



# Collaboration in ASL/English Interpreting:

## K-12 Settings

A Guide for Interpreter Candidates,  
Cooperating Interpreters, and Supervising  
Interpreters

(Revised August, 2020)

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**AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING  
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**SECTION I: GENERAL INFORMATION**

# ASL/English Interpreting Program

## Mission statement

*We transform students into professional interpreters who possess the expertise, professional discretion, and interpersonal intelligence that empowers them to adapt to diverse consumers, cultures, and settings.*

## Core Values

Graduates are

- proficient in processing communication between users of American Sign Language and English
- competent cultural mediators who are respectful of diverse populations
- reflective practitioners
- independent decision-makers, cognizant of the ethical parameters of the profession
- committed to the lifelong pursuit of interpreting excellence

**Roadmap: ASL/English Interpreting – Bachelor of Science  
Education, Health, and Human Services  
Catalog Year: 2019 – 2020**

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Attribute	Notes
<b>Semester One: [14 credits]</b>							
!	<b>ASL 19201 Elementary American Sign Language I</b>	4		C	■		
	US 10097 Destination Kent State: First Year Experience <sup>1</sup>	1					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
<b>Semester Two: [16 credits]</b>							
!	<b>ASL 19202 Elementary American Sign Language II</b>	4		C	■		
	PSYC 11762 General Psychology	3				DD/KSS	
	Kent Core Requirement	3					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
<b>Semester Three: [15 credits]</b>							
!	<b>ASEI 43100 Survey of the Interpreting Profession</b>	3	■	B-	■	WIC	
!	<b>ASEI 43106 School Setting Interpreting</b>	3	■	C	■		
	ASL 29201 Intermediate American Sign Language I	3		C	■		
	Kent Core Requirement	3					
	Kent Core Requirement	3					
<b>Semester Four: [18 credits]</b>							
Requirement: minimum 2.750 cumulative GPA minimum and 3.000 major GPA by end of term							
!	<b>ASEI 43102 Interpreting Processes I</b>	3	■	C	■		
!	<b>ASL 49401 Deaf Culture &amp; Community</b>	3	■	C	■		
	ASEI 43113 ASL to English Interpreting Processes	3	■	C	■		
	ASL 29202 Intermediate American Sign Language II <sup>3</sup>	3		C	■		
	PSYC 20651 Child Psychology	3				DD/KSS	
	Kent Core Requirement	3					
<b>Semester Five: [15 credits]</b>							
Requirements to be admitted into the *Professional Phase of the major: minimum cumulative 2.75 GPA; minimum 3.000 major GPA; and minimum grade of C in the following courses: Kent Core Composition coursework, ASL 19201, ASL 19202, ASEI 43100, and ASEI 43102							
!	<b>ASEI 43103 Interpreting Processes II*</b>	3	■	C	■		
!	<b>SPED 43310 Lang Dev for D/HH Students*</b>	3	■	C	■		
!	<b>ASEI 43111 Professional Interpreter*</b>	3	■	C	■		
	ASL 39201 Advanced American Sign Language I	3	■	C	■		prerequisite: passing score on cumulative portfolio in ASL 29202
	ASEI 43108 Medical Interpreting	3	■	C	■		

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Attribute	Notes
<b>Semester Six: [16 credits]</b>							
<b>Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA</b>							
!	SPED 43092 Deaf Residential School Field Experience*	1	■	S	■	ELR	
!	ASEI 43107 Community Setting*	3	■	C	■		
!	ASEI 43110 Discourse Analysis*	3	■	C	■		
!	ASEI 43105 Transliterating*	3	■	C	■		
	ASL 39202 Advanced American Sign Language II	3	■	C	■		
	ASEI 43109 Mental Health Interpreting	3	■	C	■		
<b>Semester Seven: [15 credits]</b>							
<b>Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA; Note: successful completion of the Sign Language Proficiency Interview (SLPI) at Intermediate level or above or the American Sign Language Proficiency Interview (ASLPI) at a level 2 or above</b>							
!	ASL 49108 ASL Linguistics*	3	■	C	■		prerequisite: passing score on cumulative portfolio in ASL 29202
!	ASEI 43104 Interpreting Processes III*	3	■	B-	■		
!	ASEI 43112 Interactive Interpreting*	3	■	C	■		
	COMM 35852 Intercultural Communication	3	■	C	■	DG	
	Kent Core Requirement	3					
<b>Semester Eight: [12 credits]</b>							
<b>Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA</b>							
!	ASEI 43192 Advanced Practicum: ASEI*	9	■	S	■	ELR	
!	ASEI 49625 Inquiry Sem. Into Prof. Practice*	3	■	C	■		

### Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
			Major GPA	Overall GPA
121	39	36	3.00	2.75

1. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
2. A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.
3. Students must present a cumulative portfolio and achieve a passing score to register for ASL 39201 and ASL 49108.

\* Student may enter into the Professional Phase of ASL/English Interpreting once they have

1. Earned a minimum 2.750 cumulative GPA and a minimum 3.000 major GPA and
2. Earned a minimum grade of C in Kent Core Composition coursework, ASL 19201, ASL 19202, ASEI 43100, and ASEI 43102



## **Interpreting, Diagnostic, & Professionalism Preparation Coursework to Professional Practice Overview**

**Prior to the Advanced Practicum, KSU ASL/English Interpreting students have produced dialogic and monologic interpretations for a variety of genres, settings, and diverse participants. Students have also learned to apply linguistic terminologies while conducting peer and self-assessments. Emphasized throughout the coursework was the ability to manage the dynamic nature of simultaneous interpreting, to identify professional demands, and to implement ethical and best practice procedures.**

### **Interpreting Processes 1, 2, & 3; Interactive Interpreting; Transliterating; ASL to English Processes**

- Systematic reflective practice in both peer and self-analysis formats
- Diverse samples of professionally prepared stimulus materials for interpreting practice
- Simulations created by guests to the classroom to create spontaneous and dynamic mock interpreting experiences
- Application of interpreting models
- Clinical experiences of observing, teaming, and interpreting

### **Professional Interpreter, School Setting Interpreting, Community Setting Interpreting**

- Analysis of interpreting scenarios to determine best practice procedures
- Application of Code of Professional Conduct, Educational Interpreters' Code of Conduct, Demand Control Schema
- Development of professional and ethical decision-making skills
- Expansion of setting specific vocabulary
- Clinical experiences of observing, teaming, and interpreting

### **Discourse Analysis, Language Development for Deaf and Hard of Hearing Children**

- Review of professional journal articles on current research in the field of interpreting
- Extrapolating, summarizing, and applying theory to practice
- Comparative analysis of language use and development
- Synthesis of case studies

**Student interpreters should continue engaging in reflective practice as they further develop their skills during the advanced practicum. They should identify and understand problems of professional practice, hypothesize alternatives, implement new actions, and evaluate the results of their interpreting and decision-making.**

## **Clinical Applications in ASL/English Interpreting**

The purpose of these experiences is to acquaint students with the daily demands of interpreting, the diversity of the deaf population being served by interpreters, and the fluctuating role of interpreters as they adapt to various work settings.

- Minimum of 90 hours of field-based observation and interpreting experiences
- Log and reflection forms demonstrating 90 hours of approved experiences submitted prior to approval for Advanced Practicum
- Opportunities to experience both educational and community settings
- Experiences can be arranged by faculty or initiated by students and approved by faculty
- VACCA office will secure signed contracts for K-12 observation experiences
- Professionalism in dress, speech, personal habits, and overall conduct is expected
- These experiences should be approached as job assignments with students applying ethical decision-making strategies and professional behaviors
- Use of cell phones and other devices is prohibited while engaged in these experiences
- Transportation is the student's responsibility
- During Interpreting Processes III, complete 3 mandatory safety trainings and receive a certificate for each: Basic Life Support, A.L.I.C.E, & Child Safety. Trainings are scheduled through the Vacca Office of Student Services
- Experiences can include opportunities such as: Sorenson Video Relay, Purple Video Relay, public schools, campus collaborations with other college departments, local interpreting agencies, and community volunteer opportunities

## **Advanced Practicum in ASL/English Interpreting**

The advanced practicum is an opportunity for student interpreters to gain work experience while engaged in a full-time mentoring relationship with a professional interpreter.

