Oregon Guidelines

Educational Interpreting for Students Who are Deaf

April 2012

Oregon Department of Education
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State Superintendent of Public Education

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Working Group: Educational Interpreting Subcommittee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Region</th>
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<tbody>
<tr>
<td>Malina Lindell</td>
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<tr>
<td>Supervisor of Sign Language Interpreters,</td>
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<tr>
<td>Teacher of the Deaf/Hard of Hearing</td>
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<tr>
<td>Janice Vetter</td>
<td>Region II – High Desert ESD</td>
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<tr>
<td>Interpreter Coordinator</td>
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<tr>
<td>Dawn Pierce</td>
<td>Region III – Southern Oregon ESD</td>
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<tr>
<td>Lead Interpreter</td>
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<td>Rebecca Staight-Stratton</td>
<td>Region IV – Cascade Regional Program</td>
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<tr>
<td>Teacher of the Deaf/Hard of Hearing</td>
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<td>Jan Hearing</td>
<td>Region IV – South Coast ESD</td>
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<tr>
<td>Teacher of the Deaf/Hard of Hearing</td>
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<td>Eleni Boston</td>
<td>Region V – Willamette ESD</td>
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<tr>
<td>Deaf/Hard of Hearing Services Coordinator</td>
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<tr>
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<td>Interpreter Liaison</td>
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<td>Region VII – Lane Regional Program</td>
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<tr>
<td>Interpreter Coordinator, Teacher of the Deaf and Hard of Hearing</td>
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<tr>
<td>Kendra Wasson</td>
<td>Region VIII – NW Regional ESD</td>
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<td>Deaf/Hard of Hearing Services Coordinator</td>
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<tr>
<td>Sandra Gish</td>
<td>Oregon School for the Deaf</td>
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<tr>
<td>Interpreter</td>
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</table>
INTRODUCTION

Within the interpreting profession, the specialty of *educational* interpreting has been growing rapidly. The Federal Individuals with Disabilities Education Act (IDEA), along with State laws and regulations (Oregon Administrative Rule 581-015-2035) require that deaf and hard of hearing students enrolled in Oregon public schools be provided a free and appropriate public education (FAPE). To accomplish this, an educational interpreter who uses sign language or oral interpreting methods is often required. These guidelines reflect effective practice, research and the professional experience of the Oregon Department of Education Deaf/Hard of Hearing Working Group’s Educational Interpreter Subcommittee Members.

For some school districts, working with an educational interpreter is a new experience. The Regional Programs in Oregon have staff with expertise in the education of deaf and hard of hearing children. Districts are encouraged to contact their Regional Program\(^1\) when a student who is deaf or hard of hearing enters their school. The Regional Program staff can provide quality services and are available to assist with the hiring, evaluating, and training of educational interpreters in compliance with OAR 581-015-2035.

Throughout this document, the word “deaf” is used in its most generic sense to describe all children whose hearing is such that they are not able to adequately access their educational program without the services of an educational interpreter.

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\(^1\) See Appendix A for a map of Oregon’s Regional Programs and their addresses.
EDUCATIONAL INTERPRETERS

What is an Educational Interpreter?

This specially trained professional facilitates communication among students who are deaf, school staff, and hearing students. He/she functions as a member of the educational team per IDEA regulations and may be an important part of the support services provided to students who are deaf. The educational interpreter conveys the content, intent, and affect of the speaker through interpretation. The educational interpreter may also provide tutorial assistance under the guidance of a licensed educator, either the general education teacher and/or teacher of the deaf/hard of hearing. The educational interpreter facilitates communication for the student during school hours and school-related activities. In addition, the educational interpreter may act as a resource or provide training to staff and students.

Educational interpreting may be listed as a related service on the student’s Individualized Education Program (IEP), Individualized Family Service Plan (IFSP) or Section 504 Plan. The educational team must work together to clarify the interpreter’s roles and responsibilities. An IFSP/IEP team works with the student throughout his or her public school education. The IEP/IFSP team includes the parents, a special education teacher of the deaf, the regular education teacher of the child, a district representative, an individual who can interpret the instructional implications of the evaluation results and may include the educational interpreter (OAR 581-015-2210). Other related service staff may include a counselor, speech clinician, OT/PT, audiologist, interpreter coordinator, psychologist, or other specialists with knowledge or special expertise regarding the child and/or the disability.

These guidelines do not address educational assistants who may be assigned to work with students. There is a distinction between the role of an Educational Assistant versus an ASL Assistant and the Educational Interpreter. Educational Assistants and ASL Assistants are not qualified to interpret for the student as defined in OAR 581-015-2035. See OAR 581-037-0005 through 581-037-0025 for regulations on Educational Assistants. Please contact the local Regional Deaf and Hard of Hearing Program for assistance.

Determining the Need For An Educational Interpreter

The IFSP/IEP team that determines the student’s need for interpreter services includes a teacher of the deaf, the student’s parent(s), a general education teacher, someone who can interpret evaluation results, a district representative, and may include an educational interpreter. In order to make a determination, the IFSP/IEP team will carefully consider the following factors:

- The student’s language skills and abilities;
- The student’s audiological information;
- The student’s cognitive and language developmental level;
- Access to curriculum content in a given setting

2 Other IFSP/IEP team members should include a district representative, audiologist, the classroom teacher, and other related service providers. Other invited members may include the principal, audiologist, etc.
Role of the Educational Interpreter

The long-term goal for every deaf student is to be a skilled and independent consumer of interpreting services. Toward this end, the responsibilities of the educational interpreter shift over time as the student’s responsibility for his/her own appropriate use of interpreting services increases. This shift is illustrated in the accompanying diagram.3

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3 Adapted from model developed by Dennis Davino, Orange County Department of Education, 1985.
Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf
<table>
<thead>
<tr>
<th>Student</th>
<th>Educational Interpreter</th>
<th>Classroom Teacher</th>
<th>Teacher of the Deaf/ HH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses best communication skills possible.</td>
<td>Provides sign-to-voice, voice-to-sign, sign-to-print and print-to-sign interpretation, among students, teachers, peers, and others.</td>
<td>Consults with the teacher of the deaf/hard of hearing and the educational interpreter to learn about the student’s communication needs.</td>
<td>Meets with the educational team to identify the student’s needs for interpreting, notetaking and tutoring and to review the student’s academic progress and interpreter service use skill. Keeps the educational team members apprised of appropriate information.</td>
</tr>
<tr>
<td>Pays attention during instruction.</td>
<td>Encourages direct communication among students, teachers, peers and others.</td>
<td>Checks with the student to be sure he/she understands the material.</td>
<td>Keeps the educational interpreter informed about IFSP/IEP communication goals or other goals that may affect interpretation.</td>
</tr>
<tr>
<td>Engages in conversation with the interpreter only when appropriate.</td>
<td>Interprets school related activities including assemblies, lectures, films, discussions, etc.</td>
<td>Keeps the teacher of the deaf/hard of hearing and the educational interpreter informed of progress/concerns regarding communication with the student who is deaf or hard of hearing.</td>
<td>Works with the educational team to establish procedures for using an educational interpreter within specific settings.</td>
</tr>
<tr>
<td>Communicates directly/directs questions the teacher/presenter.</td>
<td>Interprets in a manner appropriate for the student(s).</td>
<td>Will use captioned media whenever possible</td>
<td></td>
</tr>
<tr>
<td>Notifies the appropriate staff person in advance if he/she cannot attend class.</td>
<td>Works with the educational team to establish procedures for using an educational interpreter within specific settings.</td>
<td>Uses helpful visual aids for classroom instruction, such as writing assignments and test dates on the board and facing the students when speaking; considers light and glare factors when making seating arrangements.</td>
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</tr>
<tr>
<td>Discusses the need for a notetaker with the teacher of the deaf/hard of hearing and/or the mainstream teacher as needed.</td>
<td>Considers and consults with the teacher and the student regarding environmental factors (i.e., lighting, student and interpreter placement, visuals, etc.).</td>
<td>When informed, notifies the appropriate staff person of student absence and/or any changes in schedule.</td>
<td></td>
</tr>
<tr>
<td>Asks the educational interpreter for clarification of the interpretation when needed.</td>
<td>Meets with the mainstream teacher to discuss communication needs.</td>
<td>Notifies the interpreter in advance when media will be used or when a special event is scheduled.</td>
<td></td>
</tr>
<tr>
<td>Places him/herself in the seat best suited for their communication needs.</td>
<td>Is aware of student’s IFSP/IEP objectives regarding communication needs.</td>
<td>Notifies the interpreter and the teacher of the deaf/hard of hearing if issues arise in connection with interpreting.</td>
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<tr>
<td>Notifies appropriate staff person when going on field trips or special events are planned.</td>
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<tr>
<td>Request interpreter services for extra-curricular school activities.</td>
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<tr>
<td>Student Assessments</td>
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<tr>
<td><strong>Student</strong></td>
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<tr>
<td>- Completes assessments in a timely and accurate manner; requests accommodations and modifications when appropriate.</td>
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<td>- Requests clarification from the assessment administrator.</td>
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<tr>
<td>- Requests interpreting services as needed for print-to-sign, sign-to-print.</td>
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</table>

