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A Work in Progress: Establishing, Growing, and Maintaining Working Relationships Between Educational Interpreters and their Administrators

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A Work in Progress: Establishing, Growing, and Maintaining Working

Relationships Between Educational Interpreters and their Administrators

By

Kallie Rank

A thesis submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Master of Arts in Interpreting Studies

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ABSTRACT

A Work in Progress: Establishing, Growing, and Maintaining Working

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Since the implication of federal laws, such as Section 504 of the Rehabilitation

Act of 1973, the Individuals with Disabilities Education Act (IDEA), and the Americans

with Disability Act (ADA) Deaf and Hard of Hearing children are able to attend public

school districts (Seal, 2004). While an educational interpreter is working in a unique

setting, often alone, it is important to have an administrator and network of professionals

to reach out to share successes with and to have support from, in times of need. Through

personal experiences and conversation with colleagues, it has been shared that working

relationships between educational interpreters and their administrator can vary. This thesis identifies who is being assigned as an administrator to educational interpreters and it looks at the working relationships that educational interpreters have with their administrator. Data relating to current working relationships between educational interpreters and their administrators was gathered via an online survey. This survey was sent out across the United States to collect a range of perspectives from educational interpreters. This thesis also takes a look at the personalities of educational interpreters, as well as their administrators and how that could impact their working relationships. It is the hope that the research found can act as a basis for educational interpreters to conduct conversations around creating, building, and maintaining a working relationship with their administrators to ensure their success in the field.

Keywords: educational interpreters, relationships, administration, mainstream, education, deaf, hard of hearing, deafblind

CHAPTER 1: INTRODUCTION

Background

Before 1975, the lives of some people with disabilities were limited (Individuals with Disabilities Act, 2020). During this time those with disabilities were not fully incorporated into American society. If a person had a mental illness or intellectual disability, they were likely living in an institution and unable to live at home with their families (Individuals with Disabilities Act, 2020). On top of living in an institution that was not providing these individuals with equitable opportunities, these children were also not receiving an education from the public schools that they would be attending if they were living at home (Individuals with Disabilities Act, 2020). Children with disabilities were not allowed in their home districts and more times than not they were denied access to any kind of education.

Finally, in 1975 groundbreaking legislation was signed into law. President Gerald Ford signed the Education for All Handicapped Children Act. This act is also called Public Law 94-142 and was reauthorized in 1990 to be called the Individuals with Disabilities Act (IDEA) (Individuals with Disabilities Act, 2020). The heart of this federal law was to ensure that a free, appropriate public education was provided to all children with a disability. This law also stretched to cover every state in the country (Individuals with Disabilities Act, 2020 & Ball, 2013). The IDEA was extremely important for two groups of children. The first group that the IDEA protected and covered were those children who were excluded from the education system. These children were not allowed to go to school or there was no support established in the

public school system for them to attend. The second group of people that IDEA impacted was those who had limited resources or access to education and did not receive an appropriate education based on their disabilities (Individuals with Disabilities Act, 2020).

At the core of the IDEA there are four purposes that the law began enacting. The first purpose of IDEA was to provide a Free and Appropriate Public Education (FAPE) to individuals with disabilities. This education would now be able to meet the unique needs of every child through special education. The second purpose was to protect the rights of children with disabilities and their parents. The third purpose allowed funding to support states in providing this specialized education for children with disabilities. The final purpose was to assess and guarantee effectiveness in the efforts made to educate all children regardless of their disabilities (Individuals with Disabilities Act, 2020 & Ball, 2013). These four purposes laid the foundation for the future of educating children with disabilities.

Continuing to look at IDEA, it is clear that there was an impact on children who are Deaf and Hard of Hearing (DHH). Before 1975 and the enacting of IDEA, most DHH children attended state residential Deaf schools (Ball, 2013). The Deaf school had dormitories where students lived during the week, away from their families. However, at these residential schools, DHH children were receiving education in the primary language of American Sign Language (ASL). The state residential Deaf schools were able to provide ASL to students in every aspect of the students' lives. Staff who signed taught them, served them food, supervised them in the dorms, and coached them. These opportunities allowed DHH students to have access to ASL at any point of the day and

staff were able to cater to the students social and linguistic needs (Ball, 2013). This unique way of education allowed for DHH children to excel academically while building connections in the Deaf community. They were able to socially and educationally be provided the same opportunities as their hearing peers (Ball, 2013). This is something that public schools were not able to provide to DHH children.

With the passing of IDEA, the way that DHH children were educated changed forever. Due to the passing of IDEA, DHH children were able to be educated in their home districts, instead of traveling and staying at the residential Deaf school. This transition from Deaf residential school to public school created some unique challenges and opportunities for DHH students (Ball, 2013). They were now able to stay in their home district and be close to their families, but they experienced isolation, communication challenges, and no Deaf or Hard of Hearing role models (Ball, 2013). Also, DHH students who were receiving education from a public school no longer had access to ASL in other areas of their lives. However, IDEA recognized the need for ASL interpreters in education or better known as educational interpreters. Educational interpreters are considered auxiliary aids in public schools and are required by IDEA (Ball, 2013; ADA National Network, 2018; & U.S. Department of Justice Civil Rights Division & U.S. Department of Education Office for Civil Rights and Office of Special Education and Rehabilitative Service, 2014). To receive interpreting services in a public school, the child must meet other requirements set forth by IDEA.

The services of an educational interpreter can be provided if the student qualifies for services under IDEA or a section 504 of the Rehabilitation Act of 1973. To meet the requirements, IDEA defines a disability as, "A child with specific disabilities who, by

reason thereof, needs specially designed instruction and related services" (ADA National Network, 2018). The law also states a wide range of disabilities and Deaf-Blind, Deafness, and Hearing impairment are all included in the law. Due to this, a student who is Deaf, Hard of Hearing, or Deafblind is required by law, if the IEP team deems necessary, to receive interpreting services while being educated in the public education school system. Students who are also eligible for a 504 plan are able to receive services from an educational interpreter. Sometimes there is debate over including the educational interpreter in the IEP meeting. However, a professional educational interpreter is also responsible for being a member of the educational team. An educational interpreter can advocate and answer any questions or concerns related to or about the DHH student. As a member of the educational team, an educational interpreter is required to, "share information they may have about the student with the other team members" (Jones et al., 1997). The IEP explains at great lengths about the student, their learning needs in the classroom, as well as their communication.

As we take a closer look at the need to provide an ASL interpreter or educational interpreter for a DHH student in the mainstream setting, it is important to look at the criteria they must meet, as well. It is important to have a qualified interpreter (U.S. Department of Justice Civil Rights Division & U.S. Department of Education Office for Civil Rights and Office of Special Education and Rehabilitative Service, 2014). For an educational interpreter to be qualified, they must be able to interpret receptively and expressively (U.S. Department of Justice Civil Rights Division & U.S. Department of Education Office for Civil Rights and Office of Special Education and Rehabilitative Service, 2014 & National Association of Interpreters in Education, 2009). Receptively

interpreting means that the interpreter can understand what the DHH person is signing in ASL. They are then able to convey the message into English for the teacher and the rest of the students to understand. That means that expressively interpreting is the opposite. To effectively interpret expressively, the interpreter must be able to take what the teacher or students are saying in English and communicate it in ASL with the DHH student (U.S. Department of Justice Civil Rights Division & U.S. Department of Education Office for Civil Rights and Office of Special Education and Rehabilitative Service, 2014). It is also extremely important that the interpreter can do their job effectively, accurately, and impartially while incorporating any and all specialized vocabulary that the DHH student may need to be privy of (U.S Department of Justice, 2014). The skill and job of an educational interpreter is complex and specialized. For this reason, it is important to maintain professional standards when hiring an educational interpreter to meet the auxiliary aids and services portion of the IEP under IDEA and Title II. Since DHH children now have the opportunity to be educated in their own districts and educational interpreters are being hired, there is a need for someone in the hierarchy of public education to supervise educational interpreters.

Statement of the Problem

Educational interpreters work within a "unique setting" when in the public school setting (Winston, 2004, p. 184). Due to working in a mainstream environment and providing the unique services of ASL interpretation, it may be hard to find an administrator to oversee the interpreter and that they fully understand their job (Winston, 2004). An administrator of an educational interpreter may be the mainstream teacher, principal, or DHH teacher (Winston, 2004). Due to the lack of consistency of who may

oversee an educational interpreter, there is also a lack of knowledge and support. Regardless of their level of knowledge about interpreting and the role of the educational interpreter, it is important for a working relationship to form between the educational interpreter and their administrator.

More often than not, educational interpreters work alone with little support from other educational interpreters or others with knowledge of the field (Winston, 2004). As educational interpreters tread the rough waters of a public school system by themselves, or what feels like by themselves, they need someone to turn to for support. Due to this, working relationships are currently strained between some educational interpreters and their administrators, which has been found and will be explored throughout this research. The strain on their relationship is due to the lack of education related to their roles, responsibilities, knowledge, and specialized skills that they bring to the district. However, it is important to have an administrator knowledgeable about Deaf education and educational interpreting. To feel supported, understood, and part of the school community an educational interpreter needs to be able to report to an administrator that understands their job. Currently, this research has found that this is not occurring across the United States. Educational interpreters are not able to fully do their jobs because they are unable to report to an administrator with current knowledge and understanding of the field.

Administrators who are overseeing educational interpreters have taken on, or have been given, a unique role. The hierarchy of public education along with the influence of power may lead to some findings in the development, or lack thereof, of working relationships between educational interpreters and their administrators. Communication and leadership from the top down is an important aspect of being able to maintain a

positive working relationship. Another aspect that is important to investigate is the differences and similarities in personalities between an educational interpreter and their administrator. The laundry list of professional responsibilities that are put on public education administrators may impact the working relationship that they will have with an educational interpreter. These areas are just a few areas that are important to further understand when researching about the working relationships between educational interpreters and their administrators.

Purpose of the Study

As an educational interpreter, I am passionate about advancing the field that I work within every day. I personally know the successes and failures that can be felt as an educational interpreter. The inconsistencies in the field of interpreting from district to district can be frustrating and confusing. However, by looking at what other educational interpreters are facing, we can come to conclusions together to improve the field.

The job of an educational interpreter has only been in existence since 1975, after the passing of Public Law 94-142 (Jones, 2017). Knowing that educational interpreters have not been in mainstream education for hundreds of years, I think that it is important to reflect on the work that has been done in the field and elevate it to meet the needs of all DHH children in public education. The field of interpreting, more specifically educational interpreting, does not have an abundance of research to offer to new or existing interpreters. This study serves as a steppingstone toward adding more research to the field, sharing knowledge of some current practices in the field, and spreading awareness of the job of an educational interpreter.

The purpose of this study is to gather information from educational interpreters with a variety of experience from around the United States to address the current state of working relationships between educational interpreters and their administrators. This study will look at how educational interpreters view their working relationship with their administrator, how they would describe the personality of their administrator, and how they think their relationships could be improved. This study will also look at the hierarchy that is established in the education system and how that may impact the working relationships that are had between educational interpreters and their administrator.

Theoretical Framework

Relationships are in every aspect of one's life. These relationships are between friends, family, and coworkers at work (Ragins & Dutton, 2007). Due to the heavy influence that relationships have on people's lives the bases of this research is from the theoretical foundation of Positive Relationships at Work (PRW). Raggins and Dutton (2007) state that PRW "focuses on the generative processes, relational mechanisms, and positive outcomes associated with positive relationships between people at work" (p. 3). It is important to note that PRW can also be coined with the term 'positive organizational relationships. Both PRW and positive organizational relationships focus on the relationships on an individual and organizational level (Ragins & Dutton, 2007). PRW stems from the work of positive psychology. Positive psychology offers working relationships to be viewed as important and central to the working environment. This view also focuses on how relationships can affect life satisfaction, enrichment, development, and personal growth (Ragins & Dutton, 2007). The work of positive

psychology is shifting the way in which people look at life. This shift is towards a focus on strengths, resilience, and enhancing and developing a good life (Luthans, 2002). By placing emphasis on the relationships that people have with each other at work, we can dig deeper into how we place value on creating and maintaining strong relationships with those individuals with whom we work. By identifying the importance that educational interpreters and supervisors place on their working relationships, we can identify ways to develop a stronger relationship.

Looking back at the definition of PRW, Raggons and Dutton (2007) stated that there is a focus on the generative processes. In this context, generative means, "having the power to originate and propagate something that would not exist otherwise" (Dutton & Ragins, 2007, p. 392). To create and maintain a relationship, one must be able to create meaning of oneself, others, and beyond. When creating a deeper meaning of oneself and others you are then able to "cultivate additional resources (e.g., positive emotions, knowledge, or trust)" (Dutton & Ragins, 2007, p. 393). During this generative process, the people involved are developing skills and knowledge about each other that will allow for individuals, groups, and organizations to grow, thrive and flourish (Ragins & Dutton, 2007). This process is essential to the working relationships of educational interpreters and their supervisors. Generative process is an important part of the working relationships that supervisors and educational interpreters have or are working to create. As a working relationship is developing and beginning to flourish, it is important to continue to develop the working relationship in order to build upon positive emotions, knowledge, and trust.

Many psychologists also refer to PRW as high-quality connections (HQCs). When two people are involved in HQCs they feel safe to express a variety of emotions. These emotions, positive and negative, may in turn be held at a higher emotional carrying capacity. Due to the high level of emotions that can be shared, this puts a strain on the relationship. However, within HQCs these relationships can withstand this strain. The connection is so strong that no matter the emotions or situation the relationship can bounce back (Dutton & Heaphy, 2003). Having a working relationship that can withstand any level of emotion is of utmost importance in any profession. Emotions are a big part of working relationships and it is important to look at working relationships between educational interpreters and their supervisors to identify how emotions are being included and acted upon. The third part of HQCs relates to the ability of new ideas. For a relationship to grow, one must be able to feel comfortable coming up with new ideas. Within HQCs the degree of connectivity can be described as the "openness to new ideas and influences, and its ability to deflect behaviors that will shut down generative processes" (Dutton & Heaphy, 2003, p. 266). If the relationship has a high degree of connectivity it means that the relationship will be creative and open to a variety of possibilities. Dutton and Heaphy (2003) stated, "understanding the quality of the connection is critical to understanding why and how people thrive at work" (p. 264).

Within PRW there is a feeling of inclusion, "a felt sense of being important to others, experienced mutual benefit, and shared emotions" (Ragins & Dutton, 2007, p. 11). A variety of research has shown the feelings that people value in a relationship; confidence (Luthans, 2002) and mutuality (Dutton & Heaphy, 2003), to name two. To test these feelings, one can apply the Stone Center Relational theory. If the relationship is

mutual and working in the PWR realm both members will experience the 'five good things' (Ragins & Dutton, 2007). While working towards a positive working relationship, it is important to note the different levels of relationships that can occur. There can be diverse work relationships, leader-member dyads, and mentoring relationships. Each of these relationships are different, but equally important, and have their own criteria for being defined, perceived, and evaluated (Ragins & Dutton, 2007). PRW serves as a base for identifying areas in which working relationships are excelling, as well as identifying areas where working relationships could be improved. PRW can be applied to identify the strengths and areas of improvement for educational interpreters and their supervisors working relationships.

Definition of Terms

"[An educational sign language interpreter] . . . is a professional, who facilitates communication and understanding among deaf and hearing persons in a mainstream environment" (Jones et al., 1997, p. 115). An educational interpreter is an American Sign Language (ASL) interpreter who has specialized training and education related to interpreting and Deafness. They are also a valued member of the educational team, due to the knowledge that they provide about the student, their language, and their needs (Jones, 2017). For the purpose of this study an educational interpreter is referred to as someone who has the skills, knowledge, and requirements needed by their respective states to interpret for DHH children in a public school setting.

