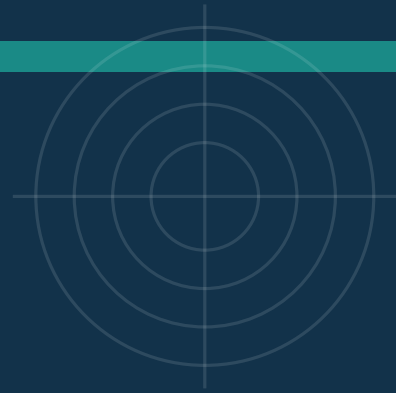




EIPA

Professional Conduct

Study Guide for Educational Interpreters

Seven professional tenets
Educational-setting applications
Memory aid and decision-making reminders

William Cruz

aslonzoom.com

Educational reference guide - not a substitute for official policy or legal advice

Professional Conduct in the EIPA Context

The EIPA Written Test evaluates professional knowledge used by educational interpreters. A central ethics reference is the NAD-RID Code of Professional Conduct, combined with school policy, student-access responsibilities, and applicable educational law.

Core principle: The interpreter provides accurate and effective communication access while respecting confidentiality, student autonomy, the instructional role of the teacher, and the limits of the interpreter's role.

The Seven Tenets

1

Confidentiality

Protect information learned through interpreting. Share information only when required by law, authorized by policy, or necessary within the legitimate educational team process.

In a school setting: Do not gossip about a student or family. Discuss access-related concerns only with appropriate personnel and through approved channels.

2

Professional Skills and Knowledge

Accept assignments for which you have the necessary interpreting competence, language proficiency, preparation, and subject-matter knowledge. Seek support when the demands exceed your current ability.

In a school setting: Prepare for specialized vocabulary, request materials when possible, and report access problems rather than pretending to understand content you cannot accurately interpret.

3

Appropriate Conduct

Use professional judgment and behave appropriately for the setting. Avoid conflicts of interest, personal agendas, discrimination, and conduct that undermines trust.

In a school setting: Do not take over classroom management, answer for the student, discipline the student, or use the interpreting role to advance personal beliefs.

4

Respect for Consumers

Respect the language, communication preferences, dignity, autonomy, and right of Deaf, hard-of-hearing, DeafBlind, and hearing participants to make their own decisions.

In a school setting: Preserve the student's message, including mistakes or uncertainty, rather than changing it into what the interpreter thinks the student should have said.

5

Respect for Colleagues

Treat interpreters, teachers, administrators, support staff, interns, and students professionally. Address concerns privately and through proper procedures.

In a school setting: When another interpreter makes an error, protect student access first, then address the concern respectfully rather than criticizing the colleague publicly.

6

Ethical Business Practices

Be truthful about credentials, qualifications, availability, services, billing, and compensation. Honor professional commitments and clearly communicate contractual expectations.

In a school setting: Accurately represent EIPA scores and certifications, document work honestly, and follow district or agency procedures for time, attendance, and cancellations.

7

Professional Development

Maintain and improve competence through education, practice, mentoring, feedback, self-assessment, and continuing professional development.

In a school setting: Strengthen ASL, English, interpreting, educational-law, child-development, and subject-area knowledge throughout your career.

Memory Trick: C-S-C-C-C-B-D

C	S	C	C	C	B	D
Confidentiality	Skills	Conduct	Consumers	Colleagues	Business	Development

Applying the Code in Educational Settings

Many difficult EIPA questions test whether the interpreter can distinguish communication access from teaching, advocacy, discipline, counseling, or decision-making.

- 1** Interpret, do not repair the student's answer
Voice or sign the student's actual message faithfully. Do not correct academic errors, improve the student's grammar, or supply missing knowledge unless the message itself requires a transparent clarification.
- 2** Clarify interpretation errors
When the misunderstanding results from the interpreter's own production or reception error, correct the interpretation promptly and transparently.
- 3** Preserve the teacher's instructional role
When the student needs explanation or tutoring, facilitate access to the teacher's instruction rather than independently becoming the teacher while instruction continues.
- 4** Support access without controlling participation
Manage lag time, turn-taking, visual access, positioning, and requests for repetition, but do not decide who should speak or what answer should be accepted.
- 5** Confidentiality is not absolute secrecy
Appropriate educational-team communication may be necessary. Share only relevant information, only with authorized people, and only through proper procedures.
- 6** Document observable access issues
Report what was seen or heard: pace, blocked sight lines, missing materials, inaccessible media, or communication breakdowns. Avoid diagnosing motives, disabilities, or learning problems.

EIPA test reminder: The strongest answer usually protects accurate communication, keeps role boundaries clear, preserves consumer autonomy, and routes instructional or administrative concerns to the appropriate professional.

Reference note: This guide summarizes professional-conduct principles for study purposes. Consult the current NAD-RID Code of Professional Conduct, official EIPA materials, employer policy, and applicable law for authoritative requirements.

Prepared for William Cruz | aslonzoom.com