

# **Oregon Guidelines**

## **Educational Interpreting For Students Who are Deaf**

**July 2021**



**Oregon Department of Education**

## ACKNOWLEDGMENTS

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These Oregon Guidelines are the culmination of contributions from various stakeholders over the past 15+ years who share the vision of improved student outcomes, including those over the years who have called for the improved professionalization of educational interpreting. The members below represent the 2021 revision.

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**Contributing Documents:**

Professional Guidelines for Interpreting in Educational Settings National Association of Interpreters in Education, 2019

Oregon Guidelines, Educational interpreting for students who are deaf, 2012

American Sign Language Interpreter Teams Fact Sheet, NIEC 2010

Tips to Go, Laurent Clerc, National Deaf Education Center

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## INTRODUCTION

Within the interpreting profession, the specialty of *educational* interpreting has been growing rapidly. State (OAR 581-015-2035) and federal laws (IDEA) require that students who are deaf be provided a free and appropriate public education. 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 Inclusive Services (RIS) Programs in Oregon have staff with expertise in the education of children who are deaf and hard of hearing. Districts are encouraged to contact their RIS Program<sup>1</sup> when a student who is deaf or hard of hearing enters their school. The RIS Program staff will 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" will be utilized to collectively denote students who are deaf, Deaf, hard of hearing, hearing impaired, with hearing loss, and deaf/blind. The term "teacher of the deaf" will be utilized to collectively denote all teachers of the deaf/hard of hearing. The term "parent" will be utilized to collectively denote parents, guardians, foster parents.

Within the field of interpreting, it is widely acknowledged that interpreting for children and youth in educational settings is vastly different from interpreting for adults and in community settings. These Oregon Guidelines are essential to ensuring professional accountability and the provision of quality educational interpreting services for deaf students.

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<sup>1</sup> See Appendix A for a map of Oregon's Regional Inclusive Services and their contact information.

## WHAT IS AN EDUCATIONAL INTERPRETER?

This specially trained professional facilitates communication among students who are deaf, the school staff, and the hearing students. The interpreter functions as a member of the educational team per IDEA mandates and is 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 school education. The IEP/IFSP team includes the parents, a special education teacher of the deaf, and the general education teacher of the student, 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 and language therapist, OT/PT, audiologist, interpreter coordinator, psychologist, or other specialists with knowledge or special expertise regarding the student and/or the disability.

These guidelines do not address educational assistants who may be assigned to work with students communicating through sign language. There is a distinction between the role of an Educational Assistant (other job titles may be used such as signing assistant, language facilitator, paraprofessional), and the Educational Interpreter. Educational Assistants (or other like positions involving sign language) do not accurately reflect an educational interpreter's distinctive qualification and professional position, which can lead to misunderstandings regarding roles and responsibilities. In addition, these staff members 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.

### Determining the Need for an Educational Interpreter

The IFSP/IEP team who determines the student's need for interpreter services includes a teacher of the deaf, the student's parents, general education teacher and a district representative, and may include an educational interpreter.<sup>2</sup> In order to make a determination, the IFSP/IEP team will carefully consider the following factors and data including but not limited to:

- 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

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<sup>2</sup> 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.

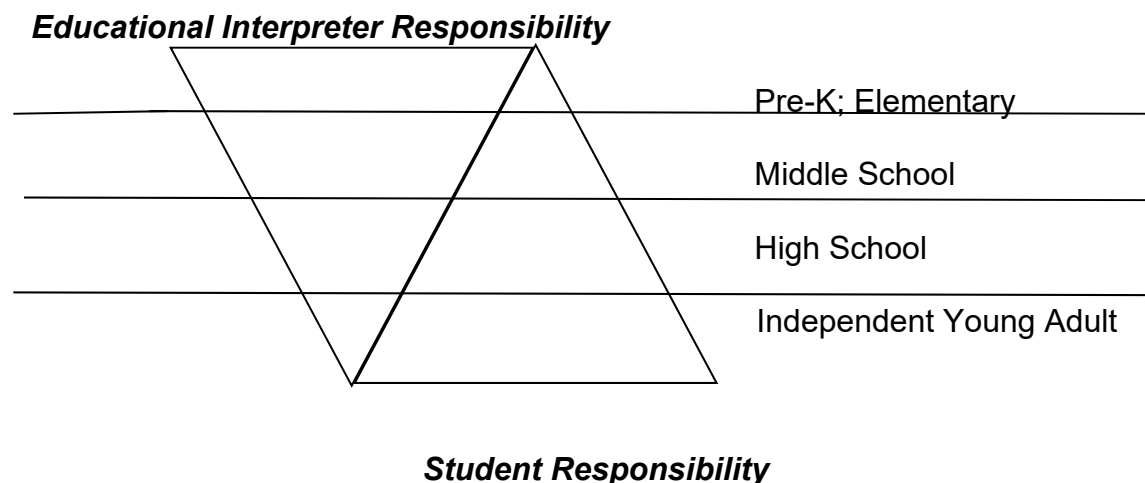
## Facilitation of Student Independence

The long-term goal for every student is to be a consumer of interpreter services who is as skilled and independent as possible. 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. While it is important to note that this diagram is an ideal progression, it should be applied according to individual student needs.

While the primary purpose of educational interpreting services is to facilitate communication access, related roles and responsibilities are often appropriate. It is not uncommon for students who are young in age, delayed in development or unfamiliar with interpreting services to require additional support directly from the educational interpreter. Educational interpreters serve as language-accessible role models so appropriate roles and responsibilities can potentially be far-reaching. It is important to emphasize though that this should not indicate that educational interpreters should be fulfilling roles or taking responsibilities beyond the scope of their professional qualifications.

Across all domains, educational interpreters are expected to foster independence by reducing the level of extraneous support provided as students mature, preparing them to be autonomous consumers of interpreting services as adults.

This shift is illustrated in the accompanying diagram.



