



# **ASL/English Interpreting: Community Setting Concentration**

**A Guide for Students, Cooperating,  
and Supervising Interpreters, and  
Practicum Site Liaisons**

(Revised August 2023)

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## College and School Contacts

### American Sign Language/ English Interpreting

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<b>Vacca Office of Student Services</b>  Dr. Alicia Crowe, Associate Dean for Undergraduate Education and Student Services  Renée Brown, Director of Clinical Experiences	304 White Hall  304 White Hall	330-672-2862  330-672-2870
<b>School of Lifespan Development and Educational Sciences</b>  Dr. Frank Sansosti, School Director	405 White Hall	330-672-2294
<b>ASL/English Interpreting</b>  Dr. Jamie L. McCartney, Program Coordinator	401-O White Hall	330-672-0708 Email: jmccar15@kent.edu
<b>ASL/English Interpreting</b>  Mrs. Olivia Krise, Practicum Coordinator	401-A White Hall	330-672-1697 Email: okrise@kent.edu
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## **Section 1: General Information**

### ***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

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Attribute	Notes
<b>Semester One: [14 credits] FALL</b>							
!	<b>ASL 19201 Elementary American Sign Language I</b>	4		C	■		
	US 10001 Flashes 101	1					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
<b>Semester Two: [16 credits] SPRING</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] FALL</b>							
!	<b>ASEI 43100 Survey of the Interpreting Profession</b>	3	■	B-	■		
	ASL 29201 Intermediate American Sign Language I	3		C	■		
	Kent Core Requirement	3					
	Kent Core Requirement	3					
	Kent Core Requirement	3					
<b>Semester Four: [18 credits] SPRING</b>							
<b>Requirement: minimum 2.750 cumulative GPA minimum and 3.000 major GPA by end of term</b>							
!	<b>ASEI 43102 Interpreting Processes I</b>	3	■	C	■		
!	<b>ASL 39401 Influential Figures in the Deaf World</b>	3	■	C	■		
!	<b>ASEI 43113 ASL to English Interpreting Processes</b>	3	■	C	■	WIC	
	ASL 29202 Intermediate American Sign Language II <sup>3</sup>	3		C	■		
	PSYC 20651 Child Psychology (or an elective)	3				DD/KSS	
	Kent Core Requirement	3					
<b>Semester Five: [15 credits] FALL</b>							
<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>							
!	<b>ASEI 43103 Interpreting Processes II*</b>	3	■	C	■		
!	<b>ASEI 43114 Social Media &amp; Current Events Interpreting</b>	3	■	C	■		
!	<b>ASEI 43111 The Professional Interpreter*</b>	3	■	C	■		
!	<b>ASEI 43106 School Setting Interpreting</b>	3	■	C	■		
	ASL 39201 Advanced American Sign Language I	3	■	C	■		
<b>Semester Six: [16 credits] SPRING</b>							

Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA							
!	ASEI 43092 Deaf Culture Immersion Experience	1	■	S	■	ELR	
!	ASEI 43107 Community Setting Interpreting*	3	■	C	■		
!	ASEI 43110 Discourse Analysis*	3	■	C	■		
!	ASEI 43105 Transliterating*	3	■	C	■		
!	ASEI 43119 Mental Health Interpreting	3	■	C	■		
	ASL 39202 Advanced American Sign Language II	3	■	C	■		
Semester Seven: [15 credits] FALL							
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							
!	ASL 49108 ASL Linguistics*	3	■	C	■		
!	ASEI 43104 Interpreting Processes III*	3	■	B-	■		
!	ASEI 43112 Interactive Interpreting*	3	■	C	■		
!	ASEI 43118 Medical Interpreting	3					
	COMM 35852 Intercultural Communication	3	■	C	■	DG	
Semester Eight: [12 credits] SPRING							
Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA							
!	ASEI 43192 Advanced Practicum or ASEI 40092 Advanced Practicum: Community Setting Concentration	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 10001 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



