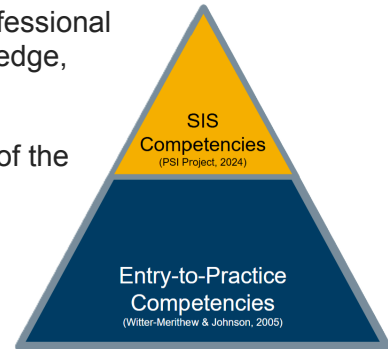


School Interpreting Series Competencies

The School Interpreting Series (SIS) Competencies define the professional standards for competent school interpreting, encompassing knowledge, skills, and attitudes.

The SIS Competencies rest on the general interpreting standards of the Entry-to-Practice Competencies defined by Witter-Merithew and Johnson (2005).



SYSTEMS & STRUCTURES:



SIS C1. Analyze educational laws, state regulations, and school protocols that influence U.S. public educational systems and structures, ultimately impacting deaf and hard of hearing students and the support provided by educational professionals. (Knowledge)

CHILDHOOD DEVELOPMENT:



SIS C2. Integrate child and language development knowledge into the educational experiences and interactions of a diverse body of deaf and hard of hearing students across their academic years. (Knowledge, Skill, & Attitude)

ROLES & RESPONSIBILITIES:



SIS C3. Enact the roles and responsibilities of a school interpreter as a Related Service Provider guided by the educational plan that supports the deaf and hard of hearing student's needs and under the guidance of assigned school personnel. (Knowledge & Skill)

COLLABORATION WITH ED. PROFESSIONALS:



SIS C4. Collaborate with educational professionals, respecting the collective contribution of the different roles and responsibilities in schools, serving the unique educational needs of each deaf and hard of hearing student. (Knowledge & Skill)

SERVICE PROVISION:



SIS C5. Enact interpreting and other related services guided by the educational system, framed by learning theories, and influenced by the practices of the educational team in support of each student's access and interactions. (Knowledge & Skill)

DECISION-MAKING & JUDGMENT:



SIS C6. Implement decision-making as a Related Service Provider that is based on educational, professional, and ethical frameworks. (Skill)

ADVOCACY:



SIS C7. Advocate respectfully for working and learning environments that result in conditions that foster individual student success and empowerment. (Knowledge & Skill)

POSITIONALITY & INTERSECTIONALITY:



SIS C8. Explore one's own positionality and intersectionality as an individual, Related Service Provider, and educational team member within the educational system and with diverse colleagues, the student body, and the families of deaf and hard of hearing students. (Attitude)

CURRENT EDUCATIONAL ISSUES:



SIS C9. Cultivate an understanding of current educational issues that continually elevate the current practices, interactions, and contributions of a school interpreter as a Related Service Provider on the educational team and within the educational system. (Knowledge & Skill)

PROFESSIONAL PURSUITS:



SIS C10. Participate in academic activities that lead to the post-graduation pursuit of professional credentials, professional development in education and interpreting, and supervision and accountability. (Knowledge, Skill, & Attitude)