



Description

Evanston/Skokie School District 65 is Committed to equitable outcomes for all children, racial equity, restorative justice practices, innovative learning, collaborative teaming, and building community.

Title: Sign Language Interpreter

Reports to: Building Principal

POSITION SUMMARY:

The Sign Language Interpreter is done for the purpose/s of interpreting classroom and school-wide content for the student(s) and families. The Sign Language Interpreter provides support to the instructional program with specific responsibilities for assisting in the instruction or supervision of students with hearing impairments; working with students who need sign language to access the curriculum, providing voice to sign and sign to voice support; and serving as a resource to other school personnel requiring assistance with sign language interpretation.

SPECIFIC DUTIES & RESPONSIBILITIES:

- Interprets classroom instruction for students with a hearing impairment and adapts classroom work under the direction of the teacher for the purpose of providing a method to support and/or reinforce lesson plans to assigned student/s.
- Administers subject-specific tests and skill assessments under the guidance of a classroom teacher or resource teacher for the purpose of evaluating students' language ability and subject proficiency.
- Administers, under supervision, first aid, and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing required care for assigned students.
- Assesses classroom, assembly hall, and other room setups for hearing impaired students (e.g. noise level, visibility, etc.) for the purpose of ensuring proper setup to facilitate hearing impaired students' learning.
- Attends Individual Education Program meetings with assigned student(s) for the purpose of providing necessary input into the evaluation of students' progress and/or implementing/modifying students' objectives through the conversion of conversation to ASL.
- Confers with teachers, parents, and/or appropriate community agency personnel for the purpose of assisting in evaluating student progress and/or implementing student objectives.
- Instructs students (individual or small groups) (e.g. reading, spelling, self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for

Sign Language Interpreter

remediation of student deficiencies and ensuring students' success by the conversion of language to ASL.

- Interprets in meetings and activities with hearing-impaired individuals for the purpose of providing communication between voice to sign and sign to voice.
- Maintains a variety of confidential and non-confidential manual and electronic lists and records for the purpose of documenting activities and/or providing reliable information.
- Participates in a variety of meetings, workshops, and in-services for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines
- Performs record-keeping and clerical functions (e.g. scheduling, copying, etc.) for the purpose of supporting the teacher and/or administrator in providing records/materials.
- Prepares a variety of documents, reports, and written materials for the purpose of communicating information to parents, staff; providing written support, developing recommendations, and/or conveying information.
- Provides teachers with input for the purpose of assisting in evaluating student progress and/or student objectives.
- Provides ASL interpretation for group meetings for the purpose of providing content understanding to hearing-impaired participants.
- Provides instruction to hearing-impaired students, under the supervision of the teacher, in accordance with lesson plans (e.g. reading, spelling, self-esteem, behavioral skills, daily living skills, etc.) for the purpose of assisting the teacher in improving students' academic success through a defined course of study.
- Responds to emergency situations (e.g. injured student, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Reverse-Interprets spoken words of hearing-impaired student(s) with limited speech for the purpose of facilitating classroom instruction of the hearing impaired student(s).
- Translates verbal communication for the purpose of assisting students, teachers, and parents in communicating effectively between voice to sign and sign to voice.
- Uses adapted classroom work/homework/assessment instruments under the direction of the teacher for the purpose of providing voice to sign and sign to voice support and/or reinforcing classroom objectives.
- Performs any other duties as assigned.

COMPETENCIES: The following competencies are representative of specific skills, abilities, and attributes that must be demonstrated to perform this job successfully.

Sign Language Interpreter

Adaptability: Adapts to changes in the work environment. Manages competing demands. Accepts criticism and feedback. Changes approach or method to best fit the situation.

Communications: Expresses ideas and thoughts verbally. Expresses ideas and thoughts in written form. Exhibits good listening and comprehension. Keeps others adequately informed. Selects and uses appropriate communication methods.

Dependability: Responds to requests for service and assistance. Follows instructions and responds to management direction. Takes responsibility for own actions. Meets attendance and punctuality guidelines.

Job Knowledge: Competent in required job skills and knowledge. Exhibits ability to learn and apply new skills. Keeps abreast of current developments. Requires minimal supervision. Displays understanding of how job relates to others. Uses resources effectively.

Judgment: Displays willingness to make decisions. Exhibits sound and accurate judgment. Supports and explains reasoning for decisions. Includes appropriate people in decision making process. Makes timely decisions.

Safety & Security: Observes safety and security procedures. Determines appropriate action beyond guidelines. Uses equipment and materials properly. Reports potentially unsafe conditions.

Teamwork: Balances team and individual responsibilities. Exhibits objectivity and openness to others' views. Gives and welcomes feedback. Contributes to building a positive team spirit. Puts success of team above own interests.

QUALIFICATIONS: The requirements listed below are representative of the knowledge, skill, and/or ability required to perform this job successfully.

Education:

A high school diploma or GED

Experience:

One to three years of interpreting experience preferred.

Certificates/Licenses/Registrations:

Sign Language Interpreter Approval through ISBE:

Requirements

- **ONE** of the following:
 - Have completed 60 semester hours of college credit from one or more regionally accredited

Sign Language Interpreter

- institutions of higher education
- Hold an associate degree issued by a regionally accredited institution of higher education
- Have achieved a passing score on the ParaPro test (offered by Educational Testing Service [ETS]) and hold a high school diploma or its equivalent
- Have achieved a passing score on the written examination administered by the Registry of Interpreters for the Deaf (RID) and hold a high school diploma or its equivalent
- **ONE** of the following:
 - Attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA)
 - Maintained a valid certification from the RID
 - Maintained a valid Illinois Board for Evaluation of Interpreters (IL BEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission

Language Skills:

1. Reads and interprets documents such as safety rules, operating and maintenance instruction, and procedure manuals. Writes routine reports and correspondence. Speaks effectively before groups of individuals. *Proficient in Sign Language.

Mathematical Skills:

1. Adds and subtracts two digit numbers and multiplies and divides with 10s and 100s. Performs these operations using units of American money and weight measurement, volume, and distance.

Reasoning Ability:

1. Applies common sense understanding to carry out instructions furnished in written, oral, or diagram form. Deals with problems involving several concrete variables in standardized situations.

Computer Skills: Microsoft Office, Google Drive

PHYSICAL DEMANDS:

Physical Activities:

Standing	Crouching	Near Acuity
Walking	Bending	Far Acuity
Sitting	Handling	Depth
Balancing	Keyboarding	Perception
Stooping	Talking	Field of Vision
Kneeling	Hearing	

Lifting Demands:

Up to 55 pounds

Sign Language Interpreter

Reaching Activities:

- Dominant hand
- Non-Dominant hand
- Both dominant and non-dominant hand
- Overhead

Environmental Conditions:

- Noise Intensity 4 loud

DISTRICT EXPECTATIONS: All employees are expected to demonstrate regular and predictable attendance; to support the District's vision, mission, goals, and Strategic Plan; to engage in civility, respect, professionalism, and collaborative teaming; and to maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

NOTE: School Board Policy ensures equal opportunity for all in its personnel policies and practices and does not discriminate on the basis of race, color, gender, religion, national origin, marital status, sexual orientation, gender preference, political beliefs, social/family background, disability or age.

FLSA Status: *Non-Exempt*

Salary Schedule: *To commensurate with experience*

Bargaining Unit: *NA*

Approved Date: *10/19/2021*