

# Guiding Practices for the Role of Educational Interpreters/Cued Language Transliterators

The primary role of an educational interpreter/cued language transliterator is to facilitate academic and functional communication for students who are deaf or hard of hearing who require an interpreted or transliterated education. This service is necessary to facilitate communication between teachers, staff, and peers. When employed for the primary role of working with a student with a disability, interpreters/transliterators should be providing FAPE. While other duties may be assigned by an LEA, an educational interpreter/transliterator's professional services to the student/s in accordance with the IEP or 504 Plan should be the top priority. The following guides are primary roles and responsibilities as well as activities or assignments that do not align with the primary duties of the interpreter or transliterator:

## Primary Roles and Responsibilities:

- Follow the *Code of Professional Conduct* established by the Registry of Interpreters for the Deaf, <http://bit.ly/2iXXnCb>;
- Match the individual student's language needs/mode of communication. For example, using American Sign Language, Conceptually Accurate Signed English, or Cued Language;
- Collaborate with the educational Team to develop instructional opportunities;
- Participate as a member of the IEP team for the student/s served, in order to provide input towards interpreting/transliteration and be knowledgeable of IEP additions/changes;
- Interpreter/transliterators who possess a NC License through the NC Interpreter and Transliterator Board may interpret/transliterate for IEP meetings for students not regularly served;
- Interpret/transliterate for after school activities to include clubs, sporting events, and school functions as assigned;
- Assist with providing in-service to staff/administration in order to establish clear expectations and goals regarding the role of the interpreter and transliterator;
- Prepare a folder for substitutes when absent.

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## Activities or assignments that do not align with the primary role and responsibility of an interpreter/transliterator:

- Be pulled from scheduled interpreting/transliterating duties or be asked to perform other duties that would interfere with FAPE. For example, classroom management, bus /lunch duty, facilitating communication between other deaf/hard of hearing students, teachers, staff, and peers;
- Provide progress reports and/or updates to parents;
- Serve in multiple roles for IEP meetings; the interpreter/transliterator should not interpret/transliterate for a student whom they serve;
- Perform duties for which they are untrained or unqualified. For example, taking care of the student/s personal hygiene needs, feeding tubes, etc.;
- Interpret/transliterate for outside agencies when secured for particular student/s in the school setting (i.e., DSS, police, mental health professionals, etc.);
- Presumed to be the expert on other disabilities;
- Interpret/transliterate for Deaf parents when they do not possess at least a NC License from the NC Interpreter/Transliterator Licensing Board; be pulled from supporting students in classes in order to interpret/transliterate for others;
- Held responsible for a student's success in the class or reaching/meeting their IEP goals.

As a reminder, any interpreter/transliterator providing services to a student in an educational setting must have passed the appropriate assessment with the minimum passing score required by the State Board of Education. If you have questions about whether or not your educational interpreter/transliterator has met this requirement, or have questions about this document in general, please contact Antwan Campbell, Interpreter/Transliterator Specialist, [antwan.campbell@dpi.nc.gov](mailto:antwan.campbell@dpi.nc.gov), 919-807-3855.