Adapted from model developed by Dennis Davino, Orange County Department of Education, 19

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Communication Facilitation

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Engages in conversation with the interpreter only when appropriate.</li> <li>● Communicates directly/directs questions with the teacher/presenter.</li> <li>● Notifies the appropriate staff person in advance, if he/she cannot attend class.</li> <li>● Discusses the need for a note taker with the teacher of the deaf and/or the mainstream teacher as needed.</li> <li>● Asks the educational interpreter for clarification of the interpretation when needed.</li> <li>● Places him/herself in the seat best suited for their communication needs.</li> <li>● Notifies appropriate staff person when going on field trips or special events are planned.</li> <li>● Requests interpreter services for extra-curricular school activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides sign-to-voice, voice-to-sign, sign-to-print, and print-to-sign interpretation, among students, teachers, peers, and others.</li> <li>● Encourages direct communication among students, teachers, peers and others.</li> <li>● Interprets school related activities including assemblies, lectures, films, discussions, etc.</li> <li>● Interprets in a manner appropriate for the student(s).</li> <li>● Works with the educational team to establish procedures for using an educational interpreter within specific settings.</li> <li>● Considers and consults with the teacher and the student regarding environmental factors (i.e., lighting, student and interpreter placement, visuals, etc.).</li> <li>● Meets with the general education teacher to discuss communication needs.</li> <li>● Supports student's IFSP/IEP objectives regarding communication needs.</li> <li>● Is a language model for the student?</li> </ul>	<ul style="list-style-type: none"> <li>● Meets with the teacher of the deaf and the educational interpreter to learn about the student's communication needs.</li> <li>● Checks with the student to be sure he/she understands the material.</li> <li>● Keeps the teacher of the deaf and the educational interpreter informed of progress/concerns regarding communication with the student who is deaf.</li> <li>● Will use captioned media whenever possible</li> <li>● 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, glare factors and seating.</li> <li>● When informed, notifies the appropriate staff person of student absence and/or any changes in schedule.</li> <li>● Notifies the interpreter when media will be used or when a special event is scheduled.</li> <li>● Notifies the interpreter and the teacher of the deaf if issues arise in connection with interpreting.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 services needed. Keeps the educational team members apprised of appropriate information.</li> <li>● Keeps the educational interpreter informed about IFSP/IEP communication goals or other goals that may affect interpretation.</li> <li>● Works with the educational team to establish procedures for using an educational interpreter within specific settings.</li> </ul>



## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Student Assessments

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Completes assessments in a timely and accurate manner, requests accommodations and modifications when appropriate.</li> <li>● Requests clarification from the assessment administrator.</li> <li>● Requests interpreting services as needed for print-to-sign, sign-to-print.</li> </ul>	<ul style="list-style-type: none"> <li>● Is aware of state guidelines and allowable accommodations. Has reviewed the IFSP/IEP regarding specific student testing accommodations and modifications.</li> <li>● Interprets oral and/or written evaluation/test materials (directions and questions) as appropriate and allowed</li> <li>● Interprets student responses and print-to-sign requests as needed. Consults with the general education teacher and the teacher of the deaf regarding the accommodations and/or modifications of materials for deaf and hard of hearing students during assessments.</li> <li>● Completes state and district training.</li> </ul>	<ul style="list-style-type: none"> <li>● Consults with the educational interpreter and the teacher of the deaf regarding the special needs of deaf students during assessments.</li> <li>● Is aware of state guidelines and allowable accommodations. Has met with the IFSP/IEP team regarding specific student testing accommodations and modifications.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Completes annual, individual evaluations of student progress as required.</li> <li>● Completes testing in compliance with three-year eligibility requirement.</li> <li>● Is aware of state guidelines and allowable accommodations. Has met with the IFSP/IEP team regarding specific student testing accommodations and modifications.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Planning

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Acts as a self-advocate, informing team members of any special needs/events in the educational environment.</li> <li>● Notifies the educational interpreter, teacher of the deaf or classroom teacher of any signs/ concepts that are unfamiliar to him/her.</li> <li>● When presenting reports/assignments before an audience, the student(s) will provide the educational interpreter with copies or other information, giving the interpreter time to prepare.</li> </ul>	<ul style="list-style-type: none"> <li>● Acts as a member of the educational team, stays informed about the student's identified objectives (as stated in the IFSP/IEP).</li> <li>● Consults with the supervisor to establish educational interpreter preparation time and break(s) during work hours.</li> <li>● Asks the classroom teacher, in advance, for the week's lesson plans, including audio and visual materials, in order to prepare for interpreting.</li> <li>● Obtains class texts, handouts, or other instructional materials as needed.</li> <li>● Previews instructional materials, and media as needed.</li> <li>● Develop and implement strategies how to best provide access through interpreting services when technology is used, i.e. Smartboards, YouTube, etc.</li> <li>● Meets with the teacher of the deaf on a regular basis to discuss:               <ul style="list-style-type: none"> <li>φprogress in tutoring sessions;</li> <li>φreport concerns and emerging student needs</li> <li>φdiscuss issues regarding interpreting services, communication facilitation, and cross-cultural communications</li> <li>φother issues that may arise.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Acts as a member of the educational team, staying informed about the student's identified objectives (as stated in the IFSP/IEP).</li> <li>● Works with the interpreter to establish educational interpreter preparation and break times during work hours.</li> <li>● As a member of the IFSP/IEP team, identifies and develops appropriate goals and objectives for the student's IFSP/IEP.</li> <li>● 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.</li> <li>● Regularly meets with the teacher of the deaf to discuss student's progress.</li> <li>● Regularly meets with the educational interpreter to discuss interpreting needs.</li> <li>● Develop and implement strategies how to best provide access through interpreting services when technology is used, i.e. Smartboards, YouTube, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Acts as a member of the educational team, staying informed about the student's identified objectives (as stated in the IFSP/IEP).</li> <li>● As a member of the IFSP/IEP team, identifies and develops appropriate goals and objectives for student's IFSP/IEP.</li> <li>● Consults with the interpreter and classroom teacher to establish educational interpreter preparation and break times during work hours.</li> <li>● Provides supplemental information and materials as related to modified curricula (to the student, classroom teacher, and the educational interpreter).</li> <li>● Regularly meets with the classroom teacher(s), and/or special education teacher(s) to discuss the student's progress.</li> <li>● Regularly meets with the educational interpreter to discuss :               <ul style="list-style-type: none"> <li>φinterpreting</li> <li>φtutoring</li> <li>φcommunication issues, and</li> <li>φcross-cultural communication as related to specific IFSP/IEP objectives.</li> </ul> </li> </ul>

**Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf  
INDIVIDUAL FAMILY SERVICE PLAN (IFSP) INDIVIDUAL EDUCATION PLAN (IEP)**

<b>Student</b>	<b>Educational Interpreter</b>	<b>Classroom Teacher</b>	<b>Teacher of the Deaf</b>
<ul style="list-style-type: none"> <li>Attend and participate in the annual IFSP/IEP meetings as appropriate. Students 14 years and older are always invited.</li> </ul>	<ul style="list-style-type: none"> <li>As a member of the IFSP/IEP team, attends the annual IFSP/IEP meetings convened by the IFSP/IEP manager, as either an interpreter only or a participant only, as appropriate.</li> <li>As a team member, works with the team to establish goals and objectives related to interpreting services, interpreter role, and communication issues.</li> <li>As an interpreter, provides interpretation during IFSP/IEP meetings, if requested.</li> <li>On the IFSP/IEP, the term “educational interpreter” is noted as a “related service.”</li> <li>Shares input with teacher of the deaf and debriefs following the IFSP/IEP.</li> </ul>	<ul style="list-style-type: none"> <li>Attend and participate in the annual IFSP/IEP meetings convened by the IFSP/IEP manager.</li> <li>Works with the team to establish goals specific to the student needs, which may include: academic, social, communication and interpreter services.</li> </ul>	<ul style="list-style-type: none"> <li>Attend and participate in the annual IFSP/IEP meetings convened by the IFSP/IEP manager.</li> <li>Works with the team to establish goals related to communication and interpreting services.</li> <li>Informs and consults with the educational interpreter regarding IFSP/IEP goals and objectives.</li> <li>Works with the team to establish goals specific to the student needs, which may include: academic, social, communication and interpreter services.</li> <li>Ensures that the interpreter services are listed as a “related service.”</li> <li>Shares input with the educational interpreter and debriefs following the IFSP/IEP.</li> <li>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.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf

### INSTRUCTIONAL CONTENT

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Participates in classroom activities and completes assignments.</li> <li>● Asks teacher for assistance when needed.</li> <li>● Asks for clarification when needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides sign-to-voice, voice-to-sign, sign-to-print and print-to-sign interpretation among students, teachers, peers and others.</li> <li>● Provides supplemental tutoring in accordance with the IFSP/IEP team decision, under the direction of the general education teacher or the teacher of the deaf</li> </ul>	<ul style="list-style-type: none"> <li>● Provides direct instruction in all academic areas with support from the teacher of the deaf and other team members as needed.</li> <li>● Consults with the educational team regarding progress related to IFSP/IEP goals.</li> <li>● Consults with the IFSP/IEP team concerning supplemental tutoring needs of the student.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides direct instruction/consultation as indicated in the IFSP/IEP.</li> <li>● Provides support to the classroom teacher and the educational interpreter in academic/behavioral areas.</li> <li>● Consults with the educational team regarding progress related to IFSP/IEP goals.</li> <li>● Consults with the IFSP/IEP team concerning supplemental tutoring needs of the student.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Materials and Assistive Technology

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Provides routine supplies (e.g. pens, pencils, notebooks) as requested by school.</li> <li>● Requests supplemental materials and/or technology such as NCR paper, captioning, notetaking and other equipment and services</li> <li>● Uses assistive technology as identified on IFSP/IEP.</li> </ul>	<ul style="list-style-type: none"> <li>● In collaboration with the educational team, assists in the identification of student needs for supplemental materials and/or technology.</li> <li>● May interpret written materials (print-to-sign, sign-to-print) as determined by the IFSP/IEP team.</li> <li>● Supports the implementation of assistive technology as identified on the IFSP/IEP.</li> </ul>	<ul style="list-style-type: none"> <li>● In collaboration with the educational team, assists in the identification of student needs for supplemental materials and/or assistive technology.</li> <li>● Provides program materials to the educational interpreter for preparation purposes, which may include handouts, tests and media.</li> <li>● Implements the use of assistive technology as identified on the IFSP/IEP.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Consults with student, classroom teacher regarding the implementation and use of assistive technology as identified.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Behavior Support

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>Complies with school and behavioral guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Follows school and classroom guidelines and expectations for students.</li> <li>Supports and participates in the implementation of teacher and/or team decisions regarding behavior management and/or behavior plan and/or class safety with the primary role as communication facilitator.</li> <li>Consults with the classroom teacher and/or the teacher of the deaf when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and enforces behavior or safety guidelines in the educational setting.</li> <li>Consults with the teacher of the deaf and/or educational interpreter when appropriate.</li> <li>Develop and implement behavior/safety plan when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Supports behavior guidelines in the educational setting.</li> <li>Consults with the general education teacher and/or educational interpreter when appropriate.</li> <li>Develop and implement behavior/safety plan when appropriate.</li> <li>Aware of student specific behavior or safety plan.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Documentation and Progress Reports

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Maintains schoolwork as required by the classroom teacher or teacher of the deaf.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides complete site information for substitute interpreters.</li> <li>● Collects and documents information as specified by the interpreter coordinator/supervisor and/or educational team members.</li> <li>● Maintains log of professional development hours as directed by districts to meet state standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Completes progress reports and other district records.</li> <li>● Collects data as it pertains to the IEP and/or student needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Completes appropriate forms and reports to reflect student progress and needs according to the IFSP/IEP.</li> <li>● Collects data as it pertains to the IEP and/or student needs.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Parental Involvement

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>Communicates with parent about academic progress and school related issues.</li> </ul>	<ul style="list-style-type: none"> <li>Attends meetings as requested by the educational team, as an interpreter only or as a participant only.</li> <li>Refers parent to consult with classroom teacher or teacher of the deaf regarding student's progress and academics and/or any questions that may arise.</li> </ul>	<ul style="list-style-type: none"> <li>Meets with parent/guardian in conjunction with the educational team, when appropriate, or for scheduled meetings.</li> <li>Maintains regular contact with parent.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Meets with parent in conjunction with the educational team when appropriate, or for scheduled meetings.</li> <li>Maintains regular contact with parent.</li> <li>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.</li> </ul>



## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Professional Development

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>When appropriate, attends or assists with training on the use of educational interpreting services, deaf education and/or assistive listening devices or other assistive technology.</li> </ul>	<ul style="list-style-type: none"> <li>Provides information on the role and responsibilities of an educational interpreter in consultation with the teacher of the deaf.</li> <li>Assists the teacher of the deaf and/or the classroom teacher with teaching sign language classes, as determined by the educational team.</li> <li>Regularly participates in professional development to increase knowledge and improve educational interpreting skills.</li> <li>Maintains log of professional development hours as directed by districts to meet state standards.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in in-service training to increase knowledge about students who are deaf and their educational needs, interpreter in-service and assistive listening devices or other assistive technology.</li> </ul>	<ul style="list-style-type: none"> <li>Provides in-service regarding students who are deaf and their educational needs.</li> <li>Regularly attends in-service regarding the education of deaf students and assistive listening devices or other assistive technology.</li> </ul>

## Roles and Responsibilities of Educational Personnel Working with Students Who are Deaf Tutoring

Student	Educational Interpreter	Classroom Teacher	Teacher of the Deaf
<ul style="list-style-type: none"> <li>● Notifies the classroom teacher, the educational interpreter, or the teacher of the deaf when falling behind in a subject area.</li> <li>● Requests additional support (this request may come from the parent). IFSP/IEP team will address these concerns within the IFSP/IEP.</li> <li>● Will be prepared with materials and/or questions.</li> </ul>	<ul style="list-style-type: none"> <li>● May provide tutoring for the student in academic areas under the direction of the teacher of the deaf or the general education teacher.</li> <li>● Consults with and receives materials from the general education teacher and teacher for the deaf regarding any tutoring or support needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Directs tutoring for the student in conjunction with the educational interpreter and/or the teacher of the deaf.</li> <li>● Consults with teacher for the deaf and educational interpreter regarding the tutoring sessions.</li> <li>● Provides materials for tutoring sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Directs tutoring for the student in conjunction with the educational interpreter and/or the classroom teacher.</li> <li>● Consults with classroom teacher and educational interpreter regarding the tutoring sessions.</li> <li>● Works with the IFSP/IEP team to address student/parent concerns</li> <li>● Provides materials for tutoring sessions.</li> </ul>