- 400+ hours of work experience and mentoring
- Oversight provided by a university supervisor
- Primarily completed in an educational setting to meet Ohio licensure requirements of 300 hours K-12 interpreting
- Potential opportunities for community interpreting experiences
- Some placements are out of state
- Placements are secured by practicum faculty
- Vacca Office secures a contract with each site prior to placement confirmation
- Transportation and housing for out of state sites is the responsibility of the student
- Practicum must be given first priority over personal obligations and commitments
- Professionalism in dress, speech, personal habits, and overall conduct is expected
- Expectation is that by mid-semester the student has assumed all the interpreting responsibilities of the on-site interpreter
- Students may opt out of the K-12 interpreting experience by meeting with the practicum coordinator and signing statement waiving the ODE K-12 license

## Statement of Collaboration

The Advanced Practicum, a semester long placement where the interpreting student accrues over 400 hours with an experienced interpreter, is the capstone course of the ASL/English Interpreting Program. This experience gives our graduates an advantage when applying for jobs since their resume includes a semester of full-time work experience as a student interpreter. These extensive hours of guided learning represent a pivotal point in student’s preparation to becoming an interpreter. It is the time when theory and practice meet and students discover how to navigate the demands, ethical decision-making strategies, and the skill expectations necessary for professional practitioners. The successful preparation of a student interpreter depends on the synergistic relationship between the student, practicum faculty, site staff, and cooperating and supervising interpreters. Each member of the team makes critical contributions relevant to this process such as focus, priorities, special expertise, scope, professional concerns, and qualifications.

Student Interpreter	Supervising Interpreter	Cooperating Interpreter	Practicum Faculty
Develop the following: interpreting processes and accuracy; flexibility adapting to meet diverse student language and educational needs; decision making skills by applying ethical tenets; and professional communication and conduct.	Ensuring ASL/English Interpreting Program philosophy and expectations are met, while providing support to the cooperating interpreter; assessing and guiding the student; and updating the practicum faculty.	Supporting authentic, dynamic, and spontaneous interpreting opportunities for the student interpreter that facilitate skill development, learning opportunities, and professional growth of the student interpreter.	Selecting practicum sites and overseeing the transition of student interpreters from the classroom to professional practice. Collaborating with and providing support to all practicum participants. Facilitating the resolution of unexpected issues.

The relationship between the supervising interpreter, the cooperating interpreter, and the student interpreter is an important one. Therefore, it is expected that communication occurs frequently as a team. The student interpreter should be informed of his/her progress (strengths as well as weaknesses) on a regular basis. Since the supervising interpreter and the cooperating interpreter view the advanced practicum experience from unique perspectives, each perspective should be thoroughly represented to the student. Therefore, the supervising and the cooperating interpreters will **independently complete an Advanced Practicum Assessment at midterm and at the end of the placement. They will present their assessment perspectives to the student interpreter during a conference.** The practicum faculty is available to all members of the team for support and input, and the practicum faculty should be updated periodically.

## Vacca Office Policies & Procedures

The Vacca Office of Student Services adheres to the following guidelines for placements:

1. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), requires that Kent State University “student[s]...develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups.”
2. Placement sites are selected by the practicum faculty. Some sites may be out of state. Some sites require resumes, work samples, and interviews. Students should make arrangements to handle financial obligations, transportation, and housing during the advanced practicum.
3. A student interpreter is not permitted to do their advanced practicum in the same school district where he/she is employed, where relatives are employed, where their children are attending.
4. University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student interpreter is registered with Student Accessibility Services (SAS) and requires special accommodations, s/he must inform the Vacca Office at the time of application for advanced practicum so that an appropriate placement can be secured.
5. The Vacca Office of Student Services must make all arrangements for the advanced practicum. Arrangements made any other way will not be recognized as valid. Under no circumstances will a prospective student interpreter contact any school district personnel with the intention of securing his/her own placement.
6. Out of state placement: Any interpreting student assigned to an out of state site, must complete the Vacca Out of State form and return that form to the practicum faculty.

Student interpreters will be notified by KSU email about the details of their placement. As soon as the confirmation notice is received, student interpreters need to assume the responsibility to make the initial contact with the cooperating interpreter.

### **Background Checks**

Student interpreters are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” on or before the first day of the semester in which the practicum will take place.

BCII and FBI background checks can be completed in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. Contact the IRC to verify dates and hours of operation at (330) 672-2353. **Contact the practicum coordinator for the correct codes.**

**BCII.** The BCII check requires current, state issued identification (driver's license or a state identification card issued by the Bureau of Motor Vehicles). There is a fee, which must be paid to the IRC with cash to check at the time of service. Student interpreters are responsible for the payment of this fee at time of service. Contact the IRC for the current fee.

**FBI Fingerprinting (Federal).** Electronic fingerprinting can be done in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. There is a fee, which can be paid to the IRC with cash or check at the time of service. Student interpreters must bring current state issued identification (driver's license or identification card). Contact the IRC for the current fee.

**Both of these background checks must be mailed to the student interpreter. DO NOT SEND THE RESULTS OF BACKGROUND CHECKS TO KENT STATE UNIVERSITY OR THE STUDENT PRACTICUM SITE, unless requested by the site. The student interpreter is responsible for submitting the background checks to the correct site person.**

**Both of these background checks are required when applying for initial licensure as well. Student interpreters may be able to use these same background checks when applying for licensure. Both background checks expire after one year (valid 12 months/ 365 days from the date of issue).**

Neither the Vacca Office of Student Services, nor the faculty, views these results. For any questions, student interpreters can review the Standards for Licensure and Employment of Individuals with Criminal Conviction concerning the results of background checks. This document can be viewed on the Ohio Department of Education website at [education.ohio.gov](http://education.ohio.gov) Click on "Teachers" at the top of the homepage, from there go to "Educator Conduct," and then "Effects of Convictions on Licensure." For additional help, contact the ODE Office of Professional Conduct. Their phone number is (614) 466-5638.

For further questions regarding the directions, please contact the Clinical Experience Office in the Vacca Office of Student Services at 330-672-2870.

**Alcohol and Drug Abuse.** Any indication of drug and/or alcohol use will result in removal from the school. Strong indications of cigarette, cigar or pipe use, cologne, after shave or perfumes may be offensive to colleagues and students in schools.

**Attendance/ Time Commitment.** It is expected that a student interpreter will follow the cooperating interpreter's scheduled work day and be actively engaged during the required number of weeks as determined by the program area and the published schedule by the Vacca Office of Student Services. Professional obligations may require the student interpreter to work beyond the scheduled work day.

Student interpreting is a full-time professional commitment. Other commitments and obligations, including part-time jobs, should be reduced to a **minimum** during this time and preferably eliminated. Student interpreting duties must be given first priority. **The student interpreter is required to follow the calendar of the school where assigned** (i.e., spring vacation and other days off are not necessarily the same as the University's calendar). Inquiry class follows the university calendar for both scheduled and unscheduled breaks.

In case of illness and/or emergency, the student interpreter must contact the cooperating interpreter **immediately**, and the supervising interpreter must be notified, whether an observation is planned or not. Any illness, in excess of **three consecutive days**, must be documented by a written excuse from a doctor.

In addition, for any absence the student interpreter must complete an Absentee Form included with the sample forms in this handbook stating the reason for the absence. The form must be signed by the cooperating interpreter, the student interpreter, and the supervising interpreter. The student interpreter will submit this form to the practicum faculty after it is signed.

Absences will affect the continuity of the student interpreting experience and could result in an extension of the experience or **unsatisfactory** rating for the practicum. All decisions on grading, in these circumstances, will be at the discretion of the program coordinator, practicum coordinator, and the Director of Clinical Experience.

### **Professional Commitment by Interpreting Candidates**

In order to meet the very high standards expected of our student teachers by both the College of Education, Health and Human Services and the Council for the Accreditation of Educator Preparation, the student teaching experience should be considered as a '*full time job*' that requires the full commitment and professional dedication of our students. Additionally, the OBR/ODHE interpretation of OAC 3301-24-03 (C) (8) is that students should not expect to be employed, nor compensated, by any agency or institution during the scheduled hours of their placement.

**Calamity Days/Inclement Weather.** While student interpreting, if school is closed due to inclement weather conditions, natural disasters, power outages, structural damages, or other emergency, student interpreters are not required to make up the time unless it affects spring break or winter break. If the school cancels its spring/ winter break and interpreters must report that week, then the student interpreter will need to report to the site also.

Student interpreters are not to call the school to ask if school is in session. All of the school districts will report their closings over radio and television stations (or on their websites) and student interpreters are expected to locate school closing information at the appropriate station. It is also important the student interpreter inform the supervising interpreter in the event that the student interpreter will not to report to school if that day was a scheduled visit.