Educational interpreters report to a wide range of individuals throughout the school district that they work for. For this reason, the word "administrator" was chosen to encompass a person(s) that an educational interpreter would reach out to for direction,

supervision, evaluations, and support. The term administrator is used to take the place of

the wide range of individuals that an educational interpreter may have overseeing them to

allow for consistency in this study.

CHAPTER 2: LITERATURE REVIEW

Due to the passing of many federal laws an increase of Deaf and Hard of Hearing (DHH) children started entering the mainstream public school setting. However, due to this switch away from Deaf residential schools for educational placements, the need for educational interpreters has become greater (Marschark et al., 2005). Without the change of Federal laws and the increase of DHH students attending mainstream public education, there would be no place for educational interpreters in the school system. However, due to the changes in legislation educational interpreters are needed to ensure access to classroom communication and peer interactions (Schick, 2016). As more and more educational interpreters enter public education the need for a person to supervise them was also needed.

This literature review looks at the hierarchy that is established in public education and the influence it has on the working relationship between educational interpreters and their administrators. The influence that power has over someone in charge will be touched on. Next, the importance of communication and leadership among administrators and those who work beneath them will be discussed. The importance of a variety of personalities that may influence a working relationship between educational interpreters and administrators will be reviewed. Lastly, the professional responsibilities that administrators have while overseeing and supervising educational interpreters will be explained. All of these are important to further understand the complexity of overseeing an educational interpreter in the mainstream public education setting. It is not an easy job

and there are multiple layers to be discussed to ensure a working relationship can be created and maintained.

Public Education Hierarchy

The hierarchy that is created in public education can offer a variety of obstacles, especially for educational interpreters. Administrators are looked up to as an authority figure (Ayda et al., 2018). Due to this authority status, administrators have numerous roles that they must fulfill daily. Some of these roles include, but are not limited to, working on the vision of the school, growing the school, effectively communicating with school employees, and defining social relationships with staff and students (Ayda et al., 2018). Another responsibility of administrators is "ensuring that educational services are functioning in the most effective way based on the goals of education" (Ayda et al, 2018). Being an administrator is no small feat. There are many responsibilities that one has. Due to the hierarchy that has been created, it can be difficult to know how to effectively reach those individuals near the top.

Educational interpreters are working with a minority population that is often misunderstood in public education, especially as one begins to reach those who are higher up in the ranks. Ayda et al (2018) emphasizes that, "Having knowledge about the nature of people that an administrator is required to manage is of vital importance for them to resolve possible conflicts and establish peace within the organization, to increase productivity in the educational institution and facilitate the achievement of organizational goals, to know how to motivate employees in the organization and to enhance performance" (p. 2). This is especially true with educational interpreters and DHH children. To be an effective administrator, it is important to understand the values,

beliefs, and specialized vocabulary that they use. It is also key that administrators can

empathize with those they are managing (Ayda et al., 2018). Being able to connect with

the people that one is managing allows for a working relationship to develop naturally.

Aside from only focusing on the individual, it is crucial that the administrators are

working to create an environment where all staff feel welcome. By focusing on

collaboration with emphasis on the school's goals and missions the administrator has

created a working environment where all school staff feel welcomed and included

(Williams, 2009). This type of working environment also leads to an overall positive

school climate.

   Administrators have certain ways for leading their teams. It is important to

understand the hidden meanings and reasons for the things that they do. To do this, we

must look closer at personality. One part of personality is described as the life

experiences that have shaped us into the person that we are today. The second part of

personality is related to how one interacts with their surroundings (Chatwin, 2018). When

life experiences and interactions are put together, this is the secret formula of one's

personality. When directly applied to the work of administrators in education, it is

important to remember that everyone's leadership style is unique to them. However, due

to the varying personality traits their leadership style could impact the interactions and

decisions on leading others (Ali et al., 2011; Chatwin, 2018; and Holland, 1973). These

interactions and connections that are then created, lead to the most meaningful

relationships between an administrator and someone under them (Ali et al., 2011).

Personality truly does impact multiple aspects of a working relationship.

Power

"Power changes people" (Greer, 2014). Regardless of what position, company, or situation one may find themselves in, if their role is one of power it will indeed change them and the way that they act. When a person is in a position of power there is a possibility for them to put their goals and desires above everyone else's. They may also not look at a variety of perspectives and may disregard others feelings (Greer, 2014). They feel the need to do this when they may feel threatened. They want to ensure that they continue to have the power they worked hard to earn (Greer, 2014). In public education, there are people who hold more power than others. It is important to recognize this status and learn how to work with those who hold the power.

Business leaders and CEOs of large corporations have found ways to reduce conflict in their management teams. There are three simple steps that one must follow to create a plan of shared power and clear roles. These three steps are define, discuss and reinforce roles, establish shared decision-making, provide conflict training, and create a culture of respect (Greer, 2014). These three steps may be used in the corporate world, however the same can be applied to those who are leading our nation's public education system. If applied to the public education system, an educational interpreter and their administrator would have conversation around their roles, respectfully. The educational interpreter would know who they should reach out to with concerns or celebrations, as well as, where to find support. The administrator would know further details about the educational interpreter's job. They would also both be involved in the decision making process. This process would allow for a wide range of information to be shared related to the education of DHH children. Finally, a culture of respect would be created ensuring

that a working relationship can continue. Power does not have to be looked at as a negative. One must merely recognize it and then work with it from there. A working relationship can be established and maintained with those who hold more power than another person does.

Communication and Leadership

One of the biggest components of leadership is communication (Davitti & Pasquandrea, 2013). To interact and communicate with others we use language to portray concepts and ideas. When we use language "we communicate our experiences, thoughts, meanings, intentions, feelings, and identity" (Nava, 2015, p. 217). The styles of communication that people engage in during conversations can be divided into two categories: friendly and dominant. Friendly communication is often thought of as being satisfied with the conversation that occurred. Dominant communication style, "may be associated with performance" (Davitti & Pasquandrea, 2013, p. 369). Another important part in determining if a communication exchange is satisfactory is knowledge sharing. Davitti and Pasquandrea (2013) defines knowledge sharing as the process where individuals mutually exchange their (tacit and explicit) knowledge and jointly create new knowledge (p. 369). The amount of knowledge sharing between an educational interpreter and their administrator could be occurring frequently. An educational interpreter is engaging in knowledge sharing when they are reporting on the DHH student during any formal or informal meetings. It is important to note that an exchange in information and communication has occurred during the knowledge sharing portion of a conversation. The communication style that a leader, or administrator, uses is the determining factor when communicating to professionals. Along with personality and

leadership styles is the importance of communication while leading. Being a leader and a person that holds status is a hard job that encompasses many aspects that are invisible. Being able to communicate clearly and effectively is a tough task. Being aware of the different types of communication is beneficial to ensure that communication is shared effectively. As an administrator knowledge, sharing is key to successful communication with an educational interpreter. However, clear communication does not only fall on the shoulders of the administrator. The educational interpreter must also be aware of how they are communicating information to their administrator.

Personality

Attitudes, behaviors, and performance at work can be compared to one's personality (Bontempo et al, 2014). Personality may affect the way a working relationship is conducted. However, by knowing more about personality we can better identify ways to improve a working relationship that we have. Bontempo (2012) refers to personality as, "aspects of performance unrelated to specific tasks" (p. 5). These tasks are all related to one's professional image while they are not doing their job. That could mean someone's personality is showing through while they are mentoring, helping a coworker, or even when they are being flexible in a tough situation (Bontempo, 2012). People begin to notice someone else's personality more and more when they least expect it. When looking at a successful person, one must think about the difference between the ability to do a job and the act of doing a job. Bontempo (2012) notes that personality can be described as the """ *will do"* factor- will the person be dependable, motivated, confident, and goal-oriented enough. . .." (p. 74). These 'will do' factors are also looked at during a job interview to determine if a candidate is good fit for a position.

These factors can be applied to the working relationships of educational interpreters and administrators. These factors can be applied by taking a step back and looking at these kinds of questions: "Will my administrator be supportive of me?" or "Will the educational interpreter be team-oriented?"

In order to assess and measure personalities, researchers use the 'Big Five' theory (Goldberg, 1990). The Big Five has been used to analyze personality through the lexical level of language (Saucier & Goldberg, 1996). Saucier and Goldberg (1996) explains that the five categories that are set forth in this theory have been tested and changed over the years, but researchers are able to find, "a crystal-clear representation of the Big Five" (p. 76). The big five personalities include "openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism/emotional stability" (Bontempo et al., 2014). When a person is exhibiting the personality trait of openness to experiences it shows that they are aware of their feelings and naturally curious human beings (Bontempo et al., 2014). Conscientiousness can be seen in a person who is, "achievement striving, self-disciplined, (...) responsible, efficient, thorough, deliberate, and hard working" (Bontempo et al., 2014, p. 30). Extraversion is a personality trait that takes precedence in professions where one is required to interact with a variety of people (Barrick & Mount, 2005). Educational interpreters would have to show some level of extraversion due to the variety of people that they interact with on any given day. Agreeableness is another personality trait that shows more evidence of need in professions where professionals are working together or working towards a common goal. When working with an administrator, an educational interpreter would want to have some level of agreeableness to not seem defiant. However, Judge et al (2002) mentions

that agreeableness can be a controversial topic. A leader does not want to be too modest, or overly agreeable. Finally, Bontempo et al. (2014) explains neuroticism/emotional stability as a good predictor of job satisfaction in the future. Bontempo et al. (2014) research looked at the Big Five personality characteristics in interpreters and found that an interpreter who, "has good general mental ability, and rates highly self-esteem, conscientiousness, emotional stability and openness, they are in a strong position to succeed in this profession" (p. 36). There is limited research about interpreters and their personality traits in regard to working with their administrator, however we do have research to support those personality traits that create successful interpreters. Supervisors' that are aware of their personality traits will be able to successfully work with an educational interpreter. Barrick and Mount (2005) stated, "there is now overwhelming evidence that personality traits such as these that will be positively related to performance at work" (p. 360). By being able to identify the personality traits that one has, they will be able to ensure success in developing and maintaining a positive working relationship.

Administrators Professional Responsibilities

An educational interpreter's administrator could be a variety of people. Their administrator could be a special education director, disability services coordinator, building principal, or other administrator (Seal, 2004). There is a wide range of individuals who oversee an educational interpreter. Due to this, the person who is assigned to supervise the educational interpreter, may not be aware of Deaf education or the job duties and responsibilities of an educational interpreter. Winston (2004) reinforces this idea by stating that schools, "often do not have the necessary expertise or personnel

to provide supervision for all the various tasks that an interpreter performs" (p. 184). It can be hard to find someone who knows about Deaf education, the interpreting process, and American Sign Language. It is important for an interpreter administrator to have knowledge in these areas so that they can effectively assist the interpreter with their expertise on the effective communication process, the skill of interpreting, and doing evaluations to elevate the interpreter's language and interpreting skills (Winston, 2004). If an administrator does not have the expertise of American Sign Language, they can observe the educational interpreter's promptness, professional behavior, and interpersonal skills (Winston, 2004). To assess the actual skill of interpreting and the use of American Sign Language, it is suggested that the school district reach out to external sources to secure a professional who can evaluate the use of American Sign Language within the classroom (Winston, 2004). When assessing the actual skill of interpreting, the district is ensuring that the interpreter is facilitating effective communication in the classroom for the DHH student (Winston, 2004). However, assessing the skill and use of American Sign Language is one small component of being an administrator for an educational interpreter. If an administrator is not fluent in the use of American Sign Language (ASL) a larger part of their assessment of the interpreter is of the work that an interpreter does every day within the school building (Winston, 2004). Some of these areas in which an administrator could assess, regardless of ASL knowledge, include the ability to follow directions, being a supportive team member, working effectively with DHH students, flexibility, ability to adapt to change, and the ability to establish a positive interpersonal relationship with district staff (Seal, 2004). It is also expected that the administrator is there to support the interpreter in determining a workload that is acceptable and realistic.

They are also there to be supportive of the interpreter and there to act as an authority figure if the interpreter is making requests for their job or for the success of the DHH student(s) (Winston, 2004). There are many positives to being an administrator that can understand American Sign Language, the interpreting process, and Deaf education. One benefit to being an administrator with knowledge in those areas is that they may prioritize the learning needs of DHH students and involvement of the interpreter (Seal, 2004). However, that is not the only requirement. There are many administrators who do not meet those requirements and are able to supervise and support educational interpreters effectively.

If one finds themselves in a position of being an administrator of an educational interpreter, Seal (2004) has compiled an in-depth list of required characteristics and responsibilities that can be used in districts as a starting point in creating their own guidelines for those we are overseeing interpreters. Seal's work examines the work that educational interpreters do in all levels of education. Her work touches on a range of topics, such as the interpreting process for educational interpreters, best practices for administrators, issues that may occur in an educational setting, and the services that DHH students need at varying stages of their education. The range of her topics add value to the field of educational interpreting. Seal has acknowledged the work that has already been done to set standards for administrators of educational interpreters. However, she has compiled the variety of suggestions from a wide range of organizations, schools, and associations from around the United States. The following are the characteristics that she has found to be expected of an administrator for an educational interpreter.

It is expected that an administrator be aware and knowledgeable about hearing loss and Deafness. It is also important to be aware of the debate around communication modes for DHH students (Seal, 2004). These qualities are good to have to make sure the educational interpreter is supported during conversations around the students hearing loss. However, if the administrator does not currently possess these skills and qualities, they are still able to take an active role in educating themselves on the topics. As an administrator it is also important to be aware of many influential laws that have impacted the education of DHH children. Some of these laws are, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act (IDEA), and the Americans with Disabilities Act (ADA) (Seal, 2004). These groundbreaking laws for disability rights are important to the accessibility rights of DHH individuals and educational interpreters. Not only do these laws educate the administrator about the history of Deaf education, but there are also mandated services that must be provided that they should be aware of.

The next characteristic that is highly valued is for administrators to value the professional networks that educational interpreters need to interact within in order to be successful (Seal, 2004). Oftentimes, educational interpreters are working alone or do not have other educational interpreters in the district to reach out to for support. Due to this, an administrator needs to be willing to reach out to other networks, districts, or organizations, as the need arises, to support the educational interpreter in their district. Another area that an administrator can successfully oversee an educational interpreter is by being diligent with documenting information about the DHH student(s), interpreter, and the program (Seal, 2004). This documentation can be useful for IEP meetings, parent meetings, informing the mainstream teacher about the DHH student, or be helpful during

an evaluation year for the interpreter. Documentation is key in any profession and even more important when working with DHH students because of the many people who are working on an educational team to ensure success of the student. Professional development for educational interpreters is extremely important and should be valued and encouraged for educational interpreters to participate in by their administrators. Having an administrator who encourages and provides support for an educational interpreter to attend workshops, conferences, in-services, and other professional development opportunities is important for further skill development. By encouraging educational interpreters to attend professional development opportunities they are able to grow as professionals in the interpreting community and as an educational interpreter. They may be able to bring back new trends in the field and apply their newfound knowledge to their everyday work. The West Virginia Department of Education (2016) also lays out clear responsibilities and expectations of school administrators who work with educational interpreters. They separate the lists into three categories: during IEP team meetings, beginning of the school year, and throughout the school year. Some of the expectations for administrators throughout the year, that have not already been stated, is to provide time and space for preparation, invite interpreters to staff meetings and other activities, and remember that the interpreter's priority is the DHH student(s) (Office of Special Education West Virginia Depart of Education, 2016). Every state has different expectations and guidelines for educational interpreter administrators to follow. However, there is a lot to be learned from surrounding states and can be used to develop guidelines in a state that may not currently have any guidelines to follow. Everything that has been shared to this point are recommendations that have been put forth for school

districts to use as a guide. It is important to have expectations for those who are overseeing educational interpreters, but each district must do what is best for them.

