

Guidelines for Educational Interpreters

Nebraska Department of Education
Technical Assistance Document
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Nebraska Department of Education

The Nebraska Department of Education has and will continue to support numerous opportunities for educational interpreters to improve their skills.

The purpose of these guidelines is to assist school districts in providing appropriate educational interpreting services to children who are Deaf, Hard of Hearing or Deaf-Blind. This document is intended to provide support to local school districts, educational interpreters, parents, and other members of the educational team by serving as a resource and expanding on best practices in such areas as ethical conduct, qualifications, and roles and responsibilities of the educational interpreter. This document will also assist administrators and teachers to gain a more thorough understanding of the role of educational interpreters as critical members of the student's educational team.

Further consultation is available through The Nebraska Department of Education, Office of Special Education, and the Nebraska Regional Programs for Children who are Deaf or Hard of Hearing.

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The Nebraska Department of Education, Office of Special Education gratefully acknowledges the individuals who served on the Educational Sign Language Interpreter Guidelines Committee for their great efforts in revising this technical assistance document. This document is seen as an important part of the state's ongoing efforts to ensure that a high standard of education is available to all students. It contains best practices to provide students who are Deaf or Hard of Hearing equal access to their educational environment.

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Introduction

In Nebraska, the right to a free appropriate public education is guaranteed for all students with disabilities. The needs of the individual child determine what an appropriate education shall be for the child. For many students who are Deaf, Hard of Hearing or Deaf-Blind and placed in the general education environment, educational interpreting is the related service which allows the student equal access to instruction in the overall school experience. This service provides these students, their parents, hearing children, faculty, and other school personnel with the communication bridge necessary to allow participation in the educational and extracurricular activities of the school.

In response to the need to address the quality of educational interpreting services, the Nebraska Department of Education has established the requirement that an individual who works as an interpreter in an educational setting be appropriately qualified. These qualifications can be found in Rule 51, Section 010.06A (92 NAC 51. 010.06, Rev. May 29, 2016).

010.06 Qualified Educational Sign Language Interpreters

010.06A In order to be a qualified educational sign language interpreter for the purposes of 92 NAC 51-010.06, an individual must have a high school diploma, high school equivalency diploma or higher, and meet the requirements of 92 NAC 51-010.06A1 or 010.06A2:

010.06A1 Receive a passing score on the EIPA written exam, and attain and maintain one or more of the following competency levels as measured by the following assessments:

010.06A1a Educational Interpreter Performance Assessment (EIPA), Competency level 4.0 or above

010.06A1b Registry of Interpreters of the Deaf Certification (RID)

010.06A1c National Association of the Deaf (NAD) Competency level 4.0 or above

010.06A1d National Interpreter Certification (NIC)

010.06A1e Quality Assurance Screening Test (QAST) Competency level 4.0

010.06A2 Educational interpreters providing sign language interpreter services in a school district or approved cooperative for two consecutive school years immediately prior to the effective date of this Rule shall be considered qualified educational sign language interpreters if:

010.06A2a the individual has attained a competency level of 3.5 or higher on the EIPA, and 010.06A2b the individual has met the requirements of 92 NAC 51-010.06F.

Roles and Responsibilities of the School

Providing Meaningful Access

Schools are responsible for providing students with meaningful access to the education process. For students who are deaf, hard of hearing, or deaf-blind, an educational interpreter is often that link to access. A school has responsibility for providing interpreter services in at least, but not limited to, the following situations:

- A student who is deaf, hard of hearing, or deaf-blind who is receiving educational and school related extracurricular services
- A hearing individual who is interacting with a student or parent who is deaf, hard of hearing or deaf-blind

The definition specific to children ages 3 to twenty-one who are eligible under special education is provided below:

Rule 51-03.18 Educational sign language interpreter means a person who provided interpreter services for individuals with deafness or hearing impairments for special education evaluations or services pursuant to IEPs; and who is qualified to facilitate communication between people who do not share a common language or mode of communication.

The definition specific to infants and toddlers (birth to age 3) and receiving early intervention services is provided below:

Rule 52 – 003.06B13 *Sign language and cued language services* include teaching sign language, cued language, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cues language interpretation.

Schools are also responsible for providing parents with meaningful access to the education process. A school has responsibility for providing a licensed interpreter (see page 12 when to use a licensed interpreter) in at least, but not limited to, the following situations:

- A parent who is deaf, hard of hearing, or deaf-blind who is involved in the special education process on behalf of his/her child.
- A parent who is deaf, hard of hearing, or deaf-blind who is involved in school-sponsored activities that are related to his/her child.

As a best practice, districts should develop guidelines to ensure that the roles and responsibilities of the educational interpreter are well understood by the interpreters, as well as teachers, administrators, and others who make up the educational team. The students who will be using the services, their parents and the educational interpreter, should also understand these roles and responsibilities.

Employment of Educational Interpreters

Job Title

It is critical that the interpreter functions as a facilitator of communication. Their primary role is to represent instruction, interactions and auditory information in the language modality used by the child, in order to allow for full participation in the educational experience. They should not act as the child's tutor or teacher, unless they have the required credentials and it becomes part of their individual contract with the school.

A clear distinction must be made between interpreter and paraprofessional/teacher's aide. These terms should be avoided in the job title of the interpreter. The interpreter may occasionally perform a duty similar to that of an aide, but it must be remembered that his or her **primary responsibility is interpreting.**

Job Descriptions

A written job description is of major importance to both the interpreter and the school district or approved cooperative, and should be shared with all staff who will be involved with the deaf, hard of hearing, or deaf-blind student. Job descriptions should be developed by local school administrators to meet student and district needs. The duties of an educational interpreter in a district with one student may be different than those in another district which has numerous deaf or hard of hearing students. Further, duties at different educational levels should be differentiated.