Because of contractual obligations or other special conditions, cooperating interpreters may be required to report to school even if the students do not. If this situation exists, the student interpreter will report since s/he is required to follow the cooperating interpreter's schedule.

**Conflicts Between School Districts and Their Teachers/Staff.** Because student interpreters in the state of Ohio do not have the legal status of certificated or licensed personnel and because their proper role is that of learner, not substitutes for personnel, the student interpreter should not report for duty or be in or near the building of assignment in the event of strike or work stoppages. Should any of these events occur, the student interpreter is to **immediately** telephone his or her supervising interpreter and the practicum faculty.

In the event that the school to which the student interpreter is assigned is subject to a

jurisdictional dispute between a teacher's association and the school district, student interpreters will assume a position of neutrality. The student interpreter is to remain away from the placement site and not participate in either side of the dispute.

**Assessment Filming.** Student interpreters will be expected to film their in-class interpreting. Students should select classes that offer 15 minutes of continuous instructional discourse and permission needs to be granted from the classroom teacher. Classroom students **should not** be seen on camera. The video should only show the student interpreter. If the student interpreter is unable to avoid capturing classroom students on camera then the student interpreter should follow the school's protocol and inform the practicum faculty.

**Health-Related Issues.** Issues related to the health of student interpreters and/or students in classrooms will be handled on an individual basis.

**Liability Insurance.** The university provides liability insurance coverage for all KSU students, and this coverage extends to student interpreters in northeast Ohio and within the 50 states. Additional coverage can be obtained through RID membership and the insurance options made available through the professional organization. Liability coverage begins prior to the official start date of the semester through the last day of classes **ONLY** if student is registered for the Advanced Practicum course.

**Medications.** Student interpreters are **NOT** permitted to administer medications to students.

**Obligations Beyond Practicum.** Outside obligations such as jobs, family obligations, or coursework cannot be used as an excuse for marginal or unsatisfactory performance during the student interpreting experience. Student interpreters are not permitted to take other coursework during student interpreting (except for Inquiry into Professional Practice) unless they have special permission from a faculty advisor. A form can be picked up in 304 White Hall.

**Professional Conduct and Appearance.** The interpreting profession requires that its members possess high standards of personal conduct, a neat personal appearance, and good personal hygiene. Student interpreters should follow the standards of professional conduct and the personal appearance standards as specified by the placement site's interpreter handbook or by the administrator in charge.

The school staff handbook often addresses length and style of hair, beards and moustaches, piercings, style of dress, tattoos, and length of skirts. If student interpreters feel the standards asked of them are unreasonable and are unable to conform to these standards, please consult with your supervising interpreter or the practicum faculty **before** taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow.

Be advised that items posted on the internet, including social networking sites, even when removed by the person who posted it, may be able to be accessed by employers, students, and parents now or in the future. Because of these reasons, **do not post anything related to your practicum or professional work on social media and seriously consider what personal information you reveal via social media.**

**School Policies.** School policies may vary from school to school. Upon arriving at the school assignment, the student interpreter should immediately become familiar with school policies (zero tolerance, suspected child abuse or neglect, incident reporting, universal health precautions, cell phones, text messaging, social networking, etc.), regulations, and physical facilities of that school. The cooperating interpreter or building administrator should help student interpreters with this orientation to the school. Some districts may require TB tests **prior** to the beginning of the student interpreting experience.

**Substitute Interpreting.** Student interpreters are assigned for the purpose of practicum only. They do not have a legal connection with a school system and are not under contract in any way. Therefore, using a student interpreter in lieu of a substitute interpreter could place the student, the school system, and the university in a precarious legal position. The College of Education, Health, and Human Services **does not approve of a student interpreter being used as a substitute interpreter.** Situations may arise in which the cooperating interpreter to whom an interpreter candidate is assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it is reasonable for the principal to ask the student interpreter to assume interpretation of the class for a portion of the day if s/he judges that the student interpreter is capable of carrying out this responsibility. Under these circumstances, either the principal or another certified staff member must assume the supervision responsibility and periodically check with the student interpreter during that time. If there is any question about this procedure, the principal should call the Vacca Office at Kent State University for clarification.

## **ASL/English Interpreting Advanced Practicum Policies and Procedures**

**Advanced Practicum Assessment Instrument.** (see “Forms” section) The midterm/summative assessment form reflects the ASL/English Interpreting curriculum scope of knowledge-based instruction and skill-based practice. The Ohio Board of Regents’ standards for interpreter education programs were used to create the assessment categories. Rubric and criteria statements and descriptions were formulated to align with expected interpreting competencies. A variety of professional resources were consulted in the development of this instrument including:

- NCIEC (National Consortium of Interpreter Education Centers) Rubrics – ASL Interpreting from [http://www.interpretereducation.org/rubrics-asl-interp\\_pdf](http://www.interpretereducation.org/rubrics-asl-interp_pdf)
- RID (Registry of Interpreters for the Deaf) NIC (National Interpreter Certification) criteria scales
- EIPA (Educational Interpreter Proficiency Assessment) rating form
- Entry-to-Practice Competencies for ASL/English Interpreters as printed in *Toward competent practice: Conversations with stakeholders*, (2005), by Anna Witter-Merithew and Leilani J. Johnson
- Input and feedback from graduates and faculty of the KSU ASL/English Interpreting Program

**Daily Observations and the Observation Summary:** The basis for virtually every aspect of the supervisory process is observation of the student interpreter. Success in the interpreting practicum to a large extent depends upon the effectiveness and frequency with which the cooperating interpreter responds to the continuing concerns, “How am I doing?” “How can I



improve?” “How does this impact the deaf student’s access to education and classroom dynamics?” This is part of reflective practice.

**To Do Daily:** The cooperating interpreter should be present with the student interpreter and should be prepared to take notes of student interpreter’s work, preparation, demeanor, and professionalism. These informal notes may be taken in any format that is understandable and accessible. These notes provide a continuous record of the interpreting student’s performance and include areas of strength and those that may need improvement. These notes should be retained by the student interpreter. This may require that the student transcribe and/or reformat the notes. The student interpreter should be encouraged to review the notes periodically as a means of self-appraisal and for setting goals. Observations and feedback from the cooperating interpreter are crucial to the student’s interpreting experience.

**To Do Weekly:** The cooperating interpreter completes the **Observation Summary** (see “Forms” section). This form functions to summarize and highlight patterns of strengths and weaknesses. It also provides a link to the midterm and final assessment form. In this way, the student interpreters and cooperating interpreters can develop strategies for meeting the expectations as defined on the midterm/final assessment. The student will submit this observation form to the practicum faculty.

If the cooperating or supervising interpreter should at some point develop reservations regarding the student interpreter’s performance, the notes and observation summary provide documentation to support the assessment. The notes are especially useful as a source of information if it subsequently becomes necessary to create a professional development plan.

**Preparation for Interpreting.** Throughout the practicum experience, the student interpreter must provide the cooperating interpreter with evidence of preparation for interpreting. Students will use the **Preparation** form (see “Forms” section) to predict interpreting demands and to prepare for managing the instructional content. The frequency and functional use of the form will be determined by consensus between the interpreting student and cooperating and supervising interpreters. The student interpreter must provide a copy of the preparation form to the supervising interpreter prior to any scheduled observation. Preparation forms will be submitted as required to the practicum faculty.

**Midterm Assessment.** Each student interpreter must be assessed prior to the end of the seventh week and apprised of the assessment ratings during a midterm conference using the Advanced Practicum Assessment form. While daily notes and observation summaries give the student interpreter an indication of specific aspects of his or her interpreting, the midterm assessment provides a comprehensive overview.

A midterm evaluation is conducted jointly by the cooperating and supervising interpreters. The midterm assessment form is prepared independently by these interpreters and discussed with the student interpreter during the midterm assessment meeting. Any item rated as **“ineffective”** requires a written comment by the assessor in the space provided on the form. If there are numerous ineffective ratings given, then a Professional Development Contract (see “Forms” section) should be written. At this point, the practicum faculty should be included in the discussion and in the creation of the development plan.

