



Sign Language Interpreter

BASIC FUNCTION

The educational interpreter facilitates communication between hearing and deaf consumers in the educational setting. The interpreter is a member of the educational team along with teachers of the deaf and hard of hearing and is available to address communication and accessibility and deaf cultural issues as they arise.

REPRESENTATIVE DUTIES

This description does not describe all duties performed. This summary provides examples of typical tasks performed.

- Interpret in all academic situations and in all student service areas. “E”
- Have the skill to match a variety of language and cognitive needs “E”
- Have sufficient knowledge to be able to interpret in a variety of school settings and subjects. “E”
- facilitate visual accessibility. “E”
- Provide tutoring services. “E”
- Participate in student individualized educational plan (IEP) meetings as a member of the educational team. “E”
- Adapt, accommodate, modify, and supplement curriculum as specified by the IEP team. “E”
- Orient staff and students on the interpreter’s function, primary responsibilities, and diverse roles. “E”
- Serve as a cultural mediator between deaf and hearing communities. “E”
- Prep for content as needed. “E”
- Maintain proficiency in receptive and expressive language skills through acquisition of PDUs and /or CEUs. “E”
- Follow district policies and the Interpreter Code of Professional Conduct. “E”
- Work collaboratively with co-workers in multiple environments. “E”
- Be aware of physical requirements necessary in various settings. “E”
- Other duties as assigned.

QUALIFICATIONS

Education: Bachelor’s or Associate’s degree from an Interpreter Education Program or in a related educational field or achieve a passing score on the EIPA written test.

Technical Job Related Knowledge, Skills, Abilities: American Sign Language (ASL) Fluency.

Certifications and/or Licenses: Achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI, or CT Certification.

WORKING CONDITIONS

The working conditions are outlined in the job classification for the position and are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

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Work Environment: Work is performed primarily in an elementary, middle, K-8, Alternative and/or High School campus environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility. Use hands, wrists, arms, shoulders, facial expression, and upper body movement for extended periods while interpreting. Sit, stand, walk, and move throughout classrooms, school buildings, district offices, and community locations. Maintain visual attention and concentration for extended periods. Hear, see, and communicate effectively in person and through technology. Use a computer, phone, video conferencing equipment, and other standard office or communication technology. Reach, grasp, type, write, and handle materials and equipment. Occasionally lift, carry, push, or pull materials or equipment typically weighing up to 25 pounds. Travel between work locations. The position requires visual acuity, manual dexterity, upper-body endurance, and sustained attention.

Remote Work Eligibility: Not eligible.

FLSA: Not exempt

Classification: Sign Language Interpreter

Job Code: 1090

Bargaining Unit: Portland Federation of School Professionals (PFSP)

Salary Grade: Per contract

Work Year(s): Per contract

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.