Reflecting the principle of gradually leading a student toward more responsibility for his/her own education, the range of duties and breadth of responsibilities of an educational interpreter need to be considered. Expectations for interpreters at the elementary school level for students who are deaf, hard of hearing, or deaf-blind may tend to be more comprehensive than at the high school level, where an interpreter could fit more closely the community interpreter model, (i.e., providing interpreting services only). Decisions about services are determined through the IEP process.

Educational interpreters should be able to interpret in the following situations:

- classroom
- student/teacher meetings
- extracurricular activities
- parent conferences
- supported work situations

The job description should be detailed, ensuring that all members of the educational team understand clearly the educational interpreter's duties. Each interpreter's job description should include:

- job title, (Educational Sign Language Interpreter)
- general description
- responsibilities
- qualifications
- skills required

See appendix A for Sample Job Description.

Be aware that job descriptions need to be tailored for your specific school district.

Job Application and Qualifications

All aspects of hiring should follow the district's posting and advertising procedures.

The candidate's job application should include information regarding:

- Educational background and experience
- EIPA written and performance scores
- Formal preparation as an interpreter
- Certification
- References
- Special skills (deaf-blind interpreting, cued speech, oral transliterating, etc.)
- State licensure

Suggested members of an interview committee:

- administrators
- classroom teachers and teachers of the deaf, hard of hearing and deaf-blind
- district interpreters
- coordinators from the regional program for the deaf and hard of hearing
- adults who are deaf, hard of hearing or Deaf-Blind and understand the educational interpreter position
- individuals who possess knowledge about deafness and the process of educational interpreting

In order to fully participate, the members of the interview team who are deaf, hard of hearing or Deaf-Blind will need the services of an interpreter who is *not* part of the interview committee.

The school may seek guidance from outside sources to assess the communication needs of the student and the credentials of a candidate for an interpreting position.

Areas to consider when screening applicant:

- Sign-to-spoken language skills
- Spoken-to-sign language skills
- Cultural knowledge
- Previous interpreting experience

Knowledge of sign language alone is not enough to qualify a person as a sign language interpreter under Rule 51.

The specific communication needs of the student should be considered when hiring an interpreter to work with a particular student or in selecting which interpreter on staff would be appropriate to provide the interpretation.

Recruiting

There is a shortage of educational sign language interpreters. School districts are expected to use multiple means to make potential candidates aware of open positions. These efforts might be different from those used when recruiting staff for other positions. School districts should utilize technology and social media venues to post positions. Interpreter training programs are another avenue to explore. Regional program coordinators can assist districts with this process.

Professional Development

Educational interpreters are required (Rule 51.010.06F) to participate in professional development opportunities and conferences that provide training opportunities. Interpreters should be supported in any way possible. Clock hour credit for professional development is at the discretion of each district or approved cooperative as outlined below in Rule 51.

010.06F School districts and approved cooperatives shall require that all sign language interpreters employed by the school districts or approved cooperatives to deliver special education services submit evidence to the school district or approved cooperative of having obtained 24 clock hours of professional development every two years (August 1-July 31). This should include at least 18 hours of training related to sign language interpreting. The remaining six hours of training can be in any of the following areas: history, psychology and sociology of the Deaf and hard of hearing; child development; language development; curriculum development; methods of instruction; interpreting for students who are deaf-blind; legal and ethical issues for educational interpreters.

Professional development can be provided in a variety of ways through one or a combination of the following:

- Interpreter Preparation Programs
- In-service training
- Workshops, conferences, webinars
- Independent study and action research
- College courses
- School or community programs related to issues involving education and access for individuals who are deaf or hard of hearing
- School or community sign language classes
- Preparation for evaluation (EIPA, QAST)
- Mentoring
- Training provided by the National Consortium of Interpreter Education Centers (NCIEC)

Mentoring

In the context of the interpreting profession, mentoring is a goal-oriented relationship between two interpreters: a mentor and a second individual, who seeks to learn and grow through association with that mentor.

Mentoring is an important part of the interpreter profession. Mentees may be colleagues who want to improve their skills or practicum students.

Suggested qualifications of the mentor include, but are not limited to, the following:

- Qualified educational sign language interpreter according to Rule 51
- Three or more years of experience as an educational interpreter
- Excellent interpersonal skills and organizational skills

Expectations, roles and responsibilities need to be understood by everyone involved. For additional information on effective mentoring, see the following web link: NCIEC Mentoring toolkit: <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/>

Professional Development Plans (PDPs)

The use of a professional development plan is required if the educational interpreter has not met the standards in Rule 51 (010.06D). A professional development plan would be developed collaboratively between the interpreter and the supervisor to target deficit skill areas in order to meet the requirements to be a qualified sign language interpreter according to Rule 51. The requirements are provided below:

See appendix B for an examples of a PDP.

010.06D If a school district or approved cooperative is unable to find a qualified educational sign language interpreter who meets the requirements of 92 NAC 51-010.06A, the school district or approved cooperative may employ for up to two school years, an interpreter who demonstrates the minimum competency level of 3.0 on the EIPA, NAD or QAST. The school district or approved cooperative must require that the interpreter participate in a professional development plan designed to improve his or her skills and enable him or her to become a qualified educational sign language interpreter within two school years. The plan shall include at least 40 clock hours of training in interpreting per year (August 1 to July 31). The plan shall be approved by the school district or approved cooperative. The TITLE 92 CHAPTER 51 69 school district or approved cooperative must require that the interpreter attain one or more of the competency levels in 92 NAC 51-010.06A within two school years of employment. (NAC 92, 51.010.06D May 29, 2016)

Employment Conditions

Workspace

The educational interpreter is entitled to the same conditions of employment as other personnel employed by the district. Interpreters often use technology to assist in their preparation, evaluation and professional development. This may include the use of technology to video record or to access the internet for professional purposes during work hours.

