Position Summary

The purpose of this classification is to ensure, in collaboration with the Interpreter Coordinator, effective and efficient interpreter services for students requiring such services within the Eugene School District 4J and other school districts in Lane County. Schedules and coordinates student/client services and serves as communication linkage between staff Interpreters and administration. Performs Interpreter I or II duties.

Distinguishing Characteristics

The Interpreter I and II classifications 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 Lead Interpreter position is distinguished from the Interpreter I and II classifications by its strong coordination, leadership responsibilities and technical support to Interpreter I and II positions. Works closely with the Interpreter Coordinator. The Lead Interpreter schedules interpreter services and performs Interpreter I or II duties a significant portion of the time.

Supervisory Relationships

Reports to a Student Services Department administrator. Coordinates program information and Interpreter services schedules with building and SSD administrators.

Essential Functions and Job Duties

1. Coordinates work schedules and assignments of interpreters in the region corresponding to the educational and communication needs of students.
2. Coordinates and monitors educational interpreter coverage at school sites. Arranges for interpreter coverage for district activities.
3. Coordinates and monitors interpreter intern placements within the District and regionally.
4. Maintains records of services requested, provided and coordinated for a variety of needs (staffing, billing and district data).
5. Develops and maintain accurate record keeping systems as the needs arise.
6. Performs all duties and responsibilities of the Interpreter I classification, including:
   a. Interpret in all academic situations including classrooms, assemblies, and field trips.
   b. Interpret in all student service areas including library, health center, counseling center, and administration.
   c. Interpret extracurricular activities including: sports, drama, music, clubs and school-wide programs.
   d. 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.

e. Maintain a broad knowledge base that covers academic areas from kindergarten through Advanced Placement.

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

g. 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.

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

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

j. Drive safely to work sites throughout Lane County.

k. 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. Strong organizational and communication skills.
2. Strong interpersonal and people skills.
3. Ability to work harmoniously and effectively with various administrators, teachers, staff, parents and students.
4. Ability to work independently and exercise good professional judgment.
5. Adaptability to respond to emergencies such as absences and service voids.
6. Ability to represent the District in local and statewide forums.
7. Strong record-keeping skills.
8. Must possess all knowledge, skills, abilities, certification and other qualifications of an Interpreter I – Deaf and Hard of Hearing Program:
   a. 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.
   b. Fluent in American Sign Language (ASL)/ English Interpretation as demonstrated by Educational Interpreter Performance Assessment (EIPA) at level 3.5 or above.
   c. Able to adapt and adjust interpretation to meet language and developmental level of student and to facilitate students’ comprehension.
   d. 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.
   e. Able to follow the established RID Code of Professional Conduct. Able to maintain confidentiality.
   f. Able to understand and interpret curriculum from Kindergarten to Advanced placement Science and Math and Foreign Language classes.
   g. 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.
h. 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.
i. 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.
j. 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
k. Able to work as part of educational team to implement IEP goals related to specific activities.
l. Able to serve as liaison between classroom teacher and teacher of the deaf regarding all aspects of students’ mainstream experience.
m. Able to prioritize multiple tasks and expectations of the work assignment in a flexible and collegial manner.
n. Able to manage stress effectively – personal stress and the stress experienced by students and team members.
o. 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. Three (3) years’ experience interpreting in a school setting required.
4. Possession of a valid Oregon Driver’s License.

Work Environment

1. Work is performed in a school and/or office 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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<tr>
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<td>Cydney Vandercar, Human Resources Director</td>
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