Another main point for administrators to remember is that educational interpreters are also part of the educational team. The educational team includes "the classroom teacher, the principal, the speech-language pathologist, the educational audiologist, the teacher of the hearing-impaired, the school psychologists, and the students' parents" (Seal, 2004, p. 53). As a member of the educational team, the educational interpreter has the responsibility of sharing information about the DHH student before, during, and after the IEP meeting (Patrie & Taylor, 2008). Some information that could be shared with the educational team is that of communication style, use of the interpreter, successes in the classroom, struggles they are noticing, or social interactions that the student is involved in. This information that is reported to the team is instrumental in developing the IEP. After the yearly IEP team meeting, it is the educational interpreter's responsibility to, "understand and help implement the student's IEP" (Patrie & Taylor, 2008, p. 9). It is part of the educational interpreters' role and responsibilities to support the goals that are listed in the IEP. In order to be a member of the professional team, the educational interpreter must act as a professional and uphold the responsibilities of a professional in the classroom (Seal, 2004). While acting in a professional manner, the educational interpreter is making connections and building a working relationship with all members of the educational team. Administrators should make sure to, "include interpreters when disseminating information about students, events, and meetings" (Winston, 2004). This information is not only directly connected to information shared at an IEP meeting, but all information that is about the student(s) that the interpreter is working with. This

information could be related to a phone call from home, report card information, a parent meeting that they had, or even a success that a mainstream teacher has shared. All these moments are important for the educational interpreter to be a part of. This allows for open communication to occur between the educational interpreter and their administrator. These examples allow for administrators to work closely with an educational interpreter and is the start to forming and developing a working relationship naturally.

CHAPTER 3: METHODOLOGY

Design of the Investigation

This research utilized both quantitative and qualitative methodologies to collect data in order to answer the research question of "By looking at past and current working relationships between educational interpreters and their administrators, what do these working relationships look like around the United States?" This research is meant to be a starting point for other educational interpreters and administrators to use to see what current working relationships look like between educational interpreters and their administrators around the United States.

While creating the questions for this survey, it was determined that there is a large range of information that could be collected that may impact the working relationships that educational interpreters have with their administrators. From previous conversations with colleagues in the field, it was determined that there is a wide range of factors that are currently affecting those in the field. For this reason, a variety of questions were asked in the survey to gauge which areas are supporting, maintaining, or breaking the current working relationships. First and foremost, it was crucial to gather information about the participants' educational and interpreting experiences. Every state has their own requirements for becoming an educational interpreter and it was important to see the demographic that was completing this survey. The next section of questions focuses on the relationship that the participant has with their administrator. This section also goes into questions that are related to situations that may negatively or positively affect their relationships, over the years. Questions in this section also looked at the personality of

interpreters and the personality of their administrators. These questions were asked due to literature found in the research process related to how personality can affect working relationships. The study that was found related to American Sign Language interpreters as a profession, but it did not focus specifically on educational interpreters. Since it did not focus on educational interpreters, it made me want to know more about the personalities of educational interpreters and their administrators. Another part of this group of questions related to the communication that interpreters have with their administrator. These questions were asked because of the emphasis on communication within the literature review. Digging deeper into how educational interpreters are communicating with their administrators may be impacting their working relationships. For that reason, the communication and interactions with administration questions were added into the survey. Along with including questions related to communication, it was important to focus on how that communication changed during the COVID-19 pandemic in the United States. The way that COVID-19 impacted our society was tremendous and the effects of the pandemic were also present in education. The changes in communication approaches pre COVID-19 and amidst COVID-19 are important to ask the participants to gauge if and how that communication changed. It was also important to identify areas for growth or change if one wants to improve a working relationship. Due to that thinking, questions related to their working relationship improving over a period of time and ideas that participants had for creating a stronger relationship were asked. While thinking of more questions to ask about the areas that may cause a strain on the working relationship between educational interpreters and their administrator, it was noted that open-ended questions would be the best for participants to share their thoughts,

ideas, or frustrations. The final grouping of questions was related to the demographics of the participants. These demographic questions were asked in hopes of seeing the breakdown of participants that were partaking in the survey. There are many stereotypes that are associated with the field of interpreting. Due to this, questions were added to see if those stereotypes were also included in educational interpreting. At the very end of the survey, one last question was asked for the participants to share anything that they felt would support the purpose of this research. Once again, this was a space for participants to anonymously share their thoughts, ideas, or frustrations in an effort to support further research in the field of educational interpreting.

The online survey was used as a tool to gather information about the past and current relationships between educational interpreters and their administrators. The survey was used to reach a wide range of educational interpreters from around the United States and gather their perspectives. The online survey consisted of 4 sections. These sections included questions related to interpreting experience, educational interpreters and their administrators, demographics, and any final thoughts they participants would like to share (See Appendix B).

In order to preserve the anonymity of respondents, a survey was the best type of data collection for this research. The anonymity of the participants answers allowed for participants to feel confident in providing honest and truthful answers to all of the questions. The variety of questions that were asked allowed for a range of data to be collected and analyzed. The range of data that was collected will allow for further research to be conducted in the educational interpreter sector of the interpreting profession.

Participants

      The participants recruited for this survey were past or current educational interpreters from across the United States who work in public K-12 school districts. Participants needed to be at least 21 years of age or older in order to partake in the survey. They also needed to be currently working as an educational interpreter or have had previous experience. Participants for this research were recruited using the snowball method through personal invitation, professional state and national interpreter organizations email listservs, universities Interpreter Training Program email lists, Facebook, and word of mouth from the Deaf and interpreting communities. The survey link was also included in the survey, at the beginning and conclusion, in order for participants to pass it on to other colleagues that meet the requirements of the survey.

      The survey did not collect identifying information from any participants. By not collecting any identifying information, personal bias based on any personal or professional relationships with educational interpreters in the field was avoided. The results of the surveys were reviewed in bulk and then were coded individually, question by question. This method allowed for the questions to be the center of the analysis and not individual responses.

Data Collection Process

      After accessing the survey, participants needed to read and agree to the study's consent letter. Within the consent form it reiterated the requirements for the survey. At the end of the consent form, participants were given a choice to 'agree' or 'disagree' to the terms. After a participant agreed to the terms of the study, participants were able to continue onto the rest of the survey. If the participant wished to not continue with the

study and disagreed with the consent form, they were taken to the end of the survey where they were redirected and led to a section of the survey thanking them for their consideration. Also, at the end of the survey was a link to this survey, encouraging all participants to pass on the survey to other colleagues who met the requirements.

The survey had 37 questions. None of these questions were required to be answered in order to move on to the next question in the survey. Having questions that do not require answers allowed participants the opportunity to not answer questions if they were not comfortable with a question, were unsure of an answer, or were unable to articulate their thoughts clearly. This also allowed all participants to feel as though they could participate without being forced to answer questions or being discouraged when they came to a question that they might not have wanted to answer for varying reasons. Also, all participants had the opportunity to exit the survey at any time by withdrawing from the survey. There was no penalty for their choice to withdraw from participating. A copy of the consent form can be found in Appendix A.

The survey was presented and taken through Google Forms. The survey was accessible from July 17, 2020 to August 20, 2020. The survey contained a variety of questions in a range of formats. Questions ranged in the formats of multiple choice, open ended, range from 'strongly disagree' to 'strongly agree,' 'rare' to 'often,' and an option to choose multiple answers for one question. A copy of the survey can be found in Appendix B.

Data Analysis Procedure

With a total of 166 survey responses, figuring out a way to code and analyze all of the data in an effective and time efficient manner was a process of trial and error. The

analysis process occurred through open coding (Khandkar, 2009). This process occurs

through a non-linear process. This process is a series of collecting data, analyzing the

data, and noticing things. Once you notice themes or ideas you then go back an analyze

the data again (Khandkar, 2009). It was determined that printed copies of survey

responses would be more efficient for analysis. However, printing all 37 questions with

166 responses each, did not seem feasible. As the surveys were reviewed, as a whole,

they were able to be sifted through to narrow down some questions that did not need to

be printed for analysis. Of the 37 questions, 12 questions were printed in their entirety.

These questions were selected to be printed out because they were open ended questions

and in order to code them effectively, they needed to be manipulated, categorized, and

patterns identified within the answers. The 25 questions that were not printed out were

demographic questions or questions that were multiple choice or a range.

The group of questions that were not printed were able to be viewed in aggregate

using the functionality of google forms. In "question view" the data reflected individual

responses to each question. Immediately highlighting how many participants selected

which answer. The questions were also able to be viewed in 'summary view' and pie

graphs from Google Forms were automatically put together, for a few of the questions.

The pie graphs allowed the data to be seen in a visual way and have percentages readily

available to me.

The next phase of data analysis required cleaning up the data. The data from these

responses were coded by putting them into similar groupings and consolidating the data

into a list form. Sometimes an answer was repeated, but the only difference was that one

answer was capitalized when typed and the other was not. Due to this difference, Google

Forms does not recognize that it was the same word. These answers were grouped together, and a list was made with the total number of responses for each category. Setting up and organizing the data in question order and in a list, form continued to keep all of the questions separated and easy to access.

The other 12 open-ended questions that were printed out, took on a different form of data analysis. For these 12 questions were able to be physically manipulated by cutting, moving, and rearranging the data in specific groups. Two of the questions that were asked related to the personality of the participants themselves and the personality of their administrators. This data was coded to match that of The Big Five Traits (Judge et al., 2002). The five traits that are used in this psychology driven research theory are openness, consciousness, extraversion, agreeableness, neuroticism. Each of the five categories had words, phrases, and concepts placed in them that participants answered in their survey. The other open-ended questions were looked at from the lens of finding patterns and creating categories for words that were repeated, synonyms, or repeating concepts. By being able to physically manipulate, place, and arrange the open ended questions, the data was organized in a visual manner. Trends, themes, or patterns were able to be seen as the responses were placed in their corresponding categories.

The type of data that was collected, led the way in which it was analyzed. Since there was a large number of survey responses and a wide range of questions, coding and reviewing the data needed to take on a more non-traditional look. Reading, reviewing, and manipulating the data allowed for the opportunity to approach and code the variety of data in different ways, as mentioned above.

Limitations of the Study

This survey was not limited to a specific state, region, or community; however, all 50 states were not represented in the data collected from this study. A wide range of participants were reached from coast to coast but did not reach and include all former and current educational interpreters. Also, this research is only representative of the data and perspective of educational interpreters. There was no data collected from the perspective of any educational interpreter administrators. For this reason, it is important to recognize that educational interpreter administrators' hold a valuable and important perspective to this research. Their experiences and relationships with educational interpreters are highly valuable and may lead to other findings. The relationships between educational interpreters and their administrator are impactful to the research, both positively and negatively.

This survey netted a significant amount of data, not all could be analyzed for the purpose of this thesis. The data that was chosen to be analyzed directly related to relationships between educational interpreters and their administrators. Additional data may be analyzed for future publications, presentations, or other purposes.

CHAPTER 4: RESULTS AND DISCUSSION

Current or future educational interpreters can look at this research and see what others have experienced in the field before them. After current educational interpreters read this research, they may be able to notice that they are not alone in their feelings and experiences. Other educational interpreters who read this may feel blessed and lucky with the working relationships that they have established and currently possess with their administrators. The data from this research will not be able to set a standard for the field of educational interpreters, however it will be a starting point for digging deeper into the current working relationships that are present between educational interpreters and their administrators. This research may also serve as a resource for others in the field to reflect on the working relationships that they currently have and note how they might be able to improve or maintain these working relationships. Also state agencies may use this research and data to clarify best practices for educational interpreters and share information with school districts to improve working environments for educational interpreters.

Results

One hundred and sixty six surveys were collected in a month and a half. The following will review the results of these surveys. The survey questions were broken down into three separate sections. These sections were demographics, interpreting experience, and educational interpreters and administrators' questions.

The survey question types varied the way that data was collected. Question types included multiple choice, ranking scales, selecting multiple answers, and open ended

questions. Regardless of the type of question that was asked, there was always an option to add an answer. If the participants did not think that their answer fit with the pre-set answers, they could select "other" and type in their own response. This option allowed for all participants to feel included, and their answers were true to their current or past experiences. Participants also had the option to skip any question for any reason. Participants were not penalized for not answering a question. Also, if they chose to skip a question and not provide an answer, the survey did not end. They just continued onto the next question.

Demographics

All of the participants that participated in this survey were required to be past or current educational interpreters. However, it is important to explain more about the demographics of the participants to better understand the perspective, knowledge, and education that they bring to their answers. As mentioned above, the demographic questions were asked at the end of the survey but will be discussed first to allow for us to better understand the participants for this survey.

Within the demographics section of the survey, the first question that was asked was, "What gender do you identify with?" Of the 166 responses, 158 were female, 7 were male, and 1 selected not to answer. In the 2019 annual report for the Registry of Interpreters for the Deaf it was reported that there are currently 9,763 female interpreters and 1,616 male interpreters (Registry of Interpreters for the Deaf, Inc, 2019). As is true in the interpreter profession, in general, a majority of those who took this survey were female.

Figure 1.

What gender do you identify with?

What gender do you identify with?
166 responses

- ● Female
- ● Male
- ● Prefer not to answer

95.2%
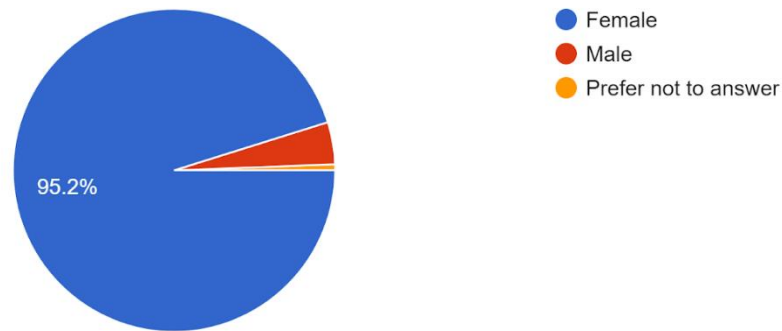
The second demographic question that was asked, asked participants to specify

their ethnicity. 89.8% of survey participants identified as white, 4.8% identified as

Hispanic or Latino, 2.4% identified as Black or African American, 0.6% identified as

Asian/ Pacific Islander. The last 2.4% opted to add their own customized ethnicities and

identified as bi-racial, American, and mixed races. A large majority of participants did

identify themselves as White individuals. This data is consistent with the 2019 annual

report from the Registry of Interpreters for the Deaf. The Registry of Interpreters for the

Deaf (2019) annual reports stated that their membership population self-identified as

5.4% African American/Black, 1.8% American Indian/Native Alaskan, 1.9% Asian

American/Pacific Islander, 84.7% Euro American/White, and 6.2% Hispanic/Lantix.

Knowing that an overwhelming majority of participants are White females, will impact

the results and information gained from this research.

Figure 2.

Please specify your ethnicity.

Please specify your ethnicity.
166 responses

89.8%

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian/ Pacific Islander
- Bi-racial, B&W
- American
- Mixed race
- Mixed race
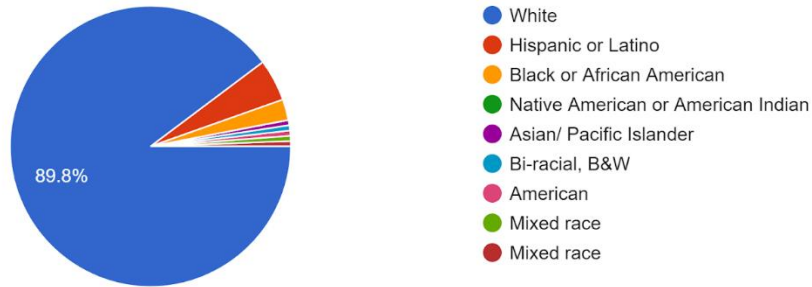
The next question that participants were asked was related to their age. This question only gathered 165 responses; one person did not respond. Looking at the breakdown and age groups, five individuals range from the age of 18-24 years old, fifty participants were 25-34 years old, twenty-seven people were ages 35-44 years old, forty two individuals were 45-54 years old, thirty seven participants were 55-64 years old, and four people were 65-74 years old. The largest group of participants range from the age of 25-34 years old. However, there was a very close division of ages represented throughout the survey.