# GUIDELINES FOR SCHOOL PERSONNEL

## Recommendations for Working with Educational Interpreters in the Classroom

### General Recommendations:

- When communicating with the deaf student, look at and speak directly to the Student.
- The interpreting task involves processing 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.
- 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 student an opportunity to respond.
- The general education teacher is responsible for establishing clear classroom expectations and the educational interpreter is expected to abide by these expectations. Teachers take the lead on determining the extent to which other adults in the classroom will assist in implementation. The educational team must consider the age, academic, language and developmental level of the student in determining the level of support that the interpreter will provide. An educational interpreter may not be expected to routinely provide direct correction of students' behavior. Attempting to manage the behavior of any student while actively interpreting may impact the quality and clarity of the interpreted message.
- Educational interpreters should not be expected to supervise classrooms, which can compromise students' perspectives regarding appropriate roles of the professionals in the classroom.
- 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.
- 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.
- It is important that the student have visual access to homework assignments, due dates, etc. It is equally as important that the interpreter be provided this information as well.
- Taking notes and watching an interpreter simultaneously is generally not possible. Notetaking services may be an effective accommodation, as well as providing copies of teacher materials, i.e.: PowerPoint slides.
- Involve the educational interpreter in emergency protocol trainings of the school. Visual accessibility of information during emergency situations is essential and should be discussed and determined by the educational team with a clear meeting spot established in case the educational interpreter and student are separated during an emergency drill or situation.

As educational professionals, educational interpreters may be expected to support the general safety, productiveness, and operations of the school. When interpreters are required to fulfill such duties that are unrelated to interpreting, they must be within the boundaries of the compensated working hours and agreed upon job description. Special considerations must also be given to ascertain that these responsibilities do not have the potential to interfere with the need for educational interpreting services, as students are entitled to consistent educational access, including before and after the instructional day. For example, if all educational professionals are assigned duties assisting with student supervision before school, alternative arrangements must be made regarding the potential need for interpreting services at that time; if professionals are

assigned recess duty, the educational interpreter may assist but their primary responsibility is communication facilitation.

### **Physical Factors to Consider**

To provide classroom access, the interpreter needs:

- to be in close proximity to the classroom teacher/presenter so the student who is deaf can see both the interpreter and the classroom teacher/presenter at the same time;
- to have auditory access to all information in the setting;
- to have visual access to the deaf student(s); and
- to be in close proximity to students utilizing tactile interpreting.

To ensure access to instruction, 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;
- 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; and
- reduce visual and auditory distractions.

### **Preparation**

Preparation is an essential component of effective service delivery for all professionals and educational interpreting is no exception. In educational settings, one of the most significant responsibilities of the interpreter is to present the classroom teacher's instructional content in a way that is accessible to the student. Unlike other interpreting settings in which the responsibility to monitor comprehension of the speaker's message falls almost exclusively on the deaf adult, educational interpreters must ensure that the message is presented in an educationally appropriate manner. Specific considerations include the student's academic and language levels alongside the teacher's designated learning objectives.

The interpreter may need 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 may be incorporated into the educational interpreter's daily schedule as determined by the administrator with consideration of their schedule, duties, and bargaining agreement.

### **Scheduling/Avoiding 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 Repetitive Stress Injury (RSI), 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 more tips and resources, refer to Appendix H.

### **Professional 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 E).

Within the state of Oregon, workshops, trainings, conferences and/or coursework for educational interpreters are available. Each Regional Program may have a library of resource materials such as

DVDs, videotapes and books designed to assist interpreters in their skill development. The Oregon Department of Education also maintains a library of DVDs available for checkout (see Appendix H).

## **Team Interpreting**

The complexities and challenges of educational interpreting cannot be overstated. Concerns regarding the ability of a single interpreter to provide complete educational accessibility have been expressed, despite the notion that this is the expectation of an interpreted education. Team interpreting is the strategic pairing of two professional interpreters to optimize effective interpretation in challenging situations, such as those, which are intensive in content, duration or delivery method.

Team interpreters share interpreting duties to reduce mental and physical fatigue, reduce potential for errors in the interpretation, assist with creating visual references for the student and monitor the environmental logistics of the interpreted setting. Quality team interpreting should not be misconstrued as simply splitting an assignment between two interpreters. Rather, purposeful team interpreting requires both professionals to work together in the preparation, implementation, and debriefing to deliver more effective interpreting services. Examples of situations in which team interpreting can be particularly beneficial include:

- Length and/or complexity of the assignment
- Unique needs of the students being served
- Physical and emotional dynamics of the setting
- Avoidance of repetitive stress injuries (RSIs) for interpreters
- Size of audience
- Setting (Outdoor School with multiple Deaf students/student leaders)
- Communication preferences of presenter or student, interactivity of the presentation
- Special communication needs (tactile, close visual range)
- Dynamics of the event
- Multiple students with varying language needs/levels

Registry of Interpreters for the Deaf has found that sign language interpreters are at risk for developing Repetitive Stress Injury (RSI) during their careers. Untreated, RSI can lead to permanent disabilities. RSI is defined as “a stress-related, cumulative type of injury resulting from constant repetitive movements...” (National Consortium of Interpreter Education Centers, 2010). There are many things interpreters can do to prevent RSI and key among those is to work in teams.

## **Interpreting Extracurricular Activities**

Educational entities regularly offer school-affiliated events that occur outside of the classroom and/or beyond the traditional school day. Examples include: assemblies, athletic events, clubs, field trips, school performances, graduation ceremonies and other special programs. Even when not academically focused, these types of activities are essential components of holistic educational programming and must be made accessible to all students. The provision of effective communication for deaf individuals, including but not limited to quality interpreting services, is mandated by several federal laws. The Individuals with Disabilities Education Act ensures that students with disabilities have uninhibited access to all aspects of the educational experience, including those listed above. Additionally, Section 504 of the Rehabilitation Act mandates that individuals with disabilities not be discriminated against by way of exclusion in schools, jobs and community events, specifically addressing the need for communication access. Finally, the Americans with Disabilities Act mandates effective communication for Deaf and hard of hearing individuals, including the provision of interpreting services, at publicly accessible places and events. The legal responsibility of each educational entity to provide interpreting services across all situations in the educational setting is clear.

Particular attention should be given to ensure that all stakeholders are involved in collaborative preparation for effective interpretation of such events. When a student requires interpreting services

outside of the classroom, it is usually appropriate for the educational interpreter who is typically with the student to interpret the activity or event. However, consideration must be given to the nature, content, and duration of the event to ensure that an effective interpretation will be provided. When interpreting services are required beyond an educational interpreter's contracted work schedule, such as after school, additional arrangements must be made. Consult your district's policy and/or bargaining agreement for compensation.