**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.**

### ***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.

- 405+ hours of work experience and mentoring
- Oversight provided by a university supervisor
- Completed in collaboration with agencies/businesses
  - Students with full-time placement with an agency are not eligible for the Ohio Department of Education license required to interpret in K-12 settings in Ohio
  - Students will meet with the Practicum Coordinator to sign a waiver of this license
- Frequently 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
- Students will adhere to the tenets of the RID CPC
- Students will adhere to Kent State University's Student Code of Conduct
- Expectation is that by mid-semester the student has assumed all of the interpreting responsibilities as the on-site interpreter, except for circumstances that require a more qualified interpreter or if the consumer declines

## ***Statement of Collaboration***

The Advanced Practicum, a semester long placement where the interpreting student accrues over 405 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, cooperating and supervising interpreters, and the Deaf community. Each member of the team makes critical contributions relevant to this process such as focus, priorities, special expertise, scope, professional concerns, and qualifications.

<b>Student Interpreter</b>	<b>Supervising Interpreter</b>	<b>Cooperating Interpreter</b>	<b>Practicum Faculty</b>
Develop the following: interpreting processes and message accuracy; flexibility adapting to meet diverse consumer language 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 their 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 give forethought to financial obligations, transportation, and housing during the advanced practicum.
3. A student interpreter is not permitted to do their advanced practicum at a site where relatives are employed or where other conflicts of interest exist.
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.
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 and/or the site liaison.

### ***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 “agency/school” on or before the first day of the semester in which the practicum will take place.

For in-state placements, 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.** For out-of-state placements, students should contact an agency representative from that respective state to complete those.

**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 must 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.

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 site. Strong indications of cigarette, cigar or pipe use, cologne, aftershave or perfumes may be offensive to colleagues and consumers. Be aware of agency policies regarding fragrances.

**Attendance/ Time Commitment.** It is expected that a student interpreter will follow the cooperating interpreter's scheduled workday 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 workday.

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. Student interpreting duties must be given first priority. The student will follow the agency calendar for holidays; however, the student is entitled to a spring break and since agencies do not have this holiday, students may use the KSU spring break week. Inquiry class follows the university calendar.

In case of illness and/or emergency, the student interpreter must contact Mrs. Krise, Practicum Coordinator, the cooperating interpreter, and the agency. The supervising interpreter also must be notified if an observation is planned. 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 and the student interpreter. The supervising interpreter must be informed of this but does not need to sign the Absentee Form. The student interpreter will submit this form to Mrs. Krise, Practicum Coordinator, within 24 hours.

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 Director of Clinical Experience.

**Agency Policies.** Students should consider themselves temporary ‘employees’ of the agency and need to be aware of and adhere to the policies and expectations of the agency. For example, students may be required to get a TB test or other inoculations.

**Calamity Days/Inclement Weather.** While student interpreting, if the site 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 dictated by Mrs. Krise, Practicum Coordinator.

**Assessment Filming.** Student interpreters will be expected to film a live interpreting session, if possible. Students should select an opportunity that offers 15-minutes of continuous discourse and one that is approved by the agency, other interpreters, and any consumers. Consumers should **not** be seen on camera. The video should only show the student interpreter.

**Health-Related Issues.** Issues related to the health of student interpreters 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. Students should consult with the site liaison to see if the agency requires additional insurance.

**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 and the Associate Dean. 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 RID CPC tenets and other standards of professional conduct and personal appearance as specified by the placement site.

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/ professional work on social media** and seriously consider what personal information you reveal via social media.

**Independent Interpreting.** Student interpreters are assigned for the purpose of practicum only. They do not have a legal connection with the agency and are not under contract in any way.

Therefore, using a student interpreter as the sole interpreter for an assignment could place the student, the agency, and the university in a precarious legal position. The College of Education, Health, and Human Services does **not** approve of a student interpreter working without a cooperating interpreter.

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

**Advanced Practicum Assessment Instrument.** (See Appendix) 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 adapted from K-12 setting appropriate verbiage to meet the expectations of community settings 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/aspiring-interpreter/mentorship/mentoring-toolkit/rubrics/>
- RID (Registry of Interpreters for the Deaf) NIC (National Interpreter Certification) criteria scales
- EIPA (Educational Interpreter Performance 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

**Weekly 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 my consumer and their communication access? How do my professional decisions impact the dynamics between consumers and other interpreters?”