Figure 3.

What is your age?

What is your age?
165 responses

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75+

25.5%   22.4%

16.4%

30.3%
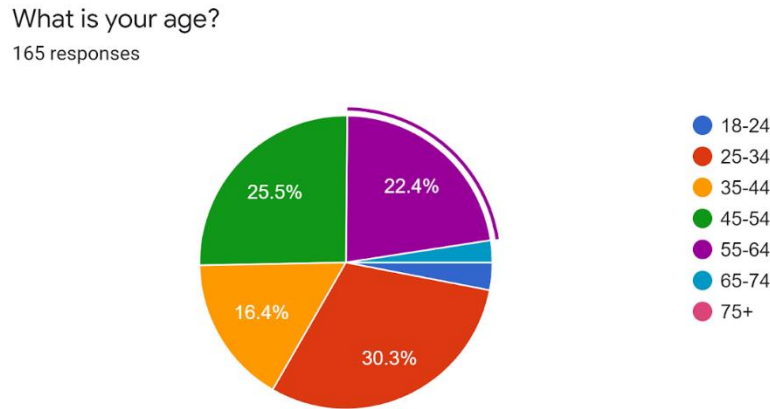
The final demographic question that was asked was, "What is the highest degree or level of education you have completed?" One individual indicated that the highest degree of education that they currently have is a high school diploma. Twelve respondents selected that they have some college education. Thirty one people indicated that they have received an associate degree. Ninety-seven participants responded that they have received a bachelor's degree. There were 23 individuals who noted that they have received their master's degree. Finally, there were two participants that indicated they have received their Doctoral degree. It is encouraging to see that almost three-quarters (73.5%) of participants have a bachelor's degree or higher. The field of interpreting began as a 2 semester (one year) program and has now evolved to offering bachelor and master's degrees (Ball, 2013).

Figure 4.

What is the highest degree or level of education you have completed? If currently

enrolled, highest degree received.

What is the highest degree or level of education you have completed? If currently enrolled,
highest degree received.
166 responses
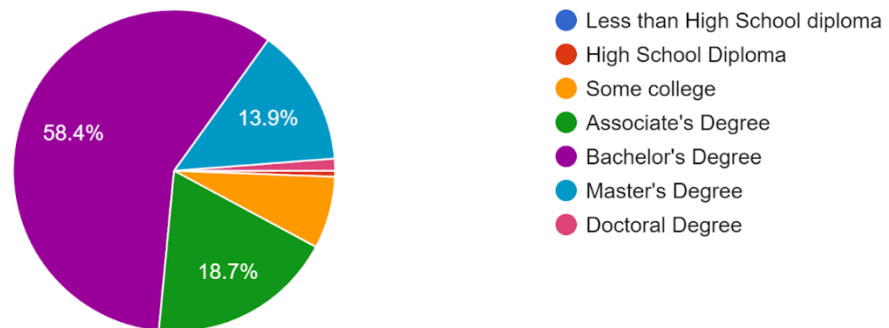
Interpreting Experience

To continue to gauge and understand the individuals who took this survey, it is

important to fully understand their interpreting experience and work that they do as past

or current educational interpreters. Within the first section of the survey, participants

were asked a total of eleven questions. The first question asked participants, "Which best

describes your interpreter education?" There were a variety of answers, due to the wide

range in the ages of the individuals who were involved with the survey. As stated earlier,

individuals from the age of 18-74 years old were responding. Within the history of

interpreting, the way that an interpreter is trained has changed over the years. The

responses to this question, continue to confirm that. 41% of participants partook in a

Formal 2 year Interpreting Training Program/Interpreter Preparation Program/Interpreter

Education Program. Whereas 38% noted that they were involved in a 4 year program.

The remaining 21% range from a wide range of ways in which they received their interpreter education. Some of these individuals stated that they received their education through immersion learning, first obtaining a degree in a different field, being a child of a Deaf adult (CODA), not having formal training, taking courses part time or during night school, volunteering, or even learning from their Deaf siblings. The way in which interpreters have gained their knowledge and education in the field has varied for many years. However, it is important to note the wide range of ways in which professional interpreters have entered the field.

Figure 5.

Which best describes your interpreter education.

Which best describes your interpreter education?
166 responses

Legend:
- Formal Interpreter Training Program…
- Formal Interpreter Training Program…
- Teacher of the Deaf/Audiology Mast…
- 2 year Educational Interpreting Pro…
- Immersion learning
- ITP night school for 6 years
- I got in before any classes were set…
- M.Ed. Deaf Education

1/5
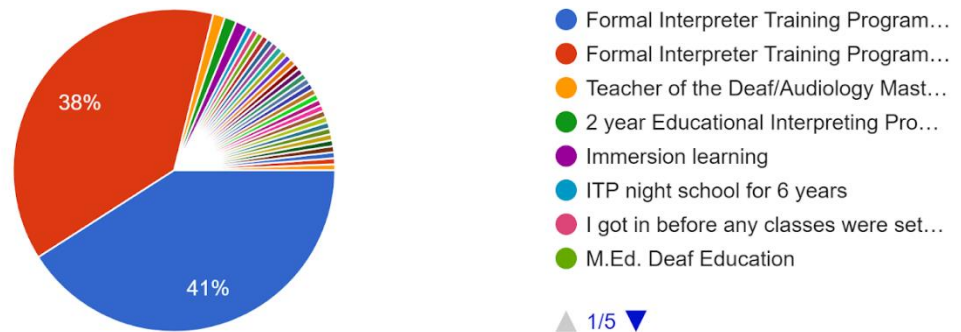
Note. The 41% above is representative of those interpreters who attended a Formal Interpreter Training Program/Interpreter Preparation Program/Interpreter Education Program that was 2 years long. The 38% is representative of those interpreters who attended a Formal Interpreter Training Program/Interpreter Preparation

Program/Interpreter Education Program that was 4 years long. The rest of the data

represents a variety of other ways that interpreters received their education on

interpreting.

The next question asked participants to share what state they received their

interpreter education in. This question had 165 responses; one person chose not to

answer. Participants attended Interpreter Education Programs in 32 states across the

United States. Of the 165 responses, the highest number of participants (27) received

their education in Wisconsin, followed by Texas (15 participants) and Minnesota (13).

Colorado and North Carolina were not far behind with 10 participants each receiving

their interpreter education in those states. As a researcher from Wisconsin, it is not

surprising that the largest grouping of interpreters received their education in Wisconsin.

However, having 32 of the 50 states represented (64%) allows for diversity and differing

perspectives to be brought to the research.

Figure 6.

State in which you received your interpreter education.
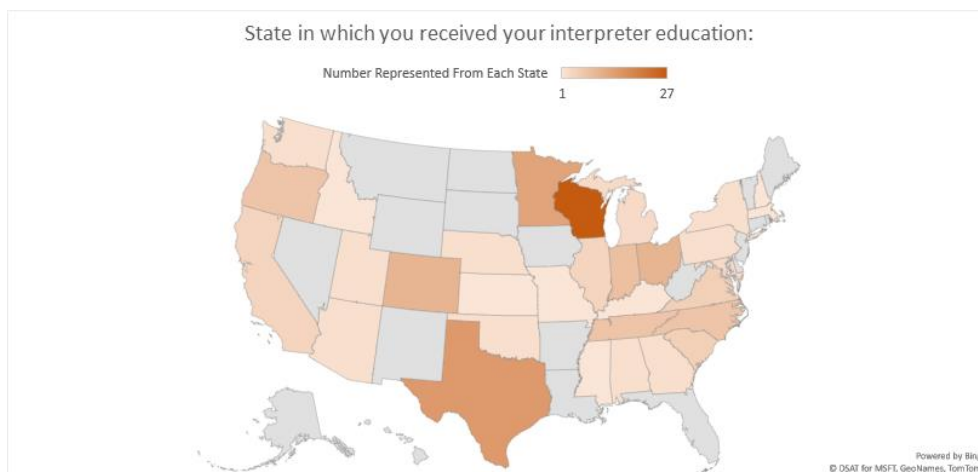
After identifying the participating interpreters' education and training, they were asked questions related to their employment. The first employment question asked participants to share their years of interpreting experience. The participants for this survey vary significantly with their experience of interpreting. Participants were able to select from a 4 year time range throughout seven categories. All seven of these categories were represented in the data that was collected. The years of interpreting experience that the 166 participants have can be broken down as; 31 participants (18.7%) have 0-4 years of experience, 35 participants (21.1%) have 5-9 years of experience, 23 participants (13.9%) have 10-14 years of experience, 13 participants (7.8%) have 15-19 years of experience, 19 participants (11.4%) have 20-24 years of experience, 23 (13.9%) of the participants have 25-29 years of experience, and 22 participants (13.3%) have 30 years or more of experience working as an interpreter. This survey reached a wide range of participants who have entered the field at varying times. This experience, knowledge, and exposure to a variety of different settings at differing periods throughout the development of the profession can only diversify their ability to respond to the survey with a vast amount of knowledge.

Figure 7.

Years of interpreting experience.
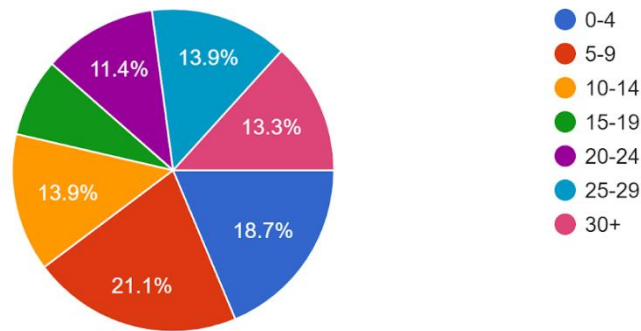
Being able to identify how many years of interpreting experience an interpreter

has was extremely important to gauge who was participating in the survey. The next area

that was important to identify was what grade levels these interpreters are interpreting in.

Depending on the grade level, the interpreter's role, responsibilities, and involvement will

vary. The participants who took the survey covered all grade levels from pre-kindergarten

to an 18-21 year old special education program. This question was only answered by 159

participants. Of these 159 participants, there were 13.2% of individuals who work

primarily with preschoolers in pre-kindergarten. In grades kindergarten-5th grade, 46.5%

of the participants responded that they primarily work with Deaf and Hard of Hearing

children in elementary school. 30.8% of participants are working with children in 6th-8th

grade. The largest number of participants (54.1%) who took the survey identified that

they work with students who are in high school, grades 9th-12th. The last category that

participants could identify working with is that of an 18-21 year old special education

program, 13.2% of people work with this age group and setting.

Figure 8.

The primary interpreting setting where you currently work.

The primary interpreting setting where you currently work:
159 responses
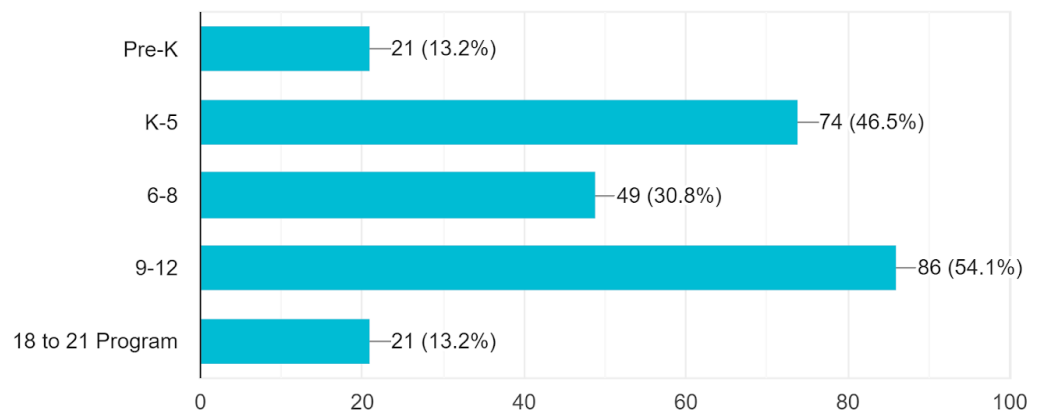
Earlier in the survey, participants were asked the state in which they received their

interpreter education. However, people move and jobs change, so this next question

asked participants what state they are currently working in. A total of 34 states were

represented in the collection of this data. Of those 34 states, once again, Wisconsin (22

responses) was the highest responding state. The next highest states represented were

Minnesota (18 responses), Texas (17 responses), and Colorado (10 responses). A wide

variety of states in a range of physical regions throughout the United States were

represented. This geographic variety is crucial to understanding the standards around the

United States related to the work the educational interpreters do every day, as well as

their relationship with the administrators.

Figure 9.

State where you are currently employed.
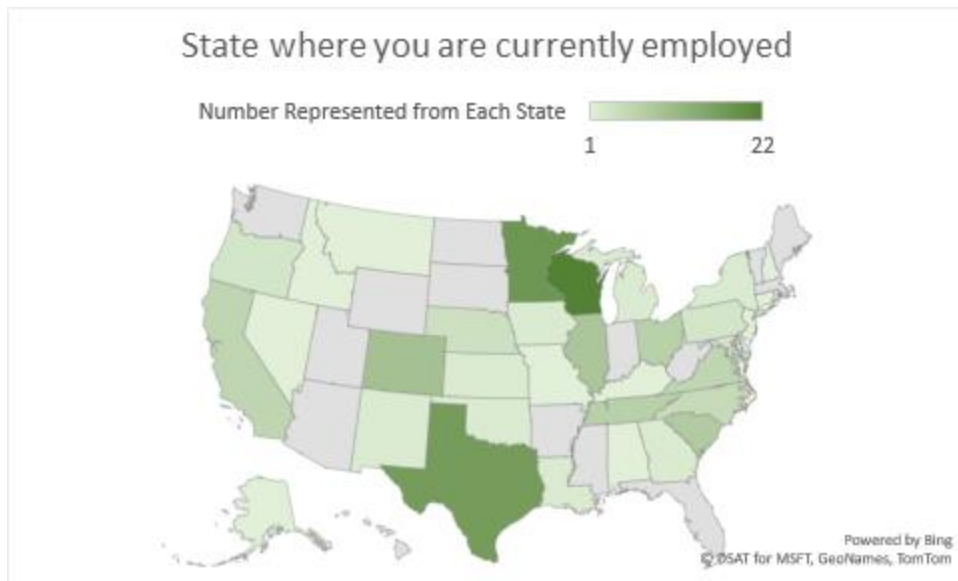
In an attempt to understand the relationships and connections that educational interpreters have with their administrators the next question asked participants to share how long they have worked at their current school. This question had 163 responses. 85 participants responded that they have worked for the same district for one-four years. The next group of 33 interpreters have 5-9 years of experience. The remaining 45 have worked for the same district for 10 or more years. Once again, we can see a wide range of longevity represented in the survey from the participants.

Figure 10.

Years of being an educational interpreter at the current school you are working at.

Years of being an Educational Interpreter at the current school you are working at:
163 responses

- 1-4
- 5-9
- 10+

20.2%
27.6%
52.1%
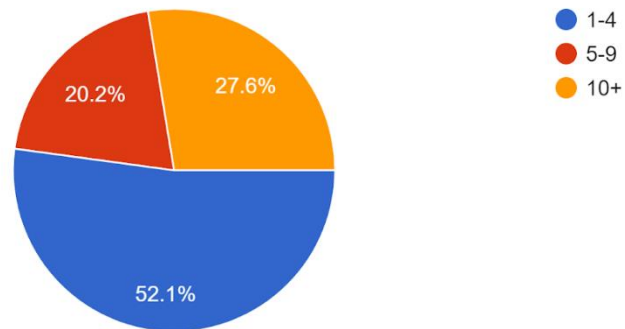
Participants were then asked what their current employment status is with the district that they are working at. A large number of participants (83%) said they are currently hired on a full time basis. 3.6% of participants are working 75% or more but are not considered full-time staff. 3% of the participating interpreters said that they are currently working anywhere from 50%-74%. Another 3% shared that they are working at 25%-49%. The last group of participants are working at 25% status. This question was only answered by 165 participants.