The midterm assessment will be posted on the faculty portal. Once the form is posted, an automatic e-mail will be sent to the student interpreter containing a link with the completed assessment for electronic signature. **The deadline for submitting the midterm online assessments is Friday of the 7<sup>th</sup> week of the university semester.**

**Final Assessment.** At the end of the semester, the student interpreter's performance is rated independently by the supervising and the cooperating interpreters. If the supervising interpreter is lacking in sufficient evidence for any of the categories, the supervisor may consult with the cooperating interpreter so a comprehensive assessment can be submitted. At this time, there should not be any "not observed" ratings with the possible exception of the ASL to English categories. The final assessments are shared with the student interpreter at a final conference. **Passing this assessment enables the student interpreter to apply for licensure.**

The final assessment is posted on the faculty portal. Once the form is posted, an automatic email will be sent to the student interpreter containing a link for the completed assessment for electronic signature. **The deadline for submitting the summative online assessment is Friday of the 15<sup>th</sup> week of the university semester.**

**Disposition Assessment.** A major part of any College of Education, Health, and Human Services program at Kent State University is the development of dispositions related to caring, fairness, honesty, responsibility, commitment, and social justice. Student interpreters are expected to consistently demonstrate all the behaviors and qualities indicative of professionalism, work ethic, and personal qualities in order to receive a grade of "Meets Expectations" for the advanced practicum.

A Disposition Assessment for each student interpreter will be completed during the 7<sup>th</sup> week of the semester. The cooperating and supervising interpreters should discuss their ratings for each disposition. The default rating on the form is "meets expectations." If the two interpreters agree that all disposition statements have been met, an email is sent informing the practicum faculty who will enter the "meets expectations" rating for all statements on the faculty portal. The interpreters may want to designate exemplary performance on any disposition by simply conveying this information to the practicum faculty. Likewise, the interpreters can inform the faculty of performance that is "emerging" or "below expectations." If these ratings are selected, the interpreters need to provide the faculty with an explanation describing the subpar performance. The practicum faculty will provide both interpreters with a copy of the disposition document prior to the due date.

After the assessment is electronically submitted by the practicum faculty, the student interpreter will receive an automated email indicating that the completed Disposition Assessment is available on their student portal for their electronic signature. If the student receives an "emerging" or "below expectations," then the student will need to create a Professional Disposition Plan (PDP). The student interpreter needs to meet with the supervising and cooperating interpreters to discuss the PDP and both student interpreter and practicum faculty need to sign it electronically. The Plan must be completed to the satisfaction of everyone by the 15<sup>th</sup> week.

**The deadline for the submission of the online Disposition Assessment by the supervising interpreter or practicum faculty is Friday of the 7<sup>th</sup> week of the university semester. The Disposition Assessment may be submitted earlier if warranted. The student MUST have ample time to submit a Professional Disposition Plan (PDP) and enact it. Students with outstanding dispositions are not cleared for graduation.**

Student interpreters are evaluated in previous courses, and progress is reviewed by program coordinators with the intent of assisting the student interpreters to select an alternative major prior to the advanced practicum if unsatisfactory dispositions are not satisfactorily addressed.

### **Conflict Resolution**

A partnership is the ideal relationship in the practicum experience. However, student due process procedures are established for the student interpreter who does not agree with the evaluation of his/her performance during any time of the advanced practicum semester.

The following appeal procedure is established. The first step is to contact the person with whom the student has a disagreement to discuss the nature of the disagreement. If a resolution is not achieved, the second step is to contact the supervising interpreter to explain the nature of the disagreement. If a resolution is not achieved, the third step is to contact the practicum faculty, then the program coordinator. If these steps do not satisfy the student's concerns, the student can contact the Director of Clinical Experiences, 304 White Hall, to explain the nature of the disagreement. If a resolution is not achieved, the next step is to the director of the appropriate school in your major, and finally, the Associate Dean of Student Services in 304 White Hall. The order is spelled out below:

1. The person with whom the student has a disagreement
2. The University Supervisor
3. Practicum faculty
4. Program Coordinator
5. The Director of Clinical Experiences, 304 White Hall
6. School Director
7. Associate Dean, Vacca Office of Student Services, 304 White Hall

### **Procedures for Addressing Interpreting or Professionalism/Ethical Concerns**

The student interpreter, cooperating, and supervising interpreters should meet together to cooperatively address problems as they arise. For serious skills-based or professionalism issues or if these continue after a warning has been given, a **Professional Development Contract** (see "Forms" section) will be developed by the cooperating and supervising interpreters and the student interpreter. The practicum faculty should be consulted in the development of this contract. The contract describes the problem area(s), an action plan, and a timeframe to address the problem(s).

1. Documentation of all actions pertaining to the implementation of the Professional Development Plan must be objective, accurate, and thorough.
2. If the terms of the contract are not met in the timeframe that has been established, then the supervising interpreter, cooperating interpreter, program coordinator, and/or program faculty member and the Director of Clinical Experiences will meet with the student interpreter to determine further actions. These actions may include remediation

or additional work prior to the student returning to his/her interpreting practicum, readjustment of schedule, removal from the student interpreting practicum, time extension of the practicum in current placement, new placement, graduation without licensure (after filing a change of major or minor form), or other options as appropriate. The student interpreter is welcome to bring an advocate to this meeting; however, discussion will be held primarily with the student interpreter, not the advocate.

**If for any reason the school administration requests that a student interpreter be removed from the classroom, the Vacca Office of Student Services will comply with this request.** For other serious situations, it will be a team that determines whether or not a student interpreter should remain at the site.

3. **University policy stipulates that the last day of the 10<sup>th</sup> week of the university semester is the last date a student can WITHDRAW from a class. After that date, students will receive a “U” in student interpreting practicum.**
4. Unacceptable behaviors that may cause the student interpreter to be removed from the Advanced Practicum include the following: violation of RID CPC tenets such as the breach of confidentiality specifically in social media; speech or actions that appear to show a lack of respect, harassment, or threats towards someone else; exhibiting signs of being under the influence or of impairment during placement hours; theft; or other behaviors deemed inappropriate by any involved in the practicum experience.
5. If the team agrees that the student interpreter should be removed from the practicum, the grade for practicum will be determined at the meeting with the student interpreter. Attendance in other coursework taken in conjunction with student interpreting (e.g., Inquiry) will be discontinued and repeated at the same time that student interpreting is finally completed.

### **Assessment Deadlines**

- **The Midterm Assessment is to be submitted to the practicum faculty by Friday of the 7<sup>th</sup> week of the university semester. Ratings of “not observed” (except for ASL to English interpreting) should diminish as the semester progresses. Cooperating and supervising interpreters should expect the student interpreter to perform every skill on the assessment form.**
- **The Disposition Assessment is to be submitted to the practicum faculty by Friday of the 7<sup>th</sup> week of the university semester. The Disposition Assessment may be entered earlier, if warranted.**
- **The Final Assessment is to be submitted to the practicum faculty by the Friday of the 15<sup>th</sup> week of the university semester.**

## Grade for Student Interpreting Practicum

### Summative Assessment: Final Score

Student interpreters are expected to perform 90% of the ratings above “ineffective” to pass.

- No more than 3 ineffective ratings on the total assessment
- No more than 1 ineffective rating in Standard 3
- No more than 8 emerging ratings on the total assessment
- A Professional Development Contract should be created if there are an excessive number of emerging and ineffective ratings on the midterm assessment

### Professionalism and Reflective Practice through Conferencing

Conferencing is important during the student interpreting experience. Conferences clarify the elements of effective interpreting and the role of a professional interpreter. As needed, constructive feedback is offered, and plans, including a commitment for change, are made. The cooperating and supervising interpreters' roles as active professionals and lifelong learners demonstrates and reinforces the importance of reflective practice in the development of interpreting skills. Therefore, the ultimate conference goal is to help student interpreters become reflective, self-analyzing professionals.

Conferencing helps the student interpreter engage in professional growth and development at a new level. In the beginning of the conference phase, the cooperating and supervising interpreters should take the lead in guiding the planning, constructive criticism, and analysis of the interpreting work, while soliciting participation from the student interpreter. As the semester progresses, the student interpreter should assume responsibility for reflective self-analysis and initiate the discussion.

Informal conferences should be held each day by the cooperating interpreter and the student. A more in-depth conference utilizing the **Observation Summary, should be held once a week** by the cooperating interpreter and student. The completion and discussion of the Observation Summary gives the cooperating interpreter and the student interpreter an opportunity to measure growth and set goals with an eye on the midterm and final assessments.