| **Educational Interpreter** |
| - Is aware of state guidelines and allowable accommodations. Has met with the IFSP/IEP team regarding specific student testing accommodations and modifications. |
| - Interprets oral and/or written evaluation/test materials (directions and questions) as appropriate and allowed. |
| - Interprets student responses and print-to-sign requests as needed. Consults with the mainstream teacher and the teacher of the deaf/hard of hearing regarding the accommodations and/or modifications of materials for deaf and hard of hearing students during assessments. |

| **Classroom Teacher** |
| - Consults with the educational interpreter and the teacher of the deaf/hard of hearing regarding the special needs of deaf and hard of hearing students during assessments. |
| - Is aware of state guidelines and allowable accommodations. Has met with the IFSP/IEP team regarding specific student testing accommodations and modifications. |

| **Teacher of the Deaf/Hard of Hearing** |
| - Consults with the educational interpreter and the mainstream teacher regarding the accommodations and/or modifications of materials for deaf and hard of hearing students during assessments. |
| - Completes annual, individual evaluations of student progress as required. |
| - Completes testing evaluation in compliance with three-year eligibility requirement. |
| - Is aware of state guidelines and allowable accommodations. Has met with the IFSP/IEP team regarding specific student testing accommodations and modifications. |
### Planning

<table>
<thead>
<tr>
<th>Student</th>
<th>Educational Interpreter</th>
<th>Classroom Teacher</th>
<th>Teacher of the Deaf/Hard of Hearing</th>
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<tbody>
<tr>
<td>• Acts as a self-advocate, informing team members of any special needs/events in the educational environment.</td>
<td>• Acts as a member of the educational team, stays informed about the student’s identified goals (as stated in the IFSP/IEP).</td>
<td>• Acts as a member of the educational team, staying informed about the student’s identified goals (as stated in the IFSP/IEP).</td>
<td>• Acts as a member of the educational team, staying informed about the student’s identified goals (as stated in the IFSP/IEP).</td>
</tr>
<tr>
<td>• Notifies the educational interpreter, teacher of the deaf/hard of hearing or classroom teacher of any signs/concepts that are unfamiliar to him/her.</td>
<td>• Consults with the supervisor to establish educational interpreter preparation time and break(s) during work hours.</td>
<td>• Works with the interpreter to establish educational interpreter preparation and break times during work hours.</td>
<td>• As a member of the IFSP/IEP team, identifies and develops appropriate goals and objectives for student’s IFSP/IEP.</td>
</tr>
<tr>
<td>• When presenting reports/assignments before an audience, the student(s) will provide the educational interpreter with copies or other information prior to the date of the presentation, giving the interpreter time to prepare.</td>
<td>• Asks the classroom teacher, in advance, for the week’s lesson plans, including audio and visual materials, in order to prepare for interpreting.</td>
<td>• Provides materials to the educational interpreter for preparation purposes. These materials may include lesson plans, handouts, movies, tests, videotapes, etc., and other modified curricula from the teacher of the deaf/hard of hearing.</td>
<td>• Consults with the interpreter and classroom teacher to establish educational interpreter preparation and break times during work hours.</td>
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<tr>
<td>• Obtains class texts, handouts, or other instructional materials as needed.</td>
<td>• Previews instructional materials, films/videos as needed.</td>
<td>• Regularly meets with the teacher of the deaf/hard of hearing to discuss student’s progress.</td>
<td>• Provides supplemental information and materials as related to modified curricula (to the student, classroom teacher, and the educational interpreter).</td>
</tr>
<tr>
<td>• Develop and implement strategies on how to best provide access through interpreting services when technology is used, i.e. Smartboards, YouTube, etc.</td>
<td>• Develop and implement strategies on how to best provide access through interpreting services when technology is used, i.e. Smartboards, YouTube, etc.</td>
<td>• Regularly meets with the educational interpreter to discuss interpreting needs.</td>
<td>• Regularly meets with the educational interpreter to discuss as appropriate: interpreting, tutoring, communication issues, and cross-cultural communication as related to specific IFSP/IEP objectives.</td>
</tr>
<tr>
<td>• Meets with the teacher of the deaf/hard of hearing on a regular basis to discuss, as appropriate: progress in tutoring sessions; report concerns and emerging student needs; discuss issues regarding interpreting services, communication facilitation, and cross-cultural communications; other issues that may arise.</td>
<td>• Regularly meets with the teacher of the deaf/hard of hearing to discuss student’s progress.</td>
<td>• Regularly meets with the educational interpreter to discuss interpreting needs.</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Educational Interpreter</td>
<td>Classroom Teacher</td>
<td>Teacher of the Deaf/ Hard of Hearing</td>
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<td>• Attend and participate in the annual IFSP/IEP meetings as appropriate. Transition age students must be invited. If the student does not attend the meeting, the school district must take other steps to ensure that the student’s preferences and interests are considered.</td>
<td>• As a member of the IFSP/IEP team, attends IFSP/IEP meetings convened by the IFSP/IEP manager, either as an interpreter only or a participant only, as appropriate.</td>
<td>• Attend and participate in IFSP/IEP meetings convened by the IFSP/IEP manager.</td>
<td>• Attend and participate in IFSP/IEP meetings convened by the IFSP/IEP manager.</td>
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<td>• As an IFSP/IEP team member, works with the team to establish goals and objectives related to communication issues and accommodations related to interpreting services and interpreter role.</td>
<td>• Works with the IFSP/IEP team to establish goals specific to the student needs which may include: academic, social, and communication.</td>
<td>• Works with the IFSP/IEP team to establish goals specific to the student needs which may include: academic, social, and communication.</td>
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<tr>
<td></td>
<td>• As an interpreter, provides interpretation during IFSP/IEP meetings.</td>
<td>• Works with the IFSP/IEP team to establish accommodations and modifications related to interpreting services and interpreter role.</td>
<td>• Works with the IFSP/IEP team to establish accommodations and modifications related to interpreting services and interpreter role.</td>
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<td></td>
<td>• On the IFSP/IEP, the term “educational interpreter” is noted as a “related service.”</td>
<td>• Informs and consults with the educational interpreter regarding IFSP/IEP goals and objectives.</td>
<td>• Ensures that the interpreter services are listed as a “related service” on the IFSP/IEP.</td>
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<tr>
<td></td>
<td>• Shares input with teacher of the deaf/hard of hearing and debriefs following the IFSP/IEP.</td>
<td>• Works with the team to establish goals related to communication.</td>
<td>• Shares input with the educational interpreter and debriefs following the IFSP/IEP meetings.</td>
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<td>• Works with the IFSP/IEP team to establish accommodations and modifications related to interpreting services and interpreter role.</td>
<td>• Keeps educational interpreters and other members of the educational team informed of parent meetings/ conferences and their outcomes, as appropriate, and invites the participation of the educational interpreter as necessary.</td>
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## Instructional Content