Figure 11.

Current employment status.

Current employment status:
165 responses
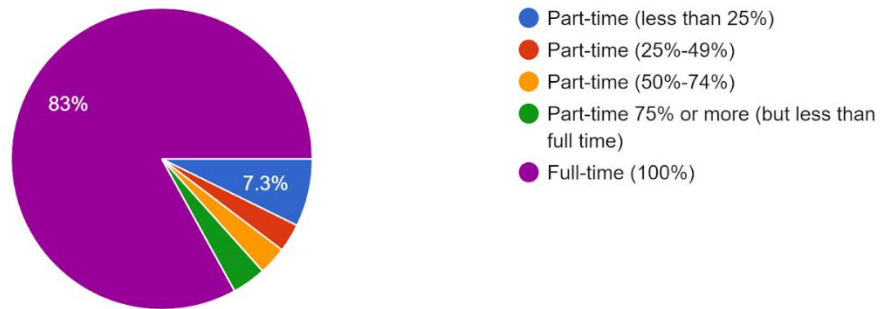
Following that was a question that asked participants about the way that they are hired to provide the service of American Sign Language Interpreting. 166 participants chose to answer this question. Of the 166 participants, 122 are hired as district employees, 4 self-contract with the district, 10 are hired through an interpreting agency and are under contract through that agency, and 5 are hired through an outside agency. The remaining 17 participants added the way that they are currently hired, since it did not fit into the prior options. Some of those categories are special education coops, state agency employees, county employees, educational agencies, or they are currently not working as an educational interpreter.

Figure 12.

You work as an educational interpreter is as a.

You work as an Educational Interpreter is as a:
166 responses

- ● District Employee
- ● Self contractor
- ● Interpreting Agency Contract
- ● Outside Agency Contract
- ● Special Ed Co-Op assigned to the a…
- ● BOCES
- ● Currently don't work as EI
- ● Staff Interpreter at a Residential De…

▲ 1/4 ▼

6%

73.5%
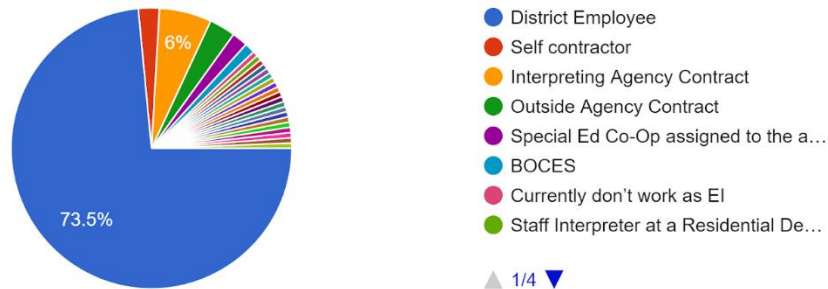
Participants were asked, "How many Deaf/Hard of Hearing students are currently in your district?" 163 participants answered and stated that 74.2% have ten or more Deaf/Hard of Hearing students, 9.8% have 5-9 students, and 16% have 1-4 students. The next question then asked, "How many of those students use an interpreter." This question was answered by only 154 participants. The range was huge, from 0 students using an interpreter to 300 students who use an interpreter.

Figure 13.

How many Deaf/Hard of Hearing students are currently in your district?

How many Deaf/Hard of Hearing students are currently in your district?
163 responses

- 1-4
- 5-9
- 10+

74.2%

16%

9.8%
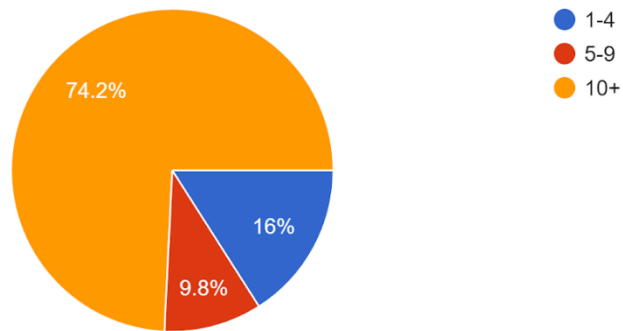
Also related to interpreting services, the final interpreting experience questions

participants were asked was how many other educational interpreters they work with in

their district. Again, the data varied. 17 interpreters responded and said that they work

primarily alone and do not work with any other educational interpreters. However, the

opposite is also true. One interpreter stated that they work with 50 or more educational

interpreters. There are a lot of variables that are involved with how many interpreters are

working together in any given district.

Figure 14.

How many education interpreters do you currently work with in the district that you are

employed with?.

How many Educational Interpreters do you currently work with in the district that you are employed with?

161 responses
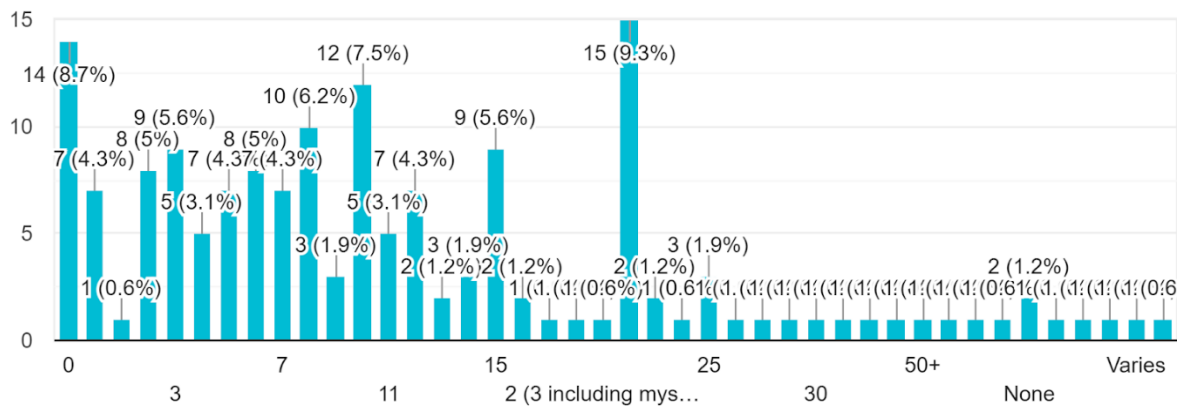
After gathering information related to the interpreter and the work that they do,

the next set of questions related to the relationship between the educational interpreter

and their administrator.

Educational Interpreters and Administrators

The data that is provided in this section is only from the perspective of the

educational interpreter. These questions are based on how educational interpreters feel

about their relationship with the person(s) that they report to.

The first question asked was, "As an educational interpreter, my personality can

be described as." This question was an open-ended question where participants could

type as much as they would like. The words that appeared the most were professional (21

times), flexible (20 times), friendly (19 times), and outgoing (14 times). Some other

words that the participating educational interpreters used to describe their personality

were passionate (8 times), hardworking (8 times), easy-going (8 times), relaxed (6 times),

helpful (6 times), supportive (6 times), caring (6 times), and kind (6 times).

Table 1

Most Frequent Words to Describe Educational Interpreter Personality

Word	Frequency
Professional	21
Flexible	20
Friendly	19
Outgoing	14
Passionate	8
Hardworking	8
Easy-going	8
Relaxed	6
Helpful	6
Supportive	6
Caring	6
Kind	6

The next question asked participants to share the title of the person that they report to. This question was asked as a multiple choice question with an option for participants to select "other" and then share a title that was not listed. There were five preset options for participants to choose from. These five options were special education director, building principal, superintendent, special education teacher, and a Deaf and Hard of Hearing teacher. Of the 162 participants who answered this question 59.2% shared the title of their administrator that did not match the preset choices. Special Education Director/Administrator, Deaf and Hard of Hearing teacher, and Building Principal were the top three job titles that participants shared that they report to. These three job titles each had 33 people respond. The next job title had 10 people respond saying that they report to an assistant principal. After that, the next person that educational interpreters shared that they report to was a Deaf and Hard of Hearing coordinator/supervisor (9). There was a range of other people that educational interpreters shared that they report to. Some of these job titles included interpreter coordinator, Director of pupil services, lead interpreter, Director of special services, interpreter services specialist, Director of student disability resources, and Deaf and Hard of Hearing department manager.

Figure 15.

What is the title of the person that you report to at your current place of employment.

What is the title of the person that you report to at your current place of employment?
162 responses

Legend:
- Special Education Director
- Building Principal
- Superindentent
- Special Education Teacher
- Deaf and Hard of Hearing Teacher
- Assistant principal
- Lead Interpreter
- DHH coordinator (like a department…

1/8
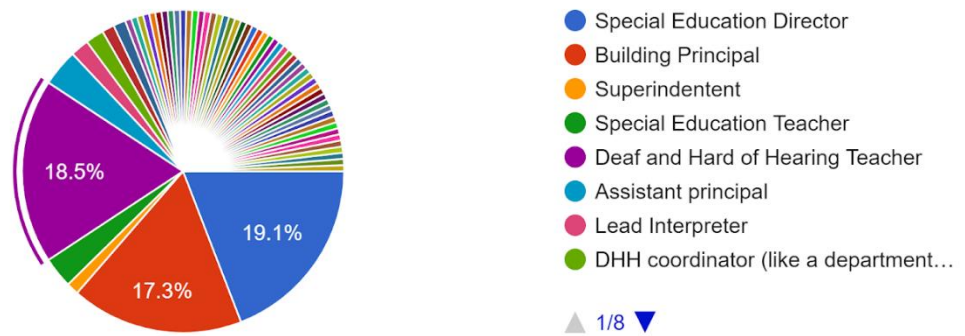
        After identifying who the participating educational interpreters report to, the next

question asked them how much they think their administrator understands their job as an

educational interpreter. The question had 162 responses. Of those responses 32.7% feel

that their administrator strongly understands their job and 9.3% feel that their

administrator does not understand their job. However, 24.1% shared that they feel their

administrator somewhat understands their job.

Figure 16.

My administrator understands my job as an Educational Interpreter.

My administrator understands my job as an Educational Interpreter.
162 responses
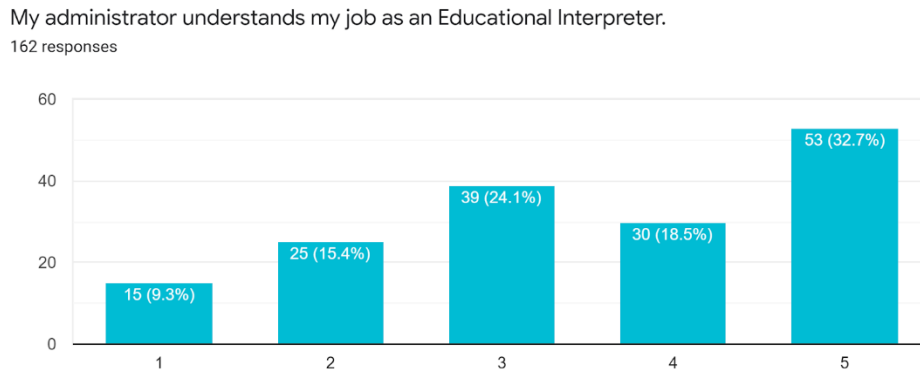
Participants were then asked how they would describe the relationships that they have with their administrator. This question was an open-ended question and participants could share as much as they liked. Of the 161 responses, there was a lot of variety in their answers. Some participants responded with words and phrases that could be seen as positive. Some of these words and phrases were professional (26), very good/good (20), friendly (13), respectful (11), and supportive (9). On the other hand, some of these working relationships were described as tense (9), minimal (5), trained (2), or non-existing (2). Other participants shared that they felt their working relationship with their administrator might be explained as vague (4), amicable (4), or even casual (3). This data collected matches and relates to some of the data that has already been collected above and will be further explored in the discussion section. The range in responses from positive relationships, struggling relationships, and mediocre relationships seems to be a trend throughout all of the responses.

Table 2

Most Frequent Positive Words Used to Describe Relationships Between Educational

Interpreters and Administrators

Word	Frequency
Professional	21
Very Good/Good	20
Friendly	13
Respectful	11
Supportive	9

Table 3

Most Frequent Negative Words Used to Describe Relationships Between Educational

Interpreters and Administrators

Word	Frequency
Tense	9
Minimal	5
Trained	2
Non-existing	2

Table 4

Most Frequent Neutral Words Used to Describe Relationships Between Educational

Interpreters and Administrators

Word	Frequency
Vague	4
Amicable	4
Casual	3

Communication is a huge part of a working relationship and these questions were

added to the survey to specifically seek how educational interpreters are communicating

with their administrators. The next question asked participants how they communicated

with their administrator pre-pandemic. That question was then followed up by how they

communicated during the COVID-19 pandemic. An overwhelming majority of

respondents stated that before (79.9%) and during (84%) the pandemic they

communicated through school email. Following that the participants shared that they

were able to communicate with their administrators at meetings. However, before the

pandemic 52.4% stated that they were able to have face-to-face meetings and during the

pandemic these face-to-face meetings changed to video meetings (52.2%).

Figure 17.

How did you primarily communicate with this person pre-pandemic?

How did you primarily communicate with this person pre-pandemic?
164 responses

Category	Value
School email	131 (79.9%)
Phone calls	39 (23.8%)
Text messages	66 (40.2%)
Short conersations in passing	73 (44.5%)
Face-to-face meetings	86 (52.4%)
Video meetings	9 (5.5%)
FaceTime	1 (0.6%)
Emails	1 (0.6%)
NA but the current interpreters did ema…	1 (0.6%)
	1 (0.6%)
She was promoted to that position durin…	1 (0.6%)
	1 (0.6%)
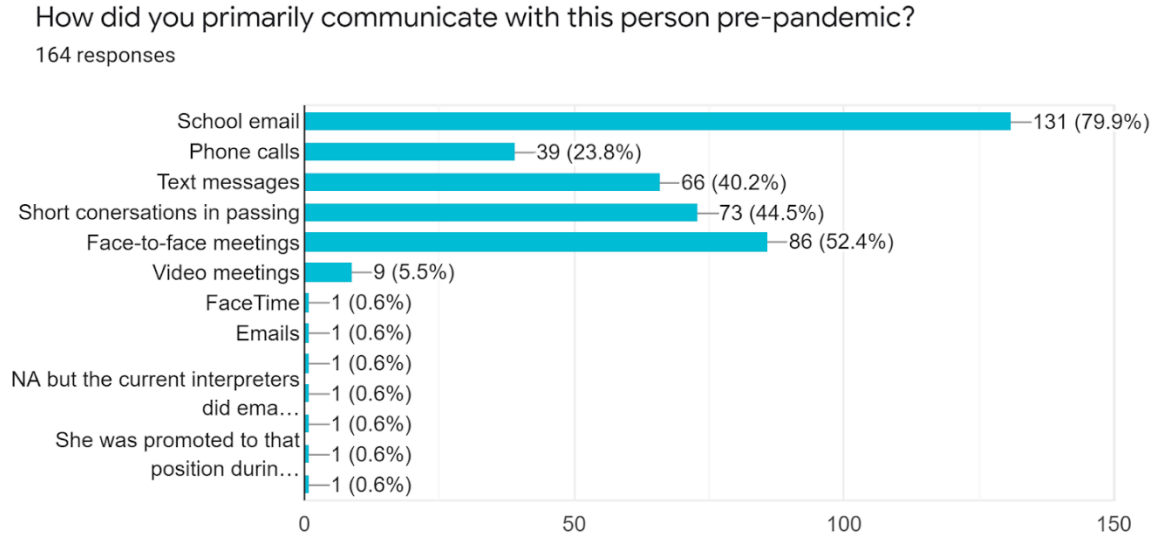
Figure 18.