### **Interpreting Medical, Legal and Sensitive Situations**

Educational interpreters possess expertise unique to educational settings. Other interpreting situations, particularly those of a legal or medical nature, require specialized knowledge, skill sets and credentials. Likewise, the nature of interpreting for adults requires a different expertise than interpreting for children, and national certification through the Registry of Interpreters for the Deaf is expected. When these types of interpreting situations arise in a school setting, the educational entity is responsible for providing appropriate and legally compliant interpreting services. However, it cannot be assumed that an educational interpreter is inherently qualified to fulfil them, and contracting from outside the school is often required. State regulations, specific interpreter qualifications, and the nature of the situation must be carefully considered. Situations may also exist in which it is not appropriate for an interpreter to be privy to certain information. For example, if a deaf student, parent or employee wishes to discuss concerns regarding an educational interpreter, a neutral interpreter should be assigned to interpret that conversation. Likewise, it would be inappropriate for an educational interpreter to interpret sensitive and/or personnel-related meetings involving colleagues. If a student requires mental health or personal counseling services during the school day, it may be more appropriate to assign an interpreter other than the primary classroom interpreter. As well, an educational interpreter cannot be expected to fulfil conflicting roles, such as interpreting and participating simultaneously in an IEP meeting.

Legal situations, which an interpreter with specialized credentials is required, include:

- Involvement of a child welfare and protection agency
- Statements made by the student could be used in future legal proceedings
- Potential suspension or expulsion
- Accusation of truancy, juvenile delinquency or criminal activity
- Student is a witness, victim or suspect
- Student is being escorted off campus

## **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 needs to be knowledgeable of the educational needs of students who are deaf or hard of hearing. In addition, at least one person needs to be able to evaluate the applicant's interpreting qualifications, as mandated by OAR 581-015-2035. Contact the Regional Inclusive Services (RIS) Program in your area for assistance in this process.

OAR 581-015-2035 outlines minimum qualifications for educational interpreters (Appendix D). Regional Program staff will assist districts in recruiting, interviewing, and hiring qualified educational interpreters. Sample job descriptions are provided as Appendix B and Educational Interpreter Qualification Documentation Appendix D.

### **The Interview Process**

1. Use a standard set of interview questions specific to the interpreter position. See Appendix C and/or contact your RIS Program for suggested interview questions
2. Minimum Qualifications as defined in OAR 581-015-2035 (Appendix D):
  - (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 critical to provide a qualified educational interpreter as a substitute to maintain the student's access to instruction. When an assigned interpreter is unavailable, the school remains responsible for ensuring educational accessibility. To ensure compliance and consistency, a specific staff member should be assigned to oversee the provision of substitute educational interpreters as needed.

### **Compensation**

Districts are financially responsible for interpreter services in educational settings, and are encouraged to contact their Regional Inclusive Services (RIS) Program to discuss financial matters prior to hiring an educational interpreter. The RIS 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.

## 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 F and G)
2. Educational support skills  
(Appendix G is a sample form that could be used to assess an interpreter's educational support skills.)
3. District employee work skills

Supervision of educational interpreters is the responsibility of the school district and/or with the RIS Program. Respective supervisory responsibility of district and RIS 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.



## **Appendices**

Appendix A—Regional Inclusive Services for Deaf and Hard of Hearing  
Map of Regional Inclusive Services

Appendix B—Sample Educational Interpreter Job Description

Appendix C—Sample Interview Questions

Appendix D—OAR 581-015-2035 Standards for Sign Language Interpreters Serving  
Students in Public Schools; Qualification Documentation

Appendix E—Professional Development Documentation

Appendix F—Observation of Educational Interpreter

Appendix G—Supplemental Educational Interpreter Evaluation

Appendix H—Resources

Appendix I—EIPA Guidelines of Professional Conduct for Educational Interpreters

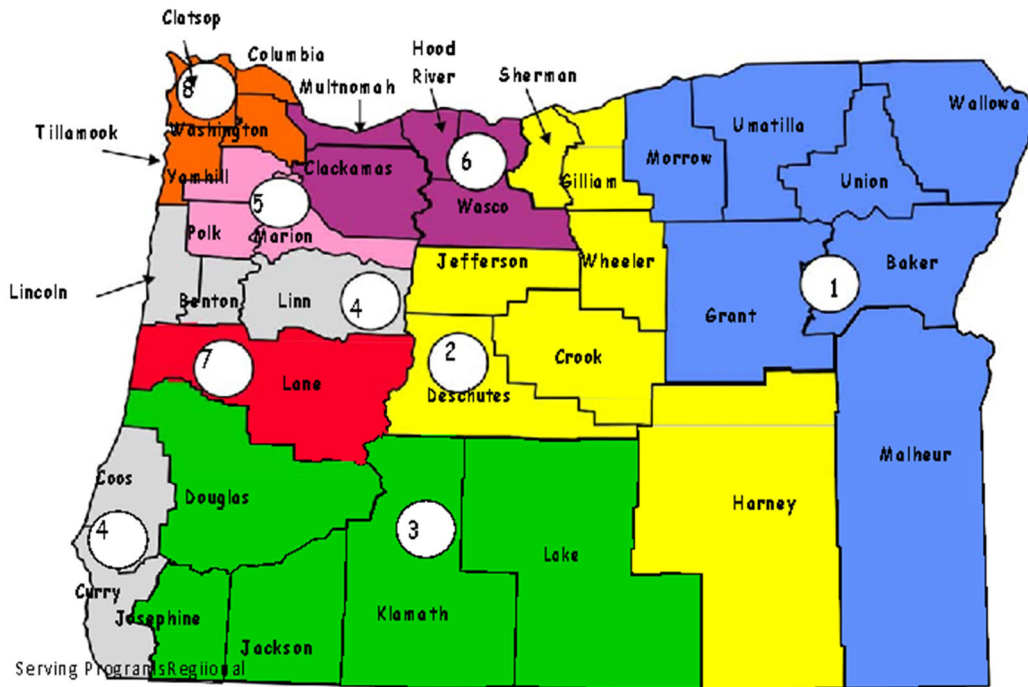
Appendix J—Educational Interpreter Guide Sheets

Appendix K—National Association of Interpreters in Education (2019)  
Professional Guidelines for Interpreting in Educational Settings

