



Collaboration in ASL/English Interpreting

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

[Revised August 2017]

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**AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING
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TABLE OF CONTENTS

Section I: General Information

ASL/English Interpreting Roadmap	6
Interpreting, Diagnostic, & Professionalism Preparation	8
Field-based Experiences & Practicum	9
Statement of Philosophy	10
Vacca Office Policies & Procedures (Clinical Experience).....	11
Placement Process	11
Background Checks	11
Policies and Procedures During Student Interpreting	11
<i>Alcohol and Drug Use</i>	12
<i>Attendance/Time Commitment</i>	12
<i>Calamity Days/Inclement Weather</i>	13
<i>Conflicts Between School Districts and Their Teachers/Staff</i>	13
<i>Assessment Filming</i>	14
<i>Health-Related Issues</i>	14
<i>Liability Insurance</i>	14
<i>Medications</i>	14
<i>Obligations Beyond Practicum</i>	14
<i>Professional Conduct and Appearance</i>	14
<i>School Policies</i>	14
<i>Substitute Interpreting</i>	15
ASL/English Interpreting Advanced Practicum Policies & Procedures.....	15
Assessment Instrument.....	15
Daily Observations & Observation Summary.....	15
Preparation for Interpreting.....	16
Midterm Assessment.....	16
Summative Assessment.....	17
Disposition Assessment	17
Conflict Resolution	18
Procedures for Addressing Problems	18
Grade for Student Interpreting Practicum	19

Section II: Student Interpreter

Professional Expectations	21
Role of the Student Interpreter	22

Section III: Cooperating Interpreter

Role of the Cooperating Interpreter	24
Guidelines for the Cooperating Interpreter	25
Prior to the First Day	25
The 1 st Day.....	25
The First Week.....	26
The Second Week.....	26

The Third through the Ninth Week.....	26
The Tenth through the Sixteenth Week	27

Section IV: Supervising Interpreter

Role of the Supervising Interpreter.....	29
Assessment Deadlines.....	30
Summative Assessment: Final Score	30
Professionalism & Reflective Practice Through Conferencing	31

Section V: Forms:

Instructions for Supervising Interpreter for Observations & Observation Summary Form	33
Completing the Midterm/Summative Advanced Practicum Assessment.....	34
ASL/English Advanced Practicum Midterm/Summative Assessment Form	35
Advanced Practicum Observation Summary	41
Advanced Practicum Preparation Form.....	43
Professional Disposition Assessment - sample	44
Cooperating Interpreter Evaluation of Supervising Interpreter - sample	45
Student Interpreter Evaluation of Supervising Interpreter - sample.....	46
Student Interpreter Absence Form	47
Professional Development Contract	48

SECTION I: GENERAL INFORMATION

Roadmap: ASL/English Interpreting – Bachelor of Science

EH-BS-ASEI

Education, Health, and Human Services

Catalog Year: 2017 - 2018

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 as listed to ensure a timely graduation.

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade
Semester One: [14 Credits]				
!	ASL 19201 Elementary American Sign Language I	4		C
	US 10097 Destination Kent State First Year Experience ¹	1		
	Kent Core Requirement	3		
	Kent Core Requirement	3		
	Kent Core Requirement	3		
Semester Two [16 Credits]				
!	ASL 19202 Elementary American Sign Language II	4		C
	PSYC 11762 General Psychology	3		
	MCLS 30420 Foreign Languages and Culture Studies	3		C
	Kent Core Requirement	3		
	Kent Core Requirement	3		
Semster Three [15 Credits]				
!	ASEI 43100 Survey of the Interpreting Profession	3	■	B-
!	ASEI 43106 School Setting Interpreting	3	■	C
!	SPED 43309 Introduction to Deaf Studies²	3	■	C
	ASL 29201 Intermediate American Sign Language I	3		C
	Kent Core Requirement	3		
Semester Four: [15 Credits]				
Requirement: minimum 2.750 cumulative GPA minimum and 3.000 major GPA by end of term.				
!	ASEI 43102 Interpreting Processes I	3	■	C
!	ASL 49401 Deaf Culture & Community	3	■	C
!	ASEI 43113 ASL to English Interpreting Processes	3	■	C
	ASL 29202 Intermediate American Sign Language II ³	3		C
	PSYC 20651 Child Psychology	3		
Semester Five: [18 Credits]				
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 Course Work, ASL 19201, ASL 19202, ASL 43100, and ASEI 43102				
!	ASEI 43103 Interpreting Processes II*	3	■	C
!	SPED 43310 Language Development for D/HH Students*	3	■	C

