Educational Interpreter Handbook

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cde Improving Academic Achievement

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Colorado Laws

- Deaf Child's Bill of Rights
- Colorado Educational Interpreter Standards Law
- Exceptional Children's Education Act
- Colorado Educator Licensing Act

(Sternberg, 401)

Consistent with the No Child Left Behind Act (NCLB), local school districts and Boards of Cooperative Education Services (BOCES) in Colorado employ educational interpreters for students who are deaf and hard of hearing. In Colorado, the standards for educational interpreters are defined by four important laws.

1. Deaf Child's Bill of Rights (DCBR), C.R.S.§22-20-108(4.7)

The Deaf Child's Bill of Rights (DCBR) recognizes the unique needs of children with hearing loss and identifies their specific educational requirements. The DCBR specifically addresses the communication proficiency of the professional who is providing instruction or interpreting services in an education setting.

> In developing an IEP (*Individual Education Program*)….for a child who is deaf or hard of hearing….the IEP team shall consider the related services and program options that provide the child with an appropriate and equal opportunity for communication access…In considering the child's needs, the IEP team shall expressly consider the following:
>
> (I) The child's individual communication mode or language…
>
> . . .
>
> (IV) The provision of appropriate, direct, and ongoing language access to teachers of the deaf and hard of hearing and **interpreters** and other specialists who are proficient in the child's primary communication mode or language
>
> ~~C.R.S.§22-20-108 (a) (emphasis added)

Practitioners and parents sometimes refer to the DCBR as House Bill 96-1041 or simply 1041 instead of the statute reference to the Colorado Revised Statutes. Refer to Appendix A for the entire document of Colorado's Deaf Child's Bill of Rights.

2. Minimum Standards for Interpreters of the Deaf in Public School, C.R.S.§22-20-116

This Colorado statute was passed in 1997 because the general assembly recognized that interpreting services for the deaf and hard of hearing in the public schools needed to be improved. The absence of state standards for evaluating the proficiency of educational interpreters created inconsistencies in the delivery of information to students. This statute established a committee that was charged with the task of developing appropriate standards for persons employed as educational interpreters in Colorado. The standards recommended by the committee were approved by the Colorado State Board of Education and passed into law by the general assembly.

> On or after July 1, 2000…***any person employed as an educational interpreter for deaf students on a full-time or part-time basis*** by or in an administrative unit…***shall meet the minimum standards for educational interpreters for the deaf*** as established by rules of the state board.
>
> ~~C.R.S.§22-20-116(7) (emphasis added)

The minimum standards are not recorded in this statute. Standards can be found in the Rules for the Administration of the Exceptional Children's Education Act , 1 C.C.R. 301-8. Refer to Appendix B for a copy of C.R.S.§22-20-116.

3. Rules for the Administration of the Exceptional Children's Educational Act (ECEA Rules), 1C.C.R. 301-8

The ECEA Rules clearly and briefly address the minimum performance standards (skills and content knowledge) and the renewal requirement for educational interpreters under the Personnel Qualifications section:

> As of July 1, 2000, any person employed as an Educational Interpreter…on a full-time or part-time basis shall meet the following minimum standards, and documentation for meeting these standards must be renewed every five years:
>
> 3.04 (1) (f) (i) Demonstration of a rating of 3.5 (average) or better in the four areas of the Educational Interpreter Performance Assessment (EIPA).
>
> 3.04 (1) (f) (ii) Documented content knowledge in these areas: child development, language development, curriculum teaching and tutoring methods, deafness and the educational process for deaf children.
>
> ~~ECEA Rules, 1CCR 301-8, 2220-R-1.00, et seq., 3.04 (1) (f)

The Colorado Department of Education, Exceptional Student Services Unit provides guidelines for the implementation of these minimum standards in the Educational Interpreter Handbook available at the ESSU Educational Interpreter Services web page. Refer to Appendix C for a copy of the ECEA Rules pertaining to educational interpreter standards.

4. Rules for the Administration of the Educator Licensing Act, 1C.C.R 301-37

In July 2006, the Colorado State Board of Education imposed an academic requirement, in addition to the minimal performance standards, for educational interpreters. This requirement was established in the Rules of the Educator Licensing Act. As specified in the Rules, candidates who satisfy the performance and academic requirements receive an adjunct authorization from the Colorado Department of Education.

> 4.14 AUTHORIZATION: EDUCATIONAL INTERPRETER To be authorized with an adjunct Authorization: Educational Interpreter, the candidate:
>
> 4.14 (1) shall provide documented evidence:
>
> 4.14 (1) (c) of ***an associate's degree***, in educational interpreting, or in a related educational field, effective, July 1, 2006. Interpreters with a valid adjunct Authorization, but who do not hold an associate's or higher degree, will be allowed to continue employment without the associate's degree, as long as their authorization status does not lapse.
>
> ~~1 C.C.R. 301-37, 2260.5-R-1.00 (emphasis added)

When reviewing an interpreter's application, the CDE Educator Licensing Department follows the requirements found in Appendix D.

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Authorization Requirements

- Full Authorization
- Temporary Status Approval
- Assessments
- Continuing Education Requirements

(Riekehof, 131)

Authorization Requirements

Interpreters who have (1) completed the requirements for an Associate's degree and (2) demonstrated aptitude in skills and knowledge measured by the EIPA must apply to the CDE Educator Licensing Department to obtain credentials for **Authorization: Educational Interpreter** (303.866.6628).

Requirements for authorization are listed below.

Authorization: Educational Interpreter

Academic Credentials		
An associate's degree is required effective July 1, 2006. • Interpreters with valid authorizations prior to July 1, 2006 may continue employment without the degree as long as their CDE authorization does not lapse		
Interpreting Skills		
Sign Language Interpreters	Educational Interpreter Performance Assessment (EIPA)	3.5 or higher overall score
Oral Interpreters	Oral Transliteration Certificate (OTC) from the Registry of Interpreters for the Deaf, Inc. (RID)	Passing score
Cued Speech Transliterators	Cued American English Competency Screening (CAECS-Expressive and Receptive) **OR** Educational Interpreter Performance Assessment- Cued Speech (EIPA-CS)	3.5 or higher overall score ——— 3.5 or higher overall score
Knowledge Sets		
The EIPA: Written Test must be passed.		

Application Process
Interpreters who meet the requirements for the **Authorization: Educational Interpreter (A:EI)** (e.g., academic degree, interpreting skills, and knowledge sets) should apply online through the CDE website: https://www.colorado.gov/cde/licensing/ (or click for a direct link).

Renewal Process
A:EI renewal is required every five (5) years. Sixty (60) contact hours of specified continuing education are required to maintain the **A:EI**.

Allowing the authorization to lapse will require the interpreter to begin the initial licensure process again under the current requirements at the time of the new application.

A continuing education tracking form is contained in Appendix F.

Authorization Requirements

Interpreters who have basic interpreting skills but have not met the Authorization: Educational Interpreter (A:EI) requirements must obtain Temporary status to be employed by a school district/BOCES (Board of Cooperative Education Services) in Colorado. The interpreter must include both the Authorization: Temporary Educator Eligibility (TEE) and Temporary Educational Interpreter (TEI) applications when applying for Temporary status.

To work toward Authorization: Educational Interpreter, it is recommended that interpreters approved for Temporary status contract with an approved CDE skills mentor for assistance with more advanced skill development. Contact the Consultant for Deaf Education at CDE to obtain recommendations for local mentors.

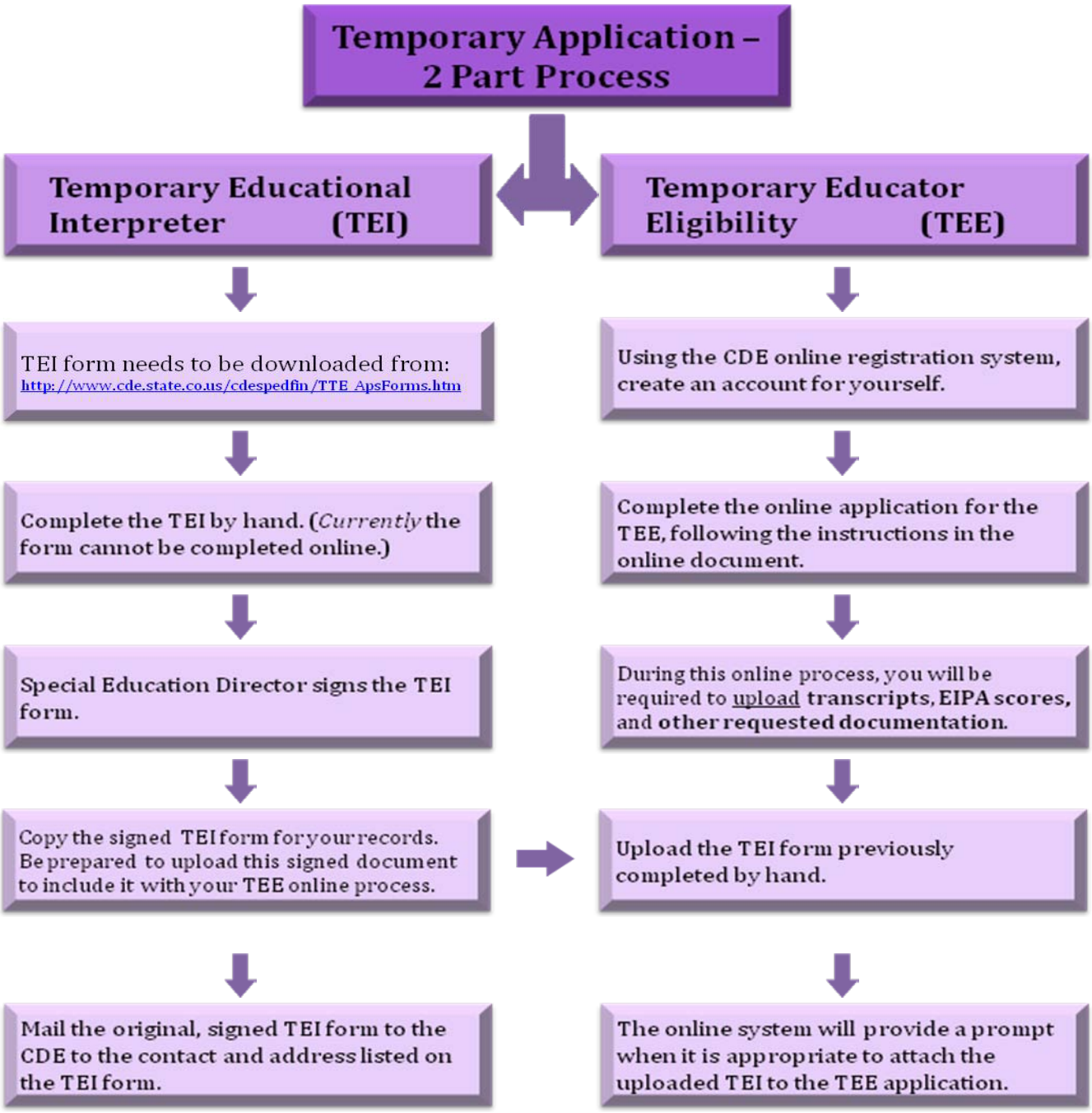
Temporary Authorization Status

<table>
<tr><th colspan="3">Academic Credentials</th></tr>
<tr><td colspan="3">An associate's degree is required effective July 1, 2006.</td></tr>
<tr><th colspan="3">Interpreting Skills</th></tr>
<tr><td>Sign Language Interpreters
(1 of the list to the right)</td><td>1. EIPA Pre-Hire
2. EIPA
3. Current RID certification
4. Current NAD certification</td><td>1. Pass
2. 2.9 or higher overall scores
3. See RID Requirements
4. 3 or higher</td></tr>
<tr><td>Oral Interpreters
(1 of the list to the right)</td><td colspan="2">• RID Oral Transliteration Certificate (OTC)
• Approved by a panel of OTC certified experts</td></tr>
<tr><td>Cued Speech Transliterators</td><td>Cued American English Competency Screening (CAECS-Expressive and Receptive)</td><td>CAECS-Expressive and Receptive – 2.9 or higher overall score</td></tr>
<tr><th colspan="3">Knowledge Sets</th></tr>
<tr><td colspan="3">The EIPA: Written Test exam must be passed.</td></tr>
</table>

Application Process

The Temporary status application requires two (2) separate applications. Interpreters must submit **both** applications – the TEE is submitted online; the TEI is a separate application that is currently submitted in a paper format. The TEI is mailed to the CDE through the U.S. Mail. A copy of the TEI is uploaded with the online TEE. The instructions below clarify the steps needed for both applications. The forms are available at the CDE website under "Educator Licensing Services." The steps for this dual process are listed below.