How are you now communicating with this person in the midst of a pandemic?

How are you now communicating with this person in the midst of a pandemic?
162 responses

Category	Value
School email	136 (84%)
Phone calls	34 (21%)
Text messages	63 (38.9%)
Short conersations in passing	2 (1.2%)
Face-to-face meetings	4 (2.5%)
Video meetings	85 (52.5%)
Not much communication.	2 (1.2%)
	1 (0.6%)
Not at all. Haven't been working during…	1 (0.6%)
	1 (0.6%)
Google chat	1 (0.6%)
FaceTime	1 (0.6%)
	1 (0.6%)
No contact - however, I am a district e…	1 (0.6%)
	1 (0.6%)
email, text messages, and video meetings	1 (0.6%)
	1 (0.6%)
NA Retired but all same as above	1 (0.6%)
	1 (0.6%)
A meeting I requested	1 (0.6%)
Email	1 (0.6%)

Earlier the question was asked how the participants would describe their personalities. Now the question was asked on how they would describe their administrator's personality. Once again, there is a range of answers that were gathered from the 153 responses. Some of the words that were used the most to describe their administrators were friendly (19), professional (13), and supportive (10). Welcoming (5), energetic (6), distant (3), business-like (3), controlling (5), ignorant (3), and abrasive (2) were some other words used to describe the personality of their administrator.

Table 5

Most Frequent Words to Describe Administrators Personality

Word	Frequency
Friendly	19
Professional	13
Supportive	10
Welcoming	5
Energetic	6
Distant	3
Business-like	3
Controlling	5

Interactions are an important part of a working relationship. For that reason, participants were asked to explain the types of interactions that they have with their administrator. A total of 143 participants shared the topics that they discussed with their administrator. From all of the responses, scheduling was mentioned 16 times making it the topic that is talked about most with their administrators. Following closely behind with being mentioned 14 times was the topic of interpreter logistics relating to role, needs, and expectations. Going hand in hand with interpreter logistics, the topic of student logistics, needs, and services was mentioned a total of 13 times. Based on these top three topics, it is obvious that the participating educational interpreters put their students and their needs at the forefront of their career. Some other topics that were mentioned throughout interactions with their administrators were accommodations and student's needs (12), observations and reviews of the educational interpreter (12), personal conversations and chatting (11), and conversations around professional development opportunities (9).

Table 6

Most Frequent Types of Interactions Between Educational Interpreters and

Administrators

| Type of Interaction	Frequency
Scheduling	16
Interpreting Logistics (role, needs, expectations)	14
Student Logistics (needs and services)	13
Accommodations/ Student Needs	12
Observations/ Reviews	12
Personal Conversations/Chatting	11
Professional Development Opportunities	9

Following this, a question was asked to participants to share how comfortable

they feel reaching out to their administrator. Over half (51.9%) of participants stated that

they feel very comfortable and only 8.6% they do not feel comfortable at all reaching out.

There were some (16%) that feel somewhat comfortable reaching out to their

administrator. It is interesting to see how comfortable the 162 respondents felt reaching

out compared to some of their feelings and personalities described about their

relationship with their administrator.

Figure 19.

You feel comfortable reaching out to your administrator.

You feel comfortable reaching out to your administrator.
162 responses
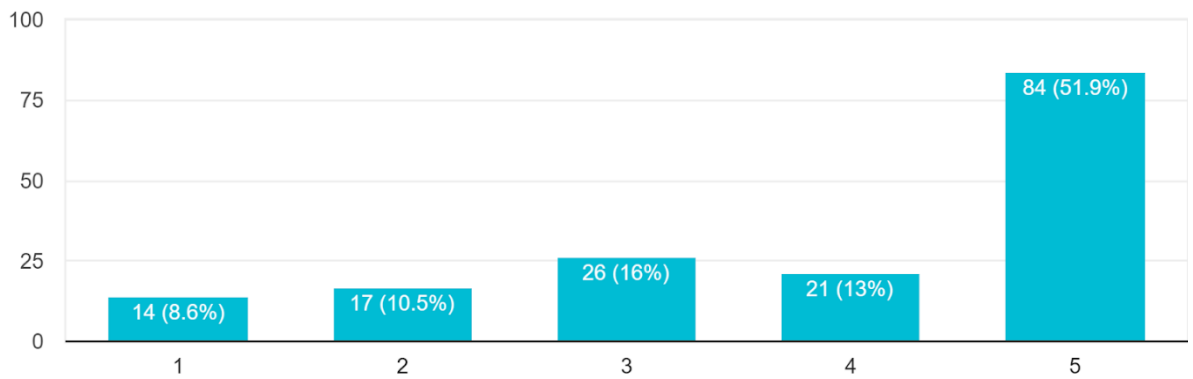
Related to reaching out to their administrator, the next question asked the

participants, "How likely are you to reach out to your administrator if there is a concern

about the student(s) you interpret for?" A majority of participants (46.9%) said that they

feel extremely comfortable reaching out if there is a concern that needs to be addressed.

While 14.2% of the participants stated that they do not feel comfortable reaching out if

there is a concern about their student and 15.4% were right in the middle and unsure of

how they feel about reaching out to their administrator. The question directly after that

asked of the concerns that they take to their administrator, what is the likelihood that their

administrator would act on their concerns? From the 160 responses, 64 said that it is very

likely that action would be taken, 32 are unsure if action would be taken or not, and 16

expressed that it is very unlikely for action to be taken.

Figure 20.

How likely are you to reach out to your administrator if there is a concern about the

student(s) you interpret for?

How likely are you to reach out to your administrator if there is a concern about the student(s)
you interpret for?
162 responses
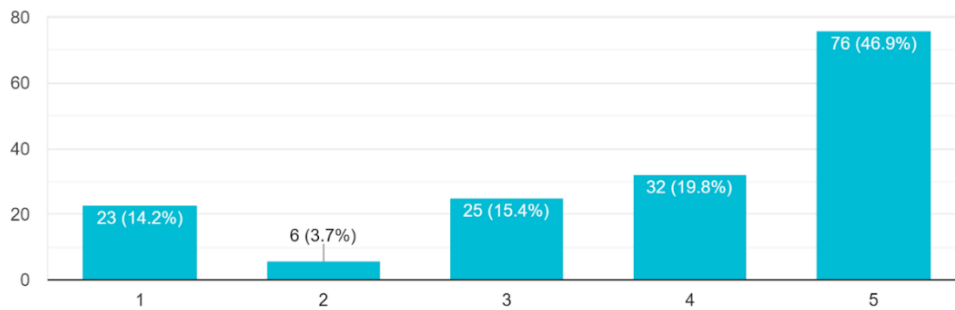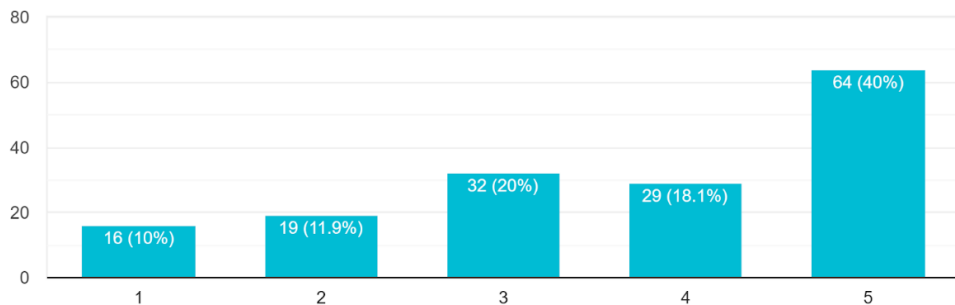

Figure 21.

How likely is it for your administrator to take action on a concern you have brought to

their attention?

How likely is it for your administrator to take action on a concern you have brought to their
attention?
160 responses

Continuing to question participants about conflict and conflict resolution with their administrator, participants were asked what they do when they disagree with their administrator? This open-ended question only gathered 145 total responses, but 89% of those responses were the interpreter responses in a positive and professional way. Some of these responses could be seen as accepting their administrator's decision, trying to restate their position, reach out to others for support, ask questions, or find a compromise. Many interpreters were honest with the ways that they react when they disagree with their administrator. These ways included shutting down, giving up, saying nothing, venting or ranting to other people, or speaking their minds. There is no right or wrong way to respond when one disagrees with their administrator, but the variety of answers and ways to respond was interesting to collect from these interpreters.

Next, participants answered how respectful their administrator is about ideas that are brought to them about Deaf and Hard of Hearing students. 161 participants answered this question and shared that 42.2% strongly agree that their administrator is receptive to their ideas. Whereas 11.2% expressed that they strongly disagree and think that their administrator is not receptive to their ideas.

Figure 22.

My supervisor is receptive to any ideas that I bring to them that are about a Deaf/Hard of

Hearing student.

My supervisor is receptive to any ideas that I bring to them that are about a Deaf/Hard of
Hearing student.
161 responses
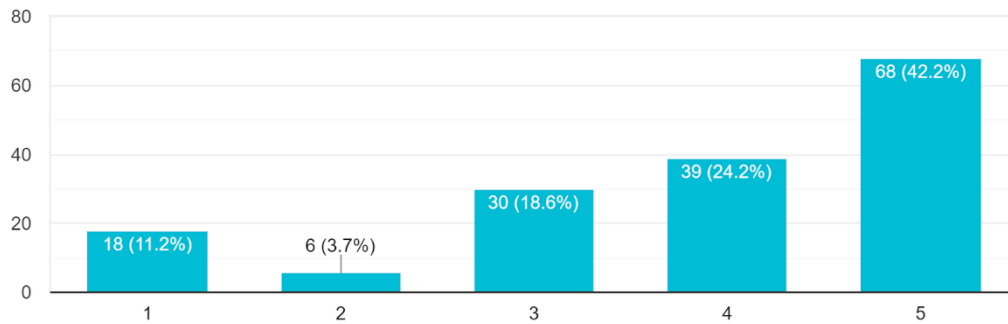
Looking at the positives in all situations is extremely important and begins to

develop the foundation for Positive Relationships at Work (PRW). For that reason, the

next question asked participants to share any experiences with their administrator that

stands out in a positive light. Being supportive (32 responses), being a good listener (14

responses), and being aware of the interpreter, student, and their family's needs (13

responses) were the top three talked about situations. Some other positive experiences

educational interpreters have had were related to teamwork (9 responses), being

approachable (9 responses), taking the time to learn ASL (6 responses), and being

flexible (6 responses). The opposite question was also asked, what are some negative

experiences that stand out to you? Throughout the whole survey a common trend has

been noticed and it came to light in this question. The top negative experience that

educational interpreters have with their administrator is that they are uneducated about

Deaf culture, interpreting, and Deaf education (25 responses). After that, another negative

experience for educational interpreters is the decision that administrators make (22

responses) related to their job and the needs of their students. Poor communication (21

responses) with the interpreter leads to another negative experience. Conflict and conflict

resolution (9 responses), interactions with students and parents (8 responses), and no

follow-through (5 responses) were other areas that have caused negative experiences for

educational interpreters. The range of experiences that are had are individual to those

interpreters and there is a lot going on in those situations. This was just a snapshot of

what these educational interpreters are experiencing.

Table 7

Most Frequent Words Used to Describe Positive Experiences that Educational

Interpreters have with Administrators

Word	Frequency
Supportive	32
Good Listener	14
Aware of Interpreter, Student and Family Needs	13
Teamwork	9
Approachable	9
Learning ASL	6
Flexible	6

Table 8

Most Frequent Words Used to Describe Negative Experiences that Educational Interpreters have with Administrators

Word	Frequency
Uneducated about Deaf culture, interpreting, and Deaf education	25
Administrators Decisions	22
Poor Communication	21
Conflict and Conflict Resolution	9
Interactions with Students and Parents	8
No Follow-through	5

"Since being hired, my relationship with my administrator has become stronger," was the next question that was asked. Looking at the 158 responses, 34.8% of participants strongly agree and they have seen a stronger connection being built in their relationship with their administrator, 20.9% were unsure if there has been a change in their relationship, and 12.7% strongly disagree that their relationship has become stronger.

Figure 23.

Since being hired, my relationship with my administrator has become stronger.

Since being hired, my relationship with my administrator has become stronger.
158 responses
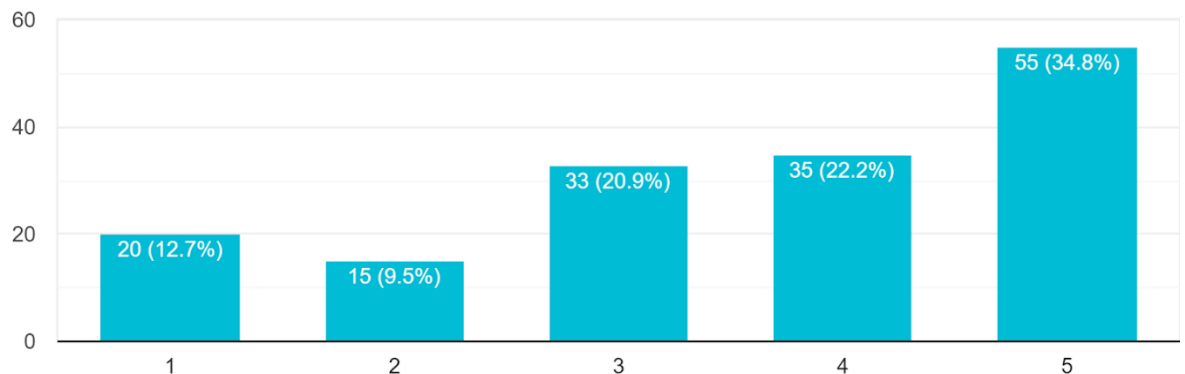
After reflecting on the strength of the relationship that the participants have with their administrator the next question that was presented to them asked, "How do you think a stronger relationship can be created between you and your administrator?" Around 80% of participants answered this question and provided ways in which they think a stronger relationship could be created. The top two answers that both had 25 mentions were that educational interpreters wished that their administrator would take the initiative to learn about Deaf and Hard of Hearing students and Deaf education, as well as an increase in communication between administrators and those under them. The next most popular response, which had 15 mentions, was to have more contact and opportunities for meetings. These times together would allow for relationship building to occur. Following that with 12 mentions was the idea that educational interpreters take it upon themselves to educate the administrator in a wide variety of topics. The responses mentioned that they would then be able to create, develop, and maintain a better relationship once more knowledge was established. A few of the other topics that

educational interpreters would like to touch on to increase and strength their working relationships with their administrators were making sure their administrator understood their job and role more clearly (8 responses), active listening skills (7 responses), an increase in working together to collaborate for the best outcome of the student (6 responses) and getting to know each other on a personal level (6 responses). Of all of the responses collected, there was a wide range of creative and practical ideas to ensure a stronger relationship was established.

Following that question, participants were asked to share if their administrator was involved in their yearly evaluations. Out of the 161 responses, 68.3% stated that their administrator is involved and 31.7% stated their administrator was not involved. I found this to be surprising as many comments from prior questions related to the inner workings of a yearly evaluation for an educational interpreter. Yearly evaluations can be unique depending on who the administrator is and their knowledge of American Sign Language.

Figure 24.

My supervisor is involved in my yearly evaluations.