!	ASEI 43111 The Professional Interpreter*	3	■	C
	ASL 39201 Advanced American Sign Language I	3	■	C
	Kent Core Requirement	3		
	Kent Core Requirement	3		
Semester Six [16 Credits]				
Requirement: minimum 2.750 cumulative GPA minimum and 3.000 major GPA.				
!	SPED 43092 Deaf Residential School Field Experience*	1	■	S
!	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
	Kent Core Requirement	3		
Semester Seven: [15 Credits]				
Requirement: 2.750 cumulative GPA; minimum 3.000 major GPA; Note: Successful completion of the Sing Language Proficiency Interview (SLPI) at intermediate level or above or the American Sign Language Proficiency Interview (ASLPI) at the level 2 or above.				
!	ASL 49108 ASL Linguistics*	3	■	C
!	ASEI 43104 Interpreting Processes III*	3	■	B-
!	ASEI 43112 Interactive Interpreting*	3	■	C
	COMM 35852 Intercultural Communication	3	■	C
	Kent Core Requirement	3		
Semester Eight: [12 Credits]				
Requirement 2.750 cumulative GPA; minimum 3.000 major GPA				
!	ASEI 43192 Advanced Practicum: ASEI*	9	■	S
!	ASEI 49625 Inquiry Sem. Into Professional Practice*	3	■	C

Graduation Requirements Summary

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

1. U.S 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

3. Students must pass the SLPI at the Intermediate level or the ASLPI at Level 2 prior to ASEI 43192

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 Experiences & Advanced Practicum

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 60 hours of field-based observation and interpreting experiences
- Log and reflection forms demonstrating 60 hours of approved experiences submitted prior to approval for Advanced Practicum
- Transportation is the student's responsibility
- 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 experiences in public schools
- 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 strictly prohibited while engaged in the field experience
- 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 will include opportunities such as: Sorenson Video Relay, Purple Video Relay, public schools, campus collaborations with other college departments, literacy program at Willson Elementary, 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.

- 450+ 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

Statement of Philosophy

Our philosophy in the ASL/English Interpreting Program is that successfully training a student interpreter depends on the synergistic relationship between the student, practicum faculty, school, cooperating and supervising interpreters, and the Deaf community. We also believe that the practicum experience, a semester long placement where the interpreting student accrues over 450 hours with an experienced interpreter, is our capstone course. The advanced practicum should represent a pivotal point in students' preparations to becoming interpreter. It is the time when theory and practice meet and students discover how effective they are as professional practitioners. Traditional field experience supervision models are comprised of a triad consisting of the student, cooperating interpreter, and university supervisor. An additional category for us is the contributions of the practicum faculty. Each member of the team makes contributions categorized by specific features relevant to the practicum such as focus, priorities, special expertise, scope, professional concerns, and qualifications. In terms of focus, the supervising interpreter is primarily concerned with how the student interpreters are fulfilling the college program's expectations. The cooperating interpreter's focus is on how the student interpreters are functioning in the classroom. 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.

