Position Summary

The Educational Interpreter II is responsible for the deaf and hard of hearing students’ (K-12) accessibility to education. Perform simultaneous interpretation of spoken language and sign language for deaf and hard of hearing students within and outside the classroom environment (spoken English into sign language and voicing of sign language into English). Interpret classroom instructions and activities including movies, intercom announcements, discussions, peer interactions, assemblies, and special events as assigned. Provide reteaching and other academic and classroom support.

Distinguishing Characteristics

Distinguished by the requirements of proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manual Coded English; Ability to adapt to varying styles and systems used in other schools and geographic regions. Able to communicate effectively with children and adults in both English and sign language. Ability to adapt and adjust interpretation to meet language, cognitive and developmental level of student and to facilitate students' comprehension. Knowledge of instructional aiding and tutoring methods for students who are deaf and hard of hearing. Able to model appropriate use of ASL and spoken English. Able to provide supplemental instruction when needed to augment primary instruction.

The Interpreter I and II positions are distinguished by skill range, level of comfort, and knowledge in providing interpreter services, as demonstrated on the Educational Interpreter Performance Assessment rating system. The skill range in voice-to-sign and sign-to-voice interpreting, grammatical skills, vocabulary, message equivalence, and overall interpreting abilities of the Interpreter I position is at the Intermediate level. The skill range of the Interpreter II position is Advanced-Intermediate to Advanced. The Lead Interpreter position is characterized by strong coordination and leadership responsibilities.

Supervisory Relationship

This position reports to an administrator in the Student Services Department.

Essential Functions and Job Duties

1. Interpret in all academic situations including classrooms, assemblies, and field trips.

2. Interpret in all student service areas including library, health center, counseling center, and administration.

3. Interpret extracurricular activities including: sports, drama, music, clubs and school-wide programs.

4. Assess and understand individual student’s communication abilities and styles to ensure accurate interpretation as related to the student’s age, register, personality, affect, learning style and language competencies.
5. Maintain a broad knowledge base that covers academic areas from kindergarten through Advanced Placement.

6. Assess and co-facilitate the educational environment for visual accessibility

7. Prepare for interpretation through daily contact with classroom teacher regarding classroom content and curriculum. Consult with classroom teacher regarding general goals, new vocabulary or materials presented.

8. Maintain regular contact with the teacher of the Deaf and Hard of Hearing regarding student's progress toward IEP goals.

9. Prepare for special school activities and extra-curricular events such as theater arts, music, story telling, poetry, field trips and assemblies.

10. Drive safely to work sites throughout Lane County.

11. Perform other duties as assigned. Examples include mentoring interpreter interns, and serving as an interpreter for Deaf and Hard of Hearing parents and employees.

**Required Knowledge, Skills and Abilities**

1. Proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manual Coded English. Able to adapt to varying styles and systems used in other schools and geographic regions. Able to communicate effectively with children and adults in both English and sign language.

2. Fluent in American Sign Language (ASL)/English Interpretation as demonstrated by Educational Interpreter Performance Assessment (EIPA) at level 4.0 or above.

3. Able to adapt and adjust interpretation to meet language and developmental level of student and to facilitate students’ comprehension.

4. Knowledge of instructional aiding and tutoring methods for students who are deaf and hard of hearing. Able to model appropriate use of ASL and spoken English. Able to provide supplemental instruction under the direction of a licensed teacher, when needed to augment primary instruction.

5. Able to follow the established RID Code of Professional Conduct. Able to maintain confidentiality.

6. Able to understand and interpret curriculum from Kindergarten to Advanced placement Science and Math and Foreign Language classes.

7. Able to teach social and communication skills appropriate for participation in mainstream hearing environments. Able to encourage and facilitate peer communication and socializing between deaf and hearing students in all school settings.

8. Able to educate staff and students on the interpreter’s function, diverse roles, and primary responsibilities. Able to provide ongoing instruction and coaching to staff and students regarding how to effectively use an interpreter to facilitate communication.
9. Able to provide basic education to hearing staff and students about Deaf culture and sign language to minimize cross cultural misunderstandings. Able to teach sign language to staff, students, and families.

10. Participate in continuing professional development through college course work, in-services, workshops, conferences, and independent study. Maintain active involvement in local Deaf community and keep abreast of Deaf related issues.

11. Able to work as part of educational team to implement IEP goals related to specific activities.

12. Able to serve as liaison between classroom teacher and teacher of the deaf regarding all aspects of students’ mainstream experience.

13. Able to prioritize multiple tasks and expectations of the work assignment in a flexible and collegial manner.


15. Able to drive a motor vehicle.

**Minimum Qualifications**

1. Completion of an Interpreter Education Program. AA/AS required. BA/BS in ASL/English Interpretation, Education, Linguistics or related field preferred.


3. Previous experience interpreting in a school setting preferred.

4. Possession of a valid Oregon Driver’s License.

**Work Environment**

1. Work is performed in a school setting.

2. Interpreting requires significant and prolonged movement of arms, hands and body.

3. Movement around school buildings, classrooms and between schools as necessary to provide effective interpretation. Travel to more than one work site in the course of a workday is required.

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**ADDITIONAL INFORMATION**

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<tr>
<th>Employee Unit</th>
<th>OSEA - Classified</th>
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<tbody>
<tr>
<td>Grade</td>
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<tr>
<td>Reviewed by</td>
<td>Christine Nesbit, Associate HR Director</td>
</tr>
<tr>
<td>Approved by</td>
<td>Cydney Vandercar, Human Resources Director</td>
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<td>Last Revised</td>
<td>2016</td>
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*Eugene School District 4J is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act*