Assignment

The educational interpreter's work schedule will vary depending upon the needs of the student who is deaf, hard of hearing, or deaf-blind as stated in his or her IEP. Additional factors to be considered include educational levels, full- or part-time positions, and travel time between assignments,

breaks, and lunch. Individuals familiar with educational interpreting and program goals should establish the educational interpreter's schedule. They must be aware of student needs and be able to make the necessary accommodations.

A plan should be made in advance for substitutes when the staff educational interpreter is absent.

Students who utilize interpreters must have full access during all classroom time and extra-curricular activities; therefore, it is imperative that students who are deaf or hard of hearing not be deprived of interpreting services as a result of scheduling conflicts. A plan should be made in advance for substitutes when the staff interpreter is absent

The use of interpreting teams (more than one interpreter for an assignment) can provide several advantages. Accuracy and effectiveness decrease after 20 minutes due to cognitive demands. When scheduling student classes, student and interpreter fatigue should be a consideration. If a class/event/lecture will last more than 2 hours, a team of 2 interpreters would be needed. Unique situations (panels, interactive events, theater etc.) may also require a team of 2 or more interpreters. These decisions should be made by the educational team.

Educational Preparation Time

To effectively fulfill his/her primary role of providing interpretation in the educational setting, the educational interpreter's work schedule should include preparation time.

The interpreter, teacher, and other individuals involved in the student's educational program need to consult regularly about lesson plans, upcoming activities, tests, new vocabulary, as well as the goals and objectives of the lesson and special nuances that they specifically want to convey.

Interpreters need time to review all pertinent instructional materials such as course and/or lecture outlines, class notes,

required readings, and tests or quizzes and to preview media to be interpreted. Interpreters need access to all of these materials in advance. Educational planning will improve the quality of interpreting. When possible, interpreters also need to know ahead of time about special activities, such as a movie or a field trip.

Additional Responsibilities

The educational interpreter may perform a number of other educational tasks, depending on the needs of the students and the interpreter's skills and background. Such duties are the responsibility of the individual school district to specify in a job description, and for the interpreter to accept or negotiate when hired.

See pages 16 for more information.

Special Considerations for the Physical Environment

Teachers, administrators, and other personnel need to be aware of adaptations that can be made to make the physical environment more conducive to learning for the student who are deaf, hard of hearing, or deaf-blind. Such factors will vary depending upon the setting (e.g., classroom, outside the classroom or school building). Interpreters can be the best resource in providing the information needed to make adjustments in the physical environment. Examples of adaptations, which should be made to meet an individual student's needs, include:

- Preferential seating
- Lighting
- Unobstructed visual or tactile access for the child
- Technology and multimedia accessibility for preparation
- Captioned media – Some students may still request interpreting despite captioning.

Some accommodation of special needs will arise during events such as field trips, assemblies, public address announcements, media presentations, parent/teacher conferences, and other school events. The interpreter should collaborate with the

teachers, staff and the students to assist in determining where students are seated, the amount of lighting needed and where he/she should be positioned while interpreting.

Supervision and Evaluation of Interpreters

School districts are responsible for assuring that educational interpreters have appropriate supervision. They should be evaluated through the school district's general evaluation procedures, as well as on their interpreting skills. School administrators may need to seek outside support to assist them in providing ongoing evaluation of interpreting skills.

The regional coordinators can help districts determine effective evaluation procedures.

Promotion/Advancement

Salary and wage increments are based on district personnel policies. Districts may offer incentives for increased scores on interpreter evaluations, academic degrees, licensing, years of experience, or national interpreter certification.

Grievance Procedures

In the event that misunderstandings involving educational interpreting arise, attempts should be made to resolve the issue(s) informally using standard chain-of-command practices. Educational interpreters have the same rights as other school employees to pursue grievance procedures as a means of resolving difficulties and concerns that cannot be resolved in other ways.

Any parent, teacher, or school district personnel who have a concern about the services being provided to a child who is deaf or hard of hearing should follow the procedures outlined by the Nebraska Special Education Dispute Resolution System through the Nebraska Department of Education, Office of Special Education.

When to Use a Licensed Interpreter

All individuals who are deaf, hard of hearing, or deaf-blind have the right to full access to school-sponsored activities. An individual who is deaf, hard of hearing, or deaf-blind and who attends an MDT, IEP or IFSP meeting may need an interpreter to fully participate in the meeting. The interpreter used for deaf, hard of hearing, or deaf-blind parents at these meetings should not be the student's educational interpreter. The student's educational interpreter should be attending the meeting as a member of the educational team. In most cases, a licensed interpreter should be hired for these situations.

The Nebraska Legislature passed the Nebraska Sign Language Interpreter law, statute 20-150 through 20-159. The statutes require all state agencies hire only sign language interpreters licensed by the Nebraska Commission for the Deaf and Hard of Hearing. The law was created to help ensure that effective communication, as protected by the Americans with Disabilities Act.

Legislative findings; licensed interpreters; qualified educational interpreters; legislative intent.

(1) The Legislature hereby finds and declares that it is the policy of the State of Nebraska to secure the rights of deaf and hard of hearing persons who cannot readily understand or communicate in spoken language and who consequently cannot equally participate in or benefit from proceedings, programs, and activities of state agencies and law enforcement personnel unless interpreters are available to assist them. State agencies and law enforcement personnel shall appoint licensed interpreters as provided in sections [20-150](#) to [20-159](#), except that courts and probation officials shall appoint interpreters as provided in sections [20-150](#) to [20-159](#) and [25-2401](#) to [25-2407](#) and public school districts and educational service units shall appoint qualified educational interpreters.