Student Interpreter	Supervising Interpreter	Cooperating Interpreter	Practicum Faculty
Developing interpreting processing 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 creating balance and support for the student interpreter and cooperating interpreter in collaboration with practicum faculty.	Supporting authentic, dynamic and spontaneous interpreting through a variety of rich opportunities for the student interpreter that facilitates the skill, knowledge, 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 practicum faculty is available to all members of the team for support and input, and should be updated periodically. The student interpreter should be informed of his/her progress (strengths as well as weaknesses) on a regular basis. All evaluation forms should be discussed with the student interpreter during conferences.

Because the supervising interpreter and the cooperating interpreter view the advanced practicum experience from unique perspectives, each perspective should be thoroughly represented. 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 supervising interpreter will then enter both assessments on the faculty portal. (out of state placements are an exception, see pages 16 &17) Once the form is completed, an automatic email will be sent to the student interpreter containing a link to the completed assessment for electronic signature. Once signed by the student interpreter, the assessment becomes a part of the student’s official record.

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, or from which he/she has graduated unless graduation was more than 10 years ago.
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.

Student interpreters will be notified by KSU email about the details of their placement. As soon as the confirmation notice is received, student interpreters should contact the cooperating interpreter to make arrangements for schedule and curriculum materials and reply to the Student Teaching Placement Specialist that the placement information was received.

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.

BCII. The BCII check requires current, state issued identification (driver's license or a state identification card issued by the Bureau of Motor Vehicles). The cost is \$25.00 and can be paid with cash or check (payable to IRC@KSU). Student interpreters are responsible for the payment of this fee at time of service.

FBI Fingerprinting (Federal). Electronic fingerprinting can be done in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. The cost is \$30.00 and can be paid with cash or check (payable to IRC@KSU). Student interpreters must bring current state issued identification (driver's license or identification card). Student interpreters are responsible for the payment of this fee at the time of service.

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.

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). Request a copy be sent to the Ohio Department of Education if this check will be within one year of applying for licensure.

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 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

should be reduced to a **minimum** during this time. 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/ Seminar classes follow the university calendar for both scheduled and unscheduled breaks (e.g. snow day) in the school calendar.

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 supervising interpreter will return this form to the Vacca Office of Student Services, 304 White Hall, at the end of the semester.

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 Vacca Office of Student Services in consultation with the program coordinator and/ or program area faculty.

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 relating 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 or passage

of the Ohio Educator Assessment (OAE) content area test **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 day. 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
- 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 Advanced Practicum 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.

The cooperating interpreter should be present throughout the student interpreting experience, 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.

At least once a week, the cooperating interpreter completes the Advanced Practicum 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 summative assessment.

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 summative 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 Advanced Practicum 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 to the practicum faculty in their Google Drive folder.

Midterm Assessment. Each student interpreter must be assessed 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 faculty for the practicum should be included in the discussion and in the creation of the development plan.

No later than one week after the meeting, the supervising interpreter will enter her/his assessment and the cooperating teacher's assessment in an online form that can be found at <https://fsportal.ehhs.kent.edu/index.php>. The exception to this is the out of state supervisors.

They will not have access to the faculty portal. Their site assessment forms must be sent to the practicum faculty. After logging in with the Flashline user ID and password (For assistance, contact the University help desk at 330.672.HELP.), click on “Unit Assessment,” and “Disposition Assessment.” Then select the student interpreter’s name and complete the form. Once the form is completed, an automatic e-mail will be sent to the student interpreter containing a link with the completed assessment for electronic signature. Once signed by the student interpreter, the assessment is official and can be downloaded for printing. **The deadline for submitting the midterm online assessments is Friday of the 7th week of the university semester.**

Summative 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. The final summative assessments are shared with the student interpreter at a final conference. Passing this assessment enables the student interpreter to apply for licensure.

