



We are pleased to announce that we are seeking qualified applicants for the position of
SIGN LANGUAGE INTERPRETER II

High Desert ESD celebrates all cultures and languages and is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive considerations for employment without regards to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.

- POSITION(S):** 1 **Sign Language Interpreter II**
35 hours/week, Mon-Fri, 177 days/year (pro-rated for remainder of 2021-22)
- LOCATION:** **Central Oregon**
- START DATE:** As soon as possible
- SALARY RANGE:** As established by bargaining agreement, Classified Wage Schedule, no less than \$24.333/hr
 Benefits include family insurance package, sick leave and paid holidays, generous PERS contribution
- QUALIFICATIONS:** **DEFINITION**
 The Educational Interpreter works in a team setting and is responsible for the deaf and hard of hearing students' (early childhood through age 21) accessibility to education. Perform simultaneous interpretation of spoken language and sign language for deaf and hard of hearing students (spoken English into sign language and voicing sign language into English) within the classroom and during school-related functions/ activities. Provide re-teaching/tutoring and other academic and classroom support as directed. Provide academic assistance under the direction of the teacher of the deaf and/or the classroom teacher." (Oregon Guidelines, Educational Interpreting for Students Who are Deaf)

Please see attached job description for additional information, qualifications and responsibilities.

APPLICATION PERIOD: Open until filled

CONTACT: **DIRECT YOUR INQUIRES REGARDING THIS POSITION TO**
 Joe Devine, 541.693.5719, joe.devine@hdesd.org

A COMPLETE APPLICATION INCLUDES

- Letter of interest stating how your background experience qualifies you to assume the responsibilities of this position
- Current résumé
- Completed application form (may be downloaded from HDES website www.hdesd.org or through Recruit & Hire site <https://highdesert.tedk12.com/hire/Index.aspx>)
- Three (3) professional letters of recommendation

DIRECT YOUR MATERIALS REGARDING THIS POSITION TO

Kristen Johns, Human Resources Specialist
 High Desert ESD
 2804 SW Sixth Street
 Redmond Oregon 97756
 Fax 541.638.9654
kristen.johns@hdesd.org

If you currently hold a regular position with HDES, you may apply by submitting a cover letter, an up-to-date resume including your current position, and an up-to-date list of references.

High Desert ESD is an affirmative action equal opportunity employer and complies with federal and state statutes that prohibit discrimination on the basis of race, color, national origin, religion, sex, age, disability or marital status. If you have a disability and need an alternate format in order to complete the employment process, you may call Human Resources at (541) 693-5600. Please leave a message describing the alternate format needed. The ESD is committed to maintaining a drug-free workplace and strictly complies with drug testing policy. Employment with HDES requires employee's wages be paid via direct deposit to a bank account or paycard.

APPROVED: 5/3/2021

DIRECTOR OF HUMAN RESOURCES
Posting # C21-22/106/6287

INTERPRETER II (Sign Language)

Definition The Educational Interpreter works in a team setting and is responsible for the deaf and hard of hearing students' (early childhood through age 21) accessibility to education. Perform simultaneous interpretation of spoken language and sign language for deaf and hard of hearing students (spoken English into sign language and voicing sign language into English) within the classroom and during school-related functions/activities. Provide re-teaching/tutoring and other academic and classroom support as directed. Provide academic assistance under the direction of the teacher of the deaf and/or the classroom teacher." (Oregon Guidelines, Educational Interpreting for Students Who are Deaf)

Qualifications

The Educational Interpreter must show evidence of the follow:

1. Minimum Qualifications as defined in OAR 581-015-2035
 - (a) The sign language interpreter **must** achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification and;
 - (b) (A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or
(B) Achieve a passing score on the EIPA Written Test.

AND

2. Demonstrate effective oral and written communication skills.
3. Demonstrate effective interpersonal skills and the ability to work collaboratively with an educational team. (Oregon Guidelines, Educational Interpreting for Students Who are Deaf, p.29)
4. Must have access to reliable transportation and the ability to travel from home to school site and from school to school as needed during the school day and as directed throughout the school year; consistent attendance is required.
5. Previous experience interpreting in a K-12 school setting preferred
6. Adherence to performance requirements as stated in the Educational Interpreter Handbook is required.
7. Able to function effectively without direct guidance or supervision when appropriate.
8. The ability to perform significant reaching, bending, stooping, crouching and lifting 35 pounds is expected.
9. Applicants must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.

Classification Classified

Reports To Interpreter Supervisor

Distinguishing Characteristics and Examples of Duties

1. Proficiency in comprehension and expression of American Sign Language, Contact Variety, and Manually Coded English with children and adults
2. Effectively manage environmental factors
3. Explain the technical needs of interpreting, i.e., lighting, visual aids, positioning, and the challenges related to interpreting between languages
4. Knowledge of instructional support and tutoring methods for students who are deaf and hard of hearing. Ability to provide supplemental instruction when needed to augment primary instruction.
5. Ability to model appropriate use of ASL and spoken English.
6. Ability to follow EIPA Guidelines of Professional Conduct for Educational Interpreters and NAD-RID Code of Professional Conduct
7. Ability to assess and understand individual student's communication abilities and styles and adjust/adapt interpretation to ensure message accuracy as related to the students age, cognitive level, register, personality, affect, learning style and language competencies
8. Ability to understand and interpret curriculum in a 0-21 years educational environment
9. Ability to make on the spot independent decisions regarding how to present curriculum to meet each student's ability to understand academic material
10. Ability to teach social and communication skills appropriate for participation in mainstream hearing environments. Ability to encourage and facilitate peer communication and socializing between deaf and hearing students in all school settings.
11. Ability to communicate effectively and maintain positive professional working relationships with all members of the educational team including parents, students, and staff. Ability to work as part of an educational team to implement IEP goals related to specific activities. Ability to serve as liaison between classroom teacher and teacher of the deaf regarding aspects of the students' mainstream experience
12. Ability to assist staff and students in understanding the interpreter's function, diverse roles, and primary responsibilities. Ability to provide instruction and coaching to staff and students regarding how to effectively use an interpreter to facilitate communication.
13. Ability to assist hearing staff and students in understanding Deaf culture and sign language to minimize cross cultural misunderstandings. Ability to teach sign language to staff, students, and families. Ability to teach staff and students, as needed, the use of assistive technology
14. Participate in skill development/professional development workshops and conferences on an annual basis to maintain RID certification. (Must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year)
15. Provides appropriate input as requested for record keeping, program data, time sheets, etc.
16. Perform other duties the immediate supervisor may assign to meet the usual and unusual demands placed on the organization.