(2) The Commission for the Deaf and Hard of Hearing shall license and evaluate interpreters and video remote interpreting providers pursuant to section [20-156](#). The commission shall (a) develop licensed interpreter guidelines for distribution, (b) develop training to implement the guidelines, (c) adopt and promulgate rules and regulations to implement the guidelines and requirements for licensed interpreters, and (d) develop a roster of interpreters as required in section [71-4728](#).

(3) It is the intent of the Legislature to assure that qualified educational interpreters are provided to deaf and hard of hearing children in kindergarten-through-grade-twelve public school districts and educational service units. The State Department of Education shall adopt and promulgate rules and regulations to implement the guidelines and requirements for qualified educational interpreters, and such rules and regulations shall apply to all qualified educational interpreters.

Licensed interpreters (not educational interpreters) are required for situations that are not part of the student's IEP and/or educational services. Strategies for dealing with special situations (e.g., meeting with a law enforcement officer, Child Protective Services case worker, and the like) should be developed on a case-by-case basis to meet the student's individual needs and the skill level of the interpreter.

Roles and Responsibilities of the Educational Sign Language Interpreter

Primary Role of the Educational Interpreter

The Educational Interpreter is a member of the educational team and serves to facilitate communication and educational access for students who are Deaf, Hard of Hearing, or Deaf-Blind.

Interpreters are important language models for the student who is Deaf or Hard of Hearing and therefore must strive to be skilled in all mode(s) of communication. Contingent upon the training and experience, the educational interpreter should be able to determine the extent of the student's comprehension of the mode(s) of communication utilized. If the student has difficulty with instructional content, the educational interpreter must collaborate with the appropriate member of the educational team immediately.

Roles and Responsibilities of an Educational Interpreter should include:

- Facilitating communication during the school day as well as out-of-class and extracurricular activities.
- Sharing responsibility for the education of students who are Deaf, Hard of Hearing, or Deaf-Blind, including providing clarification for hearing students, other school personnel, and parents.
- Participating in the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) as a member of the educational team
- Working with members of the IEP team to facilitate communication related to evaluations and assessments
- Complying with school confidentiality policies and the Code of Ethics for interpreters
- Collaborating with educational staff
- Explaining the role of an interpreter

An interpreter's appearance needs to be non-distracting in order to prevent eye fatigue. 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.

See Appendix C for more examples of roles and responsibilities.

Modes of Communication and Interpreting

American Sign Language (ASL)

ASL is a visual-gestural language used by people who are Deaf in the United States and parts of Canada. ASL has its own culture, grammar and vocabulary. It is produced by using the hands, face and body and is not derived from spoken language.

Conceptually Accurate Signed English (CASE)

CASE is often used for educational purposes, using manual signs in English word order. Few if any prefixes and suffixes are used and it is often used in simultaneous communication (talking and signing at the same time).

Manually Coded English (MCE)

MCE is a system created to represent English using natural and invented signs in English word order. Some examples are Signing Exact English (SEE), Conceptually Accurate Signed English (CASE), and Signed English. Cued Speech is a manual representation of English that does not use signs.

Signing Exact English (SEE)

The SEE system was developed for educational purposes. Each sign represents literal English, always adding prefixes and suffixes not present in American Sign Language.

Cued Speech

Cued Speech is a visual mode of communication in which mouth movements of speech combine with hand cues to make the sounds (phonemes) of traditional spoken languages look different.

Oral Communication

Oral communication is the process of understanding the speech and/or mouth movements of persons who are Deaf or Hard of Hearing and repeating the message in spoken English; also the process of paraphrasing/transliterating a spoken message with or without voice and with natural lip movements or natural gestures.

Tactile Sign Language

There are several different deaf-blind interpreting techniques, but most frequently the deaf-blind individual receives the message by placing his/her hands on top of the interpreter's hands.

The Nebraska Deaf-Blind Project developed some specific accommodations that can be used for deaf-blind interpreting. This document is available on the National Center for Deaf-Blindness website:

<http://documents.nationaldb.org/products/interpreter2.pdf>

The IEP/IFSP team shall determine the mode of communication to be used in the interpreting process as dictated by the child's needs on the IEP/IFSP. The child's preference should also be a consideration.

Additional Responsibilities of the Educational Interpreter

The educational interpreter may perform a number of other educational tasks, depending on the needs of the students and the interpreter's skills and background. Such duties are the responsibility of the individual school district to specify in a job description, and for the interpreter to accept or negotiate when hired.

Students who are Deaf, Hard of Hearing or Deaf-Blind often participate in school-sponsored extracurricular and other non-academic activities. Interpreting assignments involving time beyond the regular working hours should be compensated. (e.g. stipend, compensatory time off or overtime pay). Student preference for mode of communication may vary depending on the activity.

1. Participating Member of the Educational Team

The educational team is most often comprised of teachers, supervisors, school staff, and others who are directly responsible for the educational program of the student. The educational interpreter is a member of the educational team, and, in some cases, may be the only staff person providing direct educational access to the student who is Deaf, Hard of Hearing

or Deaf-Blind.

Equally important to interpreting proficiency, is the interpreter's ability to successfully collaborate with students, families, and other professionals. Administrative understanding and support of these relationships create an atmosphere for collegial relationships to develop and grow.

Educational interpreters are valued team members and both contribute to and benefit from being a member of the educational team. The educational interpreter will learn information from the team experience that will be helpful in the interpreting task. An educational interpreter's responsibilities are likely to vary considerably from one work setting to another. Based on daily interaction with the student, educational interpreters can and should be able share. The following types of information about the student:

Academic: student's comprehension of the subject content, appropriate use of interpreter, language development, concepts and vocabulary,

Social/Emotional: interaction with peers, independence,

Behavioral: fatigue, student actions in class activities, assertive participation

Communication: casual conversation, receptive and expressive communication competencies, adult interactions with students

2. Participating Member of the IEP Team

As a member of the student's IEP team, it is important that the interpreter is aware of the student's IEP goals and objectives. The interpreter may be involved in developing, supporting and implementing the goals and objectives as outlined in the student's IEP, especially those related to communication and interpreting services.