Authorization Requirements



Renewal Process

Temporary approval status is issued by the CDE for one school year. The application process for the TEI and TEE **must be completed yearly** for a maximum of three (3) school years.

Authorization Requirements

EIPA

The **Educational Interpreter Performance Assessment (EIPA)** is a tool designed to evaluate the voice-to-sign and sign-to-voice interpreting skills of interpreters who work in an elementary and/or secondary classroom setting. The CDE has selected this tool as the primary instrument for assessing the skill level of educational interpreters.

The EIPA evaluates the ability to expressively interpret classroom content and discourse and the ability to receptively interpret student sign language. It is not limited to any one sign language or system. EIPA is used to evaluate interpreters who work with students who predominately use American Sign Language (ASL), Pidgin Sign English (PSE), or Manually Coded English (MCE).

Some professional skills can only be assessed by administrators/educators in the school district. The EIPA does not assess the interpreter's performance as a member of the professional team, how well the interpreter performs as a professional (i.e., follows professional guidelines), or how well the interpreter completes duties other than interpreting, such as tutoring.

The EIPA Written Test evaluates an interpreter's understanding of the content knowledge standards that an educational interpreter must possess in order to be successful in the classroom setting. It is a multiple-choice test that assesses minimum competencies in the following domains:

- Child Development
- Language Development
- Cognitive Development
- Literacy
- Deaf Culture and Cultural Identity
- Sign Systems
- Education
- Technology
- Interpreting
- Tutoring
- Linguistics
- Medical Aspects of Deafness
- Guidelines for Professional Conduct
- Roles and Responsibilities

For additional information regarding EIPA certifications, visit: www.classroominterpreting.org.

RID Oral Transliteration Certificate (OTC)

The Registry of Interpreters for the Deaf, Inc. (RID) is the national organization of interpreter practitioners. It has assessment systems which can be utilized to attain the Oral Transliteration Certification (OTC) and can be used as evidence for Authorization and Temporary approval status.

For additional information regarding RID certifications, visit: www.rid.org.

Authorization Requirements

Cued American English Competency Screening (CAECS)
There are Expressive and Receptive versions of this assessment.

The Cued American English Competency Screening-E (CAECS-E 2001, TECUnit.) provides a framework for assessing and formulating diagnostic feedback for basic expressive cueing mechanics, form, prosody, and application in discourse.

The Cued American English Competency Screening–R (CAECS-R 2002, TECUnit) provides a framework for assessing basic cue reading skills at the word level.

If you would like more information regarding Cued Language Transliterating Performance Assessments, contact TECUnit services at: www.tecunit.org.

A minimum of 60 contact hours of continuing education is required every 5 years to renew the Authorization: Educational Interpreter – 30 knowledge hours and 30 skill hours to equal a total of 60 hours. This requirement is stipulated in the Colorado Revised Statutes: [CRS TITLE 22, ARTICLE 20, SECTION 116].

There are two types of continuing education credit that will satisfy requirements for the renewal of an A:EI.

1. **Continuing Education Unit (CEU) credits: credit for college courses**. These credits can be earned through completion of a college/university course or a conference/workshop that offers 1 hour of college credit for a minimum of 15 hours of instruction. Although a training may be offered by a professional agency such as the CDE, the college/university is the actual entity granting the CEU. Therefore, a tuition fee is paid to the university.

2. **Contact or Clock Hours:**
    - **Colorado Department of Education Clock Hour Credits:** CDE awards clock hours (sometimes referred to as contact hours) for attendance at events which meet one or more of the following criteria:
        - The CDE sponsors the workshop/training
        - The CDE is involved in the planning of the event
        - A full-time CDE staff member(s) is a presenter

    - **District/BOCES Contact Hours credits:** If an administrative unit (AU) holds a training for school staff that is suitable for the fulfillment of educational interpreter knowledge hours, the AU can award the educational interpreter with validation indicating the corresponding number of contact hours.

Authorization Requirements

Knowledge Training

A learning activity that has a direct relationship to classroom content and enhances the understanding of the interpreting process. Acceptable activities include educational conferences, workshops, seminars, or in-services. Unacceptable activities include board or committee service, staff meetings, professional service delivery, and other activities which are part of a person's paid employment responsibilities.

	What is it?	Who can provide it?	Required Documentation
Knowledge (30 hours)	Continuing education hours that can be **directly applied** to work as an educational interpreter	Formal district, region, state, RID, CRID offerings (contact/clock hours)	Certificate of Attendance with required data (see Validation of Workshop Attendance)
		Accredited college courses (Continuing Education Unit – CEU)	Official Transcript (1 college credit = 15 hours of instruction)

Skills Training

A learning activity with a stated scope and sequence for building interpreting skills, as well as practice and feedback. In order for a training to be approved by Educator Licensing for reauthorization, **the hours must be accrued in 7.5 hr increments,** and the presenter(s) must have one or more of the following qualifications:

1. Registry of Interpreters for the Deaf (RID) certified
2. National Association of the Deaf (NAD) level IV or V
3. Signing Exact English (SEE) Center certified
4. Educational Interpreter Performance Assessment (EIPA) level 4.0 or above
5. Conference of Interpreter Trainers (CIT), current membership
6. American Sign Language Teachers Association (ASLTA), current membership
7. National Cued Speech Association, Certified Instructor
8. Oral Transliteration credential
9. Approval from the Educational Interpreter Advisory Board (EIAB)

	What is it?	Who can provide it?	Required Documentation
Skills (30 hours: must be in 7.5 hour increments)	Continuing education hours that can be directly applied to interpreting skills	Appropriately credentialed presenters (contact/clock hours)	Certificate of Attendance with required data (see Validation of Workshop Attendance)
		Approved interpreter preparation programs or accredited college courses	Official Transcript (1 college credit = 15 hours)

Authorization Requirements

Publicizing a Training for Educational Interpreters

A request from the field to advertise a skills or knowledge training for interpreters on the CDE's listserv must include the following information:

- How will the training assist in developing interpreting skills or expand the interpreter's knowledge set?
- What continuing education credit will be offered by the sponsors of the training (CEUs, the CDE clock hours, or Administrative Unit {AU} contact hours)?
- If the purpose of the training is skills development, what are the credentials of the presenter(s)?
- All promotional literature should state the entire workshop must be attended or no contact hours will be given.

Validation of Workshop Attendance

All certificates of attendance will be included with the applicant's paperwork for reauthorization. Certificates will include the following information to be accepted by Educator Licensing:

1. Participant name
2. Training title
3. Name of presenter(s)
4. Credentials of presenter(s) (if the workshop is designed for skills development)
5. Date of training
6. Signature of individual guaranteeing authenticity of the training
7. Title of signatory
8. Hours to be credited
9. Sponsoring agency name

A sample training certificate is also provided in Appendix E.

Frequently Asked Questions

I attended a workshop and received clock hours for attendance, but I also paid for college credit. Can I use both certificates for Authorization renewal?

No. A certificate of attendance for contact hours from the agency sponsoring the training may be given to participants in combination with an official college transcript for the same event. Be aware that Educator Licensing will only accept one evidence of participation per activity.

Will the CDE provide a clock hour certificate for workshop attendance if an agency other than the CDE is the workshop's sponsor?

No. The CDE will not provide certificates for trainings that the Department does not sponsor. The agency sponsoring the training is responsible for providing a clock hour certificate to the participant. If the interpreter would like to attend an unsponsored workshop/training/conference but is unsure if the activity will qualify for renewal credit, they can contact the Colorado Educational Interpreter Coordinator to discuss the guidelines listed above. The Coordinator does not give official CDE approval for a training, but can discuss with the interpreter the appropriateness of the training in question. A continuing education tracking form is provided in Appendix F for your convenience.

I serve on a committee for Educational Interpreting and I would like to get renewal credit for my service. Is that possible?

No. Unacceptable activities for Authorization renewal include: board or committee activities; organizational/staff meetings; lunch, dinner, or socials; professional service delivery; activities that are a part of a person's paid or routine employment responsibilities (e.g., supervision or mentoring of a practicum student, class preparation); or trainings that do not have a direct correlation to the education setting.

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Employing an Educational Interpreter

- Hiring an Educational Interpreter
- District Evaluation of Interpreter Performance
- Substitute Interpreters
- Recommendations

(Humphries, 162)

Employing an Educational Interpreter

Pre-Hire Screenings

When it is necessary for an Administrative Unit (AU) to quickly determine the skill level of an interpreter prior to offering a position to an interpreter, it is recommended that a pre-hire screening be administered. The Colorado Department of Education does not offer a tool to screen applicants. Pre-hire screenings are available from the nationally recognized organizations listed below.

EIPA Pre-Hire Screening

The EIPA pre-hire screening is intended to help administrators make a quick decision regarding sign language skill. This tool provides screening for schools that need an immediate answer regarding whether an applicant is qualified to interpret in a classroom. It provides an overall rating of an applicant's skills with feedback within 72 hours. The screening determines an interpreter's basic skill level prior to employment and can be used for the Temporary application. It is not intended as an in depth assessment and will not meet state requirements for a formal Authorization: Educational Interpreter assessment. The EIPA pre-hire screening should only be used when the formal EIPA is not immediately available and no other certifications (e.g., RID) can be documented. The EIPA pre-hire screening can be requested from:

Boys Town National Research Hospital
(402) 452-5039

Oral Transliteration Pre-Hire Screening

To assist administrators in making decisions regarding oral transliterators, the applicant may be screened by a panel of specialists who have earned their RID Oral Transliteration Certificate. Contact the CDE for recommendations of individuals in your area to provide a screening.

Cued Speech Pre-Hire Screening

The Cued American English Competency Screening (Expressive and Receptive) determines an interpreter's basic skill level when cueing. A score of 2.9 or higher on this screening will indicate that the applicant has the minimal skills for employment. The assessment can be used to hire the individual under Temporary approval status.

Employing an Educational Interpreter

Hiring Criteria

The interview committee should be comprised of individuals with expertise in the communication mode(s) specific to the position.

In addition to the required academic credentials, interpreting skills, and knowledge sets, it is strongly advised that each interpreter demonstrates the following:

- English fluency
- Ability to work with children and youth
- Interpersonal communication skills
- Ability to work as a member of the educational team

Additional qualifications should be considered. These include:

- A bachelor's degree from an accredited institution of higher education
    - CDE is currently reviewing this recommendation for Colorado's educational interpreters
- Additional EIPA evaluations at higher than required scores, multiple educational levels, languages/systems/modalities, and/or RID certification(s)
- Experience as an educational interpreter
- Experience working with students with additional disabilities and/or those from culturally diverse backgrounds

District forms designed for evaluating paraeducators are not appropriate for evaluating an educational interpreter's skills. For an example of an evaluation form for districts to consider, refer to Appendix G. Just as teachers are evaluated on the accomplishment of their annual professional goals, educational interpreters should have either a professional plan to maintain their A:EI or a professional development plan demonstrating progress toward becoming fully authorized.

Employing an Educational Interpreter

A CDE authorized educational interpreter has a unique skill set that is essential to effective performance in a school setting. To obtain authorization status from the CDE, the interpreter is required to demonstrate knowledge of topics that are directly related to an education setting:

- Child development
- Language development
- Cognitive development in children
- Sign systems
- IEPs and the laws governing the school's management of the education of students with disabilities
- Literacy development
- The technology of amplification

This is a knowledge set that is unique to the field of educational interpreting and is not necessarily part of the repertoire of a community interpreter.