The cooperating interpreter is present with the student interpreter for each assignment and is 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. If there is a concern that the student does not possess the skills necessary to pass the practicum experience and needs a professional development plan, please reach out by midterms.

The cooperating interpreter completes the **Observation Summary** (see Appendix). 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 Appendix) 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. Before any scheduled supervising interpreter visit, the supervising interpreter may request copies of the student's preparation forms. Preparation forms will be submitted as required to the practicum faculty. Depending on the type of assignments, the practicum faculty and cooperating interpreters may need to adapt or create an alternate method of assessing the student interpreter's ability to predict and prepare for an assignment.

**Midterm Assessment.** Each student interpreter must be assessed prior to the end of the 7<sup>th</sup> 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 will be rated independently by the cooperating and supervising 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 Appendix) 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 cooperating and supervising 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. There should not be any "not observed" ratings for this final assessment. The final assessments are shared with the student interpreter at a final conference.

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.**

### **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

**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 default rating on the form is “meets expectations.” If the cooperating interpreter agrees that all disposition statements have been met, an email is sent informing Mrs. Krise, Practicum Coordinator, who will enter the “meets expectations” rating for all statements on the faculty portal. The interpreter 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 interpreter needs 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. The supervising interpreter can also generate a disposition assessment, if warranted.

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.



**Note to Agencies:** The disposition form was created as a legal document for the College of Education, Health, and Human Services, and therefore, it has a distinct education focus. The ASL/English Interpreting Program acknowledges that not all of the statements are directly pertinent to community settings. We ask that you interpret these statements in the spirit of the intent and not literally on the content.

**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 Appendix) 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 site liaison or administration requests that a student interpreter be removed from the site, 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 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 impaired 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 student will receive a ‘U’ (unsatisfactory) in Advanced Practicum and a failing grade in their Inquiry course. It is impossible for a student to get a passing grade in Inquiry if they have been removed from their practicum site.

### **Overview of 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.

### **Professionalism and Reflective Practice through Conferencing**

Conferencing is important during the student interpreting experience and clarifies the elements of effective interpreting and the role of a professional interpreter. The ultimate conference goal is to help student interpreters become reflective, self-analyzing professionals. 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. 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. Expect to conference at least once a week by using some of the following conferencing techniques:

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**

## ***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. 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.
- Be punctual in arriving at the site or meetings.
- Notify appropriate parties as far in advance as possible when an absence cannot be avoided.
- Always conduct themselves in a professional manner, including dress, speech, and personal habits.
- Become acquainted with and abide by site policies.
- Maintain confidentiality about consumers and colleagues.
- Be observant, showing interest and initiative, and be prepared when interpreting responsibilities have been assumed.
- Demonstrate interpreting skills that support the goals and communication needs of the consumers.
- Provide preparation forms upon request.
- Demonstrate effective interpreting management skills.
- Demonstrate self-reflection and welcome constructive feedback.
- Perform duties as they are expected of the cooperating interpreter.
- Gradually assume full interpreting responsibilities at the discretion of the cooperating interpreter.
- Attend seminars, meetings and/or in-services 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 Deaf community in the area/s served by the agency
- Keep an updated log to reflect weekly hours worked.
- Complete application per the agency's deadlines.
- Complete a skills assessment, if requested by the agency.

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

## ***Role of the Cooperating Interpreter***

The role of the cooperating interpreter is to mentor and evaluate the interpreting process and professional disposition. The following list contains some general expectations as cooperating interpreters prepare to assume this important role:

- Inform the consumers of the addition of an interpreting student to any assignment.
- Field questions from the student interpreter regarding the interpreting process.
- Demonstrate for the student interpreter how to manage the interpreting process, adapt to the language needs and goals of the consumers, and interact professionally with colleagues and consumers.
- Assist the student interpreter in understanding the importance of health and safety practices while on the job, including ergonomic considerations.
- Provide the student interpreter with access to relevant information about the assignment.
- Expect professionalism of the student interpreter through appearance, interactions, and decision-making processes and address issues as they arise.
- 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.

### **Practicum Action Steps**

- Use the Observation Summary form once a week to provide feedback that reflects the assessment form.
- Complete a midterm assessment and disposition form during the 7<sup>th</sup> week and a final assessment during the 15<sup>th</sup> week of the semester.
- Discuss assessments with the supervising interpreter and the student interpreter.