* Best practice indicates the primary educational interpreter can and should be a participant in a student's IEP meeting and should not interpret the IEP meeting.

3. Parent Conferences

The educational interpreter may be called upon to interpret for the student at parent conferences and/or IEP meetings. A licensed interpreter should be hired for the adult who is deaf, hard of hearing or deaf-blind attending parent conferences.

4. Academic Support

Educational interpreters may be asked to provide additional academic support, especially in reviewing assignments. This must be under the direct supervision of the certified teacher. However, it must be clear that these additional responsibilities will not take the place of interpreting.

Interpreters may provide other kinds of assistance to the classroom teacher when interpreting is not needed. The request from the teacher cannot interfere with the primary duty of the educational interpreter.

5. Teaching Sign Language

The interpreter may be asked to teach basic and enrichment level sign language to hearing and or deaf students as well as to staff members. This could also include an extracurricular sign language club.

If your school or district chooses to offer ASL as a World Language for school credit, a certified teacher must be hired.

6. Classroom Management of Students

The certified teacher is responsible for the classroom management of all students. The educational interpreter should not be—responsible for classroom management; however, the educational interpreter would assist with the interpretation of the behavior message/expectation. All adults should assist to keep students safe.

7. Educational Planning Time

To effectively fulfill his/her primary role of providing interpretation in the educational setting, the interpreter's work schedule should include preparation time.

Valuable uses of preparation time can include:

- Obtaining and previewing/reading course textbooks subject-related materials, media resources and support materials
- Periodically reviewing course notes, past and present course syllabi, etc.
- Addressing logistics by securing assignment location, necessary support equipment
- Obtaining and translating written text such as music, poetry, scripts and recitations.
- Practicing specific skills to interpreting: fingerspelling, voicing, vocabulary production/pronunciation, and grammatical structures and features of American Sign Language. Continuing to study how these skills can transfer to signing in English word order.
- Mentoring
- Collaborative shared planning time
- Reading & responding to e-mail and completing required paperwork
- Completing activities identified in professional development plan
- Creating and updating a substitute file
- Communicating with supervisor regarding professional development plan assignment changes, service changes and possible alternate assignment.
- Facilitating support service concerns as a member of the IEP team.

8. Job Coaching

The roles of a job coach and an interpreter should be clarified to those involved with the student before a work or vocational experience or training begins.

A job coach develops strategies for on-the-job communication, helps train the student and educates staff about disabilities.

9. Counseling Situations

- In school counseling sessions, the role of the interpreter is clearly that of communication facilitator *only*.
- Confidentiality must carefully observed.
- Special consideration should be given to the student's preference of interpreter or their need for an interpreter at all.

10. Standardized Testing Situations

When providing interpretation as a test accommodation, care should be taken to conform to the requirements of tests and not to interfere or adversely affect what is being tested. For clarity, it is important that interpreters and the evaluator meet prior to the testing situation to discuss such things as the student's background and role/expectations of the interpreters in this setting. Furthermore, it is crucial to include the educational interpreter in all training associated with standardized testing including state and district assessments.

11. Special Situations

Licensed interpreters (not educational interpreters) are required for situations that are not part of the student's IEP and/or educational services. Strategies for dealing with special situations (e.g., meeting with a law enforcement officer, Child Protective Services case worker, and the like) should be developed on a case-by-case basis to meet the student's individual needs and the skill level of the interpreter.

12. Special Considerations

Interpreters for plays, lectures, etc. should have advanced access to the script, notes and time to prepare, or if possible, preview the event.

If a class/event/lecture will last more than 2 hours, a team of 2 interpreters would be needed. Unique situations (panels, interactive events, theater etc.) may also require a team of 2 or more interpreters. The educational team should make every attempt to be sure that any multimedia used in the classroom is captioned. If not, the same considerations as a play or lecture should apply.

Students may need the captioning and interpreting in order to have full access.

Educational interpreters would be used to interpret for curriculum-related speakers and extra-curricular activities.

Professional Relationships

Educational Interpreter and the Student Who is Deaf, Hard of Hearing or Deaf-Blind

Students who are Deaf, Hard of Hearing, or Deaf-Blind and their interpreter often establish a close relationship because they are together every day in many different situations. The interpreter and the student need to be aware of when professional boundaries are being crossed and the relationship has become overly dependent.

When this occurs, the interpreter should ask for guidance from their supervisor to develop strategies for enhancing student independence and self-confidence.

When the student has concerns, it is important that he or she has an effective way to address these issues. In these instances, the best practice would be for the district to provide an interpreter who is not involved with the situation to facilitate communication.

The student's educational support team should work with the student on understanding the interpreter's role. As part of the student's transition plan on their IEP, instruction should be given on how to obtain licensed interpreters when needed.

Educational Interpreter and the Teacher

The relationship between the educational interpreter and the teacher is of primary importance.

Time must be allotted for educational interpreters and teachers to meet and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom

environment considerations.

The teacher is charged with the main responsibility for teaching and assessing student progress. The responsibilities for management of the classroom should never be placed on the interpreter, nor should they be asked to assume duties such as covering a classroom or teaching a lesson. Interpreters may be required to provide educational support under the direct supervision of the teacher.

Educational Interpreter and the Teacher of the Deaf or Hard of Hearing (DHH)

The relationship between the educational interpreter and the teacher of the DHH is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. Interpreters can provide essential information to the teacher of the deaf because they are present with the student throughout the school day.

Because contact between the interpreter and teacher of the deaf is so essential to the student's success within the regular education environment, consultations between them should be routinely scheduled.

