

**LANE EDUCATION SERVICE DISTRICT  
JOB DESCRIPTION**

**POSITION TITLE:** Sign Language Interpreter –Deaf/Hard of Hearing  
Si9gn

**DEPARTMENT/SERVICE AREA:** Special Education

**REPORTS TO:** Supervisor, Special Education

**CLASSIFICATION:** Non-Exempt

**DATE OF LAST REVIEW:** 10/23/19

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**1. POSITION PURPOSE:**

The educational interpreter facilitates communication between students who are Deaf and Hard of Hearing (DHH) and building or classroom staff in the educational setting and is responsible for the student's accessibility to education. The interpreter serves as a member of the educational team along with Teachers of the Deaf and Hard of Hearing (DHH) and is available to address communication accessibility and deaf cultural issues as they arise. The interpreter also provides re-teaching and other academic and classroom support.

**2. PRIMARY DUTIES AND ACCOUNTABILITIES:**

The primary duties and accountabilities for the position include:

- A. Provide accurate interpretation appropriate to the student's age, register, personality, affect, learning style and language competencies.
  - 1. For students in all academic situations including classrooms, library, assemblies, and field trips.
  - 2. For students in school locations such as health center, counseling center, and administration.
  - 3. For students during extracurricular activities such as sports, drama, music, clubs and school-wide programs.
- B. Provide tactile interpretation or alternatives to American Sign Language (ASL) or Contact Varieties as appropriate to the needs of students who are Deaf/Blind, cognitively impaired, or having multiple disabilities or severe language delays.
- C. Prepare for student interpretation needs.
  - 1. Consult with classroom teacher regarding, curriculum content, general goals, new vocabulary or materials presented.
  - 2. Gather information necessary to effectively interpret special school activities and extra-curricular events such as theater arts, music, storytelling, poetry, field trips and assemblies.
  - 3. Consider accessibility of instructional plans and educational environment to support effective interpreting while teaming with classroom teacher.
- D. Maintain a broad knowledge base that covers academic areas from kindergarten through Advanced Placement.
- E. Provide information to classroom teachers, students and staff regarding effective and appropriate use of interpreters.
  - 1. Roles, responsibilities, and boundaries of educational interpreters
  - 2. Technical needs of interpreting, i.e., lighting, visual aids, positioning, and the challenges related to interpreting between languages
- F. Work collaboratively with the DHH teachers and classroom teachers to support students

- G. Provide academic assistance and social support for students who are DHH, under the direction of the DHH teacher or classroom teacher.
  - 1. Teach sign language to assigned students,
  - 2. Serve as language and socialization between Deaf/Hard of Hearing students and hearing peers.
  - 3. Provide updates on progress or issues encountered.
  - 4. Model and facilitate acquisition and expansion of both sign language and English.
  - 5. Facilitate communication
- H. Collect and summarize data as required by DHH teacher and IEP teams.
- I. Maintain regular contact with the DHH teacher regarding student's progress toward IEP goals.
- J. Serve as a member of student IEP teams as assigned.
- K. Provide interpretation for other deaf consumers (deaf professionals, deaf parents) related to the provision of educational services in Lane County.
- L. Attend meetings, trainings and professional development activities as required.
- M. Maintain substitute packet related to assigned students and serve as a substitute interpreter as assigned.
- N. Perform other duties as assigned. Examples include mentoring interpreter interns, assisting with staff meetings,

**3. KNOWLEDGE/SKILL/TRAINING:**

Associate's Degree from an Interpreter Education Program; Bachelor's Degree preferred. Fluent in American Sign Language (ASL), Contact Variety, and English as demonstrated by Educational Interpreter Performance Assessment (EIPA) at level 3.5 or above; RID NIC, CI or CT Certification may be considered as an alternative to EIPA score. Alternatives to AA or BA may be considered as allowed in OAR 581-015-2035.

Proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manual Coded English. Demonstrate effective oral and written communication skill in both English and Sign Language. Ability to adjust communication to meet language and developmental level of assigned students to facilitate comprehension.

Knowledge of instructional supports for students who are deaf and hard of hearing. Ability to understand and interpret curriculum from Kindergarten to Advanced placement classes such as Science and Math and Foreign Language. Experience providing supplemental instruction under the direction of a licensed teacher. Ability to support social and communication skills development appropriate for participation in mainstream hearing environments.