<table>
<thead>
<tr>
<th>Student</th>
<th>Educational Interpreter</th>
<th>Classroom Teacher</th>
<th>Teacher of the Deaf/Hard of Hearing</th>
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</thead>
<tbody>
<tr>
<td>• Participates in classroom activities and completes assignments.</td>
<td>• Provides sign-to-voice, voice-to-print, sign-to-print and print-to-sign interpretation among students, teachers, peers and others.</td>
<td>• Provides direct instruction support from the teacher of the deaf/hard of hearing and other team members as needed.</td>
<td>• Provides specially designed instruction/consultation as indicated in the IFSP/IEP.</td>
</tr>
<tr>
<td>• Asks teacher for assistance when needed.</td>
<td>• Consults with the IFSP/IEP team concerning supplemental tutoring needs of the student, if appropriate.</td>
<td>• Consults with the educational team regarding progress related to IFSP/IEP goals.</td>
<td>• Provides support to the classroom teacher and the educational interpreter in academic/behavioral areas.</td>
</tr>
<tr>
<td>• Asks for clarification when needed.</td>
<td>• Provides supplemental tutoring in accordance with the IFSP/IEP.</td>
<td>• Consults with the IFSP/IEP team concerning supplemental tutoring, if needed.</td>
<td>• Consults with the educational team regarding progress related to IFSP/IEP goals.</td>
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<td></td>
<td></td>
<td></td>
<td>• Consults with the IFSP/IEP team concerning supplemental tutoring, if needed.</td>
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## Materials and Assistive Technology

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<thead>
<tr>
<th>Student</th>
<th>Educational Interpreter</th>
<th>Classroom Teacher</th>
<th>Teacher of the Deaf/Hard of Hearing</th>
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</thead>
<tbody>
<tr>
<td>Provide routine classroom supplies (e.g. pens, pencils, notebooks).</td>
<td>- In collaboration with the educational team, assists in the identification of student needs for supplemental materials and/or technology.</td>
<td>- In collaboration with the educational team, assists in the identification of student needs for supplemental materials and/or assistive technology.</td>
<td>- In collaboration with the educational team, assists in the identification of student needs for supplemental materials and/or technology as identified on the IFSP/IEP.</td>
</tr>
<tr>
<td>Requests supplemental materials and/or technology such as NCR paper, closed captioning, note taking and other equipment and services.</td>
<td>- May interpret written materials (print-to-sign, sign-to-print) as determined by the IFSP/IEP team.</td>
<td>- Provides curriculum materials to the educational interpreter for preparation purposes, which may include handouts, movies, tests and videotapes.</td>
<td>- Consults with student and classroom teacher regarding the implementation and use of assistive technology as identified.</td>
</tr>
<tr>
<td>Uses assistive technology as identified on IFSP/IEP.</td>
<td>- Supports the implementation of assistive technology as identified on the IFSP/IEP.</td>
<td>- Implements the use of assistive technology as identified on the IFSP/IEP.</td>
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### Behavior Support

<table>
<thead>
<tr>
<th>Student</th>
<th>Educational Interpreter</th>
<th>Classroom Teacher</th>
<th>Teacher of the Deaf/Hard of Hearing</th>
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<tbody>
<tr>
<td>• Complies with classroom and behavioral guidelines.</td>
<td>• Familiarizes him/herself with school and classroom guidelines and expectations for students.</td>
<td>• Establishes and enforces behavior or safety guidelines in the educational setting.</td>
<td>• Establishes and enforces behavior guidelines in the educational setting.</td>
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<td></td>
<td>• Supports and participates in the implementation of teacher and/or IEP team decisions regarding behavior management and/or behavior plan and/or class safety.</td>
<td>• Consults with the teacher of the deaf/hard of hearing and/or educational interpreter when appropriate.</td>
<td>• Consults with the mainstream teacher and/or educational interpreter when appropriate.</td>
</tr>
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<td></td>
<td>• Consults with the classroom teacher and/or the teacher of the deaf/hard of hearing when appropriate.</td>
<td>• Develop and implement behavior/safety plan when appropriate.</td>
<td>• Develop and implement behavior/safety plan when appropriate.</td>
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<td></td>
<td></td>
<td></td>
<td>• Aware of student specific behavior or safety plan.</td>
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<tr>
<td>Student</td>
<td>Educational Interpreter</td>
<td>Classroom Teacher</td>
<td>Teacher of the Deaf/Hard of Hearing</td>
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<td>Keeps school work as required by the classroom teacher or teacher of the deaf/hard of hearing.</td>
<td>Provides complete site information for substitute interpreters.</td>
<td>Completes progress reports and other district records.</td>
<td>Completes appropriate forms and reports to reflect student progress and needs according to the IFSP/IEP.</td>
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<td></td>
<td>Collects and documents information as specified by the interpreter coordinator/supervisor and/or educational team members.</td>
<td>Collects data as it pertains to the IEP and/or student needs.</td>
<td>Collects data as it pertains to the IFSP/IEP and/or student needs.</td>
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<td>Maintains log of professional development hours as directed by districts to meet state standards.</td>
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### Parent Involvement

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<thead>
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<th>Classroom Teacher</th>
<th>Teacher of the Deaf/Hard of Hearing</th>
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</thead>
<tbody>
<tr>
<td>• Communicates with parent about academic progress and school related issues.</td>
<td>• Attends meetings as requested by the educational team, as an interpreter only or as a participant only.</td>
<td>• Meets with parent in conjunction with the educational team, when appropriate, or for scheduled meetings.</td>
<td>• Meets with parent in conjunction with the educational team when appropriate, or for scheduled meetings.</td>
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<tr>
<td></td>
<td>• Suggests parent consult with classroom teacher or teacher of the deaf/hard of hearing regarding student as needed.</td>
<td>• Maintains regular contact with parent.</td>
<td>• Maintains regular contact with parent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keeps educational interpreters and other members of the educational team informed of parent meetings/conferences and their outcomes, as appropriate, and invites the participation of the educational interpreter as necessary.</td>
<td>• Keeps educational interpreters and other members of the educational team informed of parent meetings/conferences and their outcomes, as appropriate, and invites the participation of the educational interpreter as necessary.</td>
</tr>
<tr>
<td>Student</td>
<td>Educational Interpreter</td>
<td>Classroom Teacher</td>
<td>Teacher of the Deaf/Hard of Hearing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------</td>
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<td>-----------------------------------</td>
</tr>
<tr>
<td><em>When appropriate, participates in training on the use of educational interpreting services, deaf education and/or assistive listening devices or other assistive technology.</em></td>
<td><em>Provides information on the role and responsibilities of an educational interpreter in concert with the teacher of the deaf/hard of hearing.</em></td>
<td><em>Participates in inservice training to increase knowledge about students who are deaf/hard of hearing and their educational needs, interpreter inservice and assistive listening devices or other assistive technology.</em></td>
<td><em>Provides inservice regarding students who are deaf/hard of hearing and their educational needs.</em></td>
</tr>
<tr>
<td></td>
<td><em>Assists the teacher of the deaf/hard of hearing and/or the classroom teacher with teaching sign language classes, as determined by the educational team.</em></td>
<td><em>Regularly participates in professional development to increase knowledge and improve educational interpreting skills.</em></td>
<td><em>Regularly attends inservice regarding the education of deaf/hard of hearing students and assistive listening devices or other assistive technology.</em></td>
</tr>
<tr>
<td></td>
<td><em>Regularly participates in professional development to increase knowledge and improve educational interpreting skills.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Maintains log of professional development hours as directed by districts to meet state standards.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Educational Interpreter</td>
<td>Classroom Teacher</td>
<td>Teacher of the Deaf/Hard of Hearing</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Notifies the classroom teacher, the educational interpreter, and/or the teacher of the deaf/hard of hearing when falling behind in a subject area.</td>
<td>- May provide tutoring for the student (skills are outlined in Appendix D) in academic areas under the direction of the teacher of the deaf/hard of hearing or the classroom teacher.</td>
<td>- Directs tutoring for the student in conjunction with the educational interpreter and/or the teacher of the deaf/hard of hearing.</td>
<td>- Directs tutoring for the student in conjunction with the educational interpreter and/or the classroom teacher.</td>
</tr>
<tr>
<td>- Requests additional support (this request may come from the parent). IFSP/IEP team will address these concerns within the IFSP/IEP process.</td>
<td>- Consults with classroom teacher and teacher for the deaf/hard of hearing regarding the tutoring sessions.</td>
<td>- Consults with teacher for the deaf/hard of hearing and educational interpreter regarding the tutoring sessions.</td>
<td>- Consults with classroom teacher and educational interpreter regarding the tutoring sessions.</td>
</tr>
<tr>
<td>- According to student’s ability, he/she will be prepared with materials and/or questions.</td>
<td>- Directs tutoring for the student in conjunction with the educational interpreter and/or the teacher of the deaf/hard of hearing.</td>
<td>- Directs tutoring for the student in conjunction with the educational interpreter and/or the classroom teacher.</td>
<td>- Directs tutoring for the student in conjunction with the educational interpreter and/or the classroom teacher.</td>
</tr>
<tr>
<td>- Work with IFSP/IEP team to address student/parent concerns.</td>
<td>- Consults with teacher for the deaf/hard of hearing and educational interpreter regarding the tutoring sessions.</td>
<td>- Consults with classroom teacher and educational interpreter regarding the tutoring sessions.</td>
<td>- Work with IFSP/IEP team to address student/parent concerns.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR SCHOOL PERSONNEL