Appendix L—Glossary

# APPENDIX A

## Oregon Regional Programs Serving Students with Low-Incidence Disabilities



### 2020-2021

<p><b>Region 1 – Eastern Oregon</b>            Tonya Smith, Director            2001 SW Nye Ave.            Pendleton, OR 97801            541-966-3145  <a href="mailto:tonya.smith@imesd.k12.or.us">tonya.smith@imesd.k12.or.us</a></p>	<p><b>Region 2 – Central Oregon</b>            Amy Joynt, Director            2804 SW Sixth Street.            Redmond, OR 97756            541-693-5707  <a href="mailto:amy.joynt@hdesd.org">amy.joynt@hdesd.org</a></p>	<p><b>Region 3 – Southern Oregon</b>            Agnes Lee-Wolfe            101 N. Grape St.            Medford, OR 97501-2793            541-776-8555  <a href="mailto:agnes.wolfe@soesd.k12.or.us">agnes.wolfe@soesd.k12.or.us</a></p>
<p><b>Region 4 - Cascade</b>            Don Dorman            905 4<sup>th</sup> Ave. SE            Albany, OR 97321            541-812-2770  <a href="mailto:Don.dorman@lblesd.k12.or.us">Don.dorman@lblesd.k12.or.us</a></p>	<p><b>Region 4 – Cascade (South Coast)</b>            Cynthia Barthuly            1340 Teakwood Ave.            Coos Bay, OR 97420            541-266-4025  <a href="mailto:cynthiab@scsd.k12.or.us">cynthiab@scsd.k12.or.us</a></p>	<p><b>Region 5 - Willamette</b>            Greg Gaden            2611 Pringle Rd. SE,            Salem, OR 97302-1533            503-540-4487  <a href="mailto:greg.gaden@wesd.org">greg.gaden@wesd.org</a></p>
<p><b>Region 6 - Columbia</b>            Lisa McConachie            Wilcox Center 833 NE 74<sup>th</sup>            Portland, OR 97213            503-916-5570 x78334  <a href="mailto:lmcconac@pps.net">lmcconac@pps.net</a></p>	<p><b>Region 7 - Lane</b>            Sue Mathisen            1200 Hwy 99            Eugene, OR 97402            541-461-8374  <a href="mailto:smathisen@lesd.k12.or.us">smathisen@lesd.k12.or.us</a></p>	<p><b>Region 8 - Northwest</b>            Cathy Jensen            5825 NE Ray Circle            Hillsboro, OR 97124-6436            503-614-1335  <a href="mailto:cjensen@nwresd.k12.or.us">cjensen@nwresd.k12.or.us</a></p>
<p><b>ODE Director</b>            Kara Williams            255 Capitol St. NE            Salem, OR. 97310            503-947-5728  <a href="mailto:Kara.Williams@ode.state.or.us">Kara.Williams@ode.state.or.us</a></p>	<p><b>ODE Educational Specialist</b>            Linda Brown            255 Capitol St. NE            Salem, OR 97310            503-947-5825  <a href="mailto:Linda.brown@ode.state.or.us">Linda.brown@ode.state.or.us</a></p>	

## APPENDIX B

### Sign Language Interpreter Job Description Sample 1

#### ***Overview of Position***

The Education Interpreter is an integral member of the educational team-serving participants who are hearing, deaf, or hard of hearing. The educational interpreter provides interpreting services using a variety of manual and verbal communication systems in the educational environment. This environment includes classroom, laboratory, field trip, assembly and other educational sites.

#### **Qualifications:**

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 an RID recognized certification (NIC, CI, CT etc.) 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.
2. Demonstrate effective oral and written communication skills.
3. Demonstrate effective interpersonal skills and the ability to work collaboratively with an educational team.

#### **Knowledge, Skills, Abilities and Responsibilities:**

##### Communication Facilitation:

1. Interpret information accurately, conveying the thought, intent and spirit of the speaker in a manner appropriate to the communication needs of the participant
2. Interpret for students, parents, and other professionals at conferences, IFSP/IEP meetings, and other school sponsored activities
3. Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisor
4. Prepare, preview and study subjects to be interpreted to research vocabulary and appropriate terminology to provide an accurate, appropriate interpretation

##### Educational Support:

1. Provide academic assistance under the direction of the teacher of the deaf and/or the mainstream classroom teacher
2. Understand the student's hearing loss and the effect of this loss on speech, language and cognitive development and apply that knowledge when providing academic assistance
3. Provide appropriate input as requested for record keeping, program data, time sheets, etc.
4. 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 required to share with the team)
5. Be knowledgeable of the methods of behavior management being used in the school and understanding their role in those positions

##### Educational Team Member Responsibilities:

1. Participate as a member of the educational team
2. Have an awareness of, and help identify student goals and objectives for the IFSP/IEP
3. Attend IFSP/IEP and/or educational team meetings either as an interpreter or as a participant of the team, but not as both
4. Provide in-services to classroom teachers, students and staff about the roles and responsibilities of educational interpreters

5. Explain the technical needs of interpreting, i.e., lighting, visual aids, positioning, and the challenges related to interpreting between languages
6. Share information about social, emotional and cultural aspects of deafness
7. Assist in educating students, staff and other regarding hearing loss

Professional Conduct and Growth:

1. Function in a professional manner appropriate to the situation
2. Dress appropriately for the profession and for the interpreting task
3. Encourage independence in students
4. Remains current in the field by participating in activities, in-services and skill building workshops to improve knowledge in interpreting, the educational process, and Deaf culture
5. Attend staff meetings
6. Comply with district performance standards, evaluations, policies and procedures
7. Encourage positive relationships among Deaf and hearing peers, staff, and faculty members
8. Perform other reasonable duties during the work day that the immediate supervisor may assign

# Sign Language Interpreter Job Description Sample 2

## **General Description:**

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

## **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 an RID recognized certification (NIC, CI, CT etc.) 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.

## **Job Expectations:**

- Must have the ability to interpret English into American Sign Language, American Sign Language into English using a variety of manual and verbal communication systems reflecting the affect of the speaker/signer
- Interpret in all academic situations and in all student service areas
- Have the skill to match a variety of language and cognitive needs
- Have sufficient knowledge to be able to interpret in a variety of school settings and subjects
- Facilitate visual accessibility
- Provide tutoring services under the direction of the classroom teacher
- Participate in IEP meetings as a member of the educational team when requested
- Orient staff and students on the interpreter's function, primary responsibilities and diverse roles
- Serve as a cultural mediator between deaf and hearing communities
- Prep for content as needed
- Maintain proficiency in receptive and expressive language skills through acquisition of PDUs and/or CEUS
- Follow district policies and the Interpreter Code of Professional Conduct
- Work collaboratively with co-workers in multiple environments
- Be aware of physical requirements necessary in various settings
- Perform other related duties and responsibilities as assigned

# EDUCATIONAL INTERPRETER JOB DESCRIPTION

## Sample 3

### **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: teacher lectures, videotapes, tests, etc., in order to successfully interpret;
- 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;
- 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; and to 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 sharing with the team is required);
- e. Be knowledgeable of methods of behavior management being used in the school and to 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 to 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 in-services 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;
- 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, in-services, 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;
- h. Perform other reasonable duties during the workday that the immediate supervisor may occasionally assign.