The most important aspect of conferencing is not the topic(s) or procedures, but the opportunity for an open exchange that permits and encourages reflection. Techniques to create this type of exchange are difficult to describe because they are individualized to participants and situations. However, the student interpreter, cooperating and supervising interpreters must recognize and accept responsibility for the success and productivity of conferences. There are a number of conferencing techniques that generally are applicable for use by the cooperating and the supervising interpreters:

1. **Use climate-building verbal and nonverbal behaviors to develop a personal relationship between the cooperating interpreter, the student interpreter, and the supervising interpreter.** Climate-building comments are those that reflect interest and respect for all members of team.
2. **Be a good listener.** Hear each other's comments. Be alert to nonverbal clues.
3. **Focus on the descriptive rather than the evaluative when referring to the student**

**interpreter's performance.** If criticism is necessary, rely on description and guide the student interpreter to consider options for improvement/correction.

4. **Use systematic questioning** that helps the student interpreter focus on thinking, organizing ideas, engaging in self-evaluation, and arriving at conclusions.
5. **Paraphrase the student interpreter's response** for clarification, focus, or emphasis.
6. **Seize opportunities to encourage supportive comments throughout the conference.** Cooperating and supervising interpreters should be honest in giving feedback, but it should be tempered with reassurance, especially if they sense frustration and disillusionment in the student interpreter.
7. **Close the conference with a review of the major outcomes/ decisions, solutions, insights, conclusions, commitments/ mutual agreement of expectations.**

## **Section II: Student Interpreter**

## Professional Expectations:

Carol Patrie in The Effective Interpreting Series, 2000-2012, lists “non-language-based-factors” that can indicate a student’s long-term accomplishments in the field of interpreting. These characteristics are **in addition to language and interpreting proficiency**. Students who exhibit these traits are more likely to successfully navigate the extensive and often unpredictable demands inherent in interpreting work.

- **Stamina –**
  - Produce interpretations that increase in duration and accuracy, showing evidence of mental and physical endurance.
  - Adjust their physical posturing to meet the communication needs of the classroom. This might include sitting, standing, relocating to the floor, maintaining awkward positions to allow access to visual aids and the interpretation simultaneously, and adapting to other environmental demands.
  - Perform the mental and physical expectations considered an integral part of interpreting.
- **Tolerance of ambiguity –**
  - Maintain a calm demeanor and demonstrate quick and appropriate decision-making skills. Many aspects of the communication and educational processes are not obvious. Classroom expectations, teacher goals, student readiness, and instructional content are often vague and abstruse. Interpreters must be critical thinkers.
- **Tolerance for diverse situations –**
  - Move seamlessly from one setting to another and from one consumer to another while adapting to the environment, accommodating unique needs, adjusting the interpretation, and managing the interactive nature of educational interpreting.
  - Reflect during and after the interpretation, identifying strategies to improve the work.
- **Curiosity –**
  - Demonstrate an enthusiasm for learning. Ask questions.
  - Use a variety of resources to prepare for the interpretations and become familiar with instructional content. Knowledge, flexibility, and fluency in ASL should continue to develop through interaction with native signers.
- **Maturity –**
  - Perform ethically.
  - Collaborate as a member of the professional team.
  - Exhibit respect for all consumers, administrators, and other staff.
  - Arrive on time in professional attire and perform all duties in a professional manner.
- **Mental agility –**
  - Comprehend and parse dense discourse texts. Identify connections within the text.
  - Recognize implicit information as well as the explicit. Determine when and how the implicit should be incorporated into the interpretation.
- **Personality traits –**
  - Exhibit the ability to work with a wide variety of people
  - Demonstrate strategies for conflict management.
  - Show an aptitude for implementing soft skills.



## **Role of the Student Interpreter**

A successful interpreting practicum is a collaborative effort. Student interpreters must realize their responsibilities as learners who are still studying the interpreting process, and as working interpreters who are increasing interpreting responsibilities from day-to-day with the goal of becoming an autonomous practitioner.

In general, student interpreters will follow the same policies and expectations as their cooperating interpreters. While the cooperating interpreter should provide clear direction and closely monitor the student interpreter's work and professional behaviors with frequent and consistent communication so that misunderstandings do not occur.

Specifically, the student interpreter's responsibilities include the following:

- Give practicum responsibilities first priority, even though there may be other personally compelling concerns.
- Be punctual in arriving at school, at scheduled classes, and at meetings in accordance with school regulations.
- Notify the cooperating interpreter, as well as the supervising interpreter, as far in advance as possible when absence cannot be avoided.
- Conduct themselves in a professional manner at all times, including dress, speech, and personal habits.
- Become acquainted with and abide by school policies.
- Maintain confidentiality about students and school personnel.
- Be observant, showing interest and initiative, and be prepared when interpreting responsibilities have been assumed.
- Demonstrate interpreting skills that support instruction and match the language and educational needs of the deaf student(s).
- Provide preparation forms to the cooperating interpreter on a regular basis and to the supervising interpreter in advance of the classroom visit.
- Demonstrate effective interpreting management skills.
- Demonstrate self-reflection and welcome constructive feedback.
- Perform duties within and outside the classroom as they are expected of the cooperating interpreter.
- Demonstrate the ability to assume full interpreting responsibilities.
- Attend seminars, meetings and/or in-services by the school when they are attended by the cooperating interpreter.
- Keep the supervising interpreter and practicum faculty informed about progress, problems, or any other matters needing attention.
- Gain an understanding of the community life, as it relates to the school district
- Create an approved log to reflect weekly hours worked.

### **Section III: Cooperating Interpreter**

## **Role of the Cooperating Interpreter**

Kent State University and the ASL/ English Interpreting Program faculty are grateful to the cooperating interpreters who collaborate with us in implementing an important final step as our student interpreters prepare to begin their interpreting careers. The role of the cooperating interpreter is complex. It involves mentoring and at the same time evaluating the interpreting process and professional dispositions. It involves helping the student interpreter to adapt to diverse interpreting expectations based on the setting and the consumer(s) and sharing the wisdom of experience while respecting and encouraging unique abilities and approaches to interpreting as demonstrated by the student interpreter. We also hope this experience will provide cooperating interpreters an occasion for professional growth.

The following list contains some general expectations as cooperating interpreters prepare to assume this important role:

- Prepare the deaf students and the classroom instructors for the student interpreter's arrival.
- Demonstrate an attitude of openness and inquiry regarding the practicum experience.
- Demonstrate for the student interpreter how to manage the interpreting process, adapt to the language and educational needs of the deaf student(s), and interact with school instructors and staff.
- Demonstrate a positive attitude toward deaf students, instructors, and the school in general.
- Assist the student interpreter in understanding the importance of health and safety practices in the classroom environment.
- Provide the student interpreter with access to the deaf student's IEP, if possible.
- Explain the role of all school personnel to the student interpreter and introduce the student interpreter to administrative staff, instructors, and support staff.
- Model professionalism through appearance and relationships with colleagues.
- Maintain open communication with the student interpreter, the supervising interpreter, and the practicum faculty.
- Define expectations for the student interpreter in a reasonable and clear manner, so that an atmosphere of mutual trust and respect can be established and maintained.
- Review preparation forms, observe the student's interpreting while taking notes, and provide constructive feedback frequently during the week.
- Use the Observation Summary form once a week to provide feedback
- Complete a midterm assessment form during the 7<sup>th</sup> week and a final assessment form during than 15<sup>th</sup> week of the semester.
- Discuss assessments with the supervising interpreter and the student interpreter.
- Provide information to the supervising interpreter regarding the student interpreter's dispositions toward interpreting as defined in the Disposition Assessment.

## **Guidelines for the Cooperating Interpreter**

The following list of suggestions is a means of preparing student interpreters to be appropriately involved in the school environment. The list reflects suggestions, but is not meant to be exhaustive nor prescriptive. We encourage each site personnel, cooperating interpreter, supervising interpreter, and student to determine the most appropriate timelines and procedures based on the setting, the demands, and the deaf student.

### **What to do prior to the first day:**

- Get acquainted with the student interpreter. They will contact you after receiving confirmation of the placement from our Office of Clinical Experiences.
- Provide your contact information (email addresses and phone numbers) to the student interpreter.
- Provide the student interpreter with a thumbnail sketch of yourself personally and professionally.
- Prepare deaf students for the arrival of the student interpreter and explain the student interpreter's role.
- Provide the student interpreter with a school handbook or online link, if available, so the student interpreter may become familiar with school rules and regulations.
- Discuss the class schedule and content areas.
- Familiarize the student interpreter with school protocols: IDs, parking, safety, teacher lounges, weather procedures, and other pertinent policies.
- FYI – If the cooperating interpreter will be absent any day, the student interpreter should not attend that day as well. The cooperating interpreter should notify the student interpreter as soon as possible to avoid the student interpreter showing up at school. As a rule, our students should not be used as subs, if the interpreter leaves in the middle of the day please refer to the KSU policy included in the handbook in the section on Vacca Office Policies & Procedures. Our preferred method of handling the cooperating interpreter's absence, if possible, would be for the cooperating interpreter to make prior arrangements with another interpreter in the school so the student interpreter can still observe/ interpret with another classroom interpreter.