Educational Interpreter and the Parent

Since the interpreter will typically spend most of each school day with the child, the parent may contact the interpreter for information about the child. The interpreter should always refer the parent to the teacher for information concerning the student.

Educational Interpreter and the Building Administrators

The building administrators are important people on the educational team. Including an interpreter as part of the building staff will influence the way the rest of the staff will perceive and interact with the interpreter. Routine inclusion of the interpreter in staff meetings, in-service opportunities and activities will set a positive tone, and will greatly enhance the interpreter's ability to perform his/her responsibilities.

The success of the educational interpreter may depend as much on his or her ability to work cooperatively with adults and children as on interpreting skill. A collegial relationship with other professionals and willingness to share responsibilities can help promote success. If an interpreter needs support and guidance, the building administrator would be the appropriate person.

The EIPA Guidelines for Professional Conduct are available to school districts at the following link:

<http://www.classroominterpreting.org/EIPA/standards/guidelines.asp>

Building administrators may use this in establishing appropriate professional conduct for educational interpreters.

Professional Development

Professional Development

Continued professional development is a required element of Rule 51 and necessary for educational interpreters. (010.06F)

010.06F School districts and approved cooperatives shall require that all sign language interpreters employed by the school districts or approved cooperatives to deliver special education services submit evidence to the school district or approved cooperative of having obtained 24 clock hours of professional development every two years (August 1-July 31). This should include at least 18 hours of training related to sign language interpreting. The remaining six hours of training can be in any of the following areas: history, psychology and sociology of the Deaf and hard of hearing; child development; language development; curriculum development; methods of instruction; interpreting for students who are deaf-blind; legal and ethical issues for educational interpreters. (NAC 92. 51.010.06F, May 29, 2016)

All interpreters should document their attendance at approved professional development activities.

A variety of options are available. Each individual district is responsible for determining which activities meet the requirements.

- Interpreter Preparation Programs
- In-service training
- Workshops, conferences, webinars

- Independent study and action research
- College courses
- School or community programs related to issues involving education and access for individuals who are deaf or hard of hearing
- School or community sign language classes
- Preparation for evaluation (EIPA, QAST)
- Mentoring
- Training provided by the National Consortium of Interpreter Education Centers (NCIEC)

Professional Development Plans (PDPs)

The use of a professional development plan is required if the interpreter has not met the standards in Rule 51 (010.06D). A professional development plan would be developed collaboratively between the interpreter and the supervisor to target deficit skill areas in order to meet the requirements to be a qualified educational sign language interpreter according to Rule 51.

See appendix B for an examples of a PDP

010.06D If a school district or approved cooperative is unable to find a qualified educational sign language interpreter who meets the requirements of 92 NAC 51-010.06A, the school district or approved cooperative may employ for up to two school years, an interpreter who demonstrates the minimum competency level of 3.0 on the EIPA, NAD or QAST. The school district or approved cooperative must require that the interpreter participate in a professional development, designed to improve his or her skills and enable him or her to become a qualified educational sign language interpreter within two school years. The plan shall include at least 40 clock hours of training in interpreting per year (August 1 to July 31). The plan shall be approved by the school district or approved cooperative. The TITLE 92 CHAPTER 51 69 school district or approved cooperative must require that the interpreter attain one or more of the competency levels in 92 NAC 51-010.06A within two school years of employment. (May 29, 2016)

Appendix A

Sample Job Description - Educational Sign Language Interpreter

A. Job Title: Educational Sign Language Interpreter

B. Education Level and Certification: Ability to meet NDE Rule 51 criteria for sign language interpreters, Bachelor's degree and/or completion of interpreter preparation program preferred

C. Reports To: D/HH Supervisor, Teacher of the D/HH, and Building Principals

D. Job Responsibilities

1. Facilitates communication among the student who is D/HH, other students and adults using the preferred communication of the student, in all school settings.
2. Discuss the role of the educational interpreter with the general education teacher(s)
3. Provide information to teachers regarding the physical environmental and accessibility.
4. Confer with educators to plan for interpreting
5. Interpret extracurricular activities when requested.
6. Provide academic support, when appropriate, under the supervision of the Teacher of the D/HH.
7. Monitor student's equipment (i.e. FM systems, etc.) when assigned and appropriately trained.
8. Attend staff meetings.
9. Comply with NDE Rule 51 guidelines.
10. Act as a member of the educational team, sharing information with other members and collaborating in regard to the student's access to communication in the classroom.
11. Participate as a member of the IEP team, contributing information about the student's language/communication needs and how the student is functioning with an interpreter.
12. Support implementation of the goals, accommodations and modifications on the IEP.
13. Keep informed of current trends in the field of interpreting.
14. Complete professional development hours to keep current in the field of interpreting.
15. Develop and maintain a positive rapport with students.
16. Develop and maintain a positive and professional working relationship with other staff and administration.
17. Maintain confidentiality of information, concerning colleagues, students, and parents in accordance with school district policies and the law.
18. Adhere to all school district policies.
19. Adhere to the code of ethics of interpreting.
20. Serve as a positive role model for staff and students.
Refer parents to teachers or administrators if they have concerns.
21. Complete all required paperwork on time.
22. Perform other tasks or duties as assigned.



Educational Sign Language Interpreter Professional Development Plan

Name: _____

School District: _____

Email: _____

Date Plan Developed and Implemented: _____

Date Plan is to be Reviewed: _____ By _____

Knowledge and Skills:

My professional Development focus for this year

- Successful passage of the EIPA-WT.