No later than one week after the meeting, the supervising interpreter will enter her/his assessment and the cooperating interpreter’s assessment in online at <https://fsportal.ehhs.kent.edu/index.php>. The exception to this is the out of state supervisors. They will not have access to the faculty portal. Their site assessment forms must be sent to the practicum faculty. Once the form is completed, an automatic email will be sent to the student interpreter containing a link with the completed assessment for electronic signature. Once signed by the student interpreter, the assessment is official and can be downloaded for printing. **The deadline for submitting the summative online assessment is Friday of the 15th week of the university semester.**

Disposition Assessment. A major part of any College of Education 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 of the behaviors and qualities indicative of professionalism, work ethic, and personal qualities in order to receive a grade of “Satisfactory” for the advanced practicum.

A Disposition Assessment (*see “Forms” section*) for each student interpreter will be completed online by the supervising interpreter in consultation with the cooperating interpreter during the midterm time. At this midterm conference with the student interpreter, an unofficial paper copy may be used, but the assessment is not official until it is signed electronically by the supervising interpreter and the student interpreter. The assessment can be found at <https://fsportal.ehhs.kent.edu/index.php>. After logging in with the Flashline username and password, click on “Unit Assessment,” and “Disposition Assessment.” Then select the student interpreter’s name and complete the disposition. The exception to this is the out of state supervisors. They will not have access to the faculty portal. Their site assessment forms must be sent to the practicum faculty.

After the assessment is electronically submitted by the supervising interpreter, the student interpreter will receive an automated email indicating that the completed Disposition Assessment is available at <https://fsportal.ehhs.kent.edu/index.php> and that an electronic signature is

required by the student interpreter. The email will also indicate if a “needs improvement” has been submitted. If a needs improvement has been submitted, the student interpreter will be told to complete a Professional Disposition Plan (PDP) located on the student portal. It is also on the faculty/ staff portal but the student interpreter needs to initiate it. The student interpreter needs to meet with the supervising and cooperating interpreters to discuss the PDP and both student interpreter and supervising interpreter need to sign it electronically. Student interpreters are advised that a needs improvement MUST be remedied by the end of the advanced practicum.

The deadline for the submission of the online Disposition Assessment by the supervising interpreter or practicum faculty is Friday of the 7th 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 you have 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 you have 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 Problems

The student interpreter, cooperating, and supervising interpreters should meet together to cooperatively address problems as they arise. For serious problems or problems that continue after a warning has been issued, 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). Advise the Director of Clinical Field Experiences that a contract has been written.

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. 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.
4. **University policy stipulates that the last day of the 10th 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.**

Grade for Student Interpreting Practicum

The Final grade (S or U) **must be received by practicum faculty on or before the last day of student classes of the university semester** (this is the week prior to final exam week). The S/U grade should be evident from the assessment forms. If the practicum faculty have any concerns or questions regarding the final grade the faculty will contact the supervising interpreter.

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 student interpreting practicum is a collaborative effort. Student interpreters must realize their responsibilities as learners, studying the interpreting/learning process, and as working interpreters, increasing interpreting responsibilities from day-to-day.

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, 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 himself/ herself 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 being prepared when 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.

Section III: Cooperating Interpreter

Role of the Cooperating Interpreter

The 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); sharing the wisdom of experience; and yet at the same time 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 the 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.
- Preview preparation forms, observe 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 that reflects the assessment form.
- Complete a midterm assessment form during the 7th week of the KSU semester and a summative assessment no later than 15th week of student interpreting.
- Discuss assessments at a meeting 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.
- Meet with the supervising interpreter and student interpreter as needed.

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:

- Contact the student interpreter to get acquainted.
- Prepare deaf students for the arrival of the student interpreter and explain his/ her role.
- Provide the student interpreter with a school handbook or online link, if available, so he/ she may become familiar with school rules and regulations.
- Provide your contact information (email addresses and phone numbers) to the student interpreter in the event that questions arise which need to be communicated.
- Provide the student interpreter with a thumbnail sketch of yourself personally and professionally.
- 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:

- Take the student interpreter on a general tour of the entire building. Explain lunch policies, prices, and procedures.
- **Make sure the student interpreter understands expected hours of arrival, departure, and parking regulations, etc.**
- 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 his/her own space for personal materials.
- 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.
- Schedule or set aside a regularly planned meeting time each day and longer feedback sessions once a week.
- 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 discuss the implications for interpreting.
- Model interpreting classes while the student interpreter takes notes regarding interpreting, course content, vocabulary, teaching methods, demands and potential controls.
- Discuss deaf student's language preference and educational needs.
- Review the advanced practicum forms: assessment, observation summary, preparation.
- Discuss the student interpreter's goals, strengths, and weaknesses from the student's perspective.
- 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:

- Interpret 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 each day and submit to cooperating interpreter prior to class.
- Supervising interpreter should visit the 2nd week.
- Share relevant school policies and class schedule with the supervising interpreter.

What to do the 3rd through the 9th 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 at any time for 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 beginning the practicum is 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 his/ her own ideas about the interpreting process.
- Assist the student with filming themselves interpreting. Inform the student of school policies. Assure the teacher that no 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 7th week of the practicum.

What to do the 10th through the 16th week:

- Facilitate the student interpreting full time, unless otherwise directed by 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 summative advanced practicum assessment form with the supervising interpreter.
- Share summative assessment with the student interpreter.
- Devise an exit strategy. Deaf students frequently become attached to the student interpreters. The student interpreters may need to gradually reduce his/her 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 advocate 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 his/her 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 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 (use your kent.edu email account for all electronic communication with students).
- Meet with cooperating interpreter and student interpreter the **2nd 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 the 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 his/her concerns about interpreting, professional interactions, demands and controls, and goals.
- Alert the practicum faculty of concerns or unresolved problems as they arise. Co-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 misses more than two days.
- Be available to the student interpreter and the cooperating interpreter whenever guidance is needed.
- Complete, discuss, and post midterm and summative assessment forms by established deadlines.

Assessment Deadlines

- **The Midterm Assessment** is to be submitted online by the supervising interpreter (except for the out of state supervisors, see p. 16) by Friday of the 7th week of the UNIVERSITY SEMEMSTER. 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 online by the supervising interpreter (except out of state supervisors, see p. 17) by Friday of the 7th week of the UNIVERSITY SEMESTER. The Disposition Assessment may be entered earlier, if warranted. The disposition must be submitted in a timeframe that allows the student to enter a Professional Disposition Plan (PDP) and enact that plan. Students with outstanding dispositions are not cleared for graduation.
- **The Summative Assessment** is to be submitted online by the supervising interpreter (except out of state supervisors, see p. 17) by the Friday of the 15th week of the UNIVERSITY SEMESTER.
- **The final grade** is submitted by the practicum faculty and is based on the Summative Assessment. If the practicum faculty have any questions, the supervising interpreter will be contacted for clarification.

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
- An excessive amount of "developing" ratings, combined with the 4 ineffective ratings, is not sufficient to pass
- A Professional Development Contract should be created if there are an excessive number of developing 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 is to demonstrate and reinforce 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, and self-evaluating professionals.

Conferencing helps the student interpreter begin to engage in professional growth and development. In the conference phase, the planning, constructive criticism, and analysis of good interpreting are the major responsibilities of the cooperating and the supervising interpreters, while soliciting participation from the student interpreter. Toward the end of the placement, the student interpreters should assume responsibility for reflective self-analysis.

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 summative 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 V – Forms

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

Before the observation:

- Review the Midterm/ Summative Advanced Practicum Assessment to familiarize yourself with expectations.
- Schedule the observation for a time when the student interpreter and cooperating interpreter are available to meet after the observation, if at all possible. If not, the supervising interpreter can give feedback separately from the cooperating interpreter.
- 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/ Summative 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 his/ her strengths and weaknesses as they relate to the Assessment form. The cooperating interpreter should complete an observation summary each week. The supervising interpreter should 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; individually if necessary).
- Discuss the observation and solicit input from the student interpreter and cooperating interpreter.
- Provide the opportunity for the cooperating interpreter to present observations and evidence for those areas not observable during the interpreting.
- 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/Summative Assessment.