Recommendations for Working with Educational Interpreters in the Classroom

1. When communicating with the deaf or hard of hearing student, speak directly to her/him.
2. The interpreting task involves process time, which is necessary to ensure an accurate interpretation. To facilitate this, the speaker will need to incorporate pauses between sentences, chunks of information, or major points during instruction.
3. When posing a question to the class, wait long enough for the interpreter to sign the question before calling on a student. This gives the deaf or hard of hearing student an opportunity to respond.
4. Ensure that the deaf or hard of hearing students are paying attention and in compliance with classroom behavior expectations.
5. Create effective presentations with visual aids with sufficient time for the student to access the information; this can be accomplished by incorporating pauses, allowing time for students to look at the interpreter and then the visual aid.
6. Visual cues are helpful when identifying the speaker. Establish turn-taking procedures as a method of identification, i.e. raising hands, passing a baton, etc. Monitoring turn taking is essential for accurate interpretation.
7. It is important to provide a written format for important dates, homework assignments, deadlines and/or requirements whenever possible.
8. Taking notes and watching an interpreter simultaneously is generally not possible. Notetaking services may be an effective accommodation.

Physical Factors to Consider

To provide classroom access, the interpreter needs:

- to be in close proximity to the classroom teacher so the student who is deaf can see both the interpreter and the classroom teacher at the same time;
- to have auditory access to all information in the setting;
- to have visual access to the deaf or hard of hearing student(s);
- to reduce visual distractions; and
- to be in close proximity to students utilizing tactile interpreting.
To ensure that lighting is adequate, consider the following:

- the interpreter and all educational activities must be visible to the student;
- when lighting is modified (e.g., when showing movies, overhead transparencies), be sure the interpreter is visible to the student; and
- avoid standing in front of a window or a light source when speaking to the student. Light from windows can inhibit visual access for students.

**Preparation**

The interpreter needs time to prepare for upcoming lessons and activities. Preparation involves such activities as previewing instructional materials to gain knowledge of content in order to accurately interpret. The interpreter may need time for consultation and collaboration with teacher(s) and other members of the educational team. Prep time should be incorporated into the educational interpreter’s daily schedule as determined by the administrator with consideration of their schedule and duties.

**Scheduling to Avoid Overuse Injury**

A clearly outlined schedule of the interpreter’s work activities is required, including lunch and break times. Prolonged interpreting without a break introduces a health risk for the interpreter in the form of Cumulative Trauma Disorder, an orthopedic disorder resulting from continuous, repetitive movements. The interpreter’s schedule should be designed in conjunction with the classroom teacher, with interpreting breaks in order to reduce this risk. A team interpreter may be assigned for situations that require interpreting for prolonged periods. For further information, consult with your Regional Program.

**Staff Development**

Professional growth opportunities are essential for educational interpreters to maintain and enhance their skills. OAR 581-015-2035 requires all educational interpreters to complete and document 12 hours of continuing professional development annually related to sign language interpretation (Appendix C).

Within the state of Oregon, workshops, inservices, conferences and coursework for educational interpreters are available. Regional Interpreter Coordinators and/or School District designees work closely with interpreter preparation programs and other resources to ensure that multiple opportunities exist for interpreters to meet the skill development requirements set forth by the Oregon Department of Education.
Each Regional Program has a library of resource materials such as DVDs, videotapes and books designed to assist interpreters in their skill development. Interpreter staff meetings provide opportunities for discussion and problem solving.

Refer to Appendix E for continuing educational resources and Appendix A for Regional Program contact information.
Procedures for Hiring Qualified Educational Interpreters

Recruiting and hiring qualified educational interpreting services is critical to providing communication access and a free and appropriate public education (FAPE). At least one person involved in the hiring process should be knowledgeable of the educational needs of students who are deaf or hard of hearing. In addition, at least one person should be able to evaluate the applicant’s interpreting qualifications. Contact the Regional Program in your area for assistance in this process.

OAR 581-015-2035 outlines minimum qualifications for educational interpreters (Appendix C). Regional Program staff will assist districts in recruiting, interviewing, and hiring qualified educational interpreters. A sample job description is provided as Appendix B and a Professional Aspects evaluation form as Appendix E.

The Interview Process
Specify requirements of the job:
- Communication and language needs
- Travel/transportation
- Hours
- Student needs
- Roles and responsibilities
- Extracurricular activities

1. Use a standard set of interview questions specific to the interpreter position. Contact the Regional Program for suggested interview questions.

2. 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.
Substitute Interpreters

If an educational interpreter is absent it is vitally important to provide a qualified educational interpreter as a substitute to maintain the student’s access to instruction.

Compensation

Districts are financially responsible for interpreter services in educational settings, and are encouraged to contact their Regional Program to discuss financial matters prior to hiring an educational interpreter. The Regional Program can assist local districts to establish an appropriate pay scale for educational interpreters serving students who are deaf or hard of hearing in public school settings.

Extracurricular Activities

The full participation of students who are deaf or hard of hearing within the educational setting is not limited to those opportunities that occur within the classroom. School-sponsored extracurricular activities must be made accessible through interpreter services.
INTERPRETER SUPERVISION AND EVALUATION

In order to assess the performance of an educational interpreter, it is critical to utilize a qualified evaluator of classroom interpreting. This should occur on a regular basis, and should be part of an overall quality assurance system to ensure appropriate services for students who are deaf or hard of hearing. An evaluation should have three major components:

1. Interpreting skills (see Appendix E)

2. Educational support skills
   (Appendix D is a sample form to assess an interpreter’s educational support skills.)

3. District employee work skills

Because all three of these areas are critical to the success of students who are deaf or hard of hearing in the educational setting, it is essential that the individuals providing supervision and evaluation are qualified in each of these areas. This may necessitate two different individuals providing input regarding the educational interpreter. An example might be a qualified supervisor of educational interpreters who is trained in interpreter skills assessments and a teacher of the deaf/hard of hearing skilled in educational support skills both providing input into the evaluation for the educational interpreter.