## Appendix C

### Sample Interview Questions

**\*Hiring Agency will have standard interview questions. The sample questions below are specific to interpreting. SAMPLE INTERPRETER INTERVIEW QUESTIONS.**

1. Please give a brief summary of your education and experience related to interpreting (training, jobs, educational [what grades], freelance, classes, voice-to-sign, and sign to voice etc.).
2. Please describe the role of an educational interpreter at the elementary/middle/high school level. What is your role in the mainstream classroom?
3. (Review job description) This job will require you to interpret, including both voice-to-sign, and sign to voice. The position would include interpreting typical MS/HS grade classroom material, including courses such as \_\_\_\_\_. What, if any, accommodations would you need to perform this job?
4. This job often requires last minute changes in schedules. How do you see yourself in terms of your flexibility and adaptability in such situations? How would you feel about “covering” or subbing in another building occasionally?
5. Are there circumstances when you would share information about a student that you learned while interpreting? Please explain (if so, with whom?).
6. In what ways are interpreter codes of ethics applied to educational settings?
7. What ideas do you have for encouraging deaf or hard of hearing students to be independent?
8. What factors would you take into consideration when deciding the form of communication to use with
  - A particular student?
  - Multiple students in the same class?
  - Students with multiple needs?
9. In the interpreting process, what are some areas of strength for you?
10. Voice-to-sign skill demonstration: (“Pretend we are your deaf students.”)

<u>CASE ASL</u>	<u>SIGN-TO-VOICE:</u> <u>SOURCE</u> <u>MATERIAL</u>
FS Mouthing Time lag Set up/directionality Register Fluency Expression/eye contact/affect Conceptual accuracy Complete? Accurate? Message equivalent? Other	Register Inflection/affect Complete? Accurate? Other



## Appendix D

### **OAR 581-015-2035 Standards for Sign Language Interpreters Serving Students 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

Name and Address of School	Degree/Major	Graduation Date

**OR**

EIPA Written Test of  
Knowledge  
Pass/Fail  
Date \_\_\_\_\_

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

### Documentation of Skill

EIPA Performance  
Assessment  
Score \_\_\_\_\_ Date \_\_\_\_\_

Required: Copy of EIPA performance assessment showing a 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

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

Minimum by \_\_\_\_\_ date (attach plan).

# Appendix E

## EDUCATIONAL INTERPRETER Professional Development Documentation

Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_  
Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_  
Employer: \_\_\_\_\_ Supervisor: \_\_\_\_\_

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

Date	Professional Development Activity	Presenter	Location	# PDU/ Seat Hours	RID CEU's
				<b>Total Hours</b>	
				<b>TOTAL APPROVED HOURS</b>	

**12 hours required**

Approved by: \_\_\_\_\_

## Appendix F

### OBSERVATION OF EDUCATIONAL INTERPRETER

Date \_\_\_\_\_ Time \_\_\_\_\_ Activity \_\_\_\_\_ Interpreter \_\_\_\_\_

<b>Professional Aspects</b>						
<b>Positioning of interpreter</b>						
Sight Line	E	AA	A	NI	N/O	Comments:
Posture	E	AA	A	NI	N/O	Comments:
Seating arrangement	E	AA	A	NI	N/O	Comments:
Appropriate dress	E	AA	A	NI	N/O	Comments:
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.	E	AA	A	NI	N/O	Comments:
Demonstrates an awareness of identified objectives for the students.	E	AA	A	NI	N/O	Comments:
Keeps confidential private conversations between the teacher and student concerning personal problems or grades.	E	AA	A	NI	N/O	Comments:
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.	E	AA	A	NI	N/O	Comments:
Discusses problems as they arise with the appropriate person.	E	AA	A	NI	N/O	Comments:
Informs the teacher of the deaf/hard of hearing of the student's progress as part of the education team.	E	AA	A	NI	N/O	Comments:

<b>Professional Aspects</b>						
Demonstrates knowledgeable of behavior management systems and understands his/her role.	E	AA	A	NI	N/O	Comments:
Assists in acquiring, developing, and adapting materials.	E	AA	A	NI	N/O	Comments:
<b>During student tutoring:</b>						
● maintains student interest	E	AA	A	NI	N/O	Comments:
● uses appropriate language level	E	AA	A	NI	N/O	Comments:
● appropriately reinforces student behavior	E	AA	A	NI	N/O	Comments:
● encourages student to use appropriate communication skills	E	AA	A	NI	N/O	Comments:
● is consistent with student	E	AA	A	NI	N/O	Comments:
● lets student know what is expected and how well he/she does	E	AA	A	NI	N/O	Comments:
● keeps written record of student progress as directed	E	AA	A	NI	N/O	Comments:
Uses appropriate language level and vocabulary choices.	E	AA	A	NI	N/O	Comments:
Is familiar with course content.	E	AA	A	NI	N/O	Comments:
Uses appropriate attention-getting techniques.	E	AA	A	NI	N/O	Comments:
Interacts appropriately and professionally with students and staff.	E	AA	A	NI	N/O	Comments:
Attends in-service programs and staff meetings as directed.	E	AA	A	NI	N/O	Comments:

Comments:

Interpreter \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

## Appendix G

### Supplement for Educational Interpreters

<b>FOR EDUCATIONAL INTERPRETER</b>	<b>Exceed Expectation</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Interpreting</b>				
<ul style="list-style-type: none"> <li>Provides message equivalent interpretation</li> <li>Seeks to meet varied signing needs of students</li> <li>Matches style and affect of speakers</li> <li>Provides grammatically accurate interpretation</li> <li>Demonstrates fluency in production</li> <li>Demonstrates effective process management</li> </ul>				
<b>Adheres to RID Code of Professional Conduct</b>				
<ul style="list-style-type: none"> <li>Maintains confidentiality</li> <li>Maintains neutrality</li> <li>Presents self in professional manner</li> </ul>				
<b>Communication with Educational team</b>				
<ul style="list-style-type: none"> <li>Establishes positive rapport with students and colleagues</li> <li>Initiates as needed, follows through</li> <li>When questions or concerns arise, communicates with appropriate team member (Teacher of the DHH, Interpreter Coordinator and/or LRP administrator)</li> </ul>				
<b>Skills in Human Relations</b>				
<ul style="list-style-type: none"> <li>Adjusts to a variety of new circumstances, expectations and people</li> <li>Copes well with unexpected problems</li> <li>Has respect for other people's skills and life experiences</li> <li>Demonstrates flexibility with others, actively listens and responds to other</li> </ul>				
<b>Tutoring</b>				
<ul style="list-style-type: none"> <li>Applies effective tutoring methods under direction of teachers/team</li> <li>Provides supplemental instruction when needed to augment primary instruction</li> </ul>				
<b>Overuse Prevention</b>				
<ul style="list-style-type: none"> <li>Attends overuse prevention activities, follows overuse prevention guidelines</li> </ul>				
<b>Maintains required paperwork</b> (sub packets, time reports, etc.)				
<b>Implements IEP team decisions as it relates to interpreting</b>				
<b>Adheres to district and/or RIS policies</b>				
<b>Awareness and understanding of student IEP goals and objectives</b>				
<b>Maintains appropriate relationships with students and staff</b>				