## ***Guidelines for the Cooperating Interpreter***

The following list of suggestions is a means of preparing student interpreters to be appropriately involved in a community setting. 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 consumer.

- Provide your contact information to the student interpreter. Give the student a brief bio of yourself and your professional career as an interpreter.
- Discuss the agency handbook, allowing the student to ask questions and seek clarification about policies and expectations.
- Familiarize the student with agency logistics such as parking, IDs, safety protocols, lunch options, etc.
- Introduce the student interpreter to colleagues and staff at the agency.
- Give a tour of the facility.

- Discuss a plan for regular feedback sessions and preferences for feedback methods.
- Discuss the student interpreter's goals and their perspectives on their strengths and weaknesses.
- Model interpreting and encourage questions following the work. Nurture the student to formulate their own ideas about the interpreting process and their role.
- Review the advanced practicum forms so that all parties have a clear understanding with the requirements and the terminologies used.
- Use discretion in determining which assignments are appropriate for students to assume the interpreting role. The goal is that by midterm, the student is doing as much interpreting as possible every day.
- Discuss teaming options and preferences and what level of support the student interpreter feels they need.
- Guide the experience. The goal is to structure the practicum in a way that stretches the student interpreter a little more each week.



## **Section IV – Supervising Interpreter**

### ***Role of the Supervising Interpreter***

The overarching role of the supervising interpreter is to be a facilitator in the practicum triad and a liaison between the agency and the university practicum faculty to ensure the quality and integrity of Kent State University's ASL/ English Interpreting program.

The relationship between the supervising, cooperating, and student interpreter is an important one. The student interpreter should receive mentoring/feedback 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, if possible, jointly discuss them with the student interpreter.

The responsibilities of the supervising interpreter include, but are not limited to the following:

- Serve as a liaison between the university and the placement site.
- Serve as a liaison to the respective deaf community by informing students of local community events, workshops, and gatherings, and provide an introduction if necessary.
- As appropriate, invite the student to assignments outside of their designated hours.
- Complete midterm and final assessments.
- Schedule observation visits throughout the semester. Visits should be completed every 2-3 weeks. Choose assignments that would not be cumbersome to the consumers, but rather conducive to having a third person join, i.e., large meetings or classes, platform assignments, virtual meetings, etc.
- Schedule a time to conference with the student interpreter following each observation. If desired, use the Observation Summary form as a guide. Keep in mind midterm/final assessment benchmarks when giving feedback.
- Allow time for student interpreter to discuss concerns about interpreting, professional interactions, demands/controls, and ethical situations.
- Collaboratively develop goals and strategies with a timeline for skills needing improvement.
- Alert the practicum faculty following the midterm assessment of any skill-based concerns that may preclude the students from successfully completing the practicum.
- Jointly write a Professional Development Contract, if necessary, in collaboration with the cooperating interpreter and practicum faculty for any ongoing problems or concerns.
- Be available to the student interpreter and the cooperating interpreter whenever guidance is needed.

## Appendix

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

Student Name

Mentor Name

**STANDARD 1**

Apply knowledge and identify resources to access a wide range of topic-specific information, current events, and world knowledge necessary to interpret in a variety of settings.

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

Content: Accurately represents information, interactive discussions, and other types of contextual communication. Identifies and conveys key vocabulary and concepts. Interpreted message maintains the source meaning.	<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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Intent: Interpretation reflects speaker's goals and intentions. Understands and incorporates meta-messages, implied information, attitudes, and personal perspectives.	<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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Current events: Familiar with current events and accurately applies current event and topics within their interpretation to demonstrate connections relevant to the setting. Recognizes and adjusts for cultural disparities.	<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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Preparation: Consistently prepares for interpretations by identifying and accessing resources relevant to the assignment, and this preparation is evident during the interpretation.	<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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Critical thinking: Demonstrates ability to make timely and well-considered decisions based on professional values and ethics. Able to 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 the goals of the environment and those of the participants to promote successful communication.**

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/goal and the environment to enhance the communication process.	Work shows <u>frequent</u> evidence of linguistic, cultural, and professional behaviors that appropriately manage the participant's message/goal and the environment to enhance the communication process.	Work shows <u>emerging</u> evidence of linguistic, cultural, and professional behaviors to manage the participant's message/goal and the environment. The lack of consistency and/or hesitancy sometimes hinders the communication process.	Work shows <u>little</u> evidence of managing the participant's message/goal and environment. Uncertain and hesitant in making decisions.