### **What to do on the first day:**

- **Make sure the student interpreter understands expected hours of arrival, departure, and parking regulations, etc.**
- Take the student interpreter on a general tour of the entire building. Explain lunch policies, prices, and procedures.
- Give the student interpreter a copy of the daily schedule, map of the school, etc.
- Acquaint the student interpreter with policies for each classroom. Explain expected school dress regulations (especially physical education, shop, lab, and classroom etiquette).
- Make as many faculty introductions as possible, including the principal and school office personnel.
- Introduce the student interpreter to each deaf student and assist students in getting acquainted.
- Give the student interpreter a space for personal items if possible.

- Schedule or set aside a regularly planned meeting time each day and longer feedback sessions once a week.
- Define the student interpreter's authority in the classroom and expectations in the hallways as a professional adult in the school setting.
- Explain building policy and procedures for absences, bomb threats, evacuations, etc.
- Review the district policy on reporting suspected child abuse and neglect and how this reporting is conducted in the district/ school.
- Review social media policies as it applies to staff and students.

**What to do the first week:**

- Assist the student interpreter in requesting instructional materials from the teachers.
- Inform the student interpreter of any special physical or health needs of the deaf student. If possible, allow the student interpreter to view the IEP for each deaf student and/or discuss the implications for interpreting.
- Discuss deaf student's language preference and educational needs.
- Discuss the student interpreter's goals, strengths, and weaknesses from the student's perspective.
- Model interpreting classes while the student interpreter takes notes regarding interpreting, course content, vocabulary, teaching methods, demands and potential controls
- Review the advanced practicum forms: assessment, observation summary, preparation
- Discuss feedback procedures, methods, timing, etc. Giving and receiving feedback is equally difficult for both parties so we encourage an honest discussion about how each of you feels in your role as feedback giver and receiver.
- Identify the class the student interpreter will begin interpreting during the second week. The student can begin the first week by interpreting parts of classes, announcements, full classes with fewer demands. This is a negotiated decision between the cooperating interpreter and the student interpreter.

**What to do the second week:**

- Student interprets first class: The student interpreter can begin by 1) interpreting one class all week, 2) interpreting one class while teaming with cooperating interpreter, 3) interpreting part of one class at the beginning of the week and build to the entire class by the end of the week.
- Negotiate interpreting decisions based on student readiness, course content, deaf student's needs.
- The interpreting student should complete a preparation form for the class being interpreted and submit to cooperating interpreter prior to class.
- Supervising interpreter should visit the 2<sup>nd</sup> week.
- Share relevant school policies and class schedule with the supervising interpreter.

**What to do the 3<sup>rd</sup> through the 9<sup>th</sup> week:**

- Develop a plan for interpreting all classes by weeks 8-10. The student interpreter can begin interpreting a new class every week while maintaining the previous classes OR previous classes can be temporarily dropped to begin a new class, then resume the previous classes.

- Apply teaming strategies. Team interpret difficult classes or any class for teaming experience. The cooperating interpreter can assume interpreting responsibilities at any time if it is in the best interest of the deaf student.
- Guide the experience. The goal is to structure the practicum in a way that stretches the student interpreter a little more each week and nurtures their development. Each student begins the practicum at a different place in their development and each will proceed through the practicum at a different pace.
- Provide consistent feedback. Allow student interpreter to review daily observation notes. Meet at least once a week to discuss the observation summary. This allows the student to see their progress towards the midterm and final assessment.
- Share the experience. It is acceptable for students to observe and interpret for other interpreters in the setting.
- Vary the experience as students should participate in as many learning/interpreting experiences as possible: IEP meetings, counseling/advising sessions, staff meetings, athletic events, school organizations, school plays, etc.
- Invite the student interpreter to participate in professional groups and Deaf events
- Explain various disciplinary procedures such as tardiness, “romance in the halls,” injurious horseplay, weapons, etc, if this is an expected part of the cooperating interpreter’s role.
- Give the student interpreter adequate opportunity to formulate their own ideas about the interpreting process.
- Assist the student with filming themselves interpreting. Inform the student of school policies. Assure the teacher that no classroom students will be captured on camera or assist student in completing the necessary forms according to school policy, if necessary
- Complete midterm Advanced Practicum assessment form with the supervising interpreter the 7<sup>th</sup> week of the practicum.

**What to do the 10<sup>th</sup> through the 16<sup>th</sup> week:**

- Facilitate the student interpreting full time, unless otherwise decided in consultation with the supervising interpreter.
- Provide consistent feedback. Allow the student interpreter to review daily observation notes.
- Meet at least once a week to discuss the observation summary. This allows the student to see their progress towards the final assessment.
- Give the student interpreter praise as well as constructive criticism.
- Complete final assessment form during the 15<sup>th</sup> week.
- Share final assessment with the student interpreter and the supervising interpreter.
- Devise an exit strategy. Deaf students frequently become attached to the student interpreters. The student interpreters may need to gradually reduce their role as the classroom interpreter. Facilitate a healthy, positive plan for disconnecting the deaf student(s) and the student interpreter.

## **Section IV – Supervising Interpreter**

## Role of the Supervising Interpreter

The overriding role of the supervising interpreter is to be a facilitator in the practicum triad and a liaison between the school and the University to ensure the quality and integrity of the ASL/English Interpreting Program. In addition, the supervising interpreter acts as an ambassador for the profession of interpreting.

The relationship between the supervising interpreter, the cooperating interpreter, and the student interpreter is an important one. Therefore, it is expected that this triad will communicate frequently. The student interpreter should be informed of their progress (strengths and weaknesses) on a regular basis. All evaluation forms should be discussed with the student interpreter. Since the cooperating and supervising interpreters view the practicum experience from unique perspectives; each perspective should be thoroughly represented. Therefore, the cooperating and supervising interpreters will complete the assessment forms independently and then jointly, if possible, discuss them with the student interpreter.

The responsibilities of the supervising interpreter:

- Contact each student via phone or email no later than the end of the student's first week of placement.
- Meet with cooperating interpreter and student interpreter the **2<sup>nd</sup> week** of the semester. Use the initial visit with the cooperating interpreter and the student interpreter to observe the student's interpreting and to discuss all evaluation forms, procedures, and expectations of the student interpreting experience. This is also the best time to deal with any concerns the cooperating interpreter and the student interpreter may have. Gather information regarding the beginning and ending times of the school day, lunch time, recess time, and specialist time, such as art, music, etc. Note any holidays and procedures for school closing. Find out what procedures to follow upon subsequent visits to the building with regard to parking, checking in at the office, observing, etc.
- Exchange contact information with cooperating and student interpreters.
- Schedule observation visits as the semester unfolds. Visits should be done every other week, more often if there are pressing issues. Maintain a personal file for each student interpreter. Keep a schedule for observations and try to vary the time and day you observe.
- Review the preparation forms the student(s) should submit prior to the observation visit. During the first few weeks of interpreting the preparation forms should be extensive and specific. As the class load increases for the student interpreter and the student has demonstrated excellent preparation ability, the frequency and content of the preparation forms can be reduced.
- Provide verbal and written feedback to the student interpreter at each visit. Conference with the student interpreter (and cooperating interpreter, if possible) following each observation.
- Discuss not only feedback from the observation, but allow the student interpreter to discuss their concerns about interpreting, professional interactions, demands and controls, and goals.



- Alert the practicum faculty of concerns or unresolved problems as they arise. Jointly write a Professional Development Contract if necessary and provide information to the "team" at the University to help resolve problems with the student interpreter.
- Keep track of the student interpreter's absences, sign the absence form, and notify the practicum faculty if the student interpreter has missed three days.
- Be available to the student interpreter and the cooperating interpreter whenever guidance is needed.

## Instructions for the Supervising Interpreter for Observations & Using the Observation Summary Form

### Before the observation:

- Review the Midterm/ Final Advanced Practicum Assessment to familiarize yourself with expectations.
- Schedule the observation for a time when the student interpreter can be available to meet after the observation, if possible.
- Review the Preparation form submitted by the student prior to the visit.