The role of the educational interpreter is to provide access to the curriculum for the student who is deaf or hard of hearing and utilizes sign language, cued speech, or oral communication. When the classroom interpreter is absent, the district/BOCES is still responsible for ensuring that the student continues to have appropriate access to the curriculum in his/her preferred communication mode.

In the classroom, an educational interpreter acts as a communication facilitator between deaf and hearing people. To remain in compliance with a student's IEP, it is necessary for the district to continue providing an interpreter for the student who uses this service to access the curriculum when the staff interpreter is not available. When a substitute interpreter is needed, it is not uncommon for the district to contract with an interpreting agency to temporarily provide interpreting services for the student. All community interpreters who work through agencies are not necessarily CDE Authorized for work in an education setting. **Substitute educational interpreters in Colorado must be fully qualified (Authorization: Educational Interpreter) or hold a Temporary status (Temporary Educational Interpreter [TEI] and Temporary Educator Eligibility [TEE]).** Community interpreters with Registry of Interpreters for the Deaf (RID) certification are required to also hold CDE Authorization if they are substituting in a public school classroom for a student.

Employing an Educational Interpreter

Hiring Committee
In addition to the teacher of the deaf, an administrator, and an interpreter, the hiring team should be comprised of professionals with expertise in the communication modes specific to the hiring position.

Salary and Benefits
Fully qualified A:EI interpreters have academic credentials, interpreting skills, and knowledge sets that require years of specialized training. Therefore, each Administrative Unit should work with its Human Resources Department to develop a salary and benefits package that is commensurate with other licensed district employees. Consider documentation of the following:

- Academic degree(s)
- Interpreting skill level (including consideration of other interpreting certificate[s])
- Years of experience, especially in the educational environment (including experience from other districts/states)
- Continuing education contact hours related to interpreting skills and knowledge sets (e.g., implications of hearing loss, child development, language acquisition, classroom instruction, content expertise)

Ensure work hours are commensurate with other professionals in the work environment.

Work Schedule
Sensitivity in establishing a daily work schedule is critical to ensure quality interpreting services. Continuous interpreted work (e.g., watching the interpreter) for prolonged periods of time is fatiguing to both the student(s) and the interpreter. Furthermore, Cumulative Trauma Disorder may result from inappropriately scheduled interpreting schedules.

When establishing interpreting schedules, both students and the interpreters will benefit from careful consideration of the following:

- Balance lecture, lab work, and tutoring times throughout the day
- Allocate time during the day for content preparation and discussions with general and special education teachers
- Team interpreting situations, when required, due to the complexity of the interaction patterns and/or prolonged interpreting (e.g., block schedules)

Work Environment
The work environment should support the well being of the interpreter, including a secure storage area for personal belongings, workspace for preparation and preparation materials (e.g., classroom textbooks, handouts, TV/VCR for viewing non-captioned videos). In addition, appropriate seating, a sturdy stand when necessary for materials, and sufficient lighting are necessary for performing interpreting services.

Employing an Educational Interpreter

Reduction in Force (RIF)
Administrative Units should delineate a policy regarding a reduction in the work force (RIF) of educational interpreters. Such a policy should be aligned with standards set forth as related to other district personnel and be applied consistently in any RIF situation. The policy should consider the following interpreter qualifications:

- CDE credential status (e.g., Authorization: Educational Interpreter versus Temporary Authorization);
- Interpreting skill level and language/mode of communication required for specific assignments (e.g., student communication needs)
- Performance records and evaluations
- Seniority

Number of Days
The number of working days per year should be designated (e.g., 183 days) and the educational interpreter should be paid regardless of student attendance. A plan should be developed that outlines an interpreter's responsibilities should the student be absent.

Evaluation
Educational interpreters should have either a professional plan to maintain the Authorization: Educational Interpreter or a professional development plan to demonstrate progress toward becoming fully authorized while on Temporary Authorization Status. The goals and objectives of these plans should constitute the basis of the interpreter's evaluation.

A Sample Evaluation Form and a Self-Assessment Knowledge Form are located in Appendices G & H respectively. The following considerations should guide Administrative Units' evaluation policies for educational interpreters:

- Frequency of Observations
  A yearly evaluation / review system should be established, consistent with the school policies for evaluating teachers, which includes observation and written feedback.
- Persons Involved
  A specified person should be delegated to implement the established evaluation system. Someone qualified to observe and provide feedback on interpreting skills and knowledge sets applied in the classroom should participate in the evaluation process.
- Evaluation Information
  Feedback should be collected from a variety of sources; no single observation or piece of information from any one individual should comprise the total evaluation system. Persons knowledgeable in the field of educational interpreting and supervisors who provide direct support to the interpreter should be involved in the evaluation. Other perspectives to be considered include:

    - Student or person who is deaf or hard of hearing
    - Lead interpreter/interpreter coordinator
    - Peer interpreter
    - Teacher of the Deaf/Hard of Hearing

- General education teacher
- Special education director
- External (outside school district) educational interpreter
- Outside consultant

Administrative Unit Support for Professional Development

Administrative Units should assume responsibility for supporting continuing education activities specific to the needs of educational interpreters in the AU. These districts/BOCES should:

- Provide appropriate educational in-services / training sessions
- Ensure professional development opportunities in accordance with the individual's professional (authorization maintenance) or development (in progress) plans
- Promote regional, collaborative professional development activities

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Interpreter Roles & Responsibilities

- Job Descriptions
- Professional Conduct Guidelines for Educational Interpreters
- Legal Interpreting

(Riekehof, 53)

Interpreter Roles & Responsibilities

For purposes of this section, "educational interpreter" means a person who uses sign language in an administrative unit, a state-operated program, or an eligible facility for purposes of facilitating communication between users and nonusers of sign language and who is fluent in the languages used by both deaf and nondeaf persons. See Appendix I for EIPA Guidelines of Professional Conduct for Educational Interpreters.

Interpreter	**Educational Team Member**	**Tutor**
Facilitates all communication in the classroom Interprets at school functions as needed (may be additional contract time for events outside of school day) Prepares for content and message delivery Adapts specific level of communication modes to meet the needs of the student Assists students and other professionals in understanding the role of the interpreter including educational interpreter conduct guidelines Ensures appropriate logistics (e.g., lighting, seating) Provides clear and appropriate information for substitute interpreters Maintains record of continuing education	Provides consultation regarding strategies to: Promote student independence Encourage direct communication across various interactions Interpret content and non-content areas Address concerns related to a student's needs Promote student participation in classroom discussions and activities Educates others regarding the implications of hearing loss Attends meetings or provides information to the team about concerns related to a student's needs Implements school and classroom discipline programs Adheres to school policies and procedures	Under the direction of a certified teacher, provides tutoring services to reinforce concepts and class content Prepares for content Implements instructional strategies as identified by the IEP team Reinforces and supervises practice of skills with individual and small groups Assists the student and other professionals in understanding the role of the tutor Provides clear and appropriate information for substitute tutor

Interpreter Roles & Responsibilities

The *EIPA Guidelines of Professional Conduct for Educational Interpreters* describes appropriate conduct and expectations for educational interpreters employed in school settings. Please see Appendix I for a copy of this informative document.

Legal Interpreting Considerations

There are occasions when law enforcement or interactions of a legal nature will occur in educational settings. All members of the educational team should be aware that whenever a situation arises that is of a legal nature, interpreters holding a Colorado Legal Credential Authorization should be brought in to provide interpreting. Such situations include:

- Law enforcement interactions with students or parents of a student who are potential victims, witnesses, or possible suspects
- Any circumstance where a statement is being taken for use in future legal proceedings
- Juvenile delinquency matters
- Any court proceedings

Colorado Legal Interpreting Requirements

Colorado Revised Statutes [13-90-201---210] and the regulations promulgated by the State Board of Human Services in the Colorado Department of Human Services Section 27.210---300 (12 CCR 2516-1) specify that sign language interpreters must meet the following criteria to qualify for interpreting in the legal setting:

- Hold the Legal Credential Authorization from the Colorado Commission for the Deaf and Hard of Hearing
- Be certified by the Registry of Interpreters for the Deaf (SC:L, CDI, CI/CT, NIC-Master, CSC, MSC, NAD V, OTC or OIC:C)
- Complete at least 65 hours of specialized legal instruction
- Complete at least 35 hours of interpreting in the legal setting under the supervision of a legally qualified interpreter

A list of qualified legal interpreters may be obtained by contacting the Colorado Commission for the Deaf and Hard of Hearing Legal Auxiliary Services, 303.866.4824, 720.457.3679 VP, Las.ccdhh@state.co.us.

For the City/County of Denver legal matters needing a sign language interpreter contact the Office of Human Rights & Community Relations/Sign Language Services & Resources, 720.913.8487, lorrie.kosinski@denvergov.org.

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Glossary

(Riekehof, 184)

Glossary

To promote the use of consistent terminology among educational team members when discussing educational interpreting services for students, the following glossary has been provided.

A widespread misconception about American Sign Language (ASL) is the belief that it is a signed version of English. In fact ASL does not have the grammar or syntax of English. It is a distinct language with a discrete and singular grammar and syntax. An important hallmark of ASL is the "voice-off" feature that discourages speaking and signing simultaneously. Speaking English and signing ASL at the same time does not provide accurate communication in both languages. ASL is sometimes called the natural language of people who are deaf and hard of hearing. A "natural" language, in linguistic terms, is one that's learned as a first language in childhood. Yet, not all deaf and hard of hearing people learn ASL as their first language. Some use it as a second language, while others use very little ASL, if any. It is more accurate to say that ASL is a natural language for deaf and hard of hearing individuals because it evolved through use by people who were deaf and hard of hearing.

Interpreters for the deaf and hard of hearing who work outside of education settings are referred to as community interpreters. Interpreters working among the general public are certified through the Registry of Interpreters for the Deaf (RID) and abide by a set of ethical principles set forth by RID. Occasionally a school district or BOCES contracts with an interpreting agency for the services of a community interpreter to act as a substitute for an educational interpreter. In these cases, the community interpreter is required to hold CDE Authorization for interpreting in an education setting in addition to their RID certification.

Cued Speech is a system of communication used with deaf or hard of hearing people. It is not a language, but it supplements any language with eight different handshapes (representing consonants) and four different positions near the mouth (representing vowels) to allow an individual with hearing loss to differentiate among sounds that look alike when seen on the lips. Cued speech is a mode of communication based on the phonemes and properties of traditionally spoken languages. Cueing allows consumers who are deaf or hard of hearing or who have language/communication disorders to access the basic, fundamental properties of spoken languages through the use of vision. Because of the emphasis on phoneme identification, proponents of cued speech argue that it is ideally designed to support the goal of improving the reading abilities of the student through better comprehension of the phonemes of English.

Glossary

Deafblind Interpreting

In Colorado, interpreters for persons who are deafblind are CDE Authorized interpreters who have had advanced training in working with deafblind individuals. Communication is made possible by individualizing the method of interpreting to access the student's strengths. Following is a brief description of four types of deafblind interpreting.

Tracking: If a student has sufficient residual vision, the interpreter can communicate by signing in very close proximity to the student while the student may hold the wrists of the interpreter to keep the signs within his limited field of vision.

Hand-over-Hand: The student's hands are placed lightly on the back of the interpreter's hands while he/she signs. The student is able to "read" the signs through touch and movement.

Tactile Fingerspelling: This method allows the student to receive the message as the interpreter fingerspells words into the student's hand.

Tracing: The interpreter traces block alphabet letters onto the palm of the student.

Educational Interpreter

Interpreters for the deaf and hard of hearing who work as a related service provider in a school setting are referred to as educational interpreters. The educational interpreter serves as a link between the deaf student and individuals who are speaking to communicate (i.e., the teacher, classmates, or other school personnel). A well-trained educational interpreter has the ability to provide interpreting services in a variety of modes of communication. This is a necessary skill because the preferred mode of communication of students with hearing impairments varies, possibly requiring an interpreter to employ their knowledge of American Sign Language, Pidgin Sign English, Oral Transliterating, or Cued Speech in a given school year. Regardless of the mode used, the primary responsibility of the interpreter is to make communication as clear as possible for the student and for those who interact with the student.