My supervisor is involved in my yearly evaluations.
161 responses

- Agree
- Disagree

31.7%

68.3%
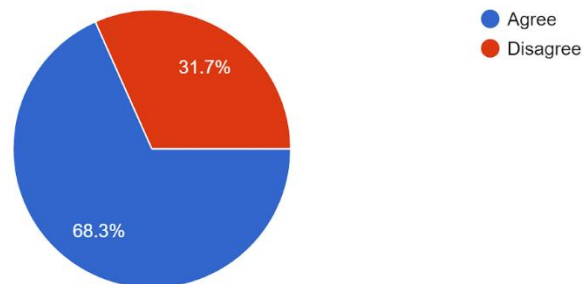
Another open-ended question was asked to participants to see what is one thing that they wish could change in their current relationship with their administrator. The number one response from the 129 responses, 25 stated that they wish that there were more open and consistent communication between them and their administrators. Following right behind that was 12 responses that emphasized the importance of administrators being fully aware of an educational interpreter's job and role. Tied for the third most popular response was an increase in communication (8 responses) and the ability to change administrators or educate the current administrator more (8 responses). Those who selected an increase in communication shared that they wished there were more opportunities for brief contact and opportunities to check-in with their administrators. Getting to know their administrator on a personal and professional level (7 response), along with creating a dynamic work environment that encouraged collaboration between educational interpreters and their administrator (7 responses) were two other topics mentioned often.

The last question that was asked in the education and administrator question section of the survey was, "I wish that my administrator understood _____ about Educational Interpreters." There were 132 responses collected for this open-ended question and a variety of answers were collected. The most frequent answer was related to understanding the interpreter's roles and responsibilities in the mainstream classroom and beyond (29 responses). Clearly understanding the educational interpreters' roles and responsibilities has been a huge theme throughout the questions that were asked. This does not surprise me to be the number one answer. Not far behind that with 20 responses was for administrators to be able to understand the complexities, demands, needs and

dynamic logistics of the job of interpreting for students in education. 11 participants shared that they wish they were seen as professionals by their administrators. Another 8 responses stated that they wish their administrators would give them time to prepare for the classes that they have to interpret for. They also wish that their administrator understood the importance and value in providing time for interpreters to prepare. Interpreting is a skill that requires years of experience, training, education, and knowledge. Eight participants wished that their administrators understood all that is required in order to become an interpreter. Eight more responses shared that they wish their administrators understood the complex process of interpreting and could better support them because of their knowledge in interpreting. Other responses were related to understanding that not every Deaf and Hard of Hearing student is the same and they have different needs (5 responses). Having the administrator build relationships with a variety of Deaf and Hard of Hearing staff along with the Deaf and Hard of Hearing students was a priority for 5 participants. Some other suggestions that were presented included being recognized as part of the educational team and being invited to Individualized Education Meetings (4 responses), learn some of the basics of American Sign Language and Deaf culture (3 responses), the importance of offering high quality professional development opportunities (3 responses), and the dedication and hard work that it takes to be an educational interpreter (2 responses). The wide range of answers that were collected begin to touch on a variety of struggles that are seen in the educational interpreting field. There was one final open-ended question that was not coded, seeing as it did not substantively impact the themes found for this research.

Discussion of Findings

After looking at all of the data that was presented from the survey, there are three sections to focus upon. This section will discuss the findings of this research in terms of the demographics, interpreters' experiences and educational interpreters and their administrators.

The majority of participants for this survey were white women. These findings are not surprising. As stated above the Registry of Interpreters for the Deaf (2019) reported in their 2019 yearly report the demographic breakdown for the profession. There is an overwhelming number of white women who are working in the field. There were a few men who took the survey, along with a few other ethnicities that were represented in the data. Another area that surprised me was the ages and educational levels of the survey participants. The largest age group were those who are between the ages of 25 and 34 years old. A Bachelor's degree was the most common degree for participants to have. However, participants did fall on both sides of the spectrum. Some have received an associate degree while others hold a master's degree or PhD. It is interesting to see the range of ages and educational levels represented across this survey. Ages and educational levels completed are not numbers that the Registry of Interpreters for the Deaf are currently collecting and reporting on in their yearly report. However, it would be interesting to see how the range that was collected in this survey would compare to the national standard for American Sign Language interpreters.

The next section of questions was related to a variety of experiences that educational interpreters have. Requirements for becoming an interpreter are not standardized around the United States. For that reason, it is hard to have interpreters

check a box or pick one option on a survey because everyone's experiences and state requirements vary. With that being said, there was a range of ways that the participants received their education. Knowing that everyone enters the field of interpreting in a variety of ways, I was not surprised by the long list of ways that people became interpreters. However, I was surprised at the number of participants that did not attend a formal Interpreter Training Program at a university or tech college. However, looking at the wide range of ages of the participants, there was a large group of participants who were entering the field before there was a formal educational path to becoming an interpreter. A large majority did attend a formal two year or four year college program. Knowing that, it makes sense that there is a wide range of ways that the survey participants enter the field of interpreting.

Another aspect from these results was that the survey reached over half of the United states. There were 34 states represented when participants were asked the state that they are currently working within. Seeing that the survey reached that many states, that means it also reached a wide range of participants. The range of information that was collected allowed for different states standards, experiences, and interpreting situations to be closely looked at. Diversity in states and demographics was extremely important in gathering a strong sample of the working relationships that are currently happening between educational interpreters and their administrator.

This survey collected data that shows a huge range of experiences that are represented from the participating interpreters. There were seven options that interpreters could choose from and all seven timeframes are represented. The years of experience range from 0 years to 30 years or more experience in the field of interpreting. The

interpreting experience that educational interpreters bring to this survey is extremely valuable to taking a look at the current state of the field of educational interpreting. It is also important to mention that all grades' levels from Pre-Kindergarten to an 18-21 special education program were also represented in this survey. The range of experience levels and grades represented allow a wide variety of perspectives to be brought to the research.

However, there was more separation in data of how long educational interpreters have been at their current school district. The data showed that most participants were at their current place of employment for 1-4 years. While the previous data showed that interpreters are coming to the table with an extensive length of interpreting experience, it is interesting to see that an educational interpreter has only been at their school district for a short time. Looking closer at the data it was clear there was a strong group of interpreters that reported they have been at their current district for ten or more years. The length of employment, or the employment of an administrator may impact the high quality connections (HQCs) that are able to be established and maintained. This range in data is interesting to see and could change the way in which one is able to establish and build a rapport.

An overwhelming majority of participants are hired full-time. This is great to see for the Deaf and Hard of Hearing students in mainstream settings and is not surprising. With that being said, the participants did report that a majority of them are employed through the district, themselves. However, many other participants shared that they are hired through a variety of other avenues. As an interpreter in the field, I have seen a variety of ways that interpreters are being hired to work with the district. The way in

which someone is hired to provide the service of American Sign Language interpreting in the educational setting could impact the relationships that they are able to create and maintain with their administrators.

When looking at how many Deaf and Hard of Hearing students are currently in the districts that these interpreters are working at, it was compelling to see such a wide range and large population of Deaf and Hard of Hearing students. Well over half reported that there are currently ten or more students in their district. While the next biggest group of Deaf and Hard of Hearing students in their district was 1-4 students. I think that the 1-4 range is more commonly seen in a mainstream setting. However, not all Deaf and Hard of Hearing students use an interpreter in the mainstream classroom. The participants data shows that there is a huge range in the number of students who are currently using an interpreter. The range was from 0-300 students. If there is a large body of Deaf and Hard of Hearing students in the district that are using an educational interpreter, it is more than likely that those interpreters are working at a Deaf residential school. Along those same lines, it was fascinating to see how many other educational interpreters have the opportunity to work with other educational interpreters. Once again, there was a huge range in their responses. A chunk of participants shared that they do not work with any other educational interpreters. They work alone and do not have others in their district to reach out too. This is what I was anticipating the results to show me. However, on the other extreme there were some participants that shared they work with 5 or more other educational interpreters. This data was reassuring to me that there are educational interpreters who are working with other educational interpreters and they can hopefully reach out and support each other in a variety of ways.

There are a variety of experiences, settings, and situations that an educational interpreter can work within. This data collected shows that there is a large spectrum that educational interpreters must work within. This data collected proves that there are a lot of variables to becoming, maintaining, and being an educational interpreter for a public school. There is not one path that every interpreter must follow in order to enter the field. The training, setting, and details of the job vary from district to district and state to state. This data was important to gather to lay down the foundation to see who is taking the survey. To better understand the participants a variety of data needed to be gathered. While the logistics of being an interpreter varies, it was important to gather information related to the relationships that educational interpreters have with their administrators.

The last section of the survey was related to educational interpreters and their administrators. It is important to note that all of these questions were answered from the educational interpreter's perspective only. A survey was not conducted with administrators and their perspective. The information gathered provided insights into the current working relationships that educational interpreters around the United States are having with their administrators.

Participants were asked to describe their personality. This open ended question was then analyzed using the Big Five personality theory (Goldberg, 1990). A majority of educational interpreters who took this survey identify in the high openness, high conscientiousness, high extroversion, high agreeableness, and low neuroticism categories. When further looking at these categories and comparing them to the work that educational interpreters do, it aligns with the personalities that educational interpreters have. Scoring high in the first four categories means that their personalities can be

described as creative, curious, hardworking, organized, punctual, talkative, active, and trusting. All of these are great characteristics to have to be a successful educational interpreter. By scoring lower in the category of neuroticism, it means that the educational interpreter is calm and comfortable. Again, I believe it is a great characteristic to have while working as an educational interpreter because there are many situations that an educational interpreter needs to remain calm and be comfortable in a variety of settings. All of these characteristics match the work of Positive Relationships at Work (PRW) that was discussed in the theoretical framework. Their research shows that professionals are able to develop a working relationship to new levels, along with cultivating positive emotions, knowledge, and trust (Raggons & Dutton, 2007). The same is true for administrators. Interestingly enough, the administrator's personality came out to the same ranking in the same five categories: high openness, high conscientiousness, high extroversion, high agreeableness, and low neuroticism. The similarity of personality styles may lead to success for some, while others may struggle to work with someone who shares the same personality as them. This is interesting to see how the educational interpreters ranked their personalities the same as their administrator's personality in each category. Ragins and Duttons (2007) also share that through the generative process, continuing to develop a working relationship, that individuals, groups, and organizations are able to grow, thrive and flourish. It is my hope that all educational interpreters and their administrators are able to find common ground to build and maintain a strong working relationship.

This survey also began to shine light on the issue that there is a wide range of titles and positions of those who are supervising educational interpreters. After analyzing

the data there were 35 different titles or positions of people that educational interpreters report to or would consider their boss. This was a lot higher than I was expecting. These people are all holding a variety of positions throughout the hierarchy of public education. Some may have the understanding of an educational interpreter's job, while others have had no exposure before. The titles that were reported are all at varying levels of power in a school district. Some report straight to their superintendent while others report to a Deaf and Hard of Hearing teacher. The varying degree between these two positions can impact the working relationships that educational interpreters have with their administrator. As stated earlier in the literature review, within the hierarchy of public education there are different roles and expectations that an administrator would have. The higher up one gets in the hierarchy the more their roles and expectations change (Ayda, et al., 2018). The wide range of inconsistencies also lead to the inconsistencies in how well administrators understand the job of an educational interpreter. When asked this question the Likert scale that was presented to participants was pretty well spread out. There was no obvious answer of 'yes, my administrator understands my job' or the opposite. The data was spread relatively evenly and that was not surprising to me. Due to the range of people that educational interpreters are reporting to it then lends to the varying responses for how well they understand the job of an educational interpreter.

Interestingly enough, when the participants were asked how they would describe the current relationship that they have with their administration, there was an overwhelming large number of responses that described a positive working relationship. Regardless of who they are reporting to, it seems that educational interpreters are able to make a connection and slowly build a working relationship. I think that some of the

negative responses that were collected relate to hard feelings, serious situations, inconsistencies, lack of support, personalities not matching or not being educated on Deaf children and Deaf education. From personal experience, these can be some tough situations to navigate through. However, the survey did provide more results of positive interactions between educational interpreters and their administrators. I think this is a good reminder that a few bad situations are not representative of a whole population.

Another component of positive relationships at work (PRW) is related to developing communication skills. When looking at how educational interpreters communicate with their administrator pre-pandemic and during a pandemic, their responses did not change all that much. A large majority reported that they communicate and continue to communicate through school email and have scheduled meetings. The only thing that changed during a pandemic was that the meetings changed to be an online format. Seeing as both educational interpreters and administrators are both busy in their own regard, this makes sense. It does not surprise me that the number one form of communication, pre and during pandemic was school email. Communicating through school email offers you a variety of safeguards, such as documentation of all conversations, that are beneficial.

The next few questions related to some of the direct interactions that educational interpreters have with their administrators. The first asked the educational interpreter to expand on some of the topics that they bring up to their administrator. The large majority shared that they talk about scheduling needs, interpreting logistics, student information, and student accommodations. These are extremely important topics that I can only hope that educational interpreters are receiving support and guidance from the administrator.

Due to these conversations, it seems that just over half of participants do feel comfortable reaching out to their administrator. I wish this number were higher because there are so many important conversations that need to be had with the approval of your administrator. If we are not comfortable reaching out to them, these conservations and approvals may never happen. With that being said, just under half of the participants would actually reach out to their administrator if there was a concern about a student. It was also reported that less than half of the concerns that were taken to the administrator would have action taken on them, both positively or negatively. It is extremely interesting to see the percentage drop as the series of questions were asked. It is one thing to feel comfortable to do something compared to actually doing it. I think it also depends on past experience with an administrator and how well an interpreter feels that their needs are being listened to in those situations. The work in positive psychology and PRW add emphasis on the importance of developing a working relationship with those at work. I cannot emphasize enough the importance of building and maintaining the relationships between educational interpreters and their administrators for the benefit of the DHH student. If an educational interpreter takes a concern to their administrator but no action is taken, that can be detrimental to the needs and services of a DHH student. Building, maintaining, and growing these relationships through a variety of situations is imperative for the work that an educational interpreter does.

While it is bound to happen, a disagreement may occur with an administrator at some point in time, it is important to analyze how educational interpreters are responding to these situations. A large majority of participants shared positive responses and coping mechanisms they use if they do disagree with their administrator. It was refreshing to see

so many educational interpreters share that they go find further research, reach out for support, or continue to bring different perspectives forward to their administrator. All of these can be effective ways to try to make changes in any given situation. With that being said, participants shared that less than half of the time they feel that their administrator is receptive to the ideas that they bring to the table about a Deaf or Hard of Hearing student. From all of the data received and analyzed in this survey, it is evident that educational interpreters are trying to make connections with their administrators, and they are trying to do what is best for their students. Continuing the work of developing, maintaining, and growing these connections may allow for stronger working relationships in the future.

When asked to look at the positives that educational interpreters have with their administrator, it was heartwarming to see so many different situations and moments that have been positive in their careers. Over and over again participants were sharing that they feel like their administrator is supportive of them. They also believe that their administrator is a good listener and is approachable. They also shared that their administrator puts the needs of the student, interpreter, and family into consideration. Teamwork was also shared as occurring with their administrator more often than not. To look on the flip side, they were also asked to share some experiences that were negative, or they wish would have gone differently. The most common was related to their administrator not being educated about Deaf and Hard of Hearing students. Some of the participants shared that they did not agree or support decisions that their administrator made. Others encouraged administrators to have more open and clear communication with the educational interpreter. Communication is so important and can make or break a situation. Regardless of positive or negative situations they have experienced with their

administrator, there are mixed results if there has been a stronger relationship created between the educational interpreter and their administrator. After analyzing this data, I was not surprised by the range of responses that were collected. In any working relationship there are a variety of High Quality Connections (HQCs) that will impact the relationship and the emotional carrying capacity of that relationship (Dutton & Heaphy, 2003). Due to the research that I found on PRW and HQCs it is obvious that there are a range of variables that must be considered when trying to determine the state of one's working relationship.