Completing the Midterm/Summative Advanced Practicum Assessment

Note that the Midterm/Summative Advanced Practicum Assessment has an embedded rubric for evaluating the student interpreter.

Completion of the Midterm Advanced Practicum Assessment

- Complete the Midterm Student Interpreting Assessment.
- Remind the cooperating interpreter to complete the Midterm Assessment form prior to your visit for the midterm observation and conference.
- Review the Observation Summary forms and observation notes for evidence.
- If clarification is needed regarding the form, contact the practicum faculty.
- Meet with the student interpreter (and with the cooperating interpreter, if possible).
- Review the Advanced Practicum Assessment(s).
- Discuss discrepancies – noting that differences in ratings are acceptable as perspectives and experiences with the student interpreter are unique.
- Provide the opportunity for the student interpreter to provide evidence not previously shared.
- Discuss the plan of action as needed.
- All participants should receive a copy of both Assessment forms.

Completion of the Summative Advanced Practicum Assessment

- Complete the Summative Assessment form.
- Review the Observation Summary forms and previous informal observation forms to guide the completion of the assessment form.
- Meet with the student interpreter (and with the cooperating interpreter, if possible).
- Review the Advanced Practicum Assessment.
- Discuss discrepancies – noting that differences are acceptable as perspectives and experiences with the student interpreter are unique.
- Provide the opportunity for the student interpreter to provide evidence not previously shared.
- All participants should receive a copy of both Assessment forms.

**ASL/ English Interpreting Advanced Practicum
Midterm/Summative 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
Interpretation consistently reflects source language meaning including implicit, contextual meanings and register. Consistent and thorough preparation is evident.	Interpretation frequently reflects source language meaning including implicit, contextual meanings and register. Preparation is evident, but inconsistent.	Interpretation shows emerging evidence of content equivalence and some patterns reflecting intent of the source message. Preparation is incomplete.	Interpretation shows little evidence of content equivalence and of representing the intent of the source message. Preparation is either nonexistent or unproductive.

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.	<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 instructional goals and methodologies. 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 non-academic topics within their interpretation to match the teacher’s purpose. 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 related to course content, and this preparation is evident during the interpretations.	<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 and applying 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 consistent evidence of linguistic, cultural, and professional behaviors that appropriately and effortlessly manage the participants and environment to enhance the educational process.	Work shows frequent evidence of linguistic, cultural, and professional behaviors that appropriately manage the participants and environment to enhance the educational process.	Work shows emerging evidence of linguistic, cultural, and professional behaviors to manage the participants and environment. The lack of consistency and/or hesitancy sometimes hinders the educational process.	Work shows little evidence to manage the participants 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 consistent and appropriate use of linguistic & sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows consistent patterns of managing the interpreting process. Interpreting decisions are guided by the language/culture of the interactants and the setting.</p>	<p>Interpretation demonstrates frequent use of linguistic & sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows ample evidence of managing the interpreting process. Interpreting decisions are frequently guided by the language/culture of the interactants and the setting.</p>	<p>Interpretation demonstrates emerging evidence of using linguistic & sociolinguistic features to render the source text message, but equivalency & the intended target language are inconsistently 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 little evidence of ability to accurately produce linguistic & sociolinguistic features to faithfully render the source text message into the intended target language. Interpretation shows little evidence of managing the interpreting process. Interpreting decisions are guided by the interpreter's language skills and there is little 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/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 </p>
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	<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. 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 checked="" 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.

Proficient	Effective	Emerging	Ineffective
Consistently and competently navigates the educational system accessing information to enhance learning and to facilitate equitable accommodations.	Frequently navigates the educational system accessing information to enhance learning and to facilitate equitable accommodations.	Shows an awareness of educational system resources, but inconsistently accesses these resources. Shows emerging evidence of strategies to enhance learning and facilitate equitable accommodations.	Little evidence of strategies to navigate the educational system. Lacks confidence to access information that could enhance learning and facilitate equitable accommodations.