Fingerspelling

Fingerspelling is the representation of English alphabet letters and numerals using only one hand to represent a single number or a series of letters to form a spoken/written word or name from another language other than American Sign Language (e.g., English, Spanish, French, etc.).

Glossary

MCE sign systems were developed to represent the vocabulary and grammar of spoken English using signs. These systems combine signs from ASL and create new signs for words and grammar that do not exist in ASL. Signing uses the grammar of spoken English. MCE systems vary in the degree they represent prefixes, suffixes, grammatical function words (e.g., prepositions, pronouns, and articles), and other words that do not exist as words in ASL. Some MCE systems try to represent all aspects of English (SEE) and others borrow more signs from ASL, but not the grammar of ASL (CASE, PSE).

Oral interpreting is a recognized subspecialty of interpreting. Many deaf and hard of hearing people "read lips" as their preferred mode of communication. An oral interpreter presents on the lips and face what is being said to the deaf or hard of hearing consumer. The interpreter does this skillfully by silently mouthing the message, using pace, facial expressions, natural gestures, and the purposeful substitution of easy to speechread words for those that are difficult to recognize on the lips, while still maintaining the intent of the speaker.

A pidgin language results when some of the characteristics of two separate languages are combined to produce a third common language. Pidgin Signed English (sometimes referred to as CASE- Conceptually Accurate Signed English) combines the signs, facial expressions, and body language of ASL with word order of the English language but not all words are signed, so it is not an exact representation of English or ASL. PSE is not a true language, so there are no set rules for grammar and syntax. Pidgin Signed English is widely used in education settings because it is easier for English speaking adults to learn the vocabulary of an unfamiliar language (i.e. ASL) than to learn entirely new rules for grammar and syntax. This sign system enables hearing people to use the sign vocabulary of ASL in the familiar word order of English and acts as a bridge between two established languages. Pidgin Signed English is used by the majority of educational interpreters, hearing parents, teachers, speech therapists, and other hearing individuals in a deaf or hard of hearing student's world.

Glossary

Sign language is a general term that covers a variety of sign language systems used in education settings. A form of communication that is conveyed through the use of hand shapes; orientation and movement of the hands, arms, or body; and facial expressions. In the literature, any visual form of spoken language (e.g., ASL, PSE, SEE) might be referred to as "manualism."

Signing Exact English (SEE) was created to be a code for visually represented spoken English. It is an artificial system that takes much of its vocabulary of signs from American Sign Language and employs modified ASL handshapes using the first letter of the English word to create a new SEE sign (e.g., a /d/ handshape tapping the mouth represents "dinner").

Additionally, many newly invented signs are incorporated to specify grammatical concepts such as the use of articles and prepositions. Markers such as prefixes, suffixes, plural endings, and tenses have discrete signs in the SEE system, as do definite and indefinite articles. A typical sentence signed with the SEE system would be in exact English word order with some additional signs for conventions such as the "-ing" word ending.

Sometimes referred to as Sign Supported Speech (SSS), simultaneous communication is a technique sometimes used when spoken language (e.g., English) and a manual variant of that language (e.g., PSE, SEE) are used at the same time. The practice of simultaneous communication in an education setting is frequently referred to as "total communication" – an erroneous statement. The technique of simultaneous communication should not be used interchangeably with the philosophy of total communication. (See "total communication")

Total Communication (TC) is the title of a philosophy of communication. It is not a method or a mode of communication. Total Communication may employ more than one mode (manual, oral, auditory, and written), depending on the particular needs of the child at a given stage in the child's language development.

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Appendices

(Riekehof, 63)

Deaf Child's Bill of Rights

Appendix A

EDUCATION - PUBLIC SCHOOLS
HOUSE BILL 96-1041

BY REPRESENTATIVES Keller, Kerns, Sullivan, Sullivant, Armstrong, Chlouber, Clarke, Dean, Friednash, Gordon, Kaufman, Knox, Lyle, Mace, McElhany, Morrison, Nichol, Reeser, Saliman, Snyder, and Tucker; also SENATORS Hopper, Meiklejohn, Feeley, Hernandez, Johnson, Martinez, Matsunaka, Pascoe, Perlmutter, Rupert, and Tanner.

An Act

CONCERNING THE EDUCATION OF CHILDREN WHO ARE DEAF AND HARD OF HEARING.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly finds that:

(a) Pupils with low-incidence disabilities, as a group, make up less than one percent of the total statewide enrollments for kindergarten through grade twelve; and

(b) Pupils with low-incidence disabilities require highly specialized services, equipment, and materials.

(2) The general assembly further finds that:

(a) Deafness involves the most basic of human needs: The ability to communicate with other human beings. Many deaf and hard-of-hearing children use an appropriate communication mode, sign language, which may be their primary language, while others express and receive language orally and aurally, with or without visual signs or clues. Still others, typically young deaf and hard-of-hearing children, lack any significant language skills. It is essential for the well-being and growth of deaf and hard-of-hearing children that educational programs recognize the unique nature of deafness and ensure that all deaf and hard-of-hearing children have appropriate, ongoing, and fully accessible educational opportunities.

(b) It is essential that deaf and hard-of-hearing children, like all children, have an education in which their unique communication mode is respected, utilized, and developed to an appropriate level of proficiency;

(c) It is essential that deaf and hard-of-hearing children have an education in which teachers of the deaf and hard of hearing, psychologists, speech therapists, assessors, administrators, and other special education personnel understand the unique nature of deafness and are specifically trained to work with deaf and hard-of-hearing pupils. It is essential that deaf and hard-of-hearing children have an education in which teachers of the deaf and hard of hearing are proficient in the primary language mode of those children.

(d) It is essential that deaf and hard-of-hearing children, like all children, have an education with a sufficient number of language mode peers with whom they can communicate directly and who are of the same, or approximately the same, age and ability level;

(e) It is essential that deaf and hard-of-hearing children have an education in which their parents and, where appropriate, deaf and hard-of-hearing people are involved in determining the extent, content, and purpose of programs;

(f) Deaf and hard-of-hearing children would benefit from an education in which they are exposed to deaf and hard-of-hearing role models;

(g) It is essential that deaf and hard-of-hearing children, like all children, have programs in which they have direct and appropriate access to all components of the educational process, including, but not limited to, recess, lunch, and extracurricular social and athletic activities;

(h) It is essential that deaf and hard-of-hearing children, like all children, have programs in which their unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach;

(i) Each deaf or hard-of-hearing child should have a determination of the least restrictive environment that takes into consideration these legislative findings and declarations;

(j) Given their unique communication needs, deaf and hard-of-hearing children would benefit from the development and implementation of state and regional programs for children with low-incidence disabilities.

SECTION 2. 22-20-103, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-20-103. Definitions. As used in this article, unless the context otherwise requires:

(1.7) "COMMUNICATION MODE OR LANGUAGE" MEANS ONE OR MORE of the following systems or methods of communication applicable to deaf and hard-of hearing children:

(a) AMERICAN SIGN LANGUAGE;

(b) ENGLISH-BASED MANUAL OR SIGN SYSTEMS; OR

(c) ORAL, AURAL, OR SPEECH-BASED TRAINING.

SECTION 3. 22-20-108, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-20-108. Determination of disability - enrollment. (4.7) (a) IN DEVELOPING AN INDIVIDUAL EDUCATIONAL PROGRAM PURSUANT TO SUBSECTION (4) OF THIS SECTION FOR A CHILD WHO IS DEAF OR HARD OF HEARING, IN ADDITION TO ANY OTHER REQUIREMENTS ESTABLISHED BY THE STATE BOARD, THE COMMITTEE SHALL CONSIDER THE RELATED SERVICES AND PROGRAM OPTIONS THAT PROVIDE THE CHILD WITH AN APPROPRIATE AND

EQUAL OPPORTUNITY FOR COMMUNICATION ACCESS. THE COMMITTEE SHALL CONSIDER THE CHILD'S SPECIFIC COMMUNICATION NEEDS AND, TO THE EXTENT POSSIBLE UNDER PARAGRAPH (g) OF THIS SUBSECTION (4.7), ADDRESS THOSE NEEDS AS APPROPRIATE IN THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM. IN CONSIDERING THE CHILD'S NEEDS, THE COMMITTEE SHALL EXPRESSLY CONSIDER THE FOLLOWING:

(I) THE CHILD'S INDIVIDUAL COMMUNICATION MODE OR LANGUAGE;

(II) THE AVAILABILITY TO THE CHILD OF A SUFFICIENT NUMBER OF AGE, COGNITIVE, AND LANGUAGE PEERS OF SIMILAR ABILITIES;

(III) THE AVAILABILITY TO THE CHILD OF DEAF OR HARD-OFHEARING ADULT MODELS OF THE CHILD'S COMMUNICATION MODE OR LANGUAGE;

(IV) THE PROVISION OF APPROPRIATE, DIRECT, AND ONGOING LANGUAGE ACCESS TO TEACHERS OF THE DEAF AND HARD OF HEARING AND INTERPRETERS AND OTHER SPECIALISTS WHO ARE PROFICIENT IN THE CHILD'S PRIMARY COMMUNICATION MODE OR LANGUAGE; AND

(V) THE PROVISION OF COMMUNICATION-ACCESSIBLE ACADEMIC INSTRUCTION, SCHOOL SERVICES, AND EXTRACURRICULAR ACTIVITIES.

(b) TO ENABLE A PARENT TO MAKE INFORMED DECISIONS CONCERNING WHICH EDUCATIONAL OPTIONS ARE BEST SUITED TO THE PARENT'S CHILD, ALL OF THE EDUCATIONAL OPTIONS PROVIDED BY THE SCHOOL DISTRICT AND AVAILABLE TO THE CHILD AT THE TIME THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM IS PREPARED SHALL BE EXPLAINED TO THE PARENT.

(c) NO DEAF OR HARD-OF-HEARING CHILD SHALL BE DENIED THE OPPORTUNITY FOR INSTRUCTION IN A PARTICULAR COMMUNICATION MODE OR LANGUAGE SOLELY BECAUSE:

(I) THE CHILD HAS SOME REMAINING HEARING;

(II) THE CHILD'S PARENTS ARE NOT FLUENT IN THE COMMUNICATION MODE OR LANGUAGE BEING TAUGHT; OR

(III) THE CHILD HAS PREVIOUS EXPERIENCE WITH SOME OTHER COMMUNICATION MODE OR LANGUAGE.

(d) NOTHING IN THIS SUBSECTION (4.7) SHALL PRECLUDE INSTRUCTION IN MORE THAN ONE COMMUNICATION MODE OR LANGUAGE FOR ANY PARTICULAR CHILD. ANY CHILD FOR WHOM INSTRUCTION IN A PARTICULAR COMMUNICATION MODE OR LANGUAGE IS DETERMINED TO BE BENEFICIAL SHALL RECEIVE SUCH INSTRUCTION AS PART OF THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM.

(e) NOTWITHSTANDING THE PROVISIONS OF SUBPARAGRAPH (II) OF PARAGRAPH (a) OF THIS SUBSECTION (4.7), NOTHING IN THIS SUBSECTION (4.7) MAY BE CONSTRUED TO REQUIRE THAT A SPECIFIC NUMBER OF PEERS BE PROVIDED FOR A CHILD WHO IS DEAF OR HARD OF HEARING.

(f) NOTHING IN THIS SUBSECTION (4.7) SHALL ABROGATE PARENTAL CHOICE AMONG PUBLIC EDUCATIONAL PROGRAMS AS PROVIDED IN SECTION 22-20-109 OR ARTICLES 30.5 OR 36 OF THIS TITLE OR AS OTHERWISE PROVIDED BY LAW.

(g) NOTHING IN THIS SUBSECTION (4.7) SHALL REQUIRE A SCHOOL DISTRICT TO EXPEND ADDITIONAL RESOURCES OR HIRE ADDITIONAL PERSONNEL TO IMPLEMENT THE PROVISIONS OF THIS SUBSECTION (4.7).

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Approved: March 18, 1996

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

Colorado Educational Interpreter Standards Law

Appendix B

22-20-116. Minimum standards for educational interpreters for the deaf in the public schools - committee to recommend standards - rules.