Describe what actions you plan to take in preparation of EIPS-WT:

Sign & Interpreting Proficiency (See page 2)

Sign and Interpreting Proficiency:

Developed by Frances J. Beurivage, Boys Town National Research Hospital

Overall EIPA Score: _____

1. What was the average score for each Roman Numeral area? Each Subcategory?

<p style="text-align: center;">Voice-to-sign Roman I _____</p> <ul style="list-style-type: none"> ▪ Prosodic Information _____ <ul style="list-style-type: none"> <input type="checkbox"/> Stress/emphasis <input type="checkbox"/> Affect/emotions <input type="checkbox"/> Register <input type="checkbox"/> Sentence boundaries ▪ Non-manual information _____ <ul style="list-style-type: none"> <input type="checkbox"/> Sentence types/clausal boundaries <input type="checkbox"/> Adverb/adjective facial markers ▪ Use of signing space _____ <ul style="list-style-type: none"> <input type="checkbox"/> Verb directionality <input type="checkbox"/> Compare/contract, sequence, cause/effect <input type="checkbox"/> Use of Classifiers ▪ Interpreter performance _____ <ul style="list-style-type: none"> <input type="checkbox"/> ASL or PSE grammar <input type="checkbox"/> Use English morphological markers (if appropriate) <input type="checkbox"/> Mouths speaker’s English (if appropriate) 	<p style="text-align: center;">Sign-to-Voice Roman II _____</p> <ul style="list-style-type: none"> ▪ Can read and convey student’s: <ul style="list-style-type: none"> <input type="checkbox"/> Signs <input type="checkbox"/> Fingerspelling and numbers <input type="checkbox"/> Register <input type="checkbox"/> Non-manual behaviors and ASL morphology ▪ Vocal/International features _____ <ul style="list-style-type: none"> <input type="checkbox"/> Speech production <input type="checkbox"/> Sentence/causal boundaries <input type="checkbox"/> Sentence types <input type="checkbox"/> Emphasize important words, phrases, affect/emotions ▪ Word choice: _____ ▪ Interpreter performance <ul style="list-style-type: none"> <input type="checkbox"/> Adds no extraneous words/sounds to message
<p style="text-align: center;">Vocabulary Roman III _____</p> <ul style="list-style-type: none"> ▪ Signs: <ul style="list-style-type: none"> <input type="checkbox"/> Sign vocabulary <input type="checkbox"/> Signs correctly made <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary consistent with language or system <input type="checkbox"/> Key vocabulary represented ▪ Fingerspelling: _____ <ul style="list-style-type: none"> <input type="checkbox"/> Production of fingerspelling <input type="checkbox"/> Spelled correctly <input type="checkbox"/> Appropriate use of fingerspelling <input type="checkbox"/> Production on numbers 	<p style="text-align: center;">Overall Factors Roman IV _____</p> <ul style="list-style-type: none"> ▪ Message Processing: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate eye contact/movement Developed sense of whole message V-S Developed sense of whole message S_V Appropriate lag time V-S <input type="checkbox"/> Appropriate lag time S-V ▪ Message clarity: _____ <ul style="list-style-type: none"> <input type="checkbox"/> Discourse mapping ▪ Environment: _____ <ul style="list-style-type: none"> <input type="checkbox"/> Indicates who is speaking

2. Read the areas identified for professional development from the EIPA report. Read the feedback comment(s) that relate to the areas that received the lowest scores above. Write a brief statement(s) that captures what the feedback statement indicates you may want to work on.

3. **Utilizing this information, select four skills or linguistic features to focus on. For each skill area, write a goal statement, strategy or strategies, identify the resource needed, and a timeframe for implementation and review of goal.**

Goal I

Goal Statement: Remember to be specific when stating your goal. Refer back to the feedback statement from your EIPA report.

Strategy for improvement: Remember a good strategy statement should be specific, measurable and attainable.

Timeframe for implementation of the strategy, review and reevaluate:

Resources: Include any equipment you will need to have available.

Verification: _____
(e.g. Journal; eMentor, Workshop; Video name, etc.)

Goal II

Goal statement: Remember to be specific when stating your goal. Refer back to the feedback statement from your EIPS report.

Strategy for improvement: Remember a good strategy statement should be specific, measurable and attainable.

Timeframe for implementation of the strategy, review and reevaluate:

Resources: Include any equipment you will need to have available.

Verification: _____
(e.g. Journal; eMentor, Workshop; Video name, etc.)

Goal III

Goal Statement: Remember to be specific when stating your goal. Refer back to the feedback statement from your EIPA report.

Strategy for improvement: Remember a good strategy statement should be specific, measurable and attainable.

Timeframe for implementation of the strategy, review and reevaluate:

Resources: Include any equipment you will need to have available.

Verification: _____
(e.g. Journal; eMentor, Workshop; Video name, etc.)

Goal IV

Goal Statement: Remember to be specific when stating your goal. Refer back to the feedback statement from your EIPA report.

Strategy for improvement: Remember a good strategy statement should be specific, measurable and attainable.

Timeframe for implementation of the strategy, review and reevaluate:

Resources: Include any equipment you will need to have available.

Verification: _____
(e.g. Journal; eMentor, Workshop; Video name, etc.)

Your Signature: _____ Date: _____

Administrator: _____ Date: _____

Appendix C

Examples of Roles and Responsibilities

Student

- Use best communication skills possible.
- Pay attention during instruction.
- Participate in classroom activities.
- Keep track of assignments.
- Ask the teacher for help if you don't understand.
- Ask the interpreter if you need clarification of the interpretation.
- Choose the seat that best suits your communication needs.
- Complete assignments.
- Act as a self-advocate – informing team members of any special situations.
- Attend and participate in your IEP meeting.
- Bring materials with you to class.
- Use assistive technology as identified on your IEP.
- Follow classroom rules.
- Do not chat with the interpreter during class time.
- Be prepared for tests.