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 checked="" 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 checked="" 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 checked="" 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
Personal conduct reflects consistent and appropriate evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects frequent evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects emerging evidence of professional skills, respect for others, and esteem for the profession of interpreting.	Personal conduct reflects little evidence 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
Revised 3-4-2011

Rating: Not observed; Needs improvement; Acceptable

Professional Dispositions: Professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as professionals interact with students, families, colleagues, faculty, and communities. These positive behaviors support student learning and development. We expect students to demonstrate:

- Fairness in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
 - Belief that all students can learn
 - Responsibility
 - Professionalism
1. Strives to create a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, based on the belief that all students will achieve to their full potential.
 2. Demonstrates discretion when discussing students, peers, faculty, school/ center by not participating in disparaging conversations and/ or works to diffuse such language.
 3. Establishes and maintains respectful and professional collaborative relationships with others.
 4. Displays open mindedness, flexibility, and willingness to learn from others whose perspectives differ.
 5. Respects and protects differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, ability, language, political and religious orientation, sexual orientation, appearance, and geographical area.
 6. Consistently demonstrates initiative, interest in, and enthusiasm for teaching and learning.
 7. Accepts constructive criticism and adjusts behavior accordingly.
 8. Is disposed toward inquiry, problem-solving, and reflection as demonstrated in meaningful and appropriate discussions.
 9. Accepts and fulfills responsibility for decisions and actions.
 10. Projects an appropriate professional appearance and demeanor in professional settings.
 11. Demonstrates organizational skills.
 12. Follows attendance policies for class and field experience/ student interpreting, including punctuality.
 13. Prepares for class and field experience/ student interpreting and completes work in a timely manner.
 14. Works with students and their families in appropriate ways.
 15. Demonstrates appropriate and culturally sensitive verbal and nonverbal communication.
 16. Understands and maintains confidentiality related to student records, personal family information, and student ability/ disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.
 17. Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/ guardian and the school/ center. At all times, protects the identities of individuals portrayed, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.
 18. Observes all federal, state, local, and school board mandates, policies, and procedures pertinent to the teaching profession.
 19. Understand, upholds, and follows professional ethics, policies, and legal codes of professional conduct.

Cooperating Interpreter Evaluation of Supervising Interpreter

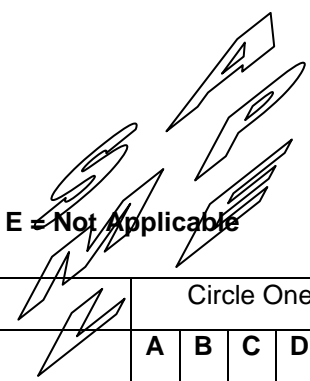


Thank you for your feedback. Your response will be anonymous. This evaluation will be made available to supervisors after the semester is completed.

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

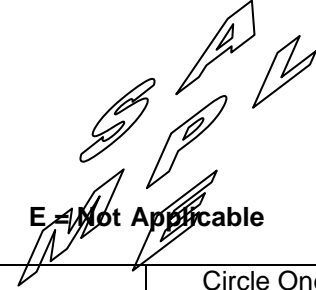


Your responses will be anonymous. Results and comments for this evaluation will be made available to supervisors after the semester is completed.

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

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. The supervising interpreter will return this form to the **Vacca Office of Student Services, 304 White Hall, Kent State University, Kent, OH 44242.**

Student Interpreter: _____ Date: _____

District: _____ School: _____

Student interpreter was absent from _____ to _____

Total school days missed: _____

Total school days missed for the Advanced Practicum term: _____

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.)

Action Plan:

Student Interpreter

Cooperating Interpreter

Supervising Interpreter

Submit a copy to the Practicum Faculty