(1) The general assembly hereby finds that interpreting services in administrative units, state-operated programs, and eligible facilities* for students who are deaf or hard of hearing need to be improved and that the absence of state standards for evaluating educational interpreters allows for inconsistencies in the delivery of educational information to students who are deaf or hard of hearing. The general assembly recognizes that educational interpreters in such educational settings must not only interpret the spoken word but must also convey concepts and facilitate the student's understanding of the educational material. The general assembly also finds that standards should be based on performance and should be developed with input from the deaf community and from persons involved in instructing deaf students. Therefore, the general assembly enacts this section for the purpose of developing appropriate standards for persons employed as educational interpreters in administrative units, state-operated programs, and eligible facilities.

(2) For purposes of this section, "educational interpreter" means a person who uses sign language in an administrative unit, a state-operated program, or an eligible facility for purposes of facilitating communication between users and nonusers of sign language and who is fluent in the languages used by both deaf and nondeaf persons.

(3) to (5) Repealed.

(6) After review and study of the recommendations of the interpreter standards committee, the state board, on or before July 1, 1998, shall promulgate rules setting minimum standards for educational interpreters for the deaf employed by or in an administrative unit, a state-operated program, or an eligible facility. The state board may revise and amend such minimum standards as it deems necessary. The state board shall promulgate rules that set forth the documentation that a person seeking employment as an educational interpreter for the deaf must submit to the employing administrative unit, state-operated program, or eligible facility.

(7) On or after July 1, 2000, in addition to any other requirements that an administrative unit, a state-operated program, or an eligible facility may establish, any person employed as an educational interpreter for deaf students on a full-time or part-time basis by or in an administrative unit, a state-operated program, or an eligible facility shall meet the minimum standards for educational interpreters for the deaf as established by rules of the state board.

Source: L. 97: Entire section added, p. 70, § 1, effective March 24. L. 2003: (4) and (5) repealed, p. 1991, § 35, effective May 22. L. 2004: (6) and (7) amended, p. 1629, § 28, effective July 1. L. 2006: Entire section amended, p. 333, § 12, effective August 7.

Editor's note: Subsection (3)(d) provided for the repeal of subsection (3), effective July 1, 1998. (See L. 97, p. 70.)
* In June 2011, the Colorado State Legislature revised this statute to replace the wording “eligible facilities” with the new wording “approved facility schools.”

Rules (for the) Administration of the Exceptional Children's Education Act

1 COLORADO CODE OF REGULATIONS 301-8

Adopted: June 11, 1992, August 13, 1992, June 8, 1995, September 11, 1997, partial adoption April 9, 1998 through section 3.04, partial adoption May 14, 1998 of sections 4.02(4)(k)(v), 5.02(4), and 8.02(1)(f)(i), final adoption July 9, 1998 of sections 4.01(3)(c) and 6.02(2), March 4, 1999, April 13, 2000.

Attorney General Opinion: June 18, 1992, August 20, 1992, June 27, 1995, September 30, 1997, April 23,1998, May 29, 1998, July 28, 1998, March 11, 1999, April 20, 2000.

Statutory Authority: Article 20 of Title 22, C.R.S., Sections 22-20-104, 22-2-107 (1) (a), 22-2-107(1) (c), 22-2-107 (1) (q), 22-20-109 and 22-20-116.

2220-R-3.00 ADMINISTRATION

3.04 Personnel Qualifications

3.04 (1) (f) Educational Interpreters

As of July 1, 2000, any person employed as an Educational Interpreter by an administrative unit or eligible facility on a full-time or part-time basis shall meet the following minimum standards, and documentation for meeting these standards must be renewed every five years:

3.04 (1) (f) (i) Demonstration of a rating of 3.5 (average) or better in the four areas of the Educational Interpreter Performance Assessment (EIPA).

3.04 (1) (f) (ii) Documented content knowledge in these areas:
child development, language development, curriculum, teaching and tutoring methods, deafness and the educational process for deaf children.

The Colorado Department of Education will provide guidelines for the implementation of these minimum standards.

Colorado State Board of Education
Educator Licensing Act

Colorado State Board of Education Department of Education Educator Licensing Act

AUTHORIZATION: EDUCATIONAL INTERPRETER To be authorized with an adjunct authorization: educational interpreter, the candidate:

4.14	(1)			shall provide documented evidence:
4.14	(1)	(a)		of successful performance on the following professional skill assessments:
4.14	(1)	(a)	(i)	for sign language interpreters, a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA);
4.14	(1)	(a)	(ii)	for cued speech transliterators, satisfactory performance on a state or national assessment of transliterating skills;
4.14	(1)	(a)	(iii)	for oral interpreters, satisfactory performance on a state or national assessment of oral interpreting skills;
4.14	(1)	(b)		of a passing score on the Educational Interpreter Performance Assessment (EIPA) Written Test, demonstrating content knowledge necessary to effectively interpret/transliterate, in an educational environment;
4.14	(1)	(c)		of an associate's degree, in educational interpreting, or in a related educational field, effective, July 1, 2006. Interpreters with a valid adjunct authorization, but who do not hold an associate's or higher degree, will be allowed to continue employment without the associate's degree, as long as their authorization status does not lapse.
4.14	(1)	(d)		of having met the requirements for authorization; holding a bachelor's or higher degree, in educational interpreting, or in a related educational field; and having demonstrated the competencies specified below:
4.14	(2)			THE EDUCATIONAL INTERPRETER IS KNOWLEDGEABLE ABOUT INTERPRETING AND INTERPRETER PROCESSING; ANALYZING COMMUNICATION, FOR THE SPEAKER'S INTENTION, FROM AN INSTRUCTIONAL AND PERSONAL PERSPECTIVE; AND IS ABLE TO:

4.14	(2)	(a)		effectively analyze communication for the speaker's style, affect, register, and overall prosodic and coherence markers.
4.14	(2)	(b)		effectively manage the interpreting process, in order to produce a linguistically-appropriate representation of classroom communication, as based on student ability and the IEP goals.
4.14	(2)	(c)		manage the process for effectively switching from one speaker and mode to another.
4.14	(2)	(d)		utilize attending and interrupting techniques effectively, based on culturally-appropriate methods and classroom protocol.
4.14	(2)	(e)		effectively apply, in interpreting and interpreter processing, knowledge of:
4.14	(2)	(e)	(i)	cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse.
4.14	(2)	(e)	(ii)	the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process.
4.14	(2)	(e)	(iii)	how to implement communication processes in a manner consistently inclusive students/children, who are deaf and hard of hearing as related, but not limited to, issues of turn taking; use of visuals; avoiding overlap of speaking/ signing processes, while students view a visual aid; challenges associated with the use of multimedia; and uncaptioned materials.
4.14	(2)	(e)	(iv)	classroom subject matter concepts and associated vocabulary and terminology.
4.14	(3)			THE EDUCATIONAL INTERPRETER IS KNOWLEDGEABLE ABOUT DEAFNESS IN THE EDUCATIONAL PROCESS, AND IS ABLE TO:
4.14	(3)	(A)		IDENTIFY AND ARTICULATE ABOUT CURRENT CONCEPTS, PRACTICES, TRENDS AND ISSUES, RELEVANT TO INTERPRETING IN A PUBLIC SCHOOL SETTING, AND INDICATE HOW THESE RELATE TO SIMILAR TRENDS AND ISSUES IN DEAF EDUCATION.

4.14	(3)	(B)	DEMONSTRATE AWARENESS OF CURRENT PUBLICATIONS, RESOURCES, LEGISLATION, AND EDUCATIONAL MATERIALS RELATED TO INTERPRETING IN K-12 SETTINGS, AND RELEVANT TO DEAF EDUCATION.
4.14	(4)		THE EDUCATIONAL INTERPRETER IS KNOWLEDGEABLE ABOUT MEETING THE NEEDS OF THE STUDENT, IN TERMS OF AUDITION, AND IS ABLE TO:
4.14	(4)	(a)	articulate about and demonstrate basic knowledge of degrees of hearing loss, mild through profound, and their effects on language and speech development, and the implication of those effects on the interpreting process.
4.14	(4)	(b)	demonstrate basic knowledge of personal and classroom amplification systems; their benefits and limitations; and the impact of such systems on the interpreting process.
4.14	(4)	(c)	demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants, and fm problems.
4.14	(5)		THE EDUCATIONAL INTERPRETER IS KNOWLEDGEABLE ABOUT CONSULTATION, AND IS ABLE TO:
4.14	(5)	(a)	communicate about specific professional roles, functions, and formal and informal relationships, as related to various responsibilities, such as, but not limited to, interpreting, tutoring, aiding, and consulting with an interpreter in an educational setting.
4.14	(5)	(b)	articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard of hearing.
4.14	(5)	(c)	articulate potential issues, and effectively alleviate concerns of, general education teachers who may express apprehension about effectively working with students in their classes who are deaf or hard of hearing, and refer the teacher, when relevant, to other appropriate resource personnel, for follow-up.
4.14	(5)	(d)	discuss appropriate strategies for facilitating open communication, between and among special educators, general educators, interpreters/tutors, and others, as appropriate, and as related to an interpreted education and the successful

integration of deaf and hard of hearing children into regular education classrooms.

4.14 (5) (e) apply the educational interpreting process to individualized education program (IEP) development, and assist in implementing iep strategies, particularly as related to classroom interpreting.

4.14 (5) (f) identify and gain access to resources, for general educators, parents, special educators, and interested others, relevant to sign language communication, interpreting, and deafness-related topics.

4.14 (6) The educational interpreter is knowledgeable about curriculum, teaching, and tutoring methods and is able to:

4.14 (6) (A) DEMONSTRATE AND APPLY KNOWLEDGE OF INSTRUCTIONAL STRATEGIES/TECHNIQUES, RELEVANT TO THE TUTORING OF ELEMENTARY AND SECONDARY STUDENTS IN GENERAL EDUCATION COURSES.

4.14 (6) (b) articulate and demonstrate ways to collaborate with teacher(s), regarding individualized modifications to, and/or adaptation of, material, the curriculum, and the learning environment, to address the language and auditory competencies of students who are deaf or hard of hearing.

4.14 (6) (c) demonstrate ways to assist in: communicating with the teacher; forming an effective working classroom partnership with the teacher; facilitating communication between teacher and student, and teacher and family, as appropriate; implementing IEP and other relevant strategies, and providing resources, as relevant, for achieving goals set for student learning; and incorporating the interpreting process, when appropriate and relevant.

4.14 (6) (d) articulate the general scope and sequence of basic curricular areas.

4.14 (6) (e) articulate basic knowledge of learning styles and instructional design, and their implications on instruction, and on the interpreting process.

4.14 (6) (f) demonstrate knowledge of the strategies/techniques that must be employed when interpreting standardized tests or

classroom assessments, students who are deaf or hard of hearing, including, as related to, content standards.

4.14 (7) The educational interpreter is knowledgeable about methods of assisting other educators with instruction, and is able to:

4.14 (7) (a) discuss and demonstrate basic ways to collaborate with teacher(s) regarding modification and/or adaptation of materials, curriculum, and environments, for students who are deaf or hard of hearing.

4.14 (7) (b) identify basic instructional methods, techniques, and materials, which are appropriate for students who are deaf or hard of hearing.

4.14 (7) (c) identify and locate resources that can assist with integrating deaf awareness and self-advocacy into the student's experience.

4.14 (8) The educational interpreter is knowledgeable about meeting the social and emotional needs of deaf or hard of hearing students, and is able to:

4.14 (8) (a) demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement, through appropriate application of affective education and behavior management strategies.

4.14 (8) (b) demonstrate the fostering of independence in students who utilize an interpreter.

4.14 (8) (c) acquire and use available resources relevant to the deaf experience, self-awareness, and identity, students who are deaf or hard of hearing.

4.14 (9) The educational interpreter is knowledgeable about meeting classroom management needs, and is able to:

4.14 (9) (a) Implement strategies that effectively integrate students who are deaf or hard of hearing into a variety of classroom and other education environments.

4.14 (9) (b) demonstrate basic appropriate classroom and teaching modifications that may benefit students who are deaf or hard of hearing.