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 H

### Resource Links

#### **Interpreter Resources**

ASL Videos, California School for the Deaf presents various children signing,  
<https://sites.google.com/csdeagles.net/core-learning-channel/asl-storysigning-books?authuser=0>

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/>

National Deaf Center: <https://www.nationaldeafcenter.org>

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

Registry of Interpreters for the Deaf ToolKit <https://irp-cdn.multiscreensite.com/f788df9b/files/uploaded/ERC%20-%20RIDs%20Educational%20Interpreter%20Resource%20Toolkit.pdf>

The Interpreter's Tapestry provides links to multiple websites that include articles, dictionaries and professional development for educational interpreters  
<https://www.redbubble.com/shop/american+sign+language+tapestry>

The National Consortium of Interpreter Education Centers <http://www.interpretereducation.org>

Western Region Interpreter Education Center <http://www.wou.edu/education/sped/wriec/>

#### **On-line Training opportunities**

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

Pennsylvania Training and Technical Assistance Network has several module webinars  
<https://www.pattan.net>

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

#### **Sign Language Dictionaries /Online Instruction**

American Sign Language Browser <http://commtechlab.msu.edu/sites/aslweb/browser.htm>  
American Sign Language Resource Site, Lifeprint <http://www.lifeprint.com/asl101/pages-layout/signs.htm>

ASLpro is an Instructional and educational website used primarily as a dictionary and vocabulary. <http://www.aslpro.com/>

Signing Savvy, Your Sign Language Resource, <http://www.signingsavvy.com/>

Texas Math Sign Language Dictionary <http://www.tsdvideo.org/>

Sign Language 101: <https://www.signlanguage101.com>

Gallaudet University ASL for Free: <https://www.gallaudet.edu/asl-connect/asl-for-free/>

Signing Online: <https://signingonline.com>

American Sign Language University: <https://www.lifeprint.com/index.htm>

ASL Meredith: <https://www.aslmeredith.com>

Sign It ASL: <https://www.signitasl.com>

Sign On Lessons: <https://signonconnect.com>

ASL Deafined: <https://www.asldeafined.com>

Signing Time: <https://www.signingtime.com>

Boys Town Interpreter DVDs: Contact Linda Brown @ ODE for access to the Lending Library



## Appendix I

**EIPA Guidelines of Professional Conduct for Educational Interpreters,**

[https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA\\_guidelines.pdf](https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf)

## Appendix J

### Educational Interpreter Guide Sheets,

[https://drive.google.com/drive/folders/1iaw1EvFVZIEJXLlg22xUAeSD6GuSv-P7?fbclid=IwAR3qrx0r-DgvnZu1bk6-MwfeDuXP8eC6z4AtBrElzVkeoUc\\_8VO8HNkoPM](https://drive.google.com/drive/folders/1iaw1EvFVZIEJXLlg22xUAeSD6GuSv-P7?fbclid=IwAR3qrx0r-DgvnZu1bk6-MwfeDuXP8eC6z4AtBrElzVkeoUc_8VO8HNkoPM)

The following Guide Sheets may be found here: [Classroom Interpreting Guidelines](#)

- A Guide for Administrators
- A Guide for Interpreters
- A Guide for Parents
- A guide for Students Who Use Cochlear Implants
- A Guide for Students
- A guide for Teachers

## Appendix K

### Glossary

**American Sign Language (ASL)**—sign language system often used among Deaf adults in the US. ASL has its own grammatical structure that is different from English

**Certified Deaf Interpreter**—deaf or hard of hearing individuals who have demonstrated knowledge and understanding of interpreting, deafness, the Deaf community, and Deaf culture. Holders have specialized training and/or experience in the use of gesture, mime, props, drawings and other tools to enhance communication. Holders possess native or near-native fluency in American Sign Language and are recommended for a broad range of assignments where an interpreter who is deaf or hard-of-hearing would be beneficial.

**Code of Professional Conduct**—A code of professional conduct is a necessary component to any profession to maintain standards for the individuals within that profession to adhere. It brings about accountability, responsibility and trust to the individuals that the profession serves.

**Deaf**— a term used to describe persons who have a hearing loss greater than 90 dB HL. It also may be used to refer to those who consider themselves part of the Deaf community or culture and choose to communicate using American Sign Language instead of spoken communication.

**Deaf**—a term used to describe persons who have a profound hearing loss however may or may not use sign language and general are not considered part of the Deaf community or culture. Many deaf individual use spoken language.

**Educational Interpreter:** A professional who uses sign language/communication systems and spoken languages in school settings for the purpose of providing access to the general curriculum, classroom dynamics, extracurricular activities and social interactions.

**EIPA Performance Test**—The Educational Interpreter Performance Assessment (EIPA) is a tool designed to evaluate the voice-to-sign and sign-to-voice interpreting skills of interpreters who work in the elementary and secondary school classroom setting.

The EIPA evaluates the ability to expressively interpret classroom content and discourse and the ability to receptively interpret student or teen sign language. It is not limited to any one sign language or system. EIPA is used to evaluate interpreters who work with students and teenagers who use predominately American Sign Language (ASL), Manually-Coded English (MCE) and Pidgin Sign English (PSE) is used to evaluate interpreters who work with students and teenagers who use Cued Speech (CS).

**EIPA Written Test**—This comprehensive multiple-choice test evaluates the interpreter's understanding of information that is critical to performing with students in an education setting. The test consists of 177 questions and takes approximately one and a half to three hours to complete.

**Hard of Hearing**—the term to describe those with mild to severe hearing loss

**Manually Coded English:** A term applied to a variety of different sign systems that represent English manually. Such systems include Signed English and Signing Exact English (SEE II).

**Pidgin Signed English (PSE):** A variety of sign language that combines some features of American Sign Language and English. It is sometimes called a “contact language”.

**Regional Inclusive Services (RIS):** Provides essential education and related services for children with specialized, high needs disabilities to allow inclusion to their neighborhood schools and communities across Oregon

**RID**—Registry of Interpreters of the Deaf, is a [non-profit organization](#), that seeks to uphold standards, ethics, and professionalism for [American Sign Language interpreters](#). RID is the only organization in the United States that credentials both [d/Deaf](#) and Hearing interpreters to provide services in a wide range of settings, as well as test and certify interpreters for legal work.

**Teacher of the Deaf/Hard of Hearing:** an educator who holds a degree in deaf education and is specially trained to work with deaf and hard of hearing students in the classroom.

**Translate**—the process of translating words or text from one language into another in print. ASL and other forms of manually coded English do not have a printed format and are only signed.