

**Southern Oregon ESD  
Job Description**

I-1J

Title: **Advanced Interpreter**

Position Goal: To provide access to education for students who are deaf and hard of hearing by facilitating communication. Work in collaboration with the Lead Interpreter to promote professional growth and development in support staff.

Essential Functions:

1. Interpret/transliterate information accurately, conveying the thought, intent, and spirit of the sender in a manner appropriate to the students level.
2. Instruct students in the correct use of an interpreter.
3. Act as a liaison between PDHH staff and mainstream staff, providing relevant feedback as to student progress.
4. Adhere to all rules and protocol governing the confidential rights of all students.
5. Demonstrate functional comprehension of subject matter and develop technical signs specific to class curriculum.
6. Provide tutorial support to deaf and hard of hearing students.
7. Interpret for students, parents, and/or professionals in conferences or other school-sponsored activities when sanctioned by supervisor.
8. Consult with educators, administrators and support staff in providing awareness of deaf culture, the etiology and psychology of deafness, and the special communication needs of deaf students through yearly orientation and ongoing information presentations.
9. Develop and implement an ongoing program in professional growth to include fluency, vocabulary building (technical/general signs), and language skills, and participate in a skill-development mentoring program.
10. Maintain an interpreter log, when assigned, to be available to the PDHH teacher.
11. Demonstrate both written and oral command of the English language including correct use of syntax and grammar.
12. Participate, upon request, in parent conferences and IEP meetings.
13. Assist interpreters in the planning, implementation, and evaluation of staff meetings and in-services when requested.
14. Work in collaboration with Lead Interpreter to plan agendas, help conduct in-services, implement appropriate skills assessment tools, provide professional growth assistance to support staff, and assist support staff with developing annual goals.
15. Share information gained through professional growth activities with appropriate staff and apply current trends in the profession to upgrade the program services.
16. Attend conferences, workshops and summer job-related training programs as requested.
17. Participate in daily preventative physical warm-up.
18. Develop and maintain complete and accurate records and reports as appropriate.
19. Perform other duties appropriate to the assignment under direction of the PDHH teacher.
20. Comply with local district and ESD rules and procedures.
21. Complete and document 12 hours of continuing professional development related to sign language interpretation each school year
22. Perform physical requirements unaided or with the assistance of reasonable accommodation (see reverse).

Minimum

Prerequisites:

*These requirements apply to individuals hired on or after July 1, 2008.*

1. High School diploma or GED.
2. Score of 4.0 or above on the EIPA Performance Assessment or hold RID NIC, CI or CT Certification **and** meet one of the following criteria:
  - a. Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or related field.
  - b. Achieve a passing score on the EIPA Written test.
3. Certificate of Completion from an Interpreter Training Program **or** extensive background and experience with sign language including regular contact with deaf children or adults.
4. Three years successful experience as an Interpreter in an educational setting (K-12 preferred).

Length of Position: 190 days

Salary: Per classified salary schedule

Immediate Supervisor: Teacher of the Deaf/Hard of Hearing and PDHH Administrator

Steve Boyarsky

Approved By

7-15-2008

Date Title changed 2-4-2009

The following physical requirements are essential functions of the ~~Interpreter III~~ Advanced Interpreter job description.

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|---------------------------------|--|--|---|---|
| 1. Stand/Walk:                  | <input type="checkbox"/> None                  | <input type="checkbox"/> 1-4 Hrs/Day             | <input type="checkbox"/> 4-6 Hrs/Day        | <input checked="" type="checkbox"/> 6-8 Hrs/Day |
| 2. Sit:                         | <input type="checkbox"/> None                  | <input checked="" type="checkbox"/> 1-4 Hrs/Day  | <input type="checkbox"/> 4-6 Hrs/Day        | <input type="checkbox"/> 6-8 Hrs/Day            |
| 3. Drive:                       | <input type="checkbox"/> None                  | <input checked="" type="checkbox"/> 1-4 Hrs/Day  | <input type="checkbox"/> 4-6 Hrs/Day        | <input type="checkbox"/> 6-8 Hrs/Day            |
| 4. Bending:                     | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Limited            | <input type="checkbox"/> Not At All             |
| 5. Squat:                       | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Limited            | <input type="checkbox"/> Not At All             |
| 6. Climb Stairs:                | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input type="checkbox"/> Not At All             |
| 7. Single Grasping:             | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input type="checkbox"/> Not At All             |
| 8. Pushing:                     | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input checked="" type="checkbox"/> Limited | <input type="checkbox"/> Not At All             |
| 9. Pulling:                     | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input checked="" type="checkbox"/> Limited | <input type="checkbox"/> Not At All             |
| 10. Fine Manipulation:          | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input type="checkbox"/> Not At All             |
| 11. Repetitive Foot Controls:   | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input checked="" type="checkbox"/> Not At All  |
| 12. Lifting (less than 25 lbs): | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input checked="" type="checkbox"/> Limited | <input type="checkbox"/> Not At All             |
| 13. Lifting ( 25 - 50 lbs):     | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input checked="" type="checkbox"/> Not At All  |
| 14. Lifting (50 - 75 lbs):      | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input checked="" type="checkbox"/> Not At All  |
| 15. Lifting (75 - 100 lbs):     | <input type="checkbox"/> Frequently            | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Limited            | <input checked="" type="checkbox"/> Not At All  |