4.14	(9)	(c)	effectively communicate, with school and education staff, about the role of the educational interpreter/tutor in the general education and special education classrooms, and in non-academic settings, such as, but not limited to, the lunchroom and playground.
4.14	(10)		THE EDUCATIONAL INTERPRETER IS KNOWLEDGEABLE ABOUT CHILD DEVELOPMENT AND LANGUAGE DEVELOPMENT, AND IS ABLE TO:
4.14	(10)	(a)	articulate the psychological, sociological, and physiological development of students with normal hearing, as related to interpreting and tutoring.
4.14	(10)	(b)	discuss the potential impact of hearing loss on processing, motor, visual language, and cognitive development, as related to interpreting and tutoring.
4.14	(10)	(c)	discuss common medical conditions and medications that may impact performance in the classroom, as related to interpreting and tutoring.
4.14	(11)		The educational interpreter is knowledgeable about meeting the language needs of student, and is able to:
4.14	(11)	(a)	effectively communicate about spoken language and sign language development; the implications for each of these; and both, in the interpreting process.
4.14	(11)	(b)	articulate the relationships between language and cognition, reading, and content areas, and the implications of each, for the interpreting process.
4.14	(11)	(c)	demonstrate and explain the differences between commonly used sign language, between these, and sign systems, and the implications of the differences for the interpreting process.
4.14	(11)	(d)	demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf.
4.14	(11)	(e)	monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan.

4.14	(12)		The educational interpreter is knowledgeable about meeting the speech needs of the student, and is able to:
4.14	(12)	(a)	articulate and demonstrate normal speech development.
4.14	(12)	(b)	communicate effectively about the development of speech characteristics, and speech in general, in students who are deaf or hard of hearing, and the implications of these in the interpreting process.
4.14	(12)	(c)	demonstrate respect for differences in students and families; self-assess the effectiveness of interpreting, as based on the achievement of students; and pursue continuous professional development, through appropriate literature, activities, and coursework, and through participation in relevant professional organizations.

Certificate of Participation

Appendix E

Sample Attendance Certificate- critical components

1. Participant name
2. Training title
3. Name of presenter(s)
4. Credentials of presenter(s) (if the workshop is designed for skills development)
5. Date of training
6. Signature of individual guaranteeing authenticity of the training
7. Title of signatory
8. Hours to be credited
9. Sponsoring agency name

Continuing Education Tracking Form

Dates	Continuing Education	Number of Hours

Skills

Knowledge

District Evaluation Form

Name_____ Date_____

School_____ Supervisor_____

If either and I or U is checked in any area, specific problem information must be given in the comment section.

INTERPRETER	**E**	**P**	**I**	**U**
Facilitates communication in the classroom				
Interprets content and non-content areas				
Adapts signing level to communication needs of student				
Assists the student and other professionals in understanding the role of the interpreter				
Ensures appropriate logistics (e.g., lighting, seating)				
Appearance is appropriate (e.g., non-distracting clothes, jewelry, hair, make-up)				
Prepares for content and message delivery				
Prepares clear and appropriate information for substitute interpreters				
Interprets at school functions as needed (may be additional time outside of regular contracted hours)				
Comments:				

TUTOR	**E**	**P**	**I**	**U**
Provides tutoring services under the direction of a certified teacher:				
Demonstrates knowledge of subject matter				
Prepares for content				

Implements instructional strategies as identified by the IEP team				
Assists students and other professionals in understanding the role of the tutor				
Comments:				
TEAM MEMBER	**E**	**P**	**I**	**U**
Provides consultation regarding strategies to:				
Promote student independence				
Encourage direct communication across various interactions				
Address discipline problems and procedures to supervisor				
Address concerns related to a student's needs to supervisor or other appropriate person				
Educate others regarding the implications of hearing loss				
Attend meetings or provides information to the team about concerns				
Adhere to school policies and procedures				
Collaborate with student's educational team members				
Communicate a feeling of respect towards students and adults in words and actions				
Establishe consistent communication with the teacher of the deaf/hard of hearing regarding the student(s) progress in the mainstream setting				

District Evaluation Form

Ability to develop rapport with the D/HH students				
Comments:				

RECOMMENDED AREAS FOR IMPROVEMENT:
OTHER COMMENTS:

Employee's signature is required on this Performance Review and any attachments. Employee's signature does not indicate approval; rather that the appraiser had reviewed and discussed the findings with the employee.

_____

Employee's signature and date

_____

Appraiser's signature and date

[1]Adapted with permission from Mesa County School District, Grand Junction, CO

Sample Interpreter Self-Assessment

Appendix H

Self-Assessment: Knowledge Standards for Educational Interpreting

This self-assessment is based on the knowledge standards for the CDE Authorization for Educational Interpreters. It may be used by interpreters on temporary eligibility to determine areas needing improvement for professional development plans or other interpreters to assist in identifying continuing education needs.

Name_____ **Date:**_____

Standard/Benchmarks	How well do I know this? 1= not well; 4= very well
1. The educational interpreter is knowledgeable about interpreting and interpreter processing; analyzing communication, for the speaker's intention, from an instructional and personal perspective; and is able to:	
▪ effectively analyze communication for the speaker's style, affect, register, and overall prosodic and coherence markers.	1 2 3 4
▪ effectively manage the interpreting process, in order to produce a linguistically appropriate representation of classroom communication, as based on student ability and the IEP goals.	1 2 3 4
▪ manage the process for effectively switching from one speaker and mode to an other.	1 2 3 4
▪ utilize attending and interrupting techniques effectively, based on culturally-appropriate methods and classroom protocol.	1 2 3 4
▪ effectively apply, in interpreting and interpreter processing, knowledge of:	
o cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse.	1 2 3 4
o the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process.	1 2 3 4
o how to implement communication processes in a manner consistently inclusive students/children, who are deaf and hard of hearing as related, but not limited to, issues of turn taking; use of visuals; avoiding overlap of speaking/ signing processes, while students view a visual aid; challenges associated with the use of multimedia; and uncaptioned materials.	1 2 3 4
o classroom subject matter concepts and associated vocabulary and terminology.	1 2 3 4
2. The educational interpreter is knowledgeable about deafness in the educational process, and is able to:	
▪ identify and articulate about current concepts, practices, trends and issues, relevant to interpreting in a public school setting, and indicate how these relate to similar trends and issues in deaf education.	1 2 3 4

Sample Interpreter Self-Assessment

▪ demonstrate awareness of current publications, resources, legislation, and educational materials related to interpreting in K-12 settings, and relevant to deaf education.	1	2	3	4
3. The educational interpreter is knowledgeable about meeting the needs of the student, in terms of audition, and is able to:				
▪ articulate about and demonstrate basic knowledge of degrees of hearing loss, mild through profound, and their effects on language and speech development, and the implication of those effects on the interpreting process.	1	2	3	4
▪ demonstrate basic knowledge of personal and classroom amplification systems; their benefits and limitations; and the impact of such systems on the interpreting process.	1	2	3	4
▪ demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants, and FM problems.	1	2	3	4
4. The educational interpreter is knowledgeable about consultation, and is able to:				
▪ communicate about specific professional roles, functions, and formal and informal relationships, as related to various responsibilities, such as, but not limited to, interpreting, tutoring, aiding, and consulting with an interpreter in an educational setting.	1	2	3	4
▪ articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard of hearing.	1	2	3	4
▪ articulate potential issues, and effectively alleviate concerns of, general education teachers who may express apprehension about effectively working with students in their classes who are deaf or hard of hearing, and refer the teacher, when relevant, to other appropriate resource personnel, for follow-up.	1	2	3	4
▪ discuss appropriate strategies for facilitating open communication, between and among special educators, general educators, interpreters/tutors, and others, as appropriate, and as related to an interpreted education and the successful integration of deaf and hard of hearing children into regular education classrooms.	1	2	3	4
▪ apply the educational interpreting process to individualized education program (IEP) development, and assist in implementing iep strategies, particularly as related to classroom interpreting.	1	2	3	4
▪ identify and gain access to resources, for general educators, parents, special educators, and interested others, relevant to sign language communication, interpreting, and deafness-related topics.	1	2	3	4
5. The educational interpreter is knowledgeable about curriculum, teaching, and tutoring methods and is able to:				
▪ demonstrate and apply knowledge of instructional strategies/techniques, relevant to the tutoring of elementary and secondary students in general education courses.	1	2	3	4
▪ articulate and demonstrate ways to collaborate with teacher(s),				

Sample Interpreter Self-Assessment

regarding individualized modifications to, and/or adaptation of, material, the curriculum, and the learning environment, to address the language and auditory competencies of students who are deaf or hard of hearing.	1	2	3	4
▪ demonstrate ways to assist in: communicating with the teacher; forming an effective working classroom partnership with the teacher; facilitating communication between teacher and student, and teacher and family, as appropriate; implementng IEP and other relevant strategies, and providing resources, as relevant, for achieving goals set for student learning; and incorporating the interpreting process, when appropriate and relevant.	1	2	3	4
▪ articulate the general scope and sequence of basic curricular areas.	1	2	3	4
▪ articulate basic knowledge of learning styles and instructional design, and their implications on instruction, and on the interpreting process.	1	2	3	4
▪ demonstrate knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments, student who are deaf or hard of hearing, including, as related to, content standards.	1	2	3	4
6. The educational interpreter is knowledgeable about methods of assisting other educators with instruction, and is able to:				
▪ discuss and demonstrate basic ways to collaborate with teacher(s) regarding modification and/or adaptation of materials, curriculum, and environments, for students who are deaf or hard of hearing.	1	2	3	4
▪ identify basic instructional methods, techniques, and materials, which are appropriate for students who are deaf or hard of hearing.	1	2	3	4
▪ identify and locate resources which can assist with integrating deaf awareness and self-advocacy into the student's experience.	1	2	3	4
7. The educational interpreter is knowledgeable about meeting the social and emotional needs of deaf or hard of hearing students, and is able to:				
▪ demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement, through appropriate application of affective education and behavior management strategies.	1	2	3	4
▪ demonstrate the fostering of independence in students who utilize an interpreter.	1	2	3	4
▪ acquire and use available resources relevant to the deaf experience, self-awareness, and identity, students who are deaf or hard of hearing.	1	2	3	4
8. The educational interpreter is knowledgeable about meeting classroom management needs, and is able to:				
▪ implement strategies that effectively integrate students who are deaf or hard of hearing into a variety of classroom and other education environments.	1	2	3	4
▪ demonstrate basic appropriate classroom and teaching modifications that may benefit students who are deaf or hard of hearing.	1	2	3	4

Sample Interpreter Self-Assessment

▪ effectively communicate, with school and education staff, about the role of the educational interpreter/tutor in the general education and special education classrooms, and in non-academic settings, such as, but not limited to, the lunchroom and playground	1	2	3	4
9. The educational interpreter is knowledgeable about child development and language development, and is able to:				
▪ articulate the psychological, sociological, and physiological development of students with normal hearing, as related to interpreting and tutoring.	1	2	3	4
▪ discuss the potential impact of hearing loss on processing, motor, visual language, and cognitive development, as related to interpreting and tutoring.	1	2	3	4
▪ discuss common medical conditions and medications which may impact performance in the classroom, as related to interpreting and tutoring.	1	2	3	4
10. The educational interpreter is knowledgeable about meeting the language needs of student, and is able to:				
▪ effectively communicate about spoken language and sign language development; the implications for each of these; and both, in the interpreting process.	1	2	3	4
▪ articulate the relationships between language and cognition, reading, and content areas, and the implications of each, for the interpreting process.	1	2	3	4
▪ demonstrate and explain the differences between commonly used sign language, between these, and sign systems, and the implications of the differences for the interpreting process.	1	2	3	4
▪ demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf.	1	2	3	4
▪ monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan.	1	2	3	4
11. The educational interpreter is knowledgeable about meeting the speech needs of the student, and is able to:				
▪ articulate and demonstrate normal speech development.	1	2	3	4
▪ communicate effectively about the development of speech characteristics, and speech in general, in students who are deaf or hard of hearing, and the implications of these in the interpreting process.	1	2	3	4
▪ demonstrate respect for differences in students and families; self-assess the effectiveness of interpreting, as based on the achievement of students; and pursue continuous professional development, through appropriate literature, activities, and coursework, and through participation in relevant professional organizations.	1	2	3	4