Supervision of educational interpreters is the responsibility of the school district in cooperation with the Regional Program. The respective supervisory responsibility of district and Regional Program staff needs to be clearly delineated prior to the hiring of an educational interpreter. Supervision responsibilities must be communicated to the educational interpreter and appropriate staff.
APPENDIX A

REGIONAL PROGRAMS FOR DEAF AND HARD OF HEARING

Region 1:  Counties:  
Baker, Grant, Malheur, Morrow, Umatilla, Union & Wallowa

Intermountain ESD / Eastern Oregon Regional Program
2001 SW Nye Avenue
Pendleton, OR 97801
541-96-3145

Region 2:  Counties:  
Crook, Deschutes, Gilliam, Harney, Jefferson, Sherman & Wheeler; Confederated Tribes of Warm Springs

High Desert ESD
Central Oregon Regional Program
520 NW Wall Street
Bend, OR  97701
541-693-5700

Region 3:  Counties:  
Douglas, Jackson, Josephine, Klamath & Lake

Southern Oregon Regional Program
101 N Grape St.
Medford, OR  97501
541-245-5196
www.soesd.k12.or.us

Region 4:  Counties:  
Benton, Lincoln, and Linn;  Curry, Coos, and Western Douglas

Cascade Regional Program  Cascade Regional Program/South Coast ESD
905  4th Ave SE  1350 Teakwood
Albany, OR  97321  Coos Bay, OR 97420
541-967-8822  541-269-1611
<table>
<thead>
<tr>
<th>Region 5:</th>
<th>Counties: Marion, Polk &amp; Yamhill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Willamette Education Service District</td>
</tr>
<tr>
<td></td>
<td>2611 Pringle Rd. SE</td>
</tr>
<tr>
<td></td>
<td>Salem, OR  97302-1533</td>
</tr>
<tr>
<td></td>
<td>503-588-5330</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.wesd.org">www.wesd.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region 6:</th>
<th>Counties: Clackamas, Hood River, Multnomah &amp; Wasco</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Columbia Regional Program</td>
</tr>
<tr>
<td></td>
<td>833 NE 74th Avenue</td>
</tr>
<tr>
<td></td>
<td>Portland, OR  97213-6232</td>
</tr>
<tr>
<td></td>
<td>503-916-5570</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.crporegon.org">www.crporegon.org</a></td>
</tr>
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<thead>
<tr>
<th>Region 7:</th>
<th>County: Lane</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lane Regional Program</td>
</tr>
<tr>
<td></td>
<td>200 North Monroe St.</td>
</tr>
<tr>
<td></td>
<td>Eugene, OR  97402</td>
</tr>
<tr>
<td></td>
<td>541-790-7800</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.lesd.k12.or.us/se/regional/index.html">www.lesd.k12.or.us/se/regional/index.html</a></td>
</tr>
</tbody>
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<table>
<thead>
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<th>Counties: Clatsop, Columbia, Tillamook &amp; Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Northwest Regional Education Service District</td>
</tr>
<tr>
<td></td>
<td>5825 NE Ray Circle</td>
</tr>
<tr>
<td></td>
<td>Hillsboro, OR  97124</td>
</tr>
<tr>
<td></td>
<td>503-614-1428</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nwresd.k12.or.us">www.nwresd.k12.or.us</a></td>
</tr>
</tbody>
</table>
APPENDIX B

EDUCATIONAL INTERPRETER JOB DESCRIPTION

Overview of Position

The Educational Interpreter is an integral member of the educational team serving participants and others who are hearing, deaf, or hard of hearing. The educational interpreter provides interpreting and/or transliterating in the educational environment. This environment includes classroom, laboratory, field trip, assembly and other educational sites.

Qualifications:

The Educational Interpreter must show evidence of the following:

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.

Responsibilities:

The Educational Interpreter is responsible for each of the following:

1. Communication Facilitation
   a. Interpret information accurately, conveying the thought, intent, and spirit of the speaker in a manner appropriate to the participants’ communication needs;

   b. Interpret for students, parents, and other professionals at conferences, IFSP/IEP meetings, and other school sponsored activities as authorized and appropriate;

   c. Effectively manage environmental factors;
d. Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisor;

e. Prepare for course material, including teacher lectures, videotapes, tests, etc., in order to successfully interpret for the student;

f. Demonstrate professionalism in all interactions with administrators, teachers, and staff, with parents and students, and with visitors or individuals unfamiliar with the educational setting;

g. Demonstrate professionalism in all ethical areas, especially in applying the Code of Professional Conduct (Appendix F) to the educational settings; and

h. Assist with other duties as determined appropriate by the educational team and/or supervisor.

2. Educational Support

a. Provide academic assistance under the direction of the teacher of the deaf and/or the classroom teacher;

b. Understand the student’s hearing loss and the effect of this loss on speech, language and cognitive development; apply that knowledge when providing academic assistance;

c. Provide appropriate input as requested for record keeping, program data, timesheets, etc.;

d. Keep confidential all private conversations between and with the school staff and the student(s) concerning family or personal issues (except as needed to be reported to the educational team or except when require to share with the team); and

e. Be knowledgeable of the methods of behavior management being used in the school and understand his/her role in those positions.

3. Educational Team Member Responsibility

a. Participate as a member of the educational team;

b. Have an awareness of, and help identify student goals and objectives for the IFSP/IEP;

c. Attend IFSP/IEP and/or educational team meetings either as an interpreter or as a participant of the team, but not as both;

d. Provide inservices to classroom teachers, students and staff about the roles and responsibilities of educational interpreters;

e. Explain the technical needs of interpreting, i.e., lighting, visual aids, positioning, and the challenges related to interpreting between languages;
f. Share information about social, emotional and cultural aspects of deafness; and

g. Assist in educating students, staff and others regarding hearing loss.

4. Professional Conduct and Growth

a. Function in a professional manner appropriate to the situation;

b. Dress appropriately for the profession and for the interpreting task;

c. Encourage independence in students;

d. Participate in activities, inservices, and skill building workshops to improve knowledge in interpreting/transliterating, the educational process, and Deaf culture;

e. Attend staff meetings;

f. Comply with district performance standards, evaluations, policies, and procedures;

g. Encourage positive relationships among Deaf and hearing peers, staff, and faculty members; and

h. Perform other reasonable duties during the work day that the immediate supervisor may assign.
EDUCATIONAL INTERPRETER
Professional Development Documentation

Name:__________________________  Academic Year:__________________

Phone:__________________________  E-Mail:________________________

Employer:______________________  Supervisor:_____________________

### In-Service Activities
Interpreter Skill and Knowledge Areas

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Development Activity</th>
<th>Presenter</th>
<th>Location</th>
<th># PDU/Seat Hours</th>
<th>RID CEU’s</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

12 hours required annually  Total hours  Total approved hours

Approved by:____________________________________

See back for OAR minimum standards.
See personnel file
Minimum Standards for Sign language interpreters Serving Students in Public Schools

1. Definitions. For purposes of this rule, the following definitions shall apply:
   a. “CI” means Certificate of Interpretation issued by RID.
   b. “CT” means Certificate of Transliteration issued by RID.
   c. “EI/ECSE” means Early Intervention and Early Childhood Special Education.
   d. “EIPA” means the Educational Interpreter Performance Assessment, including both the written and performance components.
   e. “NIC” means the National Interpreter Certification by RID.
   f. “Public School” means a public agency or school district or as defined in OAR 581-015-2000.
   g. “RID” means Registry of Interpreters for the Deaf, Inc.
   h. “Sign language Interpreter” means a person who provides educational interpreting services to students with hearing impairments.
   i. “Student” means a student with a hearing impairment who is:
      A. Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
      B. A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.

2. Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
   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.

3. Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.

4. Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
   a. On or after July 1, 2008, the interpreter must meet the standards required by section 3 of this rule.
   b. On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Statutory Authority: ORS 185.225 and 343.041.
Statutes Implemented: ORS 185.110 and 185.225.
EDUCATIONAL INTERPRETER
Qualification Documentation

Interpreter: _________________________  Phone: ___________________________

District/ESD: ________________________  Hire Date: _________________________

Regional Program: ____________________  Supervisor: ________________________

---

**Education**

_____ BA/BS  _____ AA/AS  Interpreting or Related Field

<table>
<thead>
<tr>
<th>Name and Address of School</th>
<th>Degree/Major</th>
<th>Graduation Date</th>
</tr>
</thead>
<tbody>
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</table>

OR

EIPA Written Test of Knowledge  Required for those without BA/BS or AA/AS in
Pass/Fail   Date________  Interpreting or Related Field: Copy of documentation
showing a passing score on the EIPA: WT.