Educational Interpreter

- Facilitate all communication in the classroom.
- Encourage direct communication among students, teachers, peers and others.
- Interpret classroom instruction and extracurricular activities.
- Interpret in an appropriate manner for the student.
- Act as a member of the educational team.
- Consult with the teacher and student re: environmental factors.
- Meet with the teacher to discuss communication needs.
- Be familiar with the student's IEP objectives.
- Meet with the educational team re: allowable modifications and accommodations.
- Ask the classroom teacher for lesson plans in advance in order to prepare.
- Obtain texts and preview materials when possible in order to prepare.
- Meet with the teacher of the Deaf and hard of hearing (DHH) on a regular basis.
- Participate on the IEP team, providing input on the communication issues.
- Provide tutoring – under the direction of a certificated teacher.
- Consult with the classroom teacher and/or teacher of the DHH re: student needs.
- Provide information on the roles and responsibilities of an educational interpreter.
- Participate in professional development.
- Adapt communication modes to meet the needs of the student.
- Assist students and other professionals in understanding the role of the interpreter.
- Encourage student independence.
- Promote student participation in classroom activities and activities.
- Educate others re: the implications of being Deaf or hard of hearing.

Classroom Teacher

- Provide direct instruction.
- Consult with the Teacher of the DHH and the educational interpreter about the student's communication needs.

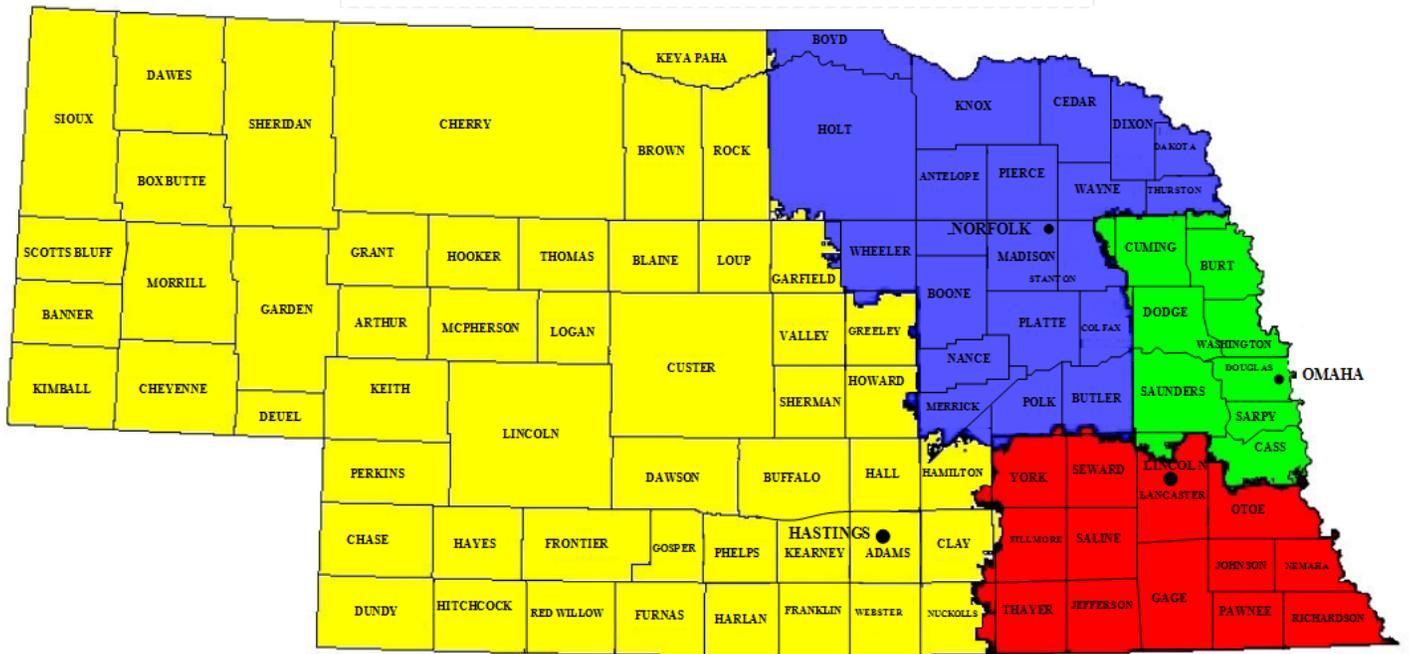
- Check with the student to be sure he/she understands.
- Keep the teacher of the DHH informed of the student's progress and/or concerns re: communication.
- Be sure important information is presented visually.
- Face the students when speaking.
- Consider the student's communication needs when making seating arrangements.
- Provide curriculum materials to the interpreter in advance in order for them to prepare.
- Know the accommodations/modifications on the student's IEP.
- Act as a member of the educational team.
- Participate on the student's IEP team.
- Meet with the educational interpreter to discuss interpreting needs.
- Establish and enforce behavior guidelines.
- Collect data re: to the student's progress.
- Maintain regular contact with parents.
- Participate in professional development e: to the needs of students who are Deaf or hard of hearing.
- Provide copies of instructional materials to the student, when appropriate.

Teacher of the Deaf/Hard of Hearing

- Meet with the educational team to identify the student's interpreting needs.
- Keep the educational interpreter informed about IEP communication goals.
- Work with the educational team to establish procedures for using an educational interpreter.
- Consult with the educational interpreter and mainstream teacher re: accommodations and modifications.
- Be a member of the IEP team – may be case manager.
- Identify appropriate goals and objective for the student's IEP.
- Provide supplemental materials related to modifying the curriculum.
- Regularly meet with the classroom teacher, special education teacher and educational interpreter to discuss the student's progress.
- Provide specially designed instruction/consultation as indicated on the IEP.
- Provide support to the classroom teacher and educational interpreter in academic and behavioral areas.
- Consult with the student and classroom teacher re: the use of assistive technology.
- Collect data re: the student's progress.
- Maintain regular contact with parents.
- Provide training re: students who are DHH and their educational needs.
- Attend professional development.
- Work with educational team to address concerns.



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