Appendix I

EIPA Guidelines of Professional Conduct for Educational Interpreters

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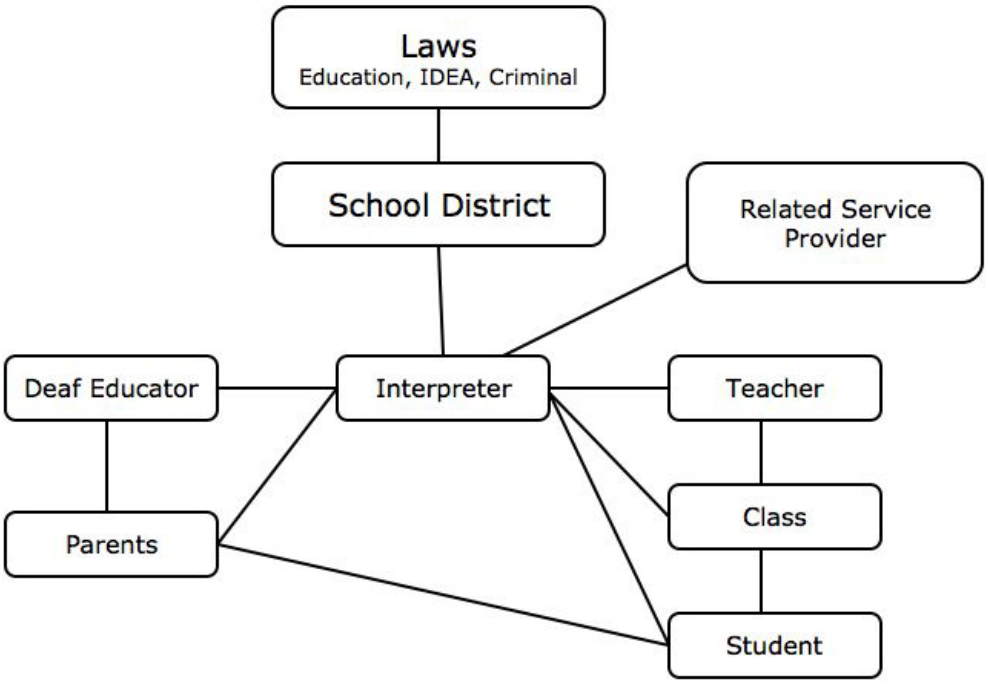
This document describes obligations for educational interpreters employed in school settings. While the Code of Professional Conduct developed by the Registry of Interpreters for the Deaf (www.rid.org) and the National Association of the Deaf is a very useful document for interpreters who work with adults, interpreters who work in schools are members of an educational system. Educational interpreters are working with children with developmental needs and with constraints and requirements imposed by educational practice and law. Because of this, it is appropriate to define guidelines for professional conduct for interpreters who work in educational settings. Figure 1 diagrams the relationship the educational interpreter has within the educational system, as a related service provider who is a member of the educational team. In fact, all people who work in public schools must adhere to professional standards and guidelines. In comparison, professional codes of conduct developed for adult consumers focusing on issues of autonomy and independence. In the case of educational interpreters, many of the rules and guidelines are defined by federal and state law, or by educational practice, not by an external professional organization. The school, and ultimately in many cases, the state and federal government, defines standards of practice. The educational interpreter is obligated to follow these standards, as a member of an educational team. The consequence of violating these rules is not merely expulsion from a professional organization. The school itself has an obligation to ensure that its employees follow the laws and regulations, especially in the case of children whose education is protected under federal law, the Individuals with Disabilities Education Act, or IDEA '04.

For the purposes of this document, the term interpreter refers to both interpreters and transliterators. The following presents professional guidelines for educational interpreters.



GENERAL EXPECTATIONS

Interpreters who work in the public schools as a related service provider are members of an educational team. As an adult in a student's educational life, the interpreter cannot avoid fostering or hindering development. Because of this, adults who work with children and youth often adapt their behavior and interaction to the maturity level of the student. This is also expected of interpreters. All children, deaf and hearing, are learning to be a member of a group, what is expected of them, how to follow formal instruction, and how to interact with peers. Schools foster broad development of children and youth, not just their intellectual development. Interpreters who work in public schools are an aspect of this broad development, and because of this, they should adapt to the maturity level and expectations for students at the various developmental levels.

Unfortunately, there is little research to provide guidance about when it is appropriate to use an interpreter with a child. What little we know from testimonials and anecdotal reports is that it may require a certain cognitive sophistication to use an interpreter. For very young children, such as preschoolers, it may not be appropriate to use an interpreter but instead it may be more appropriate to have a language mentor who can communicate with the child directly. Consequently, any discussions regarding the use of an interpreter with a student should include a discussion of whether the student is developmentally ready to use an interpreter. In addition, for all children and youth, it is appropriate and necessary to help students understand and assume responsibility about how the interpreter is used. All children and youth who receive interpreting services should be taught how to use and manage their learning via an educational interpreter. In

fact, learning to use an interpreter is an essential aspect of development of a student who is deaf and hard of hearing. As children grow older, they can increasingly participate using an interpreter as well as managing their learning with an interpreter.

Students with language skills that are delayed need a skilled interpreter, contrary to educational practice in some schools. Interpreters who are not skilled are deleting and distorting aspects of language and classroom concepts essential for children to continue developing language. For students who are either delayed in language and still acquiring language, schools should consider allowing the student time with a fluent language role model, so that the interpreter is not the sole language model for the student.

These guidelines assume that an interpreter has met the minimum qualifications to effectively provide an interpretation of the educational program. This means that the interpreter should achieve at least a minimum level 3.5 on the EIPA, as well as having post-secondary training. A Bachelor's degree in educational interpreting or a related field is recommended. An individual with an EIPA below 2.5 should not be interpreting because the classroom content will not be even adequately communicated and the student will miss and misunderstand a large amount of the classroom information. The minimum level of 3.5 is truly a minimum level. Most professionals who are knowledgeable about interpreting for a developing child would acknowledge that interpreters must have skills above a minimum level of an EIPA 3.5. But they recognize that requiring a higher standard (e.g., 4.0 or greater) may not be realistic at this time. Therefore requiring that an interpreter demonstrate skills at an EIPA level of 3.5 or greater is not a "Cadillac of services". It is a minimum level of competency.

Schools and school districts typically have guidelines and policies for professional behavior and conduct. First and foremost, an educational interpreter is a member of the educational team and school community. As a related service provider in a school, the educational interpreter should be familiar with polices, procedures, and ethics for professional conduct within the school setting. In these polices, there are specific guidelines for understanding confidentiality among educational team members, reporting child abuse, and exercising professional judgment. Some of these policies are dictated by state and federal law regarding all students, and are required of all individuals working in a school. Others are dictated by laws protecting the educational rights of students who are deaf and hard of hearing. Educational interpreters should request a copy of the policies and procedures handbook from their supervisor. In addition, they should discuss any situation where they are not certain how to handle an issue, or how they handled an issue in the past, with a supervisor. Any evaluation should consider the interpreter as a member of the educational community as well as their ability to interpret.

LEGAL REQUIREMENTS FOR ALL INDIVIDUALS WORKING IN PUBLIC SCHOOLS

All individuals who work in a public school must report any suspicions of child abuse or neglect to the proper authorities. Always know and follow your school policy regarding this or you may be held legally responsible. Interpreters should inform students that they must report any conversations where the student admits to unlawful activity, such as drug and alcohol abuse, bringing weapons to school, etc. Typically, this is required of all school personnel. The student should understand that communications with the interpreter outside of class are no different than communications with teachers and other school personnel. Any communication that occurs outside of the interpreted classroom activity is not confidential.

Professional Conduct Guidelines

Interpreters should always act to protect the safety of all students in the classroom, not just the student who is deaf or hard of hearing. This means that the interpreter may need to stop interpreting if intervention is needed because there is a reason to believe that someone will be injured. The interpreter can explain the situation after the danger is passed. Except for emergency situations, the interpreter should not be put in charge of the mainstream class.

Working with a Student Whose Education is protected under Federal IDEA, Which is any Student who has an IEP

Following federal law (IDEA), all decisions regarding the student's educational program are made within the context of the educational team, as identified in the student's IEP. Generally, for a student who is deaf or hard of hearing, members of the educational team may include: a teacher of the deaf, a regular classroom educator, a speech pathologist, or an audiologist. In addition, parents or legal guardians are also obligatory members of the IEP team. The educational interpreter should be a member of this team and should understand the educational goals for the student.

The educational Interpreter is a member of the educational team.

Interpreters should participate in all IEP meetings concerning students they work with. The educational interpreter shall either interpret or participate in meetings such as staff meetings, IEP meetings, and staffings, but should not do both. Interpreters can provide valuable contributions about how the student is functioning with an interpreter and can answer questions and address concerns related to a student's communication needs. However, educational interpreters typically have no specialized training in language or communication assessment, so they should work with other professionals who are qualified to conduct assessments. Despite this, the educational interpreter can often share useful observations. In general, as a member of the educational team, the interpreter can provide information regarding interpreting, classroom interaction, and tutoring.

Communication with the student's family should be in the context of the educational team. In general, interpreters should direct most parent questions to the appropriate professional, which may include questions regarding a student's progress in class, homework assignments, tardiness, and absenteeism.

If the educational interpreter is also functioning with a particular student as a tutor, this person may discuss the student's performance in the tutoring session. This may include tutoring strategies. (e.g., interpreters, teachers, or supervisors) who are directly responsible for the educational program of the deaf or hard of hearing students. Other information that may be important for the educational team to know include anything that may impact a student's performance or learning, such as tardiness, effects of medication, fights with peers, or inattentiveness in class. Some examples of questions that are appropriate for an interpreter may include:

- How does the Deaf or hard of hearing student communicate with the teacher, other school personnel and his peers?
- What are the interpreter's observations concerning the student's language and preference for communication mode?

- How well does the Deaf or hard of hearing student attend to the educational interpreter?
-

- What interferes with being able to interpret the classroom? Are there aspects of classroom management and interactions that mediate or moderate learning?
- What modifications to the teacher's message does the interpreter routinely make? Is the interpreter making decisions to simplify the teacher's language and concepts, and for what reasons? Is the interpreter fingerspelling as is appropriate or using general signs due to a belief that the student would not comprehend fingerspelling?

The interpreter should understand the educational goals for a student he or she works with. Even though the interpreter is not the teacher, understanding the annual goals and the daily objectives will help the interpreter do a better job. The interpreter should be prepared to assist with support and implementation of educational goals in the classroom.

The educational interpreter may be asked to use American Sign Language or a particular system of Manually Coded English. If the interpreter has concerns about his or her skills with regard to this assignment, these concerns should be discussed with the supervisor. If the educational interpreter disagrees with the decisions of the educational team in terms of the use of a particular system of sign communication (e.g., SEE II, PSE, ASL) for a student, the interpreter should discuss this with the educational team.

Standardized testing is a critical aspect of assessing the student's achievement. Because of this, the interpreter should have preparation time to discuss test administration with a professional knowledgeable about students who are deaf or hard of hearing and about the specific test. There are some interpreting practices that may invalidate test results or may overly assist the student. On occasion, the educational team may decide that a student who is deaf or hard of hearing should have an alternate method of testing. The educational interpreter should be familiar with, and competent to make the language used on a test as accessible as possible to the deaf or hard of hearing student.

Tests, projects, and evaluations produced by the classroom teacher should be discussed with that teacher to help determine what can or cannot be explained. For example, the student may be required to know some vocabulary, while other terms may be secondary to the concept. The classroom teacher should decide this. If the teacher's main interest is whether the student understands the concepts, without interference from reading skills, the teacher may choose to have the interpreter provide an interpretation of the test questions.

It should be noted that interpreters vary widely in their understanding of issues surrounding the education of students who have a hearing loss. Because there is typically no degree requirement for educational interpreters, and because many interpreter training programs have little coursework in educational issues, the educational team cannot assume that the interpreter is qualified to serve as a consultant or a resource. However, when an interpreter is knowledgeable, she can provide inservice training to both staff and peer students in their role in the classroom.