**Documentation of Skill**

EIPA Performance Assessment  Required: Copy of EIPA performance assessment showing a
Score _______  Date _______  score of 3.5 or above.

OR

RID NIC, CI or CT Certification  Required: Official documentation from RID and
documentation of current membership in RID.

Supervisor signature/date  Interpreter signature/date

I have reviewed these documents
This interpreter:

□ Meets the minimum standard
□ Does not meet the minimum standard.

We have discussed a plan to meet the minimum by ___________ date (attach plan).

I certify that information contained in this application is true and complete. I authorize the verification of any or all information listed above.
### APPENDIX D

#### OBSERVATION OF EDUCATIONAL INTERPRETER

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Interpreter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Professional Aspects</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positioning of interpreter</td>
<td></td>
</tr>
<tr>
<td>Sight Line</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
</tr>
<tr>
<td>Seating arrangement</td>
<td></td>
</tr>
<tr>
<td>Appropriate dress</td>
<td></td>
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<tr>
<td>Under the direction of the teacher of the deaf/hard of hearing, reinforces and clarifies information for the classroom teacher regarding the role and technical aspects of the interpreter.</td>
<td></td>
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<tr>
<td>Demonstrates an awareness of identified objectives for the students.</td>
<td></td>
</tr>
<tr>
<td>Keeps confidential, private conversations between the teacher and student concerning personal problems or grades.</td>
<td></td>
</tr>
<tr>
<td>Reports to appropriate personnel (teacher of the deaf/hard of hearing, mainstream teacher) knowledge of information that could be detrimental to the student, other students, or to the school.</td>
<td></td>
</tr>
<tr>
<td>Discusses problems as they arise with the appropriate person.</td>
<td></td>
</tr>
<tr>
<td>Informs the teacher of the deaf/hard of hearing of the student’s progress as part of the education team.</td>
<td></td>
</tr>
</tbody>
</table>
### Professional Aspects

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledgeable of behavior management systems and understands his/her role.</td>
</tr>
<tr>
<td>Assists in acquiring, developing, and adapting materials.</td>
</tr>
</tbody>
</table>

### During student tutoring:

- maintains student interest
- uses appropriate language level
- appropriately reinforces student behavior
- encourages student to use appropriate communication skills
- is consistent with student
- lets student know what is expected and how well he/she does
- keeps written record of student progress as directed
- Uses appropriate language level and vocabulary choices.
- Is familiar with course content.
- Uses appropriate attention-getting techniques.
- Interacts appropriately and professionally with students and staff.
- Attends inservice programs and staff meetings as directed.

### Comments:

<table>
<thead>
<tr>
<th>Interpreter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Date</th>
</tr>
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</table>
## APPENDIX E

### Supplement for Educational Interpreters

<table>
<thead>
<tr>
<th>FOR EDUCATIONAL INTERPRETER</th>
<th>Exceeds Expectations</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

### Interpreting
- Provides message equivalent interpretation
- Seeks to meet varied signing needs of students
- Matches style and affect of speakers
- Provides grammatically accurate interpretation
- Demonstrates fluency in production
- Demonstrates effective process management

### Adheres to RID Code of Professional Conduct
- Maintains confidentiality
- Maintains neutrality
- Presents self in professional manner

### Communication with Educational team
- Establishes positive rapport with students and colleagues
- Initiates as needed, follows through
- When questions or concerns arise, communicates with appropriate team member
  (Teacher of the DHH, Interpreter Coordinator and/or LRP administrator)

### Skills in Human Relations
- Adjusts to a variety of new circumstances, expectations and people
- Copes well with unexpected problems
- Has respect for other people’s skills and life experiences
- Demonstrates flexibility with others, actively listens and responds to other

### Tutoring
- Applies effective tutoring methods under direction of teachers/team
- Provides supplemental instruction when needed to augment primary instruction

### Overuse Prevention
- Attends overuse prevention activities, follows overuse prevention guidelines

### Maintains required paperwork
  (sub packets, time reports, etc)

### Implements IEP team decisions
- Adheres to district and LRP policies
- Awareness and understanding of student IEP goals and objectives
- Maintains appropriate relationships with students and staff
Comment on strengths or weaknesses evident in performance or personal abilities:

☐ Employee: This evaluation has been discussed with me. Comments:

Employee’s Signature ___________________________ Date _________________

Evaluator’s Signature ___________________________ Date _________________
APPENDIX F

Resource Links

Interpreter Resources

ASL Videos, California School for the Deaf presents various children signing, http://csdr-cde.ca.gov/category/asl-videos/

Classroom Interpreting provides information and will help answer questions about the EIPA (Educational Interpreter Performance Assessment) http://www.classroominterpreting.org

Oregon Registry of Interpreters for the Deaf http://www.orid.org/

PEPNet http://www.pepnet.org/

Registry of Interpreters for the Deaf (national) http://rid.org/

Registry of Interpreters for the Deaf ToolKit http://www.rid.org/UserFiles/File/pdfs/About_RID/For_Educational_Interpreters/Educational_Interpreting_Resources_Toolkit/Educational_Interpreting_ToolKit(1).pdf

Terp Topics, Interpreter Topics Rendered Faithfully http://www.terptopics.com/

The Interpreter’s Tapestry provides links to multiple websites that include articles, dictionaries and professional development for educational interpreters http://www.interpreterstapestry.com/edterp/5vocabulary.shtml

The National Consortium of Interpreter Education Centers http://www.nciec.org/

Western Region Interpreter Education Center http://www.wou.edu/education/sped/wrieц/

On-line Training opportunities

CEUs on the Go provides an opportunity for continuing education http://www.ceusontheego.com/


Signs of Development http://signs-of-development.org/

The Leadership Institute http://www.leadershipinstitute.biz/
**Sign Language Dictionaries**

American Sign Language Browser [http://commtechlab.msu.edu/sites/aslweb/browser.htm](http://commtechlab.msu.edu/sites/aslweb/browser.htm)


ASLpro is an Instructional and educational website used primarily as a dictionary and vocabulary. [http://www.aslpro.com/](http://www.aslpro.com/)


Embe Outreach (formerly Needs Outreach) [http://www.needsoutreach.org/](http://www.needsoutreach.org/)


APPENDIX G

NAD-RID Code of Professional Conduct

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.
EIPA Guidelines of Professional Conduct for Educational Interpreters

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This document describes obligations for educational interpreters employed in school settings. While the Code of Professional Conduct developed by the Registry of Interpreters for the Deaf (www.rid.org) and the National Association of the Deaf is a very useful document for interpreters who work with adults, interpreters who work in schools are members of an educational system. Educational interpreters are working with children with developmental needs and with constraints and requirements imposed by educational practice and law. Because of this, it is appropriate to define guidelines for professional conduct for interpreters who work in educational settings. Figure 1 diagrams the relationship the educational interpreter has within the educational system, as a related service provider who is a member of the educational team. In fact, all people who work in public schools must adhere to professional standards and guidelines. In comparison, professional codes of conduct developed for adult consumers focusing on issues of autonomy and independence. In the case of educational interpreters, many of the rules and guidelines are defined by federal and state law, or by educational practice, not by an external professional organization. The school, and ultimately in many cases, the state and federal government, defines standards of practice. The educational interpreter is obligated to follow these standards, as a member of an educational team. The consequence of violating these rules is not merely expulsion from a professional organization. The school itself has an obligation to ensure that its employees follow the laws and regulations, especially in the case of children whose education is protected under federal law, the Individuals with Disabilities Act, or IDEA '04.

For the purposes of this document, the term interpreter refers to both interpreters and transliterators. The following presents professional guidelines for educational interpreters.
General Expectations

Interpreters who work in the public schools as a related service provider are members of an educational team. As an adult in a student’s educational life, the interpreter cannot avoid fostering or hindering development. Because of this, adults who work with children and youth often adapt their behavior and interaction to the maturity level of the student. This is also expected of interpreters. All children, deaf and hearing, are learning to be a member of a group, what is expected of them, how to follow formal instruction, and how to interact with peers. Schools foster broad development of children and youth, not just their intellectual development. Interpreters who work in public schools are an aspect of this broad development, and because of this, they should adapt to the maturity level and expectations for students at the various developmental levels.