In order to create a stronger relationship between educational interpreters and their administrators, there were a variety of ideas collected in the survey. The most popular response was for administrators to educate themselves about Deaf education, educational interpreters, and Deaf and Hard of Hearing students. From other data that was collected prior in this survey, it is fair to say that depending on who educational interpreters are reporting to they may not have knowledge of the roles and responsibilities of an educational interpreter. It can become frustrating to be reporting to someone who does not understand an educational interpreter's job. Another suggestion for creating a stronger relationship would be with an increase in communication and an increase in meetings and contact time with their administrator. By being able to communicate in person and more frequently the opportunity of information and knowledge sharing increases, in turn creating a stronger working relationship.

Developing and maintaining a strong working relationship is possible, it will just take time and effort on both sides. The ideas that the participants submitted in the survey are a great place to start. However, the work in positive psychology, PRW, and HQCs

also needs to be considered when trying to build a stronger relationship. I think that educational interpreters can try to fix the surface level complaints of an administrator not understanding Deaf education and being unaware of the interpreter's role, but if one cannot connect, share emotions, and trust each other the working relationship is limited and will not thrive.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

After conducting this research and reviewing the literature that surrounds educational interpreters and their relationships with their administrator, it is evident that this topic is extremely relevant and important in the field of educational interpreting across the United States. There is a need to continue research in the field of interpreting in general, but more specifically related to interpreters who are working in education. Though not comprehensive nor exhaustive, the research that was conducted did shine a small light on the working relationships between educational interpreters and their administrators.

Relationships are an important part of everyday life, whether in our public or private lives. Most importantly, having Positive Relationships at Work (PRW) can affect someone's life satisfaction, enrichment, development, and personal growth (Ragins & Dutton, 2007). Sometimes a strong positive relationship is created and is able to be maintained. At other times, this relationship may need to be created and worked to maintain. Developing, growing, and maintaining relationships can be hard work. In order to truly have a strong relationship with an administrator at work there are high-quality connections (HQCs) that must be evaluated. Being able to have HQCs allows the parties involved to share a wide range of emotions and also feel comfortable about approaching each other with new ideas (Dutton & Heaphy, 2003). There was a variety of data that looked at the HQCs between educational interpreters and their administrators. The data showed that around half of the participants feel comfortable reaching out to their administrator and would actually reach out if there was a concern. Also, about half of the

time an administrator would act on something that was brought to their attention. However, under half of the administrators were receptive to new ideas that were brought to their attention. It is important to note that a majority of participants shared that they do respond to a disagreement with their administrator using positive coping mechanisms to continue the conversation or task at hand. This is just one way that educational interpreters are putting in the work to establish and maintain a working relationship with their administrator. They are trying to create a variety of HQCs. Participants also shared that they do feel there has been an increase in their relationship with their administrator over the years. HQCs enhance the PRW that are needed to ensure the success of Deaf and Hard of Hearing (DHH) children.

Educational interpreting became a job more readily needed after the passing of federal laws that allowed children with disabilities to attend their home district mainstream schools. This shift happened quickly. With this shift, the way in which Deaf children were educated needed to change, as well (Marschark et al., 2005; & Schick, 2016). While this shift was occurring in public education, there was not much time to ensure that the system was set-up perfectly to accept DHH children, along with educational interpreters. Due to this, educational interpreters may have administrators that are inexperienced with working with an educational interpreter (Winston, 2004). Throughout both the literature review and this research it was clear that the field of educational interpreting can be confusing and uncertain, for both the educational interpreter and the administrators. The data shows that there is an extremely wide range of people and titles that educational interpreters report to and consider their administrator. That directly relates to a range of responses in how well an administrator truly

understands the role and responsibilities of an educational interpreter. Oftentimes administrators are unaware of the educational interpreters' roles and responsibilities. This can lead to misunderstandings, conflict, or strained relationships. Educational interpreters have been working in public schools for decades and there are still some working relationships that are not developed between educational interpreters and their administrators due to a variety of reasons.

When looking at working relationships as a larger entity, a big component of relationships is related to the participants personalities. Relationships take a lot of time and energy, however depending on the personality of the people involved, it can influence the working relationship. The literature review introduced one way to assess personalities by using the 'Big Five' (Goldberg, 1990). This theory was used to analyze the personalities that participants shared about themselves, as educational interpreters, and the way that they would describe their administrators' personalities. After looking at the data, it showed that educational interpreters and their administrators are falling within the same five categories of the Big Five. Their personalities were determined to be high openness, high conscientiousness, high extroversion, high agreeableness, and low neuroticism. Seeing as the educational interpreter's personality matches that of their administrator is an interesting finding. It also validated that the majority of participants match the ideal personality for an educational interpreter, according to Bontempo's (2012) research on personality in the field of American Sign Language interpreters. Truly digging deeper into the ways that personality can affect a working relationship will open the doors to knowing how to interact in a variety of situations.

The distribution of power is well established in the hierarchy within the public school system. These concepts impact the creation of a working relationship. This same hierarchy is applied to educational interpreters. As the hierarchy is established, there is also power that is associated with a variety of positions. Throughout the data it was shared that what educational interpreters are craving is more time with their administrator. They would like more scheduled meetings and time to connect. However, due to the status and position that an administrator holds, they may have a long list of other responsibilities that they must attend to first. Another aspect to creating positive working relationships is the way that an administrator chooses to lead and communicate with their team. The literature review looked at different communication styles, while the data analyzed ways in which educational interpreters would prefer to be in contact with their administrator. It was reconfirmed that educational interpreters would encourage their administrator to be educated more about their roles and responsibilities, increase the frequency of communication, and increase the amount of formal meetings.

Overall, this study dug into the working relationships that are conducted between educational interpreters and their administrators. In order to view a working relationship, something that is constantly evolving, there were multiple perspectives and angles that needed to be taken. There was a large amount of data collected on multiple topics within the concept of working relationships at the heart of the research. However, I hope this study can serve as the starting point to identifying areas that need to be addressed in order to further elevate the working relationships that educational interpreters have with their administrators. These relationships are crucial to ensure academic success for all DHH students.

Recommendations for Future Research

This research only begins to scratch the surface of the field of educational interpreting. As this research began to come to life and the data was analyzed there was information provided or ideas that were sparked to continue to add research to the field of interpreting. Having a working relationship with one's administrator is extremely important, but that is just one component of being an effective educational interpreter.

Further research could be conducted in order to further understand how educational interpreters are communicating with their administrators. Looking at different communication styles that are used by an educational interpreter compared to an administrator would provide information on how to ensure effective communication is occurring when approaching an administrator for a variety of situations. Research could also be conducted related to developing and maintaining strong working relationships between educational interpreters and their administrators. Creating and maintaining a working relationship is not an easy task, it takes time and effort. Researching ways to develop a strong working relationship would positively impact the field.

A common theme throughout the survey results was administrators being unaware of the roles and responsibilities of an educational interpreter. Further research could look at effective ways to educate administrators about the roles and responsibilities of an educational interpreter. It would also be beneficial to research more about the title of who is overseeing educational interpreters. Depending on their job title and past experience, an administrator may have never had exposure to Deaf education. Being able to provide information and guidance related to the job title of an administrator and their experiences in evaluating staff can help advance the field by identify who should be overseeing

educational interpreters to ensure a positive working relationship. The end goal is always to have a positive working relationship that will benefit all Deaf, Hard of Hearing, and Deafblind children in their education.

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APPENDIX A: CONSENT FORM FOR SURVEY

Consent Form for Online Survey

My name is Kallie Rank, a graduate student at Western Oregon University, under the supervision of Professor Amanda Smith and I invite you to participate in a web-based online survey on interactions between Educational Sign Language Interpreters (EI) and K-12 administrations. This research is focused on the current relationships between Educational Interpreters and their administrators (e.g., boss/supervisor). I am collecting data related to the current relationships, interactions, and decision-making processes that you, an EI, engage in with your administrator.

To participate in this survey, you must be a past or current EI. For this study, an EI is defined as someone who interprets between a signed language and a spoken language in Pre-Kindergarten through 12th grade. This survey should take about 15-20 minutes to complete.

Participation

Your participation in this survey is completely voluntary and responses will be kept anonymous. You may refuse to take part in this research or withdraw by exiting the survey at any time. There is no penalty for refusing to take or withdrawing from the survey. You are free to decline to answer any questions that you do not wish to answer, for any reason.

Risks and Benefit

There are no known risks involved in participating. You will receive no direct benefit from participating. However, your participation may help the field of interpreting. This research may offer a chance to better understand the current working relationships between EI and the administrators with whom they work.

Confidentiality

Your survey answers will be sent to a link at Googlesurvey.com. Your data will be stored in a password protected electronic format. Google Survey does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers and no one will know whether you participated in the study.

Contact

If you have any questions about the survey or the procedures, you may contact the Principal Investigator, Kallie Rank, via email at krank19@mail.wou.edu, or the faculty advisor, Professor Amanda Smith, via email at amithar@mail.wou.edu. For questions regarding the treatment of human subjects, you may contact the Chair of the WOU Institutional Review Board (IRB) at 503-838-9200 or at their email at irb@wou.edu.com.

I encourage you to share this survey link with any other colleagues who meet the

requirements: https://bit.ly/3cCow3B

Electronic Consent: Please select your choice below. You may print a copy of this

consent form for your records. Clicking on the "Agree" button indicates that

- You have read the above information

- You voluntarily agree to participate

- You are 21 years of age or older

- You are currently employed as an educational interpreter or have experience

  working as an educational interpreter in the past

☐ Agree   ☐ Disagree

Working Relationships Between Educational Interpreters and Administrators (e.g., boss/supervisor)

Section 1: Working Relationships Between Educational Interpreters and Administrators (e.g., boss/supervisor)

Hello, Colleagues and Friends.

My name is Kallie Rank and I am a graduate student at Western Oregon University.

I am researching the relationships between Educational Interpreters and their administrators (e.g., boss/supervisor. It is my goal to benefit the Educational Interpreter and Deaf communities with the results from this research. The survey should take 15-20 minutes to complete.

Participants in this study should be:

* 18 years or older

*Currently employed as an educational interpreter or have experience working as an educational interpreter

I encourage you to share this survey link with any other colleagues who meet the requirements: https://bit.ly/3cCow3B

Thank you for your consideration,

Kallie Rank

Section 2: Consent

Consent Form for Online Survey

You are invited to participate in a web-based online survey on interactions between Educational Sign Language Interpreters and administrators within the K-12 environment. This research is specifically focused on the current relationships between Educational Interpreters and their administrators (e.g., boss/supervisor). This is a research project conducted by Kallie Rank, a graduate student at Western Oregon University, under the supervision of Professor Amanda Smith. This survey should take approximately 15-20 minutes to complete.

Participation

Your participation in this survey is completely voluntary and responses will be kept anonymous. You may refuse to take part in this research or withdraw by exiting the survey at any time, without penalty. You are free to decline to answer any particular question you do not wish to answer, for any reason.

Risks and Benefit

There are no foreseeable risks involved in participating in this study. You will receive no direct benefit from participating in this research study. However, your participation may help the field of American Sign Language Interpreters better understand the current working relationships between Educational Interpreters working in K-12 settings and the administrators with whom they work.

Confidentiality

Your survey answers will be sent to a link at Googlesurvey.com where data will be stored in a password protected electronic format. Google Survey does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

Contact

If you have any questions at any time about the survey or the procedures, you may contact the Principal Investigator, Kallie Rank, via email at krank19@mail.wou.edu, or the faculty advisor, Professor Amanda Smith, via email at amithar@mail.wou.edu. For questions regarding the treatment of human subjects, you may contact the Chair of the WOU IRB at 503-838-9200 or at their email at irb@wou.edu.com.

I encourage you to share this survey link with any other colleagues who meet the requirements: https://bit.ly/3cCow3B

Electronic Consent: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that: You have read the above information, you voluntarily agree to participate and you are 18 years of age or older.

Please select your choice: I have read the above information, I voluntarily agree to participate, and I am 18 years of age or older.

- Agree
- Disagree

Section 3: Interpreting Experience

Which best describes your interpreter education?

- Formal Interpreter Training Program/Interpreter Preparation Program/Interpreter Education Program (2 year)
- Formal Interpreter Training Program/Interpreter Preparation Program/Interpreter Education Program (4 year)
- Other_____

State in which you received your interpreter education:

Years of interpreting experience:

- 0-4

- 5-9

- 10-14

- 15-19

- 20-24

- 25-29

- 30+

The primary interpreting setting where you currently work: (Please select all that apply)

- Pre-K

- K-5

- 6-8

- 9-12

- 18 years to 21 program

State where you are currently employed:

Years of being an Educational Interpreter at the current school you are working at:

- 1-4

- 5-9

- 10+

Current Employment status:

- Part time (less than 25%)

- Part time (25%-49%)

- Part time (50%-74%)

- Part time 75% or more (but less than full time)

- Full time (100%)

You work as an Educational Interpreter is as a:

- District employee

- Self contractor

- Interpreting Agency contract

- Outside Agency Contract

- Other:_____

How many Deaf/Hard of Hearing students are currently in your district?

- 1-4

- 5-9

- 10+

How many Deaf/Hard of Hearing students currently use an interpreter in the district that

you are employed with?

How many Educational Interpreters do you currently work with in the district that you are employed with?

Section 4: Educational Interpreters and Administrators Questions

As an Educational Interpreter, my personality can be described as:

What is the title of the person that you report to at your current place of employment?

- Special education director

- Building principal

- Superintendent

- Special education teacher

- Deaf and Hard of Hearing teacher

- Other: _____

My supervisor understands my job as an Educational Interpreter.

Strongly Disagree---------Strongly Agree

The relationship between you and your administrator can be described as:

How did you primarily communicate with this person pre-pandemic? (Please select all that apply.)

- School email

- Phone calls

- Text messages

- Short conversations in passing

- Face-to-face meeting

- Video meetings

- Other: _____

How are you now communicating with this person in the midst of a pandemic?

- School email

- Phone calls

- Text messages

- Short conversations in passing

- Face-to-face meeting

- Video meetings

- Other: _____

My administrators personality can be described as:

The interactions you have with your administrator include:

You feel comfortable reaching out to your administrator.

Strongly Disagree---------Strongly Agree

How likely are you to reach out to your administrator if there is a concern about the student(s) you interpret for?

Rarely--------Often

How likely is it for your administrator to take action on a concern you have brought tot their attention?

Rarely---------Often

When my administrator and I disagree, I tend to:

My supervisor is receptive to any ideas that I bring to them that are about a Deaf/Hard of Hearing student.

Strongly Disagree---------Strongly Agree

Experiences with my administrator that stand out to me in a positive light are:

Experiences with my administrator that stand out to me in a negative light are:

Since being hired, my relationships with my administrator has become stronger.

Strongly Disagree---------Strongly Agree

How do you think a stronger relationship can be created between you and your

administrator?

My supervisor is involved in my yearly evaluations.

- Agree

- Disagree

One thing I wish I could change about the relationship between my administrator and

myself is:

I wish that my administrator understood _____ about Educational

Interpreters.

Section 5: Demographics

What gender do you identify with?

- Male

- Female

- Other: _____

- Prefer not to answer

Please specify your ethnicity.

- White

- Hispanic or Latino

- Black or African American

- Native American or American Indian

- Asian/ Pacific Islander

- Other_____

What is your age?

- 18-24

- 25-34

- 35-44

- 45-54

- 55-64

- 65-74

- 75 and more

What is the highest degree or level of education you have completed? If currently

enrolled, the highest degree received.

- Less than High School diploma

- High school

- Some college

- Associates Degree

- Bachelor's Degree

- Master's Degree

- Doctoral Degree

Section 6: Final Thoughts

Any other thoughts you wish to share about your administrator, the relationship that you have with them, or anything else that you feel would benefit this research?

Section 7: Survey Completed

Thank you for taking the time to complete this survey. If you have any questions or comments related to the survey or my research, please feel free to contact me at krank19@mail.wou.edu. Please feel free to share this survey link with any other colleagues who meet the requirements: https://bit.ly/3cCow3B