

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

09/14	SIGN LANGUAGE SPECIALIST	2.12.6
Effective Date	Job Title	Index

PURPOSE

To improve student achievement by facilitating communication between hearing-impaired students, teachers, peers, and staff. Interprets spoken language into sign language for hearing-impaired students and interprets sign language into spoken language for students and teachers. Performs duties related to the assessment of language in hearing –impaired children in the District’s instructional programs.

SUPERVISION RECEIVED AND EXERCISED

Receives direct supervision from an assigned supervisor or administrator. Methods of performing tasks are left to the judgment of the employee with a supervisor or administrator giving occasional instructions and advice.

ESSENTIAL FUNCTIONS OF THE JOB – May include, but are not limited to, the following:

Interpreting/transliterating spoken information accurately, conveying the thought, intent, and spirit of the sender in a manner appropriate to the student’s level.

Interpreting/transliterating communication interaction between hearing, Hard of Hearing, and Deaf students.

Interpreting/transliterating all classroom instructional materials and presentations accurately in a manner appropriate to the student’s level.

Following established student behavior/management/safety plans as established by school and IEP teams.

Adhering to all rules and protocols governing the confidential rights of students.

Preparing for interpreting assignments by studying content areas, lesson plans, outlines and new vocabulary.

Demonstrating functional comprehension of subject matter and developing technical signs specific to class curriculum.

Demonstrating both written and oral command of the English language including correct use of syntax and grammar.

Participating in on-going skill development and professional growth to include fluency, vocabulary building (technical/general signs) and language skills and participating in a skill development mentoring program.

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Sharing information gained through professional growth activities with appropriate staff and applying current trends in the profession to upgrade program services.

Assisting deaf/hard of hearing specialists with interpreter roles and responsibilities for school and district staff.

Assisting with scheduling and program support as assigned.

Interpreting/transliterating for students and parents and for professionals for meetings, conferences and confidential meetings as assigned.

Maintaining regular and consistent attendance and punctuality.

Performing related duties consistent with job description and assignment.

Other duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

Practices and techniques of interpreting the spoken word to sign language and sign language to the spoken word

Basic academic skills such as math and reading

Principles and practices of problem solving

Teaching and learning process, as well as cognitive and language development

Classroom rules and expectations for students

Ability to:

Sign, speak, read manually and read written language of student, fluently

Interpret educational and social needs of mainstream hearing-impaired students

Serve as a liaison to promote good public relations between the Deaf and Hard of Hearing, peers, and staff

Communicate clearly and concisely, orally, manually, and in writing

Comply with District rules and procedures

Maintain confidentiality in all matters relating to students

EXPERIENCE AND TRAINING

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

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Experience:

One year of professional interpreting or educational experience preferred.

Training:

1. Must achieve a passing score of 3.5 or above on the Educational Interpreters Performance Assessment (EIPA) Test or hold Registry for the Deaf (RID) NIC, Certificate of Interpretation or Certificate of Transliteration and
2. Hold Bachelor's or Associate's degree from an accredited Interpreter Educational Program or in a related educational field; or
3. Achieve a passing score on the EIPA written test.
4. Continuing professional development. Required to complete and document 12 hours of continuing professional development related to sign-language interpretation each school year that the sign language specialist is employed by or working under a contract for an Oregon public school.

Work Environment:

Climate controlled classroom settings and outside environment subject to exposure to the weather including seasonal heat and cold. Exposure to moderate to high noise intensity levels.

Physical Requirements:

Mobility to work in a typical classroom setting. Requires well-developed arm, hand, and finger dexterity to perform advanced sign language interpretation. Requires ability to stand for extended periods of time and stamina to frequently move from sitting position to standing, walking, stooping and kneeling.

Requires visual acuity to recognize numbers and words and detect speech patterns. Requires hearing acuity sufficient to understand information to be interpreted in a variety of educational environments. Requires facial dexterity to produce readable mouth movements for specific sign language expressions. Requires manual dexterity to produce readable sign language through repetitive movement of fingers and arms. Requires visual acuity to see information to be voiced (such as sign language and facial expressions).

Strength: Sedentary/Light – Exert force to 15 pounds occasionally or a negligible amount of force frequently to lift, carry, push, pull or move objects.

Salem-Keizer School District is an equal opportunity employer.

Position: Sign Language Specialist

I am willing and able to perform the duties of this job:

Signature: _____

Date: _____

Print Name : _____