

Daily - for each class

Review

- previously acquired knowledge
- previous class information
- previous preparation for class

Obtain and Read

- lesson plans
- class textbooks
- subject related materials
- media resources (videos, audio, web pages, etc.)
- support materials (handouts, slides, scripts, outlines, overheads, etc.)

Obtain and Translate

- written text
- music/poetry
- scripts/recitations, etc.

Research and Prepare

- background info on topic
- topic specific vocabulary
- complex concepts and text passages

Predict

- predict outline/flow of class
- predict examples the teacher might give
- predict type of class participation (lecture, group discussion, desk work, small group work, etc.)

Consult with Consumers

- students (vocabulary negotiation/learning, understanding interpretation, working with interpreters)
- faculty/staff (modifications for the student)
- administrators
- guest speakers

Address Logistics

- secure/find class location
- set necessary support equipment (lights, sound, video, captions, chairs, etc.)
- assure environmental safety & comfort (chemicals, traffic patterns, sounds, sweater)

Maintain Communication Flow

- complete necessary paperwork (request forms, Put It In Writing forms, journaling student/class issues, read & respond to e-mail & regular mail)
- communicate with event sponsors & contact persons (location, logistics, topic)

Daily - as time permits

Consult/Share Knowledge with Support Colleagues

- educational team (IEP team)
- tutors/educational specialists
- deaf professionals

Health Maintenance

- body conditioning (strengthening, stretching, cardiovascular training, etc.)
- stress management (cognitive relaxation, time management, etc.)
- personal care (ice/heat packs, self-massage, medication, rest)
- evaluate demand/control variables

Professional Development

- practice specific skills (fingerspelling, voicing, vocabulary building, proper grammatical structures, visualization, memory, processing)
- in-depth study (in-service trainings, mentoring, small group study, online workshops)

Periodically

Review

- class notes, past and present
- class syllabi, descriptions
- class curriculum & standards
- students' Individual Education Plan (IEP)
- RID Code of Professional Conduct
- EIPA Guidelines for Professional Conduct

Educating/Assessing Consumers

- to assess linguistic needs (register, regional accent, style, communication mode for lesson, class, and/or student)
- to educate, providing (specific information for both deaf and hearing consumers, on topics including: deafness (cultural and medical), interpreting, roles and responsibilities of an interpreter, working with an interpreter, need for captioned materials, linguistic/interpreting limitations, etc.)

*Much of this information was derived from a document referred to as a "representation of the job of the staff interpreter" from NTID. Using that document as a starting point, I adapted it to fit what K-12 educational interpreters do during their preparation times.