Guidelines for Interpreters Who Work with Students

All adults in an educational setting have the responsibility of fostering social development, in addition to more formal academic learning. While the interpreter must maintain an impartial role

when interpreting, like the classroom teacher, she is also an adult role model for a developing student. Because of this, it is important for the interpreter to maintain a relationship with the student that is appropriate to the student's age and the academic setting. This includes

maintaining rapport with students while also preserving professional boundaries. It is not appropriate to consider the student your friend or confidant. Inappropriate relations with a student may be grounds for dismissal.

It is important to recognize that the interpreter works for the educational program, not for the deaf or hard of hearing student or the family. The interpreter's goal is to facilitate communication between deaf and hearing people and to communicate clearly what each individual says. Because of this, it is important to maintain a healthy relationship with all adults and students in the interpreted classroom. Hearing students often need help negotiating an interpreted conversation, and that communication is equally important in a student's educational life. All students and staff should be helped to understand the roles and boundaries of the interpreter. All people should be encouraged to speak directly to the student and not to the interpreter. Decisions regarding whether a student needs an interpreter to communicate with teachers and peers should be made with input from the entire community, not just the student who is deaf or hard of hearing.

Educational interpreters should have preparation time to review lesson goals and vocabulary or to consult with educational team members. An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area. For technical classes, such as biology, geometry, and computer science, it often takes time for an interpreter to develop the specialized vocabulary necessary to understand the content.

It is not appropriate for the interpreter to share attitudes and opinions with the student about other adults in the school environment. Regardless of whether the interpreter views the message as being incorrect, incomplete, morally inappropriate, or lacking in direction, the interpreter is not at liberty to communicate her opinions to the students.

There are many factors that impact the accuracy of an interpretation, such as visual distractions, the interpreter's skills and knowledge, as well as the teacher's style of instruction. Ultimately, it is the interpreter's responsibility to inform the teacher and/or student when concerned about the completeness of an interpreted message. The interpreter should inform the student and the teacher if he or she feels that the teacher's message was not communicated accurately.

It is assumed that all verbal communication as well as environmental sounds will be signed when appropriate and that all signed communication will be voiced when appropriate. There may be situations when it is impossible or inappropriate to interpret all communication and sounds. Decisions regarding what to represent and what to disregard should be discussed with the classroom teacher.

Some deaf or hard of hearing students may not fully understand the interpretation of an English message due to differences in culture, language, or experience. It is appropriate for educational interpreters to clarify bits of information that fit into this category (e.g., hearing-culture jokes, certain English vocabulary which does not translate well). However, this is to be done on a limited basis for the benefit of clear communication and should not interfere with the teacher's message.

Professional Conduct Guidelines

While the interpreter is responsible for interpreting, like all adults in an educational environment, he or she is also responsible to the school's discipline goals. The classroom teacher determines the philosophy of discipline for the classroom. The extent to which the interpreter should participate in classroom discipline of all students should be discussed with the classroom teacher. For the

most part, discipline should be administered by the classroom teacher. However, it is not appropriate for the interpreter to disregard highly inappropriate behavior from any student in the classroom. From a developmental perspective, all students should know that adults are consistent in their judgment of inappropriate behavior as well as their response to it.

It is not the interpreter's role to protect the student from discipline or failure. With regard to homework, fooling around, persistent lack of attention, and failure to participate appropriately, the deaf or hard of hearing student should be treated like all other students in the classroom. The Deaf or hard of hearing student should be allowed the freedom to make choices and to learn as independently as possible (as the hearing students do). The interpreter should not help the student with work, unless explicitly acknowledged by the educational team. This should be considered tutoring and follow tutoring guidelines (see Tutoring Section).

The interpreter should clarify his or her role to any member in the school setting, including the deaf or hard-of-hearing student. It is appropriate for the interpreter to help deaf and hearing students understand the role of an interpreter. This may involve giving clues to a student or explicitly informing the student of how to handle an interpreted situation. The student should be guided to assume more responsibilities for directing the interpreter as he or she becomes more mature.

Students who are deaf and hard of hearing are very dependent on their vision. When the teacher is talking, it may be necessary for a student to also look at a picture, graph, or other sources of information. This can easily create barriers to learning in that the student has to look at too many competing sources of information. The interpreter should work with the classroom teacher to ensure that all educational content, language and visual information are accessible to the student. In addition, the interpreter should be aware that:

- Eye fatigue will be experienced by the student.
- All students vary in their attention span and tendency to be distractible, and this changes as children mature.
- All instructional and non-instructional stimuli will be in competition for the student's attention. The student cannot be expected to attend to everything at the same time. Because of this, the student may occasionally look away from the interpreter.
- An interpreter may need to adjust communication depending on a student's need to rest their eyes momentarily.
- For a student who is young, a subtle cue from the interpreter may be necessary to help the student re-focus attention.
- If a student is consistently inattentive, it should be discussed with the classroom teacher and the educational team. Initially the classroom teacher should address the problem with the student directly. If necessary, the educational team may assist the student in learning about how to use interpreting services.

The primary mode of learning for many students who are hard of hearing or students with cochlear implants is through the auditory channel, with the interpretation providing critical

supplemental information. This student may choose to watch the teacher, using the interpreter to provide missed information or to verify information received. Because of this, the interpreter should continue to interpret even if the student chooses to watch the teacher.

An educational interpreter shall consider the following information about an assignment to determine if his or her skills are adequate for the assignment:

- the age level of the student
- the content of the various classes
- situations calling for special interpreting skills (i.e. films, assembly programs)
- the student's language skills
- the interpreter's language skills (ASL, PSE, MCE, spoken and written English)
- The student's sign language preference (ASL, PSE, MCE, spoken and written English)

Interpreters should continue to develop knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. All professionals should take part in continuing education activities, both general to education and specific to interpreting. In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreters should be improving their skills and knowledge continually. Interpreters should be aware of continuing education requirements in their state.

Interpreters shall dress in a professional manner that is appropriate to the setting. An interpreter's appearance needs to be non-distracting in order to prevent eye fatigue among the Deaf and hard of hearing students. Clothing should be of contrasting color to the skin and pattern free. Jewelry should not be distracting. Facial hair should be trimmed to allow clear viewing of lip movements. The style of dress should be consistent with that of the classroom teachers.

TUTORING

In many schools, educational interpreters are asked to tutor the deaf or hard of hearing student. Typically, interpreters are not trained to tutor, so training and supervision are essential. There are advantages to having the educational interpreter conduct tutoring. It allows direct communication during tutoring, which is preferable to interpreted communication. The interpreter often knows the student and classroom materials. The interpreter also understands aspects of how hearing loss affects language and interaction.

There are also disadvantages. It may be difficult for the student or the interpreter to separate roles and responsibilities associated with tutoring from those associated with interpreting. This may mean that the student and the interpreter assume that they are constantly in the role of interpreter/tutor, rather than two distinct roles. The student may become overly dependent on the interpreter. The interpreter may not have sufficient grasp of the content or tutoring techniques to be effective. Also, if the student failed to understand classroom concepts because of a poor interpretation or lack of sign vocabulary, the interpreter may not be able to communicate the concepts during tutoring either. If the educational interpreter is asked to tutor, the following guidelines should be followed.

The interpreter should not tutor if it interferes with the primary responsibility of interpreting.

Tutors should receive training, which includes understanding effective tutoring techniques as well as an understanding of the subject matter. Tutoring should be conducted under the supervision of the classroom teacher. Under no circumstances should interpreters develop their own lesson plans or determine what should be tutored. Tutoring is not a substitution for effective interpreting. A student should not be tutored separately unless there is a clear educational need

for it, as determined by the educational team. The interpreter should make it clear to the student when a role other than interpreter is assumed, such as tutoring.

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Colorado Legal Interpreting Requirements

Use of the Educational Interpreter as an Intermediary Interpreter
The educational interpreter may have knowledge of unique individual communication needs of a student and their day-to-day environment. Thus the educational interpreter may be requested to assist the legally qualified interpreters to ensure a fully accurate interpretation that is legally defensible. In this capacity, the educational interpreter works at the request of the legally qualified interpreters assisting as needed.

Common Quasi-Legal Situations that Educational Interpreters may interpret:

- IEP meetings (The interpreter cannot simultaneously fulfill the role of interpreting for the IEP and also serve as a participant representing their work as a part of the educational team. Therefore, these two roles should be filled by separate interpreters. Also, for meetings addressing due process or at the request of the parents a legally qualified interpreter should be provided.)
- DARE or other educational programs that involve law enforcement or other legal personnel
- Parent-teacher conferences (if not participating as a member of the educational team)
- Counseling sessions unless intent is to take a statement for a legal proceedings

Circumstances where Educational Interpreters should never be used:

- Interpreting while waiting for the legally qualified interpreter to arrive
- Accompanying the student to the police station for the purpose of interpreting
- Interpreting in any known legal situation without a qualified legal interpreter present

What if the Educational Interpreter is called to Testify to their Interpretation?
It is standard ethical practice for interpreters to maintain strict confidentiality in all their work. For the educational interpreter this means that all communication outside of the educational team is confidential. However, the legal system uses a higher standard for confidentiality known as privilege and that privilege only applies when the interpreter is working for interactions deemed as privileged e.g. attorney/client, doctor/patient etc. Therefore, it is possible that an interpreter may be called to testify regarding interpreting work for interactions that are not privileged.

Privilege does not exist in any law enforcement interactions, conversations with students, or classroom interactions. Educational interpreters can be called to testify regarding their work in settings not categorized as privileged. Students who are deaf and hard of hearing should be made aware that it is possible the interpreter may be called to testify in legal situations and that interpreters must abide by this legal requirement.

Recommendations
Each school should establish clear policy regarding the use of interpreters holding the Legal Credential Authorization, following the requirements of the Colorado Revised Statutes 13-90-201—210. All staff should be aware of the protocol for complying with the statute which will protect the school district and staff from legal challenges and liability. Educational Interpreters should never be placed in situations where they would be in violation of state law regarding interpretation involving the legal system.

Colorado Legal Interpreting Requirements

While waiting for a legally qualified interpreter, or if the deaf or hard of hearing student needs to be accompanied off school grounds, another staff member should be selected to accompany the student, rather than the interpreter, in order to ensure that the interpreter is not placed in a compromising situation.

Regardless of the legal matter, implications are far reaching for all parties involved. Therefore, CDE urges full compliance in legal situations

Helpful Resources

Appendix K

Helpful Resources:

Captioned Media	www.dcmp.org
Colorado Department of Education	www.cde.state.co.us
Colorado Registry of Interpreters for the Deaf	www.coloradorid.org
Colorado School for the Deaf and Blind	www.csdb.org
Deaf Web Net	www.deafweb.net
Gallaudet University National Technical Institute for the Deaf	www.gallaudet.edu www.ntid.org
Hands and Voices	www.handsandvoices.org
Interpreter Education	www.frontrange.edu www.unco.edu www.regis.edu www.pikespeakk.edu
Pepnet	www.pepnet.org/training
Practice Videos	www.csdb.org www.unco.edu/doit
Professional Development	www.leadershipinstitue.biz,
Registry of Interpreters for the Deaf National Association of the Deaf Alexander Graham Bell Association National CUED Speech Association	www.rid.org www.nad.org www.agbell.org www.cuedspeech.org
Sign Language Sites	www.aslpro.com, www.deafness.about.com, www.lifeprint.com www.handspeak.com,
EIPA	www.classroominterpreting.org
TECUnit	www.tecunit.org

Books, Periodicals	*Best Practices In Educational Interpreting* Brenda Chafin-Seal (1998), Needham Heights, MA: Allyn & Bacon. *Educational Interpreting: How It Can* Succeed Elizabeth A. Winston, Editor (2004) http://gupress.gallaudet.edu/excerpts/EItoc.html "Odyssey – Educational Interpreting" (2001) http://clerccenter.gallaudet.edu/Odyssey/Winter-Spring2001/index.html "Working with an ASL-English Interpreter & Providing Visual Accessibility for Deaf Students", by Amy Frasu (2005) http://www.deaflinx.com/Interpreting/students.html

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