### During the observation:

- Take notes in any format keeping in mind the assessment expectations.
- Refer to the Midterm/ Final Assessment and/or the Observation Summary during the observation.
- Complete the Observation Summary **after the second observation and prior to the midterm assessment** so the student interpreter has a sense of their strengths and weaknesses as they relate to the Assessment form. The cooperating interpreter completes an observation summary each week. The supervising interpreter may ask to see the weekly progress as noted on these summary forms.
- Complete the Observation Summary at **least twice in the second half of the semester** before the summative assessment.

### After the Observation:

- Meet with the cooperating interpreter and student interpreter together if possible.
- Discuss the observation and solicit input from the student interpreter and cooperating interpreter.
- Maintain consistent contact with cooperating interpreter to share observations.
- Support the cooperating interpreter in the mentoring process.
- Collaboratively develop goals and strategies with a timeline for those areas needing improvement.
- Make sure the student interpreter has a copy of your notes and/or Observation Summary. Keep a copy for yourself. These notes will provide the basis for your completion of the Midterm/Final Assessment.

## **Section V – Forms**

**ASL/ English Interpreting Advanced Practicum  
Midterm/Final Assessment**

**STANDARD 1**

**Apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings.**

Proficient	Effective	Emerging	Ineffective
<p><b>Interpretation</b> <u>consistently</u> reflects source language meaning including implicit, contextual meanings and register. <u>Consistent and thorough</u> preparation is evident.</p>	<p><b>Interpretation</b> <u>frequently</u> reflects source language meaning including implicit, contextual meanings and register. Preparation is evident, but <u>inconsistent</u>.</p>	<p><b>Interpretation</b> shows <u>emerging</u> evidence of content equivalence and some patterns reflecting intent of the source message. Preparation is <u>incomplete</u>.</p>	<p><b>Interpretation</b> shows <u>little evidence</u> of content equivalence and of representing the intent of the source message. Preparation is either <u>nonexistent or unproductive</u>.</p>

<p>Content: Accurately represents instructional information, interactive discussions, and other types of classroom communication. Identifies and conveys key vocabulary and concepts. Interpreted message maintains the source meaning.</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed</p>
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<p>Intent: Interpretation reflects instructional goals and methodologies. Understands and incorporates meta-messages, implied information, attitudes, and personal perspectives.</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed</p>
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<p>Current events: Familiar with current events and accurately applies current event and non-academic topics within their interpretation to match the teacher’s purpose. Recognizes and adjusts for cultural disparities.</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed</p>
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<p>Preparation: Consistently prepares for interpretations by identifying and accessing resources related to course content, and this preparation is evident during the interpretation.</p>	<p><input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed</p>
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Critical thinking: Demonstrates ability to make timely and well-considered decisions based on professional values and ethics. Apply the Demand Control Schema.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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**STANDARD 2**

**Supports learning environments that promote high levels of learning and achievement for all students.**

Proficient	Effective	Emerging	Ineffective
Work shows <u>consistent</u> evidence of linguistic, cultural, and professional behaviors that appropriately and effortlessly manage the participant’s message and environment to enhance the educational process.	Work shows <u>frequent</u> evidence of linguistic, cultural, and professional behaviors that appropriately manage the participant’s message and environment to enhance the educational process.	Work shows <u>emerging</u> evidence of linguistic, cultural, and professional behaviors to manage the participant’s message and environment. The lack of consistency and/or hesitancy sometimes hinders the educational process.	Work shows <u>little evidence</u> to manage the participant’s message and environment. Uncertain and hesitant in making decisions.

Team Approach: Collaborates with teacher(s) to create a physically and emotionally safe and respectful environment that promotes fairness and establishes rapport.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Accommodation: Demonstrates an appreciation of linguistic and communicative diversity and collaborates to accommodate each student’s language preference and educational needs.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Adapts to environmental demands: Demonstrates an awareness of and incorporates strategies for handling competing visual and auditory input. Adjusts interpreting position to support instructional methods and goals.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Engaging student: Monitors student understanding of interpretation and makes adjustments as needed. Applies appropriate attention-getting strategies.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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**STANDARD 3**

**Prepares and delivers effective interpretation that supports instruction, assessment, and the learning of each individual student.**

Proficient	Effective	Emerging	Ineffective
<p>Interpretation demonstrates <u>consistent</u> and appropriate use of linguistic &amp; sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows <u>consistent</u> patterns of managing the interpreting process. Interpreting decisions are <u>consistently</u> guided by the language/culture of the interactants and the setting.</p>	<p>Interpretation demonstrates frequent use of linguistic &amp; sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows <u>ample evidence</u> of managing the interpreting process. Interpreting decisions are <u>frequently</u> guided by the language/culture of the interactants and the setting.</p>	<p>Interpretation demonstrates <u>emerging</u> evidence of using linguistic &amp; sociolinguistic features to render the source text message, but equivalency &amp; the intended target language are <u>inconsistently</u> achieved. Interpretation shows emerging evidence of managing the interpreting process. Interpreting decisions are rarely guided by the language/culture of the interactants, and the setting, but rather by the interpreter's language/culture skills.</p>	<p>Interpretation demonstrates <u>little evidence</u> of ability to accurately produce linguistic &amp; sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows <u>little evidence</u> of managing the interpreting process. Interpreting decisions are guided by the interpreter's language skills and there is <u>little evidence</u> that the interactants and the setting are considered in these decisions.</p>

<p>Management of the process: Able to maintain ongoing processing for the duration of instruction. Identifies speakers and changes in speaker. Takes advantage of visual aids/classroom resources to enhance interpretation.</p>	<p> <input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed                 </p>
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<p>Vocabulary (Voice to Sign): Displays a rich and diverse source and target language vocabulary. Lexical items selected are semantically and conceptually accurate and clearly articulated. Supports the goals and intent of the speaker.</p>	<p> <input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed                 </p>
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<p>Vocabulary (Sign to Voice): Displays rich and diverse source and target language vocabulary. Lexical items selected are semantically and conceptually accurate and clearly articulated. Supports the goals and intent of the speaker.</p>	<p> <input type="checkbox"/> Proficient  <input type="checkbox"/> Effective  <input type="checkbox"/> Emerging  <input type="checkbox"/> Ineffective  <input type="checkbox"/> Not observed                 </p>
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Grammar (Voice to Sign): Produces target language syntax that is linguistically and culturally accurate. A variety of sentence types are incorporated. Sentence boundaries evident.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Grammar (Sign to Voice): Produces target language syntax that is linguistically and culturally accurate. A variety of sentence types are incorporated. Sentence boundaries evident.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Prosody (Voice to Sign): Incorporates affect to reflect speaker intent. Demonstrates an awareness of and produces appropriate language register. Incorporates stress strategies to reflect speaker goals. Signing is smooth and well-paced. Appropriate sign space is utilized.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Prosody (Sign to Voice): Incorporates affect to reflect speaker intent. Demonstrates an awareness of and produces appropriate language register. Incorporates stress strategies to reflect speaker goals. Interpretation is audible, words are accurately enunciated, and minimal fillers are used.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Fingerspelling: Demonstrates fluent, accurate, and clear fingerspelling with evident strategies to support literacy.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Use of space: Utilizes spatial mapping techniques to represent referential and topographical space. Utilizes discourse mapping to support instructional methods and frameworks. Accurately produces verb directionality.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
ASL unique constructions: Demonstrates appropriate and consistent use of non-manual signals, constructed action and dialogue, and aspects of depiction such as classifiers.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed

Message equivalence: (Sign to Voice & Voice to Sign) Interpretation matches the speaker's meaning and intent.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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**STANDARD 4**

**Collaborates and communicates with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.**

<b>Proficient</b>	<b>Effective</b>	<b>Emerging</b>	<b>Ineffective</b>
<b><u>Consistently and competently</u> navigates the educational system and interacts with colleagues to enhance learning and to facilitate equitable accommodations.</b>	<b><u>Frequently</u> navigates the educational system and interacts with colleagues to enhance learning and to facilitate equitable accommodations.</b>	<b><u>Inconsistently</u> navigates the educational system and interacts with colleagues to enhance learning and facilitate equitable accommodations.</b>	<b><u>Little evidence of</u> strategies to navigate the educational system and interact with colleagues. <u>Little evidence of</u> implementing strategies to enhance learning and facilitate equitable accommodations.</b>

Interpreter Role: Able to articulate and perform roles and responsibilities of an interpreter in a variety of instructional and interactive situations. Demonstrates strategies to prevent injury, reduce stress, & ensure personal safety.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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IEP: Comprehends the content of a student's IEP. Complies with the documented specifications for language preference and accommodations. Contributes appropriate information to the IEP process if requested.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Collaboration: Dialogues with teachers regarding lesson plans, class content, and resources to enhance interpreting and learning. Communicates issues related to interpreting and hearing loss to support student learning by utilizing interpersonal soft skills: communication, enthusiasm & attitude, teamwork, networking, problem-solving & critical thinking, professionalism.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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**STANDARD 5**

**Assumes responsibility for professional growth, conduct, performance and involvement as an individual and as a member of the learning community.**

<b>Proficient</b>	<b>Effective</b>	<b>Emerging</b>	<b>Ineffective</b>
Personal conduct reflects <u>consistent and appropriate</u> evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects <u>frequent</u> evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects <u>emerging</u> evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects <u>little evidence</u> of professional skills, respect for others, and esteem for the profession of interpreting.