Unfortunately, there is little research to provide guidance about when it is appropriate to use an interpreter with a child. What little we know from testimonials and anecdotal reports is that it may require a certain cognitive sophistication to use an interpreter. For very young children, such as preschoolers, it may not be appropriate to use an interpreter but instead it may be more appropriate to have a language mentor who can communicate with the child directly. Consequently, any discussions regarding the use of an interpreter with a student should include a discussion of whether the student is developmentally ready to use an interpreter. In addition, for all children and youth, it is appropriate and necessary to help students understand and assume responsibility about how the interpreter is used. All children and youth who receive interpreting services should be taught how to use and manage their learning via an educational interpreter. In fact, learning to use an interpreter is an essential aspect of development of a student.
who is deaf and hard of hearing. As children grow older, they can increasingly participate using an interpreter as well as managing their learning with an interpreter.

Students with language skills that are delayed need a skilled interpreter, contrary to educational practice in some schools. Interpreters who are not skilled are deleting and distorting aspects of language and classroom concepts essential for children to continue developing language. For students who are either delayed in language and still acquiring language, schools should consider allowing the student time with a fluent language role model, so that the interpreter is not the sole language model for the student. These guidelines assume that an interpreter has met the minimum qualifications to effectively provide an interpretation of the educational program. This means that the interpreter should achieve at least a minimum level 3.5 on the EIPA, as well as having post-secondary training. A Bachelor's degree in educational interpreting or a related field is recommended. An individual with an EIPA below 2.5 should not be interpreting because the classroom content will not be even adequately communicated and the student will miss and misunderstand a large amount of the classroom information. The minimum level of 3.5 is truly a minimum level. Most professionals who are knowledgeable about interpreting for a developing child would acknowledge that interpreters must have skills above a minimum level of an EIPA 3.5. But they recognize that requiring a higher standard (e.g., 4.0 or greater) may not be realistic at this time. Therefore requiring that an interpreter demonstrate skills at an EIPA level of 3.5 or greater is not a "Cadillac of services". It is a minimum level of competency.

Schools and school districts typically have guidelines and policies for professional behavior and conduct. First and foremost, an educational interpreter is a member of the educational team and school community. As a related service provider in a school, the educational interpreter should be familiar with policies, procedures, and ethics for professional conduct within the school setting. In these policies, there are specific guidelines for understanding confidentiality among educational team members, reporting child abuse, and exercising professional judgment. Some of these policies are dictated by state and federal law regarding all students, and are required of all individuals working in a school. Others are dictated by laws protecting the educational rights of students who are deaf and hard of hearing. Educational interpreters should request a copy of the policies and procedures handbook from their supervisor. In addition, they should discuss any situation where they are not certain how to handle an issue, or how they handled an issue in the past, with a supervisor. Any evaluation should consider the interpreter as a member of the educational community as well as their ability to interpret.

Legal Requirements for All Individuals Working in Public Schools

All individuals who work in a public school must report any suspicions of child abuse or neglect to the proper authorities. Always know and follow your school policy regarding this or you may be held legally responsible. Interpreters should inform students that they must report any conversations where the student admits to unlawful activity, such as drug and alcohol abuse, bringing weapons to school, etc. Typically, this is required of all school personnel. The student should understand
that communications with the interpreter outside of class are no different than communications with teachers and other school personnel. Any communication that occurs outside of the interpreted classroom activity is not confidential.

Interpreters should always act to protect the safety of all students in the classroom, not just the student who is deaf or hard of hearing. This means that the interpreter may need to stop interpreting if intervention is needed because there is a reason to believe that someone will be injured. The interpreter can explain the situation after the danger is passed. Except for emergency situations, the interpreter should not be put in charge of the mainstream class.

Working with a Student Whose Education is protected under Federal IDEA, Which is any Student who has an IEP

Following federal law (IDEA), all decisions regarding the student's educational program are made within the context of the educational team, as identified in the student's IEP. Generally, for a student who is deaf or hard of hearing, members of the educational team may include: a teacher of the deaf, a regular classroom educator, a speech pathologist, or an audiologist. In addition, parents or legal guardians are also obligatory members of the IEP team. The educational interpreter should be a member of this team and should understand the educational goals for the student.

The educational Interpreter is a member of the educational team

Interpreters should participate in all IEP meetings concerning students they work with. The educational interpreter shall either interpret or participate in meetings such as staff meetings, IEP meetings, and staffings, but should not do both. Interpreters can provide valuable contributions about how the student is functioning with an interpreter and can answer questions and address concerns related to a student's communication needs. However, educational interpreters typically have no specialized training in language or communication assessment, so they should work with other professionals who are qualified to conduct assessments. Despite this, the educational interpreter can often share useful observations. In general, as a member of the educational team, the interpreter can provide information regarding interpreting, classroom interaction, and tutoring.

Communication with the student's family should be in the context of the educational team. In general, interpreters should direct most parent questions to the appropriate professional, which may include questions regarding a student's progress in class, homework assignments, tardiness, and absenteeism.

If the educational interpreter is also functioning with a particular student as a tutor, this person may discuss the student's performance in the tutoring session. This may include tutoring strategies. (e.g., interpreters, teachers, or supervisors) who are directly responsible for the educational program of the deaf or hard of hearing students. Other information that may be important for the educational team to know include anything that may impact a student's performance or learning, such as tardiness, effects of medication, fights with peers, or inattentiveness in class. Some examples of questions that are appropriate for an interpreter may include:

The educational interpreter shall either interpret or participate in meetings such as staff meetings, IEP meetings, and staffings, but should not do both.
• How does the Deaf or hard of hearing student communicate with the teacher, other school personnel and his peers?
• What are the interpreter’s observations concerning the student’s language and preference for communication mode?
• How well does the Deaf or hard of hearing student attend to the educational interpreter?
• What interferes with being able to interpret the classroom? Are there aspects of classroom management and interactions that mediate or moderate learning?
• What modifications to the teacher’s message does the interpreter routinely make? Is the interpreter making decisions to simplify the teacher’s language and concepts, and for what reasons? Is the interpreter fingerspelling as is appropriate or using general signs due to a belief that the student would not comprehend fingerspelling?

The interpreter should understand the educational goals for a student he or she works with. Even though the interpreter is not the teacher, understanding the annual goals and the daily objectives will help the interpreter do a better job. The interpreter should be prepared to assist with support and implementation of educational goals in the classroom.

The educational interpreter may be asked to use American Sign Language or a particular system of Manually Coded English. If the interpreter has concerns about his or her skills with regard to this assignment, these concerns should be discussed with the supervisor. If the educational interpreter disagrees with the decisions of the educational team in terms of the use of a particular system of sign communication (e.g., SEE II, PSE, ASL) for a student, the interpreter should discuss this with the educational team.

An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area.

Standardized testing is a critical aspect of assessing the student’s achievement. Because of this, the interpreter should have preparation time to discuss test administration with a professional knowledgeable about students who are deaf or hard of hearing and about the specific test. There are some interpreting practices that may invalidate test results or may overly assist the student. On occasion, the educational team may decide that a student who is deaf or hard of hearing should have an alternate method of testing. The educational interpreter should be familiar with, and competent to make the language used on a test as accessible as possible to the deaf or hard of hearing student.

Tests, projects, and evaluations produced by the classroom teacher should be discussed with that teacher to help determine what can or cannot be explained. For example, the student may be required to know some vocabulary, while other terms may be secondary to the concept. The classroom teacher should decide this. If the teacher’s main interest is whether the student understands the concepts, without interference from reading skills, the teacher may choose to have the interpreter provide an interpretation of the test questions.

It should be noted that interpreters vary widely in their understanding of issues surrounding the education of students who have a hearing loss. Because there is typically no degree requirement for educational interpreters, and because many interpreter training programs have little coursework in educational issues, the educational team cannot assume that the
The interpreter is qualified to serve as a consultant or a resource. However, when an interpreter is knowledgeable, she can provide inservice training to both staff and peer students in their role in the classroom.