Team Approach: Collaborates with others 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 participant's language preference and communication 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 effective communication.	<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 participants: Monitors participant's understanding of interpretation	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective
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and adjusts as needed. Applies appropriate attention-getting strategies.	
	<input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed

### STANDARD 3

Prepares and delivers effective interpretation that supports the communicative needs of each participant.

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.</p> <p>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 <u>frequent</u> use of linguistic &amp; sociolinguistic features to faithfully render the source text message into the intended target language.</p> <p>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.</p> <p>Interpretation shows <u>emerging</u> evidence of managing the interpreting process. Interpreting decisions are <u>rarely</u> 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</u> evidence of ability to accurately produce linguistic &amp; sociolinguistic features to faithfully render the source text message into the intended target language.</p> <p>Interpretation shows <u>little</u> evidence of managing the interpreting process. Interpreting decisions are guided by the interpreter's language skills and there is <u>little</u> evidence 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/resources to enhance interpretation.</p>	<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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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 into the appropriate mode of sign language used by the deaf participant.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
Vocabulary (Sign to Voice): Displays rich and diverse source and target language vocabulary. Lexical items selected are semantically and conceptually accurate and clearly articulated into Standard English.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective <input type="checkbox"/> Not observed
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 and are clearly articulated into Standard English. 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.	<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 incorporate appropriate discourse frameworks. Accurately produces verb directionality.	Not observed <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 classifiers, non-manual signals, constructed action and dialogue, and aspects of depiction.	<input type="checkbox"/> Proficient <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective
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

#### STANDARD 4

Collaborates and communicates with members of the team regarding issues related to the process and logistics of interpreting.

Proficient	Effective	Emerging	Ineffective
<u>Consistently and competently</u> interacts with colleagues and participants to enhance communication and to facilitate equitable accommodations. <u>Consistently and competently</u> utilizes soft skills	<u>Frequently</u> interacts with colleagues and participants to enhance communication and to facilitate equitable accommodations. <u>Frequently</u> utilizes soft skills effectively.	<u>Inconsistently or unsuccessfully</u> interacts with colleagues and participants. Shows <u>emerging</u> evidence of communication strategies and the use of soft skills to enhance communication and facilitate equitable accommodations.	<u>Little evidence</u> of strategies to interact appropriately with colleagues and participants. <u>Little evidence</u> of implementing strategies or soft skills to enhance communication and facilitate equitable accommodations.
Interpreter Role: Able to articulate and perform roles and responsibilities of an interpreter in a variety of contexts. 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



Language needs: Demonstrates awareness of consumer's language preferences and needs. Able to interpret while matching language 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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Collaboration: Dialogues with other interpreters, supervisors, consumers at an assignment regarding logistics, language accommodations, and professional standards. Communicates about issues related to interpreting 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.**

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

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 others. 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, site 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 for understanding

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       Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Vocabulary – Sign to Voice       Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Grammar - Voice to Sign       Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Grammar - Sign to Voice       Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed
Prosody – Voice to Sign       Circle a rating -- Proficient, Effective, Emerging, Ineffective, Not observed	Prosody – Sign to Voice       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

## ***Sample Advanced Practicum Preparation Form***

Date                      Setting                      Topic/Content  
Language Preference:                      Contextual Information:

Resources:

Vocabulary/Concepts

DCS Demands (predicted)

Potential Controls

Review: Post interpretation Reflection

Effective:

Ineffective:

## ***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

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

**COMMENTS:**



## ***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

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

**COMMENTS:**





### ***Student Interpreter Absence Form***

This form must be completed and signed by the student interpreter and the cooperating interpreter. This form is submitted to the practicum faculty when the student misses more than 3 days.

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

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

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

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

Total days missed for the Advanced Practicum term: \_\_\_\_\_

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

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

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