Self-assessment: Able to analyze and discuss the effectiveness of personal interpreting performance. Able to identify long and short term goals for professional development.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Professionalism: Demonstrates mature and professional communication skills while interacting with other members of the learning community. Displays professional demeanor in punctuality, attire, and conduct.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Ethical Decision Making: Demonstrates an awareness of and an ability to apply pertinent professional practice theories and codes of conduct (RID, school policies, EIPA Guidelines for Professional Conduct, Demand Control Schema).	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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Supervisor Overall Comments	Cooperating Interpreter Overall Comments



### Advanced Practicum Observation Summary

Instructions: Use this as a summary of observations each week. This form should be a stimulus for discussion and a tool to setting goals. All the skills may not be observed within any given time frame. It is intended that this summary will guide discussions and growth towards the midterm and summative assessments.

Dates of Summary: \_\_\_\_\_ Observing Interpreter: \_\_\_\_\_

Classes observed & included in summary: \_\_\_\_\_

Accomplishment: Identify 2 improvements or skills consistently produced at or above expectations

1.

2.

*(For the purposes of this observation summary you can distinguish and apply the ratings in terms of the following: Proficient = consistent; Effective = frequent; Emerging = some evidence; Ineffective = little or minimal. If you would like the complete description of the ratings or standards, refer to the midterm/final assessment form)*

**Standard 1:**

Preparation & Awareness of current events
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Accurately represents content & intent
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed

**Standard 2**

Collaborates, accommodates, adapts, monitors student
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Adapts to environmental demands
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed

**Standard 3**

Managing the interpreting process	
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	
Vocabulary - Voice to Sign	Vocabulary – Sign to Voice
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed

Grammar - Voice to Sign	Grammar - Sign to Voice
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Prosody – Voice to Sign	Prosody – Sign to Voice
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Fingerspelling	
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	
Use of Space – Referencing, Topographical, Discourse Mapping	
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	
ASL Unique Constructions – NMS, Classifiers, Constructed Action & Dialogue	
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	
Message Equivalence	
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	

#### Standard 4

Interpreter Role, Collaboration, IEP
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed

#### Standard 5

Self-assessment, Professionalism, Ethical Decision Making
Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed

## Advanced Practicum Preparation Form

Date \_\_\_\_\_ Subject \_\_\_\_\_ Topic/Content \_\_\_\_\_

Language Preference \_\_\_\_\_ Predicted: Teacher's goal \_\_\_\_\_

Predicted: Instructional Method \_\_\_\_\_

Resources:

Vocabulary/Concepts

DCS Demands (predicted)

Potential Controls

Review

Effective:

Ineffective:

Professional Disposition Assessment  
Kent State University

See separate document for the 2018 College of Education, Health, and Human Services Disposition Assessment. During the 7<sup>th</sup> week of the semester, please complete the assessment form evaluating students on the categories of:

- Communication and Collaboration
- Fairness and Equity
- Ethical Behavior
- Professional Responsibility

The supervising interpreter will be responsible for coordinating and posting these assessments.

**Cooperating Interpreter Evaluation of Supervising Interpreter**

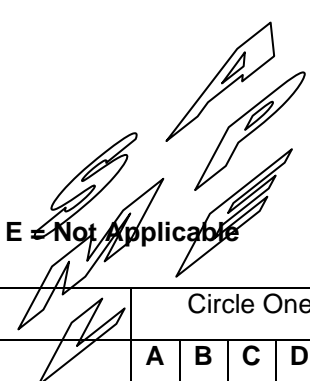


Thank you for your feedback. Your response will be anonymous. This evaluation will be made available to supervisors after the semester is completed.

Supervisor Name: \_\_\_\_\_

Program Area: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Key: A = Agree B = Tend to Agree C = Tend to Disagree D = Disagree E = Not Applicable



THE SUPERVISING INTERPRETER:	Circle One				
	A	B	C	D	E
1. Was knowledgeable and current in area of supervision.					
2. Was courteous and responsive in all aspects of our relationship.					
3. Was an enthusiastic and reassuring representative of Kent State University and the College of Education, Health and Human Services.					
4. Made me feel that he/ she was available and willing if and when I wanted to confer with them.					
5. Impressed me as being competent to handle any matters, including problems that might arise regarding student interpreting.					
6. Made clear his/ her role and the nature of his/ her intended contribution to the student interpreting situation.					
7. Was sincerely attentive to the particular concerns of my situation.					
8. Aided me in defining my tasks as a cooperating interpreter and helped me to feel competent and comfortable in the role.					
9. Provided appropriate observation, analysis, and assessment materials for use in guiding the student interpreter.					
10. Made informed and helpful comments and suggestions in our conferences.					
11. Followed through with proposed course of action.					
12. Supervised the student interpreter regularly.					

**COMMENTS:**

Vacca Office of Student Services  
 Clinical Experience – 304 White Hall  
 Kent, OH 44242

**Student Interpreter Evaluation of Supervising Interpreter**

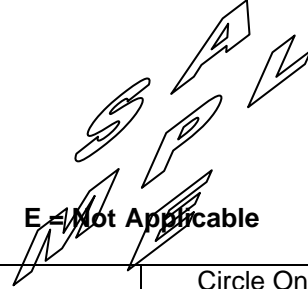


Your responses will be anonymous. Results and comments for this evaluation will be made available to supervisors after the semester is completed.

Supervisor Name: \_\_\_\_\_

Program Area: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Key: A = Agree B = Tend to Agree C = Tend to Disagree D = Disagree E = Not Applicable



THE SUPERVISING INTERPRETER:	Circle One				
	A	B	C	D	E
1. Made his/ her role clear in relation to me.					
2. Was sincerely interested in me as a person and fellow professional.					
3. Helped me to adjust to my role as a student interpreter.					
4. Facilitated communication between me and the cooperating interpreter, when needed.					
5. Kept appointments and made me feel they were available if/when I wanted to confer with them.					
6. Observed my interpreting performance regularly.					
7. Met with me regularly to provide feedback on my interpreting performance.					
8. Made specific suggestions to improve my interpreting methods and strategies.					
9. Encouraged self-assessment of my interpreting skills and supported my building of self-confidence.					
10. Impressed me as being capable of dealing with my concerns.					

COMMENTS:

Vacca Office of Student Services  
 Clinical Experience – 304 White Hall  
 Kent, OH 44242



**Student Interpreter Absence Form**

This form must be completed and signed by the student interpreter, the cooperating interpreter, and the supervising interpreter. This form should be submitted to the practicum faculty when signed.

Student Interpreter: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Student interpreter was absent from \_\_\_\_\_ to \_\_\_\_\_

Total school days missed: \_\_\_\_\_

Total school days missed for the Advanced Practicum term at this point: \_\_\_\_\_

Reason for absence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Signature of Student Interpreter) Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Cooperating Interpreter) Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of University Supervisor) Date: \_\_\_\_\_

## Professional Development Contract

Student Interpreter: \_\_\_\_\_

Date: \_\_\_\_\_

Site: \_\_\_\_\_

**Area(s) of Ineffective Performance:** (If the student has a large number of developing performance ratings, a contract can be created as well.)

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**Action Plan:**

\_\_\_\_\_  
Student Interpreter

\_\_\_\_\_  
Cooperating Interpreter

\_\_\_\_\_  
Supervising Interpreter

Submit a copy to the Practicum Faculty