



### **Classification Summary**

The primary purpose of a position in this classification is to ensure effective and efficient Interpreter services for students requiring such services within the Eugene School District and other school districts comprising the Cascade Regional Program. This job classification emphasizes the leadership role and technical supervisory responsibilities within the Hearing Impaired Program. Coordinate student/client, services, serve as communication linkage between staff Interpreters and administration, and provide technical review of Interpreter services. Perform duties of a staff Interpreter and other related work as required.

### **Supervisory Relationships**

Reports to an administrator in the Educational Support Services Department. Coordinate program information and Interpreter staffing with Building Administrators, the ESS administration, and the Cascade Regional Program. Provide technical supervision over various Hearing Impaired Program staff with leadership responsibilities including, but not limited to, job training needs, service evaluation, and communication between ESS, buildings, Interpreters, and students.

### **Distinguishing Characteristics**

1. Positions in this classification provide technical supervision over program staff but are not delegated authority to hire, fire, discipline or otherwise exercise discretionary supervisory authority.
2. This classification is distinguished from the Interpreter classification by assigned technical supervisory/leadworker responsibilities within the Hearing Impaired Program. Although positions in this classification perform Interpreter services, the primary responsibility emphasis and majority of time spent is on the coordination of program services, staffing and technical assessments of program efficiencies.

### **Examples of Duties**

(The following are examples only and should not be construed to be all inclusive or exclusive.)

1. Assist in the recruitment, interviewing and assessment of the technical knowledge and sign language/interpreting skills of applicants for employment. Takes a leadership role in employee selections specific to the technical requirements for Interpreters. As part of a selection committee, makes recommendations to administrative hiring authority.
2. Coordinate work schedules and assignments of interpreters in the region corresponding to the educational and communication needs of students.
3. Coordinates and monitors educational interpreters on school sites. Arranges for interpreter coverages for district and regional sponsored activities.
4. Provide on-site interpreter observations, skills assessment, and training counseling. Develop and implement Interpreter training programs utilizing internal and external resources. Provide in-services to all regional Educational Interpreters.
5. Coordinate communications between staff, ESS administration, parents, building administrators, and educators in providing for effective and comprehensive educational services.
6. Recommend purchases of equipment, materials and supplies to be used by Interpreters and students. (May be called upon by the Human Resources Department to assess special equipment corresponding to employees with hearing impairment.)
7. Coordinate and monitor interpreter intern placements within the District and regionally.
8. Assist in program evaluation and recommend program changes designed to better serve students with hearing impairments.
9. Perform all duties and responsibilities of the Interpreter classification.

**Required Knowledge, Skills and Abilities**

1. Must possess all knowledge, skills, abilities, certification and other qualifications of an Interpreter-Hearing Impaired.
2. Strong organizational and program coordination skills.
3. Analytical skills in program evaluation and improvement specific to hearing impairment and student education.
4. Strong interpersonal and people skills.
5. Ability to work harmoniously and effectively with various administrators, teachers, staff, parents and students.
6. Ability to work independently and exercise good professional judgment.
7. Adaptability to respond to emergencies such as absences and service voids.
8. Skills in assessing candidate skills and knowledge for employment as an Interpreter.
9. Ability to develop, implement, and coordinate interpreter training within the program and with external resources (such as Western Oregon State College and Portland Community College.)
10. Ability to represent the District and the Cascade Regional programs in local and state-wide forums.

**Minimum Qualifications for Class Entry**

1. Graduation from an Interpreter Preparation Program and hold current valid certifications.
2. Three years experience as an Educational Interpreter and some program coordination experience/training indicating possession of the above required leadership qualifications (knowledge, skills, and abilities).