**Guidelines for Interpreters Who Work with Students**

All adults in an educational setting have the responsibility of fostering social development, in addition to more formal academic learning. While the interpreter must maintain an impartial role when interpreting, like the classroom teacher, she is also an adult role model for a developing student. Because of this, it is important for the interpreter to maintain a relationship with the student that is appropriate to the student's age and the academic setting. This includes maintaining rapport with students while also preserving professional boundaries. It is not appropriate to consider the student your friend or confidant. Inappropriate relations with a student may be grounds for dismissal.

It is important to recognize that the interpreter works for the educational program, not for the deaf or hard of hearing student or the family. The interpreter's goal is to facilitate communication between deaf and hearing people and to communicate clearly what each individual says. Because of this, it is important to maintain a healthy relationship with all adults and students in the interpreted classroom. Hearing students often need help negotiating an interpreted conversation, and that communication is equally important in a student's educational life. All students and staff should be helped to understand the roles and boundaries of the interpreter. All people should be encouraged to speak directly to the student and not to the interpreter. Decisions regarding whether a student needs an interpreter to communicate with teachers and peers should be made with input from the entire community, not just the student who is deaf or hard of hearing.

Educational interpreters should have preparation time to review lesson goals and vocabulary or to consult with educational team members. An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area. For technical classes, such as biology, geometry, and computer science, it often takes time for an interpreter to develop the specialized vocabulary necessary to understand the content.

It is not appropriate for the interpreter to share attitudes and opinions with the student about other adults in the school environment. Regardless of whether the interpreter views the message as being incorrect, incomplete, morally inappropriate, or lacking in direction, the interpreter is not at liberty to communicate her opinions to the students.

There are many factors that impact the accuracy of an interpretation, such as visual distractions, the interpreter's skills and knowledge, as well as the teacher's style of instruction. Ultimately, it is the interpreter's responsibility to inform the teacher and/or the student when concerned about the completeness of an interpreted message. The interpreter should inform the student and the teacher if he or she feels that the teacher's message was not communicated accurately.

It is assumed that all verbal communication as well as environmental sounds will be signed when appropriate and that all signed communication will be voiced when appropriate. There may be situations when it is impossible or inappropriate to interpret all communication and sounds. Decisions regarding what to represent and what to disregard should be discussed with the classroom teacher.
Some deaf or hard of hearing students may not fully understand the interpretation of an English message due to differences in culture, language, or experience. It is appropriate for educational interpreters to clarify bits of information that fit into this category (e.g., hearing-culture jokes, certain English vocabulary which does not translate well). However, this is to be done on a limited basis for the benefit of clear communication and should not interfere with the teacher's message.

While the interpreter is responsible for interpreting, like all adults in an educational environment, he or she is also responsible to the school's discipline goals. The classroom teacher determines the philosophy of discipline for the classroom. The extent to which the interpreter should participate in classroom discipline of all students should be discussed with the classroom teacher. For the most part, discipline should be administered by the classroom teacher.

The Deaf or hard of hearing student should be allowed the freedom to make choices and to learn as independently as possible. However, it is not appropriate for the interpreter to disregard highly inappropriate behavior from any student in the classroom. From a developmental perspective, all students should know that adults are consistent in their judgment of inappropriate behavior as well as their response to it.

It is not the interpreter's role to protect the student from discipline or failure. With regard to homework, fooling around, persistent lack of attention, and failure to participate appropriately, the deaf or hard of hearing student should be treated like all other students in the classroom. The Deaf or hard of hearing student should be allowed the freedom to make choices and to learn as independently as possible (as the hearing students do). The interpreter should not help the student with work, unless explicitly acknowledged by the educational team. This should be considered tutoring and follow tutoring guidelines (see Tutoring Section).

The interpreter should clarify his or her role to any member in the school setting, including the deaf or hard-of-hearing student. It is appropriate for the interpreter to help deaf and hearing students understand the role of an interpreter. This may involve giving clues to a student or explicitly informing the student of how to handle an interpreted situation. The student should be guided to assume more responsibilities for directing the interpreter as he or she becomes more mature.

Students who are deaf and hard of hearing are very dependent on their vision. When the teacher is talking, it may be necessary for a student to also look at a picture, graph, or other sources of information. This can easily create barriers to learning in that the student has to look at too many competing sources of information. The interpreter should work with the classroom teacher to ensure that all educational content, language and visual information are accessible to the student. In addition, the interpreter should be aware that:

- Eye fatigue will be experienced by the student.
- All students vary in their attention span and tendency to be distractible, and this changes as children mature.
- All instructional and non-instructional stimuli will be in competition for the student's attention. The student cannot be expected to attend to everything at the same time. Because of this, the student may occasionally look away from the interpreter.
- An interpreter may need to adjust communication depending on a student's need to rest their eyes momentarily.
- For a student who is young, a subtle cue from the interpreter may be
necessary to help the student re-focus attention.

- If a student is consistently inattentive, it should be discussed with the classroom teacher and the educational team. Initially, the classroom teacher should address the problem with the student directly. If necessary, the educational team may assist the student in learning about how to use interpreting services.

The primary mode of learning for many students who are hard of hearing or students with cochlear implants is through the auditory channel, with the interpretation providing critical supplemental information. This student may choose to watch the teacher, using the interpreter to provide missed information or to verify information received. Because of this, the interpreter should continue to interpret even if the student chooses to watch the teacher.

An educational interpreter shall consider the following information about an assignment to determine if his or her skills are adequate for the assignment:

- the age level of the student,
- the content of the various classes,
- situations calling for special interpreting skills (i.e. films, assembly programs)
- the student’s language skills
- the interpreter’s language skills (ASL, PSE, MCE, spoken and written English)
- The student’s sign language preference (ASL, PSE, MCE, spoken and written English)

Interpreters should continue to develop knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. All professionals should take part in continuing education activities, both general to education and specific to interpreting. In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreters should be improving their skills and knowledge continually. Interpreters should be aware of continuing education requirements in their state.

Interpreters shall dress in a professional manner that is appropriate to the setting. An interpreter’s appearance needs to be non-distracting in order to prevent eye fatigue among the Deaf and hard of hearing students. Clothing should be of contrasting color to the skin and pattern free. Jewelry should not be distracting. Facial hair should be trimmed to allow clear viewing of lip movements. The style of dress should be consistent with that of the classroom teachers.

**Tutoring**

In many schools, educational interpreters are asked to tutor the deaf or hard of hearing student. Typically, interpreters are not trained to tutor, so training and supervision are essential. There are advantages to having the educational interpreter conduct tutoring. It allows direct communication during tutoring, which is preferable to interpreted communication. The interpreter often knows the student and classroom materials. The interpreter also understands aspects of how hearing loss affects language and interaction.

There are also disadvantages. It may be difficult for the student or the interpreter to separate roles and responsibilities associated with tutoring from those associated with interpreting. This may mean that the student and the interpreter assume that they are

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constantly in the role of interpreter/tutor, rather than two distinct roles. The student may become overly dependent on the interpreter. The interpreter may not have sufficient grasp of the content or tutoring techniques to be effective. Also, if the student failed to understand classroom concepts because of a poor interpretation or lack of sign vocabulary, the interpreter may not be able to communicate the concepts during tutoring either. If the educational interpreter is asked to tutor, the following guidelines should be followed:

- The interpreter should not tutor if it interferes with the primary responsibility of interpreting.
- Tutors should receive training, which includes understanding effective tutoring techniques as well as an understanding of the subject matter.
- Tutoring should be conducted under the supervision of the classroom teacher. Under no circumstances should interpreters develop their own lesson plans or determine what should be tutored.
- Tutoring is not a substitution for effective interpreting. A student should not be tutored separately unless there is a clear educational need for it, as determined by the educational team.
- The interpreter should make it clear to the student when a role other than interpreter is assumed, such as tutoring.

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