

The Role of Educational Interpreters



Vision ---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission ---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community




MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

State Board of Education Goals 5-Year Strategic Plan for 2016-2020

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

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Correlation to Strategic Plan

- This webinar will ensure to provide resources and tips to provide qualified interpreters for Deaf and Hard of Hearing students to ensure to have full access to qualified teachers and to help the students become proficient to graduate with a high school diploma.

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Educational Interpreters

- An educational interpreter must effectively communicate classroom information between the teacher, the Deaf/HoH student and other hearing students according to the language level of the student and the goals of the Individualized Education Program (IEP). (Educational Interpreters Performance Assessment)



Related Services

- The legal right to an educational interpreter is well established by the [Individuals with Disabilities Education Act of 2004 \(IDEA 04\)](#).
- IDEA recognizes the educational interpreter as a “related service provider.”
 - Specified as a related service on the student’s IEP.



Registry of Interpreters for the Deaf (RID)- Practice Paper

- The fundamental role of an educational interpreter is to facilitate communication between Deaf or Hard of Hearing students and hearing persons including, but not limited to: administrators, staff, teachers, service providers, parents, and peers within the educational environment.



RID Practice Paper cont'd

- Educational interpreters will achieve the goal of helping to create and maintain an inclusive environment by:
 - Interpreting/transliterating in a mode that reflects the student's language use outlined in the student's IEP.
 - Working with the classroom teacher to adapt classroom/school activities to promote participation.



RID Practice Paper

- Modeling social strategies to encourage interaction between students who use sign language and those who do not.
- Ensuring incidental information is interpreted.
- Providing plans for a substitute interpreter.
- Position themselves appropriately to assure visual access to educational content.



Optional Additional Duties

- Teacher Aide- this needs to be clarified in the job description if the interpreter is expected to be an aide when not interpreting.
- Teach sign language classes for classmates or for the school.
- Provide academic support for the Deaf student, such as tutoring as outlined in the IEP and under the guidance of a certified teacher.
- Collaborate with teachers on increasing interaction between Deaf or Hard of Hearing peers with hearing students.



Developing IEP Goals

- It is vital to develop an IEP goal sheet for functional skills when using educational interpreters for the first time to:
 - Ensure students know how to properly use educational interpreters.
 - Eye contact
 - Conversational skills
 - Attention-getting strategies
 - Ensure students gain vocabulary through receptive skills.
 - Add the deficits for functional skills in the PLAAFP section.
 - [Readiness Checklist- http://www.handsandvoices.org/pdf/PARC_2011_ReadinessChecklists.pdf](http://www.handsandvoices.org/pdf/PARC_2011_ReadinessChecklists.pdf)



Readiness Checklist Sample

Name: _____ Date: _____ Grade: _____ Completed by: _____ Title: _____	LANGUAGE (LSL)					LSL WITH SIGN/CUE					PROFICIENCY										
	Never-0%	Rarely 10-39%	Some 40-69%	Frequently 70-90%	Always 90%	Never-0%	Rarely 10-39%	Some 40-69%	Frequently 70-90%	Always 90%	APPROACH: <input type="checkbox"/> LSL <input type="checkbox"/> SIGN/CUE <input type="checkbox"/> LSL WITH SIGN/CUE Not at all-Completely 1 2 3 4 5 6										
1. General Skills Does the student demonstrate the ability to...																					
a. learn abstract and/or decontextualized material with minimal expansion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
b. store, retrieve, and organize information received?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
c. learn new vocabulary from typical classroom exposure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
d. understand what to do without on-on-one direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
e. make age-appropriate progress without excessive assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
f. complete class material and tests independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
g. self-advocate for communication and learning needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
2. Receptive Language Does the student...																					
a. understand connected discourse used by adults in the proposed education setting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
b. comprehend and follow directions related to the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
c. understand the language of instructional activities and possess a language base strong enough to learn topics in depth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
d. attend to group conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
e. demonstrate incidental learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
f. exhibit relative speed in processing of new information comparable to classroom peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6
g. demonstrate the above receptive skills for language in the following settings:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						1	2	3	4	5	6



MDE's Policies

- Educational interpreters must be registered with the [Office of Deaf and Hard of Hearing \(http://www.odhh.org/interpreter-registration/\)](http://www.odhh.org/interpreter-registration/) with the Mississippi Department of Rehabilitation Services.
- Description of duties may be:
 - Direct communication with peers and professionals
 - Direct instruction in the child's language/communication modes
 - Interpreting services to Deaf (HI) students
 - Instructional or supervisory work in teaching independent living skills to Deaf (HI) students
 - Interpreter must not be used as substitutes or for other duties unless their salary is prorated.



Resources

- [RID Educational Interpreter's Toolkit- https://drive.google.com/file/d/0B3DKvZMfFLdWkhWenNyeXNGSEE/view](https://drive.google.com/file/d/0B3DKvZMfFLdWkhWenNyeXNGSEE/view)
- [Educational Interpreting: A Collection of Articles From VIEWS and Encounters with Reality: 1001 Interpreter Scenarios, 2nd Ed. - https://www.rid.org/acct-app/index.cfm?action=store.category&ProductCategoryID=4](https://www.rid.org/acct-app/index.cfm?action=store.category&ProductCategoryID=4)
- [Professional development courses on EIPA \(Educational Interpreter Performance Assessment\) and consider taking the EIPA test - http://www.classroominterpreting.org/EIPA/index.asp](http://www.classroominterpreting.org/EIPA/index.asp)
- [Mississippi Interpreter Screening Process- http://mississippiqualityassurancescreening.com](http://mississippiqualityassurancescreening.com)



Classroom Interpreting Guides

- [Guidelines \(http://www.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html\)](http://www.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html)
 - Administrators
 - Teachers
 - Interpreters
 - Parents
 - Students



Online Training Resources

- [Boundaries for Educational Interpreters Youtube Video- https://www.youtube.com/watch?v=QdkEzLyAQ40](https://www.youtube.com/watch?v=QdkEzLyAQ40)
- [Earn CEU hours in trainings targeted to Educational Interpreters - http://www.signs-of-development.org/website/Web6.htm](http://www.signs-of-development.org/website/Web6.htm)



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