



PRAIRIE ROSE SCHOOL DIVISION

SECTION G: PERSONNEL

GGI

EDUCATIONAL INTERPRETER TUTOR (E.I.T.)

JOB DESCRIPTION

File GGI

Immediate Supervisor: Classroom Teacher

Qualifications

- (a) Graduate of recognized Interpreter Training Program.
- (b) Competency in American Sign Language.
- (c) Knowledge of Deaf culture.

Knowledge and skills

- (a) Ability to communicate in American Sign Language beyond the Deaf student's communication ability.
- (b) Ability to tutor the student in academics, using ASL.
- (c) Special interest in children and the learning process.
- (d) Computer literacy – e-mail, internet, academic software programs.

Personal suitability

- (a) Must enjoy working with children and have a basic understanding of their needs.
- (b) Must have a pleasant, out-going disposition.
- (c) Must exhibit a willingness to accept guidance and supervision from the professional staff.
- (d) Must show a sense of confidentiality that respects the privacy and integrity of those with whom associated.

Position summary

In collaboration with the Classroom Teacher, the Resource Teacher, the Consultant for the Deaf and Hard of Hearing, the Principal, and the Coordinator of Student Services:

- (a) acts as a communication link between the Deaf student and school personnel and other students in the school;
- (b) interprets accurately spoken English to the deaf student and the student's signed language to spoken English for others;



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- (c) tutors the student in the school subjects, using the lesson plans and materials prepared by school personnel.

Responsibilities and duties

- (a) Awareness of I.E.P. objectives and the content of classroom lesson plans - The Interpreter needs to be aware of the objectives for the student's program and should have a working knowledge of the lesson plans to develop signing strategies for the content of the lessons.
- (b) Liaise with Classroom Teacher(s) to obtain objectives and materials required for pre-teaching vocabulary and concepts.
- (c) Signing and voicing spoken directions and messages - The Interpreter should sign all spoken messages and voice all signed messages in class, accurately relaying instructional information with the subtleties and nuances that the speech conveys.
- (d) Use of kinesics (facial and body gestures, other expressive actions) - The Interpreter needs to use mime, gesture, facial expression, or other expressive actions to maintain the student's attention and to help clarify concepts from the lesson plans.
- (e) Conveying the student's responses and communications at his/her level - The Interpreter should transmit the student's questions or replies to the Classroom Teacher at the student's language level.
- (f) Interpreting in a large group - The Interpreter should develop skills in large group interpreting. Through this signing, the student can understand special programs and presentations, guest speakers, and parts of assemblies.
- (g) Promoting independence - The Interpreter should assist the Classroom Teacher to promote the student's independence from the interpreter by encouraging interactions between the student and other classmates during specified activities.
- (h) Other duties - In an elementary setting the Interpreter may need to fulfill two roles; one as the Interpreter, and the other to assist the Teacher in other responsibilities that are indicated by the Teacher such as classroom clean-up, dressing and assisting the other children with their work. This role is secondary and will be organized during team planning meetings.



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- (i) Channels of Communication - The parents may tend to consult with the Interpreter rather than the Classroom Teacher. The Interpreter should indicate to the parents that they must contact the Classroom Teacher regarding the student's educational matters.
- (j) Daily record - The Interpreter will keep a daily record of the student's activities and personal observations for program planning and evaluations.
- (k) Maintain confidentiality in ways necessary to protect the privacy and integrity of those with whom associated.

Terms of employment

- (a) employment shall be for the term specified;
- (b) the work day shall be determined according to the needs of the student(s) concerned;
- (c) salary as established by the Board.

Evaluation

To be done by the School Principal in collaboration with the Classroom/Resource Teachers in the first year of employment, and thereafter, on a three year basis.