

# Interpreting in a Parent-Teacher Conference

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# Introduction

- [NPR on Parent-Teacher conferences](#)
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# Why is this necessary?

Title VI of the Civil Rights Act of 1964 requires school districts to provide interpreters for parent-teacher conferences.

- Title VI prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.

Executive Order 13166 (2000), clarified the implications of Title VI for persons with Limited English Proficiency (LEP).

It lays out 4 factors to consider:

- 1. The number or proportion of LEP persons to be served
- 2. The frequency with which LEP individuals come in contact with the program
- 3. The nature and importance of the program, activity, or service to people's lives
- 4. The resources available to the grantee/recipient and costs

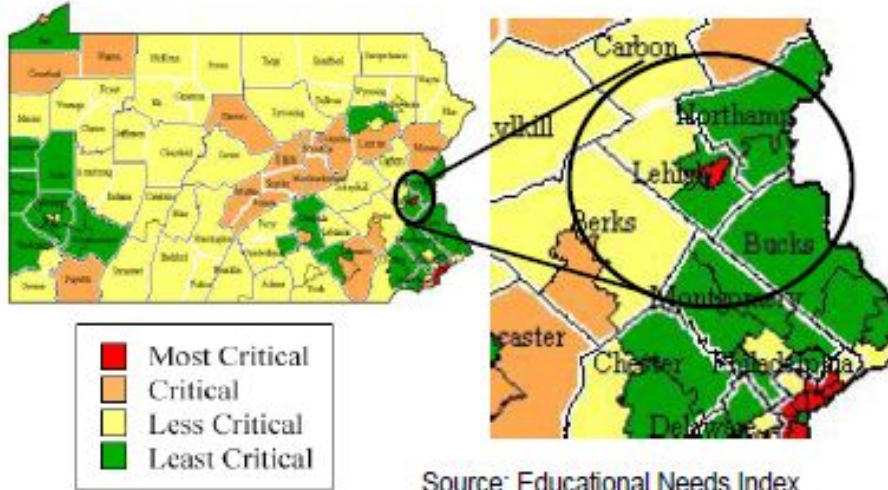
# Why does the ASD need interpreters?

## The Allentown School District

- 68.3% Hispanic
  - 71.6% at Central ES, 64.7% at Jefferson ES
- 12.1% in ESOL classes



# Latinos in Allentown (2010)



<b>Allentown Latino Population</b>		
<i>Allentown</i>	<i>Pennsylvania</i>	<i>National</i>
33.0%	5.1%	15.8%

<b>PSSA Results (District-Wide)</b>			
	<i>2003</i>	<i>2010</i>	<i>2014</i>
<i>Math</i>	35%	58%	83%
<i>Reading</i>	41%	50%	78%

<b>PSSA Results (Latino)</b>			
	<i>2003</i>	<i>2010</i>	<i>2014</i>
<i>Math</i>	24%	56%	87%
<i>Reading</i>	28%	45%	83%

# Tips for working with interpreters

- **Briefly consult with interpreter before meeting with parents.** *Establish how you can work together to communicate most effectively.*
- **If working with an interpreter, look at the parent you are speaking to (not at the interpreter).**
  - **Create rapport with the parent. Communication is not only through words.** *Your eye contact, body language, and intonation can go a long way in communicating with the parent.*
- **Pause frequently. Speak in sentences, not paragraphs.** *You must give the interpreter time to interpret! It can be hard to remember to pause once the conversation gets going, so you may want to ask the interpreter beforehand if she would like to use a subtle cue to remind you to pause. For example, the interpreter could lightly tap her finger on the table to signal a pause is needed.*

# Tips for **teachers** working with interpreters

- **Avoid jargon. Express the big idea, not terms and unnecessary details.**
  - **Educational systems and jargon vary across cultures.** *This does not mean to dull down what you are trying to say, but rather to express the meaningful information without using esoteric jargon. Not only is jargon difficult to interpret, but it also may not be meaningful to the parents due to cultural and institutional differences in education systems. If you wish to list skills students need to work on, try showing examples.*
- **Use visuals, such as samples of student work and visual representations of performance, such as graphs.** *Interacting with samples of student work can show areas of student success and areas that need progress, even without the help of an interpreter. Also, you may represent grades and performance on standardized tests with graphs or icons.*

# Some basic reminders

## Basic vocabulary:

- Materias = school subjects (NOT sujetos)
  - Please review school subjects from your intro Spanish courses!
- Notas = grades
- Aprobar = to pass
- Suspende = to fail
- Conducta / comportamiento = behavior
- Política = policy

## Anticipate topics:

- no ha entregado las tareas
- tiene que tomar el examen otra vez
- habla mucho en clase
- falta mucho a mi clase
- tiene que pedirme ayuda si la necesita
- existe ayuda despues de la escuela / las horas escolares
- tiene que tener sus apuntes organizados
- es muy buena estudiante



# La conferencia de Padres y Maestros

- [Video de 8 minutos](#)



# Tips

- Be there! Parents and teachers are counting on you.
- Be able to volunteer! Review ASD Policy 916.
- Be prepared! Review basic school vocabulary *in English and Spanish* before you go.
- Be respectful! Please use **Usted** always and without exception with parents and teachers

# iA practicar!

- Start with an [English-language dialog](#)
- Can you repeat exactly what each person is saying?
- It's hard –but important-- to focus and remember!
- **We conclude with role plays...**