Demonstrate effective interpersonal skills and the ability to work collaboratively with an educational team.

Well-developed manual and facial dexterity necessary to produced readable sign language and sign language expression is required. Visual and hearing acuity necessary to provide effective interpretation in a variety of educational environments is required.

Basic proficiency in the use of technology necessary to perform job functions, including internet, email, calendaring software and word processing and the ability to learn district specific software. A valid Oregon driver's license or ability to obtain one by date of hire is required. Ability to fluently speak, read, and write required.

Complete job learning time may take beyond 6 months.

**4. FISCAL RESPONSIBILITY:**

The incumbent is responsible for relatively inexpensive equipment. The incumbent is responsible for record keeping with regard to services provided. Errors may require the incumbent or other program staff to correct.

**5. AUTHORITY:**

The incumbent must be able to establish boundaries with the student who is Deaf and Hard of Hearing, school staff and peers related to the use and role of the interpreter.

The incumbent must be able to discern when to seek assistance or alert the DHH teacher, classroom teacher, or supervisor. The incumbent is expected to function within the code of ethics for interpreters.

**6. PLANNING:**

The incumbent is responsible for short and long term planning. Examples of short term planning include day-to-day prep activities, record keeping and interpreting for intercom announcements, discussions, and peer interactions. Examples of long term planning include training and supports to students, and preparation for interpreting classroom instructional content and activities, and preparation for state tests.

**7. JOB-RELATED DECISION-MAKING:**

Decisions are generally related to factors associated with the provision of effective sign language interpretation including but not limited to knowledge of assigned students, environmental factors, context, and cultural variables. General supervision is available on request at most times, but incumbent is expected to solve his/her own problems as a rule.

**8. INTERPERSONAL CONTACTS AND RELATIONSHIPS:**

The incumbent is in contact with classroom teachers, students, and others who are part of the assigned student's IEP team. The incumbent is expect to participate as a member of their assigned student's IEP team and provide requested information during meetings. The incumbent has access to confidential information when assisting with the implementation of IEP services. Exceptional communication skills, courtesy, and discretion are required to protect confidential student information and in developing and maintaining positive relationships with students and IEP team members.

**9. PHYSICAL DEMANDS:**

The incumbent walks, sits and stands, as needed. The incumbent frequently must stoop, kneel, or adjust their body in award positions depending on the physical environment. Movement around school buildings, classrooms and between schools is necessary to provide effective interpretation. Throughout the day the incumbent is required for extended periods of time to stand, reach with hands and arms, and make repetitive movement of fingers, hands, and arms. Pro-tactile signing with DeafBlind students required close proximity or touching for the purpose of communication; this may include light force on their hands and arms (1-2 lbs) while extending arms.

Some light lifting of materials may be required when moving from one location to another or when providing instructional supports to students.

**10. WORKING CONDITIONS:**

The incumbent generally works in indoor classroom or school environments. Travel to more than one work site in the course of a work day may be required in the event of student or interpreter absences. The incumbent must be able to occasionally work evenings and weekends to support extracurricular activities of students. When interpreting during outdoor events or activities the interpreter may be exposed to unpleasant weather conditions (heat, cold, precipitation).

While interpreting the incumbent is exposed to emotional distress due to lack of ability to intercede while interpreting communications that may be considered disrespectful or unprofessional, during behavioral or disciplinary processes, or when interpreting for adult consumers engaged in difficult conversations.

**9. EXPECTATIONS:**

- A. Effectively engage with individuals in a culturally appropriate and responsive manner.
- B. Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- C. Utilize appropriate equipment and software as established for agency use as well as other equipment and software appropriate to the assignment.
- D. Maintain regular and punctual attendance.
- E. Confer regularly with immediate supervisor.
- F. Follow all District work procedures and reasonable requests by proper authority.
- G. Perform program responsibilities in accordance with statutes, administrative rules, policies, and collective bargaining agreements.

**11. EVALUATION:**

Performance will be evaluated in accordance with the provisions of Board policy and evaluation program adopted for the position.

**The statements contained herein reflect general details as necessary to describe the principal functions of the job, the level of knowledge and skill typically required and scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or provide relief, to equalize peak work periods or otherwise balance the workload.**