education, as set forth by your type of certification, must be met annually. This equals out to 10 hours of workshops, seminars, etc. Documentation of such must be presented to the Interpreter Coordinator by January 31st, as this is the deadline for QAST

Responsibilities and Essential Functions: The following characteristics and physical skills are important for the successful performance of assigned duties.

- Responsibilities: The Educational Interpreter primary responsibility is to provide access for the Deaf/Hard of Hearing mainstreamed student to whom he/she is assigned. The interpreter interprets using American Sign Language or transliteration, which ever mode bests matches the student's mode of communication, or the subject matter being presented. Interpreters facilitate communication between students and teachers in the mainstreamed classrooms. Interpreters interpret in every function where communication takes place (ie. rallies, counseling office, nurses' office, performances, conferences, extra-curricular activities, etc.) It may be requested that the interpreter be available to interpret for a deaf adult for functions such as workshops, staff meetings, parent meetings, counseling sessions, etc.
 1. Tutoring/Centers: The interpreter provides tutoring for the Deaf Ed students in the subject matter from their mainstreamed classes. They work directly with the mainstreamed student going over material from mainstreamed classes to make sure understanding of that material was clear. The interpreter re-writes tests and creates supplemental worksheets and other learning material as needed. As a part of this tutoring the interpreter will assist in the training students on how to use an interpreter in various settings as well as how to interact with their hearing peers. During center times, interpreters work with the D/HH student modeling signs and guiding their use of signs which may include the use of the Fairview program.

2. **Language Model:** The interpreter is a language specialist and models different modes of communication for the students. Interpreters use American Sign Language, Transliteration or Oral when directed by the student's IEP. The interpreter uses all modes of communication singularly or interchangeably depending on the formality, setting and the student's needs.
3. **Daily logs:** The interpreter is responsible for keeping daily logs of student's performance, behavior, tutoring needs, what percentage of the time the student paid attention to the interpreter, etc. An interpreter can recommend appropriate modifications in the mainstream classroom for effective visual communication including seating, lighting, testing needs and provide information on how to use interpreters for the mainstream teacher. Interpreters are skilled in training Deaf students what is appropriate and what is not when using interpreters. How a Deaf student uses the interpreter often reflects what type of grade they have and the daily logs can be useful when conferring with parents.

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

- **Skills:** Possess effective oral and written communication skills and the academic background to rewrite materials to facilitate deaf students' understanding of class work.
- Must demonstrate competence and knowledge in applicable subject matters. Ability to organize and prepare accurate records.
- Ability to develop rapport and work co-operatively with Deaf Education and mainstream teachers.
- Strong interpersonal skills.
- Self-motivated and able to work independently.

Supervisory Responsibility: N/A

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talent, skills and energy. Tulsa Public Schools is equal opportunity employer and does not discriminate against persons because of age, race, color, creed, religion, disability, gender, ethnic or national origin, or veteran status. Tulsa Public Schools prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with disabilities.